

Style sheet - ENG

Symposium title: Migrant Deaf and Hard-of-Hearing Additional Language Learners

1st organiser: Dr. Julia Hofweber, Department of Psychology & Human Development, University College London, UK

2nd organiser: Assoc. prof. Dr. Ingela Holmström, Department of Linguistics, Stockholm University, Sweden

Symposium format (one choice - delete the others):

- **Symposium Multimodal**

Symposium mode (one choice - delete the others):

- **Hybrid**

Sub-themes (multiple choices - delete the others):

LANGUAGES IN SOCIETY: bilingualism, multilingualism, plurilingualism, multilingual classroom, translanguaging, literacy & literacies, heritage language, home language, migrants, deaf, sign/gesture

Abstract:

Despite being a worldwide concern, there is a dearth of research regarding the linguistic development and education of newly migrated deaf and hard-of-hearing (DHH) language learners. This group is educated without reliable information about their different written languages, spoken language and sign language acquisition trajectories, language profiles, and school success. In addition, there is a significant gap in the training of their teachers, in language teaching pedagogy, and in the development of appropriate instructional materials. The aim of this symposium is to bring together insights from existing linguistic and educational research on DHH migrants in a range of interdisciplinary areas (Additional Languages / Multilingualism as well as Pedagogy of DHH Learners). The symposium will benefit from an international perspective comparing DHH migrants' profiles in different

contexts, as well as different educational approaches to supporting DHH migrants' communication and language skills.

Argument (2 pages maximum, i.e. about 500 words or 3000 characters including bibliography):

Multimodal symposium: *it is advisable to specify clearly the thematic orientations so as to best guide future individual submissions.*

Despite being a worldwide concern, there is a dearth of research regarding the linguistic development and education of newly immigrated deaf and hard-of-hearing (DHH) language learners. This group is educated without reliable information about their different written languages, spoken language and sign language acquisition trajectories, language profiles, and school success. In addition, there is a significant gap in the training of their teachers, in language teaching pedagogy, and in the development of appropriate instructional materials.

The aim of this symposium is to bring together insights from existing linguistic and educational research on DHH migrants in a range of interdisciplinary areas (Additional Languages / Multilingualism as well as Pedagogy of DHH Learners). The symposium will benefit from an international perspective comparing DHH migrants' profiles in different contexts, as well as different educational approaches to supporting DHH migrants' communication and language skills. The symposium will focus on three aspects of DHH migration:

1. DHH migrants' profile, in terms of their language background and development, and their migration and cultural background
2. Pedagogical approaches to supporting DHH learners' language and communication skills
3. Training of teachers of DHH migrants

To explore the first aspect, we invite papers that discuss the diversity of backgrounds and potential language development trajectories associated with DHH migrants. We will explore topics relating to DHH learners' different written languages, spoken language and sign

language acquisition trajectories, language profiles, and school success. Moreover, we welcome papers presenting the potential of assessment methods capturing the diversity of DHH migrants' backgrounds. Furthermore, we invite papers discussing and contrasting first and additional language development and learning in DHH migrants.

The aim of the second focus is to consider research-based approaches for the language education of migrant DHH additional language learners. Thus, we invite papers evaluating the success of pedagogical approaches with these learners. We also invite insights from comparable spoken language contexts, as well as contributions discussing trauma-sensitive pedagogy, given that many (DHH) migrants may suffer from traumata that impact their personal and linguistic development.

The third focus of the symposium is teacher training. We invite papers proposing adequate teacher training methods that prepare educators to cater to the diverse range of needs of DHH migrants in terms of both their personal well-being and linguistic development.

Finally, the aim of the symposium is to share insights from an existing research network, i.e. the IDeALL project (<https://ideall.uni-koeln.de/en/>), and to extend collaborations beyond this network to encourage future research collaborations on the topic of migrant Deaf and Hardof-Hearing Additional Language Learners. Central goal is to develop an international network to better understand DHH migrants' language background and development and to allow opportunities to develop solutions to the challenges posed by the teaching of DHH migrants.