



Teaching and learning diasporic languages in post-pandemic era

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Symposium format:

- **Symposium Multimodal**

Symposium mode:

- **Hybrid**

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

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

Short abstract in English:

This symposium focuses on teaching and learning diasporic languages in post-pandemic era. By diasporic languages we mean languages that have been dispersed outside their traditional geographic area by either voluntary or involuntary migration. We invite researchers and practitioners to submit papers that discuss the way formal educational environments can enhance or limit the ways in which children and adolescents learn diasporic languages. The focus of this symposium is on mother tongue and heritage language teaching and on approaches that utilize trans- and multilingual pedagogies in mainstream education or emergency education.

Topics can include e.g.

- analyses on the relationship between migrant language and language of instruction in specific educational/societal contexts
- discussions on different ways of organizing home language teaching
- examples of good practices in contexts of education in emergencies
- studies on pedagogical translanguageing between home language and the language of instruction

Argument:

Migration shapes societies and poses new kind of challenges to educational systems. Especially in case of forced migration, disjointed and prematurely ending educational paths can lead up to societal marginalization and entire generations that have been lost in terms of education. One explanation for educational challenges related with migration is language. Transnational educational paths often require learning a new language. In educational context, learning the new language of instruction is usually supported, even at the cost of home language. However, being able to utilize earlier linguistic resources and continue learning one's home language can significantly support the process both cognitively and socially.

This symposium focuses on teaching and learning diasporic languages in post-pandemic era. By diasporic languages we mean languages that have been dispersed outside their traditional geographic area by either voluntary or involuntary migration. While the COVID-19 pandemic has accelerated transition to increasingly digitized modes of teaching and learning, the pandemic has also exposed divisions in access to digital resources. For diasporic languages, digitization provides opportunities to organize language instruction so



that it is less dependent on a specific place and time. Although these changes provide new possibilities for utilizing teaching and learning resources even transnationally, digitization does not necessarily address the equally relevant need to tie mother tongue and home language instruction with student's new linguistic and academic environment. Nor does it tackle the issues that might stand in the way of social justice.

We invite researchers and practitioners to submit papers that discuss the way formal educational environments can enhance or limit the ways in which children and adolescents learn diasporic languages. The focus of this symposium is on mother tongue and heritage language teaching and on approaches that utilize trans- and multilingual pedagogies in mainstream education or emergency education. In this symposium, we wish to encourage exchanges between researchers and practitioners that work in contexts of emergency education and those that approach these questions from the perspective of national educational systems. Topics can include

- theoretical discussions and analyses of ideological presuppositions underlying migrant education
- analyses on the relationship between migrant language and language of instruction in specific educational/societal contexts
- discussions on different ways of organizing home language teaching
- examples of good practices in contexts of education in emergencies
- studies on pedagogical translanguaging between home language and the language of instruction
- empirical analyses on co-teaching models for mainstream teachers working with home language teachers or classroom assistants.

The organizers perceive language learning as a socialization process. However, all theoretical approaches are welcome.

Bibliography

The Douglas Fir Group 2016. A Transdisciplinary framework for SLA in a multilingual world. *The Modern Language Journal* 100, 19–47.