Lars Ströman
Opening Speech

Linda Bradley
*Mobile language learning with newly arrived migrants*
Catering for the sizable number of migrants from the Middle East is a huge challenge. Two areas that are mentioned as specifically important in terms of integration are learning the language and finding ways into professional life. Here, mobile technology can serve as a bridge to accessing language and work. This research addresses how Arabic speaking migrants are developing their language and vocational skills and what role mobile technology can play as a mediator. Based on an investigation of mobile literacy among migrants, the objective is to scrutinize usage of existing mobile applications and resources as tools for learning a new language and vocational skills. The presentation will focus on the benefits and obstacles of mobile learning with the specific target group.

Mihai Frumuselu
*Bitwise learning: Using computer programming in English language teaching at undergraduate level*
Digitization means, roughly speaking, the use of computer in human activities. But do we really need computers? Fifty years ago the first human beings were sent to the Moon, which was done using computers that were 1,300 times slower than a present-day smartphone and even with many calculations done with pen and paper. This may suggest that computer is not entirely indispensable, on one hand, but on the other hand it also suggests what huge performances we may be able to attain by using the performant present-day computers in an effective way. To a teacher, a computer may be helpful in various ways, from using applications that are already available up to designing own programmes, adjusted to the needs of the teaching. The opportunities are virtually endless.

Alexandra Burtseva
*Between the old and the new house: the problems of migrants adaptation*
and abstract: "The report presents an analysis of modern concepts of migrants' adaptation, describes the features of the adaptation process, reveals mental models of migrants' behavior in the North". Key words: stages of the adaptation process, adaptation of migrants, chronotopes of migration.

Oliver St John
*Supporting newly arrived adult migrants in ‘Swedish for immigrants’ learning environments*
This presentation reports findings grounded in empirical investigation of teacher instructional practices in everyday ‘Swedish for immigrants’ (Sfi) classroom contexts and interactions. It aims to share knowledge about the teacher strategies and priorities in multilingual learning environments for newly arrived adult students on Sfi courses. The cardinal aim of this research is to develop the quality of pedagogical support for newcomers learning a second language in linguistically diverse Sfi classes taught by ethnically diverse teachers.

Urban Haglind
*Collaboration between the Teacher Education at Örebro University and preschools and schools in the region*

Pieter Bevelander,
*Naturalization in Context: Migrant Life Course and Institutional Change*
With increased immigration, the obtaining of citizenship by immigrants has become an important issue in many European countries over the last three decades. The predominant trends in citizenship
legislation over the last decades have shown that state-centric citizenship - and the rights and duties it involves - remains to be highly relevant. Citizenship policies have been changed to increase its importance for identity, loyalty and security issues. Immigrants are increasingly subjected to new naturalization policies, linguistic and civic tests, which aim at ensuring commitment to common values and practices and fostering integration. This presentation will show fresh results and discuss the outcomes that affect the propensity to naturalize in three European countries, Denmark, The Netherlands and Sweden. What is the relative influence of characteristics associated with origin country (geographical distance, human development, political regime, dual citizenship acceptance) and the migrant life course (age at migration, marital status, children) on the propensity of immigrants to naturalize, and how do these factors condition the impact of changing citizenship policies in destination countries?

Mats Deutschmann

*English - knowledge container or Trojan horse? – a critical look at language-in-education policies in Sub-Saharan Africa with specific examples from the Seychelles.*

The presentation approaches questions related to the use of English as medium of instruction and examination, L2 writing and academic success in the South of Sahara African context. Using specific examples from studies conducted in the Seychelles, a small island nation in the Indian Ocean, I will then move on to exemplify consequences of second language medium of instruction policies on meta-, meso- and micro-levels. The studies include analysis of educational policy documents, investigations of language attitudes, and how choice of language impacts on learning, the learners’ ability to communicate their subject knowledge and general literacy. The overall findings indicate that current policies contribute to educational inequity, and the prolongation of colonial structures that hinder progress. I will argue that the “language question” is a key element when addressing the role of education in national development in sub-Saharan Africa, and other post-colonial contexts.

Hilary Janks

*Xenophobia and Constructions of the other*

Janks’ interdependent model of critical literacy argues that power, diversity, access and design/redesign are inter-related. Differences in race, gender, class and sexual orientation are the usual focus in relation to issues of diversity. District 9, a science fiction film set in South Africa, is used to discuss xenophobic othering and to make the argument that xenophobia should also be a matter of concern for critical literacy education. Difference is a productive resource and education has a responsibility to ensure that children grow up understanding the contribution that diversity has made to the world, including the contribution of immigrants to their own countries.

Olga Ivanishcheva

*Minority language education on the Kola peninsula: Kildin Saami opportunities for language functioning*

The linguistic situation of the Kola Saami who live in the Russian Federation is somewhat unique: the language, which belongs to the Finno-Ugric language grouping, has no graphic and orthographic standards that are commonly accepted by the Kola Saami community despite a long history of writing, dating back to 1933. And there is as yet no solution for this problem. This presentation shows that the Kildin Saami language belongs to the group of critically endangered languages, which means that the youngest speakers are grandparents and older, and they speak the language partially and infrequently. Family “linguistic” connections are completely lost, the language is transmitted only by “academics” (language courses) and used partially. To preserve the Kildin Saami language, in my opinion, only the following can be done: change the status of the language through the formation
of a language policy and create new opportunities for language functioning. My research is based on the framework that contemporary sociolinguistic situation should be studied from the following perspectives: number of native speakers, the language environment, language revitalization, the state’s language policy, prestige of the language. The presentation describes how the state authorities created the system and the linguistic situation on the Kola Peninsula concerning the Kildin Saami language. There is also a discussion of the teaching challenges that arise as a result of problems that are both external (lack of teachers) and internal (the varieties of Kola Saami).

Keywords: Indigenous minorities of the North, endangered languages, Saami languages, contemporary sociolinguistic situation.

Viorica Olaru-Cemirtan

Foreigners' Integration in Moldova: achievements, gaps, and new objectives.

Immigration and integration are long-debated issues at the level of the European Union, and the social integration of foreigners in the host societies represents the nucleon of the public policies on migration. In this context, the Republic of Moldova is just at the beginning of the road. In deed, the situation of the Republic of Moldova during the independency period is marked by a peculiar aspect of the migration process prevailed by emigration of the citizens for work purposes. At the same time, the immigration into the country did not register any spectacular volume, as the number of immigrants is not significant as related to the population of the country. The most recent evolutions of the given phenomenon reveal some possible changes towards intensification of the process, as the number of immigrants, asylum seekers and applications for acquiring the citizenship of the Republic of Moldova increased in th last 4 years, due to the regional security threats and also because of the policy changes to attracted more labour migrants. In this context and also from the Human Rights Based Approach, it is necessary to include on the state’s policy agenda the dimension of foreigners’ social and economic integration into the society, tackling as well the issue of hate crime, discrimination, and trafficking in human being. This study, carried out for the last two years and a half, provides for the first time ever a comprehensive overview of the foreigners’ situation in the Republic of Moldova, reflecting the information regarding a number of social life areas. The aim of the study is to assess the level of foreigners’ integration in the Republic of Moldova, to evaluate the state’s efforts in relation to foreigners’ integration, and to provide recommendations for subsequent policies. The integration is perceived within the study’s framework as a bidirectional process of immigrants’ mutual adjustment, on one hand, and that of the indigenous population, on the other hand; the result of the given process is to obtain all the civil, social and economic opportunities on equal basis. The immigrants’ integration level is assessed in the following areas:

1. employment and access to labour market;
2. access to education, including opportunities to study the state language;
3. access to health services;
4. dwelling availability;
5. access to legalization of stay and availability of legalization forms, including citizenship acquiring;
6. hate crime and discrimination;
7. tackling the risk of trafficking in human being;

Tomasso M. Milani

The banality of evil: Trump, Sweden and migration as “existential threat” to the nation

In this presentation, I draw upon Arendt’s concept of “the banality of evil (1963) in order to analyze the intertextual, spatial and temporal connections between Trump’s question about an alleged terrorist attack in Sweden and an increased “shift to the right” in a mainstream Swedish political party—Nya Moderaterna. Through detailed textual analysis of a corpus of online media data, I
illustrate how totalitarian propaganda is not relegated to the past. Elements of it are a reality in the present, and are deeply linked to issues of integration and migration, two key concerns of this conference. Ultimately, the argument I make in this paper is that Trump and the members of Nya Moderaterna in Sweden are terrifyingly normal. Their rhetoric might not be truthful, but it links into a ‘truthiness’ built of elements that sound true, and, through a web of discursive devices and intertextual links, creates the dystopian illusion of a truthful and coherent account of society. As Arendt would say, each of these discursive elements is like a spore in a growing fungus that might not have much depth, but is spreading quickly into the very center of the political debate in Sweden, a country that has been resisting a shift to the right for a long time. Most crucially, by unpacking the banality of evil of mainstream politics, we can unveil current problematic discourses that portray migration as an “existential threat” to the nation, and we can problematize the very notion of “integration”.

Parallel sessions
Eva Malessa
Late literacy and digital gamified learning of adult emerging Finnish readers – Game on or off game?
In most European countries and particularly in Finland, the ongoing digitalization has had an impact on the way people interact, live, work and learn. The European Association for the Education of Adults (EAEA) emphasizes that an active participation in society necessitates digital skills and competence which can be demanding for many adults who grew up in a pre-digitalized environment. For adult migrants with limited educational experience the threefold challenge of possessing or gaining digital skills in addition to second language and literacy skills can pose a serious obstacle on their road to integration in their new home countries in Europe. This study explores digital and mobile learning of adult migrants who start to read for the first time in their second language Finnish. The focus of this study is on initial late literacy training and the use of digital game-based practice with adult emerging Finnish readers. For lack of technology-based literacy support tools designed specifically for adult emerging Finnish readers, a digital learning game originally developed for children, Ekapeli, has been used in many Finnish language and literacy classrooms. To date, there are, however, no empirical findings on the game’s pedagogical effectiveness with adult learners. This study plans to conduct literacy interventions with the Ekapeli game to explore the potential of digital initial literacy training for adult learners and their teachers as well as to shed light on potential problems and solutions.

References

Gamze Tosun & Merve Nebioğlu
Hate-speech
In Turkey, like many parts of the world, the use of discourse promoting racism, ethnic discrimination, anti-Semitism, homophobia and other forms of intolerance is widespread both in media and politics. Hrant Dink Foundation has been conducting systematic media monitoring on hate speech against ethnic, religious and national identities since 2009 to bring the issue on the public agenda as well as its effects on social dialogue and democracy. The Foundation has been sharing the collected data and
analysis regularly with the general public and the related actors such as journalists, media organs and academicians in the forms of reports through its website and social media accounts as well as workshops, panels and conferences. The collected data has provided remarkable insights not only on the most targeted groups but also on the conditions that leads such discrimination. Particularly since 2014, this data revealed a significant raise in hate speech against Syrian refugees in Turkey as the leading host country in the world, to more than 4 million refugees. Consequently, the Foundation has published two detailed reports, “Discriminatory Discourse against Syrian Refugees in Local and National Press” and “Discrimination Against Syrian Refugees In Media: Misinformation And Distortion” specifically studying on the ways, contexts, reasons of the otherizing discourse against refugees. Since November 2018 the Foundation is also carrying out a project to collaborate with public sector, media and civil society through an educational module as they are the three influential actors capable of effecting both the life of refugees as well as the integration and peaceful coexistence in Turkey. And, currently the Foundation is developing a tool by which the existing data can be combined with AI technologies paving the way for AI based detection of hate speech in Turkish language. This presentation will mainly focus on the reports and the module constituting significant examples of HDF’s attempt to share, utilize and discuss almost ten year data gathered until now.

References:
Fuat Keyman - Director of Istanbul Policy Center and Professor of International Relations at Sabancı University
Sema Kılıçer - Political Officer, Human Rights, Delegation of the European Union to Turkey
İdil Engindeniz - Dr. İdil Engindeniz, Galatasaray University, Faculty of Communication

Signild Risenfors & Linda Febring
*Digitalization of the language introduction program*

Today, many young people are digitalized. This also applies to the newly arrived young persons, who have recently migrated to Sweden. Digitalization within school is therefore an important issue. The Swedish authority of school inspections state that since information and communication technology (ICT) permeate the society, it stands to reason that it is used in schools as well (Skolinspektionen 2012). There are research about digitalization in school (e.g. Grönlund 2014). However, empirical studies on the school’s digitalization in relation to the newly arrived pupils’ language development seem to be lacking. Research shows that it is important that language development takes place in parallel with the development of knowledge in various subjects (Gibbons 2002). The aim of the study is to gain a deeper understanding of the possibilities that the school’s digitalization entails for the newly arrived pupils’ language development concerning studying, both the Swedish language, but also various subjects in upper secondary schools.

Our research questions are:
- Do teachers see the digitalization of schools as a way to facilitate learning of both content and language?
- In what way do teachers look at the use of digital tools as a way of learning the new language?
- How is technology combined with pedagogical content knowledge (TPACK?)
- Are there differences between teachers of different subjects when it comes to using digital tools with newly arrived pupils?

The project is carried out through classroom observations with newly arrived pupils who study different subjects but also interviews with teachers.

The result shows that digital tools are very rarely used, and if used it was mostly as a dictionary or a type writer. Digital tools seems largely related to the individual teachers’ own proficiency and interest, despite the fact that the requirements for digitization have been increased in the syllabus.
Towards intersubjectivity in the light of the “fusion of horizons”

As a result of increasing migration worldwide, there are many newcomers to L2 classrooms who start their learning at pre-beginner proficiency levels creating a need for developing further supportive pedagogical feedback strategies (Jakobson, 2018). This study highlights the need for further research on feedback as an important pedagogical resource, especially in adult beginner-learner contexts.

The hermeneutic dialogue or interaction is based on the concept of “the fusion of horizons” (Gadamer, 2010). Following this notion, this study focuses on teacher written feedback from three perspectives: 1. Teacher feedback practices, 2. Teacher beliefs about feedback, and, 3. Student preferences concerning feedback. Using questionnaires for both teachers and students together with a feedback analysis model, the study was conducted in a web-based Swedish-as-a-Second-Language course and included three experienced teachers and their beginner-level L2 students of culturally diverse backgrounds. Unlike previous studies, in this study, the focus, i.e. what the teachers focus on in comments, is distinguished from manners, i.e. how the teachers communicate with the students.

Thus, response is divided into two main areas, focus and manner. Feedback analysis revealed that teachers focused on language accuracy. Even if there were discrepancies and variations between teachers about their preferences, they found questions to be one of the most important manners of giving feedback, though difficult to formulate. Data from questionnaires showed that a large majority of students chose feedback on grammatical structures as their first priority, while feedback on content and spelling were seen as less important areas. The students generally valued all feedback manners, but clearly preferred specific praise and specific criticism. It is suggested that there is a need to establish an open teacher-student dialogue in a web-based context in order to facilitate effective interaction. Not only is a better alignment between students’ expectations and teachers’ practices and beliefs required but also efforts to open ways for new understanding.

Keywords: feedback for adult beginner L2-students, interaction, teacher feedback practices and beliefs, student preferences

References