Friday 20th July and Saturday 21st July 2018

Venue: Great Hall, Sutherland Building, Northumbria University.

An EU-Speak event organised by Newcastle and Northumbria Universities

Adults learning to read for the first time in a new language: New ideas in practice
https://research.ncl.ac.uk/eu-speak/eu-speak32015to2018/eu-speakevent/

Programme at a glance

Friday 20th July 2pm to 5.30pm

Getting started teaching LESLLA Learners
Virginia Commonwealth University

Art, Language and Belonging
James Simpson, Lou Harvey, Jessica Bradley, Leeds

Saturday 21st July 10am to 5pm

Language and Literacy in Social Context
University of Jyväskylä

Vocabulary Learning: Words, words, words
University of Cologne

The Digital Literacy Instructor
University of Granada, Friesland College, Northumbria University

Applying pragmatics and morphosyntax to Simply Stories
Newcastle University and Northumbria University

Creation of a heritage language hub to focus on learners' languages
Boğaziçi University

Poster Display

Delegates are invited to display a poster to share their ideas. Posters will be on display all Saturday. If you'd like to participate email a 250-word description of the poster you have in mind to:
martha.young-scholten@ncl.ac.uk
We will confirm your inclusion in the display.

Organisers

Bursaries

We have bursaries of £45 to contribute to or cover your travel expenses. You must produce receipts (e.g. rail fare). Bursaries are available to those who do not work at any of the EU-Speak project institutions.

Online Registration

Detailed Programme

Friday 20 July

14.00 Registration with coffee and tea

15.00 *Getting started teaching the learners* Nancy Faux, Virginia Commonwealth

In this hands-on workshop you will explore some simple but foundational practices for working with these adult learners. These include ideas to discuss and activities to try out, from how to prepare to teach a literacy class for adult immigrants to how to start developing print awareness and phonological awareness to how to provide meaningful activities for all learners at different levels and with different backgrounds. Those with experience working with these learners are welcome to join the workshop to share their knowledge.

16.00 Newcastle University welcome; Book launch: *European Speakers of Other Languages: Teaching Adult Immigrants and Training Their Teachers. A Compendium of the Modules*

16.30 *Art, language and belonging* James Simpson, Lou Harvey, Jessica Bradley (Leeds/Leeds Trinity)

This presentation first describes a collaborative arts-based project for language learners in Leeds, Migration & Settlement, exploring how the workshop activities and the productions of the project relate to adult migrant language education for refugees. We then turn to how this, alongside our other arts-based work, implies a decentring of language as the primary means of sense-making. We end by describing a project in development focusing on *belonging*, which we will study through language and arts practice.

Saturday 21 July

9.00 Registration and coffee

All-day poster display starts   .

10.00 Newcastle welcome

10.30 *Language and literacy in social context* Minna Suni, Jyväskylä

The focus is on migrants' workplace literacy. First, some literacy practices typical for entry-level jobs (e.g. catering or cleaning services) are discussed in the light of recent research and development projects. Even though the work tasks may look simple at first glance, regular written documentation or active use of mobile technologies may be expected. To promote working-life orientated language education, participants will then be encouraged to share their best practices for developing the workplace literacy skills of their low-literate students.

11.30 *Vocabulary learning: words, words, words* Andreas Rohde, Kerstin Keul, Pia Holtappels, Charlotte Recker, Cologne

In the first part, participants explore "what is in a word", i.e. what it really means to know a word and discover that they know less than they thought they did about some words. In the second part, participants learn to what extent it may be easier to learn a list of English words that either have related meanings or are similar in pronunciation. To put participants in the shoes of low-literate adult immigrants, they will be exposed to two lists of German words that vary in the same way as English words. We will discuss the major factors that play a role in word learning particularly factors that facilitate learning for all learners including low-literate adults.

Lunch

13.30 *The Digital Literacy Instructor* Marcin Sosinski, Granada; Jan Deutekom, Friesland College; Rola Naeb, Northumbria

In this workshop, participants will have the chance to try out the Digital Literacy Instructor software, see: http://diglin.eu DigLin is individualised and independent software that supports decoding in beginning reading. It does not assume pre-existing (home language) literacy and it can also be used to learn new words and their pronunciation along with grapheme-phoneme correspondences. It is an example of software used to support low-educated, low-literate adults in developing the awareness that underpins decoding, i.e. phonological awareness and, in particular, phonemic awareness - awareness that speech consists of individual words which consists of syllables and that these syllables consist of sub-parts, including the smallest units, phonemes.

14.30 *Applying morphosyntax and pragmatics to Writing Simply Stories* Martha Young-Scholten, Newcastle; Billy Clark, Northumbria

Pragmatics and stylistics expert Billy Clark starts by discussing how we communicate with each other - regardless of whether we are literate or not - where much can be left unsaid because we grasp our interlocutors' intentions from context. In terms of stylistics, he notes how creative writers apply this idea from pragmatics in what is the classic advice 'show don't tell'. Showing rather than telling which is best accomplished by writing in scenes enhances reader involvement and engagement in a text. Second language acquisitionist Martha Young-Scholten supplies a set of guidelines on writing text for those with low levels of morphosyntax. Participants will then apply these ideas to write a draft of their own narratively engaging and linguistically accessible book.

16.00 *A Heritage Language Hub to Focus on Learners' Languages* Belma Haznedar, Boğaziçi

The workshop starts with an overview of the range of topics covered in this module. Belma will then lead a discussion on how these topics are relevant to participants' own experiences with adult immigrants and immigrants' experiences with bilingualism/multilingualism in their own lives, their children's lives, and their communities. After describing types of bilingualism/multilingualism, the benefits, and the impact that this has on immigrants' language use and learning, various activities for raising awareness of key features of bilingualism/multilingualism and ways to build on these abilities in the classroom, the family and the community will be demonstrated.

Want to share your ideas?

Delegates to the event are invited to display a poster about any aspect of working with adult migrants with little or no formal schooling, for example to share achievements of their learners. If you'd like to participate in the display, email martha.young-scholten@ncl.ac.uk with a 250-word description of what you have in mind and she will confirm participation.

Poster Guidelines

- ❖ Your poster should be A1 size (594 x 841 mm 23.4 x 33.1)

- ❖ Use font sizes 16 up to 36 and the most legible font type. Lower case is easier to read than (all) upper case.

- ❖ To create the poster, consider using the PowerPoint graphics interface.

A poster
- Attracts attention, maintains interest and communicates effectively.
- Is detailed enough to elicit comments, but not so many details that considerable time is required to read it.
- Has a minimum of clutter and dense text.
- Has a maximum of informative text (incomplete sentences are fine) and clear graphics.
- Includes a title; rationale/research question/background; participant information; methodology; results in the form of graphs, charts, photos, brief narratives; a conclusion.
- Is concise.
- Uses sentence fragments and/or bulleted lists to break text into chunks.
- Has headings for different parts.
- Creatively guides readers through text, using e.g. question-answer format or arrows or numbered panels.