



Greater Region

Annotated bibliography

Document title, year of publication	<i>Towards an understanding of the language–integration nexus: a qualitative study of forced migrants’ experiences in multilingual Luxembourg, 2019</i>	
Complete bibliographical references, access (DOI), if possible	Kalocsanyiova, E. (2019). <i>Towards an understanding of the language–integration nexus: a qualitative study of forced migrants’ experiences in multilingual Luxembourg</i> . (Doctoral Thesis in Linguistics, defended at the University of Luxembourg, Faculty of Language and Literature, Humanities, Arts and Education). https://orbilu.uni.lu/handle/10993/41020 (accessed 27 November 2023)	
Type of publication	Other	Theory
Language(s)	English	
Key words	forced migration; language skills; language learning; language ideologies; plurilingualism; interculturality; multiculturalism; sociolinguistics;	
Abstract	This cumulative thesis focuses on the language learning and integration experiences of five men who, fleeing war and violence, sought international protection in the Grand Duchy of Luxembourg. The included four papers seek to address key questions on how people’s existing language resources can be validated and used to aid language learning; what the politics of language and integration in settings of complex linguistic diversity are; what role language ideologies play in their creation and/or perception, and what types of individual trajectories emerge.	
Content and main findings	Despite widespread acceptance and favourable attitudes towards multilingualism in Luxembourg’s mainstream discourse, language resources beyond the recognised trilingual model (French, German, Luxembourgish) hold ambiguous statuses . As a result, broader societal multilingualism is often perceived as problematic. In present-day language ideological debates , the strong presence of foreigners tends to be considered as a threat to the established language regime, particularly to the position of the Luxembourgish language. The role of Luxembourgish as a “language of integration” has been increasingly emphasised, although it is the resource least likely to be present	

	<p>in the communicative repertoires of new arrivals.. The often-conflicting nationalist and multilingual language ideologies give rise to ambivalent messages as to which languages and identities should be offered to newcomers. Building on theories of multilingual communication, translanguaging, and receptive multilingualism, the first paper investigates the opportunities of multilingual learning situations in classroom-based language training for forced migrants. The second paper exposes the ambiguities and contradictions in current practices of linguistic integration as currently practiced and sheds light on how people with precarious immigration statuses interpret, experience and act upon ideologies surrounding language and integration. The third paper juxtaposes the experiences of two forced migrants who shared similar, multi-layered linguistic repertoires and explores the embodied efforts, emotions, and constraints inherent in constructing a new (linguistic) belonging in contemporary societies. The fourth paper presents a novel inquiry into the interactional dynamics of an interpreter-mediated research encounter and discusses the challenges of working with vulnerable research participants and the need for multilingual research approaches.</p> <p><i>(extracts from the thesis, adapted; see: https://orbilu.uni.lu/handle/10993/41020) (accessed 27 November 2023)</i></p>
Remarks	<p>This recent thesis focuses on the complexity of the (real or perceived) needs regarding linguistic competence for newcomers to Luxembourg.</p>