A Multiphase Mixed-Methods Study on the Bridging Systems and Determinants of Destination Language Proficiency of Newly Arrived Migrant Students in Monolingual Countries:

Istanbul and Hamburg Cases

Abstract

Abdullah Atmacasoy, Doctoral Candidate, Middle East Technical University, Ankara, Turkey

In my doctorate research, I am conducting a multiphase mixed-methods research to investigate the bridging language programs in monolingual countries and reveal what structural (i.e., contextual) factors predict the destination language proficiency of newly arrived migrant students at lower-secondary schools in İstanbul and Hamburg. This study is embedded in Anderson et al.'s (2004) refugee education model which is a developmental model that connects Bronfenbrenner's (1994) ecological theory with the *pre- migration*, *trans-migration*, and *post-migration* phases (i.e., ecologies). I attempt to answer following research questions:

1. What is the language curriculum policy for newly arrived migrant students at lower-secondary education in İstanbul and Hamburg as monolingual contexts with regards to the inclusion approach and prevalent practices to tackle with diversity in language curriculum organization, instructional strategies and professional skills of the language teachers?

2. What constitutes structural factors in pre-migration, trans-migration, and post-migration ecologies that can promote and impede the destination language proficiency of newly arrived migrant students?

3. To what extent do structural factors with personal variables predict the degree of destination language proficiency of newly arrived migrant students at lower-secondary education in İstanbul and Hamburg?

The qualitative phase of this research has been designed as a case study to understand the basic characteristics of the bridging systems in respective countries and identify personal, home- based and school-based factors through document analyses, classroom observations, and semi-structured interviews with students, parents, teachers, school administrators, and key informants.

In the quantitative phase of the study, a correlational design is adopted to investigate the relationship between predictor variables and the general language proficiency of the students in the destination language. Based on the findings in the literature and my qualitative results, I have developed an instrument tentatively called Newly Arrived Migrant Students Language Questionnaire (NSLQ) which has a nested hierarchical structure including a student questionnaire, language teacher questionnaire, and school administrator questionnaire to collect data on predictor variables, and a C- Test in Turkish and German to assess the general language proficiency of the students as the outcome variable.

As of June 2020, the qualitative phase has been completed fully in İstanbul and partially in Hamburg. Due to COVID – 19, I have to halt quantitative data collection in İstanbul and postpone until September 2020. In my talk, I would be happy to discuss my qualitative results by elaborating more on the trajectory for inclusion practices at the macro-level in Turkey and their reflections on the language

education of Syrian students. Also, I would like to share the dimensions of my quantitative instrument and talk about the rewards and challenges of conducting a comparative research.

Bio

Abdullah Atmacasoy is a doctoral candidate in the program of Curriculum and Instruction in Educational Sciences at Middle East Technical University in Turkey. He is a visiting researcher in the "Diversity in Education" (DiVER) research group at Hamburg Universität in Germany. He received my BA degree on English Language and Literature at Ege University and MA degree on Comparative Literature at İstanbul Bilgi University. He also worked as a language instructor at a state university in Turkey for ten years.

His research interests focus on curriculum development and instructional strategies for education in emergencies and in low-resources contexts. He is currently conducting a cross-cultural comparative study on the language development of newly arrived migrant students in monolingual countries, namely in Turkey and Germany, under the supervision of Prof. Dr. Hanife Akar (METU) and Prof. Dr. Ingrid Gogolin (Universität Hamburg). He is awarded to doctoral research grant by DAAD (Deutsche Akademischer Austauschdienst) and TUBITAK (The Scientific and Research Council of Turkey) to conduct the quantitative phase of his dissertation research.

He is an editorial board member of the *Refugee Review,* a publication of the Emerging Scholars and Practitioners on Migration Issues (ESPMI) Network. He serves as one of the co-convenors of Network 31 – Language and Education, a network of European Educational Research Association.

For more information on his background, please visit http://abdullahatmacasoy.com