

To whom it may concern

We hereby confirm that the following article:

'Bicultural identity and literacy practices', which was published in the conference proceedings of the conference 'Cultures and Languages in Contact IV'. Editions et Impressions Bouregreg- Rabat. Morocco. (2017). PP. 601-617. ISBN: 978-9981-00-876-2), was co-authored by professor **Iga Maria Lehman** from the University of Social Sciences, Warsaw, Poland and **Robin Anderson**, from the Università degli Studi di Milano-Bicocca, Milan, Italy.

The following is an explanation of the division of the academic input to the paper.

The abstract (p 601) which introduces the role identity plays in second language acquisition (SLA) and how dual identities operate within bilingual individuals was written by **Anderson**.

The 'Introduction' section (pp 601-602) deals with identity formation and SLA within a social context through the concept of language socialisation. The primary focus of the paper, to investigate SLA and identity construction in bilinguals is introduced. This section is attributed to **Anderson**.

In section 1 'An identity approach to SLA' the first paragraph (pp 602-603) deals with the nature of identity and is attributed to **Lehman**. The second and third paragraphs (pp 603-604) deal with theories of SLA and the role social context plays in this. It discusses the struggles second language learners have to find their second language voice in the variety of social contexts in which they find themselves. As second language users need to negotiate their language use as a form of social practice, issues of power and legitimization are considered. These 2 paragraphs are attributed to **Anderson**.

The 4th paragraph (p 604) which introduces the main theme of the paper, namely, the role of writing in the (re)-construction of second language user identity. This section is attributed to **both authors**.

Section 2 'Dynamics of bilingual identity' (p 605) in which notions of cultural blendedness and cultural harmony are discussed is attributed to **Lehman**.

Section 3 'The integration of bicultural identities' (pp 605-614) deals with how second language users struggle to become members of the variety of discourse communities to which they belong. It discusses what changes occur in the learner's native cultural and linguistic frameworks as they attempt to align themselves with the requirements of the diverse discourse communities. The plurality

of positionings second language learners need to adopt and the variety of identity types they can adopt, following a social constructionist's approach are discussed. This discussion is undertaken following a framework outlined by Pavlenko & Blackledge (2004) and extracts from a work by Wierzbicka (1997) describing her experiences as a Polish woman in the USA. This section is attributed to **Lehman**, although **both authors** collaborated on selecting the excerpts from Wierzbicka's work to provide convincing support for the process of the identity reconstruction in a second language based on Pavlenko & Blackledge's framework.

The 'conclusions' section (pp 614-615) outlines the conclusions from the study pertaining to the processes involved in the cultural and linguistic integration which operates within second language users. The paper concludes by arguing for the importance of reflective positioning in the negotiation of identity, in that it involves the individual positioning her/himself in the process of her/his (re)construction of identity This section is attributed to **Anderson**.

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