



Forced Migration, Precarity and Investment in Language Learning

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In this article, we argue that the much-cited construct of investment (Norton, 2103) in SLA research needs to be adapted in order for it to apply to the language-learning context of forced migrants, and in particular refugees. Our argument is based on ethnographic research on the language-learning process of Congolese UN-quota refugees to Norway. Drawing on Bourdieu's understanding of precarity, we show that a habitus of discontinuity and lack of agency affects language learning as much as, or even more, than identities, ideologies and capital – the three intertwined notions in Norton's framework. Understanding how precarity shapes habitus might be useful for teachers who work with forced migrants so that they have the necessary knowledge to better adapt their teaching to the lived experiences of their students.