

JRM 2018



Research(ing) Cultures in Applied Linguistics
AILA-Europe Junior Researcher Meeting
10-11 September 2018



10th AILA-Europe Junior Researcher Meeting in Applied Linguistics

University of Duisburg-Essen

Conference Programme

DAY 1 - Monday, 10th September 2018

8:30 – 9:00
@Glaspavillon

Registration & Welcome Coffee

9:00 – 9:15
@Glaspavillon

Conference Opening

Prof. Dr. Bernd Rüschhoff
University of Duisburg-Essen, Germany

9:15 – 9:30
@Glaspavillon

Celebrating the 10th AILA Junior Researcher Meeting

Prof. Dr. Aleksandra Gnach
AILA Europe Coordinator,
Zurich University of Applied Sciences, Switzerland

9:30-10:30
@Glaspavillon

Key Note

Getting Started as an Early Career Researcher

Assoc. Prof. Dr. Gene Thompson
Rikkyo University, Tokyo, Japan

10:30-11:00
@Glaspavillon

Coffee Break

DAY 1 – Monday, 10th September 2018

10th AILA-Europe Junior Researcher Meeting in Applied Linguistics, University of Duisburg-Essen

TALKS I	Room 1 [R12 R04 B11] Transcultural Communication & Language Varieties Chair: Bernd Rüschoff [ENGLISH]	Room 2 [R12 R04 B02] Transcultural Communication & Language Varieties Chair: Katja Heim [GERMAN]
11:00-11:30	Kitty Jiayin Li: <i>The parental spoken interactions at a Chinese complementary school in Berlin and their engagement with life in Germany.</i>	Qianling Zhang: <i>Sprachliche Variationskompetenz in Lehrbüchern für DaF.</i>
11:30-12:00	Sandra Kaltenegger: <i>Chinese Pluricentricity – fiction or reality?</i>	Katharina Staubach: <i>Jugendsprache durch Kleidung? Zum Zusammenhang von T-Shirt-Aufdrucken und jugendlichen Ausdrucksformen.</i>
12:00-12:30	Katharina von Elbwart: <i>Of rednecks, snowbirds and Spanglish everywhere: The perceptual dialectology of Florida.</i>	Lisa Krammer: <i>„Ich halte den universitären Rahmen für äußerst angemessen, um eine ‘schöne Sprache’ zu pflegen. Privat is ma recht wurscht.“ Eine Einstellungsstudie zur Variation der deutschen Sprache an Wiener Universitäten.</i>
12:30-14:00 Lunch Break @Cafe Rosso & Mensa		

DAY 1 – Monday, 10th September 2018
10th AILA-Europe Junior Researcher Meeting in Applied Linguistics, University of Duisburg-Essen

TALKS II	Room 1 [R12 R04 B11] Researching Cultures of Teaching and Learning I Chair: Gene Thompson [ENGLISH]	Room 2 [R12 R04 B02] Multilingualism & Regional and Minority Languages Chair: Bernd Rüschoff [GERMAN]
14:00-14:30	Minns Owen: <i>Privileged position? The Japanese language learning of newly-arrived foreign English teachers in Japan.</i>	Lena Schwarzl: <i>Mehrsprachigkeit – von der Herausforderung zur Ressource. Mehrsprachige Materialien und Translanguaging im Klassenzimmer.</i>
14:30-15:00	Jill Boggs: <i>Researching corrective feedback in South Korea: Impact of culture and prior educational experiences.</i>	Leila Imppola: <i>Zugehörigkeit von Migranten zu ihrer Heimatkultur aus der Perspektive deutsch-finnischer Jugendlicher in Deutschland.</i>
15:00-15:30	Dennis Weger: <i>Learning to notice the language dimension in all subjects – Developing preservice teachers' professional vision for translanguual instruction.</i>	Matthieu Bach: <i>Analyse des Textmusters im Weinverkaufsdiskurs: Vorteile eines zweisprachigen mündlichen Korpus.</i>
15:30-16:00 Coffee Break @Glaspavillon		

TALKS III	Room 1 [R12 R04 B11] Researching Cultures of Teaching and Learning II Chair: Samuel Sanders [ENGLISH]	Room 2 [R12 R04 B02] English as a Medium of Instruction Chair: Dominik Rumlich [ENGLISH]
16:00-16:30	Pauliina Peltonen: <i>Cultures of L2 speech fluency research: A methodological perspective.</i>	Ikuya Aizawa: <i>A cost-benefit investigation of the English-medium instruction (EMI) boom in Japan.</i>
16:30-17:00	CANCELLED!	Miia Konttinen: <i>IMDP students’ academic English language gains in EMI programs.</i>
17:00-17:30	Rukhsana Tariq: <i>After the Taliban: The new role and scope of the language. Pakistani Language Policy.</i>	Kari Sahan: <i>Implementing EMI: Teachers as language policymakers.</i>
17:30-18:00	CANCELLED!	Yasamin Habib: <i>The use of the L1 in bilingual science lessons.</i>
18:00-19:00 Free Time		
19:00 Conference Dinner @DAMPFE		

DAY 1 – Monday, 10th September 2018
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10th AILA-Europe Junior Researcher Meeting in Applied Linguistics

University of Duisburg-Essen

Conference Programme

DAY 2 - Tuesday, 11th September 2018

8:30 – 9:00
@Glaspavillon

Morning Coffee

9:00 – 10:00
@Glaspavillon

Key Note

Quantitative Research: Examining a World Full of Significance from a Bird's-Eye-View

Jun. Prof. Dr. Dominik Rumlich

University of Münster, Germany

DAY 2 – Tuesday, 11th September 2018

10th AILA-Europe Junior Researcher Meeting in Applied Linguistics, University of Duisburg-Essen

LIGHTNING PAPERS I	Room 1 [R12 R04 B11] Language Use in the Media & Language Politics Chair: Eva Wilden	Room 2 [R12 R04 B02] Researching Cultures of Teaching and Learning I Chair: Frauke Matz
10:15-10:30	Laura Herzberg: <i>"You ok with this?" – Investigating OKAY in digital communication.</i>	Helena Vesaranta: <i>The teacher of Finnish as a second language, is the one who determines the grades.</i>
10:30-10:45	CANCELLED!	Mervi Kastari: <i>Experiences of learning a second language through literature reading in a reading circle.</i>
10:45-11:00	Discussion	Discussion
11:00-11:15	Alejandra Lopez-Fuentes: <i>Dissemination of specialized knowledge in health and biomedicine: tools for adaptation to non-expert users.</i>	Franz Unterholzner: <i>Reflektiert reduzierte Sprachbetrachtung: Ein kognitions- und entwicklungspsychologischer Ansatz.</i>
11:15-11:30	Leonie Bröcher: <i>Quality assessment in digital discourse.</i>	Jie Li: <i>Einfluss von Kultur und Fachdenken auf „Branchenreporte Tourismus“ – Eine interlingual-kontrastive Untersuchung im Deutschen und Chinesischen.</i>
11:30-11:45	Discussion	Discussion

DAY 2 – Tuesday, 11th September 2018

10th AILA-Europe Junior Researcher Meeting in Applied Linguistics, University of Duisburg-Essen

11:45-12:00	CANCELLED!	Festif Rudolf Hoinbala: <i>Weaving CEFR scales into rubrics for EFL writing assessment in Indonesia.</i>
12:00-12:15	Linda Pfister: <i>Sprachliche Rechtssicherheit unbegleiteter asylsuchende Kinder. Eine rechtslinguistische Analyse schwedischer Präjudizien</i>	Judith Borràs Andrés: <i>Reading skills and vocabulary development as a result of a study abroad experience.</i>
12:15-12:30	Discussion	Discussion
12:30-13:30 Lunch Break @Cafe Rosso & Mensa		

TALKS IV	Room 1 [R12 R04 B11] Researching Cultures of Teaching and Learning II Chair: Katja Heim	LIGHTNING PAPERS II	Room 2 [R12 R04 B02] Translanguaging, Multilingualism, Language Policies Chair: Luisa Alfes
13:30-14:00	Caitríona O'Brien: <i>The impact of Irish Sign Language (ISL) on families with d/Deaf children.</i>	13:30-13:45	Luyao Li: <i>Translanguaging and identity: A case study of Chinese students at a UK University.</i>
		13:45-14:00	Ute Reimers: <i>Disciplinary language variation in English as the academic lingua franca: German PhD students' identity construction in their English PhD theses.</i>
14:00-14:30	Iliana Alderete Munuzuri: <i>Generating an inclusive bilingual classroom with ADHD students at elementary school using ICT.</i>	14:00-14:15	Discussion
		14:15-14:30	Simone Stuers: <i>English language entry requirements for EMI or bilingual programmes – the student view.</i>
14:30-15:00	Tochukwu Arinze Ikwunne & Charles Ononiwu: <i>The role of computer assisted language learning in mother tongue instruction: The case of Igbo in Nigerian secondary schools.</i>	14:30-14:45	Rahaf Farag: <i>Investigating German-Arabic interpreter-mediated encounters via telephone: methodological challenges.</i>
		14:45-15:00	Discussion

DAY 2 – Tuesday, 11th September 2018

10th AILA-Europe Junior Researcher Meeting in Applied Linguistics, University of Duisburg-Essen

15:15-15:30	JRM Closing Ceremony		
16:00	<p>Opening Ceremony & Opening Key Note of GAL @Audimax (Hörsaalzentrum S04) *** "Mit Rechten sprechen" Prof. Dr. Thomas Niehr (RWTH Aachen)</p> <p>*** All participants in the AILA JRM 2018 are cordially invited to attend free of charge the opening ceremony and opening keynote of GAL 2018, the German Association of Applied Linguistics Congress. In addition, those presenting at the JRM are also entitled to attend the full conference GAL 2018 at the student rate. For further information (in German) see https://www.gal-2018.de/home.html</p>		

Organising Committee:

Luisa Alfes, Antje Dietrich-Hullin, Fabian Großeloser, Katja Heim, Bernd Rüschhoff, Samuel Sanders

DAY 2 – Tuesday, 11th September 2018

10th AILA-Europe Junior Researcher Meeting in Applied Linguistics, University of Duisburg-Essen

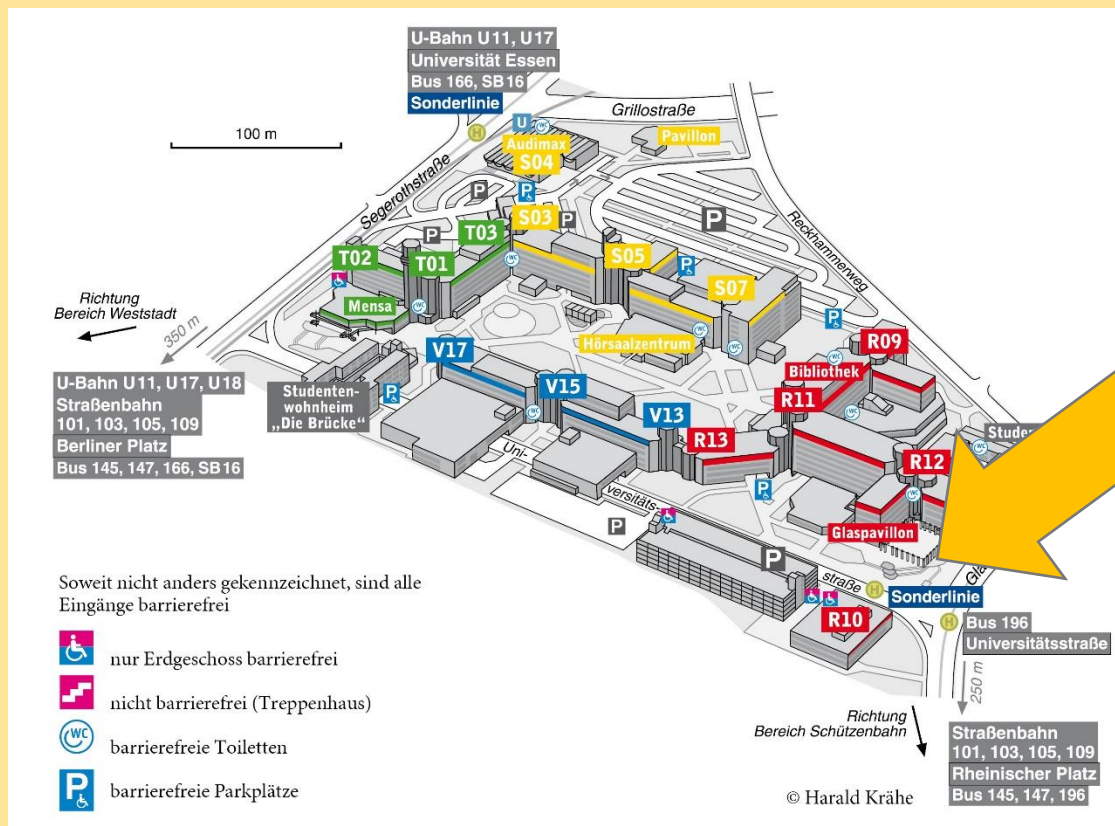
Conference Venue:

University of Duisburg-Essen
Faculty of Humanities
Teaching English as a Foreign Language & Applied Linguistics
Department of Anglophone Studies
Universitätsstraße 12
45141 Essen, Germany

The **Essen Campus of our University** is easily reached from anywhere in Europe. Essen is situated centrally in the Rhine/Ruhr region. It is connected to an extensive transport network. From all over Germany and from abroad, Essen is easy to reach from all directions by car, train, and plane.

The section **Teaching English as a Foreign Language & Applied Linguistics** at the University of Duisburg-Essen is located at the Essen campus, on the fourth floor of the R12 building. The address is *Universitätsstraße 12, 45141 Essen*.

Meeting point for the conference is the Glaspavillon at building R12 which is located on the corner of *Gladbeckerstraße* and *Universitätsstraße*. The nearest tram station is called *Rheinischer Platz*, but the stops *Universität Essen* and *Berliner Platz* work just as well.



Conference Dinner:

DAMPFE – Das Borbecker Brauhaus
Heinrich-Brauns-Straße 9-15
45355 Essen, Germany

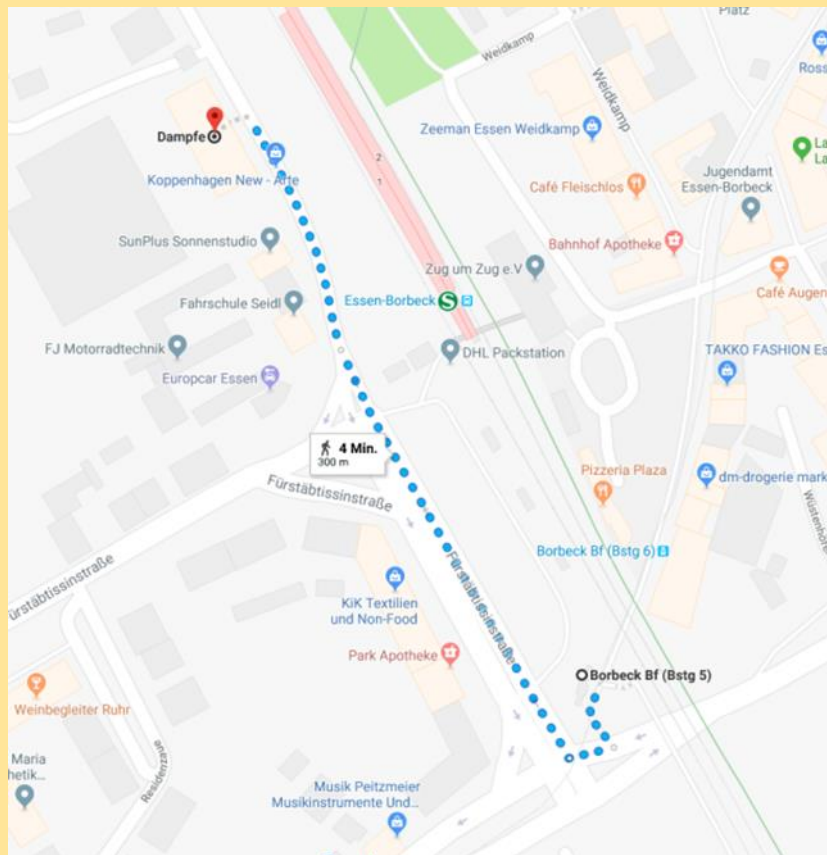
The **conference dinner** will take place on the first evening (**Monday, 10th September**) the restaurant **DAMPFE**. Please be there by 7pm.

How to get to „Dampfe“ from the conference venue / from *Rheinischer Platz*:

Take the Tram **103** (towards Wertstr., Essen (Ruhr)) from Rheinischer Platz.

Get off at **Borbeck Bahnhof, Essen (Ruhr)**.

Finally, turn right into Fürststäbtissinstraße. Then, go straight ahead on the Heinrich-Brauns-Straße.



(Source: Google Maps)

CONFERENCE KEY NOTES:

Conference Key Note - Monday, 10th September

Gene Thompson

Associate Professor, Department of Global Business, Rikkyo University, Tokyo, Japan

Getting started as an early career researcher

If you are attending this conference, you are going through the process of becoming a researcher in the field of Applied Linguistics. It's an exciting and scary process that involves joining a community of established scholars – and being able to contribute to the development of knowledge within the field. In order to kick off the JRM, I will discuss my experiences as a junior researcher to discuss actions that early career researchers can take in order to develop skills and strengthen their confidence. The talk will focus upon two major areas:

1. Developing confidence as a PhD student and early career researcher
2. Getting established as an early career researcher, including the process of getting published

This talk starts a discussion about the various challenges that early career professionals face, and aims to develop agency in participants, by discussing how early career researchers can maximize the opportunities available to them during the process of joining the research community.

Bio

Gene Thompson has been working in language education for more than 18 years. He is primarily interested in teacher and learner cognitions about language learning, content and language-integrated learning, English-medium instruction, and self-access learning. He is currently an Associate Professor in the Department of Global Business at Rikkyo University, Japan. He coordinates courses in the Bilingual Business Leader Program (one of the few bilingual business degrees programs in Asia) and in the Master in International Business Program (one of the few English-medium graduate business programs in Japan). His recent work is focused on the integration of content and language learning within programs where English is used as an international language. In 2018 he had two chapters published in *The TESOL Encyclopedia of English Language Teaching* and has forthcoming publications in the *Asia-Pacific Journal of Teacher Education* and the *Asian ESP Journal*. He also has published about language teacher development and self-access learning in journals such as *Innovation in Language Learning and Teaching* and *Studies in Self-Access Learning*.

Gene has a PhD in Education from Queensland University of Technology, Australia. His PhD dissertation "Japanese high school English teachers' self-efficacy beliefs about teaching English" received an outstanding doctoral thesis award from Queensland University of Technology in 2016 and was nominated for the 2017 Australian Association for Research in Education Ray Debus Award.

Conference Key Note - Tuesday, 11th September

Dominik Rumlich

Associate Professor, English Department, University of Münster, Germany

Quantitative research: Examining a world full of significance from a bird's-eye-view

Even though you might not use quantitative methods in your PhD study, there is no doubt that researchers need to be able to understand and critically evaluate quantitative research. If you would like to employ corresponding methods yourself, it becomes even more important to develop a sound understanding of their underlying rationale, their strengths, and weaknesses before you actually learn about concrete methods or statistical procedures. Hence, this talk will not rely on textbook knowledge and illustrate how to do things, but its main idea will be to help you develop the big picture, i.e. help you understand the logic of quantitative methods/statistics and how they “think”, rather than the methods and statistical procedures themselves.

Therefore, my talk will pursue three major aims:

1. Creating/reactivating basic knowledge with concrete examples from my own research to set the scene
2. Fostering critical reflection on strengths and weaknesses of quantitative methods.
3. Taking a look behind the scenes of significance testing. i.e. demystifying and breaking down a simple mathematical idea everyone can understand.

It is going to be a special talk geared towards up and coming researchers in the area of languages and I will share insights from my own personal history as a researcher. It had its origin at the University of Duisburg-Essen in 2009 and began with a leaflet on my desk advertising the second AILA Junior Research Meeting at the University of Münster, my current employer.

Bio

Dominik Rumlich is junior/associate professor of TEFL (Teaching English as a Foreign Language) at the University of Münster, Germany, and works as a teacher of English at Hittorf-Gymnasium in Recklinghausen. In 2017, he was deputy chair of psycholinguistics, second language acquisition (including TEFL) at the University of Wuppertal, Germany. Before his appointment as professor, he pursued his PhD studies in the field of CLIL as a junior lecturer at the University of Duisburg-Essen from 2009-2016, where he obtained his teacher's degree/first state exam for the subjects of English and geography. His areas of teaching and research include CLIL, assessment, affective-motivational determinants of language learning (esp. EFL self-concept and interest), learning strategies, and empirical research methods (esp. quantitative). He is currently involved in multiple research projects on CLIL, assessment, young adult fiction in the language classroom, the transition between primary and secondary school and teacher education. His statistical inclination came to fruition in the course of his two-year quasi-experimental PhD study with 1,400 students, for which he got nicknamed “Mr. Data” by his supervisor Prof. Dr. Bernd Rüschoff (Duisburg-Essen).

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Open-Minded

BOOK OF ABSTRACTS

10th AILA-Europe Junior Researcher Meeting in Applied Linguistics

10-11 September 2018

Organising Committee:
Luisa Alfes, Katja Heim,
Bernd Rüschoff, Samuel Sanders

Aizawa, Ikuya (Oxford University, UK)

A cost-benefit investigation of the English-medium instruction boom in Japan

A significant expansion of English-medium instruction (EMI) degree courses has been documented in the past decade: the number of EMI degree courses rose from 725 in 2001 to 8,089 in 2014 —a 1,015% increase across non-English-speaking Europe (Wächter & Maiworm, 2014), and similar trends have been reported worldwide (Doiz et al. 2013). Despite this drastic increase in the number of EMI courses around the world, little empirical research has been carried out to examine the effect that a switch in medium of instruction has on university students, for whom English is a second language (L2). This will include effects on their improvement of language skills (e.g. general English language proficiency and academic vocabulary knowledge) and content knowledge (e.g. history, physics, and chemistry) when studying in universities where English is the medium of instruction. Drawing on the relevant literature, one pertinent question to ask is whether the teaching of academic subjects in English can contribute to the improvement of students' English ability in addition to the acquisition of content knowledge, and the how much English language proficiency is required for sufficient content knowledge mastery. In an attempt to respond to this enquiry, my doctoral project seeks to fill this gap by investigating the effects of EMI on the experiences of key stakeholders (i.e. students) in higher education, as well as adopting object measures of EMI programmes in Japan. In the conference presentation, I plan to outline the literature review and methodology chapter of my research.

Alderete Muñuzuri, Iliana (Benemérita Universidad Autónoma de Puebla, Mexico)

Generating an inclusive bilingual classroom with ADHD students at elementary school using ICT

According to a research carried out by INEGI in 2017, in Mexico, there are roughly 39.2 million of children and teenagers, and 1.5 million of them could be diagnosed with ADHD (Attention deficit hyperactivity disorder), although, almost 70% of them don't receive a treatment or specific attention. This number implies that on average every classroom will contain a child with ADHD, it suggests that teachers, parents and peers needed to be trained with intervention strategies in order to be positive role models for them, and to promote the children's abilities in school and in life. The problem was that teachers do not feel fully trained about the interventions for students diagnosed with Attention-Deficit Hyperactivity Disorder (ADHD). Teachers tend to associate behavioral problems with factors not associated with ADHD, such as: (a) the child's personality, (b) home environment, (c) attitude, and (d) discipline, and therefore teachers feel frustrated as their standard teaching practices don't work, and by not knowing intervention strategies in order to train the children to manage their condition. The main probable origin of this unsuccessful training is caused because the universities considered as macro universities (Benemérita Universidad Autónoma de Puebla, BUAP, Universidad Autónoma de Sinaloa, UAS, Universidad de Guadalajara, UdeG, Universidad Nacional Autónoma de México, UNAM, Universidad Autónoma de Nuevo León, UANL, Universidad Veracruzana, UV, Instituto Politécnico Nacional, IPN, Universidad Autónoma de Tamaulipas, UAT) don't contemplate education for students with special needs as an important or required subject in English teaching major. The primary aim was to determine the effectiveness of using different technology tools, apps and devices that can be applied by teachers in an inclusive bilingual classroom in order to decrease off-task and disruptive classroom behavior in children with symptoms of ADHD. This research also pretends to emphasize the need of specific training for teachers about the technological resources they can take advantage to help ADHD students to make them feel included in the English classroom.

Tochukwo Arinze, Ikwunne and Ononiwu, Charles (Federal University Ndufu Alike Ikwo, Nigeria)

The Role of Computer Assisted Language Learning in Mother Tongue Instruction:

The Case of Igbo Pedagogy in Nigerian Secondary Schools

The field of language learning is dynamic and new discoveries are emerging. Therefore, an effective delivery system and other computer-based systems are indispensable in order to develop and promote mother tongue skills – reading and writing among students in this technology-driven era. This experimental study examined the effect of a standalone, interactive based Computer Assisted Language Learning (CALL) on students' proficiency in the Igbo language as compared with the conventional mode of instruction (CMI). This is an action-research work. The intention is to work with secondary school students carrying out interventions and doing participatory design to understand what is useful and appropriate for them, and the research will explore ethical standard in designing of prototypes by the students in order to encourage them to participate in creating interface design that will enhance their learning proficiencies in their mother tongue. The quasi-experiment comprises the pretest-posttest, non-equivalent control group design. Two public secondary schools with 120 students will be used as participants of this project from Abakaliki metropolis in Ebonyi State, Nigeria. First of all, the use of a pre-assessment tool will be administered to the students to determine their level of proficiency and difficulty in the learning of their mother tongue. This is to enable the researchers develop appropriate prototype to match with the needs of the students. Again, a control group will be taught the same contents in the classroom by their Igbo language teacher through textbook-based conventional method. An achievement test assessing knowledge and application of components of learning will be administered to both groups after a six-week long treatment period. For ethical purposes, the system will be administered to the control group at the end of the study. It is anticipated that the findings of this research will demonstrate a positive effect of CALL on students' learning and proficiency, as it would have a far reaching implication on mother tongue instruction.

Bach, Matthieu (Université de Bourgogne-Franche-Comté, France)

Analyse des Textmusters im Weinverkaufsdiskurs: Vorteile eines zweisprachigen mündlichen Korpus

[Kontext] Seit fast vier Jahrzehnten haben die Sprachwissenschaftler gezeigt, dass (i) die Sprache rekursiv ist. Es existiert in der Tat eine gewisse Anzahl von Schemas, die immer verwendet werden. Anders gesagt: Die Zahl von potentielle Äußerung ist begrenzt (vgl. Gross 1981: 8). (ii) Ein Diskurs folgt auch einem Prototyp, je nach der Textsorte der Texte, in denen der Diskurs sich verwirklicht: ein Textmuster (vgl. Fix 2011: 65-82). Die Sprechakte, die semantischen Prädikate (im Sinne von von Polenz (2008)) und die Formalisierung und Rhetorik sind für einen gewissen Diskurs prototypisch. Gautier hat eben eine dritte Ebene für Fachdiskurse über die Linearisierung hinzugefügt (2007 & 2009). Diskurse über Finanzen und Jura wurden schon als hoch prototypisierten Diskurse identifiziert, denn Wirtschaft und Jura sind auch sehr beschränkte Fächer. Es ist also interessant sich zu fragen, ob andere, weniger fixierte Diskurse auch solchen Mustern folgen. Diskurse über Wein wurden also analysiert, um das prototypische Muster zu erfinden (ein Beispiel für die Weinverkaufsdiskurse steht in Bach 2017). [Korpus] Für diese Studie wurde ein originales, authentisches, mündliches, zweisprachiges Korpus erstellt. Winzer und Weinhändler aus Burgund und Rheinland-Pfalz wurden gefragt, ein paar Weinen aus ihrem Sortiment zu vorstellen. Das Korpus ist also aus vier Subkorpora, die jedes ca. 35 Minuten dauern, zusammengestellt. [Forschungsfrage] Es ist also hier möglich sich zu fragen, inwiefern eine kontrastive Analyse mehr Präzision als eine einsprachige Analyse bringt. Außerdem ist der Platz der Kultur ein Kernpunkt

Boggs, Jill (Oxford University, UK)

Researching corrective feedback in South Korea: Impact of culture and prior educational experiences

Research tends to demonstrate that corrective feedback (CF) can be effective for improving grammatical accuracy in language learners' writing. However, there is much debate about how CF is useful, and in what circumstances. Research has thus far focused on the effects of various types of CF, but recently there has been increased interest in how individual differences may impact on the effectiveness of CF. An under-researched area is prior educational experiences. Cultures shape educational systems in specific ways, and the educational experiences students have in these systems might influence how they engage with corrective feedback, and by extension, how effective CF is. This paper examines how Korean university students (n=71; intermediate English proficiency) engaged with facilitation techniques designed to support participants' use of CF. Participants produced two English writing samples, and received two iterations of facilitated CF. The facilitation techniques, informed by sociocultural theory, were as follows: facilitation for one group of participants was one-to-one conferences, intended to promote engagement with CF by eliciting information from participants about targeted grammatical points and providing explanations where necessary. The facilitation provided to the other group was reflective worksheets, designed to promote engagement with CF by eliciting the same kind of information as the conferences, but independently and on paper. While results of the broader study from which the data here were drawn suggest both techniques produced similar positive effects, some aspects of participants' engagement in the two forms of facilitation were unexpected: given the opportunity to engage in one-to-one conferences with the teacher, conference participants seemed remarkably reticent, while the reflective worksheet group participants seemed to actively engage with the worksheets. Implications for theory, research, and pedagogy are discussed.#

Borràs Andrés, Judith (Universitat de Lleida, Spain)

Reading skills and vocabulary development as a result of a study abroad experience

Engaging in a study abroad (SA) experience is an extremely popular activity that many students undertake with the objective of improving their L2 skills. For this reason, many researchers have investigated the effects of SA on several areas. However, studies on areas like reading are rather scarce. Moreover, most of the studies focus on typical SA experiences (i.e. SA in an English speaking country), but there is another context "English as a Lingua Franca Study Abroad" (ELFSA) (Koylu, 2016), which can also be helpful when attempting to improve English as an L2 (i.e. SA in a country where English is not the L2 but it's used for communication). Consequently, the present study attempts to shed some light on the development of L2 reading skills both in a traditional SA and in an ELFSA context. Also, since previous studies have found that reading performance is related to vocabulary knowledge and that vocabulary improves as a result of a SA context, another goal of the study is to examine the possible relationship between vocabulary knowledge and reading development in a SA setting. To do so, the L2 vocabulary and reading development of a group of L1 Catalan/Spanish bilinguals learners of English (L2), engaging in a semester-long SA experience will be examined. Participants will be asked to a) read a text, b) take a proficiency test, and c) explain and write a story in English before and after their SA experience. Once these data are obtained, the following measures will be calculated: reading rate, proficiency level and several vocabulary measures (lexical diversity, accuracy, fluency and sophistication).

Bröcher, Leonie (University of Mannheim, Germany)

Quality Assessment in Digital Discourse

Since the smartphone has become our companion in everyday life, journalists, scientists and teachers have been concerned with the question of whether and how the exchange of information via instant messaging services has an impact on literacy. The project "MIT.Qualität", which has been funded by the Volkswagen Stiftung since December 2017 under the title "Originalitätsverdacht. Neue Optionen für die Geistes- und Kulturwissenschaften" ("Suspicion of Originality. New Options for the Humanities and Cultural Sciences") addresses precisely this question. The project involves the University of Mannheim, EURAC Research in Bolzano and the Institut für Deutsche Sprache (IDS) in Mannheim. My poster presents the work of the project team of the University of Mannheim. We focus on quality aspects that are necessary for networked, multimodal and dialogical communication on the Internet and that have to be adapted and supplemented by the new conditions of the web, such as authenticity, spontaneity or quick-wittedness. The aim is to develop an extended model for assessing text quality that takes interaction-oriented writing in social media into account. In a second step, the two teams from EURAC Research and the Institut für Deutsche Sprache will examine aspects such as coherence and cohesion as part of case studies. Corpora of digital texts, but also new innovative methods such as crowdsourcing or data mining are to serve as a basis for this. The project also includes a blog to bridge the gap between theory and practice and aims to support networking and exchange. In this context, my dissertation project deals with the topic "Interaktionsmanagement in digitalen Schreibräumen" (Interaction Management in Digital Writing Spaces). In my poster I would like to present some examples of successful and unsuccessful interaction management and first ideas.

Farag, Rahaf (University of Mainz, Germany)

Investigating German-Arabic interpreter-mediated encounters via telephone: methodological challenges

Telephone-based interpreting with ad hoc-interpreters has become a widespread communicative practice in multilingual encounters within the respective community settings, especially since the large influx of Arabic refugees to Germany in 2015. The spatial distribution of refugees in the rural areas and the limited number of qualified interpreters (for the requested languages) increase the need for a quick and efficient solution. Hence, the use of communication technology has often become inevitable. Remote situations raise certain difficulties and challenges regarding the technically caused lack of co-presence of the involved participants and, thus, the unavailable kinetic means to coordinate the conversation. However, the linguistic-communicative requirements for dialogue interpreting in remote mediated settings, for instance constituting a triadic interaction and organising it in form and content, have hardly been explored. The data stems from semi-authentic audio- and video-recorded German-Arabic counselling sessions. The scientific approach of the proposed case study draws largely upon the interaction-oriented interpreting research and the linguistic conversation analysis. In this paper, I will present my dissertation project and address methodological challenges of transcribing spoken Arabic for conversation-analytic purposes. So far, it has remained unclear, how German-Arabic oral data can be represented as a written, analysable text despite the technical issues.

Habib, Yasamin (University of Wuppertal, Germany)

The use of the L1 in bilingual science lessons

Various studies have shown positive effects of bilingual teaching on pupils' communication skills in the foreign language, however, the development of their academic skills, such as describing and explaining scientific concepts, has received less attention in research so far. Based on the characteristics of the bilingual mental lexicon, Diehr (2016) argues that the use of two languages in bilingual teaching seems necessary in order to promote academic language in both the L1 and the L2. This raises the issue of code-switching that may function as a planned and systematic component of bilingual teaching and learning (cf. Frisch 2016). Beginning research focusing on the strategic use of both the L1 and the L2 indicates that the use of the L1 can, for instance, facilitate L2 interaction and comprehension and lead to a more appropriate usage of L1 subject-specific vocabulary (cf. Gablasova 2014, Tavares 2015). These first research results implicate that academic skills, such as using technical terms, are not translated automatically from the L2 into the L1 and require explicit teaching. Following this, the current PhD project aims to explore children's ability to describe and explain scientific concepts in both their L1 German as well as in their L2 English. Based on the guidelines of Educational design research a study involving a teaching unit with systematic code-switching has been carried out in bilingual science lessons of a German primary school. In the presentation the design and methodology of the study as well as the results of an oral elicitation test will be presented and discussed.

Herzberg, Laura (University of Mannheim, Germany)

"You ok with this?" - Investigating OKAY in digital communication

Corpus-based studies of language use in the media commonly focus on a variety of typical netspeak elements such as hashtags, non-standardised writing or action words. The focus of this investigation is on the usage of another highly frequently used word, namely OKAY (this spelling is used as a metalemma for all variants). By taking the studies of its usage in the Wikipedia as initial starting point and building up on Herzberg (2016), who investigated the usage of OKAY in German Wikipedia articles in comparison to its usage in German Wikipedia talk pages, OKAY shall be further investigated in digital communication on a broader scale. Up to now, OKAY has been versatily investigated in English (e.g. Schegloff/Sacks 1973, Condon/Čech 2007 etc.). Studies on other languages are rare, although OKAY is used in CMC across many languages, for example in French, Hungarian, Norwegian and Spanish Wikipedia talk pages. The initial results of these studies, with more in-depth analyses of OKAY usages in French, English and German, support the assumption that OKAY displays language specific usages as well as usages specific to the CMC genre. General research ideas of the ongoing PhD project concern the development of a profound overview of OKAY usages in digital communication, the possibilities of applying machine learning methods in order to automatically disambiguate different OKAY functions, e.g. OKAY as adverb ("it sounds okay to me") or OKAY as tag question ("let's go, ok?"), and the trace of the dissemination of OKAY to other digital interaction environments, e.g. to voice control systems such as "OK Google".

Hoinbala, Festif Rudolf (University of Münster, Germany)

Weaving CEFR Scales into Rubrics for EFL Writing Assessment in Indonesia

As there is a substantial research void in the area of high-quality and effective writing EFL assessment in Indonesia, the Common European Framework of Reference for Languages (CEFR; Council of Europe, 2001) might be a suitable standardized option. However, it has often been underlined that the CEFR scales are inappropriate for marking since they were developed for the description of language proficiency levels in general and only contain broad “can do descriptions”. In fact, it was not designed to be used as a rating scale or for test development without adoptions and modifications to render it suitable for those purposes (North, 2000). In this perspective, the descriptions can serve as a guideline when assessing language skills as stated by Davidson and Fulcher (2007), which encourage test developers to see the framework as a “series of guidelines from which tests and teaching materials can be built to suit local contextualized needs”. These circumstances have inspired the current research project, whose aims it is to design feasible and practicable scoring rubrics for writing assessment in tertiary Indonesian EFL context. The major issue addressed in this research is “How to design writing assessment rubrics developed from CEFR levels that improve Indonesia lecturers’ rating performance? The rubrics will originate from CEFR levels and are meant to make writing assessment more reliable and objective. This study will employ both qualitative and quantitative methodologies using scale-revision and rater-training approach adopted from Harsch and Martin (2012). Twelve EFL Indonesian lecturers will in phases experience several rater trainings on how to apply the rubrics by assessing 150 essays written by EFL undergraduate students under exam-like conditions. Raters’ responses and recommendations from each rater training will be analyzed to revise the rubrics while the intraclass correlation coefficient will be used to determine the level of consistency among raters.

Imppola, Leila (University of Jyväskylä, Finland)

Zugehörigkeit von Migranten zu ihrer Heimatkultur aus der Perspektive deutsch-finnischer Jugendlicher in Deutschland

In Deutschland leben schätzungsweise rund 30000 finnische Staatsbürger Personen finnischer Abstammung. Viele von Ihnen sind junge Finnen in zweiter und dritter Generation und gut integriert in die deutsche Gesellschaft. Ein großer Teil der Kinder und Jugendlichen mit finnischen Wurzeln besuchen neben ihrer deutschen Schule auch eine sogenannte Finnland-Schule (Suomi-koulu), um die Sprache ihrer Herkunft zu lernen. Das Zentralamt für Unterrichtswesen Finnlands unterstützt diese Finnland-Schulen weltweit und in Deutschland gibt es 26 dieser finnischen Sprachschulen. Im vorliegenden Beitrag wird untersucht, welche Rolle die finnische Sprache und Finnland im Leben deutsch-finnischer Jugendlicher spielen und welche Rückschlüsse sich daraus ziehen lassen für ihr Zugehörigkeitsgefühl zur Gruppe von Finninnen und Finnen. Unter Zugehörigkeitsgefühl verstehe ich hier das Gefühl, Mitglied einer sozialen Gruppe zu sein, was ein wichtiger Baustein für das menschliche Wohlbefinden ist. Vorliegende Untersuchung ist Teil meiner Dissertation, in deren Rahmen ich mich mit dem Thema „Auffassungen deutsch-finnischer Schülerinnen und Schüler Finnischer Sprachschulen über Finnland und die finnische Sprache“ beschäftige. Mein Untersuchungsmaterial basiert auf einer Umfrage und Interviews unter 56 Schülerinnen und Schülern der finnischen Sprachschule. Die inhaltsanalytische Auswertung der Antworten ergab, dass die finnische Sprache und Finnland eine wichtige Rolle im Leben der Jugendlichen spielen, woraus ein starkes Zugehörigkeitsgefühl zur Gruppe von Auslandsfinnen und Finnen abgeleitet werden kann. Dieses Zugehörigkeitsgefühl wurde u. a. durch die finnische Sprachschule verstärkt. Als besonders verbindender Faktor stellte sich die Sprache heraus. Zusammenfassend ist festzustellen, dass deutsch-finnische Jugendliche stabile Verbindungen zu Finnland und ein starkes Zugehörigkeitsgefühl zur Gruppe der Finninnen und Finnen haben.

Kaltenegger, Sandra (University of Vienna, Austria)

Chinese pluricentricity - fiction or reality?

Making use of concepts that base on Western realities for the description of phenomena in different contexts is a tricky endeavor, one concept being that of pluricentricity. The term pluricentric applies to languages with several standard varieties which have developed (at least some) distinct norms through their usage in different nation states. At first, the concept of pluricentricity was employed with regard to European languages, e.g. English and German, with a Western mindset concerning the definition of languages where mutual intelligibility and a nation's striving for its own language is paramount. This makes the seemingly universal concept difficult to apply to languages that grew out of different historical circumstances and which speaker community regards other factors as decisive for language definition. Considering Chinese as a pluricentric language is such a case. On the one hand, this contribution will concern the manifold issues of defining "language" and "standard variety" in general before going into depth on the problems that arise when dealing with Chinese as a pluricentric language - e.g. handling its enormous heterogeneity and assuming Taiwan as one of the three centers of Mandarin Chinese, even though it is not a recognized nation state. On the other hand, the outcome of an online questionnaire, distributed amongst Mandarin learners regarding their language attitudes, will offer some indication on how they perceive of Chinese pluricentricity, and to what extent, as a consequence, we can speak of Chinese as a pluricentric language.

Kastari, Mervi (University of Jyväskylä, Finland)

Experiences of learning a second language through literature reading in a reading circle

In my doctoral thesis I am studying literature reading circles in integration training in Finland. The target language is Finnish as a second language. In my lightning paper I will discuss the experiences of learning a second language through reading. I will base this on the interviews of learners of Finnish as a second language in integration training. Messuring how much language and what exactly of the language has the learner learned is not possible in my research context but the interviews shed light on the learners' experience of learning through reading. What exactly the learners feel they have learned varies very much individually although the learners all named things they felt they had learned from literature reading. This indicates that literature reading can be an individual way of teaching a language. It offers affordances and every language learner picks up the the objects of learning according to their individual interest or need. The learners also experienced that the reading circles mostly offered support for learning by offering a change to bring up things the learners wanted to discuss ora sk questions about. The reading circles at their best offer good support for learning but might be challenging teaching method for teachers who wish to guide the learners learning instead of supporting the learners' autonomy and allowe them to pick up the objects of interest by themselves.

Konttinen, Miia (University of Jyväskylä, Finland)

IMDP students' academic English language gains in EMI programs: A combination of adequate entry level, students' own effort and sufficient language support

This presentation focuses on the International Master's Degree Programs (IMDP) of the University of Jyväskylä (Finland), and issues related to English-medium instruction (EMI). The presentation will particularly address the IMDP students' conceptualizations of, and reflections on, academic English. In order to study these aspects, 15 IMDP students were interviewed with a semi-structured format at the end of their two-year program. These interviews were analyzed inductively with the Atlas.ti software and by adhering to the guidelines of qualitative content analysis (QCA). As a result, five main themes, with various subthemes, emerged, but this presentation will merely have one of these themes at its core, as it will discuss the students' self-reported academic English language gains. In relation to this, the language support offered to them during their IMDP studies will be discussed by also taking into account the students' own role and effort in terms of their language gains. All these viewpoints are additionally reflected on through the lens of the participants' overall academic performance (e.g. graduation time and master's thesis grade) in order to shed light on the students' study paths. As a result in respect to this theme, it was discovered that the students' entry level of academic English plays a pivotal role in terms of any further language gains during the two-year program. Furthermore, their own role and effort were deemed crucial, although the importance of language support was also strongly brought to the fore by the majority of these students, since they mostly deemed the language support offered to them as inadequate. Based on these results, some practical implications, such as a tailored screening of students' entry level of academic English, as well as a more modular system of language support, will be discussed as a conclusion to this presentation.

Krammer, Lisa (University of Vienna, Austria)

Eine Einstellungsstudie zur Variation der deutschen Sprache an Wiener Universitäten

Untersuchungsgegenstand der Dissertation bilden Einstellungen der Studierenden und Lehrenden zum mündlichen, variationsspezifischen Gebrauch der deutschen Sprache im Kontext der universitären Lehre. Konkret gilt es aufzuzeigen, welche "Erscheinungsformen" (Stile/Register/Varietäten etc.) des Deutschen (Definition nach SCHMIDT/HERRGEN 2011) in welchen Situationen bzw. unter welchen Bedingungen in Kommunikation mit welchen GesprächspartnerInnen von sowohl Studierenden unterschiedlicher Studienrichtungen als auch von Lehrenden an fünf verschiedenen Universitäten in Wien gemäß deren Selbstwahrnehmung verwendet werden. Ausgehend von der Annahme einer "inneren Mehrsprachigkeit" (WANDRUSZKA 1979) im Deutschen sollen sowohl Wahrnehmungen und Einstellungen hinsichtlich diaphasischer Aspekte (Lehrveranstaltungstypen, Gesprächskonstellationen) fokussiert als auch soziale bzw. biographische Merkmale der ProbandInnen berücksichtigt werden. Meine eigene Vorarbeit im Rahmen der Diplomarbeit (KRAMMER 2016) und das Forschungsprojekt VAMUS (DANNERER/MAUSER 2016) sind sowohl für die Konzeption als auch für die Analyse und Gegenüberstellung der statistischen Daten essenziell. Methodologisch stützt sich diese Untersuchung auf eine quantitative und qualitative Erhebung: Online-Fragebogen und die Durchführung leitfadengestützter Interviews. Die Stichprobe besteht aus Studierenden und Lehrenden ausgewählter Studienrichtungen an den fünf größten Universitäten in Wien: Geschichte (Universität Wien), Architektur (Technische Universität Wien), Wirtschaftsrecht (Wirtschaftsuniversität Wien), Umwelt- und Bioressourcenmanagement (Universität für Bodenkultur Wien) und Humanmedizin (Medizinische Universität Wien). Zusätzlich zu den "language beliefs or ideology" (SPOLSKY 2004) werden durch ein Quellenstudium schriftlicher, sprachenpolitischer Dokumente Aspekte hinsichtlich "language intervention, planning or management" (ebd.) abgedeckt.

Li, Jie (University of Leipzig, Germany)

Einfluss von Kultur und Fachdenken auf „Branchenreporte Tourismus“ - Eine interlingual-kontrastive Untersuchung im Deutschen und Chinesischen

Branchenreporte im Tourismus werden als Printmedien oder digitale Webseiten entweder von Regierungen oder von offiziellen Ämtern und Institutionen herausgegeben und geben Auskunft über den aktuellen Status bzw. zukünftige Entwicklungen in der Tourismusbranche. So sind diese Texte in großem Maße an die Kulturen und Werte des jeweiligen Staates gebunden. Dementsprechend gewinnen kontrastive Analysen touristischer Fachtexte aus dem Deutschen und Chinesischen zunehmend an Bedeutung, um Differenzen in den Sprachkonventionen beider Länder festzustellen und darin gespiegelte kulturell-kognitive Unterschiede wahrzunehmen. Davon ausgehend stellt dieser auf einem Textkorpus basierte Artikel eine interlingual-kontrastive Untersuchung im Deutschen und Chinesischen vor. In dieser Forschung werden sowohl qualitative als auch quantitative Untersuchungsmethoden eingesetzt. Damit soll folgenden Fragen nachgegangen werden: 1) Worin liegen die Differenzen der Sprachkonventionen in den deutschen und chinesischen offiziellen Tourismus-Reporten; 2) Wie werden diese interlingualen Unterschiede aus interkultureller und soziokognitiver Sicht erörtert? Das Ziel dieses Artikels ist ein Vergleich der Verwendung sprachlicher und nicht-sprachlicher Mittel in chinesischen und deutschen Branchenreports zum Tourismus in Bezug auf Makrostruktur, Textstruktur, Lexik, visuelle Abstraktionen, Layout sowie Farbe. Daneben sind diese interdisziplinären Kontraste mit kulturellen und kognitiven Aspekten in Beziehung zu setzen.

Li, Kitty Jiayin (University College of London, UK)

The parental spoken interactions at a Chinese complementary school in Berlin and their engagement with life in Germany

This late staged PhD research aims at revealing the significance of social interactions at a Chinese complementary school in Berlin, Germany, for the first generation migrantparents. By focusing on the spoken interactions of the parents, I explore the role of a Chinese complementary school for the parents beyond the education of the children. I take an ethnographic approach in order to gain an in-depth understanding of parental social interaction and social relation agendas at the school setting, which are discussed in relation to the parents' social backgrounds and migrant trajectories. The data consists of audio-recorded parental interactions, a series of interviews and different sets of field notes. Drawing on a discourse theoretical approach, talk and text are understood as relational practices and I pay close attention to their construction, function and variation. Parental interactions are analysed at a micro level (textual analysis), a meso level (analysis of production and consumption) and at a macro level (social analysis), in an attempt to understand the particular parental spoken practices in the social domain of a complementary school. Unlike most recent research which focuses on the ways in which complementary schools offer spaces for the development of multiple identities and flexible bilingualism for children, this research points to the significance of the school for some of the parents' cross-cultural engagement with life in Germany. The analysis shows how some of the parents create meaningful networks, mutual supports and group belongings which have empowered them in terms of their emotional well-being, transcultural communications, and business opportunities in Germany. For other parents, these are less accessible, provide limited benefits and reproduce social inequalities. In this way, the research raises important questions concerning the differences and inequalities within a particular social and ethnic group in terms of their social and cultural capital (Bourdieu, 1986).

Li, Luyao (University of Bath, UK)

Translanguaging and Identity: Case Studies of Chinese Students at a UK University

The present multi-case study seeks to explore the dynamic interplay between identity construction and negotiation and translanguaging practices among Chinese overseas students in a Chinese students' association at a UK university. This study draws on non-essentialist, symbolic interactionism, poststructuralist perspectives of identity and language, language theories of Bakhtin, and translanguaging theory. It aims to demonstrate how Chinese overseas students alternate between different linguistic resources, and how they incorporate their linguistic repertoires and knowledges, personal backgrounds, sociocultural experiences, attitudes and ideologies toward language in the negotiation of their identities, meanings and social relations. Whereas previous studies of translanguaging have tended to focus on language use in the classroom, this study looks at the students' social communication and interaction. This constitutes a relative gap in the research. My setting is social meeting places on campus (i.e. University of Bath) and in the city of Bath. The research design is a multiple case study consisting of four to six cases. Each case will be a Chinese student member of the association. The students' conceptualisations of identity and attitudes toward language will be explored through their translanguaging practices. Qualitative data collection methods will be adopted in this study, namely semi-structured interviews, narrative interviews, participant observations, and informants' audio records. It is hoped that, by the application of such methods, the study will contribute to a more comprehensive understanding of real-life language practices in an ever-changing and superdiverse social context.

Lopez-Fuentes, Alejandra (Universitat Pompeu Fabra, Spain)

Dissemination of specialized knowledge in health and biomedicine: tools for adaptation to non-expert users

The growing development of the Information and Communication Technologies (ICTs), particularly the Internet, has accelerated access to all types of information. However, if we focus on scientific dissemination, the ease of access does not imply an understanding of the information. There is a gap between science and society and one of the factors that contribute with it, is the use of specialized language in media. The knowledge that is generated within the research communities is not always easy to understand for the general public. We believe that the understanding of specialized texts by non-expert people (laymen) can be improved if the language used corresponds to the level of knowledge of the readers. This is how our research has come up. It is a multidisciplinary project of applied research, which has its theoretical basis in the principle of variation established in the Communicative Theory of Terminology. Our objective is to generate a computational infrastructure that facilitates the understanding of specialized information to laymen by adapting the degree of specialization of the terminological units within a specific domain. We are working with texts in Spanish of health and biomedicine domain. We aim to identify the terminology of these areas, focusing on the main terms and adapting them to the level of lay users. Subsequently, this information will be available to the public using lexical simplification and informatics tools, initially within two projects that are currently under development. The ultimate goal we pursue is the gradual empowerment of users by the means of facilitating understandable information that allow them to make better decisions in as varied aspects as knowledge itself.

O'Brien, Caitríona (Trinity College Dublin, Ireland)

The impact of Irish Sign Language (ISL) on families with d/Deaf children

In this paper, I will discuss my PhD research on Irish families who are learning sign language to communicate with their d/Deaf child. In September 2018, I will be 18 months into this research project, with Ethics approval secured and pilot study data collected at the time of writing. This project explores the experience of learning ISL as a hearing family member of a d/Deaf child in Ireland, as well as including the views of d/Deaf young people on their family's language learning. At a time of great change, given ISL's official recognition in 2017, this study examines the current uptake of ISL classes by family members and explores the issues associated with teaching and learning in this unique multilingual, multimodal, multicultural context. The study is using a Grounded Theory approach with qualitative data collection. I am conducting observation and interviews with parents, hearing and d/Deaf siblings, and their ISL teachers. In Ireland currently, there is no formal curriculum for families with d/Deaf children who are learning ISL, and there are many barriers experienced by d/Deaf individuals seeking to access education, employment, or even state-run services. In light of these barriers, and the importance of language in overcoming these obstacles, it is expected that the findings of this study will have wide-ranging implications for teaching, learning and social policy, which is supported by initial indications from the pilot study.

Minns, Owen (Anglia Ruskin University UK)

Privileged position? The Japanese language learning of newly-arrived foreign English teachers in Japan.

In this presentation, I explore how newly-arrived English teachers learn Japanese while teaching English in Japan. I investigated how 9 foreign English teachers, who have been in Japan for less than a year, learnt and used Japanese over a six-month period using self-reflective diaries and monthly interviews.

Foreign English teachers in Japan, as university educated migrants, are the type of 'Middling Transmigrants' that Block (2012) believes have yet to be explored in research into how migrants learn the language of the country they migrate to. Previous research into the Japanese language learning of English teachers in Japan has tended to focus on self-reflective studies by teachers working in the university teaching sector (Simon-Maeda, 2011 and Casanave, 2012). The experiences of these English teachers, working as Assistant Language Teachers and at language schools, illustrate how a previously under-documented group of employment migrants begin to learn the language of the country they are living and working in as well providing insights into the conflicts that employment migrants have when they are learning languages while working.

All of these newly-arrived teachers struggled for opportunities to learn and use Japanese amidst receiving varying degrees of institutional support for their Japanese learning. The symbolic and linguistic capital they gained from their position as foreign English teachers in Japan mediated their experiences of learning and using Japanese. Their experiences also revealed pertinent data about the way in which foreigners are positioned by Japanese society as well as attitudes to multilingualism in Japanese educational contexts. Significantly their accounts reveal the difficulties that Japanese second language learners face with the disparity between the Japanese they are taught and the Japanese they encounter in their daily lives.

Peltonen, Pauliina (University of Turku, Finland)

Cultures of L2 speech fluency research: A methodological perspective

L2 (second language) speech fluency has mainly been studied as one indicator of L2 proficiency, which relates to the smoothness and effortlessness of speech (e.g., Chambers, 1997). In most studies, L2 fluency is examined quantitatively with objective temporal measures (see Skehan, 2009) from monologue speech samples. The emphasis has thus been on individuals' skills, in line with the idea that (objective and measurable) utterance fluency features reflect underlying cognitive fluency and form the basis for raters' views of perceived fluency (i.e. for the interpretations of a learner's fluency) (Segalowitz, 2010). In contrast, qualitative analyses of dialogue data, examining interactional aspects of fluency in addition to individuals' speech, have been rare.

In the paper presentation, I approach L2 speech fluency from a methodological perspective and aim to illustrate the prevailing cultures in L2 speech fluency research. Based on my article-based dissertation "Towards Efficient Communication in L2 English: The Interplay between Fluency and Problem-solving Mechanisms" (see e.g., Peltonen, 2017), I will discuss the methodological practices in L2 fluency research and suggest how a broader scope of L2 fluency analysis, including a strategic perspective on fluency, the examination of interactional data, and the use of qualitative methods to complement quantitative analyses, can provide new insights to L2 speech fluency.

Pfister, Linda (Uppsala University, Sweden)

Sprachliche Rechtssicherheit unbegleiteter asylsuchende Kinder. Eine rechtslinguistische Analyse schwedischer Präjudizien.

Der höchste schwedische Migrationsgerichtshof (Migrationsöverdomstolen) trägt seit einer umfassenden Migrationsrechtsreform im Jahr 2006 die juristische Hauptverantwortung für die Rechtssicherheit Asylsuchender in Schweden. Seine konkrete Aufgabe besteht im Verfassen von Präjudizien, also darin, Beispiele richtigen fachsprachlichen Gebrauchs einschlägiger Begriffe auszuarbeiten, um so semantische Gleichbehandlung zu gewährleisten (Vogel & Christensen 2014, S. 127 f.). Im Gegensatz zum früheren Asylsystem, das – nicht zuletzt wegen undurchsichtiger Urteile – für seine Rechtsunsicherheit massive Kritik erfahren hat, gilt die Ausformung gegenwärtiger Präjudizien sowohl in asylrechtlicher als auch staatswissenschaftlicher Forschung durchweg als beispielhaft. Mein Dissertationsprojekt befasst sich mit der sprachlichen Konstruktion der Rechtssicherheit asylsuchender Kinder, und strebt hierbei einen rechtslinguistischen Vergleich deutscher und schwedischer Präjudizien an. In der vorliegenden Posterpräsentation stelle ich die Ergebnisse der ersten Teilstudie vor. Sie geht der Frage nach, wie die schwedische Asylrechtspraxis sprachliche Rechtssicherheit für unbegleitete minderjährige Flüchtlinge schafft. Konkret wird untersucht, wie die Präjudizien des Migrationsöverdomstolen Objektivität vermitteln und ihrer wegweisenden Funktion nachkommen. Zu diesem Zweck gründet sich die Studie methodisch auf der systemisch-funktionalen Grammatik (SFG), die eine detaillierte semantische und lexikogrammatische Satzanalyse ermöglicht (z.B. Halliday & Matthiessen 1999; 2014), und theoretisch grundlegend mit der rechtslinguistischen Perspektive übereinstimmt (z.B. Vogel 2017). Allgemein gehen beide Theorien davon aus, Sprache habe eine Schlüsselrolle im Entstehen normativer Konzepte und Bedeutungen. Textsortenspezifisch können Entscheidungsträger als sprachliche Akteure begriffen werden, die in ihrer fallorientierten Arbeit die Gesetzesbindung praktisch machen: Indem sie die Norm einsetzen, tragen sie den neuen Fall in die Norm ein und erneuern diese dadurch ((Vogel & Christensen 2014, S. 128). Die Ergebnisse quantitativer und qualitativer Satzanalysen zeigen: Positions- und Frequenzadverbiale legitimieren erstens spatial, ob...

Reimers, Ute (University of Siegen, Germany)

Disciplinary language variation in English as the academic lingua franca: German PhD students' identity construction in their English PhD theses

In the light of the proceeding internationalisation of universities worldwide, an increasing number of German PhD students at German universities are challenged to write their PhD theses in English (cf. Tang 2013: 3f). Likewise, they enter a research community whose communicative conventions they need to learn (cf. Flowerdew & Wang 2015: 83) in order to represent their own disciplinary identity through appropriate linguistic choices (cf. Hyland 2012: 2,11) in their texts written in a foreign language. Since, in this study, I will regard 'identity' as a social construct shaped through the respective communicative situation a writer is in (cf. Flowerdew & Wang 2015: 83), the PhD theses themselves will be treated as cases reflecting 'register variation', i.e. "variation in language use across different situations"" (Conrad & Biber 2001: 3). The overall aim of this study is to find out whether German PhD students from different disciplinary backgrounds (e.g. engineering, biology, economics, social sciences, English studies, etc.) use different linguistic features that serve different communicative functions in their PhD theses written in English in order to construct their disciplinary identities differently. I will conduct a 'multidimensional register analysis' in order to investigate "co-occurrences [...] for groups of linguistic features"" (Biber & Conrad 2001: 5) to show crucial differences between PhD theses from different disciplines.

In this lightning paper talk, I will give an overview of the basic concepts that underlie my investigations, present the corpus compiled of approximately 60 PhD theses published between winter term 2012 and summer term 2016 at a German university and introduce the procedure of the above mentioned multidimensional analysis of my data. Additionally, I will bring up concrete questions that result from the state of my research at the time of my presentation to launch a fruitful discussion.

Ronai, Kara (University of Jyväskylä, Finland)

Cultural essentialism and Othering in Finnish higher education plagiarism policies

Numerous previous studies have attempted to explore the interplay of culture and plagiarism in second language writing contexts (e.g., Pecorari & Petrić, 2014), though such research has been criticised for focusing on essentialised cultural comparisons (Phan Le Ha, 2006). At the same time, policy analyses have explored differences and similarities in how plagiarism is defined at universities and who or what is foregrounded (e.g., Kaktiņš, 2014). The present research further contributes by examining the "cultural" in plagiarism policy documents. As such, I ask:

- What representations of culture are present in plagiarism policies?
- How are these representations operationalised?
- Who or what is culturally valued/dismissed in this educational context?

The sources of data for this project are two plagiarism policy documents from a Finnish university. Using deductive content analysis, these documents are being analysed with reference to Holliday's (2005) model of Culturism. This model refers to a reductionist view of culture, and constitutes four elements: 1) essentialist view of culture, 2) colonialist ideology, 3) politics of Self and Other and 4) reification (Holliday, 2005, p. 23). The application of this model to the data therefore addresses how culture is constructed in these university policies.

Preliminary results indicate essentialised representations of culture in the documents, which are correspondingly linked to certain attributes (e.g. independence). Coupled with statements about textual practices, these categorisations serve to reproduce cultural stereotypes and beliefs that plagiarism has a cultural basis. Further, these policies emphasise the need for essentialised Others to adhere to textual practices valued in the context of Finnish higher education, while at the same time characterising alternative approaches as transgressive.

Sahan, Kari (Oxford University, UK)

Implementing English-medium Instruction: Teachers as Language Policymakers

In response to the growing use of English as an international language, the number of English-medium programs in higher education has increased. The introduction of English-medium instruction (EMI) is typically determined through top-down decision making processes. Although previous research has analyzed the nature of national-level policymaking as well as practitioner attitudes toward the growth of EMI, little empirical research has been conducted to examine the processes by which EMI policies crafted at the macro-level are implemented in classroom. This study seeks to address this research gap by examining how EMI policy is translated into classroom practice by three different lecturers at an engineering department at a state university in Turkey. Data were collected through classroom observations and interviews with lecturers and students. Nearly 14 hours of classroom observation data were collected from the lecturers and analyzed according to patterns of language use, language function, and classroom interaction. To triangulate the data collected from classroom observations, semi-structured interviews with lecturers and focus group interviews with 4-8 students from each class were conducted. Interview data were analyzed using qualitative content analysis for recurring themes. Three distinct profiles of EMI policy implementation emerge from the findings, with each of the three lecturers varying in terms of English and L1 use as well as classroom practices. The teacher profiles are supported by interview data, which suggest that teachers' beliefs about the role of language in and the purpose of EMI contribute to their implementation of language policy in the classroom. By highlighting the variation with which EMI is implemented in a single engineering department, this study argues that teachers serve as EMI policymakers at the micro-level. Implications are discussed in terms of policy development, teacher agency, and the need for effective EMI teacher training.

Schwarzl, Lena (University of Vienna, Austria)

Mehrsprachigkeit – von der Herausforderung zur Ressource. Mehrsprachige Materialien und Translanguaging im Klassenzimmer.

Im Rahmen dieses Dissertationsprojekts wurde eine empirische Untersuchung in der Primarstufe und der Sekundarstufe 1 im Wintersemester 2017/18 in Kooperation mit zwei Wiener Schulen durchgeführt. Im Unterricht wurden teilweise mehrsprachige Materialien und translinguale Interaktionsformen verwendet, über die SchülerInnen ihr gesamtes sprachliches Repertoire einbringen konnten.

Die Arbeit basiert darauf, dass Mehrsprachigkeit Vorteile mit sich bringt, ein großer Teil der mehrsprachigen SchülerInnen aber von Bildungsabbruch betroffen ist. In der Dissertation wird die Annahme vertreten, dass mehrsprachige SchülerInnen durch den mehrsprachigen Unterricht zu mehr Selbstwirksamkeit und Motivation gelangen. Durch die Auseinandersetzung mit einem Thema auf mehreren Sprachen sollte ein tieferliegendes Verständnis von Fachinhalten gewährleistet werden. Durch den vermehrten kommunikativen Austausch zwischen den SchülerInnen, wurde obendrein eine Verbesserung des Klassenklimas erwartet.

Quantitative und qualitative Daten wurden über Fragebogenerhebungen und Feldbeobachtungen erhoben und anschließend mittels Statistiksoftware (SPSS) bzw. Kodierung ausgewertet. Leitfadenterviews mit ausgewählten Lehrkräften wurden ermittelt und anschließend mittels Qualitativer Inhaltsanalyse nach Mayring ausgewertet.

Das Projekt zielt auf die Erprobung und Entwicklung eines Unterrichtskonzepts mit mehrsprachigen Elementen ab. Es trägt den Anspruch, einen Schritt in Richtung Auflösung des genannten Widerspruchs zwischen den Vorteilen der Mehrsprachigkeit und den sogenannten mehrsprachigen Bildungsverlierern zu gehen und einen Beitrag für Wissenschaft, Gesellschaft und Schulpraxis zu leisten.

Staubach, Katharina (University of Bochum, Germany)

Jugendsprache durch Kleidung? Zum Zusammenhang von T-Shirt-Aufdrucken und jugendlichen Ausdrucksformen

In dem Vortrag wird es darum gehen zu zeigen, welche Identitätsangebote multimodale T-Shirt- und Sweatshirtaufdrucke auf der Kleidung von Jugendlichen an ihre Träger eröffnen und wie dieser Aufdruck als Ausdruck eines jugendlichen Identitätsempfindens eingesetzt wird.

Den theoretischen Hintergrund bilden zum einen die Feststellung, dass durch die Art und Weise, in der wir uns kleiden sozialer Stil zum Ausdruck gebracht wird. Zum anderen ist Kleidung für Jugendliche in der modernen Gesellschaft zu einem wichtigen Ausdruck ihrer selbst avanciert (vgl. Mann 2002: 5).

Um der Frage nach den Identitätsangeboten auf der Kleidung von Jugendlichen nachzugehen, wurde ein erstes Korpus bestehend aus 111 T-Shirt-Fotografien jugendlicher zusammengestellt und semiotisch-inhaltsanalytisch im Anschluss an Mayring (2015) untersucht. Dieses Korpus wurde einer Gruppendiskussionsstudie zugrunde gelegt, in der sich die Jugendlichen im Rahmen fiktiver Kaufgespräche zu den T-Shirt-Fotografien äußern. In einer dritten Erhebung wurden Einzelinterviews durchgeführt, in denen die Jugendlichen über ihr eigenes Lieblingsshirt sprechen.

Im Vortrag soll ein systematischer Zusammenhang zwischen den semiotischen Analysen des T-Shirt-Aufdruckes und den Ergebnissen der Gruppendiskussions- und Interviewstudie hergestellt werden, um auf dieser Grundlage zu zeigen, wie Sprache-Bild-Texte auf der Kleidung von Jugendlichen als Teil deren Selbstinszenierung eingesetzt werden.

Stues, Simone (The Open University, Milton Keynes, UK)

English language entry requirements for EMI or bilingual programmes – the student view

Ever since the first international programme was launched in Germany in 1997/98, the number of English-medium and bilingual programmes offered at German universities and universities of applied sciences has significantly risen. There is a lot of research on English-medium instruction available, however little is written about the English language entry requirements.

In Germany the frame is set by the local federal government and institutions have to put it into practice. Students cannot influence the set up of the English language entry requirements and my study aims at giving them a voice. My research focuses on the student's view on English language entry requirements, its perceived relevance for enrolling into a programme and their linguistic skills for succeeding in their study programme.

The study used a questionnaire and oral interviews as methods. The students came from seven different institutions of North Rhine-Westphalia (NRW). Furthermore, the Ministry of Innovation, Science and Research in NRW was contacted to provide context information about state level guidelines to get a better understanding of the student's answers.

The English-language entry requirements do not seem to be daunting for students. Once enrolled, students have an optimistic view on studying in English, even though it is a language which is not their first language. The students have developed strategies to master their studies in terms of studying in a foreign language and related problems. All in all, these students who enrolled in these programmes perceive their linguistic skills as appropriate and English language entry requirements were not perceived as a big hurdle.

Tariq, Rukhsana (University of Jyväskylä, Finland)

After the Taliban: The new role and scope of the language/Linguistic Associations in Pakistani Language Policy

This paper provides initial observations of interview data on two language / linguistic associations in Pakistan. Since, 1998, every new successive government has announced a language policy with the special status to English as a main language in education system. Article 251 of the constitution, a sub clause allows the use of English until arrangements are made to promote provincial languages alongside Urdu. (The Constitution 1973, Article 251). This has resulted in three categories of language education with, schools that follow medium of instructions in English with British system of education and examination and others the so-called mediocre schools known as English medium schools and the third category public schools attained by 80% of the provincial population that has English as a subject. English as a post-colonial remainder having effects on social class leads to hegemonic social and economic position. The two of the associations studied create practices for the language teachers in schools and colleges, depict the multilayered processes where colonial inherited language enjoys the role of hegemony and the other association representing resistance, transformation and status of regional languages in language education policy planning. The inner tensions and conflicts rise for the policy planners when the political pressure from regional and neighboring Taliban have been controlled with crack down madrassah (religious seminaries), giving a voice to the local regions. The preliminary findings informed from the data through a content and discourse analysis, point towards British and American institutions influence in language learning education policy in Pakistan.

Unterholzner, Franz (University of Salzburg, Austria)

Modern grammar teaching a cognitive-developmental approach

Research has shown that systematic, non-integrated approaches to grammar-teaching have hardly any effect on linguistic production and reception. On the other hand, recent studies have revealed that teaching grammar can be effective, when integrated in lessons that aim at improving writing skills and emphasizing metalinguistic awareness by means of discussion and playful experimentation. This is especially relevant for more able writers. This thesis will try to confirm these findings, adding aspects of cognitive and developmental psychology. Firstly, it deals with the question if and how metalinguistic knowledge can affect language production. This will be addressed by adopting an adequate model of cognitive language-processing. And secondly, it clarifies potential effects of grammar teaching under developmental aspects, considering the learners' ability of linguistic abstraction and metacognitive self-regulation. A randomized intervention-study with quasi-experimental design (the treatment will be called metacognitive scaffolding), containing groups of approximately 12-year-old learners and groups of approximately 16-year-old learners will be set up. The first expectation is that the treatment group which receives highly metacognitively enriched teaching, shows better results in distinguishing the German words written "das" and "dass" correctly. The second expectation is that the 16-year-olds show more learning progress. This would indicate that grammar teaching is tendentially overchallenging and should be delayed in age. Also, grammar should only be taught if the goals are perfectly clear. Therefore, it would have to be reduced to the linguistic content knowledge necessary for the achievement of the various metalinguistic and metacognitive goals. This would have to be accompanied by more holistic reflections on language that have their onset in primary school. Finally, implications for the instruction of teachers, curricula and textbooks will be discussed.

Vesaranta, Helena (University of Jyväskylä, Finland)

The teacher of Finnish as a second language, is the one who determines the grades

In Finland the national Core Curriculum for Basic Education defines the learning objectives and also the numeric grade to be given for good competence in each school subject in the final phase of basic education. However, the curriculum does not define how the practical assessment should be done. In this paper I look closer of Finnish as a second language teachers evaluation process and my data was collected from the questions posed to 209 teachers and ten interviews posed to different background information teachers. I used qualitative and quantitative methods for analyzing the data. The teachers were asked about their assessment practices during the learning process and in the end of basic education. The most recent analyses of the national assessment data also show that the competence levels between students with the same grade can vary significantly. (Ouakrim-Soivio & Kuusela 2012, 110-112; Ouakrim-Soivio 2013, 175-176). Uniform evaluation is very important; a students' grades will determine the next steps on their educational path.

von Elbwart, Katharina (University of Duisburg-Essen, Germany)

Of rednecks, snowbirds and Spanglish everywhere: The perceptual dialectology of Florida

This paper presents the findings of a study of how non-linguists view linguistic variation in Florida and follows the research paradigm of perceptual dialectology (e.g. Preston 1999).

Recent work in the field has shifted focus from entire nations to individual states and thus allows for a more detailed picture of perceived dialect areas and geographical spaces. While a few studies have investigated language perceptions in English-Spanish contact scenarios in the U.S. (e.g. Bucholtz et. al 2007), others have focused on the perceptions of different Spanish varieties in Florida (e.g. Lynch & Carter 2013). This paper complements research on non-linguists' beliefs about language in a linguistically (super)diverse setting. I will showcase how perceptions vary among different ethnic groups and whether cultural diversity plays a crucial role in forming representations of linguistic landscapes among Floridian residents. These insights help us to further our understanding of social and cultural spaces as negotiated by language.

87 undergraduate students completed Preston's draw-a-map-task to access perceptions of linguistic variation in Florida. Of these 87 maps, 84 were run and analyzed in ArcGIS to make geolinguistic spaces visible. Results indicate that Florida is perceived as a trichotomy with three salient dialect areas. Perceptions among respondents of Hispanic origin vary compared to those of Anglo-Americans. Whereas the perceived quality of language spoken in all three areas differs, the use of quantifiers is frequently found in describing Spanish language influence in the south. Together, these results show that participants exhibit a stronger awareness of cultural and linguistic heterogeneity in settings of diversity as compared to monolingual contexts.

Weger, Denis (University of Vienna, Austria)

Learning to notice the language dimension in all subjects – Developing preservice teachers' professional vision for translingual instruction.

In recent years there has been a growing interest in the development of preservice teachers' competence development during the first years of their university studies. At the same time, an intensive discussion has revolved around obstacles for the academic success of pupils whose language use does not comply with language use at school, focusing especially on immigrant pupils and pupils from families with low socio-economic status. In this context, learning environments that support the acquisition of the language/s of schooling as well as the development of pupils' full linguistic repertoire are seen as a key factor to promote educational success. However, research on how preservice teachers acquire the competencies necessary to create such learning environments is scarce.

In my presentation I will present preliminary results of an empirical study (n = 16) conducted in the context of a teacher education seminar that supports preservice teachers' competence growth in the area of translingual instruction in different school subjects. In the study, the impact of the seminar on preservice teachers' professional vision as premise and indicator for the development of professional competence is investigated. The data was collected using a video-based approach within a pre-test post-test research model in combination with stimulated recall interviews. The collected data was analyzed using qualitative content analysis.

Zhang, Qianling (TU Berlin, Germany)

Sprachliche Variationskompetenz in Lehrbüchern für Deutsch als Fremdsprache

Im DaF, DSH und GER Referenzrahmen wird die kommunikative Sprachkompetenz in studienbezogenen Alltagssituationen zuerst in Betracht bezogen. Das Ziel eines flexiblen Sprachgebrauchs und situationsangemessener Sprachfähigkeit ist für Deutschanfänger aber eine große Herausforderung. Ausgehend davon wird die sprachliche Variationskompetenz als Schlüsselkompetenz auf situationsgebundene Sprachanforderungen eingestuft. In diesem Beitrag wird zunächst die Bedeutung von Sprachvariationskompetenz als Kernbegriff der Sprachkompetenz aufgrund der Diskussion bisheriger theoretischer Ansätze in Studienbezogenen Bereich konstruiert. Bei der Herausarbeitung der Schlüsselkompetenz werden konkrete Variationsforderungen in kontextabhängiger Dialogen klar aufgestellt, wobei sprachliche und kommunikative Aufgaben darauf auch hingewiesen werden. Im empirischen Teil dieses Beitrages widmet sich den Fragen, ob in DaF-Lehrbüchern der Sprachvariationskompetenz ausreichende Aufmerksamkeit geschenkt wird und inwiefern die Idee in Lehrbüchern umgesetzt wird. Ausgewählt wurden zwei DaF-Lehrbücher für Deutschanfänger auf dem Niveau A1 und A2, bzw. zwei für Lernende mit der Muttersprache Chinesisch und zweiter Sprache Englisch häufig benutzt Lehrbücher aus Deutschland. Anhand von den zwei konkreten DaF-Lehrwerken wird die interpretative und anschließend vergleichende Analyse durchgesetzt. Abschließend werden praktische Vorschläge um die Wahrnehmung und Sensibilisierung einer Sprachvariationskompetenz gegen die Fragestellung, inwiefern sprachliche Variationskompetenz in Lehrbüchern umgesetzt werden soll, gegeben.