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# AILA-Europe Junior Researchers Meeting in Applied Linguistics

6-8 September 2017  
Book of Abstracts



# Welcome to the AILA-Europe Junior Researcher Meeting in Applied Linguistics!

6-8 September 2017  
University of Vienna, Austria

The three-day Junior Researcher Meeting allows early career applied linguists to present their research and network in an interactive and informal international environment. ‘Junior Researchers’ include those working on their Master’s and PhD theses, as well as those who have graduated within the last three years. At the conference, each session will have designated senior researchers as commentators to foster questions and discussion. The programme also includes workshops on various aspects of an academic career, such as publishing and funding.

We are happy to welcome you in Vienna and spend three enlightening days with you!

Yasmin El-Hariri, Edna Imamovic-Topcic, Julia Renner, Zuzana Toth, Denis Weger

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## Conference Locations: How to Get Around

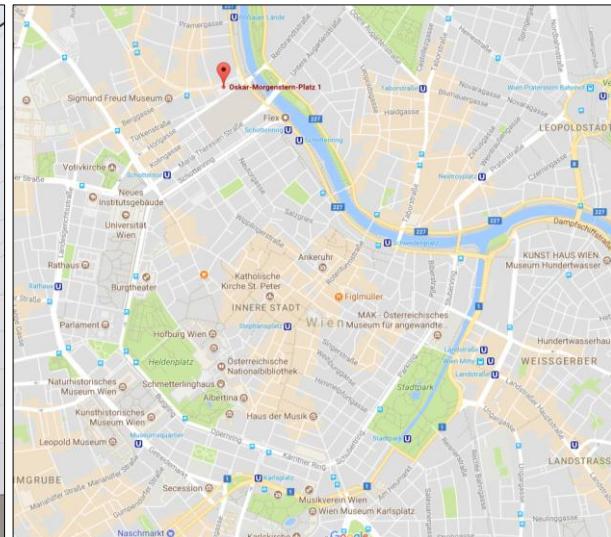
### Conference Venue

The conference will take place at Oskar-Morgenstern-Platz 1. About 800 university staff, both academic and administrative, have their workplace here. Moreover, the building offers several modern lecture halls and other teaching rooms, as well as study spaces for 2,500 students, a library, breakout areas and communication zones, and a cafeteria and dining hall.

The Faculty of Business, Economics and Statistics and the Faculty of Mathematics are located at this address, enabling inter-faculty research, teaching and studying all under one roof.



1: Oskar-Morgenstern-Platz 1, 1090 Vienna (source: Wikimedia Commons)



2: location of conference venue (source: Google Maps)



#### Wi-Fi:

Eduroam is available in all university buildings.

If you have eduroam at your home university, your devices will connect automatically or else you may use the login data provided for you on a card in your conference bag.



#### Water:

Viennese tap water is not only safe to drink but it is one of the best in the world. Go ahead and take a sip!

#### How to get there:

- Tram line D (at Schlickgasse)
- Metro U4 (at Roßauer Lände)
- Metro U2 (at Schottentor)
- Tram lines 1, 71 (at Börse)

**JRM 2017 interactive map**  
<http://bit.do/JRMap>

**Mobile public transport app**  
<http://www.wienerlinien.at/qando>

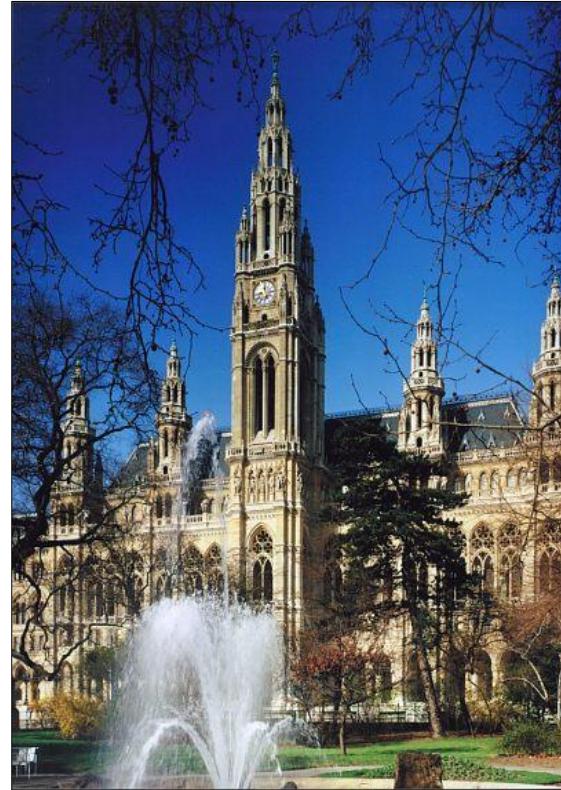


## Welcome Reception

Wednesday, 6 September 2017

The welcome reception (including food and drinks) will be held on the first conference evening (Wednesday) in the Vienna City Hall, more precisely in the **Lehár Saal** of the **Wiener Rathauskeller**.

The Wiener Rathauskeller is located on the **right corner of the City Hall**.

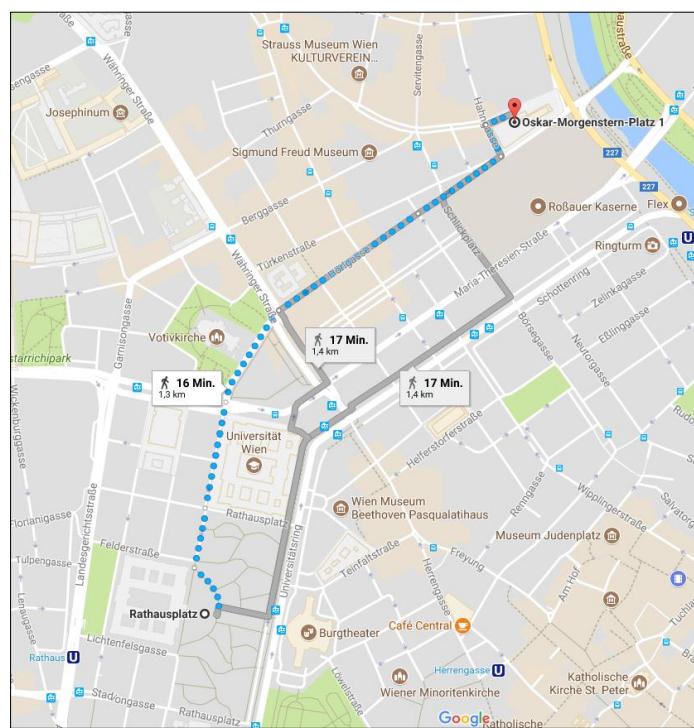


3: Vienna City Hall (source: [wien.gv.at](http://wien.gv.at))

### *How to get there from the conference venue:*

Option 1: Take Tram line D (direction “Alfred-Adler-Straße”) to “Rathausplatz/Burgtheater”

Option 2: Walk for approx. 20 minutes, see map:



4: How to walk from the conference venue to the welcome reception (source: Google Maps)

## Conference Dinner

Thursday, 7 September 2017

The conference dinner will take place on the second evening (Thursday) at the **restaurant yamm!**.

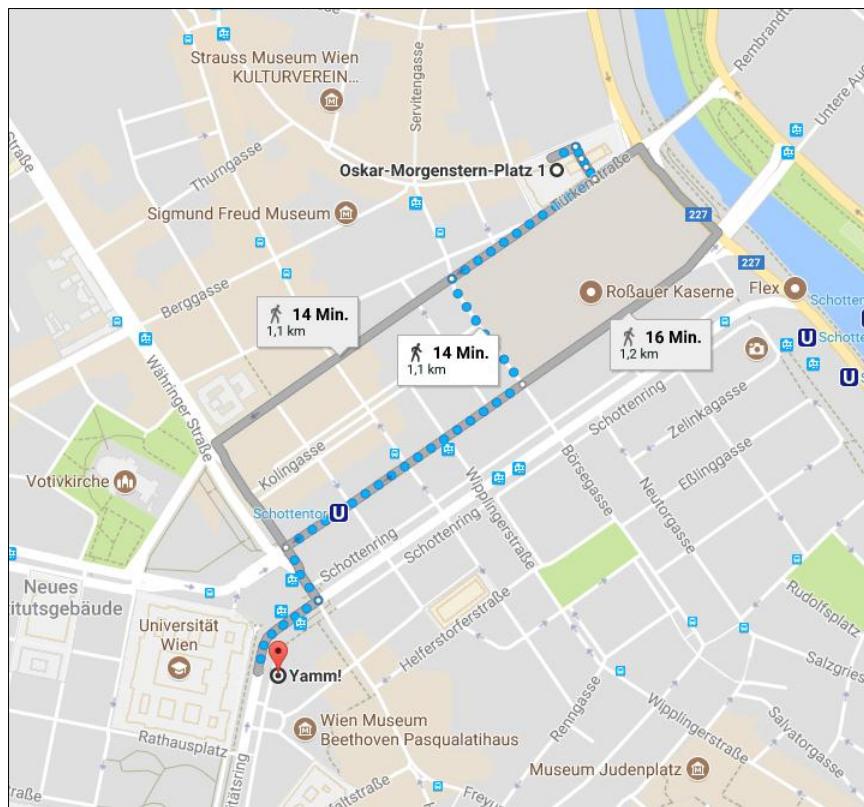


5: The logo of yamm! (source: Yamm on Facebook)

### *How to get there from the conference venue:*

Option 1: Take Tram line D (direction “Alfred-Adler-Straße”) to “Schottentor”

Option 2: Walk for approx. 15 minutes, see map:



6: How to walk from the conference venue to the conference dinner (source: Google Maps)

## Conference Events: This is Awaiting you

### Key Notes

Wednesday, 6 September, 9:15 (Skylounge)

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**Ruth Wodak** (University of Lancaster / Universität Wien)

Discourse, politics, identity: the discursive construction of Austrian national identities 1995-2015

Thursday, 7 September, 9:00 (Hörsaal 6)

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**Bernd Rüschoff** (Universität Duisburg-Essen)

Researching and Reflecting Classroom Practice in Initial Teacher Education

Friday, 8 September, 9:00 (Hörsaal 6)

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**Barbara Seidlhofer** (Universität Wien)

Challenging Conventions. Wider Implications of English as a Lingua Franca Research

## Paper Presentations

Al Sulayyi, Marzouq (ARU, Cambridge)

### **A Development study of interlanguage pragmatics of Chinese and Saudi non-native speakers of English**

My project's goal is to contribute to the field of computer-mediated communication by analyzing and describing (im)politeness strategies observable in quite recent phenomena that is typical of CMC, mainly social media crises (so-called "shitstorms"). The majority of those crises originate and take place on one of the most popular social media tools – Twitter. Data for analysis will be scraped from Twitter and will be systematically collected in a corpus of social media crises. Gathered data will be examined using quantitative as well as qualitative methods of data analysis. Computer-mediated discourse analysis will be used to analyze collected data in more detail and appraisal theory will help to account for different (im)polite behaviors and, as a result, to establish various (im)politeness strategies. In conclusion, this project aims at contributing to the field of (im)politeness research in computer-mediated communication by examining (im)politeness behaviors in various instances of social media crises.

Bahammam, Lubna (University of Reading)

### **Investigating multi-voicedness in the gendered discourses of Twitter-hashtagged debates about Saudi-women's issues**

This study is motivated by Twitter's growing popularity as a space where Saudi men and women could debate issues pertaining to their lives without being stigmatised in an otherwise gender-segregated society. It aims to explore the discourses related to gender in twitter-based hashtag discussions about women-related issues. For a fine-grained qualitative analysis, I will utilize gender and discourse paradigms and Critical Discourse Analysis (CDA) tools to analyse a corpus comprising the first 1000 unique text-based tweets of two topical hashtags which were collected in June, 2015. These hashtags mark the public reaction to a) newly-announced travel controls to Saudi women and b) statistics about the percentages of unmarried Saudi women. The data provides evidence for multi-voicedness (Bakhtin, 1992) in a country where diversity of voices has long been silenced by dominant discourses that close down on voices of difference, protest, and dissent regarding women's rights. Therefore, the analysis focusses on whether and how men and women are reiterating or contesting traditional gendered discourses with an interest in the subversive discursive strategies employed by them as forms of linguistic intervention (Sunderland, 2004). I argue that these findings may be pointing to a gradual social change in the Saudi society since the unheard can now be heard. In addition to contributing to the Arabic literature on discourse and gender, this study may provide an assessment of the transformative potential of Twitter.

Branets, Anna (Taras Shevchenko National University of Kyiv / Tallinn University)

### **Ukrainian-Russian-Estonian Mediated Receptive Multilingualism**

This paper introduces and defines the concept of mediated receptive multilingualism as one of the modes of multilingual communication, along with English as lingua franca, when there is little shared history between the speakers of typologically distant languages but some passive knowledge is present through the medium of a third language (Estonians understand Ukrainian via their knowledge of Russian). The aim of this research is to investigate the degree to which native speakers of Estonian with varying proficiencies in Russian, bilingual Russian-Estonians, monolingual Russian-Estonians and Russians understand Ukrainian texts without prior exposure to Ukrainian and assesses various sociolinguistic features that affect comprehension.

The conducted research identifies following factors of influence that enhance L+ understanding: proficiency in L2 (Russian), exposure to Ukrainian/Russian/multilingual situations, attitudes towards languages, participants' socio-linguistic background, learnability, raised meta-awareness and an inventory of language-specific elements that have the potential to enhance intelligibility.

Buchegger, Lisa (Universität Wien)

### **Der Einfluss des SES auf Fragen im Rahmen von Sprechaktfolgen bei der Interaktion zwischen der Hauptbezugsperson und dem Kind**

Die Forschungsarbeit untersucht Frage-Antwort-Sequenzen im Rahmen von Sprechaktfolgen in der Kommunikation zwischen Erwachsenen (Bezugsperson und Pädagogin) und Kindern. Es werden sowohl Fragen der Erwachsenen als auch der Kinder und deren Vorgänger- und Folgesequenzen betrachtet. Die dafür verwendeten Daten stammen aus dem an der Universität Wien durchgeführten INPUT-Projekt. Es handelt sich dabei um Spontansprachdaten aus dem Kindergarten und dem häuslichen Umfeld von insgesamt 57 Kindern. Zur Untersuchung werden die bereits im CHAT-Format transkribierten und durch das CLAN-Programm MOR kodierten Daten der Aufnahmen herangezogen. Es soll der Frage nachgegangen werden, welche Unterschiede sich beim deutschen Sprachgebrauch der Eltern sowie der Pädagoginnen mit LSES vs. HSES Kindern feststellen lassen, da hierzu in vorhergehenden Untersuchungen zu anderen pragmatischen Phänomenen unterschiedliche Ergebnisse erzielt werden konnten.

Capobianco, Paul (University of Iowa)

**Language learners' "imagined" identities: Potentialities and positionality of Japanese English learners**

Scholars have recently applied Benedict Anderson's concept of "imagined communities" on the linguistic level to explore how language learners envision themselves as part of "imagined" linguistic collectivities. This has proffered novel ways of understanding the trajectory of learners' identities and experiences as they advance through the language learning process and utilize their acquired skills. Such an application additionally helps explicate learner motivations and outcomes in different cultural contexts. This research ethnographically examines how Japanese learners of English "imagine" themselves in ways that transcend their native sociocultural milieu of Japan, which in effect alters how they understand their social positionality in relation to cultural Others domestically and internationally. By examining such qualitative case studies, the motivations that compelled language learning endeavors, the effects of intercultural interaction in English with native speakers, and reflection upon these interactions will be identified as variables responsible for inducing these changes to occur.

Dill, Kristin (Universität Wien)

**Understanding Discourses of Dialect in Linguistics: Americanist and Germanist Perspectives**

Conceptualizations of "dialect" vary widely among the different (dialect) discourses within the field of linguistics in general and dialectology in particular, not only across national and linguistic boundaries, but also as a result of paradigm shifts that have taken place in the history of the field. This has led some critical theorists to conclude that studies on dialect often serve ideological purposes within their larger academic, but also social and political contexts. The proposed talk will discuss the possibility of using the combined methods of corpus linguistics and (critical) discourse analysis to identify how ideologies and biases of dialect discourses are revealed in dialect studies. First findings from a small-scale analysis of different conceptualizations of dialect in a few selected texts from the Americanist and Germanist linguistic traditions will be used as a starting point for discussing possible answers to the methodological question above.

Engel, Dana (EURAC Research Bolzano / Universität Wien)

**Towards a grounded theory for managing "old" and "new" multilingualism in South Tyrolean schools**

Previous studies on pedagogical concepts for managing multilingualism at South Tyrolean schools have focused on language education in one of the three endogenous ("old") linguistic groups: Italian, German or Ladin. These concepts are based mostly on traditional theories of bilingualism that do not take into account "new" multilingualism due to immigration. This qualitative study aims to provide a timelier, more accurate framework for describing how South Tyrolean schools manage the challenges of "old" and "new" multilingualism. Interviews with key educational actors, including school authorities and individual teachers, as well as reviews of policy and practice in more than 15 schools throughout South Tyrol will allow assessment of the current state and the elaboration of a grounded, empirically-based theory for guiding future action. This theory may prove useful for collaboration among educational actors in South Tyrolean schools as well as for developing multilingual didactics in other linguistically diverse spheres of education.

Fanta, Johanna & Fleißner, Fabian (Universität Wien)

**How to capture intra- and inter-speaker variation – Multivariate approaches from Austria**

Researchers in variationist linguistics are able to draw on a large number of established survey methods for the analysis of variation in intra-speaker and inter-speaker language use. Different survey methods yield very different types of data with respect to naturalness, comparability and their practical application in research. This presentation would like to contribute to the ongoing discussion of survey methods within variationist linguistics. The empirical basis includes language data from Austrians who are considered dialect speakers. The data was collected in various survey settings: an interview led by a foreign academic, an unguided conversation among friends, two translation tasks and read-aloud tasks. Using three phonological variables (type-token-analysis), we will explore which statements about intra-speaker and inter-speaker variation on the dialect-standard axis are made possible by each survey setting and consider how the methodological insights taken from these results can be applied to further research into German in Austria.

Frötscher, Doris (Lancaster University)

**Washback of a national exam reform on classroom testing**

The Austrian secondary school-leaving exam (Matura) has recently been reformed from a teacher-developed to standardized national exam. In this context, this two-phase mixed-methods study investigated the washback effect of the new Matura on classroom testing of reading. Combining 1) a systematic analysis of classroom-test reading tasks ( $n=173$ ) and 2) semi-structured teacher interviews ( $n=9$ ) which were thematically coded using MAXQDA, differences in task characteristics and practices between the time periods before and after the exam reform were examined. Teachers clearly made the reformed exam accountable for a large part of their classroom testing

practices, and both positive and negative washback effects emerged. Furthermore, legal regulations and guidelines put in place by the Austrian Ministry of Education in the course of the reform were found to enforce the washback taking place. This study gives insights into the previously under-researched phenomenon of washback on classroom testing, and provides practical suggestions for educational policy.

Hodžić-Kadić, Azra (Universität Wien)

#### **Uloga identiteta u stvaranju moliškohrvatskog jezika**

Nakon prodora Turaka na Balkan prije 500 god., u Molise su doseljavaju Slaveni sa područja Hercegovine i Dalmacije te formiraju svoje prve nacionalno-etničke skupine koje postaju glavni sociološko-kulturni fenomen tog područja. Acquaviva Collecroce, San Felice del Molise i Montemitro su tri mjesta koja su stoljećima nastojala okuniti svoje bitisanje u „tradicionalni i kulturološki slavenski ego“ na italijanskom tlu. Istraživanje iz oblasti jezika kao posebno očuvanog fenomena u ovoj pokrajini sam obavila ove godine u Montemitru zbog svoje doktorske disertacije koja se prvenstveno bavi leksičkim slojevima moliškohrvatskog jezika u Italiji i ukazuje na nastanak nove jezičke i nacionalne skupine pod utjecajem migracije. Podrobnije sam istražila socio-kulturne prilike te jezične manjine, evoluciju moliškohrvatskog jezika sve do standarizacije, leksički sloj datog jezika (prisutnost supstrata italijanskog i hrvatskog jezika) te korpus književnih tekstova na moliškohrvatskom jeziku. Cilj istraživanja je rekonstruisati leksičko blago moliškohrvatskog jezika i etimološki ga identifikovati.

Impola, Leila (University of Jyväskylä)

#### **„Da brauche ich nicht zu erklären“**

In diesem Beitrag wird die Bedeutung der finnischen Sprache für in Deutschland lebenden deutsch-finnischen Jugendlichen untersucht. Finnisch wird als Muttersprache bzw. zweite Sprache für Immigranten der zweiten und dritten Generation in 26 finnischen Sprachschulen in Deutschland unterrichtet. Vorliegende Studie ist Teil meiner Dissertation, in der u. a. die Auffassungen von SchülerInnen finnischer Sprachschulen in Deutschland über die finnische Sprache untersucht werden. Die Fragen, die sich in diesem Beitrag stellen, sind: 1) Wie finden die SchülerInnen die Finnische Sprachschule? 2) Welche Bedeutung hat Finnisch für die ForschungsteilnehmerInnen? Mein Untersuchungsmaterial basiert auf einer Umfrage und Interviews unter SchülerInnen der finnischen Sprachschule. Die Ergebnisse zeigen, dass es insgesamt für die SchülerInnen ein wichtiger Bestandteil ihrer Identität ist, Finne/Finnin zu sein. Für einige bedeutet die Sprachschule eine finnische „Oase“ in Deutschland. Für Bildungsweg oder berufliche Laufbahn erachten sie ihre Kenntnisse im Finnischen jedoch generell als nur wenig nützlich.

Kastari, Mervi (University of Jyväskylä)

#### **Fiction in integration training - a study in Finland**

The use of fictional literature (*belles lettres*) is not very common anymore in language teaching of adult immigrants. For this PhD-thesis it was possible to find one institute following official integration training program and using literature reading circles as a regular part of the training and Finnish language teaching. The study takes an empiric classroom approach. Two reading circles have been filmed and audiotaped and students have also been interviewed. The objective is to learn about their experiences about literature reading as a part of training and their multilingual life. The study also aims at finding out how they interact in the reading circles. The study shows how meaning and interpretations of the books are built together in the conversations of the reading circles. The students emphasize the meaning of reading to their language learning, especially the learning of words but also becoming aware of different phenomena of language.

Kerschhofer-Puhalo, Nadja (Universität Wien / Universität Innsbruck)

#### **Educational practices, language ideologies and their impact on children's self-concepts**

In our multilingual society, despite the considerable number of languages that are part of many children's language repertoires, the number of languages represented in educational contexts is considerably smaller. This fact has an impact on multilingual children's identities and self-concepts as "speakers" or "users" of those languages that are under-represented in educational practices. This presentation is based on a corpus of visual products (drawings, photos, collages) and interviews with 90 mostly plurilingual children (age 8-11). The data presented here are part of a larger research program "My Literacies" investigating children's every-day experiences of multilingual and multiliteral practices. They provide insights into children's language experiences and self-concepts. Their visual and oral self-representations emerge as contextualized and co-constructed presentations of their experiences in private and educational settings. We will show whether and how discourse, language ideologies and institutional practices affect individual attitudes and emotions towards specific languages and have a direct impact on children's plurilingual self-concepts.

Kivilahti, Sarianna (University of Jyväskylä)

**In Search of EFL Writing - Analysis of Writing Activities in Finnish Textbook Series**

Published textbook series have a major role in Finnish foreign language classrooms (Luukka et. al. 2008). Previously in the textbook series for English the majority of writing activities focused on other issues, such as grammar or vocabulary building, instead of actual text production (Kivilahti & Kalaja 2013). In Finland the new National Core Curriculum for Basic Education (NCC) promoting new pedagogical practices was introduced in 2014. Hence, the present study analyses writing activities found in textbook series following the new NCC, and if the introduction of the Finnish adaptation of multiliteracy has an effect on the types of activities and their foci. Content analysis will be applied in the study and the preliminary results will be reported in the presentation.

The present study is a part of a dissertation work focusing on the Finnish curriculum reform and its impact on pedagogical practices and learning materials used in English language teaching.

Komrsková, Zuzana & Poukarová, Petra (Charles University Prague)

**Kdo komu skáče do řeči a proč?**

Překryvy replik mluvčích jsou ve spontánní komunikaci častým jevem a dochází k nim z různých důvodů. Úmyslné vstoupení do řeči může být motivováno snahou dosavadního recipienta převzít slovo a vystřídat mluvčího (kompetitivní typ) nebo vedeno s cílem pomoci mluvčímu např. při hledání vhodného slova (kooperativní typ). K neúmyslným překryvům dochází nejčastěji v místě relevantním pro výměnu mluvčích. Specifickým typem jsou back-channels (hm, jo), kterými dává posluchač najevo, že poslouchá. V příspěvku si klademe otázku, zda se počet a typ překryvů u téhož mluvčího mění v závislosti na pohlaví komunikačního partnera. Využíváme korpusu spontánní mluvené češtiny ORTOFON, z něhož byly vybrány dvě sady nahrávek; všechny nahrávky v každé sadě mají totičnýho mluvčího, mění se pouze jeho komunikační partneři. Naše prozatímní výsledky ukazují spíš na vliv komunikační situace či potřebu posluchače vstoupit do řeči, je-li ohroženo porozumění sdělení, bez ohledu na to, je-li komunikačním partnerem muž, nebo žena.

Konttinen, Miia (University of Jyväskylä)

**Why aren't our IMDP students graduating on time? The link between students' academic performance and English skills**

Higher education continues to "Englishize", as it is often manifested in English-medium programs. University of Jyväskylä, Finland, offers around 20 International Master's Degree Programmes (IMDPs) taught in English. However, IMDP students' lack of academic English skills has been suggested to be one reason for students' delayed graduation, even if their general English proficiency is verified with standardized tests prior to their studies. A similar link between students' academic performance and English skills has been detected in various studies, and to gain insights from this viewpoint into the IMDPs and hereby contribute to the overall quality of the programs, the present study will map out the students' perceptions of their skills and needs. The study includes 15 individual semi-structured interviews, which have been analyzed inductively with the Atlas.ti qualitative content analysis program. Preliminary results indeed indicate that inadequate academic English skills contribute to various challenges the students face during their studies.

Kopf, Maria; Meissl, Katharina & Oberrauch, Agate (Universität Wien)

**Kommunikation in der Altenpflege**

Communication with the elderly is a field which has lacked (extensive) attention from linguists so far, especially in the social context of institutions. In the field study, which we have conducted in the course of our bachelor thesis, we investigate communication between caregivers and residents of a home for the elderly near Vienna. We recorded more than four hours of communication in everyday settings. Various conversations are selected for a qualitative context-bound in-depth analysis and are compared with different results in linguistics literature??. We expect to find different ways of communication strategies used by caretakers for completing their daily tasks as well as increasing self-empowerment in residents. Our aim is to contribute a small piece to the big and largely unexplored mosaic of communication with the elderly.

Koppensteiner, Wolfgang (Universität Wien)

**Standard or not standard, that is the question. Methodological approaches to conceptualize Standard German in Austria**

Based on the hypotheses that the linguistic situation in Austria is characterized highly dynamic and heterogeneous in respect of varieties, speech levels, attitudinal and perceptual patterns, the presentation intends to discuss multidimensional approaches dealing with the conceptualization of Standard German in Austria. Current data elicited within the framework of the Special Research Project (SFB) "German in Austria. Variation – Contact – Perception" will be used to illustrate the theoretical framework. Key questions of the intended presentation are:

- What kind of concepts of Standard German in Austria based on the SFB-data can be reconstructed if different elicitation methods (language-focused biographical interview vs. “guided” conversations among friends) are intersITUATIONALLY compared?
- What are the benefits of comparing subjective-(attitudinal) data with objective-linguistic data with regard to this question?
- In which way(s) do these kinds of results benefit from further perceptual linguistic methodological steps (or elicitation methods), in order to improve, specify and substantiate the data elicited?

Kosla, Aleksandra (Universität Wien)

#### **Impoliteness Strategies in Computer-Mediated Communication**

My project's goal is to contribute to the field of computer-mediated communication by analyzing and describing (im)politeness strategies observable in quite recent phenomena that is typical of CMC, mainly social media crises (so-called “shitstorms”). The majority of those crises originate and take place on one of the most popular social media tools – Twitter. Data for analysis will be scraped from Twitter and will be systematically collected in a corpus of social media crises. Gathered data will be examined using quantitative as well as qualitative methods of data analysis. Computer-mediated discourse analysis will be used to analyze collected data in more detail and appraisal theory will help to account for different (im)polite behaviors and, as a result, to establish various (im)politeness strategies. In conclusion, this project aims at contributing to the field of (im)politeness research in computer-mediated communication by examining (im)politeness behaviors in various instances of social media crises.

Khurshid, Muhammad Ajmal & Hameed, Sana (Universität Wien & University of Engineering and Technology Lahore)

#### **Exploring Emotional Magnitudes in Second Language Acquisition: Resolving Impediments**

Emotions are a complex human experience marked by their subjective nature. They are internal intuitive reactions to situations, and have a strong physical and psychological influence on the thought as well as the behavior of an individual. This makes emotions a significant factor that influences an L2 learner's motivation to acquire a second language or foreign language skills. The paper sheds light on the fact that emotions play a critical role in motivating learners to acquire a second language. The research focuses on one of the most important models in L2 learning, i.e. Dornyei's model of L2 Motivational Self-System that points towards the impact of emotions on learners' L2 motivation. The research descends around the argument that Ideal L2 Self generates emotions in learners, which then affect their motivation and behaviour throughout the learning process. The study further analyses the effects of emotions concerning peers, teachers and family on the learning frequency of a learner at different ages. The research is qualitative in nature and the findings are solely based on the examination of emotional dimensions of the learners, which are proven to be significant and diverse during L2 learning experiences.

Larl, Bettina (Universität Innsbruck)

#### **Geolocating German on Twitter. - The Challenges of Building and Exploring a Twitter Corpus**

German is the widest spread language within the European Union, while it is the official language in Austria, Germany and Switzerland, the language differs widely in the three countries. Because of easy access and informal communication methods, more and more oral markers find their way into written language. This is often showcased on social media platforms such as Twitter.

To research questions like “Is there a connection between the language output and the geographic location tweets were sent from?” and “Could, for example, lexical varieties be allocated to a specific region by geolocation information provided in tweets?” we are building a Twitter Corpus. The data was collected over a period of 24 months and resulted in more than 60.000.000 tweets.

In this paper we show and illustrate the way from data to corpus, how we handled various problems along the way as well as showcase a first finalised sample corpus.

Martyn, Jennifer (University College Dublin)

#### **Revisiting Gender and Foreign Language Education Research: Institutional Discourse and Language Ideologies in Ireland**

The relationship between language education and the gender of the learner garnered significant interest in the 1990s in many L1 English majority countries, in the context of what came to be known popularly as a crisis of boys' educational achievements. Although sociolinguistic research has witnessed an exponential rise in the study of power relations and identity negotiation during the language learning process, issues of learner gender in foreign language education research merit further attention, since fewer males than females continue to take up additional languages across Europe. This paper will draw upon interview and observation data from an ethnography carried out in an Irish secondary school, and will address discourses of gender within Irish educational and religious institutions more broadly. The findings of this research suggest that ideologies of language and

gender are (re)produced at the macro, institutional level, as well as being evident among students at the micro, school-level.

Orthaber, Sara (University of Maribor)

**'Importance: High': Impoliteness in Slovenian emails**

Communication through email represents one of the most important forms of business communication, not just within a company but also externally with customers. Drawing on a corpus of 135 emails, the study focuses on communicative exchanges between a representative of a Slovenian railway company and customers, in which face concerns arise. More specifically, it examines five interactional instances in which the agent reacts negatively to customers who contact the company multiple times about the same issue within a short period of time. As a result, face concerns emerge as evidenced from the way the agent orients to a customers' behaviour as inappropriate. The analysis, which draws on Goffman's (1967) notion of face and incorporates a variety of concepts from pragmatics and Conversation Analysis, further shows that the technological affordances of email play an important role for the emergence and evaluation of inappropriate behaviour.

Picciuolo, Mariangela (University of Bologna)

**European Identity: a Multimodal Perspective**

This study carries out a synchronic intralinguistic multimodal analysis of selected audiovisual advertisements from the 2014 European Parliament (EP) election campaign. As dealing with audiovisual political advertising, this study employs lexico-grammatical analysis and Systemic Functional-Multimodal Discourse Analysis (SF-MDA) as research tools. This research aims to further contribute to the growing debate on European identity by explaining how European institutions discursively construct European identity in official discourse. Being that academic and official accounts largely rely on the quantitative analysis of data from Eurobarometer surveys and national opinion polls, the case study presented in this paper provides an in-depth analysis of EU discourses and practices, that is to say not only from a socio-political perspective, but also from a discursive one, with a view to finding meanings behind symbols and myths.

Postl, Astrid (Universität Wien)

**Capturing the traces and picturing the prestige of the German language in Mongolia**

This project investigates attitudes toward the German language – which used to be the most important foreign language in Mongolia during socialism besides Russian - and its value in the everyday life of Mongolians who returned to Mongolia's capital Ulaanbaatar after a prolonged stay in German-speaking countries. It explores the use of German in trade relations, education, cultural communication and exchange, and assesses the impact of acquired social practices on the creation and formation of specific 'German' spaces in Ulaanbaatar. Implementing the method of the participatory photo interview the position and the social value attributed to the German language in the lives of three project participants are analysed and compared in a new and innovative way. Gaining insights into the participants' memories and their experiences show the great prestige the German language has for their lives and offer a new perspective on the German language in Mongolia.

Prochazka, Katharina & Kim, Agnes (Universität Wien)

**Slovenian in Carinthia from the Habsburg era to the inter-war period. Continuities and ruptures in language use through the lens of census data and the Wenkerbögen**

When it comes to minority languages, both language politics and linguistics are concerned with one central question: How many people actually use the according language? The use of minority languages like Slovenian in Southern Carinthia, Austria is often seen as declining over time, but quantifying this decline and describing it on a large scale is difficult. Taking data from the Austrian census (1880–1934), we are able to visualize how language use in Carinthia has changed over time and space. Using this digitized census data, it is possible to follow the spread of the dominant language German versus Slovenian. However, we argue that additional sources are needed for a complete picture. By comparing census results with sociolinguistic data from the so-called Wenkerbögen, we show that sources which offer different perspectives on language use on different scales (quantitative and qualitative data) are essential for a comprehensive picture of language use.

Resch, Stefan (Universität Wien)

**Die mediale Konstruktion der öffentlichen Persönlichkeit eines Politikers am Beispiel von Yanis Varoufakis**

Spitzenpolitiker\*innen stehen auch persönlich permanent auf der medialen Bühne und werden damit nicht nur als politische Akteur\*innen, sondern als Personen mit Charakterzügen, mit persönlichen Attributen und Eigenschaften gezeigt und bewertet. Anhand des Beispiels des ehemaligen griechischen Finanzministers Yannis Varoufakis befasse ich mich in meiner Masterarbeit mit der Konstruktion dieser medialen Repräsentation, die ich als „Persona“ bezeichne. Methodisch orientiert sich meine Arbeit am diskurslinguistischen Zugang Jürgen Spitzmüllers und Ingo Warnkes (2011). Im Rahmen der Untersuchung möchte ich durch eine Verknüpfung der Konzepte der

Akteur\*innenrollen (vgl. Adamzik 2002) und der metapragmatischen Positionierung (vgl. Spitzmüller 2013) das Zusammenwirken verschiedener offen und verdeckt dargestellter Positionierungshandlungen sowie intertextueller und indexikalischer Verknüpfungen in Text und Bild aufzeigen. Das Korpus setzt sich dabei aus unter expliziter Nennung Varoufakis' in Titel oder Lead auf den Webseiten österreichischer Tageszeitungen von Dezember 2014 bis August 2015 publizierter Artikel und deren Begleitbildern zusammen.

Ritt, Sarah (Universität Wien)

#### **Tiocfaidh ár... what? Language choice in Belfast's murals**

The murals in Belfast's working class neighbourhoods are a vital part of the city's political and linguistic landscape. One of the ways they convey meaning is through the usage of either the English or the Irish language. Whereas it could be anticipated that the (pro-British) Unionists use only English and the (pro-Irish) Republicans use only Irish (not an official language of Northern Ireland) this is due to internal power struggles and language policies. The murals show a more diverse picture: Not only are both English and Irish used in murals on both sides of the ideological divide; they are not the only two languages that are being used. This paper will try to highlight the multilingualism that is present in this very specific form of public art and, by means of multimodal, cultural and special analysis, will try to find explanations for and predictions about language choice on Belfast's murals.

Steinkress, Anna Maria (Universität Wien)

#### **Individuelles Spracherleben vor dem Hintergrund der Integrationsvereinbarung in Österreich**

Die „Integrationsvereinbarung“ des Niederlassungs- und Aufenthaltsgesetzes schreibt seit 2003 „Drittstaatsangehörigen“ in Österreich Deutschkenntnisse als Bedingung für Aufenthaltstitel und Niederlassungsbewilligungen vor. Die Sprachkenntnisse müssen innerhalb eines vorgegebenen Zeitrahmens durch standardisierte Prüfungen nachgewiesen werden; das Nicht-Bestehen der Sprachtests innerhalb der rechtlich festgelegten Frist wird durch Ausweisung bzw. Verwaltungsstrafen sanktioniert. In meinem Vortrag gebe ich Einblick in die aktuelle Gesetzeslage und erläutere die konkrete Ausführung der IV durch Sprachtests unter Zeitdruck sowie Androhung von Sanktionen. Basierend auf den theoretischen Konzepten des Spracherlebens und des sprachlichen Repertoires von Busch (2013) gehe ich der Frage nach, wie sich diese Prüfungsbedingungen auf Spracheinstellungen und folglich auf persönliche sprachliche Praktiken auswirken können. Im Rahmen von Interviews mit Drittstaatsangehörigen, welche die IV erfüllen müssen, ermöglicht die kreative Methode des Sprachenporträts (Busch 2013) einen Zugang zu sprachlichen Handlungen und Spracherleben, geprägt von emotionalen und persönlichen Erfahrungen sowie von Sprachideologien.

Strigl, Ulrike (Universität Wien)

#### **Syntaktische Austriaismen aus der Sprecherperspektive**

Im Rahmen dieser Masterarbeit wurde die Akzeptanz der österreichischen Standardvarietät des Deutschen im Hinblick auf Standardsprachlichkeit untersucht. Als Untersuchungsgegenstand dienten dabei syntaktische Austriaismen, da diese Sprachebene bezüglich Plurizentrik und Standardvariation bisher kaum beleuchtet wurde und die Verankerung im Bewusstsein der SprecherInnen somit weniger stark ist. In einer quantitativen Erhebung wurden die Gewährspersonen zu ihren Spracheinstellungen und Akzeptabilitätsurteilen befragt. Das Alter der Gewährspersonen stellte sich dabei als der stärkste Einflussfaktor für die Akzeptanz als standardsprachlich heraus. Des Weiteren konnte festgestellt werden, dass das Bewusstsein für horizontale Sprachvariation bei den SprecherInnen zwar vorhanden ist, jedoch die Begriffe fehlen, um das Phänomen zu benennen.

Stuers, Simone (Open University)

#### **English as a medium of instruction in higher education in Germany: a study into English language entry requirements**

There is a rising number of English-medium programmes offered at universities and universities of applied sciences in Germany. While research has focused on various issues surrounding this phenomenon, there is a dearth of research into the English-language entry requirements on English-medium programmes. This research investigates the usage, role and perceived relevance of English language entry requirements on English-medium programmes. It analyses different groups of stakeholders and shows how the ministry, administration, students and faculty manage and perceive English language entry requirements. The study used a variety of methodologies. As a start a website survey was conducted consisting of 426 institutions in Germany's higher education sector, scanning their homepages for English- medium programmes and their English language entry requirements. A questionnaire and oral interviews were conducted with students of 7 institutions in North Rhine-Westphalia; also its staff, lecturers and programme chairs, was surveyed. Furthermore the NRW Ministry of Innovation, Science and Research was included to provide information about state level guidelines.

Syrbe, Mona (Trinity College Dublin)

#### **The representation of English in leading global textbooks**

In discussing the implication the status of English as an International Language has on teaching the language, many ideas have remained theoretical. To understand the realities of classroom teaching, it is paramount to direct ones attention to actual teaching practice. This study investigates classroom teaching by investigating globally used textbooks. Specifically, content analysis of New English File, New Interchange, New Headway was carried out regarding their representation of English and English use and to establish a framework of reference, differentiating between 'Traditional ELT' and a 'Global Englishes approach to ELT'. The analysis found a strong attachment to the native speaker, inner circle countries, and Standard English across all textbook, a representation that does not account for the plurality of the English language. By investigating current materials, this study reveals detailed information about shortcomings in English language teaching, which are detrimental to preparing students to use English as an International Langauge.

Thompson, Gene (Rikkyo University)

**Japanese high school teachers' self-efficacy beliefs for teaching English**

This presentation reports the findings from a recently completed PhD, which investigated the self-efficacy for teaching beliefs of Japanese high school teachers of English (JTEs). The study used a quantitative-dominant sequential multitype mixed design (Collins et al., 2007). This presentation focuses of the findings from the final stage of the study, where exploratory factor analysis identified five dimensions of teacher efficacy beliefs: Using English, Communicative Teaching, Teamwork, Student Achievement, and Managing Workload. Correlation and multiple regression analyses found that years of experience, perceived proficiency, time spent abroad, and experiences with communicative language teaching as a student and teacher were associated with stronger beliefs for different dimensions of teacher efficacy beliefs. Past experiences with the task appear to influence the skills available to teachers and are associated with stronger efficacy beliefs. Results suggest that contextual variables may influence efficacy beliefs both positively and negatively, via perceptions of task difficulty and by providing opportunities for skill development. The contextual variable 'school level' was associated with stronger beliefs, while administrative and organizational factors appear to negatively influence beliefs.

Villares, Rosana (University of Zaragoza)

**A cross-disciplinary study of scholars' multilingual research-oriented literacies**

International communication among academics in higher education has been reported to be primarily in English, no matter academics' native language backgrounds (Jenkins, 2014; Plo and Pérez-Llantada 2015). This paper seeks to demonstrate that, even if English plays a prevailing role in international communication, there exists linguistic diversity if we take a closer look at 'localized communities of practice' (Becher and Trowler 2001). Following Dörnyei (2007) a survey on research-oriented practices was administered to scholars in two disciplinary communities based at a traditionally monolingual university. Similarities regarding language use and language choice were identified in the two groups of the scholars. Consistent with the literature, English was the preferred choice for reading and writing research-oriented activities. However, when it comes to oral communication, language choice appears to be determined by discipline-specific practices and very much driven by the particular ethos of each discipline.

Vovou, Evangelia (University of Athens)

**The Variable of Symbolic Competence in Foreign Oral Language Assessment Discourses**

Although today's educational environments are to a great extent multilingual, large-scale foreign language examinations test heterogeneous groups with homogeneous examination practices, without taking all ecolinguistic parameters into consideration. Trying to minimize this limitation by calibrating examinations to the sociolinguistic and intercultural competence definitions of the Common European Framework of Reference for Languages (CEFR), secures to an extent construct validity. However, the question still arises, whether "one test fits all". This paper focuses on oral foreign language assessment discourses, where discursive co-construction and social nature of performance prevail. The ongoing research presented in this paper investigates the notion of symbolic competence (Kramsch, 2011) in the context of oral language examinations at C-Level. By applying discourse analytical principles to oral data the paper seeks to address, how and to what extend parameters such as subjectivities, historical (dis)continuities, etc. concur in examination discourses. Preliminary results suggest that the emergence of the above variables may effect the validity of measurement.

Wong, Jennifer (INALCO)

**Using Lexical Frequency to Calculate Text Readability for L2 Learners of Burmese**

For both teachers and learners of less-commonly-taught languages, finding written texts at an appropriate level for the learner is particularly challenging. Whilst such languages may have a considerable internet presence, often few teaching materials are available. Usual methods of automatic calculation of text difficulty or "readability" require a training corpus of pre-classified texts, a resource only available for commonly taught languages. This paper presents ongoing research into the use of lexical frequency as a means of automatic readability detection for

Burmese. The method requires a large corpus to calculate general word frequency of a language, but few other resources. The viability of the method, tested on an English corpus, will be presented, and particular difficulties of treating Burmese texts will be discussed, with reference to encoding, tokenizer training and corpus collection. It is hoped that this research will provide readability detection methods applicable to other under-resourced languages.

Yapp, Deborah (University of Utrecht)

#### **A meta-analysis of Reading Strategy Intervention Research: Using Reading Strategies to Improve Reading Comprehension**

Learning to read enables us to learn independently, we can acquire knowledge and better achieve our goals. Furthermore, our modern technology requires greater demands on students reading abilities; the concern being; can they read more efficiently, and better? Reading strategies can help, but why do they work and which are effective? Little is known about reading strategy effectiveness in a second language. This meta-analysis of reading strategy research analyses the effect sizes of 54 data sets from 46 individual reading interventions from around the globe; using model analysis to measure the effectiveness of strategies as well as teaching approach. The results point to the positive effects of teaching compensation strategies, supporting the role of the teacher in the reading class.

Yoshida, Takako (Yokohama College of Commerce)

#### **Linguistic landscape research as a critical pedagogical practice for ideological questioning about language and society**

This presentation will show the findings of my research, whose data was gathered from a participatory project with students living in an increasingly diverse, urban setting in Japan. The project asked the students to analyse ever-changing linguistic landscapes of their community through photography and ethnographic observations and to document their impressions on seeing and hearing everyday multilingualism in their community. Drawing on analytic frameworks developed in the linguistic landscape scholarship (e.g., Cenoz & Gorter, 2008; Trumper-Hecht, 2010; Malinowski, 2015; 2016), the findings suggest that the lens through which the students capture and interpret their local linguistic ecology, is influenced by ideologies about the nation, languages, and identities. The presentation will argue for the potential of using linguistic landscapes to unearth students' ideological positioning about language and society and engage students in critically questioning their own subjectivities and ideologies by further designing processual interactions with their local diversity.

Zehetgruber, Magdalena (Universität Wien)

#### **Language acquisition and learning / Spracherwerb und Sprachenlernen**

In diesem Beitrag möchte ich die Ergebnisse der Studie meiner Masterarbeit darstellen, die ich in England und Rumänien durchgeführt habe. In beiden Ländern stellt Deutsch im Fremdsprachenstudium zumeist eine L3 dar. Ziel der Untersuchung war es, die Rolle der L1 sowie der L2 hinsichtlich des syntaktischen Transfers ins Deutsche zu untersuchen. Als syntaktisches Phänomen habe ich die Position der Objektpronomen gewählt. Mithilfe einer Grammatikalitätsurteils- und -korrekturaufgabe sollen mögliche Transferprozesse, die bei den Lernenden stattfinden, aufgezeigt werden. Besonderes Augenmerk liegt auf der Frage danach, welche Sprachen für den Transfer herangezogen werden. Gleichzeitig zeigt sich, dass das Niveau der Lernenden in den einzelnen Sprachen sowie der Zielsprache eine wesentliche Rolle für solche Prozesse spielt. Die Untersuchung stützt die Forderung nach der Berücksichtigung und dem Einbeziehen bereits vorhandener (Fremd-)Sprachen im Unterricht im Sinne von Mehrsprachigkeits- und Tertiärsprachendidaktik und soll gleichzeitig zu weiteren Erkenntnissen im Bereich des sprachübergreifenden Einflusses führen.

## **Speed Paper Presentations**

### ***Language, Ideology and Power***

Fischer, Luisa (Universität Siegen)

#### **Wachstum und Wachstumskritik - Sagbarkeitsgrenzen im politischen Diskurs um die Ökonomie der Zukunft**

Der Wachstumsbegriff ist trotz einiger Kritik immer selbstverständlich als zustimmungspflichtiger Begriff im politischen Feld präsent. Durch das Diskursereignis der „Großen Krise 2007“ (Link, Jürgen (2013): Normale Krisen? Normalismus und die Krise der Gegenwart. Konstanz, S.8) hat sich der hegemoniale Diskurs allerdings ein Stück weit geöffnet und reagiert mit der Auslotung neuer Sagbarkeitsgrenzen. Dieser Umgang mit Denormalisierungsprozessen soll anhand der Enquete-Kommission „Wachstum, Wohlstand, Lebensqualität“ die

von 2011 bis 2013 als Gremium des Deutschen Bundestag tagte, gezeigt werden. Auf der Basis der kritischen Diskursanalyse wird der Einfluss des wachstumskritischen Gegendiskurses auf das politische Feld zu zeigen sein. Hier wird quantitativ (Antconc) und qualitativ-hermeneutisch begriffs- und toposbezogen die Frage gestellt, wie sich politische Kommunikation verändert und wie durch Einbezug bestimmter Elemente gegen den Einfluss interdiskursiver (z.B. populärwissenschaftliche) Kritik am ökonomischen Mainstream immunisiert wird.

Goldberger, Marie-Antoinette (Universität Wien)

#### **Die mediale Repräsentation der Aufnahme geflüchteter Kinder ins österreichische Schulsystem**

In meinem (aktuell laufenden) Diplomarbeitsprojekt untersuche ich die mediale Repräsentation der Aufnahme schulpflichtiger Flüchtlinge ins österreichische Schulsystem vor dem Hintergrund des starken Anstiegs der in Österreich gestellten Asylanträge im Jahr 2015 und dessen öffentlicher Resonanz. Dazu analysiere ich unter Rückgriff auf die diskurshistorische Methode von Ruth Wodak österreichische Qualitätsmedien (die Presse und den Standard) aus rassismuskritischer und postkolonialer Perspektive in Hinblick auf gängige Muster der diskursiven Strukturierung dieses Phänomens. Wie die bisherigen Ergebnisse zeigen, dominierte zu Beginn eine Darstellung der Situation als unvorhersehbare (Natur-) Katastrophe, deren Konsequenzen hauptsächlich in Begriffen der finanziellen Belastung und der persönlichen Überforderung der innenpolitischen Protagonisten verhandelt werden: Durch die Externalisierung der mangelnden Problemlösungskapazität der österreichischen Exekutive auf ein von außen hereinbrechendes „Chaos“ werden koloniale Zuschreibungsmuster aktualisiert, die es ermöglichen, die Vorstellung einer handlungssouveränen westlichen Ordnung zu reproduzieren. Die Geflüchteten treten demgegenüber beinahe ausschließlich als Objekte österreichischer Fürsorge in Erscheinung. Zum Zeitpunkt der Tagung wird die Arbeit abgeschlossen sein.

Hosseini Khoo, Zahra (Universität Wien)

#### **Iran's Nuclear Case: a Discourse Historical Approach**

The present study aims to investigate the representation of Iran's nuclear negotiations in the period of 2002-2016 leading to and following the Joint Comprehensive Plan of Action (JCPOA) between Iran and EU3+3 in selected Iranian, British, US, and German press. With forming a theoretical framework joining Corpus linguistics with Discourse-Historical Approach this study will perform a two-level analysis. First, the entire corpus is analysed with the help of CL techniques to present a picture of the frequent trends in the texts. Secondly, representative texts of various opinion oriented genres will be selected and qualitatively analysed. It will be revealed that the use of specific argument and speech act types, topoi, and fallacies in the texts, is not only related to a broad ideological differentiation between the two negotiation parties, i.e. between "the Western" and "the Iranian", but also depend on the newspapers' differing ideological positions within one side of the conflict.

Kempton, Alexandra (University of Brighton)

#### **Hegemonic masculinity at the fringes: analysing the discursive constructions of a Men's Rights Activist**

Whilst there is a growing body of sociological research exploring the phenomena of Men's Rights Activists (MRAs), there has been little work analysing their discourse from a sociolinguistic viewpoint. This research will begin to fill that gap by using critical discourse analysis guided by thematic analysis to examine an online article published by one of the leading MRA websites. It will draw existing studies around masculinity as a social and cultural construct. Taking an intersectional approach, it will look particularly at hegemonic masculinity which subordinates not only women but also what this group refers to as "beta-males". Using a community of practice framework will allow examination of how discourse is constructed to place the author within the community, and disparage those outside of it. This research will contribute to feminist linguistics and sociolinguistics by demonstrating how the author carefully constructs discourse to legitimise his views on women and masculinity.

Núñez, Alexandra (Technische Universität Darmstadt)

#### **„Man kann die kranken Individuen einer Generation nicht ohne weiteres totschlagen [...]. Aber man soll auch nicht aus Hyperphilanthropie und Humanitätsduselei sie künstlich züchten“ – Sprachliche Wissens- und Wertekonstitution im eugenischen Diskursausschnitt um 1900 in Deutschland**

Die historische und wissenschaftliche Textsammlung Natur&Staat (1903-1911), die aus einem von Friedrich Alfred Krupp finanzierten Preisausschreiben um 1900 hervorgegangen ist, bildet mit ihrer sozialdarwinistischen Ausrichtung einen Kulminationspunkt unterschiedlicher Zeitdiskurse des langen 19. Jahrhunderts. Die Texte ‚antworten‘ somit kontextuell auf zeitgenössische Sinn- und Wissensbedürfnisse, sind zugleich ‚Zeitzeugen‘ derselben und werden vom historischen Fachdiskurs als Wegbereiter der Eugenik in Deutschland betrachtet. Im linguistischen Fachdiskurs stellt diese Thematik allerdings ein Forschungsdesiderat dar. In dem Vortrag werde ich bildungsbürgerliche Wissenschaftler als ideologische (hegemoniale) Handlungsakteure auffassen und mit Rekurs

auf die kritische Diskursanalyse strategisch funktionalisierte Schlagworte wie „Kampf ums Dasein“, „Auslese“, „Rasse“ als handlungsleitende Deutungsregulative exemplarisch vorstellen. Die auf diese Weise sprachlich konstituierten und diskursiv distribuierten eugenischen Gesellschaftsmodelle sind Ausdruck des modernen Krisenbewußtseins um 1900 und sind als biopolitische Agenden aufzufassen, in denen Wissens- und Wertekonstitution amalgamieren. Den Vortrag beschließe ich mit einer kritischen Methodenreflexion und einer Diskussion über Rekonstruktionsmöglichkeiten von historischen, diskursiven Wissensformationen.

Porstner, Ilse (Universität Wien)

**Lesarten im Konflikt. Bedeutungsvarianten von Lehrbuchrepräsentationen im Wechselspiel von Produktion und Rezeption**

Lehrbücher als staatlich autorisierte Medien der Bildungsvermittlung kanonisieren das Wissen einer Gesellschaft und können Deutungsmuster prägen. Doch wie werden diese – als Deutungsangebote zu verstehenden – Repräsentationen von den Rezipient\*innen wahrgenommen, welche Bedeutung wird diskursiv ausgehandelt bzw. (re)-produziert? In diesem Beitrag wird gezeigt, wie man durch empirische Verfahren aus dem Feld der Diskurs- und Soziolinguistik die Strategien der diskursiven Praxis erfassen kann. So werden anhand einiger Fallbeispiele Ergebnisse der diskurslinguistischen Textanalyse (Spitzmüller/Warnke 2011) im Vergleich zu jenen aus Gruppendiskussionen nach Konzepten der Positionierung im Gespräch (Deppermann 2013) diskutiert. Die Teilnehmer\*innen eines mehrstündigen Klassenprojekts waren Schüler\*innen der siebenten Schulstufe von Wiener Neuen Mittelschulen. Dabei war die Beobachtung der bedeutungsgenerierenden Strategien hinsichtlich des Themas „Kolonialismus“ in Lehrbüchern der Geschichte forschungsleitend. Die Befunde von – teilweise stark – divergierenden Lesarten unterstreichen die Notwendigkeit eines komplexen analytischen Zugangs, der den Prozess der Bedeutungsaushandlung aus beiden Dimensionen der Semiose – der Produktion und Rezeption – näher beleuchtet.

Radinger, Sandra (University of Vienna)

**Multilingual encounters in monolingual ‘realities’: Language availability among refugees and local Austrians**

Multilingual and multicultural encounters confront speakers with communicative exigencies that challenge traditional conceptualisations of what it means to use a language ‘successfully’ and the notion of ‘a language’ itself. Despite the prevalence of monolingual norms, speakers may transcend these in their language use. A particularly clear instance of this is analysed in this case study of six language diary based interviews with refugees and local Viennese. Their reported language practices indicate how they are languagING the refugee-local encounter according to the different meanings their language choices assume in different communicative spaces. Furthermore, a correlation was perceived between degrees of language awareness and the way in which speakers consciously or subconsciously conform to or de-construct language regimes and established concepts of language. Investigating the availability of linguistic resources in different spaces of interaction, the study provides a better understanding of which factors influence language choices and the ways in which speakers negotiate their own linguacultural background in multilingual encounters.

## *Language Learning & Teaching Research*

Atanasoska, Tatjana (Universität Wien)

### **Students' thoughts about languages in and outside of school**

In this speed paper I want to present some „speedy“ results from a qualitative content analysis of teacher student discussions. These students have attended a seminar about „refugees and schooling“ and have done practical teaching with young refugees in Vienna. At the end of the seminar, the students discuss their experiences in small groups. Language(s) and German as a second language are not the sole focus of the seminar and of the discussion, but because of the specific student population, the topic of languages emerges automatically in the discussions. I want to show some of the specific topics in language teaching and learning that students touch upon during this specific seminar discussions.

Babic, Sonja (Universität Graz)

### **Third Age English Language Teachers: "Why Should You Not Want to Do What I'm Doing? Teaching Is Not the Profession You Want to Retire from"**

Teaching may truly be the most important profession: teachers are in charge of training the next generation of citizens, and have the ability to shape the course of their students' future, for better or worse. Teachers, in a sense, are the architects of society" (Hiver & Dörnyei, 2015, p. 1). However, unfortunately, given increasing rates of burnouts teaching has become a profession in crisis (Day & Gu, 2010; Day 2012), resulting in high numbers of teachers leaving the profession (Hong, 2010). For that reason, researchers call for the "urgent need to better understand teachers' perspectives and psychological response towards their work, which in turn could help to counteract these worrying trends" (Mercer *et al.*, 2016, p. 215). Majority of the research that has been done on language teachers has focused on early-career or pre-service teachers, and while they remain particularly important, experiences, thoughts and wisdom of teachers who have been in their professional roles for longer period of time remain largely neglected (for rare exception, see Oxford *et al.*, under review). Namely, the language teachers who are currently approaching retirement, or have already been retired, however persisted professionally active, are called third age language teachers (or TALT). This research aims to explore TALTs' professional well-being by striving to understand their psychological reservoir and resources, also known as their psychological capital (or PsyCap). It is believed that PsyCap helps teachers to "cope and overcome challenges, setbacks [and] times of negativity" (Youssef & Luthans, 2015, p. 181), maintain sanity and flourish (Seligman & Csikszentmihaly, 2001). It is anticipated that gaining knowledge in TALTs' PsyCap will help us to better apprehend how we can support well-being of teachers of all generations and help them cope with stress, avoid burnout and thrive in their professional roles.

Hasenberger, Thomas (Universität Wien)

### **Content and language integrated curriculum design: the potential of cognitive discourse functions**

Graduates from upper secondary schools all over Europe are increasingly expected to be proficient users of English – not only of general English, but also of English that is field- and content-specific. To meet these demands many secondary schools have introduced CLIL (Content and Language Integrated Learning) programmes. Such programmes frequently lack an explicit language curriculum and if they do have one, it often is rather traditionally designed. The challenge of designing truly integrated language-and-content curricula has frequently been noted (e.g. Nikula *et al.* 2016). A recent promising suggestion has been made by Dalton-Puffer (2013) in the form of a construct of Cognitive Discourse Functions (CDFs) that establishes a zone of convergence between content and language pedagogies and thereby allows genuine content-and-language integration. This presentation will introduce a CLIL curriculum designed mainly on the basis of said construct that is being put into practice in a teaching and research project where a content and a language teacher collaborate on creating a new bilingual school subject.

Monks, Alison (Manchester Metropolitan University)

### **The role of affect in children's perceptions of becoming speakers of a foreign language: do emotions in response to L2 classroom speaking experiences shape young learners' language learning motivation**

The recent statutory requirement for primary school language learning in England (2014) makes understanding of emotional barriers to language learning vital. '[...] working with emotions [...] is a critical part of sustaining the learning process' (Bown and White, 2010), yet most research into affective pathways in L2 learning has been limited to foreign language anxiety (FLA) in older age groups. Through focus groups with 6-11 year-olds from diverse primary school contexts, and questionnaires with language teachers, this study investigates a spectrum of emotions resulting from speaking in early instructed language learning. Three questions are addressed. What are the range of emotions experienced by children in the classroom when speaking a second language? What impact do these have on children's language learning motivation? How do these emotions change over time? Results are

expected to show a greater nuanced set of emotions than simply anxiety, impacting on learner motivation and therefore practitioner teaching strategies.

Nikolov, Nikolay (Markoni's Language Centre)

**Using T.I.M.E. in your speaking class**

T.I.M.E. (Teenodrama Interactive Method in English) is a methodological model for the development of the interactive speaking skills of teenage ESL learners at levels B1, B2 and C1 (CEFR), based on enriching the traditional communicative language teaching with instruction in professional acting techniques and learners' participation in stage activities in the target language. To test the effectiveness of T.I.M.E. an empirical study was conducted with a representative group of teenagers, divided into an experimental and a control group. The formative experiment included two phases: use of standard drama techniques /Phase 1/ and integration of professional acting techniques, based on Stanislavsky's System in the teaching process, leading to the stage performance /Phase 2/. The analysis of the experiment results showed a marked tendency of improvement in the oral communicative competence of the experimental group subjects, whose own progress over the two phases of the research was also statistically significant.

Owczarek, Claudia (LMU München)

**Multimodal Literature in the EFL Classroom – A Study of German EFL teachers' beliefs**

Gradually, the broadened notion of 'text' is reflected in German curricula for TEFL. This shift invites teachers to use a range of new materials. Considering that, nowadays, communication includes more and more semiotic modes in one single message, dealing with multimodal literature in the EFL classroom appears particularly worthwhile. However, studies show that German teachers are reluctant to use graphic narratives in their English classrooms (cf. Elsner 2014; Wagner 2009). Due to the potential ascribed to multimodal literature in TEFL (cf. e.g. Hallet 2014), it proposes a conundrum why these possibilities are not exhausted. Since teacher cognition and lesson planning are interrelated, in my dissertation, I investigate this question by examining the beliefs of German EFL teachers' vis-à-vis the use of multimodal literature in a questionnaire-based survey. Still at an early stage of my project, I intend to present my approach as well as a first draft of my questionnaire.

Schurz, Alexandra (University of Vienna)

**Implicit and Explicit Morphosyntactic Knowledge: A Case Study of Swedish Learner**

A key issue in the field of second language acquisition has been the relative impact of form-based and more exposure - like instructional sets on the development of implicit and explicit morphosyntactic knowledge. While there are a number of indications of explicit learning conditions being more conducive to the acquisition of abstract rules, the effect of naturalistic out-of - school exposure on explicit and implicit morphosyntactic knowledge has been largely neglected in previous research. For the present study, the context of Sweden, providing a large amount of exposure to English through the media, was chosen. In order to measure the two types of knowledge, 39 high school students performed an oral narrative test, an untimed grammaticality judgment test, and a metalinguistic knowledge test. The amount of exposure and the type of instruction as experienced by the participants were determined by means of a questionnaire. Students performed better on the test tapping into implicit knowledge than on its explicit counterparts and reported English instruction they had received as primarily meaning - focused. Implicit scores correlate significantly with the total amount of exposure ( $p= .015$ ), the amount of watching TV in English ( $p= .019$ ), and the time spent speaking English ( $p= .045$ ). The amount of exposure to YouTube, movies and reading, as well as the starting age of exposure shows no significant correlation with either type of knowledge. These findings suggest that high levels of exposure, combined with a primarily meaning - focused instruction, might favor the development of implicit rather than explicit knowledge.

Tsiola, Anna (University of Illinois at Urbana Champaign)

**Language learning through digital games: the case of Spanish Stagecraft**

Digital games can increase access to L2 learning when educational programs, teachers and materials are lacking. This paper examines L2 learning from the digital game Stagecraft. The researcher adapts the notions of noticing and attention to human-machine interaction and argue that digital games can act as attention focusing mechanisms, examining Spanish vocabulary and gender learning for child learners. 18 children were assigned to a Digital Game, Classroom, or Control Group. Using a counterbalanced pre-test, post-test, and delayed post-test, we compared gains from the game or the classroom activities. The tests included a vocabulary and a gender Picture Matching Task (PMT) and short online interviews to gain information about learners' knowledge, opinions and preferences. The game appears tentatively facilitative for vocabulary but not gender learning, which contrasts with the pilot's results with adults scoring at ceiling. Future studies with online methodologies can capture real time noticing and attention in the game.

## *English as a Lingua Franca*

Baser, Berat (Universität Wien)

### **Positioning yourself when you do not share the same lingua-cultural conventions**

When Person A encounters Person B, they communicate. P1 (sender) makes contact with P2 (receiver) to get some meaning across. This meaning can be described in terms of the Co-operative Principle (Grice, 1975). One way of thinking about co-operative behavior is in terms of accommodation – so this study investigates what Accommodation Theory (Giles & Coupland, 1991) tells us about the communication. Another way of thinking about co-operation is in terms of politeness – so what does Politeness Theory (Brown & Levinson, 1978 [1987]) have to say? So, this study explores how the Co-operative Principle, Accommodation Theory and Politeness Theory relate. This study finds that we can think of all three as essentially different perspectives on positioning; all are concerned with the tension between the co-operative and territorial imperatives. But what they all also have in common is the assumption that P1 and P2 have a mutual knowledge of what is customary or conventional. But, then, what about ELF users, who do not share the lingua-cultural conventions? The concepts and findings of these three approaches in the literature have been related to service encounters samples of ELF data from VOICE with a particular concentration on some speech acts in order to see how positioning is enacted in ELF communication.

Cao, Yikai (University of Education, Karlsruhe)

### **Understanding argumentation preferences in intercultural communication via English as a lingua franca**

The phenomena of intercultural variability in argumentative discourse represents an issue of increasing importance in studies of “communicative genres.” Various studies demonstrate that different patterns of argumentation and reasoning across cultures result in miscommunication and pragmatic failure. That notwithstanding, contrasting with rigid theoretical tools deployed and rich empirical research conducted with regard to other aspects of intercultural rhetoric strategies, there is considerable vagueness in respect to whether such variation in argumentation strategies concerns “cultural thought pattern”, namely relativity of logic, or other levels of text organisation. The research intends to take up this challenge of conceptual gap, and, specifically, address the intercultural argumentation via ELF on German and Chinese perspectives. It is designed to be descriptive, following a phenomenological approach. Ontologically, a constructivist perspective is adopted. The identification of likely fields for miscommunication will contribute to the enrichment of the conceptual grid for identifying the source of improving intercultural pragmatic competence.

Dalan, Erika (University of Bologna)

### **University discourse on the web: A corpus-based study of native English and ELF promotional language**

In the context of European academic mobility and internationalisation, UK universities are often regarded as ‘leading players’, ‘setting the scene and tone for university discursive practices’ (Askehave 2007:730). On the other hand, and from a discursive perspective, any native English “standard” appears to be obsolete in a context where English is mainly produced and received in its lingua franca form (Jenkins 2007). A corpus of European academic webpages contrasting native English and ELF was created with the aim to investigate promotional strategies. The corpus has been classified automatically according to text functions (Dalan and Sharoff 2016). Analysis of lexico-grammatical features of stance highlights a lower number of typical promotional indicators in the ELF subcorpus. Given that such indicators are derived from previous literature focusing on native English, the paper concludes by addressing the lingering question of what configuration of stance markers might more accurately characterize ELF in this discursive setting.

Guarda, Marta (University of Padova)

### **English-Medium Instruction in the classroom: exploring student practices and perspectives on the use of English as an academic lingua franca**

With the increase in English-Medium Instruction (EMI) across Europe, a growing number of universities are now offering degree programmes delivered through English. Within this scenario, it is fundamental to explore the practices and perspectives of the students involved in such programmes, so as to ensure that the quality of learning through an academic lingua franca is maintained. This paper sets out to describe one of the main aims of a research project that is currently being undertaken at a university located in the north of Italy. The presentation will focus on how EMI students deal with the transnational nature of their courses and construct knowledge through an academic lingua franca. After outlining the rationale for data collection (mostly through questionnaires, interviews and lesson observations) and analysis, the presentation will share the preliminary findings of the project, with the aim of stimulating active discussion on EMI students’ perceptions, needs and experiences.

Iikkanen, Päivi (University of Jyväskylä)

#### **English as a Lingua Franca at Family Clinics in Finland**

For migrants with young children, a family clinic is often their first contact with a Finnish institution. This presentation is part of my PhD thesis and it is based on ethnographic interviews of eight parents with a migrant background and five family clinic nurses in a medium-sized Finnish town. The interviews were analyzed using discourse analysis. Seeing language as a resource (Blommaert 2005: 76-78) implies the recognition of the fact that there is an unequal access to linguistic and communicative resources that results in differential capacities to accomplish certain functions of expressing and interpreting meanings.

In this data, English was often used as a lingua franca (e.g. Seidlhofer 2011) between the parents and the nurses and it usually worked well. Misunderstandings could usually be attributed to a lack of common points of reference, differences in health care systems or a lack of language skills. The most problematic area was the use (or non-use) of interpreters, as there was a lack of general guidelines that would apply to the nurses' opportunities to use them. The nurses also reported a lack of written materials in different languages.

Jokić, Nicola (Universität Graz)

#### **The analysis of communication strategies among Erasmus students**

The aim of this paper is to give an insight into the phenomenon of English as a Lingua Franca. The focus is the pragmatics of ELF communication, in particular its form and communicative effectiveness in international student exchange. The goal is to demonstrate how and to what extent ELF speakers achieve mutual understanding. Therefore, a selection of communication strategies which contribute to mutual understanding is presented. Furthermore, the numerous functions of communication strategies, which also helped to prevent problems, are mentioned. For my research qualitative methods were deployed; i.e. spoken ELF informal conversations of exchange students who are currently on their Erasmus stay at the University of Graz were tape-recorded and accordingly transcribed. The analysis showed that regardless of the highly variable nature of ELF communicative problems occur rarely in ELF interactions. This is mainly due to the effort ELF users make to prevent communicative problems and also ensure mutual understanding.

Moore, Ian (Durham University)

#### **English as a Lingua Franca: A progression in attitudes towards the phenomenon experienced by English teachers in Germany**

With the rapid rise of English as a Lingua Franca (ELF); current teaching practices continue to reflect the teaching of 'Standard English'. This study serves to add to the literature by investigating teacher beliefs regarding the teaching of ELF in their classrooms by English teachers in Germany. Three differing school types were chosen with participants completing both a questionnaire and focus group discussion. The findings suggested that whereas state school teachers were less open towards incorporating ELF into their lessons, private school teachers acknowledged the benefits of ELF but continued to see Standard English as the level to be achieved. It is suggested that multiculturalism must be embraced for greater change to happen, and whilst the benefits of ELF are continually demonstrated on a theoretical level, this has so far had little impact on the beliefs of practitioners and as such the adoption of ELF practices remains low.

Thir, Veronika (Universität Wien)

#### **Understanding ELF accents: do context and co-text help?**

English as a lingua franca (ELF) users come from diverse linguacultural backgrounds and speak a vast range of different accents (Jenkins 2000:1). The results of previous investigations (Jenkins 2000, Deterding 2013, Pitzl 2010, Kaur 2011) have remained inconclusive with regard to the effect of accented speech on intelligibility in ELF, and the role of co-text and context in this respect (cf. Brown 1989, Catford 1950, Dascal 1999) is yet to be further investigated. This paper reports on an exploratory pilot study examining the role of contextual clues in understanding accented speech in ELF communication. Two pairs of ELF speakers were recorded while completing a communicative task. Instances of unintelligibility caused by pronunciation were analysed with a focus on whether the detrimental effect of pronunciation on intelligibility was reinforced by a lack of co-textual and contextual clues and whether pronunciation features that sometimes caused loss of intelligibility seemed to be unproblematic when such clues were available.

Kasumagić-Kafedžić, Larisa (University of Sarajevo)

**The role of intercultural pedagogy in preparing english language teachers in pre-service teacher education programs in bosnia and herzegovina**

A large number of studies (Byram, 2003, 2009; Sercu, 2004, 2005) have confirmed the relevance of the intercultural dimension of foreign language teaching and learning and emphasized the social and moral responsibility of foreign language teachers in promoting social change. While educational policies in Bosnia and Herzegovina do not explicitly encourage radical or extremist thinking, they do decidedly facilitate the emergence of narrow-minded, ethnically exclusive groups of young citizens unequipped to operate in a heterogeneous, complex world (Pery, 2015).The main emphasis of this presentation is to analyze the intercultural dimension of English language teaching and learning in Bosnia and Herzegovina and to discuss the role of intercultural and critical pedagogy in preparing teachers of (foreign) languages at pre-service teacher education programs for assuming social and moral responsibilities in post-war society, still deeply divided and struggling to recover.

Osmankadić, Merima (University of Sarajevo)

**Enforcing and sustaining stereotypes and prejudices through media discourse in bosnia-herzegovina**

In cognitive linguistics, social stereotypes are often perceived as cases of metonymy, where a subcategory has a socially recognized status as standing for the category as a whole, usually for the purpose of making quick judgments about people. (Lakoff 1987:79) In the broad field of critical discourse analysis, there are two approaches to stereotypes and prejudices that deserve attention in the context of present-day Bosnia-Herzegovina. The first one is van Dijk's (1984) socio-cognitive model that attempts to explain the production and reproduction of stereotypes and prejudices, due to a whole range of cognitive processes, most notably the storing of individual experiences as event models in episodic and long-term memories. The second approach is Wodak's (2001) discourse-historical approach, which focuses more on intertextual knowledge and experience. According to this model, stereotypes and prejudices are enforced and manifested, among other things, by metaphors, analogies, insinuations, and stories. In this paper I propose to combine these models, which in my opinion complement each other rather well, in an attempt to analyse stereotypes and prejudices against "others" being enforced and sustained through media discourse in Bosnia-Herzegovina. The analysis is proposed to be carried out by using the case study method, whereby several national print media would be compared. The aim of the study is to show how stereotypical and prejudicial cognitive models can be created through different discourse strategies, and to emphasize the importance of education and pedagogical work in sensitivising young people to such strategies by introducing linguistic courses in school curricula where basic linguistic tools for analyzing discourse can be taught.

## Poster Presentations

Anastasio, Simona (Université Paris 8 / Università degli Studi di Napoli "Federico II")

### **La temporalité dans les récits d'apprenants anglais du FLE**

Cette étude aborde l'expression de la temporalité dans du discours oral chez des anglophones adultes apprenant le français langue étrangère (FLE) en situation hétéroglosse (Véronique, 2009). L'anglais, langue maternelle (L1) de nos informateurs, est typologiquement éloigné du français L2 car, concernant l'encodage du temps, l'anglais est une langue à dominance aspectuelle alors que le français est à dominance temporelle (Granget, 2015). Pour cela, l'objectif de notre recherche est de tester si nos informateurs véhiculent l'information temporelle de façon appropriée à leur L2 et si on assiste donc à un véritable réajustement de leur activité cognitive-langagièrre ou s'ils sont encore influencés par les structures lexico-grammaticales de leur L1 (Thinking for Speaking, Slobin, 1996; Pavlenko, 2011). Nos résultats montrent que, malgré l'emploi de certaines formes verbales typiques du français L1, nos informateurs tendent à reproduire le même schéma conceptuel que leur L1 surtout en donnant une valeur imperfective au présent.

Camber, Marina (Universität Wien)

### **Sprachgebrauch von simultan zweisprachig aufwachsenden Kindergartenkindern mit der 2L1 Kroatisch und Deutsch**

Angelehnt an das INPUT-Projekt (Investigating Parental and Other Caretakers' Utterances to Kindergarten Children) der Arbeitsgruppe Vergleichende Psycholinguistik des Instituts für Sprachwissenschaft der Universität Wien befasst sich diese Forschungsarbeit mit dem Einfluss von sprachlichem Input und dem Bildungshintergrund der Eltern auf den simultanen Erstspracherwerb von Kindern mit der L1 Kroatisch und Deutsch. Ein mixed-method Design, bestehend aus Interviews mit Eltern und PädagogInnen, Spontansprachenaufnahmen und verschiedenen Sprachtests in beiden Sprachen, kommt im Zeitraum von 1 ½ Jahren viermal zur Anwendung. Damit soll ein umfassendes Bild des Spracherwerbs von vier simultan zweisprachig aufwachsenden Kindern im Alter zwischen 3 und 5 unter Berücksichtigung der individuellen Spracherwerbs situation erfasst werden. Auch der Einfluss des elterlichen Bildungshintergrunds (bildungsnah vs. bildungsfern) auf den Spracherwerb der Kinder wird eruiert.

Candido, Elisa (Università degli Studi di Udine)

### **L1 e L2 nella vita quotidiana**

L'indagine di carattere sociolinguistica esamina il comportamento linguistico in italiano L2 di 64 albanofoni; un tema linguistico attuale nella società italiana. Domanda principale della tesi di dottorato è Who speaks what language to whom, when, why, where, and what will it lead to? Gli informanti hanno l'albanese come L1, sono nati in Albania (o Kosovo), sono tutti adulti e risiedono nel comune italiano di Maniago (PN). Basandoci a. sul tipo di apprendimento (guidato o spontaneo), b. sulla fase di vita in cui si è emigrata (socializzazione con i pari, influenza della comunità, ecc.), c. sull'età in cui si è arrivata in Italia (durante l'infanzia, l'adolescenza o in età adulta), i soggetti possono essere divisi in due sottogruppi con comportamenti linguistici divergenti (language maintenance vs. language shift). La stessa tendenza viene notata per quel che riguarda la loro competenza linguistica (passiva) dell'italiano L2 (interferenza fra L1 en L2).

Dang, Qinran (Institut National des Langues et Civilisations Orientales)

### **Analyse textométrique de corpus de discours écologique relatifs au wùmaí (le brouillard de pollution) en Chine au moyen d'outils de fouille de texte**

La dégradation de la situation environnementale en Chine, surtout la qualité atmosphérique, préoccupe sérieusement la population chinoise, notamment après que cette pollution de l'air a pris une ampleur inédite et a commencé à perturber presque tous les aspects de la vie quotidienne. En 2008, une appellation dédiée à ce type de pollution – «雾霾» (wù maí en chinois, pour désigner le brouillard de pollution) – a fait son apparition « omniprésente » en Chine sur les sites de presse, les réseaux sociaux, les forums/blogs, etc.. Dans le cadre de notre travail de recherche, par le contraste des trois types (institutionnel, médiatique\_informel et médiatique\_institutionnel) de corpus numérique, nous essaieront d'articuler les analyses linguistiques et statistiques au moyen des outils de textométrie. Notre objectif est d'observer, de comparer et de caractériser dans les trois types de corpus les comportements linguistiques manifestés relatifs au problème de wù maí en Chine.

Guo, Xiaohua (Université de Cergy-Pontoise)

### **L'imaginaire de la langue chinoise chez Léon Wieger dans "Caratères chinois"**

Les caractères chinois de Léon Wieger constituent indéniablement un dictionnaire de grande valeur scientifique, mais il comporte indéniablement un aspect personnel et est révélateur d'un certain imaginaire de la langue et de la culture chinois tels qu'il se les construit au fil de son séjour en Chine. Léon Wieger essaie sans cesse d'expliquer le plus clairement possible les caractères chinois. Cependant, sous l'influence de ses ressources bibliographiques,

de son apprentissage du chinois, de sa culture maternelle, son analyse des caractères chinois porte l'empreinte de sa personnalité et de sa subjectivité. Son critique du Dictionnaire de K'ang-hi, son ton ironique, sa curiosité concernant le taoïsme, son insatisfaction par rapport aux scribes...tous ces points mettent en valeur une représentation personnelle de la langue chinoise chez Léon Wieger. Le Caractères chinois sont des caractères chinois à la fois chinois et, si l'on m'autorise à mon tour une néologie en français, « wiegeriens »...

Imamović-Topčić, Edna & Janík, Mirolsav (Universität Wien & Masaryk University Brno)

#### **Exploring linguistic spaces in schools: Multilingual realities in Brno and Vienna**

Der Sprachenraum Schule steht im Zentrum des Kooperationsprojekts zwischen der Pädagogischen Fakultät Brünn, dem Zentrum für LehrerInnenbildung der Universität Wien und der Pädagogischen Hochschule Wien. Ausgangspunkt der Studie ist die Erkenntnis, dass Kinder ein vielfältiges sprachliches Repertoire in die Schule mitnehmen, das sich aus (Bruchstücken von) mehreren Sprachen, Dialekten und Sprachstilen nährt (Blommaert 2010, Busch 2013). Der Eintritt in die Schule bedeutet meist eine Verengung, denn die gesellschaftliche und schulsprachenpolitische Ordnung verlangt nach geteilten Kommunikationsformen beispielsweise in Richtung Unterrichtssprache und erste Fremdsprache. Der Vielfalt der vorhandenen sprachlichen Repertoires wird an Schulen trotzdem unterschiedlich begegnet. Deswegen widmet sich das Projekt der Erforschung schulspezifischer Ordnungen in je drei Schulen in Wien und Brünn auf Ebene der Schule, des Unterrichts und des Individuums.

Irschara, Karoline (Ludwig-Franzens-Universität Innsbruck)

#### **Korpuslinguistische Analyse radiologischer Befunde**

Gender Bias kann im Gesundheitssystem in vielen Situationen angetroffen werden. Während explizite Diskriminierung im Gesundheitswesen gegenwärtig keine große Rolle mehr zu spielen scheint, treten Formen impliziter Diskriminierung bisweilen häufig auf. Einige genderspezifische Ungleichheiten sind auch aus der Radiologie bekannt. Letztere scheinen uns auf impliziter Ebene jedoch nur schwer fassbar; es ist denkbar, dass unbewusste Verhaltensweisen der Untersuchenden die Befundung beeinflussen. Um dies betreffend Patient\*innen der Radiologie Innsbruck zu analysieren, ist in erster Linie der radiologische Befund aussagekräftig. Die laufende Masterarbeit versteht sich als retrospektive Untersuchung anonymisierter Befundberichte aus den Jahren 2006 bis 2016 aus den Universitätskliniken für Radiologie und Neuroradiologie Innsbruck, welche mit Methoden der Korpuslinguistik und der linguistischen Diskursanalyse untersucht werden. Dazu wird ein vollständig anonymisiertes, POS-annotiertes linguistisches Korpus radiologischer Befundberichte erstellt, um u.a. herauszufinden, ob es in Abhängigkeit von Geschlecht, Alter, Staatsangehörigkeit, Religion, und Beruf der Patient\*innen Unterschiede in den Befunden gibt, und wenn ja, welche.

Jenvey, Jane (King's College London)

#### **ELT Teacher cognition: The role of investment in the development of independent professionalism**

Despite the assertion there is a, 'much higher level of professionalisation than existed previously' (Burns and Richards, 2009), EFL is still considered a low status profession with high levels of teacher attrition (eg. Breshears, 2004; Borg, 2006; Ferguson and Dono, 2003; Neilsen, 2009). Engagement and commitment to EFL teaching or 'independent professionalism' (Leung, 2009) is therefore a key concern for teacher educators. Teacher cognition research has established the importance of teachers' beliefs (eg. Borg, 2008; Pajares, 1992). However, there are few studies concerning the influence of beliefs about the nature and status of EFL on the development of independent professionalism. I will present a pilot study of pre service and early career teachers of EFL. The data consists of interviews analysed thematically and with attention to some linguistic discourse features. I suggest that the notion of 'investment' (Norton, 2000) can be employed as an explanatory framework to account for my findings.

Heinisch, Barbara & Seltmann, Melanie (Universität Wien)

#### **Dialektologie trifft Citizen Science: In aller Munde und aller Köpfe – Deutsch in Österreich**

Das Projekt „IamDiÖ“ (In aller Munde und aller Köpfe – Deutsch in Österreich) ist als Citizen Science-Projekt an den Spezialforschungsbereich „Deutsch in Österreich: Variation - Kontakt - Perzeption“ (DiÖ) angelagert. Die Zielgruppe von IamDiÖ ist die österreichische Bevölkerung und ihr Umgang mit und ihre Wahrnehmung von der deutschen Sprache in Österreich. Durch den Schwerpunkt auf den Sprachvarietäten des Deutschen werden unter anderem Sprachvariation, wie gesprochene und geschriebene Sprache oder die Standard-Dialekt-Achse untersucht. Der Gebrauch von Sprache ist mit Emotionen verbunden und auch Thema in der Politik. Daher widmet sich IamDiÖ diesem Thema durch Einbindung der österreichischen Bevölkerung im Zuge eines Citizen Science-Projektes. Die ÖsterreicherInnen können sich durch den extreme Citizen Science-Ansatz in jeden Forschungsschritt einbringen. Sie werden in die Suche nach Forschungsfragen samt einer Abstimmung zur Frage des Monats ebenso einbezogen wie in die Datensammlung, Auswertung, Interpretation und Veröffentlichung der Ergebnisse. Drei Aktionen sollen die BürgerInnen zur Mitarbeit animieren, darunter eine Schnitzeljagd (nach Schrift im öffentlichen Raum) durch

Österreich, ein Meme-Wettbewerb zur Untersuchung von dialektalen Memes und eine Abschlussveranstaltung zur Würdigung der Beiträge der TeilnehmerInnen.

Khairuddin, Zurina (University of Sussex)

#### **Malaysian students identity construction in seminars**

The objective of the study is to explore how the Malaysian students in Malaysia and the UK construct and negotiate their identities. The data was collected by observing their participation in seminar discussions and interviewing them. The data reveals that they construct negotiate the identity of student-tutor during seminar discussions. The analysis of this study is work in progress and hope to get more conclusions from the data.

Koller, Katharina & Mayer, Anna-Maria (Sigmund Freud Privatuniversität Wien)

#### **Sympathie und Gesprächsinhalt**

Sympathie beeinflusst wesentlich, wie Individuen miteinander interagieren sowie was Personen kommunizieren. Vor allem der Einfluss dieser Faktoren bei der ersten Begegnung bedingt, ob und wie diese Personen weiter interagieren; in Bezug auf den Zusammenhang zwischen Sympathie und Inhalt der Interaktion lässt sich allerdings eine Forschungslücke konstatieren. Die vorliegende Arbeit beschäftigt sich mit der Korrelation zwischen Sympathie und Gesprächsinhalten. In einem experimentellen Setting führen jeweils zwei ProbandInnen ( $n=16$ ) ein dreiminütiges Erstgespräch und bewerten anschließend das Gespräch auf einem standardisierten Feedbackbogen. Zusätzlich werden die Gespräche aufgezeichnet und durch LIWC ausgewertet. Dabei zeigen sich positive Korrelationen zwischen Sympathie und der Häufigkeit von affektiven ( $r=.196$ ,  $p=.468$ ) und biologischen Prozessen ( $r=.329$ ,  $p=.213$ ) sowie eine negative Korrelation zwischen Sympathie und kognitiven Prozessen ( $r=-.241$ ,  $p=.369$ ). Des Weiteren sind deutliche Geschlechtsunterschiede bezüglich der vorkommenden Gesprächsinhalte festzustellen. Daraus ergeben sich Implikationen für die Verknüpfung von Worten mit ihrer sozialen Bedeutung sowie für das grundsätzliche Verhalten von Menschen in Interaktion.

Lengyelová, Andrea (Universitat Politècnica de València)

#### **English-Slovak code switching (CS) in online communication at the workplace**

Nowadays, it is clear that online communication via both computers and mobile devices offers opportunities for written code-switching (CS) on an unprecedented scale. As Androutsopoulos (2013) defends, CS in CMC is relevant not only because it is there but also for the insights it can offer to pragmatics and sociolinguistics. The objective of this poster is to present the initial outline of my PhD. research on conversational CS between Slovak as L1 and English in private written online interactions among colleagues at work. A comparative analysis of synchronous and asynchronous data from the same individuals is undertaken using UAM tools as a corpus analyser. This analysis is complemented by qualitative methods in order to identify and analyse the forms and functions of CS in online communication and the interrelation among linguistic choices, communicative practices and media affordances. Preliminary findings show different behavior depending on the online communication platform chosen.

Luttenberger, Jan (Universität Wien)

#### **„An over-the-top character“ – Repräsentationen von Herrscherpersönlichkeiten in Computerspielen und ihre Rezeption in Spielberichten**

Computerspiele sind fixer Bestandteil von Popkultur. Nicht wenige nehmen Anleihen an historischen Vorbildern. Damit befasst sich dieses Poster anhand des Spiels „Sid Meier’s Civilization V“ und seiner Rezeption durch Spieler\*innen. Unser Kulturbegriff bezieht sich auf die Cultural Studies (Fiske 2011). Bei der Beschreibung der Rezeption orientieren wir uns am Encoding/Decoding-Modell von Stuart Hall (1980): Wir beschreiben, wie Computerspiele „gelesen“ werden. Dazu untersuchen wir sowohl Spiel- als auch Forenmaterial mit den Mitteln sozialsemiotischer Multimodalanalyse, um festzustellen, welche Rahmungen (sensu Goffman 1980) aus dem Spiel übernommen werden. Als Beispiel nehmen wir dafür die Darstellung der präkolumbianischen Azteken und des Herrschers Moctezuma I. im Spiel und deren Verarbeitung eines als ‚Story‘ bezeichneten Spielberichts in einem Onlineforum, der aus der Darstellung im Spiel und populärem historischen Wissen einen spezifischen Topos des Wahnsinns kreiert.

Majcen, Jutta (Universität Wien)

#### **„Des Kaisers neue Kleider?“ - Aufbau von Fachsprachenkompetenz durch sprachbewusste Fachunterricht bei BerufsschülerInnen**

Etwa ein Drittel der Jugendlichen zwischen 15 und 20 Jahren besucht in Österreich die Berufsschule. Viele dieser Jugendlichen – mit und ohne Migrationshintergrund – haben Schwierigkeiten, Fachtexte, die im Berufsschulunterricht eingesetzt werden, sinnerfassend lesen und verstehen zu können. Ihnen fehlt die Fachtextdekodierungskompetenz. Eine Möglichkeit diese Fachtextdekodierungskompetenz zu erwerben, ist der sprachbewusst gestaltete (Fach-)Unterricht, bei dem der „bewusste Umgang mit Sprache beim Lehren und Lernen im Fach“ (Leisen, 2010, S. 3) durchgängig in allen Gegenständen praktiziert wird. Die österreichische Berufsschule

ist in Bezug auf den sprachbewussten Unterricht ein nahezu unerforschter Bereich. Das geplante Dissertationsprojekt setzt hier an um mittels Aktionsforschung eine Forschungslücke schließen. Im Vordergrund steht dabei die Frage, inwieweit ein durchgängiger sprachbewusster Unterricht in allen Fächern (sowohl in den allgemeinbildenden, als auch in den kaufmännischen) tatsächlich dazu beitragen kann, trotz der schwierigen organisatorischen Unterrichtsbedingungen (Zeit, Heterogenität etc.) die Textverständniskompetenz von BerufsschülerInnen zu verbessern.

Maklad, Rania (Manchester Metropolitan University)

#### **Distinctive skills and knowledge of multilingual student teachers in Higher Education Institutions (HEIs)**

In the past 20 years, the UK demographics have changed dramatically; the population of multilingual primary-aged children has increased from 7% to 20% (Jivraj & Simpson, 2015), whilst statistics show an associated increase in the percentage of teachers from ethnic minority backgrounds (DfE, 2014). A recent study by Coleman (2014) indicated the increased intellectual quality of multilingual student teachers, evidenced by higher-order thinking skills. Of interest, this resonates with earlier research findings by (Baker, 2000) and (Cummins, 2000) highlighting bilingual children's rich and varied cognitive abilities, and by (Gibbons, 1991) that children with two well-developed languages appeared to have a greater capacity for lateral thinking and problem solving and an improved ability to learn additional languages. This study aims to explore the distinctive skills and knowledge possessed by multilingual student teachers in Higher Education Institutions, and how these characteristics may be harnessed to enrich their professional development and teaching methods.

Marceau, Adeline (Université Sorbonne Nouvelle - Paris 3)

#### **La construction de la chaîne référentielle chez des enfants francophones non-lecteurs**

Cette communication étudie la façon dont les enfants réfèrent aux entités dans des situations de récits co-construits. Leurs contributions à la construction des chaînes référentielles concernent autant l'introduction d'objets de discours que leur reprise et/ou leur reformulation. La prise en compte de leur capacité de participation aux processus de co-construction et de négociation offre de nouvelles perspectives d'analyse pour rendre compte du développement discursif et pragmatique des enfants. Pour étudier ce phénomène, un corpus longitudinal de huit enfants francophones non-lecteurs, suivis entre 3 ; 9 et 5 ; 5 ans, constitué de dix séances de lecture partagée et quatre de jeu symbolique a été analysé. Les résultats indiquent que la longueur, la complexité des chaînes référentielles et la distance des occurrences par rapport à leur première mention tendent à croître avec l'âge des enfants et permettent de dégager une typologie des stratégies référentielles des enfants en interaction.

Mustafa-Murtezani, Jehona (South East European University)

#### **Obstacles to naturally occurring data collection**

Cross cultural analysis of refusal speech acts in Albanian and English

This research aims at studying refusal speech act strategies as realized by native Albanian and American English speakers. Also, it will compare and contrast the degree of negative pragmatic transfer from L1 to L2 when refusal speech acts are produced. Finally, it will reveal the differences in results that two different elicitation methods yield. The data of the study will be collected through naturally occurring situations and enhanced open-ended role-plays. All gathered data will be analyzed both qualitatively and quantitatively. The quantitative analyses will consist of frequency counts as well as T-test. The qualitative analyses will be made with respect to the preference for refusal strategies (direct, indirect and adjunct to refusals), internal modification of head acts, distribution as well as content of semantic formulas of excuses and reasons. The gained results will shed light on the cultural and pragmatic differences that exist between these two culturally and linguistically different languages.

Platzgummer, Verena (EURAC Research)

#### **Re-framing repertoires: How to assess the scope and usage of linguistic repertoires in multilingual learning scenarios**

The 3-year study within the project "RepertoirePlus" is designed to allow for in-depth research on individual linguistic repertoires of students aged between 12 and 15 in South Tyrol. Basing our endeavour on existing theoretical frameworks, we first operationalise and analyse the students' plurilingual resources and competences in a detailed written survey, results of which will be presented in the paper. Then we study to what extent these plurilingual students access their linguistic repertoires in specifically designed learning scenarios and make use of them in mastering and reflecting upon different situations of multilingual interaction. Special attention is put on the question of how linguistic repertoires as well as multilingual competences and resources can be analysed and characterised in their usage in order to facilitate further development of an integrated language didactics and learning theory, also needed for designing multilingual curricula.

Poutanen, Heidi (University of Tampere)

### **Ecological Values on Sale – A Systemic Functional Approach to Commercial Content**

Companies often persuade consumers with arguments about ecological features of their products and services. In advertising of groceries, consumption goes hand in hand with an ecological awareness: An ecologically conscious consumption is constructed in and through our language. This study focuses on how the ecologically conscious consumer and consumption as discursive constructions are constituted in commercial texts in Finland Swedish customer magazines. These texts not only describe reality but they also contain normative messages. Moreover, in these magazines the borderline between journalistic content and commercial aims is vague. Results of a pilot study designed to test methods based on systemic functional linguistics to explore language practices in marketing texts are presented. The main aim of my study is to show how power in terms of naturalizing discourses is exerted and how ecological values are emphasized in texts and their grammatical structure.

Reitbrecht, Sandra (Pädagogische Hochschule Wien)

### **Zur Interpretation von Häsitationsphänomenen in L2-Sprechbeiträgen**

Häsitationsphänomene werden in der Fremdsprachenforschung u.a. hinsichtlich ihrer Bedeutung für Flüssigkeitsbewertungen untersucht. Die Posterpräsentation zeigt die Ergebnisse einer Sprechwirkungsstudie, in der erforscht wurde, ob sie von Hörer/-innen darüber hinaus auch genutzt werden, um Aussagen über L2-Sprecher/-innen, z.B. über ihre emotionale Befindlichkeit, ihre Intentionen oder ihren Umgang mit Fehlern in der Sprechsituation, zu begründen. In einer Fragebogenerhebung wurden dafür Bewertungen und Aussagen zu den Sprechbeiträgen von neun Deutschstudierenden gesammelt. Konkret sollten die Hörer/-innen angeben, wie die Sprecher/-innen auf sie wirken und worauf sie diesen Eindruck zurückführen. Die Ergebnisse belegen, dass Häsitationsphänomene häufig zur Begründung von Sprecher/-inneneinschätzungen genannt wurden, dass dabei zugleich aber auch starke interindividuelle Unterschiede in den Einschätzungen und den Bedeutungen, die Häsitationsphänomene zugesprochen wurden, vorlagen. Die Daten zeigen damit, dass Bewertungsergebnisse auch durch Top-down-Prozesse mitgeprägt werden und dass Häsitationsphänomene zudem als Phänomengruppe durch Deutungsoffenheit charakterisiert werden können. Die Ergebnisse erweisen sich damit sowohl für didaktische Fragestellungen (z.B. zu einem konkreten Flüssigkeitstraining im Fremdsprachenunterricht) als auch für den Bereich des Testens und Prüfens mündlicher Leistungen in der Fremdsprache als relevant.

Schinko, Maria (Universität Wien)

### **Queere\* Kommunikationsformen in Tschechien. Eine semiotische Analyse mit Schwerpunkt auf dem Phänomen Camp**

Die Existenz des Phänomens Camp, welches eine spezielle Form der Darstellung und Wahrnehmung bezeichnet, wurde im osteuropäischen Raum erst sehr wenig und in Tschechien fast gar nicht beschrieben, wodurch die vorliegende Arbeit eine Forschungslücke zu füllen sucht. Da Camp zumeist als in queeren\* Kontexten gebräuchlich charakterisiert wird, soll es hier als Sondererscheinung queerer\* Kommunikation festgelegt werden. Es wird zunächst für diese Sichtweise argumentiert, wozu ein Überblick über den Diskurs um Camp gegeben sowie eine für die weitere Analyse wichtige Verortung in Kommunikations- und semiotischen Modellen vorgenommen wird. Es folgt eine Aufarbeitung der queeren\* (Kommunikations-)Geschichte Tschechiens, in welcher im Vordergrund stehen soll, inwiefern durch mitunter sprachliche Zeichen die Möglichkeit einer (nur) für Eingeweihte dekodierbaren „zweiten“ Interpretation gegebener Strukturen und Kommunikationsmedien gegeben war und ist. Der Fokus liegt in weiterer Folge auf gegenwärtigen queeren\* Kommunikationsformen in Tschechien. Hierzu werden ausgewählte semiotische Analysen queerer\* Kommunikation und der Erscheinung Camp in Tschechien vorgenommen.

Schmidinger, Martina (Universität Wien)

### **Enacted and factual multilingualism in the late Habsburg Monarchy: Language policy and planning in Bohemia, Moravia and Lower Austria**

Although the (language) laws enacted at the end of the Habsburg state were more liberal than in the former times, the constant further increase of national affiliation and identification went hand in hand with the prestige and relevance of one's own language. In this conflictual context, a radicalisation of language could be observed, which became manifest in spiteful and aggressive political speech. The poster will address these issues multi-methodologically in order to answer key research questions such as:

- Can differences in language use be identified and located between different cities and the peripheral border region with regard to the enactment of language laws over time?
- Can radicalisation of language be detected in various registers independent of language status and historical relevance?
- How did this kind of language influence the educational system? Can we find its traces in school books in the context of identity formation and the development of stereotypes?

Schwarz, Marlene (Universität Wien)

**English everywhere? Engagement with extramural English among Viennese teenagers**

Over the last decades English has arguably reached a new status in Austria and gained entrance to many areas of daily life. Austrian teenagers are therefore provided with rich English input not just inside, but also outside school. However, research on the effects of this relatively new contact situation on language learning is surprisingly scarce. This PhD study investigates the amount and type of engagement with Extramural English (Sundqvist 2009) among Austrian upper secondary school students and the potential impact of this additional language input on vocabulary knowledge. Data is being collected from 12 school classes (approximately 200 students) in 10th grade in the winter term 2016/17 with the help of a questionnaire survey, structured language diaries and tests of receptive and productive vocabulary size. The focus of this presentation will be on the contact Viennese teenagers report having with English and on its perceived status among them.

Siddiqa, Aisha (University of Nice Sophia-Antipolis)

**L2 pragmatic input in EFL classrooms in France: An acquisitional issue**

The present study focuses on the acquisition of interlanguage pragmatics (ILP) by young English as foreign language learners (EFL) in France, particularly focusing on the pragmalinguistic and sociopragmatic dimensions of requests. Interlanguage pragmatics has important pedagogical repercussions as it is often not included in EFL programs unlike interlanguage grammar, lexicon, and phonology that are usually part of every syllabus. ILP training is important as studies show that even advanced learners with excellent grammatical proficiency may fail to demonstrate target-like pragmatic norms (Bardovi-Harlig, 2001, Bardovi-Harlig & Mahan Taylor, 2003). Therefore, this study seeks to extend the scope of ILP research by looking at the input opportunities in EFL classrooms in France to learn interlanguage pragmatics. Data includes classroom filming of some 300 learners in French secondary schools, textbook analysis, and teacher interviews. The preliminary findings show that learners lack ample opportunities in classrooms to develop necessary pragmatic skills.

Tengku Zaman, Tengku Enaliza (Lancaster University)

**Critical Discourse Studies of Malaysia Education Blueprint 2013 – 2025: The English Language (WIP)**

This presentation illustrates a work-in-progress of a study on the positioning of the English language in the Malaysian Education Blueprint 2013-2025 (Blueprint). The focus of this presentation concerns the findings from semi-structured interviews with teachers and education officers, and teachers' responses, elicited via Think-aloud approach. The purpose is to gain their insights on the initiatives of the Ministry of Education Malaysia (MOE) and changes in the language of instruction. The themes and issues that emerged include teachers' points of view on the initiatives for English language teaching and learning and insights into the influences on the process of policy change (from the interviews with teachers and education officers respectively); and the objectivity of the Cambridge Placement Test for teachers (from the teachers' responses). Ultimately, combining these emerging themes and issues with the textual analysis of the Blueprint (using a critical discourse studies approach), will illustrate the status of English language in the Malaysian education system.

Toth, Zuzana (Universität Wien)

**Acquisition of tense and aspect in L3 Italian**

An exploration of how multilingual learners map conceptual meanings into target language forms gains its relevance from the idea that multilingual development is a highly complex, dynamic process. This process is difficult to predict, since language systems in the multilingual mind are interdependent and constantly influence each other. This poster presents the results of a study examining how temporal and aspectual meanings are mapped into past tense forms in third language (L3) acquisition of Italian. The analyses were carried out on a corpus of written narratives (N=153), collected from multilingual learners. The results indicate that, similarly to L2 acquisition, L3 acquisition of tense and aspect is influenced by the lexical aspectual properties of the predicates and the discourse function of the utterances. The effect of both factors increases with more developed proficiency.

van Baal, Yvonne (University of Oslo)

**Heritage Norwegian Speakers in the U.S.: a different competence on definiteness marking**

Heritage Languages are learnt as a first language at home, but in an environment with a different majority language. Typically, speakers of a heritage language become more competent in the majority language later in life. Heritage Norwegian speakers in the U.S. are especially interesting, since they are typically old speakers from the 3rd-4th generation of immigrants that have rarely been in Norway. Heritage speakers' linguistic competence often deviate from the homeland speakers. This paper focuses on noun phrase structure. In particular, it focuses on Compositional Definiteness: the Norwegian phenomenon that, if a modifier is present, definiteness is expressed with both a prenominal determiner and a suffixed article (den gamle hest-en, the old horse). In this paper, I will

present experimental data recently collected in the U.S.. These data will show how Heritage Norwegian competence on CD deviates from homeland Norwegian. Different causes for this different competence will also be discussed.

## Workshops

Wednesday, 6 September, 16:00 (Hörsaal 9)

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**Daniel Perrin** (Zürcher Hochschule für Angewandte Wissenschaften, AILA-President)

***Communicating with the Media: The Art of Getting Your Message Across.***

The work applied linguists do plays a vital role in shaping the world, yet the jargon in which this work is couched is often impenetrable to outsiders. As a result, applied linguists risk to be invisible in public debates about language use. The purpose of this workshop is to discuss how we can advance our mission by communicating better with your colleagues in other fields, politicians, the media, and the public at large.

We will talk about strategies that help us explain applied linguistics research, disseminate linguistically informed views on relevant social and political issues, share the enthusiasm we have about our work and position yourself as a trusted resource on your university campus and in the community at large.

Friday, 8 September, 14:00 (Hörsaal 7)

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**Eva Vetter** (Universität Wien)

***Acceptance and Rejection: How to Learn from Critique without Losing Motivation***

In this workshop we will be concerned with peer reviewing. We will start with frequently asked questions: Does the paper advance an idea new to the field? Does it represent an imaginative statement or refinement of present ideas? Is the paper interesting to read? Is the paper well written? Examples of possible answers, the authors' response etc. will be discussed on the basis of texts from international journals. As a result, we will reflect upon quality criteria for publishing.

Friday, 8 September, 14:00 (Hörsaal 6)

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**Markus Rheindorf** (Universität Wien)

***Writing for academic purposes: Abstract Writing***

Abstracts, whether written as succinct leads into papers, summaries of texts or proposals for conference presentations, serve a persuasive as well as an informative function. This workshop will look at different types of abstract and their communicative goals to be achieved in terms of key functional moves, the interplay between content and writer-reader interaction as well as rhetorical and stylistic options. We will establish a range of criteria for good-practice abstract writing but also analyse and discuss example abstracts along those lines. Participants are encouraged to bring their own abstracts for revision, drafted abstracts to be completed or entire texts to be abstracted.