

## Description of the planned dissertation project – Daniel Marcher

### **„Multilingualism in the dual education system. Lived language experience of migrated individuals with German as a second language in the Austrian vocational education and apprenticeship training.“**

The Austrian apprenticeship training takes place simultaneously in two institutions (vocational school and workplace), which presumably differ at least in parts (e.g. with regard to language, didactics, communication and interactional framework, focus on practice or theory). Comparable linguistic spaces open up, which are thematically closely interwoven, in which knowledge is imparted and which take place in the context of structural placement on the labour market. Due to the parallelism of these spaces, the dual education system offers the possibility to work out the connections between gainful employment, education and language acquisition in their discursive influence on subjects in the migration context. However vocational education and training is still a little-explored field in linguistics – especially in connection with German as a second language in the context of migration.

This dissertation wants to clarify connections between participation in the labour and education markets and second language acquisition. It is intended to contribute to filling a gap in linguistic research on apprenticeship training in Austria and to collect data from this field in order to make it accessible to linguistic research. The **primary research interest** lies in experienced language policy processes through which language-ideological patterns in the studied language regimes (Coulmas 2005) have a discursive effect on the language experiencing subject in a migration context, thus co-constructing identities and influencing concrete linguistic action. The main **research questions** are: How does the dual vocational training system affect the lived experience of language (Busch 2017) and the linguistic repertoire (Gumperz 1964) of migrated individuals with German as a second language? What differences can be observed in terms of language policy (Spolsky 2004) between the workplace and vocational school and how are these differences assessed by individuals with German as a second language? What is the relationship between employment, vocational education and languages in the apprenticeship training of migrant individuals with German as a second language? Do risk factors for the educational success of migrated individuals with German as a second language emerge due to language-related reasons?

**Methodology:** A two-part empirical data collection process is chosen. On the one hand, the language regimes in which the subjects complete their vocational training (workplace and vocational school) will be analysed: which languages and varieties appear where in which media forms, which language management measures become apparent and which language ideological patterns underlie them. Interaction sequences are recorded via ethnographic observations, which can be supplemented by video or audio recordings if necessary. Partial attention will also be paid to work-specific (empractical) speech and multimodality of e.g. body language (e.g. Nevile 2015) or the use of objects (e.g. Day/Wagner 2019). On the other hand, the subjects who have acquired German as a second language after a migration experience, are trained in an apprenticeship in Tyrol and attend a vocational school will be accompanied for one year and questioned about their experience of language by means of guideline interviews as well as two shorter interviews that take place directly after surveys of interaction sequences in the vocational school or in the workplace. The interviews will then be transcribed, coded and evaluated using qualitative content analysis (Mayring 2012 [1983]) and conversation analysis (e.g. Heritage/Goodwin 2003, Mondada 2012). Patterns and evaluations are sought in the statements of the test persons, which allow conclusions to be drawn about power relations, subjectivations and underlying language ideologies, which have an effect on the interaction in the language regimes of apprenticeship training.

The project started in October 2019 and is expected to be completed by February 2023. It is conducted at the Department of German Studies at the Faculty of Language, Literature and Culture under the **supervision** of Prof. Monika Dannerer (German Linguistics).

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