



© Die Fotografen

## BOOK OF ABSTRACTS

### Developing Multilingualism and Fostering Reflective Skills, Intercultural and Transcultural Learning in Language Education

International multilingual conference

Innsbruck 26-27 February 2026



Konsulat der Ukraine in Tirol  
Консульство України в Тіролі



### **ORGANISING COMMITTEE**

NATALIIA SOROKINA | Department of Slavic Studies, University of Innsbruck

LESYA SKINTEY | Department of German Studies, University of Innsbruck

JASMIN PESKOLLER | Department of Subject-Specific Education, University of Innsbruck

### **ASSISTANTS**

Carina Gruschi, Anna Wackernell, Francesca Moretti, Tobias Reiner, Anastasiia Yevstratenko

### **DOCUMENT MANAGEMENT**

Edith Gatt

### **LOCATION MANAGEMENT**

Burkhard Hager

### **CONFERENCE PHOTOGRAPHER**

Noeli Kato

### **WALKING TOUR**

Alexander Moser, Tiroler Landesmuseen

Gunda Barth-Scalmani, University of Innsbruck

### **CATERING**

Ammar Ali – Orientalische Küche

### **SPECIAL THANKS TO OUR SPONSORS AND SUPPORTERS**

Land Tirol

Walter Peer, Honorary Consul of Ukraine in Tyrol

DGFF - Deutsche Gesellschaft Für Fremdsprachenforschung

OEAD – Agentur für Bildung und Internationalisierung

Ukraine Office Austria

### **UNIVERSITY OF INNSBRUCK**

Office of the vice-rector of research

Research Area “Cultural Encounters – cultural Conflicts”

International Relations Office

Faculty of Teacher Education

Faculty of Language, Literature and Culture

Department of Slavic Studies

Department of German Studies

Department of Subject-Specific Education

## TABLE OF CONTENTS

Keynote 1: Individual Multilingualism and reflective thinking. On the effect of the exolingual mode on political (and other) language uses .....	5
Keynote 2: Reflective Thinking as a Core Element in Language Education? Insights from Theoretical and Empirical Research.....	6
Workshop 1: Reflexive practices and potentials in Ukrainian foreign language teaching through a multilingual didactic framework .....	7
Workshop 2: Navigating diversity, fostering reflexivity: Rethinking intercultural education in the language classroom .....	8
Section 1: Practice-based multilingual education .....	9
“This is my flag”: Elements of Ukrainian Identity in the Drawings of Refugee Children .....	9
The diversity-sensitive approach for developing multilingualism, intercultural and transcultural learning in language education .....	9
Teaching Ukrainian to a Multilingual Student Audience: Challenges and Practical Experience ...	10
Section 2: School-based multilingualism research .....	12
Pragmatic Awareness as a Catalyst for Multilingualism, Reflective Competence, and Intercultural Growth in Language Education .....	12
Thinking through Language: Ethnographic Insights from a German School in South Tyrol.....	12
Linguistic Living Spaces: An arts-based tool to foster reflective, intercultural and transcultural learning in language education .....	14
Section 3: Reflective and intercultural teacher learning .....	15
From Words to Awareness: Multilingual Strategies for Reflective Reading in Ukrainian with Barvysta Ukraïna: A collection of 14 Best Practice Examples.....	15
Förderung reflexiven Denkens und interkultureller Kompetenz im Deutschunterricht: Konkrete Strategien und internationale Projekte.....	16
Fostering Reflective Thinking and Intercultural Communicative Competence of Pre-Service English Teachers via E-Case Learning.....	17
Section 4: Critical reflective thinking in multilingual classrooms .....	19
Resonance and Artificial Intelligence in Foreign Language Teacher Education: A Case Study from University-Level Teaching.....	19
„Was ist Österreich für dich?“ – Kulturreflexives Lernen und kritische Geschichtsvermittlung im DaZ-Unterricht am Beispiel eines Angebots im Haus der Geschichte Österreich.....	19
Argumentierendes Schreiben als Spiegel kritischen und reflexiven Denkens: Ressourcen und Herausforderungen neu zugewanderter ukrainischer Schüler*innen im mehrsprachigen Bildungskontext.....	20
Poster session .....	22
Kognaten als Ressource für reflexives Denken und interkulturelles Lernen im Fremdsprachenunterricht .....	22
Culture-Reflective Practices: Creating Momentum for Understanding in the Foreign Language Classroom .....	23
The Role of Reflective Thinking in Teaching Ukrainian as a Foreign Language in Germany: Practical Experience .....	24
LMS MOODLE: Як Цифрова Рефлексивна Технологія Партнерської Взаємодії «Викладач-Студент» У Мовній Освіті.....	24
Förderung transkultureller Lernprozesse im DaF-Studium: Landeskunde der DACH-Länder als dynamischer Reflexionsraum .....	26

In Truth – Peace: Ukrainian Concept of Just Peace in Intercultural and Multicultural Communication .....	27
Developing Reflective Competence Through AI-Augmented Autoethnographic Inquiry in Pre-Service Foreign Language Teacher Education .....	28
Багатомовність як ключ до розуміння інших національних менталітетів.....	30
Negotiating Linguistic Identity through Drama Pedagogy: A Conceptual Framework for Multilingual Education .....	31
Формування рефлексивного мислення іноземних студентів при вивченні української мови та українознавчих дисциплін .....	31
Транскультурна Комунікація на Заняттях з Української Мови в Поліетнічній Групі.....	33
Section 5: Reflective multilingual Practices in DaF/DaZ education .....	35
Mehrsprachige Podcasts im DaF-Unterricht als Impuls für die Reflexion mehrsprachiger Praktiken .....	35
Sprachreflexion im Unterricht durch mehrsprachige Materialien: Didaktische Potenziale in sprachheterogenen Lerngruppen.....	36
Section 6: Ukrainian-language education in multilingual settings .....	37
Between Languages and Identities: Developing Reflective Thinking through the Comparative Analysis of Cultural Codes in Texts .....	37
Heritage Language Maintenance and Reflective Multilingual Education: Ukrainian Migrants and Digital Language Practices in Germany .....	38
Section 7: Mediation and exchange in transcultural learning .....	39
Mediation im Fokus transkulturellen Lernens. Slowakische und österreichische Translationsstudierende im Austausch .....	39
Best practice example: academic orientation for refugee students .....	40
De-naturalizing Language Use in Migration and Diversity Research: A Critical Multilingual and Non-Language-Centered Approach.....	41
Section 8: Reflective digital and pedagogical innovation .....	43
Enhancing AI-Assisted Writing Development Through Reflective Thinking: Piloting an Open Educational Resource from the Erasmus+ Project <i>AI Write</i> .....	43
Global Englishes and the Ukrainian Context: Challenges, Standards, and Teaching Strategies....	44
Mehrsprachigkeit als Ressource und Reflexionsraum im Fremdsprachenunterricht: Empirische Einblicke aus Litauen .....	45

## Keynote 1: Individual Multilingualism and reflective thinking. On the effect of the exolingual mode on political (and other) language uses

Raphael Berthele

Université de Fribourg, Switzerland

The relationship between language and thought has long occupied philosophers, psycholinguists, and applied linguists. Sometimes the relationship was explored with a monolingual lens, but often also with respect to the effects of learning and using two or more languages. In education, individual multilingualism is viewed as both a cognitive liability (as some experts think it is causing underperformance) and an asset (as other experts believe multilingualism confers various cognitive advantages).

This talk examines how individual multilingualism may foster reflective thinking (Dewey, 1910). I analyse authentic data from Swiss political debates conducted in French or German, focusing on ten speakers who debate frequently in both their dominant and non-dominant languages. The analysis explores whether exolingual communication - debates among individuals with asymmetrical linguistic repertoires - reduces polarization through heightened reflectivity. Since non-dominant language use requires greater cognitive effort, multilingualism may promote reflective thinking and counteract increasingly polarized, affective discourse.

Results reveal consistent depolarization when speakers use non-dominant languages (Berthele, 2025; Berthele & Shafer, 2025). I discuss these findings through the lens of reflective thinking and alternative frameworks such as the foreign-language effect (Corey et al., 2017), considering implications for current educational debates on multilingualism and multilingual pedagogies.

### References

- Berthele, R. (2025). Doing politics in the other language. Sentiment and subjectivity in Swiss political debates. *Journal of Multilingual and Multicultural Development*, 1–18.
- Berthele, R., & Shafer, N. (2025). «Yes, I understood that in German: Wishy-washy!» Political polarization and the foreign language effect. *International Journal of Bilingualism*, 0(0). <https://doi.org/10.1177/13670069251398718>
- Corey, J. D. et al. (2017). Our moral choices are foreign to us. *Journal of Experimental Psychology. Learning, Memory, and Cognition*, 43(7), 1109–1128.
- Dewey, J. (1910). How we think. Boston: D.C. Heath & Co.

## Keynote 2: Reflective Thinking as a Core Element in Language Education? Insights from Theoretical and Empirical Research

*Eva Maria Hirzinger-Unterrainer*  
University of Innsbruck, Austria

Multilingualism is the global norm, and this fact has been increasingly recognized in research, particularly since the “multilingual turn” (May, 2014). European frameworks and reference works such as the Framework of Reference for Pluralistic Approaches to Languages and Cultures (2012), the Common European Framework of Reference for Languages (2001) and its Companion Volume (2018), as well as the Reference Framework of Competences for Democratic Culture (2018), also foreground multilingualism. These documents share a positive view of multilingualism, recognising its cognitive, linguistic, and social advantages and emphasising linguistic and cultural diversity within Europe.

Although this positive view is reflected in the Austrian curriculum, implementation in schools lags behind. Language teachers are often not well prepared for linguistically and culturally diverse classrooms, are unsure how to enact these approaches, and lack suitable teaching materials (e.g., Heikkola et al., 2022). Against this backdrop, the importance of reflective thinking and criticality on the part of teachers is growing, both to provide learners with the best possible education and to avoid uncritical approaches to attributions and stereotypes. Reflective thinking (e.g., Bechtel & Rudolph, 2022) is an essential skill for navigating today’s classrooms; accordingly, Gerlach (2020) advocates a critical foreign language pedagogy.

This plenary lecture examines the extent to which reflective thinking can serve as a central element of language education. It offers insights from multiple perspectives to determine whether reflective thinking is a core element of language education, presents the beliefs of students, prospective teachers, and in-service teachers toward multilingualism in the language classroom, and analyzes the extent to which these beliefs are guided by critical thinking.

### References

- Bechtel, M., & Rudolph, J. (eds.) (2022). Reflexionskompetenz in der Fremdsprachenlehrer\*innenbildung. Theorien – Konzepte – Empirie. Peter Lang.
- Gerlach, D. (ed.). (2020). Kritische Fremdsprachendidaktik: Grundlagen, Ziele, Beispiele. Narr Francke Attempto.
- Heikkola, L. M., Alisaari, J., Vigren, H. & Commins, N. (2022). Requirements meet reality: Finnish teachers’ practices in linguistically diverse classrooms. *Journal of Language, Identity & Education*, 1–17.
- May, S. (Ed.). (2014). *The multilingual turn: Implications for SLA, TESOL, and bilingual education*. Routledge.

## Workshop 1: Reflexive practices and potentials in Ukrainian foreign language teaching through a multilingual didactic framework

*Oksana Turkevych*  
Universität Regensburg, Germany

This workshop examines reflexive practices in the teaching and learning of Ukrainian as a foreign language through the integrative lens of multilingual pedagogy. Drawing on contemporary research in second language acquisition, metacognition, and cross-linguistic awareness, it proposes a didactical framework that positions learners' full linguistic repertoires as active resources rather than peripheral backgrounds. Grounded in principles of multilingual education, the workshop challenges monolingual norms in language classrooms and emphasizes the cognitive, affective, and pedagogical value of drawing on learners' prior linguistic knowledge and competences (García & Wei, 2014). A key principle of the workshop is the concept of reflective and reflexive practice as articulated in Farrell's (2003) framework for reflecting on practice, which conceptualizes reflection as a dynamic and cyclical process encompassing teachers' philosophy, principles, theory, practice, and critical engagement beyond the classroom. Through concrete classroom examples, reflective tasks, and discussion prompts, the workshop demonstrates how reflexive multilingual pedagogy can be systematically integrated into curriculum design, assessment, and teacher education. It also addresses institutional and ideological challenges, such as expectations of target-language exclusivity and teachers' beliefs about language separation. Overall, the workshop argues that embedding reflexive practice in the teaching of Ukrainian as a foreign language within a multilingual pedagogical framework enhances not only linguistic development but also learner agency and critical language awareness.

### References

- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan. 165.
- Farrell, T. (2003). *Reflective practice in action: 80 reflection breaks for busy teachers*. Corwin Press. 515.
- Кочан, І., Мацюк, З., Туркевич, О. (2022). *Основи методики викладання української мови як іноземної*. Львів, 2022. 152 с.

## Workshop 2: Navigating diversity, fostering reflexivity: Rethinking intercultural education in the language classroom

Jasmin Peskoller  
University of Innsbruck, Austria

How can language teachers act as mediators of diversity within their own classrooms without resorting to shortcuts that may simplify learners' experiences or reduce their complex, fluid identifications to surface-level categories? Building on critical scholarship that positions interculturality as reflexive, power-aware, and fundamentally non-essentialist and that cautions against equating culture with country or nationality or treating it as a set of stable traits (Dervin, 2023), this workshop offers a concise conceptual grounding in key perspectives on diversity and intercultural education in the language classroom. It then moves to a hands-on, practice-based analysis of selected classroom excerpts and extracts of EFL textbook materials to examine how intercultural education is framed and enacted in everyday teaching. At its core, the workshop invites participants to rethink intercultural education beyond *Landeskunde* and beyond superficial identity markers.

Crucially, the workshop foregrounds reflexivity as the enabling competence for implementing intercultural education in practice: when teachers are asked to 'do' intercultural education, they are inevitably also asked to navigate the diversity of learners' biographies, perspectives, and positioning. Reflexivity is pivotal for moving beyond 'target culture teaching' towards engaging with culture as lived, plural, and present in the classroom—so that intercultural learning is not reduced to content about Others but becomes a way of working with perspectives, belonging, and meaning-making in interaction. This also includes critically questioning the common impulse to 'connect' activities to learners' presumed countries of origin, which can unintentionally essentialise identities and trigger Othering processes.

Drawing on work that conceptualises reflexivity as central to critical intercultural language education (Dervin, 2023) and racism-critical subject didactics (Fereidooni & Simon, 2022), the workshop explores how a self-reflexive professional stance helps teachers and teacher educators notice what classroom talk, tasks, and materials make visible or invisible, identify instances of Othering, and work with the dialectics of difference — reflecting on when a focus on difference may be justified and when it may pose a risk to learners' learning, wellbeing, and identity development. The workshop concludes with transferable reflection questions and practical next steps for reviewing materials, planning lessons, and sustaining reflexive routines (Drechsel, 2024) in participants' own contexts.

### References

- Dervin, F. (2023). *Interculturality, criticality and reflexivity in teacher education*. Cambridge University Press.
- Drechsel, S. (2024). *Professionalisierung durch Reflexion*. Klinkhardt.
- Fereidooni, K., & Simon, N. (Eds.). (2022). *Rassismuskritische Fachdidaktiken*. Springer VS.

## Section 1: Practice-based multilingual education

### **“This is my flag”: Elements of Ukrainian Identity in the Drawings of Refugee Children**

*Svitlana Romaniuk & Magdalena Olpińska-Szkiełko*  
University of Warsaw, Poland

Our study was conducted within the framework of the project *The Multilingual World in the Drawings of Ukrainian War Refugee Children in Poland*, which we carried out in 2023–2024 in Warsaw, Poland. In response to the large influx of Ukrainian refugees to Poland following the February 2022 war in Ukraine, many Ukrainian children have enrolled in Polish educational institutions, where they faced the challenges of adapting to a new linguistic environment. We sought to determine how these children perceive themselves in new linguistic and cultural conditions and how they express this through nonverbal means - specifically, in their drawings. For this purpose, we analyzed 40 drawings by Ukrainian children residing in Poland.

In the course of our analysis, we identified key elements such as expressions of belonging to Ukraine, awareness of their cultural heritage, and connection to their native linguistic and cultural environment. At the same time, we noted the children’s understanding of another socio-cultural context related to their stay in Poland. The study helps to reveal the children’s efforts to remain part of their country of origin, while also demonstrating their openness to new languages and cultures, particularly Polish. In our presentation, we will showcase an analysis of the drawings that vividly reflect the elements of identity described above.

The initial findings provided a promising basis for supporting multilingual integration in Polish educational and social settings; however, they also highlighted the need for further research to deepen understanding of how these children perceive and manage their multilingual experiences.

### **The diversity-sensitive approach for developing multilingualism, intercultural and transcultural learning in language education**

*Julia Festman & Christine Reiter*  
Pädagogische Hochschule Tirol, Austria

Earlier approaches, such as language-sensitive teaching and subject-learning, focus on supporting language learning in the language of instruction to facilitate content learning (see Vasylyeva et al., 2024 for a recent review) and to help develop academic language skills in the language of instruction, which are vital for academic success (e.g., Heppt & Schröter, 2025). However, these approaches fall short in that they do not include the learners themselves or their full linguistic repertoire and prior knowledge. This is problematic, particularly in today’s classrooms, where multilingualism and multiculturalism are omnipresent. Therefore, the development of multilingualism in such language learning approaches is crucial. In this paper, we present the diversity-sensitive approach (Festman, Jäger & Reiter, forthcoming). This innovative approach builds on the language awareness approach and language-sensitive teaching. It is an approach applicable in schools and promoted in our teacher training, both for pre- and inservice teachers. We will describe the foundations of this innovative approach, as well

as it's novel features, and present empirical data from a school project with first-graders on the topic „My home“. Key features included for example use of home languages, reflections on „my home“ in a holistic and non-judgemental manner, as well as stereotype-free reflections on ways of living and housing on different continents. With our new didactic approach, we show that diversity can be actively integrated in language learning, topic discussions and the way we talk and think about content such as buildings, ways of living, and „my home“.

### References

- Festman, J., Jäger, F. & Reiter, C. (forthcoming). Umfassende Sprachenbildung durch diversitätssensiblen Unterricht am Beispiel eines Unterrichtsprojekts zum Themenbereich Mein Zuhause. *Didacticum*, Themenheft Umfassende Sprach(en)bildung in Kindergarten, Schule und Hochschule (Gastherausgeberinnen: L. Fast-Hertlein, M. Dorner-Pau & I. Knapp)
- Heppt, B., & Schröter, P. (2023). Bildungssprache als übergeordnetes Ziel sprachlicher Bildung. In M. Becker-Mrotzek, I. Gogolin, H.-J. Roth, & P. Stanat (Hrsg.), *Grundlagen der sprachlichen Bildung* (S: 139-153). Waxmann.
- Vasylyeva, T., Woerfel, T., Twente, L., & Höfler, M. (2024). Effectiveness of language-sensitive subject teaching: Heterogeneity and quality of the evidence and implications for future research. *Review of Education*, 12(3), e70000.

## Teaching Ukrainian to a Multilingual Student Audience: Challenges and Practical Experience

*Olesia Lazarenko*

European University Viadrina in Frankfurt/Oder, Germany

The Ukrainian Department at the Viadrina Language Center of the European University Viadrina in Frankfurt (Oder), Germany, has a relatively new history that is linked to several factors. First and foremost are the momentous events of the Maidan and the Revolution of Dignity in 2013–2014.

Studying Ukrainian at the Viadrina Language Center is distinctive in that courses are attended by students from various disciplines, including cultural studies, law, economics, and digital studies. Another distinctive feature of Viadrina University is that nearly 25% of the student body is international, hailing from various countries and language backgrounds.

The Ukrainian Language Department usually plans four Ukrainian language courses each semester – from level A1 to level B2. The student audience attending Ukrainian language courses is always multilingual. Various language groups are represented, primarily Slavic, Germanic, and Roman. Less frequently, there are Hellenic, Turkic, Korean, and other groups.

Since Ukrainian belongs to the Slavic language group, students from Poland, Slovakia, the Czech Republic, Bulgaria, Serbia, and Belarus tend to grasp new grammatical and lexical material more quickly. Teachers must bring a multilingual group to a level where they can uniformly read Ukrainian texts, regardless of the students' language experience.

For example, when learning the alphabet and developing reading skills, we often use Ukrainian studies material related to reading Ukrainian signs, comparing the spelling of

Ukrainian city or region names with the original, studying tongue twisters or well-known Ukrainian proverbs etc. We also find it interesting to transliterate the Latin names and surnames of course participants into Cyrillic letters (for example, as in the textbook KROK 1, authors Olesya Palinska and Oksana Turkevych). Exercises of this type facilitate faster acquisition of the Ukrainian alphabet and pronunciation, and partially writing, for a multilingual group, so that they can then move on to mastering other types of speech activity.

## References

- Bergmann, Anka; Kratochvil, Aleksandr (2017), Ukrainisch lernen in Deutschland: eine Einschätzung der Rahmenbedingungen, Möglichkeiten und Perspektiven. // Theory and Practice of Teaching Ukrainian as a Foreign Language. Lviv 2017. Issue 13. C. 15–25.
- Lazarenko, Olesia (2023), Lektorat für ukrainische Sprache an der Europa-Viadrina in Frankfurt (Oder): Ziele, Entwicklung und Erfolge. // Movni osviti tekhnolohii u vymiri multykulturalizmu. Kyjiw: KNEU Київ: S. 72–85. <https://ir.kneu.edu.ua/items/886d44b7-5945-4956-8a5b-69cf49b31267>
- Skintey, Lesya; Turkevych, Oksana (2024), Ukrainischunterricht in Deutschland: Eine Bestandsaufnahme // Zeitschrift für Interkulturellen Fremdsprachenunterricht. 29. Jahrgang (Oktober 2024). S. 283–305. <https://zif.tu-journals.ulb.tu-darmstadt.de/article/id/3842/>.
- Worschech, Sussan (2020). Deutsch-ukrainische Kulturbeziehungen. Veränderungen nach dem Euromaidan. Stuttgart: Institut für Auslandbeziehungen, 2020. 172 S.

## Section 2: School-based multilingualism research

### **Pragmatic Awareness as a Catalyst for Multilingualism, Reflective Competence, and Intercultural Growth in Language Education**

*Brikena Xhaferi & Gezim Xhaferi*  
South East European University, North Macedonia

In multilingual classrooms, pragmatic competence is essential for helping learners navigate diverse communicative situations. This study investigates how explicit pragmatics instruction supports the development of multilingual abilities, reflective learning, and intercultural awareness. Two key constructs guide the analysis: pragmatic sensitivity, defined as learners' ability to notice and interpret contextual cues—such as social distance, power relations, and cultural norms—when evaluating meaning and appropriateness (Taguchi, 2015), and pragmatic adaptability, understood as the capacity to adjust language use strategically across languages and cultural contexts in order to achieve communicative goals (Ishihara & Cohen, 2010; Kasper & Rose, 2002). A mixed-methods design was implemented with English and German majors at South East European University in North Macedonia. Data were collected through (1) a Pragmatic Awareness Questionnaire assessing understanding of speech acts, politeness strategies, and context-dependent meaning, and (2) Reflective Learning Journals documenting learners' observations of pragmatic variation and cultural influences on communication. Analysis of questionnaire results demonstrated notable improvement, meaning measurable gains in learners' post-instruction scores compared to their pre-instruction performance. These gains indicate enhanced ability to identify, evaluate, and interpret pragmatic features. Parallel evidence from the reflective journals showed increased awareness of how culture shapes communicative choices and growing confidence in intercultural interactions. Learners also reported greater ease in shifting between linguistic repertoires, illustrating the development of pragmatic adaptability. Overall, the findings show that integrating pragmatics into language instruction strengthens learners' multilingual capacity, fosters reflective competence, and deepens intercultural understanding. Emphasizing context-dependent meaning and cultural variability prepares students to participate more effectively in diverse communicative environments.

#### **References**

- Ishihara, N., & Cohen, A. (2010). *Teaching and learning pragmatics*. Pearson.
- Kasper, G., & Rose, K. R. (2002). *Pragmatic development in a second language*. Blackwell.
- Taguchi, N. (2015). *Developing interactional competence in a foreign language*. *Multilingual Matters*.

### **Thinking through Language: Ethnographic Insights from a German School in South Tyrol**

*Kristina Savić & Safà El Koura*  
University of Innsbruck, Austria

Language practices in institutions are often shaped by raciolinguistic ideologies (Rosa & Flores, 2015), which frame linguistic difference through racialized perceptions of

competence and belonging. Such ideologies, embedded in the educational system, sustain what Gogolin (2008) describes as the monolingual habitus, constraining pupils' participation and limiting recognition of their linguistic resources. Reflective thinking, understood as a continuous process of meaning-making that takes place in interaction with others and contributes to the process of transformative learning (Dewey, 1933; Mezirow, 1997), becomes particularly crucial in migration societies (Mecheril, 2010). In these contexts, teachers must identify and challenge implicit assumptions about students labelled as "migrant", assumptions that emerge through processes of *migrantisation*, understood as a socio-political attribution of othering (Charsley & Hoellerer, 2025), particularly with regard to those perceived as lacking language proficiency. Building on this theoretical background this paper examines how translanguaging practices (García & Li Wei, 2014) could serve as a starting point for fostering reflective thinking in multilingual classrooms, particularly in contexts characterized by linguistic minoritization. Drawing on classroom and family observations from the broader project *Educational Transitions in the Context of Linguistic Minoritization* (EduLiM), we conceptualize schools as dynamic sites where linguistic hierarchies are both reproduced and critically negotiated. Based on our ethnographic observations, we present a case study from a German school in South Tyrol that discusses how teachers initially positioned children enrolled to begin primary school as so-called "Migrantenkinder", an institutional category that constructs children as migrant and associates them with limited competence in the German language. From these points we draw the following research questions:

- In what ways do raciolinguistic ideologies construct and reproduce notions of linguistic competence of pupils within the German school?
- How could translanguaging practices serve as a starting point for fostering reflective thinking among teachers in linguistically minoritized educational contexts?

## References

- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston, MA: D. C. Heath.
- Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, 85(2), 149–171. <https://doi.org/10.17763/0017-8055.85.2.149>
- Charsley, K., & Hoellerer, N. (2025). Migrantisation: A key concept. *Comparative Migration Studies*, 13(1), Article 73. <https://doi.org/10.1186/s40878-025-00497-1>
- García, O., & Li Wei. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
- Gogolin, I. (2008). *Der monolinguale Habitus der multilingualen Schule*. Waxmann Verlag.
- Mecheril, P., do Mar Castro Varela, M., Dirim, I., & Melter, C. (2010). *Migrationspädagogik* (1. Aufl.). Beltz.
- Mezirow, J. (1997). Transformative learning: Theory to practice. *New Directions for Adult and Continuing Education*, 74, 5–12. Jossey-Bass.

## **Linguistic Living Spaces: An arts-based tool to foster reflective, intercultural and transcultural learning in language education**

*Carola Koblitz*

University of Vienna, Austria

This paper presents *Linguistic Living Spaces (LLS)*, an arts-based method that makes multilingual biographies and everyday language practices visible. Learners design visual “language houses” that map where, when, with whom, and for what purposes different languages are used. Short, stimulus-based interviews then prompt learners to articulate how languages connect to emotions, relationships, and identity. Empirical evidence from a recent study (n = 6, aged 18–19) and professional trainings with youth workers and teachers shows three consistent outcomes:

- Reflexive awareness: participants move from tacit practice (“I switch to Albanian with my grandmother”) to explicit insight (“I use Serbian for family bonding, but German for school tasks, and each feels emotionally different”).
- Identity negotiation: spatial placement of languages (inside vs. outside the house) makes visible belonging, ambivalence, or marginalisation. One participant initially placed Turkish and Albanian on the ceiling, outside but attached to the home, to reflect limited competence (passive understanding of Turkish, communicative but weaker Albanian) compared to stronger German and Bosnian. In a later drawing, she moved Turkish and Albanian inside, reclaiming them as part of her heritage identity.
- Pedagogical value: teachers report that LLS functions as a low-threshold classroom activity: learners share houses, compare repertoires, and reflect together, fostering empathy, motivation, and group cohesion.

LLS operationalises reflective thinking by turning metacognition into a tangible practice: learners literally draw and place their languages, then discuss the meanings of those placements. It supports intercultural and transcultural learning by surfacing the affective dimensions of plurilingual lives, including those of recently arrived and heritage language learners.

### **References**

- Busch, B. (2020). Discourse, emotions, and embodiment. In A. De Fina & A. Georgakopoulou (Eds.), *The Cambridge handbook of discourse studies* (pp. 327–349). Cambridge: Cambridge University Press.
- Busch, B. (2021). *Mehrsprachigkeit* (3. vollst. überarb. u. erw. Aufl.). Wien: Facultas.
- Kalaja, P., & Melo-Pfeifer, S. (Eds.). (2019). *Visualising multilingual lives: More than words*. Bristol: Multilingual Matters.
- Melo-Pfeifer, S. (2017). Drawing the plurilingual self: How children portray their pluri-lingual resources. *International Review of Applied Linguistics in Language Teaching*, 55(1), 41–60. <https://10.1515/iral-2017-0006>.

## Section 3: Reflective and intercultural teacher learning

### From Words to Awareness: Multilingual Strategies for Reflective Reading in Ukrainian with Barvysta Ukraïna: A collection of 14 Best Practice Examples

Nataliia Sorokina & Sonja Bacher  
University of Innsbruck, Austria

Until recently, Ukrainian occupied a marginal position in Western European higher education. Russia's full-scale war against Ukraine has profoundly altered this landscape, intensifying scholarly, educational, and public interest in Ukraine's language, culture, and identity. In response to this growing demand, the present manual introduces fourteen best-practice teaching examples for Ukrainian as a Foreign Language (UFL) at levels A1+ to A2+, developed and piloted in university settings. Grounded in the action-oriented approach of the *Common European Framework of Reference for Languages* (CEFR, 2001 and 2018; see also Hunter et al. 2019), the materials conceptualise learners as social agents engaged in meaningful, real-world tasks. A central contribution of the project lies in its systematic integration of multilingual and reflexive practices. Acknowledging that learners draw on their entire linguistic repertoires, the teaching examples promote cross-linguistic awareness, mediation, and transfer across Ukrainian, English, German, and learners' additional (heritage) languages (cf. Allgäuer-Hackl & Jessner, 2015 and Hufeisen, 2011). Multilingual scaffolding, mediation tasks, and comparative activities—such as analysing proverbs, songs, and lexical items across languages—support comprehension and foster metalinguistic reflection in line with CEFR (2018) mediation descriptors. These practices are particularly beneficial in heterogeneous classrooms where learners possess diverse linguistic biographies. Equally important is the reflexive dimension of the materials, which foreground intercultural and transcultural learning (cf. Byram 2024; see also Bacher, 2021). Cultural topics—ranging from national symbols and traditional clothing to holidays, cuisine, music, and cinema—invite learners to compare perspectives, question stereotypes, and reflect on their own cultural positioning. Drawing on models of Intercultural Communicative Competence (cf. *ibid.*), the activities address not only knowledge (*savoirs*), but also interpretative skills, attitudes of openness, and critical cultural awareness. Open-ended, collaborative tasks encourage learners to articulate personal viewpoints, negotiate meaning, and engage in dialogue across differences. Overall, “Barvysta Ukraïna” offers theoretically grounded, ready-to-use materials that combine language learning with multilingual awareness and reflexive cultural engagement. It contributes to the emerging field of UFL by demonstrating how action-oriented, multilingual, and intercultural approaches can be productively aligned at beginner levels.

#### References

- Bacher, S. (2021). Mediengestütztes interkulturelles Lernen im Russischunterricht. In A. Kostiučenko et al. (Hrsg.), *Slawische Sprachen unterrichten: Sprachenübergreifend, grenzüberschreitend, interkulturell* (131–152). Peter Lang.
- Byram, M. (2021). *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters.
- CEFR (2018). *Common European Framework of Reference for Languages: Companion Volume*. Council of Europe.

- CEFR (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge University Press.
- Hufeisen, B. (2011). Mehrsprachigkeitsdidaktik und Lehrmaterialien. *Fremdsprachen Lehren und Lernen*, 40(2), 106–120.
- Hunter, D. et al. (2019). *Action-oriented Approach: Handbook*. CASLT.
- Jessner, U. & Allgäuer-Hackl, E. (2015). Mehrsprachigkeit aus dynamisch-komplexer Sicht. In *MehrSprachen? – PlurCur!* Schneider.

## **Förderung reflexiven Denkens und interkultureller Kompetenz im Deutschunterricht: Konkrete Strategien und internationale Projekte**

*Oksana Vertesh-Hapak*  
Ushhorod, Ukraine

Als Deutschlehrerin mit über 20 Jahren Erfahrung in der Ukraine habe ich praxisnahe Methoden zur Förderung reflexiven Denkens und interkultureller Kompetenz entwickelt. Mein Ansatz kombiniert projektbasiertes Lernen, kooperative Unterrichtsaktivitäten und die Teilnahme an internationalen Bildungsprojekten.

Konkrete Strategien umfassen: 1) kritische Analyse von Texten und authentischen Materialien aus unterschiedlichen Kulturen, 2) Debatten zu aktuellen interkulturellen Themen, 3) Erstellung von multimedialen Präsentationen, Blogs oder Videos, die kulturelle Perspektiven reflektieren. Gruppenarbeiten und Fallstudien unterstützen die Zusammenarbeit, fördern Problemlösungsfähigkeiten und ermöglichen die Bearbeitung realer interkultureller Situationen.

Internationale Online-Projekte mit Partnerschulen in Deutschland, Polen und Ungarn ermöglichen direkten interkulturellen Austausch. Beispiele beinhalten den Austausch von Lernmaterialien, gemeinsames Entwickeln von Projektergebnissen, Erstellung gemeinsamer Videopräsentationen über kulturelle Unterschiede und virtuelle Diskussionen über Feiertage, Traditionen und Bildungssysteme. Solche Aktivitäten erweitern Sprachkompetenz, fördern kritisches Denken und stärken metakognitive Fähigkeiten.

Lehrkräfte agieren als reflektierende PraktikerInnen, die Lernende aktiv begleiten, Feedback geben und reflexives Denken modellieren. Sie unterstützen die Lernenden darin, Fakten von Meinungen zu unterscheiden, kulturelle Unterschiede wertschätzend zu analysieren und fundierte, ethisch begründete Entscheidungen zu treffen. Durch die Kombination von Unterrichtsaktivitäten, internationalen Projekten und außerunterrichtlichen Initiativen wird eine praxisorientierte und reflektierte Lernumgebung geschaffen.

Dieser Ansatz bereitet Lernende nicht nur auf den Erwerb sprachlicher Kompetenzen vor, sondern stärkt auch ihre Fähigkeit, in plurikulturellen Gesellschaften verantwortungsbewusst, kritisch und reflektiert zu handeln. Die vorgestellten Strategien zeigen, wie reflexives Denken im Sprachunterricht systematisch und gut gefördert werden kann und welche positiven Effekte dies auf die interkulturelle Kompetenz, Selbstreflexion und ethische Entscheidungsfindung der Lernenden hat.

### **References**

- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*.

Johnson, K., & Golombek, P. (2016). *Mindful L2Teacher Education*.

Helm, F., Guth, S. (2010). *Telecollaboration 2.0: Language, Literacies and Intercultural Learning*.

## **Fostering Reflective Thinking and Intercultural Communicative Competence of Pre-Service English Teachers via E-Case Learning**

*Hanna Podosynnikova & Vlada Homolia*  
Sumy State Pedagogical University, Ukraine

This session explores the use of E-Case learning – digitally represented circumstances that require identifying and solving problems through reflective engagement.

Language, being inherently culturally charged (Baker, 2022), cannot be effectively used without culture-specific knowledge, critical cultural awareness, and the skills of discovery and interaction. For pre-service teachers, intercultural competence involves recognizing their cultural perspectives and biases and developing the ability to engage meaningfully with individuals from diverse backgrounds.

To achieve these aims, language education must employ innovative methods that foster deep engagement with language in meaningful contexts (Singh & Yunus, 2021). E-Case learning addresses this need by immersing students in authentic communicative situations that require empathy, analytical reasoning, and ethical decision-making. For instance, one E-Case tasks students with navigating a scenario where a student attending a Sioux friend's birthday party encounters unexpected cultural practices and must apply the Describe-Interpret-Evaluate technique to respond with open-mindedness.

As E-Cases require more directive instruction (Besche et al., 2022, pp. 49–50), students benefit from a structured procedure for discussing each E-Case. The suggested approach encompasses three E-Case types with appropriate scaffolding: solution selection, solution generation, and solution realization. The scaffolding supports language and reasoning simultaneously through tasks such as completing and expanding speech models for making inferences from factual statements and evaluating arguments for strength. Within this framework, cultural awareness practices are embedded into reflective discussions and scaffolded digital activities, enabling students to internalize intercultural sensitivity.

Session structure

1. Overview of the role of reflection and intercultural competence in teacher education; definition of E-Case learning.
2. Demonstration of E-Case design, learning stages (generation, selection, realization), and integration of cultural awareness practices.
3. Practical guidelines for implementing E-Case learning in digital and classroom environments.
4. Conclusion and Q&A

### **References**

Baker, W. (2022). *Intercultural and Transcultural Awareness in Language Teaching*. Cambridge: Cambridge University Press.

- Besche, H.C., Schwartzstein, R.M., King, R.W., Hoenig, M.P., Cockrill B.A. (2022). *A Step-by-Step Guide to Case-Based Collaborative Learning (CBCL)*. Springer.
- Singh, K. K. A. H., & Yunus, M. M. (2021). Using E-Learning in English Language Teaching: A Systematic Review. *International Journal of Academic Research in Progressive Education and Development*, 10(1), 51–62. DOI: 10.6007/IJARPED/v10-i1/8338

## Section 4: Critical reflective thinking in multilingual classrooms

### **Resonance and Artificial Intelligence in Foreign Language Teacher Education: A Case Study from University-Level Teaching**

*Rukiye Alici*

Trakya University, Turkey

This case study was independently conducted by the author and explores the experimental use of GPT-4o in language teaching at a Turkish university. The context involved students who were simultaneously enrolled in the Formasyon module (a teaching qualification), creating an interface between translation studies and foreign language teacher education.

The aim of the study was to investigate the potential of AI – particularly GPT-4o – as a resonance-capable dialogue partner. Instead of a purely functional use of AI, a teaching design was tested that integrated GPT-4o as a semantically and emotionally responsive instance. The theoretical framework is based on Hartmut Rosa’s resonance theory (2016) as well as transcultural perspectives in foreign language teaching (Mecheril 2010).

Students worked interactively with the AI in simulated classroom scenarios and reflected on their experiences in writing and orally. It became evident that targeted prompt design, role clarification, and meta-reflective tasks significantly contributed to GPT-4o being perceived not merely as a “tool” but as a meaningful dialogue partner.

Particularly noteworthy was the emotional involvement of students with multilingual biographies: they experienced the AI as a “resonance-capable instance” that helped them connect linguistic, cultural, and personal content.

The study shows: When AI is used not only functionally but also in a relational way, it can open up new spaces for language awareness, self-efficacy, and connectedness.

### **„Was ist Österreich für dich?“ – Kulturreflexives Lernen und kritische Geschichtsvermittlung im DaZ-Unterricht am Beispiel eines Angebots im Haus der Geschichte Österreich**

*Lisa Horak*

Universität Wien, Austria

„Was ist Österreich für dich?“ – so lautet der Titel und zugleich die zentrale Frage eines Workshops des Museums Haus der Geschichte Österreich, der sich gezielt an erwachsene Deutschlernende richtet. Der Workshop wurde gemeinsam mit Lehrpersonen aus dem Bereich Deutsch als Zweitsprache (DaZ) konzipiert und verbindet kulturbezogenes Lernen mit kritischer Geschichtsvermittlung. An dieser Schnittstelle eröffnet das Angebot einen Diskussionsraum, in dem Teilnehmende historische Inhalte, Konstruktionen von Zugehörigkeiten und gesellschaftliche Aushandlungsprozesse rund um die Vergangenheit artikulieren, bewerten, reflektieren und infrage stellen können. Dieses Angebot bildet zugleich den Gegenstand einer empirischen Untersuchung im Rahmen meines Dissertationsprojekts, in dem erforscht wird, welches Potenzial und welche Herausforderungen die Teilnahme an diesem Workshop im Hinblick auf kulturreflexive Lernziele für DaZ-Lernende mit sich bringt

(vgl. Schweiger et al. 2015). Zwischen April 2024 und Dezember 2025 wird hierzu – auf Grundlage einer vorangegangenen qualitativen Untersuchung (vgl. Horak 2022) – eine Fragebogenstudie durchgeführt, die von Workshop Teilnehmenden ausgefüllt wird. Ziel dieser Forschung ist es, Einblicke in theoretische und praktische Implikationen kulturreflexiver Lernprozesse im Kontext historischen Lernens im Museum zu gewinnen und dadurch erweiterte Zugänge und Angebote für Deutschlernende in der mehrsprachigen Migrationsgesellschaft zu ermöglichen. Im geplanten Vortrag sollen die didaktische und theoretische Konzeption des Workshops, empirische Ergebnisse der Fragebogenstudie sowie daraus ableitbare Implikationen für den Sprachunterricht vorgestellt werden. Diskutiert wird, wie die Verbindung von sprachlichem und kulturreflexiv-historischem Lernen neue Perspektiven auf die Förderung von reflexivem Denken und kultureller Teilhabe insbesondere im Kontext von Mehrsprachigkeit und Migration eröffnen kann. Darüber hinaus wird erörtert, inwiefern historische Museen als multilinguale Lernorte Deutschlernende dazu anregen können, kritisch zu reflektieren, die eigenen Perspektiven zu erweitern und gesellschaftliche Aushandlungsprozesse aktiv mitzugestalten.

## References

- Hallet, Wolfgang (2015). Die Bedeutung der Orte. Topologien des Fremdsprachenlernens aus raumtheoretischer Perspektive. In: Burwitz-Melzer, Eva/Königs, Frank G./Riemer, Claudia (Hg.): Lernen an allen Orten? Die Rolle der Lernorte beim Lehren und Lernen von Fremdsprachen: Arbeitspapiere der 35. Frühjahrskonferenz zur Erforschung des Fremdsprachenunterrichts. Giessener Beiträge zur Fremdsprachendidaktik. Tübingen: Narr Verlag, 60–70.
- Haus der Geschichte Österreich (o. J.). *Was ist Österreich für dich? Ein Workshop für Menschen, die Deutsch als Zweitsprache lernen*. [https://hdgoe.at/workshop\\_daz](https://hdgoe.at/workshop_daz) [Zugriff: 15.12.2025].
- Horak, Lisa (2022). Geschichtsvermittlung im Museum als Zugang zu kulturreflexivem Lernen bei DaZ-Lernenden am Beispiel des Museums Haus der Geschichte Österreich (Masterarbeit, Universität Wien). <https://doi.org/10.25365/THESIS.72197>.
- Schweiger, Hannes/Hägi-Mead, Sara/Döll, Marion (2015). Landeskundliche und (kultur-)reflexive Konzepte. Impulse für die Praxis. *Fremdsprache Deutsch*, 52, 3-10.

## **Argumentierendes Schreiben als Spiegel kritischen und reflexiven Denkens: Ressourcen und Herausforderungen neu zugewanderter ukrainischer Schüler\*innen im mehrsprachigen Bildungskontext**

*Ketevan Zhorzholiani-Metz*  
Leibniz Universität Hannover/TU Dresden, Germany

Die wachsende sprachliche und kulturelle Diversität an deutschen Schulen – zuletzt durch neu zugewanderte Schüler\*innen aus der Ukraine – eröffnet neue Perspektiven für die Förderung des kritischen Denkens sowie bildungs- und schriftsprachlicher Kompetenzen im mehrsprachigen Kontext. Kritisches Denken und Argumentieren sind eng miteinander verknüpft (Kruse 2024), da das argumentierende Schreiben die Fähigkeit zur Reflexion, Perspektivenübernahme und Bewertung von Standpunkten

erfordert. Für mehrsprachige Lernende stellt sich die Frage, wie mitgebrachte Kompetenzen in diesem Bereich als Ressourcen genutzt werden können. Während Integrationsmaßnahmen häufig auf den raschen Erwerb des Deutschen fokussieren, bleiben universelle, sprachenübergreifende Komponenten der Schreibkompetenz (Ott 2006) im Sinne der *common underlying proficiency* (Cummins 1984) oft ungenutzt. Das Verfassen argumentativer Texte stellt hohe kognitive und sprachliche Anforderungen (Becker-Mrotzek & Schindler 2007), insbesondere in der Zweit-/Fremdsprache (L2), da es differenzierten Wortschatz und komplexe Satzstrukturen erfordert (Domenech & Petersen 2018). Fehlen entsprechende Sprachkompetenzen in der L2, kann dies dazu führen, dass die Qualität argumentativer Texte geringer ausfällt als in der Erstsprache (L1). Vor diesem Hintergrund soll untersucht werden, wie neu zugewanderten Schüler\*innen aus der Ukraine der Auf- und Ausbau argumentativer Schreibkompetenz im Deutschen gelingt – unter Berücksichtigung mitgebrachter Ressourcen (L1-Schreibkompetenz) und erworbener Deutschkenntnisse. Um Einblicke in die Wechselwirkungen der argumentativen Schreibkompetenz in L1 und L2 ukrainischer Schüler\*innen zu gewinnen, werden ihre L1-ukrainischen und L2-deutschen Texte anhand bestimmter, konzeptionell universeller Merkmale der Schreibkompetenz analysiert. Ziel ist es, einerseits Erkenntnisse über die mitgebrachten L1-Kompetenzen und die Übertragung dieser beim L2-Schreiben zu gewinnen und andererseits die Textmerkmalen zu identifizieren, deren Umsetzung trotz ihres universellen Charakters stärker von allgemeinen Sprachkompetenzen (gemessen durch C-Tests) abhängt und die daher in der L2 einer gezielteren Förderung bedürfen.

Die Ergebnisse sollen neben didaktischen Implikationen für die Förderung argumentativen Schreibens im DaZ-Unterricht zu einer ressourcenorientierten Wahrnehmung der Schreibprodukte neu zugewanderter Schüler\*innen beitragen.

## References

- Becker-Mrotzek, M. & Schindler, K. (2007). Schreibkompetenz modellieren. In: M. Becker-Mrotzek & K. Schindler (Hrsg.), *Texte schreiben*. Duisburg: Gilles & Francke Verlag, 7-26
- Cummins, J. (1984). *Bilingualism and Special Education: Issues in Assessment and Pedagogy*. Clevedon: Multilingual Matters.
- Domenech, M. & Petersen, I. (2018). Schriftliches Argumentieren in der Zweitsprache Deutsch im Jugendalter. In: W. Griebhaber, S. Schmölder-Eibinger, H. Roll & K. Schramm (Hrsg.), *Schreiben in der Zweitsprache Deutsch: Ein Handbuch*. Berlin: de Gruyter, 108-120
- Kruse, O. (2024). *Kritisches Denken und Argumentieren*. UVK Verlag, München
- Ott, M. (2006). Entwicklung schriftlich-konzeptueller Fähigkeiten im mehrsprachigen Kontext. In: J. Ossner & G. Siebert-Ott (Hrsg.) *Didaktik der deutschen Sprache. Ein Handbuch*, 1. Teilband. Ferdinand Schöningh, Paderborn, 193-208.

### Kognaten als Ressource für reflexives Denken und interkulturelles Lernen im Fremdsprachenunterricht

Nataliia Oberste-Berghaus  
Universität Osnabrück, Germany

Der Beitrag untersucht das didaktische Potenzial von Kognaten im Deutschunterricht mit Lernenden, deren L1 Ukrainisch ist und das Deutsch als L2 erwerben. Unter *reflexivem Denken* wird hier metasprachliche Bewusstheit verstanden, also die Fähigkeit, Bedeutungsannahmen kritisch zu prüfen. *Interkulturelles Lernen* bezieht sich auf das Erkennen sprachlich-kultureller Bedeutungsverschiebungen und ihrer historischen bzw. kontaktlinguistischen Hintergründe. Ausgehend von einem mehrdimensionalen Ansatz (genealogisch, semantisch, kontaktlinguistisch) wird gezeigt, wie deutsch-ukrainische Kognaten Lernende zur Analyse formaler Ähnlichkeiten und semantischer Divergenzen anregen. Zur Datenerhebung erhielten Studierende die Aufgabe, ausgewählte deutsch-ukrainische Lexeme zu übersetzen. Die Analyse ihrer Erstreaktionen zeigte deutlich, welche Kognaten intuitiv erschlossen werden und bei welchen semantischen Verschiebungen oder formale Nähe zu Fehlinterpretationen führten. Diese Beobachtungen bilden die Grundlage der im Beitrag dargestellten Fallstudien. Beispiele wie *Magazin* – *магазин* („Zeitschrift“ vs. „Geschäft“), *Paket* – *пакет* („Postsendung“ vs. „Plastiktüte“), *Mist* – *міст* („Dung/Unsinn“ vs. „Brücke“), *Kamera* – *камера* („Fotoapparat“ vs. „Raum/Zelle“) oder *Lid* – *лід* („Augenlid“ vs. „Eis“) veranschaulichen, wie formale Nähe zu vorschnellen Bedeutungsübertragungen verleitet. Ergänzend zeigen echte Kognaten wie *Dach* – *дах*, *Diamant* – *діамант* und *Ziffer* – *цифра*, sowie semantisch nur teilweise transparente Paare wie *Löffel* – *ложка* oder *Möhre* – *морква*, welche Kriterien Lernende zur Unterscheidung echter, erweiterter und falscher Kognaten entwickeln. Die Ergebnisse belegen, dass die bewusste Arbeit mit Kognaten das Sprachbewusstsein stärkt, Missinterpretationen vorbeugt und heuristische Erwartungen reduziert. Durch dialogische Vergleiche entwickeln Lernende Hypothesen, reflektieren Bedeutungswandel und erkennen kulturell geprägte Bedeutungsfelder. Der Ansatz ist exemplarisch für Deutsch-Ukrainisch, lässt sich jedoch auf weitere Sprachpaare übertragen und stellt ein vielseitiges Instrument plurilingueller Sprachbildung dar.

#### References

- Gooskens, C., & van Heuven, V. J. (2017). Measuring cross-linguistic intelligibility in the Germanic, Romance, and Slavic language groups. *Speech Communication, 89*, 25–36. <https://doi.org/10.1016/j.specom.2017.02.0>
- Jarvis, S., & Pavlenko, A. (2008). *Crosslinguistic influence in language and cognition*. Routledge.
- Nation, I. S. P. (2022). *Learning vocabulary in another language* (3rd ed.). Cambridge University Press. <https://doi.org/10.1017/9781009093873>
- Oberste-Berghaus, N. (2025). German-Ukrainian cognates: A new framework for classification and language learning. *Psycholinguistics, 38*(2), 77–121. <https://doi.org/10.31470/2309-1797-2025-38-2-77-121>
- Ringbom, H. (2007). *Cross-linguistic similarity in foreign language learning*. Multilingual Matters.

# **Culture-Reflective Practices: Creating Momentum for Understanding in the Foreign Language Classroom**

*Bianca Höppner*

Catholic University of Eichstaett-Ingolstadt, Germany

Culture is the mainly unconscious and dynamic mental system of a collective that shapes the way its members construct reality. It can hence be considered the “software of the mind” (Hofstede et al., 2010, p. 5) that lays the very foundation on how we perceive the world (Han & Mäkelä, 2020; Nardon, 2017). Yet, it is often only noticed in case cultural misinterpretations or miscommunications occur, which in turn offer a central gateway to better understanding via reflection (Binder, 2018) – a conscious and active cognitive process that can be triggered in case of cognitive dissonance, is analytic in nature and leads to the synthesis of (different) perspectives into one coherent and evaluated one. This poster presentation therefore aims to specify the very notion of these reflective practices – referred to as culture-reflective practices – as well as portray central didactic considerations and conducive approaches (e.g. student-centered, guided) to sustainably incorporate these in the foreign language classroom. More specifically, the results of a qualitative content analysis (n = 42 studies) that investigated which approaches of culture reflective practices that are easily adaptable to educational settings and found to foster the development of cultural understanding – more concretely, the development of cultural awareness and sensitivity – are presented (Kuckartz & Rädiker, 2022). In addition, possible implementation options that incorporate these approaches, connect them to divergent media formats (e.g. cartoons, memes, and social media posts) and the foreign language educational setting are depicted.

In conclusion, this contribution substantiates the importance of reflective practices for better understanding of divergent cultural perspectives with research findings, while at the same time offering practical guidance. It presents culture-reflective practices as a tool for foreign language educators to foster critical cultural understanding in today’s plurilingual and pluricultural classrooms – a peacekeeping approach at its core.

## **References**

- Binder, N. (2018). Promoting and assessing students' intercultural competence development: The role of self-reflection, peer-learning, and multi-method assessment [Dissertation, Bremen]. [media.suub.uni-bremen.de. https://media.suub.uni-bremen.de/handle/elib/1570](https://media.suub.uni-bremen.de/media.suub.uni-bremen.de/handle/elib/1570)
- Han, S., & Mäkelä, I. E. (2020). Cultural neuroscience basis of intercultural training and education. In D. Landis & P. S. D. Bhawuk (Eds.), *The Cambridge handbook of intercultural training* (4th ed., pp. 601–616). Cambridge University Press.
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind* (3rd ed.). McGraw-Hill.
- Kuckartz, U., & Rädiker, S. (2022). *Qualitative Inhaltsanalyse: Methoden, Praxis, Computerunterstützung* (5th ed.). *Grundlagentexte Methoden*. Beltz Juventa.
- Nardon, L. (2017). *Working in a multicultural world: A guide to developing intercultural competence*. University of Toronto Press.

## **The Role of Reflective Thinking in Teaching Ukrainian as a Foreign Language in Germany: Practical Experience**

*Liubov Zaval'ska & Nataliia Kondratenko*

Odesa Mechnikov National University, Ukraine/University of Tübingen, Germany

The development of reflective thinking is one of the key prerequisites for shaping an integral linguistic personality capable of self-awareness, self-organization, and critical perception of linguistic phenomena. The formation of reflective thinking is of particular importance in language pedagogy, as teaching approaches and methods must be grounded in the integration of theory and practice and directed toward activating feedback from learners. Researchers of reflective thinking propose various algorithms and models of learning that encompass different stages and phases. According to M. Jasper's model, the learning process consists of three stages: experience, reflection, and action (Jasper, 2013). The attempt to apply the reflective approach solely to the generalization of practical experience and the assessment of learners' own skills and results in language acquisition appears somewhat simplified. Reflective thinking is primarily formed at the stage of lesson planning and methodological design, particularly in the context of teaching Ukrainian as a foreign language.

The aim of the study is to demonstrate, using practical material, the formation of reflective thinking in the teaching of Ukrainian as a foreign language through multimodal texts (Kress, Leeuwen 2001). Depending on the level of instruction – from A1 to C2 – the formation of reflective thinking involves the comprehensive implementation of various didactic forms accompanied by systematic feedback. The main types of such forms include dialogic and polylogic speech, group communication, and the analysis of linguocultural cases grounded in learners' individual experiences. Reflection takes place through the modeling of specific situations in which students apply acquired knowledge in practice and analyze their reactions and preparedness. A special role in the process of reflection belongs to interdiscursive content – the study of Ukrainian cinema, music, and visual arts in combination with linguistic topics (Forker 2012). This approach fosters the development of analytical and synthetic skills in Ukrainian, enhances logical and critical thinking, and enables learners to project their knowledge onto the contemporary informational space.

### **Reference**

- Forker, D. (2012). *Multimodality in Discourse Analysis*.  
<https://prezi.com/w8toaztdn2aj/multimodality-in-discourseanalysis/>
- Jasper, M. (2013). *Beginning Reflective Practice*. Retrieved from  
<https://capitadiscovery.co.uk/teesside-ac/items/595263>
- Kress, G. and Leeuwen, T. van. (2001). *Multimodal Discourse*. Bloomsbury: Academic.

### **LMS MOODLE: Як Цифрова Рефлексивна Технологія Партнерської Взаємодії «Викладач-Студент» У Мовній Освіті**

*Герман Вікторія & Прокопенко Марія*

Сумського державного педагогічного університету імені  
А. С. Макаренка, Україна

Мета доповіді: представити досвід успішної практики розвитку рефлексивного мислення через застосування цифрової технології навчальної взаємодії, під час якої викладач, виступаючи фасилітатором і партнером, використовує аналітику LMS MOODLE для формування і підтримки рефлексивних умінь, самопізнання студентів, стимулює самооцінку та формує здатність до професійної саморефлексії. У сучасній мовній освіті, зокрема в підготовці здатних до ефективного аналізу, прогнозування та проектування майбутньої педагогічної діяльності фахівців, особливого значення набуває розвиток рефлексивного мислення (Bechtel & Rudolph, 2022; Schädlich, 2019), що підвищує ймовірність інноваційних рішень (Dwyer & Walsh, 2019; Quinn та ін., 2020), розроблення й упровадження відповідних їм педагогічних технологій. Застосовуємо концепцію педагогічної рефлексії як теоретичне підґрунтя рефлексивного мислення. Авторський підхід до розуміння педагогічної рефлексії вибудовуємо на інтеграції різних традицій, але ключовими визначаємо системно-структурний (Grant, 1984; Van Manen, 1977) і комунікативний підходи. Актуальними рефлексивними технологіями (різновид освітніх технологій, що ініціюють рефлексивний потенціал педагогів і здобувачів освіти як свідомих активних суб'єктів освітнього процесу) визначаємо такі: самопізнання, самооцінка, самовизначення, самоактуалізація й саморозвиток. Окреслені технології – актуальні інструменти професійного становлення та механізми педагогічної партнерської взаємодії. Платформа LMS MOODLE є ефективним цифровим інструментом реалізації педагогічної рефлексії у мовній освіті, особливо в період дистанційного навчання в умовах воєнного стану. Її інтерактивні можливості сприяють усвідомленню студентами власної навчальної діяльності, аналізу результатів та корекції мовленнєвих дій. Модулі *Forum* і *Journal* створюють простір для самоаналізу, обміну думками щодо труднощів засвоєння мовних норм і пошуку шляхів удосконалення. Через *Assignment* і *Workshop* студенти отримують можливість рефлексивно оцінити власні тексти та роботи однокласників, розвиваючи критичне мислення й емпатію. Ефективними практиками розвитку рефлексивного мислення, які будуть представлені в постері, є виконання структурованих рефлексивних завдань у форматі есе, аналіз індивідуальних помилок за даними аналітики LMS MOODLE, участь у кейс-обговореннях і читаннях створення авторських моделей, розроблення самооцінювальних листів, порівняння власних результатів у динаміці, підготовка коротких аналітичних звітів щодо засвоєння мовного матеріалу тощо.

## References

- Bechtel, M. & Rudolph, T. (Hrsg.) (2022): Reflexionskompetenz in der Fremdsprachenlehrer\*innenbildung. Theorien – Konzepte – Empirie. Konferenzband. Berlin: Peter Lang.
- Dwyer, Ch. P. & Walsh, A. (2019): A case study of the effects of critical thinking instruction through adult distance learning on critical thinking performance: Implications for critical thinking development. *Educational Technology and Research* 68, 17–35. doi: 10.1007/s11423-019-09659-2.
- Grant, T. C. (1984): *Preparing for reflective teaching*. Boston, 1984. P. 85.
- Quinn S., Hogan, M., Dwyer, Ch., Finn, P. & Fogarty, E. (2020): Development and Validation of the Student- Educator Negotiated Critical Thinking Dispositions Scale (SENCTDS). *Thinking Skills and Creativity* 38:100710. doi: 10.1016/j.tsc.2020.100710.

- Schädlich, B. (2019): Fachdidaktische reflexive Handlungskompetenz als Interimsdidaktik. Eine Qualitative Inhaltsanalyse zum Fachpraktikum Französisch. Stuttgart: Metzler.
- Van-Manen, M. (1977): Linking ways of knowing with ways of being practical. Curriculum Tnguiru. № 6. P. 25.

## **Förderung transkultureller Lernprozesse im DaF-Studium: Landeskunde der DACH-Länder als dynamischer Reflexionsraum**

*Larysa Kovbasyuk*

Staatliche Universität Cherson, Ukraine

Der Beitrag untersucht Strategien zur Förderung inter- und transkultureller Kompetenz im universitären DaF-Unterricht an der Staatlichen Universität Cherson. Im Mittelpunkt steht die Frage, wie Landeskunde zu Deutschland, Österreich und der Schweiz als integrativer Bestandteil akademischer Sprachbildung genutzt werden kann, um Studierende zu befähigen, sich als reflektierte, sprachbewusste und kulturell sensible Teilnehmende in internationalen Kommunikationskontexten zu bewegen.

Ausgehend von einem Stufenmodell kulturellen Lernens, in dem Landeskunde, interkulturelles und transkulturelles Lernen als Kontinuum dargestellt werden, wird Landeskunde nicht als statische Sammlung von Fakten, sondern als dynamischer Reflexionsraum verstanden. In Anlehnung an Ansätze inter- und transkultureller kommunikativer Kompetenz werden Lernprozesse so gestaltet, dass die Studierenden unterschiedliche gesellschaftliche Kontexte, Diskurse und Deutungsmuster in den DACH-Ländern mit ihren eigenen lebensweltlichen Erfahrungen und Positionierungen in Beziehung setzen.

Die didaktische Konzeption folgt mehreren Leitprinzipien: Erstens wird ein plurizentrisches Verständnis des deutschsprachigen Raums zugrunde gelegt, das innergesellschaftliche Diversität (z.B. Mehrsprachigkeit, regionale Varietäten, unterschiedliche Erinnerungs- und Migrationsdiskurse) systematisch thematisiert. Zweitens steht Reflexivität im Zentrum: Lernaufgaben regen Studierende an, eigene Wahrnehmungen, Normvorstellungen und Stereotype zu benennen, zu hinterfragen und mit Perspektiven aus deutschsprachigen Medien- und Fachdiskursen zu konfrontieren. Drittens orientiert sich die Landeskunde an aktuellen Diskursen (u.a. zu Geschlechterverhältnissen, sozialer Ungleichheit, Krieg und Flucht) statt an vermeintlich „typischen“ kulturellen Merkmalen. Viertens werden handlungs- und projektorientierte Formate genutzt, in denen Studierende sprachliche Mittel, fachliche Inhalte und mediale Gestaltungskompetenzen verbinden.

Landeskundliche Lernaufgaben beruhen auf vergleichenden und kontrastiven Analysen zwischen unterschiedlichen gesellschaftlichen Kontexten, ohne diese als homogene „Eigen-“ oder „Fremdkulturen“ zu verstehen. Stattdessen rücken spezifische Praktiken, Normen und Diskurse in den Fokus, die in den deutschsprachigen Gesellschaften und in den Kontexten der Studierenden jeweils unterschiedlich ausgehandelt werden. Studierende arbeiten mit authentischen Materialien, digitalen Medien und vielfältigen Textsorten, um Spannungsfelder, Gemeinsamkeiten und Differenzen zu erkennen und zugleich Macht- und Ungleichheitsverhältnisse mitzudenken.

## **References**

- Demmig, S., Hägi, S. & Schweiger, H. (2013) (Hrsg.). *DACH-Landeskunde. Theorie – Geschichte – Praxis*. Iudicium.
- Middeke, A., Ruck, J. (2023). Das DACH-Prinzip. In: Fritz, T., Sorger, B., Schweiger, H., Reitbrecht, S. (Hrsg.), *IDT 2022: mit.sprache.teil.haben Band 5: Sprachenpolitik und Teilhabe*. Erich Schmidt Verlag.
- Reinmann, D. (2015). Inter- und transkulturelle kommunikative Kompetenz, 1-29. [https://www.unidue.de/imperia/md/content/prodaz/reimann\\_intertranskulturelle\\_kompetenz.pdf](https://www.unidue.de/imperia/md/content/prodaz/reimann_intertranskulturelle_kompetenz.pdf) (Abgerufen am 08.12.25)

## **In Truth – Peace: Ukrainian Concept of Just Peace in Intercultural and Multicultural Communication**

*Nataliya Popovych*

Uzhhorod National University, Ukraine / Technical University of Darmstadt, Germany

The verbalized concept of just peace has become a significant object of interdisciplinary and multilingual research. In the context of the Russian Federation's aggressive war against Ukraine, the concept of just peace acquires particular relevance as an internationally recognized, value-based foundation for defending Ukraine's independence, sovereignty, and territorial integrity, as well as the Ukrainian language, culture, and identity in national and international information spaces. This study examines the interrelations between the concept of just peace and culturally, historically, literary, and religiously marked concepts that explicitly articulate truth about Ukrainian identity, cultural uniqueness, and history. It also adopts a comparative multilingual perspective to assess whether similar conceptual interconnections between Ukrainian identity-related concepts and just peace can be observed in other languages. Based on the Sketch Engine corpus platform, the analysis focuses on quantitative and qualitative parameters, including frequency and collocational patterns, across different contexts in Ukrainian. The results reveal strong historical, cultural, and lexico-semantic links between the concept of just peace and key Ukrainian identity-related concepts nowadays. Comparable multilingual corpus-based analyses, however, do not reveal similarly structured connections. The study demonstrates that in Ukrainian, just peace is closely associated with concepts representing Ukrainian identity, historical memory, cultural continuity, and value orientations, whereas such connections are largely absent in other languages in contexts related to just peace in relation to Ukraine. This indicates an asymmetry of conceptual knowledge within the multilingual information space and highlights the insufficient representation, in non-Ukrainian-language discourses, of the fundamental link between just peace and truth about Ukrainian identity. Such disproportionality is caused not only by linguistic and cultural differences but also by the characteristics of the contemporary information environment, including the influence of disinformation narratives and the fragmented representation of true Ukrainian historical, socio-political, and cultural narratives across centuries.

### **References**

- Lutskiv, A., & Popovych, N. (2020). *Data approach to developing adaptable corpus tools*. In Proceedings of the 4th International Conference on Computational Linguistics and Intelligent Systems (COLINS 2020), Volume I: Main Conference (S. 374-395). Kharkiv.
- Popovych, N., Lutskiv, A., Mitsa, O., Lyntvar, O., & Ivanova, A. (2023). *Ukrainian Redaction of Church Slavonic (URCS): Needs for digitalization and text corpora platform generation*. In Proceedings of COLINS-2023 (20.-21. April 2023). Kharkiv.
- Philpott, D. (2012). *Just and unjust peace: An ethic of political reconciliation* (Studies in Strategic Peacebuilding). Oxford University Press.
- Архирейський Синод Української Греко-Католицької Церкви в Україні. (2024). *«Рятуйте пригнобленого з руки гнобителя» (Єр. 22, 3): Послання щодо війни та справедливого миру в контексті нових ідеологій* [“Rescue the oppressed from the hand of the oppressor” (Jer. 22:3): Pastoral letter on war and just peace in the context of new ideologies]. Lviv. URL: <https://ugcc.ua/data/ryatuyte-prygnoblenogo-z-rukynobytelya-er-22-3-poslannya-arhyereyskogo-synodu-ugkts-v-ukrayni-shchodo-viyny-ta-spravedlyvogo-myru-v-konteksti-novyh-ideologiy-4393/>
- Sketch Engine. (2025). Create a new corpus from files. <https://www.sketchengine.eu/guide/create-corpus-from-files/>

## **Developing Reflective Competence Through AI-Augmented Autoethnographic Inquiry in Pre-Service Foreign Language Teacher Education**

*Nataliia Shevtsova*

Sumy State Pedagogical University named after A.S. Makarenko, Ukraine

The aim of the report is to introduce an innovative approach to fostering reflective thinking of pre-service foreign language teacher, which is based on an AI-Augmented Autoethnographic Inquiry. We argue, that autoethnography (Anderson, 2006; Canagarajah, 2012; Hopkins, 2020; Hughes, 2008; Hughes, Pennington, & Makris, 2012) can offer a deeper and more transformative reflective framework, which, combined with AI, can provide new opportunities for enhancing reflective processes. We are going to introduce autoethnographic inquiry as a research method (Méndez, 2013; Kessler, 2023) and show how it can be reinforced within critical autoethnographic narrative (Yazan, 2019; Stanley, 2020). We also present the results of a single-case pilot study to illustrate how an AI-augmented autoethnographic inquiry can be used as a reflective activity that fosters richer emotional and cognitive engagement compared to traditional reflective activities in pre-service foreign language teacher education. The method is designed both as a research approach and a pedagogical reflective activity. Pre-service foreign language teachers act simultaneously as reflective students, autoethnographers, and narrative authors. In the first phase, participants engage in raw reflection, which they document in reflective journals or short narrative sketches. In the second phase, they transform these initial reflections into a first-person autoethnographic narrative, relating personal experience to broader discourses of language teaching, pedagogy, and teacher identity. In the third phase, participants interact with AI as a dialogic reflective partner that supports the linking of individual experiences to relevant theoretical concepts and provides theoretical scaffolding. In the fourth phase, participants revise and expand their original narratives, making the connections between experience and

theory more explicit. The final phase focuses on meta-reflection and evaluation.

## References

- Anderson, L. (2006). Analytic autoethnography. *Journal of Contemporary Ethnography*, 35, 373–395. <https://doi.org/10.1177/0891241605280449>
- Canagarajah, A. S. (2012). Teacher development in a global profession: An autoethnography. *TESOL Quarterly*, 46, 258–279. <https://doi.org/10.1002/tesq.18>
- Hopkins, J. B. (2020). *Autoethnography in Undergraduate Writing Courses* (New edition.). Peter Lang Publishing Inc.
- Hughes, S. (2008). Toward “good enough” for autoethnography in graduate education course: Trying to resist the Matrix with another promising red pill. *Educational Studies*, 43, 125–143. <https://doi.org/10.1080/00131940801944504>
- Hughes, S., Pennington, J. L., & Makris, S. (2012). Translating autoethnography across the AERA standards: Toward understanding autoethnographic scholarship as empirical research. *Educational Researcher*, 41, 209–219. <https://doi.org/10.3102/0013189X12442983>
- Kessler, M. (2023). Autoethnography for language teacher education programs: Connecting identities, ideologies, and experiences to curricular design practices. *TESOL Journal*, 15, e772. <https://doi.org/10.1002/tesj.772>
- Méndez, M. (2013). Autoethnography as a research method: Advantages, limitations and criticisms *Colombian Applied Linguistics Journal*, vol. 15(2). 279–287. Disponible en: <https://www.redalyc.org/articulo.oa?id=305729794009>.
- Stanley, P. (2020). *Critical autoethnography and intercultural learning: Emerging voices*. Routledge Taylor & Francis Group.

## Багатомовність як ключ до розуміння інших національних менталітетів

Лойко Олександр

Харківського національного університету імені В. Н. Каразіна, Україна

У сучасних дослідженнях мови та мислення поширеним є підхід, за яким мовні структури суттєво впливають на окремі аспекти пізнання, хоча й не визначають його повністю. Сепір розглядав мову як систему категоризації досвіду, що формує звичні способи виокремлення суттєвих ознак предметів і подій (Sapir, 1921). Уорф, своєю чергою, трактував лінгвістичну відносність як принцип, який пояснює різні моделі інтерпретації світу, властиві окремим культурам (Whorf, 1956). Подальші дослідження конкретизували ці ідеї: сьогодні вивчають не загальний «вплив мови на мислення», а стабільні когнітивні патерни, пов'язані з агентністю, просторовими орієнтаціями, часовою структурою дії та категоріями виду. Ці патерни проявляються не лише в абстрактних мовних конструкціях, а й у повсякденних рішеннях, які люди приймають автоматично, спираючись на звичні мовні схеми. Показовим прикладом є результати Берліна й Кея (1969). Вони довели, що хоча загальні тенденції в позначенні кольорів повторюються в різних мовах, спосіб поділу спектра на категорії суттєво різняться. Через це носії окремих мов швидше розрізняють певні відтінки, тоді як інші не помічають між ними різниці: межі, що встановлює мова, формують специфічні «зони чутливості» в кольоровому спектрі. Такі ефекти підтверджені експериментами, у яких учасники різних мовних груп розпізнавали близькі відтінки з різною швидкістю – залежно від того, чи проводила їхня мова межу між цими кольорами. Подібні закономірності спостерігаємо й в інших сферах пізнання. Левінсон (2003) показав, що носії мов, у яких простір описується через абсолютні координати (наприклад, «північ-південь»), сприймають просторові відношення інакше, ніж носії мов із відносними орієнтаціями («ліворуч-праворуч»). У деяких культурах це впливає навіть на навігаційні стратегії та спосіб орієнтації на місцевості. Люсі (1992) довів, що класифікатори, родові та видові категорії впливають на те, як люди групують об'єкти та визначають агента дії. У цьому контексті багатомовність істотно розширює пізнавальні можливості. Опанування нової мови відкриває доступ до альтернативних способів структурування подій, простору та соціальної взаємодії, дозволяючи бачити й інтерпретувати явища, які в межах рідної мовної системи залишилися б непомітними. Саме тому володіння кількома мовами стає дієвим інструментом глибшого розуміння інших національних менталітетів і культурних моделей у глобалізованому світі.

### References

- Berlin, B. & Kay, P. (1969): *Basic Color Terms: Their Universality and Evolution*. Berkeley: University of California Press.
- Levinson, S. C. (2003): *Space in Language and Cognition: Explorations in Cognitive Diversity*. Cambridge: Cambridge University Press.
- Lucy, J. A. (1992): *Grammatical Categories and Cognition: A Case Study of the Linguistic Relativity Hypothesis*. Cambridge: Cambridge University Press.
- Sapir, E. (1921): *Language: An Introduction to the Study of Speech*. New York: Harcourt, Brace.
- Whorf, B. L. (1956): *Language, Thought, and Reality: Selected Writings*. Ed. J. B. Carroll. Cambridge, MA: MIT Press.

## **Negotiating Linguistic Identity through Drama Pedagogy: A Conceptual Framework for Multilingual Education**

*Anastasiia Ovchinnikova*

University of Padua, Italy / University of Innsbruck, Austria

In an increasingly diverse educational context, language learning has undergone a shift from a primary focus on acquiring linguistic competence to constructing and performing identity through language use. Multilingual learners often navigate between linguistic and cultural selves, negotiating belonging and voice across different contexts of communication. This complex process is known as linguistic identity negotiation, where a language becomes a means of learners' emotional, sociocultural and ideological experiences (Benson et al., 2013; Hammine & Rudolph, 2025; Yang, 2005). Within this perspective, drama pedagogy offers a reflective, performative and embodied approach that supports learners in exploring, expressing and reshaping their linguistic identities in a safe and dialogic space through activities such as process drama, role-plays and improvisation (Kao & O'Neill, 1998). The poster presents a conceptual and pedagogical proposal for using drama-based pedagogy to support linguistic identity negotiation in multilingual English language education. The framework is developed in relation to a planned series of drama-based English language workshops for migrant and refugee learners in Tirol, Austria, in collaboration with Tiroler Soziale Dienste. While empirical phase of project is scheduled for Winter/Spring 2026, the poster focuses on pedagogical rationale of drama-based teaching approach as well as its benefits and challenges for identity work in multilingual context. The project aims to contribute to broader discussions on intercultural learning in language education, emphasizing how reflective, creative and socially responsive pedagogical methods can enrich both language learning and self-perception in today's pluralistic classrooms.

### **References**

- Benson, P., Barkhuizen, G., Bodycott, P., & Brown, J. (2013). Study abroad and the development of second language identities. *Applied Linguistics Review*, 4(1), 173–193.
- Hammine, M., & Rudolph, N. (2025). *Transcending language education in Japan: Borderland accounts of being, becoming, and belonging*. Routledge.
- Kao, S. M., & O'Neill, C. (1998). *Words into worlds: Learning a second language through process drama*. Ablex Publishing.
- Yang, L. (2025). Identity development of heritage language learners in the study abroad context: A literature review from the Chinese heritage language perspective. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 34(2).

### **Формування рефлексивного мислення іноземних студентів при вивченні української мови та українознавчих дисциплін**

*Віра Берковець*

Київський національний університет імені Тараса Шевченка, Київ, Україна /  
Університет Коменського в Братиславі, Словацька Республіка

У часи швидких змін, глибоких трансформацій, високого рівня інформаційного шуму особливої ваги набувають навички *рефлексивного мислення*, спрямованого

на самоусвідомлення, саморозвиток з високою емоційною складовою, та критичного мислення, яке при нейтральному емоційному рівні формує раціональну оцінку зовнішньої інформації. Усвідомлення студентською молоддю власних помилок і зон зростання, розвиток емоційного інтелекту сприятимуть ефективному навчанню та успішній інтеграції в сучасне мультикультурне суспільство. Зі зростанням ролі й значущості української мови у світі як елемента деколонізаційної політики, робочої мови міжнародного співробітництва, обов'язкового предмета на кафедрах славістики, в освітніх закладах посилюється необхідність перегляду навчальних методик, де на одне з чільних місць виходить розвиток рефлексивного мислення [1]. Дослідники акцентують увагу на необхідності практик рефлексивного мислення також і для педагогів, що сприятиме підвищенню їхньої ефективності як фасилітаторів і модераторів новітнього освітнього процесу, професійному й особистісному зростанню [2]. Доводять позитивний вплив рефлексії на розвиток емоційного інтелекту та важливість трьох рефлексивних інструментів (ведення щоденників, рефлексивних портфоліо, рефлексивних обговорень на заняттях) [3]. При вивченні української мови та українознавчих дисциплін студентами Університету Коменського в Братиславі (Словаччина) високу продуктивність показали:

- Аналіз діяльності (*відкриття заняття*: природні багатства українських Карпат; *найважчий момент*: чергування голосних і приголосних; *чому навчились сьогодні*: рекламувати улюблені місця відпочинку).
- Щоденник рефлексії: аналіз власних типових вимовних, орфографічних, граматичних помилок.
- Письмові рефлексії – есе з історії та літератури: з ким із видатних постатей Київської Русі пішли б сьогодні на каву? Про що спитали б їх? Що зробили б інакше на їхньому місці і як би це позначилось на подальшій історії України? Якою могла бути доля Шевченкової Катерини в сучасному суспільстві? Чи можна зрозуміти країну через її літературу?
- Метод шести капелюхів Едварда де Боно, напр., при вивченні доби українського козацтва з пошуком фактів, емоцій, небажаних наслідків, позитивних моментів, нових ідей та альтернативних шляхів, підсумками.

## References

- Kiss, N.; Pidkuimukha, L.; Skintey, L. & Orobchuk, D. (2025): Present and Future of the Ukrainian Language Teaching and Ukrainian Studies in Europe. In: Wei, Weixiao & Chao, Der-lin (eds.): The Routledge Handbook of Language Learning in the New Global Context. Oxon/New York: Routledge, 9–34.
- Т. Абрамович, Н. Давидюк, 2025. Техніки розвитку рефлексивного мислення педагогів у системі підвищення кваліфікації // Молодь і ринок. № 9 (241), 2025. – с. 105–111.
- Zadorozhna I., Datskiv O. & Levchyk N. (2018): Development of pre-service foreign languages teachers' emotional intelligence by means of reflection. *Advanced Education* 5(10), 62–68. <https://doi.org/10.20535/2410-8286.144538>

## Транскультурна Комунікація на Заняттях з Української Мови в Поліетнічній Групі

Оксана Тростинська & Олена Тітаренко

Харківського національного університету імені В.Н. Каразіна, Україна

Незважаючи на складну внутрішню ситуацію іноземні громадяни продовжують обирати навчальні заклади України для здобуття вищої освіти всіх рівнів. Розширення контингенту іноземців, що навчаються в українських ЗВО, впливає на етнічний склад студентської аудиторії, збільшуючи кількість представників різних національних спільнот, які говорять різними мовами і є носіями різних національних культур. У поліетнічній групі формується своєрідний транскультурний комунікаційний простір, який вимагає від учасників комунікації нових компетенцій спілкування. Робота викладача в таких групах має ґрунтуватися на принципах полікультурності та активної підтримки розмаїття культур, які стають невід'ємним складником університетського освітнього простору. Мета дослідження – проаналізувати методи і стратегії навчання, які забезпечують формування транскультурної комунікації в поліетнічних групах та сприяють підвищенню ефективності освітнього процесу, зокрема викладання української мови. Іноземні здобувачі вищої освіти мають різні навички у вивченні мов, різні академічні стереотипи, сформовані попереднім досвідом навчання, різні очікування щодо організації освітнього процесу. Ефективність викладання підвищується шляхом створення на заняттях умов, які дозволяють кожному студентові привнести елементи своєї національної культури в навчальну діяльність, створюючи тим самим спільний транскультурний навчальний простір. Серед основних стратегій навчання транскультурної комунікації на заняттях з мови дослідники виокремлюють рефлексивне мислення (розвиток самоаналізу та вмінь об'єктивно оцінювати власні знання мови, здатність формувати індивідуальну траєкторію навчання), трансляцію культурних особливостей (використання на заняттях художніх та мистецьких творів представників кожної національної спільноти сприяє розумінню культурної різноманітності та розширює знання студентів про членів своєї групи), практикоорієнтований підхід (створення ситуацій реального спілкування із залученням рольових ігор та презентацій проєктів, спрямованих на взаємодію учасників студентської групи, дозволяє в подальшому використовувати отримані навички за межами аудиторії). Поєднання методики викладання української мови як іноземної з принципами полікультурного навчання дозволяє значно підвищити ефективність засвоєння нового матеріалу в поліетнічних групах та сформувати компетентності, необхідні для успішної участі іноземних студентів у транскультурній комунікації. Знайомство з культурним розмаїттям сприяє збагаченню досвіду та формуванню в студентів відчуття приналежності до міжнародної спільноти.

### References

- Бугерко Я. М. Поліетнічні аспекти формування освітнього середовища. *Проблеми сучасної педагогічної освіти. Серія : Педагогіка і психологія* [зб.статей]. Ялта: РВВ КГУ, 2011. Вип. 31. Ч. 1. С. 47– 56.
- Воробель М. М., Романчук О. В., Юрко Н. А. Сучасні моделі міжкультурних і транскультурних комунікативних процесів вивчення іноземних мов. *Педагогіка*

- формування творчої особистості у вищій і загальноосвітній школах*. 2021. №78. С. 38-44.
- Горбунова Л. Транскультурна освітня стратегія в контексті викликів глобалізації. *Філософія освіти*. 2014. № 1(14). С. 158–198.
- Макхулі І. Аналіз ефективності впровадження педагогічної технології формування готовності майбутніх учителів гуманітарних спеціальностей до роботи в умовах поліетнічного освітнього середовища. *Вісник Університету імені Альфреда Нобеля. Серія «Педагогіка і психологія». Педагогічні науки*. 2019. № 2 (18). С. 202-206.

## Section 5: Reflective multilingual Practices in DaF/DaZ education

### Mehrsprachige Podcasts im DaF-Unterricht als Impuls für die Reflexion mehrsprachiger Praktiken

Marco Triulzi

Ludwig-Maximilians-Universität München, Germany

Im Zuge des *Multilingual Turn* gewinnen mehrsprachigkeitsorientierte Ansätze in der Fremdsprachendidaktik zunehmend an Bedeutung. Insbesondere das Konzept des *Pedagogical Translanguaging* (Cenoz & Gorter 2021) betont die systematische Nutzung und Reflexion der gesamten sprachlichen Ressourcen der Lernenden, um kognitive, affektive und kreative Lernprozesse zu unterstützen. In der vorliegenden Studie wird das Potenzial mehrsprachiger Podcasts untersucht, die bewusste Reflexion des eigenen sprachlichen Handelns im und außerhalb des DaF-Unterrichts zu fördern.

Grundlage ist das Projekt *PluriPodS*, das die Implementierung des italienisch-deutschen Podcasts *Überall Konfetti* an vier italienischen Universitäten begleitet. Der Datensatz umfasst drei Erprobungsphasen (2023–2025) mit 64 Studierenden sowie leitfadengestützte Fokusgruppeninterviews mit DaF-Studierenden (A2-B1; n=8). Die Auswertung folgt der qualitativen Inhaltsanalyse (Kuckartz & Rädiker 2022).

Vorläufige Ergebnisse belegen, dass die mehrsprachige Gestaltung der Podcasts eine kognitive Entlastung bietet und die Lernenden zur Reflexion ihrer Sprachpraktiken anregt. Die Analyse zeigt insbesondere auf den Stufen der Vernetzung mit persönlichen Erfahrungen sowie der vertieften Begründung und Analyse (Brendel 2017) Reflexionsprozesse auf: Die Studierenden verknüpfen ihre Sprachhandlungsstrategien mit den Podcast-Inhalten und erkennen die Natürlichkeit des dynamischen Sprachwechsels in mehrsprachigen Kontexten. Die mehrsprachige Gestaltung des Podcasts unterstützt laut den Studierenden die Konzentration und fördert eine differenzierte Wahrnehmung von Bedeutungsnuancen. Zugleich eröffnet das Format Lernräume, in denen sprachliche und kulturelle Grenzen reflexiv ausgehandelt werden können. Dadurch kann Mediationskompetenz (Europarat 2020) gestärkt werden.

Die Ergebnisse zeigen, dass mehrsprachige Podcasts ein innovatives Format für reflexionsorientiertes Lernen darstellen können, das im universitären DaF-Bereich noch wenig erforscht ist. Sie können als wichtiger Bestandteil mehrsprachigkeitsdidaktischer Lernangebote fungieren, die kritische Sprachreflexion fördern, und bieten konzeptionelle sowie praktische Impulse, die sich auch auf andere Sprachkontexte, etwa Ukrainisch, übertragen lassen.

#### References

- Brendel, N. (2017). Reflexives Denken im Geographieunterricht: Eine empirische Studie zur Bestimmung von Schülerreflexion mithilfe von Weblogs im Kontext Globalen Lernens. Waxmann.
- Cenoz, J., & Gorter, D. (2021). *Pedagogical translanguaging*. Cambridge University Press.
- Europarat. (2020). *Gemeinsamer europäischer Referenzrahmen für Sprachen: Lehren, Lernen, Beurteilen*. Begleitband. Klett.
- Kuckartz, U., & Rädiker, S. (2022). *Qualitative Inhaltsanalyse: Methoden, Praxis, Computerunterstützung* (5. Aufl.). Beltz Juventa.

## **Sprachreflexion im Unterricht durch mehrsprachige Materialien: Didaktische Potenziale in sprachheterogenen Lerngruppen**

*Olena Vasylychenko*  
Universität Wien, Austria

Im Sprachunterricht erwerben die Schüler\*innen nicht nur kommunikative Kompetenzen, sondern entwickeln auch die Fähigkeit, über Sprache nachzudenken. Sprache wird dabei selbst zum Gegenstand der Analyse. Diese sprachreflexiven Prozesse fördern die Auseinandersetzung mit sprachlichen Strukturen und Inhalten sowie mit der eigenen Sprache im Verhältnis zu anderen. Nach Budde stärken solche reflexiven Handlungen die sprachliche Handlungsfähigkeit und unterstützen den Erwerb von Zweit- und Fremdsprachen (vgl. Budde 2012). Zudem werden Zusammenhänge zwischen Sprache und sprachlicher bzw. kultureller Umgebung hergestellt (ibid.). Die aktuelle Forschung stellt heraus, dass die sprachreflexive Tätigkeit ein verantwortungsvolles sprachliches Handeln unterstützt (vgl. Gornik 2010). Ein zentrales Ergebnis sprachreflexiver Prozesse ist die Entwicklung von Sprachbewusstheit, die aus Sprachaufmerksamkeit und Nachdenken über die Sprache entsteht (vgl. Wildemann & Bien-Miller 2023). Gerade in sprachlich heterogenen Gruppen wird häufig auf das Konzept der Sprachbewusstheit zurückgegriffen (vgl. Busch 2013: 193), das das Interesse an Sprache(n) weckt und metalinguistische Fähigkeiten vertieft (vgl. Luchtenberg 2010).

Der Einsatz von mehrsprachigen Materialien sensibilisiert für Sprachen und gibt einen Anlass, mit sprachlichen Phänomenen auseinander zu setzen, wodurch „sprachreflexive Aktivitäten gefördert, Sprachbewusstheit angeregt und sprachliches Wissen aktiviert und aufgebaut“ werden (Budde 2010: 60). Im geplanten Vortrag wird ein Didaktisierungsvorschlag für den Einsatz des Magazins *Trio* „Hallo Österreich!“ vorgestellt. *Trio* ist ein Magazin zur Leseförderung, das sowohl in der Volksschule als auch in den ersten Schuljahren der Sekundarstufe eingesetzt werden kann, und eine anregende Lektüre in unterschiedlichen Sprachen anbietet: Arabisch, Bosnisch, Deutsch, Englisch, Kroatisch, Russisch, Serbisch, Türkisch, Ukrainisch. Es schafft Anlass, Unterschiede und Gemeinsamkeiten zwischen den Sprachen gemeinsam mit Schüler\*innen zu erarbeiten und zu reflektieren, eine neue Sprache zu erkunden sowie „über die Zusammenhänge zwischen Sprache und Weltanschauung nachzudenken und über das eigene Tun zu reflektieren. All diese reflektierenden Tätigkeiten tragen zur Entwicklung der Persönlichkeit bei“ (Budde 2010: 61).

### **References**

- Budde M. (2012). Über Sprache reflektieren. Unterricht in sprachheterogenen Lerngruppen. Kassel: Kassel University Press.
- Busch B. (2013). Mehrsprachigkeit. 3., vollständig aktualisierte und erweiterte Auflage. Wien: facultas.
- Gornik H. (2010). Über Sprache reflektieren: Sprachthematisierung und Sprachbewusstheit. In: Frederking V. u. a. (Hrsg.): Sprach- und Mediendidaktik. Band 1/3. Baltmannsweiler: Schneider Verlag Hohengehren, 232–249.
- Luchtenberg S. (2010). Language Awareness. In: Bert Ahrenholz & Ingelore Oomen-Welke (Hrsg.): Deutsch als Zweitsprache, 107–117.
- Wildemann A. & Bien-Miller L. (2023). Sprachbewusstheit. Perspektiven aus Forschung und Didaktik. Wiesbaden: Springer.

## Section 6: Ukrainian-language education in multilingual settings

### Between Languages and Identities: Developing Reflective Thinking through the Comparative Analysis of Cultural Codes in Texts

Yaroslava Kisilevych

Taras Shevchenko National University of Kyiv, Ukraine

Upper secondary classrooms today are increasingly becoming spaces where students not only learn languages but also reflect on their own identities in a multicultural world. The educational mini-project “Between Languages and Identities” is an ongoing project designed for 10th-grade students and aims to foster reflective thinking through the comparative exploration of cultural codes in Ukrainian and English texts. The project is implemented as part of language and literature education and focuses on helping learners recognise how language reflects cultural values, shapes worldviews, and supports awareness of one’s own perspective. Working with texts of various genres, including essays, opinion pieces, poems, and media articles, encourages students to notice how different linguistic communities construct the notions of “self” and “other” and how these constructions influence interpretation and judgement. The project is structured around four interconnected stages: reading and comparing Ukrainian and English texts; guided group discussions focused on linguistic choices, cultural references, and implicit meanings; reflective journals in which students articulate personal insights, questions, and moments of reconsideration; and a final creative task involving the production of a short bilingual story or essay on cultural identity. Throughout the project, reflective thinking is approached as a metacognitive process that enables learners to analyse meanings, question assumptions, and consciously relate linguistic form to cultural content. Particular attention is paid to creating a safe dialogic classroom environment in which diverse interpretations are welcomed and negotiated, allowing reflection to emerge through interaction rather than prescriptive evaluation. The ongoing implementation of the module is accompanied by qualitative methods, including classroom observations and semi-structured interviews with students, aimed at capturing learners’ perceptions of reflective dialogue and identity-focused tasks. In the longer term, the project envisages the use of student questionnaires to complement qualitative insights with quantitative data.

By combining cross-linguistic analysis with guided reflection, the project supports students’ awareness of language as a social and cultural phenomenon, fosters empathy, and strengthens critical engagement with texts. The presentation will outline the pedagogical rationale of the project, share examples of classroom activities, and discuss strategies for supporting reflective dialogue about identity in multilingual learning environments.

#### References

- Alexander, R. (2020). *A dialogic teaching companion*. Routledge.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.
- Cabinet of Ministers of Ukraine. (2024, July 25). *On approval of the State Standard of specialised secondary education* (Resolution No. 851).
- Liddicoat, A. J., & Scarino, A. (2013). *Intercultural language teaching and learning*. Wiley-Blackwell. <https://doi.org/10.1002/9781118482070>

- Norton, B. (2013). *Identity and language learning: Extending the conversation* (2nd ed.). Multilingual Matters.
- Red'ko, V., Sorokina, N., Smovzhenko, L., Onats, O., & Chyzhevskiy, B. (2023). Situational foreign language instruction in a competency-based learning framework: Ukrainian experience. *International Journal of Learning, Teaching and Educational Research*, 22(5), 637–657. <https://doi.org/10.26803/ijlter.22.5.33>

## **Heritage Language Maintenance and Reflective Multilingual Education: Ukrainian Migrants and Digital Language Practices in Germany**

*Anastasiia Kuznietsova*

Humboldt-Universität zu Berlin, Germany

The 2022 escalation of the war in Ukraine triggered a new wave of migration to Western Europe, particularly Germany, creating dynamic Ukrainian-speaking communities navigating multilingual, intercultural, and digital spaces. This paper examines how family language practices and identities evolve in the context of forced migration, with a particular focus on Ukrainian families' perspectives and educational decision-making related to heritage language maintenance. Against the backdrop of empirical evidence pointing to limited institutional availability of heritage language provision, particularly at key educational transition points (Lengyel, 2017), the study situates Ukrainian families' language practices within broader structural and educational conditions in Germany. Building on scholarship on language, identity, and migration that conceptualises linguistic practices as dynamic, transnational, and shaped by mobility (Borlongan, 2023), as well as on research into heritage language education and maintenance (Lengyel, 2017; Olfert, 2019; Woerfel, 2020), this paper explores how Ukrainian families navigate school-based, extracurricular, and digital language learning opportunities. Particular attention is paid to digital communication environments — such as social media and online cultural platforms — as informal yet influential arenas that support heritage language practices, reflective multilingual development, and ongoing processes of identity negotiation. The paper also draws on empirical insights from the author's professional experience as an examiner for the Feststellungsprüfung in German Gymnasien, where Ukrainian refugee students demonstrate heritage language competence. These observations underscore the pedagogical potential of connecting formal educational contexts with informal, digitally mediated family practices. Anchored in frameworks of reflective thinking and critical multilingual awareness (Synekop, 2023), the paper argues that digitally mediated language practices can serve as a catalyst for developing intercultural sensitivity, critical reflection, and self-awareness in multilingual learners while compensating for gaps in institutional heritage language provision. The study concludes by outlining directions for future research on heritage language education and reflective pedagogy.

### **References**

- Borlongan, A. M. (2023). *Migration linguistics: A synopsis*. AILA Review, 36(2).
- Lengyel, D., & Neumann, U. (2017). Herkunftssprachlicher Unterricht in Hamburg. Eine Studie zur Bedeutung des herkunftssprachlichen Unterrichts aus Elternsicht (HSUBE). *Die Deutsche Schule*, 109(3), 273–282.

- Olfert, H. (2019). *Spracherhalt und Sprachverlust bei Jugendlichen. Eine Analyse begünstigender und hemmender Faktoren für Spracherhalt im Kontext von Migration* (Language Development, 40). Tübingen: Narr.
- Synekop, T. J. N., Schroeder, C., & Lengyel, D. (2023). Critical multilingual language awareness: The role of teachers as language activists and knowledge generators. *Language Awareness*.
- Woerfel, T. J. N., & Schroeder, C. (2020). Herkunftssprachlicher Unterricht. In I. Gogolin, A. Hansen, P. Leseman, S. McMonagle, & D. Rauch (Eds.), *Handbuch Mehrsprachigkeit und Bildung*. Berlin: Springer.

## Section 7: Mediation and exchange in transcultural learning

### Mediation im Fokus transkulturellen Lernens.

#### Slowakische und österreichische Translationsstudierende im Austausch

*Eva Seidl, Agnes Grond & Olga Wrede*

Universität Graz, Austria / Philosoph Konstantin-Universität Nitra, Slovakia

In diesem Beitrag betrachten wir die Förderung transkulturellen Lernens und kritischen Denkens aus der Perspektive der Mediation. Dem Begleitband zum Gemeinsamen europäischen Referenzrahmen für Sprachen, kurz GeR, (Europarat, 2020) liegt ein erweiterter Mediationsbegriff zugrunde, der einen umfassenden pädagogischen Ansatz verfolgt, indem sprachliche, pragmatische und plurikulturelle Kompetenzen mit emotionalen und psychosozialen Aspekten von Kommunikation vereint werden. Beispielsweise wird Empathie und der Fähigkeit zu einem Perspektivwechsel im Vergleich zur Erstausgabe des GeR im Jahr 2001 größere Bedeutung zugeschrieben. Als zentrale Mediationsaktivitäten nennt der aktualisierte GeR (2020) unter anderem die Förderung eines plurikulturellen Raums sowie die Förderung von Gesprächen über Konzepte und Ideen. Beides sind Kompetenzen, die im Rahmen einer Translationsausbildung zur professionellen Tätigkeit als akademisch gebildete Übersetzer:innen und Dolmetscher:innen im Vordergrund stehen (Wrede 2015). Steht im Sprachlehrerberuf Sprach- und Kulturvermittlung im Zentrum, so geht es im Translationsberuf um Sprach- und Kulturmittlung (Schmidhofer 2024). Folglich ist es von grundlegender Bedeutung, dass Mediationsaktivitäten und -strategien auch aus der Sicht der Translationsdidaktik sowie der translationsorientierten Sprachlehre empirisch und konzeptionell erforscht werden (Seidl 2024).

Das in diesem Beitrag präsentierte Austauschprojekt zwischen Bachelor- und Masterstudierenden der Translationswissenschaft aus Österreich und der Slowakei verfolgt das Ziel, die Studierendenperspektive auf Mediation zu erforschen und dabei Mehrsprachigkeit, transkulturelles Lernen und kritisches Denken zu fördern.

### References

- Europarat (2020): *Gemeinsamer europäischer Referenzrahmen für Sprachen: lernen, lehren, beurteilen*. Begleitband. Stuttgart: Klett.
- Schmidhofer, A. (2024): Sprach- und Sprachmittlungskompetenz in Translationswissenschaft und Sprachdidaktik. *Lublin Studies in Modern Languages and Literature* 48(4), 111–121.
- Seidl, E. (2024): Mediation in der translationsorientierten Sprachlehre. *ILT – Interconnected Learning and Teaching. International Journal for Foreign Languages* 1, 39–51.

Wrede, O. (2015): Bewusster Umgang mit dem Fremden und dem Eigenen in der Übersetzer- und Dolmetscherausbildung. In: Grozeva-Mikova, M. (ed.): *Scientia est potentia: jubileen sbornik po slučaj 65-ta godišnina na doc. d-r Neli Radanova*. Sofia: New Bulgarian University, 128–141.

### **Best practice example: academic orientation for refugee students**

*Elisabeth Reiser-Bello Zago & Carmen Delgado Luchner*  
University of Fribourg, Switzerland

In 2021, the University of Fribourg started to develop support measures for refugees and asylum seekers wishing to continue or start studying in Switzerland. Over time, this initiative evolved into a full-fledged preparation year dubbed. The war in Ukraine gave the project, that was initially designed around the needs of refugee populations established in Switzerland before 2021, a new orientation.

Since September 2022, participants from Ukraine have been a majority in every cohort, alongside peers from Afghanistan, Ethiopia, Syria and Türkiye. The preparation year is thus a dual locus of socialisation for these students: on the one hand, it is aimed towards facilitating their orientation and integration into the local university context, on the other hand, they are part of a small yet highly diverse group (culturally, linguistically, but also in terms of age, family situation, duration of stay in Switzerland, legal status, etc.) and have to build trust in order to learn together.

Until 2024, participants of the preparation year shared all their language classes with the regular students of the University of Fribourg. This inclusive approach has clear benefits for a programme aiming to facilitate integration into the regular student body, but it also presents challenges, which have led other institutions to opt for separate classes (see for instance Racine et al. 2024). In order to address these challenges without compromising on the benefits, we added a “transversal module” to the preparation year in 2025. The objective of this module is dual: it provides a space to consolidate language skills in a way that is targeted to the needs of preparation year participants, but it also aims to promote reflective thinking and open discussions about the experiences – positive and negative – that participants face in our institution and enable them to gain knowledge, self-assurance and autonomy.

In this contribution, we aim to show what shortcomings in the preparation year the transversal module has allowed us to address, and what questions remain unsolved regarding access to our university for refugees and asylum seekers from Ukraine and other countries.

### **References**

Isabelle Racine, Mariana Fonseca Favre, Damien Moulin et Julie Decap, « Le volet « Langue et intégration » du programme *Horizon académique* à l’aune de la « didactique de l’urgence » », *Lidil* [En ligne], 69 | 2024, mis en ligne le 01 mai 2024, consulté le 11 décembre 2025.

## **De-naturalizing Language Use in Migration and Diversity Research: A Critical Multilingual and Non-Language-Centered Approach**

*Tetiana Havlin*

Brandenburg University of Technology Cottbus-Senftenberg, Germany

Language is a multi-purposeful research medium, yet a non-neutral one. Its use reveals a person's class, cultural, regional, and educational backgrounds. It raises questions such as whether one employs a vernacular or standard language, speaks with an accent, exhibits traces of dialect, regiolect, or ethnolect, falls into the contested categories of native or foreign speakers. Migration and diversity studies must be sensitive to these distinctions, which shape their ontologies and epistemologies. This awareness of nuanced language use belongs to the process of de-naturalizing language as an objective, timeless system (Ricœur 1971). Not to overlook the link between a standard language and a nation-state. Language formalization had been strongly intertwined with nation-building processes during the 19th century and onwards (Bourdieu 2003). Standard languages such as, English, Russian or German – the linguistic repertoire I draw upon in my empirical research – can hardly be detached from sociopolitical and socioeconomic developments of their respective countries.

In my contribution, I focus on de-naturalizing language within migration and diversity studies, particularly in the context of conducting empirical research in multilingual settings, where language hierarchies influence positionalities of both researchers and participants. I explore the critical awareness of language hierarchies in knowledge production, the mitigation of language dominance through visual analysis, and the acknowledgement of multilingualism's variability as potential ways to de-naturalize languages. This process parallels earlier efforts to de-naturalize ethnicity or national (Amelina and Faist 2012; Wimmer 2007). In doing so, I will elaborate on translanguaging methodology (Martin-Jones et al. 2012; Donley 2022; Havlin 2022) as a possibility for a critical multilingual approach. Although translanguaging aligns with comparable conceptual ideas such as language interference (Weinreich [1953] 1979) and code-switching (Dirim and Auer 2004; Auer 2003), its primary focus is on languaging, that is, viewing language as a process rather than a fixed code (Turner and Lin 2020, p. 428). This approach transgresses "the boundaries between languages" (Pérez Fernández 2024, p. 13) while emphasizing the dynamic nature of multilingual linguistic practices.

### **References**

- Amelina, Anna; Faist, Thomas (2012): De-naturalizing the National in Research Methodologies. Key Concepts of Transnational Studies in Migration. In *Ethnic and Racial Studies* 35 (10), pp. 1707–1724. DOI: 10.1080/01419870.2012.659273.
- Auer, Peter (Ed.) (2003): Code-Switching in Conversation. Language, Interaction and Identity. Workshop. Transferred to Digital Printing. London: Routledge.
- Bourdieu, Pierre (2003): Language and Symbolic Power. Cambridge: Harvard Univ. Press.
- Dirim, Inci; Auer, Peter (2004): Türkisch sprechen nicht nur die Türken. Berlin, Boston: de Gruyter (Linguistik, Impulse & Tendenzen, 1612-8702, 4).
- Donley, Kevin (2022): Translanguaging as a Theory, Pedagogy, and Qualitative Research Methodology. In *NABE Journal of Research and Practice* 12 (3-4), pp. 105–120. DOI: 10.1080/26390043.2022.2079391.

- Havlin, Tetiana (2022): Multilingualism and Translanguaging in Migration Studies. Some Methodological Reflections. In *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* 23 (1), Article 2. DOI: 10.17169/fqs-23.1.3730.
- Martin-Jones, Marilyn; Blackledge, Adrian; Creese, Angela (Eds.) (2012): *The Routledge Handbook of Multilingualism*. Series title: *Routledge Handbooks in Applied Linguistics*. London: Routledge.
- Pérez Fernández, Lucila María (2024): *Translanguaging in Multicultural Societies*. Cham: Springer Nature Switzerland.
- Ricœur, Paul (1971): The Model of the Text. Meaningful Action Considered as a Text. In *Social Research* 38, pp. 529–562.
- Turner, Marianne; Lin, Angel M. Y. (2020): Translanguaging and Named Languages: Productive Tension and Desire. In *International Journal of Bilingual Education and Bilingualism* 23 (4), pp. 423–433. DOI: 10.1080/13670050.2017.1360243.
- Weinreich, Uriel ([1953] 1979): *Languages in Contact. Findings and Problems*. 9<sup>th</sup> ed. The Hague; Paris; New York: Mouton Publishers.
- Wimmer, Andreas (2007): How (not) to Think about Ethnicity in Immigrant Societies. Toward a Boundary-Making Perspective. In Karin Schittenhelm (Ed.): *Concepts and Methods in Migration Research. Conference Reader "Concepts and Methods in Migration Research"*, pp. 8–32.

## Section 8: Reflective digital and pedagogical innovation

### Enhancing AI-Assisted Writing Development Through Reflective Thinking: Piloting an Open Educational Resource from the Erasmus+ Project *AI Write*

*Katharina Isser*

University of Innsbruck, Austria

The widespread availability of artificial intelligence (AI) tools has been seen not only as a challenge but also an opportunity for foreign language education. One promising application is automated written corrective feedback (AWCF) from AI tools, offering learners low-barrier access to writing support. However, concerns have been raised over the accuracy of the tools' output (e.g., Shi & Aryadoust, 2024) and the fact that learners may misuse AI in a number of ways, including over-reliance, blind acceptance, or misinterpretation of AI output (e.g., Chanpradit, 2025; Zhai et al., 2024). This poses the question of how to optimize the benefits of AI for learners' writing development while avoiding dependence on AI support and encouraging critical thinking and AI literacy. Building on previous research by Liu et al. (2023), who showed the benefits of a reflective thinking approach for AI-supported writing development, we piloted an open educational resource (OER) in the form of a lesson plan that encourages learners to reflect on feedback given by a popular generative AI tool in response to an uploaded text. The OER was developed and tested as part of *AI Write*, an Erasmus+-funded project aiming to leverage AI tools to support the learning and teaching of academic writing in English. University-level EFL students in Austria, including future EFL teachers, were invited to think critically about the AI tool's feedback and to articulate key takeaways for their own writing and usage of AI tools in a written reflection. The presentation will offer insights into preliminary results of the piloting process, including data from a student survey which will be used to refine the OER before it is made openly accessible for educators.

#### References

- Chanpradit, T. (2025). Generative artificial intelligence in academic writing in higher education: a systematic review. *Edelweiss Applied Science and Technology*, 9(4), 889–906. <https://doi.org/10.55214/25768484.v9i4.6128>
- Liu, C., Hou, J., Tu, Y. F., Wang, Y., & Hwang, G. J. (2023). Incorporating a reflective thinking promoting mechanism into artificial intelligence-supported English writing environments. *Interactive Learning Environments*, 31(9), 5614–5632. <https://doi.org/10.1080/10494820.2021.2012812>
- Shi, H., & Aryadoust, V. (2024). A systematic review of AI-based automated written feedback research. *ReCALL*, 36(2), 187–209. <https://doi.org/10.1017/S0958344023000265>
- Zhai, C., Wibowo, S., & Li, L. D. (2024). The effects of over-reliance on AI dialogue systems on students' cognitive abilities: a systematic review. *Smart Learning Environments*, 11, Article 28. <https://doi.org/10.1186/s40561-024-00316-7>

## **Global Englishes and the Ukrainian Context: Challenges, Standards, and Teaching Strategies**

*Valentina Guseva*

Karlsruhe University of Education, Germany

This presentation explores the multifaceted nature of English as a global language through the lenses of World Englishes and English as a Lingua Franca. I examine how linguistic and cultural diversity shape the ways English is used around the world and how these influences create both opportunities and challenges for cross-cultural communication. A central part of the presentation focuses on examples of linguistic interference from German, Turkish and Ukrainian, illustrating how local language norms affect English use in everyday contexts. Reflecting on these examples, I highlight how many forms traditionally labelled as “mistakes” actually represent natural patterns of multilingual development, shaped by learners’ linguistic backgrounds. This reflection encourages a shift in perspective—viewing interference not as a deficiency, but as evidence of emerging, context-sensitive varieties of English. The presentation also engages with the ongoing debate about the role of Standard English in a globalized world. While Standard English retains practical value for mutual intelligibility, it can also be viewed as a colonial instrument that prioritizes certain norms and delegitimizes others. To counterbalance these colonial legacies and promote a more inclusive understanding of English, I argue for the implementation of Global Englishes-oriented courses in pre-service and in-service teacher education. Such courses can help educators critically reflect on linguistic diversity, challenge traditional hierarchies, and better prepare learners for real-world communication across varied Englishes. The presentation concludes with practical insights and suggestions for teachers on how to navigate the realities of Global Englishes in classroom practice and support students in developing confident, flexible, and culturally aware English communication skills.

### **References**

- Kachru, B. B., & Nelson, C. L. (2006). World Englishes. In A. Davies & C. Elder (Eds.), *The handbook of applied linguistics* (pp. 1057–1070). Blackwell Publishing;
2. Mohammad A. Al-Mutairi. (2020). Kachru’s Three Concentric Circles Model of English Language: An Overview of Criticism & the Place of Kuwait in it. *English Language Teaching*; Vol. 13, No. 1; 2020 ISSN 1916-4742 E-ISSN 1916-4750 Published by Canadian Center of Science and Education;
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press;
4. Devrim, D., & Bayyurt, Y. (2010). Students’ understandings and preferences of the role and place of “culture” in English language teaching: A focus in an EFL context. *TESOL International Journal*, 2, 4–23. [https://tesol-international-journal.com/wp-content/uploads/2013/11/A2V2\\_TESOL.pdf](https://tesol-international-journal.com/wp-content/uploads/2013/11/A2V2_TESOL.pdf);
- Jenkins, J. (1998). Which pronunciation norms and models for English as an international language? *ELT Journal*, 52(2), 119–126. <https://doi.org/10.1093/elt/52.2.119>.

## **Mehrsprachigkeit als Ressource und Reflexionsraum im Fremdsprachenunterricht: Empirische Einblicke aus Litauen**

*Diana Babušytė*

Universität Vilnius, Lithuania

Individuelle Mehrsprachigkeit wird in der aktuellen Sprachlernforschung als zentrale Ressource für den Erwerb weiterer Sprachen betrachtet. Sie ermöglicht Lernenden, auf vorhandene sprachliche Kenntnisse und Strategien zurückzugreifen und diese bewusst in neue Lernprozesse einzubringen (Council of Europe 2020, Dietrich-Grappin & Hufeisen 2023, Hofer & Jessner 2022). Der vorliegende Vortrag befasst sich mit der Frage, wie Studierende ihr mehrsprachiges Repertoire reflektieren und als Unterstützung beim Erlernen zusätzlicher Fremdsprachen wahrnehmen. Die Studie basiert auf einer Befragung von 149 Studierenden zweier litauischer Universitäten, die im Rahmen universitärer Wahlkurse Deutsch oder Französisch lernen. Auf Grundlage eines Fragebogens wurden Einstellungen, Lernmotive sowie subjektive Wahrnehmungen zu Vorteilen, Herausforderungen und möglichen Interferenzen zwischen den Sprachen erhoben. Ziel war es, aufzuzeigen, in welchem Maße Lernende frühere Sprachlernerfahrungen bewusst nutzen und welche Reflexionsprozesse dabei entstehen. Die Ergebnisse zeigen, dass viele Studierende Mehrsprachigkeit als kognitive Ressource erleben. Durch den Vergleich sprachlicher Strukturen entwickeln sie ein vertieftes Verständnis für Gemeinsamkeiten und Unterschiede zwischen Sprachen. Gleichzeitig regen wahrgenommene Interferenzen ein kritisches Nachdenken über Sprache und individuelle Lernstrategien an. Die Studie leistet somit einen Beitrag zum Verständnis reflexiver Lernprozesse im Fremdsprachenunterricht und plädiert für eine stärkere Berücksichtigung mehrsprachiger Ansätze in der Fremdsprachendidaktik.

### **References**

- Council of Europe (2020). Common European Framework of Reference for Languages: Learning, teaching and assessment – Companion Volume. Strasbourg: Council of Europe Publishing.
- Dietrich-Grappin, S. & Hufeisen, B. (2023). Tertiary language didactics 2.0: A review of a multilingual didactics approach and its remodeling in the light of empirical research, translanguaging and compétence plurilingue. *Hungarian Educational Research Journal*, 13(3), 328-357.
- Jessner, U. & E. Allgaeuer-Hackl (2022). Metacognition in multilingual teaching and learning. Multilingual awareness as a central subcomponent of metacognition in research and practice. *AILA Review* 35(1), 13-38.