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EC2U Doctoral Workshop

Linguistic and Cultural Diversity: European Dynamics and Intercontinental Entanglements

– Abstracts and Short Biographies –

March 24-26, 2026

(Last update: 18.03.2026)

KEYNOTES

I. Re-Imagining Diversity in a Global Context (Introduction)

(Christoph Vatter, Jena)

Time: Tuesday, March 24th 2026, 9h30-10h30h

Venue: „Haus auf der Mauer", Johannisplatz 26, D-07743 Jena

The contemporary world is increasingly interconnected, presenting a range of complex challenges. The geopolitical and cultural developments associated with this phenomenon are invariably accompanied by social imaginaries, which may be defined as collectively shared conceptions of the world. The recently established Jena Cluster of Excellence, "Imaginamics. Practices and Dynamics of Social Imagining" is dedicated to this topic. The lecture will examine the role of addressing linguistic and cultural diversity from a European and global perspective, building on fundamental concepts of social imagining.

Utilising a selection of case studies from Europe and North America, the lecture will address notions of coexistence in heterogeneous (superdiverse) societies and investigate methodologies for shaping a shared future. The standpoint of Afro-Europeans presents a challenge to conventional conceptions of European identity by demonstrating that the 'Europe' can only be conceptualised within the context of its intercontinental relationships and historical entanglements , not least through cultural media such as literature and film. As a further example, insights will be provided into Canadian debates on co-creating a shared future between Indigenous peoples and the population of European descend.

Finally, connections will be drawn to approaches in intercultural and global education that view the management of complexity and ambiguity, as well as the inclusion of diverse voices and perspectives, as key to navigating the opportunities presented by our globalised era.

Short Biography:
Christoph Vatter is chair of Intercultural Business Communication, cultural theory and communication research at Friedrich Schiller University Jena. He is member (PI)

of the cluster of excellence *Imaginamics: Dynamics and Practices of Social Imagining* (2025-2032) and of the international research group *Transnational Popular Cultures* (Germany / Luxembourg, 2018-2026). From 2013-2023 he was PI in the German-Canadian Research Training Group *Diversity: Mediating Difference in Transcultural Spaces*. He serves as board member of the University Association for Intercultural Studies in German-speaking countries (IKS). He is one of the editors in chief of *Interculture Journal*. He has been a visiting scholar a.o. in Georgia, Gabon, Ukraine, Spain and Canada. His research interests include intercultural communication and intercultural competence, intercultural media analysis, popular culture, cultural diversity and cultures of memory.

II. The Concepts of Multilingualism and Multiculturalism in the Official and Non-Official Settings in Cameroon

(Joseph Mbongue, Yaoundé, Cameroon)

Time: Wednesday, March 25th 2026, 9-10h

Venue: „Haus auf der Mauer", Johannisplatz 26, D-07743 Jena

The World in its diversity is divided in monolingual/monocultural, bilingual/bicultural, and multilingual/multicultural societies. If countries such as Japan, Poland, Turkey and Brazil are considered as purely monolingual, and other such as the USA, France, Germany, Russia because they have adopted one official language conveing one culture, the realities on the daily life of their speakers can contradict with the consideration of monolingual/monocultural societies. This same illusion is seen in Cameroon with the so called bilingual/bicultural country, where English and French languages are cohabiting side by side as official languages inspite of the existence of more than 250 different languages and cultures.

The concepts of multilingualism/multiculturalism are actually at the centre of various scientific debates and publications. According to each language, we can differentiate between "Mehrsprachigkeit" (German), "multilingualism" (English), "Sukui walwal" (Giziga), "mákónó nùgàló" (Ngunu), "multilinguisme" (French). Multilingualism can be defined as « verschiedene Formen von gesellschaftlich oder

institutionell bedingtem und individuellem Gebrauch von mehr als einer Sprache » (Claudia Maria Riehl 2014 :9). According to Jasone Cenos (2013), Multilingualism is also an interdisciplinary phenomenon that can be studied from both an individual and a societal perspective[1]. Multiculturalism can be defined as the coexistence of many diffirent cultures in a given society. The case of Cameroon with more than 250 languages and the same number for different cultures as well.

This paper focuses to analyse the complexity of the official and non-official settings of Cameroon, a country located in central part of Africa.

Short Biography:

Joseph, MBONGUE is currently a habilitated Professor of German language and linguistics at the University of Yaoundé 1, specializing in comparative linguistics, sociolinguistics, translation, and semiotics. He is also a trained theologian and translator from Martin Luther University Halle-Wittenberg (Germany) and a graduate of the Centre for Research on Evaluation, Science and Technology at Stellenbosch University (South Africa). He is editor and author of some publications.

III. Nation-Building through Language: German, Dutch and Bulgarian in Comparative Perspective

(Raúl Sánchez Prieto, Salamanca)

Time: Thursday, March 26th 2026, 9-10h

Venue: „Haus auf der Mauer", Johannisplatz 26, D-07743 Jena

This contribution examines the complex relationship between language standardization and nation-building through a comparative analysis of German, Dutch, and Bulgarian. Drawing on historical sociolinguistics and language policy scholarship, it argues that standard languages in Europe

[1] Jasone Cenoz (2013): Defining Multilingualism. Annual Review of Applied Linguistics (2013), 33, 3-18.Cambridge University Press, 2013, 0267-1905/13

have emerged through distinct but structurally comparable pathways shaped by political authority, religious division, and institutional development.

The presentation first outlines theoretical models of language standardization, emphasizing how the selection and codification of dominant dialects often serve broader projects of political integration while simultaneously marginalizing competing varieties. It then analyses three contrasting trajectories. German illustrates a pluricentric starting point in which multiple written norms gradually converged into a shared standard that later developed national varieties. Dutch represents a monocentric origin that nonetheless evolved into a pluricentric language due to geopolitical fragmentation between North and South and the later institutional consolidation of Standard Dutch. Bulgarian, by contrast, shows how a monocentric standardization process in the nineteenth century ultimately produced two separate standard languages in the twentieth century under strong geopolitical pressure, particularly in the Balkan context.

Across these cases, the talk demonstrates that language standardization is not a linear linguistic process but a historically contingent outcome of state formation, confessional divides, educational expansion, and ideological projects. The comparison highlights both convergent mechanisms—such as the role of print culture and schooling—and divergent outcomes, including pluricentric stability versus politically driven linguistic bifurcation. The lecture concludes by proposing a refined typology of European language formation and reflecting on its implications for contemporary debates on linguistic diversity, standard language ideology, and the politics of language in Europe and beyond.

IV. Multilingualism in Romania: Language Policy and Educational Practices in the European Framework

(Anamaria Grecu Gheorghiu, Iaşi)

Time: Thursday, March 26th 2026, 14h30-15h30

Venue: „Haus auf der Mauer", Johannisplatz 26, D-07743 Jena

Multilingualism and linguistic diversity constitute key principles of the European Union's cultural and educational policies, which promote language learning, intercultural dialogue, and the protection of regional and minority languages as part of Europe's cultural heritage. European initiatives encourage educational systems and higher education institutions to foster multilingual competence and to reduce linguistic barriers in increasingly diverse academic environments. Within this context, Romania represents an interesting case study. Although the Romanian Constitution establishes Romanian as the sole official language of the state, the country has developed an extensive legislative framework to protect minority languages and cultural identities. Following the fall of communism and Romania's integration into European political and institutional structures, linguistic policies have increasingly incorporated international standards concerning the protection of minority rights and linguistic diversity. Romania applies the European Charter for Regional or Minority Languages to twenty minority languages, including Hungarian, German, Ukrainian, Serbian, Turkish, Slovak, and Romani. These languages are historically rooted in specific regions and communities, and their speakers benefit from legal provisions that guarantee the right to maintain, develop, and express their linguistic and cultural identity. In certain administrative units where minority populations exceed twenty percent, minority languages may also be used in public administration, education, and other public services. The presentation examines the relationship between national language policy and multilingual practices in Romanian higher education. Particular attention is given to the role of universities in promoting linguistic diversity through academic programmes, minority-language education, and international mobility initiatives. The paper also discusses the linguistic ecology of Romanian universities and highlights institutional

approaches to multilingual education, including the trilingual academic structure of Babeș-Bolyai University and the development of minority-language programmes at other institutions. As a case study, the presentation briefly considers the multilingual environment of Alexandru Ioan Cuza University of Iași, where Romanian functions as the primary language of administration and teaching, while numerous European and non-European languages circulate through language programmes, international mobility schemes, and preparatory courses for international students. These dynamics illustrate how multilingualism is negotiated in practice between national language policy, minority language rights, and the growing internationalization of higher education. By situating the Romanian case within the broader European framework, the talk highlights both the progress achieved in protecting linguistic diversity and the challenges that remain in ensuring equitable access to multilingual education in contemporary academic contexts.

Short Biography:

Anamaria Gheorghiu is an Assistant Professor at *Alexandru Ioan Cuza* University of Iași, working at the Faculty of Letters (Department of *Romanian Studies, Journalism, Communication Sciences and Comparative Literature*) and the Faculty of Psychology and Education Sciences (Department of Education Sciences). Her teaching focuses on *Romanian as a Foreign Language and Romanian for Pedagogical and Didactic Purposes*, working with diverse groups of international and Romanian students. She holds both a doctoral and a postdoctoral degree in *Philology* from Alexandru Ioan Cuza University of Iași. Her research interests include *discourse analysis* and *discourse genres*, *conversation analysis, argumentation and rhetoric, corpus analysis, multimodal communication, pragmatics, linguistics, sociolinguistics*, and *dialectology*.

WORKSHOPS

I. Beyond English: Language Policy, Power, and Learning in European Education

(Michelle Hunter and Kathlen Exner, Linz)

Time: Wednesday, March 25th 2026, 14h30-15h30

Venue: „Haus auf der Mauer", Johannisplatz 26, D-07743 Jena

Across Europe, English is increasingly positioned as the default additional language of instruction in higher education through EMI and CLIL, often justified in terms of internationalisation and economic value. At the same time, longstanding multilingual realities within European nation-states—particularly those involving autochthonous minority languages—remain marginalised in educational policy and practice.

This workshop invites doctoral researchers to critically examine language policy and language use in education from a **glocal perspective**. By juxtaposing European EMI developments with an Austrian case study of autochthonous minority languages (with a focus on Carinthia), participants will be encouraged to reflect on whose languages are legitimised as media of instruction, whose are overlooked, and with what consequences for learning, equity, and participation.

The workshop aligns directly with the conference theme *Linguistic and cultural diversity: European dynamics and intercontinental entanglements* by foregrounding tensions between global Englishisation and local multilingual realities.

Learning aims

By the end of the workshop, participants will be able to:

- Identify key ideological assumptions underpinning EMI implementation in European higher education

- Critically evaluate the role of mother tongue education in relation to learning outcomes and social justice

- Apply insights from EMI research to a non-EMI context involving autochthonous minority languages

Short biography:

Michelle Hunter, Ph.D., Senior Lecturer (English) in the Centre for Business Languages and Intercultural Communication at Johannes Kepler University Linz in Austria. Delivering language competence and academic writing courses for business students, and teaching on the Teacher Education BA and MA programmes. Research areas: English Medium Instruction in Higher Education in the DACH region; and investigating the implications of GenAI for language teaching in HE.

Mag.ª Kathlen Exner, Senior Lecturer (German as a Foreign/Second Language) in the Centre for Business Languages and Intercultural Communication at Johannes Kepler University Linz in Austria. Coordinator for German as a Foreign/Second Language. Research and teaching-focus areas: Speaking, Phonetics, Language Varieties, Business German, Multilingualism and Transcultural Communication.

II. An Introduction to Romanian as a Lesser-Taught Language in Europe

(Anamaria Grecu Gheorghiu, Iaşi)

Time: Wednesday, March 25th 2026, 14h30-15h30

Venue: Room 208, Building CZS3b, Carl-Zeiß-Str. 3, D-07743 Jena

This workshop offers a brief introduction to the Romanian language, presenting its main linguistic features and its status as a lesser-taught language in Europe.

Short Biography:

Anamaria Gheorghiu is an Assistant Professor at *Alexandru Ioan Cuza* University of Iași, working at the Faculty of Letters (Department of *Romanian Studies, Journalism, Communication Sciences and Comparative Literature*) and the Faculty of Psychology and Education Sciences (Department of Education Sciences). Her teaching focuses on *Romanian as a Foreign Language and Romanian for Pedagogical and Didactic Purposes*, working with diverse groups of international and Romanian students. She holds both a doctoral and a postdoctoral degree in *Philology* from Alexandru Ioan Cuza University of Iași. Her research interests include *discourse analysis* and *discourse genres*, *conversation analysis, argumentation and rhetoric, corpus analysis, multimodal communication, pragmatics, linguistics, sociolinguistics*, and *dialectology*.

PANELS

PANEL 1:

GOVERNANCE AND TECHNOLOGY FOR LINGUISTIC AND CULTURAL DIVERSITY

Time: Tuesday, March 24th 2026, 11-13h

Venue: „Haus auf der Mauer", Johannisplatz 26, D-07743 Jena

1) ***Smart Cities for All: Inclusive Digital Governance, Linguistic Diversity, and AI Bias Mitigation***
(Chandramohan Aisvaran, Turku)

Smart city projects are increasingly used across Europe to improve urban services and governance through digital technologies. While these initiatives aim to increase efficiency and participation, their social and cultural impacts are often overlooked. In particular, little attention is given to how language, culture, and digital skills affect people's ability to access and benefit from smart city services.

This PhD research examines how digital governance tools and smart city platforms influence social inclusion in multilingual and culturally diverse European cities. The study focuses on whether digital services are accessible and inclusive for residents from different linguistic backgrounds, including minority and migrant communities. Data are collected from several language groups to understand how language affects access to information, participation in decision-making, and trust in digital systems.

The research uses a mixed-method approach that includes policy analysis, stakeholder interviews, resident surveys, and evaluations of participatory digital platforms. Case studies from Turku, Helsinki, and Stockholm are used to compare practices across different urban contexts. In addition, the study examines the role of artificial intelligence in public services and assesses how AI systems may introduce bias that disadvantages certain linguistic or cultural groups.

The main outcome of this research is the development of practical evaluation frameworks for inclusive digital governance. These frameworks aim to support

policymakers and city planners in designing smart city initiatives that promote linguistic diversity, cultural inclusion, and fair access for all residents.

Short Biography:

Chandramohan Aisvaran is a doctoral researcher in Economic Geography at the University of Turku, Finland, within the Doctoral Programme in Biology, Geography and Geology. His research focuses on inclusive digital governance, smart cities, and the mitigation of bias in AI-driven public services, with particular emphasis on digital accessibility and citizen participation in urban development.

He holds an EC2U Joint Master's Degree in Sustainable Cities and Communities from the University of Coimbra, the University of Turku, and the University of Poitiers. He previously completed an MSc in Mechanical Engineering at Blekinge Institute of Technology in Sweden and a BEng in Mechanical Engineering at the University of Southampton in the United Kingdom.

His research includes work on digital accessibility and public engagement in smart city initiatives, including a conference publication on the Smart and Wise Turku project presented at the IEEE ComComAp conference. His broader academic interests include digital inclusion, participatory urban governance, and the societal impacts of emerging technologies in urban policy.

2) ***Multilingualism, Identity, and Power in European FanFiction Communities: Discursive and Cultural Dynamics in the Digital Space***
(Inês Alexandra da Silva Bernardes, Coimbra)

Language, Power, and Resistance in Fanfiction Communities: Fanfiction communities are often described as open, creative, and globally connected spaces. Yet participation in these communities is shaped by linguistic hierarchies, with English operating as the dominant lingua franca. This paper explores how these hierarchies affect visibility, interaction, and belonging in fanfiction, and how writers respond through multilingual practices. Drawing on critical sociolinguistics and digital media studies, the paper focuses on authors who write in non-hegemonic or lesser-taught languages within largely English-speaking fandoms. It

examines code-switching, self-translation, and collaborative translation as forms of linguistic agency and resistance. Using examples from transnational fandoms, such as Harry Potter, the paper argues that fanfiction offers a valuable lens for understanding multilingualism, cultural diversity, and global cultural entanglements in contemporary digital Europe.

Short Biography:

Inês Bernardes is a PhD candidate in Discourses: Culture, History and Society at the University of Coimbra. Her research explores the intersections of language, culture, and society, with a particular interest in discourse and cultural meaning in contemporary contexts.

3) ***Korean Movable Metal Type: History, Society, and the Gutenberg Comparison***
(C. Soraya Herrera de la Cruz, Salamanca)

This presentation explores Korean movable metal type in its historical and social context, focusing on the late Goryeo and early Joseon periods. It also considers the comparison with Gutenberg's press, a topic that continues to raise questions about possible connections between East Asian and European printing traditions. While both relied on movable metal type, Jikji (1377) is recognized as the oldest existing book printed with movable metal type, several decades before the Gutenberg Bible. The presentation examines how Korean movable type developed under specific political, social, and cultural conditions, and why it followed a different historical trajectory from printing in early modern Europe.

Short Biography:

Soraya Herrera de la Cruz is a Spanish doctoral student in the University of Salamanca, with a bachelor's degree in East Asian Studies specialized in Korean Studies, as well as a master's degree in Textual Heritage and Digital Humanities. Both studies allow her to be part of a growing field, with special interest in Korean History, that has been reflected in several publications of her. She has worked in the

Digitalization Department in the Historic Library of the University of Salamanca and she is also part of a group of investigation called Las Desconocidas (https://www.lasdesconocidas.com/), which is a multidisciplinary group that focuses on themes such as identity, cultural diversity and education with an extraordinary expanding rate.

PANEL 2:

FOREIGN LANGUAGE LEARNING

Time: Tuesday, March 24th 2026, 14h30-16h30

Venue: „Haus auf der Mauer", Johannisplatz 26, D-07743 Jena

1) **Exploring Learning-to-Learn in the EFL Classroom: An Action Research Study of English Skills Development with Romanian Junior Learners in a Private School**
(Corina Georgiana Balaban, Iași)

My PhD research investigates the implementation of *Learning-to-learn* strategies in English as a Foreign Language (EFL) classrooms, focusing on Romanian junior learners aged 9–10. The main aim is to assess how metacognitive and self-regulatory strategies can enhance English language proficiency, while also fostering learner autonomy, motivation, and engagement. The study further seeks to provide evidence-based recommendations for integrating such strategies into the Romanian primary school English curriculum.

The research adopts an **action research methodology**, structured around iterative cycles of planning, implementation, observation, and reflection. Two parallel groups of students at *Varlaam Mitropolitul School of Iași* are included: an experimental group, where *Learning-to-learn* strategies are systematically integrated into English lessons, and a control group, which follows traditional instruction. Data collection combines **quantitative measures** (formative and summative classroom assessments, Cambridge YLE exams—Starters, Movers, Flyers) with **qualitative**

insights (student and parent questionnaires, reflective journals, classroom observations, and teacher logs). This mixed-methods approach allows for a comprehensive analysis of both linguistic outcomes and changes in learning behaviors.

Preliminary results indicate that students exposed to *Learning-to-learn* strategies demonstrate greater improvements in productive (speaking, writing) and receptive (listening, reading) skills compared to the control group. Moreover, they show increased awareness of learning processes, stronger self-regulation, and more positive attitudes toward English language learning. Engagement in reflective activities, strategy-based tasks, and peer feedback sessions has supported the development of more consistent learning routines and greater learner autonomy.

The study concludes that integrating *Learning-to-learn* strategies into primary EFL instruction has significant potential to improve both language competence and lifelong learning skills. By providing a structured framework for reflective and autonomous learning, the program contributes not only to higher English proficiency but also to preparing students for future academic and professional contexts. These findings support the inclusion of *Learning-to-learn* objectives in national educational policy and offer a replicable model for broader implementation in Romanian schools.

Short Biography:

I am Corina Georgiana Balaban, a doctoral researcher currently in my second year of study at the Doctoral School of Philological Studies within the 'Alexandru Ioan Cuza' University of Iași. For the past nine years, I have dedicated myself to teaching English to primary school children. This year, I have also expanded my academic reach as an associate lecturer at the same university, where I lead practical English courses for third-year students.

Beyond language teaching, I am deeply involved in the primary school curriculum through a specific subject called 'Communication and Personal Development.' In these classes, I guide young students as they navigate their emotions, define their core values, and build self-belief.

When I'm not in the classroom or immersed in my research, you'll find me traveling, hiking, cycling, or lost in a good book. I live by the words of the great Romanian

historian Nicolae Iorga: *'Strive to leave every place you pass through better than it was before.*

2) **Teaching vocabulary in French as a Foreign Language: Strategies of Novice Teachers and Their Impact on Learners' Comprehension and Lexical Reuse**
(Meriem Nacera Benbelgacem, Poitiers)

Teaching vocabulary plays a central role in foreign language acquisition, as it determines the comprehension and production of appropriate utterances. According to the CEFR (2001), lexical competence includes knowledge of words, expressions and grammatical elements, as well as their appropriate use in different contexts. Lexical development progresses from basic vocabulary at level A1 to more complex and appropriate usage at level B1. This acquisition involves not only individual words, but also their reuse in oral and written production, which implies a shift from receptive to productive use (Nation, 2001). Certain teaching strategies facilitate comprehension but not always reuse. In line with Laufer (1998), acquisition is based on both repeated exposure and meaningful opportunities for reuse. This research therefore focuses on the vocabulary that is actually learned, reused and produced by learners.

Novice teachers are a specific subject of study. Defined by Huberman (1989) as those teaching during the first three years after their training, they are going through a phase of trial and identity adjustment (Cattonar, 2012). They must reconcile theoretical models and practical constraints, with difficulties related to planning, managing interactions and choosing lexical strategies. Their practices, which differ from those of experienced teachers, directly influence learners' understanding and reuse of vocabulary.

The Uzbek context is a relevant field of study. French is taught there as a foreign language with limited contact outside the classroom, a significant linguistic distance from Uzbek, and limited teaching resources. As little research has been conducted on Uzbek learners, this study aims to provide new data.

The main objective is to identify and classify the lexical strategies used by novice teachers, then to measure their immediate (comprehension) and delayed (reuse) impact. The research also aims to compare the effects of different strategies in a certain context, and to suggest a typology accompanied by recommendations for initial and further training. Secondary questions concern teachers' spontaneous adjustments, learners' perceptions and the universality of practices according to context.

The corpus is based on a mixed methodology: classroom observations using grids, collection of oral and written productions incorporating the targeted lexicon, analysis of teaching documents (plans, materials, worksheets), and semi-structured interviews with teachers and learners. The data will be transcribed and analysed according to the strategies used, combining qualitative analysis of interactions and quantitative analysis of productions.

Three hypotheses guide the research: explicitation and contextualisation strategies promote immediate comprehension; strategies incorporating contextualisation and active reuse promote sustainable use; the effectiveness of strategies varies according to endolingual and exolingual contexts, due to linguistic, cultural and institutional differences.

The expected contributions concern the development of a typology of novice teachers' strategies, an empirical evaluation of their effectiveness according to context, and recommendations for training. The corpus will also serve as a resource for further research in lexical didactics.

Short Biography:

First-year PhD student conducting research within the FoReLLIS laboratory (University of Poitiers). My work focuses on the pedagogical, linguistic and methodological competences of novice teachers of French as a Foreign Language (FLE), with the aim of contributing to the development of teaching practices and to effective lexical acquisition by learners. I am particularly interested in the programme “Linguistic and cultural diversity: European dynamics and intercontinental entanglements” and would like to take part in it.

3) **Mother Tongue Teacher in Sweden and Their Work with Sustainability**
(Felizitas Messinger, Umeå)

Mother tongue education in Sweden is a non-mandatory subject offered to all students who have mother tongues other than Swedish. Since 2011, the Swedish school curriculum has required that teachers and students address sustainability across all subjects. Given the knowledge that mother-tongue teachers and their students have of other cultures, mother-tongue teaching is a unique arena for discussing sustainability goals with an international perspective.

The purpose of my research is to create knowledge about how mother tongue teachers in Sweden interpret and implement the task of integrating sustainable development into their language teaching. The study began with interviews of 27 teachers about their views on teaching sustainable development in mother tongue education. Thereafter, I attended five lessons taught by three mother tongue teachers and conducted three student group interviews.

Short Biography:

After working for many years as a language teacher at school and university, I am now doing my PhD in pedagogical work with a focus on language at the Umeå university in Sweden, where I am interested in the work of language teachers on the topic of sustainability. My doctoral thesis is scheduled to be completed in 2027.

PANEL 3:

LITERATURE AND MEDIA

Time: Tuesday, March 24th 2026, 14h30-16h30

Venue: Room 208, Building CZS3b, Carl-Zeiß-Str. 3, D-07743 Jena

1) ***Rewriting Troy. A Critical Approach to 21st Century British and American Female Novels***
(Daniel Nedelcu, Iași)

This doctoral research explores contemporary feminist rewritings of Greek myth and examines how they reshape questions of voice, power, and representation within European cultural memory and its global circulation. The aim of the study is to show how modern literary reinterpretations of classical narratives challenge traditional, male centered perspectives by foregrounding marginalized figures, especially women who are silenced or excluded in ancient sources.

The research focuses on a corpus of recent Anglophone rewritings of Homeric epic, including Madeline Miller's The Song of Achilles and Circe, Pat Barker's The Silence of the Girls, and Natalie Haynes' A Thousand Ships. The study uses close textual analysis combined with feminist literary criticism, theories of rewriting and adaptation, myth criticism, and selected psychoanalytic approaches. This interdisciplinary method allows for a comparative analysis of narrative voice, focalization, and silence in both classical and contemporary texts.

The results show that these works go beyond simple retellings of myth. They function as critical interventions that question dominant versions of the past and expose the cultural and ideological mechanisms behind canonical narratives. By shifting narrative authority to marginalized characters, the rewritings transform Greek myth into a space of plurality and debate that reflects modern concerns with gender, diversity, and ethical responsibility.

The study concludes that feminist myth rewritings play an important role in reimagining European cultural heritage as dynamic and inclusive. By acting as forms of cultural mediation, these texts allow ancient myths to circulate across languages, cultures, and historical contexts while acquiring new meanings relevant to contemporary discussions of cultural diversity and representation.

Short Biography:

Daniel Nedelcu is in his 3rd year of PhD in the Doctoral School of Philological Studies of the Alexandru Ioan Cuza University of Iasi, working title: "Rewriting Troy. A Critical Approach to 21st Century British and American Female Novels". With a background in Modern Applied Languages - Translation Studies at BA level and American Cultural Studies at MA level, Daniel focuses on the intersection of linguistics,

literature and cultural studies both in his teaching and research. Passionate about around mythology, folk and fairy tales and their modern adaptations and implications, fantasy, pop-culture, Shakespeare, post-colonial literature, narratology, children's literature and YA, East-Asian languages and cultures, poetry, music and musicals, animations, TEFL, as well as everything translation and interpreting, Daniel has taught at all levels (Kindergarten to BA and adults), currently working as a junior lecturer in the English Department of UAIC, is a speaking examiner with Cambridge, freelance translator and interpreter, and has experience in marketing and with intercultural cultural NGOs.

2) ***Exploring Orality and Linguistic Variation in English-Language Dubbing: A Pilot Corpus-Based Analysis***
(Lorenzo Costabile, Pavia)

Despite its renewed vitality driven by streaming platforms and frequent online debate (Costabile 2024), English-language dubbing (Hayes 2023) remains marginal in academic research. Traditionally, "dubbese" (e.g. Romero-Fresco 2006) has been associated by scholars with the notion of prefabricated orality (Chaume 2001), i.e. speech designed to appear spontaneous despite being scripted. To overcome vague conceptualisations, this study will adopt orality (Bublitz 2017) as its analytical focus, treating linguistic variation – the product of non-standard or sociolinguistically-marked varieties – as a key parameter in its on-screen reproduction. The following research questions are proposed: To what extent does contemporary mainstream English-language dubbing reflect linguistic variation and orality present in the target language and the target domestic productions? Are tendencies of neutralisation, simplification, and standardisation (Pavesi 2018, Baños 2014) confirmed? What recurrent linguistic patterns can be identified in such audiovisual texts? To address these questions, the study will initially follow a descriptive and quantitative perspective. An up-to-date corpus of international films and TV series dubbed into English will be created, to evaluate orality independently of the source language. Frequencies of selected features will be compared with corresponding frequencies in corpora of authentic English film dialogues, previously compared with spoken English corpora (Forchini 2021). The dataset – balanced and representative in excerpts' length, product-type and genre

– will constitute a translational corpus, a site of investigation of the state-of-the-art and near future of English-language dubbing. Given the ever-evolving nature of the field of audiovisual translation (AVT), the study represents a framework to be potentially enriched with other analytical trajectories, e.g. including performance evaluation in terms of speech features (Sánchez-Mompeán 2023) or in relation to users' familiarity with the AVT mode (Matamala et al. 2017). The discussion may also expand on the treatment of orality by artificial intelligence tools, now increasingly employed by amateurs and professionals in cross-cultural media diffusion.

Short Biography:

Lorenzo Costabile (he/him) is a first-year PhD student in Linguistics (English Language and Linguistics) at the University of Pavia (Italy). After his second cycle degree program in Theoretical and Applied Linguistics (completed with honors at the University of Pavia), he spent four months working at the School of Languages, Literatures and Cultures of the University of Galway (Ireland) as part of his second Erasmus Traineeship project. Previously, he received a bachelor's degree in Modern Languages and Cultures from University of Calabria (Italy). His current PhD project branches his research interests: English linguistics, audiovisual translation, and computational linguistics.

3) ***B/ordering Afropean Identities in European Popular Culture***
(Marie Kollek, Jena)

This contribution explores the mechanisms and functions of b/ordering in the field of cultural studies, with a particular focus on African identity (Pitts 2019) and its articulations in popular culture. B/ordering, a concept derived from post-positivist political theory (Van Houtum 2017), conceptualizes the border as a deterritorialized feature of societies. In this contribution, it is used as a concept to understand and analyze bordering within a broader framework of social hierarchies, spaces and identities. It is inscribed in bodies through unequal laws, racialised exclusions and unequal opportunities for success (Vaughan-Williams 2015). European identity has historically been constructed through processes that position blackness as the Other, reinforcing a racist boundary that denies Black Europeans full belonging. In

response, the term Afropean has emerged as a self-descriptive identity that challenges these exclusions and asserts a space for Black Europeans within the cultural and political landscape of Europe. By examining examples from popular culture as an essential site of identity formation, this paper theorizes how b/ordering operates through representations, narratives and discourses that express belonging. Popular culture both reinforces and subverts hegemonic constructions of identity: on the one hand, it reproduces Eurocentric norms that marginalize Blackness; on the other, it provides a platform for counter-narratives that affirm Afropean identity. By analyzing various features associated with Afropean identity in music, literature, film and fashion, this contribution explores how Afropean identity is articulated and negotiated in the cultural sphere and how the dimensions of b/ordering theory contribute to a critical analysis of these articulations. The work thus extends to broader discussions of border practices, linking political theory with cultural studies and highlighting the role of popular culture as a key arena for identity formation and b/ordering practices beyond the official political sphere.

Short Biography:

Marie Kollek studied International Comparative Sociology (MA), Political Science (BA and MA) and Islamic Studies (BA) at Christian-Albrechts University Kiel, the University of Aberdeen and the University of Bretagne Occidentale. She graduated in 2020, having written her MA thesis focusing on the identity constructions and antifeminisms of right-wing terrorist assassins. Her research focuses on discourse analysis, postcolonial theory, and critical perspectives on power. Since 2022, she has been a doctoral candidate in the DFG/FNR research project 'Transnational Popular Culture – Europe in the Long 1960s', writing a thesis about 'Postcolonial Popular Cultures in Belgium, Germany, and France. The Representation of Blackness in the Media Ensemble of the Long 1960s in the Context of Decolonisation'.

PANEL 4:

CULTURAL HERITAGE AND ETHNOGRAPHY / LEARNING AND COGNITION

Time: Wednesday, March 25th 2026, 10h30-12h30

Venue: „Haus auf der Mauer", Johannisplatz 26, D-07743 Jena

1) ***Açaí between Local Narratives and Global Superfood***
(Lorena Ferreira Goersch Andrade, Coimbra

The circulation of açaí from the Amazon to global markets offers insight into how cultural narratives are transformed or silenced in transnational contexts. This doctoral research focuses on the Brazilian state of Pará as the historical and symbolic territory of origin of açaí, where the fruit is embedded in everyday food practices and orally transmitted mythological narratives. The study examines tensions between local narratives, especially the oral legend of açaí, and global discourses that reframe the fruit as a "superfood." Using a qualitative multimethod approach that combines online questionnaires, remote interviews, oral narratives, and discourse analysis of media and advertising, the study contributes to debates on linguistic and cultural diversity, highlighting how intercontinental connections reshape cultural meanings beyond economic flows.

Short Biography:

Lorena Ferreira Goersch Andrade is a Brazilian researcher from Belém, in the Amazon region. She is currently a PhD candidate in Food Heritage: Cultures and Identities at the University of Coimbra. Her research focuses on the cultural meanings of açaí as Amazonian food heritage, exploring the intersections between local narratives, oral traditions, and sustainability.

2) ***Burnt Structures, Smouldering Spoils: Trajectories and Recontextualization of Brazilian Ethnographic Collections between Rio de Janeiro, Lisbon and Florence***
(Gabriel Santos Bossei, Coimbra)

This doctoral research takes as its central object the reconstruction of the Museu Nacional of the Federal University of Rio de Janeiro (MN/UFRJ) after the 2018 fire, examining how transnational networks of research, documentation, and cooperation can contribute to the reconstitution of infrastructures of knowledge, institutional memory, and social relevance. The research proposes a triangulation between the MN – a museum of natural history and anthropology – and two European institutions that, by virtue of their purposes and genealogies, constitute strategic partners: the National Museum of Ethnology (MNE) in Lisbon, founded within the framework of post-war anthropological research projects led by university scholars and shaped by collection policies of the period; and the Museum of Anthropology and Ethnology (MAE) of the University of Florence, associated with Italy's first chair in anthropology, established in the second half of the nineteenth century, and with subsequent reconfigurations of the field throughout the twentieth century. Both museums preserve substantial holdings of Brazilian provenance – the MNE maintains the largest Brazilian material collection in Portugal, while the MAE houses one of the largest in Italy – placing them in a distinctive position to develop still underexplored networks and knowledge, as well as new forms of mediation about Brazil grounded in their collections and archived documentation. The thesis investigates how these reserves of knowledge and materiality, which relate directly and indirectly to the MN's own history, may be mobilized under contemporary regimes of responsibility and cooperation to support its reconstruction while simultaneously strengthening the institutional sustainability and value of the European partners.

Short Biography:

Gabriel S. K. Bossei has a BA and a MA in History at the Federal University of Paraná, Brazil. Currently a PhD candidate in Cultural Heritage and Museology at the University of Coimbra, Portugal, as well as a museologist at the Bread Museum, in

Seia, Portugal, his main doctoral research interests are: history of collections, history of intellectuals, universities and their scientific networks, and ethnographic collections in museums.

3) ***Influence of Language Learning on Motion Event Cognition: Evidence from L1 Chinese and L2 Swedish***
(Zhang Qiujun, Umeå)

The domain of motion has been a central topic for investigations of Whorfian effects over the past two decades. In parallel with many inquiries into the encoding of path and manner (e.g., Talmy, 2000), the present study focuses on the temporal properties of motion events and tests whether the grammatical category of aspect may influence the extent to which speakers attend to the goal of motion events. To do this, I examined Mandarin Chinese and Swedish speakers' verbal and non-verbal behavior with endpoints by means of a linguistic description task and a memory-based triads-matching task (see Athanasopoulos and Bylund, 2013)

Previous research has found the linguistic effect of grammatical aspect among speakers of Afrikaans, Arabic, Dutch, English, German, Spanish and Swedish. Specifically, speakers of [-aspect] languages are more likely to include endpoints in event construal (e.g., Bylund, Athanasopoulos, & Oostendorp, 2013), to fix their eyes more on potential endpoints (e.g., von Stutterheim et al., 2012) and to exhibit higher percentages of selecting reached endpoints as the criterion for categorizing goal-oriented motion events (e.g., Athanasopoulos & Bylund, 2013) than speakers of [+aspect] languages. To expand our knowledge of this line of research to a more global picture, I look at speakers' goal preferences in a language pair, [+aspect] Mandarin Chinese and [-aspect] Swedish.

Twenty native speakers of Chinese were first asked to describe what was happening in 12 scenes, each showing a motion event with an intermediate degree of goal orientation. The results showed that Chinese speakers mentioned event endpoints in 35% of scenes, a percentage similar to that of [+aspect] English speakers but significantly different from those of [-aspect] Swedish and Afrikaans speakers (Athanasopoulos & Bylund, 2013; Bylund et al., 2013). It is also interesting to note that Chinese speakers made reference to nearby endpoints in clips showing a

short path more frequently than endpoints far in the distance which were located almost at the end of a long path.

In the memory-based triads-matching task, participants were asked to judge which alternate (one without any visible endpoints and the other showing a reached endpoint) looked more similar to the target with an intermediate degree of goal orientation. The results answered to the question of whether Chinese Swedish bilinguals who acquired a typical non-aspect language as a foreign language would behave differently from Chinese 'monolinguals' or not. Despite non-significant differences in endpoint preferences between twenty-three Chinese speakers and twenty Chinese Swedish bilinguals, a positive correlation between length of stay in Sweden and endpoint preferences provided the indirect evidence of a developing cognitive pattern from progress-salience in the [+aspect] L1 to endpoint-salience in the [-aspect] L2. From a usage-based perspective (Langacker, 2008), I interpreted that bilinguals immersed in a Swedish setting might be constantly exposed to a common usage pattern that event endpoints are frequently encoded in descriptions of ongoing events, but without any available grammatical markers of imperfectivity. Their longer stay in an L2 setting means more exposure to this usage pattern and more opportunities to apply the maximal temporal viewing frame to the construal of similar situations.

Short Biography:

I am a fourth-year PhD candidate in general linguistics at Umeå University. My research interests lies in the relationship between language and cognition as well as contrastive linguistics.

PANEL 5:

SCHOOL ADMINISTRATION, CLASSROOM INTERACTION AND CURRICULA

Time: Wednesday, March 25th 2026, 16-18h00

Venue: "Haus auf der Mauer", Johannisplatz 26, D-07743 Jena

1) ***Linguistic and Cultural Diversity in the Foreign Language Curriculum in Basic Education***
(Satu Koistinen, Turku)

My PhD project examines the Finnish national core curriculum for basic education. This first article addresses a gap in foreign language education research by offering a close analysis of curriculum texts from the perspective of linguistic and cultural diversity. While diversity has been widely examined in Finnish as a second language education, studies in foreign language teaching in Finland have more often focused on learning materials, teachers' perceptions, or teacher education, leaving the curriculum texts unexamined.

The study approaches the curriculum as a form of language policy and a key arena where values are translated into educational goals. Situated in the context of multilingual and increasingly post-migration European society, the article examines how the curriculum positions linguistic and cultural diversity as objects of learning, recognition, and assessment in foreign language education. As a normative document, the curriculum not only guides teachers' work but also frames what counts as legitimate knowledge, skills, and competences related to linguistic and cultural diversity. By analyzing how curriculum descriptions, learning objectives, and assessment criteria articulate these competences, the study illuminates the ideologies embedded in curriculum discourse.

The article addresses two research questions: (1) How is internal consistency constructed between foreign language learning objectives and assessment criteria in the curriculum? (2) What views of linguistic and cultural diversity does the curriculum produce? The data consist of the national curriculum texts for foreign languages in grades 3–9. Methodologically, the study is qualitative, data-driven language research drawing on text-oriented approaches and discourse analysis to examine coherence, key formulations, and ideological meanings.

Short Biography:

Satu Koistinen is a doctoral candidate in the UTULING doctoral programme at the University of Turku. She holds a Master's degree in French with pedagogical studies for teachers (University of Turku), as well as further studies in education

administration (Finnish National Agency for Education). Her work focuses on the school curriculum as a guiding tool for classroom practice, as an administrative document, and as a framework shaping teachers' work, drawing on extensive experience in curriculum development and education governance.

She has worked across comprehensive education and upper secondary school, with teaching expertise in bilingual French Finnish primary education (grades 4–6) and as a language teacher of French and Swedish (grades 7–9). Since 2018, she has served as a pedagogical specialist in language learning and bilingual education for the City of Helsinki, where her responsibilities have included guiding schools' curriculum work, drafting local language curricula, preparing statements on national curriculum revisions, and delivering in-service teacher training.

She has also led and contributed to multiple language-education development projects in Finland and participated in an ECML (Council of Europe) project examining transitions in CLIL and their curricular manifestations.

2) ***How School Leaders Navigate the Challenges and Opportunities of Leading Schools in Linguistically Diverse Settings***
(Rika Rostika, Umeå)

This doctoral project investigates how school principals in Sweden understand, interpret, and respond to linguistic diversity in compulsory schools. Sweden's increasingly multilingual student population, shaped by long-term migration and demographic change, has renewed attention to how schools support students' learning, inclusion, and equitable opportunities. Although national policies such as the Swedish Language Act and guidelines from the National Agency for Education emphasize the importance of addressing students' diverse linguistic needs, implementation varies widely across municipalities and schools. Principals, therefore, play a central role in interpreting policy, allocating resources, and shaping the educational environment for multilingual learners.

The project examines principals' perceptions and practices through three research questions concerning: how they understand linguistic diversity and its associated opportunities and challenges; how school authorities and principals interpret their responsibilities in supporting students with different language backgrounds; and

how principals' approaches are perceived by teachers who work closely with multilingual students. A qualitative research design is employed, drawing on 33 semi-structured interviews with principals, municipal officers, assistant principals, and teachers across municipalities with differing levels of linguistic diversity. The project contributes to ongoing discussions on multilingualism, school leadership, and the development of inclusive educational environments in Sweden, with relevance for broader European debates on linguistic diversity.

Short Biography:

Rika Rostika is a doctoral student in the Department of Political Science at the Center for Leadership Development at Umeå University, Sweden. Her background as a foreign language teacher has informed her scholarly interest in school leadership and in the ways educational leaders address linguistic diversity within their institutions. Using qualitative methodologies, her doctoral project investigates how school leaders conceptualize and navigate the opportunities and challenges associated with linguistic diversity in Swedish school contexts.

3) ***Ultrasound Insights into the Acquisition of Spanish Liquids by Japanese L2 Speakers***
(Lucas Prieto Tárrega, Salamanca)

The acquisition of Spanish liquid consonants /l/, /ɾ/, and /r/ poses a well-documented challenge for Japanese learners of Spanish as a second language, largely due to the structural differences between the Spanish liquid system and the single liquid phoneme in Japanese. This study examines the articulatory mechanisms underlying the production of Spanish liquids by Japanese L1 speakers through Ultrasound Tongue Imaging (UTI), with the aim of characterizing tongue configuration patterns and identifying crosslinguistic influences in L2 speech production.

Using a MicrUS system, we analyze midsagittal tongue contours during the articulation of Spanish liquids in controlled phonetic contexts. Tongue shape data are extracted and tracked using the DeepLabCut package integrated within

Articulate Assistant Advanced (AAA), allowing for high-resolution spatiotemporal analysis of lingual movement. A Functional Principal Component Analysis (fPCA) is conducted to model systematic variation in tongue configuration across tokens and speaker groups.

The study focuses specifically on: (i) the characterization of dorsal targets associated with each Spanish liquid, (ii) coarticulatory effects across vowel contexts, (iii) the transfer of L1 articulatory habits into L2 production, and (iv) the articulatory strategies employed by learners in approximating target-like configurations. By providing detailed articulatory evidence, this research contributes to a more fine-grained understanding of the gestural adjustments involved in the acquisition of complex liquid contrasts in a second language.

Short Biography:

After spending years learning Asian languages and teaching Spanish to learners from East Asia, I developed a strong interest in contrastive articulatory phonetics and the teaching of pronunciation to students from diverse L1 backgrounds, including Chinese, Japanese, and Thai. My current research focuses on the articulatory characterisation of liquid phonemes in typologically distant languages and the patterns of transfer of articulatory strategies from L1 to L2, using clinical imaging techniques such as ultrasound tongue imaging.

PANEL 6:

INTERNATIONAL COOPERATION IN RESEARCH AND EDUCATION

Time: Wednesday, March 25th 2026, 16-18h00

Venue: Room 208, Building CZS3b, Carl-Zeiß-Str. 3, D-07743 Jena

1) ***Discourses and Epistemes in North-South Higher Education Partnerships: Investigating Erasmus+ Capacity Building***
   (Osku Haapasaari, Turku)

My research touches upon the thematic focus of intercontinental entanglements of the EC2U Doctoral Workshop, investigating (post-) colonial relations and globalization of higher education through the the Erasmus+ Capacity Building in Higher Education (E+ CBHE) Programme of the European Union.

E+ CBHE provides a partnership platform on which HEIs from the Erasmus+ countries can collaborate with HEIs from the Global South. When HEIs from the Global North and the Global South collaborate, they have unequal access to resources and knowledge, which affects the types of relationships of power and knowledge that operate within and around these partnerships. The European Union includes many countries with significant colonial histories that also shape the realization of intercontinental partnerships such as Erasmus+ collaboration with the Global South. My research is concerned with these aspects, investigating the positioning of the EU and project stakeholders in the world of international higher education partnerships, with a particular sensitivity to colonial histories and their influence.

Short Biography:

Osku Haapasaari is a doctoral researcher at Centre for Research on Lifelong Learning and Education (CELE), University of Turku, Finland. Haapasaari holds a Master of Arts (Education) and Master of Arts in English from University of Jyväskylä. His research concerns the discourses, epistemes and power relations that underlie international higher education partnerships, especially ones between the Global South and the Global North. Other research interests include online and blended learning, applied linguistics, critical pedagogy and futures literacy.

2) ***Researchers' Understandings of Social Responsibility in International Research Collaborations: Comparative Insights from Finland and Turkey'*** (Yasin Altun, Turku)

Commitments to comprehensive internationalization have been articulated by policy actors across the European Research Area (ERA) and at nation state levels, in the context of more socially responsible internationalization policies in recent years. This dissertation project uses critical policy studies approaches combined with qualitative thematic interviews to investigate, in a comparative study, the

framing of responsibility within key international research policy documents, strategies and key resources in the ERA, Finland and Türkiye and from the lived experiences of the social sciences and academic researchers at Finnish and Turkish universities. The paper seeks to understand a.) how the concept of social responsibility is articulated and discussed in internationalization of research agenda; b.) how it is contextualized in relation to the rationales and functions of international research practices in the policy documents and c.) the daily practices/experiences of the academic researchers in their international research collaborations (e.g. Horizon Europe, ERA, Erasmus+ and nationally-funded research collaborations etc.).The overall project reconstructs the concept of social responsibility in international research collaborations with the comparative analysis of policy documents and researchers' perspectives located at Finnish and Turkish universities.

Short Biography:

'Yasin Altun is a doctoral researcher at the University of Turku. His doctoral research examines the interplay between social responsibility and internationalization of higher education in the policy documents on international research collaborations and from the perspectives of the Social Sciences and Humanities academic researchers from Finnish and Turkish universities. Before doctoral studies, Mr. Altun worked as International Mobility Programs Coordinator (responsible for Erasmus+ KA131 and KA171 students & staff mobilities) at a comprehensive public university in Ankara, Turkey.

PANEL 7:

OVERCOMING CHALLENGES IN LANGUAGE

Time: Thursday, March 26th 2026, 10h30-12h30

Venue: "Haus auf der Mauer", Johannisplatz 26, D-07743 Jena

1) ***Syntactic Complexity of Older Speakers with Mild Cognitive Impairment (MCI) and Alzheimer's Disease (AD)***
(Elena García Piñuela, Salamanca)

The aim of this research is to study changes in syntactic complexity in older adults with mild cognitive impairment (MCI) and Alzheimer's disease (AD) through the analysis of different levels of oral discourse. The main purpose of the project is to observe how syntactic complexity varies in quantitative and qualitative terms with the progression of a neurodegenerative disease, compared to expected changes in healthy ageing and in older adults with MCI. This project builds on recent studies that have shown changes in the syntactic competence of speakers with AD as a result of progressive cognitive decline, such as that of Ivanova et al. (2023). However, despite these promising data, there are still significant gaps in our understanding of patterns of syntactic change in healthy older speakers and older speakers with MCI and AD.

Therefore, this work seeks to provide new evidence through the analysis of ad hoc tests administered through oral interviews. The hypothesis proposed in this study is based on the assumption that the syntactic complexity of semi-guided discourse productions will decrease with the progression of cognitive impairment, due to increased lexical deficits and difficulty in discourse planning. To this end, the results of healthy older speakers, older speakers with mild cognitive impairment (MCI) and older speakers with AD will be compared.

The results obtained showed significant differences between the groups in terms of the two measures of syntactic complexity taken into account: t-units (TU) and clauses (CL). This proves, therefore, that clinical status influences the number of utterances produced: TU, CL and three indices obtained from them decrease as cognitive impairment progresses. The contributions of this research provide data on the neurocognitive correlates of syntactic competence throughout life and also contribute to the development of a linguistic profile of pathological ageing.

Short Biography:

Biography: Elena García Piñuela is a PhD candidate in the area of General Linguistics at the University of Salamanca. Her thesis, currently in progress, deals with syntactic

competence in people affected by Alzheimer's disease. She also works on the study of neurodegeneration in language from other perspectives, such as semantics and morphology. She is currently a member of the LendeLab (Language in Neurodegeneration) research group, affiliated with GIR/UIC LinGAp (Research and Transfer in Applied Linguistics) at the University of Salamanca.

2) ***Linguistic Progression of Adult Migrants in Crisis Contexts*** **(FLS/FLI)**
(Olga Osinovskaya, Poitiers)

This presentation explores the linguistic progression of adult migrants learning French in crisis contexts, with a focus on the dynamics of French as a Second Language (FLS) and French as a Language of Integration (FLI). In recent years, forced migration resulting from political instability, conflicts, and humanitarian crises has significantly increased the number of adult migrants participating in language integration programs across Europe. In France, language proficiency is a key condition for social, professional, and civic inclusion, yet many learners remain at A1–A2 levels of the Common European Framework of Reference for Languages (CEFR) despite attending language courses and demonstrating strong motivation.

This study aims to address the following question: how do crisis contexts (characterized by administrative uncertainty, precarious living conditions, and emotional strain) shape migrants' language learning trajectories? Adopting an interdisciplinary perspective at the intersection of language didactics and sociolinguistics, the study examines how individual, institutional, and contextual factors, as well as informal language practices developed in everyday interactions, influence learners' progression or stagnation. It argues for a more context-sensitive understanding of linguistic development in migrant language education.

Short Biography:

Olga Osinovskaya is a PhD candidate in French language didactics at the University of Poitiers. Her research focuses on the linguistic progression of adult migrants learning French in crisis contexts, particularly within the framework of French as a

Language of Integration (FLI), at the intersection of language didactics and sociolinguistics.

3) ***Argumentation in Learners of French as a Foreign Language: the Role of Linguistic Mediation in Planning Processes through the Analysis of Note-Taking during a Prepared Monologue***
(David Jauffrineau, Poitiers)

This doctoral research project falls within the field of language didactics and examines oral argumentative competence among Korean-speaking learners of French as a Foreign Language (FFL). It investigates the role of linguistic mediation—particularly note-taking and the use of the first language (L1)—in the planning and structuring of argumentative discourse. The study adopts a contrastive and interdisciplinary perspective, drawing on insights from the Common European Framework of Reference for Languages (CEFR), cognitive psychology, and contrastive rhetoric.
The central research question is the following: how do Korean-speaking learners plan their oral argumentative discourse in a task involving linguistic mediation? Three hypotheses guide the study: (1) preparatory drafts reflect the argumentative richness of the source texts in Korean; (2) planning strategies rely on rhetorical patterns from the learners' L1; and (3) the quality of oral productions corresponds to the organization and richness of the preparatory drafts.
The methodology is based on the compilation of a dual corpus: approximately 40 Korean learners in an endolingual context (France) and around 40 learners in an exolingual context in South Korea. Each corpus includes both a written component (drafts and preparatory notes) and an oral component (recorded monologues in French). These productions will be transcribed and analyzed jointly in order to identify the relationships between written planning and oral production. This qualitative and contrastive analysis will examine both micro- and macro-structural levels of argumentative organization and assess the influence of linguistic and cultural transfer in planning strategies. Furthermore, it will contribute to determining the effectiveness of L1-mediated strategies and note-taking in the preparation of oral discourse.

Ultimately, this research aims to enrich the didactics of argumentation in foreign language learning and to propose pedagogical approaches tailored to Korean-speaking learners, highlighting mediation and planning strategies that support oral production.

Short Biography:

Currently a PhD candidate in Language Sciences at the University of Poitiers (linguistics and didactics of French as a foreign language), I am applying to the EC2U programme to be held in Jena from 24 to 26 March 2026, entitled "Linguistic and Cultural Diversity: European Dynamics and Intercontinental Entanglements". My doctoral research focuses on the teaching of argumentation to learners of French as a foreign language and on the role of mediation in the learning process. I am particularly interested in how multilingual and intercultural contexts influence argumentative practices and language learning.

PANEL 8:

LANGUAGE, IDENTITY, AND MIGRATION

Time: Thursday, March 26th 2026, 10h30-12h30

Venue: Room 208, Building CZS3b, Carl-Zeiß-Str. 3, D-07743 Jena

1) **Multilingual Communication and Identity Construction in New Spaces and Contexts: Linguistic Practices of the Habesha Community**
   (Giada de Luca, Pavia)

This paper presents an ongoing doctoral research project on linguistic practices and uses within the Habesha – Ethiopian and Eritrean – community in two areas of Italy, adopting a comparative perspective across different sociolinguistic contexts. More specifically, the study investigates how multilingual repertoires are shaped, negotiated and rearranged in a non-metropolitan setting in central Italy (Teramo,

Abruzzo, Italy) and an urban-metropolitan context (Bologna, Emilia-Romagna, Italy). Despite the growing body of research on language maintenance and shift among immigrant communities in Italy (Amoruso, 2002; Guerini, 2006; Goglia, 2011; Baldo, 2017; Siebetcheu, 2021), studies focusing on migrants' linguistic repertoires remain relatively limited. Moreover, sociolinguistic data on the Habesha community in Italy are still largely lacking, despite the community's long-standing presence in the country. Against this background, the project aims to provide insights into how linguistic practices are structured and negotiated, considering not only the heritage language and the target language but also regional varieties of Italian and local dialects. Methodologically, the study adopts a qualitative approach, combining semi-structured interviews, recordings of spontaneous speech, and participant observation. Data collection will involve first and second generation members of the Habesha community – ideally 30 informants – seeking to create a sample that is as diverse as possible in terms of gender, age, length of residence, education, Italian language competence. Preliminary observations (De Luca, 2025) suggest that linguistic diversity manifests differently across contexts: while heritage languages tend to be confined to private or family spaces in the non-metropolitan setting, with transnational and digital networks being crucial for language maintenance, urban contexts appear more likely to offer interactional spaces, where multilingual practices are more visible and functional. By adopting a comparative perspective, this project contributes to current debates on linguistic diversity by highlighting how multilingual practices are deeply shaped by the interaction between space, mobility, and everyday language use.

Short Biography:

Giada De Luca (she/her) is a first-year PhD candidate in Sociolinguistics at the University of Pavia (Italy). Her research interests lie in the field of the sociolinguistics of migration, with a particular focus on multilingual repertoires, language contact, and identity construction in migratory contexts. Her PhD project investigates the linguistic practices of the Habesha – Ethiopian and Eritrean – community in Italy, adopting a comparative perspective between non-metropolitan and urban settings. Giada holds a Master's degree in Italian Language and Culture for Foreigners from the University of Bologna, where she wrote a thesis on the linguistic practices of the Habesha community in a provincial area of central Italy. Her

broader research interests include language ideologies, language contact, multilingualism, language minorities, identity construction.

2) ***The Leadership Competence of Nurse managers in Facilitating the Integration of International Nursing Professionals***
(Marjut Asunmaa, Turku)

Background: As healthcare workforce across Europe becomes more diverse, nurse managers' integration competence will become more critical in the future. Nurse managers are required not only to manage clinical work but also to actively navigate multilingual environments, cultural differences, and diverse professional backgrounds to promote inclusion, quality of care, and workforce retention.

Purpose and Aim: The purpose of the study is to describe the competence needs of nurse managers in facilitating the integration process of international nursing professionals, to develop an instrument for measuring nurse managers' integration leadership competence, and to assess their integration leadership competence. The aim is to produce knowledge that can be used to support nurse managers' integration leadership competence, their leadership education, and the development of integration processes for international nursing professionals in healthcare units.

Methods: The study is a mixed-methods study combining qualitative and quantitative research methods. The study will be conducted in two phases.

Phase I: A descriptive qualitative study using semi-structured individual or group interviews. Participants: Nurse managers (n=22).

Phase II: a) Development of an instrument (ICQ) to measure nurse managers' integration leadership competence b) Measurement of nurse managers' integration leadership competence

Results: The first results of the research identify nurse managers' competence needs in leading the integration, and concrete strategies that they use in leading the integration of international nursing professionals. The competence needs and strategies include linguistic and cultural approaches, such as language learning and culturally sensitive communication, but they also include culturally aware

social and pedagogical methods. The ICQ will be developed based on these findings.

Contribution of the research: This study contributes new knowledge on nurse managers' integration leadership competence. As an outcome, the study will produce a validated instrument (ICQ) for measuring this competence. The findings can be used to further develop the integration leadership competence of nurse managers and to support the integration of international nursing professionals into the healthcare organizations.

Short Biography:

I am a doctoral researcher at the University of Turku. I am conducting my PhD research in nursing science. My research focuses on the nurse managers' competence in supporting the integration of international nursing professionals.

3) ***Gateway and Getaway: Reframing Post-War Northern European Identity-Making with the Helsinki-Stockholm Cruiseferry***
(Falk Rößler, Jena)

The legendary Helsinki-Stockholm cruiseferry has crossed the Baltic Sea back and forth since the 1970s. It can be seen as a materialization and manifestation of a post-war Nordic democratic, capitalist trans-European infrastructure project which frames the Baltic Sea as a peaceful space for exchange of people and goods as well as for profitable exploitation. The including character of the boat, stemming from the heyday of the Nordic welfare state, is getting challenged nowadays by expansive neoliberalization, rendering the cruiseferry an increasingly excluding "fortified enclave" for the remnants of the middle class. Furthermore, it still serves as an exceptional space for excess, mainly connected with alcohol, though this relevance seems to weaken. Yet, the Stockholm-Helsinki cruiseferry serves as a crossing point of heterogeneous lives where desires can be met and missed which becomes apparent in the Finnish tradition of Karaoke on board. Together with the omnipresent but often hidden aspect of a constant economy of oblivion, a productive dialectic of forgetting and remembering is established by the ferry

which should be seen as an "actant" that also does things to people instead of only being used by them. In light of current developments – such as the devastating destruction of the Baltic Sea ecosystem, in which cruiseferries play a part, and the Russian war against Ukraine, which has led to the remilitarization of the Baltic Sea region – the question arises as to whether an institution like the Stockholm–Helsinki cruiseferry remains appropriate, and how the inclusive and exclusive processes of nation- and identity-building it facilitates continue to operate.

Short Biography:

Falk Rößler studied European Media Studies (B.A.) in Potsdam, Applied Theater Studies (M.A.) in Giessen, and Social Anthropology (M.Sc.) in Stockholm. He works as a researcher in the fields of social sciences, performance, and media studies, as well as a theater director and author. Since February 2026, he is a PhD student at the Cluster of Excellence "Imaginamics: Practices and Dynamics of Social Imagining" at Friedrich Schiller University Jena, where he will write his dissertation on "Comedy in the Face of Devastation".

His areas of research include democratic civil society engagement in times of democratic backsliding (urn:nbn:se:su:diva-247478); aesthetic and media strategies of the 20th and 21st centuries; discourses of the "art of living" in late antiquity and today; and social participation in education and arts. His theater productions and radio plays are performed in Germany, Austria, and Switzerland, and received several awards and invitations (www.falkroessler.com).