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# Discussing Ongoing Research on Multilingualism: A Casual Conference for Early Career Researchers University of Jyväskylä November 21, 2023

Book of abstracts

# Welcome!

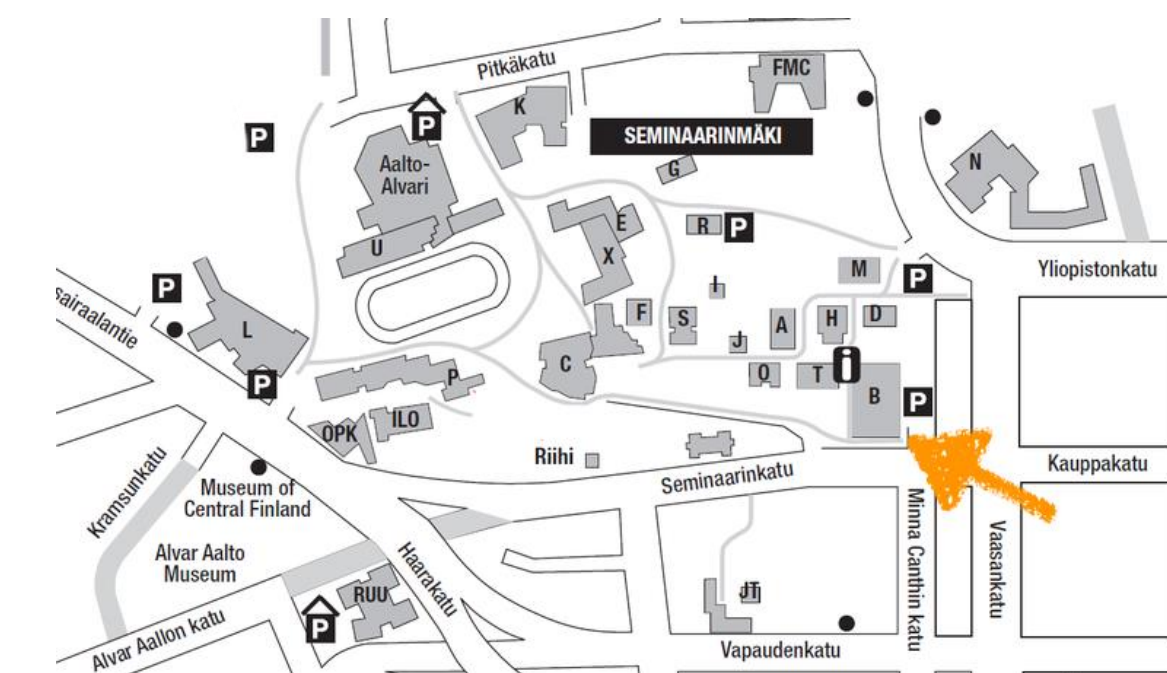
Welcome to the *Discussing ongoing research on multilingualism: a casual conference for early career researchers* organized as part of the *Approaches to Multilingualism* course! During the conference, early career researchers and students are invited to discuss multilingualism-related research and network with peers in a relaxed atmosphere. We hope you will enjoy this conference and will leave inspired to continue your own studies and work.

Time: 21.11.2023 12:15 – 16.00

Location: Seminaarinmäki, B 349 Suvanto AND Zoom (link)

Street address: Seminaarinkatu 15, (Building B, Lähde)

Registration link: <https://link.webropolsurveys.com/S/4191766F71F1B5D6>



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Looking forward to meeting you

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## Schedule

12.15	Welcoming words	
12.25	<i>Linguistic Competence in Heritage Speakers of Spanish in Germany: Exploring the Impact of Linguistic Practices in Family, Education, and Community Settings</i> Ana Gómez-Pavón Durán University of Valencia, University of Heidelberg	p. 4
12.50	<i>Combining Differentiated Instruction with practices from Intercultural Education: an exploratory case study from a Finnish classroom</i> Georgia-Vereniki Nanou University of Jyväskylä	p. 5
13.15	<i>Can You Become Multilingual Using ChatGPT? AI Face to Face with Language Learning: Romanian Language Case Study</i> David Morariu Lucian Blaga University of Sibiu	p. 6
13.40	<i>DHH young people's plurilingual mediascape and digital interaction</i> Ulla Sivunen University of Jyväskylä	p. 7
14.05	BREAK: snacks, coffee & mingle	
14.30	<i>Which English? – Advances in the student-driven project in Multilingualism in School and Higher Education FORTHEM Lab exploring the linguistic diversity within English</i> Robert Radziej University of Opole	p. 8
14.55	<i>Unlocking Multilingual Potential: The Power of Parentheticals in Foreign Language Education</i> Denisa-Maria Frătean (Bâlc) Lucian Blaga University of Sibiu	p. 9
15.20	<i>Acquisition of articles in Portuguese as a Heritage Language in contact with Finnish</i> Patricia Carvalho Ribeiro University of Helsinki	p. 10
15.45	Closing the conference	

# Linguistic Competence in Heritage Speakers of Spanish in Germany: Exploring the Impact of Linguistic Practices in Family, Education, and Community Settings

Ana Gómez-Pavón Durán  
University of Valencia, University of Heidelberg

This study investigates linguistic competence in heritage speakers of Spanish residing in Germany. It focuses on how various linguistic practices within the main language transmission spaces—family, education, and community—shape their proficiency in Spanish. These spaces are intricately interconnected, with the family serving as the pivotal center for managing linguistic practices.

The methodology of the study combines a survey involving over 300 participants and 27 in-depth interviews. The survey's quantitative aspect examines the correlations between the factors that influence linguistic development and the competence in the heritage language. The qualitative interviews delve deeper into aspects that may impact competence, such as linguistic attitudes, but require nuanced exploration.

Preliminary findings from the study underscore the pivotal role of family dynamics in shaping the linguistic competence of the target population. This study aims to provide valuable insights that can inform the development of effective strategies and policies for heritage language preservation.

keywords: Family language policy, Spanish as a Heritage Language

# Combining Differentiated Instruction with practices from Intercultural Education: an exploratory case study from a Finnish classroom

Georgia-Vereniki Nanou  
University of Jyväskylä

In today's multicultural and multilingual classrooms, many teachers differentiate their expectations, studying material, and evaluation criteria to promote inclusion in learning (Valiendes, 2015) and try to create a safe, respectful, and intercultural learning environment, implementing practices of the theories of Differentiated Instruction (DI) and Intercultural Education (IE) respectively. Although a lot of research has focused on these theories less research has focused on the combination of them.

Valiandes et al. (2018) and Alenuma (2012) propose that DI and IE share key elements and complement each other; they suggest a framework of a mixture of them that provides a more holistic teaching approach for students in mixed-ability and culturally diverse classrooms. In my research, I will be examining this framework through a case study that includes observation from a Finnish classroom and interviews with the teacher as well as documents regarding the Finnish curriculum.

keywords: differentiated instruction, intercultural education, bilingual classroom

# Can You Become Multilingual Using *ChatGPT*? AI Face to Face with Language Learning: Romanian Language Case Study

David Morariu

Lucian Blaga University of Sibiu

This study aims to test the accuracy of a chatbot such as ChatGPT in language learning with Romanian as a foreign language. In other words, I investigate the working methodology of ChatGPT in different contexts directed by straightforward interactions and tasks related to learning Romanian as a foreign language. Therefore, starting from the standardization according to the strategy developed by the Common European Framework of Reference for Languages, i.e., the levels of language proficiency, my study aims to verify the correctness of the information provided by ChatGPT, its competence in transforming messages according to the level of language proficiency required, its grammatical information and its skills in formulating tests in order to check language competences in Romanian. Finally, my study evaluates all the advantages, but also the limitations, that ChatGPT brings as a language learning driven device for Romanian.

keywords: ChatGPT, language learning, Romanian language

# DHH young people's plurilingual mediascape and digital interaction

Ulla Sivunen  
University of Jyväskylä

Topic of the presentation is young Deaf and Hard-of-Hearing (DHH) people's mediascape and their interaction in digital spaces. Focus group of this qualitative dissertation study is DHH young people and young adults (aged 13-28 yrs) living in Finland, who use Finnish Sign Language and possibly also other signed languages as part of their linguistic repertoire. The primary data consists of semi-structured interviews with 25 young DHH persons. The secondary data consists of questionnaires of focus group. The data was analyzed via thematic and content analysis in this first part of the study. Researching YDHH people's linguistic agency and participation in their digital spaces provides novel information about their mediascape, multilingual textual practices (Barton & Hamilton 1998; Cope & Calantzis 2000), language socialization and accessibility of digital spaces. Preliminary results show that Internet and digital media create many opportunities and also limitations for young DHH people.

keywords: signed languages, mediascape, digital interaction



# Which English? – Advances in the student-driven project in Multilingualism in School and Higher Education FORTHEM Lab exploring the linguistic diversity within English

Robert Radziej  
University of Opole

The concept of English as a Lingua Franca (ELF) has gained significant attention in the field of English language teaching in recent years. ELF is a linguistic approach wherein English serves as a means of communication among speakers from diverse linguistic backgrounds, rather than as a native language or a standardized global norm. It acknowledges the dynamic nature of globalized, multicultural landscape, emphasizing the importance of effective communication over native-like proficiency. To explore this approach, a series of co-created workshops were conducted with diverse groups of non-native English speakers, including university students, academics, and pupils, serving as a foundation for the "Which English?" student-driven project. This presentation serves as an overview of the experiences gained from the workshops and is a starting point for further development of the "Which English?" project, in which interested students and researchers are invited to participate.

keywords: ELF, student-driven project, English-teaching



# Unlocking Multilingual Potential: The Power of Parentheticals in Foreign Language Education

Denisa-Maria Frăţean (Bâlc)  
University of Sibiu

Even though parentheticals are often seen as linguistic ornaments, they play a crucial role in conveying additional information, clarifying ideas, or providing commentary within a sentence. This is why they should not be omitted even in teaching a second language for A1 – B2 learners. To recreate the act of teaching, to promote multilingualism and to give the students an example of language in use, they need to get familiar with such constructions, which are samples of day-to-day conversations. The presentation is going to tackle three major aspects regarding this topic: the examination of the theoretical underpinnings of parenthetical usage across languages, the investigation of the pedagogical strategies and best practices to enhance multilingual students' mastery of parentheticals in L2 learning (especially writing and speaking) and a short analysis on the implications of teaching and learning the use of parentheticals on L2 learners.

keywords: Multilingual teaching, parentheticals, L2 writing and speaking

# Acquisition of articles in Portuguese as a Heritage Language in contact with Finnish

Patricia Carvalho Ribeiro  
University of Helsinki

In this communication, I will present the current state of my doctoral research. My PhD dissertation focuses on the use of articles in narratives written by children aged from 7 to 14 years old, speaking Portuguese as a Heritage Language (HL), and attending classes of Portuguese offered weekly by municipal schools or educational institutes in Finland. In this speech, I will focus on part of my data (20 participants) collected in Finland and concerning certain linguistic and sociolinguistic factors - namely age, the variety of the HL, the most spoken language at home, and the HL use to access media.

keywords: heritage language; article acquisition; Portuguese in contact with Finnish