

ANNUAL REPORT 2011

Unit for Sociocultural Research on Learning and Development Language, Culture, Media and Identities

Jointly written in the spirit of our collaboration

Putting diversity, multilingualism, multi-modality and multi-mediality at its centre, the DICA-lab is emphasising basic and applied research on processes of learning and development, data-driven interaction analysis and tool-bound activity research. The research puts a specific emphasis on the dynamics of innovation and transformation within networks or communities, the creation of mediating artefacts and the development of new forms of cultural expression and participation.

In 2011, two research projects have been successfully concluded. From seven national and international applications that the team submitted or was involved in, the DICA-lab managed to get two European projects, one internal university project and one AFR-PhD grant accepted.

The European project 'Quicker steps' was successfully launched with two open conference days on collaboration between higher education and working life, one in Finland and another in Luxembourg. These events generated rich dialogues between academic and professional/economic contexts. The European project 'Language learning and social media' organised a European-wide contest on social media use in classrooms and four interactive webinar sessions, of which one session took place again at the UL.

Current PhD projects focus on gestures in language use, multimodal scientific publishing, multilingual learning and integration processes, interaction in technology contexts as well as science learning in diversity.

DICA-lab members presented their work at various renowned conferences, panels and research symposiums in the US, Québec, France, Italy, UK, Belgium, Poland, Germany and Brazil. At the ISCAR 2011 conference, the DICA-lab organized an internationally recognized symposium with contributions based on cross-sectional empirical data from the lab's database dealing with learning processes in young children. The International Conference on Concurrent Enterprising (Aachen/Germany) granted the best paper award to the group led by Ass.-Prof. Dr. Ziegler.

A detailed list of all presentations, publications, networking and dissemination of scientific results activities as well as qualification work (research Master, PhD and post-doc work) of the research collective and its members is updated and available at the DICA-lab blog (<http://dica-lab.org>).

Coordinator: Prof. Dr. CHARLES MAX

Substitute: Assoc. Prof. Dr. GUDRUN ZIEGLER

STAFF IN 2011 (in alphabetical order)

Name: **Claudia ALBANESE**

Position: Doctoral researcher

Interests: Conversation Analysis, talk-in-interaction, discourse practices, digital media, gestures and gesture studies, language acquisition, socio-linguistics, computational linguistics, applied linguistics, multimodality, social semiotics, speech recognition, speech synthesis.

Name: **Philippe BLANCA**

Position: Assistant, Doctoral researcher

Interests: Processes of knowledge development in higher education, modalities of scientific publishing, multimodal analysis, interculturality and multilingualism

Name: **Natalia DURUS**

Position: Scientific collaborator

Interests: Interactions in a second language, conversation analysis, learning, development

Name: **Neiloufar FAMILY**

Position: Scientific collaborator (post-doc)

Interests: First language acquisition, second language acquisition, cognitive linguistics, construction grammar, verbal semantics

Name: **Martin KRACHEEL**

Position: Scientific collaborator

Interests: Video gaming studies, verbale und nonverbale Interaktion im multimodalen Raum, young childrens scientific learning, analyse de l'activité et du contexte

Name: **Charles MAX**

Position: Professor for "learning with educational media"

Interests: Socio-cultural and 'Cultural-Historical Activity Theory' based research on human activity; learning within and across communities; living and working in socio-digital activity systems, interactions within multi-device environments and through increasingly smart technologies; cultural and creative expressions through distributed digital production facilities.

Name: **Adrienne LAMBO OUAFO**

Position: Doctoral researcher

Interests: Interaction, third language acquisition, Luxembourgish, intercultural communication, compétences for integration.

Name: **Christina SIRY**

Position: Scientific collaborator (Post-doc)

Interests: Science learning and teaching

Name: **Ju-Youn SONG**

Position: Scientific collaborator

Interests: Collaborative learning process in different domains, language learning and social media

Name: **Gudrun ZIEGLER**

Position: Associate Professor

Interests: Applied linguistics, educational linguistics, interactional linguistics; learning and development in multilingual, multimodal and multicultural contexts; categorization, stereotyping & information organization.

Name: **Katerina ZOUROU**

Position: Scientific collaborator (post-doc)

Interests: Potentiel de la télécollaboration dans l'apprentissage et la formation, le rôle des outils médiateurs dans les processus d'apprentissage collectif, les interactions en ligne visant l'échange et le partage des connaissances, les medias sociaux et leurs applications pour les apprentissages.

RESEARCH PROJECTS

Finalised research projects

- ✓ **Competences for organizing discourse-in-interaction & science learning: analyzing knowledge building as activity of collaborative inquiring (CODI-SCILE-A)**

CODI-SCILE-A investigates how 4 to 8 year old children develop and transform their knowing and reasoning about the physical and chemical properties of natural elements (e.g. water) through interacting by multilingual and multi-modal means in discourse communities within open inquiry workshops in public schools.

During 2011, the project team was working on the organization of the 3500 data objects stored on the project server with an overall size of approximately 400 GB. The team has successfully managed to sort, describe and integrate all the video files in the DICA-lab database of interactional corpora. Transcripts or content descriptions are attached to selected video files and can be further analysed in the future. Three articles/book chapters have been published during the year 2011 dealing with different research questions of the project. Two other publications are under current elaboration. Five peer-reviewed contributions have been successfully presented at renowned international conferences. A follow-up project was granted with funding. It will analyse inquiry-based science learning processes of 8 to 12 year old children in combination with a cloud-based learning approach running on tablet applications. The main results of the project are and will be available as scientific publications (see list of outcomes below).

Duration: 2008-2011

Principal Investigator: Prof. Dr. Charles Max

Staff: Ass. Prof. Dr. Gudrun Ziegler, Dr. Christina Siry, Martin Kracheel

Funding: University of Luxembourg

Outcomes:

- *Journal articles*

Siry, Ch., Ziegler, G., & Max, Ch. (forthcoming): 'Doing science' through discourse-in-interaction: Young children's science investigations at the early childhood level. *Science Education* (accepted July 18, 2011)

- *Book chapters*

Ziegler, G., Max, Ch., & Siry, Ch. (forthcoming). Tracing science in the early childhood classroom: the historicity of multi-resourced discourse practices in multilingual interaction. In N. Mansour and R. Wegerif (Eds.). *Science Education for Diversity: Theory and Practice*. Springer.

Max, Ch., Siry, Ch., & Kracheel, M. (2011 in press). "And? Did we do nice things?" Children documenting their emerging inquiries in early science learning. In C. Milne, K. Tobin, and D. Degenero (eds.). *Sociocultural studies and implications for science education: the experiential and the virtual*. Springer.

- *Conference contributions (peer reviewed)*

Max, Ch., & Siry, Ch. (2011). "There fits more in than there" - "Doing science" through interactions in the early childhood classroom. Paper presentation at the ISCAR conference, Rome (I), 6-10 September 2011.

Max, Ch., & Siry, Ch. (2011). The emergence of science in early childhood classroom interactions. Paper presentation at the ESERA conference in Lyon (F), 6-10 September 2011.

Max, Ch., Siry, Ch., & Kracheel, M. (2011). Children as co-researchers: children's views from collaborative science inquiries. Poster presentation at the EARLI conference, Exeter (UK), 31 August - 3 September 2011

Max, Ch., & Siry, Ch. (2011). "Doing science" through multimodal interactions in the early childhood classroom. Paper presentation at the EARLI conference, Exeter (UK), 31 August - 3 September 2011

Max, Ch., & Siry, Ch. (2011). Analyzing knowledge building within collaborative science activities at the early childhood level. Paper presented at the Annual AERA conference in New Orleans, Louisiana, 8-12 April 2011

- *Database – CodiScileA on Transana server*

✓ **FUNDamental LUXembourgish - in early plurilingual learning settings**

The FUNDALUX (I) project had three major concerns with regard to the development of Luxembourgish by young learners in Luxembourg's multilingual society. The project produced a unique data-base of Luxembourgish in development. Analysis carried out trace the development of Luxembourgish according to a profile approach.

Duration: 2008-2011

Principal Investigator: Assoc. Prof. Dr. Gudrun Ziegler

Staff: Marnie Ludwig

In collaboration with:

Funding: University of Luxembourg

Major results of the project

The results are published in a comprehensive overview: Ziegler, G.; Ludwig, M. (in preparation): *Development of Luxembourgish*. Main results were presented at the major conference for language acquisition (IASCL) in 2011 (Montréal).

Outcomes

- *Database – Fundalux*
- *Conference contributions (peer reviewed)*

Ziegler, G., & Ludwig, M. (2011). Development of Luxembourgish in young L2 learners. 12th International Congress for the Study of Child Language at the UQAM- Université du Québec à Montréal Canada (July 19 to 23, 2011).

Ziegler, G., & Ludwig, M. (2011). Patterns of children's development of interactional competencies when tools come into play. Paper in Symposium: Beyond acquisition and participation. Empirical studies on dialectical learning approaches in early education. Tri-annual international conference International Society of Culture and Activity Research (ISCAR), Rome, September 2011.

- *Book*

Ziegler, G., & Ludwig, M. (in preparation): *Development of Luxembourgish*.

On-going research projects

✓ Language learning and social media: 6 key dialogues

By placing “language learning and social media” at the core of the network, the 13 partner institutions of national, European and international reach will examine 6 key dimensions of this combination. These fundamental dimensions are:

1. Language learning, social media and social inclusion
2. Language learning, social media and development of language resources
3. Language learning and teaching through social media in new EU countries: the case of Romania, Latvia and Poland
4. Language learning, social media and multilingualism
5. Language learning through social media: evolution of teaching practices
6. Language learning and teaching in formal and non formal contexts through ICT

Major developments in 2011:

The project has added two new key dialogues (KD), “Social media and interculturality in language education” and “Socializing and language learning in 2.0 communities” to the project database. The key points and recommendations of KD3 and KD4 have been published after accomplishing Webinars and Forum discussions. Four webinar sessions were held throughout 2011. The KD3 webinar “Language learners using social media: What is happening in Latvia, Poland and Romania?” took place in February in Riga. In June, the KD4 webinar “Where languages collide: How multilingual literacy makes social media real” took place at the UL with two experts from the University of Alcalá (Spain) and UC Berkeley (US). In November, the KD5 webinar “Teacher training in the age of Web 2.0: The current situation & future perspectives” took place at the ENS in Lyon. The LS6 project launched a highly acclaimed European-wide contest on social media use in the classrooms. At the end of August 2011, the Progress Report of the project was approved by the EACEA the highest possible score (10/10).

Duration: 2010-2012

Principal Investigator: Prof. Charles Max

Staff: Dr. Zourou Katerina, Song Ju-Youn

In collaboration with:

Institut National de Recherche Pédagogique; Lyon – Local coordinator: Prof. Christine Develotte, P.A.U. Education – Local coordinator: Anna Schmitthelm, Radio France Internationale (RFI) – Local coordinator: Lidwien van Dixhoorn, Autonomous University of Barcelona – Local coordinator: Dr. Eulalia Canals Formons Warsaw School of Social Sciences and Humanities – Local coordinator: Sylvia Maciaszczyk, University of Latvia – Local coordinator: Dina Savlovska, University Ovidius Constanta, Romania – Local coordinator: Dr. Monica Vlad, College of Foreign Languages, Czestochowa, Poland – Local coordinator: Dr. Malgorzata Kurek, ADALSIC – Local coordinator: Dr. Françoise Demaizière, Y.E.S. Forum – Local coordinator: Carsten Mohr, University of Turku – Local coordinator: Adjunct Prof. Fred Dervin, Deutsche Welle – Local coordinator: André Moeller, Université Stendhal Grenoble III – Local coordinator: Prof. François Mangenot

Funding: Lifelong Learning Programme – EACEA of the European Commission

Outcomes:

Casals, E., Mohr, C., Zourou, K., & Antoniadou, V. (2011). “Young people with fewer opportunities learning languages informally: perceptions and uses of ICT and social media”. Online available at: www.elearningeuropa.info/en/community/27532/articles.

Max, Ch., & Zourou, K. (2011). Progress report of the LS6 project for the European EACEA funding agency. (2200 pages)

- ✓ **FUNDamental English – in early plurilingual learning settings: inventory, competence development, insights for designing learning**

The FUNDENG project addresses major concerns with regard to the development of English as an international language by learners in Luxembourg's multilingual space, that is an international schooling environment. The research group is currently working on focuses on documenting and analyzing English as a second language in a classroom context at a secondary school level. For our current corpus, we are transcribing video data from plurilingual learners in a multilingual setting in Luxembourg. The project has entered its third year, and data analysis is ongoing.

Major developments in 2011:

With the closing of the data collection period in June 2011, the project focuses on the analysis of student-initiated actions (e.g. IRF-shift and turning out) and on the multilingual repertoires of both the teachers and the students as exploitable resources in the co-construction of actions in the English language classroom. The analysis contributes to the understanding of language development with regard to multilingual repertoires on the one hand and the discussion of the divide of English as Second/Additional Language (ESL/EAL) and English as Lingua Franca (ELF) on the other hand. The perspectives developed by this project highlight the dynamics of language learning in multilingual contexts. Specifically, the project has explored integrated analytical approaches in order to deal with this complex context allowing for the innovation of new methods of analysis aimed at the particularities of multilingual corpora.

Duration: 2009-2012

Principal Investigator: Ass. Prof. Dr. Gudrun Ziegler

Staff: Natalia Maria Durus, Olcay Sert, Dr. Neiloufar Family

Funding: University of Luxembourg

Outcomes:

- *Conference contributions*

Durus, N. & Ziegler, G. (2011). Learner Strategies in ELF discourse: Turn Initials as Participatory Devices. In: International Doctoral Conference: Appropriation et transmission des langues et des cultures du monde, Paris, France, INALCO, 18-19 Mars 2011.

Family, N., & Durus, N. (2011). Learning English as an Additional Language in a Multilingual Environment. Residential Week in Multilingualism, University of Birmingham, Birmingham (UK), April 2011.

Family, N., Durus, N., & Ziegler, G. (2011). Grammar as a Sequential Achievement: Socio-cognitive Perspective on English Learner Language Productions in Interaction. 4th International Conference of the French Cognitive Linguistics Association (AFLiCo), Lyon, France, May 2011.

Family, N., Durus, N., & Ziegler, G. (2011). English as an Additional Language in a Multilingual Environment. Child Language Seminar, Newcastle University (UK), June 2011.

Sert, O., Ziegler, G., & Durus, N. (2011). "Wi soll ech soen?" Plurilingualism as a Pedagogical Resource in EAL Classrooms in Luxembourg. 12th International Pragmatics Conference, Manchester, Grande Bretagne, 3-8 July 2011.

Ziegler, G., Durus, N., & Sert, O. (2011). Turn Initials in Classroom Discourse: Turning Out as Learners' Participatory Devices. 12th International Pragmatics Conference, Manchester, Grande Bretagne, 3-8 juillet 2011.

Ziegler, G., & Durus, N. (2011). Learning: an Interactional Perspective. Analysis of an English Lingua Franca Classroom Interaction. Fourth International Conference of Cognitive Science, Teheran, Iran, 10-12 May 2011.

- *Publication in refereed conference proceedings*

Ziegler, G., Durus, N., & Family, N. (2011). Student-Initiated Actions in a Multilingual English Classroom Discourse. *Appropriation and Transmission of World Languages and Cultures: Proceedings of International Doctoral Seminar*. INALCO/SOAS. <http://www.soas.ac.uk/>

- *Publications in refereed journals*

Sert, O., Ziegler, G., & Durus, N. (in press). Multilingual resources in English language classroom interaction: repertoires and strategies. *Classroom discourse*. London: Routledge.

- ✓ **Quicker steps - Disseminating knowledge and best practices of the diverse co-operation and partnership solutions between higher education institutions and working life in Finland, Luxembourg, Austria and the United Kingdom**

The main purpose of the project is to disseminate knowledge and good practices of the diverse co-operation and partnership solutions between higher education institutions and working life in order to develop students' possibilities to quicker step into working life from higher education and thereby to extend their working careers.

Major development in 2011:

In 2011, two project weeks were organised with an open conference each to explore local collaborations between academic and professional life and to improve methods to support graduates' employability. The first workshop was held in Leppävaara, Espoo (Helsinki) on May 3 - 4 and attracted more than 80 participants from the local universities and economic domains. The workshop at the UL on November 8 attracted 43 actors involved in initial and lifelong learning programs. The workshop addressed two major topics of the local economic context, a) innovation from diversity in Luxembourg and b) multilingual and -cultural challenges of the working place. Both topics were introduced by keynote speakers who explained the local specificities and upcoming challenges to the international audience. Five training programs taught at the UL and preparing students for different professional areas were presented and discussed with the workshop participants. Project Website: <http://www.quickersteps.net/>

Duration: 2011-2012

Principal Investigator: Prof. Dr. Charles Max

In collaboration with:

JAMK University of Applied Sciences Jyväskylä (Finland, coordinator); HAAGA-HELIA University of Applied Sciences, Helsinki (Finland); Laurea University of Applied Sciences, Helsinki (Finland); University of Education of Upper Austria, Linz (Austria); Coventry University (UK).

Funding: European Social Fund and Finnish Centre for Economic Development, Transport and the Environment (Central Finland ELY-Centre).

Outcomes:

- *Conference contributions*

Max, Ch. (2011). Tutoring as a developmental process across institutional boundaries. An activity-theoretical analysis of tutoring in initial teacher education. Paper presentation at the ISCAR conference, Rome (I), September 6 to 10.

Max, Ch., & Weber, N. (2011). Creating shared spaces for mutual learning - The example of ITE in Luxembourg. Paper presentation at the Open Conference "Teachership and cooperation with working-life in universities to facilitate students' transition to labor market" in Espoo, May 3rd.

Max, Ch., & Ziegler, G. (2011). Ascending from the abstract to the concrete - Development and implementation of the Master "Learning and Development in Multilingual and Multicultural

Contexts". Paper presentation at the Open Conference "Cooperation and partnership solutions with working-life in multilingual contexts", Luxembourg, November 9.

Ziegler, G., & Laitinen-Väänänen, S. (2011). Educational design in/for diversity in higher education: devices for constructing expertise in new forms of learning. In: Tri-annual international conference International Society of Culture and Activity Research (ISCAR), Rome, September 2011.

✓ **Multimodal/Multilingual knowledge construction in multilingual technology contexts (2008 - 2011)**

The project is analyzing and providing feedback on specific interactions in the context of complex engineering processes and advanced knowledge development in cooperation with the satellite industries.

Principal investigator, collaborators: Assoc. Prof Gudrun Ziegler

In collaboration with: Hubert Moser, Prof. Dr. Charles Max, Tetyana Karpenko, Mikkel Stroerup, Martin Kracheel, Jun-young Song

Funding: Private

Major developments in 2011:

The team working with Ass.-Prof. Gudrun Ziegler on multilingual and multimodal interactions in complex engineering processes received this year's best paper award at the International Conference on Concurrent Engineering, held in Aachen from 20-22 June, 2011 (<http://www.ice-conference.org/>). The successful paper was selected among 170 papers and deals with critical instances within concurrent engineering processes in satellite research industries. The jury congratulated Prof. Ziegler's interdisciplinary team comprising Ju Youn Song and Martin Kracheel, both 2010-graduates from the UL's Master "Learning and Development in Multilingual and Multicultural Contexts" and PhD-candidate Hubert Moser (Luxspace/UL) for the group's innovative approach to analyze and assess 'Concurrent Engineering Processes' in the space industries. The paper marks a crucial step in the successful cooperation between the "DLR - Deutsches Zentrum für Luft- und Raumfahrt in der Helmholtz Gesellschaft" (<http://www.dlr.de/en/>) and DICA-lab at UL and highlights the impact of interdisciplinary research at the intersection between technology research, media and the learning sciences in diversity contexts.

Outcomes:

Song, J.Y., Kracheel, M., Ziegler, G., & Moser, H.A. (2011). Critical Interaction Instances in Collaborative Concurrent Engineering. In K. Thoben, V. Stich & A. Imtiaz (Eds.), Proceedings of the International Conference on Concurrent Engineering (pp. 1-16). Aachen, Germany: Aachen University.

Moser, H.A., Max, C.J., & Blessing, L.T.M. (2011). Team learning in space projects – insights from a small satellite integrator. In: 62nd International Astronautical Congress.

PHD THESIS

Claudia Albanese: *Analysing the intersection between discourse connectives and cohesive gestures in talk-in-interaction.* – Supervision: Prof. Dr. Charles Max & Assoc. Prof. Dr. Gudrun Ziegler

Philippe Blanca: *Liquid publishing: Conception, réalisation et analyse d'une publication scientifique multimodale.* – Supervision: Prof. Dr. Charles Max & Assoc. Prof. Dr. Gudrun Ziegler

Chunyan Bao: *Added value of multilingual/multicultural educational practices for Chinese migrants.* – Supervision: Assoc. Prof. Dr. Gudrun Ziegler

Adrienne Lambo Ouafu: *Interacting in Luxembourgish as an Additional language: An analysis of adult immigrants' ILAL as related to their social activities.* – Supervision: Assoc. Prof. Dr. Gudrun Ziegler

Petra Paasilinna: *Socio-cultural perspectives on learning: approaches to linguistic trauma.* – Supervision: Prof. Dr. Charles Max

Hubert Moser: *Wave - Constrained design methodology for space products* (working title) (Cooperational PhD) – Supervision: Prof. Dr. Lucienne Blessing, Co-supervision: Assoc. Prof. Dr. Gudrun Ziegler

Sviatlana Danilova: *Conversational agents.* – Supervision: Prof. Dr. Christoph Schommer, Co-supervision: Assoc. Prof. Dr. Gudrun Ziegler

ACTIVITIES

Conferences organised by the research field

- ✓ International Doctoral Seminar: “Appropriation and transmission of world languages and cultures” (18-19 mars 2011, Paris, France)

co-organised by INALCO, Paris, France (PLIDAM), University of Luxembourg (DICA-lab, Assoc. Prof. Dr. Gudrun Ziegler), School of Oriental and African Studies (SOAS), University of London (Royaume-Uni / United Kingdom), Université de Fribourg (Suisse / Switzerland), Universität Augsburg (Allemagne / Germany), Università degli studi di Macerata (Italie / Italy)

Set at the crossroads of all that is related to language and education, and their connection with society and politics, this International PhD Seminar brings together each year university lecturers, research fellows and doctoral students concerned with the subject of learning and teaching languages and cultures. An initiative of the academic world for professionals involved in the teaching and promotion of languages, the seminar is meant to be an on-site research training tool based on a scientific exchange between young researchers, university lecturers and researchers, and experienced experts, who will be linked via video-conference or an exchange platform. The Seminar intends to engage in an international scientific reflection through a stimulating programme consisting of plenary lectures by experienced researchers selected from very complementary disciplines as well as workshops for the presentation of the work of young researchers. French and English are the working languages of this Seminar which plans to publish the best research materials, on a bilingual website.

(Online:

http://www.instituthongrois.fr/dinamikus/files/PROGRAMME_SEMINAIRE_MARS_2011_NOUVELLE_VERSION.pdf)

- ✓ Interactive webinar broadcast live: “Where languages collide: How multilingual literacies make social media real” (14 June 2011, University of Luxembourg)

Media and more specifically social media exist in and through multiple languages – in keyboarding, texting, dubbing, subtitling, translating, gaming and in many other ways of media interaction. Multilingualism is key when participating in (social) media. Media literacy is build from various languages and contexts of language use.

How do social media rely on multiple languages?

Is there media literacy without multilingualism?

How do users bridge languages and contents in multiuser contexts?

How does media literacy construct language identities?

An interactive debate with two leading researchers in the area of multilingualism and media literacy will address recent findings and discuss examples collected from the multilingual audience preparing and attending the webinar.

Invited speakers: Prof. Claire Kramsch, UC Berkeley – Prof. Pilar Lacasa, University of Alcalá

Moderators: Prof. Dr. Charles Max & Assoc. Prof. Dr. Gudrun Ziegler

(Online: <http://www.elearningeuropa.info/en/community/27532/debates>)

✓ **Research workshop: “Learning in multilingual contexts” (University of Luxembourg, Walferdange, 31.8-2.9.2011)**

Professors Charles Max and Gudrun Ziegler of University of Luxembourg hosted DICA-lab’s research workshop on “Learning in multilingual contexts” which took place on Campus Walferdange, August 31 – September 2, 2011. The twenty participants – of the University of Kaiserslautern (Ger), Northeastern University (US), University of Luxembourg and European School (Luxembourg) – discussed recent outcomes of running research projects.

Invited lectures

Prof. Dr. Viviana Gaballo, University of Macerata, “A systemic functional approach to translation competence” (June, 8)

Prof. Dr. Maryse Bianco, Université de Grenoble, “Compréhension orale précoce et apprentissage de la lecture:effets des dispositifs d’enseignement” (May, 3)

Paper presentation (Call for papers)

Albanese, C., Notes on the influence of response cries and yes/no tokens on language alternation and modality switch. Second International Journal of Arts and Science Conference, Cambridge (MA), June 2011.

Albanese, C., Song, J., & Zourou K., Language Learning and Social Media - 6 Key Dialogues - Where Languages collide: How multilingual literacies make social media real. Europe-China Year of Youth Summit 2011, European Commission, Bruxelles, May 2011.

Blanca, P., Les revues scientifiques - vers une intégration de la multimodalité. VI Simpósio Internacional de Estudos dos Gêneros Textuais, Universidade Federal do Rio Grande do Norte, Natal (BR), 16-19 août 2011

Durus, N., & Ziegler, G., Learner Strategies in ELF discourse: Turn Initials as Participatory Devices. Appropriation et transmission des langues et des cultures du monde, Paris, France, INALCO, 18-19 Mars 2011.

Family, N., & Durus, N., Learning English as an Additional Language in a Multilingual Environment. Residential Week in Multilingualism, University of Birmingham, Birmingham (UK), April 2011.

Family, N., Durus, N., & Ziegler, G., Grammar as a Sequential Achievement: Socio-cognitive Perspective on English Learner Language Productions in Interaction. 4th International Conference of the French Cognitive Linguistics Association (AFLiCo), Lyon, France, May 2011.

Family, N., Durus, N., & Ziegler, G., English as an Additional Language in a Multilingual Environment. Child Language Seminar, Newcastle University (UK), June 2011

Ludwig, M., Family, N., & Ziegler, G., Language Use of Plurilingual Luxemburgish Children. ADYLOC: Variation in first and second language acquisition: comparative perspectives, Paris, France, June 2011.

- Max, Ch., Tutoring as a developmental process across institutional boundaries. An activity-theoretical analysis of tutoring in initial teacher education. Paper presentation at the ISCAR conference, Rome (I), September 6 to 10.
- Max, Ch., & Weber, N., Creating shared spaces for mutual learning - The example of ITE in Luxembourg. Paper presentation at the Open Conference "Teachership and cooperation with working-life in universities to facilitate students' transition to labor market" in Espoo, May 3rd.
- Max, Ch., & Siry, Ch., Analyzing knowledge building within collaborative science activities at the early childhood level. Paper presented at the Annual AERA conference in New Orleans, Louisiana, 8-12 April 2011.
- Max, Ch., & Siry, Ch., The emergence of science in early childhood classroom interactions. Paper presentation at the ESERA conference in Lyon (F), 6-10 September 2011.
- Max, Ch., & Siry, Ch., "Doing science" through multimodal interactions in the early childhood classroom. Paper presentation at the EARLI conference, Exeter (UK), 31 August - 3 September 2011
- Max, Ch., & Siry, Ch., "There fits more in than there" - "Doing science" through interactions in the early childhood classroom. Paper presentation at the ISCAR conference, Rome (I), 6-10 September 2011.
- Max, Ch., & Ziegler, G., Ascending from the abstract to the concrete - Development and implementation of the Master "Learning and Development in Multilingual and Multicultural Contexts". Paper presentation at the Open Conference "Cooperation and partnership solutions with working-life in multilingual contexts", Luxembourg, November 9.
- Max, Ch., Siry, Ch., & Kracheel, M., Children as co-researchers: children's views from collaborative science inquiries. Poster presentation at the EARLI conference, Exeter (UK), 31 August - 3 September 2011.
- Ouafo, L. A., Interacting in Luxembourgish as an Additional Language: An analysis of the role of the context in learning Luxembourgish among multilingual adults. Conférence Doctorale Internationale, INALCO, Paris, March 2011.
- Ouafo, L. A. The Correlation between Motives for Learning and Using an Additional Language in a Multilingual Context: The case study of adult learners of Luxembourgish. Residential Week in Multilingualism, The MOSAIC Centre for Research in Multilingualism, Birmingham, April 2011.
- Ouafo, L. A. Why do Multilingual adults learn an L3? An analysis of the learners' perceptions of the values of Luxembourgish. International Conference on Third Language Acquisition and Multilingualism, Warsaw, September 2011.
- Sert, O., Ziegler, G., & Durus, N., "Wi soll ech soen?" Plurilingualism as a Pedagogical Resource in EAL Classrooms in Luxembourg. 12th International Pragmatics Conference, Manchester, Grande Bretagne, 3-8 July 2011.
- Weber, N., & Ziegler, G., "It's (not) only conversation ..." - Features of mentor-mentee talk and their implications for learning from an interactional perspective. Paper, Tri-annual international conference International Society of Culture and Activity Research (ISCAR), Rome, September 2011.
- Ziegler, G., Durus, N., & Sert, O., Turn Initials in Classroom Discourse: Turning Out as Learners' Participatory Devices. 12th International Pragmatics Conference, Manchester, Grande Bretagne, 3-8 juillet 2011.
- Ziegler, G., & Durus, N., Learning: an Interactional Perspective. Analysis of an English Lingua Franca Classroom Interaction. Fourth International Conference of Cognitive Science, Teheran, Iran, 10-12 May 2011.
- Ziegler, G., & Ludwig, M., Development of Luxembourgish in young L2 learners. 12th International Congress for the Study of Child Language at the UQAM- Université du Québec à Montréal Canada (July 19 to 23, 2011).

Ziegler, G., & Ludwig, M., Patterns of children's development of interactional competencies when tools come into play. Paper in Symposium: Beyond acquisition and participation. Empirical studies on dialectical learning approaches in early education. Tri-annual international conference International Society of Culture and Activity Research (ISCAR), Rome, September 2011.

Ziegler, G., & Laitinen-Vaananen, S., Educational design in/for diversity in higher education: devices for constructing expertise in new forms of learning. Paper, Tri-annual international conference International Society of Culture and Activity Research (ISCAR), Rome, September 2011.

Ziegler, G., & Meyer, A., Conversational writing: insights into patterns of text production from peer-to-peer first literacy writing in German (Luxembourgish context). Invited paper, Symposium Text Production Processes at School. Kongress der Deutschen Gesellschaft für Sprachwissenschaft (DGfS), Göttingen, Februar 2011.

Organized panel in peer-reviewed international conference

Ziegler, G. (2011). Enhancing professional development by "talking" - Interactional perspectives on mentoring practices as intervention devices. Panel. Tri-annual international conference International Society of Culture and Activity Research (ISCAR), Rome, September 2011.

Max, C. (2011): Beyond acquisition and participation. Empirical studies on dialectical learning approaches in early education. Panel. Tri-annual international conference International Society of Culture and Activity Research (ISCAR), Rome, September 2011.

Invited plenary lectures

Ziegler, G. (2011). Multilingual learning. Methodological considerations. Invited plenary, School of Education, Newcastle University.

Ziegler, G. (2011). Littératies en contexte multilingue de migrants non/peu-alphabétisés en écriture latine. Talk, Groupe de recherche Frontières culturelles et diffusion des langues, INALCO, Paris, 10.12.2011.

Talks to non specialized audiences:

Ziegler, G. (2011): Practices of training for developing learning in the context of multilingual integration. Talk, Ministries of integration - Luxembourg/France, Luxembourg, 23.9.2011.

PhD-work

Marchal, Harmony (2011). "L'acquisition du genre grammatical en français", Université de Grenoble, Laboratoire des sciences de l'éducation avec le soutien du FNR Luxembourg. Co-supervision/Membre du jury: Assoc. Prof. Dr. Gudrun Ziegler

MA-work

Firoozi, Maryam (09/2011). Exploring brain drain factors among Iranian students: A case study. Academic MA thesis, University of Luxembourg – Supervision: Prof. Dr. Charles Max.

Dupire, Cécile (07/2011). La construction d'identité en primaire (école bilingue, USA): Analyse de pratiques interactionnelles. Academic MA thesis, University of Luxembourg – Supervision: Assoc. Prof. Dr. Gudrun Ziegler

Nadialine, Alexandre Biagui (07/2011). Analyse de la morphologie verbale de productions écrites d'apprenants du français L3. Academic MA thesis, University of Luxembourg – Supervision: Assoc. Prof. Dr. Gudrun Ziegler

Strorup, Mikkel (03/2011). The co-construction of Expert Identity in a Satellite Services company presentation. Academic MA thesis, University of Luxembourg - Supervision: Assoc. Prof. Dr. Gudrun

Ziegler

Vernyuy, Andrew (03/2011). Cognitive and emotional components of test anxiety: a critical look on the measuring instrument. Academic MA thesis, University of Luxembourg - Supervision: Assoc. Prof. Dr. Gudrun Ziegler

PUBLICATIONS

Categories: Authored book; Edited book; Book chapter; Editor of refereed conference proceedings; Publication in refereed conference proceedings; Publications in refereed journals. Other scientific publication; Non-scientific publications

(Per author in Annual Report 2011)

Book

Ziegler, G. (in press 2011). *Le stéréotype dans la diversité*, Paris, Editions des archives contemporaines, 234 p

Publication in refereed conference proceedings

Blanca, P. (2011), Les revues scientifiques - vers une intégration de la multimodalité in *Annales du VI Simpósio Internacional de Estudos dos Gêneros Textuais*, Natal (BR), <http://www.cchla.ufrn.br/visiget/>

Loiseau, M., Potolia, A., & Zourou, K. (2011). Communautés web 2.0 d'apprenants de langue avec parcours d'apprentissage: rôles, pédagogie et rapports au contenu. In *Conférence EIAH 2011 (Environnements Informatiques pour l'Apprentissage Humain)*, Mons, Belgium: University of Mons.

Max, Ch. (2011 in press). Promoting 'learning for teaching' across boundaries. Creating innovative spaces for competence development in initial teacher education. Tagungsband der 5. Tagung der Österreichischen Gesellschaft für Sprachendidaktik (ÖGSD) "Sprachen lernen: Kompetenzen entwickeln – Performanzen (über)prüfen". Wien: Präsenz Verlag.

Moser, H.A., Max, C.J., & Blessing, L.T.M. (2011): Team learning in space projects - insights from a small satellite integrator. In: *62nd International Astronautical Congress*.

Ouafo, L. A. & Ziegler, G. (2011). Interacting in Luxembourgish as an Additional Language: An analysis of the role of the social context among multilingual adults learning Luxembourgish. *Appropriation and Transmission of World Languages and Cultures: Proceedings of International Doctoral Seminar*. INALCO/SOAS. <http://www.soas.ac.uk/>

Potolia, A., Loiseau, M., & Zourou, K. (2011). Quelle(s) pédagogie(s) voi(en)t le jour dans les (grandes) communautés Web 2.0 d'apprenants de langue ? *Proceedings of the EPAL 2011 conference*, University Stendhal Grenoble II, France.

Song, J., Kracheel, M., Ziegler, G. & Moser, H. (2011). Critical Interaction Instances in Collaborative Concurrent Engineering. In K. Thoben, V. Stich & A. Imtiaz (Eds.), *Proceedings of the International Conference on Concurrent Enterprising* (pp. 1-16). Aachen, Germany: Aachen University.

Ziegler, G., Durus, N., & Family, N. (2011). Student-Initiated Actions in a Multilingual English Classroom Discourse. *Appropriation and Transmission of World Languages and Cultures: Proceedings of International Doctoral Seminar*. INALCO/SOAS. <http://www.soas.ac.uk/>

Publications in refereed journals

Behrent, S., Doff, S. Marx, N. & Ziegler, G. (2011). Review of doctoral research in second language acquisition in Germany (2006-2009). *Language Teaching*, 44(2), 237 – 261.

Max, Ch. (2011). The development of initial teacher education focusing on multilingualisms: the innovative approach of Luxembourg. *ForumSprache*, 5(5), 59 – 78.

Sert, O., Ziegler, G., & Durus, N. (2011 in press). Multilingual resources in English language classroom interaction: repertoires and strategies. *Classroom discourse*. London: Routledge.

Siry, C. (2011). Emphasizing collaborative practices in learning to teach: Coteaching and cogenerative dialogue in a field-based methods course. *Teaching Education*, 22(1), 91-101.

Siry, C., & Zawatski, E. (2011). "Working with" as a methodological stance: Collaborating with students in teaching, writing, and research. *The International Journal of Qualitative Studies in Education*, 24(3), 343-361.

Ziegler, G. (2011). (Fremd-)Sprachenlehrkräfte ausbilden in Europa: Themen, Herausforderungen, Empfehlungen. *ForumSprache*, 5(5), 5-21.

Ziegler, G. (ed.) (2011). Multilingual language teacher education. *ForumSprache*, Special issue: 5/2011.

Ziegler, G. (2011). Innovation in Learning and Development in Multilingual and Multicultural Contexts. *International Review of Education*, Vol. 57, Special issue: Principles and Innovations in Multilingual Education (Springer Journals), pp. 1-21.

Publications as refereed book chapters

Max, Ch., Siry, Ch., & Kracheel, M. (2011 in press). "And? Did we do nice things?" Children documenting their emerging inquiries in early science learning. In C. Milne, K. Tobin, and D. Degenero (eds.). *Sociocultural studies and implications for science education: the experiential and the virtual*. Springer.

Siry, C. & Ali-Khan, C. (2011). Writing we: Collaborative text in educational research. In C. Stephenson Malott & B. Porfilio (Eds.), *Critical pedagogy in the 21st century: A New Generation of Scholars* (pp. 233-249). Connecticut, USA: Information Age Publishing.

Ziegler, G. (2011). From the Learner to the Actor: Categorizations as Loci of Language Acquisition. In Zarate, G., Levy, D., Kramsch, C (Eds). *Handbook of Multilingualism and Multiculturalism*. Paris: Editions des Archives Contemporaines.