



Tagungsberichte  
Vol. 10 / 2025

# SPRACHENDIDAKTIK IM DIALOG

EXTENDED ABSTRACTS zur

16. Nachwuchstagung der ÖGSD

Barbara Hinger,  
Simona Bartoli-Kucher &  
Odile Vandermeersch (Hrsg.)  
unter Mitarbeit von Patrick Fischl  
und Laura Stix



Barbara Hinger, Simona Bartoli-Kucher & Odile Vandermeersch (Hrsg.) (2025) unter Mitarbeit von Patrick Fischl und Laura Stix: Sprachendidaktik im Dialog. Extended Abstracts zur 16. ÖGSD-Nachwuchstagung. ÖGSD-Tagungsberichte. Bd. 10. Graz: ÖGSD.

# Inhaltsverzeichnis

## Vorwort

### Interkulturalität

- Caroline Hofer:** Una rete intertestuale per potenziare la competenza interculturale nella classe d'italiano come lingua straniera – Ein intertextuelles Netzwerk, um die interkulturelle Kompetenz im Unterricht von Italienisch als Fremdsprache zu fördern 13
- Tizian Ruckenbauer:** Lachen ja, aber kompetent! Ein Vorschlag zur Humorkompetenz im Spanischunterricht 18
- Viola Schlögl:** Die Vermittlung der emblematischen Kompetenz im österreichischen Spanischunterricht: Bildungspolitische Voraussetzungen und Erfahrungen praktizierender Spanischlehrkräfte 22

### Kompetenzen

- Elisa Koch:** English and Italian FL student teachers' and teacher educators' beliefs about pronunciation teaching and learning 29
- Maria Witt:** Grammatiklernen mit Bewegung im Englischunterricht 33
- Linda Wöhrer:** (Non-)Verbales sprachbildendes Lehrer:innenhandeln in dialogischen (Vor-)Lesesituationen ergründen 37

### Mehrsprachigkeit

- Nika Barišić Ičanović:** When Methods Matter: Comparing Methods for Teaching Challenging Vocabulary Items 43
- Michaela Gindl:** Bildungssprache im Erstsprachenunterricht BKS in Kärnten 49
- Katharina Haslacher:** Emotional Dimensions of Multilingual Identity in the Austrian Classroom 53
- Viola Monaci:** Apprendimento linguistico-culturale in ambito penitenziario 57

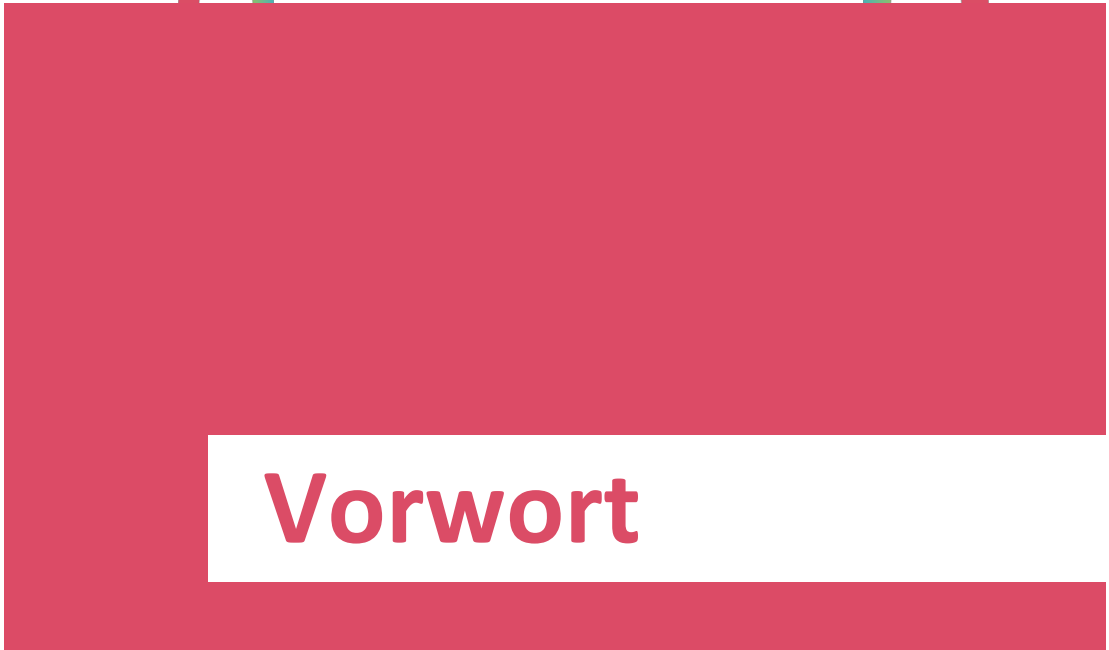
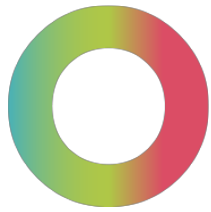
### Mehrsprachigkeit / Globales Lernen

- Giorgia Fattori:** Service Learning pedagogy in Language Education. A research introduction 62
- Gianni Franco:** L'italiano come L2 al CPIA (Centro Provinciale per l'Istruzione degli Adulti) di Padova 66
- Eva-Maria Reffle:** Auswirkungen des Lateinunterrichts auf den Russischunterricht im Spiegel sprachwissenschaftlicher, fachdidaktischer und lernerzentrierter Perspektiven 70

### Digitalität

- Luca Bottone:** Chatbot, apprendenti L2 svantaggiati, detenuti stranieri: prime impressioni e riflessioni di potenziali tutor 76
- Agnieszka Pakula:** Potenziare l'interazione in un MOOC di Italiano accademico 80

## Verzeichnis der Autor:innen



# Vorwort



Identifikation als mehrsprachige Person höheres Engagement, eine höhere Motivation für das und positivere Einstellungen zum Sprachenlernen erwarten lassen.

**Viola Monaci** beschäftigt sich in ihrem Beitrag **„Apprendimento linguistico-culturale in ambito penitenziario“**, ausgehend von ihrer bereits abgeschlossenen Doktorarbeit, mit der Sprachenkomplexität von inhaftierten Mitgrant:innen, die Italienisch als L2 nutzen. Ziel ist es, durch die Analyse von Interviews mit 160 Teilnehmer:innen, die sich aus drei Gruppen (Häftlinge, Bedienstete, Lehrende inkl. freiwillige Unterstützer:innen) zusammensetzen, und die Analyse von 135 Sprachzeugnissen (Bildliche Darstellungen, Texte, Bild-Text-Darstellungen) in sieben Strafanstalten in Italien eine *Linguistic Jailscape* zu eruieren. Präsentiert werden im Beitrag erste Analyseergebnisse der Sprachzeugnisse. Dabei wird zunächst nach deren Funktionen, die sich als überwiegend symbolisch erweisen, ihren Kategorien, die überwiegend als dekorativ interpretiert werden können, und ihren Themen, die überwiegend religiös sind, unterschieden. Im Anschluss werden die sprachlichen Darstellungen, die gemischten Darstellungen (Bild-Text) und die Bilddarstellungen exemplarisch und knapp beschrieben. Gesamt wird geschlossen, dass Strafanstalten Orte von sprachlicher und kultureller Superdiversität sind und die festgestellten sprachlichen wie bildlichen Ausdrucksformen den Insassen sowohl als Lern- als auch als Kommunikationsgelegenheiten dienen können.

Abschnitt vier umfasst Forschungsarbeiten, die sich mit der *Mehrsprachigkeit* unter dem Aspekt des *globalen Lernens* auseinandersetzen. Es geht darin um den Ansatz des *Service Learnings* im Primarstufenbereich Norditaliens, um den beruflichen Hintergrund von Lehrpersonen, die Italienisch als L2 in der Erwachsenenbildung vermitteln, und um den Nutzen von Latein für den Russischunterricht bei Schüler:innen in Österreich.

**Giorgia Fattori** stellt im Beitrag **„Service Learning pedagogy in Language Education. A research introduction“** ihr Doktoratsprojekt vor und betrachtet theoretische Aspekte sowie zu unternehmende Forschungsschritte, um *Service Learning* als Schnittmenge aus formalem Lernen und *Community Service* Projekten zu betrachten. Dabei beleuchtet Fattori das Sprachenlernen unter sozialen und zivilen Aspekten, diskutiert Rahmenmodelle wie etwa Byrams *Intercultural Citizenship Education* und verweist auf CLIL als möglichen sprachlernrelevanten Umsetzungsort. Auch bisher vorliegende empirische Einblicke werden präsentiert. Daran anschließend werden die umzusetzenden Forschungsschritte skizziert, mit Hilfe derer *Service Learning* im Bereich der Primarstufe in Norditalien unter Einbezug von Mehrsprachigkeitsaspekten in einer longitudinalen, fünfmonatigen Studie konkret untersucht werden soll.

**Gianni Franco** präsentiert im Beitrag **„L’italiano come L2 al CPIA (Centro Provinciale per l’Istruzione degli Adulti) di Padova“** Lernzentren für Erwachsene (CPIA), die Italienisch als L2 erwerben. Der lokale Fokus liegt dabei auf Padua. Der Beitrag stellt in knapper Form die Entwicklung der CPIA dar und beleuchtet auf der Basis einer Fragebogenerhebung mit



# Mehrsprachigkeit / Globales Lernen

# **Service Learning pedagogy in Language Education.**

## **A research introduction**

**Giorgia Fattori**

University Ca' Foscari of Venice

This extended abstract presents the rationale for a PhD research project exploring the implementation of Service Learning (SL), with a plurilingual focus, in Language Education (LE). The following paragraphs will highlight the project's theoretical and innovative features and outline future research steps.

### **1. The principles of Service Learning**

SL is a pedagogical and methodological approach that merges formal learning with community service projects designed and implemented by students to address local community needs (Fiorin, 2016; Tapia, 2006, 2016, 2019). Reflection, documentation, and evaluation are essential processes throughout a SL project. They foster students' reflective attitude towards community service and its link to formal learning (Fiorin, 2016; Tapia, 2022).

### **2. Service Learning in Language Education**

SL frames learning within a social and civic perspective, making it highly effective for promoting 21st-century competences (Council of Europe, 2018) and addressing current educational challenges (Fiorin, 2016). A similar critical perspective on meaningful learning has emerged in LE, with scholars arguing that LE is crucial for addressing global issues, such as developing plurilingual communities and preserving linguistic repertoires (Byram, 2008; Menegale, 2024; Mercer et al., 2018; Porto, 2018, 2023a).

Such challenges call for a necessary shift in the discipline, integrating Global Citizenship Education and social justice objectives into the LE curriculum. This re-envisioning of LE through a social and civic lens establishes a clear common ground with SL.

### **3. Frameworks of reference for SL in LE**

The social and civic perspective on LE has been operationalized as Intercultural Citizenship Education (ICE) (Byram, 2008) and Intercultural Service Learning (ISL) (Rauschert & Byram, 2017; Rauschert, 2022). ISL, though not originally designed for LE, applies Service Learning principles emphasizing intercultural communication with local and global communities, which

makes it suitable for Foreign Language (FL) learning. Conversely, ICE was specifically developed for the FL classroom and features a stronger political focus on social justice issues using the FL. Despite these different origins, both frameworks are comparable, prioritizing intercultural competence and critical thinking through civic action and community engagement (Rauschert & Byram, 2017).

The research stream connecting CLIL and Global Education is also highly significant in this argument, proposing a methodological reference to address socially relevant topics in FL teaching (Díaz-Pérez et al., 2013; Mercer et al., 2018; Porto, 2023b; Viebrock, 2015). CLIL has also been incorporated into both ISL and ICE projects as a methodology (Porto, 2015, 2016; Rauschert, 2022), sharing with these approaches an emphasis on reflection and higher-order thinking skills development for quality learning (Ali, 2022; Baker, 2019; Bringle & Clayton, 2022; Rauschert, 2022).

#### **4. Empirical insights on SL in LE**

Empirical evidence on SL in LE is primarily in higher education. Baker's review of studies (2019)—qualitative or mixed-methods investigations in FL courses in North American universities—reports that most focus on teaching Spanish as FL through SL projects involving Spanish-speaking communities. These studies reveal that SL had a positive impact on cultural understanding, civic engagement, and students' motivation toward the FL, including those students who had Spanish as heritage language. The author highlights the need for more empirical research involving younger learners (p. 17).

Indeed, empirical evidence on SL in LE at school level is limited and refers specifically to ICE and ISL in FL teaching. Nevertheless, these studies serve as relevant empirical references in this argument, given that ISL and ICE share core Service Learning principles (Rauschert, 2022; Rauschert & Byram, 2017). With reference to primary school students, a particular under-researched group, Porto (2015) conducted a study grounded in ICE with action research elements and CLIL methodology, involving students in Argentina and Denmark. In a subsequent study with children in an informal learning setting in Argentina, Porto (2023a) employed an action research design with qualitative data collection, drawing upon ISL, ICE and Social Justice frameworks. Notably, in both studies, research questions regarded mostly the intercultural citizenship dimension rather than the linguistic one, although FL teaching was a main subject in both projects.

These investigations adopt a monolingual perspective on LE, focusing on teaching a single FL through SL or comparable frameworks. However, Baker (2019) identifies another empirical gap by reporting a significant impact of SL on students' attitudes towards their heritage languages as well. Implementing SL in LE with specific attention to heritage languages necessitates a conceptual shift from a monolingual to a plurilingual perspective, as delineated in the *Common European Framework of Reference for Languages* (Council of Europe, 2001,

2020). In this key document students are described as “social agents” (CoE, 2001, p. 1) who use their entire diverse linguistic repertoire as a single communicative competence. This viewpoint introduces the concept of Plurilingual Competence, defined as a set of skills, knowledge, and attitudes drawing on both formally learned languages and the individual’s full repertoire (Candelier et al., 2012; Coste et al., 2009). Accordingly, language proficiency is just one element, alongside developing a specific plurilingual mindset and proactive attitude toward linguistic plurality (Piccardo, 2017).

## 5. Future research direction

In the light of current educational issues and following this plurilingual and civic perspective on LE, the present research seeks to provide an innovative contribution to both research and practice in LE by addressing the outlined empirical gaps. On one side, it intends to explore how SL with a linguistic focus can be implemented within Plurilingual Education. On the other side, it will investigate how Plurilingual Competence (Candelier et al., 2012; Piccardo, 2017) develops across primary school students, teachers, and community partners engaged in a SL project with linguistic focus.

To achieve these goals this research will employ action research methodology, drawing on SL pedagogical and methodological approach (Fiorin, 2016; Tapia, 2022) within Plurilingual Education. Considering this linguistic focus, other methodologies related to LE will be adopted (e.g. CLIL). Forty-four primary school students and two teachers settled in Northern Italy will be involved. During a five-month project, they will identify and respond to specific linguistic needs detected *in* and *with* the local plurilingual community. The research design, methodology and questions are currently being finalized.

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**Autor:innen**

# Verzeichnis der Autor:innen

**Nika Barišić Ičanović** hat Lehramt für Deutsch und Englisch an der Universität Rijeka studiert. Sie ist derzeit Doktorandin an der Karl-Franzens-Universität Graz im Bereich der Fachdidaktik, Psycholinguistik und Angewandten Sprachwissenschaft. Ihre Forschungsschwerpunkte liegen im Zweit- und Fremdsprachenerwerb.

**Luca Bottone** is a PhD student in Historical Linguistics, Educational Linguistics, and Italian Studies at the University for Foreigners of Siena. His bachelor's and master's theses explored linguistic transfer in L2 Italian and innovative assessment within the CILS-DASU project, integrating Scenario-Based Assessment and Artificial Intelligence. His doctoral research investigates the intersection of linguistics, technology, and social justice, focusing on linguistic and cultural education for disadvantaged populations, especially foreign inmates accessing university studies. Combining educational linguistics and digital tools, his work seeks to promote inclusive higher education and reduce inequalities through technology-enhanced learning and language assessment.

**Giorgia Fattori** graduated in Primary Education at the University of Padua and currently works as an English primary school teacher in Italy. In 2024, she started her PhD research in the field of Language Education at Ca' Foscari University of Venice, focusing on Service Learning pedagogy for Plurilingual Education in primary school. Her research interests include Plurilingual Education, EFL teaching and learning through a social and civic lens, and CLIL methodology in the primary school setting. In her teaching practice, she is also interested in using storytelling with picture books for foreign language teaching and learning with young learners.

**Gianni Franco** è docente di Lingua italiana per discenti di lingua straniera presso il Centro Provinciale Istruzione Adulti di Padova dal 2017. Ha una laurea in Lettere, una in Innovazione educativa e apprendimento permanente nella formazione degli adulti in contesti nazionali e internazionali e due Master in Didattica della Lingua italiana come L2.

**Michaela Alexandra Gindl** hat das Diplomstudium der Slawistik im Bereich Sprachwissenschaft für die Sprachen Bosnisch, Kroatisch, Serbisch und Slowenisch am Institut für Slawistik der Alpen-Adria-Universität Klagenfurt/Celovec abgeschlossen, wo sie nun auch das Doktoratsstudium absolviert. Im Rahmen des Young Scientists Mentoring Programme der AAU Klagenfurt/Celovec forscht sie zur Bildungssprache in Kroatien. Sie hat unter anderem Bosnisch, Kroatisch, Serbisch in Klagenfurt und Graz gelehrt und für das Österreichische Sprachdiplom Deutsch (ÖSD) als Testkonstrukteurin gearbeitet. Seit Herbst 2025 unterrichtet sie DaF/DaZ bei Deutsch in Graz.