

Conference Program¹

Day 1 (March 5th, 2025)

9:30	Registration (open throughout the event)			ESA 1 – Main building, Foyer
10:00 - 11:00	Welcome Coffee			ESA-West Wing, Room 221
11:00 - 11:30	Welcome and Introduction			ESA 1 – Main building, Lecture hall C
11:30 - 12:30	Keynote: Classroom discussion as an approach to individualization <i>Catherine E. Snow (Harvard)</i>			ESA 1 – Main building, Lecture hall C
12:30 - 13:30	LUNCH			ESA-West Wing, Room 221
Parallel Paper Sessions (1)				
13:30 - 15:00	Digital learning <i>Chair: Yvonne Elger</i>	Inclusive Approaches to Language Learning <i>Chair: Nicole Züchner</i>	Multilingual Families and Social Wellbeing <i>Chair: Alena Töpke</i>	
	ESA-West Wing, Room 121	ESA-West Wing, Room 120	ESA-West Wing, Room 122	
	Individualization in Language Education at the AI Age <i>Mehdi Riazi (Hamad Bin Khalifa University)</i>	Inclusion in exclusive subjects? A videographic study on (the lack of) individualization in everyday Spanish and French classes <i>Matthias Grein (RPTU Landau)</i>	Supporting socially sustainable wellbeing among children and families with an immigrant background in Finnish ECEC <i>Lassi Lavanti (University of Helsinki/ University of Jyväskylä)</i>	
	The effect of individual factors on learning outcomes in a MALL (Mobile-Assisted Language Learning) context <i>Christopher Kaiser¹, Nelleke Van Deusen-Scholl², Michela Mosca³ & Savanah Neitzel³ (¹Columbia University, ²Yale University, ³Babbel GmbH)</i>	Digital reading materials tailored from differentiation to individualization - Impacts of inclusive reading lessons in Austrian Primary Schools <i>Fabian Feyertag¹, Lisa Paleczek² & Elisabeth Stabler¹ (¹Private University College of Teacher Education Augustinum, ²University of Graz)</i>	Language Management in Transnational Multilingual Families: Generation 1.5 Parents in Finland <i>Gali Bloch (University of Helsinki)</i>	
Fostering writing development in primary education with digital tools <i>Kathrin Gade¹, Vera Busse¹ & Steve Graham² (¹University of Münster, ²Arizona State University)</i>	Interactive Groups facilitate individualized learning in an additional language <i>Harkaitz Zubiri-Esnaola¹, Ane Olabarria¹ & Ane del Rio Zubiaur¹ (¹University of the Basque Country)</i>	Transnational Multilingualism and Individual Language Learning Approaches: The Role of Informal Learning and Digital Media in Sustaining Language Diversity <i>Monica Bravo Granström¹ & Gisela Håkansson² (¹University of Education Weingarten, ²University of Lund)</i>		

¹ subject to short-notice change

15:00 - 16:00	Poster Session² (1) with Poster Pitches & Coffee Break			ESA-West Wing, Room 221
Parallel Paper Sessions (2)				
16:00 - 17:30	Using multilingualism as a resource Chair: <i>Nora Dünkel</i> ESA-West Wing, Room 121	Diagnostics Chair: <i>Rebecca Stein</i> ESA-West Wing, Room 120	Multilingual Education Chair: <i>Rebecca Höhr</i> ESA-West Wing, Room 122	
	Navigating structure and agency: individual strategies of community interpreters working against monolingualism <i>Jinhyun Cho</i> (Macquarie University)	Exploring strengths and challenges in primary students' narrative writing <i>Başak Değer¹ & Vera Busse¹</i> (¹ University of Münster)	Overcoming the challenges for individualization in multilingual education <i>Yonas Mesfun Asfaha</i> (Asmara College of Education)	
	Functions of heritage language use in language responsive physics lessons <i>Rebecca Möller¹ & Dietmar Höttecke¹</i> (¹ University of Hamburg)	Individualization of EAP assignments through self-study action research <i>Julie Kerekes</i> (OISE/University of Toronto)	Primary school students' perspectives on multilingualism in the school context <i>Rebecca Höhr¹, Astrid Jurecka¹, Anna Volodina² & Ilonca Hardy¹</i> (¹ University of Frankfurt, ² IQB/Humboldt-University of Berlin)	
	Individualized strategies of including migrant students' linguistic repertoires into teaching and learning in mainstream daycare and school settings <i>Nora Dünkel¹, Hanne Brandt¹ & Drorit Lengyel¹</i> (¹ University of Hamburg)	Transfer of Evidence-Based Writing Support Measures into Practice – Analysis of Transfer-Relevant Factors at the Teacher Level <i>Pia Christin Sieveke¹, Vera Busse¹ & Steve Graham²</i> (¹ University of Münster, ² Arizona State University)	Learning to Teach English in the Multilingual Classroom <i>Gregory J. Poarch¹ & Romana Kopečková²</i> (¹ University of Groningen, ² University of Münster)	
17:45 - 18:45	Forum 1: Diagnostics and Professional Competence in the Context of Linguistic Diversity			ESA 1 – Main building, Lecture hall C
	Speakers: <i>Elma Blom (Utrecht University), Maxime Van Raemdonck (Ghent University), İnci Dirim (University of Vienna), Vera Busse (University of Münster)</i>			
	Moderation: <i>Karen Schramm (University of Vienna)</i>			
19:00 - 21:00	Evening Reception Poster award ceremony with drinks & finger food and musical performance by Alberto Sanchez ESA-West Wing, Room 221			

² see *Poster Contributions* at the end of this program

Day 2 (March 6th, 2025)

9:15 - 10:15	Keynote: Individual support in today's multilingual classes in German primary school: Findings from an intervention study on translanguaging to support students' reading strategies <i>Jasmin Decristan (University of Wuppertal)</i>		
ESA 1 – Main building, Lecture hall C			
Parallel Paper Sessions (3)			
10:30 - 12:00	Strategies for individualized teaching and learning <i>Chair: Yvonne Elger</i> ESA-West Wing, Room 121	Social Integration and Language Education <i>Chair: Rebecca Stein</i> ESA-West Wing, Room 120	Multilingualism and Language Resources <i>Chair: Alena Töpke</i> ESA-West Wing, Room 122
	Tailored Feedback in Greek University ESP Courses: A Departmental Case Study <i>Ourania Katsara (University of Piraeus)</i>	From Language Acquisition to Social Integration and Labour Market Participation: The Complexities of Individualising Education in Swedish for Immigrants <i>Dimitrios Papadopoulos (University of Gothenburg)</i>	Bilingualism and intertemporal choice <i>Eva Markowsky¹ & Ekaterina Sprenger²</i> (¹ University of Potsdam, ² University of Hamburg)
	Individualisation of German as a Second Language (GSL) lessons using multilingual teaching elements – findings of a video study <i>Stefanie Bredthauer (Mercator Institute for Literacy and Language Education)</i>	Bridging the gap: Exploring discrepancies between theory and teachers' perspectives on language learning competence <i>Carmen Herrmann¹ & Jennifer Wenzl²</i> (¹ University of Bamberg, ² Justus Liebig University Giessen)	From Marginalisation to Resource: Harnessing Multilingualism for Literacy Development in Diverse Educational Settings <i>Aybike Savaş (University of Hamburg)</i>
	Adaptive teaching-learning setting for the development of individual competencies <i>Yvonne Elger (University of Münster)</i>	Translingual Practices and Academic Identity <i>Eray Kara¹ & Carla Bohndick¹</i> (¹ University of Hamburg)	Individual linguistic repertoires and shared multilingual spaces <i>Nora von Dewitz (Mercator Institute for Literacy and Language Education)</i>
12:15 - 13:15	Forum 2: Successful Formats of Individualization and their Transferability – A Cross-Institutional Perspective		
ESA 1 – Main building, Lecture hall C			
	Speakers: <i>Tanja Tajmel (Concordia University of Montréal), Sarah Désirée Lange (University of Technology Chemnitz), Anna Krulatz (Norwegian University of Science and Technology of Trondheim), Daphne Greenberg (Georgia State University of Atlanta)</i>		
	Moderation: <i>Hendrik Stammernann (Hamburg State Institute for Teacher Training and School Development)</i>		
13:15 - 14:15	LUNCH		
ESA-West Wing, Room 221			

Parallel Paper Sessions (4)		
14:15 - 15:45	<p>Multiliteracy and Classroom Practices Chair: <i>Moritz Sahlender</i> ESA-West Wing, Room 121</p>	<p>Linguistic diversity and heterogeneity Chair: <i>Christin Tekaath</i> ESA-West Wing, Room 120</p>
	<p>Multiliteracy as a resource for language education <i>Kseniia Pershina¹, Lisa Zastrow¹, Birger Schnoor¹ & Irina Usanova¹</i> (¹University of Hamburg)</p>	<p>Examining the individual trajectory of a female STEM scholar: A case study on academic language socialization <i>Elif Burhan-Horasanlı</i> (TED University of Ankara)</p>
	<p>Video-Based Analysis of Individualization in Classroom Quality for German as a Second Language (GSL) Courses within the COLD Project: A Comparative Study of General and GSL-Specific Quality Characteristics <i>Moritz Sahlender¹, Stefanie Bredthauer², Fani Lauermann³, Hannes Schröter¹, Irit Bar-Kochva¹, Hans-Joachim Roth² & Josef Schrader¹</i> (¹German Institute for Adult Education, ²Mercator Institute for Literacy and Language Education, ³University of Bonn)</p>	<p>Are multilingual boys doubly disadvantaged in writing? Effects of gender and language background on writing in primary school <i>Liane Lillich¹, Steve Graham², Till Utesch³ & Vera Busse¹</i> (¹University of Münster, ²Arizona State University, ³University of Lübeck)</p>
	<p>"It's up to your imagination." Designing HL-classes at a German school: individualization vs. curriculum, expectations and reality <i>Maria Sulimova (University of Wuppertal)</i></p>	<p>Fostering Negotiation of Meaning in (Foreign) Language Education - Individualization Strategies from Design-Based Research <i>Larena Schäfer (University of Vechta)</i></p>
15:45 - 16:15	<p>Poster Session³² (2) & Coffee Break IESA-West Wing, Room 221</p>	
16:30 - 17:30	<p>Forum 3: Requirements for Future Research on the Individualization of Language Education ESA 1 – Main building, Lecture hall C</p> <p>Speakers: <i>Ingrid Piller (Macquarie University of Sydney), Theo Marinis (University of Konstanz), Francis Hult (University of Maryland, Baltimore County), Nathalie Auger (Université Paul-Valéry Montpellier 3)</i></p> <p>Moderation: <i>Aileen Edele (Humboldt University of Berlin)</i></p>	
17:30 - 17:45	<p>Closing & Goodbye ESA 1 – Main building, Lecture hall C</p>	

² see Poster Contributions at the end of this program ²

05.- 06. March 2025 | Hamburg

Poster Contributions

Impact of Teacher Multicultural Attitude and Communication Training on Work Culture- Mediation of Expressivity

Yumna Ali¹, Athar Mahmood², Rana Ahsan Kamal² & Syed Mubashar Iqbal Shah²

(¹Hazara University of Pakistan, ²Punjab Sports Board Pakistan)

Individualization in Heritage Language Education: what teachers say.

Tatjana Atanasoska (University of Education Upper Austria)

'Multilingual' Tasks in German Textbooks – A Textbook Analysis Based on a Deductive Multilevel Category System.

Cana Bayrak¹ & Handan Budumlu¹ (¹University of Münster)

Pre-service English Language Teachers' Beliefs about Multilingualism in Subject Teaching.

Seher Cevikbas (University of Hamburg)

Hard of hearing children with a forced displacement background in Germany: A pilot longitudinal study on developmental trajectories of German Sign Language and German spoken language.

Solveig Chilla¹, Lina Abed Ibrahim¹ & Barbara Sophie Hänel-Faulhaber²

(¹Europa-University Flensburg, ²University of Hamburg)

Learner Agency and Identity Negotiation in Individualized Language Education.

Alba Franco (Boston University)

Multilingualism and Translingual Practices in ELF Assessment: Developing Authentic Oral Competency Tools.

Alexis Goli (Tokyo University/University of Pretoria)

Reinforcing Integration through language learning and cultural awareness: the ACTIN Project

Mariya Kharaman¹ & Theo Marinis¹ (¹University of Konstanz)

Learning Arabic as an L2: Individualisation incorporating liturgical literacy and sociocultural context.

Muhammad Nabil (SOAS University of London)

Participation in early childhood education in Kosovo: (Re-)migration and international orientation as a resource for the participation of early childhood education institutions.

Saranda Shabanhaxhaj¹, Anna Aleksanyan¹ & Heike Wendt¹ (¹ University of Graz)

Dialogic reading in language education interactions – a professionalisation concept for style of speech and reading aloud.

Rebecca Stein¹, Christiane Miosga¹, Alena Töpke¹ & Claudia Müllers-Brauers¹ (¹Leibniz Universität Hannover)

Enhancing language and emotional skills in pre-primary classes: A language-integrated emotion intervention.

Christin Tekaath¹, Irene Corvacho del Toro¹, Arianne Lydia Andreas², Mirjam Naomi Menz² & Miriam Hansen²

(¹University of Siegen, ²University of Frankfurt)

Potential of Chatbots as Intelligent Tutoring Systems: A Case Study on the Self-Learning Phase of Advanced German Learners Using ChatGPT-4.

Minyue Wu¹ & Zhehang Liu¹ (¹University of Göttingen)