

Current Research on Multilingual and Multicultural Matters

Master Class Symposium 2016



When? 17.06.2016 from 13:15 to 19:00
Where? Campus Belval, Rooms: 4.050 / 4.160 / 4.530
Who? Master in Learning and Communication
in Multilingual and Multicultural Contexts

Topics include: Apprentissage / языки / öğretim / ฝึกหัด / μάθηση / Edukacja / Identitate / 多种语言 / Sienos / viacjazyčnosť / التَّوَّاصِل / aprendizagem / globalisaatio / การให้ความรู้ / Многоезичен / Migratioun / Etnografie / Investigación / міжнародний / 移住 / Kultur

List of Abstracts

<i>Evangelia Antoniou</i>	4
Promoting higher education institutions through social media: The creation of videos for the advertisement of the MA program Learning and Communication in Multilingual and Multicultural Contexts of the University of Luxembourg	
<i>Joanna Attridge</i>	5
Integration? A multilogical examination of the journey from Asylanten -'other' to Citizen - 'einer von uns'	
<i>Asmik Avagyan</i>	6
Armenian as a minority language in Moscow: language practices on Russian social networking sites	
<i>Olivia Bantan</i>	7
Teaching German as a Foreign Language for Adults in Luxembourg - Exploring Teachers' Ideologies about Language and Teaching Practice	
<i>Anne Becker</i>	8
Sprachfunktionen in der Luxemburgischen Werbelandschaft	
<i>Patricia Bula</i>	9
Die Rolle von Ort und Sprache bei der Konstruktion von Identität – eine Fallstudie mit Studierenden des Masters MultiLearn	
<i>Raluca Caranfil-Tepsulea</i>	10
Radio journalists as intercultural communicators: A case study of language communities' radio shows in Luxembourg.....	
<i>Carine Chékoué</i>	11
La communauté africaine au Luxembourg face aux médias : exemple de l'Essentiel	
<i>Yacine Chemssi</i>	12
Identity Negotiation and Construction: The Case of Moroccan Immigrants and their Descendants in Post World War Two France.	
<i>Antoneta Cristea</i>	13
Monolingual and Multilingual Communication Practices in the Luxembourg business contexts: between Opportunities and Challenges.....	
<i>Oleksii Domin</i>	14
Heading towards a sound body: different paths to one goal	
<i>Oksana Domina</i>	15
How Chinese people are perceived in Luxembourg and how do they perceive Luxembourgers?	
<i>Mariana Escobar Gómez</i>	16
Internationalized Higher Education and its effects on single stories: Case studies of Latin American students at the University of Luxembourg from a postcolonial perspective	
<i>Cathy Ferrari</i>	17
Au-delà du blocage linguistique: L'éveil aux langues dans une classe d'accueil à l'enseignement fondamental du Luxembourg	
<i>Viliana Georgieva</i>	18
Netnography: Language practices of the Bulgarian minority in Republic of Macedonia (FYROM) in an online community forum	
<i>Shunichi Hashikawa</i>	19
The application of plurilingualism in Luxembourg: studies on language ideology and practice	
<i>Sesiliya Kaloyanova</i>	20
Have the Smartphones Killed Boredom?	
<i>Mualla Kara</i>	22
Highly skilled immigrants remain within their bubble: A case study of Luxembourg expats facebook group	
<i>Maria Konstantinou</i>	23

Gintarė Kudžmaitė	24
Borderland Linguistic Landscape: the Case of Lithuania and Poland.....	
Mia Larusson-Norrena	25
Visualising multilingualism: Language portraits in a Luxembourgish primary school class	
Tessy Meintz	26
Die pädagogische Arbeit im Umgang mit Vorurteilen: Einblick in eine Schulklasse des Zyklus 1 in Luxemburg	
Melsida Meloian	27
Ankommen in Deutschland: Flucht und Migration in Trier – Drei Biographiegeschichten.....	
Roxana Mironescu	28
A study of attitudes and beliefs of clients and staff towards the digital engagement strategy at Nordea International Private Banking.....	
Corina Moscovich	29
Roots and migrations in family genealogy: A discourse analytical perspective on personal identity transformation.	
Georgia Ntai	30
Discourse and Power in Art Museum Education: Linguistic practices, meaning-making and power relations. Three case studies: Casino – Mudam – Villa Vauban.....	
Eleni Paraskevopoulos	31
Multilingualism and job satisfaction in the workplace. Case study: The European Court of Justice in Luxembourg.	
Lucia Iulia Porumb	32
Contemporary Art in Luxembourg as an awareness tool for integration	
Yelena Radley	33
Working in a foreign language: case study of employees’ perceptions in a Luxembourg-based multinational company using English as a lingua franca	
Kathrin Romberg	34
Interkulturelles Lernen im Auslandspraktikum: Eine Studie französischer Landwirtschaftsschüler	
Paula Szpinda	35
Nation branding in Luxembourg. Creation and representation of the cultural symbols by the National Post Office in Luxembourg.....	
Dimitra Tsagkogeorga	36
Multilingual repertoires and identity negotiation: a study on pupils in the Greek Complementary School of Luxembourg	
Maria Tzioufa	37
Family Language Policies in transcultural families with Greek mothers: A case study in the Luxembourgish context.	
Astrid van den Enden	38
From language policies to language practices: A case study of a trilingual Master program in Luxembourg	
Sara van der Valk	39
Zocker, şeker, azúcar : Sugar packets as evidence of a changing language power balance	
Inês Vasconcelos	40
Linguistic Ecology and Workplace Communication: A comparison between two different contexts geographically close but separated by a national border and different language practices and ideologies.	
Ekaterina Voitiuk	41
Personal perception of integration in Luxembourgish context	
Li Yang	42
Heritage Language Maintenance: The case of Chinese immigrant Families in Multilingual Luxembourg.....	
Programme	43

Promoting higher education institutions through social media: The creation of videos for the advertisement of the MA program Learning and Communication in Multilingual and Multicultural Contexts of the University of Luxembourg

It is a fact that the Internet brings together millions of users. Meanwhile, the new forms of the Internet, such as the social web, constitute a communication channel and they have evolved into powerful marketing tools. Social web users feed information back directly into the body through which they interact by using its modern tools (blogs, social networks, etc.). In the case of higher education institutions, their promotion is a complex process, which follows the general procedures of services provision. A distinctive characteristic of higher education institutions (public and private) is their social character. The use of marketing therefore for the promotion of these institutions has to do with the principles of Social Marketing and this means that the social web and tools (social media) reinforce them. Additionally, communication with the institutions can take place directly with their respective stakeholders (students / candidate students). Thus, the aim of the promotion and marketing of the institutions' activities is sufficiently achieved.

Within this context, the objectives of this thesis are to record the role of traditional marketing and the role that all the modern tools of Social Web play in the promotion and marketing of higher education institutions. However, the research part of the thesis focuses on the use of podcasting and online video, since this tool was selected for promoting the activities of the MA program "Learning and Communication in Multilingual and Multicultural Contexts" of the University of Luxembourg, as there is still a lack of this kind of promotional material due to the short existence of the program. Qualitative research methods were used. More specifically, four big universities outside Luxembourg were chosen and online observation of their YouTube channels was done followed by content analysis of the videos they upload. The empirical data that were collected by analyzing the content of the universities' YouTube channels resulted in the emergence of certain themes. Based on these themes, videos highlighting the activities of the MA program were created. Then, comments on the videos created are presented providing information about the creation process, as well as the reason and purpose of their creation. Finally, conclusions are drawn about the role and future of the podcasting and online video technology for the promotion and marketing of higher education institutions.

Keywords: *promotion, advertising, education, content, social media*

Joanna Attridge

Integration? A multilogical examination of the journey from Asylanten -'other' to Citizen - 'einer von uns'.

Conflicting policy, media, and private discourses concerning the integration of migrants in Germany have increased in recent decades, especially since the so-called 'refugee crisis' of 2015. Public officials have recognized the importance of the engagement of volunteers assisting official authorities in the reception and integration of refugees. This research explores the different perspectives on integration of migrants in Germany, especially refugees, in the particular local context of Trier, which in 2015 was assigned about 700 people who would remain in the city for the duration of their asylum procedure. The aim of the study is to examine how the official rhetoric of the integration process, as well as media representations, fit the actual experience of asylum seekers and the volunteers that work with them. It is hypothesized that there is a critical gap between official statements or policy and actual local practices, underpinned by issues of racism, discrimination, and public discourses of fear. A combined methodological approach is envisaged. Firstly, Critical Discourse Analysis will be applied to campaign statements on integration by political parties in the run up to Landtagswahl of 2016 in Trier, Rheinland- Pfalz, and also to local media representations of volunteer engagement. Secondly, Thematic Content Analysis will be applied to semi-structured interviews to look at individual perspectives of integration. Three different groups of interviewees have been targeted, because they are anticipated to elucidate disparate experiences, assumptions and ideologies. These include volunteers currently working with refugees, as well as former refugees now settled in Trier, who arrived in the 1990's and can recount their experiences of integration and lastly, multilingual transnational German citizens with experience of integration in other countries. It is hoped that this triangulated analysis will have revealing implications for the acculturation of refugees and for the support given to volunteers who work with them.

Armenian as a minority language in Moscow: language practices on Russian social networking sites

The present research aims to analyze language practices of Armenian residents in Moscow on Russian social networking sites (SNSs). In addition to the personal interest, the choice of the topic was influenced by the large number of Armenians in Moscow (varies from 125,000 to 500,000 people), the unofficial minority status of the Armenian language that can be questioned due to a number of official institutions and organizations representing the Armenian community and lack of research on the use of Armenian on Russian websites. Therefore, this research is expected to fill this gap and contribute to minority language studies.

Within the framework of this study, 4 interviews have been conducted and 80 questionnaires have been distributed and completed. To increase the validity and depth of data analysis, the research was narrowed to one specific context – Internet domain. The theoretical framework addressed such aspects of the research as definition and classification of minority languages, interconnection between language and identity, ethnicity, nationality and citizenship, integration, stereotypes and intergroup perceptions. Statistical data and background information on the Armenian diaspora in Moscow were based on recent research conducted by Arutunyan (2001; 2003; 2010), Dyatlov (2007) and Galkina (2006). Technological affordances of the two SNSs under analysis, *odnoklassniki* and *vkontakte*, were described with reference to computer encyclopedias by Leontev (2011; 2012). As a result of the research, similar interpretations of the core concept (minority language) and the widely recognized minority status of Armenian in online settings were identified, and such linguistic phenomena as code-mixing and code-switching were figured out. Language practices appeared to be influenced by such factors as age, duration of residence in Moscow, social and educational background. The study outcomes can become an implication for future research on the use of Armenian as a minority language on Russian SNSs with a larger sample size and observation as an additional research method.

Keywords: *Armenian; minority language; Moscow; language practices; Russian social networking sites; interviews; questionnaires.*

Teaching German as a Foreign Language for Adults in Luxembourg - Exploring Teachers' Ideologies about Language and Teaching Practice

Global trends of increasing mobility and migration, growing contact between different groups, and internationalization make language teaching and learning a field that continues to grow in importance. Language teachers occupy a crucial position and often influence how a language is taught and therefore how it is perceived by its learners. It is therefore essential to attend to convictions, beliefs and ideologies of people working in language teaching and describe and reflect on their language ideologies and their beliefs about teaching practice.

This master thesis reports on a study investigating the language ideologies of four German foreign language teachers working in adult education in Luxembourg. The aim of this study is to add to a deeper understanding of language teachers' language ideologies in adult education. It contributes to the field by addressing and combining three areas where little language ideological research has been conducted so far: foreign language teaching for adults, teaching of the highly diverse German 'language', and language teaching in the multilingual and multicultural context of Luxembourg. In a qualitative case study, the language ideologies of four German language teachers working at the Luxembourgish Institut National des Langues (INL) have been explored through observations and semi-structured interviews and analyzed with a discourse analytical approach.

The four teachers' most prevalent language ideological beliefs concerned three main areas: (1) the relation between nation(s) and language(s) and the relationship of the German language to Germany, Austria, Switzerland and Luxembourg; (2) perceptions of a legitimate German teacher; and (3) the relationship and distinction between German and Luxembourgish. The analysis illustrates that the teachers hold multiple and sometimes contradictory language ideologies influencing their beliefs about teaching practice. It furthermore suggests that these influences concern both thematic and the linguistic aspects. Thematically, teachers' general language ideologies influence which topics are focused on in class, whereby Germany occupies a central, Austria and Switzerland a peripheral and Luxembourg a controversial but rather marginal role. On a linguistic level, language ideologies influence which German varieties and which other languages (e.g. Luxembourgish) are perceived as 'legitimate' and 'authentic' and therefore chosen to be represented in class.

Sprachfunktionen in der Luxemburgischen Werbelandschaft

Die Arbeit beschäftigt sich mit Sprachfunktionen in der luxemburgischen Werbelandschaft. Luxemburgische und Französische Paralleltexte werden genauer untersucht. Die Werbung von Mobilität mit Hilfe von Bildschirmen am point-of-sale und die luxemburgische und französische Version der Diekirch Webseite bilden den Korpus. Die Literaturanalyse betrachtet die Sprachsituation in Luxemburg. Luxemburgisch ist traditionell eine mündliche Sprache. Währenddessen sind Französisch und Deutsch traditionell Schriftsprachen. Des Weiteren beschäftigt sich die Arbeit mit Sprachfunktionen in Werbung und Wirtschaft. Die Kommodifizierung von Sprache (Heller, 2003) kann auch in luxemburgischen Kontexten beobachtet werden. Die Übersetzung in der globalisierten Wirtschaft und in verschiedenen Sprachen und Märkten gibt Aufschluss über die Herausforderungen und neuste Entwicklungen auf diesem Gebiet. Die Analyse von kreativen Texten und ihren Übersetzungen hat viele verschiedene Facetten. Das Konzept der Transcreation, als ein Mittelweg zwischen Übersetzung und Kreation, ist eine andere Herangehensweise an die Produktion von verschiedenen Sprachversionen. Die Wortschöpfung setzt sich aus Translation und Creation zusammen. Der theoretische Rahmen für die Analyse bilden die systemisch funktionale Grammatik (Halliday) und die konzeptionelle Mündlichkeit und Schriftlichkeit (Koch und Oesterreicher). Die Werbetexte in der französischen und luxemburgischen Sprache werden mit Hilfe der systemisch funktionalen Grammatik verglichen. Besonders liegt der Fokus auf Metafunktionen und Thema-Rhema Strukturen. Des Weiteren wird untersucht wo man die Texte auf der Skala der konzeptionellen Schriftlichkeit/ Mündlichkeit einordnen kann. Die Analyse zeigt den verschiedenen Gebrauch der Sprache und der Metafunktionen in den Paralleltexten auf. Unterschiede in den Texten von Diekirch zeigen sich vor allem in Bezug auf die Herkunft der Produkte. Im der luxemburgischen Sprachversion ist der Bezug auf die Traditionen stärker verhaftet und es gibt mehr Referenzen zu lokalen Aspekten als in der französischen Version. In der Mobilität Werbung kann dies auch beobachtet werden. Allerdings in einem geringeren Umfang. Die Übersetzungen sind sich ähnlicher, da der Konsument sie meist beide zeitversetzt vor sich sieht. Die Arbeit diskutiert die Zusammenhänge zwischen den Ergebnissen und den Entwicklungen auf dem luxemburgischen Werbemarkt. Die Kommodifizierung der luxemburgischen Sprache ist sichtbar. Das Luxemburgische hat aber noch eher einen Symbolcharakter. Mögliche zukünftige Forschung in diesem Bereich könnte sich mehr auf die Wahrnehmung von Konsumenten oder den Prozess der Textproduktion konzentrieren.

Die Rolle von Ort und Sprache bei der Konstruktion von Identität – eine Fallstudie mit Studierenden des Masters MultiLearn

Within the last decades the question of identity has become more and more important. This is especially due to the simplification of travelling, migration, professional and educational mobility. Scholars agree that the concept of identity is not a fixed idea, but constructed. However, there are sharp divisions whether one can describe identity as – metaphorically spoken – an onion as do social constructivists or rather as a peach as do essentialists. As is stated in the literature many scholars investigate identity in relation to language. Only a few of them make clear that the use of language in the process of identity construction is also linked to space.

Therefore this study aims to fill this gap by analysing the role of place and language in the construction of identity. This question is of special importance as nowadays more and more people are at least bilingual and even multilingual. Furthermore, there is also the aspect of mobility which leads on the one hand to a change of language use and on the other hand it leads to new experiences by getting to know new people and therefore maybe even getting to know new languages and cultures. Questions that are of specific interest in this study are whether one aspect – place or language – is more important than the other concerning identity construction or if both aspects are of equal importance. As a methodology the grounded theory was chosen. Therefore, as a first step of data collection questionnaires were distributed. Afterwards, based on their results individual narrative interviews were conducted which build the heart of the whole study. To analyse the collected data content analysis was chosen.

As the study is not finished yet it will be expected that the construction of identity depends mainly on the place, but that language as well as social contacts are also important in that process.

Radio journalists as intercultural communicators: A case study of language communities' radio shows in Luxembourg

Luxembourg, with its three official languages, is a unique linguistic context to which the radios broadcasting here have to adapt. That is why in Luxembourg one can listen radios in all the national languages and even more. Due to its small footprint, in Luxembourg City one can listen to radios from all the neighbouring countries, in French and German. That makes the radio market in Luxembourg a very competitive one, from a linguistic point of view.

Luxembourg is also the home of many migrants, more than 45 percent of Luxembourg's population was not born in Luxembourg. They are migrants who came to Luxembourg as steel workers in the 60's and 70's. Recently due to the attractive financial opportunities and the presence of European Institutions, the number of migrants and the variety of nations which call Luxembourg home raised.

They brought with them their cultures and languages, but also the necessity to express in their mother tongues. This led to the appearance of community radio stations which broadcast in the language/languages of a specific community. The thesis focuses on the journalists who work in two of this radios, the English, Ara Radio and Radio Latina, home of most of the Latin languages.

The informants of this thesis act as mediators between the larger Luxembourgish context and their community. In order to inform their audience, they have to employ all their linguistic repertoire on a daily basis, taking information from the Luxembourgish press and adapting it to their audience. In doing that they don't just translate from one language to the other, they also explain the information, adapting it to the necessities of their listeners.

The present thesis is the first one which tackles the topic of radio journalists broadcasting in Luxembourg, but it is also the first one which tries to understand the mechanisms that come to shape when broadcasting in other languages than the official ones of Luxembourg. We want to see the view points of the journalists and if they feel that they indeed mediate between the context and the audience.

The main source of data for the thesis are semi-structured interviews with journalists who broadcast in Luxembourg in English, Portuguese and Spanish. We also observed the interactions of the English speaking journalists with members of their audience on the occasion of a charity event organized by the radio.

To conclude, the informants act as mediators between the situation in Luxembourg and their communities. They do not just speak multiple languages, they also live in those languages, being in the same time the link between the speakers of those languages.

Carine Chékoué

La communauté africaine au Luxembourg face aux médias : exemple de L'Essentiel

Dans cette ère de rapide développement de nouvelles technologies de l'Information et de la Communication, la couverture médiatique d'événements devient de plus en plus compétitive. Ainsi, de plus en plus de journaux visent à atteindre le plus grand nombre de lecteurs possible en diversifiant le contenu de leurs articles en incluant aussi bien des actualités locales qu'étrangères.

Le sujet de mon mémoire porte sur le traitement des informations provenant de certains pays africains par le Quotidien L'Essentiel et sa perception/ou analyse par les communautés africaines vivant au Luxembourg.

Ce sujet survient dans un contexte où plusieurs critiques ont été émises sur la façon dont ont été abordés certains sujets brûlants de notre actualité dans les médias récemment : la crise migratoire en Europe, pour ne citer que celle-là. C'est donc dans ce même élan que nous sommes en droit de nous demander comment se présente la situation dans notre contexte au Luxembourg. Comment les médias locaux, en occurrence L'Essentiel présentent-ils l'actualité étrangère, par exemple africaine ? et quelle analyse la diaspora africaine au Luxembourg en fait-elle ? Les tentatives de réponses à ces différentes questions modèleront notre étude.

Cette recherche vise à présenter le traitement de l'information par les médias vu par des immigrés africains au Luxembourg dans l'optique d'améliorer la qualité de ce traitement ; et ainsi, d'améliorer la qualité de la littérature étrangère mise à la disposition du public non seulement dans les quotidiens, mais aussi par extension dans la documentation scolaire et académique.

Afin de mener à bien notre étude, nous avons collecté quelques exemplaires du quotidien L'Essentiel, desquels nous avons pris des extraits d'articles traitant des actualités africaines. Ces exemplaires sont tous des journaux du quotidien francophone et gratuit L'Essentiel. Nous ferons également des interviews (2 ou 3) semi-ouverts avec un questionnaire de 3 à 5 questions. Interviews qui seront conduits sur 2 immigrés africains (étudiants et travailleurs), et 1 journaliste.

Les résultats éventuels de cette étude nous aideraient à évaluer la qualité des informations mises à la disposition du public au Luxembourg.

Mots-clés : *communauté africaine, Luxembourg, média, étude analytique.*

Identity Negotiation and Construction: The Case of Moroccan Immigrants and their Descendants in Post World War Two France.

France has a long history of migration and the Moroccan mass migration to France only flourished in post WWII for economic and industrial reasons. This analytical comparative research sheds light on the history of Moroccan migration to France and the concept of identity construction and negotiation among the Moroccan immigrants and their descendants after the settlement in Post WWII France.

The parents are split between a host society, that most of them consider a second home, and an emotional attachment to the home country. On one side, their long living (most of them around 40 years) in the host country has resulted in adopting a great deal of the principles that consist the cultural and political spheres of the country. On the other side they do both struggle to keep part of their cultural heritage and preserve it in a context of migration and even more they try their best to transmit this cultural heritage to their children.

Contrarily, the children (descendants) look at what the parents consider a “second home” as their “first home” and the land in which they grew-up, studied, worked and know better than any other place. However, their identity is not only a “national identity” as politicians want it to be but rather a multiple identity that is a mixture of the parents’ heritage, memoire and history and the values of the French republic at the same time. Such identity layers are sometimes not in harmony, and the media plays an important role in portraying them especially when it comes to the ideological concept of “national identity” that some political parties nurture and spread as an official discourse.

Through an ethnographic field work the author explores the main layers of identity -be it ethnic or national, ascribed or assumed, religious or linguistic- for both parents and children and analyses the perception of the concept of identity building from both perspectives. He discovers how it is constructed and negotiated through a long and complex social process and compares it with the state’s political discourse in order to draw empirical conclusions based on scientific findings.

Monolingual and Multilingual Communication Practices in the Luxembourg business contexts: between Opportunities and Challenges

The aim of this thesis is to investigate and identify the present monolingual and multilingual communication practices in the multilingual business context in Luxembourg. For this purpose, two companies are taken as case studies: a multilingual company specialising in linguistic services, and a Swedish company specialising in asset management.

This project explores how members of multilingual and monolingual teams enact their tasks in their regular team meetings, their perceptions of relationships with other employees, obstacles encountered, cooperation, general atmosphere and challenges, among other. In particular, it focusses on how communication influences the relationships and identities of team members and the identity of the monolingual and multilingual team as a whole. The social interaction among the employees is tackled in a bid to understand how their interaction is enabled and constrained by the multilingual environment.

For the aforementioned purposes, the methodology applied is a qualitative case study. There is a case study approach and a case presentation. As a case study research approach, grounded theory is employed. With this method the generation of a theory through inductive and deductive reasoning that can explain an action or interaction is being developed. The data collection methods employed are semi-structured interviews, elicited and extant texts, and ultimately as a specific tool of grounded theory, constant comparison as a common analytical strategy was selected. The empirical part of this study was conducted in March 2016. Data for this research was gathered with the help of three informants from each company as well as the provision of official documents.

In conclusion, the thesis argues that there are weaknesses and strengths in multilingual and monolingual communication. It is hoped to discover how and to what extent communication is influenced by the multilingual environment, identification of challenges in communication, advantages and positive input and, ultimately, the understanding of the employees position within the company. Lastly, this research hopes to offer a different perspective on communication patterns in a multilingual context and thus make a small contribution to other studies conducted in the field of workplace communication.

Heading towards a sound body: different paths to one goal

A sound mind in a sound body. This motto can be seen in many sports and educational facilities, but does everyone understand it in the same way? This work aims to show the differences in attitude towards physical education and healthy lifestyle in the three countries: The United States of America in 1960's and later, the Grand Duchy of Luxembourg and the Russian Federation. Therefore, several different physical education systems and extra-curricular national programs are compared. Similarities and differences of American, Western-European and post-Soviet systems are represented and analysed, in order to understand why different paths were taken to one goal: the advancement of the nation's well-being by using the physical education and sports capability in promoting health and harmonious development of the citizen. The aim of this research is first to analyse concepts and means used by the aforementioned countries with the purpose of understanding the reasons for those differences and reflecting, against this background, whether one system can benefit from the ideas and initiatives represented in the other system. The issue of the transition from one system to another is being studied in order to illustrate and support the obtained data. Research is also showing that the chosen concepts and ideologies concerning physical education and sports depend on the overall cultural construction of the 'ideal citizen' of a given society. This cultural construction is being materialized in curricula and extra-curricular activities, which influences citizens' lifestyle in general, modifying their further preferences in leisure activities and effecting their life and well-being to different extent. A case study was chosen as a method of a qualitative research. After identifying the cases (PE represented in several different ideologies), next step is extensive data collection, drawing on multiple sources of information, such as documents, archival records, observations. An interview is also used as the tool of personal data collection. Finally, the within-case analysis is conducted by providing a detailed description of each case and following it with cross-case analysis, as well as concluding with assertions on the presented case.

How Chinese people are perceived in Luxembourg and how do they perceive Luxembourgers?

This research will be mainly focused on the cultural stereotypes – definition of the notion and types of “stereotype” in social culture and its functions in the international communication. I will also study the connection between background knowledge and perception of a foreign culture, as well as compare the notions of “stereotype” and “background knowledge”.

The research methods will include: data gathering; literature analysis; interviews. In particular, I will study literature devoted to the cultural stereotypes and their classification, intercultural communication and perception of Chinese people in general. According to the Luxembourgish official statistics web site, there are 2,801 Chinese currently residing in the Grand Duchy. However, the information on the ethnic composition is not provided (in China there are 56 officially recognized ethnic minority nationalities). This is another aspect, which I want to research by using such method as data gathering.

The principal methodological tool will be taking and analyzing interviews. Interview respondents will be divided into 2 categories: 1) people who have experience with (connection to) China; 2) people without any experience with (connection to) China. In my research, I want to focus on such points as perception of Chinese people and Chinese culture in Luxembourg and what do Chinese people think about people in Luxembourg and Luxembourgish culture. Finally, I want to determine, if there is any difference between the way how Chinese people are perceived in Luxembourg by those who have or do not have any (personal) experience with/ connection to China.

As there have not been enough profound studies conducted on this topic yet, I suppose that this research can be a valuable contribution towards further development of the aforementioned subject.

Internationalized Higher Education and its effects on single stories: Case studies of Latin American students at the University of Luxembourg from a postcolonial perspective

The present research project examines, at an individual level, the close relationship between mobility, international higher education and social justice as exhibited by Latin American students in the University of Luxembourg. Specifically, it studies some of the effects that the current cultural processes of internationalization and globalization have for both the university as an institution and the students. This will be done by interrelating a corpus comprised by three sources of data gathered in three different stages: experiences and anecdotes as described by the participants in individual narrative interviews, a parallel of the researcher's own experiences and the ones narrated by the interviewees and, finally, a group discussion providing explanations and exploring bottom-up possible solutions. This, in order to understand how the intersectionality between historical systems of oppression and privilege –present in geographical borders, socio political events and cultural aspects– shape specific biographical circumstances such as professional and educational possibilities. Finally, the research shows that despite the attempts of making the access to education global by allowing students with various geographical origins to enroll in programs abroad, structural inequality is occasionally reproduced by different educational practices that have repercussions on the students' current and future academic and professional development. Therefore, the investigation could raise awareness of the difficulties that might appear within university programs to address student's individual needs or the lack thereof and facilitate a better understanding for the university staff of students' (sharing a similar geographical background) experiences, feelings and proposals.

Au-delà du blocage linguistique: L'éveil aux langues dans une classe d'accueil à l'enseignement fondamental du Luxembourg

Lorsque les élèves primo-arrivants arrivent au Grand-Duché du Luxembourg, ce n'est pas seulement le trilinguisme de l'école qui peut figurer comme obstacle, mais également l'environnement multilingue et multiculturel, le système scolaire qui est nouveau et inconnu et les collègues de diverses nationalités. Cette situation inconnue peut être considérée comme étant effrayante avec la langue première qui joue souvent un rôle secondaire et en conclure dans un véritable blocage linguistique. Or, ne pas beaucoup d'études travaillent sur l'ouverture aux langues des élèves primo-arrivants au Luxembourg et ne demandent pas la perspective des enfants sur les langues scolaires et premières, leur avis pourquoi ils les apprennent et ce que maîtriser un code signifie pour eux.

C'est dans ce contexte que ma recherche a été menée et ma collecte de données pour ma thèse de Master pendant l'année scolaire 2014-2015. À l'aide d'observations ethnographiques, de la vidéo ethnographie et d'entretiens, quatre élèves primo-arrivants ont été suivis de près dans une classe d'accueil dans une école fondamentale où j'avais un double rôle - j'étais leur institutrice et en même temps une chercheuse. C'est ainsi comme personne connue et de confiance des élèves que j'ai eu l'opportunité d'avoir une vue interne des différents exercices de Language Awareness mis en place.

Le but était de promouvoir les langues (langues scolaires, premières, véhiculaires et autres), d'analyser les portraits linguistiques et l'usage des langues des élèves dans différents domaines de leur vie quotidienne et de faire des comparaisons de langues. Après les activités, les élèves étaient plus ouverts aux langues, ne se sentaient plus isolés de leurs collègues de différentes nationalités, pouvaient émettre leur opinion quant à l'apprentissage des langues scolaires et embrassaient le multilinguisme.

Viliana Georgieva

Netnography: Language practices of the Bulgarian minority in Republic of Macedonia (FYROM) in an online community forum

Launching a diasporic website nowadays could be an affordable project, which aims to build a community of users that are audience for the website's topics, so they could explore and be also part of the discourse. Using the recent studies of Androusopoulus (2008, 2011) and Belling and De Bres (2014), this work tries to reflect their ideas over the Internet-mediated exchange and to explore in more details the language choices of a specific minority group. The research intends to draw the attention on the area of online mediated discourse by the Bulgarian minority in the Former Yugoslavic Republic of Macedonia and to contribute with its data for better explanation of the linguistic specifics of this ethnic group. In order to deal with the explanatory dimension of the research, I have decided to conduct an online ethnography case study among one forum, combined with interviews. The results bring more light on the network communication performed by the Bulgarian minority in Macedonia. Patterns of code-switching, code-mixing, language choices on the web-sites were researched and analyzed in order to form an opinion about the language repertoires of web-members. The findings can not be related to another studies on Balkan online minority web-sites, since such type of works are absent from the general exploration of the Balkan Sprachbund. The main objective is to bring more focus on the online discourse and to step away from the political and historical contexts, which tend to be predominant. It is also intended to help initiating further research in language usage and self-expression in Internet of the Bulgarian community in Macedonia and to contribute to the research of other minority groups on the Balkan Peninsula.

Keywords: *Online communication, minority, language practices, social network sites, code-switching, Macedonian, Bulgarian*

The application of plurilingualism in Luxembourg: studies on language ideology and practice

This thesis will mainly deal with the practices and application of plurilingualism in the Luxembourgish context. Plurilingualism is well known as a supranational European language policy which is promoted by the Council of Europe. The thesis will analyze some policy documents concerning plurilingualism which are mainly published by the Council of Europe. These policy documents have a common characteristic of recommendation for each European member state. In addition to these recommendation documents by the Council of Europe, most of the European member state have their own language policies at national or regional level. Based on national or regional language policies as well as language ideologies in each member state, many European countries face language problems connected with the differences between individual plurilingual language repertoires of nationals and of immigrants. It is often the case that multilingualism - ie the presence of many different languages in a territory – is considered as a problematic feature in the European context. The existence of supranational language policy as well as language ideologies which are based on the national or regional language policy create this language conflict.

Based on these current situations in Europe, this paper is to find out how Luxembourg, one of the European member states, perceives and applies this language policy in domains of education and law. In order to find the results, in addition to the critical policy document analysis, several interviews will be conducted with some significant people who are in charge of plurilingual language policy implementation and language policy planning in Luxembourg especially those who work in government in Luxembourg. Moreover, other interviews with secondary teachers as well as lawyers will be implemented. Finally, interviews with residents in Luxembourg will also be conducted in order to construct a current point of view on plurilingualism. Based on this research, I will analyse how plurilingualism policy is applied in Luxembourg in relation to national language policy and language ideology.

Have the Smartphones Killed Boredom?

Smartphones are becoming an increasingly ubiquitous part of our lives and are often used tool for communication, entertainment and killing time in a state of boredom. Boredom is a common human emotion characterised by a 'lack of stimulation' and people often use their smartphones to seek that stimulation. Thus, the aim of this thesis work is to gain an in-depth understanding of the relation between smartphone use and boredom by investigating how master students at University of Luxembourg use their smartphones in a state of boredom. This study is significant because presents a thorough analysis of the important role of smartphones as they are often used as a source of stimulation while being bored. In particular, this study examines what aspects of smartphone usage are the most indicative of boredom and what smartphone applications the participants are most likely to be engage with. For this purpose, a mixed method approach was chosen combining different quantitative and qualitative data. First, an online questionnaire with 10 questions investigated the phone usage of 35 participants, their perception of boredom, their daily activities most indicative of boredom and the use of the smartphone in these activities with regard to gender differences. Second, screenshots of the participants' smartphones were chosen as a data collection method. Each of the 3 participants presented 35 screenshots and that many diary entries indicating their use of the smartphone in different hours of the day and daily activities. Then, a semi-structured interview with one of the participants was conducted in order to examine in details the use of smartphone in their life context. The results showed that the participants turn to their smartphones in boredom related daily activities such as waiting, commuting, time spend at work or at university. In such boredom prone situations the smartphone was mainly used for texting or instant messaging, using social media, reading news, listening to music, checking emails, and playing games. The findings also indicated that smartphones provide an endless range of applications and services and these devices have actually killed boredom. Lastly, I discussed that if we never have to be bored due to the smartphone, then are we not losing potential time to day dream or be more creative?

Keywords: *smartphone, mobile devices, boredom, killing time, screenshots*

Capitalizing on Beauty Blogging: Social interactions and digital marketing on YouTube

The Internet is known for its social and informative uses, however over the last decade and alongside technological evolutions such as the transition to high-speed and wireless Internet access, many opportunities have become available online for a wide range of professionals. My study focuses on the female entrepreneurs of YouTube, who have acquired the status of 'beauty gurus' and have managed to transform their passion into a profitable business. However, since this is a relatively new phenomenon it is also poorly understood because not much research has been carried out in this field. Hence, the goal of my study is to combine two different aspects, the online marketing techniques used and the use of online social interactions as they pertain to the development of online business endeavors. This cross-practice study has been designed to take into account instruments and analyses methods from the marketing industry and the social sciences, such as social media marketing techniques, as well as content analysis and discourse analysis from the social sciences. My analysis consists of a demographic analysis of the audience, considerations concerning the ethnic and linguistic backgrounds of the bloggers, observations on how bloggers brand themselves and how they construct their online identities, the types of interactions one can witness through the comments left below the videos, and the categorization of video posts and their content. My findings reveal that: (i) English is the dominant language of the beauty online blogosphere with French coming in at second place, (ii) the viewers are mostly female teenagers or young adults, (iii) privacy management consists of a strategic positioning towards one's followers, (iv) creating income through YouTube requires a lot of networking and is a long, reflexive process, and (v) online interactions through comments reveal the subscribers' identities and degree of involvement.

Mualla Kara

Highly skilled immigrants remain within their bubble: A case study of Luxembourg expats facebook group

Luxembourg is a fairly small sovereign country in Western Europe and a founding member of the EU, UN, NATO, OECD and the Benelux. According to statistics prepared by the OECD and the Worldbank, Luxembourg has an advanced developed economy and one of the highest Gross Domestic Product (GDP) per capita in the world. Besides being a former steel industry center and outstanding financial center, the Grand Duchy of Luxembourg hosts a number of European institutions. A competitive tax regime, as well as its multilingual and multicultural environment attracts a substantial amount of expats to work for international companies in Luxembourg. The current literature shows that there are several sub-categories within the term `expat`, depending on the expat's motivations to work abroad. This project focuses on the term `expat` as a highly skilled immigrant` living in Luxembourg. An important aspect of expats everyday communication involves Facebook. This study explores the importance of the Facebook Group Luxembourg expats as an interactive communication and informal learning platform. The study collected data by observing this Facebook group for almost a year (June 2015- May 2016), as a member of this closed Facebook group and gathered (available online) 637 posts in March 2016 which were about 300 pages long in total. Two of these posts had a remarkably high number of replies, over 100 each, compared to an average of 7.14 and a median of 4 replies. These two posts are chosen for further analysis regarding living in Luxembourg from the perspective of expats in addition to looking into each post in a general manner. Overall, the posts and replies indicate that the expats consider themselves as a separate group from the Luxembourg society and consequently, I was able to investigate the negotiations of 'the expat bubble' and 'new home' balance of these highly skilled immigrants living in Luxembourg from within this community.

Keywords: *expat, highly skilled immigrants, expat bubble, Facebook group, Luxembourg, learning, communication, imagined community*

Maria Konstantinou

As immigration and integration has become a hotly debated issue during the last years on a worldwide level, this paper examines the way that the Luxembourgish State deals with the challenge of integrating the ever-growing immigrant population that lives in the country nowadays. Established in 2008 under the auspices of the Ministry of Family and Integration, the “Luxembourg Reception and Integration Agency” (Office Luxembourgeois de l’Accueil et de l’Intégration, OLAI) is the main institution that the State of Luxembourg employs to facilitate the integration of immigrants into the local trilingual society. The data for this paper are collected through ethnographic fieldwork that aims to provide a detailed presentation of the key services and language policy of the OLAI, as well as an evaluation of the impact and results of its current integration program based on both qualitative and quantitative data. To be more specific, the research is conducted through a series of interviews with foreigners who have attended the OLAI integration program, as well as through interviews with members of the OLAI administrative staff, who are responsible for organizing and managing the whole integration procedure. The data are also supported by fieldnotes acquired through the researcher’s on-the-spot observation and participation in the various stages of the integration program. As the data analysis shows so far, even though the OLAI provides a wide range of beneficial services and integration activities to foreigners, the integration program has not yet reached an optimum level of efficiency, as the participation level is still low and as there is a relatively high percentage of participants who fail to complete all three stages of the program due to various reasons. Therefore, one of the OLAI’s main objectives is to raise public awareness about the importance of the foreigners’ integration in the host society, and at the same time to encourage foreigners to further contribute to the promotion of Luxembourg’s multilingual landscape and cultural diversity.

Borderland Linguistic Landscape: the Case of Lithuania and Poland

In summer 2014, I visited the borderland of Lithuania and Poland, and observed a surprising diversity of the linguistic landscape (LL) of the borderland region. While on the side of Lithuania an amount of multilingual signs was moderate, I witnessed more evident multilingualism and, especially, prevailing Lithuanian signs in the LL of Poland. The aim of this research is to go back to the area and investigate the linguistic landscape of the borderland region seeking to know how the borderland functions sociolinguistically, and if the borderland (in other words, being on the borderland area) plays a significant role as an independent factor in shaping this landscape.

In the first part of the study, quantitative analysis of 471 collected signs is conducted to describe general patterns of the LL. In the second part, qualitative analysis of the most significant signs is executed. Context and human-dependency allows to investigate signs as multimodal (Kress & van Leeuwen, 2006), indexical and emplaced (Scollon & Scollon, 2003; Blommaert, 2013). Lastly, ethnography as methodology opens the possibility to complement the study with field conversations and ethnographic observations in ten shops located in the research area (five on each side of the border).

The findings confirm that Polish side of the borderland is more multilingual than Lithuania's side, roads are generally more diverse in multilingual signage than towns, and English is the most popular foreign language in the area. After the confrontation of the findings and contextual information, several interpretations of how the borderland works sociolinguistically are proposed: contextual factors (socioeconomic and ethnolinguistic) that seem to influence the linguistic landscape patterns the most, are initially affected by the border or the borderland location, which makes the borderland to be (directly or indirectly) significant in regulating the patterns of the LL signage in the area. Finally, political border is suggested to be semi-passable for languages (open in the direction Lithuania-Poland and closed vice-versa) due to the fact that political border does not overlap with sociolinguistic border.

Visualising multilingualism: Language portraits in a Luxembourgish primary school class

This research concerns children in a primary school class in Luxembourg, who at the age of 10 have come across at least two new languages, and the focus is on how they perceive their multilingualism. A method widely used in the educational context in Austria – language portraits – has been used as the main data collection method, heavily guided by relevant work on language portraits and multilingualism by Hans Jurgen Krumm and Brigitta Busch. The analysis has focussed on how language is embodied/represented in the drawings (Phenomenology, Maurice Merleau-Ponty) and how deliberate use of colours and accompanying explanations by the children themselves point to very individual perceptions of language for each child, binding language and national identity (Martyn Barrett). An element of triangulation and complementary analysis is achieved by considering the data provided by parents when obtaining their consent, together with impressions gathered by the student researcher in her dual role as participant observer (conducting the lesson together with the class teacher), and as mother to a child in the participating class. Because there is no one right way to interpret such multimodal data (which is likely to be different if such an exercise was to be repeated), a flexible language identity model used by educational consultant Beth Martin (in a similar exercise), is used to synthesize and present an overview of the results, complemented by an evaluation of the added benefits and practical constraints linked to conducting such exercises in the Luxembourgish Primary School.

Tessy Meintz

Die pädagogische Arbeit im Umgang mit Vorurteilen: Einblick in eine Schulklasse des Zyklus 1 in Luxemburg

Luxemburg ist für seine Mehrsprachigkeit und multikulturelle Gesellschaft der Ausgangspunkt vieler Forschungsvorhaben. Aufgrund seiner Diversität ist es sinnvoll, das Thema Vorurteile im Großherzogtum zu untersuchen. Gordon W. Allport beschreibt wichtige Komponenten von Vorurteilen; die Gruppendynamik, die Einwirkung der persönlichen Gefühle und die Stereotypisierung. Die Sozialpsychologie legt Wert darauf, diese Komponenten nicht isoliert zu sehen, sondern mit der sozialen Realität jeder individuellen Person zu verbinden. Laut Lynne Jackson versuchen Kinder früh konform mit den Einstellungen und Werten ihrer Bezugspersonen zu sein und passen sich einem sozialen Gefüge an. Daher werden Kategorisierungen und Vorurteile schon im Kleinkindalter thematisiert und ihnen soll schon in dem Alter entgegengewirkt werden.

Sozialpsychologen schlagen die contact hypothesis und den sozialen Wandel zur Intervention bei Vorurteilen vor. Beide sind in einer Institution wie der Schule gut umsetzbar. Daher liegt der Fokus meiner Masterarbeit auf dem pädagogischen Umgang mit Vorurteilen in einer Schulklasse. Viele pädagogische Ansätze befassen sich mit diesem Thema, wie unter anderem die interkulturelle Pädagogik oder der Anti-Bias Ansatz und die sich daraus entwickelnden vorurteilsbewusste Bildung und Erziehung. Die beiden Letzteren stellen den Schwerpunkt meiner Arbeit dar. Ich versuche diese Ansätze in eine Klasse des ersten Zyklus in Luxemburg zu transportieren und eröffne somit einen neuen Diskurs über den pädagogischen Umgang mit Vorurteilen in Luxemburg. Der Fokus liegt darauf, mit Hilfe dieser Ansätze, die pädagogische Arbeit in der luxemburgischen Praxis zu dokumentieren und so ‚best practice‘ Beispiele im Umgang mit Vorurteilen herauszukristallisieren. Das Thema wird als fundamental angesehen, da Vorurteile sowohl das Selbst-, als das Fremdbild beeinflussen können und somit erhebliche Folgen für die Zukunft haben. Der Einblick in die Schulklasse wurde durch eine ethnographische Einzelfallstudie mit offener teilnehmender Beobachtung, Audioaufnahmen, sowie Umfeldanalysen und informellen Gesprächen ermöglicht. Es haben sich einige bemerkenswerte Aktivitäten und Erkenntnisse zum Umgang mit Vorurteilen ergeben. So zum Beispiel die Thematisierung der familiären und soziokulturellen Diversität der Klasse durch den Einsatz einer Handpuppe, bewusste Lieder- und Bücherauswahl und vorurteilsbewusster Umgang damit, sowie die Präsenz der Sprachenvielfalt im Raum und in den Interaktionen. Vor allem die ständige Selbstreflexion der Lehrperson wird als fundamentaler Bestandteil einer pädagogischen Arbeit im Umgang mit Vorurteilen gesehen.

Ankommen in Deutschland: Flucht und Migration in Trier – Drei Biographiegeschichten

In der soziologischen Migrationsforschung wurden die Bedingungen und Begleitumstände des Migrationsprozesses von Geflüchteten bislang vom Standpunkt der Flüchtlingsarbeit humanitärer Hilfsorganisationen betrachtet sowie anhand der im Rahmen der rechtlichen Asylprozeduren durchgeführten Interviews untersucht. Ein Kritikpunkt daran ist die fehlende narrative Perspektive von Fluchtmigranten, deren Fluchterfahrungen, Werteinstellungen sowie Sozialisations- und Identifikationsprozesse in einer Aufnahmegesellschaft bisher wenig erforscht sind. Der methodologische Ansatz des ethnographischen Feldzugangs in zwei ehrenamtlichen Hilfsorganisationen wird mit der Methode des autobiographischen, narrativen Interviews nach Fritz Schütze kombiniert. In dieser Forschungsarbeit wird die Dimension der individuellen Lebensgeschichte von drei Fluchtmigranten aus Afghanistan und Syrien in den Fokus genommen. Dieser Beitrag beleuchtet mittels der Fallrekonstruktion der drei Biographiegeschichten die argumentative Struktur von Narrationen und Sub-Narrationen sowie die Kontextualisierung von Erfahrungsaufschichtungen und biographischen Selbstpräsentationen innerhalb der Lebenswelten. Mithilfe der sequentiellen und thematischen Textanalyse der Fallrekonstruktion werden die jeweils einstündigen, narrativen Interviews inhaltlich analysiert, wobei die persönlichen Erfahrungen, die Werteinstellungen und die Konstruktion des Lebensalltags der Biographieträger, die heute in Trier leben, in den Blick genommen werden. Daran anknüpfend werden Hypothesen formuliert, mit der die signifikante Wechselwirkung ihrer erlebten und erzählten Lebensgeschichte interpretiert wird.

Das Erkenntnisinteresse dieses Forschungsprojekts orientiert sich sowohl an der Untersuchung der Dynamiken von Machtbeziehungen nach Michel Foucaults theoretischer Konzeption von Subjektivierung und Macht als auch an der Betrachtung der Macht der Performativität von Sprechakten nach Judith Butler. Die Ergebnisse der Analyse illustrieren, auf welche Weise Fluchtmigranten in den Narrationen ihre Sprachrepertoires als Handlungsressourcen verwenden. Darüber hinaus demonstrieren ihre performativen Sprechakte das Potenzial, öffentliche und diskriminierende Diskurse über Flucht und Migration zu resignifizieren und umzudeuten.

Roxana Mironescu

A study of attitudes and beliefs of clients and staff towards the digital engagement strategy at Nordea International Private Banking

It is argued that digital platforms have become an essential communication tool in private banking, as part of a broader need to focus on digitalisation and more personalised client communication. Designed as a case study, this research seeks to explore and better understand how various stakeholders perceive the digital engagement strategy launched by Nordea International Private Banking in Luxembourg.

The study deals with a very new research topic, an emerging theme in financial academia and draws on a number of business-oriented reports, journal articles and online sources to examine current digitalisation trends. Collecting empirical data through 12 semi-structured interviews, coupled with several webinar surveys and client e-mails, the research follows a qualitative approach, while data was interpreted through content and thematic analysis.

Despite an increasing need for banks and financial institutions to incorporate digital engagement platforms into their client communication, the study outlines that, at least in the case of Nordea International Private Banking, stakeholders are rather reluctant or slow in embracing the digital change and have a limited understanding of and preference for digital and online communication platforms.

Taking three main directions, the research outlines the motivations of the Communication and Marketing team to launch this strategy, illustrates the mixed attitudes and beliefs of employees and clients towards videos, webinars and social media, and, ultimately, captures how the Nordic bank is coping with industry pressure and changing client needs, while building the “future relationship bank” in an industry that values personal communication.

Keywords: *private banking, case study, Nordea International Private Banking, digital engagement strategy, digital platforms, digitalisation, client communication*

Corina Moscovich

Roots and migrations in family genealogy: A discourse analytical perspective on personal identity transformation.

BACKGROUND:

There are different reasons why people ignore, forget or do not actively identify with their roots. When newer generations discover any of these grounds on their personal family histories, the way in which they used to define themselves is forever changed.

OBJECTIVE:

In previous academic work in the field of genealogy and immigration there is a gap regarding the dynamic nature of identity. The goal is to show in which way the identity of a person is modified and/or enriched from learning about migrations on his/her family history or from root awareness. This personal transformation which may include new prejudices and shapes of stereotypes could help the individual to accept, tolerate and respect new immigrants of a globalised world.

METHODOLOGY:

I interviewed 7 people from different countries between 34-57 years old with possible migrant backgrounds. I collected qualitative data through two main stages of inquiry. In a first stage, the volunteers answered a structured visual questionnaire with 9 topics related to migration, identity and genealogy. Afterwards, the volunteers filled out their family trees as far back as possible in a provided printed sheet and sent them later to the interviewer. In a second stage, and to capture identity transformation retrospectively, by answering inspirational questions, the participants critically reflected on their genealogical journey and migration in their families.

ANTICIPATED RESULTS:

For most of the participants to start to get to know their roots was important.

Half of them established parallels between a relative (from the past) and a relative of this time. This analysis helped them to untangle their own roots. Specifically after going through their genealogy trace, almost half of the participants felt that something has changed inside of them as a person. All of them felt curious so as to keep researching. A few of them has found information that they did not understand or that they were surprised at.

A family tree contributes in understanding people themselves and others better, in forging identity and in sensing rootedness. Identity in relation to genealogy is a delicate topic which needs to be further explored.

Discourse and Power in Art Museum Education: Linguistic practices, meaning-making and power relations. Three case studies: Casino – Mudam – Villa Vauban

Museums are considered to be social institutions and most of them are state funded fully or partially, since they preserve and promote the cultural heritage of local societies. One of their primary mission is educational, consequently the role of museum education becomes central in their function. This study is qualitative and adopts a sociological approach, while it seeks to explore the field of museum education in three art museums based in Luxembourg: Casino Forum d'Art Contemporain, Mudam and Villa Vauban in terms of linguistic practices, meaning-making and power relations within museum education staff and the audience. The main objective is to see how all the different linguistic and social groups are represented in the audience of these three museums, how pedagogic managers and museum educators deal with these different languages and audiences, and whether the artistic discourse in museum education is accessible to all groups. To this end, I conducted semi-structured interviews with pedagogic managers and museum educators from the three art museums above mentioned. The specificity of the Luxembourgish society regarding the presence of one hundred nationalities in such a small territory, the particularity of the trilingual system in the country, along with the fact that art museums have been accused of being less democratic than others, constitute the three main factors that provoked my interest to investigate the three art museums of the city of Luxembourg. Furthermore, the Luxembourgish society provides an ideal small scale map to investigate how complexity in society due to population movement is represented in a social institution such as a museum and whether museums are ready to integrate the social change in their functions, especially in one of their primary functions which is education. Ending, the main finding of this study is that even though museum experts support strongly the idea of social inclusion, it remains a contested arena in museum education field, since no policies are being made to that direction, and there is a strong resistance of museum experts to change the elitist quality of art museums in fear of becoming popular. However, this research is limited to one-sided perception of museum experts, and no audience research is conducted; consequently, further research would be suggested to obtain comprehensive findings.

Multilingualism and job satisfaction in the workplace. Case study: The European Court of Justice in Luxembourg.

In today's European environment, where mobility has gained an increasing role and has enhanced the international migration flux, businesses have changed in such a way, that companies and employees have to deal with many different languages. As effective communication and management are key elements to successful organizations, multilingualism has become a global issue. Moreover, understanding people's perceptions and needs about the job may improve communication and enable teams and managers to contribute to each other's everyday work. In this respect, language use and management is an important but often forgotten part of productivity and performance. This research project aims to explore whether employee satisfaction exists when working within a multilingual environment; and if it does, the kind of satisfaction that comes out of working in a multilingual workplace. The study follows a qualitative approach where a sample of 6 employees of the European Court of Justice was invited to take part in individual in-depth narrative interviews. Questions were asked in order to capture employees' representations and feelings about their job and workplace. The expected results of the project would be to provide answers regarding the relationship of multilingualism and job satisfaction. Thus far, findings have shown that regarding factors influencing well-being at work, considerable weight is given on human relationships rather than on the job itself. This thesis emphasizes the need to pay attention to the different factors that drive satisfaction at work, while there is a hope to contribute in the understanding of positive organizational culture where employees are satisfied with working conditions.

Contemporary Art in Luxembourg as an awareness tool for integration

In today's new realities, society is being rapidly shaped and shaken by numerous factors such as globalisation, migration waves and the very topical "European refugee crisis". In these tumultuous times we cannot help but turn our attention to the way these realities are being represented through arts and how these changes are perceived from an artist's point of view. Artists have access to wonderful palette of meanings that can flourish through art with it's unique language and myriad of facets. Art can easily trace multifaceted structures and picture new social patterns emerging from migration, post-migration and the issue of the refugee movements.

Nevertheless, Luxemburg's art scene has given me enough reasons to explore and address the question of arts as a tool of awareness on the refugee realities especially in the past year. Seeing objects taking semantic value such as in Benjamin Loyauté's *le bruit des bonbons – The Astounding Eyes of Syria* the art installations are narratives, as factual as speculative, revealing our behaviors, affecting our certainties and our perception of the things made me address question such as "Can art be a powerful tool of awareness in the refugee surge?"

The work will explore various patterns in the latest exhibitions dedicated to the sensibilization of the population on the refugee situation such as the above mentioned *le bruit des bonbons* and the video extracts and sequences of *Mos Stelarium* by Karolina Markiewicz and Pascal Piron both exhibited and respectively screened at the Casino – Contemporary Art Forum in Luxembourg.

The thesis will interrogate on the various vires that created both exhibitions, parting from the artists own lenses through participation to guided visits organized by the artist themselves and through interviews with both the artist and individuals from the audience. I thus intend to explore and develop on how these art "voices" are being heard and perceived in Luxembourg by the locals on one hand and by some of the refugees on the other hand.

It will be equally exploring the ways in which art and art objects can become a fund raising tool and how a piece of exhibit can take so many forms and cumulate cultural, linguistic, and social values with a lot of underlying concepts that I intend to analyze in order to possibly trace new patterns in the contemporary art scene in Luxembourg.

Yelena Radley

Working in a foreign language: case study of employees' perceptions in a Luxembourg-based multinational company using English as a lingua franca

With the globalisation of business and diversification of the workforce, an increasing number of companies implement a corporate language policy based on the use of a lingua franca, often English. Thus more and more people face the challenges of simultaneous socialisation into a new corporate and linguistic environment, and of re-inventing themselves as competent articulate professionals through the medium of a foreign language. While a number of studies have concentrated on the management angle of corporate communication, fewer seem to focus on the language-related experiences of the employees in a multinational company. Adopting a sociolinguistic approach, this study seeks to explore the implications of working in a foreign language through the perceptions of a sample of employees at a multinational IT company based in Luxembourg and using English as a lingua franca. The qualitative content analysis of the data obtained in the course of 6 semi-structured interviews provides insights into the ways the employees construct and negotiate their daily linguistic reality. The study examines their attitudes to working in a foreign language (English as a lingua franca or other language) and outlines the perceived benefits, challenges and coping strategies. Special attention is paid to discourses linking language to power and professionalism. The adaptation to professional functioning in a foreign language is presented as a continuum, tracing the journey from overcoming initial challenges to achieving 'linguistic well-being'. While this trajectory is hard to generalise due to the variety of contributing factors, it is argued here that this type of person-centred bottom-up research is essential for understanding the reality of a modern multilingual workplace, and for raising individual and corporate awareness of the implications of working in a foreign language.

Interkulturelles Lernen im Auslandspraktikum: Eine Studie französischer Landwirtschaftsschüler

Die Austauschforschung zum Thema interkulturellem Lernen im Bereich allgemeinbildender Schulen und Hochschulen ist seit Langem fest etabliert. Wenig Aufmerksamkeit wurde bisher dagegen Auslandspraktika in der beruflichen Bildung geschenkt, auf welche sich diese Studie im deutsch-französischen Kontext konzentriert. Fünf französische Landwirtschaftsschüler und ihre deutschen Praktikumsbetreuer wurden während eines vierwöchigen Praktikums in verschiedenen Aktivitäten begleitet und in unterschiedlich strukturierten Leitfadenterviews befragt. Wie verorten sich die Praktikanten in dieser interkulturellen Lernsituation und welche Strategien entwickeln sie, um auftretenden Herausforderungen zu begegnen? Die Herangehensweise über eine konstruktivistische Grounded Theory erlaubt es, Wissen im Lern- und Forschungsprozess als aus der Interaktion hervorgehende Konstruktion zu betrachten. Über eine zusammenfassende Inhaltsanalyse nach Mayring (2010) wurden so induktiv Kategorien entwickelt und eine emische Darstellung der Situation angestrebt. Auf diese Weise wird deutlich, dass sowohl die Praktikanten als auch ihre Betreuer ihre Lernprozesse durch die Sprachbarriere als stark gehemmt betrachten. Diese Problematik wird auch durch die Entwicklung verschiedener Kommunikationsstrategien nicht vollständig umgangen. Die Praktikanten stellen teilweise vor und nach dem Praktikum die Relevanz ihrer Lernerfahrungen stark infrage. Dies reflektiert sich in Aussagen zu ihrer Motivation vor und während des Praktikums. Sie positionieren sich selbst nicht als Lernende in einer kulturellen Differenzsituation, sondern vielmehr als Arbeitskraft mit der Herausforderung der Sprachbarriere. Aus diesem Grund ist ein Modell des interkulturellem Lernens erforderlich, das sowohl interkulturelle Differenzenerfahrungen als auch Lernstrukturen am Arbeitsplatz darstellt. Bestehende Modelle wurden herangezogen und auf den gegebenen Kontext angewandt mit Illeris (2011) und Weidemann (2007) im Mittelpunkt der Betrachtungen. So finden sich Hinweise darauf, welche Faktoren bei interkulturellem Lernen im Auslandspraktikum im Rahmen einer beruflichen Ausbildung zusammenspielen.

Paula Szpinda

Nation branding in Luxembourg. Creation and representation of the cultural symbols by the National Post Office in Luxembourg.

Visual Art is understood as a medium of communication in which an image becomes the universal language. Bereft of the variety of linguistic codes it transgresses the boundaries between the countries. This 'language' also functions as a carrier of thought and the ideology. Being used by the national institutions it follows the well-defined rules and restrictions. This research focuses on the representations of Luxembourgish philately with the special regard on the collection of stamps which functions as the system of nation-state's self-identification and the self-representation in the world wide context. These representations of the meanings of Luxembourg constitute an important part in the process of nation building and nation branding. This research aims to reveal the symbolic representations of the Luxembourgish culture and to understand their ideology behind the long-term structured and consciously chosen subjects to their images. Semi-structured interviews with various agents involved in the process of choice and the creation of the stamps by the National Post Office of Luxembourg, as well as its commentators will reveal the motivations and cultural value priorities for the process of nation branding of the country of Luxembourg. These verbal interpretations, coupled with the content analysis of the visual representations of stamps from 1839 till the present days constitute the methodology for this research inquiry. Finally, the research attempts to extract the image of the national identity of Luxembourg from the analysis of the nation branding strategies of the philately of the National Post Office in Luxembourg.

Dimitra Tsagkogeorga

Multilingual repertoires and identity negotiation: a study on pupils in the Greek Complementary School of Luxembourg

Families relocate to different countries and, as a result of this, their offspring is often faced with a double challenge: to learn the language or languages of the new society, as well as to maintain their heritage language(s). Regarding the latter, they attend complementary schools, where they familiarize themselves with the language, history or religion their parents have been brought up with. The objectives of my research are to explore the multilingual repertoires of 5 mixed-heritage students in the Greek Complementary School of Luxembourg and their multilingual practices in the context of the Greek school. In particular, emphasis will be given on what Greek language learning means to them and on the ways the students express their identity through their multilingual repertoires. My research methodology is informed by ethnographic theory. Subsequently, the methods I employed are face-to-face interviews with the students, focus group interviews and observation in the field.

My own explanations about this topic derive from the analysis of the data, that shows which languages the students learn and use in the Luxembourgish context and why the majority of them prioritize the learning of Greek over Luxembourgish. It is also shown how they negotiate their multiple identities and how issues of ethnic identity are interrelated to instrumental motivation for the attendance of the Greek Complementary School. In conclusion, this study triggers off the discussion for inter-cultural comparison between the multilingual environment of Luxembourg and other social contexts where monolingualism is a dominant ideology, regarding the identification of students attending complementary schools.

Maria Tzioufa

Family Language Policies in transcultural families with Greek mothers: A case study in the Luxembourgish context.

In a transcultural family, where more than one languages are used in the family's everyday interaction, language policies are implemented. Especially regarding children, those policies become salient. Parent's ideologies influence their language policies and furthermore the language management in their homes. Which are those ideologies and how where they formed? In the context of multilingual Luxembourg, where many European Institutions are located, the migration flow is constantly increasing as people come from all over Europe to work in these Institutions. New workforce immigrants create their transcultural families and seek for ways to raise their children bilingually. What are their Family Language Policies? Those immigrants are privileged as they can provide mother tongue education to their children by choosing to follow the European School's system. How important is the role of the school in the evolution of the languages in their children and does it affect the families' language policies? Are those families integrated into the local society? A qualitative research was done, based on three transcultural families with Greek mothers. Parents were interviewed separately and in focus-groups. Data were also gathered via recordings the participants did when they were alone. Thought this triangulating procedure results could be more reliable. The dominant language of the mothers, Greek, seems to be the dominant language of the households and the one that children follow at school. Schooling language seems not only to influence the language spoken at home but their social lives as well as. At home, fathers try to promote their heritage language and culture to the children, but they appreciate and speak the Greek language as they all feel there is a special relation between the language of the mother and the way it is transferred to the children. Strangely -given that they are all immigrants in Luxembourg- or not, none of the parents feel the need for themselves or the children to learn Luxembourgish or to be integrated in the Luxembourgish society. To reach more general results, further research needs to be done regarding this type of privileged immigrants that can follow mother tongue education in the European Schools all over Europe but as in any other multilingual family, their family language policies are driven by the same ideologies.

From language policies to language practices: A case study of a trilingual Master program in Luxembourg

Language policies are a complex topic and are variable over time, created by different agents and installed in the organisation and present on different kind of levels. This study concentrates on revealing the experiences by different students concerning language policies and language practices in the University of Luxembourg (UL). Therefore the following research question stands central: "How do students experience language policies of the UL in practice?" This research question is investigated on two levels: in the UL and in the master program Learning and communication in multilingual and multicultural contexts. This research paper aims to give descriptive feedback and awareness, closely related to the stories of different stakeholders in the UL, concerning their experiences with language practices. This study therefore also contributes to the self-knowledge of the UL. By means of recorded individual semi-structured interviews, deeper insights are gained regarding the experiences of five Greek and five Iberian master students of the master program Learning and communication in multilingual and multicultural contexts. In order to evaluate the interviews, ethnographic research is applied as method of analysis. The findings will illustrate that the central character of multilingualism of the language policy of the UL is experienced highly positive. However, different tensions illustrate that this "celebrated" multilingualism should be taken into consideration. Various studies in different contexts confirm existing tensions concerning policies and practices. This case study results in some ideas for improvements for the UL towards the future.

Zocker, şeker, azúcar : Sugar packets as evidence of a changing language power balance

The position of a language in society is a type of discourse. Even the most banal artefacts with language choices on them are not just results *of*, but participants *in* that discourse, and they can reinforce it, or challenge and transform it. In this thesis, sugar packets are presented as small samples or fossils of historical language power balances, which can be used to reconstruct shifts in those balances. As a form of ready-collected data, a number of online sugar packet catalogues are used, from which some key information is however missing such as manufacturing dates and finding places. The thesis' methodology is an attempt to utilize the potential of the data by investigating it through four different approaches. After a global overview of differences between the used catalogues, the scope is limited in two different ways. First, the focus is on one city, The Hague, for which the language choices on old and new sugar packets are compared. Next is a comparison of the packets released during the history of three different Dutch department stores. Finally, the study zooms in on a single sugar packet, to trace in detail its journey and the choices made during it. The data show a clear difference between “linguistic fetish” type use of foreign languages, whereby they are employed to call up positive connotations, and “instrumental” use, which is directly related to the companies' cross-border activities. Specifically this “instrumental” multilingualism occurs ever more often, as a result of the dynamics of franchising and foreign expansion during the period which is researched.

Linguistic Ecology and Workplace Communication: A comparison between two different contexts geographically close but separated by a national border and different language practices and ideologies.

Generally, adequate workplace communication is an essential strategy which companies want to achieve, since it contributes to the good development of institutions and promotes good relations between employees. Moreover, positive and effective communication prevents misunderstandings what in professional contexts increases productivity and efficiency. With reference to the present research, it is aimed to explore how the communication is attained inside and between different groups of interlocutors in two multilingual contexts. Contexts which in this case are located for instance: one in Luxembourg and the other in France respectively. With this in mind, a comparison between two workplaces was made by taking into account an ecological approach based in Ecolinguistics.

Incidentally, language ecology was defined by Einar Haugen as "the study of interactions between any given language and its environment", (Haugen, 1972). Within this research, the metaphor of Linguistic Ecology, was crucial in the theoretical framework for testing hypotheses and derive results. Considering the methodology of this research, it is mixed and relies in the collection of data through: field observation (Ethnography), semi-structured interviews and questionnaires. Furthermore Grounded Theory is also applied and finally, Triangulation, which will be used to facilitate the validation of the study.

So far, a preliminary analysis of data revealed environments with characteristics considerably different to our initial assumptions. By the one hand, it proves that linguistic ecology is in place, hence the employees from both contexts, apply strategies which enable them to overcome language barriers. By the other hand, the data reveals that customers are occasionally the ones experiencing frustration due to language misunderstandings. The last but not least, the interactions and the environment of one of the contexts in study proved to be considerably more multilingual rather than the other.

Personal perception of integration in Luxembourgish context

The paper is devoted to the issues of integration in Luxembourg. Based on the relevant literature, hypotheses are put forward regarding factors affecting the process of successful integration. In order to see different perspectives of the same notion semi-structured interviews were conducted with four females of non-Luxembourgish origin. The questions are based on the existing literature on integration, identification, intercultural relationship and language. For in-depth study of the topic there are two categories, which define the concept of integration for each informant. These categories are language proficiency and relationship with Luxembourgish partner. Also, parallels with countries of origin of each respondent are drawn. Various obstacles to integration are examined, one of which is stereotyping. Separate chapter is devoted to the description of Luxembourg as multilingual country and its peculiarities related to the language and national identity.

The thesis describes in detail choice of the language and ethical difficulties, the author encountered during preparation for the interviews.

Relevance of the study is defined by rather limited amount of literature on the topic. Most sources are based on the general description of intercultural marriages. Articles and books about Luxembourg are focused on opinions 'from the inside' of local population. This work is focused on opinions 'from the outside'.

Results of the study demonstrate characteristics of 'positive stereotyping' in all the cases. Each respondent considers herself integrated into Luxembourgish society. Each of them acquired Luxembourgish language to various extents, but in terms of integration, it is not a dominant factor. Relationship with local male is described as a co-factor, which helps in the integration process, but is not essential.

Heritage Language Maintenance: The case of Chinese immigrant Families in Multilingual Luxembourg

Studies on language shift and maintenance have been undertaken in many parts of the world, among which include those conducted, for instances in the USA and Canada to investigate the Chinese language. These studies have provided meaningful insights into the Chinese immigrants' language maintenance commitment and endeavors. Compared to the visible literatures in the above mentioned countries, little regarding this issue has been unveiled in the specific multilingual context of Luxembourg. Facing the trilingual social and educational language policy in Luxembourg, the objective of this paper is to explore how Chinese immigrants manage to cope with the intergenerational transmission of their heritage language (Putonghua and/or varieties).

Relying on Spolsky's (2004) framework of family language policy (FLP), unstructured interviews were drawn on as the main research method. Parents and children from 5 Chinese families with different immigration patterns (2 permanent immigrant families, 2 temporary immigrant families and 1 mixed marriage family) were recruited and interviewed. In addition, data of interviews with the principle of the Centre de Langue et de Culture Chinoises du Luxembourg (CLCCL), the teacher from the Saturday school of the Chinese Christian Church, and the field notes of classroom observation taken in the CLCCL and the Saturday school, were also obtained to further understand the situation from a wider perspective.

The findings demonstrated the complexity and diversity of the Chinese immigrant families' language maintenance commitment. As expected, parents from all families held an ideology advocating the maintenance of the Chinese language, Putonghua in particular, linking it to their national identity and/or to the potential professional advantages for their children in the future, though with different expectations. As to language practices, 4 families reserved the Chinese language as the only language used in the home spheres. In addition to habitual language practices, specific language managements were or would be implemented including sending children to the CLCCL or Saturday School in the Chinese Christian Church and teaching children Chinese at home. It is worthy to note that although little practice of Chinese was used in the mixed marriage family, they have been planning to live in China for two years aiming to completely immerse their children in the Chinese language environment. On the side of children, older children (5) showed their willingness and likeness to speak both the Chinese language and host language; 1 younger child seemed to prefer English if allowed. Interestingly, besides their proficiencies in Putonghua, all participant children (6) could understand to different extent their parents' regional varieties. To conclude, despite the unpredictable future for the Chinese language maintenance, contributing to the parents' diverse strategies, children from all families but one have well maintained the Chinese language so far.

Programme

13:15-13:30	Welcome Room: 4.530				
13:30-14:30	Plenary Session				
		Room: 4.530	Room: 4.050	Room: 4.060	Room: 4.160
		Cathy Ferrari	Evangelia Antoniou	Yelena Radley	Paula Szpinda
14:30-14:45		Au-delà du blocage linguistique: L'éveil aux langues dans une classe d'accueil à l'enseignement fondamental du Luxembourg.	Promoting higher education institutions through social media: The creation of videos for the advertisement of the MA program Learning and Communication in Multilingual and Multicultural Contexts of the University of Luxembourg	Working in a foreign language: case study of employees' perceptions in a Luxembourg-based multinational company using English as a lingua franca	Nation branding in Luxembourg. Creation and representation of the cultural symbols by the National Post Office in Luxembourg.
		Mia Larusson-Norrena	Alexandra Kapsimali	Eleni Paraskevopoulos	Lucia Porumb
14:45-15:00		Visualising multilingualism: Language portraits in a Luxembourgish primary school class	Capitalizing on Beauty Blogging: Social interactions and digital marketing on YouTube	Multilingualism and job satisfaction in the workplace. Case study: The European Court of Justice in Luxembourg.	Contemporary Art in Luxembourg as an awareness tool for integration
		Kathrin Romberg	Anne Becker	Inês Margarida Ferrás Vasconcelos	Georgia Ntai
15:00-15:15		Interkulturelles Lernen im Auslandspraktikum: Eine Studie französischer Landwirtschaftsschüler	Sprachfunktionen in der Luxemburgischen Werbelandschaft	Linguistic Ecology and Workplace Communication: A comparison between two different contexts geographically close but separated by a national border and different language practices and ideologies.	Discourse and Power in Art Museum Education: Linguistic practices, meaning-making and power relations Three case studies: Casino – Mudam- Villa Vauban
		Tessy Meintz	Raluca Caranfil	Antoneta Cristea	Sara van der Valk
15:15-15:30		Die pädagogische Arbeit im Umgang mit Vorurteilen: Einblick in eine Schulklasse des Zyklus 1 in Luxemburg	Radio journalists as intercultural communicators: a case study of language communities' radio shows in Luxembourg.	Monolingual and Multilingual Communication Practices in the Luxembourg business contexts: between Opportunities and Challenges	Zocker, şeker, azúcar : Sugar packets as evidence of a changing language power balance
		Olivia Bantan	Sesiliya Kaloyanova	Roxana Malina Mironescu	Oleksii Domin
15:30-15:45		Teaching German as a Foreign Language for Adults in Luxembourg - Exploring Teachers' Ideologies about Language and Teaching Practice	Have the Smartphones Killed Boredom?	A study of attitudes and beliefs of clients and staff towards the digital engagement strategy at Nordea International Private Banking	Heading towards a sound body: different paths to one goal
15:45-16:00	1st Session				
16:00-16:30		Break			

		Room: 4.530	Room: 4.050	Room: 4.060	Room: 4.160
		Dimitra Tsagkogeorga	Mualla Kara	Maria Konstantinou	Shunichi Hashikawa
16:30-16:45		Multilingual repertoires and identity negotiation: a study on pupils in the Greek Complementary School of Luxembourg	Highly skilled immigrants remain within their bubble: A case study of Luxembourg expats facebook group		The application of plurilingualism in Luxembourg: studies on language ideology and practice
		Astrid Van den Eenden	Carine D.J. Chékoué Yimbou	Joanna Louise Attridge	Oksana Domina
16:45-17:00		From Language Policies to Language Practices: A Case Study of a Trilingual Master Programm in Luxembourg	La communauté africaine au Luxembourg face aux médias : exemple de l'Essentiel	Integration? A multilogical examination of the journey from Asylanten -'other' to Citizen - 'einer von uns'.	How Chinese people are perceived in Luxembourg and how do they perceive Luxembourgers?
		Mariana Escobar	Asmik Avagyan	Melsida Meloian	Corina Moscovich
17:00-17:15		Internationalized Higher Education and its effects on single stories: Case studies of Latin American students at the University of Luxembourg from a postcolonial perspective	Armenian as a minority language in Moscow: language practices on Russian social networking sites	Ankommen in Deutschland: Flucht und Migration in Trier – Drei Biographiegeschichten	Roots and migrations in family genealogy: A discourse analytical perspective on personal identity transformation.
		Maria Tzioufa	Viliana Georgieva-Vesselinova	Yacine Chemssi	Ekaterina Voitiuk
17:15-17:30		Family Language Policies in transcultural families with Greek mothers: A case study in the Luxembourgish context.	Netnography: Language practices of the Bulgarian minority in Republic of Macedonia (FYROM) in an online community forum	Identity Negotiation and Construction: The Case of Moroccan Immigrants and their Descendants in Post World War Two France	Personal perception of integration in Luxembourgish context
		Li Yang		Patricia Bula	Gintarė Kudžmaitė
17:30-17:45		Heritage Language Maintenance: The case of Chinese immigrant Families in Multilingual Luxembourg		Die Rolle von Ort und Sprache bei der Konstruktion von Identität – eine Fallstudie mit Studierenden des Masters MultiLearn	Borderland Linguistic Landscape: the Case of Lithuania and Poland
17:45-18:00	2nd Session				
18:00-18:30	Closing				