VALS-ASLA Symposium 2025: Creativity meets technology

Book of Abstracts

06.06.2025

ZHAW School of Applied Linguistics

Institute of Multilingual Communication (IMK)

Winterthur, Switzerland

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From The Flying Mountain to The Magic Mountain: Creativity and its Constraints

Simon Pare

Freelance literary translator

Keynote

Simon Pare delivered a fascinating keynote address to set off the symposium. As an accomplished literary translator, Pare shared insights into his professional practice, illustrating the linguistic complexities and the importance of creativity involved in translating works by renowned authors including Thomas Mann, Max Frisch, and Christoph Ransmayr, as well as prominent figures such as Angela Merkel.

Biography

A Shropshire lad by upbringing, *Simon Pare* developed a love of foreign languages at secondary school and studied French and German (and Occitan troubadour poetry) at Cambridge.

Then he got sidetracked by an interest in ecology and farming inspired by a year's work on a north German organic farm. That led to a summer making cheese at 2,000 metres, a Master's in Sustainable Agriculture, and a job building, promoting and certifying Fairtrade supply chains (coffee, tea, cocoa, cotton) for the French market while living in Paris.

After nine fascinating years, it was time to do more reading - so he became a translator from French and German into English.

Along with some twenty assorted fiction and non-fiction translations, as well as extracts and short pieces published in reviews (Two Lines, Asymptote) and collections, he has also subtitled feature films (Leos Carax, Albert Dupontel) and documentaries, worked for museums and specialised in translating newspaper investigations of tax evasion and money laundering, most notably as part of the team that worked on the English version of Bastian Obermayer and Frederick Obermaier's "The Panama Papers".

Artificial intelligence/large language models: A terrible master but an excellent servant?

Adnan Ajšić

American University of Sharjah, Sharjah, United Arab Emirates

Abstract

Corpus linguistic approaches to discourse and ideology are increasingly turning to multivariate and algorithmic methods such as exploratory factor analysis and topic modeling (e.g., Brookes & McEnery, 2019; Murakami, Thompson, Hunston, & Vajn, 2017; Fitzsimmons-Doolan, 2023; Ajšić, 2021a,b, forthcoming). The advantages and pitfalls of such approaches are multiple. On the one hand, multivariate and algorithmic approaches make it possible to automate large portions of analysis and visualization of increasingly large data sets. The main benefit of automation is a higher degree of scientific credibility of applied linguistic research which issues from a higher degree of objectivity, reliability, and generalizibility of the results that automated large-scale analysis affords. At a time of tectonic changes in the global sociotechnological landscape, frontal ideological assault on higher education, higher education legitimacy crisis, and dwindling budgets, such a methodological orientation can be an asset. On the other hand, this shift in methodological orientation also tends to change our investigative priorities and lead us away from attention to the more fundamentally linguistic questions (Egbert, Larsson, & Biber, 2020; Larsson, Egbert, & Biber, 2021, 2022). The arrival of AI based on LLMs comes at a critical junction in terms of further development and/or survival not only of academic applied linguistics, but also of academic research and perhaps even universities themselves. Although its biggest impact so far has been on academic integrity, it has clear potential to democratize coding and statistical expertise and thus to contribute to either the field's salvation or its demise. This paper will discuss recent experimentation with the utilisation of AI based on an LLM to aid research and teaching in applied linguistics (reporting and building on Ajšić, 2024, forthcoming). On the teaching side, I will discuss an experiment designed to improve student evaluations of teaching by harnessing ChatGPT for efficiency (Ajšić, 2024). On the research side, I will discuss using ChatGPT to do basic tasks such as data coding and visualization as part of a larger research project (Ajšić, forthcoming). The presentation will offer a demonstration of simple yet effective ways to use this technology to researchers' and teachers' benefit, as well as a contextualization of these with respect to the larger debate on the impact of artificial intelligence on higher education and applied linguistics in particular.

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Keywords

AI, LLM, corpus linguistics, discourse, ideology, SETs, efficiency

Biography

Dr Adnan Ajšić research interests include language ideologies, language and politics, language and power, language and identity, language in (social) media, and sociocultural approaches to second language acquisition. He is the author of *Modeling metalinguistic discourses and language ideologies* (Routledge, 2026) and *Language and ethnonationalism in contemporary West Central Balkans: A corpus-based approach* (Palgrave Macmillan, 2021), and co-editor of *Current approaches to language ideology and metalinguistic discourse* (Routledge, 2026). He has also published journal articles, book chapters, and book reviews in leading international outlets, as well as presented papers at major international conferences. His experience spans public and private universities in Europe, United States, and the Middle East. He has served as an interpreter and translator for the United Nations, in the Netherlands, and US Army, in Bosnia and Herzegovina.

Interpreters' edge over the machine: a Relevance Theory-based analysis of their optimization and audience design measures

Michaela Albl-Mikasa

Zurich University of Applied Sciences

Abstract

In SLATOR podcast #238, Boostlingo CEO Bryan Forrester explains why contrary to translation, which may be more adversely affected by AI, interpreting remains a growth market. He puts this down to the interpreter's unique capacity of considering context, understanding sarcasm, reading between the lines etc., which the machine for a long time to come will be hard pressed to do. The same point was made in more detail by Robin Setton in his HKBU (Hongkong Baptist University) Translation Seminar Series talk. Similarly, Claudio Fantinuoli, a researcher at the University of Mainz and Chief Technology Officer at KUDO Inc., highlights that, in the foreseeable future, dialogue interpreting, in particular, cannot be delivered by the machine. The edge interpreters seem to have over the machine is reflected in what is an integral part of their task and skills: they fundamentally engage in making source input accessible, more easily comprehensible and thus relevant for the target audience. Such audience design and optimization measures geared towards the needs of the listeners are based on experience, creativity and deeper level insights into the content matters at hand. This becomes particularly clear in interpreters' processing of non-L1 English input in ELF (English as a lingua franca) settings. As found in multiple analyses of professional interpreters' renditions of ELF vs. non-ELF source input, interpreters' see the additional need for corrections, completions and interventions and act accordingly. According to Setton and Dawrant (2016), such optimization is not only an integral part of interpreters' multilingual expert task but can best be examined by applying the instruments provided by Relevance Theory (RT). In the CLINT (Cognitive Load in Interpreting and Translation) project, funded by the Swiss National Science Foundation, an RT-based analysis of interpreters' enrichment activity was administered to the data collected for the project. This presentation will showcase the results and discuss how the interventions and optimizations engaged in by the interpreters when rendering non-L1 speaker input may be human-expert-specific and go beyond what a machine is programmed to do.

Biography

Prof. Dr. Michaela Albl-Mikasa is Professor of Interpreting Studies at the ZHAW Zurich University of Applied Sciences, Switzerland. She was a member of the Executive Council of the International Association for Translation and Intercultural Studies (IATIS) from 2016 to 2021 and is currently a member of the Board of the European Network of Public Service Interpreting (ENPSIT). She is also a member of the Swiss Research Centre Barrier-free Communication and principal investigator of the interdisciplinary Sinergia project Cognitive Load in Interpreting and Translation (CLINT, 2018 - 2022), funded by the Swiss National Science Foundation (SNSF). She is editor, together with Elisabet Tiselius, of the Routledge Handbook of Conference Interpreting.

LitAI – A Research-Through-Design-Approach to Critical AI-Assisted Literary Reading

Sabine Binder

PH Zurich

Abstract

Generative AI is radically changing how we think about, write and read literary texts, with profound implications for teaching literature. Preparing future English teachers for this shifting landscape requires equipping them with domain-specific skills, but also fostering critical AI literacy to navigate the challenges and opportunities that generative AI presents for literature education (Chan and Colloton 2024; Führer and Gerjets 2024; Ng et al. 2021; Raley and Rhee 2023; Reinmann 2023; Stadler-Heer 2024). Situated at the intersection of literary studies, applied linguistics and educational technology, this paper argues that learning to teach literature and developing critical AI literacy can go hand in hand, mutually reinforcing each other in the process. Building on this premise, it envisions the conceptual foundations for *LitAI*, an innovative university-level educational setting that integrates interaction with a chatbot, human-to-human engagement, and unplugged learning activities. The dual goal is to prepare future English teachers to teach literature effectively while simultaneously promoting their critical AI literacy skills.

In a first step, the paper delineates how the techniques and critical tools of literary studies – such as analysing perspective, voice, characterization, and silencing mechanisms, or uncovering the values and norms embedded in texts – gain new relevance and can be effectively applied to promoting AI literacy. Next, the core principles and basic structure of the *LitAI* design are proposed. This entails addressing key pedagogical design questions, for example: how to guide students' progression from literal to interpretative reading, how to cultivate their literary critical skills, how to balance subjective affective responses to foster motivation and engagement with the critical distance needed for analysis and critique, and what types of tasks, interaction patterns, and scaffoldings are most likely to facilitate the co-construction of knowledge. Notably, it also explores how the acquired tools of literary response and analysis can be effectively transferred to the critical appraisal of students' interaction with AI. Relevant technological considerations for the chatbot's design include adaptive features for personalised learning and support, such as dynamically tailoring tasks to students' progress or levels of interest. The integration of immersive technologies can offer multisensory literary experiences, enhancing emotional and cognitive connections to texts. Interactive feedback mechanisms, such as real-time prompts or guidance during tasks, are designed to actively support the co-construction of knowledge and critical reflection. Equally important is attention to data protection and privacy, ensuring ethical and secure use of the chatbot in educational settings.

This research aims to both explore and shape the transformative power of generative AI in English language teacher education by integrating critical methodologies from literary studies into groundbreaking pedagogical frameworks. Rooted in a Research-Through-Design approach (Reinmann, Herzberg, and Brase 2024) it aligns with the paradigm of critical AI, which, much like design-thinking emphasizes understanding through hands-on, practical engagement (Raley and Rhee 2023).

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Biography

Sabine Binder, PhD is a lecturer, teacher trainer and researcher in the Department of Foreign Languages at the Zurich University of Teacher Education (PHZH). She specializes in English literature and English language teaching methodology. Her research interests include contemporary global English literature, with a focus on making it accessible to English language learners as well as educational technology.

Créer un dispositif d'apprentissage bilingue des langues en tandem intégrant les outils de l'IA et des photographies

Audrey Bonvin, Alessandra Keller-Gerber

Université de Fribourg

Abstract

Ce poster présente un projet qui débutera en janvier 2025 pour développer et tester des ressources didactiques adaptées aux besoins individuels d'apprenant·e·s adultes des langues étrangères. Il encourage une utilisation réfléchie des outils de traduction automatique et des grands modèles de langage (ci-après *outils IA*) pour enrichir l'apprentissage autonome des langues. Des partenaires tandem seront impliqué·e·s dans un processus d'apprentissage créatif et structuré, utilisant des descriptions de photographies choisies par les partenaires avec des outils IA pour développer leur capacité à expliquer et comprendre les préférences pour des formulations spécifiques, améliorant ainsi leur discours et leur conscience métalinguistique.

Ce projet est développé à partir des observations suivantes : 1) Les étudiant·e·s de bachelor en français langue étrangère perçoivent mal l'utilité des programmes tandem obligatoires. 2) L'utilisation combinée d'inputs personnels significatifs (des photos) et d'outils IA semble prometteuse pour le développement autonome des compétences langagières et interculturelles, mais plutôt difficile dans un cadre solitaire (Anonyme & Auteur 2, soumis). 3) Les formulations des apprenant·e·s, même correctes au niveau lexical et grammatical, peuvent sonner étranges. Cela s'explique entre autres par un usage différent de subtiles structures linguistiques rarement abordées en cours et difficiles à expliquer (cf. von Stutterheim 2017).

Ainsi, l'usage d'outils IA dans les tandems linguistiques nous parait adéquat pour affiner les compétences productives, car il permet à la fois des comparaisons interlinguistiques, des comparaisons entre différentes formulations dans une même langue et une réflexion nourrie par la sensibilité linguistique et culturelle de chaque partenaire.

Le matériel didactique consistera en une adaptation du processus « photo-langue » (Anonyme et Auteur 2, soumis) et sera développé au semestre de printemps 2025. Il visera des apprenant·e·s de niveau intermédiaire et avancé. D'abord, chaque partenaire décrira par écrit une image de son choix dans la langue cible, sans assistance. Ensuite, les deux partenaires travailleront ensemble dans un processus en spirale, alternant traductions et analyses de reformulations à l'aide d'outils IA et réécriture.

Ce dispositif didactique sera testé une première fois au semestre d'automne 2025 auprès d'apprenant·e·s du français, de l'allemand et de l'italien qui seront recruté·e·s parmi des étudiant·e·s de bachelor pour qui le tandem linguistique est obligatoire. Des données seront collectées par le biais d'enregistrements des sessions de tandem, d'entretiens avec les apprenant e·s, de journaux d'apprentissage et des textes produits. En observant comment les apprenant·e·s construisent leur discours et comment leurs partenaires soutiennent ce processus, ce projet informera sur leurs stratégies d'apprentissage efficaces ainsi que sur leurs difficultés.

Les ressources didactiques seront améliorées en fonction des résultats de cette évaluation. Ensuite, elles seront testées à nouveau avec le même type d'étudiant·e·s ainsi que d'autres paires de tandem linguistique, inscrites librement. Après analyse des nouvelles données, les ressources didactiques seront finalisées et publiées.

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Biographies

Audrey Bonvin, docteure en sciences du langage, coordonne le domaine d’auto-apprentissage au Centre de langues de l’Université de Fribourg. Elle est également active à l’Institut de plurilinguisme de Fribourg, où elle s’engage pour le dialogue entre recherche et pratique. Ses travaux portent sur l’usage et l’acquisition des langues en contexte bilingue.

Alessandra Keller-Gerber enseigne la didactique du FLE à l’Université de Fribourg (Suisse) et est responsable du programme « bilingue plus » – destiné au français pour le droit – au sein de la même université. Ses recherches portent sur les pratiques réflexives en tant que méthode de recherche et d’enseignement dans le domaine des langues étrangères.

Audrey Bonvin, PhD in Language Sciences, is coordinator of the self-directed learning domain at the Language Centre of the University of Fribourg. She is also involved at the Institute of Multilingualism in Fribourg, where she fosters dialogue between research and practice. Her work focuses on language use and acquisition in bilingual contexts.

Alessandra Keller-Gerber teaches FLE didactics at the University of Fribourg (Switzerland) and is responsible for the “bilingue plus” program - aimed at French for law - at the same university. Her research focuses on reflective practices, as a research and teaching method, in the field of foreign languages.

Don’t optimize – creAIgilize! How Creative Agility can inspire a responsible use of AI

Birgitta Borghoff[1], Caroline Lehr[1], Andrea Hunziker Heeb[1], Petra Moog[1], Annett Baumast[2]

Zurich University of Applied Sciences[1], Berlin School of Economics and Law[2]

Abstract

Artificial Intelligence (AI) is transforming language and communication and reshaping language professions by automating routine tasks and augmenting human capabilities. Today, translators, interpreters and writers increasingly rely on AI tools to enhance productivity (Delormes et al., 2021/2022; Ehrensberger-Dow et al., 2023). In the context of AI's proliferation, responsible and sustainable integration of these technologies is critical. Generative AI systems, such as ChatGPT, provide functional yet average solutions, underscoring the need for advanced human problem-solving capabilities to effectively address multifaceted global challenges and polycrises. Embedding these future-oriented skills into educational curricula and organizational structures is indispensable for fostering meaningful dialogue and collective action. We also include Creative Agility in these future skills (Ehlers, 2019, 2020a/b). This future skill includes non-linear competences such as allowing not-knowing, practicing change of perspective, dealing constructively with emotions and fears, leveraging diversity and unlearning outdated thought patterns. Creative Agility, which is directly related to the sustainability framework of the Inner Development Goals (IDG 2025) enables us to face chaotic, ambiguous and uncertain situations creatively and flexibly. By cultivating Creative Agility, we ensure preparedness for navigating current and future transformation processes sustainably.

In an Erasmus+ project on Creative Agility (2021–2023) and in light of Sustainable Development Goal 4 “Quality Education” (SDG 2025) the ZHAW together with educational institutions across Europe examined how art-based strategies can transform digital and analog communication within organizations. The project developed creagile interventions and a modular, arts-based, and methodologically robust training curriculum, which was piloted across Europe and Switzerland, engaging decision-makers and managers, including participants from SBB Schweizerische Bundesbahnen (ZHAW, 2024). Building upon these findings, the subsequent project, CreAIgile Literacy (2024–2026), involving international partners from Switzerland, Germany, and the United States focuses on further developing and testing multilingual training programs to enhance Creative Agility competencies, to inspire a responsible use of AI. The rapid evolution of AI is significantly impacting communication-intensive professions and educational practices across various contexts. While AI technologies, such as machine translation and automated text generation, increasingly manage routine tasks, the demand for transferable and interdisciplinary genuinely human, skills is becoming more pronounced. Non-linear competencies like openness to uncertainty, embracing multiple perspectives and open-mindedness in view of addressing questions beyond their immediate knowledge are key for navigating complex and ambiguous scenarios. These creagile skills enable individuals and organizations to approach uncertainties in transformative processes with flexibility and creativity (ZHAW, 2025a/b).

At the VALS ASLA conference, we will provide insights into our creagile action research workshops and intervention sessions with employees at different hierarchical levels of our Swiss practice partner in the multilingual travel industry, DERTOUR Suisse. And we will share key learnings in view of the emerging results.

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2009 gründete *Annett Baumast 'baumast. kultur & nachhaltigkeit'* und arbeitete selbständig als Expertin, Projektleiterin, Dozentin und Autorin an der Schnittstelle zwischen Kultur und Nachhaltigkeit, insbesondere für Unternehmen und Organisationen aus dem Bildungs- und Kulturbereich. Sie befasst sich seit mehr als 30 Jahren in unterschiedlichen Positionen mit dem Thema Nachhaltigkeit und hat seit April 2024 die Professur für allg. BWL, insbesondere Nachhaltigkeitsmanagement an der HWR Berlin inne.

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Creative Reflection Spaces in Human-Machine Collaboration – Cultivating Non-Cognitive Competences in BANI times

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Abstract

In an era defined by rapid technological acceleration and increasing integration of artificial intelligence (AI) in linguistic and communicative domains, the question of how human creativity and reflective capacities intersect with AI becomes central. This contribution explores the role of creative reflection as a methodological and epistemological tool for cultivating non-cognitive competences in applied linguistics contexts. Drawing on interdisciplinary frameworks integrating non-cognitive competences (IDG, 2025; Sunder et al., 2024; OECD, 2019; Gutman et al., 2013; Kusuma et al., 2023), the presentation synthesizes insights from Linda Candy's Creative Reflective Practice (2020)—who further developed the approach of Donald Schön's Reflective Practice (1987/2016)—the multi-perspective view of Creative Agility (ZHAW, 2024/2025), and the transcendent potential of spiritual poetry (Borghoff, 2021; Leopardi et al., 2013; Friedman, 2016; Marcato, 2023; Walker, 2013/2019/2021; Whickman, 2016; Robinson & Cussen, 2022; Spies, 2012; Jastrzñebski, 2023; brückenwege, 2025).

First, the study examines how creative approaches to reflection provide applied linguists, translators, educators, and creative content creators with practices, interventions and tools to critically assess their interactions with AI systems. Schön's concept of reflection-in-action and reflection-on-action is revisited in light of creative reflective practice according to Candy (2020), human-AI collaboration, emphasizing the dynamic interplay between intuition, problem-framing, and real-time decision-making in AI-mediated workflows. Second, Creative Agility is positioned as a competence framework that enables practitioners to navigate the brittle, anxious, nonlinear and incomprehensible environments created by AI integration in language education, translation technologies, and content creation. Creagile reflection fosters adaptive thinking and empowers linguists to maintain authentic, human-centric communication amidst algorithmic standardization. Third, spiritually inspired poetry is introduced as an innovative lens to explore the often-overlooked transcendent dimensions of reflective creativity. In applied linguistics, spiritual poetic reflection can serve as a meta-cognitive tool that transcends logical reasoning, enabling practitioners to articulate tacit knowledge, emotional depth, and ethical intuition in their engagement with AI systems. The study aligns these creative reflection approaches with the non-cognitive categories of the Inner Development Goals Framework, this is being, relating, collaborating and acting (IDG 2025)—particularly focusing on integrity and authenticity (intra-personal competences), empathy and compassion, communication (inter-personal competences), and creativity (implementation competences) (Neuhold & Borghoff, forthcoming 2025). The findings argue that creative reflection is not only a methodological tool but also a holistic, transformative practice that creatively bridges the human and the technological, fostering resilient and ethically grounded innovating linguistic ecosystems (for ecosystems see e.g. Theodoraki et al., 2022; Theodoraki, 2018; Theodoraki & Messeghem, 2017; Tabas et al., 2025).

The presentation concludes with an exploration of how creative reflective practices can be implemented in applied linguistics education, AI-enhanced translation workflows, and content creation strategies. By fostering non-cognitive competences, reflective spaces emerge as vital arenas for preserving human agency, ethical responsibility, and emotional intelligence in AI-mediated linguistic landscapes. This contribution is positioned at the intersection of creativity, technology, and creative

reflective praxis, offering actionable insights for linguists, translators, educators, and researchers navigating the complexities of human-machine collaboration.

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Keywords

creative reflection, non-cognitive competences, BANI, human-machine collaboration, Creative Reflective Practice, Creative Agility, spiritual poetry, Inner Development Goals (IDGs)

Biography

Birgitta Borghoff, MA, researches, teaches, and coaches creative agility, innovation, communication design, and entrepreneurial storytelling at the ZHAW. She is also involved in the Sustainable Impact Program as a board member. As an intuitive, highly sensitive mentor, Birgitta accompanies people and organizations with her company brückenwege.ch in a creative, spiritual, and entrepreneurial way toward new, holistic solutions. She also contributes her diverse experience-based know-how as a member of the board of trustees of the Sulzberg Foundation.

A Corpus Approach to Administrative Translation in the Context of EU and National Inclusive Language Guide

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Abstract

The paper entitled "A Corpus Approach to Administrative Translation in the Context of EU and National Inclusive Language Guides" presents the problems that altered the translational activity and enhanced the necessity for technologically updated skills when it comes to incorporating computational methods to perform linguistic research. In brief, given that each institution publishes its inclusive language guidelines, EU translators deal with the diversity and multitude of inclusive language guides that can create a confusing and uncertain translation setting. In addition to the absence of a common guide among the EU institutions, the aforementioned problems expand from the European to the national level since translators, as human beings with different national backgrounds, are also influenced by their country's language policy for drafting official documents and the corresponding national guide to overcoming linguistic sexism. This lack of convergence in the field of inclusive language guidelines among either the EU institutions or the Member States is accompanied by a considerable lack of domain-specific text knowledge. More specifically, both EU and national inclusive language guides can be implemented on particular text types belonging to the genre of administrative documents, such as reports, studies, proceedings, notices of vacancy, calls for expressions of interest, etc. However, translators working for the translation services of the EU institutions are not always highly aware of the particular text features and environments either of the EU administrative documents or of the national administrative texts of the countries of their working languages, so they face difficulties adopting inclusive language norms adapted to administrative document text conventions and functions.

Therefore, the paper aims to identify similarities and differences between EU and national inclusive language guides, with an emphasis on the specificities of each of the examined languages (e.g. English, French, Greek). At the same time, it aims to classify text characteristics of EU administrative documents within the framework of the hybrid nature of EU texts and contrast them with the genre of administrative documents at each corresponding national level. To fulfill the above aim, the research is conducted by using the corpus management and text analysis software Sketch Engine to design, build, and process a combination of different types of corpora. The first is a multilingual parallel corpus of EU administrative documents with data extracted from the official websites of the EU institutions. Each of the other corpora is a monolingual corpus of the corresponding national administrative texts with material selected and collected from the Member States' public services websites, one for every examined country (e.g. UK, France, Greece). The comparison of findings resulting from the quantitative and qualitative analysis of these corpora in Sketch Engine (through the tools available there, such as frequency lists, word sketches, and concordances) leads to defining the genre of administrative documents within different linguistic realities.

Overall, the paper highlights the technologically updated skills demanded more than ever in today's constantly evolving linguistic setting so that translators make corpus-based decisions to solve translational problems and foster linguistic gender sensitivity in both EU and national administrative translation contexts.

Keywords

inclusive language guides; administrative translation; types of corpora

Biography

Vasiliki Chelidoni holds a Bachelor's degree in Translation Specialization from DFLTI (2021), a Master's degree in Translation Science from the same Department (2023), and is a graduate of the Foreign Language Teaching Program, obtaining a Teaching Proficiency Certificate in English and French (2022). Currently, she is a Ph.D. candidate at DFLTI with her research focusing on the use of corpora to study the adoption of inclusive language in drafting and translating EU administrative documents. Since April 2024, she has been appointed as a member of the Gender Equality Committee (GEC) of the Ionian University for a three-year term.

Herausfinden, worum es wirklich geht. Kreative Kombination von KI-unterstützter Diskurs- und Korpuslinguistik

Philipp Dreesen, Matthias Fluor, Sooyeon Geckeler, Julia Krasselt, Dolores Lemmenmeier-Batinić, Klaus Rothenhäusler, Isabelle Suremann

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Abstract

Thematische Diskurse zeichnen sich durch polyphone Wissensordnungen aus, in denen Gegenstände hervorgebracht werden. So haben etwa Energiediskurse im Zeitverlauf die Gegenstände *Erneuerbare*, *Versorgungssicherheit* und *Strom-Mix* hervorgebracht. Eine zentrale Herausforderung der Angewandten Diskurslinguistik besteht darin, zu ermitteln, was Akteure im z.B. öffentlichen Energiediskurs selbst als besonders relevant betrachten (vgl. Dreesen/Stücheli-Herlach 2019). Was halten die Akteure selbst für den 'wesentlichen Kern' ihres Diskurses? Die Antwort hierauf ist praxisrelevant, weil so mögliche strittige Punkte vor dem Hintergrund eines angenommenen Common Ground sichtbar und Reflexionen von Standpunkten ermöglicht werden können.

Übliche korpus- und computerlinguistische Analysen mittels datenbasierter Verfahren können zwar die «wirklich gesagten Dinge» (Foucault 1981: 184) frequenzbasiert erfassen. Die Gewichtung dessen, was den ‚wesentlichen Kern' eines Diskurses ausmacht, wird jedoch mit nicht-standardisierten Verfahren hermeneutisch-interpretativ erarbeitet. Ein drittes, bisher nicht vorgenommenes Analyseverfahren besteht in der Kombination der (I) Gewichtung von Deutungen durch Akteure selbst, (II) der korpuslinguistischen Musterhaftigkeit solcher Gewichtungen und (III) der Filterung dieser Muster mithilfe von KI-Ansätzen wie Few-Shot-Prompting von Large Language Models (Brown 2020). Ziel ist es, bestimmen zu können, *welche* Akteure in thematischen Diskursen *was* als Deutung des ‚wesentlichen Kerns' betonen. Diese Methode ermöglicht es, die Musterhaftigkeit sowie ihre Varianten in diskursiven Äußerungen präzise und effizient zu erkennen, wodurch auch subtile Variationen und kontextabhängige Verwendungen erfasst werden können. In diesem Sinne versteht sich unser Beitrag als Kombination von humaner Kreativität des Untersuchungsdesigns mit reflektiertem Einsatz von KI zur Lösung eines Problems in der Angewandten Linguistik.

Innovativ ist es, dass Muster wie *im Kern/eigentlich/tatsächlich/in Wirklichkeit/strenggenommen geht es [nicht] um* thematisch und medial übergreifend analysiert werden können. D.h., die Analyse dieses Musters ermöglicht es, sowohl Diskursrealisationen in gesprochener wie auch geschriebener Sprache umzusetzen (z.B. Parlament, Talkshow, journalistischen Medien, Online-Foren). Die wissensbezogenen Diskursfunktionen bestehen insbesondere darin, bereits Gesagtes/Geschriebenes zu deuten, zu evaluieren und zu korrigieren. Letztgenanntes dürfte in vielen Fällen auch eine metadiskursive Funktion haben, indem einer als dominant wahrgenommenen Lesart eine kaum realisierte, korrigierende Fokussierung entgegengestellt wird (z.B. *es geht nicht um X, sondern um Y*) (vgl. ähnlich Zifonun et al. 1997, 1750).

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Creativity meets Technology: embracing digital transformation with an interdisciplinary course for students in applied linguistics and software engineering

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Abstract

Digital transformation profoundly affects language professions. New technologies such as artificial intelligence (AI) and machine translation (MT) have made it possible to automate tasks that until recently could only be done by humans. On the language service market, this change is already tangible as human translation services have lost 10% of their market in 2023 compared to 2020. Unsurprisingly, 28% of language professionals consider AI and MT a major stress factor and 56% of the students worry about their professional future (ELIA, 2023). To face this challenge and better prepare students for the evolving job market, educational institutions have started to integrate language technologies into their curricula (ELIA, 2023). However, the focus still seems to be on improving 'language technology literacy', e.g. understanding the affordances and limitations of existing technologies, rather than shaping new ones.

At the other end of the digital transformation are those who design and create new technological solutions: software engineers. From their perspective, the success of technological tools largely depends on the extent to which the needs of potential user groups and other stakeholders have been identified and implemented during the development process. Constant feedback from potential users is also an important sustainability criterion for software development (Wahler et al., 2024). However, this usually requires a comprehensive knowledge of the domain that is often not available within the development team. Therefore, software engineering processes feature an extensive requirement engineering phase to capture domain knowledge and the (explicit or implicit) needs of the future users. This phase is equally important and challenging.

In a recent pilot project, we started to address these challenges by designing a transdisciplinary course on requirement engineering for students in applied linguistics and software engineering. In this course, mixed teams of students work together to conceptualize language-related software projects. The aim was to create a win-win situation where both groups benefitted from each other: students of applied linguistics would have the opportunity to suggest software ideas and thereby to actively shape the digital transformation rather than simply adapting to it. Students of software engineering, on the other hand, would have a team member who is an expert in their field, and proposes a concrete software idea to work with.

To assess the impact of this course, we are in the process of conducting a survey among the students to assess their change in attitude towards digital transformation and sustainable software engineering, as well as their experiences of this course. The survey was administered at the end of the semester to a total of 41 students of whom 23 have responded so far. Our presentation will focus on the course design, the survey results, and possible implications for the future training of language professionals.

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Biography

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Martin Schuler is a lecturer and head of the ZHAW Usability Lab. He holds an MAS in Human Computer Interaction Design and is involved in teaching, continuing education, research and services in the fields of human-machine interaction, usability and technical documentation.

Dr. Michael Wahler is a Senior Lecturer and Researcher in Software Engineering at the Zurich University of Applied Sciences (ZHAW) School of Engineering in Winterthur, Switzerland. His work focuses on sustainable software engineering and automation in software development. Michael earned his PhD in Computer Science from ETH Zurich and holds a diploma in Computer Science from the Technical University of Munich. Before joining ZHAW, he held various positions in industry, including Technology Manager at Hitachi Energy, and roles as Group Leader and Department Head at ABB Corporate Research. At ZHAW, Michael teaches courses such as Advanced Software Engineering, Introduction to Programming, and Software Projects.

Prof. Dr. Marcela Ruiz holds a PhD in Computer Science from the Universitat Politècnica de València, Spain, and is head of the Software Engineering research group at the Zürich University of Applied Sciences, ZHAW School of Engineering. With professional experience in Latin and European countries, she leads innovation projects in the area of automated software generation and production methods. Her research passion is to lower the entry barrier for non-programmers to develop software and help the next generations to navigate the new wave of software production. She is expert in Low-Code/No-Code Software Development and has experience in successfully successfully conduct innovation projects with the health sector. LinkedIn: https://www.linkedin.com/in/mruizcarmona/.

AI in the newsmaking process: Acculturation challenges on the road to AI adoption in Swiss newsrooms

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Abstract

CONTEXT: With the arrival of AI and, especially of GenAI, in media organizations, journalists have been given new tools to accomplish their work and bring increased value for their organizations. These tools have the potential to not only change current newswriting practices but outright disrupt them. In this already sensitive context, it appears that technological innovation has outpaced the cultural preparation of newsrooms to the advent of AI and GenAI technologies.

Investigation of acculturation in the real-world requires fieldwork to study the exact working processes of journalists when they use AI. So far, researchers have asked journalists about their attitudes towards AI or about their daily practices with AI. However, none of the studies has observed the difference between what journalists say they do and what they actually do in their daily work on their way to acculturation. It is only in-depth observation of professional activity that can shed light on individual and collective media agents' AI literacy, attitudes, decision-making processes, and outcomes.

RESEARCH QUESTIONS: This study aims at finding empirically grounded answers to the following questions:

- What is the impact of GenAI on newswriting routines and collaborative process?
- Does the cultural and technological offers that a PSM organization have put in place for journalists and editors-in-chief match their needs? Is this offer in accordance with the mission, attitudes and beliefs on individual, social systemic and organizational levels?
- What is the ideal landscape of adoption that a PSM organization aims for?

METHOD: The ethnographical method of Progression Analysis allows to explore and explain the specific challenges and opportunities that GenAI users meet in their daily practices. It includes:

- Semi-structured interviews with journalists, editors-in-chief and the management
- Video recording of collaborative writing-editing sessions
- Recording of keystroke and writing movement in the emerging text on the computer screen
- Retrospective Verbal Protocol

EXPECTED OUTCOMES AND SOCIAL IMPACT : Expected outcomes from the project include a) a precise documentation of the ways journalists interact with AI technologies on daily basis; b) an overview of agents' attitudes towards AI on different levels of the organization; c) an examination of potential change in attitudes through exposure to and use of AI technologies; d) an evaluation of AI literacy on different levels of the organization; e) suggestions for improvements in the organizations' existing AI strategy and tools.

These findings are expected to assist a PSM organization in adapting their strategy both of acculturation and of learning & development for their management and employees.

The study may bring the following social impact:

- Identify the factors that promote or hinder the adoption of AI tools, allowing other organizations to learn from the experiences made in Swiss newsrooms.
- Encourage a more inclusive and collaborative approach to technological change, bridging gaps between technical experts, journalists, and decision-makers.

- Foster more transparent news production practices through focus on understanding how AI tools are deployed in real-world settings. This is especially important in the context of public service

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With an academic background in language sciences and communication, *M.A. Yulia Kukles* also brings experience from the tech and consulting industries, where she deepened her knowledge in digital management and the organizational use of AI. She thus possesses cross-disciplinary skills, bridging the realms of theory and practice. In parallel to her role as a junior researcher at UNIL and UniFR where she investigates artificial intelligence as a social performance, she prepares her PhD on AI in journalistic practices.

Dr. Laura Delaloye Saillen has over ten years of research experience in linguistic analysis of multimodal professional interactions. She participated in and initiated transdisciplinary projects with multi-lingual newsrooms in Switzerland and Africa, with a focus on reflexivity and leadership practices at all stages of the newsmaking process.

Prof. Dr. habil. Daniel Perrin is Professor of Applied Linguistics, Dean at Zurich University of Applied Sciences, Past President of the International Association of Applied Linguistics AILA, Board Member of the Swiss Academy of Social Sciences and Humanities, as well as Editor of the de Gruyter Handbook of Applied Linguistics series. His areas of research include media linguistics, methodology of applied linguistics, text production research, and the analysis of language use in professional communication. www.danielperrin.net

Quelles émotions autour de l'IA ? Analyse discursive de témoignages d'apprenant-es

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Abstract

On est rarement indifférent au sujet de l'intelligence artificielle (IA) : la (non-)utilisation de ces outils et le battage médiatique qu'ils génèrent participent à la polarisation autour de ce sujet. Nous souhaitons dans notre intervention analyser les émotions ressenties par les apprenant-es de langues face à l'IA générative (IAGen) et, notamment, les générateurs automatiques de textes (GAT).

On sait que les émotions jouent un rôle essentiel dans les processus cognitifs et les comportements, qu'elles influencent la perception, le traitement de l'information et la prise de décisions (Zajonc 1984 ; Lazarus 1991). Elles inspirent donc certainement, en tous cas en partie, l'attitude des utilisatrices et utilisateurs des GAT et par la suite leur façon d'utiliser ces outils. Les émotions semblent donc une clé d'analyse intéressante pour les enseignant-es qui désirent mettre en place des stratégies d'apprentissage de litteracie en IAGen (Cardon et al., 2023) pour leurs apprenant-es.

La plupart des études sur l'IA et les apprenant-es se concentrent sur leur usage et sur les attitudes face à ces outils (Barrett & Pack 2023 ; Alm & Ohashi 2024). Quelques chercheur-es se sont penchés sur les émotions élicitées par l'utilisation de la traduction automatique (Koskinen & Ruokonen 2017 ; Lehr 2021) mais il manque des informations sur les émotions face aux GAT. Gkinki & Elbanna (2022) ont trouvé que les émotions des utilisateurs et utilisatrices de chatbot variaient beaucoup entre réponses positives et négatives. L'adoption des outils d'IAGen a été analysée selon des modèles d'acceptation de la technologie qui, parfois, prennent en compte le côté émotionnel mais dans une moindre mesure (Cai et al. 2023 ; Liu et al. 2024 ; Liu & Ma 2024 ; Ma et al. 2024).

Notre analyse repose sur une trentaine d'entretiens semi-dirigés avec des étudiant-es de deux hautes écoles suisses qui apprennent tous et toutes une langue étrangère. Ces témoins, utilisateurs et utilisatrices novices ou chevronnés de l'IAGen, ont répondu aux questions des enquêtrices basées sur les trois éléments du cadre de Steinert & Roeser (2020) : les caractéristiques de la technologie, son emploi et son implémentation, en particulier dans le processus de décision. Quelques entretiens pilotes ont montré la difficulté des apprenant-es à nommer des émotions. Nous avons donc aussi utilisé comme référence dans les entretiens les vingt émotions différentes proposées par la roue des émotions de Genève (Sacharin et al. 2012). Les entretiens ont ensuite été codés de manière ouverte dans une analyse thématique selon le modèle utilisé par Taskara & Ekmekci (2024) pour en faire ressortir les émotions et les déclencheurs.

L'analyse de nos données devrait donc offrir un premier bilan sur les émotions élicitées par les outils d'IAGen pour les apprenant-es de langues. Sur cette base, les enseignant-es pourront proposer des interventions plus ciblées pour développer la litteracie en IAGen dans leurs classes.

Biography

Prof. Dr. Sara Cotelli Kureth is head of the language centre and titular professor at the University of Neuchâtel. She has been exploring ways to enhance machine translation literacy and then Generative AI (GenAI) literacy, especially for language learners and teachers for several years. She has participated in different projects on GenAI and teaching, has undertaken many action research studies and has published research articles on the topic of GenAI literacy, GenAI in education and language learning and teaching.

Prof. Dr. Caroline Lehr is Professor of Translation Studies at the ZHAW Institute of Multilingual Communication. Her research interests include: translation processes, new competences in the language industry and AI Literacy.

Intelligenza artificiale e traduzione: un nuovo workflow per la transcreation?

Marco Petralia, Marianna Tadolini

La Posta Svizzera SA

Abstract

Obiettivo della presentazione è approfondire il ruolo dell'intelligenza artificiale generativa nel processo di transcreation, identificando le fasi in cui l'interazione tra macchina e creatività umana risulta più funzionale. L'analisi è sostenuta da esempi tratti dalla pratica lavorativa nel contesto aziendale.

Secondo Benetello, l'attività di transcreation consiste nello «scrivere un testo pubblicitario o promozionale per un mercato specifico, a partire da un testo sorgente, come se il testo di arrivo fosse nato nella lingua e nella cultura di destinazione2». Presso il dipartimento di Comunicazione della Posta il servizio viene fornito tramite un workflow che comprende, chiaramente, anche attività creative: riflessioni da parte di chi traduce, brainstorming con colleghi e revisione di una seconda persona esperta, fino a individuare la proposta o le proposte da sottoporre alla committenza. A una fase di «generazione» ne segue dunque una di selezione critica delle possibili soluzioni nella lingua di arrivo. Con l'avvento delle tecnologie di IA generativa basata sugli LLM si presentano nuove possibilità che danno luogo a una serie di interrogativi: in quali fasi del workflow è possibile ricorrere agli strumenti di GenAI? Quali compiti si prestano maggiormente a essere affidati alla macchina e in che step è imprescindibile l'intervento della o del professionista? E quali sono gli effetti a livello di risorse?

Partendo da un proof of concept sull'utilizzo della GenAI elaborato presso la Posta e dall'analisi retroattiva di campagne già pubblicate e realizzate con la sola intelligenza umana, intendiamo mostrare quali sono i possibili impieghi concreti di tali strumenti nei workflow aziendali e la loro eventuale efficacia a livello pratico.

Biography

Marco Petralia holds a BA in Translation and Interpreting from SSLMIT, University of Bologna (Forlì), and an MA in Conference Interpreting from SSLMIT, University of Trieste. Since 2015, he has been working at Swiss Post as a language expert for Italian, focusing on translation, proofreading, and simultaneous interpreting. He also supports the team as a superuser in language technology matters. During his time at Swiss Post, he has continued to develop his skills, specializing in audiovisual translation (University of Parma) and Multilingual AI and Prompt Engineering (LocLearn).

Marianna Tadolini has been working in translation and localization since 2012. She has an MA in Specialized Translation from SSLMIT Forlì (University of Bologna) and a Certificate of Advanced Studies in Translation Technology and Artificial Intelligence (ZHAW Winterthur – University of Zurich). After working as a translator, proofreader and terminologist at the language services departments of Swiss companies Coop and AXA, she is currently working as a part-time language expert for the Swiss Post as well as a freelance translator. She is also a member of the Continuing Professional Development Committee of the ASTTI (Swiss Association for Translators, Terminologists and Interpreters).

Marianna Tadolini lavora nel settore della traduzione e della localizzazione dal 2012. Ha conseguito la Laurea Magistrale in Traduzione Specializzata presso la SSLMIT di Forlì (Università di Bologna) e un Certificate of Advanced Studies in Translation Technology and Artificial Intelligence alla ZHAW Winterthur – Università di Zurigo. Ha lavorato presso i servizi linguistici delle aziende svizzere Coop

e AXA e dal 2022 riveste il ruolo di esperta linguistica alla Posta Svizzera, a cui affianca l'attività da freelance. È inoltre membro della Commissione per la formazione continua dell'ASTTI (Associazione svizzera per la traduzione, la terminologia e l'interpretariato).

Marco Petralia ha conseguito la Laurea in Comunicazione Interlinguistica Applicata presso la SSLMIT di Forlì (Università di Bologna) e la Laurea Magistrale in Interpretazione di Conferenza presso la SSLMIT di Trieste. Dal 2015 lavora presso la Posta Svizzera come esperto linguistico, dove si occupa principalmente di traduzione, revisione, interpretazione simultanea e correzione di bozze. Ricopre inoltre il ruolo di superuser, supportando il suo team nelle questioni legate alle tecnologie linguistiche. Parallelamente alla sua attività lavorativa, ha seguito ulteriori formazioni nell'ambito della traduzione audiovisiva (Università di Parma) e del ruolo dell'IA nella localizzazione (LocLearn).

Reshaping the professional identity of teachers in AI-integrated language teaching: a cross-country study

Paiwei Qin[1], Maria Antonia Manresa[2], Christina Chinas[2], Tinghe Jin[2]

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Abstract

This study explores how the integration of AI tools is reshaping the professional roles, autonomy, and expertise of language teachers in higher education. AI technologies, such as automated marking systems, AI-driven feedback platforms, and adaptive learning tools, are increasingly being adopted in educational contexts. In language teaching, increasing numbers of studies have investigated the various types of AI applications used by teachers and the roles of AI-empowered/assisted tools, such as collaborators in lesson planning, content providers, teaching assistants, and evaluators (Jeon & Lee, 2023; Tsou et al., 2024; Yang & Li, 2024). However, little is known about how these tools influence language teachers' daily practices and professional identities –as their sense of role, autonomy, and expertise- in tertiary education. This research seeks to uncover how AI is transforming teachers' autonomy in decision-making, their relationships with students, and their perception of expertise in the classroom. Through in-depth interviews with five to ten language teachers of different languages in the UK and Finland/Sweden, the study also aims to identify the challenges they face when integrating AI into their teaching and the strategies they have developed to adapt. Preliminary findings, from the pilot study, indicate that teachers' pedagogical philosophies and their prior (theoretical and practical) knowledge of AI significantly influence their perceptions of AI-empowered tools. Teachers who conceptualise their role as facilitators – guiding students in using AI as a resource – view AI as complementary rather than transformative. Additionally, teachers perceive that students' responses and reactions play a key role and are intertwined with this transforming process of teacher professional identity. Further analysis will be conducted across different contexts, namely the UK and Finland/Sweden. Given the distinct linguistic natures of the two HE contexts, this study will examine how language teachers navigate themselves for language teaching in English-dominant versus multilingual HEs. Our cross-case analysis will also investigate the professional development and training needs required to support teachers as their roles evolve in response to AI integration. The study will offer insights into how AI can both challenge and enhance language teachers' professional identity and propose recommendations for professional development to equip educators with the skills needed to navigate this changing landscape.

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Biography

Paiwei Qin (Dr) is a Postdoctoral fellow at Department of Language Studies, Umeå University, Sweden. Her research interest lies in the intersection of language education, migration and multilingualism, as well as internationalisation of higher education. Email: paiwei.qin@umu.se

Maria Antonia Manresa (Dr) is an Assistant Professor in the School of Education, Durham University, the UK. Her research interests are in multilingual communicative practices and epistemological differences in intercultural education as part of classroom teaching practices, education policies and the relationship between school and community. Email: maria.a.manresa@durham.ac.uk

Christina Chinas (Dr) is a distinguished Assistant Professor at Durham University's School of Education, the UK. Her research interests are broad and impactful, addressing crucial areas such as educators' continuous professional development, digital learning advancements, and educational policy. Email: christina.chinas@durham.ac.uk

Tinghe Jin (Dr) is an Assistant Professor in International and Comparative Education at the School of Education, Durham University, the UK. Her research specialises in intercultural education concerning identity perceptions of students and teachers. Her research also links intercultural perspectives with pedagogy development and teachers' professional development. Email: tinghe.jin@durham.ac.uk

Exploring Creativity in Mobile Assisted Language Learning (MALL): Challenges and Opportunities in the Age of AI

Dr. Izabel Rego de Andrade

Escola da Linguagem

Abstract

The rapid advancement of digital technologies has reshaped language learning, particularly through Mobile Assisted Language Learning (MALL). While such tools offer unprecedented access and convenience, their instructional design often prioritizes standardization over innovation. Andrade's doctoral research (2017) critically examined the instructional design of language learning platforms, proposing an alternative approach aimed at overcoming the limitations of generic, one-size-fits-all methodologies. Building on this foundation, subsequent studies (Andrade, 2019) explored the integration of artificial intelligence (AI) in language learning, highlighting both its transformative potential and the persistent challenges it poses.

Since 2019, the evolution of AI-powered tools—notably Large Language Models (LLMs) such as ChatGPT—has further expanded the capabilities of digital language learning platforms, influencing the language education in multiple aspects (Klimova et al., 2022).

These tools promise enhanced personalization and interactivity, yet questions remain regarding their ability to foster creative and critical engagement. In particular, the dominance of major tech companies and their focus on widely spoken languages (Schneider, 2022) raises concerns about equity and inclusivity, particularly for minority languages.

This presentation examines whether current MALL tools effectively enable creativity in language learning or whether they inadvertently constrain learners within predefined frameworks. It evaluates the opportunities and limitations these platforms present for fostering creative language learning experiences. Specifically, it addresses the following questions:

1. To what extent do AI-powered MALL applications support innovative and meaningful learning experiences?

2. How do these tools accommodate learner agency, particularly in promoting creative outputs?

3. What opportunities exist for the multicultural perspectives in a landscape shaped by dominant technological paradigms?

The analysis integrates theoretical perspectives on digital literacy (Braga, 2010) and multicultural education, proposing pathways for a more inclusive and reflective approach to MALL. It argues for instructional designs that prioritize learner creativity, enabling students to co-create content and engage critically with language learning processes. Furthermore, the presentation advocates for a reassessment of how AI-driven tools can support linguistic diversity and foster a more equitable educational landscape.

This study offers a critical lens on the intersection of technology, creativity, and pedagogy in contemporary language education. It underscores the need for educational technology developers and policymakers to go beyond efficiency and standardization, envisioning MALL as a platform for empowering learners and promoting linguistic and cultural diversity.

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Keywords

Language Education; Mobile Assisted Language Learning; Creativity; Artificial Intelligence; Minority Languages; Digital Literacy

Biography

Izabel Rego de Andrade holds a PhD in Applied Linguistics from the State University of Campinas, Unicamp, Brazil. In her dissertation on Mobile Assisted Language Learning she investigated the pedagogical foundations of foreign language applications. Since 2007, she has been conducting research on the use of digital technologies for foreign language learning. She was responsible for online education projects for different educational institutions in Brazil specifically in vocational education for the industry. At present, Izabel is the leader of the Escola da Linguagem, which focuses on the digital transformation of foreign language education.

KI-Unterstützung beim Rating argumentativer Lernendentexte im Rahmen des Projekts «QuaTexD»

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Abstract

Im SNF-Projekt «Qualität von Deutschschweizer Lernertexten (QuaTexD)» (Laufzeit 2023-2027, Leitung Prof. Regula Schmidlin, Universität Freiburg/Fribourg) sollen verschiedene Aspekte der Qualität von Texten von Schüler:innen und Studierenden analysiert werden. Zu diesem Zweck haben wir bei Schüler:innen der Sekundarstufe II, die ca. ein Jahr vor ihrem Schulabschluss stehen, ein Korpus von mittlerweile 660 Texten erhoben. Ein Vergleichskorpus bei Studierenden, die (idealerweise) ca. ein Jahr vor ihrem Bachelorabschluss stehen, ist im Aufbau begriffen und umfasst zurzeit 150 Texte.

Unter anderem sollen die orthographisch-grammatische Korrektheit, der Gebrauch von Konnektoren (vgl. Breindl et al. 2015; Pasch et al. 2003), metakommunikativen Substantiven (shell nouns; vgl. Hunston/Francis 2000; Schmid 2000) und Sprechhandlungsverben (vgl. Völz 2016; Antos 1982) sowie die Musterhaftigkeit der Textstruktur (vgl. Rezat 2021; Weidacher 2011) untersucht werden. Zahlreiche aussersprachliche Variablen wie die Sprachbiographie oder Lese- und Schreibgewohnheiten in der Freizeit werden über einen Fragebogen erhoben. Diese linguistischen und extralinguistischen Variablen sollen in einem zweiten Schritt mit der Textqualität in Bezug gesetzt werden, die über ein holistisches Rating ermittelt wird. Uns stellt sich nun die Frage, ob und wie unsere Arbeit durch die Unterstützung KI-basierter Methoden erleichtert werden kann.

Beim holistischen Rating (vgl. Schipolowski/Böhme 2016; Abel/Glaznieks 2017: 74-83 zum umfassenderen Rating bei unserem Partnerprojekt KoKo) sollen neben einer Gesamtbewertung der Textqualität auch einzelne Teilkriterien wie Inhalt/Funktion (gemessen an der Erfüllung der Aufgabenstellung), Textkohärenz und sprachliche Ausdrucksweise beurteilt werden. Für jede dieser Dimensionen soll die Qualität jedes Textes auf einer Skala von 1 (mangelhaft) bis 5 (ausgezeichnet) beurteilt werden. In einem ersten Schritt soll dieses Bewertungsraster in einer Pilotphase von mehreren Ratenden auf dieselben Texte angewendet werden. Nebst den menschlichen Projektmitarbeitenden wird für das Rating auch ein KI-Tool eingesetzt, wobei der Prompt gemäss obigen Vorgaben formuliert wird. Es ist noch zu prüfen, welche auf LLM basierenden KI-Werkzeuge hierfür am besten geeignet sind. In Frage kommt beispielsweise GPT-4, das schon in vergleichbaren Studien verwendet wurde (vgl. Jauhiainen/Garagorry Guerra 2024; Kim et al. 2024). Bei der Auswahl sind u.a. die Fragen relevant, ob die Möglichkeit besteht, eine grössere Anzahl Dateien hochzuladen und verarbeiten zu lassen, und ob die Daten auf internen Servern verbleiben und der Datenschutz somit gewährleistet ist.

Nach der Durchführung eines KI-gestützten Ratings wird die Inter-Rater-Reliabilität zwischen den humanen Rater:innen untereinander sowie im Vergleich mit den Ausgaben der KI berechnet. Sollte die KI ähnliche Übereinstimmungen erzielen wie zwei menschliche Bewertende im Vergleich, könnte sie unter bestimmten Voraussetzungen und stetiger Kontrolle auch für das restliche Rating eingesetzt werden, um manuelle Arbeit zu reduzieren. Falls die Pilotphase noch nicht zu den gewünschten Ergebnissen führt, könnten Schritte wie die Verfeinerung des Prompts oder gezielte Rückmeldungen an das KI-Tool zu seinen bisherigen Ratings erwogen werden. In unserem Poster werden wir die Zwischenergebnisse unserer Pilotstudie vorstellen.

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Biographie

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Charlie Sarbach has been a PhD student at the University of Fribourg since 2023, where they are part of the SNSF project “QuaTexD – Qualität von Deutschschweizer Lernertexten”. The project analyses the writing skills of German Swiss upper secondary school and university students. In their PhD project, Charlie focuses on regional variation in the use of connectives. Charlie completed their bachelor’s and master’s degree in German and English literature and linguistics at the University of Zurich where they also worked as a student assistant and as a tutor. Their research interests include writing skills, variational linguistics, dialectology and gender-/queer linguistics.

What conversation analysts can learn from large language models, while children are better off looking away: The contextual fits of utterances produced by LLMs vs. Humans

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Abstract

This talk explores the limitations of generative large language models (LLMs) as educative role models in the creative adaptation of utterances to local interactional contexts in oral argumentation, while also addressing their potential for applied linguistic research on conversational contextualization skills. It focuses on responsitivity, which is central to the sequential analysis of conversations but also inherent in conversational actions due to their orientation toward the linguistic context (see the next turn proof procedure in Sacks et al. 1974:728–729): the aim is to reveal what the specifically interactional characteristics of responsitivity are by systematically comparing how children and LLMs align their utterances with the respective context.

Responsive behavior is simply understood here as behavior that is oriented toward previous actions, which reflects the fundamental property of conversational actions to be both «context shaped» and «context renewing» (Drew & Heritage 1992:18): due to the interrelatedness of turnsat-talk, expectations regarding following stretches of behavior are constantly negotiated in conversation (Heritage 1995:397–398). One open question, however, is whether LLMs can actually use such interactional affordances (Küttner & Ehmer 2023:29) to produce adequate follow-up utterances. While LLMs simply generate the most probable follow-up sentences based on surface level linguistic input, it is well established in conversation analysis that interactional meaning cannot simply be read off the linguistic surface (Deppermann & De Stefani 2023:2–3). Rather, it is interactionally constituted through processual, methodical (following culturally conventionalized procedures), pragmatic (i.e., oriented toward shared communicative tasks and goals and the joint construction of social reality), and multimodal negotiation (Deppermann 2004:18).

Since LLMs cannot capture such socially and culturally constructed contextualization cues (Gumperz 1982:131), their accuracy of fit and creative possibilities in embedding argumentative actions spontaneously in context are limited. However, this talk aims to show that this weakness can be harnessed for conversation-analytical interests when human- and LLM-generated utterances are systematically compared. The hypothesis is the following: those aspects of responsitivity that emerge uniquely in socially situated interaction can be identified precisely because they are absent in utterances of LLMs. The aim is therefore to explore how missing contextual fits of LLM-generated utterances can be identified and under which conditions they systematically occur.

To this end, follow-up actions to previous conversational moves from a corpus of 180 argumentative conversations among schoolchildren aged between seven and twelve (Luginbühl et al. 2021) are compared with alternative follow-up utterances elicited from an LLM using systematic prompt engineering. Since LLMs encode utterances as vectors in a multidimensional space, similarities and differences between actual and alternative utterances can be identified and represented in this vector space by extracting and subtracting shared dimensions. Subsequently, quantitative (clustering of representations) and qualitative (conversation analysis) approaches are discussed in order to group and characterize deviations of the generated from the actual utterances.

Ultimately, this study highlights the limitations of LLMs as educative role models for contextualization skills, while shedding light on the creative and specifically interactional strategies essential for context-sensitive responsivity.

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Biography

Oliver Spiess is a PhD student and teaching assistant in German linguistics at the Department of Languages and Literatures, University of Basel (Switzerland). His research focuses on the intersection of qualitative and quantitative approaches to conversation analysis, frame semantics, and argumentation analysis. In his dissertation, Spiess aims to model the semantic and pragmatic networks co-constructed by elementary schoolchildren in conversation using a frame-semantic approach to analyze the inferential processes underlying argumentative language use. This research is driven by a broader interest in how conversational argumentation skills change with age.

Mit KI schreiben – Schreibprozesse und -strategien Studierender als Mensch-Maschine-Koaktivität

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Abstract

Seit der Veröffentlichung von ChatGPT (2022) hat sich der Diskurs zum Schreiben mit textgenerativer KI im hochschulischen Kontext intensiviert. Dieser Diskurs fokussiert vor allem Probleme der Prüfungskultur sowie Fragen nach Upskilling und Deskilling (Limburg et al. 2023). Dennoch mangelt es bis heute an evidenzbasierten Erkenntnissen zum KI-gestützten Schreiben von Studierenden. Es wäre jedoch von grossem Interesse, Schreibprozesse und -strategien von Studierenden mit KI in den Blick nehmen. Insbesondere wäre es wichtig, Einsichten darüber zu erlangen, wie KI in den verschiedenen Schreibprozessphasen eingesetzt wird, welche Prozesse an die KI delegiert werden, wie sich das Verhältnis von Eigenleistung und KI-generierten Inhalten gestaltet und wie sich dies auf die Qualität der Texte auswirkt. Hier setzt das Forschungsprojekt «Mit KI schreiben – Schreibprozesse und -strategien Studierender» (MiKISch) an.

Ziel der MiKISch-Studie ist es, Schreibprozesse und Schreibstrategien von Studierenden beim Schreiben mit textgenerativer KI wie ChatGPT zu untersuchen. Dazu müssen klassische Schreibprozess-Modelle (vgl. Hayes 2012) neu als «Koaktivität von Mensch und Maschine» (Steinhoff 2023) konzeptualisiert werden, wobei nicht nur von einer Koaktivität in Bezug auf die Schreibprozesse, sondern auch von verteilten Ressourcen zwischen Mensch und Maschine auszugehen ist, vgl. dazu auch Brommer & Rezat (2025) und zu «distributed-cognition» (Limburg et al. 2023) und «hybrid intelligence» (Järvelä et al. 2025).

Inhaltlich wird danach gefragt, welche Strategien Studierende beim Schreiben mit KI einsetzen, wie sie Teilprozesse anpassen, etwa das Wechselspiel zwischen Prompt-Output-Überarbeitung des Outputs, und ob unterschiedliche Strategien unterschiedliche Effekte auf die Textprodukte haben. Methodisch geht es darum, ein Verfahren zu entwickeln, das diese Prozesse der Koaktivität erfassen, beschreiben und in einen Zusammenhang mit den Textprodukten bringen kann. Dazu wurden verschiedene Erhebungsinstrumente eingesetzt: Screen-Capture (OBS Studio) und Keystroke-Logging (Leijten& Waes 2013), um Textproduktionsprozesse und das Zusammenspiel zwischen menschlichem Input und KI-Output zu erfassen; Stimulated Recall (Gass 2000), um metakognitive Prozesse zu erfassen, sowie eine Kurzbefragung zu Schreibstrategien mit KI und Selbstwirksamkeitsüberzeugungen der Teilnehmenden.

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Biographie

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