

## DC3 Jonna Janika WEIS

### **Title of IRP3: *Multilingual digital practices and digital literacy: Designing and using digital applications in the workplace and higher education***

**Research fields:** Applied Linguistics, Conversation Analysis, Interactional Linguistics, Sociolinguistics

#### **Co-supervisors of IRP3:**

Florence Oloff, [oloff@uni-mannheim.de](mailto:oloff@uni-mannheim.de)

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This PhD position is part of a double-degree programme. Upon completion, candidates will be awarded **one joint doctoral degree**, on two PhD diplomas, following research stays at both institutions: **University of Mannheim** (degree conferred by the **University of Mannheim**) and **University of Milan** (degree conferred by the **University of Milan**).

#### **Scientific context of the Individual Research Project IRP3:**

IRP3 is embedded into **Work Package 1 (WP1)** ‘Multilingual communication and resources in the Digital Age: discourses, practices, stereotypes’. WP1 investigates how the concepts of Language Awareness and pluri-/multilingualism are discursively constructed, ideologically framed, and technologically mediated in digital contexts across various societal fields (e.g., media, education, industry, politics). It will provide a research-based catalogue of arguments and language ideologies, with particular attention to issues of linguistic justice, gender fairness, and inclusion.

In this context, IRP3 explores multilingual digital practices and digital literacy in the workplace and higher education.

Recruiting University: University of Mannheim (UMA), Germany

Partner University for the Joint Doctorate: University of Milan (UNIMI), Italy

#### **Objectives:**

IRP3 will investigate the complex interdependence of linguistic digital tools and communicative practices in different areas by analysing the conception of these applications and their everyday use:

- 1) Analyse how a) multilingual digital applications are designed and conceived, also with respect to the designers’ underlying assumptions about plurilingualism and users’ needs and expectations, b) digitally competent adult users (in a Higher Education setting) use text & translation generating tools in their language learning practices;
- 2) Provide a qualitative study on different types of data to compare the designers’ and users’ perspectives, also considering possible gender differences, a) on linguistic structures and patterns and their Language Awareness, and b) on the assumed and current state of digital literacy these two participant groups consider when talking about, designing, & using such multilingual digital applications.

### **Expected Results:**

- Assessment of Language Awareness in designing linguistic digital tools in the sense of Metalinguistic Awareness and Critical Language Awareness, and recommendations for making their design more sensitive to plurilingual matters and users' needs and practices;
- Assessment of digital skills that foster language learning processes, Language Awareness and the importance of digital literacy;
- One podcast during the secondment at associated partner UVB.

### **Secondments:**

- Univerbal (UVB), Zurich, 2 months
- University of Copenhagen (UCPH), Copenhagen, 2 months

**Languages:** English, German, Finnish