



Name: **Vivien Heller**
Address: **Hauert 14a, 44227 Dortmund**
Phone: **0231 28219135**
E-mail: **v.heller@educap.de**

PhD Project:

The interactive establishment of cultural fit between family and classroom discourse practices.

The example of argumentation. Located within the framework of interactional sociolinguistics, the project starts from the assumption that discourse socialization in family and school are to be understood as socio-cultural practices. The goal of the project is to explore different degrees of compatibility of familial and institutional discourse practices, focusing on the communicative genre of argumentation. It reframes the still open question of research on language barriers by shifting the focus from structural and correlative analysis to the contextual analysis of discourse activities of the same children in different contexts: family dinner talk and classroom discourse. The study focuses on families with Vietnamese, Turkish and German as L1 and their six year old children before and after school enrollment and pursues three lines of analysis: The comparison of family and classroom repertoires of communicative genres and topics reveals that children are differently prepared for demands and expectations relevant in classroom discourse. The micro-analytic reconstruction of argumentation practices – establishing contextual frames and providing interactional support – documents variance both on the side of the parents and the teachers. The analysis of interactional patterns of teacher- student-dyads reveals that teachers respond to children’s contributions differently: compared to students with Turkish L1 students with Vietnamese L1 receive more interactional support in terms of repairs, cues, and recipient signals. Thus, teachers create unequal contexts for both using language as a means of learning and the development of discourse skills. The empirical results call for a more dynamic notion of ‘cultural fit’ as a joint interactional achievement; the shares in establishing a ‘fit’ can be differently distributed. Expectations based on the students’ socio-cultural background reflect how much teachers play a part in establishing a ‘fit’ or in solidifying a ‘gap’.

Curriculum Vitae:

| | |
|-----------|---|
| 1998 | First state examination special needs education, focus: cognitive development, language/communication, subject: German language and literature |
| 2000 | Second state examination |
| 2003-2004 | Special education teacher in special and inclusive schools |
| 2000-2004 | Teacher training in formative assessment/ diagnosis of language and communication impairments and Alternative and Augmentative Communication at the Landesinstitut für Qualitätssicherung Schleswig Holstein and the Landesverband für Körperbehinderte |
| 2003-2004 | Teaching assignment at Kiel University |
| 2005-2008 | Project consultant/trainer for school development and teacher training at the Medical College Hue/ Vietnam (German Development Service) |
| 2006-2008 | Project consultant „Making Poverty Reduction Inclusive“ (German Technical Cooperation Vietnam) |
| 2009-2011 | Scholarship holder at the Research School „Education and Capabilities“ in Dortmund/ Germany; Supervisors: Prof. Dr. Uta Quasthoff; Prof. Dr. Nitza Katz-Bernstein |

Publications and Presentations:

Plurality of familial reasoning practices and children's participation in classroom discourse. Vortrag auf dem Second Junior Research Meeting for Applied Linguistics, (GAL/Anéla/Vals-Asla), 18.-19.03.2010, Universität Münster.

Unterschiede in der Realisierung argumentativer Praktiken von Kindern heterogener sprachlich-kultureller Hintergründe. Vortrag auf der 40. Jahrestagung der Gesellschaft für Angewandte Linguistik, 15.-17.09.2010, Universität Leipzig.

Zur Signalisierung und Zuschreibung von Wissen im Rahmen begründender Aktivitäten in Unterrichtsdiskursen. Vortrag auf der 15. Arbeitstagung Gesprächsforschung, Rahmenthema „Kognition in der Interaktion“, 30.03.-01.04.2011, Institut für Deutsche Sprache, Mannheim.

Heller, Vivien (2011): *Die Herstellung kommunikativer Kontexte in familialen Tischgesprächen.* In: Birkner, Karin/ Meer, Dorothee (Hg.) (demn.): Karin Birkner/Dorothee Meer (Hrsg.) *Institutionalisierter Alltag: Mündlichkeit und Schriftlichkeit in unterschiedlichen Praxisfeldern*, Mannheim: Verlag für Gesprächsforschung.

Heller, Vivien/ Hörmeyer, Ina (2011): *Kognition in Interaktion.* Bericht von der 15. Arbeitstagung zur Gesprächsforschung in Mannheim vom 30. März bis 1. April 2011. In: *Zeitschrift für Germanistische Linguistik* (3).

Children's participation in family and classroom argumentations. Vortrag auf der 12. International Pragmatics Conference, 03.-08.07.2011, University of Manchester.

Establishing discourse norms for conversational argumentation in family dinner talk. Vortrag auf der 10th Conference of the International Institute for Ethnomethodology and Conversation Analysis, 10.-14.07.2011, University of Fribourg, Switzerland.

Frth.: Varying degrees of cultural fit between family and classroom discourse practices. Vortrag auf der European Conference on Educational Research, „Urban Education“, 13.-16.09.2011, Freie Universität Berlin.

Frth.: Symposium *“Language barriers revisited”*. 2nd International Conference Research School Educap *“Schools as gate-keepers: New perspectives on pupils, risks and chances”*, Dortmund, 09.-11.11.2011.

Further Information:

Memberships

- International Pragmatics Association (IPrA)
- Deutsche Gesellschaft für Sprachwissenschaft (DGfS)
- Verein für Gesprächsforschung
- Founding member „Nachwuchsnetzwerk Gesprächsforschung“ (with Maxi Kupetz, Jana Scheerer and Jana Brenning): gespraechsforschung@googlemail.com

Research interests

- Conversation analysis
- Interactional sociolinguistics
- Language and discourse socialization/ acquisition
- Classroom discourse
- Intercultural communication