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**PhD-Project:**

**INVESTIGATING THE DEVELOPMENT OF WRITTEN ARGUMENTATIVE LANGUAGE SKILLS BY GSL-LEARNERS IN GERMAN SECONDARY SCHOOLS – BETWEEN LINGUISTIC AND FAMILIAL RESOURCES (WORKING TITLE)**

There has been a growing interest in investigating and supporting the acquisition of German as a Second Language (GSL or ‘Deutsch als Zweitsprache = DaZ’ in German), mainly triggered by results of prominent large scale assessments during the past decade. Still, relatively little is known about the linguistic development of older GSL-learners, as many research efforts focus on young pupils (pre- or school entrance phase). The same holds for our knowledge about the development of (their) productive, written argumentative language skills, as large scale assessments tend to concentrate on receptive language competencies, i.e. reading, and even in the field of Writing Research argumentation is often neglected in favor of other genres.

By focusing on the development of written argumentative skills by GSL-learners in German secondary schools, the PhD-project thus aims at providing empirically based insights into these neglected fields of research as a base for further theoretical, diagnostic and didactic work in the context of GSL. Special emphasis is put on detecting possible interactions between children’s global (above sentence level) and local (up to sentence level) linguistic resources, e.g. argumentation, syntax, vocabulary on the one hand, and family-based aspects of acquisition, e.g. migration background, SES on the other hand.

My corpus of longitudinal data consists of written argumentative letters (plus questionnaires to retrieve background information), originally collected for the project FUnDuS which investigates the role of family background for the acquisition of discourse and writing competencies. Methods include linguistic analysis and coding of the texts along with quantitative analysis to grasp frequencies, differences and interactions between the linguistic and familial resources in question.

**Research Interests:**

Language acquisition, especially

- First, second and foreign language acquisition
- Acquisition of grammar
- Acquisitional factors
- Interaction between different linguistic resources

Language testing, especially

- Considering the intersection of linguistics and didactics, theory and practice
- Methodological aspects
- Test development

Language teaching, especially

- First, second and foreign language teaching
- Methodological aspects
- Language(s) across the curriculum

School development

**Education and Work:**

Education

22010-present

- PhD-Student of Linguistics, German as a Second Language at the Research School Educap, Dortmund (GER)

2004-2010

- Erstes Staatsexamen für Deutsch und Französisch, Sek. II (=corr. to M.A. of Education, prerequisite for teaching A-level standard in Germany, majors: German and French Studies)
- Study of Linguistics, Didactics, German and French Studies at Humboldt-Universität zu Berlin (GER) and Cornell University, Ithaca (USA)

2003-2004

- Study of French and American Studies, Media and Communication Studies at Freie Universität Berlin (GER)

Work

Research and teaching assistant in Linguistics, Literary Studies, Academic Research and Writing

Teaching-Internships in various German schools

## Publications and Presentations:

### Publications

- Domenech, Madeleine (2010): „Warum schreiben DaZ-Lerner mit großen grammatischen Probleme plötzlich fehlerfreie Texte?“ In: Neumann, Astrid/Domenech, Madeleine (Hrsg.): *Paradoxien des Schreibens in der Bildungssprache Deutsch*. Hamburg: Verlag Dr. Kovac. 101-117.
- Domenech, Madeleine (2010): „Theoriegeleitete Erstellung und Erprobung eines Diagnoseinstruments zur Entwicklung der Verbalflexion bei DaZ-Lernenden in einer Berliner Hauptschulklasse.“ In: Neumann, Astrid (Hrsg.): *Deutsch als Zweitsprache in der Sekundarstufe*. Hamburg: Verlag Dr. Kovac. 71-96.
- Domenech, Madeleine (2009): Die Entwicklung der deutschen Verbalflexion bei Schülerinnen und Schülern nichtdeutscher Herkunftssprache in der Sekundarstufe I. Analyse theoretischer Konzepte und ihrer Implikationen für den Unterricht. Unpublished Staatsexamen-Thesis. Humboldt-Universität zu Berlin.

### Presentations

- Domenech, Madeleine (2011): „Die Entwicklung schriftlicher Argumentationskompetenz von DaZ-Lernern der Sek I – zwischen familiären und sprachstrukturellen Ressourcen. Erste Ergebnisse der Kodierung argumentativer Briefe.“ Presentation at the Junior Research Meeting of the German Society for Foreign Language Research (DGFF), September 28, 2011, in Hamburg (GER).
- Domenech, Madeleine (2011): “The Development of Written Argumentative Language Skills by GSL/DaZ-Learners in German Secondary Schools – between Linguistic and Familial Resources.” Poster-Presentation at the 24<sup>th</sup> Conference of the German Society for Foreign Language Research (DGFF), September 29 - Oktober 1, 2011, in Hamburg (GER).

## Further Information:

More information on the research-project FUnDuS can be found [here](#).