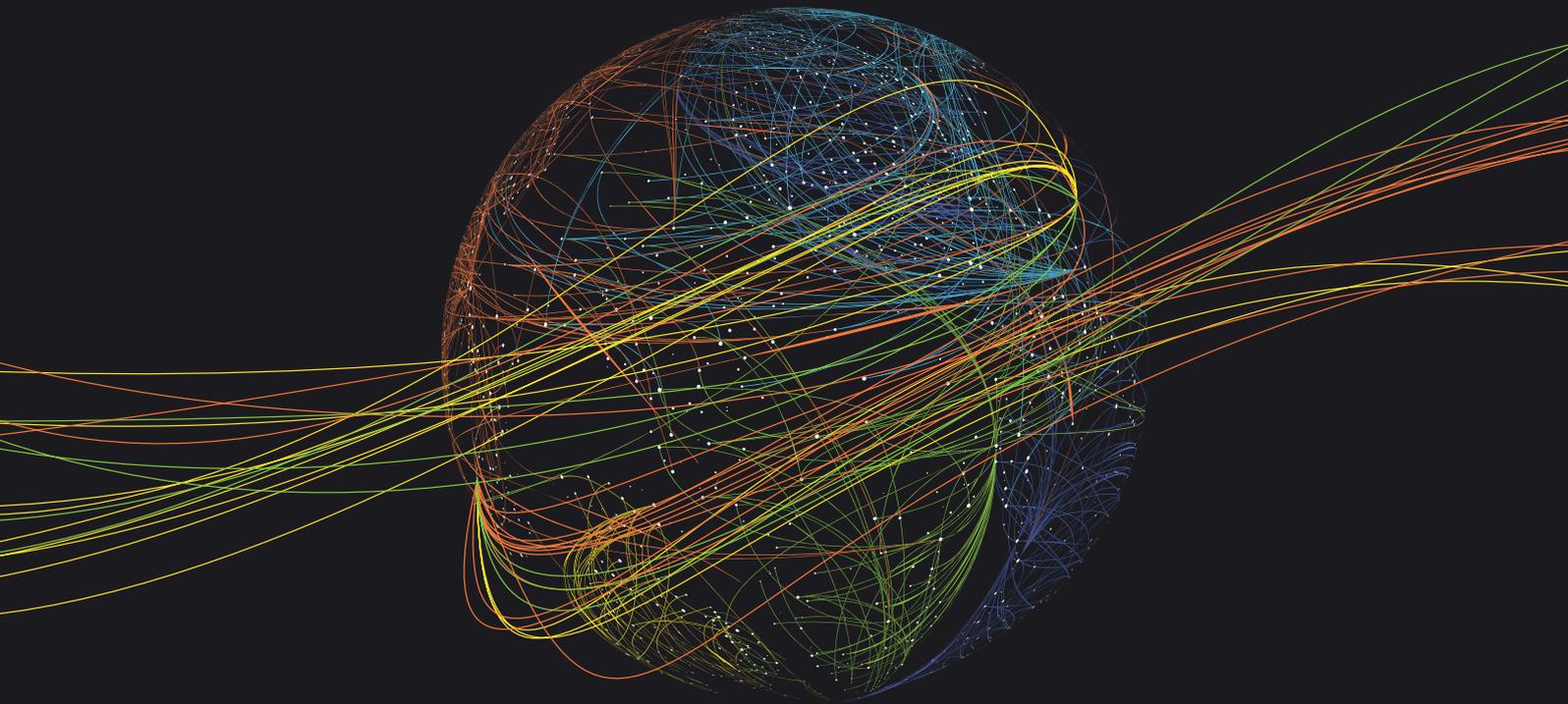




LUDWIG-  
MAXIMILIANS-  
UNIVERSITÄT  
MÜNCHEN

# Educating the Global Citizen

International Perspectives  
on Foreign Language  
Teaching in the Digital Age



Ludwig-Maximilians-Universität Munich  
25 - 28 March 2019

[Keynote Speakers]

**Michael Byram**  
Durham University, UK

**William Gaudelli**  
Lehigh University, USA

**Glynda Hull**  
University of Berkeley, USA

**Liz Jackson**  
University of Hong Kong, China

**Claire Kramsch**  
University of Berkeley, USA

**Greg Misiaszek**  
Beijing Normal University, China

**Hugh Starkey**  
University College London, UK

# Conference Schedule

■ TEFL Day

	Monday, 25 March	Tuesday, 26 March	Wednesday, 27 March	Thursday, 28 March
8:00			08:30-09:30 <b>Plenary:</b> <b>Liz Jackson</b> A140	
9:00	09:00-10:00 <b>Registration</b> Senatssaal		09:30-10:30 <b>Plenary:</b> <b>Hugh Starkey</b> A140	09:00-10:00 <b>Plenary:</b> <b>Claire Kramsch</b> A140
10:00	10:00-10:30 <b>Conference Welcome</b> A140			10:00-10:30 <b>Coffee Break</b> Senatssaal & Speerträger
	10:30-11:30 <b>Plenary:</b> <b>Michael Byram</b> A140		10:30-11:00 <b>Coffee Break</b> Senatssaal & Speerträger	10:30-12:00 <b>Thematic Clusters</b> (See p.18)
11:00	11:30-12:00 <b>Coffee Break</b> Senatssaal & Speerträger		11:00-13:00 <b>Thematic Clusters</b> (See p.18)	
12:00	12:00-13:30 <b>Thematic Clusters</b> (See p.18)	12:00-13:30 <b>Plenary Workshop:</b> <b>Ben Goldstein</b> A140		12:15-13:15 <b>Plenary:</b> <b>Greg Misiaszek</b> A140
13:00	13:30-14:30 <b>Poster Presentations &amp; Lunch Break</b> Senatssaal & Speerträger	13:30-14:30 <b>Poster Presentations &amp; Lunch Break</b> Senatssaal & Speerträger	13:00-14:30 <b>Poster Presentations &amp; Lunch Break</b> Senatssaal & Speerträger	13:15-14:00 <b>Closing Panel</b> A140
14:00	14:30-16:30 <b>Thematic Clusters</b> (See p.18)	14:30-16:00 <b>Parallel Workshops*</b> (See p.82)	14:30-16:30 <b>Thematic Clusters</b> (See p.18)	
15:00		16:00-16:45 <b>Coffee Break</b> Senatssaal & Speerträger	16:30-17:00 <b>Coffee Break</b> Senatssaal & Speerträger	
16:00			17:00-18:00 <b>Plenary:</b> <b>Glynda Hull</b> A140	
17:00	16:45-17:20 <b>Panel Discussion</b> A140			
18:00	17:30-18:30 <b>Plenary:</b> <b>William Gaudelli</b> A140			
Evening	19:00 <b>Conference Warming*</b> Augustiner am Dom	18:30 <b>Wine Reception</b> Senatssaal	20:00 <b>Conference Dinner*</b> Zum Franziskaner	

\* Event only available to those who pre-registered

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# Welcome

Dear fellow scholars, dear colleagues and dear teachers and students,

It is a very great honour for me to welcome so many distinguished visitors to Munich University and to a conference on a theme of language education which is of a truly international nature:

„Educating the Global Citizen – International Perspectives on Foreign Language Teaching in the Digital Age“ responds to the ever-growing significance of globalisation and digitalisation where there is a call to challenge, renegotiate, and expand on current discourses that have formulated global citizenship issues as an integral objective in 21st century education. We, as researchers, teachers and students, respond to this development by updating and transforming EFL pedagogies – epistemologically, critically, and in practice – across a range of language education contexts.



Christiane Lütge  
Chair of TEFL

Accordingly, our aim is to explore citizenship and sustainability education from a wide range of perspectives, also interdisciplinary in scope, as regards developing theories, research and practice in FL education. We are additionally interested in how global education performs on a local level as well as in increasingly interconnected environments, and how digital settings, practices and methodologies are consequently implicated. This theme of the conference is at the centre of the research and teaching activities of the Chair of Teaching English as a Foreign Language (TEFL).

I would like to express my gratitude to all participants of the conference. It promises to be a conference of unusual breadth: underscoring the significance of the ever-important themes of citizenship education throughout the years of schooling, as well as in teacher education. The international nature of the many proposals submitted for this conference point to the world-wide relevance of the themes, and the urgent need for a platform for scholarly exchange: on the results of research, on examples of good practice and in identifying new fields of inquiry. Our highly distinguished plenary speakers will initiate the stimulating debate, and highlight fundamental concepts.

It is also highly rewarding to see that our TEFL Day – as an integral part of the conference – has attracted so many teachers and students. This day of professional development offers language teachers the opportunity to engage with aspects of global education in English language classrooms. The wish to bring together researchers and practitioners, university and school teachers from different professional phases has been one of the driving forces to actually integrate what is often felt lacking: a connection of theory and practice.

We consider ourselves privileged and honoured to host this major event. The Chair of TEFL sincerely thanks all our sponsors and supporters, whom you find listed on the back cover of this brochure. I hope it will be possible for you not only to share stimulating scholarly exchanges, but also to develop new, invigorating relationships during your stay in Munich.

On behalf of the whole conference team,

Christiane Lütge

## The Conference Team

We are pleased to introduce the team responsible for pulling the conference together over the past months. If you have any questions during the conference, they are the experts and will be happy to help.



Katharina Flieger



Stefanie Fuchs



Sabine Hohenester



Thorsten Merse



Claudia Owczarek



Petra Rauschert



Dorottya Ruisz



Sandra Ernst



Michelle Stannard



Max von Blanckenburg

## TEFL Student Assistants

A warm thank you to our student assistants who will be on hand to assist you throughout the conference. Ceren Kocaman, Matea Maric, Laura Isolde Miller, Max Pahlke, Isabell Rieth, Mengying Wei, Elena Weimer.

# Social Programme & Sites of Interest

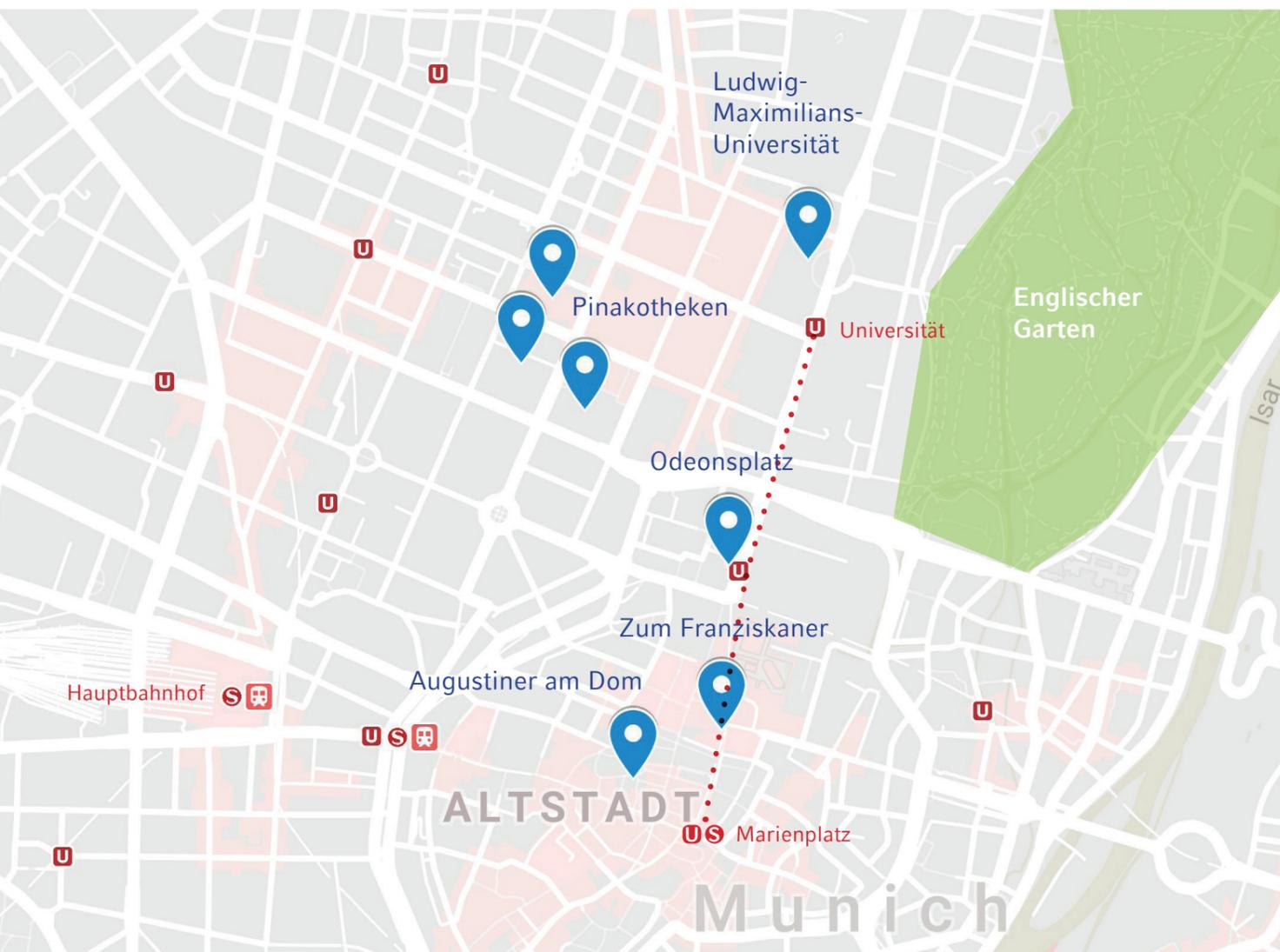
Universität



Marienplatz

Recommended metro line to reach the conference venue: **U3** or **U6**

Ludwig-Maximilians-Universität München  
 Geschwister-Scholl-Platz 1  
 Augustiner am Dom  
 Frauenplatz 8  
 Zum Franziskaner  
 Residenzstraße 9  
 Pinakotheken  
 Barerstraße 27, 28 and 40  
 Residenz  
 Residenzstraße 1  
 Englischer Garten



## Social Programme

### Conference Warming

Participants arriving in Munich on Monday are welcome to join our conference warming. It will take place at a traditional Bavarian restaurant and offers an initial opportunity to socialize with fellow researchers from all over the world. This event is only open to those who pre-paid during conference registration.

**March 25<sup>th</sup>, 19:00**

**Venue:** Augustiner am Dom, Frauenplatz 8, 80331 München



### Wine Reception

After the evening plenary on Tuesday, conference participants are invited to a wine reception in the Senatssaal. This event will be accompanied by live music by the Munich-based duo, St. Ives, featuring Max von Blanckenburg (LMU) on vocals & keys and Johann Gutzmer (TU Munich) on rhythm & samples.

**March 26<sup>th</sup>, 18:30**

**Venue:** Senatssaal, Main University Building, Ludwig-Maximilians-Universität München

### Conference Dinner

Having given ample food for thought during the first two days of the conference, we will also ensure you will not go hungry. The conference dinner at the Franziskaner takes place in a traditional Bavarian beer garden atmosphere. Of course, we will not only have a delicious dinner, but will have plenty of time to exchange ideas, make new contacts and try some Bavarian beer. This event is only open to those who pre-paid during conference registration.

**March 27<sup>th</sup>, 20:00**

**Venue:** Zum Franziskaner, Residenzstraße 9 80333 München



## Sites of Interest

If you are looking to explore the neighbourhood and take in the cultural sites in Munich, here is a list of places within walking distance of the conference venue:

**White Rose Memorial Museum:** The White Rose was a student resistance group during the Nazi regime which called on students to rise up against Hitler's dictatorship. The activities of these students, such as distributing leaflets critical of the regime, led to multiple members being executed. A memorial for these students and their movement can be visited at the conference venue behind the main hall when you enter the building.

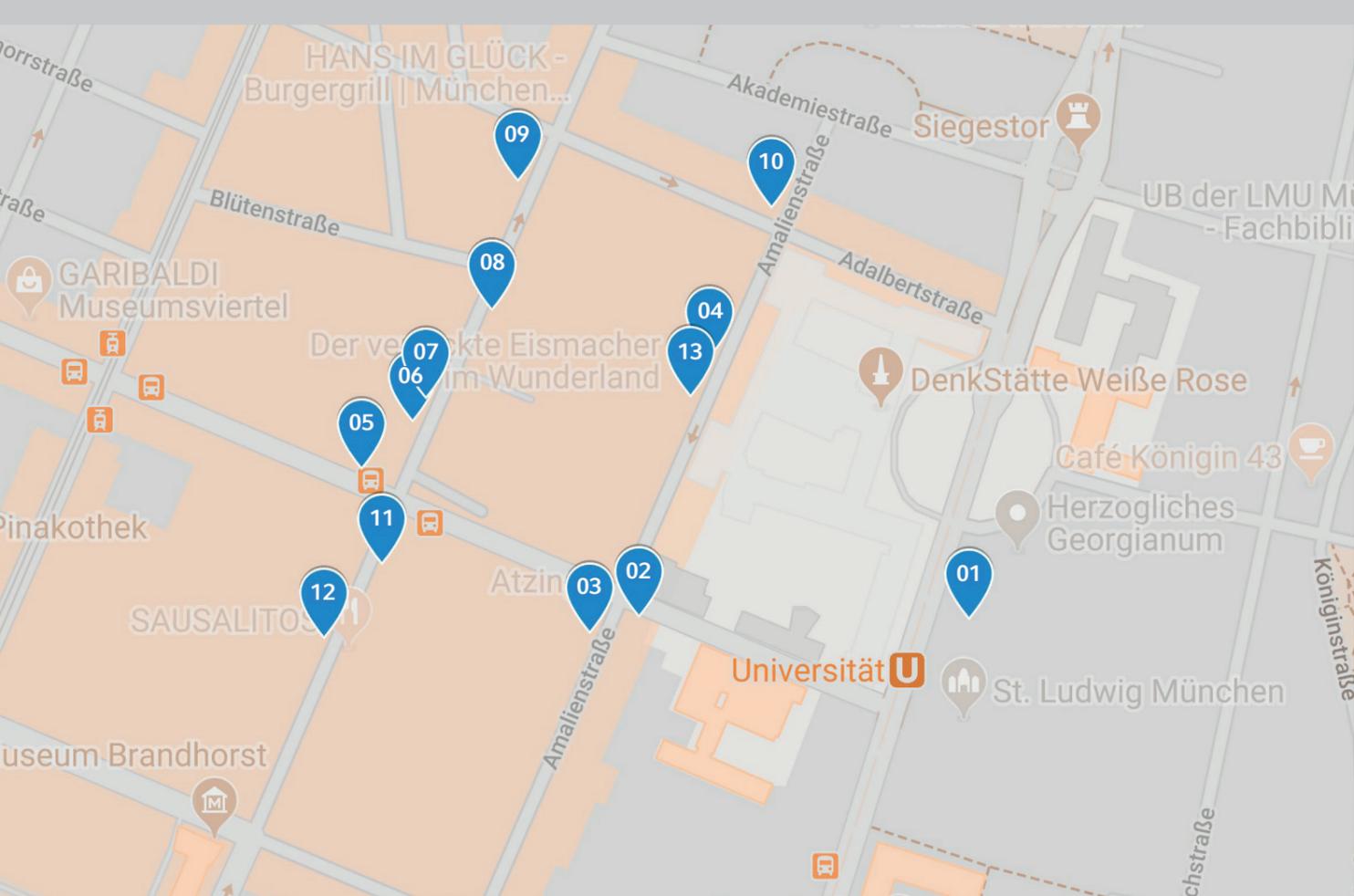
**The Pinakotheken:** This is a collection of three art museums housing important artworks from different eras. You can currently visit two of the museums: the **Alte Pinakothek** (pre-18th century) and the **Pinakothek der Moderne** (modern and contemporary art).



**The English Garden:** This is a large public park stretching from the centre of Munich and into the city's northern limits. The **Chinesischer Turm**, the second largest beer garden in Munich, can be found in the middle of the park, a 15-minute walk from the conference venue.

**Odeonsplatz and the Residenz:** If you head south from the conference venue or through the English Garden, you will reach Odeonsplatz, a large central square with the **Theatinerkirche** on one side and the **Residenz** on the other. The **Residenz** was the former royal palace of the Wittelsbach monarchs of Bavaria and can now be toured as a museum.





## Local Restaurants

During the conference lunch breaks, we recommend several of the restaurants and cafes surrounding the university, including:

01. Cadu (German, Café, Diner)
02. Atzinger (German, Bar, European)
03. Yi Nong (Chinese)
04. Kun-Tuk (Asian, Thai)
05. Lo Studente (Italian, Pizza, Mediterranean)
06. Gratitude Eatery (Vegan, European)
07. Alter Simpl (German, European, Bar)
08. Türkenhof (German, Bar, International)
09. Hans im Glück (American, Bar, Fast Food)
10. Bar Tapas (Bar, Mediterranean, European, Spanish)
11. Victorian House - Brown's Tea Bar (Café, International, British)
12. Café Puck (Vegetarian, Café, European)
13. Der Verrückte Eismacher (Dessert, Vegetarian)

Source: tripadvisor.com

## Contacts and Additional Information

### Conference Services & Contacts:

**Twitter:** @LMUtefl  
#gced2019

**Website:** [www.lmu.de/gced2019](http://www.lmu.de/gced2019)

**Email:** [globalcitizen@anglistik.uni-muenchen.de](mailto:globalcitizen@anglistik.uni-muenchen.de)

**WiFi:** SSID ("WLAN-Name"): mwn-events  
User name: globalcitizen2019  
Password: HYsOCggT

### Getting round Munich

**Public Transportation:** [www.mvv-muenchen.de/en](http://www.mvv-muenchen.de/en)

**City Homepage:** [www.muenchen.de/int/en](http://www.muenchen.de/int/en)

**Munich Airport:** [www.munich-airport.com](http://www.munich-airport.com)

**Taxi Services:** - Taxi-München eG: (089) 21 610 or (089) 19 410  
- IsarFunk: (089) 450540

### Emergency Contacts:

**Police:** 110

**Medical / Fire:** 112

**For international cell phone users:** Dial 0049 before dialing the above numbers

During this conference we are following a sustainability policy and are committed to exercising environmental awareness in the organisation of this event. This includes a focus on sustainable products as well as on the reduction of waste and carbon emissions. We would therefore kindly ask you to return water bottles to the designated spaces for recycling.



# Educating the Global Citizen

International Perspectives on Foreign Language Teaching in the Digital Age

Tuesday, March 26 <sup>th</sup>
09:00-10:00 <b>Senatssaal</b> <b>Registration</b>
10:00-10:30 <b>A140</b> <b>Conference Welcome</b>
Prof. Dr. Dr. h.c. Martin Wirsing Vice President of the LMU
Prof. Dr. Beate Kellner Dean of the Faculty of Languages and Literatures
Prof. Dr. Christiane Lütge Chair of Teaching English as a Foreign Language
10:30-11:30 <b>A140</b> Morning Plenary
<b>Internationalism and Competences for Democratic Culture in Foreign Language Teaching</b> Michael Byram, Durham University, UK
11:30-12:00 <b>Senatssaal &amp; Speerträger</b> <b>Coffee Break</b>
12:00-13:30 <b>Thematic Clusters</b>
13:30-14:30 <b>Senatssaal &amp; Speerträger</b> <b>Poster Presentations &amp; Lunch Break</b>
14:30-16:30 <b>Thematic Clusters</b>
16:45-17:20 <b>A140</b> <b>Panel Discussion</b>
17:30-18:30 <b>A140</b> Evening Plenary
<b>Belonging in an Age of Global Migration</b> William Gaudelli, Lehigh University, USA
18:30 <b>Senatssaal</b> <b>Wine Reception</b>

Wednesday, March 27 <sup>th</sup>
08:30-10:30 <b>A140</b> Morning Plenaries
<b>Global Citizenship: Allegiance to What, Exactly?</b> Liz Jackson, University of Hong Kong, China
<b>Cosmopolitan Citizenship and Language Learning</b> Hugh Starkey, University College London, UK
10:30-11:00 <b>Senatssaal &amp; Speerträger</b> <b>Coffee Break</b>
11:00-13:00 <b>Thematic Clusters</b>
13:00-14:30 <b>Senatssaal &amp; Speerträger</b> <b>Poster Presentations &amp; Lunch Break</b>
14:30-16:30 <b>Thematic Clusters</b>
16:30-17:00 <b>Senatssaal &amp; Speerträger</b> <b>Coffee Break</b>
17:00-18:00 <b>A140</b> Evening Plenary
<b>Whose Language, Whose Globe? Envisioning Cosmopolitan Pedagogies in Digital Spaces</b> Glynda Hull, University of Berkeley, USA
20:00 <b>Zum Franziskaner</b> <b>Conference Dinner</b>

Thursday, March 28 <sup>th</sup>
09:00-10:00 <b>A140</b> Morning Plenary
<b>Global Citizens or Global Consumers? Reframing FL Education in the Digital Age</b> Claire Kramsch, University of Berkeley, USA
10:00-10:30 <b>Senatssaal &amp; Speerträger</b> <b>Coffee Break</b>
10:30-12:00 <b>Thematic Clusters</b>
12:15-13:15 <b>A140</b> Noon Plenary
<b>Critical Pedagogies for Global, Environmental Citizenship: Teaching Ecopedagogical Literacies through Local to Planetary Citizenships</b> Greg Misiasek, Beijing Normal University, China
13:15-14:00 <b>A140</b> <b>Closing Panel</b>

# Plenaries

## Plenary I

Tuesday 26<sup>th</sup>, 10:30-11:30  
Room A140

### Michael Byram

Durham University, UK

#### Internationalism and Competences for Democratic Culture in Foreign Language Teaching



Foreign language teaching is by its nature international but I will suggest in this talk that it needs to be internationalist. I will also argue that foreign language teaching can be enriched by reference to citizenship education, presenting examples of this in practice. Finally, I will relate these points to the Council of Europe's Reference Framework of Competences for Democratic Culture to show how language teaching can become part of an interdisciplinary approach to intercultural and democratic dialogue.

**Michael Byram** is Professor Emeritus at Durham University. He started his professional life as a teacher of French and German in a secondary comprehensive school before moving to teacher education and supervision of doctoral students. His research includes work on minority education as well as language teaching and study abroad. He has been involved in the work of the Council of Europe on language teaching and on intercultural dialogue.

## Plenary II

Tuesday 26<sup>th</sup>, 17:30-18:30  
Room A140

### William Gaudelli

Lehigh University, USA

#### Belonging in an Age of Global Migration



Belonging is a core dimension of what it means to be human and a key aspect of contemporary migration. As immigration increases exponentially, identity is shifting within new locales, both among those arriving and for those with a sense of community in those places of arrival. Hybridity and intersectionality push against discourses of solidified and singular identities in ways that reconfigure belonging. The economic dimensions of belonging, too, force a more robust conversation about a world political order that can accommodate migrations of many types. Governance, disaggregated boundaries of justice and the prospects of an agonistic global system all portend changes in how this political order might take shape. Education, increasingly, must play a critical role in relocating populations, both at the level of receiving others so their human right to dignity and flourishing are upheld while surfacing creative and realistic conversations among young people about the need and dimensions of a world political order.

**William Gaudelli** is Dean and Professor of the College of Education of Lehigh University. His research areas include global citizenship education and teacher education/development. Gaudelli has published over 60 scholarly pieces and three books. His third book, *Global Citizenship Education: Everyday Transcendence*, which offers an analysis of global citizenship education in various locales globally was published in 2016. He is a co-founder of the *Global Competence Certificate Program*, which provides blended professional development for educators. Gaudelli is a frequent keynote at international conferences and guest lecturer at various universities, having previously served as an executive board member of the John Dewey Society and College and University Faculty Assembly for the National Council for the Social Studies. Gaudelli was a member of the South Orange-Maplewood (NJ) Board of Education, 2011-2014. He was named a Rutgers University 250 Revolutionary Fellow in 2016.

## Plenary III

Wednesday 27<sup>th</sup>, 08:30-10:30  
Room A140

### Liz Jackson

University of Hong Kong, China

#### Global Citizenship: Allegiance to What, Exactly?



'Globalisation' is a recent concept. Today, schools are expected to teach youth about globalisation and prepare them to face its threats and take advantage of its opportunities. There are diverse orientations toward globalisation, however. Debates over globalisation's impact filter down into controversies over the role of globalisation in education. How much or what to teach, for sustainable development, neoliberal economic globalisation, or what Nussbaum described as 'compassionate global citizenship' is an open question today. Tension also emerges with the use of the term 'global citizenship', with its reconceptualisation of nation-state citizenship in terms of the global. The slogan, 'think global, act local' and other variants of 'glocalism' contrast these contexts while encouraging their harmonisation. This lecture examines globalisation and different orientations toward it as they relate to education. It considers the extent to which various global orientations are emphasised as part of civic education, particularly in light of the competing influence of nationally oriented aims, goals, and orientations. The lecture concludes that strong messages of cosmopolitan global civic allegiance are unlikely to reach students, in contrast to more nationally oriented, neoliberal global citizenship themes.

**Liz Jackson** is the President-Elect of the Philosophy of Education Society of Australasia and Associate Professor of the Faculty of Education at the University of Hong Kong. She received her MPhil in 'Politics, Democracy and Education' from the University of Cambridge (2004) and her PhD from the University of Illinois, Urbana-Champaign (2008), in the area of philosophy of education. She is Deputy Editor of Educational Philosophy and Theory, and Series Editor for New Directions in Philosophy of Education. She is also the Director of the Comparative Education Research Centre at the University of Hong Kong. Her first book, *Muslims and Islam in US Education: Reconsidering Multiculturalism* (Routledge, 2014), received the Philosophy of Education Society of Australasia Book Award and the University of Hong Kong Research Output Prize for the Faculty of Education in 2014-2015. Her latest text, *Questioning Allegiance: Resituating Civic Education* is coming out with Routledge in early 2019.



## Plenary IV

Wednesday 27<sup>th</sup>, 08:30-10:30  
Room A140

### Hugh Starkey

University College London, UK

#### Cosmopolitan Citizenship and Language Learning



Language teachers and citizenship educators have much to learn from each other. They may aspire to promote the universal humanist values and norms that define cosmopolitanism. Education for citizenship and so-called 'foreign' language teaching are being transformed in the context of globalization. Both have their roots in the state formation and nation building projects of the 19th century. Citizenship education has traditionally focused on integrating citizens into a national polity. Foreign languages are understood in opposition to a national language, in fact reinforcing its prestige. Globalisation, migration and multilingualism have profoundly challenged the salience of a single national identity. Flexible and multiple identities are the norm. Both citizenship and language educators may be conceptually constrained by attention to the international. This encourages a diplomatic perspective where speakers are ascribed a single national identity. Education for cosmopolitan citizenship shifts the focus to intercultural interactions between people in their complexity.

**Hugh Starkey** is Professor of Citizenship and Human Rights Education at UCL Institute of Education, London. His research focuses on education for democratic citizenship, human rights and social justice in a globalising world. He is founding co-director of the International Centre for Education for Democratic Citizenship and editor of the *London Review of Education*. Previously he was Assistant Director of the Centre for Modern Languages at the UK's Open University. He has led European-funded projects on citizenship and human rights education and has acted as a consultant for several governments and the Council of Europe, UNESCO, European Commission and the British Council. Since 2016 he has led the Active Citizenship strand of the UCL Global Citizenship Programme.

## Plenary V

Wednesday 27<sup>th</sup>, 17:00-18:00  
Room A140

### Glynda Hull

University of Berkeley, USA

#### Whose Language, Whose Globe? Envisioning Cosmopolitan Pedagogies in Digital Spaces



More interconnected than ever before, linked by digital technologies and immersed in transnational flows of media, texts, and peoples, our world is yet more divided, both within and across nations and communities, and increasingly riven by cultural, political, and ideological differences and economic inequalities. Cradled in this unsettling paradox, it is perhaps not surprising that discussions of “global” citizenship have come to the fore among critical educators, or that academics in several disciplines feel now compelled to theorize the new configurations of contact that take place in “super-diverse”, plurilingual settings, or what might be called “cosmopolitan spaces.” The new normal for most people around the globe may increasingly become the capacity to draw on multiple linguistic and semiotic repertoires to communicate in heterogeneous communities, to enact fluid and multiple identities, and to develop a comfort level with and tolerance for “otherness.” What do such shifts entail for language and literacy educators? To address this question the presentation will draw on recent research on cross-community and cross-national digital exchanges in order to posit that digital tools and pedagogical spaces can themselves be intentionally configured to create critical and collective global subjects.

**Glynda Hull** is a Professor of Education at the University of California, Berkeley’s Graduate School of Education. Her research interests include writing in and out of schools; multi-media technology and new literacies; adult learning and work; and community, school, and university collaborations. In 2003 she received the Berkeley campus’s Distinguished Teaching Award. She has twice received the Richard Braddock Memorial Award for the best article of the year in College Composition and Communication. In 2001 she also received from the National Council of Teachers of English their award for best article reporting qualitative or quantitative research related to technical or scientific communication.

## Plenary VI

Thursday 28<sup>th</sup>, 09:00-10:00  
Room A140

### Claire Kramsch

University of Berkeley, USA

#### Global Citizens or Global Consumers? Reframing FL Education in the Digital Age



In 2005 I jokingly asked some American colleagues at a School of Education in the United States: “What are you preparing school children to be: good citizens or good consumers?” I was surprised to hear them respond without a second of hesitation and in total seriousness: “Good consumers, of course. Who knows what a good citizen is?” Their answer gave me a lot to think about. What are we teaching foreign languages for: to enable students to have fun communicating with peers on social media? To gain a deeper understanding of one another across linguistic, national, ethnic, gendered boundaries? To gain a knowledge of history and civics? To become more enlightened tourists? More successful business executives? The usual answer is a smile and then: “All of the above!”, but this is only a way of dodging the question. In this paper I take a theory of symbolic power to reframe the foreign language problem in an ecological perspective. Not: how can we teach standard national linguistic systems in a world that is now globally and digitally interconnected? But: how can we recast the symbolic value attached to individual languages in their respective cultural contexts into the symbolic value attached to the use of human meaning making practices, whether it be in the political, the cultural, or the economic realm of human activity? How can we teach individual languages as case studies for teaching Language and its incredible symbolic power?

**Claire Kramsch** is Emerita Professor of German and Professor of the Graduate School of Education at the University of California at Berkeley, USA. She is the author of many books on language, culture, and multilingualism in foreign language education. She is the past president of AAAL and AILA.



# Thematic Clusters

Conference Programme				Educating the Global Citizen: International Perspectives on Foreign Language Teaching in the Digital Age			
Room	DZ001	DZ003	DZ005	DZ007	M203	M209	
<b>TUESDAY</b>	<b>Technology &amp; Mediation</b>	<b>Global Languages</b>	<b>Virtual Exchange</b>	<b>The Global Citizen</b>	<b>The Digital Citizen</b>	<b>Digital Participation &amp; Change</b>	
12:00 - 12:30	<i>Online collaborative professional development methods for integrating pedagogically meaningful use of ICT in English language teaching</i> University of Macedonia, National and Kapodistrian University of Athens, Aristotle University of Thessaloniki <b>Karatsiori Marianthi, Liontou Trisevgeni, Makrina-Nina Zafiri</b>	<i>The intercultural and social engagement of web-documentary participation</i> Carthage College, Wisconsin, USA <b>Isabel Rivero-Vilá</b>	<i>Virtual Mobility: New Opportunities for Higher Education to Design Learning Spaces that Promote Global Competencies and Future Skills Acquisition</i> Hochschule Bonn-Rhein-Sieg, University of Applied Sciences, Germany <b>Regina C. Brautlacht</b>	<i>Global Service Learning – A New Perspective for Global Citizenship Education in the EFL Classroom?!</i> University of Münster, Germany <b>Anika Marxl</b>	<i>Investigating learner agency for global digital citizenship</i> Leuphana Universität Lüneburg, Germany <b>Joannis Kalliampos, Torben Schmidt</b>	<i>Remaining agents of educational change: Shaping digitalisation as informed practitioners</i> Universität Wien, Austria <b>Manuela Wipperfurth</b>	
12:30 - 13:00	<i>A View on New Foreign Language Education Using Machine Translation</i> Chiba University of Commerce, Japan <b>Shien Sakai</b>	<i>Language Education for Global Citizenship: Interacting with Speakers of Less-Widely Used Languages</i> University College London, UK <b>Eszter Tarsoly, Jelena Čalić</b>	<i>Social Awareness in Telecollaborative Language Exchanges. The ILLSA Project</i> Hongkong Baptist University <b>Tushar Chaudhuri</b>	<i>Educating global citizens: exploring Emirati university students' identities through technology to inform course content</i> (Zayed University, United Arab Emirates) <b>Sarah Hopkyns</b>	<i>The Digital Citizen 2.0 – Reconsidering Issues of Digital Citizenship and Personal Identity in the EFL Classroom with Dave Eggers' The Circle</i> University of Münster, Germany <b>Daniel Becker</b>	<i>Making reading accessible and enjoyable for all – potential of teacher-made e-books in supporting young English language learners who struggle to read</i> The Education University of Hong Kong Lee Ching Lam, Jessica	
13:00 - 13:30	<i>Translation in Global Education: A Diachronic, Innovative and Challenging Foreign Language Teaching Approach</i> Bangor University, UK <b>Antigoni Bazani</b>	<i>Developing 21st Century Competences in the Foreign Language Classroom</i> Kwantlen Polytechnic University, Vancouver Mainland, Canada <b>Constanza Rojas-Primus</b>	<i>Virtual Exchange: A Foreign Language Pedagogy for Global Citizenship</i> School of Languages and Applied Linguistics, The Open University, UK <b>Tim Lewis</b>	<i>Deconstructing Cultural Stereotypes: the Use of Audiovisual Content as a Tool to Rise Learners' Critical Cultural Awareness</i> Universidad de Alcalá and Universidad Complutense, Madrid, Spain <b>Laura Arenas García, Adrián García Vidal</b>		<i>Can Digital Game-Based Language Learning Bridge the Digital Divide?</i> Leuphana Universität Lüneburg, Germany <b>Caroly Blume</b>	
	<b>The Global Citizen</b>	<b>Migration</b>	<b>Higher Education I</b>	<b>Higher Education II</b>	<b>Children's Literature Symposium</b>	<b>Intercultural Issues</b>	
14:30 - 15:00	<i>From English language learners to Intercultural Citizens: International students' development of intercultural citizenship in ELT and EMI programmes</i> Centre for Global Englishes, University of Southampton, UK and Shantou University, China <b>Will Baker, Fan (Gabriel) Fang</b>	<i>Digital Storytelling and Politics of Undocumented Immigrant Youth on YouTube: A Voice for the Undocumented?</i> Ruhr University Bochum, Germany <b>Stefanie Ruhe</b>	<i>'Is the world their oyster?' Pre-service teachers' knowledge, beliefs and reported practices concerning global citizenship</i> University of Aveiro, Portugal <b>Ana Isabel Andrade, Mónica Lourenço</b>	<i>Internationalisation of Higher Education in practice: Promoting foreign language learning in multicultural settings</i> University of Limerick, Ireland <b>Marie-Thérèse Batardière, Catherine Jeanneau, Veronica O'Regan</b>	<i>Does explicit global citizenship education belong to ELT with young learners?</i> Nord University, Norway <b>Janice Bland</b>	<i>Integrating intercultural and emotional aspects in the English language classroom</i> University of La Rioja / EOI Haro, Spain <b>Marta García Alamán, Olga Isabel Díez Velasco</b>	
15:00 - 15:30	<i>Savoir s'engager – a neglected competence area and the education to global citizenship</i> Free University of Bolzano, Italy <b>Gisela Mayr</b>	<i>Language education for intercultural citizenship: a programme for the immigrant population in Barcelona</i> Universitat Pompeu Fabra, Fundació Benallar <b>Denise Holguin, Raquel Rojo</b>	<i>'Virtual Internationalization' in Higher Education Foreign Language Teaching: An Irish-German Online Intercultural Exchange Project</i> (University of Limerick, Ireland and TH Köln, Germany) <b>Veronica O'Regan, Christiane Brand</b>	<i>Perceptions and Negotiations of English Academic Writing among Multilingual Writers in the Global Context</i> University of St. Thomas, Minnesota, USA <b>Juan Li</b>	<i>Can wordless picturebooks break down barriers? An empirical study in pre-primary ELT</i> Nova University Lisbon, Portugal <b>Sandie Mourão</b>	<i>How can Model United Nations promote the awareness towards English as a lingua franca and intercultural sensitivity?</i> Bunkyo University, Japan <b>Yuko Ikuta</b>	
15:30 - 16:00	<i>Towards educating a critical, autonomous and transformative citizen. Reflective awareness-raising tasks in teaching EFL to Polish university students</i> Pedagogical University of Cracow, Poland <b>Agata Cierpisz</b>	<i>Global issues and global education: narratives of forced migration in the EFL classroom</i> University of Potsdam, Germany <b>Britta Freitag-Hild</b>	<i>Global citizens learning to communicate by working on international projects. An approach to teaching cultural awareness in higher education</i> Rysensteen Gymnasium, Denmark <b>Dorthe Rasmussen Kjær, Trine Roelsgaard Larsen</b>	<i>Fostering global citizenship in English for Academic Purposes</i> (EAP) classes (King's College, London, UK) <b>Kyriaki Koukouraki</b>	<i>Multilingual picturebooks in ELT: a linguistic pathway to intercultural citizenship education?</i> Nord University, Norway <b>Nayr Ibrahim</b>	<i>Intercultural Approach to Teaching EFL: Rethinking Concepts and Value Orientations</i> Moscow City Teachers' Training University, Russia <b>Natalia Mukhina</b>	
16:00 - 16:30	<i>Citizenship Education in Portugal: Teachers' Views and Experiences</i> Innsbruck University, Austria <b>Shaima Muhammad</b>	<i>Teaching for a Global Perspective: Multimedia Narrative and Archiving Projects on the Refugee Crisis in the EFL Classroom</i> Würzburg University <b>Claudia Deetjen</b>	<i>A Study of English Language (K-12) and English Language Teacher Education Curricula in Turkey</i> Akdeniz University, Turkey <b>Arda Arikán</b>	<i>Translanguaging: fostering advanced academic literacy and global citizenship in reading comprehension courses</i> Universidad de Buenos Aires, Argentina <b>Ana M. Otero, Alicia Nerguizian</b>	<i>Social model thinking in the Primary ELT classroom</i> British Council, Paris <b>Gail Ellis</b>	<i>Increase of Foreign Workers and Future Foreign Language Education in Japan</i> Keio University, Japan <b>Kazumi Sakai</b>	
<b>WEDNESDAY</b>	<b>Local contexts: Algeria &amp; beyond</b>	<b>Intercultural Issues</b>	<b>(Virtual) Exchange Projects</b>	<b>Assessment</b>	<b>Ecopedagogy</b>	<b>Democratic &amp; Political Education</b>	
11:00 - 11:30	<i>*This symposium features alternate time slots</i> <i>Algerian University EFL teachers' Understanding of Global Citizenship Education</i> University of York, UK <b>Sihem Salem</b>	<i>Language through the lens of culture: Developing learners' intercultural understanding through material selection and design in the CLIL classroom</i> The University of Nottingham, UK <b>Ruth Koro</b>	<i>Building empathy in the Intercultural Communication classroom through intercultural telecollaboration</i> (University of Maryland Baltimore County, USA, and LMU Munich, Germany) <b>Irina Golubeva, Ivett Rita Guntersdorfer</b>	<i>Creation of an Assessment Tool for Global Citizenship</i> Tokai University, Japan, and Tokyo Gakugei University, Japan <b>Kahoko Matsumoto, Takeshi Kitazawa</b>	<i>Ecological Education Through Teaching Dystopian Fiction</i> University of Würzburg, Germany <b>Maria Eisenmann, Nadine Krüger</b>	<i>Reframing Global Citizen Education: Between Moral and Ethical Dimensions of Language Learning and Teaching</i> Hellenic American University, USA <b>Irene Heidt</b>	
11:30 - 12:00	<i>Teaching in a Globalized Era: How Do Algerian EFL Teachers Perceive the Integration of Global Citizenship Education in Higher Education Curricula?</i> University of Larbi Ben M'hidi, Oum El Bouaghi, Algeria <b>Fadhila Hadjeris, Samiha Khoualdi</b>	<i>Quo Vadis (Inter)cultural Foreign Language Learning</i> Universität Klagenfurt, Austria <b>Werner Delanoy</b>	<i>"Decolonise your mind": A global "study-teach-and-research" project between Germany and Laos</i> PH Karlsruhe, Germany <b>Isabel Martin</b>	<i>Developing a survey instrument to measure the effects of the native speaker model of English in Japan</i> Kindai University, Osaka, Japan <b>Justin Harris</b>	<i>Who will pay the piper? Perspectives on Biodiversity and Sustainable Development in CLIL classrooms</i> Technische Universität Chemnitz, Germany <b>Prue Goredema</b>	<i>Power and resistance: Michel Foucault's idea of democratic education encounters reflective practice</i> Metropolitan College, Greece <b>Vicky Papageorgiou</b>	
12:00 - 12:30	<i>The Status of the Intercultural Dimension in the Algerian Middle School Textbooks of English</i> Lancaster University, UK <b>Afaf Rabehi</b>	<i>Integrative Approach to Global Citizens' Education via Foreign Language Intercultural Communication Skills Development in a Digital Age</i> Tyumen State University, Russia <b>Irina Lenarovna Pluzhnik</b>	<i>Developing 21st century competences and global citizenship in a virtual exchange project</i> Universitat de València, Spain, and Cyprus University of Technology, Cyprus <b>Ana Sevilla-Pavón, Anna Nicolaou</b>	<i>Assessing Global Citizenship Education: Results from a Longitudinal Study Conducted at a Bilingual School in Emeryville, California</i> East Bay German International School, Emeryville, CA <b>Claudia Müller</b>	<i>The story of stuff – digitalisation and sustainability in language teaching</i> LMU Munich, Germany <b>Christian Hoiß</b>	<i>How to Teach International Relations Students to Use Communicative Strategies in a Political Dialogue</i> MGIMO University, Moscow, Russia <b>Alexey A. Tymbay</b>	
12:30 - 13:00	<i>Teachers and Students' Perceptions of the Teaching and Learning of Intercultural Competence in EFL Classrooms - Case study: Khenchela and Mostaganem Algerian Universities</i> University of the West of Scotland, UK <b>Nawal Ouchene</b>	<i>A Cultural Studies Approach to Interculturality in English Language Teaching</i> University College Copenhagen, Denmark <b>Lone Krogsgaard Svarstad</b>	<i>The influence of politics on English language teaching textbooks: Germany before and after 1945</i> LMU Munich, Germany <b>Dorothy Ruisz</b>	<i>Developing global competence through EFL teaching: An insight from survey results on J-POSTL self-assessment descriptors</i> Waseda University, Den-en Chofu University, Chuo University <b>Hisatake Jimbo, Ken Hisamura, Fumiko Kurihara</b>	<i>"It starts with one..." – A TEFL Perspective on Education for Sustainable Development</i> University of Innsbruck <b>Grit Alter</b>	<i>What it takes to educate a global citizen – negotiating ambiguities, controversies and conflicts in the EFL classroom</i> University of Paderborn, University of Bremen, Germany <b>Larena Schäfer, Mareike Tödter</b>	
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Conference Programme				Educating the Global Citizen: International Perspectives on Foreign Language Teaching in the Digital Age			
Room	DZ001	DZ003	DZ005	DZ007	M203	M209	
<b>WEDNESDAY</b>	<b>CLIL</b>	<b>Plurilingualism and Multilingualism</b>	<b>Projects &amp; Texts</b>	<b>The Global Citizen</b>	<b>Literature and Film</b>	<b>Transcultural Identities</b>	
14:30 - 15:00	<i>A CLIL pedagogy for global sustainability and citizenship education: how the global and the local fuse in the bilingual Politics &amp; Economics classroom</i> Goethe Universität Frankfurt, Germany <b>Subin Nijhawan</b>	<i>Citizenship Education in ELT: examples of context-sensitive activities for plurilingual secondary schools in Argentina</i> National University of Córdoba, Argentina <b>Mario Luis Lopez-Barrios</b>	<i>The KinderCouncil – a pilot project for future global education and transcultural learning in foreign language education</i> PH Karlsruhe, Germany <b>Sabine Rettinger</b>	<i>The EFL classroom: an optimal space for global citizenship education?</i> University of Aveiro, Portugal <b>Mónica Lourenço, Ana Raquel Simões</b>	<i>Educating the Global Citizen with Texts of Migration and Transcultural Literature</i> Adam Mickiewicz University Poznań, Poland <b>Marta Janachowska-Budych</b>	<i>Widening the Horizon: Exploring Anglophone Worlds in the Digital Age</i> University of Münster, ZfSL Gelsenkirchen, Germany <b>Frauke Matz, Michael Rogge</b>	
15:00 - 15:30	<i>Digital pedagogy and CLIL for the development of intercultural and global dimensions in Higher Education: an Italian perspective</i> University of Urbino, Italy <b>Giovanna Carloni</b>	<i>Neoliberal Narratives of Threat and the Recalibration of Language Teacher Identity – Fabricating Useful Multilinguals for an Expanding Global Economy?</i> Justig-Liebig-Universität Gießen, Germany <b>Jürgen Kurtz</b>	<i>The effectiveness and challenges of international project-based learning at Japanese primary schools</i> Aichi University Japan <b>Rie Adachi</b>	<i>“You Have to Become an Upstander!” Holocaust Education meets Global Citizenship Education in the Digital Age</i> LMU Munich, Germany <b>Anja Ballis, Markus Gloe</b>	<i>The Cultural Semiosis of Film in Educating Global Citizens</i> MCI Innsbruck, Austria <b>Stefanie Rudig</b>	<i>Juggling Selves: Navigating Pre-service Teaching Experiences in Overseas Contexts</i> PH Karlsruhe, Germany and Deakin University, Australia <b>Isabel Martin, Michiko Weinmann, Rod Neilsen</b>	
15:30 - 16:00	<i>EFL learner’s motivation and affect to explore their global perspectives in content and language learning</i> Osaka University, Japan <b>Rieko Nishida</b>	<i>Negotiating the Meaning of Language, Identity and Global Readiness: A Case of a Multicultural Interactive Classroom Community in a Japanese University</i> Musashino University, Japan <b>Albert R. Zhou</b>	<i>Promoting the dissemination of digital textbooks in foreign language education at elementary schools in Japan</i> Waseda University, Japan <b>Kagari Tsuchiya</b>	<i>Storyline as an effective teaching method in global citizenship education</i> National Research Tomsk State University, Russia <b>Tamara Budlova, Zoya Levashkina</b>	<i>The Future, the Present and the Past: Teaching Literature to Future Teachers at University</i> LMU Munich, Germany <b>Sabrina Sontheimer</b>	<i>Exploring the T of LGBTQ – (Canadian Trans)* Literature in the EFL Classroom for Citizenship Education</i> University of Würzburg, Germany <b>Christian Ludwig</b>	
16:00 - 16:30	<i>Language learning in cooperation with museums</i> Meisei University, Japan <b>Yoichi Kiyota</b>	<i>The teachers’ perspective of multilingual students in EFL secondary schools in Bavaria</i> Julius-Maximilians-Universität Würzburg, Germany <b>Elisabeth Chowanetz</b>	<i>Methodological exploration with a picture book for learning English as communication</i> Akita University, Japan <b>Masako Sasaki</b>	<i>Educating the Global Citizen - Attitudes towards English Language Teaching in Bosnia and Herzegovina</i> University of Tuzla, Bosnia and Herzegovina <b>Selma Kešetović</b>	<i>From Local to Global – and Back: Affordances of Scale in Literary Pedagogy</i> Universität zu Köln, Germany <b>Roman Bartosch, Ulla Schäfer</b>	<i>Global Cartographies &amp; Wardrobe Identities</i> Goldsmiths, University of London, UK <b>Cristina Ros i Sole</b>	
<b>THURSDAY</b>	<b>Language &amp; Global Spaces</b>	<b>Digital Perspectives</b>	<b>Ecodidactics</b>	<b>Intercultural Issues</b>	<b>Communicative Practices in Social (Media) Contexts</b>	<b>News &amp; Media</b>	
10:30 - 11:00	<i>Towards a commitment to European citizenship in foreign language education: Training future language teachers in a cross-border region with a view to European cohesion</i> University of Education Freiburg, Germany, and University of Strasbourg, France <b>Chloé Faucompré, Julia Putsche</b>	<i>Why Critical Digital Literacies and Intercultural Citizenship are essential in educating digital global citizens within foreign language education?</i> University of Limerick, Ireland <b>Liam Murray, Silvia Benini, Marta Giral</b>	<i>Storytelling in English L2 for responsible citizenship education: Re-framing narratives about the environment</i> University of Udine, Udine, Italy and L3S Research Center, Leibniz University, Hannover, Germany <b>Maria Bortoluzzi, Elisa Bertoldi, Ivana Marenzi</b>	<i>Global Issues in ESP Classroom: Challenges and Opportunities</i> Taras Shevchenko National University of Kyiv & National Technical University of Ukraine ‘Igor Sikorsky Kyiv Polytechnic Institute <b>Yana Diachkova, Anastasiia Syzenko, Olha Pavlenko</b>	<i>How “foreign” are foreign languages? On the need for changing prevailing attitudes towards foreign languages in Indian education in the age of globalization</i> O.P. Jindal Global University, Sonapat, India <b>Shruti Jain</b>	<i>Syrian refugees in digital news and German students’ attitudes: Victims or threats?</i> University of Innsbruck, Austria & University of Jordan <b>Zahra Mustafa-Awad, Monika Kirner-Ludwig</b>	
11:00 - 11:30	<i>Promoting a Global Perspective among Mexican College Students</i> UPAEP, Mexico <b>Abigail Villagran, Florence Grolleau</b>	<i>Participatory Culture, TBLT and iPads: Integrating Digital Media into the EFL Classroom</i> Universität zu Köln, Germany <b>Celestine Caruso, Judith Hofmann</b>	<i>Foreign Language Learning: Intercultural Education for Sustainable Development</i> Faculdade de Letras da Universidade do Porto, Portugal <b>Ângela Cristina Ferreira de Carvalho</b>	<i>Exploring Cultural Identities through Digital Storytelling</i> University College Copenhagen, Denmark <b>Helene Bang Appel, Maria Bahrenscheer Jensen</b>	<i>Changing cultures of communication. Teaching culture at the example of communication on social media and in the foreign language classroom</i> Georg-August-Universität Göttingen, Germany <b>Lotta König</b>	<i>Opportunities for Educating the Global Citizen while Teaching English at a Russian Technological University in the Digital Age</i> Kuban State Technological University, Russia <b>Alexander Gerashchenko</b>	
11:30 - 12:00	<i>Geographical Spatialities of ELL Students: GPS Experiences through Non-English and English Digital Devices</i> St. John’s University, USA <b>Min Wang, Daniel Ness</b>	<i>wraAPPed up! Edu-Apps and Language Learning in a Global Context</i> University of Würzburg, Germany <b>Katrin Wörter-Veh</b>	<i>Documentaries(.) for a Change? – Cultivating Global Citizenship Education through Eco-Documentaries</i> University of Münster, Germany <b>Ricardo Römhild</b>	<i>Multicultural Student Groups at SEEU learning English together to live in a Global World: An explorative case study with students of English for Specific Purposes</i> Southeast European University, Macedonia <b>Basri Saliu</b>	<i>“Make pragmatics great again!” – teaching implicatures and presuppositions for the development of media literacy in the age of Twitter and Facebook</i> Heidelberg School of Education, Universität Gießen, Germany & Università Roma Tre, Italy <b>Nicola Brocca, Leo Will, Viviana Masia</b>	<i>Current Trends in ELT in a World of Untruth or Misinformation? A University ESP Experience in Mexico</i> Universidad Nacional Autónoma de México & British Council Mexico <b>Renate Marie Thummler Blum</b>	



# Tuesday, 12:00-13:30

## Cluster I: Technology & Mediation

### Room DZ001

12:00-12:30	<b>Karatsiori Marianthi, Liantou Trisevgeni, Makrina-Nina Zafiri</b> Online Collaborative Professional Development Methods for Integrating Pedagogically Meaningful Use of ICT in English Language Teaching
12:30-13:00	<b>Shien Sakai</b> A View on New Foreign Language Education Using Machine Translation
13:00-13:30	<b>Antigoni Bazani</b> Translation in Global Education: A Diachronic, Innovative and Challenging Foreign Language Teaching Approach

### 12:00-12:30 Room DZ001

#### Online Collaborative Professional Development Methods for Integrating Pedagogically Meaningful Use of ICT in English Language Teaching

Karatsiori Marianthi, Liantou Trisevgeni, Makrina-Nina Zafiri

This presentation focuses on peer online professional development methods for in-service English language teachers. In the digital era, teacher education is in constant change and online Collaborative Professional Development methods using social media, digital platforms and tools can be a good way to create a community of practice where English teachers can engage in generating, sharing, and jointly developing digital learning content, new conceptions and models of teaching within an environment of trust. Online collaboration between peers and action can change the acquisition metaphor of learning into a knowledge-creation metaphor where teachers are the designers

of the learning experiences they create for their students. Kagan (1992) and Edge (1991) support that fellow teachers or peers can influence a teacher positively by successfully incorporating technology in their lessons. If the teachers witness a successful experience, they appear more likely to be convinced to try it themselves in their own classes. This might also support the position held by Griffin and Ohlsson (2001) that teachers who have the chance to work with “technology-oriented” colleagues might begin to incorporate the new instructional strategy as well, since a change or adaptation of beliefs is governed by peer pressure or motivational influences (Chamorro and Rey, 2013).

The selected examples will demonstrate how English language teachers can take the role of a teacher-coach and actively engage other English language teachers in tech integration that is deeply embedded in subject matter, as opposed to offering stand-alone lessons on how to use technology. YouTube, Edmodo, Padlet will be liaised with concrete techniques of developing ICT and language skills. The methods presented can be used to deliver refresher training, as well as to provide ongoing support and mentorship to hone and build English language skills.

### 12:30-13:00 DZ001

#### A View on New Foreign Language Education Using Machine Translation

Shien Sakai

Foreign language education in Japan focuses only on the English language, and the Ministry of Education has encouraged teachers to teach English using a communicative approach. However, many foreign language lessons are still being taught via GTM. In GTM, in order to confirm whether the learners understand a grammatical structure of English, they are asked to give a Japanese translation of an English sentence. As a result of this dependence on translation, the data show that many learners are not attaining English proficiency; 70% of 12th grade students are still at A1 level or lower. In the days when machine translation was inadequate, GTM could have been more effective. However, in recent years, machine translation has developed to such a great

extent that we are now in an era where, for translation between English and Japanese, natural sentences can be accurately translated by machines. Thus, the purpose of translation-focused teaching is gone, and the opinion that foreign language education is unnecessary has begun to appear. Despite this, we should not be pessimistic, as the evolution of machine translation and foreign language education are not in conflict. Up to now, human beings have increased their abilities with new technology, so what should we do for foreign language education in Japan? I strongly believe that we should educate Japanese young people to become global citizens so that they do not fall into a sense of exclusionism. One method that takes advantage of machine translation is for students to be guided into direct interaction with people of different backgrounds and cultures, which previously could not have been done due to their low foreign language ability. Moreover, this can help students increase their Key Competency (OECD, 2003) skills, especially the ability to interact with people from different cultures, throughout their secondary education.

### 13:00-13:30 Room DZ001

#### Translation in Global Education: A Diachronic, Innovative and Challenging Foreign Language Teaching Approach

Antigoni Bazani

The role of translation and the L1 as L2 teaching tools has been undoubtedly one of the most controversial issues in the FL education, particularly during the course of the twentieth century, when the prevailing monolingual mentality was a prohibiting factor for the implementation of bilingual teaching activities in the L2 classrooms. Over the last three decades, however, different circumstances (communication technologies, human mobility and migration activity) have altered the socio-political, cultural and linguistic face of societies worldwide. Reacting to these changes, the newly emerged super-diverse societies have been calling for the dismantling of the monolingual bias in several aspects of life, including the field of FL education. In the post-monolingual teaching context of the twenty-first century the needs of the contemporary L2 learners are being currently addressed

through the prism of new pedagogies and approaches, such as plurilingualism, translanguaging, translingualism and cross-lingual mediation. The reconceptualization of FL education goes beyond the simple adding of monolingual competences in several languages, to allow for the mixing of language varieties and, consequently, for the development of single, unique – and often “imperfect” – linguistic repertoires which vary according to the circumstances. By challenging the notion of “standard” languages and embracing the differences, contemporary FL education fosters a hybrid and flexible view of language, critical thinking, as well as the right of the L2 learners to move in-between and across spaces in order to develop their own linguistic and cultural identities.

In this current plurilingual setting, the paper examines the place of translation as a re-emerged FL teaching approach. Considering the diachronic and challenging character of this relationship, the paper focuses on the innovative and creative aspect of translation, implemented as a plurilingual, translanguaging, translingual and mediating activity, which contributes to the goals of global education.



## Cluster II: Global Languages

### Room DZ003

12:00-12:30	<b>Isabel Rivero-Vilá</b> The Intercultural and Social Engagement of Web-Documentary Participation
12:30-13:00	<b>Eszter Tarsoly, Jelena Čalić</b> Language Education for Global Citizenship: Interacting with Speakers of Less-Widely Used Languages
13:00-13:30	<b>Constanza Rojas-Primus</b> Developing 21st Century Competences in the Foreign Language Classroom

### 12:00-12:30 Room DZ003

#### The Intercultural and Social Engagement of Web-Documentary Participation

Isabel Rivero-Vilá

Foreign language documentary films offer limitless possibilities in language teaching and are an ideal medium for integrating the target culture and promoting serious and committed discussions about human rights, diversity, global issues, sustainability, etc. Language learning is based on current cultural contexts so that students become more engaged with the world. In order to integrate this world into my class, I became a documentary filmmaker and filmed everyday life while I was living in Nantes, France. In my interactive documentary (*idoc*), students can explore the different opportunities that Nantes has to offer and explore: sustainability actions, volunteer opportunities, human-rights in the slavery museum, street-art manifestations, socially-engaged activities, student demonstrations about law reform in France, etc. All of these options allow the learner to see and listen to interviews with the

people from Nantes and become more connected with them.

During my presentation, I would like to share my experience teaching French with my *idoc* at the university for the last two semesters. During these classes, I have asked my students to get involved in the community by filming and interviewing different people (like I did in France) about the topics presented in my documentary and discussed in class. This way, the students do not only interact between themselves and with the professor but also engage with the community where they live in, through service learning, as well as with other people around the world via social media.

During my presentation, I will also share the intercultural activities I created and the service learning projects my students did based on our class discussions and my documentary. Finally, I will present my students' projects and short-documentaries reflecting their great work and successful interactions with the Francophone community throughout the semester and a recent published article that describes this experience.

### 12:30-13:00 Room DZ003

#### Language Education for Global Citizenship: Interacting with Speakers of Less-Widely Used Languages

Eszter Tarsoly, Jelena Čalić

We propose to present a paper on the subject of 'language education for global citizenship' in the context of less-widely used languages. Specifically, our contribution explores ways in which learning, and interacting with speakers of, less-widely used languages contributes to a better understanding of attributes of a global citizen. Our data originates from student questionnaires and focus group discussions completed during a Global Citizenship Summer School at University College London in 2017. The summer school has three main pedagogical foci: (1) to enable students to understand and appreciate the responsibilities that are involved in researching and representing others; (2) to allow students explore the role of empathy, active listening, and serendipity in multidisciplinary research through collaborative learning; (3) to encourage

students to develop a detailed understanding of the intricate specificities of the local, communities and practices, thus providing solid foundations for raising their intercultural awareness. Our research examines whether and how small-group learning of eight less-widely used languages and conducting a two-week fieldwork in the communities using the languages as their native tongue in London contributes to a better understanding of the three components of global citizenship mentioned above.

A key question of our research in the broader sense is whether the perceived inequality between languages (e.g. "small" v. "important" language) influences the way in which their speakers see their position in the world both globally and locally, and the ways in which such perceptions influence the content of language classes and pedagogical materials. The exploration of these questions sheds light to the differences between global citizenship education in a less-widely used language v. in a widely used language such as English, which, in turn, raises further questions about cultural (in)equalities in the context of a globalised world: a question for the study of global citizenship itself.

### 13:00-13:30 Room DZ003

#### Developing 21st Century Competences in the Foreign Language Classroom

Constanza Rojas-Primus

Interaction between people from diverse linguistic and cultural backgrounds has never been greater in Canada (Statistic Canada, 2011). Unprecedented levels of contact between groups and individuals are reshaping our understanding of cultural diversity within and across Canadian communities (García-Perez & Rojas-Primus, 2017). As a result, most Canadian universities, including my institution, Kwantlen Polytechnic University (KPU), have adopted some form of internationalization vision in their mission statements calling for their educational programs to facilitate and support students' development of 21st century competences. In fact, KPU's teaching and learning strategic plan 2018-23 outlines an educator's framework that targets intercultural learning, digital literacy and open access technologies, indigenization and social

awareness, experiential learning and sustainability, as well as collaborative and democratic practices of teaching and learning (KPU's Teaching, Learning & Scholarship Strategy and Action Plan, 2017). This new framework aligns with the new curriculum adopted by the province of British Columbia (BC) which aims to connect students with the skills they need to succeed in the 21st century. In light of these changes, I have focused attention on how my Spanish language classroom can contribute to developing students' 21st century competences at KPU. Foreign language learning is an intercultural skill, especially when is learned with applications beyond the classroom. In this presentation I will discuss my latest research whose purpose has been informing and transforming my Spanish language classroom at KPU into one that a) integrates intercultural learning and measures intercultural growth, b) promotes cross-cultural collaboration through open access technologies and digital projects, c) fosters sustainability through inclusion of diversity in the classroom and beyond.

## Cluster III: Virtual Exchange

### Room DZ005

12:00-12:30	<b>Regina C. Brautlacht</b> Developing 21st Century Competences in the Foreign Language Classroom
12:30-13:00	<b>Tushar Chaudhuri</b> Social Awareness in Telecollaborative Language Exchanges: The ILLSA Project
13:00-13:30	<b>Tim Lewis</b> Virtual Exchange: A Foreign Language Pedagogy for Global Citizenship

### 12:00-12:30 Room DZ005

#### Developing 21st Century Competences in the Foreign Language Classroom

Regina C. Brautlacht

Our globe is going through a rapid digital transformation that affects business, education and society at large. It changes how we communicate with each other, how we work together and it offers new impulses for teaching and learning to meet the demands of the skills and competencies need in the 21st century. Higher education institutions are faced with a pedagogical debate on how best to incorporate digital transformation into the curriculum.

New digital learning formats can offer virtual and cognitive mobility for international discourse, learning and research. In this paper we would like to discuss how Digital English as a Lingua Franca have been included in several online student projects involving countries in Europe, Africa and North America. The main mission

is to encourage students to work autonomously by working collaboratively on issues that are of interest to students worldwide (climate change, sustainable footprint, gender pay gap, genetically modified organisms). In the past 5 years we have had more than 400 students that have created own digital content by creating surveys and discussing global issues with other students virtually in different interdisciplinary projects that involved the Hochschule Bonn-Rhein-Sieg, University of Applied Sciences (Germany), University of Cape Coast (Ghana), University of Nairobi (Kenya), Polytechnic University of Viseu (Portugal), Coastal Carolina University (USA) as well as another project with East Tennessee State University (USA) and Conestoga College, Institute of Technology & Advanced Learning (Canada). Results have shown that digital media are fundamentally changing learning practices, and that the transition to digital media involves a lot more than a mere transfer of class content to online venues. It implies rethinking how, where, when, and with whom we learn.

12:30-13:00 Room DZ005

### Social Awareness in Telecollaborative Language Exchanges: The ILLSA Project

Tushar Chaudhuri

The presentation will introduce the Integrated Language Learning and Social Awareness Project (ILLSA). This teaching and learning project brings together foreign language students of universities in Hong Kong and Europe on an internet platform. Under the topic of “Healthy Cities”, it promotes initiatives on healthy living and sustainability in the urban environment. ILLSA aims to inspire students to explore and engage in community actions in the languages German, French, Italian and Spanish. ILLSA broadens participants’ global vision by encouraging them to compare “healthy cities” practices in Hong Kong and Europe, but also to further their communicative skills in the language they are learning. Each project cycle of around eight weeks consists of three

phases: Knowledge Gathering, Research, and Community Project. To complete each phase, students need to collaborate in intercultural groups. They create a portfolio with their activities during the project, as well as set up a Community Project of their own towards the end. The project is hosted on one common platform – Wix, and students in Hong Kong and Europe register for the foreign language of their own choice. The project has completed its pilot 8-week cycle with 60+ participants from nine Universities in Hong Kong and four other European countries and is now at the half way mark of its second cycle. The participants in Cycle 1 originated from 20 different countries and regions. The presentation will present some preliminary analysis of the data collected through pre- and post-project questionnaires as well through the qualitative analysis of the work done by language learners on this project. The analysis will shed some light on the question whether new paradigms of research should be identified in the field of intercultural and virtual telecollaborative exchanges.

13:00-13:30 Room DZ005

### Virtual Exchange: A Foreign Language Pedagogy for Global Citizenship

Tim Lewis

This paper explores the neglected role of foreign language pedagogy in educating learners for global citizenship. It begins by pointing out that the development of intercultural communicative competence relies crucially on the ability to interact ‘with people from another country and culture in a foreign language’ and that this entails appropriate levels of (a) language competence, (b) sociolinguistic competence and (c) discourse competence (Byram, 1997, p. 71)

The author then considers whether other aspects of linguistic competences might not be equally vital to the global citizen and argues in particular for the development of intercultural pragmatic competence as opening a pathway to global citizenship (Kecskes, 2014, passim).

The author then argues for a reconsideration of foreign language pedagogy, which places the development of these competences at its centre. In doing so, he calls for a revision of pedagogic priorities, a re-evaluation of the role of the foreign language classroom and an exploration of other means which might complement or replace it.

Among these, the paper considers the various possibilities offered by MOOCs and Social Media for developing self-regulated language learning, creating communities of inquiry and extending learning beyond the classroom. The author argues however that Virtual Exchange, in the form of telecollaboration, offers the greatest scope for the qualitative shift that is required for a foreign language pedagogy which prepares learners to become global citizens.

Data to illustrate these arguments is drawn from the EVALUATE project, an Erasmus-funded European Policy Experiment, which is the first-ever attempt to apply a randomised controlled trial method to measure the effectiveness of Virtual Exchange in developing digital literacy, intercultural competence and foreign language competence in participants.

## Cluster IV: The Global Citizen

Room DZ007

12:00-12:30	<b>Anika Marxl</b> Global Service Learning – A New Perspective for Global Citizenship Education in the EFL Classroom?!
12:30-13:00	<b>Sarah Hopkyns</b> Educating Global Citizens: Exploring Emirati University Students’ Identities through Technology to Inform Course Content
13:00-13:30	<b>Laura Arenas García, Adrián García Vidal</b> Deconstructing Cultural Stereotypes: the Use of Audiovisual Content as a Tool to Raise Learners’ Critical Cultural Awareness

12:00-12:30 Room DZ007

### Global Service Learning – A New Perspective for Global Citizenship Education in the EFL Classroom?!

Anika Marxl

Service learning offers immense opportunities for global citizenship education. However, the effect highly depends on the manner of implementation.

Fostering students’ sense of social commitment often proves to be difficult, even though it is essential for the development of a community identity and social transformation. Applied in classroom situations, the concept of service learning motivates students to act *locally*. But where does the global aspect come in? The approach of international service learning (ISL) tries to globalise service learning through international volunteer projects in so-called ‘developing’ countries, for instance promoting health care in a rural village in Tanzania for a month. However, this can be problematic in terms of sustainability, ethics and practicability.

Nevertheless, service learning and global citizenship education can be connected in a highly conducive manner. As an alternative to ISL, this talk presents the concept of “global service learning” and gives insights into how students’ social commitment as global citizens can be fostered. The “Write for Rights” project by Amnesty International is one example of a possible practice. People from all around the world write letters demanding justice for people who suffer from human rights violations. In this way, students serve the global community and take on the role of a global citizen. This concept was successfully implemented in a German secondary school accompanied by a study conducted on the students’ knowledge of possibilities to engage in social commitment and the willingness to do so. The results are presented in this talk and demonstrate the positive impact of “global service learning”.

Hence, my talk argues in favour of global citizenship education and provides the audience with a new perspective on service learning including practical guidance to implement global service learning in higher level EFL classes.

12:30-13:00 Room DZ007

### Educating Global Citizens: Exploring Emirati University Students’ Identities through Technology to Inform Course Content

Sarah Hopkyns

Despite today’s age being labelled postmodern, there is still a tendency to use the words ‘country’ and ‘culture’ synonymously. Even in prestigious international English examinations, questions often have a slash between the two words. For example, candidates are often asked, ‘Is this common in your country/culture?’. In today’s globalized and highly mobile world, however, people living in one country rarely share one culture. This is particularly the case in multicultural and multilingual contexts such as the United Arab Emirates (UAE) where over 200 nationalities speak over 100 languages. The aim of the study is to explore Emirati identities in order to create engaging course content which matches partici-

pants’ interests and priorities. A brief overview of the UAE context will be provided, before turning to look at the university in which the study takes place. The study, which is a mixed method action research project with forty participants, involved students completing a project using Instagram and Adobe Spark on the theme of identity. For the duration of the project, students posted 40 pictures and wrote four 100-word paragraphs on aspects of their identities. They shared their work on a class Instagram account, before creating a short Adobe Spark movie including this content. Participants completed pre-test and post-test surveys on themes such as technology use, identity and project value. Semi-structured focus groups also took place to delve more deeply into participants’ chosen identity themes. From the data, distinct patterns were revealed, with the main emerging theme being ‘glocalisation’ (mixing of global and local identity aspects). The implications of the findings are explored in the context of global education. The need for policy makers to embrace both the local and the global while educating future global citizens is stressed. Time for questions will be allocated at the end of the talk.

13:00-13:30 Room DZ007

### Deconstructing Cultural Stereotypes: the Use of Audiovisual Content as a Tool to Raise Learners’ Critical Cultural Awareness

Laura Arenas García, Adrián García Vidal

Nowadays, communication –and our daily lives– cannot be understood without digital media. The development of a globalized society together with the rapid spread of technologies requires a reassessment of the communicative needs of foreign language learners. In our presentation, we will show how to foster critical cultural awareness in foreign language learners by making use of cultural stereotypes of their own and foreign cultures presented in an audiovisual format. First of all, we will start by reflecting on the

concept of critical cultural awareness and the extent to which digital media can help us promote intercultural encounters. In order to do so, we have created an online private group in a social media site where Spanish learners of German as a foreign language take part. In this group, we posted a video that we created using different images and excerpts of films where we intended to show a cultural stereotype from both cultures (Spanish and German). The aim of this video is to arouse a reaction in these learners and promote reflection on how they see the foreign culture and how others conceive their own culture. Finally, we would like to explore other ways from which our Spanish learners of German as a Foreign Language could benefit from this private group where the material has been published, for instance, by allowing learners from other nationalities to take part in the group, thus encouraging intercultural interactions and discussions about such stereotypes between them.

## Cluster V: The Digital Citizen

### Room M203

12:00-12:30	<b>Joannis Kaliampos, Torben Schmidt</b> Investigating Learner Agency for Global Digital Citizenship
12:30-13:00	<b>Daniel Becker</b> The Digital Citizen 2.0 – Reconsidering Issues of Digital Citizenship and Personal Identity in the EFL Classroom with Dave Eggers' <i>The Circle</i>

12:00-12:30 Room M203

### Investigating Learner Agency for Global Digital Citizenship

Joannis Kaliampos, Torben Schmidt

Global citizenship education is transformative in the sense that it facilitates learners in developing a sense of their societal roles and identities at the local, national, and global levels as well as in participating at these interconnected levels using their cognitive, socio-affective, and behavioral skills. Agency, the socioculturally mediated capacity to act (Ahearn 2001), is at the center of these skills and participatory levels. It involves initiative and self-regulation by the learner, his or her awareness and responsibility for one's own actions vis-à-vis the sociocultural environment (van Lier 2009), and frequently is a property of social groups, arising from mutual engagement (Wertsch et al. 1993). Yet, agency is a fuzzy concept that defies direct quantification for both empirical and pedagogic purposes (Mercer 2012). Current EFL research, therefore, is in need of a model of learner agency that can inform EFL theory, educational planning and implementation, and diagnostic and evaluative procedures.

We investigate the development of learner agency in the context of "Going Green – Education for Sustainability", a German-American blended learning project for the EFL, social studies, and bilingual STEM classrooms that asks students to challenge commonly held stereotypes about how both cultures approach the question of sustainable development. Over 2,500 secondary school students have successfully participated since 2014. Every year, students collaboratively complete a blended-learning, task-based curriculum, develop green action plans for their schools and communities, publish them online, and present them at a national student conference.

We discuss a research agenda and exemplary results of the project *Fremdsprache – Fachsprache – Agency*, a two-tier, mixed-methods study on the development of STEM-based discourse competence and sociopolitical participation in the aforementioned project context. We argue that learner agency draws on a set of skill areas, including foreign language discourse competence in English as a global lingua franca, digital literacies, (subject-specific) science literacy, and critical literacy.

12:30-13:00 Room M203

### The Digital Citizen 2.0 – Reconsidering Issues of Digital Citizenship and Personal Identity in the EFL Classroom with Dave Eggers' *The Circle*

Daniel Becker

Is there a link between the shape of our personal identity and the digital environment we inhabit? While digital citizenship has recently gained momentum as a central concept in discussions on global education, as a response to the social and educational challenges imposed by the digital turn, the question of how personal identities are shaped in a digital age has been mostly neglected in the debate on which competences and knowledge students must acquire in order to thrive in complex digital spaces.

Given this desideratum, my paper will critically reflect on current conceptualisations of digital citizenship (see e.g. Mossberger et al. 2007; Ribble 2015; Watanabe Crockett/ Churches 2017). It shall be argued that many definitions of the concept apply a strictly instrumental perspective on the relationship between a student and

his/her digital environment: the digital citizen is often portrayed as an autonomous user, who learns to control digital media and technology as mere tools to actively and responsibly participate in digital communities. Yet, using sociological theories on digital identities, I will show that this narrow perspective neglects the complex interrelations taking place when an individual uses digital technology. Students do not only shape their digital environment but are, in turn, also shaped and influenced by this very environment. I therefore suggest that the digital citizen's set of skills and knowledge must be extended by another vital component: the digital citizen is not only a competent, technology-savvy user and producer of digital media content but is also fundamentally aware that an individual's personal identity formation and his/her digital environment are interdependent entities which constantly co-construct each other.

In order to give an insight into classroom application, I will give an example of how higher level students can develop this critical awareness of interdependence with Dave Eggers' novel *The Circle* (2013) in the EFL classroom. Thus, I will present exemplary classroom activities that help students to both understand the complex interrelations in the novel and to critically reflect on their own identity construction in their respective digital environments.

## Cluster VI: Digital Participation & Change

### Room M209

12:00-12:30	<b>Manuela Wipperfürth</b> Remaining Agents of Educational Change: Shaping Digitalisation as Informed Practitioners
12:30-13:00	<b>Lee Ching Lam, Jessica</b> Making Reading Accessible and Enjoyable for All—Potential of Teacher-Made E-Books in Supporting Young English Language Learners who Struggle to Read
13:00-13:30	<b>Carolyn Blume</b> Can Digital Game-Based Language Learning Bridge the Digital Divide?

12:00-12:30 Room M209

### Remaining Agents of Educational Change: Shaping Digitalisation as Informed Practitioners

Manuela Wipperfürth

Educators, educational theory and subject-specific methodologies need to address and find adequate responses to the changes that digitalisation and mediatization bring to the organisation, practice and relationships within (school) education. Currently, educationists are particularly challenged in their responsibility to prepare and equip students for 'the' future. In order to remain responsible agents of educational change, teachers will need to be positioned, empowered and trained accordingly as they are the professionals who enact these changes with full professional educational responsibility.

Professional English language teachers need to reflect and – when challenged by new developments – adapt their underlying concepts of language, of society, of language learning and teaching:

All of which are being reshaped by digitalisation. The "transformative learning" of teachers is addressed by the presented research project: Transformations within ELE will be examined through the lens and with the help of practitioners. Teachers will be questioned and interviewed about how they experience the reshaping of foreign language education. The presented study is the first milestone within a broader research project, which has two major goals: firstly to gain insights into actual educational transformations through digitalisation using the professional knowledge and experience of practitioners, and secondly to develop an adequate framing for ELE and classroom practice through close collaboration with practitioners.

English as – already – global and expanding language plays a major role in those transformations. Yet English language education entails much more than linguistic competence. English Language Education (ELE) is set within a historically grown and elaborated framework of educational goals. Communicative and social, historical and intercultural, personal and media competences are at the core of ELE goals, and thus close to new educational goals such as global digital citizenship.

12:30-13:00 Room M209

### Making Reading Accessible and Enjoyable for All—Potential of Teacher-Made E-Books in Supporting Young English Language Learners who Struggle to Read

Lee Ching Lam, Jessica

The emergence of digital children's books has led to a heightened interest in their impact on children's literacy development. In a study commissioned by National Literacy Trust, e-books were found to improve reading motivation among reluctant readers due to their potential benefits for improving reading speed and comprehension (Picton 2014). Henry (2010) also notes how technology can improve children's endurance for reading by allowing them to enjoy texts which match their age and interest. Zipke (2013), in a review of e-books for beginning readers, concludes that the best e-books are those which make good uses of technological affordances to provide additional support to comprehension and literacy development.

However, for many young English language learners, especially those who struggle with reading, the majority of commercially

published e-books are still too difficult. In order to address this problem, teachers presently can use e-book creation tools to create or customise reading materials to make them enjoyable and accessible for all. In order to increase pre-service English teachers' understanding of richness of e-books and ability to consider the role of teacher-generated e-books in English language teaching, a project entitled 'Supporting Struggling Readers with Books They Can and Want to Read: Teacher-made E-books' was carried out. By engaging in the creation of e-books and conducting trial lessons incorporating the e-books made, the recruited pre-service teachers were provided with opportunities to experience new ways to support children's literacy development as they tried their hand at making e-books, elucidated on how their product could potentially encourage good literacy teaching practices and reflected on what could be done to further improve their e-book design and teaching approaches.

This presentation aims to help participants understand how new literary experiences are made possible with the unique affordances of e-books and critically evaluate the use of teacher-made e-books in TESOL contexts with reference to findings generated by this project. Recommendations on promising e-book design and instructional approaches for supporting less proficient young English learners with teacher-created e-books will also be made.

### Can Digital Game-Based Language Learning Bridge the Digital Divide?

Carolyn Blume

Despite examinations of how the potential affordances of digital tools are mediated by inequities in terms of access, participation, and outcomes (c.f., van Deursen & van Dijk, 2013), these analyses do not adequately take into account digital game-based language learning (DGBLL), which combines playful, informational, and communicative uses. Given how DGBLL contributes to the acquisition of the digital literacy and linguistic skills necessary for participation in contemporary contexts, the nature of both the

programs themselves and their adoption bear careful examination.

This presentation will examine how DGBLL, enacted unevenly by both application design and pedagogical implementation, contributes to a third level digital divide, with differential outcomes predicated on discrepant usage patterns (c.f., Warschauer & Matuchniak, 2010). The initial empirical study informing this presentation focuses on the features of popular DGBLL applications, revealing that the pedagogical design of many of them are unlikely to facilitate the development of digital literacy skills (c.f., Buckingham, 2015). The subsequent study focuses on the digital behaviors of pre-service teachers of EFL, finding little usage of playful approaches (Blume). Taken together, the two studies illuminate how DGBLL can exacerbate issues of equity.

## Tuesday, 14:30-16:30

### Cluster I: The Global Citizen

#### Room DZ001

14:30-15:00	<b>Will Baker, Fan (Gabriel) Fang</b> From English Language Learners to Intercultural Citizens: International Students' Development of Intercultural Citizenship in ELT and EMI Programmes
15:00-15:30	<b>Gisela Mayr</b> Savoir S'engager – A Neglected Competence Area – and the Education to Global Citizenship
15:30-16:00	<b>Agata Cierpisz</b> Towards Educating A Critical, Autonomous and Transformative Citizen – Reflective Awareness-Raising Tasks in Teaching EFL to Polish University Students
16:00-16:30	<b>Shaima Muhammad</b> Citizenship Education in Portugal: Teachers' Views and Experiences

### From English Language Learners to Intercultural Citizens: International Students' Development of Intercultural Citizenship in ELT and EMI Programmes

Will Baker, Fan (Gabriel) Fang

The notion of global or intercultural citizenship has become prominent in international higher education and EMI (English medium instruction). The goal is to educate students for successful interaction in intercultural situations across multiple communities from the local to the global. However, most discussions are at the theoretical level and there is insufficient empirical evidence documenting the extent to which experiences of students in international universities and EMI programmes actually leads to the development of intercultural citizenship. To address this gap this research explored Chinese students' (the largest group of international students in the UK and a major group of ELT learners)

experiences before, during and after study-abroad (SA) in an international university in the UK. Data was collected from students (n = 253) via questionnaires, interviews and a focus group in the UK and China. Findings demonstrated generally positive attitudes towards intercultural citizenship and intercultural citizenship education. Furthermore, many participants reported developing an increased sense of identification with intercultural citizenship as a result of SA. Additionally, intercultural citizenship was frequently linked by students to learning and using English with both positive and negative consequences. However, understanding of intercultural citizenship was often superficial and no students reported any formal intercultural citizenship education either in preparation for SA or during their time in the UK. Moreover, a number of students either rejected or withdrew from the idea of developing an intercultural identity due to negative impressions of intercultural experiences. We argue that these mixed findings are unsurprising given the lack of opportunities to prepare for or reflect on intercultural experiences. Furthermore, the absence of intercultural citizenship education is a missed opportunity in ELT and EAP provision.

### Savoir S'engager – A Neglected Competence Area – and the Education to Global Citizenship

Gisela Mayr

Intercultural competence and multilingualism are necessary prerequisites for the development of global citizenship. In a society characterized by migration, transmigration and flight, responsible participation in lifeworld as well as cultural and political discourse and actual social action, should be one of the major educational aims. The development of intercultural competencies is also at the heart of Byram's idea of learning (1997: 34). His model for intercultural competence, displaying the *five savoirs* (*savoir, savoir être, savoir apprendre, savoir faire, savoir s'engager*), clearly puts *savoir s'engager*, the ability to evaluate and critically analyse "perspectives, practices and products in one's own and other cultures and countries" (ibid. 53), also visually at the center. Howe-

ver, this aspect of intercultural competence has until now been utterly neglected and underestimated in its importance: even in the FREPA this competence area has been completely omitted. Nevertheless, it is particularly this aspect of learning that paves the way from school learning to real world understanding and action (Byram 2000, 2010).

Therefore, it is the aim of the present case study, carried out in a secondary school in South Tyrol, to identify specific areas and fields of learning, where *savoir s'engager* can be integrated in the learning process, and to formulate first descriptors for this competence area. Thanks to multilingual learning settings, students could evaluate and analyse meaning in a cross linguistic and cross-cultural perspective, thus developing a profound understanding of differences and similarities between cultures and languages. Through the analysis of audio registration (Mayring 2000) and stimulated recalls, the learning processes in this competence area were identified. Grounded Theory (Glaser/Strauss 1967) provided the theoretical framework for the formulation of the descriptors.

### Towards Educating A Critical, Autonomous and Transformative Citizen – Reflective Awareness-Raising Tasks in Teaching EFL to Polish University Students

Agata Cierpisz

In his recent book entitled *Less Than Human: Why we Demean, Enslave, and Exterminate Others*, David Livingstone Smith (2011) warns against dehumanisation, deeply rooted in the ethnocentric attitudes towards the other, and paints a rather gloomy picture of the consequences of unhinged ethnocentric behaviours which could lead to the most horrific and devastating situations. Observing the recent geopolitical trends and the increasing nationalistic attitudes in Europe, one could interpret Smith's comments as an alarming signal for taking action in order to maintain peaceful international and multicultural relations and protect democratic values.

There is, undoubtedly, a need for socially and politically engaged

education which should aim at raising students' awareness and encouraging their critical reflection. The role of language teachers in particular, who act as autonomous thinkers (Mezirow 1997), transformative intellectuals (Kumaravadivelu 2012), and agents of change (Cooper, He & Levin 2011), cannot be underestimated.

The emphasis of the present paper is put on presenting the preliminary results of my qualitative research project which aims at investigating the effectiveness of reflective tasks, designed to foster critical cultural awareness (Byram 1997) – a crucial tool in educating young adults to become autonomous, responsible and engaged citizens (Byram 2007). The research project includes a set of reflective tasks, performed in an L2 classroom, each of them aiming at a particular objective of critical cultural awareness and fostering their critical reflection on a given topic revolving around the issues of cultural diversity. After the tasks, the participants were given some time for reflection; then, each task was followed by a student's entry in their reflective journal kept on an on-line platform. The focus of my presentation is on answering one of the research questions, i.e. to what extent the reflective tasks done in class contribute to the students' critical reflection on their own beliefs, attitudes and practices. The preliminary results of the journal analysis will be presented and discussed.

### Citizenship Education in Portugal: Teachers' Views and Experiences

Shaima Muhammad

An increasing number of research studies have attempted to look at citizenship education initiatives and to investigate the ways young people learn about democratic citizenship, but little has been done to investigate teachers' perspectives (Zyngier, 2013). Recognizing the key role of teachers in the provision of effective citizenship education, the current study aims to investigate how a sample of social studies and language teachers in Portugal (belonging to the 2nd and 3rd cycle of basic level and secondary level) view citizenship education and its aims and what civic features they attempt to promote in their classrooms. Citizenship education has been

taught as a cross-curricula theme in the country and teachers of all subjects are expected to teach about democratic citizenship in their classes. However, a new compulsory separate subject 'citizenship and development' in grades 5 to 9 has been piloted for the year 2017/18, in school clusters and new policy guidelines have paved the way forward toward a clearer conceptualization and implementation of citizenship education. Data were collected from interviews with teachers, teacher educators and policy experts as well as analysis of some policy documents. Main findings reveal: 1) the importance of contextualizing the needs and purposes of citizenship education, which has been made possible by the new flexible approach and guidelines; 2) the lack of time, resources and the exam-driven approach to schooling has made it difficult to discuss comprehensive issues related to citizenship; 3) lack of training and teachers' uncertainty regarding what citizenship is and how to integrate it in class; and 4) teachers' tendency to promote the personally-responsible citizen.

**Cluster II: Migration**

**Room DZ003**

14:30-15:00	<b>Stefanie Ruhe</b> Digital Storytelling and Politics of Undocumented Immigrant Youth on YouTube: A Voice for the Undocumented?
15:00-15:30	<b>Denise Holguín, Raquel Rojo</b> Language Education for Intercultural Citizenship: A Programme for the Immigrant Population in Barcelona
15:30-16:00	<b>Britta Freitag-Hild</b> Global Issues and Global Education: Narratives of Forced Migration in the EFL Classroom
16:00-16:30	<b>Claudia Deetjen</b> Teaching for a Global Perspective: Multimedia Narrative and Archiving Projects on the Refugee Crisis in the EFL Classroom

14:30-15:00 Room DZ003

**Digital Storytelling and Politics of Undocumented Immigrant Youth on YouTube: A Voice for the Undocumented?**

Stefanie Ruhe

With undocumented immigration being debated strongly worldwide, what it really *means* to be an undocumented immigrant has not yet become common public knowledge. Up until recently, little did we know about those 11 million undocumented immigrants currently living in the U.S. However, since 2006, the Immigrant Rights Movement in the U.S. experienced a revival that, for the first time, made undocumented youth become public advocates: Via new media outlets such as YouTube, these youths transformed the Movement with their personal narratives published online, coming 'out of the shadows' virtually and educating the public about

their plights as undocumented children, students, friends, and political activists. By referring to traditional political storytelling genres such as the Latin American 'testimonio' and adapting to digital storytelling techniques and the 'logic' of the medium (a process called 'mediatization', cf. Hjarvard 17), undocumented youth have found a vibrant pathway into the public sphere.

This paper is based on a PhD study that sheds light on how immigration and digital media intertwine, developing new, global phenomena that need to be addressed in the foreign language classroom. Here, different emphases allow a wide-ranging approach to the topic: The 'mediatization of politics' raises issues such as digital literacy and new media as a public space; literary studies components highlight 'digital storytelling' as a multimodal way of 'writing' one's personal story; and, lastly, cultural studies approaches highlight identity struggles in modern society that deal with 'home', 'belonging', and most basic human rights.

15:00-15:30 Room DZ003

**Language Education for Intercultural Citizenship: A Programme for the Immigrant Population in Barcelona**

Denise Holguín, Raquel Rojo

The phenomenon of migration in the globalized world and the formation of multicultural societies pose new challenges for the education of global citizens. This need is even more evident in the field of language education for the immigrant population for whom the acquisition of linguistic and intercultural competences plays a decisive role in the process of sociolinguistic integration. The still dominant instrumental purpose of most language education programs addressed to such populations makes them focus on the acquisition of linguistic (and to a lesser extent sociocultural) competences and prevents them from genuinely contributing to the educational process and development of individuals as global and intercultural citizens.

It is in this context that the present research project is proposed as a contribution to the promotion of language education for intercultural citizenship for the immigrant population in Barcelona, a member of the Council of Europe Intercultural Cities Programme and, as such, often referred to as example of good practice in intercultural matters. The study proposes a language education program from the perspective of the global citizenship education, which takes the form of a series of in-class and out-of-class learning activities, pedagogical materials designed to reflect local realities, space for intercultural encounters and group projects, and reflective tools such as the Autobiography of Intercultural Encounters published by the Council of Europe. This program is being carried out in the Spanish language program at the Fundació Benallar, one of the non-profit organizations that offer language education for the so-called "sociolinguistic integration" of the immigrant population of the city.

This presentation is intended to share the experiences and partial findings of the research project and to encourage a discussion of language education for global citizenship for the immigrant population from a theoretical and practical perspective.

15:30-16:00 Room DZ003

**Global Issues and Global Education: Narratives of Forced Migration in the EFL Classroom**

Britta Freitag-Hild

According to the UNHCR (United Nations High Commissioner for Refugees), more than 68 million people worldwide are currently displaced. Forced displacement and migration are topics of global and regional importance. As Filippo Grandi, the UN High Commissioner for Refugees, stated on World Refugee Day 2018, taking care of refugees needs to be understood as a "global and shared responsibility": His call for solidarity and support does not only concern political leaders and the international community, who need to work out laws and policies, but also refers to local people and communities where refugees arrive and whose welcome can

make the difference between being rejected and becoming part of our societies.

On the basis of these considerations, the paper examines the question what role the EFL classroom can play when dealing with the global issue of forced displacement and migration. In particular, it refers to the competence goals for educating global citizens as proposed by the Orientierungsrahmen für den Lernbereich globale Entwicklung (Schreiber & Siege 2016) and suggests how refugee narratives can develop foreign language learners' understanding of refugee experiences, support the critical reflection of conventionalized images of refugees as vulnerable and mute victims (Malkki 1996) in the public debate and in the media and invite them to participate in social and political discourses or even choose to play an active role in their own communities. Various refugee narratives (picture book, graphic journalism, autobiographic narrative) will be used to illustrate which dimension of global education can be supported at different ages and competence levels.

16:00-16:30 Room DZ003

**Teaching for a Global Perspective: Multimedia Narrative and Archiving Projects on the Refugee Crisis in the EFL Classroom**

Claudia Deetjen

In recent years, a range of approaches have developed in foreign language education which aim to help students understand and ethically participate in the dynamics of a globalised - and increasingly digital - world. In this context global citizenship education has become an umbrella term for a range of approaches which have emerged in NGO materials, education policies of international institutions like the UNESCO as well as national curriculums (Sant et al 7). This talk explores the role of foreign language education in fostering the acquisition of knowledge and skills

necessary to become effective and responsible global citizens in a digital age. In particular, it focuses on the purposes that web-based multimedia narrative and archiving projects on the refugee crisis might serve in this context. To this end, the talk looks at two examples: It discusses "Refugee Archives", a virtual forum supported by the University of California and run by a range of leading scholars in the field of refugee studies, which features interactive "story maps" and collects film, music, poetry, and art relating to experiences of migration and flight. Moreover, it examines "The Nauru Files", compiled by the British newspaper The Guardian, an interactive database which collects leaked documents, video material and background texts about Australia's immigration detention system. Engaging with such web-based multimedia narratives in the foreign language classroom, the talk argues, students may acquire key multiliteracies skills as well as knowledge and skills relating to questions of global and local conflicts, human rights and social justice.



**Cluster III: Higher Education I**

Room DZ005

14:30-15:00	<b>Ana Isabel Andrade, Mónica Lourenço</b> 'Is the World Their Oyster?' Pre-Service Teachers' Knowledge, Beliefs and Reported Practices Concerning Global Citizenship
15:00-15:30	<b>Veronica O'Regan, Christiane Brand</b> 'Virtual Internationalization' in Higher Education Foreign Language Teaching: An Irish-German Online Intercultural Exchange Project
15:30-16:00	<b>Dorthe Rasmussen Kjær, Trine Roelsgaard Larsen</b> Global Citizens Learning to Communicate by Working on International Projects: An Approach to Teaching Cultural Awareness in Higher Education
16:00-16:30	<b>Arda Arikan</b> A Study of English Language (K-12) and English Language Teacher Education Curricula in Turkey

14:30-15:00 Room DZ005

**'Is the World Their Oyster?' Pre-Service Teachers' Knowledge, Beliefs and Reported Practices Concerning Global Citizenship**

Ana Isabel Andrade, Mónica Lourenço

In a globalised world teachers' role is becoming more complex as they are called upon to respond to different educational needs, to commit to social justice and sustainability, and to teach students to tackle local and global problems. Considering these requirements, higher education institutions have been integrating global citizenship education (GCE) in pre-service teacher programmes to cultivate their critical awareness and transformative agency (Appleyard & McLean, 2011; Quezada, 2012). Despite these efforts, pre-service teachers often feel insecure about teaching for global citizenship (Holden & Hicks, 2007; Parkhouse et al., 2016; Kopish, 2017).

In light of this context, this presentation reports on an ongoing project that aims: i) to understand the knowledge, beliefs and prac-

tics reported by pre-service teachers at a Portuguese university concerning GCE, ii) to understand their motivations and hindrances to include GCE in their teaching, and, addressing the theme of this conference, iii) to unveil emerging differences between foreign language and non-foreign language pre-service teachers. To meet these goals, an exploratory qualitative case study was undertaken, and an online questionnaire was sent via email to all pre-service teachers attending professionalising master's degrees at the university. The questionnaire included three main sections with various question formats, which were submitted to statistical or thematic analysis.

A preliminary analysis of the results shows that despite their motivation to address GCE, pre-service teachers, regardless of teaching area, feel unsure about the way to integrate this perspective in school, claiming that they lack sufficient knowledge of global issues and pedagogical training on the most appropriate methodologies. Findings seem to justify a more systematic work with pre-service teachers to support them in integrating GCE into their skillset and mindset. This work should be sustained on a reflective and critical pedagogy (Starkey, 2012) and on the development and evaluation of GCE projects in classroom settings.

15:00-15:30 Room DZ005

**'Virtual Internationalization' in Higher Education Foreign Language Teaching: An Irish-German Online Intercultural Exchange Project**

Veronica O'Regan, Christiane Brand

Online Intercultural Exchange (OIE) has been described as a form of 'virtual internationalization' incorporating the concept of global citizenship in broad terms (Thorne, 2016). According to De Wit (2016) it constitutes "a step towards a more inclusive, innovative approach to internationalisation" which has been neglected in the Higher Education context to date. Against this background, this paper describes an Irish-German online intercultural exchange between language students at the University of Limerick and the University of Applied Sciences Cologne introduced in 2018. It evaluates the

learning outcomes of this bilingual, cross-cultural project, based on quantitative and qualitative data from online surveys and student reflective portfolios.

In conjunction with the broad goal of virtual internationalization, a further aim of the project was to prepare language students for their Erasmus mobility (or work placement). The potential linguistic and cultural gains during the period abroad are not uniform or inevitable and there is, therefore, a need for closer attention to students' preparation (Kinging, 2011; Coleman, 1997). One of the goals of this project is to address this challenge by integrating virtual exchange in the FLL curriculum.

Drawing on the I-TELL (Intercultural Telecollaboration) model (Giralt & Jeanneau, 2016), students from both universities were paired up as Virtual International Partners (VIPs) to collaborate on specific tasks that were carefully designed to enhance their intercultural, linguistic & digital communication skills.

The findings presented in this paper describe the impact of the OIE on the development of students' linguistic skills, intercultural awareness, digital literacies and on their preparation for mobility. They not

only point to the pedagogical value of 'virtual internationalisation' and cross-cultural collaboration in practice, but also help in drawing practical conclusions for teaching in an intercultural setting.

15:30-16:00 Room DZ005

**Global Citizens Learning to Communicate by Working on International Projects: An Approach to Teaching Cultural Awareness in Higher Education**

Dorthe Rasmussen Kjær, Trine Roelsgaard Larsen

As the world becomes smaller due to social medias, young people and students are able to communicate and share their lives with each other more than ever before. But what happens, when the mutual foreign language, English, gets in the way of understanding?

Rysenstein Upper secondary High School has created a Global Citizenship Programme. The aim of the programme is for our students to develop a sense of being responsible world citizens along with acquiring the abilities to tackle the challenges and seize the opportunities of the globalized world.

The core of the programme is a cooperation that all our classes have

with a partner school in another country. This cooperation culminates with student exchange visits.

With this study we want to present how a digital co-operation could have a positive impact on the physical encounter between the students. The challenges we are facing on this matter is, that we meet with different cultural often are corresponding on English, which most of the time is a foreign language for both partners. Things can get lost in translation, in divergent expectations, cultural differences and understandings. Furthermore curriculum, examination, units and working methods are different from country to country. Secondly culture and expectations can get in the way of a mutual collaboration. So how can we meet on common ground and get a rewarding co-operation?

This paper aims to provide an overview of the problems, that can get in the way of the digital co-operation and how to eliminate these problems and challenges by qualifying the digital encounter before the physical encounter. Thusly we aim to describe which matters the students can work on together our empirical methods will include interviews with teachers from our partner schools.

16:00-16:30 Room DZ005

**A Study of English Language (K-12) and English Language Teacher Education Curricula in Turkey**

Arda Arikan

As we begin the 21st century, regardless of the exact geographical location of where we stand on our planet, we stand positioned at the foot a great wave of social crisis and global ecological catastrophe. All around the world, students and teachers face various kinds of large-scale problems related with human and animal rights, poverty and social inequality and natural disasters to name a few. Similarly, like all courses and subject areas, foreign language courses can be considered as spaces that help all participating agents read, comment on, speak about, and internalize these critical realities that prepare us to our future as a whole. In this study, I focus on the education of English language learners (K-12) and English language

teachers educated at teacher education BA programs in Turkey from a curricular perspective which prioritizes ecopedagogy. To do that, I review the English language teaching curricula offered by the Ministry of National Education for K-12 classrooms and the curriculum prepared for the education of future English language teacher education BA programs in Turkey. I specifically analyze the curricula by focusing on the titles and nature of the courses with their content as prescribed in the relevant documents. Methodologically, each curriculum was studied separately, and the values and ideas related with ecocritical and posthumanist movements were identified. Then, these categorized principles and/or activities were compared to decide to what extend teacher educational curricula prepare future teachers to realize such principles and/or activities that are important to be achieved for a healthier planet with her organic and inorganic entities. Results show the values resting in these curricula although the quantity and quality of such values that are necessary for a healthier planet remains to be debated just as the need for altering the prevailing technicist view of education remains pressing.



**Cluster IV: Higher Education II**

**Room DZ007**

14:30-15:00	<b>Marie-Thérèse Batardière, Catherine Jeanneau, Veronica O'Regan</b> Internationalisation of Higher Education in Practice: Promoting Foreign Language Learning in Multicultural Settings
15:00-15:30	<b>Juan Li</b> Perceptions and Negotiations of English Academic Writing among Multilingual Writers in the Global Context
15:30-16:00	<b>Kyriaki Koukouraki</b> Fostering Global Citizenship in English for Academic Purposes (EAP) Classes
16:00-16:30	<b>Ana M. Otero, Alicia Nerguizian</b> Fostering Advanced Academic Literacy and Global Citizenship in Reading Comprehension Courses

14:30-15:00 Room DZ007

**Internationalisation of Higher Education in Practice: Promoting Foreign Language Learning in Multicultural Settings**

Marie-Thérèse Batardière, Catherine Jeanneau, Veronica O'Regan

To date, universities have depended a great deal on physical mobility programmes to develop social and intercultural competences as well as skills needed on the labour market (Erasmus Impact Study, 2015). However, "barriers such as the economic cost of mobility, the recognition of international qualifications and the lack of student proficiency in foreign language" means that a low percentage of European university students are availing of their institutions' international mobility programmes (O'Dowd & Lewis, 2016:4). With this in mind, the European Commission stresses that "...internationalisation should ensure that the large majority of learners who are not mobile... are nonetheless able to acquire the international skills required in a globalised world" (2013:6). This concept is known as

Internationalisation at Home (IaH) and is defined as "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments." (Beelen and Jones, 2015:69).

In response to the European Commission's call for increased integration of international and intercultural dimensions in the curriculum (IaH), a survey assessing students' intercultural competence was carried out across all faculties at our university.

The paper reports on the findings of this survey which point to the need to foster intercultural awareness and facilitate language learning to suit a wide range of student profiles. It goes on to describe the impact of a number of initiatives implemented to support crosscultural learning through the formal and informal curriculum for language specialists and non-specialists. We believe that these programmes, which bring together different campus communities and cultures, allow for a 'true' internationalisation at home process to take place. Furthermore, the collaboration of plurilingual students in multicultural group settings encourages the development of core values of global citizenship.

15:00-15:30 Room DZ007

**Perceptions and Negotiations of English Academic Writing among Multilingual Writers in the Global Context**

Juan Li

With the increasing presence of multilingual students in U.S. higher education, research on and teaching of academic writing in the U.S. currently organized under the rubric of "internationalization/globalization" of academic writing has largely focused on how English and English academic writing are spreading to other cultures who, different in their linguistic and rhetorical traditions, adopt or adapt to the U.S. model of academic writing (Angelova and Riazantseva, 1999; Connor, 1996; Enkvist, 1997; Dedominicis and Santa, 2002). While important and sometimes groundbreaking, this form of internationalization of academic writing in U.S. higher education has had the effect of presenting American academic writing to students from other cultures as a homogenous process with universal courses, conventions, and pedagogies which multilingual students

should and can master by following some universal instructions. Furthermore, this emphasis on "exporting" American rhetorical traditions to multilingual students constructs multilingual students as lacking what American students have, creating obstacles for researchers and teachers of academic writing in trying to "hear" multilingual students' unique and diverse experiences and perceptions of academic writing (Larsen-Freeman & Cameron, 2008; Norris & Ortega, 2009).

In this project, I wish to tell a different story of academic writing in global contexts, one that reconsiders and reorients the discourse of globalization/internationalization in U.S. academic writing. Instead of trying to find out what multilingual students "lack" in English academic writing, my project aims to discover how multilingual students perceive American academic writing and how they negotiate the demands of their writing tasks within specific social, cultural, and disciplinary contexts. Using a case study approach, I conducted interviews with several multilingual students on a university in the American Midwest to hear their stories of writing in the American academy. The heterogeneous experiences and stories about Ameri-

can academic writing that these multilingual writers share suggest that multilingual writers draw on a variety of linguistic and cultural resources as they participate in academic writing in particular disciplinary communities. Based on the findings of the project, I argue for an approach to teaching academic writing to multilingual

students in the global context that moves beyond a framework focusing solely on textual products and towards a closer consideration of individual variability and the multiplicity of context that might contribute to students' identities and progress as academic writers.

15:30-16:00 Room DZ007

**Fostering Global Citizenship in English for Academic Purposes (EAP) Classes**

Kyriaki Koukouraki

Over the past years an increasing number of educational institutions of all levels are integrating global citizenship education (GCE) as one of their core components in their respective educational policies and/or curricula. In the case of King's College, London developing global citizenship is one of the university's primary missions within its educational and strategic vision for 2029, and thus also for King's English Language Centre which provides English language lessons (English for Academic Purposes - EAP) for the university's international students in numerous contexts (undergraduate, pre-master's, pre-sessional, foundation, embedded programmes).

This presentation aims at providing not only the theoretical background to the concept of critical global citizenship and GCE but also at providing some practical examples on how students can be

supported in developing their critical global citizenship (Andreotti, 2006; Schulz, 2007). Furthermore, the challenges for both teachers and learners in this very particular setting of foreign language classroom as in the case of EAP will be highlighted. Some of the particular characteristics of this settings include a) the specialised syllabus and academic conventions of English-speaking universities, b) adult learners who are already equipped with a particular cultural, religious, philosophical, and political mindset, and c) the often extremely limited teaching time (e.g. 10 weeks in a Pre-sessional course) which does not allow for a long-term engagement with the abovementioned concept. On the other hand, the EAP classroom should fully exploit the advantages and chances which such a multicultural and interdisciplinary setting presents in favour of (further) developing global citizens.

The present analysis is based on the three central conceptual dimensions such as the cognitive, socio-emotional, and behavioural ones as developed by the UNESCO (2015, Topics and Learning Objectives for Global Citizenship Education).

16:00-16:30 Room DZ007

**Translanguaging: Fostering Advanced Academic Literacy and Global Citizenship in Reading Comprehension Courses**

Ana M. Otero, Alicia Nerguizian

At national state-run universities in Argentina the teaching of English is mainly concerned with reading comprehension skills since for undergraduate students reading in English opens the academic world of recently published scientific publications. Students read strategically and learn about controversial topics of global concern. Due to their limited knowledge of English, they discuss and elaborate written reformulations in Spanish of the texts read in English. As the focus is always on making meaning with the main objective to form educated and informed citizens of the world, with moral autonomy, who can critically analyze reality, promote dialogue and create knowledge, we rely on translanguaging practices for our classroom dynamics. Translanguaging practices, understood as an instructional and assessment framework that teachers can use

strategically and purposefully to support students as they engage with and comprehend complex content and texts without focusing on the language used, allows a space for intercultural interaction, through the analysis of global issues in synergy with local ones close to the students' experience. The empowerment of indigenous cultures in Bolivia, Jewish women protesting the occupation of Palestine territories, the link between Wikileaks and Freire's views on education are examples of the issues discussed, which not only trigger students' participation, collaborative learning, respectful interactions but also place the teacher in the role of facilitator. The summative essays students write at the end of the courses revealed that they are able to relate what they read in English to the content of their courses of studies in the Humanities, to link them to local and global issues of importance to mankind and to interact with students from other courses and Latin American countries. Translanguaging practices, then, enable students and teachers to encourage real collaborative learning and the promotion of advanced critical literacy involving multiple languages, central to global citizen education.

**Cluster V: Children’s Literature Symposium**

**Room M203**

14:30-15:00	<b>Janice Bland</b> Does Explicit Global Citizenship Education Belong to ELT With Young Learners?
15:00-15:30	<b>Sandie Mourão</b> Can Wordless Picturebooks Break Down Barriers? An Empirical Study in Pre-Primary ELT
15:30-16:00	<b>Nayr Ibrahim</b> Multilingual Picturebooks in ELT: A Linguistic Pathway to Intercultural Citizenship Education?
16:00-16:30	<b>Gail Ellis</b> Social Model Thinking in the Primary ELT Classroom

14:30-15:00 Room M203

**Does Explicit Global Citizenship Education Belong to ELT With Young Learners?**

Janice Bland

Promoting a democratic and human rights culture in schools is far from a straightforward issue, even without the added complication (or advantage?) of using the second language classroom as an opportunity for intercultural citizenship education. I argue in this paper for a critical reflection on values with young learners, engaging in empowering dialogue with a picturebook as text. Boyd (2009) confirms the prosocial nature of sharing stories, which ‘develops our capacity to see from different perspectives, and this capacity in turn both arises from and aids the evolution of cooperation and

the growth of human mental flexibility’. Stories allow us to use our imagination to possibly engender new options for social justice and greater equality. They help us act with foresight, ‘to explore our own mind and the minds of others, as a sort of dress rehearsal for the future’ (Cron 2012). Of old, storytellers were teachers, but is a sociocultural agenda essential for learning through stories and should global citizenship education with young learners always be explicit? I argue for an active and critical discourse: not necessarily value transmission by teachers, but rather reflective and reflexive participation aiming to lead to personal value development. I will consider and compare the pedagogical purpose of storying with picturebooks both with and seemingly without an agenda, and how the story and (implicit) message is created and shared multimodally, focusing on *The Crayon Box that Talked* (1997) and *The Day the Crayons Quit* (2013).

15:00-15:30 Room M203

**Can Wordless Picturebooks Break Down Barriers? An Empirical Study in Pre-Primary ELT**

Sandie Mourão

Objectives for foreign language education in contexts of low language exposure tend to focus on the learning of discrete language items, ignoring the broader benefits which can include the development of a respect for others. Generally, picturebooks are selected for the words they contain and, too often, little relevance is given to the images, thus the sharing of wordless picturebooks is unusual in this particular context. Wordless picturebooks might also demand an elaborate verbalization and so, for learners with very low English proficiency, recourse to their L1 may be required.

The empirical study presented here is being undertaken with a group of pre-primary children (4 to 5 years old) learning English in a low-exposure context in Portugal. With a view to fostering a positive attitude towards peers with different skin colours, a wordless picturebook, *Colour of People* by Mauricio Negro, was incorporated into a sequence of storytelling sessions in English. The objective was to discover whether the children were able to communicate an understanding of the concept of prejudice through interaction with this wordless picturebook. Data was collected from audio recordings of the shared picturebook readalouds and the children’s drawings. Results are emerging and suggest that picturebooks with words and images may be a more suitable tool to facilitate the breakdown of barriers and acceptance of difference in ELT. Implications for classroom practices will suggest approaches to mediation and developmentally appropriate book sets.

15:30-16:00 Room M203

**Multilingual Picturebooks in ELT: A Linguistic Pathway to Intercultural Citizenship Education?**

Nayr Ibrahim

The many benefits of using picturebooks in the primary classroom include language development as well as an introduction to real world issues through storytelling and fictitious characters that children can relate to. According to Dolan (2004: 3), picturebooks can also ‘bridge the gap between geographically distant places and the lives of children in the classroom’, through the interplay of words and pictures, which allow the child to learn to read the world. Multicultural children’s literature aims to reflect the diversity of children in the world and democratise the curriculum by making it more pluralistic.

However, the representation of diversity in children’s literature, both cultural and especially linguistic, has been inadequate. Even though there is a drive to increase culturally diverse characters in children’s literature, from a linguistic perspective there is still a dearth of multilingual literature in ELT classrooms: picturebooks tend to be mostly monolingual, and even though they offer a window to otherness in faraway places and a mirror of otherness closer to home through the characters and illustrations, they do not always acknowledge the linguistic aspect of the cultures they are highlighting. Yet, language reinforces the differences and similarities in cross-cultural spaces.

Within a framework of culturally and linguistically responsive teaching, this paper investigates the place of the multilingual picturebook in ELT, by firstly conducting a literature review of how multilingual books are used and their contexts, and then identifying the benefits of a multilingual approach to developing intercultural citizenship.

16:00-16:30 Room M203

**Social Model Thinking in the Primary ELT Classroom**

Gail Ellis

Inclusive education is gradually becoming more widespread so getting children to reflect about disability can promote the understanding of differences. Yet children with disabilities remain underrepresented in children’s picturebooks which means many children find they do not have characters that they can relate to. This may be that for many authors it just does not occur to them to include a disabled character or that publishers may be reluctant to publish books about disability.

When characters with disabilities are portrayed in picturebooks they often reinforce society’s discomfort with disability by portraying this as something to be overcome and to be tolerated, rather than challenging the realities of a disabling society. I will show how *Winnie the Witch* by Valerie Thomas and illustrated by Korky Paul, a picturebook which helps children learn about colour, can also be used to help children think about the social model of disability. We will then apply this model to *Susan Laughs* by Jane Willis and illustrated by Tony Ross, in which Susan’s activities are described by an unnamed narrator rather than by Susan herself, and the illustrations do not reveal that she uses a wheelchair until the final page making her disability invisible throughout the story. I will show how Susan Laughs, when mediated by the teacher, can help children discuss the lived reality of disability.



**Cluster VI: Intercultural Issues**

**Room M209**

14:30-15:00	<b>Marta García Alamán, Olga Isabel Diez Velasco</b> Integrating Intercultural and Emotional Aspects in the English Language Classroom
15:00-15:30	<b>Yuko Ikuta</b> How Can Model United Nations Promote the Awareness towards English as a Lingua Franca and Intercultural Sensitivity?
15:30-16:00	<b>Natalia Mukhina</b> Intercultural Approach to Teaching EFL: Rethinking Concepts and Value Orientations
16:00-16:30	<b>Kazumi Sakai</b> Increase of Foreign Workers and Future Foreign Language Education in Japan

14:30-15:00 Room M209

**Integrating Intercultural and Emotional Aspects in the English Language Classroom**

Marta García Alamán, Olga Isabel Diez Velasco

Globalization has brought about the blurring of boundaries and subsequent blend of people from different cultures, which may become a source of conflict. The aim of this talk is to show how learning a foreign language is a powerful tool to promote mutual understanding, flow of emotions through the common discovery of a foreign language and the world of oenology while paving the way for the development of self-identity and cultural identity of people from different cultural backgrounds. Located in La Rioja (Spain), a region world-known famous for its wine, the Official School of Languages of Haro (a government-funded education centre whose aim is pro-

moting the learning of foreign languages) welcomes students from over 20 different nationalities that have come to Haro to work in the wine industry. The learning process of these students is often undermined by their lack of knowledge of other cultures, which sometimes leads to easy-to-solve misunderstandings should language, tradition and culture diversity be learnt in the classroom context.

For this reason, we have designed a culture-aware programme of English for adult students which, using wine language as a catalyst, focusses on communication while integrating their emotional and cultural background in the process of language learning, that is to say, exploring culture-rooted issues that includes both intracultural and intercultural aspects (Byram et al., 2002; Schrauf, 2009). In so doing, a variety of inter/intracultural sensitive activities designed for several purposes and levels will be described, all of which can be easily adapted to different national realities.

15:00-15:30 Room M209

**Integrating Intercultural and Emotional Aspects in the English Language Classroom**

Yuko Ikuta

Japan University English Model United Nations (JUEMUN) is an academic simulation of the UN that includes discussion, negotiation and public speaking concerning international affairs. Participants are referred to as delegates and given opportunities to represent different countries on different committees, gaining authentic experience of English as a lingua franca (ELF) which has recently been theorized as “digital English(es)” (Friedrich, 2018) which proposes an additional circle extended over “expanding circle Englishes”, or Three circle model of World Englishes (Kachru, 1988).

Focus group interviews were conducted among the total of 20 participants from Bunkyo University, Japan, after the three-day JUEMUN

conference in Kobe, 2017 and in Kyoto, 2018. The following perspectives were discussed: 1. In what ways in theory and in practice, could their communication in English foster intercultural sensitivity through the participation in JUEMUN? 2. In what ways and to what extent, does their preparation and participation in JUEMUN promote international understanding? 3. In what ways can communication in English as a lingua franca contribute to global understanding in multilingual contexts?

Participants stressed that language respect towards multi-disciplinary ELF speakers is indispensable for mutual understanding in global communities. When ELF is regarded as the primary contact language for building relationship among different language speakers, people have to learn how to be tolerant and mindful of varieties, particularly, for those who are less-proficient speakers of ELF. In regard to less-proficient ELF speakers, they need to be more aware of importance of their “listen-ability” and “intelligibility” of their language production (Ikuta & Takahashi, 2014) in order to be understood by a variety of English speakers from all over the world.

15:30-16:00 Room M209

**Intercultural Approach to Teaching EFL: Rethinking Concepts and Value Orientations**

Natalia Mukhina

Currently the world is “shrinking” meaning that citizens of different countries have to co-exist in one global space, which requires new skills and attitudes that will help people become successful participants of cross-cultural dialogue. It is apparent that people should be accepting and tolerant, but nowadays it might be insufficient: in order to build healthier communities, it is of the utmost importance to educate students in the unified frame of “horizontal” comparisons, not “vertical” ones. There should neither be distorted perception of one’s own culture, nor a biased vision of another culture. This can be achieved through teaching students how to compare cultures on parity basis. EFL classes have great potential for creating successful intercultural

communicators. Language is a mirror of culture (Ter-Minasova, Yazykova, etc.), and while studying a foreign language, students form second linguistic personalities (Karaulov, Khaleeva, Galskova, etc.) which allow them to broaden their perception and deepen understanding of various cultural values. But what poses a real challenge is the ability to accept and understand other values while keeping and appreciating your own values (Kramsch, Byram, etc.). In times of ubiquitous globalisation, it might seem easier to either merge into the concept of “one world - one culture” or to alienate yourself completely from the expanding cultural circles and stick to your own cultural standards. But what is really needed is the ability to keep the balance and contribute to the beauty of our multicultural world.

In this presentation such issues as cross-cultural communication, cultural identity and tolerance will be discussed. It will be argued that in order to understand one’s own culture it is essential to look at it through the eyes of the representatives of other cultures. Different concepts will be analyzed, with special emphasis on the concept of “friendship” in Russian and North American cultures.

16:00-16:30 Room M209

**Increase of Foreign Workers and Future Foreign Language Education in Japan**

Kazumi Sakai

This paper firstly gives an overview of the current situation of the increase of foreign workers in Japan, and under what conditions they live and work. Secondly, it reports how the education including language teaching here does not correspond to the situation. Lastly, I will discuss themes and issues which must be treated in the future language education: multilingual and multicultural problems in Japan.

se recognition as if there are only Japanese and English in the world (Double Monolingualism). Based on these circumstances, I would insist, what is necessary for future language education in Japan is to first make students aware of multilingual and multicultural reality in Japan, and then of the languages and cultures of foreign students in their own classes so that they will be aware of the diversity of languages and cultures in their own society.

It is necessary for the learner to know that Japan is originally not a monolingual and monocultural state as is often said but a multilingual and multicultural chain of islands with languages such as Ainu, Hachijo and Ryukyu languages. Based on that recognition, when dealing with, for example, immigration problems of European countries in Japanese foreign language classes, students could be led to a way of accepting that they are their own problems, not simply thinking they are problems of a distant world. In this way, the global issue could be their own one.

A particular problem in Japanese education is that, despite the fact that many incoming foreigners are Asians who mostly do not speak English, there is almost no other language education than English at elementary and secondary schools. Many students tend to have fal-



# Wednesday 11:00 – 13:00

## Cluster I: Local Contexts: Algeria & beyond

### Room DZ001

11:00-13:00 Symposium	<b>Sihem Salem</b> Algerian University EFL Teachers' Understanding of Global Citizenship Education
	<b>Fadhila Hadjeris, Samiha Khoualdi</b> Teaching in a Globalized Era: How Do Algerian EFL Teachers Perceive the Integration of Global Citizenship Education in Higher Education Curricula?
	<b>Afaf Rabehi</b> The Status of the Intercultural Dimension in the Algerian Middle School Textbooks of English
	<b>Nawal Ouchene</b> Teachers and Students' Perceptions of the Teaching and Learning of Intercultural Competence in EFL Classrooms - Case study: Khenchela and Mostaganem Algerian Universities
	<b>Amina Lechkhab</b> Towards Promoting Intercultural Citizenship through Global Projects and International Groupings: 'Voices, Experiences and Attitudes of International Algerian Students in UK Universities'

### Symposium Room DZ001

#### Algerian University EFL Teachers' Understanding of Global Citizenship Education

Sihem Salem

Education is not all about mastering the subject matter, getting good exam results, and finding a relevant job thereafter, but it is also about bettering the world and preparing students for global citizenship. In order to meet the requirements of the twenty first century, all educators including English as a Foreign Language teachers should educate students for a more peaceful and sustainable world. The focus is, then, not only on equipping learners with the knowledge of the target language such as grammar and vocabulary to help them speak the language proficiently, but also on equipping students with the knowledge of the existing global issues and helping them to develop the required skills and values to inhabit the current world.

This cannot be attained through acting as "sages on the stages", but rather through being "guides on the sides". In other words, teachers are no longer considered as knowledge holders and students are no more perceived as empty containers, but both are engaged in constructing and reconstructing knowledge. This research aims at exploring the extent to which Algerian English as a Foreign Language University students are prepared for global citizenship by investigating the current teaching and learning practice in oral expression classes. This study also seeks to explore the attitudes of university teachers of English as a Foreign Language and their students towards teaching Global Citizenship Education in the oral expression sessions. To achieve these aims, an interpretive research paradigm is adopted. A classroom observation, teachers' semi-structured interviews and students' focus group interviewing are utilised to generate data. Qualitative data are analysed using ATLAS software and thematic analysis. Recommendations will be for the Algerian Ministry of Higher Education to integrate such innovation in the curriculum.

### Symposium Room DZ001

#### Teaching in a Globalized Era: How Do Algerian EFL Teachers Perceive the Integration of Global Citizenship Education in Higher Education Curricula?

Fadhila Hadjeris, Samiha Khoualdi

The increasing challenges of the 21st century that are plaguing today's globalized world, including but not limited to climate change, political and religious conflicts, poverty, illiteracy, and issues related to justice call for acute actions for their resolution. Subsequently, scholars argued for integrating innovative measures to globalize education. The UN's Global Education First initiative, for instance,

declared that the role of education should not be limited to producing individuals who read, write, and count. Rather, it should help learners assume active roles to face and address global issues at all spheres, henceforth Global Citizenship Education. Based on these facts, this study aims at casting light on Algerian EFL teachers' awareness of Global citizenship education and the importance of its integration in the higher education curriculum. To this end, a survey was delivered to a sample of eleven EFL teachers at Larbi Ben M'hidi University. The research findings reveal that EFL teachers are not knowledgeable enough about Global Citizenship Education and its importance in generating individuals who can face the local and global challenges of the 21st century. Therefore, a number of pedagogical recommendations are put forward in view of raising teachers' awareness of this concept as well as the incorporation of Global Citizenship Education within the Algerian curriculum.

### Symposium Room DZ001

#### The Status of the Intercultural Dimension in the Algerian Middle School Textbooks of English

Afaf Rabehi

The concept of intercultural communication has been related to various disciplines over the past twenty years. Yet, its connection to foreign language learning has been the most researched and problematized at the same time. Scholars in language education advocate the importance of implementing the intercultural

dimension in foreign language practices. Thus, teachers have been advised to use models of IC (Intercultural Competence) to prepare their lessons and assess their impact on learners. To this end, the current study looks at how the textbooks used for English language teaching and learning in the Algerian middle schools address IC. To do so, textbooks have been analyzed following a framework of analysis which moves from an objective description of the textbooks to a more subjective analysis of their content. Then, to check how they address IC, the units of analysis have been evaluated. The findings show that the textbooks focus on promoting the Algerian culture(s) rather than balancing between native and foreign cultures, which suggests that national citizenship is being prioritised.

### Symposium Room DZ001

#### Teachers and Students' Perceptions of the Teaching and Learning of Intercultural Competence in EFL Classrooms - Case study: Khenchela and Mostaganem Algerian Universities

Nawal Ouchene

Enhancing the teaching of intercultural competence has become the basis goal for teaching English as a foreign language in EFL classrooms. This ICC notion basically refers to the ability to understand and communicate across different cultural boundaries and to be able to interpose between different cultures including one's own culture (Byram, 1997, 2009).

The development of intercultural competence teaching practices has lately started to gain much attention from some Algerian teachers of English language at university level. However, empirical research in this field in the Algerian context has been minimal. This study therefore investigates EFL teachers' and students' perspectives towards intercultural competence in EFL classrooms in two different settings in Algeria. It also seeks to socially construct

knowledge about the Algerian teachers lived experiences abroad and how these affected their IC practices.

This research project is conducted using a mixed research method to provide specific lenses to the IC features in the Algerian context, and to bring up the use of teachers' intercultural experiences into the classroom. I collected data from different sources: classroom observations, interviews, online questionnaire and focus groups. Interviews' participants were 12 EFL teachers from Khenchela and Mostaganem universities. Classroom observations have been conducted only with first year English Master Students. 60 EFL master students participated in an online administered questionnaire and 14 students 7 from each university took part in the focus group discussions. I applied thematic analyses to analyse the gathered data.

The initial findings revealed that though teachers have a deep understanding of the concept of culture, they have had limited intentions in developing the student's ICC especially at Khenchela university. It also indicated that EFL teachers neither have the chance to attend any pre-service trainings, nor specific pedagogical knowledge about the teaching and the assessment of the intercultural competence.

### Symposium Room DZ001

#### Towards Promoting Intercultural Citizenship through Global Projects and International Groupings: 'Voices, Experiences and Attitudes of International Algerian Students in UK Universities'

Amina Lechkhab

The notion of intercultural citizenship introduces a critical and an action-oriented dimension that extends beyond Intercultural competence to involve not only cognitive, affective and behavioural aspects of interculturality but also necessitates individuals from different backgrounds to take opportunities to engage and act as 'good citizens' with 'others' beyond their national borders (Byram et al, 2017). This is assumed to minimize cultural prejudices, enhance intercultural understanding, betray banal nationalism and allow youth people to live peacefully alongside their cultural difference and national affiliations. International mobility is claimed

as an indispensable means for serving and providing opportunities that are delivered to prepare youth students to develop Intercultural understanding and global responsibilities (Jackson, 2014). A significant aspect of intercultural citizenship education entails facilitating the meeting of young people from different cultural and national and background around a social or political activity to achieve a shared aim (Byram et al, 2017). This paper discusses the findings of a PhD study where being members of international groupings and associations, which are founded in the International Higher education approach as an endeavour to develop future global citizenship, where reported as potential spaces and opportunities that deserve empirical attention. This study brings into light experiences, attitudes and blocks in relation to intercultural citizenship and international mobility based on the accounts of 12 Algerian international postgraduate students in UK universities. To address the aims and objectives of this research, qualitative method approach into knowledge attainment is embraced and fulfilled by means of different rounds of semi-structured interviews, qualitative observations, diaries and blogs.

## Cluster II: Intercultural Issues

### Room DZ003

11:00-11:30	<b>Ruth Koro</b> Language through the Lens of Culture: Developing Learners' Intercultural Understanding through Material Selection and Design in the CLIL Classroom
11:30-12:00	<b>Werner Delanoy</b> Quo Vadis (Inter)cultural Foreign Language Learning
12:00-12:30	<b>Irina Lenarovna Pluzhnik</b> Integrative Approach to Global Citizens' Education via Foreign Language Intercultural Communication Skills Development in a Digital Age
12:30-13:00	<b>Lone Krogsgaard Svarstad</b> A Cultural Studies Approach to Interculturality in English Language Teaching

11:00-11:30 Room DZ003

### Language through the Lens of Culture: Developing Learners' Intercultural Understanding through Material Selection and Design in the CLIL Classroom

Ruth Koro

Many will agree that culture is intrinsically connected to language – and I will therefore argue that teaching language and teaching culture should come hand in hand. Yet the place of culture in the foreign language classroom is often haphazard, and opportunities for learners to engage with different cultures rarely go beyond the tokenistic.

This is a challenge, given the globalised context for which we aim to prepare students as future citizens, who will need to develop the required intercultural skills, knowledge and attitudes. Given the challenge, providing students access to intercultural learning could be seen as a social and moral imperative, for policy-makers and

language practitioners alike. To this end, there is growing evidence that integrated models of language education, such as Contents and Language Integrated Learning (CLIL) can optimise opportunities for intercultural teaching and learning.

However, in providing teaching materials which support this and represent cultural diversity and 'otherness', the selection of suitable resources is fraught with issues, and the design of accessible yet authentic and diverse materials subject to a number of constraints. In this presentation, I will reflect on the rationale for the place of culture in the language classroom to develop learners' intercultural understanding, framing this in the particular context of secondary language teaching and learning in England. I will then present a revised model for CLIL, with intercultural aims at its core, and discuss a range of materials which can be designed and used to achieve this, supported by evidence from recent research. In doing this, I will consider pupils' responses to a range of materials developed and used in a CLIL intervention classroom – and focus on how the use of a broad range of cognitively challenging, authentic materials, and in particular films and video clips, can serve to contribute to learners' greater intercultural understanding.

11:30-12:00 Room DZ003

### Quo Vadis (Inter)cultural Foreign Language Learning

Werner Delanoy

In my talk, I will focus on the question of what constituent parts should make up a timely concept of (inter)cultural foreign language learning. Such a concept must address the challenges posed by a globalized modernity which is shaped by globe-spanning communication networks, transnational economic and socio-political relations, rapid technological advances, migration on an unprecedented scale, massive power imbalances and ecological risks of global significance. Constructive engagement with such challenges requires new educational perspectives, global citizenship being one of them. In this paper attention is drawn to four concepts which to my mind can help construct a foundation for such education in the field of

foreign language learning. First, transculturality will be discussed as a potentially new paradigm for cultural learning. While transculturality's potential for border-crossing and culture mixing is fully acknowledged, its complicity in a neo-liberal logic (in some of its realizations) and its limited relevance in the light of new emerging fundamentalisms is also highlighted. Secondly, a critical and post-colonial cosmopolitanism is suggested as an important direction for global citizenship education. Thirdly, the focus is on a model of communicative competence which is derived from globalization debates stressing the 'fluidity' of life in a globalized modernity. Moreover, references are made to the importance of multimodal and digital competences in such a context. Fourthly, a case is made for transformative mediation to prepare learners for constructive conflict-resolution in the interest of a dialogic and democratic global-citizenship agenda. Finally, the concepts discussed will be linked to concrete practical examples to discuss their practical applicability.

12:00-12:30 Room DZ003

### Integrative Approach to Global Citizens' Education via Foreign Language Intercultural Communication Skills Development in a Digital Age

Irina Lenarovna Pluzhnik

Shifting the focus of training global citizens through foreign languages serves both teducational and instrumental purposes contributing to the students' individual development via their civic actions for global impact. It is argued that this focus leads to rethinking foreign language teaching concepts and the curriculum putting on the forefront an integrative approach to transnational intercultural communication including: thematic ethical and civic contents of transnational concerns (respect, openness, responsibility, environmental safety, combating terrorism, prejudice, poverty, ethnic conflicts, social inequality); interactive and reflective teaching methodology to develop language and communications skills and attitudes. We contend that the failures in global intercultural communication performance are explained by the lack of integrative

approach to its three main constituents: cognitive (knowledge of universal and culturally accepted language strategies, ethical values and behaviours); emotional (empathy, non-judgementalness, active listening, flexible language diplomacy strategies, reflexive discourse leading to a consensus and team-building to solve global concerns); behavioral patterns based on shared values of the global community.

To develop the above skills, a toolkit of the following pedagogical techniques based on cooperative communicative strategies and tactics of a learner is proposed: Analysis of professional incidents and critical situations for global contexts; self-commenting of live intercultural situations of global concern; analysis of culturally sensitive behaviours in global contexts; comprehending and decoding of universally and culturally acceptable behavioral patterns through observation; training in critical reflection of right and wrong language intercultural communication strategies to negotiate and reach a consensus. The implementation of online learning portals, interactive communication platforms, e-mails, i-Clouds, social media (blogs, forums, chats) for linking students across the world to solve the issues of common concern proved its efficacy and broadened their vision "and civic".

12:30-13:00 Room DZ003

### A Cultural Studies Approach to Interculturality in English Language Teaching

Lone Krogsgaard Svarstad

This presentation is concerned with how global education performs on a local level in a Danish education context.

It bridges education research from lower secondary school to teacher education. I will present the main results from my doctoral work *Teaching Interculturality: Developing and Engaging in Pluralistic Discourses in English Language Teaching* (Svarstad, 2016) and relate the results to data generated from one of my English classes at University College Copenhagen. The doctoral work was based on critical participatory action research and its purpose was to explore and develop a theoretical and pedagogical foundation for the teaching of interculturality. In Denmark, foreign languages are taught through textbooks, interactive portals with prescribed learning objectives, and texts and media links are

mainly based on global popular culture. The study's theoretical framework was based on the interrelated fields of Cultural Studies, critical intercultural communication and critical media literacy. The interventions demonstrated that knowledge of three key concepts intersectionality, othering and subtextuality supported the teachers' conceptualisation and development of a metalanguage, which qualified teacher decisions on learning objectives and selection criteria for global texts and media. On my return to teacher education, I explored a Cultural Studies approach with my students and the data I will present from teacher education are based on an intercultural competence module. I have analysed 18 student portfolios and 16 exam synopses. Student portfolios and exam synopses revealed that a Cultural Studies approach provided the students with a metalanguage for culture analysis and intercultural learning processes which substantiated analyses of textbook and portal teaching material, inspired global approaches to lesson plans and supported innovative design. I will present student data on representation and gender, and student data on globalisation and innovative intercultural learning. Finally, I will point at the study's implications for teacher education and future research regarding educating the Global citizen.



### Cluster III: (Virtual) Exchange Projects

#### Room DZ005

11:00-11:30	<b>Irina Golubeva, Ivett Rita Guntersdorfer</b> Building Empathy in the Intercultural Communication Classroom through Intercultural Telecollaboration
11:30-12:00	<b>Isabel Martin</b> "Decolonise Your Mind": A Global "Study-Teach-And-Research" Project between Germany and Laos
12:00-12:30	<b>Ana Sevilla-Pavón, Anna Nicolaou</b> Developing 21st Century Competences and Global Citizenship in a Virtual Exchange Project
12:30-13:00	<b>Dorottya Ruisz</b> The Influence of Politics on English Language Teaching Textbooks: Germany Before and After 1945

11:00-11:30 Room DZ005

#### Building Empathy in the Intercultural Communication Classroom through Intercultural Telecollaboration

Irina Golubeva, Ivett Rita Guntersdorfer

Authors view empathy as important component of intercultural competence (Guntersdorfer & Golubeva 2018). Based on the recommendations made by O'Dowd & Waire (2009), O'Dowd (2017), Byram, Golubeva, Hui & Wagner (2017) about factors that educators should consider when designing and implementing tasks for their telecollaborative exchanges, the authors will present a plan for an intercultural micro-project which they developed as a course requirement for International Graduate Certificate in Intercultural Communication. Students enrolled in Intercultural Communication

Certificate programs at LMU (Germany) and UMBC (MD, USA) will be involved in an intercultural micro-project, whose main objective will be building (intercultural) empathy. Assumed that both groups are multicultural, they will go through a two-step task. First, students from diverse cultural backgrounds will have to develop a shared position within the group on a critical issue (e.g. refugees, World War II, etc.), and as second step, they will have to discuss online this position with their peers across the Atlantic Ocean.

The proposed presentation will draw upon the theoretical idea of (intercultural) empathy, highlighting the importance of emotions in intercultural education and research. As a central topic of the talk, the authors will present a task sequence for teaching intercultural competence through an intercultural telecollaborative micro-project, which focuses on the verbalization of students' emotional understanding.

11:30-12:00 Room DZ005

#### "Decolonise Your Mind": A Global "Study-Teach-And-Research" Project between Germany and Laos

Isabel Martin

The "Teaching English in Laos"-project (Angels-for-Children Foundation & University of Education Karlsruhe) began in 2015 at 3 Lao schools with 5 German graduates and was grounded in a bi-directional cascading teaching and multiplier-principle, with pre-, while-, and post-phases. By 2018, it had grown into a multi-module-project involving more Lao partners at college-, university-, and ministry/party-level as well as research partners in Australia and Switzerland. Modules are separately funded by the AfC-Foundation,

the BMZ, DAAD, and Erasmus+.

By and by, more school subjects were added to the teaching and research portfolio (maths, biology, chemistry, physics, technics, economics), and after two years of bilateral learning, emerging mutual understanding, and ongoing decolonization of minds, first research results were presented. <http://www.thelaosexperience.com/research/>

Simultaneously, the teacher educators developed new classes for helping pre-service teachers to become more globally competent for their future task of "Global Citizenship" education at schools. For this, the educators need to become more globally competent themselves.

12:00-12:30 Room DZ005

#### Developing 21st Century Competences and Global Citizenship in a Virtual Exchange Project

Ana Sevilla-Pavón, Anna Nicolaou

This presentation revolves around the 'Youth Entrepreneurship for Society' (YES) virtual exchange project, which aimed to take English for Specific Purposes learning beyond the classroom's four walls through partnerships with local organisations in social entrepreneurial initiatives launched by university students. The project tasks, completed during a semester by Cypriot and Spanish students participating in a virtual exchange, involved the co-construction and sharing of authentic and meaningful artefacts (Papert, 1980). Furthermore, the artefacts addressed real-world issues and tackled UNESCO's Sustainable Development Goals in an effort to promote social inclusion (Warschauer, 2003) while addressing problems of discrimination, marginalisation, and inequality (Andrejevic, 2002; 2007; Menezes de Souza, 2015). A study was conducted with 42 participants (N=42) to determine the

project's contribution to participants' 21st century competences: intercultural, linguistic, digital and teamwork (Partnership for 21st Century Skills, 2009), as well as global citizenship and social entrepreneurial mindset. The results indicate that the project was perceived as having positively contributed to participants' motivation and the development of the different competences under investigation, namely linguistic and intercultural. In our current context of liquid modernity (Bauman, 1998; 2005; 2007), of constant mobility and changes in relationships and identities within our highly complex societies, and of globalisation and massive migratory movements across the globe, initiatives such as the YES project can be seen as attempts to cross global boundaries by promoting mutual understanding and critical values. The implication for practice is that it is indeed possible and necessary to go beyond the syllabus and the classroom's four walls in order to foster solidarity, equality and respect in the broader social context. Therefore, similar projects are currently being conducted so as to continue exploring ways to raise participants' awareness of the value of advocacy and social entrepreneurship in promoting social change.

12:30-13:00 Room DZ005

#### The Influence of Politics on English Language Teaching Textbooks: Germany Before and After 1945

Dorottya Ruisz

Generations of English language teaching textbooks followed one another in Germany's turbulent decades of the 20th century. The question is in how far the prevailing governmental education policies and political trends played a role in shaping these textbooks. This paper focusses on the style and the extent of the influence of these policies. It is critically important to investigate the political bias displayed in textbooks since these teaching materials take a significant part in supporting student learning. Examples from two very distinctive periods were chosen: the 'Third Reich' and the post-war period.



**Cluster IV: Assessment**

**Room DZ007**

11:00-11:30	<b>Kahoko Matsumoto, Takeshi Kitazawa</b> Creation of an Assessment Tool for Global Citizenship
11:30-12:00	<b>Justin Harris</b> Developing a Survey Instrument to Measure the Effects of the Native Speaker Model of English in Japan
12:00-12:30	<b>Claudia Müller</b> Assessing Global Citizenship Education: Results from a Longitudinal Study Conducted at a Bilingual School in Emeryville, California
12:30-13:00	<b>Hisatake Jimbo, Ken Hisamura, Fumiko Kurihara</b> Developing Global Competence through EFL Teaching: An Insight from Survey Results on J-POSTL Self-Assessment Descriptors

11:00-11:30 Room DZ007

**Creation of an Assessment Tool for Global Citizenship**

Kahoko Matsumoto, Takeshi Kitazawa

As the Japanese Ministry of Education has announced a new initiative to produce future “global human resources,” universities have begun creating new programs with a strong focus on English (mostly EMI and CLIL types) to accomplish this goal. Also, many companies in Japan have started promoting an “English-only” policy in the workplace. However, some educators are concerned that this policy may strengthen linguistic or cultural imperialism, and not lead to the production of truly international-minded adolescences who can function successfully in the globalizing world. By a questionnaire survey of over 300 workers who are considered internationally successful in various sectors, an attempt has been made to elucidate and identify the competencies and skills deemed indispensable to global citizenship with an eye toward creating a metric for as-

sessing readiness for global citizenship. The resulted list of items roughly consists of four parts: knowledge of language and culture, intercultural competence, critical thinking skills, and generic competencies. Most respondents valued critical thinking skills and generic competencies in addition to English proficiency while people in the upper management placed more importance on adaptability to diverse multilingual and multicultural environments. After rigorous statistical and qualitative analyses, sufficient agreement or consistency was found for approximately two-thirds of the items (40 items). First, reflecting further analysis of both quantitative and qualitative data, an assessment rubric for these 40 items to evaluate a person’s present abilities as a global citizen was created and validated. Secondly, depending on the different nature of skills and competencies, an assessment tool consisting of several essay-type test items and a checklist was constructed, the piloting results of which, will be presented and shared. Though there are still some overlapping factors among different items detected, considerably high inter-rater reliability as well as correlations between objective rater evaluation and self-assessment were obtained.

11:30-12:00 Room DZ007

**Developing a Survey Instrument to Measure the Effects of the Native Speaker Model of English in Japan**

Justin Harris

Despite the fact that English has become an international language, able to reflect and represent a range of cultural viewpoints, English language teaching still often follows a native speaker model (NSM), promoting a reductive view of the ‘idealized native speaker’ (Honma & Takeshita, 2014). The result is that learners come to view English as something ‘owned’ by speakers from a handful of ‘native-speaker’ countries, strengthening a divide between the ‘cultural-self’ and the ‘cultural-other’ (Rivers & Ross, 2018). Not only could this negatively affect learner motivation and confidence, but it is also at odds with the notion of developing ‘intercultural citizens’ (Byram, 2011). Recent work in the field of English as a lingua franca (ELF) is useful in that it decentralises the native speaker from English language

classrooms, and allows students to take ownership of their English.

Before work can begin designing tasks that seek to develop the ‘intercultural learner’ through an ELF approach, a clearer understanding of the effect of a NSM on students is necessary. Although previous studies have analysed student beliefs about certain aspects of English, few have attempted to quantitatively measure the effect of a NSM on language students’ beliefs about English. This presentation will outline the development of a survey instrument intended to identify students’ attitudes to their own English and that of other non-native speakers. The survey consisted of statements with Likert scales, piloted with 40 second-year university students in Japan. The survey was used to measure pre-departure and post-return attitudes of Japanese students who studied abroad for four months, during which they were exposed to a variety of Englishes. Results showed a quantitative change, reflecting a positive development in students’ attitudes to their own English. The presentation will conclude with some practical suggestions for implementing an ELF approach in the foreign language classroom.

12:00-12:30 Room DZ007

**Assessing Global Citizenship Education: Results from a Longitudinal Study Conducted at a Bilingual School in Emeryville, California**

Claudia Müller

While global citizenship education is not new, it is an innovation to reframe it as an educational policy objective and define outcome-oriented competences and skills for the students to achieve. Due to its newness, empirical data is a key to assess the quality of its implementation. The proposed presentation “Assessing Global Citizenship Education: Results from a Longitudinal Study Conducted at a Bilingual School in Emeryville, California” will present data collected to assess the development of students’ competences as set forth in the bilingual school curriculum for the subject ‘Global Citizenship’. The ongoing longitudinal study conducted with Middle School (grade 5-8) students over the course of the current school

year, surveys data with the help of questionnaires and interviews in order to evaluate the development of the competences leveraged in the subject. The subject was added to the Middle School schedule at EBGIS (East Bay German International School), a bilingual German-English school in the San Francisco Bay Area, to stay abreast of the changes the students are faced with, locally and globally. Its curriculum is based on the “Curriculum Framework for Sustainable Development” released by the Standing Conference of Ministers of Education and Cultural Affairs (KMK/BMZ) in 2015. The subject is taught in English to a heterogeneous English-learner student body.

By discussing results from the study, the presentation relates to the conference’s sub-theme of reflecting on the implications and perspectives of what it entails to educate global citizens. The presentation will give examples of how the subject is being implemented, offer results from the questionnaires and interviews, shed light onto the experiential approach of teaching, and reflect on the aspect of language learning through a student- and project-oriented, empowering, communicative and holistic learning environment.

12:30-13:00 Room DZ007

**Developing Global Competence through EFL Teaching: An Insight from Survey Results on J-POSTL Self-Assessment Descriptors**

Hisatake Jimbo, Ken Hisamura, Fumiko Kurihara

In the era of globalization and advanced digital technology, it has become clearer that communicative competence requires more than linguistic knowledge and skills.

Particularly, the importance of developing intercultural (communicative) competence has been widely recognized (Byram, 1997, Byram, et al. 2001, Dearsdorff, 2011) because it is essential for the learners to mediate interculturality between self and others and to engage in effective and appropriate communication and behavior in an intercultural situation. PISA 2018 has also stressed the importance of what they call “global competence” by defining it as

“the capacity to examine local, global, and intercultural issues; to understand and appreciate the perspectives and world views of others; to engage in open, appropriate and effective interactions with people from different cultures; and to act for collective well-being and sustainable development.”

In this presentation, we will examine the degree to which EFL teachers in Japan are concerned with developing intercultural and global competence in learners. First, a number of key concepts associated with this competence will be discussed in a review of the literature. We will also explain how these key concepts were matched to specific self-assessment descriptors (SADs) on the J-POSTL, which is an adaptation of EPOSTL (Newby, et al., 2007) made for the teaching context in Japan. We will then present the responses of the EFL teachers to the SADs in the J-POSTL. The findings suggest that the English teachers in Japan are mostly concerned with developing learners’ language skills, while paying only limited attention to promoting independent or intercultural learning. Finally, we will discuss recommendations of incorporating the crucial aspect of global competence into EFL teaching and learning in Japan.



**Cluster V: Ecodidactics**

**Room M203**

11:00-11:30	<b>Maria Eisenmann, Nadine Krüger</b> Ecological Education through Teaching Dystopian Fiction
11:30-12:00	<b>Prue Goredema</b> Who Will Pay the Piper? Perspectives on Biodiversity and Sustainable Development in CLIL classrooms
12:00-12:30	<b>Christian Hoiß</b> The Story of Stuff – Digitalisation and Sustainability in Language Teaching
12:30-13:00	<b>Grit Alter</b> “It starts with one...” – A TEFL Perspective on Education for Sustainable Development

11:00-11:30 Room M203

**Ecological Education through Teaching Dystopian Fiction**

Maria Eisenmann, Nadine Krüger

In view of the planetary threat posed by human-caused ecological damage and environmental destruction, global and ecological education is becoming increasingly important. It is a concept, which is based on the literary and cultural orientations of ecocriticism and provides an essential contribution to the discourse of transcultural as well as global EFL teaching. In its contemporary realisations dystopian fiction addresses these issues of global significance, challenges students to grapple with the fictional dystopian world and

thus invites critical thinking and active engagement with the scenarios portrayed.

The concept of ecological education offers both theoretical considerations as well as very concrete proposals for educational learning goals of foreign language teaching. It strives for the creation of a global sense of responsibility and the appropriate choice of topics and text, but also for teaching approaches. Against this backdrop, various implications will be discussed in this contribution, which provides a survey of the exploration of global issues and transculturalism through dystopian fiction, covering the fields of ecological teaching objectives, development of competencies, topic focus, text selection and relevant tasks.

11:30-12:00 Room M203

**Who Will Pay the Piper? Perspectives on Biodiversity and Sustainable Development in CLIL classrooms**

Prue Goredema

Global concern about the state of the ozone, the changing climate, the disappearance of habitats and the extinction of species has steadily amplified in the past decades, so much so that preferences for ‘clean energy’, ‘organic food’ and ‘eco-friendly’ living have gone from being fashionable alternatives to the norm in western Europe.

Nevertheless, these noble actions belie the complexity of the quandary, for preserving the earth’s biodiversity is an aim that is wont to encroach on the needs of currently industrialising countries – largely countries whose carbon footprint has been minimal to date. The United Nations’ Convention on Biological Diversity in fact seeks not only to preserve for posterity the rich flora and fauna of planet Earth, but also to facilitate sustainable infrastructural development for member states.

The awareness that citizens have of the calamities wrought by the Anthropocene epoch (the time in which human activities are now impacting the Earth’s geological and ecological processes) is a consequence not only of general publicity campaigns and extensive television programming on ecology issues, but also of concerted efforts to include such themes in the school science curricula. A review of the curricular aims of Biology and Geography as taught in Saxony, Germany, indicates that these matters of importance are awarded ample consideration and many teaching hours, with teachers simultaneously granted the latitude to interpret the outlined themes as they deem fit. The present study looks at how the precarious state of the environment is handled in a number of science classes in which the Content and Language Integrated Learning method (CLIL) is used to teach Biology and Geography through English. Through non-participant observation, coupled with teacher and student interviews, the study considers the explicit content and implicit attitudes to biodiversity preservation in light of the need for rapid infrastructural development in many UN member states.

12:00-12:30 Room M203

**The Story of Stuff – Digitalisation and Sustainability in Language Teaching**

Christian Hoiß

The whole world is electrified by an exceeding number of opportunities due to an ever-growing mass of digital technologies. While mainstream educational discourse suggests that digitalisation is the key challenge for educational institutions in the 21st century, it can be argued that digitalisation is at the same time one of the key accelerators of global environmental damage. The billions and billions of electronic devices for example not only consist of numerous different materials which are often being mined in conflict areas using harmful chemicals but they are also a strong

contributor to the global energy consumption and at the end of their lifespans they frequently end up as electronic scrap in the Global South.

Using the concept of Critical Discourse Analysis it can be detected in the field of German Language Teaching that digitalisation has impacted all up-to-date concepts of media competence but basically none of them deal with the implications, perspectives, and challenges regarding the ecological and social costs. The analysis shows that the digital story we live by is far from being a sustainable one. This calls for a new critical approach which systematically integrates socio-ecological aspects in concepts of media competence. The contribution will present theoretical and conceptual ideas on how the socio-ecological spheres can be addressed in language teaching.

12:30-13:00 Room M203

**“It starts with one...” – A TEFL Perspective on Education for Sustainable Development**

Grit Alter

The UNESCO has been one of the main driving forces that has put forward global educational programs aiming at securing a peaceful and sustainable present and future. The aim of concepts such as Education for Sustainable Development or Climate Change Empowerment is to promote and defend human rights and to foster a more responsible approach to the environment and natural resources. Extended skills and competences are necessary in order to achieve this and raise awareness of a common and shared responsibility for each other and nature. Concepts such as climate change education, ocean literacy and biodiversity learning describe such new skills.

strategy papers such as “Global Citizenship Education” (2014) and the “Education for Sustainable Development Goals” (2017) to carve out central learning objectives. These are linked to common TEFL concepts such as intercultural communicative competence which promises to highlight agency as an explicit and central competence dimension in foreign language teaching. The paper provides a collection of texts on which an implementation of sustainable development goals can be based. It focuses on (semi) fictional picturebooks and discusses Mama Miti (Napoli 2010), Shark Lady (Keating 2017) and The Brilliant Deep (Messner 2018) in more detail to illustrate how ELT can facilitate prescribed learning objectives. Despite their already established potential for the primary and lower secondary EFL classroom, picturebooks are highly beneficial because they not only support language learning and enhance intercultural competences. They can also foster global education and global citizenship as they invite young learners to become (environmentally) conscious citizens who are aware of their situatedness and embeddedness within a ‘glocal’ frame.

This presentation reviews current educational and political



**Cluster VI: Democratic & Political Education**

**Room M209**

11:00-11:30	<b>Irene Heidt</b> Reframing Global Citizen Education: Between Moral and Ethical Dimensions of Language Learning and Teaching
11:30-12:00	<b>Vicky Papageorgiou</b> Power and Resistance: Michel Foucault's Idea of Democratic Education Encounters Reflective Practice
12:00-12:30	<b>Alexey A. Tymbay</b> How to Teach International Relations Students to Use Communicative Strategies in a Political Dialogue
12:30-13:00	<b>Larena Schäfer, Mareike Tödter</b> What It Takes to Educate a Global Citizen – Negotiating Ambiguities, Controversies and Conflicts in the EFL Classroom

11:00-11:30 Room M209

**Reframing Global Citizen Education: Between Moral and Ethical Dimensions of Language Learning and Teaching**

Irene Heidt

Today's age of globalization is characterized by the acceleration of mass migration, technological change, and the continued rise of multilingual and multicultural students holding diverse truths, desires, and perceptions of the world. Global citizenship education has been formulated as a response to these global realities in Europe, conceptualizing the global citizen who traverses national and cultural borders with openness towards and tolerance of the Other by taking a moral position which is based on Kantian rationality and human rights consciousness (cf. Byram, 2008, 2009). This paper argues that such a prescriptive morality of 'how to be' (*savoir-être*) clashes with the multicultural habitus of the students in today's classrooms, requiring language teachers to navigate, harness, and

reconcile contradicting discourses in their multicultural classrooms. In this paper, I shall reframe the concept of global citizen education by grating attention to both, the moral and ethical dimension to language education. While the former refers to the institutional expectations to teach language and culture according to educational standards and societal needs, the latter involves the language teachers' ethical responsibility to contribute to the students' individual sense of self (Kramsch & Zhang, 2018). I shall draw on a longitudinal ethnographic study based on observations, interviews, and audio recordings taken in an ethics class at a high school in Berlin with 14 year-old Muslim students born in Germany to parents who emigrated from Egypt, Lebanon, and Turkey. Particularly, the study investigates how a German teacher with Iranian background grapples with the ethical dilemma of socializing her students with migration background into the larger social, political, and epistemological German context and yet engaging with their embodied cultural, religious, and linguistic differences so as to enable their ethical self-formation and individual growth.

11:30-12:00 Room M209

**Power and Resistance: Michel Foucault's Idea of Democratic Education Encounters Reflective Practice**

Vicky Papageorgiou

In Foucault's work central is always the issue of power. He talks about a "panoptic" body that monitors and one which transforms the individual into an object of information and not a subject of communication. Consequently, we are talking about the creation of submissive bodies. Therefore, if institutions such as schools develop such power/knowledge relationships within them, then knowledge is linked to the exercise of sovereignty. The question, which is therefore reasonably posed, is whether we can finally get

out of such a surveillance policy. How can one change the education system? How can education become more democratic?

The aim of this presentation is to try to question concepts regarding the sociology of education based on some of Michel Foucault's main views, mainly through his work "Surveillance and Punishment", and to critically address the various theoretical problems that arise, as well as schooling practices. Reflective practice will be presented as a means of resisting a monitoring and control policy that prevails schools today and it will be argued that this is the main way of empowering both students and teachers. Foucault's ideas will be linked to reflective practice theories (e.g. by John Dewey and others) in correlation with visualization techniques and art. Significant examples will be presented to show how these theories, when put into practice, can lead to transformation.

12:00-12:30 Room M209

**How to Teach International Relations Students to Use Communicative Strategies in a Political Dialogue**

Alexey A. Tymbay

The author suggests a method of applying authentic political dialogues and other samples of political speech to teaching ESP students majoring in Diplomacy and International Relations. The aim of the research is to provide a reliable method of developing communicative competences within the framework of profession oriented classroom experience. The author bases his findings on a practical analysis of recordings of different types of dialogues of British and American politicians conducted at MGIMO University Research Center (Moscow, Russia). For practical purposes these dialogues are classified according to their status and referred to

political discourse through the opposition of marked/unmarked types. The findings of the research can be viewed as a background for a multistage project work in ESP classes. The stages of the project include finding relevant political dialogues samples, developing a purpose-based classification and identifying communicative strategies. When teaching ESP students, special attention is to be paid to the type of turn transitions in dialogues as in a politically marked dialogue smooth/non-smooth transition of a speaker can be viewed as a reflection of the participants' communicative strategies. In terms of the project work senior students are expected to analyze the types of turn transitions in various types of sample dialogues and point out as well as generalize the communicative strategies of the participants. In later stages of the project students are supposed to generate their own dialogues employing the communicative methods they discovered. In doing so, they expose themselves to a large amount of authentic material in a foreign language as well as acquire skills demanded in their future job.

12:30-13:00 Room M209

**What It Takes to Educate a Global Citizen – Negotiating Ambiguities, Controversies and Conflicts in the EFL Classroom**

Larena Schäfer, Mareike Tödter

Travel, according to Mark Twain "is fatal to prejudice, bigotry, and narrow-mindedness". Even though traveling is accessible to more people than before, being a "real global citizen" who is familiar with many worlds, open-minded and involved in global decision making remains the privilege of a few. Contrasting this ideal of a "global citizen" with the widening gap between the rich and poor as well as a spreading sense of powerlessness among large parts of European societies poses the question of why and how we, as educators, can include the global into the EFL classroom without ignoring real-life conditions of many pupils.

This contribution argues that the concept of negotiation of meaning (*Bedeutungsaushandlung* Bonnet, 2004) and the EFL classroom as

a third space (Kramsch, 2009) constitute promising starting points. However, we would like to take these concepts one step further by drawing on radical democracy theories and Hannah Arendt's concept of the Political. With these perspectives we can shift the focus from an exchange of opinions that results in a commonly accepted solution (like Habermas' concept of deliberation) towards the EFL classroom as a realm for conflicting judgements and perceptions which acknowledges ambiguities, controversies and conflicts. Drawing on findings from two studies we would like to show how these alterations could acknowledge pupils' everyday life (*Lebenswelt*) and why it could bring the aforementioned benefits of "a well-travelled global citizen" into the classroom, i.e. the decentring from ones' own viewpoint, the probing and trying of various perspectives. The contribution, thus, brings together conceptual reflections and empirical insights. Our studies originally explored reactions to and negotiations of foreignness (*Fremdheit*) in three group discussions and negotiation of global (street) art in two different classes in a real-world setting. Both revealed principles of framing negotiations (or rather: reasoned argumentations) that our contribution will touch upon.



# Wednesday 14:30 – 16:30

## Cluster I: CLIL

### Room DZ001

14:30-15:00	<b>Subin Nijhawan</b> A CLIL Pedagogy for Global Sustainability and Citizenship Education: How the Global and the Local Fuse in the Bilingual Politics & Economics Classroom
15:00-15:30	<b>Giovanna Carloni</b> Digital Pedagogy and CLIL for the Development of Intercultural and Global Dimensions in Higher Education: n Italian Perspective
15:30-16:00	<b>Rieko Nishida</b> EFL Learner’s Motivation and Affect to Explore their Global Perspectives in Content and Language Learning
16:00-16:30	<b>Yoichi Kiyota</b> Language Learning in Cooperation with Museums

### 14:30-15:00 Room DZ001

#### A CLIL Pedagogy for Global Sustainability and Citizenship Education: How the Global and the Local Fuse in the Bilingual Politics & Economics Classroom

Subin Nijhawan

My paper presents the pillars of an integrated curriculum for CLIL classes in Politics & Economics with the main learning objective defined as ‘*global discourse competence*’. Moving beyond well-established models of inter- and transcultural learning, global discourse competence fosters the students’ abilities to participate in debates related to global challenges and opportunities both at the local and global level. As (foreign) language learning offers an apt arena for “education for cosmopolitan citizenship” (Osler und Starkey 2015), the bilingual approach thus supports initiatives for more global justice and solidarity as well as human rights education. As ‘the global and the local’ fuse, *glocalization* (Robertson, 1995) ultimately becomes a realistic and living concept, hence promoting active transnational civil society development.

Subsequent to the theory, I will present results from my “design-based action research” (Nijhawan 2017) in a 10th grade surrounding the topic of climate change (L1: German; L2 English). Together with the students as main stakeholders, I developed and examined different democratic and groupwork-based micro-methodologies. These were directed towards a profound and judicious integration of the L1 into CLIL for the genesis of “translanguaging spaces” (Wei 2011) of negotiation. Furthermore, different levels of bilingual dynamism concomitantly facilitate emotional control (cf. Heise 1979). Therefore we experimented with a (i) a *phase-based model* (with mutual code-switching of languages during different teaching phases); (ii) a *role-based model* with students occupying different language roles simultaneously (including individual code-switches); and (iii) a *mode-based model* (with individual and productive code-switching between speaking and writing).

The results concluded from the triangular method design – consisting of, *inter alia*, (i) student surveys, (ii) observations reported as “Thick Description” (Geertz 1973) and (iii) the analysis of learner products – show that CLIL in Politics & Economics with its nexus to globalization bears the potential of a sublime approach towards global sustainability didactics.

### 15:00-15:30 Room DZ001

#### Digital Pedagogy and CLIL for the Development of Intercultural and Global Dimensions in Higher Education: An Italian Perspective

Giovanna Carloni

Internationalization at home (IaH), which entails that on-campus curriculum-based activities feature global and intercultural dimensions (Beelen, Jones 2015), aims to foster the development of global students who cannot participate in Internationalization abroad through student mobility. In this respect, in CLIL (Content and Language Integrated Learning) learning environments, where a con-

tent subject is taught through the medium of a foreign language, the intercultural and global aspects of the foreign language used in class are integrated into classroom activities at university level. Furthermore, to enhance the intercultural and global dimensions of the learning process in CLIL classes, Open Educational Resources (OERs), such as free digital tools, can be used to implement technology-enhanced activities aimed at fostering the development of global citizens. Global intercultural citizenship entails, in particular, the development of multilingual students able to tackle global issues and interact in transnational contexts effectively (Wagner, Byram 2017). Within this framework, the digital activities created by means of free digital tools (including corpora) to foster students’ global and intercultural skills in a CLIL sociolinguistic course taught in English at the University of Urbino will be illustrated and analyzed.

### 15:30-16:00 Room DZ001

#### EFL Learner’s Motivation and Affect to Explore their Global Perspectives in Content and Language Learning

Rieko Nishida

In this talk, I will describe a half-year long course of the integration of content and language to see the changes in students’ linguistic proficiency, ideal L2 self, international posture, intrinsic motivation (stimulation, accomplishment and knowledge) and self-efficacy (speaking, listening, reading and writing) in the Japanese EFL context. There are four sets of data including the year of 2014 and 2018, which integrated content and language syllabus with the project-based activities in order to enhance students’ proficiency, motivation and affect in language learning. In the language classroom, the content was integrated in the presentation project based upon their majors and interests, as well as global education to explore their global perspectives. The syllabus was based on their content

learning and global learning with the inclusion of the Internet and other resources. The questionnaires including intrinsic motivation, international posture, ideal L2 self, and self-efficacy were given three times in every 7 weeks during the semester courses. And also to see students’ linguistic proficiency, students took the proficiency test called CASEC (Computerized Assessment System for English Communication) twice a semester. The result of descriptive statistics and repeated measure of analysis of variance (ANOVA) showed that students tended to show an increase in self-efficacy toward the end of the semester. Students’ proficiency seemed to have increased, though it was not statistically significant. Also in a qualitative manner, students were also asked to fill out the Motigraph in a retrospective manner. Based on the Motigraph, students seemed to have increased their motivation throughout the course. In this presentation, a summary of the data throughout the course as well as the data especially during the year 2017-2018 will be presented from the global perspectives on language learning and teaching in the Japanese context.

### 16:00-16:30 Room DZ001

#### Language Learning in Cooperation with Museums

Yoichi Kiyota

This research examines a framework of language learning in cooperation with museums. We face drastic developments in intelligent technology and a change in the geopolitical situation. It has increased the need of improvement of learning to encourage learners to be independent ones who have a readiness and capability to deal with those changes as global citizens. Foreign language learning is not exceptional. One of the suggested methods of improvement in the quality of foreign language learning is through Content and Language Integrated Learning (CLIL). The benefits of CLIL include increased cultural awareness, internationalization through reflection and language competence, which would be preparation for both study and working life.

Museums also offer hands-on learning experiences which include a rich combination of emotion, cognition, sensation and reflection (Hein, 1998). Language learning may utilize these benefits of museum learning for reinforcement of its learning contents. Furthermore, learners may obtain suggestions about the procedures to develop lifelong language learning through developing learning literacy at museums.

Museums have a significant role which offers learners opportunities to access educational resources according to their needs. Muse-

This research focuses on a seminar project of Hiroshima Peace Memorial Museum, titled “*Eigo de Tsutaeyo Hiroshima Seminar*” (Let’s convey “Hiroshima” in English) for the examination of efficiency in the language learning in cooperation with a museum. Through the seminar, attendants learn an appropriate way of delivering information about the atomic bomb disaster of Hiroshima in English and recognize the necessity of understanding “Hiroshima” from various points of views. The majority of attendants were high school students and some of them tried to continue to learn more about “Hiroshima” as a resource of a peace study after the seminar. One of their achievements includes joining Hiroshima Archive Project, a pluralistic digital archive that tells the reality of Hiroshima atomic bomb.



## Cluster II: Plurilingualism and Multilingualism

### Room DZ003

14:30-15:00	<b>Mario Luis Lopez-Barrios</b> Citizenship Education in ELT: Examples of Context-Sensitive Activities for Plurilingual Secondary Schools in Argentina
15:00-15:30	<b>Jürgen Kurtz</b> Neoliberal Narratives of Threat and the Recalibration of Language Teacher Identity – Fabricating Useful Multilinguals for an Expanding Global Economy?
15:30-16:00	<b>Albert R. Zhou</b> Negotiating the Meaning of Language, Identity and Global Readiness: A Case of a Multicultural Interactive Classroom Community in a Japanese University
16:00-16:30	<b>Elisabeth Chowanetz</b> The Teachers’ Perspective of Multilingual Students in EFL Secondary Schools in Bavaria

14:30-15:00 Room DZ003

### Citizenship Education in ELT: Examples of Context-Sensitive Activities for Plurilingual Secondary Schools in Argentina

Mario Luis Lopez-Barrios

Foreign Language Education in the school context is a privileged space to develop Global Citizen Education. As such, it is a cross-curricular content commonly included in foreign language education curricula in Argentina. In the context of a materials design project currently under way at the School of Languages, National University of Córdoba, Argentina, we propose to develop materials for the particular context of state secondary schools with a Foreign Languages orientation in the upper secondary school stage (16-18 year

olds). In these schools, learners continue learning English as the first foreign language started in the lower-secondary school rate, now at a rate of 5 weekly 40-minute classes, and start learning three additional foreign languages (French, Italian, Portuguese). In this presentation, I present three examples of activities for an English class tailored to suit the needs of learners of this particular educational setting in which the interaction among the different foreign languages learned is required by the curriculum. This configuration puts a contrastive linguistic and intercultural approach at the heart of the foreign language learning process. Locally produced materials are especially meaningful in this context, as commercially produced materials tend to miss the degree of reliance on the learners’ sociocultural background and proficiency level. The topics on which the activities are based on the three aspects of citizenship suggested by the local curriculum: identity construction, rights and participation.

15:00-15:30 Room DZ003

### Neoliberal Narratives of Threat and the Recalibration of Language Teacher Identity – Fabricating Useful Multilinguals for an Expanding Global Economy?

Jürgen Kurtz

Over the past twenty years, German governments have implemented a series of neoliberal policies designed to reshape the educational landscape and the character of schooling in this country. The proposed talk problematizes how neoliberal narratives of perceived threat (to economic prosperity, global economic strength and growth in particular) and the post PISA logic of regulated deregulation (through competency based standards and outcome oriented curricular frameworks) are beginning to affect language teachers’ professional status, autonomy and motivation. Based on recent scholarly work on neoliberalism and language education worldwide, particular attention will be given to the following questions:

1) How do EFL teachers in Germany actually perceive and respond

to the key ideas of neoliberalism in foreign language education (i.e. performativity, measurability, comparability, competitiveness, accountability, surveillance and compliance)?

2) More specifically, what empirical evidence is currently available indicating how EFL teachers in Germany experience and cope with the potential tensions that (may) arise from ‘fabricating’ useful and employable multilinguals for the international job market vs. cultivating inter and/or transculturally informed, emancipatory and participatory citizenship as envisaged in the academic discussion?

3) In view of the discrepancies between theorizing intercultural citizenship and developing it under the current neoliberal regime in praxis, what alternatives to viewing EFL teachers as political agents enacting neoliberal political and, more specifically, curricular agendas are conceivable and, perhaps, necessary?

Due to the paucity of empirical research in this area, this talk will raise more questions than it can possibly answer or hope to resolve. Nevertheless, it is of great importance to address the conflicting, and somehow paradoxical conceptualizations and values underlying culture sensitive approaches to learning and teaching in EFL classrooms in Germany (and, perhaps, in other language learning scenarios in other countries) today.

15:00-15:30 Room DZ003

### Negotiating the Meaning of Language, Identity and Global Readiness: A Case of a Multicultural Interactive Classroom Community in a Japanese University

Albert R. Zhou

This presentation discusses the findings of a case study on the effects of a multilingual/multicultural classroom community on students’ learning experiences and personal growth in a 16-week seminar on intercultural communication. Students’ personal growth is observed and discussed in terms of students’ (re)construction of language/cultural identity, their attitude towards interaction with people from diverse linguistic/cultural backgrounds, their language proficiency in English, and their perceptions of global citizenship.

20 students from 5 countries participated in the seminar. Throughout the course, students were encouraged to write intercultural reflection journals which documented how their conceptualization of language/cultural Self and Other shifted along with their intercultural interactive experiences during the course. They were en-

couraged to share among themselves and with their instructor their intercultural experiences, their understanding of the course topics and their perceptions of the classroom setting. At the beginning of the seminar, a survey was conducted to record students’ perceptions of intercultural competency and global citizenship, as well as their English language proficiency. At the end of the seminar, a final presentation session and a similar survey gave the students the chance to summarize and evaluate their learning experiences.

Both students’ narratives and the survey results indicate a rewarding interactive learning experience. Students reported that they become more positive about their multiple linguistic/cultural identities in their process of negotiating the meaning of becoming a global citizen. Moreover, students developed a high interest in other languages and cultures, as well as became more confident and competent in intercultural/international relationship building. Furthermore, most of the ESL students demonstrated higher motivation to learn English and improvement in English writing skills. Disparities in English language proficiency and differences in culturally shaped expectations about classroom learning can still be observed as real issues of concern in a multicultural learning and teaching context. Implications for further inquiry will be discussed.

16:00-16:30 Room DZ003

### The Teachers’ Perspective of Multilingual Students in EFL Secondary Schools in Bavaria

Elisabeth Chowanetz

Classes in formal educational settings are characterised by increasing linguistic and cultural diversity which reached a new peak by the latest migration movements. The number of students with a migrant background, possibly further native languages and an identity that is influenced by more than one language and culture is expected to rise in the future. In addition, the use of digital media and the use of English as a lingua franca worldwide further enhance the creation of globalised learners. These trends ask for new classroom practices in EFL teaching since multilingual learners possess a rich but often unrecognised linguistic and metalinguistic repertoire (cf. Deutsch 2016; Jakisch 2015).

Furthermore, multilingual competence is seen as a stepping stone to peace education as well as an asset to become successful in today’s

globalised world (cf. CEFR 2001). Binding educational documents such as the CEFR and curricula for English in all school types promote the development of multi- or plurilingual competence in language education. This is supported by research findings showing that all languages which an individual has acquired or learned are active in every communicative act (cf. De Angelis, 2007).

Although learners with a migrant background can be regarded as globalized citizens they are frequently confronted with disadvantages and discriminatory practices in their educational and/or their professional career.

How can English language teaching be adapted in the digital age so that learners with and without additional first languages have an optimal learning outcome? This presentation tries to approach the question by focusing on the perspective of English language teachers as the providers of learning opportunities. By shedding light on findings from an online survey done in 2017/2018 among English teachers in Bavaria (Realschule & Gymnasium), ways to implement and beneficially use further mother tongues in the EFL classroom will be explored and discussed.

Cluster III: Projects & Texts

Room DZ005

14:30-15:00	<b>Sabine Rettinger</b> The KinderCouncil – A Pilot Project for Future Global Education and Transcultural Learning in Foreign Language Education
15:00-15:30	<b>Rie Adachi</b> The Effectiveness and Challenges of International Project-Based Learning at Japanese Primary Schools
15:30-16:00	<b>Kagari Tsuchiya</b> Promoting the Dissemination of Digital Textbooks in Foreign Language Education at Elementary Schools in Japan
16:00-16:30	<b>Masako Sasaki</b> Methodological Exploration with a Picture Book for Learning English as Communication

14:30-15:00 Room DZ005

**The KinderCouncil – A Pilot Project for Future Global Education and Transcultural Learning in Foreign Language Education**

Sabine Rettinger

Attempting to establish ways of bringing the “global realities” (Kramersch 2014) of a constantly and rapidly changing world with which foreign language educators are supposed to prepare their students to engage into the foreign language classroom, two semesters ago a pilot has been established at the University of Education Karlsruhe: The KinderCouncil (KC), a cooperation project of the Institute of Multilingualism at the University of Education Karlsruhe (PHKA) and the DHBW Karlsruhe, brings together children between the age of six and fourteen for a voluntary, weekly two-hours after-school session at the university. There they meet with students from the English Department within the Institute of Multilingualism taking part in a seminar on global and democratic citizenship education, transcultural learning and intercultural communication.

Heterogeneous with respect to their age, own cultural and language background, homogeneous in their shared interest for the global challenges our world is facing the members of the KC deal with topics like cultural identity, human rights, discrimination, cross-cultural conflicts as well as chances and challenges of multilingualism.

Combining Kramersch’s (1993) notion of third space with narrative approaches for intercultural learning as supposed by Bredella (2012) and for the development of solidarity and global citizenship as proposed by Rorty (1989) and Nussbaum (1998), the KC investigates aspects of global citizenship and transcultural learning within a foreign language education framework. While doing so, the KinderCouncil’s participative, democratic perspective is being mirrored by the structural setting of the sessions: Within the sessions there are no restrictions with regard to the languages being spoken. Members of the KC discuss, debate and decide on the base of a participatory democratic system – whenever helpful drawing on digital and social media, vividly speaking about the future in a regular local meeting of two important social groups of the future: future foreign language educators and future global citizens.

15:00-15:30 Room DZ005

**The Effectiveness and Challenges of International Project-Based Learning at Japanese Primary Schools**

Rie Adachi

In 2020, compulsory English education will begin in all Japanese primary schools. Many EFL researchers and educators have been working together to make English lessons interesting, easy to understand, and instructive for young learners.

The presenter has also worked with primary teachers to find better ways and studied international project-based learning programs, such as the Teddy Bear Project and Chocolate Project. There are positive effects of international project-based learning programs since pupils can exchange their thoughts and opinions. They could also collaborate with other students and broaden their horizon in terms of language, culture, and communication.

In this presentation, the presenter will focus on the outcome of her studies and discuss the effectiveness and challenges

of these programs in Japanese primary schools. Adachi, Abe, and Kitano (2018) found that most of their pupils who experienced the Teddy Bear Project program felt very close to the students of the overseas partner schools and had a great interest in different cultures. Moreover, the result of a questionnaire survey at one school indicates that the pupils who experienced various international project-based learning programs became highly motivated to learn English and came to understand the importance of cooperative learning. They also enjoyed creative activities and interaction with different people.

Then, how can we disseminate the ideas and the method of international project-based learning programs in Japan? There are several obstacles, such as insufficient ICT (Information and Communications Technology) devices in schools, teachers’ hectic schedule, the education policy, and so on. If teachers can use various convenient ICT devices and enough subsidies to conduct these projects at their schools, it would be more possible. Since the overall results showed the effectiveness of international project-based learning programs, it is important for researchers to conduct further studies and describe the effectiveness to spread these projects.

15:30-16:00 Room DZ005

**Promoting the Dissemination of Digital Textbooks in Foreign Language Education at Elementary Schools in Japan**

Kagari Tsuchiya

Japanese school educators are encouraged to use information and communication technologies in their classrooms. In particular, the use of digital textbooks is being promoted. The Ministry of Education will position digital textbooks as official school texts and will introduce digital textbooks nationwide from 2020 when the new curriculum guidelines will be fully implemented. However, the penetration rate of digital textbooks is still low (52.1% in elementary schools, 58.2% in junior high schools, and 12.5% in high schools). There are two possible reasons for this:

1. Under the current system, inexpensive paper textbooks are supplied as well as their instruction manuals for teachers, making it unnecessary for teachers to employ new teaching materials. Therefore, they are reluctant to make the effort to implement digital textbooks.

2. Since textbook authorization by the Ministry of Education does not apply to digital texts, textbook publishers must produce digital textbooks with the same contents as paper textbooks. As a result, publishers cannot make full use of the educational features made possible by digital contents. Therefore, motivation on the production side will not significantly increase in the future.

Digital textbooks have great potential for showing educational contents in new and more advanced ways. For example, understanding others is one of the aims of foreign language education in Japan and an important theme that is indispensable in global citizenship training, but in current paper textbooks the themes are reflected superficially. When explaining people from different cultures, digital textbooks can add authentic videos and sounds that more realistically convey cultural elements such as school life, which can lead to students’ deeper understanding of others and their ways of life.

In order to realize the dissemination of digital textbooks, future efforts must include the “enhancement of digital content” and “reforming the awareness of teachers and publishers.”

16:00-16:30 Room DZ005

**Methodological Exploration with a Picture Book for Learning English as Communication**

Masako Sasaki

It must be difficult but exciting to update and transform foreign language pedagogies to respond to the current rapid change and challenges that we have been constantly facing in society and education. By regarding English language education at school in Japan as part of Global Citizenship Education, the methodology of English language education will be more likely to set up and include communication with people of other cultures into it and have a mission to explore and develop ways of fostering both linguistic skills and intercultural understanding. This paper attempts to present one of such teaching methods to develop both linguistic and intercultural competence. What is worth noting in this research is the use of a picture book as the medium of this method.

ability in intercultural communication, Byram’s (1997, 2008, 2009) intercultural communicative competence model proposes what should be considered in instructed foreign language learning. The use of this model will help foreign language teachers design their class to develop “intercultural linguistic competence (Byram, 2009, p. 325).”

A picture book that is selected for the development of intercultural linguistic competence is *Can I Build Another Me?* by Shinsuke Yoshitake. The philosophical theme of this book is intertwined in the story along with interesting and unique pictures and layout. Along the storyline, language learners will have natural communication topics where they can present their familiar facts and exchange their views in their target language, while receiving/producing linguistic and cultural input from/to each other, which is, after all, assumed to be opportunities for simultaneous learning of target language and culture.

In this presentation, a small-scale empirical study is going to be presented and discussed for further development of this method with picture books for intercultural communication.

As a theoretical framework for the development of learners’



**Cluster IV: The Global Citizen**

**Room DZ007**

14:30-15:00	<b>Mónica Lourenço, Ana Raquel Simões</b> The EFL Classroom: An Optimal Space for Global Citizenship Education?
15:00-15:30	<b>Anja Ballis, Markus Gloe</b> "You Have to Become an Upstander!" Holocaust Education Meets Global Citizenship Education in the Digital Age
15:30-16:00	<b>Tamara Budlova, Zoya Levashkina</b> Storyline as an Effective Teaching Method in Global Citizenship Education
16:00-16:30	<b>Selma Kešetović</b> Educating the Global Citizen - Attitudes towards English Language Teaching in Bosnia and Herzegovina

14:30-15:00 Room DZ007

**The EFL Classroom: An Optimal Space for Global Citizenship Education?**

Mónica Lourenço, Ana Raquel Simões

Growing up in globalised societies requires a new kind of education that prepares students to understand the world outside their own country, communicate accurately and respectfully across cultural distance, commit to social justice and equity, and act towards more inclusive and sustainable communities. Within this context, global (citizenship) education (GCE) has emerged as a central theme, linked to pedagogical principles to empower students as critical beings to see the relevance of global issues in their own lives, and to understand their 'glocal' responsibilities (Gaudelli, 2003; Starkey, 2012).

Considering the above and the role of foreign languages in intercultural and democratic citizenship (Porto & Byram, 2015; Wagner & Byram, 2018), this presentation reports on a case study with a grounded theory approach (Strauss & Corbin, 1994) conducted with

two pre-service teachers attending Master's degrees in Foreign Language Education in Primary or Secondary School. The study analyses the projects developed by the pre-service teachers and the individual reflections they wrote throughout a year to understand how they integrate GCE in the EFL curriculum (privileged themes, goals, methodologies, activities and resources), and provide a typology of GCE pedagogies for the EFL classroom.

The results obtained through content analysis show that the teachers were able to discover meaningful links between the EFL curriculum, other curricular areas and global issues. They used different work methodologies and strategies such as project-based learning and simulations, as well as varied activities and resources, creating a dialogic environment that promoted the three learning outcomes of GCE learning – cognitive, socio-emotional and behavioural (UNESCO, 2015). These results allowed us to propose a typology of GCE pedagogies for the EFL classroom that provide possibilities for concrete practices teachers can adapt to integrate GCE into their own contexts and that teacher education programmes can consider in preparing and supporting teachers in their work.

15:00-15:30 Room DZ007

**"You Have to Become an Upstander!" Holocaust Education Meets Global Citizenship Education in the Digital Age**

Anja Ballis, Markus Gloe

In the "Illinois Holocaust Museum and Education Centre" different exhibitions are providing a wide access to the Holocaust-related topic. The exhibition "Take a stand" which is designed for adults, younger visitors, and especially school children presents multiple areas of social justice. Four interactive galleries lead visitors through social justice issues while providing them with knowledge and inspiration and reminding them to make a stand against hatred in all its forms. A central part of this exhibition is a visit to the Holographic Theatre which is located next to the installation. In this

theatre visitors get the chance to meet 13 different "virtual" Holocaust survivors. Recorded by using a high-definition holographic interview technique and paired with voice recognition technology survivors are enabled to tell their stories and then respond to questions from the audience, inviting to and simulating a "face-to-face conversation". Based on field studies at the museum and on interviews with lecturers and pedagogical staff (n=4) we are reflecting upon the question how survivor testimonies are reframed within the interplay of digitization and Global Citizenship Education. To answer this question we will first show visitors' reactions focusing in particular on students to this kind of digital presentation. Secondly, the pedagogical issues and aims of the Museum will be taken into account. And finally, we will draw an outline of an empirical based framework that connects the topics of Holocaust and Human Rights Education as well as the context of formal and informal learning in the 21st century.

15:30-16:00 Room DZ007

**Storyline as an Effective Teaching Method in Global Citizenship Education**

Tamara Budlova, Zoya Levashkina

In this paper, we examine the experimental learning of linguistics students in the Faculty of Foreign Languages of National Research, Tomsk State University using the Storyline method. We employ this method in adult learners of different ages and nationalities and compare the results in terms of educating for global citizenship while fostering such skills as critical thinking, questioning, intercultural and communicative competence and cooperation.

In our globalized and interconnected world today we have to use both innovative approaches to teaching and learning and traditional ones which motivate students to think what is going to happen in the future and how you can change it.

The Storyline method could create an appropriate classroom context in which students would learn to become agents of change and

apply their knowledge to real world issues.

The experimental learning using the Storyline method was implemented in 3 groups (2 and 5-year students and Master's students) in the course of Oral and Written Practice within 1 semester, 7-8 students in each group) related to a variety of real life contexts.

We did a survey aimed at getting a more detailed picture of the Storyline impact on the students' motivation and their ability to use their knowledge in a context-based classroom. According to the students' evaluations they have developed not only communicative competence but also have gained intercultural competence through Storyline with its particular relevance to real world issues and contexts.

In conclusion, we can say that Storyline is an effective method in global citizenship education. It is suitable for every age and any topic to create new challenges and make students more motivated to tackle these challenges due to a sense of personal involvement and relevance to their real life.

16:00-16:30 Room DZ007

**Educating the Global Citizen - Attitudes towards English Language Teaching in Bosnia and Herzegovina**

Selma Kešetović

Attitudes towards language encompass both language policy and theory of languages in contact. Changes in the field of language practice as a dynamic phenomenon also reflect in changes of attitudes towards language since language is a live organism and as such is in constant development and subject to change. With the advancement of technology, and especially with the development of the internet and social networks, English became lingua franca, that is, the language of global communication. The process of globalization accelerated changes in language policy in Bosnia and Herzegovina, and especially in the field of foreign language teaching. The object of this research is to identify attitudes of secondary school students in Bosnia and Herzegovina towards English. The sample of the research is stratified in relation

to gender, age, family educational background and choice of education. Theoretical framework of the research is based on theoretical and practical findings of contemporary sociolinguistics that deals with functioning of language in a society in general. The research is based on a mentalistic view of attitude toward a language which consists of three parts: affective, cognitive and conative. Additionally, the mentalistic attitude is complementary to the theory of globalization of language proposed and elaborated in detail by David Crystal (2002) in English as a Global Language. The final aim of the research is to examine whether certain socio-cultural variables remain constant regardless of technological changes in that society. Precisely, the research is expected to provide scientific knowledge about the attitudes of secondary school students in Bosnia and Herzegovina towards direct educational work in English language teaching: didactic-methodical modeling of teaching, personality of teachers, interaction and communication in English language teaching, student achievement tracking, all in the digital environment. A standard computer program SPSS will be used in the statistical data processing of responses.



Cluster V: Literature & Film

Room M203

14:30-15:00	<b>Marta Janachowska-Budych</b> Educating the Global Citizen with Texts of Migration and Transcultural Literature
15:00-15:30	<b>Stefanie Rudig</b> The Cultural Semiosis of Film in Educating Global Citizens
15:30-16:00	<b>Sabrina Sontheimer</b> The Future, the Present and the Past: Teaching Literature to Future Teachers at University
16:00-16:30	<b>Roman Bartosch, Ulla Schäfer</b> From Local to Global – and Back: Affordances of Scale in Literary Pedagogy

14:30-15:00 M203

**Educating the Global Citizen with Texts of Migration and Transcultural Literature**

Marta Janachowska-Budych

Globalization understood as constantly growing interconnectedness between people around the world driven by political, economic, technological and environmental changes is closely related to the phenomenon of migration, which is one of the causes as well as consequences of globalization. Migration became an everyday experience for millions of people and found its reflection in arts for instance in the so-called ‘migration literature’ as well as ‘transcultural literature’ and slowly finds its way into education including modern foreign languages and cultures teaching and learning.

In the context of educating the global citizen, the aim of the paper is to present and discuss the potentials of integrating the migration and transcultural literature into the processes of teaching and learning (about) foreign languages and cultures on three levels:

- a) The level of contents and topics – reflection on global mobility, migration, its causes and consequences such as cultural hybridity, multilingualism, questions of belonging as global challenges
- b) The level of working methods – methods used for working with migration and transcultural literature as part of global learning
- c) The level of theoretical concepts of foreign languages teaching and learning – putting the migration and transcultural literature into a broader perspective and reflection on its interconnectedness with concepts of inclusion, environmental humanities, cultural memory etc.

15:00-15:30 M203

**The Cultural Semiosis of Film in Educating Global Citizens**

Stefanie Rudig

At the latest since the iconic turn, scholars have explicitly recognised the centrality of cultural semiosis through images. Students of foreign language philologies unavoidably approach images from different cultural contexts hermeneutically. Course instructors, who aim at honing their students’ critical thinking skills, need to respond to the global information tide and equip students with the relevant competencies to manage the barrage of images. A key competence in this regard is the adoption of a non-representational perspective

on language and text – text in the broad sense of the term, including images and film. In this paper, I will focus on the semiotic landscape of film and its epistemological potential for teaching cultural studies in the foreign language classroom. Instead of assessing films only in relation to values of realism, as frequently championed by the film-critical establishment, I will highlight their capacity to imagine fictional spaces in culturally inscribed places. My paper, synthesising theory and practice, will draw on a specific example of engaging with the semiotics of film in foreign language teaching. I will discuss the conceptual framework of a course taught at a French university, in which I invited my students to explore different Anglophone cultures through film. As a central concern, my paper will broach the question whether the films foreground nationalist paradigms rather than fostering ideas of global citizenship.

15:30-16:00 M203

**The Future, the Present and the Past: Teaching Literature to Future Teachers at University**

Sabrina Sontheimer

“Often, despite their intentions to do otherwise, new teachers teach as they were taught.” This often quoted statement by Mary M. Kennedy points to a vital problem the current system of teacher education at university in Germany faces: the teacher training of English for example, is split up into the different fields of didactics, linguistics, and literature; but while university teachers for the didactics of English are naturally trained well didactically, those who teach linguistics and literature have no formal education in how to teach their subject. While the situation has improved over the last couple of years by the establishment of new training programmes, it is still not necessary for, and sometimes even detrimental to one’s academic career to put effort into one’s teaching. Additionally, there is no university didactics for the specialised fields of for example English literary studies.

So in the specialised academic fields, future teachers learn from role models who themselves have nothing to build on except their own experience of their former teachers – some of which might have been natural talents, but some might not. In the context of a more and more globally connected world, this lack of formal university teacher training causes problems regarding current global and social developments, such as the influence of digital media or the need for an international, interactive, and nonviolent communication, as well as practice and problem orientation. To meet the needs of students in their teacher training, the practice of teaching at university has to be discussed and evaluated. This paper should serve as a stimulus to spark such a discussion.

To achieve this, a seminar model of teaching literature at university will be sketched, which moves away from the standardised concept of weekly student presentations to a format in which students are challenged to interactively engage with literature using digital media, working with reading and analysing strategies, and contemporary communication strategies to make them fit to keep literature vital and interesting to their future pupils who as well will be living in a rapidly and globally changing world. If all teachers at university are taught how to teach now, future teachers might profit a lot from how they are taught today.

16:00-16:30 M203

**From Local to Global – and Back: Affordances of Scale in Literary Pedagogy**

Roman Bartosch, Ulla Schäfer

One of the common grounds of global, transcultural, and environmental or sustainability education is the challenge of scale: How to conceive, describe, and eventually teach cultures and languages on a scale that encompasses the world, or globe, in its alleged totality? After a theoretical discussion of the problem of scale in literary criticism and literary and cultural pedagogies,

and with an eye on recent research on ‘ecological perspectives’ on language learning (Kramsch), our talk introduces the model of transcultural ecology that seeks to supplement existent pedagogic work on the orchestration of perspectives (*Fremdverstehen*) through the ‘scaling of perspectives.’ This educational model allows for both cooperative and inclusive approaches and engages pupils’ critical competences through an ongoing, communicative negotiation of referential frames. As select examples from the 5-year teaching project ‘European Kids for the Environment’ show, it can be applied in primary and secondary school contexts and has important implications for task and materials design as well as forms of assessment.



Cluster VI: Transcultural Identities

Room M209

14:30-15:00	<b>Frauke Matz, Michael Rogge</b> Widening the Horizon: Exploring Anglophone Worlds in the Digital Age
15:00-15:30	<b>Isabel Martin, Michiko Weinmann, Rod Neilsen</b> Juggling Selves: Navigating Pre-service Teaching Experiences in Overseas Contexts
15:30-16:00	<b>Christian Ludwig</b> Exploring the T of LGBTQ – (Canadian Trans)* Literature in the EFL Classroom for Citizenship Education
16:00-16:30	<b>Cristina Ros i Sole</b> Global Cartographies & Wardrobe Identities

14:30-15:00 M209

**Widening the Horizon: Exploring Anglophone Worlds in the Digital Age**

Frauke Matz, Michael Rogge

English language teaching faces an immense challenge, as English is the lingua franca of the age of globalization and digitalization. The highest goal for learning English as a foreign language should thus be to help our students become global democratic citizens in fostering critical discourse competences in global and digital settings. This can only happen, though, if the curriculum allows enough flexibility to explore new cultural and digital avenues. Accordingly, this also includes a focus on anglophone cultures which have not yet received enough or even any attention within curricular guidelines, exploring global varieties of English and posing questions regarding migration and global human rights issues in line with transcultural approaches to learning.

tural approaches to learning.

On a local level, English language education in North Rhine-Westphalia has only very recently responded to global challenges and has transformed their educational guidelines in introducing Nigeria as a new country of reference, which should serve as an example to explore the postcolonial African continent. This poses an immense challenge both to teachers and students. In this presentation we argue that this challenge can be met with the help of the Multiliteracies Approach, which – in its essence and in combination with the principles of scaffolding – allows for transcultural, democratic teaching within digital settings: employing augmented reality, linguistic corpora, educational applications such as story maps as well as multimodal intertextual settings can enrich the process of negotiating meaning, furthering (trans)cultural learning. We will give an insight into this teaching and learning approach and illustrate how this can be implemented into practice.

15:00-15:30 M209

**Juggling Selves: Navigating Pre-service Teaching Experiences in Overseas Contexts**

Isabel Martin, Michiko Weinmann, Rod Neilsen

Global mobility programs for pre-service teachers are an increasingly integral aspect of teacher education courses. As a result of the culturally and linguistically diverse nature of schools in many countries, and the expanding internationalization of education, education systems and the teaching profession, the need to prepare teachers as global educators represents a challenging task for teacher educators (Villegas 2008).

tional field experiences on teachers' identities (Block 2007; Ellwood 2011; Kinginger 2013; Porsch and Lüling 2017). However, research in this area has failed to engage more deeply with neo-colonial perspectives underpinning international education (Chen 2010; Motha 2014; Zemach-Bersin 2007).

To further examine the tensions mentioned above, this presentation draws on a comparative analysis of pre-service teachers' experiences in two mobility programs — a German program undertaken in Laos, and an Australian program in Chile, in which participants spent several months/ weeks in-country as TEFL teachers or trainers-in-tandems.

Mobility programs represent a complex scenario; both teachers and teacher educators are required to be “prepared” to teach global citizens for diversity, equity, multiculturalism and social justice. A further dimension of complexity arises from tensions between the avowed aims of teacher professionalism, which include the development of “new forms of habitus” (Vertovec, 2009:70), and national agendas.

Such a comparison has two aims: first, to add to current understandings of transnationalism as “the condition of cultural interconnectedness and mobility across space” (Ong 1999); second, to examine how historically constructed and discursively (re)produced binary categories of cultural self and other continue to shape intercultural encounters (Hall 1996, 1997). From this arises the need to support pre-service TEFL and Languages teachers in finding new discursive ways to engage with the complexity of their experiences and their expanding sense of identity.

Much research has shown the effects of mobility programs on transnational competencies, and has investigated the impact of interna-

15:30-16:00 M209

**Exploring the T of LGBTQ – (Canadian Trans)\* Literature in the EFL Classroom for Citizenship Education**

Christian Ludwig

Trans\* fiction written by, for and about trans\* individuals is a vibrant literary genre that has come a long way in a very short time. The evolving diversifying forms and styles of this fiction as well as a constantly growing audience outside the transgender community has resulted in increasing visibility beyond gender, queer and trans\* studies. The present presentation within this new academic awareness takes both a theoretical and practical approach by looking at Canadian transgender literature as well as discussing its potential for the EFL classroom. Selected contemporary pieces will serve as examples of the wide diversity of subjects currently prevalent in the genre. The first part of the talk intends to provide

some basic insights into the transgender community which, largely marginalised for a long time, is slowly emerging from the shadows. This is not only due to the increasing visibility of trans\* individuals in popular media but also to the fact that trans- gender activism has become a cutting-edge topic in political and social discourses. The ensuing part then considers the issue at hand from the perspective of citizenship education, particularly focusing on gender diversity. The last part then looks at how to teach trans\* issues in the EFL classroom through trans\* texts by trans\* authors. Here, Kim Fu's debut 2014 novel *For Today I am a Boy* serves as an example of trans\* literature for the EFL classroom. The family saga depicts the (gender identity) journey of its main protagonist Peter Huang, a young transgender child born to first-generation Chinese immigrants in the small town of Fort Michel, Ontario, Canada. In contrast to other pieces of trans\* literature, Fu depicts her protagonist during his childhood and early adolescence focusing on his process of self-realisation, making his journey of self-discovery and his coming to terms with his gender and sexual identity one of the major themes of the novel.

16:00-16:30 M209

**Global Cartographies & Wardrobe Identities**

Cristina Ros i Sole

The social sciences and, to a certain extent, intercultural studies, have seen a shift from seeing cultural identity as a collective endeavour to conceptualising it as a process of individualisation (Whetherell 2009). In parallel to this, Literacy Studies, Applied Linguistics and Intercultural Communication have moved towards a wider understanding of what constitutes language, meaning-making and the role of multimodal resources within it (Phal and Rowsell 2010, Bezemer and Cress 2018, Ros i Solé 2016). Such complex semiotic practices include not only our relationship with other human beings, but also our relationship with objects and cultural artefacts (Pennycook 2016) This paper will be drawing on

these theoretical perspectives and original ethnographic data to argue that personal wardrobe ‘collections’ are not only symbols that index our identities, but they are also powerful laboratories of the self. I will do this by showing that clothes may be seen as a dynamic space where the outside and the inside of our identities meet, and where key issues of self and world-making are revealed. The domestic, ordinary rituals and subtle ways in which we store our clothes, put together or discard an outfit, carry out the seasonal spring-clean of our closet, or the packing of our bags for a trip, are sites where our multilingual and global identity practices are re-enacted and revised. Investigating our wardrobe collections may give us a privileged insight into how we construct our idiosyncratic cartographies of the world and how these are inscribed on the self through the materiality of clothes. So that clothes collections are not seen as inanimate objects, but as identity *assemblages*, vibrant matter and ‘thing power’ that co-construct who we once were, who we are now and the type of global citizen we dream to be.



# Thursday 10:30 – 12:00

## Cluster I: Language & Global Spaces

### Room DZ001

10:30-11:00	<b>Chloé Faucompré, Julia Putsche</b> Towards a Commitment to European Citizenship in Foreign Language Education: Training Future Language Teachers in A Cross-Border Region With A View To European Cohesion
11:00-11:30	<b>Abigail Villagran, Florence Grolleau</b> Promoting a Global Perspective among Mexican College Students
11:30-12:00	<b>Min Wang, Daniel Ness</b> Geographical Spatialities of ELL Students: GPS Experiences through Non-English and English Digital Devices

### 10:30-11:00 Room DZ001

#### Towards a Commitment to European Citizenship in Foreign Language Education: Training Future Language Teachers in A Cross-Border Region With A View To European Cohesion

Chloé Faucompré, Julia Putsche

The Upper Rhine cross-border region has been showing for several years a strong political will for cross-border cooperation with the aim of making this region a real laboratory for European citizenship (Breugnot 2007). This desire is reflected in the establishment of interregional institutions, such as the Franco-German-Swiss Rhine Conference and the implementation of cross-border projects such as INTERREG projects.

In several joint publications we demonstrated the need to work according to a bottom-up logic on the implementation of a cross-border, inter- and transcultural didactic approach (Raasch, 2008) for the teaching of French and German as foreign languages in the Upper Rhine region (Faucompré & Putsche, 2017, Putsche & Faucompré, 2016). This cross-border didactic approach is both the subject of research in our scientific work and the subject of teaching our respective students, future teachers of the neighbour's language

from the University of Education of Freiburg (Germany) and from the University of Strasbourg (France).

In our contribution, we aim to analyse the implementation of an identical higher education teaching design in two neighbouring regions belonging to two different national contexts and aiming the same objectives: raising awareness among future teachers to commit themselves to cohesion at the border, with the objective of “living and doing-with” the neighbour, in order to be able to train their future learners in European citizenship in a sustainable peace objective. To achieve this aim, our design allows students to take on the role of researcher by proposing their own didactic solutions in the form of ready-to-use teaching product.

This study aims to demonstrate how a research-based-learning approach (Healey & Jenkins, 2009) can be used to train future committed language teachers in a cross-border context. Our study results will be presented from two perspectives: On the one hand, we will explain why binational and cross-border cooperation within the same European area constitutes an inter- and transcultural higher education teaching design in itself, and on the other hand, with the help of collected student representations, we will present how the characteristics of this design make it possible to make these future teachers real committed inter- and transcultural mediators (Zarate et al., 2004) in favour of European citizenship across national borders.

### 11:00-11:30 Room DZ001

#### Promoting a Global Perspective among Mexican College Students

Abigail Villagran, Florence Grolleau

To enhance global competencies among students, UPAEP, a private Mexican university, assembled a multidisciplinary Committee. A global competence test was applied to a sample of students. The results showed a need for Global and Historical awareness, and for intercultural communication skills. These findings led to the design of an undergraduate General Education course called Global Perspectives.

As English has become the language for global interactions, the

new course was entrusted to the Language and Culture Department. During this process, it became imperative to rethink the purpose of learning English as a foreign language, and to reconsider our English program learning goals as part of a wider network of global competencies. First, using English as medium of instruction was proposed to engage students with English as lingua franca. Such an approach enables global connections, opens the door to information sources and current discussions in the global arena. Secondly, assignments were linked to the UN Global Goals to develop students' empathy, to individually and collaboratively analyze, question, and design proposals to promote social awareness.

A major challenge in the creation of this course was the selection of a textbook. After reviewing several options, and even contacting authors, it became clear that information was frequently biased and

targeted audiences with other learning needs. As a solution, we decided to create our own pedagogical approach and to continuously select open-source documents alongside students. Consequently, another challenge turned out to be finding instructors well-versed in global issues, in using English as medium of instruction, and skilled in content development.

The growing demand of global competencies in the higher education has highlighted the need to rethink the purpose of learning other languages, the relevance of textbooks for global competencies, as well as the trajectories of the professors and their preparedness to meet the learning goals.

### 11:30-12:00 Room DZ001

#### Geographical Spatialities of ELL Students: GPS Experiences through Non-English and English Digital Devices

Min Wang, Daniel Ness

Global Positioning System (GPS) software use among smartphone owners is ubiquitous. According to Anderson (2016), 90 percent of all smartphone owners use their cellular devices for the purpose of obtaining location-based information. Moreover, this figure represented a 16 percent increase four years earlier (Zickuhr, 2013). While smartphone use for the purpose of acquiring location-based information is age independent, little, if any, research has been devoted to identifying how English Language Learner (ELL) students use GPS software and why ELL students select particular languages during GPS activity. In essence, in what ways do ELL students engage in agentic actions when navigating through their geographical

spaces using GPS devices either in their first language or in English?

The authors utilize agency (Ahearn, 2001; Davies, 1990) and social positioning (Harré & Langenhove, 1998) as underlying theoretical perspectives. More specifically, when using GPS, the authors examine the extent to which ELLs are either passive spatial social actors or individuals whose spatial agency serves as a form of resistance to GPS norms. Participants will include three ELL students who attend an English Language Institute (ELI) in a large, urban university in northeastern United States. The authors will conduct student interviews and distribute a survey on ELL use of GPS for data collection purposes. In terms of findings, the authors anticipate an inconsistency, at best, or a struggle at worst, between ELL students' use of GPS in the first language with the actual Anglophonic signs that exist in each student's GPS environment. Implications for this study can potentially impact education of ELL students in terms of their classroom discourse in general and their interpretation of geographic and environmental circumstances in particular.



## Cluster II: Digital Perspectives

### Room DZ003

10:30-11:00	<b>Liam Murray, Silvia Benini, Marta Giralt</b> Why Critical Digital Literacies and Intercultural Citizenship are Essential in Educating Digital Global Citizens within Foreign Language Education?
11:00-11:30	<b>Celestine Caruso, Judith Hofmann</b> Participatory Culture, TBLT and iPads: Integrating Digital Media into the EFL Classroom
11:30-12:00	<b>Katrin Wörler-Veh</b> wraAPPed up! Edu-Apps and Language Learning in a Global Context

### 10:30-11:00 Room DZ003

#### Why Critical Digital Literacies and Intercultural Citizenship are Essential in Educating Digital Global Citizens within Foreign Language Education?

Liam Murray, Silvia Benini, Marta Giralt

In our proposed presentation, we will extend the standard definition of 'global citizen' to include elements core to language education. They are critical digital literacies (CDL) (Benini et al. 2017; Dudeny & Hockly, 2016) and intercultural citizenship (ICz) (Byram, 2008). The inherent dangers of homophily are especially true when applied to Social Media practices. Therefore we argue for the teaching of agentive digital literacies whereby such 'knowledge application' is employed in a socio-political context with virtual exchange activities as the vehicle for creating a critical digital pedagogy. These activities produce: "The agency to know, understand, and therefore the ability to act upon, create, or resist one's reality" (Hauck, 2018). The reality in our context is to enable students to become better self-directed, responsible learners and global citizens.

In a globalized yet diverse world, we have moved from an instrumental conception of languages and now recognise that cultural and intercultural elements are part of our language teaching. With-in global citizenship education, FL learning is also about developing ICC (Intercultural Communicative Competence) from a critical perspective. FL learners need to become multilingual intercultural citizens to navigate, take responsibility and contribute to a digital and multicultural world.

Aiming to promote the development of CDL and ICz in digital practices with our language learners, our paper is informed by data from multicultural virtual exchanges (part of the E+VE programme) in a blended learning context within an Applied Language student (n=80) Language Technology module. We discuss the implications and challenges of such practices and argue for the critical placing of CDL and ICz therein.

We conclude that CDL and an ICz agenda need to be embedded into current educational settings in order to allow language learners to become independent lifelong learners and agentive global citizens while supporting educators to work towards a sustainable and democratic education.

### 11:00-11:30 Room DZ003

#### Participatory Culture, TBLT and iPads: Integrating Digital Media into the EFL Classroom

Celestine Caruso, Judith Hofmann

Calling digitalization one of the biggest changes not only for schools, but for society as a whole, is currently almost as remarkable as calling the CSU conservative. How exactly this important cultural change can be managed in schools, however, still seems to be a challenge. In addition to the infrastructural requirements and the rapid technological development, there is also a lack of suitable concepts on how to meaningfully integrate digital media into the classroom. Teachers regard digitalization as a burden rather than an opportunity (Schmid, Goertz & Behrens, 2017: 6). On the other hand, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder demands that teachers prepare their students successfully for a life in surroundings that are character-

ized by digitalization (KMK, 2016: 25). As a recent study shows, the so-called digital natives neither consider themselves competent users of digital media just because they grew up with the internet nor feel well-prepared for the digital future (DIVISI, 2018: 13-14). This raises the question: How can schools and, in our case, FL pedagogies face the challenge of educating global digital citizens?

In our presentation, we will focus on two approaches to face this challenge. First, we will have a look at cultural concepts that provide a meaningful framework for including digital media into the EFL classroom: participatory culture and transmedia storytelling (cf. Büching, Walter & Schelowe, 2014; Jenkins, 2003; Henseler & Möller, 2017). Secondly, we will have a look at how especially a Task-based Language Teaching approach to integrating digital media into the FL classroom can address key skills and competencies (cf. KMK, 2016; Jenkins et al., 2009; Biebighäuser et al., 2012; Caruso & Hofmann, 2018). Finally, we will present some concrete examples for digitally mediated tasks with younger as well as more advanced learners.

### 11:30-12:00 Room DZ003

#### wraAPPed up! Edu-Apps and Language Learning in a Global Context

Katrin Wörler-Veh

English as Lingua Franca enables us to get in touch with other cultures and to exchange and communicate, and can therefore be seen as a basic prerequisite for global action.

One possibility in the digital age to promote the necessary communicative competences of learners is offered by Edu-Apps – small learning programs that are suitable for the usage on mobile devices. These applications can be used in very different situations or learning arrangements and address different skills or develop linguistic

devices. The fact that many apps are equipped with authentic language material is not the only added value. Learners and teachers also benefit from the extended possibilities for differentiation and individualisation, e. g. through adaptive or individually adjustable functions. In addition, many of these learning apps deal with global topics such as environment, health or intercultural aspects and have opportunities for worldwide networking between learners such as gamification or social media elements, which also address learners' social competences.

In this presentation, after a short theoretical introduction different Edu-Apps will be introduced and their potentials, but also possible difficulties for language learning in a digital and global context will be worked out.

## Cluster III: Ecodidactics

### Room DZ005

10:30-11:00	<b>Maria Bortoluzzi, Elisa Bertoldi, Ivana Marenzi</b> Storytelling in English L2 for Responsible Citizenship Education: Re-Framing Narratives about the Environment
11:00-11:30	<b>Ângela Cristina Ferreira de Carvalho</b> Foreign Language Learning: Intercultural Education for Sustainable Development
11:30-12:00	<b>Ricardo Röhmschild</b> Documentaries(,) for a Change? – Cultivating Global Citizenship Education through Eco-Documentaries

### 10:30-11:00 Room DZ005

#### Storytelling in English L2 for Responsible Citizenship Education: Re-Framing Narratives about the Environment

Maria Bortoluzzi, Elisa Bertoldi, Ivana Marenzi

Research has widely shown that frames influence the way in which we interpret the world (Goffman, 1974; Tannen, 1993; Lakoff and Johnson, 2003; Semino, 2008; Lakoff, 2010). Narratives are among the most powerful means through which our framing of reality is instantiated (Bruner, 1985, 2003; Eisler, 1987, 2000; Catarsi, 2001; Morin, 2015). Through storytelling, children have the possibility to explore complex aspects of life, while remaining in sheltered environments (family, school, library, etc) and exploiting different sensory channels and intelligences (Gardner, 1986, 1999; Lazear, 2004; Murphy and Evangelou, 2016).

The presentation is based on a project on the relevance of narratives in L2 education for empowering young people to become positive agents of change in society in relation with the environment (Eisler, 2000; Morin, 2001; Stibbe, 2015). The project has established links and close collaboration among different educational institutions (university teacher education, schools and libraries) for promoting

learning in informal contexts through narratives in English L2 for children.

The presentation will focus on the results of involving teacher education students as storytellers in informal contexts of narration. The aims are:

1. raising awareness on language and multimodal education to promote responsible citizenship and environmentally sustainable behaviours;
2. adopting ecosustainable narratives in English L2 to identify positive changes in framing communication for children, university students, teachers and families;
3. offering teachers and student teachers linguistic and multimodal resources online and offline to promote positive action towards the ecosystem through multimodal narrative in English L2 and learning by doing (workshops).

The project is supported by an online open access digital environment to share multimodal practices, experiences and resources during and beyond the life of the project (Storytelling SIG in the online community for teachers YELL/TELL: LearnWeb platform developed by the L3S Research Center of the University of Hannover, Germany).

### Foreign Language Learning: Intercultural Education for Sustainable Development

Ângela Cristina Ferreira de Carvalho

Based on UNESCO's Global Action Programme on Education for Sustainable Development a set of reflections on Foreign Language Teaching and Learning were run.

In particular, we focused our attention on "Learning to live together sustainably - Target 4.7": "By 2030, ensure that all learners acquire the knowledge and skills needed to promote *sustainable development*, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, *promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development*". We have highlighted in bold the aspects that we have considered to be our main targets in relation to Portuguese as a Foreign Language through an intercultural approach.

Foreign Language classes with heterogeneous groups represent a

fantastic opportunity to promote the knowledge of other cultural points of view, to (re)think our own cultural assumptions, to stimulate diversity and to enhance the understanding of peaceful and respectful behaviours through the means of learning a foreign language.

Our practical study discusses the activities that were implemented during one semester through a group of elementary foreign students of Portuguese as a Foreign Language, living in Portugal. With this work, we aimed to develop language skills through sustainable development focused tasks.

Primarily, we aim to present one task as part of a multicultural event, where several foreign students from two different classes joined together to investigate, negotiate, prepare and present a mini workshop focused on sustainable daily life practices. Some of the workshop topics have been taken from ancestral and traditional backgrounds such as the Japanese *furoshiki*.

A questionnaire was given out in order to evaluate the impact of the activities: a) the way the students think about the 'Other' and themselves (also as a collective) and b) the sustainable daily life knowledge.

### Documentaries(,) for a Change? – Cultivating Global Citizenship Education through Eco-Documentaries

Ricardo Römhild

In academic contexts, eco-documentaries have captured little to no attention as yet with regards to the point of intersection between discourses on global education, transcultural learning, ecological learning, and media didactics. However, dealing with climate change, they are prime objects of investigation in the scope of eco-didactics, which, in turn, cater to the broader discourse of global learning and global education. The related concept of global citizenship, then, is inextricably linked to inter- and transcultural learning processes.

In connecting these didactical fields against the background of global citizenship education objectives, my model makes a fundamental contribution to documentary film didactics and sheds light

on the hardly explored intersection of the discourses mentioned above. It also serves as a didactical tool for teachers to use when planning their lessons based on eco-documentaries.

I start my presentation by embedding eco-documentaries in the according academic discourses, thereby establishing a connection between ecodidactics, global education, cultural learning and media didactics. Subsequently, I locate the theoretical roots of my model and explain their relevance: the model of intercultural film literacy by Blell & Lütge (2008), adapted by Viebrock (2016), as well as the model of inter-/transcultural communicative competence by Blell & Doff (2014). I then introduce the basic aspects of my model focusing on the special case 'documentary' within the film genre before illustrating it via a lesson unit on Before the Flood.

Thank you very much for your consideration of my project and the associated chance to introduce my ideas to a broader audience in a global citizenship education context as well as receive invaluable peer feedback.

## Cluster IV: Intercultural Issues

### Room DZ007

10:30-11:00	<b>Yana Diachkova, Anastasiia Syzenko, Olha Pavlenko</b> Global Issues in ESP Classroom: Challenges and Opportunities
11:00-11:30	<b>Helene Bang Appel, Maria Bahrenscheer Jensen</b> Exploring Cultural Identities through Digital Storytelling
11:30-12:00	<b>Basri Saliu</b> Multicultural Student Groups At SEEU Learning English Together to Live in a Global World: An Explorative Case Study with Students of English for Specific Purposes

### Global Issues in ESP Classroom: Challenges and Opportunities

Yana Diachkova, Anastasiia Syzenko, Olha Pavlenko

Since the introduction of global education approach, in a foreign language teaching context a great deal of attention has been paid to enabling students to effectively acquire a foreign language while empowering them with the knowledge, skills, and commitment required by world citizens to solve not only professional issues but also global problems. In English for Specific Purposes (ESP) context, it is a pedagogical approach that designates peace, human rights, development, and the environment as the four content areas of global education and drives students to be professionals in the sphere and much better citizens for the world.

This turns to be a challenge for all educators including ESP teachers

to transform teaching and learning into a process which does not only focus on equipping students to be successful learners of the target language or proficient speakers of certain languages. More than that, ESP teachers should be able to equip students to be more aware and to show more respect to their surroundings. This paper aims at analyzing the main challenges ESP teachers and learners face in ESP classroom and explaining how to integrate global issues into the process of professional soft and hard skills development. Therefore the article begins by outlining correlation between professional soft and hard skills and global competence in ESP classes. It describes the advantages of introduction of the material based on global issues into ESP classes, as well as positive consequences of fusion of professional soft and hard skills and global competence. Integration of global issues into the professional soft and hard skills development in ESP context is shown to improve the requirements profile of a prospective specialist. That allows defining the impact of global education approach within ESP classes on learning process and on quality of higher education in general.

### Exploring Cultural Identities through Digital Storytelling

Helene Bang Appel, Maria Bahrenscheer Jensen

The foundation for this discussion paper is to present how digital storytelling can promote perspectives on intercultural language learning in the EFL- classroom. Based on a course with Danish teacher training students at University College Copenhagen, we demonstrated how EFL-teachers explore cultural diversity and develop their future global citizens within foreign language education. Additionally, we also examined how digital storytelling (DS) embraced different learning styles, and boosted the students' 21st Century skills.

In line with one framework based on a cultural studies approach, we suggest that teachers can work around different intersected topics such as subjectivity and representations in order to embrace socio-

cultural diversity and inclusion (Ryan, 2010). We applied DS to open up for working with this framework by designing tasks that force the learners to reflect on critical awareness (Risager, 2018).

DS has the learning potential of giving learners the unique possibility of personal interpretation by examining the complexities on humanity by asking the question 'who am I' (Rossiter and Garcia, 2010). Our students composed stories around the titles *My cultural identity* and *My favorite place*, where they had to include pictures, sound, voiceover, multiple clips and tell their story from a 1st narrator's perspective. The narratives were based on Lambert's Seven Steps of working with DS, which is defined as short, personal narratives in a digital form that consist of multimedia components such as text, images, and sound (Lambert, 2010). The *narrative* itself is the key to developing intercultural understanding, as these stories also embrace multimodal literacies (Kieler, 2012). The acceptance of fully knowing that we all contain more than 'a single story', is effective when working with cultural identities in language education.

**Multicultural Student Groups At SEEU Learning English Together to Live in a Global World: An Explorative Case Study with Students of English for Specific Purposes**

Basri Saliu

This paper examines the tips, challenges and opportunities that are inherent in multicultural student groups while learning English together in Language Center of Southeast European University in Macedonia. We analyze what a range of nationalities in class bring to the teaching and learning experience for the purpose of living in a Global World.

Tetovo is a very interesting city in western Macedonia with a population of more than fourth settled generation of Macedonian,

Turkish, and Roma communities and a dominant autochthonous Albanian community. In recent years, because of variety of reasons, citizens from these different communities learn mostly either in separate schools or attend study programs only in their native language. But, with English courses the picture is different. In relation to this at SEEU we have designed multicultural programs for English language learners, aimed to increase all possible contacts among culturally diverse students, so they are an example to illustrate an effective way of learning to live and communicate successfully in the globalization world. The paper generalizes and discloses students' experience of providing cooperative learning environment at English language classrooms, ready to live and work in multicultural society.

For this purpose we conducted interviews with a collection of teachers and students who gave us a glimpse into their multicultural English classrooms. The data from the interviews were analyzed to explore the positive elements in English language classrooms for the global education.

**Cluster V: Communicative Practices in Social (Media) Contexts**

**Room M203**

10:30-11:00	<b>Shruti Jain</b> How "foreign" are foreign languages? On the need for changing prevailing attitudes towards foreign languages in Indian education in the age of globalization
11:00-11:30	<b>Lotta König</b> Changing Cultures of Communication. Teaching Culture at the Example of Communication on Social Media and in the Foreign Language Classroom
11:30-12:00	<b>Nicola Brocca, Leo Will, Viviana Masia</b> "Make pragmatics great again!" – Teaching Implicatures and Presuppositions for the Development of Media Literacy in the Age of Twitter and Facebook

**How "foreign" are foreign languages? On the need for changing prevailing attitudes towards foreign languages in Indian education in the age of globalization**

Shruti Jain

Some fleeting moments: The Rabindranath Tagore-Straße in Berlin, the Max Mueller Marg in Delhi – Basmati Rice and Mango Lassi in German supermarkets, Kinder Joy eggs and Ritter Sport in Indian departmental stores – Indian restaurants in almost every German city, the Black Forest pastry in every Indian bakery – German cars on Indian roads, Indian craftwork in German malls – German companies in India, Indian students, doctors and IT specialists in Germany, Shah Rukh Khan in Germany, Walter Kaufmann in the All India Radio – Indology in Germany, German studies in India – these

and many more are only a few glimpses of spatial interlinkages between an Indian and a so called "foreign" culture today.

It is quite evident today, that the distinction between the Global and the Local is a fuzzy one. The term "foreign" language is therefore a misnomer, as it fails to reflect the interconnectedness of the world's peoples, their languages, and their cultures. It thrives on an adversarial understanding of cultures and leads to their hierarchization. Added to this are the challenges posed by the uncritical use of digital media information that leads learners to depend on untested perceptions that in the long run prove to be detrimental. Drawing attention upon a recent controversy over the inclusion of German as a foreign language in the Indian school curriculum as opposed to the existing Three Language Formula, the present paper discusses the disadvantages of the attitude of *foreignness* towards foreign languages at various levels of Indian Education in the Age of Globalization.

**Changing Cultures of Communication. Teaching Culture at the Example of Communication on Social Media and in the Foreign Language Classroom**

Lotta König

Communication is at the heart of foreign language learning. Digitalization has changed communication which, accordingly, affects central issues of foreign language teaching: Online communication and especially social media bring actual communication in English much closer into our homes and classrooms, providing a great potential for the eternal conundrum of teaching about a language and culture only indirectly. At the same time, however, communication is under attack which is also catalyzed by social media: Idea(l)s of truth, facts and a critical engagement with different positions are no longer self-evident. Populist discourses fuel social division, an actual critical communication with opposing views is limited by filter bubbles and social media are the forum for anonymous hate speech.

What follows from these social and cultural developments for foreign language teaching? How can we educate global citizens who are critically aware of the influence of social media on their cultural consciousness and empower them to feel they have a democratic agency in an age of digital (non-)communication?

In my talk, I draw on a practical teaching unit 'Pres(id)ent on Social Media' in which grade 11 students in a German comprehensive school reflected on the role of social media during an event in which the dynamics described above fully emerged: the American presidential election campaign in 2016. These practical teaching insights (recorded in my Second State Exam thesis) are framed by a theoretical reflection on the underlying concepts of teaching culture in the discipline of foreign language teaching. Current concepts such as discourse participation (Hallet) and discourse awareness (Plikat) as well as symbolic competence (Kramsch) provide a framework for fostering a critical awareness of the way cultural meaning is produced individually and collectively. These concepts should be linked to the approach of global education in order to put the reflection on discourses to use and empower students to act on urgent global issues.

**"Make pragmatics great again!" – Teaching Implicatures and Presuppositions for the Development of Media Literacy in the Age of Twitter and Facebook**

Nicola Brocca, Leo Will, Viviana Masia

At a time when populist movements around the world are on the rise, citizens are facing unprecedented challenges in gauging the validity of statements made by politicians. These challenges are exacerbated by the fact that journalism as a fourth estate is undergoing profound transformative processes. Its mediating function is increasingly undermined by social networks sites (SNS) such as Twitter and Facebook. These new media allow politicians to communicate with the electorate more directly than ever before, which is both a blessing and a curse (Schröder 2018).

of media literacy, for it is a key competence needed by citizens to engage in judicious discernment while processing qualitative information in order to develop an informed opinion and promote a cohesive society. Shortly before social media became a discursive factor, Quinlisk (2003: 132) suggested that "the media influence on one's opinions of others, world views, social relations, and behaviors" be one of five media-related points that should be explicitly addressed within an EFL framework.

Scholars have constructed solid scientific models showing how persuasion in SNS works connecting linguistics with political studies (Graham et al. 2013, Lopes-Meri et al. 2017, Brocca et al. 2016). Transferring scientific knowledge to school contexts shall provide students at a critical age (15-19) with the adequate communicative tools to better navigate in an information democracy where they are exposed to unfiltered messaging. The project at hand conceptualizes theoretical foundations and practical procedures of teaching implicit communication devices in the EFL classroom.

The use of manipulative language, often epitomized by implicatures, presuppositions and entailments (Grice 1989), has become commonplace in politics. Identifying the traps of implicit and subliminal contents in political statements is thus a constitutive element

Examples based on task-based-learning (Willis/Willis 2007; Samuda/Bygate 2008) will be presented showing how political communication can be critically analysed and actively unmasked. Students shall be enabled to read between the lines of complex political texts in a foreign language thereby developing skills in critical discernment.

Cluster VI: News & Media

Room M209

10:30-11:00	<b>Zahra Mustafa-Awad, Monika Kirner-Ludwig</b> Syrian Refugees in Digital News and German Students' Attitudes: Victims or Threats?
11:00-11:30	<b>Alexander Gerashchenko</b> Opportunities for Educating the Global Citizen while Teaching English at a Russian Technological University in the Digital Age
11:30-12:00	<b>Renate Marie Thummler Blum</b> Current Trends in ELT in a World of Untruth or Misinformation? A University ESP Experience in Mexico

10:30-11:00 Room M209

**Syrian Refugees in Digital News and German Students' Attitudes: Victims or Threats?**

Zahra Mustafa-Awad, Monika Kirner-Ludwig

In this paper, we report on German university students' attitudes towards Syrian refugees and to what extent they are influenced by the latter's depiction in digital news. We adopted corpus linguistic methods and discourse analysis approaches to examine the connection between the expressions used by our participants to reflect their opinions of Syrian refugees and those occurring in articles published about them by German, British and American news websites in 2015 and 2016. To this end, we compiled six news corpora and disseminated an online questionnaire across several German universities. Our findings indicate that the lexical items used in the news coverage of refugees are related to seven

broad themes: humanitarianism, military conflict, financial burden, security and restrictions, dehumanization, political responsibility and integration. On the other hand, the terms used by the students to express their perceptions of them are linked mostly to humanitarianism and integration, and to a lesser extent to conflict.

These findings suggest that although the representation of Syrian refugees in Western digital news has an obvious influence on German students' opinions of them, the degree of its impact is often determined by other factors including critical reading and thinking skills. We could argue that this might be due to our participants' linguistic background including their training in discourse analysis in a foreign language since most of them are students of English. These results imply the importance of incorporating media discourse in foreign language teaching to increase the learners' awareness of how Syrian refugees are represented in English-language media and its effects on their mindsets.

11:00-11:30 Room M209

**Opportunities for Educating the Global Citizen while Teaching English at a Russian Technological University in the Digital Age**

Alexander Gerashchenko

Technological university students have to study foreign languages in order to get ready for international interaction necessary for sufficient technology exchange and development. Nowadays the most common foreign language taught at educational institutions in Russia (as well as in numerous other countries) is English – the present-day global language. Being fluent in this language means facilitating the access to the necessary information (e.g. about the latest technology) from all over the world. In the digital age, with the Internet (“the global network”) becoming an everyday reality (and even necessity), the opportunities for obtaining the information from all parts of the world have increased immensely, especially for those who know English (the most common language online).

For the citizens of Russia, most of whom hardly ever go abroad (university students being no exception), it means increasing both the awareness of the global issues and the enthusiasm for learning English. For EFL teachers and students it means much easier access to the learning material (texts, videos, etc.) presented in English. For technological university students, learning English mainly for professional purposes, it is normally the material connected with various aspects of technology. Yet, as far as multinational collaboration is concerned, cultural aspects (especially cross-cultural communication) are also taken into consideration. In the case described, English is needed for global communication rather than for visits to the countries where this language is spoken on a daily basis, so the information presented and discussed in English at Russian technological universities mostly has a global nature and does not necessarily refer to the English-speaking countries (if it does, it is largely due to these countries' achievements in technology rather than their being “the natural habitat” of the English language). Thus teaching English to students of a Russian technological university inevitably contributes to their education as global citizens.

11:30-12:00 Room M209

**Current Trends in ELT in a World of Untruth or Misinformation? A University ESP Experience in Mexico**

Renate Marie Thummler Blum

In this presentation, I will briefly talk about current trends (if they are still current); and what is to come educationally towards enabling the global citizen and his/her multicultural environment to learn more effectively and, therefore, prepare for a very challenging world. Perhaps the key issue for us all is: CHANGE! What is there to be changed? Attitudes, openness, enthusiasm, motivation, confidence building, a more reflective approach, and/or respect; any other? Furthermore, an new adapted concept about ‘Readiness’ will be included in our ELT world, as well as the need of a safe,

positive and reflective learning environment where each individual is equally important independently of Special Educational Needs, cultural differences or lack of modernity in the classroom. Changes such as becoming more critical thinkers to uncover ‘untruths’ or misinformation will be included. “It is clear that the public need a high level of media literacy in order to unpack what it is true from what is not, but they also require digital literacy to use the Internet appropriately. Of course our primary objective is to teach the English language, and our lessons must have this at the front and centre of our lesson aims.” (Taylor, J., 2018). I will be talking about my teaching context and experiences at the National Autonomous University in Mexico City over the last three years in ESP with Veterinary and Husbandry university students applying more digital moments and critical thinking activities as an English Language Practitioner.



# Overview of Poster Presentations

Tuesday 26<sup>th</sup>, Wednesday 27<sup>th</sup> 13:30-14:30

Senatssaal & Speerträger



**GLOBAL PEACE PATH**  
VISIONS, WORDS AND ACTIONS

Overview of Poster Presentations in the Main Conference Area on Tuesday and Wednesday during Lunch Breaks					
1) Global Education in School Exchanges with Latin America  Paderborn University – Institute for Romance Studies, Germany  <b>Mara Büter</b>	2) Issues in Foreign Language Learning through Computer Assisted Tools  Kaunas University of Technology, Lithuania  <b>Jolita Horbacauskiene</b>	3) Promoting intercultural competence in foreign language classroom: A case study of Korean learners in Japan  International Christian University, Japan  <b>Hye-Gyeong Ohe</b>	4) Digital Strategies of Visualization in Foreign Language Education. An Education and Training Program at the University of Halle-Wittenberg  University Halle-Wittenberg, Germany  <b>Gunhild Berg</b>	5) Japanese High School Students' Awareness of Global Issues through Content-Based Instruction  Nagoya University of Foreign Studies, Japan  <b>Naoya Shibata</b>	6) Political education/critical cultural awareness and ICC in the foreign language classroom - a qualitative study  Paderborn University, Germany  <b>Silvia Sporkmann</b>
7) Reading sessions in the promotion of education for citizenship among foreign inmates in Portugal  Faculdade de Letras da Universidade do Porto, Portugal  <b>Ana Cristina Menezes Fonseca, Ângela Cristina Ferreira de Carvalho</b>	8) Reading Websites Critically – A Guide towards Global Digital Citizenship  WWU Münster, Germany  <b>Anika Marxl, Ricardo Römhild</b>	9) Developing Learner Autonomy in an Academic EFL Writing Course  American University of Afghanistan, Afghanistan  <b>Javid Rasooly</b>	10) Self-assessment in second language teaching  Charles University, Czech Republic  <b>Katerina Šormová</b>	11) Citizenship education through a postcolonial lens  LMU München, Germany  <b>Esther Laubsch-Kuhlicke</b>	12) Exploration of students' plurilingual and pluricultural identities through citizen sociolinguistics: The case of one Kazakhstani secondary school  Graduate School of Education, Nazarbayev University, Kazakhstan  <b>Serikbolsyn Tastanbek</b>
13) Fostering global citizenship through seminars in an EFL classroom in Thailand  Faculty of Liberal Arts, Thammasat University, Thailand  <b>Sanooch S. Nathalang</b>	14) New Curriculum of ELT programs in Turkey and its focus on empowering English teacher candidates for 21st century English teachers  Alanya Alaadin Keykubat Universitesi, Antalya, Turkey  <b>Fidel Çakmak</b>	15) The host society as schoolbook complement: Portuguese as a Second Language study case  Faculdade de Letras da Universidade do Porto - FLUP, Portugal  <b>Rafaela Dalbony Vieira de Bettencourt Gesta, Ângela Cristina Ferreira de Carvalho, Márcia Marisa Campos Natividade</b>	16) Perspectives to Educate Global Citizens at a Japanese College for Radiological Technologists  Kyoto College of Medical Science, Japan  <b>Yamamoto Mitsuko</b>	17) Traveling a New Road: Learner Autonomy through Digital Technology for 21st Century EFL Learners in Pakistan  University of Glasgow, UK  <b>Abida Ayesha</b>	18) Presentation: WeChat Interactions as Social Positioning and Agency  St. John's University, USA  <b>Daniel Ness, Min Wang</b>
19) Using Audience Participation Software to Enhance Foreign Language Learning  Rikkyo University, Japan  <b>Oliver E. Hadingham, Robert A. Vaughan</b>	20) Cultivating Intercultural Citizenship in Virtual Places of Learning. A Transnational Telecollaborative Language Learning Project Between Italy and the U.S.A.  University of Melbourne, Australia  <b>Roberta Trapè</b>	The Queer, The Visual, The Digital: Challenging the Literary Canon  LMU Munich, Germany  Student poster exhibition by <b>Diana Pasztori, Grecia Barrios Munoz, Irene Chukwuma, Polina Vinikhin, Sarah Martin, Shuaiqin Xiong, Xinrui Chang</b> , developed in a research and project seminar with <b>Thorsten Merse</b>	Global Citizenship Education in a Digital Culture: Project Ideas for the EFL Classroom  LMU Munich, Germany  Student poster exhibition by <b>Marlies Behrndt, Emma Burke, Pui Chi Chow, Olga Ekimova, Max Entgartner, Alsu Ganieva, Andrea González Castro, Fernando Guerrero Martinez, Louena Hasani, Aleksandra Jovic, Jesse Keddie, Ceren Kocaman, Jieyi Li, Yating Peng, Eva Schlotter, Valerie Schmidt, Mariam Shahid, Daniel Slaughter, Minjie Song, Alexander Wachter, Mengying Wei, Yicong Xu</b> , developed in a research and project seminar with <b>Michelle Stannard</b>		

The Global Peace Path project was conducted in the summer semester of 2018 by Dr. Petra Rauschert and Claudia Owczarek (Department of TEFL, University of Munich). It is based on the concept of Intercultural Service Learning, a recent pedagogical approach that combines formal learning and community service.

The cooperative project between the University of Munich (LMU), the Helpers-Circle Asylum Karlsfeld and refugees aims at setting an example for peace and international understanding. The project started on a local level with refugees and students who collaboratively wrote poems on the topic of peace. These texts were used to build a multilingual path of peace messages. As follow-up projects are undertaken in other sites in Germany and worldwide, an expanding Global Peace Path is literally emerging.

We are currently looking for school classes, university courses, youth groups, and many more who are excited about intercultural encounters, motivated to creatively deal with the topic of peace and inspired to continue the Global Peace Path in their region. Maybe soon there will be a new station of the Global Peace Path at your site, too?



Visit our participation station!  
Here you can learn more about the project and contribute a line of poetry to an international, multilingual peace poem.  
Where: Senatssaal (next to the conference registration)  
When: during all breaks

GEFÖRDERT VOM

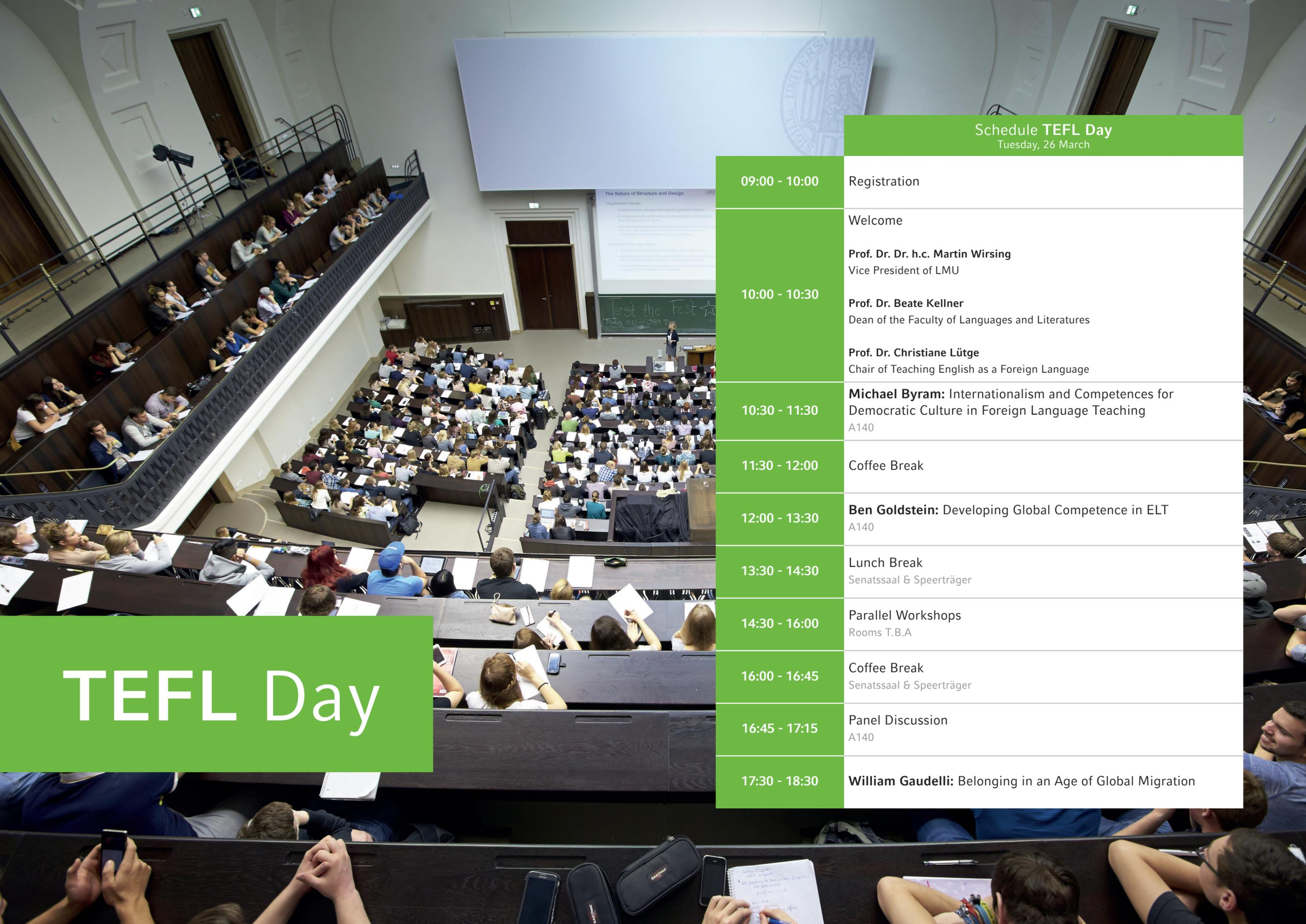


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# TEFL Day

## Schedule TEFL Day Tuesday, 26 March

09:00 - 10:00

Registration

10:00 - 10:30

Welcome

**Prof. Dr. Dr. h.c. Martin Wirsing**  
Vice President of LMU

**Prof. Dr. Beate Kellner**  
Dean of the Faculty of Languages and Literatures

**Prof. Dr. Christiane Lütge**  
Chair of Teaching English as a Foreign Language

10:30 - 11:30

**Michael Byram:** Internationalism and Competences for Democratic Culture in Foreign Language Teaching  
A140

11:30 - 12:00

Coffee Break

12:00 - 13:30

**Ben Goldstein:** Developing Global Competence in ELT  
A140

13:30 - 14:30

Lunch Break  
Senatssaal & Speerträger

14:30 - 16:00

Parallel Workshops  
Rooms T.B.A

16:00 - 16:45

Coffee Break  
Senatssaal & Speerträger

16:45 - 17:15

Panel Discussion  
A140

17:30 - 18:30

**William Gaudelli:** Belonging in an Age of Global Migration

## Plenary I & II

Tuesday, 10:30-11:30  
Room A140

### Michael Byram

Durham University,  
UK



#### Internationalism and Competences for Democratic Culture in Foreign Language Teaching

Foreign language teaching is by its nature international but I will suggest in this talk that it needs to be internationalist. I will also argue that foreign language teaching can be enriched by reference to citizenship education, presenting examples of this in practice. Finally, I will relate these points to the Council of Europe's Reference Framework of Competences for Democratic Culture to show how language teaching can become part of an interdisciplinary approach to intercultural and democratic dialogue.

Tuesday, 17:30-18:30  
Room A140

### William Gaudelli

Lehigh University,  
USA



#### Belonging in an Age of Global Migration

Belonging is a core dimension of what it means to be human and a key aspect of contemporary migration. As immigration increases exponentially, identity is shifting within new locales, both among those arriving and for those with a sense of community in those places of arrival. Hybridity and intersectionality push against discourses of solidified and singular identities in ways that reconfigure belonging. The economic dimensions of belonging, too, force a more robust conversation about a world political order that can accommodate migrations of many types. Governance, disaggregated boundaries of justice and the prospects of an agonistic global system all portend changes in how this political order might take shape. Education, increasingly, must play a critical role in relocating populations, both at the level of receiving others so their human right to dignity and flourishing are upheld while surfacing creative and realistic conversations among young people about the need and dimensions of a world political order.

## Plenary Workshop

Tuesday, 12:00 - 13:30  
Room A140

### Ben Goldstein

New School in  
New York, USA



#### Developing Global Competence in ELT

Global competence focuses on developing particular skills and attitudes, the knowledge and understanding of global issues and intercultural concerns. It encourages critical thinking and the embracing of cultural diversity. In a world in which isolationism is becoming all the more commonplace, it is imperative that our learners become globally competent individuals. This talk outlines the importance of the concept and how, using the visual image, it can be easily incorporated in class in both practical and engaging ways.

## Panel Discussion

Tuesday, 16:45 - 17:15  
Room A140

#### The global citizen in EFL: challenges and perspectives

In this podium discussion, experts from different branches of the field of education will discuss the implications of global (citizenship) education for the EFL classroom context. In addition to researchers from the field of English didactics, this panel will include representatives from the political sphere and practicing EFL educators.



## Parallel Workshops 14:30 - 16:00

**Frauke Matz** Universität Münster

A Bitter Taste of Life - Practical Examples for Democratic Education in the EFL Classroom

**Louise Carleton-Gertsch** Klett

Sounds interesting?! Why intercultural competence is the key to effective understanding

**Petra Rauschert & Claudia Owczarek** LMU München

Service Learning in the foreign language classroom: Peace Education hands-on

**Joseph Hopkins** ECML/Universitat Oberta de Catalunya

Selecting and evaluating digital resources for teaching language and educating global citizens

**Christian Ludwig** Cornelsen

Developing Students' Global Citizenship Through Global and Local Literature

### A Bitter Taste of Life - Practical Examples for Democratic Education in the EFL Classroom

**Frauke Matz**

Universität Münster

This workshop will give impulses of how to combine political education with digital learning in EFL classrooms from year 8 onwards. As it's not just important, though, to learn about democracy, but to learn how to act as a global citizen, the focus will be on democratic action. In today's global and digital age, students can easily learn to participate in democratic processes both online and offline: in issuing and / or participating, for example, in online petitions and be active in their own communities at the same time.

Following the principle of think global, act local, we will explore valuable opportunities for democratic education in this workshop. A starting example will be the global chocolate industry.

Please bring your own device.

### Sounds interesting?! Why intercultural competence is the key to effective understanding

**Louise Carleton-Gertsch**

Klett

There's more to communication than speaking a common language – it's also about being able to interact in an effective, appropriate manner and understand verbal and non-verbal cues. In this workshop we'll be looking at how short films, video clips and other resources can help raise students' awareness so they don't stand out for the wrong reasons. For teachers in the Sekundarstufen I and II.



## Parallel Workshops 14:30 - 16:00

### Service Learning in the foreign language classroom: Peace Education hands-on

**Petra Rauschert & Claudia Owczarek**

LMU München

Service learning is a pedagogy that combines formal learning and community service. It adds a new dimension to foreign language education as students are not only supported in acquiring linguistic and intercultural competences but are additionally encouraged to use their knowledge and skills in order to take action in the world they inhabit.

In this workshop, we will show how Service Learning can be used for Peace Education in the foreign language classroom. We will provide a theoretical introduction and then, based on the Global Peace Path project, which started at the LMU in 2018, develop concrete teaching concepts.

Participants will gain insights into a recent pedagogy that establishes a link between foreign language education and competences for democratic culture as well as reflect on how they can implement it in their specific teaching context.

### Selecting and evaluating digital resources for teaching language and educating global citizens

**Joseph Hopkins**



ECML / Universitat Oberta de Catalunya

To help achieve the goal of educating digitally competent global citizens, the theoretical advantages of utilizing technology are clear. In practice, however, given the huge array and ever-changing nature of digital resources available, it can be an extremely daunting task to find appropriate tools and media to meet specific learning objectives in a particular teaching context.

This workshop will focus on the work of ICT-REV, a project financed by the European Centre for Modern Languages (ECML). We will begin by providing some specific examples of how technology could be used with the dual aim of teaching language and fostering learners' awareness of global issues. Participants will then have the chance to explore the ICT-REV Inventory of Freely Available Tools and to discuss the usefulness of specific applications for educating global citizens.

Participants should bring a laptop or tablet in order to take part in the various activities.

### Developing Students' Global Citizenship Through Global and Local Literature

**Christian Ludwig**

**Cornelsen**

Cornelsen / University of Würzburg

In this workshop, participants will learn more about global citizenship and how to appropriately select literary texts and activities for helping their students to become global citizens. The concept of global citizenship is not a new one, but it seems to have new currency in foreign language education. The aim of this workshop is to shed light on the role of global/local literature in developing students' global citizenship skills. The first part of the workshop looks more closely at the basic tenets of global citizenship. The ensuing part then briefly explores some of the current approaches to teaching literature in the EFL classroom, particularly focusing on texts often subsumed under headings such as global or world literature. Meg Vandermerwe's 2013 South African young adult novel *Zebra Crossing* will then serve as an example of how to discuss such texts in the classroom. The workshop will encourage active participation so that participants are able to create useful content and outputs.

# Thank You

As conference organisers we are acutely aware how much help we have needed – and have been given – in preparing an event that brings together scholars and professionals from all around the world. All colleagues of the Chair of Teaching English as a Foreign Language have collaborated extremely well and the support by the LMU in general and the university’s administrative staff in particular has been marvellous throughout all details of planning the event, booking rooms or calculating financial issues.

We owe much gratitude to the Federal Ministry of Education and Research (BMBF) and the QLB-funding provided via [Lehrerbildung@LMU](mailto:Lehrerbildung@LMU). We have relied heavily on the support of the MZL (Munich Centre of Teacher Education).

We are also deeply grateful to the following generous sponsors and donors (in alphabetical order) who have supported us financially and with workshops:

**Cornelsen, Klett, narr/francke/attempto.**

As a team we are very much aware of the invaluable efforts of Sabine Hohenester, who has been a driving force in coordinating many issues big and small such as catering, accommodation and general logistics to name but a few. Our student assistants have been an enormous help in registering participants, packing bags and interacting in many details.

A very big **Thank You** to you all!

This conference was conceived as an effort to bring together scholars, teachers, students, student teachers and teacher educators from a variety of backgrounds. Integrating the TEFL Day into the conference in order to effectively intertwine theoretical and practical aspects of citizenship education with a view to research and teaching is quintessential to our approach to teacher education. We are deeply grateful to everyone supporting our workshops and joining us at LMU.

Most notably, we are proud of the truly impressive international response with approximately 400 speakers and participants from all over the world. United in our common interest of researching the impact of global issues on processes of foreign language education, we hope that our conference helps to establish many new research contacts here in Munich. We thank everyone who has been working towards this goal with us at the LMU.

Finally we would like to sincerely thank all section chairs and participants of the panels for their invaluable collegial support in the running of the event. And last, but clearly not least, we thank our erudite plenary speakers, whose enthusiasm at the early stages of planning the conference provided us with the impetus to do our utmost to create a successful event.

On behalf of the entire conference team,  
**Christiane Lütge**

# Imprint

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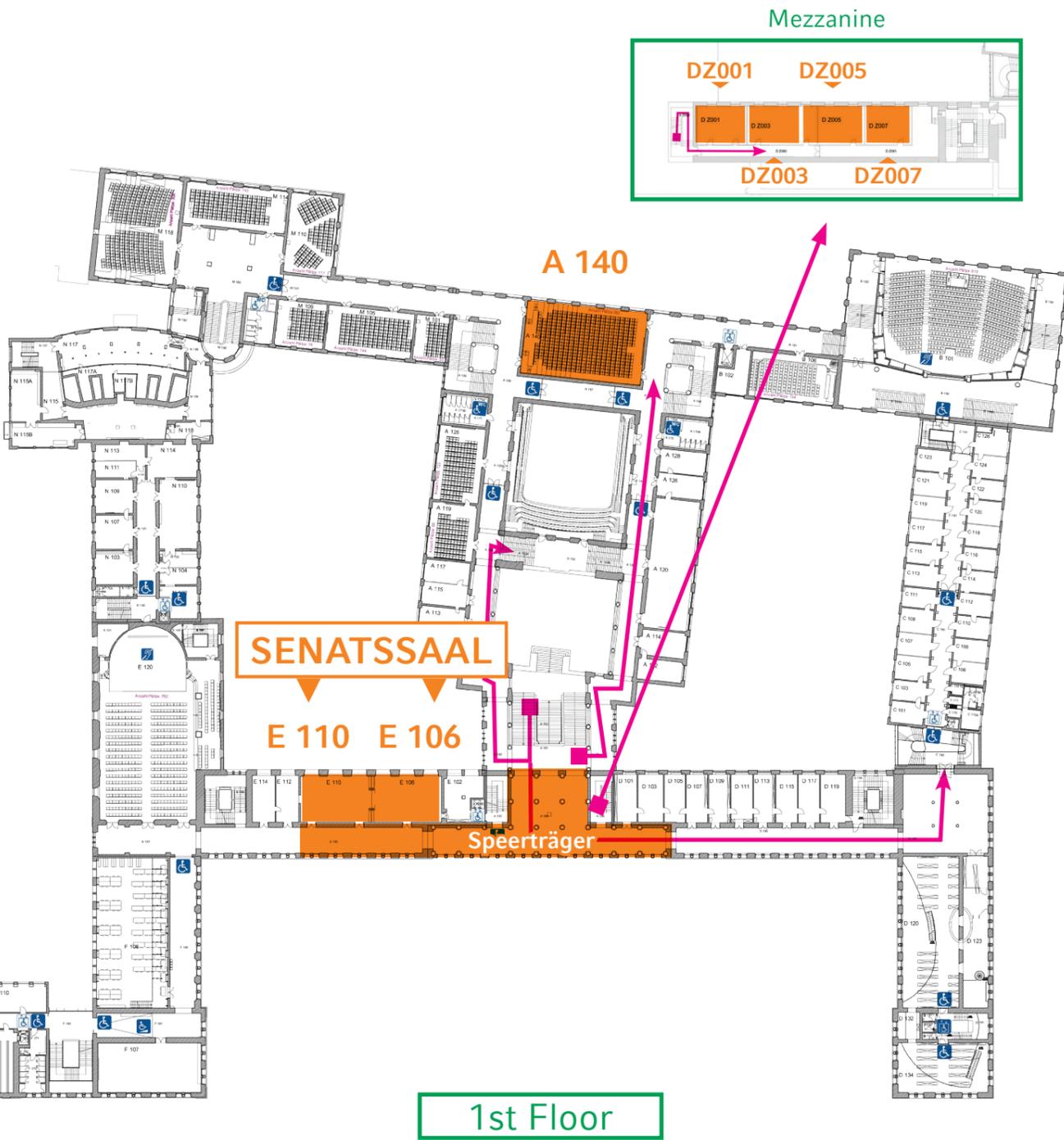
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