



LUDWIG-
MAXIMILIANS-
UNIVERSITÄT
MÜNCHEN

PROF. DR. CHRISTIANE LÜTGE
CHAIR OF TEACHING ENGLISH AS A FOREIGN LANGUAGE
INSTITUTE OF ENGLISH PHILOLOGY
FACULTY OF LANGUAGES AND LITERATURE



INTERNATIONAL CONFERENCE

MEDIA LITERACY IN FOREIGN LANGUAGE EDUCATION

DIGITAL AND MULTIMODAL
PERSPECTIVES

Keynote speakers

BILL COPE

University of Illinois at Urbana-Champaign, USA

GUNTHER KRESS

University College London, UK

CATHERINE BEAVIS

Deakin University, Australia

MARY KALANTZIS

University of Illinois at Urbana-Champaign, USA

**March 12-15th,
2017**

Conference Schedule

TEFL Day

	Sunday March 12th	Monday March 13th	Tuesday March 14th	Wednesday March 15th
9--		09:00-10:00 Registration Senatssaal	09:00-10:00 Plenary: Catherine Beavis M218	09:00-11:00 Sections (See p.14-15)
10--		10:00-10:30 Welcome M218	10:00-10:30 Coffee Break Senatssaal	
		10:30-11:30 Plenary: Bill Cope M218	10:30-12:00 Sections (See p.14-15)	
11--			10:30-12:00 Plenary Workshop M218	11:00-11:30 Coffee Break Senatssaal
		11:30-12:00 Coffee Break Senatssaal		11:30-12:30 Plenary: Mary Kalantzis M218
12--		12:00-13:30 Sections (See p.14-15)	12:00-13:30 Lunch Break	
			12:30 – Onward Lunch Break	12:45-13:30 Closing Panel M218
13--		13:30-15:00 Lunch Break	Time T.B.A. Meet-Up for Cultural Programme Speerträger	
14--			13:30-14:00 Panel M218	
			14:15-15:45 Workshops I Rooms T.B.A.	
15--		15:00-17:00 Sections (See p.14-15)	14:30-15:45 Young Researchers' Network Senatssaal	
16--			15:45-16:15 Coffee Break Senatssaal	
			16:15-17:45 Workshops II Rooms T.B.A.	
17--		17:00-17:30 Coffee Break Senatssaal		
		17:30-18:30 Plenary: Gunther Kress M218		
18--				
Evening	19:00 Conference Warming* Augustiner am Dom	18:45 Wine Reception Senatssaal	19:30 Conference Dinner* Hofbräuhaus	

*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 the University of Munich and to a conference on a theme which is of a truly international nature:

“Media literacy in foreign language education: Digital and Multimodal Perspectives” responds to the ever-growing significance and diversification of media where there is a call to challenge, renegotiate, and expand on current discourses that have formulated media literacy 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. This theme is at the centre of the research and teaching activities of the Chair of Teaching English as a Foreign Language (TEFL).



Prof. Dr. Christiane Lütge
Chair of 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 media and (multi-)literacies throughout the years of schooling, as well as in teacher education. The international nature of the many proposals submitted for this conference points to the world-wide relevance of these 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 the 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 media and digitalisation 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 integrate what is often felt to be lacking: a connection of theory and practice.

The Chair of TEFL sincerely thanks all sponsors and supporters, whom you find listed on the back cover of this programme. We consider ourselves privileged and honoured to host this major event. 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,

Professor Dr. Christiane Lütge

Chair of Teaching English as a Foreign Language

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.



Sabine Hohenester
Secretary to the Chair



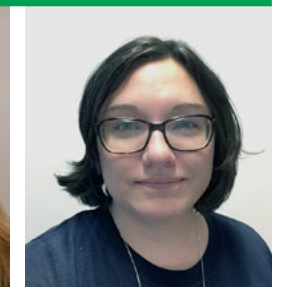
Thorsten Merse
Research Assistant



Max von Blanckenburg
Research Assistant



Claudia Owczarek
Research Assistant



Michelle Stannard
Research Assistant

The TEFL Team

The following is our extended family at the Chair of Teaching English as a Foreign Language who have also lent their considerable talents to the conference preparations.



Dr. Conny Loder
Research Assistant



Dr. Petra Rauschert
Research Assistant



Daniela Fulde
Research Assistant



Sandra Schäfer
Research Assistant

Student Assistants

A warm thank you to our student assistants who will be on hand to assist you throughout the conference.

Johanna Beyer, Florian Burlefinger, Katharina Kiesl, Christina Ott, Christina Ritzer, Isabell Rieth, Melanie Schnirpel, Marvin Stefanich and Alexander Wiegmann.

Social and Cultural Programme

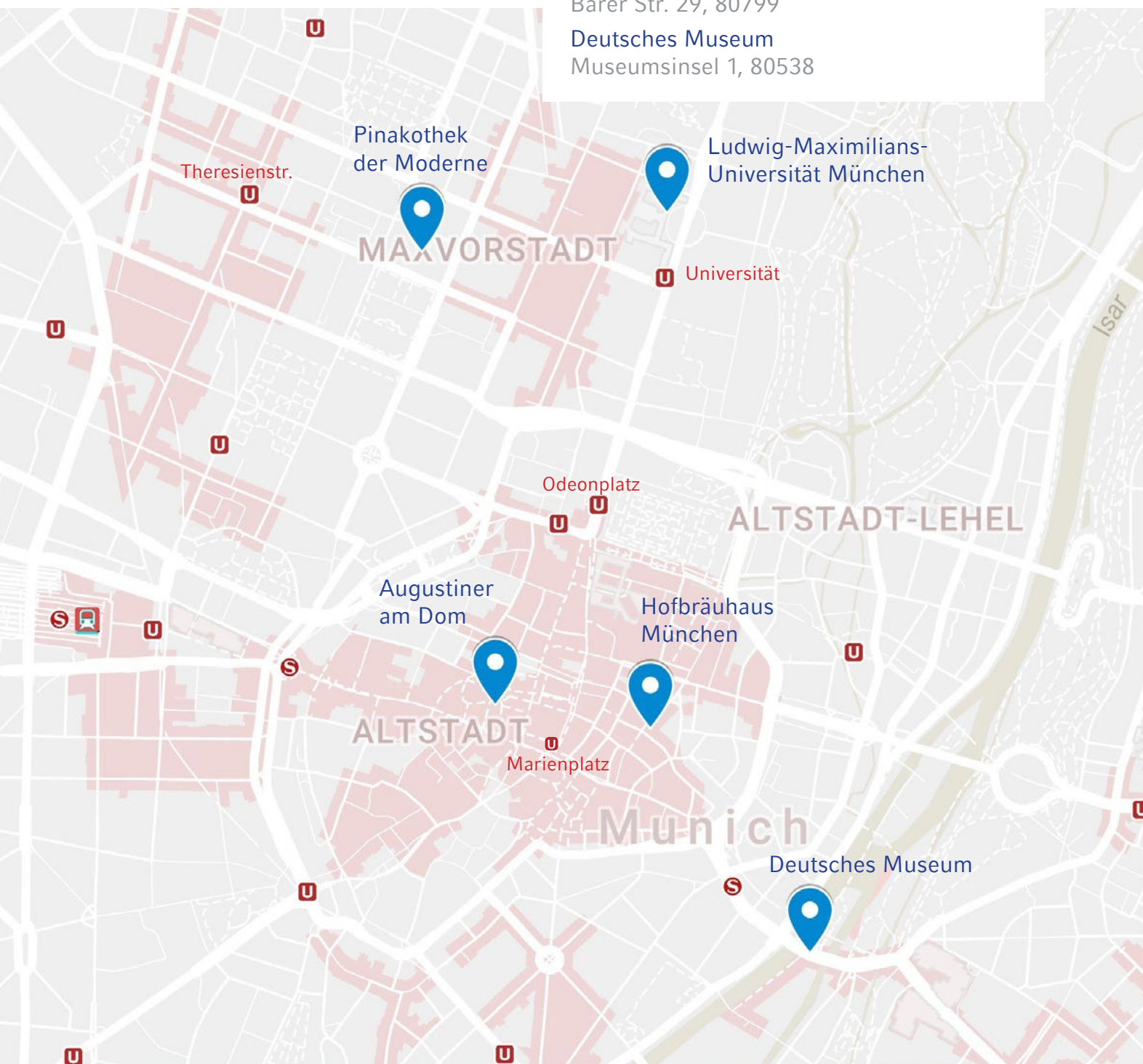
Ludwig-Maximilians-Universität München
Geschwister-Scholl-Platz 1, 80539

Augustiner am Dom
Frauenplatz 8, 80331

Hofbräuhaus München
Platzl 9, 80331

Pinakothek der Moderne
Barer Str. 29, 80799

Deutsches Museum
Museumsinsel 1, 80538



Social Programme

Conference Warming

Participants arriving in Munich on Sunday 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 12th, 19:00

Venue: Augustiner am Dom, Frauenplatz 8, 80331 München



Wine Reception

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

March 13th, 18:45

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 make sure you will not go hungry. The conference dinner at the Hofbräuhaus takes place at one of Munich's most iconic restaurants and, thus, starts off with a traditional Bavarian brass band. There you will enjoy a traditional German Spanferkel, a pork spit-roast (or a vegetarian alternative). Of course, there will also be 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 14th, 19:30

Venue: Hofbräuhaus, Platzl 9, 80331 München



Cultural Programme

On Tuesday afternoon, we offer the opportunity to participate in one of two cultural activities. In connection with our conference topic, the cultural events involve aspects of media, visual and multimodal literacies. They include:

Pinakothek der Moderne

A guided tour in the art museum, Pinakothek der Moderne (gallery of modern art)

Price: 20 €

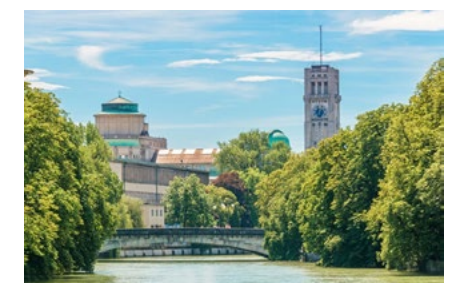


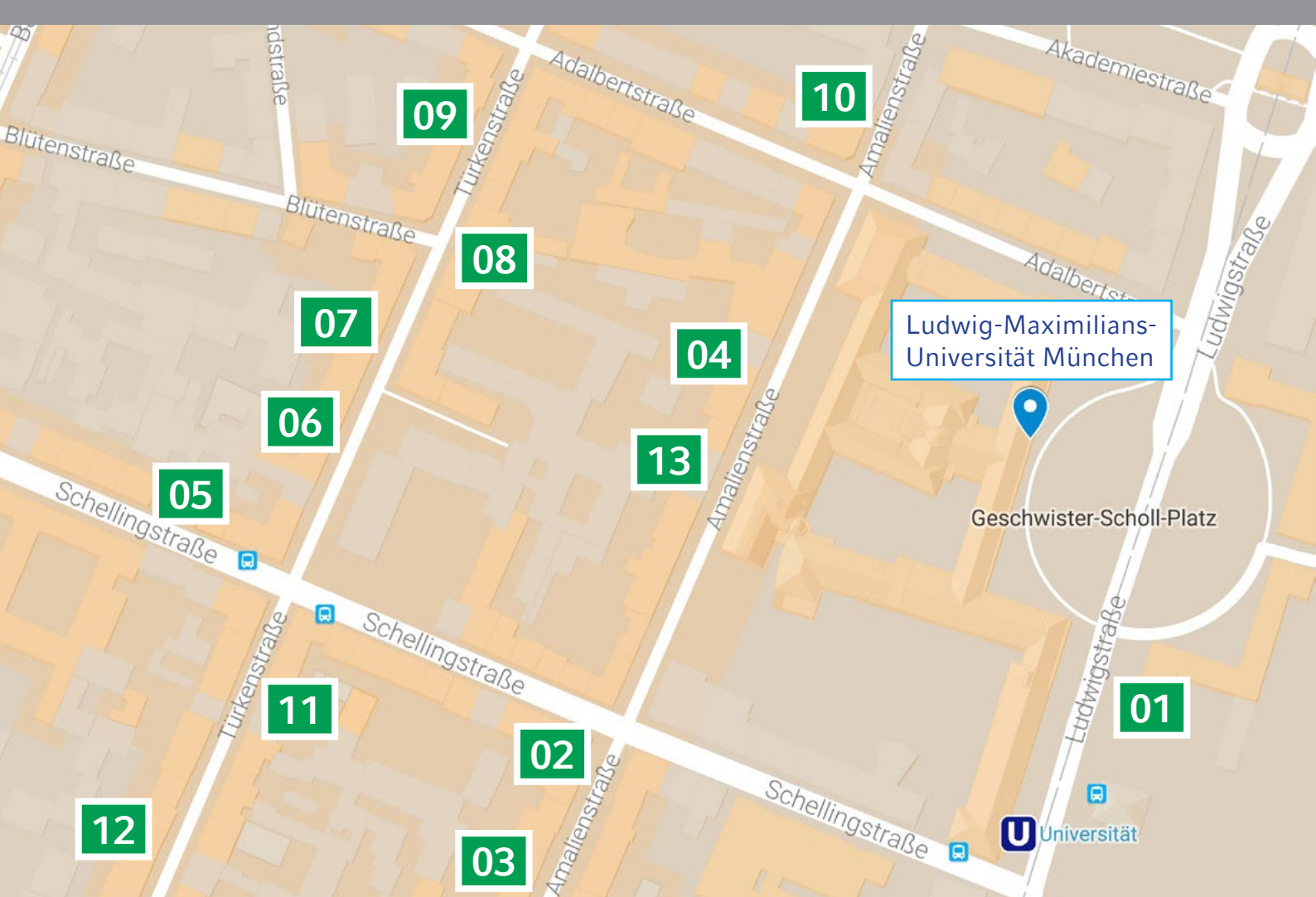
Deutsches Museum

A guided tour in the Deutsches Museum (museum of science and technology)

Price: 25 €

As there are a limited number of places available, please write an email to owczarek@anglistik.uni-muenchen.de if you intend to participate. In the event that there are still free places available, you may also register in person on the first day of the conference.





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 (European)
- 07. Alter Simpl (German, European, Bar)
- 08. Türkenhof (International)
- 09. Hans im Glück (American, Bar, Fast Food)
- 10. Bar Tapas (Mediterranean, European, Spanish)
- 11. Victorian House - Brown's Tea Bar (Café, International)
- 12. Café Puck (German, Café, European)
- 13. Der Verrückte Eismacher (Dessert)

Source: tripadvisor.com rankings

Contacts and Services

Conference Services & Contacts:

- Twitter:** @LMUtefl
- Website:** www.lmu.de/medialiteracy
- Email:** medialiteracy@lmu.de
- Phone #:** A mobile number for conference-related emergencies will be provided at the registration desk.
- WiFi:** If you would like to have access to the university WiFi/W-LAN, please contact someone at the reception desk for your personal voucher.

Getting round Munich

- Public Transportation:** www.mvv-muenchen.de/en
- City Homepage:** www.muenchen.de/int/en
- Munich Airport:** 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. The (089) in the numbers above can be omitted when dialing from a German landline.



Media Literacy in Foreign Language Education: Digital and Multimodal Perspectives

Monday March 13th
09:00-10:00 Registration Senatssaal
10:00-10:30 Welcome M218 Prof. Dr. Martin Wirsing, Vice President of the LMU Prof. Dr.Christiane Lütge, Chair of Teaching English as a Foreign Language
10:30-11:30 Plenary M218 Prof. Dr. Bill Cope "Language learning and assessment in the era of technology-mediated learning"
11:30-12:00 Coffee Break Senatssaal
12:00-13:30 Sections (See p.14-15)
13:30-15:00 Lunch Break
15:00-17:00 Sections (See p.14-15)
17:00-17:30 Coffee Break Senatssaal
17:30-18:30 Plenary M218 Prof. Dr. Gunther Kress "Speech and writing in an era of social and semiotic provisionality: multimodal representation and the growing dominance of the screen"
18:45 Wine Reception Senatssaal

Tuesday March 14th
09:00-10:00 Plenary M218 Prof. Dr. Catherine Beavis "Digital literacies, digital games: Language, learning and play"
10:00-10:30 Coffee Break Senatssaal
10:30-12:30 Sections (See p.14-15)
12:30 – Onward Lunch Break
T.B.A. Meet-Up for Cultural Programme Speerträger
14:30-15:45 Young Researchers' Network Senatssaal
19:30 Conference Dinner Hofbräuhaus

Wednesday March 15th
09:00-11:00 Sections (See p.14-15)
11:00-11:30 Coffee Break Senatssaal
11:30-12:30 Plenary M218 Prof. Dr. Mary Kalantzis "A grammar of multimodality"
12:45-13:30 Closing Panel M218

Plenaries

Plenary I

Monday, 10:30-11:30
Room M218

Bill Cope

University of Illinois
at Urbana Champaign, USA

Language learning and assessment in the era of technology-mediated learning



Schools and systems of higher education around the world are today undergoing changes that may prove to be as large and significant as the creation of modern education in the nineteenth century, characterized mainly by its infrastructure of the classroom, the textbook and the test. Disrupting this traditional model, we witness today the rise of formal education outside of these institutional forms (for instance: online schools, MOOCs, just-in-time training), as well as substantial changes in pedagogical modes within conventional schools (for instance: project-based learning, increased learner self-regulation, competence/mastery versus norm-based assessment). Educational technologies are a part of this equation. However, the transformation is fundamentally pedagogical, rather than technological. Technologies have the capacity to support pedagogical transformation, but equally to revive and fossilize old pedagogies. The focus of this presentation will be to suggest the shape of a new and emerging wave of pedagogies, and the educational technologies that support these pedagogies. My focus will be on the place of multimodal knowledge representations and contemporary “academic literacies.” I will provide examples from the multimodal writing and assessment environment, Scholar, which we have been developing with the support of grants from the Institute of Educational Sciences in the US Department of Education, the Bill and Melinda Gates Foundation, and the National Science Foundation.

Dr. Bill Cope is a Professor in the Department of Education Policy, Organization & Leadership, University of Illinois, Urbana-Champaign, USA and an Adjunct Professor at Charles Darwin University, Australia. He is also a director of Common Ground Research Networks, a not-for-profit publisher and developer of “social knowledge” technologies. He is a former First Assistant Secretary in the Department of the Prime Minister and Cabinet and Director of the Office of Multicultural Affairs. His research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. His recent research has focused on the development of digital writing and assessment technologies, with the support of a number of major grants from the US Department of Education, the Bill and Melinda Gates Foundation and the National Science Foundation. The result has been the Scholar multimodal writing and assessment environment. Among his recent publications are edited volumes on *The Future of the Book in the Digital Age* and *The Future of the Academic Journal*, and with Kalantzis and Magee, *Towards a Semantic Web: Connecting Knowledge in Academic Research*.

Plenary II

Monday, 17:30-18:30
Room M218

Gunther Kress

University College London, UK

Speech and writing in an era of social and semiotic provisionality: multimodal representation and the growing dominance of the screen



A social semiotic approach to multimodality gives precedence to “the social”. That means that it has to consider the social conditions which shape how meaning is made, and what resources are available for making meaning. That provides the essential backdrop for attempts to understand speech and writing in the contemporary semiotic landscape, in particular in their relation to other modes now becoming ever more prominent in communication. In the talk I will go beyond an approach which we might characterize as “multimodality light” (eg “I have always tried to use images, where it seemed useful” “of course I know that images are meaningful”) by examining three issues central in using multimodality in teaching and learning, especially in the teaching and learning of a “foreign language”: “the partiality of language and the multimodal landscape of meaning”; “design and multimodal composition”; “changing meaning across modes”. Contemporary communication is strongly marked by the rapidly changing role and the semiotic impact of digitally instantiated media, so I will consider the social organization of such media and their interrelation with increasingly multimodal means of representation. In that context I will raise the issue of (changing) principles of composition: that is, the move, eg, from linearity to modularity, and its effects on forms of writing, for instance. Given the broader theme of the conference, I will briefly raise the question of a social semiotic approach to multimodality in the context of different languages.

Gunther Kress is Professor of Semiotics and Education at the UCL Institute of Education, University of London. His research is in communication and meaning-making in contemporary environments. His broad aims are to continue developing a social semiotic theory of multimodal communication; and, in that, to develop a theory in which communication, learning, identity are entirely interconnected. One part of that agenda is to develop apt tools for the ‘recognition’ and ‘valuation’ of learning.

He has led and contributed to a wide range of research on multimodal interaction and environments, including the gains and losses of changes in representation, knowledge and pedagogy, the English and Science classroom, and more recently the surgical operating theatre. His publications include *Multimodality: A social-semiotic approach to contemporary communication*, Routledge, 2010; *Reading Images: The Grammar of Visual Design* (with T. van Leeuwen), Routledge, 2006; *English in Urban Classrooms: A Multimodal Perspective on Teaching and Learning* (with C. Jewitt, J. Bourne, A. Franks, J. Hardcastle, E. Reid, K. Jones), Routledge, 2005; and *Literacy in the New Media Age*, Routledge, 2003.

Plenary III

Tuesday, 09:00-10:00
Room M218

Catherine Beavis

Deakin University, Australia

Digital literacies, digital games: Language, learning and play



Digital games offer rich and immersive worlds where communication, play and multimodal literacies of all kinds beckon players to interact and engage. With their mix of text and action, entrancing visuals and instant feedback, digital games provide a context in which understanding and meaning-making, the representation of self, and interaction with others are core business, central to progress through the game and the satisfactions of play. Virtual worlds and digital games work as collaborative sites where meaning is negotiated and players are engaged in experiential learning of many kinds. Activities typically include planning, problem solving, decision making, risk taking, trial and error and purposeful communication of many kinds. Research into the promise of digital games for education identifies language learning, for both first and additional languages, as one of the main curriculum areas where games can be most effective, because of such qualities and the integrated and extensive nature of the informal worlds of the game. To participate in such worlds, players need to 'read' and understand information on hand, hints and cues, the rules of the game, the nature of the genre; what it means and what it takes to play, progress and win, supported by the wealth of paratexts that surround the game. In addition is the cultivation of cutting edge skills and lightning fast responses, in forms of play that range from the benign and orderly through to fast paced, ground-breaking, anarchic and byzantine. This keynote explores virtual worlds and 'serious' games, highlighting the role of digital and multimodal literacies in the creation of meaning for players, and the purposeful and powerful context they provide for communication, interaction and play.

Professor Catherine Beavis is program leader for the Curriculum, Assessment, Pedagogy and Digital Learning program in REDI - Research for Educational Impact: Deakin University's Strategic Research Centre for research in Education, and Professor of Education in the Faculty of Education and the Arts at Deakin University, Australia.

Since 1989, at Griffith and Deakin Universities, she has developed, taught and convened courses and undertaken Doctoral Supervision in areas encompassing English and Literacy Education, Curriculum Studies, Language and Literature, Research Methodology, Digital Culture, New Media and New Literacies; Learning and Digital Games. Her research addresses English and Literature education, English curriculum history, young people and digital culture, ICT and new media, critical literacy, in and out of school literacies and computer games. She has edited six books, with a further two in preparation, addressing videogames and learning (Serious Play) and Literature Education in the Asia-Pacific.

She has a successful track record in national and university competitive grant funding and has undertaken numerous research consultancies in the areas of English and literacy education and new media. She has a long history of engagement with a range of secondary and senior secondary curriculum committees, maintains close ties with the teaching profession, and is a Life Member of the Victorian Association for the Teaching of English, and Patron of the English Teachers' Association of Queensland.

Plenary IV

Wednesday, 11:30-12:30
Room M218

Mary Kalantzis

University of Illinois
at Urbana Champaign, USA

A grammar of multimodality



This presentation will focus on the implications of the intrinsic multimodality of digital media for language teaching and learning. Among significant developments, we see the proliferation of still and moving image as modes of expression, displacing or augmenting messages that would once have been expressed mainly in oral or written language. We also witness a dramatic extension of the sites of writing and reading, and in new or hybrid genres. Our television screens, our shopping malls and our smart phones are full of writing. We navigate both virtual and physical worlds with writing, from the 'tags' that support discovery to the requests and responses we get from GPSs. Arguably, we are doing more writing than ever; and it is taking new forms. My argument about multimodality is not to say that the non-linguistic modes necessarily displace traditional linguistic forms, but to demonstrate how linguistic and other modes are interconnected in new ways that also transform the forms of the linguistic. To address this contemporary situation, we have been attempting to develop an educationally usable multimodal grammar, analyzing both the comparabilities and irreducible differences in the processes of meaning across different modes or meaning forms: text, image, space, object, body, sound, and speech. Our grammar is organized around five meaning functions: reference, agency, structure, context and interest. All meaning-making, in all modes, is capable of expressing all five meaning functions. The functions conjoin in multimodal representation and communication.

Dr. Mary Kalantzis is a professor in the Department of Education Policy, Organization and Leadership at the University of Illinois at Urbana-Champaign, USA. From 2006 to 2016, she was Dean of the College of Education at the University of Illinois. Before then, she was Dean of the Faculty of Education, Language and Community Services at RMIT University, Melbourne, Australia, and President of the Australian Council of Deans of Education. She has been a Board Member of Teaching Australia: The National Institute for Quality Teaching and School Leadership, a Commissioner of the Australian Human Rights and Equal Opportunity Commission, Chair of the Queensland Ethnic Affairs Ministerial Advisory Committee, Vice President of the National Languages and Literacy Institute of Australia and a member of the Australia Council's Community Cultural Development Board. With Bill Cope, she is co-author or editor of a number of books, including: *The Powers of Literacy: Genre Approaches to Teaching Literacy*, Falmer Press, London, 1993; *Productive Diversity*, Pluto Press, Sydney, 1997; *A Place in the Sun: Re-Creating the Australian Way of Life*, HarperCollins, Sydney, 2000; *Multiliteracies: Literacy Learning and the Design of Social Futures*, Routledge, London, 2000; *New Learning: Elements of a Science of Education*, Cambridge University Press, 2008 (2nd edition, 2012); *Ubiquitous Learning*, University of Illinois Press, 2009; *Literacies*, Cambridge University Press, 2012 (2nd edition, 2016); and *A Pedagogy of Multiliteracies*, Palgrave, London, 2015.

Conference Sections

	1) Potentials of digital and multimodal literature and storytelling	2) Developments in digital and multimodal materials and resources	3) Innovations in media-based and pop cultural approaches		4) Literacies for film and audiovisual media	5) Higher Education and developments in CALL/TELL	6) Teacher education, educational policies and curricula
Room:	E110 (Senatssaal)	M209	M203		M201	C016	C022
Section Chair:	Prof. Dr. Susanne Heinz	Dr. Stefanie Fuchs	Prof. Dr. Tanja Angelovska		Prof. Dr. Gabriele Bleil	Prof. Dr. Torben Schmidt	Prof. Dr. Angela Hahn
MONDAY 12:00 - 12:40	Thaler The Bard goes multimodal	Stöckl, Pflaeging Multimodal genres in the EFL classroom: Theoretical and methodological approaches to developing multimodal literacy	Reinhardt Everyday technology-mediatized language learning: New opportunities and challenges		Bajrami Audio-visual materials and their effect in teaching vocabulary in EFL classes	Ismaili The effectiveness of using CALL in academic settings	Rumlich, Altenbeck, Rüschoff How teachers envisage the digital future at schools
	12:40 - 13:20	Owczarek “So, what else can it do?” - Towards critical media literacy in the EFL classroom	Norte Fernandez-Pacheco The effects of multimodal vodcasts on EFL students’ audiovisual comprehension		Makaruk Multimodal literacy: Options for semiotic resource combinability and perception	Laktišová, Sršňíková Embedding a MOOC course in an academic program as part of curriculum transformation	Hauck, Satar Learning and teaching languages in technology-mediated contexts: The relevance of social presence, copresence, participatory literacy and multimodal competence
	15:00 - 15:40		Wang WeChat: A smartphone-mediated community of L2 literacies practice		Kaiser Film clips in the foreign language curriculum	Schmidt (Torben), Pandarova, Jones Towards a fully-automated adaptive Elearning environment: A predictive model for difficulty-generating factors in gap-filling activities that target English tense-aspect-mood	Brautlacht, Martins, Poppi Teaching media literacy and English as a lingua franca: Learning by doing international projects. An approach to teaching professional English in higher education
	15:40 - 16:20	Stannard Interactivity in digital narratives: Storytelling apps and the EFL context	Emara A multimodal discourse analysis of socio-cultural implications in English middle-school textbooks in Egypt	Kennedy Place, time and transindividuation: The psychosocial dilemmas of foreign language education in Japan	Delius “Are you serious?” - Using authentic film material in the foreign language classroom to foster oral competencies	Mahfouz Using wikis as an assessment tool: The case of a sociolinguistics course	Halabi The role of e-tutors in supporting distance English language learners in becoming autonomous learners at the tertiary level
	16:20 - 17:00	Matz, Rogge “this learning mayst thou taste” - Media literacy approach to learning with Shakespeare’s sonnets	Buendgens-Kosten Playfully plurilingual? - Digital games and the inclusion of non-monolingual material in the EFL classroom	Matsumoto, Koyama Influence of mass media as seen in self-reflective entries of intercultural encounters of children and university students		Karges Usability - An important addition to validating computer-based assessment	
TUESDAY 10:30 - 11:10	Genetsch, Surkamp Technology-enhanced learning in foreign language literature classes	Aslan, Ciftci Learner perceptions about CMC in EFL/ESL writing classes: A metaanalysis	Schäfer “Street art isn’t a crime” - Teaching and learning with multimodal pieces of street art in the EFL classroom		Ramos Álvarez, González Plasencia Spanish in a day: An online video contest for Spanish language students worldwide	Gabel, Schmidt (Jochen) Collaborative writing with writing pads in the foreign language classroom - Chances and limitations	Roche Exploring the role of digital literacy in English for academic purposes university pathway programs
	11:10 - 11:50	Alter Visual literacy meets digital storytelling: From picture books, comics and graphic novels to ToonDoo, PowToon and Pixton	Eisenmann Edu-apps in EFL teaching	Becker (Carmen), Kupetz Roads to culture and language through murals - An approach to ARTivism in the EFL classroom		Chen (Hsin-I) Second language identities in practice in online intercultural exchanges	Steinberger Synchronous collaborative writing with Google Docs: Enabling and understanding written collaborative practices in the foreign language classroom
	11:50 - 12:30	Kolb, Brunsmeier Reading story apps in the primary EFL classroom	Frenzke-Shim Visual literacy and intercultural communicative competence: Working with pictures on tablets in a foreign language classroom	Deters-Philipp, Will Graded materials for digital storytelling	Casulleras, Miralpeix Watching cartoons with L1 or L2 subtitles: A classroom-based study with young learners	Amrate Exploring the pedagogy of EFL pronunciation training using CAPT technology in a collaborative classroom environment: Case study of first year EFL university students in Algeria	Chen (Quingquing) Developing media literacy education on the platform of College English in China
WEDNESDAY 09:00 - 09:40	Volkmann Literature in the “Post-Truth” classroom: Using fiction to teach reality	Wloch TV Serials: An innovative mode of reading literature in German EFL classrooms today	Becker (Daniel), Gießler, Schledjewski Popular culture in the EFL classroom: Using media literacy as a tool to analyze narrative identities		Duncan, Paran Snapshots of reality: What really happens when using film in the language and literature classroom	Marenzi, Bortoluzzi, Bianchi The LearnWeb platform for multiliteracy practices in higher education and in the workplace	Schneider, Kulmhofer, Kletzenbauer, Moser Critical approaches to media literacy: Catering to the needs of struggling learners
	09:40 - 10:20	Pukowski Over the Wall, into the gutter: Media literacy and intercultural learning using Peter Wartman’s comic Over the Wall	Lira-Gonzales, Grégoire Technologies in first and second language classes: Knowledge synthesis on learning electronic writing	Prusse The hero’s journey as a narrative template across media	Rivero-Vilá Creating an interactive documentary with your foreign language students	Ullmann Individualization in an English selflearning setting: Phenomenon, empirical research and practical implications	Boivin, Amantay Multiliteracies in post-Soviet Kazakhstan - A transformative teaching approach for multilingual early learning
	10:20 - 11:00		Hebert Immersing in brave new worlds - Foreign languages and augmented realities				Fuchs “But how do I as a teacher work with a blog in the FL classroom?” - Media education and media competence in teacher education at university

Monday, 12:00-13:30 and 15:00-17:00

Section I: Potentials of digital and multimodal Literacies and storytelling

Room E110 (Senatssaal)

12:00 - 12:40	Thaler The Bard goes multimodal
12:40 - 13:20	Owczarek “So, what else can it do?” - Towards critical media literacy in the EFL classroom
15:40 - 16:20	Stannard Interactivity in digital narratives: Storytelling apps and the EFL context
16:20 - 17:00	Matz, Rogge “this learning mayst thou taste” - Media literacy approach to learning with Shakespeare’s sonnets

12:00 - 12:40 Room E110

The Bard goes multimodal

Engelbert Thaler

In contrast to the first generation of the Internet, where people were limited to the passive viewing of content, Web 2.0 refers to World Wide Web websites that emphasize user-generated content, usability, and interoperability. In a similar vein, modern authors have adapted, re-created and transformed Shakespeare by producing their own texts which are rather easy to use and relate to other texts in a polyphonic intertextual and intermedial way.

This paper attempts to describe and assess these new formats as well as point out their potential for TEFL (Teaching English

as a foreign language) classrooms. The survey will not be restricted to Web 2.0 applications in the narrow sense, i.e. social networking sites, social media, blogs, wikis, folksonomies, video sharing sites, hosted services, apps, collaborative consumption platforms, and mashup applications, but also include further auditory, visual and audiovisual media, e.g. pop songs, pictures, and movies.

First, the developments leading to a multimodal opening of Shakespeare-related texts will be summarized. Then 30 different multimodal teaching techniques for “Hamlet” are briefly pointed out. Finally 10 modern classroom approaches to “Romeo and Juliet” are suggested. Whether such an update of Shakespeare’s works enhances or devalues the Bard, may be open to discussion.

12:40 - 13:20 Room E110

“So, what else can it do?” Towards critical media literacy in the EFL classroom

Claudia Owczarek

This spring, the Standing Conference of the Ministers of Education and Cultural Affairs of the states of the Federal Republic of Germany (KMK) published its latest draft of a policy statement on education in a digital world. It includes the ability to understand and reflect media as a central dimension of interdisciplinary media literacy (cf. 9). In accordance with this viewpoint, Michael Hoechsmann argues that “teaching Media Literacy 2.0 in schools is like teaching agriculture in a farming community; in other words, many of the students in the classroom are learning about the subject in their everyday lives and need new perspectives, not new basics” (138; emphasis added). These positions underline that technical expertise is not

sufficient to promote media literacy. What is equally important in our days is critical media literacy. However, this capacity is not only vital in one’s mother tongue, but it needs to be fostered in an interdisciplinary way – hence, as well in the EFL classroom.

A narration which invites us to do so, is the picture book *It’s a book* by Lane Smith. By bringing about the differences between old and new media, it offers a great starting point to discuss the digital revolution. At the same time, the detailed discussion of this graphic narrative takes the increasing omnipresence of multimodality in our times into account and it induces students to develop the simultaneous understanding of both textual and visual elements. Thus, the discussion of this picture book does not only bring about the topic of digitalization at the content level, but also at the design level.

All in all, this paper aims to point out the importance of fostering critical media literacy in the EFL classroom. To elaborate this stance, in a second step, it offers an account of how this goal can be reached with a picture book as a starting point.

15:40 - 16:20 Room E110

Interactivity in digital narratives: Storytelling apps and the EFL context

Michelle Stannard

Digital narratives in the form of tablet apps are illustrative of the changing nature of text and approaches to text in the digital age. Such digital texts may feature a range of modalities and interactive features, and may additionally challenge traditional notions of authorship (Dalton & Proctor 2008). These aspects have various impacts on how learners of English engage with text,

further implicating how texts may be curated and approached in EFL classrooms. As concerns aspects of multimodality, a discussion on the implications of multimodal texts on language learners is well underway (see Elsner et al. 2013; Ho et al. 2011). As concerns interactivity, however, a large degree of ambiguity remains, particularly as the term ‘interactivity’ is used to refer to a wide range of phenomena in digital texts.

Drawing from examples of narrative tablet apps, this contribution seeks, firstly, to identify different types of interactivity in digital text; secondly, to consider possible impacts on learner engagement with text; and finally, to consider the implications this may have towards text work in the EFL classroom.

16:20 - 17:00 Room E110

“This learning mayst thou taste:” Media literacy approach to learning with Shakespeare’s sonnets

Frauke Matz, Michael Rogge

Learning with Shakespeare’s sonnets is often a challenge in the EFL classroom, as not only the language but also their design is unfamiliar to students. The (Multi)Literacies Pedagogy offers a helpful approach in teaching and learning with these texts, as it opens itself to an action- and product-oriented approach which also recognizes the significance of current digital media.

Thus, this contribution proposes a media literacy approach to teaching Shakespeare’s sonnets following the knowledge processes, allowing students to transform individually chosen sonnets into their own short film adaptations with the help of smart phones; illustrating how the transformation of these literary texts into handcrafted films can help students not only to understand and work with the design of Shakespeare’s sonnets, but also develop critical media literacy. This media technique enhances students’

understanding of film production and enables them to apply digital narrative techniques by themselves. Hence, students don’t just read Shakespeare’s sonnets, evaluate different adaptations (such as by the Shakespeare Hip Hop Company or the New York Shakespeare Exchange)– they produce their own adaptations of the sonnets and hence are able to find their own approach.

As we regard it as important that media literacy should also be explored with university students who aim to become future EFL teachers, we worked with student teachers in the course of two projects (both at the Ruhr-University Bochum and the Justus-Liebig University Gießen, Germany), demonstrating how digital and multimodal media can be meaningfully linked with learning with literature to further competence development. We are also currently planning to implement this project in the second phase of teacher education in Germany, helping future teachers of English to establish a basic understanding of Multiliteracies Pedagogy and develop their own teaching strategies for Multiliteracies in EFL classrooms.



Section II: Developments in digital and multimodal materials and resources

Room M209

12:00 - 12:40	Stöckl, Pflaeging Multimodal genres in the EFL classroom: Theoretical and methodological approaches to developing multimodal literacy
12:40 - 13:20	Norte Fernandez-Pacheco The effects of multimodal podcasts on EFL students’ audiovisual comprehension
15:00 - 15:40	Wang WeChat: A smartphone-mediated community of L2 literacies practice
15:40 - 16:20	Emara A multimodal discourse analysis of socio-cultural implications in English middle-school textbooks in Egypt
16:20 - 17:00	Buendgens-Kosten Playfully plurilingual? Digital games and the inclusion of non-monolingual material in the EFL classroom

12:00 - 12:40 Room M209

Multimodal genres in the EFL classroom: Theoretical and methodological approaches to developing multimodal literacy

Hartmut Stöckl, Jana Pflaeging

Dating back to early 17th text book illustration (Spevacek 2000), pictures have a considerably long tradition in foreign language education as illustrative, mnemonic, and motivational devices. Over time the communicative landscape has noticeably changed, involving a general increase in visualization and resulting in a growing importance of multimodal texts (Bezemer/Kress 2016). These changes raised a need for multi-literacy in education (Pahl/Rowse 2012: 25ff.; Cope/Kalantzis 2000), i.e. visual literacy (Hecke 2012; Machin 2007; Kress/van Leeuwen 1996: 15ff.) and multimodal literacy (Jewitt/Kress 2003). Our survey of contemporary (Austrian) EFL-text books, which still are a central classroom material in TEFL (Kurtz 2010), suggests, however, that the potentials and demands of naturally and increasingly multimodal communication have not yet been fully acknowledged in textbook design – nor, very likely, in actual teaching situations.

While textbooks have grown into heavily and diversely illustrated tools, they continue to limit their own potential for teaching the basics of multimodal communication in two essential ways: First, the densely illustrated pages still perpetuate a narrow range of pictorial functions. Only rarely do they provide tasks that go beyond simple matching exercises and prompts for text production, such as speaking about a painting, or writing a story on the basis of a photograph. Second, the formal, semantic and pragmatic relations to language which images naturally exhibit are badly neglected. Therefore, in this talk, we draw on analytical tools established in multimodal text linguistics to unravel the semiotic characteristics of language and images and their various types of intermodal linkage. Using examples of the prominent mass media genres advertisement (Stöckl 2009), infographic (Stöckl 2012), and image-nuclear news story (Caple 2013), we aim to point out ways in which multimodal texts could be integrated into TEFL practices. The directions our work follows derive from a concern with metaphor/metonymy as a general cognitive and semiotic tool, from a focus on language functions such as quantifying, describing or explaining, and from the notion that texts accompanying images need to build cohesive ties with visual elements and explain the pictorial context.

12:40 - 13:20 Room M209

The effects of multimodal vodcasts on EFL students’ audio-visual comprehension

Natalia Norte Fernández-Pacheco

The dissemination of the multimodal approach (Jewitt, 2013; Kress & Van Leeuwen, 2001; Norris, 2004; O’Halloran & Smith, 2011), focused on how different communicative modes are organised

to represent meaning, and the use of digital tools in language learning contexts are promoting the application of new language teaching materials. These new digital materials may not only be more attractive for language students, but they may improve EFL students’ audio-visual comprehension. Vodcasts, i.e., video files uploaded on the net using Rapid Simple Syndication feeds (Hasan & Hoon, 2013), are a form of mobile learning, inasmuch as they allow students to watch the information they contain, whenever

and wherever they want to. Furthermore, educational vodcasts are a good example of multimodal audio-visual resources since they combine a variety of modes (e.g., spoken and written language, images, gestures, and music), which may help students to better understand communicative situations. This communication describes the effects of vodcasts on EFL students’ audio-visual comprehension when different orchestrations of communicative modes appear in the visualization. A multimodal discourse analysis of two British Council vodcasts was carried out, using ELAN, a multimodal annotation tool, to design comprehension tests according to the different orchestrations found. Forty

Spanish upper-intermediate students visualized the vodcasts and completed the tests to measure their audio-visual comprehension. These questions were associated with parts of the vodcasts in which orchestrations of 2, 3 and 4 modes appeared when the information was given. The statistical analysis indicated that EFL students’ audio-visual comprehension improved when there was a greater number of orchestrated modes. The conclusions regard the importance of the multimodal approach and the employment of audio-visual materials to enhance students’ listening skills.

15:00 - 15:40 Room M209

WeChat: A smartphone-mediated community of L2 literacies practice

Min Wang

This case study explored how three Chinese students studying at the English Language Institute (ELI) of a Southeastern US university formed a mobile-networked community of L2 literacies practitioners through WeChat (a Facebook-like platform) discussions. Adopting both etic and emic perspectives, in the study used discourse analysis and content analysis to examine WeChat discussion exchanges to functions of communication. All the discussion group members were considered as contexts of and for each other. Their written texts, head icons, and emoji genre were viewed as main contexts to understand how they designed and negotiated meanings to participate in this community of practice to enhance their L2 literacies as legitimate community members. The researcher focused on what the WeChat discussants had written and how it had been written, what things (activities)

and what others in this context were relevant and significant, what identities were shaped, and what relationships and politics were involved in this context of the WeChat discussion group when they interacted with each other in a form of text. Text senders and receivers’ positions, preferences, values, intentions, desires, and relations between texts and discussants were scrutinized.

Combining the etic and emic accounts allowed the researcher to identify the structural discursive attributes of WeChat discussions and its significance for L2 literacies practices. Data from this research showed that the WeChat discussion group appeared to function as a mechanism for these students to make and negotiate meanings, voice their arguments, change power relations, and design textual selves. The interactions among the three participants not only focused on exchanges of information, but also on exchanges of thoughts and perspectives, in and through which they combined genres of mixed dialogues, narratives, and arguments to participate in the smartphone, network-mediated communication. They shaped a group image where they were each active, responsible, and competent L2 discussants.

15:40 - 16:20 Room M209

A multimodal discourse analysis of socio-cultural implications in English middle-school textbooks in Egypt

Ingy Emara

Multimodal discourse analysis refers to the interaction between text and different modes of communication such as images, gestures, sounds and positioning of elements to create meaning. Much of the work in this field draws from Halliday’s (1978) social semiotic approach to language, which considers language as one of a number of semiotic resources that people use to communicate. In this view, language is also considered within the socio-cultural context in which it occurs. Accordingly, the language used in educational materials such as English language teaching textbooks can be analyzed in terms of its interaction with different modes of communication to create or advocate certain socio-cultural identities.

The present study aims to provide a multimodal discourse analysis of the socio-cultural implications in the material

presented in English teaching textbooks used in the first middle school year in Egypt. The study also compares the textbook designed by the Egyptian Ministry of Education for public schools and another textbook designed by Oxford University Press, which is used in international Egyptian schools. The comparison aims to investigate how certain social and cultural identities may be promoted differently in books designed by authors with different socio-cultural backgrounds through the use of multimodal language material. The present study also provides a qualitative-quantitative analysis of the two textbooks within Halliday’s (1978; 2009) systemic functional grammar approach which sees language or discourse as having three metafunctions: an ideational function (what the text is about), a relational function (what relations are elicited between the reader and text) and a textual function (how the text is organized). The implications of the study may be useful to teachers of English as a foreign/ second language as they highlight how certain identities and socio-cultural ideologies may be advocated through multimodal instructional material.

Playfully plurilingual? Digital games and the inclusion of non-monolingual material in the EFL classroom

Judith Buendgens-Kosten

A book is either in language A, or in language B, or bilingually in A and B. But it is necessarily fixed – a reader does not get to choose anew at each page. Digital media, on the other hand, can offer additional languages more flexibly, through optional subtitles, affordances for receptive code-switching, or other technical means. Unlike printed objects, these can remain more fluid: Allowing for the inclusion or exclusion of additional languages as needed, and providing a wider range of languages than is commercially viable in the ‘dual book’ market.

Such ‘classic’ digital multilingual media have value by opening up the classroom as a multilingual space, but many are limited by their artificiality: Creating parallel versions in different languages, not reflecting actual plurilingual practices that occur all the time within and outside the classroom. In theory, digital media, through its options for interactivity and non-linearity, could provide multilingual spaces that go beyond parallel versions. One example for this would be the digital computer game MELang-E (melang-e.eu), which attempts to simulate multilingual and plurilingual practices, from intercomprehension-based practices to code-choice and code-switching. While the focus of this presentation will be on the didactic-conceptual level, it will also address the attitudinal component, i.e. potential issues with acceptance of such products by stakeholders and gatekeepers such as teachers.

Section III: Innovations in media-based and pop cultural approaches

Room M203

12:00 - 12:40	Reinhardt Everyday technology-mediatized language learning: New opportunities and challenges
12:40 - 13:20	Vela, Salii The effect of online authentic materials on motivation in EFL classrooms
15:00 - 15:40	Spijkerbosch Media and language learning in Japan: A critical review
15:40 - 16:20	Kennedy Place, time and transindividuation: The psychosocial dilemmas of foreign language education in Japan
16:20 - 17:00	Matsumoto, Koyama Influence of mass media as seen in self-reflective entries of intercultural encounters of children and university students

Everyday technology-mediatized language learning: New opportunities and challenges

Jonathon Reinhardt

With the rise of ubiquitous social media, many everyday socio-literacy communication practices have become mediatized (Lundby, 2009), and thus commonplace, habitual, and unexamined. This shift poses new opportunities and challenges to second and foreign language (L2) education and computer-assisted language learning (CALL), as debates (e.g. Bax, 2011) on whether digital technology can be integrated into L2 classrooms until it is normalized and no longer visible are moot. Most students now come to L2 learning with a range of dispositions or habitus associated with everyday technology-mediatized literacies, influencing their reception of formal L2 learning tasks. The impact of this mediatic turn has already been documented,

with learners resisting or rejecting learning activity that does not balance task parameters with the ecological affordances of a particular tool vis-à-vis agency (Arnold, Ducate, & Kost, 2012; Chen, Shih, & Liu, 2015; Lin, Groom, & Lin, 2013; Reinhardt & Zander, 2011). Retaining learner agency, however, poses a challenge due to formal curricular and assessment demands and the need to develop awareness, which is key to developing abilities to use social media for autonomous L2 learning. In response, I propose a paradigm of “technology as everyday” that recognizes the mediatic turn, contrasting with traditional CALL theoretical paradigms where technology is rarified or exceptional. This implicates approaches to research that are ecologically grounded in emic perspectives of technology-mediatized language use (e.g. Jones, Chik, & Hafner, 2015), and a relational pedagogy that develops critical awareness of mediatized language use as socio-literacy practice (e.g. Reinhardt & Thorne, 2011; Chun, Kern, & Smith, 2016).

The effect of online authentic materials on motivation in EFL classrooms

Vjosa Vela, Teuta Salii

Using authentic materials in EFL classrooms is widely discussed in recent years. As a result, numerous studies have been carried out analyzing the pedagogical benefits, role and the effects of using authentic materials in EFL classrooms. Most of the teachers involved in foreign language teaching believe that authentic materials or texts are useful to language learning process. Students exposed to authentic materials in EFL classroom are better able to cope in real life situations and are more eager to learn the foreign culture. Moreover, using authentic online resources and technology is easily accessible and useful for the students. The aim of this paper is to explore how online authentic materials could be used to increase students’ motivation in EFL classrooms and

enable students to understand the culture of the target language. To address these questions, the paper is organized in two parts. In the first part, the definition of authentic materials is given. Then advantages and disadvantages of the use of authentic materials are discussed. In the second part, the definition of culture is given and then, why and how cultural content should be used is discussed. The participants of this study are 90 Intermediate level students from the South East European University Language Center. Over a ten week period students followed their course material and syllabus however they were also exposed to online authentic materials and cultural content in addition to the regular syllabus and textbook. A questionnaire was administered to the students to find out if online authentic materials and technology could be used to enhance students’ engagement in EFL classrooms. The findings led to a conclusion that technology and authentic materials are effective tools that can be implemented in an EFL classroom.

Media and language learning in Japan: A critical review

Paul Spijkerbosch

Many believe Computer-mediated Communication (CMC) offers an incredible opportunity to leverage technology and blend subjects to motivate second language acquisition. CMC, however, offers both opportunities and barriers to potential users. Technological proficiency, also referred to as media literacy, is the obvious issue, yet there are a number of other considerations that researchers and educators need to evaluate; considerations that may depend upon location or even wider societal issues. With this in mind, this presentation will assess CMC in a Japanese SLA context. Drawing on the research of Hauck (2010), this presentation will use the framework that intercultural

communicative competence and multimodal (media) competence are interdependent. Using Internet-based telephony to collaborate interculturally requires intercultural communicative skills as well as technological skills. They are dependent on each other, and checking and scaffolding learner knowledge of them needs to be considered fundamental if they are to be effectively used pedagogically (Spijkerbosch, 2013). One of the biggest hurdles for media as a language learning solution, is whether or not the ends justifies the means. History has continuously demonstrated that people can learn languages. The question is whether or not media solutions can enhance these skills better than existing methods. This presentation is aimed at considering this debate within the language learning environment of Japan.

Place, time, and transindividuation: The psychosocial dilemmas of foreign language education in Japan

David Kennedy

This paper proposes a research agenda for investigating the psychosocial effects of information and communication technologies (ICTs) on notions of distance, or ‘foreign-ness’, in foreign language education in Japan. The focus here is on the particularities of Japan’s semiotic landscape, where foreign language—particularly English—as a product remains a significant commercial, cultural, and educational industry, yet arguably with a tenuous connection to a sustained, autopoietic discourse. Drawing upon a multidisciplinary array of theory and research – in language acquisition, social theory, and media (in particular Bernard Stiegler’s theoretical work on

‘industrial temporal objects’) –, the paper calls for an opportune re-examination of the role of technology as a mediator in foreign language education in settings such as Japan. Recent media theory has widely discussed the ways in which ICTs have refocused human memory from the spatial, and its long-imagined possibilities of permanence (e.g. the place, the community, the physical cultural artifact), to the temporal – the timely comment, the ephemeral upload – and its apparent transience in the cloud (e.g. the instant spectacle of Twitter, Snapchat, WhatsApp, YouTube). This change in how one experiences the world extends, naturally, to the social. Such dynamic tensions between place and space, between the security of a recognizable home and the unbridled thrill of wandering the unknown, between the spatially bound and the temporally limitless, and between self-identity (who one thinks one is) and transindividuation (who one may become)—all of these are represented iconically by the social condition of foreign language learning in Japan in the digital era.

It is argued that foreign language education in places such as Japan prioritize a repositioning of language learners from consumers of semiotic commodities to (re)constructors of meaning

for their own individual and shared purposes, leading ultimately to a critical rethinking of in what senses English language learning in Japan can continue to be called ‘foreign’.

16:20 - 17:00 Room M203

Influence of mass media as seen in self-reflective entries of intercultural encounters of children and university students

Kahoko Matsumoto, Yukie Koyama

This study looks into the influence of mass media in the self-reflective entries of intercultural encounters made by 35 elementary school students (hereafter referred to “children”) and 41 university students. Detailed text analysis was done to spontaneous entries in the Council of Europe’s “Autobiography of Intercultural Encounters” (AIE), a self-reflective learning tool widely used in Europe. Both adult and young learners’ versions of the AIE were translated into Japanese and used with university students and children respectively, to ascertain the influence of mass media’s depictions of foreigners and others who are different from the typical Japanese. The study was done as a part of a public research grant which aims to seek ways to create teaching models for intercultural competence that can allow

Japanese youngsters to become able to solve problems in various intercultural situations. The data analysis showed different ways perceptions of “otherness” that children and university students feel in intercultural encounters as well as how mass media’s depictions affect their perceptions. It is especially interesting how various media depictions help strengthen the stereotypical images of people different from themselves. Though Japanese youngsters still live in a mostly homogeneous environment where stereotypes can be quite easily formed, children’s perceptions were considerably individualistic. On the contrary, responses of university students were varied depending on their learning histories and experiences rather than their original dispositions. Both groups have tendencies of making stereotypical, sweeping statements about people who are different from themselves and are often influenced by media depictions of foreign peoples. However, at least about a half of university students were able to change their parochial views through a reflective process and/or input from a sociolinguistic course they were taking at the time. On the other hand, children seem to need more intervention or scaffolding to prevent resorting to simplistic stereotypes.

Section IV: Literacies for film and audiovisual media

Room M201

12:00 - 12:40	Bajrami Audio-visual materials and their effect in teaching vocabulary in EFL classes
12:40 - 13:20	Makaruk Multimodal literacy: Options for semiotic resource combinability and perception
15:00 - 15:40	Kaiser Film clips in the foreign language curriculum
15:40 - 16:20	Delius “Are you serious?” Using authentic film material in the foreign language classroom to foster oral competencies

12:00 - 12:40 Room M201

Audio-visual materials and their effect in teaching vocabulary in EFL classes

Lumturie Bajrami

Integrating technology in classroom has become one of the most discussed issues in teaching environments and these days is inevitable to do so in every level of education, especially in language teaching. This paper aims to analyse the effects of video use as an audio and visual material in order to offer and create successful language classes, which will have effect on students’ motivation and participation in English courses at university level

in the viewpoint of English instructors. This paper first attempts to explore the goals of using video material in EFL classrooms and the advantages of using video materials in EFL teaching, on the basis of which proposes a framework of teaching principles, strategies and specific tips which facilitate EFL teaching. Then will bring theories and practice related to the use of audio-visual tools in language learning especially in ESP classes at university level and the reason why videos can be considered as valuable pedagogical tools which facilitate the teaching process. Materials as videos should be selected by certain criteria, such as: they should contain the desired linguistic material; be thematically interesting; repeat the

viewings for students to understand the text fully; and be brief. As with selecting all instructional materials, there is a good video and a bad video for language teaching purposes. A useful video must contain the desired linguistic material for instructional purposes. In most cases, for language courses attempting to develop communicative performance, this criterion means language that is current, useful and accurate in a corresponding situation.

12:40 - 13:20 Room M201

Multimiodal literacy: Options for semiotic resource combinability and perception

Larysa Makaruk

The fact that present-day creators of textual material are prolifically utilizing the greatly increased range of semiotic resources now available to them has led linguists to totally re-examine the traditional concept of literacy. During the past decade this conception has been expanded into the dimension of multimodality, thanks to the significant contributions of Kress (2003, 2004, 2006), Van Leeuwen (2006), and Jewitt (2003), whose formulations with respect to their theoretical foundations demonstrate that there are no devices or means presented on paper or on the screen which can be dismissed as unimportant, whether it be a picture, a punctuation mark, a piece of strikeouts text, a section of highlighting or a pictogram.

The analysis which has been carried out shows that instead of a single letter or word, a number of different

The purpose of this study is to investigate and show the benefits that the language teachers and learners get from using audio-visual aids in teaching and learning the English language. According to the analysis and the data collected in ESP classes, the findings reveal a positive effect of video use on students’ motivation and participation.

semiotic resources can be used, making the process of reading and perceiving easier or more complicated. This points to the necessity of considering notions and language processes such as multimodal polysemy and homonymy. Another question for which there seems to be no totally clear answer involves the possible necessity of considering these processes as essential to make a black and white text more colourful; it can be asked whether some kind of graphic play is involved, since black and white texts may be viewed as merely monotonous; or whether it may be possible to speak of some form of multimodal stylistics.

Texts of this type open up more possibilities for communication and make it necessary to introduce some new elements of terminology such as multimodal grapheme and multimodal lexeme. The crucial question is how to teach individuals to perceive information which includes both verbal and non-verbal means, when the latter can be found on different levels—graphic, lexical, syntactical and of course textual.

15:00 - 15:40 Room M201

Film clips in the foreign language curriculum

Mark Kaiser

Feature films offer instructors the opportunity to explore language and culture within a visual context. Clips cut from those films present a distinct advantage over viewing an entire film in that the amount of language material is more manageable and the filmic techniques more easily analyzed. With this in mind we have developed the Library of Foreign Language Film Clips (LFLFC), a database of 17,000+ clips in 25+ languages for use in language and culture instruction complete with heuristic aids for comprehension. Access to the database

is, available to institutions of higher education at no cost. In this presentation we will demonstrate various approaches to the exploitation of clips for teaching language and culture in the foreign language classroom. Drawing on two disparate clips in the LFLFC from two American films, one focusing on filmic devices and the other on language, but where both facets of the filmic text are important, we will demonstrate how the clips might be used to teach grammar, vocabulary, stylistics, and culture, affording the development of students’ linguistic, communicative, and translingual and transcultural competencies and visual literacy. Furthermore, we will present examples of tasks that foster the development of students’ symbolic competence with the goal of becoming “a multilingual subject” (Kramsch 2009).

15:40 - 16:20 Room M201

“Are you serious?” Using authentic film material in the foreign language classroom to foster oral competencies

Katharina Delius

In the past view years foreign language research has paid particular attention to the training of both the receptive skills through the medium film and the productive skills with regard

to shooting films (viewing and listening competence, visual literacy) (i.a. Blell et al. 2016; Thaler 2013; Lütge 2012; Henseler et al. 2011). The talk proposes a stronger analytical focus on the authentic language use displayed in feature films and TV series/sitcoms in order to offer students model texts of oral communication. In a combined approach of genre-learning (i.a. Paltridge 2001; Cope/Kalantzis 1993) and drama-based methods (i.a. Schewe 1993) language- learners first analyse scenes from

films or series by examining the speech situation, speech acts, the specific language, and non-verbal aspects of the interaction before they produce their own oral texts of the same genre. The talk looks at both the theoretical potential of feature films, sitcoms and series in the foreign language classroom

to foster the oral skills as well as some preliminary results of a study carried out in a 6th grade English class for one school year. Findings of the study are mainly based on the video-analysis of certain teaching phases as well as on the interviews conducted with learners and the teacher.

Section V: Higher Education and developments in CALL/TELL

Room C016

12:00 - 12:40	Ismaili The effectiveness of using CALL in academic settings
12:40 - 13:20	Laktišová, Sršníková Embedding a MOOC course in an academic program as part of curriculum transformation
15:00 - 15:40	Schmidt, Pandarova, Jones Towards a fully-automated adaptive e-learning environment: A predictive model for difficulty-generating factors in gap-filling activities that target English tense-aspect-mood
15:40 - 16:20	Mahfouz Using wikis as an assessment tool: The case of a sociolinguistics course
16:20 - 17:00	Karges Usability - An important addition to validating computer-based assessment

12:00 - 12:40 Room C016

The effectiveness of using CALL in academic settings

Merita Ismaili

Nowadays, teaching English is urged to focus on communicative approach meaning that there is a need to look at the learning outcomes that technology in teaching brings. English language teachers have always been in search of new methods and tools that may help the learning and teaching process The teaching techniques presented in the classroom should give students the necessary skills to use the target language outside the classroom as well. In one form or another, technology has always been part of the teaching. It is part of the resources that teachers use to help facilitate student learning. Many researches suggest that CALL (Computer Assisted Language Learning) is an effective tool where

students can practice the language in their own pace. Apart from being an excellent tool to improve the language acquisition the use of technology in the classroom provides a more meaningful context for the students. CALL enhances students’ achievement, while at the same time ‘increases motivation and autonomy in learning’ (Doughty 2003, p 57). The SEEU (The South East European University) is in a huge advantage regarding the use and employment of the technological tools. It uses the Google classroom software, which primary use is to help and foster students autonomy by using its’ on-line services such as: participation in different discussions, posting activities, blogs, chatting, uploading teaching materials etc. This study will try to investigate students’ attitudes towards CALL and how it can accommodate students’ different learning styles and keep them motivated.

12:40 - 13:20 Room C016

Embedding MOOC course in an academic program as part of curriculum transformation

Petra Laktišová, Daniela Sršníková

MOOCs have received a lot of media attention recently, hyped as a “drastic change” in education, and yet many of them are skeptical of the values behind MOOCs, as well as the quality of online learning provided by eligible educational institutions. MOOCs, however, are not conceptually as revolutionary as they might appear for many of us. They are the next logical step

in rapidly growing online type of learning, which has been growing with acceleration since the start of the millennium (Butcher & Wilson-Strydom, 2013). MOOCs are also recognized as an enlargement of a model that is already entirely prevalent in the online world. There have been numerous projects engaged in finding solutions to the “students’ language skills crisis” over many terms at the Institute of Lifelong learning (University of Žilina) and the current strategic push for Curriculum Transformation provided additional motivation and mandate to implement MOOC course Teaching literacy through film to the framework of English language course curricula. The MOOC course mentioned above was implemented to

an academic program in order to lift language skills in conjunction with supporting and enhancing low-efficacy English language learners – to whom the foreign language still continues to be a great challenge. Correspondingly, based on our experience, it can be most likely considered as a particularly powerful source of students’ stress. Hence, the MOOC course provided an alternative e-way to those who encounter with academic English at the university level, in the act of supplementing the current face to face language services.

Over the semester, the students explored a range of strategies and frameworks that they could use to engage and inspire themselves when acquiring specific vocabulary, and improve their progress and levels of attainment in both listening and speaking. On account of that, the paper portrays a successful approach to using MOOC course for addressing language skills deficit and enlisting teachers and policy makers who find themselves in the curriculum transformation process.

15:00 - 15:40 Room C016

Towards a fully-automated adaptive e-learning environment: A predictive model for difficulty-generating factors in gap-filling activities that target English tense-aspect-mood

Torben Schmidt, Irina Pandarova, Roger Dale Jones

The last fifteen years have seen the rise of Intelligent Computer Assisted Language Learning (ICALL), which deals with the development and study of intelligent, adaptive technologies that take a learner-centred approach to language learning (Slavuj et al. 2016). Such systems deliver individualised learning experiences by adapting their behaviour to a learner’s a) learning objectives, preferences and styles, b) changing spatio-temporal circumstances and/or c) current level of knowledge and ability (Gómez et al. 2014). Adaptivity features with particular regard to c) may include dynamic processes such as adjusting the content, sequence and difficulty level of activities, as well as providing individualised

feedback and support targeted at inferred knowledge gaps and misconceptions. A few ICALL systems employ for this purpose methods from Item Response Theory to automatically and dynamically model learner ability based on their performance on sets of activity items (e.g. Chen & Chung 2008; Hsieh et al. 2012). However, the difficulty level and constraint characteristics of the individual items themselves are typically predetermined, e.g. by language experts or using costly pilot tests. As a consequence, such systems necessarily operate with fixed, (subjectively) pre-rated item pools. We suggest this shortcoming can be addressed by an automated model which assesses in real time the difficulty and constraint characteristics of unseen items and which generates accordingly individualised learning content and feedback. This paper focuses in particular on gap-filling activities targeting the English tense-aspect-mood (TAM) domain and identifies linguistic features that could serve as constraint and difficulty predictors for items of this type. The paper also describes the empirical procedure we developed for validating the reliability of these predictors and outlines future steps in designing a fully-automated ICALL system for practicing the English TAM domain.

15:40 - 16:20 Room C016

Using wikis as an assessment tool: The case of a sociolinguistics course

Inas Y. Mahfouz

From a constructivist point of view, learning requires active engagement and collaboration. As early as 1987, Chickering and Gamson created the ‘Seven Principles of Good Practice’ which emphasizes: student-faculty communication, collaboration among students, active learning, appropriate feedback, setting a time limit for each task, high expectations, and different learning styles. Many of these principles cannot be achieved through reliance on traditional evaluation techniques solely; hence, the necessity of adopting technology to achieve better learning outcomes. However, integrating technology for assessing students, especially in upper level linguistics courses, poses a challenge to professors. The study reports on a sociolinguistics course, ENGL 375: Rhetorics of Cultural Dissonance, where technology is used to evaluate students

through wikis. The course depends on Moodle as a learning management system (LMS) where wikis are a built-in activity. The research focuses on an upper level sociolinguistics course which examines various expressive contexts to understand cultures and cultural differences and how these are reflected and transformed through language. Investigating cultural perspectives and practices usually requires a large scope project that can be intimidating for one student alone. Therefore, group work is an essential assessment tool. Using wikis for evaluating students facilitates group work and serves the course objectives. A Wiki has three elements technology, content and group work. It consists of hyperlinked pages that students collaborate to populate with content. By the end of the course, using wikis as an assessment tool is evaluated in terms of the five Sloan-C pillars (Lorenzo & Moore, 2002). Though these pillars are originally designed to evaluate online courses, yet they have proved useful in evaluating the use of technology in learning. The results confirm the efficiency of wikis as an assessment tool for linguistics courses.

16:20 - 17:00 Room C016

Usability – An important addition to validating computer-based assessment

Katharina Karges

Foreign language education and language assessment are often intrinsically linked. As a result, it is little surprising that the quality of assessments has been an ongoing debate for almost as long as foreign languages are taught in formal settings (Newton & Shaw, 2014: 27ff.). Indeed, most high stakes assessments today report on validation studies which usually target issues such as construct representation, concurrent validity, fairness, or the adequacy of scoring procedures. Considered much less are more basic concerns, such as the extent to which the mere handling of the test may influence the way test takers are able to solve the tasks and give their answers. This very central question may have important repercussions for the meaningfulness of the results and

thus the validity of the assessment use. One way to circumvent the problem, widely used in language assessment, is the restriction to well-known test formats (e.g. multiple choice questions) and linear test organization. Yet, this approach seriously limits the possibilities in terms of construct coverage: media literacy, an important aspect of foreign language education, includes basic computer and Internet skills, the ability to choose relevant texts or the evaluation of the trustworthiness of a source, all of which require more complex test formats and more flexible test interfaces. Validity theory though does not necessarily offer the means to evaluate the influence of those aspects on test taker behaviour. A valuable source for this can be found in product design and software engineering: usability – the ease of use and learnability of a device or process. I will argue that usability and validity can be considered as two sides of a coin, complementing each other and both offering important theoretical and practical tools to evaluate the quality of an assessment instrument.

Section VI: Teacher education, educational policies and curricula

Room C022

12:00 - 12:40	Rumlich, Altenbeck, Rüschoff How teachers envisage the digital future at schools
12:40 - 13:20	Hauck, Satar Learning and teaching languages in technology-mediated contexts: The relevance of social presence, co-presence, participatory literacy and multimodal competence
15:00 - 15:40	Brautlacht, Martins, Poppi Teaching media literacy and English as a lingua franca: Learning by doing international projects. An approach to teaching professional English in higher education
15:40 - 16:20	Halabi The role of e-tutors in supporting distance English language learners in becoming autonomous learners at the tertiary level

12:00 - 12:40 Room C022

How teachers envisage the digital future at schools

Dominik Rumlich, Deborah Altenbeck, Bernd Rüschoff

Subjective theories and attitudes towards teaching and learning have turned out to represent a major determinant of teaching at secondary schools. A large-scale multimethod study (N=800) in cooperation with Cornelsen was meant to capture such subjective theories and attitudes concerning digital media in general and digital school books in particular. To minimise the influence of the research team, the design of the study followed the principles of the Delphi method and consisted of three phases:
1) A think tank with experts and novices (teachers,

teacher trainers, publishers, etc.; N=13) was conducted to brainstorm freely about “digital (multi)media in the language classroom”.
2) Semi-structured interviews with teachers and teacher trainers (N=15) were conducted to obtain an in-depth view of the major aspects identified in phase #1.
3) The findings of #1 and #2 were used for a survey study with N=800 teachers in order to obtain insights into the attitudes and subjective theories of language teachers regarding “digital (multi)media in the language classroom” on a large scale. The presentation will focus on the results of the survey: While the majority of the respondents attribute great potential to digital media (as concerns, e.g., internal differentiation/flexibility, authenticity, activation, motivation), they also believe that digital media generally reduce the efficiency of teaching (due

to students’ lack of media competence [for learning purposes], reduced time on task, limited reliability and availability of digital media). It was also striking that 75 % said they had no or only minor reservations concerning a digital “schoolbook 2.0” while thinking that 66 % of their colleagues would have strong or

very strong reservations. These and other findings support the conclusion that teachers appreciate the opportunities that come with a digital school book and digital media, but see them as supplements to a printed school book rather than a replacement.

12:40 - 13:20 Room C022

Learning and teaching languages in technology-mediated contexts: The relevance of social presence, co-presence, participatory literacy and multimodal competence

Mirjam Hauck, Müge Satar

The potential of technology-mediated environments is increasingly attracting attention in educational practice including the teaching of languages and cultures. Many institutions are gradually shifting towards using computer-mediated communication (CMC) - either in hybrid or online only settings - with the aim to foster computer supported collaborative learning (CSCL). The latter is focused on how collaborative learning supported by technology can enhance peer interaction and work in groups, and how collaboration and technology facilitate sharing and distributing of knowledge and expertise among community members (Lipponen, 2002).
However, this puts new demands on education professionals responsible for facilitating this paradigm shift and

having to make sure that they themselves and their students have the skills necessary to fully benefit from teaching and learning in such contexts.
The module Tutoring with Web 2.0 tools – Designing for Social Presence developed for pre- and in-service language teacher education and its implementation as part of School Experience in an EFL course at Bo aziçi University, Foreign Language Education Department (FLED), provide the backdrop for this contribution. The training program is based on Hoven’s “experiential modeling” (Hoven, 2007) approach where the tools and processes tutors are expected to use in their teaching are experienced from a learner’s point of view.
Based on our case study research we hypothesize that the ability to send and read social presence and co-presence cues is a precondition for sustained participation in technology-mediated environments, and, in turn, for meaningful collaboration. Our findings highlight the need for a different way of looking at what happens in CSCL drawing on concepts such as social presence (Kehrwald, 2010), participatory literacy (Pegrum 2009) and multimodal competence (Kress, 2003).

15:00 - 15:40 Room C022

Teaching media literacy and English as a lingua franca: Learning by doing international projects. An approach to teaching professional English in higher education

Regina Brautlacht, Maria Lurdes Martins, Franca Poppi

The advent of global citizenship in the 21st century posited intercultural communication and the need for efficient communication as the cornerstone of teaching English as a foreign language. Global digitalization has not only influenced how people communicate world-wide but has given higher education institutions the task of preparing learners for the global market.
English language teaching goes beyond a good command of linguistic structures to equipping learners with the competencies to perceive and understand cross-cultural differences and collaborate and negotiate meaning. Nowadays it is unarguable that communication is increasingly digitally mediated and for students to be competent communicators and get ahead in the workplace, they need digital skills. The challenge is to develop these digital and media literacies parallel with teaching English by promoting collaborative problem solving in technology-rich

environments using English as a Lingua Franca (Seidlhofer, 2005). This includes the ability to create and communicate digital information, the ability to research and evaluate information online, and the ability to solve problems in technology-rich environments. It also requires teaching learners to build strategies to enable a multitude of literacies to work hand in hand. 21st century competencies require learners to experience real-life tasks in authentic scenarios that are complex (Hallet, 2014). Learners use media and Web 2.0 tools to communicate and collaborate with others and create joint knowledge (Dooly, 2008) using English as a Lingua Franca (ELF).
This paper aims to provide an overview of the data and analysis of a telecollaboration project between three universities that focuses on teaching 21st century competencies. The European Dialogue Project (EDP) started in 2013 and has given students from Germany, Italy and Portugal the opportunity to work jointly online and developing new skills and different literacies. After four successful years, we have developed an approach to teaching professional English using technology and ELF, as well as examining how technologies are best used for learning, more specifically Web 2.0 skills. Furthermore, we have developed a set of guidelines in designing and implementing student collaboration projects for higher education institutions.

The role of e-tutors in supporting distance English language learners in becoming autonomous learners at the tertiary level

Maha Halabi

Teaching English to non-native speakers in Saudi universities is conducted in various environments. Online English teaching is one of the relatively new environments in Saudi Arabia. Hence, this study, which was undertaken in one of the Saudi universities, was mainly aimed at exploring the e-tutors’ perceptions of their role in its distance language learning programme (DLLP). To achieve this aim, the following overarching research question was formulated: What are the perceptions of e-tutors about learning and teaching processes in the context of DLLP? As the experience of this environment of teaching and learning is budding in Saudi universities, and with the huge amount of money spent yearly by the Saudi Government on e-learning facilities specifically in the field of foreign language learning, I

thought as researcher to investigate this area of a specific focus of the research was to explore the ways in which the tutors might support their female distance learners to be autonomous and independent ones. In order to address the research question, three data collection methods were used, namely reflective journals, semi-structured interviews, and document analysis. A thematic analysis framework (Braun and Clark, 2006) was adopted to interpret the data of the reflective journals and semi-structured interviews, while content analysis was used to identify critical issues in the collected documents. Emerging themes include some interesting, unexpected issues related to this teaching context, such as the cultural constraints and their impact on e-learning in Saudi universities, and the necessity for the e-tutors to use the L1 in their teaching of English language. This study is expected to develop a framework for e-tutors to help their distance language learners to manage and control their learning of the foreign language in this DLLP. It is hoped that such a framework will be useful for other e-tutors in similar teaching environments.

Tuesday, 10:30-12:30

Section I: Potentials of digital and multimodal literature and storytelling

Room E110 (Senatssaal)

10:30-11:10	Genetsch, Surkamp Technology-enhanced learning in foreign language literature classes
11:10-11:50	Alter Visual literacy meets digital storytelling: from picture books, comics and graphic novels to ToonDoo, PowToon and Pixtonon
11:50-12:30	Kolb, Brunsmeier Reading story apps in the primary EFL classroom

Technology-enhanced learning in foreign language literature classes

Martin Genetsch, Carola Surkamp

When we ask ourselves about the benefits of using digital media in foreign language classes, we should start the discussion from the perspective of one specific area of language teaching and take its specific goals into account. From the perspective of teaching foreign language literature, for example, the following questions arise: 1. (How) can technology motivate and support reading and understanding literary texts in a foreign language? (Starting from a broad notion of literature, listening and viewing should always be included.) 2. Which digital formats are worth considering, for which purposes can they be used and how can we use them? According to current models of literary competence (Diehr/Surkamp 2015) foreign language learners should develop motivational and attitudinal, aesthetic and cognitive as well as linguistic and discursive competences in order to be good readers (viewers and listeners) of fiction. In our

presentation we will reflect on how the use of digital media can support the development of these competences by expanding the possibilities of literary reception and production. To illustrate this, we will focus on WebQuests and show that they offer manifold opportunities for digital bildung in the literary classroom: WebQuests transcend fact-finding researches and conceive of learners as “infotectives” (Wagner 2004) who learn about content and in the process of this reorganisation acquire functional communicative skills; WebQuests lend themselves to carrying out wide readings (cf. Hallet 2007) that help to contextualize literary texts (cf. Genetsch/Hallet 2010); and WebQuests represent the multimodality of the internet as archive by way of intertextual learning environments that demand that learners navigate different sites and follow discursive threads through different genres individually. By understanding the material of a WebQuest as new didactic text (cf. Decke-Cornill 1994) learners must understand the intertextual arrangement and reflect it critically. It is at this point that WebQuests may also make a contribution to the field of multiliteracies pedagogy (cf. Cope/Kalantzis 2000, Walker/ White 2013) and help to define what may be called media literacy.

Visual literacy meets digital storytelling: From picture books, comics and graphic novels to ToonDoo, PowToon and Pixton

Grit Alter

Despite their increasing popularity among TEFL theorists and university teachers, visual literature such as picture books, comics and graphic novels are still largely left aside when teachers pick reading material for their English classes. Reasons often lie with the media’s complexity in style and content, and with teachers being unfamiliar with the great variety of such texts and how to deal with them in classrooms. Yet, they have huge potential to develop a variety of competences. As a multimodal medium, visual texts address different modes to

construct meaning and develop visual and critical literacy that have become essential in the 21st century. Written by authors from various cultural backgrounds, such texts also speak to global education and inter- and transcultural learning. Newest developments of the digital world make it possible for students to create their own visual texts according to their interests and language level. With platforms such as ToonDoo, PowToons or Pixton already beginning learners can develop media literacy through projects that allow them to work autonomously. In this presentation, I explore the concept and teaching potential of visual literacy, and introduce digital storytelling and Web 2.0 applications that invite students to unfold their creativity by developing their own visual texts. Constructed as project work, students combine content and language learning with the development of media literacy in autonomous learning settings.

Reading story apps in the primary EFL classroom

Annika Kolb, Sonja Brunsmeier

Story apps are multimodal ensembles (Serafini 2014): auditory, tactile, and performative dimensions are combined with textual and visual elements (Al-Yaqout & Nikolajeva 2015). These dimensions can significantly facilitate the reading process as visuals and animations enhance comprehension and written is supported by oral language. Interactive features allow readers to adapt the story pace and influence the setting and the plot. These characteristics offer new opportunities for

reading in a foreign language. Young learners can explore stories on their own, thus allowing for individual choices of text and less teacher-centred reading experiences. Research has shown that the interactivity of story apps can reinforce the understanding of the story and enhance the development of reading strategies (e.g. Bus et al. 2015, Sargeant 2015).

This talk presents a research project that explores how young primary EFL learners proceed when reading story apps on their own and sheds light on the reading strategies that the children apply to make meaning from these. Following an action research approach (Burns 2010), the study uses classroom videos, student products and learner interviews to gain insights into the reading processes from different perspectives.

Section II: Developments in digital and multimodal materials and resources

Room M209

10:30-11:10	Aslan, Ciftci Learner perceptions about CMC in EFL/ESL writing classes: A meta-analysis
11:10-11:50	Eisenmann Edu-apps in EFL teaching
11:50-12:30	Frenzke-Shim Visual literacy and intercultural communicative competence: Working with pictures on tablets in a foreign language classroom

Learner perceptions about CMC in EFL/ESL writing classes: A meta-analysis

Erhan Aslan, Hatime Ciftci

Engaging in interactive computer-mediated communication (CMC) environments (e.g. blogs, wikis, chats), language learners develop various digital literacy skills, such as making connections between various multimodal texts, images, sounds, and links (Jones, 2015). These skills, particularly in second language (L2) writing, provide opportunities for learners to create and maintain relationships with their peers and develop critical thinking skills (Chen, 2012). The question of how CMC can best be exploited to enhance language learning has yielded extensive research and review studies (e.g. Plonsky & Ziegler, 2016). Most meta- analyses focused on the overall effectiveness of CMC on L2 production, performance, or development (Lin, 2015; Lin et al., 2013; Sauro, 2011). However, to date, there is no comprehensive meta-analysis that reports the perceptions

of learners about engaging in CMC, specifically in L2 writing. In order to fill this gap, this study presents a meta-analysis of EFL/ESL learners’ perceptions about using CMC in L2 writing classes. A comprehensive electronic database search between 2000 and 2016 resulted in 92 studies dealing with the use of CMC in EFL/ESL writing classes at the university level. Of these, 35 studies (generally using mixed- methods) included learner perceptions about CMC elicited via self-report data elicitation techniques. The preliminary findings will be presented with regards to learner perceptions of different modes of instruction (face-to-face, CMC, or blended); synchronous/asynchronous modes of CMC; interaction types in CMC (teacher-learner, learner-learner, learner-content); and multimodal affordances and constraints of CMC. Additionally, affective factors such as motivation, anxiety, and beliefs associated with the use of CMC in writing classes will be reported. In conclusion, the implications of these findings will be discussed in relation to the effective use of CMC and the development of language learner autonomy and digital literacy skills both inside and outside of instructional settings.

Edu-Apps in EFL teaching

Maria Eisenmann

Always online – this does not only apply for digital natives but also for digital immigrants. Digitisation of everyday life has become an integral and natural part of our society. By using mobile devices there is an almost unlimited availability of information and communication services. The corresponding apps used via

smartphones, tablets or netbooks are an indispensable part of our students’ as well as our own lives. Therefore they provide the opportunity to become a key tool in learning processes and enhance foreign-language skills. But what is the added educational value of these media for EFL teaching? How can these tools enrich foreign language teaching and learning? How beneficial are these tools for (digital) media literacy? The aim of this contribution is to give an overview of the range of edu-apps and show blended-learning scenarios by using mobile devices in EFL teaching.

Visual literacy and intercultural communicative competence: Working with pictures on tablets in a foreign language classroom

Anne Frenzke-Shim

The purpose of my study is to research the impact of digital images on interactions in foreign language classrooms using tablet computers. Due to the mobile devices, such as smartphones and tablets, German students are able to use more and more pictures to communicate. Thus, they demonstrate not only

media literacy but visual literacy. Pictures play just as well a major role in foreign language classes: They are called upon to present parts of the foreign culture to the students, and even more to supply alternative semiotic resources to the linguistic means which are at the students’ disposal. The contribution will focus on how the process of creating pictures as means to communicate provides learning opportunities for the development of both intercultural communicative competence in the foreign language and of visual literacy. Using the analytic approaches of conversation analysis videos showing collaborative work with pictures on tablets in 9th grade classes of English as a foreign language in a German Gymnasium have been studied.

Section III: Innovations in media-based and pop cultural approaches

Room M203

10:30-11:10	Schäfer “Street Art isn’t a crime” - Teaching and learning with multimodal pieces of Street Art in the EFL classroom
11:10-11:50	Becker, Kupetz Roads to culture and language through murals - An approach to ARTivism in the EFL classroom
11:50-12:30	Deters-Philipp, Will Graded materials for digital storytelling

“Street art isn’t a crime:” Teaching and learning with multimodal pieces of street art in the EFL classroom

Larena Schäfer

Art or vandalism?! Street Art is a controversial medium, which illegally modifies public spaces, but also visually protests and communicates with local passers-by and global internet users. Furthermore, the genre is highly multimodal – Street Artists use different materials, environments and visual as well as linguistic

modes to create meaning. It is said that these multimodal compositions have the potential to foster multiliteracies in the EFL classroom that go far beyond the traditional skills (cf. Dausend 2013). The presented PhD project investigates this assumption and is based on the Multiliteracies Framework (The New London Group 1996) and its further development, the Learning by Design approach (Kalantzis & Cope 2005). It introduced Street Art as cultural and multimodal texts in two EFL classes (grade 9 and 10) in Bremen, Germany. Following an educational design research methodology, the study is aiming at generating theoretical output on teaching Street Art, as well as producing practical

output in form of an empirically evaluated lesson sequence. A design prototype has been developed in two iterative cycles of design construction and evaluation. The data corpus used for the formative evaluation and data source triangulation includes field notes, audio recording of classroom interactions, interviews with teachers and students and various learner products. The talk will focus on the last step of the developed sequence, in which diverse groups of learners worked

together on a gallery walk. A learner product will be presented and exemplary analysed. It should be discussed in how far students were encouraged to apply creatively their new knowledge of Street Art and deepened multimodal as well as critical literacies and productive skills. Furthermore, it should become visible to what extent working with Street Art pieces in an open and creative task process holds opportunities for learners to bring in their different abilities and interests.

11:10-11:50 Room M203

Roads to culture and language through murals – An approach to ARTivism in the EFL Classroom

Carmen Becker, Rita Kupetz

Street Art shapes the appearance of contemporary cities. It refers to “subversive” urban art in public spaces located outside traditional venues and includes a large variety of genres, artistic techniques, and modes of representation. The global popularity of Street Art has been fuelled by the Web 2.0 and digital media, both of which make it possible to quickly spread images across the world granting global access far beyond the original display of local urban space. This paper will explore the potential of murals in

Street Art for developing multiple literacies with a focus on media literacy in foreign language education. The “Sea Walls: Murals for Oceans” project will be used as an example to illustrate how murals in public spaces are re-contextualized through community websites and music to “transcend cultural and linguistic boundaries inspiring global change.” Examples of possible tasks using murals will be discussed with regard to their potential to promote skills of observing, noticing and describing, linking, reflecting and interpreting a deeper meaning all while relating to students’ lives and encouraging engagement in global and/or local issues. Finally, based on empirical data, arguments will be put forward in favour of an approach to “ARTivism” in the secondary foreign language classroom.

11:50-12:30 Room M203

Graded materials for digital storytelling

Ann-Cathrin Deters- Philipp, Leo Will

Primary school teachers tend to find themselves at a loss for suitable materials when it comes to the implementation of storytelling in class. The digital materials presented here take a holistic approach to storytelling in that they work in episodes allowing for a complete coverage of the EFL (English as a Foreign Language) curriculum in German primary schools. They have been developed by the two presenters in cooperation with Brockhaus NE GmbH. Numerous episodes have been written, illustrated, and graded according to language level. The teacher reads the story to the class while the pictures are projected onto the wall one by one. The technology includes features such as soundbites, and the optional showing of the written text. Each episode is embedded in a task cycle of

pre-, while-, and post-storytelling activities. The episodes have been created following well-established principles of storytelling from an EFL pedagogic standpoint, but just as importantly, they are designed to be exciting and visually appealing. Some stories work with cliffhangers to heighten the suspense. The materials, thus, facilitate storytelling by providing stories and activities that are highly engaging while following the curricular progression. The materials are intended to meet challenges posed specifically by the German education system. They cater to teachers who have not been fully trained in EFL at the university level, and who may consequently lack critical skills in terms of language proficiency and language pedagogy. These needs are addressed by comprehensive instructional materials which function as both linguistic and pedagogic support for the teacher. The presenters have been in charge of the entire conceptualization of the learning materials as well as of the support materials for the teacher.

Section IV: Literacies for film and audiovisual media

Room M201

10:30-11:10	Ramos Álvarez, Gonzales Plasencia Spanish in a day: An online video contest for Spanish language students worldwide
11:10-11:50	Chen Second language identities in practice in online intercultural exchanges
11:50-12:30	Casulleras, Miralpeix Watching cartoons with L1 or L2 subtitles: A classroom-based study with young learners

10:30-11:10 Room M201

Spanish in a day: An online video contest for Spanish language students worldwide

Antonio Ramos Álvarez, Yeray González Plasencia

Spanish in a day (www.concedecine.com/spanish-in-a-day) is a web project organized by Con C de cine in collaboration with Cursos Internacionales-Universidad de Salamanca, Cursos Internacionales-Universidad de Santiago de Compostela and other Spanish FL educational institutions and publishers. The project was inspired by Life in a day, a documentary film produced by Ridley Scott. In an attempt to shape that idea into a foreign language pedagogy framework, we adopted a film festival format encouraging students to shoot themselves as they carried out their daily-life activities and talked about them and interacted in Spanish with other students and (non-)native speakers from all over the world. As a result of this call for videos, we received over 50 submissions from 20 countries / 4 continents. In order to evaluate those productions in a more harmonized way, we created 3 different categories in alignment with the CEFR levels: A de Acción (A1-A2 levels), B de Butaca (B1-B2 levels) and C de Cineclub (C1-C2 levels). Prior to the video production, all students had to take an online test so that they were placed in

the right category. Parallel to the contest official section, there were 2 special awards: I de Intercultura (a prize for the best intercultural speaker) and P de Producción (a prize for the best collaborative production). The video assessment criteria were made explicit through 5 descriptor scales (communicative, linguistic and interactive competencies, originality and creativity) divided into 4 bands each. As for the 2 special awards categories, we specifically designed 2 rubrics: one based on an intercultural communicative competence scale (Cf. González 2016) and the other one on a set of features describing role performance, positive interdependence and autonomous / collaborative learning. The use of social media also played a key role in the contest outcome, as Internet users voted for their favorite productions among 3 finalists for each category (shortlisted by a jury of experts in language assessment). The engagement and user interaction that took place from 1-15 June on Facebook (over 550,000 users reached and more than 30,000 interactions in 15 languages) are just some of the milestones of this project. Other key advantages of the Spanish in a day language corpus include non-verbal communication and C1/C2 data for analysis. Likewise, it provides plenty of input on the students motivations and needs when acquiring Spanish L2/C2 in language (non-) immersion contexts.

11:10-11:50 Room M201

Second language identities in practice in online intercultural exchanges

Hsin-I Chen

In recent years, videoconferencing tools have been increasingly integrated into L2 classrooms for distant learning or intercultural exchanges in cross-cultural telecollaboration (e.g., Furstenberg et al., 2001; Kinginger, 1998; O’Dowd, 2005). Today such videoconferencing exchanges can be done through digital tools such as Skype, Lyceum (Hampel & Hauck, 2004), FlashMeeting (Hampel & Stickler, 2012), and iChat (Lee, 2007). These studies indicate that video-mediated communication among learners from different cultures promotes intercultural learning and identity creation. Continuing the line of inquiry, this study examines the synchronous interaction among 30 EIL (English-as-an-international-language) learners and their identity construction in

an online multimodal teleconferencing platform, Google Hangouts. 15 Taiwanese and 15 American students participated in an 8-week online video-based Taiwan-US telecollaboration project. Built upon the concepts of “affordance” (van Lier, 2004), “investment” (Norton, 1997), and “identities-in-practice” (Kanno & Stuart, 2011), this study examines how Taiwanese second language (L2) learners create and negotiate their L2 identities in the video-mediated exchanges. The qualitative analyses of video recordings, reflective journals, semi-structured interviews, and observation field notes indicated that L2 learners invested and positioned themselves differently (e.g., learner vs. user) in relation to their EIL interlocutors. They also gradually appropriated different linguistic, social, and cultural resources to create meanings and co-constructed L2 identities through multimodal (verbal, visual, and gestural) and multiliteracies practices. The learners’ past experience and agency were shown to shape their communicative practices and identity creation strategies in the multimodal

media platform. The findings contribute to our knowledge in research on language, intercultural communication, identity, and multimodal communication. Pedagogically, it provides L2 learners the tools to construct their identities in online multimodal

platforms, allowing them to negotiate the kind of identities they wish to project in relation to others in L2 and to enact their ‘right to speak’ when interacting with EIL speakers in the digital age.

11:50-12:30 Room 201

Watching cartoons with L1 or L2 subtitles: A classroom-based study with young learners

Montse Casulleras, Imma Miralpeix

Due to the potential that audiovisual materials seem to offer for L2 learning (Danan, 2004), they can be a good tool to be used in formal settings to make of the classroom a richer lexical environment. There is a lot to be researched about the experience and effects of watching subtitled tv series regularly in class with young learners (Matielo et al., 2015). There is also a question about the most effective types of subtitles (e.g. interlingual or intralingual) to promote learning depending on the language proficiency level. So far, very little attention has been paid in the literature on children with very low proficiency (d’Ydewaelle and Van de Poel, 1999).

In this study, two groups of 11-year-olds learning English in Primary school watched one episode a week of the animated TV series ‘Curious George’ -- with subtitles either in English (N=47) or in Spanish (N=45) -- over a period of 5 months. These beginner students were tested on comprehension and vocabulary recognition (i) immediately after watching each episode and (ii) in two special episodes without subtitles (middle and end of treatment). They also took a delayed vocabulary test two weeks after finishing the whole treatment.

Although there are not always significant differences between the groups, the L1-subtitling group consistently scores higher in comprehension, while the L2-subtitling group is better at L2 word-recognition. The possible effects of individual differences and other language skills on the results were also explored and aptitude was found to be closely related to comprehension in both groups.

Section V: Higher Education and developments in CALL/TELL

Room C016

10:30-11:10	Gabel, Schmidt Collaborative writing with writing pads in the foreign language classroom - chances and limitations
11:10-11:50	Steinberger Synchronous collaborative writing with Google Docs: Enabling and understanding written collaborative practices in the foreign language classroom
11:50-12:30	Amrate Exploring the pedagogy of EFL pronunciation training using CAPT technology in a collaborative classroom environment: Case study of first year EFL university students in Algeriae

10:30-11:10 Room C016

Collaborative writing with writing pads in the foreign language classroom – chances and limitations

Stephan Gabel, Jochen Schmidt

Past research has shown convincingly that the enormous difficulties second language learners face when writing texts in the L2 can at least partially be overcome if the texts are produced by learners in small groups rather than individually. By collaborating with their peers, it has been argued, L2 learners experience a noticeable reduction of the complexity of the writing process, so that collaborative writing activities provide

‘procedural facilitation’, especially if they use word processors.

Similar claims have been made regarding computer-mediated communication in the writing process, where past research has concentrated on evaluating the educational application of tools like e-mail, tandems, MOOs, wikis and blogs, among others. With the advent of shared, online writing platforms, called pads, e.g. Titanpad, which make it possible to produce texts both synchronously and asynchronously via a computer network, the repertoire for the foreign language teacher has been enriched in this respect beyond a doubt. This contribution will investigate the potential of this new tool to foster the writing skills of foreign language learners and present some practical proposals for utilizing them in the classroom and beyond.

11:10-11:50 Room C016

Synchronous collaborative writing with Google Docs: Enabling and understanding written collaborative practices in the foreign language classroom

Franz Steinberger

Technology has the potential to fundamentally change the way we access, create, and exchange messages with each other. Web-based word processing tools like Microsoft Word Online or Google Docs have brought truly interactive, synchronous, multi-modal, written tele-collaboration to offices and classrooms – a way of collaboration and interaction which had not been possible before the advent of this family of web 2.0 technologies. So-called ‘shared documents’ technology is a powerful tool to facilitate collaborative content creation and to link in-class activities to online activities in blended learning course arrangements. Its cloud-based nature caters for both synchronous and asynchronous use cases; the familiar word processing user interface of Google Docs requires little to no prior

student instruction. Lastly, shared documents technology does not rely on a specific piece of expensive hardware (like iPads) but requires just any computer or mobile device with internet access.

We have implemented shared documents technology in an English for medical purposes course at the language centre of Munich University, which serves as the basis for an empirical, exploratory PhD study on synchronous collaborative writing with Google Docs. Being able to observe synchronous written student collaboration rather unobtrusively in a group work activity brings on several pragmatic affordances from a teaching perspective. Yet it also enables us to gain enlightening insights into how so-called ‘digital natives’ engage with complex multi-modal CMC tools in a task-based learning scenario. The question how students used shared documents technology to collaboratively create content in a synchronous fashion shall be taken as a starting point to discuss this family of technologies’ transformational potential for the language classroom; this ranges from methodological considerations to the role of computer-mediated communication in second-language acquisition in general, and the question how learner analytics can inform student assessment in group activities.

11:50-12:30 Room C016

Exploring the pedagogy of EFL pronunciation training using CAPT technology in a collaborative classroom environment: Case study of first year EFL university students in Algeria

Moustafa Amrate

The tremendous development in the field of speech technology made it possible for computer assisted pronunciation training (CAPT) programs to offer EFL learners an alternative environment to practice pronunciation in a fully automatic process through self-paced training with instant feedback. However, while the literature highlights the innovation and effectiveness of using CAPT technology individually, a little is known about its efficacy and role in a collaborative classroom environment where guidance from the teacher and authentic peer interaction are possible. Therefore, this study aims at exploring the pedagogy of teaching prosody features using CAPT technology in the EFL speaking class

by addressing three main issues: 1) the extent to which using this technology in the classroom can improve EFL learners’ awareness and use of prosody features, 2) the extent to which it can influence the amount and quality of pronunciation training and 3) how EFL students’ perceive it. 18 EFL learners from an Algerian university with an intermediate language level divided into three groups, a main group receiving collaborative training, a control group receiving individual training and a reference group receiving no treatment, took part in the main study which consisted of six pronunciation training sessions delivered by the researcher integrating various CAPT applications. Thus far, preliminary results show that collaborative training with CAPT inside the classroom can positively influence the quality of pronunciation training to a considerable extent. Furthermore, using CAPT technology in the EFL speaking class was perceived fairly positively by EFL students practicing in both environments. In this presentation I will talk about the theoretical perspective from which I tackled this research problem and discuss the preliminary findings of the study.

Section VI: Teacher education, educational policies and curricula

Room C022

10:30-11:10	Roche Exploring the role of digital literacy in English for academic purposes university pathway programs
11:10-11:50	Blume Pre-service language teachers as pre-digital learners in the context of DGBLL: A survey of digital tools and attitudes
11:50-12:30	Chen Developing media literacy education on the platform of College English in China

10:30-11:10 Room C022

Exploring the role of digital literacy in English for academic purposes university pathway programs

Thomas Roche

English language pathway programs play an important role in the higher education sector globally, preparing an increasing number of international English as Additional Language (EAL) students for English-medium university degree programs. These pathway programs vary in their conceptualisation of English for Academic Purposes (EAP) and the language-related skills they teach and assess. This paper reports a study aiming to develop a better understanding of the role of digital literacy skills in such EAP pathway programs, and how embedding explicit digital

literacy tuition in these pathway programs impacts on students’ performance in- and perception of difficulties in subsequent undergraduate study. Undergraduate EAL students (N=125) at one Australian university participated in this study enabling the researchers to contrast the experience and performance of those who gained entry via an EAP pathway program with an explicit focus on digital literacy, with those who entered via an alternate pathway without explicit digital literacy tuition. The study finds that students who enter via a university EAP pathway with an explicit digital literacy focus, report a better understanding of academic integrity issues, course requirements and less difficulty accessing course content than peers who enter via a traditional language pathway. As a result of which, we argue for a re-conceptualisation of EAP pathway programs to include an explicit digital literacy component.

11:10-11:50 Room C022

Pre-Service language teachers as pre-digital learners in the context of DGBLL: A survey of digital tools and attitudes

Carolyn Blume

Although Prensky (2001) famously described the “digital natives,” empirical research illustrates that the relationship between technology usage for pleasure and in knowledge acquisition and application contexts is not straightforward. Moreover, various studies (Kommer & Biermann, 2012; Sardone & Devlin-Scherer, 2009) illustrate that unique patterns exist among pre-service teachers regarding their attitudes towards and adoption of digital technologies. This presentation describes the use of gamified digital tools for language learning among pre-service English

educators. Based on the preliminary results of a survey, this research examines the attitudes and experiences of future teachers regarding their use of digital game-based language learning (DGBLL) for both English acquisition and instruction. By considering them as both language learners and future teachers, students’ conceptions of themselves as both “digital learners” and “digital instructors” are examined in conjunction with one another. In addition to describing the kinds of DGBLL this cohort utilizes for its own language growth, the presentation will identify the ways these behaviors are reflected in their attitudes towards computer-assisted language instruction using DGBLL tools. While the survey reflects attitudes and usage among a small population at one university, it is hoped that the insights it generates contribute to a better understanding of the role, potential, and concerns regarding the implementation of gamified digital technologies in wider language learning contexts.

11:50-12:30 Room C022

Developing media literacy education on the platform of College English in China

Qingqing Chen

The purpose of this study is to develop media literacy in College English education in China and to draw more public attention to the importance of media literacy education. With the fast development of media technologies, college students in China have much access to a variety of media messages and are vulnerable to negative media information. As a basic, required course, College English can be used as a platform for developing media literacy education in Chinese universities; meanwhile, media literacy education helps to improve college students’ English proficiency and to develop their critical thinking abilities. On the basis of previous research and the author’s teaching experiences as a College English teacher, the paper discusses the development of media literacy in College English education in China and proposes suggestions

for integrating media literacy into College English curriculum. First, national requirements of College English education need to be updated with the pace of media development; second, College English textbooks need revisions and should allow students to critically think and analyze the texts by asking and answering the key questions; third, assessments should examine students’ abilities in analyzing media information as well as their English proficiency; fourth, media literacy should be incorporated into classroom teaching, which will help to contextualize linguistic output by creating life-like contexts; finally, media literacy education should be extended to extracurricular activities, and teachers can interact with students by email, social networks, and forums. The paper analyzes the importance of improving College English teachers’ media literacy abilities and proposes that Chinese universities should provide College English teachers with opportunities of systematically studying media literacy. Implications of the paper are that the integration of media literacy in College English education will not only improve students’ English abilities but also help them to develop into critical thinkers and qualified citizens.



Wednesday, 09:00-11:00

Section I: Potentials of digital and multimodal literature and storytelling

Room E110 (Senatssaal)

09:00-09:40	Volkmann Literature in the “post-truth” classroom: Using fiction to teach reality
09:40-10:20	Pukowski Over the Wall, into the gutter: Media literacy and intercultural learning using Peter Wartman’s comic <i>Over the Wall</i>

09:00-09:40

Room E110

Literature in the “post-truth” classroom: Using fiction to teach reality

Laurenz Volkmann

Not to carry Weissbier to Munich—it is a truth much acknowledged by critical academics that we live in the age of “post-truth” or “post-fact”. No longer do we rely on thorough research, nerdy experts or statistical evidence – what matters is how we feel about certain matters, especially political matters that cause irritation, frustration or anger. Such irrational grievances, then, are angrily shared in the social media or given vent to by voting for populist parties. The educational antidote I offer in my presentation may appear like a paradox at first sight: isn’t literature all about make-believe, even about counter-factual modes of representation,

“the suspension of disbelief”, as a poet once famously described the rhetoric of verisimilitude in fiction? On the contrary, I will argue – by making student aware of the literary devices used to create true-life-like accounts of reality, they can be empowered to make informed distinctions between facts and rumours, factual representation and fake information in the digital media. This presentation will give a brief overview of how to teach typical literary or textual devices used to create the impression of factual, authentic representations; it will then proceed to reveal how in textbooks and teaching material used in German EFL classrooms media material is used uncritically to present “authentic” (in reality “post-truth”) images of target cultures; finally, I will present a number of teaching suggestions for creating a critical and reflective awareness of “post-truth” phenomena with the help of literary representations.

09:40-10:20

Room E110

Over the wall, into the gutter: Media literacy and intercultural learning using Peter Wartman’s comic *Over the Wall*

Franziska Pukowski

Due to the ever-growing importance of visual media and multimodal texts in daily life (Hallet 2010), it is necessary to incorporate such texts not only for teaching media literacy as such, but also to include them into the literary canon. Comics as a medium can provide authentic material, a literary text as well as a shifting word-picture relation as part of medium and media grammar literacy (Groeben/Hurrelmann 2002). Furthermore, visual literature can already be introduced at an early stage if the written and the pictorial modes convey roughly the same message. Peter Wartman’s webcomic *Over the Wall* – later

published as a graphic novel – is a fantasy adventure about a young girl who sets out into a city occupied by demons in order to save her brother. During her quest, she discovers that common values and beliefs are more important than belonging to the same species and ultimately befriends one of the demons. Since the story is brief, straightforward and mainly told through the pictorial mode rather than employing lengthy dialogue, it is suitable for beginners. The cartoon-like style is pleasant for young learners and enables them to interpret emotions and facial expressions more easily. Besides encouraging skills of multiliteracy and literary literacy (Hallet 2012), the graphic novel offers the chance to explore the relation between words and pictures (McCloud 1994). The monochromatic color scheme leaves room for interpretation and facilitates the analysis of specific narrative and visual techniques. Moreover, the encounter of different species in both friendly and hostile circumstances.

Section II: Developments in digital and multimodal materials and resources

Room M209

09:00-09:40	Wloch TV Serials: An innovative mode of reading literature in German EFL classrooms today
09:40-10:20	Lira-Gonzales, Grégoire Technologies in first and second language classes: Knowledge synthesis on learning electronic writing

09:00-09:40

Room M209

TV serials: An innovative mode of reading literature in German EFL classrooms today

Victor Wloch

This paper departs from an acknowledgement of the shift in the reception of literature by young people: Recently, watching TV serials has been getting more popular among this group – often at the expense of novel reading. Whether watched on regular TV, online via streaming services, or through DVD box sets, TV series make up a significant and ever growing part of media usage among young people. At the same time academia and the press conceptualize recent serials as “DVD novels”, “Complex” or “Quality TV”, praise their elaborate aesthetics, ambitious

narratives as well as relevant topics and therefore compare them to the canonized works of Balzac, Dickens or Tolstoy. In this light, TV serials appear as the literary narrations of and for our times. Therefore, this paper argues that TV serials are highly potent to serve as an in-road to literature in the EFL classroom. It can no longer ignore this media format/technology, but must adequately incorporate it into both the curriculum and into teaching practice. Unfortunately, with regard to the German EFL context, until now the learning potential of serials has not yet been sufficiently considered. Therefore, this paper explores the possibilities of systematically and continuously reading complete seasons of TV (mini-)series in class as genuine audiovisual texts, grounded in an expanded sense of ‘literature’. At the threshold of literary and media literacy, this paper explores the vast potential of TV serials for developing communicative competences, language tools as well as intercultural skills in the German EFL classroom.

09:40-10:20

Room M209

Technologies in first and second language classes: Knowledge synthesis on learning electronic writing

Maria-Lourdes Lira-Gonzales, Pascal Grégoire

Electronic writing now competes with the spoken word to such an extent that adolescents are abandoning traditional writing forms, such as letter-writing, in favor of digital forms, such as blogs and wikis (Penloup & Joannidès, 2014). In the digital era, schools are, as a result, facing a daunting challenge: incorporating technology in teaching and learning writing (Carnevale, 2013; OCDE, 2015). This presentation will report on a knowledge synthesis project, funded by the Canadian Social Sciences and Humanities Council. Three specific objectives were pursued in this knowledge synthesis project: (a) to take stock of digital forms of writing studied through Canadian and international scientific research from 2005

to 2015, (b) to identify studies on using digital technology to teach and learn writing, and (c) to synthesize and assess the impacts digital technology have on texts, as well as on the writing process. The findings of this knowledge synthesis are particularly relevant because: (1) the arrival of new technologies has changed the environment in which digital writing is practiced and, although many studies have been carried out regarding the impacts of these new writing practices (Brodahl & Hansen, 2014; Wichmann & Rummel, 2013; Yim, Warschauer, Zheng, & Lawrence, 2014; Yu, 2014), there is a void of a rigorous knowledge synthesis allowing a better comprehension of these impacts; (2) researchers and practitioners need accurate and rigorous knowledge of this socially important type of writing; (3) the pedagogical integration of technologies, such as the interactive digital table, implies major expenses (Raymond Chabot Grant Thornton, 2013), this synthesis will allow identifying the most and least promising teaching practices which will be useful to both scholars and teaching professionals.

Section III: Innovations in media-based and pop cultural approaches

Room M203

09:00-09:40	Becker, Gießler, Schledjewski Popular culture in the EFL classroom: Using media literacy as a tool to analyze narrative identities
09:40-10:20	Prusse The hero’s journey as a narrative template across media
10:20-11:00	Hebert Immersing in brave new worlds: Foreign languages and augmented realities

09:00-09:40 Room M203

Popular culture in the EFL classroom: Using media literacy as a tool to analyze narrative identities

Daniel Becker, Ralf Gießler, Janine Schledjewski

Young people encounter narratives on a daily basis in products of popular culture such as YouTube clips, comics, video games or TV soaps (Storey 2008). Since the narrative turn in the 1970s/1980s, the term ‘narrative’ has gained a transdisciplinary relevance by describing a fundamental social practice for making sense of the world. How individuals perceive themselves as stable and coherent beings is inevitably linked to story formats and narrative plots they use to talk about their lives (Fludernik/Alber 2010).

09:40-10:20 Room M203

The hero’s journey as a narrative template across the media

Michael C. Prusse

Narrative as a pervasive cultural practice across the media (Abbott 2008; Nünning 2012; Sommer 2012; Brockmeier 2014) provides a challenging focus for students in EFL classrooms. The in-roads into narrative are manifold; teachers at secondary and tertiary level, endeavouring to explore media and culture with their students, may address the thriving practice of adapting from one narrative medium to another. Children’s and young adult media have been productive in this respect in recent years. Bestsellers, such as the Harry Potter series (adapted from book to film and various games) or Philip Pullman’s His Dark Materials (book to play and film), profit from being widely known among the students. Less well-known texts, by contrast, have the benefit of raising the students’ curiosity and of permitting them to discover the texts at the same time as they analyse modes of adaptation.

Even before the JIM-study has shown that products of popular culture play a major role in young people’s everyday lives (Feierabend et. al. 2015), current EFL curricula emphasize the need for learners to develop audio-visual comprehension and become media literate. General curricula for media literacy demand that intermediate learners are able to evaluate the constructions of reality found in media products. The paper argues that a coherent narratological, media literacy and EFL perspective on popular culture can unfold the impact of narratives on young peoples’ identity formation. A critical media analysis of an episode from ‘How I met your mother’ will serve as an example to demonstrate how narrative identities are constructed in popular culture by film techniques and narrative devices. Concrete tasks, based on this example, illustrate how such an analysis can be implemented in the EFL classroom. Such an analysis will make learners aware of how narratives continue to exist and address new audiences by being adapted anew. Ideally, a classroom that investigates these issues also focuses on trans- and intercultural learning and fosters opportunities for learners to understand lives outside their range of experience. This paper, based on projects carried out at the Zurich University of Teacher Education, will present three instances of “multimedia system offers” (Ewers 2005). Firstly, Pullman’s hybrid narrative Spring-Heeled Jack (Prusse 2014); secondly, the adaptation of Tim Winton’s Lockie Leonard trilogy as a TV series and, thirdly, Stormbreaker by Anthony Horowitz, adapted both as a manga-style comic and as a motion picture. When teachers approach media literacy within such a context of teaching literature, film and modes of adaptation, a theory such as the archetypal notion of the hero’s journey can function as a unifying concept both in analysing narrative across the media and in developing an understanding of extensive narrative practices. Teaching the quest motive as a basic template for much narrative output will equip students with tools that will enable them to successfully acquire further cultural capital.

10:20-11:00 Room M203

Immersing in brave new worlds: Foreign languages and augmented realities

Estella Hebert

‘[...]reality, however utopian, is something from which people feel the need of taking pretty frequent holiday [...]’ (Huxley, 1955, p. 13) The proposed presentation will analyse the similarities and differences between two ways of immersing oneself in ‘new worlds’: firstly learning a new language as a gateway to new perspectives on the world referring to Humboldt’s theory on languages (Humboldt, 1836) and secondly the advent of augmented realities allowing for new worlds to be explored and created by amplifying reality perception through digital technologies. While at first sight these phenomena might not have too much in common, the presentation seeks to explore theoretical tangents between culturally specific modalities of language and communication in more general, which

are of great relevance in the light of foreign language teaching as well as modalities used in order to create digital and virtual worlds, in which humans can immerse. The presentation will reflect on the nature of programming code, whereby code can be defined as a language used between the machine and the coder of which the end user is often not aware, as he or she will experience only the visual or executing translations of the programme used. Therefore if digital media is used within foreign language teaching, there consequently seem to be several languages at heart: the language to be learnt, the language already present and the coded language of the machine. In recent years it could be seen that the use of digital applications in general and of applications using augmented reality in particular has risen (Arvanitis, 2012). The questions that might arise in relation to this are: Which new modalities are added to language teaching when using augmented reality? Where is the benefit to learning language if technology can translate in real-time? What are the differences and similarities between different languages and computer code?

Section IV: Literacies for film and audiovisual media

Room M201

09:00-09:40	Duncan, Paran Snapshots of reality: What really happens when using film in the language and literature classroom
09:40-10:20	Rivero-Vilá Creating an interactive documentary with your foreign language students

09:00-09:40 Room M201

Snapshots of reality: What really happens when using film in the language and literature classroom

Sam Duncan, Amos Paran

This paper reports on some of the findings of a multiple case study which focused on the way in which literature was used and taught in the language classroom. The study was conducted in three international schools in three different European countries, and looked at a variety of languages taught as Language B. We observed 11 different teachers teaching a variety of languages (English, Spanish, German, and French), interviewed a total of 34 teachers, and conducted group interviews with 70 learners. This was complemented by a survey of teachers disseminated around the globe and answered by 264 teachers.

For this paper we looked at data from lessons in which film was used, as well as focus on interview and questionnaire data that mention film. We suggest that although films were mentioned often and were also used in a number of lessons that we observed, it seems that they are used in the language classrooms that we observed mainly as a supporting element: teachers used film to provide overviews of the plot or as plot summaries. Another use of films was for their motivational value. Stills from films were also used in a number of different activities. Although the study was not intended to generate data that dealt with films, and we were not able to look at the way in which a film was used in a series of lessons, the study nevertheless suggests that films are used with little regard to their qualities as films, and with little consideration of their inter-medial affordances. This raises a variety of issues for teachers and trainers.

Creating an interactive documentary with your foreign language students

Isabel Rivero-Vilá

Interactive documentaries (idocs) are projects that document the “real” and combine digital interactive technology (images, text, audio, animation, graphic design, etc.), web technologies and documentary practice. An interactive documentary allows the audience members to make the work unfold through their interactions, moving the story forward and giving it meaning by exploring the components that interest them most. Our audience, in this case, our learners, become active participants and help the documentary narration evolve with their own choices and decisions. It is no longer a linear documentary in which the learner passively looks at the staging of this “reality,” it is now a non-linear documentary in which the learner has to interact so that this “reality” makes sense.

As John Grierson said, the documentary is a “creative treatment of reality” where the learner must now participate in the creation and interpretation of content presented in the idoc and decide questions of the type: what would you do in such a situation? Or what direction do you want to take now? These choices will, in a way, determine the rest of the story.

In order to understand the functioning and usefulness of idocs in media literacy and in SLA, we will present an interactive documentary student project. Furthermore, we will propose a series of activities that prepare students for the filmmaking process so they can: write the script, make the interviews, learn editing techniques, defend their cinematographic point of view and integrate the media with the proposed software. All of these steps will be conducted in the target language, which will allow practice of the oral competence (interviews, cinematographic point of view) and written competence (cultural research, script). Finally, participants will have the necessary tools and resources to carry out this type of project with their foreign language students.

Section V: Higher Education and developments in CALL/TELL

Room C016

09:00-09:40	Marenzi, Bortoluzzi, Bianchi The LearnWeb platform for multiliteracy practices in higher education and in the workplace
09:40-10:20	Ullmann Individualization in an English self-learning setting: Phenomenon, empirical research and practical implications

The LearnWeb platform for multiliteracy practices in higher education and in the workplace

Ivana Marenzi, Maria Bortoluzzi, Francesca Bianchi

The presentation discusses two ongoing sets of educational projects based on multiliteracy for pre-service and in-service teacher education (YELL/TELL), and for language studies in Modern language degrees (LabInt and CELL). These projects, albeit developed for different educational aims and contexts, have in common the use of multimodal and multimedia affordances offered by the learning environment LearnWeb. LearnWeb was developed by L3S Research Center (Hannover) to support and enhance multiliteracy pedagogies (Marenzi, 2014a). The developers decided from the start to involve communities and groups of users in the co-design of the platform (Wang & Hannafin, 2005). Thus learners and teachers have become active participants of the learning process transforming available resources and affordances (Available Designs) into innovative and creative meanings (the

Redesigned) (Kalantzis et al., 2010; Cope and Kalantzis, 2015).

In the past few years, iterative evaluation-driven design-based research approach analyses (Mirjamdotter et al., 2006; Marenzi, 2014b) were carried out involving on the one hand groups of trainee and experienced teachers as professional community for sharing resources and practices (YELL/TELL community), and, on the other, students in higher education who use the LearnWeb environment for their studies (CELL and LabInt).

The overall aims of the investigations are: 1. how participants use online affordances for their teaching profession or their learning; 2. how their learning and collaborative experience can be improved through customising the multimedia affordances of the platform; 3. how the multiliteracy learning environment is improved through users’ ongoing feedback. The ultimate goal of our work is to enhance the multiliteracy experience in a lifelong learning perspective by optimizing a flexible digital environment on the basis of actual user requirements and feedback.

The presentation will focus on two case studies aimed at enhancing multiliteracy co-construction of knowledge through open educational practices and resources: the YELL/TELL for in-service teacher education (2015) and LabInt (2016).

Individualization in an English self-learning setting: Phenomenon, empirical research and practical implications

Jan Ullmann

Individualized learning has become a sort of “Holy Grail” sought by twentieth-century educational crusaders as they ride their white curriculum chargers in dedicated quest, carrying banners of one program after another” as Hunter and Brown described it rather sarcastically as early as 1979. So, while the quest for more individualization in the language learning classroom might not be an exactly new phenomenon and needs to be evaluated critically, new technologies, apps, media and language learning programs of the twenty-first century like e.g. ‘Duolingo’ suggest a renaissance and improvements of those efforts.

Through an English self-learning course and blended learning concept called ‘FLIP English’ at the Language Center of LMU Munich, we develop, implement and empirically evaluate new technology-based approaches for an individualized language learning classroom. We therefore describe what this phenomenon of individualization means for the present learning culture. Also, we analyze methods that lead to an increased differentiation of learner types and a higher degree of learner autonomy and motivation.

In our most recent study, we developed a sequence of so-called explainer videos on the topic of English job applications for university students. The videos were implemented in a ‘flipped classroom’ setting and combined with written and oral tasks on the same topic. The results concerning learner personalization were evaluated through online surveys and interviews. Lastly, best practices based on the theoretical and empirical findings will be presented and discussed regarding the ‘didactic surplus’ of technology based individualization for foreign language learning settings.

Section VI: Teacher education, educational policies, and curricula

Room C022

09:00-09:40	Schneider, Kulmhofer, Kletzenbauer, Moser Critical approaches to media literacy: Catering to the needs of struggling learners
09:40-10:20	Boivin, Amantay Multiliteracies in post-Soviet Kazakhstan: A transformative teaching approach for multilingual early learning
10:20-11:00	Fuchs “But how do I as a teacher work with a blog in the FL classroom?” Media-education and media competence in teacher education at university

Critical approaches to media literacy: Catering to the needs of struggling learners

Elke Schneider, Andrea Kulmhofer, Petra Kletzenbauer, Alia Moser

Increased mobility has led to higher diversity across educational levels and this has also changed the way of teaching and learning. Generation Y students represent a great diversity when it comes to digital literacy. They differ in their background knowledge about the new culture in which they live and their L1 competence. On top of this, they also encounter challenges in learning English as a foreign language. In addition, these students’ level of competence with digital tools commonly used in the EFL classroom varies greatly. Recent migrations continue to add to this diversity. In the case of the German speaking environment, this refers to students who are in the process of learning German

as a second language and English as a foreign language.

In this presentation, the audience gains insights into a comparative analysis of commonly used digitally and non-digitally taught foreign language skills such as listening, reading, speaking and writing at secondary and tertiary levels. For each competency area, strengths and challenges are identified with regard to commonly classified learning disabilities such as dyslexia, visual, auditory and attention-deficit processing disorders. The purpose of this talk is to bring awareness to the audience of how to effectively adapt to the students’ culturally and linguistically diverse needs in an increasingly digital learning environment. In this context, we share expertise and teacher-tested practice from Austrian and American professional perspectives that include regular and special education aspects. Based on our international collaborative approach, suggestions for pre-service and in-service teacher professional development are provided. The presentation initiates an open dialogue of the raised concerns and issues and provides an opportunity to do so at the end of the presentation.

Multiliteracies in post-Soviet Kazakhstan: A transformative teaching approach for multilingual early learning

Nettie Boivin, Assem Amantay

A multiliteracies approach allows students to shift from a deficit model to one that enables students to learn how to critically analyze and understand intercultural communication competence (Botelho, et. al., 2014). As such, this approach requires a shift in teacher beliefs. This study illustrates the pedagogical struggle post-Soviet early language learner teachers face in comprehending a new perspective to multilingual learning (Aitkens, 2011). Based on two prior early language learner teacher projects which included families with early language learners, this study adapted Cummin's transformative multiliteracies pedagogy (Cummins, 2009). Stemming from course-work based research, every three weeks, MA students designed multiliteracy lessons. The research questions posed in this study were: 1) How do early language learner teachers understand literacy and more

specifically multiliteracies? 2) Does practical application within classrooms that utilizes ethnic narrative multiliteracies better facilitate acceptance of the new approach? The data collection tools included pre- and post- semi-structured questionnaires and interviews, classroom observations, and digital reflective journals from the teachers. Three schools of Kazakh and Russian-medium in an urban city were used in the study. The grades of the classes were one through three. There were four early language learner teachers per grade for a total of 12 participating teachers. Early language learner teachers were interviewed before each session and then a week after the session. In addition, the MA students were interviewed post-study to triangulate their beliefs for best implementation of multiliteracies. The early language learner teachers and MA students conducted four, 45-minute lessons for grades one, two, and three. The lessons occurred once a month for four months. Findings revealed that early language learner teachers better accept the multiliteracies approach when they can experience first-hand how it is socio-culturally constructed. Practical application increases the professional development in order for early language learner teachers to embrace new concepts.

"But how do I as a teacher work with a blog in the FL classroom?" Media education and media competence in teacher education at university

Stefanie Fuchs

Foreign language (FL) classes need to respond to the increasing significance and diversity of media. Especially, online media play an important role in students' lives and should do so in the FL classroom, as they integrate the learners into authentic language use and real-life (cultural) contexts (cf. Volkmann 2012). More than ever, teachers are in demand to broaden their professional knowledge about media, and to acquire media skills and competencies. These skills enable them to assure the achievement of the learning objectives, for

instance, teaching students how to reflect critically on media. Media education as well as the different skills of media competence can be practised by using interactive and activating concepts in the FL classroom. Therefore, it is essential to implement media education in university training for future FL teachers. For this purpose, the TEFL department of the University of Muenster offered a seminar in the winter semester 2013/2014 (cf. Merse 2016). Based on this, a seminar on using online media in the EFL classroom was offered to students of the Leibniz University in Hannover. Students created their own blogs about a global issue, that is of great interest to them and others, and hence worth to be discussed. Additionally, they reflected on the educational potential of the medium (blog), as well as their chosen topic for future EFL students. Thereby, they focused on questions whether and how a blog highlights media and language competencies of the students, and whether working with a blog helps them as teachers to improve their own media competencies.

Young Researchers' Network: Inaugural Meeting

Date: 14th March 2017

Time: 14:30 – 15:45

Place: Senatssaal, LMU Hauptgebäude



The conference "Media Literacy in Foreign Language Education" provides a suitable context for founding an international Young Researchers' Network that explores the intersection of foreign language teaching/learning, media literacy, and media use in the classroom. We would like to invite all conference participants who are pursuing media-oriented research projects to the inaugural meeting of the Young Researchers' Network. At this meeting, we would like to explore

- the possibilities and potentials of forming a network that connects young researchers (pre/postdoc) under the aegis of a shared thematic interest in media and foreign language education;
- in what particular ways such a network can provide a support structure for young researchers and their projects in beginning, intermediate or final stages,
- how this network can enhance international cooperation and exchange among young and more established researchers,
- how the network can be used as a platform to present and discuss research projects (e.g. at symposia or during international online meetings),
- in what ways this young researchers network can serve to invite and combine inter- and cross-disciplinary research perspectives.

The thematic focal points of the Young Researchers' Network are in sync with the general scope of the conference. We invite pre- and postdoc researchers, both national and international, who work on theoretical, conceptual, methodological and empirical sub-themes regarding media literacy and media use in EFL and foreign language education, including, but not limited to:

- (Multi)Literacies across modes, texts, media and platforms
- Mobile learning (MALL), E-learning and CALL
- Classroom technology and materials: e.g. mobile apps, interactive whiteboards, educational software

- The changing nature of text and 'reading' in the digital age: multimodality, hypertext, interactivity
- In-roads to literature and culture through digital media
- Innovations in multimedia: e.g. film, graphic novels, picture books and games
- Global education, transcultural learning, and sociocultural diversity through media
- Learner autonomy, differentiation and inclusion with digital media
- Digital media for learners of different age groups
- Language acquisition and language competencies in (multi)media settings
- Implications for teacher education, educational policies and curricula
- Digital epistemologies and critical approaches to media use in EFL.

For further questions or queries regarding the young researchers' network, please contact Thorsten Merse:

t.merse@anglistik.uni-muenchen.de



TEFL Day

TUESDAY, March 14th



Follow us on Twitter: @LMUtefl

Overview	
9--	09:00-10:00 Plenary: Catherine Beavis M218
10--	10:00-10:30 Coffee Break Senatssaal
	10:30-12:00 Plenary Workshop M218
11--	
12--	12:00-13:30 Lunch Break
13--	13:30-14:00 Panel M218
14--	14:15-15:45 Workshops I Rooms T.B.A.
15--	
16--	15:45-16:15 Coffee Break Senatssaal
	16:15-17:45 Workshops II Rooms T.B.A.
17--	



Map: Two of the workshops will take place at the TEFL lab (Room 105 VG), at Schellingstr. 3. Once you enter the building, take the stairs/elevator to the first floor. You will find the lab at the end of the hall.

Plenary

Tuesday, 09:00-10:00 Room M218

Catherine Beavis

Deakin University, Australia

Digital literacies, digital games: Language, learning and play.

Digital games offer rich and immersive worlds where communication, play and multimodal literacies of all kinds beckon players to interact and engage. With their mix of text and action, entrancing visuals and instant feedback, digital games provide a context in which understanding and meaning-making, the representation of self, and interaction with others are core business, central to progress through the game and the satisfactions of play. Virtual worlds and digital games work as collaborative sites where meaning is negotiated and players are engaged in experiential learning of many kinds. Activities typically include planning, problem solving, decision making, risk taking, trial and error and purposeful communication of many kinds. Research into the promise of digital games for education identifies language learning, for both first and additional languages, as one of the main curriculum areas where games can be most effective, because of such qualities and the integrated and extensive nature of the informal worlds of the game. To participate in such worlds, players need to ‘read’ and understand information on hand, hints and cues, the rules of the game, the nature of the genre; what it means and what it takes to play, progress and win, supported by the wealth of paratexts that surround the game. In addition is the cultivation of cutting edge skills and lightning fast responses, in forms of play that range from the benign and orderly through to fast paced, ground-breaking, anarchic and byzantine. This keynote explores virtual worlds and ‘serious’ games, highlighting the role of digital and multimodal literacies in the creation of meaning for players, and the purposeful and powerful context they provide for communication, interaction and play.



Professor Catherine Beavis is program leader for the Curriculum, Assessment, Pedagogy and Digital Learning program in REDI - Research for Educational Impact: Deakin University’s Strategic Research Centre for research in Education, and Professor of Education in the Faculty of Education and the Arts at Deakin University, Australia. Since 1989, at Griffith and Deakin Universities, she has developed, taught and convened courses and undertaken Doctoral Supervision in areas encompassing English and Literacy Education, Curriculum Studies, Language and Literature, Research Methodology, Digital Culture, New Media and New Literacies; Learning and Digital Games. Her research addresses English and Literature education, English curriculum history, young people and digital culture, ICT and new media, critical literacy, in and out of school literacies and computer games. She has edited six books, with a further two in preparation, addressing videogames and learning (Serious Play) and Literature Education in the Asia-Pacific.

Plenary Workshop

Tuesday, 10.30-12.00 Room M218

Digital Video: Exploitation and Creation

Ben Goldstein CAMBRIDGE UNIVERSITY PRESS

The moving image is taking centre stage in our everyday landscape of communication. This is blurring the distinction between the amateur and professional, the formal and informal, the verbal and visual. However, pedagogical use of video for language learning purposes is still often anchored in classroom tasks which don't fulfil its true potential. This talk will investigate alternative ways that digital video can be exploited for its visual richness and how it can be integrated into other tasks, suggesting practical ways that visual literacy can be enhanced in the language class. We will also look at the benefits of learner-generated video material, in particular when taken out of the conventional classroom environment.



Panel Discussion

Medien im Englischunterricht - Blessing or Curse?

Tuesday, 13:30-14:30 Room M218

In dieser Podiumsdiskussion werden Experten aus dem Bildungsbereich den Nutzen von Medien im Englischunterricht aus vielfältigen Perspektiven beleuchten. Dabei werden neben Englischdidaktikern auch Personen aus der Bildungspolitik und der schulischen Praxis ihre Positionen aufzeigen.



Parallel Workshops I, 14:15 -15:45

Dr. Grit Alter, Universität Innsbruck Hörspiele im Englischunterricht: Prozess-orientierte und differenzierte Projektarbeit (German)
Louise Carleton-Gertsch, Klett Media motivates: Using the internet, apps & co. in English lessons (English)
Marion Fahn, Adalbert-Stifter- Realschule eTwinning: Europaweite Schulpartnerschaften und Projekte (German)
Michael Fröhlich, mib Urheberrecht im Englischunterricht (German)
Susanne Hujer, Onilo Digitalised and animated children's picture books for the modern classroom (English)
Prof. Dr. Thomas Strasser, Helbling Languages Mind the App! Your personal survival kit for the digital jungle (English)
Prof. Dr. Britta Viebrock, Universität Frankfurt Südafrika im Film (German)

Hörspiele im Englischunterricht – Prozess-orientierte und differenzierte Projektarbeit

Grit Alter, Universität Innsbruck

Ein Ergebnis der DESI-Studie (2009) zeigt, dass Lernende im Englischunterricht zu wenig sprechen. Dies scheint zu verwundern, lernt man doch eine Sprache hauptsächlich durch das Sprechen. Nicht von ungefähr ist eine der wesentlichen Prinzipien des Englischunterrichts der kommunikative Ansatz. Ausgehend von diesen beiden Prämissen, sind die Teilnehmer*innen dieses Workshops dazu eingeladen, durch die Nutzung unterschiedlicher Online-Tools und Schritt für Schritt ein eigenes Hörspiel zu erstellen und deren Potenzial für den kommunikativen Englischunterricht zu reflektieren.

eTwinning – digitaler Schüleraustausch

Marion Fahn, Lernhausleitung an der Städt. Adalbert-Stifter- Realschule

Dieser Vortrag richtet sich an Lehrkräfte aller Schularten und Fachrichtungen, die an europäischer Projektarbeit interessiert sind. Sie erfahren, wie eTwinning im Rahmen von Erasmus+ Ihnen dabei helfen kann, schnell und unkompliziert Kontakte zu vielen unterschiedlichen Schulen in ganz Europa zu knüpfen und Projektpartner zu finden. Sie erhalten einen Einblick in die Funktionsweise von eTwinning, welches Ihnen ermöglicht internationale Projekte zu planen, durchzuführen und zu dokumentieren.

Media motivates – Using the internet, apps & co. in English lessons



Louise Carleton-Gertsch, Klett

Today we have a wealth of exciting new possibilities to make learning English more interesting, authentic and rewarding, both for pupils and teachers. Yet it is often difficult to find suitable resources due to the overwhelming number of websites, youtube videos and apps available. This talk, including practical tips and examples, will focus on how digital media and tools can be used alongside traditional ones to enhance the learning experience, no matter how "tech-savvy" you are.

Urheberrecht im Englischunterricht

Michael Fröhlich, mib, Gymnasium Trudering



Aus Schulbüchern und Arbeitsheften kopiert, erstellten Lehrerinnen und Lehrerschon immer auch eigene Materialien für den Unterricht. Zu Zeiten, als ausschließlich Printmedien als Quelle benutzt und Fotokopien oder Folien als Unterrichtsmaterial erstellt wurden, war dies ein relativ einfaches und unproblematisches Unterfangen und die Gefahr urheberrechtlich erwischt zu werden, war gering. Im Zeitalter digitaler Medien und des Internet stehen mittlerweile unermesslich viele digitale Quellen zu Verfügung. Darüber hinaus sind die Möglichkeiten der Bereitstellung von Lehr- und Lernmaterialien vielfältiger geworden. Neben dem Arbeitsblatt in Form einer Fotokopie kann man das gefundene Material auch digital auf Lernplattformen, Schulhomepage oder Speichermedien etc. zur Verfügung gestellt werden. Die Freude über diese vielfältigen Möglichkeiten kann aber auch teuer werden. Dürfen alle verfügbaren Quellen ohne Einschränkungen in der Schule im Unterricht eingesetzt werden? – In diesem Workshop soll die juristische Lage erläutert und Möglichkeiten der Verwendung aufgezeigt werden.

Mind the App! Your personal survival kit for the digital jungle.

Thomas Strasser
Helbling Languages, University College of Teacher Education Vienna, PH Wien



This workshop is designed especially for EFL teachers who would like to give new learning technologies a try, but still have some doubts about technology-enhanced language teaching/learning. All the presented tools and tricks are quick and dirty (i.e. extremely intuitive, simple and free) and do not require technical expertise. The workshop starts by addressing the most ‘popular’ problems, fears and clichés in the field of technology-enhanced learning and provides practical answers to these problems in order to partly de-mystify the complexity of internet-based language learning/teaching. After a theoretical input, the toolkit will be presented. It should help teachers find their way through the internet information jungle and focus on intuitive tools (i.e. mobile and browser-based Educational Apps) that support the four skills, generate simple quizzes, produce highly creative podcasts, etc. Practical examples of Edu-App classroom use will be provided.

Digitalised and animated children’s picture books for the modern classroom

Susanne Hujerm, Onilo

The first steps into the English language will be much easier for your pupils with Onilo. Through Boardstories your class will experience this new language with lots of fun. Additional interactive materials for every story provide tasks you can do with classes to practice new vocabulary as well as other useful skills.

Südafrika im Film

Britta Viebrock



Filme sind unmittelbar anschlussfähig an die Erfahrungs- und Lebenswelt der Schüler. Sie lassen sich zudem gut für handlungs- und produktionsorientierte Unterrichtsansätze nutzen, mit denen sich alle im Kerncurriculum spezifizierten Kompetenzbereiche fördern lassen. Anhand ausgewählter Beispiele zum Themenbereich South Africa soll in der Fortbildungsveranstaltung aufgezeigt werden, wie film literacy und multimodal literacy als erweiterte Zielvorstellungen eines modernen Englischunterrichts mithilfe von Filmen gefördert werden können. Ebenso wird verdeutlicht, wie Filme zur Bearbeitung landeskundlicher Themen eingesetzt werden können, die Darstellung aufgrund ihrer Fiktionalität aber zugleich kritisch hinterfragt werden muss.



Parallel Workshops II, 16:15-17:45

Axel Gutjahr , Cornelsen Digitale Medien als wertvolle Hilfen im Schulalltag (German)
Amos Paran , University College London E. M. Forster: Film and Fiction in the Language Classroom (English)
Sanne Kurz , Hochschule für Fernsehen und Film München Standing by and: Action! - Visual Storytelling im Englischunterricht (German)
Georg Schlamp , Gymnasium Neubiberg Fremdsprachenunterricht mit dem iPad: Modern, kreativ und binnendifferenzierend (German)
Birgit Ruckdäschel , Gymnasium Lappersdorf Wie setze ich Smartboards im Englischunterricht ein? (German)
Rob Dean , Pearson Using Technology to Create IDEAS: Individual, Differentiated, Encompassing, Autonomous and Successful Learning (English)
Pete Sharma , Oxford University Press Practical Ideas for Using Digital Technologies in Language Teaching (English)

Digitale Medien als wertvolle Hilfen im Schulalltag



Wie setze ich Smartboards im Englischunterricht ein?

Axel Gutjahr, Cornelsen

Birgit Ruckdäschel, stellv. Schulleiterin Gymnasium Lappersdorf

Die neuen, digitalen Medien des Cornelsen Verlages zum LehrplanPLUS bieten einen enormen Mehrwert für den Fremdsprachenunterricht. Das digitale Schulbuch, der Unterrichtsmanager, das Online-Portal Diagnose & Fördern sowie die interaktiven Arbeitsheften eröffnen vielfältige Möglichkeiten, Schüler und Schülerinnen individuell zu motivieren und zu fördern sowie die Lehrkraft bei der Unterrichtsvorbereitung wirksam zu entlasten.

Interaktive Smartboards oder Whiteboards werden an immer mehr Schulen eingeführt. Im Workshop wird anhand konkreter Beispiele aus dem Englischunterricht gezeigt, welche Chancen und Probleme es beim Einsatz von Smartboards gibt und in welcher Form sich das Smartboard sinnvoll verwenden lässt. Dies umfasst Wortschatz-, Grammatik- und Textarbeit sowie kreative Möglichkeiten. Die Workshopteilnehmer/-innen sollen dabei auch selbst das Smartboard nutzen.

Practical ideas for using digital technologies in language teaching



Standing by and: Action! - Visual Storytelling im Englischunterricht

Pete Sharma, Oxford University Press

Sanne Kurz, Hochschule für Fernsehen und Film München

While new technology continues to develop at a tremendous speed, it is important for language teachers to remain focused on good pedagogical principles. This interactive, practical workshop is divided in two parts. Part one will critically analyse key learning technologies, including m-learning (mobile learning) and adaptive learning. Part two will provide practical teaching ideas which integrate technology in the following areas: grammar, vocabulary, the four language skills and pronunciation. Participants will leave with fresh insights into one of the most exciting areas of language teaching today.

Images offer a powerful tool to tell stories, however, they are at their best when they are speaking to us in forms other than just words. To avoid the talking head to learn to let images speak, we will venture out in to the “wild LMU“. After a brief introduction on images and visual storytelling, we will perform, discuss and analyze exercises with iPads. You will take images telling a story in one shot and three shots. You will see and learn how a story is unfolding in between two shots. This workshop can be the base for active media use even in classrooms with little time and not too much technical knowledge.

Fremdsprachenunterricht mit dem iPad – Modern, kreativ und binnendifferenzierend

Georg Schlamp, StD, Seminarlehrer Englisch am Gymnasium Neubiberg

Moderner, kreativer, handlungsorientierter und schülerzentrierter Fremdsprachenunterricht mit Hilfe des iPads. Unzählige Apps und eine Flut an Möglichkeiten verhindern es oft, richtige Wege zu finden, Tablet-Computer wie das iPad gewinnbringend einzusetzen. In diesem Workshop erhalten Sie Anregungen sowie konkrete und erprobte Anwendungsbeispiele aus dem Fremdsprachenunterricht, sowohl für Sie als Lehrer als auch für die Schüler. Kostengünstige oder kostenfreie Apps wie Popplet Lite, PuppetPals (Director's), ComicBook, Pic Collage, und viele weitere werden vorgestellt und angewandt. Der Workshop ist schulartübergreifend. Teilnehmer sollten nach Möglichkeit ihr eigenes iPad (oder auch andere Tablets) mitbringen und die genannten Apps bereits installiert haben. Auch die Teilnahme ohne Tablet ist natürlich möglich.

E. M. Forster: Film and Fiction in the Language Classroom

Amos Paran, University College London

The novels of E. M. Forster have proven a rich seam of source material for film adaptations: five of his six novels (A Passage to India, A Room with a View, Maurice, Where Angels Fear to Tread and Howards End) were turned into films, attracting some of the finest directors and actors of the 20th century and resulting in highly successful adaptations. In this workshop I will exemplify a variety of activities that teachers can use with some of these novels. My main interest is in the way in which an understanding of the novels and the films can be translated into classroom activities, and the ways in which films can serve as a point of entry into literature in secondary school settings. Methodologically, I connect the type of work that I suggest for the novels and their films to Task-Based Learning and Teaching, a framework which helps teachers construct learning and teaching sequences that incorporate a meaning focused process and which culminate in a task whose outcome is tangible (Skehan 1998; Willis 1996). I also connect this to ways in which learners can be taught the metalanguage of film and film analysis and in which they can develop their own critical awareness of film as a medium.

Using Technology to create IDEAS: Individual, Differentiated, Encompassing, Autonomous and Successful Learning.

Rob Dean, Pearson

No two learners are alike. Each has different needs, goals interests and learning styles and the ‘one size fits all’ approach rarely if ever works in the 21st century learning environment. Accommodating such variety can present a huge challenge for teachers in the extra work it can entail. This session will investigate some of the common differences between learners before moving on to look at some of the ways in which technology can be effectively employed to cater for the individual needs of learners. The focus will remain clearly on providing opportunities for success for all learners whatever their characteristics whilst avoiding the need for a massive amount of additional work on the part of the teacher. The session will feature material from Pearson’s renowned online MyEnglishLab.



Thank You

As conference organisers we are acutely aware how much help we have needed – and 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 of the LMU in general and the university’s administrative staff in particular have been marvellous throughout in 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. We have relied heavily on the support of the MZL (Munich Centre of Teacher Education) and the Graduate School of the Faculty. We are also deeply grateful to the following generous sponsors and donors (in alphabetical order) who have supported us financially and with workshops: Cambridge University Press, Cornelsen, Helbling, Klett, Narr Francke Attempto, Oxford University Press, Pearson. 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 media literacy with a view to research and teaching is quintessential for 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 more than 300 speakers and participants from all over the world. United in our common interest of researching the impact of media 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 together with us at 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 confidence in the Media Literacy Conference at the early stages provided us with the challenge we needed to do our utmost to create a successful event.

On behalf of the entire conference team
Prof. Dr. Christiane Lütge

Imprint

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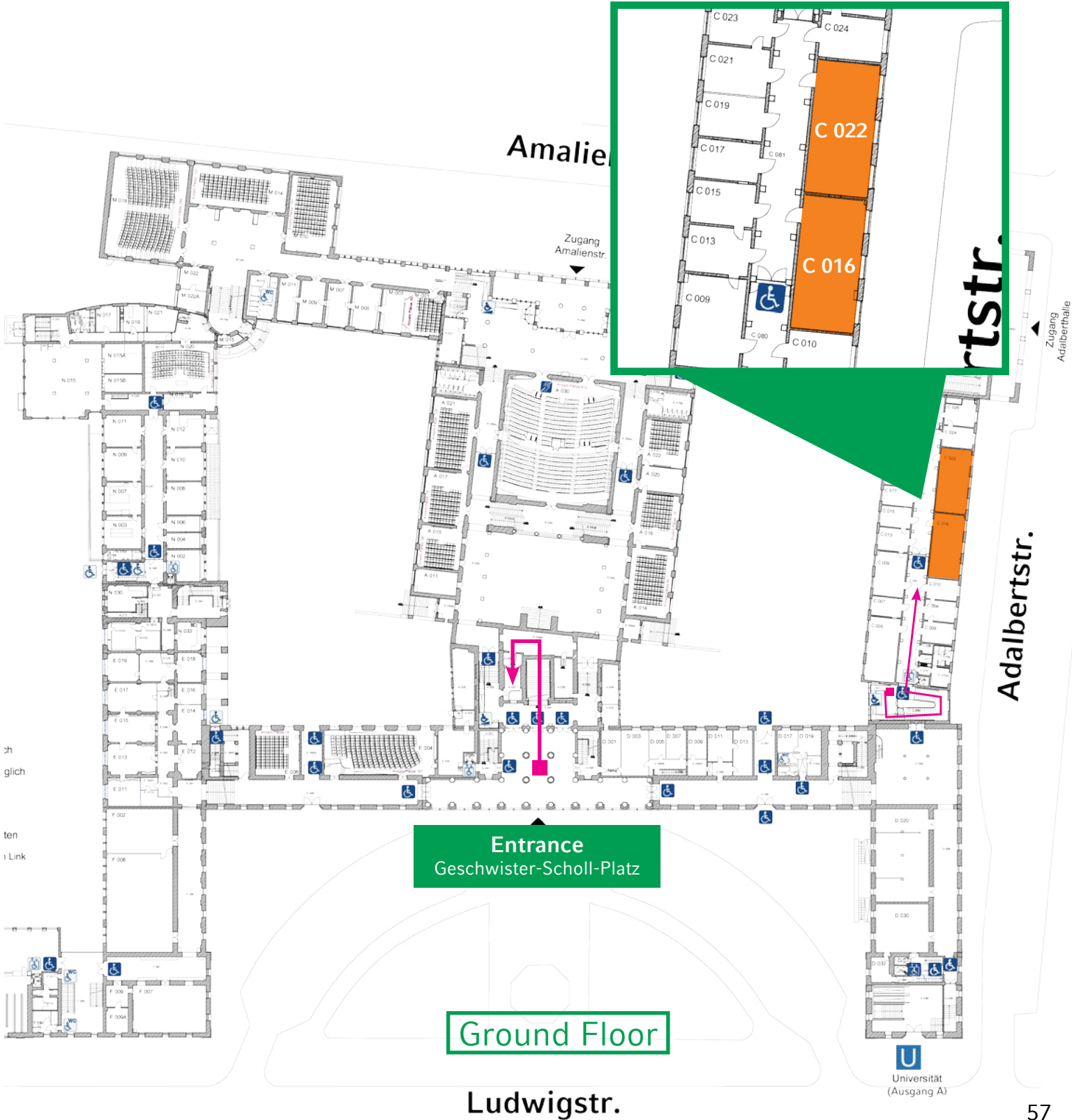
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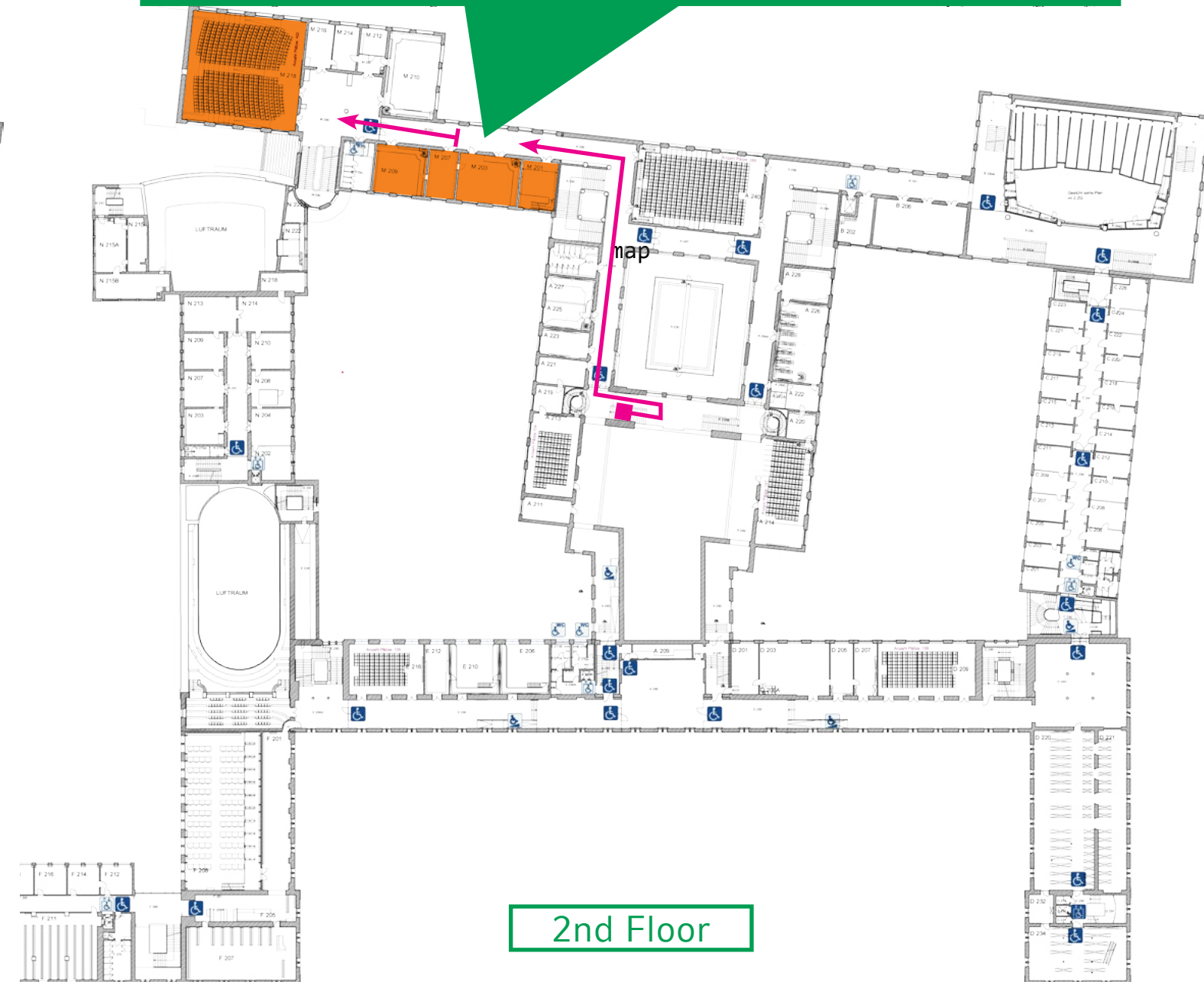
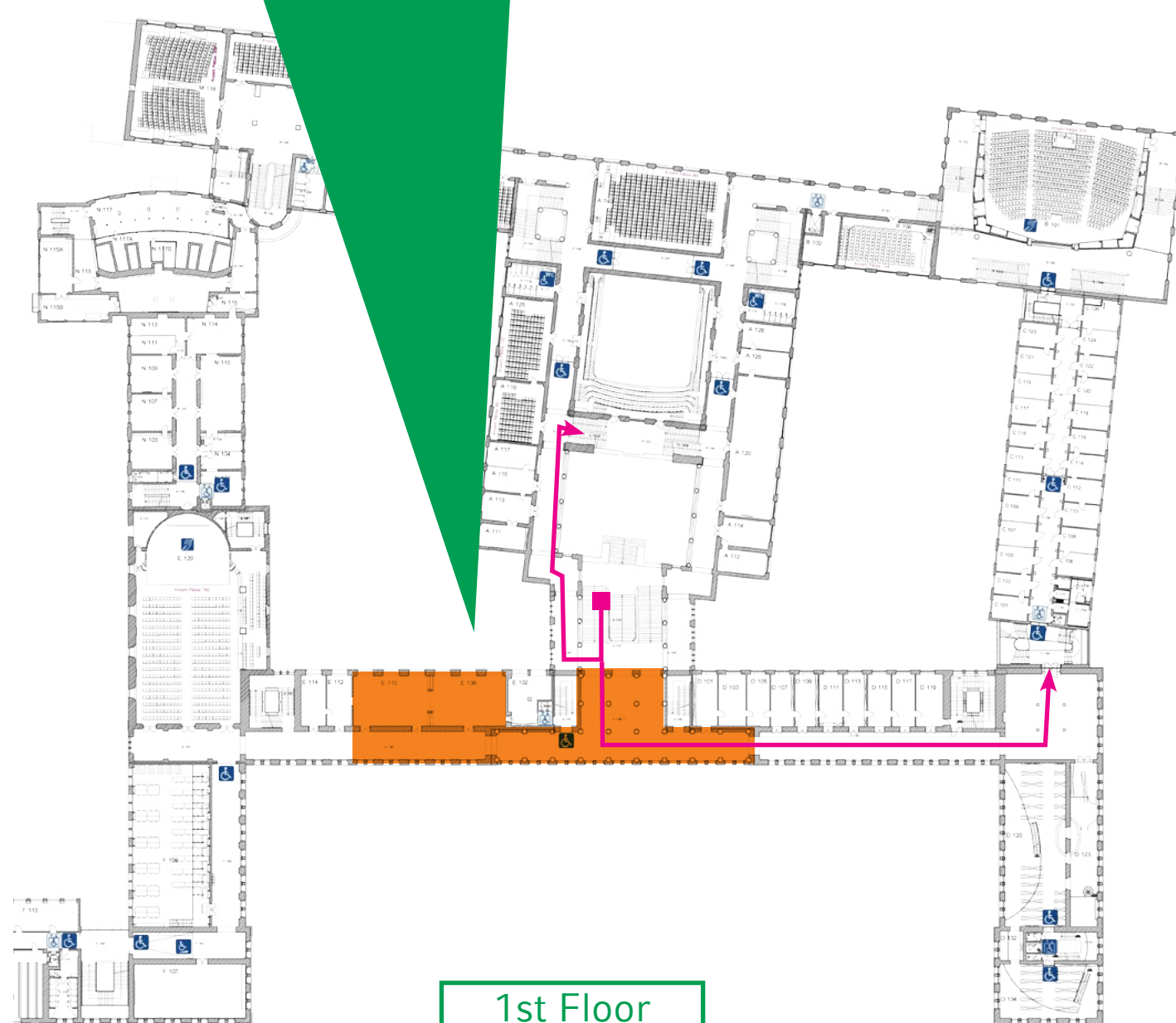
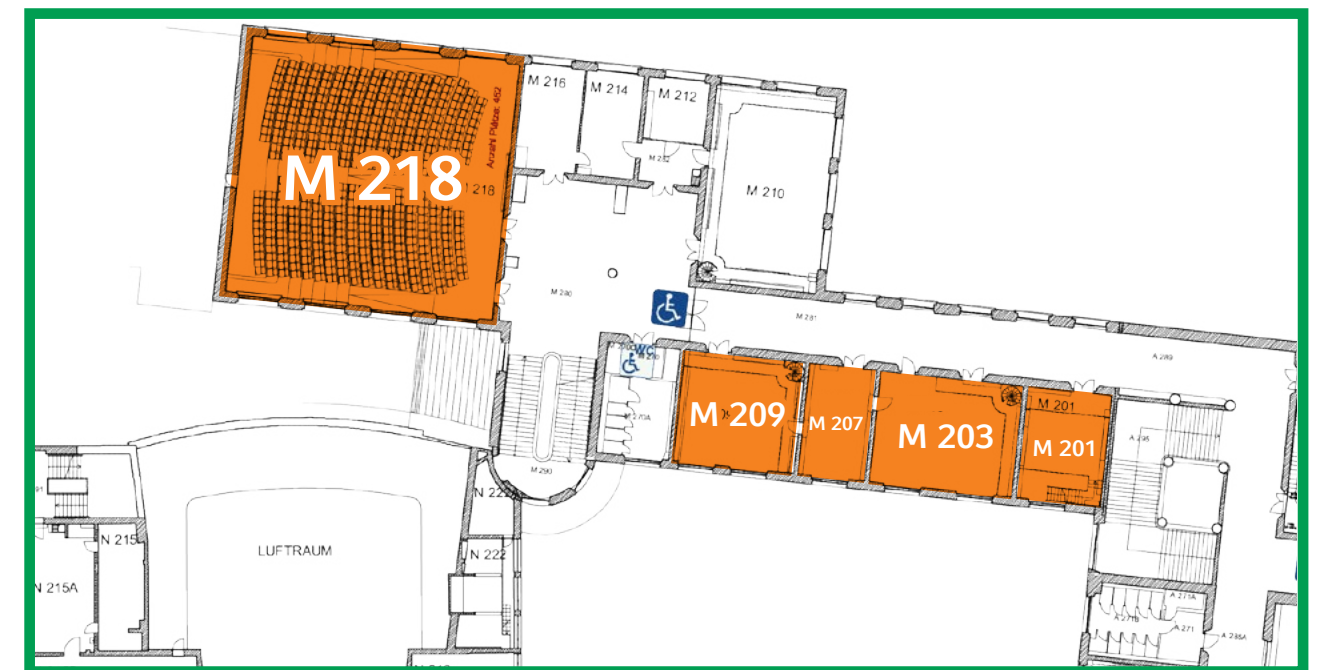
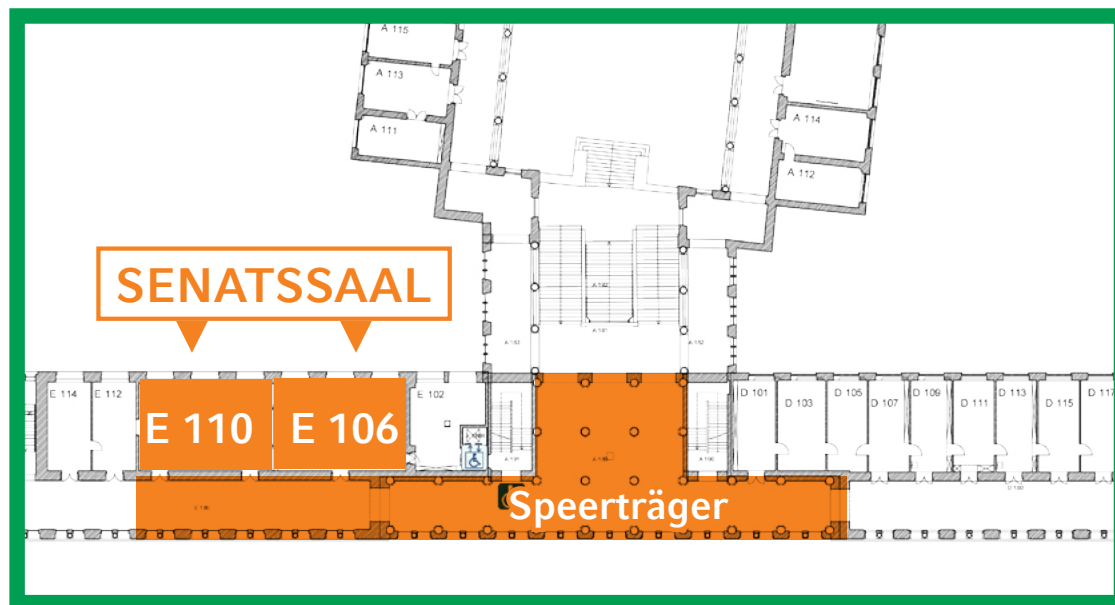
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