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
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**Media Literacy in Foreign Language Education: Digital and Multimodal Perspectives**

## Academic Conference

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## TEFL Day

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**Conference Schedule**

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<td>9:00-11:00 Sections (See p.14-15)</td>
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<td>10:00-10:30 Welcome Bill Cope M218</td>
<td>10:00-10:30 Coffee Break</td>
<td>11:00-11:30 Coffee Break Mary Kalantzis M218</td>
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<td>10:30-11:30 Plenary: Bill Cope M218</td>
<td>10:30-12:00 Plenary Workshop M218</td>
<td>11:30-12:00 Coffee Break Senatsaal</td>
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<td>10:30-12:30 Sections (See p.14-15)</td>
<td>11:30-12:30 Plenary: Mary Kalantzis M218</td>
<td>12:00-12:30 Plenary: Gunther Kress M218</td>
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<td>11:30-12:00 Coffee Break Senatsaal</td>
<td>12:00-13:00 Lunch Break</td>
<td>12:30 – 14:00 Lunch Break</td>
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<td>11--</td>
<td>12:00-13:30 Sections Time T.B.A. Meet-Up for Cultural Programme</td>
<td>13:30-14:00 Panel M218</td>
<td>13:30-14:00 Panel M218</td>
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<td>12--</td>
<td>12:30 – Onward Lunch Break</td>
<td>14:15-15:45 Workshops I Rooms T.B.A.</td>
<td>14:15-15:45 Workshops I Rooms T.B.A.</td>
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<td>13--</td>
<td>13:30-15:00 Lunch Break</td>
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<td>15:45-16:15 Coffee Break Senatsaal</td>
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<td>14--</td>
<td>13:30-15:00 Lunch Break</td>
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<td>16:15-17:45 Workshops II Rooms T.B.A.</td>
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<td>15:00-17:00 Sections (See p.14-15)</td>
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<tr>
<td><strong>Evening</strong></td>
<td>18:45 Wine Reception Senatsaal</td>
<td>19:00 Conference Warming* Augustiner am Dom</td>
<td>19:45 Conference Dinner* Hofbrähaus</td>
</tr>
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</table>

*Event only available to those who pre-registered
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).

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

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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.

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.

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

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

Social Programme

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:  mediawikispace@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

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<td>Prof. Dr. Gunther Kress</td>
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<td>“Speech and writing in an era of social and</td>
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<td>semiotic provisionality: multimodal</td>
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<td>Prof. Dr. Mary Kalantzis</td>
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<td>“A grammar of multimodality”</td>
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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. 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.
Digital literacies, digital games: Language, learning and play

Catherine Beavis
Deakin University, Australia

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 to 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 Literacy education, English curriculum history, young people and digital culture, ICT and new media, critical literacy, 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.

This presentation will focus on the implications of the intrinsically multimodal 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, Palme 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.
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<th>Room</th>
<th>E110</th>
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<th>M202</th>
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<tr>
<td>Section Chair</td>
<td>Prof. Dr. Susanne Heinz</td>
<td>Dr. Stefanie Fuchs</td>
<td>Prof. Dr. Tanja Angelovska</td>
<td>Prof. Dr. Gabriele Bließ</td>
<td>Prof. Dr. Torben Schmidt</td>
<td>Prof. Dr. Angela Hahn</td>
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**MONDAY**
10:00 - 10:20
Thaler
The Bard goes multimodal
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Stucki, Pflegering
Multimodal genres in the EFL classroom: Theoretical and methodological approaches to developing multimodal literacy

10:20 - 10:40
Reinhardt
Everyday technology-mediated language learning: New opportunities and challenges

11:00 - 11:20
Bajrami
Audio-visual materials and their effect in teaching vocabulary in EFL classes

11:20 - 11:40
Ismailli
The effectiveness of using CALL in academic settings

12:20 - 12:40
Owczarek
"So, what else can it do?" - Towards critical media literacy in the EFL classroom

12:40 - 13:00
Norte Fernandez-Pacheco
The effects of multimodal videos on EFL students' audiovisual comprehension

13:00 - 13:20
Vela, Salli
The effect of online authentic materials on motivation in multimodal classrooms

13:20 - 13:40
Makaruk
Multimodal literacy: Options for semiotic resource combinability and perception

13:40 - 14:00
Laktilev, Srinkova
Embedding a MOOC course in an academic program as part of curriculum transformation

**TUESDAY**
10:30 - 10:50
Genetsh, Surkamp
Technology-enhanced learning in foreign language literature classrooms

10:50 - 11:10
Asian, Cftcit
Learner perceptions about CMIC in EFL/ESL writing classes: A metanalysis

11:10 - 11:30
Schaffer
"Street art isn’t a crime" - Teaching and learning with multimodal pieces of street art in the EFL classroom

11:30 - 11:50
Ramos Alvarez, Gonzalez Plasencia
Spanish in a day: An online video contest for Spanish language students worldwide

11:50 - 12:10
Gabel, Schmidt (Jochen)
Collaborative writing with writing pads in the foreign language classroom - Chances and limitations

12:10 - 12:30
Roche
Exploring the role of digital literacy in English for academic purposes university pathway programs

12:30 - 12:50
Dutoit, Brunstrom
Reading story apps in the primary EFL classroom

12:50 - 13:10
Kolt, Brunstrom
Graded materials for digital storytelling

13:10 - 13:30
Cauferas, Mirajipe
Watching cartoons with L1 or L2 subtitles: A classroom-based study with young learners

13:30 - 13:50
Anrante
Exploring the pedagogy of EFL pronunciation training using CAPT technology in a collaborative classroom environment: Case study of first year EFL students in Algeria

13:50 - 14:10
Chen (Qingguang)
Developing media literacy education on the platform of College English in China

**WEDNESDAY**
09:00 - 09:20
Volkmann
Literature in the "Post-Truth" classroom: Using fiction to teach reality

09:20 - 09:40
Wilcox
TV Serials: An innovative mode of reading literature in German EFL classrooms today

09:40 - 10:00
Becker (Daniel), Goëbler, Schlöndorff
Popular culture in the EFL classroom: Using media literacy as a tool to analyze narrative identities

10:00 - 10:20
Duncan, Param
Snapshots of reality: What really happens when using film in the language and literature classroom

10:20 - 10:40
Rivero-Vilà
Creating an interdisciplinary documentary with your foreign language students

10:40 - 11:00
Ullmann
Individualization in an English selflearning setting: Phenomenon, empirical research and practical implications

11:00 - 11:20
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
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, hosteted 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 18 modern course 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.

"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.

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 (Galan & Proctor 2008). These aspects have various impacts on how learners of English engage with text.

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.

"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 MultiLiteracies 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 audiovisual 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.
Multimodal genres in the EFL classroom: Theoretical and methodological approaches to developing multimodal literacy

Hartmut Stöckl, Jana Pfaleging

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 (Breznitz/Kress 2014). These changes raise a need for multi-literacy in education (Dahlborow 2012; 25f.; Cope/Kalantzis 2000), i.e. visual literacy (Hecke 2012; Machot 2007; Kress/Van Leeuwen 1996; 15f.), and multimodal literacy (Gee/v/Kress 2003). Our survey of contemporary Austest/English text books, which still are a central classroom material in TEFL (Kartz 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.

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

Room M203

12:00 - 12:40
Reinhardt
Everyday technology-mediated 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
Digital multilingual 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-mediated language learning: New opportunities and challenges

Jonathon Reinhardt

With the rise of ubiquitous social media, many everyday socio-literacy communication practices have become mediated (Gandy, 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. Baz, 2013) on whether digital technology can be integrated into L2 classrooms until it is normalized and no longer viable are moot. Most students now come to L2 learning with a range of dispositions or habits associated with everyday technology-mediated literacies, influencing their reception of formal L2 learning tasks. The impact of this mediatization 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, Ducte, & Kost, 2012; Chen, Shih, & Liu, 2015; Lin, Gnoom, & Lin, 2013; Reinhardt & Zandert, 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 mediatizing turn, contrasting with traditional CALL theoretical paradigms where technology is neutral or exceptional. This implicates approaches to research that are ecologically grounded in emic perspectives of technology-mediated language use (e.g. Jones, Chik, & Haller, 2011), and a relational pedagogy that develops critical awareness of mediated language use as socio-literacy practice (e.g. Reinhardt & Thorne, 2011; Chen, Kern, & Smith, 2016).

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 is a common issue for digital computer game MMELanE DUALanE.evt, 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 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**

**Room M201**

12:00 - 12:40  
**Lumturie Bajrami**  
**Integrating technology in classroom has become one of the most discussed issues in teaching environments and these days integrating technology in classroom has become one of the most discussed issues in teaching environments and these days integrating technology in classroom has become one of the most discussed issues in teaching environments and these days**

**Room M203**

16:20 - 17:00  
**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 thereof 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 homogenous 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.

**Room M201**

15:00 - 15:40  
**Film clips in the foreign language curriculum**

**Mark Kaiser**

**Film clips in the foreign language curriculum**

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 films that foster the development of students’ symbolic competence with the goal of becoming “a multilingual subject” (Kramsch 2009).

**Room M201**

15:40 - 16:20  
**“Are you serious?” Using authentic film material in the foreign language classroom to foster oral competencies**

**Katharina Delius**

In the past 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 (rewriting and listening competence, visual literacy) (e.g. Bień et al, 2016; Thaler 2013; Linzé 2012; Hesmond et al 2011). The talk proposes a stronger analytical focus on the authentic language use displayed in feature films and TV series/shorts in order to offer students model texts of oral communication. In a combined approach of genre-learning (i.a. Schewe 1993) language-learners first analyse scenes from films that foster the development of students’ symbolic competence with the goal of becoming “a multilingual subject” (Kramsch 2009).
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

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 its 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

**Laktišová, Šršíňková**

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

Petra Laktišová, Daniela Šršíňková

MOOCs have received a lot of media attention recently, hyped as a "dramatic 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 or conceptually as revolutionary as they might appear for many of us. They are the next logical step MOOCs, however, are not conceptually as revolutionary as they might appear for many of us. They are the next logical step.

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

Mahfouz

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

15:40 - 16:20

**Karges**

Usability - An important addition to validating computer-based assessment

16:20 - 17:00

**Room C016**

**12:00 - 12:40**

**The effectiveness of using CALL in academic settings**

Merita Ismaili

**12:40 - 13:20**

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

Petra Laktišová, Daniela Šršíňková

MOOCs have received a lot of media attention recently, hyped as a “dramatic 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 enhancement 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 Zürich) and the current strategic push of 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 low proficiency scores. The MOOC course 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.

**15:00 - 15:40**

**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 (Slavin et al. 2016). Such systems deliver individualized learning experiences by adapting their behaviour to a learner’s at learning objectives, preferences and styles, by changing spatial-temporal circumstances and/or current level of knowledge and ability. (Gámez et al. 2014). Adaptivity features with particular regard to may include dynamic processes such as adjusting the content, sequence and difficulty level of activities, as well as providing individualized feedback and support targeted at inferred knowledge gaps and misconceptions. A few ICALL systems employ for such purposes methods from Item Response Theory to automatically and dynamically model learner ability based on their performance on sets of activity items (e.g. Chen & Chang 2008; Heish 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) predefined 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 individualized 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**

**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 frame, 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, 2003). 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.
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 Boğaziçi 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 hypothesise 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 (Kember, 2010; participatory literacy (Pygrum, 2009) and multimodal competence (Kress, 2000)).

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 (Seifdullah, 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 teachers 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 (Olffiet, 2014). Learners use media and Web 2.0 tools to communicate and collaborate with others and create joint knowledge (Ooby, 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 (Senatsaal)

10:30-11:10 Room E110

Genetsch, Surkamp

Technology-enhanced learning in foreign language literature classes

11:10-11:50 Room E110

Alter

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

11:50-12:30 Room E110

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 concrete of learners as “infectives” (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-Comill 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 multimodality of pedagogy (cf. Cooper/Kastenia 2000; Walkerd 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 Brunsmieier

Story apps are multimodal ensembles (Serrafini 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 text is supported by oral language. Interactive features allow readers to adapt the storyline 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-centered 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, Surjanto 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, chat, 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 of these analyses focused on the overall effectiveness of CMC on L2 production, performance, or development (Liu, 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 CMC 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 L2/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.
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.

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 global access far beyond the original display of local urban space.

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 an open 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 level language. The teacher reads the story to the class while the pictures are projected on the wall one by one. The technology includes features such as sound bites, 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.

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 c 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 29 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 level), B de Butaca (B1-B2 level) and C de Cineclub (C1-C2 level). 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 (C. González 2016) and the other one on a set of features describing role performance, positive interdependence and autonomous/collective 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 50,000 users reached and more than 30,000 interactions in 15 languages) and other social media platforms shows the potential of this project. Of the key advantages of the Spanish in a day language corpus include non-verbal communication and C2U2 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.

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., Fursenbergen et al., 2001; Kinginger, 1998; O’Dowd, 2005). Today such videoconferencing exchanges are done through digital tools such as Skype, Lyncom (Hampel & Hauck, 2004), FlashMeeting (Hampel & Stickle, 2012), and Zchat (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 learnersinvestigated 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 context.
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 C016

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 (Matteo 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 to ‘Yiddish and Van de Poel, 1999).

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 Algeria

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

Stephan Gabel, Jochen Schmidt

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 immediately after watching each episode and 60 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.

10:30-11:10 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 the repertoire for the foreign language teacher has been enriched both synchronously and asynchronously via a computer network, application of tools like e-mail, tandems, MOOs, wikis and blogs, research has concentrated on evaluating the educational 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.
This presentation describes the use of gamified digital technologies in wider language learning contexts. 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.
Literature in the “post-truth” classroom: Using fiction to teach reality

Laurenz Volkmann

Not to carry Weisbiber 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, merely 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 materials used in German EFL classooms media material is used unctractively 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.

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 (Ollett, 2010), it is necessary to incorporate such texts not only for teaching media literacy as such, but also to include them in 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 (GiesebrechtHurrelmann 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 comic “Over the Wall” is 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 multimedia and literacy literacy (Ollett 2012), the graphic novel offers the chance to explore the relation between words and pictures (McCloud 1994). The non-chronological 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.

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 become 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 TV”, 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 like a paradox at first sight: isn’t literature all about make-believe, even about counter-factual modes of representation, true-life-like accounts of reality, or statistical evidence – what matters is how we feel about certain facts”. No longer do we rely on thorough research, nerdy experts or critical academics that we live in the age of “post-truth” or “post-fact”. Nevertheless, the ever-growing importance of visual media and multimodal literature can already be introduced at an early stage if the grammar literacy (Groeben/Hurrelmann 2002). Furthermore, such texts not only for teaching media literacy as such, but also to include them in 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 (GiesebrechtHurrelmann 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 comic “Over the Wall” is 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 multimedia and literacy literacy (Ollett 2012), the graphic novel offers the chance to explore the relation between words and pictures (McCloud 1994). The non-chronological 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.

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 materials used in German EFL classooms media material is used unctractively 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.

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

Room M203

09:00-09:40 Becker, Gießler, Schledzewski
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

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

Daniel Becker, Ralf Gießler, Janine Schledzewski

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).

Even before the JIM-study has shown that products of popular culture play a major role in young people’s everyday lives (Rieberenb 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 people’s 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.

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; Breckheimer 2014) provides a challenging focus for students in EFL classrooms. The inroads into narrative are manifold: teachers at secondary and tertiary level, endeavouring to explore media and culture with their students, may address the thriving narrative practices. Teaching the quest motive as a basic template 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 2002). 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 new world of possibilities opens up for them. Concrete tasks, based on this example, illustrate how such an analysis can be implemented in the EFL classroom.

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

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.

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 holidays’ (L. J. 1955, p. 131).

The presented analysis will examine 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?
Creating an interactive documentary with your foreign language students

IsabelRivero-Vilà

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 exploiting 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 has to interact so that this “reality” makes sense.

AsJohn 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 video 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 Idox 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
TheLearnWeb 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 (CALL/TELL), and for language studies in Modern languages 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 LIS 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 Design) into innovative and creative meanings (the Redesigned® (Kalandisi et al., 2010; Cox and Kalandisi, 2015).

In the past few years, incentive evaluation-driven design-based research approach analyses (Matjumdotter 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 optimising 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 (2010) and LabInt (2016).

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

Jan Ullmann

Individual learning has become a sort of “Holy Grail” sought by twentieth-century educational crusaders as they fide their white curriculum challeges 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.

Section VI: Teacher education, educational policies, and curricula

Room C022

09:00-09:40
Schneider, Kulhofer, Kletzenbauer, Moser
Critical approaches to media literacy: Catering to the needs of struggling learners

09:40-10:20
Bovin, Amanty
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 Kulhofer, 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 FL 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. This talk, 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 (Holtby, 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 (Oikemus, 2012). Based on two prior early language learner teacher projects which included families with early language learners, this study adapted Cummins’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 teacher interviews 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.

A transformative teaching approach for multilingual early learning

Stefanie Fuchs

Foreign language (FL) classes need to respond to the increasing significance and diversity of media. Especially, online 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 TIFL 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 FL 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.

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

Young Researchers’ Network: Inaugural Meeting

Date: 14th March 2017
Time: 14:30 – 15:45
Place: Senatsaal, 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 Young Researchers’ Network:

- 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
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- 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
### 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.

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**Overview**

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**Catherine Beavis**

Deakin University, Australia

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, 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.
**Digital Video: Exploitation and Creation**

Ben Goldstein

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 this Podiumsdiskussion, experts from the education sector discuss the use of media in English teaching, focusing on both its benefits and possible drawbacks. Participants bring forward examples of how digital media and tools can be used to enhance the learning experience, no matter how “tech-savvy” you are. Alongside traditional methods, new possibilities are presented to engage students in a more interactive and authentic learning process. Examples of how digital media can support the learning of English are shared, whether through the use of videos, apps, or other digital tools. The discussion also touches upon the importance of embedding media into the curriculum, and the benefits of incorporating media into everyday classroom tasks which don’t fully utilise the true potential of digital resources.

**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 Schülerpartnerschaften 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)

**Working Group: Hörspiele im Englischunterricht**

**Grit Alter, Universität Innsbruck**


**Working Group: 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.

**Working Group: 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.

**Working Group: Urheberrecht im Englischunterricht**

**Michael Fröhlich, Gymnasium Trudering**

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 can improve their language skills, learn new vocabulary and be challenged with own creative stories. Besides being extremely fun, the method is also very effective. So what are you waiting for? Get inspired by the presentation and start creating your own stories with Onilo.

Parallel Workshops II, 16:15-17:45

Axel Gutjah, Cornelsen

Digital Medien als wertvolle Hilfen im Schulalltag (German)

Amos Paranj, University College London

Standing by and: Action! - Visual Storytelling in the English Classroom (English)

Sanne Kurz, Hochschule für Fernsehen und Film München

Standing by and: Action! - Visual Storytelling in the English Classroom (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)

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

Pete Sharma, Oxford University Press

Practical Ideas for Using Digital Technologies in Language Teaching

Practical ideas for using digital technologies in language teaching

Pete Sharma, Oxford University Press

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.

Standing by and: Action! – Visual Storytelling in the English Classroom

Sanne Kurz, Hochschule für Fernsehen und Film München

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 classroms with little time and not too much technical knowledge.

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

Thomas Strasser

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

Rob Dean, Pearson

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 work of Amos Paran himself to the work of such a director as Ang Lee (Brokeback Mountain, Life of Pi). 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 platform 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 OER-funding provided via Lehrerbildung@LMU. We have relied heavily on the support of the MZI (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:


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!

Imprint

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Max von Blanckenburg

LMU Support:
Sabine Beutlhauser & Antje Lenkmann (conference planning)
Rukiye Odabas (rooms)
Maxime Pedrotti (filming)
Amadeus Werner (sponsorship)

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Print Programme Design: Servando Diaz
www.servando-diaz.com

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 interrelate 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
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