I – Digital Narratives

'To be, or not to be' — **Literature meets virtual reality**

The use of Augmented and Virtual Reality systems is becoming increasingly common in educational setting, especially as these systems are becoming more affordable. The aim of this talk is to explore the potential of Virtual Reality applications for the foreign language classroom, particularly focusing on how they can enhance students' experiences when working with literary texts. Examining literary adaptations, e.g. cinematic or graphic novel interpretations, has become an extremely popular, though demanding, way of moving away from the traditional close reading of a text, allowing students to create meaning by interacting with the text. Furthermore, digital tools, such as interactive maps, literature apps, or even video games, which allow students to work with the literary text in a more interactive and personalised way, have secured their place in the classroom. Virtual reality systems offer ample opportunity for moving from reading a piece of literature to experiencing it. Users can not only gain a deeper understanding of the setting, plot, and historical and cultural context but in the true sense of the word first-hand experience the basic fundamental experiences, e.g. hate, exclusion, or insanity, of literary characters. In other words, the learner as reader turns from a passive spectator into an 'active part of the plot', for example by looking at the same scene from different perspectives, acting as one of the characters, or even changing the plot as a co-author. Last but not least, students cannot only work with existing virtual realities, but also create their own virtual realities, for example by transforming individual scenes or chapters into virtual realities which are based on their individual reading experiences. Thus, they are no longer passive recipients but active producers of literary adaptations. The talk will commence by briefly elaborating on the potential of virtual systems for the literature classroom. The main part will then focus on illustrating how the (education) app *CoSpaces* can be used to create simple virtual reality worlds.

Christian Ludwig

Autobiographical narratives and cultural diversity in digital spaces: Considerations and Potentials for Foreign Language Education

This talk seeks to employ a digital lens in order to combine approaches to genre learning in foreign language education with current tendencies to embrace cultural diversity more thoroughly in cultural learning. As regards genre learning, this talk will shed light on autobiographical narratives as they can be found in digital spaces such as video platforms, blogs and textual-visual archives. Here, the specific context of digital spaces will be examined in view of their potential to give presence and visibility to hitherto un(der)represented cultural voices, how these spaces work to achieve representation and visibility of cultural diversity, and how they arguably serve to deconstruct notions of cultural norms and binary thinking. For example, I will zoom in on the autobiographical online project "We are the Youth", where lesbian, gay, bisexual, trans* and queer teenagers share powerful stories of their experience with being 'Other' in a largely heteronormative and bi-gendered world. Based on these genre-oriented and digitally-focused considerations, I will bring together reconceptualizations currently underway in didactic research that seek to integrate a more nuanced approach towards cultural diversity within available – and sometimes reductionist – concepts of inter- and transcultural learning. In particular, I will mirror these developments against the reflective foil of Queer Theory and Queer Pedagogy. In bringing together both strands of thought, this talk will then explore and discuss how digital autobiographical narratives vis-à-vis cultural diversity can form a powerful union to reach learning objectives such as developing genre awareness, critical digital literacy, and pluralistic cultural multi-perspectivity.

Thorsten Merse

Tell your story / Tell someone else's story – Project work that fosters students' individual learning as well as learning within the school community

Storytelling projects are commonly used in the foreign or second language classroom in order to foster language learning: Learners tell their own story or present someone else's story either orally or through the use of technology. In my contribution, I will focus on two examples of storytelling projects. The first example refers to a language learning class at a *Gymnasium* (secondary school) in Lower Saxony: Learners from eight different countries told their personal stories with the aim of producing a film to be screened within the school community. The second example is taken from the German National Foreign Language Competition: Last year's task "Presenting a famous, fascinating person" led to inspiring digitally produced films. I finally argue for using storytelling as a powerful tool for change in various ways in the context of hybrid learning spaces as far as individual learning as well as learning within a class or even the school community is concerned.

Gabriela Fellmann

Graphic Narratives – bridging analogue and digital communication practices in the EFL classroom

In contemporary foreign language education, the discourses of analogue and digital textual communication are often kept strictly separated. However, as Richard Kern points out when outlining the idea of relational pedagogy, "well-grounded pedagogy should not just focus on what is 'new' in digitally-mediated literacies but should also focus on what digitally-mediated practices share with all forms of literacy" (2018, 1). Rather than drawing firm lines between traditional and digital forms of communication, educators can focus on jointly underlying meaning making principles.

A good starting point to incorporate this approach into the English language classroom are graphic narratives since "by combining image and text, they bridge the gap between media we watch and media we read" (Yang 2008, 185). In other words, graphic narratives share meaning making conventions with both digital and analogue textual communication.

In this paper, we intend to present the concept of relational pedagogy, its crossovers with multiliteracies pedagogy and relevant applications for the foreign language classroom. In particular, we will present the groundwork of a project being undertaken with teacher students at the LMU, University of Munich, that puts these notions into practice. Within this project, future teachers will have the opportunity to work with both analogue and digital graphic narratives in the EFL classroom and reflect on learners' meaning making processes in action. The overall aim is "to help learners see relationships across modes of expression and to foster a critical perspective that will prepare them to understand and shape whatever future practices develop with technologies that have yet to be invented" (Kern 2018, p. 5).

Claudia Owczarek & Michelle Stannard

II – Virtual Reality / Augmented Reality

Employing Augmented Reality for Hybrid Learning in and beyond the EFL Classroom

In many EFL classrooms in Germany, teachers use (and frequently overuse) textbooks and related materials and media. In consequence, classroom discourse is often textbook- and teacher-driven, with a strong focus on form and on accuracy. Taking this into consideration, this talk reports on current, up to now largely exploratory research into the development of a future generation of EFL textbooks and accompanying digital materials and media in Germany. The vision for the project is to create a mobile, interactive, and adaptive learning and teaching assistance system for personalized use in and beyond the EFL classroom (cf. Kurtz 2011, 2014, Golla/Kurtz 2016; Kurtz 2018). The talk will culminate in a brief video-presentation and critical analysis of the potentials and limitations of the 'Zoom-App' (www.zoom-app.de), a multimodal prototype software application designed to enhance self-regulated, hybrid language and culture learning by overlaying supportive digital content onto the physical textbook page.

Jürgen Kurtz

Can Virtual Reality Assist in Foreign Language Anxiety?

VR technology has advanced considerably over the last decades and is used in various disciplines including foreign language learning. Research shows that experiences in virtual reality (VR) can impact and alter human behaviour. The high level of immersion, which VR is able to offer, can facilitate learning through positive emotions. Studies also indicate that VR may help people to handle traumas and disorders including public speaking anxiety.

This presentation reports on the study which investigated how the sense of presence and the plausibility illusion of high-immersion VR impact students' public speaking anxiety in a foreign language. In the study, the students' task was to give four presentations in a VR classroom using a high-immersion VR headset. The students' audience consisted of a virtual audience resembling potential classmates who were programmed to show non-verbal behavior, such as gestures, mimicry, and body motion. Individual semi-structured interviews with the students focused students' sense of presence and their perceptions of the virtual audience and the virtual space. The participants were also asked about the perceived usefulness of the VR setting used for the purpose of reducing public speaking anxiety. All the interviews were recorded, transcribed, and analyzed by the researchers. The analysis of the interviews revealed that users experience a sense of presence and plausibility illusion. The users also perceive VR as a useful setting for practicing public speaking with potential reduction in anxiety.

Alice Gruber & Regina Kaplan-Rakowski

III – Teaching with Assistive Technology

German EFL-Textbooks and their Digital Sphere

The present set of educational standards for the first foreign language (KMK Bildungsstandards für Allgemeine Hochschulreife für die fortgeführte Fremdsprache) phrases mention media competences in the most general way: „Text- und Medienkompetenz ermöglicht das Verstehen und Deuten von kontinuierlichen und diskontinuierlichen – auch audio- und audiovisuellen – Texten in ihren Bezügen und Voraussetzungen." (KMK 2012: 20)

Lessons will target at the recognition of conventional, culture-specific characteristics of texts and media as well as the application and reflection of these characteristics in the learner's personal production and reception, the authors continue (cf. ibid.). However, the main focus seems to be on traditional and conventional media, even in their digital format as CD-Rom or DVD, but less so on an active engagement with the digital sphere. Under the auspices of „Digitalpakt 2019-2024", we may expect an augmentation of the subject specific curricula towards the implementation of digital media in the near future, and accordingly, an eminent change in textbook designs.

At present, even the most ambitious digitized EFL-textbooks produced by German publishers offer little more than the printed books, and their learning software have a rather limited media-educational value, often at odds with current learning theories in the EFL-classroom. Web-codes, accessible via a publisher's learning platform, are usually informational (such as vocab lists or a topic-related selection of weblinks), and only occasionally do tasks make use of digital technologies.

After surveying the textbook-corpus, my talk will initiate a discussion on how to envision a digital pedagogy to be developed in, and from, the EFL classroom: How far will the hybridization of textbooks go, and what will be the future standard – a physical book with its complements, or an e-learning system with modular add-ons?

Jürgen Meyer

Individual support through multimodal feedback: Insights from EFL teacher education

Digitalization offers enormous potential to redesign learning spaces and transform teacher education. Yet, instead of blindly following a technological imperative, innovations should be driven by didactic considerations that take the learner center-stage (e.g. Horz & Schulze-Vorberg, 2017; Kultusministerkonferenz, 2016, p. 51; Mayer, 2005, pp. 7–9).

One crucial factor to optimize learning is **effective feedback** (Hattie & Timperley, 2007; Hattie, 2009; Hattie, 2012). Recognizing its importance, the technological advances of the past decades have given rise to experimentations with novel ways of feedback provision (e.g. Ali, 2016; Mathisen, 2012; Séror, 2012; Silva, 2012; West & Turner, 2016). One of these methods is **screencast feedback (SCFB)** that combines auditory and visual channels of information. Fish and Lumadue (2010) even claim that this method may constitute "a paradigm shift" for high-quality feedback. Internationally, a number of studies have been conducted, but none of them has focused on EFL teacher education in Germany.

In the present research, SCFB was integrated into EFL teacher education at a German university by means of a **peer approach**. Twenty prospective teachers practically applied feedback rules in a reciprocal manner and thus experienced both perspectives of SCFB provision and reception. Data are available from pre-post questionnaires plus production and reception surveys as well as from the screencasts themselves.

One of the most outstanding features of SCFB was found to be its **individualized** nature, which received a score of $\bar{x}$=4.92 out of 5.0. Moreover, the respondents widely agreed that SCFB would have a positive impact on their future learning (usefulness of received feedback: $\bar{x}$=4.1). In total, SCFB promises

to be an effective multimodal method that is appealing to learners of diverse needs and learning preferences. In that regard, the presentation will bring together the discourses of digital competences in language teacher education, individualized learner support and peer scaffolding.

Jennifer Schluer

Automated Writing Evaluation as an opportunity for formative assessment in the EFL writing class

Automated writing evaluation (AWE) programmes have become increasingly common in large-scale assessments in the US and parts of Asia (Shermis & Burstein 2003; Hockly 2019). AWE programmes such as ProWritingAid or Grammarly can be seen as assistive technologies that provide feedback during the writing process. In Grammarly it is up to the learner to decide whether he or she will accept the corrective suggestion in areas such as grammar or spelling. Even though research on feedback in EFL writing has grown rapidly (Sia & Cheung 2017), there is a need for more studies that explore the ways students engage with digital forms of feedback provided by AWE programmes (Zhang 2017; Zhang & Hyland 2018).

This paper reports on two pilot studies that were conducted with university students and upper secondary students who were using the tool Grammarly for a composition task. Students' engagement with Grammarly's suggestions was recorded and analysed with the help of screen capture software. It is argued that AWE programmes provide opportunities for realizing formative assessment in digital writing environments.

Ralf Gießler

Fostering and Assessing Students' Speaking Abilities through Me-Videos (SEED-Project)

An important prerequisite for effective foreign language learning is an adaptive learning process that is in line with students' abilities and competences. For various reasons, however, students in primary school develop very different levels of proficiency in English in the course of their primary schooling. Therefore, (English) teachers in year 5 are faced with a heterogeneous group of students. They need to align their teaching to students' respective needs and to be able to do so they are required to accurately diagnose as well as monitor their students' abilities and competences, in particular at the beginning of year 5. Since speaking is a major part of English language teaching and learning in primary school (Biederstädt 2016, Frisch 2017), teachers need efficient (digital) diagnostic tools (Diehr/Frisch 2008) to achieve this goal. In accordance with the KMK-strategy (2016), digital media are now increasingly included in curricula as well as teachers' professional practice.

In our intervention study – with a teaching unit on speaking at its centre –, we compared how students present posters of themselves with how they present themselves in a "me-video". The analysis of students' products was accompanied by teacher interviews that addressed digital learning spaces. All in all, this study sheds light on a pivotal point of transition in students' learning processes.
First preliminary results will be presented and critically discussed in light of current trends in using digital media in the foreign language classroom.

Stefanie Frisch, Bianca Roters, Dominik Rumlich & Vera Windmüller-Jesse

IV – Teacher Education

Designing Hybrid Learning Spaces together: The Potential of Cooperative Projects for Language Teacher Education

Burow argues that digitalization in schools should go beyond the sheer usage of tablets & co and that a new type of learning should rather emphasise self-regulated, collaborative, creative, problem-based and project-based learning (2019: 20). A lot of these ideas are already firmly rooted in the discourse on EFL didactics (Legutke, 2006; Little, Dam & Legenhausen, 2017; Stoller, 2002) and are newly discussed in connection with the use of digital media (e.g. Waschk, 2008). As regards teacher education, there is also the claim that future teachers should get the chance to not only discuss but also experience the types of teaching that are advocated in university-based seminars (Schocker-von Ditfurth, 2001: 395).

Along these lines, this talk focuses on processes and outcomes of a cooperative project on the topic *Global Issues* that was jointly planned and carried out by a university-based EFL didactic course and a year 10 class. During the project, pedagogic mediation (North & Piccardo, 2016) took a vital role: The final product was the year 10 learners' work with interactive multimedia sites that the group itself had created during two joint project days in order to inform and teach each other about the chosen sub-topics *Plastic Pollution*, *Global Warming* and *Fair Trade*. These designed online spaces were rich and multifaceted environments that displayed creativity and learners' interests but that likewise included elements, which had previously been identified as core aspects for assessment.

Learning took place on- and offline, in the process of preparing to teach classmates, while jointly creating the online environments and while working through the tasks and materials that their classmates had created (see Martin, 2018). In the same vein, the EFL didactics students were required to learn during the project, scaffolded by supportive materials and the recurring plan and review processes in the seminar (Wallace, 1991).

Katja Heim

Creating Hybrid Learning Spaces Through Virtual Exchange: Connecting Future EFL Teachers to Foster Global Education

Virtual exchanges – that is the practice of connecting learners with different linguistic and cultural backgrounds over extended periods of time via digital communication technologies to foster language, media and intercultural competences (Baroni et al. 2019) – are not a new phenomenon anymore. While they are generally considered as effective ways of enabling authentic communicative situations without requiring physical mobility, it is still up for debate how exactly these exchanges should be implemented in order to maximize learning outcomes. Recently, the limits of bilingual, bicultural virtual exchanges – e.g. within the context of e-tandem programs – have been pointed out as they may result in rather superficial communication with little negotiation of cultural differences (O'Dowd 2019). O'Dowd suggests designing virtual exchanges following a "transnational model" (ibid.) which has learners from two or ideally more linguacultural backgrounds collaborate on shared tasks based on local and global real-world problems, using English as a lingua franca. These exchanges should further be integrated in the curriculum and be supervised by educators.

These ideas are in line with current discourses in European education policies centering on global education and education for sustainable development (Schreiber 2016), which aim at supporting learners in becoming agents of change in an increasingly globalized world. Within this context, and following current recommendations (Council of Europe 2016; Baroni et al. 2019; O'Dowd 2019), we are in the early stages of setting up a virtual exchange program between the University of Göttingen and partner universities throughout Europe in which future teachers of English will be collaborating on the development of complex competence tasks (Hallet 2012) dealing with environmental issues. The explicit

goal is to design tasks and materials which can then be used to carry out further virtual exchanges between learners of English in secondary education across Europe. This presentation details the theoretical foundation and the planned steps of our project, including potential research foci.

Fabian Krengel

Critical cultural and digital literacy in pre-service teacher education

Teaching culture is one designated part of foreign language teaching which is deeply affected by the changes wrought by digitalization: Already diversified through migration and increased mobility, it is through digital media and online access that the ideas of which culture(s) to teach about (should) evolve further. After all, digital media have the potential to turn the English classroom into a hybrid space for cultural learning: many different English-speaking cultures and discourses can be brought into the classroom more easily, digital media allow for communication online and actual cultural participation. In using social media, many teenagers share a cultural practice in their everyday lives even while being geographically far apart. Digital access allows them to be part of diversifying (sub-)cultures and (e.g. gaming) communities which often use English as their lingua franca.

What do we need to adapt to these changing cultures in TEFL? How can the effects of digitalization be used both as a task and tool of personal reflection? One important factor in dealing with these challenges is teacher education. Future teachers need be aware of the diversification of culture and to both use and reflect on the effects of digitalization. This also implies a reflection on the teacher's role in general as students may be more culturally diverse and digitally able than their teachers. Digital media evolve so fast that we have to change received notions of expertise – this change of paradigm should be framed as a resource rather than a loss of control.

In our talk we want to give insights into conceptual ideas on how to establish a combination of cultural and digital learning in teacher education in Bielefeld. We will introduce first ideas for specific tasks and digital tools for reflecting on cultural and digital learning, which can later be made available to other universities.

Lotta König & Peter Schildhauer

Exploring creative language use in and outside digitalised communication

English language education can contribute to a significant extent to the goal of media education. The deliberate teaching of features of creative language use can have various beneficial effects for English language learners. In my contribution I am going to outline key didactic features of a course (within MEd) designed for ELT students that covers aspects of literary learning (with a focus on poetry) under the premises of digitalised forms of writing and communicating.

Online communication is often characterised by a need to communicate within a limited number of words. This can be because of the limitations of apps, the need to get readers' attention quickly or to keep pace in simultaneous communication. Focused attention on characteristics of online communication can thus be used as a bridge between everyday language use and poetry. Twitter, for example, is already an important platform for many poets and poetry associations as well as educational institutions running "twihaiku" or "micropoetry" competitions.

The course will explore the potential of poetry for English language education with a special focus on its connections to media education. It can sensitise leaners for features of manipulative language and the writers' intentions. It can broaden their own linguistic repertoire and it can promote a refined, deliberate and more respectful (online) interaction.

In the context of English language education in Austrian secondary schools, literature has seen a

backlash due to a strong focus on (more easily) testable aspects of language in the standardised school-leaving exams. Thus, another aim of the course and its accompanying research is to explore ways of combining literary learning and media education, of which the latter is experiencing great attention in educational reforms in Austria. As will be shown, learning about creative and poetic language use can be very close to key objectives of media education.

Manuela Wipperfürth

V – Primary Education

Primary EFL Goes Digital

Key findings provided by the study of the media usage of children between the ages of six and thirteen reveal that digitalization is part and parcel of their everyday lives (Medienpädagogischer Forschungsverbund Südwest 2018). Educational policy has taken notice of this development and formulated requirements regarding the role of media in education in policy papers (e.g. Sekretariat der Kultusministerkonferenz (2017), Niedersächsisches Kultusministerium (2018)). Furthermore, initiatives have been launched to equip schools with the necessary technologies to allow for the development of media competences in schools (e.g. Bundesministerium für Bildung und Forschung 2019). In the field of teaching English recent publications (e.g. Brandt & Dausend 2018) as well as conferences (e.g. DGFF 2019) have demonstrated that researchers and practitioners alike are interested in exploring functions, drawbacks and potentials of media in foreign language learning contexts. This talk aims to engage participants in the discussion over why, how and if the primary EFL classroom is already or should become a hybrid learning space. Through a focus on young learners, the following questions will be addressed: Why is English important in todays' digitalized world? What challenges are faced and which (new) opportunities will open up? Which role should media competences play in primary EFL teaching and learning? How can digital competences enhance EFL teaching and learning?

Sonja Brunsmeier

Student ownership with digital support, a practice concept of De Uitvinding

De Uitvinding is a primary school in Enschede, Netherlands, that makes use of an innovative concept, allowing their students to learn on their own level and in their own pace. De Uitvinding has dedicated itself to the implementation of ideas of individualisation, differentiation and student autonomy. However, if you really want to let children work on their own level, there are numerous implications for the general setting of a school: What does it mean for the teacher's role? How to design a conducive learning environment? How to make optimal use of ICT? In this talk, we will introduce De Uitvinding's practice concept to you, presenting and discussing their answers to those questions. In this context, we also address De Uitvinding's and Saxion University's shared vision on teaching skills vs. teaching knowledge with regards to creating hybrid learning spaces for differentiated and autonomous learning.

Jeroen van der Veen & Niels Anderson

VI – Theoretical Approaches

Assemblage Theory as a Research Approach to Studying Hybrid Learning Spaces

In this presentation I will discuss a dialogic variation on *Assemblage Theory*, the term assemblage going back to the philosophers Gilles Deleuze and Félix Guattari (1987). Building on their work Manuel Delanda (2016) further developed this notion into a theory of his own. According to his concept, an assemblage is a dynamic and well-working ensemble of interacting parts, and the study of assemblages can offer insight into the workings of specific cases. For Delanda, assemblages include both human and non-human agents. Assemblage design and analysis, therefore, can draw attention to how human players interact with material components (e.g. tools, digital media, application software) and setting-related factors (e.g. management of space and time). As for assemblage analysis, the main focus is on the new possibilities emerging from the components' interactions.

In the first part of my talk the concept of assemblage theory will be introduced. Moreover, this concept will be linked to a notion of dialogue derived from hermeneutics after Gadamer, Mikhail Bakhtin's writings, dialogic power-critical approaches, and the cosmopolitan concept of a *complex dialogue*. In the second part attention will be drawn to concrete language learning examples, the focus being on literature- and culture-related projects.

Werner Delanoy

"Working through X?" – Dimensions of Digital Critical Literacy and How to Integrate them into Language Teacher Education

This theoretical/conceptual contribution sheds light on critical literacy (Luke/Dooley 2011, Crookes 2013) as a still neglected construct in German foreign language teaching and teacher education despite an international push in the last 20 years. Proceeding on reiterations of multiliteracies (e.g. Breidbach et al. 2014) and New Literacies Studies, as well as Jank's (2010) dimensionalisation of critical literacy to deconstruct domination, access, diversity, and design, the talk will present both origins of critical approaches and question their validity for challenges in a digital age. Given that critical pedagogy, as a potential theoretical frame of reference, is sometimes considered to be rather a stance and belief system than an actual approach, one important question is how to integrate critical digital literacy in teacher education and, thus, in the language classroom. How can teacher students work through these literacies within structures that have been traditionally considered resistant to change and innovation? The argument will be based on the assumption that language teachers or teacher students taken seriously as "cultural workers" (Freire/Macedo 2005) and "agents of change" in context-sensitive classroom environments (Gerlach/Leupold 2019) may develop a professional, critical habitus and show emancipating potential for a changing and more democratic school system.

David Gerlach