

VERSION OCT. 9th - NOT FINAL

Language.  
Learning.  
Technology.

November  
20<sup>th</sup> – 21<sup>st</sup>  
2015



Institute of English Studies  
Center for Modern Languages  
Leuphana Universität Lüneburg

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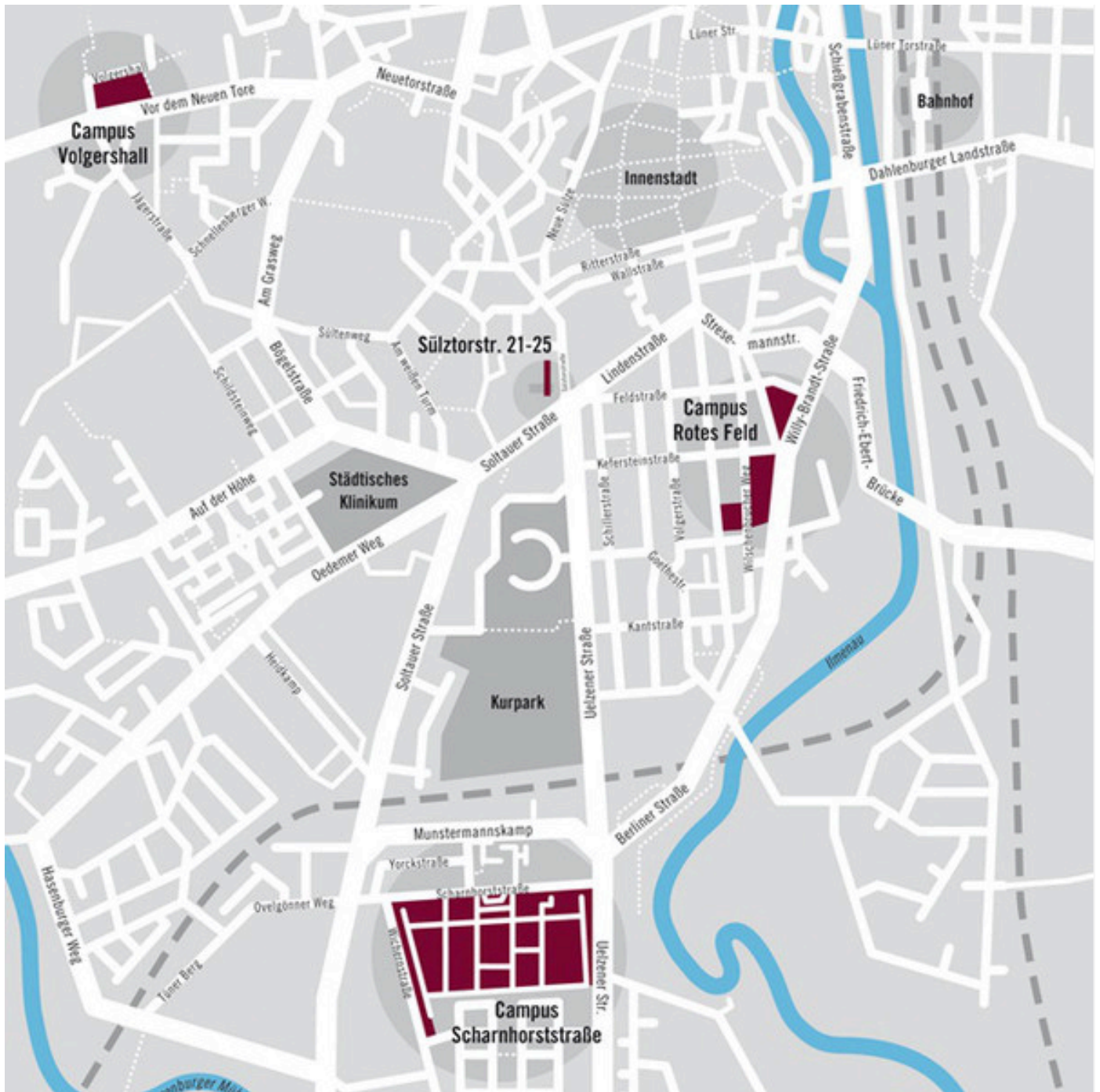
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## MAPS – LÜNEBURG



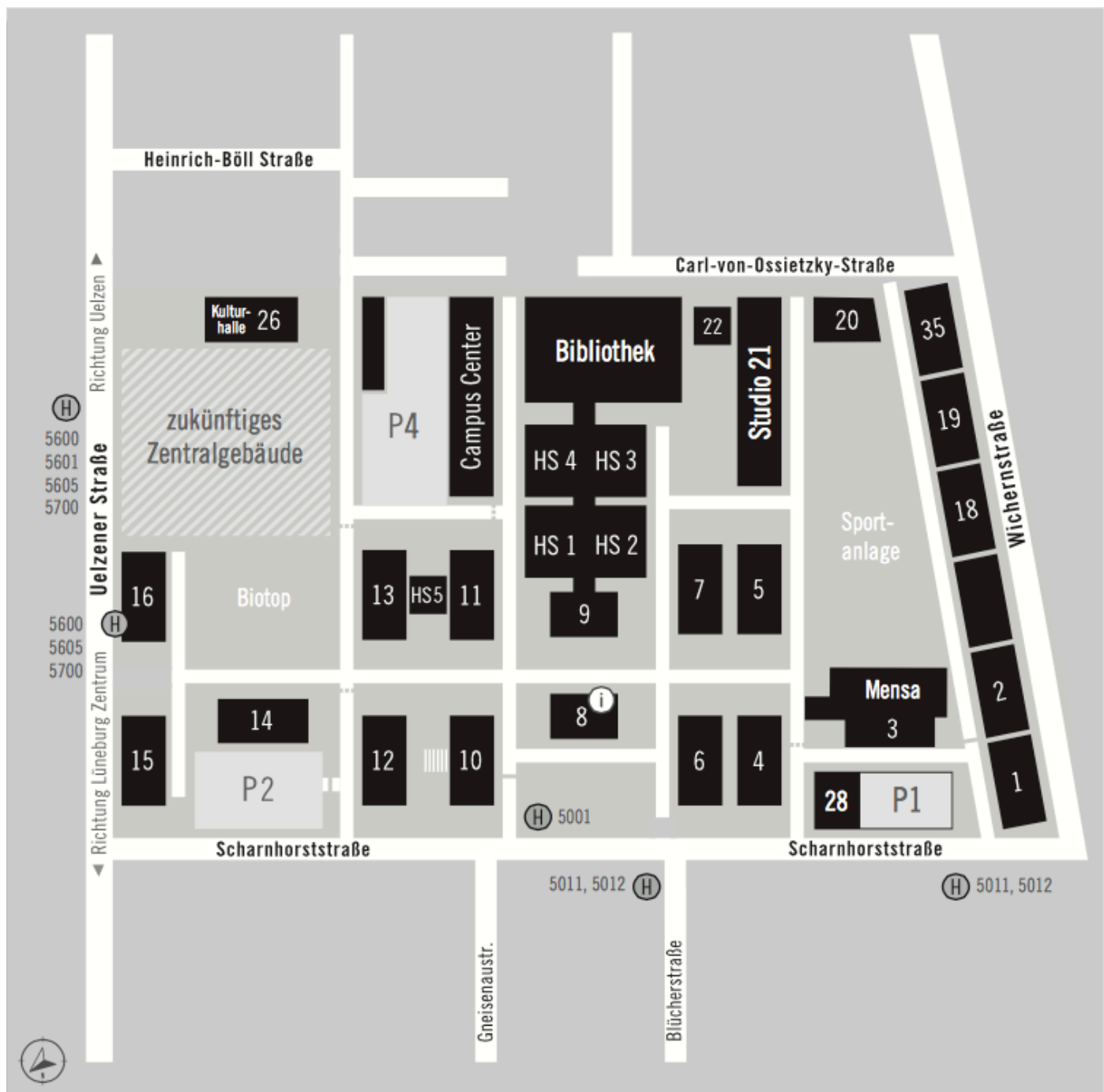
Lüneburg is located on the main train line between Hannover and Hamburg. You can travel to Lüneburg from Hamburg every half hour and from Hannover once an hour. Lüneburg is within the commuter zone for the Hamburg rapid transit system (HVV).

- Departing from the Lüneburg train station, two different buses travel to the Scharnhorststraße campus. They leave every fifteen minutes. You can take either bus 5011 (Rettmer/Häcklingen) or bus 5012 (Bockelsberg). You need to get off the bus at the Blücherstr. stop. These buses also leave from Blücherstr. towards the city centre
- A university shuttle bus, number 5001 runs during the semester from the train station to the Scharnhorststraße campus. The departure of this bus is timed to the schedule of the hourly regional train to/from Hamburg (RE/ME).

*Bahnhof = train station; Innenstadt = city centre*

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## MAPS – MAIN CAMPUS (SCHARNHORSTSTRASSE)



The conference will take place on the main campus (Scharnhorststraße ).

All lectures and coffee breaks will take place in Building 14.

- Lectures will take place in rooms 203 and 204
- Coffee breaks will take place in the Galerie, which is the top floor of the building

Plenaries will take place in HS5

Lunch on Friday will be offered in the Mensa

Lunch on Saturday will be served in the Galerie

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SCHEDULE: FRIDAY, NOVEMBER 20<sup>TH</sup> 2015

8:45	<b>REGISTRATION OPENS</b> <i>Lecture Hall HS5</i>	
9:45	<b>Welcoming remarks</b> LLT 2015 organizing committee <i>Lecture Hall HS5</i>	
10:00	<b>OPENING PLENARY</b> Michael Thomas University of Central Lancashire <i>Lecture Hall HS5</i>	
11:00	<b>Short break</b>	
11:15	<b>C14.203 – Research Paper Presentations</b>	<b>C14.204– Research Paper Presentations</b>
	Dora Loizidou <i>Designing and supporting Web 2.0 tasks: What is the end product?</i>	Christine Fourie <i>Facebook as a platform for raising metacognitive awareness: Is it reliable and viable?</i>
11:45	Christian Kramer & Joanna Pfingsthorn <i>In media res: Exploring perceived media competence</i>	Meryl Kusyk <i>Second language development through online informal activity usage: Longitudinal case studies</i>
12:15	Celia Antoniou <i>Scaffolding the conceptual development of international students online in an L2 academic context: A socio-cultural theory (SCT) approach</i>	Gezim Xhaferi & Brikena Xhaferi <i>The role of learner CALL in fostering learner autonomy- A study conducted at South East European University in Tetovo</i>
12:45	<b>Lunch break - Leuphana Cafeteria</b>	
14:15	<b>C14.203– Practice Report Presentations</b>	<b>C14.204– Practice Report Presentations</b>
	Dirk Weidmann <i>Enhancing self-guided learning by applying the inverted classroom mastery model</i>	Lauren Freede <i>Subtitles, voiceover, dubbing, and podcasts</i>
14:35	Tushar Chaudhuri & Wai Tsun Julian Chan <i>The role of learning management systems in planning e-telecollaborative projects: A Report from the Hong Kong-EU school project on green living and sustainability in the community</i>	Rossella Resi <i>Subtitling in the classroom: combining language mediation, ICT and audiovisual material</i>
14:55	Prue Goredema <i>Countering the Canon: Using an online survey to stimulate a discussion on standards in literature</i>	Elisabeth Pölzleitner <i>Blogging with children: Reading-is-cool.xyz</i>
15:15	Gregg Dubow <i>E-learning modules for teaching staff in English-taught programs</i>	Kate Lister <i>Guided blogging - The learner experience of semi-prescriptive blogging tasks</i>
15:35	Stephanie Hafner <i>Tutor training at Deutsch Uni Online</i>	Lynette Kirschner & Dagmar Missfeldt <i>Skype, tandem and other technical catastrophes</i>
16:00	<b>Coffee break - C14.Galerie (upstairs)</b>	
16:30	<b>C14.203– Research Paper Presentations</b>	<b>C14.204– Research Paper Presentations</b>
	Jan Ullmann & Angela Hahn <i>Flipped classroom &amp; explainer videos in an English self-learning setting</i>	Joanna Pfingsthorn & Ilka Flöck <i>'Glue, glue, glue. We need more glue': A task-based approach to requests in spoken English interactions</i>
17:00	Katrin Feest <i>Listening comprehension in the context of ESP</i>	Alexandra Martin <i>Does working memory 'work' in SCMC? A study on accuracy and complexity</i>
17:30	Trisevgeni Lontou <i>The impact of on-line teaching practices on Greek EFL learners' reading perceptions &amp; performance</i>	Lisa Beinborn, Torsten Zesch & Iryna Gurevych <i>Factors of difficulty in German language proficiency tests</i>
18:00	<b>End of official program</b>	
20:00	<b>Conference dinner</b> Mälzer Brau- und Tafelhaus Heiligengeiststrasse 43	

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## SCHEDULE: SATURDAY, NOVEMBER 21<sup>ST</sup> 2015

8:45	<b>C14.203 – Practice Report Presentations</b> Elisabeth Pölzleitner <i>Speak to us online</i>	<b>C14.204– Practice Report Presentations</b> Dawn Nichols <i>Open Sankore as an individual interactional opportunity</i>
9:05	Maureen Dalton & Amanda Radwan <i>MALL all the way: Mobile assisted language learning interactive video in your hands</i>	Christian Ludwig <i>Let's 'e-portfolio' – Affordances and constraints of e-portfolios as a learning technology</i>
9:25	Barbara Schwenk <i>Using digital games to raise language awareness in university language classrooms</i>	Xuan Nguyen <i>Peer-review in the writing class: A story of “bring your own devices”</i>
9:45	Roger Dale Jones <i>Digital games, participatory culture, and the EFL classroom: Linking spaces of (language) learning through game comic tasks</i>	Sandra Issel-Dombert & Jan-Oliver Rüdiger <i>An e-learning tool for French grammar: Kamoko</i>
10:05	Philip Gienandt <i>Teaching with technology-supported multimedia content</i>	
10:30	<b>Coffee break/Poster Presentations C14.Galerie (upstairs)</b>	
	Kazi Mafizur Rahaman <i>Teaching through community radio: An innovative approach to teach English to the marginalized people</i>	
	Ramona Schneider <i>German-French telecollaborative learning of pre-service foreign language teachers</i>	
11:00	<b>C14.203– Research Paper Presentations</b> Henriette Dausend & Susanne Nickel <i>TET –Teaching English with Tablets</i>	<b>C14.204– Research Paper Presentations</b> Mathew Karia & Ruth Ndung'u <i>Technology in teaching and learning phonetics: Focus on African situation</i>
11:30	Annika Kolb & Sonja Brunsmeier <i>Reading digital picture books in the primary EFL classroom</i>	Franz Steinberger & Angela Hahn <i>Synchronous Collaborative Text Creation: Phenomenon, SLA potential, and teaching reality</i>
12:00	Torben Schmidt <i>Learning through play? Evaluating and developing digital games for language learning</i>	Celia Antoniou <i>Concept – mapping as a tool for enhancing complex online learning ecologies</i>
12:30	Judith Buendgens-Kosten <i>Playing with an accent? Multilingual practices and non-native speaker characters in language learning games</i>	Hanadi Khadawardi <i>Qualitative research methods in a digital literacy research: A closer observation of on-screen reading and comprehension strategies</i>
13:00	<b>Lunch break - C14.Galerie (upstairs)</b> <b>Catering by Shiraz Lüneburg - Finest Persian Food</b>	
14:30	<b>C14.203 - PANEL</b> Jana Čepičková, Sandra Gasber, Christel Schneider, Moderator: Michael Thomas <i>Using Machinima in the foreign language classroom: Reporting on the EU-funded CAMELOT Project</i>	<b>C14.204 - PANEL</b> Nora Benitt, Dale Jones, Simon Falk, Sebastian Stuhlmann, Moderator: Dietmar Rösler <i>Interaktives Fremdsprachenlernen und -lehren</i> <b>NOTE: THIS PANEL WILL TAKE PLACE IN GERMAN</b>
16:00	<b>Coffee break - C14.Galerie (upstairs)</b>	
16:30	<b>Closing Plenary</b> Breffni O'Rourke Trinity College Dublin <i>Lecture Hall HS5</i>	
17:30	<b>Closing remarks</b> LLT 2015 organizing committee <i>Lecture Hall HS5</i>	

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## PLENARIES

**O'ROURKE, Breffni**

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## PANELS

### **PANEL 1: Using Machinima in the Foreign Language Classroom: Reporting on the EU-funded CAMELOT Project**

#### **Panellists**

Michael Thomas (University of Central Lancashire, UK)

Jana Čepičková (University of West Bohemia, Czech Republic)

Sandra Gasber (LinguaTV, Germany)

Christel Schneider (University of Central Lancashire, UK)

The purpose of this panel is to discuss the role of video production in language teacher training by utilising machinima to empower language learning through the use of user-generated video content. The findings are based on the EU-funded CAMELOT Project (CreAting Machinima Empowers Live Online Language Teaching and Learning) (2013-2015). The machinima produced for the CAMELOT Project aim to promote and advance an interest in teaching and learning in virtual worlds, project-based language teaching utilising tasks, and learner creativity. Machinima were created for field testing within educational sectors such as schools, Higher Education, CLIL (Content and Language Integrated Learning) and vocational learning. Moreover, a teacher training framework was developed to instruct teachers to create and teach with machinima in a virtual learning environment as well as use them in the physical classroom. The panellists will discuss opportunities and challenges experienced during the production, field testing and teacher training phases of the CAMELOT project from their specific perspective. Further information about the CAMELOT Project can be seen on its website: [www.camelotproject.eu](http://www.camelotproject.eu)

#### **Title: Using machinima in the ESP Classroom**

Jana Čepičková will discuss results arising from the field-testing phase of CAMELOT, exploring how machinima has been used in a real-life classroom with Engineering students learning English for technical purposes in the Czech Republic.

#### **Title: A comparison of machinima and real-word videos in the language classroom**

Sandra Gasber investigates the advantages and challenges of shooting Machinima in a 3D environment compared with creating videos with actors in real-life locations and shares her field-testing results using machinima for vocational language training on the web.

#### **Title: The benefits and challenges of using and creating machinima: Research findings**

Finally, Christel Schneider will share and discuss the results of the ongoing research during the project, highlighting the benefits and challenges of using and creating machinima in language teaching and emphasising the potential for language learners when producing their own machinima in virtual worlds.

#### **Panellists**

**Michael Thomas** is an associate professor at the University of Central Lancashire, UK. He has previously taught at universities in Germany and Japan and authored or edited over 14 books. He is lead editor of the book series *Digital Education and Learning* (Palgrave) and *Advances in Digital Language Learning and Teaching* (Bloomsbury). Email: [mthomas4@uclan.ac.uk](mailto:mthomas4@uclan.ac.uk)

**Mgr. Jana Čepičková** is a lecturer and director at the Institute of Applied Language Studies at the University of West Bohemia in Pízen. She has published teaching materials for both general and technical English. Email: [jcepicko@ujp.zcu.cz](mailto:jcepicko@ujp.zcu.cz)

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**Sandra Gasber** is the co-founder and managing director of LinguaTV, an online platform for learning languages. She is responsible for content production and the development of the LinguaTV platform. Email: [sandra.gasber@linguatv.com](mailto:sandra.gasber@linguatv.com)

**Christel Schneider**, Dipl.-Päd., is a Research Assistant for the CAMELOT Project at the University of Central Lancashire. She is the managing director and founder of CSiTrain ([www.csitrain.net](http://www.csitrain.net)). Email: [chris.schneider@csitrain.net](mailto:chris.schneider@csitrain.net) /[CSchneider@uclan.ac.uk](mailto:CSchneider@uclan.ac.uk)

## Panel 2: Interaktives Fremdsprachenlernen und -lehren

### Panelists

Nora Benitt (Leuphana Universität Lüneburg, Germany)

Dale Jones (Justus-Liebig-Universität Gießen, Germany)

Simon Falk (Philipps-Universität Marburg, Germany)

Sebastian Stuhlmann (Justus-Liebig-Universität Gießen, Germany)

Moderator: Dietmar Rösler (Justus-Liebig-Universität Gießen, Germany)

„Sprachen lernen, wann und wo du willst: interaktive Sprachkurse mit Wortschatz, Grammatik und Aussprache-Übungen.“ Mit diesem Slogan wirbt Babbel für Online-Sprachkurse, die „[e]infach, schnell und mit viel Spaß“ (Babbel 2015) das Erlernen einer neuen Fremdsprache ermöglichen sollen. Interaktiv bzw. Interaktivität ist dabei ein zentrales Schlagwort und bezieht sich hier auf die Nutzung des PCs oder mobiler Endgeräte (Smartphone, Tablet), mit deren Hilfe die Nutzerinnen und Nutzer problemlos Schritt für Schritt eine neue Sprache meistern können – und das auch noch orts- und zeitunabhängig. Nicht nur Babbel, sondern auch andere Selbstlernprogramme suggerieren diese neue Leichtigkeit, eine neue Sprache kann demnach spielerisch und ganz nebenbei erlernt werden. In unserem Projekt „Interaktives Fremdsprachenlernen und -lehren“ geht es um diese und andere Formen von Interaktivität und ihrer Rolle für das Lernen und Lehren von Fremdsprachen. Dabei gehen wir verschiedenen Fragestellungen nach: Was genau bedeutet Interaktivität und wie wird der Begriff in der fremdsprachendidaktischen Diskussion in Abgrenzung zu Interaktion verwendet? Welche Interaktionsformen bzw. Formen der Interaktivität gibt es? Welchen Mehrwert bringt interaktives Fremdsprachenlernen mit sich – dient es einem reinen Selbstzweck oder ist es didaktisch motiviert? In welchem Rahmen findet Interaktivität statt: beim Selbstlernen, im Unterricht, in kooperativen Lernszenarien? Welche Voraussetzungen müssen erfüllt sein (bei Lernenden, Lehrkraft und Technik), damit Interaktivität lernwirksam ist?

Ziel des Kolloquiums ist es, verschiedenen Ansätze interaktiven Fremdsprachenlernens (z.B. Grammatik- und Wortschatzlernprogramme, m-learning, Arbeit mit *Interactive Whiteboards*), Immersionslernen mit Spielen (*Game Studies*) und in virtuellen Welten, sowie Modelle fremdsprachlicher Lehrerbildung (z.B. *blended-learning* Programme zur Aus- und Fortbildung von Fremdsprachenlehrkräften) vorzustellen und zu diskutieren. Gleichzeitig soll im gemeinsamen Dialog eine Begriffssystematik erarbeitet werden, die der Komplexität und der Vielfalt von Interaktivität gerecht wird.

## POSTERS

**RAHAMAN, Kazi Mafizur**

*BRAC University, Bangladesh*

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### **Teaching through Community Radio: An innovative approach to teach English to the marginalized people**

This research will attempt to explore the experience of the BELFORA (Basic English Language for Outreach Radio Audience) project, a programme for teaching English to the marginalized community of Bangladesh through the Community Radio to enhance the English language skills of the people who missed the opportunity of learning the language formally as a foreign language. According to Pavarala and Malik (2007) “community radio helps to put the community members in charge of their own affairs” (cited in Ballur 2012). These suggest that community radio is like famous Abraham Lincoln quote about democracy, community radio is for the community, of the community and by the community. Therefore, this community radio can cover a wide range of population to teach them what they really need. In Bangladesh, BNNRC, a central committee of the NGO networks for the radio and communications has brought the idea of using community radio for developing the English language proficiency of the outreach audience. After completing the piloting phase of the project it is found effective and as a result it is the high time to share the knowledge to widespread the experience. For this purpose, a qualitative survey will be conducted on the different stakeholders who are currently involved with this project such as audiences, teachers, ELT experts, material designers and policy makers of the radio. For this survey, a number of interviews will be conducted with structured set of questionnaires. All the collected data will be analyzed to determine a solid approach to establish community radio as an instrumental media for teaching English.

PAVARALA, V & K K MALIK (2007). *Other Voices: The Struggle For Commu*Prehn, O (1991): “From Small Scale Utopism to Large Scale Pragmatism” in N Jankowski, O Prehn and J Stappers (ed.), *The People’s Voice: Local Radio and Television in Europe* (London: John Libbey). BELFORA WEBSITE: <http://www.bnnrc.net/programs/programongoing/communityradio/english-language-through-cr>

**SCHNEIDER, Ramona**

*Universität Siegen*

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### **German-French telecollaborative learning of pre-service foreign language teachers**

The poster presents a telecollaborative learning project that engaged pre-service foreign language teachers from both a French and a German university to collaborate in culturally diverse groups of four to five participants. Tasks aimed at sensitizing students with respect to emotions in the foreign language classroom.

54 students collaborated in twelve groups during the first term 2014-2015. The groups had a Google site with forums at their disposal, but were free to choose further communicative tools such as chat, emails, skype, facebook, google drive or other according to personal preferences. The students were asked to complete several tasks, e.g. writing a summary based on scientific papers and linking it to their respective points of view. Beforehand, group members were asked to discuss the topic of the summary.

French, being the target language of all students, was used as *lingua franca* in all groups during the project. Groups were composed heterogeneously according to the participating students’ by nationality.<sup>1</sup> Although language and intercultural learning as well as dealing with technology were

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not explicit aims of the project, they were imposed on the students by intercultural online- based setting.

The students filled in a pre-questionnaire about language competences, use of technological devices and prior experiences of online collaborative projects. The communicative processes between the members of each group during the whole semester were saved. 20 semi-structured interviews were conducted with participating students. The interviews focused on collaboration processes in the groups, course design, use of online devices and problems encountered concerning foreign language use, cultural, social and technological aspects.

The poster presents first results regarding differences in the use of technological devices, their appropriateness for online collaborative learning according to the participating students as well as benefits for the students' linguistic and intercultural competences.

<sup>1</sup>The participating students indicated speaking 11 different first languages, among which French (18), German (11) and Chinese (7).

## PRACTICE REPORTS

**CHAUDHURI, Tushar<sup>1</sup> & Wai Tsun Julian Chan<sup>2</sup>**

<sup>1</sup>*Hong Kong Baptist University*, <sup>2</sup>*European Union Academic Programme Hong Kong*

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### **The Role of Learning Management Systems in Planning e-Telecollaborative Projects: A Report from the Hong Kong-EU School Project on Green Living and Sustainability in the Community.**

The proposed paper will report on and analyze an intercontinental e-learning project named the Hong Kong-EU School Project on Green Living and Sustainability in the Community, which was planned and run on the *Blackboard* Learning Management System. The project involves eight schools in Hong Kong and thirteen schools from five member states of the European Union, who are connected online to exchange their perceptions and ideas on sustainable living in their respective communities. Over a period of eight weeks about 200 pupils have collaborated and discussed the theme of green living and sustainability with each other to come up with ideas for micro-projects within their communities. In the final phase, these pupils presented their ideas to an international jury who selected the best executed projects. The project is coordinated by the European Union Academic Programme Hong Kong and the European Studies Programme of the Hong Kong Baptist University.

The paper will analyze the project from two different aspects. A major focus would be the role of the LMS *Blackboard* in the planning and execution of the project, highlighting the affordances and constraints of using an institutional tool for an international telecollaborative project. The second major focus would be the evaluation of the telecollaborative experience of the participants – both teachers and their pupils – on the value-addition to their own teaching and learning practices. With these two foci the paper aims to hypothesize that the role of e-learning in the 21<sup>st</sup> century lies no longer in navigating through the information highway, but enabling the setting up of virtual learning communities, where learners and teachers can meet to create new experiences for collaborative learning across borders.

**DALTON, Maureen & Amanda Radwan**

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### **Mall All the Way Mobile Assisted Language Learning Interactive Video in Your Hands**

With the development of technologies, the language-teaching environment has changed intensely. While the content of education remain the same, these technologies have enabled us to teach the same concepts in a new innovative way. They have allowed learning to be more flexible inside and outside the classroom. Mobile technology devices have enriched the learning process for students. “Prensky called these students the DIGITAL NATIVES. Our students today are all native speakers of digital language of computers and internet.” [1] They can be very versatile, motivating and creative. “Creativity, learner autonomy, collaboration and digital practices of language learners are encouraged as well as innovative pedagogical applications, like the flipped classroom, for such practices in classroom contexts are enhanced. These developments are gradually embedded in daily life and they also seem to be heralding the sustainable move to paperless classrooms. Since mobile technologies are increasingly viewed as a main platform for delivery, we as educators need to design our activities, materials and learning environments in such a way to ensure that learners are engaged and feel comfortable”. [2]

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Technology should empower teachers to maximize instructional, collaborative, and preparation time. Each student has unique learning backgrounds - we give teachers a tool to customize existing online content to the needs of their students and deliver it through a medium that is designed for learning.

Educanon is one of the most trusted platforms for flipped learning and is recognized for its intuitive, teacher-friendly interface.

**The focus of the session will be on the following points:**

1. What is Educanon, its use and function; an example will be showcased
2. Possible Challenges for Teachers and Learners
3. Future implications

This session is aimed at instructors who are interested in integrating this app into their own classroom planning.

[1] PRENSKY, M. (2001). Digital Natives, Digital Immigrants on the Horizon. MCB, University of Press, VOL,9 No 5, October 2001  
[2] OSIFO, A., AND RADWAN, A. (2014, November). *Mobile-Assisted Language Learning (MALL) Applications for Interactive and Engaging Classrooms: APPsolutely!* Paper presented at the ICT for Language Learning, 2015, Edition 8, Florence, Italy. Retrieved from <http://conference.pixel-online.net/ICT4LL/files/ict4ll/ed0007/FP/0937-ICL582-FP-ICT4LL7.pdf>

**DUBOW, Gregg**

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## **E-learning modules for teaching staff in English-taught degree programs**

As academia internationalizes, universities are offering more English-taught programs to attract international students, teachers and researchers. While students must meet language requirements to be admitted to such programs, language requirements are rarely required to ensure that teachers possess the language skills necessary to teach in English. [Name of University] has identified this potential quality gap for its 16 English-taught degree programs and has created an English Medium Instruction (EMI) unit to support teaching staff. As part of its program, the EMI unit has created elearning modules focusing on specific linguistic and communicative skills for teaching through the medium of English.

These technology-supported resources have been developed with three main objectives in mind. Firstly, they aim to provide tailored self-learning material for busy teachers who are unable to attend face-to-face training options. Secondly, they aim to raise awareness about strategies and language which facilitate communication in classes taught through the medium of English by non-native speakers. Thirdly, they encourage teachers to reflect on their use of communicative strategies and language. Through reflection, teachers can assess both the strengths of their teaching in English as well as potential gaps in their communicative repertoire for teaching. This reflective process can additionally motivate teachers to seek face to face support, such as a classroom observation or participation in a workshop.

The e-learning modules combine several features to foster reflection on one's teaching and provide best-practice communicative strategies and language. Each module contains an authentic teaching clip from an observed lesson, self-produced video tutorials, customized handouts, links to pertinent articles and video clips, and self-study tasks. In particular, the self-study tasks provide skill specific templates which teachers can use to reflect and make notes for future lessons. This practice report will present the e-learning modules, how they are being used for blended learning in a semester

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course for young academics, and initial participant feedback on the strengths and shortcomings of the e-modules.

**FREEDE, Lauren**

*Carl von Ossietzky Universität Oldenburg, Germany*

## **Subtitles, Voiceover, Dubbing and Podcasts for Students and Student Teachers**

This report looks at student perceptions of the value of media tasks in language learning. It explores the responses of advanced (C1+) English learners in courses at both undergraduate and postgraduate level to a range of different tasks and activities which they explored further in pairs and small groups after an initial introduction. Students were asked to perform tasks including bimodal, reversed and standard subtitling (Talaván 2006), re-voiceover (from L1 to L2) and voiceover creation (visual media sources without dialogue), as well as podcast recording. Postgraduate Master of Education students were assigned specific tasks with the dual aims of improving their own language skills and evaluating the potential of simplified versions of the same tasks in the school classroom in terms of both language acquisition and logistics. Undergraduate English students were asked to complete specific media tasks as part of language courses without explicit pedagogical objectives and were not informed of any extra-linguistic aims in advance.

The project was inspired by existing studies examining the practicality and benefits of using media tasks such as subtitling and dubbing in the classroom (cf. Sokoli 2006; Talaván 2010) and exploring their use in university language and translation courses (cf. McLoughlin & Lertola 2014; Beseghi 2014), and sought to measure informally whether media tasks improve engagement and performance in the tertiary language classroom, as well as to assess whether exposing trainee teachers to new media tasks increases the likelihood of their subsequent classroom adoption (an important consideration given that the majority of Oldenburg students intend to become school language teachers.) This report presents both the process of creating, assigning and completing these subtitling and dubbing tasks, and student responses to the activities. An initial assessment suggests that students value completing the tasks at tertiary level, but are reluctant to consider implementation in schools.

**GIENANDT, Philip**

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## **Teaching with Technology-Supported Multimedia Content – Benefits and Case Studies**

It's not about the usage of new technologies in teaching for its own sake. It's the ideal combination of attractive content supported by helpful technologies and proven methods in order to create effective and efficient learning and teaching environments for learners and teachers. For example: Internet-based videos and serious games can be an ideal supplement to both traditional language classroom teaching and online tutoring.

Creating your own blended learning environment with technology-supported multimedia content can be realized easily in order to harness many benefits for teachers and learners. This talk will present the benefits of using browser-based edutainment formats and show some cases of best practice in language training. Case studies include individual language teacher and private language schools, universities and public educational institutions as well as corporate academies.

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There will be lot of opportunities to ask questions about using videos, games in your language training. All attendees will receive some license keys for the free online access to demo accounts in order to test teaching with multimedia content themselves.

## **GOREDEMA, Prue**

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### **Countering the Canon: Using an online survey to stimulate a discussion on standards in literature**

There is no greater pressure to practice what one preaches than when one teaches prospective teachers. I teach a course entitled “Methodology of Adult Education” for MA students who are specialising in TESOL (Teaching English to Speakers of Other Languages) and I find that showing is always more effective than telling when it comes to extolling the benefits of integrating a Learning Management System into a classroom routine.

In preparing a unit on teaching literature, I conducted a needs analysis by composing a survey on Moodle whereby the students answered questions on whether they had read one hundred books, sixty of which appear in Harold Bloom’s Western Canon, with the remaining forty being outstanding works that are not considered to be in the inner circle. The future teachers had spent several weeks focusing on how to teach grammar, vocabulary and pronunciation, and thus the survey served as an ideal segue into discussing the contentious aspects of “the canon” – a theme which prospective teachers must understand if they are to teach literature with some semblance of authority. The students had the chance to reflect on their experiences of the canonical texts and to ponder the literary worlds that had thus far remained closed to them, primarily through the absence of these texts on school curricula worldwide and also their relegation to the outskirts by society at large. In fact, five continents and nine different nationalities are represented in the class, and this allowed for a substantive discussion on the various strains of English literature that are promoted or preferred around the world.

This exercise, like several other quizzes that I have devised and published on Moodle, allowed me to show the trainee teachers a way to begin a conversation with a class rather than simply telling them what to do. Of course, the value of collaborative learning was well established in the works of Dewey, Freinet and Kilpatrick, and it was later reiterated and revisited by Piaget, Vygotsky and others; however, with the aid of online tools, educators today can reach heights never imagined by these early proponents of constructivism. Preparing a survey to accompany each teaching unit may be a laborious task; however, the questions are stored in a databank and can be used across different courses, with or without modification. One therefore has a ready-made data source that simultaneously forms the basis of a lesson. It is a gift that keeps on giving.

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### **Tutor Training at Deutsch-Uni Online**

New technologies have not only had a tremendous effect on language learning but also on the role of teachers. While technology incites autonomous learning with autocorrected tasks and collaborative learning in authentic discourses, teachers, commonly referred to as online-tutors, remain central for communicative language learning: Facilitating the learning process, online-tutors provide learners with profound, individualized feedback. As language role models, they engage learners in didactic

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chats and forum discussions. This practice report aims to show how Deutsch-Uni Online (DUO) responds to the interrelations between technology and language teaching in a training concept for German tutors.

The first part of the training introduces the prospective online-tutors, who are experienced classroom teachers, to the learner's perspective in a virtual setting, taking their knowledge, skills, and experience into account. They do not only explore the setup of the DUO-platform and the different types of exercises but also reflect on the differences between classroom teaching and e-teaching. Using the DUO-forum, tutors complete tasks and share ideas on the role of digital media in language learning, on the role of the tutor, on motivation, and on communication. The following one-day classroom seminar is the center piece of the training. Online-tutors approach the platform from the teacher's perspective as they set up a forum and give feedback on writing and speaking exercises. In the third part of the training, tutors learn from tutors: As observers the prospective online-tutors attend to a course tutored by an experienced colleague. They audit a chat on the basis of observation forms, read through forum discussions as well as questions by learners, and reflect their observations in a meeting in the virtual classroom. This meeting marks the end of the DUO-tutor training and introduces the tutors at the same time to one of the areas of further study: In follow-up trainings, they specialize in the didactics of the virtual classroom, blended-learning, online exam preparation, learning strategies or German for special purposes.

The practice report illustrates DUO's pedagogical approach by presenting the concept, teaching materials and tasks that are used to train classroom teachers as online-tutors. Additionally, questions for further research, such as how the relation between the different roles of the tutor and skills can be described, and relevant methods will be addressed.

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## **An e-learning tool for french grammar: Kamoko**

This contribution suggests the presentation of the current state of the KAMOKO project (Kasseler Morgenstern Korpus). KAMOKO is a structured and annotated collection of literary text examples for French language and linguistics, which treats almost all the central structures of the French language from a linguistic point of view. We are currently work on an easy and free online access for our corpus material. KAMOKO can support French-learning students. We develop different learning units. Each unit provides a linguistic phenomenon (such as tense and aspect) based on text examples with increasing complexity. The total corpus has 20 learning units, each consisting of 400 to 600 text examples. We use a very finely grained progression to explore the fully functional profile in all its subtleties. Three features are crucial:

1. The corpus includes not only the original examples, but also variants of these examples. Original and variants will be mixed by our permutation algorithm.
2. The text examples (originals + variants) are associated with comments.
3. Students assess the text examples and check their own assessment based on comments of French native speakers.

KAMOKO realized a corpus type where the linguistic content is not only illustrated. It is a corpus with comments and explanations. The important part is a comparison between original and variant. This shows how variants change the way of understanding a text and it also illustrates the functional profile of a linguistic form/aspect/tense.

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The following example shows a typical problem for students who learn French. In French there are two forms to choose from when it comes to actions in the past (imparfait vs. passé simple).

To illustrate this profile, the tempus form is exchanged, so there are two variants:

1. Nous restâmes longtemps à table. Paul montait les meilleures bouteilles.
2. Nous restâmes longtemps à table. Paul monta les meilleures bouteilles.

The students assess both variants:

- Which variants are acceptable?
- Which one is the original?
- What are the differences between the versions?
- Which linguistic explanation can be given for these differences?

In this assessment process the students can access different resources:

- Reviews of native speakers – different native speakers have rated all variants. So the students can also learn a lot about controversial variants.
- Linguistic comments – Currently this phase of the project is being prepared. We hope that the participants of the conference can give us constructive feedback. We want to link linguistic comments, dictionaries and grammars to our corpus.

LÜDELING, ANKE & WALTER, MAIK (2009) Korpuslinguistik für Deutsch als Fremdsprache. Sprachvermittlung und Spracherwerbsforschung. In: HSK 35, Deutsch als Fremdsprache. Mouton de Gruyter, Berlin. SCHROTT, ANGELA (2008): Tempus und Aspekt, in: Ingo Kolboom, Thomas Kotschi und Edward Reichel (eds.): Handbuch Französisch. Sprache – Literatur – Kultur – Gesellschaft. Für Studium, Lehre, Praxis. Berlin: Erich Schmidt Verlag, S. 300-304.

## JONES, Roger Dale

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## **Digital Games, Participatory Culture, and the EFL Classroom. Linking Spaces of (Language) Learning through Game Comic Tasks.**

Digital games have a significant impact on multiple domains of everyday life, not least on today's youth who spend a considerable amount of time playing them on consoles, home computers, and on mobile devices. According to the JIM-Studie 2014, nearly 70% of German youth ages 12-19 play digital games daily or several times a week, and this number is expected to rise with the increase in mobile device ownership and as games continually invade social network sites. Furthermore, through gamification, games are affecting more and more computer applications and websites that people interact with on a daily basis. Digital online games are also, like much popular media and culture today, a considerable source of English language and cultural contact for today's youth. And since many digital games are not targeted for just the German, but rather a global, market, online game communities that develop typically cater to global gamers and use English as a lingua franca. These game communities not only share basic information about games, but also negotiate meaning through creative artistic products, like fan-art, fan-comics, and YouTube videos - just to name a few. The engagement with digital games and with online game communities can be viewed as an informal space of media, communication, cultural and English language learning. Taking a *linking language approach* (cf. Legutke & Grau 2015), this presentation addresses the question of how the classroom can connect to and even support this type of learning. Furthermore, it also addresses how the EFL classroom can design tasks around participatory game culture (cf. Jenkins et al. 2009) that allow students fuller participation in the foreign language discourse on digital games, on web 2.0 technology, and cultural changes that accompany them (cf. Hallet 2012 on complex tasks and foreign

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language discourse participation). In this presentation I suggest that the classroom addresses these questions by first conceiving fan practices as fan-tasks that can be both emulated and modified in the classroom to not only develop language, media and communication skills, but also to cultivate reflection on the cultural and individual role of media (and digital games) for everyday life. Furthermore, I examine one such fan-practice surrounding video game comics and their potential for learning based on my research, and I suggest ways in which this practice can be integrated into foreign language classroom tasks. Finally I discuss possible pitfalls that hinder this type of linking language learning gathered from classroom research.

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## **Skype, Tandem and other Technical Catastrophes**

So you want to set up an international language tele-tandem? Are you prepared to use this very effective and interesting technical tool? This practice report covers many catastrophes and some solutions. Whether you have ventured into an international tele-tandem or are just considering it, we offer some solutions for scheduling, harmonizing content, dealing with various personalities and technical obstacles. Profit from our experiences with Swedish/German and English/German skype tandem projects between Leuphana Universität, Germany and Linnéuniversitetet, Sweden and University of Minnesota, USA.

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## **Guided Blogging - the Learner Experience of Semi-Prescriptive Blogging Tasks**

Bloggung as a tool to aid language learning has long been a source of controversy, with some studies praising the unique environment blogging provides (eg. Mynard, 2007), while others list problems with quality of posts, student motivation and compliance (eg. Krause, 2004). Building on recommendations by Williams and Jacobs (2004), this report explores the concept of guided blogging; where learners blog with 'loosely prescriptive' (Kerawalla et al, 2008) recommended tasks as a springboard that they can adapt and respond to as they wish.

Based on an empirical study, this report focuses on the learner experience, and examines and compares learners' reactions to a variety of blogging tasks in the context of an English language writing course in a German university degree programme. The tasks support the learning objectives for the course, and range both in subject and in the style of writing required. Examining both quantitative and qualitative data, this report analyses learners' reactions to guided blogging, which types of task were most popular with the learners, and which tasks they felt contributed most to their language development.

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Ultimately, this report aims to provide an insight into the learner experience of guided blogging and to pave the way for further research in the area of guided blogging as a tool to aid language learning.

KERAWALLA, L., MINOCHA, S., KIRKUP, G. AND CONOLE, G. (2008), 'Characterising the different blogging behaviours of students on an online distance learning course', *Learning, Media and Technology*, vol.33, no.1, pp.21-33. KRAUSE, S.D., (2004), 'When blogging goes bad: A cautionary tale about blogs, email lists, discussion, and interaction', *Kairos* 9, no. 1. Available at <http://english.ttu.edu/KAIRO9.1/praxis/krause/index.html>, (last accessed 26 May 2015). MYNARD, J. (2007), 'A blog as a Tool for Reflection for English Language Learners', *Asian EFL Journal; Professional Teaching Articles*, November 2007 issue, available online at [http://www.asian-efl-journal.com/pta\\_Nov\\_07\\_jm.pdf](http://www.asian-efl-journal.com/pta_Nov_07_jm.pdf), (last accessed 17 May 2015). WILLIAMS, J., AND JACOBS, J. (2004), 'Exploring the use of blogs as learning spaces in the higher education sector', *Australasian Journal of Educational Technology* 20, no.2, pp.232-47.

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## **Let's 'e-portfolio' – Affordances and constraints of e-portfolios as a learning technology**

Research has shown that portfolios provide a richer picture of student performance than can be gained from more traditional, objective forms of evaluation and assessment. Nowadays, hard copy portfolios are more and more being replaced by electronic portfolios, which are believed to be easier to manage and share with others, portable, and customisable. In other words, the strong collaborative and interactive character of electronic portfolios caters for the social and communicative character of modern foreign language learning. Furthermore, they cultivate students' capacities in using technologies.

In 2014, formative (developmental) e-portfolios were introduced in a one-year Master course in Teaching English as a Foreign Language at the University of Koblenz-Landau (Germany) replacing the compulsory writing tasks at the end of the first and the second term. The primary objectives of introducing the e-portfolios were to raise the students' awareness of their own learning, encourage peer-to-peer communication, and train student's metacognitive competences and skills in online learning environments. However, analysis of the students' learning objectives (posted in their reflective journals) revealed that the majority of the students also viewed the mandatory journal entries and contributions to discussion forums as an additional opportunity to improve their writing skills.

It is often assumed that e-portfolios can play a decisive role in improving the students' writing skills even if writing is not the focus of the programme. In order to facilitate this, some of the portfolio tasks were adapted in order to accommodate the students' wish to improve their writing competence. In addition, the students' perception of the e-portfolio as an ongoing 'project' was strengthened and their sense of ownership of their writing subsequently increased. This practice report will briefly present the aims of introducing the e-portfolio (Mahara) before moving on to the students' perception of the new learning environment. The major part of the presentation will explore the technological and methodological affordances and constraints of introducing collaborative e-portfolio writing tasks in a predominantly peer-to-peer environment.

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## **Open-Sankore as an Individualized Interactional Opportunity**

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In our search for effective and sensible interactional opportunities within the context of elearning, we often view our assets as potential sources of problems. An excellent example of this is the use of screencasts as language teaching and learning interfaces. For the past year, I have been using screencasts created via Open-Sankore to correct assignments and, more importantly, communicate with students individually regarding their English. Via these screencasts the students receive direct feedback on their writing, including additional detailed, verbal clarification of grammar, vocabulary, and style issues. Indirectly, the students are practicing their listening comprehension skills while directly focusing on their work in a medium that offers flexibility and caters to digital natives. The time spent creating such screencasts is roughly equivalent to that necessary for correcting work using more “traditional” methods, and I have received more positive responses from students when using this method. One could easily ask: Is this a win-win-win, and if so, in which regards?

The purpose of my practice report would be to share this application of Open-Sankore, present my experiences with it, and start a discussion on how we can measure its efficacy in comparison to that of traditional feedback methods.

Establishing the levels and realms of effectivity achieved via this method presents numerous benefits. It could:

- 1) further solidify elearning’s justified presence in language teaching;
- 2) strengthen the role of the language teacher in elearning;
- 3) provide empirical evidence to support its further implementation, especially among sceptics;
- 4) open the window to its application in other areas of learning/teaching/training.

## **NGUYEN, Xuan**

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## **Peer-review in the writing class: A story of “bring your own devices”**

Peer reviews have been commonly used in English language teaching and learning, especially in writing classes. This paper reports a technology-supported peer review practice with a group of non-English-majored students at a Vietnamese university, as part of an action research project. It starts with setting the scene - the educational context and then a description classroom procedures and post-class follow-up tasks. The following sections focus on analysis of students’ writing samples and their reflections of this experience. Based on this information and the teacher’s self-reflection, suggestions for more efficient implementation of peer reviews in writing lessons are discussed before the report ends with some concluding statements and recommendations for further study.

## **PÖLZLEITNER, Elisabeth**

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## **Blogging with children: readingiscool.xyz**

In this presentation I will show a wordpress blog (<http://www.readingiscool.xyz>) created by a class of 13 year old learners. The purpose of the blog is to recommend great books to their peers, both in their own school and outside or even abroad. The learners create short video-presentations in order to share their favorite books and encourage their peers to read them as well.

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Producing this blog involves a variety of language skills such as extensive reading, speaking to an audience and writing a review.

The videos are produced with free and easy-to-use web 2.0 tools and are uploaded by the learners themselves. No specialized computer skills are necessary.

Creating this blog has had very positive effects on the learners' motivation for reading young adult literature. Knowing that their work will be shown publically has also increased the learners' motivation to use fairly advanced language and work on their pronunciation in order to sound as professional as possible. Seeing themselves online gives the learners a chance to reflect critically on their performance and has had a very positive effect on their motivation to produce high quality work. The learners are proud of their work and feel that they are actually making a meaningful contribution to the world wide web.

On the receiving end the blog can be used by ESL teachers to motivate learners to read the latest and "coolest" young adult fiction.

As a next step contributions from students of other schools and countries will be invited. Interested teachers can join with their classes.

## **PÖLZLEITNER, Elisabeth**

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## **Speak to us online**

Learning a new language involves four skills: reading, listening, writing and speaking. In this presentation I am going to argue that speaking is the highest form of language use, it is the real test if someone is able to use and apply their inert knowledge and ideas in real time. From the perspective of brain activity and depth of neurological processing speaking involves more motor brain than any other action and is certainly the most active of the skills that we teach in the foreign language classroom.

In this presentation I will argue that speaking to an audience is one of the most effective ways to improve and expand one's language skills and show how we can use free and easy-to-use online tools to give learners more speaking time. I will

- show examples of using online speaking activities to help learners expand their vocabulary,
- show how speaking can help proceduralize grammatical patterns,
- and show how "elevator speeches" can help learners to understand the topic and structure their thoughts coherently

Examples cover learners at different levels of proficiency (A1 to C1) and use free online tools that do not need any specialized IT skills.

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**Subtitling in the classroom: combining language mediation, ICT and audiovisual material.**

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This paper describes a project carried out in an Italian school with German learning pupils combining three didactic tools which are attested to be relevant for the success of young learner's language curriculum: the use of technology, the intralingual and interlingual mediation (according to CEFR) and the cultural dimension. Aim of this project was to test a technological hands-on translation activity like subtitling in a formal teaching context and to exploit its potential as motivational tool for developing listening and writing, translation and cross-cultural skills among language learners. The activities proposed involved the use of a professional subtitling software called *Aegisub* and culture-specific films and videos. The workshop was optional so motivation was entirely based on the pleasure of engaging in the use of a realistic subtitling program and on the challenge of meeting the constraints that a real life/work situation might involve. Twelve pupils in the age between 16 and 18 have attended the afternoon workshop.

The workshop was organized in three parts: (i) An introduction where the learners were opened up to the concept and constraints of subtitling and provided with few basic rules on spotting and segmentation. During this session learners had also the time to familiarize with the main software features. (ii) The second part involved three subtitling activities in plenum or in groups. In the first activity the learners experienced the technical dimensions of subtitling. They were provided with a short video segment together with its transcription to be segmented and time-spotted. The second activity involved also oral comprehension. Learners had to understand and transcribe a video segment before subtitling it. The third activity embedded a translation activity of a provided transcription including segmentation and spotting of subtitles. (iii) The workshop ended with a small final project. At this point learners were able to master a short subtitling assignment (transcription, translation, segmenting and spotting) on their own with a similar video interview. The results of these assignments were above expectations since the learners were highly motivated by the authentic and original nature of the assignment. The subtitled videos were evaluated and watched in the regular classroom together with other students who did not take part to the workshop and also do not have German as foreign language.

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## Using Digital Games to raise language awareness in university language classrooms

Social media has opened doors to new ways of language learning, offering multiple venues of interactive learning. Away from the traditional worksheet or literary text, language learners are now able to actively engage in analytical, reflective or communicative tasks with instant and authentic input. Within this frame of social media, digital games are becoming more and more prevalent. Next to chatting and scrolling through photographs, playing digital games has become the third most popular activity on Facebook, according to recent marketing research.

Although Digital Game-Based Learning (DGBL) has not yet found its way into mainstream curricula, more and more researchers and educators are exploring the potential language learning digital games may offer. Defining game-based learning as a tool for the empowerment of learners, combining fun and learning, Gee (2003) identifies 36 learning principles essential for effective learning conditions.

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Such principles include the Active, Critical Learning Principle, promoting interactive learning, the Psychosocial Moratorium Principle, providing an anxiety-reduced environment, and the Committed Learning Principle, allowing extended engagement through commitment (Gee, 2003). This practice report intends to illustrate how to create a learning environment embracing named principles in university language classrooms using digital games. First year students of the English department of a German university are asked to reflect upon their experience with a digital game played for class. Furthermore, to construct a critical analysis, students are instructed to examine various categories through oral as well as written tasks. These tasks are designed to raise language awareness through self-perception of oral language proficiency as well as a contrastive assessment of personal use of appropriate tone, voice and style in academic writing

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## **Enhancing Self-Guided Learning by Applying the Inverted Classroom Mastery Model**

In the realm of competence-based teaching, teachers are constantly facing the challenge of offering a stimulating learning environment, thereby adjusting instructions as well as exercises towards their pupils' needs. Hence, a profound diagnosis of the learners' language competences – based on a reliable amount of collected data – must be recognized as an indispensable pre-requirement for establishing an effective learning route. As a matter of fact, the results of this initial evaluation usually reveal a complex heterogeneity of a group and therefore imply the necessity of a thorough and ideally individualized training to pave the way for successful learning. Furthermore, John Hattie's findings (2009:173–178) indicate that in addition to this first support, students should be offered regular possibilities for self-evaluation as well as a large amount of concrete feedback. Both aspects are said to be indispensable to guarantee not only a short-term, but also a long-term advancement. Yet, with reference to Horstkemper (2006:5), it is important to lay emphasis on the fact that the underpinning diagnostic investigations have to be classified as process diagnostics: although error-focused, they do explicitly not strive for selection and grading, but serve as a starting point for self-guided learning. Hence, from the perspective of a teacher who emerges as an activator or facilitator, the consequence drawn from these insights is a permanent circle of (follow-up) diagnosis or self-evaluation, respectively, and individualized adjustments to scaffolding and learning routes.

Against this backdrop, this practice report's aim is to shed light on the question how individualized, self-guided learning based on an initial diagnostics can be enhanced within a learning environment which is organized according to the fundamental principles of the Inverted Classroom Mastery Model (ICMM). In this context, the underlying concept is to maintain the basic ICMM structure consisting of (1) knowledge acquisition at home, (2) formative assessment, and (3) in-class exercises while enriching this setting with selected learning by teaching elements. As a result, the learning scenario surpasses traditional ICMM settings in terms of the degree of learner activation, since students are asked to develop the necessary ICMM-material – e.g. videos or short online-tests – themselves. Even though the teaching unit which will be presented in this practice report has been planned for an EFL classroom and primarily intends to foster the pupils' language competence, it seems nonetheless possible to transfer the method to other topics, tasks, and school subjects.

## RESEARCH PAPERS

**ANTONIOU, Celia**

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### **Concept – mapping as a tool for enhancing complex online learning ecologies**

This talk will explore how concept mapping can be both used as an innovative instructional and as an assessment tool with L2 learners of English in an online L2 academic context and within a Socio-cultural theory framework (Novak, J. D., & D. B. Gowin, 1984). Data will be presented to demonstrate how concept mapping served as a tool to support, facilitate and evaluate students' development of conceptual understanding in applied linguistics while taking an online EAP training course on Moodle. In this mixed methods study, concept mapping activities were (a) integrated into online reading skills instruction, (b) employed as a repeated measure to capture the ongoing development and understanding of target specific concepts, (c) used individually as well as collaboratively, and (d) were scored quantitatively and qualitatively by comparison with expert concept maps.

The study involved 13 L2 advanced International English students doing postgraduate studies at a UK university. Drawing on data obtained by transcribing individual activities (think-aloud), scoring concept-maps and by analysing screen-captured online concept mapping activities, the findings revealed that the training helped most of the participants develop a deeper understanding of academic articles at a conceptual level. The students could later apply the concepts with significantly higher performance compared to their initial performance. The study findings demonstrated that concept learning and application were promoted in ways which motivated students to adopt deep learning approaches and more effective reading strategies, in line with Chang and Chang's (2008) study.

Insights into how the learners developed effective use of online concept maps which supported and facilitated the development of advanced concepts were also gained through analysis of qualitative data. On the basis of these findings, the value of concept map activities within a complex online learning ecology will be discussed in relation to successfully supporting and measuring the students' conceptual development. The participants' opinions will also be presented within this context.

CHANG, S.L. & CHANG, Y. (2008). Using Online Concept Mapping with Peer Learning to Enhance Concept Application. *Quarterly Review of Distance Education*, 9(1), 17-27. NOVAK, J. D., & D. B. GOWIN. (1984). *Learning How to Learn*. New York and Cambridge, UK: Cambridge University Press.

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### **Scaffolding the conceptual development of International students online in an L2 academic context: A socio-cultural theory (SCT) approach**

“Scaffolding” refers to the support that an instructor can provide to learners so that they can perform linguistic functions at a much higher level than is possible on their own. Bruner (1978) first used the term to describe how learning takes place, based on the social learning model of Vygotsky (1978). This type of support facilitates the learners' successful practise of complex skills and as the learners become independently competent, this support is gradually withdrawn. The present study investigates the design of an online pedagogic unit and its relative value to foster understanding at a conceptual

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level by users of L2 English in an academic context. The academic training provided focused on the design of reading and speaking activities and the pedagogic unit offered various scaffolding mechanisms to support the completion of each task. The study involved 13 L2 advanced International English students doing postgraduate studies at a British university. Drawing on tasks and activities obtained by transcribing individual activities (think-aloud) and recorded online activity (screen captures), the findings revealed that the training helped most of the participants develop a deeper understanding of academic texts at a conceptual level. Insights into the development of the learners' ability to effectively deliver an oral presentation were also gained through analysis of the qualitative data. On the basis of these findings, the value of the various scaffolding mechanisms will be discussed in relation to successfully supporting the completion of the online training and the participants' opinions will also be presented within this context.

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## **Factors of Difficulty in German Language Proficiency Tests**

In order to successfully obtain discriminative results from language proficiency tests, the test difficulty needs to be anticipated to match the learners' level. Especially in the case of formative assessment, the test should challenge the learner but should not lead to frustration. Creating a test that fits this narrow target zone is a very tedious task for teachers.

Recent progress in natural language processing now enables robust automatic analyses of learning material. If these methods are combined with machine learning techniques, very useful educational applications with high predictive power can be developed to support language teachers and learners. Previous work has shown that it is possible to predict the difficulty of individual items in English language proficiency tests (Beinborn et al., 2014). In this work, we present a prediction model for German language proficiency tests that is based on a regression algorithm. We developed a web demo for our approach that can serve as a support tool for language testers who aim at matching the test difficulty to the learners' level.

The difficulty of a test for a particular target group is usually measured as the error rate – the proportion of false answers over all answers. Until now, test designers had only two options for anticipating the test difficulty. They could either rely on their own educational experience or on the results of extensive pre-test studies. Both options have weaknesses: the first is too subjective and the second too time-consuming for practical settings.

Our approach predicts the error rate for unseen German tests item based on measurable linguistic properties taking four main factors into account: the probability that the learner knows the solution, the probability that the learner mistakenly provides a wrong answer, the dependency between test items and the difficulty of the underlying text.

We build a prediction model inspired by previous work that is optimized for German and test it on two datasets from authentic test sessions. Set A contains tests from the TestDaf institute that have been administered to 2501 international students who plan to apply for university admission in Germany.<sup>1</sup> Set B contains tests from the University of Duisburg-Essen that test the language proficiency of 350 prospective teachers.

The obtained prediction results for German are significantly better than those reported for English. We perform a detailed error analysis to compare the two test types and discuss the factors of difficulty that are prominent for German. In particular, the treatment of German noun compounds requires specific attention.

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<sup>1</sup>The dataset is described in Eckes (2011)

LISA BEINBORN, TORSTEN ZESCH, AND IRYNA GUREVYCH. 2014. Predicting the difficulty of language proficiency tests. *Transactions of the Association for Computational Linguistics*, 2:517–529. THOMAS ECKES. 2011. Item banking for C-tests: A polytomous Rasch modeling approach. *Psychological Test and Assessment Modeling*, 53(4):414–439.

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## **Playing with an accent? Multilingual practices and non-native speaker characters in language learning games**

Game-based language learning has received a lot of attention in recent years (cf. e.g. Reinders 2012). Inspired by the myriad possibilities of developing skills and knowledge through commercial games (cf. e.g. Gee 2008), games for language learning are being developed around the world.

Language learning games do not need to be limited to ‘drill and kill’ vocabulary or grammar practice. Learners can improve linguistic skills by navigating the game environment, by interacting with other players or with non-player characters.

This contribution will look at the speaker status of player- and non-player characters and the availability of diverse linguistic resources in language learning games. In contemporary teaching material development, material based on the concept of English-as-lingua-franca complements and sometimes competes with traditional Anglo- or America-centric materials. Interest in tertiary language learning has resulted in increasing availability of language learning products that include native and previously learned language(s). Likewise the game environment and the characters within a language learning game can either be designed from a monolingual or multilingual perspective, and within a traditional English-in-Britain/English-in-the-US setting or from a lingua franca setting.

This contribution tries to answer which pedagogic advantages/disadvantages are associated with native speaker and non-native speaker characters as well as with allowing multilingual practices in dialogue-based single-player serious games for language learning.

The theoretical analysis will focus on the notions of identity and identity play, perceptions of authenticity (Buendgens-Kosten 2013), and quality of linguistic input associated with different game designs. This discussion will be supplemented by survey data reporting on the acceptance of non-native speaker characters, English as lingua franca settings and multilingual practices in language learning games by learners and teachers.

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## **TET –Teaching English with Tablets**

Tablets have become a sustainable part of people’s lives. Since the first Tablets were launched at the beginning of the 21st century, these mobile devices have supported the individual use of digital information and communication. People surf the internet; they research, take notes, communicate, photograph, film and use applications, making everyday challenges become more comfortable. All these possibilities can help to make foreign language learning a communicative experience.

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Action-oriented tasks can profit from several tools Tablet offer. Teachers can create authentic encounters with English as a lingua franca within the digital world. Pupils get the chance to communicate with people from all over the world using English in an authentic way. They research information on websites written in languages other than German. They listen to audio and video sequences in the target language. They produce their own text and materials using their intercultural communicative competence. But still, only little research has been conducted in the German school context so far to investigate all possibilities.

Therefore, the Centre for Teacher Education at the University of Chemnitz started a study in 2014 to investigate how Tablet might contribute to authentic English language teaching and increase pupils' competences. The project "TET-Teaching English with Tablets" asks how teachers can use Tablets as a suitable addition to their everyday teaching.

The main questions are:

- Which competences can be fostered by implementing Tablets?
- Which phases and tasks allow and support the use of Tablets?
- Which guidance do teachers need in order to implement Tablets in foreign language teaching?
- What do pupils like/dislike about using Tablets?

In order to find answers, Tablets are implemented in teaching as follows:

1. Teachers are trained to use Tablets for teaching English as a foreign language
2. Researchers and teachers plan how to implement Tablets in a specific unit
3. Teachers teach the planned unit
4. Researchers and teachers analyse the use of Tablets within the taught sequence

Data is collected during all steps via interviews, questionnaires, audio recordings of the planning sessions and videos of the lessons. In our talk, we will introduce the project TET and offer insights into first results found in the pre-study (conducted between March and June 2015).

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## **Listening comprehension in the context of English for Specific Purposes Exploring the usefulness of Blended Learning**

Recent studies have proven that courses held in a classroom at university cannot be entirely replaced with online courses. Learners make better progress and feel more confident about their learning when they attend lessons on site and receive personal feedback from an instructor. This is especially true for foreign language classes in which language learners practice different skills sets.

This study focuses on the specific skill of listening in ESP classes for engineering-majors at a German university. It examines how there can be a useful combination of language learning in class and online self-study material at home. The goal is not to reduce the amount of lessons taught in class but rather to examine what supplementary activities can be best done outside the classroom. While most ESP courses and studies thereof address specialized vocabulary training, the focus of the course to be analyzed in this study was primarily on listening comprehension skills while including some practice in the other language skills (speaking, reading and writing) as well.

This study seeks to provide a nuanced understanding of the acceptance and efficiency of listening comprehension training, both in class and online. Combining test results over the course of a semester with a qualitative approach, this work addresses questions such as "What skills and topics should be dealt with in class and which ones could be rather done as homework online" and "How do students get along with Learning Management Systems (LMS) such as ILIAS and Stud.IP". In addition, the learners' metacognitive awareness with regard to listening strategies is analysed.

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Data have been collected through 16 individual interviews with English learners, who participated in a language course for engineering students at the C-1 level of the Common European Framework. Furthermore, a survey was conducted using the Metacognitive Awareness Listening Questionnaire (MALQ). In conjunction with interview and survey data, the study also utilizes test results of the course as well as data concerning the learners' reflection on listening. This presentation will portray the final results of the study, conducted in the summer term of 2014.

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## **Facebook as a platform for raising metacognitive awareness: Is it reliable and viable?**

There is an increasing amount of interest in the ability of social network sites to maintain themselves as learning platforms. Contributing to the discussion, this research paper will investigate the viability of a taxonomy designed to develop second language students' metacognitive awareness via Facebook. The motivation for raising students' metacognitive awareness is to improve student wellbeing and efficiency - and subsequently achievement on top of intellectual ability (Veenman, Van Hout-Wouters & Afilerbach, 2006).

The two case studies for this research were based at the University of Stellenbosch, South Africa, where medical students have to complete a communication course in Afrikaans, which is one of the country's eleven official languages. The first group was first year students who had to deal with the challenges of academic acculturation. The second group of students also had to face academic acculturation, even though they were in their seventh year of training. These students had just returned from a six year period in Cuba where they were trained in Spanish. Apart from using a blended approach that utilises an online platform for autonomous learning, as well as face-to-face teaching, two similar Facebook groups were also created for each year group. Based on needs analyses, these were designed not only as learning platforms, but also as supportive community based platforms.

A set of quantitative and qualitative data (tests, questionnaires and interviews) were collected which included pre- and post-course questionnaires (containing Likert scale type and open ended questions), as well as written posts from the Facebook groups.

Data derived from the first year group were submitted to Survey Monkey Gold ([www.surveymonkey.net](http://www.surveymonkey.net)) and analysed according to the principles of grounded theory that distinguishes between three phases of coding (Dörnyei, 2007, 260): (1) through the process of several readings the text was first broken into chunks (open coding), and tagged to classify comments according to predetermined metacognitive categories; (2) then more abstract connections were made to resemble concepts and subcategories (theoretical coding) and (3) finally, core metacognitive categories were identified as focal point of the study (selective coding) resulting into a framework for metacognitive awareness raising.

This framework was used to create a taxonomy, which in turn was used to inform the design and operation of the second Facebook group for the older medical students. The analysis of these data sets (through grounded theory) supported the classification of the original taxonomy, which was based on the first year data. This suggest that, if based on responsible design and the guiding principles from the taxonomy, Facebook (and other social network) groups can indeed facilitate metacognitive awareness.

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## **Technology in Teaching and Learning Phonetics: Focus on African Situation**

In Kenyan universities, we have the technology but we do not have language laboratories that would be used to teach some of the concepts in phonetics. Language laboratories are expensive to equip but it is possible to make use of the internet and available software to teach materials that would ordinarily require the expensive equipment in a physical laboratories. This paper illustrates how using software, one can analyze speech signals which they would only otherwise describe. With software, it is possible to quantitatively analyze prosodic features such as the high and low pitches which are difficult to teach and conceptualize. Using the spectrograph, this paper illustrates the pitch movement in phrases. The use of technology demystifies the difficult concept that requires both visual and perceptual cues. The data presented were recorded from field research. The study had ten respondents who were adult speakers of English as a second language. The study analyzed the fictitious telephone numbers which were presented as three chunks of four or three digits. The phone numbers are prosodically structured in terms of phrasing and accenting. The digits were produced in normal and fast speaking rates. A total of 40 tokens were recorded (2 digit sequence x 2 speech rates x 10 participants). The results shows that the participants were able to produce two different speaking rate, rising and falling of FO movements in the three prosodic phrase within the utterance in the telephone number tasks. Furthermore, there was a significant difference in mean duration for the utterance's final syllable to indicate the final lengthening that signifies the end of the phrase. The findings indicate that the last syllable is longer and the respondents could not only see but also hear the difference. It was also possible for the respondents to see the FO movement which captures the pitch in the phrase. Our recommendation, based on these findings, is that we should integrate the use of technology in the teaching of abstract concepts that would otherwise be difficult to teach and learn in the absence of expensive and sophisticated laboratory equipment.

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## **Qualitative research methods in a digital literacy research: A closer observation of on-screen reading and comprehension strategies**

The qualitative approach is a research methodology that enables researchers to understand how learners interpret their experiences, construct knowledge, and the meaning they attribute to their experience. The current study has adopted the interpretive qualitative approach as the aim of this research is not to simply judge individuals or a particular setting, but to contribute to existing knowledge and to generate additional theories in reading research. Consequently, this approach makes it possible to uncover and understand specific phenomenon and the meaning they hold for the participants. This makes it possible to interview, observe, and record the subjects' L2 on-screen academic reading practices, analyse their actual reading strategies as expressed in their own words and behaviour, and to scrutinise the challenges they face when reading in a specific context. To this end, the study scrutinises postgraduate students' L2 on-screen academic reading strategies and their use of digital resources while engaged in L2 academic reading task. The academic reading strategies of twenty postgraduate students from different disciplines (Health Science, Psychology,

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Management, Education, Computer Science, Engineering, Marketing and Applied Linguistics) are investigated. The study uses qualitative data collection methods; think-aloud protocol, field notes, stimulated recall and semi-structured interviews to collect data. The data is analysed qualitatively and quantitatively. Interpretive qualitative approach in the current study reflected authentic academic reading experience and resulted in to closely observe, explore and richly describe the actual L2 digital academic reading practices of postgraduate students in their natural environment.

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### **Reading Digital Picture Books in the Primary EFL Classroom**

Storytelling and reading picture books are widespread activities in the primary EFL classroom. Usually it is the teacher who reads or tells the story to the children supporting their understanding with pictures, mime and gestures. While children mostly enjoy this activity, they are hardly ever given the chance to explore a picture book “on their own”. Many primary teachers are concerned that the inconsistent sound-letter relation of the English language would overtax their students and independent reading would lead to wrong pronunciation.

However, studies investigating the use of written language (e.g. Rymarczyk & Diehr 2010; Frisch 2013) and extensive reading in the primary EFL classroom (e.g. Kolb 2013) show that this teacher-centred approach to reading picture books does not fully exploit their language learning potential.

In this context, digital picture books offer new opportunities for reading in a foreign language: the combination of visual and auditory information facilitates the reading process. Digital picture books also offer extra features (e.g. animation and sound) that can scaffold the learning of unknown vocabulary as well as innovative possibilities of reader-text interaction that could support the understanding of the story and enhance the development of reading strategies (Bus et al. 2014).

The paper presents a research project that explores the benefits of digital picture books for the primary EFL classroom. Following an action research approach the study uses classroom videos and student interviews to shed light on the following questions:

What are appropriate criteria to select digital picture books for the primary EFL classroom?

What features of digital picture books support the understanding of the story and the development of reading strategies?

What are appropriate classroom tasks and activities to fully explore the learning potential of digital picture books?

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### **In media res: Exploring perceived media competence**

The learning standards for teacher education programs outlined during/by the Kultusministerkonferenz (KMK, 2004) assume that prospective EFL teachers develop a number of media-related competences during the course of their training. These include the ability to integrate modern information and communication technology into English lessons in a pedagogically

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appropriate manner KMK, 2004: 7). The standards also emphasize the need to reflect upon the advantages and drawbacks of such actions, informed by theories from within the fields of media pedagogy and psychology (KMK, 2004: 7) – especially given the fact that both learners and prospective teachers are part of a generation of ‘digital natives’ (cf. Prensky, 2001). In practical terms, this translates to teachers-in-training learning to operate media of various sorts, assess their specific potential benefits and drawbacks within didactic-pedagogical frameworks of EFL teaching/learning and lesson planning, develop the competence to modify existing media formats or design new media formats and evaluate media as possible parts of cultural and ethico-political discourses (cf. Tulodziecki, 2001, 2007; KBoM, 2009). Although these learning standards are federally accepted in Germany and define the core knowledge that teachers should possess, they do not delineate what essential information has to be taught in what order using what methods. In fact, there is a lack of scrutinized empirical evidence of what approach to teacher media training works best and realizes the learning standards effectively. This results in various institutions relying on various methods (cf. Schiefner-Rohs, 2012; Bremer, 2011) – a tendency also observed on the international arena (cf. Levine, 2006; Walsh, 2006; Hattie, 2009). Despite common learning goals, such conditions leave ample room for divergent, not necessarily desired, and often vague learning outcomes, processes and experiences within teacher education programs. Prospective teachers may thus develop various subjective theories on media, their role and applications in class, and be exposed to training of rather limited aspects of media competence only, all of which exerts an influence on their classroom choices related to media. The investigation of their subjective experience and the extent to which prospective EFL teachers are affected by these conditions is the goal of the project. The study takes a cross-sectional look into the changes in the perceived media competence among EFL teachers currently undergoing their training and reveals considerable discrepancies between expected and perceived degrees of media competence.

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## **Second language development through online informal activity usage: longitudinal case studies of French and German university students**

This paper explores the emergence of second language development in French and German university students who frequently participate in online informal activities in English. Relatively little research has been done on how this population demographic interacts with and learns English in an out-of-classroom and online environment. And yet, university instructors increasingly notice the rate at which their students produce linguistic structures and vocabulary learned in this context (Toffoli & Sockett, 2013). It appears that a primary desire to be entertained, communicate with friends or

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obtain needed information can result in a personalized usage of English in which acquisition may occur (Kusyk & Sockett, 2012; Sockett & Kusyk 2013; Sockett, 2014).

The research presented in this paper is structured within a cognitive linguistics and a dynamic systems approach to language learning, which emphasize the functional variability within L2 learners' developing language systems, constructions as the basic units of language representation, and language learning arising from usage (Larsen-Freeman, 2006; Ellis & Robinson, 2008). Ortega and Byrnes (2008) point out the need for longitudinal studies in order to capture intra-individual variability and trajectories, a need that the case studies presented seek to address. An emergentist, usage-based perspective is used to consider the interactions between the university students and the external factors that surround them. Of these, frequency is considered a central factor, as frequent versus non-frequent participation in online informal activities is closely examined. The development measures of complexity, accuracy and frequency serve as performance indicators for the case study subjects, with particular attention paid to the acquisition of lexical constructions. In addition to the case study data, results of a large-scale questionnaire on students' participation habits regarding online activities will be presented.

Finally, the methodology of this research (and its inherent challenges) will be discussed. The pros and cons of the present research design (both qualitative and quantitative) will be considered, as well as alternative methodologies envisioned for future studies.

*Keywords: Language acquisition, Internet-based learning, informal learning, usage-based learning, complex and dynamic systems*

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## **The Impact of On-line Teaching Practices on Greek EFL Learners' Reading Perceptions & Performance**

This paper reports on a one-year longitudinal study that adopted a blended teaching approach based on designing and implementing an online EFL course to be used by Greek students aged 13-14 years old along their more traditional face-to-face lessons. The reason for creating a more dynamic learning environment aligned with the rest of the curriculum was to increase EFL learners' engagement and motivation through their exposure to authentic online material and participation in a variety of reading, writing, speaking and listening tasks. To this end, a number of online activities were designed including: a) an on-line classroom with hand-outs, extra activities, resources and discussion groups for students to further develop their digital literacy along with their English language competence, b) a wiki for students to make a contribution and post their own messages on a specific topic, c) a series of *Skype* group discussions with invited external guest speakers, d) a private *YouTube* space for students to upload their videos and watch relevant EFL material. Data analysis of pre- and post-achievement tests on English language reading comprehension performance along with students' Computer-Assisted Language Learning (CALL) Attitude questionnaire showed that, in general, participants in this study had a positive attitude toward CALL while, at the same time, open online access technologies gave them the opportunity to further develop their EFL reading

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comprehension skills. The paper concludes by highlighting the fact that online class components were not designed around the tools, attempting to fit the online tools into a task-based EFL lesson, but rather served the learning objectives of the actual lesson based on a blended teaching approach, in which face-to-face and online learning activities were relevant to and complemented one another.

Keywords: on-line teaching practices, Computer-Assisted Language Learning, English Language Learning, students' attitudes

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## **Designing and supporting Web 2.0 tasks: what is the end product?**

This paper presents a tutor-learner distance interaction based on multimedia tasks and/or communication scenarios (Mangenot & Louveau, 2006; Mangenot, 2008) as part of a higher education telecollaboration project: tutors design tasks and support distance French-language learners. To design the tasks, tutors propose real-life tasks sometimes using Web 2.0 technologies. In this research paper, we distinguish between the terms “Web 2.0” and “social web” (or social media). According to Musser, Web 2.0 is a “distinctive medium characterized by user participation, openness, and network effects” (2006: 4). Therefore Web 2.0 is considered to be “the technological platform enabling social media applications to evolve” (Zourou, 2012).

The emergence of Web 2.0 tools in the field of telecollaboration has been the object of various research papers (Demaizière & Zourou, 2012; Helm & Guth, 2010). Taking into account the fact that the teacher is neither the recipient (direct or indirect) nor the evaluator (Ollivier, 2010), the use of the social web demonstrates that ‘real-life’ tasks (Council of Europe, 2001) can motivate students. This paper focuses on social web tasks that reflect real-life use and presents a comparative analysis between the design and support of social web tasks and the tasks posted on the platform exclusively used and accessed by the participants of the project. Research questions we attempt to answer in the study are:

1. Is the tutors' attitude the same when designing and supporting both types of tasks? Do the tutors encourage the learners the same way for both? What kind of instructions do they give? Do they demonstrate more insecurity as regards the results of social web tasks? Do they adopt the same corrective feedback approach?
2. Do the learners act differently during social web tasks? Do they ask for more feedback?

Our hypothesis is that the design and support of social web tasks differ from classical tasks on the platform.

Our corpus consists of: 1) online interaction between tutors (N=4), learners (N=14) and coordinators (N=2), 2) semi-structured interviews with tutors and learners, 3) logbooks of the learners and 4) critical summaries of the tutors.

Our methodology relies on a qualitative cross-analysis of the above data. We used some discourse analysis tools (Maingueneau, 2005) which allowed us to spot the discursive markers in the forum messages revealing participants' attitude. Finally, we cross-referenced this data with the participants' feelings revealed during the semi-structured interviews, in the logbooks as well as in the critical summaries.

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## **Does Working Memory 'work' in SCMC? A study on Accuracy and Complexity.**

Research up-to-date appears to show that Synchronous Computer-Mediated Communication (SCMC) may successfully promote L2 development of a number of L2 grammatical structures (Cerezo et al., 2014). However, when SCMC is compared to Face-to-Face (FTF), the picture is somewhat less clear. To date, most studies comparing these two modes are qualitative in nature (e.g. Fernández-García & Martínez-Arbelaiz, 2002; Lai & Zhao, 2006; Lee, 2004, among others). These studies concluded that similar to FTF, SCMC is an environment in which learners can negotiate for meaning, can receive and incorporate feedback, and can reformulate output (Cerezo et al., 2014). The present study seeks to extend this comparison from a quantitative perspective while also taking into account learners' individual differences. In particular, this study investigates the role of Working Memory Capacity (WMC) and type of medium (SCMC vs. FTF) in L2 Spanish development, operationalized as complexity and accuracy, two of three components of the CAF triad (complexity, accuracy and fluency). WMC has been argued to be limited (Baddeley, 2007). Furthermore, some scholars have posited that the human attention mechanisms and processing capacity are limited (Skehan, 1998; Skehan & Foster, 1999). Therefore, the three areas of CAF might compete for learners' attentional resources (Skehan, 2009). Indeed, results from different studies on the role of WM on L2 oral production have resulted in conflicting results when considering pre-task planning (Guará-Tavares, 2008; Ahmadian, 2012). 24 advanced L2 Spanish learners participated in the current study. They participated in either a FTF or a SCMC (via Skype with Mexican university students) session six times during a two-month period during one semester. They completed a pre-test and a post-test which consisted of two controlled oral production tasks including pre-task planning: a picture description task and a set of questions based on a topic which was covered in the syllabus. Performances in these two different tasks are currently being analyzed, the results of which will be reported.

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## 'GLUE, GLUE, GLUE. WE NEED MORE GLUE': A TASK-BASED APPROACH TO REQUESTS IN SPOKEN EFL INTERACTIONS

The role of authenticity in the EFL classroom has been addressed extensively in EFL research over the last three decades (Breen, 1985; Nunan, 1989; Taylor, 1994; Tomlinson, 2003). The authenticity factor does not only encompass the input which students receive but also the output they produce (Breen, 1985). However, didactic means that effectively and consistently evoke authentic language use with intrinsic communicative intent have proven difficult to find (cf. Widdowson, 1990; Ellis, 1993). In many cases, modern information and communication technology has offered a promising resource to introduce means of triggering authentic language use into the classroom. Valuable as these means are, they might not be able to capture all aspects of language use. Many pragmatic phenomena such as speech acts occur with low frequencies in authentic language use and may not or very infrequently be used in technology mediated discourse. This poses a problem not only for the perspective of language teaching but also for EFL research. Obtaining samples of authentic language use from learners in EFL contexts for research purposes is as challenging as triggering authentic language use in the EFL classroom. It is mainly for this reason that interlanguage pragmatics research has relied heavily on elicited language data collected through Discourse Completion Tasks (DCTs). However, some studies suggest a discrepancy between surface realisations observed in naturally occurring data and experimental data like DCTs (cf. e.g. Beebe & Cummings, 1996; Golato, 2003; Flöck & Geluykens 2015). Following Ellis (1994) we suggest that pedagogical tasks set the stage for authentic language use as informants use language guided by their own intrinsic communicative intents in order to achieve a certain task-related outcome.

It is the aim of the present study to compare the influence of two methods of data collection, DCTs and task-based elicited conversations, on the realisation of the head act strategies in requests produced by advanced learners of English. Overall, our results show a significant difference in the distributions of request head act strategies across the two methodological conditions. The conversational head acts are substantially more direct than the requests elicited by DCTs. The patterns observed in learner data strongly resemble the ones found in native speaker requests in the same methodological scenarios. This implies that despite earlier claims, advanced learners can display target-like language use. The resemblances furthermore indicate that semi-naturalistic methods of data collection are a more valid means to obtain learner data that is more representative of naturally occurring conversations.

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**Learning through Play? Evaluating and Developing Digital Games for Language Learning**

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HeaLinGO, a two-year, European-funded international project was established in 2013 at Leuphana University Lüneburg with the goal of analyzing and developing digital games for language learning (English as a Foreign Language). In this session, preliminary results of our research into existing digital games for language learning will be presented. While computer-assisted language learning (CALL) has long attempted to identify ways that technology can enhance the learning process, qualitative conclusions still cannot easily be drawn (Hubbard, 2009). In their 2012 systematic review of CALL research, Macaro, Handley & Walter (2011) argue that, while many studies in CALL suggest positive outcomes, the evidence is strongest regarding its impact on learner motivation, and even here, the conclusions are “cautious.” In what ways digital game-based learning (DGBl) offerings can enhance foreign language learning is thus a fundamental question addressed by this research.

In addition to developing a database of foreign language learning games, the project team created and implemented an evaluation tool that draws on established research in the fields of foreign language pedagogy, CALL, instructional material design, and multi-media design. Using this 80+ item survey, 50 language learning games have been tested so far, and the outcomes in the areas of didactic structure, game mechanics, multi-medial interaction, usability, and academic basis analyzed. The evaluation criteria and game database, which are available online ([www.ludicall.de](http://www.ludicall.de)), will be introduced as an approach to systematically evaluate available and emerging games. Based on the presentation of main research findings, implications of these findings in terms of how existing games can be utilized to promote effective language learning will be discussed. Conclusion for future EFL digital game development will be drawn. Two app prototypes developed by the project team will be presented.

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## **Synchronous Collaborative Text Creation: Phenomenon, SLA potential, and teaching reality**

The so-called second iteration of the web (= Web 2.0) has truly changed the way we interact with technology and, hence, with each other; or, as David Crystal puts it: “The electronic medium constrains and facilitates human strategies of communication in unprecedented ways” (Crystal 2011, 32). Implementing computer-mediated communication (CMC) technology in communicative language teaching contexts, e.g. chats for group discussions, is well established and shown to be beneficial for second language acquisition (cf. Yanguas 2010, 72-74; Li 2012). However, more complex forms of CMC emerge on a daily basis and categorising some of the more recent CMC phenomena is becoming increasingly difficult, if not redundant (cf. Nguyen 2013, 58-59). So-called shared documents (cf. Hofer 2012, 103), e.g. *Microsoft Office online*, *Google Drive*, *Etherpad* etc. is a prime example of complex CMC technology as it caters for a variety of communication needs: Synchronous (group) chat discussions, forum-like text annotations and discussions using the comments feature, and both truly synchronous and asynchronous text editing by multiple users.

We implemented shared documents technology (*Google Docs* via *Moodle*) in a blended learning English for medical purposes course ([medilingua.lmu.de](http://medilingua.lmu.de), Language Center LMU Munich): Students in groups of three were to co-author texts in a synchronous fashion in a rather small amount of time using only CMC tools (text, comments, chat) to converse. In an (ongoing) empirical research project we are trying to find out the intricacies of the collaborative text creation process: How, where and what do students communicate in the collaborative documents? What kind of participative and collaborative patterns do emerge? And what are the implications for second language acquisition and

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teaching? From a methodological point of view, instances of negotiation of meaning and language-related episodes are taken as a starting point for a data-driven conversation analysis approach (cf. Deppermann 2008; Mayring 2010).

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## **Flipped Classroom & explainer Videos in an English self-learning setting: Phenomenon, didactic design and empirical study**

The so-called Flipped Classroom or Inverted Classroom (i.e. instructional input at home, practice in the classroom) is one of the newer trends in modern teaching methods (cf. Bergmann/Sams 2012). Mostly, the input is perceived through short online videos, usually made or curated by the teacher (cf. Handke & Schäfer 2012). This sort of video-based instruction is also becoming increasingly popular in blended learning courses. However, there is still a small number of empirical studies on the topic of *Flipped Classrooms* (cf. Bishop/Verleger 2013) and only few language teachers seem to have tried and adapted this method into their classrooms (cf. Granados-Bezi 2015).

Through an English self-learning course called FLIP Englisch at the Language Center of LMU Munich, we developed a sequence of so-called *explainer videos* on the topic of English job applications for university students. The creation and development was done in cooperation with explainer video producer *simpleshows*. The videos were implemented in a *Flipped Classroom* setting and combined with written and oral tasks on the same topic.

Through an online survey, qualitative interviews and the analysis of the language output of the students, first implications on second language acquisition and teaching for *Flipped Classrooms* and *explainer videos* are sought. The study included a scientific documentation of the design and developmental process of videos and tasks as well as its direct implementation into an actual university language course. Also first results on effects, the didactic surplus and individual learner strategies through this method shall be presented and discussed.

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## The role of learner CALL in fostering learner autonomy- A study conducted at South East European University in Tetovo

Learner autonomy is an innovative philosophy in second language acquisition and it is regarded as a shift from teacher-centered instruction to learner-centered instruction. In the field of second and foreign language teaching and learning, "the importance of helping students become more autonomous in their learning has become a more prominent theme" (Benson, 2000 cited in Dafei 2007:3 ). An autonomous learner is engaged in learning, is responsible to set his/her personal goals, plans and also in performing tasks (Dam, 1995; Little, 1996 cited in Lee. 2011). There are many ways to promote learner autonomy but CALL is considered as a very useful tool in increasing learner autonomy. In order to improve this phenomenon computer technology with the great amount of sources in education is being used as a significant supporter. Additionally, Benson (2007: 26) mentions a very good way in promoting LA as a self-access centre, which functions as a part of many higher education institutions. "Self-access is an approach to learning not an approach to teaching, Computer Assisted Language Learning (CALL), Distance learning, Tandem learning, Out-of-class-learning and Self-instruction." He strongly believes there can be several such modes of practice, for example, self-study, library study, group learning and so on.

Many research findings have shown that the use of technology in EFL classrooms have shown positive results in learning a language since CALL offers additional practice. The present study investigates the impact of CALL in promoting learner autonomy and teacher's role in promoting self access learning through technology. The study uses three instruments: questionnaire, interview and tests. The research instruments will identify some essential general information regarding student's attitude toward becoming autonomous in learning English through CALL, teachers' opinions towards improving learner autonomy as well as test results from traditional classroom and computerized one. Participants of the study are students of Faculty of Languages, Cultures and Communications of both genders and different ethnic backgrounds (Albanians, Macedonians and Turks).

The results show that students have positive attitudes towards CALL and they are challenged by different online activities. It seems that the teacher's role is pivotal in promoting learner autonomy and guiding the students through strategy training.

Keywords: CALL, Learner autonomy, University, language skills, attitude