

**Language Learning and Teaching  
in Digital Transformation**



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**1–2 September 2023**  
**University of Teacher Education Lucerne,**  
**Switzerland**

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## **1 Welcome**

We are extremely pleased to welcome you to this international conference on Language Learning and Teaching in Digital Transformation in Lucerne. This conference responds to the urgent need to rethink language learning and teaching in the digital era and integrate transdisciplinary perspectives on language education. The conference brings together scholars from different disciplines and parts of the world: from the Global South to the Global North, from the Eastern to the Western hemispheres. This promises two days of close encounters with diverse and novel approaches to language learning and teaching in digital transformation and its implications for education. We expect an engaging and stimulating event with new insights and ideas for future research and educational practice.

Edina Krompák  
Conference convenor

## 2 Organising committee



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Melike Ünal Gezer, TED University, Turkey

Stefanie Wyss, University of Teacher Education Lucerne, Switzerland

## 4 Program

**Time CET Friday, 1 September 2023, Frohburgstrasse 3, Lucerne**

8.00-9.00 Welcome desk

9.00-9.20 **Music by José Javier Navarro & Welcome Kathrin Krammer (rector) & Dorothee Brovelli (vice rector) lecture room 9**

9.20-10.20 **Plenary 1 | lecture room 9: Jannis Androutopoulos**  
De- and recentering language teaching and learning in digital environments: German on YouTube

10.20-10.50 **Coffee break | atrium**

**Session 1 | room 2.B26**  
**Citizen science & telecollaboration**

Chair: Slavka Progranova

**Session 2 | room 2.B30**  
**Digital wilds & linguistic landscape**

Chair: Teppo Jakonen

**Session 3 | room 2.B27**  
**Digital literacy & storytelling**

Chair: Silvia Frank Schmid

10.50-11.20

Fictional science (FiSci) - promoting critical textual literacy in dealing with fake news

Stephan Schicker

French reading comprehension: Learning and teaching within a game-based digital platform

Lionel Alvarez, Thierry Geoffre & Aous Karoui

Extremely virtual & incredibly physical: Investigating students' mediation strategies through digital storytelling and digital social reading

Ilaria Compagnoni & Fabiana Fazzi

11.25-11.55

Teaching German in a jersey: A multimodal analysis of German language teaching pages on Facebook

Akra Chowchong

Task-based oral digital storytelling in primary English in Switzerland: Motivating, fun, and progress in speaking

Andrea Lustenberger

12.00-12.30

Citizen science and the classroom: Rewilding language learning

Sabrina Bertollo & Stefan Rabanus

Digital wilds in workplace interaction

Kristin Vold Lexander

Exploring the digital transmedia creation "Fabelhaft-Fabuleux": Translingual and multimodal storytelling with bilingual student teachers

Esa Christine Hartmann

12.30-13.45 **Lunch break | canteen**

13.45-14.45 **Plenary 2 | lecture room 9: Steven L. Thorne**  
Rewilding and desire lines as vectors for innovation



# PH LUZERN

## UNIVERSITY OF TEACHER EDUCATION

	<b>Session 1   room 2.B26</b> <b>Citizen science &amp; telecollaboration</b> Chair: Esa Hartmann	<b>Session 2   room 2.B30</b> <b>Digital wilds &amp; linguistic landscape</b> Chair: Zorana Sokolovska	<b>Session 3   room 2.B27</b> <b>Digital literacy &amp; digital storytelling</b> Chair: Philipp Saner
14.50-15.20	Big Brother is watching you: Students' perspectives on online collaborative assignment writing Francesco Screti	English language developmental paths by French young adolescents: In and out of a school continuum Laurent Perrot	Introducing machine translation literacy to language learners: Learning by listening and doing Sara Cotelli Kureth
15.20-15.50	<b>Coffee break   atrium</b>		
	<b>Session 1   room 2.B26</b> <b>Digital technologies</b> Chair: Patricia Schubiger	<b>Session 2   room 2.B30</b> <b>Digital learning across borders</b> Chair: Olena Marina	<b>Session 3   room 2.B27</b> <b>Digital writing &amp; machine translation</b> Chair: Zorana Sokolovska
15.50-16.20	Playful language learning with a Robot - RALL in an informal setting through a friendship booklet Liisa Peura, Marjut Johansson & Maarit Mutta	Homestay from home: Exploring the potential and pitfalls of online study abroad courses Antonija Cavcic	Machine translation in the lower secondary English classroom Brigitte Reber & Meike Raaflaub
16.25-16.55	Digital resources to evaluate German L2 in French-speaking Switzerland: Challenges, experiences and benefits Veronica Sanchez Abchi & Sophie Sieber	Intercultural, foreign language and digital blended learning lesson design with eTwinning to promote virtual European encounter work Diana Gross & Heike Wendt	Back to the pen? The hybrid use of transcription technologies in lecture notes Sibylle Hurschler Lichtsteiner
17.00-18.00	<b>Plenary 3   lecture room 9: Crispin Thurlow</b> The stuff of words: Language materiality and/as symbolic power		
18.00	<b>Aperitif &amp; finger food   atrium</b>		

# PH LUZERN UNIVERSITY OF TEACHER EDUCATION

## Time CET **Saturday, 2 September 2023**

8.30-9.30 **Plenary 4 | lecture room 9: Liona Paulus**  
Emergence of a scientific register in non-written languages: In sign languages

### 9.30-10.00 **Coffee break | atrium**

<b>Session 1   room 2.B26</b> <b>Digital &amp; hybrid learning environment</b> Chair: Silvia Frank	<b>Session 2   room 2.B30</b> <b>Digital technologies</b> Chair: Zorana Sokolovska	<b>Session 3   room 2.B27</b> <b>Multimodal communication &amp; literacy</b> Chair: Patricia Schubiger
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10.00-10.30	Maintaining joint situation awareness in robot-mediated, synchronous hybrid language classroom interaction  Teppo Jakonen & Fredrik Rusk	In Other Words: A free online resource to challenge discriminatory language and promote critical language education  Paola Giorgis, Aurelia Lumbau & Manuela Russo	Language and sound: Multimodal literacy connections in meaning-oriented music education  Philipp Fabian Saner
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10.35-11.05	Double spatiality in a digital learning environment from GFL student's perspectives  Anneli Fjordevik & Maren Eckart	Multilingual teaching practices in technology-rich classrooms in Norway. Exploring tablets as a pedagogical resource  Dag Freddy Røed	Developing ChaLL: A digital speaking companion for language learners  Luzia Sauer & Manuela Hürlimann
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11.10-11.40	Extramural activities and their relationship with English as a foreign language: Internetese versus standard English?  Lisa-Christine Altendorf	ELT in the digital age: Narrative across the media, multiliteracies, and blogs  Michael Cornelius Prusse
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### **Workshop 1 | room 2.B26**      **Workshop 2 | room 2.B30**      **Workshop 3 | room 2.B27**

11.45-12.30	How videos and AI enhance language learning in the classroom  Simone Ries, Irene Althaus & Luc Duvold	Fostering competent and critical use of translation tools in the foreign language classroom  Raphaël Perrin & Catherine Ferris	Viagg-io - an immersive journey to Italian-speaking Switzerland  Elke Schlote, Reto Spoerri & Ines Honegger
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### 12.30-13.45 **Lunch break | canteen**



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	<b>Session 1   room 2.B26</b> <b>Online teaching and learning &amp; digital citizenship</b> Chair: Olena Marina	<b>Session 2   room 2.B30</b> <b>Digital literacy &amp; technologies</b> Chair: Raphaël Perrin	<b>Session 3   room 2.B27</b> <b>Creativity in digital context</b> Chair: Stefanie Wyss
13.45-14.15	Advantages and challenges that teachers face while teaching English as a foreign language to Chinese students online  Milan Todorovic & Natasa Spasic	Digital literacy education in the upper-secondary EFL classroom: Beliefs and practices  Doris Ittner, Sonja Beeli-Zimmermann, Karin Müller, Alyssa Emch-McVey, Noemi Aebli & Lynn Feldmann	Creative language teaching in the digital era: Complexities, affordances and teachers' ideological struggle  Af'idadul Husniyah
14.20-14.50	Opportunities for technology-based cognitively engaging experiences and digital citizenship education in second-language teaching: Results from the DigiTraSII project  Tessa Consoli, Chiara Antonietti, Maria-Luisa Schmitz, Alberto Cattaneo, Philipp Gonon & Dominik Petko	The platform for MORE! English textbooks: Teaching objects towards the competences of the Swiss curriculum  Slavka Pogranova & Corinne Ramillon	The role of digital media in promoting social justice  Andjelka Petrovic
14.50-15.20	<b>Coffee break   atrium</b>		
15.20-16.20	<b>Plenary 5   lecture room 9: Cláudia Hilsdorf Rocha</b> Critical digital literacies and language education in challenging times: Voices from the Global South		
16.20-16.35	<b>Closing remarks   lecture room 9</b>		
16.35	<b>End of the conference</b>		

## 5 Plenary speakers



### **Jannis Androutsopoulos**

Professor of German and Media Linguistics at the University of Hamburg, Germany

### **De- and recentering language teaching and learning in digital environments: German on YouTube**

Friday, 1 September 2023, 9.20–10.20

Research on informal (non-institutional, non-guided) practices of language learning and teaching in digital environments shows that digital media resources boost opportunities for informal language learning, increase learner autonomy, and diversify the representations of language-learning targets (Chik, 2019; Chik & Ho, 2017; Würffel, 2018). In this keynote, I propose the notions of “decentering/recentering” as a figurative caption of the tensions and ambiguities surrounding (especially second/foreign) language education with online resources. I first outline an overview of receptive, productive and interactive language practices with language technologies, digital content platforms and social networking sites, offering examples for how different combinations among these dimensions constitute patterns of language learning and teaching (Androutsopoulos, 2016, 2018). I then examine one particular digital environment, YouTube, as a site of digital literacy and discursive practices around German as a foreign language (Chowchong, 2022). Several YouTube channels provide a wide range of resources for learning German, their video lessons covering a wealth of linguistic phenomena in creative, imaginative and entertaining ways. At the same time, the respective comment sections take up, complement and even challenge the knowledge provided by the channel presenters, for example offering alternative understandings on the relation between standard and nonstandard German. Overall, while the sheer diversity of metalinguistic representations in these videos decentre target-language norms, the interaction between videos and comments brings to the fore some shared language ideologies, thereby recentering language-learning targets.

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**Cláudia Hilsdorf Rocha**

Professor of Applied Linguistics at the University of Campinas, Brazil

**Critical digital literacies and language education in challenging times: Voices from the Global South**

Saturday, 2 September 2023, 15.20–16.20

In this keynote presentation, the idea of social transformation will be firstly approached from a Freirean postcolonial perspective (Freire, 1967, 1974, 2013, 2014, 2017; Kohan, 2019) in order to situate the challenges we face as (language) educators in digital times (Mills, 2016). Currently, among so many other complex and serious social problems worldwide, we are confronted with the worrying effects of neoliberal capitalism (Chun, 2017), the increasing dissemination of misinformation, the distressing rise in violence and in human rights attacks, and the alarming destruction of our natural reserves. In the face of all that, a critical and politically engaged education is urgently needed, so that an active and solidary citizenry can be nurtured. Likewise, a radically transformative (Stetsenko, 2019; Tanzi-Neto et al., 2021), distributed and affective agency seems to be needed to disrupt solipsism, as well as the oppressive social, cultural and linguistic inequalities that nowadays constitute our digital society. More specifically, to approach such challenges, some key principles of a critical language education in a fast-changing world will be addressed, so that a conceptual framework for the co-construction of third-space literacies (Potter & McDougall, 2018), as part of an engaged and transgressive pedagogy (hooks, 2019, 2020), can be outlined. Finally, critical (Monte Mór, 2018) and creative (Connolly & Readman, 2017) media literacy will be discussed as possible (educational) tools for social transformation, from an enactive-performative point of view,

as far as (language) education is concerned (Aden & Eschenauer, 2020). To illustrate the proposed discussion, a number of research projects and practices developed by Latin American scholars will be addressed, so that the voices of the Global South can emerge more evidently and add to a critical educational agenda in our challenging times.

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### Liona Paulus

Senior lecturer in Deaf Studies and Sign Language Linguistics at the University of Cologne

### Emergence of a scientific register in non-written languages: In sign languages

Saturday, 2 September 2023, 8.30–9.30

Natural human communication is expressed in different modalities, notably spoken language, sign language and, more recently, the tactile modality (cf. Edwards & Brentari, 2019). Many spoken languages have been in existence for a long time and, owing to knowledge storage and transmission with media, they have developed into a written form. The transfer of knowledge and literature by means of fixation such as writing on stone, clay and paper has also led to the development of different text types and formatting rules (e.g. Hansen & Hessmann, 2013). In the case of sign languages, which until now were “oral” languages without a written tradition and were mostly found only in the private register, an analogy to written languages is developing thanks to newer technologies and digitalization. This has led to the existence and generation of different text types and literary genres (cf. Keller et al., 2018; Sutton-Spence & Kaneko, 2016), as

well as formatting rules in many sign languages such as ASL (American Sign Language), DGS (German Sign Language) and Libras (Brazilian Sign Language), to name just a few examples. As interest in sign languages is increasing in academia, especially in linguistics, translation studies, cultural and social sciences and in some cases STEM, too, and as numerous sign language-competent individuals are now involved, a scientific register is also developing in the process (cf. Hansen, 2008). In my keynote address, I will show on the basis of the aforementioned sign languages how the fixation of these languages can work and how (scientific) formatting and (academic) text types on a visual level, corresponding to written rules, look or could look.

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### **Steven L. Thorne**

Professor of Second Language Acquisition at the Portland State University (USA) and at the University of Groningen, The Netherlands

### **Rewilding and desire lines as vectors for innovation**

Friday, 1 September 2023, 13.45–14.45

Language use, second-language development and technology-mediated human activity are complex processes situated in, and in some cases demonstrably interwoven with and catalyzed by, specific material and social contexts. Due to this complexity, world language (L2) education has long attempted to simulate real-world settings in order to address the



sense of artificiality this is endemic to many instructional contexts. In recent decades, there has been growing research and innovation relating to the use of digital technologies and pedagogies that interface formal L2 education with opportunities for interaction and learning that occur primarily or fully outside of classroom contexts (Reinders et al., 2022; Thorne et al., 2009, 2021), with the goal of increasing the ecological validity of both the content and the interactional processes of language learning. This presentation describes a 20-year trajectory of research-informed pedagogical innovation using the metaphor of “rewilding”. Similar in some respects to other extramural and language learning beyond the classroom projects, “rewilding” language education (Thorne et al., 2021) involves reverse engineering from studies of learning in the wild (Hutchins, 1995; Thorne, 2008, 2010, 2012) in order to augment and restore a diversity of real-world activities and interactional affordances into instructional curricula. The rewilding approach addresses the challenge of how to dynamically integrate formal learning settings with the vibrancy and diversity of linguistic, experiential and situational contexts out in the world. Included are case studies of design interventions that attempt to rewild instructed language learning. These include the use of mobile augmented reality, engagement with online fandom and gaming communities, and use of Large Language Model Artificial Intelligence tools. Together, these projects apply multiple approaches (i.e. sociocultural theory, usage-based linguistics, ethnomethodology, posthumanism), evince social justice commitments and address diverse L2 learning contexts.



**Crispin Thurlow**

Professor of Language and Communication and Director of the Department of English at the University of Bern, Switzerland

**The stuff of words:**

**Language materiality and/as symbolic power**

Friday, 1 September 2023, 17.00–18.00

In the spirit of “rewilding” and “liberating” language, my presentation turns to language materiality as a scholarly framework for explaining how and why words matter in everyday life. The presentation will be organized around a series of empirical vignettes drawn from my own research, ranging from cookie consent notices, disability access signage, and schoolground pejoratives to business class menus and garbage bags. In connecting these banal, seemingly innocent practices, I will highlight three interrelated processes: the multimodal interplay of words and things; words functioning as material artefacts in their own right; and the way words materialize (i.e. make happen and make concrete) societal



structures of inequality. As such, materiality is not simply an analytical curiosity but an explicitly political consideration; indeed, the stuff of words sits at the very heart of symbolic power.

**PH LUZERN**  
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## 6 Abstracts

### Session 1 Citizen science & telecollaboration

Friday, 1 September 2023, 10.50–11.20

#### **Fictional Science (FiSci) – promoting critical textual literacy in dealing with fake news**

Stephan Schicker

This presentation will present initial results from the Erasmus+ funded educational project Fictional Science (FiSci) – Promoting Critical Textual Literacy in Dealing with Fake News. The project focuses on the development and scientific evaluation of teaching materials that aim to develop learners' competences to assess the authenticity of digital texts.

In the presentation, a didactic setting will be presented that makes learners aware of the importance of sourcing processes and teaches strategies for carrying out such processes. The term “sourcing” refers to the identification and use of metadata (external to the text), which are available or searched for in addition to the actual information within the text. They provide information about the author, the context in which the text was created or the intentions pursued with the text (cf. Goldman & Scardamalia, 2013, p. 259). Such sourcing processes are a central component in assessing the credibility of information, especially with regard to digital texts (fake news).

Furthermore, the teaching module presented is based on the didactic concept of inoculation, i.e. preventive measures to initiate cognitive competences in dealing with means of manipulation and disinformation (cf. Kozyreva et al., 2020, p. 103). One of the didactic innovations of the setting is that the confrontation with fake news initially takes place on the basis of didactically constructed fake news texts. This allows learners to focus on the acquisition of skills for identifying disinformation without being distracted by preconceived opinions or information (worldview-backfire effect) (cf. Cook et al., 2017, p. 2).

The presentation will first focus on theoretical and didactic foundations for the didactic setting to promote sourcing skills of learners and then present the results of the scientific evaluation and optimization of the setting in the course of a cyclical process within the framework of design-based research.

#### **References**

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Friday, 1 September 2023, 12.00–12.30

### **Citizen science and the classroom: Rewilding language learning**

Sabrina Bertollo & Stefan Rabanus

Language learning is facing increasing challenges, therefore approaches that do not consider the interconnection between the linguistic dimension, the digital world and the necessity for an active citizenship fail to capture the context in which language learning is actually embedded.

Seen in this light, language teaching and learning not only need to be rewilded (Thorne et al., 2021), but the direct involvement of citizens in “constructing” science (Haklay et al., 2021; Roche et al., 2020) can serve as a tool to develop strategic competences (Octaviana, 2021).

In this contribution we will present a project that we will conduct during September to December 2023, in which crowdsourced data collected among dialect speakers in northern Italy and freely accessible to the citizenship ([www.vinko.it](http://www.vinko.it)/[www.vinko.it](http://www.vinko.it)) will be used as a “rewilder” to develop linguistic awareness. The large data collection – the result of a citizen science initiative VinKiamo ([www.vinkiamo.it](http://www.vinkiamo.it)) involving hundreds of secondary

school students – will be used as a new digital wild (Sauro & Zourou, 2019). Becoming aware of the microvariation between the dialects will be the starting point for typological considerations that might help L2 learning (e.g. German). An example are direct questions, which require ‘verb + enclitic pronoun’ in many Venetan varieties (dòrmìto? lit. "sleep-you"), similarly to German ‘verb first’ + subject (Schläfst du?), while such a construction is impossible in Standard Italian, where the subject must be dropped (\*dormi tu?).

Two main steps are planned: (i) in two two-hour workshops language teachers will experience rewilding, i.e. they will dive into wild data to see how they can be used to foster linguistic awareness; (ii) in workshops with students we will make them surf the linguistic database, understand differences and similarities between the varieties of their own linguistic repertoires and carry out metalinguistic reflections useful for expanding language awareness and language learning.

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Friday, 1 September 2023, 14.50–15.20

## **Big Brother is watching you: Students’ perspectives on online collaborative assignment writing**

Francesco Screti

This paper studies undergraduate students' perceptions about using Google Docs for guided writing of the final assessment in an academic writing course at higher education level. Qualitative data were collected through a Moodle survey from 110 respondents (out of the 220 students of the whole cohort) of a European higher education institution, and analyzed employing thematic and discourse analysis. The teachers' aim was to reduce anxiety toward a new and complex writing assessment such as a literature review, particularly challenging as English is the medium of instruction but not always the students' L1, increase effectiveness and reduce procrastination, and ultimately enhance the success rate. Results show that despite the appreciation of technical features (autosaving, accessibility) or of the guidelines and examples contained in the template shared, students' perceptions diverged from the teachers' aim: some students did not like working online, expressed a preference for other software, or found the procedure time-consuming or constraining, or even too easy. Most importantly, some students felt stressed for being watched. So, if teachers want to adopt the same procedure they should make sure to explain as clearly as possible the aims of the use of technology to maximize effectiveness and minimize students' resistance. In the future it would be useful to see whether a correlation exists between students' performance and resistance/acceptance to being watched by their teachers and whether intercultural differences exist in the students' rate of acceptance of being monitored by teachers.

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Using Google Docs for guided Academic Writing assessments: students' perspectives  
(in press)



## **Session 1 Digital technologies**

Friday, 1 September 2023, 15.50–16.20

### **Playful language learning with a Robot – RALL in an informal setting through a friendship booklet**

Liisa Peura, Marjut Johansson & Maarit Mutta

The multidisciplinary skills required by digitalization in education are already part of the curriculum in many countries. A social robot, i.e. a robot with which you can interact (Brezeal, 2003), could be a natural way to combine learning objectives in the language classroom. However, there are few research results or little pedagogical reflection on long-term studies of robot-assisted language learning (RALL) in real classroom situations (Lee & Lee, 2022; Randall, 2019; Vogt et al., 2017). To fill this gap, this empirical long-term study aims to find out what kind of added value a robot has in L2 learning in a primary school context. The objective is to study how the young learners of French convey meaning and tell about their conversations with the robot. The research is qualitative and adopts a linguistic ethnographic approach to reveal the young learners' own voice.

In this research setup, learners and the teacher were “agentive social actors who actively, critically, and creatively engage in co-constructing their learning environments” (Lytra et al., 2022, p. 7). First, the learners created themselves questions for the robot thus affecting the nature of human-robot interaction (HRI). Second, they interacted with the robot and later wrote and drew about their experience in a friendship booklet (*carnet d'amitié*) that was filled informally. The pedagogical goal was to enable free interaction deliberated from the schoolbooks and grading.

Analysing the friendship booklets indicate that the robot also supported children's playful learning informally. The interaction with the robot brought about new and engaging ways of expressing oneself in writing. The young learners resorted to their own creative language when they encountered linguistic challenges in French. In sum, the making of the *carnet d'amitié* can be seen as a manifestation of processes in which the interaction was experienced multimodally combining linguistic, strategic and digital competences.

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Friday, 1 September 2023, 16.25–16.55

### **Digital resources to evaluate German L2 in French-speaking Switzerland: Challenges, experiences and benefits**

Veronica Sanchez Abchi & Sophie Sieber

This contribution is part of the project EpRoCom – Banque d'items, which consists in the creation of a bank of assessment items for several school disciplines, intended both for teachers and for cantonal authorities (Roth et al., 2021; Sánchez Abchi & Ruf, 2022). The current stage of the project is focused on the elaboration and validation of oral comprehension and production tasks in German as a foreign language. The comprehension tasks come from cantonal tests in French-speaking Switzerland for the 8th HARMOS (11–12 years old), while the oral production tasks have been elaborated for the bank.

Moreover, at a time when digital education has been defined as a priority in the context of French-speaking Switzerland, the need to transpose the German evaluation tasks into a digital format was raised. The comprehension and oral production tasks will thus be adapted – or designed – for a tablet-based assessment, managed independently by the users.

This process involves different stages ranging from the validation and modification of the items from a didactic and construct adaptation point of view, to the transformation of the items into a digital format, allowing us to think about tools to support students' understanding and production processes (Álvarez, 2016). In addition to accelerating the analysis of

results, digital testing allows us to highlight the practices that pupils are used to, the difficulties they encounter – thanks to the recording of time and manipulations carried out – and allows us to make specific adaptations according to the needs and level of the students.

In this contribution, we will focus mainly on the challenges linked to the transformation of the German L2 items into a digital format and its impact on students' performance. We will discuss the advantages and limitations of the digital evaluation process, as well as the specific contributions and challenges of such a study in French-speaking Switzerland.

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## **Session 2 Digital wilds & linguistic landscape**

Friday, 1 September 2023, 10.50–11.20

### **French reading comprehension: Learning and teaching within a game-based digital platform**

Lionel Alvarez, Thierry Geoffre & Aous Karoui

The use of digital tools has become increasingly important for the development and maintenance of literacy in today's world. Digital practice can help improve literacy by allowing users to interact with more diverse and dynamic forms of media, as well as engaging them in new and innovative ways.

Indeed, as our world continues to become increasingly digitalized, it is important to consider how technology can be an asset in helping all children to improve their literacy skills.

Therefore, at the University of Teacher Education Fribourg (HEP|PH FR), we work on improving K-12 learning of French as the schooling language. Indeed, we present in this paper our work on GamesHub, a web-based and games-based learning platform, in which we implement digital assistance tools (DAT) associated to learning games for K-12 students. Moreover, GamesHub provides teachers with the ability to create learning pathways, close to the didactic sequences usually used in the classroom, that can be adapted to the different needs of their students.

From a Universal Design for Learning perspective (CAST, 2023), DAT promote equitable access to information for all profiles with or without special needs. Many studies have testified to the potential of learning games to improve motivation, engagement and the overall learning experience (Karakoç et al., 2020). Adaptive learning is also considered as having the potential for personalized learning experiences that can be tailored to each student's individual strengths and weaknesses.

We have reported a first series of experiments in May 2022 (N = 76, in four K-12 classrooms) with very encouraging results on measuring flow after playing learning games (Alvarez et al., 2022). This paper will report new data from the systematic testing of the platform in March/April 2023 with six K-12 classes and a total of 117 students. We will document the potential impact on skills improvement (reading comprehension) and usage by students and teachers.

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Friday, 1 September 2023, 11.25–11.55

**Teaching German in a jersey: A multimodal analysis of German language teaching pages on Facebook**

Akra Chowchong

Whereas the study of linguistic landscape in educational space, widely known by the term “schoolscape”, focuses on signs and recently on the placement and design of material artefacts (Androutsopoulos & Kuhlee, 2021), the present study looks at educational-commercial Facebook pages, a virtual landscape where education and business are combined. Despite current competition with younger platforms such as TikTok, the popularity of Facebook pages for educational purposes is still present among tutors and learners in Thailand, especially in the context of language teaching and learning.

The aim of the study is to find out how such pages deploy semiotic resources to emphasize or to refer to their “product”, which in our case is the teaching of German as a foreign language (GFL). The corpus consists of 20 GFL-Facebook pages run by Thais, including multimodal contents (e.g. infographics and sample teaching materials) from the year 2022, all profile pictures and cover photos. The preliminary analysis revealed the dominance of semiotic resources indexing Germany, although the German language is – as often stated on those pages – also spoken elsewhere. Recurring elements include the decorative use of the flag of Germany, its colour scheme of black, red and gold, as well as silhouettes of landmarks in Germany. A sample video also features a person wearing an Adidas jersey of Nationalmannschaft while explaining vocabulary.

The semiotic resources used not only imply the view of the page owners on the German language, but they also indicate the general associations of Thai people with the language, on which those page owners try to draw. The findings may further reveal the underlying language ideologies, especially “one language one people” (Woolard & Schieffelin, 1994), resulting in the notion “German = Germany” mentioned above.

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Friday, 1 September 2023, 12.00–12.30

### **Digital wilds in workplace interaction**

Kristin Vold Lexander

There is rising interest in on-the-job language learning, and in how learning in educational contexts and in the workplace can be of mutual support (Lehtimaja et al., 2021; Sandwall, 2010; Yates, 2018). At the same time, digital tools have become an integrated part of interaction at work, both for relational and for task-oriented purposes, not only in jobs where the work is carried out digitally, but in all kinds of workplaces (Mak & Chui, 2013). This paper looks at the relationship between the two – language learning and digital interaction at work – exploring it from the perspective of the digital wilds (Sauro & Zourou, 2019). More specifically, it seeks to answer the following questions: How do work migrants with Norwegian as a second language communicate digitally at work, and how do their digital work language practices affect their language learning? Do these practices enable “spontaneous, user-driven, bottom-up practices that support learning”? (cf. Sauro & Zourou, 2019, p. 1). Language learning is approached broadly, as social practice, and more specifically as “co-constructed practices of social interaction in the learners’ life-world” (Piirainen-Marsh & Lilja, 2022, p. 195) to analyse qualitative interview and digital interactional data collected from 2020–2022 with ten Lithuanian work migrants in Norway and three of their employers. With a focus on two of the participants, the paper compares the employees’ reflections on their practices with those of their employers. It considers their explicit strategies to overcome communication challenges at work through their use of the mobile phone and discusses how the interaction with various interlocutors influence language learning in the workplace interaction ecology.

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Friday, 1 September 2023, 14.50–15.20

**English language developmental paths by French young adolescents: In and out of a school continuum**

Laurent Perrot

This communication intends to present some results taken from the doctoral work we completed in France as a continuation of research conducted with a university audience on their online informal learning of English (OILE) by Sockett and Toffoli (2012), Toffoli and Sockett (2014) and Kusyk (2017). Our exploratory study aimed at exploring the informal practices of English by 483 secondary-school pupils, all of whom were enrolled from Year 7 to Year 10 at the Esplanade International Secondary School in Strasbourg. The study was conducted using mixed methods, both quantitative through online questionnaires and qualitative through semi-structured interviews. The data show that the informal practices of these French secondary-school pupils, already highly present in Year 7, develop along a complex motivational continuum whose underlying drive is a quest for leisure. Our study, which draws on theories of motivation (Dörnyei, 2009) and learner autonomy (Holec, 1979) through the filter of complex dynamic systems theory (Lowie, 2017) takes into account the particularities of the young adolescent in terms of cognitive, socio-affective and conative development. This has led us to adopt a holistic approach towards these young language users. Their informal practices are seen by the pupils as compatible with, or complementary to, formal teaching practices from Year 7 to Year 8, but this complementarity is perceived more critically from Year 9 on. At the same time, formal teaching can be seen as both a hindrance and/or a help. Our results thus indicate that a better understanding and consideration by English teachers of the personal informal practices of English in the wild, taking into account the young user perspective (Jensen, 2019), is sorely needed to bridge the gaps (Thorne & Reinhardt, 2008) that exist between the formal and informal settings, as the language developmental landscapes of the French young adolescent are no longer limited to the walls and posters of their language classroom.

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**Session 2 Digital learning across borders**

Friday, 1 September 2023, 15.50–16.20

**Homestay from home: Exploring the potential and pitfalls of online study abroad courses**

Antonija Cavcic

Aside from throwing societies, medical care systems and economies worldwide into turmoil, Covid-19's deep impact on the travel industry meant that international travel, regardless of the purpose, was either no longer viable or heavily restricted. Needless to say, the study abroad sector was thrown into limbo with students not knowing when and where they could go and the frequently changing conditions rendered any long- or short-term planning immensely complicated. Fortunately, with the advent and widespread uptake of ICT, "online study abroad" (OSA) courses were offered as alternatives to location-based study abroad programmes. In this presentation, I reveal the findings of a discourse analysis of OSA testimonials given by 75 tertiary-level students in both private and public institutions in Japan. The overall findings reveal that although OSA programmes are not exactly ideal owing to time differences and the lack of cultural immersion, the smaller numbers of students in classes provided students with greater opportunities to speak up and interact with other students. As well as highlighting the perceived advantages and disadvantages of OSA programmes, I argue that retaining such programmes in a post-pandemic era will not only promote inclusivity by providing options for students with financial difficulties or disabilities, but it will also offer senior students occupied with job-hunting obligations a last chance to study abroad before entering the workforce.

Friday, 1 September 2023, 16.25-16.55

**Intercultural, foreign language and digital blended learning lesson design with eTwinning to promote virtual European encounter work**

Diana Gross & Heike Wendt

The eTwinning platform for educators enables virtual cooperation and communication across borders. Literature suggests that digital encounters with Europe can make teaching

more attractive and promote students' digital, intercultural and linguistic competences (cf. Gilleran, 2019). The platform thus has potential to support the acquisition of European values, and digital and basic language skills. However, its use requires a lot of preparation for teachers, especially in the primary level. Our study aims explore the expectations and challenges of teachers that might motivate or hinder the use of an eTwinning teaching concept in their science lessons at primary school level in Austria, France, Greece, Romania and Slovakia. For this we conducted a focus group with Austrian (n = 10), French (n = 6), Greek (n = 3) and Slovak (n = 1) primary school teachers, who showed initial interest in realizing a virtual school partnership with 2nd to 4th grade students. In addition, participatory observations were made in classrooms where teachers realized first virtual encounters. The interviews and classroom observations were recorded and transcribed. For this study we conducted qualitative content analysis, according to Mayring, following an inductive approach exploring digital, intercultural and linguistic dimensions. First analysis shows, in line with the literature (e.g. Blumberg, 2020) that, in particular, available hardware and computer skills mediated the willingness and experiences of implementation. We will present and discuss these results.

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## Session 3 Digital literacy & storytelling

Friday, 1 September 2023, 10.50–11.20

### **Extremely virtual & incredibly physical: Investigating students' mediation strategies through digital storytelling and digital social reading**

Ilaria Compagnoni & Fabiana Fazzi

Digital mediation strategies are key soft skills to develop among students as they prepare to interact socially and professionally in increasingly digital collaborative settings. Defined as a set of communication strategies deployed in digital communication settings to solve problems (Mehrvarz et al., 2021), mediation is a skill that enables students' cooperation in task-based language education settings. However, research is missing on investigating learning practices in digital social spaces that afford the development of students' mediation skills while using foreign languages to achieve group task goals. In this presentation, we will outline the results of two case studies that explored the interaction potential of two different digital educational activities: Digital Storytelling through Virtual Reality (VR) and Digital Social Reading (DSR). Data collected via a mixed-methods design will show that while there are intrinsic interactional affordances related to the technologies used in educational contexts, fostering students' mediation strategies is only feasible through the application of a sound instructional methodology. This should include both pre-activity tech-training and the integration of asynchronous and synchronous moments of reflection and discussion, allowing for the creation of a community of practice that collaborates to understand tool usability for attaining activity goals. Starting from the discussion of these results, pedagogical implications will also be drawn to help language teachers implement virtual technologies in their classrooms with the aim of boosting students' digital mediation strategies to act successfully in their professional and social lives.

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Friday, 1 September 2023, 11.25-11.55

**Task-based oral digital storytelling in primary English in Switzerland: Motivating, fun, and progress in speaking**

Andrea Lustenberger

Digitalisation has been transforming the young learner (YL) and foreign language (FL) classroom, and with today's user-friendly technology children can easily create stories and draw on a FL imaginatively (Macleroy et al., 2021). Nevertheless, oral task-based digital storytelling (DST) is still a fairly new approach with so far only little research on its potential for the YL.

This one-year research study investigated opportunities and challenges of collaborative oral DST in English as a FL. It explored ways of promoting FL learning and the prior knowledge needed to participate in the tasks. It also examined in which ways collaborative oral DST can foster FL learning and the role of translanguaging within this process.

The main data of this qualitative small-scale case study in one Year 4 class in the German-speaking part of Switzerland consisted of 19 pupils' reflection on their experience of DST in a questionnaire and audio- and video-recording of two dyads designing digital stories to reveal the collaborative creative process. These preliminary findings were triangulated with interviews with these four children and their Year 4 teacher at the end of the academic year, and their Year 5 teacher after the summer break. The recordings from task observations and interviews were transcribed and all the data analysed using reflexive thematic analysis.

The results revealed that DST is a motivational approach that can foster the development of oracy in a FL. This can be encouraged by providing language support, Mercer's (1995) approach of explicit guidance on effective collaboration and a real audience. Furthermore, translanguaging, little known in Switzerland (Krompák, 2014), played an important role throughout the process. These findings have implications for teaching and learning, and YL FL pedagogy in general, as the provision of meaningful speaking tasks, support of learning processes and the use of digital technology provide new opportunities and cater for the learners' emotional, physical and cognitive needs, but also seek for further insights into oral task-based DST.

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Friday, 1 September 2023, 12.00–12.30

**Exploring the digital transmedia creation “Fabelhaft-Fabuleux”: Translingual and multimodal storytelling with bilingual student teachers**

Esa Christine Hartmann

The action research “Fabelhaft-fabuleux: Creating a translingual and multimodal pedagogical resource in bilingual teacher education” explores novel performative approaches (Mentz & Fleiner, 2018) in the context of multilingual and multimodal literacy acquisition through children’s literature (Hartmann & Hélot, 2021; Hélot et al., 2014). It was carried out with 20 bilingual student teachers in the context of the French-German teacher education programme at the University of Strasbourg in 2022.

The pedagogical aim of this project was to create a translingual and multimodal pedagogical resource in the form of a digital transmedia creation based on three picturebooks by Tomi Ungerer, whereas the scientific purpose of this research was to analyse bilingual student teachers’ attitudes towards multimodal storytelling performances based on picturebooks, as well as the effects of these performances on their personal and professional development.

Our investigation was guided by the following research questions:

- What are the effects of this action research on the student teachers’ attitudes towards translingual storytelling performances based on children’s literature?
- What are the impacts of this project on their linguistic, cultural, and professional identities?

Our research approach included a written survey with 20 bilingual student teachers, who shared their experiences in the form of autoethnographic protocols (Adams et al., 2021). A qualitative content analysis (Mayring, 2004) of the student teachers’ discourses shows reflection on the creative designing and staging process, the multimodal performance of the picturebook stories, and their intercultural reception in a multilingual context. Additionally, they reveal the transformation of the student teachers’ professional attitudes and beliefs towards interactive and multimodal pedagogical approaches, the enrichment of their linguistic and cultural identity, and the positive reinforcement of their professional posture.

Finally, we will discuss how creative teaching of children's literature at university can represent a tool for the personal and professional empowerment of teachers.

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Friday, 1 September 2023, 14.50–15.20

## Introducing machine translation literacy to language learners: Learning by listening and doing

Sara Cotelli Kureth

Language learners are faced with a plethora of digital tools to help with their learning: online dictionaries (OD), machine translation (MT) systems, bilingual corpora, text generators, etc. These are generally very easy to use in a practical sense, simply a question of clicking in the right place and copy-pasting. However, an extensive study on MT use by Swiss university students, carried out in 2020–2021 (Delorme Benites et al., 2021), has shown that most learners do not use these tools critically nor do they differentiate in the way they use the various types of tools. That is why enhancing language students' digital and especially MT literacy (Bowker & Buitrago Ciro, 2019) is crucial.

This presentation focuses on a follow-up action research project carried out at the Language Centre of a Swiss university. In the first project (spring 2022), students attended a short presentation about MT, focusing mainly on how to use it for language learning and pointing out that it should not be used for single-word searches. The results were mixed,

with some students showing improved MT literacy, while others still used MT as ODs. The follow-up protocol used a modified version of the presentation and included at least one specific task on MT and/or other digital tools during the semester. Teachers were trained in MT literacy and asked to regularly remind students about it when the occasion presented itself.

This second protocol was assessed using teachers' logs and students' answers to a survey similar to the spring 2022 survey. The responses will be compared to ascertain whether this extended protocol with presentation and obligatory task brings more literacy to students. Sharing these results could enable other language centres and higher education institutions to foster digital literacy in the most efficient way.

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## Session 3 Digital writing & machine translation

Friday, 1 September 2023, 15.50–16.20

### Machine translation in the lower secondary English classroom

Brigitte Reber & Meike Raaflaub

Even though teachers view the changes in the language classroom through machine translation (MT) with some scepticism (Raaflaub & Reber, 2022), modern English language teaching should explicitly work on competences for a reflective use of MT in the classroom. Research on the benefits of MT has focused primarily on student writing in higher education (Lee, 2020; Lee & Briggs, 2021; Niño, 2020). Little research has been conducted for secondary education classrooms (Perrin et al., 2022).

In the intervention study "Using translation machines competently" at PHBern, the use of and attitudes towards MT by students and teachers in lower secondary education were investigated. For this purpose, a training strategy for working with MT was developed, integrated into the compulsory teaching material of the Canton of Berne, and subsequently tested with six classes (N = 112 learners). At four different points in time, all learners were surveyed through questionnaires about their perception of the usefulness of MT for their learning. At three time points, focus group interviews were conducted with three selected learners from five classes (n = 15) on the reasons for their opinions. At the end of the project, five teachers (N = 5) participated in individual interviews. They were asked about their teaching practices and their attitudes towards MT. The open-ended responses to the questionnaires and transcripts of the interviews were analyzed using qualitative content analysis (Mayring, 2015).

Preliminary results indicate that most learners would appreciate teachers allowing the use of MT in class, but that they have mixed opinions about the usefulness of MT for English language learning. First findings suggest that learners' attitudes are affected by teachers' beliefs about digitalization and by their teachers' teaching and assessment practices.

Based on these findings, this presentation will discuss requirements for a reflective use of MT in the English language classroom.

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Friday, 1 September 2023, 16.25–16.55

### **Back to the pen? The hybrid use of transcription technologies in lecture notes**

Sibylle Hurschler Lichtsteiner

The discussion on the importance of handwriting has been conducted in academic discourse for quite some time in a dichotomous manner of handwriting vs. keyboard writing (cf. Bulut, 2019, p.12). Meanwhile, children and adolescents use a variety of writing technologies. Regardless of which technology is favoured, basic writing skills should be available in an automated way as early as possible. This quickly releases resources in the working memory for the complex processes of text creation (Sturm et al., 2017).

Between 2019 and 2021, students at the Lucerne University of Teacher Education were surveyed about their usage behaviour of analogue and digital transcription technologies during their lectures. While the survey could still be conducted on site in 2019 and 2020, it took place in 2021 (owing to the pandemic) in the context of an asynchronous lecture. The analysis of the survey (N = 235/206/190) shows how usage has changed over the course of three years. The results reveal the notebook as being the most frequently chosen technology.

Looking at all nine options there is a surprisingly clear trend towards the increasing hybrid use of technologies that include the use of a pen. A renewed and more in-depth survey starting in Spring 2022 explored how writing environments evolved after the return to face-to-face instruction. This ends up in the discussion as to which techniques need to be taught by schools to promote writing (Hurschler Lichtsteiner & Schüler, accepted).

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**Session 1 Digital & hybrid learning environment**

Saturday, 2 September 2023, 10.00–10.30

**Maintaining joint situation awareness in robot-mediated, synchronous hybrid language classroom interaction**

Teppo Jakonen & Fredrik Rusk

The use of videoconferencing has recently increased in language teaching and learning. While videoconferencing helps transcend the spatial constraints of classroom-based education, it also brings interactional challenges (e.g. Rusk & Pörn, 2019) and calls for new kinds of interactional competences. We explore such challenges and competences in the context of synchronous hybrid language teaching in which some students are physically present in a classroom and others participate remotely via videoconferencing (e.g. Kohnke & Moorhouse, 2021).

We focus on how participants in hybrid teaching collaboratively maintain joint situation awareness of the physical classroom space and the ongoing lesson activity, despite the fact that some experience the classroom environment, texts and participants in it “directly” and others in a technology-mediated manner. We draw on video-recorded data from a research project on using telepresence robots to enable remote participation in higher education language teaching (Swedish, English, German, Finnish) in Finland. Telepresence robots are mobility-supplemented and remote-controlled videoconferencing tools equipped with a camera, screen, speakers and a microphone, and wheels. When the robot is taken to a classroom, a remote student can move the device and control what is visible via the robot camera while interacting with classroom participants. For the classroom participants, the robot constitutes a material “surrogate” or an avatar of the remote student whose conduct they need to make sense of.

We draw on multimodal conversation analysis and investigate situations in which participants orient to the remote student’s (RS) situation awareness as somehow problematic, and attempt to restore the RS’s engagement in the ongoing learning activity. The focal sequences foreground the complexity of technologically mediated bodies (Keating, 2017) in hybrid educational contexts and illustrate how digital transformation makes human agency increasingly distributed, manifesting itself in and as emergent assemblages of humans, material artefacts and technology (e.g. Thorne et al., 2021).



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Saturday, 2 September 2023, 10.35–11.05

## **Double spatiality in a digital learning environment from GFL students' perspectives**

Anneli Fjordevik & Maren Eckart

Digital language learning in an academic context requires special didactics since face-to-face and online lessons cannot be directly transferred. To maintain a good learning atmosphere in the digital space, aspects such as social presence and a sense of belonging are important. The work in small groups, i.e. breakout rooms in Zoom, can be understood as a space for experience and learning as well as a social space. One can therefore ask what role spatiality in general and double spatiality in particular play in the digital language learning.

The present study (carried out through digital semi-structured interviews in questionnaire form) focuses on the importance of the private room for the digital seminar and the language learning atmosphere. When students participate in digital seminars, they find themselves in several different "rooms"; partly the physical place where they sit (at home, at work or elsewhere) including the geographical location, partly the digital seminar room (Zoom and especially breakout rooms). A (triple) spatiality arises where the individual and the collective meet and where the boundary between the private and the formalized environment can affect each other. Two traditionally separate contexts – the private and the study environment – become a "digital third space" (which can be linked to Bhaba's spatial



theories). In line with Goffman's "impression management" the students can present themselves/their private learning environment with the help of the room/environment. From a sociological perspective, the digital double "classroom" resembles a theatre scene where the different physical private rooms contribute to the students' performative staging of themselves (status and cultural capital) and where different roles are assumed or communicated, but where disturbing moments can also occur. We therefore want to investigate the extent to which students reflect their own and each other's privacy as part of the learning environment and which room-related factors from the students' perspective benefit or disrupt language learning.

Saturday, 2 September 2023, 11.10–11.40

**Extramural activities and their relationship with English as a foreign language: Internetese versus standard English?**

Lisa-Christine Altendorf

Extramural activities describe those activities taking place outside the "walls" of the language classroom. As opposed to other terms such as "autonomous learning" (cf. Lai, 2017, p. 49) or "computer-assisted language learning" (Reinhardt, 2019, p. 1), it also highlights that there is "no degree of deliberate intention to acquire English" (Sundqvist, 2009, p. 24). Extramural activities may include watching TV in the target language (TL), playing games, using social media or reading in the TL. However, it is unclear in how far the variety of English used and thus acquired online is compatible with the expectations of standard/academic English within the classroom. Some language researchers fear that the development of internet varieties (e.g., "Internetese" or "Textese") is a threat to the standard varieties of English (cf. Al-Kadi & Ahmed, 2018, p. 727), especially since Internetese is currently the most popular variety for intercultural communication (cf. Mesthrie & Bhatt, 2008).

This question will be explored further in the context of German learners of English by exploring the connection between several aspects: the use of English media in their free time, the attitude towards the language, and their written text production in the classroom as well as outside the classroom. In particular, the aspect of vocabulary acquisition will be explored by using Laufer and Nation's (1999) lexical frequency profiles (LFP) on texts collected from pupils in the upper grades of a German high school as well as from first-semester university students.

It is hypothesized that the language acquired by extramural activities is not reflected in the language made use of for the classroom assignments, as a less detailed pilot study with 100 participants has already suggested. However, the use of extramural activities does seem to shape the EFL learners as competent and confident users of the language, specifically in multicultural spaces such as the internet.

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## **Workshop 1**

Saturday, 2 September 2023, 11.45–12.30

### **How videos and AI enhance language learning in the classroom**

Simone Ries & Irene Althaus

Exposure to foreign language input is the key to successful language learning. Current research shows that young learners pick up a considerable amount of English outside of school, often through online activities such as videos (e.g. De Wilde et al., 2020; Puimège & Peters, 2019; Sundqvist & Sylven, 2016).

With this in mind, the authors created TONY, an innovative online platform offering a vast collection of authentic and engaging YouTube videos for teenagers. The videos are carefully selected based on both theoretical standards and student feedback. Accompanying each video are interactive comprehension questions, opinion polls and other useful tools for ESL classrooms. TONY serves as an additional resource to traditional textbooks and offers different language levels, making it a valuable tool for self-study as well. Furthermore, possibilities for combining videos and artificial intelligence, such as ChatGPT, were explored.

The platform is currently being implemented in selected Secondary I classes in Central Switzerland. Through systematic observation and semi-structured interviews with both students and teachers, the authors seek to assess the platform's utilization for teaching and learning as well as its impact on language learning, motivation and engagement. By constantly incorporating the feedback from students and teachers through a design-based approach, the platform can be continually improved to better meet the needs of its users.

In this workshop, the authors will share their knowledge and experience in creating the platform, including the challenges they encountered along the way. They will present the findings of their field research. Teacher material and student products developed with the help of the platform will be presented. Furthermore, the authors will illustrate the platform's influence on language learning through practical examples.

This workshop offers opportunities for language learning researchers, educators and experts to engage with the multimodal learning material and to expand their knowledge on language learning with videos.

Platform: [www.tony4u.com](http://www.tony4u.com)

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**Session 1 Online teaching and learning & digital citizenship**

Saturday, 2 September 2023, 13.45–14.15

**Advantages and challenges that teachers face while teaching English as a foreign language to Chinese students online**

Milan Todorovic & Natasa Spasic

Although nearly a quarter of the world's population has Chinese as their mother tongue (Hua, 2002), the Chinese language is, probably due to its complexity and the globalization trend, less popular than the English language. A great number of Chinese people invest effort into mastering English for education or work. This statement is corroborated by the existence of companies, such as TutorABC, BedaKid, BiBo, Magic Ears, etc that offer services for teaching English. In the first part of this paper, we will highlight the findings of international researchers (Lamy & Hampel, 2007; Manegre & Sabiri, 2020; Mohd Nordin et al., 2022; Tao & Gao, 2022) connected to teaching foreign languages online. In the second part of the paper, we will present our empirical research which focuses on English language teachers who have taught in one or multiple of the aforementioned companies. Over 50 teachers have participated in the survey where they answered multiple-choice and open-ended questions. Via the survey we will present the teachers' stances on the following aspects of online teaching: (1) Technological – what are the (dis)advantages of using the computer and online platforms? (2) Teaching materials and methods – what teaching materials and methods do the teachers use and do they have the ability to implement their own materials or web tools? (3) Cultural – are the cultural differences problematic or beneficial in the classroom and what are the characteristics of the students? Through these aspects, we wish to give a broader picture of online teaching in order to suggest advantages that might have been overlooked and to avoid potential difficulties that arise with any new mode of teaching.

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Saturday, 2 September 2023, 14.20–14.50

**Opportunities for technology-based cognitively engaging experiences and digital citizenship education in second-language teaching: Results from the DigiTraSII project**

Tessa Consoli, Chiara Antonietti, Maria-Luisa Schmitz, Alberto Cattaneo, Philipp Gonon & Dominik Petko

By discussing the ICAP theory of cognitive engagement, Chi et al. (2018) hypothesized that second-language learning might not benefit as much from highly cognitively engaging learning activities owing to limited opportunities for meaningful elaboration of syntax and vocabulary. Other researchers (Praetorius & Gräse, 2021) suggested the existence of subject-specific differences in cognitive activation practices. Building on these assumptions, we investigated whether there are differences in the four modalities postulated by the ICAP framework between first- and second-language teaching and whether this also extends to digital citizenship education practices (Choi, 2016; Richardson & Milovidov, 2019).

The analyses rely on a national sample of 316 first- and second-language teachers from 74 Swiss upper secondary schools (Authors, 2022). We collected the data through an online survey during the 2021/2022 school year. We conducted t-tests, Mann-Whitney-U-tests and descriptive statistics – the latter using weighted data to better represent the different language regions and school types.

Our findings indicate that first-language teachers (N = 88) involve their students significantly more often in constructive technology-based activities than second-language teachers (N = 228). An analysis of technology-based classroom activities reveals that second-language teachers – just as first-language teachers – typically do not encourage students to create videos, suggesting that the potential of constructive multimodal learning experiences for second-language learning (see Hafner, 2014) is yet to be fully realized. On the other hand, second-language teachers seem to have discovered the potential of digital gamification (see Dehghanzadeh et al., 2021). The results also indicate that second-language teachers emphasize digital citizenship education practices less than first-language teachers, with both groups focusing on evaluating information and recognizing fake news. However, other aspects, such as cybersecurity and privacy, seem to be neglected. In the discussion, we will highlight and discuss further opportunities and constraints of enhancing cognitive engagement and digital citizenship education in second-language learning.

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## Session 2 Digital technologies

Saturday, 2 September 2023, 10.00–10.30

### **In Other Words: A free online resource to challenge discriminatory language and promote critical language education**

Paola Giorgis, Aurelia Lumbau & Manuela Russo

How can an online dictionary become a resource for language teaching and learning that can be used for free in different social and educational contexts to promote digital citizenship education, social justice in digital language education, and critical language education in the digital age?

In Other Words – A Contextualized Dictionary to Problematize Otherness ([www.iowdictionary.org](http://www.iowdictionary.org)) (IOW), [www.iowdictionary.org](http://www.iowdictionary.org), is a critical, collective, creative and transdisciplinary project structured as an open, collaborative online resource.

The dictionary analyses keywords that, in different contexts and countries, (re)produce different forms of Otherness. The IOW dictionary promotes critical intercultural awareness and cross-cultural dialogue able to challenge the reification, stigmatization, stereotyping, or folklorization of the Other.

IOW tackles contemporary sociocultural issues, suggesting new methodologies and approaches; it proposes an innovative and interdisciplinary collaboration between academics, practitioners and activists; it reaches different audiences in real-life contexts; it

combines teaching, research and dissemination in different environments; it is a tool to promote new methods and practices for language teaching and learning; it is a free, user-friendly online resource that can be used from different devices.

The theoretical background to the online dictionary comprises mainly Critical Language Studies (Androutsopoulos & Stæhr, 2018; Wodak, 2015), Critical Pedagogies (Anyon & Dumas, 2009; hook, 1994) and Critical Language Education (Dasli & Diaz, 2017; Giorgis, 2018).

The presentation will discuss

- some entries to show how the dictionary combines a critical, interdisciplinary and intersectional analysis of keywords to a) raise questions about how certain representations engender discrimination, and b) offer a creative subversion by using visual and rhetorical counterexamples taken from pieces of literature, poems, street art, videos, works of art, songs, pop culture, etc
- an activity conducted in a class to show how, by critically reflecting on discriminating language, students engage in the discussion of a new entry, write it collaboratively and propose creative counterexamples.

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Saturday, 2 September 2023, 10.35–11.05

**Multilingual teaching practices in technology-rich classrooms in Norway: Exploring tablets as a pedagogical resource**

Dag Freddy Røed

A significant number (17%) of pupils in Norwegian primary schools have a minority language background (Perlic & Foss, 2019), and in some urban schools these pupils are in the majority. In response, the national curriculum highlights a resource perspective on multilingualism, clearly requiring teachers to incorporate linguistic diversity in their teaching practices (Norwegian Directorate for Education and Training, 2020). Existing research, however, suggests that Norwegian teachers only do this to a limited extent, and furthermore, that they are unsure of how multilingualism can be used as a resource in the context of teaching (Nergård & Lundberg, 2019; Palm 2018; Pran & Holst, 2015; Svensen, 2021).

In parallel with increased diversity, Norwegian classrooms have become heavily digitized, with a majority of first graders today being equipped with tablets (FIKS, 2019). Few studies, however, have concerned themselves with multilingual teaching practices in technology-rich classrooms.

In this presentation, I discuss preliminary findings from an ongoing case study, where I examine the pedagogical use of tablets in linguistically diverse classrooms. The data consist of classroom observations and audio recordings in two schools, interviews with teachers and selected screen recordings of pupils' tablets. Digital Didactic Design (DDD) forms a theoretical framework, which enables me to "gain a comprehensive picture of what goes on in individual and multiple classrooms where teachers design and implement activities using media tablets" (Jahnke et al., 2014, 2017). Furthermore, the beliefs and practices of teachers will be discussed in light of theories on pedagogical translanguaging (Cummins, 2019; García et al., 2016). The aim of the analysis is to identify how teachers' and pupils' use of tablets affect translanguaging practices in linguistically diverse classrooms.

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## Workshop 2

Saturday, 2 September 2023, 11.45–12.30

### **Fostering competent and critical use of translation tools in the foreign language classroom**

Raphaël Perrin & Catherine Ferris

Technology has transformed the way education is delivered, and foreign language classrooms are no exception. With an increasing amount of time being spent on the computer, the use of digital resources has become an integral part of the foreign language learning process. Online dictionaries and machine translation programs such as DeepL are a case in point: easily accessible and much more reliable than in their early years, translation tools have become an invaluable and unavoidable resource for foreign language learners.

From a communicative perspective, their benefits are plain to see: translation tools allow learners to understand more and to express themselves more accurately and more extensively (Garcia & Pena, 2011). Some learners also believe that the tools help them learn new words and constructions (Briggs, 2018; Perrin et al., 2021). However, both teachers and students have expressed concerns about the risk of overreliance, and fear that the possibility of letting the tools do the thinking for you could undermine the learning process. The insufficient understanding of how translation tools work has also been described as an obstacle to their successful use (Lidström, 2019; Perrin et al., 2021).

In reaction to this, the project Tools@Schools of the St. Gallen University of Teacher Education has developed a set of exercises for the lower secondary foreign language classroom. The aim of these exercises is to provide students with opportunities to develop more competent and critical use of translation tools, while providing teachers with examples of how they could integrate such tools into their lessons in a way that is compatible with their learning aims. The workshop will introduce the participants to the developed resources and provide a platform to discuss the challenge at hand.

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## **Session 2 Digital literacy & technologies**

Saturday, 2 September 2023, 13.45–14.15

### **Digital literacy education in the upper-secondary EFL classroom: Beliefs and practices**

Doris Ittner, Sonja Beeli-Zimmermann, Karin Müller, Alyssa Emch-McVey, Noemi Aebli & Lynn Feldmann

EFL teachers are no longer mere trainers of language skills but also foster their students' competence in a global digital world (Summer, 2021). This is reflected in the new Swiss framework curriculum (EDK, 2023), which integrates digital literacy education (DLE) as a set of transversal learning objectives. As a high degree of congruence between teachers' instruction and students' educational needs is an important factor for successful learning (Könings et al., 2014), learner-centredness is vital to effective DLE.

This results in a twofold challenge for teachers: a) assuming that beliefs inform practices (Buehl & Beck, 2015), the fuzziness surrounding the concept of “digital literacy” and the fact that students' perspectives on DLE remain largely unexplored (De Leyn, et al., 2022) may lead to incongruity between instruction and students' educational needs; b) the heterogeneity of supposedly “digital native” students may prove difficult to accommodate.

Hence, we focus on the following questions:

What beliefs do EFL-teachers and their students hold regarding DLE?

How are concepts of DLE realised in the classroom?

To what extent does the DLE-related instructional offer align with students' educational needs?

Our three-year project sheds light on both teachers and students in Bernese upper-secondary schools and their belief frameworks concerning DLE. In a mixed methods approach, triangulating both research instruments and data sources (Denzin, 2012; Schreier & Echterhoff, 2013), our analysis includes transcripts of interviews with 22 teachers, 24 students and standardized student surveys (N = 220), collected in a lesson study cycle (Dudley, 2016).

Results include an overview of teachers' and students' beliefs on DLE, outlining intersections and divergences in perspectives. Two exemplary lessons which demonstrate contrasting approaches to DLE will then be presented. Lastly, results from teacher and



student reflections will shed light on the extent to which the instructional offer aligns with student priorities.

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Saturday, 2 September 2023, 14.20–14.50

## **The platform for MORE! English textbooks: Teaching objects towards the competences of the Swiss curriculum**

Slavka Pogranova & Corinne Ramillon

The learning of foreign languages, including English (L3), is a significant issue in primary schools. Associated with this is the incorporation of digital artefacts which become an



integral part of courses favouring any training via interposed media (Blyth, 2008). What about classroom textbooks and the role of related digital tools? In our paper, we offer an analysis of the digital platform <https://moreciip.cambridge.org/login> which supports the English textbooks MORE! (2013, 2014). Our interest is to understand the teaching objects involved, namely what is offered to be worked on during online activities, with reference to the competences of the PER (2012). The teaching objects become the learning objects forming part of the internal transposition (cf. Schneuwly, 1995). Our theoretical framework is that of Schneuwly and Dolz (2009) and Coste et al. (1976), the latter proposing a typology of speech acts. We mobilise the elements (lexical, grammatical etc) of language functioning in the Common European Framework of Reference for Languages (CECR, 2001), with some adaptations (cf. Pogranova, 2020). In addition to the teaching objects, we identify the students' competences (cf. PER, 2012, 2021), allowing us to understand the platform as a learning-teaching space and to highlight its specificities. Digital education leads us to rely on concepts of the mediatisation of learning (Ciekanski, 2014) in a multimedia environment which allows "a greater or lesser degree of interactivity [...] [grouping together under the same space] at least two of the following elements: sound text, still image, moving image, in digital form" (Rézeau, 2001. p. 233) between the learner and the elements already mentioned. The availability of a platform calls for "multimodal competences, [...] which effectively combine writing, image and audio through various media formats" (Lebrun et al., 2012, pp. 74–76).

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### **Session 3 Multimodal communication & literacy**

Saturday, 2 September 2023, 10.00–10.35

#### **Language and sound: Multimodal literacy connections in meaning-oriented music education**

Philipp Fabian Saner

In the fall of 2022, a group of pre-service primary school teachers in Schaffhausen spent a semester exploring the cultural meanings of sound in their everyday lives. The student teachers familiarized themselves with the transdisciplinary field of sound studies in small projects. The self-selected foci of their research questions ranged from ambient noises that provide a sense of space, to sound in advertisements, memes, movies, religious rituals and various other contexts. Understanding sound and music as integral parts of the semiotic landscape, pedagogical concepts for a meaning-oriented music education have been developed and will be carried out in three school classes this spring. These efforts are part of the larger project “Multilingual Educational Spaces – Integrative Language Support through Linguistic Landscape”.

The projects aim to create educational spaces where children can employ their linguistic repertoires freely and creatively. Building on translanguaging theory's multimodal understanding of language, the projects further integrate the children's translingual and embodied knowledge about the semiotic spaces they inhabit.

According to Li (2017), translanguaging goes beyond language and points to the multimodal nature of thinking. Consistent with this interest in multimodality, García and Ortega (2020) conceptualize music as a literacy. Moving beyond the inherent multimodality of “musicking” (Small, 1998), the project at hand seeks to explore what a “transmusicking stance” (Saner, in review) in music education might look like.

While the younger students taking part in the project explore the sounds in physical spaces, the 5th- and 6th-graders focus on the digital space. Analyzing musical memes as multimodal texts (Gofton, 2017) and creating their own products, the children engage critically in the multimodal meaning-making which is typical for social media platforms such as TikTok, Instagram and YouTube.

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Saturday, 2 September 2023, 10.35–11.05

### Developing ChaLL: A digital speaking companion for language learners

Luzia Sauer & Manuela Hürlimann

Speaking practice is essential for foreign language (L2) learning. However, in increasingly larger classes, the average primary school student engages in only about one minute of

speaking per lesson (Kleinschroth & Oldham, 2016), a circumstance which makes the establishment of speech automaticity required for real-world communication impossible.

Can a digital speaking companion make up for this shortcoming and provide the much-needed speaking opportunities? In this presentation, we explore the use of natural language processing technologies to create a time- and location-independent conversation partner for young Swiss learners of English. The technology is based on a systematic approach to oral language learning and follows a communicative, task-based syllabus. The following core components will be developed for this system:

- Speech-to-text for understanding the learners' spoken utterances
- A dialogue system for generating a textual response
- Text-to-speech for converting the textual response to auditory machine output.

While technologies of this kind already exist (Petrović & Jovanović, 2021), they need substantial adjustment to successfully process the spoken output of young foreign language learners, which differs from that of native and proficient speakers and exhibits characteristics such as mispronunciations, altered stress and prosody, morphological and syntactical errors, and insertion of L1 vocabulary.

Specifically, to support language development, the system needs to be adaptive, that is, able to identify individual learners' L2 proficiency level and, accordingly, make adjustments in the language complexity of its own responses within the zone of proximal development. It must further detect errors in the learners' productions and generate corrective feedback intended to fuel further L2 development.

The presentation will introduce and report initial results from the innovation project "Towards a Voice-based Chatbot for Language Learners (ChaLL)", which is funded by Innosuisse and is jointly developed by PHZH, ZHAW and the University of Zurich.

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Saturday, 2 September 2023, 11.10–11.40

**ELT in the digital age: Narrative across the media, multiliteracies, and blogs**

Michael Cornelius Prusse

A narrative turn in English language learning and teaching (ELT) could be postulated as one consequence of digital transformation. Narratives proliferate across various media formats, thrive in multimodal contexts, and can effectively contribute to the language acquisition process both in- and outside the classroom. Hence, teacher training in the 21st century must necessarily take account of this development and consider how it may have an impact on ELT, particularly in view of teaching multiliteracies (New London Group, 1996).

Narrative is a distinct human activity: the species is sometimes labelled as “the storytelling animal” (Gottschall, 2012) or as *homo narrans* (Brockmeier, 2014). Storytelling generates an increased interest because it supports learning best. Recent research has shown that stories are characterised by features that mirror the functioning of the human brain (e.g. Armstrong, 2020; Kucirkova & Cremin, 2020). Consequently, narration must play a crucial role when educating young people (Mallan, 2017) and, inherently, when educating teachers.

Students in the modules “Children’s and Young Adult Literature” at the PHZH use a blog to report on their analyzes of narrative in several media formats. An evaluation of the blog’s content and impact, combined with questionnaires plus qualitative interviews of selected students, provides the accumulated data for this study, which is motivated by the insight that learning in any context should not just focus on performance in the present but be geared towards future uses (Davidson, 2011). The work done by the students to earn their credits provides an asset that can become a resource in a teaching career. Digital platforms permit global visibility and, potentially, a worldwide audience (Vogt & Schmelter, 2022). Ultimately, student teachers can profit by acquiring skills and knowledge that they can share and develop in cooperation with others in a joint endeavour to support learners in the language acquisition process.

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## Workshop 3

Saturday, 2 September 2023, 11.45–12.30

### **Viagg-io – an immersive journey to Italian-speaking Switzerland**

Elke Schlote, Reto Spoerri & Ines Honegger

The immersive journey in our current project, “Viagg-io”, serves as a case study of how a language learning and cultural concept focusing on authentic, everyday interaction can be developed for virtual reality (VR).

The unique immersive and interactive qualities of VR have been utilised in a range of VR applications for language learning, e.g. ImmerseMe, Mondly, Noun Town, Language Lab, as well as a recent VR language learning application (Tschanz & Bärlocher, 2022) developed in Switzerland. We hypothesize that these qualities remain underexplored for the L2 (or, for Italian in Switzerland in the German-speaking cantons, more like L3 or L4) when placing a focus on oral fluency and interaction in a wider variety of social situations with life-like dialogues, to remain flexible to the individual spoken input of the language learners. This is why we currently develop Viagg-io with the aim to practise and reinforce communicative language skills in VR as a layered, rich, culturally saturated experience. Practising Italian language skills in Ticino, Mesocco, Bregaglia, Valposchiavo and the Calanca valley means also immersion in local cultures and practices as well as linguistic diversity. We develop the journey as a consecutive set of rooms/scenes that are navigated by talking in Italian (A2). It will be possible to explore a variety of social communicative situations and individualized, semantically rich, engaging dialogues owing to innovative techniques, e.g. multilinear storytelling and specially trained chatbots. We report about pre-tests with language learners when employing such chatbots. Developing this complex project in a design-based research frame means that we take a multidisciplinary approach: Italian language teachers and local cultural experts from the above-mentioned Italian-speaking parts of Switzerland are involved, as well as experts for teaching methodology, media didactics and VR development and storytelling. Thus, we can reflect on our concept and design choices for “Viagg-io” from different disciplinary perspectives.

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Tschanz, N., & Baerlocher, B. (2022). Virtual Reality im Sprachunterricht: Eine soziologische Reflexion der technischen Voraussetzungen einer immersiven Lernumgebung mit Oculus Go. *MedienPädagogik*, 47, 288–311.  
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## **Session 3 Creativity in digital context**

Saturday, 2 September 2023, 13.45–14.15

### **Creative language teaching in the digital era: Complexities, affordances and teachers' ideological struggle**

Afidatul Husniyah

To keep up with the rapid development of technology, language teaching and learning should be more creative. While there are a few studies in the literature on creative language teaching in regard to the use of technology, they often fixate on one single aspect of creativity (i.e. creative teachers, creative teaching strategies), assuming that creativity happens in vacuum, which ignores the multifaceted nature and messy part of creativity. To capture a more realistic view of creative language teaching in the current digital era, the present research uses Glaveanu's five A framework (2013) of creativity, a framework which utilizes perspectives from sociocultural psychology and examines the interplay of five dynamic elements of creativity, namely actor, audience, artefacts, action and affordances. Through interviews with seven teachers, 31 hours of classroom observations and focus group discussions with learners, the study seeks to understand how and what happens when creative actions take place in a language classroom and to uncover the complexities and contextual constraints of creative teaching practices. It was revealed that while personal attributes of language teachers are important, other factors such as audience (students), material/technological affordances (i.e. spacious classroom, the availability of varied technology to aid teaching) and sociocultural affordances (i.e. school policy and expectations) also play a pivotal role in creating creative language classrooms. Secondly, teachers engaging in creative language teaching and learning were also driven into an ideological struggle, for example between creatively co-developing and co-creating new meanings and knowledge with the students and transferring static knowledge through rote memorisation for the sake of meeting the expected standard in language tests.

Saturday, 2 September 2023, 14.20–14.50

**The role of digital media in promoting social justice**

Andjelka Petrovic

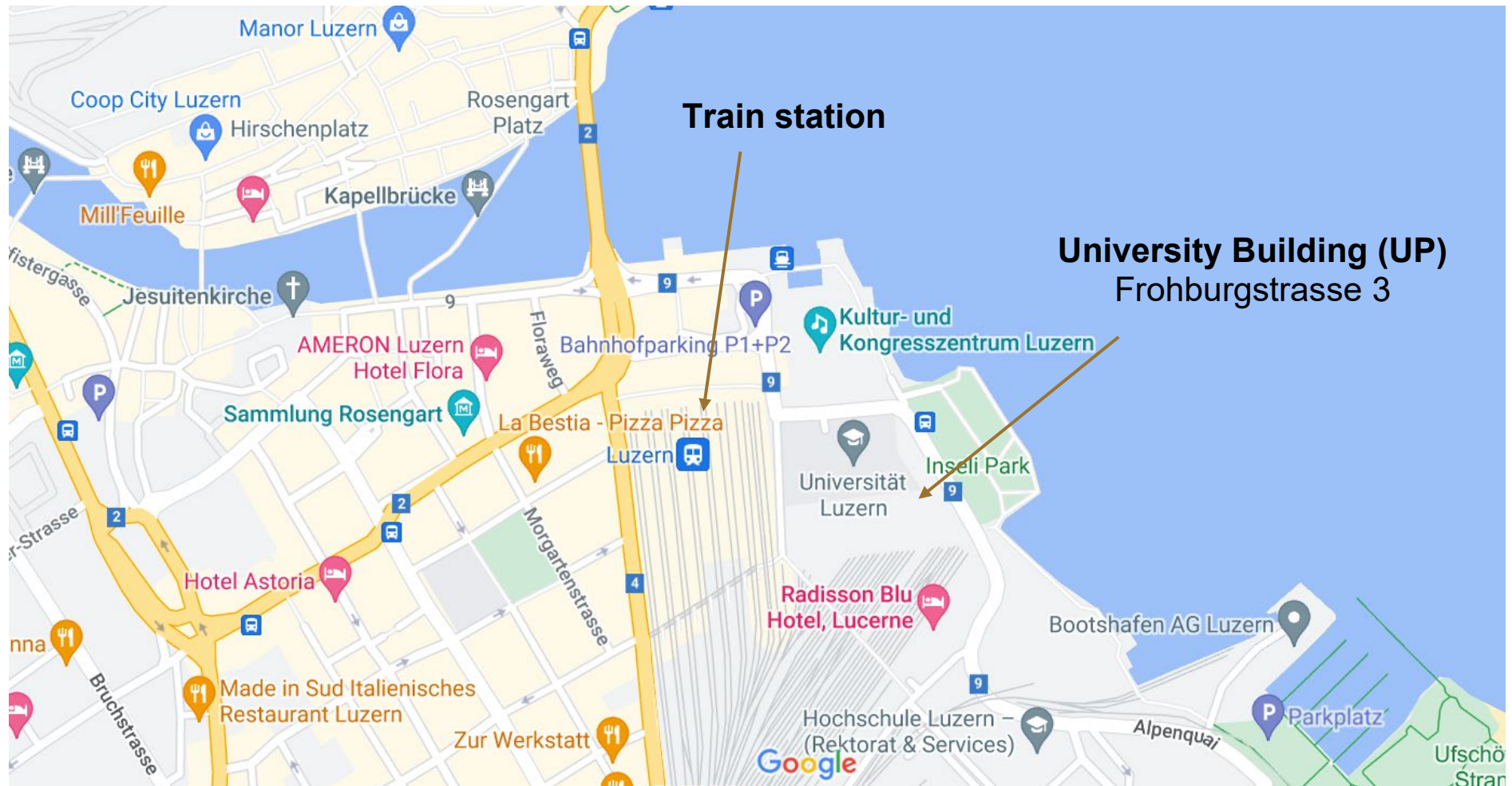
The paper describes how the students of the Mathematical Grammar School, a school of special national interest attended by students with a talent for mathematics, physics and computer science, created an application for learning the basics of the Serbian language. The application is used by refugees who come to Serbia from the Arab-speaking region. In order to use the application, English language knowledge is not required, nor is access to the internet.

The idea is to help forcibly displaced people integrate more easily into a new community. This type of integration requires knowledge of the Serbian language. In this context, the idea is that, through the creation of various digital content, learning the Serbian language is possible for every forcibly displaced person.

This application was created after the workshop In Their Sneakers, which was initiated by the United Nations Refugee Agency in Serbia and whose goal is to fight against xenophobia and develop empathy among high school students in Serbia.

## 7 Site plan

### City of Lucerne

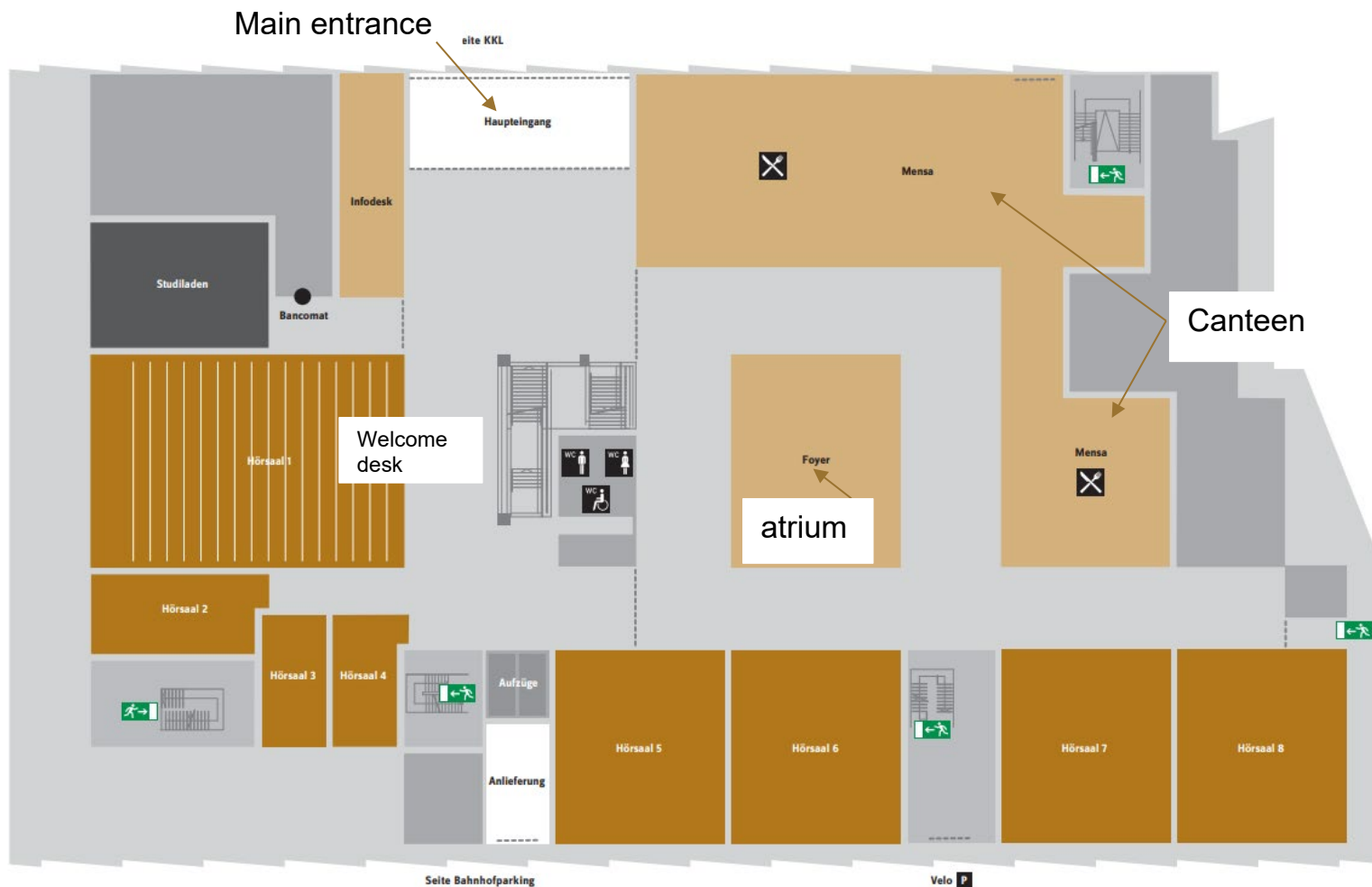


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## ground floor

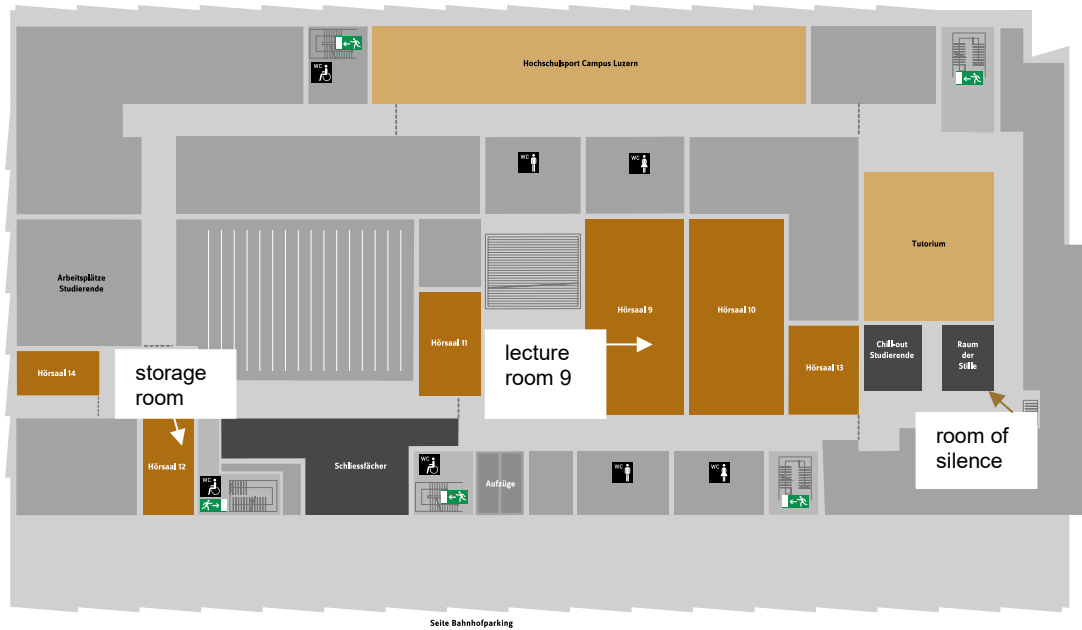


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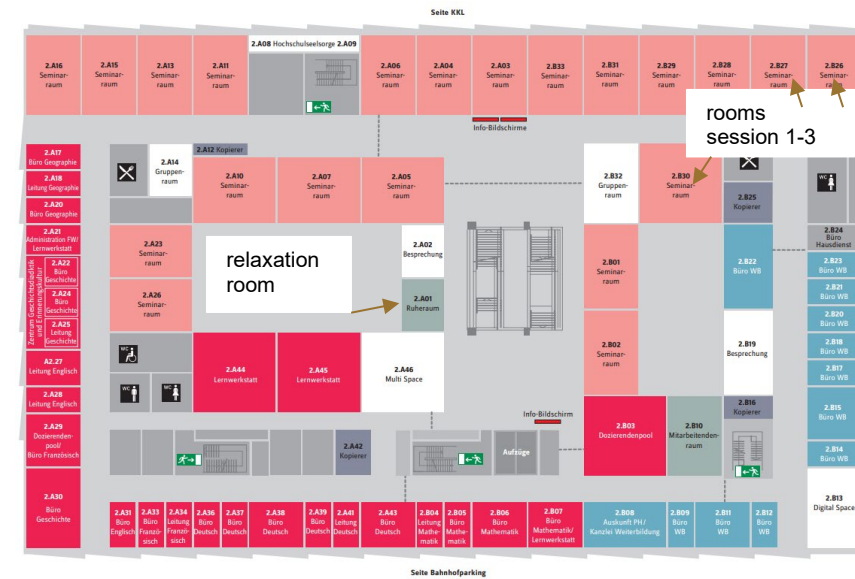
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second floor



## **8 Additional information**

### **8.1 WLAN**

As a guest, you have access to the public WLAN. This can be accessed as follows:

1. Activate the public network in the WLAN settings of your device.
2. Open a web browser and go to any website (e.g. [www.google.com](http://www.google.com)). You will be automatically redirected to the start page. Click on "Register" under SMS Login and follow the instructions on your screen.

### **8.2 Social media**

<https://www.instagram.com/phluzern/>



**9 Sponsors**



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## 10 Participant list

(will be updated continuously)

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