

# *Spielend Lernen – Spielend Lehren: Games in TEFL and TEFL teacher education*

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# The City of Frankfurt



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# The didactic biplane & GBLT

Challenges of teacher education & GBLT

Multilingual identity & games

Plurilingualism & games

# Spielend lernen – learning through games & play

?









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## „Less published topics“ according to Gillespie 2020

Topic	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total	%
Intercultural	2	6	1	2	9	2	4	3	3	7	4	43	3.0
Student attitudes	1	1	3	3	6	4	3	2	3	2	11	39	2.8
MALL		1	8	4	2	5	2	3	4	2	7	38	2.7
Learning environment	6	5	1	3	4	2	1	2	2	3	6	35	2.5
Multimedia	4	4	2	3	4	3	3	5		1	3	32	2.3
Online/Distance learning	8	1	1	3	5	2	4	2	1	2	1	30	2.1
Virtual reality	1		2	5	4	2	6	2	1	3	2	28	2.0
Blended learning	4	4	2	1	3	3	2	2	2	1	2	26	1.8
Games		1	2	1	3	1	8	1	1	3	5	26	1.8
Pedagogy	3	2		1	3	3		1	1	1	7	22	1.6

Total sample: 777 articles from  
ReCALL, CALL, CALICO

Gillespie, J. (2020). CALL research: Where are we now?  
*ReCALL*, 32(2), 127–144.  
<https://doi.org/10.1017/S0958344020000051>

„Less published topics“ according to Gillespie 2020

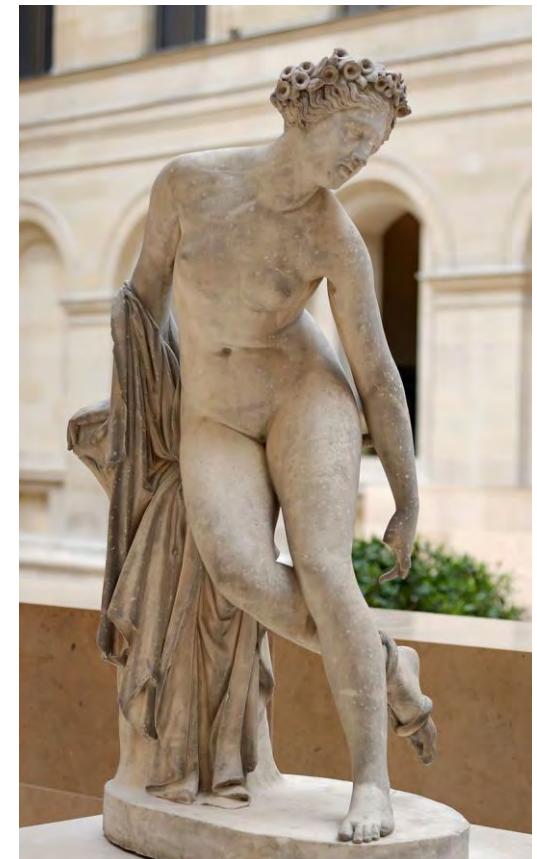
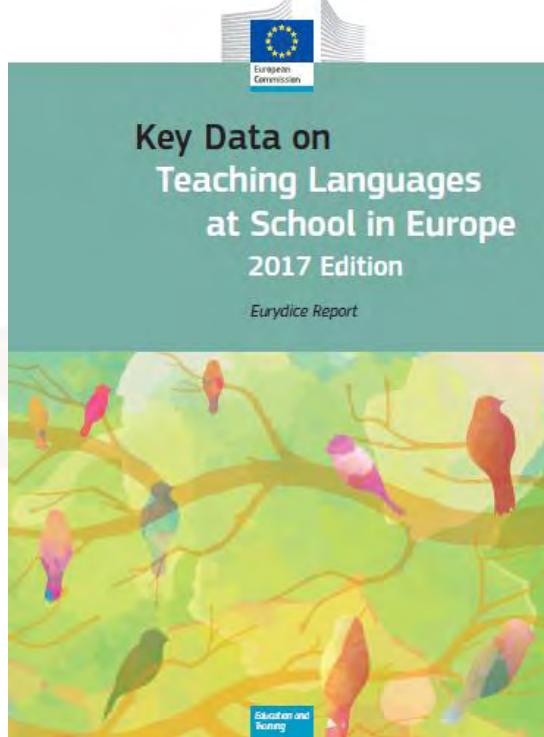
# My focus today: A plurilingual perspective on games in language learning & teaching

Topic	Total	%
Intercultural	43	3.0
Student attitudes	39	2.8
MALL	38	2.7
Learning environment	35	2.5
Multimedia	32	2.3
Online/Distance learning	30	2.1
Virtual reality	1	2.0
Blended learning	4	1.8
Games	1	1.8
Pedagogy	3	1.6

Total sample: 777 articles from ReCALL, CALL, CALICO

Gillespie, J. (2020). CALL research: Where are we now? *ReCALL*, 32(2), 127–144.  
<https://doi.org/10.1017/S0958344020000051>

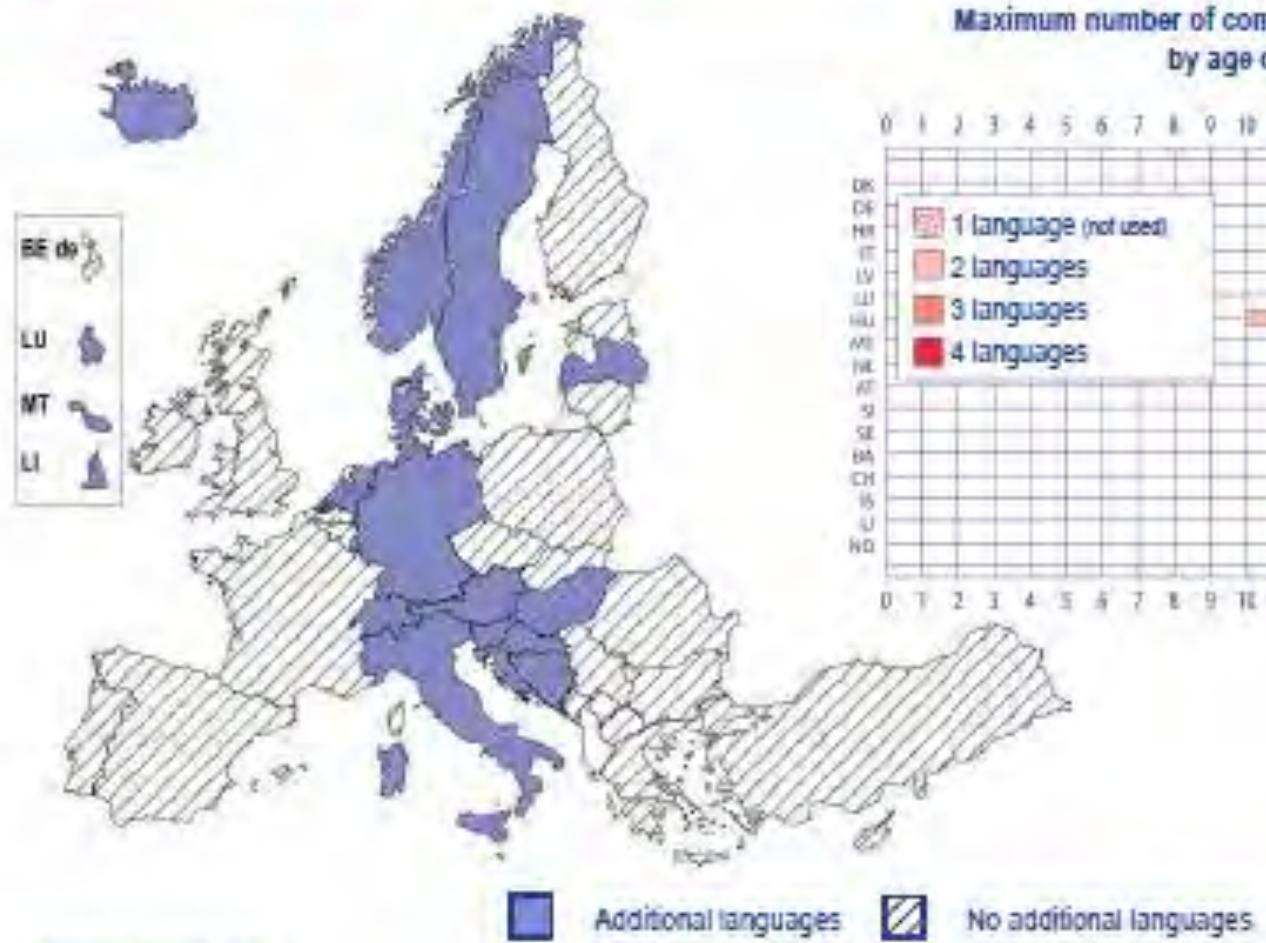
## Special status of English in Europe



EURYDICE, a series of comparative reports (occasionally on foreign language teaching in Europe)

Statue of Eurydice, wife of Orpheus, as described in the Metamorphoses by Ovid

Figure B4: Additional compulsory foreign languages taught on certain educational pathways in primary and/or general secondary education, 2015/16



Source: Eurydice.

EURYDICE 2017, p. 36

## English & multilingualism



# English as goal

Goal image by Wikimedia user [Santeri Viinamäki](#). Licensed under [Creative Commons Attribution-Share Alike 4.0](#).

## English & multilingualism



## English as gateway

Englisch als „Gateway to languages“ (Schröder, 2009)



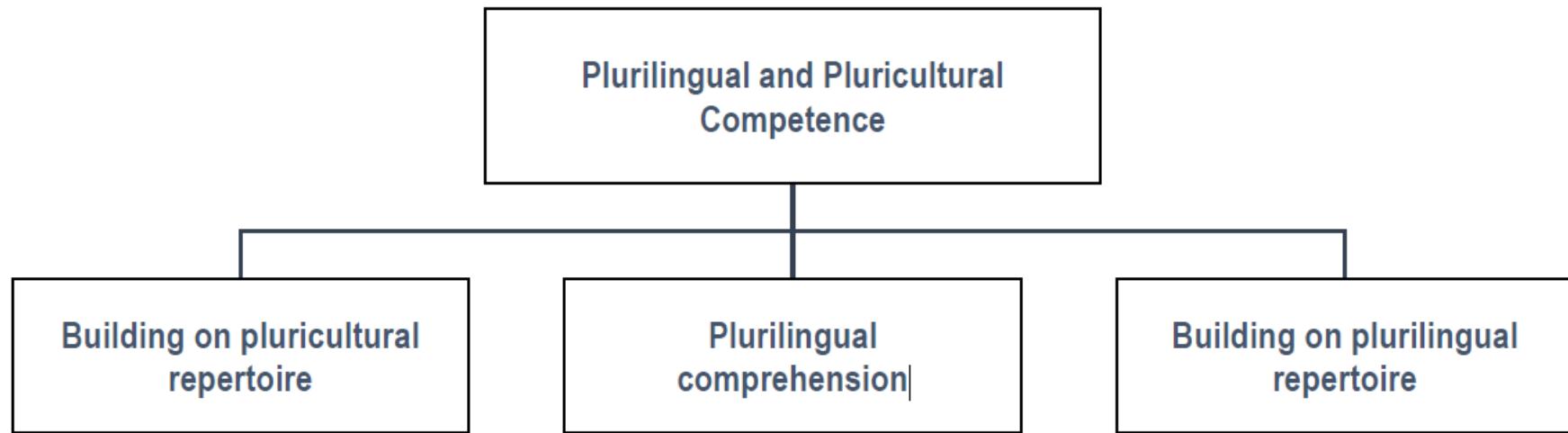
## Plurilingual competences as goal

Goal image by Wikimedia user [Santeri Viinamäki](#). Licensed under [Creative Commons Attribution-Share Alike 4.0](#).  
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"the plurilingual approach emphasises the fact that as an individual person's experience of language in its cultural contexts expands (...), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact." (Council of Europe 2001, p. 4)

"From this perspective, the aim of language education is profoundly modified. It is no longer seen as simply to achieve 'mastery' of one or two, or even three languages, each taken in isolation, with the 'ideal native speaker' as the ultimate model. Instead, the aim is to develop a linguistic repertory, in which all linguistic abilities have a place." (Council of Europe 2001, p. 5)

## Plurilingual competencies



Council of Europe 2018, p. 157

## Hu: Multilingualism as prerequisite and goal



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## Hu: Multilingualism as prerequisite and goal



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## English & multilingualism



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	CALICO	CALL	LL&T	ReCALL	All
2009	0	0	0	0	0
2010	0	0	0	0	0
2011	0	0	0	0	0
2012	0	0	0	0	0
2013	0	0	1	0	1
2014	0	0	0	0	0
2015	0	1	1	0	2
2016	0	0	0	0	0
2017	1	1	0	1	3
2018	1	0	1	0	2
All	2	2	3	1	8

multilingual, plurilingual, third language,  
tertiary language, L3, translanguaging,  
translingual

ReCALL (2020), 1–16  
doi:10.1017/S095834402000004X  
ARTICLE

The monolingual problem of computer-assisted  
language learning

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## Overview over papers containing relevant key words in their titles

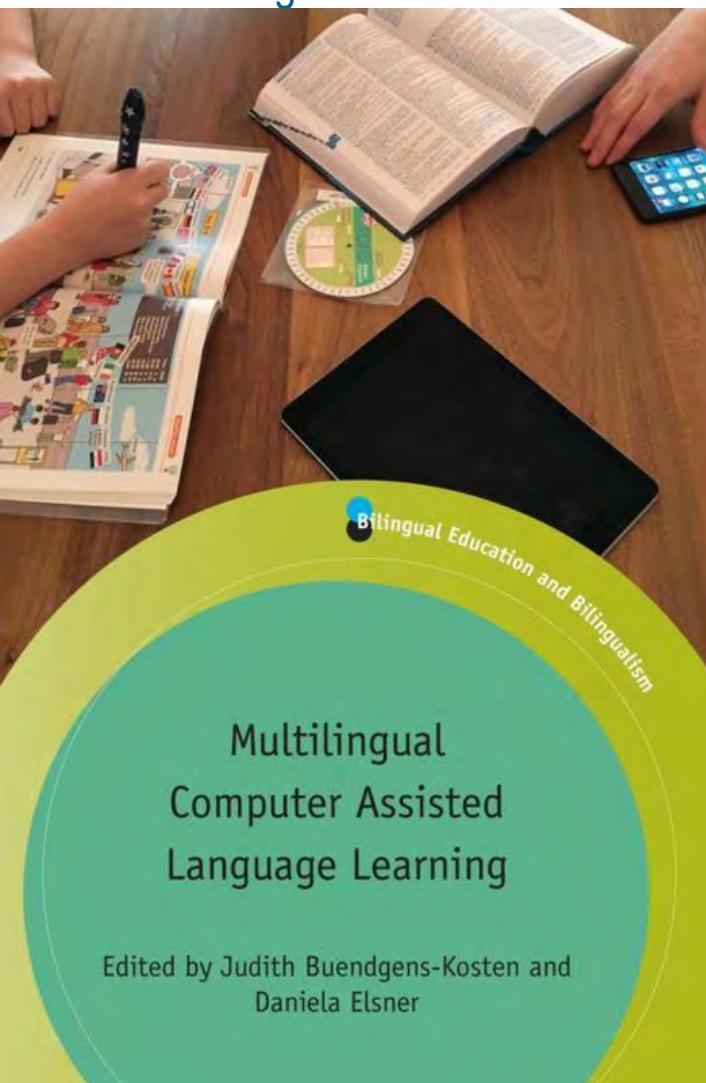
Article	Summary
Chen (2013)	Chen presents a case study of the <b>Facebook practices</b> of two Chinese graduate students in the US, focussing on their constructions of identity.
Melo-Pfeifer (2013)	Melo-Pfeifer reports on a project in which learners of Portuguese created a <b>shared blog in their target language</b> , discussing its potential for different communicative practices and for developing plurilingual and intercultural competencies from a co-actional perspective.
Schreiber (2015)	Schreiber presents a case study focussing on the multilingual <b>Facebook practices</b> of a Serbian hip-hop artist and university student.
Priego & Liaw (2017)	Priego and Liaw use Activity Theory to analyse a <b>telecollaboration project in which students from two different countries created multilingual (=parallel text) digital stories</b> . Their analysis of degrees of group functionality and of contradictions between groups does not touch on issues directly related to the multilingual nature of the products created.
Ortega (2017)	Ortega discusses how <b>multilingualism and social justice can inform research interfaces for SLA and CALL</b> . She lists relevant questions “that might be asked under a multilingual turn for CALL-SLA”, and develops an “Equitable Multilingualism” checklist for new research.
Lew & Szarowska, (2017)	& Lew and Szarowska present an evaluation framework for <b>online bilingual dictionaries</b> , and apply it to a selection of popular Polish-English online dictionaries.
Van Deusen-Scholl (2018)	Van Deusen-Scholl uses questionnaire data to report on the varied backgrounds and motivations of learners taking <b>video-conferencing-based courses to study heritage languages</b> at three US universities.
Kulavuz-Onal & Vásquez (2018)	& Kalavuz-Onal and Vásquez conduct a discourse analysis of the interactions between two EFL classes in a <b>teacher-created Facebook group</b> , focusing on participants' violations of the “English only” rule.

## The monolingual problem of Computer-assisted language learning

*monolingual bias*: “a deficit in considering the full range of pre-existing languages of a learner, of languages used in a setting, or of (plurilingual) skills in the design of and the research on computer-assisted language learning” (Buendgens-Kosten 2020)

*monolingual problem*: “A lack of knowledge about how CALL products and projects can support learners in using all their linguistic resources to achieve language-learning- and language-using-related goals, and a lack of CALL products and projects that realize this potential, or that support specific plurilingual skill development” (Buendgens-Kosten 2020)

## Multilingual CALL



“the study and practice of language learning with digital media in non-monolingual contexts or settings or using non-monolingual media”  
(Buendgens-Kosten & Elsner 2018, xiv)



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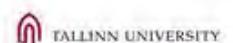
## MElang-E & EUDOIT



MULTILINGUAL EXPLORATION OF LANGUAGES IN EUROPE



European Digital Online Game for Intercultural Learning and Translinguaging



Co-funded by the  
Erasmus+ Programme  
of the European Union



# MElang-E & EU·DO·IT



MElang-E: 2014-2017

EU·DO·IT: 2016-2019

Serious game & gamified language learning platform



Target language:  
English+

Target language:  
English  
German  
Luxembourgish  
Catalan  
Spanish  
French  
Turkish



Players take over a PC role:

- MElang-E: Mali (English & Urdu, basic German and French as foreign languages)
- EU·DO·IT: Player chooses one of three language profiles (Amal - French & Amazigh & Arabic, Maureen - English & Hausa, Raami - Arabic)



Grace Abubakar

It's only two stops, maybe ten minutes.

- Player chooses NPCs or objects to interact with
- In dialogues: Players select answer options
- Reactions of NPCs differ based on answer option chosen



Antoni Martinez

English?! No. Espera't un moment. Crido la meva filla.

- English as Lingua franca
- Multilingualism and linguistic diversity in Europe
- Models successful plurilingual communication (code-switching, intercomprehension, mediation)



No comprendo. No español.

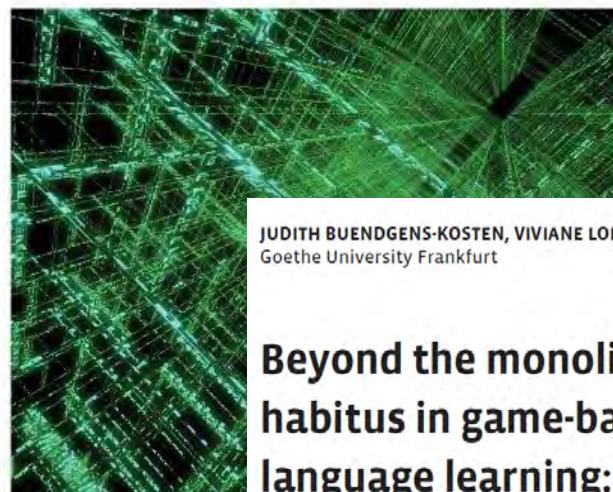
¿Qué decir tu? I don't understand! I can't speak Catalan!

I'm sorry, I don't speak Spanish. Dr. Catalan.



Journal of Gaming  
& Virtual Worlds

Play MElang-E and  
EU·DO·IT for free:  
[eudoit.eu](http://eudoit.eu)

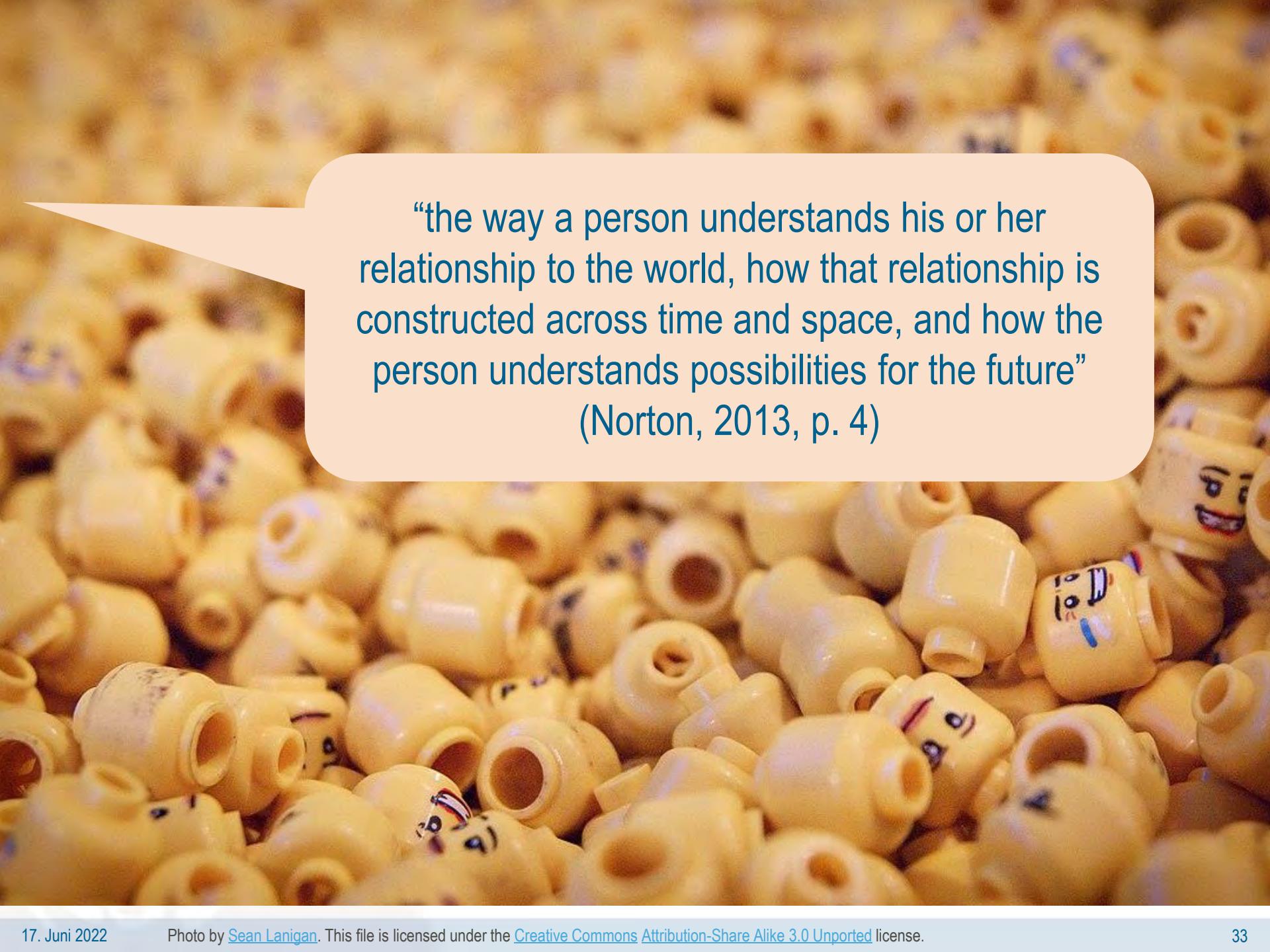


JUDITH BUENDGENS-KOSTEN, VIVIANE LOHE AND DANIELA ELSNER  
Goethe University Frankfurt

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**Beyond the monolingual  
habitus in game-based  
language learning: The  
MElang-E and EU·DO·IT  
projects in the interstices  
between linguistics,  
pedagogy and technology**

# Identity & Play



“the way a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future”  
(Norton, 2013, p. 4)

## Identity

- multifaceted
- changeable
- actively co-created

(Norton, 2013)



## Relevance of identity in TEFL

### utilitarian reasons

- investment [Norton, 2013]
- motivation [Dörnyei & Ushioda, 2010]),

### ethical reasons

In 2020: Papers in the top four CALL journals with „identity/identities“ in their titles:

4 in computer-assisted language learning:

Alonso-Belmonte & Vinagre, 2017; del Rosal et al., 2017; Kohn & Hoffstaedter, 2017; Ushioda, 2011

4 in CALICO Journal: Kitade, 2014; van Deusen-Scholl, 2018; Wildner-Bassett, 2013; Yang & Yi, 2017

4 in Language Learning & Technology:

Chen, 2013; Fong et al., 2016; Klimanova & Dembovskaya, 2013; Schreiber, 2015

1 article in ReCALL: Petersen et al., 2008

Cf. also *Computer-assisted language learning*'s 2017 special issue entitled “Interculturality and identity in computer-mediated communication: Findings from L2 teaching contexts”, and *ALSIC*'s 2017 special issue on “Identity Construction in Social Media”.

- > none of these focus on games
- > 12 out of 13 focus on CMC (outside of CMC via games)

Advances  
in CALL  
Research  
and Practice

# Identity, Multilingualism and CALL

Edited by  
Liudmila Klimanova

## Chapter 6

Multilingualism in a Box? Affordances for identity work in non-CMC  
CALL [+]

Judith Buendgens-Kosten

Klimanova, L. (Ed.).  
[2022]. *CALICO Advances  
in CALL Research and  
Practice. Identity,  
Multilingualism, and  
CALL*. Equinox publishing.

## Multilingual self

Henry (2017) -> extending Dörnyei's L2 Motivational Self System to include multilingual settings

“for people learning two or more additional languages, processes of emergence produce multilingual self-guides. These self guides can be conceptualized as constituents of a higher-level multilingual motivational self system” (Henry, 2017, p. 556)

“[F]or people who develop an ideal multilingual self, motivation to learn the Ly can be greatly enhanced in that developing TL competence becomes part of a larger identity project. However, at the same time, it is also clear that the image of an ideal multilingual self is likely to lack detail and elaboration” (Henry, 2017, p. 557).

Teaching interventions can impact the multilingual self & attitudes to multilingualism

- in primary school (Busse et al., 2020; Cutrim Schmid 2021)
- in secondary school (Forbes et al., 2021)
- in teacher education (Galante et al. 2020)



Can digital games help learners in developing a detailed and elaborate ideal multilingual self?

Modelling  
plurilingual  
practices & show  
a wide range of  
different,  
successful  
communicators



“(...) videogames can be used to position person, content, and context in transformative ways. This sort of consequential engagement is very difficult to accomplish in schools and in noninteractive media; teachers can describe a situation, share a book, or even show a movie, but doing so does not create a setting that learners can act upon (and change) in personally valued and socially significant ways.”  
(Barab et al 2010, p. 525)

Barab, S. A., Gresalfi, M., & Ingram-Goble, A. (2010). Transformational play: using games to position person, content, and context. *Educational Researcher*, 39(7), 525–536.  
<https://doi.org/10.3102/0013189X10386593>

## Transformational play

“Such play involves taking on the role of a protagonist who must employ conceptual understandings to transform a problem-based fictional context and transform the player as well” (Barab et al., 2010, p. 526).

“in a game, failure is tolerated and risk taking is encouraged; players can experiment with conceptual understandings and learn from the impact of unproductive choices” (Barab et al., 2010, p. 526).

# FanTALES



„Transformative digital  
storytelling for learning  
languages“

<https://www.fantales.eu/>



Co-funded by the  
Erasmus+ Programme  
of the European Union





Can creating & playing plurilingual interactive fiction impact identity, specifically ideal multilingual self?



Can creating & playing plurilingual interactive fiction support students in developing plurilingual competences?

Pretest-posttest with delayed treatment control group study at a German school:  
Creating multilingual interactive fiction based on young adult fiction being read in the EFL classroom.

# Spielend lehren? Games and play in teacher education

Two challenges related to teacher education



# Habitus



# Apprenticeship of observation

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Kommer/Biermann (2012)

„We understand ‚media habitus‘ as a system of permanent media-related dispositions, that serve as foundations for the creation and the ordering of media-related practices and for media-practices-related beliefs and attributions, and which are developed during [socialization].“

(Kommer/Biermann 2012, p. 90, translation mine)

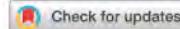
## Teacher education students in Germany – data from 2004

type	Cultural capital	Relationship to media
Bourgeoisie (ambivalent or overwhelmed)	High	Strong focus on books, quality of content  Parents restricted media use
competent w. affinity for media	High	positive experiences with different media (especially digital games)  high media literacy
Hedonistic pragmatists	Low	media for entertainment and work „trash media“ accepted, as long as in balance

(Komer 2010)

But cf. Bäsler 2021





## Games people (don't) play: An analysis of pre-service EFL teachers' behaviors and beliefs regarding digital game-based language learning

Carolyn Blume 

70% of preservice EFL teachers never/rarely/occasionally play digital games, with no significant difference based on gender  
(Blume 2019, p. 14)



## Games people (don't) play: An analysis of pre-service EFL teachers' behaviors and beliefs regarding digital game-based language learning

Carolyn Blume 

**Table 5.** Correlations between PSTs' Beliefs and Other Scales.

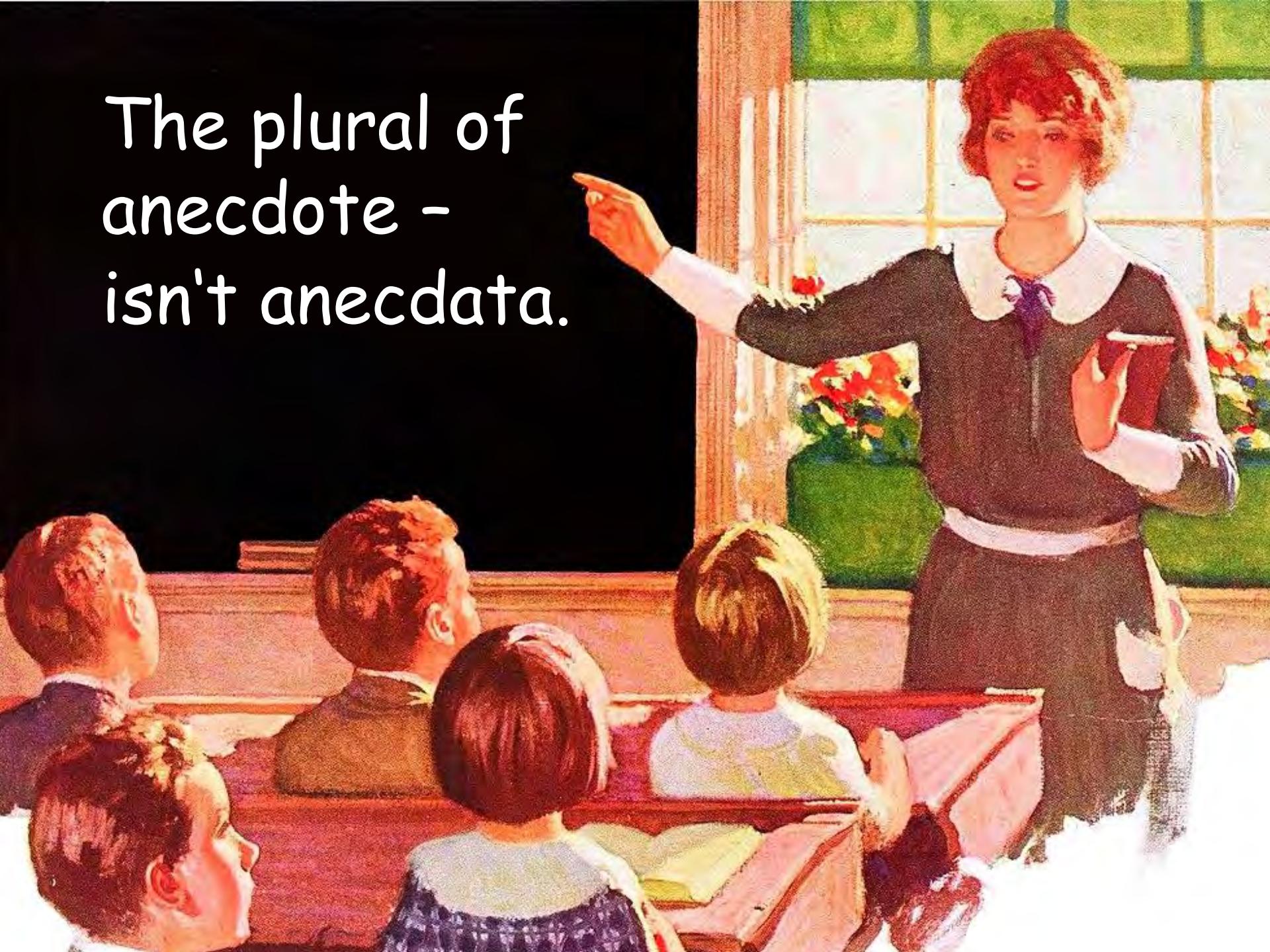
Variables	1	2	3	4	5	6
1. Media usage in School (grades 1–13)	-					
2. English skills (self-assessment)	.017	-				
3. English language learning strategies	.047	.414**	-			
4. Digital English applications	.235*	-.008	.183*	-		
5. Gaming behaviors	.165	.116	.246**	.594**		
6. DGBLL Beliefs	-.185*	.191*	.254**	.098	.335**	-
Variables	1	2	3	4	5	6
M	1.53	4.0	3.9	2.57	1.8	3.5
SD	.29	.44	.42	.56	.93	.46
Range	1–2.23	3–5	2.6–4.9	1.43–4.29	1–4.5	2.3–4.7
$\alpha$	.79	.92	.69	.51	.73	.72

PSTs' Beliefs Regarding DGBLL and Gaming, Media Usage, English Skills & Language Learning Strategies, and Gaming Behaviors: Correlations and Descriptive Statistics ( $n = 150$ ).

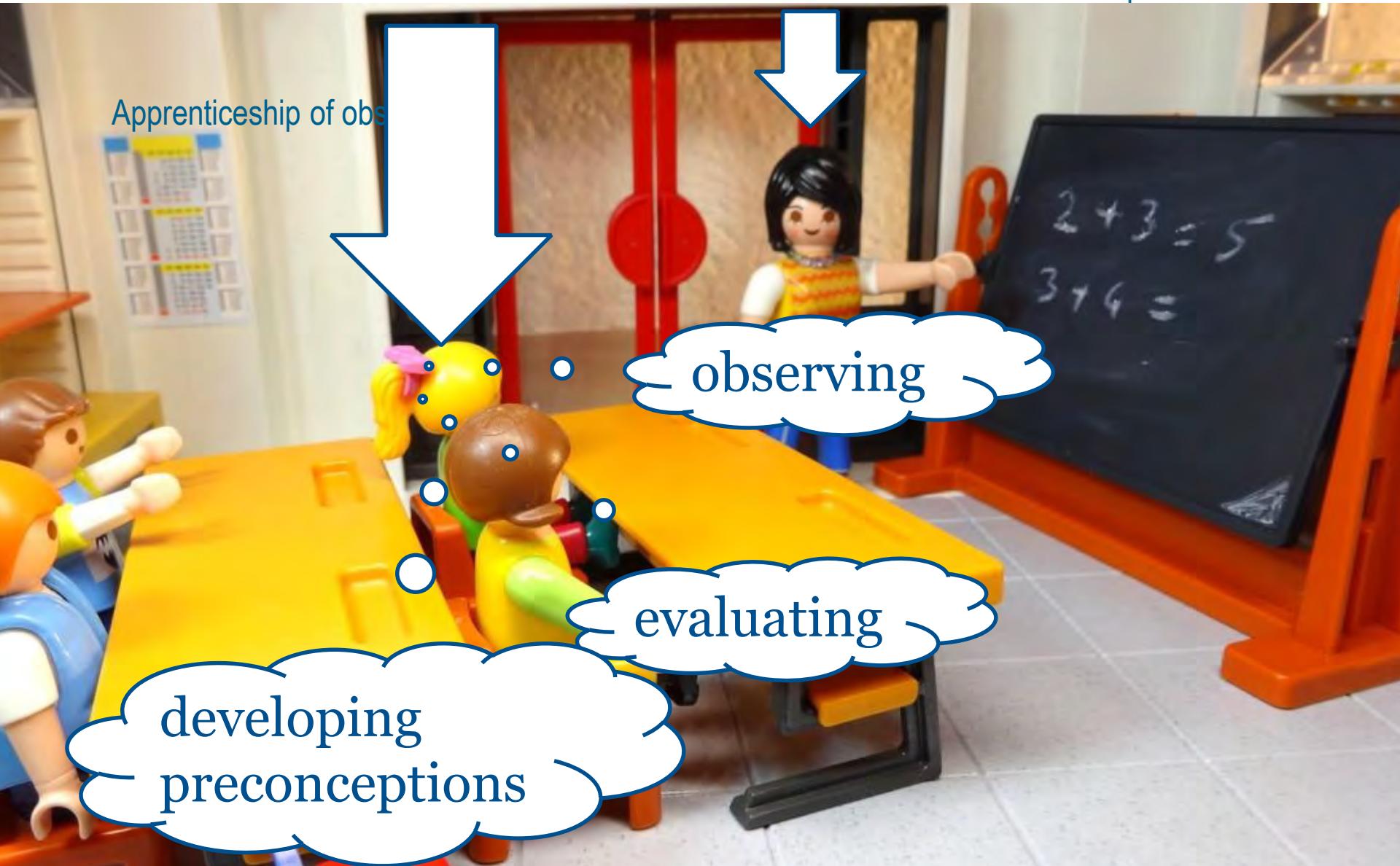
\*  $p < .05$ .

\*\*  $p < .01$ .

The plural of  
anecdote -  
isn't anecdata.



Apprenticeship of obs



[Shekinyashi, mussa](#), licenced under the [Creative Commons Attribution-Share Alike 4.0 International license](#).

Based on: Lortie, D. C. (1975). *Schoolteacher: A sociological study*. Univ. of Chicago Press.

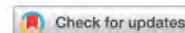
Summary: Borg, M. (2004). The apprenticeship of observation. *ELT Journal*, 58(3), 274–275.



## Games people (don't) play: An analysis of pre-service EFL teachers' behaviors and beliefs regarding digital game-based language learning

Carolyn Blume 

81% of preservice EFL teacher never/rarely played English computer games in the EFL classroom (63%: never)



## Games people (don't) play: An analysis of pre-service EFL teachers' behaviors and beliefs regarding digital game-based language learning

Carolyn Blume 

**Table 5.** Correlations between PSTs' Beliefs and Other Scales.

Variables	1	2	3	4	5	6
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5. Gaming behaviors	.165	.116	.246**	.594**	-	
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Range	1–2.23	3–5	2.6–4.9	1.43–4.29	1–4.5	2.3–4.7
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\*  $p < .05$ .

\*\*  $p < .01$ .

Two challenges related to teacher education



H  
What does this mean for  
teacher education,  
regarding preparing  
teachers to utilize games  
in the EFL classroom?

A  
observation

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(Geissler 1985)

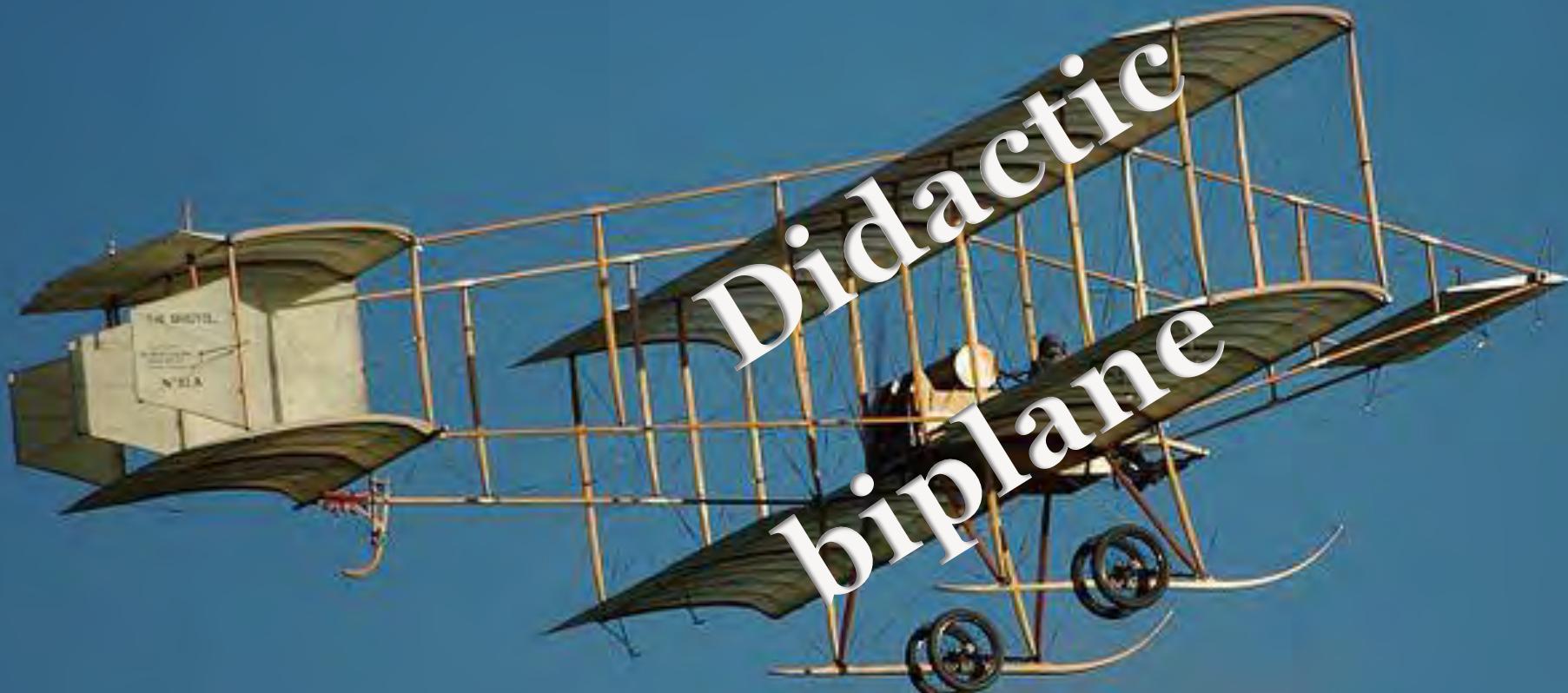
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Pedagogic  
biplane



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Didactic  
biplane



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„Academic training is not just in harmony with the ‚pedagogic biplane‘, but urgently needs it as **holistic model and in order to raise to awareness the subjective theories held.** Without it [the pedagogic biplane] it [academic training] is cognitively enriching, but generally not fertile for sustainable changes in didactic-methodical action.“ (Wahl 2002, 235, translation mine)

## Including games and play in teacher education

- the lecturer is evil- who will protect us from them?
  - the UN Secretary General calls!
  - the revision material has been hacked!
  - job interview for Men in Black!
- > both in seminars with explicit GBLL focus and seminars without explicit GBLL focus
- > always combined with reflection (didactic biplane)

## Integrating COTS & serious games:

- Keep talking and nobody explodes
- Spaceteam ESL
- commercial breakout games & commercial escape rooms
- serious games, such as „Coming out simulator“

-> Make sure students have some shared gaming experiences they can connect to the theory they are studying

## Microteachings:

-> pre-service teachers experience CALL & GBLL in the role of teachers and learners in simulated (partial) lessons

- Cooperation between students in TEFL and Education seminars
- Cooperations between pre-service and in-service teachers

DIGI\_GAP

# spielend



while playing, while gaming



with great ease, without effort

Ballpit picture by Wikimedia user Rachmaninoff. Licensed under a [Creative Commons Attribution-Share Alike 4.0 International license](#).

Hammock picture by Wikimedia user Chenspec, licensed under a [Creative Commons Attribution-Share Alike 4.0 International license](#).

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Time for questions

