


# The use of media in language teaching

Prof. Dr Eve Lejot, Dr Marion Krames  
Confucius Institute, 24/09/22  
5th Conference



Good balance  
between practical  
exercises and  
theory  
explanations

Can go back to  
activities and  
complete them  
when you have  
time

I liked the  
teaching  
method.

Interesting  
tasks for  
work in  
groups

You can see the  
percentage of  
tasks/activities  
that you have  
completed



Language

Chinese

Digital

## Multilingualism



## Plurilingualism



## Multilingualism



**Multilingualism**  
Linguistic skills within a **society**

## Plurilingualism



**Multilingualism\_Plurilingualism**  
Linguistics skills of an **individual**

# What does it mean to be multilingual?

- A multilingual person can communicate in more than one language in the following ways:
- **Actively:** speak, write or sign
- **Passively:** listen, read or perceive
- **Appropriately:** depending on the situation and cultural context



# Common European Framework of Reference for Languages





What linguistic repertoire do your students have?



出租车 走 告诉 马 快乐 写  
但是 百度 菜 了 桃子 医生 故事  
开车 司机 说 看 决定 泳 是的  
要 西瓜 将 飞机 明白 葡萄 吃饭  
火车 大学 白酒 去 学习 应该 好的  
上海 广州 付钱 工作 公交车 水 你  
做饭 游 这里 特别 他们 也 韩国

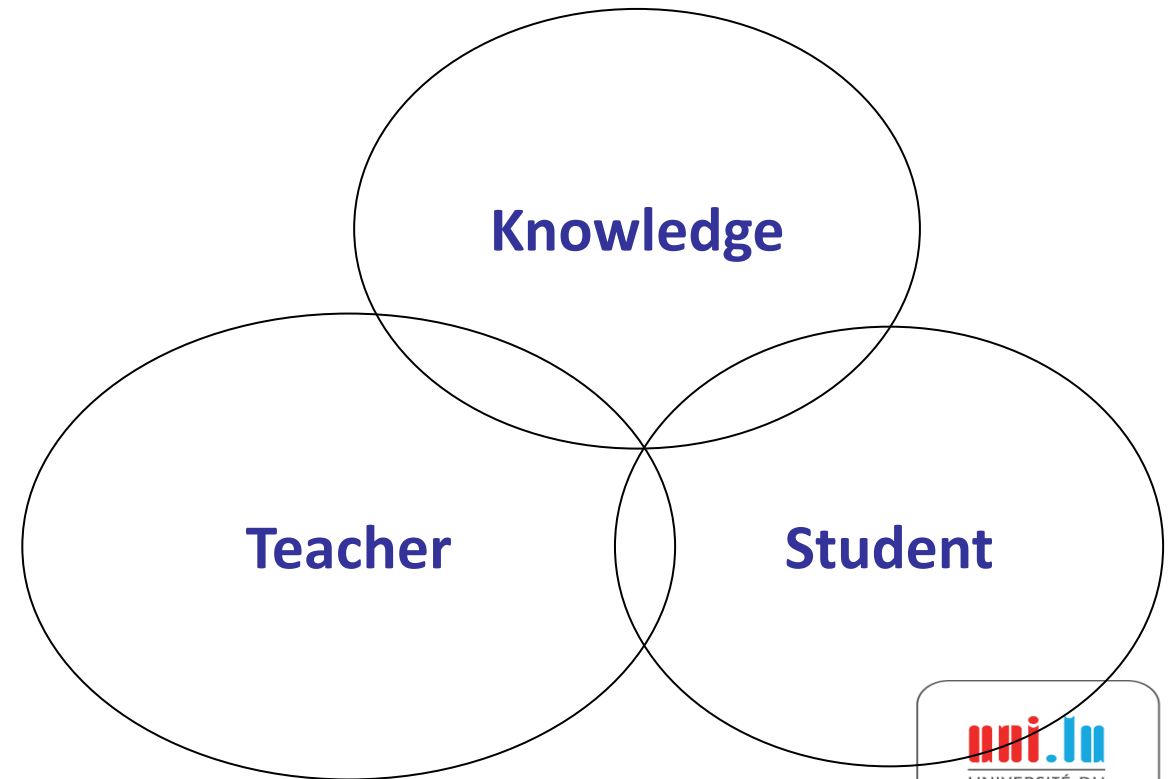


## Didactics in language teaching

# Didactics

Didactics is the science of how knowledge about a particular discipline is conveyed to and acquired by learners. The aim is to determine the scope of the knowledge being taught and the relationship between knowledge, teacher and student, and to manage the ongoing acquisition of knowledge during the teaching process.

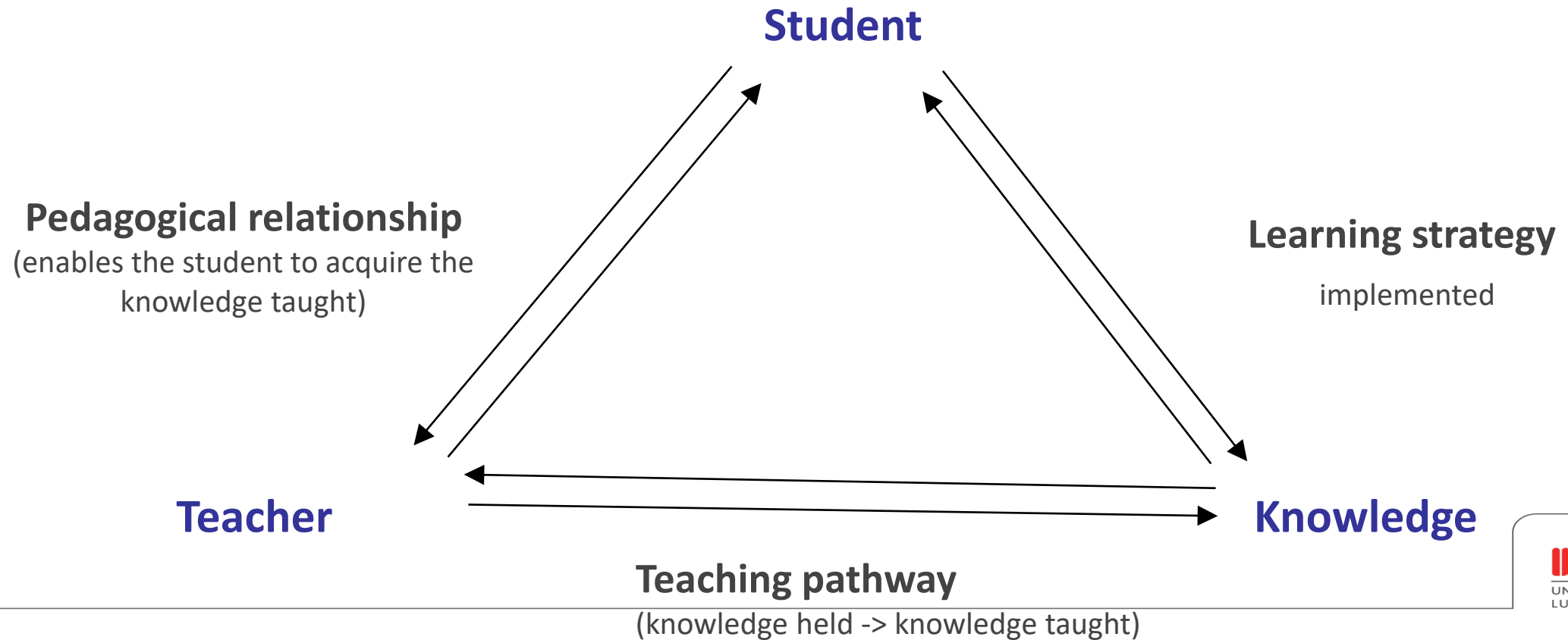
- a three-part system
- the didactic contract
- didactic transposition



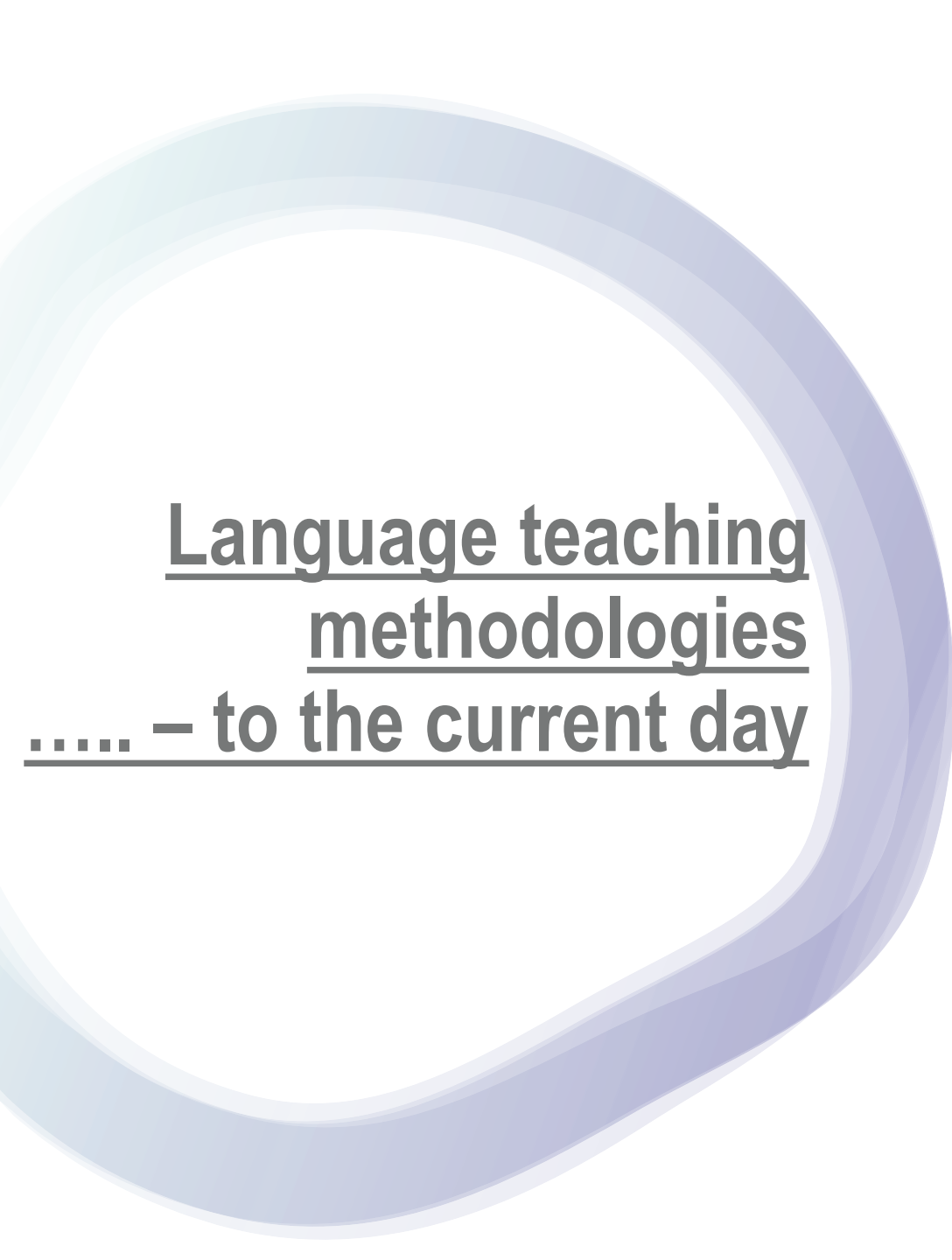
*“Simply knowing about a subject does not mean that we are capable of teaching it”*

# The role of the teacher: at the intersection of didactics and pedagogy

## The learning triangle



# Media and methodology



Language teaching  
methodologies  
..... – to the current day

- linked to a specific historical context
  - different language goals
  - role and place of teacher/student
  - role of the mother tongue
- 
- *“There are continuities and backward steps, an awareness of the way things are done elsewhere so that one can take inspiration from or reject it, and adaptations to new environments and technologies” (Martinez, 2013)*



# Methodology and method

<b>Methodology</b>	<b>Method</b>
<ul style="list-style-type: none"><li>- The study of methods and the way in which they are applied</li><li>- A developed series of processes, techniques and methods, all underpinned by options, discourses or theories from wide-ranging sources</li></ul>	<ul style="list-style-type: none"><li>- Teaching material</li><li>- All of the technical processes used in class for teaching/learning a language in an effective “scientific” way, which involves the use of theoretical principles</li></ul>



**A method is often a reflection of a methodology**



# Questions: digital teaching and media

- Needs of students
- “What do they want (felt needs) and what are they lacking (objective needs)? Both are essential to establish the concept of needs. There are needs which the students, by definition, cannot be aware of themselves, precisely because they cannot know what they need to develop their skills” (Porcher 2006:189)





# Resources that can be used for teaching

- Software to measure understanding: Wooclap ([www.wooclap.com](http://www.wooclap.com)), a learning app
- Creating websites and blogs: Hot Potatoes
- Creating videos: Movie Maker
- Word clouds: Tagxedo; Wordle
- Pronunciation
  - Pronunciator: subscription software
  - Speech to text translator
  - iSpraak: free
- Collaborative work: Google Docs, One Drive, Padlet
- Social media: TikTok, Instagram, Twitter

# Resources that can be used for teaching

- Use of an iPad and apps
  - Travel diary in the form of a digital magazine
  - Adobe Spark Page to create a magazine
  - Do Ink to create videos
  - Morfo: make a face talk to tell a story

# Chinese language websites

- **Fachverband Chinesisch (Chinese Association):** <https://www.fachverband-chinesisch.de/>
- The Chinese Association promotes Chinese teaching at universities and schools in German-speaking countries. Every two years the association holds international conferences (the next one will be in early September 2022 in Tübingen). It also publishes a magazine that comes out once a year (Chun – Chinese lessons) and awards the Friedhelm Denninhaus Prize for services to promote the Chinese language.
- **Thematic selection of links for learning Chinese**
- FU Berlin: <https://www.geschkult.fu-berlin.de/e/oas/sinologie/forschung/Forschungsschwerpunkte/Linguistik/ChiLLL/index.html>
- Uni Trier: <https://www.uni-trier.de/universitaet/fachbereiche-faecher/fachbereich-ii/faecher/sinologie/profil/fachschaft/links>
- **Links to online dictionaries**
- Uni Heidelberg: [https://www.zo.uni-heidelberg.de/boa/digital\\_resources/dict\\_de.html](https://www.zo.uni-heidelberg.de/boa/digital_resources/dict_de.html)
- **Lerntools:**
- <https://www.purpleculture.net/>
- <https://wenlin.com/>
- <http://www.mandarintools.com/>

# Teaching media literacy at primary school

- Teaching media literacy: a cross-disciplinary activity for learning other subjects in Belgium (Van Cauwenberge 2007)
- **Strengthening media and information literacy in schools (an initiative by the French Ministry of National Education, Higher Education and Research and France Télévisions)**  
Press release – Najat Vallaud-Belkacem – 23/03/2015
- **Luxembourg: BEE SECURE: Educational Guide to Information Security – [https://www.bee-secure.lu/sites/default/files/Leitfaden\\_digital\\_version.pdf](https://www.bee-secure.lu/sites/default/files/Leitfaden_digital_version.pdf)**





## Learning concepts

- Individual progress
- Mastery learning
- Project-based learning
- Flipped classroom
  - concept which makes the others possible, or which reveals their full potential.



# FLIPPED CLASSROOM



# Possible combinations of learning concepts

- Only flipped classroom
- Only project-based learning (requires projects)
- Flipped classroom + project-based learning
- Flipped classroom + individual progress
- Flipped classroom + project-based learning + individual progress



# Working plan for a flipped classroom: session 1

Before the class	During the class	After the class	Self-assessment	Assessable skills
Using articles and experiences, choose 3 media tools as a basis to develop a language course. Be able to explain your choice.	All the students share their media tools with the rest of the class  As a group, propose/choose definitions of concepts together	Watch tutorials on how to integrate media tools	Define keywords from the class	Develop a learning plan for a flipped classroom



# Questions

- From a learner viewpoint, how can the learning scenario be designed so that any necessary adjustments can be made to create a positive learning experience?

# Motivation as the central focus

- It makes learners want to enter into the *product*.
  - Is motivation not an obstacle for learners, even if on a personal level they want to take a course? (Henri 2007: 23)
  - Can the IT environment reshape an educational system that is based on knowledge assessment rather than the acquisition of skills? (Henri 2007: 23)
- >> move from reproducing knowledge to producing skills (Eynard, 2007)

# Intrinsic motivation and writing skill development in a blended learning course

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Dr. Marion Krames  
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# Writing in Chinese as Foreign Language

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## Character Animation

我

我 [wǒ]: our, us,  
i, me, my, we

的

的 [de dí dì]:  
possessive,  
adjectival suffix

房

房 [fáng páng]:  
house, building;  
room

间

间 (間) [jiān  
jiàn]: midpoint,  
space; place,  
locality

很

很 [hěn]: very,  
quite, much

好

好 [hǎo hào]:  
good, excellent,  
fine; well

玩

玩 [wán wàn]:  
play with, joke,  
enjoy



# 汉字

我的房间很好玩，不信你来看。我的房间在餐厅对面，门上贴着一张纸，纸上写着：“小猫的房间”，从门口进去，你会看见一台钢琴，再往里看，会看到一张很长的木头桌子，我有时候在这里做作业。桌子上面有个窗子，窗子上面挂着小狗的窗帘。桌子右边是一张要爬梯子的木床，床下面放着很多玩具，床上面放着很多可爱的小动物，晚上陪我睡觉。床后面是橱子，里面放着我的衣服。这就是我的房间。

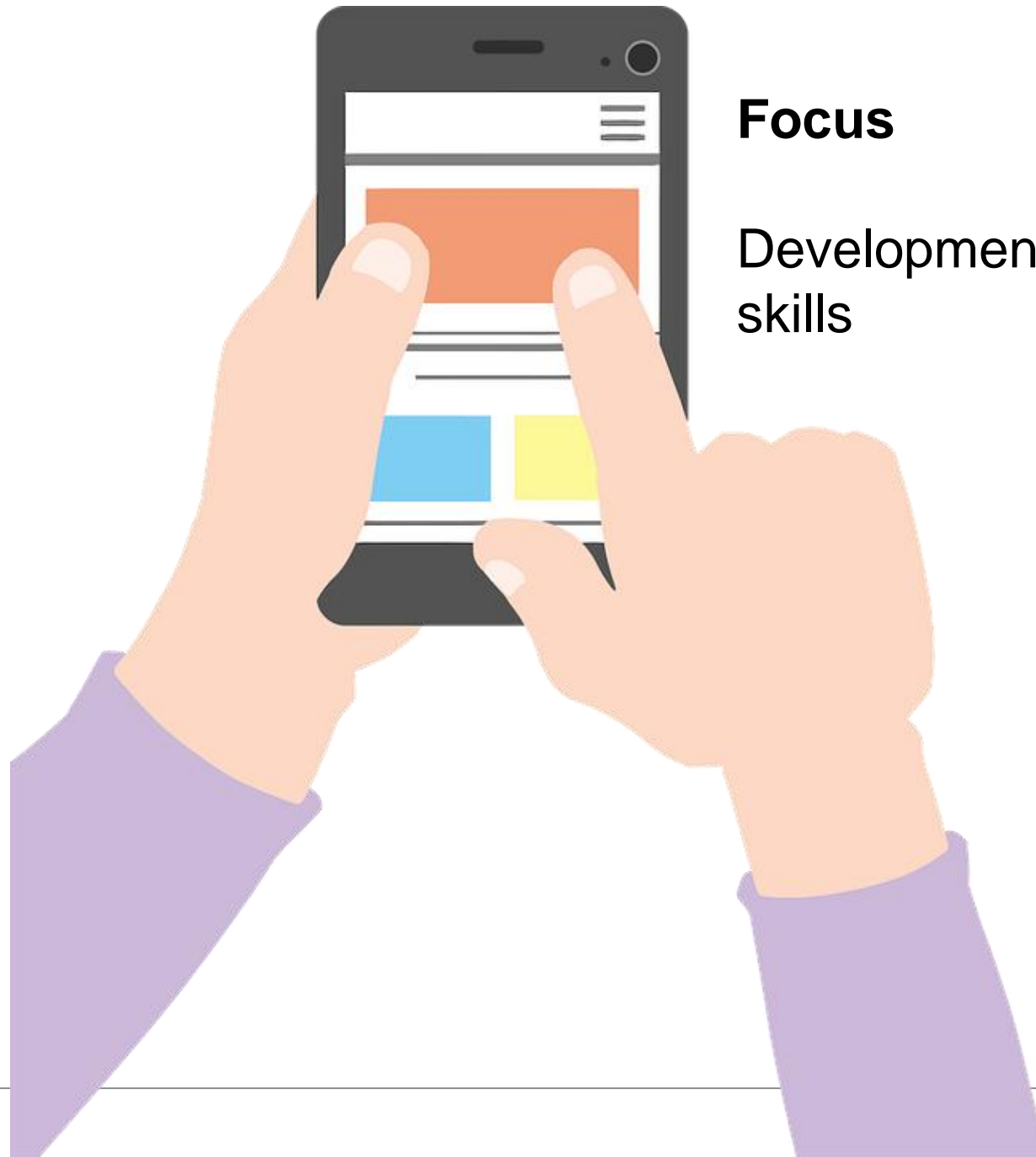


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## Chinese characters:

- time consuming to learn
- slow down progression
- neglect of communicative skills (spoken and written)
- most school children only reach level A2 (Germany)



## Focus


Development of communicative skills





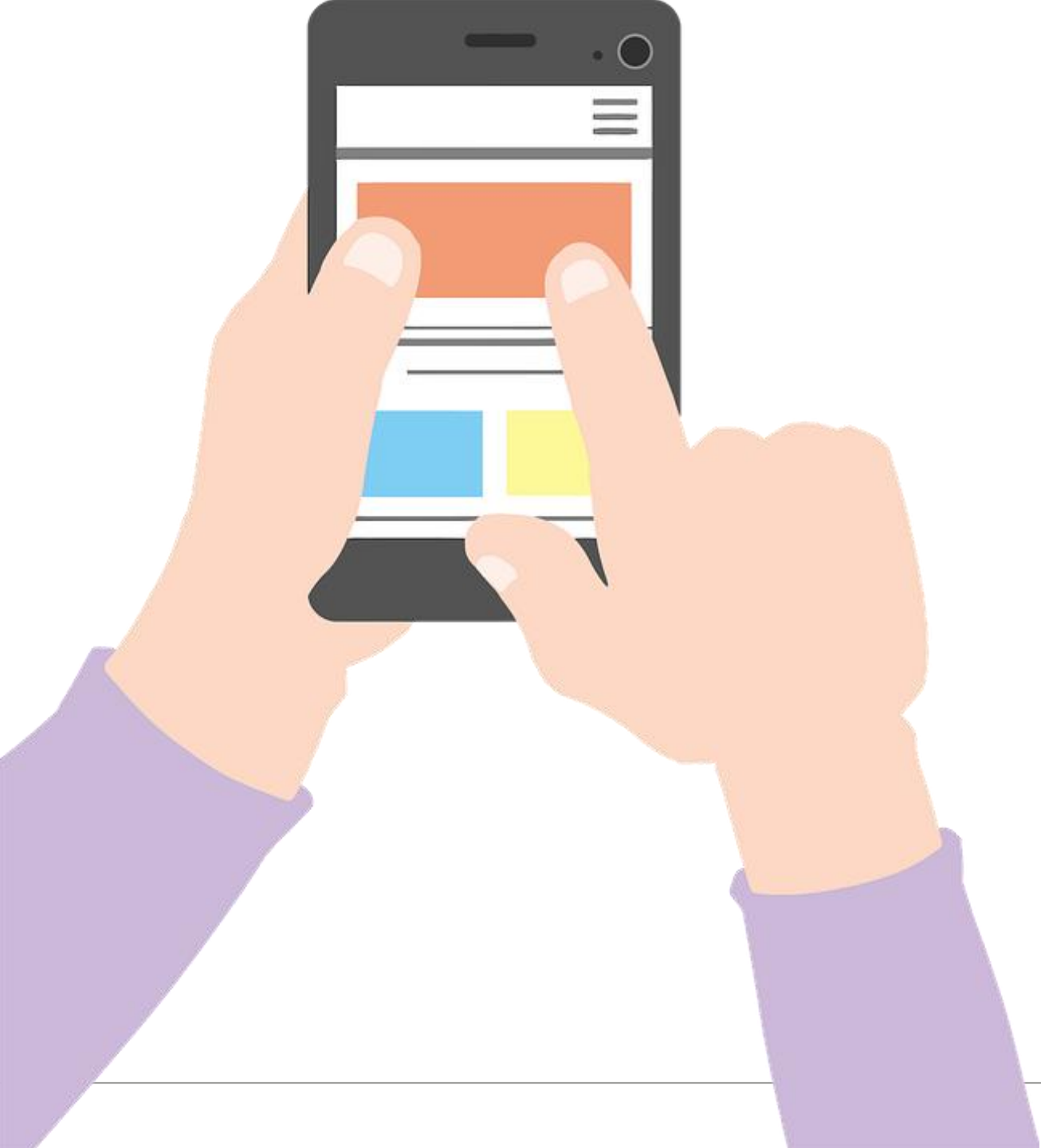
多认少写

more character  
recognition – less  
manual writing  
(Jiang 2007)

An illustration of a hand holding a smartphone. The phone's screen shows a menu with three horizontal lines in the top right corner. A central orange rectangular box contains the text 'Ask for information – describe sth. – evaluate sth.'. Below this box are three more horizontal lines. At the bottom of the screen, there are two colored rectangular buttons, one blue and one yellow. The hand is shown from the left side, with the thumb and index finger visible.

rethink the role of the learner:

learner as communicator



Andreas Guder / Fachverband Chinesisch e.V. (FaCh)  
(Eds.)

European Benchmarks for the Chinese Language  
(EBCL) /  
Europäischer Referenzrahmen für Chinesisch als  
Fremdsprache

(欧洲汉语能力基准项目)

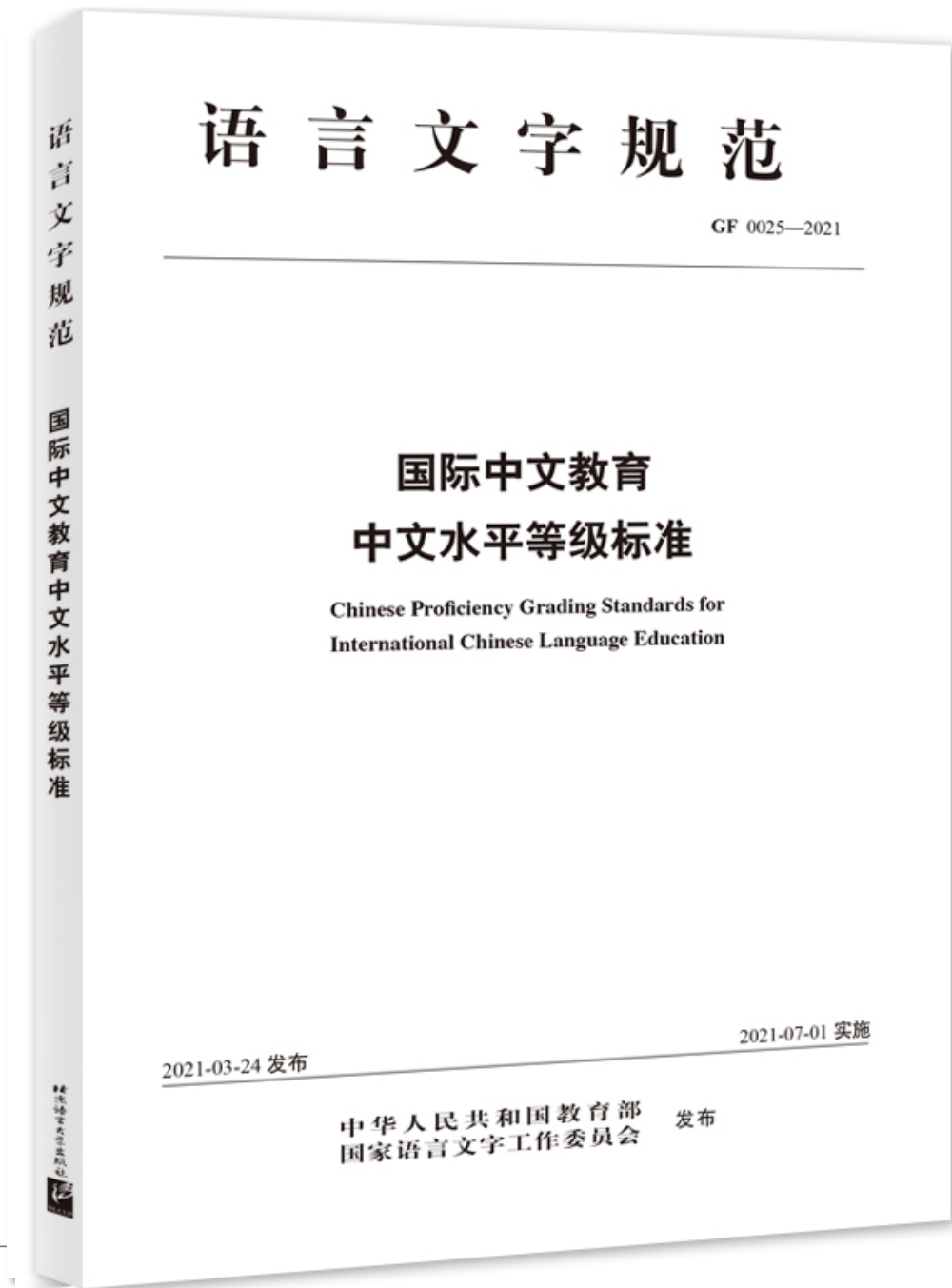
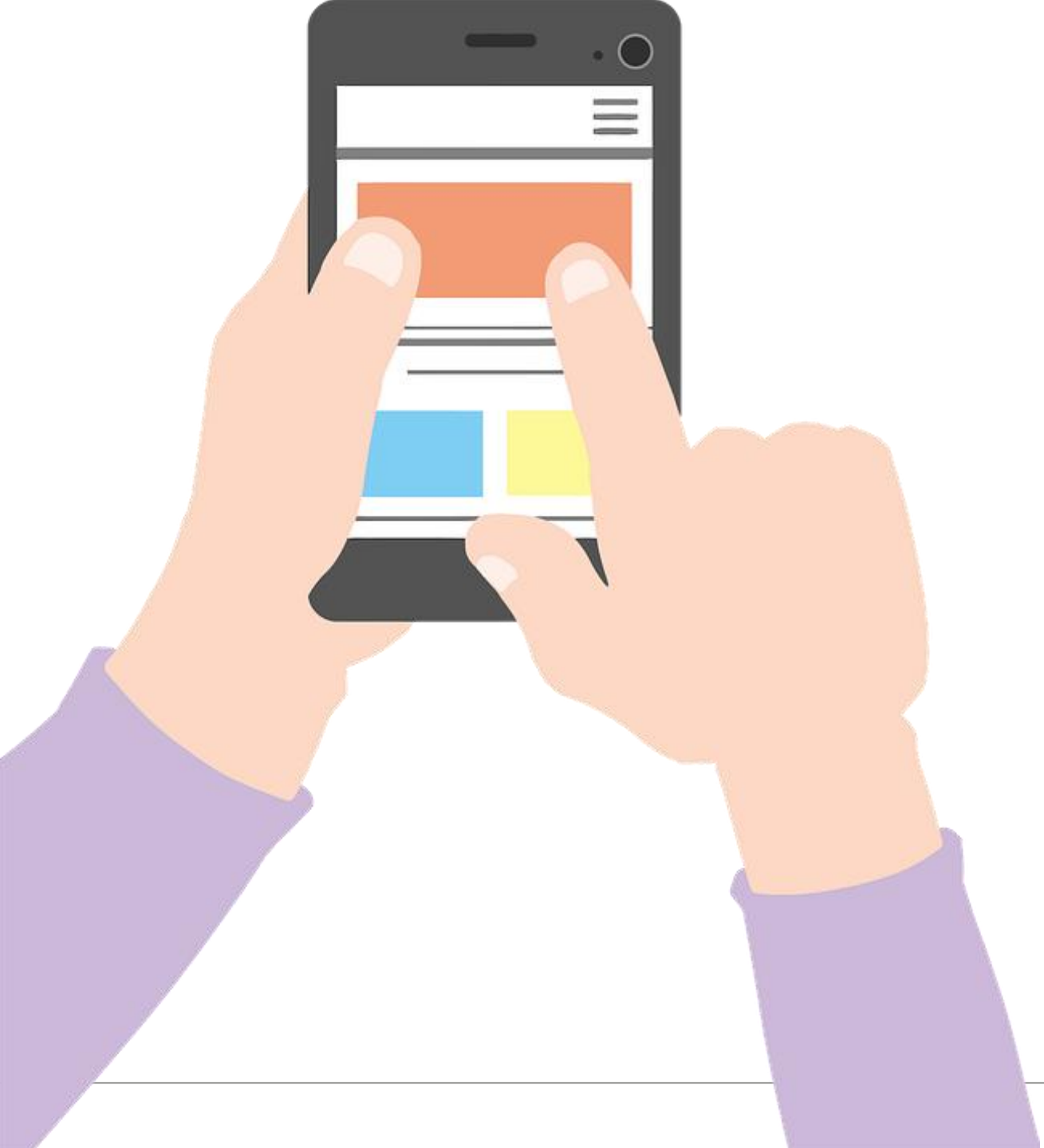
(Version 1.1)

Englisch-Deutsche Ausgabe des Projekts  
English-German edition of the project

“European Benchmarks for the Chinese Language (EBCL)”

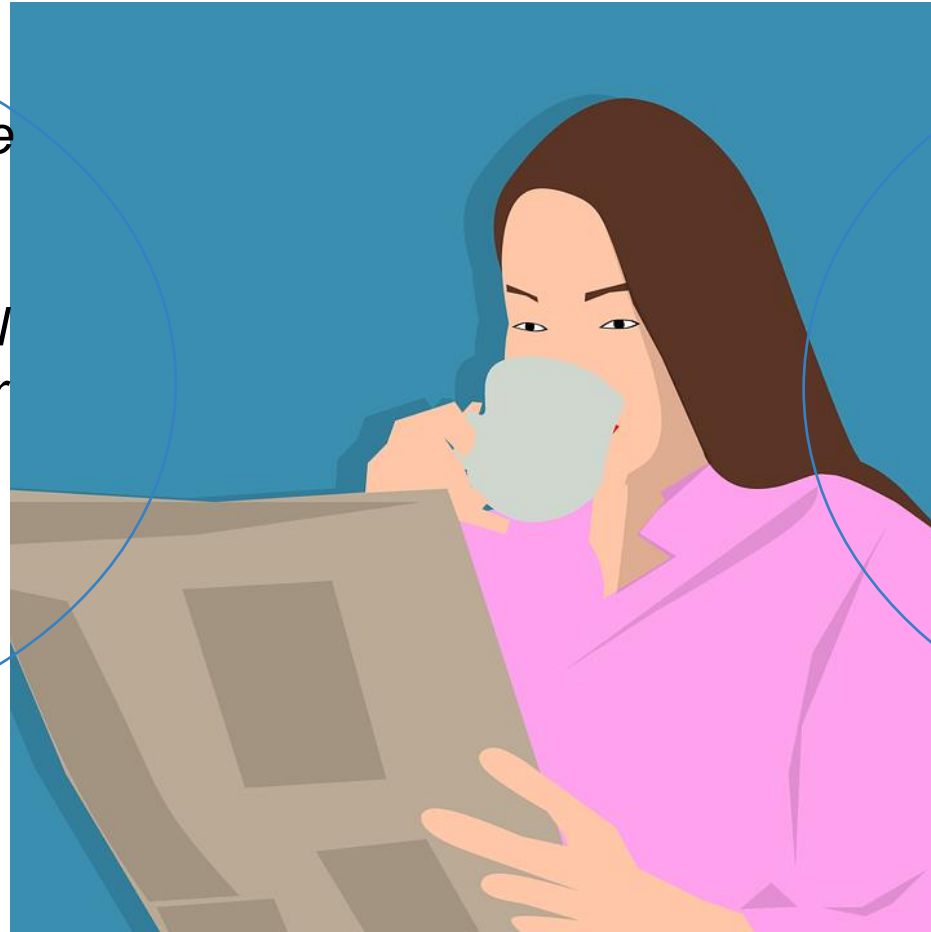
Levels A1.1 / A1 / A1+ / A2 / A2+





*Can write a series of simple sentences about his / her own family, life circumstances, educational background, and current or previous occupation.*  
(介紹、敘述、描述).  
(Benchmarks 2015)

**A2.2**



Can provide basic details closely related to personal life and learning within a set time. (Standards 2021)

**Beginners, level 2**

# Outline

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1. Complexity of a simple descriptive text
2. Conditions for intrinsic motivation
3. Blended learning writing tasks (examples from German A2)  
Focus: writing portfolio
4. Motivating learners in a blended learning course
5. Conclusion

# 1. Complexity of a simple text

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这就是我的房间。

Quelle: <http://0s.net.cn/zuowen/224053.html>



# 1. Complexity of a simple text: speech acts

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- describe

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这就是我的房间。

- describe
- adress the reader / give orientation

# 1. Complexity of a simple text: speech acts

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- describe
- adress the reader / give orientation
- evaluate

# 1. Complexity of a simple text: speech acts

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- adress the reader / give orientation
- evaluate
- narrate

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- describe
- adress the reader / give orientation
- evaluate
- narrate
- announce the topic
- signal the end of the text

# 1. Complexity of a simple text: grammar

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## Grammar

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- verb + 着: ... 贴着、... 写着、... 挂着、... 放着
- preposition + local supplement: 在 ... 对面、在 ... 这里
- 的 constructions: 一张很长的、要爬梯子的、小狗的、要爬梯子的、很多可爱的、我的
- directional verb / preposition: 从门口进去、再往里看
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- 的 constructions: 一张很长的、要爬梯子的、小狗的、要爬梯子的、很多可爱的、我的
- complement / preposition of direction: 从门口进去、再往里看
- modal verbs: 会看见、会看到



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- verb / preposition with directional meaning: 从门口进去、再往里看
- modal verbs: 会看见、会看到

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我的房间在餐厅对面，门上贴着一张纸，纸上写着：“小猫的房间”，从门口进去，你会看见一台钢琴，再往里看，会看到一张很长的木头桌子，我有时候在这里做作业。桌子上面有个窗子，窗子上面挂着小狗的窗帘。桌子右边是一张要爬梯子的木床，床下面放着很多玩具，床上面放着很多可爱的小动物，晚上陪我睡觉。床后面是橱子，里面放着我的衣服。

这就是我的房间。

## Grammar

- noun + local supplement: ... 对面、... 上/下面、... 右边、... 后面、... 里面
- verb + 着: ... 贴着、... 写着、... 挂着、... 放着
- preposition + local supplement: 在 ... 对面、在 ... 这里
- 的 constructions: 一张很长的、要爬梯子的、小狗的、要爬梯子的、很多可爱的、我的
- directional verb / preposition: 从门口进去、再往里看
- modal verbs: 会看见、会看到

# 1. Complexity of a simple text: vocabulary

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## Vocabulary

- subordinate terms to „room“  
餐厅、门、门口、窗子
- subordinate terms to „furniture“  
一台钢琴、一张很长的木头桌子、桌子、小狗的窗帘、要爬梯子的木床、很多玩具、很多可爱的小动物、橱子
- collocations  
贴着一张纸、挂着... 窗帘、放着... 玩具、放着...的小动物、放着 ... 衣服

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贴着一张纸、挂着... 窗帘、放着... 玩具、放着... 的小动物、放着 ... 衣服

**writing skill**

**linguistic knowledge**

- grammar
- vocabulary
- orthographic knowledge (汉字)

**planning skills**

**knowledge of text types**

- structure
- register
- intercultural knowledge

**revision skills**

## 2. Conditions for intrinsic motivation

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### Motivation research:

- need for autonomy
- need for competence
- need for relatedness

(Dresel & Lämmle 2011: 131)



## 2. Need for autonomy

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Use of learning activities that provide learners with a certain scope for action and opportunities for self-regulation.

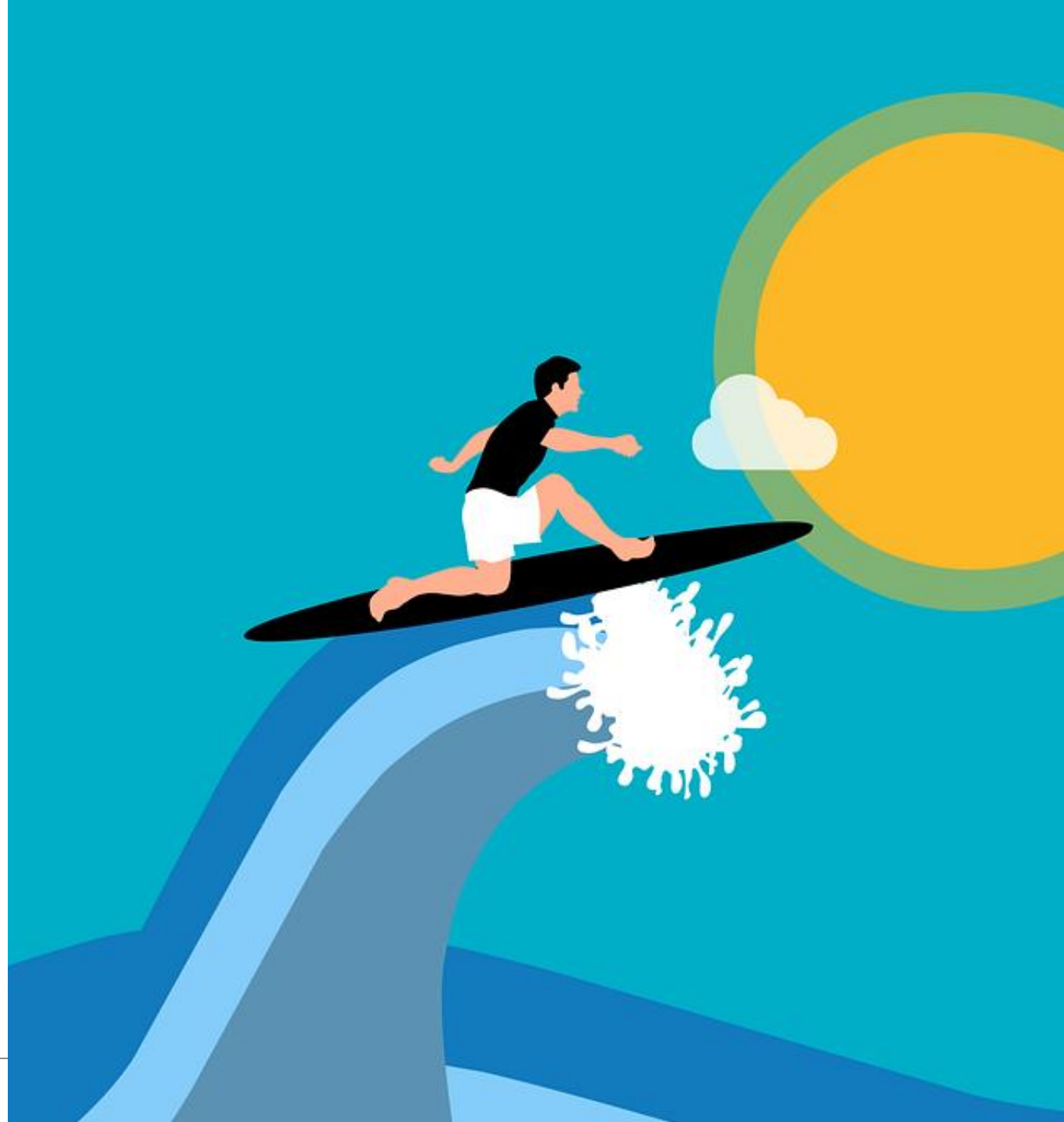




## 2. Need for competence

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Application of learning activities in which a wide range of competencies can be brought to bear.



## 2. Need for relatedness

---


Use of group work methods.



### 3. Blended learning course: A2 (German)

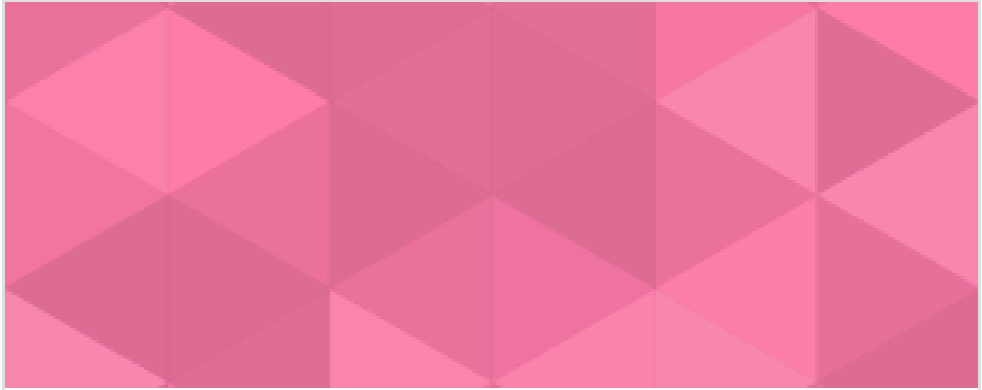
---

Luxembourg University (start: winter 2018)



Deutsch (Belval, Maison du Sav...  
| LC\_CAT-124

Deutsch A2.1 - Blended Learning  
22 Sept to 22 ...



Deutsch | LC\_CAT-148

Deutsch A2.2 - Blended Learning  
(Mittwoch, ...

**Hidden from students**

# 3. Course design

---

## Contact lessons

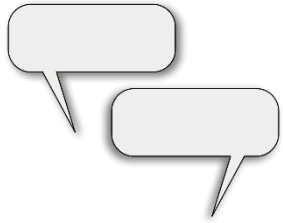
- 14 weeks x 1.5 hours
- 1 credit point
- focus: listening and speaking

## Platform based learning

- 3 hours / week
- 2 credit points
- focus: reading and writing

### 3. Three types of tasks

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Interactive writing tasks (Moodle forum)



form focused writing tasks (Moodle questionnaire)



writing portfolio (Moodle assignment)

### 3. Writing portfolio (Moodle assignment)

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1. compose a text
2. post text online
3. first teacher feedback
4. revision of text
5. second teacher feedback (grade)



### 3. Writing portfolio: Text types and speech acts

room  
description  
describe

我的房间在  
餐厅对面，  
门上贴着一  
张纸。。。

postcard,  
travel journal  
report,  
narrate

今年夏天我  
們在法国度  
了一个星期  
的假。。。

book summary  
summarize

我最爱看的  
小说是关  
于。。。

email  
suggest

你周末有空  
吗？我们可  
以。。。你  
觉得怎么样？

book  
recommendation  
recommend

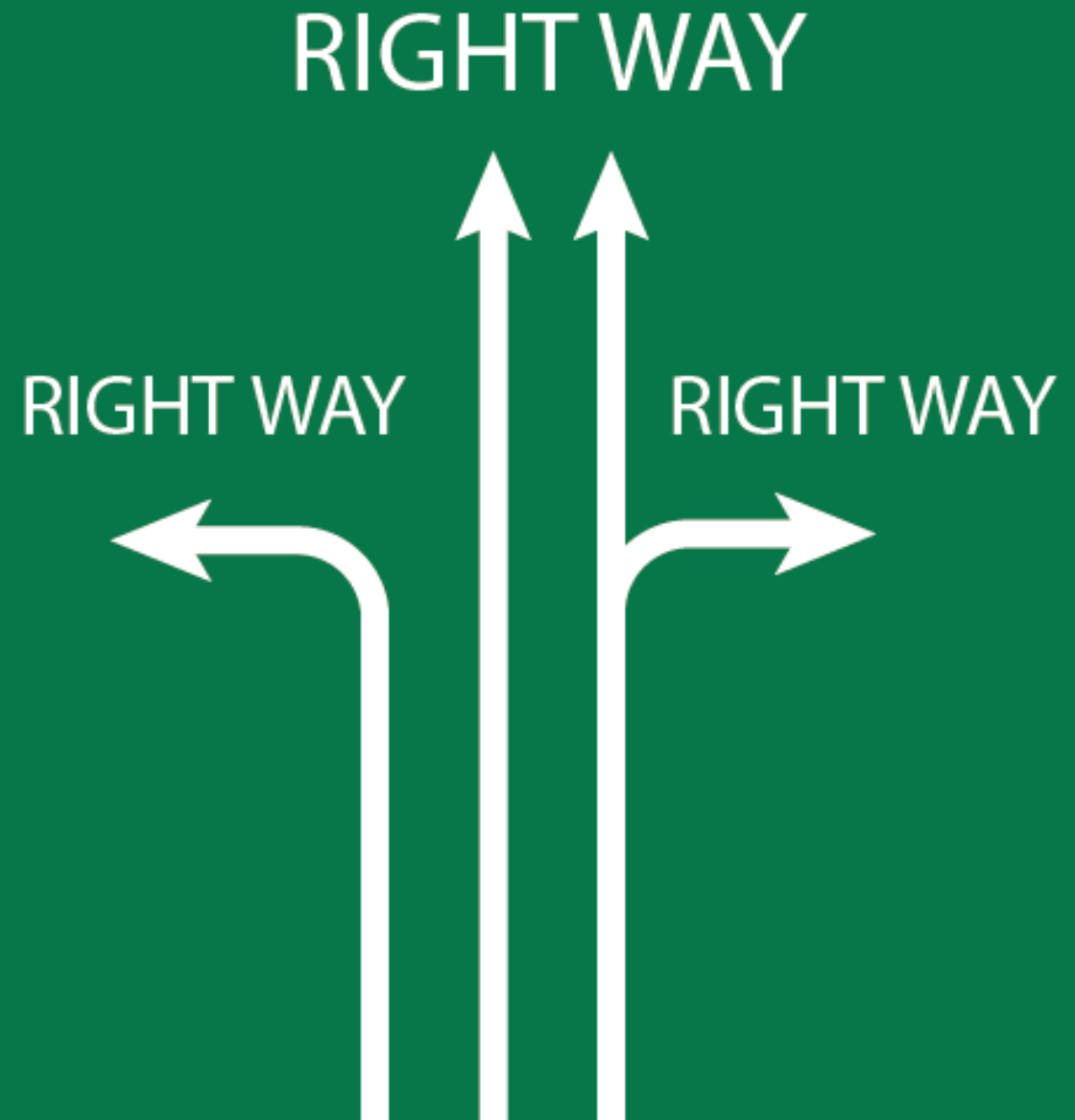
我向大家推  
荐这本书是  
因为。。。

## 4. Intrinsic motivation in blended learning

---

### Need for autonomy

- Choose space and time of learning
- Choose from a range of topics
- Make decisions about text revisions:
  - Do I want to revise?
  - What do I want to change?
  - Which resources do I want to use?





# 4. Intrinsic motivation in blended learning

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## Need for competence

- Experience ability to communicate in a foreign language
- Experience success in writing portfolio
  - View mistakes as an opportunity to improve
  - Reduce fear of failure



## 4. Intrinsic motivation in blended learning

---

- **Relatedness via Moodle platform**
  - Interaction with peers
  - Interaction with teacher



# 5. Conclusion

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- Blended learning activities
    - motivate students
    - give them opportunity to communicate in L2
    - help them develop their learning autonomy (flipped classroom; mobile learning)
  - Designing Blended Learning activities can be challenging for teachers
- 



Thank you!  
谢谢大家的关注！

# Literature

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