

AUFsätze

Eingereicht /
angenommen

Ludwig, C., Malcolm, D., & Tassinari, G. (2023): Designing, Assessing, and Adapting Materials for Autonomous Learning. In: Nagao, K., Ruiz Guerrero, A., Tassinari, G., & Ludwig, C. (Hrsg.): *Developing Learner Autonomy in Language Learning: From Theory to Practice*. Hongkong: Mynard & Candlin.

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Ludwig, C., Kersten, S., Becker, C., Schildhauer, P., & Stadler-Heer, S. (2022). Born-digital texts in the EFL classroom: The state of play. In: Ludwig, C., & Kersten, S. (Hrsg.): *Born-digital texts in Language Learning and Teaching*. Dublin: Multilingual Matters.

Ludwig, C. (2023): "Tell me, learners, what is a border?" – Borders and Border Crossings in Meg Vandermerve's *Zebra Crossing*. In: Weißenfels, D. & Pointner, F. E. (Hrsg.): *Teaching Migration and Cultural Diversity in the EFL Classroom*. Trier: WVT.

Ludwig, C., & Sambanis, M. (2023): Gender and Adolescent Mental Health: Building Students' Resilience through Authentic Media and Drama Activities. In: Ludwig, C., Summer, T., Eisenmann, M., Becker, D., & Krüger, N. (Hrsg.): *Mental Health in English Language Education*. Tübingen: Narr.

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Ludwig, C., & Martinez, V. (2023): Lighter Than My Shadow: Graphic Memoirs about Eating Disorders in the Multimodal EFL Classroom. In: Ludwig, C., Summer, T., Eisenmann, M., Becker, D., & Krüger, N. (Hrsg.): *Mental Health in English Language Education*. Tübingen: Narr.

In Vorbereitung

Ludwig, C., & Scheffler, P. (2024): 'Hello, my AI (co-)writer': Creative writing in the age of artificial intelligence. In: McIlroy, T., Ludwig, C. (Hrsg.): *Born-digital literature in ELT*.

Ludwig, C. (2024): Learners as Wreaders: Autonomous Approaches to Literary Learning in the Digital Age. In: Albrecht, A., Becker, C., Dam, L. & Heim, K. (Hrsg.): *Reforming the foreign language classroom – empowering students to take ownership*. Tokyo: Candlin & Mynard.
