

AUFsätze

In Vorbereitung

Ludwig, C., & Deetjen, C.: Introduction – Developing Students' Critical Environmental Literacies in the ELT Classroom. In: Deetjen, C., & Ludwig, C.: *Developing Students' Critical Environmental Literacies in the ELT Classroom*. Heidelberg: Winter.

Ludwig, C., & Shipley, E.: Writing the Future – Collaborative Creative Science-Fiction Writing in the Online EFL Classroom. In: Paran, A., Stadler-Heer, S.: *Taking Literature Online: New Perspectives on Literature in Language Learning and Teaching*. London: Bloomsbury.

Ludwig, C., & Pointner, F. E.: Developing Learners' Environmental Literacies with Wordless Graphic Novels: Laurence Hyde's *Southern Cross*. In: Deetjen, C., & Ludwig, C.: *Developing Students' Critical Environmental Literacies in the ELT Classroom*. Heidelberg: Winter.

Ludwig, C.: "Welcome, Citizens of Autodale" – Using Short Animated Dystopias in the EFL Classroom. In: Deetjen, C., & Ludwig, C.: *Developing Students' Critical Environmental Literacies in the ELT Classroom*. Heidelberg: Winter.

Ludwig, C., & Summer, T.: Those Who Must (Not) Be Named!? – Addressing Taboo Topics in the Light of Critical Language Pedagogy. In: Ludwig, C., & Summer, T.: *Taboo and Challenging Topics in Foreign Language Education: Critical Language Pedagogy in Theory, Research, and Practice*. London: Routledge.

Ludwig, C., & Summer, T.: University Students' Perspectives on Addressing Taboo Issues in Language Teacher Education. In: Ludwig, C., & Summer, T.: *Taboo and Challenging Topics in Foreign Language Education: Critical Language Pedagogy in Theory, Research, and Practice*. London: Routledge.

Ludwig, C., Martinez, V., & Zinecker, J.: "Let's talk gender (again)": New Directions in Gender Studies in the Context of ELT. In: Ludwig, C., & Summer, T.: *Taboo and Challenging Topics in Foreign Language Education: Critical Language Pedagogy in Theory, Research, and Practice*. London: Routledge.

Ludwig, C.: Graphic voices: Refugee, migration, and human trafficking graphic novels in FLE. In: Ludwig, C., & Summer, T.: *Taboo and Challenging Topics in Foreign Language Education: Critical Language Pedagogy in Theory, Research, and Practice*. London: Routledge.

Ludwig, C.: Concluding Remarks: The Future of Taboos in FLE. In: Ludwig, C., & Summer, T.: *Taboo and Challenging Topics in Foreign Language Education: Critical Language Pedagogy in Theory, Research, and Practice*. London: Routledge.

Im Druck

Ludwig, C.: Teaching Literature with Digital Media. In: Lütge, C., & Merse, T. (Hrsg.): *Digital Teaching and Learning: Perspectives for English Language Education*. Tübingen: Narr.

Ludwig, C.: ‚The future is now‘ – Virtual Reality im Englischunterricht. In: Bündgens-Kosten, J., & Schildhauer, P. (Hrsg.): *Englischunterricht in einer digitalisierten Gesellschaft*. Weinheim: Beltz Juventa, 175–187.

Ludwig, C., & Pointner, F. E.: “Where were you when the sky cracked open?” – Responses to Hurricane Katrina in Popular Culture. In: Bartosch, R. (Hrsg.): *Cultivating Sustainability: Education and the Environmental Humanities*. Trier: WVT.

Ludwig, C.: ‘Hemel Op Die Platteland’ – Reading Lara Foot’s Play Reach in the EFL Classroom”. In: von Blankenburg, M., & Lütge, C.: *Teaching Drama in the EFL Classroom*. Heidelberg: Winter.

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