***Own task idea:* Teaching of implicit meaning.**

For my own task with the help of 360 media, I would like to focus on teaching/training implicit context meaning. Various scenarios are to be recorded with the 360-degree camera to represent conversation situations. An audio file matching the picture is played in each scenario where a conversation between people can be heard. At the end of each conversation questions about what the speakers may have meant by certain implicit statements are asked. The following example shows how the scenarios could look like.

The 360 media picture shows people sitting around a table, next to the table one can see a window. The student can hear people talking about various topics like food or the weather, then, one speaker says, “It’s hot in here“. Afterwards, the question is asked, what could be meant by “It’s hot in here“. Four possible choices are given. The choices could be: the speaker wants to tell the others that the weather is warm / the speaker wants the person sitting next to the window to open it / the speaker wants the other people to tell him how many degrees it is / the speaker just wants to tell the others that he is feeling unwell. Due to the fact that a 360-degree picture of the environment is shown, the listener can assume that the speaker saying, “It’s hot in here“ wants the person sitting next to the window to open it.

Ironic statements could also be shown in for instance, situation where two speakers are having an argument. However, a 360-degree picture gives the listener the opportunity to put him-/herself in a situation in which he/she has also to grasp the context through visual observation.

***Task review.***

The task on page three (Bild-Hör-Probe) could be easily implemented as a 360-degree media task because prepositions are sometimes hard to understand when they are shown on a single picture. For this task I would record the given dialog. Then, I would create a 360-degree picture where the given items like the key can be seen in three different positions. The students then have to klick on the item which is in the right position. Prepositions like “to put into“, which are hard to explain, could also be visualized with a 360-degree picture.

Further, the task on page four (Grammatik-Umsetzung: Texte entwickeln) could also be implemented as a 360-degree media task. Instead of using the pictures of a city, which obviously could not be realized, I would use two 360-degree pictures of the same room. One picture could represent the day before, the other one the day after a children’s birthday party. The task would be then to describe what has changed, how the room looked on the day before and how the room looks on the day after the party.