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#InstagramELE: Learning Spanish Through a Social Network

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#InstagramELE: Learning Spanish through a Social Network

Pilar Munday, Sacred Heart University
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Abstract

Social networking (SN) tools have the potential to contribute to language learning because they promote linguistic interactions in person-to-person communication, increasing the opportunities to process input in the L2, engaging learners in negotiation of meaning and requiring learners to produce L2 output, as proposed in the interactionist theory by Long (1985, 1996). These virtual personal connections with other learners and language experts around the world could provide a rich environment for sociocultural language exchanges (following the principles of the sociocultural approach proposed by Lantolf, 2002, based on the work of Vygotsky, 1978) that may increase motivation for learning, develop L2 sociopragmatic competence and learners' online identities through expression, interaction and community building, as researchers have found (see Lomicka & Lord, 2010, for a summary of SN research). In addition, social networking is also believed to promote autonomous learning because the learners take responsibility of their own learning process in socially interactive environments by exploring the L2 through communication, collaboration and experimentation (Blake, 2013). Due to the popularity of social networking sites such as Instagram, Facebook and Twitter, language teachers have explored different ways to integrate them into the language education curriculum. This presentation will describe the #InstagramELE global learning community of Spanish learners and teachers. Instagram involves sharing photos and images that lend themselves to the development of descriptive language. The use of visual elements often leads nicely into cultural issues and development of cultural awareness and competence. We will describe an instructional task, the #instragramELE challenge, that could be a vehicle for the acquisition of new vocabulary, cultural topics, and the development of reading and writing expression. This challenge has already accumulated more than 30000 tagged photos, from all over the world. We will also discuss its benefits and challenges as an autonomous learning tool and some ideas for classroom implementation and teacher training.

An Auto-Ethnographic Study on the Use of Apps for Language Learning

Antonie Alm, University of Otago

Abstract

In this auto-ethnographic study, I describe and analyse my learning experiences as a novice learner of Spanish with mobile apps. Over a period of six months, I explored and used a range of different apps to study Spanish in pockets of (free) time (Kukulska-Hulmes, 2012) and documented my use of these apps, my observations and reflections on my learning process with the journaling app Day One.

The aim of this study was to experience the use of apps from a learner's perspective. Language learning apps vary widely in scope and purpose and while only a minority of apps have been developed by

educational specialists (Springer & Guillén, 2016), they can offer an unconventional and often intuitive approach to language learning. The language app Duolingo, for example, has a gaming component, which makes it one of the most popular apps on the market. Reverso, a translation app used by many language students, enables learners to match words and phrases with chunks of original L2 texts. HelloTalk claims to have the world's largest mobile language learning community, connecting language learners from around the globe to chat at their pace with their chosen level of support (through translation, corrections, voice recordings).

As these tools become available to our language students and new digital language learning practices emerge, it is crucial to experience and to evaluate alternative approaches to language learning. This presentation will provide an overview of the apps I explored and a preliminary analysis of my diary entries.

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An English Learner Family's Use of Information and Communication Technology at Home

Wyatt Brockbank, University of Iowa

Abstract

As more students who are learning English integrate into the school system, it becomes increasingly beneficial to understand these students' lives and communities (Zentella, 2005). Previous research has shed light on themes such as mismatches between educators' expectations and students' home lives (Valdés, 1996), the roles that family members play (Katz, 2014), and ways that technology use can enhance learning. Using technology has been shown to help motivate English Learners (ELs) and can help them feel engaged at school (Bjørgen & Erstad, 2015). Many ELs are connecting to the Internet in numbers on par with, and sometimes surpassing, their counterparts (Common Sense Media, 2013; Fuller, Lizárraga, & Gray, 2015), yet relatively little is known about how and why the students and their families use such technology outside of school (Katz, 2010; Rideout & Katz, 2016).

The presentation will include an overview of an ongoing qualitative case study that seeks to explore how and why Spanish-speaking families use Information and Communication Technology (ICT) at home, particularly their internet and smartphone technology. Behaviors, perceptions, and motivations are explored through interviews, and tasks in which the researcher asks family members to teach each other about ICT. The case study focuses on one family that speaks mostly Spanish at home, and has one child who receives EL services in a public school in a Midwestern state. The study presumes that important learning happens outside of school, that the home is an important place of learning, and that parents are the child's first teachers.
The study's methods and preliminary findings will be presented.

An Instructional Technique to Visualize Writing Process for ELLs

Yoonhee Lee, Arizona State University

Abstract

Many scholars have proven that technology can support English Language Leaners' (ELLs) academic and language learning. However, there is a lack of research on investigating the influences of integrating technology to better prepare students for taking standardized tests, specifically writing tests. This study investigates the effectiveness of using an online tool in an English Language Development (ELD) classroom to facilitate ELLs' English literacy and technology skills. In addition, it focuses on the method of connecting writing practices in online formats to paper format. The research question is: How can teachers promote ELLs' language and content learning as well as improve their academic writing using online tools?

The research is based on the use of an animated presentation tool, PowToon. The data used for this paper spans from August 2014 to May 2015. The participants, eight 5th grade ELLs, met once a week and occasionally on other days. The students read academic texts, discussed and organized ideas for writing, used graphic organizers, created PowToon slides, and then edited the content on their slides. Lastly, the students transferred the same content from slides to paragraph format on paper.

This action research follows Stringer's (1994) suggestions; thus, the research team consistently observed the class interactions, developed ideas and methods, and carried them out. Then the research team reviewed, reflected, and routinely reacted and adjusted the class instruction.
The PowToon slides, students' writings, graphic organizers, surveys, interviews, field notes, recordings of student interactions, and the state test results are the primary data. The data has been analyzed based on the theoretical framework of the seven instructional techniques that foster ELLs to become better writers (Hadaway, Vardell, & Young 2002). In addition, a new technique, "linking process" which transfers writing practices from online platforms to paper, is suggested.

Overall, students formatted their writing more clearly to meet academic expectations, used more academic vocabulary. Six of the eight students passed the state English proficiency test. This research addresses the importance of linking writing practices in online platforms to conventional academic writing on paper while maintaining the enjoyment and satisfaction of using technology.

An Online Module for Language Learning Strategy Literacy

Edie A. Furniss, University of Houston
Julia Kleinheider, University of Houston

Abstract

Language learning strategies became an object of investigation within applied linguistics in the 1970s, and continue to be researched today; however, the teachability of these strategies is disputed (Griffiths & Oxford, 2014). Still, for novices without prior language learning experience, raising awareness of available techniques and resources for efficient language study has the potential to foster empowered, language learning strategy-literate students.

The presenters will demonstrate an online module designed for students taking language classes at the University of Houston. The objective of this interactive module (located at http://www.uh.edu/class/lac/learn/) is to confront popular myths about language learning, to equip students with realistic expectations regarding the level of investment needed to succeed in a language course, to give students concrete strategies for reaching their language goals, and to provide students with the opportunity to reflect on their own study process. The design of the module was motivated by experiences with students of varied levels of preparedness for taking a university-level language class, and the content was informed by the literature on language acquisition and language learning strategies. The choice of a technology-mediated training module was deliberate, as it gives instructors and students flexibility: to assign or work through the module at their own pace; to complete the components in class or as homework; and to further explore topics of interest within the module through links to additional resources.

In this presentation, research related to language learner strategy training, as well as practical considerations for creating an online module, will be discussed, and attendees will have the opportunity to explore the module themselves. Additionally, the outcomes of a pilot implementation in Spring 2016 will be presented in the form of reflections from the module designers and pilot course instructor and student survey feedback on the usefulness of the module components. It is hoped that this presentation will provide guidance to language instructors and program coordinators interested in providing their students with research-based training for increasing language learning strategy literacy.

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Building a Bridge through CALL: A Case Study of L2 Heritage Learners and Non-heritage Learners of Mandarin Chinese in a Blended Learning Environment

Wang-Wolf Xuan, Arizona State University

Abstract

This study investigates whether utilizing an asynchronous Web tool will effectively improve Novice L2 Chinese learners' oral proficiency in a public U.S. university. It does so by examining oral performance products, such as audio recordings, that were collected over the past year (Fall 2015 to Spring 2016) from both heritage and non-heritage learners. This study stresses the different learning strategies heritage and non-heritage L2 Chinese learners employed in terms of utilizing the Web tool in acquiring the target language. The data shows the issues facing a mixed learner community in a blended learning environment and encourages exploring other methods in actively engaging L2 learners and utilizing cultural competency with language proficiency via CALL.

Connected Learning: Using instructional techniques and digital tools to enhance language and content learning

Carmen Taleghani-Nikazm, The Ohio State University

Abstract

Our presentation focuses on ways to promote collaborative L2 language and content learning in a digitally enhanced and globally connected classroom environment. The presentation consists of two parts. In the first part, we present the instructional techniques and digital tools that were used in teaching an intermediate/advanced German course on the current influx of migrants and refugees in Germany and the challenges and issues it has brought. The course also focused on the students' German language development. We will share how digital tools such as Microsoft OneNote and Zoom (online videoconferencing) were used to: enhance collaboration among learners on a shared project; connect OSU learners locally and globally with other learners and experts for online interviews and discussions; integrate learner's interests in aspects of the subject matter; enhance learner's research skills and engagement with collected materials and recorded online interviews; improve L2 proficiency; promote intercultural competence, and learn basic rules and etiquette for teleconferencing online. Here, we will also provide details in regards to teaching techniques, instructions and task-design for students' online collaborative assignments and the online videoconference meetings with their partners and experts in Germany. This part will also include instructions that were given to students for the assigned follow-up work with the repository of recorded meetings.

The second part of our presentation focuses on students' feedback regarding their experience using the digital tools and collaborative project for the course. An online survey was conducted which included questions eliciting the students' development of intercultural understanding and competency; strengths and weakness of the application of digital technologies in the language classroom, and the students' self-assessment of their skill-development. The students concluded an overall positive experience with the variety of digital and print media, and the methods for exchange that were made available to them in and outside of class. The tools of the digitally enhanced and globally connected classroom built on the students' personal interest and skill-level, enabled them to feel more comfortable in the verbal application and exchange of information on a current political debate, and strengthened their perception of themselves as competent L2 speakers.

Corpora in the Classroom: Activities for Teaching English as an Additional Language

Claudia Maria Pereira, Universidade Federal de Santa Catarina
Rossana da Cunha Silva, Universidade Federal de Santa Catarina

Abstract

Traditional teaching approaches reflect very little impact regarding new practices and at the same time offer no room for improvement. Still today, formal training in pedagogy purport conservative beliefs on knowledge, colleagueship, and advocacy. On the other hand, cognitive theory and social constructivism suggest that learning and development is a social process, where each and every student can become the center of his/her process, towards becoming an independent learner. Within this context, teachers are mediators, promoting and encouraging critical thinking through problem-solving tasks; reflection and analysis; creativity and interpretation. Students build their meanings and knowledge, which are linked to

their socio-cultural context. Within this theoretical framework, we would like to question current teaching practices by proposing the use of corpora in the classroom, aiming to redefine roles of the subjects that are part of the teaching/learning process as a new form of interaction mediated by new technologies. The use of information technology (IT) tools encourages proactivity and facilitates group work, as well as promotes greater awareness on the part of the students while a new strategy is built. We believe this approach is more appropriate for these times of globalization and virtual work. As a guiding motivation, we expect to generate changes in attitudes to traditional roles, responsibilities, and beliefs. The "sketch engine" software will be used to provide activities in the classroom. At the same time, a general questionnaire for teachers of English as an additional language is applied once the tasks are fulfilled. This inquiry is based on possibilities and beliefs regarding the use of corpus systems in our everyday practice and is analyzed so as to describe teachers' reactions to our proposal. Once the new technologies are introduced in the language classroom, students become aware of the potential of such systems and the advantages of choosing and leading their own learning process. Is it possible to rethink formal training in pedagogy, while including virtual learning and a different share of responsibility in the process? Further research is required, but self-assessment by the students demonstrated this as appropriate; particularly with those preparing for international exams and planning to apply for foreign universities.

Key words: Social-constructivist Approach, Independent Learning, Web-based Corpus System, Critical Thinking, Decision Making. Teaching Practices.

Corpus Linguistics for English Majors and Digital Literacies

Charles Lam, Hang Seng Management College

Abstract

This presentation demonstrates how an upper-level undergraduate corpus linguistics class connects language studies and IT skills, and argues for the importance of digital literacies for English majors in Hong Kong, where most students are experienced L2 learners of English. The corpus linguistics class was designed to prioritize the practical and transferable skills that prepares college graduates for their careers. To this end, the course adopts a hands-on approach, by which students are often expected to explore skills that they have not learned previously.
While topics about corpus linguistics are still discussed in all lessons, individual technical tools are highlighted that will facilitate a term project, which is an elementary corpus-based study. Students are expected to complete a given task in each lesson (2x/week), in which they collect data and present the results in various forms.

The presentation includes challenges to the course: (i) Students are typically unconfident with IT skills, and (ii) intensive and hands-on exercise require a lot of attention from the instructor. Several solutions employed will also be discussed.

Implications: For humanities students in general, this approach is particularly suitable for technology-oriented courses in humanities. Students are motivated by the subject knowledge and they learn the practical skills that complement their language expertise. Specific to linguistics pedagogy, the class shows students how linguistics data reveal patterns and help linguists confirm or disprove their hypotheses. From an applied linguistics perspective, students also learn how corpus tools are used for L2 English learning.

Developing an EGAP Online Course: Are Japanese Digital Natives Ready?

Parisa Mehran, Osaka University
Mehrasa Alizadeh, Osaka University
Ichiro Koguchi, Osaka University
Harou Takemura, Osaka University

Abstract

When one thinks of Japan today, technology quickly springs to mind alongside the images of sushi, cherry blossoms, and kimonos. Japan is in fact a technology-driven country that manufactures millions of high-tech gadgets; however, digital literacy levels are comparatively low amongst its generation of digital natives. Anecdotal evidence suggests that while Japanese university students are skillful at using smartphone applications such as LINE and are even occasionally addicted to gaming, many are not avid technophiles when it comes to education. Therefore, availability and accessibility of computer technology do not necessarily guarantee its usability, and that is why technology has not yet been normalized in Japanese educational settings. As an initial step in designing and developing a web-based EGAP (English for General Academic Purposes) course at Osaka University, this study seeks to assess Japanese learners' perceived e-readiness for learning English online. An adapted version of the Technology Survey, developed by Winke and Goertler (2008) and translated into Japanese by the researchers, was used to collect data from a sample of 175 undergraduate Japanese students majoring in both humanities and sciences. The questionnaire items asked about respondents' ownership of and access to technology tools (such as PCs, laptops, printers, and webcams), their ability in performing user tasks from basic to advanced (e.g., copying and pasting texts and editing videos), their personal educational use of Web 2.0 tools (for instance, blogs, wikis, podcasts, and social networking websites), and their willingness to take online English courses. Overall, the results indicate that students have personal ownership and sufficient access to digital devices as well as the Internet either at home or on campus. Despite having low keyboarding skills in English, they also have a solid command of knowledge and practice of Web 2.0 tools for daily life, but not for educational purposes. This might explain why around 40% percent of the students are reluctant to take online courses which makes CALL-focused digital literacy training an essential element in implementing the prospective EGAP online course. The present study further highlights the importance of assessing learners' CALL readiness prior to the delivery of an online course.

Digital Stories: Fostering the Development of English as a Foreign Language

Celso Henrique Soufen Tumolo, Universidade Federal de Santa Catarina

Abstract

Storytelling has always been part of humankind, and has been used for various purposes, for example, as a source of entertainment as well as of information, contributing to knowledge construction in various human communities. Recently, digital resources have been added to storytelling, resulting in what is referred to as Digital Storytelling (DST). Digital Stories have been used in the area of education, and can be characterized, roughly, as a short-length video, with duration of 2 to 10 minutes, produced involving a combination of various digital media such as still images, videos, animations, music, graphics, texts, and mainly, a recorded digital narration of a story about various topics, always presented from a personal perspective. This presentation aims at providing an expanded characterization of DSs and some guidelines for their development, as well as considering two approaches that can incorporate DSs for the teaching and

learning of English as a foreign language, namely, Content-Based Approach (CBA) and Project-Based Approach (PBA). Although they are not new approaches, teachers and learners of English as a foreign language have, now, the digital resource of DSs as an authentic material to language input, as in the case of CBA, and as a project to be developed for language output, as in the case of PBA.

Keywords: Digital Story; Educational Technology; English as a foreign language; Content-Based Approach; Project-Based Approach.

Distributed Language Learning in a World of Warcraft (WoW) Centered Course

Kristi Newgarden, University of Connecticut

Abstract

This mixed media presentation will provide viewers with an overview of findings from research on second language learning by participants in a course designed around play of a multiplayer online role-playing game (MORPG). The theoretical framework, which draws from Ecological Psychology, Dialogical and Distributed (EDD) views of language (Newgarden & Zheng, 2016; Zheng & Newgarden, 2016; Newgarden, Zheng & Liu, 2015), will be introduced through discussion of methods, analysis and interpretation of results. In this study, the dialogical system (Steffensen, 2012) of a World of Warcraft (WoW) gameplay group, comprised of two adult native English speakers and three adult English as a second language (L2) learners, became more coordinated over a semester of playing WoW together in a game-centered course. Multimodal analysis of three episodes of gameplay recorded over ten weeks revealed that by engaging in recurrent languaging activities via Skype conference call and embodied by WoW avatars, players became more efficient at planning moves and completing more challenging quests. As they probed the affordances of dialogical arrays (Hodges 2009; 2014), players' co-agency and co-actions meshed as a distributed cognitive system (Hodges, 2014), which balanced the values of facilitating gameplay, making meaning, taking care of others and having fun. Applying the Linguistic Style Match metric (Gonzales et al., 2010), alignment of players' spoken language within and across gameplay episodes was calculated and found to have been higher in episodes of play in which interactions were more smoothly coordinated. This finding lends support to Fusaroli & Tylen's (2012) argument that a dynamical framework can be applied in understanding how in situations of social coordination, global linguistic patterns emerge and stabilize through a process of local reciprocal linguistic alignment. This study also describes how designed features of a game-centered course, including guided discussion and comparative reflection on WoW culture and social values, afforded conversational ease, development of a class community, sociocultural attunement, and for L2 learners in particular, participation in multiple L2 communities of practice.

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Enhancing Technology Use and Training in Foreign Language Instruction through the Technology Training Model

Yi Wang, The University of Arizona
Borbala Gaspar, The University of Arizona
Chelsea Steinert, The University of Arizona

Abstract

This study investigates the insufficiencies of technology-centered training for Foreign Language (FL) graduate student instructors at the collegiate level and proposes a detailed training model as a solution. As called for by the MLA Ad Hoc Committee on Foreign Languages (2007), "graduate studies should provide substantive training in language teaching and in the use of new technologies". This statement is supported by many in the field of SLA (Lord, 2014; Melin, 2000; Muyskens, 1997), and yet there are still gaps in understanding how graduate student instructors view and approach the use of technology. Using two online surveys, we collected information from 20 graduate teaching associates (TAs) and 6 language program directors (LPDs) from various collegiate foreign language departments about their current use and perceptions of technology in the classroom and training they have received or offered. Two goals of this study are stated: 1) to understand the state of current technology use and training in collegiate-level FL programs and 2) to learn the perceptions toward technology use and training from both stakeholders. Based on qualitative and quantitative analyses, we identified a discrepancy in perceptions between LPDs and TAs, and an insufficiency of the current technology use and training. As a response we propose the 6FS (Six For Success) model, a detailed training program that promotes collaboration among faculty and graduate associates.

While making foreign language teaching inventive and responsive to new technologies it is easy to get lost in the 'cloud'. It is time for us to turn our attention to what type of technology we use and how we use it. This presentation gives an outline of the visible gaps based on our findings and proposes the 6FS training model, a module that is responsive to the current literature and considers technology use to be paired with pedagogical frameworks.

Exploring Synchronicity of Use in an L2 Telecollaborative

Choi Eunjeong, The University of Texas at Austin

Abstract

Telecollaboration is a complex pedagogical context that innately involves intercultural communication between L2 learners coming from different cultures (e.g., Basharina, 2009; Belz, 2003; Blyth, 2012; Kramsch & Thorne, 2002; Ware, 2005). Among the research identifying factors responsible for intercultural tension

and dynamics, one strand of research has focused on technological issues: for example, more active peer-age interactions in a synchronous mode than in an asynchronous mode (Chun, 2011; Thorne, 2003); differing levels of accessibility and experience with technologies between cultures (Basharina, 2007; Belz, 2001; Ware & Kramsch, 2005); and differing "cultures-of-use" of the same communication tools between cultures (Thorne, 2003). The current study extended the literature by exploring a facet of digital communication that has not been explored in L2 telecollaborative contexts: synchronicity of use (Herring, 2001).The participants were 26 Korean undergraduates learning EFL and 25 U.S. undergraduates learning Korean, grouped into pairs. They participated in an 8-week class project of electronic tandem exchanges that allowed them to discuss their native languages and cultures and learn about each other's language and culture. Data included chat transcripts, learner journals, a post-project questionnaire, interviews, and field notes. This study, designed as an embedded multiple-case study, adopted qualitative approaches to data analysis (Yin, 2003). My presentation will focus on the way that culturally different expectations about digital communication were evidenced across various reflection and communication data. The findings revealed that the culturally defined nature of synchronicity partly explained a clash in expectations from the two cultures and ensuing differing levels of dyadic functioning across pairs. Also, the culturally different expectations about synchronicity were complicated by the use of various communication tools (i.e., e-mail exchanges, mobile text-messages, and chat conversations). This study supports Herring's (2011) argument that synchronicity is an aspect of language use driven by social practices (synchronicity of use) rather than being determined by technologies (synchronicity of mode). I suggest an approach to synchronicity as a situational and cultural variable to consider in a telecollaborative context, and propose a revision of Thorne's (2003) concept, cultures of use, to include the notion of synchronicity of use.

Facebook Guided Telecollaboration: Bringing Monolinguals into the Classroom

William Justin Morgan, The University of Alabama
Egemen Gun, The University of Alabama

Abstract

Research has discussed the purposes of telecollaboration and its influence on the acquisition of the second language pedagogically for many years (Ware & Kramsch 2005; Ware & Kessler 2014). The implementation of this poses logistical and pedagogical issues, but has shown to have numerous beneficial outcomes. These outcomes range from cultural awareness development (Belz 2003) to the linguistic feedback given by native speakers to second language (L2) learners during their online interactions (Ware 2008). During this presentation, I will discuss strategies that language educators can implement in their classrooms utilizing a communicative pedagogical approach when structuring their online and hybrid intermediate language courses. The presented strategies focus on the pros and cons of using Facebook as a means to facilitate telecollaborative activities.

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Gameplay Activities as L2 Learning Ecologies

Karim Shaker Ibrahim, Miami University in Ohio

Abstract

Several empirical studies demonstrated that player-game interaction has the potential to facilitate learning in-game L2 discourses (e.g. Miller & Hegelheimer, 2006; Hitosugi, Schmidt, & Hayashi, 2014). However, to date, the activities and dynamics of player-game interaction that afford that potential are still largely underexplored. Thorough examination of this learning potential would entail fine-grained ecological analysis of the dynamics and processes that constitute player-game interaction and offer affordances for L2 use and learning. To investigate this underexplored territory, informed by ecological approaches (Van Lier, 2004), the researcher conducted a case study examining the interactions of 3 Arabic L2 learners in the educational video game Baalty (PPIC-Work, 2004). The study revealed that player-game interaction is a dynamic multi-faceted activity comprised of several mutually constitutive activities. Analysis of these activities resulted in a model of player-game interaction as an ecology-sensitive multi-layered activity in which languaging, play, and narration are dynamically interwoven in the gaming ecology. This model can further our understanding of the L2 learning potential of digital games and inform the design, integration, and adaptation of digital games in L2 classrooms.

How Digital Games Can Assist Vocabulary Learning of English as a Foreign Language

Caroline Chioquetta Lorenset, Docente no Instituto Federal de Santa Catarina (IFSC), em Inglês: Estudos Linguísticos (PPGI/UFSC)

Abstract

Several studies (Prensky, 2001; Gee, 2005; Squire, 2006; Sahrir & Alias, 2011; Sykes, 2013; Chik, 2014) in teaching and language learning indicate that digital games may help many English as a foreign language learners in an array of manners: developing cognitive processes, assisting vocabulary acquisition, enhancing socialization and communication opportunities, learner autonomy and interaction between native and non-native English speakers, and also promoting autonomy and social development as a whole. Digital games, in addition, can provide very effective strategies to assist vocabulary learning, such as the use of repetition, context-situated learning, and images and sounds, encouraging players to continue playing for missions in a motivated pace (deHann, 2010; Vahdat & Behbahani, 2013; Yudintseva, 2015; Yilmaz, 2015). The main objective of this presentation is to discuss theoretical reflection and to present studies about digital games as a resource for learning and teaching vocabulary of English as a foreign language. This study is part of a PhD research in progress (at Universidade Federal de Santa Catarina, Florianópolis, Brazil) about how digital games can assist vocabulary acquisition for learners of English as a foreign language.

Intercultural Issues and Telecollaboration

Rodrigo Schaefer, Federal University of Santa Catarina

Abstract

Different systems of telecollaboration have emerged due to the growing interest in understanding how online interactions amongst participants occur (O'dowd, 2013). For Belz (2002), telecollaboration accounts for the use of virtual technology tools which combine collaborative projects and the possibility of dealing with intercultural issues. Similarly, O'Dowd (2006) suggests that inasmuch as in telecollaborative spaces learners may "reflect critically on their own culture through questions posed by their partners" (p. 134), the focus of research on the interaction taken place in online encounters can fall both in language learning as well as in intercultural issues. The objective of this presentation is to revise four studies (O'Dowd, 2003; O'Dowd, 2006; Baker, 2012; and Dervin, 2014) with a view to understanding how intercultural issues in telecollaborative spaces are interpreted by the authors. Despite our acknowledgment concerning the applicability and complexity inherent to the adoption of analysis procedures, a careful review of these studies reveals that culture appears to be equated with nation. For instance, such an inclination to national characteristics is evinced in O'Dowd (2006) when he describes the questionnaire he applied to the participants in order to ascertain their attitude and opinion towards learning by means of digital technology: "In general, the Germans reported a desire to find out more about the American way of life and culture and to improve their English writing skills. The American group also mentioned an interest in finding out about the target culture" (p.95). In this regard, Risager (2007) argues that features grounded solely on national frameworks can be viewed as an opportunity for their consequent and subsequent overcoming, that is, the author makes us reflect on the following questions: "[...what features must be preserved from the national paradigm, and what must – or can – be discarded and transcended? (p.195, 2007). We do not suggest that we oppose the idea of the inclusion of analyzes relating to distinctive aspects of the participants' home country. However, the review of the four studies points out that the likelihood of transcending stereotypical images did not seem to get enough attention.

Intercultural Language Learning through Video Production

Nayara Nunes Salbego, Federal Institute of Santa Catarina
Denise M. Osborne, University at Albany, SUNY

Abstract

This project involves the exchange of intercultural video productions among learners of Portuguese in the U.S.A and learners of English in Brazil. The goal is to provide learners opportunities for intercultural exploration as part of their intercultural language learning. In this project, learners focus on the little "c" (Seelye, 1984) (e.g., shared knowledge that is subjective, not so obvious, hidden, unconscious), and are free to create and use their imagination. Learners narrate in their respective target languages as they show aspects of their own culture to the target audience. They present their videos in class and watch the videos produced by the learners in the corresponding country. They also provide feedback to their peers in the other country. Discussions focus on the understanding of aspects of the target culture and of their own culture, as well as the various ways of being and doing. Learners analyse and reflect upon the feedback received. In this presentation, we will talk about the steps (including preparation, production, evaluation, feedback) and show some samples of learners' work. A survey was conducted in order to evaluate the response of the learners toward this project. The response was overwhelmingly positive. Among the

outcomes, critical reflection also becomes a powerful tool in helping learners understand and appreciate the target culture as well as their own culture.

L2 Literacy Development through Digital Narratives

Ana López Sánchez, Haverford College

Abstract

In today's technology-mediated world, language educators have been increasingly incorporating digital storytelling (DS) into their instruction. In DS, students produce a multimedia artifact that strongly resembles a media product, gaining awareness of how language interacts with other semiotic forms of communication (visual, auditory, etc.) to construct meaning. The process of writing the story also maintains a focus on language and language learning, and develops awareness about the narrative genre. DS also affords students the possibility to write creatively and about events and topics that interest them, thus leading to "experiences of agency, efficacy, and pleasure" (Lankshear and Knobel, 2008, p. 9).

This presentation will, first, examine the design of a Spanish university course conducted in a small liberal arts college in the US mid-Atlantic, and structured around a digital storytelling project. The (digital) stories created by learners in the class will then be analyzed, attending to choice of topic, and integration of the different modes of meaning-making. The presentation will end by reporting on a study conducted to assess the development of the students' awareness of the narrative genre, and their own assessment of the learning outcomes of the project, including self-awareness and self-reflection.

Memes as a Digital Literacy Tool that has Motivational Role in ESL Classes

Mohamed Yacoub, Indiana University of Pennsylvania

Abstract

This presentation shows how to teach students to create memes to share on social media networking such as Facebook, how to make "awesome" memes that show students' problems with learning any aspect of the language with ways of solving them, and how to make activities that make the best out of these memes.

Facebook and other social media websites have been replete with memes that mock reality, tell jokes, compare and contrast things, etc. These memes can be useful tools for teachers to motivate their students and to utilize for the sake of teaching a specific task of grammar, vocabulary, etc. A teacher, for instance, can ask students to make memes showing how confusing words like "desert vs. dessert" can cause embarrassing situations. I will also provide examples of websites that give templates for memes and help create ones. Creative practice of learning English encourages students to create a sense of originality, ownership, and innovation (Jeffery and Woods, 2009). Also, adopting such creative ways of teaching English helps both teachers and students to develop curiosity, risk taking, and autonomy (Grainger et al., 2005; Cremin, 2009). This activity makes students develop their skills of how to own the language and how to be autonomous. It also makes them feel comfortable with learning the language so they can be innovative. In my presentation, I will be using a variety of techniques. I will use examples of memes, will show websites that help teachers introduce memes to students and help students create their own memes, and will ask

my audience to share teaching situations that can fit memes. In this presentation, I am targeting teachers of younger students and those how look for creative ways to motivate their students digitally.

Participant Positioning Strategies in Telecollaborative Tandem Exchanges

Brianna Janssen Sánchez, University of Iowa

Abstract

The purpose of this mixed methods study was to explore the diverse strategies that participants used to position themselves in telecollaborative tandem exchanges. Students studying English in Mexico and students studying Spanish in the U.S. formed pairs to participate in a semester long telecollaborative tandem exchange project where they video chatted four times, communicating 20 minutes in Spanish and 20 minutes in English. The researcher adopted the lens of positioning, moving away from strict and reciprocal NS-as-expert versus NNS-as-learner roles and assumptions of interaction, to explore how tandem participants positioned themselves and their partner at different moments throughout the exchange. The analyses triangulated all three data sources of the study—a participant survey, the chat 2 discourse transcripts, and participant interviews. The positioning strategies adopted by the participants in two case study pairs did not reflect the canonical view of NS and NNS roles in telecollaborative tandem exchanges (Appel & Mullen, 2000; Brammerts, 1996; Little & Brammerts, 1996). In most cases, the alternation of roles of NS as expert and NNS as learner were not evident. Instead participant-positioning strategies seemed to stem from the situation and the topic of conversation, rather than from the language in which they were communicating. Participants had a strong desire to communicate and build a relationship as peers or as equals and at times expressed a strong resistance to accepting a NS-as-expert and NNS-as-learner roles. The findings indicate that because pair interaction in telecollaborative tandem exchanges is complex, it is recommended that focus be taken away from assigning participants roles assumed of the tandem context. Rather, the instructions for participants should invite students to engage in exploration of self and other through co-construction of pair discourse.

Professional Development on Integrating Digital Literacy into Adult English Language Instruction

Kathy Harris, Portland State University

Abstract

Adult English language learners come to the language learning task with a wide variety of experiences with formal education, digital literacy skills, and language learning. Most need to develop digital literacy skills along with other aspects of language.   However, teachers who serve adult English learners themselves have a wide variety of experience with technologies, and a wide variety of confidence in their abilities to integrate digital literacy into their instruction. This presentation will describe a suite of free online digital literacy professional development materials, where to find them, and describe a hybrid professional development model in which these materials were used that maximized affordances of both face-to-face and online settings.

The federally funded LINCS ESL Pro project created a suite of materials focused on the integration of digital literacy into adult English language instruction. There are three resources: an Issue Brief, a four-part online course, and a digital magazine. The Issue Brief describes research-based approaches to integrating

technology and increasing digital literacy in a variety of English language learning settings. The self-access, four unit online course provides an understanding of how and why to include digital literacy skill development, how to use information and communication technologies to expand language learning opportunities, how to help students learn to find and evaluate digital information, and how to solve problems in today's technology-rich environments. The digital magazine is a practice-oriented resource that illustrates a variety of instructional strategies, resources and tasks that combine language development, information literacy, and technology integration.

The suite of resources devoted to digital literacy integration is very rich, and can be overwhelming. The presenter will describe her experiences with a professional development model that is sustained over a period of time, and that combines the use of these materials with a combination of face-to-face and online experiences. The model utilizes teacher experiential, active learning in which teachers use a variety of technologies in their own professional learning as they develop skills to integrate digital literacy across the curriculum in their courses and programs.

Teaching Discourse in Action: Realizing Multiple Literacies through Game-enhanced Pedagogies

Chantelle Warner, The University of Arizona
Kristin Lange, The University of Arizona
Diane Richardson, The University of Arizona

Abstract

The "literacy-turn" in language teaching and learning has brought with it expanded notions of literacy and text (e.g. Byrnes, 2005; Kern, 2000; Paesani, Allen, & Dupuy, 2016). This multiplicity, which is central to current literacy paradigms, is inherent in digital gaming practices, which draw upon multiple genres and discourses, are multimodal and—in the case of networked games—multilingual and transcontextual by design. One of the primary struggles for scholars and practitioners of instructed foreign languages today is how to best teach language as discourse in all its complexity (see Kramsch & Whiteside, 2008). While games arguably provide a unique opportunity for language learners to experience that complexity in action (e.g. Reinders, 2012; Sykes & Reinhardt, 2013; Thorne, Black, & Sykes, 2009), few publications to date have provided models for how to do so in an integrated second language curriculum.

In our presentation, we provide a model for teaching language as discourse in action, which integrates three levels of discourse essential to digital gaming: 1) the language designed within the games, 2) attendant discourses, both those that take part in the gaming platform and those between participants in the classroom, 3) social discourses about gaming, which learners explored through critical ethnographic inquiry. We analyze each of these discourse levels in turn along with learner data from pilot studies in an intermediate German language and culture course and consider how they contributed to the teaching of discourse in action.

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Telecollaboration: Planning and Assessment

Sara Villa, The New School

Abstract

Telecollaboration is by now a well-established feature of many language learning courses. For several semesters I have been employing such language exchange activities with most of my university classes in a variety of formats. Students with intermediate and advanced levels have experienced a for-profit platform and a not-for-profit one, normally linking with students at the Universidad de Concepción, in Chile. My students had specific guidelines and projects to carry out, such as blogs, videos, reflective statements, etc. Their exchanges were guided by certain prompts and suggestions aimed at enriching the interactions with their overseas partners. Typical prompts were of the kind aimed at eliciting language production from the student and cultural growth on his or her part (e.g. culture and traditions, typical foods, public health, local dialectal and lexical features, immigration and international relations, predictions for the future, final reflections). In this session I would like to share with participants (A) the overall structure and planning of my projects, and (B) the final assessment of the projects' linguistic and cultural goals. I will provide video clips of students' self-assessment along with their own written commentary, as well as my own quantitative and qualitative analysis.

The Road to "Teaching-Composition-Writing-on-the-Screen"
What It takes to Get There…

Abas Suriati, Indiana University

Abstract

What's down the road to "Teaching-Composition-Writing-on-the-Screen"? Have you ever thought about, or perhaps, driven on this path? Honestly, there isn't any straight route to get there but it's worth exploring. For decades, the benefits to L2 writing with the use of technology have been noted; offering "a range of informational, communicative, and publishing tools, now potentially at the fingertips of every student," along with the importance of using it (Warschauer & Healey, 1998). In fact, with new technologies entering into the scene, educators have to adopt "evolutionary roles" (Haas, 1996) to keep up with the times. Yet, how many of us are geared up to change our mindset, using tools that we've never tried? It might seem daunting to prepare students for experiences that we've never had as a student. If that sounds familiar, take a step back and ask yourself, "Have I equipped my students with literacies of the future?" In this short presentation, I offer an autoethnographic account of my personal trajectory as an associate instructor who advocates technoGOGY - a term that I've coined to describe my efforts at integrating emerging technologies to my pedagogy. I also tell the story of how I've reconceptualized a composition classroom

that meets face-to-face thrice a week, without using pen-and-paper. What are the possible gains and losses of this approach for L2 undergraduates? Join me for an online discussion in the symposium to understand what it takes to get there.

Towards an Interactive Learning Environment in an Online Chinese Course—Preliminary Findings and Ongoing Challenges

Bailu Li, Purdue University

Abstract

As technology advances and distance learning grows, online language courses provide more flexibility than traditional ones, making them more convenient for learners. (Schoech, 2000). Students may potentially benefit from more efficient uses of multimedia resources with increased critical thinking, communication and problem solving skills (Tricker et al., 2001; Felix, 2002; Spangle, Hodne & Schierling, 2002; Levy & Stockwell, 2006). Meanwhile, critics also highlight potential drawbacks for distance learning students, including isolation from peers, lack of engagement, and lack of sufficient technical support (Shield & Kötter, 2000; Hurd, 2005; Bower, 2001; Wang & Chen 2013).

Empirical research revealed that increased interaction in distance courses is associated with higher achievement and student satisfaction (Zirkin and Sumler, 1995). In the framework of distance education, there are three types of interactive learning modes that need to be considered: student-content interaction, student-instructor interaction, and student-student interaction (Moore, 1989, Moore and Kearsley, 1996). Drawing from the hands-on experience in developing an entry-level distance Chinese course over the past three years in a Midwestern University in the U.S., the presentation introduces our initial attempts in creating an interactive environment for learners, and highlight the components for student-teacher, student-student interaction, including online one-to-one and group meetings, asynchronous oral and written feedback via Speak Everywhere—an in-house software system for oral practice and assessment, discussion in Facebook Group, and teamwork assignments, etc.

The presentation will investigate and reveal how the interactive involvement develops learners' language skills, deepens cultural understanding and at the same time promotes their collaborative and interpersonal communication skills. Meanwhile, the adventures in developing and delivering distance Chinese courses have generated new challenges and hence have become new directions in experimentation and research. It is worth considering how to incorporate more interactive contents/tasks and enhance interpersonal communication in the distance courses, such as mobile APPs, online gaming, etc.

Using Facebook for Telecollaboration: Fostering the Development of Intercultural Competence

Anastasia Izmaylova-Culpepper, University of Iowa

Abstract

The continuous development and global spread of internet technologies and the ever-growing rates of international migration have contributed to a world that is more interconnected than ever before. This has resulted in a drastic change in the nature of human communication: computer-mediated and intercultural interactions are now an everyday reality for many people. In this context, digital literacy and intercultural

competence have become essential skills for success in the 21st century. The new demands have to be reflected in education, which is why intercultural exchanges through the latest internet communication tools are gaining popularity in foreign language classrooms. This presentation reports on a telecollaboration project between college-level American learners of Spanish and Colombian learners of English. The online exchange was conducted via Facebook over the course of eight weeks. Constructed as a many-to-many interaction, all the communication took place in a private Facebook group. Each week learners posted photos or videos with descriptions on an assigned discussion topic and commented on each other's posts. In their posts, American students referred to their experiences and American culture, while their Colombian peers' posts were related to the Colombian culture. Learners' interactions, portfolio-based reflections, and pre- and post-project surveys and interviews were analyzed to identify how telecollaboration may affect learners' intercultural competence, what kinds of learning may happen in such exchanges, and what role the medium plays in the process. In this presentation I will discuss how learners' understanding of their own culture and the concept of culture in general has evolved as a result of the project. I will also discuss learners' attitudes towards telecollaboration and the use of social media and Facebook in particular for a learning task. In addition, the challenges and affordances of using Facebook for online intercultural exchanges will be discussed.

Using Technology-enhanced Instruction in Teacher Education Programs

Kelly Moore Torres, The Chicago School of Professional Psychology, Online Campus
Meagan Caridad Arrastia-Chisholm, Valdosta State University; and Samantha Tackett, Florida State University

Abstract

Teacher education programs often have a difficult job in determining how best to prepare pre-service teachers (PSTs) to meet the academic needs of their future K-12 students, including digital literacies. Obstacles that teacher preparation programs may face in training future educators include changing student demographics and new technological components found in current classroom settings. Likewise, the rapid growth of technology will most likely surpass the implementation of educational technologies.

Educational technology refers to mechanical and material tools that are applied in academic environments (Lakhana, 2014). The implementation of technological tools in educational contexts is essential in a digital age in which K12-students are immersed in technology (e.g., smartphones). Novice teachers face a challenge of incorporating various forms of technology effectively (Teclehaimanot, Mentzer, & Hickman, 2011). Prior research focused on the adoption of technology has found that educators do not typically implement technology for instructional purposes (Kurt, 2011). Yet, all teacher preparation programs in the United States provide some form of instruction on technology integration (Gronseth, Brush, Ottenbreit-Leftwich, Strycker, Abaci, Easterling, Roman, Shin, & van Leusen, 2010).

Our current generation of learners have distinct learning preferences (e.g., technology-related behaviors) and needs in comparison to prior cohorts (e.g., current educators). Accordingly, Duncan (2015) implied that current K12-students may expect their teachers to conform to their unique academic learning preferences and needs. Better integration of technology can help provide this student-centered instructional approach. The use of technology can encompass a wide range of activities in which K12-students are actively engaged both in their classrooms and at home. Additionally, the inclusion of technology can help educators bridge any divides that may result from differences between educators and K12-students (e.g., generation, SES, ethnicity).

This presentation will provide an overview of five examples of technology-enhanced teaching strategies targeting digital literacies that PSTs should be comfortable using: web 2.0 tools/applications, social platforms, flipped classrooms, gaming, and virtual fieldtrips. Each example will begin with a description of the technology in a general context, followed by an example of using the technology with a specific population of students (i.e., PSTS or K12-students).

Working towards Digital Literacy, Learner Autonomy, and Student Motivation in an Intermediate Level Language Course

Robert Godwin-Jones, Viriginia Commonwealth University

Abstract

The optimal teaching and learning environment for intermediate language learning provides a solid core of basic language resources, but also allows for sufficient flexibility to accommodate a variety of student abilities/backgrounds, learning goals, and personal/professional interests. This is difficult to accomplish using a traditional print textbook. What is needed is a modular approach, which combines content common to all students enrolled, with options to work in areas of need or interest. This is crucial in creating and maintaining student interest and motivation for language study. I have created a modular e-textbook for German to be shared as an OER textbook, combining a basic grammar reference and a reader. The content represents different disciplines (literature, history, science, art, business) so as to address individual student areas of study. Also included are modules on language self-study, which include annotated guides to online language resources, such as dual language dictionaries, idiom finders, translating tools, language learning services, proofing tools, and target language media sources. The module on Google Translate, for example, walks students through sample translations to illustrate those areas in which the service works well (individual expressions, short sentences) in contrast to those that are problematic (longer or idiomatic texts). Today's language learners have a wide array of technology options available to help in all aspects of language learning, but the wide variety can be overwhelming, given the lack of readily available information about which might actually be useful for them, given their proficiency level, degree of interest, and reason for studying a second language. The goal of these modules is to encourage students to learn the usefulness and cultures-of-use of essential tools and services. This should serve them in life-long language study, first with the language they are currently learning, and second with the ability to leverage the skills they have acquired for learning additional languages in the future. This kind of digital literacy and learner autonomy are essential for students to be able to be intelligent consumers of on-line language tools and services, so as to allow them to guide and customize their language learning.