

## Seminar

# Technologies, interaction and interculturality in foreign language learning and teaching

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Friday, March 1, 2013, University of Aarhus, Denmark  
Programme

Seminar venue: Preben Hornungstuen, Nordre Ringgade 3, 8000 Aarhus C



09:30–09:50 Registration, coffee and bread rolls

09:50–10:00 Welcome by Susana S. Fernández

10:00 – 11:00 **Steven L. Thorne** “Temporally interfacing now with then: A distributed approach to L2 development”  
(Portland State University, U.S.A. and University of Groningen, The Netherlands)

11:00 –12:00 **Robert O’Dowd** ”Exploring the Competences of the Telecollaborative Teacher”  
(University of León, Spain)

12:00 –13:00 Lunch break

13:00 –14:00 **Marie Christine Appel** “Online oral production and speaking interaction design”  
(Open University of Catalonia, Spain)

14:00 –15:00 **Bente Tobiesen Meyer** ”The materiality of learning – tracing the history of technologies in foreign language learning”  
(Aalborg University, Denmark)

15:00 –15:20 Coffee break

15:20 –16:20 **Francesco Caviglia** “Digital media as language-enhancing technology: some challenges for language educators”  
(Aarhus University, Denmark)

### General information

**Public transport within Aarhus:** Several busses will take you to the seminar venue from the city center. However, the 1A (direction Lystrup/Trige) runs most frequently. Please get out at the Århus Universitet, Randersvej/Nordre Ringgade bus stop. Please check [www.rejseplanen.dk](http://www.rejseplanen.dk) for all possible routes to the Seminar venue.

**Accommodation:** If you spend the night in Aarhus, you can book your accommodation in the university guest-house (Studenterhusfonden <http://www.studenterhusfonden.dk/gaestehusguesthouse.aspx>) or book a room in a hotel. You can search for accommodation on, for example, <http://www.visitaarhus.com>.

**Lunch:** Please note that lunch is not included in the registration. However you are welcome to join us for lunch. The price is 115 DDK. It is also possible to bring one's own lunch or buy food at the university cafeteria.

**Seminar dinner:** The seminar dinner will be held on Friday 1 March 2013 at 18.30 at the restaurant Sct. Oluf in the city center (Mejlgade 33). The conference dinner is not included in the registration but you are welcome to join. The price is 250 DDK (three courses, red and white wine and water).

Please send an e-mail to [nmarti@hum.au.dk](mailto:nmarti@hum.au.dk) by 25 February 2013 if you want to sign up for lunch and/or for dinner.

Lunch must be paid in cash on the day of the seminar. Dinner can be paid in cash or with credit card at the restaurant.

Organizers: Natalia Martí, Ana Kanareva Dimitrovska and Susana S. Fernández

## Abstracts:

### **1. Steven L. Thorne** (Portland State University & University of Groningen)

#### **Temporally interfacing now with then: A distributed approach to L2 development**

Within a variety of language-related disciplines, there is growing commitment to more holistic and ecologically oriented frameworks that recognize cognition and communication as coordinated, embodied, relational, distributed, and arrayed across mutable patterns of activity that emerge at different time scales. To date, however, such efforts have been primarily oriented toward theoretical and/or research contexts. Applying principles expressed in cultural-historical and ecological approaches to development (Bateson, 1972; Engeström & Sannino, 2010; van Lier, 2004), extended and embodied cognition (Atkinson, 2010; Clark, 2008), and recent scholarship produced by distributed language theorists (e.g., Raczaszek-Leonardi & Cowley, 2012; Fusaroli & Tylén, 2012; Thibault, 2011), this talk presents a design approach to language learning that is rooted in ecological understandings of cognition, language, and environment. A number of diverse projects and cases will be described: The first involves the use of corpus-based resources to support the development of intercultural discourse competence. The second project outlines the intertextual dynamics of event-driven communication, as well as engagement with attendant discourses, that comprise the semiotic ecology of massively multiplayer online gaming environments. A third case study reports on an experimental and currently in progress plurilingual augmented reality game project, the primary objective of which is to semiotically remediate (e.g., Prior, 2010) local places and embed language learning resources in phenomenologically rich and embodied experience in the world. These diverse empirical contexts reveal the complexities of languaging activity at the intersection of time, place, and space, and also suggest that the superordinate goals of language education are to catalyze anticipatory dispositions, build recipient-aware interactional capacities, and more broadly, to cultivate semiotic agility.

## 2. Robert O'Dowd ( University of León, Spain)

### Exploring the Competences of the Telecollaborative Teacher

Telecollaboration, or 'online intercultural exchange' refers to the application of online communication tools to bring together classes of language learners in geographically distant locations with the aim to develop their foreign language skills and intercultural competence through collaborative tasks and project work. Many studies have demonstrated the potential of this activity for supporting collaborative language learning and developing intercultural awareness. However, this presentation focuses on the implications for teachers and outlines the skills, attitudes and knowledge which a foreign language teacher needs to establish and carry out successfully an online intercultural exchange with their learners. This set of competences is presented and critical incidents from a recent *lingua franca* exchange between university classes in Germany, Spain, the UK and Israel are used to illustrate how these competences come into play during telecollaboration. The presentation will also look briefly at the [www.uni-collaboration.eu](http://www.uni-collaboration.eu) platform which aims to support university lecturers interested in establishing and running telecollaborative exchanges.

Guth, S. and F. Helm (eds). (2010) *Telecollaboration 2.0: Language, literacies and intercultural learning in the 21st Century*. Bern: Peter Lang.

Müller-Hartmann, A. (2012). The Classroom-Based Action Research Paradigm in Telecollaboration in M. Dooly and R. O'Dowd (eds.) *Research Methods for Online Interaction and Exchange* Bern: Peter Lang. (pp. 156-192).

O'Dowd, R. (2011). Online Foreign Language Interaction: Moving from the Periphery to the Core of Foreign Language Education? *Language Teaching: Surveys and Studies* 44(3), 368-380.

## 3. Marie Christine Appel (Open University of Catalonia, Spain)

### Online oral production and speaking interaction design

The development of oral skills poses a challenge in language teaching whether this takes place face-to-face, through distance education or in blended learning contexts. Two main problems arise: first of all students don't have enough opportunity to use their target language orally, and secondly, students oral performance is mostly unrecorded and therefore there is little opportunity for the student to revise it or for the teacher to give detailed feedback and design post-task activities for raising language awareness. New web 2.0 tools have opened new possibilities for the practice of oral skills outside the classroom, or within virtual classrooms. There are now many tools that make it possible for students to make audio or video recordings and share them easily and in an inexpensive manner. However it is important to find a way of managing these recordings efficiently within a classroom situation and to embed these oral activities within pedagogical tasks that will make the most out of their language learning potential. In this presentation I will describe three studies conducted within the framework of the SpeakApps<sup>1</sup> project looking into oral production and interaction.

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<sup>1</sup> Funded by the European Commission, Lifelong learning programme, KA2 Languages, 2010.

The first study (Appel & Borges 2012) describes the results of a study looking at different ways teachers in a distance education university make use of Langblog, a videoblog that facilitates asynchronous class discussions using a combination of text, image and video/audio recordings. This study examines to what extent oral activity in the Langblogs are contributing towards the development of oral production or oral interaction, as described in by the Common European Framework of Reference (CEFR). The second study (Appel 2012) looks at task design in the context of synchronous voice telcollaboration, following Tandem language learning principles. The study focuses on the impact of task design on affective factors and in particular anxiety experienced by Spanish students of English during the completion of tandem tasks in collaboration with native speakers of English learning Spanish. Finally, the third study (Appel, Robbins, More & Mullen 2012) focuses on interface design issues of the SpeakApps tandem tool. In this study three groups of English as a Foreign language students worked synchronously (in Skype) in pairs with spot-the-difference pictures presented to them using three different formats: standard html format, the Tandem tool, a content management application which distributes the materials in real-time, and a variation of the Tandem tool interface which incorporates confirmation buttons aimed at providing a scaffold to the interactions.

Appel, C. (2012). "Aprentatge Peer-to-peer en assignatures de llengües estrangeres". In Gros, B. & Mas, X. (Eds.) *La Comunicació en les espais virtuals. Enfocaments i experiències de formació en línia*. Barcelona: UOC Innova.

Appel, C. & Borges, F. (2012). Task design for L2 oral practice in audioblogs. *The Eurocall Review*, 20 (1). Proceedings of the Eurocall Conference 2011, held at University of Nottigham, 31st August-3rd September.

Appel, C., Robbins, J., Moré, J. & Mullen, T. (2012). Task and tool interface design for L2 speaking interaction online. In Thouësny, S. & Bradley, L. (Eds.) *CALL: Using, Learning, Knowing, EUROCALL Conference, Gothenburg, Sweden, 22-25 August 2012, Proceedings*.

#### **4. Bente Tobiesen Meyer (Aalborg University, Denmark)**

##### **The materiality of learning – tracing the history of technologies in foreign language learning**

Foreign language teaching and learning are practices that have historically been mediated by a variety of technologies, e.g. tape recorders, video, cd-roms, - and recently pc's, tablets and other mobile devices. The uses of these technologies are specific to the practices that constitute foreign language learning (e.g. communicative approaches) and are therefore significantly involved in creating and developing the subject cultures, spaces and methodologies of teaching and learning a foreign language.

This presentation aims at tracing the historical significance and contribution of different technologies to the practice of language teaching and learning from the example of language labs to the use of mobile devices. Tracing the history of technologies in foreign language education may contribute to understanding both the materialities involved in learning a language and the ways in which practices emerge and change through the use of different technologies. How for instance does the use of different technologies contribute to the spatial organization and reorganization of teaching and learning a foreign language? How are technologies involved in constituting and transforming teacher-learner roles?

The presentation builds on data from two projects where the role of technologies was studied in different language learning contexts, i.e. a Danish college of military education and primary school classrooms in Europe. What connects these different learning environments are the ways in which practices are embedded in systems of related technologies that are specific to how foreign language teaching and learning is done.

## **5. Francesco Caviglia (Aarhus University, Denmark)**

### **Digital media as language-enhancing technology: some challenges for language educators**

Both literacy and digital media are tools for delivering language and enhancing it in the process. However, literacy and digital media have developed different practices, which in turn may require different forms of language competence(s).

This presentation looks at examples of language use and reflection on language in a technology-rich environment and discusses the need for balancing elements of *slow* and *fast* thinking in the design of language learning curricula.

