L2DL & AZ-CALL 2016
L2 Digital Literacies with Arizona Computer-Assisted Language Learning
a hybrid symposium on research and practice
September 30 & October 3-8, 2016
online and at the University of Arizona
As new technology-mediated forms of interaction, learning, and meaning making have increasingly become integrated into all domains of life, from everyday to academic, foreign language educators and researchers have embraced the concept of Digital Literacies to frame new understandings and pedagogies. At the same time, the field of CALL (Computer-assisted Language Learning) has also evolved to consider new technologies as tutors, tools, environments, and ecologies for language learning. Theoretical, methodological, and pedagogical practices have differed, even as goals align.

Building on the successes of the 2014 symposium, this year’s L2DL symposium, Digital Literacies and Technology-Enhanced Language Learning: Interdisciplinary Intersections and Interactions, is co-convened with AZ-CALL, a conference that brings together CALL researchers and practitioners from across the region. The joint symposium is sponsored by the Center for Educational Resources in Culture, Language and Literacy (CERCLL) and a grant from the U.S. Department of Education, and with support from various units at the University of Arizona and Arizona State University (see back cover).

For more information:
http://cerclldiglit.wordpress.com/

Questions? Contact cercl@email.arizona.edu

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Meishan Chen, Northern Arizona University

SC H E D U L E

September 30, University of Arizona Campus
University of Arizona Museum of Art

5:00 - 6:00 pm: Plenary Presentation

Introduction: Dr. Dwight Atkinson, University of Arizona

Shelley Staples, University of Arizona

Boundary Work: Reflections on Collaboration across Disciplines for Technology Enhanced (Language) Teaching and Learning

6:00 – 7:00 pm: Reception

October 3 - 8: Digital Presentations ONLINE

Presentations available with both synchronous and asynchronous online discussion

Presentations:
http://tinyurl.com/L2DLAZCALLdig-pres
See the list at the rear of this program

The synchronous discussion schedule:
http://tinyurl.com/L2DLAZCALLchat

A note about parking: On the 30th, you may park in the garage on the northeast corner of Speedway and Mountain. On the 8th, parking in the 2nd Street garage just across from the Student Union where the event will take place is $2 per hour/$12 all day (no in and out privileges) for those without a permit. It is free in the Highland garage across Speedway Boulevard and in the Zone 1 lots. For a map of the University, see: http://map.arizona.edu/.
October 8 on the University of Arizona Campus, Memorial Student Union Kiva Room

9:00 - 9:45 am
Registration and coffee

9:45 – 10:00 am: Welcome
Beatrice Dupuy, CERCLL Co-Director, University of Arizona; Alain-Philippe Durand, Dean of the College of Humanities, University of Arizona

10:00 – 11:15 am: Keynote Presentation
Introduction: Bryan Smith, Arizona State University
Steven Thorne, Portland State University;
University of Groningen

Technologies and Morphologies of Communicative Action: Method, Investigation, and Transformation

11:15 am – 12:00 pm: CALL/DL Intersections
CALL/DL Intersections:
Discussion of Digital Presentations,
Kristin Lange, Jacob Monzingo, and Kayo Shintaku,
University of Arizona

12:00 – 1:15 pm Lunch (on your own)

1:15 – 3:00 pm: Panel

Leveraging Digital Literacies for Digital Equity
A Call to Action
Jill Castek, University of Arizona

Adapting a Methodology: Register Analysis and Task-based Language Teaching
William Crawford, Northern Arizona University

L2 Digital Social Reading: Research and Practice
Joshua Thoms, Utah State University

3:00 – 3:15 pm: Coffee

3:15 – 4:30 pm: Keynote Presentation
Introduction: Chantelle Warner, CERCLL Co-Director, University of Arizona
Heather Lotherington, York University

From Multiliteracies to Posthumanism: Language, Literacy, Education and Society at a Digital Crossroads

4:30 – 5:00 pm: Closing
Jonathon Reinhardt, University of Arizona

5:00 – 6:00 pm: Reception
KEYNOTE SPEAKERS

Heather Lotherington, York University

Dr. Heather Lotherington is Professor of Multilingual Education at York University, where she is appointed to graduate schools in both the Faculty of Education, and the Department of Linguistics and Applied Linguistics (LAPS). She is an applied linguist who has taught in universities in England, Germany, Fiji, and Australia as well as Canada. Her research interests span multimodality; multilingual and plurilingual education; language, literacy and technology; and pedagogical innovation. Her current research focuses on capturing digital communicative competencies, and investigating how literacies in the post-human spectrum can be applied to language learning. Professor Lotherington’s most recent book is: *Pedagogy of multiliteracies: Rewriting Goldilocks* (Routledge, 2011).

From Multiliteracies to Posthumanism: Language, Literacy, Education & Society at a Digital Crossroads

Over the past two decades, following the publication and widespread take-up of the New London Group’s landmark call to action: A pedagogy of multiliteracies, teachers, researchers, and policy makers have been refocusing teaching and learning for an emergent global society that is interconnected in real time and space, and, simultaneously, in a virtual dimension that was only vaguely perceived in 1996. A pedagogy of multiliteracies signalled the pressing need to lift the concept of literacy off the linguistically and technologically restricted page towards complex, hybridized multimedia literacies that spill across the ephemeral borders of education, literacy, second language acquisition, media literacy, cultural studies, and applied linguistics. As the static, unidirectional 2D world on paper has disintegrated into dynamic, multidirectional, crowd-sourced, cloud-based knowledge construction, individually immeasurable reading-writing-listening-speaking skills have given way to cognitively-distributed problem-solving, using a digital toolkit enabling collaborative R/W authoring; plurilingual and multimodal design; ludic and maker pedagogies; even post-human communication with bots. In this wildly changing communication landscape, interdisciplinarity is an essential coping mechanism.

In 2002, I walked into an inner city elementary school in northwest Toronto as a researcher, wanting to understand how multiliteracies were reshaping the coalface of emergent literacy. They weren’t, but the principal was keen to understand how to improve learning for a 90% immigrant population. The school had a mandate to use what was then naively described as technology to boost the chances of success for children who were poor, and had little, if any, knowledge of English, much less of the cultural complexities of Canadian identity. Through shared “how do we do this?” problem-solving, we formed a small school-university working group to try out new ideas for bringing children’s linguistic and cultural knowledge—their funds of knowledge (Moll et al, 1992)—into digital cross-curricular literacy projects. As our learning community grew, it became a regular theory-practice workshop time-tabled into the school day, where a core of dedicated educators and researchers met to plan, and conduct pedagogical interventions across classes, grades, and subjects to inject the languages of the community into digitally-supported, multimodal projects (see: Lotherington, 2011). Over a decade, we rewrote literacy education, school culture, and our own understandings of learning, responding in the process to challenges about how to teach a class of 25 children speaking 16 different languages, and how to cope with the incessant rate of technological change. This presentation describes our dialogic learning process, and pedagogical experimentation, and showcases a sample of elementary school children’s beautiful plurilingual, multimodal products.

References


**KEYNOTE SPEAKERS**
(continued from previous page)

**Steven L. Thorne, Portland State University & University of Groningen**

Steve Thorne (Ph.D., UC Berkeley) is Associate Professor of Second Language Acquisition in the Department of World Languages and Literatures at Portland State University (USA), with a secondary appointment in the Department of Applied Linguistics at the University of Groningen (The Netherlands). His interests include formative interventions in world languages education contexts, intercultural communication, indigenous language revitalization, communication across new media and mobile technologies, and research that draws upon contextual traditions of language analysis and usage-based and distributed approaches to language development.

**Technologies and Morphologies of Communicative Action: Method, Investigation, and Transformation**

Applying principles expressed in cultural-historical and ecological approaches to development (Bateson, 1972; Engeström & Sannino, 2010; Kramsch, 2006; van Lier, 2004), extended and embodied cognition (Atkinson, 2010; Clark, 2008), ethnomethodological conversation analysis (Thorne et al, 2015), and usage-based linguistics (Tomasello, 2003; Yuldashev, Fernandez, & Thorne, 2013), this talk presents a design approach to creating digital environments for language learning. The presentation traces a 20-year arc of scholarly inquiry that examines various internet communication tools, massively multiplayer games, mobile augmented reality projects, and uses of social media. Emphasis will be placed on the complex relationships linking theory to practice and methodology to findings. Specifically, brief portraits of research on a number of technology innovation projects will be presented that describe the theoretical frameworks and questions guiding these formative interventions, the kinds of data gathered, the methodologies used for analysis, and the outcomes of these studies in terms of their findings and significance. Together, these projects address foreign, second, and indigenous language contexts. In conclusion, I suggest that language development is usefully understood as adaptive semiotic bricolage motivated by social relationships of consequence, with the extension that educational processes and contexts should be designed accordingly.

**PLENARY SPEAKER**

**Shelley Staples, University of Arizona**

Shelley Staples (PhD in Applied Linguistics, Northern Arizona University, 2014) teaches courses in the undergraduate English program, MA in ESL program, and Second Language Acquisition and Teaching PhD program. Her research focuses on the use of corpus-based discourse analysis to investigate language use across spoken and written contexts. Her research aims to inform language teaching and assessment, particularly in the areas of English for Academic and Specific Purposes (EAP/ESP). Her current projects focus on academic writing and health care communication.

Dr. Staples’ publications include a 2015 monograph with John Benjamins, The discourse of nurse-patient interactions: Contrasting the communicative styles of U.S. and international nurses, and a forthcoming edited volume with Palgrave titled Talking at work: Corpus-based explorations of workplace discourse. Her journal articles can be found in such publications as Applied Linguistics, Journal of Second Language Writing, English for Specific Purposes, and English for Academic Purposes. She is currently collaborating with faculty and graduate students at Purdue University and the University of Arizona to build a Corpus and Repository of Writing (Crow) from first-year composition courses.

**Boundary Work: Reflections on Collaboration across Disciplines for Technology Enhanced (Language) Teaching and Learning**

This presentation is intended to open up discussion about interdisciplinary intersections and interactions and the opportunities and challenges afforded by such work. While I identify primarily as a corpus linguist, my work has a broader focus on the use of technological tools to enhance teaching and research, with a particular emphasis on L1/L2 writing. In my talk, I will focus on an interdisciplinary collaboration with Technical/Professional Writing and Rhetoric/Composition faculty and graduate students at Purdue University, called Crow, or Corpus and Repository of Writing. Our collaborative work began through a shared interest in building an online database of writing and teaching materials for the first year writing program at our institution. The lessons learned
from interacting in both disciplinary specific spaces (conferences) and interdisciplinary spaces (our own research meetings) will be presented, including the disciplinary focuses that we brought (and continue to bring to the project), methodologies and approaches that inform the creation of our online tool, conducting research in this interdisciplinary space, and the impact on our graduate and undergraduate research team.

**PANEL**

**Digital Literacies, Computer-Assisted Language Learning, Corpus Linguistics: Intersections and Interactions**

**Jill Castek, William Crawford, and Joshua Thoms**

Associate Professor Jill Castek joins the Department of Teaching, Learning, and Sociocultural Studies in the College of Education. She works collaboratively with multidisciplinary colleagues from across the university on Technology Enhanced Language Learning (TELL). Jill is a former teacher and active researcher whose work explores digital literacies, learning, and collaboration. She co-edits a column in the Journal of Adolescent and Adult Literacy (JAAL) focused on digital literacies for disciplinary learning which explores how reading, writing, communicating, and collaborating digitally can support language development, knowledge building, and STEM learning.

**PLENARY SPEAKER and PANEL**

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**Leveraging Digital Literacies for Digital Equity: A Call to Action**

Digital technologies have fundamentally transformed literacy practices, which have in turn expanded the ways we read texts, access information, and interact with one another. Implications of this change have profoundly affected education (e.g. the texts we use, the instructional practices we employ, and the learning environments we design). Digital technologies can encourage wider access to texts and information, expand creativity in self-expression, and support collaboration within a globally networked world. Drawing from her research in online reading and research and digital problem solving, Dr. Castek will address the potentials and possibilities for digitally enhanced teaching and learning as well as some of the constraints and inequities technology introduces.

**William Crawford, Northern Arizona University**

Bill Crawford is an Associate Professor in Applied Linguistics at Northern Arizona University. His main research areas are in SLA, L2 writing, pedagogical grammar and corpus linguistics. His most recent research applies corpus linguistic approaches to second language data (both spoken and written) with the goal of describing learner performance in order to inform both theory and pedagogy. He also has extensive teacher-training experience in both the U.S. and Thailand.

**Adapting a Methodology: Register Analysis and Task-based Language Teaching**

Over the past 25 years, corpus-based work on register variation has expanded our understanding of language use by illustrating how linguistic features co-occur and vary in different situations of use, modes, topics and contexts. In many respects, the actual linguistic features under investigation were not pre-determined but emerged from the data using different corpus techniques (e.g., corpus-driven methods) and statistical procedures (e.g., multi-dimensional analysis). Roughly over the same
time period, work in Task-based Language Teaching (TBLT) has provided
a theoretical and empirical basis for research in the area of instructed
Second Language Acquisition. Within in the TBLT framework, one common
approach has been to investigate the extent to which the manipulation
of task variables (e.g., planning time, task type, task complexity) results
in variation in language production. This presentation explores potential
relationships between issues raised in TBLT and the methods used to
describe language variation in register analysis.

Joshua Thoms, Utah State University

Joshua J. Thoms is an Assistant Professor of Spanish and Applied Linguistics
at Utah State University. His research focuses on three scholarship areas:
issues related to classroom discourse in L2 Spanish literature contexts;
technology and its effects on L2 learning and teaching; and foreign
language teaching materials and tools, including open educational
resources.

L2 Digital Social Reading: Research and Practice

Reading is shifting from a print-based experience to one that is often
carried out in a digital environment due to the proliferation of myriad
technological tools and reading devices. This change is resulting in
learners attempting to transfer and, at times, re-think their reading
strategies with digital texts (Park, Zheng, Lawrence, & Warshauer, 2013).
Digital annotation tools (DAT) facilitate the development of new, digitally
based reading strategies by allowing learners to interact with digital texts
and with each other in new and engaging ways. One benefit of DAT in
learning environments is that they allow learners to share annotations,
which subsequently means that reading is no longer simply an individual
process but also a collaborative one (Novak, Razzouk, & Johnson, 2012).
Some (e.g., Blyth, 2014) refer to this kind of activity as digital social
reading. In this talk, I will first provide a brief overview of DAT and their
features. Next, I will discuss research that I have carried out that explores
the various kinds of affordances (van Lier, 2004) that emerge when
undergraduate learners use DAT while reading L2 literary texts. Along the
way, I will also comment about the pedagogical aspects of/considerations
for incorporating DAT in L2 classroom environments.

Digital Presentations

available with synchronous and asynchronous discussion October 3-8

Abstracts are available online—follow the title links at
http://tinyurl.com/L2DLAZCAllDig-pres

#InstagramELE: Learning Spanish through a Social
Network. Pilar Munday (Sacred Heart University),
Yuly Asencion Delaney (Northern Arizona University),
and Adelaida Martin Bosque (CEA Study Abroad-
University of New Haven)

An Auto-Ethnographic Study on the Use of Apps for
Language Learning. Antonie Alm (University of Otago)

An English Learner Family’s Use of Information and
Communication Technology at Home. Wyatt Brockbank
(University of Iowa)

An Instructional Technique to Visualize Writing Process
for ELLs. Yoonhee Lee (Arizona State University)

An Online Module for Language Learning Strategy
Literacy. Edie A. Furniss (University of Houston) and Julia
Kleinheider (University of Houston)

Building a Bridge through CALL: A Case Study of
L2 Heritage Learners and Non-heritage Learners of
Mandarin Chinese in a Blended Learning Environment. Xuan
Wang-Wolf (Arizona State University)

Connected Learning: Using Instructional Techniques
and Digital Tools to Enhance Language and Content
Learning. Carmen Taleghani-Nikazm and Carolin Müller
(The Ohio State University)

Corpora in the Classroom: Activities for Teaching
English as an Additional Language. Claudia Maria
Pereira and Rossana da Cunha Silva (Universidade
Federal de Santa Catarina)
DIGITAL PRESENTATIONS (continued from previous page)

Corpus Linguistics for English Majors & Digital Literacies. Charles Lam (Hang Seng Management College)

Developing an EGAP Online Course: Are Japanese Digital Natives Ready? Parisa Mehran, Mehrasa Alizadeh, Ichiro Koguchi and Harou Takemura (Osaka University)

Digital Stories: Fostering the Development of English as a Foreign Language. Celso Henrique Soufen Tumolo (Universidade Federal de Santa Catarina)

Distributed Language Learning in a World of Warcraft (WoW) Centered Course. Kristi Newgarden (University of Connecticut)

Enhancing Technology Use and Training in Foreign Language Instruction through the Technology Training Model. Yi Wang, Borbala Gaspar and Chelsea Timlin (University of Arizona)

Facebook Guided Telecollaboration: Bringing Monolinguals into the Classroom. William Justin Morgan and Egemen Gun (The University of Alabama)

Gameplay Activities as L2 Learning Ecologies. Karim Shaker Ibrahim (Miami University in Ohio)

How Digital Games Can Assist Vocabulary Learning of English as a Foreign Language. Caroline Chioquetta Lorenset (Instituto Federal de Santa Catarina)

Intercultural Issues and Telecollaboration. Rodrigo Schaefer (Federal University of Santa Catarina)

Intercultural Language Learning through Video Production. Nayara Nunes Salbego (Federal Institute of Santa Catarina) and Denise M. Osborne (University at Albany, SUNY)

DIGITAL PRESENTATIONS (continued from previous page)

Memes as a Digital Literacy Tool that has Motivational Role in ESL Classes. Mohamed Yacoub (Indiana University of Pennsylvania)

Participant Positioning Strategies in Telecollaborative Tandem Exchanges. Brianna Janssen Sánchez (University of Iowa)

Professional Development on Integrating Digital Literacy into Adult English Language Instruction. Kathy Harris (Portland State University)

Teaching Discourse in Action: Realizing Multiple Literacies through Game-enhanced Pedagogies. Chantelle Warner, Kristin Lange and Diane Richardson (University of Arizona)

Telecollaboration: Planning and Assessment. Sara Villa (The New School)

Towards an Interactive Learning Environment in an Online Chinese Course—Preliminary Findings and Ongoing Challenges. Bailu Li (Purdue University)

Using Facebook for Telecollaboration: Fostering the Development of Intercultural Competence. Anastasia Izmaylova-Culpepper (University of Iowa)

Using Technology-enhanced Instruction in Teacher Education Programs. Kelly Moore Torres (The Chicago School of Professional Psychology), Meagan Caridad Arastia-Chisholm (Valdosta State University) and Samantha Tackett (Florida State University)

Working towards Digital Literacy, Learner Autonomy, and Student Motivation in an Intermediate Level Language Course. Robert Godwin-Jones (Virginia Commonwealth University)
SPONSORS

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