

Program

DIGITAL LITERACIES In and Beyond the L2 Classroom

A Hybrid Symposium on
Research and Practice

October 6 - 11, 2014



As digital technologies continue to radically change the social acts of meaning making in which we engage, boundaries once taken for granted between semiotic consumption and production and among various modes and medialities have begun to break down, pushing applied linguists and scholars of language pedagogy to reconsider conceptualizations of literacy in teaching and learning language and cultures. If new literacies afford new forms of meaning making, then they also demand new understandings of the ways in which we acquire and evaluate knowledge and communicate.

This hybrid symposium, held between **October 6 and October 11, 2014**, explores the wide array of practices captured by the concept of digital literacies from social networking to gaming to fan fiction to micropublishing as they relate to particular circumstances of learning and living in a second or additional language and culture. The symposium includes online poster presentations beginning on October 6 with opportunities for both synchronous and asynchronous exchange, and culminates in a series of talks and discussions held on the University of Arizona campus on October 11, 2014.

For more information:

<http://cerclldigit.wordpress.com/>

2014 is the first in a series:

the next Digital Literacies Symposium will take place in
Fall 2016, also at the University of Arizona.

Questions? Contact coh-cercll@email.arizona.edu

October 6-11:

VIRTUAL SYMPOSIUM

Poster Presentations

<http://cerclldigit.wordpress.com/posters/>

Online chats are on each individual poster page.
See the list of posters at the end of this program.

*This colloquium is presented by Dr. Jonathon Reinhardt (University of Arizona, English) and Dr. Chantelle Warner (University of Arizona, German, and CERCLL Co-Chair) as a project of the **Center for Educational Resources in Culture, Language and Literacy (CERCLL)** at The University of Arizona (cercll.arizona.edu) and funded in part by a grant from the US Department of Education.*

SCHEDULE October 11

University of Arizona Campus in Modern Languages bldg, room 350

9:30-10am: Coffee

**10:00am-12:00pm
Welcome**

with Jonathon Reinhardt and Mary Wildner-Bassett,
Dean of the College of Humanities, University of Arizona

Roundtable: New Literacies and New Understandings

L2 Writing in the XX1st Century: Acknowledging New Literacies
Idoia Elola, Texas Tech University

Connected Play: Mischievous Cheating for Serious Learning
Debbie Fields, Utah State University

Rethinking Communicative Competence for Digital Spaces
Lawrence Williams, University of North Texas

Moderated by Chantelle Warner

1:30-2:15pm

Digital Literacies: The State of the Field

Kristen Michelson and Osman Solmaz, University of Arizona

2:15-3:45pm: Keynote Presentation

Integrating Literacies Past, Present, and Future
Richard Kern, University of California, Berkeley

Introduction by Robert Ariew, Chair of the Ph.D. Interdisciplinary
Program in Second Language *Acquisition and Teaching*

3:45pm: Closing

Beatrice Dupuy, CERCLL-Co-Director

4:00pm-5:00pm: Reception

KEYNOTE SPEAKER

Our keynote speaker for the conference is **Richard Kern, Professor of French and Director of the Berkeley Language Center at the University of California at Berkeley**. He teaches courses in French linguistics, language, and foreign language pedagogy, and supervises graduate teaching assistants. His research interests include language



acquisition, literacy, and relationships between language and technology. He is an Associate Editor of Language Learning & Technology and Editor of the Teacher's Forum section of L2 Journal.

Professor Kern has published several books as well as articles in journals such as The Modern Language Journal, Foreign Language Annals, Canadian Modern Language Review, Studies in Second Language Acquisition, and TESOL Quarterly.

KEYNOTE SPEAKER

Professor Kern's talk is titled:

Integrating Literacies Past, Present, and Future

Abstract: What principles should guide language and literacy education in the current era of globalization and intense social and technological innovation? Rather than attempting to distinguish between "new" literacies and "old" literacies, I propose an approach that brings attention to relationships between current and past literacy practices in order to prepare learners for the future. This approach focuses on the development of functional reading and writing abilities, but within the broader context of an exploration of how material, social, and individual factors influence the ways we design meaning and how mediums influence our fundamental ideas about what writing and communication are. The presentation will develop a set of principles and goals for this educational approach, then propose ways to achieve those goals through a "relational pedagogy" that focuses on how meanings emerge from interactions among material, social, and individual resources.

ROUNDTABLE SPEAKERS

The roundtable discussion will feature talks and discussion with three prominent scholars in the field of digital literacies and education.

Idoia Elola is an associate professor of Spanish and Applied Linguistics & Second Language Studies at Texas Tech University. Her

research focuses mainly on issues in second language writing, such as collaborative and individual writing when using Web 2.0 tools, foreign language and Spanish heritage language learners' writing processes, and revision and feedback.



L2 Writing in the XXIst Century: Acknowledging New Literacies

Abstract: The inclination of the head over a phone, tablet or laptop while fingers run across keyboards represent accurately the world we inhabit today. People write more frequently even when the length of such communications is short or illegible to people outside a specific community of practice. In line with this reality, L2 writing instruction has increasingly adopted digital environments with the aim to form better and more efficient L2 writers and introduce them to new literacies that can offer the opportunity to work collaboratively, share, create content and reflect on a second language. In this time of constant technological growth, understanding digital written literacies, therefore, implies acknowledging an amalgam of factors that coexist and represent the complexity surrounding writing in L2 courses: the interface of rhetorical and SLA theories as well as L2 writing and newer technology; the relationship between new vernacular and new genres; the adoption of pedagogical approaches that allow

ROUNDTABLE SPEAKERS

(continued from previous page)

the adoption of pedagogical approaches that allow digital literacies to be developed; and the expansion of the classroom beyond its physical walls. The aim of this presentation is to offer an overview of the major issues discussed in L2 writing in conjunction with technology, address how current research is exploring ways to facilitate the development of new literacies among our L2 writers, and more importantly, acknowledge the need to familiarize ourselves and understand that new literacies are multiple, multimodal, and multifaceted, allowing for a more holistic approach to writing in this century.

Debbie Fields is Assistant Professor of Instructional Technologies and Learning Sciences at Utah State University.

Her work seeks to understand the power of connected learning by studying how students' learning is enriched when school, home, friends, and playful online spaces are combined. Her work focuses on the creative objects that students make and how their interests, physical and virtual communities, and identities come into play in design decisions. Professor Fields is the co-author of the book *Connected Play: Tween Life in a Virtual World* published by MIT Press – culmination of a decade of research documenting kids' play, learning, and development in virtual worlds.



ROUNDTABLE SPEAKERS

(continued from previous page)

Connected Play: Mischievous Cheating for Serious Learning

The fascination with online environments is coming full circle. What began as a preoccupation with the exotic worlds of kids' online play in games and virtual worlds can now feed back into our design and research of more 'everyday' educational environments, especially as we consider the potential for connected play: online and offline, in-game and out-of-game, formal and informal, between kids, teachers, designers, and researchers. Looking at lessons learned in over a decade of researching kids' online play, in this talk Deborah Fields considers provocative lessons from cheating, a practice popular in gaming but generally condemned in education. Cheating can be constructive for learning, provoke discussion of critical ethical issues, and raise awareness of the need for rich and not just big or deep data. Indeed, we might even consider certain sorts of cheating as a type of new literacy, and not only for virtual spaces! Looking behind and across the scenes of a virtual world, this talk provides a teasing peek at mischievous learning for serious play.

Lawrence Williams is Associate Professor of French and Applied Linguistics, Arabic Program Coordinator, and Associate Chair for the Department of World Languages, Literatures, and Cultures at the University of North Texas.

His research is centered around new technologies as tools for teaching/learning and communication in educational and noneducational contexts. He is the co-editor of Volume 12 in the CALICO Monograph



Series, Digital Literacies in Foreign and Second Language Education (2014).

Williams's talk is entitled,

Rethinking Communicative Competence for Digital Spaces

This presentation offers a critique of communicative competence (Celce-Murcia, 2007; Hymes, 1972) and an overview of symbolic competence as a viable supplement to communicative competence. Over the past few decades, communicative competence is a construct that has been revised and expanded several times, but there had never been a serious and sustained attempt to supplement communicative competence until Kramsch (2006) first proposed symbolic competence as a way to offer learners and teachers something more than a model that views communication as a set or series of transactions that can be executed and, of course, evaluated. Examples from various languages and different types of computer-mediated communication will be used to illustrate that it is necessary to rethink the notions of design, linearity, indexicality, and interaction if learners and teachers wish to move beyond educational paradigms that were imagined in pre-digital times.

Celce-Murcia, M. (2007). Rethinking the role of communicative competence in language teaching. In E. Alcón Soler & M. P. Safont Jordà (Eds.), *Intercultural language use and language learning* (pp. 41-57). Dordrecht, Netherlands: Springer.

Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected readings* (pp. 269-293). Harmondsworth, England: Penguin.

Kramsch, C. (2006). Perspectives: From communicative competence to symbolic competence. *Modern Language Journal*, 90, 249-252

DIGITAL LITERACIES: THE STATE OF THE FIELD SPEAKERS

Kristen Michelson is a doctoral candidate in the interdisciplinary PhD program in Second Language Acquisition and Teaching (SLAT) at the University of Arizona. Her research interests center around multiliteracies approaches to culture and language teaching, teaching French as a foreign language, digital literacies, and discourse approaches to intercultural communication. She teaches in the Department of French and Italian at the University of Arizona where she has been co-developing a curriculum for intermediate French that integrates a multiliteracies approach and a global simulation story-framework.

Osman Solmaz is a PhD candidate in the Interdisciplinary Program of Second Language Acquisition and Teaching (SLAT) at the University of Arizona. His main research interests include computer-mediated communication, pedagogical implementation of new media in language classrooms, language socialization, digital literacies, multilingualism, and language teacher education. As part of his graduate assistantship position at the Center for Middle Eastern Studies, he designs and develops a hybrid course for advanced Turkish language learners across the United States.

In this commentary, Michelson and Solmaz cull the perspectives and practices represented in the online poster session in order to consider what these presentations reveal about current discourses around digital literacies and language teaching and learning.

Online Posters

The Online Posters can be found on the Digital Literacies Symposium website

<http://cerclldigitl.wordpress.com/posters/>

See the next page for the list of posters.

Create, Collaborate, and Communicate in a Second Language: Digital Literacies in a Distance Education Spanish Course (Silvia Rodriguez Sabater & Laura Plotts, College of Charleston)

Critical Multimodal Literacies in World Language Education: Digital Storytelling Project (Yuri Kumagai, Smith College & Keiko Konoeda, University of Massachusetts Amherst)

Digital Games in the Classroom - Results and Reflections from Two Semesters (Kristin Lange, Diane Richardson, & Chantelle Warner, University of Arizona)

Distance Education and Language Learner Autonomy in South Brazil (Nayara Nunes Salbego, Universidade Federal de Santa Catarina, Florianópolis, Brazil)

Facebook & the L2 Classroom: Engaging 21st Century Students (Sherry Venero, Jason Garneau, Darrin Griffin, US Military Academy, West Point, NY)

Facebook Games and English Language Learners: What Student-teachers Say (Mrs Entisar Elsherif, Indiana University of Pennsylvania & Fatma Dreid, University of Tripoli)

Incidental Learning Through Animated Cartoons: A Case Study of Intermediate Italian L2 Learners (Stefano Maranzana, University of Arizona)

The IWB for EFL in France: A Technological Innovation Framework (Shona Whyte, Université Nice Sophia Antipolis)

Media Literacy, Explained by Students for Students (Grit Matthias, Cornell University)

Online Communication between Native and Non-native Speakers of English: A Critical Discourse Analysis study (Ahmed Kadhum Fahad, University of Cincinnati)

Open Educational Resources (OER): Digital Materials for Today's Knowledge Ecology (Carl Blyth, University of Texas at Austin)

Reads Well with Others: Understanding the Rise of Digital Social Reading (Carl Blyth, University of Texas at Austin)

Understanding Language Learners' Interaction in SCMC: A Sociocultural Study (Brianna Janssen Sánchez, University of Iowa)

Using VoiceThread to Enhance Second and Foreign Language Skills (Kelly Torres, Florida State University)

Web Site Use and Lesson Plan for Teaching and Learning Japanese as a Foreign Language (Kayo Shintaku, The University of Arizona)

SPONSORS

CERCLL would like to thank the following groups at the University of Arizona for their support:

The Interdisciplinary Ph.D. Program in Second Language Acquisition and Teaching

Confluence Center for Creative Inquiry

College of Humanities

College of Education

Department of English

and the United States Department of Education

