

FALL 2016



**Digital Literacies and  
Technology-Enhanced Language  
Learning: Interdisciplinary  
Intersections and Interactions**

**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://cerclldigit.wordpress.com/>

Questions? Contact [cercll@email.arizona.edu](mailto:cercll@email.arizona.edu)

#### ORGANIZING COMMITTEE

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##### AZ-CALL

Bryan Smith, Arizona State University  
Jinjing Zhao, Arizona State University  
Andrew Ross, Arizona State University  
Kayo Shintaku, University of Arizona  
Meishan Chen, Northern Arizona University

## SCHEDULE

**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>

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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/>.

## SCHEDULE

**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)**

## SCHEDULE

**1:15 – 3:00 pm: Panel**

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

*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

## KEYNOTE SPEAKERS

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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 timetabled 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

- Lotherington, H. (2011). *Pedagogy of Multiliteracies: Rewriting Goldilocks*. New York, N.Y: Routledge.
- Moll, L.C., Amanti, C., Neff, D., & Gonzalez, N. (1992) Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132- 41.
- New London Group (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60-92.
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## KEYNOTE SPEAKERS

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### 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.

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## 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

## PLENARY SPEAKER and PANEL

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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.

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## PANEL

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

Jill Castek, William Crawford, and Joshua Thoms

Jill Castek, University of Arizona

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.

## 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

## PANEL

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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.

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## 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

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*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

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*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 Arrastia-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)

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## SPONSORS

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