

Digital Learning and foreign language teaching

Language acquisition in a virtually connected world:
multimedia - based, creative and intercultural
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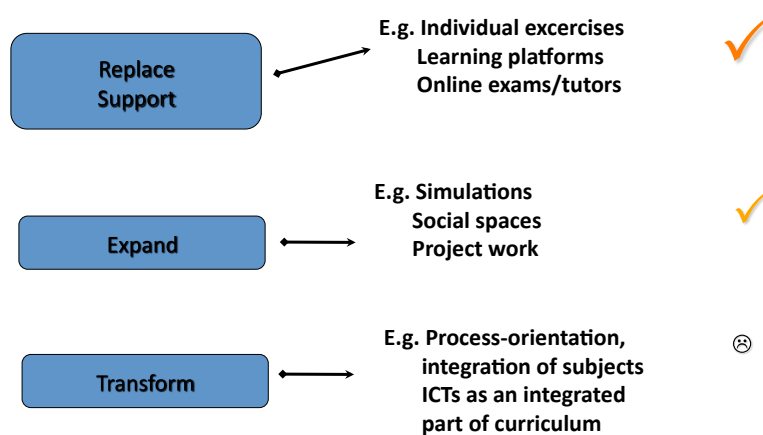
Structure of the presentation

- Setting the scene and discussing two areas that require thought
 - Structural and change perspective – the world has changed and the technologies around us have changed the way we learn, work, live and exist
 - Pedagogical perspective with a systemic look at some central pedagogical principles and features of digital language learning

Some facts

- The varied media and technology initiatives haven't had real and visible impact on pedagogy
- Our lives are radically altered by out-of-school or work life activities
- Current tests do not measure or give credit for learning outcomes from these activities

Levels of technology integration in language learning and teaching



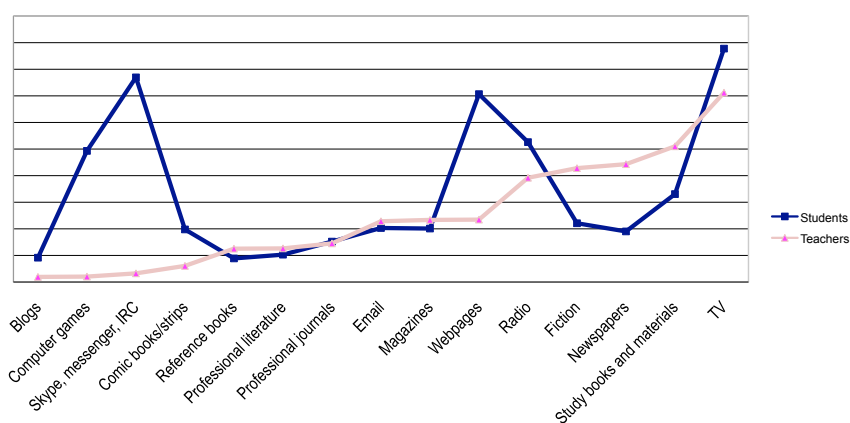
Computer Practice Framework (P. Twining, 2002)

Towards Future Literacy Pedagogies

<http://www.jyu.fi/tolp>

- Survey conducted in 2006
 - 9th grade pupils in Finnish-speaking comprehensive schools (15-year-olds, school-leaving cohort)
 - Mother tongue and foreign language teachers
- Responses from 1720 pupils from 102 schools and from 740 teachers
- Questions on classroom work, materials, assessment, free time media use, text written and read, plus attitude statements
- The most important teaching material is the study book for
 - 97,5 % of the foreign language teachers (n=283) and
 - 92,5 % of the mother tongue teachers (n=361)

Teachers' and students' free time media use



Towards Future Literacy Pedagogies – Tolp <http://www.jyu.fi/tolp>

TOP 5 Internet sites

Teachers

1. Search engines (n=81)
2. E-mail, Skype (n=71)
3. Online magazines (n=59)
4. Work-related sites (n=50)
(clearinghouses, learning materials, etc.)
5. Official websites (n=33)
(tax office, national healthcare, timtables, etc.)

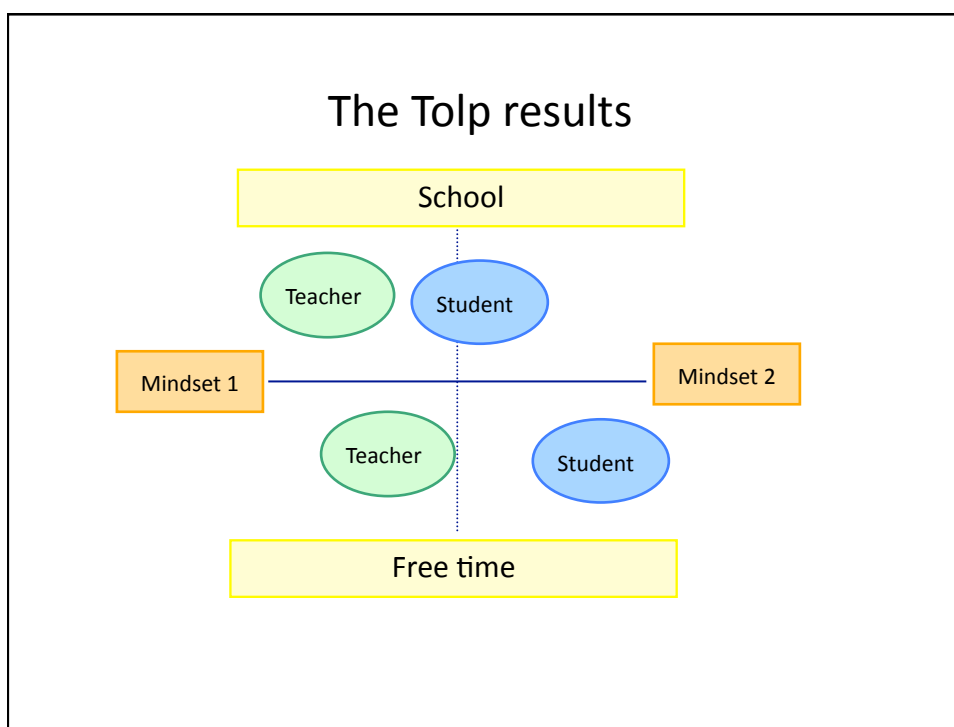
Students

1. Chat, Messenger, various online communities (n=600)
2. Game sites (n=183)
3. Sports sites (n=91)
4. E-mail, Skype (n=70)
5. Search engines (n=67)

Mindsets: how is the world interpreted?

Lankshear & Knobel 2006

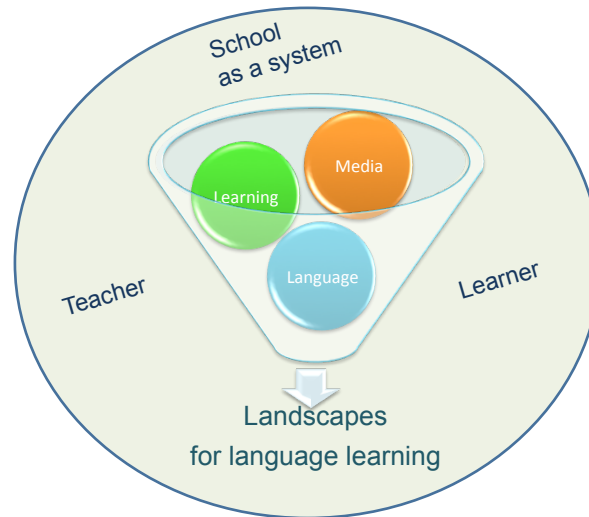
Mindset 1:	Mindset 2:
<ul style="list-style-type: none"> ▪ the world is much the same; it's only more technologised ▪ the world is understood in broadly physical-industrial terms ▪ products as material artefacts ▪ focus on individual intelligence ▪ expertise and authority located in individuals and institutions ▪ social relations of bookspace; a stable textual order 	<ul style="list-style-type: none"> ▪ the world is very different from before as a result of technological development ▪ the world cannot adequately be understood ▪ products as enabling services ▪ focus on collective intelligence ▪ expertise and authority are distributed and collective ▪ social relations of emerging digital media space; texts in change



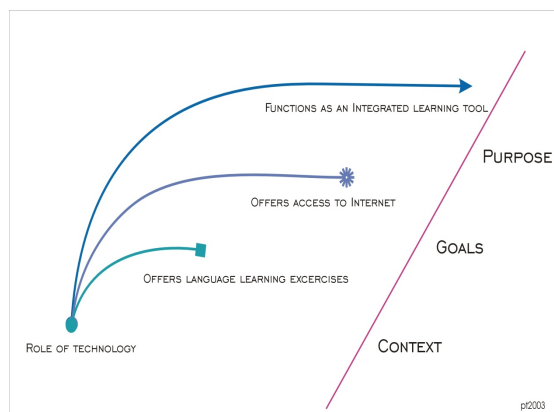
Gaps between

- Teaching practices and young people's media practices
 - ad hoc communities, parallel realities, social networks, creativity
 - Teachers' and students' different attitudes and understanding of media use
 - Goal oriented use of media and the free time media use
 - Users and non-users
- What should/could be the implications for language teaching

To change and develop is to understand the context where change is intended



Defining the role of technology



Taalas, 2003

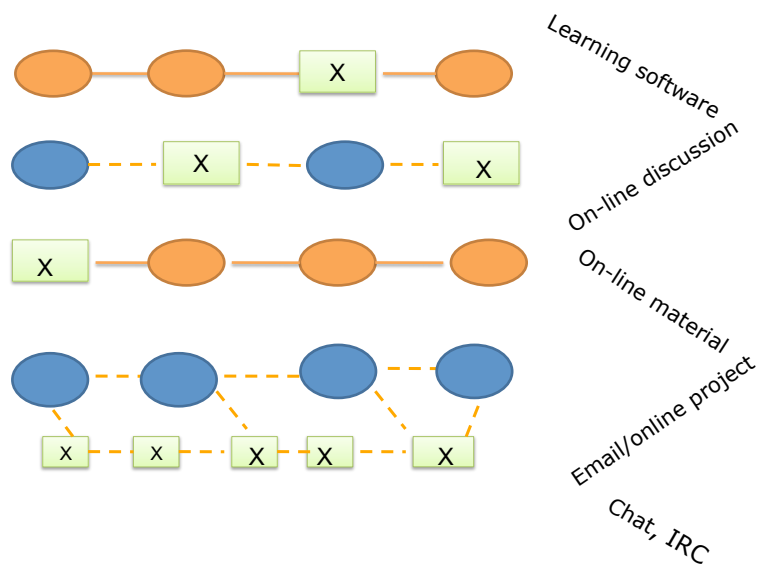
- The intentional learner – an individual-cognitive view: the learners become aware of their own actions and plan their learning activities better
- The learner as a communicator – social-interactionist view: learning takes place in interaction, through communication and collaboration with others
- The learner as experimenter/ researcher: experimental-participatory view: the learner gradually develop knowledge of the learning matter through experimentation in a safe environment

Pachler&Daly, 2004

Defining the purpose of net use

- Better content access
 - Equal access to education, overcoming geographical distances
 - Open learning: who can study, where and what?
- Better management of routines and repeating events
 - Established structures for support
 - "Learning management" (LMS)
- Structural and pedagogical improvements
 - An integrated add-in to F2F teaching with added value
 - Pedagogically most challenging

Which part of the course/theme?



Chains of planning



Different working modes (F2F, group...), different media

Guidance, assessment and feedback

Pedagogical focus points of planning

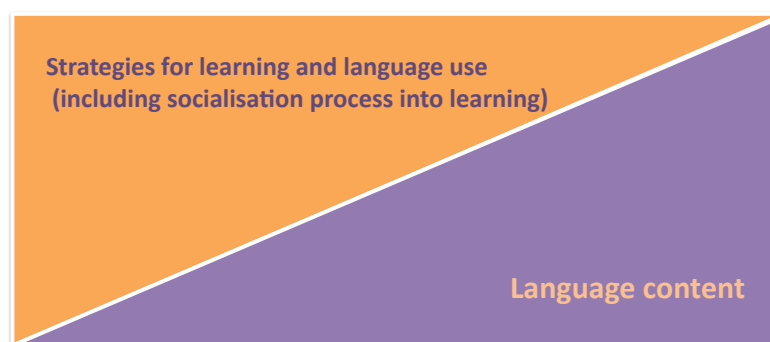
1) From Designs for learning point of view

- Activity focused or coverage focused designs do not ensure learning: what is important, what is the point → we need explicit ideas to guide the teaching and clear plans for ensuring learning
- Focus on processes and not content

2) From language point of view

- Core content
 - language, awareness, strategies
 - away from content fetishes
- Literacy, text genres and registers of use
- Progression of skills and competence
- Productive vs. Receptive skills
- Difficulty level – mix and match
- Alignment of assessment and learning goals (tests affect our values on what is important and what is not)
- Learner profiles, partial competences

Language vs. Strategic content



3) From the Authenticity point of view

- Situational authenticity - text or material
- Interactional authenticity – forms between the reader and the text, speaker and the dialogue
- Authentic activity – the activity or “doing” becomes meaningful for the learner and becomes relevant for his/her own life world

4) From the Feedback point of view

(Always in relation to the goals of the course/task/the learner)

Two different approaches or categories (that overlap)

- Controlling feedback
 - Often right/wrong (even if stated in different ways)
 - Focuses mostly on form and concentrates on errors
- Guiding/explanatory feedback
 - Attempts to help the learner to understand the topic/task/problem
 - Guides the learner in using previous knowledge and to apply to a new context
- Both are important
- Directions, “learner training” and follow-up of feedback

5) From the activity point of view

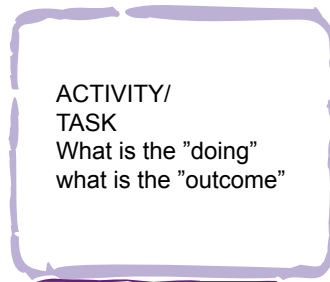
- Media choices – what medium for what purpose
 - Thinking tools, visualisation, tools for collaboration, process document, teachers' window
- Role of the learner
- Possibility for the learner show what s/he can
- Variation in activities, creativity, audience
- Variation in materials, not always ready-made
- What are the skills needed?
 - Observation, deduction
 - Knowledge construction, information literacy
 - Collaboration, team work, independent learning

To sum up – the language learning landscape

- A non-linear set-up that builds on the potential of the various media at different stages of the course according to learners needs and course goals
- A systemic whole - goals, activities and assessment are aligned
- Does not attempt to simulate/discard the learners free time media practices, but attempts at bringing some of them into the learning situation
- Perceives language competence as a strategic and linguistic whole
- Is a continuum from kindergarten to working life
- Has meaningfulness in the center and focuses at life after course/school

"An online discussion" (wiki, e-platform, email, real time)

Learning goals



How to facilitate?
How to "assess"?



Cloze-exercise, a listening task

How to
prepare?



How to
follow up?

What kinds of
activities are
possible?

