Digital Tools, Digital Games, and Communication: Rethinking Foreign Language Learning in Terms of Human Interaction

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Thank you!

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- Dale Koike

- CASLS Team
- Christopher Holden, University of New Mexico
- Peter Moore, University of Minnesota
- Steve Thorne, Portland State University
Explore discourse and language as used by the communit(y)(ies) in which we live.

Consider an operationalized approach to L2 pragmatic development that is reflective of the comprehensive set of skills learners need in a global context.

Utilize technological innovation to make systemic instruction and assessment practical and scalable.
Annual Growth [of Users in Digital Domains]:

https://goo.gl/a5awFb
Active Users of Key Global Social Platforms:

https://goo.gl/zDsVkc
Digital and Non-Digital

“the Internet has qualitatively transformed everyday communication [and] constitutes a multiplicity of language contact zones that is unprecedented in human history”

(Thorne, Suaro, and Smith, 2015, p. 215)
Video

“Anti Social - A Modern Dating Horror Story | Comic Relief Originals”

https://www.youtube.com/watch?v=GEWnXmDfVZg
Opinion | Co-Parenting With Alexa

Machines will make a raft of decisions for my kids and others like them as they proceed through life. I’m worried.

NYTIMES.COM
Pragmatics as a fundamental component of language teaching and learning.
“Let’s grab a cup of coffee, sometime.”
Pragmatic Ability

- The ability to deal with "meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader)....and [to be able to interpret] people’s intended meanings, their assumptions, their purposes or goals..." (Yule, 1996, 3-4)
An ecological/systemic approach

Context
- defines language and IS defined by it

Emergent Patterns
- adaptability to changing conditions

Variability
- not a nuisance, but a sign of vitality

van Lier (2004)
Pragmatics in the L2 Classroom

- Immense variety
- Individual perception
- Dynamic and co-constructed interaction

- Lack of theoretical support in course design
- Micro-level vs. macro level
- Limited time – students, teachers
- Limited expertise

Interlanguage Pragmatics Instruction

Observe

Extend ↔ Analyze
Understanding the What.
Framework Analysis

- 58 Key Publications
  - 15 different instruments
  - 35 distinct coding schemas
  - Primarily theoretical in nature
  - Heterogeneous

- Intercultural Adjustment Potential Scale (ICAPS)
- International Education Survey (IES)
- Global Awareness Profile (GAP)
- Beliefs, Events and Values Inventory (BEVI)
- Intercultural Development Inventory (IDI)
- Global Perspective Inventory (GPI)
- Discourse Completion Tasks (DCTs)
- Role Plays – Open and Closed
- Natural Discourse Analysis
- Retrospective Protocols
Framework dimensions

Knowledge  Subjectivity

Analysis  Awareness

Analytical  Affective
Co-constructed
Irreducible to a single score
Skills, not attitudes
Knowledge

- Recognizes and produces varying speech styles.
- Identifies and produces routine formulae in multiple domains.
- Interprets and produces implicature in multiple domains.
- Demonstrates knowledge of varying cultural dimensions and social distinctions.
- Uses conscious strategies to repair miscommunication.
- Identifies and evaluates intended interlocutor meaning.
- Describes dimensions impacting discourse patterns.
Subjectivity

- Demonstrates the ability to make conscious choices about discourse patterns and behaviors.
- Can discern individual personality behaviors from cultural norms.
Demonstrates awareness of others’ perspectives.

Recognizes the motives and reasons for actions of oneself.
Addressing the How.
The affordances of digital technologies allow the creation of learning experiences that can be validated and scaled.
Digital Games and Language Learning

- **Goal-orientation and Goal-directed Activity**

- **Social Consequence, Social Interactivity, Willingness to Communicate**
  Nardi, Ly, and Harris (2007); Purushotma, Thorne, and Wheatley (2008); Reinders and Wattana (2012); Squire (2006); Sylvén and Sundqvist (2012); Thorne and Black (2007); Thorne, Black, and Sykes (2009)

- **Potential for Language Socialization**
  Nardi, Ly, and Harris (2007); Reinhardt and Zander (2011); Squire and Steinkuehler (2006); Thorne and Black, 2007; Thorne, Black, and Sykes (2009); Thorne (2015)

- **Complex Feedback Mechanisms**
  Cornielle, Clarebout, and Desmet (2012); Purushotma, Thorne, and Wheatley (2008); Sykes, Reinhardt, and Thorne (2010)

- **Engagement**
Goal orienting
- agency
- variety

Feedback
- just-in-time
- meaningful
- individualized

Context
- emotional connection
- physical, verbal, aural, gestural

Variation
- access to the complex
- agency
Synthesis of Findings

- Place is key to the creation of meaningful ‘fictional’ stories and [orienting learners away from grammatical forms towards functions] (Holden & Sykes, 2012)
- Mobile technologies can facilitate (and possibly mediate) complex interactions in the community (Sykes & Holden, 2011)
- Feedback is critical across four dimensions: game, environmental, peer, instructional (Sykes & Holden, 2013)
Contextualized Vocabulary Interpretation and Games

When looking at how to use games in the classroom, considering the NCSSFL-ACTFL Can-Do Statements is always beneficial, as well as thinking about how they might be executed in a classroom using a game as a source text. For example, one of the NCSSFL-ACTFL Can-Do Statement main indicators is “I can recognize words, phrases, and characters when I associate them with things I already know” (Interpretive Reading, Novice Mid). This learning target can be easily achieved through use of a game with highly contextualized vocabulary, such as Parable of the Polygons, a web-browser game that explores issues such as cultural and racial segregation. With one such game, learners are empowered to interpret target vocabulary based on the context.

Games2Teach
Classroom Activities

Games2Teach offers free downloadable classroom activities. To download a copy, please enter your name and email in the form below, select the check box next to the activity you would like to download, and click “submit” at the bottom of the page. A pdf will be sent to you within twenty-four hours. We will not use your contact information for any purpose other than this download.

Series 2:

- A1. SimCity BuildIt for the Language Classroom by K. Carpenter & S. Knight
  Languages: Chinese, Dutch, English, Finnish, French, German, Italian, Japanese, Korean, Portuguese, Russian, Spanish, Turkish
  Level: Novice, Intermediate, Advanced

- A2. Ingress for the Language Classroom by K. Carpenter, S. Knight, & B. Pearson
  Languages: Chinese, Czech, Dutch, English, French, German, Italian, Japanese, Korean, Norwegian, Polish, Portuguese, Russian, Spanish, Swedish
  Level: Novice, Intermediate, Advanced

- A3. Plague Inc. for the Language Classroom by S. Knight & K. Carpenter
  Languages: Chinese, English, French, German, Italian, Japanese, Norwegian, Polish, Portuguese, Russian, Spanish, Turkish
  Level: Novice, Intermediate, Advanced
Ingress

Ingress is a place-based game app that is played on a mobile device. In the game, players capture territory for either the “ Enlightened” or “Resistance,” the two factions at war in the game. Players capture territories by hacking and linking portals. Ports are located at central sites around communities, and generally players have to physically be at that site in order to interact with the portal. Players can play alone or in groups with their own devices. There is a large Ingress-playing community, and the makers of Ingress put out weekly videos (youtube.com/user/Ingress) and updates (Ingressportal.com) about the Ingress universe.

Platforms and Cost: iOS, Android, and Google App - Free

Languages:
Chinese (Simplified and Traditional), Czech, Dutch, English, French, German, Italian, Japanese, Korean, Norwegian, Polish, Portuguese, Russian, Spanish, Swedish

Ingress has many potential uses in the language classroom. These could include using the game itself, involving the portal locations around a town or city, or taking advantage of the numerous related resources online, which have applications in the classroom as well. For more information, see our post on GamesTeach (GamesTeach.uregon.edu/2015/11/ingress-for-language-learning).

Level: Novice

Learners will be able to:
- Recognize and understand basic vocabulary to play a game
- Understand and follow basic instructions within a game
- Use simple conversations to complete chosen tasks
- List relevant places around town and describe the locations
- Discuss and defend their ideas with their peers
- Give feedback to others

Activities:
Places for Portals Part 1: Learners acquire and use vocabulary to describe their own towns and interact in basic conversations.
Places for Portals Part 2: Learners describe and analyze portal locations and create a new portal location.

Level: Intermediate

Learners will be able to:
- Interpret and produce new vocabulary
- Read, understand, and discuss a game premise
- Use previous knowledge to discuss and analyze a YouTube video that mimics a news story
- Interpret narrative through various media
- Use current knowledge to context clues to hypothesize about word meanings
- Use new knowledge to complete a task in the target language
- Describe their accomplishments
- Analyze their own vocabulary learning processes

Activities:
The Ingress Universe Part 1: Learners analyze and discuss the game premise for Ingress.
The Ingress Universe Part 2: Learners will build task vocabulary and be able to infer meaning through context through gaming.

Level: Advanced

Learners will be able to:
- Interpret and use new vocabulary and discuss how connotation impacts communication
- Understand, analyze, and have meaningful discussion about a game universe and narrative, as presented through a YouTube video
- Use a narrative to make choices and justify reasoning
- Reach goals and describe abilities using new vocabulary
- Discuss locations in a city and identify relevant characteristics that these places have in common
- Make hypotheses
- Justify ideas about the importance of various locations
- Debate and discuss to reach a consensus

Activities:
In-Depth Game Story: Learners debate portals and give persuasive speeches.
In-Depth Exploration of Place: Learners learn about and debate new places in their communities.

"A designer places a designated narrative in the game to contextualize gameplay. This context-in-the-game is different from the context of play, which involves where, why, how, and with whom the game is played."
- Julie Sykes & Jonathon Reinhardt, Language at Play, p.82

"Personal narratives emerge from the context of play. They have situational and cultural meanings that arise from the socially and culturally interactive aspects of gameplay."
- Julie Sykes & Jonathon Reinhardt, Language at Play, p.83
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<th>Section</th>
<th>Topic</th>
<th>Notes</th>
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<td>01 Saying hello to your friends and family</td>
<td>greetings chunks and question punctuation and word order</td>
<td>greeting friends and family writing words down to remember them observe what others do before doing it yourself avoid translating everything word-for-word</td>
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<tr>
<td>02 Leaving a social event</td>
<td>leave takings; future plans chunks</td>
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<td>03 Describing things you like and don't like</td>
<td>free time activities, gustar</td>
<td>Me gusta, no me gusta, prefiero Pragmatics basics: politeness avoid translating everything word-for-word A tip for using a dictionary: understanding multiple meanings</td>
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<td>04 Telling someone about your typical week</td>
<td>common routine activities</td>
<td>first person present tense Understanding daily routines in different parts of the world Expressions for wishing people well and building solidarity.</td>
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<td>05 Talking about hopes and plans for the future</td>
<td>querer, future activities</td>
<td>Quiero...; Espero...; ir + a-</td>
</tr>
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</table>

When using cognates, use caution.
Listen to Estefanía speak. How do you know if she is asking a question about you or about someone else?

- It is impossible to tell.
- Because of her use of the verb estás
- Because of how many words she says
- Because she is happy

Vocabulary

Swipe left for words you don’t know, right for words you do know.

¿Cómo estás?

- Look it up?

Do you know this word?

- No
- Yes

Similar to ¿Cómo estás?

- 19

Tap to play audio

Not similar to ¿Cómo estás?
Title VI Language Resource Centers

Center for Applied Second Language Studies
- University of Oregon

Assessment and Evaluation Language Resource Center
- Georgetown University
- Center for Applied
The project

- Develop a **digital simulation** for assessing **intercultural communicative competence**

- **Target learners:**
  - students acquiring Korean or Spanish in a formal educational context

- **Test purpose:**
  - provide instructors with a profile of their students’ intercultural competence
  - enable them to provide students with appropriate instructional interventions
Questions?

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