

CASLT Round Table on Language and Technology (BL)

Organizer: Canadian Association of Second Language Teachers (CASLT)

Moderator: Francis Bangou

Participants: Marie-Josée Hamel (Université d'Ottawa), Mary Grantham O'Brien (University of Calgary), Bernd Rüschoff (University of Duisburg-Essen), Jim Murphy (CASLT/ACPLS)

Marie-Josée Hamel (Université d'Ottawa)

Pratiques numériques des enseignants de langues - enquête et recommandations. Elle présentera les résultats d'une enquête qui a interrogé des enseignants de langues (n = 103) sur leurs pratiques numériques. Elle révèle trois niveaux de pratiques numériques: bien ancrées, pour la recherche et la gestion documentaire ; assez ancrées, pour la conception pédagogique ; peu ancrées, pour l'intervention pédagogique. Elle indique aussi que les enseignants s'auto-forment à l'usage du numérique et qu'ils perçoivent la littératie numérique comme une compétence essentielle en apprentissage des langues. Je discuterai de ces résultats et proposerai des recommandations visant le développement de compétences numériques pour l'intervention pédagogique, à savoir pour accompagner et évaluer les apprenants.

Mary Grantham O'Brien (University of Calgary)

A host of research findings provide evidence that learners enjoy using and can benefit from technology while learning languages. This presentation will focus on the results of a recent literature review, Facilitating Language Learning through Technology, commissioned by the Canadian Association of Second Language Teachers. The discussion of high-level findings will focus on the following: basic principles underlying effective CALL resources; research-informed means of targeting listening, speaking, reading, writing, grammar, vocabulary and pronunciation skills with CALL; effective techniques for engaging learners with target cultures through technology; and an appraisal of systems for assessing learning and providing feedback in CALL.

Bernd Rüschoff (University of Duisburg-Essen)

The CEFR and Language Learning in the Digital Plurilingual Era: Challenges and Opportunities

In the digital plurilingual era, the contexts, dimensions, and practices of teaching and learning languages require constant reflection. This includes giving due consideration to the plurilingual realities of present-day societies. Plurilingual and pluricultural contexts together with online interactions and transactions have become social reality and normalized personal as well as professional practices. As a result, there is a need for rethinking existing frameworks and curricula for language learning, as well as materials, methodologies, aims, and outcomes of classroom practices and digitally enhanced learning arrangements. In view of such developments and resulting challenges, the Council of Europe has updated and extended the Common European Framework of Reference in a large-scale international project resulting in the publication of the CEFR Companion Volume with New Descriptors. An additional publication with a first set of case studies exemplifying the practical implementation of the revised and new descriptors is due in early 2020.

Concerning current plurilingual realities, the CEFR has thus reflected and reacted to the growing need to provide frameworks which assist in distinguishing more precisely the key ingredients of plurilingual approaches to classroom practice. Such frameworks are also relevant when considering conceptions of plurilingual, pluricultural repertoires and their impact on language teaching. This includes a clearer modelling of the competences associated with plurilingual & pluricultural dispositions and practices. In addition, descriptors now specifically include skills and competencies needed for online practices. This paper will present an overview of the revised CEFR with a clear focus on aspects mentioned above. In addition, it will be discussed how the revised as well as the additional descriptors together with current paradigms for language teaching and learning might lead to more action-oriented and plurilingual approaches to classroom practice.

Jim Murphy (CASLT/ACPLS)

Mr. Murphy brings nearly three decades of experience in education to this round table and will discuss the issues and best practices of distance and online learning with a special focus on teaching French as a second language.