



DEN 16. NORDISKE LÆRERUDDANNELSESKONFERENCE

INNOVATION I UNDERVISNING OG LÆRING

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Titel på Præsentationen:	Digital Technologies in the Foreign Language Instruction: A Study on Aligning Technology with Communicative Foreign Language Pedagogy
Type af præsentation:	Mundtlig præsentation
Sprog:	Engelsk
Tema:	1. Uddannelse, evaluering og feedback
Abstrakt:	<p>This paper presents results and insights from a two-year study (2020-2022) on the use of digital technologies in foreign language teaching of English, German, French, and Spanish in lower secondary education in Denmark. The project is carried out by a group of researchers at the Department of Teacher Education at VIA University College in Aarhus, and financed by The National Center for Foreign Languages (NCFF) in Denmark. The paper informs of the key results from its two phases: 1) a survey completed by approximately 200 teachers who reveal the types of technology, work forms, assignment types with technology, and their 2 stated reasons for using technology in the foreign language classroom; and 2) experiences from the implementation of several didactic designs that incorporate technology with the purpose of improving language acquisition as well as encouraging and maintaining communication in the target language. The paper will first contribute to the ongoing discussion on integrating technology in schools, as for example recently emphasized by Bundsgaard et al. (2018) in a Danish context, by Blikstad-Balas & Klette (2020) in a Norwegian context and by Blume (2020) in a German context. Secondly, it will specifically shed light on the uptake of technology in a foreign language pedagogical context at the lower secondary level by addressing didactic advantages and limitations of digital technologies that call for a critical view of current pedagogical practices. Thirdly, it will present a didactic model that aligns reflective choices of technology with the persistent cultivation of communicative competence (as established by Canale & Swain, 1980 and evolved by Celce-Murcia, 2008) in the foreign language classroom. References: Blikstad-Balas, M. & Klette, K. (2020). Still a long way to go. Narrow and transmissive use of technology in the classroom. <i>Nordic Journal of Digital Literacy</i> 15(1): 55-68 Blume, C. (2020). German Teacher's Digital Habitus and Their Pandemic Pedagogy. <i>Postdigital Science and Education</i> 2: 879-905. https://doi.org/10.1007/s42438-020-00174-9 Bundsgaard, J., Georgsen,</p>



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