

Technology-Enhanced Collaboration

Dr. Francisca Maria Ivone, Universitas Negeri Malang

Francisca Maria Ivone is a featured speaker at the KOTESOL International Conference in April. She will be coming to the conference from her university, Universitas Negeri Malang, in Malang, Indonesia. She does collaborative research on collaboration and on extensive listening and viewing, the topics of her featured session, "Technology-Enhanced Collaboration: Possibilities and Challenges in Language Teaching and Learning," and her invited second session, "Extensive Listening and Viewing in Listening Courses." The following is the interview that we conducted with Prof. Ivone for The English Connection. — Ed.

KOTESOL: First, I would like to thank you for providing time for this interview for *The English Connection* and for accepting the invitation to speak at the 2023 KOTESOL International Conference. Would you begin by providing a little background information for our readers who may not be so familiar with you and your work?

Prof. Ivone: Thank you so much for inviting me to KOTESOL 2023 and interviewing me for *The English Connection*. Hi everyone, my name is Francisca Maria Ivone from Universitas Negeri Malang in East Java, Indonesia. I graduated from IKIP Negeri Malang. It is a teacher education institution in my hometown. After graduating with a Bachelor of Education in English Language Teaching, I continued my postgraduate studies at the University of Queensland in Brisbane, Australia. I received two degrees from UQ, a Master of Arts in Applied Linguistics and a PhD in Applied Linguistics. My teaching and research interests are in ELT, specifically teaching listening and reading as well as extensive reading, listening, and viewing, and technology-enhanced language teaching. I am also interested in autonomous learning and collaborative learning. I was invited for the first time to the KOTESOL International Conference in 2021, when I attended the conference virtually due to the Covid-19 pandemic. At that conference, I talked about the future of teaching English with technology. It is an honor to be presenting once again in KOTESOL 2023. I am really looking forward to it.

KOTESOL: At this spring's International Conference, your featured session is entitled "Technology-Enhanced Collaboration: Possibilities and Challenges in Language Teaching and Learning." Could you provide us with a glimpse into what it will be discussing?

Prof. Ivone: Of course. I enjoy teaching and working with technology, and I believe it has greatly aided me in developing my teaching and research skills over the years. At this year's KOTESOL conference, I'd like to share some thoughts and experiences about how technology has been and will be used to improve collaborative language teaching and learning. Technology is frequently portrayed as a magical tool capable of solving any problem in language teaching and learning. In some ways, this is correct, as we saw during the Covid-19 pandemic. We've seen its accessibility, adaptability, and versatility. We have, however, encountered its constraints, complexities, and flaws. In my presentations, I'll look at these opportunities and challenges, and talk about how they've been and can be used in collaborative language teaching and learning.

KOTESOL: The theme of this conference is on collaboration – "Advancing Collaboration: Exchanges Among Scholars, Instructors, and Students." How, when, and/or why did you get interested in collaboration in relation to ELT?

Prof. Ivone: Collaboration has always been a primary consideration in my classroom. I make an effort to design language learning activities that allow my students to collaborate in pairs or groups. However, it is only recently that I have become particularly interested in researching this subject. If I had to pinpoint a date when I first became interested in the subject, it was on a Saturday in early March 2020. It was one week before the first Covid-19 lockdown in Indonesia. That Saturday, I attended a workshop given by Prof. George Jacobs in a nearby city. The workshop was a lot of fun, and it piqued my interest in learning more about the subject. At the end of the workshop, George and I discussed the possibility of co-publishing. George is a well-known expert in collaborative learning, and I know a little bit about technology in language teaching and learning, so we collaborated during the pandemic and have since published four papers with other colleagues.



KOTESOL: Looking over your lengthy list of research papers over the years, I've seen that the great majority of them have been in collaboration with other scholars. What has made this your preferred research format?

Prof. Ivone: I researched, published, and presented my work on my own at the beginning of my professional career. Most of the time, I felt scared and out of my depth. It was difficult to do everything on my own because my knowledge and skills are limited. So, I tried to collaborate with others in my department. I learned that research and writing are much easier when done collaboratively, as everyone can contribute to the work based on their expertise, and it gives me people to discuss and "argue" with. Because we want to succeed together, we work faster and better. We can examine things from various angles and bring our experience and knowledge to the job. It is more dynamic and enjoyable. It's like going for a jog with a friend. Not everyone is sufficiently motivated to research and publish on their own. When we do it with others, we are energized and motivated by their enthusiasm. All we have to do is find the "right" buddy.

KOTESOL: As you have mentioned above, several of your research papers have included Prof. George Jacobs, another

featured speaker at our International Conference this spring. Could you tell us more about this collaborative relationship?

Prof. Ivone: I was thrilled to learn that George will be speaking at KOTESOL this spring. He is my collaborative learning mentor. When I attended his Indonesian workshop, read his work, and later published with him, he taught me the fundamentals of collaborative learning. I believe our collaborative relationship began when we realized we could combine our expertise to create something useful for language teachers. I admire George's commitment, expertise, and generosity in sharing his knowledge and experience. Writing with him helped me become a better teacher, more diligent, and more productive. He is my "right buddy" when it comes to collaborative writing.

KOTESOL: We are very glad that you will be presenting an invited second session for us: "Extensive Listening and Viewing in Listening Courses." Could you tell us a bit about what this session will include?

Prof. Ivone: Thank you very much for inviting me to also speak in an invited session at this year's KOTESOL, where I will be able to share what I've been doing in my listening classes. After learning the principles of extensive reading (ER) and extensive listening (EL), I realized I was doing "extensive viewing" when I first started learning English. In fact, I became interested in learning English because of my extensive viewing. I combined it with a lot of reading and, later, a

Prof. Ivone: Extensive viewing is the viewing of audio-visual text for pleasure. In addition to reading books for pleasure, this is one of the most natural things we do in our first, second, and foreign languages. We are constantly exposed to films, videos, and other audio-visual texts. Today's generation cannot go a single day without watching YouTube, Netflix, or other video content. This activity is more natural than extensive listening, which is solely concerned with the

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availability of aural text. When viewing, language learners can choose between moving picture, aural text, and written text as input channels based on their needs and preference. Thus, the activity is less stressful and makes foreign language texts more comprehensible, especially for beginners and at intermediate levels.

KOTESOL: This will be your first in-person KOTESOL conference, I believe. What do you look forward to doing, aside from delivering your two sessions?

Prof. Ivone: It will be my first, and I am very excited about it. Of course, I'm looking forward to seeing George. I also want to talk to people I've never met in person. I recognize a few of you from KOTESOL 2021, but I have yet to meet you in person. I'd like to expand my professional and personal network in Korea. I'm looking forward to attending the rest of the conference's sessions. I am aware that Korea is quite advanced in terms of technology and technology-enhanced language learning. I'm sure there will be presentations in this field of study from which I can learn.

KOTESOL: Are there other activities that you plan on doing while you are in Seoul this spring – places to see, foods to sample?

Prof. Ivone: I visited Korea in 2017, but I didn't have much time to immerse myself in the local culture and cuisine. When I visit Korea in April, I hope the cherry blossoms are still in bloom. And I'd like to go to the night markets and try the delicious street food. Recently, I've been watching YouTube videos about Korean street food. I can't wait to put them to the test.

KOTESOL: Well, I'm sure there will be plenty of street food available when you are in Seoul. And we are eager for a taste of the food – food for thought – that you will be bringing to the conference. Thank you for doing this interview for *The English Connection*.

Interviewed by David Shaffer.



▲ Francisca (2nd from left) meets George Jacobs (center) for the first time in Surabaya, March 2020.

lot of listening. Similarly, over the years in my classroom, I have experimented with various activities that encourage my students to do extensive listening and viewing so they can spend more time listening to aural texts in English, find texts within their proficiency level, and make aural texts more comprehensible. I believe that language learners will be more motivated and confident in performing foreign language listening activities when they are aware of what they need to listen to and how to listen to the texts. So, in my presentation, after introducing the concept and importance of extensive listening and viewing in ELT, I will show how it is incorporated into listening courses at my English department.

KOTESOL: While "extensive reading" and "extensive listening" are pretty much household terms in ELT, "extensive viewing" is not. In fact, almost all the work published in this area has been done by you. How do you define "extensive viewing"?