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MOTIVATION AND UNCERTAINTY IN SECOND LANGUAGE ACQUISITION: COHERENCE AND DISRUPTIONS IN ONLINE COMMUNICATION WHILE LEARNING ROMANIAN IN NORTH MACEDONIA

ABSTRACT: Recent initiatives to promote digital education exhorting in literacy and soft skills as computational thinking have required redefining curricula, teaching and learning methods adapted to a new channel of communication. Less attention has been paid to the psychological dimensions of learning and teaching Romanian as a second language, especially to language awareness and motivation of learners in the field. Beginning with what is generally known as communication schemata and ethnography of communication this article analyzes the strategies used in a narrow strip of learning and teaching Romanian as a foreign language in North Macedonia through online classes and workshops of lexicography and translations.

Key words: awareness, motivation, digital communication, second language acquisition, Romanian as a second language, uncertainty, dialogical contexts, methodology research.

МОТИВАЦИЈА И НЕСИГУРНОСТ У УСВАЈАЊУ ДРУГОГ ЈЕЗИКА: КОХЕРЕНЦИЈА И ПРОБЛЕМИ У ОНЛАЈН КОМУНИКАЦИЈИ ПРИ УЧЕЊУ РУМУНСКОГ ЈЕЗИКА У СЕВЕРНОЈ МАКЕДОНИЈИ

АПСТРАКТ: Дигитално образовање које подстиче писменост и вештине попут компјутерског размишљања и недавне иницијативе за његово промовисање захтевале су редифинисање наставних планова и програма, метода подучавања и учења, прилагођених овом новом каналу комуникације. Наиме, мање пажње је посвећено психолошким димензијама учења и подучавања румунског као страног језика, посебно постојању свести о језику и мотивацији ученика или студената за учење језика у пракси. Почевши од општепознатих чињеница, као што су комуникационе

шеме и етнографија комуникације (друштвена и културна правила, норме и вредности), овај чланак анализира стратегије које се користе у уском појасу учења и подучавања румунског као страног језика у Северној Македонији кроз онлајн часове и радионице лексикографије и превода.

Кључне речи: свест, мотивација, дигитална комуникација, усвајање другог језика, румунски као страни језик, дијалогски контексти, методолошко истраживање.

1. INTRODUCTION – CONCEPTS, INTERFERENTIAL FIELDS, OBJECTIVES AND POTENTIALITIES IN SECOND LANGUAGE ACQUISITION. THEORETICAL BASES OF INCREASING LANGUAGE AWARENESS AND CULTURAL MOTIVATION OF LEARNERS

In the last years, the COVID 19 pandemic has created new possibilities for learning and teaching online, which implied digital communication, curricula development and performing a rich set of methods to be used along this specific mediated interaction. All actors of the process became sort of *digital nomads* organized in *tribes* and occupying *territories* (Trowler & Becher 2001: 37–38). Therefore, the roles and functions described in communication schemata (Jakobson 1960: 144–157): conveyer, receiver, messages, context, referent, code and channel acquired new dimensions in the adaptative online communication context. Together with ideas and knowledge the messages circulating between sender and receiver contain emotions, feelings and uncertainty. The phatic elements of interaction might prove the right functioning of the channel. It also implies some addressing forms and performing modalities to check the continuous involvement of the actors and the coherence and cohesion of the messages or texts created and exchanged by the participants.

The field of second language acquisition has benefited over the years from numerous studies (Bollinger 1980; Crystal 1988; Klein 1986; Malmqvist 2005), which defined various aspects of learning and teaching or methodology to be used in the classes. Quite recently the anthropological, cross-cultural and discursive dimensions of learning and teaching languages (Fairclough 1989, 1999; Kramsch 1992, Bourdieu 2001), mostly seen as communication, interactional and meaning negotiation came into focus of the scientists who consider a language as identity marker.

A common endeavor of those who teach different foreign languages including Romanian to student from other countries marked a paradigmatical change from the structuralist perspective to functional-cognitive one which includes *expressions of social control* (Bernstein 1992: 120) as well as to discourse, philosophical and socio-pragmatical dimensions of learning and

teaching. Decoding implicit and explicit meaning as a *sum of all values possible to be identified by a receiver in an enunciation* (Kerbrat-Orecchionni 1982: 314) implies involving the students in a discursive, hermeneutical, and pragmatic practice as well. However, less attention has been paid to the psychological dimensions of languages learning and teaching as awareness, motivation and uncertainty. Some links between language and mind as possibilities of meaning conceptualization and representations of realities (Vygotski 1978, 1986; Sperber & Wilson 1986, Crapanzano 1981, 2006; Bourdieu 2001, Chomsky 2006) underline the modalities of codifying realities in cognitive frames or scenes and opened the possibility of multiple interpretations and language transfer in second language acquisition.

In fact, this article continues the author's interest in the content and methodology of Romanian as a second language materialized in previous articles (Stanciu 2011, 2015a,b, 2016, 2019, 2020a,b, 2021). In addition, within this article I am using two new concepts like online curriculum, a notion which emerged in response to the rise of using information technology in education (Perkins et al. 1997; Lauer 1996; Koutselini 1997) mostly referring to ways of supporting skills in the field of learning to learn. In introducing the concept of *online curriculum for critical thinking* (Lauer 1996: 29) mentioned some interesting questions: ‘What can be done about the fragmentation and over-specialization of the traditional disciplines? How can students integrate what they learn for application to lifelong human issues?’. New computer technologies appear to have contributed to an increase in cross-cultural studies, while there is a simultaneous concern about the need to address generic skills across all disciplines. An online or meta-curriculum is a specific approach to address the transdisciplinary challenges in the field of second language acquisition and it makes arise theoretical and practical questions: how to define a curriculum to be used in online environment, how to create the conditions where teachers can use it, how the university assessment system can recognize it, and how the students and teachers can be equipped with the confidence that transdisciplinary approaches are worthwhile.

Intellectual efforts to grapple with the nature of trans-disciplinarity in its relation to knowledge go alongside an awareness of deficiency in traditional educational organization (Barnett 2022). Among them the statement that ‘knowledge has retained a separateness even while it has understood itself as a machine through which humanity can exercise control over and an exploitation of the world’ suggests an intractable difficulty in navigating the space between

conceptual categories, human understanding and ecological flourishing' (Barnett 2022: 123).

Some researchers from different countries have focused in the last decades on *language awareness* and cultural motivation in learning a foreign language and the literature review synthesized the main concepts to be used within this article. Many of them (Frank & Rinovoluceri 1983, Hawkins 1981, 1984, Scott 1986, Van Lier 1996, Andrews 2003, Svalberg 2007) agreed with the point that the modality in which a student acquires a specific language awareness together with specific knowledge in the field (mostly lexis, grammar and pragmatical ingredients) will be setting the learning predisposition and engage him/her in a long-lasting motivating process. Defined as „sensitive openness of an individual to language interiorization and an attempt to an understanding of language role in social life”, *language awareness* has like main objectives and goals: bridging knowledge between mother tongue and a foreign language to be learnt and taught, extrapolating a deep knowledge of mother tongue to a target language, separating the meaning and the structures of a newly learnt language from the structure of mother tongue and consolidation of cultural and communicative competences in this *intercultural meeting point* (James & Garret 1992: 16) usually performed in an institutionalized context like schools and universities.

In the opinion of some other specialists in cultural and linguistic anthropology and second language acquisition the main domains of language awareness are affectivity, cognition, social aspects of interaction, language performance and the ability to acquire and to use self-confidently cultural and symbolic power of language (Bourdieu 2001, Kramsch 1992) and most recently uncertainty. Thought as an activity meant to personalize language learning and to encourage every student to use transgressively and reversibly a language in order to reach a *relevant, cognitive and personalized communication* (Sperber & Wilson, 1986: 189), the awareness helps the students with lexis and grammar interiorization and when reaching proficiency, it might lead the learner to a nuanced and self-confident usage of a language. Therefore, learning a language does not remain only a functional-cognitive and intelligent process of organizing a language in clusters and texts seen as modalities of evoking events (Croft 1991: 16), but rather one which implies cultivating *high affective affinities* (Frank & Rinovoluceri, 1983: 42) like emotions and self-motivation. Linguistic education and in extension the cultural one should challenge the students and attract them to participate in debates as *contexts of communicative interactions* (Van Lier, 1991: 129), a deep comprehension of a new language *learnt with their souls and brains* (Scott 1986:

74). Classes, seminars and workshops can generate an environment where the students may practice their language skills spanning from comprehension, listening, reading, writing as modalities of representing realities in cognitive frames.

The advantages of functional-cognitive approaches are visible in the conscious development of linguistic models, which bring together lexis, grammar, discourse and philosophical and discursive categories (causality, time, space, inference, referentiality, speech acts), units and rules through which the learner reflects the ability to meditating on life, to formulating arguments and to nuancing the discourse in a personal manner. In fact, the deepening of comprehension and the evolvement of linguistic abilities should go hand in hand with the level of language awareness and the level of motivation specific to learner and environment where people learn a new language. In this context the teacher should encourage the students in processing and transferring a significant quantity of information that might transform the learners in *effective and self-confident users of the target language*.

Operating with creative and ideal linguistic models, the main actors of communication, sender and receiver play interchangeable roles in a dialogic context of conversations and debates because they arise questions and give answers, convey messages to each other together with emotions and reference using a virtual channel of online communication and a specific sometimes mixed code made of mother tongue, helping intermediary language and target language.

My main argument on progressive value of uncertainty is that this communication space is tractable through new perspectives on the relationship between technology, education and their effects on educational environment. Rather than focus on the categories of knowledge or technology, I instead focus on the *effects* of overpassing strict specialization and on using cross-and interdisciplinary concepts and technological proliferation on the environment. The digital world has been replaced with deeper post-digital questions concerning organic adaptative processes that react to environmental ambiguity. My main question can be framed as follows: If we can understand the dynamics of uncertainty is there a way of restructuring human relations around it so that the human dialogical communication that might become central to learning and can rather temper than exacerbate uncertainty. This assumption requires creating and answering some main questions such as an operationalizable link between theory of uncertainty and online learning and teaching; a design for an online curriculum and an operational organization of its implementation; a set of methods for

examining the dynamics of this design implementation. To address the first question, I reflected the possible links between theories in cybernetics and their possibilities to being used in second language acquisition. Since human development is intrinsically connected to environment, I suggest that an online curriculum is an acknowledgement that digital technology is intrinsically connected to thinking and learning, much in way that some philosophers of technology relate process of language *individualization and information personalization through technology* (Simondon 2016: 217; Hui 2019:154).

2. AWARENESS, MOTIVATION AND UNCERTAINTY IN ONLINE COMMUNICATION AS MAIN FORMS OF LEARNING AND TEACHING ROMANIAN. A CASE STUDY IN NORTH MACEDONIA

Integrating linguistic knowledge into a foreign cultural context, the teacher of a foreign language assumes three main important roles as *experienced language user, native and reflexive speaker of a mother tongue and skilled communicator on cultural and linguistic topics* (Cots & Arno, 2005: 73). Therefore, leading the students from basic comprehension to code-switching and proficiency implies the creation of a communicative context and an improvement of *interaction strategies* (Storch, 2002: 124) through opening cultural and ludic perspectives on learning and teaching and maintaining *play illusions* (Huizinga, 1980: 10–11) by *suggesting freedom of speech and inserting humor in teaching* (Bell 2002, 2006) as well as by speculating the subtleness of silent and verbal communication.

Beside knowing perfectly his teaching field of mother tongue a language instructor may create adequate situations of interactive communication and stimulate the language awareness through cultivating students' wish to comprehend all parts of target language, lexis, etymological incursions, theoretical and practical grammar (VanPatten 1996: 312) together with an inner desire of self-development and cultural assimilation of a new language. That's why it is crucial at the beginning of the process to assess and acknowledge *both learners and teachers own limits* (Andrews & McNeill, 2005: 163) in order to establish learning objectives and overpass all possible barriers, difficulties and obstacles all along the process. As a consequence, language interiorization and assimilating the tools of cognition imply discovering the relevant parts of the language useful for *communication and cognition* (Sperber & Wilson 1986: 73) which can make the participants in the process (learner and teacher) able to realize an *effective interaction* (Svalberg 2007: 299) regardless communication channel.

The rise of confidence promoted by early digital pioneers in education has been overshadowed by increasing uncertainty of communication through online technology and the manifest complexity of its social impact. The concept of the post-digital points to this relationship between technology and uncertainty, not least in the difficulty of finding a term which conveys the *messy and paradoxical condition of art and media after digital technology revolutions*. One way of characterizing this is to measure the proliferation of technological options, which must (as with all proliferation) lead to increasing difficulty in choosing and coordinating effective action. Whether technology was seen as *an extension of existing capabilities* (McLuhan 2012), *amplifications* (Illich 2001: 59), *reordering of nature of language* (Heidegger 1978: 63) or changes to the means of production and social relations (Marx 1990: 184), an additional option means that the complexity of choosing whether to use a new method or stick with the old method increases.

In facing of the explosion of technology in the virtual environment produced by the internet and social media, the challenge for individuals is to choose a modality to organize the language and the mind. In the wake of this technologically-induced uncertainty, universities, governments and schools have been promoting 'digitalization' on the curriculum, alongside skills such as 'computational thinking' (Wing 2008: 223). However, efforts to instill this or even to define it have proved challenging (Lye & Koh 2014; Weintrop et al. 2016; Shute et al. 2017). The focus of such efforts often involves teaching academic, linguistic and technical skills within the established frameworks of the traditional curriculum. In this context of new virtual realities, a curriculum to be used in online teaching was developed at the Faculty of Philology in University of Skopje, North Macedonia. The communication skills of the students throughout this mediated virtual channel registered a visible progress led the teams involved in the process to find the right approximation of the meaning and structures spanning from short answers and sentences to complex paragraphs and texts. At the psychological level of learning, their majority became self-confident users of language, assumption proved through the results in writing significant parts of three dictionaries (Macedonian-Romanian, Romanian-Macedonian and Albanian-Romanian) stratifying meaning at three levels (proper, secondary and metaphorical), collecting a rich inventory of phrases discovered and used in the classes and in the translations workshops. A gradual strategy of learning by discovering through comparison and contrastive analysis lexical and grammatical collocations and sentences with similar structures and meaning contributed to a deeper

comprehension and to refinement of speaking and writing skills as well as cultivating critical thinking. All these modalities of learning and teaching are subsumed to whole language immersion, involve the learners in communication and playful lexical and grammatical games and exercises.

Online communication has implied in the context of the pandemic a specific channel of communication from face-to-face interaction to a cybernetic and virtual model of interaction. Consider that any viable entity a learner, a teacher or an institution, each must maintain a distinction between their own *cultural and linguistic identity* and their *learning environment* (Beer 1994a: 39; Spencer-Brown 2010: 213). Such a distinction might contain and cultivate a dose of uncertainty generated by the attempt to discovering what happens within the boundaries and what belongs outside, what is *marked* and what remains *unmarked* in a nuanced *discourse usage of language* (Spencer-Brown 2010: 33).

A first step in the process of getting familiar with a new language and the culture encoded in regardless the channel through which the interaction was realized started by searching and finding common points in grammar and lexis that can bridge knowledge in second language acquisition. Over the time with the deepening knowledge in the field, building lexis and understanding grammatical structure some hypotheses can be formulated among those referring to dreaming and *inhabiting a language* (Heidegger 1994: 48–49, 123) or considering it as a *part of speaker's cultural habitus* (Bourdieu 1977: 78–79). As a consequence, the process of learning a new language does not imply only knowledge but rather accumulations in the field of affectivity as students' motivated involvement or cognitive and social dimensions like learning a language for using it as a mean of representing realities or acquiring a language as a tool for communication and social integration or as an identity marker.

The process of learning and teaching Romanian reveals a continuous attempt of cultural adaptation to a specific context, lexis comprehension and the interiorization of grammar not only like a system of inflectional rules but rather like an affective and cognitive act of interiorization and transferring collocations, clusters and meaning from mother tongue to the assimilation of a target language. In the case of Romanian language and literature, the etymological incursions and the explanatory capacity of grammar may improve the language abilities of the students. Considering language as an instrument of acquiring knowledge, getting involved in communication acts and a mean of meaning conceptualization and encoding realities I started from assessing the cultural and linguistic background of the students of different ethnicities (Albanian, Macedonian, Serbian).

Numerous similarities between their mother tongue (Albanian) and the language of communication (Macedonian) allowed me discovering some common etymological tracks like substratum, lexis and structures supposed to belong to Romance Speaking Balkans (traditional and modern) such as a broad range of words with Latin origins, verbal complex clusters and even representations of mentalities in languages. Curriculum design and its process of implementation together with classes preparation allowed me involving the students in projects related to different levels like language, culture and civilization, pre-modern literature, workshops of lexicography and translations. The main focus of all didactic activities was on generation adequate speech acts in communication situations, usage of the language as an instrument of communication, stimulating language creativity and improving argumentative potential of learners. From curricula to class activities two pedagogical principles of *accessibility* and *graduality* were followed along the way. Building and boosting lexis implied leading groups of students from basic meaning of the words and deep comprehension to specialized terminologies and metaphoric meaning of phrases. Some vocabulary for information technology, lexicography and translation theories have been considered for conceptual construction of the courses, seminars and workshops. The selection of *authentic texts* from a corpus which includes literature, terminologies, journalistic and rhetorical samples but also multimodal one (pictures, audio tracks and video), which have been integrated into didactic scenarios adapted to different levels of study: simple for basic level, with an average level of difficulty for intermediate level and quite complex for advanced. The main goal of such selection was to deepen the understanding and to assess the comprehension by requiring feedback from students through questions, exercises, games and etymological roots' retracing. All possible multilevel competences were performed by listening and watching, reading, answering questions, speaking and creative writing. For the intermediate and advanced levels, the development and refinement of comprehension implied subtle reading and explanations focusing on syntax and semantics of collocations as well as on discursive and pragmatical components of the language like phatic conversation, discourse markers, spatial and temporal deixis, clitic clusters in the verbal complex, forms of addressing, modalities to check right functioning of communication channel, expressive nuances of the collocations and phrases.

In order to measure the effectivity of all activities (courses, seminars, workshops), I have used assessing diagnostic items for culture and language competences as follows:

- a. Understanding the basic meaning of a word through tracing its etymon and integrating in semantic relations like antonymy, polysemy and synonymy, refining the secondary deviated meanings of a word and stratifying meaning in abstract and symbolic collocations.
- b. Identifying the indexes of classification like gender and those of inflection (case, diathesis, tense, person, number);
- c. establishing syntactic functions in relations with the semantics at the levels of groups and complex sentences;
- d. Differentiating parameters and universals in Romanian language through comparison with Albanian and Macedonian such as animated-non-animated, syntactic results of topicalization,
- e. Understanding and identifying the role of discourse connectors and markers in the structure of a text for realizing cohesion, coherence and expressing argumentative structure of enunciation.

As a finality of all modalities to receive indirect and subtle feed-back and as a modality of assessing cultural competences on a suggested topic I have inserted in every class at least an exercise of creative writing and let the final open through personal interpretation of a controversial topic.

For the modules of literature, lexicography and translations I have been using the method of cultural portfolio as the best modality of collaborative problem solving and involving students in teams, where they can use their specific abilities in different fields spanning from information technology, foreign languages, philology, cultural studies, journalism and communication. Working individually or in small project teams allowed me to lead at least a part of my students to performance and success and to build relationships based on trust (Rose & Schlichter 2013: 29). Some of them participated in international competitions of dictation, literatures, local venues and generated samples of subjective literature (diaries, poetry and translations contests), journalistic texts like reportages, documentaries, PowerPoint presentations and videos.

An educational online model can be constructed where and when individuals, teachers and learners are seen as adaptive to flexible systems and able to work in an uncertain or ambiguous environment. Adaptation to the environment means balancing and negotiating the uncertainties in the learning and teaching online environment with the uncertainties specific to the person, which were

divided as *internal uncertainty* and *external uncertainty* (Luhmann 1996: 86). Creative linguistic activities as etymological incursions, lexical games and phatic conversations, discussions and debates on different cultural topics were used in defining and stratifying meaning in lexicography workshop or in defining right semantic equivalents in the translation workshop allow a deeper language comprehension, create the premises of inner uncertainties to be expressed in a *dialogic space* (Wegerif 2010: 53) and allow students to deepen their inquiries, to rise questions and to try answering them both within the course and beyond it in individual activities and workshops of lexicography and translations. I have found these learning and teaching contexts particularly valuable in thinking about digitalization and online teaching because it situates technology within the dynamic balance between external uncertainty and internal uncertainty. This approach to learning and teaching also reflects the insights into *physiological organization of mind and language* (Beer 2007: 34), *management of cybernetics, middle-out development in cellular systems* (Noble 2002 2008) as opposed to top-down or bottom-up organization. As a middle-out process, digital or online communication takes place in a specific environment and it results in a continuously increasing uncertainty to which individuals and institutions have to adapt through conversations, debates and dialogue. Learning in this virtual context implies dialogical adaptation and communication not focused only on technology itself, but rather on the uncertainty it generates. Unlike other approaches to digitalization, technology is not there as a thing to be taught, but a catalyst in the environment to coordinate expectations and discussion around inherent uncertainty. Used in this way, digitalization can be exploited as a way of realizing a deeper meaningful coordination of expectations between teachers and students.

Since each individual either teacher or student has to balance the internal individual uncertainty with the one of the environment or institution due to online communication can be seen to cause a disruption to each student's internal uncertainty management. In the context of an invitation to discuss, experiment and create, those aspects of internal uncertainty which had been managed by the individual's metasystem are projected into the social domain through activities and presentations. Teachers can facilitate this process as creator of communication context and discourse creation, but there are many issues which arise where they can be uncertain. Through this exploitation of uncertainty, combined with creative activities, the loop between thought, communication and action can be explicitly operationalized through institutional structures and pedagogy.

In this way, the different environmental contexts for dialogue (for example, topics, activities, technologies, face-to-face or online) must be considered, since each context carries different levels of uncertainty: understanding the institutional dimensions of uncertainty sheds further light on the ways learners and teachers navigate and construct a *dialogic space*. In the conventional educational system, the principal environmental context is provided by the curriculum.

While appreciating the necessity for curriculum attenuations, an educational approach more closely oriented to an online curriculum might create the opportunity for a significant progress in the classes of Romanian language and literature as well as in those of culture and civilization by studying processing of movement patterns. This can only happen by loosening the structural constraints of the institutional frame and unlock creativity and imagination of learners and teachers. In this spirit I developed innovative classes through educational experiments approved by the Department of Romance Languages and Literature while reframing the didactic context and suggesting to both participants in the process as learners and teachers:

1. freedom to creatively change the structure of teaching, with teachers acting as facilitators coordinating small groups of students in activities shared across the whole academic year;
2. flexibility in assessment which was portfolio-based and assessed using *multimodal patchwork texts* (Winter 2003: 24);
3. flexibility in the timetable especially in the case of workshops when the students can dedicate time and find the right motivation to work outside of official program;
4. flexibility in use of the online campus and personal facilities while going to virtual teaching in 2020 by dividing the students into small groups or even working with individuals.

As it was pointed out, all institutions are like *physiological bodies* (Beer 1994b: 49, Brooks & Wiley 1988: 72) having functionally differentiated components that continually coordinate their operations with one another. While these functions serve to manage different areas of uncertainty, they also serve to reinforce the reality of the distinction between different practices and artifacts of education of those functions: classrooms, timetables, curricula, textbooks, computers, teachers, budgets. It shows the varying specifics and generalities that relate institutionally-organized disciplines to technologies and trans-disciplinarity.

The pandemic was instrumental in bringing people together to fit the restrictions of coordinating dialogue online, while the technological themes proved to be a catalyst for innovation which retained the original spirit of the course.

Weekly design meetings were used to test various ideas with the students during the workshops of lexicography and translations. A further benefit was the use of technology in the first two iterations involved dealing with audio/video equipment which sometimes didn't work, the shift to online-only meant that many of these issues became irrelevant as video was the principal means of communication. The approach to team teaching, dialogical pedagogy, and flexibility of assessment all contributed to this. This showed itself through further co-design sessions where teacher was open to exploring new possibilities on the understanding that the educational objective was to get students to talk to each other. The course design using Microsoft Teams, Zoom, Google Meet used a wide variety of technologies, deploying a kind of tool-oriented pedagogy. This facilitated deeper engagement with the students and increased the language awareness and cultural motivation. The online experience provided a new dimension in understanding the relationship to technology, particularly programming and video processing, making presentations for cultural portfolios. The exercise of comparison and reflection served the dual pedagogic purpose of encouraging the students to read around the subjects they were engaging in the classroom, while providing some cohesion to the range of topics and activities which they encountered. Data collected from this exercise provides an indicator of both the level of intellectual engagement that the students had with the topics, and of the emerging structure of their understanding (Johnson et al. 2020: 53) particularly as it relates to the journey from the specifics of their disciplines to transdisciplinary issues.

In addressing these broader topics of conversations and debates in the course, questions, problems, objects and sometimes people in the form of external experts were presented in the environment alongside videos, tools and activities, each of which articulate uncertainties and contradictions. To understand someone's utterance as meaningful is then to recognize that they select utterances in a similar way. In this sense, agreement is what was called a *tuning-in to the inner world of the other* (Schutz 1967: 128, Leydesdorff 2017: 314). This mutual tuning-in or expectation coordination of expectations can be understood as the function of the relationship between the *anticipatory mechanism* of the curricula developer (teacher or lecturer) and the *individual internal emotions management* of each actor involved in the process.

My didactic activity provides some indicators on the intellectual development and discussion, on the dialogical and structural nature of conversations, debates and projects I involved my students. It suggests that there is a need for continuous adaptations of content and methods to find ways in which personal interests of students in learning Romanian culture and language can be deepened through personalized *dialogical* and *technological engagement* as key-concepts of my online curriculum.

3. CONCLUSIONS

The field of second language acquisition benefits from a plethora of studies both theoretical and practical oriented to anthropological, social, economic and social dimensions of learning and teaching. Therefore, teaching and learning Romanian as a foreign language imply at least two main directions of development: an integration of linguistic policies into European and global context based on multilingualism as a part of European citizenship and assuming the role of language in identity construction correlated with the values of differences, specificities and cultural, ethnic and religious tolerance.

Learning and teaching Romanian as a second language might become an open field which allows creative involvement of human and material resources in online and in class organization as contexts of language awareness development and cultivation of cultural motivation among the students. Cultural projects related to learning and teaching Romanian as a second language might become a platform for sharing ideas and framing new didactic realities in the field.

A student who become aware of the importance of a new language as a tool for communication and intercultural identity might remain motivated for a long-lasting process and allocate enough energy and time to acquire it at the highest possible level. Meanwhile the language instructor plays an essential role in defining and selecting content and methods to be used in the classes but also in motivating students and keeping them closer in research and working teams.

Operating with presumably ideal learning and teaching models that reflects personal acquisition in the fields of native culture and language, the language instructor and the learners as main actors in the process of second language acquisition are required to adapt their communicative strategies to the cultural context in order to educate in a foreign country an efficient and self-confident user of a foreign language in an allogenic environment, cultivate the idea of education as communication and partnership, create a platform for expressing human values and cultural identities.

Digitalization in education is not an easy process with linear implementation of an imagined learning paths. Asking about whose didactic constructions matter and how diverse didactic scenarios of present and of future can be coordinated can help individuals and institutions align themselves better to a fast-changing technological environment, taking learners and teachers on a journey that embraces new practices. My experience with a small group of students over a period of almost two years has shown this can be done with a combination of collaborative problem solving based on small projects, team teaching, co-design, dialogical education, active learning, tool-based pedagogy and flexibility in curriculum and assessment. I found the dialogue like the most appropriate educational response to the increasing complexity of the technological environment, which highlights the importance of facilitating the student and teacher journeys from the specifics of their disciplinary studies towards the transdisciplinary opportunities presented by technology.

Language awareness and motivation are essential in the process of learning and teaching a second language and cultivating uncertainty might become a method of creating communicative contexts for collaborative problem solving, debating on the main cultural and even linguistic topics and increasing learners and teachers' involvement and self-motivation in the process. Recent attempts in defining the conceptual frames of language awareness, cultural motivation and using uncertainty as an educational development tool should be assimilated by the main actors involved in the field of second language acquisition (learners, teachers, institutions) because they can create on the one hand new premises of creative reflection on language teaching and on the other hand, they open new perspectives in sharing ideas and exchanging knowledge and methods in the field.

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МОТИВАЦИЈА И НЕСИГУРНОСТ У УСВАЈАЊУ ДРУГОГ ЈЕЗИКА:
КОХЕРЕНЦИЈА И ПРОБЛЕМИ У ОНЛАЈН КОМУНИКАЦИЈИ ПРИ УЧЕЊУ
РУМУНСКОГ ЈЕЗИКА У СЕВЕРНОЈ МАКЕДОНИЈИ

Резиме

Дигитално образовање, које подстиче писменост и вештине попут компјутерског размишљања, и недавне иницијативе за његово промовисање захтевале су редефинисање наставних планова и програма, метода подучавања и учења, прилагођених овом новом каналу комуникације. Као главни аргумент у чланку истиче се чињеница да је коришћење новог наставног плана и програма прилагођеног раду на мрежи генерисао неку врсту неизвесности, изазвану више употребом технологије него недостатком индивидуалних вештина. Користећи концепт неизвесности, у раду је описан ко-дизајниран и дијалогски приступ за подршку ученицима и наставницима у употреби трансдисциплинарних могућности које ИКТ пружају, а које подржава кибернетички модел интересубјективности. Пажња је усмерена на прогресивну моћ неизвесности у овом контексту, а циљ нам је био да пронађемо начине на које она може да подстакне дијалог, повећа мотивацију и изазове наставнике и ученике да се упусте у експериментисање. Докази за то представљени су у студији случаја са Катедре за романске језике, где је посматран дијалогски модул о дигитализацији и интердисциплинарности за заједничко решавање проблема у оквиру наставних и ваннаставних активности. Анализирајући податке из централних и маргиналних активности ових практичних курсева и радионица, фокусирали смо се на неговање апстрактних и мање мерљивих вредности попут повећања мотивације ученика за навигацију у трансдисциплинарном простору и сугерисање веза између културе и језика, језика и ума и сл.

Кључне речи: свест, мотивација, дигитална комуникација, усвајање другог језика, румунски као други језик, неизвесност, дијалогски контексти, методолошко истраживање.

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