



Interactions between textchat and audio modalities for L2 communication in the synthetic world *Second Life*.

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LRL : <http://lrl.univ-bpclermont.fr/>

Publications : <http://hal.archives-ouvertes.fr/LRL>

Setting the scene

- Assumption that textchat modality acts in adjunct to the audio modality in multimodal environments
e.g. technical problems exist, opening & closing sequences of sessions (Liddicoat, 2011; Palomeque, 2011)
- Learner overload – drawing attention away from the main activity (Deutschmann & Panichi, 2009)

Chanier & Vetter, 2006:

- Audio modality will take precedence where L2 learning concerned
- Textchat works in support
- Lower-level L2 learners to compensate for less active participation in the voicechat

Context for our study

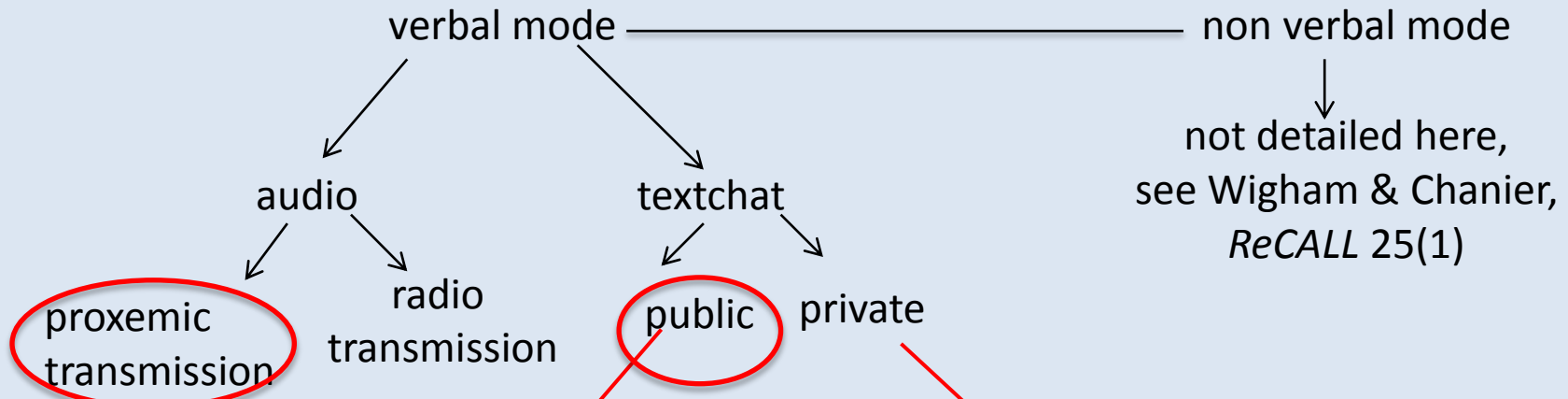
- Content and Language Integrated Learning (CLIL)

« CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with **dual-focused** aims, namely the learning of content, and the simultaneous learning of a foreign language » (Marsh, 1994)



*ARCHI*tectural and Design based Education and Practice through Content and Language Integrated Learning using Immersive Virtual Environments for **21st Century Skills***

Communication modes in *Second Life*



Research questions

- How does the tutor's stance towards and usage of the textchat affect students' use of this modality and the overall interaction in the verbal mode?
- Is it possible for tutors to provide corrective feedback concerning non target-like forms in the students' productions and using which modality?

Research Environment

- Intensive design workshop ‘Building Fragile Spaces’ (Feb. 2011)
- 4 workgroups :
 - two French L2 (av, ls) A2-B1 level
 - two English L2 (es, sc) B1-B2 level
- Macro task – elaborate a model inworld as a response to an architectural problem brief

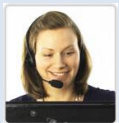
- Participants:



17 students

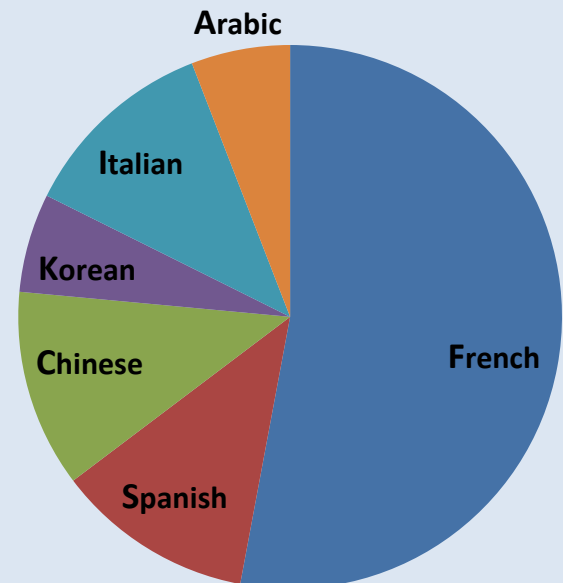


2 architecture tutors (face-to-face)



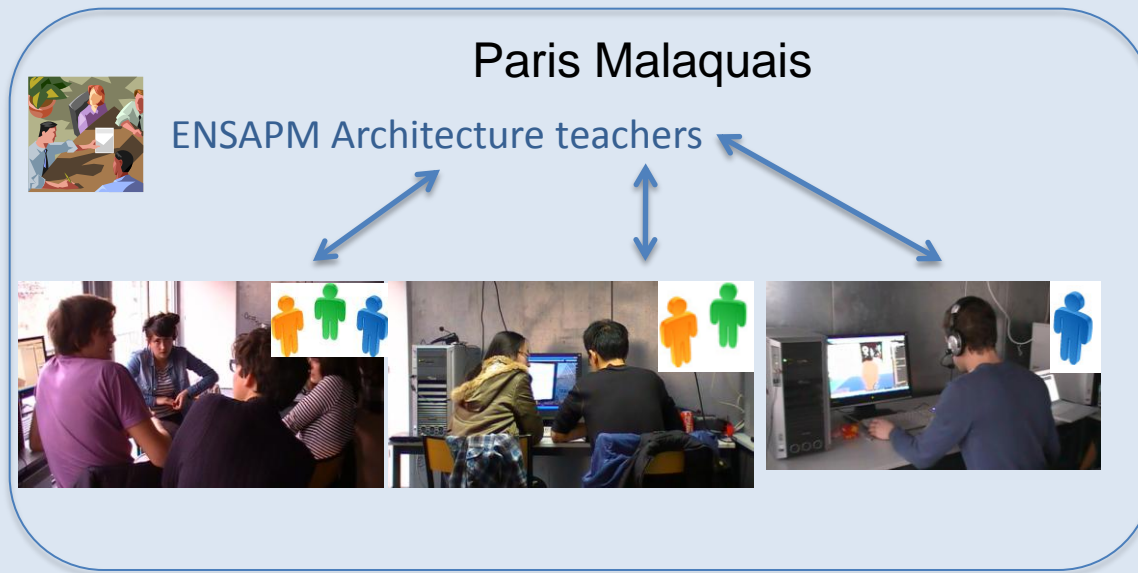
2 language tutors (distance)

Mother tongue of students



Course Environments

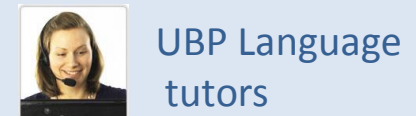
face-to-face



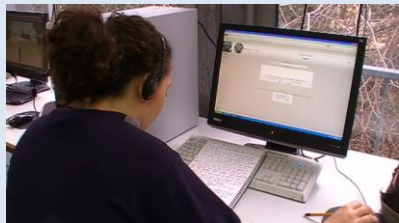
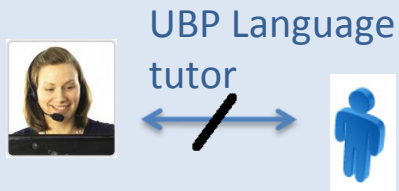
Presentation environment



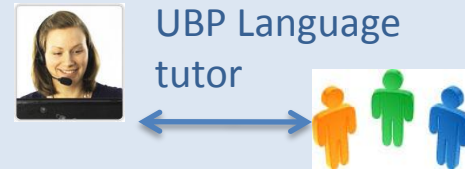
4 workgroups
GA, GE, GL, GS



VoiceForum



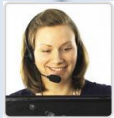
Second Life



distance

Distance Language Activities

Voice Forum



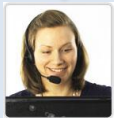
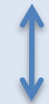
Self reflection

Self reflection

Self reflection

Self reflection

Second Life



Building Jigsaw

Socialisation

Group Reflective Session

Group Reflective Session

Group Reflective Session

Day 1

Day 2

Day 3

Day 4


Day 5

Second Life group reflective sessions


- Articulate and deepen students' understanding of their group workshop process



- Each student gives his /her general impression of the day



- Describe and explain what the group has accomplished during the day towards their overall project goal



- Recall and describe the information / remarks given by the architecture teachers.

- Infer the relevance of this and identify from this future directions for their group work

- Tutors' role = animate discussion despite domain not being an area of expertise

Data collection and coverage


- Recording of screen and audio output by a researcher present inworld
- *Second Life* textchat logs saved
- Multimodal transcription of sessions (Wigham & Chanier, *ReCALL* 25(1))
- Structured into open-access LETEC corpus (Chanier & Wigham, 2011)
- 6 out of 12 group reflective sessions analysed (4h30m) =
 - 836 audio acts
 - 487 textchat acts
 - 23338 tokens

Group	Day two	Day three
av		
ls		
sc		
es		

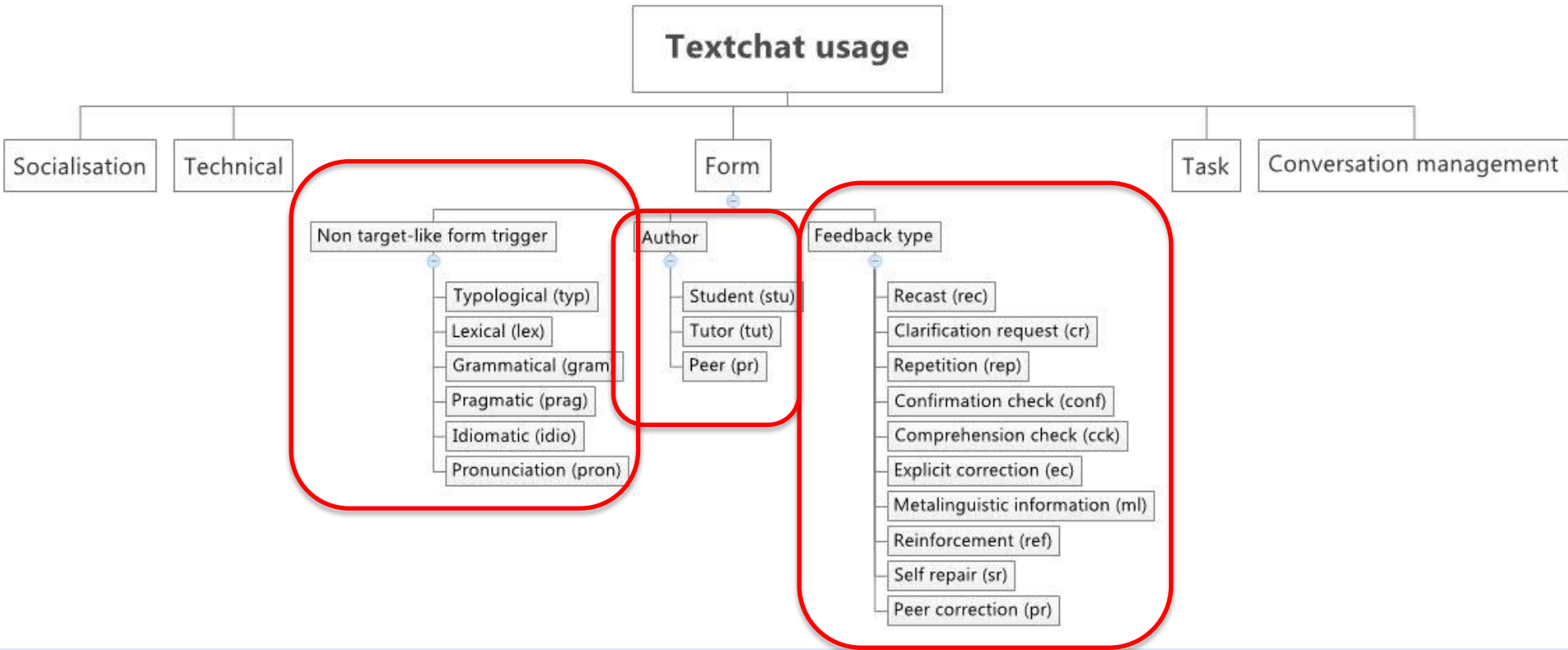
Modality interplay



Audio	Textchat		
tingrabu	tfrez2	romeorez	quentinrez
ok for me this presentaion was become too fast because it's always the same in our architectural school we have not time and too quickly sorry and we can't do good images because it's less time <i>oh-I don't know [...]</i> and it's a big matter because we always talk about teleportation [...] an everyday lack of time ok thank you quentinrez and this is very difficult [...]	it went too quickly or it was too early in the week? ok too quickly means you didn't have enough time	i think it was to early too	yes, it's an everyday lack of time

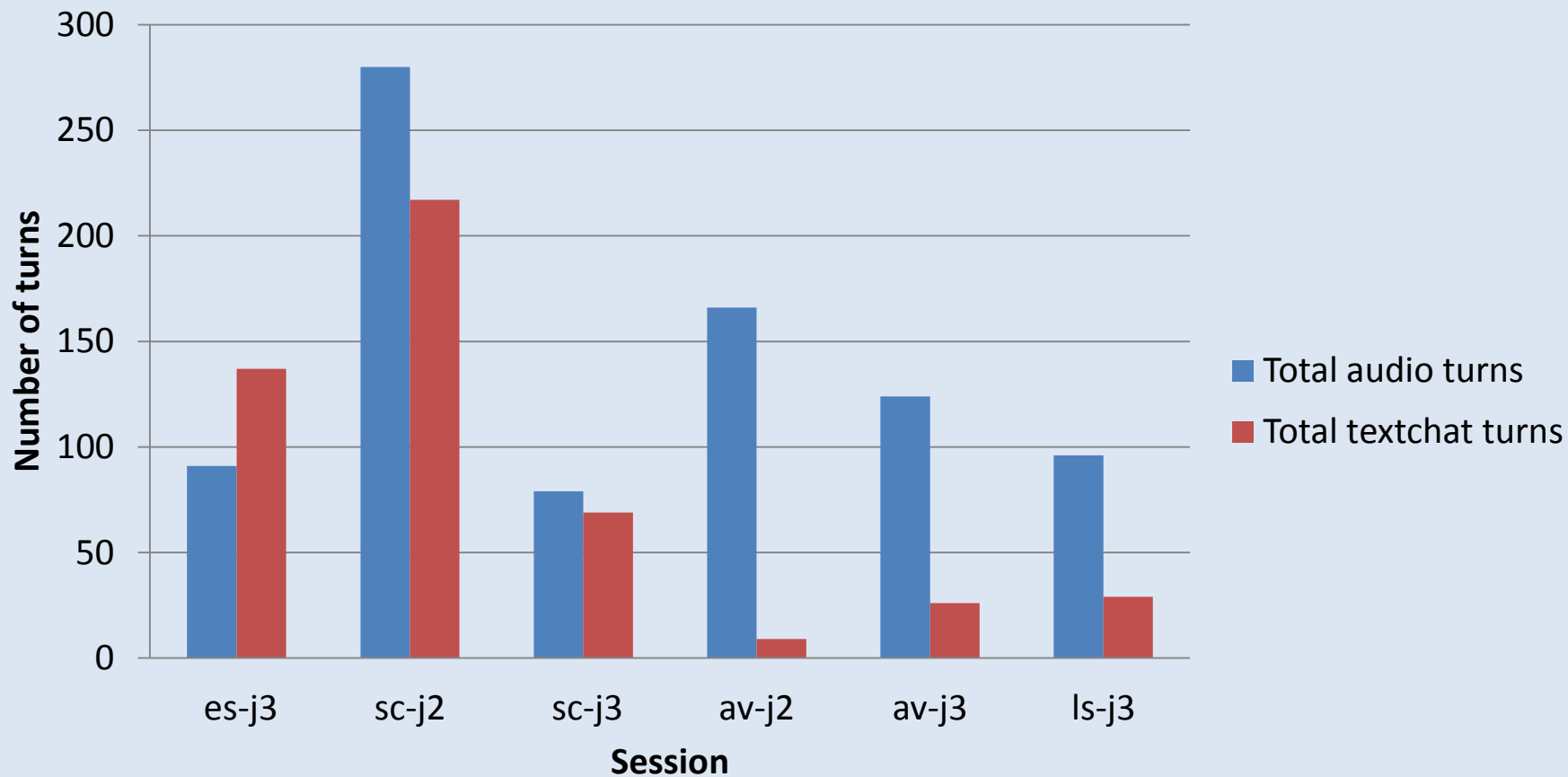


Analysis methodology



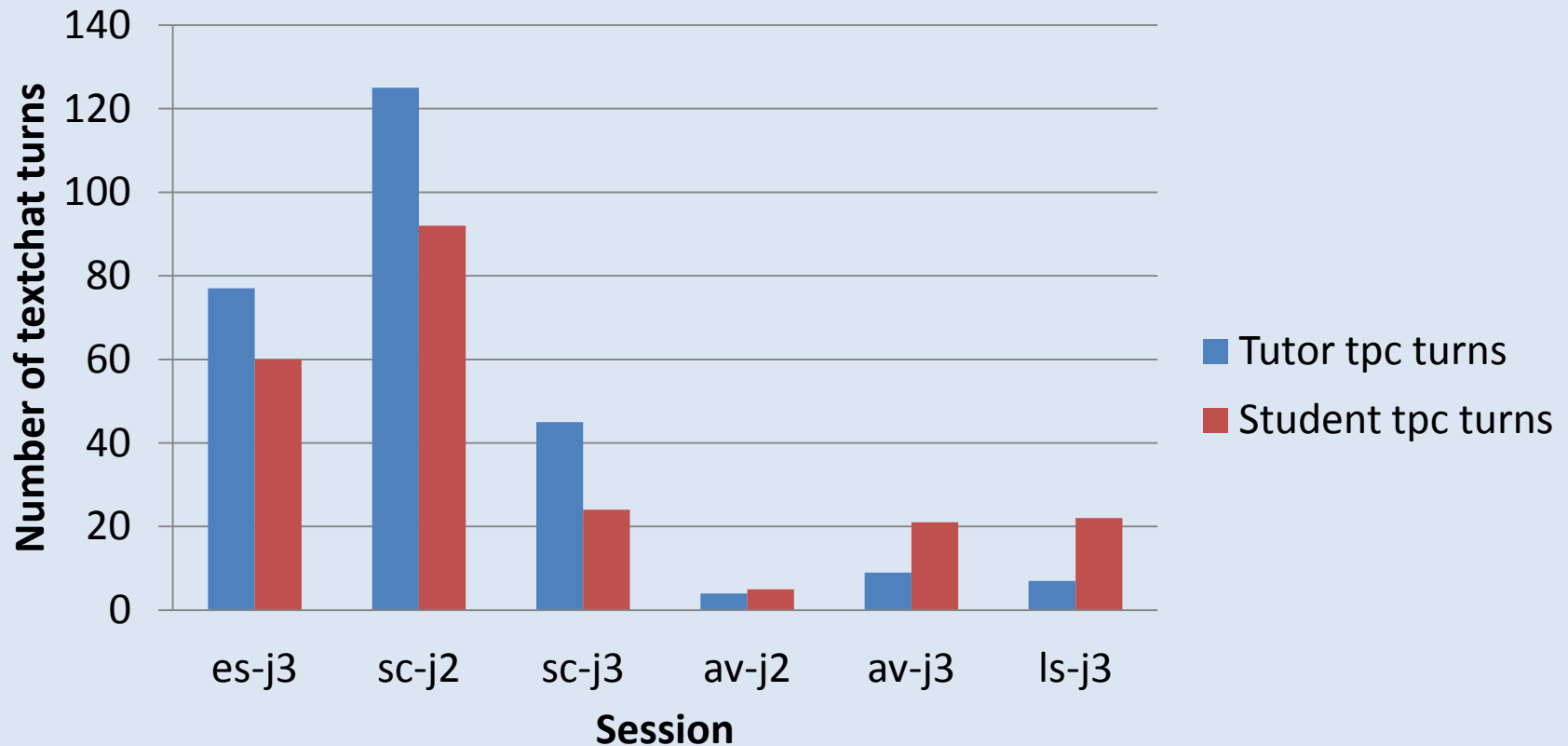
- Feedback type based on classification of Bower & Kawaguchi (2011)
- Transcriptions annotated in XML

Distribution of verbal turns across modalities



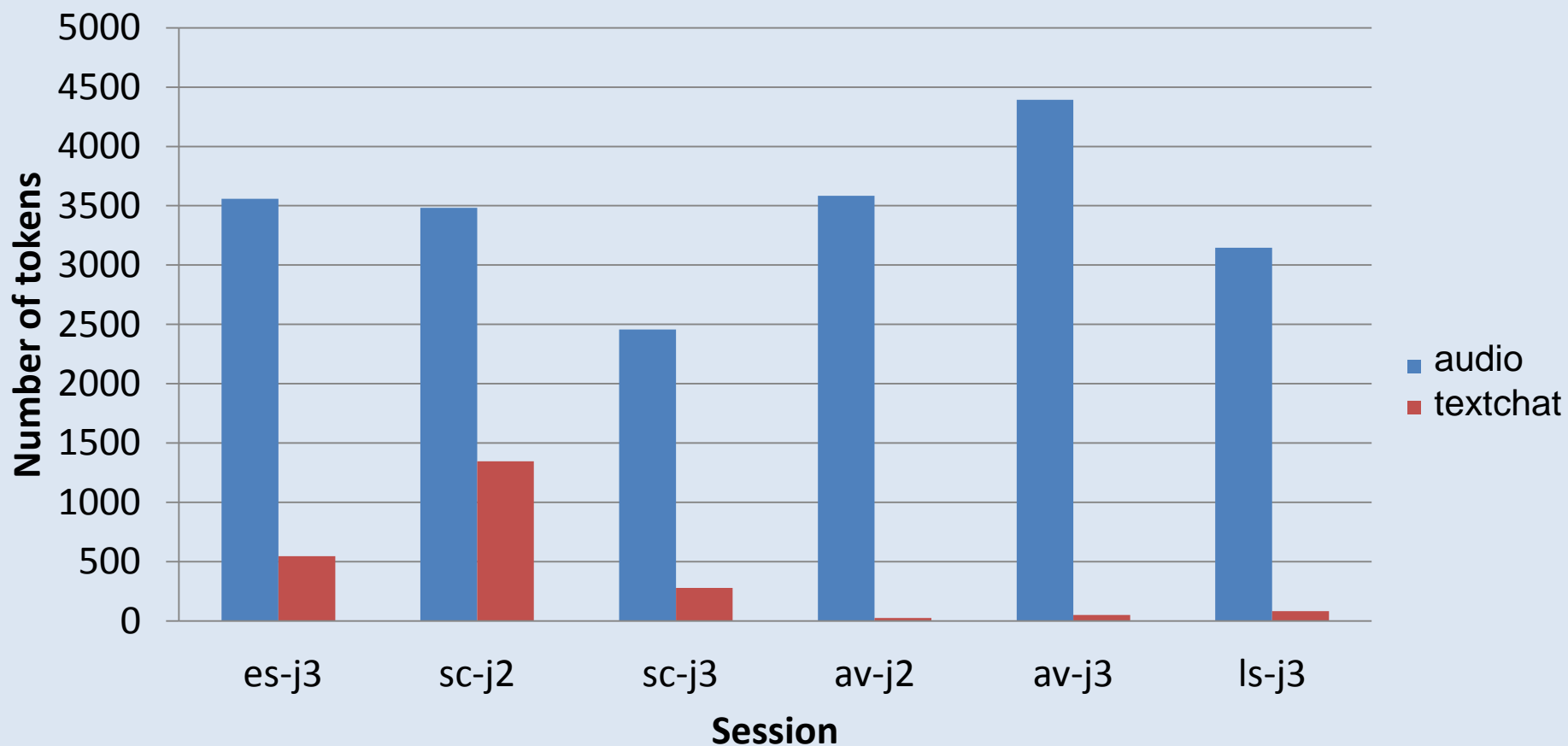
- EFL groups use average of 141 textchat turns per session
- FFL groups use average of 21 textchat turns per session

Distribution of verbal turns - participants



- EFL tutor uses systematically more textchat turns than students
- FFL students use more textchat turns than tutor

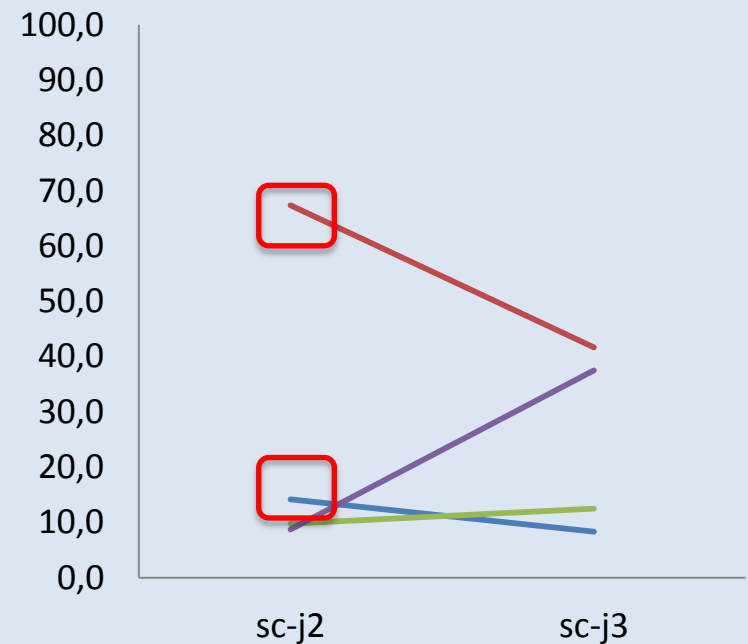
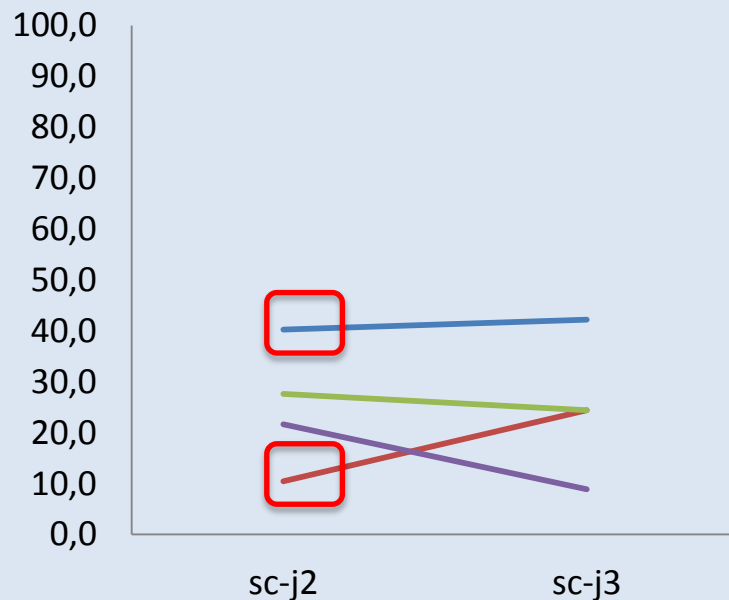
Tokens in verbal turns



- Similarity in number tokens between EFL and FFL group audio turns
- Average of 724 tokens per session in EFL textchat compared to average of 52 tokens for the FFL sessions

Students' floor space across modalities

- Sum of the total number of all turns within a specific modality for an individual with reference to the total number of all turns communicated in this modality by all participants
- Compensation within sessions
- Compensation across sessions

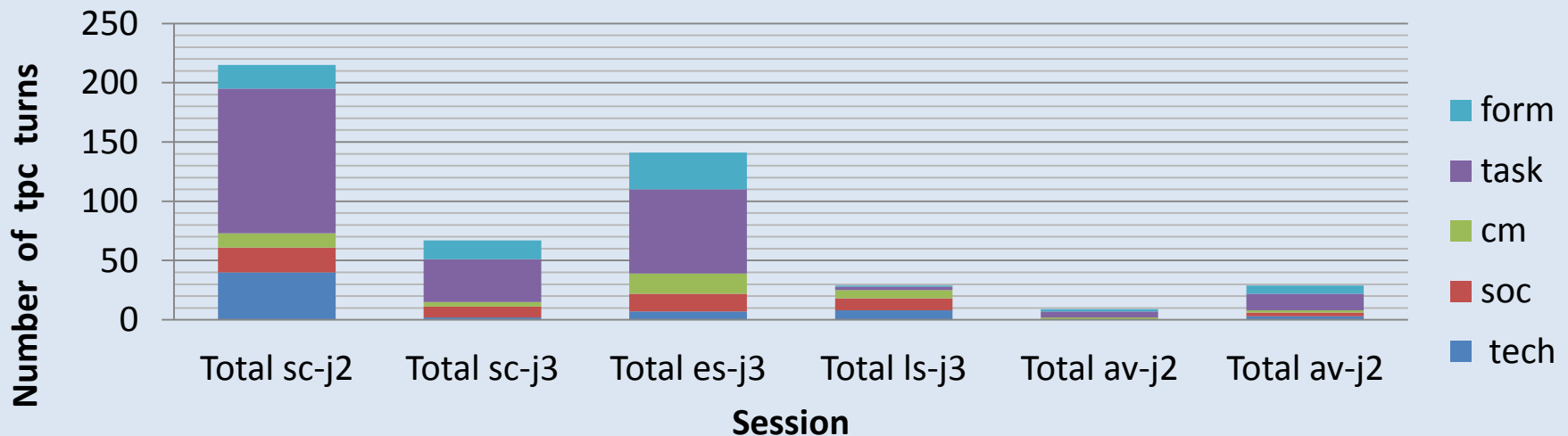


— Arnaudrez — Audrezyrez
— Jessieboo — Nathanrez

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— Jessieboo — Nathanrez

Changes in audio floor space (left) & textchat floor space (right)

Role of the textchat



EFL Session	Technical	Socialisation	Conversation management	Task	Form
Es-j3	3	7	9	41	17
Sc-j2	26	5	7	76	16
Sc-j3	2	9	4	36	16

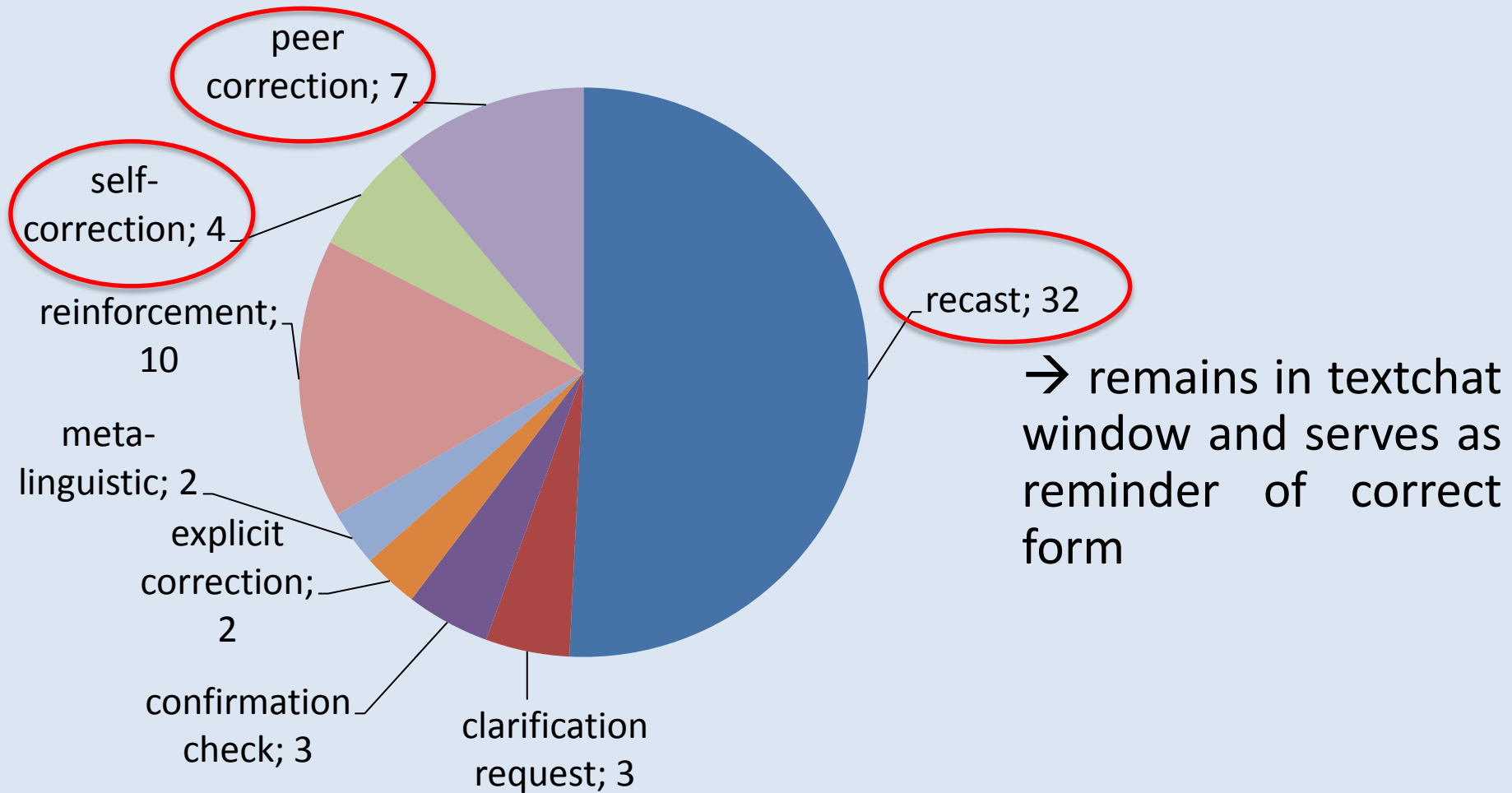
- EFL tutor's strategic choice to use textchat - reduces cognitive load
- Less risk of losing face than in audio modality considering tutor does not master the contents of the task

Provision of language feedback

- 17 % of EFL tutor's textchat turns contain corrective feedback
- Feedback primarily concerns lexical and grammatical non target-like forms (cf. Tudini, 2003)

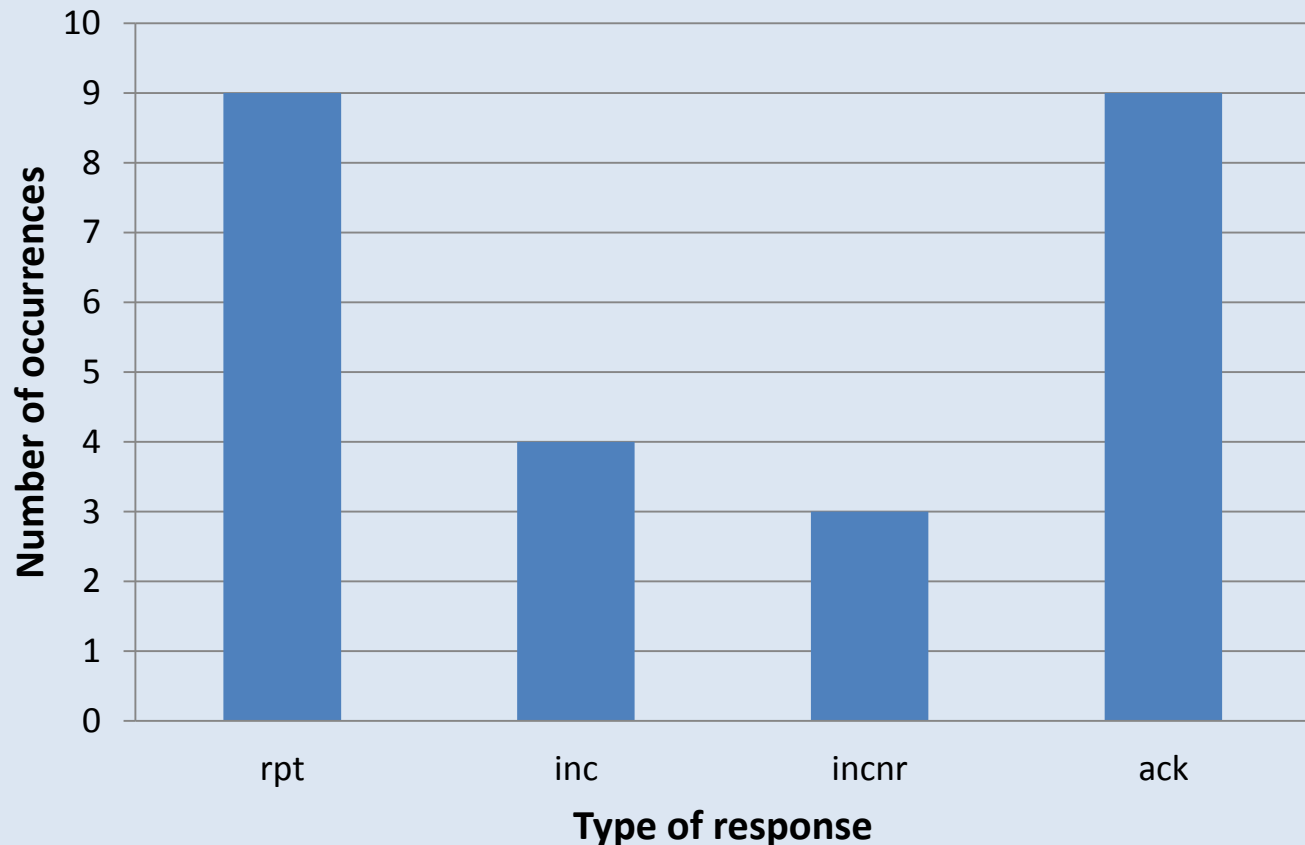
Session	Type of NTL form receiving corrective feedback					
	Typological	Lexical	Grammatical	Pragmatic	Idiomatic	Pronunciation
sc-j2	0	13	3	0	0	0
sc-j3	1	5	7	0	3	0
es-j3	1	13	12	0	3	0

Provision of language feedback

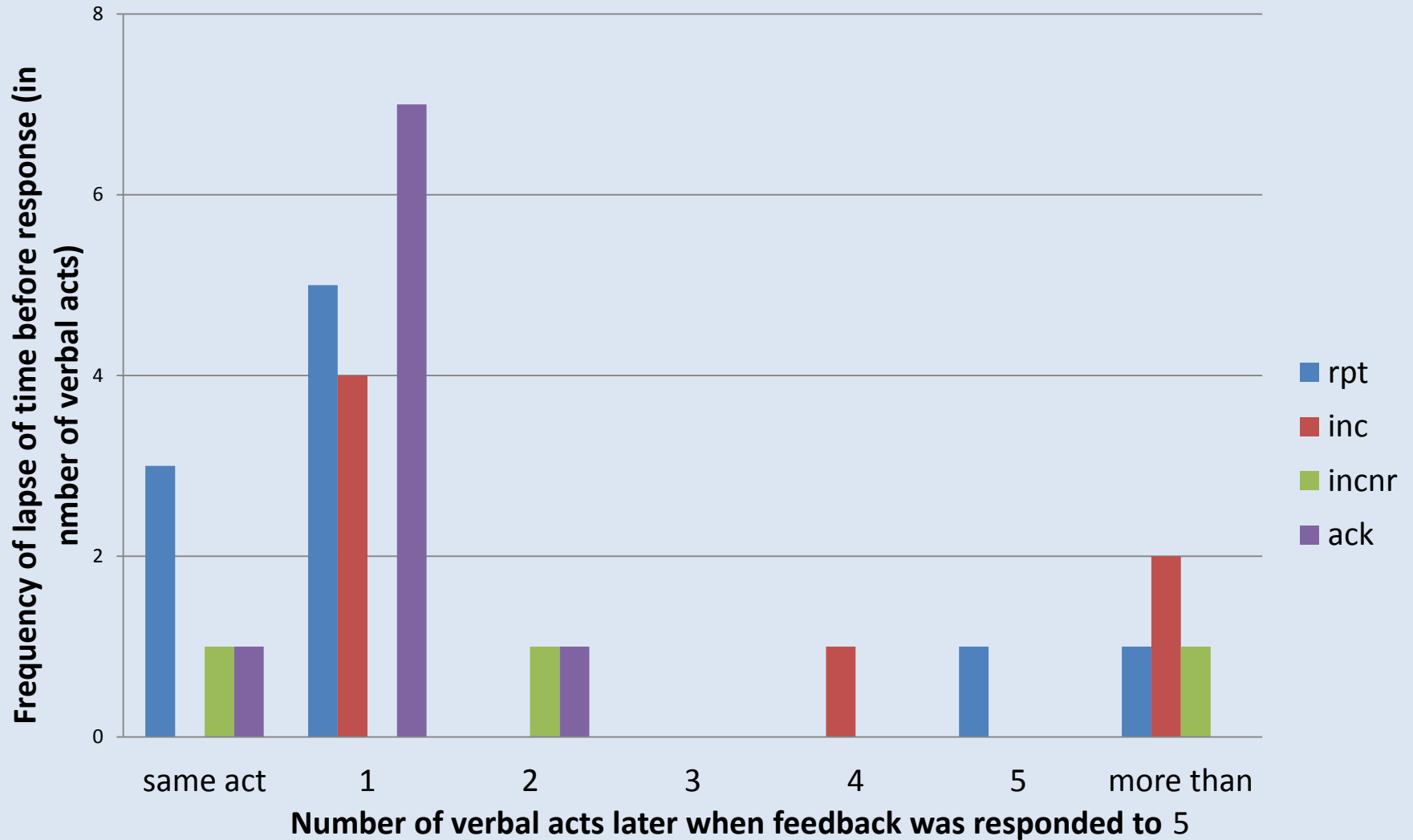


Student responses to feedback

- 25 (58%) occurrences of corrective feedback were responded to by the students
- Majority of feedback repetition of form or acknowledgement of feedback



Timings for feedback



Modality for feedback

- 20 occurrences responded to in the audio modality

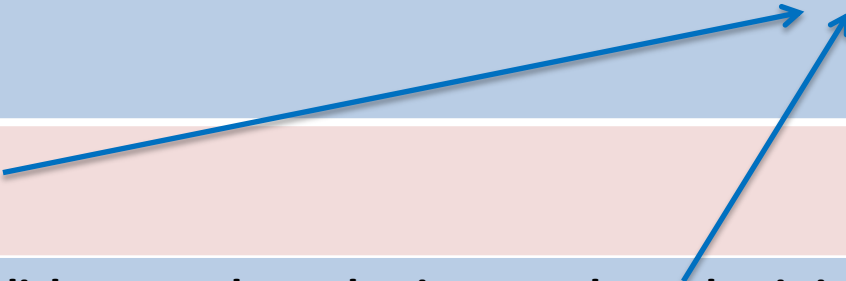
tpa, arnaudrez [12:31-12:57]:	and this is a very personal work so Brad gave some ways to to begin and + then our reflection <anno id="an36">lead lead us</anno> hm + different different ideas <anno id="an38" type="cf-rpt" ref="an37">led us</anno>
tpc, <form>, tfrez2 [12:53-12:53]	<anno id="an37" function="form" ntl="gram" type="cf-rec" author="tut" ref="an36">led us</anno>

- 5 occurrences responded to in the textchat modality

Modality for feedback

- textchat → address a central problem in language teaching:
communicative meaning (the task) Vs comprehensible form
- ‘unobtrusive’ feedback (Tsutsui, 2004)
- Feedback in the audio modality

tpa, romeorez [13:20-13:46]:	yeah we we try to to make euh like I said a composition of specific spaces that we connects with different hm difference ways and different scripts and the main aim or what we call hypothèse I don't know
tpc, tfrez2 [13:44-13:44]:	hypothesis
tpa, tfrez2 [13:48-13:52]:	yeah in English we say hypothesis or our hypothesis is
tpa, romeorez [13:52-14:01]:	thank you + hm so I I I lose what I want to say so I'll be back in five minutes [_chuckles]



Conclusions

- If tutors consider the textchat's role important to the interaction, the modality can be used by students and tutors to support the voicechat (cf. Blake, 2005)
- Phenomenon of compensation as in our previous study but across sessions as well as across modalities
- Textchat to address the task and non target-like forms
- Students' abilities to manage both modalities (incorporation of feedback in different modality)
- Textchat usage enhances communicative dynamics rather than disturb them (Deutschmann & Panichi, 2009)

Thank you!

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