



HAL
open science

Off-task space, autotelism and unveiling of the self on a distance language learning forum

Joséphine Rémon

► **To cite this version:**

Joséphine Rémon. Off-task space, autotelism and unveiling of the self on a distance language learning forum. 2017. hal-01501595v1

HAL Id: hal-01501595

<https://hal.science/hal-01501595v1>

Preprint submitted on 10 Apr 2017 (v1), last revised 29 Jun 2017 (v2)

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

Off-task space, autotelism and unveiling of the self on a distance language learning forum

Joséphine Rémon

Université Lyon 2, Laboratoire ICAR, josephine.remon@univ-lyon2.fr

Abstract

We document, from a qualitative point of view, an off-task space in a distance English as a foreign language collaborative practice on a forum. In the light of previous research linking social presence, learning and unveiling of the self, we analyze the contributions in this non-pedagogical space from the point of view of socio-affective indicators. It appears that this space can play the role of a foster-group in case of a dysfunctional work-group. It is an additional opportunity for risk-taking. Along with personal implication and risk-taking, it also seems to allow autotelic threads to take place.

Keywords: social presence, distance learning, autotelism, off-task

1. Introduction

This study focuses on documenting, from a qualitative point of view, the functioning of a non-pedagogical space in an online collaborative language learning forum. In a previous study, we analyzed how references to the learners' personal sphere or body appeared throughout the forum when there was no dedicated space (Author, 2016). We also noticed that when off-task topics were improvised in the 2015 session, some students seized the opportunity for language performance (Author, 2015). These elements lead us to explore whether opening a space explicitly dedicated to non-pedagogical interactions, along the on-task pedagogical spaces, can contribute to unveiling of the self, thus contributing to the overall online task.

This study is carried out in the more general context of distance learning and collaborative

learning research (Chanel & al., 2016; Develotte & Mangenot, 2004; Dussarps, 2017; Zourou, 2007), as well as research in the field of Network-based Language learning (NBLT) (Warschauer & Kern, 2000) or Apprentissage des Langues Médiatisé par les Technologies (AMLT) (Guichon, 2012).

Pedagogical scenario

We are both tutor and researcher for this project. Our study is based on a collaborative English/Information and Communication Technology (ICT) module that spans over 8 weeks, the last of four collaborative modules, part of a distance Educational Science curriculum for master's students. The students therefore know each other and have already worked together in groups before when they start this last module. The main task is the collaborative creation of a virtual educational institution using an interactive fiction generator, adventurecow.com. The students have to negotiate in English in subgroups on the teaching platform forum to plan how they are going to design the virtual institution. Evaluation of the students is based on risk-taking and engagement and not linguistic accuracy. There is a huge discrepancy in the level of English between the students. The pedagogical aim is language and technology practice. Each of the four collaborative modules has a dedicated space on the general discussion board. The English/ICT forum is divided in multiple themes, one for each week and one for each work-group. We intentionally added a theme called "Here you can write whatever you want, poetry, words of praise,...".

Social presence and risk-taking

This study is in keeping with previous research linking cognitive presence, social presence and educational presence (Grassin, 2015; Jézégou, 2010) and considering social presence in pair with unveiling of the self (Grassin, 2015, p. 153; Lupi et al., 2008, p. 76; Dejean-Thircuir, 2008, p. 41).

Kehrwald (2008, p. 94) defines social presence as “the means by which online participants inhabit virtual spaces and indicate not only their presence in the online environment but also their availability and willingness to engage in the communicative exchanges which constitute learning activity in these environments”. In the pedagogical scenario that we analyze below, our aim is to develop this willingness.

Kehrwald links social presence with “feelings of safety in the online environment”, “exchanges which require self-disclosure” and exposure to social risk (ibid, p. 98). Our project of documenting the interactions taking place in an off-task online space is to be seen in the context of this link between social presence and risk-taking.

Social presence, learning and access to self

Jézégou (2010, p. 18) considers, in an e-learning context, that cognitive presence, i.e. collaborative problem solving, is scaffolded by socio-affective presence and enhanced in a benevolent atmosphere (ibid, p. 25-26). In this context, learners can present themselves as “real people” (Garrison, Anderson & Archer, 1999, p. 89). Similarly, Satar (2015, p. 485) considers that “SP ensures continuity of interactions, thereby providing further opportunities for language learning”.

Molinari and al. (2016) analyze quality of emotional engagement and persistence in online learning, in relation with flow, the optimal experience emotion (Csikszentmihalyi, 1990). They draw attention to the “person” dimension rather than purely the skills. This can be done through activities that focus on unveiling each other’s identity, towards an “access to self” (Tassinari & Ciekanski, 2013).

It is in the light of this research, in our position as both researcher and tutor, and within the pedagogical scenario presented above, that we created a non-pedagogical space in the hope of triggering more personal contributions, or student small talk (Dooly & Tudini, 2016).

Student small talk and presence

Paulus (2009, p. 228) distinguishes between “types of conversational contributions which are “on-topic”, about the concepts to be learned, and those which are “off-topic” about procedures for completing the task”. We distinguish a category of contributions which are off-task, i.e. neither about completing the task, nor about the concepts to be learned. If these contributions are related to completing the task, they are so indirectly and “likely serve an important purpose for the group” (ibid, p. 228).

In the context of a teletandem exchange, Dooly and Tudini (2016, p. 39) study student small talk in relation with collaborative learning. The authors provide “preliminary evidence that online telecollaborative small talk facilitates [...] collaborative learning” (ibid, p. 52). They point that there are “few ‘micro’ analytic studies” on the subject. Our contribution is to further document the off-task talk that takes place in a dedicated space, and the potential of this space. We wish to contribute to studying small talk occurring alongside task-oriented contributions in a “social-institutional” environment (ibid, p. 52).

Discursive playground

A space that seems non-pedagogical from the point of view of the learners is in fact a crucial part of the pedagogical intention from the point of view of the tutor, therefore we could call it an off-task pedagogical space.

Other researchers have experimented such spaces that allow “less directly pedagogical exchanges” (Develotte, 2006b, p. 3). Develotte studies the online relationship between teacher-trainees and their tutors. She notes that the type of task has an effect on conviviality. In a topic dedicated to literary creation, which involves personal implication and playfulness, the relations are more laid-back, affective and playful than when the task is about transmitting knowledge and, for the student, showing learning has taken place (ibid, p. 10). Satar (2015, p.

486) also links variation of types of tasks and social presence.

Celik (2010, p. 311), in her study of an online learning environment for French teacher trainees, describes an off-task space called “playground”. Celik notes that this space generated the most interactive exchanges, involving up to 6 different participants and including 16 turn taking rounds. The author calls this space “space of discursive freedom”, and suggests that it takes part in establishing a community of learning (ibid, p. 337). Our contribution is to study in more details the interactions that take place in this discursive playground, in terms of who participates and through what type of language production.

2. Methodology

Develotte (2006a, 2006b, 2006c, p. 88) argued in the past that since online discourses vary according to the discursive space in which they take place, and are not yet stabilized, an empirical approach is suitable in order to describe the discourses produced by online teaching. More recently, Kern (2015, p. 191) reminds us that “there is no uniform language of electronically mediated communication”. In this dynamic context, qualitative methods are relevant for Computer Mediated Discourse Analysis (Develotte, 2012; González-Lloret, 2015; Herring, 2004, p. 338; Paveau, 2012) in the field of Computer-Supported Collaborative Learning, as Celik (2010), Celik & Mangenot (2004), and Mangenot (2007, p. 6), argue.

For Celik (ibid, p. 106), in the context of a pedagogical forum, discourse is defined as a multiaddressed polylogue composed of reactive or initiative contributions. The conversation units are isolated contributions (with no answer), dialogical contributions (two participants), and polylogal contributions, involving more than two participants (ibid, p. 149-151). We adopt her approach which is based on traces of interactivity visible in discourse such as reference to a peer, mention of the group, reference to the group by plural pronouns (ibid, p. 105-106). Indeed, along with Halté (2013) and Tassinari and Ciekanski (2013), we study

engagement and presence through “affective reactions indicators” (Grassin, 2015, p. 152).

2.1. Corpus analysis

The total number of messages on the English/ICT forum was 1355 for 38 participants. 46 messages were published in the off-task space. These are the messages that we considered for this study. The corpus was saved after the 8 week online module was over. This process generates a file in which the messages are classified by name of student and a file where the messages are classified by thread. This capture process is transparent for the users, but their authorization is collected beforehand. We plan to undertake similar analyses on a corpus in which we are not involved as a tutor, thus introducing more distance between the analysis and the tutoring practice. In the present study, our positioning as researcher and tutor has the disadvantage of cancelling that distance, but on the other hand gives us an insider’s knowledge of the module and its evolution over the years.

Quantitative data

In our case, there is an array of non-linguistic traces available, among which:

- the number of messages, the number of answers, the number of views,
- the connection time, the duration of each connection,
- the number of different students actually participating in a given theme.

In the figure below (Fig.1), we present, for each student taking part in the off-task space, the total number of messages on the forum, the total connection time over the eight weeks, the total number of connections over the eight weeks and the average duration of each connection.

	total number of messages	total connection time	number of connections	average duration of connection (mn)
1. Dorothee	57	56h11	56	60,2
2. Flavie	57	28h19	59	28,8
3. Monique	28	59h13	109	32,6
4. Djamila	106	206h44	203	61,1
5. Sadia	66	26h30	88	18,07
6. Simone	26	3h42	150	1,48
7. Christine	26	26h14	42	37,48
8. Nadia	34	79h10	78	60,9
9. Noemie	19	8h26	23	22
10. Sophie	28	42h48	79	32,51
11. Catherine	20	56h32	61	55,61
12. Valerie	50	166h10	92	108,37

Figure 1. Quantitative data

Out of 38 students engaged in the training, 12 students post in the off-task theme (the colors show the students from a same work-group). Out of 8 constituted groups, 1 group, with the lowest number of messages (46), has no students taking part at all, possibly due to a lack of linguistic skills (Satar, 2015, p. 485). 3 out of 4 students in this group have also a low individual total number of messages (18, 16 and 12 messages, the average number being 28). 1 group, with 3 students in total (students 1, 2 and 3 in fig. 1), has all three participating, including the main actor of the socio-affective event we describe below.

From the point of view of connection time, both the student (marked in yellow in fig. 1) with the longest connection time (206 h 44) and the student with the shortest time (3 h 42) were involved in the off-task theme. The students with the highest number of messages are involved in the off-task theme, whereas the lowest number of messages for the students involved is as high as 19. This seems to indicate there might be a threshold of involvement under which socio-affective intensity does not reach.

It is difficult to say whether a student who spends 206 hours for 203 connections and 106 posts for an average connection time of 61 mn, is more present than a student who spends 3 hours and 42 mn for 150 connections and 26 posts, for an average connection time of 1 mn 48

(both in yellow in fig.1). Molinari and al. (2016, p. 12) link quantity of effort to behavioral engagement, and quality of effort to cognitive engagement. For example, the time between two posts can correspond to an episode of reflection more than disengagement (ibid, p. 60). It becomes obvious with such data that qualitative elements are needed.

Results

A socio-affective event

The creation of a dedicated non-pedagogical space seems to trigger two unusual contributions, embedded in six threads that we will analyse below. The eventful character of these two unusual contributions comes from the combination of several features:

- length of the message
- references to the personal sphere
- references to the work-group
- humour
- exclamation marks
- pronouns
- number of replies

The theme is created by the tutor on the 11th of April. It generates 46 messages in total. The first message in this theme (Fig.2), on the same day, after the tutor's launching messages, is by the student called Dorothee¹.

¹ The names have been changed.

Dorothée 11 avril 2016 20:44

how crazy I was !!!!!

Dear all,

I was full of pregnancy hormone when I have decided to manage at once these studies (after 7 years of interruption), the building of a new house and having my first baby, all this, in the same year of course. When I was pregnant, it seemed to me easier to succeed everything. I was bursting with energy and motivation and hormone in huge quantities !!!!!!!

But now, my baby is fourth month old. There is many things I have to manage, and I didn't anticipate. Gone are the energy and the vigor, pregnancy hormone once gave to me !!!! (A little flight of poetry cannot hurt). Collaborative work, theoretical class, research work, baby's tears, unforeseen on the building site, night awakening This is a mad pace. And I'm still not the "cerebral shiva" I was, (I had the feeling to have many brains, helping me to succeed in a multitude of plans). Now, a typical day for me can be summarized in the following way :

Baby is crying because he's hungry or tired !!!

I am crying because baby is crying and I'm delayed with everything !!! Even "taking a shower" requires a paramilitary organization when you've got a child.

My husband is crying because his baby and his wife is crying !!!!

What a deafening atmosphere, hard to find the concentration necessary to work !!!! and to work in english !!!!!

I confess that I have a tendency to exaggerate : my husband is not crying, he looks like a "modern gandhi" (with hair in addition) : full of patience and philosophy . Or maybe he wears ear plug all day long to immunize himself against the noise, I don't really know, I have to check it.

So, I call upon you, this is a amber alert : my energy has disappear. Last time we've seen her, it was december 14. She was strong and plentiful If you see her, don't act alone, please just call me, and not the police. I promise you a reward in the form of big smile. Thank you in advance.

I want to finish my note with positive sentiments.

My little boy is marvelous, each moment shared with him, each smiles and giggles of him give me force (except when he has a pee on me !!!!!)

I've got a wonderful husband who support me every day

And thanks to these studies, I have met two wonderful person who help me in each difficulties.

So thank you René, Denis, Flavie et Monique for being here.

Dorothée

Figure 2. Dorothée's long message

She uses exclamation marks eleven times in this message, including in the title. She uses several exclamation marks each time, up to seven in a row. The vocabulary she uses refers to the personal sphere and bodily functions, as the word cloud below shows² (fig. 3): "pregnancy", "hormones", "house", "baby", "little boy", "husband", "pee", "crying", "hungry", "tired", "shower", etc. The pronouns also indicate unveiling of the self: "I", "me", "my".

² The size of the words indicates frequency.



Figure 3. Word cloud showing the vocabulary used in Dorothée’s message

The message is humorous: “Even "taking a shower" require³ a paramilitary organization when you've got a child”. She mentions the members of her work-group by name to thank them: “So thank you René, Denis, Flavie et Monique for being here.” She also starts her message by “Dear all”.

This message has 168 consultations (40 by the tutor) and triggers 9 direct answers, which we will study in detail below. 9 answers can seem a relatively low number, but most messages only trigger one answer (Celik, 2010). This is in keeping with the fact that the participation framework of a forum is based on the oppositions silent/participant and occasional/ animator (Marruccia, 2004, p. 36).

On the 5th of May, Dorothée publishes a long poem (Fig. 4), which is consulted 37 times (8 by the tutor) and triggers 16 direct answers (detailed below).

³ We have not corrected mistakes in student contributions.

poetry

Date de publication : 5 mai 2016 21:23

Dear all,

My brain is like after a huge hangover
No cannabis joint to make me higher
This is only du to this master

The days march at breakneck speed
I wonder many time if I will succeed
As this master need to be fully invested

Finding time to work on my TER is a hell
My neurons in depletion state ring the alarm bell
And the worse, I don't know if what I do is well

Fortunately, I'm not alone in this adventure
My entourage will recognize them for sure
They help me to move serenely into future

Fla and Monique, I do not forget you at all
I'm still here thanks your role which is capital
You always reduce my stress when it is maximal

Mrs Robert thank you for your laughing publication
I find some distraction with your funny application
It helps me to recharge my batteries for action

Conciliate studies and baby was just crazy
But if I had to restart this year, I'll redo it surely,
Because this two expérience makes me, in fact, so happy

Last word are for you, my master companion
If you are in the same state of exhaustion
Think that you're never alone in such situation
We are in the final stretch, so no capitulation
We can be proud of our energy and motivation
So keep going on

Figure 4. A poem by Dorothée

Again, this contribution is specific due to the combination of its length, the vocabulary used, the references to the work-group, and the very fact that it is written in rhymes.

The poem starts by “Dear all” like the message in figure 2. The vocabulary used refers again to the body, the private sphere and psycho-affective or cognitive states: “brain”, “hangover”, “neurons”, “stress”, “distraction”, “exhaustion”, “motivation”, “energy”, “capitulation”, “happy”, etc. She also refers to the collaborative aspect of her situation: “not alone”,

“entourage”, “help”. She mentions her co-workers, “Fla and Monique”, the tutor, and even the whole group of master students: “my master companions”, to whom she addresses a word of encouragement: “keep going on”.

It is difficult to say whether these messages would have been posted anyway, had this non-pedagogical theme not been created. Dorothee posts unusually long messages on the rest of the forum and her strategy is specific, connecting once a day for 8 weeks for an hour on average, and posting a message each time. But on top of this specific profile, it is reasonable to suppose that she was encouraged by the very existence of the theme, which made her become salient from the point of view of the self. Jeanneau and Ollivier (2009, p. 13) argue that the less the learners perceive the situation as pedagogical, the more they give information about themselves and communicate socio-affective elements. The creation of a dedicated non-pedagogical might contribute to relieving the learner from pedagogical constraints, by creating “an online community of trust and learning” (O’Dowd, 2015, p. 68).

The two contributions analyzed above are embedded in threads that we now analyze in detail to see whether they enhance the online experience for the peers as well, i.e. whether it is a shared socio-affective event that is taking place.

The threads

The contributions in the off-task space are organized in 7 episodes, that we identify according to a change of topic, and a change in the participants. This is in keeping with Marcoccia’s definition of discussion forums as “discontinuous computer mediated polylogues” that foster fragmentation, emergence and bifurcation of conversational sub-groups (2004, p. 18). Fig. 5 shows the participants in the off-task space and the number of messages in each sub-episode. The colors show which students are from the same work group. For instance, Noémie and Nadia work together on the main task. The table presents the number of messages posted by

each participant in each episode. It is in the last thread that the most students are involved, 7 out of 12. It is possible that, by the end of the event, more students have become aware of what is at stake and therefore get involved.

	Ep 1	Ep 2	Ep 3	Ep 4	Ep 5	Ep 6	Ep 7
Tutor	5	1	2	1	5	3	3
Dorothée	4				1	1	
Flavie	1					1	
Monique	1				1	1	
Djamila			1			1	
Sadia							3
Simone			1				
Christine		1					
Nadia						1	
Noémie				1			
Sophie	1						
Catherine					1	1	1
Valérie							

Figure 5. Participants in the off-task space

We now look in more detail at the interactions within each thread.

Thread 1: an autotelic episode

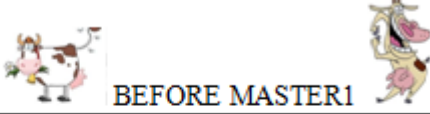
how crazy I was !!!!!
Dorothee
11 avril 2016 20:44
Dear all,
I was full of pregnancy hormone when I have decided to manage at once these studies (after 7 years of interruption), the building of a new house and having my first baby, [...]

→ RE : how crazy I was !!!!!
Sophie 14 avril 2016 18:16
Hello Dorothee!
Even if we probably met last january in Lyon, I can't see who you are, but your message affects me because I live the same situation currently.

→ RE : how crazy I was !!!!!
Dorothee 14 avril 2016 22:16
Thank you Sophie for your message. This is always touching to take comfort from unknown person.

→ RE : how crazy I was !!!!!
Flavie 14 avril 2016 20:27
Hi Dorothee !
I'm sure that you feel a little better, after your message; say that we feel, it's the good way to feel better...

→ RE : how crazy I was !!!!!
Dorothee 14 avril 2016 22:42
You're right, I feel better after writting this message. Won't you be nurse with psychological skills ?

→ RE : how crazy I was !!!!!
Monique 14 avril 2016 21:45

BEFORE MASTER 1 AFTER MASTER 1

→ RE : how crazy I was !!!!!
Dorothee 14 avril 2016 22:47
Hi Monique,
I see you have followed my advice for this collaborative work, drinking wine or smoking spliff, lol.
Thank you for making me laugh
kisses
dorothee

→ RE how crazy I was !!!!!
J. ROBERT 14 avril 2016 21:57
thank you for this text, Dorothee!!

→ RE : how crazy I was !!!!!
J. ROBERT 20 avril 2016 11:06
remember, the priority is the baby, because it will only be small once!
JR

Figure 6. Thread 1

The tutor launches the topic with “Here you can write whatever you want: poetry, words of praise, ...!”, on the 1st of April. She then reactivates the thread by posting a picture of a

warrior cow, entitled “a brave cow” (in reference to adventurecow.com)⁴. On the 11th of April, as we saw earlier, Dorothée posts a long message. It triggers an answer 3 days later, on the 14th, by Sophie, from another group, who also has a new born baby. Still on the 14th Flavie, from Dorothée’s group, comments on Dorothée’s message. At 21:45, Monique, also from Dorothée’s group, posts 2 humorous pictures in relation with the previous messages. Then later in the evening (22:16) Dorothée thanks Sophie and answers Flavie’s message (22:42). She thanks Monique at 22:47. The tutor thanks Dorothée for her text at 21:57, and comments on the happy cow at 21:58, but these messages do not trigger any new reactions, neither does the tutor’s later comment to Dorothée, on the 20th. Therefore, the core of this topic actually takes place between 4 students, 3 from the same group and one external, and spans over 7 messages.

We seem to have a glimpse here into what Molinari and al. (2016, p. 24) call an “autotelic pedagogical design principle based on the “flow” of the multiple participants, where the main energy is co-produced by the interactions and the contributions of all the learners”. According to Vanin & Castelli’s model of online intervention and moderation (2009, p. 150), the tutor should indeed reduce their own intervention, by avoiding initiating discussions and favoring “pull” type interventions on discussions initiated by the learners.

Thread 2: blindness to a socio-affective event

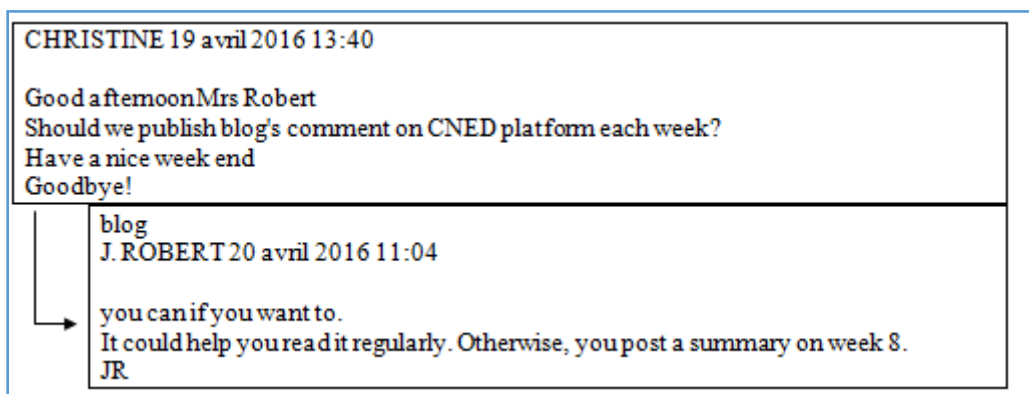


Figure 7. Thread 2, blindness to a socio-affective event

⁴ We don’t show the tutor’s first messages here for lack of space.

Thread 2 is an “off-topic” thread (Sotillo, 2000, p. 108) that is not emotionally oriented. It is “non-engaged”, i.e. “what was said before is ignored” (Molinari & al., 2016, p. 51, according to Barron, 2003). Indeed, the presence of a message in a topic does not mean the student is actually co-present to the peers (Quintin & Masperi, 2010). Marcoccia (2004, p. 29) points out that the individuals involved in an interaction don’t necessarily all have the same vision of the interaction. Here, the student seems blind to the “wider picture” and does not seem to grasp that something is taking place that is outside of the pedagogical contract *sensu stricto*. On the 19th of April, Christine asks the tutor about a task involving a blog or twitter account to follow. In fact, she published the same message in the “Week 2” theme, on the 15th of April, and there was no answer from the tutor. Had there been an answer, this message would likely not have been posted again, and the dynamics of the non-pedagogical theme might have been slightly different. The peers, perhaps sensing the self-contained character of this message, remain silent. Only the tutor answers.


Thread 3: the off-task space as a foster-group

On the 20th of April, thread 3 is initiated by the tutor who relaunches interaction by posting congratulations. Simone thanks the tutor and mentions her difficulties. The tutor answers by posting a picture of a warrior cow and words of encouragement. Djamila thanks the tutor, and wishes courage to everybody. Valérie answers Djamila “and everybody”, and says thank you. These 3 students are from different groups, who have not participated in this topic so far and will not participate again, except for Djamila.

Bravo!
 J. ROBERT 20 avril 2016 11:30
 Dear students,
 I just wanted to say that you are all working well!
 You are doing a grrrrreat job!
 JR

RE : Bravo!
 Simone 26 avril 2016 07:16
 Thanks a lot!
 Because it's so difficult to combine studies, work and family life!
 But as for me, I think that is a very good experience and I will do
 my best to carry on next year. I would like to do a fifth year in the Expertise
 and research in the sciences of education.
 Simone Dumas

RE : Bravo!
 J. ROBERT 26 avril 2016 14:15
 if you survive this, you can survive anything!!
 here is a warrior cow to give you courage!



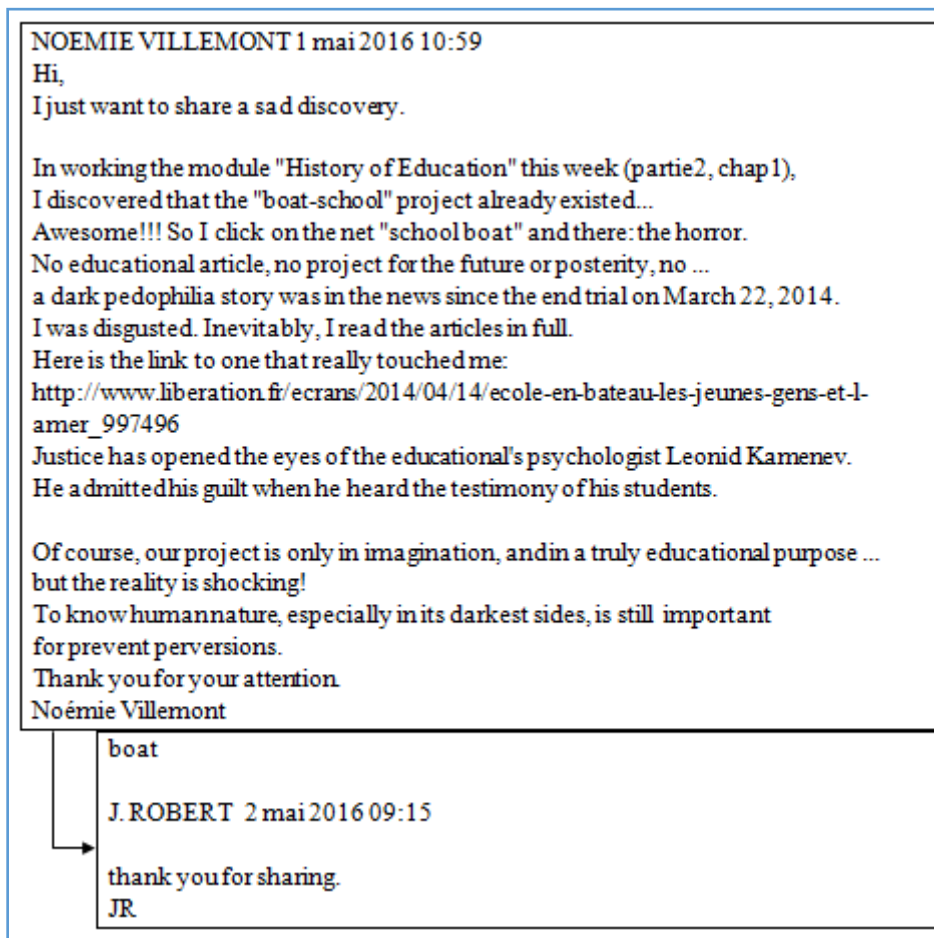
RE : Bravo!
 Djamila 26 avril 2016 15:19
 Thank you Mrs Robert for you encouragment
 That's important now because after 7 months (beginning on october), and because of
 our works and family, we can be very tired but we have to continue because the master
 is important for us
COURAGE IN ALL IT'S THE FINAL STRAIGHT
 djami

RE : Bravo!
 Valérie 26 avril 2016 21:17
 Hey Djami and everybody,
 Thanks you so much for the sharing of your words of encouragement, rage,
 humour and tenacity...
 (In fact, I actually feel a little alone in my group, which must be tired and
 weary). So yes, each of us can be proud of his perseverance and for all of us, it
 will be a great year after all.
 Stay like you are,
 Valérie

Figure 8. Thread 3, tutor-oriented

These messages are more tutor-oriented than in thread 1. Indeed, only Valérie's message does not contain explicit reference to the tutor. It is noticeable that Valérie is the only one from her group to take part in this topic. She actually says "In fact, I actually feel a little alone in my group, which must be tired and weary". The live creation of a group, as interactions unfold in the off-task space, seems to be able to serve the function of a foster-group in case of dysfunction of the work-group.

Thread 4: blindness to a socio-affective event



NOEMIE VILLEMONT 1 mai 2016 10:59
Hi,
I just want to share a sad discovery.

In working the module "History of Education" this week (partie2, chap1),
I discovered that the "boat-school" project already existed...
Awesome!!! So I click on the net "school boat" and there: the horror.
No educational article, no project for the future or posterity, no ...
a dark pedophilia story was in the news since the end trial on March 22, 2014.
I was disgusted. Inevitably, I read the articles in full.
Here is the link to one that really touched me:
http://www.liberation.fr/ecrans/2014/04/14/ecole-en-bateau-les-jeunes-gens-et-l-amer_997496
Justice has opened the eyes of the educational's psychologist Leonid Kamenev.
He admitted his guilt when he heard the testimony of his students.

Of course, our project is only in imagination, and in a truly educational purpose ...
but the reality is shocking!
To know humannature, especially in its darkest sides, is still important
for prevent perversions.
Thank you for your attention.
Noémie Villemont

boat

J. ROBERT 2 mai 2016 09:15
thank you for sharing.
JR

Figure 8. Thread 4, blindness to a socio-affective event

With thread 4, we have another example of an off-dynamic message. It is not related in any way to the previous messages. Noémie tries to share a discovery she made. It is a message she posted first for her group (10:45), where it did not get any reactions. So she posts it in the non-pedagogical topic as an afterthought, which can explain its off-dynamic character. Her message (1st of May, 10:59) triggers no reaction from her peers (only the tutor thanks her for sharing), and she does not take part again in the theme. It is noticeable that she signs with her first and second name instead of just her first name or even a nickname like most students do.

Thread 5: tutor-student intertwined interactions

The tutor relaunches the interactions once more by posting a celebratory message on the 2nd of May and another on the 3rd. Catherine, the only one in her group to take part in this new

thread, has not participated so far. She joins in, and will also participate in thread 6, with 2 messages. She thanks the tutor for her support and posts a humorous picture. The tutor reacts. Dorothée and Monique who had been silent during threads 2, 3 and 4, join again with 1 message each. Monique replies to Catherine by sending a humorous picture with the comment “I very afraid!!!”, to which the tutor reacts with a comment and a smiling emoticon. This makes Dorothée join in with a comment and 3 smiley emoticons. Here, the interactions are neither exclusively tutor-oriented, nor exclusively autotelic between peers, but intertwined.

celebration: you are halfway through!!
J. ROBERT, 2 mai 2016 09:18



thank you for your wordles and mindmaps!!

J. ROBERT, 3 mai 2016 14:22
thank you ALL for your wordles and mindmaps!!
JR

It's the last street
Catherine, 4 mai 2016 10:27
Hello Everybody !!
Thank you very much Miss Robert, it's very important to feel supported at the present time !!! Now we straight ahead !! Courage !!



RE : It's the last street
Monique, 4 mai 2016 18:01
I very afraid !!!



RE : It's the last street
J. ROBERT, 4 mai 2016 20:17
this poor cow does look unwell indeed!! 😊

RE : It's the last street
Dorothee, 5 mai 2016 21:27
😞😞😞
the consequence of delaying the retirement age !!!!!

determined cow!
J. ROBERT, 4 mai 2016 20:17
that is a very determined cow!!
JR

determined cow!
J. ROBERT, 4 mai 2016 20:20



Figure 9. Thread 5, tutor-student

Thread 6: a second autotelic thread

poetry Dorothée 5 mai 2016 21:23 [poem]	
→	RE : poetry Djamila 5 mai 2016 22:23 Thanks Delphine for your poetry I'm very happy to have this master training because I met physically and virtually some very nice people and I learn with them more than I can learn for this master Have a good night all Fatem
→	RE : poetry Monique 6 mai 2016 17:23 Dorothée, I do not doubt your skills. But I did not know your talented poetess!! [picture of cow with barbecue] courage that is soon summer !! see you soon kiss sign..... [picture of cow with university graduate hat]
→	RE : poetry J. ROBERT 6 mai 2016 19:33 I am speechless! Thank you for your post Dorothée! JR
→	RE : poetry Nadia 7 mai 2016 23:18 Dorothée, you are a wonder woman, dealing with different roles: a good mother, a serious student, a funny girl! Even when you're not feeling very well, you are able to give us all your support in a hilarious poem, explaining your difficulties, thanking your mates and our teacher, you're so great!!! Thank you! [picture of wonderwoman cow] So strong! Nadia.
→	wonder woman cow J. ROBERT 9 mai 2016 11:28 I like the wonder cow woman!! JR
→	cow with super powers! J. ROBERT 9 mai 2016 11:30 [picture of super hero cow flying]
→	« Union gives strength » Catherine 9 mai 2016 15:13 [picture of happy cows in a group] « Union gives strength » It's true, when we are not very well, it is very important to have friends or family whom we could talk to about personal things and our personal ones. Having the support for doing this Master is essential !!!! See you soon Catherine
→	RE : poetry Flavie 14 mai 2016 21:21 Thank you Dorothée for these words. I didn't know that you also had poetic talents... ! Never doubt you... Lot of kisses Fla (picture of a cow and chicken dancing)

Figure 10. Thread 6, a second autotelic thread

Thread 6 is launched by a student. On the 5th of May, Dorothée posts a long poem, as we saw above. This post questions the previous attempts by the tutor to relaunch the discussion.

Indeed, had the tutor not intervened, there might have been more student relaunchings. In this thread, 6 students out of 12 participate. Nadia, who had not participated so far, joins in with one message. Out of 9 messages in this thread (including the poem itself), 6 (including 1 message by the tutor) refer directly to the first post, the poem by Dorothée. The tutor inserts two comments in relation to the wonder woman cow posted by Nadia. Again, this insertion can be questioned in that it can potentially interrupt the autotelic flow of comments about the poem. Indeed, it is the tutor's messages that divert the thread away from the poem to comment on a picture.

Thread 7: tutor-oriented

The section below (Fig. 11), initiated a week later, although in answer to the poem by structure (RE: poetry), branches off to a different topic, the fact that the students deserve their degree. It is almost exclusively between the tutor and one student, Sadia, except for one final message by Catherine.

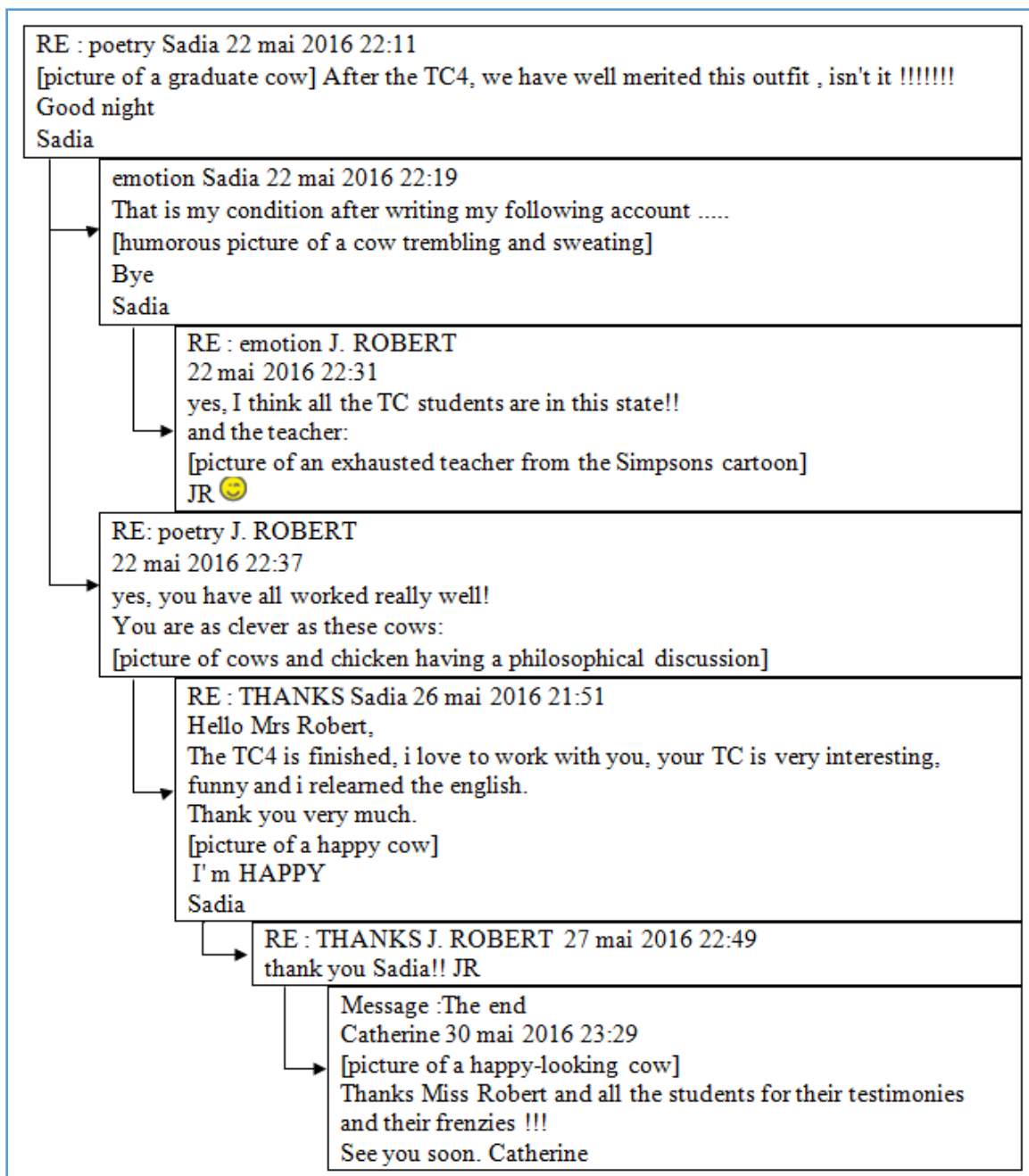


Fig. 11: thread 7, tutor-oriented

3. Discussion

The non-pedagogical space seems to have triggered two autotelic threads (1 and 6), or socio-affective peeks, where the students refer to their peers' messages, independently from what the tutor says. These peeks do not benefit all the students since it is the same three students, from the same group, who appear in both autotelic episodes, along with one other student in thread 1, and two other students in thread 6. Two students even seem blind to the socio-

affective event at stake, creating two off-dynamic threads. Thus, participation in the off-task space does not mean autotelic participation. This analysis also allowed us to question the role of the tutor who can be a hindrance to the autotelic flow, unless the tutor/students contributions are really intertwined (thread 5). We have also seen that a thread in an off-task space seems to function as a live self-constituted foster-group, in case of a dysfunctional work-group.

From the point of view of risk-taking, the students are indeed showing that they can take risks because they produce language when there is no obligation to take part in this particular off-task theme. We are not talking about the risk of having a bad mark, which we could call academic risk, but the linguistic risk of making mistakes when performing language, and the social risk associated, which can be embraced in a space of trust (Green, 2005, p. 304). In the case of a foreign language pedagogical forum, there is a mild urgency created by the fact that the messages are the task. In our module, they are part of the evaluation, not from the point of view of the structural correctness, but from the point of view of risk-taking, given each student's individual language capacities. We consider each post as not only part of a dialogue with the peers or the tutor, but also with the learners' previous learning stage. Each trace of language production is a step further towards learning and this process unfolds message after message on the forum (Satar, 2015, p. 485). In this way, the act of posting on the forum has a performative function: not until I have done it, do I know as a language learner if I am capable of forming this sentence as part of this ongoing conversation.

4. Conclusion: presence and language production as a performance

Hobart and Kapferer (2005, p. 1) define performance in arts, from an aesthetical point of view, as “a process that continually forms itself before reflection, engaging those embraced in its dynamic field to its constructive and experientially constitutive force”. In a similar way,

language performance is not pre-existent like the answer to a mathematics exercise that does not vary according to traces of personal implication. Language performance is closely linked to “the specific turn of the world for a specific individual, their very own way of perceiving it” (Meyor, 2002, p. 91). Markee and Kasper (2004, p. 496) consider that “learning behaviors may usefully be understood as a conversational process that observably occurs in the intersubjective space between participants, not just in the mind/brain of individuals”. Producing language is live problem-solving, accepting to involve one’s self in the language performance. Paradoxically, maximum engagement or flow in a learning context might be more likely to happen when an outside element occurs, or is made possible. The study of the effects of unexpectedness on engagement is one of possible future studies.

References

- Barron, B. (2003). When smart groups fail. *The journal of the learning sciences*, 12(3): 307-359.
- Chanel, G., Lalanne, D., Lavoué, E., Lund, K., Molinari, G., Ringeval, F., & Weinberger, A. (2016). Grand Challenge Problem 2: Adaptive awareness for social regulation of emotions in online collaborative learning environments. In Eberle, J. Lund, K. Tchounikine, P. (Eds.), *Grand Challenge Problems in Technology Enhanced Learning II: MOOCs and Beyond*. Springer, 13-16.
- Celik, C. (2010). *Pratiques discursives dans une formation en ligne à la didactique du français langue étrangère : une analyse de la communication pédagogique asynchrone*. (Thèse de doctorat). Université de Grenoble, Grenoble.
- Celik, C., & Manganot, F. (2004). La communication pédagogique par forum : caractéristiques discursives. *Les Carnets du Cediscor*, 8. URL : <http://cediscor.revues.org/695>
- Csikszentmihalyi, M. (1990). *Flow: the psychology of optimal experience*. New York: Harper & Row.
- Dejean-Thircuir, C. (2008). Modalités de collaboration entre étudiants et constitution d'une communauté dans une activité à distance. *Alsic*, 11(1). URL : <http://alsic.revues.org/803>
- Develotte, C. (2012). L'analyse des corpus multimodaux en ligne : état des lieux et perspectives. *Actes en ligne du Congrès Mondial de Linguistique Française (CMLF)*.
- Develotte, C. (2006a). *De L'analyse du discours à l'analyse du discours multimédia*. Habilitation à diriger des recherches. Université Stendhal Grenoble 3.
- Develotte, C. (2006b). L'étudiant en autonomie et ses professeurs virtuels: comment se personnalise la communication en ligne ? *Synergies Chili*, 2. URL : <http://halshs.archives-ouvertes.fr/halshs-00151852>
- Develotte, C. (2006c). Décrire l'espace d'exposition discursive dans un campus

numérique. In C. Dejean-Thircuir & F. Mangenot (Eds.), *Les échanges en ligne dans l'apprentissage et la formation, n° spécial du Français dans le monde, recherches et applications*, 40 : 88-100.

Develotte C. & Mangenot F. (2004). Tutorat et communauté dans un campus numérique non collaboratif. *Distances et savoirs*, 2(2): 309-333.

Dooly, M. & Tudini V. (2016). 'Now we are teachers': The role of small talk in student language teachers' telecollaborative task development. *Journal of Pragmatics*, 102: 38-53.

Dussarps, C. (2017). Étude communicationnelle de l'abandon en formation à distance universitaire. *Adjectif.net* [En ligne] <http://www.adjectif.net/spip/spip.php?article422>

Garrison, D. R., Anderson, T., & Archer, W. (1999). Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *The Internet and Higher Education*, 2 (2-3): 87-105.

González-Lloret, M. (2015). Conversation analysis in computer-assisted language learning. Special issue. From second language acquisition to second language use: Qualitative and mixed-methods approaches to research in CALL today. *CALICO Journal*, 32(3): 569-594.

Green, P. (2005). Spaces of influence: A framework for analysis of an individual's contribution within communities of practice. *Higher Education Research and Development*, 24(4): 293-307.

Grassin, J.-F. (2015). *Affordances d'un réseau social pour une formation en Français Langue Etrangère : pratiques discursives, modes de participation et présence sociale en ligne*. (Thèse de doctorat). Université Lumière Lyon 2, Lyon.

Guichon, N. (2012). L'apprentissage des langues médiatisé par les technologies (ALMT) – Étude d'un domaine de recherche émergent à travers les publications de la revue *Alsic*. *Alsic*, 15(3). URL : <http://alsic.revues.org/2539>

Halté, P. (2013). *Les marques modales dans les t'chats : étude sémiotique et pragmatique des interjections et des émoticônes dans un corpus de conversations synchrones en ligne*. (Thèse de doctorat). Metz/Luxembourg. URL : <http://www.theses.fr/2013LORR0308>.

Herring, S. C. (2004). Computer-mediated discourse analysis: An approach to researching online behavior. In S. A. Barab, R. Kling, & J. H. Gray (Eds.), *Designing for Virtual Communities in the Service of Learning* (pp. 338-376). New York: Cambridge University Press. Preprint: <http://ella.slis.indiana.edu/~herring/cmda.pdf>

Herring, S. C. (1999). Interactional coherence in CMC. *Journal of Computer-Mediated Communication*, 4(4).

Hobart, A., Kapferer, B. (2005). Introduction. Aesthetics in Performance: The Aesthetics of Symbolic Construction and Experience. In *Aesthetics in Performance: Formations of Symbolic Construction and Experience*. New York: Berghahn books, 1-23.

Holmer, T. (2008). Discourse Structure Analysis of Chat Communication. *Language@Internet*, 5, article 10. URL : <http://www.languageatinternet.org/articles/2008/1633>

Huynh, Kim Bang B. & Bruillard É. (2005). Vers une nouvelle interface de lecture pour des forums de discussion dédiés à des élaborations collectives. In I. Saleh & C. Jean (coord.), *Créer, jouer, échanger, actes de H2PTM'05* (pp. 43-56). Paris: Lavoisier.

Jeanneau, C., & Ollivier C. (2009). Eléments influençant la nature des interactions en ligne des apprenants de langue. In C. Develotte, F. Mangenot, & E. Nissen (Eds.). *Actes du colloque Epal 2009 (Echanger pour apprendre en ligne : conception, instrumentation, interactions, multimodalité)*. Université Stendhal - Grenoble 3, 5-7 juin 2009.

Jézégou, A. (2010). Créer de la présence à distance en e-learning. *Distances et savoirs*, 8 (2): 257-274.

Kehrwald, B. (2008). Understanding social presence in text-based online learning environments. *Distance Education*, 29 (1): 89-106. <http://dx.doi.org/10.1080/01587910802004860>

Lupi, V., Pozzi F. & Torsani, S., (2008). La dimension sociale dans un master post-universitaire à distance : outils, animation et analyse des interactions. *Alsic*, 11(1). URL : <http://alsic.revues.org/853>

Marcoccia, M. (2004). L'analyse conversationnelle des forums de discussion : questionnements méthodologiques. *Les Carnets du Cediscor*, 8. URL : <http://cediscor.revues.org/220>

Mangenot, F. (2007). Analyser les interactions pédagogiques en ligne, pourquoi, comment ?. In J. Gerbault (Ed.), *La langue du cyberspace : de la diversité aux normes* (pp. 105-120). Paris: L'Harmattan.

Markee, N. & Kasper, G. (2004). Classroom Talks: an introduction. *Modern Language Journal*, 88(4): 491-500.

Meyor, C. (2002). *L'affectivité en éducation : pour une pensée de la sensibilité*. Bruxelles: De Boeck.

Molinari, G., Poellhuber, B., Heutte, J., Lavoué, E., Sutter, W. D. & Caron, P.-A. (2016). L'engagement et la persistance dans les dispositifs de formation en ligne : regards croisés. *Distances et médiations des savoirs*, 13. URL : <http://dms.revues.org/1332>

O'Dowd, R. (2015). Supporting in-service language educators in learning to telecollaborate. *Language Learning & Technology*, 19(1): 64-83. URL: <http://llt.msu.edu/issues/february2015/odowd.pdf>

Paulus, T. (2009). Online but off-topic: Negotiating common ground in small learning groups. *Instructional Science*, 37(3): 227-245.

Paveau, M.-A. (2012). Réalité et discursivité. D'autres dimensions pour la théorie du discours, *Semen*, 34. URL : <http://semen.revues.org/9748>

Quintin, J.-J. & Masperi, M. (2010). Reliance, liance et alliance : opérationnalité des concepts dans l'analyse du climat socio-relational de groupes restreints d'apprentissage en ligne. *Alsic*, 13. URL : <http://alsic.revues.org/1702>

Rémon, J. (2016). Prénance de l'intime et pratique de la langue à distance : du chaos au développement langagier. In M. Berchoud, C. Collière-Whiteside & A.-M. Voise, *Apprendre de l'intime : Entre littérature et langues* (pp.165-186). Louvain-la-Neuve : EME Editions.

Rémon, J. (2015). Humour et production écrite dans une pratique de l'anglais LANSAD à distance. *EDL LAIRDIL*, 25: 103-126.

Satar, M. H. (2005). Sustaining multimodal language learner interactions online. *CALICO Journal*, 32(3): 480–507.

Sotillo, S. M. (2000). Discourse Functions and Syntactic Complexity in Synchronous and Asynchronous Communication. *Language Learning & Technology*, 4(1): 82-119.

Tassinari, M. G., & Ciekanski, M. (2013). Accessing the self in self-access learning: Emotions and feelings in language advising. *Studies in Self-Access Learning Journal*, 4(4), 262-280.

Teutsch P., Bangou F., Dejean-Thircuir C. (2008). Faciliter l'accès aux échanges en ligne et leur analyse, le cas de ViCoDiLi. *Revue STICEF*, 15. URL : http://sticef.univ-lemans.fr/num/vol2008/03-teutsch/sticef_2008_teutsch_03.htm

Uzuner, S. (2007). Educationally valuable talk: A new concept for determining the quality of online conversations. *Journal of Online Learning and Teaching*, 3 (4): 400-410.

Vanin, L., & Castelli, S. (2009). Gli interventi del tutor in forum di discussione online. Da un modello teorico agli aspetti applicativi. *QWERTY*, 4(2): 140-159.

Warschauer, M. & Kern, R. (dir.) (2000). *Network-based language teaching: concepts and practice*. Cambridge : Cambridge Univ. Press.

Zourou, K. (2007). Paradigme(s) émergent(s) autour des apprentissages collectifs médiatisés en langues. *Alsic*, 10(2), URL : <http://alsic.revues.org/688>