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**Analyzing hybrid pedagogical design in a foreign language for international business module.**

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The **Language** Centre

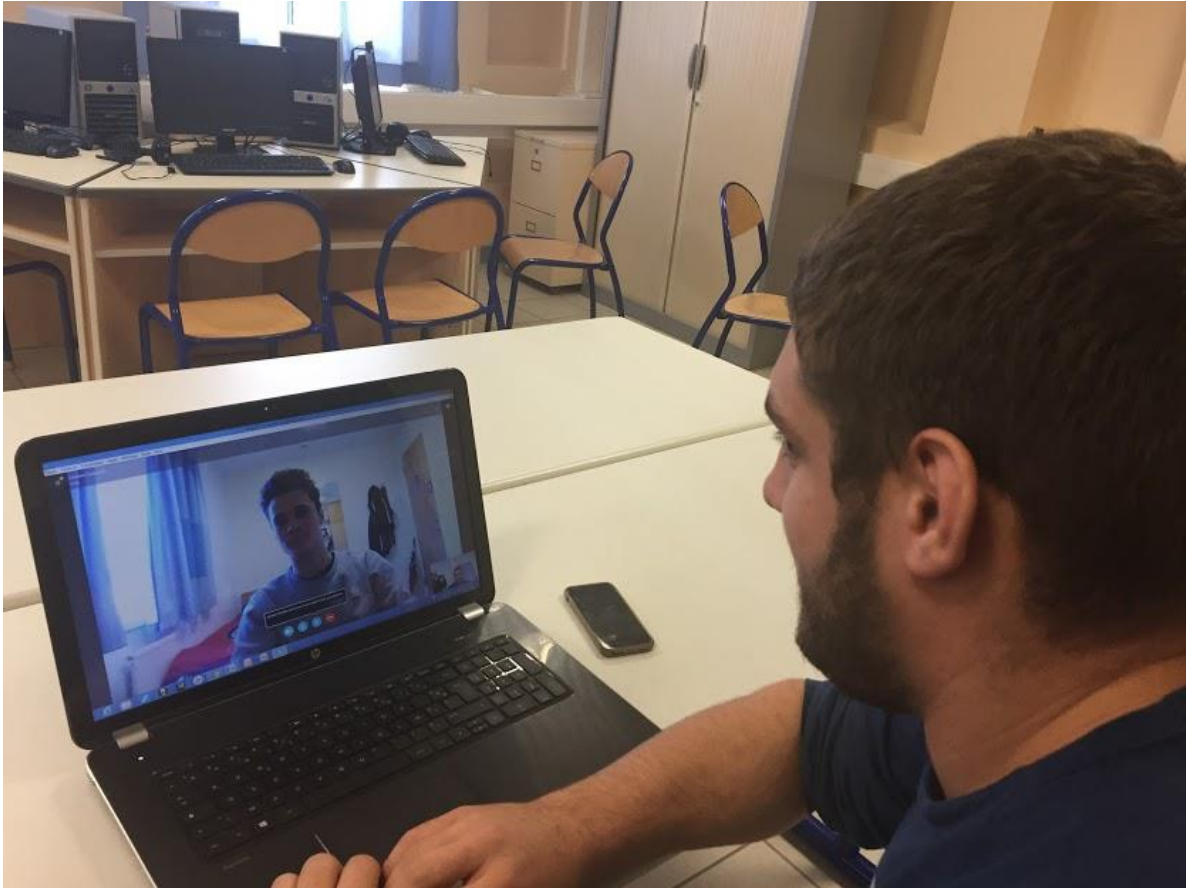




To what extent have modifications between 2016-20  
in the pedagogical design of a virtual exchange module  
"Foreign Languages for International Business"  
enabled/impacted the target aims/outcomes?



## Presentation Overview



1. Our Context
2. Methodology
3. Analysis and observations
4. Conclusions and future perspectives
5. Supplementary documents



# 1. Our Context: International business module 2016-2019

## Participants in foreign language for business module 2019-20

### Université Clermont Auvergne

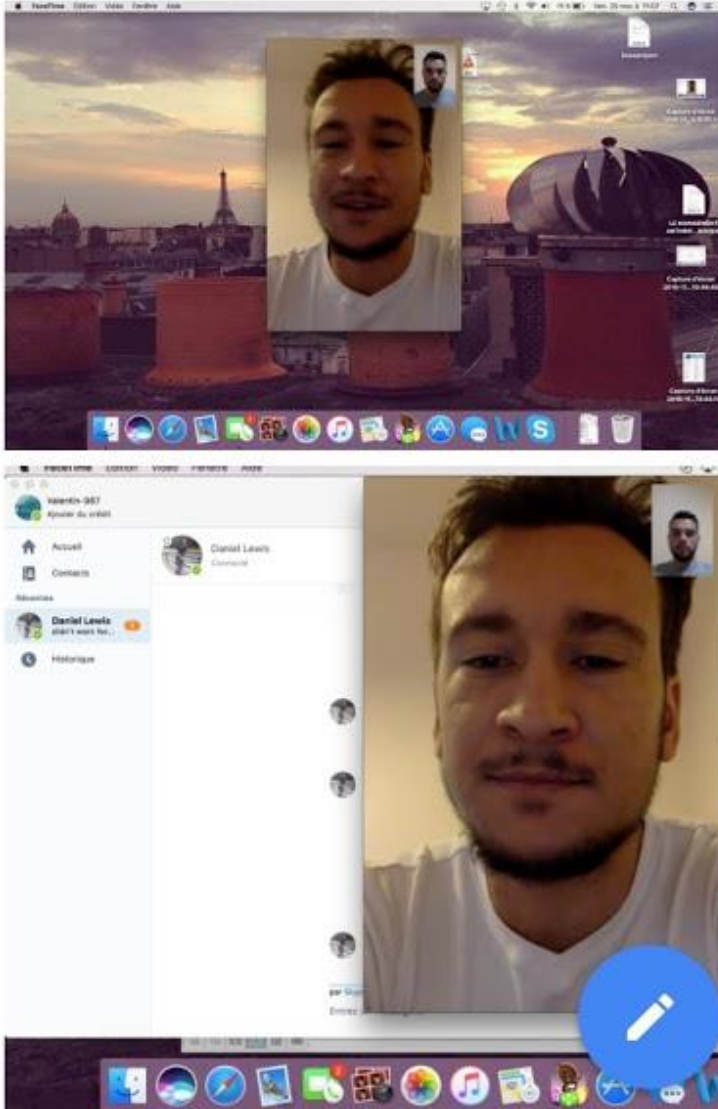
English classes obligatory in Master's curricula.

- Master 1 Sports Management (19 students)
- Master 1 Ergonomy (15 students)
- Module integral part of English course program and assessment.
- Groups with heterogeneous linguistic levels.

### Warwick Language Centre - IWLP

French classes core for International Business students and optional for students from different disciplines.

- Business 1 (13 students)
- Business 2 (10 students)
- Module integral part of French course programs.
- Groups with homogeneous linguistic levels.





# 1. Our Context: Module Aims

## Development of a range of competences:

- Language skills : independent/proficient users of English and French for professional & personal purposes. **CEFRL (CoE, 2001)**
- Skills and qualities that graduates need to become effective professionals in a global world (*Global Graduates into Global Leaders* report by NCUB, AGR and CFE Research and Consulting, 2011)
- Values and attitudes that graduates need to become socially responsible and active citizens in a culturally diverse and changing society. (*Competences for a Democratic Culture*, CoE, 2018)

Global competency tag cloud,

p11 of *Global Graduates into Global Leaders* report





# 1. Our Context: Module Design

Presentation in class of module: « Activité de Télécollaboration – Préparation d'un entretien d'embauche »

Stage 1: Find an advertisement for a job/internship or create a document describing an entrepreneurial project  
Contact your virtual exchange partner via email/applications of your choice (see list of partners)

Stage 2: Draft CV/cover letter/entrepreneurial project documents.

Stage 3: Upload documents with your partners in shared folder.  
Give constructive feedback to your exchange partner concerning their documents.

Stage 4: Prepare to interview and be interviewed by your exchange partner in target language.

Stage 5: Organise appointment via applications of your choice and conduct interview via video conferencing application(s)  
Record or take screenshots of interview to document your participation.

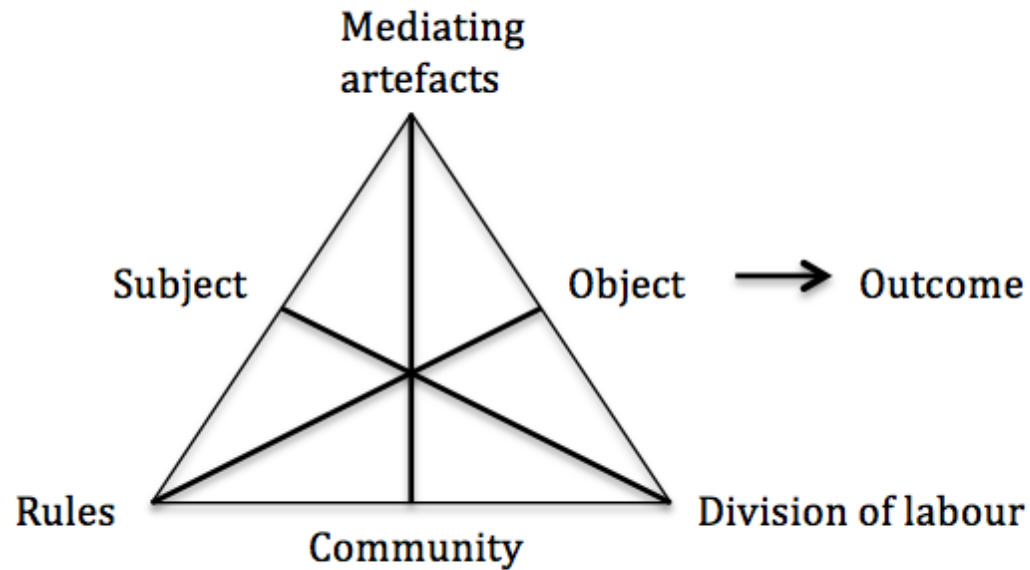
Stage 6: Debriefing in class with tutors

Stage 7: Send an email to your exchange partner with constructive feedback on interview.

Stage 8: Option to participate in Erasmus Plus Facilitated Dialogues/Gain Recognition with Open Badges.  
Provide documentation of virtual exchange, write guided reflection (course credit/open badges)

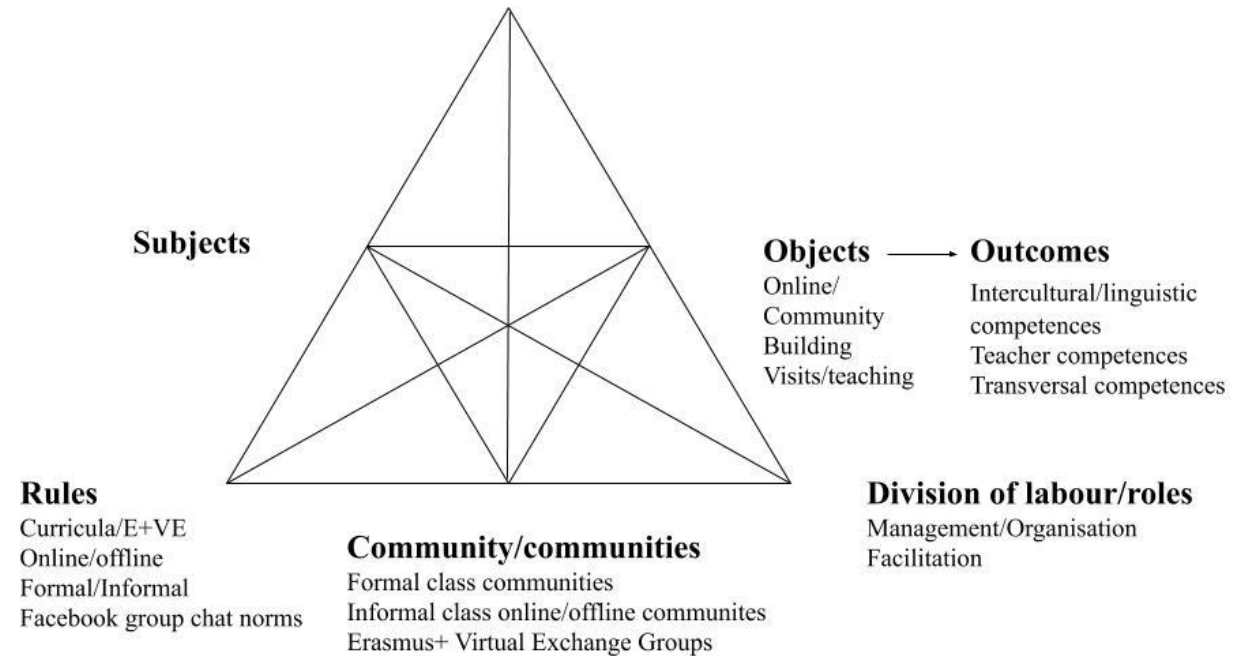


## 2. Methodology: Theoretical Lens: Activity Theory



### Mediating artefacts/Tools

Languages-English/French/Polish/Facebook emojis/gifs  
Smartphones/Computers  
Google documents/sheets - Class programs/portfolios  
Facebook group video and text chats/personal chats  
Websites/images/maps  
Zoom video conferencing/recording/Erasmus+ Facilitated Virtual Exchanges  
Classes/dinners/informal social events/visits



(Engeström, 2000 - Mwanza, Engeström, 2003 - Kleban, Ensor, Blanchard Rodrigues, 2018)



## 2. Methodology: Data Collection

**Module participation statistics for groups, students, tutors, assistants, 2016-19**

**Erasmus + Virtual Exchange Facilitated dialogues: participation statistics 2018-19**

**Erasmus + Virtual Exchange/CLAVIER Open badges: statistics 2018-19**

**Module Description/Guidelines documents 2016-19**

(including links to shared folders for student documents, technological advice, explanation of Erasmus + Virtual Exchange/ CLAVIER and E+VE Open badges, guides for reflection.)

**Curricula description documents and assessment criteria 2016-19**

**Participant reflections 2016-20**

Clermont: Portfolio reflections 2016-20

Warwick: Email reflections 2017-20



### 3. Analysis: Pedagogical Design

#### Mediating artefacts/Tools

Languages-English/French/Facebook emojis/gifs

Smartphones/Computers

Google documents/sheets - Class programs/Module Instructions/portfolios

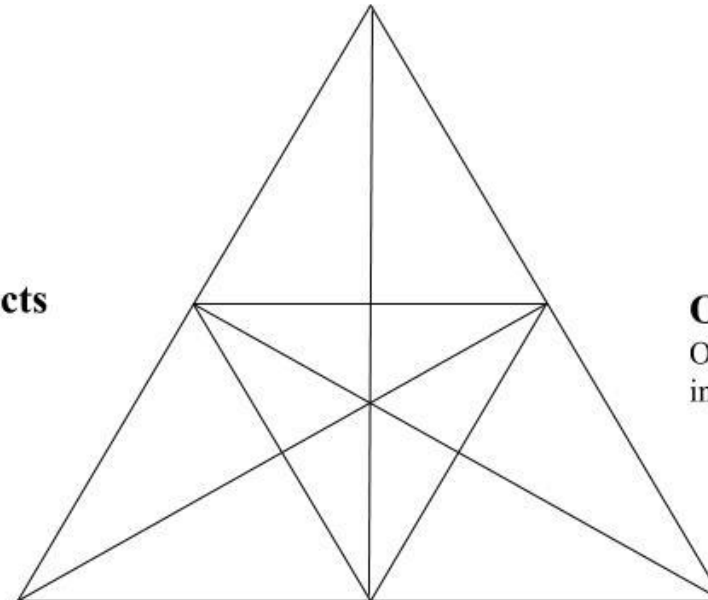
Email/Facebook/Whats App chat

Video conferencing applications

Erasmus+ Facilitated Virtual Exchanges/Surveys/

CLAVIER/E+VE Open badges

**Subjects**



**Objects** → **Outcomes**

Online business  
interview

Intercultural/linguistic  
competences  
Transversal competences

#### Rules

Curricula/E+VE

Online/offline

CV/Letter/Video Conference

Interview conventions

Informal chat norms

#### Community/communities

Formal class communities

Informal class online/offline communities

Erasmus+ Virtual Exchange Groups

#### Division of labour/roles

Design/collaboration

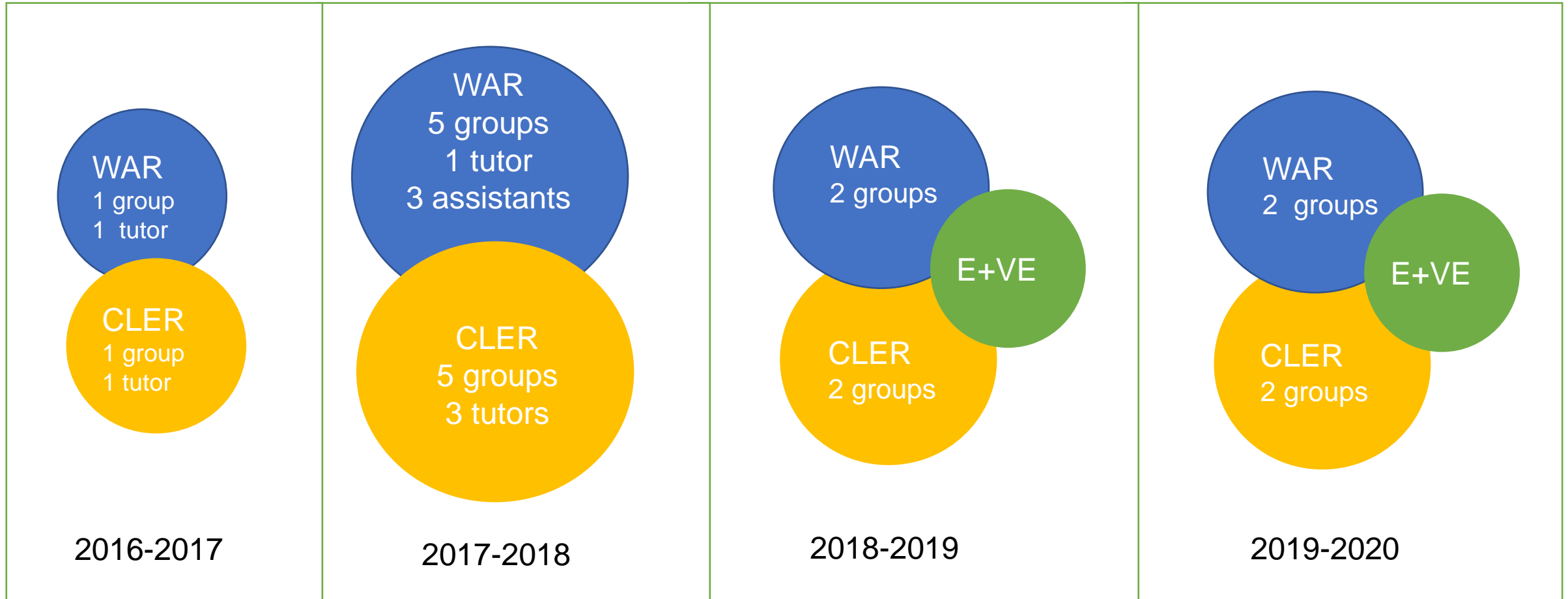
Assessment

Management/Organisation

Facilitation/Feedback



### 3. Analysis: module participant evolution 2016-2019





### 3. Analysis and observations: participation and engagement – Clermont

GROUP	YEAR	2016-17	2017-18	2018-19	2019-20
Management	N° students	Na/17	Na/20	Na/15	16/19
	% Reflections	47%	25%	46%	68%
	N° Words	3024	476	935	3254
	% E+VE Badges			6%	63%
Ergonomy	N° students		Na/15	Na/15	12/13
	% Reflections		73%	60%	92%
	N° Words		2926	1937	12940
	% E+VE Badges			13%	80%
Sport & Health	N° students		4/18		
	% Reflections		38%		
	N° Words		3287		



### 3. Analysis and observations: participation and engagement - Warwick

GROUP	YEAR	2016-17	2017-18	2018-19	2019-20
Business 1	N° of participants /N°of students in group	GDPR Languages@Warwick Portfolio	13/15	11/12	12/12
	% Reflections (email) % Reflections (questionnaire)		40% n/a	92%	67% 83%
	N° of words (email) N° of words (questionnaire)		747 words	1302 words	1102 words 2883 words
	% E+VE Badges				92%
Business 2	N° of participants /N°of students in group		11/13	13/13	10/10
	% Reflections		Oral – in class	Oral – in class	30%
	N° of words (questionnaire)				1212 words
	% E+VE Badges				30%



### 3. Analysis and observations 2019: students' emotions before start

useful  
improve  
excited  
afraid  
intrigued  
unsure  
nervous

Reluctant  
Afraid Angry  
Interesting  
Stressed  
Excited  
Happy



### 3. Analysis: module modifications

- Modifications in numbers/profiles of participating groups/facilitators
- Recognition of CLAVIER VE and E+VE facilitated dialogues leading to award of open badges
- Amendment of guidelines: level of detail, inclusion of E+VE program/open badges
- Modifications in choice of technology used for the interview: Blackboard Collaborate/Google Hangouts/Facetime/Skype/Zoom/
- Modifications in tutor monitoring/facilitation – introduction of Zoom icebreak with Warwick tutor.
- Modifications in curriculum/assessment integration



### 3. Analysis and observations: Outcomes

Language proficiency in a professional context

Transversal skills

- Digital skills
- Collaboration
- Organisation
- Critical reflection

Intercultural awareness





### 3. Analysis: Warwick story – extracts – part 1

I thought it was an exciting and innovative way to improve communication skills, whilst also learning an important lesson in how job searches and applications might work in France, or French speaking countries.

The guidelines were very helpful and accurate. They were easy to follow, and made for a smooth process.

Initially, the badge was a motivating factor because that is the concrete accolade that is received upon completing the exchange. During the exchange, it was obvious that there was much more to gain than just an Erasmus+ badge.

My partner was very responsive which made communication easy. We also had things in common which meant we had conversations outside of the task parameters, which is always nice.

My partner was responsive, so this made organising the appointment easy. We spoke a few times over the phone beforehand, and organised a time over a weekend to speak, which he was on time for.



### 3. Analysis: Warwick story – extracts - part 2

I enjoyed both parts of the interview. It felt nice to be helping with someone's development of another language, and the French part was incredibly useful. Having to really think about an answer in another language was a difficult skill, and trying to stay concise and to the point made it a challenging yet rewarding task. Zoom was very intuitive and easy to use.

He read through my CV and letter of candidature and then checked some of the details with me, and even helped in rewording some of the phrases. He researched aspects of the type of work the job offered so that he could ask more specific questions, which was greatly appreciated.

I enjoy interacting with new people from different cultures, and my partner was very hardworking and ambitious.

I learnt that being prepared on paper is not the same as being prepared in practice, that being, in the future, I would partake in a lot more research about the intimacies of the job I was applying for, rather than just answering interview questions in a generic way.

No, as I have always been very comfortable with interacting with those from other cultural backgrounds as I have spent most of my life as an expat.



### 3. Analysis : Clermont student reflection A.

The instructions were clear

I found this meeting useful because it allows me to less stress having a first contact in front of the video with a very reassuring teacher.

The badge is a motivating factor because even if I don't want to go abroad now the Erasmus project attracts me a lot.

I have tried to make short and well-written simple sentences to make me understand the best possible by detailing and explaining the technical terms of my future profession so that anyone can understand even in a foreign country.

It was surprising that my Italian correspondent's CV was so long. I have discovered studies and professional experiences in a field that I knew little (politics)

I helped her to correct her CV and her letter in French and she was able to give me advice on the formulation of expressions



### 3. Analysis and observations: Clermont student reflection A.

In a first time I spoke to him [her] on Messenger before the interview and I ask her for some information about the interview we were going to have because I am a very stressed person.

I learnt to use zoom even though I didn't understand the application well at first.

This exercise was a bit stressful with a film and the fear of not understanding what the correspondent says but I am very happy to have realized it and especially to meet my correspondent who is very friendly.

I learned that a preparation was necessary especially to be able to highlight the different qualities associated with my job.

I enjoyed discovering her life, her studies and her activities, and I learned a lot of cultural information from her and interested in her experiences and interests.

In the future my pen correspondent be able to help me in my work of English and I could help her to correct her memoirs in French during her studies. we want to invite us to discover our city and our cultures during the holidays.



### 3. Analysis: Story B extracts part 1

I had difficulty finding the instructions. There are a lot of links that send to other links.

Initially I didn't want to introduce myself to Claude because the other students were beside and they were watching. My level in English is low and I don't feel comfortable.

I explained to [Simon] that he should have let the students choose by themselves those who wanted to talk to someone in England

Simon took a moment to reflect on our conversation, then he tried to advance the problem by finding another solution [...] he listened to my remarks to adapt the work to the situation.

I saw the Warwick's student's CV she has a C1 level in French, it makes me stressed. I am afraid to be judged when I discuss with her as my level of English is low.

Initially, it [was her] mission to contact me, but she didn't do it. So I contacted her by email that was written on the CV. But it wasn't a real address. So I tried to look for her on Facebook. I succeeded. So we contacted by messenger, it was easier and the exchanges were direct. I told her my English wasn't very good. She reassured me.



### 3. Analysis : Story B extracts part 2

I have never done a video conference before. and I'm not very comfortable speaking English. So I wasn't really ready to do this conference. The fact that I talked to you together, it reassured me.

I will have to practice being in situations that aren't predictable. However, for now I need to go for a step. For me it was already a big step.

I had the impression that she was also stressed. I thought she was talking quickly , and the sound wasn't very good. For other interviews I would try with headphones. At first, I was looking for my words and it was difficult to look her in the eyes. At the end of my interview it was a little better and I dared to look Emily in the eyes.

After our interview we exchanged by email, we made feedback. His message will allow me to know what I need to improve for the next time. Feedback allows me to know what I need to improve. She was a little too kind to tell me that I spoke English fluently

In the ergonomics profession I will sometimes have to "stop" conversations to say that I don't understand, or that the conversation is going too fast.



## 4. Conclusions and future perspectives

### **Conclusions - key aspects:**

Tutor involvement/willingness to evolve/collaborate/to be caring

Reflective dialogue/co-learning/teaching all participants

Agility and flexibility of all participants to enable effective cooperation.

Integration of virtual exchange in curricula/assessment

### **Future perspectives:**

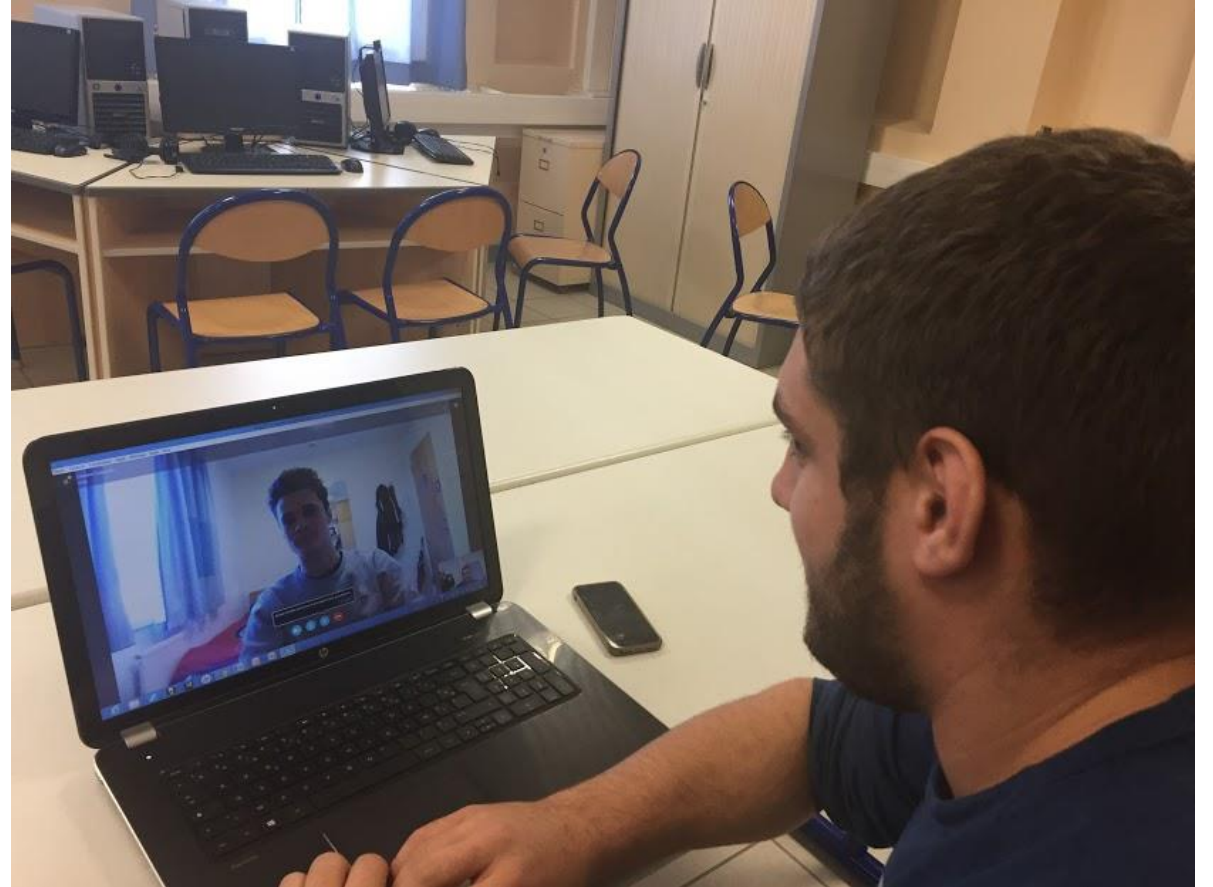
Continuing importance of research driven pedagogy.

Covid-19 impact on pedagogical practices/technology provision.



## 5. Supplementary documents

- References
- Module Guidelines
- Sample of reflection questions



# References

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