



Pedagogical innovation in higher education: development of professional skills of pre-service foreign language teachers

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Context and aim of the study

- Context:
 - Training of pre-service foreign languages teachers (no knowledge in didactics, no previous professional experience in language teaching)
 - Development of professional skills
 - Through an innovative course
- Aim:
 - Analyse students' perceptions of their professional skills after theoretical content and practical tasks in a innovative course

An innovative project: Miel-FLES

- Learn'in Auvergne (CAP 20-25, I-Site, Université Clermont Auvergne)
- Flipped classroom (Bergmann & Sams, 2012; Lebrun & Lecoq, 2015)
- Blended learning approach (Garrison & Kanuka, 2004; Albero & Safourcade, 2014; Bryan & Volchenkova, 2016).



A screenshot of the I-SITE Clermont website. The header includes navigation tabs for AGENDA, NEWS, CALLS FOR PROJECTS, and LE PROJET I-SITE. The main content area features the I-SITE Clermont logo and the tagline "Innovate, it's in our nature". Below this is a navigation menu with categories like RECHERCHE, INNOVATION, TALENTS, INTERNATIONAL, FORMATION, and CAMPUS. The main heading is "MIEL - Module d'Initiation à l'Enseignement des Langues". A photograph shows a classroom with students at computers. Below the photo is the logo for UFR LETTRES, CULTURE ET SCIENCES HUMAINES. The text below the photo identifies the project leader as Christine BLANCHARD and the team as Anne-Laure FOUCHER and Damien CHABANAL. A short summary of the project is provided at the bottom.

Course design: benefits of flipped classroom and blended learning

- To make students more active (Mucchielli, 2008 ; Rege Colet & Berthiaume, 2013)
- To set up a situation of co-construction of knowledge (Vygotsky, 1978; Jacoby & Ochs, 1995)
- Approach not limited to a transmission of contents (Lebrun, Gilson & Goffinet, 2016)

2 modules hosted on a Moodle platform

Introduction à la didactique
des langues — IDIL

Problèmes pédagogiques et
culturels — PPEC

- Theoretical and historical knowledge in French as a Foreign Language (FFL) didactics
- Collaborative and individual tasks

Présentation du cours Entrée dans le dispositif La langue, un système et un outil de communication La question de la norme et de la variation
Les référentiels en didactique des langues Activités d'apprentissage : les exercices de grammaire **Activités d'apprentissage : les tâches de communication**
Définir des compétences langagières et communicatives à développer pour un public d'apprenants Élaborer une tâche en FLE Evaluation et bienveillance Evaluation



Script de la capsule-vidéo 5

2) Testez vos connaissances et votre compréhension du cours avec le quiz suivant :

Quiz : Activités d'apprentissage : les tâches de communication

Retrouvez ici le parcours 1

Retrouvez ici le parcours 2

Vos réponses à la tâche : Aide à la compréhension des contenus de la capsule

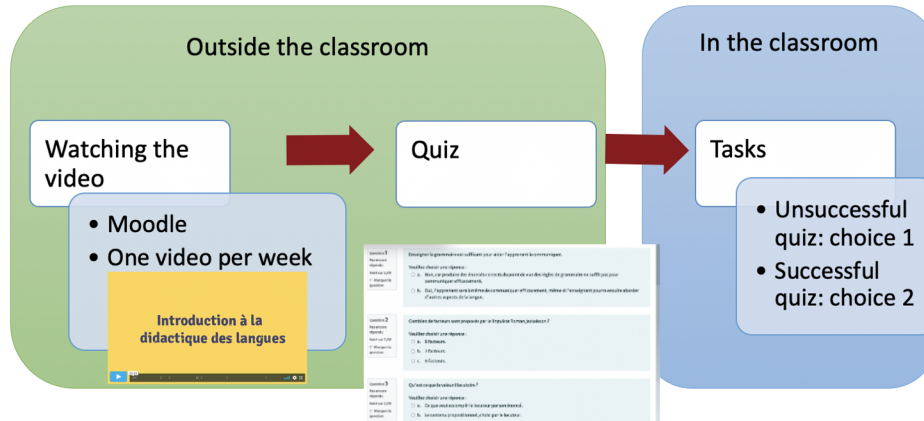
Vos réponses à la tâche : Classement de tâches communicatives (à partir d'un corpus)

Vos réponses à la tâche : Analyse critique de tâches communicatives

Vos réponses à la tâche : Conception d'une tâche communicative

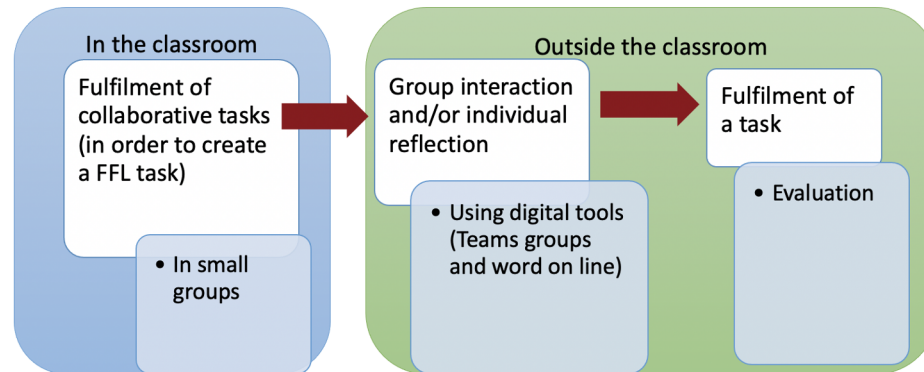
Course design: flipped classroom for theoretical contents

- Asynchronous online videos followed by an online quiz about the lesson, before the class session
- Face-to-face course with collaborative tasks related to the content of the video (two sets of tasks, depending on their success with the quiz)



Course design: blended situation to mobilize contents

- Collaborative development of a task for FFL learners:
 - Activity conducted alternatively in face-to-face and at a distance for 4 weeks, in small groups
 - Individual evaluation (comment) of one task proposal of their peers (encouraged to apply empathy as they evaluate their peers).



Course design: development of professional skills

- Professional skills developed through the conception of a FFL tasks
- Students have to:
 - Define learners needs and characteristics
 - Describe objectives
 - Refer to the Common European Framework of Reference for Languages (Council of Europe, 2001)
 - Design a task
 - Write instructions
 - Comment the work of their peers while demonstrating kindness

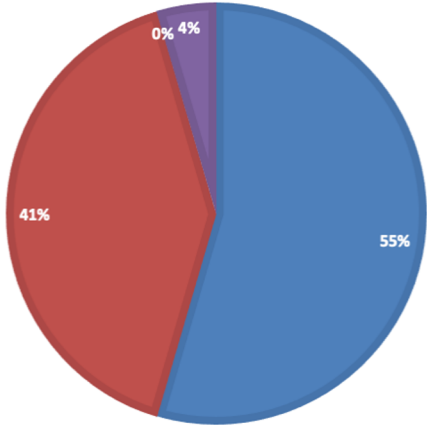
Methodology

- Data collected: activity on Moodle (course), activity on Teams (collaborative spaces, interaction), collaborative production data (Word document on line), survey on the Moodle platform (11 open-ended and 29 closed-ended questions)
- For this study: feedback gathered in 2021 on one module (IDIL survey)
- Level 1 of Kirkpatrick's model (Kirkpatrick & Kirkpatrick, 2010): satisfaction
- Selection of questions regarding
 - Students' satisfaction of the course and development of professional skills

Results: students' satisfaction

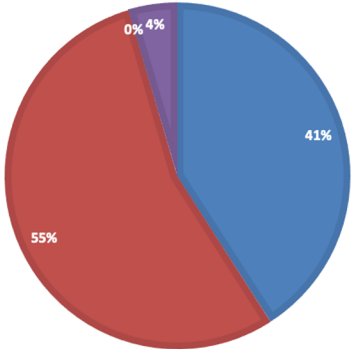
OVERALL, ARE YOU SATISFIED WITH THESE COURSES?

■ Very satisfied ■ Satisfied ■ Not very satisfied ■ Not at all satisfied



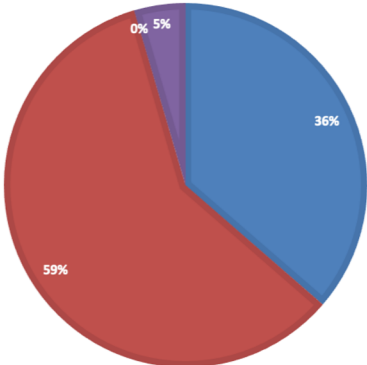
ARE YOU SATISFIED WITH THE CONTENT AND OBJECTIVES OF THESE COURSES?

■ Very satisfied ■ Satisfied ■ Not very satisfied ■ Not at all satisfied



ARE YOU SATISFIED WITH THE RELEVANCE OF THESE COURSES TO YOUR LEVEL OF KNOWLEDGE?

■ Very satisfied ■ Satisfied ■ Not very satisfied ■ Not at all satisfied



Strengths of the course

- Interesting, useful and entertaining course:
 - "Indeed, for me, the course was totally interesting and very useful for our professional career. I thank the person who organised this course."
 - "lively, fun"
- Importance of the use of digital tools:
 - "Interesting courses and using digital tools"
- Importance of teacher accompaniment:
 - "Work on the videos and teacher guidance"
- Importance of engaging students in the process of learning:
 - "Your course is very interesting. I really like your idea of engaging students during learning. Thank you for a great semester."

What could be improved?

- Level of the tasks and duration:
 - "Tasks to be done in class are time consuming and hard to complete before the end of the class"
 - vs "Maybe you could give us less time so that some students don't get bored"
- Content and instructions
 - "Make the students work a bit harder, make them learn things"
 - "Instructions/explanations for some tasks are not very clear."

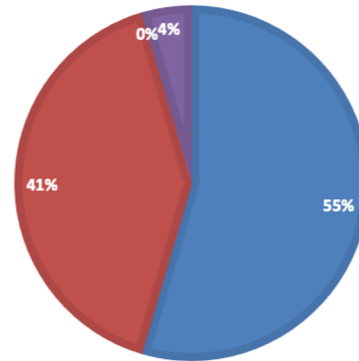
Mostly satisfaction:

- "Nothing to say, it's a perfect course".

Students' perceptions of their acquisition of knowledge

THESE COURSES HAVE ENABLED YOU TO ACQUIRE NEW KNOWLEDGE

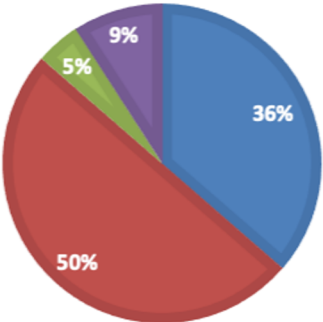
■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree



Development of new skills and strengthening of skills

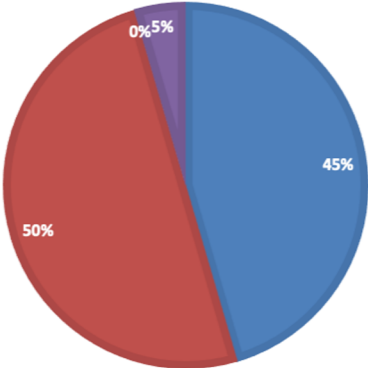
THESE COURSES HAVE ENABLED YOU TO DEVELOP NEW SKILLS

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree



THESE COURSES HAVE ENABLED YOU TO STRENGTHEN YOUR SKILLS

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree



Students' perceptions of their professional skills

- Studies and professional life in the field of FFL:
 - "These courses were very useful for my professional project for the continuation of my studies and work with FFL."
- Improve language skills necessary to teach FFL:
 - "These courses have enabled us to improve our language skills, especially for students who have decided to teach French as a foreign language."
- Creative skills to design a task:
 - "I really enjoyed the course and also the FFL task, it was a pleasure to work on it, which pushes us to have imagination and a creative mind."

Conclusion

- Study that suggests advantages of 2 complementary training modes
- Necessity of ongoing reflection (Soubrié, 2008)
- Perspectives:
 - Take into account the improvement comments
 - Analyse students' productions with professional skills developed through the conception of FFL tasks and compare results with students' perceptions

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Thank you for your attention!

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