



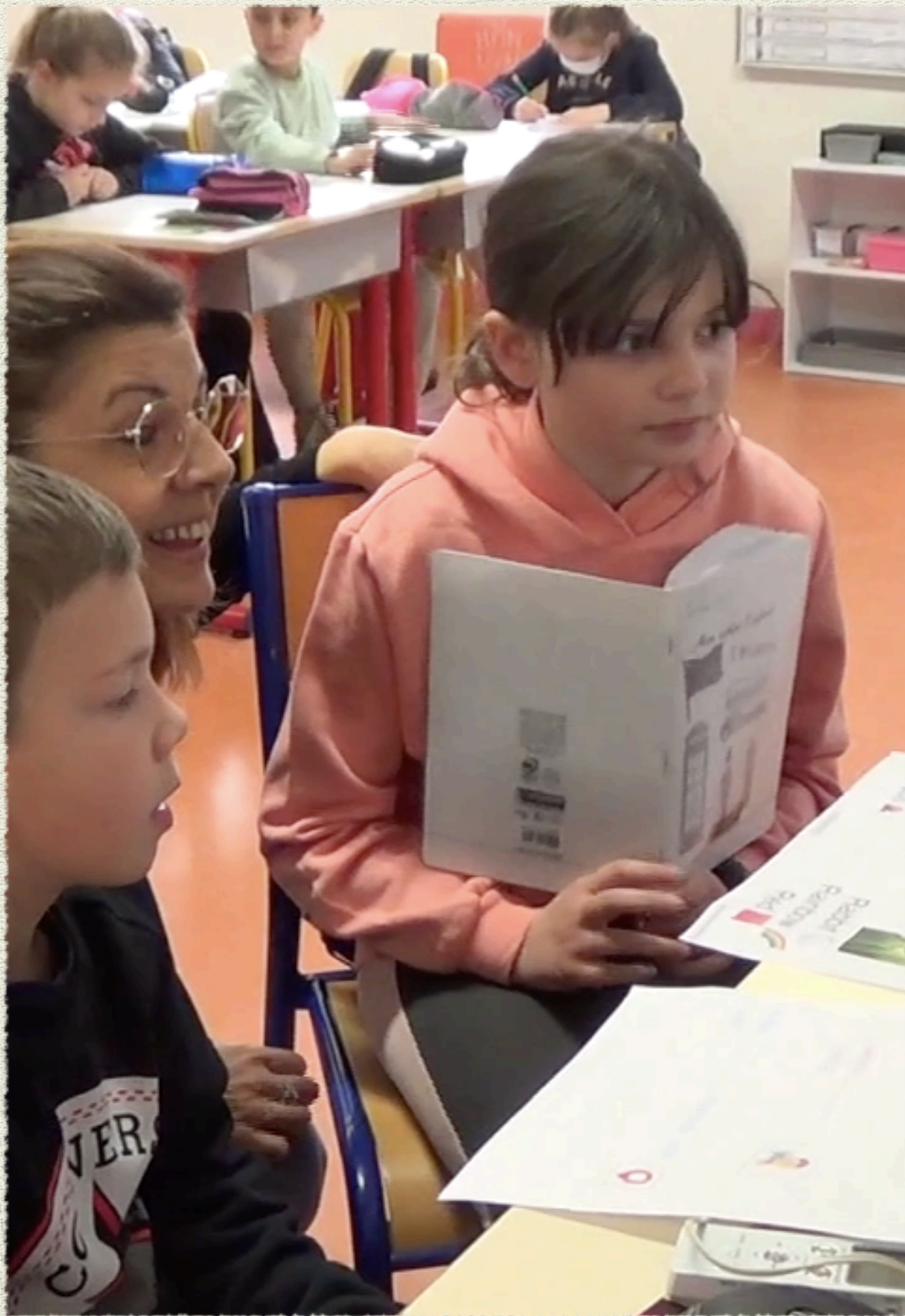
Learner interaction in virtual learning scenarios for primary EFL

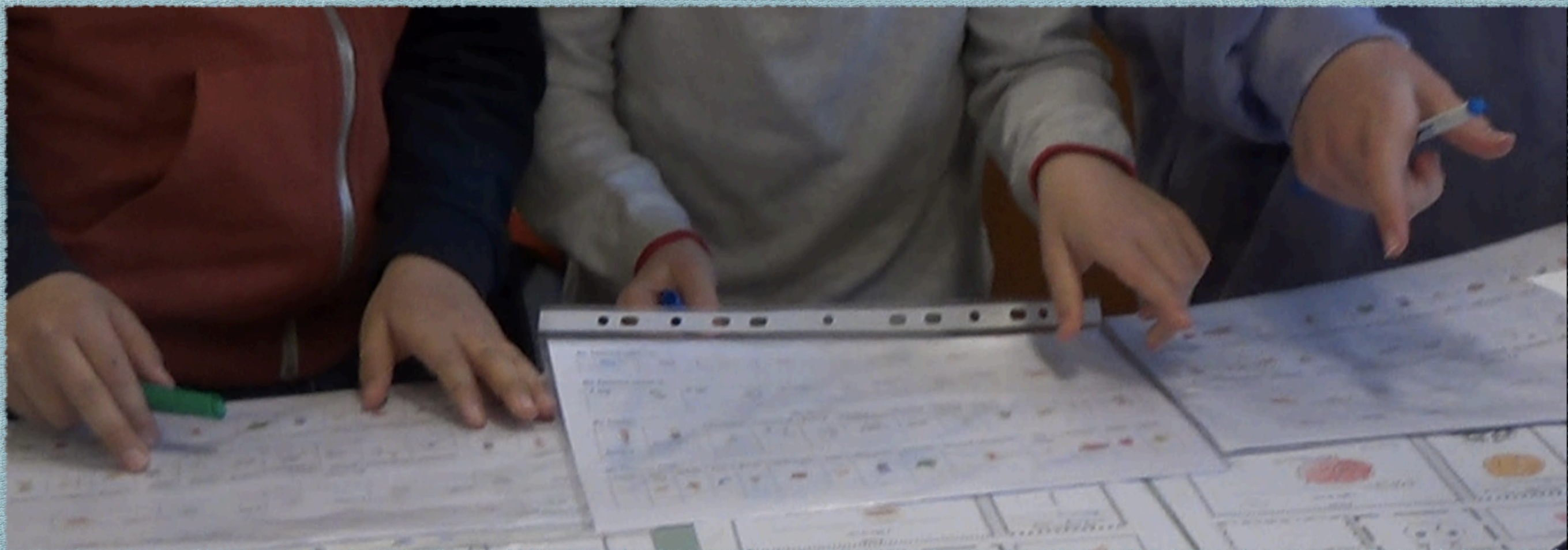
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Ciara R Wigham, Université Clermont Auvergne

Nathalie Younès, Université Clermont Auvergne

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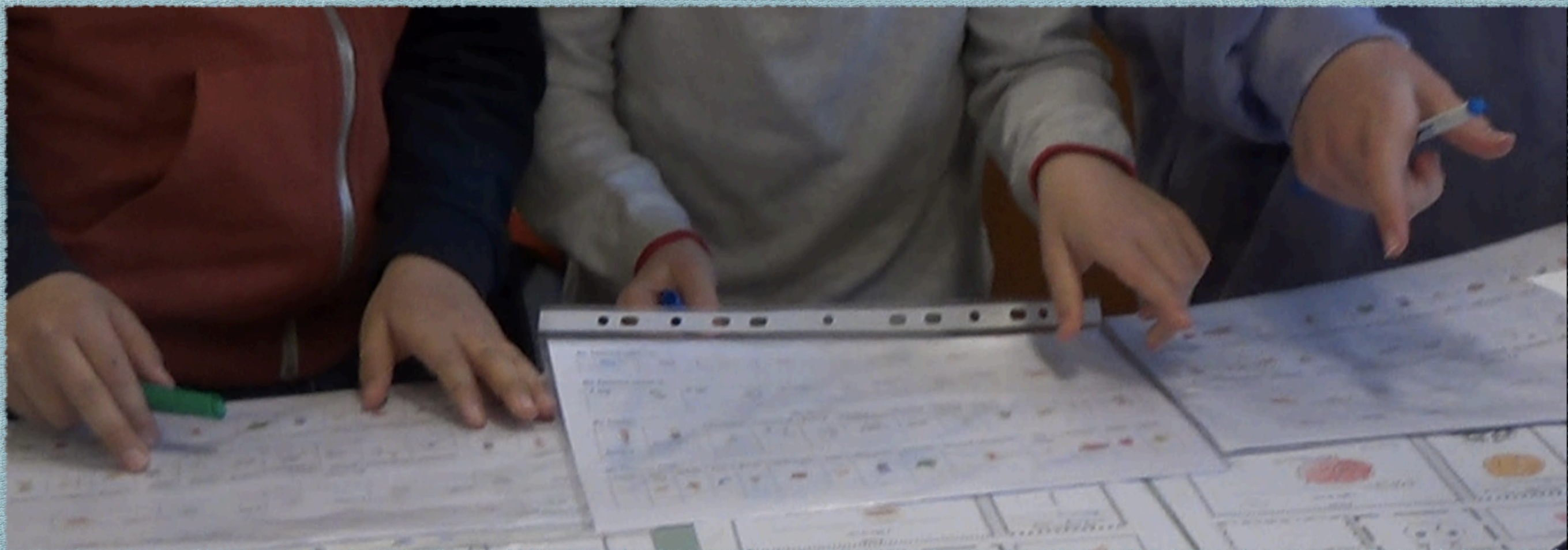


virtual learning scenarios



virtual learning scenarios

- ◆ videoconferencing (VC) poses particular **challenges** for **young learners** (Dooly & O'Dowd 2018, Dooly & Sadler 2016)
- ◆ learning scenarios must “contrive a situation where young learners can use what language they have in a **realistic, meaningful and communicative way**” but “are not frequently exposed to language they cannot understand” (Milton & Garbi 2000).
- ◆ helpful practices include **careful sequencing** of learning activities, short **task-based** sessions with **small groups**, and support for teachers in their own classroom context (Cutrim Schmid & Whyte, 2015)



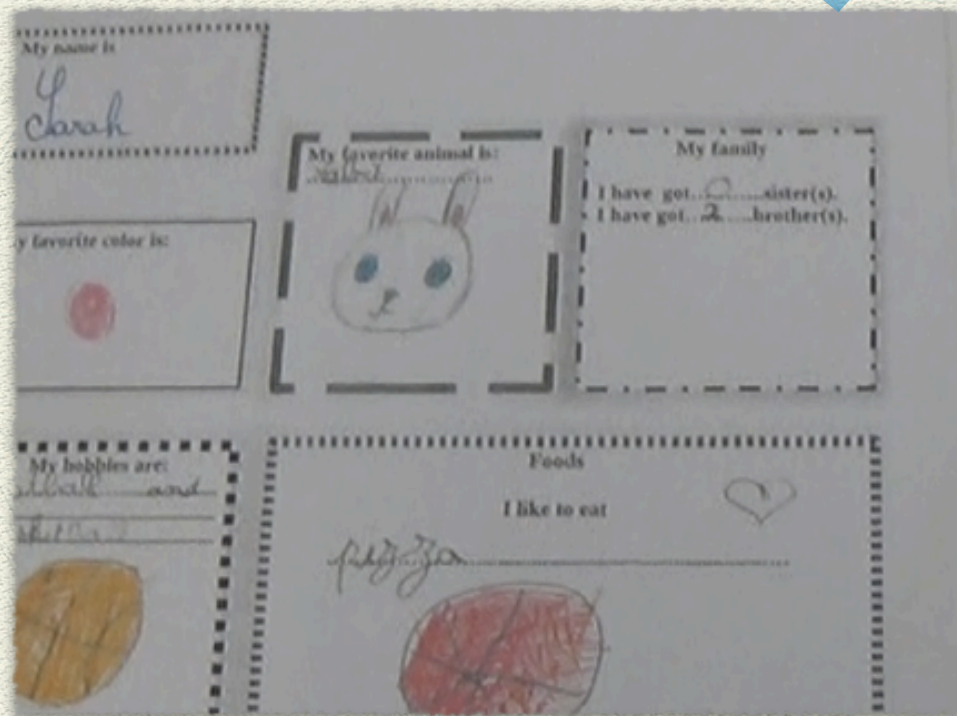
the RAVEL project



RAVEL project

- ◆ *Ressources pour l'Apprentissage en classe Virtuelle et l'Enseignement des Langues*; learning resources for technology-mediated language teaching
 - ◆ Ministry of Education funding for technology-related projects
 - ◆ Université Clermont Auvergne (C Wigham, N Younès)
 - ◆ collaboration with teachers, teacher educators, researchers
- ◆ Outputs
 - ◆ systematic review of literature (Sacré et al, EuroCALL 2021)
 - ◆ survey of teacher background, beliefs and practice (*Languages* 2022 <https://doi.org/10.3390/languages7030185>)
 - ◆ **co-creation and implementation of virtual learning scenarios**
 - ◆ online resources for telecollaboration in EFL in primary schools (ages 7-11)

Who's who?



Flavie (FR) + Najla (FR)

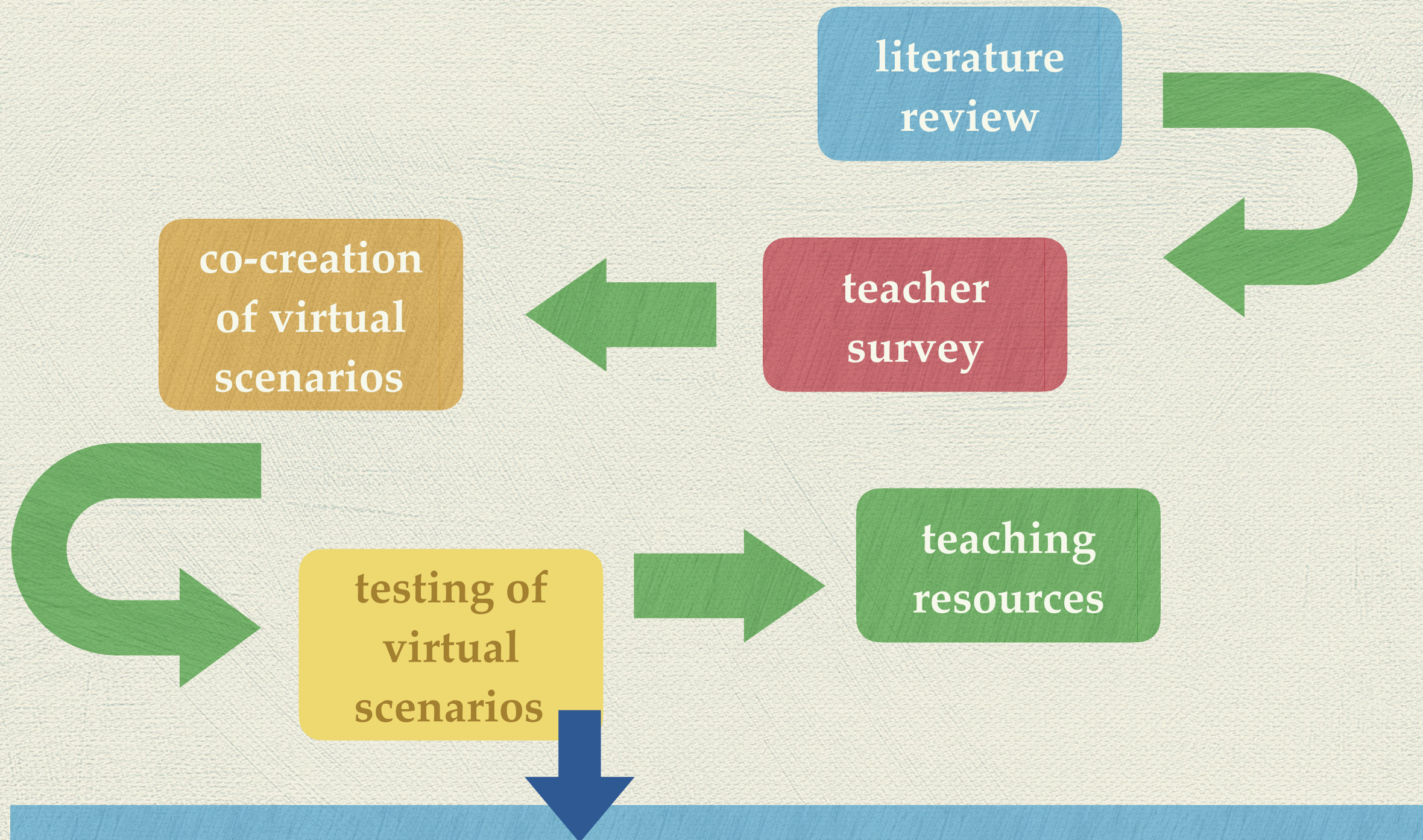
- ◆ exchange pupil profiles
- ◆ small group videoconferencing
- ◆ individual Q & A to guess partner's name

ABC book

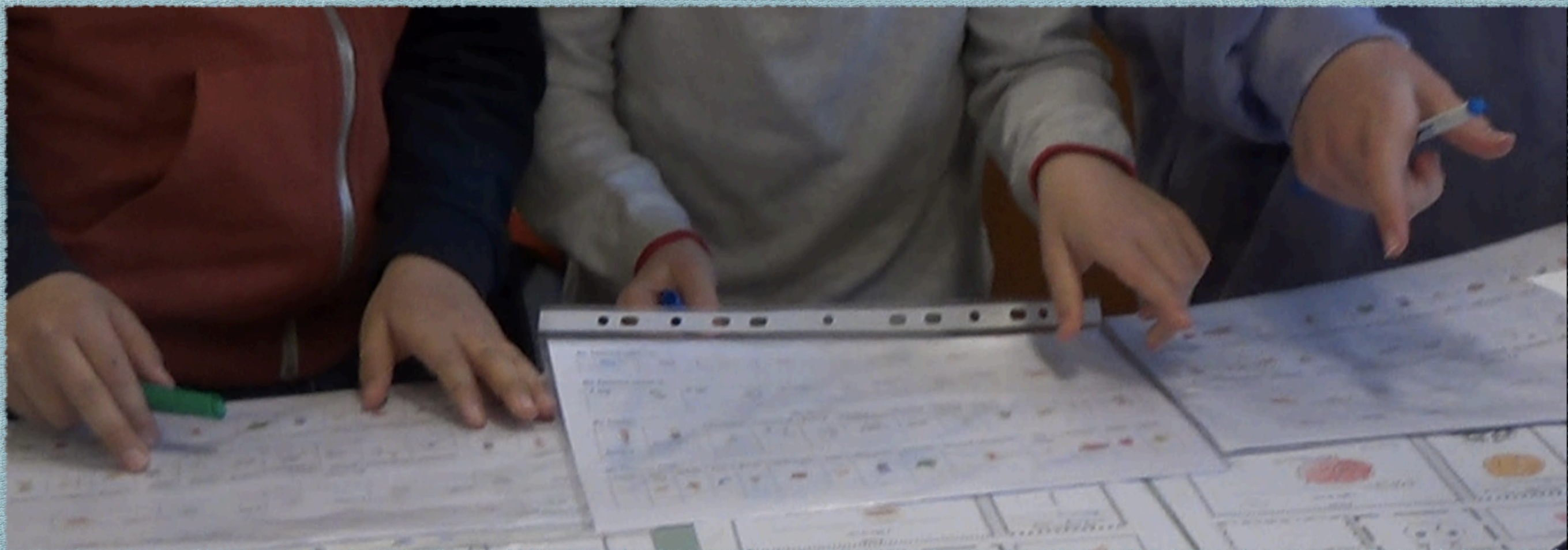


Anne (FR) + Carla (ES)

- ◆ choose vocabulary, create sentences via small group videoconferencing
- ◆ create books via simultaneous connection to book creator platform



- a) to what extent are young learners able to co-construct meaningful interactions in different videoconferencing tasks?
- b) what light is shed on these interactions by including learner and teacher perspectives?



methodology



Data collection

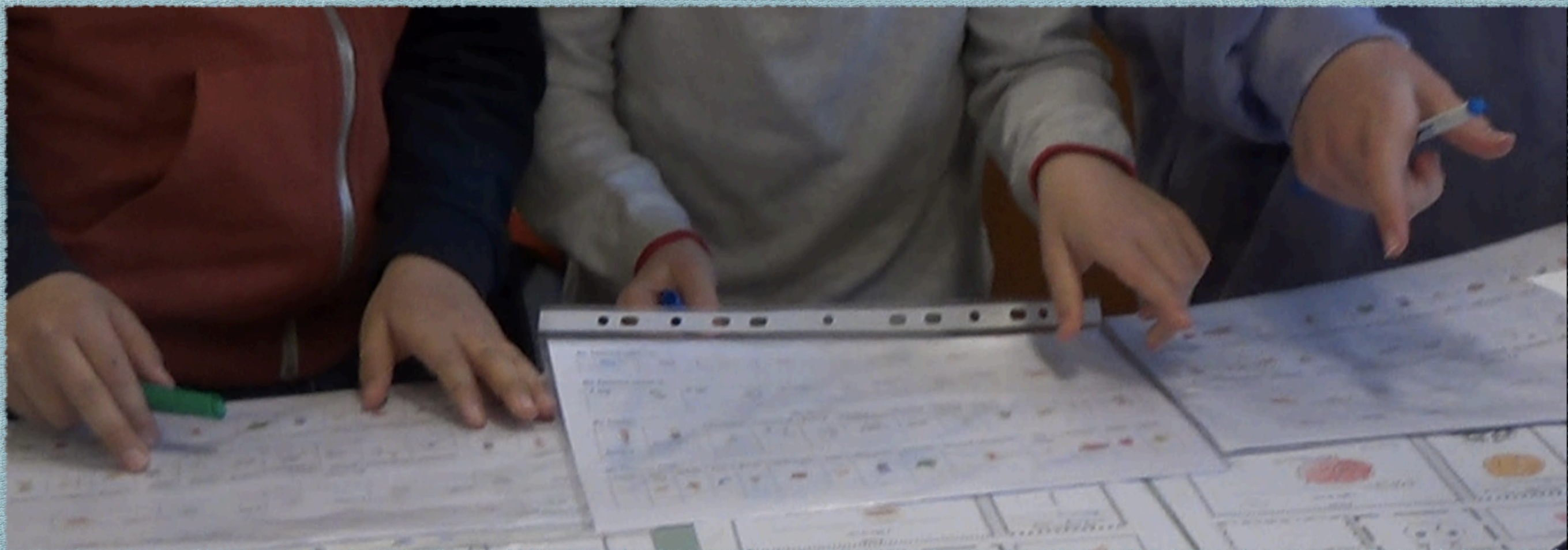
PROJECT PHASES	ACTIVITIES	DATA
virtual seminars	researcher input teacher educator input teacher collaborations	virtual learning scenarios - Who's who? - ABC book - monsters game
classroom implementation	classroom video and screen recordings post-lesson interviews	classroom film teacher interviews learner focus groups
restitution session	teacher presentations poster discussions individual feedback round table discussion	slides questionnaires transcripts

Analysis

- ◆ **thematic analysis of participant commentary**
(teachers and learners)
- ◆ **selection of episodes of learner interaction**
related to participant perceptions
- ◆ **analysis in terms of task-based language teaching (TBLT) and multimodality**

Comment category	Subcategories and synonyms	Examples
Interaction in English	Participation Communication Conversation	They were happy to be able to converse with other pupils (Flavie) They manage some moments of actually being in communication (Anne)
Learner-centred activities	Learner autonomy Language learning Small group work	We need to put the child back at the centre of learning, at the centre of projects (Flavie) [We communicate in English] and that way we learned some English (Noella)
Motivation	Reduced anxiety Willingness to speak	It allowed many of them to be a lot less inhibited in class and to go for it more easily (Flavie) Little by little they relaxed (Anne)
Concrete outcomes	Task-based teaching Meaning-oriented activities Authenticity	Interact with a real audience (pupils), not artificially. Make learning meaningful (Flavie) The main thing is for them to say [...] we managed to write a book in English with Spanish kids (Anne)
Language practice	Ritual warm-up activities (e.g., date, weather) Daily use of English	In any case we practiced the questions a little bit every day, we got ready (Flavie) Every morning we do our rituals, questions and answers, and new points (Noella)
Time and technology	General timetabling Use of technology	The time factor, I think that's the hardest thing in this kind of project (Anne) We were under a lot of time pressure (Flavie)
Curricular expectations	National language programmes Working with young learners	There were s's missing on plurals, articles missing. It's our job as teachers to sort that out a bit later (Anne) We're much more constrained by the programmes, for grammar, for final tasks ... (Flavie)

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live interaction: 2 episodes









1. autonomous group interaction

Johanna

Emma

SET-UP	<ul style="list-style-type: none">♦ small group videoconferencing♦ 4 pupils (Emma, Johanna), no teacher
TASK	<ul style="list-style-type: none">♦ asking and answering questions to guess the remote partner's name
MATERIALS	<ul style="list-style-type: none">♦ ID sheets for remote class pupils♦ listening grids to record answers♦ own ID sheet
OTHER PUPILS	<ul style="list-style-type: none">♦ independent work on other subjects♦ no videoprojection



Question (micro-task)	01:37		Remote learner asks question
Clarification request	01:43		L Emma asks for repetition
Peer scaffolding	01:58		L Johanna indicates section of worksheet
Response (micro-task)	02:02		L Emma provides extended response
<i>[Further question-response pairs (micro-tasks)]</i>	02:22		<i>Interaction continues and remote learner identifies L Emma</i>
Macro-task response	05:09		Group searches for correct ID sheet and L Emma responds

Peer scaffolding
*"I don't like food is
mushrooms"*





E: repeat please
EP: what's your favourite

(3) 01:43



(EP:) food/

(4) 01:48



(silence)

(5) 01:50



(silence)

(6) 01:57



(silence)

(7) 01:58



E: my {favourite ++}
M: {whispers in French –
 inaudible}

(8) 02:02



is chocolate + I don't like

(10) 02:05



food is

(11) 02:12



mushrooms

(12) 02:14

TBLT

multimodality

- ◆ successful completion of micro and macro tasks
- ◆ collaboration with all group members fully engaged
- ◆ spontaneous production (*I don't like food is ...*)

- peer scaffolding achieved silently through gesture and gaze between Emma and Johanna
- clear indications of incomprehension (Emma) and then satisfaction (Johanna)

Teacher
Flavie

For me, foreign languages it should really be in small groups. It's about communication, the main aim is to communicate. Now in France, we're often inhibited in foreign languages, because we worry 'oh maybe I'm going to make a spelling mistake, is this the right syntactic structure?'

Researcher

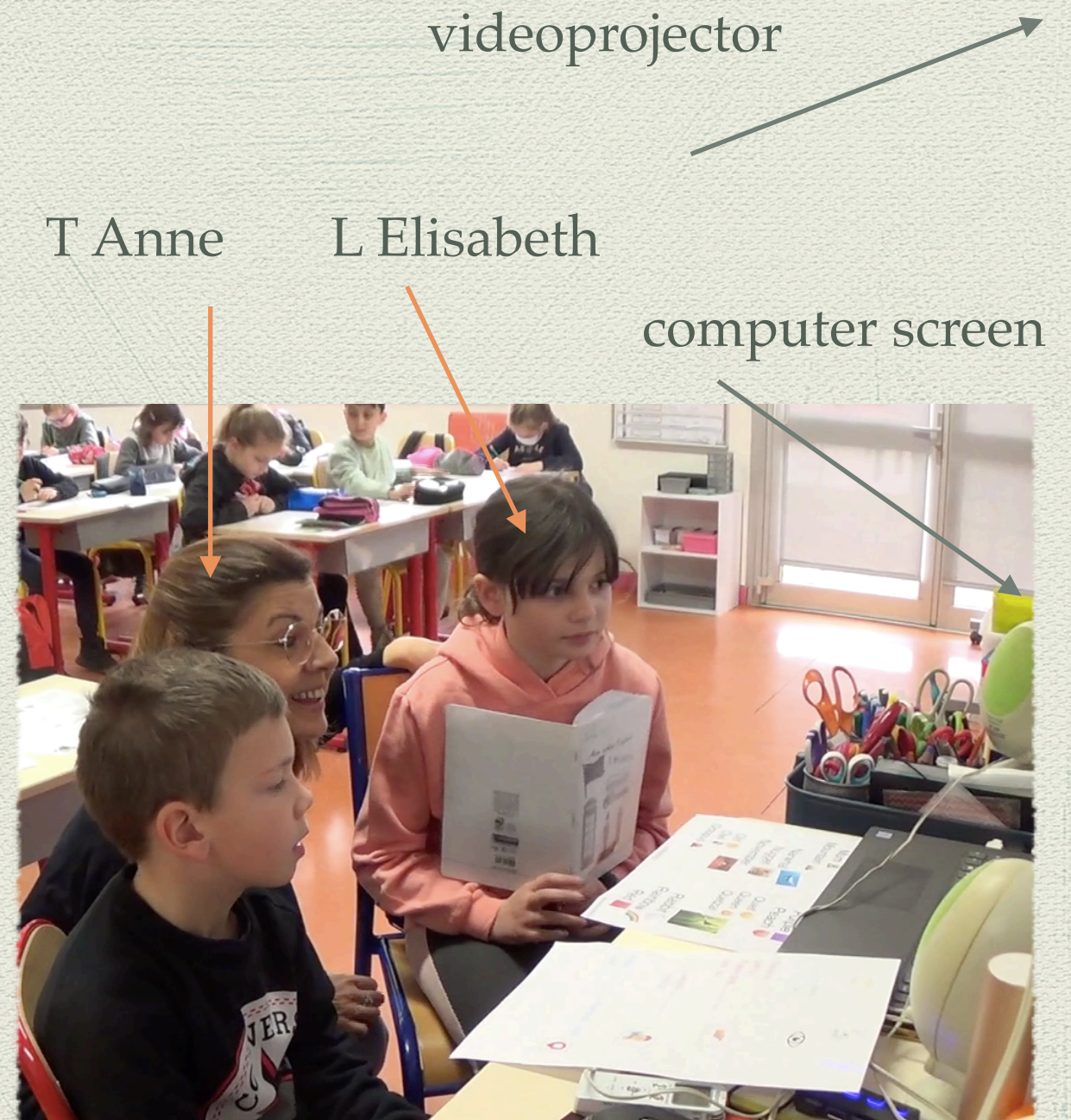
Was it strange to speak English to someone who speaks French?







Johanna

No it was OK, not too strange

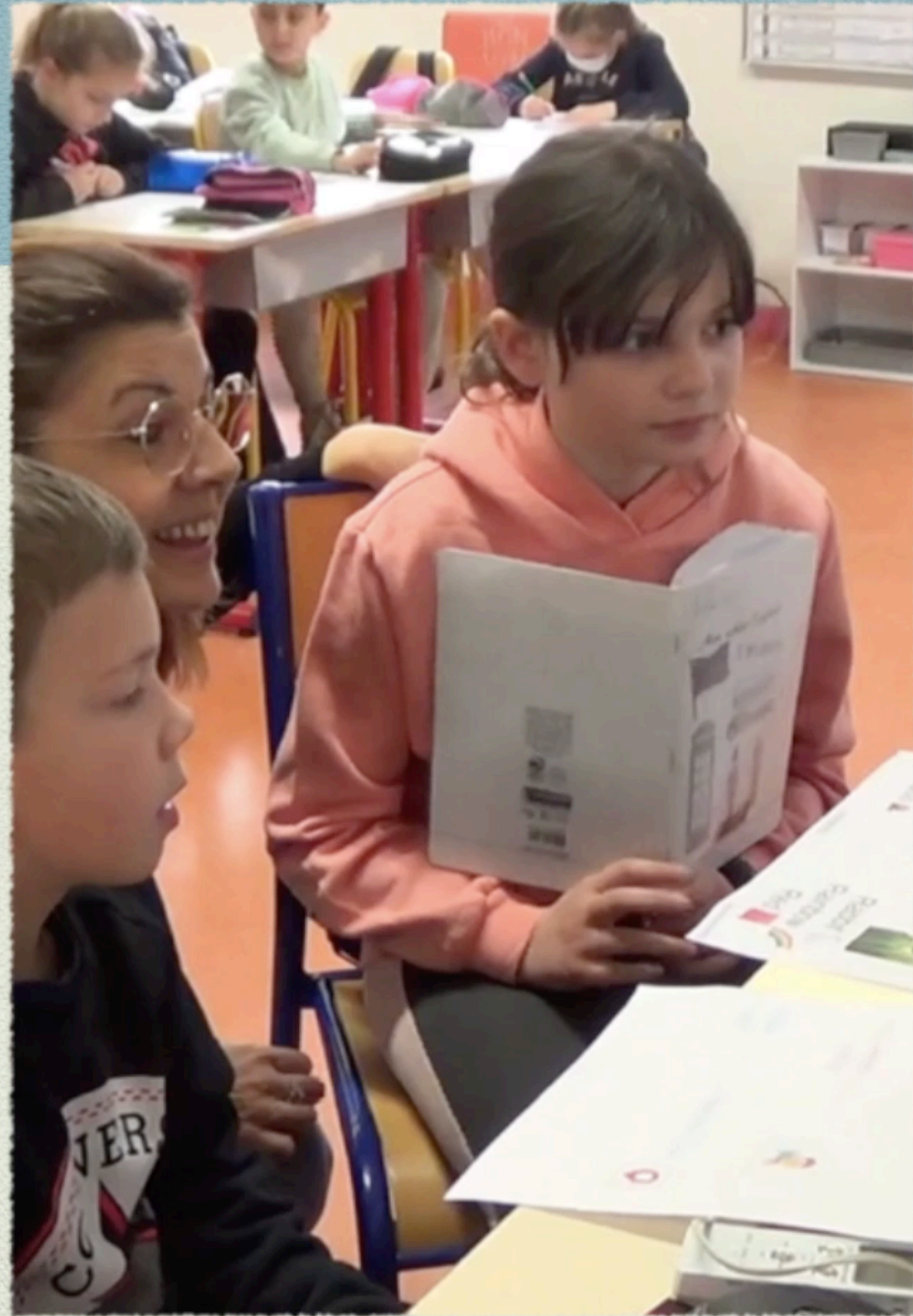
2. focus on form during meaning-based interaction

SET-UP	<ul style="list-style-type: none">♦ small group videoconferencing♦ 2 pupils (Elisabeth) and teacher (Anne)
TASK	<ul style="list-style-type: none">♦ reading and listening to sentences to choose best one to illustrate a letter (Q)
MATERIALS	<ul style="list-style-type: none">♦ word list with illustrations for a subset of letters♦ list of verbs with illustrations and sentence frames
OTHER PUPILS	<ul style="list-style-type: none">♦ independent work on other EFL activity♦ option to follow interactions via videoprojection



Micro-task 1	01:26 - 01:57		Learner propose sentences + T Anne moves to micro-task 2
Clarification request	01:57 - 02:18		T Carla elicits repetition from L Elisabeth
Comment on micro-task 1	02:18 - 02:31		Teachers comment on similarity
Micro-task 2	02:18 - 02:29		T Anne summarises for learners
Focus on form (grammar scaffolding)	02:31 - 02:50		T Anne explains grammar in French
Macro-task response	02:56 - 03:07		L Elisabeth chooses targetlike version

Focus on form
"quetzal quiet"





ta phrase c'est presque la même mais en

(21) 02:36



anglais + tu sais je

(22) 02:39



l'ai dit hier + en anglais ++
on met

(23) 02:40



l'adjectif

(24) 02:41



avant le nom + okay/}} + so
 {{ca sera *quiet pretzal
 okay/ mais

(25) 02:41



vos deux phrases veulent
 dire à peu près la même
 chose + okay/ }}

(26) 02:46

TBLT

multimodality

- ◆ teacher scaffolding on both sides of VC interaction
- ◆ task-focused teacher interventions, learner engagement
- ◆ focus on form in meaningful context (*which one do we prefer then?*)

- L1, gestures and gaze indicate side-sequence for FR learners only
- metaphoric hand movements for abstract grammar explanation

Teacher
Anne

They still need a lot of support. But still, they're beginning to communicate a little bit. I'm quite proud of that, those authentic situations.

Researcher

Was it the same sentence as the Spanish pupil?

Do you remember what happened?

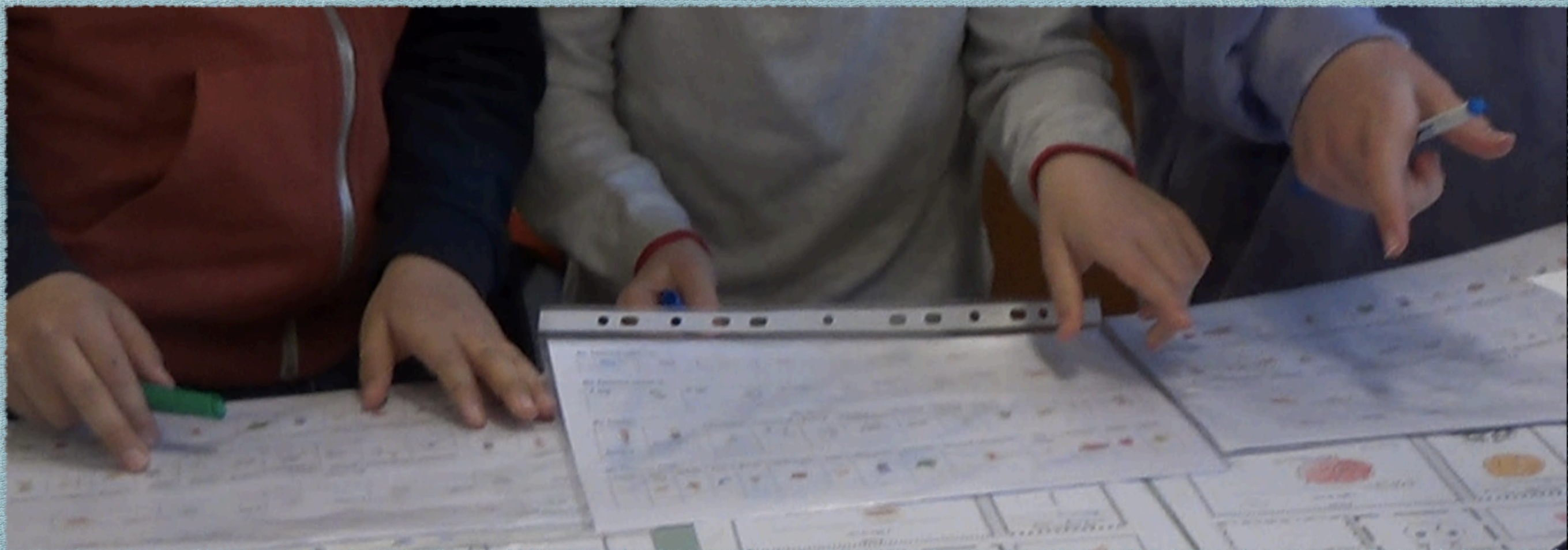
And what was the adjective in that sentence?

Elisabeth

Yes except 'quiet' was ...

Yes I had just changed, she explained I had to change it because the adjective, it was always in front of the noun

It was 'quiet'



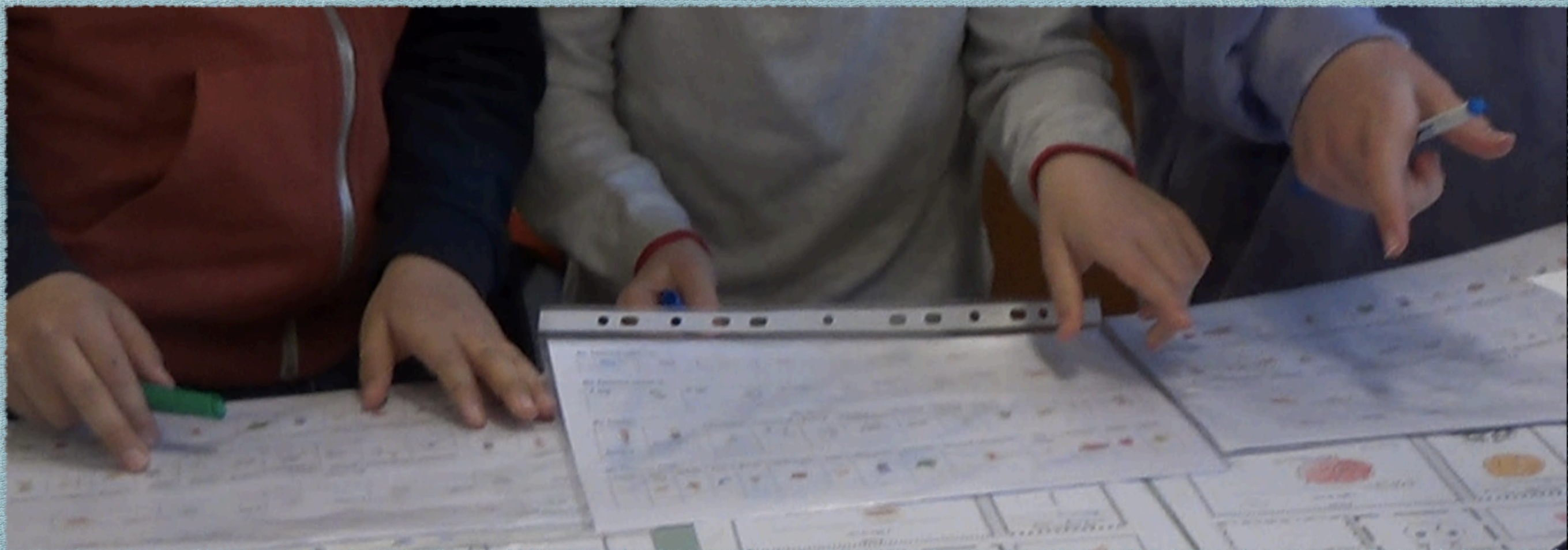
discussion

COMMON FEATURES

- ◆ small groups at screen
- ◆ focus on outcomes and motivation (participation)
- ◆ perception of interactional success
- ◆ evidence of spontaneous production and learning

DIFFERENCES

- ◆ task type: obligatory versus optional interaction (Pica 1994)
- ◆ teacher absence / presence
- ◆ within-group and local-remote communication



conclusion

- ◆ advantages of videoconferencing:
motivation, participation, authentic communication
- ◆ challenges of videoconferencing:
 - ◆ technological: sound, image
 - ◆ conceptual: effective activities within overall task framework
- ◆ utility of task-based and multimodal analyses using primary and secondary data

- ♦ Cutrim Schmid, E., & Whyte, S. (2015). Teaching young learners with technology. In Bland, J. (Ed.). *Teaching English to young learners: critical issues in language teaching with 3-12 year olds*. London: Bloomsbury.
- ♦ Dooly, M. A., & O'Dowd, R. (Eds.) (2018). *In this together: Teachers' experiences with transnational, telecollaborative language learning projects*. Bruxelles: Peter Lang.
- ♦ Dooly, M.A., & Sadler, R. (2016). Becoming little scientists: Technologically-enhanced project-based language learning. *Language Learning & Technology*, 20(1), 54-78.
- ♦ Milton, J., & Garbi, A. (2000). VIRLAN: Collaborative foreign language learning on the Internet for primary age children: Problems and a solution. *Educational Technology & Society*, 3(3), 286–292.
- ♦ Pica, T. (1994), « Research on negotiation: What does it reveal about second-language learning conditions, processes, and outcomes? », *Language learning*, 44(3), pp. 493-527.

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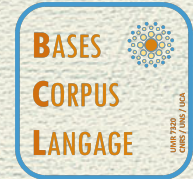
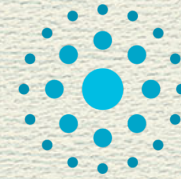
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**MINISTÈRE
DE L'ÉDUCATION
NATIONALE,
DE LA JEUNESSE
ET DES SPORTS**

*Liberté
Égalité
Fraternité*

Direction du numérique pour l'éducation
Groupes thématiques numériques

#GTnum

<https://edunumrech.hypotheses.org/>

The digital thematic groups (GTnum), led by university research laboratories and other public operators, are coordinated by the office of support for digital innovation and applied research of the Direction of Digital Education (subdirection of digital transformation—TN2 office) of the Ministry of National Education, Youth and Sports (grant number 2103081117). The GTnum's objective is to make available to educational teams, in an accessible and open way, state-of-the-art research on some major themes related to digital education.

EuroCALL 2022

19 August 2022