

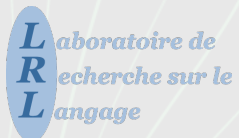
RACINES

Réflexivité et Autonomisation par la Coopération et
l'Innovation pédagogique dans l'Enseignement Supérieur



Empowering use of digital tools by EFL trainee-teachers through reflective practice

Jules Faure
Ciara R. Wigham
Anne-Laure Foucher
Christine Blanchard



I-SITE
CLERMONT
Clermont Auvergne Project



UNIVERSITÉ
Clermont Auvergne



EuroCALL Conference 2024
26-29 Aug – Trnava, Slovakia

RACINES Research project

- Interlaboratory research project:
Learn'In Auvergne I-Site CAP20-25 funding




- Main research axes:
 - Studying the integration of reflective practice in the training of L2 teachers at Université Clermont Auvergne (UCA)
 - Exploring the potential uses of digital tools in the training of L2 teachers to enhance both digital teaching practices and reflective practice

Ethical protocol granted by UCA CER-IRB
N°IRB00011540-2023-48
& Utrecht University Ethics Review Board
FRTC-GE:23-090-02

Understand reflective practice dynamics in foreign language teaching training

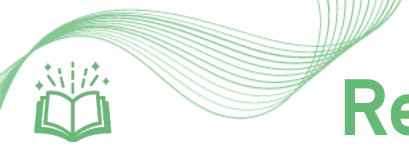
Research questions

- What are trainee-teachers' perceptions of the reflective tasks implemented in their virtual exchange training?
- In relation to their future teaching practices, did the tasks help them have in-depth reflections on any specific skills?



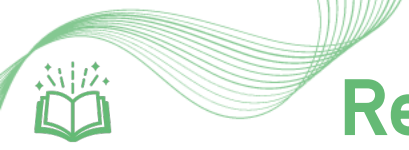
Foreign language teaching training: reflective practice & telecollaboration

Theoretical framework



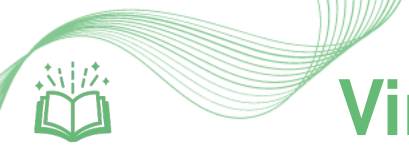
Reflective practice: essential dimensions

- An **iterative** practice: the reflective practitioner (Schön, 1983)
 - 3 types of reflection
 - -in-action
 - **-on-action**
 - **-for-action**
- An articulation between « **reflective process** » levels (Bocquillon & Derobertmasure, 2018 ; Derobertmasure, 2012)
 - Describe and narrate / Question practices
 - Stand back from practices
 - **Bring forth alternatives to practices** / Theorise and/or conceptualise practices
 - Non-hierarchical levels: **interaction between retrospective and projective processes** (Bocquillon & Derobertmasure, 2018 ; Cicurel, 2024 ; Derobertmasure, 2012)



Reflective practice: essential dimensions

- An **experience-based** practice (Farrell, 2013)
 - In teacher training: should be **articulated with authentic experiences** so concrete « **reflection objects** » could be put under reflection (Schneuwly, 2015)
 - When the « reflection objects » are skills, reflexivity seen as a « **metaskill** » (Chaubet & al., 2013)
 - Foreign language learning experiences enhance (trainee-)teachers' reflections on their practices (Nguyen, 2016)
- **Effective combination** of these essential dimensions may lead to the evolution of the (trainee-)teachers' « *répertoire didactique* » (Cicurel, 2016, 2024)
 - **Reflective guidance in question in higher education** (Deprit & al., 2022 ; Gouttenoire & al., 2020)



Virtual exchange in foreign language teaching and learning

- Telecollaboration / Virtual exchange in teacher training:
 - Online tutorial teaching experiences (Mangenot, 2017)
 - **Collaborative virtual exchanges between trainee-teachers / language learners (O'Dowd, 2023)**
- Training aim the development of **techno-semio-pedagogical mediation skills**:
 - **Use & management of digital tools and environments (O'Dowd, 2015)**
 - **Learning sessions' & tasks' design (O'Dowd, 2015)**
 - For online teaching (synchronous, asynchronous, blended)
 - Example: « *régulations pédagogiques* » (Guichon & Drissi, 2008)
 - Example: use & management of multimodality (Cappellini, 2023 ; Wigham, 2017 ; Wigham & Satar, 2021)
 - **For virtual exchanges & telecollaborative projects between learners**
 - Example: organisational challenges (Nissen & Kurek, 2020 ; O'Dowd, 2015)
 - Example: partner-teachers collaboration challenges (O'Dowd, 2015)



Virtual exchange between EFL trainee- teachers in E-LIVE project

Research field & corpus

E-LIVE project overview



Funded by
the European Union

- EFL training through English lingua franca

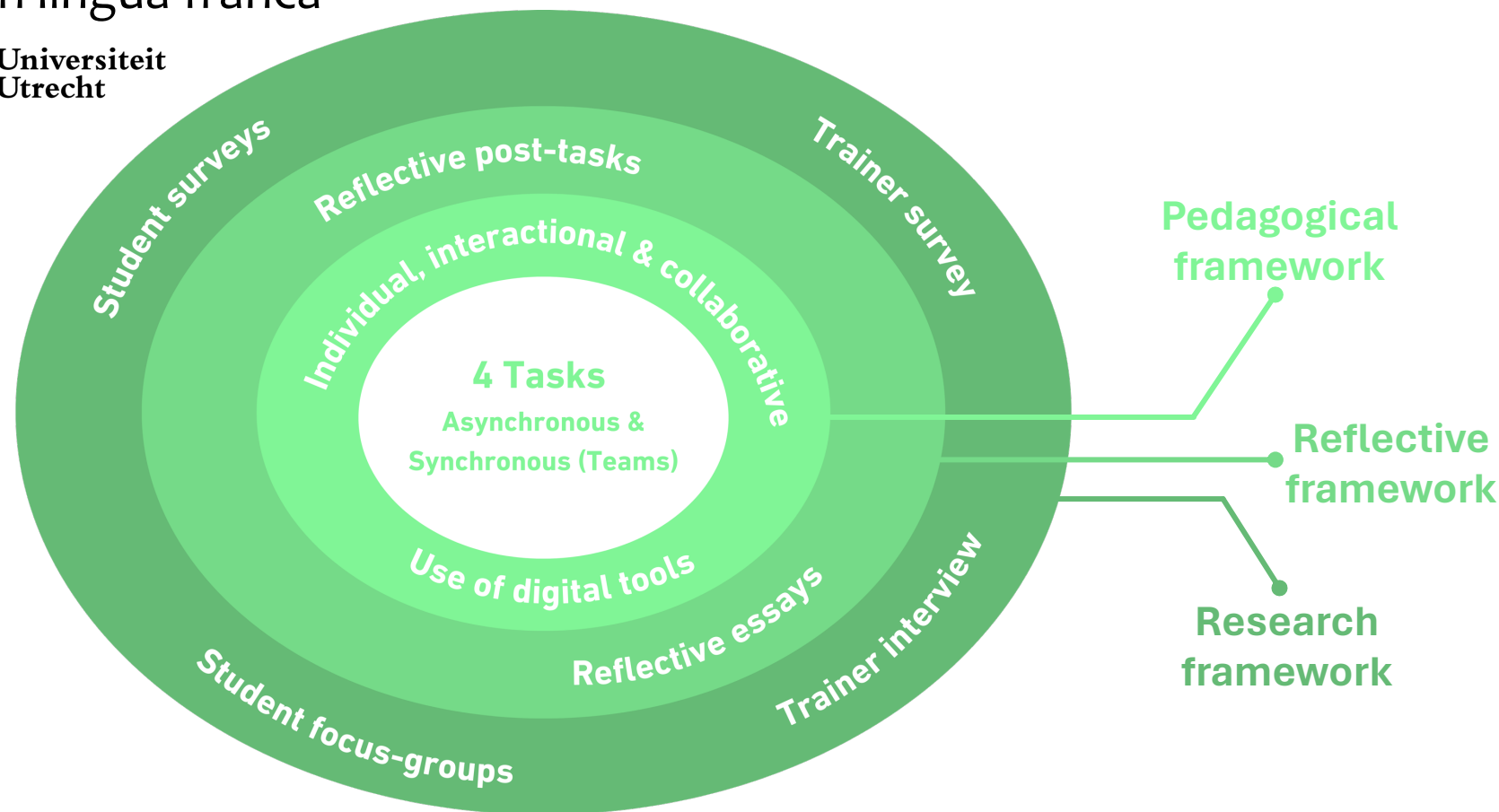


Universiteit
Utrecht

16 students

M1 MEEF Anglais

- T1: Language biographies
 - T2: Teaching experiences
 - T3: In-world machinima
 - T4: Task design
-
- Apprehend EFL teaching through VE with both learner-centered (T1, T3) and teacher-centered (T2, T3, T4) perspectives



Flip™



FRAME



E-LIVE23 Sub-corpus

Pre-VE survey	Identify trainee-teachers' representations about collaborative work & reflective practice	11	
Reflective post-task (RPT)	RPT Instructions	1	45
	RPT 1	14	
	RPT 2	12	
	RPT 3	9	
	RPT 4	10	
Reflective essay (RE)	RE Instructions	1	
	Part of the final exam	13	
Post-VE survey	Identify trainee-teachers' perceptions about collaborative work, reflective post-tasks & skill development	16	Answers to 5 of the 25 questions
Focus-group interview	FGI 1: 6 students	28 min 20 s	1 h 42 min 15 s
	FGI 2: 4 students	37 min 27 s	
	FGI 3: 4 students	36 min 28 s	



Apprehend reflective practice: incomes & outcomes

Methodology



Post-VE survey & focus-group interviews elaboration

- 25 questions organised in 4 sections:
 - Profile
 - VE sessions
 - **Reflective tasks**
 - **Skills improvement**
 - Displayed with Microsoft Forms (mix of open, closed & Likert scale questions)
- Semi-directive interviews around 3 main topics about the VE:
 - Collaborative work
 - **Reflective post-tasks**
 - **Skills development**
 - First transcription with Whisper AI
 - Second manual transcription (to pseudonymise, mark pauses, verbal emphases, etc. (Dominguez, 2024 ; Groupe ICOR, 2013))

Reflective discourse analysis

- Textual data **qualitative encoding with NVivo®**
 - Iterative and reflective & thematic and sociosemantic encoding (Derobertmeasure & Dehon, 2009 ; Mukamurera & al., 2006)
 - Maximal coding unity: sentence
 - Encoding grids elaboration for
 - **reflective processes**
 - **reflection objects**, in terms of skills
- Reflective processes encoding grid: adapted from Derobertmeasure, 2012

Level 1: 4 processes	Level 2: 3 processes	Level 3: 3 processes
Describe / Narrate	Legitimate	Consider one or more alternatives
Question	Intentionalise	Explore an alternative
Point difficulties or problems	Evaluate	Theorise / Conceptualise
Realise		

- + « Transversal » code & « Other » code

Reflective discourse analysis

- Reflective objects encoding grid: mixed approach

6 macro-skills for L2 trainee-teachers

Techno-semio-pedagogical mediation skills (TSPM)

(Cappellini & Combe, 2017; Dejean-Thircuir & al., 2010; Guichon & Drissi, 2008)

Lead pedagogical interaction
4 pedagogical regulations provided:

- Task instructions
- Linguistico-cultural explanation
- Positive feedback
- Corrective feedback

Establish pedagogical agreement

Manage session times
Make use of a digital environment
Design online learning sessions & tasks
Organise virtual exchanges
Make use of digital tools
Create educational materials

Intercultural & Communicative skills

(Byram, 2020; Cicurel, 2011)

Planning skills

(Cicurel, 2011; Dejean-Thircuir & al., 2010)

Evaluative skills

(Conseil de l'Europe, 2021; Springer 2013)

(Co)Training at university skills

(Poumay & Georges, 2022)

Reflective metaskill

(Chaubet & al., 2013)

12 skills linked to CALL:

Deductive (Guichon & Drissi, 2008 ; Nissen & Kurek, 2020 ; O'Dowd, 2015)

& Inductive grid: some aspects emerged from reflective discourses analysis



Reflective practice for virtual exchanges: incomes, outcomes

Results & perspectives

Reflective post-task incomes



Phase 4 (Post-task): Reflection

After each task you will reflect on the telecollaboration experience. You will also provide a score according to your satisfaction level. Use the blog in Moodle to write your weekly reflection.

	Reflection: look back	Look forward	Level of satisfaction (1-10)
About task	Was the task appropriate for this first encounter? Did you meet the task goals? Were there any challenges related to the task content and procedure?	-What would I do different the next time? (individually and as a team) -What would I keep for the next time? (individually and as a team)	
About the intercultural experience	What were the rich points of this first TC session? Were there communication breakdowns due to intercultural mismatches? What did you do to overcome possible communication breakdowns? Reflect on your own pragmatic competence development after each task: Can you recall a specific situation where you feel your pragmatic competence improved? In your opinion, what role does your own culture play in the team? How can you make productive use of this role? Have you noticed any cultural differences that affected your pragmatic competence?	-What would I do different the next time? (individually and as a team) -What would I keep for the next time? (individually and as a team)	

About collaboration

Were you able to collaborate appropriately? Had everybody a place in the interaction? How does your position influence your position in the team? How can you use your position to work on the research task with your team?

-What would I do different the next time? (individually and as a team)
-What would I keep for the next time? (individually and as a team)

About communication

How did communication evolve? Could you make yourself understood? Could you understand the others? Were all of you communicating on an equal foot? Were there challenges? What was most difficult about communicating with people who did not share the same L1? Could you identify any common patterns in your use of co-verbal communication (e.g., body language, facial expressions, tone of the voice) that may have affected the overall communication positively or negatively? Did you notice any differences in your online communication compared to face-to-face interactions in terms of pragmatic competence? What adaptations have you made for online communication?

-What would I do different the next time? (individually and as a team)
-What would I keep for the next time? (individually and as a team)

About the digital tools

What tools did you use? Did you feel comfortable using those tools? How did the environment work? How did the digital environment help to collaborate with your online peers? What could be improved? What challenges did you face? What did you do (are you planning to do) to overcome those challenges?

-What would I do different the next time? (individually and as a team)
-What would I keep for the next time? (individually and as a team)

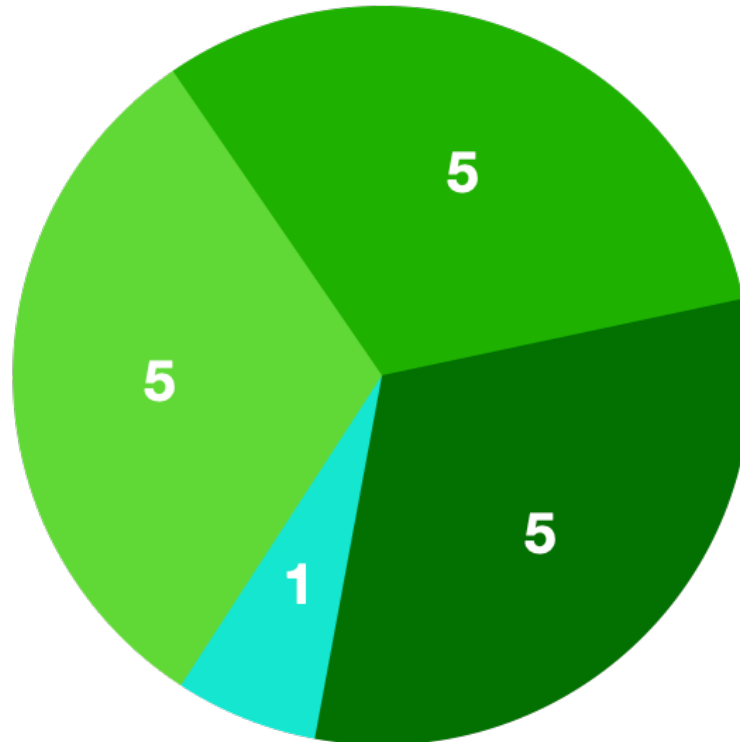


Trainee-teachers' perceptions of reflective tasks' guidance

- Overview from post-VE survey:

➤ « You felt being well guided in the post-task reflection (instructions, writing guidance). »

● Strongly agree ● Agree ● Neither agree nor disagree ● Disagree





Trainee-teachers' perceptions of reflective tasks' guidance

- Tendency 1: **Adequation between reflection guidance & main tasks**

- Elsa: « Sometimes there were questions that, **in relation to the task that we did that specific week, I didn't really find pertinent** – they related more to another task and I didn't exactly know how to reply because **I felt that for that specific task it wasn't applicable.** »
- Josh: « I agree with Elsa as **sometimes there questions weren't very pertinent for the task.** »
 - **Highlight issues of contextualisation and authenticity in the reflective task**

- Tendency 2: **Guidance accuracy**

- Oriah: « We understood well **but since some of the questions were so specific I didn't see how I could answer the question without repeating something.** It was very structured. »
- Josh: « I liked the fact that it was structured, because **sometimes if there aren't any precise instructions, I find myself a bit lost,** so I liked the fact that I could write things down when answering the questions. »
- Amelia: « Well, given that this was my first experience, **the instructions really helped me to think about what I was doing.** »
 - **Mixed feedback about the guidance accuracy, highlight intra-individual factors influence**



Trainee-teachers' perceptions of reflective tasks' guidance

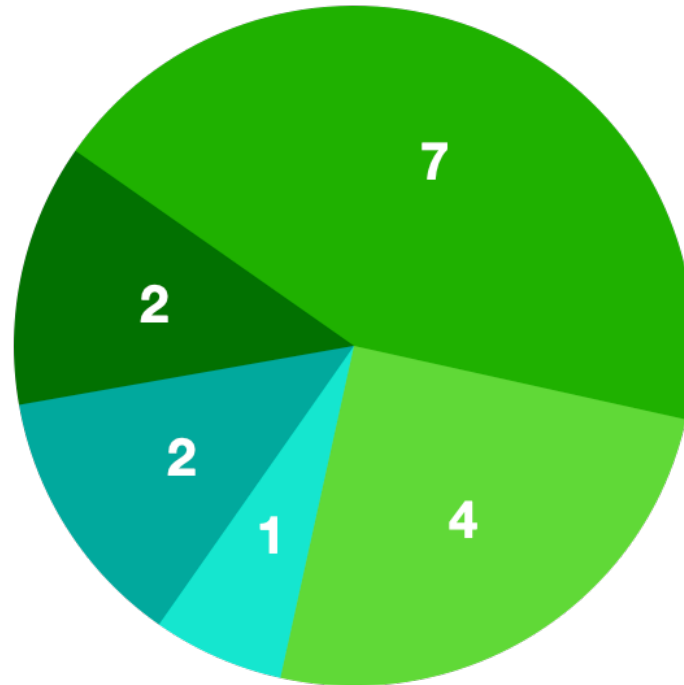
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Trainee-teachers' perceptions of reflective tasks' purpose

- Overview from post-VE survey:
 - « **Completing the reflective tasks after each telecollaboration session led me to develop my professional skills** »

● Strongly agree ● Agree ● Neither agree nor disagree ● Disagree ● Strongly disagree





Trainee-teachers' perceptions of reflective tasks' purpose

- « **Complete the sentence with your own words : Completing the reflective tasks led me to... »**
- 3 tendencies

Reflect	In general	« analyse more » ; « ask myself questions I would have never asked myself otherwise » ; « ask myself more questions and to a retrospective feedback. »
	On tasks	« think differently about most of the tasks. » ; « reflect on the tasks » ; « better understand the scope of the tasks, gain greater insight on the tasks' objectives »
	On oneself	« reflect on what I learnt from this experience » ; « question the way I was thinking about my work. » ; « think about what I did. » ; « describe my experience and how I feel about the telecollaboration » ; « take a look back on the work I did and think about it a few hours later so I could have another perception of it »
Perform academically		« be more efficient for the final exam »
Negative comments		« did not really help me » ; « I can't really answer because I found the post task very time-consuming. » ; « cry » ; « cry hard »



Trainee-teachers' perceptions of reflective tasks' purpose

- Verbatims from FGI 2:
 - Elsa: « When I did the assessment at the end, I went back over all the questions one by one **to see exactly what answer I had given and to see the evolution**. Did I think it worked? If it hadn't worked what could I have done? [...] to **question certain practices that we perhaps do more naturally by asking ourselves if there aren't other ways** of forming questions or ideas [...] I think that was the aim. Also to be able to **reflect on our way of doing things and see what we could improve afterwards**. »
 - Amelia: « I think that she really gave us the **two key words that I used during my assessment: evolution and questioning our practices**. »
 - Oriah: « It's something that I think is **essential to react to behaviour that we may have had** by trying to teach ourselves to see the reactions that this behaviour caused, **whether they were good or bad, and if they were good, well, that's good already, and if they were bad, to try to improve them**. »



Trainee-teachers' reflections on their skills' development

- Overview from post-VE survey:
 - « Which teaching skills do you feel you improved thanks to the telecollaboration project? »

<p>Intercultural & Communicative: 2 occurrences</p>	<p>(Co)Training at university: 7 occurrences</p>	<p>Techno-semio-pedagogical mediation: 2 occurrences</p>
<p>« communication, pragmatic skills » ; « Communication »</p>	<p>« collaboration » ; « Collaboration » ; « collaboration » ; « collaboration » ; « Collaboration » ; « collaboration » ; « Groupwork »</p>	<p>« learning how to use Elearning tools and include them in my future career as an educator » ; « the use of digital tools »</p>
<p>Planning: 3 occurrences</p>	<p>Reflective metaskill: 2 occurrences</p>	<p>Evaluative: 0 occurrence</p>
<p>« Planning / organization » ; « preparing a task » ; « creating a sequence »</p>	<p>« reflective skills » ; « reflective skills »</p>	<p>-</p>



Trainee-teachers' reflections on their skills' development

- « On top of teaching skills, which other skills do you feel you improved thanks to the telecollaboration project? »

Intercultural & Communicative: 5 occurrences	(Co)Training at university: 2 occurrences	Techno-semio-pedagogical mediation: 9 occurrences
« communication » ; « Communication in general » ; « communication » ; « My speaking skills in English » ; « communication »	« collaboration skills » ; « Teamwork » ;	« Knowledge of pedagogical tools » ; « using tools like framevr » ; « the use of etool » ; « technological skills » ; « technological skills » ; « use of tools » ; « the use of digital tools » ; « digital tools » ; « The use of digital tools »
Planning: 0 occurrences	Reflective metaskill: 1 occurrence	Evaluative: 0 occurrence
-	« Reflection »	-

- Overall results from both questions:

Intercultural & Communicative: 7	(Co)Training at university: 9	Techno-semio-pedagogical mediation: 11
Planning: 3	Reflective metaskill: 3	Evaluative: 0



Trainee-teachers' reflections on their skills' development

- Thanks to reflective post-tasks, the 3 main tendencies from post-VE survey appeared during the focus-group interview:
 - Amelia: « Me too, **it's all about pragmatic skills, communicating with people**, adapting and being understood. »
 - **About communication & communicative and intercultural skills**
 - Josh: « **I realised that I was perhaps less involved** than my partner and so that made me work a bit more on the tasks. »
 - Oriah: « For me, **it was more about communicating with my future colleagues**, in fact that's mainly where I saw the changes. »
 - **About collaboration & (co)training at university skills**
 - Amelia: « For me personally, **it was a bit of a refresher course on technological skills [...]**. It was really a reminder that **these days, if you want to teach, you have to adapt, you have to see what technology is all about.** »
 - Elsa: « I think there are points where we are going **to think perhaps more about the digital domain** for the moment and **then it's going to widen to all our practices.** »
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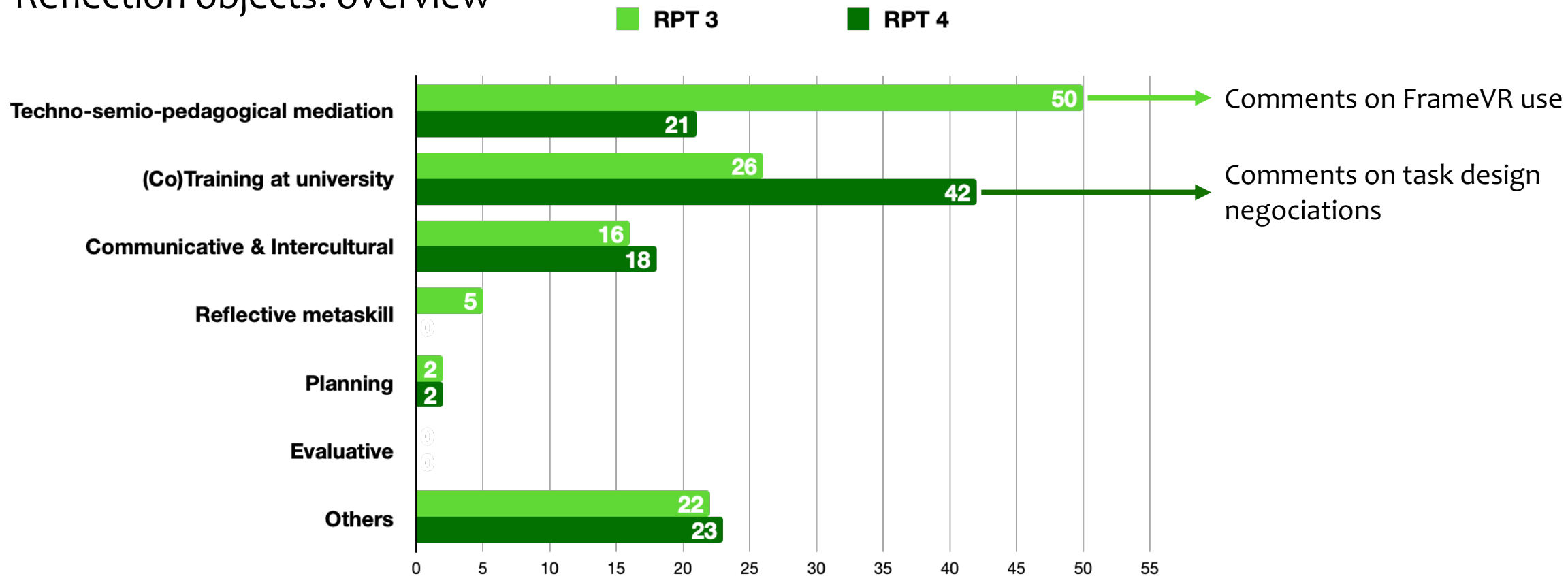


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Reflective post-tasks outcomes in reflective discourse

- Reflection objects: overview



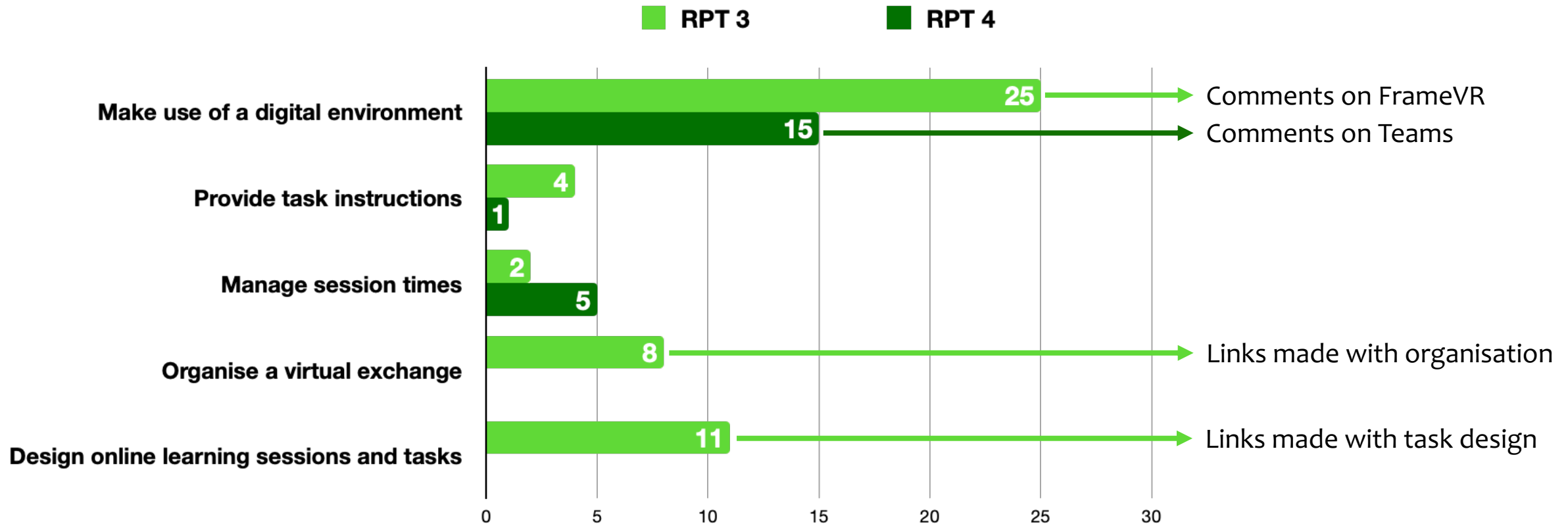
Number of references encoded in Nvivo®

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& RPT4_Amelia / RPT4_Elsa / RPT4_Josh



Reflective post-tasks outcomes in reflective discourses

- Reflection objects: focus on techno-semio-pedagogical mediation (TSPM)



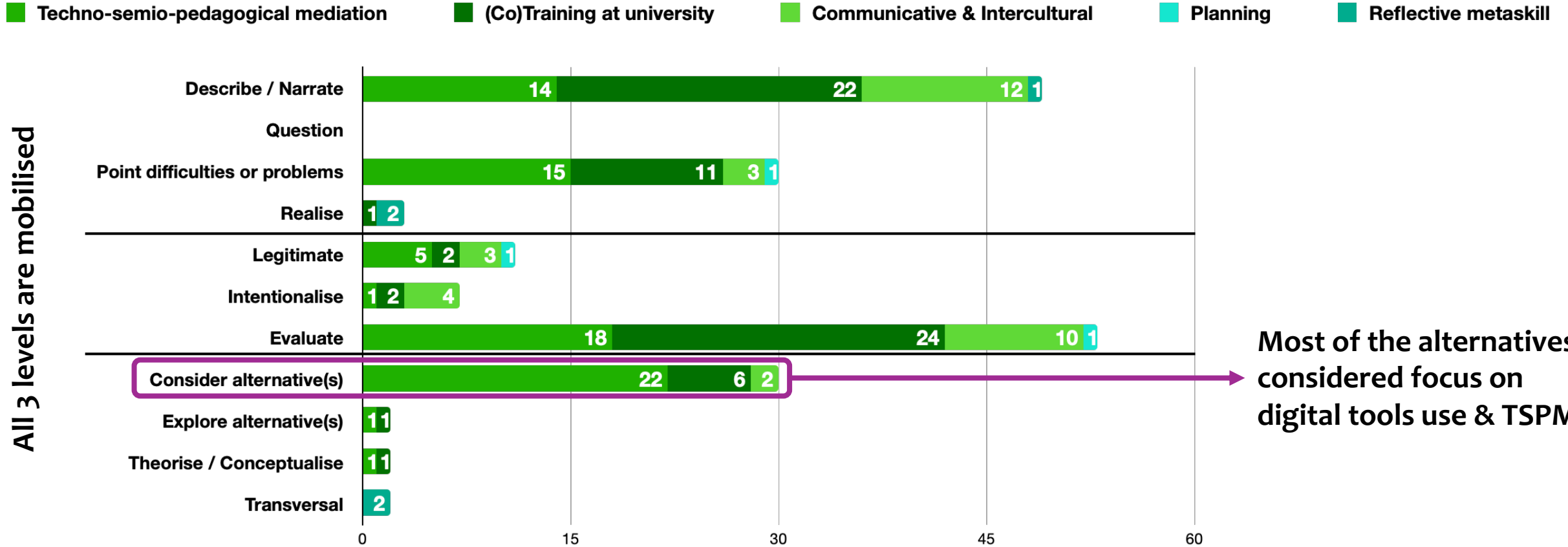
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Reflective post-tasks outcomes in reflective discourses

- Reflection processes: overview by macro-skill



All 3 levels are mobilised

Most of the alternatives considered focus on digital tools use & TSPM

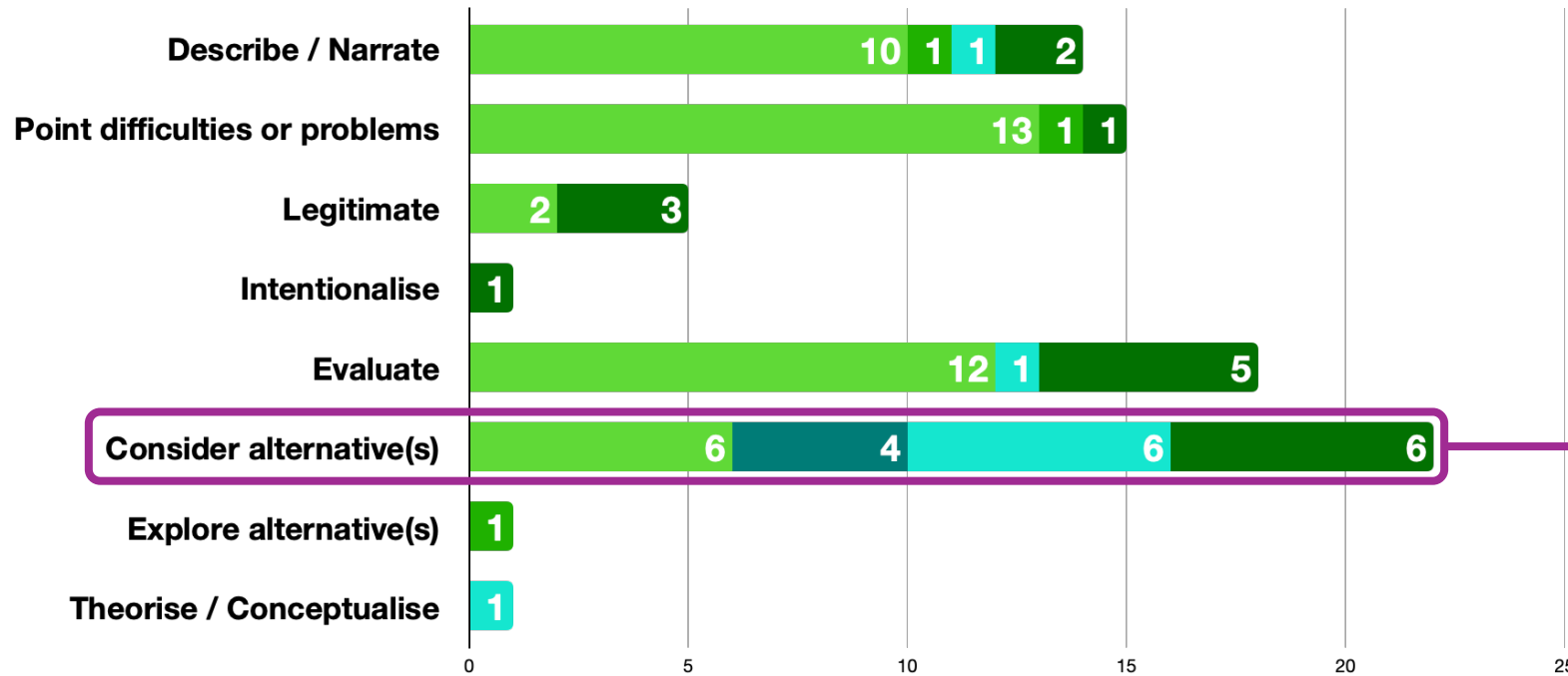
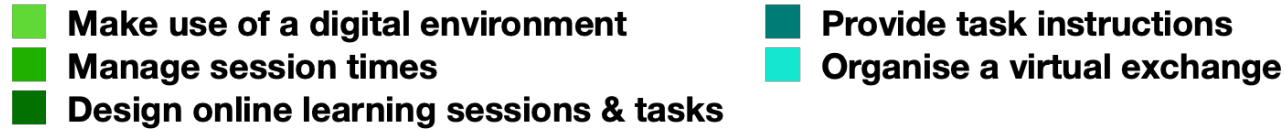
NVivo® Matrix intersection

in RPT3_Amelia / RPT3_Elsa / RPT3_Josh
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Reflective post-tasks outcomes in reflective discourses

- Reflection processes: focus on techno-semio-pedagogical mediation



Alternatives considered going beyond the simple use of digital tools: trainee-teachers make connections with future teaching practices & TSPM skills

NVivo® Matrix intersection
in RPT3_Amelia / RPT3_Elsa / RPT3_Josh
& RPT4_Amelia / RPT4_Elsa / RPT4_Josh



Perspectives: reflective guidance & modalities

- Trainee-teachers:
 - Seem to understand the purpose and role of reflective practice for their training
 - Through this VE, **focused their reflections mainly on the use of digital tools & collaborative work**
 - Sometimes only focused on their learner-centered experience perspective without linking to future professional teaching practices
 - However, still **considered alternatives from their experiences, mainly about the use of digital tools**
- Aiming for in-depth contextualised reflections:
 - **Adapt reflective guidance & questions according to each task**
 - **Encourage students to make more links between their experiences & future teaching practices**
- What about the collective / collaborative dimension of reflective practice?
 - Could interactions lead to more in-depth reflections about future teaching practices?

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RACINES

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Thanks! Ďakujem! Any question? Any comment?

Jules Faure jules.faure@uca.fr

Ciara R. Wigham ciara.wigham@uca.fr

Anne-Laure Foucher a-laure.foucher@uca.fr

Christine Blanchard christine.blanchard@uca.fr