

Project Description

University: University of Poitiers

Project (Challenge/Tool/Action): 2015-1-ES01-KA203-015743 (Challenge 2)

1. Introduction:

The aim of this challenge is to explore how the use of ICTs in Language Teaching can improve the collaboration and interaction in the teaching of a foreign language, both in the oral and in the written skills. These interactions can be multidirectional: learner to learner and learner to teacher. We could even add two other aspects, learners' self-observation and interaction with native speakers in an authentic language use.

In order to improve the collaboration and interaction, different tools can be used such as Wikis, collaborative software (Google docs, etc.), blogs, social networks (Facebook, Twitter, Pinterest, Flickr, YouTube, Tumblr, Instagram, Google+, etc.), video-games, etc. In the framework of this specific challenge, three different practices are currently explored: 1. the use of the mobile-phone in the classroom and in other action-oriented tasks, 2. the use of a university collaborative platform and 3. the use of a massive open online course.

During the first year of the experiment, we focused on the use of the mobile phone as a tool improving the collaboration and the interaction, and subsequently the use of the university collaborative platform. Learners realised different tasks in the class but also in an authentic language use context. In the framework of these tasks they interacted with other learners, with teachers but also with native speakers. These tasks showed that learners are more motivated in collaborating with teachers and other students but also in self-observing their own productions in order to improve their written and oral competences. Furthermore, the learners' implication outlined the importance of the development of socio-affective and meta-cognitive strategies.

2. State of the art:

In 50's a revolutionary turn was observed in teaching French as a Foreign Language: the audio-visual and the audio-visual global structural approaches. These approaches were based on the assumption that a foreign language is best acquired when is presented by chunks of language and by simultaneous auditive and visual stimuli. If the use of technologies is ancillary, it is worth noting that new technologies started to be used for the first time in order to develop the oral skills, especially the oral comprehension. In 80', the

development of the communicative approach gave again the opportunity to the teachers and to the learners to focus on the oral skills, expression and comprehension.

Over the last 30 years, different projects and studies focused on the new technologies and their impact on the learning and teaching process. For the needs of our challenge and especially for the needs of the first stage, which concerns the use of mobile-phones in the development of collaboration and interaction, we will focus on the studies concerning this aspect.

The actual project finds its main source of inspiration in a previous study : *Utilisabilité et Utilité d'un dispositif de production orale asynchrone en français langue étrangère* (Chanudet 2012). The aim of that first experiment was to test two factors: the *perceived usefulness* and the *perceived ease-of-use* according to the Technology Acceptance Model of Davis et al. (1989). The first factor is defined as “the degree to which a person believes that using a particular system would enhance his or her job performance” and the second factor is defined as “the degree to which a person believes that using a particular system would be free from effort”.

Chanudet (2012) proposed an experiment to a group of learners of French as a Foreign language leaving in different countries: Korea, Canada, France, etc. These learners used mobile-phones in an asynchronous communication in order to realize different action-oriented tasks. When someone posted a video or a photo on internet, the other members of the group could send a message, vocal or written, commenting the photo or the video. For instance, one of the topics concerned the hobbies. The task previewed three stages: 1. learners had to film themselves playing an instrument or doing sports trying to explain at the same time in French why they had chosen that instrument or that sport. 2. The other learners had to listen or to watch this video and then to post questions in order to learn more about this hobby. These questions could be written or oral. 3. The first learner had to answer to all the questions. The teacher watched all the films and posted recommendations as a feedback to the learners.

According to the research analysis, the author observed that 1. learners produced more and 2. they produced better. They produced more because of three factors: they started progressively to feel confident because they produced in autonomy; they felt producing in an authentic language context; and finally they produced in an unusual, non-academic, context using a familiar device. Concerning now the second aspect, the quality of their production, the author mentioned six different points : 1. The conscious learning : the device requires from the learner to be the director of his production, since he is the only one who decides how to film his environment in order to achieve the objective of communication. It is a technical investment that joins the personal investment, necessary for effective learning. 2. The non-verbal aspect of the communication: Using the video, the image also plays an important role, as it promotes an awareness of the importance of non-verbal communication in the transmission of messages. 3. Self-image: the videos are posted on a virtual site which imposes to respect a certain quality of the production. Wishing to convey a good image of them-selves, some learners try to provide an oral

production that they consider to be of a good quality. 4. Shared storage for videos: The possibility of multiple views give the opportunity to perceive errors and to check them. Viewing peer videos also contributes to discover the peer's language strategies. The device allows to "learn from the other" who, unbeknownst to him, assumes the role of tutor. 5. The role of the teacher: the native teacher remains a reference for the learners looking for advices in order to improve their oral production. 6. Autonomy: The last of the major factors allowing participants to justify their perception of the device as "useful" to improve their production is the dimension of "autonomy". Learners produce better if they choose the place and the time, as opposed to constrained production in a context of face-to-face learning.

In this framework, we should remind other studies focusing on the advantages of the use of the mobile-phone in the teaching and learning process. Burston (2013) underlines that "[o]ver the past 20 years, project implementation descriptions have accounted for the majority of Mobile-Assisted Language Learning (MALL) publications, some 345 in total. [...] Since nearly 60% of MALL implementation studies appear outside of professional journals, in conference proceedings, project reports, academic dissertations, and so forth, locating copies of these publications poses a major challenge in itself".

Reinders (2010 : 20) reminds that "[r]ecent interest in the potential for mobile phones and other portable devices to support learning and teaching has been driven by the fact that mobile phones are relatively cheap and increasingly powerful (Chinnery 2006; Kukulska-Hulme and Traxler 2005)". Hence, he underlines different studies such as Thornton and Houser (2003) who studied the attitude of young Japanese learners and the observed that they prefer to use mobile phones for many activities, such as emailing and reading books. Other studies showed the interest of the use of mobile-phone for learning vocabulary, for accessing or to find other teaching materials (Chen, Hsieh, and Kinshuk 2008).

Many other studies showed the interest of the use of the mobile-phone in a more difficult and complex context such as the educational system in some African countries (UNESCO, 2012 ; Mtega et al., 2012).

3. Target groups:

The intellectual output of the project concerns learners of a foreign language in an exolingual context (e.g. French as a foreign language in a non-French speaking country) or in an endolingual context (e.g. French as a foreign language in a French speaking country). These tools can also motivate learners and improve the interaction in a school context thanks to the development of socio-affective and meta-cognitive strategies.

Outputs

1. At the end of the experiment we schedule to publish a book including action-oriented tasks in an exolingual and in an endolingual context for learners French as a Foreign Language.
2. Our observations have and will help us to improve the education of the future teachers, especially concerning the use of ICTs in the classroom. es

4. Methodology:

During the implementation of the project, three stages have been decided :

1. use of mobile-phones in a classroom and in an authentic language use context. The aim of this stage is to experiment how mobile-phones can improve collaboration and interaction between learners, between learners and teachers, between learners and native speakers, and finally how they can improve self-observation.
2. use of the university collaborative platform in order to enhance collaboration and interactions, using software such as Padlet;
3. use of a MOOC in order to improve interaction between newly arrived learners and native speakers. This third stage is answering to a real demand of the university of Poitiers welcoming refugees as learners.

The first year of the project was focused on the use of mobile-phones in a classroom and in an authentic language use context. The platform had a secondary, ancillary, use.

For the realization of the first step, we focused on a group of the Centre FLE, with 15 learners, with different origins and belonging to different linguistic communities. All students used a smartphone and had access to the multimedia classroom of the Centre FLE, with 20 PC. Learners were enrolled in an intensive program of B1 level, following 18 hours per week over a 13-week semester. During this program, learners followed different language classes for the development of their oral and written competences. Teachers could suggest to learners action-oriented tasks that they should realise in an authentic language context, meeting native speakers in the university restaurant or the cinema in the centre-town.

According to Burston (2016 : 5) “[t]wo main challenges face the effective integration of MALL into the foreign language curriculum: technology access and pedagogical methodology”. The first stage of the experiment (the pilot experiment included) informed us about these two specific challenges but also about other parameters concerning teaching and learning foreign languages. If the use of new technologies does not seem to create any difficulties to learners, other questions have arisen concerning the following points: 1. How can we assess or measure the positive or negative impact of using mobile phones or other ICTs on language learning? How can we propose a large number of tasks avoiding routine? How can we measure the impact of ICTs on student motivation and engagement for learning? Which can be the part of ICTs in the classroom respecting the balance between these tools and the conventional, traditional approach?

Bearing in mind these questions, we decided to distribute a questionnaire to learners in order to enlighten the two challenges mentioned above: technology access and pedagogical methodology. This questionnaire asked for data such as 1. language qualifications, number of foreign languages studied, amount of time spent on the study of the target-language; 2. information on student access to and use of a range of common ICT (information and communications technology) applications; 3. Information about how they evaluate different aspects of their experience with the mobile-phones: collaboration with the others, interaction with learners and teachers and self-observation of their learning.

If the questionnaire gave the opportunity to the learners to talk about their experience, we are sceptical about the comprehension of the nuances of the language from learners and the exploitability and usability of their answers. Our hypothesis is that they are well disposed towards this new –for them– approach which brought them out from the classroom. Therefore they answered very positively about the impact of the use of ICTs without précising the real impact. They highlighted the fact that 1. they worked more in collaboration with the other learners, 2. they communicated more with the teacher, 3. they liked to listen and to check their own voice. But nobody mentioned the fact that they communicated with native speakers. This last element made us to put two hypotheses out: 1. they do not realize the real impact on their learning process; 2. they do not realize that the communication with native speakers in an authentic language use context asks for other competences than the communication in classroom, such as the negotiation and the use of specific language chunks.

Hence, a new way of feedback has been decided: the face to face interview with learners in order to understand how they understand the use of mobile-phones for teaching and learning and the impact their use can have in language learning.

In parallel to the mobile-phones use, we proposed to the learners a virtual space, a university collaborative platform giving to them the opportunity to listen all the oral productions and then to write a text. According to their answers to the questionnaire, the use of the platform was interesting and gave them the opportunity to collaborate with the other learners and with the teacher. They did not have any difficulties to use the platform.

Following these initial findings, the second stage will be focused on the use of the university collaborative platform. Our assumption is that it will not be possible to measure the impact of this tool on the language acquisition. So our aim is to measure the impact on the motivation and the engagement of the learners in order to develop interaction and collaboration, in other words the impact on the socio-affective and meta-cognitive strategies. Indirectly, we consider that the development of these strategies can also have a positive impact on their learning process.

During this second stage, learners will use the university collaborative platform in order to realise different tasks by group and to exchange with other learners and teachers. The platform will be used for different objectives :

- They will upload their oral and written productions;
- They will listen and read the others' productions;
- They will reflect on their own productions;
- They will exchange with their teacher about their possible errors;
- They will improve their productions.

During this experiment but also at the end of this experiment, learners will participate in an interview in order to self-evaluate their progress in oral and

written language development. They will also be asked to comment the advantages and disadvantages of the use of this platform and how this use can be improved. Teachers will also participate to an interview in order to identify their impressions about the improvement of collaboration and interaction.

If these two stages allow to learners to be in contact with others learners and teachers, the third stage concerns mostly learning process in autonomy. The aim of the MOOC is to give useful information to learners newly arrived in the University of Poitiers. This MOOC will allow the development of the collaboration between learners and native speakers, studying in the University. Learners will have the opportunity to discover and to realize the first administrative steps in the university and in the everyday life and to be in contact with native speakers. According to our project, learners will have autonomous sessions of learning and sessions in collaboration with native speakers realising common intercultural tasks.

5. Development of the project:

During the first year of the experiment, we suggested different action-oriented tasks that we are describing here bellow.

The first action-oriented task concerned B1 learners. Teachers proposed the following topic: “You want to travel. Go to discuss with students of the university. Would they participate to your adventure?”. Divided into two-learner groups, learners met students, who were French native speakers, in the university restaurant and conducted an interview in French about their travel dreams. This task had different stages :

1. Learners elaborated a questionnaire in the classroom with all the questions they would like to ask to the native speakers. Each team met two French students and recorded the entire interview with their mobile phone. A selfie is also realized.
2. Learners uploaded their productions on the platform. The whole (interview and selfie) has been posted on a Padlet wall reserved for this activity, which allows to share and to check the videos of all the groups.



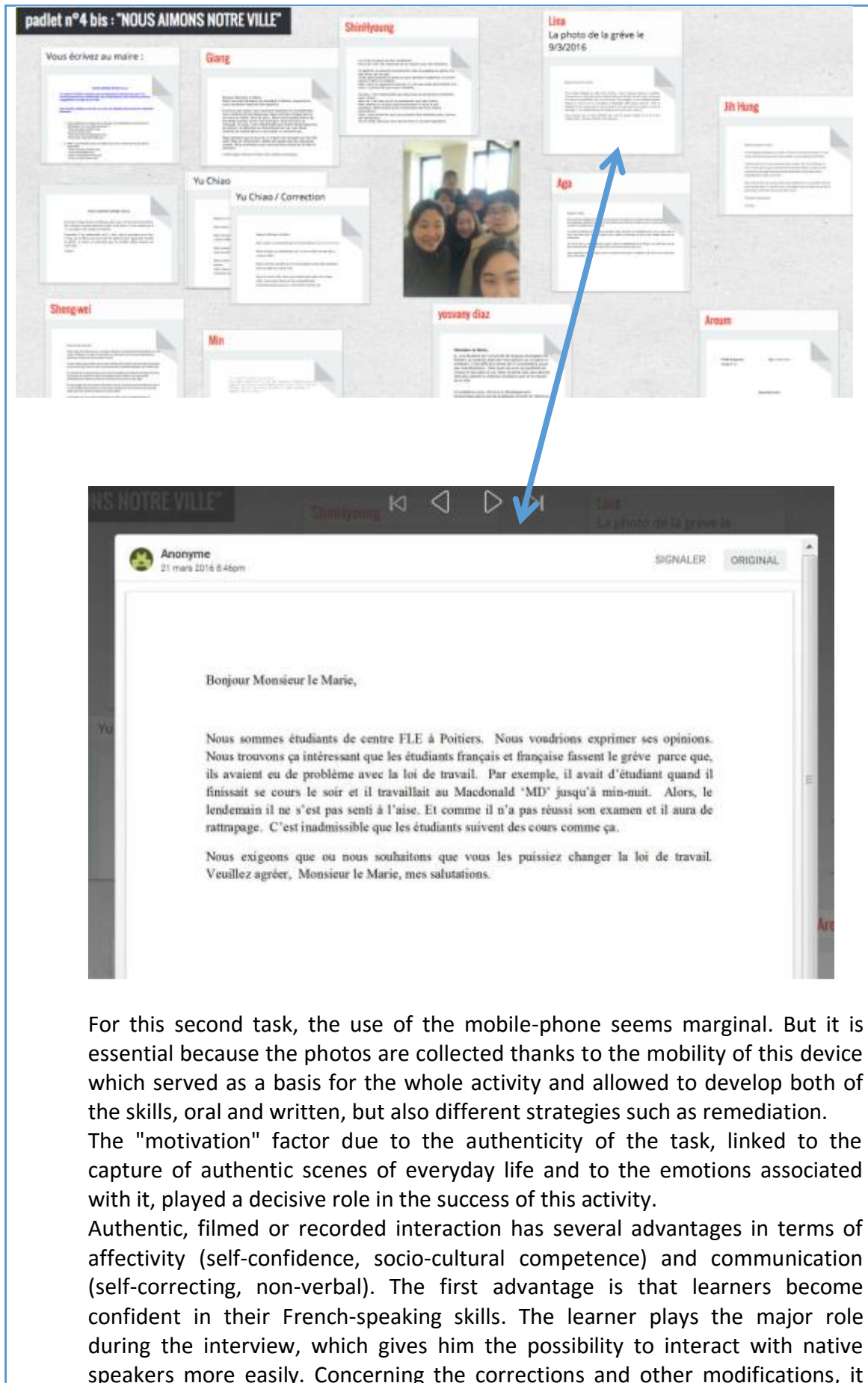
3. Learners listened and analysed others productions.
4. Teacher proposed them different comprehension tasks in the classroom based on the recordings of the learners. During these tasks, learners worked in particular on the specificities of spoken French (elisions, *liaisons*, partial suppression of negation, intonation, verbal tics, etc.).
5. At the end, teacher indicated necessary adjustments and modifications via the platform. Teacher used an unusual for the learners way: she registered or filmed her advices.
6. During the realization of the task learners could contact the teacher for information and other advices.

The second task had as a topic the expression of the emotions, both in the oral and in the written form. This activity included 3 parts. During the first part, learner had to take a photo in the town of Poitiers corresponding to an emotion, an impression, a particular feeling. Learners posted their photo(s) on a Padlet virtual wall created for this purpose and shared with the whole group. The second part consisted of using progressively these posts, having as a main objective the oral interaction. These photos have been viewed online on the screen of laptops or projected by video projector on a common screen.



Each learner expressed the feelings experienced by looking at the photos and justified the feeling expressed by an explanation.

The last part of the activity was a written production: learners had to write a "letter to the mayor of Poitiers" in order to highlight what they liked in the city, what they found regrettable or inadmissible and what they would like the Mayor to change. For this part, learners were divided in two-learner groups. They had to negotiate arguments to develop in the letter. Written productions have been shared on a Padlet wall and have been checked in a common session.



padlet n°4 bis : "NOUS AIMONS NOTRE VILLE"

Vous écrivez au maire :

Shirinyoung

Lisa
La photo de la grève le 9/3/2016

Jih Hwang

Yu Chiao
Yu Chiao / Correction

Aga

Shengwei

Min

yesvany diaz

Aroum

NS NOTRE VILLE

Shirinyoung

Lisa
La photo de la grève le

Anonyme
21 mars 2016 8:46pm

SIGNALER ORIGINAL

Bonjour Monsieur le Marie,

Nous sommes étudiants de centre FLE à Poitiers. Nous voudrions exprimer ses opinions. Nous trouvons ça intéressant que les étudiants français et française fassent le grève parce que, ils avaient eu de problème avec la loi de travail. Par exemple, il avait d'étudiant quand il finissait se cours le soir et il travaillait au Macdonald "MD" jusqu'à min-muit. Alors, le lendemain il ne s'est pas senti à l'aise. Et comme il n'a pas réussi son examen et il aura de rattrapage. C'est inadmissible que les étudiants suivent des cours comme ça.

Nous exigeons que ou nous souhaitons que vous les puissiez changer la loi de travail. Veuillez agréer, Monsieur le Marie, mes salutations.

For this second task, the use of the mobile-phone seems marginal. But it is essential because the photos are collected thanks to the mobility of this device which served as a basis for the whole activity and allowed to develop both of the skills, oral and written, but also different strategies such as remediation. The "motivation" factor due to the authenticity of the task, linked to the capture of authentic scenes of everyday life and to the emotions associated with it, played a decisive role in the success of this activity. Authentic, filmed or recorded interaction has several advantages in terms of affectivity (self-confidence, socio-cultural competence) and communication (self-correcting, non-verbal). The first advantage is that learners become confident in their French-speaking skills. The learner plays the major role during the interview, which gives him the possibility to interact with native speakers more easily. Concerning the corrections and other modifications, it

can be of three different kinds: 1. the learner can compare his production with that of the native speakers and self-correct, 2. the interviewee can also indirectly propose a modification or a grammatical or lexical readjustment (ah, I understand, you mean ...). Finally, 3. the teacher provides a professional correction, but in an unusual form, as it takes the form of a video on the platform. Another important advantage of the filmed interview is the awareness of the importance of non-verbal communication. Learners understand that they can use mimo-gestual strategies in order to be understood. Finally, being in a direct contact with native speakers, the learner finds himself in a situation which requires mobilizing real socio-cultural skills (e.g. you 'singular' or 'plural', the distance to be respected between the interlocutors, etc. ...).

6. Chronogram:

The final project is based on three tools: the mobile-phone use, the university collaborative platform and a MOOC. During the first stages of the project, the use of a mobile-phone has been experimented in order to enhance interaction between learners and between learners and teachers. The next stages are scheduled as follows :

January to April 2017 :

- **Second part of the experimentation: mobile-phone use and university collaborative platform use.**

January 2017:

- Research-analysis of mobile-phone use in the classroom and in an authentic language use context.
- Research-analysis of the new action-oriented tasks proposed to learners.
- Implementation of the university collaborative platform: define the tasks.

March 2017:

- First part: Interview with teachers of the Centre FLE in order to measure the impact of ICTs on student motivation and engagement for learning (interaction and oral and written skills).
- First part: Interview with students of the Centre FLE in order to measure the impact of ICTs on student motivation and engagement for learning (interaction and oral and written skills).

April 2017 :

- Second part: Interview with students of the Centre FLE in order to measure the impact of ICTs on student motivation and engagement for learning (interaction and oral and written skills).
- Second part: Interview with students of the Centre FLE in order to measure the impact of ICTs on student motivation and engagement for learning (interaction and oral and written skills).

June 2017 :

- Research-analysis of the impact of ICTs on student motivation and engagement for learning according to the different interviews.

September – December 2017

- **Implementation of the MOOC**

September 2017 :

- Test the MOOC with the newly arrived learners.

December 2017 :

- Research-analysis of the MOOC and the learners' experience.

January – June 2018

- Research-analysis of the final three tool project and the learners' experience. Interviews and questionnaires.
- Publication of a pedagogical tool with action-oriented tasks using the three tool project.

7. Dissemination:

Publications :

Christine Chanudet & Freiderikos Valetopoulos, 2016, « Téléphone portable et production asynchrone », in Logie N. N. et al., *Istanbul Journal of Innovation in Education*, Volume 2 Issue 3-1, pp. 85-96.

Hélène de Chaigneau, 2016, « Utiliser un MOOC pour l'enseignement du Français Langue Etrangère », in Logie N. N. et al., *Istanbul Journal of Innovation in Education*, Volume 2 Issue 3-1, pp. 63-74.

Conference :

Valetopoulos Freiderikos et Chanudet Christine, « Le téléphone portable comme un outil de médiation dans le développement des compétences langagières », 1er Congrès international de Méthodologie de l'apprentissage des langues « Innover : pourquoi et comment ? », 23 et 14 septembre 2016, organisé par le Département d'études françaises et européennes de l'Université de Chypre et par le Département de langue et de littérature françaises de l'Université Aristote de Thessalonique, Nicosie, Chypre.

Workshop (forthcoming) :

« How to improve the collaboration and interaction in the teaching of a foreign language? », University of Poitiers.

8. Bibliography:

Boulet, A., Savoie-Zajc, L., Chevrier, J. (1996). *Les stratégies d'apprentissage à l'Université*. SainteFoy, Québec : Presses de l'Université du Québec.

- Burston, J. (2013). Review of mobile learning: Languages, literacies, and cultures. *Language Learning & Technology*, 17(3), 157-225.
- Burston, J. (2016). The Future of Foreign Language Instructional Technology : BYOD MALL. *The EUROCALL Review*, 23(2). 3-9.
- Chanudet, C. (2012). *Utilisabilité et Utilité d'un dispositif de production orale asynchrone en français langue étrangère*. Mémoire de Master 2. Université de Poitiers.
- Chen, N. S., S. W. Hsieh & Kinshuk. (2008). Effects of short-term memory and content representation type on mobile language learning. *Language Learning and Technology* 12 (3): 93–113.
- Chinnery, G. (2006). Going to the MALL: Mobile assisted language learning. *Language Learning and Technology* 10 (1): 9–16.
- Chinnery, G. M. (2006). Emerging technologies going to the MALL: Mobile assisted language learning. *Language Learning & Technology*, 10(1), 9-16.
- Davis F. D., Bagotti R. P. & Warshaw P. R. (1989). User acceptance of computer technology : a comparison of two theoretical models. *Management Science*, 35(8), 982-1003.
- Huang, Y-M., Hwang W-Y. & Hwang K-E. (2008). Innovations in designing mobile learning applications. *Educational Technologies and societies*, 13(3), 1-2.
- Kiernan, P. & Aizawa, K. (2004). Cell Phones in Task Based Learning--Are Cell Phones Useful Language Learning Tools?. *ReCALL*, 16(1), 71-84.
- Kukulska-Hulme, A. & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, 20(3), 271-289.
- Kukulska-Hulme, A. & Traxler, J. eds. (2005). *Mobile learning: A handbook for educators and trainers*. London: Routledge.
- Mtega, W. et al. (2012), Using Mobile Phones for Teaching and Learning Purposes in Higher Learning Institutions: the Case of Sokoine University of Agriculture in Tanzania, *Proceedings and report of the 5th UbuntuNet Alliance annual conference*, 118-129.
- Muyinda, P.B., Mugisa, E. & Lynch, K. (2007). M-Learning: The educational use of mobile communication devices. Dans K. J. Migga et al. (eds.), *Strengthening the Role of ICT in Development*, 290-301, United Kingdom: Fountain Publishers.
- Reinders, H. (2010), Twenty Ideas for Using Mobile Phones..., *English Teaching Forum*, 3, 20-25 et 33.
- Resnick, L. & Beck, I. L. (1976). Designing Instruction in Reading: Interaction of Theory and Practice. Dans J.T. Guthrie (éd.), *Aspects of Reading Acquisition*. Baltimore : Johns Hopkins University Press.
- Stenberg, R. J. (1983). Criteria for intellectual skills training. *Educational Researchers*, 12, 6-12.
- Thornton, P. & Houser, C. (2003). Using mobile web and video phones in English language teaching: Projects with Japanese college students. In *Directions in CALL: Experience, experiments and evaluation*, ed. B. Morrison, C. Green, and G. Motteram, 207–24. Hong Kong: English Language Centre, Hong Kong Polytechnic University.
- UNESCO, (2012). *Mobile learning for teachers in Africa and the Middle East*:

Exploring the potentials of mobile technologies to support teachers and improve practices. Paris: United Nations Educational, Scientific and Cultural Organization.

Weinstein, C.E. & Mayer, R.E. (1986). The teaching of learning strategies. In M. Wittrock (éd.), *Handbook of research on teaching*. New York, NY: Macmillan.