

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. Subsequently the use of the university collaborative platform was introduced. 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 as well as with native speakers. These tasks showed that learners are more motivated in collaborating with teachers and other students when self-observing their own productions in order to improve their written and oral skills. Furthermore, the learners' implication outlined the importance of the development of socio-affective and meta-cognitive strategies.

2. State of the art:

In the 50's a revolutionary turn was observed when 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 it 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 the 80's, 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. In order to improve collaboration and interaction, different tools can be used such as Wikis or collaborative software (Zheng, Niiya and Warschauer, 2015), blogs (Blackstone, Spiri and Naganuma, 2007), social networks (Blattner and Lomicka, 2012), video-games (Gee, 2005; Reinders, 2012), etc. (for a general survey Thomas, 2009; Ryu and Parsons, 2009).

For the needs of our challenge and especially for the needs of the experiment, which concerns the use of mobile-phones in the development of collaboration and interaction, we will focus on the studies concerning this aspect. In our case, the use of mobile-phones is a medium and not the main objective.

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 living 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 was expected to be completed in three steps: 1. Learners had to film themselves playing an instrument or practicing 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 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 they were 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/her production, since he/she is the only one who decides how to film his/her

environment in order to achieve the objective of communication. It is thus 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 the respect of 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 good quality. 4. Shared storage for videos - the possibility of multiple views gives 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 a tutor. 5. The role of the teacher - the native teacher remains a reference for the learners who look for advice 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 remember other studies focusing on the advantages of the use of the mobile-phone in the teaching and learning process (for a general introduction Bahore 2015 or for a review of mobile language learning applications see Regina Heil, Wu and Lee, 2016 ; Gafni, Achituv & Rachmani, 2017).

Burston (2013) underlines that "...over 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 "...recent 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 that of Thornton and Houser (2003) who studied the attitude of young Japanese learners and 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-phones 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).

Beside this aspect, we should remember also some theoretical details concerning the development of oral and written interaction. Our basic idea is that "students achieve facility in *using* a language when their attention is

focused on conveying and receiving authentic messages [...]. This is *interaction*.” (Rivers 1987 : 4). Wells (1981 : 29) also highlights the fact that “[e]xchange is the basic unit of discourse ... Linguistic interaction is a collaborative activity”.

The Common European Framework of Reference for Languages (Council of Europe, 2004 :) describes interaction as follows: “In interaction at least two individuals participate in an oral and/or written exchange in which production and reception alternate and may in fact overlap in oral communication. Not only may two interlocutors be speaking and yet listening to each other simultaneously. Even where turn-taking is strictly respected, the listener is generally already forecasting the remainder of the speaker’s message and preparing a response. Learning to interact thus involves more than learning to receive and to produce utterances. High importance is generally attributed to interaction in language use and learning in view of its central role in communication”.

Why interaction is so important ? Rivers (1987 : 4) reminds that “[t]hrough interaction students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals”.

We can mention, in general, two different contexts of interaction : in and outside classroom. Classroom interaction has specific characteristics (Cicurel 2002a and b) :

« La structure de base de l’organisation discursive en classe en général [...] instaure un type de communication complètement différent de la conversation ordinaire, puisque la progression de l’interaction, le passage à l’unité suivante, dépend exclusivement de l’évaluation portée par l’enseignant sur la paire adjacente qui précède, alors que dans la conversation les tours de parole s’engrènent réciproquement les uns sur les autres. Une évaluation négative entraîne l’arrêt de la progression et la reprise de certains éléments de la paire adjacente sur laquelle porte l’évaluation. [...] C’est dans ces séquences enchâssées que se situe l’essentiel de la classe de LE, ce qui semble tout à fait naturel puisqu’on est dans une classe de langue et que l’attention s’y focalise normalement sur les problèmes formels. » Bange (1996 : §34).

Taking everything into consideration, students need opportunities to use the language in social interaction and the time in class should be given to learners to develop these skills (Tuan & Nhu, 2010).

Taking into account all these elements, we considered that learners participating in our experiment should also participate in an interaction outside classroom (Valetopoulos et Chanudet, forthcoming).

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 scheduled to publish a book including action-oriented tasks in an exolingual and in an endolingual context for learners of French as a Foreign Language. We actually propose training session to colleagues in an exolingual context in order to evaluate this approach and to collect different tasks.
2. Our observations have and will help us improve the training of the future teachers, especially concerning the use of ICTs in the classroom.

4. Methodology:

Three phases have been programmed for the implementation of the project :

1. use of mobile-phones in a classroom and in an authentic language use context. The aim of this phase 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 phase answering a real demand of the university of Poitiers which welcomes 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, of different origins and belonging to different linguistic communities. All students used a smartphone and had access to the multimedia classroom of the Centre FLE and its 20 PCs. Learners were enrolled in an intensive program of B1 level of 18 hours per week over a 13-week term. During this program, learners attended different language classes for the development of their oral and written skills. Teachers could suggest action-oriented tasks to learners that should be realise in an authentic language context such as meeting native speakers in the university restaurant or the cinema downtown.

According to Burston (2016 : 5) "...two main challenges face the effective integration of MALL into the foreign language curriculum: technology access and pedagogical methodology". The first phase 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: 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 commitment to 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 questions 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 of the classroom. Therefore, they answered very positively about the impact of the use of ICTs without precisising 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 led us to put forward two hypotheses: 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 requires other skills than the communication in the classroom, such as the negotiation and the use of specific language chunks.

Hence, we decided to introduce a new type of feedback: 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 process. The results of the analysis of a oral corpus are presented in Valetopoulos et Chanudet (forthcoming).

In parallel to the mobile-phones use, we proposed to the learners a virtual space, a university collaborative platform giving them the opportunity to listen to all the oral productions and then to write a text. Based on 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 using the platform.

ENT Université de Poitiers
Environnement numérique de travail

Accueil
Mon compte
Mon bureau
Mon dossier
Mes cours
Ma documentation
Vie pratique
Mes outils

Plateforme UPdago
Messagerie collaborative
Mentions légales (Perso)
Actualités

Vos cours en ligne

Accès à la plateforme

Sur cette plateforme, vous avez accès aux cours suivants :

- NIVEAU 6 - 2016/2017 - Semestre 2
- N3A sem 2 2016 2017 étudiants
- N3C_étudiants_sem2_2017
- N3B_2016_2017_semestre2_ETUDIANTS
- niveau 3/B1.1_semestre2_2016_2017_enseignants
- M1 FLE Pratiques de classe
- M1 FLE Utilisation d'Internet dans le cours de langue 2016/2017 semestre 2
- resultats fiche eval M1 2016/2017
- Stage de français novembre 2016
- N3B_cours_étudiants_sem1_2016_2017
- M1 FLE Utilisation des médias 2016/2017
- Niveau3_sem1_2016/2017_enseignants
- N3 ressources enseignants 2016/2017
- N3 Ressources professeurs 2016/2017
- Niveau 4 /B1.2_Semestre 1-2016-17_ETUDIANTS
- NIVEAU 4/B1.2_Semestre 2-2016-17_ENSEIGNANTS
- Niveau 4/B1.2_Semestre 1-2016-17_ENSEIGNANTS

Following these initial findings, the second phase focused on the use of the university collaborative platform. Our assumption is that it is 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 phase, learners are using the university collaborative platform in order to realise different group tasks and to exchange with other learners and teachers. The platform is used for different objectives :

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

During this experiment but also at the end of this experiment, learners participated in an interview in order to self-evaluate their progress in oral and written language development. They have also been asked to comment the advantages and disadvantages of the use of this platform and how this use can be improved. Here bellow some reactions (Valetopoulos et Chanudet, forthcoming) :

(1) [...] Alors les interviews, c'est bon parce qu'on peut les écouter encore après l'interview. Quand je fais les interviews, c'est difficile de comprendre tout, tout de suite, et toutes les phrases, mais après, on peut écouter ensemble et le professeur peut aider et expliquer pourquoi la prononciation va changer [par

rapport à ce qu'on écrit], pourquoi ils prononcent comme ça, plus court, ou plus rapide. Et c'est ça ! (Corpus Eval I)*

(2) C'est une très bonne idée d'utiliser le téléphone portable pour travailler parce qu'on peut enregistrer les interviews et on peut écouter ça et c'est très utile parce que en écoutant on peut trouver sa prononciation, parce qu'on ne peut pas réaliser ça quand on parle français...les erreurs de prononciation. (Corpus Eval H)*

(3) Est-ce qu'écouter les interviews des autres, dans la classe, ça vous intéresse ?

Oui parce que quand les autres ne comprennent pas (rire) moi non plus ! mais après, avec l'aide du professeur ou quelques étudiants qui comprennent mieux, on peut comprendre. (Corpus Eval I)*

(4) Est-ce que ça vous intéresse d'écouter les interviews des autres ?

Oui, c'est intéressant parce que je peux apprendre des phrases orales (Corpus Eval XJ)*

If these two phases allow learners to be in contact with other learners and teachers, the third phase concerns mostly the learning process in autonomy. The aim of the MOOC is to give useful information to learners newly arrived to the University of Poitiers. This MOOC will allow the development of the collaboration between learners and native speakers, studying at the University. Learners will have the opportunity to discover and to realize the first administrative steps in the university and in their 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. The MOOC will be launched in September 2018.

5. Development of the project:

During the first year of the experiment, we suggested different action-oriented tasks that we describe below.

The first action-oriented task concerned B1 learners. Teachers proposed the following topic: "You want to travel. Discuss with other students of the university. Would they participate in 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 steps :

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 was also realized.

2. Learners uploaded their productions on the platform. The totality (interview and selfie) was 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 other's productions.

4. Teachers proposed 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.).

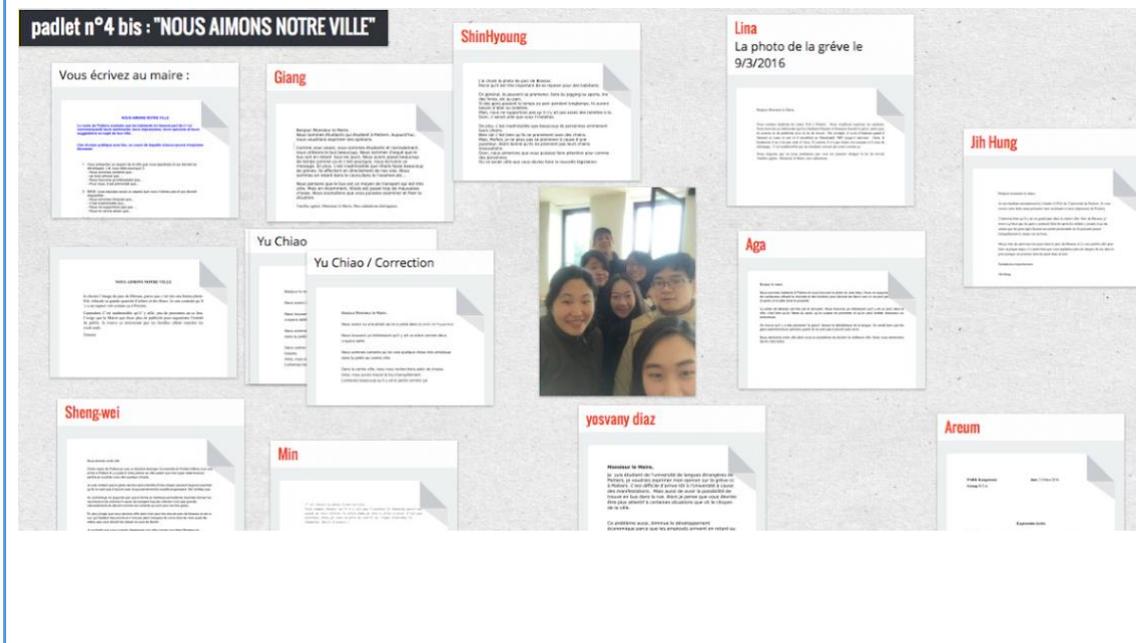
5. At the end, teacher indicated necessary adjustments and modifications via the platform. Teachers used an unusual method for the learners: they recorded or filmed their advices.

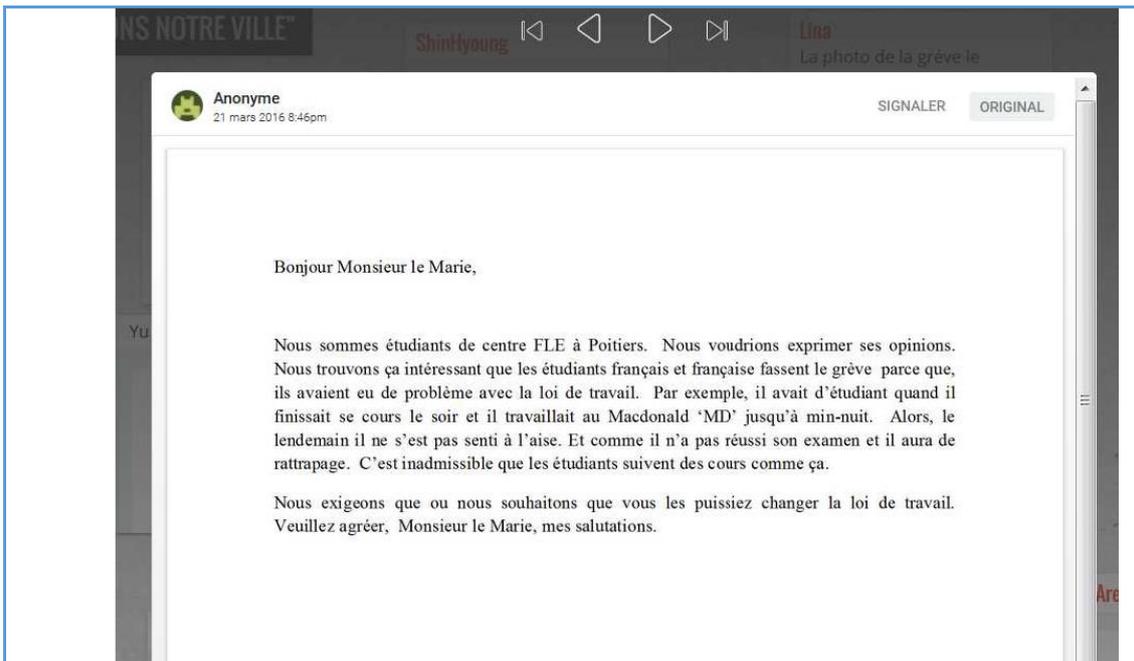
6. During the realization of the task learners could contact the teacher for information and other advices.

The second task concerned the expression of the emotions, both in the oral and in the written form. This activity included 3 parts. During the first part, the 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 in progressively using these posts, having oral interaction as a main objective. These photos were 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 their feelings explaining them. 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 were shared on a Padlet wall and checked in a common session.





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 oral and written skills, 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 skills) 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/her 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/her 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 direct contact with native speakers, the learner finds himself/herself 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. ...).

During the second year, we focused on the elaboration of a MOOC, in order to improve interaction between newly arrived learners and native speakers. This MOOC has four specific objectives :

- <Objective n°1: to integrate into France

- <Objective n°2 : to integrate into Poitiers
- <Objective n°3 : In the University
- <Objective n°4 : In the classroom

Steps :

Steps	Description
Step 1 2015-2016	Planning, storyboarding, designing and integrating four lessons
Step 2 2016-2017	Improvement and modification of the existing lessons Adding a collaborative activity.
Step 3 2017-2018	Improvement and modification of the existing lessons Adding more collaborative activities.

Contents :
Section 1 : En voyage

- Prendre le train
- Arriver en ville
- Demander son chemin

Section 2 : La ville

- Prendre le bus
- Découvrir la résidence universitaire

Section 3 : l'Université

- Se repérer sur le campus
- Aller à la bibliothèque universitaire
- Manger à la cafétéria

Section 4 : La classe

- Repérer les salles de classe
- Connaitre les objets de la classe
- Se présenter et présenter quelqu'un
- Utiliser le tu et le vous

Here below, we present the modifications we propose in order to enhance the quality of the MOOC

Section 1 : En voyage

- **Améliorations à apporter**
 - Proposer des activités plus faciles
 - Mieux contextualiser les exercices
 - Réenregistrer les supports audio qui sont de mauvaise qualité
- **Activité collaborative proposée**
 - Apprendre à se repérer à Poitiers

Section 2 : La ville

- **Améliorations à apporter**
 - Varier les types d'exercices
 - Expliciter le vocabulaire
 - Travailler sur l'interculturel (reportage « Comme des sardines »)
 - Clarifier les consignes
- **Activité collaborative proposée**
 - Questions/réponses sur Padlet en interaction, à propos de la vie à Poitiers.

Section 3 : l'Université

- **Améliorations à apporter**
 - Revoir la qualité sonore des enregistrements audio
 - Revoir la mise en page des activités
 - Revoir le titre des activités et la formulation des questions
- **Activité collaborative proposée**
 - Créer une affiche pour une rencontre entre étudiants étrangers à l'université

Section 4 : La classe

- **Améliorations à apporter**
 - Revoir la présentation/lisibilité des documents iconographiques
 - Guider davantage l'apprenant
 - Vérifier la disponibilité des documents vidéo
 - Ajouter des questions
- **Activité collaborative proposée**
 - Chasse au trésor : visite virtuelle des locaux de l'UFR LL

Here below an example from the 2nd section : *The town*

La Ville



Partie 1

- Carte
- Exercice 1 découvrir la ville
- Exercice 1 suite
- Exercice 2

-
-
-
-
-

- Understanding the logos

A quoi correspond ce logo ?



Veillez choisir une réponse :

- a. l'église
- b. le magasin
- c. le cinéma
- d. le restaurant

Vérifier

A quoi correspond ce logo ? 

Veillez choisir une réponse :

- a. le restaurant
- b. la banque
- c. l'église
- d. le magasin

Vérifier

- Learning basic words

Le restaurant

Veillez choisir une réponse :

- a. Acheter
- b. Manger
- c. Se soigner
- d. Lire

La pharmacie

Veillez choisir une réponse :

- a. Acheter
- b. Manger
- c. Se soigner
- d. Boire

- Oral comprehension using videos concerning Poitiers



Rechercher



Poitiers : des bus surchargés vers le campus

Le matin, le midi, et le soir, il n'y a plus de place dans les bus.

Sélectionnez une réponse :

- Vrai
- Faux

Les expressions "Bondé" et "Plein à craquer" ont le sens de 'rempli'.

Sélectionnez une réponse :

- Vrai
- Faux

- Looking for information on a site in French

- Collaborative task

This task will give students the occasion to communicate with native speakers.

 La résidence universitaire : Partie 2
Activité collaborative 2



6. Chronogram:

The project is based on three tools: the mobile-phone use, the university collaborative platform and a MOOC. During the first phase of the project, the use of a mobile-phone was tested in order to enhance interaction between learners and between learners and teachers. Schedule :

2016 :

- Experiment with mobile-phone.

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 commitment 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 commitment for learning (interaction and oral and written skills).

June 2017 :

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

September 2017 – June 2018

- Implementation of the MOOC
- Verification of the tasks and modifications

Septembre 2018

- **Test the MOOC with the newly arrived learners.**
- **Research-analysis of the MOOC and the learners' experience.**

- **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.**
- **Use of tablets in and outside classroom**

The MOOC will be experimented in September 2018 because in the second semester we did not have the occasion to work with refugees. We contacted different associations in order to present the project.

Concerning the publication of a pedagogical tool with action-oriented tasks, we are about to evaluate our approach with teachers in exolingual context.

7. Dissemination:

Papers

Valetopoulos Freiderikos, « How to improve collaboration and interaction in the teaching of a foreign language by including ICTs », *Caracteres. Estudios culturales y críticos de la esfera digital* 6-2, pp. 323-342.

De Chaigneau Hélène, « 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.

Chanudet Christine et Valetopoulos Freiderikos, « 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.

Valetopoulos Freiderikos et Chanudet Christine, « Améliorer les interactions verbales dans un contexte de communication authentique : NTCl et apprentissage du français langue étrangère », *Círculo de Lingüística Aplicada a la Comunicación*.

Conferences

Chanudet Christine et Valetopoulos Freiderikos, « Téléphone portable et production asynchrone », Colloque International, L'enseignement et la formation des enseignants du français langue étrangère, Istanbul, Istanbul University, Turkey, 10-11/5/2016.

De Chaigneau Christine, « Utiliser un MOOC pour l'enseignement du Français Langue Etrangère », Colloque International, L'enseignement et la formation des enseignants du français langue étrangère, Istanbul, Istanbul University, Turkey, 10-11/5/2016.

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 ?, Nicosia, Cyprus, 23 -24/09/2016.

University of Poitiers, Centre FLE and Master students, Invited : *Expériences linguistiques et culturelles à Bologne : apprentissage accidentel de l'italien L2 par le projet IlocalAPP*, Cristiana Cervini, 12-15/12/2016

Dekhissi Laurie, Effrosyni Lamprou et Valetopoulos Freiderikos, « Améliorer les interactions verbales dans un contexte de communication authentique : une analyse de corpus », Oral presentation, Campus Européen d'été – 4e édition : «

Langues et traduction : francophonie et les itinéraires slaves », Université de Poitiers, 23 juin 2018

Teachers' training

Chanudet Christine et Carpentier Hélène, « L'utilisation des téléphones portables en classe de FLE », Summer School

Chanudet Christine et Carpentier Hélène, « L'utilisation des téléphones portables en classe de FLE », International conference Less Widely Used and Less Taught languages: Language learners' L1s and languages taught as L2s, University of Cyprus, Cyprus University of Technology and University of Poitiers, Nicosia, Cyprus, 16-17/06/2017.

Teachers Training of French as a Foreign Language, Sarajevo – Bosnia-Herzegovina

Teachers Training of French as a Foreign Language, Banja Luka – Bosnia-Herzegovina

Congres/Workshops : brief presentation of the project

International congrès *Enseigner le Français langue étrangère à des apprenants natifs de langues MoDiMEs*, les 1er et 2 juin 2018, à Thessaloniki, Grèce. In collaboration with Rineta KIYITSIOGLOU.

International congrès *Didactique de la littérature en classe de FLE. Enjeux culturels, linguistiques et pédagogiques*, 3 et 4 mai 2018. In collaboration with Laurie DEKHISSI, Efi LAMRPOU, Julie RANCON.

International congrès *Langues Moins Diffusées et Moins Enseignées (MoDiMEs) : langues enseignées, langues des apprenants*, 16-17 juin 2017, Nicosia, Cuprus. In collaboration with Monique BURSTON, Fryni DOA and Salomi PAPADIMA.

Project presentation / Meeting

Semaine Langue Française et Francophonie. Sensibilisation aux outils ELENQUA auprès des participants au concours photos "Dis-moi 10 mots".

E-LENGUA is presented to east European partners of the UP at an international workshops about Erasmus+

<http://www.univ-poitiers.fr/mic/actualites/mars-2017-atelier-international-a-luniversite-de-poitiers/>

E-LENGUA is presented at the Department of Linguistics and of French as a Foreign Language and Literature (Bachelor and Master) – Poitiers, France.

National Press

La Nouvelle République : <https://www.lanouvellerepublique.fr/actu/e-lengua-apprendre-une-langue-via-son-mobile>

University Press

University of Poitiers : <http://www.univ-poitiers.fr/actualites/international/cristiana-cervini-de-l-universita-di-bologna-en-mobilite-a-l-up-1629551.kjsp>

University of Poitiers : <http://www.univ-poitiers.fr/actualites/international/projet-erasmus-e-lengua-multiplier-event-a-l-universite-de-heidelberg-le-7-juillet-2017-1637312.kjsp>

Website

<http://ll.univ-poitiers.fr/didlang-fles/projet-de-recherche-e-lengua/>

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