telecollaboration in historical spaces

inservice and preservice foreign language teachers imagine future roles for online intercultural exchanges.

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#clavier bit.ly/14wwzFJ

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learning from the past, looking to the future.

"normalisation of telecollaboration"
"integral part of classroom activity and language programs without being seen as an extra or supplementary activity."

(O'Dowd,2011)

"normalisation of ict"
"when computers...are used every day by language students and teachers as an integral part of every lesson, like a pen or a book."

(Bax, 2002)

research question

how far will
inservice and preservice teachers'
grounding in existing discourses of
practice be an obstacle or bridge to
future transformations in their
classrooms?

historical space
interaction order
historical body

"the discourses in place, some social arrangement by which people come together in social groups (a meeting, a conversation, a chance contact, a queue) — the interaction order, and the life experiences of the individual social actors — the historical body."

(Scollon & Scollon 2004)

"Almost all forms of discourses take place at the intersections of several discourse systems."

(Scollon & Scollon 2001)

imagined future selves

"Without specific cognitive representations of future identity goals, 'there should be little instrumental behaviour in the direction of mastery' (Markus and Nurius, 1986), and thus little prospect of language teacher conceptual change."

Kubaniyova (2009)

Clermont & Warwick Virtual Interactive Exchange Research

INTENT Report Case Study 2012

#warcler #clerwar

2012-13 800 students
12 teachers

#kracler #clerkra

2012-13 64 students
4 teachers

CLAVIER

Online intercultural exchange
O'Dowd (2007)
Telecollaboration 2.0
Guth, Helm (2010)

- Enable intercultural exchanges online in/outside class-time using institutionally & personally selected tools, partners.

  Telecollaboration -synchronous/asynchronous

  Tandem/Group short or long term

- Encourage development of personal learning networks

- Develop online communication skills/literacies of learners and learner-teachers

CLAVIER – flower vases and irises...

#warcler
#clerwar
#kracler
#clerkra

research sample selection

6 inservice teachers involved in CLAVIER

2 Warwick

1 female aged ? *Kate*
1 male aged 49-58 (management responsibility) *Rob*

4 Clermont (all involved in life-long learning)

3 male aged 35-48 *Bill*, 49-58 *Mick*,59-67 *Tim*

1 female aged 49-58 *Laure*

7 preservice teachers Krakow involved in CLAVIER

7 female aged 18-34 *Mela,Tola,Jasa,Gita,Daria,*
(Polish)*, Maria* (Spanish)

research data collection

Mixed methods. Dornyei (2009)
Data Collected by S.Ensor and M.Kleban

Online survey Informal Usage of internet (Google Form)
15 quantitative and qualitative elements
5 inservice teachers/6 preservice teachers

Narrative A) technology use in informal and professional contexts
3 inservice teachers/7 preservice teachers
2686 words/1821 words

Narrative B) technology use in language learning/teaching
4 inservice teachers/7 preservice teachers
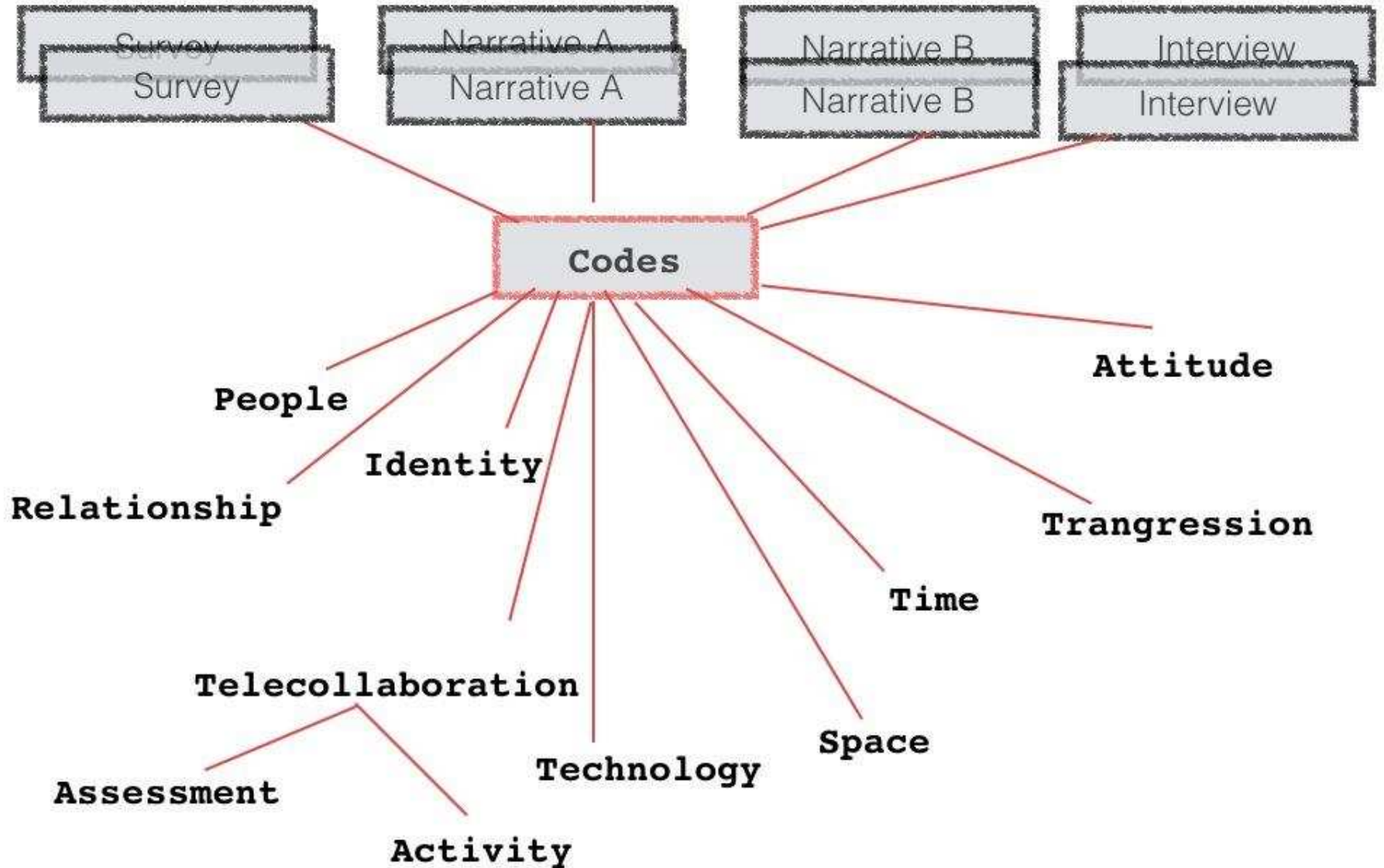2929 words/2696 words

Semi-directed online/face to face interviews
BB Collaborate/Skype
6 inservice teachers/5 preservice teachers
216 minutes/116 minutes & 342 words
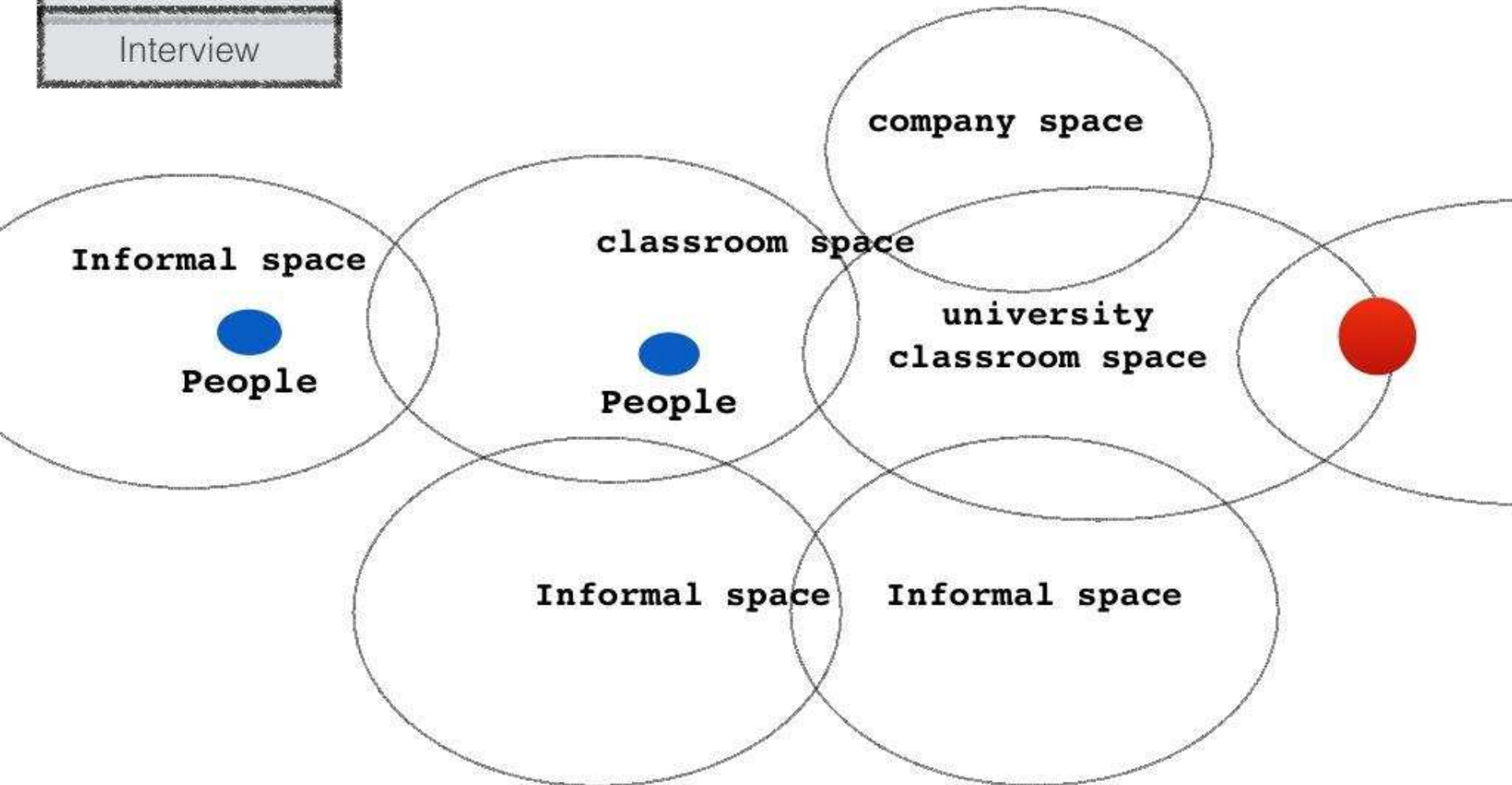
research data analysis
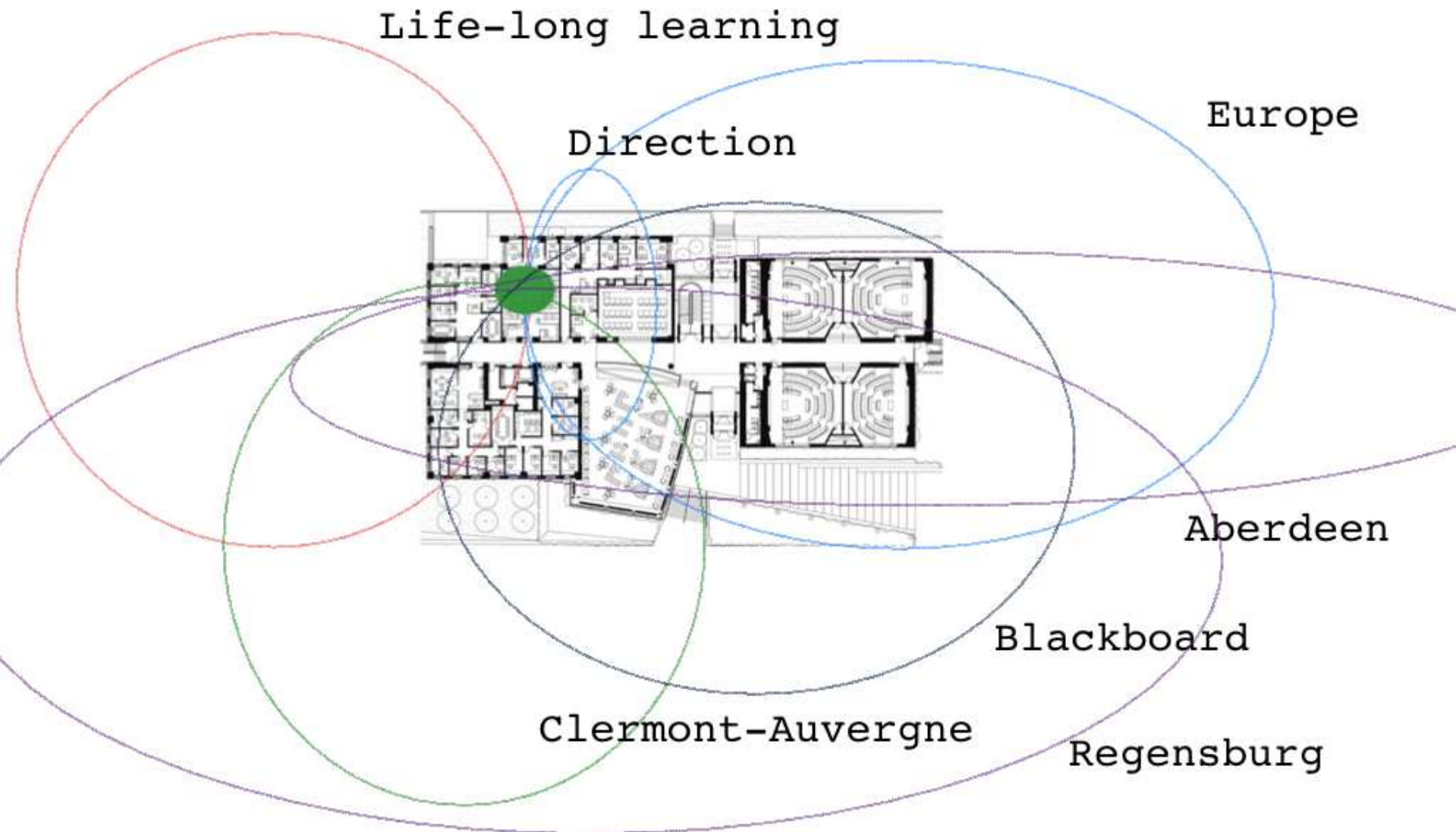## collaborative coding

research data analysis

Survey

Narrative A

Narrative B

Interview

biography of individual behaviour/attidudes

company space

classroom space

Informal space

People

People

university classroom space

Informal space   Informal space

Bill's story. 2003

"...perhaps the personal level wasn't deep enough?"

Life-long learning

Direction

Europe

Aberdeen

Blackboard

Clermont-Auvergne

Regensburg

"Can you explain to me what you
mean by Telecollaboration
exactly?"
"er..."

real communication?

⭐ **Bill:** "I think it's interesting because it puts students in **real contact** with students other students..."

⭐ **Laure:** "I wanted my stagiaires, my trainees to know what it was like to speak with English people in **real** life.

⭐ **Rob:** "to do some **real** communication of whatever form or nature with **native** speakers as opposed to speaking to each other in groups in classroom."

⭐ **Mick:** "there is something exciting about talking to a **real** sort of English person or Scottish person or whatever."

⭐ **Tim:** "if it is their **native** language and you're learning the language then they are the best teachers."

"authentic" task vs real conversation.

Tola: "First, it was like a duty for me but when I met the second partner it was a pleasure to meet someone new and we had many topics to talk about."

Mela: "It was amazing because we were I would say more involved... I don't know why. Maybe because I had two partners (LAUGHS)..."

"the Spanish were less talkative than the French, I don't know... Maybe because the aim was really completing some task..."

"I will remember the guys and I am going to talk to them sometime. I think that we are going to write to each other.
MK: Are they you Facebook friends?
M: Yes, so close friends..(laughs)."

Rob: "students are terribly instrumental..."

Laure: "they want their exam, then you just concentrate on the exam."

Gita: "teachers should mark it, grade it, the participation. You can't be sure if students will be willing to participate willingly, intrinsically."

appropriate assessment?

Laure: "they had to write a report which was assessed of the differences between the two systems and this was marked individually and really and we asked them all to give proof of their exchanges so one of them said we have said things which you shouldn't know."

Mela: "...tasks like we had with the Spanish class should be assessed because this is some concrete activity that we were to complete and I wouldn't like my conversations to be assessed, no.. this is not appropriate for me."

resistant discourses

classroom

Space

Time

Curriculum

Access
technology

Actors'
attitude
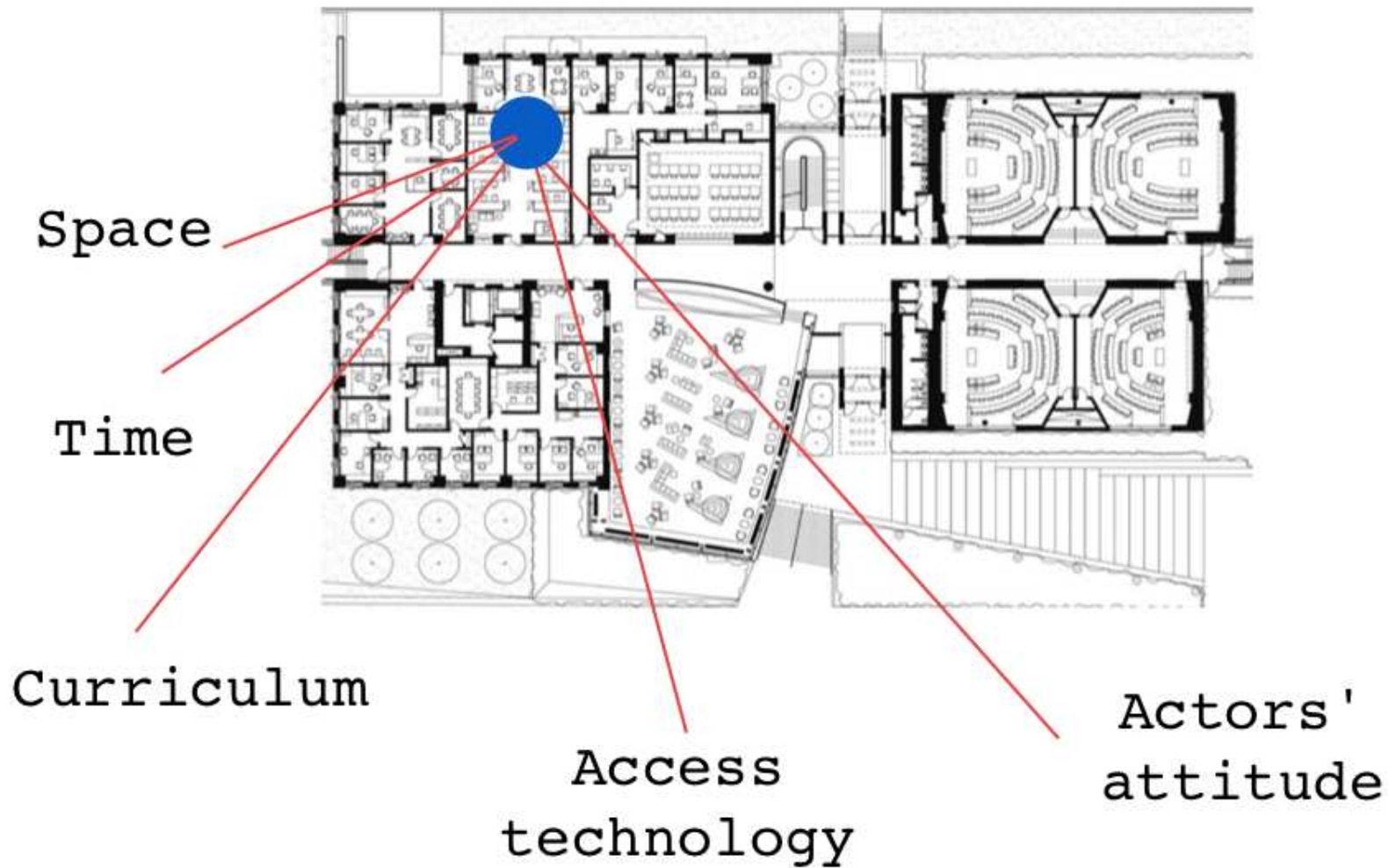
reproducing discourses

Mela: "I cannot   remember any of my teachers using any additional means of conveying their knowledge except the blackboard, books, and **occasionally VHS, CD's and Cassettes.**"

Mela: "Then, I thought that what I get from my teachers is enough. Perhaps my perception was also shaped by what was happening during my lessons."
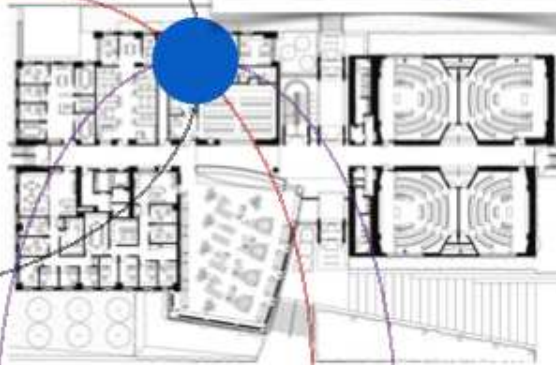
Laure: "We only read text books. In high school at the end of the year **some teachers showed us a movie but it was very rare.**"

Bill: "My first experience of technology in the classroom was at first **replicating what I had used when I was a language learner.**"

Tim' story:
transgression of discourses in place

Informal practices

Personal
Passion

School classroom

"It must have been around 1963, when I was ten: our French teacher had been **wildly imaginative and had taken the risk** of lugging home each evening after his day's teaching the huge school tape recorder (a wheel-to-wheel green ferrograph) so he could record the evening summary of the "tour de France" on RTF Inter(long waves) .

Few, if any of us had the slightest interest in the Tour...

We soon became much more proficient than him in setting up and using the machine, and actually looked forward to the time of the class when he'd start to unpack it and unravel the leads.

After 10 sessions, we actually could understand some expressions..

He proved to us that **anyone who had a radio had access to real French all day long...**

Making a fool of yourself in front of students while dealing with "complicated" technology is not going to kill you...

Many years later in 1984, I adopted Mussie's approach...

I did however, go one step further than Mussie: I invested in a good microphone and used the machine to record the students..."

attitudes towards technology
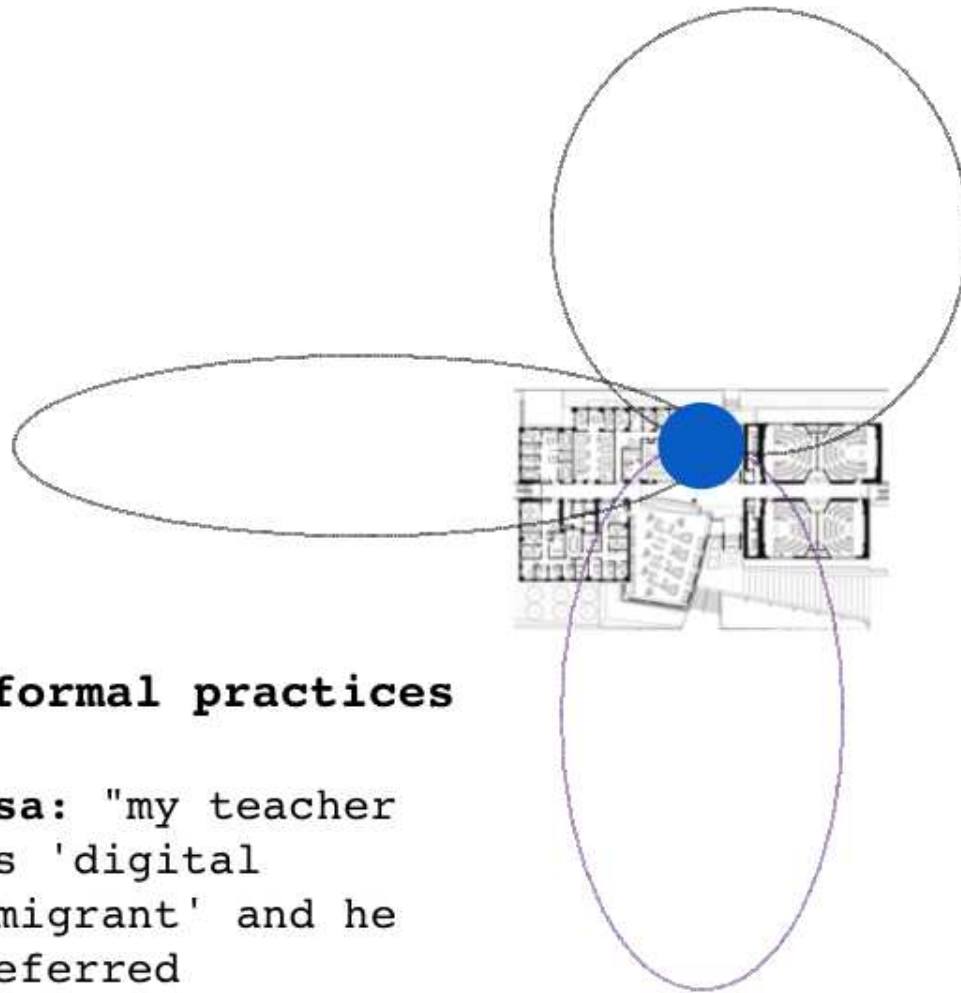
Company

Mick: "When I returned to London in 1986/87 I found a Minitel-less situation which seemed very backward."

"2002...approach hardly seemed to have evolved...blackboards, chalk...oh-how-so-modern overhead projectors"

Informal practices

Jasa: "my teacher was 'digital immigrant' and he preferred traditional methods of teaching which I found boring."

School classroom

Mela's story:
"We should be made aware of it because otherwise how can we introduce something new?"
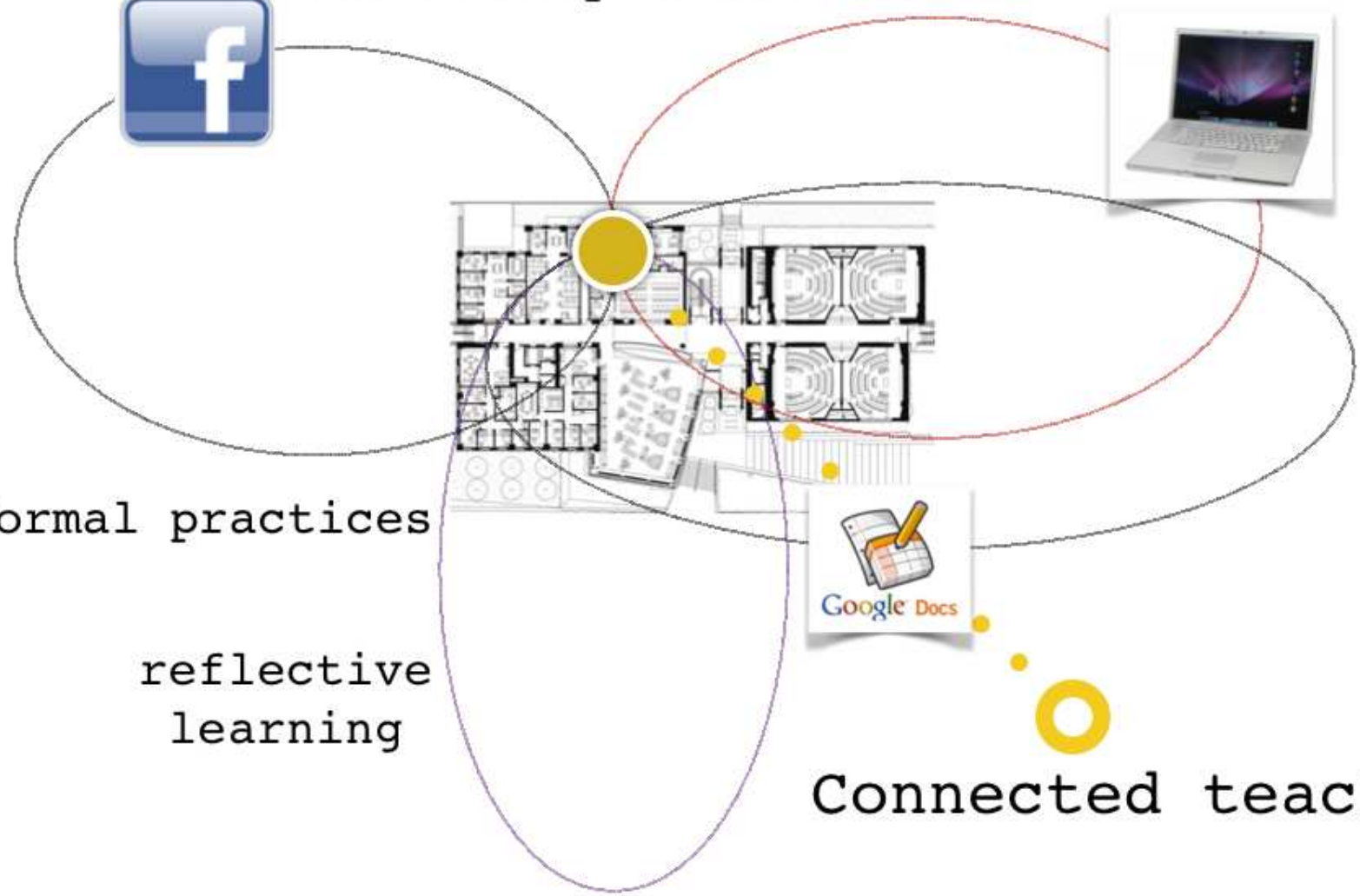
"As a kid I was totally unaware...when you don't have your own computer you are not interested in anything...I was sharing the computer with my brothers...it was mainly used for playing computer games...they did everything - repairs etc.

I was afraid of technology.

Everything I needed (at school) was in books.

I didn't need ...any social-networking services

I treated as great luck that my parents bought my first personal laptop in 2009.

I can do the same or even better than my brother

Now, I do not imagine teaching without various technological tools.

I changed my perspective on the use of technology

technology and identity

Laure: "Books and I: ' a life-long passion.'"

Tim: "after two weeks of earning a pound a day, I bought my first machine: a second-hand Ferguson 4track with 3 speeds and 7 1/2 inch spools. Paradise. My sound collecting career had started."

Mick: "I regard myself as being "fairly modern", firstly because since I was a youngster in the sixties I have been interested in technological progress. Like many kids in the 60s, I was (and still am) music mad. This has driven a life long interest in "music delivery kit"

Jasa: "I cannot imagine life without my computer"

Tola: "I wish I could spend as little time as possible with computers."

Maria: "I can say that technology is my best friend; I can do anything with it!"

cultures of use...

Laure: "I don't use FB. I already have too little time for my 'real' friends."

Maria: "I admit that I am addicted to FB,...I need to get in touch with my friends in Spain every day..."

Tim: "considering the apparent superficiality of most of the content, It was going to be more of a waste of time than anything else..."

Jasa: "When I have some free time I use Twitter to connect and interact with celebrities."

Mela: "I have to admit that I would not need it (FB) for other purposes than for studying

...I am going to liquidate it after my study."

fear of being alone with technology
"digital natives" vs "digital immigrants"

Nata: "Initially, I was a bit afraid of using them (interactive boards) as I believed that basing a lesson on some technological tools and relying on their willingness to cooperate was rather risky; what if they suddenly break down or if I fail to manage them skillfully?"

Nata:" The teacher kindly agreed to help me...the appliances turned out to be rather user-friendly."

Nata: "I am a bit afraid of the technologies (LAUGHS)I just hope that I will be able to familiarize myself with the modern ideas of teaching English."

Laure: "When I started, I was terrified of the computer terminals we were supposed to use...only a few teachers in the know knew how to use them."

Laure: "It's a pleasure to learn to use all these new technologies, but with others, not alone with a computer!"

Laure: "I feel like I am caught up in a whirlwind. Is all this new technology really going to be useful for language learning?"

how disruptive can technology be?
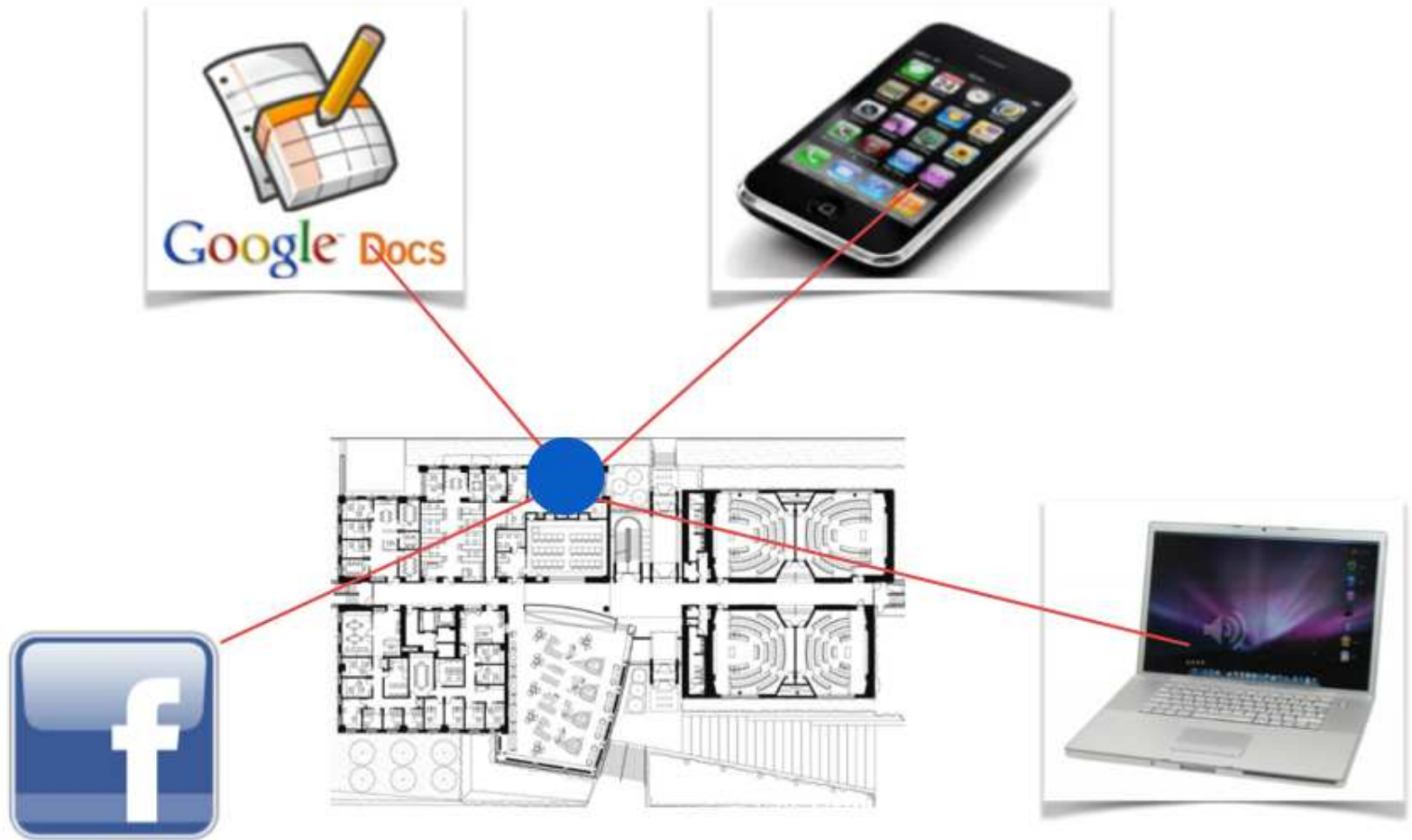
will telecollaboration become a central part of the curriculum?

Inservice Teachers	Preservice Teachers
Rob: "Yes!"	
Laure: "Yes."	
Mick: "Yes."	**Mela:** "It's going to be more and more important."
Kate: "It may take some time."	
Bill: "on a volunteer basis."	**Tola:** "technology is something additional."
Tim: "anything is possible in 20 years." (LAUGHS)	**Nata:** "perhaps teachers will not be needed! I am joking!"

future visions...

Laure: "I am very happy to be part of it but I am not going to do it myself"

Tim: "If I wasn't going to retire, I would be killing myself. (LAUGHS)"

Rob: "gentle encouragement – carrot and stick...ongoing staff training..."

Mela: "Maybe more individualty of learners will be taken into account."

Mela: "collaborating with other students who study the same subject."

Mick: "We've got to get rid of this parochialism...where just a few people network."

Tola: "our primary contact will be with a human partner."

Nata: "it is important because of our EU membership to develop intercultural sensitivity."

conclusions

Obstacles: Classroom-bound unconnected teachers, curriculum, no technology access/traditional usage,actor's attitudes,

Bridges: Risk taking connected teachers who enable convergence of divergent discourses particularly professional discourses, collaborative technology/practices,positive leadership, recognition

Learners/teachers in institutional settings behave institutionally.

Learning complex, incidental, unpredictable - teachers need to provide flexible open learning environments

Transformations of discourses in place come about as a result of interplay of different discourses.

Informal practices may have no effect on formal practices.

'Digital Native' concept a cool marketing tool?

Training essential, differentiation of teacher roles pragmatic.

Assessment portfolio for formal and informal learning and clear criteria for evaluation of specific skills

"....everyone, everywhere fits
technology into their own stories."
(Pegrum,2009)

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