An asymmetrical telecollaborative project and the evolution of its learning design: the Université Blaise Pascal - London School of Economics experience.
Ciara R. Wigham, Mayer Helen, Fumagalli Matteo

To cite this version:
Ciara R. Wigham, Mayer Helen, Fumagalli Matteo. An asymmetrical telecollaborative project and the evolution of its learning design: the Université Blaise Pascal - London School of Economics experience.. Telecollaboration in University Foreign Language Education, Feb 2014, Léon, Spain. edutice-00877553

HAL Id: edutice-00877553
https://edutice.archives-ouvertes.fr/edutice-00877553
Submitted on 31 Jan 2014

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L’archive ouverte pluridisciplinaire HAL, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d’enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.
“An asymmetrical telecollaborative project and the evolution of its learning design: the Université Blaise Pascal – London School of Economics experience”

Ciara R. Wigham¹, Helen Mayer² & Matteo Fumagalli²

¹Interactions, Corpus, Apprentissages, Représentations (ICAR), Université Lumière Lyon 2
²Language Centre, London School of Economics

Telecollaboration in University Foreign Language Education, 12-14 Feb. 2014 Léon
Telecollaboration

- Regular, semi-authentic interaction
- Strategies for learner independence *(O’Rourke, 2007)*
- Exposure to opportunities for negotiation of meaning *(Kötter, 2003)*
- Awareness of cultural differences in communicative practices *(Belz & Kinginger, 2003)*
- Exchanging with ‘real informants’ of the target culture and its behaviour *(O’Dowd, 2013)*
Telecollaboration - symmetric learning situation

- Break away from the « teacher-student routine of classroom exchanges »: (Bouyssi & Nissen, 2013)

- Learners have ‘symmetry of status’ (cf. Zourou, 2009)
  - Same status as language learners
  - Equal amounts of time using each of two languages

- Learners have ‘symmetry of knowledge’ (cf. Dillenbourg, 1999)
  - Experts in own language
  - Similar L2 levels
## Asymmetry – institutional level

<table>
<thead>
<tr>
<th>UBP, France</th>
<th>LSE, UK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Status of University within country</strong></td>
<td></td>
</tr>
<tr>
<td>TES World rankings – not ranked</td>
<td>TES World rankings 32</td>
</tr>
<tr>
<td><strong>Curricular integration</strong></td>
<td>Language Centre</td>
</tr>
<tr>
<td>Programmes not so flexible</td>
<td>Programmes not so flexible</td>
</tr>
<tr>
<td>Align topics with course modules</td>
<td></td>
</tr>
<tr>
<td><strong>Approaches to language teaching</strong></td>
<td></td>
</tr>
<tr>
<td>10-week semester beginning mid-September</td>
<td>30/20 week programmes depending on course (degree/extra-curricular)</td>
</tr>
<tr>
<td><strong>Institutional valorisation</strong></td>
<td></td>
</tr>
<tr>
<td>UBP, France</td>
<td>LSE, UK</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Compulsory course (specific group)</td>
<td>Voluntary basis</td>
</tr>
<tr>
<td>Objectives – interactional &amp; cultural (semester abroad)</td>
<td>Objectives – practise language in context to complement course</td>
</tr>
<tr>
<td>Applied foreign language degree</td>
<td>Students of other disciplines enrolled on language courses</td>
</tr>
<tr>
<td>10 weeks, 20 hours, 2,5 ECTS</td>
<td>5 weeks, 5 hours</td>
</tr>
<tr>
<td>Assessment – in line with other Spoken English courses</td>
<td>No assessment Part of Tandem Learning programme</td>
</tr>
</tbody>
</table>
# Asymmetry – participants

<table>
<thead>
<tr>
<th>UBP, France</th>
<th>LSE, UK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group’s language teacher</td>
<td>Teaching and learning facilitators (learning support)</td>
</tr>
<tr>
<td>Mostly native speakers of French (12)</td>
<td>Many non-native speakers of English (8)</td>
</tr>
<tr>
<td>Spent at least six-months in Anglophone country</td>
<td>May not have spent time in a French-speaking country</td>
</tr>
<tr>
<td>Motivation?</td>
<td>Highly motivated (volunteers)</td>
</tr>
<tr>
<td>Two-year participation</td>
<td>Commitment to 5 sessions only</td>
</tr>
</tbody>
</table>
Reconciliation of calendar differences

UBP, France
- course introduction
- preparation of study guides (evaluated)
- platform introduction - whole class
- out-of-class Voice Forum reflection (evaluated)
- synchronous online exchange sessions

LSE, UK
- recruitment campaign!
- Platform introduction - individual training and induction
- synchronous online exchange sessions
Online exchange sessions

- Communicative approach
- Alternate languages
- Discussion based on questions produced by UBP students

1. Describe the video of the American presidential debate. What were the main themes and arguments of the candidates?

2. OLP students, explain the following expressions to your LSE partners. LSE students, check that they have understood and can use them correctly!
   - to tweak something
   - corporate jet
   - to be sound
   - something is on the table
   - to go down the path of sth

3. Why do people accept propaganda without questioning?

4. What do you think about the following quotation: “political language is designed to make lies sound truthful and murder respectable, and to give an appearance of solidity to pure wind”?

5. What impact do you think the political election in the US will have on your country?
Evolution of the project

- Remove hindrances

- Multidimensional approach:
  - Platform
  - Content
  - Grouping
Year One: Second Life
Evolution - platform

Pros:

- Anonymous
- Creative/Task Based: avatar, session planning
- Ease of Navigation: Fairly easy

Cons:

- Less personal – no one sees your face, language not so genuine?
- Technical: regular updates necessary, loss of sound, loss of connection (dependent on school’s connection), Easy for avatars to get lost, get logged off
- Training: Training required (not all students are familiar with the platform), the platform itself could be seen as a distraction
Year Two: Skype
Evolution - platform

Pros:

- **Simple**: A need to simplify and get back to basics; Communication in the foreign language with no distractions the advantages of Second Life can also be its downfall.
- **Technical**: less hitches than Second Life e.g. less sound issues
- **Ease of Navigation**: impossible to ‘get lost’ as in Second Life
- **Less Training**: Less needed, many students have Skype accounts, less training required than Second Life

Cons:

- Not immersive
- Less room for creativity
- Not task based
- No group conversation available (pay-for Premium account only)
Year Three: Adobe Connect
Evolution - platform

Pros:

- UBP had the platform already
- **Technical**: More reliable than Skype: more stable, quality of sound including video much better
- **Additional functionalities**: Put students in classes, whiteboard function
- **Ease of Navigation**: Similar format to Skype

Cons

- **Expensive**: Need for at least one party to buy software licence, UBP already had the platform, LSE students were able to logon remotely without the software
Evolution – synchronous sessions’ content

- Course topics
- Academic interest
- Content as expedient to trigger dynamic conversation
- Feedback: interesting topics were key for success
Evolution – synchronous sessions’ content

Topics covered:

- 2010: Bizutage (hazing), national stereotypes, binge drinking, language, social inequality
- 2011: Arab Spring, London Riots, social networks, banking crisis
- 2012: Language as a political instrument, Commonwealth / Organisation Internationale de la Francophonie, suburbs, national identity
- 2013: debate over a seven day shopping week, stereotypes French African Vs African American, political protest around the retirement age reform, British vs. French stereotypes

“I found them extremely useful, especially because of the themes treated during the lessons, which allowed me and my French counterparts to discuss actual issues and share our opinions and points of view.” (LSE student)
Learning design - Study Guides

• Involve students in preparation of synchronous online exchange sessions
• Parallel texts

1. Choose groups of three
   • Choose current affairs topic of interest

2. Find at least two video resources (1 Eng, 1 Fr)
   • Produce guide to aid other students when watching videos

3. Summary of text, vocabulary observations, idiomatic language observations,
   • Cultural references, design a list of discussion questions
• Guide sent weekly to students to prepare for online discussion sessions. Questions basis for these.

• Group evaluation using same criteria as other Spoken English courses
Evolution – grouping

- Second Life
  - Moving avatars
  - Flexible
  - location-based

- Skype
  - 1-2-1
  - fixed groups
  - premium

- Adobe connect
  - class spaces (2+2)
Student experience of telecollaboration

- Study Guides

“The study guides were useful in providing a focus to each session, and the videos were helpful in providing the context. I feel that more resources could be given to place the issues in more context and perhaps websites that talk about the issues so that we have more arguments to give during our tandem sessions”

“It is helpful as we can practice speaking, but once we ran out of questions it became awkward for both of us. We did not know what else to talk about.”

“I didn’t really use the study guides very often, but the premise of having a video and some questions is a good idea for people who have trouble making conversation. I am generally good at talking (too much!) so they weren’t that needed in my case”
Students’ experience of platform

- Multimodality: ease / linguistic breakdowns

“Once we switched on the webcams, it was almost like speaking in person but less daunting than actually conversing in person”

“Adobe Connect seems to be perfect software for such communication: whenever there were misunderstandings, we would type messages to each other or even share files”

“I especially like the fact we can write to explain spelling or expressions that we don’t understand orally”

“Sometimes we would go on the internet to send a link to explain”
Students’ feedback on asymmetry

- Obligation to participate not felt by LSE students.

“I feel that although the students from the UBP receive a credit, they were still really interested in communicating with us and exchanging cultures.”

“In my opinion, it did not. It never felt like the French side felt any obligation to be participating in this tandem: it was a very friendly experience.”
UBP - General opinion that the asymmetry didn’t affect the interactions

Impressed by the fact the LSE students volunteer “enthusiastic” “motivated every time” “really involved in the exchanges” “very active”

“It’s a ‘sharing relationship’ and they seem to be as involved as we are”
Asymmetry of action (differences in task distribution) felt by 50% of the LSE students concerning the focus of interactions

“The only difference I felt was that while I was interested in learning more about them and their culture, they were more focused on the study guides and did not digress from the topics at hand at all.”

“The obvious point is that the students from the University Blaise Pascal took the pre-reading/preparation more seriously. But this wasn’t a problem per se. I don’t think receiving credit is a necessary condition for the tandems’ success.”

“Students from Blaise Pascal were concerned about sticking strictly to the questions and getting answers for them, whereas I was more interested in a spontaneous discussion.”
Conclusion – practical leads & strategies for reconciling asymmetrical set ups

- Negotiate calendar
- Understand student motivation
- Distribution of tasks (preparing materials)
- Manage expectations
- Strong commitment from tutors! Particularly in an asymmetrical set-up.
References


