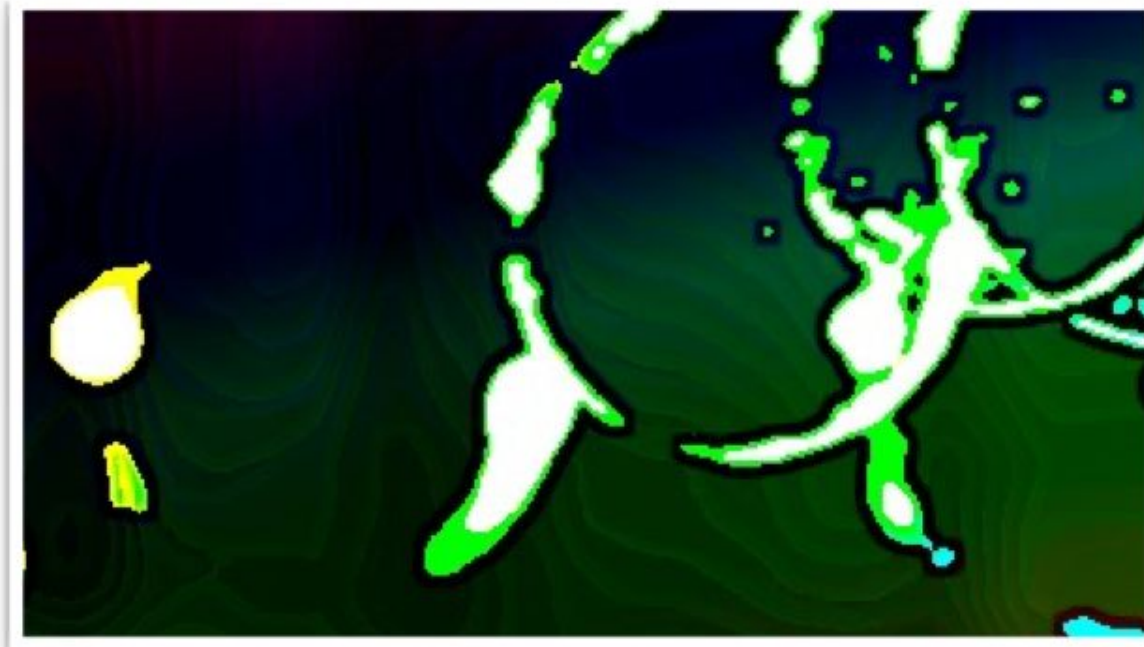


# "building bridges?"



investigating perceptions of second language learning affordances in online exchanges

[bit.ly/TEzyru](https://bit.ly/TEzyru) #warcler

@sensor63 @warwicklanguage

Simon Ensor, Christine Rodrigues

# "weaving learning webs?"

Illich (1976)

"Most people who learn a second language well will do so as a result of odd circumstances and not sequential teaching. They go to live with their grandparents, they travel, or they fall in love with a foreigner."



# "building bridges?"

offline

Nunan (1989)

informal  
learning

Kurata (2010)  
Palfreyman (2011)  
Wiklund (2002)

Ala Mutka (2010)  
Sockett (2010)  
Thorne (2012)

social  
networks

O'Dowd (2010)

Guth, Helm (2011)

online

Lankshear (2006)

Rheingold (2012)

telecollaboration

new literacies

# research question

Are perceptions of second language learning affordances in online exchanges determined by the individuals' offline social networks and/or their online social networks and informal practices?

ecological approaches  
complex, dynamic, systems

**Larsen-Freeman (1997)**

"Language grows and organises  
itself from the bottom up in  
an organic way, as do other  
complex nonlinear systems."

ecological approaches  
affordances

**van Lier (2004)**

"To perceive, we must act; to act we must perceive. Activity in one's environment brings forth the affordances in those environments."

ecological approaches  
social networks

**Field (2005)**

"If we have more social capital - stronger and more extensive network ties - then are we more likely to learn new things than people with less social capital?"



Clermont & Warwick  
Virtual  
Interactive Exchange  
Research



# **CLAVIER**

## **Online intercultural exchange**

O'Dowd (2007)

## **Telecollaboration 2.0**

Guth, Helm (2010)

- Enable intercultural exchanges online outside class-time using personally selected tools, partners.

Telecollaboration -synchronous/asynchronous

Tandem/Group short or long term

- Encourage development of personal learning networks
- Develop online communication skills/literacies

# CLAVIER

598 students: 241 CLER 357 WAR in 2011-12  
75% students connected to Moodle

Interactions can be included in eportfolios

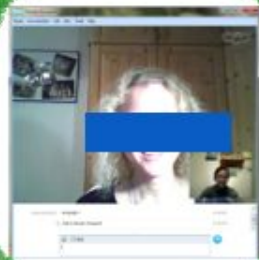
The screenshot shows a Moodle course interface for 'Languages@Warwick'. The header includes the course name, a user greeting 'Hi Simon!', and navigation links for 'My profile' and 'Logout'. Below the header is a navigation bar with 'My home', 'My courses', and 'BWC'. The main content area has tabs for 'People', 'Topic outline', and 'Blackboard IM'. The 'People' tab is active, and the 'Participants' sub-tab is highlighted with a red box. The 'Participants' sub-tab shows a list of forum posts with columns for post title, user profile picture, and post date. The 'Blackboard IM' window on the right shows a list of users and their status.

Post Title	User	Date
Objective of assignments for some services I deliver	[Profile]	Thu, 17 Nov 2011, 11:53 AM
Looking for information about Erasmus in board	[Profile]	Thu, 17 Nov 2011, 08:52 AM
Need of teacher?	[Profile]	Wed, 16 Nov 2011, 02:54 PM
opulent money	[Profile]	Wed, 16 Nov 2011, 02:38 PM
The new Orleans	[Profile]	Wed, 16 Nov 2011, 02:13 PM
#Occupy: Looking for times?	[Profile]	Tue, 15 Nov 2011, 12:05 PM
opul	[Profile]	Thu, 16 Nov 2011, 12:24 PM

# CLAVIER - flower vases and irises...

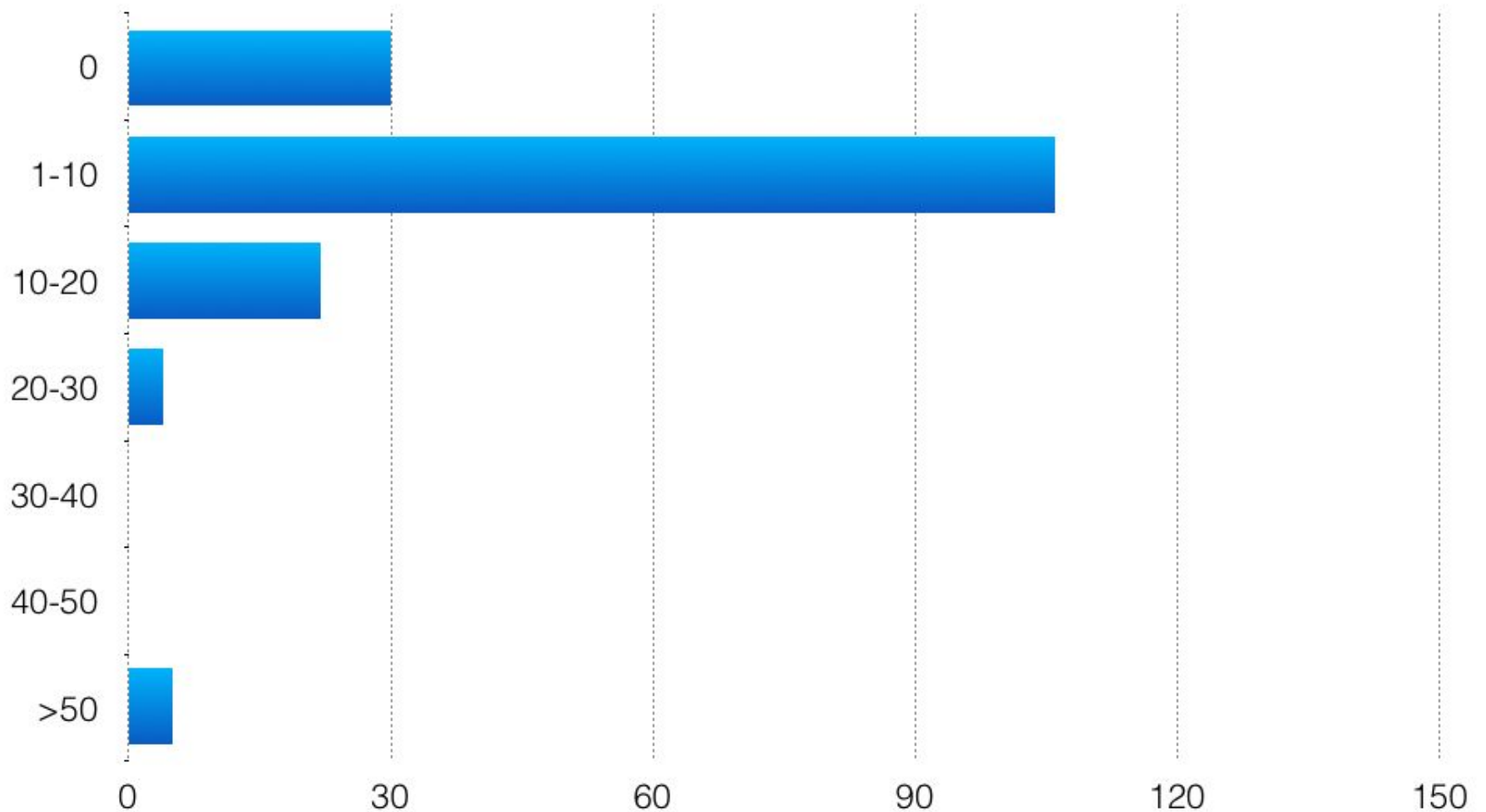


Clermont-Ferrand  
daily



# How many interactions did you have?

Online survey 166 responses (130 CLER 36 WAR)



# Research data collection

Mixed methods. Dornyei (2009)

Qualitative data coded and quantified using Weft QDA

Online survey (Google Form) 40 quantitative and qualitative elements

166 responses (130 CLER 36 WAR)

Moodle data - user view/forum/connections

Language Learning Histories (LLH: 81 CLER)

Language Learning Diaries (LLD: 65 CLER)

Examples of interactions in eportfolios (Google Docs)

Twitter feed for #clerwar #warcler RSS reader/Archivist

Facebook Group interactions

Facebook public friend lists/network graphs

Semi-directed online interviews (ongoing)

BB Collaborate

# **Research sample selection**

## **10 most active Clermont students**

7 male 3 female 19-22

## **10 least active Clermont students**

7 male 3 female 19-22

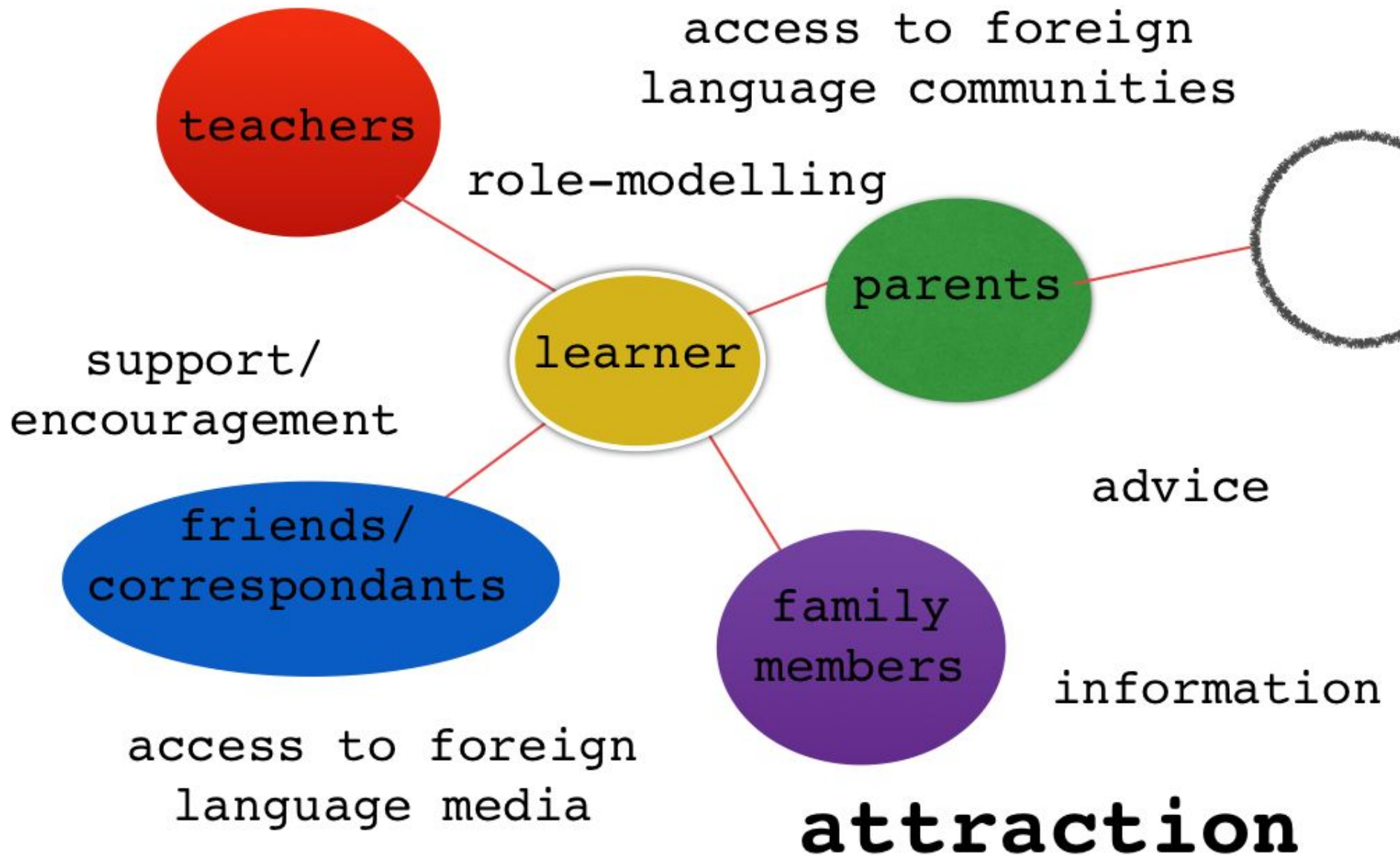
### **A) Activity in maintaining online intercultural dialogue.**

Number of interactions reported in online survey cross-referenced with data from LLD, Moodle, Facebook Group and partner(s) data.

### **B) Intercultural online networking activity**

Moodle user-view data cross-referenced with Facebook friending activity and Facebook group interactions.

# Offline social networks



# Offline social networks (Survey, LLH, LLD)

	Most active	Least active
At least one parent native speaker of another language	5	1
Parents organise regular holidays - enable interaction in another language	4	1
At least one other family member speaks another language	5	3
Friends speaking another language positive influence	5	2
Language teacher negative influence	0	4



## Parents (LLH)



*Alexis: "I was born in a Portuguese family so I have habit of listen another language other than French."*



*Ali: "(...)it's difficult for me when I go to Marocco(...)they almost (all) speaks French."*



*Mathieu: " At the beginning I didn't understand very much, but with the years (...)I started learning to speak Portuguese fluently."*

## Linguistic trips (LLH)



*Jules: "(my)host family was used to having foreign kids in the house so it was easy to communicate with them."*



*Jules: "I went to Finland (...)I could see (they) speak English a lot better than French people do. I found out that (...) (they) were more exposed to English in their daily life, through TV, books..."*

# Friends

(LLH, LLD)



*Jason "I met an American girl (...) we had long conversations (...)"*



## Attraction



*Hugues: "I met a Russian girl (...) the language was a real barrier (...) it pissed me off (...) I wanted to learn English as fast as possible."*

## Teachers

(LLH)



*Pierre: "the teach(er) look like a sorcerer. She had black hair, black eyes with black make-up (...) I was intimidate(d)."*



## Repulsion



*Xavier: " the teacher slapped me, I don't remember why."*

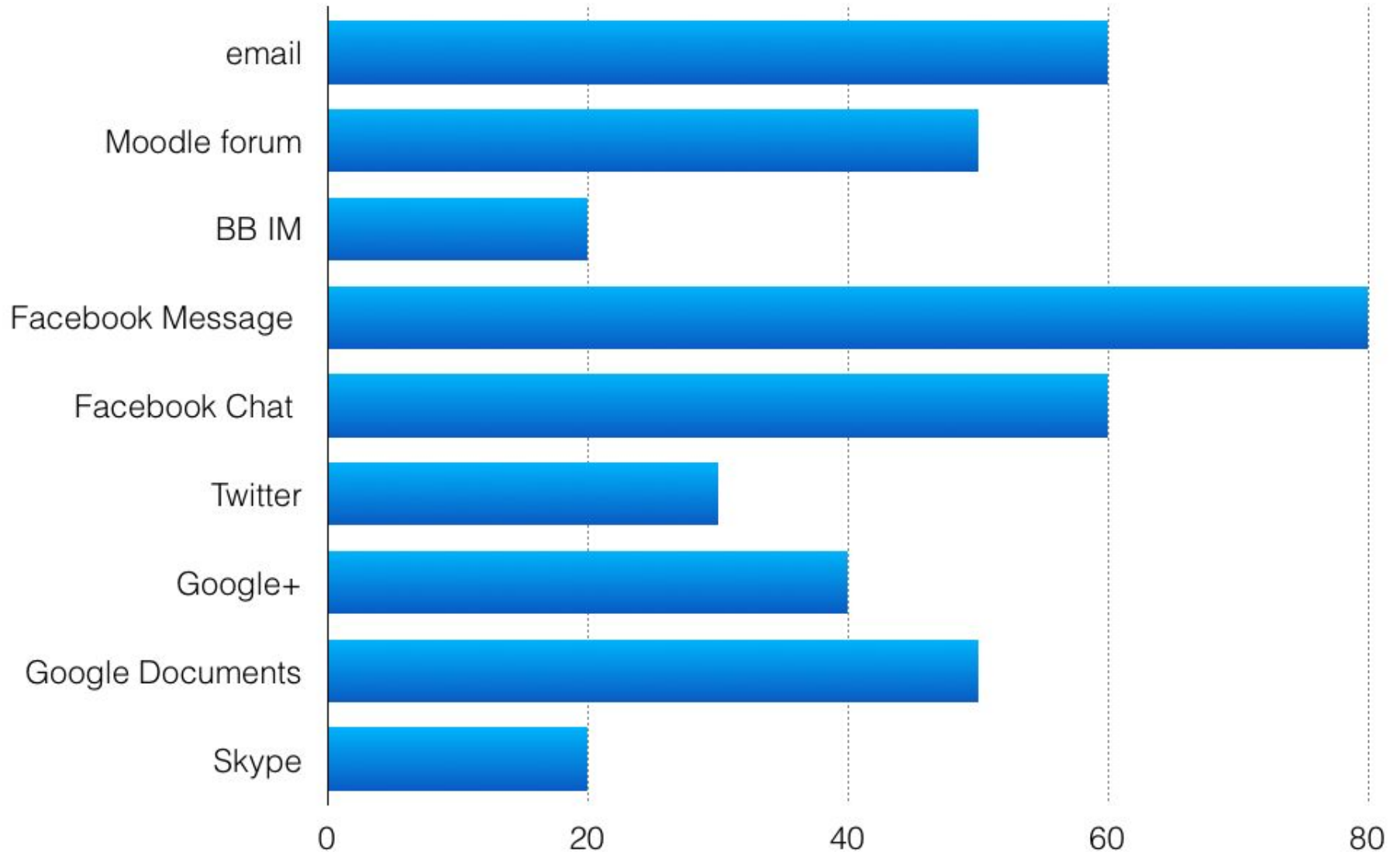
# Online social networks and informal practices.

attraction

access to online communities



# How did you communicate during the exchange?



# Online practices (Survey)

<b>I am comfortable with computer mediated communication</b>	<b>Most active</b>	<b>Least active</b>
I strongly agree	4	2
I agree	4	3
Neutral	1	4
I disagree	1	0
I strongly disagree	0	1

# Online practices (Survey)

What online activities do you do regularly	Most active	Least active
Chat with friends	10	2
Send messages to friends	7	6
Play games online	3	0
Watch Youtube videos	7	9
Watch the news	5	1
Watch series	8	8
Comment on blogs	0	0



## Online practices (LLH, LLD)



*Jules: "I regularly chatted to a Canadian friend of mine on Skype"*

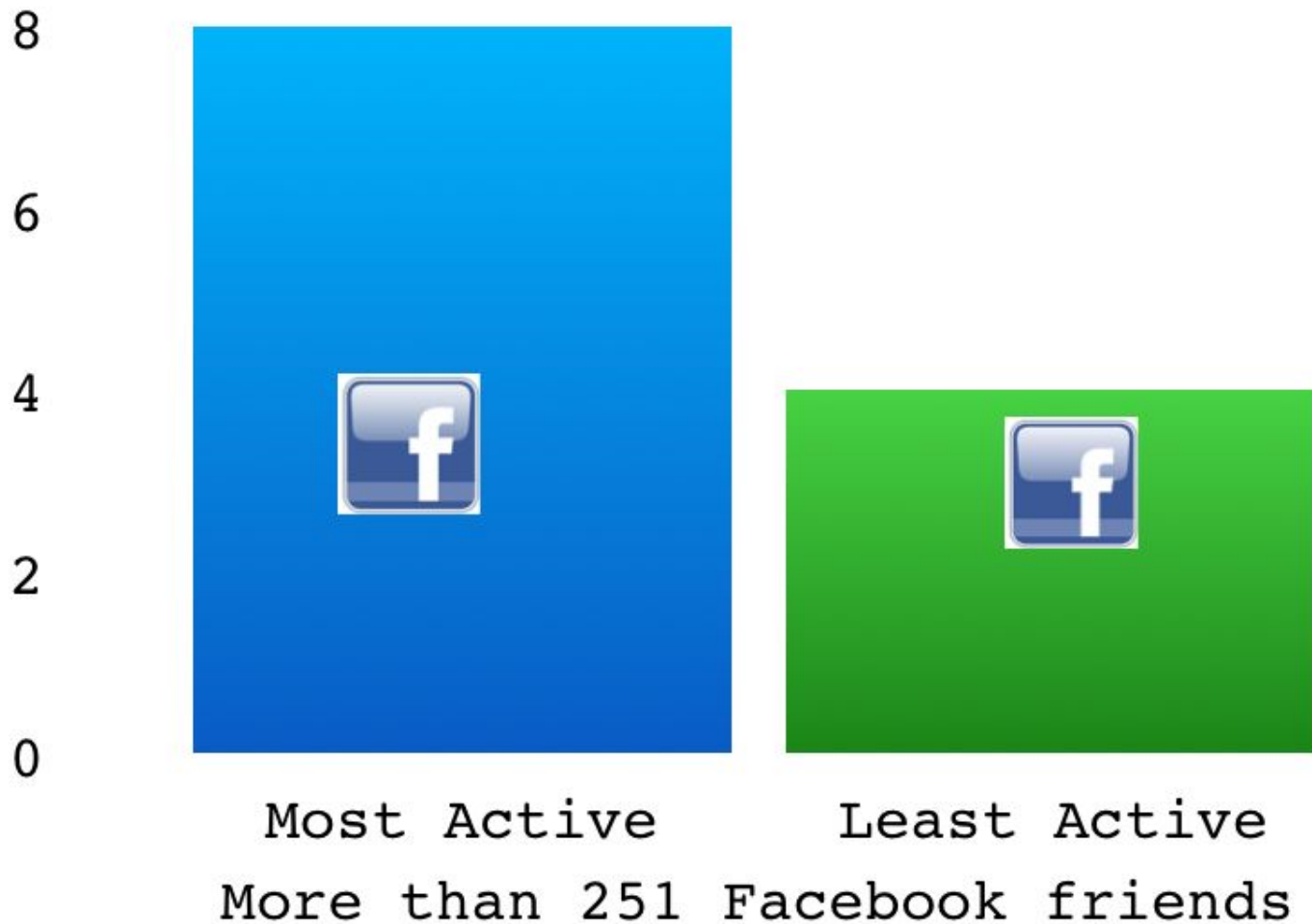


*Jason: "I begin an online game Travian, and I find a friend who is Dutch and so we speak in English ."*

# Online social networks

## Facebook friends

### (Survey)



# Intercultural online exchange (LLH,LLD)Being correct(ed)



★ Sophie: "My first contact was with Arabic. Indeed my father is Moroccan (...) But I didn't speak because my father didn't explain me my mistakes."

★ Sophie: "This new method is very efficient because I can send some texts to my correspondent, she correct my texts (...) when we discuss we correct together too."

# Telecollaboration 2.0..

Facebook Group 67 members

Cler 28 (+1) War 35 45% Erasmus students 1 mature student 2 teachers

## Networking



**Damien:** (translation) "There aren't many Warwickians here (...) I have invited 7 - no fun I'm speaking with them already. I've got another 20..."

## Identity management...

Alexis: The wrong hole



X2

Cristian: "You're sick mate"

## **Dörnyei (2009)**

"It is clear that further research is needed to elaborate on the interplay among language, agent, and environment

four key areas in this respect:

- conceptualizing the agent,
- conceptualizing the environment and its relationship to the agent
- operationalizing the dynamic relationship among language, agent, and environment
- researching dynamic systems."

# **CLAVIER**

**2012-13 700 students**

Deeper integration of telecollaboration into personal/class learning programs.

Class activities with asynchronous/synchronous tasks/projects to be assessed.

Extend network globally using web 2.0 media/social networks

"We shape  
our tools  
and then  
our tools  
shape us."

Mc Cluhan (1964)



Thank you for enriching the learning environment :-)  
@sensor63 @warwicklanguage