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Patterns of Interaction Between Moderators and Learners during

Synchronous Oral Discussions Online

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### SLIC: Second Life InterCultural Project

Given the presence of computers in the mainstream, it was inevitable that they would find their way into foreign/second language education. Much time and effort has been spent in thinking about the design, the use, the interactions between students and electronic devices. Due to the fact that multiple technologies are used daily, why not use them for educational purposes, especially since students are becoming more and more familiar with them.

This was part of the *raison d'être* of SLIC. The SLIC project grew from the research objective of analyzing the affordances of synthetic worlds such as Second Life for the development of collaboration and intercultural communicative competences in a foreign language teaching and learning context. Although some studies have addressed this problematic (Corder & U, 2010; Diehl & Prins, 2008), this research area has been mainly explored in other online environments (Audras & Chanier, 2008; Belz, 2002; Furstenberg, 2001) but remains largely unexplored with respect to synthetic worlds.

Second Life is a virtual world in which individuals move freely under the guise of their avatar thanks to the availability of multiple functionalities. The literature concerning the affordances of virtual worlds is still however, limited and very little empirical research has been done regarding student learning (Dalgarno & Lee, 2010; Henderson et al., 2009; Hew, K. F., & Cheung, 2010; Molka-Danielsen, 2009; Peachey et al, 2010; Warburton, 2009). The immersive experience and the feeling of 'being there' is often highlighted as one of the biggest affordances of virtual worlds for learning (Schroeder, 2011; Warburton, 2009) especially because students feel that they are in the same place with their colleagues and because they can share the same visual space even though they may be located continents apart. This experience can be linked to

the characteristics of immersion and immediacy as the users can act and interact authentically in real time. This immediacy is even more perceptible with the synchronous and multimodal communication functions available in SL (audio, text-chat, gestures).

Moreover, given the real time interaction, several studies have focused on the collaborative aspects of learning in SL, and in a variety of disciplines including language learning (Brown & Bell, 2004; Dickey, 2005; Gronstedt, 2007; Kemp & Livingstone, 2006; Price & Rogers, 2004). Jarmon, et al. (2009) highlighted "the capacity [virtual worlds have] to host virtual social interactions and collaboration". For Gronstedt (2007), virtual worlds represent a "social networking tool" which, by their very nature, encourage collaboration. Additionally, resources such as museums and archives, can be accessed via virtual worlds.

Many authors of course point to the technical requirements and the learning curves for elements of a virtual world (e.g. the graphic capabilities of different computers and languages, the necessary competences to navigate in-world, the sound problems, the system crashes) as obstacles difficult to overcome both for educators and students (Feng & Song, 2011; Jarmon et al., 2009; Warburton, 2009).

#### Teacher/Moderator and Learner Behaviors

Given the proclivity and potentiality of technical problems as noted above, as well as the time needed to become familiar with such an environment, how can teachers and students make language learning progress in a virtual environment? When gathered for the purpose of language learning or language practice, how *should* they behave online? It is difficult to not impose traditional classroom standards of behavior on teachers and learners when they find themselves in a virtual environment, as many teachers have only been exposed to traditional classroom

environments. Another difficulty arises when researchers attempt to compare traditional, online written synchronous, online written asynchronous, and/or online oral synchronous instructional contexts, not to mention students working in dyads or groups, and groups composed only of learners or of an expert moderator/teacher and learners.

Experience has shown that in traditional classrooms, effective teacher behaviors permit elicitation of valuable output from student learners. Unlike caregiver/child talk, classroom talk can lack a level of ‘naturalness’. It is not surprising that often “[c]onversations in the traditional classroom tend to be marked by patterns of teacher dominance” (Hudson & Bruckman, no date); similarly, in online environments researchers have seen that “[t]he instructor's role seems similar in many ways to a physical classroom where a teacher pulls back from his/her leadership role,” which results in students making more independent declarative contributions rather than moving toward integration and synthesis of ideas. (Pawan et al., 2003) McCarthy (1991) describes classroom interactions as a pattern of ‘IRF’: initiation (by the teacher), response (by the student), and follow-up (by the teacher) on either form or content, but most often, on form.

Paiva (1999) provides an overview of studies discussing and revealing the complexity of second language classroom interaction and summarize them by stating that “[a]ll these studies and a lot more make it clear that there are two main factors in learning a foreign language: input and student’s interaction”. The author elaborates further stating that “[t]he studies, which describe classroom interaction structure, point out that the teachers are responsible for most of the turns and that students share a small part of the classroom discourse.”

The teacher’s role, therefore, is to provide an environment in which student learners of different levels can participate and learn (Paiva, 1999). Many factors have been identified as

‘good’ teacher behavior in a traditional classroom, for example, providing comprehensible input toward a larger communicative goal or topic, allowing opportunities for learners to negotiate meaning, creating conversations and tasks that are purposeful and meaningful to the learner and parallel real-life situations, and providing a nonthreatening environment that encourages self-expression (Shrum & Glisan, 2010). Indeed, researchers have identified a variety of factors that prevent students from talking (Paiva, 1999).

Teachers must be adept at developing interaction skills in their students, in addition to knowing how to lead an interactive activity in the classroom. For example, Shrum and Glisan (2010) point out that teachers need to learn to tolerate silences, to direct their gaze to any potential addressee of a student’s utterance, to teach students how to take the floor, to encourage students to speak beyond one or two sentences, to not use a student’s utterance to extend one’s own role in the discussion, and to not cut off students too soon.

Paiva (1999) indicates that during asynchronous email exchanges between students and their teacher, “...avoiding explicit corrections and changing the focus from form to content...provided a context for more spontaneous student speech and less threatening interactions”. In fact, teacher behaviors need to be rather complex because as Pawan (2003) notes, “[d]iscussions do not automatically become interactive and collaborative simply by virtue of being in an anytime/anywhere asynchronous medium”.

Teaching becomes even more complicated when considering the question of collaboration. Dillenbourg et al. (1996) write that “[t]he general idea is that the meaning of utterances in verbal interaction (or at least, the aspect of meaning that plays a determining role) is not something that is fixed by speakers and their utterances, but is rather something to be jointly

constructed throughout the interaction by both speakers”. Dillenbourg et al. also highlight the distinction between cooperation and collaboration, noting that cooperation can be identified as students not addressing each other and “problem-solving in parallel”. It is vital then, to examine thoroughly data on patterns of interaction between student learners and their teacher/moderators in order to discover their true nature.

Learning the techniques of leading profitable discussions is not an easy task for teachers in any discipline, let alone when the students are struggling both with content and a foreign language. Extending this teaching skill to a virtual world where the usual visual and physical cues are not available (except through the learned use of avatars) can be an even more daunting task (for a discussion on CALL and language teaching, see Hubbard & Levy, 2006). It is difficult to tolerate silence in a classroom; it is even more difficult to remember that that same silence could be required in a virtual environment. Moreover, virtual or CMC projects tend to use ‘expert informants’, often native speakers, to interact with student learners. How effective can a native speaker informant without teacher training be with learners in an online environment, when even teachers themselves have trouble negotiating the virtual world and encouraging student-to-student interaction?

Following Fischer's approach, then, this study seeks to understand learner activity and considers the need to use observational and tracking data for analysis, since focusing only on self-reports from students can be unreliable (Fischer, 2007). In this paper, the authors will present the data of for one step from two of the seven groups of participants in order to answer the following research questions.

1. What teacher behaviors did the moderators (graduate students) use during the online session?

2. What patterns of interaction did the learners (undergraduate students) exhibit, in response to various moderator behaviors?

### **Method**

#### **Participants**

In fall 2011, 14 graduate students from at a French university enrolled in a Master's program in French language teaching using Information and Communication Technology (ICT) worked in SL with 21 advanced-level undergraduate students of French at an American university. Two graduate students took turns as moderators for a group of 3-4 undergraduate students. Each group of participants attended six synchronous oral sessions in SL. For training purposes, one of the researchers led separate introductory sessions to SL for the undergraduate students and the graduate students during which they learned the functionality of SL and created and played with their avatars. After their training, the graduate students led the last five content-based sessions acting as moderators. All tasks for each of the last five sessions were linked to the undergraduate course content.

The graduate students numbered 9 females and 5 males, ranging in age from 21 to 38; eleven of them were native speakers of French, two of Mandarin Chinese, and one of Polish. Nine of them were in their first year of master's work, five in their second semester. For them, SLIC represented an opportunity to experience distance language teaching and learning. Each graduate student (from now on, called *moderators*) singly led a group session in SL. The moderator's responsibilities included scheduling the synchronous meeting with all group members, reviewing the task and answering any of the learners' questions prior to the meeting, and encouraging the learners to submit all relevant materials prior to the meeting. The learners'



responsibilities were to reply to the moderator's request for scheduling the SL meeting, be aware of the task, and complete any and all homework related to the task according to the timeline.

The undergraduate students, 12 females and 9 males, aged from 18 to 27, and had first languages of English (18), Spanish (1), Korean (1), and Arabic (1). Based on the university's placement exam, they enrolled in a third year advanced level course called *Introduction to French Culture* taught by one of the researchers with extensive experience teaching this course. The course functions as the first in the sequence for majors and minors at the university and is designed to introduce students to comparative cultural analysis, primarily between American and French ways of thinking and how these are linked to cultural development and world views. For the undergraduate students (from now on, called *learners*), SLIC and the interculturally-oriented tasks designed around the course content provided an opportunity to practice their French skills and discuss questions of culture with (near-) native speakers.

### **Procedure**

There were a total of six synchronous 90-120 minute long sessions in SL that took place throughout the entire semester at approximately three week intervals, taking into consideration the later start of the French school year and vacation days. A timeline of the tasks and their key word descriptions can be seen in Figure 1.

After the introductory online session in SL for the participants, the first content-based step (Etape 1) asked moderators and learners to reflect on their skill level of the languages they speak, using the *Passeport de Langues* developed for the Council of Europe and available in French and English. Step 2 (Etape 2) asked learners to present media (images, videos, audio clips, text...) that reflected their personal identity. Step 3 (Etape 3) asked learners to use media to represent

cultural symbols for the group or country with which they identified. Step 4 (Etape 4) asked learners to choose a current events article to show their interests and concerns outside of their own identities. Step 5 (Etape 5) asked the learners to reflect on the previous steps and create a document outlining their progress throughout the steps during the semester. Moderators (either moderating or attending) were also expected to engage fully in the tasks as participants and not leaders, and submit their own documents representing each of the steps prior to each session. Thus, each step of the project followed the same pattern:

- asynchronous individual preparatory work prior the SL meeting
- synchronous oral group work in Second Life
- asynchronous individual reflections on the step uploaded to the Moodle

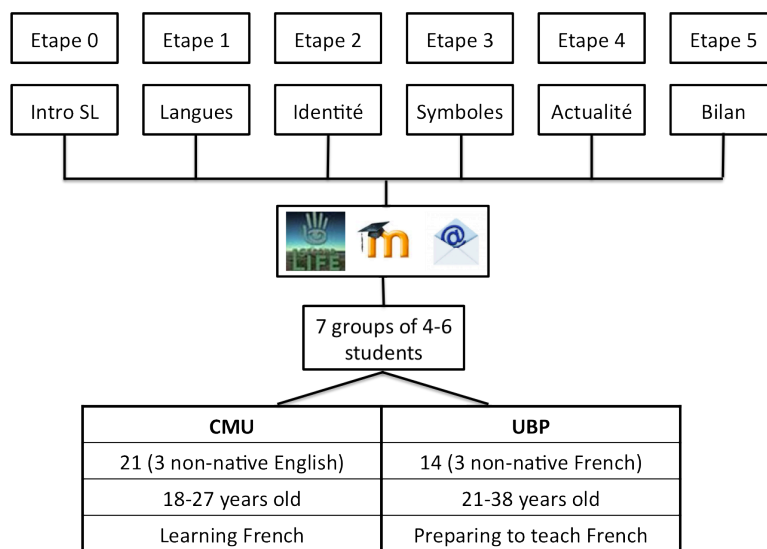


Figure 1: Overview of the SLIC Project

During the SL sessions, the groups met on a platform designed for the project by one of the researchers (see Figure 2). The moderators and learners had access to several tools to complete their tasks synchronously using the materials prepared before the session, for example

access either in or from SL to Google documents, a web browser, an SL chat tool, a collaborative notepad, and an image viewer. They were also able to leave the SLIC platform to visit other SL locations. Additionally, Moodle was used as a resource platform and for asynchronous exchanges within and between groups.



Figure 2: Screen capture of the SLIC platform where the groups met

All the participants involved in the SLIC project, both from UBP and CMU were considered equals. They all completed the same tasks and participated in the sessions. However, since the UBP Masters' course linked to the project aimed at introducing and preparing the moderators for teaching French as a foreign language online, they had responsibilities for their group, the greatest being the role of "discussion leader" or moderator for a step. Additionally, as part of their coursework, the moderators were asked to design Step 4.

During the session, the moderator's main task was to lead the discussion based on the task framework. This would involve managing the turn-taking if necessary, and participating in the

discussion and creation of the final document representing the group's work during the semester. After each session, the moderator was in charge of uploading the collaboratively created documents into the Moodle.

### Data Collection

ELAN was used to provide data on each participant (moderator or learner) and each utterance, or turn, taken during a recorded session, which was then coded by one of the researchers. This would include, for example, whether the act was oral or a chat message, the time in hours, minutes, and seconds at which the user began and finished speaking (or writing), the length of time in hours, minutes, and seconds that the user spoke, and the message itself. Each time a user spoke or wrote it was considered a turn (see Table 1, N.B. ppt->powerpoint). In this

Table 1: Group 6, Step 5, sample data from the ELAN transcription program

Reference	Type	Beginning	End	Duration	Content	Translation
id0001	tpa_sil	00:00:00. 000	00:02:01 .300	00:02:01. 300	(silence)	(silence)
id0002	tpa_afu bp1_6_4	00:02:01. 300	00:02:02 .180	00:00:00. 880	bonsoir	good evening
id0003	tpa_sil	00:02:02. 180	00:03:15 .980	00:01:13. 800	(silence)	(silence)
id0004	tpc_afub p1_6_4	00:02:27. 939	00:02:28 .038	00:00:00. 099	Bonsoir L5	good evening L5
id0005	tpc_afub p1_6_4	00:02:35. 925	00:02:36 .057	00:00:00. 132	tu peux parler ?	can you talk?
id0006	tpc_afub p1_6_4	00:02:37. 344	00:02:37 .443	00:00:00. 099	Ah bonsoir (M)! je suis desolee que j'ai vous ennoye mon ppt si en retard	oh good evening (M)! I'm sorry that I sent you my ppt so late
id0007	tpc_afc mu_6_3	00:02:40. 182	00:02:40 .248	00:00:00. 066	pas grave	no problem
id0008	tpc_afub p1_6_4	00:02:59. 751	00:02:59 .850	00:00:00. 099	tu peux parler ?	can you talk?
id0009	tpa_afu bp1_6_4	00:03:15. 980	00:03:16 .900	00:00:00. 920		

table the first column notes the reference point for each time an oral or written act occurred, even if the same user spoke or wrote sequentially; the written chat was barely used during these sessions. The Type column indicates the coded user. The abbreviation ‘tpa’ refers to an oral (audio) turn and ‘tpc’ refers to a written (chat) turn. The columns Beginning, End, and Duration show the timed beginning, the timed end, and the total duration of the turn in hours, minutes, and seconds. The Content column is the transcription of the oral or written comment in French, and the last column is the translation. “M” refers to the moderator and L5 refers to a learner. 70 hours of multimodal data were collected during the semester.

### **Results**

In this paper, Groups 3 and 6 will be examined for Step 5, since the instructions and task were the same for each group. Quantitative and qualitative evaluations of moderator behavior will be provided, in addition to the analysis of its impact on learner patterns of interaction. Step 5 is a point in time at which the participants were the most familiar with each other and with the technology. As noted above, Step 5 was a collaborative task asking the participants to compile reflections on the all the tasks completed during the semester.

Group 3 was the most populated of the all the groups as it was composed of four learners and two moderators. The learners in this group were two females (L1G-native of the Philippines, L2S-native of Jordan) and two males (L3E and L4M, both native English speakers). The moderators (M1 and M2) were male, native speakers of French, Master 2 students, and had had some experience teaching French as a Foreign Language (FFL). They were also very interested in new technologies and decided to join SLIC because of the innovative aspects of the project and the SL environment with which they were not familiar. Lastly, they were friends outside of the

university setting. Despite the instructions that only one moderator should officially lead the group discussion during a session, they decided to share the role of moderator for Step 5. During this session, all six group members were present, even though L1G and L3E shared the same computer.

Group 6 was the only group originally composed of one Master 1 UBP student and one Master 2 UBP student as moderators. These two moderators did not know each other prior to the project start. M3 was a native speaker of Mandarin Chinese, her second language being French, with no previous experience teaching. M4 was a native speaker of French and had extensive experience teaching FFL. For this session, M4 was not able to be present due to a family illness. The three learners were three females: L5C who was a native speaker of English with one parent a native speaker of French; L6O whose family was divided between native speakers of French and Spanish; and L7M, a native speaker of English who arrived at the session one hour late.

**Comparative quantitative data**

To get a general sense of these two groups, the following tables represent key data. Table 2 shows the group and how long each group spent in sessions for each step of the project.

Table 2: SL session duration for each step of the project for Groups 3 and 6

	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>
<b>Group 3</b>	02:15:04	01:43:59	01:31:12	01:45:31	01:14:41
<b>Group 6</b>	01:08:27	02:04:15	01:40:30	01:50:39	01:33:09

The graphs in Figure 3 show what percentage of time during the Step 5 session that each moderator and learner spoke.

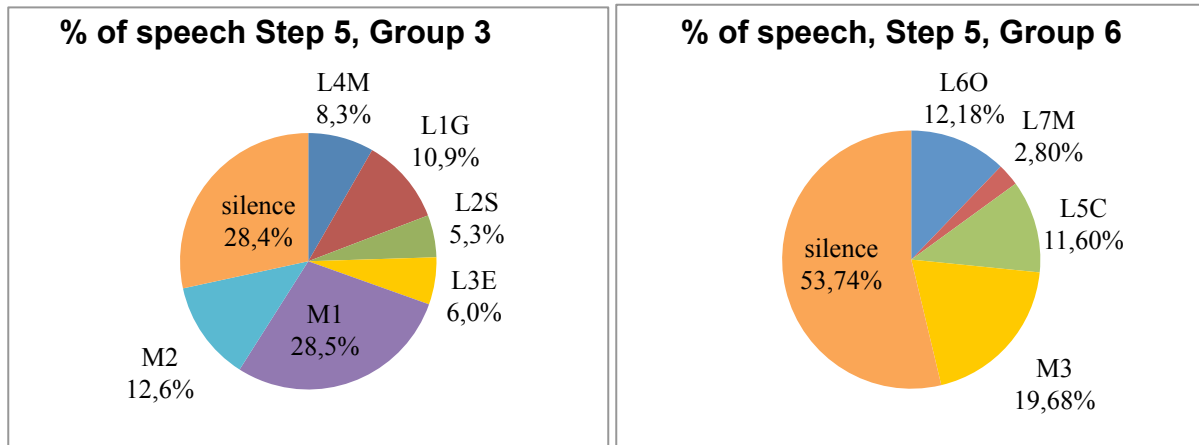


Figure 3: Graphs depicting how long each moderator and learner spoke during Step 6 moderator and learner spoke. The graph describing Group 3 shows that the session was roughly divided into three parts: silence (28.4%), M1 and M2 (41.1%), and four learners (30.5%). For Group 6, the session divides roughly into three parts also, but not similarly to Group 3’s session: silence (53.74%), M1 (19.68%), 3 learners (26.58%). In support of these graphs, Tables 3 and 4 show the number and duration of the turns for each member of Groups 3 and 6.

Table 3: Statistics for the utterances and duration of the audio turn-takings (Group 3)

Group 3	Number of utterances	Minimal duration (seconds)	Maximal duration (seconds)	Average duration (seconds)	Median duration (seconds)	Total duration (seconds)
L1G	38	0.345	60.983	11.7235	2.968	445.493
L2S	31	0.359	30.495	7.032226	1.823	217.999
L3E	27	0.66	41.034	9.030037	1.73	243.811
L4M	21	0.571	45.156	16.196238	11.869	340.121
M1	137	0.35	96.587	8.531825	3.6	1168.86
M2	148	0.12	28.23	3.489196	1.995	516.401
All speakers	402					

Table 4: Statistics for the utterances and duration of the audio turn-takings (Group 6)

Group 6	Number of utterances	Minimal duration (seconds)	Maximal duration (seconds)	Average duration (seconds)	Median duration (seconds)	Total duration (seconds)
L5C	95	0.165	34.023	6.348905	2.211	603.146
L6O	94	0.264	37.818	6.741829	2.26	633.732
L7M	33	0.264	37.026	4.42	0.924	145.86
M3	203	0.165	43.89	5.041355	2.794	1023.395
All speakers	425					

These statistics highlight some differences between the two groups with regards to the rhythm of the interactions by studying the amount of time that each participant spoke. In Table 3, the data show that Group 3 tended to have longer speech acts than Group 6. The question though is who produced the longer utterances? L2S has the second largest total number of utterances (31) but has the lowest duration of utterances of all six participants. Since she did not arrive late to the session, like L7M in Group 6, how can a higher number of utterances and the lowest total duration of speech be explained?

Table 4 shows that M3 spoke much less than did M1 (the de facto leader of Group 3) but the overall moderator speech total increases when we consider that M2 spoke more than any of the learners in his group. Although Figure 3 shows a more or less equal division of time spent on silence, moderators, and learners, the data for Group 6 in Table 4 show that L5C and L6O spoke far and above any of the learners in Group 3. Is this significant, however? Perhaps not, as L7M arrived late and contributed almost nothing to the discussion, allowing L5C and L6O to



participate equally, sharing time with M3. Similarly, in Group 3, perhaps four learners speaking with two moderators is a natural sharing of turn-taking.

Due to the fact that the quantitative data do not provide any true insight into the participants' patterns of interaction during the sessions, a more qualitative and step-by-step analysis of the turn-taking events in Groups 3 and 6 is warranted. The tables and figures above, compared to the qualitative analysis of interaction patterns below, stress that number and duration of utterances are not sufficient to determine the quality of the interaction.

### **Qualitative analysis of the transcription data: Group 3**

Excerpts of transcripts for both groups for session 5 were more fully analyzed, in order to understand more clearly what happened during the discussions. Such an analysis will show whether all participants brought ideas and got involved equally in the discussions or whether the moderator showed dominant and directive questioning behaviors and was therefore at the origin of all interactions and evidencing the traditional teacher-student IRF pattern. This analysis will also provide evidence of cooperation and/or collaboration between the participants.

Statistically, the quantitative analysis for Group 3 show that M1 spoke the most any group member, 28.5% of the time (Figure 3). The qualitative analysis of Group 3 shows that M1 leads the entire session and positions himself as a teacher and not a moderator, giving instructions to the learners and focusing solely on the completion of the task. The pattern of interaction in the excerpt below shows turn-taking directed by the moderator, especially as he indicates some of the learners by name: M1 – L4M - M1 – L3E – M1 – L1G – M1. Learners were given two choices in this style of questioning: to answer the question or to not answer the question, showing the pattern 'initiation-response'. This exchange lasts just over one minute and it is interesting to note

## Excerpt 1: Group 3 – Moderator questioning behavior

M1	00:48:34	00:48:52	[...] euh alors une autre question qu'est ce que enfin pourquoi est-ce que vous avez choisi l'avatar que vous avez   est-ce que vous avez pris du temps pour décider ou est-ce que vous avez choisi au hasard très rapidement ?	[...] um, so another question what, that is, why did you choose the avatar that you have? did you spend any time deciding [on one] or did you just quickly choose whatever was there?
L4M	00:48:55	00:49:14	moi j'ai choisi mon avatar euh euh très rapidement euh ++ un avatar qui euh un peu me ressemble mais il n'y a pas une décision difficile	well I chose my avatar, um, um very quickly um, ... an avatar that um looks a little like me but it wasn't a difficult decision
M1	00:49:16	00:49:18	L1G et L3E ?	L1G and L3E ?
L3E	00:49:20	00:49:33	hum j'ai choisi euh mon avatar parce que je pense que hum l'image de mon avatar hum semble comme hum moi-même	um I chose um my avatar because I think that um the image of my avatar um seems like um myself
M1	00:49:32	00:49:41	d'accord donc tu as travaillé ton avatar toi aussi L1G ?	Ok so you worked your avatar you too L1G?
L1G	00:49:33	00:49:39	et moi aussi + c'est c'est moi aussi	and me too, that's, that's me too
M1	00:49:53	00:49:54	ok super	ok super

(N.B. Several codes were used for the transcriptions. A '+' corresponds to a one-second pause, and son on. A '[' indicates an interrogative intonation. [\_XXX] was used when part of the utterance was inaudible. Non-French words are in brackets { }. A '/' was used when a word was not pronounced entirely.)

that the moderator does not leave the students much time to answer his questions, pausing only briefly before asking another learner to reply or to follow-up himself. M1 even asks L1G to reply

while she is already giving her answer as seen by the overlapping of times: L3E finishes speaking at 49:33 and M1 begins speaking at 49:32.

Furthermore, even though M2 was supposed to behave as a learner and not a moderator, his lack of reply in this excerpt is telling as it shows that he views himself as a moderator. M2 positions himself with M1 who also neglects to explain his choice of avatar, which was a rabbit and a fact to which the learners draw attention later in the conversation. M2 clearly takes the role of moderator in this excerpt.

During Excerpt 2, which lasts more than four minutes, M2 takes the role of primary moderator. M1 finally takes over after the greetings are taken care of by M2. This again shows that M2 considers himself a moderator and not a learner. Given the rather fixed roles of moderator and learner at this point in the semester, if M2 had been absent from the session, it is not likely that a learner would have filled in for M1 during his absence.

**Excerpt 2: Group 3 – Examples of M1 and M2 sharing control of the group**

M2	00:00:38.736	00:00:39.936	L3E, <u>quelqu'un sait où est L3E ?</u>	L3E, does someone know where L3E is?
L2S	00:00:45.740	00:00:45.844	<u>non...</u>	<u>no...</u>
M1	00:01:06.680	00:01:08.570	<u>moi j'vais me mettre debout sur la table</u>	I'm going to stand on the table
M2	00:01:11.850	00:01:12.580	<u>pas mal</u>	<u>not bad</u>
M2	00:01:14.490	00:01:17.170	Bon <u>ben écoute M1 je propose qu'on commence</u>	So, listen M1 I think we should begin
M1	00:01:17.830	00:01:19.020	[rires]	[laughter]
M2	00:01:19.020	00:01:21.530	[rires] <u>est-ce que vous êtes prêts L2S et L4M ?</u>	[laughter] are you ready L2S et L4M ?
M2	00:01:26.890	00:01:28.550	<u>ah est-ce que vous êtes prêts ?</u>	<u>um, are you ready?</u>
L2S	00:01:28.315	00:01:28.400	<u>oui</u>	<u>yes</u>
M1	00:01:28.530	00:01:29.900	[rires]	[laughter]
M2	00:01:31.070	00:01:32.980	{yes} L2S a <u>dit oui</u>	{yes} L2S said yes
M1	00:01:32.450	00:01:35.150	L2S / L2S / <u>tu peux parler L2S</u>	L2S / L2S / can you talk L2S
L4M	00:01:34.861	00:01:35.046	<u>oui, je pense</u>	<u>yes, I think so</u>
M2	00:01:37.070	00:01:39.090	[XXX] <u>tu penses qu'il est prêt quoi</u>	[XXX] <u>you think he's ready, yeah</u>
M2	00:01:41.020	00:01:41.800	<u>pas sûr</u>	<u>not sure</u>
M2	00:01:48.930	00:01:50.900	<u>euh est-ce que il fait froid euh chez vous ?</u>	<u>um, is it cold there?</u>
M2	00:01:56.500	00:01:59.120	L2S et L4M ? [rires]	L2S and L4M? [laughter]
L4M	00:01:59.620	00:02:08.220	<u>euh + il fait un peu froid mais ++ euh pas trop mal + encore [rires]</u>	<u>um + it's a little cold ++ um, not too bad + yet [laughter]</u>

L2S	00:02:00.520	00:02:01.690	oui il fait froid	yes, it's cold
M2	00:02:08.950	00:02:10.310	il y a euh de la neige ?	is there snow ?
L4M	00:02:13.010	00:02:16.890	euh pas beaucoup mais de temps en temps	um, not a lot, but sometimes
M2	00:02:17.420	00:02:18.570	oh ouais ok	oh, yeah, ok
M2	00:02:21.040	00:02:27.590	ah M1 est parti je sais pas où il est ah +++ M1 tu nous entends ?	um, M1 left, i don't know where he is, uh+++ M1, can you hear us ?
M1	00:02:34.960	00:02:47.120	[rires] bon y'a que deux personnes aujourd'hui et euh L3E/ ouais ouais ouais ouais j'ai j'ai coupé mes enceintes du coup il devrait plus y avoir d'écho + ça sera mieux	[laughter] well, there are only two people today and um, L3E ? yeah, yeah, yeah, yeah, i, i cut my speakers there shouldn't be any more echo + it will be better
M1	00:02:35.560	00:02:35.707	M1	M1
M2	00:02:39.300	00:02:43.140	si il nous entend c'est bon ++ ouais écoute	if he hears us it's good ++ yeah, listen
M2	00:02:47.120	00:02:47.700	d'ac	ok

			et ben c'est parti / ++ bon alors aujourd'hui/ + dernière séance/ + séance de synthèse/ ++ donc l'objectif c'est de faire un {Powerpoint} donc de faire des diaporamas + avec euh toutes les in/ tout' en fait un résumé de toutes nos séances. Donc y'en a deux là des {Powerpoint} on peut travailler sur les deux ++ euh j'vous propose ++ bon c'qu/ c'qu'on va faire déjà c'est euh résumer ensemble les les différentes séances et après on va essayer d'prendre des des photos pour représenter	Ok, so here we go ++ good, so today + last session + synthesis session ++ so the goal is to make a {Powerpoint} so to make some slides + with um all the in... all in fact a summary of all of our sessions. so there are two here, some {Powerpoint}, we can work on them both ++ um i suggest ++ well what what we'll do right away is to um summarize together the the different sessions and after we'll try to take some some photos to show each one of us and to put them on the slide ++ um you
--	--	--	---	---

M1	00:02:51.180	00:04:08.755	<p>chacun de nous pour pouvoir nous représenter et pour les mettre sur le diaporama ++ euh il faut que vous naviguiez vous-même dans le diaporama puisque moi si je change je crois que vous ne voyez pas la différence par exemple là tout de suite je suis sur l'introduction est-ce que tout le monde voit l'introduction   +++ non voilà L2S / tu peux utiliser ton microphone L2S</p>	<p>have to navigate yourselves in the slide since i, if i change i think that you won't see the difference for example here right away i'm on the introduction does everyone see the introduction ? ++ no, here L2S ? can you use your microphone L2S</p>
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An example of dominant and directive behaviors by M1 can be found in Excerpt 3 that lasts almost 1.5 minutes.

Excerpt 3: Group 3 – Dominant and directive behaviors by M1

			<p>d'accord pas de problème bon ben c'est cool que vous soyez tous ici euh on a un petit problème informatique par contre enfin informatique un problème de Second Life c'est un mystère donc euh on va travailler à l'oral uniquement on va pas pouvoir écrire ou sinon on va écrire sur le tableau ici là et l'objectif c'est de faire un résumé de l'expérience Second Life ++ alors ce qu'on va faire M2 / est-ce que toi tu peux avoir le {Powerpoint} sous les yeux   et on avance tous ensemble et toi tu prends les notes et moi j'anime la séance pour savoir ce qu'on en pense et ce qu'on écrit / +++ ok vous pouvez écrire avec votre navigateur ouais + ici   +++ on va commencer par faire un +++ résumé sur euh en général travailler sur Second Life + comment c'était pour vous + si vous deviez continuer la phrase travailler dans Second Life c'est qu'est ce que vous diriez   +++ alors L1S et L3E</p>	<p>Ok so no problem well it's cool that you're all here um we have a little technical problem actually well technical a problem in Second Life it's a mystery so um we're just going to work orally we aren't going to be able to write or rather we'll write on the notepad here and the objective is to summarize the Second Life experience ++ so what we'll do M2 can you get the {Powerpoint} out here ? and we'll on go on and you can take notes and i'll moderate the session to know what we all think and what we write ++ok you all can write with your browser yeah + here ? +++ we'll start by doing a +++ summary of um in general on Second Life + how it was for you + if you had to finish the sentence working in Second Life it's what would you say ? +++ so L1G and L3E both of you what's your opinion of working in Second Life what can you say ? + everything that you want</p>
M1	00:13:24.140	00:15:00.727	<p>tous les deux qu'est-ce que vous pensez de travailler dans Second Life qu' qu'est-ce que vous pouvez dire   + tout ce que vous voulez</p>	

M1's behavior here is not inviting; that is to say, he does not ask the learners to participate but uses the pronoun *on* which can informally mean 'we' but can also be used to be directive. He directly asks L1S and L3E to reply to the question, which looks like an invitation, but because he singles them out, the behavior could be misinterpreted as directive. Furthermore, M1 outlines very clearly how he wants the session to run.

In Excerpt 4, M1 and M2 moderate the session almost as equals, which becomes apparent in the types of questions and directives that M2 gives to both the learners and M1. M1 begins by asking L3E to write on the notepad and then asks L4M to write. M1 then tries to ask a question which is not understood by the learners, but before they can ask for clarification, M2 tries to prompt the learners to reply. M1 then reformulates the question to which the learners reply. L1G replies, then M2 follows-up at the same time that M1 comments on L1G’s answer.

Excerpt 4: Group 3 – Examples of M1 and M2 more equally sharing control of the group

M2	00:20:37.849	00:20:38.637	allô	hello
L1G	00:20:41.451	00:20:45.920	ok est-ce que vous pouvez répéter la question s'il vous plait	ok can you repeat the question please ?
			bien sûr bien sûr j'disais donc vous avez trouvé des avantages et des inconvénients à travailler dans Second Life d'une manière générale mais plus précisément nous avons travaillé en équipe plusieurs fois et ce travail d'équipe nous a permis de réaliser des choses bon réaliser des choses simples mais on a quand même réalisé des choses tous ensemble et quel est votre ressenti	of course of course i was saying then you found advantages and disadvantages in working in Second Life overall but more precisely we worked as a team several times and this teamwork allowed us to create some things well create some simple things but still we created some things all together



M1	00:20:46.619	00:21:18.699	comment est-ce que vous avez vécu le travail en groupes le travail en équipe	and what is your feeling how did you live the group work the team work
			ok + hum +++ oui je je crois que c'était c'était bien de travailler en équipe parce que hum ça m'a rendu hum moins nerveuse pour [à ] parler parce que tout le monde doit parler et je j'aime bien quand hum les membres les membres du groupe hum expriment leurs leurs opinions parce que j'ai appris beaucoup hum des opinions des autres membres du groupe	ok + um +++ yes i i think that it was it was good to work as a team because um it made me um less nervous to speak because for to speak because everyone must talk and i i prefer it when um the members the members of the group um express their their opinions because i learned a lot um about the opinions of other members of the group
L1G	00:21:20.583	00:22:07.893	[rires]	[laughter]
M2	00:21:23.221	00:21:25.849	c'était facile difficile de travailler en équipe ?	was it easy hard to work as a team ?

In Excerpt 5, the learners are confused about to whom a question is addressed. L2S begins in this excerpt and replies to the question and ends with a muffled word that M1 does not understand. Instead of allowing L2S to reply to M1's clarification request, M2 clarifies the learner's missing word and then comments on how her answer is 'funny' (*marrant*). As a learner, this could perhaps be construed as a negative comment, as she could wonder what she said that was funny. Meanwhile M2 chats to one of the learners directing him to write on the notepad while M1 asks a question orally. L2S asks if the question is directed at her, to which M2 replies affirmatively. M1 however responds that anyone can answer the question; M2 then backtracks in

his reply and agrees that anyone can answer the question. M2 then orally asks L4M to write on the notepad. At the end of this excerpt M1 and M2 speak directly to each other only, and in fact, M2 suggests to M1 that they change the topic.

Excerpt 5: Group 3 – Moderator behavior leading to learner confusion

L4M	00:23:12.610	00:23:48.059	je j'crois que le le travailler en groupes est est plus facile que travailler tout seul parce qu'il y a des autres personnes euh dans le même bateau il y a des autres pour euh donner des idées euh peut-être il y a euh une euh essence de communauté euh euh peut-être l'équipe est une famille [XXX]	i i think that the the to work in groups is easier than to work all alone because there are other people um in the same boat there are others to um give some ideas um maybe there is um a um feeling of community um um maybe the team is a family [XXX]
M1	00:23:33.129	00:23:33.998	ouais	yeah
M1	00:23:36.357	00:23:36.940	haha	haha
M1	00:23:50.609	00:23:55.702	excuse-moi j'ai pas compris la fin +++ d'accord ok	sorry i didn't understand the end +++ ok ok
M2	00:23:51.428	00:23:54.381	[ XXX ] une famille	[XXX] a family
M2	00:23:56.952	00:23:58.250	c'est marrant ça	that's funny
			et euh moi je me demandais est-ce que quand vous parlez français entre entre vous dans Second Life ou quand vous écoutez euh l'un de vous parler français est-ce que c'est plus facile ou plus difficile que quand vous nous écoutez moi ou M2 parler en français   +++ est-ce que vous	And um i was wondering do when you speak French among yourselves in Second Life or when you listen um to one of you speak French is it easier or more difficult than when you listen to me or M2 speak French ? +++ do you understand

M1	00:24:00.940	00:24:28.654	comprenez la question	the question ?
M2	00:24:33.389	00:24:33.511	tu peux écrire sur le tableau L4M	can you write on the notepad L4M
M2	00:24:34.657	00:24:34.779	?	?
M2	00:24:41.487	00:24:41.633	ce que tu viens de dire	what did you just say
L4M	00:24:47.726	00:24:49.762	euh c'est question à moi	um is that a question for me ?
M2	00:24:50.475	00:24:52.439	oui euh [ _XXX]	yes um [XXX]
M1	00:24:51.000	00:24:52.762	et ben les questions à tout le monde	well the questions are for everyone
M2	00:24:54.701	00:24:58.202	L4M tu peux écrire ta réponse sur euh le travail en équipe	L4M can you write your answer on um the notepad ?
L4M	00:24:59.928	00:25:00.797	euh j'essaie	um i'm trying
M2	00:25:02.583	00:25:03.357	merci	thank you
M1	00:25:06.321	00:25:15.726	ma question c'était est-ce que c'est plus facile de parler français avec M2 et avec moi ou est-ce que c'est plus facile de parler français et de comprendre le français entre vous	my question was is it easier to speak French with M2 and me or is it easier to speak French and to understand French among you
L4M	00:25:06.714	00:25:07.285	[XXX]	[XXX]
M2	00:25:21.869	00:25:22.476	ah	ah
			moi je n'ai pas trouvé des difficultés hum en général hum pour comprendre hum vous et les autres élèves parfois on ne comprend pas les	for me i didn't find it difficult um en general um to understand um you

L2S	00:25:26.988	00:25:56.571	questions que vous demandez alors c'était euh c'est bien d'avoir d'autres étudiants [études] qui qui demandent les mêmes questions et qui qui peuvent nous aider à comprendre hum mais moi je n'ai pas trouvé d problème	and the other students sometimes we don't understand the questions that you ask so it was um it's good to have other students [studies] who who ask the same questions and who who can help us understand um but i personally didn't have any problems
M1	00:25:57.809	00:25:58.595	ok	ok
L2S	00:25:58.119	00:25:59.047	avec ça	with that
M2	00:26:07.619	00:26:10.285	on passe à l'étape une euh M1 ?	Shall we go on to Step 1 um M1 ?
M1	00:26:11.035	00:26:14.678	allez ben vas-y c'est tu peux commencer alors	well go ahead it's you can begin then
M2	00:26:15.190	00:26:33.595	donc euh sur le tableau j'ai mis étape une ++ alors qui veut do/ qui veut dire son opinion sur l'étape une la première étape   ++ qu'est ce que vous avez pensé pendant la première étape ? ++ L3E tu veux répondre ?	So um on the notepad i put Step 1 ++ so who wants gi/who wants to tell his opinion on Step 1 the first step ? ++ what did you think during the first step ? ++ L3E do you want to answer ?
M1	00:26:38.031	00:26:44.512	euh je n'étais pas là pour cette séance désolé	um i wasn't there for that session sorry
M2	00:26:40.702	00:26:50.964	ah oui/ t(u) étais pas là xxx [ rires] ben vas-y L1G si tu veux répondre + est-ce que tu as des souvenirs de l'étape une	Oh yeah you weren't here xxx [laughter] ok so go ahead L1G if you want to answer + do you have any memories of Step 1 ?

These five excerpts from Group 3 show a variety of moderator miscues to each other and to the learners. The learners are not able to participate fully in the discussion because they are confused by: 1. both moderators speaking and giving instructions, 2. the length of the questions that are asked, and 3. the fact that they do not know to whom the questions are addressed. Thinking back to the statistics on Group 3, it is clear why M1 has the highest percentage of

speech (28.5%). And if M2's speech time of 12.6% is added to M1's total, the moderators spoke almost half of the time (41.1%).

Furthermore with regard to the statistics, even though L4M had some of the longer utterances, taking into account the fact that some of his utterances consisted of short turns such as *Euh, c'est une question à moi ?* (Um, is that a question for me?) and *Euh, j'essaie* (Um, I'm trying), it is easier to understand that he is trying to survive the discussion, trying to cooperate with the moderators, but he is not really able to collaborate.

### **Qualitative analysis of the transcription data: Group 6**

Group 6 shows patterns of interaction primarily between two learners and one moderator. Comparatively, the statistics show that M3 spoke less than M1 but more than M2, and that individually, the learners in Group 6 spoke more than any of the learners in Group 3, except for the L7M who arrived one hour late at the session.

In examining M3's utterances, different moderator behaviors are immediately evident. After the initial greetings and the quick resolution of technical problems at the beginning of the session, M3 asks: *vous pensez qu'on peut commencer maintenant? ou qu'on va attendre L7M?*" (Do you think we can start now? Or shall we wait for L7M?) This style of moderating asks learners for their participation and their opinions. The invitation to participate in the conversation sets the tone for the rest of the session. Later on in the discussion as they start on the task, M3 asks a learner to 'try': *est-ce que tu peux essayer d'écrire quelque chose sur le Powerpoint?* (Can you try to write something on the Powerpoint?) instead of being directive.

Other types of M3's supportive behaviors are evident in this excerpt in written chat. Prior to this written exchange, M3 had tried to explain to L5C how to click on the notepad in order to

write on it. L5C did not understand the oral instructions, so M3 changed to the written mode which helped the learner.

Excerpt 6: Group 6 – M3's supportive behavior in written chat

M3	00:20:01.365	00:20:01.464	il y une loupe a cote du lien	there's a magnifying glass next to the link
L5C	00:20:13.377	00:20:13.476	je suis tres desolee c'est un petit peu difficile pour moi de vous comprendre	i'm really sorry it's a little difficult for me to understand you
L5C	00:20:18.030	00:20:18.096	ah oui je le vois	oh i see it
M3	00:20:31.791	00:20:31.923	tu cliques	you click on it
L5C	00:20:47.103	00:20:47.235	d'accord	okay

Instead of focusing heavily on technical problems as M1 and M2 did with their learners in Group 3, spending 62 out of 489 utterances, a total of 5 minutes and 30 seconds, M3, when dealing with a learner having problems writing on the notepad, remarks: *bon, c'est pas grave ça marche pas trop*, (Hey no problem, it's not working too well.) instead, writing on the notepad herself. In Group 6, 82 out of the 461 total utterances or a total of 3 minutes and 15 seconds were spent on technical difficulties, mainly sound problems with students unable to understand each other.

Group 6 learners also initiated conversation sometimes, for example as L6O asks: *il nous manque deux personnes n'est-ce pas?... M4 et L7M*. (We're missing two people, right? M4 and L7M?) M3 then explains why M4 was not able to attend the session (family illness) and both L5C and L6O respond with *ah d'accord* (Oh, ok.). L6O continues after this explanation and the unexplained absence of L7M by saying: *si vous voulez on peut commencer* (We can start if you want.). M3 repeats the question, and L6O agrees, as does L5C.

M3's explanation of the session's task does not last four minutes as did M1's. She states plainly: *bon d'accord donc c'est la dernière séance on va faire un bilan ensemble* (Ok, so this is the last session, we're going to do a summary together.) and follows up with *d'accord en fait c'est euh le Powerpoint elle te l'a donné + donc + on va discuter ensemble ++ alors première chose c'est euh c'est objectif de projet +++ si nous devons décrire le projet à quelqu'un d'autre ++ qu'est-ce que vous allez dire?* (Ok in fact it's um the Powerpoint that she gave you + we're going to talk about it together ++ so the first thing is um is the project's goal +++ if we had to describe the project to someone else ++ what will you say?) From that point on, M3's utterances are limited to single or two word answers, and after the learners respond, M3 supplies a personal answer as well, positioning herself as an equal participant in the discussion.

In Excerpt 7, once M3 gives her personal response to the question at hand, L5C replies but prefaces it with *euh pour moi* (for me), which indicates that she is aware of M3's response but permitting herself to answer differently. L5C's acknowledgement of M3's reply shows that she accepts their equal status. L6O then acknowledges L5C's reply by stating *j'ai mis à peu près la même chose* (I put down more or less the same thing.), thereby linking her response with her classmate's. The conversation gets slightly muddled at this point, but still discussion and acknowledgement between the learners continues, as both M3 and L6O try to understand L5C, and M3 encourages L5C with a short *oui* (yes) and L6O prompts her classmate by using her first name.

Excerpt 7: Group 6 – M3's questioning behavior leads to learner interaction

M3	00:28:59.529	00:29:26.391	travailler dans Second Life + par exemple euh euh en fait la question c'est c'est euh c'était euh comment travailler dans Secon/ Second Life   + pour moi c'est une nouvelle expé/ expérience et une très bonne façon pour enseigner ou apprendre une langue étrangère à distance et pour vous	working in Second Life + for example um um in fact the question is is um it was um how to work in Secon Second Life ? + for me it's a new expe experience and a really good way to teach or learn a foreign language online and for you ?
L5C	00:29:27.777	00:29:51.900	euh pour moi c'était bon mon expérience aussi parce que euh il nous donne une chance de parler français avec quelqu'un qui est francophone [XXX] c'était très utile et d'habitude je ne parle pas je ne parle jamais en classe alors c'est une alors j'étais forcée à parler le français alors c'était très bon pour moi	um for me it was a good experience also because um it gave us the chance to speak French with someone who is francophone [XXX] it was very useful and usually i don't speak i never speak in class so it is so i was forced to speak French so it was very good for me
			j'ai mis à peu près la même chose que c'était une nouvelle opportunité de parler avec quelqu'un de français et c'est la première fois que j'ai fait quelque chose dans un monde virtuel mais je	i put more or less the same thing that it was a new chance to speak with someone who is French and it is the first time that i did something in a



L6O	00:29:56.718	00:30:16.485	pense que ça a bien marché parce que c'était quelque chose de nouveau et intéressant	virtual world but i think that it worked well because it was something new and interesting
L5C	00:30:19.488	00:30:21.666	je pense que c'est très [XXX]	I think that it is very [XXX]
M3	00:30:19.653	00:30:20.313	[XXX]	[XXX]
M3	00:30:24.438	00:30:24.735	oui	yes
L6O	00:30:25.428	00:30:25.956	L5C	L5C
L5C	00:30:27.903	00:30:30.807	euh {never mind} ++ c'est rien	um {never mind} ++ it's nothing

In Excerpt 8 from Group 6, further supportive behavior between the learners can be seen as well as M3's invitational and non-dominant style, all of which promotes conversation. M3 introduces the change of topic and L6O picks up the conversation right away. M3 does not have to encourage L5C to continue the conversation, nor does she try to cover the silence, allowing instead the learners to maintain the thread of the conversation. Once again, non-aggressive apposition shows up between the learners when L5C says *oh oui, pour moi...* (oh yes, I...) in response to L6O's statement, but yet they support each other when L6O replies to L5C by saying *moi je suis d'accord...* (I agree...).

Excerpt 8: Group 6 – M3's moderating style promotes conversation between learners

M3	00:37:41.325	00:37:51.687	alors ++ euh ++ l'étape deux c'est sur l'identité +++ donc	so ++ um ++ Step 2 is on identity +++ so
L6O	00:37:51.918	00:38:04.128	je pense pour cette étape j'ai mis une photo de ma famille française et américaine donc ça représentait les deux cultures dans ma vie	i think for this step i put a picture of my French and American families so that represented the two cultures of my life
L5C	00:38:08.253	00:38:22.146	oh oui pour moi j'ai j'ai mis une photo de de Côte d'Ivoire parce que mon mon père et mon frère est Côte d'Ivoire et c'est une partie de ma culture c'est pourquoi j'ai choisi	oh yes for me i i put a picture of of the Ivory Coast because my my father and my brother is Ivory Coast and it's a part of my culture that's why i chose
M3	00:38:29.175	00:38:32.640	alors c'est quoi votre appréciation pour cette étape	so what's your evaluation of this step ?
L6O	00:38:33.795	00:38:42.540	euh je pense que c'était mon étape préférée parce que c'était laquelle c'était sur laquelle j'avais le plus à dire	um i think that it was my favorite step because it was the one about which i had the most to say
L5C	00:38:50.196	00:39:09.105	euh c'était mon première étape je pense parce que je n'étais pas là pour le le premier alors c'était un petit peu euh inconfortable pour moi mais c'était une discussion très intéressante	um it was my first step i think because i wasn't there for the the first so it was a little um uncomfortable for me but it was a very interesting discussion
L6O	00:39:17.124	00:39:29.664	moi je suis d'accord c'était mieux hum après quelques fois qu'on a fait parce que la première fois on parlait pas trop mais une fois qu'on était plus confortable ça allait assez bien	i agree it was better um after a few times that we did (it) because the first time we didn't speak a lot but once we were more comfortable it went pretty well

When considering the percentages from Figure 4, one obvious data point is that Group 6's session contained much more silence (53.74%) than did Group 3's session (28.4%). One explanation could be that Group 3's session actually contained two moderators instead of one, and four students instead of two. Relying on the statistics however, does not allow consideration of an alternative explanation, or rather, a supporting explanation. By allowing more silence and thus more time for thinking and preparing, M3 allowed her learners in Group 6 to spend more

time thinking of their answers and practicing strategies for communication. L5C and L6O spoke to M3 and to each other, evidencing much more collaborative-like behavior than did any of the learners in Group 3.

### **Discussion**

New teachers often try to cover up the silence in the classroom, forgetting that ‘wait time’ (the time that teachers spend not talking but waiting for students to talk) is a key element of positive teacher behavior. M3 allowed the silence and indeed, showed other supportive behaviors: inviting the learners into the discussion and using questioning techniques that encouraged learner interaction and exchanges among all three participants. In not positioning herself at a higher status and in asking the learners their opinions, M3 opened the door for the learners to take more responsibility for the discussion, ultimately resulting in longer learner speaking times (see Table 4), surpassing the moderator’s speech by a margin of 6.9% whereas in Group 3, the learners surpassed M1 by only 2% and the total speech of M1 and M2 surpassed learner speech by 10.6%.

Hudson and Bruckman (no date) examined asynchronous blog responses by charting who replied to whom when considering student response rates to either an expert moderator or a student moderator. Table 5 shows to whom each of the learners in Group 3 responded during the discussion. Of the total number of utterances made by the Group 3 learners, 98 of the 122 total utterances, or 80%, were directed to the moderators. A small proportion of the remaining 20% concerned responses to the moderator built on another student's previous answer ("me too", "I agree", etc.). The remaining utterances are inaudible, laughs, and exclamations.

Table 5: Number of Group 3 learner utterances to moderators

<b>Group 3</b>	<b>L1G</b>	<b>L2S</b>	<b>L3E</b>	<b>L4M</b>
<b>Total utterances</b>	38	35	27	22
<b>Utterances directed to moderators</b>	30	29	20	19
<b>Utterances directed to another student</b>	0	0	0	0
<b>Utterances built on a student's response</b>	1	2	4	0

This limitation for Group 3 learners on opportunities to share information with other learners in the group would severely hinder not only the development of a natural conversation, but also result in fewer opportunities for learners to practice collaboration. The input provided by the Group 3 moderators could be considered thus as ‘teacher talk’ and the interaction patterns described as M-L-M-L-M for more than 50% of the session.

Additionally, a higher percentage of moderator talk in Group 3 led to less time for learner talk during the session, as the moderators often engaged with each other as seen in the excerpts. Of the teacher behaviors leading to effective class discussion described by Shrum and Glisan, the Group 3 moderators were not effective in that they did not tolerate silences. Although they were not able to direct their gaze to the addressee of a student’s comment, they in fact consistently dominated the discussion and directed specific students to answer and to write. The moderators did not allow students to take the floor by virtue of the fact that they themselves spoke 41.1% of the time, and that by their interruptions and directive questioning style, they did little to encourage students to speak beyond one or two sentences. Moreover, they used the learners’ utterances to extend their own role in the discussion, by cutting students off. When considering

the 41.1% moderator talk and the 28.4% silence during the Group 3 session, four learners speaking 30.5% of the time would not allow for exploration of collaborative learning strategies. Group 6, as seen in the excerpts, were encouraged to talk and give their opinions, leading not only to extended learner talk but also to learner opportunities to talk to each other. Table 6 shows the number of utterances between the learners and the moderator in Group 6.

Table 6: Number of Group 6 learner utterances to moderator

<b>Group 6</b>	<b>L5C</b>	<b>L6O</b>	<b>L7M</b>
<b>Total utterances</b>	95	94	33
<b>Utterances directed to moderator</b>	65	74	26
<b>Utterances directed to another student</b>	9	6	0
<b>Utterances built on a student's response</b>	16	9	7

In order to create this supportive environment, the Group 6 moderator showed many positive teacher behaviors. She obviously tolerated silence, and although she was not able to direct her gaze toward a potential addressee of a student's utterance, she did allow silence in the discussion thus permitting the learners to take control if they so chose. In doing so, she taught them to take the floor, thereby encouraging them to speak beyond one or two sentences. Instead of taking the floor from the learners, M3 used their utterances, built on the conversation with her own replies, and then allowed the learners to take back the floor.

To answer to first research question, the moderators used two distinct styles of teacher/moderator behavior during the online sessions. M1 and M2 for Group 3 used directive

and dominant, almost exclusionary behaviors in a sort of ‘us vs them’ mentality. The discussion most assuredly was not meant to be of this nature, but the resultant interactions between the moderators set the tone for the online session. M3’s behaviors with Group 6 were more in line with what Shrum and Glisan (2010) would call positive teacher behaviors; she asked questions, asked permission, and asked opinions, in addition to giving answers to the same questions that she asked of the learners.

In order to explain the different moderator behaviors, it might be possible to re-examine them personally. The moderators for Group 3 were good friends, native speakers of French, both in the Master 2 level, with extensive teaching experience. Their camaraderie can be seen in the jokes that they share with each other and the amount of laughter during the session; in fact, without close analysis one might think that their session was highly successful. Other behaviors however, perhaps due to the fact that as experienced teacher-native speakers they were so comfortable and confident online with learners of French, perhaps led to a certain complacency in their interactions with the learners. Individuals can sense when they are not a part of the ‘inside crowd’. It is possible in part that the Group 3 moderators created their own group within the group and spent more time interacting with each other than in creating opportunities for interaction among and between their learners.

Again, in contrast to Group 3, the sole moderator for Group 6 was a non-native speaker of French, in her first year of the Master’s program, and did not have experience teaching French or interacting with learners of French. Her ‘backseat’ attitude is perhaps more understandable as one of a lack of confidence and a hesitation to interact with her learners.

With regard to research question number two, the two groups of undergraduate students exhibited different patterns of interaction due in part to the differing moderator behaviors during the SL sessions. Directive and dominant behaviors including directing questions at specific learners and requiring specific learners to write on the notepad, resulted in less independent talk by the undergraduate students. When directed to *speaking now*, or *write now*, or to *answer a specific question*, the undergraduates in Group 3 responded in a rote manner directly to the moderators more than 55% of the time. If this SL session had taken place in a traditional classroom, the conversation would have been stilted and unimaginative.

By contrast, the Group 6 learners exhibited more responsive behaviors to their moderator's less directed and dominant behavior, reacting positively to her more open and inviting behavior. The moderator's input was less in quantity as compared to that of the moderators in Group 3, but M3, in speaking less and asking open questions, indeed, in obtaining the permission of the learners, created an environment in which the learners were free to express their opinions both to her and to each other. The resultant patterns of interaction on the part of the Group 6 learners were thus richer and more conversational.

It appears that less positive moderator behaviors do not create an environment in which collaborative learning can take place. The Group 3 learners appeared to cooperate with the moderators, but can it be said that they truly collaborated in the task? Although the Group 6 learners appeared to respond well to their moderator's behaviors, they still showed a high level of cooperation and perhaps were shifting to a more collaborative mode of working. Further analyses of the project data will shed more light on this question.