

# Telecollaboration, Lingua Franca Communication, and Speaker Satisfaction



Lifelong  
Learning  
Programme

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## *My topics*

- ❖ Reaching out beyond the traditional classroom
- ❖ Success in lingua franca communication
- ❖ Speaker satisfaction and communicative success
- ❖ Pedagogical implications
- ❖ TILA: “Telecollaboration for Intercultural Language Acquisition”
- ❖ TILA sessions in OpenSim and BigBlueButton
- ❖ Case study: ELF conversations 2.0
- ❖ User experience: pupils and teacher students
- ❖ Initial conclusions

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## *Reaching out beyond the traditional classroom*

- ❖ **Communication and language learning are interdependent**
  - Communication is the goal of language learning
  - Language learning is mediated through communication
  - Backwash of communication on language learning
  - ➔ **Language learning requires rich opportunities for communication**
  
- ❖ **Intercultural communication is rooted in 'ordinary' communication**
  
- ❖ **Telecollaboration** provides rich opportunities for intercultural communication
  - Tools and environments:
    - Asynchronous: forum, wiki, blog
    - Synchronous: sound/video conferencing (Skype, BigBlueButton), 3D virtual worlds (SecondLife, OpenSim)
  - REAL-LIFE contact and (intercultural) lingua franca communication
  - Social interaction: networking, sharing, community building
  - Opportunities for authenticated and incidental intercultural language learning
  - ➔ **Beyond the classroom: > intercultural communication 2.0**



## *Success in lingua franca communication*

### ❖ **ELF communication studies**

- ELF intelligibility and communicative robustness
- Creative exploitation & extension of linguistic resources

[e.g. Jenkins, Cogo & Dewey 2011]

### ❖ **BACKBONE ELF interviews and TELF discussions**

- Perceived quality ranges from 'excellent' to 'good enough' to 'no clearance'

[<http://bit.ly/1aofRRg>]  
[<http://bit.ly/1k7LHoL>]

### ❖ **Introspective evidence**

- TELF discussions: speakers tend to be dissatisfied with their 'express-ability'
- Interpreters: ELF speakers can be a serious challenge

[Albl-Mikasa 2009, 2013]

### ❖ **Communicative success: a slippery customer**

- Oscillating criteria: Correctness? Or fluency? Or both? Or strategic skills that enable speakers to (somehow) keep the ball rolling?
- Preferential attitudes

➔ **Need for a model!**



## *Satisfaction and communicative success*

### ❖ Perspectives on satisfaction and success

- **Inside**: speaker ('self') – interlocutor ('other')
- **Outside**: participant **observer** – **teacher**

### ❖ Factors influencing speaker satisfaction

- Speakers' linguistic-communicative **competence**  
(lexis, grammar, functions & moves)
- . . . in relation to their **requirements of performance**
  - Comprehensible expression, accuracy, appropriateness, feasibility, style, thematic quality, conversational role
  - Speakers' 'ideal' and 'ought to' L2 Self
- Speakers' **skills**
  - Make your performance **comply** with own requirements
  - **Accommodate** your performance to your interlocutors' competence & requirements
  - Negotiate a **Third Space** of understanding and interaction [Kramsch 2009]

*Communicative success  
= mutual self/other satisfaction*

*[Kohn 2011]*

*[Dörnyei 2009]*

### ➔ **(Dis)Satisfaction = (lack of) balance**

- between **compliance**, **accommodation** & **Third Space negotiation**
- between **inside** and **outside** perspectives



## ***Pedagogical implications***

### ❖ **Maximization of speaker satisfaction**

- Human communication is geared towards maximization of speaker satisfaction
- Lingua franca pedagogy should help learners maximize speaker satisfaction

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### ➔ **Optimizing compliance** between competence and requirements

- Improving competence activation
- Adapting requirements to situational conditions
- Realistic perception of own performance (e.g. Rafael)

### ➔ **Towards a balanced requirement profile** (e.g. accuracy, fluency)

### ➔ **Developing linguistic-communicative competence**

- Towards some kind of target model (Why not BE?) [Kohn 2011; Seidlhofer 2011]
- Acknowledging non-native speaker creativity [Seidlhofer & Widdowson 2009]
- Trusting and exploring one's own non-native speaker creativity [Kohn 2014]

### ➔ **Developing strategic competence**

- Accommodation to interlocutor's competence and requirements
- Third Space negotiation



## **EU LLP Project TILA**

### ***"Telecollaboration for Intercultural Language Acquisition"***

12 partners, 6 European countries: Czech Republic, France, Germany, Netherlands, Spain, UK (01/13 – 06/15)

Coordinator: Kristi Jauregi, Utrecht University (Netherlands)

**[[www.tilaproject.eu](http://www.tilaproject.eu)]**

### **Telecollaboration – Intercultural communication & learning – Teacher education**

- ❖ Telecollaboration among **secondary school pupils** (13-16; A2-B2) to facilitate/enhance **IC communication & language learning** in English, French, German, Spanish
  - **Environments & tools**
    - synchronous: > VC (BigBlueButton, Skype ), virtual worlds (OpenSim)
    - asynchronous: > forum, blog, and wiki
  - **Activity types**
    - in-class: > "tandem" and "lingua franca"
    - outside-class: > "home work collaboration", "project groups"
    - extra-curricular: > "ELF conversations 2.0"
  - **Research focus:** impact of TC on task design, pedagogic organization, IC communicative interaction & competence, attitudes & motivation, anxiety, learner/teacher roles
- ➔ **Implications for learner preparation and teacher education**



## *TILA sessions in OpenSim*







## *TILA session in BigBlueButton*

Presentation screen

Chat box





## ***Case study: ELF conversations 2.0***

### ❖ **What it is about**

- Lingua franca communication in English among pupils from e.g. Bulgaria, Cyprus, France, Germany, Spain, and Turkey
- Small group conversation sessions in OpenSim and BigBlueButton
- Familiar topics related to school, family, and their private interests

### ❖ **Triangulated methodological approach**

- User experience (> questionnaire) [cf. Laugwitz, Held & Schrepp 2008]
- Communicative performance (> recording & transcript)
- Speaker background (questionnaire)
- Speaker requirement profiles (> questionnaire)
- Retrospective commentaries (> cued interview)
- Languaging and revision (> cued interview)

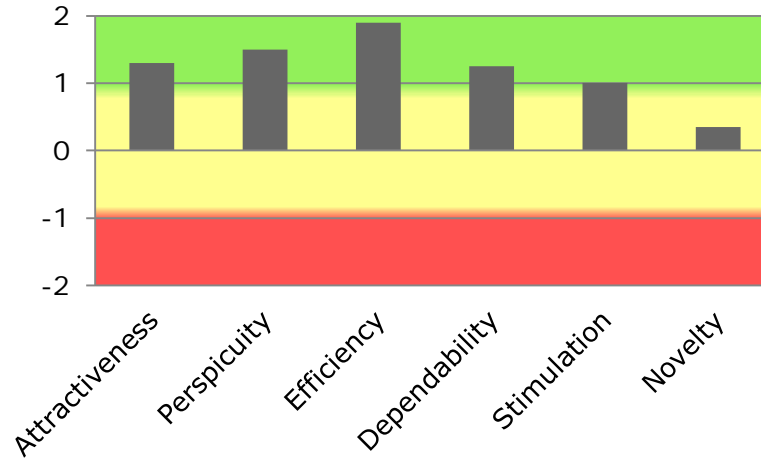
### ❖ **Research focus**

- User experience of TC environments
- Requirement compliance
- Speaker satisfaction
- Languaging towards increased speaker satisfaction

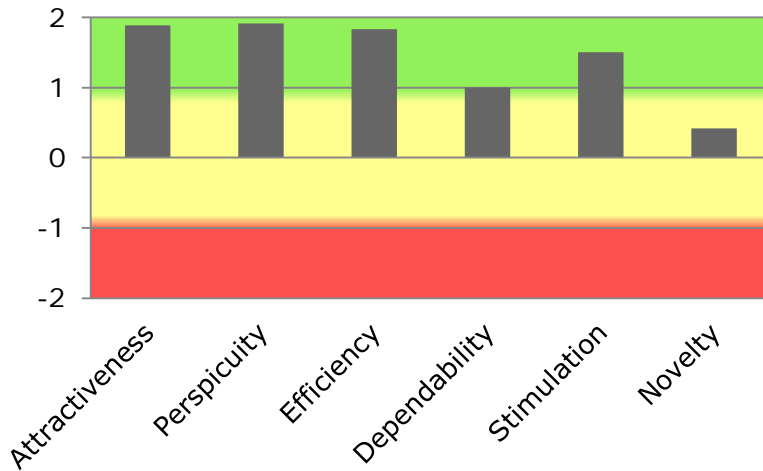


## User experience: pupils

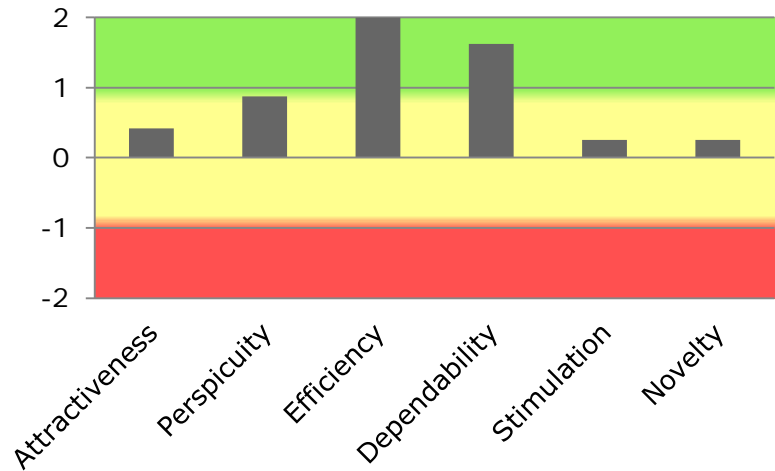
Pupils: Skype and OpenSim



Pupils: Skype



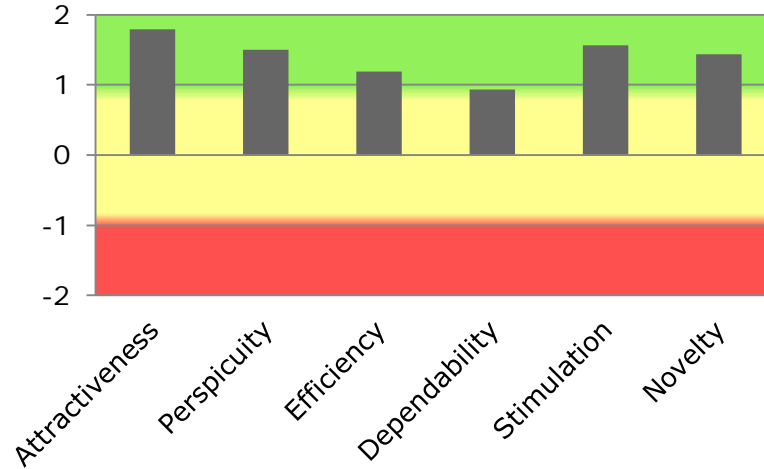
Pupils: OpenSim





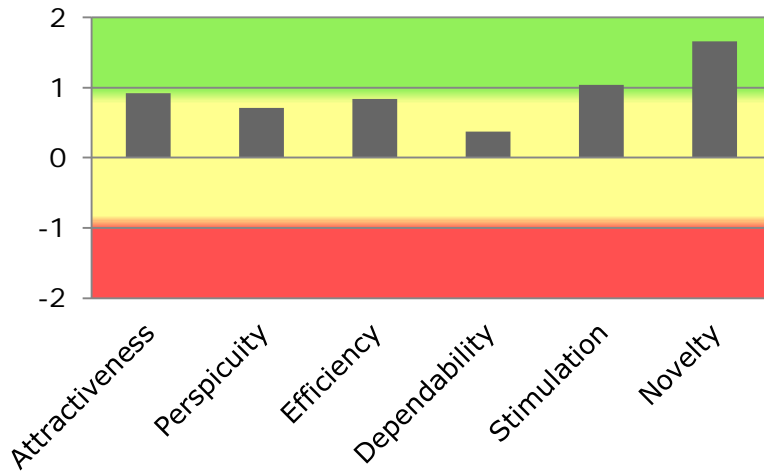
## User experience: teacher students

T-stud: BigBlueButton

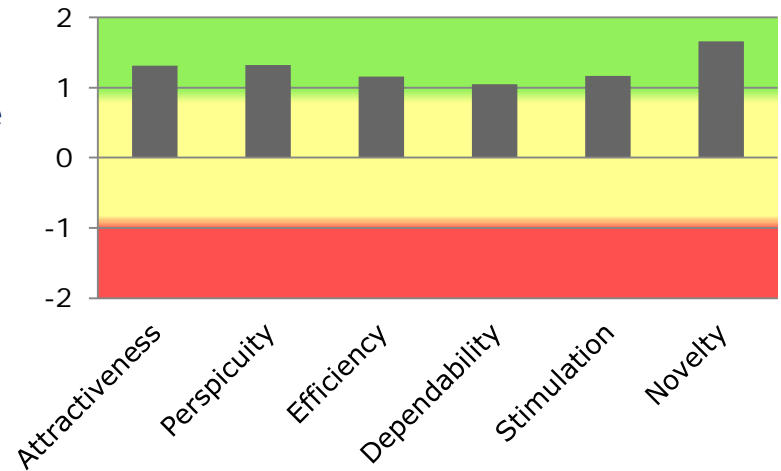


T-stud: OpenSim

Time  
A



Time  
B





## *Initial conclusions*

- ❖ **Insufficient technological robustness**
    - Tool access – Sound/video – Internet (bandwidth)
    - School – Home
  - ❖ **(In)Tolerance for reduced technological quality**
    - Pupils – Teachers – Teacher students
  - ❖ **Challenges for pedagogical implementation**
    - **In-class** : e.g. small/large groups, matching time slots
    - **Outside-class** : supervision of e.g. home work collaboration
    - **Blended** learning design
  - ❖ **Communication and learning (OpenSim)**
    - Access/handling: Increase with practice (4.5 > 5.7)
    - Attractiveness for IC communication & learning (4.5)
    - Comfortability: fairly high on average (5)
    - Satisfaction with own communication: high (6) for active participants
- Once again: **learning to communicate** and **learning to learn!**
- Urgent need: **learner preparation** and **teacher education** [O'Dowd 2013]

Trouble-shooting  
communication:  
„Can you hear me?“

*on a scale from 1-7*



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**Thank you**