

Developing teachers' semio-pedagogical competence for webconference-supported teaching through teacher training

Cathy Cohen ESPE, Lyon 1 University, France





université LUMIÈRE LYON 2



Introduction

- Increase in online language courses using webconferencing platforms → reflect on diverse competences required by online teachers (Lamy & Hampel 2007)
- Sensitise teachers to the contribution to meaning-making of semiotic resources (e.g. gestures, head and body posture and movement, facial expressions and gaze)
- Raise teachers' awareness of how multimodal resources combine and how they are orchestrated (Norris 2004)



Lamy, M.L. & Hampel, R. (2007). Online Communication in Language Learning and Teaching. New York: Palgrave Macmillan. Norris, S. (2004). Analyzing multimodal interaction – A methodological framework. New York: Routledge.

3

Semio-pedagogical competence & critical semiotic awareness

- Semio-pedagogical competence = appropriate use of semiotic resources to foster learning (Guichon & Cohen to appear)
- Developing critical semiotic awareness = "learning to adjust one's communication to the constraints of a technology" (Guichon & Wigham to appear)
- Contribution to meaning-making of the webcam (Cohen & Guichon 2014)



Cohen, C. & Guichon, N. (2014). Researching nonverbal dimensions in synchronous videoconferenced-based interactions. Presentation at *CALICO Conference*, University of Athens, OH, USA.

Guichon, N. & Cohen, C. (to appear) Multimodality and CALL, In *Routledge Handbook of Language Learning and Technology*.

Guichon, N. & Wigham, C.R. (to appear). A semiotic perspective on webconferencing-supported language teaching, *ReCALL journal*.

Affordances of the webcam

- Participants have access to their own image through the webcam → increases awareness of actions (Yamada & Akahori 2009)
- Attention to framing (Guichon & Wigham to appear)



• Exaggeration of facial expressions (Cosnier & Develotte 2011)



Cosnier, J. & Develotte, C. (2011). Le face à face en ligne, approche éthologique. In C. Develotte, R. Kern & M.-N. Lamy (Eds.). *Décrire la conversation en ligne: Le face à face distanciel* (pp. 27-50). Lyon: ENS Éditions. Guichon, N. & Wigham, C.R. (to appear). A semiotic perspective on webconferencing-supported language teaching, *ReCALL journal.* Yamada, M., & Akahori, K. (2009). Awareness and performance through self- and partner's image in videoconferencing. *CALICO Journal*, 27(1), 1–25.

Context – telecollaborative ISMAEL project

- 12 trainee teachers on a Master's in French as a foreign language in Lyon (France)
- Online teaching module
- 18 1st year undergraduate business students in Dublin studying Global Business
- Online class is 1 element in a French for business module (B1-B2 level)
- Preparation for 6-month internship in France in 2nd year



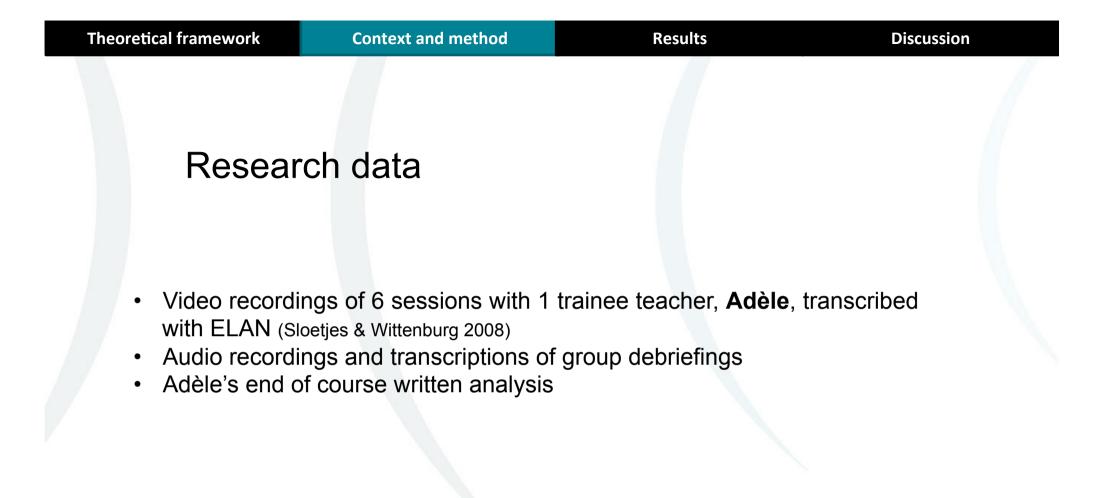


Structure of French online teaching module

- 4 preparatory training sessions
- 6 weekly synchronous online interactions each lasting 30 to 45 minutes, webconferencing platform VISU (Guichon, Bétrancourt & Prié 2012)
- Retrospection room in VISU to rewatch online sessions and prepare multimodal feedback reports for learners
- 6 group debriefings the following day led by a teacher trainer, lasting around 1 hour 45 minutes
 - Setting of personal pedagogical objectives (explicit or implicit) by trainees



Guichon, N., Bétrancourt, M. & Prié, Y. (2012). Managing written and oral negative feedback in a synchronous online teaching situation. *Computer assisted language learning*. Vol. 25, No. 2, pp. 181–197



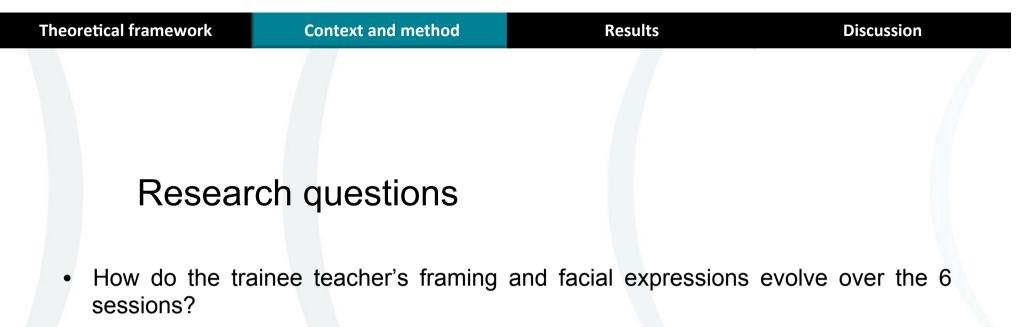


Adèle's pedagogical objectives

1. Implicit pedagogical objective in which she expresses displeasure about her over expressive facial expressions and constant smiling (Debriefing session 2)

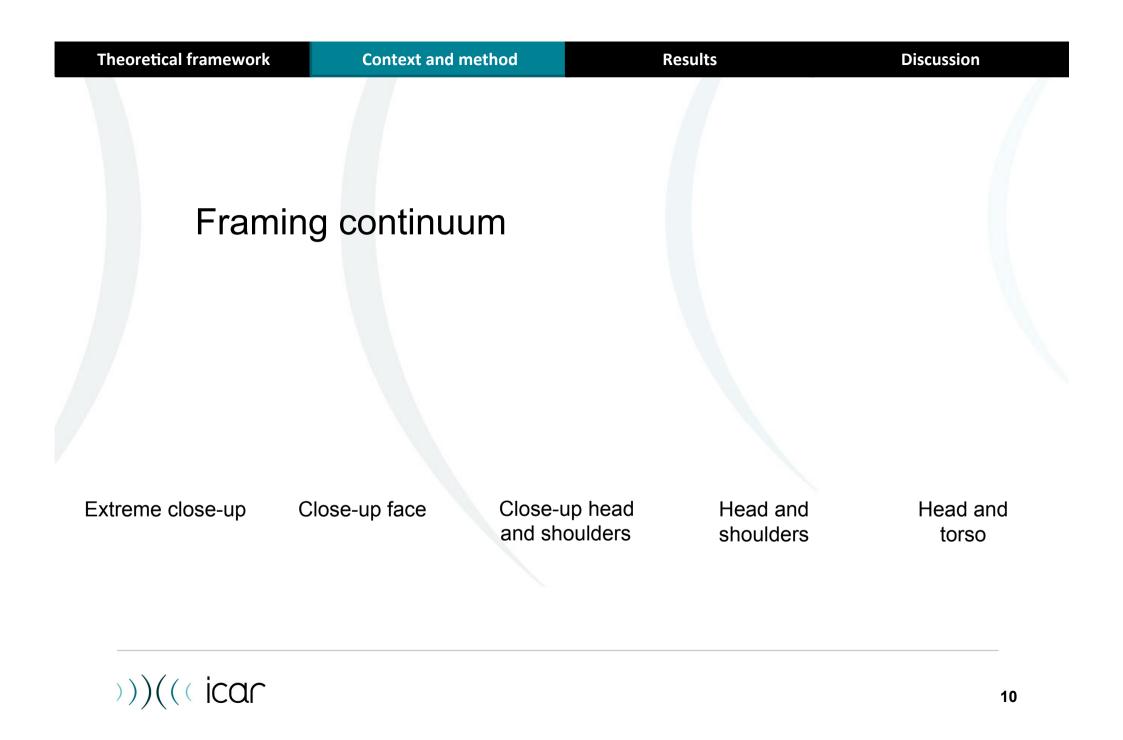
2. Explicit pedagogical objective relates to a desire to improve her positioning in front of the webcam (Debriefing session 3)



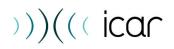


- How does her framing position impact on how other multimodal resources are deployed?
- Once the teacher identifies a problem in the debriefing session, to what extent does she modify how she teaches?





Theoretical framework	Context and r	nethod	Results	Discussion
Sess	ion 1			
Extreme close-up	Close-up face	Close-up head and shoulders	Head and shoulders	Head and torso
0.34%	11%	54.61%	33.48%	0.58%



Extract session 1

Generally close to the screen, moves closer to hear better; rarely still

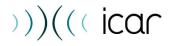
Touches hair, microphone

Constant smile & frequent laughter

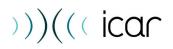
Gestures only partially visible or too close to webcam to be meaningful

Gaze direction central but occasionally looks at lesson plan on left of her screen to guide her

Adèle Et j'ai remarque que les gens qui buvait du thé, ils sont plus calmes **Catriona** (rires) Adèle Et les gens qui boivent le du café ils sont plus: c'est des tempéraments plus excités (rire) **Catriona** (rires) Ouais Alannah Ont ont beaucoup d'energie c'est ca Adèle OUI c'est ca Alannah (rires) Adèle Donc on aime le café parce qu'on veut garder l'energie (rire) Alannah (rires) "yeah" (rires) Catriona (rires) oui Adèle et euh vous avez une machine à café et à thé à l'école? Une machine? Alannah On a euh on a un Starbucks **Une quoi? UN STARBUCKS? Wow** Adèle j'adore.



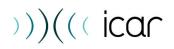
Theoretical framew	vork Co	ntext and method	Results		Discussion	
Se	ssion 2					
	Extreme close-up	Close-up face	Close-up head and shoulders	Head and shoulders	Head and torso	
1	0.34%	11%	54.61%	33.48%	0.58%	
2	0.11%	11.28%	77.12%	2.52%	8.99%	



Debriefing session 2

1	Trainer	I watched how you positioned your cameras <i>I watched Adèleand I watched how your camera was positioned and actually, Adèle, we can see you close-up</i> whereas Victor's in a medium-long shoot ("en plan américain") where we see his shoulders I'm guessing you deliberately chose to do that
2	Victor	No, not at all
3	Adèle	It comes from the computers, I think In any case, you can't decide on a Mac.
4	Trainer	You see yourself and you just see your head?
5	Adèle	You look really big on Mac, even on Skype.
6	Trainer	() Anyway, maybe try to pay a bit more attention to that because I don't think you communicate the same thing, in the same way, in a close-up or a medium-long shot.

Theoretical	framework	Context and method	Results	Discussion
Debrief	fing session	on 2		
Adèle	going on here And so, <i>it's a</i>	e? My face is really ex	pressive w I try to speak with	sessions Oh, what is my face all the time so

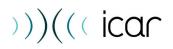


Theoretical frame	work Con	text and method	Results		Discussion	
Se	ession 3					
	Extreme close-up	Close-up face	Close-up head and shoulders	Head and shoulders	Head and torso	
1	0.34%	11%	54.61%	33.48%	0.58%	
2	0.11%	11.28%	77.12%	2.52%	8.99%	
3	-	15.22%	66.19%	13.13%	5.46%	

Debriefing session 3

TrainerThere's a real saturation of the image (....). You're really close! You
should all be a bit more attentive towards this (....). At the start of
the session, I think you should all make sure that you're
sufficiently (....). It's good that they can see your lips moving but, at the
same time, they don't have access to other gestures which are also
important (....)If you look at Victor, you see he's in a medium-long shot ("en plan
américain"). We have access to his gestures, other things like that, and
oddly, I find it less intimidating (....).This is really something that you need to master. And it's not easy.
Just be careful about this next time.

	Theoretical f	ramework	Context and method	Results	Discussion
C	Debrief	ing sessio	on 3		
	Adèle	tried to move if I move bac being able to get closer, like you () So I	back but it felt as it ck, I'm further away hear so well. And the this, and then you c think we really have our distance from the	blem. Maybe too close f I was weakening the y, so that gives me the that's not true! And as can only see my eye the to work on this, tell of the computer and how	<i>connection</i> () <i>like</i> <i>e impression of not</i> soon as they speak, I It's like I have to hear <i>ourselves there's no</i>



Theoretical framew	vork Con	text and method	Results		Discussion
Se	ssion 4				
	Extreme close-up	Close-up face	Close-up head and shoulders	Head and shoulders	Head and torso
1	0.34%	11%	54.61%	33.48%	0.58%
2	0.11%	11.28%	77.12%	2.52%	8.99%
3	-	15.22%	66.19%	13.13%	5.46%
4	-	0.46%	0.62%	12.17%	86.75%

Extract session 4

Adèle Ah, donc il y a quand même eu des petites situations qui auraient pu euh être un conflit mais qui ne sont pas devenues.
Catriona Hum pardon?
Adèle En fait il y a quand même eu euh, dans un travail d'équipe, il y a toujours des personnes qui travaillent plus que les autres.
Catriona Oui
Adèle Ou ceux ou qui sont plus en retard ou (.) plein de choses.

Head and torso position

Calm facial expression

Doesn't touch headphones / microphone

Certain co-verbal gestures clearly visible and potentially helpful

Visibility of contextual elements



	Theoretical framework 0		ntext and method Result			Discussion
	Se	ssion 5 – A	Adèle at h	ome		
		Extreme close-up	Close-up face	Close-up head and shoulders	Head and shoulders	Head and torso
	1	0.34%	11%	54.61%	33.48%	0.58%
	2	0.11%	11.28%	77.12%	2.52%	8.99%
4	3	-	15.22%	66.19%	13.13%	5.46%
	4	-	0.46%	0.62%	12.17%	86.75%
	5	-	6.39%	33.39%	46.89%	13.33%

Session 6 – Adèle with just 1 student

	Extreme close-up	Close-up face	Close-up head and shoulders	Head and shoulders	Head and torso
1	0.34%	11%	54.61%	33.48%	0.58%
2	0.11%	11.28%	77.12%	2.52%	8.99%
3	-	15.22%	66.19%	13.13%	5.46%
4	-	0.46%	0.62%	12.17%	86.75%
5	-	6.39%	33.39%	46.89%	13.33%
6	0.05%	0.78%	22.86%	69.42%	6.89%

)))(((icar

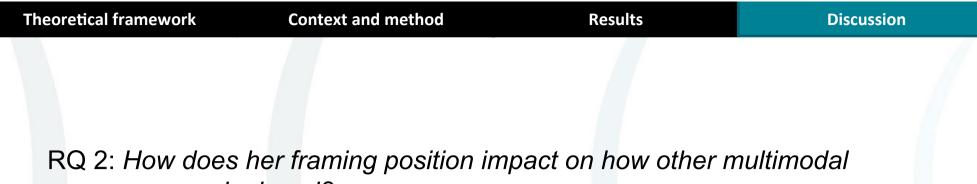
RQ 1: How do the trainee teacher's framing and facial expressions evolve over the 6 sessions?

- Framing positions and facial expressions evolve, but discontinuously
- Multimodal communication involves switching between modes in simultaneous and sometimes competing tasks (Guichon et al. 2012)
- "Polyfocality of attention" (Scollon et al. 1999; Jones 2004)
- Monitoring self-image = 1 aspect of dynamic process of meaningmaking (Ciekanski and Chanier 2008)

Ciekanski, M. & Chanier, T. (2008) 'Developing online multimodal verbal communication to enhance the writing process in an audio-graphic conferencing environment', *ReCALL*, 20 (2): 162-182. Guichon, N., Bétrancourt, M. & Prié, Y. (2012) 'Managing written and oral negative feedback in a synchronous online teaching situation', *Computer Assisted Language Learning*, 25 (2): 181–197. Jones R. (2004) « The problem of Context in Computer Mediated Communication », dans Levine P. & Scollon R., *Discourse & Technology multimodal discourse analysis*, Georgetown, University Press, p. 20-33. Scollon, R., Bhatia, V., Li, D. & Yung, V. (1999) 'Blurred genres and fuzzy identities in Hong Kong public

discourse: Foundational ethnographic issues in the study of reading', Applied Linguistics, 20 (1): 22-43.

23



resources are deployed?

- Framing choices impact on how other multimodal resources are deployed:
 - Visibility of gestures (meaning making?)
 - Degree of social presence e.g. direction of gaze, 'size' of facial expressions, head movements



RQ 3: Once the teacher identifies a problem in the debriefing session, to what extent does she modify how she teaches?

- Identifying a problem is a key step in being able to modify one's performance
- Consciousness-raising through teacher training and selfconfrontation help trainee-teachers develop critical semiotic awareness and semio-pedagogical competence



Final words from Adèle....

The retrospection tool (in VISU) enables us to step back and watch the sessions again. The real benefit of this tool is precisely that it enables us to notice things we're unaware of during the interactions so we can then work on them and correct them in a teaching situation and consequently acquire new skills

> The debriefings were so important and were one of the highpoints of the course. They give us the opportunity to hear the questions other students are asking themselves which often mirror our own doubts, and then we can answer them together, making suggestions and this really adds to our own personal reflection.





The ISMAEL project was supported by grants from:

- ENS Lyon through a « Projet émergent »
- Campus France through the Franco-Irish Ulysses programme
- LABEX ASLAN (ANR-10-LABX-0081) of the University of Lyon through the «Investissements d'Avenir » programme (ANR-11-IDEX-0007).

And thanks to Ben Holt, Julie Vidal and Thomas Debay for the ELAN verbal transcriptions.



ISMAEL project : <u>http://nicolas.guichon.pagesperso-orange.fr/projets.html</u> InteractionS et Multimodalité dans l'Apprentissage et l'Enseignement des Langues

