CNIE Conference 2008

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MEMORIAL UNIVERSITY

Newfoundland & Labrador, Canada

Designing Online Synchronous Communication to Strengthen Students' Second-Language Communication Skills

Elizabeth Murphy

cdli the Centre for Distance Learning & Innovation

Newfoundland Labrador

Social Sciences and Humanities Research Council of Canada

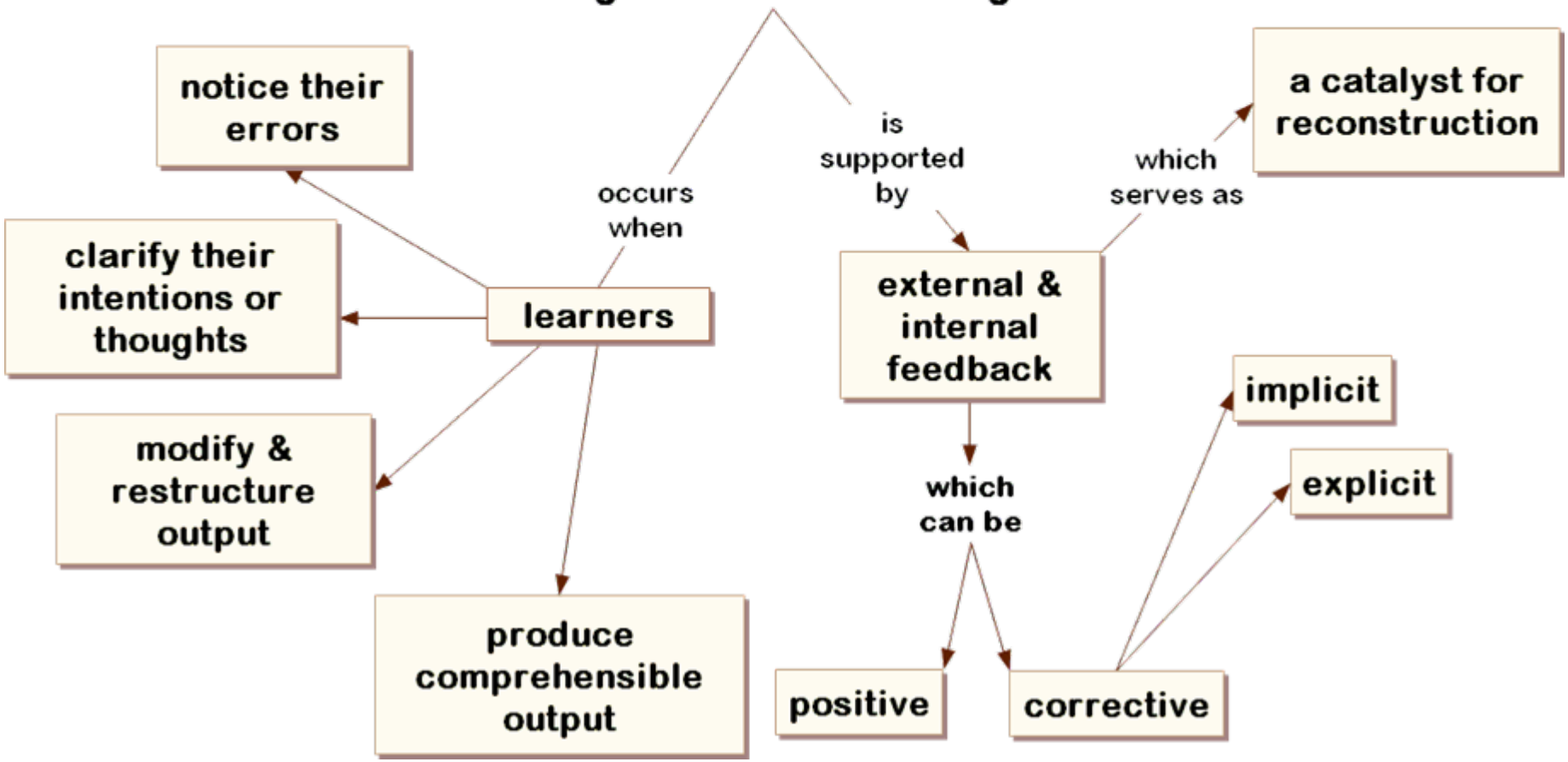
Conseil de recherches en sciences humaines du Canada

Canada

…most of the technologies second-language educators believe to have the potential to significantly improve second language learning were not necessarily invented for this purpose and thus there are no explicit straightforward directions about how each technology should be used.

Zhao, Y. (2005). *Technology and second language learning: Promises and problems* (working paper). Technology in Support of Young Second Language Learners Project, University of California.

Negotiation of meaning



Project objectives

1. Identify and examine the types of student activities and teacher practices most effective for and best suited to contexts of online synchronous communication for promoting negotiation of meaning.

2. Identify benefits, challenges and solutions.

Participants:

- 4 elementary school French teachers

- 91 grade six, Intensive French students from four Newfoundland schools

Research team and support personnel

Kimberly Butt

Research Assistant

Jeremy Rice

Multimedia Designer

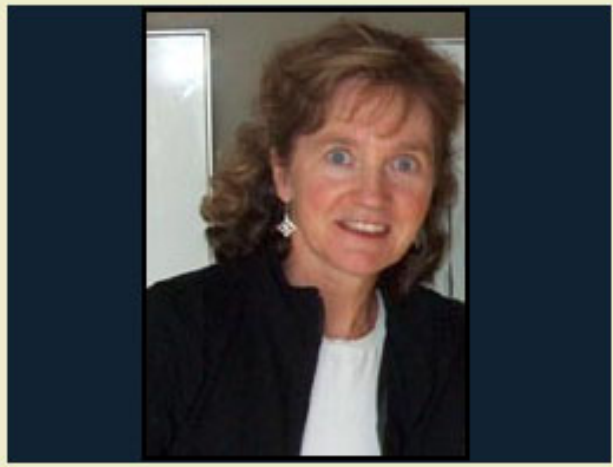
www.jeremyrice.net

Eleri Dymond

Research Assistant

Elizabeth Murphy

Principal Investigator



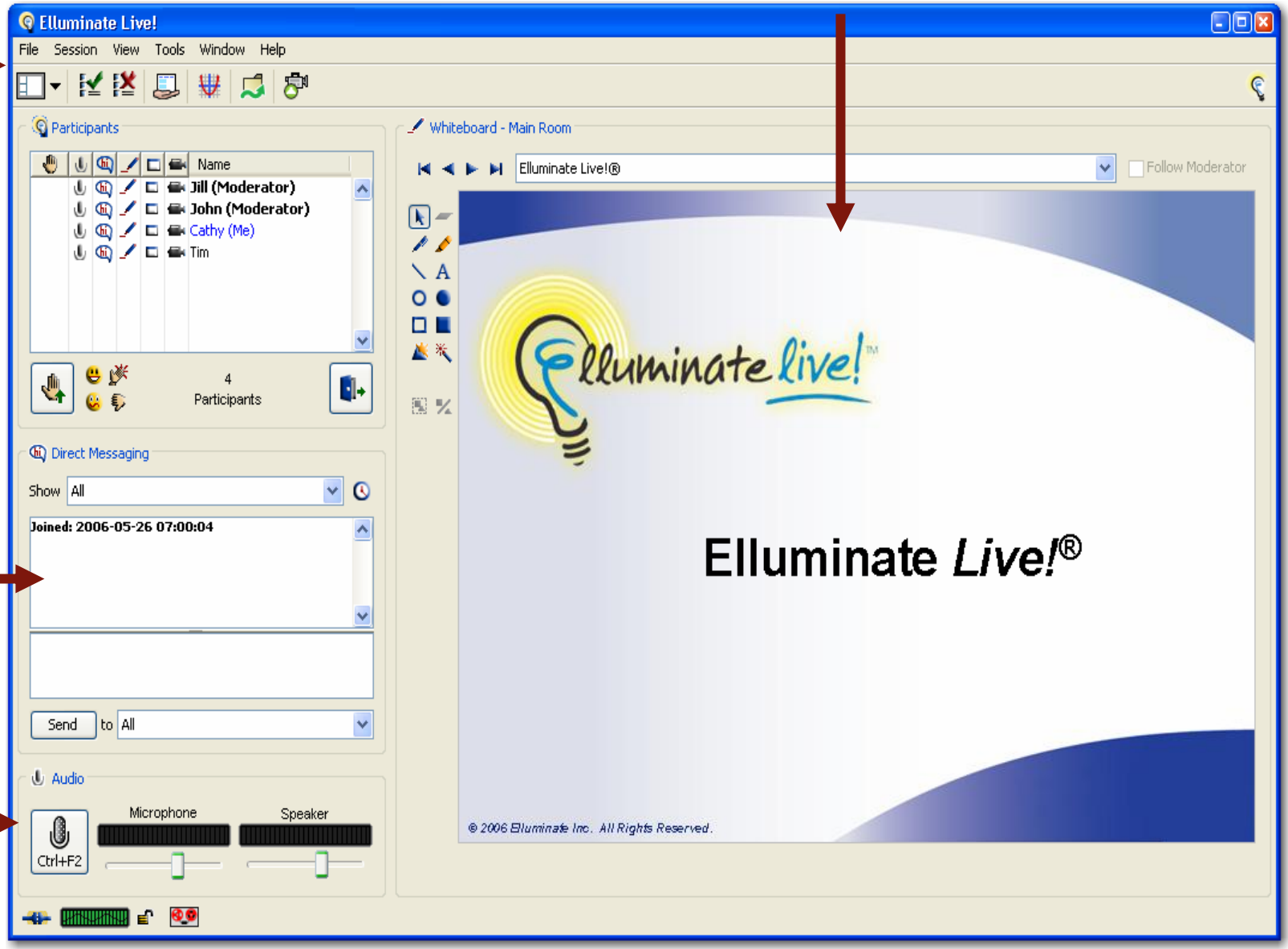
Camilla Stoodley

Project Manager

Tool for student communication

BREAKOUT ROOMS

WHITEBOARD



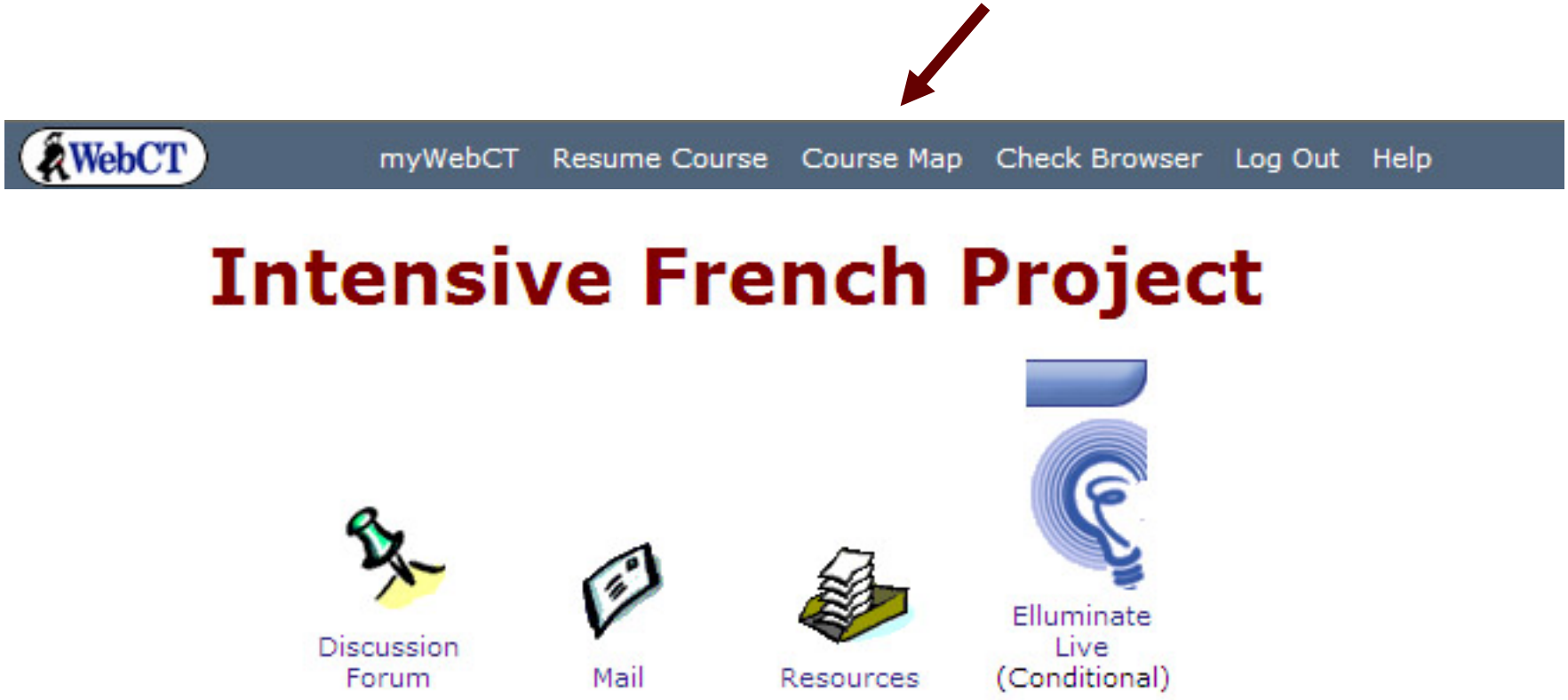
DIRECT MESSAGING

AUDIO

2.5 days of face-to-face meetings with teachers **+**

½ day reflection **+**

webshell in WebCT



Strengthening Students' Speaking Skills

- HOME
- THE PROJECT
- BLOGS
- ACTIVITIES
- TRAINING
- MEMBERS
- PARTNERSHIPS
- E-LIVE
- CONTACT
- LINKS

http://www.ictlicfproject.com

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Training Observations

TUESDAY, NOVEMBER 14, 2006

Report on ELive Training Oct 30

REPORT ON ELIVE TRAINING WITH STUDENTS
Kimberly Butt

Monday, October 30 (9:00am-12:00pm) and Tuesday, October 31 (8:55-9:25am)
Lindy's Class - 29 Students

TECHNOLOGICAL GLITCHES/PROBLEMS

The first of our technological problems occurred when I was trying to log on to my computer in Tony's lab in the Education Building. I was unable to login after four attempts, and Tony determined that there was a problem with the network. Luckily, the network was functioning by 9:15, and after I quickly logged in and got myself set up in ELive, I called Lindy on his cell phone (who was waiting patiently with his students), and we were able to begin.

Contributors

- Lindy Brophy
- emurphy@mun.ca
- Camilla
- Jill Kavanagh
- Kimberly Butt
- Paula Thomas
- Wendy Fitzgerald

Previous Posts

I Power Blogger

30-40 minute individual interviews with all 4 teachers

10-15 minute interviews with students:

2 students per interview

Teacher practices

-Enabler
-Willing to allow high student control
-Decentralized control
-Promote independence
-Troubleshooting

"…there's no sense for a teacher to be there because we don't need any extraordinary amount of help..."

"…you get to have your own ideas instead of one being picked out for you by your teacher.."

"It's just like you're your own teacher."

"…What I liked best about the project is finding more about your partner and their life and you get to make friends ..and have fun with it."

"…My favourite part [was]… when we played the 2nd time and it was like a contest between the two classes and they put the score on the whiteboard…you would try harder. I like that."

Student activities

- Games
- Socializing
- Guessing
- Use of multiple tools (DM & WB)
- Competition

Activitié 1:

Je sais tout sur toi!

But:

Apprendre tout ce que tu peux sur ton partenaire de l’autre classe en lui posant des questions.

ACTIVITÉ 2

L'objet mystère

Comment jouer

"…it's easier to speak online because they don't know you as well. In class, they know if you are good at French or not but online they don't. If you fool up it doesn't really matter."

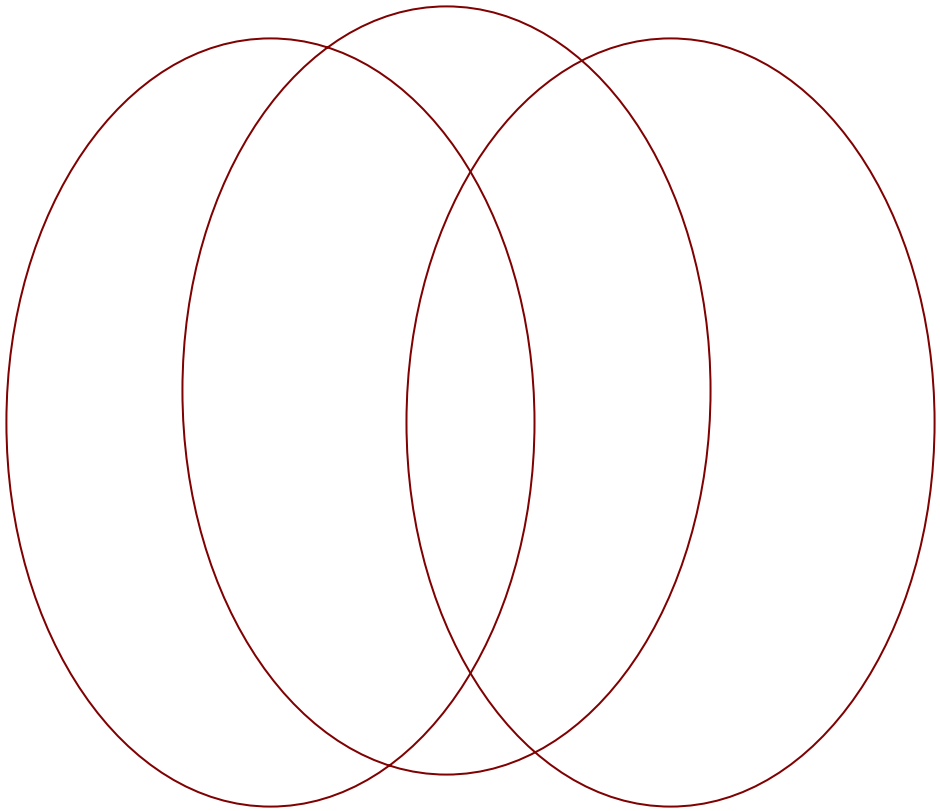
"…The improvement for my class was more along the lines of taking risks verses improvement in oral communication in the French language."

Benefits

- Risk-taking
- Confidence
- Motivation
- Independence
- Opportunity to practice in real-life contexts

"…the students are optimistic, motivated and eager to participate and when online they are engaged in a French conversation. That alone is great."

Challenges



Pedagogical **Technical** **Logistical**

- Grouping
- Pacing
- Privileges
- Vocabulary
- Multi-tasking
- Moderating

Pedagogical

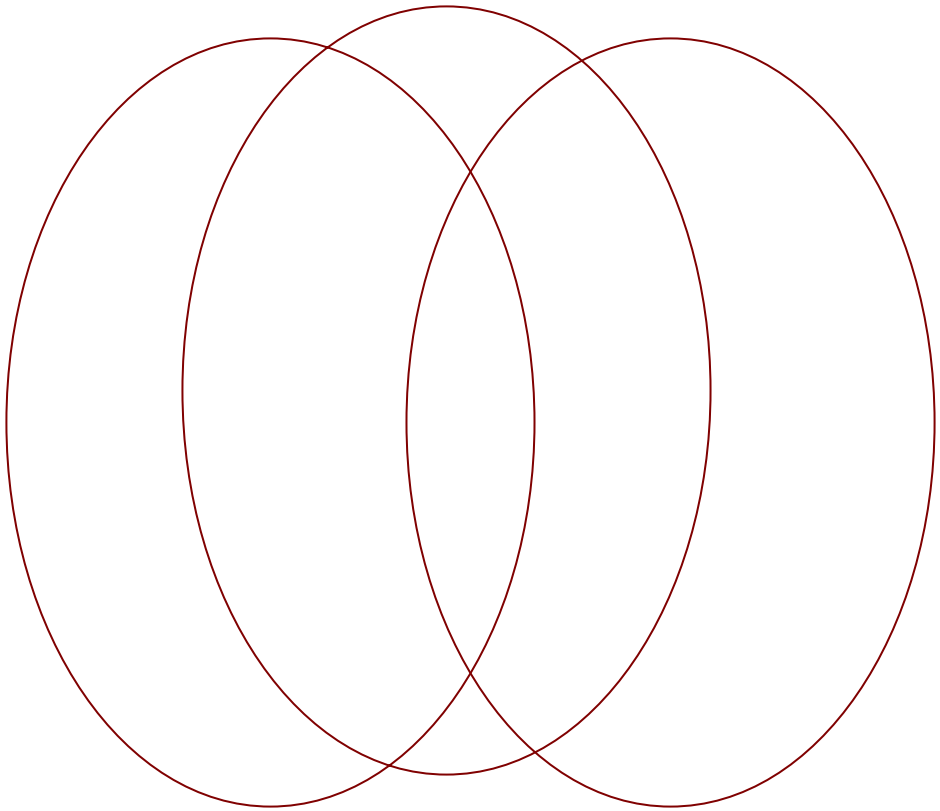
- Scheduling of activities
- Disorientation

Logistical

- Audio quality
- Supply of equipment
- Computer breakdowns

Technical

Solutions



Pedagogical **Technical** **Logistical**

- Vocabulary scaffolds
- Use of DM & WB
- Slide show of activity
- Students as moderators
- Flexible grouping

Pedagogical

- Avoid use of breakout rooms
- Open scheduling

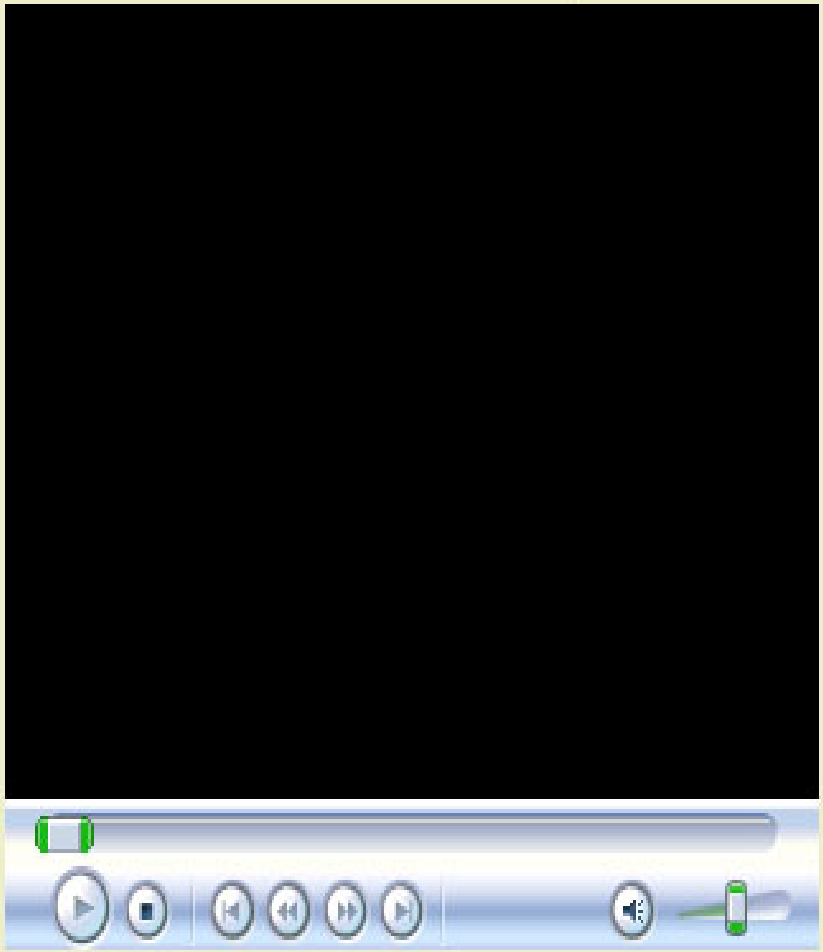
Logistical

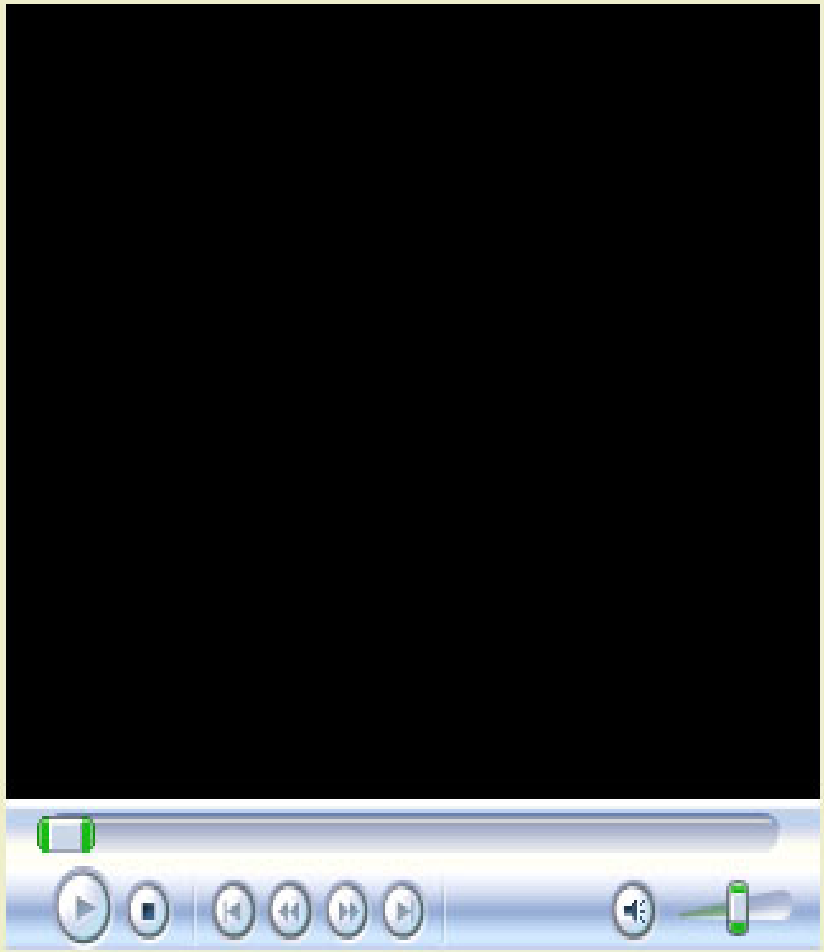
- Audio slideshow
- Local capacity building

Technical

TRAINING

The following presentations are available in both video and Powerpoint slide- show format. Please click play twice to view the videos. Allow up to two minutes for files to download. To avoid viewing problems do not run both videos at once.





Powerpoint slide-show * La Formation de modérateurs

Powerpoint slide-show * Pour bien entendre

ACTIVITIES

Game 1 - description (for acrobat reader)

Game 2 - description (for acrobat reader)

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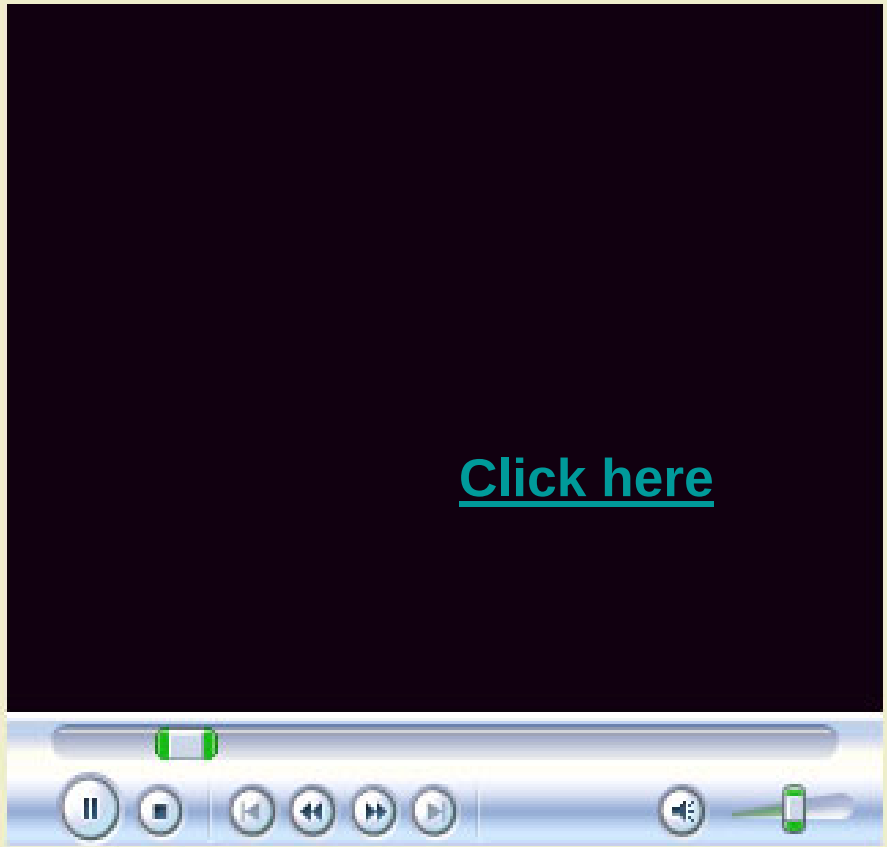

Powerpoint slide-show * L'Objet mystère

Year 2 (2008-09) goals

Sustainability

(Maintenance of activities without research support)

&

Scalability

(grades 5,7,10 + immersion and regular Core French classes)

merci!

emurphy@mun.ca

Elizabeth Murphy

Principal Investigator

Kimberly Butt

Research Assistant

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