

METHODS & ACTIVITIES 2007-2008

Two days of face-to-face meetings with teachers and research team

Individual teacher reflection in Wiki 

Discussion forum in Desire 2 Learn



On average, each student participated in one and a half 30-minute synchronous communication activities using Elluminate Live for a total of approximately 22 sessions. Typically, two to four students from one class communicated with two to four students from another class at one time in the following activities:

- | | |
|--|---|
| 1. Je me présente (I present myself) | • All sessions recorded and archived |
| 2. Qui suis-je? (Guessing other students' identities) | • Interviews with all the participating teachers in May '08 |
| 3. Objet/personne mystère (Guessing what or who the mystery object or person is) | • Analysis of 22 recorded ELive sessions |
| 4. Les indices (Clue) | • Analysis of Wiki, Desire 2 Learn content |
| 5. On fait les courses (We're going shopping) | |

FINDINGS 2007-2008

Factors Conducive to Sustainability

- Use of moderators
- Use of shared online spaces
- Slideshows for student support (e.g., audio training, orientation to activities and moderator training)

Challenges to Sustainability

- Lack of teacher time
- Need for student moderator training (re promoting discussion)
- Access to technical support

Factors Conducive to Scalability

- Scales well in elementary
- Junior high & senior high can be scaled within classes

Challenges to Scalability

- Cost of E-live software
- Difficult to scale to high school and junior high because of scheduling



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For more information, visit: www.ictlicfproject.com/index.htm

Summary prepared by Kate Scarth, June 2008

Reference
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.

STRENGTHENING STUDENTS' SECOND-LANGUAGE COMMUNICATION SKILLS

GOALS

2006-07

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.

Identify benefits, challenges and solutions related to these activities and practices.

2007-08

Determine whether online synchronous activities as a means of strengthening students' second-language communication skills is viable in terms of:

Sustainability (whether teachers can continue practices without technical and research support); and

Scalability (whether the project can be successfully expanded from Grade 6 Intensive Core French to other grades and programs).

“...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, 2005)

SCHOOLS & TEACHERS

2006-2007

Four schools
Four teachers
91 students
Grade 6 Intensive Core French

2007-2008

Eight schools
Nine teachers
224 students
Grade 6 Intensive Core French
Grade 7 Immersion
Senior High Core French



Lindy Brophy,
Newtown Elementary
2006-2008



Sean Rose,
All Hallow's Elementary
2007-2008



Robyn Doyle,
Villanova Junior High
2007-2008



Kim Siegfriedt,
Crescent Collegiate
2007-2008



Wendy Fitzgerald,
St. Edward's Elementary
2006-2008



Michelle Squires-Dawe,
St. Francis School
2007-2008



Jennifer Lawrence,
Ascension Collegiate
2007-2008



Paula Thomas,
All Hallow's Elementary
2006-2008



Annette Mallay,
St. Bonaventure's College
2007-2008



Jill Kavanagh,
St. Bernard's Elementary
2006-2007

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2006-2008
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Distance Education and Learning Technologies



RESEARCH TEAM AND SUPPORT



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METHODS & ACTIVITIES 2006-2007

2.5 days of face-to-face meetings between teachers and research team to plan, design, deliver and formatively evaluate the student activities

Teacher discussion forum in WebCT™

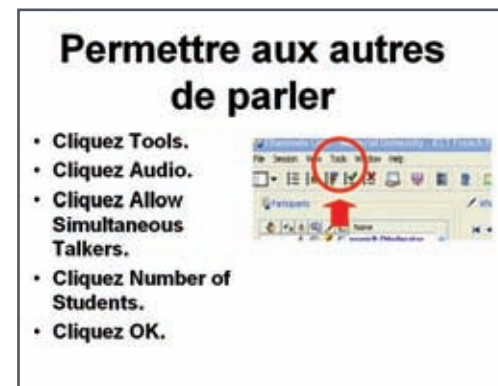


Individual teacher reflection in blog



Creation of training modules for students on website

1. La Formation de Modérateurs (Student Moderator Training)



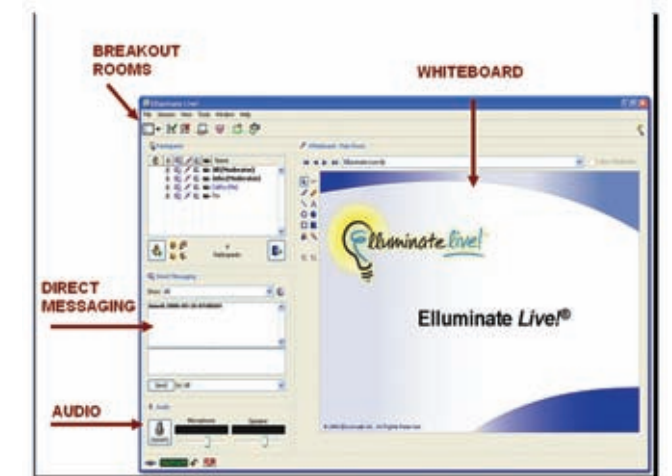
2. Pour Bien Entendre (Audio Training)



On average, each student participated in three 40-minute synchronous communication activities using Elluminate Live for a total of approximately 35 sessions. Typically, two to four students from one class communicated with two to four students from another class at one time in the following activities:

1. *Je sais tout sur toi!* (I know everything about you!)
2. *L'Objet mystère* (Guess what the mystery object is.)

- All sessions recorded and archived
- Semi-structured observation and analysis of all 35 sessions
- Interviews with all participating teachers & students in June '07
- Analysis of blog, WebCT™ content



FINDINGS 2006-2007

Student Activities Conducive to Negotiation of Meaning

Games, guessing, socialization, competition, use of multiple tools to support communication

Teacher Practices Conducive to Negotiation of Meaning

Enabler, willing to allow high student control, promote independence, troubleshooting

Benefits for Students

Risk-taking, confidence, motivation, independence, authentic communication

	Challenges	Solutions
Pedagogical	Limited vocabulary Grouping Pacing Privileges Multi-tasking Moderating	Vocabulary scaffolding Flexible grouping Slide show of activities Students as moderators Use of DM & WB Students as moderators
Logistical	Scheduling Disorientation	Implement open scheduling Avoid use of breakout rooms
Technical	Poor audio quality	Develop a slideshow that explains the proper way to use audio equipment
	Supply of equipment Computer breakdowns	Local capacity building Local capacity building