



UMR 7309 - CNRS - AMU
PAROLE ET
LANGAGE

TELECOLLABORATIONS AND (LEARNER) CORPORA FOR FRENCH AND CHINESE AS FOREIGN LANGUAGES

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Plan

1. Models of telecollaboration

- ⊙ E-/tele-tandem
- ⊙ Cultura
- ⊙ Le français en (première) ligne
- ⊙ E-Twinning
- ⊙ Galanet

2. Telecollaboration and (learner) corpora

- ⊙ Second language learning and corpora
- ⊙ Telecollaboration and learner corpora
- ⊙ Second language acquisition and learner corpora

MODELS OF TELECOLLABORATION

Telecollaboration: definition and typology

A definition :

In telecollaborative partnerships, learners in parallel language classes use Internet communication tools [...] in order to support social interaction, dialogue, debate, and intercultural exchange. (Belz 2003)

Three types of telecollaboration (Dooly & O'Dowd 2012)

First type: students in the same institution

Second type: students in different institutions

Third type: students – internet users

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eTandem & teletandem

(Little et al. 1996, Lewis & Walker 2003)

Main pedagogical objective(s):

- to practice a foreign language with a native speaker
- to develop learner autonomy

Language configuration: bilingual and symmetrical, each student speaks half the time their native language and half the time their foreign language

Principles or method:

- Principle of autonomy
- Principle of reciprocity
- (Separation of languages)

Cultura

(Furstenberg 2001)

Main pedagogical objective(s):

- to develop an intercultural competence
- (to develop comprehension skills in the FL)

Language configuration: bilingual and symmetrical, each student speaks their own native language

Principles or method:

- Digital ethnography and comparisons

Le français en (première) ligne

(Mangenot 2005)

Main pedagogical objective(s):

- to develop online teaching skills
- to develop production skills in the FL

Language configuration: monolingual and asymmetrical, teacher trainees teach their own language/language of proficiency

Principles or method:

- Learning by doing
- Task-based language learning/teaching

eTwinning

(Dominguez Miguela 2007)

Main pedagogical objective(s):

- to develop ICT skills
- to develop skills in the FL
- to develop organization skills

Language configuration: variable: bilingual (usually tandem-like), monolingual (usually *lingua franca*), plurilingual

Principles or method:

- Project-based learning
- Freinet pedagogy (*pédagogie Freinet*)
- Content and Language Intergrated Learning

Galanet

(Degache 2003)

Main pedagogical objective(s):

- to develop intercomprehension skills

Language configuration: plurilingual

Principles or method:

- Task-based language learning with a learning scenario

TELECOLLABORATION AND (LEARNER) CORPORA

Some possible research issues

Second language learning and corpora

- Data-driven learning: the learner as a researcher
- Pedagogical foundations
 - Communicative approach
 - Learner autonomy
 - Constructivist psychology
- Data driven learning and asynchronous telecollaboration (Park & Kinginger 2010)
 - Insights in the cognitive process of writing & learning
 - Mixed methodology: screen capture + corpus queries

Telecollaboration and learner corpora

Telecollaboration to collect learner corpora
(Belz 2004, Vyatkina 2012)

- Contrastive analysis to identify variations in language use by learners and native speakers
- « Dense developmental data »: the possibility to keep all learners' interaction
- A variation of data-driven learning: self-correction and use of corpora

Second language acquisition and learner corpora

From contrastive analysis (Lado 1957) to error analysis (Corder 1967)

From error analysis to interlanguage (Selinker 1972) and acquisitional stages / pathways (Klein 1987; Véronique et al. 2009)

... and an interactionist approach (Long 1996)

... and the first attempts to link them (Nassaji 2015)

Thank you for your attention