



Telecollaboration for monolingual & multilingual communication practice

Insights from the European projects TILA and EVIVA

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Overview

- Language learning and communication
- Intercultural communication 2.0
- EU project TILA: “Telecollaboration for Intercultural Language Acquisition”
- EU project EVIVA: “Evaluating the Education of Interpreters and their Clients through Virtual Learning Activities”

Disclaimer

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Language learning and communication

❖ **Interdependence of communication and language learning**

- Communication is the goal of language learning
- Language learning is mediated through communication
- Backwash of communication on language learning

➔ **Learning a language is all about using it in communication**

➔ **Classroom communication ⇒ Intercultural communication 2.0**

Intercultural communication 2.0

❖ **Telecollaboration: online (intercultural) communication & interaction**

➤ **Tools and environments:**

- asynchronous: forum, wiki, blog
- Synchronous: sound/video conferencing (e.g. Skype, BigBlueButton), 3D virtual worlds (SecondLife, OpenSim)

➤ **REAL-LIFE contact and intercultural (lingua franca) communication**

➤ **Collaborative interaction:**

networking, sharing, community building

➤ **Opportunities & challenges:**

learning – teaching – teacher education

EU 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 meetings and conversations 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)
- Linguaging and revision (> cued interview)

On ELF pedagogy
Kohn 2011, 2014

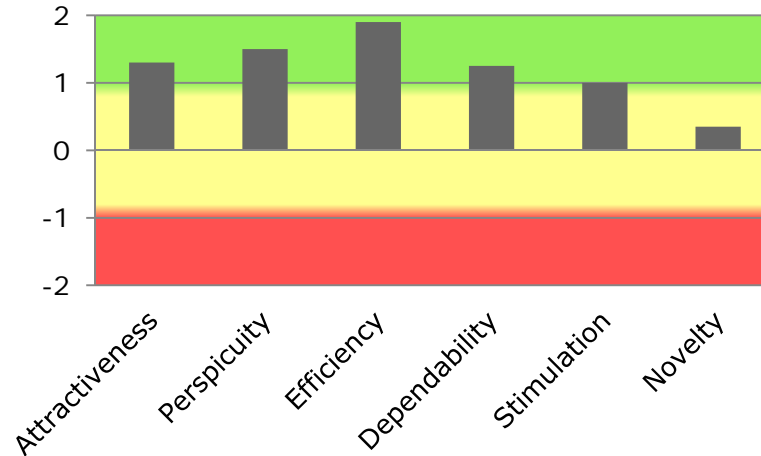
❖ **Research focus**

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

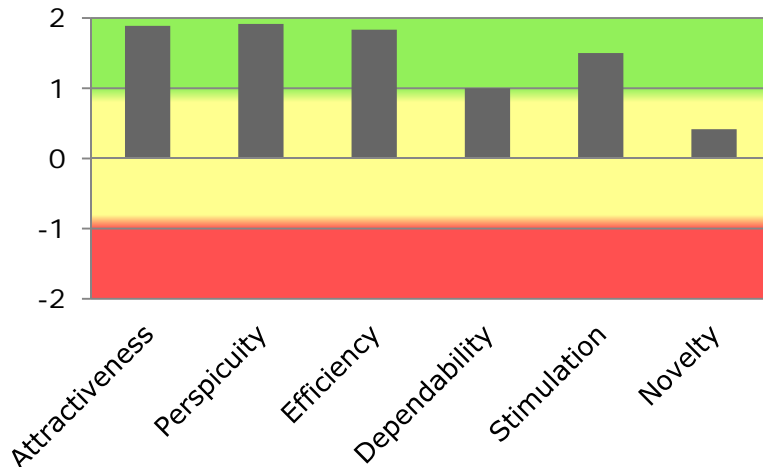


User experience: pupils

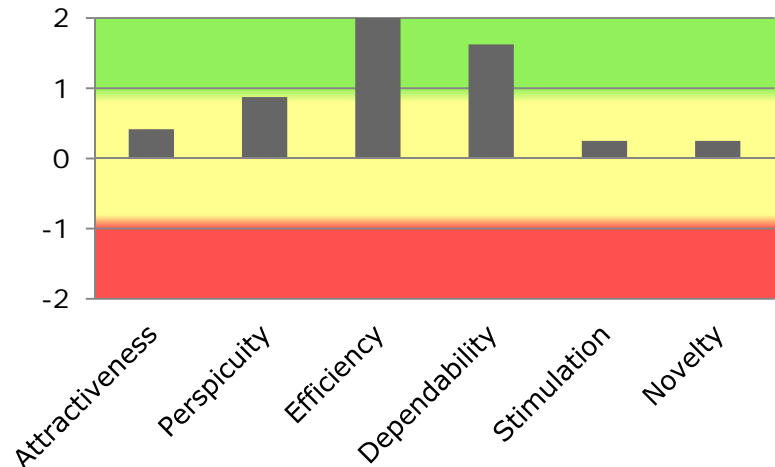
Pupils: Skype
and OpenSim



Pupils: Skype

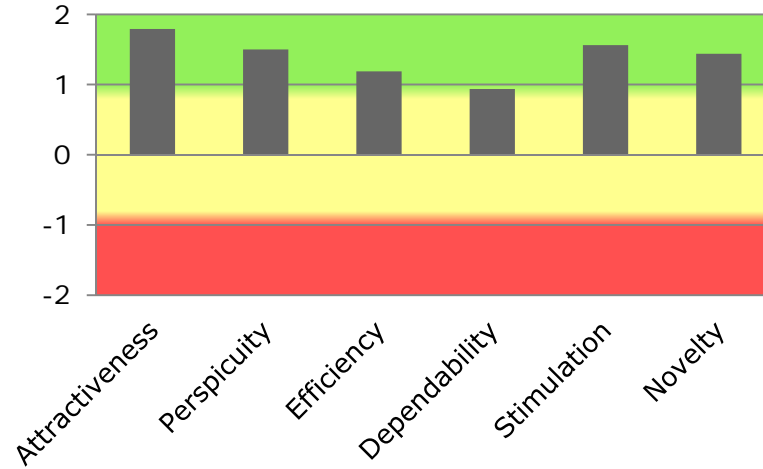


Pupils: OpenSim

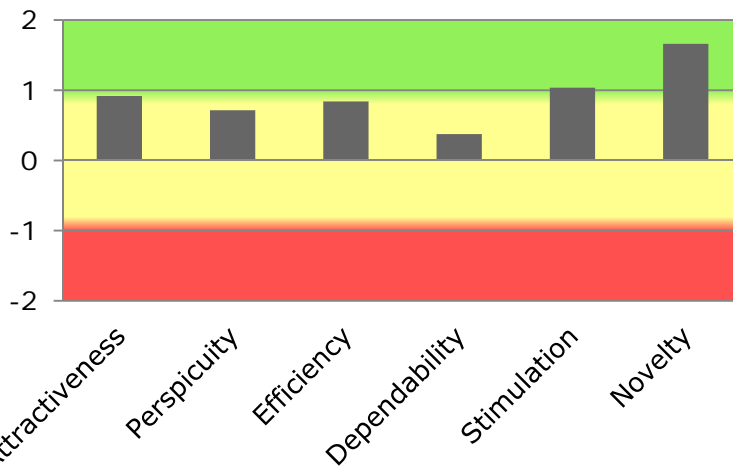


User experience: teacher students

T-stud: BigBlueButton

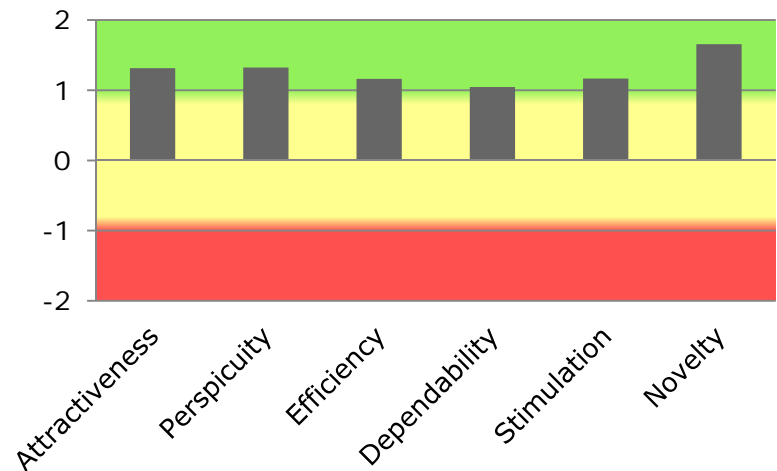


T-stud: OpenSim



Time
A

Time
B





Initial conclusions

❖ **Insufficient technological robustness**

- Tool access – Sound/video – Internet (bandwidth)
- School – Home

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

❖ **(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

on a scale from 1-7

➔ Once again: **learning to communicate** and **learning to learn**!

➔ Urgent need: **learner preparation** and **teacher education** [O'Dowd 2013]



EU project EVIVA

Evaluating the Education of Interpreters and their Clients through Virtual Learning Activities

A European LLP (KA 2) project with 5 partners from 4 European countries: Cyprus, Germany, Poland, UK (Jan 2013 – Dec 2014)

Coordinator: University of Surrey (UK)

Forerunner project: “Interpreting in Virtual Reality” (IVY)

www.virtual-interpreting.net

- ❖ **Business/community interpreter training & self-study in 3 virtual environments**
 - the 3D world of SecondLife
 - Google Hangout
 - Backbone online interview corpora
 - Languages: English, German, Greek, Polish, and Spanish
- ❖ **Evaluation of student and client activities**
 - Role play – Practice with recorded dialogues – Practice & explorations with video-recorded and annotated interviews

EVIVA role play - interpreting *SecondLife*



EVIVA role play - interpreting Google Hangout



Issues for discussion and exploration

Comparative evaluation: EVIVA/IVY SecondLife and Google Hangout

- ❖ **Affordances for**
 - role play, communication practice and testing
 - interpreter training and interpreting
- ❖ **Psychological attitude**
 - feeling natural and comfortable
 - feeling present in the environment/group
- ❖ **Affordances for learning**



Issues for discussion and exploration

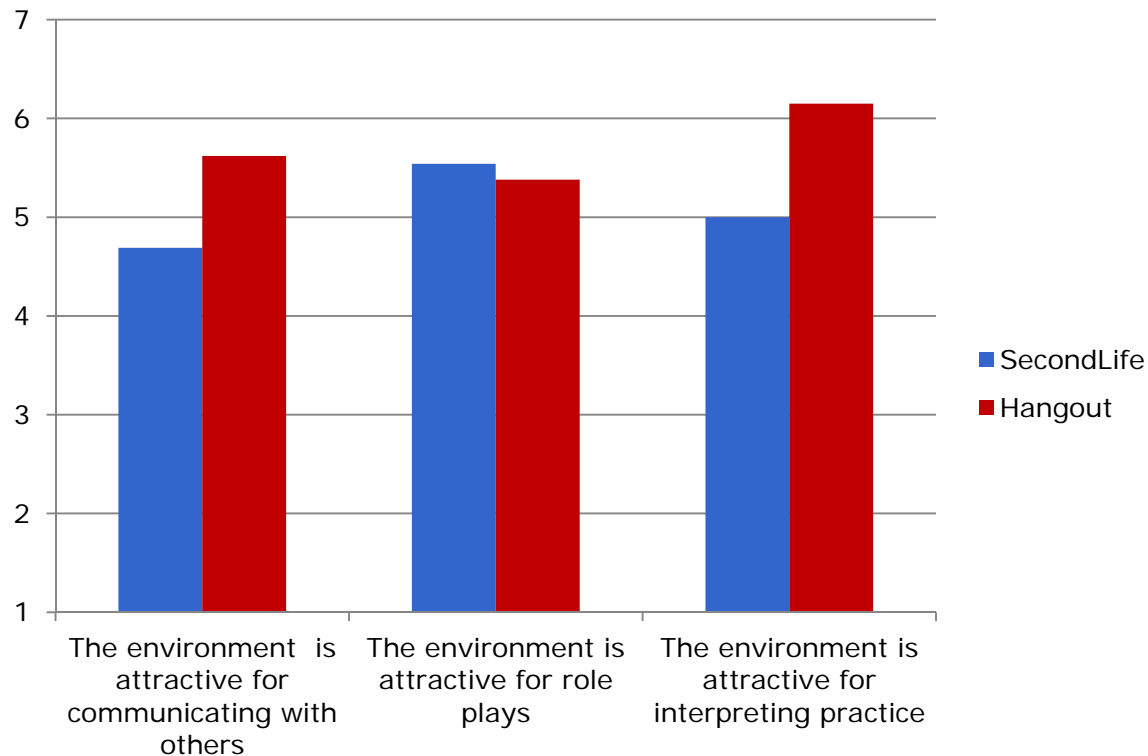
❖ **Affordances**

- role play, communication practice and testing
- interpreter training and interpreting



EVIVA role play - interpreting

Affordances for role play, com practice and interpreter training





Issues for discussion and exploration

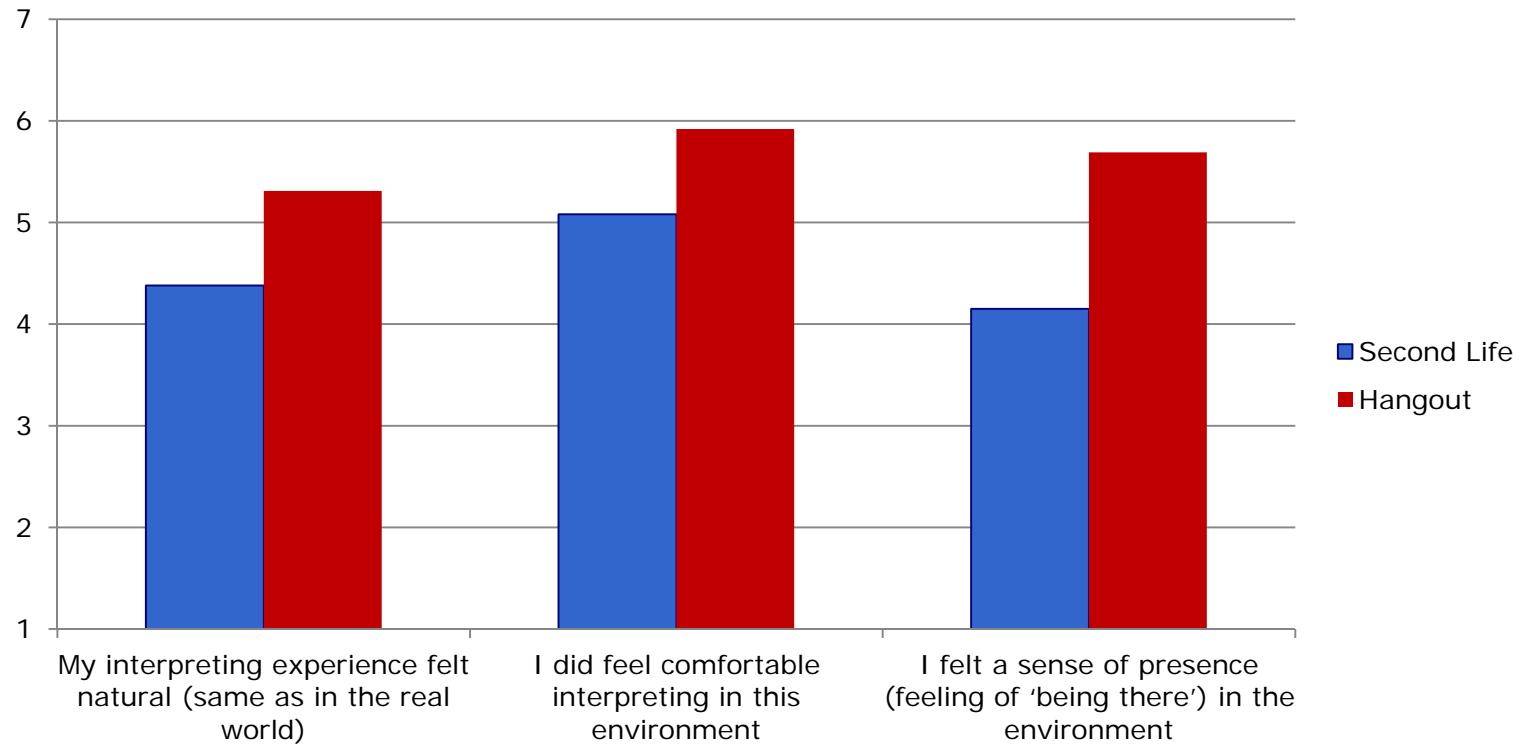
❖ **Psychological attitudes**

- feeling natural and comfortable
- feeling present in the environment/group



EVIVA role play - interpreting

Psychological attitudes





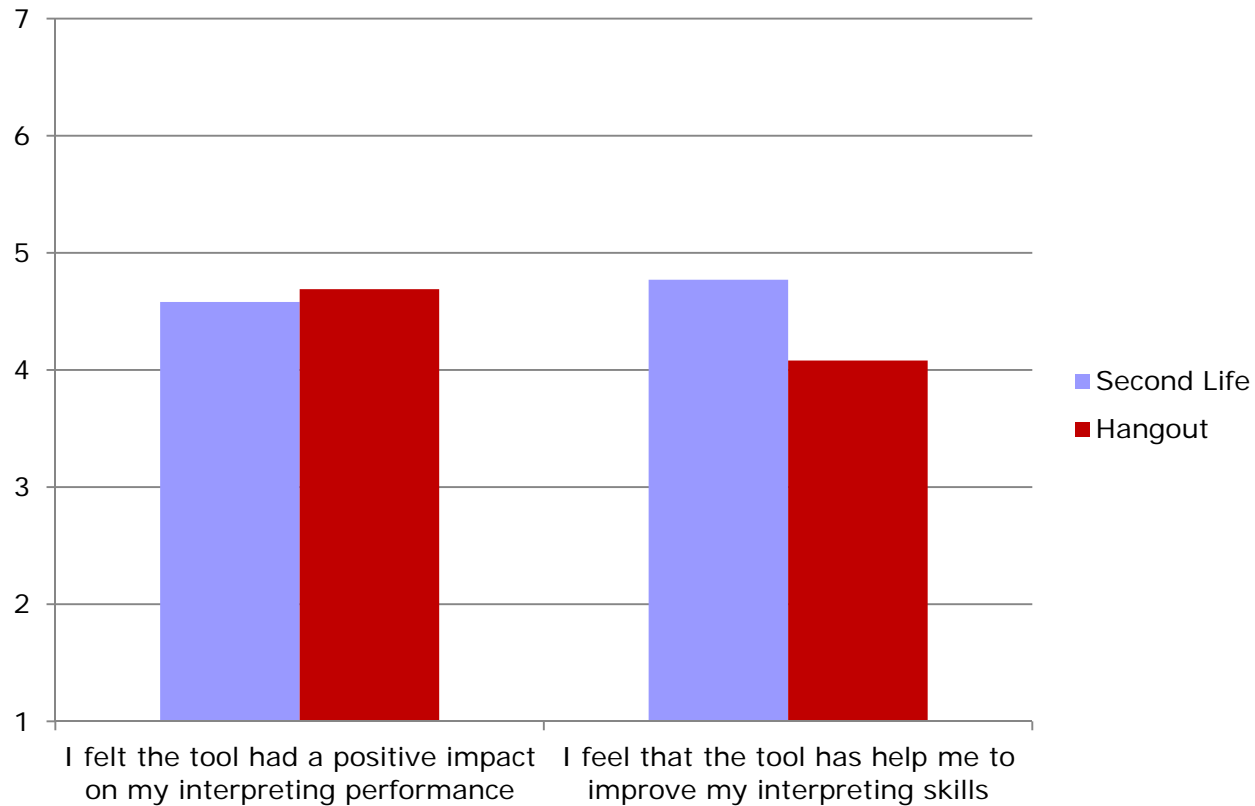
Issues for discussion and exploration

❖ **Affordances for learning**



EVIVA role play - interpreting

Affordances for learning



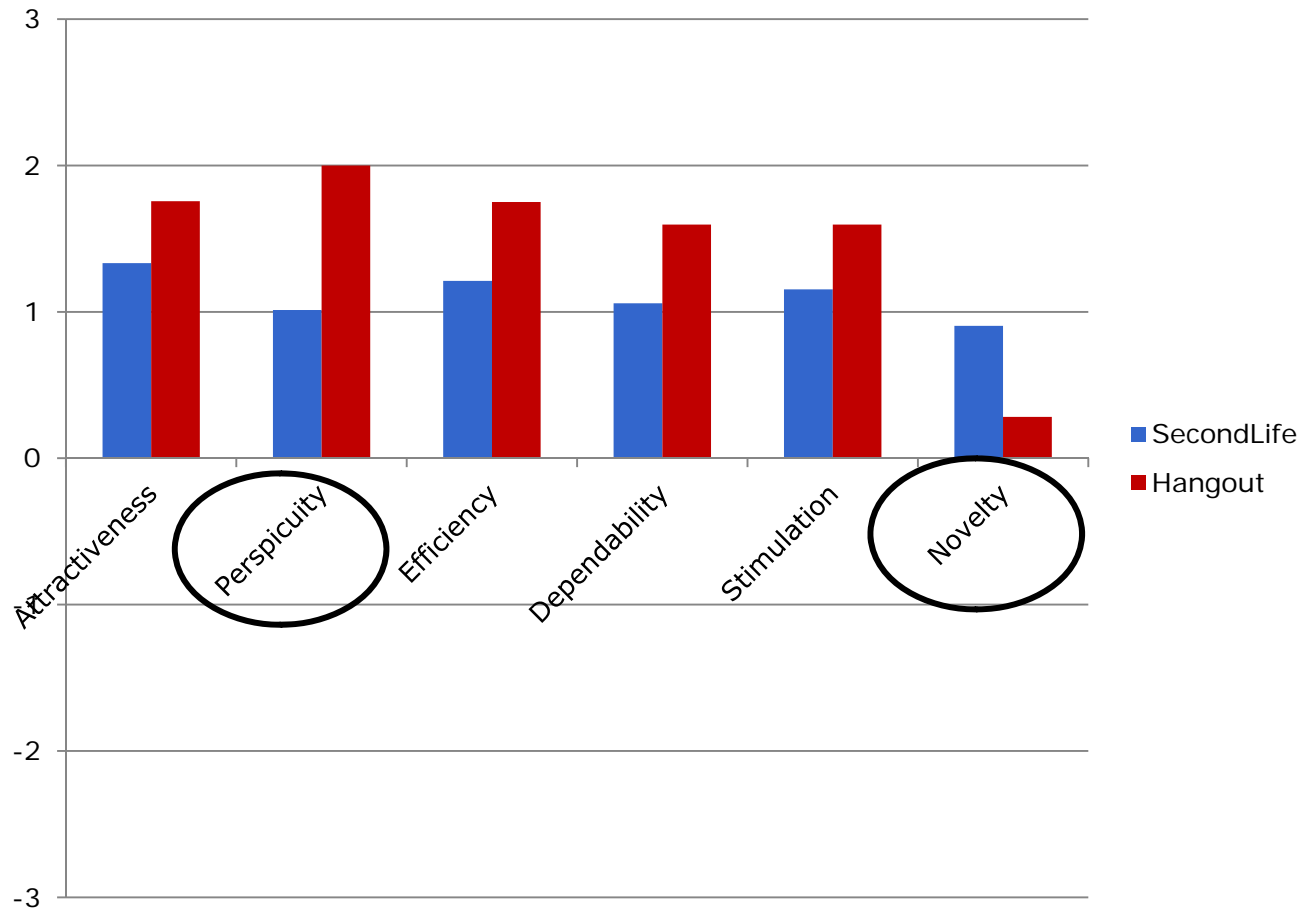


Issues for discussion and exploration

❖ **Developmental perspective**

- need for familiarization
- and learning to learn

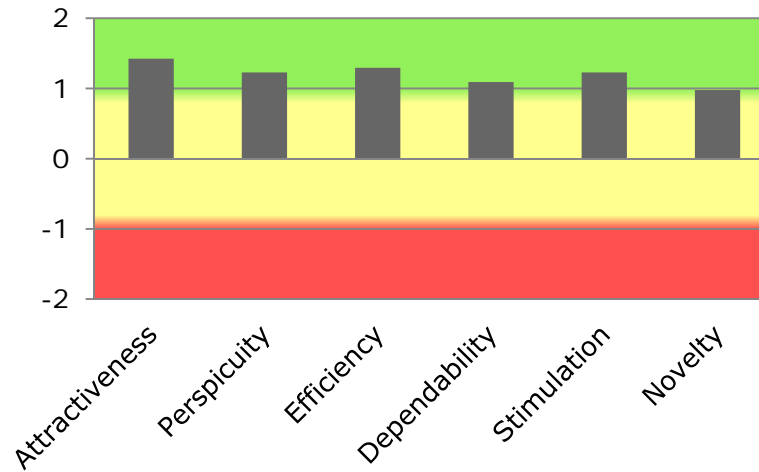
EVIVA role play - interpreting User Experience (SAP questionnaire)



EVIVA role play - interpreting

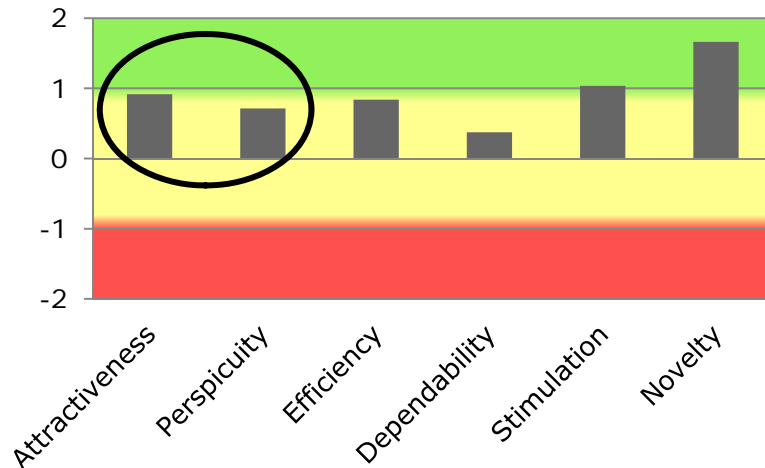
Learning to learn

Interpreting
students

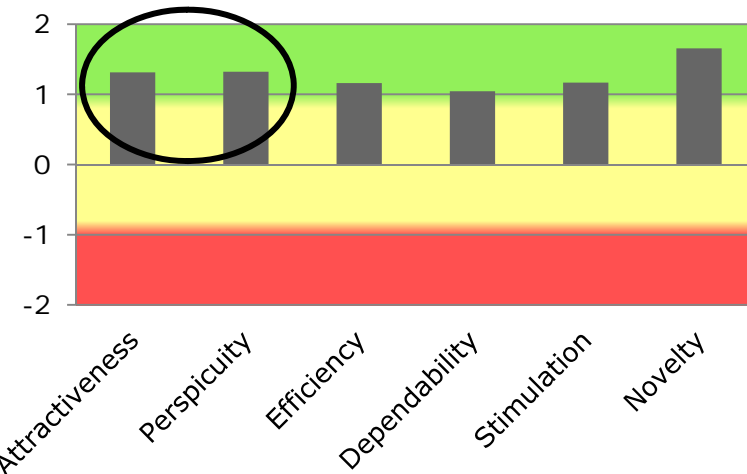


T-stud: OpenSim

Time
A



Time
B





Issues for discussion and exploration

- ❖ **Implications for “secondary” users**
 - teachers and trainers
(language learning and interpreting)
 - interpreting clients



References

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Thank you