

What are the conditions that support the acquisition of collaborative skills in the foreign language classroom?

Carole Delforge – PhD student
carole.delforge@unamur.be

Promoter : Anne-Sophie Collard

Collaboration?

**Collaborative learning
=/
Learning to work together**

- The development of digital technologies is transforming society
 - more communication, interaction and collaboration
 - importance of “soft skills” related to collaboration at work
- 21st century skills (Voogt & Roblin, 2012) : the ability to collaborate and mobilise technologies is a major issue in today's society.

What are the conditions that support the acquisition of collaborative skills in the foreign language classroom?

Objectives is to :

- Identify how pupils collaborate and what they do when they work in groups
- Identify the conditions of a class situation and the conditions related to collaboration that are likely to influence the way pupils collaborate and the development of collaborative skills (instructions, use of digital media, etc.).

= Understanding what forms of collaboration take place in the classroom, in relation to the conditions of collaboration identified.

Projects analyzed



9 projects



47 groups

138 pupils

Target audience : from 12 to 15 years old

Collaborative writing, with digital media :



BOOK CREATOR



Digital collaborative
skills with the media

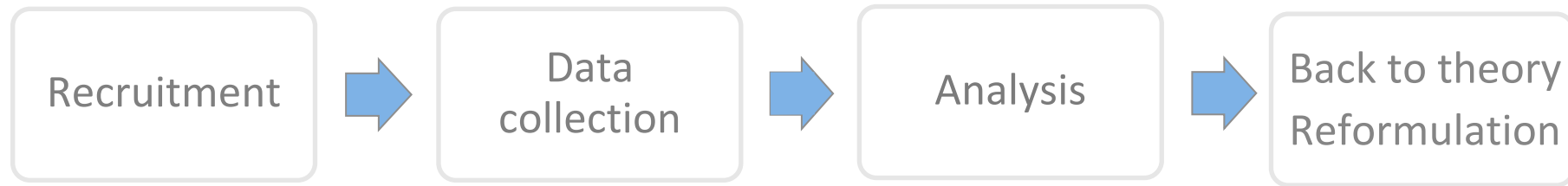
Collaborative skills

Writing a letter together

Creating a book about holidays

A word about my methodology

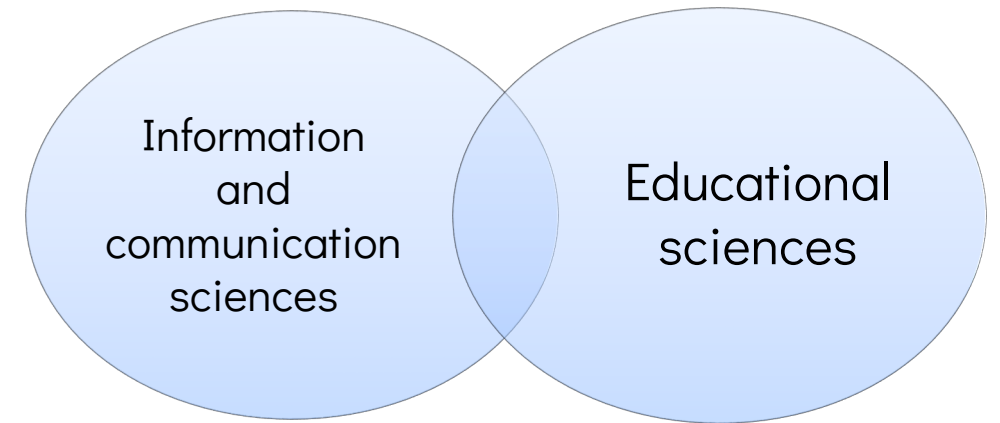
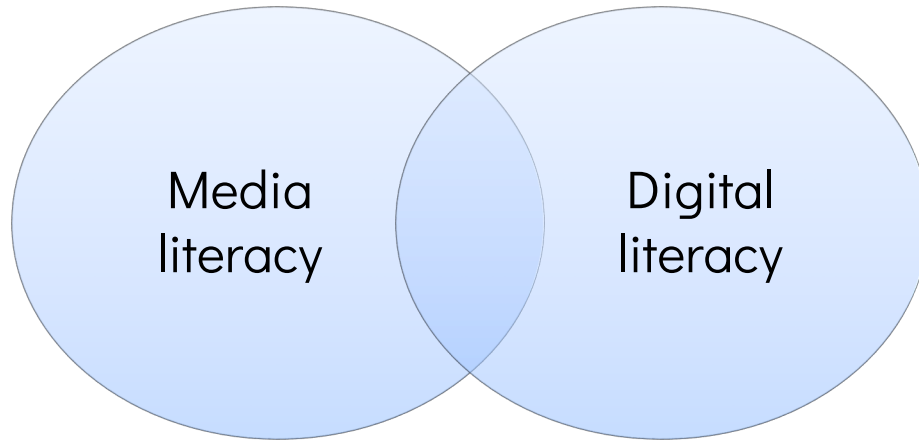
- Qualitative and inductive methodology : theoritical framework in construction
- Interactive process : 4 stages



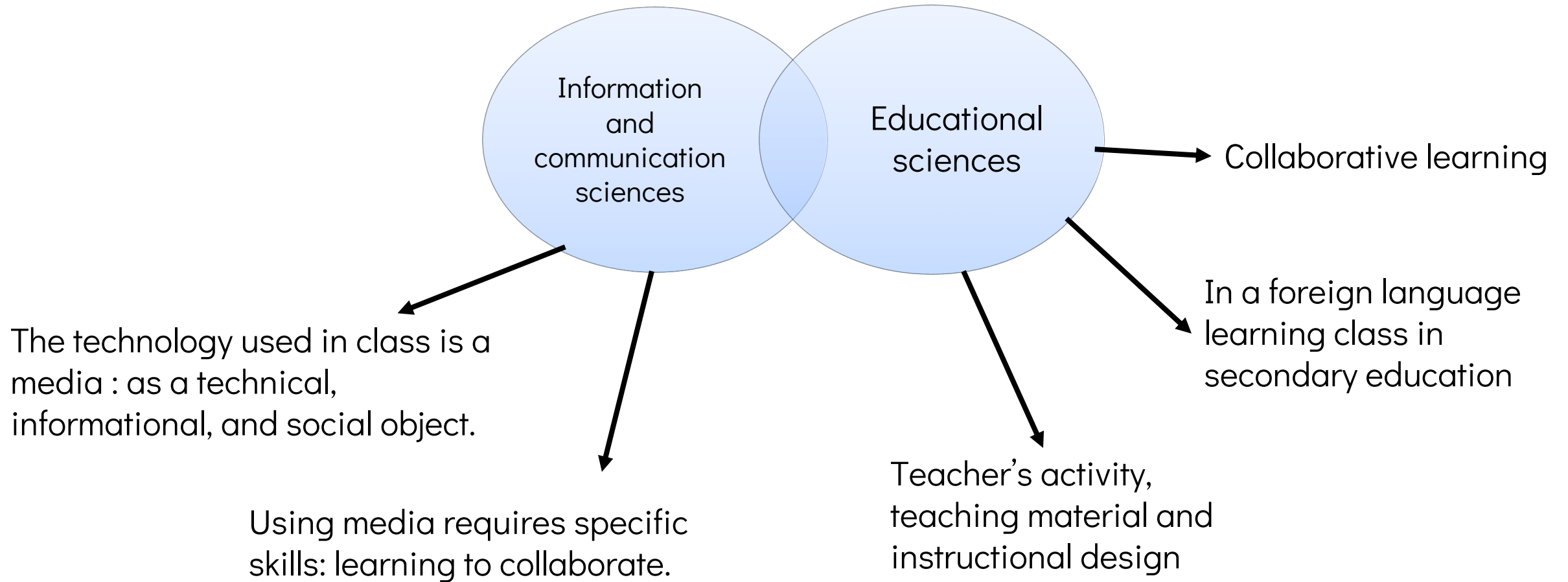
Definition

« A synchronised and coordinated activity, which can contain cooperative tasks, i.e. independent sub-tasks that need to be coordinated to form a whole (Baudrit, 2007; Dillenbourg et al., 1996) where the members are responsible for the whole production, to the extent that the individual part of the work cannot be systematically isolated (Gangloff-Ziegler, 2009). Interactions play a key role (Schrage, cited in Henri & Lundgren- Cayrol, 2001): they are the manifestation of collaboration. »

The conceptual framework

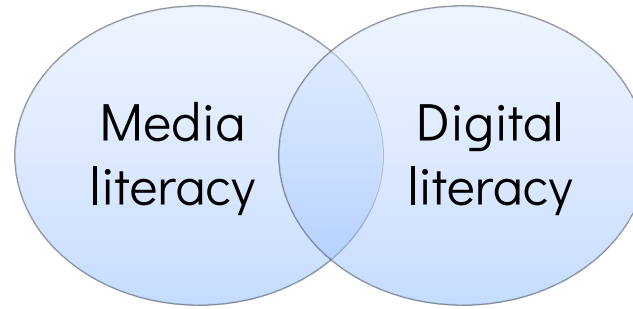


The conceptual framework

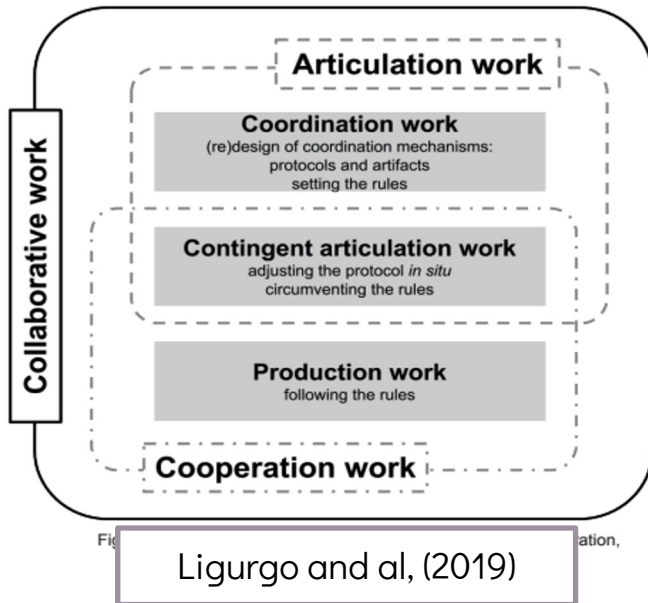


The conceptual framework

« the skills that make pupils "capable of operating critically and creatively, autonomously and socially in the media environment » (Fastrez & De Smedt, 2012)



a set of skills required by 21st Century individuals to use digital tools to support the achievement of goals in their life situations.(F u, 2013)



Digital Literacy Framework" (Eshet-Alkalai, 2012) or 'Communicating and Collaborating' defined in "The Digital Competence Framework for Citizens Digcomp" (Digcomp 2.1) (Carretero, Vuorikari, & Punie, 2017).

Expected results

- identify different collaborative activities that occur in a group of pupils.

Dimensions	Activities	Description
Coordination	Establishing the rules of collaboration	Collaboration method, rules
	Distributing the tasks	Allocation of sub-tasks for each member
	Negotiating the general content	Negotiating the topic of the production
Articulation	Adjusting the rules to achieve the tasks	Change of strategies (tasks, content, ...)
	Feedback	Reviewing and modifying the production
Production (collective, individual)	Negotiating the content	Language task: focus on form and meaning
	Task implementation	Performing the task

Expected results

- Highlight several conditions that seem to play a role in the conduct of collaborative activities between pupils:

Digital media and their
physical/cognitive accessibility

Pupils ' work habits

Instructional design

Pupils ' perception of their
own skills

Groups dynamics

Societal relevance

- « Pacte pour un enseignement d'Excellence » is underway and modifies the school curriculum.
 - Introduce the need to develop collaborative skills in classroom
 - Necessary to think about how to form pupils to these to 21st century skills
- Help to better understand how group work takes place in the classroom, how pupils' media and digital literacy develop in the context of collaborative classroom work with digital media.
- Highlighting the skills and activities that take place during a collaborative classroom activity
- Confronting theoretical frameworks with school reality and adapting and complementing them

➔ Can be used in teachers' training

Questions I ask my self

- How do I define what I observe? Is it activities, skills or competences?
 - How to define “media” in my work?
- ➔ Need to complete my theoretical framework

Bibliographie

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