

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

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Promoter : Anne-Sophie Collard

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

Objectives:

- 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 these 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.

Context of my research

- « 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

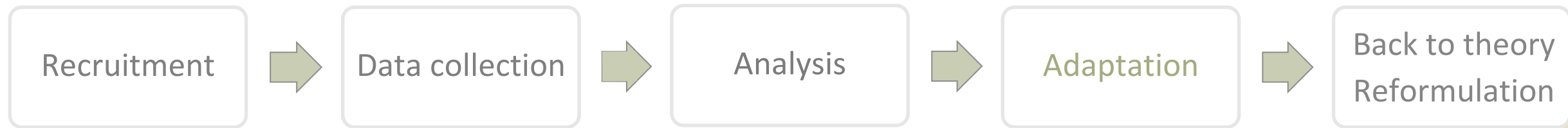
C1 « Foreign Language » and C8 « Digital technology ». :

- Missions and requests from the minister
- New school's program
- Time constraints : end in august.
- Support teacher

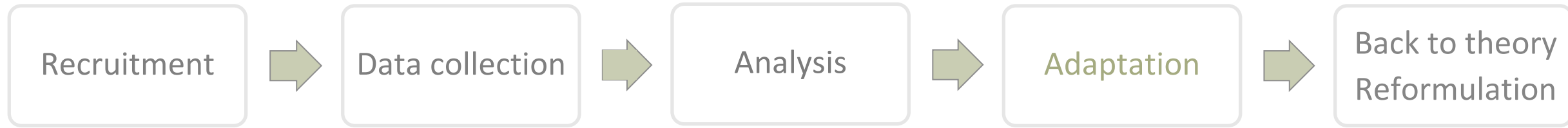
METHODOLOGY

Qualitative and inductive methodology

Interactive process : 4 stages



METHODOLOGY



- **First stage (2019) Exploratory phase:** Interdisciplinary collaboration for the creation of a video game.

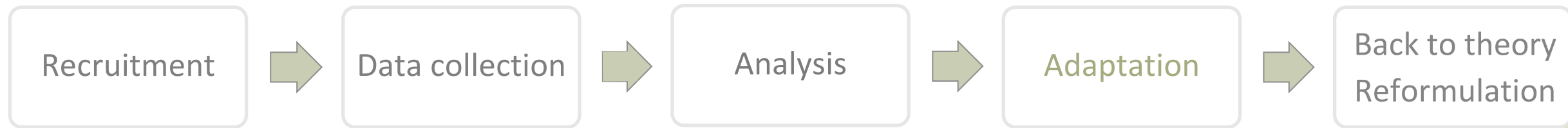
Results:

Dimension	Indicators
Teacher	Profile
	Activities management and implementation
Pupils	Profile
	Collaborative Activities
Context	Classroom habits
	Classroom atmosphere

METHODOLOGY

Qualitative and inductive methodology

Iterative process : 4 stages



Selection of projects :

- Joint production by several pupils
- Using as least one digital tool
- End of primary/secondary school (as a priority)



Phase 3

Collected in 2021-2022

Projects analyzed



9 projects



47 groups

138 pupils

Target audience : from 12 to 15 years old

Collaborative writing, with digital media :



BOOK CREATOR

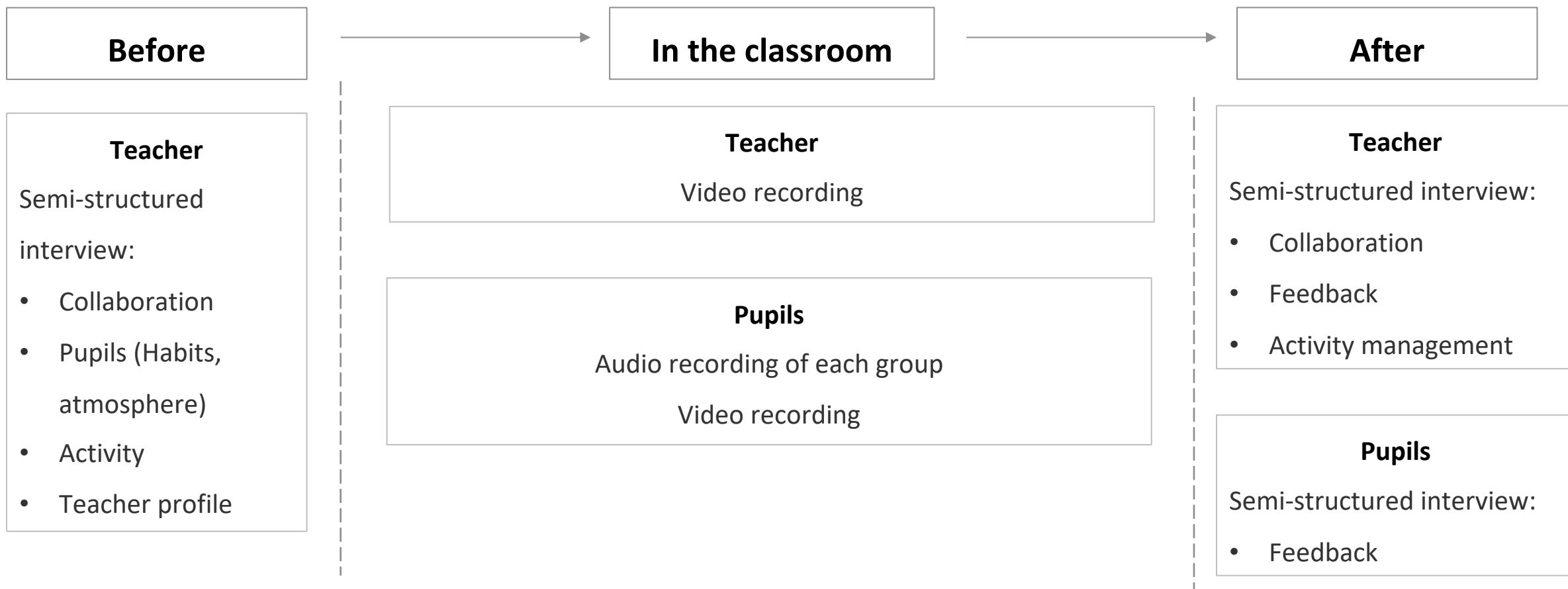
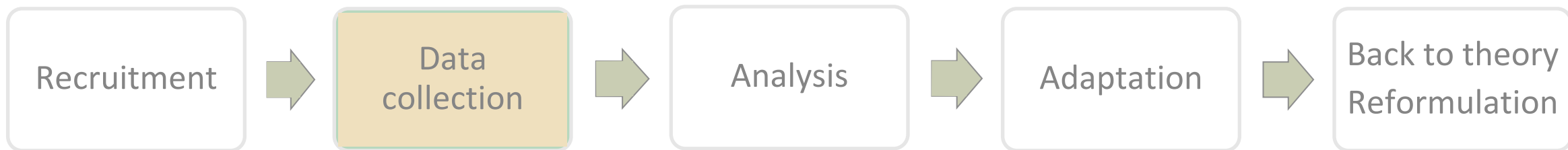


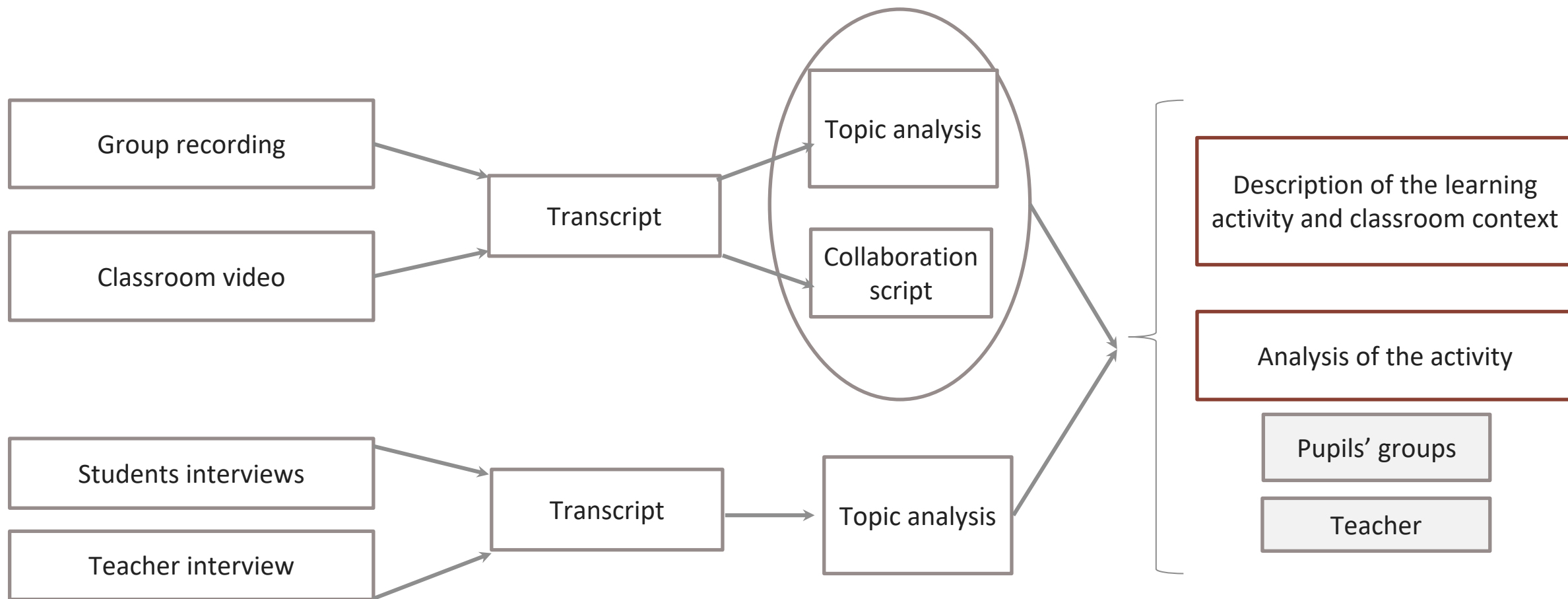
Digital collaborative
skills with the media

Collaborative skills

Writing a letter together

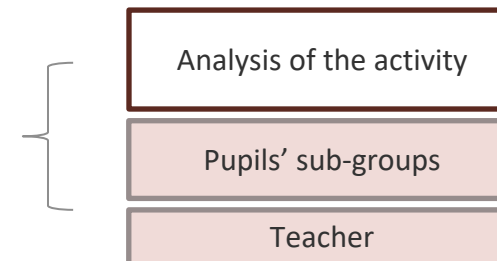
Creating a book about holidays

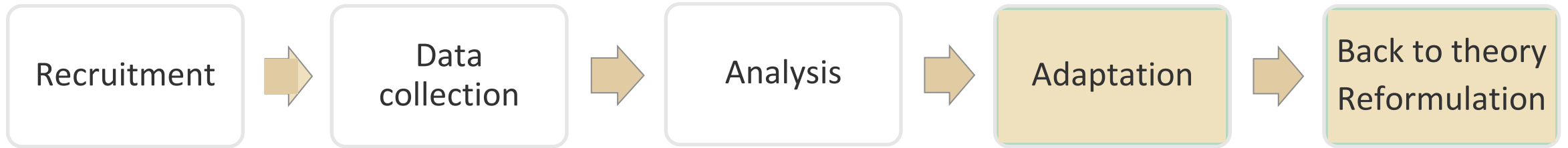




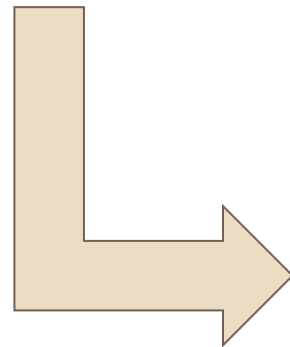


Topic analysis		
Student-student interaction	Collaboration	- Coordination (rules, tasks, organisation) - Articulation (change in coordination) - Cooperation (production)
	Digital tool	- Digital literacies - Access to a digital tool/device
	Task	- Task instructions - Language goals
Teacher intervention	For the whole group	- Collaboration - Tasks - Classroom management - Digital tool : technical
	In each sub-group	- Collaboration - Tasks - Classroom management - Digital tool : technical





- Back to the theory
- Adaptation of the methodology based on the results
- Reformulation of the research question if necessary



How to develop students' collaborative skills in secondary school ?

What are the conditions that support the acquisition of collaborative skills?

Relationship with participants

- Teacher
 - Collaboration to create their projects
 - i. Phase 3 : some instructions to follow, based on analysis from the previous phases
 - Technical formation if needed
 - Feed-back from analysis
- Pupils
 - Explanation of the study
 - ➔ The integration of their perspectives : in the interview

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

Question

- How to considere the influence of pupils' personality?

Bibliographie

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