Note to viewers

• There are 5 movies that were shown during the presentation. They are available as a separate download in a ZIP archive.
• In order, they go with pages 5, 6, 10, 13 and 15.
• Please contact the presenter if there are problems.
Investigating real-time multimodal language e-tutorials:
what research into ‘talk’ and ‘textchat’ doesn’t tell us

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Calico May 2011, Victoria, Ca
So, what is the problem?

Dissatisfaction with research on multimodal language learning online:

Possible reasons for research weakness:
- Under-representation in practice and research
- Unreliable results due to novelty factor
- Methodologies not rigorous enough (Hassan et al, 2004); need adapting/expanding (e.g. CA, Lamy forthcoming in IJVPLE)
- Multimodal nature ignored (Lamy and Hampel, 2007)
## Talk and texchat in a corpus of multimodal e-tutorials

<table>
<thead>
<tr>
<th>Discourse types (in decreasing order of frequency)</th>
<th>Content of exchanges involving both talk and texchat</th>
<th>Why use the textchat window?</th>
</tr>
</thead>
</table>
| Socio-affective                                     | Greetings, jokes, compliments, excuses               | • To keep the conversation moving  
• To swap (semi-private) asides |
| Cognitive                                           | Putting forward ideas, documents, Internet sites     | Communicating information which:  
• is not easily conveyed orally (e.g. statistics or URLs)  
• complements the content of the oral talk |
| Session-management oriented                         | Requesting clarification r.e. instructions, tasks, assignments | So that traces of exchanges remain visible on the screen |
| Linguistic                                          | Suggesting or checking items of vocabulary; requests for pronunciation or spelling corrections | • To retain traces of the corrections (vocabulary in particular)  
• To keep the conversation moving |
| Technological                                       | Requesting help, offering help                       | Through necessity (e.g. an audio channel breakdown, or a sound system problem) |

Pedagogical context for the videos

ESP (within Master’s Educational Technology)
French students, all in-service trainers, teachers or tutors
Compulsory hours of English (here, oral)
E-tutorials on multimodal tutorial platform
Students connected from different areas in France
English native-speaker tutor (‘RobinG’) connected from UK
Written English proficiency: upper intermediate
Corpus: 8 x 45’ e-tutorials
  each tutorial divided into ‘phases’ betw. 12’ and 32’
  5 extracts presented here: betw. 1’ and 2’

[Copéas project, with support from Prof. T. Chanier at Univ Franche-Comté and the French Ministry of Research]
Video 1: ‘natural or neutral’?
Video 2: ‘we have 3 minutes!’
The weaknesses of multimodality research

View e-tutorial videos 1 and 2

Outline

Research hypothesis and questions

Research methodology

View e-tutorial videos 3, 4 and 5

Findings

Further research
Research hypothesis
Task resolution $\leftrightarrow$ number and arrangement of modes

Research questions

How can research analyse co-orchestration of meaning?
What effect does co-orchestration of resources have on learning and teaching in task-based LL?
Research methodology

Creation of a full transcript, then observation of dynamic screen capture, then coding of transcript, then observation etc ... iteratively

Sequences: convergence, divergence, parallelism

Modes: linguistic (oral, written), visual (3 sub-categories)
Video 3: I think we need arrow
Brainstorming task

Co-orch of modes

Convergent

Divergent

Parallel
Video 4: bulle - instructions
Bulle instructions task

Monomodal (voice-only)

Convergent Co-orch of modes
Video 5: bulle - groupwork
Bulle groupwork task

- Convergent
- Divergent
- Parallel

Co-orch of modes
DEPLOYMENT of MODES of ORCHESTRATION (1/3)

Parallelism

vs

Convergence
DEPLOYMENT of MODES of ORCHESTRATION (2/2)

Convergence/divergence in the ‘Bulle’ videos

• Video 4: ‘Bulle - instructions’  Conv
• Video 5.1: ‘Bulle - making sense’  Conv
• Video 5.2: ‘Bulle - groupwork’  Conv → Div → Conv
Divergence

• is not ‘meaninglessness’
• is individual meaning-making;
• is a failure of collaborative meaning-making
New hypotheses to be tested:

- the greater the number of modes/sub-modes deployed, the more active the learning

- task resolution (TBL) is associated with greater variety in co-orchestration (convergence, divergence, parallelism)
<table>
<thead>
<tr>
<th>Tutors</th>
<th>Concept map</th>
<th>Whiteboard</th>
<th>Document</th>
<th>Text chat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Tutorial programme</td>
<td>- Images</td>
<td>- Lesson plan</td>
<td>- Error correction</td>
</tr>
<tr>
<td></td>
<td>- Introduction to tasks</td>
<td>- Welcome message</td>
<td>- Texts</td>
<td>- Feedback</td>
</tr>
<tr>
<td></td>
<td>- Notes</td>
<td>- ‘To get into the topic’ (with picture, questions, vocabulary)</td>
<td>- Grammar exercises</td>
<td>- Quick answers to questions</td>
</tr>
<tr>
<td></td>
<td>- Vocabulary work</td>
<td></td>
<td></td>
<td>- Help with vocabulary (without having to interrupt the conversation)</td>
</tr>
<tr>
<td></td>
<td>- Instructions for additional activity after tutorial</td>
<td></td>
<td></td>
<td>- Alternative to audio when sound problems occurred</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td>- Writing texts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Notes</td>
<td>- Notes</td>
<td>- Editing prepared or imported texts</td>
<td>- Quick questions or quick responses (while others were speaking)</td>
</tr>
<tr>
<td></td>
<td>- Keywords</td>
<td>- Images</td>
<td></td>
<td>- Alternative to audio when sound problems occurred</td>
</tr>
</tbody>
</table>
An interdisciplinary conclusion

**Educational technology:** must have ‘the right tool’ for each learning ‘moment’ ... ?

**Social semiotics (+ CA):** meaning is made, unmade and remade by participants co-deploying modes in interaction

**CSCL:** ‘collaborative learning’ means
- that the individual is the learning agent, with collaborative task acting as a context for learning
- that the group is the learning agent, where meaning-making is a process of mutual constitution (Suthers, 2006)
Thank you for your attention!

Contact and reference list

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http://lamymn.wordpress.com/distance-learning/