

Synchronous video communication with young EFL learners: a multimodal analysis of task negotiation

Shona Whyte, Université Côte d'Azur, Nice, France

Euline Cutrim Schmid, University of Education Schwäbisch-Gmünd, Germany.

Workshop 14

B: Language teaching and learning

9. Educational technology and language learning

Time: Thursday, 27/07/2017: 6:00pm - 7:00pm · **Location:** Queluz V

- live video communication (VC) in English as a lingua franca in French and German primary schools
- spoken interaction using interactive whiteboard (IWB), with large-scale class projection of an audio/video feed and screen-sharing of an IWB file containing movable objects
- communication in small groups: one learner in each class interacted with a partner in the remote class, each supported by other learners in their own classroom
- challenges of VC with young beginners: technical issues; materials and activity design; classroom implementation
- frameworks for analysing classroom interaction and modelling technology integration which have implications for the language classroom and teacher education
- analysing how learners exploit the communicative affordances of the multimodal VC environment multimodal discourse analysis: speech, gaze and gesture

1. Background to video communication

iTILT: Interactive Technologies in Language Teaching <http://itilt.eu/>

Cutrim Schmid, E., & Whyte, S. (Eds.) (2014). *Teaching languages with technology: communicative approaches to interactive whiteboard use. A resource book for teacher development*. London: Bloomsbury.

Whyte, S. (2015). *Implementing and Researching Technological Innovation in Language Teaching: The Case of Interactive Whiteboards for EFL in French Schools*. Basingstoke: Palgrave Macmillan. [[link](#)]

Whyte, S., Beauchamp, G., & Alexander, J. (2014). Researching interactive whiteboard use from primary school to university settings across Europe: an analytical framework for foreign language teaching. *University of Wales Journal of Education*, 17, 30-52.

2. Technical and pedagogical considerations

Technical set-up

- a. SMART interactive whiteboard <http://education.smarttech.com/>
- b. Bridgit videolink (ICVI) <https://www.ivci.com/products/smart/>
- c. Webcam, microphone, speakers

Alternatives

- d. Bridgit iPad app
- e. Google Hangout <https://hangouts.google.com/>
- f. Skype <https://www.skype.com/>

Task-based language teaching

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.

Erlam, R. (2015). 'I'm still not sure what a task is': Teachers designing language tasks. *Language Teaching Research*.

Erlam, R. (2013). Listing and comparing tasks in the language classroom: Examples of Willis and Willis's (2007) taxonomy in practice. *The New Zealand Language Teacher*, 39,7-14.

Whyte, S., & Alexander, J. (2014). Implementing tasks with interactive technologies in classroom CALL: towards a developmental framework. *Canadian Journal of Learning and Technology*, 40 (1), 1-26.

3. Researching learner interaction in classroom CMC

Teacher perspectives

Cutrim Schmid, E., & Whyte, S. (2015). Teaching young learners with technology. In Bland, J. (Ed.). *Teaching English to Young Learners. Critical Issues in Language Teaching with 3-12 year olds*. London: Bloomsbury.

Filming and editing

- Seeing is believing (and vice versa): video research in education <http://wp.me/p28EmH-8w>
- Using video in the language classroom <http://wp.me/p28EmH-ML>

Tools and applications

- VLC
- Handbrake
- Ffmpeg
- Audacity
- Vimeo

Multimodal annotation software

ELAN <https://tla.mpi.nl/tools/tla-tools/elan/>
EXMARaLDA <http://exmaralda.org>
Transana* <https://www.transana.com/>
CLAN <http://childes.psy.cmu.edu/clan/>

4. Further examples of video communication

ITILT 2: Interactive Teaching in Languages with Technology <http://itilt2.eu>