



PANEL 4:

The (re-)construction of professional identities of prospective EFL teachers from different European and non-European countries

Monday, 2nd April, 2012, 14:00 – 16:00

Understanding the effects of collaborative multinational teacher training courses at M level

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L2 teaching nowadays: Professional challenges

L2 teachers' training must cater for:

- Globalisation
- Identity (professional and other) construction processes
- Multiliteracies

Research question(s)

Which are the training L2 (FL2) teachers' self-concepts as students and future L2 teachers?

Underlying hypotheses in L2 teacher training

a) Sociocultural theory:

- Distributed knowledge
- Collaborative learning

b) L2 teachers' roles:

- Intercultural dimension
- Otherness

c) ICT: an encompassing means

Siegen-Paris Projet

L2 teachers' training experimental environment:

Hybrid...

Collaborative... Learning

Autonomous...

- Transnational (European scope)
- Institutional (University)
- ICT mediated (Moodle, Skype, Google docs, ...)

Heterogenous participants

21 students:

- Volunteers (institutional evaluation though)
- NS & NNS (7 mother tongues)
- L2 (teaching) related professional projects
- Multilingual backgrounds
- Academic background & cultures (curricula)

Course setup

- a) Calendar: 8 weeks (semester 1)
- b) Organisation:
 - 3 video-conferences
 - Work in tandems (tutors' choice)
- c) Assignment: 5 *tasks* (syntheses, debate, reflection)
- d) Contents:
 - Corpus of articles
 - AL, L2D, SLA, ICT
- d) Instructions: corpus, deadline, length (tutors' roles)

Methodology

- Pre & post-questionnaires: quantitative & qualitative analyses
- Discourse analyses: self-categorisation(s)
- Content analyses: reflexive task
- MaxQda (inter-rater reliability)

First results (case study)

a) Students as student teachers' initial motivation:

- Doubts/mixed feelings? (work in tandems)
- Linguistic & cultural development

b) Students as future teachers' initial motivation:

- Doubts/mixed feelings (ICT & schooling)
- Will to develop ICT competences

Students' feedback

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- Rapport with tutor (place of authority)
- Teacher = conductor (except for video-conferences => traditional rapports)
- Added value: languages, Skype, video-conferences (faster than written)
- Collaboration => negotiation needed, comprehension efforts, trust, tutors' mediation needed
- ICT use learning
- Distance non-incompatible with real, effective communication & management of intercultural phenomena
- Hands-on learning is positive, plus meta-cognitive linguistic training

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- Common forum missing
- Work in tandem is enriching yet complicated (certain resistance)
- Tutors: doubts about evaluation objectivity

Collaborative, mediated knowledge co-construction as valid basis for L2 teachers' training

- **Interculture:** real and concrete
- **Multilingualism:** varying expectancies < monolingual context for tandems
- **Multimodality:** rich exchanges, participants' multiple identities
- **Autonomy:** virtual medium virtuel = legitimate debate on different topics (academic, pedagogic, cultural, technique, personal, ...) yet institutionally compliant
- **Multimedia:** ICT = means > end => meeting real intercultural partners, realistic situation, professional reflexions on a) L2 learning, b) L2 teachers' training, c) multi-culture, multi-affiliation, multiliteracies, personal development

Conclusions

Experience = logical, expected success

No improvisation = sound theoretical basis, limited number of participants

Students: positive hypotheses evaluation

Expected resistance:

Collaboration/trust/interculture

Students and tutors' engagement: monitoring

Tandem management => difficult task, easier to manage students in non-collaborative, mono-national teaching situations

Remarkable results knowledge-construction wise yet no differences compared to distant non experimental teaching situations => better results compared to traditional teaching, if efficiently tutored (drop-out left aside)

Essential contribution: transnational collaborative work and consequences

Basic references

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