

ARTICLE



Teacher role in synchronous oral interaction: Young learner telecollaboration

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Abstract

The potential of synchronous technology-mediated oral interaction for second language (L2) acquisition by young learners interests researchers and classroom teachers alike. Research highlights the utility of live telecollaborative exchange for motivating learners, but also underlines the challenges teachers face in supporting young beginners in interaction tasks. However, few studies focus on actual learning opportunities created in telecollaborative task-based language teaching (TBLT) and on the role of teachers in creating such opportunities. This paper presents two case studies on synchronous telecollaboration in primary schools (7-10 year olds, A1 CEFR level). Interaction data from small-group telecollaborative interactions is examined using multimodal (inter)action analysis (MIA, Norris, 2019) to investigate how teachers' choices with respect to task implementation affect opportunities for learner autonomy, the outcome of particular tasks, and learners' L2 usage. Analysis highlights how co-verbal actions are used to manage different interactional spaces and reveal learners' active roles, and how teacher presence/absence can affect task outcome and influence opportunities for either focus on form or spontaneous L2 production. Our discussion shows that synchronous interaction can drive language learning with young learners, not only motivation and participation, and focuses on implications for further research combining MIA with TBLT.

Keywords: *Synchronous CMC, Young learners, Task-based language teaching, Multimodal interaction analysis*

Language(s) Learned in This Study: *English*

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Introduction

The potential for synchronous oral interaction in the target language is often cited as a useful affordance of technologically-rich primary school classrooms (Whyte & Cutrim Schmid, 2018). Opportunities for authentic second language (L2) communication are valued in the action-oriented or task-based language teaching (TBLT) frameworks often favoured in national curricula, and considered relevant by researchers working with young learners (Ellis, 2020). Telecollaborative research to date has highlighted difficulties for young learners related to both pedagogical and technological factors, and has often focused on the design of teaching and learning activities, and their impact on teacher and learner perceptions, rather than task implementation and actual learning outcomes (Pennock-Speck & Clavel-Arroitia, 2023). During the pandemic, awareness of both the advantages and challenges of technology-mediated live communication with young learners became more acute, bringing additional significance to the question of whether this form of interaction can promote language learning and, if so, under what conditions.

Our study explores the affordances of synchronous oral interaction in young learner telecollaborations with a methodological innovation: multimodal interaction analysis (MIA, Norris, 2019). We reviewed recent research into language pedagogy with this population, with particular focus on the challenges teachers face

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in orchestrating effective L2 interaction. Our research question examines teacher role in implementing telecollaborative tasks focusing on interaction. This focus determines our choice of method, which is detailed before our analysis of episodes from two videoconferencing learning scenarios with primary school learners. Discussion then incorporates participant commentary and links to previous research in order to interpret our findings.

Literature review

Pedagogical considerations in the young learner classroom

A recent assessment of L2 learning in young learners (aged 3-14) supports at least three differences compared to adult L2 learning: “(a) the priority of listening, speaking, and interaction, (b) an acknowledgement of younger learners’ slower rate of FL learning, and (c) the realization that typically L2 learning routes are non-linear » (Nikolov & Timpe-Laughlin, 2021, p.28-9). Such findings support a widespread move to the action-based approach adopted in the Common European Framework of Reference for Languages (CEFR, Council of Europe, 2001; Piccardo & North, 2019) which shares features with TBLT. In its stronger form, TBLT claims that “language learning is best achieved not by treating language as an ‘object’ to be dissected ... but as a ‘tool’ for accomplishing a communicative purpose” (Ellis, 2013, p.2), emphasising incidental learning while also engineering opportunities to focus on form through negotiation of meaning. Ellis (2020) provides an overview of numerous TBLT studies with young learners which demonstrate the effectiveness of particular tasks designed to provide input for acquisition.

TBLT research distinguishes between task-as-workplan and task-in-process (Breen, 1989) to capture differences in the task as designed and envisaged by teachers and its unfolding in real time. Teacher role is important in both aspects. From the task-as-workplan perspective, teachers can design tasks to induce differing degrees of negotiation: in jigsaw or information-gap tasks where task completion requires participants to share information, there is obligatory interaction, while in problem-solving or decision-making tasks, interaction and negotiation are optional (Pica et al., 1993, see Smith, 2003 and Van der Zwaard & Bannink, 2014, for CALL examples). Task-in-process takes on particular significance in the young learner classroom, especially participant roles, or “the part that learners and teachers are expected to play in carrying out learning tasks” (Nunan, 2004, p.64). It can be difficult for teachers to create balance between task demand and task support (Cameron, 2001): too little support for a challenging task may lead to a poor outcome, whereas too much support can negate its interactional purpose and restrict opportunities for learning. The role teachers play in task-in-process is influenced by their beliefs, attitudes, and knowledge of L2 learning, referred to collectively as teacher cognition (Borg, 2009). Borg demonstrates how teacher education can effect changes in teacher cognition and the way teachers plan and implement learning activities. However, new attitudes are also vulnerable to context, and old habits may reappear, for instance when teachers return after a teacher education course to their own, more traditional, classroom contexts (Borg & Al-Busaidi, 2012). Taken together, this work underlines the crucial role played by teachers in the TBLT framework.

Turning now to virtual exchange, several researchers underline the lack of studies concerning young learners (Dooly & Vinagre, 2022; Pennock-Speck & Clavel-Arroitia, 2023). This may be due to a perception of constraints such as young learners’ shorter attention spans, less developed communicative competence, and greater need of supervision. Moreover, existing work on telecollaborative interaction with young learners generally describes the design and implementation of learning scenarios rather than researching its effectiveness (Pennock-Speck & Clavel-Arroitia, 2003). Dooly and Vinagre (2022, p.397) suggest that because fewer teachers and researchers are involved such work, there is “a lack of teacher awareness regarding how to design, implement and assess such projects with young beginners” (ibid, p.397), exacerbating the issue.

Several studies on telecollaborative interaction in primary English as a foreign language (EFL) classes rely on the provision of linguistic input in the pre-task phase, with L2 awareness-raising activities as post-tasks.

In Ligorio and Van Veen's (2006) telecollaborative exchange between Italian and Dutch schools, the learners' final task was to build 'cultural houses' in a virtual world. The researchers reported gains in English proficiency, social skills, and cultural knowledge, underlining the teachers' roles in both planning and scaffolding tasks. García-Martínez and Gracia-Télez (2018) describe a content and language integrated learning (CLIL) science project in Spain where learners produced videos and completed post-task self-assessments. The authors described the preliminary preparation required and the challenges of managing group work, claiming that learners prioritised task outcomes over L2 use. Mont & Masats (2018) describe their experience of conducting a telecollaborative project with six to eight-year-olds focusing on topics like 'travelling through arts' and 'healthy habits' and offer advice on implementing similar projects. In none of these studies, however, is the role of the teacher in promoting L2 interaction analysed in detail.

Synchronous oral interaction in young learner telecollaboration

Concerning synchronous interaction with young learners, Whyte (2011) investigated class-to-class exchanges via interactive whiteboard software. The study showed how teacher beliefs limit the opportunities to communicate about language acquisition and learner capabilities. In their concern to avoid communication breakdowns, these teachers often either micromanaged learner-to-learner interactions or over-rehearsed planned sessions, leaving little room for learner initiative in negotiating interaction or in linguistic choice. Follow-up studies on English lingua franca exchanges focused on developing task-based scenarios for individual and small-group exchanges which balanced task demand and task support (Whyte & Cutrim Schmid 2014, 2018). Discrepancies between Breen's (1989) task-as-workplan and task-as-process emerged with respect to the conflicting demands for learner autonomy and classroom management, and one of the more successful episodes materialised when French pupils asked about the breakfast food which German pupils brought to their classes, leading to a spontaneous 'show-and-tell' session (Whyte & Cutrim Schmid, 2018). Such initiatives raise the question of learner autonomy, defined as "a teaching/learning dynamic in which learners plan, implement, monitor and evaluate their own learning" (Little 2022); this is the other side of the teacher role coin. These studies underline both the potential of a TBLT approach for synchronous telecollaborative exchange and the need to better understand task-as-process and the roles both teachers and learners play.

Information about learner grouping and teacher presence is absent from Cuestas-Verjano's (2013) report on videoconferencing between Spanish learners of English (11-12-year olds) and an adult native speaker: the focus here was on authentic interaction. A similar concern is evident in Dooly and Sadler's (2016) study of online interactions between six- to eight-year olds: this project employed videoconferencing and "machinima" (short video clips featuring avatars) to teach concepts but also social language. As a result, several participants were able to produce target language structures beyond the competence level expected for their age.

Pennock-Speck and Clavel-Arroitia (2023) investigated learner autonomy in an English lingua franca CLIL project involving TBLT via videoconferencing. Interaction data was analysed in terms of teacher-student interventions, autonomy (initiative taking, asking-answering questions, reacting to challenges and on-task/off-task interactions) and non-verbal behaviour. This study found differences related to teacher role: the Spanish teacher intervened five times less frequently than the French teacher – behaviour that the authors relate to proficiency level, classroom management, and teaching styles. The Spanish learners' verbal interactions demonstrated greater autonomy, due perhaps to higher language proficiency and different sociocultural values and educational practices, while the French participants made more non-verbal contributions. Despite different proficiency levels and CLIL experience, the authors reported beneficial telecollaborative interaction.

A final study which merits attention for the present paper is a multimodal study of extracurricular activities in English between pupils in Portugal and L1 Urdu or Punjabi pupils in the UK (Austin, Hampel & Kukulka-Hulme, 2017). This is the only multimodal research on young learners' telecollaborative interactions to our knowledge. The authors' analysis of learners' employment of objects, signs, and gestures shows how the task served as a starting point for interaction via videoconferencing which then evolved into

‘meaning-making sessions’ via learners’ interpersonal relationships. Like the breakfast food example above (Whyte & Cutrim Schmid, 2018), the learners deviated from formal drill or initiation-response feedback patterns associated with classroom talk in useful ways. Thus, regarding teacher role, the authors underline the need for teachers to relinquish control so as not to “stifle children’s ability to express their voice” (p. 31).

From this literature review, we noted a (a) general paucity of research on questions other than the most practical pedagogical concerns, and (b) difficulties for teachers in managing learner interactions generally (task-as-process). Challenges for teachers were linked specifically to learner autonomy in the sense of leaving space for unplanned exchanges based on learner choices. Since “it might be argued that children learn to respond with actions before they respond with words” (Goffman, 1981, p.40), we follow Austin et al. (2017) in their choice of multimodal analysis as a useful approach for detecting young learners’ contributions to managing telecollaborative interactions.

Rationale for present study

Our study addresses two gaps in the literature. Firstly, as just noted, research on synchronous virtual exchange is under-researched in the primary education context. We therefore address a population gap by focusing on young learners’ telecollaborative interactions. Secondly, we address a knowledge gap: there are no research findings on how task implementation (task-as-process) and teacher role impact learning opportunities in task-based telecollaborative interaction with young learners. We also introduce MIA for a fine-grained analysis of participant roles.

Methodology

Context and learning design

This study draws on a project funded by the French Ministry of Education on technology-mediated English language teaching in primary schools. Researchers in Education and Language Didactics collaborated with primary school teachers to co-design learning scenarios involving oral interaction via digital technologies, then implement and disseminate these as open-access resources (Calvez et al., 2022).

We examine two synchronous learning scenarios designed for 7-10 year-olds of A1 CEFR level. In the first, the final task was to collaboratively produce an alphabet book. French learners worked in small groups via videoconference with peers from Spain using English as a lingua franca. Linguistic aims included the learners introducing themselves, learning the lexicon of numbers/letters and their immediate environment, constructing simple sentences and questions, and indicating dis/likes. Using the collaborative e-book platform Storyjumper, each group was responsible for different letters, choosing together the lexicon, pictures and an illustrative written sentence (Figure 1).

In the second scenario, also in small groups, the ‘Who’s who?’ task involved identifying pupils in the remote class by comparing oral answers with identity cards created and exchanged in the pre-task phase (Figure 2). The linguistic objectives were for learners to ask and answer questions about themselves. A local and remote learner asked and answered questions via videoconference while other group members recorded responses using a listening grid (Figure 2).

Participants

Our study comprises two single case studies involving two French teachers with similar profiles (B2 proficiency, over 20 years’ experience), who implemented the scenarios (Table 1). Anne worked with a mixed-year class of 25 pupils (7-9-year-olds) to implement the alphabet book scenario with a remote class in Spain. Episode 1 concerns two pupils, and analysis focuses on one girl, Elisabeth. In the second case study, Flavie implemented the Who’s who? scenario with a single-year 24-pupil class (9-10-year-old) and a remote class elsewhere in France. Episode 2 involves the actions of a small group of learners (n=4) where Eloise is interacting with a remote peer. Both teachers were involved in co-designing the learning scenarios

in Summer-Autumn 2021; classroom implementation took place in Spring 2022. Ethical consent was obtained with the approval of Université Clermont Auvergne’s ethics committee (IRB00011540-2021-49).

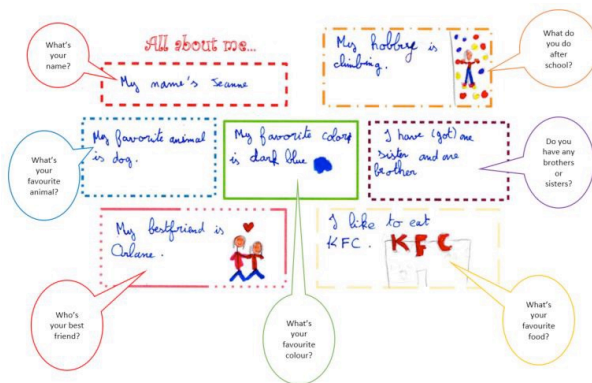
Figure 1

Sample productions



Figure 2

Sample ID card and listening grid



My favorite colour is :

Blue	Red	Yellow	Pink	Green	Purple	Black	brown
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My favorite animal is :

A dog	A cat	A rabbit	A lion	A tiger
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My family :

Brother	Sister
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My Hobby :

Football	basketball	Boxing	Playing videogames	drawing	Playing tennis	Horse riding	painting	athletics	reading
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My favorite food :

Pasta	Hot-dog	Kebab	fish	pizza	hamburger	soup	chocolate	broccoli	Chips/frenchfries	Ice cream	chicken	apple	salad
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Data collection

To compare classroom interaction with participant commentary (teacher and learner post-task interviews), three data sets were used:

- 1) Video-recordings of the final task interactions taken from an *hors-champ*¹ perspective in Anne and Flavie’s classrooms. Two cameras were used, the first a frontal view of the group of learners following their interactions, and the second a fixed view from behind the learner group. Recordings are of 30 minutes (Anne) and 55 minutes (Flavie).
- 2) Post-interviews with the teachers conducted immediately after the lesson recorded (data set 1). The interviews were semi-structured and organised around six topics: English learning in general, the

learning unit, the live exchanges, virtual exchange, technologies and reflections on task-based language teaching (see [Appendix A-a](#)). Audio recordings ran to 21 minutes (Anne) and 27 minutes (Flavie).

- 3) Post-interviews with a group of four learners in each class who had participated in the live exchanges recorded in (1), also conducted immediately after the final task interactions. Organised around the same topics as data set 2 (see [Appendix A-b](#)), audio recordings are of 17 minutes (Anne's learners) and 14 minutes (Flavie).

Data set 1 was collected by one study author and a research assistant; this author also conducted the post-interviews (data sets 2 & 3). The latter were conducted in French.

Table 1

English Lingua Franca Telecollaboration Exchange and Participant Summary

		Case study 1	Case study 2
Telecollaboration partners		French and Spanish classes	Two French classes in different regions
Pedagogical scenario		Alphabet book	Who's who
French class information	Teacher	Anne	Flavie
	Ages of learners	7-9 year olds	9-10 year olds
	CEFR level	A1	A1
	Class size	25	24
	Episode focus	Elisabeth	Eloise
Interaction organization		2 French learners interacting with 2 Spanish learners	Eloise interacting with one remote learner; 3 classmates using listening grid

Data analysis

To include an emic perspective on data analysis which included participants' views, we began our investigation with datasets 2 and 3. We used grounded theory (Hadley, 2017) to conduct thematic analysis of participant commentary as follows. During open-coding, we generated categories by grouping similar items and defined and developed these until we reached theoretical saturation by refining the categories until no new categories could be identified. Seven categories emerged and are exemplified in [Appendix B](#): (a) learner autonomy, (b) task outcome, (c) target language interaction, (d) learner motivation, (e) curricular expectations, (f) daily classroom practice, and (g) technical or time constraints. Given our focus on TBLT, we focused our specific research question only on the first three categories. Indeed, motivation and the potential of technology have been well considered in previous research (Li et al, 2019), while issues relating to the specific national institutional context are perhaps of less interest to the wider research community.

Analysis of participant commentary was then used to guide the selection of episodes of learner interaction during each scenario's final tasks (data set 1). *Hors-champ* videos of these episodes were transcribed and annotated using ELAN (Sloetjes & Wittenburg, 2008) following MIA (Norris, 2019). Actions in the spoken language, gesture, proxemics, gaze, posture and head movement modes were annotated to analyse higher and lower-level actions, modal configuration, and the modal density foreground-background continuum of attention/awareness. This fine-grained analysis allows us to investigate instances of learner autonomy, to consider task outcomes, and identify L2 learning opportunities in data set 1.

MIA (Norris, 2019) considers mediated actions as the unit of analysis. Theoretically, mediated actions conceptualize people as social actors who act with/through mediational means (all kinds of objects and tools, both physical and psychological) to communicate and interact with each other (Scollon, 1998; Wertsch, 1998). Mediated actions are classified into lower- and higher-level actions. Lower-level actions (LLAs) are the smallest meaningful interactional unit used to communicate, whilst higher-level actions (HLAs) are chains of lower-level actions with clear boundaries. Frozen actions are LLAs or HLAs that are embedded in the environment or in objects. For example, in an online language class, an HLA might be *delivering task instructions*. To achieve this, the teacher may refer to an instruction sheet in the print mode produced earlier (frozen action). Various LLAs such as spoken language, gestures, object handling, and print will achieve the HLA. They will be employed by the teacher in different modal configurations to deliver meaning and construct HLAs (see Satar & Wigham, 2023). Multimodal density within a particular HLA will vary depending on each mode's intensity and complexity allowing different mediated actions to become foregrounded in social actors' awareness/attention. The importance of attention is captured in the term 'site of engagement': "the window opened up through practices that make concrete mediated actions possible" (Norris, 2019, p.120). We display HLAs in italics.

Research question

Our research question follows from the foregoing section on data analysis:

How do teachers' choices with respect to the implementation of learning tasks in synchronous telecollaborative exchanges with young learners affect

- a) opportunities for learner autonomy,
- b) the outcome of particular tasks, and
- c) learners' use of the target language?

Our research question was formulated after analysing participant commentary using grounded theory and we address the question using MIA to analyse the task interaction.

Analysis and discussion

To introduce the three episodes selected for analysis, we begin by presenting the site of engagement with respect to HLAs that were common to the implementation of both tasks, while also highlighting one HLA which was specific to Episode 1 (*focusing on form*). These are shown in [Figure 3](#).

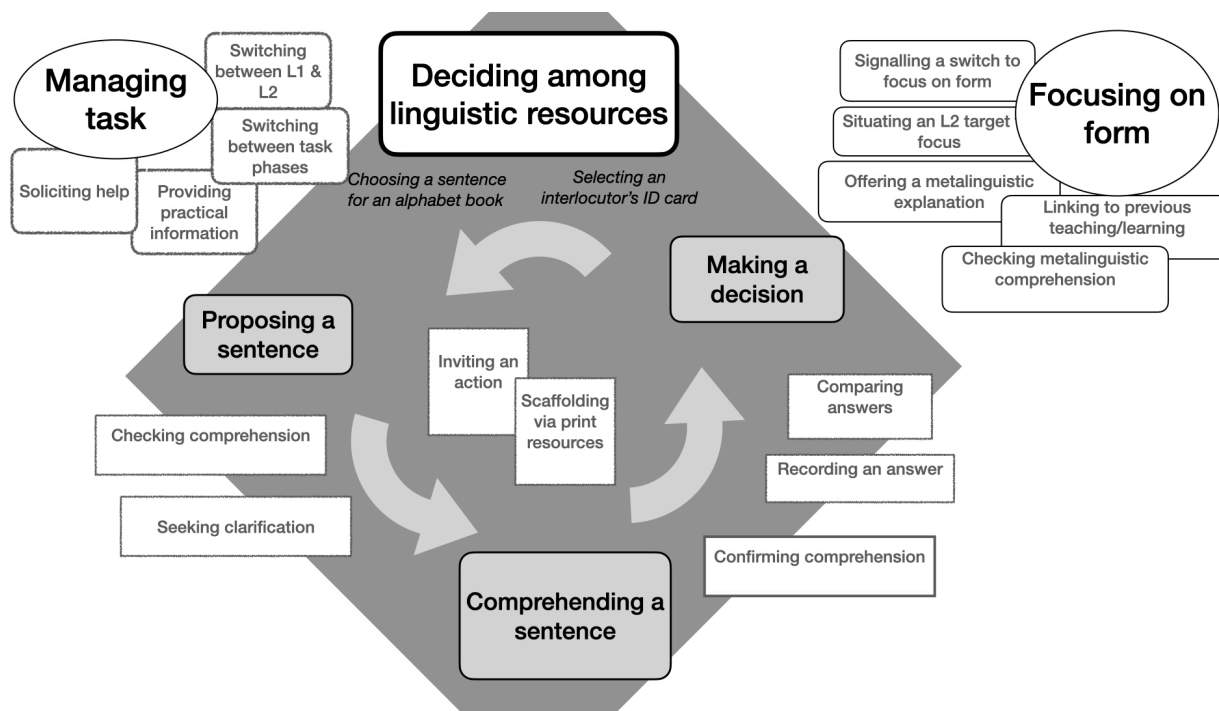
[Figure 3](#) shows that the activities filmed in both tasks contributed to the HLA deciding among linguistic resources, either choosing a sentence with a remote partner (alphabet book) or selecting a remote partner's ID card (Who's who?). In each case, this HLA involved the same three lower-scale HLAs: proposing a sentence, comprehending a sentence, and making a decision, indicated as a cycle in the middle of [Figure 3](#). These three actions often involved inviting an action (to speak or make a decision) and scaffolding via print resources such as pedagogical handouts or learners' notes (both indicated in the very centre of [Figure 3](#)). Other subtasks were more closely connected to one or two of the three HLAs, as suggested by their placement in [Figure 3](#): checking comprehension was often related to proposing or comprehending a sentence, for example, while recording an answer and comparing answers were usually related to making a decision. Two other HLA types were identified alongside *deciding among linguistic resources*: *managing task* (top left), and *focusing on form* (top right), which appeared as a subroutine in one of our recorded episodes.

The first episode from the alphabet book learning scenario focuses on small-group interaction (2 French-2 Spanish learners, Extract 1). The learners are *proposing a sentence* as part of the larger-scale HLA *deciding among linguistic resources*. Resources in the print mode support their interaction: an illustrated vocabulary list and verb list help sentence construction. These portray frozen actions that embed mediated actions produced by learners at an earlier time. The teachers, Anne (A) and the Spanish teacher (ST) are *monitoring*

the small group interaction. The other learners, in the French classroom, were either *following the telecollaboration interaction* via videoprojection or *completing independent work*. The second episode, from the Who's who? Scenario, also focuses on small group interaction (two groups of four learners in remote classrooms in France). Two group members (Eloise and her remote partner) are *proposing a sentence* by asking and answering personal questions. The other group members are *recording answers* on an information grid (resource in the print mode) to *select an interlocutor's ID card* from the ID cards of members of the partner class. The other class members are *completing independent work*. We investigate both sides of this exchange: Eloise providing information to allow her partner to guess her name (2a) and then asking for details to identify her remote partner in turn (2b).

Figure 3

HLAs in the site of engagement for task implementation



Analyses of these episodes are provided in full in supplementary materials; here we focus on specific points related to our three areas of particular interest, presenting the different tasks side-by-side to pinpoint the influence of specific teacher choices. We then end this section with conclusions concerning teacher and learner roles regarding the site of engagement.

Potential for learner autonomy






The two teachers set up the small-group interactions differently in terms of teacher presence (Anne) or absence (Flavie). In episode 1, the learner's role is that of a listener and performer, whose control over the content of learning at first appears limited to the pre-task of preparing sentences. In episode 2, the learners are involved in the social activity of interacting with their remote peers but are also responsible for their own learning to some extent. The teacher's pre-task preparation focused on the physical set-up (helping learners create their ID sheets, displaying the remote class' ID sheets, and devising a wipeable listening grid for learners to record the remote learners' answers).

The teacher's presence/absence impacts the interactional spaces to which learners addressed their actions during the tasks. MIA sheds light on how the social actors moved in/out and across these different spaces.

Indeed, in extract 1 many of the pragmatic/semantic means to indicate a change in HLA are produced by the learners' LLAs in the modes of gaze and posture which they direct towards the teacher in the physical group interaction space. For example, *seeking clarification* (Figure 4, frame 2) in which Elisabeth turns and gazes towards her teacher allows the learner to exert control over the interaction without choosing the spoken language mode.

Figure 4

Interaction mediation in extract 1

			
<p>A: okay\ so with the mask it's really difficult + can you</p> <p>(2) 01:10</p>	<p>A: very loud very *loud</p> <p>(8) 01:40</p>	<p>{{je parle en français pour</p> <p>(19) 02 :31</p>	<p>t'expliquer ++ en fait</p> <p>(20) 02 :32</p>
 <p>tu peux la redire/}}</p> <p>E: queen + sees quiet quetzal</p> <p>(28) 02:56</p>			

In extract 1, one of the teacher's roles is orchestrate the different interactional spaces (see Figure 4). Anne adopts the role of mediating the remote partners' contributions to her own learners. Elisabeth engages in the HLA *seeking clarification* in the gaze and posture modes, and the teacher aligns with this HLA by asking the remote partners to repeat their sentence (frame 2). Anne also mediates her learners' contributions to the shared interactional space online. In frame 8, for example, she *invites an action* asking the learner to address her remote peer with an open-hand deictic gesture accompanied by an invitation to speak louder. A similar action occurs in frame 28: Anne uses a deictic gesture towards the Spanish learners' onscreen images to direct the HLA *making a decision* towards the shared interactional space. Combining gesture, posture, and spoken language modes to direct learners' awareness/attention, Anne encourages learner-to-learner interaction.

Anne's role also involves circumscribing the interaction to include only learners in her physical space. She employs the HLA *switching between L1 and L2* to request the learners' awareness/attention focus upon herself for the HLA *focusing on form* (Figure 4, frames 19-20), by directing the interaction towards the physical group interaction space. This is performed through a modal aggregate of LLAs in the spoken language "je parle en français pour t'expliquer" (I'll explain it to you in French) and gesture modes: a dynamic circular movement of the deictic gesture to encompass the three French speakers (19) then a LLA that redirects the deictic gesture towards Elisabeth (20). The orchestration of the interaction is successful: Elisabeth shows involvement by a gaze shift and change in posture towards the teacher (20).

In contrast, in episode 2, it is the learners who orchestrate the interaction. The majority of the interaction is learner-to-remote learner in the shared interaction space and mediated by the computer screen and videoconferencing software. Other group members appear to show awareness of this. In Figure 5, Nina engages in *scaffolding via print resources*. She avoids moving into the webcam framing (and, thus, the

shared interactional space): she keeps out of sight and hearing of the remote partner probably as a face-saving device to maintain the impression that Eloise is interacting with the remote partner alone. This could be considered what Austin et al. (2017) term “backstage activity.” The episode illustrates how the teacher’s pre-task preparation has effectively set the scene for an independent performance by learner groups. This orientation to autonomy is confirmed by one learner’s post-interview focus on future needs: “English classes are useful because we know it’s going to help us in our lives. In our work, at secondary school, it’s going to help us.”

Figure 5

Awareness of interaction spaces during scaffolding in extract 2



Taken together, the two episodes from different French classrooms highlight very different teacher roles and corresponding opportunities for learner autonomy. Anne’s presence in both frontstage and backstage interactional spaces is similar to descriptions of live oral telecollaborative exchanges with seven and nine-year-olds in Spain whose videoconference participation is described as “very guided” (Dooly & Sadler, 2016). However, MIA revealed that the learner Elisabeth was able to take an active role in the interaction through co-verbal means, changing her focus of attention from screen to teacher. Similar indicators of movement across interactional spaces are noted by Austin et al. (2017): “the students’ appearance before the webcam signalled their presence in a social encounter while their gaze vector might indicate their social absence” (Austin et al., 2017), and by Pennock-Speck and Clavel-Arroitia (2023): “while the Spanish pupils engaged visually with the French pupils, the latter often look at their teacher for confirmation and instructions,” (p.126) illustrating a strong dependence on their teacher.

The interactional patterns in Anne’s classroom can be contrasted with Flavie’s less directive approach, where the learners themselves controlled the different spaces. Like the learners in the conversation activity over Skype investigated by Austin et al. (2017), Eloise and Nina, “were able to simultaneously manage visible (on screen) and hidden (off screen) areas of the video conferencing forum” (p. 17). Thus, the task-as-process which unfolded in Flavie’s classroom involved the teacher “consciously stepping back from directing the activity and trusting the students to take the lead” (Austin et al., 2017). Gruson & Barnes (2012) agree that teachers should relinquish control, intervene less, and limit themselves to guiding and monitoring to encourage autonomous and authentic interaction. Pennock-Speck and Clavel-Arroitia (2023), however, suggest this may be a simplistic view of telecollaborative exchanges where factors, including pupils’ low level of proficiency and the need for scaffolding, may determine each teacher’s approach. No doubt the greater maturity and language experience of Flavie’s pupils compared to Anne’s was a factor in this teacher’s choices with respect to learner autonomy. We now turn to our second area of interest, task outcome.

Task outcome

In keeping with TBLT principles, we see a focus in the implementation of each task that transcends language practice to reach a non-linguistic, pragmatically satisfying outcome: in Extract 1, *choosing a sentence for an alphabet book* for the page dedicated to the letter Q and, in Extract 2, the identification of the remote partner through the *selection of an interlocutor's ID card*. As we will show, outcomes were achieved with varying degree of pragmatic success in Extracts 1 and 2a, but not in 2b.

In Extract 1, Anne encouraged Elisabeth to choose her remote partner's sentence rather than her own, grammatically less appropriate suggestion (Figure 6). After switching to the learners' L1, Anne engages in *situating a L2 target focus*. She explains in the gesture and spoken language modes that Elisabeth's sentence is almost the same as her peer's. She employs the HLA *linking to previous teaching/learning* which refers to an HLA performed previously (23: "yesterday I told you" accompanied by a leftwards rhythmic motion of the deictic gesture). Anne then combines gesture and spoken language modes to explain L2 adjective placement (23-25) before *checking metalinguistic comprehension*. The LLA "so" is then used as a means to focus on the HLAs *inviting an action* and *deciding among linguistic resources*. Elisabeth utters the target-like form while embodying the resources in the print mode as shown through a gaze shift downwards (28). This modal aggregate signals the end of the HLAs *focusing on form* and *deciding among linguistic resources*.

Figure 6

Focusing on form and task outcome

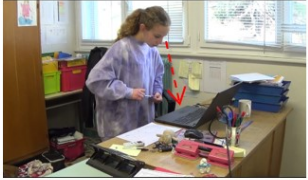






The teacher's active mediation in this episode seems to derive from her views about the capacities of her pupils in a live interaction setting: "if you put three pupils in our mobile set-up thingy, it wouldn't work, you'd have total silence. No question. So they still need a lot of support. But there is a little start to communication all the same." Although Anne makes much of the pragmatic outcome of the ABC book task ("the main thing is for [the pupils] to be able to say, 'look, we're 8 or we're 9 years old and we managed to write a book in English with Spanish kids'") she also seems quite aware of language learning goals ("yeah OK there's no 's' for plurals, there's no articles. It's up to us as teachers to sort that out"). This secondary objective may explain her decision to engage in focus in form in Extract 1. She nonetheless frames the

conclusion of the focus-on-form episode as a task-oriented choice rather than a question of target language accuracy (frame 7). In episode 2 (Figure 7), in contrast, task outcome appears less of a concern to the teacher (Flavie).

Figure 7

Successful and unsuccessful task outcome

 <p>P: are ++ are you Eloise/ (21) 04:41</p>	 <p>E: yes I am (22) 04:46</p>	
 <p>(30) 05:58</p>	 <p>E: what's your favourite colour/ EP: my favourite colour is yellow (31) 06:02</p>	 <p>E: ((whispers) maîtresse/) + maîtresse on a pas sa feuille [teacher/) + teacher we don't have her sheet] (32) 06:14</p>

The interactions in Extracts 2a and 2b lead to both pragmatically successful and unsuccessful outcomes, with no urgency on the part of the teacher to intervene. In Extract 2a, the remote learner successfully identifies Eloise (Figure 7, frames 21-22). Interestingly, when the task outcome is confirmed as successful by the remote learner (frame 22), Eloise directs her gaze towards the physical classroom space, perhaps looking for the teacher's approval. In Extract 2b, the learner is unable to identify the remote learner, and engages in *soliciting help* (Figure 7, frame 30). She redirects her gaze to the front of the class again in frame 32 (a LLA to which her peer Martin also aligns) and straightens and raises her posture whilst uttering first in a whisper with rising intonation “maîtresse/” (teacher/) and then at a normal volume “maîtresse on a pas sa feuille” (teacher we don't have her sheet). The rhythmic matching of Eloise's and Martin's LLAs suggest mutual agreement concerning their difficulty in *deciding among linguistic resources* to complete the task.

Flavie responds with the HLA *providing practical information* stating, “ah beh je comprends pas c'est qu'ils nous ne l'ont pas envoyée” (ah well I don't understand they mustn't have sent it to us). This HLA prompts Eloise to return to the computer, *switching between task phases* in the spoken language mode *switching between L1 and L2* “on n'a pas ta feuille” (we don't have your sheet). She reuses the gesture of both hands open with palms turned upwards and gazes towards her partner's onscreen image. The modal aggregate signals the end of the HLA *deciding among linguistic resources* by an expression of inability to *make a decision*. It is interesting to note that whilst the learners have been engaged in L2 interaction, it is when the learners address the physical classroom interact space that the HLA *switching between L1 and L2* occurs as the teacher enters the group interactional space. The association between communication with the teacher and the use of L1 is common to episode 1, as we saw in Anne's focus on form in French; resorting to L1 is in an important sense a loss of learner autonomy. We return to this point in the next section.

Taking these two classroom examples together, the varying degrees of task success and pragmatic success seem to be related to differences in teacher roles and the teacher cognitions on which they are based. Ellis (2006, p.31) notes that TBLT requires learners (and perhaps teachers too) to enter into the spirit of the task by forgetting their wider goal of language learning, and acting instead as if the task is the only concern. Neither of our two teachers appears to subscribe to this view: Flavie behaves as if task outcome is not a priority, while Anne is more committed to completing the task while still keeping in mind the wider goal of language learning, as her focus on form episode illustrates. In Borg's (2009) terms, Anne's espousal of TBLT may be a more recent, peripheral belief regarding language learning, while her core belief is bound to notions of grammatical accuracy. Similar findings are reported in Borg & Al-Busaidi (2012).

With regards to MIA, in Extract 1 and the focus on form, our analysis aligns with that of Austin et al. (2017) whereby a separation of the physical and remote groups is reinforced by the French classroom participants using their L1. The gesture and (L1) spoken language modes employed by Anne, combined with Elisabeth's use of posture and gaze modes, signal a shift to backstage. As these authors describe, the different modes are seen to indicate different social/interactional spaces while Anne's integration of the gesture and spoken language modes help both manage and sustain the task interaction and steer it towards task outcome. This aligns with Pennock-Speck and Clavel-Arroitia's (2023) observation of L1 use to translate task-specific vocabulary and explain a situation in the task.

In both extracts, our analysis underlines that "the way in which children were able to move between their material and online surroundings" (Austin et al., 2017, p.28) allowed them to engage their voices in ways that were not necessarily anticipated in task-as-workplan. Indeed, our choice of hors-champ recordings offer a view not only of the engaged activity between the physical and remote classrooms in the shared video conferencing interaction space but also a "wider lens on the data" (ibid, p.28) uncovering how the material reality of the classrooms in both extracts played an important role in task outcome. In the third area of our analysis, we consider L2 use.

Learners' use of the target language

In Extract 1, *focusing on form* is initiated by the teacher and conducted in the L1 (Figure 6). The HLA is conducted within a meaningful context in which the outcome is presented in terms of the overall task (HLA: *deciding among linguistic resources* and Figure 6, frame 27). During the lower-scale HLAs embedded within *focusing on form*, the learner is engaged in the explanations. Although the teacher's *focus on form* impacts authentic learner-learner interaction in the target language by mediating communication with the remote learners, the following quotation from data set 3 (translated from French) suggests some evidence of learning for Elisabeth, who appears to have retained the grammar explanation related to adjective placement:

Researcher: Was it the same sentence as the Spanish pupil?

E: Yes, except 'quiet' was...

Researcher: Do you remember what happened?

E: Yes I had just changed, she explained I had to change it because the adjective it was always in front of the noun

Researcher: And what was the adjective in that sentence?

E: It was 'quiet'

In TBLT terms, we might claim that with the HLA *linking to previous teaching-learning*, the teacher is highlighting the reappearance of a grammatical item in the communicative context of telecollaborative interaction, potentially allowing the learner to consolidate her understanding of adjective placement in L2 versus L1. As such, the example fits the definition of focus on form during task negotiation.

Figure 8*Extension of responses*

Episode 2, on the other hand, is characterized by direct learner-to-learner interactions in the target language. It includes at least two examples of expressions commonly taught explicitly in a decontextualised manner in the young learner classroom: “Can you repeat?” and “Are you (Eloise)? Yes I am.” It also illustrates spontaneous production and creative language use during which the learner combines familiar elements but in a novel way. Eloise extends her answer to the remote learner’s question “what’s your favourite food?” to offer an unfavoured food “I don’t like food is mushrooms” (see Figure 8). In spite of the non-targetlike form “I don’t like food” (the food I don’t like), the utterance is communicatively successful and might be viewed as pushed output (Swain, 1995): the learner has taken the opportunity to innovate and has been ‘pushed’ by the task to the edge of her current linguistic competence.

Eloise’s willingness to take risks in her use of the target language can be traced back to her teacher’s goal of encouraging learner-to-learner communication in the L2. In her post-session interview (data set 2), Flavie commented on both TBLT objectives and grammar learning. She noted “[this experience] shows that it allowed the pupils to communicate. And they really played by the rules, they never spoke French, they asked their questions in English.” Asked whether this aspect of the task seemed “weird” to them, one of Flavie’s learners said, “no, not too weird.” Flavie commented on institutional expectations with respect to grammar learning with some resignation: “we’re much more constrained by the curriculum, for grammar, final tasks are more complex in terms of grammar and conjugation. And writing. There’s always something. We do our best.” These quotes paint a picture of a teacher truly keen to play the TBLT ‘game’ as opposed to trying to ‘cover’ an official teaching programme perhaps judged somewhat overambitious. The result can be seen in episode 2 which was conducted entirely in the target language, involves meaningful use of commonly memorised language structures, and includes an example of creative language use.

Use of the L1 to support L2 interaction as occurs in Extract 1 is common in the young learner literature. L1 use is observed among learners “to manage most of the activity in the F2F interaction” (Dooly & Sadler, 2016) or by teachers through “intricate weaving of appropriate resources [... and] teacher scaffolding” (Dooly & Sadler, 2016). Pennock-Speck and Clavel-Arroitia (2023) document L1 use for classroom management, technical issues, and task guidance. Regarding L2 use, previous research has shown that

“carefully scaffolded, meticulously planned” learning sequences allow learners to “creatively mediate the content [they have] learnt thus far” and “develop more sociopragmatic competences in their use of formulaic chunks in contextualised ‘everyday’ talk” (Dooly & Sadler, 2016). Our findings therefore confirm other work in the field. In the final section we bring together the three strands of our analysis.

Participant roles in task implementation

The foregoing analysis of learner autonomy, task outcome, and target language use has highlighted differences in teacher and learner roles in each episode. Returning to our general model for the two interactional tasks (Figure 3), Figure 9 offers a visual representation of the observed differences between the two episodes as follows, where blue indicates HLAs performed by the teacher and green by learners, with white indicating HLAs not performed in the filmed episode.

The model on the top shows that Anne was active in all three principal HLAs (*deciding among linguistic resources*, *managing task*, and *focusing on form*), although the main stages of the decision task (*proposing a sentence*, *comprehending a sentence* and *making a decision*) were accomplished by the learner (Elisabeth). The second panel (Extract 2a) shows that Flavie’s learners were entirely responsible for *deciding among linguistic resources* and *managing the task*, and performed the majority of associated HLAs. In the final panel, Flavie’s role is confined to a single contribution towards managing the task (*providing practical information*) in Extract 2b. As noted above, there was no focus on form in either extract.

The models demonstrate that whilst in both episodes, learners were responsible for achieving task outcome, in extract 2 there was more learner autonomy in managing the task which might also mean more extensive use of the target language. Indeed, this information-gap task (Episode 2) may be considered to require interaction (as opposed to the decision-making task in the ABC book, where interaction is optional), though it is impossible in this case to decide whether the more complex contribution of Eloise compared to Elisabeth (Extract 1) is due to the nature of the task (workplan), its implementation by the teachers (task-in-process), or perhaps the greater cognitive/linguistic maturity of Eloise, as the older learner.

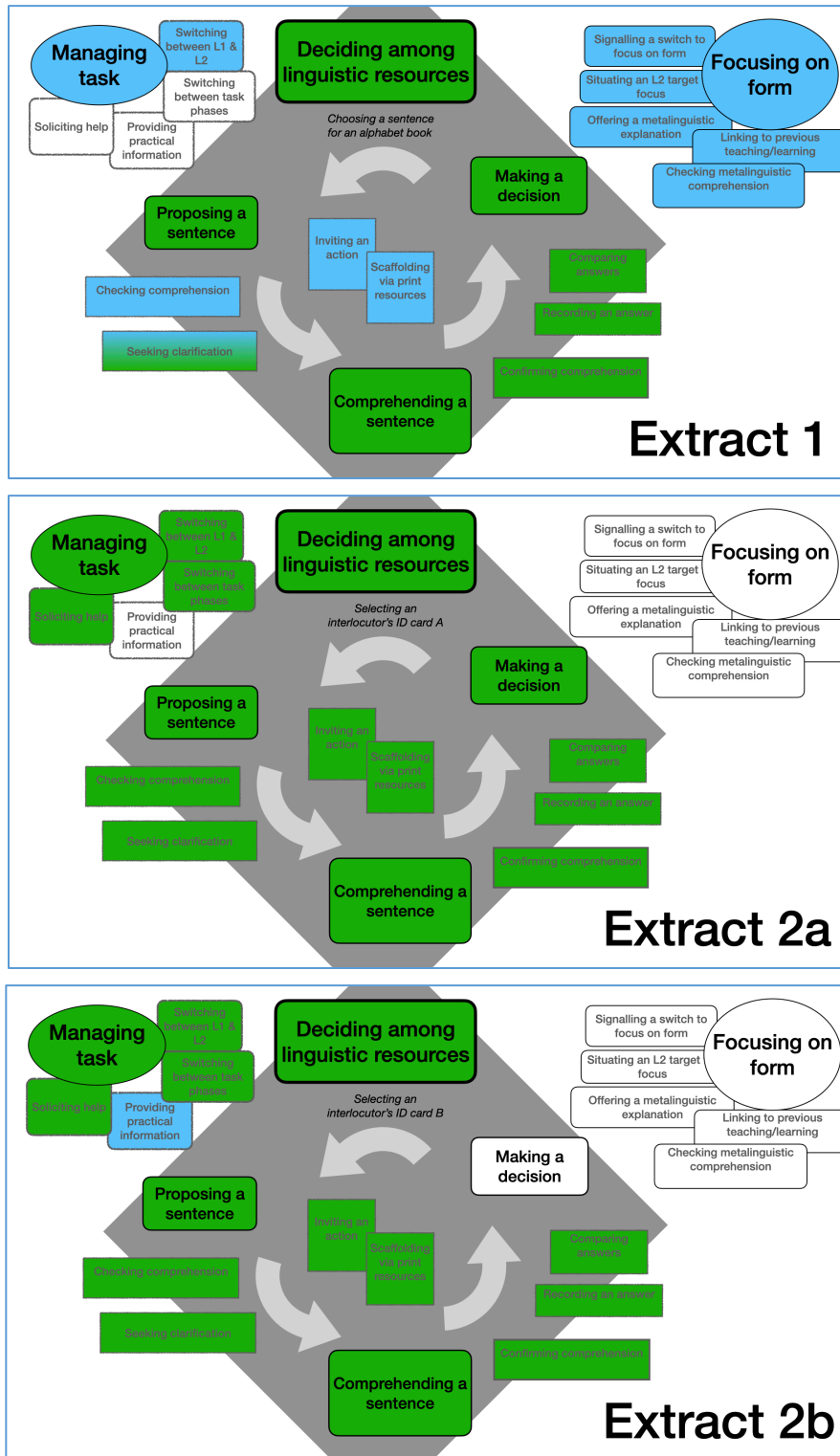
Both scenarios led to a similar cycle of interactions (proposing, comprehending and making decisions on sentences), all of which were accomplished by learners in both cases. In this sense, different types of teacher support did not interfere with the original task-as-plan in which task completion called for interaction between local and remote learners. In contrast, the two episodes unfolded very differently in terms of teacher role: in the first case, Anne took a leading role in bringing about a decision, managing the task and focusing on form, whereas, in the second, Flavie’s input was limited to pre-task planning and a single contribution during the actual task, inviting learners to make their own decisions. This may be due to learner proficiency but also classroom management choices as Pennock-Speck and Clavel-Arroitia (2023) highlight. Indeed, Flavie had to supervise the remaining learners who were assigned different tasks that had nothing to do with the telecollaborative interactions, and so had to move around the classroom frequently. Teacher choices in task implementation, thus, appear linked to different teaching styles, learner proficiency, but also classroom management decisions.

Conclusion

In conclusion, we return to the main findings from our close multimodal analysis of episodes from two live telecollaborative interactions with young EFL learners. In TBLT terms, teacher role was important with respect to our areas of focus in both scenarios. Different teacher choices also meant learner autonomy was more perceptible in Episode 2, although learner maturity and task type (obligatory interaction tasks may require less teacher support) may also have played a role. In both scenarios, task outcome seemed more important to learners than teachers (as one might expect): one teacher was concerned with linguistic form, the other with general task management; both positions could be traced to teacher cognition. Both episodes demonstrated language learning (via teacher-directed focus on form or spontaneous production), both facilitated by teacher presence or absence.

Figure 9

HLAs performed by teachers and learners in each task



In follow-up research, it would be interesting to invite each teacher to implement the other learning scenario to tease apart task variables and teacher beliefs. Indeed, we are currently collecting classroom data in which Anne implements the Who's who task. Generalisability of our findings could also be investigated by increasing the sample size and so we are endeavouring to follow other teachers using these tasks.

Adopting multimodal (inter)action analysis facilitated the identification of learner initiatives during task implementation, including soliciting help and peer scaffolding. MIA allowed us to identify the active roles of the learners in instances where verbal cues alone would suggest teacher initiation. One limitation, however, is that we did not account for the co-verbal LLAs of the remote partners for ethical and logistical reasons. Such questions regarding access to young learners for systematic data collection may contribute to the lack of published research in this context, in addition to reasons reported in our literature review. Synchronising screen recordings with *hors-champ* video recordings might also allow the identification of remote learner initiatives achieved in visual communication modes.

Overall, our study demonstrates that synchronous interaction can drive language learning with young learners, not only motivation and participation. In one scenario, an active teacher presence allowed for a focus on form, whereas a more hands-off approach in the other scenario allowed the learners the satisfaction of negotiating the whole task independently. At the same time, our analysis demonstrated the challenges for both teachers and learners associated with the task-in-process dimension of synchronous oral interaction, as well as the subtleties of embodied *hors-champ* interactions which make video communication — and indeed language learning — possible in this context. Our analysis shows that autonomous language use and learning via telecollaboration are not beyond the reach of young learners, who can indeed “respond with actions” (Goffman, 1981) and “express their own voice” (Austin et al., 2017) in meaningful ways. Our research opens the way for further experimentation with task variables and teacher roles from a multimodal (inter)action analysis perspective, with a view of optimising the use of live telecollaborative interaction in the young learner classroom.

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Notes

1. *Hors-champ* corresponds to the environment of the interaction, that is to say all the elements that remain out of the webcam frame but are nevertheless part of the pedagogical interaction (see Guichon & Wigham, 2016).

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Appendix A. Interview guides

a) Data set 2 teacher interview guide

1. Do you enjoy teaching English? What do you normally do? Do you feel at ease teaching English in comparison to other subjects?
2. What's your overall feeling concerning today's class? We collaborated in planning the task but what about task implementation?
3. What did you ask the learners to do today? How did it go for you? Do you feel it went well for the learners? Did they enjoy it? Was it difficult for them? They managed really well, were there any complicated moments? Did they understand well?
4. How did things go with the other class? Was interacting with them easy? Was it easy to listen to them? Talk to them?
5. What was technology's role here? What were the advantages/disadvantages?
Do you normally use a computer/tablet in class? In general, are you a technophile?

b) Data set 3 learner interview guide

1. Do you like English? What do you normally do in your English classes? What do you know how to say in English?
2. What are you working on at the moment? What's the idea behind what we saw you doing this morning?
3. What did the teacher ask you to do today? How did it go? Did you enjoy it? Was it difficult? You did really well, did you learn anything new?
4. How do you find the other class? Do you already know them? Was it easy to listen to them, to speak to them?
5. Would it have been easier if they had been in the same classroom? Or, do you prefer to use the computer? Do you use a computer or tablet in class? At home?
6. Did you enjoy working like that? How is it different to normal? Should we continue classes like that? If anything was possible, what would you like to do in English?

Appendix B: Thematic analysis of participant commentary

Table 1

Thematic Analysis of Participant Commentary

Comment Category	Subcategories and Synonyms	Examples
1. Learner autonomy	Learner-centred activities	We need to put the child back at the centre of learning, at the centre of projects (Flavie)
	Language learning	Some of them heard their friend's sentence and said "oh yes," I could tell they were understanding (Anne)
	Small group work	For, me foreign languages really should be done in small groups (Flavie)
2. Task outcome	Task-based teaching	Interact with a real audience (pupils), not artificially. Make learning meaningful (Flavie)
	Meaning-oriented activities	The main thing is for them to say [...] we managed to write a book in English with Spanish kids (Anne)
	Authenticity	What I'm proud of is the authentic situations: we're really talking to real Spanish pupils who're having the same difficulties as us (Anne)
3. Target language interaction	Participation	[For children with an anglophone parent] it's simpler, but they participate just as much as the others (Flavie)
	Communication	They manage some moments of actually being in communication (Anne)
	Conversation	They were happy to be able to converse with other pupils (Flavie)
4. Motivation	Reduced anxiety	It allowed many of them to be a lot less inhibited in class and to go for it more easily (Flavie)
	Willingness to speak	Little by little they relaxed (Anne)

5. Curricular expectations	National language programs	There were s's missing on plurals, articles missing. It's our job as teachers to sort that out a bit later (Anne)
	Working with young learners	We're much more constrained by the programmes, for grammar, for final tasks ... (Flavie)
6. Daily classroom practice	Ritual warm-up activities (for example, date, weather)	In any case we practiced the questions a Little bit every day, we got ready (Flavie)
	Daily use of English	We do rituals in the morning, and some class instructions that I use English for (Anne)
7. Technology and time constraints	General timetabling	The time factor, I think that's the hardest thing in this kind of project (Anne)
	Use of technology	We were under a lot of time pressure (Flavie)

Note. Comments translated from French by authors.

Supplementary materials

Episode 1

Episode 1 unfolds as follows. In [Extract 1](#), frame 1, one of the Spanish learners engages in *proposing a sentence*. The focal point of attention is the computer screen to which the French learners direct their gaze whilst Anne adopts a listening pose. In frame 2, the learners' modal shifts offer a semantic/pragmatic means to indicate that they are now focusing on a new HLA. *Seeking clarification* is accomplished through the modal aggregate of gaze and posture: both learners simultaneously shift their body directions and gaze in pronounced LLAs towards Anne. The rhythmic matching in their individual LLAs suggest mutual agreement on the comprehension difficulty. The larger-scale HLA *comprehending a sentence* then crosses a modal boundary and continues its production across turns: Anne engages in *seeking clarification* (2-3). "Can you repeat it please?". In frame 4, a posture and gaze shift, combined with the LLA "listen", demonstrate Anne's attention/awareness is again towards her physical interaction space. As the Spanish learner *proposes a sentence* (5), Anne gestures towards a disembodied resource in the print mode (vocabulary list) *scaffolding via print resources* to help achieve the HLA *comprehending a sentence*. Elisabeth engages in this HLA with a downward gaze.

In frame 6, the change in direction of Anne's deictic gesture is a semantic/pragmatic means to indicate the teacher's change in focus towards *checking comprehension* (7). Elisabeth engages in this HLA through a gaze shift towards Anne's gestural space and in the spoken language mode. In frame 8, Anne *invites an action* asking the learner to address her remote peer with an open-hand deictic gesture accompanied by an invitation to speak louder. Elisabeth continues to engage in *proposing a sentence* but a gaze shift (9) towards Anne indicates entrenchment in a newly-focused HLA: *seeking clarification*. Anne aligns with this HLA by *repeating the learner utterance* (11) but redirects the HLA towards the Spanish learners through a gaze shift towards the screen. In frame 12, the Spanish teacher engages in *seeking clarification*, echoed by Anne. Elisabeth responds (13) embodying the resource in the print mode which scaffolds her LLA in the spoken language mode: "queen sees quetzal quiet". This modal aggregate performs the HLA *proposing a sentence*.

In frames 14-18, Anne engages in *comparing answers*. Dynamic deictic gestures towards the Spanish learner's onscreen images and to Elisabeth herself foreground awareness on the different learner utterances, whilst a dynamic metaphoric gesture (Anne 'holds' the sentence in her hand) demonstrates word position. Elisabeth engages in this HLA through gaze shifts. Firstly, away from the resource in the print mode (disembodying this frozen action) and towards Anne's gestures and, secondly, towards her face.

Anne then engages in *focusing on form*. This is achieved firstly by *signalling a shift to focus on form* performed through a modal aggregate of LLAs in the spoken language "je parle en français pour t'expliquer" (I'll explain it to you in French) and gesture modes: a dynamic circular movement of the deictic gesture to encompass the three French speakers (19) then a LLA that redirects the deictic gesture towards Elisabeth (20). Elisabeth shows involvement by a gaze shift and change in posture towards the teacher (20). Anne subsequently engages in the HLAs *reassuring the learner* and *situating a L2 target focus*, explaining in the gesture and spoken language modes that Elisabeth's sentence is almost the same as her peer's and, by using the HLA *linking to previous teaching/learning* referring to a HLA performed previously (23: "yesterday I told you" accompanied by a leftwards rhythmic motion of the deictic gesture to draw attention/awareness to this HLA). This demonstrates how the next HLA *offering a metalinguistic explanation* is organised within a chain of HLAs to achieve *focusing on form*.

In frames 23-25, Anne combines LLAs in the gesture and spoken language modes to explain L2 adjective placement. *Checking metalinguistic comprehension* is achieved in the spoken language mode "okay/"to which Elisabeth responds with the LLA of head nodding to *confirm comprehension*. This is followed by the LLA "so" (Anne) which acts as a means to focus on the HLAs *inviting an action* and *deciding among linguistic resources*. Anne uses a deictic gesture towards the Spanish learners' onscreen images to demarcate the end point of *switching between L1 and L2* and direct the HLA *making a decision* towards the interactional space shared with the Spanish peers and teacher. In frame 28, Elisabeth utters the target-like

form while embodying the resources in the print mode as shown through a gaze shift downwards. This modal aggregate signals the end of the HLAs *focusing on form* and *deciding among linguistic resources*.

Extract 1

Anne – A Quiet Quetzal

<p>ST: (Laughs) we are very coordinated ++ that's good + that's good (13)02:02</p>			
 <p>you said the queen sees quetzal (17)02:26</p>	 <p>quiet + okay/ (18)20:29</p>	 <p>{{je parle en français pour (19)02:31</p>	 <p>t'expliquer ++ en fait (20)02:32</p>
 <p>ta phrase c'est presque la même mais en (21)02:36</p>	 <p>anglais + tu sais je (22)02:39</p>	 <p>l'ai dit hier + en anglais ++ on met (23)02:40</p>	 <p>l'adjectif (24)02:41</p>
 <p>avant le nom + okay/}} + so {{ca sera *quiet pretzal okay/ mais (25)02:41</p>	 <p>vos deux phrases veulent dire à peu près la même chose + okay/ }} (26) 02:46</p>	 <p>so\ {{qu'est ce qu'on qu'est qu'on on préfère laquelle vous/ (27) 02:50</p>	 <p>tu peux la redire/}} E: queen + sees quiet quetzal (28)02:56</p>
<p>Key: (24)= frame number mm:ss time stamp from ELAN E: Elisabeth (red annotations), A: Anne (yellow annotations) ST: Spanish teacher, SL: Spanish learner {{xxx}} code switching {overlap} (paraverbal)</p>			

Episode 2 – Extract 2a

In frame 1 ([Extract 2a](#)), Eloise’s partner is *proposing a sentence* (asking a personal question). Eloise addresses her partner’s image on the screen through gaze. In frame 2, Eloise’s gaze remains fixed on her remote partner and silence in the spoken language mode carries high modal density, signalling a change to the expected HLA *answering a personal question (proposing a sentence)*. However, Eloise *seeks clarification* (3) and her remote partner re-engages in *proposing a sentence* prompting Eloise to shift her gaze towards a resource (print mode, 4). Frames 5- 7 illustrate *soliciting help* and *scaffolding via print resources* (7) performed in the gaze, gesture and posture modes. Eloise turns towards Nina and performs an open hand gesture and shrug-like facial expression (5). Her classmate shifts gaze from her own information grid to Eloise’s (6) accompanied by a deictic (6-7). Eloise shifts her gaze to her information grid. In frame 8, Nina’s gaze moves upwards to look at Eloise *checking comprehension*. Eloise’s engages in *proposing a sentence* (answering a personal question, 8-12) “my favourite ++food + is chocolate + I don’t like food is mushrooms.” This prompts the group members to direct their attention/awareness towards their information grids (11).

In frames 13-16 the learners engage in the HLA *proposing a sentence*. In frame 17, Nina is *recording an answer*, embodying the resource in the printed mode before *comparing answers*. These HLAs exemplify how the chain of HLAs contribute to the larger-scale HLA *deciding among linguistic resources*, alongside asking and answering a personal question (*proposing a sentence*) (18).

Frame 19 illustrates *making a decision* performed by Eloise’s partner in the spoken language mode whilst Eloise directs her posture and gaze towards the shared interactional space. A posture shift combined with the spoken language mode (20) achieve the HLA *seeking clarification*. Whilst the remote partner re-engages in *making a decision* (21) “are ++ are you Eloise?”, Eloise’s gaze shifts towards her resource in the print mode before aligning with this HLA in frame 22: Eloise utters “yes I am” whilst turning her gaze and posture towards the front of the classroom.

Episode 2 – Extract 2b

[Extract 2b](#) is the continuation of the episode. Nina’s attention is directed towards another group member’s information grid (23-24) *comparing answers*. In frame 24, Eloise’s partner engages in the HLA *inviting an action* using the LLA in the spoken language mode “and me?”. Eloise returns to the computer, directing her gaze towards her partner’s onscreen image (25) before performing a modal aggregate in the gesture, posture and gaze modes (26). Both hands open with palms turned upwards, she directs her gaze away from the group’s workspace towards the front of the classroom engaging in *soliciting help*. A posture shift in frame 27 allows her to consult her classmates before returning to the computer (28).

In frame 29, Eloise performs the HLA *proposing a sentence* by asking a personal question in the spoken language mode with her gaze directed towards her remote partner’s onscreen image. Eloise’s partner answers a personal question about colour preferences prompting Eloise in frame 30 to engage in *soliciting help* by redirecting her gaze to the front of the class again (a LLA to which her peer Martin also aligns) and straightening and raising her posture whilst uttering first in a whisper with rising intonation “maîtresse/” (teacher/) and then at a normal volume “maîtresse on a pas sa feuille” (teacher we don’t have her sheet). The rhythmic matching of Eloise’s and Martin’s LLAs suggest mutual agreement concerning their difficulty in deciding among linguistic resources. Flavie aligns with this HLA of *soliciting help* by responding with the HLA *providing practical information* stating, “ah beh je comprends pas c’est qu’ils nous ne l’ont pas envoyée” (ah well I don’t understand they mustn’t have sent it to us, 31). This HLA prompts Eloise to return to the computer *switching between task phases*; in the spoken language mode switching between L1 and L2 “on n’a pas ta feuille” (we don’t have your sheet) whilst reusing the gesture of both hands open with palms turned upwards and gazing towards her partner’s onscreen image (32). The modal aggregate signals the end of the HLA *deciding among linguistic resources* by an expression of inability to *make a decision*.

Extract 2a

Flavie – Are you Eloise?

 <p>P: what's your favourite foods/ (1) 01:37</p>	 <p>(silence) (2) 01:41</p>	 <p>E: repeat please P: what's your favourite (3) 01:43</p>	 <p>P: food/ (4) 01:48</p>
 <p>(silence) (5) 01:50</p>	 <p>(silence) (6) 01:57</p>	 <p>(silence) (7) 01:58</p>	 <p>E: my {favourite ++} M: {whispers in French - inaudible} (8) 02:02</p>
 <p>food + (9) 02:04</p>	 <p>is chocolate + I don't like (10)02:05</p>	 <p>food is (11)02:12</p>	 <p>mushrooms (12)02:14</p>
<p>((question and answers continue concerning E's favourite hobby)) (13)02:15-02:51</p>	 <p>E: how many brothers and sisters have you got/ (14)02:52</p>	 <p>P: I've got + I've got two sisters and two brothers (15)02:59</p>	<p>((Question and answers continue concerning P's favourite food)) (16)03:05-3:25</p>
 <p>(silence) Learners note and compare information. (17) 03:26</p>	<p>((Question and answers continue concerning P's favourite hobby, and E's siblings)) (18)03:37-04:31</p>	 <p>P: are ++ are you Eloise/ (19)04:32</p>	 <p>E: repeat/ (20)04:38</p>
 <p>P: are ++ are you Eloise/ (21)04:41</p>	 <p>E: yes I am (22)04:46</p>	<p>Key: (25) = frame number mm:ss time stamp from ELAN E: Eloise (red annotations) P: Eloise's partner M: Martin boy in red/blue (green annotations) N: Nina girl in navy (yellow annotations) {overlap} {(xxx)} part of transcript deleted for space and description added (paraverbal) <i>[italics]</i> translation of spoken language mode</p>	

Extract 2b

Flavie: We don't have your sheet

 <p>Group: whispering in French ((Learners consult ID cards to identify partner.)) (1) 05:09</p>	 <p>EP: and me/ (2) 05:40</p>	 <p>(3) 05:44</p>	 <p>(4) 05:47</p>
 <p>Group: whispering in French (5) 05:51</p>	 <p>(6) 05:58</p>	 <p>E: what's your favourite colour/ EP: my favourite colour is yellow (7) 06:02</p>	 <p>E: ((whispers) maitresse/) + maitresse on a pas sa feuille [teacher/] + teacher we don't have her sheet] (8) 06:14</p>
 <p>F: ah beh je comprends pas c'est qu'ils nous ne l'ont pas envoyée [ah well I don't understand they mustn't have sent it to us] (9) 06:23</p>	 <p>E: on n'a pas ta feuille [we don't have your sheet] (10) 06:28</p>	<p>Key: (25) = frame number mm:ss time stamp from ELAN E: Eloise (red annotations) P: Eloise's partner M: Martin boy in red/blue (green annotations) N: Nina girl in navy (yellow annotations) F: Flavie {overlap} ((xxx)) part of transcript deleted for space and description added (paraverbal) <i>[italics]</i> translation of spoken language mode</p>	

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