

A Multimodal Analysis of Task Instructions for Webconferencing-supported L2 Interactions: A Pilot Study of the ISMAEL Corpus

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What are instructions?

Instructions are “a series of directives, possibly mixed with explanations, questions and so on, which as a whole aim to get the students to do something”

(Watson Todd, 1997:32)

Why are they important?

“the success of the activities which follow instructions is often predicated on the effectiveness of these instructions”

(Watson Todd, Chaiyasuk and Tantisawetrat, 2008:26)

Research is scarce..

“we still know little about how instruction giving sequences in language classrooms are set in motion in and through talk-in-interaction as a nexus of embodied social practices, actions, pragmatic/grammatical resources and exogenous cultural artifacts(sic).”

Markee (2015b: 3)

- Learner posture shifts in task openings (Hellermann & Pekarek Doehler, 2010)
- Orientation to task external cultural artefacts (Markee, 2013)
- Employing gaze, gestures, head nods to nominate next speakers (Kääntä, 2015)
- Managing shift in focus (including instructions and using semiotic means) (Seedhouse, 2008)

Research Questions

- What are the multimodal elements that help instruction-giving?
- How do trainees contextualise the task and allocate roles?
- How do trainees deal with key vocabulary in the instructions?

Multimodal Interaction Analysis

- understand and describe what is going on in a given interaction
- ongoing interaction is always co-constructed
- explore how people employ gesture, gaze, posture, movement, space and objects to mediate interaction in a given context.”

(Jewitt, 2009; Norris, 2004)

“It is only when extra-linguistic and/or para-linguistic elements are represented in records of interaction that a greater understanding of discourse *beyond the text* can be generated”

(Knight, 2011:3)

Context: ISMAEL Project

<http://icar.univ-lyon2.fr/projets/ismael/>

18 undergraduate business students

Business French
CEFR B1.2 exit level
Internships in France



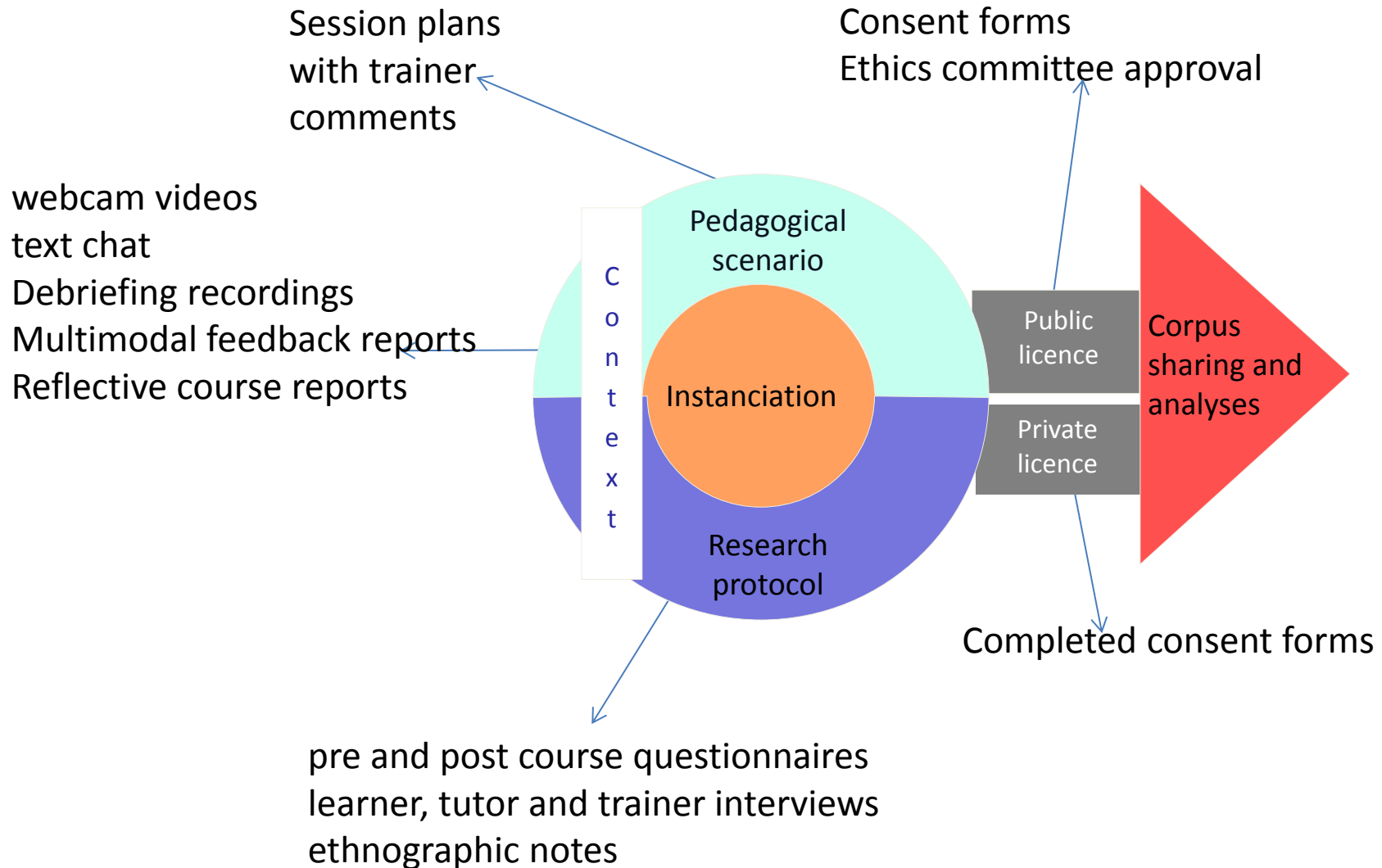
12 trainee-teachers

French as a foreign language
Master's programme

Online teaching module

TEaching & LEarning Corpus

(ANR Mulce, 2007)



Transcription & annotation

Link several videos

Graphic representation of audio

The screenshot displays the ELAN software interface. At the top left, there are three video feeds: Samia, Sean, and Angela. To the right of the videos is a table with the following columns: 'Nr', 'Annotation', 'Temps de d...', 'temps de fin', and 'Durée'. The table contains several rows of transcription data. Below the table is a timeline with a selection bar and various playback controls. At the bottom, there are several horizontal bars representing different annotation categories: 'Parole Catriona', 'Parole Adèle', 'Parole Alannah', 'type de geste', and 'stratégies verbales'. Each bar has segments corresponding to the time intervals of the speech or gestures.

Nr	Annotation	Temps de d...	temps de fin	Durée
462	euh les employeurs ont	00:37:01.068	00:37:02.750	00:00:01.682
463	euh le déjeuner	00:37:03.183	00:37:04.495	00:00:01.312
464	et aussi euh	00:37:04.735	00:37:05.806	00:00:01.071
465	une peuse heure	00:37:06.106	00:37:07.151	00:00:01.045
466	vers euh	00:37:07.653	00:37:08.517	00:00:00.864
467	quinze heure	00:37:09.497	00:37:10.244	00:00:00.747
468	hum	00:37:10.954	00:37:11.558	00:00:00.604
469	so c'est un euh un pause du café	00:37:12.817	00:37:14.849	00:00:02.032
470	non c'est pas pour euh	00:37:19.240	00:37:21.038	00:00:01.798
471	pour des vingt minutes mais	00:37:21.540	00:37:23.332	00:00:01.792
472	c'est un	00:37:23.678	00:37:24.054	00:00:00.376
473	c'est une pause	00:37:24.381	00:37:25.070	00:00:00.689
474	euh c'est je ne suis pas s- sûre parce que	00:37:31.351	00:37:34.318	00:00:02.967
475	euh je ne euh je ne travaille dans une entreprise mais peut-être	00:37:34.940	00:37:40.720	00:00:05.780


















































Researcher defines the annotation variables
No hierarchy in these categories


ELAN - Sloetjes, H. & Wittenburg, P. (2008).


Manual annotation



Co-verbal	Variables
Gestures	iconic (representations action/object) metaphoric (illustrating abstract concept) deictic (pointing) beats (accompany rhythm) emblems (culturally specific)
Actions	typing
Changes in proxemics	towards screen away from screen
Head movements	rotational (shaking the head) lateral (tilting the head) sagittal (nodding)
Changes in gaze	learners (screen) resources off-screen pensive (upwards, off-screen) keyboard


Corpus sharing


Teacher Trainees													
Learners		Learners' images deleted for ethical reasons.											
		Alannah	Catriona	Aiden	Fiona	Sean	Angela	Conor	Sophie	Ana	Alejandra	Naomi	Liam
Session 1 (15/10)	French professional world 	 +  (43m48s)								 +  (42m11s)			 +  (33m25s)
Session 2 (22/10)	Professional experience 	 +  (39m07s)				 +  (34m34s)				 +  (31m44s)			(avec Conor)  +  (27m46s)
Session 3 (12/11)	Internship in Reims 	 +  (33m03s)				 +  (31m55s) 				 +  (36m40s)			 +  (29m18s)
Session 4 (19/11)	Project management 	 +  (34m28s)	 +  (25m37s)			 +  (35m21s)		 +  (20m46s)		 +  (30m13s)	 +  (32m19s)		 +  (34m00s) 


 Video


 Verbal transcription


 and  : New version available


 Exterior camera view


 Course planning

Course debriefing :  audio

 Transcription

 Interview available

 Face blurred in publicans (clear in presentations)

 Face blurred

Pilot study: Role-play Task (session 4)



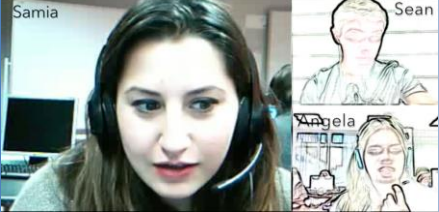

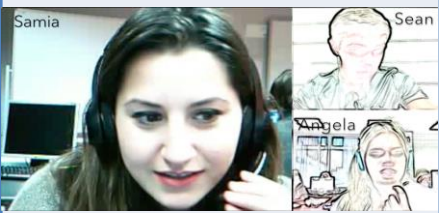
LEARNERS

- You are co-workers at McDonald's.
- Your manager is looking for new ideas for birthday parties.
- Working together, discuss the things you need to do to organise a birthday party.
- List your suggestions in the chat window.

TEACHER TRAINEE

- You are the manager. You are looking for new ideas for the birthday parties you organise at McDonald's.
- Ask your employees to discuss the things that are needed and list their suggestions in the chat window.
- Comment on their suggestions.

Samia : gaze & vocatives

 <p>1. gaze: resources</p>	<p>so (.) euh: (.) Sean (.) you will'be a</p>	 <p>2. gaze: learners</p>	<p>co-worker (.)</p>
 <p>3. gaze: resources</p>	<p>euh: at McDonald's/(.) and</p>	 <p>4. gaze: learners</p>	<p>Angela/ (.)</p>
 <p>5. gaze: resources</p>	<p>will be your manager\ (1.4)</p>		

Samia : chat for vocabulary

5 Samia	<i>and a co-worker what is it then Sean\ do you know or not (0.5)</i>
6 Sean	<i>co-worker/ (0.8)</i>
7 Samia	<i>yes/ what's a co-worker (.) at McDonald's (0.8)</i>
8 Sean	<i>eh: (4.6) ((keystrokes))</i>
9 Chat (Samia)	<i>Co-worker</i>
10 Sean	<i>oh the co-worker: euh: the co-workers play the role of: (0.5)</i>
13 Sean	<i>the people in general/ (.) the employees/ (0.7)</i>

Samia :

re-initiation of instructions / shift in focus

14 Samia **gaze: learners**

there you go that's it they are the employees very good
(1.2)



15 Samia **gaze: resources**

((in breath, change in gaze, reading instructions))
so together you're going to think both of you/ (0.6) of a
new formula for the birthday parties



Etienne : removal from interaction order

24 Etienne



*you can think about it for one minute
and afterwards I'll listen to you*

25 Etienne



ok (11)

26 Silence



(42)

27 Etienne

(inaud.) (3.8)

28 Conor



how many euh many children/ (7.7)

Etienne : side-sequence -roles

33 Etienne	<i>oh I forgot to specify that you are euh a team (1.0)</i>
34 Etienne	<i>you you- you are- you work tog-in fact:\ (0.6)</i>
35 Etienne	<i>you {you- you} both have ideas but you are euh</i>
36 Conor	<i>[together] (0.9)</i>
37 Etienne	<i>YEAH:\ yeah yeah (0.7)</i>
38 Sophie	<i>[((laugh)) ok]</i>



39 Etienne	<i>it's mo[re- it's more practical]</i>
40 Conor	<i>[(inaud)] (0.6)</i>
41 Etienne	<i>so euh Sophie you are-you are going to suggest your ideas to</i>

Pilot study conclusions

- Gaze shift and use of markers to signal next stage in the instructions
- Pre-emptive vocabulary as a side-sequence + use of text chat
- Role allocation using vocatives (names) and gaze shift
- Proxemics: moving away from the interactional order indicating task launch / leaving the floor

Future Perspectives

- Pilot study suggests future annotations of corpus needed for studying multimodal instruction-giving sequences:

Verbal data – side sequences and function, vocatives, markers

Overall – participation in different interactional orders

- Teacher training: awareness-raising of co-verbal elements in instructions (especially gaze, proxemics, text-chat)
- Comparison of trainee and experienced teacher practices

Thank you!

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The authors are grateful to the LABEX ASLAN (ANR-10-LABX-0081) of Université de Lyon for its support within the program 'Investissements d'Avenir' (ANR-11-IDEX-0007) of the French government operated by the National Research Agency (ANR).