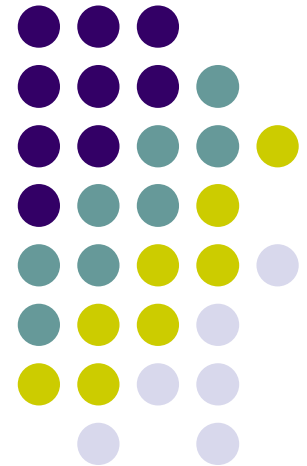




Approche systémique de l'innovation pour l'apprentissage en Centre de Langues

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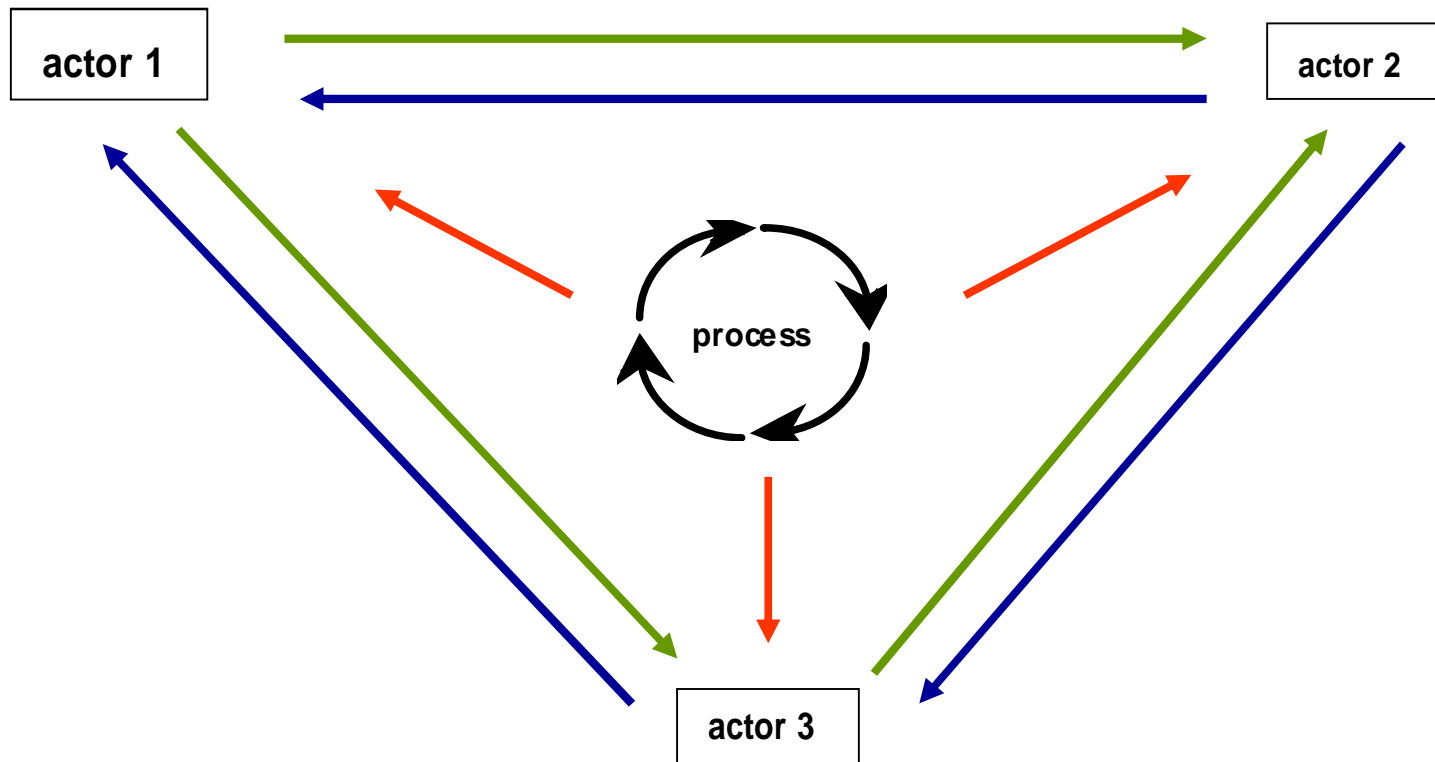
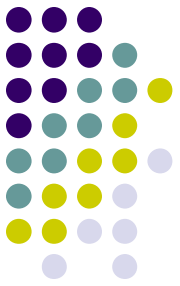
Introductory remarks



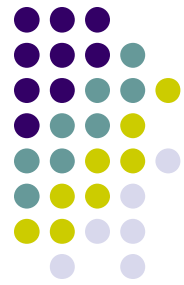
Introduction : a few remarks from the social sciences and education (Annoot 2007)

- Technology does not as a rule challenge traditional practices
- Initial impact of technology → at process level
- Distance → new publics
- New forms of control of teacher activity

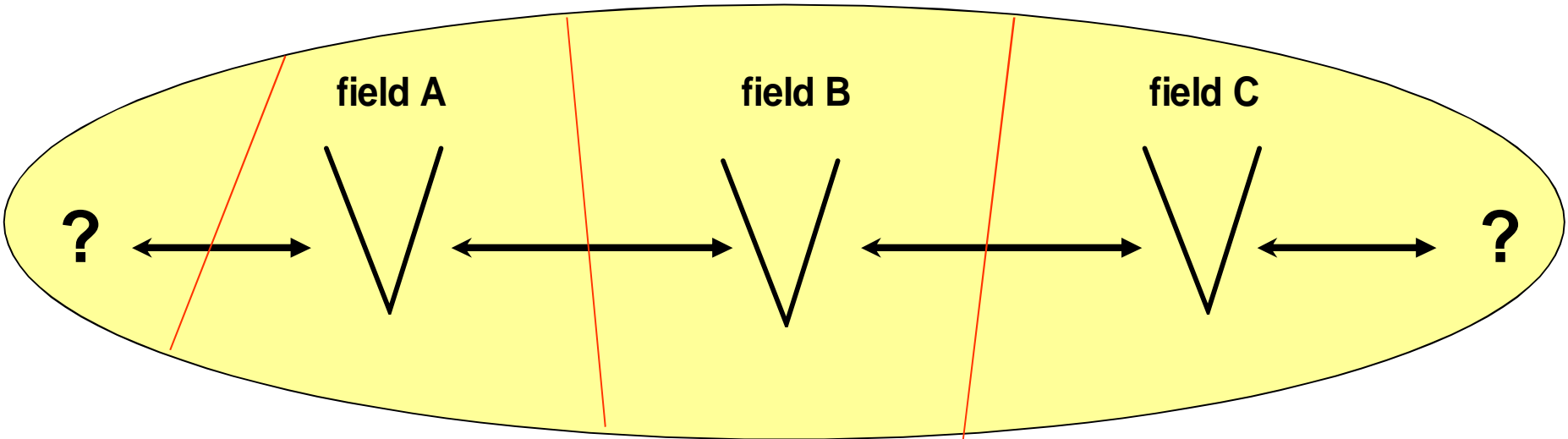
Epistemological stance (1): a systemic approach to CALL



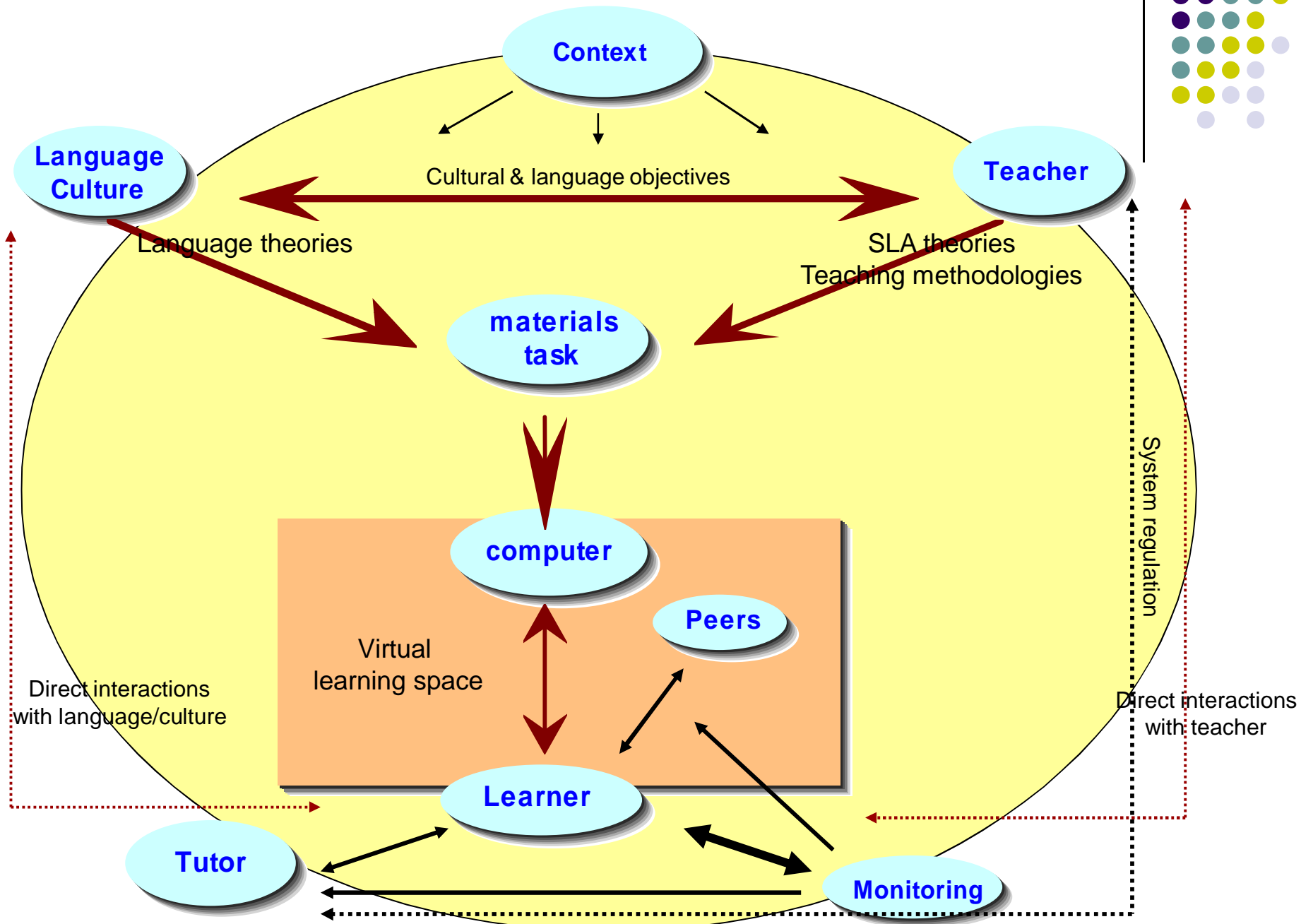
Epistemological stance (2): complex thought (Edgar Morin)



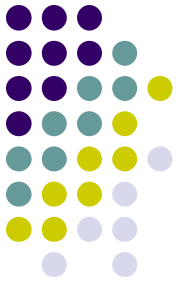
Holistic perspective



Constructing the didactic ergonomics CALL model



Deconstructing the model – focus on mediation



- Pedagogic mediation : a constant.

« an individual's knowledge is described as a personal construction mediated by teachers or peers. Distance [and technology] will not affect the individual's construction of knowledge, but may make mediation and social interaction more complex »

(Narcy-Combes in Bertin et al 2010)

Technological mediation



Language

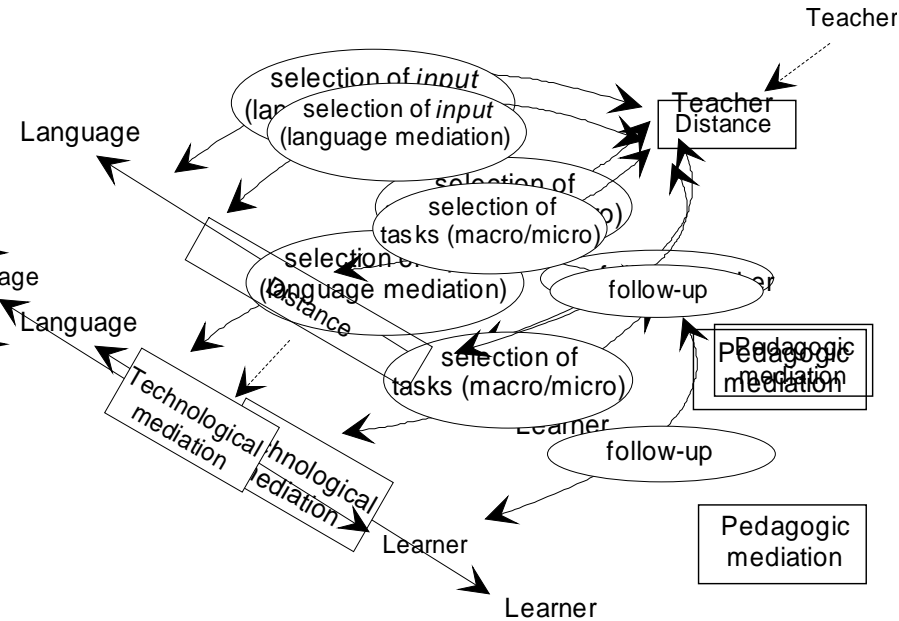
Mediation by distance



Language

The “analyzer” concept (Lapassade 1971; Petit 1991)

“... anything that causes truth to emerge of what is hidden; anything may refer to a group, an individual, a situation, an event, a scandal [...]” (Lapassade, 1971, p. 15)



Deconstructing the model – sub-systems and the teacher (1)

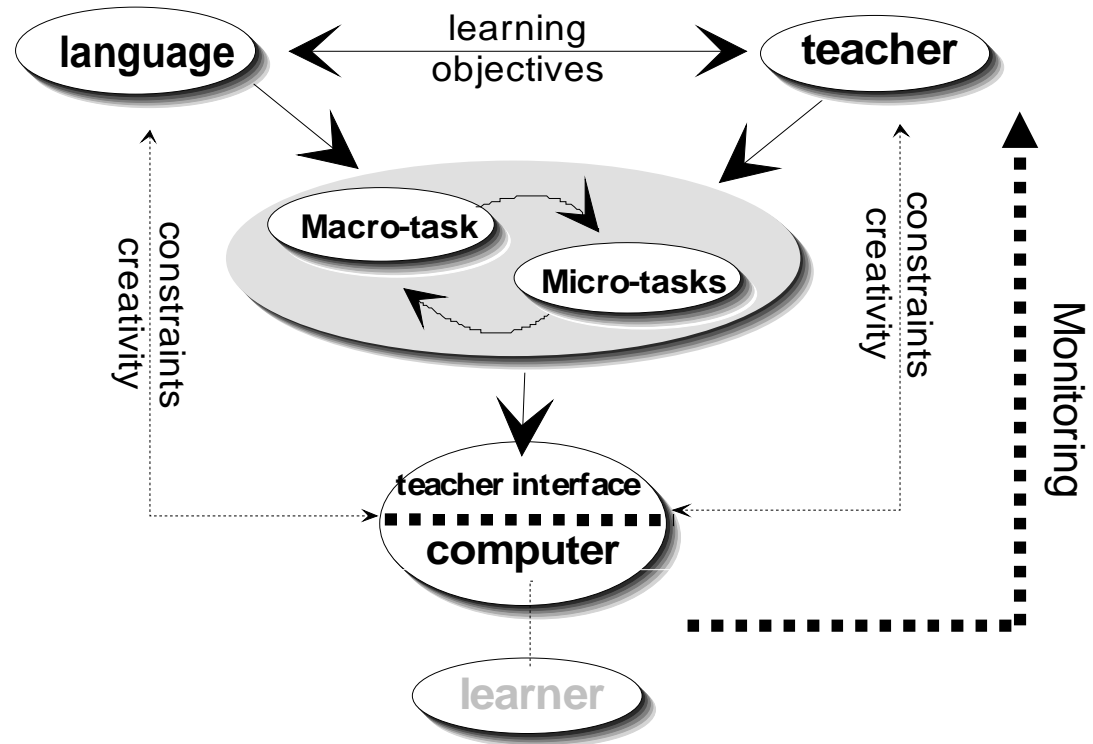


Sub-system 1: teacher-centred

- Process → organization of materials and pedagogic mediation

Competence in:

- Course design
- Task design (including technological constraints and potential)
- Materials design
- Environment design
- Computer literacy / team organizer
- Follow-up
 - organization & planning
 - provision of monitoring devices



Deconstructing the model – sub-systems and the teacher (2)

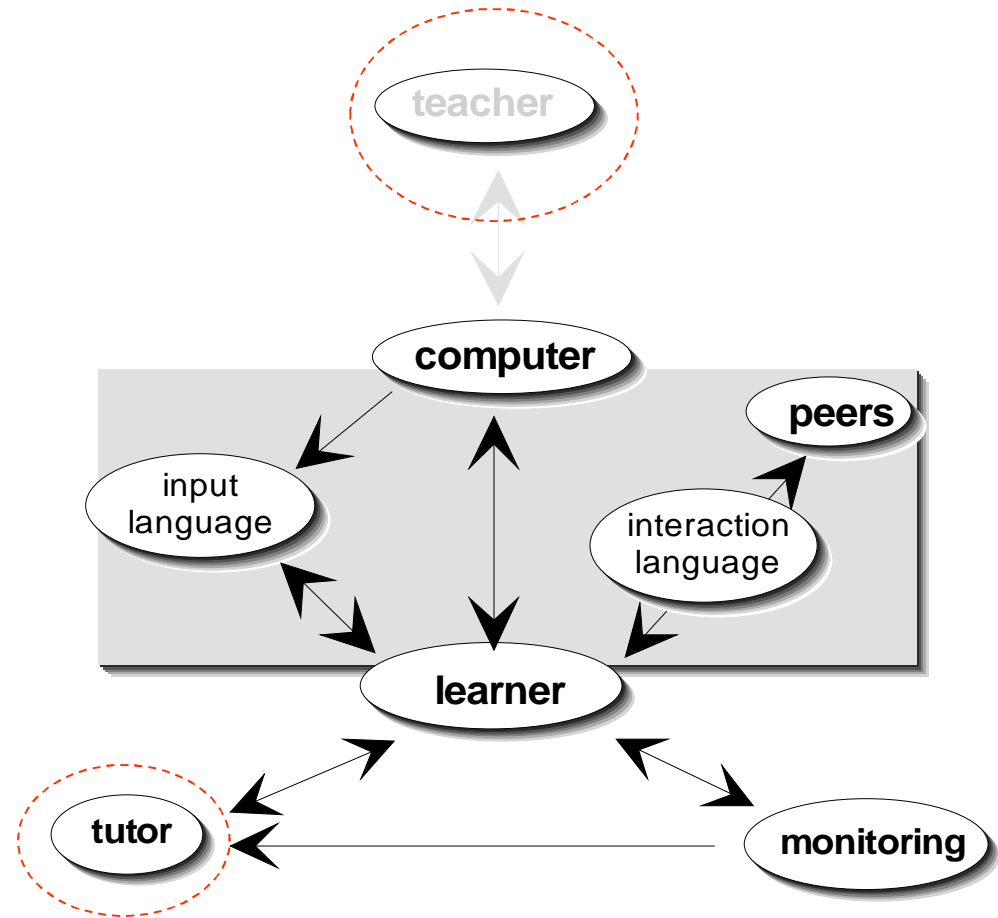


Sub-system 2: learner-centred

- Process → language learning
- Mediated presence of the teacher
- Physical presence → blended learning

Asynchronous articulation between SS1 and SS2

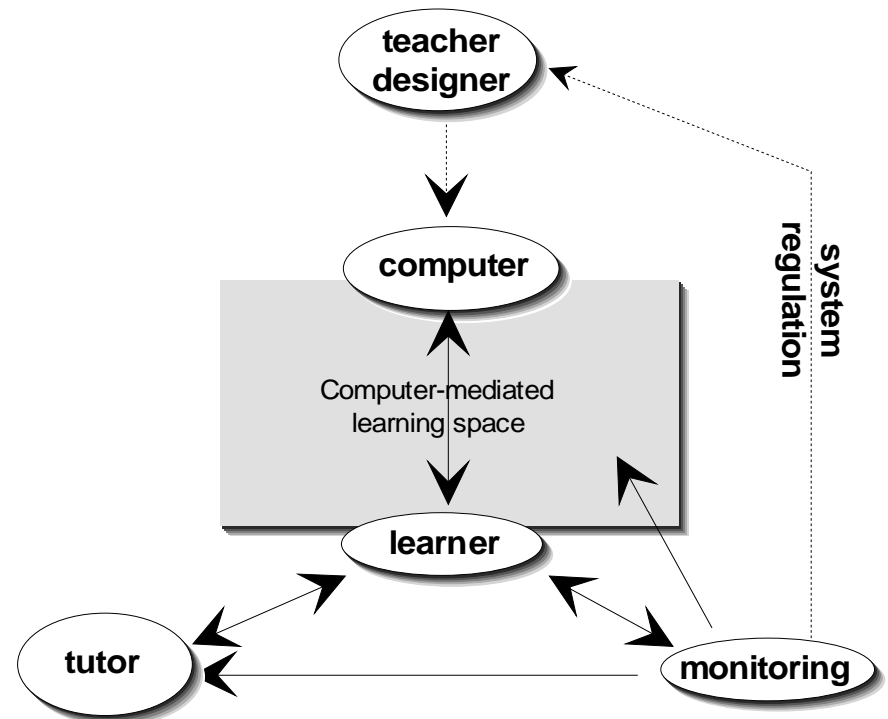
- Teacher-centred system → organization & planning (virtual, latent)
- Learner-centred system → only when learner interacts with materials



Deconstructing the model – sub-systems and the teacher (3)



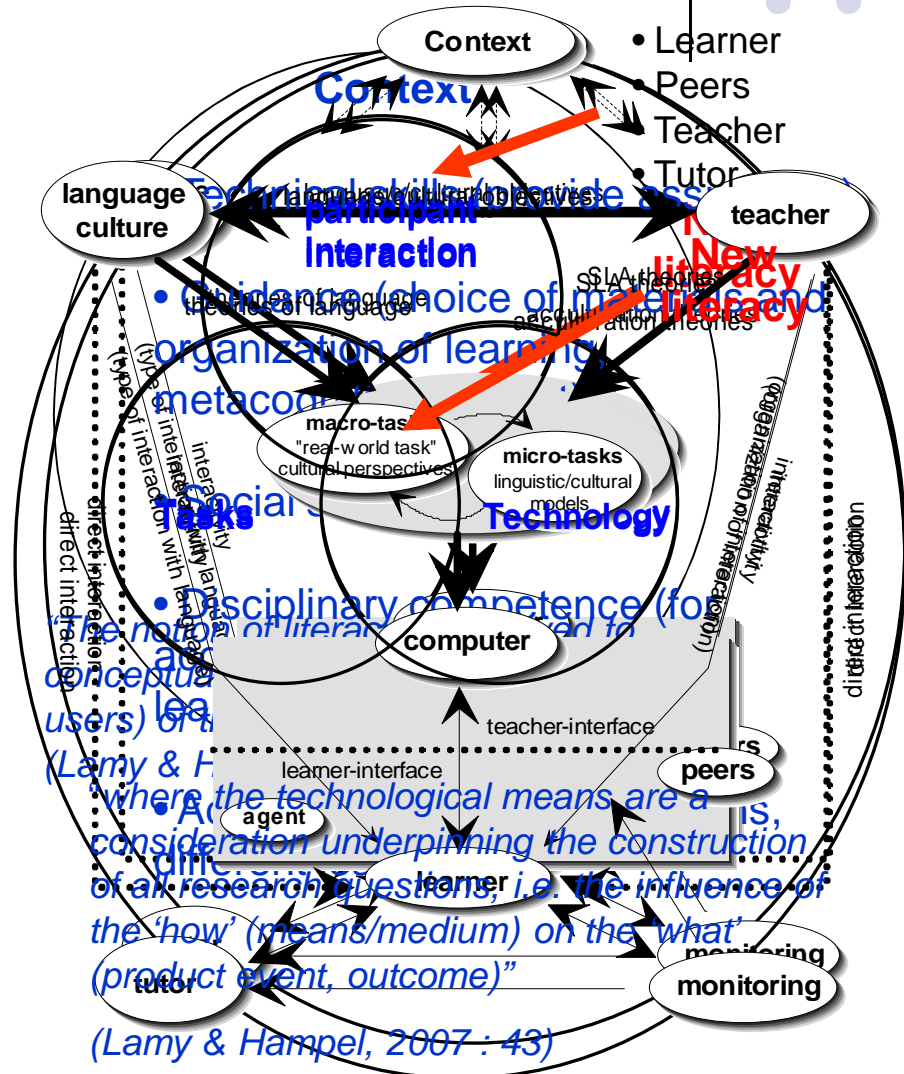
- SS1 and SS2 : 2 different perspectives
 - Teacher → pedagogy driven + representations of the computer
 - Learner → individual representations of language learning and of technology
- Potential gaps between didactic intention and practices
 - Need for data on system's operation
- Teacher and monitoring
 - Generate information on learner activity
 - Process this information
- Objectives of follow-up
 - Individual level: learner evaluation, feedback and support
 - Systemic level: system regulation

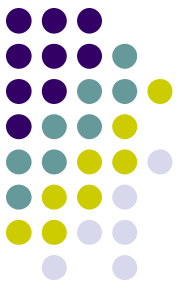


Teacher and tutor



- Little real distinction in the literature
- My position = identification through:
 - Position in the system
 - Roles defined by these positions + interactions between the 5 poles of the model
- Teacher
 - Course design
 - Task design
 - Learning environment design
 - (social/pedagogic) management of direct interactions with learner
 - 'tutoring' skills
- Develop "new literacies" (Lamy & Hampel 2007)
- Tutor
 - Focus on mediation
 - A compound activity (Bertin & Narcy-Combes 2007)
 - Skills





Conclusion

“training is a formal and institutionalized process of preparation towards the achievement of pre-specified outcomes and the development of skills for predictable situations...”

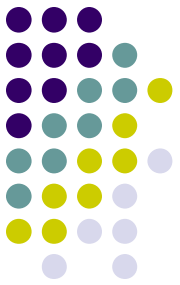
“Managing their multiple roles within online environments and coping with learner demands for individualized feedback requires flexibility and may initially go against their posture as a teacher”

(Lamy & Hampel, 2007: 62)

“...teacher education is more flexible in its formats and is seen as a life-long pursuit in order to be able to cope with new and unpredictable situations which require both a reformulation of beliefs and conceptions and the modification of established patterns”.

(Richards & Nunan, 1990)

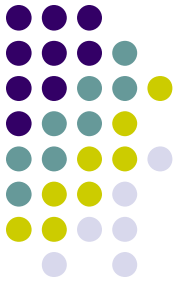
- Identification of roles in CALL and distance learning is needed for organisations such as Language Centres
 - Increased complexity
 - Blurring of roles according to context
 - Difficulty to identify competences
 - Who performs these roles? Sharing roles?
- Two perspectives for teacher/tutor training
 - A dynamic and flexible perspective
 - Teacher as researcher
 - An action-research training programme
 - A long-term perspective : from “teacher training” to “teacher education”



Thank you for your attention !

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