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**FB me 2n8!**

**Taalleerprocessen tijdens  
geschreven computerchat**

**Marije Michel**



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@MarijeMichel 

# Taakgericht taalleren (TBLT)

- Tweede taalverwerving d.m.v. taken



- “A key principle of TBLT is that even though learners are primarily concerned with constructing and comprehending messages, they also **need to attend to form** for learning to take place.”

Taal is het **middel** om een niet-talig doel te bereiken.

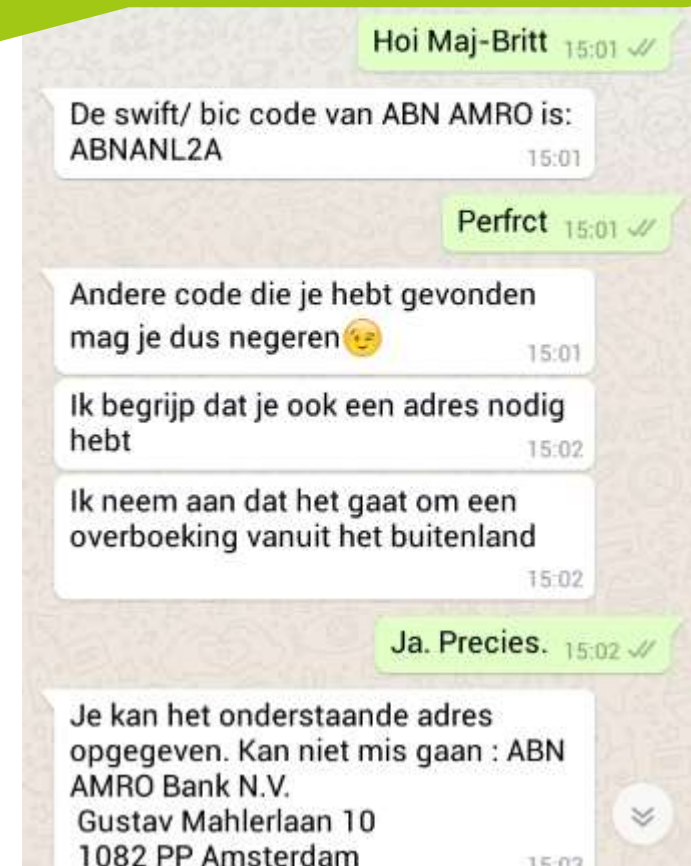
(Ellis, 2003, 2006; Skehan, 1996; Long, 2016)

# Geschreven digitale interactie - Text chat

## Synchronous Computer Mediated Communication

- SCMC...
- vindt vaak plaats in een T2
- is alomtegenwoordig

In de taalklas?



# SCMC – voorbeeld

## Synchronous Computer Mediated Communication

Time	ID	Text
6:52:04	P6	hello. my name is Nureddin
6:52:20	P1	hi I am Carol. nice to meet you Nureddin
6:52:34	P6	nice to meet you Carol
6:52:54	P1	I come from China and I am 23 years old. what about you
6:53:28	P6	I'm from Saudi Arabia and I'm 28
6:53:54	P1	wow. so let me guess. you are a girl like me \ /
6:54:28	P6	NO LOL I'm a guy
6:54:55	P1	haha sorry about that
6:55:12	P6	no it's fine
6:55:17	P1	so how long have you been in American
6:55:19	P6	don't worry
6:55:34	P1	I just arrived here two months ago
6:55:41	P6	I've been here for 10 months
6:55:50	P6	how about you?
6:55:58	P1	longer than me ^ ^

# Geschreven digitale interactie - Text chat

## Synchronous Computer Mediated Communication

- ▣ SCMC...
- ▣ vindt vaak plaats in een T2
- ▣ is alomtegenwoordig

Leerlingen schrijven weer

In de taalklas?



# Geschreven digitale interactie - Text chat

## Synchronous Computer Mediated Communication

### SCMC...

- ▣ vindt vaak plaats in een T2
- ▣ is alomtegenwoordig

Leerlingen schrijven weer

In de taalklas?





# Geschreven digitale interactie - Text chat

## Synchronous Computer Mediated Communication

- SCMC...
  - is alomtegenwoordig
  - vindt vaak plaats in een T2

Leerlingen schrijven weer

- We weten **dat** het T2-verwerving ondersteunt maar nog niet zo goed **waarom** precies.  
(Kern et al. 2008; Chapelle 2009; Sauro 2011; Ziegler 2016)

In de taalklas?



# SCMC

## Synchronous Computer Mediated Communication

- Conceptueel **gesproken** maar in **geschreven** modaliteit Pelletieri (2000)
- Interactie in **slow-motion** Beauvois (1992)
- Visueel zichtbaar en **blijvend** Sauro & Smith (2010)
- **Tijd** voor revisie Lai & Zhao (2006)





# SCMC

## Synchronous Computer Mediated Communication

- Conceptueel **gesproken**  
maar in **geschreven** modaliteit Pelletieri (2000)
- Interactie in **slow-motion** Beauvois (1992)
- Visueel zichtbaar en **blijvend** Sauro & Smith (2010)
- **Tijd** voor revisie Lai & Zhao (2006)

"the concept of **attention is necessary**  
for virtually every aspect of  
Second Language Acquisition"

(Noticing Hypothesis - Schmidt, 2001: 15)

# Alignment

(accommodatie, convergentie, priming, shadowing)

- Adopting and **re-using each other's language patterns** in the course of authentic interaction. (Trofimovich 2013)
- Elk aspect van taal:  
syntaxis, semantiek, morfologie, pragmatiek, fonologie  
(Pickering & Garrod, 2004; Pickering & Ferreira, 2008)
- **Automatisch en impliciet** gedrag.

Ook in de T2?

# Alignment in T2 didaktiek

- **Priming** van vormen die leerders niet gebruiken omdat ze **laag frequent / moeilijk** hoorbaar zijn of **vermeden** worden:

- passief / actief *The book was given to her by me.*
- double dative *I give **her** the book vs. I give the book **to her**.*
- wh-vragen met obligatory *do-auxiliary* *What **do** you do?*
- relative clauses *The woman **who** read the book.*
- word stress ***superfluous**      **oblivious***

Boston (2009), Kim & McDonough (2008), Marsden 2009, Marsden et al. (2013), McDonough (2006), McDonough & Chaikitmongkol (2010), McDonough & Mackey (2006, 2008), McDonough & DeVleeschauwer (2012), Shin & Christianson (2012), Trofimovich & McDonough (2011), Trofimovich et al. (2013)

- Alignment in SCMC
  - SCMC interactie in T2 leidde tot meer gebruik van subjunctief in Spaans (meer dan T1) Collentine & Collentine (2013)

## Alignment in T2 chat interacties

Michel & Stiefenhofer (in prep):  
subjunctief Spaans door Duitse leerders

Michel (in press):  
zinsvolgorde Duits door Britse leerders

Michel & Smith (2017):  
lexicale items in het Engels

Michel & O'Rourke (lopend): tutor vs. peer  
bijzinsvolgorde in het Duits door Engelse leerders

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# Alignment in T2 chat interacties

Michel & Stiefenhofer (in prep):  
subjunctief Spaans door Duitse leeders



# Deelnemers

- Duitse studenten Spaans (lerarenopleiding)
  - leeftijd: 21.9 (2.1)
  - taalniveau: B1 to C1 (CEFR)
  - Spaanse studie: 4.8 years (SD = 1.8)
  - Study 1: N= 36
  - Study 2: N=44

## □ Doelstructuur

Subjunctief in het Spaans → ‘mood of doubt in subordination/ questions’

***No estoy seguro de que a Rodrigo este final le guste.***

***No creo que la película realmente termine así.***

# Methode & procedure

Drie keer 20 minuten chatten:

1. Pro-contra discussie
2. Interview over *Transparencia Mexicana*
- 3.1. Rangschikken van filmeinde voor *La Zona*
- 3.2. Keuze voor film soundtrack en titel

Experimentele manipulatie:

Taakinstructie:

**‘...gebruik ten minste 7 van de 9 modelzinnen tijdens de interactie’**

Alignmentconditie: modelzinnen met subjunctief

Controleconditie: modelzinnen met indicatief





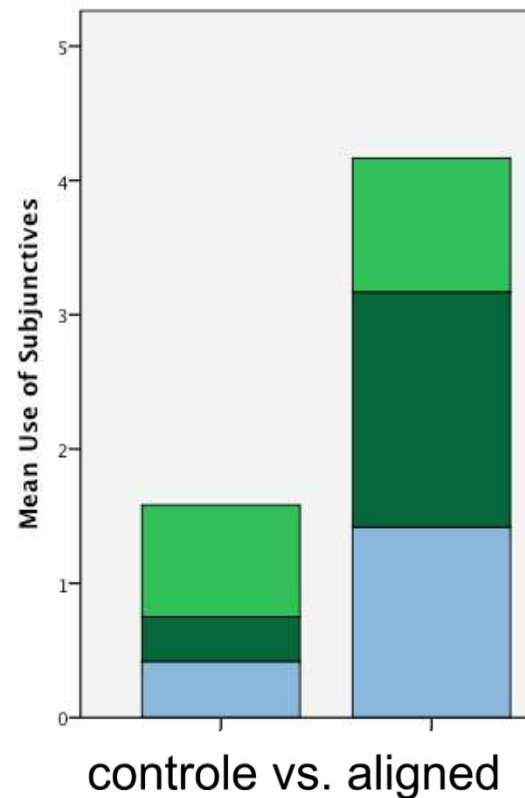
# Study 1: Origineel gebruik subjunctief

08PR: no creo que el dinero **sea** mas importante que la libertad claro facilita las cosas pero de una forma más elevada no está vinculadas las dos cosas cosas. → **model**

29NP: Hay pruebas para tu argumento?

08PR: claro, por ejemplo piensa en las personas que son más humildes que nosotras, no tiene que ser que **séan** pobres de verdad, pero tu crees en serio que son menos libres? → **origineel gebruik**  
con dinero te puedes construir una cerca alrededor de tu casao viajar a donde **quieras** pero la libertad pura viene y depende de ti mismo!  
→ **origineel gebruik**

# Study 1: Origineel gebruik subjunctief



ANOVA

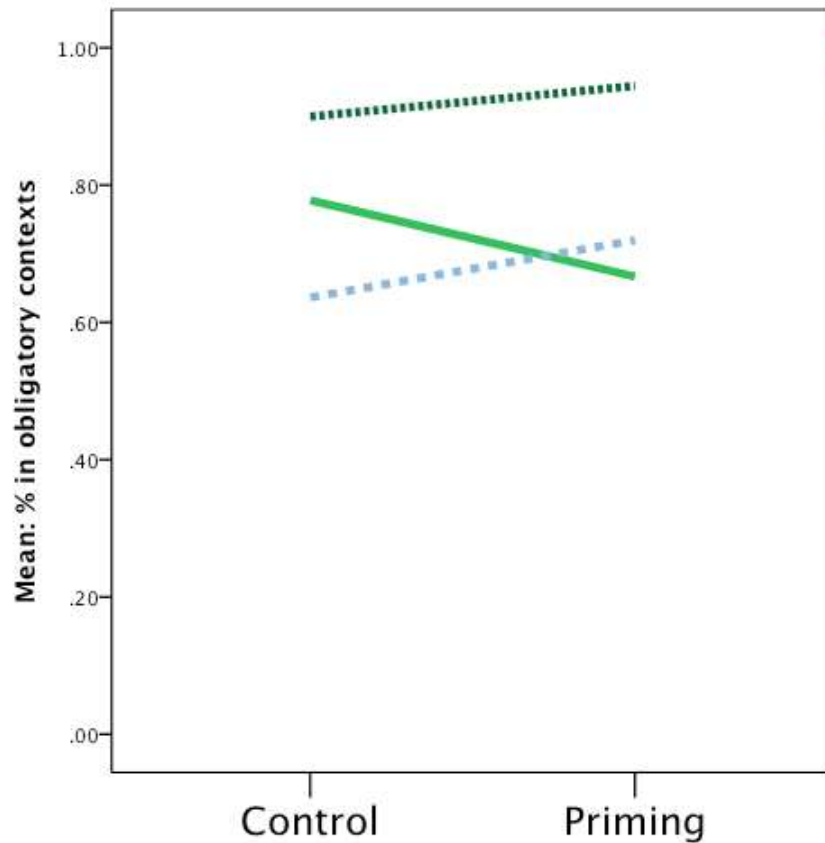
$F(2,50) = 27.76, p = .098$

Task 1:  $F(2,51) = 0.16, p = .940$

Task 2:  $F(2,41) = 9.77, p = .064$

Task 3:  $F(2,45) = 6.54, p = .061$

# Study 1: Correctheid subjunctief



task 1  
task 2  
task 3

□ Hoge correctheid

□ Aligned  $\geq$  Controle  
(behalve taak 1)

□ Veel deelnemers creerden  
geen obligatorische contexten

□ Geen significante verschillen

## Study 2: Gebruik subjunctief

Conditie		Origineel	Obligatorische contexten
Aligned	Som	89	88
	Min	0	0
	Max	6	6
Controle	Som	76	80
	Min	0	0
	Max	7	5

- Hogere cijfers in alignmentconditie.

## Study 2: Percentage deelnemers die een Subjunctief gebruikten

	Conditie	Gebruik	Obligatorische context
TOTAAL	Aligned	<b>69</b>	64
	Controle	50	63
TAAK 1	Aligned	<b>73</b>	59
	Controle	55	<b>80</b>
TAAK 2	Aligned	<b>73</b>	<b>82</b>
	Controle	65	70
TAAK 3	Aligned	<b>60</b>	<b>50</b>
	Controle	30	40

- In alignmentconditie zijn er meer deelnemers die ten minste 1 subjunctief gebruikten en meer die ten minste 1 obligatorische context creeerden (behalve taak 1).

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## Alignment in T2 chat interacties

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- N=16: 14-jarige leerlingen (v) op een middelbare school in Engeland
- 3 chatinteracties via SCMC
- Doelconstructie: woordvolgorde in complexe Duitse zinnen
- Nauwelijks alignment als je kijkt naar de cijfers maar...



## Fokusgroepinterview (N=4)

S1: And when you see your answer. **When you see their answer you can use that.** when like, say if you're asking the questions and they're answering it. **You can use that like what they said.** And **work on it.**

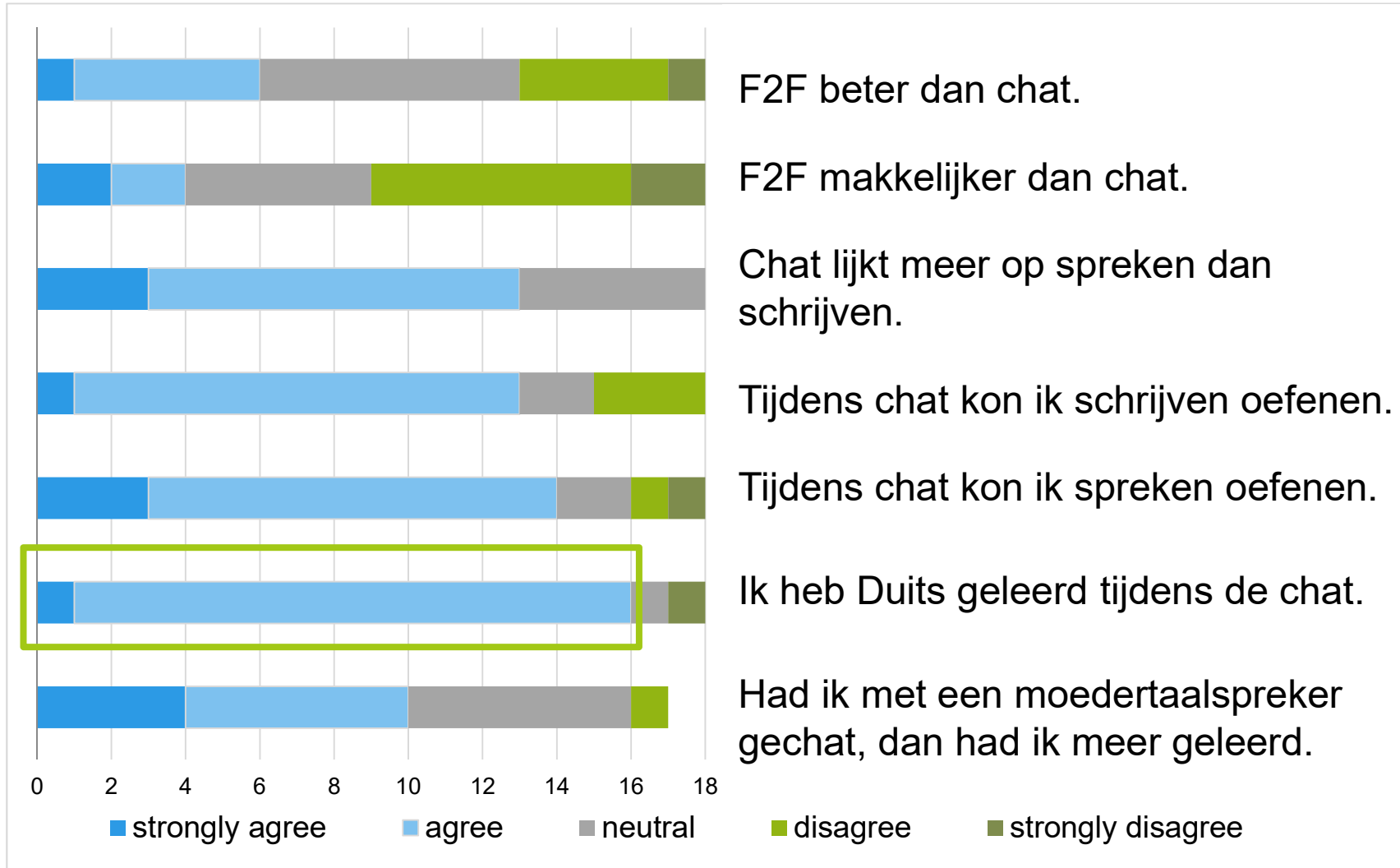
MM: Do you think you learned something from each other?

S2: eh how like other people kind of write in German. **How they structure their sentences.** [...]

S3: like to see how different people would say the things... like because **you'd see how they'd say it** and then **you'd see how you would write** them and compare them and **see which way is better**

Zeit	ID	Text
09:23:51	Jay	Wir müssen etwas finden, <b>so dass es allen gefällt.</b>
09:25:40	Kate	ya, ich mag das Beatles Museum, <b>denn wie es allen gefällt.</b>
09:27:59	Kate	ich schlage vor <b>dass, wir die Kathedrale gehen.</b>

# Chat: Perceptie



# Tussenstand

Michel & Stiefenhofer (in prep):  
subjunctief Spaans door Duitse leerders

Michel (in press):  
zinsvolgorde Duits door Britse leerders

- ❑ Het lijkt erop dat de alignmentconditie
  - ❑ meer gebruik stimuleert
  - ❑ correcter gebruik stimuleert
  - ❑ meer obligatorische contexten creeert
  - Studenten aanzet om een (vermeden) structuur te gebruiken.
  - Alignment tijdens chat **kan** bijdragen tot leren.
  
- ❑ maar: bevindingen baseren op chatloganalyses

# Chat log analyses

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Using chat logs alone is taking a **very static approach** to explaining a **very dynamic process.**

Smith (2005)

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# Michel & Smith (2017a, b)



Bryan Smith  
Arizona State University

Smith (2010, 2012), Smith & Renaud (2013)







# Wat is eye-tracking?

= meten van oogbewegingen



## Warom kijken we naar oogbewegingen?

Assumption is that eye movements (an index of **overt attention**) provide information about ongoing cognitive processing (**covert attention**).

= **eye-mind link**  
(Reichle et al., 2006)



## Hoe ziet het eruit



### **EyeLink 1000**

Reading research;  
Auditory language  
processing



### **SMI RED 250**

Testing research; Web-based  
research; Auditory language  
processing



### **Tobii TX300 Mobile**

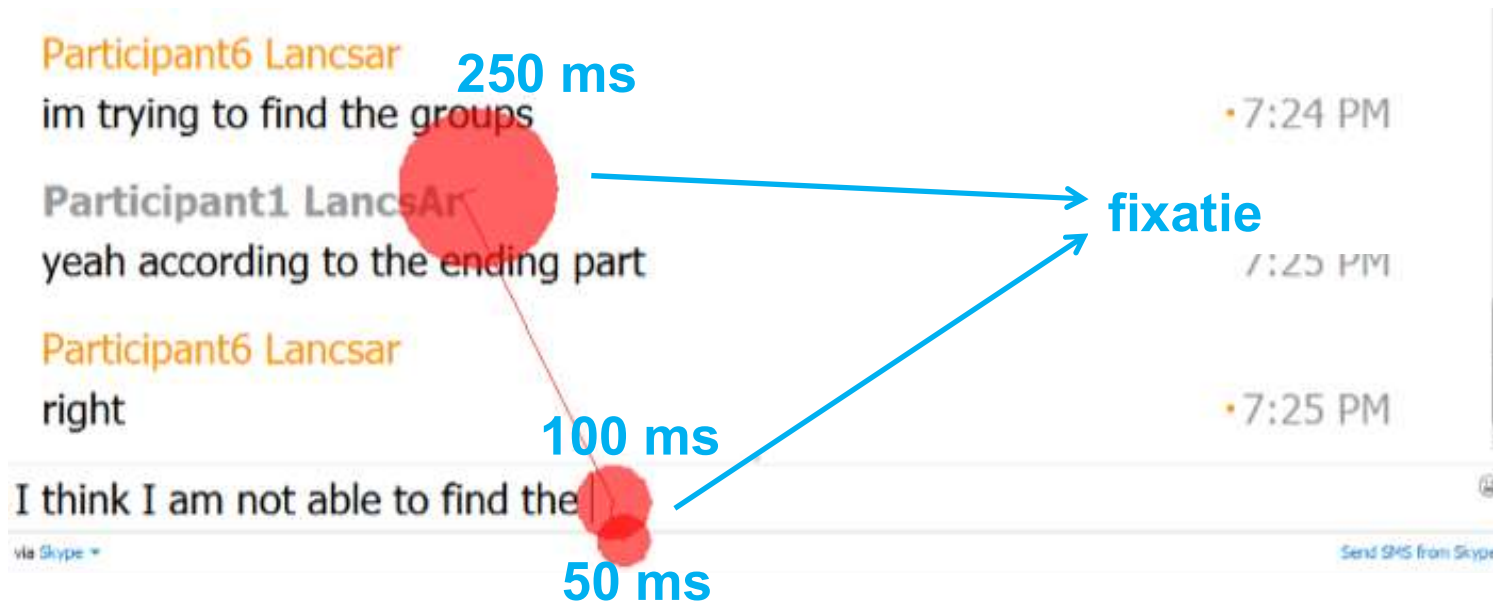
# Eye tracking SCMC: Wat krijg je voor data?

A screenshot of a text message conversation. The messages are as follows:

- participant5 LancsAR** (6:36 PM): it looks like a field study
- I mean that the researchers tested the subjects' awareness or percetion (6:36 PM)
- perception (6:36 PM)
- maybe interviews (6:38 PM)
- Participant2 LancsAr** (6:38 PM): think so
- or recording (6:38 PM)
- of some oaf their activities followed by interview (6:38 PM)
- and how do you think the data were analyzed? (6:39 PM)

The interface includes a text input field at the bottom with a cursor, a smiley face icon, and status text: "via Skype" and "Send SMS from Skype".

# Eye tracking: Fixaties



## □ Fixaties

□ Aantal

3

□ Totale duur in milliseconden

400ms

# Onderzoeksvragen

- RQ1** In hoeverre vindt er lexicale alignment plaats tijdens SCMC in een tweede taal?
- RQ2** Wat kunnen we leren over SCMC door het gebruik van eyetracking?

## Doelen

- Theoretisch: bijdrage leveren aan alignment en SCMC
- Methodologisch: verbreden van onderzoeksmethodes

# Deelnemers

ID	leef tijd	gender	T1	jaren Engelse les	maanden in T2 context	eigen inschatting schrijven (CEFR)
<b>1</b>	23	v	Chinees	10	2	C1
<b>2</b>	35	v	Nepali	14	1	C1
<b>3</b>	22	v	Chinees	10	13	C1
<b>4</b>	23	v	Taiwan-Chinees	15	8	B2
<b>5</b>	26	m	Arabisch	12	3	B2
<b>6</b>	29	m	Arabisch	6	8	B2

- MA Applied Linguistics studenten in Lancaster/Arizona

# Design

- 7 Chatsessies (Arizona – Lancaster)
- wekelijks 45 minuten met dezelfde chatpartner:
  - 20 minuten partnerchat: **Discusieer** over de inhoud van een artikel
  - 15 minuten individueel: **Reconstrueer** deel van abstract

Sessie 1: Social chat  
→ Partner en system leren kennen

Experimentele sessies 1 – 6:

week 1 & 2: Focus op **begin** van abstract  
week 3 & 4: Focus op **midden** van abstract  
week 5 & 6: Focus op **einde** van abstract



# Taak

	Study Keywords	Research Questions
<b>Beginning</b>	Academic Writing, Blogs, Dialogic Interaction, Identity, Reflective Learning, Writing Strategies	<ul style="list-style-type: none"> <li>• What kinds of writing-related topics students blog about</li> <li>• Relationship between students' collaborative dialogues on blogs and their ability to process and reconstruct knowledge about academic writing</li> <li>• Relationship between students' collaborative dialogues on blogs and negotiation of their academic identities and construction of authorship</li> </ul>
<b>Middle</b>	Seven academically advanced graduate students undertaking Master's level study in TESOL and Linguistics participated in this case study. Learners wrote weekly blogs on topics related to issues of academic writing. Open-coding and content analysis were conducted to inductively identify salient themes and patterns regarding students' learning and perception of their writer identities.	
<b>Ending</b>	The results suggest that the blog activity not only encourages students to actively and reflectively engage in knowledge sharing, knowledge generation, and the development of numerous strategies to cope with difficulties encountered in the learning process. Blogs also endow students with a sense of authorship as the writers of blog entries and, at the same time, provide a space for them to sort out what being an author entails, their purposes of writing, and their authority in writing.	

# Voorbeeld: Alignment op lexicaal niveau “Perhaps”

Beginning	This study investigates L2 attainment in asynchronous online environments, specifically possible relationships among anonymity, L2 motivation, participation in discussions, quality of L2 production, and success in L2 vocabulary learning. It examines, in asynchronous discussions, (a) if participation and (b) motivation contribute to L2 vocabulary learning, (c) if motivation is related to level of participation in anonymous versus non-anonymous discussions, and (d) if a student's quality of L2 use varies in anonymous vs. non-anonymous discussions.		
Middle	<b>Basic Design &amp; Method</b> <ul style="list-style-type: none"> <li>• <b>Independent Variables</b> anonymity, L2 motivation (e.g., <i>introjected</i> and <i>identified regulation</i>), participation in online discussions, quality of L2 production</li> <li>• <b>Dependent variable</b> L2 vocabulary learning</li> </ul>	<b>Participants</b> <ul style="list-style-type: none"> <li>• N=87</li> <li>• High school students</li> <li>• Spanish level 2</li> </ul> <b>Tasks</b> Asynchronous computer-mediated communication (ACMC; discussion forums)	<b>Analysis &amp; Measures</b> <ul style="list-style-type: none"> <li>• Pre-test cloze activity</li> <li>• Post-test cloze activity</li> <li>• Receptive vocabulary test</li> <li>• Transcripts of interaction</li> <li>• L2 motivation survey</li> </ul>
Ending	Results revealed that students who participated in the asynchronous discussions received significantly higher scores on the post-test than those who did not. In terms of level of participation, non-anonymous forums may have a comparative advantage over anonymous ones for learners with high levels of <i>introjected regulation</i> , whereas for learners with high levels of <i>identified regulation</i> , both forums are advantageous. <i>Introjected regulation</i> was the only significant predictor of success in learning L2 vocabulary. Finally, non-anonymous forums seem to generate higher quality L2 production than anonymous ones		

Video call Call +

I THINK THAT'S SORT OF LIKE THE RESEARCH QUESTIONS THE STUDY IS TRYING TO ANSWER. 5:40 PM

That's fine. 5:46 PM

Participant3 LancsAR  
yeah so let's move on 5:46 PM

Participant4 LancsAR  
Ok. 5:46 PM

Participant3 LancsAR  
they are two variables we have to include. 5:47 PM

Participant4 LancsAR  
I think that the study design investigates how vocabulary learning is influenced by the two independent variables. 5:47 PM

What do you think ? 5:47 PM

via Skype Send SMS from Skype

# “Vocab”

ability  
Participant2 LancsAr  
but i think that was just individual difference  
do you know how were they taught  
participant5 LancsAR  
they were shown pictural and nonpictural vocab

1

participant5 LancsAR  
they were shown pictural and nonpictural vocab 6:35 PM  
Participant2 LancsAr  
oh !right 6:35 PM  
How are you going to frame the research questions? 6:36 PM  
participant5 LancsAR  
maybe how do learners acquire vocab 6:36 PM

2

How are you going to frame the research questions? 6:36 PM  
participant5 LancsAR  
maybe how do learners acquire vocab 6:36 PM  
participant5 LancsAR  
or what is the most effective way to teach vocab to learners of different levels 6:37 PM

3

participant5 LancsAR  
maybe how do learners acquire vocab 6:36 PM  
or what is the most effective way to teach vocab to learners of different levels 6:37 PM  
how about you? 6:37 PM  
Participant2 LancsAr  
I think to se the relationship...

4

participant5 LancsAR  
maybe how do learners acquire vocab 6:36 PM  
or what is the most effective way to teach vocab to learners of different levels 6:37 PM  
how about you?  
Participant2 LancsAr  
I think to se the relationship...  
i mean we can also use the same words slightly

5

in the sample you mean? 6:39 PM  
Participant2 LancsAr  
i mean the beginning part 6:39 PM  
we have been given here 6:39 PM  
participant5 LancsAR  
but i think this study is not only concerned with how learners learn vocab 6:39 PM  
to sum

6

# “find the groups”

Middle	regulation), participation in online discussions, quality of L2 production • <b>Dependent variable</b> L2 vocabulary learning	<b>Tasks</b> Asynchronous computer-mediated communication (ACMC; discussion forums)	test • Transcripts of interaction • L2 motivation survey
Ending	Results revealed that students who participated in the asynchronous discussions received significantly higher scores on the post-test than those who did not. In terms of level of participation, non-anonymous forums may have a comparative advantage over anonymous ones for learners with high levels of <i>introjected regulation</i> , whereas for learners with high levels of <i>identified regulation</i> , both forums are advantageous. <i>Introjected regulation</i> was the only significant predictor of success in learning L2 vocabulary. Finally, non-anonymous forums seem to generate higher quality L2 production than anonymous ones		

UK **EXAMPLE Middle Sections**  
Podcasting: An Effective Tool for Honing Language Students' Pronunciation?  
A total of 22 students in intermediate German and French courses made five scripted

Participant6 Lancsar  
im trying to find the groups 7:24 PM

Participant1 LancsAr  
yeah according to the ending part 7:25 PM

Participant6 Lancsar  
right 7:25 PM

I think I am not able to find the

Middle	• <b>Independent Variables</b> anonymity, L2 motivation (e.g., <i>introjected</i> and <i>identified regulation</i> ), participation in online discussions, quality of L2 production • <b>Dependent variable</b> L2 vocabulary learning	• N=87 • High school students • Spanish level 2 <b>Tasks</b> Asynchronous computer-mediated communication (ACMC; discussion forums)	• Pre-test cloze activity • Post-test cloze activity • Receptive vocabulary test • Transcripts of interaction • L2 motivation survey
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right 7:25 PM

Participant1 LancsAr  
I think I am not able to find the group 7:25 PM

Tijdens het schrijven kijkt P1 naar “find the group(s)” van P6



# “have to add to our middle part”

EXAMPLE Middle Sections

Computer-Mediated Corrective Feedback and the Development of L2 Grammar

High intermediate and advanced adult learners of English (n=23) from an intact class at a Swedish university were randomly assigned to one of three conditions (two feedback conditions and one control) and were randomly paired with English native speakers. During task-based interaction via text-chat, the learners received focused corrective feedback on omission of the zero article with abstract non-count nouns (e.g., employment, global warming, culture). Computer-delivered pretests, posttests and delayed posttests of knowledge (acceptability judgments) measured learning outcomes.

Participant4 LancsAR

Ok 5:57 PM

Is there anything else you want to add to our discussion ? 5:57 PM

:)

so learners

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so learners performance are |

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EXAMPLE Middle Sections

Computer-Mediated Corrective Feedback and the Development of L2 Grammar

High intermediate and advanced adult learners of English (n=23) from an intact class at a Swedish university were randomly assigned to one of three conditions (two feedback conditions and one control) and were randomly paired with English native speakers. During task-based interaction via text-chat, the learners received focused corrective feedback on omission of the zero article with abstract non-count nouns (e.g., employment, global warming, culture). Computer-delivered pretests, posttests and delayed posttests of knowledge (acceptability judgments) measured learning outcomes.

Participant4 LancsAR

Ok 5:57 PM

Is there anything else you want to add to our discussion ? 5:57 PM

:)

so learners performance differr|

Herhaalde aandacht voor “add to our discussion” vlak voordat eigen bijdrage formuleert.

# Eerste bevindingen

(vgl. O'Rourke 2012; Örnberg Berglund 2012, 2013)

## Participant 1

- ▣ **gebruikt alles** (taak, bijdragen partner) om eigen bijdrage te reviseren
- ▣ veelvuldige revisies voor het versturen, met name na lezen bijdrage partner
- ▣ wist eigen bijdrage om flow of interaction te onderhouden

## Participant 2

- ▣ Hit & Peck writer
- ▣ leest en reviseert **eigen bijdrages**
- ▣ negeert bijdrages van partner meestal

## Participant 3

- ▣ rondt eigen bijdrage af en verstuurt deze voor lezen bijdrage partner

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## Interimconclusie

- RQ1: Ja, er vindt alignment plaats op lexicaal en structureel niveau
- RQ2: Ja, we leren meer over SCMC door eye-tracking

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## **Kwantitatieve analyse van lexicaal alignment: Krijgen aligned structuren MEER aandacht?**

- Stap 1. Alignde tekst identificeren
- Stap 2. Vergelijk aandacht voor gealignde tekst met baseline (normaal lezen)



# Stap 1. Identificeren van alignment (overlap tuseen partners)

N-gramanalyse: overlap van woordgroepen van **3-tot-10-woorden**

Time	ID	Chatlog
07:27	P6	we dont know <b>the researchers name</b>
07:28	P1	i was wandering whether <b>the researchers name</b> is needed because usually we will mention that but in my examples there not
07:31	P1	this case study addresses listening comprehension and vocabulary acquisition by integrating <b>writing and pictorial annotations</b>
07:33	P6	i think the word multimedia annotations is better than <b>writing and pictorial annotations</b>

## Stap 2a. Dynamische Aols

→ Dynamische Aols

- Rond overlappende tekst totdat partner dezelfde tekst gebruikt of het boven van het scherm verdwijnt
- Rond baseline (alle bijdrages van partner in een complete interactie) totdat tekst boven van het scherm verdwijnt

**How can we measure  
eye gaze data in SCMC?**

**S**pontaneously **C**reated. **M**oving **C**onstantly

## Stap 2b. Vergelijking van oogmetingen (aandacht) Aligned tekst vs. baseline

- Totale fixatieduur                      TFD                                      TFD/Let
- Aantal fixaties                              #F                                      #F/Let
  
- Normalisering (delen door aantal letters incl. spaties)
  - “writing and pictorial annotations”                                      33 letters incl. spatie
  - “the researchers name”                                      20 letters incl. spatie

# Resultaten

- Baseline data
- Alignment data

# Resultaten: Alignment vs. Baseline

- 8759 woorden; per paar: M = 2920; SD = 586
- 82 instanties van overlappende tekst in 3 x 6 interacties
- 59 (72%) voor analyse (9 lage kwaliteit; 14 geen fixaties)

ID	Totale fixatieduur / let		# fixaties / let	
	Baseline Mean (SD)	Alignment Mean (SD)	Baseline Mean (SD)	Alignment Mean (SD)
P1	.074 (.085)	.084 (0.084)	.369 (.383)	.353 (0.362)
P2	.176 (.204)	.199 (0.306)	.844 (.872)	.867 (1.108)
P3	.114 (.152)	.151 (0.134)	.565 (.638)	.746 (0.516)
P4	.036 (.449)	.147 (0.313)	.163 (.127)	.700 (1.389)
P5	.031 (.021)	.037 (0.008)	.187 (.114)	.307 (0.080)
P6	.041 (.043)	.068 (0.061)	.159 (.107)	.285 (0.218)
<b>M</b>	<b>.079 (.057)</b>	<b>.114 (0.061)</b>	<b>.381 (.277)</b>	<b>.543 (0.257)</b>

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<b>woord</b>	<b>.360</b>	<b>&lt;</b>	<b>.523</b>	<b>1.743</b>	<b>&lt;</b>	<b>2.483</b>

# Conclusie

## Theoretisch

### Alignment

- ...hangt er mee samen hoe **vaak** (maar niet hoe lang) iemand naar een bijdrage kijkt.
- ...nauwelijks verband met **zichtbare** aandacht.
- ...is ook in de T2 **automatisch, impliciet, onbewust handelen ?**

## Computerchat

## Methodologisch

### Eye-tracking

- Geeft interessante inzichten in waar we onze aandacht op richten tijdens computerchat
- Er is nog veel vervolgonderzoek nodig en mogelijk



## Tussenstand

Michel & Stiefenhofer (in prep):  
subjunctief Spaans door Duitse leerders

Michel (in press):  
zinsvolgorde Duits door Britse leerders

Michel & Smith (2017):  
lexicale items in het Engels

- meer obligatorische contexten creëert
- Studenten aanzet om een (vermeden) structuur te gebruiken.
- Alignment tijdens chat **kan** bijdragen tot leren.
  
- Alignment gaat **niet** per se gepaard met **zichtbare aandacht**.

## Alignment in T2 chat interacties

Michel & Stiefenhofer (in prep):  
subjunctief Spaans door Duitse leerders

Michel (in press):  
zinsvolgorde Duits door Britse leerders

Michel & Smith (2017):  
lexicale items in het Engels

Michel & O'Rourke (lopend): tutor vs. peer  
bijzinsvolgorde in het Duits door Engelse leerders

# Rol van de chatpartner: tutor vs. peer

## Michel & O'Rourke (lopend project)

**Session 2: Chatting with a partner participant**


You have 30 minutes to chat with your partner participant on the task provided below.

**Task 2**

You have been voted to be the representative of UK/ Ireland in a student debate about the teaching and learning of German.

Together, you will have to propose five direct measures that should be implemented at different levels of education (from primary to secondary to tertiary education) to improve German teaching and learning. At the end of the chat, please provide your joint five ranked measures.

Please discuss **in German**.



hifsbereit, weil die Umwelt mehr entspannend ist.

weniger Zwang. 13:37

**Participant1 LancsAr**

Oh das klingt ganz toll! Also wir haben so viele Ideen was man machen koennte um Deutsch auf die Uni zu verbessern!! 13:37

Was fuer kinder koennen Lehrern machen um Deutsch zu entwickeln?! 13:38

ich denke Deutsch ist nicht so beliebt in der Hochschule

via Skype Send SMS from Skype

# Tijd voor vragen

Met dank aan..

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