



Co-funded by
the European Union



Self-assess interaction skills in cultural and language learning activities



CORDIALIS

2023 – 2024

Augustin Lefebvre & Julia Nyikos (De l'Art et D'autre)

Maarit Mutta & Soila Merijärvi (University of Turku)

Grazia Lucantoni, Maria Moncada & Maira Molinaro (Web per tutti)

Kotryna Kabasinskaite & Kristina Liorentiene (Lithuanian countryside tourism association)

Agreement number: 2021-1-FR01-KA220-ADU-000033544

TABLE OF CONTENTS

1. Introduction: Interaction formats covered by CORDIALIS	3
2. Addressing practical needs	3
3. What do we mean by social interaction?	4
4. The field of video-mediated interaction (VMI)	4
5. Video-mediated interaction through a telepresence robot	5
6. Interactional organisation of a fractured ecology	5
7. Sequences of showing an object	5
8. What is meant by evaluation in the CORDIALIS project?	6
9. What do we mean by skills / competences in this project?	7
10. Understanding skills means understanding the organisation of social interaction in the context of learning or cultural mediation	7
11. General structure of cultural and language learning interactions	8
11.1. Opening the activity	8
11.2. Accomplishing the activity	9
12. Specific skills of the facilitator and the participants in cultural and language learning interactions	10
12.1. List of skills	10
12.2. Description of skills	11
References	17

This manual complements our training manual for interaction skills in cultural mediation and language learning situations. In this handbook, readers will find a set of theoretical and practical tools for evaluating their practice in cultural mediation and language learning situations, both face-to-face and at a distance, whether they are professionals, volunteers, learners or participants.

1. Introduction: Interaction formats covered by CORDIALIS

The CORDIALIS project focuses on social interaction and skills that participants in these interactions mobilise and make observable. We are specifically interested in two types of social interaction and the interactional skills that correspond to them.

1. The CORDIALIS project is interested in video-mediated social interactions because they offer a means of connecting geographically distant people in cultural, commercial or educational activities. The 'fracturing' (Luff et al. 2003) of these interactions leads to a number of specificities (see in particular sections 4 and 6).

2. The CORDIALIS project is also interested in more traditional 'face-to-face' interactions, in particular those in which participants mobilise elements of heritage rooted in different European regions to discuss, play or learn.

The term *hybrid interaction* refers to the alternation between online and face-to-face sessions, or the combination of face-to-face and remote participants during the same event (see e.g. Manciaracina 2020; for hybrid learning/teaching, see also Lintunen et al. 2017).

In both cases, many of the interactional skills involved in speaking and turn-taking are similar. This document proposes a *self-assessment* grid that will enable different audiences - mediation or teaching professionals, learners, students, participants in cultural workshops - to gain a better understanding of how these two types of interaction work, as well as their own interactional skills. This grid will enable these different audiences to refine their ways of interacting, gaining confidence, motivation and the ability to collaborate in cultural mediation activities linked to cultural heritage, the presentation of craft objects or language learning. This grid is part of applied research aimed at gaining a better understanding of interactional skills (Lefebvre et al. 2020; Cekaite et al. 2022) and can be used to support the teaching/learning/training of people in the field of cultural mediation, language learning and the presentation of craft objects. More generally, this document may be of interest to anyone, whether professional or simply curious, who wants to learn more about the nature of interactional skills and social interaction.

2. Addressing practical needs

This evaluation grid responds to practical questions that arise in the teaching, training or mediation situations mentioned above. The following questions summarise these needs:

1. How to better understand the interactive learning process in online or face-to-face activities and adapt practices accordingly?
2. How to share know-how or run online training courses, between trainers and participants or between participants themselves?
3. How can learners or participants be motivated in a video-mediated learning context (formal and informal)?
4. How can learner autonomy be strengthened?
5. How can the cultural diversity of learners be taken into account?

6. How to collaborate within a group during a learning activity?
7. How to reflect on facilitators and participants' behaviour in distance learning?
8. How to share knowledge of cultural heritage through teaching interaction (mediated by video or face-to-face), while listening to and taking into account the plurality of cultures?
9. How to develop conflict management and group dynamics skills?

3. What do we mean by social interaction?

Social interaction is the place where society is continuously produced, every day, in the multiplicity of its forms: from the family nucleus to friendship networks, from the institutional world (professional, legal, educational, etc.) to the major state and international structures. Research into ethnomethodology (Garfinkel 1967, 2002) and conversation analysis (Sacks 1992, Schegloff 2007) has shown that on all these occasions, the organisation of speech in interaction presents similarities that lead researchers to consider that this organisation is *context-free* and *context-sensitive* (Sacks et al. 1974). It does not depend on any context and at the same time it adapts to all contexts. It is *context-shaped* and *context-renewing* (Heritage 1984). It is constructed by the context while updating it over the course of the interaction.

At the heart of social interaction is the fact that syntax (i.e. a certain succession of units such as words and gestures) is a resource that makes it possible to organise the change of speaker. But in reality syntax is not only carried by linguistic resources but by gestures, head and eye movements (Goodwin 1979, 2007, 2018), whole-body movements (Lefebvre 2023), and the manipulation of objects. Social interaction is multimodal and multisensorial (Cekaite & Mondada 2020, Mondada 2021).

Central to CORDIALIS, interaction is the place where participants can exchange and discover knowledge about cultural heritage, teach and learn languages, present craft objects and build a craft identity.

The most important dimension of social interaction is its sequentiality, i.e. the fact that it is from turn to turn (of speech, or gesture, etc.) that participants build their intersubjectivity and a shared understanding of the activity in progress. We return to this notion in the following sections.

4. The field of video-mediated interaction (VMI)

The term *video-mediated interaction* (VMI) refers to interactions conducted using technologies that enable synchronous communication via a video link (Due & Licoppe 2020). This type of interaction developed considerably during the COVID-19 pandemic, leading some authors to speak of a 'new normal' (Due & Licoppe 2020, 2).

The main characteristic of these interactions is that the participants are not located in the same physical place. These interactions are referred to as "fractured" (ibid.). Although VMIs are based on Information and Communications Technologies (ICT), the approach we are developing, from the perspective of conversation analysis, focuses not on the technological systems themselves but on the human interactions that emerge in these systems (ibid., 4; Mondada 2007).

Studies have been carried out on VMI in a variety of social contexts (commerce, education, courts, medical consultations, surgery, etc.). As a *medium*, the audio/video support for communication poses constraints on interaction, as is the case for the telephone or virtual reality. If we think about the influence of the video device on social interaction, we need to examine both what this device makes possible for participants (for example, sharing and examining images) and how participants mobilise this device to accomplish their tasks. In the CORDIALIS project, numerous interactions were organised around the sharing of various images which triggered exchanges about the participants' heritage.

5. Video-mediated interaction through a telepresence robot

VMI can be conducted by using varying technologies, platforms and means. One method for combining in-person and remote meetings is with telepresence technology. As an example, during the CORDIALIS-project, a telepresence robot was utilised to create a hybrid setting in a Spanish classroom during one of the workshops. A telepresence robot is a remotely controlled video conferencing tool that can move around in a space, such as a classroom (Jakonen & Jauni 2021, 2022). It allows hybrid teaching, online and in-person teaching at the same time, in a manner that will make the online learners less dependent on the teacher. The telepresence robot is a wheeled conveyor that is equipped with a tablet computer that establishes video and audio links between the teacher and the remote participants; the device displays the person's face and voice, and the person can see and hear the other classmates via a webcam and microphone, and the wheel allows the learner to change the robot's location within the classroom.

6. Interactional organisation of a fractured ecology

These considerations raise questions about what participants perceive during their interaction (the notion of affordance, Gibson 1979). In the case of VMI, perception is shaped by the fact that interaction takes place in a "fractured ecology". This means that the environment from which a participant produces a message is physically separated from the environment where it is received (Luff et al. 2003, 55). Participants can therefore adjust to this ecology or mobilise it in innovative ways.

At the opening of the interaction, research has revealed the development of new pre-opening sequences which show participants orienting themselves towards the technological device, with turns of phrase such as "can you hear me?", "can you see me?", which can be produced before the classic polite formulations "how are you?" etc. (Due & Licoppe 2020, 7).

Another specific feature of VMIs concerns greetings, which may occur incrementally, first via messaging, then via the audio channel, and finally video. The successive use of these different modes of communication has an impact on the sequentiality of participants' contributions (ibid.8). Indeed, a specific feature of VMI concerns the way in which each participant appears on the screen and mobilises his or her gaze. Research shows that participants seem to focus on the faces on the screen rather than on the cameras transmitting the video. The faces become resources for producing meaning through head nods or facial expressions.

In addition, if a part of the body is hidden, participants often use their arms and hands to enhance their speech with a variety of gestures (pointing, descriptions, etc.). However, it seems that multimodal actions (speech + gestures) are minimised in VMI in favour of securing the other person's availability for communication (reciprocity). There are also numerous *verification sequences* during which participants manage problems related to technological disruptions (Mlynář et al. 2018, 77) ensuring that all the participants have understood or perceived the new information or data (e.g. new image, object shown by a participant) in a relevant way.

7. Sequences of showing an object

Research on VMI in institutional contexts (Due & Licoppe 2020) has identified the recurrence of moments when participants express the need to show an object. These moments are characterised by "object-centred sequences" (see for example Tuncer et al. 2019). These sequences are opened by an organisation of the interaction in which the participants verbally

construct the relevance of observing the object in question. These preliminary sequences may involve different forms of justification. During the demonstration of the object, participants no longer observe the faces on the screen but the object being examined; speech is configured by the task of examining the object, where participants can in particular comment on it or ask questions about it.

In the activities designed in CORDIALIS as well as in the interactions filmed during the activity tests, sharing, observing and talking about objects or images of objects, elements of heritage, constituted a primary resource of the interactions, in particular during video-mediated exchanges.

Now that the sociolinguistic framework has been established, we need to specify what we mean by competence assessment in this context.

8. What is meant by evaluation in the CORDIALIS project?

The term *assessment* is generally associated with the term test. Tests are used to assess different skills or to achieve certain objectives. For example, to determine the success of a course of study, an aptitude test may be administered. A placement test is used to determine a learner's level before placing them in a group that corresponds to their level. Tests can also be used to assess a learner's knowledge at a given point in a course, known as an achievement test. There is a wide variety of tests (see Bolton 1991) or self-assessment instruments (see Council of Europe 2001; Huhta 2019).

One problem with tests is that the more extensive the material to be assessed (e.g. a text or a speech), the more it involves interpretation by the assessor, which can lead to wide variations in results depending on the examiner. Tests can therefore be distinguished according to their degree of openness. The more limited the expected responses, the less the examiner's interpretation can interfere with the results. On the other hand, the nature of the test items means that the object of the assessment leaves little room for the learner or the person being assessed to express originality.

The approach adopted in this project aims to move beyond the limitations of tests by basing assessment on the proven practices of participants, i.e. the way in which participants accomplish an activity spontaneously. The idea is to build skills assessment tools based on the interactive practices of the participants who will be assessed. A central challenge of the evaluation approach described here is therefore to be able to collect data that makes the spontaneous practices of the participants available for analysis (see section "How to collect video recordings » in the *training document*).

The object of the assessment in question here is therefore the competence of an individual engaged in an activity. This competence cannot be captured by a test or by the evaluator's interpretation. The competence in question corresponds to the way in which an individual finds a (spontaneous) solution to accomplish a task in an activity. For an explanation of the match between a skill and the accomplishment of an activity, we can refer to research in ethnomethodology (Garfinkel 1967, 2002). One thing to remember is that a competent facilitator or participant is someone who is able to mobilise a range of skills (see list below) rather than just a limited number. The fluidity of the interaction is linked precisely to the fact that the participants are capable of adapting to the contingencies of the activity by mobilising a variety of skills. We therefore need to be clear about what we mean by skills or competence.

9. What do we mean by skills / competences in this project?

The term competence refers to a wide variety of concepts, depending on the different human sciences that have taken it up. In French, the first meaning of the term belongs to the legal field and designates the "Ability of a public authority to perform certain acts". (CNRTL 2023). By extension, competence refers to "a person's ability to make value judgments in a field in which he or she has in-depth knowledge". (ibid.) The interest of this second definition is that it highlights the fact that a skill is not just the ability to do something, but also the ability to make a reflective judgement on an action.

In linguistics, competence precedes performance. Competence corresponds to an abstract ability that enables an individual to generate an infinite number of grammatical sentences (Chomsky 1965). From this perspective, competence is a-social and a-historical. Quite quickly, however, under the impetus of research in sociolinguistics or the anthropology of language, it was recognised that linguistic competence included a component which concerned the use of language in a given situation (Hymes 1972). For example, a competent speaker knows when to speak, when not to speak, with whom, about what, in what way, and so on. These studies also showed that in the historical evolution of language, lexical elements could lose their meaning and be transformed into grammatical elements. The socio-historical *use* of language thus influences the structure of language, that is, the nature of competence. More recent studies have focused even more closely on the fact that competence is closely connected to the context in which it is used (Lefebvre et al. 2020; Cekaite et al. 2022). For example, there is a close link between the structure of speech turns in interaction and the change of speaker (Sacks et al. 1974), and the learning of new skills is accomplished in the multimodal sequentiality of interaction (Lefebvre 2019, 2020, 2022). In this project, in line with the most recent research in interactive linguistics, we believe that a skill or a competence should be understood in the context of the social situation in which it is used, i.e. in social interaction. The descriptions of skills that we propose are therefore all empirical in nature, i.e. based on the analysis of video data of social interactions.

10. Understanding skills means understanding the organisation of social interaction in the context of learning or cultural mediation

The interactions discussed in this section are part of what research in conversation analysis calls *interactions in an institutional environment*. The institutional aspect of the interaction is an accomplishment for the participants, which takes the form of a specific organisation of speech (Heritage & Clayman 2010) with the central idea that the institutional context gives a certain form to the actions (context-shaped, Heritage 1984) but that these actions in turn construct the context (context-renewing, ibid.). Drew and Heritage (1992) have shown that interaction in an institutional environment has an impact on the organisation of turn-taking turn sequences and lexical choices, and produces forms of asymmetry between participants. Finally, interactions in an institutional setting are characterised by the presence of a very specific goal, which is the purpose of the participants' meeting (to give a consultation, to give a language course, etc.; Drew & Heritage 1984).

What about the interactions we were able to film and analyse as part of the CORDIALIS project?

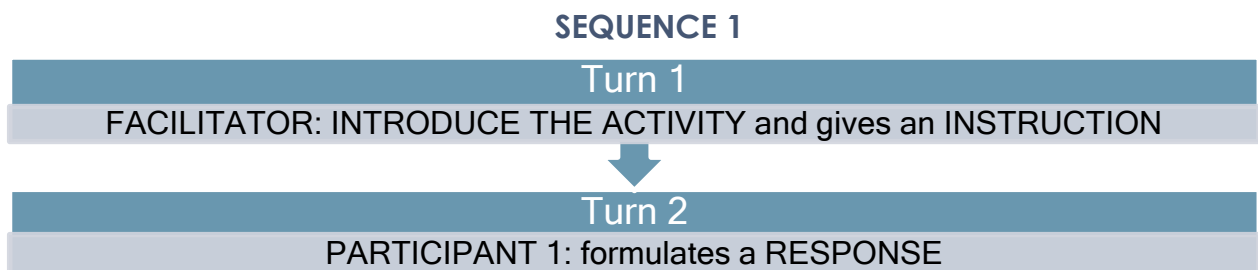
11. General structure of cultural and language learning interactions

When a facilitator or teacher is present, the interaction takes on a particular form, as he or she leads the activity. The other participants are in a position to respond, or to take initiatives within the framework that he or she has developed or proposed. A specific feature of interactions with a facilitator is the presence of turns where the facilitator evaluates the participants' responses. There are variations as to the more or less restrictive nature of this participative framework. The classification of activity as formal, informal or non-formal according to the degree of formality corresponds to some extent to these variations in the participatory framework. Whatever the degree of formality of the activity, the presence of a participant in the role of facilitator implies a particular organisation of social interaction, and this organisation shapes the type of skills that can be observed or assessed.

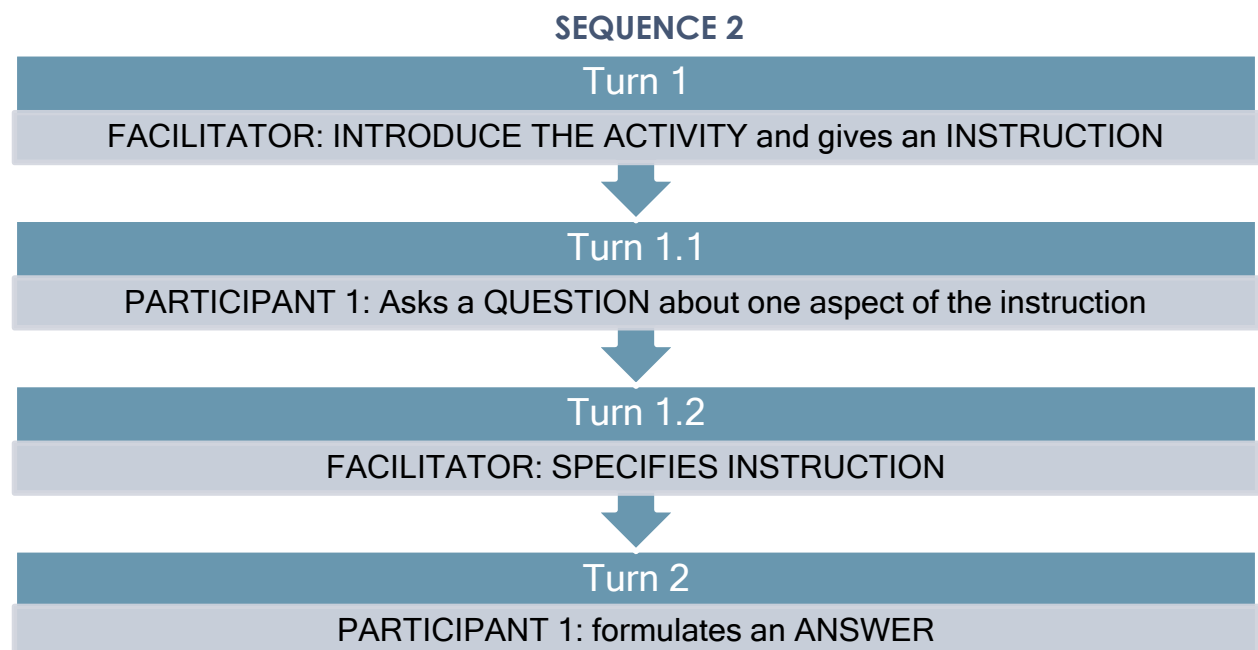
In what follows, we present the structuring aspects of this organisation, which takes the form of specific sequences at different moments in the activity, as well as possible extensions after certain sequences. We will distinguish between 1- the opening of the activity and 2- the accomplishment of the activity.

11.1. Opening the activity

The simplest sequence for opening the activity is:

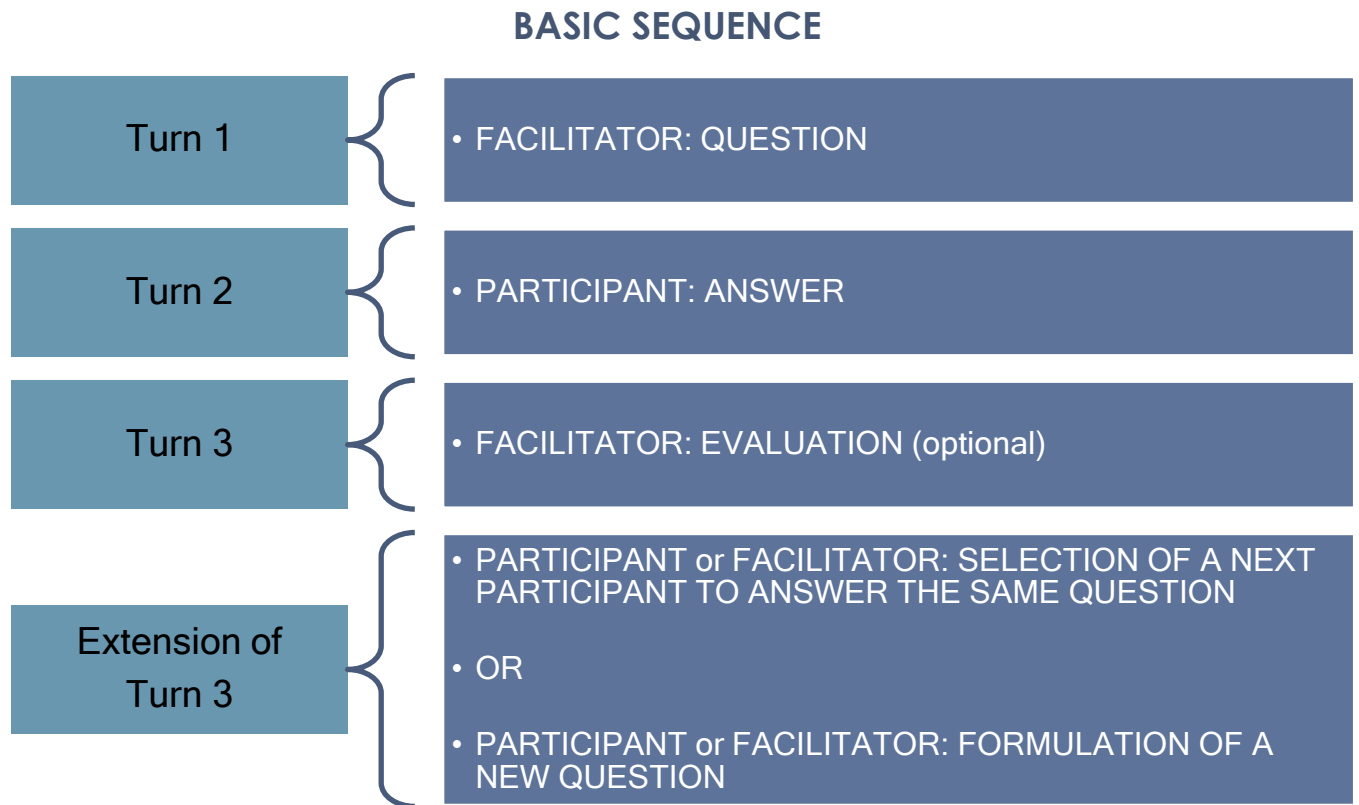


But a negotiation sequence can be integrated between **Turn 1** and **Turn 2**.



11.2. Accomplishing the activity

Accomplishing the activity implies agreement and a shared understanding of what is expected. But this agreement and understanding can always be questioned, discussed and negotiated by the facilitator and the participants.



Here we can distinguish **two main types of organisation for accomplishing** the activity, which can have an impact on this basic sequence.

The first type can be described as **DIRECTIVE**. In this case, it is the facilitator who structures the activity by defining the tasks to be accomplished, evaluating the responses, distributing the floor and deciding when a task has been completed or when it should be continued.

The second type can be described as **OPEN**. In this case, the facilitator steps back as soon as possible and gives the participants the opportunity to define the tasks, evaluate the responses, distribute the floor, and decide when a task is accomplished or not.

Aspects that are more or less DIRECTIVE, more or less OPEN, **can be combined** in the same activity.

Specific skills correspond to these two types of organisation for accomplishing the activity.

12. Specific skills of the facilitator and the participants in cultural and language learning interactions

The skills described in the following sections are not hierarchical; rather, they correspond to ways of constructing the activity at different moments (opening, instructions, etc.) and therefore to choices made by the facilitator, who may wish to offer an activity that is more or less directed, more or less open to participants' initiatives. These ways of opening the activity also have an impact on how the activity will turn out.

Section 12.1 lists the interactional skills we have identified in the course of the activities we have organised in Finland, France, Italy and Lithuania around cultural heritage and second language learning. This will enable the user to discover them quickly and get a general overview. Section 12.2 describes each skill in detail. The skills of facilitators and participants are presented separately.

12.1. List of skills

I. The facilitator's competences at the moment of opening the activity (online)

- 1- Be able to formulate a detailed instruction
- 2- Be able to formulate a general instruction
- 3- Be able to modify the instructions
- 4- Be able to use multimodal resources to present the instructions
- 5- Be able to formulate the learning objectives of the activity
- 6- Be able to adapt to technical or organisational problems

II. The facilitator's competences during the activity

- 1- Be able to provide confirmation
- 2- Be able to personalise instructions
- 3- Be able to specify the instructions during the activity
- 4- Be able to modify the instructions to adapt them to the participants
- 5- Be able to give an evaluation
- 6- Be able to repeat as much as necessary
- 7- Be able to coordinate the group
- 8- Be able to adapt to technical or organisational problems
- 9- Be able to restart the activity after a pause (a long silence) by proposing an extension of the instruction
- 10- Be able to summarise what the participants have just said
- 11- Be able to ask for clarification from the participant who has just spoken
- 12- Be able to move the activity forward - suggest a new item
- 13- Be able to move the activity forward - giving the floor to a new participant
- 14- Be able to ensure that the floor is equally shared by all participants
- 15- Be able to use a sense of humour
- 16- Be able to use oneself as an example to launch the activity
- 17- Be able to value what a participant has just said

III. Types of questions from the facilitator

- 1- Be able to ask questions with an expected answer
- 2- Be able to ask open-ended questions, without an expected answer

IV. Specific features of online interaction

- 1- Be able to coordinate speech and multimedia resources
- 2- Be able to use the mouse cursor to show elements on the shared screen

V. Participant skills

- 1- Be able to appropriate or negotiate the participation framework
- 2- Be able to answer questions from the facilitator
- 3- Be able to formulate argumentative responses
- 4- Be able to produce extensions to a question or task after a closing proposal
- 5- Be able to make spontaneous contributions
- 6- Be able to show agreement with a response or contribution from another participant
- 7- Being able to co-construct a description
- 8- Be able to produce amusing descriptions or contributions
- 9- Be able to propose an instruction /ask a question in place of the facilitator
- 10- Be able to self-interrupt to give the floor to another participant
- 11- Be able to categorise oneself and check whether the category proposed is relevant to continuing the activity
- 12- Be able to express one's own difficulties to others
- 13- Be able to ask for assistance
- 14- Be able to identify someone needing help, and propose a solution to the problem
- 15- Be able to use multimodal resources

12.2. Description of skills

I. The facilitator's competences at the moment of opening the activity (online)

1- Be able to formulate a detailed instruction

Be able to formulate an instruction in a precise way, for example by detailing certain terms of the instruction, giving examples of possible themes or answers. In this case, the facilitator takes the time to anticipate certain problems that the participants may encounter. By using this skill, the trainer has a better chance of obtaining a response from the participants without intermediate questions.

2- Be able to formulate a general instruction

Here, the instruction is formulated without giving any specific details. The underlying principle in this skill is to let the participants interpret the nature of the required task. By using this type of skill, the trainer may receive requests for clarification from the participants before continuing with the activity, or receive responses that are not in line with their initial expectations. This skill implies the implementation of the following skill.

3- Be able to modify instructions

Be able to negotiate or reformulate certain aspects of the instruction with the participants, for example concerning the organisation of turn taking in order to establish a rule defining when it is possible to speak.

4- Be able to use multimodal resources to present the instructions

Be able to support instructions by using visual aids as a non-verbal support tactic, for example by having all the key points of the assignment visible on screen/whiteboard with examples or/and

by using hand gestures to support the verbal instructions. Ex: *PowerPoint instructions for the assignment are visible for participants in a PowerPoint-slide with sentence structure examples and the teacher uses hand gestures, when dividing the learners into smaller groups (especially important in hybrid lessons, as you cannot solely rely on hearing).*

5- Be able to formulate the learning objectives of the activity

Be able to define and summarise the learning goal behind the activity, e.g. define what is the purpose of the activity, what is it that is supposed to be gained by doing the activity. Ex: *The learners are told that the following activity is for them to revise Spanish adjectives.*

6- Be able to adapt to technical or organisational problems

Be able to adapt or change instructions on-the-spot when the original plan cannot be completed, for example, if a digital tool is malfunctioning or there are more or less participants than anticipated. Ex: *The teacher starts giving instructions for the assignment, and realises that the original plan does not support the learning goals, so she changes the group size on the spot.*

II. The facilitator's competences during the activity

1- Be able to provide confirmation

This skill responds to the fact that it must always be assumed that something has not been understood, or at least that participants may need to check whether they have adequately understood what they should or can do. Confirmation can therefore be produced on the initiative of the facilitator, or in response to a question from a participant.

2- Be able to personalise instructions

Be able to give individual instructions for participants in different situations, for example if some learners are not able to follow through with an activity in the same way as others e.g. if a learner is attending online, while others are present. Ex: *A learner gets private instructions for the activity from the teacher as she is communicating and doing the activity from another space through a telepresence robot.*

3- Be able to specify the instructions during the activity

Be able to reformulate instructions according to participants' questions, or to mention details of the instruction that had not been mentioned previously (when answering, participants may question the relevance of the elements they propose, or wonder if they have understood correctly).

4- Be able to modify the instructions to adapt them to the participants

Be able to adapt or modify the instructions according to the participants' questions (slightly modify the expectations of the activity). Applying this skill means that the facilitator has to take a step back from the initial definition of the activity, or from the representation he or she had of it. In the case of informal or non-formal activities, it may be appropriate to give participants some leeway in deciding on the nature of the tasks to be accomplished. From this point of view, this skill is central.

5- Be able to give an evaluation

The presence or absence of an assessment reflects the more or less formal nature of the activity. One feature of informal interactions is the absence or small number of evaluations. In the case of a teaching/learning activity, assessment allows the learner to validate or invalidate their response and adjust their next actions (for example, revising or moving on to the next point). For the

teacher, giving assessments is therefore a skill that enables the group of learners to adapt their participation practice as well as possible.

6- Be able to repeat as much as necessary

Refer back to elements already seen to ensure that participants can accomplish the task at their own pace. The facilitator can regularly ask participants if they need a previous element (of the instruction or activity) to be reviewed, repeated or re-explained.

7- Be able to coordinate the group

Make sure that the whole group has completed the task before moving on to the next one, or before correcting. The skill of coordinating the group also involves ensuring that one group is not too far ahead or behind the others. In this case, the facilitator may need to provide more personalised instructions.

8- Be able to adapt to technical or organisational problems

This skill mainly involves anticipating problems in advance of the activity. A simple way of anticipating problems in the course of the activity so as not to run out of resources is to plan alternative activities that can be mobilised in the case of a technical or other problem.

9- Be able to restart the activity after a pause (a long silence) by proposing an extension of the instruction

Be able to reformulate an instruction or propose an extension to a task after a long break for the participants, at a moment when the participants no longer have the resources (e.g. no more ideas) to contribute to the activity.

10- Be able to summarise what the participants have just said

Be able to formulate a conclusion based on the participants' previous answers in order to conclude the task in hand.

11- Be able to ask for clarification from the participant who has just spoken

Be able to restart the activity by asking the previous participant to clarify their answer. For example, this might involve asking "Why?" if a participant is simply answering "yes" or "no". It can also mean asking a participant to add a conclusion, a lesson or a generalisation to what they have just said.

12- Be able to move the activity forward - suggest a new item

Be able to structure the activity by giving an instruction that helps it to progress (rather than stagnating by spending too much time on the same point). This can involve the facilitator suggesting that the group move on to the next item, for example, examining a new document or answering a new question.

13- Be able to move the activity forward - giving the floor to a new participant

Be able to structure the activity by giving the floor to another participant. For example, if it appears that a participant has finished examining a document or answering a question, the facilitator can ask another participant to give their version.

14- Be able to ensure that the floor is equally shared by all participants

Be able to get all the participants talking and involved in the activity. This involves, for example, giving the floor to a participant who has not yet given their opinion, or their version of their answer in the case of open-ended questions. It can also mean ensuring that one participant does not monopolise the floor to the detriment of the others.

15- Be able to use humour

Be able to produce amusing descriptions or contributions. By proposing descriptions that make the group laugh, the facilitator can help to strengthen group cohesion.

16- Be able to use oneself as an example to launch the activity

When an online activity begins, it may happen that no participant takes the floor (or even turns on their screen). In such a case, one of the facilitator's skills involves to put themselves forward as a candidate to launch the activity.

17- Be able to value what a participant has just said

Be able to show that what the participant has just said or done is relevant to the activity in progress. Mobilising this skill has the effect of encouraging the learners / participants to pursue their contribution. For example, using this skill enables the facilitator to encourage the participant to continue presenting their craft product at a moment when the participant is not sure of the relevance of what he's saying. This skill can be performed in a minimal way for example with praises or non-verbal resources such as nodding, smiling etc. Ex: *The teacher makes sounds of approval when a learner follows the instructions correctly, and pronounces a Spanish sentence correctly.*

III. Types of questions from the facilitator**1- Be able to ask questions with an expected answer**

In this case, the facilitator asks a question that can only receive one correct answer to the exclusion of all others (for example, asking the name of an object).

2- Be able to ask open-ended questions, without an expected answer

In this case, the facilitator asks a question that can be interpreted freely by the participants (for example, the facilitator might ask a participant if he or she would like to comment on an image).

IV. Specific features of online interaction**1- Be able to coordinate speech and multimedia resources**

Being able to coordinate the linguistic animation of the activity and the animation of the graphic and sound resources on the shared screen. The facilitator should continue to speak while new multimodal resources are being loaded to be shared with the participants. It may happen that loading takes longer than expected, that technical problems arise, or simply that the search for documents monopolises the presenter's attention, even if preparation has been done.

2- Be able to use the mouse cursor to show elements on the shared screen

This simple practice can enable the moderator to orient participants' attention to elements of their choice and invite them to interact on this basis during "showing sequences".

V. Participant skills**1- Be able to appropriate or negotiate the participation framework**

For participants, the opening of the activity provides an opportunity to ascertain the ways in which they can speak or other aspects relating to participation in the continuation of the activity. Applying this skill is a sign that participants can grasp the structuring elements of the activity and/or that they can anticipate potential problems in the continuation of the activity.

2- Be able to answer questions from the facilitator

This is a basic skill for all participants: proposing contributions that are relevant to the activity in progress and to the facilitator's specific requests. This skill may involve only answering "yes" or "no", or very short sentences such as "green" or "the green house".

3- Be able to formulate argumentative responses

This skill involves giving reasons for a choice or a response using elements of syntactic complexity to express causes, consequences, etc. (e.g. "because"). This may also involve showing elements in an image, on an object or in a text.

4- Be able to produce extensions to a question or task after a closing proposal

In this case, the participant proposes an extension to the topic of conversation in progress when the facilitator has just proposed moving on to the next point. This skill demonstrates the participant's appropriation of the activity as well as their commitment / interest in it.

5- Be able to make spontaneous contributions

In this case, the participant does not simply wait for the facilitator's questions or requests before contributing to the activity, but spontaneously takes the initiative to contribute to the activity, whether by anticipating a possible request from the facilitator or by making a contribution on a theme related to the theme of the activity, enriching it in an appropriate way.

6- Be able to show agreement with a response or contribution from another participant

This skill enables participants to show that what another participant has just said is relevant from their point of view. This skill implementation strengthens the cohesion of the group taking part in the activity. This skill is connected to the following skill.

7- Be able to co-construct a description

This skill consists of the participant producing an extension to what a previous participant has just said in order to co-construct a joint description or response. This co-construction can take the form of a sentence constructed by two participants, or the re-use of an element of the previous description in a similar context. It contributes to the cohesion of the group.

8- Be able to produce amusing descriptions or contributions

By proposing descriptions that make the group laugh, the participant can come up with new ideas and help to strengthen group cohesion.

9- Be able to propose an instruction or ask a question in place of the facilitator

While the distribution of roles in teaching/learning interactions (whether formal or informal) implies that the formulation of instructions or tasks is the responsibility of the facilitator, it can happen that participants take the initiative to formulate instructions or ask questions, for example by proposing that the other participants, including the facilitator, guess a piece of information.

10- Be able to self-interrupt to give the floor to another participant

This skill can be used when a participant has already spoken for a long time, or when he realises that he has interrupted, or is going to interrupt, another participant. Using this skill helps to create an atmosphere of trust within the group.

11- Be able to categorise oneself and check whether the category proposed is relevant to continuing the activity

Answering a question or accomplishing a task always exposes the participant to a negative evaluation by the facilitator or another participant. One way of protecting oneself from a

negative evaluation is to self-categorise, so that the proposed answer is understood as relevant from the point of view of the category that has just been specified. For instance, for a participant, starting the activity may consist of mentioning their social category (i.e. an artisan) and explaining why the following activity is relevant from the point of view of this category. Using this skill also ensures that what the participant is about to say is relevant to the activity in hand.

12- Be able to express one's own difficulties to others

Being able to express and explain a difficulty during an activity is a key resource for learning and involvement. This skill enables them to participate in the intersubjectivity of the group, e.g. *A learner, participating through a telepresence robot from another space, expresses out loud that she cannot see what adjectives others have written on post-it notes nor can she hear them when they are saying the adjectives out loud.*

13- Be able to ask for assistance

This skill complements the previous one. It shows the learner's or participant's awareness of their needs in order to progress, e.g. *A learner, participating through a telepresence robot from another space, asks others to repeat the adjectives they have already said, because she had difficulties in hearing them and asks them to talk one by one so she can hear them.*

14- Be able to identify someone needing help, and propose a solution to the problem

This skill is used when a participant takes the initiative to help one of their partners. For example, in one of our videos, *an instructor proposes that the learner, who is participating via a telepresence robot from another space, should zoom in on post-it notes, where the information that the learner needs are written on.*

15- Be able to use multimodal resources

Using non-verbal communication enables to ease the interaction, for example nodding, when something is correct. e.g. *A learner uses non-verbal cues, like shaking her head and clapping, when she is communicating to others via a telepresence robot from another space.*

References

- Bolton, S. (1991). *Évaluation de la compétence communicative en langue étrangère*. LAL Crédi Hatier / Didier. Saint-Cloud.
- Cekaite, A., & Mondada, L. (Eds.) (2020). *Touch in Social Interaction: Touch, Language, and Body*. Routledge.
- Cekaite, A., Domeij, K., Lefebvre, A., Macsay, K., Nyikos, J., & Zaray, S. (2022). *Evaluating Communication Skills in Social Interaction*. COOBA Project <https://www.mfab.hu/app/uploads/2022/05/cooba-IO5publication-ENG.pdf>
- Chomsky, N. (1965). *Aspects of the Theory of Syntax* (50th ed.). The MIT Press. <http://www.jstor.org/stable/j.ctt17kk81z>
- CNRTL (2023). <https://www.cnrtl.fr/definition/comp%C3%A9tences> (Accessed on 10 December 2023)
- Council of Europe. (2001). *Common European framework of reference for languages: learning, teaching and assessment*. Cambridge: Cambridge University Press. <https://assets.cambridge.org/052180/3136/sample/0521803136ws.pdf>
- Drew, P., & Heritage, J. (1992). *Talk at Work: Interaction in Institutional Settings*. Cambridge University Press.
- Due, B. L., & Licoppe, C. (2021). Video-Mediated Interaction (VMI): Introduction to a special issue on the multimodal accomplishment of VMI institutional activities. *Social Interaction. Video-Based Studies of Human Sociality*, 3(3). <https://doi.org/10.7146/si.v3i3.123836>
- Garfinkel, H. (1967). *Studies in Ethnomethodology*. Prentice Hall: Englewood Cliffs, N. J.
- Garfinkel, H. (2002). *Ethnomethodology's program: Working out Durkheim's aphorism*. Lanham Md.: Rowman & Littlefield Publishers.
- Gibson, J. J. (1979). *The Ecological Approach to Visual Perception*. Boston: Houghton Mifflin.
- Goodwin, C. (1979). The Interactive Construction of a Sentence in Natural Conversation. In G. Psathas (Ed.), *Everyday Language: Studies in Ethnomethodology* (pp. 97–121). New York: Irvington Publishers.
- Goodwin, C. (2007). Participation, Stance and Affect in the Organization of Activities. *Discourse and Society*, 18(1), 53–74.
- Goodwin, C. (2018). Why Multimodality? Why co-operative action? *Social Interaction. Video-Based Studies of Human Sociality*, 1(2).
- Heritage, J. (1984). *Garfinkel and Ethnomethodology*. Cambridge: Polity Press.
- Heritage, J., & Clayman, S. (2010). *Talk in action: Interactions, identities, and institutions*. Chichester, U.K.; Malden, MA: Wiley-Blackwell.
- Huhta, A. (2019). Understanding self-assessment - what factors might underlie learners' views of their foreign language skills? In A. Huhta, G. Erickson & N. Figueras (Eds.), *Developments in Language Education: A Memorial Volume in Honour of Sauli Takala* (pp. 131–146). University of Jyväskylä. <http://urn.fi/URN:ISBN:978-951-39-7748-1>
- Hymes, D. (1972). On Communicative Competence. In J. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269–285). Harmondsworth: Penguin Books.
- Jakonen, T., & Jauni, H. (2021). Mediated learning materials: visibility checks in telepresence robot mediated classroom interaction. *Classroom Discourse*, 12(1–2), 121–145. <https://doi.org/10.1080/19463014.2020.1808496>
- Jakonen, T., & Jauni, H. (2022). Managing activity transitions in robot-mediated hybrid language classrooms. *Computer Assisted Language Learning*. DOI : <https://doi.org/10.1080/09588221.2022.2059518>

- Lefebvre, A. (2019). Observer et évaluer les pratiques de médiation culturelle ciblant des publics dits éloignés : une approche interactionnelle et multimodale. In A. Lefebvre & J. Maar (dir.), *Cahiers de la nouvelle Europe*, 26 (pp. 275–291). Paris : L'Harmattan.
- Lefebvre, A. (2020). The Anatomy of Learning a Foreign Language in Classroom with a Textbook: An Interactional and Multimodal Approach. In S. Bagga-Gupta, A. Golden, L. Holm, H. P. Laursen & A. Pitkänen-Huhta (Eds.), *Reconceptualizing Connections between Language, Literacy and Learning*, (pp. 55–82). Cham: Springer.
- Lefebvre, A. (2022). Leader and follower: Towards the Organization for Economic Co-operation and Development's two interactional categories to describe learning situations? *Bandung*, 9(1-2), 183-222. <https://doi.org/10.1163/21983534-09010008>
- Lefebvre, A. (2023). A Syntax for the Martial Intercorporeality: The Case of Aikido and Kenpo. *Human Studies*, 46(4), 783–806.
- Lefebvre A., Nyikos, J., Varhegyi, V., Dubrana, E., Mileti, I., Mutta, M., Peltonen, P., Hellström, S., Danzinger, J., & Moosmüller, L. (2020) VIA: Video-based Interaction-Assessment Methodology. LALI Project http://www.lali-project.eu/wp-content/uploads/2020/02/LALI_ENG_FINAL_18.02.20.pdf
- Lintunen, P., Mutta, M., & Pelttari, S. (2017). Profiling language learners in hybrid learning contexts: Learners' perceptions. *The EuroCALL Review*, 25(1), (March 2017), 61–75. <https://polipapers.upv.es/index.php/eurocall/issue/view/710>
- Luff, P, Heath, C., Kuzuoka, H., Hindmarsh, J., Yamazaki, K., & Oyama, S. (2003). Fractured Ecologies: Creating Environments for Collaboration. *Human-Computer Interaction*, 18(1), 51.
- Manciaracina, A. (2020). A tool for designing hybrid learning contexts in higher education. *Interaction Design and Architecture(s) Journal*, 46, 137–155. <https://doi.org/10.55612/s-5002-046-007>
- Mondada, L. (2007). Intertwining Technology and the Interactional Order. *Rezeaux*, 144(5), 141–182.
- Mondada, L. (2021). *Sensing in Social Interaction: The taste for Cheese in Gourmet Shops*. Cambridge: Cambridge University Press
- Mlynář, J., Gonzales-Martínez, E., & Lalanne, D. (2018). Situated organization of video-mediated interaction: A review of ethnomethodological and conversation analytic studies. *Interacting with Computers*, 30(2), 73–84.
- Sacks, H. L., Schegloff, E. A., & Jefferson, G. (1974). A Simplest Systematics for the Organization of Turn-Taking for Conversation. *Language*, 50(4), 696–735.
- Sacks H. (1992) *Lectures on Conversation*. Oxford: Blackwell.
- Schegloff E.A. (2007). *Sequence Organization in Interaction*. Cambridge: Cambridge University Press.
- Tuncer, S., Licoppe, C., & Haddington, P. (2019). When objects become the focus of human action and activity: Object-centred sequences in social interaction. *Gesprächsforschung: Online-Zeitschrift zur verbalen Interaktion*, 20, 384–398.



Co-funded by
the European Union

The project is being implemented by:



<https://delartetdautre.com>



LITHUANIAN COUNTRYSIDE
TOURISM ASSOCIATION

<https://www.atostogoskaime.lt>



UNIVERSITY
OF TURKU

<https://www.utu.fi>



<http://www.webpertutti.eu>