

**LEARNING THROUGH SHARING :
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Case study investigation of CMC with young language learners

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Abstract

By providing an authentic experience with the world outside the classroom, CMC seems to enhance the learning potential of conventional lessons. Thus, the assumption underlying programmes supporting the use of videoconferencing to teach and learn a foreign language is that it will help young learners develop their oral and socio-cultural skills. However using CMC with young language learners proves to be very challenging for primary teachers whose expertise both in the linguistic and technological fields has still to be developed. Besides, as the use of videoconferencing with young language learners is still an emerging area of research, it seems important to conduct empirical studies that will allow the whole community (teachers, teacher-trainers, academics and local authorities) to have access to research results bringing to light the possible impact of the use of videoconferencing on learning outcomes. Following Pritchard & al. who show that "students who have experienced the video-conferenced lessons have more confidence to speak in lessons; their pronunciation is generally good; they are quick to pick up new words; they have more confidence to experiment with language; in general they produce language of a higher quality" (2010, p. 217), our work examines the impact of CMC on students' communicative skills and teachers' action.

For this presentation, we will more particularly focus on videoconferencing sessions taking place between young French and English learners as they play a well-known game "The Cluedo". We will present the results of a study that relies on a collaborative project in which researchers, teacher-trainers and French and English teachers are involved. To bring to light the potential impetus to learning videoconferencing can bring, we will compare two sessions: a mono-national and a bi-national session involving videoconferencing during which this game is implemented.

Furthermore, we will describe the theoretical tools we use to conduct our analyses and show how we bring together notions borrowed from three main fields: distance education and, more particularly, research on the effects of videoconferencing on the teaching and learning process, the teaching and learning of foreign languages and cultures and the joint action theory for didactics (in particular, Sensevy, 2011a, 2011b; Sensevy & Mercier, 2007). Following previous analyses (Gruson, 2010) the presentation of this research will allow us to show the impact of the *reciprocity contract* on the didactic milieu and contracts.

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