Telecollaboration in University Foreign Language Education

Detailed Conference Programme of the INTENT conference: 12-14 February 2014

Facultad de Filosofía y Letras
University of León, Spain

http://unicollaboration.unileon.es/

The INTENT project and this conference have been funded with support from the European Commission. This project reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
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IMPORTANT INFORMATION ABOUT LEÓN & THE UNIVERSITY OF LEÓN (ULE)

GETTING TO THE CONFERENCE BUILDING

Facultad de Filosofía y Letras: Universidad de León, Campus de la Vegazana, 24071 León

The conference will take place in the Faculty of Humanities (ask for “La Facultad de Filosofía y Letras”) on the main campus of the University of León: http://www.unileon.es/en. There will be a reception desk open on the ground floor of the building from 08.30 on Wednesday 12 February and student helpers waiting at the campus bus stop to accompany you to the faculty.

The campus is located outside of the town and the hotels we recommended to you on the conference website (http://unicollaboration.unileon.es/travel-26-hotels.html) are all in the town centre.

You can get to the campus by taking a taxi (approximately 7-10€ depending on traffic and your hotel’s location) or you can get one of the buses which will take you to the campus. A taxi shared by four people from your hotel is probably the most comfortable option on the first morning of the conference and will cost just a little more than 4 bus tickets. Taxi number: (34) 987 261415 or ask at the reception of your hotel.

Buses take approximately 30 minutes to get to the campus from the city centre and run every 20-30 minutes. You can take either the 3 or 12 lines – direction ‘Universidad’. The campus bus stop is located directly next to the Faculty of Humanities. The bus costs 1.20€ and you pay the driver as you get on the bus – have the exact change ready!

We recommend viewing the following map of the hotels, bus stops and social event locations online: http://goo.gl/maps/rwj9t
**THINGS TO DO AND SEE IN LEÓN**

León is a small Spanish city (approx. 150,000 inhabitants) which boasts an impressive history and some spectacular historic buildings. When you are visiting León, you should try and find the time to visit its Gothic cathedral, the Basilica of San Isidoro, the historic San Marcos hotel as well as having some local wine and tapas in the Barrio Humedo – León’s famous old quarter.
IMPORTANT INFORMATION ABOUT OUR CONFERENCE

THE SOCIAL PROGRAMME

During the conference, there will be free coffee and refreshments available in the morning and afternoons. We will also provide a light buffet lunch in the cafeteria next to the Faculty of Humanities.

Tuesday

19.30-22.00: Buffet Reception in the Conde Luna hotel, León.

Address: Hotel Conde Luna: Avenida de la independencia 7, León.

‘Pick-up’ from conference hotels to walk to the reception: 19.00

On the Tuesday evening before our conference begins, we would like to welcome you all to a buffet reception in the Conde Luna hotel in the centre of León. This will give you all a chance to meet the INTENT team and chat with others attending the conference. A conference helper will pass by all the hotels listed on the conference website to accompany you to the Conde Luna at 19.00 that evening. You are, of course, free to make your own way there later! The Conde Luna hotel is a 2-minute walk from the Plaza Santa Domingo which has a very large fountain and is right in the centre of town.

Wednesday

20.00: Visiting Tapas bars

Meet up: Cathedral square (Plaza de la catedral) – at the end of La Calle Ancha, just in front of the cathedral.

On Wednesday, you have the opportunity to discover one of León’s most famous features – its tapas bars. It is very traditional in León that when you order a wine/beer/coke in a bar, you are served a free tapa with your drink. These tapas change from bar to bar but they may include ham and cheese, a croquette, a slice of pizza or a piece of Spanish omelet.

We will assemble at 20.00 in front on the cathedral of León in the main cathedral square and form groups of 6-7 people to visit different tapas bars. Some local students have volunteered to bring you to some of the most traditional bars in the ‘Barrio Húmedo’ – León’s old quarter. In order to facilitate paying for your drinks in groups, people usually chip in 7 or 10€ into a
IMPORTANT INFORMATION

‘kitty’ at the beginning of the evening. This avoids everyone having to pay individually in each bar. After some tapas, you may decide to have dinner in one of the local restaurants. Restaurants usually serve dinner between 21.00 and 23.00. [Please note none of this evening’s activities are financed by the conference organisers.]

Thursday

20.30: Gala dinner in San Marcos

Address: Parador San Marcos, Pza. de San Marcos, 7, 24001 León

On Thursday evening we will have our conference gala dinner in the wonderful San Marcos Parador hotel. Tickets for the meal cost 35€ and should have been pre-ordered online before the conference from the conference organisers. When you register for the conference on Wednesday morning, you can collect your tickets from the organising committee. (Please be sure to bring the exact amount of money to pay for your tickets! No credit card payments are possible!) If you haven’t ordered tickets, ask if there are any remaining when you register. The ticket includes your three-course meal, drinks and a disco from 10.00 until late.

SOCIAL MEDIA FOR THE CONFERENCE

There will be a free wifi connection available for all those attending the conference.

A facebook page and twitter feed for the conference are now in use to promote the discussion on university telecollaboration among students, teachers and university management.

- Facebook: https://www.facebook.com/unicollaboration
- Twitter: Tag your comments with #unicollaboration
  You can also follow the INTENT team on twitter here: @UNICollaborate

Please use these social media fora to participate in the conversation in the weeks before the conference. We would like to hear what educators and students think of the following questions:

- What can we do to make telecollaboration more popular and successful at university level?
- Tell us about your experiences of telecollaboration.
In October 2011 the INTENT group (Integrating Telecollaborative Networks into Foreign Language Higher Education) was awarded funding by the European Commission’s Lifelong Learning programme to carry out a 30-month project. The aim of the project is to raise awareness of the advantages of telecollaboration as a tool for virtual mobility in foreign language education among students, educators, student mobility coordinators and (senior) managers at university level. The outcomes of the project include a major survey of telecollaboration practices in European universities, a platform –www.unicollaboration.eu – where educators and mobility coordinators can join and find the necessary resources and tools to learn about and set up telecollaborative exchanges. The team also organised a series of training workshops in universities around Europe to inform and support the teaching and learning community as well as related stakeholders and decision makers. The final major action of our project is this international conference which we hope will contribute to the development of telecollaboration in university education.

Relevant links:

The UNIcollaboration platform: www.unicollaboration.eu

INTENT Project news: http://www.scoop.it/t/intent-project-news

The INTENT study of telecollaboration in European universities: http://intent-project.eu/?q=node/34
**OVERVIEW OF PRESENTATIONS**

**Wednesday 12 February – Morning**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>08.30-09.30</td>
<td>Registration</td>
</tr>
<tr>
<td>09.30-10.00</td>
<td>Opening ceremony: Welcome from Vice-Rector of International Relations &amp; the INTENT team</td>
</tr>
<tr>
<td>10.00-11.30</td>
<td>Plenary 1: Marie-Noëlle Lamy: <em>Telecollaboration: what have we learnt?</em> Presented by: Elke Nissen</td>
</tr>
<tr>
<td>11.30-12.00</td>
<td>Coffee break</td>
</tr>
<tr>
<td>12.00-13.30</td>
<td>Parallel sessions (1)</td>
</tr>
<tr>
<td>13.30-14.30</td>
<td>Buffet Lunch in campus cafeteria</td>
</tr>
</tbody>
</table>

**Strand: Intercultural Learning in TC**

- Room: 14
- **Gilberte Furstenberg**: *The Cultura model: key methodological and pedagogical features*

**Strand: Integration of TC in study programmes**

- Room: 15
- **Ciara R. Wigham, Helen Mayer & Matteo Fumagalli**: An asymmetrical telecollaborative project and the evolution of its learning design: the Université Blaise Pascal – London School of Economics experience.

**Strand: The role of the teacher in TC**

- Room: 16
- **Anna Turula**: One-to-one intercultural exchanges: an attempt at staking the territory

**Strand: Linguistic development in TC**

- Room: Aula Magna
- **Bernd Rueschoff**: Digital tools, language learning and intercultural competence – current perspectives in language pedagogy

**Strand: Integration of TC in study programmes**

- **Randall Sadler & Melinda Dooly**: Language teachers 4 a sustainable 2mrow

**Strand: The role of the teacher in TC**

- **Camino Bueno Alastuey**: Classroom materials creation and pedagogical knowledge improvements in a distance telecollaboration project for pre-service teacher trainees.

**Strand: Linguistic development in TC**

- **Natali Morollón Martí**: Pragmatic awareness through online interaction: A pedagogical model of teaching pragmatics in the foreign language classroom

**Strand: Intercultural Learning in TC**

- **Julie Stephens de Jonge**: Improving intercultural understanding and language skills through the social network platform NING

**Strand: The role of the teacher in TC**

- **Sarah Guth & Suronda González**: Innovative approaches to language and cultural learning across the curriculum

**Strand: Linguistic development in TC**

- **Sabine Flurschütz**: Teletandem between universities: contacts and development

- **Ysabel Olmo**: Objetivo: competencia comunicativa. Telecolaboración entre Italia y Holanda en Español
## OVERVIEW OF PRESENTATION

### Wednesday 12 February - Afternoon

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room/Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.30-16.30</td>
<td>Parallel sessions (2)</td>
<td><strong>Strand: Intercultural Learning in TC</strong> Room: 14 <strong>Strand: Integration of TC in study programmes</strong> Room: 15 <strong>Strand: The role of the teacher in TC</strong> Room: 16 <strong>Strand: Models of TC</strong> Room: 18</td>
</tr>
<tr>
<td>Maisa Zakir: Focusing on culture-related episodes in a telletandem interaction between a Brazilian and an American student</td>
<td>Maisa Zakir: Focusing on culture-related episodes in a telletandem interaction between a Brazilian and an American student</td>
<td>Maike Grau &amp; Jayne Leh: Telecollaboration as a cultural ice breaker: Investigating undergraduate students’ perspectives of combining face-to-face with computer-mediated interactions</td>
</tr>
<tr>
<td>Mira Bergelson: Intercultural Communication as a by-product of the globally networked learning process</td>
<td>Mira Bergelson: Intercultural Communication as a by-product of the globally networked learning process</td>
<td>Elke Nissen: How are f2f sessions and telecollaboration linked into a coherent blended learning course</td>
</tr>
<tr>
<td>Yasmin El-Hariri: Between formal and informal learning – Pedagogical considerations for the integration of eTandems into traditional language classes</td>
<td>Yasmin El-Hariri: Between formal and informal learning – Pedagogical considerations for the integration of eTandems into traditional language classes</td>
<td>Sake Jager: TC across the board – International collaboration in a European Language and Cultures programme</td>
</tr>
<tr>
<td>16.30-17.00</td>
<td>Coffee break</td>
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<tr>
<td>17.00-18.00</td>
<td>Presentation of INTENT project report, the UNI-Collaboration platform and the position paper on Telecollaboration</td>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Session Details</th>
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<tbody>
<tr>
<td>09.30-11.00</td>
<td>Plenary 2: Michael Byram: <em>Internationalisation or internationalism?</em> Bringing intercultural citizenship to university language learning through international telecollaboration. Presented by: Tim Lewis</td>
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<tr>
<td>11.00-11.30</td>
<td>Coffee break</td>
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<tr>
<td>11.30-13.00</td>
<td>Parallel sessions (3)</td>
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<tr>
<td><strong>Strand: Intercultural Learning in TC</strong> Room: 14</td>
<td>Kurt Kohn: <em>Telecollaboration, lingua franca communication, and speaker satisfaction</em></td>
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<td>Hee-Kyung KIM &amp; Guillaume Clot: A blended learning scenario to enhance learners’ oral production skills</td>
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<tr>
<td><strong>Strand: Integration of TC in study programmes Room: 15</strong></td>
<td>Alfred Markey: Promoting intercultural exchange with Web 2.0</td>
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<td>Mario Tomé: Projets de télécollaboration et production orale dans le Campus Virtuel FLE de l'Université de León</td>
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<tr>
<td><strong>Strand: New Literacies and TC Room: 16</strong></td>
<td>Rocio Blasco: The development of intercultural communicative competence through a telecollaborative exchange between Chinese and Spanish students</td>
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<td>Alberto Bruzos Moro: Framing the exchange: Lessons from a telecollaborative project</td>
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<td>Mirjam Hauck &amp; and Malgorzata Kurek: Fit for purpose through telecollaboration: A pedagogical approach to multiliteracy</td>
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<td>Claudia Berger &amp; Yue Wang-Szilas: Distant foreign language teaching: to what extent can oral exchange in a Chinese-French eTandem course assess for listening and reading comprehension skills?</td>
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<tr>
<td><strong>Strand: Linguistic Development in TC Room: Aula Magna</strong></td>
<td>Bas Bergervoet: Intercultural exchange while staying in the classroom: the VMCOLAB project</td>
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<td>Teresa MacKinnon &amp; Marina Orsini-Jones: Telecollaboration and co-creation: Opportunities for students to make sense of their intercultural interactions through Mahara.</td>
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<td>Kristi Jauregi: Empowering teachers for integrating telecollaboration in their teaching</td>
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<td>Marie-Thérèse Batardière: “I don’t think we got deep enough into the topic” – Examining cognitive presence in students’ asynchronous online discussion</td>
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<tr>
<td>13.00-14.00</td>
<td>Buffet Lunch in campus cafeteria</td>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Parallel sessions (4)</th>
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<tbody>
<tr>
<td>14.00-15.30</td>
<td>Strand: Intercultural Learning in TC Room: 14&lt;br&gt;Strand: Integration of TC in study programmes Room: 15&lt;br&gt;Strand: Models of TC Room: 16&lt;br&gt;Strand: Tasks in TC Room: 18</td>
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<td>Chesla Ann Bohinski, Ronna Feit &amp; Yumei Leventhal: <em>Why in the world would I want to talk to someone else about my culture?</em>&lt;br&gt;Eric Hagley: <em>Cooperative or Collaborative Online Language Exchange - they are very different</em>&lt;br&gt;Yuka Akiyama: <em>Learner beliefs and practices in corrective feedback: Longitudinal evidence from Telecollaboration</em>&lt;br&gt;Malgorzata Kurek &amp; Andreas Mueller-Hartmann: <em>Designing tasks for university telecollaboration</em></td>
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<td></td>
<td>Jue Wang-Szilas &amp; Claudia Berger &amp; East and West encounter in telecollaboration: Collision, reconciliation and comprehension&lt;br&gt;Claude Duée, Justine Martin &amp; Ana López Ortega: <em>Una experiencia castellano manchega.</em>&lt;br&gt;Francesca Helm: <em>Facilitating dialogue in telecollaboration</em>&lt;br&gt;Paola Leone: <em>From Teletandem to usage based tasks: Learning after doing</em></td>
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<tr>
<td>15.30-16.00</td>
<td>Coffee break</td>
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<tr>
<td>16.00-17.30</td>
<td>Parallel sessions (5): Practical Reports of Telecollaboration</td>
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<td>Strand: Intercultural Learning in TC Room: 14&lt;br&gt;Strand: Integration of TC in study programme Room: 15&lt;br&gt;Strand: The student perspective in TC Room: 16&lt;br&gt;Strand: European Projects supporting TC Room: 18</td>
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<tr>
<td>Speaker</td>
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<tr>
<td>Houssine Soussi</td>
<td>Students’ lurking in telecollaborative projects and the development of intercultural communicative competence</td>
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<tr>
<td>Oscar Mora &amp; Carolina Marturet de Paris</td>
<td>Model for virtual immersion MACRO</td>
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<tr>
<td>Yoshihiko Shimizu</td>
<td>Telecollaboration Project between the U.S. and Japan to Enhance Students' Global Competitiveness</td>
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<tr>
<td>Paloma Castro</td>
<td>Telecollaboration as a tool for developing teachers’ competences for plurilingual and intercultural education</td>
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<tr>
<td>Alessia Plutino</td>
<td>Bridging the gap: A self-discovering path into intercultural perception of self and the other</td>
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<td>Ángel Raluy</td>
<td>Promoting intercultural sensitivity through telecollaboration: A practical experience between a Polish and a Catalan university</td>
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<tr>
<td>Carolina Cruz</td>
<td>Online collaborative research: Participants’ perceptions and experiences</td>
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<tr>
<td>Christine Appel, Mairéad Nic Giollamhichil, Colm Ó Ciardubháin, Jeroen van Engen &amp; Sake Jager</td>
<td>SpeakApps platform, tools and contents for Telecollaboration</td>
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<tr>
<td>17.30-18.30</td>
<td>Roundtable discussion panel on Telecollaboration (with reactions to twitter and facebook comments)</td>
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# Friday 14 February – Morning

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>09.30-11.00</td>
<td><strong>Plenary 3:</strong> Shamil Idriss: <em>Taking International Education and Exchange to Scale: The Inevitable Expansion and World-Changing Potential of Virtual Exchange &amp; Mobility</em>&lt;br&gt;Presented by: Francesca Helm</td>
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<tr>
<td>11.00-11.30</td>
<td>Coffee break</td>
</tr>
<tr>
<td>11.30-12.30</td>
<td><strong>Parallel sessions (6): Practical Reports of Telecollaboration</strong></td>
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<td></td>
<td><strong>Strand: Intercultural Learning in TC</strong>&lt;br&gt;&lt;br&gt;<strong>Room: 14</strong></td>
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<td></td>
<td>L. Lynette Kirschner: <em>Combining skype with blogging: A chance to stop reinforcement of stereotypes in intercultural exchanges?</em></td>
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<td>Anne-Mette Bjoeru: <em>English learning in an intercultural perspective – Norway / Russia.</em></td>
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<td>Margarita Vinagre: <em>Preparing teachers for telecollaboration: A case study</em></td>
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<td>Chelo de Andres: <em>Communicating at a distance</em></td>
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<td><strong>Strand: Integration of TC in study programmes</strong>&lt;br&gt;&lt;br&gt;<strong>Room: 15</strong></td>
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<td><strong>Strand: The role of the teacher in TC</strong>&lt;br&gt;&lt;br&gt;<strong>Room: 16</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Strand: The student perspective in TC</strong>&lt;br&gt;&lt;br&gt;<strong>Room: Aula Magna</strong></td>
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<td>Stéphane Méar Garcia: <em>Developing intercultural and language skills through a local telecollaborative writing project</em></td>
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<td>Aurora Castillo &amp; Juan Alcarria: <em>The Language Café: an eTandem experience</em></td>
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<td>Marcelo Concário: <em>Collaboration and autonomy in EFL writing: exploring in-tandem practices with advanced content-based learners</em></td>
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<td>Dr. Marina Orsini-Jones &amp; Mr. Elwyn Lloyd: <em>Student-driven telecollaborative action-research: lessons learnt from the students’ contribution to online learning projects integrated into the curriculum at Coventry University (UK)</em></td>
</tr>
<tr>
<td>12.30-13.15</td>
<td>Closing ceremony and presentation of conference outcomes</td>
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Since the term first appeared nearly two decades ago, 'Telecollaboration' has been defined and redefined to reflect the changes in the learning activities that it has been able to support. Across the international HE sector these have grown more numerous and more complex in nature, as technology has become more multimodal, more mobile and more ubiquitously networked. In this respect, Telecollaboration is no different from neighbouring domains of study such as collaborative learning, task-based learning or language testing. However, where Telecollaboration is unique among fields within CALL is in its honesty in reviewing its own effectiveness. In milestone publications through the decades, Telecollaboration has regularly reviewed its own performance, reporting tensions and failures at least as often as successes. Through this process of critical reflection, writers on Telecollaboration have thrown into relief a number of issues for educators and others to ponder. Some of these (e.g. the importance of integrating it into core syllabi, the potential it offers for accidental learning, the role - and very possibility - of assessment) have been explicitly articulated and debated at conferences and in publications. Others remain much more in the nature of unquestioned assumptions, potentially creating confusion and jeopardising the development of good practise. Through a critical scrutiny of published research on Telecollaboration, I will first review the current consensus on good practise before homing in on the more implicit, contentious issues. In particular I will argue that the definition of culture and the role played by learners’ and teachers’ imagination in creating cultural identities and communities within telecollaborative projects need to be better understood. I will propose that rethinking ‘online culture’ as a product of the here-and-now of the online experience (rather than a coming into contact of pre-existing national and ethnic characteristics) can potentially widen the scope of telecollaborative learning, bringing it into greater synergy with the formal as well as informal learning opportunities of the digital social media culture.

Full Name: Prof. Marie Noelle Lamy
Institution: The Open University
Country: United Kingdom
E-mail: m.n.lamy@open.ac.uk
PARALLEL SESSIONS (1)

STRAND: INTERCULTURAL LEARNING IN TELECOLLABORATION

<table>
<thead>
<tr>
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<th>Wednesday 12 February</th>
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<tbody>
<tr>
<td>Time:</td>
<td>12.00 - 13.30</td>
</tr>
<tr>
<td>Room:</td>
<td>14</td>
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The *Cultura* model: key methodological and pedagogical features

This paper will focus on the key methodological aspects of Cultura, a telecollaborative project known for its pedagogically sound approach. It will highlight the process that allows groups of students to gradually co-construct a complex view of each other's cultures.

It will start by briefly presenting Cultura's specific goals (to access underlying cultural attitudes, values and ways of thinking); its comparative approach; the set of documents and artifacts that students discuss online and in class and that are most conducive to intercultural learning.

It will then highlight the different stages through which students move, from analyzing specific materials individually to discussing their perspectives collectively in class and online. It will provide specific examples of tasks that lead students to constantly expand, review and refine their views, and suggest strategies that allow students to become actively engaged in the process. It will examine the dynamic interplay between all these key components.

**Full Name:** Gilberte Furstenburg  
**Institution:** Massachusetts Institute of Technology  
**Country:** United States  
**E-mails:** gfursten@mit.edu

Transatlantic talk: a web-mediated discussion on literary texts between teacher students

Reading fiction from other cultures may open doors for new perspectives. The aim of this empirical case study was to learn if and how a cross-cultural web-based asynchronous interactive conversation may promote intercultural awareness. This was done by providing teacher students from Sweden and the US with two fictional texts, one from each country, to be discussed on a web platform according to a set task. The study shows that the web-discussion increased the students’ critical cultural awareness.
In further studies the choice of literary texts, student instructions, time management, communication language and medium have to be considered more thoroughly.

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**Improving intercultural understanding and language skills through the social network platform, NING: A report on telecollaboration between Spanish and American students.**

I propose a conference presentation that will describe a telecollaborative project undertaken between students studying Spanish at my university, The University of Central Missouri, and students studying English at the University of León in Spain. In this project, a collaborative, private network is established on Ning, a platform that can be modified to meet social, educational or professional goals. The project has three interrelated goals: 1) to promote intercultural awareness and understanding between American students and Spanish students 2) to use written and oral communication to comprehend, analyze and talk about a variety of topics that are relevant to the students, and 3) to improve language skills and confidence by encouraging authentic, context-based activities.

In the presentation, I will introduce attendees to Ning and the specific ways the network was used in this project. Students will be working mostly in small groups made up of several students from their university and students from the other university. Students will participate in discussion forums, create blogs, and record videos. Most communication will be asynchronous and in writing but students will be asked to record questions and answers in both English and Spanish. Discussion forum topics and/or blogs will illuminate ideas, values and attitudes regarding a number of topics that are relevant to both groups of students: marriage, family, independence, career, and the relationship between the individual and the larger society or government in each country. Short podcasts, readings, and short films will serve as shared input to stimulate thought and discussion about various intercultural topics. In addition, the American students will create short videos in which they explain English idioms and American cultural values or tendencies in Spanish. The process of writing and filming the videos promotes critical thinking by drawing students’ attention to key features of their native language and cultural values. The presentation will summarize the exchange, show specific examples of the types of communication that occurs, and will analyze the overall outcome of the project.

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An asymmetrical telecollaborative project and the evolution of its learning design: the UniversitéBlaise Pascal – London School of Economics experience.

There is a strong case to be made for using telecollaboration in foreign language education: learners are engaged in regular, semi-authentic interaction; can develop strategies for learner independence (O’Rourke, 2007); be exposed to opportunities for negotiation of meaning (Kötter, 2003) and become aware of cultural differences in communicative practices (Belz & Kinginger, 2003), whilst at the same time exchanging with ‘real informants’ of the target culture and its behaviour (O’Dowd, 2013).

In telecollaboration, several conditions may lead us to believe that learners are participating in a symmetric learning situation. They share a ‘symmetry of status’ (Zourou, 2009) as both interlocutors have the same status as language learners. Learners also spend equal amounts of time using each of the languages and we can imagine that there is ‘symmetry of knowledge’ (Dillenbourg, 1999) with participants sharing similar language levels. This paper details the evolution of a telecollaborative project’s learning design and focuses on its asymmetrical nature before describing the students' learning experience.

The practical study reports on a telecollaborative project run between UniversitéBlaise Pascal (UBP) and the London School of Economics (LSE). The project brings together, every autumn semester, 8-10 English-as-a-foreign-language (EFL) students and 8-10 students of French-as-a-foreign-language (FFL). Both groups are of B2 CEFR level (Council of Europe, 2003). The exchange is centred on online synchronous sessions and the analysis of parallel texts.

The presentation will initially focus on the evolution of the project’s learning design since 2010 and what the teachers have learnt in terms of running the project. Three topics will be covered. Firstly, the evolution of the platform chosen for the online synchronous interaction that started out with a synthetic world before moving to a video-conferencing environment and then to an audio-graphic conferencing environment. The reasons for this evolution, the affordances of each for our learning design and hindrances for student learning will be discussed. Secondly, we will describe the evolution of the synchronous sessions’ content and
examine reasons for initially providing students with materials before asking students to source materials themselves. Thirdly, the evolution in the grouping of participants will be considered.

The paper will then detail the current learning design and concentrate on its asymmetrical characteristics. Due to different institutional set-ups, the project is integrated into a two-year University language module for the EFL students whilst the FFL students partake voluntarily on a yearly basis. Consequences include different learning objectives and the fact that the project must be assessed for the EFL students but not for the FFL students. The different University calendars also allow a ten-week period to be devoted to the project by the EFL students but five weeks for the FFL students. We will outline how the learning design tried to reconcile this asymmetry.

Our final focus will be the students’ experience of telecollaboration. We will report on students’ reactions to the learning design's evolution and, using post-project questionnaire data, the students’ thoughts and feedback on the learning experience, including attitudes towards the asymmetrical design. We hope to offer practical leads concerning the learning design of telecollaborative projects and strategies for reconciling asymmetrical set-ups.

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Language Teachers 4 a Sustainable 2mrw

The role of educators in the age of open online education resources has raised many debates in public discourse about the future of ‘rock-and-mortar’ institutions. However, as long as ‘formal schooling’ remains, it is evident that we need to have effective measures for teacher development in order to ensure sustainable results of well-prepared teachers for the digital age. This presentation will discuss an ongoing telecollaborative program, involving student-teachers in Europe and the USA, which integrates bottom-up innovative teaching with technology, rather than top-down ‘show-and-tell’. The key component to the exchange –and
ABSTRACTS

one which is too often treated as corollary to existing frameworks rather than a fundamental part of the approach- is the holistic embedding of technology into the teacher development process. The presentation will outline the curriculum for both classes (which is 80% trans-disciplinary) and discuss insights gleamed from the experience of having a program that consists of mutually designed and taught course content and assessment that takes place during a three-month overlap of the class calendars. This means that the students, despite being enrolled in different institutions in two different continents, in completely different courses and levels, carry out the exact same tasks during most of their courses, working together in small online groups during this collaborative period –thus facilitating ‘learning by doing’ of diverse educational modes such as social media and machinima. The success of the program has resulted in a bilateral international agreement and several co-hosted research projects on technology in language teaching and learning. The presentation will describe the planning, design and implementation of the course, exemplified by examples and some output, with the aim of providing opportunities for questions and debate of possible similar experiences.

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**Innovative approaches to language and cultural learning across the curriculum**

As budget cuts in higher education lead to the elimination of foreign language programs and the number of students going on long-term (1+ semester) decreases, faculty and programs have to develop innovative approaches to promoting language and cultural learning across US campuses. At the same time, there have been voices (Levine, Phipps and Blythe, 2010; MLA Ad-Hoc committee on Foreign Languages, 2007, CLAC Manifesto, 2011) calling for an integration of cultural and language learning across the curriculum and at all levels in an effort to move away from the 2 yr foreign language + 2 yr foreign literature model that has characterized modern foreign language programs for so long. Although there have been initiatives in some campuses that attempt to respond to this call even as funding decreases, more often than not they are implemented by small numbers of enthusiastic practitioners and not on an institutional level. This panel will explore innovative programs whose end aims are similar: increased language and cultural learning through internationalization at home.
Specifically, we will discuss the ways programs like Binghamton University’s Languages Across the Curriculum (LxC) program and its Global Studies Minor (GSM) are incorporating technology to expand and enhance students’ international experiences. Additionally, Binghamton University faculty are drawing on resources and support from SUNY System’s Center for Collaborative Online International Learning (COIL) to internationalize curriculum in Engineering, Social Work, Geography, and other fields.

COIL promotes and supports the development and implementation of co-taught collaborative courses between a US campus and an international one. Teachers and students in geographically distant locations and with diverse lingua-cultural backgrounds learn their course content by sharing their own perspectives while also seeing those of their peers. Until recently most COIL courses have been carried out predominantly in English (Guth, 2013) with the exception of bilingual language courses between, for example, learners of Spanish in the US and learners of English in Spain. However, COIL is currently initiating projects that integrate the use of a foreign language, that of the partner institution, through the use of cultural mediators. Together, the presentation will address the evolving conversation between CLAC and COIL programs and the pedagogies implemented to promote intercultural and language learning.

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**STRAND: THE ROLE OF THE TEACHER IN TC**

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**One-to-one intercultural exchanges: an attempt at staking the territory**

In my paper I intend to fully acknowledge the fact that telecollaboration is, first and foremost, an intercultural exchange between groups of language learners from geographically distant locations working together on a task or a task sequence, with the aim of learning a language that is not their own, and raising their cultural awareness. At the same time, however, based on my own course-facilitation experience, I am going to argue that there are learners whose personality-motivated learning/task execution preferences make them unenthusiastic about the primarily collaborative and group-based working mode of a typical telecollaborative project. As it seems, such learners value exchanges that are on a more one-to-one, tutor-tutee basis, and a truly learner-centred course design will be the one catering to such needs. In practice, such a course will boil down to – or, at least, contain some elements of – one-to-one intercultural online tutorials between a student from languaculture A and a teacher from languaculture B. As a way of providing pedagogical solutions as to how such exchanges may be organized and implemented, as well as offering a critical look at an actual – even though monocultural – undertaking of this kind, I will present data collected during five 15-week online one-to-one tutorials I facilitated.

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**Classroom materials creation and pedagogical knowledge improvements in a distance telecollaboration project for pre-service teacher trainees.**

Classroom materials creation and pedagogical knowledge improvements in a distance telecollaboration project for pre-service teacher trainees. M.C. Bueno-Alastuey, Public University of Navarre, Pamplona, Spain This paper explores the affordances of a technology mediated distance collaboration project which aimed at developing pre-service EFL teachers’ pedagogical skills in materials design. Within the project mixed nationality groups of Polish and Spanish university students engaged in the process of developing language teaching materials
targeted at selected school classes in both countries. The purpose of the project was to explore the potential of a collaborative material design task for teacher education, to review the nature of collaboration the students engage in, and how it may lead to raising students’ awareness and understanding of specific pupils’ needs in different contexts. Despite the plethora of studies on telecollaboration, there is a dearth of studies which explore the potential of such projects for teacher training. Our study widens this recent research on the potential of telecollaboration projects for teacher training by focusing on the process of material development and creation in distance settings. The rationale for the project rests on the metaphor of knowledge creation (Paavola et. al, 2003, Paavola&Hakkarainen, 2005) which represents the trialogical approach accounting for learning as a process underpinned by mediation between individuals, community and collaboratively developed artefacts. It was in this process that students create electronic materials for language teaching with the use of a wide of web 2.0 tools. The distance collaboration was facilitated by document sharing applications and asynchronous as well as synchronous CMC tools. By investigating the resultant material produced and the development process of teh creation of such materials in the different groups, this study sets out to assess the types of the collaborations exchanges triggered by the tasks, and the ways in which the developed artefacts transformed the process of knowledge creation. Also, it aims at revealing any effects of the distance collaboration on the preservice teachers' awareness related to the process of designing materials for teaching English in a school context. Additionally, the study offers a critical reflection on the design and the implementation of distance collaboration projects aimed at teacher training. References Paavola, S., &Hakkarainen, K. (2005).The Knowledge Creation Metaphor – An Emergent Epistemological Approach to Learning.Science & Education, 14, 535-557 Paavola, S., Ilomäki, L., Lakkala, M., &Hakkarainen, K. (2003).A framework for evaluating virtual learning materials through the three metaphors of learning.In L. Ilomäki (Chair), Designing virtual learning material. Symposium conducted at the meeting of the European Association for Research on Learning and Instruction (EARLI), Padova, Italy.

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**Teletandem between universities: contacts and development**

Starting a teletandem-contact between universities is quite difficult and time-consuming, because the benefits are not immediately visible, neither to language teachers nor to professors. My personal experience was the following: I got in touch with the Italian language teacher at the University of Bonn, and we started by making a list of topics that would be interesting for both groups of students, I mean Italian students studying German in Lecce (Italy) and German students studying Italian in Bonn. The next step was to see how to involve
students in this new adventure? Students learned about the relevant means of telecommunication, and during my language lessons they studied the specific lexis relating to the first topic we chose. This approach stimulated both curiosity and interest, the students were keen to participate, and so the communication began. Our Skype-Meetings lasted over a two month period, students from both groups were immediately enthusiastic, and during project they wrote a diary about their experiences and sometimes they asked me to introduce new topics on their own. At the end of the two months they prepared a power point presentation about their new learning experience and the skills they had acquired.

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This paper looks at the impact of digital tools and telecollaborative platforms on and their potential for language learning. The focus will be on the role of language in intercultural communication and interaction as well as current understandings of the overall aims of language learning. Current perceptions as to the outcomes of language teaching, with a particular focus on Intercultural Communicative Competence, appropriate classroom practice, and the potential role of digital technologies in this context will be discussed. A major focus will be on participatory & collaborative learning, task orientation, meaning negotiation, and outcome production. As a starting point, it will be argued that the flexibility afforded by digital & telecollaborative technologies and their potential for creating motivating and strategy building learning contexts might be an invaluable contribution to multilingualism by means of facilitating language learning and motivating language learners.

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Pragmatic awareness through online interaction: A pedagogical model of teaching pragmatics in the foreign language (FL) classroom.

This presentation describes the way in which a group of native Danish speaking students of Spanish at Aarhus University (Denmark) engaged in an online exchange with native speakers of Spanish as part of a semester course specifically designed for teaching pragmatics. The focus of the course was to create sociopragmatic awareness through an intercultural perspective in an attempt to bridge intercultural education and linguistics together.

Several studies suggest that pragmatic features are teachable (Kasper and Rose, 2002; Rose, 2005), that there is a positive effect of the use of technologies on L2 pragmatic development (Sykes, 2005; Thorne, 2006), and more specifically the benefits of using telecollaboration for
pragmatics teaching (Belz and Vyatkina, 2008). However there is still a need for more empirical studies relating interlanguage pragmatic development to the instructional and learning experience in the FL classroom by using telecollaboration.

Applying a Vygotskian sociocultural approach to SLA (Lantolf and Thorne, 2006), the aim of the study is to examine the role and effects that the use of online computer mediated interaction, can play in the instruction and development of interlanguage pragmatic competence. In order to achieve this objective, I present a pedagogical intervention in the context of telecollaboration designed for creating sociopragmatic awareness in the FL classroom. By adopting a blended learning approach (Belz, 2006), the intervention includes a three stage cycle which is repeated three times during in an academic semester. These stages include: (1) online interaction with native speakers, (2) pragmatically oriented reflection and analysis on of the students’ own interaction, and (3) explicit pragmatic instruction.

The benefits of integrating online interaction in the pedagogical intervention are considered to be twofold: firstly, to create individualized opportunities for FL performance and practice in meaningful and authentic interactions, and secondly, to use the recordings of these interactions as material for sociopragmatic reflection, instruction and analysis guided by the teacher. In this way, reflection and analysis of their own interactions will help the students increase their understanding of actual language use in context as well as the social effects of this use (O’Dowd, 2006).

The data (which is currently being collected) includes an ethnographic questionnaire, a pragmatic awareness and appropriateness judgment questionnaire, audio and video recordings of the students’ interactions, audio recordings of students’ group reflections, and posttelecollaboration interviews.

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Objetivo: competencia comunicativa. Telecolaboración entre Italia y Holanda en Español

Tenemos entre manos un proyecto de intercambio a distancia de alumnos de Español del Centro de Lenguas de la Universidad de Padova y del Centro de Lenguas de la Universidad de Gröningen, con el fin de que desarrollen la destreza de la expresión y de la interacción oral.

Al principio optamos por encuentros individuales de conversación por parejas a través de Skype: un alumno italiano con un alumno holandés.

Suciosivamente, con un segundo grupo de estudiantes, en vez de comunicar con Skype, utilizamos las herramientas del proyecto Speakapps, que están terminando de poner a punto
algunas Universidades europeas, entre ellas la Universidad de Gröningen. Herramientas utilizadas para la autovaloración de las conversaciones grabadas fueron Webcef y Cefcult.

Tras realizar el intercambio con dos grupos, hemos podido valorar como muy satisfactoria una de las dos experiencias y mucho menos la otra: esto nos ha hecho reflexionar sobre los requisitos indispensables que se deben tener en cuenta para organizar estos encuentros a distancia, que tanto tiempo y tanto esfuerzo requieren por parte de los profesores coordinadores.

Uno de los problemas principales es encontrar un profesor, no solo interesado sino motivado para emprender el intercambio: en este sentido la plataforma Unicollaboration se ha propuesto allanarnos el camino, pero aún hay que darla a conocer en más instituciones para que lenguas distintas del inglés también consigan encontrar clases para un intercambio.

En mi caso la telecolaboración es una pequeña parte del curso de 110 horas que imparto a unos 160 estudiantes de nivel B1 a lo largo de todo un curso con el objetivo de alcanzar un nivel B2.

Para los estudiantes ha sido una experiencia entusiasmante. Pero debido al número tan elevado de alumnos solo ha sido posible la participación de unos pocos.

Además de conseguir entenderse gracias a la lengua que estudian, los alumnos intentan superar las dificultades lingüísticas con estrategias de compensación.

El alumno también aprende a valorarse. Los estudiantes descubren que es entretenido grabar un fragmento de su conversación espontánea (que suele ser guiada –pero no impuesta- con fichas-modelo) y poder volver a escucharlo. Se analizan errores, se aclaran dudas: poco a poco los alumnos se van corrigiendo, ellos solos o el uno al otro. Herramientas utilizadas para la autovaloración de las conversaciones grabadas fueron Webcef y Cefcult.

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PARALLEL SESSIONS (2)

STRAND: INTERCULTURAL LEARNING IN TC

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Focusing on culture-related episodes in a teletandem interaction between a Brazilian and an American student

Teletandem involves pairs of native (or competent) speakers of different languages working collaboratively by using Skype resources of voice, text and webcam images in order to learn the language of the other. Each student plays the role of learner for half an hour by speaking and practicing the language of his partner and, then, they switch roles and languages. It is a virtual and collaborative learning context, which has three main theoretical principles: languages must not be mixed; teletandem partners should share the same amount of time as they use the target language; the learning process is autonomous (Vassallo & Telles, 2006). Research papers, theses and dissertations on teletandem have shown evidence that this context is not only related to language but also to culture learning. Such evidence has fostered a change of perspective in the Teletandem Brasil project, which, in the current phase, is entitled Teletandem and Transculturality. The project aims to investigate the cultural dimension, the nature, and the processes of these video interactions, particularly in the fields of education for intercultural communication in foreign languages and of education for global citizenship. This paper focuses on a teletandem interaction between two undergraduate students – one Brazilian and one American. In the first part, we provide a theoretical framework of the researches on teletandem to sustain our presupposition that this context facilitates the learning of cultures. In the second part, grounded on Kramsch (1998) and Levy (2007), we present five dimensions of the concept of culture to which we refer in the analysis: culture as elemental; culture as relative; culture as group membership; culture as contested and culture as individual (variable and multiple). Additionally, we define what we mean by cultural learning, and propose a unit of analysis for interpreting the data – the culture-related episode (CRE). The term has been adapted from Swain and Lapkin’s language-related episodes (1998). The CREs have been defined as any part of a dialogue in which the participants focus on some explanation, inquisitiveness or interest on aspects of their own culture or on the partner’s culture. They are linguistic and discursive evidences that teletandem partners are sharing and discussing cultural information during their interactions. We analyze three out of seven CREs in which the students discuss about soccer, music and lifestyle. The findings show that CREs are prompted by the narration of the partners’ personal
experiences as well as by the need to show their perspectives on different topics that emerge during sessions. Finally we suggest guidelines for further research related to the learning of languages and cultures within online collaborative contexts.

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Intercultural Communication as a By-product of the Globally Networked Learning Process

The present paper gives a comparative analysis of three globally networked learning projects in the field of intercultural communication. I will summarize the experience of teaching two different courses and one multidimensional project that involved Lomonosov Moscow State University (MSU) students and students from a number of universities round the world.

The study of foreign language aspect of these projects was guaranteed for Russian students by the amount of written communication in English. Content-based study of the field was balanced by the importance of student-led discussions in one project and the result-oriented practical assignment in the other.

One course was offered as part of the globally networked learning project by Center of International Learning, SUNY and MSU. The partner from SUNY, Geneseo was Prof. Meredith Harrigan. The other was an international course initiated by Prof. Craig Little from SUNY, Cortland, together with a colleague from Belarus.

The paper compares various ways of studying intercultural communication in vivo: by participating in a real process of peer-to-peer intercultural communication within a project team in the global classroom, or by joint multi-sided discussions of the topical issues of social life in various cultures.

The goal of the first course was to enable students to see intercultural communication as a key element of modern multinational societies and institutions, to incorporate its diversity in their lifestyles. The strategy for this course was to create an intercultural environment for learning through doing. It was achieved by overlapping two courses, one at SUNY, Geneseo, the other at MSU using Web 2.0 technologies. Students from both schools worked in international project teams. Their task was to create social advertisements relevant and appropriate in their respective cultures. Such an arrangement provided for a content-based, ongoing and task-oriented intercultural communication in the small group format.

Taking a participant-observer perspective allowed to describe some specific parameters of this instance of intercultural communication. The issues raised include:
• Are our differences cultural or personal?
• At what point intercultural communication becomes interpersonal?

The research results prove that
• Creating a product by a team requires creation of interculture and, eventually, a team culture

• Technology unites team members, but divides them as well • Creativity and motivation will compensate lack of technical skills and overcome cultural bumps

Comparing these results to a different type of telecollaboration in a foreign language gives a sound foundation to a typology of telecollaboration, where methods, subject fields, number of participating schools and some other features serve as parameters.

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**Between formal and informal learning – Pedagogical considerations for the integration of eTandems into traditional language classes**

With its “Mothertongue + 2” policy, the European Union postulates that every European citizen should be able to speak at least two foreign languages in addition to their first language. However, according to the European Commission’s Eurobarometer (2012), we are still far from reaching this goal. Based on the Council of Europe’s Resolution on a European strategy for multilingualism (2008), our project’s objective is to encourage Third Language Learning “by making use of innovative tools such as digital communication technology and distance learning”. Thus, by introducing oral-visual eTandems, it aims at creating, analysing and optimising opportunities for L3-learning, drawing a bow between formal and informal learning. Being assumed to foster the learners’ autonomy and self-determination, and thus leading to more efficient and effective learning, eTandems are supposed to have huge potential in the field of foreign language learning and teaching. Yet the integration of this kind of activities into formal learning contexts still constitutes a seemingly insuperable challenge for many teachers. In my presentation, I will first briefly introduce the recently started LLP-project L3-TaSk (Third Language Learning Tandem Skype). Subsequently, results from a pilot study conducted between the Universities of Vienna and Alicante will be illustrated. Based on these findings, some difficulties emerged from this preliminary project will be outlined. Furthermore, pedagogical considerations for the integration of such a type of learning into formal language classes at University level will be discussed.

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**STRAND: INTEGRATION OF TC IN STUDY PROGRAMMES**

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**Telecollaboration as a Cultural Ice Breaker: Investigating Undergraduate Students’ Perspectives of Combining Face-to-Face with Computer-Mediated Interactions**

Fostering the development of intercultural sensitivity among pre-service teachers has become increasingly more important. Recently, the U.S. government advocated for the use of technology in education (National Education Technology Plan, 2010) in teacher education programs (Zeichner, 2010). In order to understand the complexity of “Teacher 2.0”’s role (Dooly, 2010), an experience-based approach to teacher education has been suggested. This pilot study employed Skype technology to promote interactions between pre-service teachers in two countries, followed by technology-facilitated group interactions and a face-to-face meeting of the two groups. Students from one American and one German university were assigned to mixed multi-cultural groups consisting of four to five students in each group. Students were told to exchange contact information and collaborate outside of class to prepare a presentation on the importance of diversity in education to be delivered when U.S. students arrived at the German university. Students from both sites completed pre and post surveys to assess cultural preconceptions, pedagogical beliefs regarding technology-mediated instruction and globalization. Results from pre- and post surveys and students’ reflective essays indicated:
- Students overwhelmingly rated the combination of telecollaboration and face-to-face communication as very positive and indicated that telecollaboration helped to break the ice and enable students to feel like they knew each other when they met face to face. While the instructions originally suggested using Skype, participants soon started using the tools that met their own preferences and circumstances, including asynchronous tools such as Email, Facebook, WhatsApp and synchronous tools such as Google Hangout for organizing group chats. Meeting and communicating through these multiple applications prior to the U.S. students’ visit in Germany acted as a catalyst to foster relationships before meeting in person.
- The results from pre and post surveys strongly suggest the importance of technology in facilitating a deeper understanding of the importance of cultural diversity in education.
• The majority of the students suggested that a well-defined task rather than a broad topic should be the project assignment to better enable task-oriented cooperation and a more product-oriented and guided approach to the project.
• The majority of the participants were enrolled in a pre-service teacher education program. This common context worked well as it provided participants with a basis for sharing experiences, future plans, and looking for similarities and differences in their respective school systems.
• Students overwhelmingly expressed their wish to have more time for communication both online and offline.
• Students at both sites expressed their wish to set up similar projects in their future classrooms, mainly because of their potential for intercultural learning. In addition, many of the German participants rated the opportunity to use English in real communication as a key motivational factor.

Implications consider study abroad, international field experiences as methods to promote multicultural awareness, and the use of technology as a classroom tool to facilitate tolerance toward diversity.

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**How are f2f sessions and telecollaboration linked into a coherent blended learning course?**

If blended learning (BL) is defined as a mix of « classroom education » (Bersin 2004 : 85) and online learning (eg. Charlier et al. 2006, Garrison & Vaughan 2008, Neumeier 2005), telecollaboration can be considered as a specific type of BL where an online communication project with geographically distant partners is combined with f2f sessions.

The manifold possibilities BL offers to enhance pedagogy in Higher Education, since it enables to take advantage of each of both learning modes, have been highlighted by many authors (eg. Deschryver & Charlier 2012, Garrison & Vaughan 2008, MacDonald 2008) and have made it to a widespread form of learning and teaching today. But, at the same time, the mix of learning modes that makes its richness is also what makes it difficult to design and to moderate. In despite (or maybe because) of this fact, the books providing guidelines and illustrating best practice most often simply show what kinds of activities should be done in each learning mode, but do not give hints on how to link the learning modes in a coherent way (Bersin 2004, MacDonald 2008). Or, if ever they do so (such as Garrison & Vaughan 2008: 105-141), they implicitly consider the f2f sessions as the dominant learning mode, completed by the online mode. But, in telecollaboration, where the design and preparation of a common project with
distant partners is time-consuming (Guth et al. 2012), the online mode therefore presumably often becomes the central and dominant mode.

Regarding telecollaboration, several publications focus on the challenges of setting up and running such a project (Ritter & O’Dowd 2006, O’Dowd 2007, Guth et al. 2012). But, here again, to our knowledge no specific emphasis is put on the parameters that determine efficacious integration of online interaction with distant partners and f2f sessions. Therefore, the question this presentation will tackle is: which parameters are used for a successful combination of telecollaboration and f2f sessions into a coherent course? Answering this question will help teachers to better integrate both learning modes. We will conduct an exploratory study in which we will interview five experienced teachers about their practice, in order to identify common approaches. The study will exclusively focus on language and/or intercultural training in Higher Education. It will be based on the parameters of existing BL typologies (Bersin 2004; Deschryver & Charlier 2012), but adapt them in order to meet the specific needs of this study.

First, we will identify the dominant learning mode of these BL courses and see whether this choice is linked to the learning objectives (Nissen 2006), to the duration of the telecollaboration project, to institutional recognition (Guth et al. 2012) or to other aspects. Hence, does the telecollaboration project become central for course design or is it more an add-on activity? In addition, we want to find out which is the “thread” that determines the coherence of the course (is it task completion? Focus on form? A specific topic? etc.)

Second, the study aims at analysing how the learning modes complete each other. Thus, which competences are trained in which mode (e.g. students benefit from proactive training of online discourse’s specificities, Thorne & Fischer 2012: §50; training that can take place f2f), when, why then, which role does the teacher play in each mode, and how does assessment take into account the contribution of two different learning modes to the course?

Finally, based on the results of our study, we will highlight the basic parameters that make these language courses coherent in the eyes of their designer and tutor.

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TC across the board - International collaboration in a European Languages and Cultures programme

The University of Groningen has recently started a new initiative which will introduce telecollaboration (TC) as a structural component in the European Languages and Cultures (ELC) programme of the Faculty of Arts. The project’s main objective is to engage students in online collaborative tasks with native speakers of the target languages to enhance their linguistic and intercultural competences and to prepare them better for their one-term study-abroad period.

The European Languages and Cultures Bachelor programme, which was recently established, merges several individual language and culture studies into a single programme. As a result
several courses are now taught in English or Dutch rather than in the languages of the original programmes. To compensate for this, a compulsory study-abroad period (30 ECTS) has been introduced and language teachers have been invited to introduce new forms of learning which will enhance exposure to the target languages in innovative ways. After trial runs for Spanish and English in previous years (Jager et al, 2012), it was decided to establish TC as a structural element in the language modules that are part of ELC. It is expected that this will increase language use in authentic settings, create new possibilities for intercultural communication, enhance students’ motivation and facilitate more focused preparation of the actual residence abroad.

Initially the project will involve Spanish, French and Italian, but at a later stage all languages taught in the ELC programme will be included. Both tandem and teacher-education forms of TC will be used in the project. The online exchanges are prepared from September 2013 to January 2014. They will be carried out in the period from February 2014 to June 2014. During this presentation we will outline the rationale for the project, the arrangements made for involving teachers and partners and the actual tasks developed for the project.

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Interactivity in the online teaching and learning of foreign languages: reconciling teacher centrality, learner autonomy and resourcing.

This study proposes a model for best practice online delivery of foreign language (FL) university programs, based on second language learning theories which were developed for face-to-face teaching, but are equally relevant to online and blended instructional contexts. The theories have been selected for their relevance to a notion of interaction for learning, or interactivity, which is unique to FL teaching and learning and provides a principled pedagogical rationale to validate the historical place of FLs in Australian government funding models. The theoretical exploration also suggests that to maximise university students’ FL learning, online FL teaching needs to strike a balance between teacher mediation through direct instruction, and learner autonomy through interaction with peers. Theories in fact reinforce the pivotal role of both language teachers and native or non-native speakers, in a notion of interactivity which is far removed from technical definitions involving human-computer interaction (Sims, 1997), or the stereotypical behaviourist notion of learner as ‘empty vessel’ to be filled with ‘knowledge’. The proposed model harnesses the potential for global connectivity and learning offered by communication technologies to promote online or blended FL university programs which are fundamentally social, intercultural and collaborative. The model also highlights the need for sustained discourse analytic research to identify interactional features which promote learner participation and learning during online interaction, so that online delivery models are based on well-researched pedagogical rather than financial rationales. From a financial point
of view, the model suggests that the principled integration of technology in university FL courses is more likely to increase rather than reduce costs of delivery. However, sector-wide implementation of policies which encourage Australian high school students to complete Year 12 FL study could in the long-term reduce numbers of students who would otherwise enter universities with an apparent disadvantage, no prior knowledge of how to learn a FL. An influx of bilingual, experienced FL learners into Australian universities is likely to impact on student autonomy, attrition and workloads, by reducing the need for remediation in university FL programs.

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**ABSTRACTS**

**STRAND: THE ROLE OF THE TEACHER IN TC**

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**Exploring the roles of cross-cultural mediators in supporting collegial development and professional capital in telecollaboration**

It has been argued that teacher education programs need to prepare future teachers of English for the varied educational contexts by exposing them to this diversity (Vavrus, 1991), while fostering “multiliteracies and participatory cultures” (Pegrum, 2009, p. 38). This can be achieved by fostering student teachers’ collegial development (Breen, 2006) and professional capital (Hargreaves & Fullan, 2013). Cross-cultural telecollaborations can facilitate achieving these goals by extending the physical walls of the classroom and thus creating social capital in different parts of the world. Although technology, different cultures of use, and intercultural communication can present obstacles, one can minimize these by involving cross-cultural mediators in this undertaking.

The focus of this study is on the roles played by three cross-cultural mediators in creating telecollaborative experiences for student teachers at an American university with teachers in South Africa and Cyprus and students in China, and how these mediators personally experienced these roles. These mediators included South African and Cypriot teaching assistants (TAs), both graduate students at the U.S. institution, and the Taiwanese novice EFL teacher in China (NT), also a graduate student at the U.S. institution but on leave to teach English at the time. The mediators acted as “cultural workers” (Breen, 2006, p. 218) by using their specific knowledge of the institutions involved to operate in each and link them. The three mediators were able to gain confidence and receive feedback from having interactions and forming collegial relationships with student teachers, in-service teachers, and language learners in different countries.

**Research Design**

This exploratory study draws on two qualitative research traditions: Case Study and Action Research (e.g., Nunan & Bailey, 2009). Data triangulation included narratives and reflective interviews with the cross-cultural mediators. The three cross-cultural mediators served as participant observers (e.g., Denzin, 1989) in that they had been instrumental in co-designing and co-teaching the telecollaborations alongside the principal investigator. The study analyzes how the TAs and the NT in their multiple roles engage in collegial development via telecollaboration 2.0 (Belz, 2003; Guth & Helm, 2010), and what the added value is of this multilayered format.
Findings
In their mediating roles, the two TAs filtered participants and tasks (e.g., balancing the size of participants), managed multiple identities, facilitated participation of teachers in all contexts, assisted with language barriers, and promoted immediacy of response.
The NT stated the telecollaboration allowed him to make use of previous knowledge from his coursework and alter his teaching practice to include tasks, a change which was accepted by his students because of his perceived ‘foreignness’. It also gave him an opportunity to provide EFL learners with the experience of actually carrying out tasks and providing testimonies beyond the textbook instead of just giving them “head knowledge.”
Not only do cross-cultural mediators have the personal, cultural, linguistic, institutional, and technical knowledge to assist with project management. Their roles can also encompass the active promotion of professional capital and collegial development across institutions.

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Tutoring students in Intercultural Online Exchanges. When “Two is company, three is NOT a crowd!!”

The common feature of the various paradigms which made the history of language learning and teaching has been the possible future use, or necessity to use, the target language for business or leisure purposes. From a learner’s point of view, the reason for learning a language ranged from being able to read, to communicate or even to do things with someone in this language, but most of the time it referred to this hypothetical future.

Nevertheless, it now seems fairly admitted that with intercultural online exchanges (IOE) the new reference model is Here and Now. Whereas it used to be « you may need to communicate or to act with... »), it now is « you communicate and act with.... ». Therefore, when this process is to take place within the language class, one can wonder what the role of the teacher will be once the partnership is found, the pairing of students is done and the task is set?

This new class configuration calls for a redefinition of the role of the teacher as a tutor with regard to the online activity of the student and the expected language learning outcomes.
In recent years, much has been written about tutoring in all kinds of distance or hybrid learning and teaching settings, but not all of its features are applicable to this specific class situation.

Following on O’Dowd’s reflections on the “new tasks and challenges for the teachers” (2004) in IOE, which has also been further developed by several other researchers, this communication will explore the various ways of tutoring students in this kind of setting.

It is based on an on-going action research carried out at Le Havre University among second year biology and chemistry students who debate online with students from various partner universities on different scientific issues. The format of the debate is the Oxford-style one, which confronts two teams of debaters on the same motion.

The role of the tutor is here seen through the lens of dynamic systems theory so as to make the most of the various phases and times of the exchanges. The first challenge was to improve the monitoring of the students’ online activity so as not to be over-intrusive in the exchange and to interfere with its quality. Then, the tutoring had to be adapted in order to be as reactive and pro-active as possible. Various attempts at hybridisation with synchronous and asynchronous phases also enabled us to impact the quality of the students’ oral production.

The first obvious assessment of this study is the satisfaction and motivation observed among students whose primary interest is far from learning languages... Even if not sufficient from a pedagogic point of view, this is already a great step for them!

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**Building bridges through reflexive teaching**

The opportunities afforded by today's ICT tools and technologies in promoting cross cultural communication and language learning opportunities are vast. In this presentation we will report on two telecollaborative exchanges, both involving blended learning environments: an intercultural exchange involving ELLs (English language learners) in Spain and Israel, with additional partner institutions in Europe and the US; and a materials development collaborative exchange between preservice foreign language teachers in Israel and Canada. First, we will describe the features of the exchanges, and then discuss benefits as well as challenges and pitfalls that both the participants and the facilitators faced. Lastly, based on these exchanges as well as others, we will present recommendations for similar telecollaborative exchanges. In particular, we will focus on aspects of planning and logistics, pedagogical and design issues, strategies for promoting intercultural communicative competence, as well as implications for foreign language learning and instruction.
Student teachers and teacher students – telecollaboration in LSP teacher education

Training specialized language teachers is a task faced by educators in both pre-service and in-service contexts all over the world. Pre-service trainees (here called ‘student teachers’) and in-service trainees (‘teacher students’) have diverse needs, expectations, skills and background knowledge. The former are usually relatively well-skilled in ICT, social media and multimedia authoring, however, have little or no experience of teaching LSP and lack awareness of learner needs. The latter, on the other hand, may have a vast teaching career, with ample knowledge of available (or unavailable) LSP materials and well-tried classroom recipes. However, practicing teachers are still usually ‘digital immigrants’, not fully confident with modern technologies and sometimes even avoiding these.

The purpose of the presentation will be to reflect upon two different telecollaborative project designs aiming at enhancing in-service LSP teacher education. On the one hand, findings from a symmetrical student-student telecollaborative project involving Polish and Turkish LSP student teachers will be presented. On the other hand, a preparation plan for an asymmetrical student-teacher project with Polish students and Slovenian teachers will be outlined.
A multilingual and multimodal exchange project between Japanese and Taiwanese university students

This presentation focuses on sharing a multilingual and multimodal communication project between Waseda University in Japan and Yuan Ze University in Taiwan from 2011 to 2013 and some research methodological issues in using the data collected from the project. The overall goal of the project aims to develop a sustainable curriculum model for foreign language teaching in the East Asia context that enhances students’ competence in utilizing their multilingual repertoires and multimodality to achieve intercultural communication. The first part of the presentation involves the main features of the project. During the school semesters, students communicate online, while in winter and summer breaks, they visit each other to engage in face-to-face communication. Students communicate in three languages: English, Japanese and Chinese while utilizing both synchronous (face-to-face, teleconference and online chatting in audio, visual, and text modes simultaneously) and asynchronous (Facebook and discussion forums) channels. Students in their respective classes first discuss prescribed topics before they engage in online multilingual and multimodal communications with their peers in another country. The multilingual and multimodal communication records are also used for discussions among students in their respective classes for retrospection. In addition to the pedagogical aspects of the telecollaboration project, the second part of the presentation discusses our experience transcribing multilingual and multimodal data for further research analysis, including the protocols that we developed in the past two years. As new technologies transform the way people communicate, researchers also encounter various challenges when attempting to understand issues related to language and communication; for example, language users’ communication strategies, pragmatic competence, and language confidence and identity.

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Learner writing in an online intercultural exchange: Descriptive and prescriptive approaches

The rapid development of communication technologies in recent years has been transforming dramatically the way we communicate and produce knowledge (Warschauer and Kern, 2000). Due to the multiplication of new writing environments (word processing, e-mail, text message, online forum, chat room and wiki) research shows that we write more than ever. These new technologies have had a direct influence on educational methods and language learning and have led to the development of telecollaboration (O’Dowd, 2007) and new online literacies (Guth and Helm, 2010). In the second-language classroom, the analysis of works written by students in the target language enables teachers to assess the difficulties encountered by their learners in these new contexts. The challenge for teachers is to identify what feedback is needed for the benefit of the students (Ferris, 2002) and how it should be delivered (Ashwell, 2000). This paper deals with the first of these issues, by analysing the texts written by university students in an online discussion forum.

This paper examines the linguistic dimension of an online intercultural project carried out as part of a doctoral study, and exposes both the researcher’s viewpoint and the participants’ personal experience. To do so, the paper depicts the students’ feedback provided in questionnaires and interviews, and analyses the errors or misuses in a small corpus of 173 short messages written in French by participants attending a small-group tutorial which blended face-to-face tuition and online activities. The tutorial aimed to develop their understanding of societal aspects of France through the reading and analysis of newspaper articles, and enhance their communication and argumentative skills via debates. As part of their assignments, the learners were asked to discuss in writing the issues raised weekly in a dedicated online forum.

In addition to lexical and grammatical errors where correction is appropriate, and where a prescriptive approach can be adopted, the texts are characterised by a level of informality which teachers traditionally correct in more formal registers such as essays. The system of error analysis chosen for this project follows O’Sullivan and Chambers’s (2006) choice of classification which identifies four categories of errors adapted from Ferris (2002): “grammatical, lexical, syntactic, and substance errors”. Examples of informal register are also examined. This analysis will enable us to attempt to evaluate the relative importance of prescriptive and descriptive approaches in new writing environments.

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Roles and scaffolding in teletandem interactions

Our paper aims at presenting the students experience of a teletandem – i.e. tandem through desktop videoconference (Telles 2009) – telecollaborative project between third year undergraduate students in a Chinese university and first year graduate students in a French university. More precisely, we aim at finding possible correlations between the social roles
taken during interaction and the language learning possibilities in this teletandem environment.

In our study, we adopt a socio-interactionist approach (Mondada & Pekarek Doehler 2004), assuming that learning is situated in social interactions. Our corpus of analysis consists of 14 teletandem sessions of four dyads, which results in about 18 hours of interaction.

Our analytical approach consists of three steps. First, we analyze role taking/giving in terms of interlocutors’ positioning as experts in relation to different topics (Reichert & Liebscher 2013). Second, we analyze scaffolding (Bruner 1983) as it appears in different types of side sequences (Jefferson 1972) identified in studies on exolingual conversation (Porquier 1984), such as “potentially acquisitionist sequences” (De Pietro et al. 1989) or “normative evaluative sequences” (Jeanneret & Py 2002) among others. Third, we observe if there are correlations between certain types of role-taking/giving in relation to expertise and certain types of conversational scaffolding.

In our presentation, we will first describe the pedagogical choices and the structure of the teletandem environment as well as of students’ learning process, highlighting the importance of learner autonomy (Little 2003) in teletandem. Then, we will concisely present our analysis approach. Finally, we will show and discuss our results, concluding by suggesting some pedagogical developments for teletandem environments.

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The ChilCan Experience and other Telecollaboration Projects.

The Telecollaborative projects consisted of a number of activities that some of our English Online course groups did collaboratively with a partner class from another University in an English speaking country, and which was shared over the internet.

The main objective was to foster cooperative work and communication between schools. This way, the activities contributed to our students’ education and development by conveying knowledge and developing and strengthening positive attitudes, skills and values: group work, sharing responsibilities and information, learning from others, respecting opinions and cultures.

Communication was synchronous or asynchronous, depending on time zones. Students shared with their equals: University students who are learning a foreign language and are interested in knowing about the partner’s culture.
Half the time of each session was used to speak in English and half in Spanish. Stages: Pre: The first stage was coordinating work between monitors and/or teachers. While: Students met in the first session and then they carried out specific tasks. This way students had the opportunity to practice what they were learning in class with a native speaker. Using their mother tongue students helped corrected their partner’s language. After: Students had to send their teacher a specific language product.

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PRESENTATION OF INTENT PROJECT REPORT, THE UNI-COLLABORATION PLATFORM AND THE POSITION PAPER ON TELECOLLABORATION

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The INTENT project was awarded funding by the European Commission’s Lifelong Learning programme to carry out a 30 month project in the area of university telecollaboration initiatives. The team established two key aims for their project:

1) To raise greater awareness among students, educators and decision makers of telecollaboration as a tool for virtual mobility in Foreign Language education at university level.

2) To achieve more effective integration of telecollaboration in university institutions.

This presentation will outline the main outcomes and products of the project including:

- A major survey of telecollaboration practices in European universities which can now be downloaded from our project website – www.intent-project.eu.
- A platform –www.unicollaboration.eu - where educators and mobility coordinators can join and find the necessary resources and tools to learn about and set up telecollaborative exchanges. The platform includes a partner-finding tool, a task databank, assessment portfolios and training materials.
- A series of training workshops in universities around Europe to inform and support the teaching and learning community as well as related stakeholders and decision makers.
- A position paper on telecollaboration in university education which will be presented and debated at this conference.

In this presentation, members of the INTENT team will provide a brief overview of our work together over the past two years and we will also discuss how our project may continue in the future.
Internationalisation of universities is a worldwide phenomenon, a consequence of economic globalisation and the commodification of education. Education systems in general were originally created to serve the purposes of nation-states and their national interests, and despite the universalist aspirations of university education, internationalisation may not go beyond ‘the national’ into ‘the international’. I shall argue that internationalism is a different matter from internationalisation and offers a theoretical basis for discussing the aims of education, including (foreign) language education.

Language education has been drawn ever further into an instrumentalist purpose, stimulated by economic globalisation, and certainly needs to take this perspective seriously. There is a need however to ensure that the instrumental is complemented by the educational, not least in higher education, where instrumental language teaching could find itself the servant of internationalisation rather than having a full and rich place as education/ Bildung.

Foreign language teaching has a natural tendency to draw learners’ attention to other ways of living and experiencing the world and thus to challenge them, as education should. Yet, despite a century or more of teaching Landeskunde, or civilisation and their equivalents, language teaching has perhaps not developed a sufficiently systematic approach. Taking ‘internationalism’ seriously as an educational framework is one way of doing this. I shall draw upon both theory of internationalism and Gemeinschaft to argue that through international telecollaboration, the concept of ‘intercultural citizenship’ can be implemented by language teachers in higher education (and in primary and secondary schools) to create an international community of learners identifying with an internationalist philosophy of social action.
Telecollaboration environments provide language learners with rich opportunities for natural and authenticated communication. Web 2.0 tools from blogs to videoconferencing to 3D virtual worlds are used to form new social environments for collaborative creation, sharing and exchange. Real-life communication has thus expanded into virtual space with unprecedented possibilities for natural and incidental language learning outside and beyond the traditional classroom.

Against this backdrop, I will first briefly introduce the “lingua franca” quality of telecollaborative communication and the constitutive role of speaker satisfaction for communicative success. Two questions need to be answered in relation to a given social and communicative context: Are the speakers satisfied with their own performance? And are they satisfied with their interlocutors’ performance? In natural communication, speaker satisfaction is a key indicator of communicative success extending to all levels of communicative performance: gestures, pronunciation and fluency, grammar and lexis, thematic coherence and development, situational appropriateness, poignancy of expression and comprehensibility. External norms have an influence on speaker satisfaction (only) in so far as they are perceived as such and represented in the speaker/hearers’ knowledge and skills.

This social constructivist conceptualization of communicative success in terms of context-sensitive speaker/hearer satisfaction has relevant pedagogical implications. It explicitly acknowledges a common creative force underlying a learner’s language development in its entirety, regardless of its evaluation from the point of view of an external norm. Helping learners advance their lingua franca competence thus essentially involves encouraging and helping them to explore and trust their own creativity. In this sense, implementing a pedagogical LF space in the foreign/second language classroom is a significant change towards language learning for real life, thereby adding a new quality to learner autonomy.

In the main part of my presentation, I will then report on insights from a case study we carried out to investigate the interdependence between telecollaboration, lingua franca communication and speaker satisfaction. The study is part of our involvement in the pilot
course and research activities of the EU project TILA (“Telecollaboration for Intercultural Language Acquisition”). Our case study emphasis is on English as a lingua franca discussions (short: ELF discussions) in two web-based communication environments, the 3D virtual world environment OpenSim and the web 2 videoconferencing environment BigBlueButton; the pedagogical objective is to facilitate and foster intercultural communicative interaction and competence development in English. Target groups include secondary school pupils and university students who are non-native speakers of English; proficiency levels range from A2 to B2.

In terms of methodological approach, the ELF discussions take place in small groups of up to 5 speakers from diverse lingua-cultural backgrounds around the globe. A critical incident scenario ensures natural and semi-authentic communication conditions. Questionnaires and structured interviews help elicit user experience data and speaker profile information. Replay of recorded discussions is used to facilitate introspective speaker comments regarding lingua-cultural divergences, challenges, and strategic solutions. To conclude, the study insights will be discussed with regard to pedagogical measures concerning learner preparation and teacher development.

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The development of intercultural communicative competence through a telecollaborative exchange between Chinese and Spanish students

The prominent use of new technologies in and out of the foreign language classroom has resulted in the integration of internet as an inexhaustible source of materials for the classroom. In addition to that, computers have become an essential tool for foreign language learners who can not only access online resources but also establish contact with native speakers of the language they are learning. The present study lies at an intersection of two major fields of research: the use of new technologies in the teaching and learning of Spanish as a foreign language and the development of Intercultural Communicative Competence (Byram, 1997; 2000).

The study presents the results of a telecollaborative exchange between a group of Hong Kong Chinese learners of Spanish, and a group of Spanish learners of Chinese using email as the method of communication. The study had three main objectives: first, to discover whether and how new technologies contributed to the development of intercultural communicative competence of participants. Second, the study investigated the participants’ perceptions about this type of learning exchange and its role as a tool for acquiring cultural knowledge. Third, the study explored the viability of introducing such learning exchanges into the Spanish as a Foreign Language classroom in Hong Kong. These objectives were the origin of the research questions in the study.
To answer the research questions, qualitative methodology was employed to study the behaviour and perceptions of seven pairs of students participating in the telecollaborative exchange. Participants used either English or Spanish as the language of communication. Data was collected through a triangulation of instruments which included the contents of the emails exchanged by the pairs, their learning journals and by three questionnaire surveys completed by all participants.

A qualitative analysis of the results demonstrates that telecollaborative exchanges via email are effective in developing students' intercultural communicative competence. The study also shows that students considered email was a useful tool for acquiring cultural knowledge. Lastly, this study confirms that this type of activity, although valued and enjoyed by students, is difficult to implement in language classes due to high demands on time and effort for both teachers and students.

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### Intercultural exchange while staying in the classroom: the VMCOLAB project

Virtual mobility (VM) stands for a set of information and communications technology supported activities, organized at institutional level, that realize or facilitate international, collaborative experiences in a context of teaching and/or learning.

The main advantage of VM is that it makes possible to every student to share a part of its education path with students and teachers of other countries and other parts of the world, for example to conduct comparative analyses of the same phenomenon in different economic, social, institutional and geographical contexts.

The focus of VM has been traditionally put on ICT. The European funded VMCOLAB project wants to make clear how relevant the intercultural development of (new) curricula/courses is in the process of internationalisation of higher education institutions (HEI) through long term partnerships (as opposed to globalisation through the “export” of HEI programmes).

VMCOLAB intends to demonstrate the scalability of VM experiments conducted in the past, among others by creating a quality assurance handbook for institutions, institutional and student awareness kits, as well as by setting up concrete international pilots with at least three HEI.

Although all pilots are primarily focused on giving students an international perspective on a certain subject matter, VMCOLAB highlights the potential of VM among teachers in preparing such an international course.
The first pilot (organised by Vytautas Magnus University) is a short virtual course on open educational resources (OER), in which students of various study programmes at five universities will discuss the topic from different perspectives. The second pilot (organised by KU Leuven) brings together the expertise of professors from three universities in a Master level course on water management. The third pilot (organised by University of Padua) concerns the training of career service staff at several European HEIs.

Through these pilots, we aim to demonstrate the potential of VM on different levels, that of the students, the teachers and the institution. In order to help teachers and other involved staff to prepare and run the pilots, the project consortium has bundled its expertise on different domains of VM (organisational, technical, pedagogical) into a mutual support service. After the pilots, the project will write recommendations for integrating VM on an institutional level together with European policy makers in order to safeguard the sustainability of the project.

In our presentation we will introduce the VMCOLAB project and zoom in on the project’s concrete pilots.

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Day: Thursday 13 February
Time: 11.30-13.00
Room: 15

A blended learning scenario to enhance learners’ oral production skills

The foreign language center LANSAD at the Université Stendhal Grenoble provides conversation classes in 15 languages. The purpose of these classes is to give students of all disciplines the opportunity to "exercise and improve oral communication skills" (see http://lansad.u-grenoble3.fr/). The courses include face-to-face classes and individual training on the university's e-learning platform Esprit with both forms being deliberately used. Students are invited to prepare the face-to-face classes with tasks and exercises based on authentic material provided on the platform before attending the face-to-face classes. In doing so, the students can collaborate with their peers and ask for support from the tutor on the online discussion forum.

Following the results of the analyses of the last two years' didactical setting (Clot, 2011-2012, 2012-2013), more than 50 % of the students declared being satisfied with the purpose and content of their language conversation courses. Nevertheless, the surveyed students pointed out that they wished to use the language in a more authentic way and that the courses should be more topical and playful. At the same time, they would appreciate systematic revisions of specific linguistic issues. Provided that the face-to-face conversation courses last four or at best eight hours per semester, and that according to the survey (Clot, op.cit.), the students spend about one additional hour per week on the platform Esprit, we propose a mobile assisted blended learning scenario.

Our methodological approach is based on task resolution (Ellis, 2003) in peer-to-peer collaborative settings and the spaced repetition concept (Ebbinghaus, 1885, cited by Dempster, 1988). Following a four step process, we began with analyzing the students’ needs through a survey, then defined which global and specific skills were necessary to develop, and consequently designed the language task accordingly. In order to allow phases of individual training, repetition, practice and hands-on tutoring, we additionally propose tandem learning with native speakers and individual tutor sessions during pre-defined office hours. The tandem sessions include two face-to-face meetings at the beginning and the end of the course and asynchronous oral communication in between via “kakaotalk”, an open source mobile phone application.

Our target group being elementary learners of French and Korean, we consider that asynchronous communication is particularly well suited when learning to speak a foreign
language, as this mode contributes to being at ease and self-confident (Kim & Mangenot, 2009).

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**Framing the exchange: lessons from a telecollaborative project**

Alberto Bruzos Moro, Department of Spanish and Portuguese Languages and Cultures, Princeton University

This case study reports on a telecollaborative exchange between language learners in the USA and Spain. With university students fully engaged in digital communication, online exchanges have become a resource with great potential for foreign language educators. Nevertheless, recent studies showed that even when exchanges are put into practice, they are seldom fully incorporated into foreign language courses and programs. Focusing on the American higher education context, this presentation will address the benefits and challenges of integrating a telecollaborative exchange into an advanced-level foreign language syllabus.

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**Telecollaboration and co-creation: Opportunities for students to make sense of their intercultural interactions through Mahara.**

This session reports on practitioner experiences relating to the integration of the e-portfolio Mahara into telecollaboration projects. Two different contexts are presented. The first one is the third phase of the MexCo project, an international, intercultural knowledge-transfer exchange project that involves students and staff from Coventry University (Department of English and Languages), UK, students and staff at the Universidad Nacional Autónoma de México (UNAM) and at the Universidad de Monterrey (México) and staff from the University of Warwick, UK. MexCo is funded by the Higher Education Academy (Collaborative Teaching Development Grant). The second is Clavier, a large scale virtual French Exchange now in its 3rd year and showcased as a case study in the INTENT report. Advanced level students of French in the Clavier project used Mahara as a reflective space throughout
their course, organising their experiences of interactions with French students in order to narrate their learning process for assessment. As part of MexCo all year 1 students in academic years 2012-2013 (140) and 2013-2014 (150) at CU were given the option to design digital learning objects based on their tandem online postings in the tailor-made intercultural Moodle area created for the project with their Mexican partners. The CU students created interactive guides to the city and the University for their peers in Mexico addressing their requests for information relating to specific aspects of British culture and society using the e-portfolio Mahara. These ‘artefacts’, which formed their group assessed presentation for a core course at CU, provided an insight into the CU students’ perception of what constitutes ‘culture’. The task has been contributed to the INTENT website. At Warwick, 150 students of post A’ level (B2+) French, Chinese and Japanese have used Mahara to narrate their language learning experiences as part of a reflective e-portfolio for assessment. Using evidence from their telecollaborative exchanges with their online partners, they have engaged in the analysis of their learning process in order to identify what works best for them as they try to improve their communication skills. This project has provided valuable insights for teachers into the needs of their learners as well as encouraging deep learning and the acquisition of transferable skills for our students. We will discuss the way Mahara was used in the two projects and the added value that the tool offers in terms of ‘usability’ and reflective practice for both staff and students. We will also illustrate the significance of the transfer of control in curriculum development, with particular reference to how Mahara enhanced the students’ opportunities for ownership of the telecollaborative exchange and knowledge-transfer process.

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Promoting Intercultural Exchange with Web 2.0 Technologies: A Study of Spanish-American Telecollaboration

Byram (1997) stresses that intercultural communicative competence (ICC) encompasses a constantly evolving process of developing cultural knowledge, skills of discovery and interaction with others, open attitudes and critical awareness. It is commonly acknowledged that formal foreign language (L2) instruction is not sufficient to develop learners’ ICC. Learners may be linguistically competent but unable to cope successfully with real-life situations where they negotiate meaning with others according to various cultural contexts (Bennett & Bennett, 2004; Byram, 2000). As many students do not have opportunities to engage in conversations and exchange cultural perspectives with native speakers (NSs) outside of class, finding an effective means of providing them with acquisition-rich interaction through intercultural communication is crucial. Among approaches to intercultural learning, computer-mediated communication (CMC) has opened up a wide range of opportunities for cross-cultural exchange. Efforts have been made to use telecollaboration to foster intercultural dialogue within institutional settings. Distinct learning outcomes have been reported in edited collections (Belz & Thorne, 2006; Guth & Helm, 2010; Levy & Stockwell, 2006; O’Dowd, 2007). Affordances of intercultural exchange include linguistic gains (Dussias, 2006; Ware & O’Dowd, 2008), pragmatic awareness (Chun, 2011; Kinginger & Belz, 2005), intercultural competence (Hauck, 2007; Lee, 2012), and increased motivation and autonomy (Lee, 2011, O’Rourke, 2005). In spite of these beneficial effects, pitfalls have been reported, such as intercultural misunderstandings (O’Dowd & Ritter, 2006; Ware, 2005), institutional constraints, misalignment of academic calendars, and scheduling conflicts (Belz & Müller-Hartman, 2003; Lee, 2009). Teachers also face challenges of raising learners’ awareness of intercultural learning and training them to interact effectively with distant partners (Basharina, Guardado & Morgan, 2008; O’Dowd & Eberbach, 2004). Finally, effective tasks are essential to promote learners’ active engagement and further develop their cross-cultural competence (Lee, 2012; Müller-Hartman, 2000).

Web 2.0 technologies (wiki, blog, podcasting); especially social media (Twitter, Facebook) have continued to evolve in L2 instruction. Yet, there is a lack of research on the application of Web 2.0 for intercultural exchange (Guth & Helm, 2010; Lomicka & Lord, 2009). Thus, the paper reports a Spanish-American telecollaborative project through which students used Twitter, blogs and podcasts for intercultural exchange over the course of one semester. The paper outlines the methodology for the project including pedagogical objectives, task design, selection of web tools and implementation. Using qualitative and quantitative data collection,
the study explored how the application of Web 2.0 facilitated cross-cultural communication. How the use of digital technology affected the way in which the students viewed intercultural learning and peer feedback was examined. Through social engagements, students not only gained cultural knowledge but also became more aware of their own beliefs and attitudes toward their own culture. Peer feedback helped learners increase lexical knowledge, prevent language fossilization, and acquire native sounding discourse. The study suggests that allocating sufficient time to complete each task and making personal commitment to online contributions are essential to successful intercultural exchanges. The study concludes with suggestions for future research and pedagogical implications.

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Fit for purpose through telecollaboration: a pedagogical approach to multiliteracy

The need to prepare learners for meaningful participation in technology-based activities and thus the need for digital competence (DC) has not only surfaced in the scholarly literature related to the learning and teaching of languages (Hubbard, 2004, 2013; Thorne & Reinhardt, 2008; McBride, 2009; Hauck, 2010), DC has also been acknowledged as one of the 8 key competences for Lifelong Learning by the European Union (Official Journal L 394 of 30.12.2006). It is seen as a so called transversal key competence which enables learners acquiring other key competences (e.g. languages, mathematics, learning to learn, and creativity) and required by all citizens to ensure their active participation in society and the economy.

The authors will argue that telecollaborative exchanges are an ideal setting for learner preparation to this effect. They will also put forward the idea that training in this key competence should be designed in a way that allows learners to comfortably move along the continuum from informed reception of technology-mediated input, via thoughtful participation in opinion-generating activities through to creative contribution. Particular consideration will be given to the fact that both the input and the output representing the beginning and the end of the described continuum are usually of a multimodal nature, i.e. draw on a variety of semiotic resources (Kress & van Leeuven, 2001) or modes such as “words, spoken or written; image, still and moving; musical [...] 3D models [...]” (Kress, 2003). Current and future learners who can comfortably alternate in their roles as “semiotic responders” and “semiotic initiators” (Coffin & Donohue, forthcoming) will reflect the success of training programmes which take account of multimodality as a core element of digital communicative literacy skills, also referred to in the literature as new media literacy or multiliteracy. The purpose of this contribution, then, is to look at the concept of multiliteracy from a language instruction perspective. In the first part, the concept of multiliteracy itself will be investigated and will provide the backdrop for our suggested pedagogical approach to meet the need for learner preparation and training. Next, based on the theoretical framework of multimodal meaning making (Kress, 2000), a model for designing instruction grounded in multiliteracy will be proposed. Its main purpose is to help language educators guide learners
through the aforementioned stages of multiliteracy skills development. Finally we will give some pointers as to how the model could be applied in a variety of multimodal language learning contexts.

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**Empowering teachers for integrating telecollaboration in their teaching**

This is one of the objectives of the European TILA project (Telecollaboration for Intercultural Language Acquisition: ). The project started in January 2013 and will run until June 2015. In the first phase of the project after having gathered information over teachers’ needs, workshops have been developed aiming to help teachers develop pedagogical and Intercultural competences as well as organisational and ICT literacy skills, crucial to organising, coaching, assessing and evaluating any telecollaboration activity. From November to February this initially developed competences have been put into practice in the process of piloting telecollaboration experiences at teachers’ institutions, and in so doing promoting experiential and reflective learning of teachers. In our presentation we will show the results of teachers’ needs analysis, we will share the focus of the workshops we have been giving and will present the results of the experiential learning process of teachers piloting telecollaboration.

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Day: Thursday 13 February

Time: 11.30-13.00

Room: Aula Magna

Projets de télécollaboration et production orale dans le Campus Virtuel FLE de l'Université de León

La plupart des projets de télécollaboration pour l'apprentissage des langues développent des compétences écrites ou de compréhension orale, mais la production orale est généralement oubliée dans leurs objectifs et leurs activités. Les nouvelles technologies et nouveaux médias sociaux favorisent la communication et les compétences interculturelles des apprenants, mais leurs potentiels dans l’acquisitions des compétences orales sont encore à explorer. Le dispositif de formation Campus Virtuel FLE de l'Université de León est pionnier dans le développement des productions orales à l’aide des nouveaux outils du web actuel: tâches audio, blogs, podcasts, réseaux sociaux éducatifs. On présente ici les recherches et pratiques dans le cadre de plusieurs projets de télécollaboration entre les universités de León, Grenoble et Lille qui ont comme objectif principal la production orale chez les apprenants de français langue étrangère. On aborde aussi les stratégies, les tâches et les outils pédagogiques qui peuvent aider les enseignants dans le développement des compétences orales pour leurs projets de télécollaboration.

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Distant foreign language teaching: to what extent can oral exchange in a telecollaborative Chinese – French eTandem course assess for listening and reading comprehension skills

Since 2010, a telecollaborative Chinese – French eTandem course has been integrated into the second year curriculum of the students of Chinese at Geneva University, Switzerland, and the students of French at Hubei University, Wuhan, in China. Having become compulsory on both
sides, how to assess the students' competences has become a major concern for the teachers in charge of the course. As teaching practices and aims differ on both sides—the focus is more on culture and civilisation for the Swiss students registered in the Faculty of Humanities, whereas the Department of Foreign Languages at Hubei University is more concerned with applied linguistics—three main questions to reflect upon have arisen:

1. Should there be a common assessment on both sides for the exchange? If yes, how should one counterbalance content (the Chinese way) and competences (the European way)?
2. Whatever the answer to the first question, how should one cope with the degree of difficulty of the language learned, Chinese demanding much more time investment than French in this particular case? Related to this question, is the CEFR a valuable reference frame for distant languages like Chinese?
3. To spare time investment, could one not consider presentational and interpersonal speaking abilities as a way to assess for not only oral competences but also for listening and reading comprehension skills?

In this article, we will try to answer the two first questions. We will also propose some approaches for the third point, because, as of today, at least for teaching Chinese as a foreign language, different textbooks are used for each learning skill, usually in the following chronological way: listening • speaking • reading • and writing. We believe the third question to be an interesting way to merge the usual diversity of written class material into a more integrated, collaborative way of teaching a distant foreign language at university level. We will argue that telecollaborative oral exchanges produce a greater linguistic harvest if systematically supported beforehand with topic and task based listening and reading comprehension. Oral skills—eventually writing skills—that are at stake in those exchanges, on the other hand, also bring up to light the improvement of the related listening and reading comprehension skills, which can thus be assessed in a relative objective way, individually. In other words, and this against prevailing practice, we will try to show how one can assess each student's listening and reading comprehension with regard to the improvement observed in his or her spoken and hand-written production.

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“I don't think we got deep enough into the topic”: Examining cognitive presence in students' asynchronous online discussions

This paper aims to enhance our understanding of intercultural learning in an online environment and to establish some relationship between collaborative approaches to learning
and higher-order learning outcomes. To do this, it focuses on the type of cognitive processes that learners experience during a computer mediated collaborative task. Exploiting the model of content analysis proposed in the Practical Inquiry Model by Garrison, Anderson, and Archer (2001), this case-study investigates interactions between Irish undergraduate students and French Erasmus students who participated in an asynchronous threaded discussion forum to develop their intercultural competence.

The online discussion forum is integrated in a larger project which promotes a three-phased approach. Language learners have first to select a current French socio-political issue of their choice, retrieve information on the topic from online newspapers and analyse it with a view to producing a piece of work demonstrating thorough understanding of the topic. The Computer Mediated Communication (CMC) task starts in week 4 of their 12-week course and runs for 6 to 8 weeks depending on the group dynamic; each L2 learner submits his/her assignment online and is paired with a native speaker who has expressed an interest in his/her topic. Students then engage in a discussion with their respective partners. At the end of the project, all participants have to reflect and report on their online learning experience.

The qualitative analysis of students’ postings, reflective reports and post-task questionnaires shows that the online dialogues afforded both groups of students a unique opportunity to share and expand their intercultural knowledge, to practise their higher-order thinking skills, and to reflect on their own (language and cultural) learning. The findings suggest that the design of the online task and the level of students’ engagement play an important role in the type of cognitive activity in the discussions. The study concludes that there is a need to further explore the complex interdependence of teaching, social and cognitive presences in an online discussion forum in order to achieve intended educational outcomes.

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PARALLEL SESSIONS (4)

STRAIGHT: INTERCULTURAL LEARNING IN TC

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This paper picks up a challenge thrown down by Goodfellow and Lamy (2009). Their work seeks systematically to problematize the notion of culture in online learning and they identify the ‘investigation of the cultural dimensions of communication in online learning and the processes of negotiation of identities by their participants’ as a major research theme requiring serious investigation. Goodfellow and Lamy critique previous attempts to analyse culture in online environments as tending to ‘concentrate on the effect of differences between the learners, or between the cultural assumptions of the learners and those embedded in the design of the materials’ (p. 7). Equally, Goodfellow and Lamy assert that existing models of cultural analysis have proved problematic or inadequate in characterizing online intercultural environments (p. 6). Not only are such models infused with cultural bias, being largely based on hegemonic Western concepts of culture. They also tend to envisage learners as homogeneous beings, with ‘single cultural identities’, whereas identity is frequently plural. Consequently, these models offer little genuine foothold either for designers or for analysts of online intercultural environments. Our attempt to analyse the intercultural dimension of an online intercultural exchange takes as its starting point the acknowledgement that ‘what is created from intercultural interaction when persons from different cultures communicate equitably and with respect for the other’ (Raybourn et al. 2003: 106) is an emergent ‘third culture’ where meaning is co-created by interlocutors who are both participants and co-owners, rather than dictated by dominant third parties. Given that individual identity is a complex amalgam of multiple cultural and subcultural identifications and affiliations, our hypothesis is that the picture of online culture which emerges from such an encounter is likely to be an even more complex cross-cultural amalgam. A further layer of complexity is added by the active role played by technology in shaping online cultures. For its exploration of interculturality in online spaces, this paper employs data derived from a Chinese-English e-tandem exchange between mature adult learners and teacher trainers. Since tandem learning is based on the principles of autonomy and reciprocity, it offers an exceptionally propitious
test-bed for such an exercise. It authors, as advocated by Goodfellow and Lamy (p.182) are culturally diverse. We use a grounded theory approach, to attempt to develop a possible model of online interculturality. What such a model may lack in generalizability, it gains in accuracy and authenticity. It will at least be original, in being derived from the actual phenomena of online intercultural exchange, rather than from pre-existing external situations.

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**Why in the world would I want to talk to someone else about my culture?**

This task-based research project qualitatively focuses on the utilization and effectiveness of telecollaboration in higher education. Ten L2 Spanish participants from an American (USA) university and 10 L2 English participants from a Spanish university utilize telecollaboration via email in order to create a “community of inquiry” (LaJoie, Garcia, Berdugo, Márquez, Espíndola, Nakamura, 2006) among two groups of students. At issue of importance is whether students learn how to critically analyze and discuss cultural aspects of a language other than their own (Klein and Solem, 2008).

Following the practical model set forth by Durboraw (2002), this study focused on establishing authentic communication situations with non-threatening atmospheres so that participants would communicate more freely on their respective cultures by lowering their affective filters. Over a 6-week period, each participant in the L2 Spanish group was partnered with a participant from the L2 English group. In the email exchange, each participant communicated on his/her own holidays and thoughts of his/her partner’s holidays. Each email exchange included: 1) Participant’s thoughts on his/her partner’s culture as was perceived through L2 instruction, 2) Partner’s reaction to perceptions and insight to cultural reality and 3) Sharing of personal anecdotes.

Using these exchanges as well as a pre and post-survey, results indicated that participants developed misperceptions of their partners’ cultures through the lens of their L2 instructor as well as the individual bias they had toward the L2 culture. However, analyses showed that the email telecollaboration increased participants’ awareness of the culture other than their own. Through their partners’ lenses, participants made comparisons between the other culture and their own.

This research reveals how telecollaboration creates links between L2 Spanish learners and L2 English learners with outcomes that are highly dependent on increased familiarity to another’s
culture through the lens of a native speaker. L2 educators must discover ways for learners to better identify with the L2 culture through the lens of a native speaker in order to reduce misrepresentation of cultural truths.

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### East and West Encounter in Telecollaboration: Collision, Reconciliation and Comprehension

Important issues as the development of the foreign language linguistic competence and intercultural competence have been studied by a lot of researchers (Belz, 2002 b, Müller-Hartmann, 1999, Thorne, 1999; Warschauer & Kern, 2000, O’Dowd, 2008). However, these studies were mostly conducted within western cultures. What’s more, the focus of these studies was put more on the learning outcomes that the Telecollaboration brought to language teaching and learning. Few studies have been done about effect that the Telecollaborative exchange brought to the participants from distant cultural and educational background, neither on their profiles.

In this article, the authors tend to propose some practical cultural-oriented pedagogical suggestions based on the study of their Telecollaboration practice – an eTandem Chinese-French course, between two distant languages and cultures (Chinese and French), and two distant countries (China and Switzerland).

A detailed comparison about the educational culture between the two counterparts will be discussed first as the authors believe it is vital to know about the participants before launching a Telecollaborative exchange. Based on the Chinese culture of learning (Jin et Corttazi, 2006) and the Chinese cultural schema of education (Leng Hui, 2005), the authors made a comparison within the following aspects:

- Educational culture (Confucian tradition and values and Jiao shu yu ren (teaching books and cultivating students) (Hui, 2005; Jin, 2002) Vs individual development),

- Institutional requirements (applied linguistics Vs Humanities),

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Teachers’ roles and status (moral model, teachers’ total authority and their instant availability Vs teachers’ not at all authorized and less availability),

Teaching style (traditional Vs communicative method)

Significance of examination (life-or-death matter Vs personal choice)

Students’ life style (community life + dependent to parents Vs independent life),

Learning style (factual questions Vs open questions),

Students’ online interaction style (QQ instant messages Vs emails).

Based on the comparing result, the authors proposed and tested some culture-focused pedagogical practice conducted in the eTandem Chinese-French course. For example, in the training session, different documents were prepared for students from different universities, with a special focus on user-friendly for Chinese students (Xiao, 2006). In task design, the linguistic-oriented practice and cultural-flavoured topic-based discussion were introduced step by step. In tutoring stage, instant message exchange in QQ group for Chinese students with a focus on creating “family relationship” (Xiao, 2006) was emphasized, while email exchange was used more often with Swiss students for the sake of protecting privacy.

At last, the effects of the strategic reconciliation are discussed. What seemed to be positive was that the students’ misunderstanding as “Chinese students dominated the exchange”, “Swiss students didn’t respect the fixed exchange hours” was reduced. However, another issue arose as “Chinese students cheated in that they evaluated too high the course” in believing that it could help their Swiss partners to gain high scores since the course was compulsory for them. More details will be discussed. The study provides some implications as how to optimize the online intercultural exchange with students from Chinese culture.

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**Where We’re Going, We Don’t Need Roads: Virtual Intercultural Learning in the Classroom**

Virtual intercultural exchanges are quickly becoming a norm in many classrooms today. This analysis examines extensive data collected each semester over the course of five years from an undergraduate intercultural relations course at American University. Throughout this undergraduate course, students from the United States were assigned to work on collaborative projects with students in Bahrain, Egypt and Tunisia. Pre- and post-collaboration survey data was collected from students over a five-year time span in which the virtual collaboration projects were completed. Through close analysis, the data led the researchers to various conclusions on student perceptions of and motivations for collaborating in virtual exchanges and engaging with other cultures online. Findings included the appearance of cultural biases, prejudices and misunderstandings of cultural dynamics that changed before and after the virtual collaborations took place. Second, the use of varying technologies such as Skype and Facebook showed how different forms of technology changed the way in which students interacted and worked through the collaboration parameters. Further, best practices for implementing virtual collaboration in an intercultural context both within the parameters of an undergraduate course and on a broader scale, in contexts beyond the classroom, were established. Finally, the analysis identifies directions for continued research as well as implications for practitioners and scholars in virtual intercultural exchanges.

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Cooperative or collaborative online language exchange – they are very different

Computer Mediated Communication (CMC) has become a popular tool in many EFL classes around the world (Bower & Kawaguchi, 2011). The type of CMC used will depend on the teacher’s situation. If partner classes are available cooperative language exchange is one option. “Cooperative” means students in each of the countries participating in the exchange are learning the language of the other partner in a "give and take" setting. An example I will outline here is where American students in the U.S. studying Japanese, help Japanese students studying English in Japan, who in turn help the American students studying Japanese. I have been doing exchanges such as these since 2004 and they have yielded many benefits for students.

Collaborative exchange is another option. “Collaborative” means all students are EFL students and are learning English only. The example of this I will showcase here is where students studying engineering in Japan and Vietnam work on collaborative projects using English.

Moodle has been used as the course management software for these courses. Students use the forums and wikis to do initial asynchronous interactions and develop their communication with synchronous interaction using Skype.

Both forms of exchange develop language and cultural understanding but often in different ways. Students' perceptions of the different methods of exchange also vary in interesting ways. These will be detailed in this paper. Description of the pedagogical basis for the courses, explanation of how the courses were created and maintained, and outcomes achieved by the students will be outlined. Using discourse analysis tools, some initial findings will be presented on which form has resulted in more output from students and the differing overall outcomes will also be presented.

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**Una experiencia castellano manchega**

La experiencia que trataré de plasmar es la del francés en la Facultad de Letras de la Universidad de Castilla-La Mancha. Abordaré el contexto institucional, cultural, social y económico de la región, para abordar y relacionar luego a la vez el contexto de la situación de los estudiantes que desean realizar estudios de francés y la manera de utilizar Internet (colaboración entre países, utilización de las redes sociales, etc.) por los propios estudiantes y los profesores como actor y guías.

Trataremos de elaborar unas conclusiones sobre la base empírica de nuestra experiencia.

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Meta-Synthesis of Cultura-based Projects

The Cultura project was created in 1997 initially as an intercultural exchange between American and French students (Furstenberg, Levet, English, & Maillet, 2001; http://cultura.mit.edu/community/index/cid/1). In the years since, many related projects have been inspired by this compelling model (e.g., Bauer et al., 2006; Chun & Wade, 2004; Chun, 2011; Liaw, 2006; O’Dowd, 2003). Two conferences in 2009 demonstrated that Cultura-based projects were proliferating around the world, suggesting that a meta-synthesis of these projects could be useful both for documenting the variety of adaptations of the model and for helping those interested in developing similar exchanges. We therefore designed an extensive survey, which was sent to everyone who to our knowledge had conducted such a project. This presentation reports on the results of the survey and presents the research questions we sought to answer, the survey questions that were created to answer the questions, analyses of the results (both quantitative and qualitative), and recommendations for future such projects. It is hoped that this survey will help others to address the pressing issues of how they could adapt the Cultura model to their own educational context, what would be possible, which aspects could be modified to meet their needs, and how they could assess student learning outcomes.

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Learner beliefs and practices in corrective feedback: Longitudinal evidence from Telecollaboration

Telecollaboration, a type of language exchange through which foreign language learners in one part of the world are connected with learners in other parts of the world online for the reciprocal learning of languages and cultures, has attracted tremendous interest from both
language practitioners and second language researchers. However, despite many participants’ wish to improve language skills through such partnership, telecollaboration has not been able to establish itself as a place where focus on form takes place. The current study investigates participants’ focus on form practices through provision of corrective feedback and their beliefs about giving and receiving correction. 12 pairs of telecollaborators participated in the semester-long Skype language exchange between Japan and the U.S. Both conversation and survey data were collected throughout the semester to investigate participants’ shift in beliefs about corrective feedback and the interaction between such beliefs and actual practices. The preliminary results found that the majority of participants chose recast as the most preferable way to give and receive corrective feedback by the end of the semester and that there seems to be an interaction between learners’ beliefs about how to receive feedback and the rate of uptake. However, there was no interaction between learners’ beliefs about how to give corrective feedback and actual practices, suggesting participants’ struggle and dichotomy between beliefs and actual correction procedures.

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### Facilitating dialogue in telecollaboration

The practice of telecollaboration has become well established in the last 20 years, with a considerable body of research providing evidence for linguistic and intercultural learning through well-designed task-based projects, but also highlighting difficulties and failures (Lamy & Goodfellow, 2010; Dooley & O’Dowd, 2012). One of the areas in which telecollaboration falls short, is in the development of critical cultural awareness and deeper levels of intercultural understanding. Most telecollaboration models have involved learners who engage in discussion with one another in dyads, triads or group forum discussions on ‘safe’ topics and subsequently reflect on and discuss their interactions with teachers and peers. This paper looks instead at a dialogic model of telecollaboration, the Soliya Connect Program (Helm, 2013), which breaks from this tradition as it entails interaction on topics which are seen as divisive through dialogue in groups led by trained facilitators. This paper will first illustrate the main differences between a dialogic model of telecollaboration and the established models in foreign language education.

Following this, the presentation will focus on the role of the facilitator and illustrate how the presence and actions of trained facilitators help to create a safe environment in which participants can feel comfortable discussing sensitive topics, move out of their comfort zones and begin to engage with one another on a deeper level and develop critical cultural awareness. With the support of extracts from online interactions, this paper will illustrate how
facilitators discursively create this space, using the multiple modes of meaning making available to them. In addition, the presentation will explore how some of the participants in the dialogue also take on a facilitating role in the dialogue.

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Tâches web 2.0 dans le cadre d'une télécollaboration : quelle ouverture au monde ? quel développement de la littéracie numérique ?

L’objectif de cet article est de montrer la grande variété des tâches que l’on peut considérer comme « web 2.0 » et de fournir quelques pistes quant à la sélection et l’exploitation de telles tâches dans le cadre d’une télécollaboration asymétrique ou symétrique.

Dans l’ouvrage Telecollaboration 2.0, Guth & Helm (2010) suggèrent de s’appuyer sur le web 2.0 pour les échanges télécollaboratifs ; elles avancent deux arguments en faveur du recours au Web social : donner plus de sens aux productions réalisées dans le cadre de l’apprentissage grâce à l’interaction avec un « public » extra-institutionnel, d’une part, acquérir, en langue étrangère, une littéracie numérique (« digital literacy ») faisant partie des impératifs de notre époque, d’autre part. Or l’utilisation d’applications du web 2.0 par des étudiants de Master futurs enseignants de français dans le cadre d’une télécollaboration avec des apprenants universitaires chypriotes et lettons, en 2012-2013, s’est révélée plutôt décevante en termes d’ouverture au monde : on n’a observé pratiquement aucune interaction avec des internautes ne faisant pas partie des institutions concernées. Par contre, l’utilisation de certains sites a permis de contextualiser les productions, et même dans d’autres cas de les guider fortement ; cette contextualisation apparaît comme susceptible de donner plus de sens aux productions, dans la perspective actionnelle préconisée par le Cadre Européen Commun de Référence pour les Langues. Enfin, dans un dernier cas de figure, le caractère multimédia de certaines productions demandées a amené les apprenants à des pratiques susceptibles de développer leur littéracie numérique.

Cet article s’appuiera sur l’analyse de vingt scénarios pédagogiques comprenant des tâches considérées comme « web 2.0 » par les étudiants. Un scénario pédagogique est pour nous une combinaison d’une ou plusieurs tâche(s) et d’un scénario de communication (Mangenot, 2008) ; il se définit par les consignes, les liens Internet fournis aux étudiants, l’aide apportée par les tuteurs, les outils de communication. Nous montrerons la diversité de ces scénarios et discuterons leur intérêt potentiel dans le cadre d’une télécollaboration. Aucune tâche n’ayant abouti à une interaction avec des internautes extra-institutionnels, nous distinguerons les scénarios donnant lieu à une diffusion visible sur le web (tâches ouvertes sur le monde), les
Designing tasks for university telecollaboration

In university language learning contexts telecollaboration is set up to generally develop language learning skills and intercultural communicative competence (Byram 1997) through structured tasks or task sequences. In that general frame, students develop a wide range of additional competences when working on specific contents, depending on the institutional contexts and seminars. Popular types of telecollaborative exchanges prepare students for their stay abroad in an Erasmus program or assist them in the development of particular language skills. One important field is teacher education, i.e. the development of teaching competences by, for example designing and performing tasks with international partners. A teacher-guided, well-structured experience of working, collaborating and communicating in a digital environment broadens trainees’ repertoire of teaching strategies, preparing them for challenges of online instruction.

In this chapter we will look at these three important fields of university students’ competence development from the perspective of task design. Task-based language teaching has become an important teaching and research approach in telecollaboration (Müller-Hartmann 2000; Hampel, 2006; O’Dowd, 2006; Müller-Hartmann & Schocker-v. Ditfurth, 2008; Thomas & Reinders, 2010).

Task design or the task-as-workplan is central to organizing such complex learning environments since the task “has come to be the means or agent of learning”, or, as Levy and Stockwell put it, “the structure, content and sequencing of language-learning tasks are critical” (Levy & Stockwell 2006: 16, see also O’Dowd 2012). At the same time, we need to consider the task-as-process, because tasks are often negotiated between instructor and students. Therefore, we need to look at teacher and learner perceptions of tasks and what they actually do with the task in the learning process.

One of the most challenging aspects of developing task-based telecollaborative learning environments is its ‘blended’ approach to language teaching and learning. The interplay between a complex online environment and a face-to-face one necessitates a deep integration of task structure with a careful choice of technological tools to allow students to develop the targeted competences. Partnering instructors not only need to consider the impact that tool
affordances may have on task performance but also how well they will cater for students’ different modal preferences.

Combining Chapelle’s criteria for CALL task appropriateness (2001: 54-59), such as the meaning focus and authenticity of tasks, learner fit and language learning potential of tasks with more general task-based criteria such as tasks’ relevance for learners, tasks’ focus on interaction based on real-life problem solving, and the sequencing of tasks to balance task demands and support, we will provide an frame for organizing these different telecollaborative learning environments.

Three case studies will serve to show how these task criteria (task-as-workplan) can be put into practice and which challenges are involved in the task-as-process.

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From Teletandem to usage based tasks: learning after doing

The following topics will be discussed:
- How telecollaboration is implemented in an Italian University;
- Which research topics are developed;
- How research and telecollaboration are linked so to develop usage based tasks.

In the University where I work, Telecollaboration is mostly realised as a context of oral communication via software VOIP and chat (E.g. Skype) and it is named Teletandem. Teletandem: (www.teletandem.org; Telles & Vassallo 2006) is based on the following principles:
- Reciprocity: each student must concede to his/her partner the same time he/she spent practising his/her second language;
- Learning in collaboration: each student contributes to his/her partner’s L2/C2 development (Telles 2009)
- Learning autonomously: students must plan their activity on their own. Professors’ mediation (Telles & Vassallo 2006) is only on request.

Different programs in which Teletandem is included will be presented. For instance, one of them is named CO-OR (COmunicazione ORale; Oral Communication) and includes, besides sessions with foreign partners, theoretical lessons during which students develop abilities connected with autonomous language learning (e.g. knowing how to use portfolio, webcef, etc). For the whole CO-OR Program, students attain 4 ECTS.

As a data base for research purposes and for students’ interlanguage self-evaluation Teletandem sessions are video-recorded.

Teletandem is also a great opportunity for research on computer mediated communication and language learning. Research has been carried out on the following topics:
- the implementation and the success of program (Flurschütz, in preparation);
b) characteristics of the CMC oral discourse;
c) the pragmatic dimension of CMC oral discourse in relation to face to face communication setting (mostly the use of discourse markers);
d) usage based activities.
Especially, I will focus on:
- results regarding research b) and c);
- the implementation of tasks based on video-recordings of sessions realized by students.
Research focusing on the discourse structure has shown, for instance, that during Teletandem speakers exchange ideas and information both on topics of interest and on language communication vehicle. The dual focus of the conversation is manifested by the presence of sequences of appreciation / agreement and attention with regard to the topic at hand as well as by natural shifts in pedagogy during which participants correct a wrong use of the language of the interlocutor, negotiate meanings, explain a rule of their L1, etc. Language Related Episodes such as meaning negotiation and focus on form sequences are the basis for task implementation. Tasks are mostly aimed to develop metalinguistic abilities and will be based on the observation of video-sequences selected from students’ videorecordings.

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ABSTRACTS

PARALLEL SESSIONS (5)

STRAND: INTERCULTURAL LEARNING IN TC

Day: Thursday 13 February

Time: 16.00 - 17.30

Room: 14

21st century skills in focus - Virtual LSP workshop: an award winning project of the Budapest Business School

Based on the results of a 2011 survey among potential employers of Budapest Business School students about required skills and knowledge, the courses offered at the Institute of Foreign Languages and Communication have been examined to see how these skills can be developed through the teaching of Languages for Special Purposes (LSP). The existing practices have been completed by a new program called 21st century skills in focus (New initiatives to develop skills required by employers through the teaching of LSP). The main objective of the program is to put more emphasis on developing these skills. In the framework of this program, we introduced some innovations of previously existing courses:

- Our former course of intercultural communication was transformed to an ‘intercultural training’, where Erasmus students work together with local students, solving different tasks in small groups, with the use of English for (real and virtual) communication;
- Our course for developing oral skills in English was restructured upon the students’ requirements, with the introduction of a negotiated syllabus and the use of new technologies;
- Our Carrier Planning Course, offered in German, was enriched by real-life tasks, in order to focus on cooperative skills development.

Apart from rethinking our existing courses as indicated above, we also introduced the initiative of the Virtual LSP workshop, which I would like to present at the conference. This project involves the creative use of class wikis and can increase students’ and teachers’ motivation alike. Each language group has a wiki, which is used as a virtual classroom to supplement face-to-face teaching and learning to develop students’ skills outside the classroom with the teacher’s support. Among other activities, we involved in the Virtual LSP workshop some Erasmus students at the Budapest Business School. In this – mainly online - activity our students of “Spanish for tourism” collaborated with Spanish Erasmus students of our school. There were four groups of about 15 Hungarian students of A2-B1 level, and there were two Spanish students with each group. We assumed that there is not enough touristic information in Spanish about Hungary on Internet directed towards university students, so Hungarian students made recommendations for Spanish students, taking into account their fields of interest. The main goals of this activity were to create an authentic situation for our students so that they can use Spanish related in a way to their major (tourism), as well as to raise interest of Spanish students in interesting places in Hungary throughout the information given by Hungarian students.

Our experimental project Virtual LSP workshop, introduced in the framework of our 21st century skills in focus program for our students of Spanish and English won us the first prize of the 2013 European Label for innovative projects in language teaching and learning. This is an award coordinated by the European Commission, and given out each year in each member state.
**Student’s Lurking in Telecollaborative Projects and the Development of Intercultural Communicative Competence.**

This paper investigates the concept of online lurking and its impact on the development of students’ intercultural communicative competence (ICC) in the context of telecollaboration. Most often, students’ active participations, such as posting messages in blogs or commenting other messages in forums, are assessed and thus implicitly valued in online collaborative projects. However, their passive attention in the virtual community such as reading messages and reflecting on the discussion board may also be important factors that contribute to student learning about the target culture. In many countries, the learning outcomes of foreign language courses now include intercultural communicative competence, although the precise model for teaching ICC varies even across the world. Internet-mediated approaches are widely used to support intercultural learning. This study is part of a Ph.D research that investigates the impact of online language use on students’ ICC. The interplay between computer mediated communication, culture and language is explored by analyzing interactions of a group of Moroccan and American students’ in a Word-press blog designed by the researcher for the sake of the study. The blog’s traffic statistics showed that there was an important passive activity at the beginning of the project, especially when a new participant posted a self-presentation or when a new message or comment was published. More, some students started to actively participate or ‘de-lurk’ three weeks after the beginning of the project. Accordingly students were asked to fill a questionnaire about their passive online activities in the project, the reasons behind these activities and their perceived usefulness related to intercultural learning. Findings show that about two third of the students felt that they learned through the online discussion experience, and that they believe both posting (active participation) and reading messages (lurking) contributed to their intercultural learning.
Bridging the gap: a self-discovering path into intercultural perception of self and the other

This paper will provide an overview of a Telecollaborative exchange project currently undergoing between the University of Southampton, United Kingdom and the University of Salento, Italy.

The project, called “Bridging the gap: a self-discovering path into intercultural perception of self and the other” investigates language and intercultural learning outcomes of a telecollaborative exchange and in particular the notion of ‘interculturality’.

Starting from the criticisms that Risager (2006) and others have expressed towards the tendency to locate culture with the ‘nation’ and uncritically identify static differences between national communities, the project also draws from the outcomes of ZuHua’s work (2013) with Chinese and English communities, aiming to find out what people really do in intercultural encounters, how they construct and de-construct the notion of ‘culture’ and ‘identity’ and how these emerge in specific contexts of interaction and are made relevant and negotiated by the intercultural participants.

After briefly outlining the background at the basis of the project, as well as data collections and main objectives, the presentation will move into discussing the methodology used and how the telecollaborative exchange is conducted using CMC, highlighting pros and cons encountered so far.

A description of the pedagogical approach then follows, describing how materials provided by tutors on specific controversial issues affecting both countries, work as starting point and background for the CMC discussion. The aim of these discussions is to answer specific cultural questions as well as making students aware of their own positioning in respect to the topic discussed.

A series of activities is then demonstrated to provide examples of actual tasks carried out by students and their involvement in terms of independent learning and language acquisition.

The presentation will conclude by introducing the final assessment task that student will complete at the end of the exchange, focusing in particular on how this is designed to be a self-reflective process on students’ own language acquisition and intercultural understanding and how this can be shared with others for a more in depth self-analysis.

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**STAND: INTEGRATION OF TC IN STUDY PROGRAMMES**

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**Polish-Chinese telecollaboration project via QQ**

The paper presents a case study of an online project undertaken between the University of Warsaw, Institute of Applied Linguistics, Poland, and the School of English and International Studies, University of International Business and Economics in Beijing, China. The project, which involved 48 tandems working online for 10 weeks, aimed at increasing students' intercultural competence and developing their linguistic confidence in speech. Its objective was to encourage future teachers of languages to participate in international telecollaboration projects in their professional life. After presenting the aims and procedures followed, the paper will discuss an evaluation of the project both from a long and short term perspective. It will highlight issues related to the planning and integration of such a project into regular university classes. It will also discuss ways of monitoring student participation and show how such a project may enhance students’ linguistic experiences in spoken communication. Finally, it will demonstrate how intercultural differences may play an important motivating role in such telecollaboration projects and how participating in a project of this nature may provide a foundation for preparing pre-service language teachers for international collaboration.

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**Model for Virtual Immersion MACRO**

**Project: CollaboratingAcrosstheAmericas**

The “Dual Immersion Project” has evolved within the Jesuit University Network of The Americas AUSJAL- AJCU. The Consortium is comprised of 58 Jesuit universities representing fourteen countries in Latin America and the USA.
These organizations central charge consists of creating a network of universities with a shared identity, a shared leadership, and a common strategy toward the educational and social transformation of our world.

The DIP is the largest of the Network’s programs. Since the beginning, the project has seen explosive growth. It began with 10 universities from AUSJAL and AJCU with approximately 450 student participants. The project now counts 22 universities, more than 12,000 students and over 140 collaborating faculty, project coordinators and educational technology specialists. All streamline their mission collectively to achieve success in program development and Exchange Sessions. Exchange sessions follow three models: “desktop to desktop” in the classroom; a mix of in class and language lab; and the autonomous model, in which students interact entirely outside of class. In addition, many schools hold virtual cultural events, which are large webinars with a cultural focus. The target languages are Spanish and English.

Quarterly meetings and reflections, professional development, and supported academic research around language proficiency and intercultural competency and interdisciplinary learning are central supports the community offers one another to support its sustainability.

This paper will discuss the evolution of this Project, lessons learned through experience and best practices in online community development, coordination, collaboration and administration.

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Promoting intercultural sensitivity through Tellecollaboration: A practical experience between a Polish and a Catalan university.

As the Council of Europe suggests, foreign language teaching needs to comprise not only linguistic performance but also intercultural consciousness and intercultural skills. Despite being grammatically and lexically competent, many university students have limited experience in handling cultural difference due to a lack of exposure to intercultural interaction (Belz, 2006). As O’Dowd (2007) states, online communication tools not only offer more opportunities than before to interact with peers from distant societies but they also provide an authentic and effective way of preparing learners for intercultural enrichment through partnership.

The aim of this talk is to present a summary of the experience and the findings of a semester long online exchange between specialist learners of English at the University of Vic (Barcelona, Spain) and at the University of Opole (Poland) during the 2011-2012 and 2012-2013 academic years. The immediate objective pursed by both institutions was to establish a closer relationship between third year students both physically and virtually so as to foster a better understanding of their counterparts’ culture. The exchange rested on the principles of reciprocity and learner autonomy, so the communication was asynchronous and fundamentally developed outside the classroom. In order to test the impact of the online communication on the students’ intercultural sensitivity level, a survey was conducted. During the session, the structure, outcomes, challenges and future of the experience will be discussed and some preliminary results of the research project will be presented.

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**ABSTRACTS**

**STRAND: THE STUDENT PERSPECTIVE IN TC**

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“This Time It’s Personal: The Power of Desktop Videoconferencing”

Since October, 2002, first- through fourth-year Japanese students at UC Irvine have participated in a videoconference exchange with students of English in Toyama, Japan. This presentation will discuss how the technology, methodology and student experiences have changed over the years, evolving through group and individual interactions. I will share examples of activities currently being used, and give an overview of the pedagogical foundation of the program.

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**Telecollaboration Project between the U.S. and Japan to Enhance Students’ Global Competitiveness**

This telecollaborative project has been conducted since 2002. This is the 11th year. Two American universities, University of California at Irvine (UCI) and Pacific University in Oregon (PU) and a Japanese college named Toyama National College of Technology (TNCT) have been connected via the Internet. The name of this activity is “Japanese-English Video Conference” (JEVC). This experiment starts at 9:00am on Tuesday morning in Japan, which is 5:00pm on Monday evening on the US West Coast. The length of the synchronous communication activity is about 40 minutes. The time difference between Pacific Standard Time and Japan Standard Time is 17 hours. Information and Communication Technology (ICT), such as Skype and Video Conference System, are key devices used to provide 20 pairs with opportunities to talk freely. Students on both ends are supposed to have one-to-one communication during their regular language classes every week throughout the year. The collaborative learning style has been introduced in one-to-one communication activity on Skype in this research. Collaborative
learning is the core of this research. In pairs between American students and Japanese students, Japanese students were required to take initiative and control their conversations toward their goals. The task for all the students is to research the differences between Japan and America, and to discuss the reasons for the differences from the historical background or ways of living and thinking. In this way, this research motivates students and strengthens their communication skills in regular classes throughout the year. Three kinds of pre-and-post survey were conducted. The surveys were as follows: 1. Students’ awareness of skills to support motivation, 2. Students’ awareness toward collaborative learning, 3. Communication skills. This data also indicates that students are able to express their opinions correctly in writing and in oral presentations and discussion. The data concludes that this project successfully stimulated students’ intellectual curiosities deeply and gave them a feeling of achievement. These data also convince us that the collaboration between UCI, PU and TNCT enabled all the three institutions to foster highly-motivated students.

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**Online Collaborative Research: Participants’ Perceptions and Experiences**

Colombian foreign language education has evolved in the recent years and with the use of new technologies, teachers have found interesting ways to promote authentic communication as well as strategies to show learners a real world where the target language is spoken. Within these advances, telecollaboration has become an important model that allows participants to overcome geographical or physical boundaries and to interact with people from around the globe.

This report presents the results of a research project, which aimed to identify the different types of collaboration, tasks, activities, roles performed by participants, and effectiveness of online collaboration within an e-exchange strategy designed for the research component of a Master’s Program in Bogota, Colombia.

In addition, this project aimed to use telecollaboration as a model to overcome the above-mentioned barriers and to allow participants to work collaboratively by building knowledge and meaning concurrently. For the purposes of this study, the telecollaboration exchange involved 60 in-service teachers (ISTS) advancing a Master’s Degree in English Language Teaching online, and who were dispersed throughout the country. This exchange, called online research circles, forms part of the research component of the Master’s program and is structured with the specific purpose of enhancing ISTs’ research abilities and knowledge construction through remote systematic collaboration, so as to complete a collaborative action research project.
Four to six ISTs and one research expert were the participants of each circle. Though the research experts, professors of the University, leaded the circle, all of them acted as co-researchers who participated in the process with an active role. The presentation will focus on all factors associated with collaboration, and the role that technology played within this environment. Additionally, it will report on the perception of leaders and ISTs with respect to the contribution of those factors to the success or failure in their achievement of the goal. The findings provided valuable and helpful insights to review and monitor the strategy for further interventions.

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**STRAND: EUROPEAN PROJECTS SUPPORTING TC**

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**International internships at-a-distance: conditions for success, possibilities and experiences.**

In this presentation we would like to introduce the possibilities virtual mobility can offer to support and facilitate international internships. Virtual mobility is hereby defined as “a set of ICT supported activities that realize or facilitate international, collaborative experiences in a context of teaching and/or learning”. From a time perspective, we can distinguish three different phases in setting up and undertaking an (international) internship: before, during and after. In each of these phases one or more different stakeholders are involved and virtual mobility activities can help to enable an optimal interaction between the different stakeholders.

A successful implementation of virtual mobility in international internships is not self-evident. Especially in case of fully virtual internships there are a lot of aspects and conditions to consider beforehand. The European project EU-VIP (“Enterprise University – Virtual Placements”, www.eu-vip.eu) looked into these conditions for success. In this presentation we would like to share the most important results of this project.

The findings of EU-VIP are currently also being used in the framework of another European LLP project: PROVIP (“Promoting Virtual Mobility in Placements” (2012-2014), www.provip.info). One of the main aims of this project is to translate the outcomes of EU-VIP into an online platform to support and facilitate international internships at-a-distance. This resulted already in the development of the “Pathway” platform. This platform:

- helps students and companies to find international interns and internships;
- enables internship mentors to follow up interns from a distance;
- supports online communication and collaboration support;
- provides guidelines and advice on how to succesfully organizes virtual internships.
“Pathway” is currently in its launch phase and will be tested by a pilot network of study programmes and companies in the field of IT and marketing. During the conference we will be able to present the first outcomes of this pilot project.

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**Telecollaboration as a tool for developing teachers’ competences for plurilingual and intercultural education.**

This paper presents some of the outcomes from the TC4PI Project, a European research project (Comenius Action within the Programme Lifelong Learning), that aims at contributing to a plurilingual and intercultural education by designing teacher-training modules based on telecollaboration and oriented towards the development of teachers’ professional competences.

The team partners come from three in-service teacher training institutions (Spain, Turkey and Poland) and three Universities in charge of pre-service teacher education (Lithuania, Czech Republic and Spain).

For developing the above-mentioned aim, a network of European schools has been created. The purpose of the network is the exchange of best practices between teachers. The network allows teachers to get a greater understanding of the culture of the partners institutions, by analysing the existing situation in schools from different countries, at the same time that promotes networking for communication and coordination. The network provides teachers with an environment for self-reflection and self-learning, derived from their experience of working with different groups of teachers and pupils during team teaching and teacher exchanges.

The emphasis given to on-going exchanges and dialogue, reflexivity and criticality towards the teaching and learning process in plurilingual education, has led to the use of a Virtual Learning Environment (VLE) as a tool for reflection and dialogue between teachers and trainers for identifying training needs. It promotes peer-learning activities through training modules based on exchange of good practices among teachers from different countries.

This tool is combined with physical mobility through job-shadowing in teachers’ countries and abroad. Job-shadowing is designed to guide observations of teaching and learning approaches and communicating reflections on observation in discussion sessions. The presence of teachers from other countries in the school community enhances attitudes of curiosity as well as a deeper understanding of linguistic and cultural diversity.
Our proposal values the cultural aspects of linguistic diversity at the levels of education and training. Telecollaboration is viewed as a tool for developing teachers’ professional competences for integrating the intercultural dimension in plurilingual education. The purpose is to increase awareness of the benefits of language diversity among teachers, young people undergoing initial training and students in schools. Pre-service and in-service teachers are encouraged to value and make use of the plurilingual competence of students as a means of strengthening intercultural dialogue, social cohesion and integration.

We will report on data gathered from the exchange of teachers during their job-shadowing experience and we will discuss on the use of the VLE as a tool for reflection and dialogue in a teacher training context and the impact on the development of teachers’ competences for plurilingual and intercultural education.

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**SpeakApps platform, tools and contents for Tellecolaboration**

Authors: Christine Appel, UniversitatOberta de Catalunya (Spain); MairéadNicGiollamhichil, Dublin City University (Ireland); Sake Jager, Rijksuniversiteit Groningen (Netherlands); Jeroen van Engen, Rijksuniversiteit Groningen (Netherlands)

Higher Education Institutions are complex organisations. Undertaking innovative and engaging teaching and learning practices such as tellecollaboration usually prompts challenges for institutional processes and systems. The SpeakApps platform seeks to provide language teachers with the means to avoid many of these technical and bureaucratic concerns. The platform provides a neutral teaching and learning space, devoid of any one institutional context and avoids institutional issues such as registration. SpeakApps promotes the notion of a project space with tools enabling learners and teachers to practice and evaluate speaking skills at a distance and beyond the physical classroom. The activities and tools provided in SpeakApps are designed to be used both in a blended learning setting and as the main speaking activities for online courses. It does this by providing free online ICT-based tools and resources. In this paper we will discuss the SpeakApps platform by considering from the tellecollaborative perspective. This discussion will focus on the learning activities and materials available on SpeakApps; learning tools such as the video/audioblog, videoconferencing, and content management tools and finally the associated Moodle classrooms for teachers who want their students to use these activities, materials and tools but do not have or wish to engage with issues associated with technological infrastructure and support. SpeakApps was a European project funded with support of the Lifelong Learning Programme of the European Commission and forms the basis for the next stage of this project, SpeakApps 2.0. The paper
will conclude by discussing the tellecollaborative challenges that SpeakApps 2.0 hopes to address.

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ROUND TABLE DISCUSSION PANEL ON TELECOLLABORATION

Day: Thursday 13 February
Time: 17.30-18.30
Room: Aula Magna

This roundtable event will bring together the keynote speakers from our conference and some other key researchers in the field of telecollaboration in an informal discussion of some of the key questions which have driven the INTENT project and many of the presentations of this conference. These include –

- How would you evaluate the impact of telecollaboration in university education to date?
- How would you like to see telecollaboration develop at university level in the future?
- What should practitioners be doing to improve the impact of their telecollaborative work in their institutions?
- What areas of telecollaborative research would you like to see receiving more attention in the future?
- What recommendations would you give to practitioners to: 1 - persuade their institutions to invest in telecollaboration; 2 - to guarantee the sustainability and feasibility of TC at their institutions?

The audience will have plenty of opportunities during the session to ask questions and offer their own insights on these issues.

Day: Friday 14 February
Time: 09.30 - 11.30
Room: Aula Magna

The coming one to two years will witness a substantial increase in public and private sector interest in and support to virtual exchange and mobility programming. Driving this development are diverse trends: the internationalization imperative in higher education; the rapid evolution of new media platforms and technologies that open new possibilities for expanding access to educational resources and experiences; the drive to better equip young people to succeed in a globalized workforce; and the recognition that international peace and stability require a much larger and more diverse demographic of young people to develop the inclination and skills to deal well with differences at home and abroad.

Among the advocates for the expansion of virtual exchange and mobility programming in recent years has been the Exchange 2.0 Coalition, consisting of virtual exchange and mobility practitioners and supporters. Together, they have raised awareness among international education and exchange policy-makers and funders to the powerful potential of virtual exchange and mobility and the unprecedented opportunity that this emerging field makes possible: to make it the norm for people to have a meaningful cross-cultural experience at a formative age.

Shamil Idriss, CEO of Soliya and founding partner in the Exchange 2.0 Coalition will address the trends that make it inevitable that virtual exchange and mobility programs will grow rapidly in coming years and the key steps required to help ensure that this development contributes to key educational goals and priorities.
Strand: Intercultural Learning in TC

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Combining Skype with Blogging: A chance to stop reinforcement of stereotypes in intercultural exchanges?

Tandem has been used successfully for many years at universities as a means of improving language skills. Leuphana University has been offering Tandem in various forms since 2004. The Modern Language Center has offered Tandem in winter semester 2009/2010 and Teletandem in 2010/2011 for credit points. These courses have been part of the curriculum since then. Although student feedback is very positive on the motivational aspects of Tandem, I am interested in investigating how skyping and in-class blogging can help stop the reinforcement of stereotypes which can occur in Teletandem.

Skyping and in-class discussions allow most students in my courses to expand their intercultural communications and reduce stereotypes; however, there is still a minority which shows little or no change. My experience has been that skyping tends to reinforce stereotypes (Byram and Feng,) with some students (Kirschner and Mißfeldt).

In winter semester 2013-14, the Leuphana course Blog-Versity, B2.2 level, and the University of Minnesota course German 3011, B1 level, will skype three times over the course of 5 weeks. For the skype sessions, students at Leuphana will discuss topics that first elicit information about possible differences from their skype partner (e.g. How do you see the world – how is my world) and then try to find commonalities (e.g. How can we see the world together). In between skypes and continuing throughout the semester, they will blog about their skype findings and observations. The course curriculum includes detailed information and discussions about communication, intercultural communication and competencies as well as stereotypes (last 3 sessions).
My hypothesis is that some students do not have an adequate chance to reflect on their skype experience and course content. Garcia and Crapotta have pointed out the necessity of reflection and processing in order not to reinforce stereotypes. Therefore in addition to the skype sessions, an in-class blogging task will be assigned after the class discussion. To see if students have made improvements in reducing stereotypes, the Standards for Foreign Language Learning: Culture will be used to evaluate their blog entries. In addition a survey will be given at the beginning and end of the semester. The results of the two surveys will be compared.

The experience gained in this course will be used to extend the range of Tandem and Teletandem programs in several languages that the Modern Language Center at Leuphana offers.

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**Developing Intercultural and Language Skills through a Local Telecollaborative Writing Project**

Telecollaboration is a form of distant intercultural communication and language exchange mediated by technologies (Belz, 2003). Since the late 1990s, there have been significant research and practical reports on online interaction and exchange in the world of language education (e.g. Kinginger, Gourvès-Hayward, Simpson, 1999; Kramsch & Thorne, 2002; Develotte, Guichon, Kern, 2008; Dooley & O'Dowd, 2012). However, to date, very few telecollaborative projects have been carried out on the implementation of local (virtual) exchanges between international language learners and native speakers living in the same geographical (physical) location. This presentation focuses on issues related to the development of intercultural and language skills with the aim of setting up a local telecollaborative writing project. It involves groups of French students and international students working together to produce articles for a local city guide blog. All the learners live in the same town - Brest (France), but they are enrolled in two different higher education institutions (engineering and management schools). They are all supervised and guided by the same language educator who teaches French to the international students and English or Spanish to the French students. The two higher education systems do not share the same pedagogical approaches and do not work in similar contexts. Students are asked to discuss various intercultural and cultural topics with their partners by corresponding via asynchronous and synchronous tools (emails and videoconferencing), Web 2.0 artifacts (a Facebook group, a plurilingual blog) and by meeting face-to-face. The purpose of this project is to encourage the students to stand back from their own cultural values and at the same time understand other cultures, as well as strengthen their language skills. We will strive to observe whether or not this telecollaborative project alters their cultural viewpoint and improves their linguistic
competencies. Finally, we will endeavour to orientate the learner to move towards a 'third place' (Kramsch, 1993), as an intercultural communicator (Byram, 1995, 1997). The potential of this local telecollaborative project will be assessed through student questionnaires, informal interviews with students, teaching diaries and transcripts of students’ interaction and essays (Gourvès-Hayward, 2004).

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**STRAND: INTEGRATION OF TC IN STUDY PROGRAMMES**

**Day:** Friday 14 February  
**Time:** 11.30-12.30  
**Room:** 15

**English Learning in an intercultural perspective – Norway / Russia.**

I teach English at the Alta-campus of the University of Tromsoe in Northern Norway. Among other courses, I teach and organize the 5 ECTS module "English Learning in an Intercultural Perspective: Russia" - a collaboration between UiT, Campus Alta, Norway and MIBO in Murmansk, Russia. Russian and Norwegian students of English at the Teacher Training College (or others with special interest) participate and learn about the Teacher Training Education and the role of the English subject in school (curriculum, teaching methods) in the two countries, as well as visit all levels in school to observe actual English language classrooms. The Norwegian students visit Murmansk in January, and the Murmansk students come for a return visit to Alta in March. The module ends with an oral group-exam where the groups consist of both Russian and Norwegian students who present and debate similarities and differences between the two nations based on lectures and their observations. In between the actual mobility the groups stay in touch by use of e-mail and social media in order to discuss what they have learnt after the first meeting and to agree on thesis statements for their oral exam and start preparing the exam. My presentation in León will explain the content of the 5 ECTS module, how we work together, the importance of the physical mobility, some challenges, as well as possibilities for further development of the online part of the course module.

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**The Language Café: an eTandem Experience**

This presentation will describe The Language Café, an eTandem project that was developed by students from Georgia College in Georgia, USA, and students in Medellín, Colombia and Concepción, Chile. The aim of the eTandem project was to enhance the language learning classroom through a real life experience that emphasizes an oral interaction with native
speakers of the target language. The instructional model designed for the eTandem experience was called The Language Café (LC). This presentation will show The Language Café, it will describe the design of the LC, and how it supports an eTandem experience among language learners. The presenters will explain the two projects they developed in collaboration with the universities in Colombia and Chile. They will explain implications of using eTandem in language learning, They will suggest some tips on how to make the project a successful experience and they will share students and instructors’ reactions when using this learning approach. Finally, the presenters will present LinguaLive (LiLi), a web-based platform that facilitates peer-to-peer eTandem. They will explain why and how to use LiLi to help language learners to connect with partners around the world.

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Preparing teachers for telecollaboration: A case study

Telecollaborative language exchanges have become increasingly popular in Europe since the Bologna process was launched in 1998 with the aim of creating a European Higher Education Area (EHEA) in which diverse HE systems would converge. In order to implement this process, changes had to be made following the ‘Tuning Educational Structures in Europe’ project (González & Wagenaar, 2008) and prime importance was conceded to the development of instrumental, systemic and interpersonal competences as part of the students’ learning process. Some of these competences, which are considered essential for the students’ employability, can be difficult to develop in traditional face-to-face educational settings, in which respect telecollaborative exchanges have offered educators an opportunity to foster them by allowing students to work in international contexts and communicate with native speakers of the languages and cultures they are learning. However, educators who are willing to implement these exchanges, are often unprepared for the challenges this activity poses and many are forced to develop the competences of the telecollaborative teacher without any prior training (Dooley & Sadler, 2013; O’Dowd, 2007; Vinagre, 2010).

In this paper, we present a case study which explores the data gathered from a group of nine teachers who were trained online to organise and implement telecollaborative exchanges as required by one of the modules of their Master’s Degree on ICT in Language Learning offered by a distance-learning university. Participants worked in small groups on an e-learning platform and a wiki designed specially to facilitate discussion and collaboration. They had to carry out a series of tasks which included reading articles on telecollaborative learning and exchanging views on what they had learned regarding different aspects of this mode of learning (i.e. models of telecollaboration, analysis of samples from authentic exchanges, guidelines for implementation, task design and assessment). Data was gathered from a triangulation of tools that included information from the forum where content-related discussions were held (process), the wiki pages and corresponding discussion pages (process and final product) and answers to an end-of-course questionnaire. Findings and discussion elaborate on the impact the teacher training course had on the participants’ perceptions regarding the acquisition of the knowledge and skills required by the telecollaborative teacher and an analysis of those aspects of telecollaboration that proved more challenging is provided.

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In-tandem writing practice: challenge, opportunity, and autonomy for advanced content-based learners of (English as a foreign) language

This paper deals with the challenges and opportunities regarding the implementation of content-based instruction (CBI) in English as a foreign language (EFL) to Social Communication undergraduate students on one campus of a public university in Sao Paulo state, Brazil. All the students who have participated in the study are first-language speakers of Brazilian Portuguese who have had previous contact with EFL at regular school (primary/secondary education) or in independent, private language institutes. The number of contact hours with and students' command of English may vary; however, the overall proficiency level can be considered to range between ALTE B1-B2. On the other hand, when both students' needs as regards EFL and their linguistic background in the mother tongue are taken into account, they can all be considered advanced learners of the target language (BYRNES, 2006). After nearly three years of classroom research into students' speaking, writing and feedback on the EFL activities exploring topics they had been dealing with in other courses (theme-based CBI), there is sufficient evidence to conclude that CBI has had a very positive impact on student motivation and responsiveness. Institutional support and credibility among members of faculty and administration are also felt to have increased. However, throughout the study, it has been noticed that few students actually make use of peer collaboration and self-check to prepare and review their texts for live presentations in class, for the production of video/audio recordings, or for essays and other forms of written assignments. Based on these findings, new steps have been taken in order to continue to appraise what students have been doing and, especially, to draw their attention to strategies that they can explore to continue to practice the target language in challenging and realistic situations and, at the same time, become more aware of their use of English, focusing on form/accuracy. It is in this context that in-tandem collaboration is being sought at the current stage of the investigation. Different possibilities are being explored, and by means of questionnaires, journals and interviews, attempts have been made to describe students' perceived contributions of collaborative interaction outside the classroom with advanced users of the target language. It is hoped that discussions originating from this paper presentation will help to establish cooperation with other institutions and to provide greater understanding of the needs of autonomous, advanced learners of foreign/second languages.

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**STRAND: THE STUDENT PERSPECTIVE IN TC**

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Communicating at a distance

While the use of on-line video conferencing and on-line life meetings was being piloted at our Higher Education Institution in 2010. A research project on how such communication facilities could complement current student and staff experience of placements was initiated thanks to a grant from the Centre for Excellence in Professional Placement Learning. This report will present the results of such project and how telecollaboration tools in Higher Education were applied to support and enhance the placement experience of a group of students since 2010.

The aim of the project was to present the Office Communications Server (OCS) as a tool to manage students’ communications with placement tutors within the Faculty of Business and to draw conclusions on first impressions and perceptions of the tool for placement and work based purposes. In particular, we aimed to a) provide customise training workshops for staff and students to familiarise them with the online conferencing tool and b) to analyse their first impressions on whether the tool would be a suitable addition to manage communications from a distance.

The data collected highlighted the fears and expectations of staff and students about the process of communicating from a distance. A set of recommendations was created to help them manage their expectations and overcome their fears. The International Conference: Telecollaboration in University Foreign Language Education would be an excellent forum to present and discuss our findings.

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Student-driven telecollaborative action-research: lessons learnt from the students’ contribution to online learning projects integrated into the curriculum at Coventry University (UK)

This paper reports on the experience of telecollaborative projects through the eyes of students involved in them.

The first project is the MexCo action-research project, an international intercultural knowledge-transfer exchange project that involves students and staff from Coventry University (Department of English and Languages), students and staff at the Universidad Nacional Autónoma de México (Facultad de Estudios Superiores Zaragoza - FESZ) and from the Universidad de Monterrey (UDEM) and staff from the University of Warwick. MexCo is funded by the Higher Education Academy in the UK (Collaborative Teaching Development Grant). An example of collaborative multimedia task from the project has been uploaded into the INTENT website.

One of the main aims of the project is to enhance all participants’ intercultural awareness and transferable employability skills in a global context, while taking part in an online CMC exchange. The project also aims at making the curriculum in the institutions involved more intercultural and international linking with the mission statement priorities of the HE institutions involved, that is to say to encourage their students to become ‘global citizens’ who are aware of social justice issues and respect and value diversity.

Participants on MexCo are engaging with digital multiliteracies and have been offered a choice of collaborative e-tools to maximize the personalization of their experience and reflect on it (e.g. the e-portfolio Mahara). A dedicated VLE metaweb has been created for this purpose (MexCo). The design of the VLE is informed by a continuous dialogue amongst all agents involved in the research project. A distinctive feature of the project is that the students are negotiating shared themes and content, rather than staff designing a syllabus. In its third action-research phase students have been employed as ‘proctors’ or ‘mentors’ of other students to support them in their telecollaborative journey.

The second project is the Ariadna project, led by Robert O’Dowd from the University of León, where students engaged with creating blogs with international partners. Although there were similarities between the two projects, there were also considerable differences in approach to telecollaboration.

The paper will discuss how the Coventry University students who participated in the two different telecollaborative projects in 2012-2013 (Ariadna with Leon and MexCo) contributed their insights into the different telecollaborative models encountered and informed the shaping of the new learning environment created in 2013-2014. This is helping staff to shape their approach to telecollaboration and the creation of their own model of online ICC. The latter draws on other telecollaborative ICC models (e.g. O’Dowd’s 2013, Levet and Furstenberg’s 2010 and Guth and Helm’s 2010) but aims at making the students’ contribution
central, in a ‘role-reversal’ model (Orsini-Jones 2011) of telecollaborative interaction, where staff see telecollaboration ‘through the looking glass’ of their students’ reflections.

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