

# Second International Conference on Telecollaboration in Higher Education

Trinity College Dublin,

21st-23rd April 2016



## Programme

The Academic Committee gratefully acknowledges the generous support of the conference sponsors:

- » [Fáilte Ireland / MeetInIreland.com](#)
- » Trinity Long Room Hub Arts & Humanities Research Institute
- » Trinity College Dublin Association and Trust
- » [Faculty of Arts, Humanities, and Social Sciences](#), Trinity College Dublin



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# Welcome

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The School of Linguistic, Speech, and Communication Sciences, Trinity College Dublin, and the INTENT team are pleased to welcome you to the Second International Conference on Telecollaboration in Higher Education.

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 was 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 in higher education. The outcomes of the project included a major survey of telecollaboration practices in European universities, and a platform – <http://www.unicollaboration.eu> – where educators and mobility coordinators can 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 the project was a highly successful international conference, hosted by the University of León, Spain.

The response to these actions was very encouraging and the INTENT team undertook to continue the momentum, in two ways in particular: first, by making the telecollaboration conference a biennial event, and second, by launching an academic organisation for researchers and practitioners.

This Dublin event is therefore the second in a projected regular series, and it is also the forum for the launch of the organisation, **UniCollaboration**. We hope that that it will become a self-sustaining international organisation that transcends the original project and project team. We encourage all conference delegates to attend the launch on **Friday at 17.00 in the Joly Theatre**, and that this will be the start of an exciting new era in this potentially transformative pedagogical approach to language and intercultural learning.

## Academic Committee

**Breffni O'Rourke** and **Lorna Carson**, Trinity College Dublin  
**Robert O'Dowd** and **Mario Tomé**, Universidad de León, Spain  
**Elke Nissen**, Université Stendhal, Grenoble, France  
**Andreas Müller-Hartmann**, Pädagogische Hochschule Heidelberg, Germany  
**Małgorzata Kurek**, Jan Długosz University, Czestochowa, Poland  
**Francesca Helm** and **Sarah Guth**, Università degli Studi di Padova, Italy  
**Sake Jager**, Rijksuniversiteit Groningen, Netherlands  
**Steve Thorne**, Rijksuniversiteit Groningen and Portland State University, USA  
**Melinda Dooly**, Universitat Autònoma de Barcelona, Spain  
**Mirjam Hauck** and **Tim Lewis**, The Open University, UK  
**Bernd Rüschoff**, Universität Duisburg-Essen, Germany

**Local Organising Committee**

**Breffni O'Rourke  
Lorna Carson  
Daniela Modrescu**

**Conference Volunteers**

Postgraduate students of the Centre for Language and Communication Studies

# Visiting Dublin

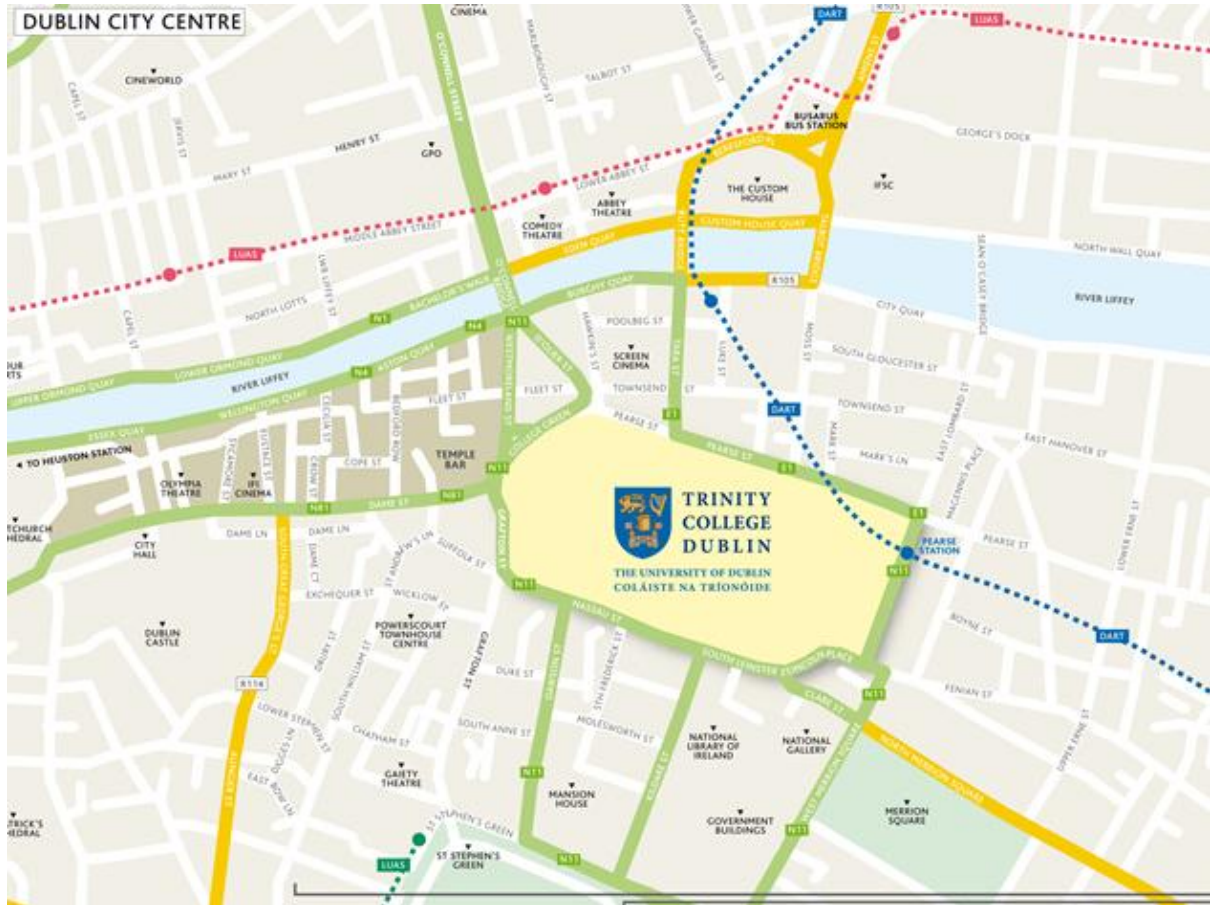
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Tourist information can be found on the Dublin Tourism website, <http://www.visitdublin.com>. Many of Dublin's principal attractions are within a short walk of Trinity. A tourist map is included in your conference bag.

A good way to see the city is by one of the many hop-on, hop-off bus tours such as the one operated by Dublin Bus (<https://www.dublinsightseeing.ie/>). The buses stop (among many other places) in front of Trinity, on Lower Grafton Street.

# Getting to Trinity College Dublin

Trinity College Dublin is a major landmark in Dublin city centre. It lies on the south side of the River Liffey. The main entrance is the unmistakable Front Gate and Front Arch.



# Transport

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Dublin Airport is situated some 10 km north of the city centre (there is only one international airport in Dublin). Below are suggestions on how to travel from the airport to the university below. The city centre is easy to navigate on foot, and the university is in the heart of the city retail and tourist areas.

The **Aircoach shuttle** (<http://www.aircoach.ie>) runs 24/7 from outside the airport terminal, and provides a direct journey to the city centre and beyond, stopping beside Trinity College on Lower Grafton Street. Tickets can be purchased online, in the airport, or from the bus driver, and cost €7 single / €12 return (cash). Discounted fares are available if booked online.

Dublin Bus run a regular **Airlink** bus service (<http://www.dublinbus.ie/Your-Journey1/Timetables/Airport-Services/>) from the airport to the city centre; tickets cost €6 single / €10 return.

The regular **number 16 bus** (also operated by Dublin Bus) will also take you from the airport to Trinity; it is cheaper, but serves all bus stops and will take longer. Details of these routes are at bottom of the Dublin Bus URL above.

A **taxi** from the airport to the city centre will cost approximately €35 and takes about 30 minutes, although it may take longer depending on traffic. It can be advisable to get an estimate of the fare to your destination before you get in a taxi, and ask for a printed receipt when you pay.

If you will be using public transport frequently during your stay, you may wish to consider buying, **at the airport**, the **Leap Visitor Card**: <https://about.leapcard.ie/leap-visitor-card>. With this you can travel on

- Airlink,
- regular Dublin Bus city buses,
- **DART** commuter rail (mainly for longer trips, e.g., if your accommodation is on the DART line outside the city centre: <http://www.irishrail.ie/about-us/dart-commuter>), and
- the **LUAS** cross-city tram (<https://www.luas.ie/>). (Update: as of 12 April, the LUAS **will not be operating** on Saturday 23 April.)



**Apps** that are useful in Dublin include the **Dublin Bus app** (search the App Store or Play Store), which includes real-time bus information, maps, and timetables, and, for taxis, the **Hailo app**.



# Conference Venues

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Trinity College Dublin (TCD) is recognised internationally as Ireland's premier university and as one of the world's leading research-intensive universities. Founded in 1592, it is the oldest university in Ireland and one of the older universities of Europe, with a vibrant international community of some 17,000 students, 92,000 alumni and 2,860 members of staff. It has a 47 acre campus of cobbled squares, historic buildings and green playing fields.

On **Thursday** and **Saturday**, the conference will take place mostly in the Arts Building, with one parallel venue in the **Trinity Long Room Hub** (TLRH, the university's research institute for the Arts and Humanities) next door. The welcome drinks reception on Wednesday evening will also take place in the TLRH.

For **Friday's** proceedings, we move to the Hamilton Building, at the east end of the campus.



*Arts Building*



*Trinity Long Room Hub*



*Hamilton Building  
Entrance*

Among the attractions on Trinity's campus are the Book of Kells and the Long Room (after which the TLRH is named), and the Science Gallery. Visitors purchase a single ticket for the Book of Kells and the Long Room (both are in the Old Library, straight opposite the Arts Building), while entry to the Science Gallery is free. For more details, participants may wish to explore the TCD campus guide (<http://www.tcd.ie/visitors>).



# WiFi

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Many conference delegates will be able to connect to Eduroam using their home institutions' log-in details. See [http://www.tcd.ie/itservices/network/kb/eduroam\\_non\\_tcd\\_config.php](http://www.tcd.ie/itservices/network/kb/eduroam_non_tcd_config.php) for details.

Other delegates may use the guest WiFi network TCDgues. Log-in details available at registration. For configuration instructions, see <http://www.tcd.ie/itservices/network/kb/wireless-guest-instructions.php>.

## Conference Formats

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- Each day's proceedings will be opened with a plenary **keynote talk**; abstracts below. The will take approximately 45 minutes, with 10 minutes for discussion.
- **Posters** will be displayed in the concourse areas during morning and afternoon coffee breaks and during lunch-time. **Please take time to visit and interact with the poster presenters.**
- **Presentations** are as far as possible grouped into themed strands, with three or four themed presentations per venue. Presentations will last 20 minutes, with 5 minutes for discussion.
- The **Problem Shared** strand ("a problem shared is a problem halved"), presenters will discuss briefly (maximum 10 minutes) a specific, well-defined, and unresolved challenge they have encountered in any aspect of telecollaborative research and practice. The floor will then be opened for the remaining time for discussion, advice, and suggestions. Among other things, we hope that this will facilitate the formation of new collaborations.

***There is a five-minute change-over period after each presentation to accommodate those wishing to move to another venue. Presenters and chairs are asked to observe this strictly, since delegates will need this time to move between certain non-adjacent venues.***

# Social programme and conference catering

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## Wednesday 20 April

There will be a **welcome drinks reception** in the Trinity Long Room Hub on Wednesday 20 April at 19.30, following which student volunteers will be available to take delegates to nearby pubs.

## Thursday 21 April

Subject to confirmation, *and weather permitting*, there will be a choice of three walking tours available (free of charge) to delegates, departing at 19.00 from Front Gate:

- **Tour of medieval Dublin**
- **Tour of Georgian Dublin**
- **Literary pub crawl**

Starting at 9.00, our colleagues in **CALICO** (Computer-Assisted Language Instruction Consortium) will host a social event in or near Trinity (venue to be confirmed).

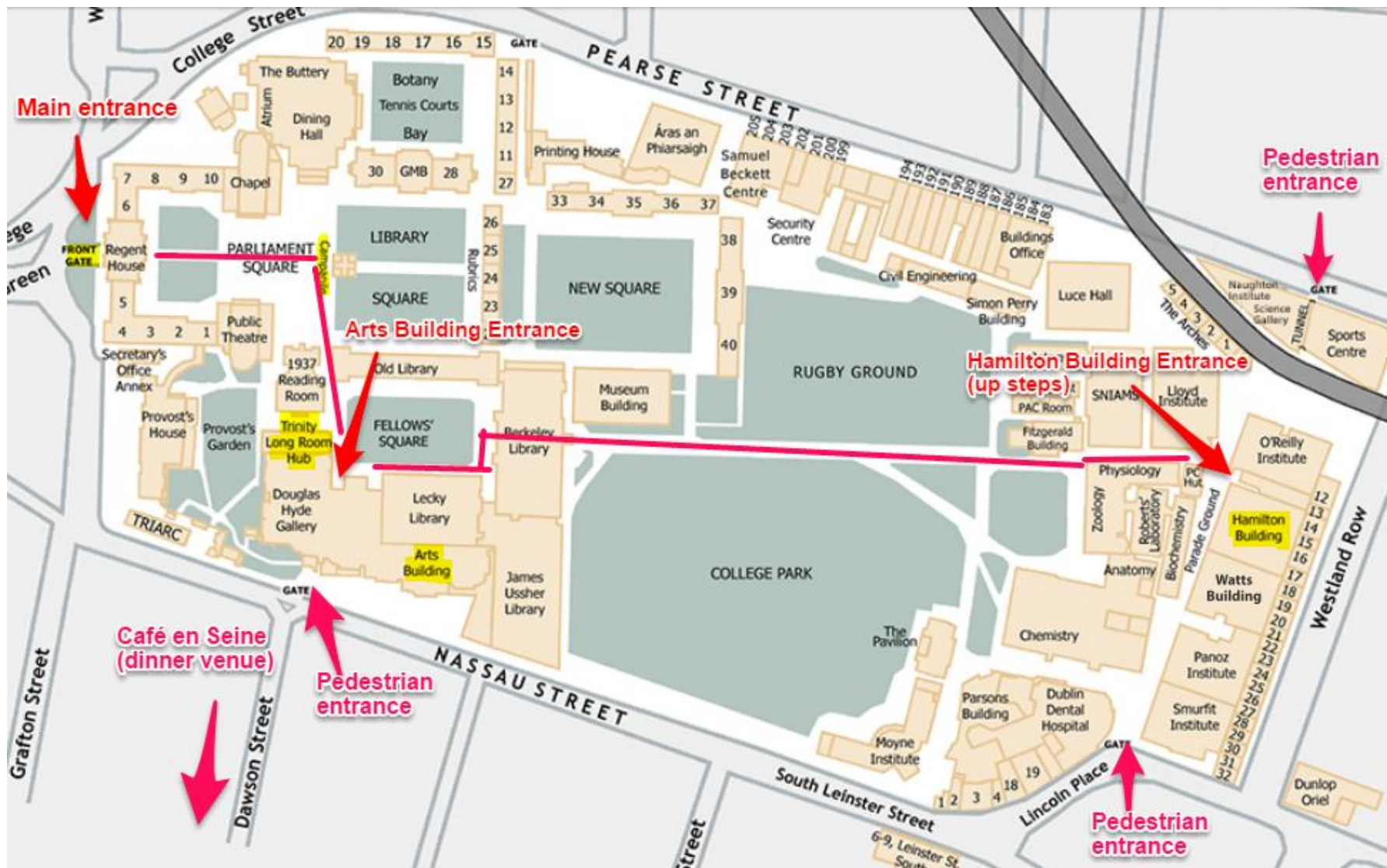
## Friday 22 April

The **conference dinner** will be held in Café en Seine, Dawson Street (five minutes' walk to the south of Trinity) from 19.30. Dinner will comprise a prosecco reception and a "fork buffet" comprising canapés, main course and dessert. Café en Seine has a dancefloor which will be open from around 10.30 till late.

A limited number of dinner tickets will be available at registration.

## Catering

Coffee and pastries will be served in the venue concourses during 30-minute morning and afternoon breaks. Sandwich lunches will also be served in the concourses.



# Schedule

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# Wednesday 20<sup>th</sup> April

**19.30 Welcome reception**

**Trinity Long Room Hub, Trinity College Dublin**

You may wish to join us for a drink in one of the many nearby pubs afterwards!

# Thursday 21<sup>st</sup> April – Arts Building / Trinity Long Room Hub

8.30	Registration opens	Arts Building Concourse
9.30-10.00	Opening Ceremony	Emmet Theatre
10.00-11.00	Keynote Lecture by Celeste Kinginger: “Telecollaboration and student mobility for language learning”	Emmet Theatre
11.00-11.30	Coffee break	Arts Building Concourse

## Posters (coffee breaks + lunch)      *Arts Building Concourse*

Stephen Capobianco, Nadia Rubaii & Sebastian Lippez De Castro: *Promoting Teamwork, Intercultural Competencies and Digital Fluency: Lessons from a Real-Time North-South Teaching Collaboration*

Hisae Matsui, Thom W Rawson & Brendan Van Deusen: *Pursuing the curriculum goal through telecollaboration: Using telecollaboration as a student resource in language learning classes*

Ysabel Olmo: *Obstacles to Telecollaboration*

Maja Zawierzeniec: *“Proyecto subjuntivo” - telecollaborative project between the Universities in Warsaw and Barcelona, focused on the methodology of teaching the Spanish subjunctive mood*

11.30-13.00

Parallel Sessions (ThAM1)

Assessment <i>Room 5052</i> Chair: Nataly Tscherepashenets	Curricular Integration <i>Neill Theatre (TLRH)</i> Chair: Christine Appel	Intercultural Learning Outcomes <i>Swift Theatre</i> Chair: Bryan Smith	Pedagogy <i>TRiSS Conference Room</i> Chair: Ciara Wigham	Models of Telecollaboration <i>Emmet Theatre</i> Chair: Juan Alba Duran
Małgorzata Kurek & Andreas Müller-Hartmann: <b><i>Should I tell my partners or should my teacher do it? – Group formation processes in telecollaborative projects</i></b>	Jelena Deutscher: <b><i>Beyond Borders – Telecollaboration in Secondary Geography Education in Germany</i></b>	Miguel Angel Candel-Mora: <b><i>Exploitation of Learner-Generated Content from an Intercultural Communication TeleCollaborative Project</i></b>	Claudia Berger: <b><i>Learning a ‘distant language’ through telecollaboration: echoes of the oral exchange in the written feedback of the conversation</i></b>	Tim Lewis: <b><i>The Many Faces of E-Tandem Learning</i></b>
Erica Johnson: <b><i>Intergenerational Telecollaboration: What Risks For What Rewards?</i></b>	Sake Jager: <b><i>Integrating telecollaboration: Remove the barriers, improve the results?</i></b>	Marco Cappellini & Nicola Macré: <b><i>Intercultural learning in teletandem (b)logs</i></b>	Robert O’Dowd: <b><i>“On the outside looking in”: A Review of Criticism of Telecollaborative Research and Practice</i></b>	Marie-Thérèse Batardière & Francesca Helm: <b><i>Fostering students’ engagement with topical issues through different modes of online exchange</i></b>
Elena G. Schmitt: <b><i>Meaningful engagement and interaction in a telecollaborative teacher preparation program: the use of Padlet</i></b>	Barbara Loranc-Paszylk: <b><i>Incorporating cross-cultural videoconferencing to enhance Content and Language Integrated Learning at the tertiary level</i></b>	Melinda Dooly: <b><i>Helping HE students become ‘telecollaboratively efficient’: A pedagogical proposal</i></b>	Emma Trentman: <b><i>Telecollaboration in the Arabic Language Classroom</i></b>	Linda Joy Mesh: <b><i>Intercultural communication for professional development: Creative approaches in higher education</i></b>

13.00-14.00

Lunch

Arts Building Concourse



14.00-15.30

Parallel Sessions (ThPM1)

<p>Linguistic Aspects <i>Room 5052</i> Chair: Barbara Lloranc-Paszylk</p>	<p>Web 2.0 <i>Neill Theatre (TLRH)</i> Chair: Claudia Berger</p>	<p>Intercultural Learning Outcomes <i>Swift Theatre</i> Chair: Antje Neuhoff</p>	<p>Language Learning Outcomes <i>TRISS Conference Room</i> Chair: Bernd Rüschoff</p>	<p>Models of Telecollaboration <i>Emmet Theatre</i> Chair: Elke Nissen</p>
<p>Susana S. Fernández: <i>Communication strategies in a telecollaboration project with focus on Latin-American history</i></p>	<p>Liudmila Klimanova: <i>Researching multimodal identity-in-interaction in college-level telecollaboration</i></p>	<p>Leila Dacosta: <i>The performance of gender in telecollaboration</i></p>	<p>Yuka Akiyama: <i>Comprehensibility and Its Correlates: What Changes Over a Semester of Telecollaborative Interaction?</i></p>	<p>Philomena Meechan: <i>Extending Telecollaboration to Other Disciplines</i></p>
<p>Marina Orsini-Jones, Zoe Gazeley-Eke, Hannah Leinster &amp; Elwyn Lloyd: <i>Global Citizenship as a Threshold Concept: Addressing Troublesome Knowledge in Online Intercultural Exchange Projects with Mexico</i></p>	<p>Maria Luisa Malerba &amp; Christine Appel: <i>Telecollaboration in online communities for L2 learning</i></p>	<p>Martine Derivry-Plard &amp; Paloma Castro: <i>Paris-Valladolid Intercultural Telecollaboration in higher education: multifaceted outcomes in ELF</i></p>	<p>Morgane Domanchin &amp; Christine Develotte: <i>Towards the empowerment of the learner - students' autonomy and uses of external resources in a multimodal environment. The case of a Franco-American telecollaboration using a desktop video conferencing system</i></p>	<p>Jennifer Claro: <i>Video-based communication in an online intercultural tandem (Japan-Canada) exchange: A multimodal learning experience</i></p>
<p>Barry Pennock-Speck &amp; Begoña Clavel-Arroitia: <i>Analysing Students' Communicative Strategies in Synchronous Telecollaboration Interactions from a Multimodal Perspective</i></p>	<p>Houssine Soussi: <i>Telecollaboration in the context of foreign language learning: towards Social Networked Enhanced Language Learning (SNELL)?</i></p>	<p>Diane Ceo-DiFrancesco, Oscar Kennedy Mora &amp; Andrea Serna Collazos: <i>Developing Intercultural Communicative Competence across the Americas</i></p>	<p>Claudia Grümpel &amp; Analía Cuadrado: <i>Corrective Feedback (CF) and Negotiation of Meaning (NoM) and task testing in telecollaboration between beginners of Third Language Learning (German, Spanish)</i></p>	<p>Sandro De Martino: <i>The "Bologna-München" Tandem – experiencing interculturality</i></p>

15.30-16.00

Coffee

Arts Building Concourse

16.00-17.00

Parallel Sessions (ThPM2)

<b>Room 5052</b> Chair: Mirjam Hauck	<b>Interactional Aspects</b> <i>Swift Theatre</i> Chair: Claudia Grümpel	<b>Intercultural Learning Outcomes</b> <i>Uí Chadhain Theatre</i> Chair: François Mangenot	<b>Language Learning Outcomes</b> <i>Emmet Theatre</i> Chair: Françoise Blin	<b>Research Methodology / Student Experience</b> <i>TRiSS Conference Room</i> Chair: Małgorzata Kurek
<b>Problem shared</b> Emmanuel Ebenezer Abbruquah, Mirja Kinnunen, Vuokko Penttilä, Ildikó Dósa, Miguel Ángel Candel-Mora: <b><i>Problems in Motivating Students in Active Telecollaboration</i></b>	Shona Whyte & Linda Gijzen: <b><i>Telecollaboration for language learning in secondary schools: promoting interaction in the EFL classroom via a blended teacher education course</i></b>	Jonathan Mason: <b><i>Telecollaboration as a Tool for Building Intercultural and Inter-Religious Understanding: The Sousse - Villanova Programme</i></b>	Nataly Tcherepashenets: <b><i>Telecollaboration, World Citizenship and the Quest for the Social Justice: US-Mexico Project</i></b>	Eugénie Duthoit: <b><i>Improving oral communication skills through a multimodal platform: from repairs to situated actions</i></b>
<b>Integrating Telecollaboration in Higher Education Institutions</b> Oscar Mora, Colleen Coffey, Carolina Marturet de Paris: <b><i>Collective Impact as a Best Practice Method for Scaling and Enhancing Learner Experience in Telecollaboration</i></b>	Ciara R. Wigham & Julie Vidal: <b><i>Multimodal strategies allowing negative feedback to be softened during webconferencing-supported interactions</i></b>	Constanza Rojas-Primus: <b><i>CHILCAN: A Chilean-Canadian Intercultural Telecollaborative Language Exchange</i></b>	Petra Hoffstaedter & Kurt Kohn: <b><i>Cooperative autonomy in online lingua franca exchanges: Case studies from secondary foreign language education</i></b>	Yasmin El-Hariri: <b><i>Learner experiences with eTandem Language Learning and the role of affect</i></b>

19.00 Historic Walking Tours / Literary Pub Crawl – details to be confirmed

**21.00 CALICO Social – venue to be confirmed**

# Friday 22<sup>nd</sup> April – *Hamilton Building*

8.30 Registration opens

9.30-10.30 Keynote Lecture by Andreas Müller-Hartmann:

“A task is a task is a task is a task... or is it? Researching tasks in telecollaborative teacher education – the need for more qualitative research”

Joly Theatre

10.30-11.30 Parallel Sessions (FrAM1)

Blended and Virtual Mobility <i>Maxwell Theatre</i> Chair: Jana Zverinova	Models of Telecollaboration <i>Salmon Theatre</i> Chair: Julia Renner	Research Methodology <i>Synge Theatre</i> Chair: Linda Gijzen	Student Experience <i>Global Room</i> Chair: Makiko Hoshii
Marta Giralt & Catherine Jeanneau: <i>Preparing students' mobility through telecollaboration: Developing intercultural communication competence prior to the period abroad</i>	Christine Appel & Joan-Tomàs Pujolà Font: <i>Telecollaboration and MOOCs: A mismatch or a marriage in the making?</i>	Paula Leone & Solange Aranha: DOTI: <i>Databank of Oral Teletandem Interactions</i>	Simeon David Flowers and Brent Allan Kelsen: <i>Digital Sojourn: A study of learner experience during a Japan-Taiwan intercultural Facebook exchange</i>
Vicky Leahy & Laurence de Gruil: <i>Combining telecollaboration with physical mobility</i>	Sabela Melchor-Couto & Kristi Jauregi: <i>The role of "coaching" in telecollaborative language exchanges</i>	Marije Michel & Bryan Smith: <i>Measuring Structural Alignment During L2 Peer Interaction via Synchronous CMC – An Eye Tracking Study</i>	Michael Hauchecorne: <i>Telecollaborative creative writing: could these two first words do more than rhyming together?</i>

11.30-12.00 Coffee

Hamilton Building Concourse

Posters (coffee breaks + lunch)

Hamilton Building Concourse

Ildikó Dósa: *International online cooperation in teaching intercultural communication*

Yoshihiko Shimizu: *Study of telecollaborative exchange supporting high schools between Japan and Hawaii to realize cultural differences*

Kirby Vincent & Sandro Amendolara: *Intercultural encounters through video conferencing*

12.00-13.00 Parallel Sessions (FrAM2)

Interactional aspects <i>Maxwell Theatre</i> Chair: Joan-Tomàs Pujolà Font	Models of Telecollaboration <i>Salmon Theatre</i> Chair: Anna Nicolaou	Teacher Training and Competences <i>Synge Theatre</i> Chair: Melinda Dooly	Assessment <i>Global Room</i> Chair: Marije Michel
Yuka Akiyama: <i>Vicious vs. Virtuous Cycles of Turn Negotiation in Japanese-American Telecollaboration:</i>	Grace Dolcini & Grit Matthias: <i>How to teach intercultural communication without talking about two cultures</i>	Jennifer Valcke & Elena Romero Alfaro: <i>Online Exchange for Teaching in English</i>	Margarita Vinagre: <i>Assessing competence development in virtual collaboration: English as a Medium of Instruction in Spanish Higher Education</i>
Tamao Araki & Kayo Yamamoto: <i>Interactions and learner language in an asynchronous computer-mediated communication program</i>	Eric Hagley: <i>Scaling Virtual Exchange</i>	Mary Risner & Swapna Kumar: <i>Global Education and Telecollaboration in the Pre-Service Teacher Classroom</i>	Anne Mullen: <i>Directed vs. Undirected Telecollaborative Tasks in Assessing Intercultural Development</i>

13.00-14.00 Lunch

Hamilton Building Concourse

**14.00-15.30 Parallel Sessions (FrPM1)**

<b>Problem shared</b> <i>Maxwell Theatre</i> Chair: Kurt Kohn	<b>Interactional aspects</b> <i>Salmon Theatre</i> Chair: Margarita Vinagre	<b>Intercultural Learning Outcomes</b> <i>Syngé Theatre</i> Chair: Miguel Ángel Candel Mora	<b>Student Experience</b> <i>Global Room</i> Chair: Robert O’Dowd	<b>Language Learning Outcomes</b> <i>East End 3 (LTEE3)</i> Chair: Sabela Melchor-Couto
Linda Gijsen & Jozef Colpaert: <b>Collaboration in Telecollaborative Projects</b>	Elke Nissen: <b>Interacting with peers: what kind of support do students look for in different communication scenarios?</b>	Sonja Brunsmeier, Senta Goertler & Carly Lesoski: <b>Learning through and within telecollaboration: participation, reflection and analysis</b>	Mariusz Marczak: <b>Translator Education 2.0 - Students' Perspective on Web 2.0-enhanced Telecollaboration as Added Value in Translator Education</b>	Juan Albá Durán, Joan-Tomàs Pujolà Font, Carolina Fernández Royón & Gerdientje Oggel: <b>Two goals, one project: the RUG-UB telecollaboration experience between language learners and trainee teachers</b>
Teresa McKinnon and Mirjam Hauck: <b>To badge or not to badge?</b>	Rose van der Zwaard & Anne Bannink: <b>NNS/NS telecollaboration in dyadic task-based SCMC: task-appropriate versus face-appropriate behaviour.</b>	Elwyn Lloyd, Marina Orsini-Jones, Régine Barbier & Michelle Wylie: <b>The agony and the ecstasy: teaching global citizenship competences through international intercultural projects, lessons learnt.</b>	Anna Nicolaou & Ana Sevilla-Pavón: <b>Exploring telecollaboration through the lens of university students</b>	Luisa Dutra: <b>Learning Portuguese L2 through telecollaboration and mobile devices</b>
Melinda Dooly & Francesca Helm: <b>Space, time and mode in multimodal data: challenges for transcription and representation</b>	Nicolas Guichon: <b>What you see is that I care: reflections on online teacher presence</b>	Bart van der Velden, Casper van der Heijden & Sophie Millner: <b>Rise and shine - contributing to young people's competences through virtual exchange</b>	Shannon Sauro: <b>Student Perspectives on Intercultural Learning from an Online Teacher Education Partnership</b>	Agnes Pal & Ysabel Olmo: <b>Fruits of a Conference: A Padua-Budapest Telecollaboration Initiative</b>

**15.30-16.00 Coffee**

**Hamilton Building Concourse**

**16.00-17.00 Parallel Sessions (FrPM2)**

<b>Teacher Training and Competences</b> <i>Maxwell Theatre</i> Chair: Sake Jager	<b>Interactional aspects</b> <i>Salmon Theatre</i> Chair: Nicolas Guichon	<b>Intercultural Learning Outcomes</b> <i>Syngé Theatre</i> Chair: Sarah Guth	<b>Student Experience</b> <i>Global Room</i> Chair: Shannon Sauro
Geoff Lawrence, Elana Spector-Cohen, & Marlon Valencia: <b><i>Can International Telecollaboration Promote Graduate Foreign Language Teacher Education?</i></b>	François Mangenot & Dora Loizidou: <b><i>Interactional Dimension of Online Asynchronous Exchange in an Asymmetric Telecollaboration</i></b>	Yi'an Wang & Steve J. Kulich: <b><i>Telecollaborative Research and Practice in the Higher Education Context in China: Report on a "Home-based" Online Intercultural Encounter Project and a FutureLearn MOOC IC Course</i></b>	Johdi Quinn: <b><i>Skype's the Limit: Telecollaboration - creating a transformative learning space for students of modern languages</i></b>
Teresa McKinnon: <b><i>Sharing practice in the open: heutagogy in action.</i></b>	Julia Renner: <b><i>Applying conversation analysis in telecollaboration research: an analysis of conversational coherence in audio-visual eTandems</i></b>	Se Jeong Yang: <b><i>Two languages with one culture: a telecollaborative experience for the development of ICC between Korean heritage language learners and Korean English language learners</i></b>	Annick Rivens Mompean, Marco Cappellini, & Anna-Katharina Elstermann: <b><i>The expression of reciprocity in reflective logs of teletandem language learners</i></b>

**17.00-18.00 Launch of UniCollaboration Organisation Joly Theatre**

**19.30 Conference dinner – buffet meal in Café en Seine, Dawson Street**



## Saturday 23<sup>rd</sup> April – *Arts Building / Trinity Long Room Hub*

9.30-10.30      **Keynote Lecture by David Little:**

**“Learner autonomy and telecollaborative language learning”**

**Emmet Theatre**

10.30-11.00      **Coffee**

***Arts Building Concourse***

**11.00-12.00 Parallel Sessions (SaAM1)**

<b>Problem Shared</b> <b>Room 5052</b> Chair: Francesca Helm	<b>Teacher Training and Competences</b> <b>Swift Theatre</b> Chair: Shona Whyte	<b>Interactional Aspects</b> <b>Neill Theatre (TLRH)</b> Chair: Tim Lewis	<b>Research Methodology</b> <b>TRISS Conference Room</b> Chair: Marie-Thérèse Batardière	<b>Student Experience</b> <b>Uí Chadhain Theatre</b> Chair: Erica Johnson
Gabriel Guillén: <b>How to keep students accountable? The problem of semi-controlled e-tandem assessment</b>	Jarosław Krajka: <b>Electronic appearances in TEIL instruction - expanding intercultural teacher training with telecollaborative activities</b>	Makiko Hoshii & Nicole Schumacher: <b>Problem-solving Interaction in GFL Videoconferencing</b>	Yuka Akiyama & Joe Cunningham: <b>Searching for Pedagogical and Research Prototypes of Telecollaboration Over 20 Years: A Research Synthesis</b>	Kamila Burzyńska: <b>Towards the first telecollaborative task - teaching students how to read like writers through peer review utilization</b>
Julia Renner & Yasmin El-Hariri: <b>A tightrope walk between autonomy and instruction: The challenge of integrating eTandems into institutional contexts</b>	Anna Turula: <b>Offline and distributed teaching presence in EFL teacher training telecollaboration</b>	Tina Waldman, Götz Schwab & Efrat Harel: <b>Getting their feet wet: trainee EFL teachers in Germany and Israel collaborate online to promote their telecollaborative competence through experiential learning</b>	Aparajita Dey-Plissonneau & Françoise Blin: <b>Emerging affordances in telecollaborative multimodal interactions</b>	Kirtsen Telwak: <b>Metacognition and the telecollaborative experience: Reflections on conversations with Carlos Felipe</b>

**12.00 -12.30 Closing Ceremony Emmet Theatre**

# Keynote Speakers and Abstracts

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## **Celeste Kinginger: “Telecollaboration and Student Mobility for Language Learning”**

Thursday 21 April

### **Abstract**

This presentation will consider the real and potential curricular roles of telecollaboration from the perspective of research on language learning and physical student mobility. We will focus on research examining the social-interactive and pragmatic dimensions of language use, that is, the areas in which time spent abroad is believed to make the most important contribution to communicative repertoires. Remarkable individual differences in achievement are documented in most studies in this domain, and these findings have inspired an array of research into the qualities of study abroad as a context for language learning. Students abroad have been shown to experience difficulties in establishing local social networks, as they position themselves within newly salient national identities, or are positioned by interlocutors as foreigners with questionable rights to appreciate and to learn local sociolinguistic norms. It has become clear that many learners approach their task with little awareness of diverse language varieties and registers within their host communities. Prior socialization in classrooms can also limit the range of their participation in informal conversations and thus, their development of interactive capacities. Whether implemented as preparation for physical mobility or as concurrent support for language learners abroad, telecollaboration holds the potential to address these issues. In telecollaborative pedagogies, students can create social connections with their peers, see themselves through the eyes of others, be exposed to specific attitudes and discourses about foreigner identities, experience and analyze spoken or informal forms, and expand their discourse options beyond the strictly pedagogical. In conclusion, I will discuss specific approaches to assisting learners as they develop language awareness in both settings.

### **Biography**

Celeste Kinginger a Professor of Applied Linguistics at the Pennsylvania State University (USA), where she teaches basic courses in second language acquisition and education as well as seminars on a variety of topics, most recently, Narrative Approaches to Multilingual Identity, Student Mobility and Language Learning, Second Language Pragmatics, and Approaches to Language in Use. She is affiliated with the Center for Advanced Language Proficiency Education and Research, funded by the United States Department of Education, and with the Center for Language Acquisition in the University’s College of Liberal Arts. Her research has examined telecollaborative, intercultural language learning, second language pragmatics, cross-cultural life writing, teacher education, and study abroad. Her current work includes a study of the learning opportunities afforded to Chinese language students during mealtime interactions with host families in China, the design and testing of a model study abroad program for heritage learners of Spanish, and the development of a new doctoral seminar examining pathways toward advanced foreign language proficiency.

## **Andreas Müller-Hartmann: “A task is a task is a task is a task... or is it? Researching tasks in telecollaborative teacher education -- the need for more qualitative research”**

Friday 22 April

### **Abstract**

The concept of task has become central not only to an understanding of language learning per se, but also to the design and research of telecollaborative learning environments. But what kind of task concept is conducive to supporting language learning, and how can we best research this?

To answer these questions, I will specifically look at the role of the learner in my talk. While research on the design of tasks in telecollaborative settings has been very productive, we still lack insights into the interaction processes on the micro level when learners negotiate task content. What are learners doing, and how can we find out about it?

The most appropriate research approach to tackle these questions at the interface between telecollaboration, task-based language learning and teaching, and learner orientation is a stronger reliance on qualitative research and mixed method designs.

The context in which an attempt will be made to shed light on these questions will be telecollaborative teacher pre-service education because it is especially here that the learner role should be the center of attention. Being learners themselves, pre-service teachers are in the process of developing competences in designing telecollaborative task sequences for their future learners, following a reflective, and with that research-based approach to their competence development.

### **Biography**

Andreas Müller-Hartmann is Professor of Teaching English as a Foreign Language (TEFL) and the Director of the Institute for Foreign Languages at the University of Education (Pädagogische Hochschule), Heidelberg, Germany. He holds an MA in Southern Studies from the University of Mississippi, USA, and a Ph.D. in American Studies from the University of Osnabrück, Germany. His research interests include task-supported language learning (TSLL), the use of technology in the EFL classroom, the development of intercultural communicative competence, and teacher education. He has co-written books on TEFL in the secondary classroom (2004) and task-supported language learning (2011 and 2013) (with Marita Schocker-v. Ditfurth), and TEFL in the primary classroom (2009) (with Michael Legutke and Marita Schocker-v. Ditfurth). He has co-edited books on qualitative research in foreign language learning and teaching (2001) and task-based language learning with technology (2008). He teaches TEFL, TSLL, CALL and American Cultural Studies.

## David Little: “Learner autonomy and telecollaborative language learning”

Saturday 23 April

### Abstract

The most successful language learning programmes are those in which, from the beginning, learners' agency is channelled through the target language; those in which, individually and collaboratively, learners use the target language to plan, execute, monitor and evaluate their own learning. The first part of my talk will elaborate on this claim, describing some of the pedagogical procedures that can be used to create and sustain an autonomous learning environment, and offering supportive evidence from classroom practice. The second part will explore some of the challenges that this approach poses for the organization of telecollaborative language learning. And the conclusion will briefly consider the implications of my argument for second language acquisition research.

### Biography

David Little retired in 2008 as Associate Professor of Applied Linguistics at Trinity College Dublin. His numerous publications and conference presentations on the theory and practice of language learner autonomy have done much to shape international debate. He played a leading role in the Council of Europe's European Language Portfolio project from 1998 to 2010, co-ordinated two ELP-related projects for the European Centre for Modern Languages between 2004 and 2011, and has been a member of several Council of Europe expert groups. As director of a language centre for thirty years he was closely involved in the use of new technologies to support language learning. CLCS developed an interactive video system in the 1980s and participated in an international project that pioneered the use of e-mail and MOOs in tandem language learning in the 1990s.

# Presentation and Poster Abstracts

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Ordered alphabetically by first author

**Emmanuel Ebenezer Abruquah**, Tampere University of Applied Sciences, Finland

**Mirja Kinnunen**, Tampere University of Applied Sciences, Finland

**Vuokko Penttilä**, Tampere University of Applied Sciences, Finland

**Dósa Ildikó**, Budapest Business School, Finland

**Miguel Ángel Candel-Mora**, Universitat Politècnica de València, Spain

## **Problems in Motivating Students in Active Telecollaboration** (Problem shared)

The purpose is to discuss some practical problems associated with intercultural telecollaboration. The project was started among four countries namely, Estonia, Finland, Hungary, Poland and Spain. The aim was to connect students from these countries to share practical experiences in intercultural communication.

Students were asked to present their various cultures in 3-5 minute videos shared, using YouTube. They were then put into groups to discuss specific topics allocated to them, using any social media tools convenient to them; namely Facebook, Skype, Google Hangout etc.

There were success stories with the outcome of this pilot project, but there were also challenges and problems with students' motivation and with the available technology to facilitate the collaboration between the student groups.

Students were selected at random to be interviewed about the learning outcomes of the project to express their satisfaction or dissatisfaction of the collaborations within the student groups. They were also asked to present some of the challenges encountered during the project. Here are some of the specific and unresolved issues to be taken into consideration while planning the next project; defining the critical paths of the project, putting the defined task into context, defined timetables for the project overlapping because of different schedules of the academic year of the partners.

The intended solution to be implemented in the next intercultural communication project will include suggestions provided by the students, and also solutions to technical problems. These include setting the time frame, giving clear instructions both in written and oral form; students would have enough time to discuss the given topics in order to put them into the right context. Then finally, the most important task is to find ways of motivating the students.

Keywords: Motivation, clear instructions, overlapping schedules

Day: **Thursday**

Time: **16.00**

Venue: **Room 5052**

**Yuka Akiyama**, Georgetown University, United States

## **Vicious vs. Virtuous Cycles of Turn Negotiation in Japanese-American Telecollaboration:** (Presentation)

Following the interactional sociolinguistics approach to discourse analysis, the current study analyzes turn negotiation practices of two dyads who engaged in a Japan-America telecollaboration and expressed the greatest satisfaction/frustration and who continued/discontinued the project beyond the curriculum requirement. I argue that the eTandem setting resulted in vicious vs. virtuous cycles of turn negotiation. Specifically, in the unsuccessful pair, silence, which was used by the Japanese EFL learner as a

contextualization cue for linguistic help and/or as a face-saving strategy, triggered the American student's hyperexplanation as an attempt to get the Japanese partner involved in conversation. Such high-involvement strategy using faster pacing, less wait time, and limited nomination of turns, however, only resulted in providing fewer opportunities for the Japanese partner to contribute to the conversation (i.e., vicious cycle). In contrast, in the successful pair, positive experience of turn negotiation enabled the pair to share knowledge schema, adopt a better recipient design (Erickson, 1986), and adjust their speech accordingly. Such personalized speech, in turn, led to the co-construction of conversation (i.e., virtuous cycle). Based on these observations, I conclude that success/failure in resolving intercultural differences in turn negotiation entrenches positive/negative experiences and attribution of positive/negative personal traits to each other. Pedagogical implications will be discussed.

Day: **Friday**

Time: **12.00**

Venue: **Maxwell Theatre**

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**Yuka Akiyama**, Yuka Akiyama, Georgetown University, United States

### **Comprehensibility and Its Correlates: What Changes Over a Semester of Telecollaborative Interaction? (Presentation)**

This longitudinal study examined whether 30 learners of Japanese in the U.S. who engaged in a semester-long video-based eTandem project with EFL learners in Japan made gains in global language comprehensibility, namely ease of understanding (Trofimovich & Isaacs, 2012), and what linguistic correlates contributed to these gains. Speech excerpts from Week 2 and 8 of actual tandem interaction were retrieved and later assessed subjectively (i.e., by human raters) and objectively (i.e., via linguistic coding of transcripts) for global comprehensibility and its linguistic correlates: vocabulary, fluency, and grammar, in a pre/post-test sample design.

The results revealed that, although the group made significant gains in vocabulary and some gains in grammar, their improvement in overall comprehensibility was subject to considerable individual variability. According to a follow-up cluster analysis and discriminant analysis, increase in fluency was the strongest predictor of those individuals who improved comprehensibility.

These findings suggest that telecollaborative interaction may promote the development of vocabulary, and to some extent grammar, but that significant gains in comprehensibility come mostly from the fluency trait of speech rate and may require longer interactional intervention. This is because developing comprehensibility entails improved performance in a wide range of linguistic correlates. Pedagogically speaking, the study suggests the importance of integrating eTandem in regular language instruction and providing resources (e.g., tasks, preparation/reflection opportunities) that would allow learners to develop not only vocabulary but also fluency as well as other linguistic correlates that lead to improving global comprehensibility.

Day: **Thursday**

Time: **14.00**

Venue: **TRiSS Conference Room**

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**Yuka Akiyama**, Yuka Akiyama, Georgetown University, United States

**Joe Cunningham**, Georgetown University, United States

### **Searching for Pedagogical and Research Prototypes of Telecollaboration Over 20 Years: A Research Synthesis (Presentation)**



Considering the relative maturity of telecollaboration (TC), it is an optimal time to engage in a systematic research synthesis in order to look for emergent patterns in the findings. As a first step towards more systematic synthesis of TC studies, this study reports the procedures and results of a scoping review of studies published between 1996 and 2015. The synthesis analyzed over 80 published studies on TC that utilized synchronous computer-mediated communication (SCMC) tools. The research questions were: (1) what are the prototypical set-ups of SCMC-based TC?; (2) what are prototypical research designs?; (3) how has TC evolved as a field of empirical investigation?; and (4) what themes emerge from the findings?

The results of the scoping review suggest that TC is going through a transition period towards its maturity, as demonstrated by the number of publications, participating countries, and variety in participant configurations and CMC tools used. The synthesis identified five prototypes of SCMC-based TC practice as well as five prototypes of SCMC-based TC research designs. Regarding theoretical orientation, the study identified a split between socially-oriented and cognitive second language acquisition (SLA), which often correlated with different types of research questions and findings.

In summary, the steady growth of TC has resulted in a dichotomous movement of consolidation and expansion. In other words, while this synthesis contributes to the establishment of TC as a field of empirical investigation, the field's ongoing development, as demonstrated by the emergence of new approaches to TC pedagogy and research, continues to make it difficult to define with certainty what TC is. The authors conclude the synthesis by suggesting that TC researchers embrace the challenge of this dichotomy by implementing more rigorous reporting practices that will allow us to trace developments in the field both systematically and reliably.

Day: **Saturday**

Time: **11.00**

Venue: **TRiSS Conference Room**

**Juan Albá Durán**, University of Groningen, Netherlands

**Joan-Tomàs Pujolà Font**, University of Barcelona, Spain

**Carolina Fernández Royón**, University of Groningen, Netherlands

**Gerdientje Oggel**, University of Groningen, Netherlands

## **Two goals, one project: the RUG-UB telecollaboration experience between language learners and trainee teachers (Presentation)**

Although telecollaboration between language learners and teacher trainees has become a more common practice in Tertiary Education in the past few years (Helm, 2015), designing and carrying out meaningful tasks for this kind of telecollaboration projects is still very challenging for all parties involved.

On the one hand, the tasks need to be designed in such way that both participant groups can learn from each other (Little & Brammerts, 1996) while on the other hand, both groups of students need to develop a set of very different competences while working together on these same tasks.

This paper wants to show how these contradictory issues have been addressed within the RUG-UB telecollaboration project. This project has run successfully for the last two academic years between a group of Dutch students at the University of Groningen enrolled in a 3rd year Bachelor degree Spanish Proficiency course at B2 level and a group of trainee teachers at the University of Barcelona enrolled in a Master degree course on teaching Spanish as a foreign language.

The main focus of this presentation will be on how the direct link between the competences to be developed and the learning goals to be achieved for each of the University courses have been the key to the design, the full implementation into the University programs and the successful realisation of this telecollaboration project.

Day: **Friday**

Time: **14.00**  
Venue: **East End 3**

**Christine Appel**, Universitat Oberta de Catalunya, Spain  
**Joan-Tomàs Pujolà**, Universitat de Barcelona, Spain

### **Telecollaboration and MOOCs: A mismatch or a marriage in the making? (Presentation)**

Telecollaboration in this paper is understood as the practice of engaging learners in online interaction with the purpose of pursuing meaningful goals through a common task. Interaction implies developing learners' linguistic and intercultural competence and hence many studies have focused on the development of these (Helm, 2015; Dooley & O'Dowd 2012; Guth & Helm, 2010; O'Dowd, 2011; Thorne, 2010). However, this focus means that telecollaboration practices often report on a series of difficulties in making such projects sustainable, scaling up these practices and integrating them into the curriculum. If we are to look into new directions for the future of telecollaboration it is imperative that we broaden the concept (Helm, 2013) and open up to new developments in online teaching and learning. In this paper we explore new telecollaboration issues in a MOOC, a course format that is questioning e-learning concepts in higher education and opening the debate of the future of the university.

The core elements of MOOCs are the massive and open features. These two features are also the main obstacles mentioned above for the sustainability, scalability and integration into the curriculum of telecollaboration. Thus, at first sight, telecollaboration and MOOCs seem like a bad match for a long-lasting marriage. This paper suggests it is quite the opposite through describing the implementation of a tandem MOOC (Spanish-English) which turns massive and open into advantages facilitating interaction between pairs of participants who are learners of each others' native language. Participants in this MOOC were paired on a chat-roulette basis, and carried out tasks designed to observe the the principles of reciprocity and autonomy in tandem language learning (Little & Brammerts, 1996).

In the presentation we argue that far from being a mismatch, telecollaboration and MOOCs through careful design can have a happy dating experience leading to a fruitful marriage.

Day: **Friday**  
Time: **10.30**  
Venue: **Salmon Theatre**

**Tamao Araki**, University of Miyazaki, Japan  
**Kayo Yamamoto**, University of Miyazaki, Japan

### **Interactions and learner language in an asynchronous computer-mediated communication program (Presentation)**

Although a variety of educational uses of computer-mediated communication (CMC) have been developed and practiced, the assessment methodology for those practices could not be said to have developed enough to provide EFL/ESL practitioners with a reliable standard for adopting those educational approaches in their own individual settings. We examines the data of a four-month online EFL writing exchange among single-major university students from various countries on an asynchronous basis to find some tendencies of the relation between participants' interactions and changes in their languages. The written data of the participants' interactions was compiled and each message was tagged with additional information such as time of interaction, intended addressee, and place of the given message in a local message structure. The sentences were also analyzed in terms of accuracy and fluency. Those basic data were used for examining the inter-relationship between learners' interactions and their language. The results showed that although there is no universally significant tendency between interactions and learner language development that is straightforwardly applicable to all participants, some tendency are found among a group of learners after

stratifying the participants with respect to their proficiency and the strategies they might have used in the exchange.

Day: **Friday**

Time: **12.30**

Venue: **Maxwell Theatre**

**Marie-Thérèse Batardiere**, University of Limerick, Ireland

**Francesca Helm**, University of Padova, Italy

### **Fostering students' engagement with topical issues through different modes of online exchange (Presentation)**

In the introduction to a recent issue of the *Modern Language Journal* dedicated to Foreign Language Teaching in an era of Globalization, Claire Kramsch (2014) discusses how globalization has altered the contexts and conditions under which foreign languages (FLs) are taught, learned, and used. She argues that the changes “call for a more reflective, interpretive, historically grounded, and politically engaged pedagogy than was called for by the communicative language teaching of the eighties” (p.296). One of the points Kramsch (2014) makes in her introduction is that “it is FL teachers' responsibility to expose students to various perspectives (even controversial ones) and to help them discuss the points of view adopted by speakers, writers, and bloggers on these events” (p.307). Online Intercultural Exchange can do just this by engaging learners in dialogue with peers who have different perspectives on key, often difficult issues.

This paper reports on two distinct models of telecollaboration –using Synchronous and Asynchronous CMC mode – which seek to engage students in what we see as this more politically engaged and also reflective pedagogy. It first presents the two online projects: the Soliya Connect Program (SCMC Project) and the Intercultural Franco-Irish Exchange (ACMC Project) paying attention to their context specificity and identifying their differences (e.g., synchronicity; group size; task type; instructor's presence) and similarities (e.g., socio-political issues; intercultural awareness; safe learning environment; duration). Drawing on qualitative data from students who participated in the two projects, the paper focuses on how similar topical issues were addressed through interaction and subsequently interpreted by the two groups of students. Preliminary results show that both modes of online dialogue afforded students the opportunity to share and expand their (inter)cultural knowledge, to practise their higher-order thinking skills, and to reflect on the dialogic exchange with their partner(s).

Day: **Thursday**

Time: **12.00**

Venue: **Emmet Theatre**

**Nacereddine Benabdallah**, Mohamed-Cherif Messaadia University, Algeria

### **'On the Other Side of the World' Project: A 2.0. Telecollaborative Perspective Facing the Global Digital Divide (Problem shared)**

The technological disparities between developed and developing countries commonly known as the Global Digital Divide (GDD) cannot stop widening, favoring disinformation, misunderstanding, and deficient communication. Such inequality does not only concern connectivity and accessibility to information but most importantly how to effectively make use of close at hand ICT tools. The lack of trust, support and cooperation has stirred up fears, and growing resentment. This paper presents 'On the Other Side of the World' Project which claims to be a lively extra-curricular telecollaborative initiative linking university students from Arab, African, Asian, European and American countries. Its main objective is to make the most of authentic, synchronous/asynchronous, reflexive online linguistic and intercultural exchanges. New prospects will be

opened up via English as a lingua franca to constructive dialogues, tasks and activities that help diminish coercive confrontations vis-à-vis socio-political issues and deep-rooted stereotypes; empower the participants' cultural capital, and hence, bridge the gap.

Day: **Thursday**  
Time: **16.30**  
Venue: **Room 5052**

**Claudia BERGER**, University of Geneva, Switzerland

### **Learning a 'distant language' through telecollaboration: echoes of the oral exchange in the written feedback of the conversation (Presentation)**

This article presents an analysis of documents produced by language learners in a telecollaborative project. The data include retranscribed videos of oral interactions in the L2 and written feedback reports in the L1 collected during three years (2013, 2014 and 2015) of online linguistic exchanges between students of French in China and students of Chinese in French speaking areas of Europe. A first part compares excerpts of the written feedback given by each peer in his/her L1 (endolingual) with the original online oral discussion in the L2 (exolingual). The lexicon, as well as basic syntactic structures, are discussed and compared both within the oral and the written contexts. Interlinguistic mediation as it appears when comparing the written texts, as well as oral code switching between L1s (respectively French or Chinese) and L2s (French, Chinese and English) are also taken into account. Trying to open approaches for new pedagogical designs in teaching 'distant languages' at university level, a second part reflects upon the ways in which the documents could be reused for future teaching material. Our postulate is that, especially for 'distant languages', computer mediated communication is more effective if integrated within a blended learning environment that allows the exchanges to be supported beforehand with digital teaching material of cognitivist and behavioristic essence. We also assume that, in order to better sustain L2 communication, classroom based instruction at university level should provide intensive L2 prosodic training in parallel with the usual epistemic and research activities.

Day: **Thursday**  
Time: **11.30**  
Venue: **TRiSS Conference Room**

**Aparajita Dey-Plissonneau**, Dublin City University, Ireland  
**Françoise Blin**, Dublin City University, Ireland

### **Emerging affordances in telecollaborative multimodal interactions (Presentation)**

In the context of language learning occurring in technology rich language environments, and drawing on Gibson's (1977) theory of affordances, affordances can be defined as action possibilities that are offered by the environment to the learner and that are determined by both the objective properties of the environment and the learner's action capabilities. More specifically, CALL affordances are said to be a unique combination of technological, social, educational, and linguistic affordances. Understanding this combination and operationalizing it for design or research in the context of telecollaborative projects can help us enhance our pedagogical designs and practice.

This paper reports on a preliminary study that sought to identify the emergence and realisation (or non-realisation) of affordances that emerged during interactions that took place during weekly videoconference sessions between French as a Foreign Language teacher trainees from the university of Lyon 2 (France) and learners of French from Dublin City University (Ireland). Six sessions were recorded, anonymized, transcribed and annotated. They were incorporated into a rich multimodal corpus, which also comprises a broad range of

artefacts produced by both groups during the course of the project (lesson plans, reflective accounts, multimodal feedback, etc.) and semi-structured interviews.

Following a brief recall of the theoretical and methodological challenges that need to be addressed when creating such a corpus, we will discuss the methodological choices that were made in order to explore technological, social, educational, and linguistic affordances. We will then present some preliminary results that highlight some of the factors that may promote or hinder the emergence and realisation of affordances for second language development in similar environments. The paper will conclude with some recommendations for future research designs.

#### Reference

Gibson, J. J. (1977). The theory of affordances. In R. Shaw & J. Bransford (Eds.), *Perceiving, acting and knowing* (pp. 67–82). Hillsdale, NJ: Erlbaum.

Day: **Saturday**

Time: **11.30**

Venue: **TRiSS Conference Room**

**Sonja Brunsmeier**, University of Education Freiburg, Germany

**Senta Goertler**, Michigan State University, USA

**Carly Lesoski**, Michigan State University, USA

### **Learning through and within telecollaboration: participation, reflection and analysis**

(Presentation)

Research has demonstrated the benefits and challenges of telecollaboration for the development of foreign language skills and intercultural communicative competence at university level (cf. Chun 2012; Ware & O’Dowd 2008). Somewhat under-explored has been the use of telecollaborative projects for content knowledge development. In this project students in a class focused on language and language learning in the German program at a Midwestern University in the USA communicated with students from an intercultural competence course in the English department at a German university. Besides practicing their language skills in intercultural communication the students also worked on tasks in pairs or small groups. They discussed topics which were relevant to both classes. The analysis of their individual telecollaborative tandem project was part of a major empirical research paper in each class. The students critically looked at their data and thereby reflected on the effectiveness of the exchange, their language learning development and the theoretical knowledge they gained in each course. The purpose of the project was therefore to not only foster the development of intercultural communicative competence but also to encourage growth of content knowledge through a telecollaborative tandem project.

The research is guided by the following research questions: (1) Did learners successfully communicate interculturally? (2) Were learners able to accomplish the academic task in intercultural teams? (3) Which tasks had a particular potential to support the reflective exchange between the students? (4) Did the students develop their personal and professional self during the telecollaborative tandem project further?

#### Bibliography

Chun, D. M. (2012): Developing Intercultural Communicative Competence through Online Exchanges. In: *Calico Journal*. 28/2. PP. 392-419.

Ware, P. and R. O’Dowd (2008): Peer Feedback on Language Form in International Telecollaboration. In: *Language Learning and Technology*. 12/1. PP. 43–63.

Day: **Friday**

Time: **14.00**

Venue: **Synge Theatre**

### **Towards the first telecollaborative task - teaching students how to read like writers through peer review utilization (Presentation)**

The rapid development of information and communication technologies opens new possibilities as regards foreign languages learning. Involving students in a telecollaborative project seems a valuable procedure, well-established in many universities all over the world. In the Polish educational context, however, this still does not appear to be a common practice. Considering tele-collaboration as Internet-based exchange, whose goals is to produce more realistic and desirable intercultural speakers being able to see and manage the relationships between themselves and their interlocutors, there needs to appear a question over the role of intracultural awareness, the awareness of beliefs and behaviours of an individual within a particular community, in achieving the goal. Being able to reflect upon one's own values allows a conscious control of biased interpretation. Thus, it may be a worthy idea to introduce self and culture reflective instruction as a starting point and a pre-telecollaboration preparatory procedure. Teaching students how to read like writers, develop one's noticing skills in terms of language and cultural aspects, is likely to assist them in becoming better self-aware writers. In particular, peer review utilization allows to reach the aforementioned goal and also seems a good opportunity to train cooperation and negotiation skills used while interacting with others.

The following paper is an attempt to analyse peer review as a process that may enable one to become a more self-conscious writer and successful collaborator. The author aims at presenting results from a quasi-experiment applied to a group of university students (Radom, Poland) attending a regular Academic Writing course. The answers to whether participation in the procedure influenced the quality of writing as well as students' attitudes towards the experience will be projected. Additionally, the tools to facilitate peer review, namely Peer Review Form and Author Response Form, will be recommended and discussed in detail.

Day: **Saturday**

Time: **11.00**

Venue: **Uí Chadhain Theatre**

### **Exploitation of Learner-Generated Content from an Intercultural Communication TeleCollaborative Project (Presentation)**

The most productive telecollaboration experiences in higher education institutions arise when different institutions with similar curricula or interests establish partnerships to enhance the exchange of knowledge and experiences. These alliances cannot always be carried out with institutions with such similar profiles, however, the willingness of telecollaboration may compensate for these differences and seek common ground on which each institution can participate but exploit the resulting resources according to their priorities.

Intercultural communication is proposed as one of those common grounds where institutions can benefit from a telecollaboration project, due to the wider scope of this discipline, which ranges from language teaching, communication and intercultural competence.

This paper draws on the experience of a telecollaboration project of four universities from four different countries: Estonia, Finland, Hungary and Spain, around the common axis of intercultural communication. So far, the project is structured in three stages: first, instructors coordinate and facilitate the students' research on topics such as cultural differences, etiquette, food and culture, stereotypes, or personal space across cultures. Secondly, students record a video which is then uploaded to a YouTube channel shared by all the participating universities. Finally, this media repository can be further exploited by each institution according to their objectives and interests: from the perspective of intercultural competence, based on the different approaches provided by the different nationalities, students receive a first-hand view of different intercultural concepts; from international English, as students from different nationalities present their work

with different English as a foreign language accents; from intercultural communication, students are exposed to cultural issues with more detail than in traditional language learning approaches.

Thus, the objective of this research is to explore the potential of telecollaboration projects on intercultural communication and the effects of empowering students through Learner-Generated Content.

Day: **Thursday**  
Time: **11.30**  
Venue: **Swift Theatre**

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**Stephen Capobianco**, Binghamton University, USA  
**Nadia Rubaii**, Binghamton University, USA  
**Sebastian Lippez De Castro**, Pontificia Universidad Javeriana, Colombia

### **Promoting Teamwork, Intercultural Competencies and Digital Fluency: Lessons from a Real-Time North-South Teaching Collaboration (Poster)**

To meet the challenge of preparing public affairs professionals for an increasingly globally interdependent world in which teamwork, intercultural competencies and digital fluency are essential many faculty have incorporated into their MPA and MPP classes content designed to provide knowledge and pedagogies intended to instill competencies in one or more of these broad areas. In this paper we report on our experience with a semester-long, fully-integrated, synchronous virtual collaboration among public affairs students in classes in a U.S. and a Colombian university designed to advance all of these competencies simultaneously through a learning-by-doing model. The goals of the course were to document the growing importance of such skills, illustrate the challenges, model the desired competencies, and allow students to develop their skills through practice. Drawing upon analysis of mid-semester and end-of-course feedback from students as well as instructor observations, we assess the viability and effectiveness of this approach, identify lessons learned, and provide suggestions for others on how they might use similar international collaborations to advance desired competencies.

Day: **Thursday**  
Time: **11.00, 13.00, 15.30**  
Venue: **Arts Building Concourse**

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**Marco Cappellini**, Aix-Marseille University, France  
**Nicola Macré**, Lille 3 University, France

### **Intercultural learning in teletandem (b)logs (Presentation)**

Our study focuses on two teletandem telecollaborations (Telles 2009) between a French university on the one hand and an Australian and an American university on the other hand. The telecollaboration's main pedagogical objective was the development of the intercultural competence with a shift from more savoir-based culturalist development (Abdallah-Preteuille & Porcher 1996) to a development in terms of savoir-apprendre (Byram & Zarate 1997). This aim was pursued by the design of six teletandem activities. Moreover, in order to enable students to reflect on their (intercultural) learning, within the telecollaborations we set up two collective blogs (Cappellini 2015) where the students had to post an entry after each teletandem session.

Our study is a practitioner research (Lamy & Hampel 2007) aiming at a better understanding of the gap between the pedagogical intentions (or task-as-workplan, Dooly 2011) of the telecollaboration designers and the actual outcomes (or task-as-process) as visible in the blogs productions. To do so, we will make explicit the pedagogical objectives of the designers for each task and we will then analyze the results of the activities in the blogs, looking for convergence and divergence. Our approach will be largely qualitative (Paillé & Mucchielli 2008) and ethnomethodological (Mondada 1999) in the sense that we look for the forms of categorization



made explicit by the learners, within an emic perspective. In doing so, we will analyze the realization of the tasks in relation to the affordances of the environment (Gibson 1979, Hutchby 2001, Van Lier 2004) and the learners' cultures-of-use (Thorne 2003).

This study is the final step of the first cycle of an ongoing action-research project. Our final aim is to learn lessons from the first implementation of the teletandem setting in order to improve the exchange in the future, be it for tutors' training or modifications in task design.

Day: **Thursday**  
Time: **12.00**  
Venue: **Swift Theatre**

**Diane Ceo-DiFrancesco**, Xavier University, USA  
**Oscar Kennedy Mora**, Pontificia Universidad Javeriana, Colombia  
**Andrea Serna Collazos**, Pontificia Universidad Javeriana, Colombia

### **Developing Intercultural Communicative Competence across the Americas (Presentation)**

Dual immersion telecollaborative sessions across the Americas create multiple innovations for the development of intercultural communicative competence. Faculty at Xavier University in Cincinnati, Ohio, USA and Pontificia Universidad Javeriana Cali, Cali applied intercultural theory to devise telecollaborative protocol at their perspective universities. This presentation demonstrates that process is as important as product in the negotiation of meaningful, authentic and appropriate contexts for telecollaborative sessions.

The purpose of this presentation is to address the strategic implementation of telecollaborative Virtual Dual Immersion (VDI) sessions between students at Xavier University in Cincinnati, Ohio and Pontificia Javeriana, Cali, Colombia for the purpose of enhancing the development of intercultural communicative competence. This research design leveraged metacognitive reflection and the intersectionality of language, literacy, and culture in order to document the process of the development of intercultural communicative competence (Byram 1997, 2002) in English and Spanish as a Foreign Language through the integration of telecollaborative practices (O'Dowd 2011) by means of information and communication technology (Coll 2004, 2008). The researchers were interested in understanding students' perceived growth in intercultural communicative competence and Intercultural Sensibility (Vila, 2007) and in measuring student application of the noticing, comparing and reflecting model of intercultural development proposed by Liddicoat (2013).

First we will present the dynamics of teaching and learning English and Spanish as a second language in courses where telecollaborative practices are integrated. Then, we will address the significant VDI practices that enhance the acquisition of English and Spanish as a second language through cultural exchange. Finally we will include findings of the effectiveness of the integration of this model to develop intercultural communicative competence.

Day: **Thursday**  
Time: **15.00**  
Venue: **Swift Theatre**

**Jennifer Claro**, Kitami Institute of Technology, Japan

### **Video-based communication in an online intercultural tandem (Japan-Canada) exchange: A multimodal learning experience (Presentation)**

While online intercultural exchanges have become common around the world, text and/or chat are the usual modes of communication, and student-recorded videos are rare. Negative outcomes resulting from misunderstandings have arisen in many online intercultural exchanges using text-based communication (see, e.g. Belz, 2002; O'Dowd & Ritter, 2006; Ware, 2005). One reason why these misunderstandings occur may be



because much of the information that we normally receive in face-to-face communication is excluded from text-based communication.

In contrast, in video-based communication, students get all the visual and aural information that is missing in text-based communication. While live video chat would be the closest approximation to face-to-face communication, live video chat is too fast for many beginning and intermediate students. With recorded videos, students have time to reflect and to prepare.

In a recent Moodle intercultural exchange, university students in Japan and Canada communicated via recorded videos. Results from the 2-month project indicate that students found video-based communication to be much better than text only. Students found video communication to be natural and authentic, felt that it brought them closer to their overseas partners, and found the project motivating. The presenter will show some student-made videos and discuss how student-made videos afford a unique multimodal learning experience.

Day: **Thursday**

Time: **15.00**

Venue: **Emmet Theatre**

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**Leila Dacosta**, University of Miami, USA

### **The performance of gender in telecollaboration (Presentation)**

This study is part of the Teletandem Brasil Project. Teletandem is a mode of telecollaboration, a virtual, autonomous and collaborative context that promotes intercultural contact among people, mainly college students from different countries. The objective of this study was to analyze the performance of gender and gender discourses between same and different biological sex/gender partnerships in online interactions from the perspective of performativity theoretical constructs and of discourse analysis. The concepts of transculturality, third space and global cultural flows were adopted. The research methodology was qualitative, exploratory and interpretive. Data included video recordings of 10 sessions, half in English and half in Portuguese. Participants were 17 students from an American university and 17 from a Brazilian university. Participants self identified with the masculine or feminine gender. The study analyzed the students' preferred partner gender, gender discourses and sedimented concepts embedded in explanations about their choices. Two themes which originated from the research about same and different sex/gender partnerships which reiterate essentialist concepts about gender were verified: Men talk more about action (for example sports) and women talk more about people (relationships and intimacy). The results of the analysis indicate students' preference for same sex/gender partners and the emergence of two groups with divergent discourses about typical topics that different sex/gender engage in: (a) the sedimented ideas group and (b) the group whose ideas are not based on sedimented concepts. Topics related to sports and intimacy were equally used in interactions with partners who self identified as feminine and masculine. Pedagogical implications to teaching, teletandem session mediation and telecollaboration are discussed.

Day: **Thursday**

Time: **14.00**

Venue: **Swift Theatre**

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**Sandro De Martino**, Università di Bologna, Italy

### **The "Bologna–München" Tandem – experiencing interculturality (Presentation)**

This paper describes the "Bologna–München" Tandem, a cross-border collaboration started by Nicoletta Grandi, Italian language teacher at the Ludwig-Maximilians-University in Munich, and Sandro De Martino, German language teacher at the University of Bologna. The aim of the collaboration, which began in

2011, is to give students studying Italian in Munich and students studying German in Bologna the opportunity to experience interculturality through interaction with native speakers. The interaction takes place in the classroom through weekly lessons in real time via Skype and shared lessons organized during study trips. In contrast to privately organized tandems, the academic setting and the integration of the exchange via Skype into the curriculum guarantee that the conversations take place regularly, that students discuss and exchange the given topics and that the reflection on their experience is part of the learning process. The aim of the study trips is the complete linguistic and cultural immersion in the target language and for this reason the students stay with their partners from the host university. This kind of accommodation, along with the shared lessons, not only give an insight into the daily life of a student of the same age but also form the basis for authentic communication and intercultural experiences.

The “Bologna–München” Tandem combines computer-mediated communication with actual trips in order to promote a language and cultural exchange as well as an awareness of interculturality. On the basis of the experiences in Bologna and Munich, this paper sets out to demonstrate how language teaching can successfully face the challenges involved in going beyond national borders and in achieving authentic contact between language learners and native speakers, thereby allowing them to experience interculturality.

Day: **Thursday**

Time: **15.00**

Venue: **Emmet Theatre**

**Martine Derivry-Plard**, UPMC, Paris 6, France

**Paloma Castro**, University of Valladolid, Spain

### **Paris-Valladolid Intercultural Telecollaboration in higher education: multifaceted outcomes in ELF (Presentation)**

Intercultural telecollaboration provides a radical change in language learning and teaching. New technologies of the digital age enable learners of different languages and cultures to practice both their language and intercultural skills.

On line synchronous or asynchronous telecollaboration allows learners to develop their language skills directly and authentically. Teachers in the classroom do no longer need to design “fake” role plays or simulations to develop speaking and interaction in the target language. Above all, teachers have the possibility to address the cultural and intercultural dimensions of language learning and teaching as they mediate between learners of different languages and cultures having tasks to do and perform together.

Whereas the linguistic dimension of language learning and teaching has always been prevailing at the expense of the cultural and intercultural dimension (Byram, 2008; Castro and Serco, 2005; Chi and Derivry-Plard, Serco, 2005; Zarate et al, 2011), online intercultural telecollaboration opens up pathways to develop intercultural skills, know-how and knowledge in different cultures.

In order to get to know others, engaging learners in mini-anthropological or sociological tasks revitalise language learning as it adds the dimension of otherness to be fully addressed. This dimension is twofold as it is about how to learn about other cultures and how to work with people from other cultures.

We will develop these affordances of intercultural telecollaboration based on a joint experience from January-March 2015. Second-year university students in science in Paris worked with third-year university students in education in Valladolid dealing with cross-perspectives about climate change and global warming. These students used English as lingua franca for their exchange. Intercultural learning outcomes are based on 3 different types of data: student’s files, experience journals and questionnaires, which are analysed from a qualitative approach. This research opens further questions on the exploration of intercultural telecollaboration in higher education.

Day: **Thursday**

Time: **14.30**  
Venue: **Swift Theatre**

**Jelena Deutscher**, Jelena Deutscher, Germany

## **Beyond Borders – Telecollaboration in Secondary Geography Education in Germany** (Presentation)

So far, telecollaboration has been primarily implemented and researched on by the didactics of languages (cf. Dooly & O'Dowd 2012). Telecollaboration is a teaching method enabling learners in different locations to work together with the help of digital media and the Internet. Participating students may communicate with peers outside of their country and experience a motivating way of learning.

Due to its adaptability to the participants' needs and facilities, telecollaboration can also be used for other subjects. This is emphasized by platforms such as eTwinning ([www.eTwinning.org](http://www.eTwinning.org)), which promote telecollaborative learning across all disciplines. This paper is based on the idea to transfer telecollaboration to the teaching of content subjects in secondary education. As a space-related and media-rich subject typically used for Content and Language Integrated Learning (CLIL), geography appears to be particularly suitable for telecollaborative learning (cf. DGFG 2014). Here, students in different parts of the world may work together on a geographical topic by using English as a means of communication. By combining content subject learning, language learning and the development of media skills, telecollaboration may thus reach beyond national as well as disciplinary borders.

Dealing with the question how telecollaboration may be implemented in CLIL-geography lessons, a qualitative research project is currently carried out at the Ruhr-University of Bochum, Germany. The study is divided into two parts, a preparatory study dealing with the existence of telecollaborative geography teaching in Germany, and a main study comprising an in-depth study of twelve telecollaborative projects in geography education in the federal state North Rhine-Westphalia. The fieldwork for the main study was carried out using participant observation, interviews and documentary research. The analysis of the data concentrates on geography-related features of these telecollaborative projects.

Day: **Thursday**  
Time: **11.30**  
Venue: **Neill Theatre (TLRH)**

**Grace Dolcini**, Bielefeld Universität, Germany  
**Grit Matthias**, Cornell University, USA

## **How to teach intercultural communication without talking about two cultures** (Presentation)

In our presentation we would like to show our evolution of teaching “cultural communication”. For six years we have been connecting our students in Bielefeld, Germany and Cornell via synchronous computer mediated communication every semester.

The link between a country's language and culture may seem like an easy and unarguable concept. Therefore we started our project with including anecdotes about the country's festivals or food, but this rarely seemed to create an atmosphere of meaningful interaction where our students were able to appreciate the individual people living in the culture and that they may not fit the broadly painted stereotypes given in these lesson books.

In the book *Seeing Culture Everywhere, From Genocide to Consumer Habits*, Breidenbach writes, “Cultural identification is situational, dynamic, and multivalent.” (322) She continues that not only an awareness of cultural differences is necessary, but also the ability to critically analyze and question the

assumptions we have (and power relationships that might be behind these assumptions) that may not apply when looking at cultures in local contexts.

Using this idea, we decided to refrain from terminology like cross-, trans-, or inter-cultural, because this itself reinforced the “us and them” paradigm. We then created tasks to raise awareness in our students, starting with the difficulty of defining the term culture/Kultur. Every project since has included a collaborative task, usually a video production involving partners from both sides.

In our presentation we will show examples of how we have tried to break the “us and them” barrier, as well as break down both successful and not so successful aspects of conversation tasks and collaborative projects aimed at increasing students’ cultural awareness.

Day: **Friday**  
Time: **12.00**  
Venue: **Salmon Theatre**

**Morgane Domanchin**, Université Lumière Lyon 2, France  
**Christine Develotte**, ENS de Lyon-IFÉ, France

### **Towards the empowerment of the learner - students’ autonomy and uses of external resources in a multimodal environment. The case of a Franco-American telecollaboration using a desktop video conferencing system (Presentation)**

This presentation deals with Cultura - an intercultural project which connects French trainee teachers from l’Université Lumière Lyon 2 (Lyon, France) with students from the MIT (Boston, USA) learning French.

As any kind of project using desktop videoconferencing- in our case Google Hangout - Cultura combines distance, synchronization and multimodality while applying these to foreign language learning. We will take the example of students when they are searching for information to support their oral expression. Using two extracts from our corpus dating from September 2014, we will focus on students’ autonomy (Tremblay 2003) when using various communicative affordances (Hutchby, 2001) in order to enrich and negotiate the meaning of the interactions with their trainee teachers.

Considering students’ prior knowledge, and especially their personal appropriation of the digital device, we will ask ourselves – to what extent do external resources on the Internet allow the emergence of new learning behaviours? What are the contributions of students’ autonomy – that appear somehow as a spontaneous research – to the pedagogical interaction ?

After introducing our theoretical frame, our methodology and analyses will be based on dynamic screen captures. Some extracts from interviews conducted with the participants will be used to enrich our results bringing into light the characteristics of such an autonomy, that relies on the polyfocalisation of the participants’ attention (Jones, 2004).

Finally, we will discuss the relationship between autonomy and telecollaboration (Eneau and Develotte, 2012): to which extent can one consider this autonomous behaviour from the learners as beneficial for the telecollaboration with their trainee teachers?

Day: **Thursday**  
Time: **14.30**  
Venue: **TRiSS Conference Room**

**Melinda Dooly**, Universitat Autònoma de Barcelona, Spain

### **Helping HE students become ‘telecollaboratively efficient’: A pedagogical proposal (Presentation)**

It is becoming increasingly common to hear of the need to educate 'global citizens'. This idea is often promoted as a means of creating bridges between imminent internationalization (on all levels – individual, regional, national) and intercultural awareness. Parallel to this, the use of Computer-Mediated Communication (CMC) to promote learning has become quite widely accepted as a means of ensuring that today's students are tomorrow's successful citizens, complete with the requisite 21st century competences. Among these competences, knowing how to collaborate –to work together towards a mutual goal- is repeatedly deemed an essential skill and in particular being able to take part in distanced collaboration.

Many reports and studies underscore the notion that 21st century communities will “hinge on collaborative relationships and social networking” and a successful workforce will have individuals who can “offer cross-border perspectives and solutions”, “apply tangible skills such as language proficiency” including “greater sensitivity to cultural differences, openness to new and different ideas, and the ability to adapt to change” (Partnership for 21st Century Skills, 2008, p. 7). In short, there is a need for what we might call the 'Telecollaboratively Efficient Person' (hereafter TEP). Inevitably, being a Telecollaboratively Efficient Person (hereafter TEP) includes being a 'global citizen', including adequate intercultural competence, apart from having 'media literacy'.

This presentation will propose a set of TEP descriptors, along with a practical example of how this suite of assessment tools has been used in a telecollaborative exchange in higher education. In a world where TEP skills are increasingly valued, at times even considered essential for workplaces, leisure activities or simply day-to-day tasks, the role of language teachers is fundamental for supporting the acquisition of these abilities. This pedagogical proposal endeavours to go beyond 'product-oriented' evaluative practices, through student-directed formative assessment.

Day: **Thursday**  
Time: **12.30**  
Venue: **Swift Theatre**

**Melinda Dooly**, Universitat Autònoma de Barcelona, Spain

**Francesca Helm**, Università di Padova, Spain

### **Space, time and mode in multimodal data: challenges for transcription and representation** (Problem shared)

As environments for telecollaboration become increasingly complex in terms of the multiple ways of communication they offer, researchers face the inevitable new challenges in carrying out research in these complex technology-supported learning environments. This presentation looks at issues that have arisen from an on-going, ethnographic study of an online environment especially designed for synchronous, dialogic exchange between university students from countries with geopolitical tensions among them. The study takes an emic approach for the analysis of 'naturally-occurring' data, based on well-established procedures used in Conversation Analysis (CA).

Specifically, this presentation deals with problems and solutions related to the collection and transcription of multimodal data (spoken, visual and written). The difficulties of recording and transcribing face-to-face data has been amply discussed elsewhere, however it is argued that these complications are compounded by issues related to multilingual, multicultural, multimodal online/face-to-face interactional data. This includes, but is not limited to, dealing with the combination of spatiality, temporality, and gestuality. Drawing on empirical data from an ethnographic study this presentation addresses the transcription of online multimodal communication for the analysis of interaction. The aim of this talk is to open up the floor to more in-depth discussion of how to deal with researching highly complex online contexts in ethnographic studies.

Day: **Friday**  
Time: **15.00**

Venue: **Maxwell Theatre**

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**Ildikó Dósa**, Dr Ildikó Dósa, Budapest Business School, Hungary

### **International online cooperation in teaching intercultural communication (Poster)**

At the College of Finance and Accounting of Budapest Business School an online cooperation task was given to the students in the intercultural communication training in the autumn semester 2015. Finnish, Spanish, Polish, Estonian and Hungarian partner schools take part in the project. The project is based on the experiences of a pilot project with the multicultural business communication class at TAMK University Finland. After the first video introduction students contacted each other through email and then they worked together via Facebook, Skype or any other online forum. The results of the cooperation were then „taught” to the other participants of the training. Students saw real life examples during the cooperation. Attempt was made for the students to take over the larger part of imparting theoretical knowledge from the teachers, thus taking more responsibility for the learning process. The presentation describes the successes and failures of the preceding pilot project, as well as the preparation, organisation, ideas and experiences of the present project.

Keywords: intercultural learning, online cooperation, interaction project, student experiences

Day: **Friday**

Time: **11.30, 13.00, 15.30**

Venue: **Hamilton Building Concourse**

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**Eugenie Duthoit**, ENS de Lyon and Laboratoire ICAR UMR 5191 CNRS, France

### **Improving oral communication skills through a multimodal platform: from repairs to situated actions (Presentation)**

For 30 years, socio-constructivism has become a widely accepted paradigm (in the sense of Kuhn) in education and has lead, among other things, to the development of telecollaborative platforms using the web which purpose is to facilitate exchange and learning in foreign language while being engaged in regular interaction (O'Rourke, 2007) and in polarized discussions about cultural values (O'Dowd, 2003).

In this context, I conduct an ethnographic observation, in a startup, during the design and the test session of a platform for the development of communication skills in three language : English, French and Spanish. The platform presents functionalities aimed to assist the integration of pedagogical activities or support/documents qualified as « icebreaker ». The analysis is going to be focused on the multimodal transcription of five test sessions which has been video-registrated as "spontaneous conversational materials" conceived in a naturalistic perspective. In an ethnomethodological approach, the purpose was to document the social activities in situ (Mondada, 2008) and more specially, the multi-activities of the participants.

In this presentation, I am going to present the analysis done on this empirical material by considering, on one hand, the interaction through a Conversation Analysis applied to language learning (Seedhouse, 2005) and, on another hand, the analysis of the plans while confronting the choice of the designers to the actions of the participants in front of the screen while communicating to each other. I am going to focus on repair within the negotiation between the participants and breakdown sequences.

This presentation aims to question, from a methodological perspective, a correlated analysis considering two kinds of plans on two temporalities : technical and pedagogical plans and to present a research grounded via a participant observation within a more global pedagogical reflexion on the development of new tools outside of the classroom for language learning.

Day: **Thursday**

Time: **16.00**

Venue: **TRiSS Conference Room**

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### **Learning Portuguese L2 through telecollaboration and mobile devices (Presentation)**

Research in L2 acquisition has demonstrated the importance of input and output to improve oral communication skills. For a less commonly taught and distant language as the Portuguese for Thai students, the use of telecollaboration offers new opportunities for practicing the target language and for increasing intercultural skills. Telecollaboration projects of interaction with native speakers are a way of using the target language in an authentic personal experience.

Using mobile devices in these projects allows participants to communicate ‘anytime, anywhere’, in an informal context. Furthermore, the literature about mobile language learning showed evidence that most students are attracted to make use of their own devices.

A group of six Thai university students from the Chulalongkorn University and six high-school students from the Portuguese School in Díli (East Timor) participated in this telecollaboration project practicing oral interaction, through videoconference, making use of their own devices.

The study explores the student’s perceptions of using telecollaboration in Portuguese L2 learning to improve oral competences of interaction with speakers of the target language and also to develop their intercultural competence. It also compares the students’ perceptions of using different devices (PC and mobile devices) to undertake the same tasks.

Data was collected through questionnaires during the project’s implementation and through individual interviews at the final stage. The study reports that students have positive perceptions of interacting with their peers in an informal context due to the usefulness of the activities they had to carry out. The fact of having an additional form of learning always available and accessible was also underlined. The study concludes that the smartphone is the preferred device to undertake oral tasks of interaction with partner students.

Day: **Friday**

Time: **14.30**

Venue: **East End 3**

### **Learner experiences with eTandem Language Learning and the role of affect (Presentation)**

This paper investigates learner experiences and the role of affect in eTandem Language Learning, an approach where two learners with different languages learn from and with each other via digital communication tools. Outcomes of a previous study (El-Hariri & Jung 2015) show that Colombian learners of German as a foreign language expect this kind of peer interaction with other learners to reduce their fears of speaking and/or committing errors. At the same time they anticipate an increase of self-confidence. These expectations go along with Appel & Gilabert (2002) who describe tandem language learning as an approach that “encourages familiarity and solidarity, reduces anxiety and, over time, increases confidence”. Yet, there is little empirical evidence of these effects so far.

Between 2014 and 2015, students from two Universities – the University of Vienna (Austria) and the EAN University (Colombia) – participated in a 1-2 semester German-Spanish eTandem exchange via videochat. The present study uses data from learning journals, written reports, an online survey, and personal interviews in order to gain insights into these learners’ experiences. Outcomes show that eTandem Language Learning may actually contribute to reducing language learning anxiety and raising confidence. However, some crucial points, such as relationship-building, continuity and mutual engagement, have to be considered carefully, as they may have substantial impact on the perception and the success of eTandem partnerships. In my contribution, these results will be presented and discussed in detail.

References:



Appel, Christine & Gilabert, Roger (2002): Motivation and task performance in a task-based web-based tandem project. *ReCALL*, 14(1): 16-31.

El-Hariri, Yasmin & Jung, Nina (2015): Distanzen überwinden: Über das Potenzial audio-visueller e-Tandems für den Deutschunterricht von Erwachsenen in Kolumbien. *Zeitschrift für interkulturellen Fremdsprachenunterricht*, 20(1), 106-139.

Day: **Thursday**

Time: **16.30**

Venue: **TRiSS Conference Room**

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**Susana S. Fernández**, Aarhus University, Denmark

### **Communication strategies in a telecollaboration project with focus on Latin-American history (Presentation)**

This paper will present and discuss the linguistic challenges that Argentinian university students of history and Danish university students of Spanish met during the course of a telecollaboration project based on synchronous communication on Skype. The purpose of this discussion is to identify both linguistic pitfalls and the solutions adopted by both native and non-native participants in order to keep the conversations going in spite of misunderstandings, vocabulary limitations and other breaches in communication. The purpose of the discussion is to detect areas of strategic competence that need to be addressed in class, particularly for the benefit of the non-native speakers.

The overall object of this telecollaboration project has been the acquisition of intercultural competence, with particular focus on the learning and teaching of Argentinian regional history, and has been described in detail by Fernández & Pozzo (2015). In the present discussion, the focus will be narrowed to linguistic aspects of this very particular kind of asymmetrical telecollaboration in Spanish, where native speakers of Spanish who are pre-service history teachers were coupled with non-native speakers of Spanish (with a level no higher than B1 in most cases) who have Argentinian history as part of the curriculum in their subject Latin American History.

#### Reference

Fernández S. & Pozzo M.I. (2015) La telecolaboración como herramienta para la enseñanza / aprendizaje de la historia regional argentina en Dinamarca: un proyecto de intervención didáctica. In M.I. Pozzo (ed.) *Construcción de espacios interculturales en la formación docente: competencia comunicativa intercultural, cultura regional y TIC*. Rosario: Laborde Editor.

Day: **Thursday**

Time: **14.00**

Venue: **Room 5052**

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**Simeon David Flowers**, Aoyama Gakuin University, Japan

**Brent Allan Kelsen**, National Taipei University, Taiwan

### **Digital Sojourn: A study of learner experience during a Japan-Taiwan intercultural Facebook exchange (Presentation)**

Our current digital landscape provides us with new frontiers in language learning, intercultural communication, and global citizenship. Digital sojourn, the use of technology to spend extended amounts of time "traveling" among a particular culture and its people, can be supported in the classroom using a variety of rich multimedia tools and methods which are quite accessible to both learner and educator. One such tool, which is familiar to both students and teachers alike, is Facebook. In this study two teachers from Japan and Taiwan collaborated to engage their language learners in a telecollaborative intercultural exchange using



Facebook. Due to the language barrier, participants needed to use English as their lingua franca. This paper reports on the participant's experiences. Learner experience was documented through a combination of self-report instruments, semi-structured interviews, formal presentations, and the digital content of the Facebook exchange itself. Analysis of the exchange includes quantitative tests for intercultural development, and qualitative study using grounded theory to examine students responses to interview questions, their formal presentations concerning the exchange, and the content of the Facebook exchange itself.

Day: **Friday**  
Time: **10.30**  
Venue: **Global Room**

**Linda Gijzen**, Fontys University of Applied Sciences, Tilburg, Netherlands  
**Jozef Colpaert**, Antwerp University, Belgium

### **Collaboration in Telecollaborative Projects (Problem shared)**

A "carefully designed task or activity that requires off- and online co-construction of knowledge not only provides opportunities for target language practice, it also helps integrate language use as the means for shared knowledge-building, thus further enhancing purposeful communication" (Dooly, 2011, p. 69). Especially in the context of higher education with advanced language learners (M.Ed English CEFR C1/C2 learners) who have already mastered the target language at a high level and do not always have the intrinsic motivation of collaborating with peers, features that specifically lead to shared knowledge building should be anchored in task design. Research (Hampel, 2010) and results from my own research projects have shown that task design does not necessarily lead to collaborative learning and subsequent shared-knowledge building. I've presented learners with tasks - referred to as category 3 on task typology by O'Dowd & Ware (2009) - with gaps to be bridged and adhered to the SLA criteria for effective task design, but are still trying to identify reasons for why certain pairs, working with the same task, collaborate well and others don't, subsequently missing out on an opportunity to learn. Do we have, seen from the TBLT perspective, enough knowledge on how the different stages of tasks interrelate and influence one another and which effects collaborative learning can have on task performance and outcome?

Day: **Friday**  
Time: **14.00**  
Venue: **Maxwell Theatre**

**Marta Giralt**, Maynooth University, Ireland  
**Catherine Jeanneau**, University of Limerick, Ireland

### **Preparing students' mobility through telecollaboration: Developing intercultural communication competence prior to the period abroad (Presentation)**

In recent years, going in a foreign country during the course of their studies has become all the more significant for HE students as concepts such as internationalisation, globalisation and intercultural competencies have gained a more prominent role in Higher Education.

While it is crucial to increase the opportunities for students to go abroad, it is also paramount to prepare them for their stay in a foreign country through reflection and analysis so that they can fully benefit from this experience (Byram & Dervin, 2008). The better prepared they are before their placement, the better their experience will be.

This presentation will focus on a pre-mobility preparation programme: the I-Tell project (Intercultural Telecollaborative Learning).

This initiative is jointly run by the University of Limerick, Ireland and the University of León, Spain and aims at raising intercultural awareness amongst students and promoting language practice through online exchanges between students of Spanish in Ireland and students of English in Spain prior to their sojourn abroad. As part of the project work, students have to conduct in pairs a series of telecollaborative tasks covering a range of cultural and intercultural topics over a eight-week period. The virtual exchanges are carried out using a range of tools such as e-mails and Skype.

The data analysed for this paper is both quantitative and qualitative. The quantitative data is gathered using a survey distributed to students at the end of the project. The qualitative data is collected from reflective portfolios written by students on completion of the initiative. We will particularly highlight the findings pertaining to intercultural development and show what students gained from partaking in this project.

Some conclusions and recommendations based on the findings will be drawn and the potential role of telecollaboration in preparation for the period abroad will be discussed.

Day: **Friday**

Time: **10.30**

Venue: **Maxwell Theatre**

**Claudia Grümpel**, Universidad de Alicante, Spain

**Analía Cuadrado**, Universidad de Alicante, Spain

### **Corrective Feedback (CF) and Negotiation of Meaning (NoM) and task testing in telecollaboration between beginners of Third Language Learning (German, Spanish). (Presentation)**

The present study is carried out within the European L3-Task-project (<http://www.l3task.eu/en/home>) which involves 6 European universities and 2 associated Chinese universities. This contribution aims on Corrective Feedback (CF) and Negotiation of Meaning (NoM). We discuss the results of case studies between beginners in their Third Language (L3) German and Spanish A2 level (CEFR) with a common Second Language (L2 English) and report the assessment of this learning experience of students regarding tasks and institutional settings with a survey.

These results are part of the corpus study of L3Task and involve higher education students acquiring A2/B1 (CEFR) German and Spanish in their second semester of formal instruction. We established Tandems with BA students in their second semester of German (A2). Students carried out telecollaboration outside the classroom and were hold to record at least four sessions. Tasks were based on CEFR contents and cultural awareness questions. In addition, students are provided with questionnaires to assess CEFR based tasks versus collaborative tasks and indicate general problems.

Tasks which aim on intercultural sensitivity and cultural awareness were included in beginner groups of A2 level. These tasks were based on categories proposed by O'Dowd and Ware (2009): information exchange, comparison, analysis and collaborative tasks. Comparative and collaborative tasks benefit negotiation of meaning and initiate language and intercultural competence (Helm & Guth, 2010, O'Dowd and Ware, 2009; Müller-Hartmann, 2012). We focus for the qualitative analysis on language and cultural awareness reporting evidences for explicit and implicit Corrective Feedback (CF). Form focused tasks turned out less productive on feedback stimulus than comparative and collaborative tasks focusing on intercultural questions.

Day: **Thursday**

Time: **15.00**

Venue: **TRiSS Conference Room**

**Nicolas Guichon**, Université Lumière Lyon 2, France

## **What you see is that I care: reflections on online teacher presence (Presentation)**

Psychoaffective dimensions play a crucial role in online teaching, especially to help learners persevere in their learning. Along with other semiotic resources, the image the online teacher transmits via the webcam is a means that has been shown to facilitate online interactions and create a feeling of co-presence (Yamada & Goda, 2012). In web-mediated videoconferencing teaching situations, teachers have a certain amount of resources at their disposal to make their presence salient and are able to project signals that display caring, attention to learner needs and encouragement. As soon as the webcam is switched on, all choices made by online teachers are significant on a semiotic level (Sindoni, 2013). These semiotic choices are particularly interesting to study when teachers are in training and are experimenting with the affordances of the webcam to develop their semiopedagogical competences (Guichon & Cohen, 2014).

This study is based on data collected during a seven-week telecollaboration project during which trainee teachers of French as a foreign language interacted with learners of French in an Irish university via a videoconferencing platform.

In order to examine how these trainees project an online identity and make their presence salient in the interaction, we will use Norris's (2004) framework and select the following five units of analysis for the study: (1) smiles, (2) proximity to the screen, (3) head nods, (4) gaze direction, and (5) voice pitch. These elements will be examined alone and in combination to determine the extent to which they contribute to render the online teacher presence salient in the interaction. Applying a micro-interactionist approach to online pedagogical interactions, the aim of this study is to examine the orchestration of different semiotic resources that are thought to contribute to the warmth of online pedagogical interactions.

Day: **Friday**  
Time: **14.00**  
Venue: **Salmon Theatre**

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**Gabriel Guillén**, Middlebury Institute of International Studies at Monterey, United States

## **How to keep students accountable? The problem of semi-controlled e-tandem assessment (Problem shared)**

Intercultural telecollaboration projects remain peripheral to foreign language education (O'Dowd, 2010, 2013) and rely heavily on instructor guidance (Beltz, 2003, Bower & Kawaguchi, 2011), in spite of the proliferation of Language Learning Social Networking Sites (LLSNs) such as The Mixxer. In the context of a problem shared presentation, I would like to talk about my researcher/practitioner experience with semi-controlled e-tandems (asking students to find their own tandem partners) over a period of 7 years. Affordances and constrains of these projects will be exposed, seeking feedback in regards to tandem assessment and student accountability, beyond weekly reports and portfolios. While I encourage administrators and instructors to support semi-guided tandem learning and implement curricular LLSNs projects, I also emphasize the need of preparation for the tandem experience, particularly in regards to the principles of autonomy and reciprocity, corrective feedback, and the notion of intercultural competence.

Day: **Saturday**  
Time: **11.00**  
Venue: **Room 5052**

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**Eric Hagley**, Muroran Institute of Technology, Japan

## **Scaling Virtual Exchange (Presentation)**

We as educators need to promote cultural understanding and improve the language skills of our charges. Virtual Exchange (VE) is a powerful means to bring those goals to fruition. VE is defined as "technology-enabled, sustained, people to people education programs between geographically distant groups of students where online intercultural exchange, interaction and collaboration with peers occurs, under the guidance of educators and/or expert facilitators". Students in English as a foreign language classrooms often have few opportunities to physically interact with other users of English. VE gives them virtual mobility, enabling them to participate in a global community. In this presentation the author introduces a large scale VE which includes over 800 students and 20 teachers from Colombia, Japan, and Taiwan. Students interacted online in English as a lingua franca. Exchanges were carried out over 8 week periods using Moodle. Communities were created using Moodle's group function and a variety of online communication took place. The importance of inter-cultural communication became apparent to participants. Outcomes from the project, sponsored by the Japanese Ministry of Education, will be outlined using data gained from questionnaires, text analysis and student feedback. The data shows VE increased both the volume of language input and production and improved the cultural competence of participants, which resulted in better communication ability when compared to students who didn't participate. There were challenges though, and these will be discussed. The author will then outline how an even larger scale project starting next year will be carried out.

Day: **Friday**  
Time: **12.30**  
Venue: **Salmon Theatre**

**Michael Hauchecorne**, Le Havre Université, France

### **Telecollaborative creative writing: could these two first words do more than rhyming together? (Presentation)**

Writing as a creative art is often considered as a solitary act. Not only are there many ways in which a text can be written but also some strong sensory-emotional values that will be at play when writing. Therefore, when you add the many challenges of writing collaboratively, at a distance, in two languages, with people you don't know, one may wonder whether creativity and authenticity can be sustained?

This study is based on an on-going project in which students from a French master's programme in Creative writing are asked to write a short story through an intercultural Online Exchange with students from various partner universities, in English as a lingua franca. At the same time, they have to reflect both on this specific form of writing and on its potential language learning benefits. Some test groups of 'French only' collaborative writers in English and of face-to-face intercultural co-writers were done for the sake of the study.

One of our first concerns regarding 'collaborative creativity' was to ensure through guidance and feedback that it would not result in a patchwork of asynchronous contributions to the final piece of writing. For many researchers who have already identified different degrees of collaboration as well as organizational patterns for collaborative authoring, it is primarily the definition of a common goal and method that will make the project possible.

We have chosen to root this study in dynamic system theory and social psychology so that the students' experiences can be analysed in various ways.

Day: **Friday**  
Time: **11.00**  
Venue: **Global Room**

**Petra Hoffstaedter**, Steinbeis Transfer Center Language Learning Media, Germany

**Kurt Kohn**, University of Tübingen, Germany

## **Cooperative autonomy in online lingua franca exchanges: Case studies from secondary foreign language education (Presentation)**

In our presentation, we will sketch out the pedagogic affordances offered by online lingua franca exchanges for authentic intercultural communication and foreign language learning beyond the limitations of the physical classroom. Particular attention will be given to cooperativity and autonomy as complimentary requirements of successful communication and learning. Against this backdrop, we will describe and discuss observations and insights from case studies carried out in the context of the EU project TILA – Telecollaboration for Intercultural Language Acquisition ([www.tilaproject.eu](http://www.tilaproject.eu)). Our focus is on intercultural conversations between pairs or small groups of secondary school students of different European lingua-cultural backgrounds and for whom their non-native target language serves as a pedagogic lingua franca. The exchanges take place in home-based online environments integrating text chat, video communication and 3D virtual world exchanges in multi-modal arrangements. Everyday intercultural topics such as eating, fashion or environment are preferred to topics that require special expertise or are emotionally loaded.

Performance analyses and reflective interviews reveal a number of beneficial pedagogic effects. First, because of the lingua franca condition, students feel being in the same boat, which enables them to focus on the communicative task at hand without being unduly inhibited by their often limited language proficiency. Second, the ‘home factor’ not only helps to avoid shortcomings of the computer lab setting in school regarding lack of communicative privacy and network overload; students also feel on their own turf and tend to act more naturally than in school. Third, everyday intercultural topics are particularly suited for enabling non-native speakers to engage in authentic conversations. In addition to the assigned conversation tasks, students also introduce their own personal topics, in particular in video communication encounters. This is interpreted as an indicator of increased authenticity and a move beyond school towards real-life communication. Fourth, comprehension and production problems are addressed on the fly in highly cooperative and efficient ways. The students’ attention is on ensuring successful communication: they want to be understood and convey their message. Focus on form plays an important role as well but clearly serves the communicative purpose. Fifth, in particular in video conversations, students show a high degree of social presence by expressing empathy and rapport.

All in all, the online intercultural conversations are marked by a high degree of cooperative autonomy with an emphasis on creating common ground, negotiating a shared line of argumentation and ensuring a supportive and consensual atmosphere.

Day: **Thursday**

Time: **16.30**

Venue: **Emmet Theatre**

**Sake Jager**, Dr Sake Jager, University of Groningen, Netherlands

## **Integrating telecollaboration: Remove the barriers, improve the results? (Presentation)**

Telecollaboration has been employed for approximately two decades in language learning, with the aim of improving students’ language skills, increasing their intercultural competences – or both. More recently, its key role in supporting the teaching of digital literacies has also been recognized (Guth & Helm 2010).

However, in spite of these affordances, telecollaboration is still a long way from becoming normalised teaching practice. At the institutional level, it often remains a peripheral activity because it is conducted by individual pioneers rather than entire sections or departments, it is insufficiently integrated in the curriculum and assessment procedures, and it is poorly supported and recognized by institutions (O’Dowd 2011).

But what if an institution attempts to create optimal conditions for supporting telecollaboration? If it gives teachers time to prepare for telecollaborative exchanges; if it tries to provide technical and pedagogical support; and if it seeks to anchor telecollaboration in the curriculum by making it a compulsory element of

assessed coursework? Does this increase the chances of online exchanges meeting their intended outcomes and does it pave the way for telecollaboration to become a permanent element of academic language teaching?

We will discuss these questions on the basis of telecollaborative exchanges which were set up three years ago by a European languages and cultures department to improve the students' language skills and intercultural competences and to prepare them better for a study-abroad period. Using a range of data, including surveys, reflection diaries, teacher interviews, and recordings of interactions, we will explore to what extent this attempt at giving telecollaboration a firmer grounding in educational practice has been successful in meeting the intended outcomes.

We will conclude by discussing which lessons derived from this may be generalizable across institutions and how this may contribute to establishing telecollaboration as a normalised activity in higher education.

Day: **Thursday**

Time: **12.00**

Venue: **Neill Theatre (TLRH)**

**Erica Johnson**, Université Lumière Lyon 2, France

### **Intergenerational Telecollaboration: What Risks For What Rewards? (Presentation)**

Telecollaboration pairs learners who are either studying a common foreign language or who are studying each other's language in order to develop learners' linguistic and intercultural competences (O'Dowd & Ritter, 2006). While most telecollaboration has focused on this peer model (Develotte, Guichon, & Vincent, 2010; Helm, 2015; O'Dowd, 2015), a lesser-known model uses senior citizens as language partners for students (FCB Brasil, 2014).

Seniors are appealing partners because, according to Holtgrave, Norrick, Teufel, & Gilbert (2014), seniors have more time to devote to projects in their communities. By pairing students with seniors whose mother tongue is the desired foreign language, students are encouraged to develop intergenerational skills in addition to linguistic and intercultural skills. Intergenerational projects allow students to cultivate non-kin relationships with seniors and work through any pre-existing attitudes about seniors (Jones, 2011) while giving seniors the opportunity to develop a better understanding of young people and to enhance their means of companionship (Roodin et al., 2013). In addition, Cordella et al. (2012) add that during intergenerational exchanges, seniors take on a language teacher role by correcting students and providing feedback.

For this study, students from two second-year non-specialist English classes at a French university were asked to answer two questionnaires: the first focused on their personal background, their computer skills and their foreign language experience, and the second covered students' opinions about telecollaboration with university students and with seniors. Students were then paired with a student or a senior citizen. At the end of the semester, students were asked to write a reflective essay about their experiences.

This presentation will analyze student experiences to explore to what extent students developed linguistic, intercultural and interpersonal/intergenerational skills. The difficulties involved in finding dedicated seniors with the necessary technology skills will also be discussed.

Day: **Thursday**

Time: **12.00**

Venue: **Room 5052**

**Liudmila Klimanova**, McGill University/University of Arizona, Canada

### **Researching multimodal identity-in-interaction in college-level telecollaboration (Presentation)**

This presentation will focus on the exploration of identity building strategies by participants of Russian-American intercultural telecollaborative exchanges in social networking spaces, where textual modality of communication is enhanced by various tools of multimodal self-expression. The dataset in this study consists of a large corpus of telecollaborative exchanges between learners of English and Russian, coded and analysed in the qualitative research program, NVIVO. The interactions were collected during the five years of collaborative exchanges between college-level language classes (LinguaExchange Partnerships, 2010-2015). Analyses of online chats were grounded in the socio-linguistic principles of identity enactment in interaction (Bucholtz & Hall, 2005) and Gee's (2005, 2011) seven tasks of language-in-use. The data were triangulated by mapping micro-analyses of interactional turns onto students' local and global identity characteristics revealed in other datasets (phenomenological interviews, participants' project diaries, stimulated recall sessions, and the researcher's netnographic field notes). Discourse analysis in this study refers to broad views on the types of activities, ideologies, relationships, and acts of assigning significance to certain identity tokens, which reveal participants' self-positioning strategies as L2 learners or L2 users, or which are indicative of participants' downplaying their non-native-speakerness and their striving to bring to the fore or soft-pedal certain social and linguistic identities while completing a telecollaborative task. Textual messages were often enhanced by participants' dynamic use of visuals and multimedia for self-expression that were carefully woven into ongoing interactions as a way to compensate for the lack of linguistic ability or to enhance certain identity representations via non-textual communication channels. This multimodality of online talk added multi-dimensional complexity and created interstitial spaces of meaning that were to be discovered only when textual and multimodal data were treated as inseparable components of telecollaborative chat.

Day: **Thursday**  
Time: **14.00**  
Venue: **Neill Theatre (TLRH)**

**Jaroslav Krajka**, University of Social Sciences and Humanities, Warsaw, Poland

### **Electronic appearances in TEIL instruction - expanding intercultural teacher training with telecollaborative activities (Presentation)**

With increased student mobility, exchange programs, migrations and openings in the job market, it seems more and more probable for teachers of English to face the challenge of delivering foreign language instruction to multilingual classes, either at home or abroad. While a great amount of research has been devoted to defining and developing intercultural competence and intercultural communicative competence of learners, fewer studies have been devoted to the competences needed to choose materials and methods, plan, organise and implement language teaching in a culturally-sensitive way.

The question arises, however, how to organise teacher training in highly monocultural and monolingual contexts, such as Poland. Well-designed telecollaborative activities, skillfully interwoven with regular F2F instruction, are bound to help student teachers become more sensitive to the sociocultural context of language teaching worldwide.

The present paper will show how a selected telecollaborative format, electronic appearances, was used to supplement Teaching English as an International Language instruction in the M.A. in TEFL program in a major Polish university. The design of the project and sample problems will be presented and reflected upon.

Day: **Saturday**  
Time: **11.00**  
Venue: **Swift Theatre**

**Małgorzata Kurek**, Jan Długosz University, Poland

**Andreas Müller-Hartmann**, Pädagogische Hochschule Heidelberg, Germany



## **Should I tell my partners or should my teacher do it? – Group formation processes in telecollaborative projects (Presentation)**

When international teams work in telecollaborative projects over a longer period of time, their group formation process is central to successful group collaboration and, with that, to satisfactory task completion (Garrison 2006). As a team working collaboratively on complex tasks, their multifaceted identities, including gender, ethnicity, professional orientation, and educational background, find expression in specific leadership roles and role and work distribution in each group. Goal task complexity and issues of work distribution also impact on the group's working process (Dundis, & Benson 2003). This group formation process is generally constituted by the three core elements of social, cognitive, and teaching presence (Dawson 2008; Kupczynski et al 2010; McKerlich et al 2011).

We will look at the results of two iterations of a semester-long exchange between M.A. TEFL students from Germany and Poland, designing technology-based intercultural tasks for their future educational contexts in primary and secondary school in international teams.

Apart from the in-group negotiation of establishing group cohesion, we especially look at the impact of teaching presence on facilitating group formation, since teachers guide and, through their teaching presence, monitor group formation and the task negotiation process. Issues of establishing a safe learning atmosphere, preparing students for the exchange, designing efficient task instructions and providing sufficient opportunities for reflection in the process will be central points of discussion. This qualitative study is based on our examination of transcribed recordings of in-class instruction and students' online interaction.

Day: **Thursday**  
Time: **11.30**  
Venue: **Room 5052**

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**Geoff Lawrence**, York University, Canada  
**Elana Spector-Cohen**, Tel Aviv University, Israel  
**Marlon Valencia**, OISE/University of Toronto, Canada

## **Can International Telecollaboration Promote Graduate Foreign Language Teacher Education? (Presentation)**

This paper presents results of an ongoing study researching the impact of technology mediated collaboration between teacher-learners in two Applied Linguistics Master's programs, one in Canada and the other in Israel. The study was carried out within language teaching instruction courses taught by two of the researchers in each of the programs. The telecollaboration project allowed teacher-learners to explore technology-mediated intercultural language teaching/learning, and encouraged critical reflection on their use of technology in their practice. Course assignments presented teacher-learners an option of telecollaborating with their overseas peers in a short English language task design project which involved the use of technology-mediated language teaching approaches. Data collection included questionnaires, focus groups and guided reflections. A third researcher was invited to facilitate data collection and avoid any possible conflict of interest between the researcher-instructors and their participants.

The researchers discuss teacher-learners' initial beliefs and attitudes towards the use of information and communication technologies for language teaching and learning, as well as the possible impact and perceived relevance of this international telecollaborative exchange. The presenters make a case for the creation of spaces where teacher-learners experience creative uses of technology to collaborate and learn in teacher education programs

Day: **Friday**  
Time: **16.00**



Venue: **Maxwell Theatre**

**Vicky Leahy**, Dundalk Institute of Technology, Ireland

**Laurence De Gruil**, Institut de Technologie Bethune, France

### **Combining telecollaboration with physical mobility (Presentation)**

Mobility is a strategic business priority (World Economic Forum. Talent Mobility Good Practices, 2012). In order to promote this mobility, cultural awareness and language competence are essential. Hence, within the third level arena, the Erasmus programme is of vital importance. In order to promote Erasmus & encourage DKIT French language students to engage in Erasmus, two projects are ongoing.

This session reports on the Telecollaboration project between DKIT, Ireland and IUT Béthune, France which is aimed at Year 1 DKIT Students of French (Business Studies, Event & Hospitality Management) and Year 1 Béthune IUT students of English (Chemistry Dept). This telecollaboration project is now in its 5th year and interlinks with the reciprocal student exchange project for Year 2 students with Le Havre IUT for the past 8 years.

During the session, the structure, outcomes and challenges of these experiences over the past 5 years will be briefly outlined and some preliminary qualitative results of the impact of the online exchanges on students' language, intercultural skills and most importantly their willingness to engage in study abroad will be presented.

It will incorporate a description of students' progression from telecollaboration & virtual mobility in year 1 to the short trip (physical mobility) to Le Havre in Year 2 to the Year 3 goal of studying in a Francophone environment.

The session will also track the development of the Telecollaboration project from its inception in 2011 allowing students to develop their linguistic, intercultural competencies, e-literacies and an interest in studying abroad via online collaboration and the integration of web tools to 2016 when French & Irish students will also engage in a reciprocal short visit to each others' institute. Since 2013 Bethune students have visited DKIT & participated in language & intercultural workshops. However in 2016 this will be reciprocal.

Day: **Friday**

Time: **11.00**

Venue: **Maxwell Theatre**

**Paola Leone**, Università del Salento, Italy

**Solange Aranha**, Universidade Estadual Paulista, Brazil

### **DOTI: Databank of Oral Teletandem Interactions (Presentation)**

The purposes of this presentation are (i) to discuss the characteristics of the process of collecting, filing and storing data in order to have a databank of oral interactions between university students whose main objective is the learning of a second language through teletandem; (ii) to define the steps for further collections and storage. Teletandem is a form of computer mediated interaction by which two students, proficient in two different languages, interact via Voice Over Internet Protocol (VOIP) technology and/or via text chat. Building a databank with such data aims at: 1) giving value to teletandem as a situated learning context; 2) substantiating the research carried out in the field; 3) offering other researchers the possibility to access data to confirm or refute the results of already published research. Teletandem practice is included in various learning scenarios, depending on the universities involved, and is organized around various activities which include one or more communication and/or learning modalities (e.g. blog, collaborative writing).

In this presentation, we will discuss how we are planning to move from existing raw data to the compilation of a corpus which may be transformed into open access within specialized communities. Our purpose is to verify to what extent already existing data storing common frameworks, applied to different CMC

written genres (such as CoMeRe, Chanier et al. 2014), can be extended to teletandem data. For this purpose, we first define a schema for interpreting teletandem sessions according to the Interaction Space Model as defined by Chanier and colleagues (2014). Subsequently, we discuss metadata concerning contexts (e.g. description of the university and of the language courses) and learning scenarios (e.g. objectives, materials), trying to follow TEI (Text Encoding Initiative) customization mechanism that so far has been applied to written CMC interactions (e.g. forums; Beißwenger et al. 2012).

Day: **Friday**  
Time: **10.30**  
Venue: **Synge Theatre**

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**Tim Lewis**, The Open University, United Kingdom

### **The Many Faces of E-Tandem Learning (Presentation)**

The Many Faces of e-Tandem Learning

E-Tandem Learning has been one of the main models of telecollaborative exchange for the past two decades. Its durability has in part been assured by the apparent versatility with which the model has proved capable of being adapted to successive online platforms and to a range of purposes. The online tools placed at the disposal of e-tandem learners have included email. MOOs, text chat, discussion forums, blogs, wikis, videoconferencing and voice-messaging software (WeChat). This paper seeks to trace the successive shifts of shape undergone by e-tandem learning in these different environments and contexts. In doing so, its purpose is to explore the relationship between pedagogy and technology.

To do so, the paper will restate both the key principles (autonomy and reciprocity) and some of the core practices of tandem learning (dual language use, error correction) of tandem learning, asking (a) how feasible it has proved to uphold them in such varied environments and (b) what modifications of the model have proved necessary to ensure its adaptability.

This paper draws on the wealth of experience amassed by e-Tandem practitioners from across the globe. Data sources will include (a) published reports (b) an online survey of practitioners past and present, and (c) interviews with a sample of current e-tandem practitioners.

(208 words)

Day: **Thursday**  
Time: **11.30**  
Venue: **Emmet Theatre**

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**Elwyn Lloyd**, Coventry University, UK

**Marina Orsini-Jones**, Coventry University, UK

**Régine Barbier**, Université de Haute Alsace, France

**Michelle Wylie**, Gyeongsan University, South Korea, United Kingdom

### **The agony and the ecstasy: teaching global citizenship competences through international intercultural projects, lessons learnt. (Presentation)**

The internationalisation of the curriculum has become a priority for the HE sector across the world. Diamond et. al. (2014) report, following interviews with employers in the UK, that they expect graduate employees to be able to:

- work collaboratively;
- communicate effectively - both speaking and listening;
- demonstrate drive and resilience;
- embrace multiple perspectives.

Diamond et. al. (2014) describe the competence of graduates who naturally consider the wider global environment and its influences as a “global mind-set”. A degree of cultural agility or dexterity is necessary to underpin the four main competences identified by Diamond et. al. (2014).

Telecollaboration or ‘Online Intercultural Learning’ projects can be a useful tool for enabling internationalisation of the curriculum, through which students can gain ‘global perspectives’ and ‘a broader knowledge base for their future careers’ (HEA 2014).

This paper reports on an international intercultural project that aims at developing the above-mentioned competences through a project developed at Coventry University in collaboration with international partners. One of the collaborations described here was triggered by a serendipitous encounter between its authors at the first Telecollaboration conference in León in 2014, which resulted in a two-year intercultural exchange between students reading French at Coventry University and engineering students reading English at the Université de Haute Alsace in Colmar. The collaboration with Gyeongsan University in South Korea stemmed from the support for telecollaborative exchanges facilitated by the INTENT website.

The paper will highlight the problematic issues that have arisen (the agony) but also illustrate the successes achieved (the ecstasy) and discuss lessons learnt and recommendations for the development of the graduate competence of ‘global citizenship’.

Diamond, A. , Walkley, L., Forbes, P., Hughes, T. and Sheen, J. (2014) (Global Graduates into Global Leaders, available at:

<http://www.ucml.ac.uk/sites/default/files/shapingthefuture/101/CIHE%20-%20201111GlobalGradsFull.pdf>

Higher Education Academy, Internationalising the Curriculum (2014)

[https://www.heacademy.ac.uk/resources/detail/internationalisation/ISL\\_Internationalising\\_the\\_curriculum](https://www.heacademy.ac.uk/resources/detail/internationalisation/ISL_Internationalising_the_curriculum)

Day: **Friday**

Time: **14.30**

Venue: **Synge Theatre**

**Dora Loizidou**, Université Grenoble Alpes, France

**François Mangenot**, Université Grenoble Alpes, France

## **Interactional Dimension of Online Asynchronous Exchange in an Asymmetric Telecollaboration (Presentation)**

Research on several telecollaborative projects identifies difficulties in sustaining meaningful online verbal interaction. In order to overcome these difficulties, a well-conceived pedagogy and a careful selection of technologies are required (Levy, 2007). We take here as a premise the fact that a task-based approach is necessary in order to elicit the communicative process in telecollaborative projects.

This paper analyses an asymmetric telecollaborative exchange, where future language teachers (“tutors”) communicated with learners of French (“learners”), designing tasks and interacting with them. Their relationship has been shown to be both symmetric and asymmetric: tutors are both in a teacher as well as a peer / interlocutor role (Dejean-Thircuir & Mangenot, 2006). In such a case, where tasks are designed by one of the partners, isn’t there a risk that this activity will take precedence over planning and be conducive to meaningful interaction? Mangenot (2008) has shown that computer-based tasks need a thoughtful “communicative scenario”, i. e. planning the technological tools, the chronology, the participatory structure, etc. One could then hypothesize that facing all these choices is too demanding for the future teachers. A rough analysis of two different years of the above-mentioned telecollaboration has shown that the most usual interaction structure resembles the traditional Initiation-response-feedback (IRF) classroom interaction. Research questions we attempt to answer in this study are:

1. What kind of communicative exchange do the tutors plan / expect, as revealed by the task instructions? Who is/are the planned interlocutor(s)?

2. Which communicative exchange structure between tutors and learners appears in the forums? Are there some non-task related episodes? Under which conditions can some negotiation of meaning be observed?

The corpus consists in: 1) online interaction between tutors and learners, 2) task instructions, 3) tutors' reflexive diaries. Our methodology relies on a qualitative cross-analysis of the above data.

Day: **Friday**

Time: **16.00**

Venue: **Salmon Theatre**

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**Barbara Loranc-Paszylk**, University of Bielsko-Biała, Poland

### **Incorporating cross-cultural videoconferencing to enhance Content and Language Integrated Learning at the tertiary level (Presentation)**

The methodological framework of CLIL based on the 4Cs curriculum (Coyle,1999) that is: content, communication, cognition and culture - encompasses progress in knowledge, skills and competences related to subject curriculum, learning and using a foreign language to learn about content, developing thinking skills, and finally adopting alternative perspectives and shared understandings. Since student-centred paradigms of teaching methodologies that foster task and project work, authenticity, and provide numerous opportunities for intercultural learning lie at the core of CLIL, we will attempt to explore the potential of cross-cultural videoconferencing with reference to a CLIL context at the tertiary level.

The aim of this presentation is to discuss the project accomplished by students, the post-primary EFL teacher trainees of two universities from Poland and Spain: University of Bielsko-Biala and University of León in spring 2015. As the main objective of the project was development, implementation and finally assessment of EFL teaching materials, the participants from both countries prepared lesson plans and didactic materials that focused on developing a language skill and sub-skill and, at the same time, included respectively Polish or Spanish cultural content. During the final stage of the project, the videoconference, the teams from both countries were to present feedback, assessment and suggested modifications of the partner university students' work. The evaluation of the project as illustrated in the qualitative data collected through questionnaires and semi-structured interviews will be discussed and some suggestions for improvement to make the most of such cross-cultural encounters will be made.

Day: **Thursday**

Time: **12.30**

Venue: **Neill Theatre (TLRH)**

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**Teresa MacKinnon**, University of Warwick, UK

Mirjam Hauck, The Open University, United Kingdom

### **To badge or not to badge? (Problem shared)**

Badging provides an informal alternative to more traditional accreditation and/or recognizes learning efforts in areas where accreditation is slow to develop. Awareness and understanding of badging is growing with initiatives supported internationally by Mozilla's Open Badges infrastructure and the Badge Alliance. The Mozilla Foundation and Peer 2 Peer University define a "digital badge" as "an online record of achievements, tracking the recipient's communities of interaction that issued the badge and the work completed to get it."

Once the learner has a set of badges within their own badge backpack, they can control how and where they display the badges. All digital badges carry the trackback identifying how and where the badge was

awarded. This flexible way of collecting recognition for skills takes account of the increased access to connected learning opportunities available online and badges can be collected from a wide range of communities, not only traditional educational establishments.

Online Intercultural Exchange (OIE) is an authentic, meaningful activity which can develop important transversal skills. Navigating such a complex area of activity which usually revolves around the joint completion of several pre-designed tasks requires significant motivational support for learners and educators alike. Two practitioners who have investigated the potential for badging OIE and propose a framework for doing so are returning to the Telecollaborative community to ask for your opinions on whether to badge or not to badge. Could awarding badges for skills acquired in the context of OIE exchanges be the way forward in the absence of an agreed assessment strategy? We hope that together we will surface the factors which might inhibit or progress badging in our activities and throw light on the added value of badges for OIEs.

<http://openbadges.org/>

<http://www.badgealliance.org/>

<https://backpack.openbadges.org/backpack/login>

<http://www.slideshare.net/teresamac/online-intercultural-exchange-clavier>

<https://www.justframeworks.com/#1/frameworks/53db2e9a-0bf4-e411-8f25-d067e5ec4c65>

Day: **Friday**

Time: **14.30**

Venue: **Maxwell Theatre**

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**Teresa MacKinnon**, University of Warwick, United Kingdom

### **Sharing practice in the open: heutagogy in action (Presentation)**

At a time when public funding is under close scrutiny, teachers try to do more with less yet the sustainability of language learning is questioned by budget holders. Too few learners in one geographical area and the course is closed. The UK has seen reductions in language provision across sectors despite business consistently advocating for the importance of language skills in a rapidly changing global economy.

Opportunities for “free” online learning mediated through the internet such as Massive Open Online courses (MOOCs) and videos on YouTube are often used in language learning to address the need for practice material. Many students and tutors make good use of such open educational resources (OER). Social media and informal sharing have changed the learning landscape, making it easier to find new ways of understanding. Language learners can become more autonomous and self-directed. So perhaps the day of the classroom language teacher is coming to an end?

Drawing on the principles of heutagogy, this presentation makes the case for the increasing importance of skilled language teachers. New competencies mean they are comfortable navigating digital content. They are able to facilitate effective, creative learning opportunities to accelerate language learning. Such skilled educators are adding value and increasing sustainability. Examples drawn from Online Intercultural Exchange (OIE) and digital skills development using the e-portfolio tool Mahara reveal the bridging effect offered by Open Educational Practice (OEP). “Producers” offers a way forward for practitioners and learners alike at a time when computer-mediated communication (CMC) is expanding rapidly but arguably leaving too many behind.

Bruns, A. (2005). Some exploratory notes on producers and produsage. Retrieved 25.11.15, from <http://snurb.info/index.php?q=node/329>

Hayes, S. and Kenyon, C (2007) Heutagogy: A child of complexity theory. *Complicity* Vol 4 no.1 Retrieved 25.1.2015 from <http://socialiststudies.com/index.php/complicity/article/view/8766/7086>

Weller, M. (2011) *The Digital Scholar*. London: Bloomsbury

Day: **Friday**

Time: **16.00**

Venue: **Maxwell Theatre**

**Maria Luisa Malerba**, Open University of Catalonia (UOC), Spain

**Christine Appel**, Open University of Catalonia (UOC), Spain

### **Telecollaboration in online communities for L2 learning (Presentation)**

This abstract reports on a study about informal second language learning in online communities (Livemocha and Busuu). In these communities learners autonomously seek opportunities for telecollaboration with native speakers (NSs) in the absence of teachers and pedagogical tasks.

In field of telecollaboration, much is yet to be learned about the dynamics generated in online communities and how such experiences might foster or impede opportunities for the use of the language. This study explores learners' online interactions and their construction of opportunities for L2 use and L2 learning with the other networkers, that is, if they know how to interact with each other, when to offer assistance, how to take turns, how to show difficulty in comprehending each other's utterances (Kurata, 2011).

The study is a contribution to telecollaboration research both at a micro and a macro level. At a micro level, it provides longitudinal, naturalistic data of dyadic online interactions of three case studies in a SCMC context in the absence of institutional organization and pedagogical intervention. At a macro level, it researches how peer assistance is established among learners and learners' perceptions on their L2 learning process in the online communities at large under the framework of Activity Theory (AT) (Engeström, 1987).

The methodology adopted had an interpretative framework and consisted of several semi-structured interviews, a collection of interactional episodes for the three case studies and recall interviews. Results showed that these online environments have a potential for learners located in distance places to engage in naturalistic repair trajectories.

As a final outcome, the "interacting activity systems" (Blin, 2012:95) of the learners involved in telecollaboration practices are analyzed and then translated into a set of recommendations addressed to community developers, teachers and learners on how to make the most out of the telecollaboration experience in these platforms.

Day: **Thursday**

Time: **14.30**

Venue: **Neill Theatre (TLRH)**

**Mariusz Marczak**, Pedagogical University of Cracow, Poland

### **Translator Education 2.0 - Students' Perspective on Web 2.0-enhanced Telecollaboration as Added Value in Translator Education (Presentation)**

Soft skills are currently being considered as the most critical skills in the global job market (Schultz, 2008; Abbas & Hum, 2013; Mathias, 2013). In effect, the fostering of their development becomes a desirable goal of contemporary education, including ESP courses. This kind of education can greatly increase students' competitiveness on the job market after graduation (Mathias, 2013). A solution that permits to develop language/professional skills and simultaneously facilitate the development of soft skills is telecollaboration (Krajka, 2012; Dooly & O'Dowd, 2013), i.e. the use of computer-mediated communication for the purpose of collaborative project work in a variety of settings and educational contexts. This paper constitutes an attempt at investigating students' views of potential benefits from the implementation of Web 2.0 tools and telecollaboration in translator education, particularly in relation to the development of soft skills. Initially the author introduces the notion of soft skills and their classification (Schultz, 2008; Bartel, 2011; Mathias, 2013) as well as the concept of telecollaboration (Belz, 2003; Dooly & O'Dowd, 2013), including selected Web 2.0 tools and possible work modes (Krajka, 2012; Marczak, 2013). Then he briefly demonstrates how

telecollaboration, including forms of blended learning, links to the enhancement of training in soft skills (Tomlinson & Whittaker, 2013). Finally, he reports the results of a survey study conducted on a group of student translators with experience in telecollaboration who voiced their perceptions of the value of computer-mediated communication in translator education. The paper concludes with a number of implications for course design.

Day: **Friday**  
Time: **14.00**  
Venue: **Global Room**

**Jonathan Mason**, University of Sousse, Tunisia

### **Telecollaboration as a Tool for Building Intercultural and Inter-Religious Understanding: The Sousse - Villanova Programme (Presentation)**

The recent Paris attacks, along with various retaliatory incidents, have reminded us again of the deep misunderstandings and resentments that often exist between the Muslim and Western worlds and which lead some into extremist violence. Although the reasons for the rise in both radical right and radical religious groups are complex, one important avenue for improving mutual understanding and reducing extremism is education, and one tool within education is the development of telecollaborative partnerships.

As such, over the last two years, students on the Cultural Studies Masters course at the Faculty of Arts and Humanities, University of Sousse, Tunisia, have taken part in an online exchange programme with undergraduate students from Villanova University in Pennsylvania, US, taking a course in 'US Foreign Relations'. The programme was based on the 'Cultura' model (Garcia and Crapotta, 2007), and its main aim was the development of intercultural understanding.

After sharing short personal biographies with their online partners, students completed an introductory intercultural questionnaire, including word association and sentence completion exercises, with responses being shared with all participants. Students were then able to explore further cultural, religious and foreign policy issues of their choice with their partners through email, Facebook and Skype.

The second year of this project took place between February and April 2015, and involved 10 students at each institute. Students at both Sousse and Villanova completed an assignment at the end of the exchange reflecting on their experience. Students in Sousse were also asked to keep a diary during the exchange.

This paper will present findings from this project, considering both the learning process and the learning outcomes. In the light of these findings, it will also consider how similar projects could be developed to promote better intercultural understanding between students in the Muslim and Western worlds.

Day: **Thursday**  
Time: **16.00**  
Venue: **Ui Chadhain Theatre**

**Hisae Matsui**, Princeton University, USA

**Thom W. Rawson**, Nagasaki International University, Japan

**Brendan Van Deusen**, Nagasaki International University, USA

### **Pursuing the curriculum goal through telecollaboration: Using telecollaboration as a student resource in language learning classes (Poster)**

Telecollaboration is often perceived as a useful tool for developing intercultural communicative competencies (ICC) and has seen widespread use among language teaching, although still viewed as a peripheral activity to main course curriculum (O'Dowd, 2013).



In this presentation, a semester-long telecollaborative project between students in an English class in a Japanese university and students in a Japanese class in an American University will be discussed .

The facilitators from both universities made use of telecollaboration for the purpose of completing their course curriculum for the ultimate goals: raising awareness of various perspectives, developing skills for communicating online globally, and learning challenges faced by students during the process.

Students were linked by using IMS Global's Learning Tools Interoperability (LTI) protocol, which connected different LMSs. LTI is a layer of abstraction allowing provision and consumption of learning tools simplifying and securing the online connectivity between institutions allowing for students to focus on the tasks and not the means.

Students were assigned to mixed groups of five or six members, and exchanged their opinions in their preferred media type: text, audio, and video. The exchange involved using both Japanese and English in a set of forum posts as a way for students to collect ideas and data from their international colleagues for the purposes of completing locally assigned projects.

In order to show how students participated in the project and the students' impressions about the exchange and their group members, the survey results from the students, the students' essays , and frequency and depth of the discussions were analyzed as individual separate groups and then compared. Based on the results, if and how the overall goals of the curriculum were reached, and the possible facilitating factors as well as impeding factors for active engagement in telecollaboration will be discussed to conclude this presentation.

Day: **Thursday**

Time: **11.00, 13.00, 15.30**

Venue: **Arts Building Concourse**

**Philomena Meechan**, University of Michigan, USA

### **Extending Telecollaboration to Other Disciplines (Presentation)**

This presentation will report on a small project at the University of Michigan the goal of which is to expand the opportunities for global experiences to our students within the context of their everyday courses. Having worked for many years with virtual exchanges in foreign language classes, this project extends the telecollaboration approach to courses in other disciplines including ancient history, literature, music education, teacher education, museum anthropology and community health nursing. Sharing both successes and challenges, we will describe the instructional design of these exchanges and share faculty observations as well as student feedback.

Day: **Thursday**

Time: **14.00**

Venue: **Emmet Theatre**

**Sabela Melchor-Couto**, University of Roehampton (London), United Kingdom

**Kristi Jauregi**, Utrecht University & Fontys University, Netherlands

### **The role of "coaching" in telecollaborative language exchanges (Presentation)**

The use of telecollaboration in the language classroom has become increasingly common across the different stages of education. The intense research activity on the subject developed by researchers across Europe bears witness to this, as does the number of telecollaboration projects funded by the European Union, both at higher education (INTENT) and secondary school level (TILA). Educational institutions are now better equipped than ever at a time when technology is known to be an important asset that can enhance the learning experience.



However, telecollaboration is still an add-on in the language classroom and, as highlighted by O'Dowd (2011:8), is yet to be normalised. This seems to be due to the additional time that these activities require and to the constraints imposed by the curriculum. In addition to this, teachers must also master a number of very diverse competences in order for telecollaboration to be successful. O'Dowd divides these competences in four broad blocks and concludes that digital and organisational issues seem to be the most problematic for novice teachers (2015:77).

The present paper intends to ascertain which competences are identified as the most challenging by a group of secondary school teachers that have recently taken part in the EU-funded project TILA. In addition, they will be asked about the role played by their "telecollaboration coach" in order to determine whether their assistance can help teachers develop some of these key competences. Data will be gathered via an electronic survey and through a number of interviews that will provide the basis for a series of case studies.

#### References

O'Dowd, R. (2010). Online foreign language interaction: Moving from the periphery to the core of foreign language education?. *Language Teaching Journal*, 44, 364-380.

O'Dowd, R. (2015). Supporting in-service language educators in learning to telecollaborate. *Language Learning & Technology*, 19(1), 64–83. Retrieved from <http://llt.msu.edu/issues/february2015/odowd.pdf>

Day: **Friday**  
Time: **11.00**  
Venue: **Salmon Theatre**

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Linda Joy Mesh, University of Siena, Italy

### **Intercultural communication for professional development: Creative approaches in higher education (Presentation)**

In order to explore the potential advantages and challenges involved in the integration of intercultural exchange activities in blended language courses for undergraduate and postgraduate degree programs, two themes will be addressed. First, there is a need for creative learning strategies that can meet the changing needs of our students in the language classroom due to the critical importance of effective intercultural communication competences that are now essential in the workplace. Second, creative and collaborative teacher training approaches in both pedagogic and organizational competences are needed for effectively facing the challenges and difficulties in developing exchange activities that are appropriate for the motivation levels, linguistic interaction and learning outcomes of the groups that are involved.

This study will examine the development of telecollaborative exchange activities for blended English language courses at advanced levels that are aimed at preparing post-graduate students for an intercultural workplace by developing valuable transversal competencies and intercultural awareness. It is fundamental for educators to consider the needs of each group of students in order to shape an appropriate set of learner goals, which, in turn, should inform the selection of technologies and social applications used. Additionally, the development of an intercultural exchange should not only be based on sound pedagogical approaches, but at the same time it should seek to cognitively challenge the learners who can set their own goals and work together collaboratively. In order to successfully coordinate and accomplish a valuable learning experience, teacher training in organizational competences, digital technologies and learning methodologies needs to be implemented in a creative and collaborative approach that is accessible to teachers. To address this relevant issue the study concludes with an outline for in-service teacher training based on a needs analysis completed by the teachers at the Language Centre.

Day: **Thursday**  
Time: **12.30**

Venue: **Emmet**

**Marije Michel**, Lancaster University, UK

**Bryan Smith**, Arizona State University, USA

### **Measuring Structural Alignment During L2 Peer Interaction via Synchronous Computer-Mediated Communication – An Eye Tracking Study (Presentation)**

In this paper we present a new methodological approach to investigate telecollaboration by using a combination of corpus-linguistic chat log analysis and eye tracking technology. The linguistic focus is structural alignment among peers who interact via written synchronous computer mediated

communication (SCMC or text chat) in their second language (L2). Alignment refers to the psychological phenomenon that interlocutors tend to adopt and re-use each other's language patterns in the course of authentic interaction (Trofimovich, 2013). We specifically explore whether L2 users align to their partners at a structural level (i.e., re-use same syntactic patterns) and how this relates to their eye gaze behaviour when reading their partner's contributions to the chat.

During six weeks 14 advanced L2 users of English (all MA students of TESOL/TEFL in the UK or US) interacted in dyads using written SCMC. Their weekly task was to discuss with each other an academic paper based on a bullet-pointed summary. After a twenty-minute chat interaction they individually wrote the introduction (first two sessions), middle part (third/fourth session) or ending (final two sessions) of an abstract for the study they had discussed about. A subset of the participants (N=6) performed the tasks in a lab where their eye movements could be captured using eye tracking methodology. Effects of the telecollaboration on L2 development were evaluated by pre- and post-intervention abstract writing tasks.

Chat logs were analysed for structural overlap by using automatic tagging followed by corpus-linguistic n-gram analyses. The findings were then triangulated with eye measures for the lab participants in order to identify instances of alignment.

Results will be discussed within frameworks of noticing and uptake during SCMC (Smith 2005, 2012). Moreover this study aims to reveal how useful eye tracking methodology is in adding to our understanding of L2 development through telecollaboration.

Day: **Friday**

Time: **11.00**

Venue: **Synge Theatre**

**Oscar Mora**, Pontificia Universidad Javeriana, Colombia; Co founder Virtual Dual Immersion Project Ausjal AJCU

**Colleen Coffey**, Co founder Virtual Dual Immersion Project AUSJAL AJCU

**Carolina Marturet de Paris**, Director of Virtual Dual Immersion Project AUSJAL AJCU

In a program of telecollaboration where there is an emphasis in virtuality, internationalization, global networks, intercultural communication competency and human connection -success is measured by impact. Collective impact is the means by which a smaller network with limited resources can scale into a larger network and offer innovative, diverse, unique experiences for learners to engage many different activities, benefiting from differentiated instruction simultaneously.

Collective impact brings people together from many different facets to create a social change. It begins with a common agenda and a decided mutual mission while agreeing upon shared measurement and supporting activities that contribute to bottom line. Virtual Dual Immersion Program is a telecollaboration project founded by the Jesuit Universities in Latin America and the United States grounded in the mission to bridge the social, linguistic and intercultural gaps among learners of English and Spanish in the United States and Latin America. It carries out social change as it provides the benefit of a global, intercultural experience, strengthening social capacity. What began with 38 participants in 2006 now boasts more than 1,500 learners

per semester and cumulatively celebrates more than 10,000 participants. It is through collective impact that the community has been able to build capacity, creating multiple telecollaborative experiences for learners. (through near peers, faculty speakers, subject matter experts, department panels and even corporate and government guest entities). This collaborative network formed through collective impact not only creates dynamic student experiences, but also serves a variety of learners by meeting their instructional preferences and needs.

This session will discuss collective impact as a method to build capacity and provide differentiated instruction to enhance learner experience. It will prove how the network can scale with such support despite limited resources and will demonstrate how leveraging these strengths enhances learner experience.

**Anne Mullen**, Université Laval, Canada

### **Directed vs. Undirected Telecollaborative Tasks in Assessing Intercultural Development** (Presentation)

Language learners in geographically distant locations can develop intercultural competence through telecollaborative tasks. In addition, teachers and learners can also gather evidence of development through eliciting behaviours of: noticing differences/similarities between languages and cultures; comparing these differences/similarities; reflecting or interpreting differences/similarities in order to understand, and interacting with the newly-formed understanding. The aim of this study was to investigate if undirected (information/opinion sharing) or directed (comparing/contrasting of a written text) telecollaborative tasks best elicited evidence of intercultural awareness related to language and culture. Thirty-two university students, half of whom were from French-speaking Canada and half from northeastern Italy, were randomly paired. Partners spoke face-to-face on three separate occasions over a one month period. The first and third contact were undirected with partners sharing information and opinions on a variety of topics. The second contact was directed by a set text and a series of questions to be answered collaboratively. After each contact and separately, partners completed questionnaires whose responses were analyzed for evidence of the four behaviours. Overall, the directed task elicited the greatest number of comments with the majority classified as Comparing and Reflecting whereas Noticing and Interacting comments were most numerous for undirected tasks. For both groups and tasks, the aspect of language was heavily referenced; however, the directed task garnered more cultural references from the Italian group. Considering the effects of the exchange experience, the Italian group stated that the majority of their preconceived generalisations regarding their partner were confirmed, whereas the Canadian group rejected the same number. This study supports the benefit of telecollaboration; in particular, both task-type and learner should be considered when seeking evidence of those behaviours which lead to greater linguistic and cultural awareness for learners in the process of intercultural development.

Day: **Friday**  
Time: **12.30**  
Venue: **Global Room**

**Anna Nicolaou**, Cyprus University of Technology  
**Ana Sevilla-Pavón**, Universitat de València, Spain

### **Exploring telecollaboration through the lens of university students** (Presentation)

Educators continuously seek the best methods to integrate 21st century skills into the curriculum. Many researchers and practitioners have attempted to define the learner as well as the teacher of the 21st century and how their profiles and needs have changed with the advent of new technologies. In this era of globalization and unending technological growth, telecollaborative learning can provide a fertile background for crossing global boundaries and meeting the demands of 21st century learners as universal citizens.

Telecollaboration or online intercultural exchange projects is a form of virtual mobility which is being increasingly adopted by university educators in Europe and elsewhere as a substitute for physical student mobility (O'Dowd, 2013). This paper examines university students' views about a Cypriot-Spanish telecollaboration project through which participants used Google+ Communities for intercultural exchange over the course of one semester. The project was established through the UNICollaboration platform and it involved first-year students at the Cyprus University of Technology and the University of Valencia. The telecollaboration tasks and activities were embedded in the students' English for Specific Purposes modules. The project aimed at developing students' cultural awareness and competence learning, as well as at enhancing their motivation to learn English at university level. This paper outlines the pedagogical implications of the project, the design of tasks, the communication modes, the digital tools used for interaction and task completion, and the targeted competences. Using qualitative data through focus groups discussions with the students who participated in the project, the paper aims at exploring telecollaboration from the student experience perspective, demonstrating the benefits and challenges of online intercultural exchanges, as well as the perceived effects on language learning, and on intercultural and digital competences. Emerging topics include attitudes and feelings, communication modes, peer feedback, time constraints, personal commitment and the affordances of digital tools.

Day: **Friday**  
Time: **14.30**  
Venue: **Global Room**

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**Elke Nissen**, University Grenoble-Alpes, France

### **Interacting with peers: what kind of support do students look for in different communication scenarios? (Presentation)**

With reference to socio-constructivist theories, interaction is widely considered as a means to learning in general, and even more so to language learning, where it is a means as well as a learning aim. Several authors consider interaction, both online and face-to-face, as well as their interweaving, to be a major asset of blended learning (Osguthorpe & Graham 2003, Garrison & Vaughan 2008). These interactions may embrace not only both learning modes (face-to-face and at a distance), but also several communication scenarios. A communication scenario is defined here as interaction with a specific type of interlocutors who play specific roles, and with a distinct set of goals (Tricot & Plégat-Soutjis 2003, Mangenot 2005, Nissen 2014). In a course design integrating telecollaboration, the communication scenario with distant peers is generally blended with one with local peers (Guth, Helm, O'Dowd 2012).

The question this exploratory study tackles is to what extent and regarding which aspects students perceive that telecollaboration with distant peers contributes to their learning, in comparison to other communication scenarios with peers (i.e. local peers and local Erasmus students) within the same course. What kind of support do they look for in each communication scenario, and what kind of support do they get? The different types of support the study looks at are oriented towards language learning, task accomplishment, intercultural issues, and relationship building.

Data will be collected, by the means of a questionnaire and reflective essays, within a blended language learning course with 15 students, that integrates three communication scenarios with peers (with local peers / online with distant peers / face-to-face with Erasmus students). All three are oriented toward the accomplishment of the course's successive tasks. With regard to the research question, the objectives linked to each communication scenario will be compared to the perceived support of each.

Day: **Friday**  
Time: **14.00**  
Venue: **Salmon Theatre**

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### **“On the outside looking in”: A Review of Criticism of Telecollaborative Research and Practice (Presentation)**

It is evident from the many different models and initiatives reported in the literature that there is not one single approach to carrying out telecollaborative exchanges. There is a huge range of pedagogical models, task types and online tools available for online exchange and teachers inevitably carry out the projects with their students in a myriad of ways. With this in mind, it is necessary to approach any dismissal or criticism of online intercultural exchange per se with extreme caution. The criticisms which some approaches and projects may merit, may not be deserved by other initiatives.

Nevertheless, recent publications from authors working outside the immediate area of telecollaborative research have served to highlight certain weaknesses or tendencies which warrant attention in future research and practice in this area. These criticisms relate to a general lack of authenticity involved in engaging classes of language learners in interaction together (Hanna & De Nooy, 2009); the false impression of universality in online communicative practices which teachers and students often bring to telecollaboration (Kramersch, 2009; Kramersch & Ware, 2005; Kramersch & Thorne, 2002); the lack of opportunities for reflection on interaction which telecollaboration allows (Liddicoat & Scarrino, 2013); and the two-tier approach to student mobility which telecollaboration helps to bring about in university education.

This presentation will explore each of these areas of criticism in detail and then will propose how telecollaboration can continue to improve its efficiency as a tool for learning by reacting to these critiques and continuing to develop and evolve as a pedagogical tool.

Day: **Thursday**

Time: **12.00**

Venue: **TRISS Conference Room**

### **Obstacles to Telecollaboration (Poster)**

I am lucky to work at a University where the Director of the Language Center and the Head of my Department support computer mediated language exchanges. They understand that such exchanges can help students to learn a language, internationalize our University, enrich our programs, and give prestige to our institution. I am free to start, free to contact any institution I want as a partner and free to offer an interesting program for the students. Over the past 5 years, I have learnt how to contact another institution, organize the collaborative sessions, prepare topics for the exchange, enroll a good number of students and motivate them to participate. However, I have no support on a practical level and have had to change partners several times. These experiences with institutions in the Netherlands, Hungary and Colombia have led me to the conclusion that the two main keys to success over time are institutional support (administrative, technical and financial) and finding the right partner. In this presentation, I will reflect on my own experiences in order to make recommendations for increasing the possibility of success of online intercultural exchanges. I will focus on issues such as long-term commitment, shared objectives, lingua franca vs bilingual exchanges, logistics such as access to technology and calendar overlap and the importance of balance regarding workload, contribution to the project, and institutional support.

Day: **Thursday**

Time: **11.00, 13.00, 15.30**

Venue: **Arts Building Concourse**

**Marina Orsini-Jones**, Marina Orsini-Jones, Coventry University, United Kingdom  
**Zoe Gazeley-Eke**, Coventry University, United Kingdom  
**Hannah Leinster**, Coventry University, United Kingdom  
**Elwyn Lloyd**, Coventry University, United Kingdom

### **Global Citizenship as a Threshold Concept: Addressing Troublesome Knowledge in Online Intercultural Exchange Projects with Mexico (Presentation)**

This paper reports on InterCULTure MexCo (Mexico-Coventry), an ongoing online intercultural project underpinned by action research in its fifth cycle at the time of writing (December 2015). Its aim is to embed internationalisation into the curriculum of the institutions involved in order to promote global citizenship competences among both students and staff.

The integration of telecollaboration into the curriculum has highlighted problematic aspects of the development of global citizenship and intercultural communicative competence (ICC), cyberpragmatics (Yus 2011) being one of these. Cyberpragmatics is intended here as the skill of understanding others' intended meanings in computer-mediated communication.

The paper will report on the linguistic analysis of the written asynchronous exchanges in the InterCULTure discussion forums and discuss the features that characterise them. The corpus analysis tool Sketch Engine was used to examine the exchanges, with a focus on the use of pronouns. One of the main objectives of the project is to design teaching materials for English for Academic Purposes in online settings, based on the outcomes of the analysis, which will help develop the cyberpragmatic awareness of students taking part in future projects between Mexico and the UK.

The paper proposes that 'global citizenship' itself is a 'Threshold Concept' (Meyer and Land 2005, 375), i.e. a key concept that is troublesome to understand as it is challenging to the identity of the learner, but which could open new learning horizons to students who do manage to grasp it. It is also argued that cyberpragmatics is one of its integral components and that staff in Higher Education should support students with crossing the threshold of this troublesome knowledge with targeted curricular interventions.

Meyer, Jan H. F. and Ray Land. 2005. "Threshold Concepts and Troublesome Knowledge (2): Epistemological Considerations and a Conceptual Framework for Teaching and Learning." *Higher Education*, 49 (3): 373-388

Day: **Thursday**  
Time: **14.30**  
Venue: **Room 5052**

**Agnes Pal**, Budapest Business School, Hungary  
**Ysabel Olmo**, Università degli Studi di Padova, Italy

### **Fruits of a Conference: A Padua-Budapest Telecollaboration Initiative (Presentation)**

A conference is the best place to find a partner for telecollaboration. One has enough time to get acquainted with new colleagues, and to share experience and challenges. It is also a perfect place to motivate each other. The first Conference on Telecollaboration in University Education organized in León was particularly inspiring from this point of view.

At the 2nd Conference on Telecollaboration in University Education, we would like to present together the synchronous telecollaboration initiative that took place with the participation of our students of Spanish from Budapest Business School and the University of Padua, as a result of our cooperation, the idea of which was born in León. The project inputs are summarized on the following blog:

<http://padovabudapest.blogspot.hu>. We would like to show our common project, focusing on assessment, on language learning outcomes, as well as on various side effects of the initiative. We would like to compare our project outcomes with that of other projects carried out at our institutions, also resulting from the same

conference, and we would like to show how these projects of telecollaboration were integrated in the efforts of internationalization made at our Departments.

Day: **Friday**  
Time: **3.00**  
Venue: **East End 3**

**Barry Pennock-Speck**, DrUniversitat de València, Spain  
**Begoña Clavel-Arroitia**, Universitat de València, Spain

### **Analysing Students' Communicative Strategies in Synchronous Telecollaboration Interactions from a Multimodal Perspective (Presentation)**

Our presentation outlines a study carried out in the context of the European-funded project TILA (Telecollaboration for Intercultural Language Acquisition - Grant Agreement Number 2012-4001/001-001). This two-year project involved secondary school students from France, Germany, the Netherlands, Spain and the United Kingdom.

Our aim in this presentation is to offer insights into the verbal and non-verbal characteristics of synchronous telecollaboration (STC). Our corpus consists of twelve recordings of tandem interactions between Spanish and British secondary school students aged between 14 and 15. In the first stage of our analysis we transcribed the video recordings. The transcriptions include all linguistically coded communication –both spoken and written– as well as annotations of paralinguistic and non-linguistic phenomena. In our analysis we draw on Goffman, 1956, Brown and Levinson, 1987 and Pennock-Speck and del Saz-Rubio, 2013. We focus specifically on Goffman's (1956: 476) notion of deference, "a symbolic means by which appreciation is regularly conveyed to a recipient". There are two main types of deference: "avoidance rituals", similar to Brown and Levinson's (1987) negative politeness strategies, and "presentation rituals" (Goffman, 1956: 481), akin to Brown and Levinson's (1987) positive politeness strategies.

This research brings to light empirical evidence of the affordances of STC when compared with other kinds of online peer interaction. Our results show that participants systematically use body language and non-verbal cues along with verbal language to make their interlocutors feel at ease, to resolve potentially embarrassing moments and also to offer them praise. It also provides insights into how TC can enhance Classroom Interactional Competence (CIC) defined by Walsh (2011: 158) as "Teachers' and learners' ability to use interaction as a tool for mediating and assisting learning". We posit that TC promotes CIC and that students benefit from the peer-feedback and the peer-scaffolding that ensue from interaction of this kind.

Day: **Thursday**  
Time: **15.00**  
Venue: **Room 5052**

**Katharina Ploss**, Sharing Perspectives Foundation, Netherlands  
**Bart van der Velden**, Sharing Perspectives Foundation, Netherlands  
**Casper van der Heijden**, Sharing Perspectives Foundation, Netherlands  
**Sophie Millner**, Sharing Perspectives Foundation, Netherlands

### **Rise and shine - contributing to young people's competences through virtual exchange (Presentation)**

The EUROPE ON THE EDGE program of the SHARING PERSPECTIVES FOUNDATION is a virtual exchange conducted in collaboration with nine partner universities across Europe. Virtual exchange is defined as technology-enabled, sustained, people-to-people, cross-cultural education program. The 2014 Erasmus Impact Study of the European Commission presents the effects physical exchanges can have on certain transversal



skills of participating students. We contemplate whether a virtual exchange would reveal similar results and trends as an actual exchange. If a virtual exchange can trigger positive effects on important transversal skills this would be extremely promising. Virtual exchanges are not only more cost-efficient than actual exchanges. They make the whole idea of exchange more accessible to those who might not be able to go on an exchange beyond financial reasons (special needs students or students who are primary caregivers in a family), but who might be very much interested in developing their soft skill set by living in a different country, but it might not be feasible for them to realize such a venture. The pre-program evaluation (N=92) tested for seven transversal skills - derived from the memo-tool (Monitoring Exchange Mobility Outcomes) of CHE Consulting - particularly interesting for a virtual exchange setting: Self-esteem/ confidence, curiosity, decisiveness and tolerance of ambiguity, self-efficacy, resilience, and argumentativeness. Preliminary analyses revealed that the program attracted people who already had been on some kind of physical exchange (roughly 70%). Participants also self-assessed their cross-cultural communication competence highly (90% self-reported high comfortness interacting with people from different cultures) as well as all other transversal skills. The post-program evaluation will show whether those skills have become manifest, supporting the idea that a virtual exchange would add to or foster the competence of young people.

Day: **Friday**  
Time: **15.00**  
Venue: **Synge Theatre**

**Johdi Quinn**, Johdi Quinn, Dundalk Institute of Technology, Ireland

### **Skype's the Limit: Telecollaboration - creating a transformative learning space for students of modern languages (Presentation)**

In language learning communicative and intercultural communicative competencies are commonly difficult to develop: It is noted empirically that learners lack confidence in speaking modern languages. In order for language learning to be meaningful, students need to be engaged. This study explores a telecollaborative exchange between students learning Spanish in Irish higher education and Colombian University students learning English. We assert that the use of telecollaboration has enabled a transformative learning experience for students by creating a positive learning space where students feel emotionally connected to their international partners and the subject matter.

Telecollaboration was used as a means to enrich the language learning process, enabling personal interaction with students from both settings. Discussions between academic staff in Colombia and Ireland highlighted the need to foster authentic student interaction. Hence a student-centered approach was implemented, so that students would be motivated, self-directed, and responsible for their own learning.

Students connected weekly with their Colombian partner via skype using an e-tandem approach; dividing the sessions equally between L1 and L2 (English and Spanish) allowing both student groups to develop language competencies in L2 and become peer-mentors in L1.

Telecollaboration has enabled students to develop learning relationships with their international partners. Students have become responsible towards their partners and show increased engagement for language learning. Student feedback states "It's genuine learning; you can't find this stuff in a book."

Students report that they feel comfortable in this peer-learning environment where they feel free to take risks and make mistakes. Students show enhanced language skills and more enthusiasm as they apply authentic language in their conversations.

This initiative has enabled students to have a more meaningful experience in modern language learning. Discussions are underway about transferring this model to other learning scenarios and developing telecollaborative initiatives for Intercultural discussions between Western and Non-Western universities.

Day: **Friday**



Time: **16.00**  
Venue: **Global Room**

**Julia Renner**, University of Vienna, Austria  
**Yasmin El-Hariri**, University of Vienna, Austria

### **A tightrope walk between autonomy and instruction: The challenge of integrating eTandems into institutional contexts (Problem shared)**

FAME – Fostering Autonomy and Motivation through eTandems, is a "Sparkling Science" project funded by the Federal Ministry of Science, Research and Economy (BMWFW) of Austria. In this project, eTandem partnerships are established between learners from Austria, France and Colombia in order to communicate with each other on a regular basis through a video-chat programme. The main objectives are to foster 1.) learner autonomy, 2.) learner motivation and 3.) language awareness by supplementing "traditional" foreign language learning through non-formal learning settings, such as online tandems.

At the end of the first year, group discussions and feedback round tables were organised to gain insights into the Austrian participants' perceptions of those exchanges. Colombian students, on the other hand, were asked to evaluate their eTandem experience by means of an online questionnaire. Outcomes indicate that many learners wish for a stronger integration of eTandem language learning into their formal language classes.

Within the "Problem Shared" strand, we would like to discuss ideas of how to integrate eTandems into formal classrooms and how to deal with the conflict of autonomy and instruction in this particular setting.

Day: **Saturday**  
Time: **11.30**  
Venue: **Room 5052**

**Julia Renner**, University of Vienna, Austria

### **Applying conversation analysis in telecollaboration research: an analysis of conversational coherence in audio-visual eTandems (Presentation)**

This ongoing PhD thesis examines learner interaction in synchronous, audio-visual eTandems, focusing on Chinese as a target language and is carried out within the "L3-TASK" project (European Commission; Education, Audiovisual and Culture Executive Agency; Lifelong Learning Programme), which connects learners of Chinese from the University of Vienna and learners of German from Xiangtan University (Hunan, China) via non-formal eTandems.

The relevance of this research is supported by the following points:

1. Language politics: "Mother tongue + 2" as an aim of the European Commissions language policy that is far from being implemented; growing importance of Chinese as a foreign language (Special Eurobarometer 386: Europeans and their languages, 2012)

2. Language didactics: Fostering language learning through interaction in authentic learning situations (Widdowson 2012); non-formal language learning, e.g. tandem learning as a "supplement" for traditional language learning to promote learner autonomy and learner motivation (Cziko 2004, Little, n.d.)

The conversations conducted in these eTandems can be neither considered as 'everyday conversations', nor do they only represent learning activities – they show characteristics of both and are therefore situated on a continuum in between (Bechtel 2006). Applying a conversation analysis approach, the aim of this PhD project is to provide a fine-grained description of what eTandem participants are doing when they are engaged in this form of interaction. In this presentation I will focus on how learners of different language levels construct conversational coherence in this particular setting.

Day: **Friday**  
Time: **16.30**  
Venue: **Salmon Theatre**

**Mary Risner**, University of Florida, USA  
**Swapna Kumar**, University of Florida, USA

## **Global Education and Telecollaboration in the Pre-Service Teacher Classroom** (Presentation)

In our increasingly complex and connected world there is a need for globally competent citizens. One way to meet this need in future generations is to increase the integration of global awareness in U.S. curriculum (Ochoa, 2010) by preparing pre-service teachers with a high level of intercultural competence, a better understanding of global issues from diverse perspectives, and the ability to use online technologies to develop critical thinking and digital literacy in their students.

Purposefully designed telecollaboration activities with classrooms in other countries in teacher education courses models approaches that seamlessly merge technology use and global content that pre-service teachers can implement in future classrooms. Additionally, exposure to literature and strategies about telecollaboration and the development of international professional networks can help them integrate such strategies.

We will present the design and implementation of an elementary pre-service teacher education course in a U.S. university where online synchronous sessions (using Skype) with teachers in other countries were combined with pre-readings and online and classroom discussions focused on raising awareness of global education themes. The design of course activities for global understanding and lifelong learning was threefold – teaching with Globally Networked Learning Environments (Starke-Meyerring, 2008) the ways in which collaborations with classrooms and teachers in other countries can increase global awareness in elementary classrooms, and the value of social networks and collaborations with teachers in other states or countries for personal learning. Students created global lesson plans integrating technology to demonstrate their understanding of such activities and how they can be implemented in elementary classrooms. Data from a course survey, reflections from interviews with the course instructors and the analysis of students' lesson plans will be presented to discuss the usefulness of this design to increase pre-service teacher global awareness and how the model can be replicated and disseminated.

Day: **Friday**  
Time: **12.30**  
Venue: **Synge Theatre**

**Annick Rivens Mompean**, Université de Lille, France  
**Marco Cappellini** – Aix-Marseille Université, France  
**Anna-Katharina Elstermann**, Universidade Estadual Paulista, Brazil

## **The expression of reciprocity in reflective logs of teletandem language learners** (Presentation)

In teletandems (tandem through desktop videoconference), three principles are of great importance: learner autonomy, reciprocity between the learners and the separation of languages. The goal of the present study is to examine learners' logs used in teletandem contexts, in order to understand how learners express themselves about the principle of reciprocity.

Our corpus consists of learners' reflective logs and is composed of three sub-corpora. The first one, from a Brazilian-German teletandem, is made of individual logs written in Word-documents by Brazilian learners of German and sent by e-mail to a tutor or a teacher. The second sub-corpus is from a teletandem

between a French and a US university. In this case, the students were required to put their logs on a collective blog, accessible to the whole group of French students. The last sub-corpus comes from a teletandem project between a French and an Australian university. As for the previous project, students were required to keep a collective blog, but in this case the two groups used the same blog.

In our qualitative approach, we combine content and discourse analysis to build participant-relevant categories of how the principle of reciprocity is implemented and perceived by learners. Moreover, we take into account to whom the logs are written, which is meaningful as three different kinds of log formats are used.

In our study we aim at understanding and categorizing the representation of the reciprocity principle, and possibly of social presence in teletandem sessions. Some extracts correspond to the expected definition of the reciprocity principle present in the literature. Yet new categories have been found that lead us to question these definitions and possibly broaden them by including new aspects. Eventually, differences among the sub-corpora give us insights into how the format of the reflective environment influences the reflective activity of students.

Day: **Friday**  
Time: **16.30**  
Venue: **Global Room**

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**Constanza Rojas-Primus**, Kwantlen Polytechnic University, Canada

### **CHILCAN: A Chilean-Canadian Intercultural Telecollaborative Language Exchange** (Presentation)

This presentation will discuss my current research entitled Intercultural Spanish Language Curriculum at Kwantlen Polytechnic University, Canada. A pedagogical aspect of this research includes a telecollaborative project between my students of Spanish and students of English from Universidad de Concepción, Chile. This telecollaborative project has been aligned with the intercultural objectives of my language curriculum to better understand the relationship of intercultural language teaching and the role telecollaborative language exchanges plays in developing students' intercultural competences at KPU.

Day: **Thursday**  
Time: **16.30**  
Venue: **Uí Chadhain Theatre**

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**Shannon Sauro**, Malmö University, Sweden

### **Student Perspectives on Intercultural Learning from an Online Teacher Education Partnership** (Presentation)

Recent critiques of telecollaboration in language learning and language teaching have identified several challenges facing virtual partnerships for the purpose of fostering critical understanding of own and other cultures (Liddicoat, & Scarino, 2013; O'Dowd, in press). It has been argued, for instance, that the degree of intercultural learning which occurs may be limited by the nature of the tasks participants complete (Dooly, forthcoming) as well as the extent to which instructors do or do not integrate and guide students in reflection offline (O'Dowd, in press). Further confounding this issue can be the content of telecollaborations, in which the cultural practices and assumptions may be implicit. While such concerns have been raised by researchers, perspective of student participants in the telecollaborations can shed light on how these and other aspects do in fact hinder or support intercultural learning.

Accordingly, this study reports on intercultural learning from the perspective of student participants in an online teacher education partnership which brought together student teachers in five countries to explore

and discuss technological innovations in language teaching. The student perspectives reported upon here were drawn from one intact class of graduate students in who participated in this telecollaboration as part of a required sociolinguistics course in which the telecollaboration served as a discussion point for course themes (e.g. language ideologies, language socialization, multimodal literacy, gender identities and language education, and language and ethnicity, etc.) .

The questions guiding this study were as follows: (1) in what ways did the partnership influence understanding of other cultures, (2) in what ways did the partnership foster critical reflection of the students' own culture.

Data collected and analyzed included recordings of the six class meetings that ran concurrently with the partnership, emails, discussion forum posts, and students' small scale sociolinguistic analyses of the partnership.

Day: **Friday**  
Time: **15.00**  
Venue: **Global Room**

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**Elena G. Schmitt**, Southern Connecticut State University, USA

### **Meaningful engagement and interaction in a telecollaborative teacher preparation program: the use of Padlet (Presentation)**

Recent technological developments have afforded a proliferation of flexible online opportunities for teacher education (e.g., Chen, 2013). Synchronous online telecollaboration is one of the most effective ways to engage students in collaborative learning (Wegner, 2015) as it makes in-class interactions more feasible (Bannan-Ritland, 2002) and approximates natural communication because telecollaborative technology allows for both verbal and nonverbal communication to occur spontaneously in real time (Smyth, 2005). In addition, it allows students to participate in shaping class content (Weigel, 2002). This presentation is based on a qualitative study conducted during the first two semesters of online teaching of graduate students in an MS TESOL program in a public university in the US. The main focus of this talk is on the use of Padlet – a virtual white board that makes pre-lesson setup by the instructor, active and meaningful student engagement in a task, and saving of students' work available and easy to use. The report will provide examples of Padlet-driven activities with larger groups in a distributed online and on-ground environment. The activities developed through Padlet will be explained and students' reactions to Padlet application will be presented. The discussion is framed within the sociocultural theory of language learning (Lantolf, 2011) and the media naturalness theory (Kock, 2004) to better understand how the use of Padlet and comparable internet tools facilitates more similarity of telecollaboration to face-to-face interactions.

Day: **Thursday**  
Time: **12.30**  
Venue: **Room 5052**

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**Makiko Hoshii**, Waseda University Tokyo  
**Nicole Schumacher**, Humboldt University Berlin, Germany

### **Problem-solving Interaction in GFL Videoconferencing (Presentation)**

This presentation reports on the interaction between advanced GFL (German as a foreign language) learners in Tokyo and prospective GFL teachers in Berlin in an online videoconferencing environment. It focuses on the way problems in comprehension and production are solved. Within a group-to-group setting in joint German classes (cf. Hoshii & Schumacher 2010), interlocutors in both groups ask questions to clarify and confirm their comprehension during spoken interaction. The learners use non-verbal cues for the same

purpose. Both learners and prospective teachers ask questions and use non-verbal cues to support the learners' production. This presentation focuses on the following questions: How do the interlocutors signal the difficulties they face in comprehension and production? How do they solve these difficulties in their interaction?

Our data is taken from the oral interaction in videoconferencing sessions between 5 Japanese students (advanced GFL learners) of Waseda University Tokyo and 6 German students (prospective GFL teachers) of Humboldt University Berlin. We will present the types of questions and non-verbal cues these students used and analyse their subsequent interactions.

To gain insight into the complex mechanisms of these interactions, we combine the methods of interactionist-cognitive and sociocultural theories (cf. Foster & Ohta 2005, Aguado 2010, Ellis 2012). From the interactionist-cognitive perspective, we will show that the prospective teachers ask referential questions in negotiation of meaning sequences (instead of display questions as in traditional classrooms) which facilitate L2 acquisition. From the sociocultural perspective, we will demonstrate several scaffolding processes in peer-to-peer interaction as well as in peer-to-expert interaction. Our findings illustrate that our synchronous online medium supports a balanced interaction between L2 learners and prospective teachers, the main feature of which is mutually built utterances. These findings will be discussed with its implications for further understanding of learning processes in SLA as well as for teacher training.

Day: **Saturday**

Time: **11.00**

Venue: **Neill Theatre (TLRH)**

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**Yoshihiko Shimizu**, National Institute of Technology, Toyama College, Japan

### **Study of telcollaborative exchange supporting high schools between Japan and Hawaii to realize cultural differences (Poster)**

The purpose of this practice report is to investigate the effects of Telcollaborative exchange between Japanese students and Hawaiian students. The key words are "awareness" and "curiosity." To realize the differences such as daily lives, school lives, nature, etc. makes students curious. It is said that curiosity further advance language learning. Ages of students on both ends are 16 or 17. Japanese students have been learning English for 4 years. On the other hand, Hawaiian students have been learning Japanese as a foreign language for two years. Students on the Japanese end are supposed to have one-on-one communication via skype for 20 minutes. The first half is Japanese time and the English time comes after. Students on both ends can be a teacher and they can have time to be relaxed and be confident. This activity become beneficial for all students on both ends. In this research, the students' awareness of different culture are developed and students were well-motivated toward target language.

Day: **Friday**

Time: **11.30, 13.00, 15.30**

Venue: **Hamilton Building Concourse**

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**Houssine Soussi**, University Mouay Ismail, Morocco

### **Telecollaboration in the context of foreign language learning: towards Social Networked Enhanced Language Learning (SNELL)? (Presentation)**

As foreign language educators look for ways to engage and motivate students, social networking technologies are becoming a viable supplement to the traditional learning environment. More, many Universities are now trying the combination of distance education delivery with instructional social media and

telecollaboration in social networking sites, thus, providing new approaches to teaching and learning that blend pedagogy and technology.

Since there is no generally accepted term to define the use of social networking in language teaching and learning, we have used the phrase Social Networking Enhanced Language Learning (SNELL), as a key area of research and development in CMC as well as in CALL, to point out the primary focus of the present study on online language use (formal and informal) in social networking sites as educational tools to enrich and enhance students' learning experience of the foreign language and culture.

Day: **Thursday**

Time: **15.00**

Venue: **Neill Theatre (TLRH)**

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**Nataly Tcherepashenets**, State University of New York, Empire State College, USA

### **Telecollaboration, World Citizenship and the Quest for the Social Justice: US-Mexico Project (Presentation)**

Telecollaboration, World Citizenship and the Quest for the Social Justice: US-Mexico Project

Telecollaboration can support education in world citizenship in institutionalized learning contexts, and thus can contribute to the creation of a more equitable, respectful and just society. In the first part of my presentation, taking my cue from the insights of such diverse thinkers as Mikhail Bakhtin Zygmunt Bauman and Robert O'Dowd, I will suggest that telecollaboration can meet one of the biggest challenges of our time: the exercise of the rules of mutual hospitality. In this educational context, the willingness to acknowledge cultural strengths and uniqueness of each participant goes in tandem with openness to the creation of the supranational community of learners. I will further propose that online intercultural exchange, facilitated by instructors who see themselves as life-long learners and agents of globalization, can become a manifestation of the liberating power of collaboratively created knowledge in any setting.

In the second part of my paper, I will discuss the collaboration between the State University of New York, Empire State College (USA) and Tecnológico de Monterrey in the co-developing and co-teaching of Advanced Spanish/English: Language and Culture (2015) as part of a Latin American Academy grant, facilitated by the State University of New York Center for Collaborative Online International Learning. Particular attention will be given to the analysis of students' engagement with such topics as immigration, commercialization of culture and ethical dilemmas as productive points of departure for exploration of the challenges and rewards of world citizenship.

Day: **Thursday**

Time: **16.00**

Venue: **Emmet**

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**Kirsten Telwak**, graduate of Marquette University, Milwaukee, USA

### **Metacognition and the telecollaborative experience: Reflections on conversations with Carlos Felipe (Presentation)**

This presentation will provide a reflection on the impact of telecollaboration on my own language acquisition during my time as a student at the tertiary level, as informed by second language acquisition theories that I studied long after my telecollaborative experiences. I will articulate my own metacognition with regards to changes in motivation, sociolinguistic awareness, and communicative competency. Though my classmates and I grew up in a country where the presence of the Spanish language and Hispanic culture is staggering, the first time I had an authentic conversation with a native speaker was at the age of 18 via Skype with a university student in Cali, Colombia, as facilitated by my Spanish professor. Being a Spanish teacher

myself, I would not argue against the impact that a skillfully designed lesson or a passionate instructor can have on a student's success in second language acquisition; that being said, no substitute can exist for negotiating meaning with a peer from a different culture. With special attention to the factors which limit my own perspective, I will also examine how telecollaboration has changed the way the secondary school students that I teach view their own acquisition journeys. My presentation will conclude with an examination of how telecollaboration can be vertically articulated between the secondary and tertiary world language classrooms.

Day: **Saturday**

Time: **11.30**

Venue: **Uí Chadhain Theatre**

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**Emma Trentman**, University of New Mexico, USA

### **Telecollaboration in the Arabic Language Classroom (Presentation)**

In the 21st century, institutions of higher education have placed an emphasis on "internationalization." Although this typically focuses on international exchanges of students and faculty, telecommunications advances have also facilitated international communication. Telecollaboration in foreign language classes is one method of using modern communications technology to promote linguistic and cultural learning. However, these types of experiences are often difficult to coordinate, and like other international exchanges do not automatically lead to enhanced language and intercultural learning, but rather demonstrate mixed results (e.g. Belz 2003; O'Dowd 2011).

The current study focuses on the challenges and successes encountered in a telecollaboration project between 3 Arabic students at the Novice High or Intermediate Low ACTFL level and 2 paid language partners in Egypt as part of a 4th semester Arabic class at a large public U.S. university. Over the course of ten weeks, students exchanged blogs and held Skype conversations with their partners on five different topics, and the students also submitted reflections on their learning progress. Data from these activities (blogs, Skype recordings, reflections) was analyzed qualitatively using the MAXQDA software. Using a recursive process, the data were coded according to emerging themes and sub-themes such as "communication breakdown" or "jokes". The results demonstrate that students faced numerous challenges in completing this project, such as technical failures, frequent misunderstandings, and scheduling conflicts. However, despite these challenges, students felt that this project was one of the most beneficial aspects of the course. The conclusions focuses on pedagogical recommendations to enhance this type of project and how it is currently being developed in conjunction with a short-term study abroad program.

Day: **Thursday**

Time: **12.30**

Venue: **TRiSS Conference Room**

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**Anna Turula**, Pedagogical University, Kraków, Poland

### **Offline and distributed teaching presence in EFL teacher training telecollaboration (Presentation)**

In my presentation I will report on a new angle of my ongoing investigation of the applicability of the Community of Inquiry (Col) model to telecollaboration in EFL teacher training. I will be concentrating on one of the mainstays of Col, teaching presence, with special regard to (i) what happens between the teacher trainer and her trainees during in-class offline meetings devoted to the telecollaboration they all are participating in as well as (ii) how the trainees themselves, working in small international groups, take care of different aspects of teaching presence in their teachers' absence. My analysis of these two types of teaching presence – which I refer to as offline and distributed, respectively – will be based on the results of action research carried out in

November 2015 – January 2016, during an intercultural online exchange between the EFL teacher trainees from the Pädagogische Hochschule in Freiburg, Germany and the Pedagogical University in Cracow, Poland.

Day: **Saturday**  
Time: **11.30**  
Venue: **Swift Theatre**

**Jennifer Valcke**, Karolinska Institutet, Sweden  
**Elena Romero Alfaro**, Universidad de Cadiz, Spain

### **Online Exchange for Teaching in English (Presentation)**

Due to the increasing internationalisation of Higher Education, universities must ensure the professional development of their teaching staff in English-Medium Instruction (EMI). Nevertheless, very few universities have the means to invest in teacher training and offer its teachers the opportunity to develop the competences that will ensure best practice in teaching and learning. In order to find a low-cost and flexible solution, two universities, Universidad de Cadiz (Spain) and the Université libre de Bruxelles (Belgium) piloted an online tandem teacher training programme in 2015, experimenting with a training formula to motivate academic staff to enhance transnational collaboration within the complex challenges and opportunities of the multilingual and multicultural learning space.

The objectives of the project were to: (a) Create situations where English is used as a meaningful means of communication for the exchange of ideas; (b) Allow teachers to reflect on different teaching strategies and share ideas about teaching and learning at university; (c) Reflect on the roles of English as a Lingua Franca Academia (ELFA) and the relationship between learning and language; (d) Consolidate expertise in teaching and learning and reinforce teacher motivation; and (e) Create a novel space to enhance exchange and foster communities of practice.

In total, 37 teachers were assigned partners in order to form tandems and were asked to perform 6 tasks over the space of 7 months. All tasks were based around prompts (texts, articles, and videos) and questions to be discussed in pairs or threes over Skype. Each teacher was asked to self-assess their English language proficiency (using CEFR) before embarking on their tandems, and again at the end of the 7-month experiment. This presentation will comprise a description of both institutional EMI contexts, the rationale behind the project, the methodology and results of the project.

Key words: teacher training, EMI, online collaboration.

Day: **Friday**  
Time: **12.00**  
Venue: **Synge Theatre**

**Rose van der Zwaard**, University of Amsterdam, Netherlands  
**Anne Bannink**, University of Amsterdam, Netherlands

### **NNS/NS telecollaboration in dyadic task-based SCMC: task-appropriate versus face-appropriate behaviour (Presentation)**

In this micro-analytical study, designed as part of an interdisciplinary and intercultural telecollaboration project between Dutch and Australian undergraduate students, we will examine the effect of a task type - consisting of multiple instances of potential NNS non-understanding - on live digital interaction between native speakers (NS) and advanced non-native speakers (NNS) of English. The aims were to establish if and how a string of triggers of non-understanding during a task session affects the digital discourse and (successful) task-completion, and if the NNSs would initiate repair consistently throughout. The task that was created for this study consisted of twelve consecutive possible instances of non-understanding that would have to be



negotiated by the non-native speaker in a single session in order to reach mutual understanding and to complete the entire task successfully. In a multimodal counterbalanced design, six NS-NNS dyads (N=12) carried out an information gap-type task, each using both videoconferencing (Skype) and text-based real-time chat during the same session. It was found that (a) when a task consists of multiple items to be exchanged between NS and NNS, with multiple triggers of potential non-understanding, the NNS response will run the risk of gradually regressing from task-appropriate response - overtly indicating non-understanding and starting up negotiation of meaning - into face-appropriate response - covert, usually non-verbal indicators of non-understanding - during the course of the ongoing task session; (b) the NS tends to counterbalance NNS face-appropriate behaviour with task-appropriate responses in order to ensure successful task completion, and (c) face-related issues involved in repeatedly initiating repair during the same task session seems to override the potential influence of the digital medium. This research project hopes to contribute to the latest developments in task-based digital language learning, and to connect the relevance of the outcomes to the daily practice of telecollaboration studies.

Day: **Friday**

Time: **14.30**

Venue: **Salmon Theatre**

**Margarita Vinagre**, Universidad Autónoma de Madrid, Spain

### **Assessing competence development in virtual collaboration: English as a Medium of Instruction in Spanish Higher Education (Presentation)**

Many important changes have taken place in Higher Education (HE) 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. The need to strengthen the connection between the education system and the business world has been a priority in this process. In this respect, university study programmes have included a series of reference points which are described in terms of learning outcomes and key competences for life-long learning that students are expected to achieve by the time they graduate (European Commission's Framework of Reference, 2007; the OECD's Definition and Selection of Competencies (DeSeCo) Project, 2005; Tuning Higher Education Project (González & Wagenaar, 2005; Villa & Poblete, 2008). These competences refer to what students are expected to know, understand and be able to demonstrate after the learning experience, and assessing the development of such competences has become a priority in Higher Education. In this study, we present the findings from a group of forty-nine fourth-year undergraduate students who were trained in a blended learning environment over two months in order to acquire base knowledge and hands-on experience of information and communication technologies (ICT) and their possible applications to the EFL classroom. The course was taught in English as a Medium of Instruction (Marsh et al., 2001; Stohler, 2006; Dalton-Puffer, 2007) at a Spanish University and participants worked in a wiki designed to facilitate discussion and collaboration in the foreign language. Data was gathered from the participants' answers to an end-of-course questionnaire and quantitative and qualitative analyses were carried out on their responses to twenty-one five-point Likert-scale questions and three open-ended questions. Findings and discussion elaborate on the impact the course had on the participants' perceptions regarding the development of key competences for life-long learning.

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Day: **Friday**  
 Time: **12.00**  
 Venue: **Global Room**

**Kirby Vincent**, University of Helsinki, Finland  
**Sandro Amendolara**, University of Helsinki, Finland

### **Intercultural encounters through video conferencing (Poster)**

A key component for coming to grips with, and internalising, the intercultural is to reflect upon meaningful encounters with the other. Realising this engagement with the other has been challenging in our largely homogenous group of Finnish university students. Encountering the other allows one to comprehend points of comparison and thus to benchmark one's own culture. Furthermore, the experiential aspect of the encounter puts into practice and solidifies the content input of our course.

One way of realising this encounter with the other was to incorporate video conferencing (VC). We implemented this in conjunction with Masaryk University in the Czech Republic who subsequently, and as a consequence, developed a parallel course on intercultural communications. We are only able to hold one VC throughout the course due to timing and content restraints, resulting in the need to fully exploit the encounter in order to fill the gap in our learning circumstances. This presentation begins with an explanation of how we implement video conferencing. Followed by a discussion of the constraints and opportunities of the activities the students engage in. Before concluding with our reflections on the efficacy of VC to promote intercultural communication learning.

Key Words: Video Conferencing, Intercultural Communications, Course Design, International Co-operation

Day: **Friday**  
 Time: **11.30, 13.00, 15.30**  
 Venue: **Hamilton Building Concourse**

**Tina Waldman**, Kibbutzim College of Education, Israel  
**Götz Schwab**, Karlsruhe University, Germany  
**Efrat Harel**, Kibbutzim College of Education, Israel

### **Getting their feet wet: trainee EFL teachers in Germany and Israel collaborate online to promote their telecollaborative competence through experiential learning (Presentation)**

Since its origins over two decades ago, Telecollaboration is, due partly to web 2.0 tools technologies and initiatives such as Unicollaboration platform becoming a key educational tool in higher education and even making headway into the repertoire of foreign language (FL) K12 instructed settings. Hence, developing teachers' telecollaborative competence is, as O'Dowd (2015) accurately points out, a necessity so that teachers can establish and run telecollaboration projects with their pupils in the classroom.

This paper will present a study based on an approach developed from the experience of the authors and previous research (Waldman and Harel, 2015) and O’Dowd’s model of teacher competencies for telecollaboration (O’Dowd, 2013, 2015).

The study involves two groups of pre-service EFL teachers: one studying at a university of education in Germany and the other studying at a teacher training college in central Israel. Together the students participated in a telecollaboration project in order to gain first hand experience of the context, organization, process, technology and products involved in such collaborative online learning. The main objective was to provide experiential learning for the trainee teachers, and anticipated goals included increasing their self-efficacy in organizing and running their own telecollaboration projects, increasing their understanding of the way EFL is taught in other countries, thus internationalizing their pre-service education, and providing an authentic opportunity to learn about and work with international peers.

Both quantitative and qualitative indicators were employed to achieve a complete and thorough picture of the learning dynamics. Results show a trend of higher self-efficacy and perceived control of competencies necessary to organize and run telecollaboration projects for both the German and the Israeli students following the experiential learning.

Day: **Saturday**  
Time: **11.30**  
Venue: **Room 5052**

**Yi'an Wang**, Hangzhou Dianzi University, People’s Republic of China

**Steve J. Kulich**, The Intercultural Institute, Shanghai International Studies University, People's Republic of China

### **Telecollaborative Research and Practice in the Higher Education Context in China: Report on a “Home-based” Online Intercultural Encounter Project and a FutureLearn MOOC IC Course (Presentation)**

In China, over twenty years of intercultural communication research and teaching resulted in updated national guidelines toward integrating intercultural competence into all levels of Chinese and foreign language education. In addition, online exchange has become new directions of intercultural interactions and social practices when political, economic, or geographic factors limit cross border exchanges. This paper will report on exploratory research and practice of integrating telecollaboration into developing and assessing intercultural competence in the domestic higher education context in China. Through enrollment in a specially designed Intercultural Communication course, Chinese University students (N=57) were required to conduct descriptive and reflective interviews of other cultural members and then write several reflective journals and a final report based on their intercultural encounters. These intercultural encounters happened not only cross-borders, but also from different domestic cultural backgrounds (ethnics, regions, religions, etc.) in China through face to face or “virtually” on-line interactions in terms of China’s rich diversity, diffused economic development, varied international exposure, and this younger generation’s e-life orientation. Mixed quantitative (the Intercultural Development Inventory) and qualitative (self cultural stories, reflective journals and final report) methods were designed to triangulate results in terms of complex nature of intercultural competence. Both quantitative and qualitative findings revealed that the students’ intercultural competence increased through the process. The findings showed that 35 out of 57 students conducted their interview projects based on new on-line social networking tools like epal /QQ/Wechat. All of these suggest that intercultural understanding can happen not only in the obvious cross-cultural interactions abroad, but also in the domestic cultural diversity or “virtually” on-line intercultural exchange. As a further effort, a five-week Futurelearn MOOC Course -- Intercultural Communication was launched in Nov, 2015 by the SISU Intercultural Institute with cooperation of Open University to explore future directions of online interaction and social practice.

Day: **Friday**  
Time: **16.00**  
Venue: **Synge Theatre**

**Shona Whyte**, Université Nice Sophia Antipolis, France  
**Linda Gijzen**, Fontys University of Applied Sciences, France

### **Telecollaboration for language learning in secondary schools: promoting interaction in the EFL classroom via a blended teacher education course (Presentation)**

Reviewing 20 years of telecollaborative research, O'Dowd (2015) shows how online intercultural exchange has become a mainstay of the (university) foreign language (FL) classroom. He identifies two purposes for telecollaborative exchange: "'authentic' interaction with [...] learners from other countries" and "experience of 'real' intercultural communication." Much of the literature focuses on the second objective: FL culture (Kramsch, 2014), other cultures (Guth & Helm, 2010), technological mediation (Kern, 2014). Fewer studies focus on language learning per se; these often underline difficulties in promoting genuine negotiation of meaning or effective peer feedback (Belz & Reinhardt, 2004). Research also frequently highlights limitations of telecollaboration due to (a) technical difficulties, (b) artificial exchanges, limited to personal registers (Hanna & de Nooy, 2009), and (c) unchallenging task design (O'Dowd & Ware, 2009). If past approaches have been lacking in these respects, a new direction might involve focus on language (rather than (inter)cultural concerns), and learner interaction (not other technological affordances). Second language research has established a number of recommendations for effective instruction, such as purposeful interaction in communicative contexts with external interlocutors (Lee & VanPatten, 2003; de Bot, 2007). Telecollaboration can address all these requirements. The present study reports on an exchange involving the EFL learners of 37 secondary school student-teachers in two European countries. The student-teachers were enrolled in courses on technology for language education, and collaborated in a virtual environment to (a) devise interactive tasks for their learners, and (b) document instances of FL communication and learning. Data include student-teacher course contributions (audiovisual recordings, (a)synchronous group exchanges), the teaching/learning materials they designed and published as open educational resources, and their reflections on this work from a task-based language teaching perspective. Additional information is provided by participant attitude questionnaires on language teaching and learning, the role of technology, and their views of course outcomes.

Day: **Thursday**  
Time: **16.00**  
Venue: **Swift Theatre**

**Ciara R. Wigham**, Université Lumière Lyon 2, France  
**Julie Vidal**, Université Lumière Lyon 2, France

### **Multimodal strategies allowing negative feedback to be softened during webconferencing-supported interactions (Presentation)**

This study examines how trainee-teachers, during webconferencing-supported interactions, use different multimodal semiotic resources whilst offering reactive negative feedback so that the feedback is not too face-threatening for learners (Goffman, 1972; Brown et Levinson, 1978,1987; Kerbrat-Orecchioni, 1992).

The pedagogical context is the ISMAEL telecollaboration project during which 12 trainee-teachers of French as a foreign language met for online sessions with 18 undergraduate Business students from an Irish university. The participants met for seven 40-minute online sessions via the webconferencing platform Visu (Bétrancourt, et al., 2011). Each session was thematic and focused on Business French. During the interactions,

that took the form of a 'pedagogical conversation' (Guichon & Drissi, 2008), the trainee-teachers were asked to give feedback on their learners' oral productions whilst both managing the interaction and maintaining an atmosphere conducive to learning.

Reactive negative feedback is offered when the trainee-teachers wish to highlight differences between the target language and a learner's output (Long, 1996). It may be more or less intrusive depending on whether it is explicit, in the case of overt error correction, or implicit, due to communication breakdown.

We use a qualitative approach to explore how verbal softeners are employed during feedback sequences alongside other semiotic resources (Jewitt, 2009; Kress, 2010) in order to counteract the potential face damage of the feedback. Of relevance to the present study are the webcam recordings of two sessions for which multimodal transcriptions were made using ELAN (Sloetjes & Wittenburg 2008). Speech and text chat turns were transcribed, a collection of feedback sequences was delimited (cf. Varonis & Gass, 1985) and then multimodal resources under investigation (gaze, gestures, facial mimics...) were annotated.

The study enables a better understanding of the interplay between the different semiotic resources in synchronous videoconferencing interactions and offers suggestions to enhance the content of teacher-training programmes for teachers.

Day: **Thursday**  
Time: **16.30**  
Venue: **Swift Theatre**

**Se Jeong Yang**, The Ohio State University, United States

### **Two languages with one culture: a telecollaborative experience for the development of ICC between Korean heritage language learners and Korean English language learners (Presentation)**

Intercultural communicative competence (ICC) is a critical component for second and foreign language education (Byram, 2014; Sercu, 2010). There have been many studies examining the effect of telecollaborative projects on ICC (Kramsch, 2011; O'Dowd, 2003; Thorne, 2003; Ware, 2005). However, many telecollaborative projects have focused on interactions between two native language speakers from different nations, but little is known about interactions between same heritage groups with different first languages. Considering that same heritage groups have two first languages and have different upbringings in two countries but share similar cultural understandings of their home country, these groups may provide new insights into ICC in telecollaborative projects. This paper addresses this gap by examining the interactions between Korean heritage language learners (KHLs) and English language learners of Korean (ELLs) in an online language exchange program. Drawing on ICC (Byram, 1997) as a theoretical framework, two questions will be discussed: 1) how does a telecollaborative experience affect participants' ICC development? 2) is there any relationship between ICC and heritage identity? If so, how are they related to one another? The current qualitative study adopts an eTandem learning format. Six pairs of adult KHLs and ELLs exchanged their first languages to one another using asynchronous blogging and synchronous chatting for 11 weeks. KHLs have Korean parents but were born and raised in the U.S., while ELLs were from Korea for their study in the U.S. The data includes participants' writings in a group discussion board, personal blogs, chat sessions, and reflective diaries as well as online and offline interviews. The findings show that a telecollaborative experience helped develop participants' ICC which is interrelated to heritage identity. This research examining KHLs in conversation with ELLs can bring insights into telecollaborative research through the juxtaposition of two populations who are not typically represented in this field.

Day: **Friday**  
Time: **16.30**  
Venue: **Synge Theatre**

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**Maja Zawierzeniec**, Superior School Wszechnica Polska, Warsaw, Poland

**"Proyecto subjuntivo" - tele-collaborative project between the Universities in Warsaw and Barcelona, focused on the methodology of teaching the Spanish subjuntive mode**  
(Poster)

The presentation will cover observations and preliminary results of the tele-collaborative project, between Spanish Philology students from the Autonomous University of Barcelona and the Superior School Wszechnica Polska based in Warsaw, carried out between June 2015- September 2016 with a participation of +-10 students from each University.

The project relates to the subjuntive mode, which constitutes one of the most difficult aspects of the Spanish grammar. Very few manuals covering only the subjuntive mode exist, which makes both the teaching and learning process complicated, as teachers need to prepare their own comprehensive materials for the students (grammar books only partially cover the problem, and, on the other hand, best materials are real-life texts, articles, etc.).

At a glance, the project's main objective is to help students gain a deeper understanding of the subjuntive mode, using every day materials (articles, blogs, etc.) and discussing their observations with their peers from another country.

In a more detailed way the project aims to:

- (1) analyze the most effective ways of teaching and mastering the use of the subjuntive mode (in case of the Polish students of Spanish Philology)
- (2) analyze the most effective ways of teaching the most complicated aspects of the subjuntive mode to non-native Spanish Philology students (in case of Spanish students of Spanish Philology)
- (3) analyze the most effective ways of teaching the subjuntive mode to Spanish learners all over the world (for both groups)

One of the possible outcomes of the project is supposed to be an exercise book focused on subjuntivo for advanced Spanish students, prepared by Maja Zawierzeniec, with the methodological assistance of prof. Garriga from Barcelona, and on the basis of the practical outcomes of the students' project.

Day: **Thursday**  
Time: **11.00, 13.00, 15.30**  
Venue: **Arts Building Concourse**

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The Trinity Long Room Hub is the Arts and Humanities Research Institute at Trinity College Dublin. Established in 2006, it moved to a dedicated signature building at the heart of the historic campus in 2010.

It facilitates and supports collaborative research in areas of inter-disciplinary scholarship across the Arts and Humanities and beyond and houses a number of externally funded research projects, mainly in the Digital Humanities. It is committed to increasing the visibility, the relevance and the impact of Trinity's research in the Arts and Humanities and serves as a prominent forum for public debates on society and culture and the challenges facing Ireland and the world.

The Trinity Long Room Hub has supported this conference financially.

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The TCD Association and Trust has supported this conference financially.

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The Faculty of Arts, Humanities, and Social Sciences is home to the unit hosting this event, the School of Linguistic, Speech, and Communication Sciences.

The Faculty's twelve Schools range from the School of Business to the School of Religions, Theology and Ecumenics. Some of these schools in turn contain several disciplines and centres. These academic disciplines are the basis of our work as teachers and researchers: many have been ranked in the top hundred or even the top fifty in the world.

At an undergraduate level more than 4,500 students take courses offered by the Faculty, including the common entry BESS and TSM programmes. Schools in the Faculty offer a range of postgraduate taught courses and have a strong commitment to the supervision of postgraduate research students. The Faculty has also had long and valuable educational links with Associated Colleges of Education.

Much of our research is the work of individual scholars, but teams of researchers are supported by our interdisciplinary research institutes such as the TCIN and the Long Room Hub.

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