

# **TILA**

## **Telecollaboration for Intercultural Language Acquisition**

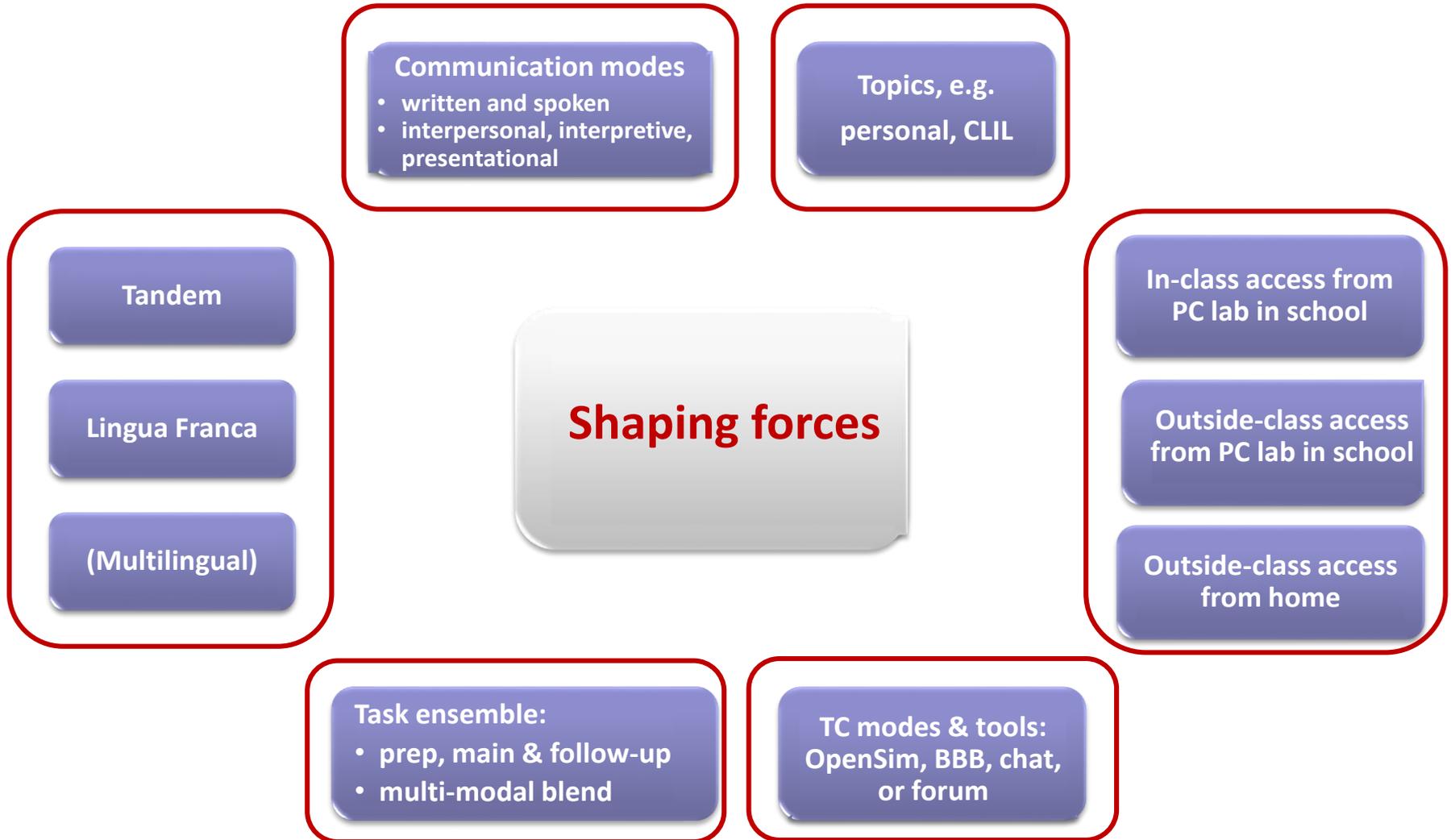
### **WP 3: Research**

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## Telecollaboration exchanges



## Overall research objectives



**General impact of Telecollaboration on pupils**

**Impact of TC on pupils' communicative competence**

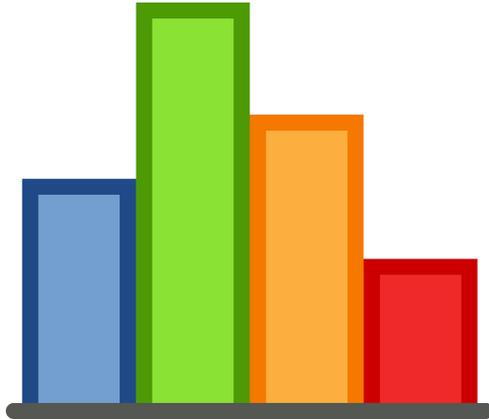
**Impact of TC on pupils' intercultural communicative competence**

**General impact of TC on teachers and student teachers**

- Tensions between affordances and deployment
- Need for pedagogic embedding
- Need for long-term pedagogic involvement

- Input for task/course design & implementation, learner preparation and teacher education

## Research methodology and data



### SurveyMonkey

#### Quantitative data

- Background questionnaire
- User experience questionnaire
- Motivation questionnaire

### Case studies

#### Qualitative data

- Performance data
- Interviews with teachers and students
- Observations during the implementation process.



## General impact of TC on pupils

### TC tools

Do pupils have preferences for specific TC tools?

- Preference for oral communication tools and synchronous communication
- Preference for Skype or WhatsApp on their mobile phones because of familiarity and everyday availability
  - ➔ **Attention to mobile learning**
- Preferences for OpenSim, BBB, chat or forum are individual and depend on the task
  - ➔ **Attention to pedagogic use of multi-modality**

➔ **Need for learner preparation**

➔ **Input for task/course design & implementation**



### Topics and tasks

Effect of TC on learning activities and content?

- Facilitation of authentic intercultural contact and communication
- Preference for topics and tasks that enable pupils to talk about themselves (own experiences, likes and dislikes, opinions)

➔ **Input for task/course design & implementation**

## General impact of TC on pupils

### Learner roles

What is the effect of TC on learner roles and group dynamics?



### Motivation and individual differences

What is the impact of TC on learners' motivation and attitudes?

- Focus on being active and feeling responsible for what is going on in the conversation
  - a step towards real life
- Focus on becoming more autonomous
  - guided autonomy, scaffolding
- Focus on learning to collaborate in communication
  - development of strategic competence
- Focus on helping each other
  - weaker pupils may profit from teaming up with a more proficient classmate
  - tech-savvy pupils help others

→ **Need for learner preparation**

- The authentication potential of TC has a strong motivating effect
- TC tools like BBB or OpenSim are NOT attractive & motivating per se
- TC is motivating for more proficient and/or more active and interested pupils (= intrinsic motivation)
- Most pupils seem to need a lot of encouragement, pedagogic guidance (deadlines) & scaffolding (= lack of intrinsic motivation)

→ **Input for task/course design & implementation**

## Impact of TC on communicative competence



**Can pupils' communicative skills  
in the target language  
be enhanced through TC activities  
with peers ?**

**Yes, because telecollaboration offers**

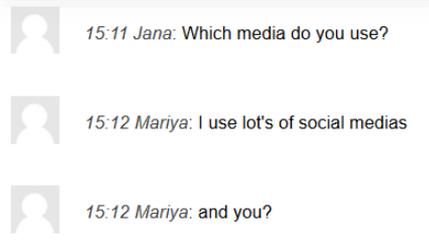
- opportunities for spontaneous and authentic communication
- more extensive opportunities for speaking than in the regular classroom
- opportunities for becoming aware of and developing communication strategies, e.g. meaning negotiation, accommodation, handling misunderstandings, conversation and topic management

→ However, **telecollaboration** needs to be **pedagogically embedded**, used on a **regular basis**, and preferably also **from home**

→ **Input for task/course design & implementation**

## Impact of TC on communicative competence

### Differences according to the tools used?



#### Oral communication in BBB/OpenSim

- In oral communication exchanges from home, pupils tend to feel more relaxed and they talk about topics beyond the original task
- Oral communication offers more room for spontaneous communication

#### Chat communication

- Written communication in chats tends to be more focused on the task; no small talk or talk about other more personal issues beyond the task

#### Forum communication

- Pupils have more time to think about what they write

### Pedagogic potential of multi-modal task ensembles

- Opportunities for learning to **communicate successfully in the various environments**, e.g. using non-verbal expression in VC, maintaining coherence in a chat or keeping the conversation going in a forum

➔ **Input for task/course design & implementation**

## Impact of TC on communicative competence

Does TC favour  
the emergence of  
lingua franca  
communication?

➤ TC helps to create **(near-)natural conditions** for non-native speaker communication among peers

➤ **Lingua franca exchanges** are easier to organize than tandem exchanges:

- Problem of finding matching tandem partners who can both profit from the exchange
- (Near-)impossibility of finding tandem partners for languages that are not taught in other countries



➤ Many pupils **enjoy and prefer** communicating with other learners in a lingua franca

- They feel being **“in the same boat”** and are less anxious to make mistakes
- They find it easier to understand each other because learners tend to speak slower & use less sophisticated vocab
- By experiencing other learners’ performance they might feel stimulated to compete and communicate well

➔ **Input for task/course design & implementation**

## Impact of TC on intercultural communicative competence

**Is intercultural awareness enhanced through TC?  
And how?**

- Yes, but it requires pedagogic guidance, in particular for pupils who lack intrinsic motivation. The awareness process needs to be supported by
  - preparatory tasks for raising awareness, foster curiosity and openness
  - main TC tasks that encourage students to ask questions to find out more about their partner
  - follow-up activities, e.g. reflection questions in class, guided-learning diaries

**Which kinds of tasks are best for enhancing ICC?**

- Everyday communication (this is different in CLIL exchanges)
- Tasks with in-built scaffolding through preparation and follow-up
- Tasks that help raise awareness of differences and similarities, problems and solutions (> cognitive, emotional & behavioral divergences)

**How can intercultural communicative competence be assessed in TC?**

- Focus on mutual speaker satisfaction
- Learning diary with guiding questions
- Follow-up discussions in class
- Analysis of recorded session (only possible to a limited extend)

**Input for task/course design & implementation**

## Impact of TC on teachers

**How do teachers experience telecollaboration in blended learning settings?**



- TC is experienced as a great opportunity in particular for oral communication
  - BUT: technological and organisational challenges
- The pedagogic value of the lingua franca approach is acknowledged
  - BUT: making best use of it requires a change in pedagogic attitude

- ➔ **Need for coaching, support and collaboration**
- ➔ **Need for teacher education**
- ➔ **Input for task/course design & implementation**

## Impact of TC on teachers

**Do teachers and student teachers have preferences for specific TC tools?**

- Generally, teachers seem to have a preference for oral communication tools (BBB or OpenSim)
  - BUT: they are challenged and frustrated by technical and organisational problems



**What is the impact of TC on teacher roles and teacher-student interaction**

- Organising the telecollaboration exchange
- Developing tasks together with a colleague from another country and educational context
- Guiding pupils to collaborate and communicate autonomously with peers from other countries requires
  - providing technical support
  - Setting deadlines
  - providing individual support for weaker students (pedagogic scaffolding)
- Assessing pupils' communication and learning performance (follow-up, portfolios)

**→ Need for teacher education**  
**→ Input for task/course design & implementation**

## Partners' research studies

TC as a suitable **method**  
for **enhanced L2 intercultural  
communicative competence**  
in Spanish  
(P1 Uni Utrecht)

**Implementing TC** for  
intercultural FL learning:  
**task design, pedagogic  
integration, assessment**  
(P5 STC)

**Intercultural discussions  
in tandem and lingua franca  
situations**  
(P9 Paris 3 & Paris 6- Inalco)

**Intercultural lingua franca  
discussions in BBB and Chat**  
(P5 STC)

**Negotiation of meaning  
in intercultural communication:**  
comparing **ELF** and **tandem**  
(P7 València/UVEG)

**Linguistic self-confidence  
and language anxiety:**  
comparing two different  
communication tools  
(P1 Uni Utrecht &  
P3 Uni Roehampton)

Analysis of **teacher roles**  
in TILA telecollaboration  
(P7 Uni Valencia/UVEG)

**Intercultural discussions  
between TILA teachers**  
(P9 Paris 3 &  
Paris 6- Inalco)