

# Empowering teachers



## Telecollaboration for Intercultural Language Acquisition

Kristi Jauregi & TILA team

# Scheme

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- Background
- TILA & EUROVERSITY project objectives
- Teachers' needs analysis
- (Pre-service) Teacher training
- Pilot experiences
- Next steps

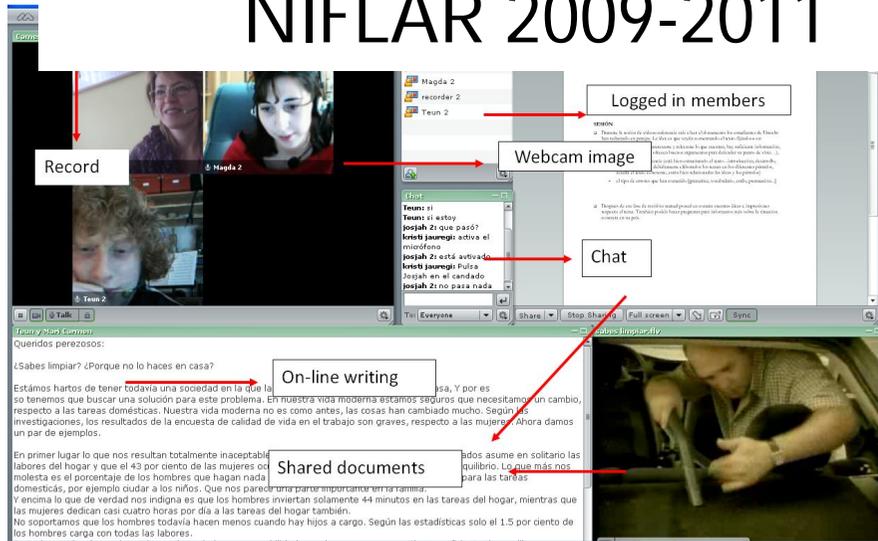
# Background

Why TILA

Why  
EUROVERSITY



# NIFLAR 2009-2011



Video communication  
 Adobe connect

## 3D Virtual Worlds

Second Life  
 Open Sim

Focus on Tertiary Education  
 (some pilots at secondary education)



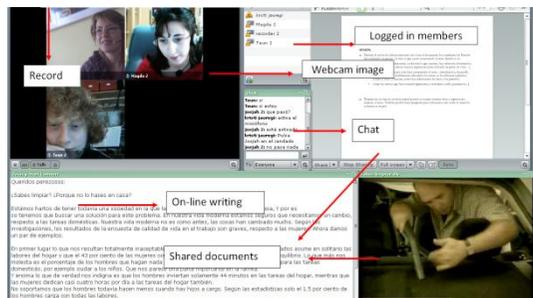
## Euroversity Network

- ▶ 19 partners with different backgrounds
- ▶ Focus on virtual worlds in education across disciplines
- ▶ We have:
  - ▶ shared experiences,
  - ▶ created a best practices framework for education in virtual worlds &
  - ▶ developed new courses for virtual worlds



(2012-2014) [www.euroversity.eu](http://www.euroversity.eu)

# NIFLAR 2009-2011: Results at tertiary education

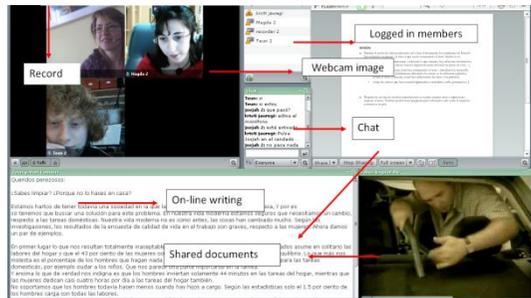


Positive impact on motivation  
(Jauregi et al. 2012)

Sessions were fun and  
instructive

Positive impact on  
communicative skills (Canto et al.  
2013) and intercultural awareness

# NIFLAR 2009-2011: Results of pilots at secondary schools



Very positive experiences

**BUT:**

- Difficult to organise & coordinate sessions
- Universities did most work & when the team disappeared teachers went back to traditional teaching

# TILA project goals



(1) to **innovate, enrich** and make foreign language teaching programmes more **attractive** and **effective** by encouraging the implementation of **telecollaboration** activities in **secondary** schools across Europe;

(2) to **empower teachers** and innovate teacher training programmes in order to assist teachers in developing ICT literacy skills as well as organisational, pedagogical and intercultural competences to guarantee adequate integration of telecollaboration practices; and

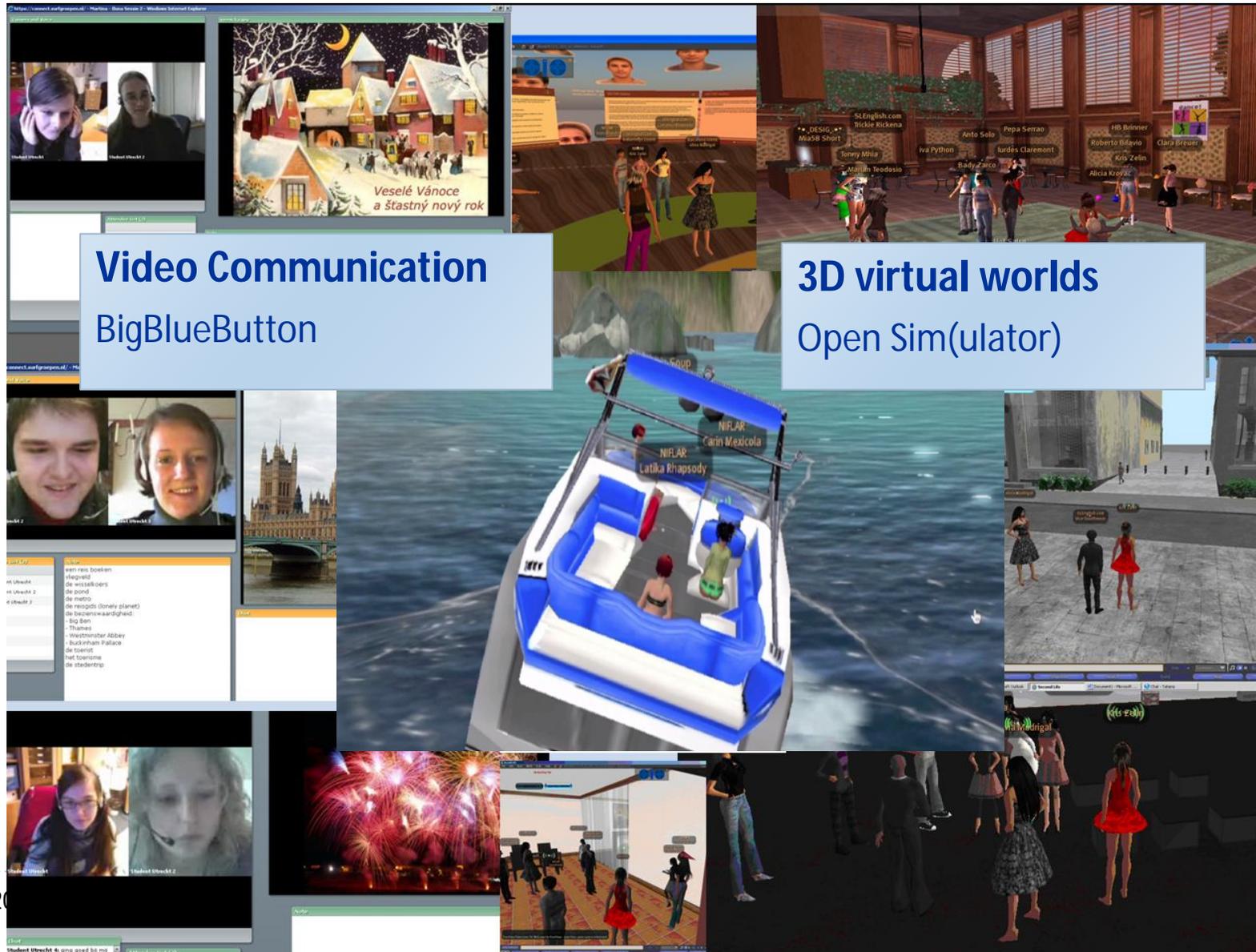


(3) to **study the added value** that telecollaboration may bring to language learning in terms of intercultural understanding and motivation amongst younger learners and pedagogic competence development by teachers.

# TILA: Target languages

- ▶ English as Lingua Franca
- ▶ French
- ▶ German
- ▶ Spanish
- ▶ Catalan

# Tools for synchronous telecollaboration in TILA



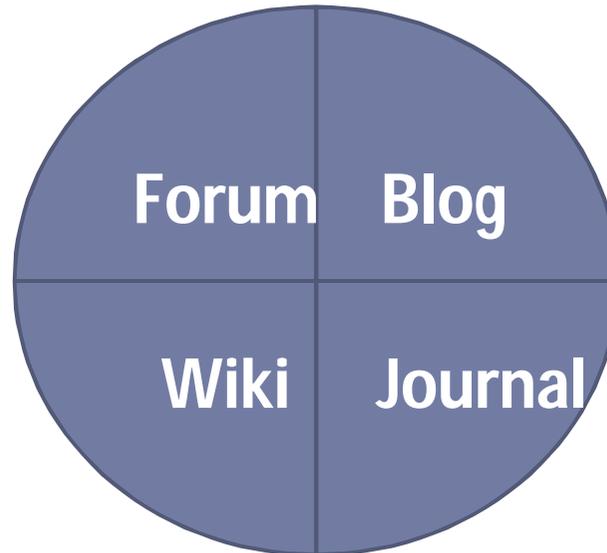
**Video Communication**  
BigBlueButton

**3D virtual worlds**  
Open Sim(ulator)

# Tools for asynchronous telecollaboration in TILA



**VoiceThread**

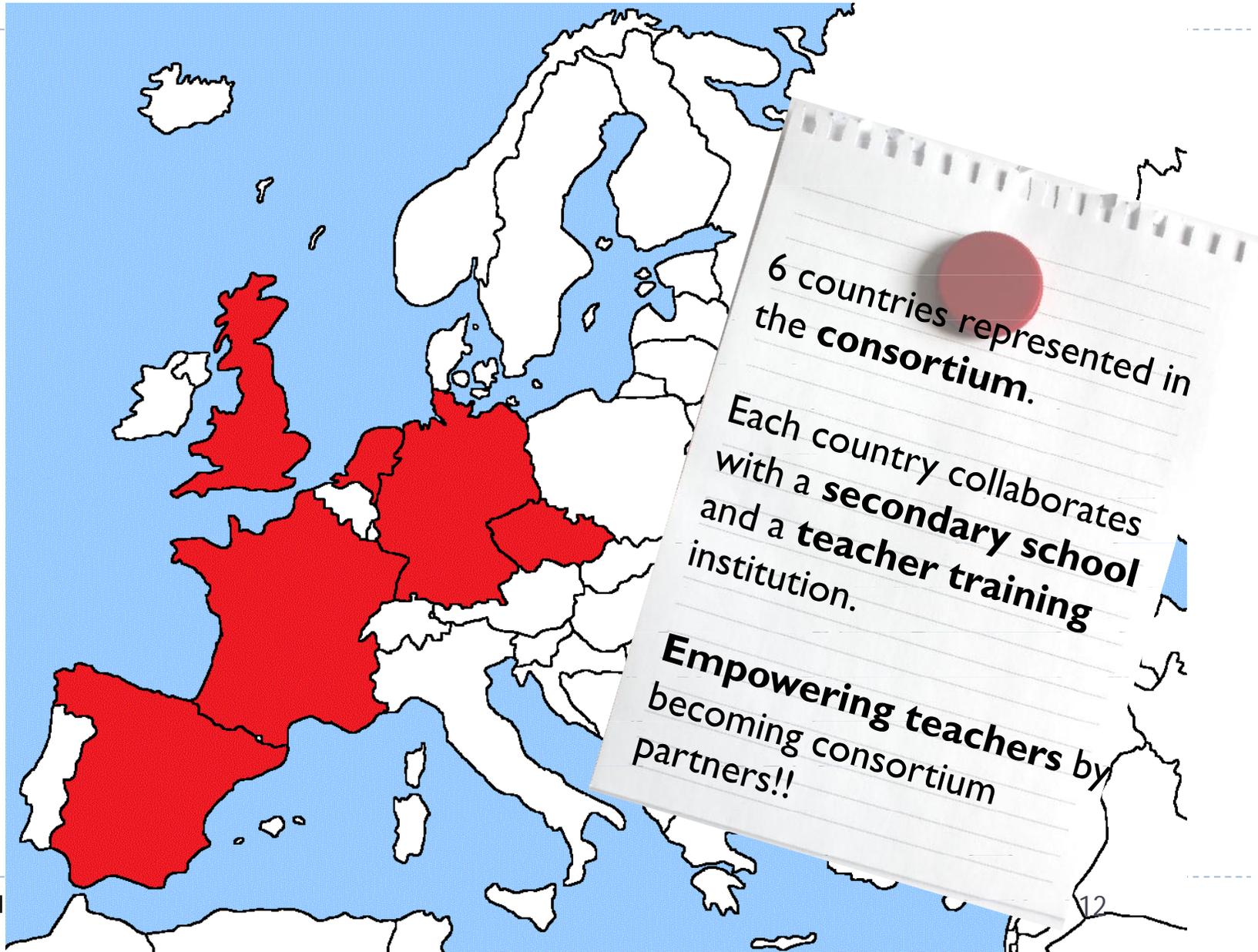


**Social media**

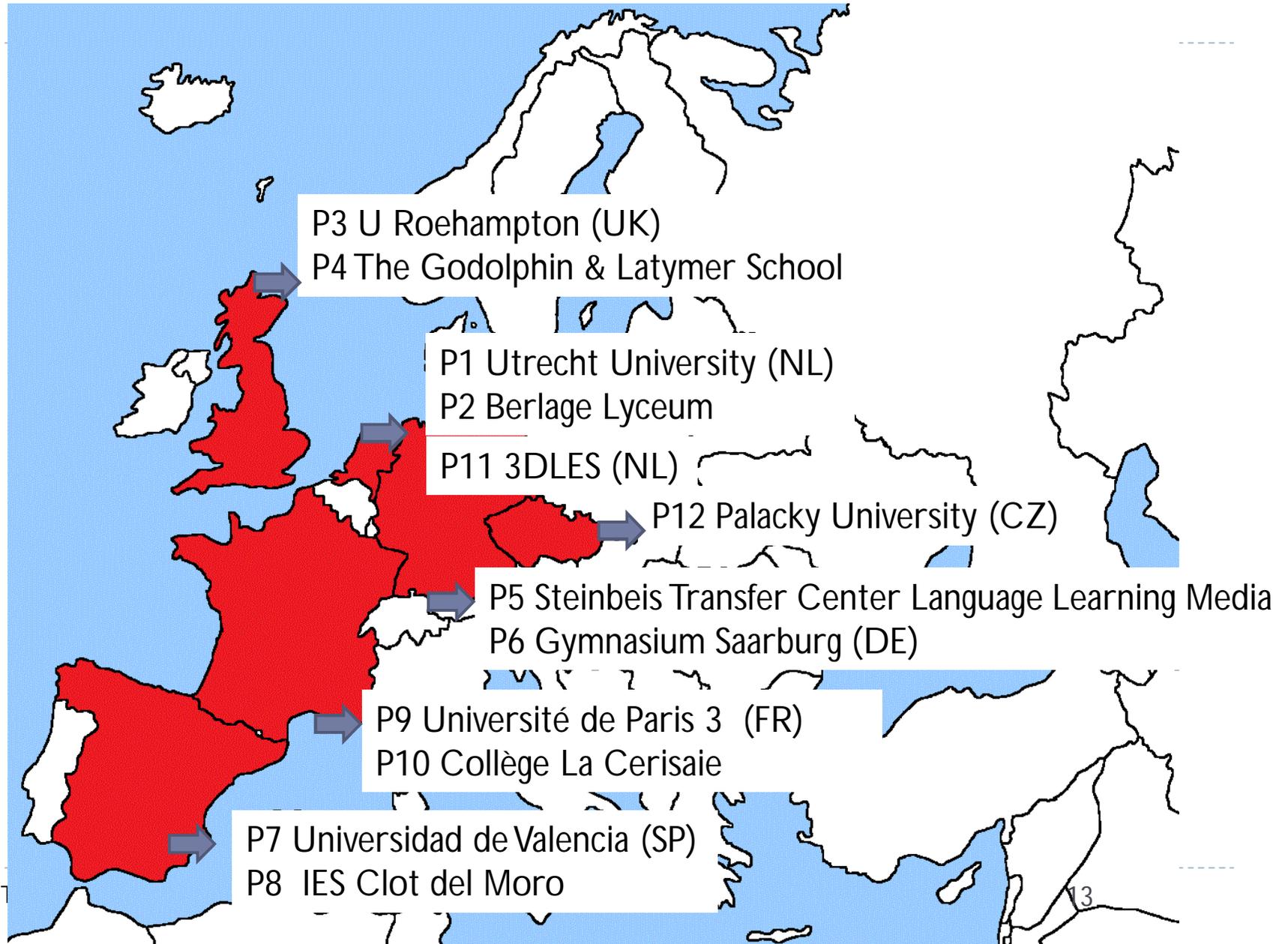


**Moodle**

# Partners



# Consortium Partners



# Activities undertaken

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- Analysis of teachers' needs
- Development of teacher training modules and
- Teacher training sessions
- Pilots

# The Survey



**Telecollaboration tools in the classroom**

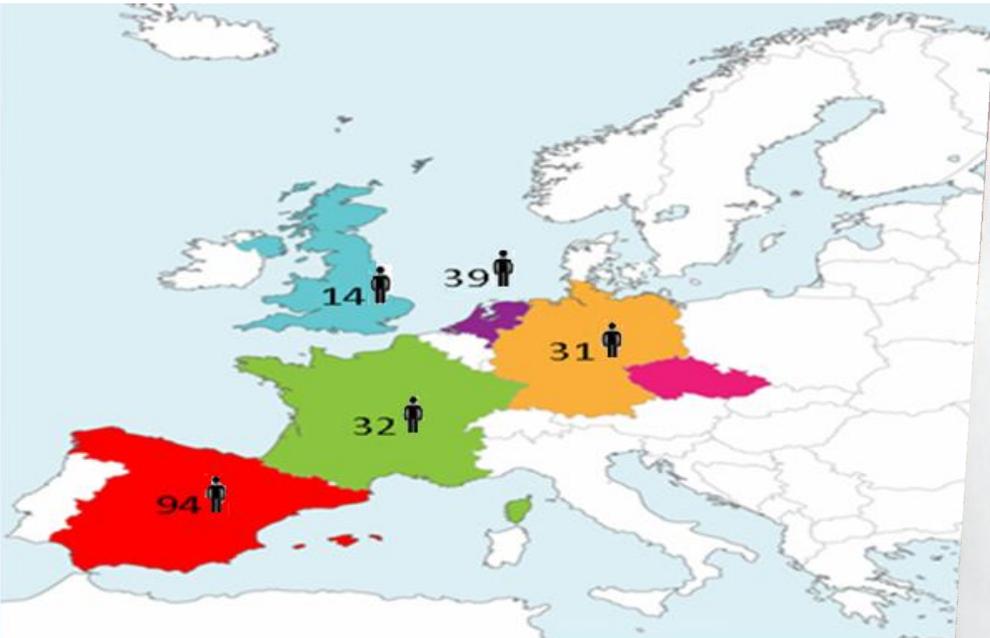
Telecollaboration  
for Intercultural  
Language Acquisition

\* 1. I want to see the survey in/ Je veux voir l'enquête en/ Me gustaría rellenar la encuesta en

English

Français

Español



Country	Number of Respondents
Spain	94
France	32
Germany	31
UK	14
Other	39

- Created on SurveyMonkey
- Disseminated via language teachers associations
- Available in 3 languages
- 210 respondents (growing)

# The Survey



Demographic data



Concepts: IC, TB teaching, telecollaboration



How do you use IT in the classroom?



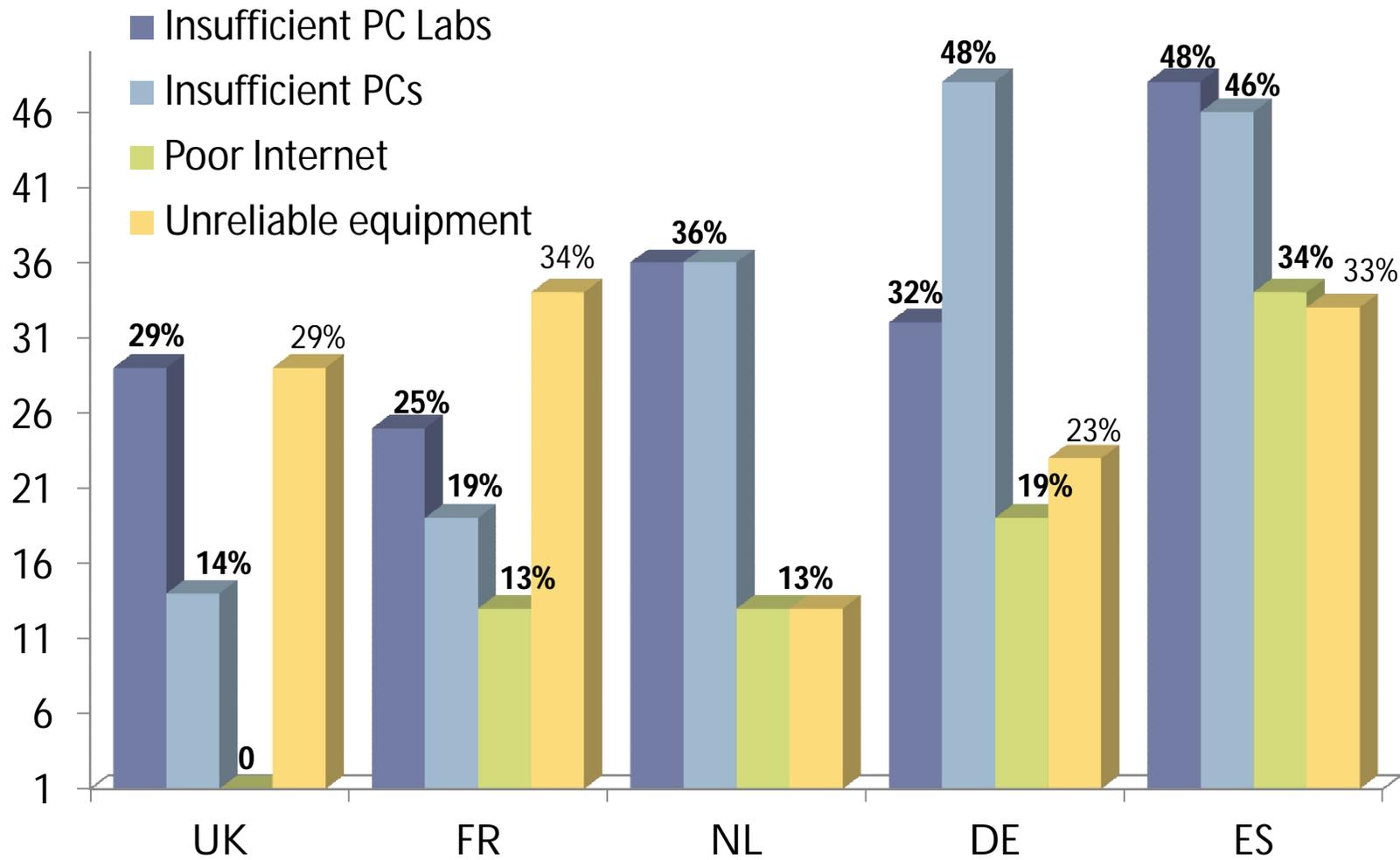
Any concerns?

## Teachers' needs

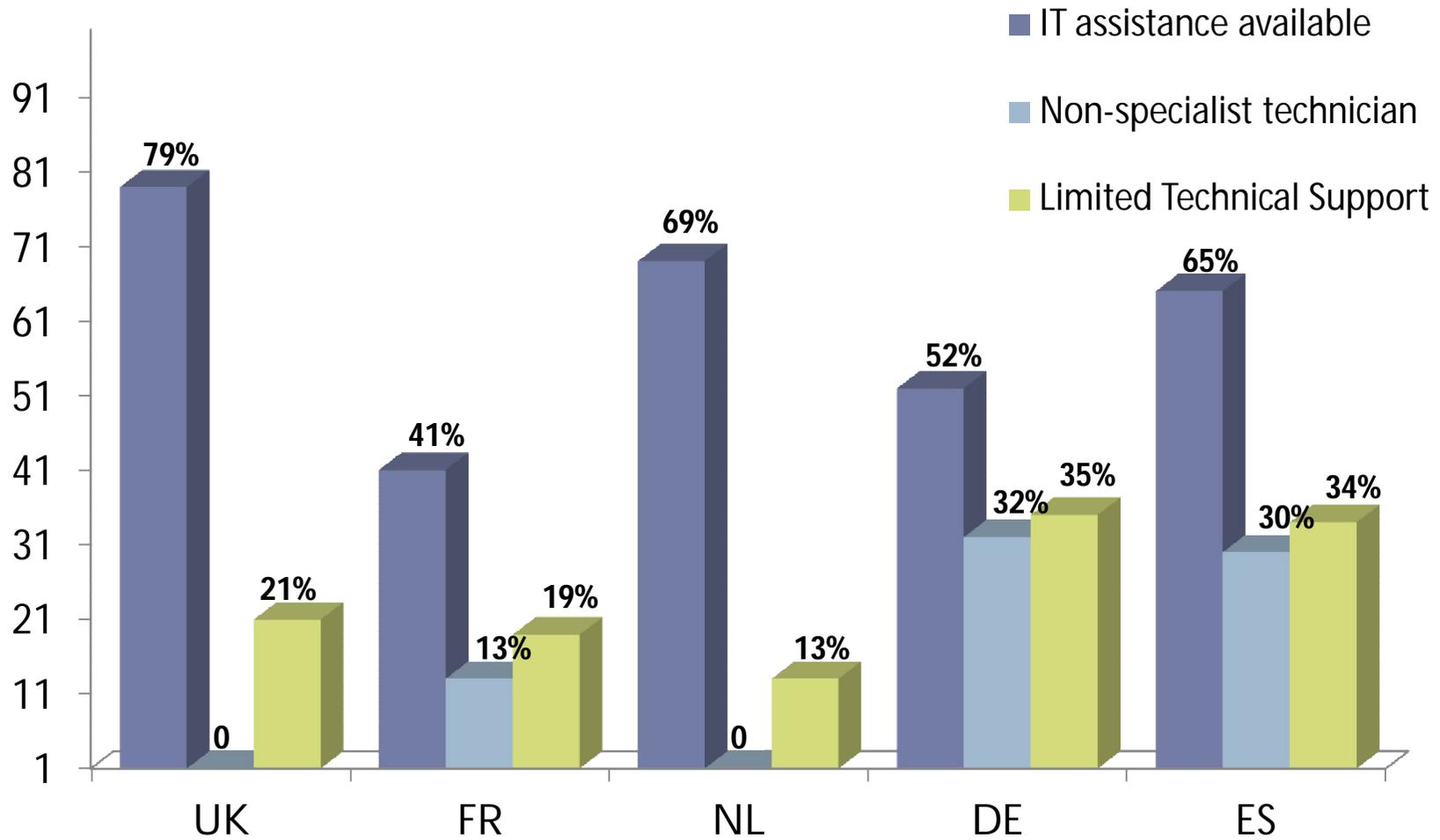
- ▶ How often do teachers use technology?
- ▶ What kind of technology?
- ▶ What IT facilities are available to them?
- ▶ Do they have IT support?
- ▶ Have they used telecollaboration before?



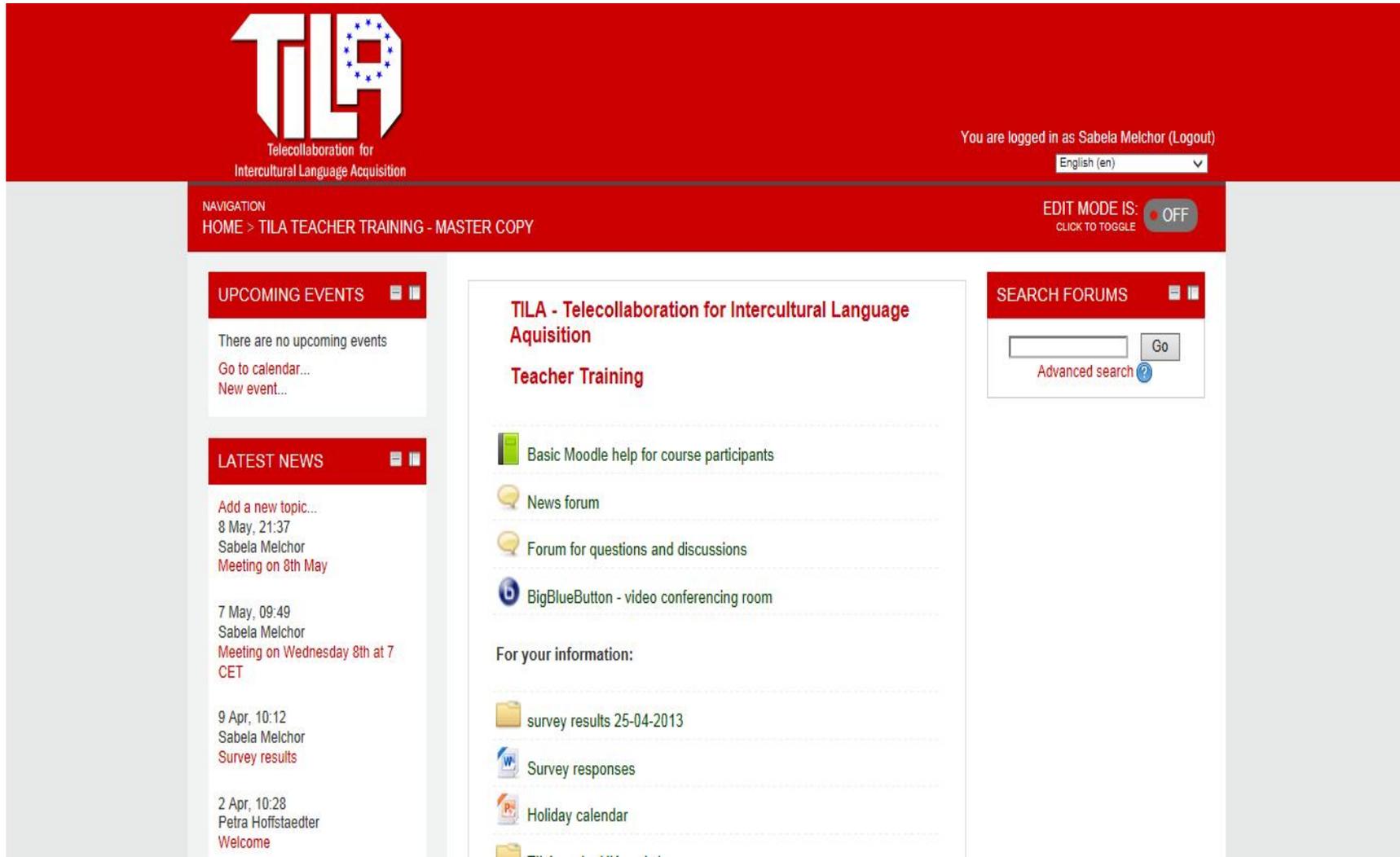
# Results



# Results



# Teacher Training Modules in Moodle



**TILA**  
Telecollaboration for  
Intercultural Language Acquisition

You are logged in as Sabela Melchor (Logout)  
English (en)

NAVIGATION  
HOME > TILA TEACHER TRAINING - MASTER COPY

EDIT MODE IS: **OFF**  
CLICK TO TOGGLE

### UPCOMING EVENTS

There are no upcoming events  
Go to calendar...  
New event...

### LATEST NEWS

Add a new topic...  
8 May, 21:37  
Sabela Melchor  
Meeting on 8th May

7 May, 09:49  
Sabela Melchor  
Meeting on Wednesday 8th at 7 CET

9 Apr, 10:12  
Sabela Melchor  
Survey results

2 Apr, 10:28  
Petra Hoffstaedter  
Welcome

### TILA - Telecollaboration for Intercultural Language Acquisition

#### Teacher Training

- Basic Moodle help for course participants
- News forum
- Forum for questions and discussions
- BigBlueButton - video conferencing room

For your information:

- survey results 25-04-2013
- Survey responses
- Holiday calendar

### SEARCH FORUMS

Go  
Advanced search ?

# Teacher Training Content: topics

1. Intercultural Communicative Competence
2. Telecollaboration for intercultural language learning
3. Organising telecollaboration projects
4. Telecollaboration tasks
5. Ethical and Internet Safety Issues
6. Teacher Roles
7. Assessment and evaluation of telecollaboration
8. Make yourself familiar with the tools

Trainings lasting 1 to 2 days





- 3 pilots in German (LF & tandem)
- 7 pilots in Spanish (LF & tandem)
- 3 pilots in French (LF & tandem)
- Most teachers opted for synchronous tools
- Much time needed for matching schedules: tool?
- Small group of students participating
- Many technical problems with sound
- Teachers aware of the time & extra effort required for organising telecollaboration activities
- Informal interview to pupils: in spite of technical problems learners very positive
- Surveys to evaluate teachers (and learners' experiences)

# Teacher evaluation

1. **Telecollaboration activity you are referring to?** Tandem, interacting in English & Spanish with peers in Valencia. In total 4 sessions, 2 tasks. BBB
2. **When did the activity take place?** Every Thursday morning in January.
3. **What went (not) well and why?** The students were very motivated, tasks at the appropriate level, a lot of negotiation of meaning. A better integration within the timetable is necessary. Also, it would be better if the students will be assessed or compensated in a certain way. Now they do it in their free time. We bought new headsets, but still encountered a lot of technical problems, like a bad connection.
4. **How do you see the pedagogical value of telecollaboration?**  
It makes the learning process more natural, it is a real-life experience. Students are more motivated and forced to speak spontaneously.
5. **What did you (need to) do to make the activity possible? (teacher tasks)** Search a partner school, prepare the tasks, ask students to participate, ask various people for permission, ask for new headsets and laptops, test BBB, guide the students and moderate the sessions.

6. **What was your pedagogical role in the activity and how do you evaluate it? (teacher roles)**

Moderator, sometimes help to translate a word, evaluate the project (asking the students for their experiences, review some of the recorded sessions).

7. **Do you feel motivated to carry on?** Yes, because I have seen my students more motivated to talk in a foreign language than usual and some of the interactions were terrific.

8. **Do you have any suggestions for improvement?**

Cluster the tasks by the levels of the European Framework or ask teachers to name the level in the title of their task.

9. **Do you have any other comments?** I think BigBlueBotton is great.



# Pre-service teachers

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- Experiential learning: experimenting with telecollaboration & reflecting on it
  
- Two examples:
  1. Telecollaboration NL (Fontys Teacher Training) & Turkey (University of Boğaziçi University)
  2. Telecollaboration Spain (U. de Girona) & NL (Utrecht University)

# Telecollaboration with wikis

Linda Gijsen MA

Fontys University of Applied Sciences Tilburg



## Why?

- Double-loop learning
- 'best-practice'
- 21<sup>st</sup> Century learning
- Deeper Learning
- New Peers

The focus will be on how (future) language teachers can benefit from task-design in a telecollaboration project to enhance deeper learning.

## Who?

FLOT & Boğaziçi University

16 Dutch & 16 Turkish

- Pre-service teachers of English (1 x 1)
- Wikis, & Google hangouts (or skype)
- English as Lingua Franca
- 7 week task-based project (based on pedagogic and research articles)
- Teaching & learning in the 21st century (advanced skills: critical thinking, collaboration, communication, intercultural experience)
- Instruments: wiki, learning diary, surveys and interviews in focus groups (hangout recordings)
- Intense & rich intercultural experiences in the pre-phase

## Deeper learning:

prepares students to master core academic

- think critically and solve complex problems
- work collaboratively
- communicate effectively
- be self-directed learners
- incorporate feedback



- Task-design to enhance mutual interdependence
- Weekly Diaries

## Pre-service teachers (2)

- 
- Students of Master of Spanish Language Education and students of Spanish (B2): University of Girona & Utrecht University
  - February- April 2014
  - Pre-service teachers will investigate the affordances of VC and SL for telecollaboration through experiential learning (tools, tasks, intercultural communication, teacher roles)
  - 5 sessions
  - Instruments: pre- & post- questionnaires and learning diary
- 

# Next steps

- We are planning more teacher training sessions online & f2f for associated partners;
- Follow up sessions March- June 2014;
- Gather data for research on:
  - Organizing telecollaboration
  - Effective engaging tasks
  - Teacher competences & beliefs
  - Impact on intercultural awareness
  - Impact on motivation
  - Impact on communication skills



# Thank you for your attention!!



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tila@uu.nl

