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Intercultural Communication Practice 2.0



Lifelong
Learning
Programme

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My topics

- ❖ Language learning potential of web 2
- ❖ The proof is in the pudding:
 - EU project TILA
 - EU project EVIVA
- ❖ Focus on user experience
- ❖ Initial conclusions



Language learning potential of web 2

- ❖ **Interdependence of communication and language learning**
 - Communication is the goal of language learning
 - Language learning is mediated through communication
 - Backwash of communication on language learning
 - ➔ **Learning a language is all about using it in communication**
 - ➔ **Classroom communication > Intercultural communication practice 2.0**

- ❖ **Web 2: online communication & interaction (telecollaboration)**
 - Tools and environments:
 - asynchronous: forum, wiki, blog
 - Synchronous: sound/video conferencing (e.g. Skype, BigBlueButton), 3D virtual worlds (SecondLife, OpenSim)
 - REAL-LIFE contact and intercultural (lingua franca) communication
 - Collaborative interaction:
networking, sharing, community building
 - Opportunities & challenges: learning – teaching – teacher education



Proof in the pudding 1: EU project TILA

“Telecollaboration for Intercultural Language Acquisition”

A European LLP (KA 2) project with 12 partners from 6 European countries: Czech Republic, France, Germany, Netherlands, Spain, UK (Jan 2013 – June 2015)

Coordinator: Utrecht University (Netherlands)

www.tilaproject.eu

Telecollaboration – Intercultural communication & learning – Teacher education

- ❖ Telecollaboration for **secondary school pupils** (13-16) to support **intercultural communication** and **language learning** in English, French, German and Spanish
- ❖ Hands-on experiences: **videoconferencing** (e.g. Skype or BigBlueButton), **virtual worlds** (OpenSim), and **asynchronous tools** like forum, blog, and wiki
- ❖ TILA **activity types**
 - in-class: “tandem” and “lingua franca”
 - outside-class: ELF conversations 2.0
- ❖ Research focus: **impact of telecollaboration** on task design, pedagogic organization, IC communicative interaction & competence, attitudes & motivation, learner/teacher roles
- ❖ Implications for **learner preparation** and **teacher education**



TILA meetings and conversations in OpenSim





TILA session in BigBlueButton

Presentation screen

Chat box





Proof in the pudding 2: EU project EVIVA

Evaluating the Education of Interpreters and their Clients through Virtual Learning Activities

A European LLP (KA 2) project with 5 partners from 4 European countries: Cyprus, Germany, Poland, UK (Jan 2013 – Dec 2014)

Coordinator: University of Surrey (UK)

Forerunner project: “Interpreting in Virtual Reality” (IVY)

www.virtual-interpreting.net

❖ Business/community interpreter training & self-study in 3 virtual environments

- the 3D world of SecondLife
- Google hangout
- Backbone online interview corpora
- Languages: English, German, Greek, Polish, and Spanish

❖ Evaluation of student and client activities

- Role play – Practice with recorded dialogues – Practice & explorations with video-recorded and annotated interviews



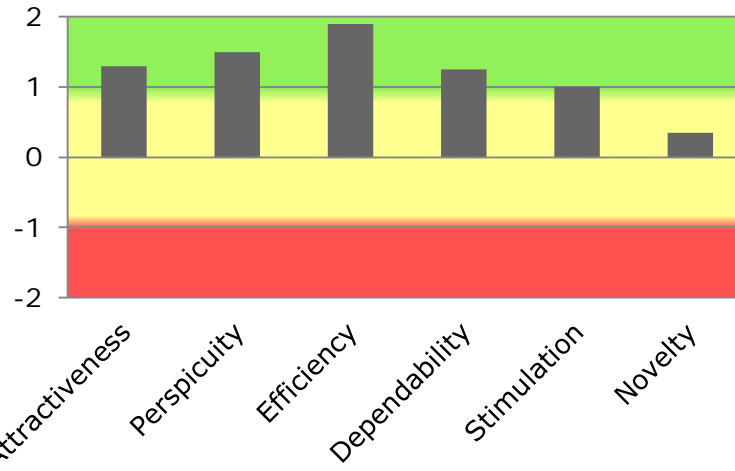
EVIVA business interpreting in SecondLife



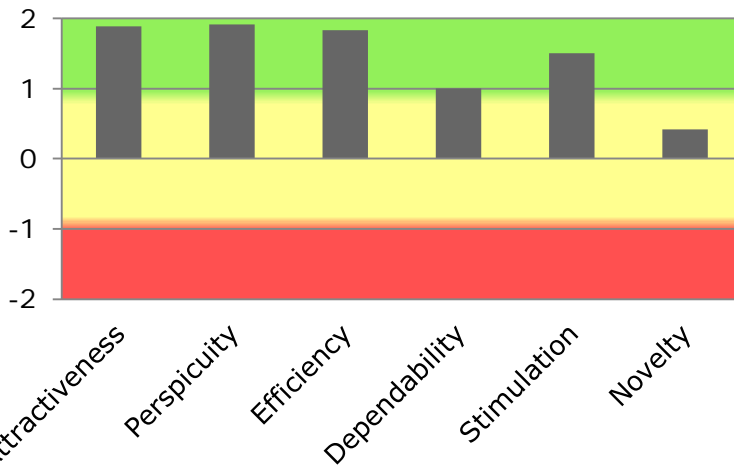


Focus on user experience: pupils

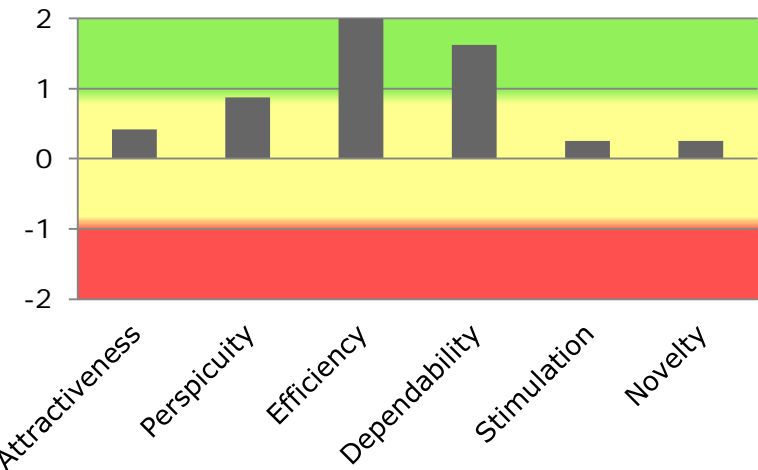
Pupils: Skype and OpenSim



Pupils: Skype



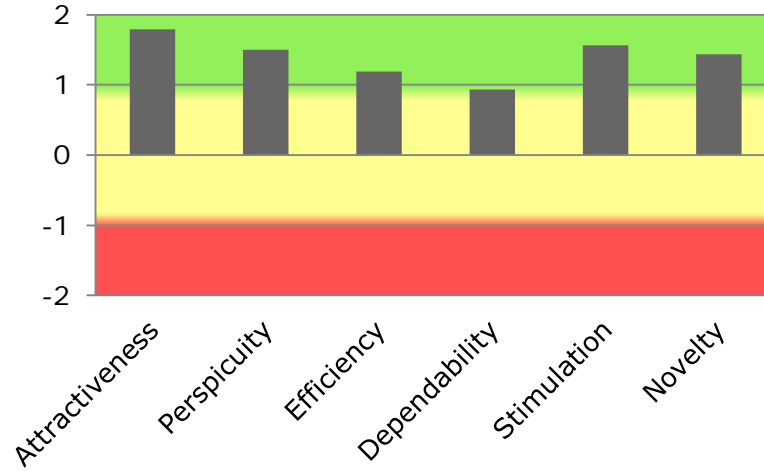
Pupils: OpenSim





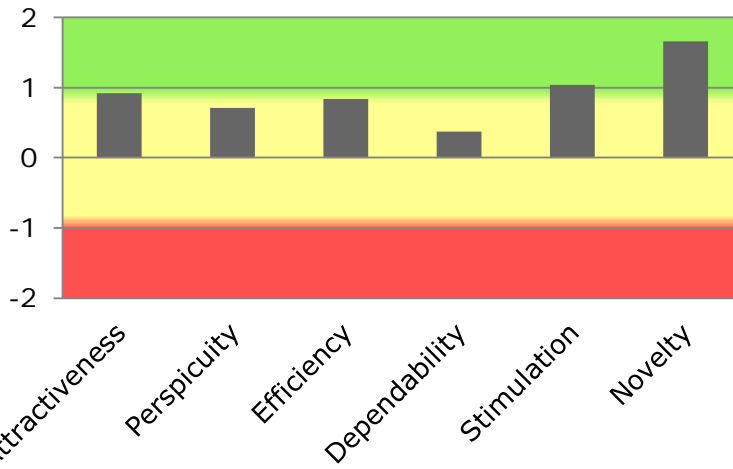
Focus on user experience: teacher students

T-stud: BigBlueButton

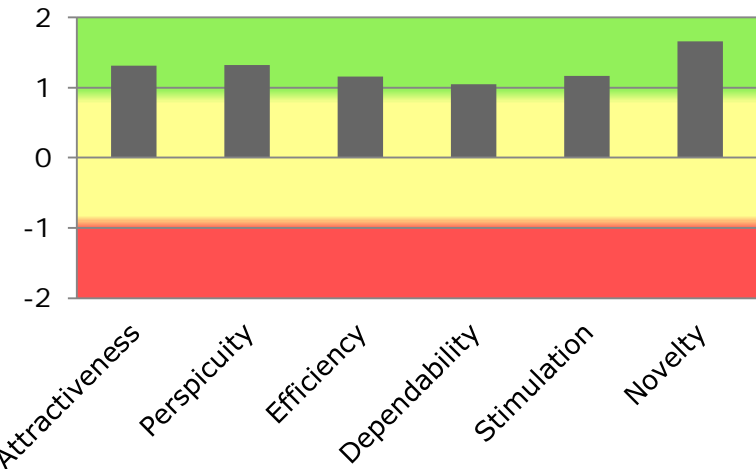


T-stud: OpenSim

Time
A



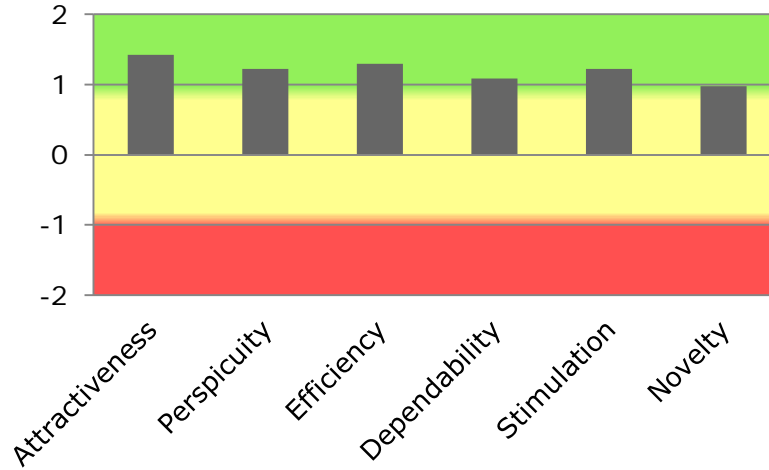
Time
B





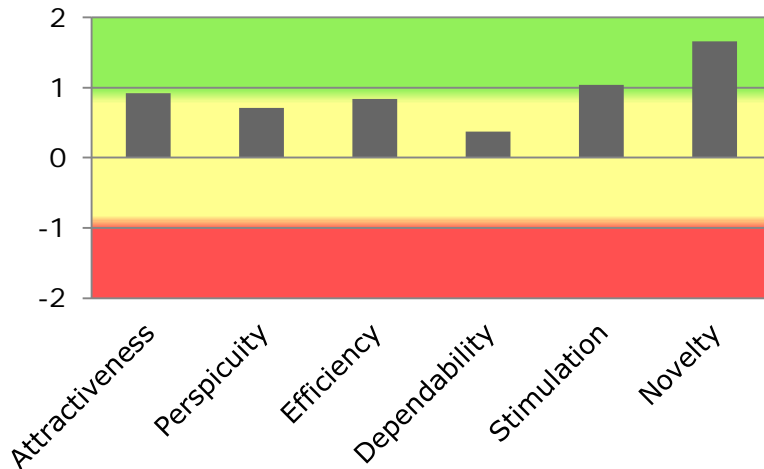
Focus on user experience: interpreting students

Interpreting students

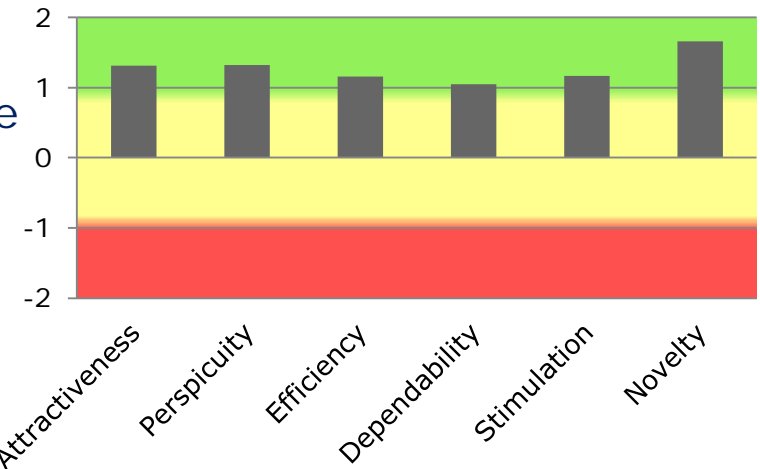


T-stud: OpenSim

Time A



Time B





Initial conclusions

- ❖ (Lack of) technological robustness
 - Tool access – sound/video – internet connection (bandwidth)
 - School – Home
- ❖ (In)Tolerance for reduced technological quality
 - Pupils – Teacher students
- ❖ (Challenges for) pedagogical implementation
 - **In-class** activities: e.g. small/large groups, matching time slots
 - **Outside-class** activities: organization and supervision, e.g. home work collaboration
 - Need for **blended** learning solutions
- ❖ **Communication and learning (OpenSim)**
 - Increase of access/handling: 4.5 > 5.7
 - Attractive for IC communication & learning: 4.5
 - Felt comfortable: fairly high on average (5)
 - Satisfied with own communication: high (6) for active participants
 - Once again: **learning to communicate** and **learning to learn!**
 - **Need for learner preparation and (continuous) teacher education**

Trouble-shooting
communication:
„Can you hear me?“



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Thank you