

Teaching Moments in Telecollaboration 2.0 – More Questions Than Answers

Purpose and Context of the Study

The purpose of the study was twofold: First, to investigate how cross-institutional teams of ESL/EFL student teachers in the U.S. and in Turkey engaged in negotiation (Breen & Littlejohn, 2000) to jointly design technology-based language tasks for English language learners. Second, to explore ad hoc teaching moments, which manifested themselves during a time of political unrest and social media bans in Turkey in spring 2014. This collaboration set out to enable language student teachers to learn more about other teaching contexts and practices. Furthermore, this telecollaborative project aimed at helping student teachers become more proficient in technology use while collaborating via computer-mediated communication with one another.

Collaborative Exchanges and Technology Tools

Student teachers at Teachers College, Columbia University (TC), collaborated with cross-institutional counterparts at the Boğaziçi University (BOUN), Department of Foreign Language Education/Turkey to analyze and reflect on Web 2.0 tools, and to design ESL/EFL tasks for each other.

In Local and Global (telecollaborative) Teams, student teachers performed a range of tasks with increasing levels of complexity, e.g., information exchange, comparison and analysis, and collaborative task (based on O'Dowd & Ware's typology of telecollaborative tasks, 2009, pp. 175-178). Local Teams first exchanged profiles via podcasts to form Global Teams. In online forums, Local Teams discussed different tools (e.g., blogs, wikis, podcasts), and exchanged their reflections on experimenting with these tools. In Local Teams, student teachers designed technology-based tasks for a target English learner population for their respective institutional contexts. They then tried out their tasks with their Global partners who executed and evaluated the tasks, and provided feedback for revision. Participants used Web 2.0 tools such as Google Sites, Blogger, Weebly, and Google docs to collaborate. The working language was English.


Research Questions

- How do language student teachers perceive their joint project negotiations and engagement in telecollaboration?
- How do telecollaborative teams deal with a social media ban and its impact on the collaboration?
- How can teacher educators encourage student teachers to explore and exploit ad hoc teaching moments?

Research Design

Within a sociocultural framework for telecollaboration studies (Dooly & O'Dowd, 2012; Reinhardt, 2012), this exploratory case study shares characteristics of ethnography such as emic and holistic principles (van Lier, 1988), and action research (Nunan & Bailey, 2009). The presenter maps these instruments against Layder's 1993 overlapping and intertwined levels of macro (structural, institutional, technological) and micro phenomena (team interactions and behaviors) in an attempt to untangle the research elements self, situated activity, setting, and context. This study triangulates needs analysis questionnaires, telecollaboration logs, CMC data (emails, blogs), and final products, and involves emic perspectives from the fourteen student teachers, and the two Researcher-Instructors as participant observers (Denzin, 1989).

Participants

	Teachers College, Columbia University TC Local Team	Boğaziçi University BOUN Local Team	Global TC- BOUN Teams
Researcher- Instructor	1 (“Technology-Based Language Teaching and Materials Design,” 3-unit elective)	1 (“Educational Technology in English Language Education,” elective)	
Team 1	3 Sying (Chinese): Curriculum & Teaching (2 nd semester); 7 years of teaching experience Le (Vietnamese): TESOL/4th semester, 2 semesters of English student teaching Jeanette (Korean): TESOL/4th semester, 2 semesters of English student teaching	2 Mehmet (Turkish): Foreign Language Education/2 nd semester, teaching experience Seyfullah (Turkish): Foreign Language Education/MA, not much teaching experience	5
Team 2	3 Adam (English): CTE/Instructional Tech and Media/2nd semester, 3 years of English teaching experience Barry (English): English Education/EdM, PhD Marija (Serbo-Croatian): Applied Linguistics/4th semester	2 Sera (Turkish): Applied Linguistics/MA/4th semester, 3 years of English teaching experience Samed (Turkish): Foreign Language Education/PhD, English teaching experience	5
 Team 3	3 Samantha (English): K-12 TESOL/4th semester Madison (English): TESOL/2 nd semester, some workshop teaching experience Fernanda (Spanish/Chilean): Applied Linguistics/4th semester, teaching experience	1 Jeltje (Dutch): FLED/Undergraduate/Spring Semester; Erasmus exchange student	4

References

- Chen, A.-Y., Mashhadi, A., Ang, D., & Harkrider, N. (1999). Cultural issues in the design of technology-enhanced learning system. *British Journal of Educational Technology*, 30(3), 217-230.
- Barkhuizen, G., Benson, P., & Chik, A. (2014). *Narrative inquiry in language teaching and learning research*. New York: Routledge.
- Belz, J. A. (2002). Social dimensions of telecollaborative foreign language study. *Language Learning & Technology*, 6(1), 60-81.
- Belz, J. A. (2003). Linguistic perspectives on the development of intercultural competence in telecollaboration. *Language Learning & Technology*, 7(2), 68-117.
- Belz, J.A. (2005). At the Intersection of Telecollaboration, Learner Corpus Analysis and L2 Pragmatics: Considerations for Language Program Direction. In: J. A. Belz & S. L. Thorne (Eds.), *Internet-Mediated Intercultural Foreign Language Education* (pp. 207-246). Boston, MA: Heinle & Heinle.
- Belz, J. A., & Thorne, S.L. (Eds.). (2005). *Internet-mediated intercultural foreign language education*. Boston: Heinle & Heinle.
- Belz, J.A. & Vyatkina, N. (2005). Learner corpus analysis and the development of L2 pragmatic competence in networked intercultural language study: The case of German modal particles. *Canadian Modern Language Review/Revue Canadienne des Langues Vivantes*, 62(1), 17-48.
- Blake, R. J. (2013). *Brave New Digital Classroom: Technology and Foreign Language Learning* (2nd ed.). Washington DC: Georgetown University Press.
- Breen, M.P., & Littlejohn, A. (Eds.), (2000). *Classroom decision-making: Negotiation and process syllabuses in practice*. Cambridge University Press, Cambridge.
- Denzin, N. K. (1989). *The research act* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Dooly, M. (2009). New competencies in a new era? Examining the impact of a teacher training project. *ReCALL*, 21(3), 352-369.
- Dooly, M. & O'Dowd, R. (2012). Researching online foreign language interaction and exchange in foreign language education: Introduction to the volume. In M. Dooly & R. O'Dowd (Eds.), *Researching online foreign language interaction and exchange* (pp.11-41). Bern: Peter Lang.
- Dooly, M., & Sadler, R. (2013). Filling in the gaps: Linking theory and practice through telecollaboration in teacher education. *ReCALL*, 25(1), 4-29.
- Egbert, J., Hanson-Smith, E., & Chao, C. (2007). Foundations for teaching and learning. In: J. Egbert & E. Hanson-Smith (Eds.). *CALL environments: Research, practice, and critical issues* (2nd Edition) (pp. 1-14). Alexandria, VA: TESOL.
- Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses* (2nd ed.). San Francisco: Jossey-Bass.
- Fuchs, C. (2001). Munich-Monterey online: Integrating email and chat to foster reading and writing skills in a distance learning course. In: Y. Saito-Abbott, R. Donovan, T.F. Abbott, & P. Kennedy (Eds.), *Digital Stream 2000: Emerging technologies in teaching languages and cultures* (pp. 147-165). San Diego State University, CA: The Language Acquisition Resource Center (LARC).
- Fuchs, C. (2006). Exploring German pre-service teachers' electronic and professional literacies. *ReCALL*, 18(2), 174-192.
- Fuchs, C., Hauck, M., & Müller-Hartmann, A. (2012). Promoting learner autonomy through multiliteracy skills development in cross-institutional exchanges. *Language Learning & Technology*, 16(3), 82-102.
- Furstenberg, G. & Levet, S. (2010). Integrating telecollaboration into the language classroom: some insights. In: M. Dooly & R. O'Dowd (Eds.), *Telecollaboration 2.0 for Language and Intercultural Learning* (pp. 305-336). New York: Peter Lang Publishing Group.
- Furstenberg, G., Levet, S., English, K., & Mailliet, K. (2001). Giving a voice to the silent language of culture: The Cultura Project. *Language Learning & Technology*, 5(1), 55-102.
- González-Lloret, M. (2014). The need for needs analysis in technology-mediated TBLT. In: M. González-Lloret & L. Ortega (Eds.), *Technology-mediated TBLT* (pp. 23-50). Philadelphia/Amsterdam: John Benjamins.
- Guth, S., & Helm F. (Eds.). (2010). *Telecollaboration 2.0 for language and intercultural learning*. Bern: Lang.
- Hauck, M. (2010). The enactment of task design in Telecollaboration 2.0. In Thomas, M. and H. Reinders (Eds.), *Task-Based Language Learning and Teaching with Technology* (pp.197-217). London: Continuum.

- Helm F., Guth S, and Farrah, M. (2012). Promoting Dialogue or Hegemonic Practice? Power issues in telecollaboration. *Language Learning & Technology*, 16(2), 103-127.
- Hubbard, P., & Levy, M. (Eds.). (2006). *Teacher education in CALL*. Amsterdam: John Benjamins Publishing.
- Kessler, G. (2013). Collaborative language learning in co-constructed participatory culture. *Calico Journal*, 30(3), pp. 307-322.
- Kramersch, C. (1993). *Context and culture in language teaching*. Oxford, UK: Oxford University Press.
- Kramersch, C., & Thorne, S. L. (2002). Foreign language learning as global communicative practice. In: Block, D. & Cameron, D. (Eds.). *Globalization and language teaching* (pp. 83-100). London: Routledge.
- Lamy, M.-N. and Pegrum, M. (2012). Special Issue Commentary: Hegemonies in CALL. *Language Learning & Technology*, 16(2), 1-3.
- Layder, D. (1993). *New strategies in social research*. Cambridge, UK: Polity Press in association with Blackwell Publishers Ltd.
- Lomicka, L., & Lord, G. (2011). Calling on educators: Paving the way for the future of technology and CALL. In N. Arnold and L. Ducate, (Eds.), *Present and Future Promises of CALL: From Theory and Research to New Directions in Language Teaching* (pp. 441-469). CALICO, San Marcos, TX.
- Müller-Hartmann, A. (2005). Learning how to teach intercultural communicative competence via telecollaboration: A model for language teacher education. In J.A. Belz & S.L. Thorne (Eds.), *Internet-mediated intercultural foreign language education* (pp. 63-84). Boston: Heinle & Heinle.
- Nation, I. S. P., & Macalister, J. (2010). *Language curriculum design*. New York & London: Routledge.
- Nunan, D., & Bailey, K. M. (2009). *Exploring second language classroom research. A comprehensive guide*. Boston: Heinle.
- O'Dowd, R. (2013). The competences of the telecollaborative teacher. *The Language Learning Journal*, 1-14. doi: 10.1080/09571736.2013.853374
- O'Dowd, R. (2011). Online foreign language interaction: Moving from the periphery to the core of foreign language education? *Language Teaching*, 44(3), 368-380.
- O'Dowd, R. (2003). Understanding the "other side:" Intercultural learning in a Spanish-English e-mail exchange. *Language Learning & Technology*, 7(2), 118-144.
- O'Dowd, R., & Ware, P. (2009). Critical issues in telecollaborative task design. *Computer Assisted Language Learning*, 22(2), 173-188.
- Pegrum, M. (2009). *From blogs to bombs: The future of digital technologies in education*. Perth: University of Western Australia Press.
- Richards, K. (2003). *Qualitative inquiry in TESOL*. New York: Palgrave Macmillan.
- Saldaña, J. (2009). *The coding manual for qualitative researchers*. Los Angeles, CA: SAGE.
- Schneider, J. & von der Emde, S. (2005). Conflicts in cyberspace: From communication breakdown to intercultural dialogue in online collaborations. In: J. A. Belz & S. L. Thorne (Eds.), *Internet-Mediated Intercultural Foreign Language Education* (pp. 178-206). Annual Volume of the American Association of University Supervisors and Coordinators. Boston, MA: Heinle & Heinle.
- Teasley, S. D., & Roschelle, J. (1993). Constructing a joint problem space: The computer as a tool for sharing knowledge. In S. P. Lajoie & S. J. Derry (Eds.), *Computers as Cognitive Tools* (pp. 229-258). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Tcherepashenets, N. (2015). *Introduction*. In: N. Tcherepashenets (Ed.), *Globalizing on-line: Telecollaboration, internationalization, and social justice* (pp. 19-31). Frankfurt: Peter Lang.
- van Lier, L. (1988). *The classroom and the language learner*. London: New York: Longman.
- Ware, P. D. (2005). "Missed" communication in online communication: Tensions in a German-American telecollaboration. *Language Learning & Technology*, 9(2), 64-89.
- Ware, P. D., & Kramersch, C. (2005). Toward an intercultural stance: Teaching German and English through telecollaboration. *The Modern Language Journal*, 89(2), 190-205.
- Warschauer, M. (1996). Comparing face-to-face and electronic communication in the second language classroom. *CALICO Journal*, 13(2), 7-26.
- Willis, J. (2001). Foundational assumptions for information technology and teacher education. *Contemporary Issues in Technology and Teacher Education*, 1(3), 305-320.