BUILDING A MULTICULTURAL AND TRANSNATIONAL EFL COMMUNITY USING MULTIMODAL SOURCES

A Thesis Presented by

ILDEFONSO AREIZA GOMEZ

Submitted to the School of Languages of

Universidad de Antioquia Medellin in partial fulfillment

of the requirements for the degree of

MAGISTER EN ENSEÑANZA Y APRENDIZAJE DE LENGUAS EXTRANJERAS

February 2020

Master's in Foreign Language Teaching and Learning

BUILDING A MULTICULTURAL AND TRANSNATIONAL EFL COMMUNITY
USING MULTIMODAL SOURCES

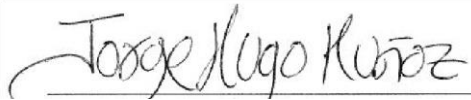
A Thesis Presented

by

ILDEFONSO AREIZA GÓMEZ

Approved as to style and content by:

_____
Liliana Marcela Cuesta Medina, Chair

_____
Jorge Hugo Muñoz Marin, Committee Member

Wendy Chambers Digitally signed by Wendy Chambers
Date: 2019.12.17 21:06:59 -07'00'

Wendy Chambers, Committee Member

_____
Paula Andrea Echeverri Sucerquia, Director
Escuela de Idiomas

DEDICATION

To the benevolent force who created me, to this universal loving force who protects my loved

ones and guides my everyday decisions. I am eternally thankful and joyful for being given

the privilege to exist, love and share this jolly life and this wonderful creation.

ACKNOWLEDGMENTS

I want to thank my family who patiently waited for me in my long hours of academic reading and writing isolated in my bedroom. In addition, I want to express my eternal gratitude to my thesis advisor Professor Dr. Liliana Cuesta Medina for her patience, support, and assertive feedback all along this thesis project. I also want to thank my colleagues at the Masters' program, for their generosity and great shared moments. I learned lots of things from each of them. Finally, my gratitude goes to my collaborative partners at school and telecollaborative teachers in Morocco and Russia for the thesis implementation; their hard and constant work made the study possible.

ABSTRACT

BUILDING A MULTICULTURAL AND TRANSNATIONAL EFL COMMUNITY
USING MULTIMODAL SOURCES

February, 2020

M.A, ILDEFONSO AREIZA GÓMEZ, B.A.

UNIVERSITY OF ANTIOQUIA MEDELLIN,
COLOMBIA

Directed by Liliana Cuesta Medina

The present exploratory study examines the impact of a multicultural experience inside an English as a foreign language community through multimodal and technology-based resources. The purposes underpinning the study are threefold. Firstly, the creation and consolidation of an EFL teacher community. Secondly, the improvement of the target participants' language skills through exposure to a multicultural experience. Thirdly, the development (and/or) the increase of their digital literacy skills, by focusing on learners' development of their intercultural and linguistic competences, through the undertaking of a transnational telecollaboration project. Participants include three groups of participants' teachers and students in Colombia (n=11), in Russia (n=16) and Morocco (n=16). Data collection instruments include artifacts, e-mails, surveys, web entries, videos, tests and shared documents via Google Docs^{TM}.

Data analysis procedures are framed upon the usage of the Grounded Theory approach. Findings reveal the learners´ broadening repertoire of digital skills and linguistic correctness in use fostering authentic communication among participants; as well building a suitable environment in which learners benefit from a sequentially-staged sociocultural and linguistic exchange, highlighting the value of collaboration to enhance mutual understanding, tolerance, and inclusion. The project aims to narrow the divide of low-income students who have limited opportunities to establish academic

exchange with other peers abroad, as well as to revitalize the practices in language learning through the fosterage of telecollaboration among students from different countries.

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

Introduction

The contemporary globalized world demands the preparation of competent citizens, thus innovative educational practices that focus on multiculturalism and multilingualism, per se, should be a must in schools. This implies having linguistically and culturally competent citizens that are able to communicate effectively and share sensitively their own ideas and culture with the world, while acting locally and thinking globally (Nicolaou, 2016). Thus, Telecollaboration emerges as a bridge to enhance interaction and collaboration among participants while promoting the development of language and intercultural competences (Gijsen, 2012). In this study, Telecollaboration is conceived as a pedagogical and dialogic process that affects socialization, communication and interaction practices, as it "supports geographically distanced collaborative work through social interaction, involving a/synchronous communication technology so that participants co-produce mutual objective(s) and share knowledge-building" (Sadler & Dooley, 2016, p.401).

Recent studies have found Telecollaborative experiences have a positive impact on learners´ social and linguistic competences (El-Hariri, 2017; Neva, et al 2010; Nicolaou, & Sevilla-Pavón, 2016; Ramos, & Carvalho, 2018; Schenker, 2017; Tolosa, et al 2017; Turula, 2016; Vinagre, 2017). Although positive advances on learners´ reception and perceptions of telecollaboration projects have been reported, there seems to be a lack of research focused on describing how learners develop their social, intercultural, and linguistic potential while they are immersed in a telecollaboration experience in public schools with limited exposure in L2. More specifically, there are few, if any, studies that focus on students with limited socioeconomic resources and scarce access to cultural and educational exchanges with peers abroad and that are

beneficiaries of innovative pedagogical practices. In other words, current researches misses to explain how learners, exposed to new cultures and linguistic codes, urged and challenged themselves to research and go deeper into acknowledging their own culture and mother tongue to achieve successfully a transnational telecollaboration exchange and thus developing higher potential mental processes.

As an initial first step to start the present telecollaboration research project, a needs analysis survey (NAS) was planned and designed. A NAS between teachers and learners was conducted in order to unveil possible topics of mutual interest, as well as the possible ways through which collaborative work could be exercised with faculty and students abroad. In addition to this, participant teachers met twice a week by Google Hangouts™ and WhatsApp TM and shared ideas and experiences that could be used in the exchange. Data from the learners´ survey and teachers' meetings were analyzed in order to design a common agenda during the exchange. Some of the topics agreed to for this collaborative work were transcribed, coded, and examined, resulting in five areas listed as follows:

1) My Portrait

2) My Family Portrait: The People I love

3) My Friends

4) My Favorite Places

5) An Account of My National Traditions, Food and Culture.

The present study involves a small EFL community of five high school teachers and three small groups of language learners. This transnational, multicultural and multiethnic community includes the following participants: One English teacher and fifteen learners located in Morocco, one English teacher and fifteen learners located in Russia; one Philosophy teacher, one Computer Science teacher, and one English teacher

(researcher) and eight language learners located in Colombia. All the participants belong to public high schools and their work was created, shared and mediated by multimodal technology-based sources.

With the purpose of broadening the scope of studies on telecollaboration and identifying its potential development on a multicultural group of participants, the study aims to:

(1) Create and consolidate an EFL teaching and learning community.

 (2) Improve the target participants' language skills through the exposure to a multicultural experience.

(3) Identify, develop (and/or) increase the participants' digital literacy skills.

Therefore, the research question is posed as follows: How might a telecollaboration project held in a multicultural EFL community foster the development of intercultural and linguistic competences of a group of learners?

Theoretical Framework

In order to broaden the scope of analysis of the target phenomenon under research, the author used several databases (i.e., Scopus, Scielo, Ebsco, Science Direct), books and scientific journals such as: Ikala, Colombian Applied Linguistics, Profile, HOW, Gist, among others. This search aided the analysis of two major theoretical areas, which is discussed in this section: The first one blends the principles of sociocultural theory with the development of digital literacies and the use of technologies to create EFL communities. The second area focuses exclusively on telecollaboration, posed as a pedagogical process that, in agreement with Sadler and Dooley (2016), fosters geographically distanced collaborative work among learners who share knowledge-building through social interaction, while using both synchronous and asynchronous communication technologies to promote development of linguistic and intercultural competences.

Intertwining Sociocultural Theory and Digital Literacies for Effective EFL Community-building

The present study draws on sociocultural theory and its concept of Zone of Proximal Development (ZPD) stated by Vygotsky (1978) who defines it as the distance between learner´s actual development marked by independent problem-solving and the potential development marked by problem-solving guided by an adult or a capable peer. Vygotsky (1978) also highlighted the notion that what learners can do in collaboration with others highly influences and advances their mental development, even more than what learners can do by themselves.

In the context of Sociocultural Theory (SCT, hereafter), Lantolf (2011) cites five Vygotskyan concepts involved in ZPD stages. Firstly, *Mediation,* is described as the tools or artificial auxiliary means (signs and symbols) to interact mentally, physically,

and socially in or with the world. Secondly, *Instruction,* is described as the right or sensitive amount of guidance given to the learner so he/she can achieve higher mental development. Thirdly, *Socialization,* is described as the social process in which the learner can understand and learn to use his/her cultural group´s artifacts. Lastly, *Internalization,* is described as the negotiated process to establish the relationships of the learner and his/her social environment that exert influence on his/her performance.

The current research project is framed upon three constructs namely: a) the consolidation of an EFL community, b) the development of intercultural and language competences, and c) the development of learners' digital literacies. Thus said, SCT concepts are aligned with the study constructs, as described below:

Instruction: The consolidation of an EFL community is rooted upon the tenets that language is learned in interaction, often with more capable social peers (Atkinson, 2002), some of which can include, but are not limited to peers, mentors, role models, friends, family members, and significant others.

Mediation: The study aims at developing learners' digital literacies. It is hypothesized that by instructing learners in target computer-mediated communication issues (CMC, hereafter), learners can not only boost their language interaction and socialization processes, but they can also broaden their linguistic repertoires while they become aware on the features that characterize their belonging and membership in a multilingual classroom (Copp, 2012). In doing so, technology becomes the means to an end, and a rational use of the computer applications selected provides language learners with unrestricted access to materials to support their learning, though learners not necessarily might have previously acquired skills or strategies to use them effectively in their learning experiences (Hubbard, 2009). Thus said, learners´ instruction in digital literacies becomes a milestone in the study since it is thought to influence

communication, interaction and socialization in online transnational and multicultural contexts.

Socialization and internalization: The development of linguistic and intercultural competence emerges from the interaction on virtual environments where language can occur as authentically as possible by active participants that hold a sociocultural and linguistic exchange. In this view, Atkinson (2002) highlighted the nature of language by stating that learners use the language as a social act to express, build and share their feelings, emotions, identities, and/or as an act of knowledge transfer to other individuals. Thus said, consolidating a community that promotes intercultural and linguistic exchange might certainly facilitate such development.

EFL Community

The current study is firstly frame upon Curran 's (1955) Language Learning community (hereafter CLL) which highlights the sense of community within a learning group encouraging communication as a tool to learn. Besides CLL recognizes learners' feelings and difficulties in language as learning priority. Learners decide the content of the courses themselves by meaningful conversations in which actual messages are explored thus no textbooks or syllabus are needed on this community. This study also subscribed to Moskowitz's (1978) CLL teaching and learning techniques, in the sense that these latter help to build relationship, cohesion, and care that goes far beyond what is already there in the classroom thus allowing learners to be and accept themselves so they can enjoy a climate of caring and sharing in foreign language classes. (1978. p-2)

Language Component

The present study used the Notional Functional Approach as this method presents language teaching and learning into two main dimensions: (1) It illustrates the

way a language course can be structured and (2) It stresses the need to divide the overall concept of language into analytical units in terms of their communicative situations. (Finocchiaro,1983). This approach placed the functional categories under five headings: personal, interpersonal, directive, referential, and imaginative. (idem, p-65). For the present study, the researcher implemented *interpersonal* which dealt specifically with establishing and maintaining desirable social and working relationships; *referential* which dealt with talking or reporting about things, actions, events, or people and finally *imaginative* which dealt with discussions involving elements of creativity and artistic expression. (idem, p-65-66).

This following table illustrates how these categories match the language and functions student participants might achieve. (See Table 1)

Table 1 Language and Functions

Interpersonal	Referential	Imaginative
Exchange of emails about one's personal information • Writing and reading one's personal information • Describing one's family	Exchange of cultural topics via website • Talking and/or reporting on my country's traditions, celebrations and food • Talking and/or reporting on someone's culture	Expand ideas by reading cultural topics • Discussing and reflecting about one's and others' culture and beliefs

Furthermore, the current study promoted the use of multimodal resources as a vehicle that guarantees learners' linguistic competence by interacting virtually with peers abroad but also potentiates gains on their intercultural competence. Some landmarks in which these tech-based resources helped to fuse language and culture were evident on the task designed for the exchange, namely: (1) Exchange of cultural

traditions and celebrations via websites uploads. (2) Reflections on peers' abroad videos about their traditions and celebrations sent via WhatsApp and (3) Exchange of emails about family and personal information via Google Mail.

Digital Literacies

Digital literacies (DL) concerns an individual's ability to discover, evaluate, and create clear data from an endless number of digital platforms using writing and other media. Thus, an individual's digital literacy might be measured by his/her grammar, composition, typing skills in addition to attention to critical and ethical issues involved in the production of multimodal texts using technology. (Jenkins, 2009)

In the last decade, the studies focused on digital literacy have reported the great benefits of integrating pragmatic and ethical use of tech-based resources into teaching and learning to increase quality of the educational system and thus shape 21st century citizens who society demands (Chen, 2017; Chen, Huang, & Wu, 2017). Other studies have shed light on the role of teaching presence (TP) that includes efficient designing and facilitation of learning procedures guided by teachers (Mehri, 2017; Turula, 2017). In addition, these new initiatives have also focused on the use of student-driven social networking sites, mobile apps multimodal features to support learning when students are away from campus and/or help learners accomplish complex tasks regardless their linguistic proficiency (Junjie, 2018; Udochukwu, 2015). Another crucial initiative was to address social issues embedded in digital and linguistic instructions to really make the change that society needs (Chen, 2018).

Regarding all the aforementioned, the present study analyzed the usage of tech-based resources such as: Google App, social networking websites, audio and videotaping while achieving effective sociolinguistic and cultural exchanges with

geographically distant peers so that learners could reach long-life appropriation of digital skills to guarantee their sociolinguistic and cultural potential development.

Multiculturalism and Multilingualism

Definitions of multiculturalism and multilingualism in the literature are diverse and plentiful. For the purposes of this project, multiculturalism is viewed as a system of convictions and behaviors that recognizes and respects the existence of all varied cultures within an organization or society; one that recognizes and values its socio-cultural differences, and promotes and allows its ongoing participation within an inclusive cultural framework that empowers everyone within the organization or society (Rosado, 1996, p-2). Multilingualism is then conceived as "the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives", this is a definition adopted from European Commission (2007, p.6).

As the creation and consolidation of multicultural and multilinguistic communities is the focus of the current study, it is of paramount importance to capitalize on the issues that could be further examined. Thus said, social networking sites (SNS, hereafter) are reported as tools that have significantly improved learners' intercultural communicative competence (ICC), in terms of understanding and attitude dimensions such as: the studies of Baz (2018) and Juan-Garau and Jacob (2015). On a similar note, Chen and Yang (2016) suggested that when students engaged in deep cross-cultural inquiries through SNS, learners rejected their cultural stereotypes and looked at others from a different view. Likewise, Baz (2018) suggested that additional studies should be conducted to assess whether learners will use the acquired knowledge through SNS in real-life interactions, while Juan-Garau and Jacob (2015) recommend to focus on cultural-oriented English language assignments to lead to linguistic

9

improvement, highlighting the planning implementations in longer periods of time. Finally, Chen and Yang (2016) suggested that specific intercultural activities can improve learners' intercultural and linguistic competences and the problems affecting intercultural exchanges (p. 285), issues that are followed in the present study. For instance, *Multiculturalism*, was tackled by designing tasks that promoted learners' interaction with their peers' cultural codes and information so they could learn about and contrast upon their own culture, thus leading learners to recognize and respect each other's values and visions. (2) Multilingualism was tackled by allowing learners' exposure and usage of four different linguistic codes involved in the exchange, namely, their peers' language Arab or Russian, the lingua franca English but also participants' mother tongue Spanish. Both concepts working together might result on positive impact on learners' sociolinguistic and intercultural competence improvement.

Telecollaboration

According to Janssen (2015), tandem learning is the favored term in Europe, whereas telecollaboration is the term of choice in the United States. These terms (*telecollaboration* and *tandem learning*) are sometimes used interchangeably. Telecollaboration studies have focused on segmented aspects of the language, mainly speaking, reading and writing, as well on examining participants' attitudes and perceptions towards linguistic and cultural exchanges, while demonstrating that cross-cultural videoconferences can heighten student motivation (Jauregi & Bañados, 2008; Nishihori, 2011). Several studies have also examined the development of language learners' pragmatic and intercultural communicative competence and intercultural learning (Kramsch & Thorne, 2002; Levy & Kennedy, 2004; O'Dowd, 2000, 2003, 2006; Schenker, 2012; Stickler & Emke, 2011; Thorne, 2003). Other studies have concentrated on the means through which effective telecollaboration can be gauged: e-

10

mail (Ushioda, 2000; Vinagre, 2007) or text-based SCMC (Darhower, 2008; Jepson, 2005; Schwienhorst, 2002, 2003, Walker, 2003), and video (O'Dowd, 2000, 2006). This latter has not been deeply researched and more work is needed to understand, examine, and improve the ways in which learners interact through video (on one-on-one video-based encounters) (Janssen, 2015). This suggests the need to find novel ways to overcome the difficulties reported in the literature such as the delays in signal transmissions resulting in distorted and delayed images, which sets barriers to interpret facial expressions and body language and causes unnatural turn-taking between learners (Goodfellow, R., Jefferys, I., Miles, T., & Shirra, T. Goodfellow,1996; Zahner, Fauverge, & Wong, 2000).

As reported by Schenker (2017), few studies have examined the benefits of telecollaboration in novice language levels, although it has been found that synchronous voice-based (SCMC) influences positively the development of fluency, assists the reinforcement of course content outside of class (Correa, 2015), and supports the negotiation of meaning and output modification (Schenker, 2015). So, the present study attempts to alleviate this gap as it provides insights into the ways through which linguistic interaction in multicultural learning environments may occur.

Several underpinning aspects need to be examined before launching a telecollaboration project. Some of the studies that shed light on this aspect are discussed as follows. In Ramos and Carvalho's (2018) sociocultural study, the role of a mediator and the process of mediation in Portuguese and Spanish in a telecollaboration exchange is examined. This exploratory qualitative study used grounded theory as a base method of data analysis, and its findings support the fact that mental development depends on the participation of the mediator in distinct roles and indicates that the principles of autonomy and reciprocity are directly linked to the mediation phase and can lead to an

efficient cooperative language teaching framework. This study identified two main requirements needed before implementing a telecollaboration project: (1) The mediator shall be highly committed and determined to achieve the principals involved in such telecollaboration project, and (2) a rich context for language learning should include resources, tools, symbolic systems, and a mediating process, which sets the transition, and estimated pace from merely doing learning activities into developing L2 communicative abilities.

In Nicolaou and Pavon's (2017) study, telecollaboration was established between Cypriot- Spanish universities connected by Google+™. This qualitative study aimed at developing students' cultural awareness and competence learning. The authors found students' positive attitudes towards the exchange, and gradual familiarization with their distance peers and the digital literacies involved. However, students reported low commitment and responsiveness levels of some participants who were not engaged in the telecollaboration tasks. This suggests a two-fold perspective to both design and implement projects of such a kind. On the one hand, it is vital to include sequenced and structured learner training phases in which both students and teachers understand the pillars of telecollaboration and gradually learn how to make a beneficial and lifelong learning experience out of it. On the other hand, through the constant training on a rational use of technologies to support learning, it is highly expected that students develop the academic skills needed in contemporary education such as knowledge building, interpersonal skills, self-regulated learning, and self- and peer assessment, to name just a few.

In Turula´s study (2017), an action research project held in two telecollaboration scenarios among teachers in Poland, Germany, and in the United States at a university level, the author examined how teaching presence (TP) was perceived by the groups and

how perception influenced their assessment of telecollaboration. She found that in telecollaboration TP, the relationship between TP and student satisfaction seems to be less straightforward and more multifaceted in telecollaboration because intercultural exchanges are extremely complex and dynamic in educational contexts. This suggests two paramount considerations to gauge telecollaboration projects that aim to describe effective cognitive and social processes. Firstly, teaching presence is recognized as a key factor that determines participants' positive or negative outcomes regarding learning; and secondly, the changing nature of a telecollaboration project demands from participants high flexibility and adaptation to any emerging context to achieve a satisfactory exchange.

Tolosa's case study (2017) highlighted the potential of an online tandem (eTandem) program between two groups of young learners from public schools in Colombia and New Zealand. The study assessed the impact of telecollaboration on learner´s free writing activities and their perceptions on language learning. This study data analysis concluded significant gains in FL writing and positive attitudes towards FL and L1 learning. In view of the current debate on telecollaboration, variables such as writing and perceptions on learning have been extensively explored, though there is still a need to examine the impact of online intercultural experiences when language is presented as a whole.

El-Hariri (2017) designed a case study with 11 Colombian learners of German as a foreign language via an eTandem project. This qualitative study aimed to explore learner´s experiences and perceptions and how eTandems may lead to anxiety reduction and confidence increase in language learning. The study found positive evidence on the potential of eTandem to reduce anxiety and increase confidence when using a foreign language (German) in real situations. Thus, in analyzing the potential of eTandems, a

two-fold issue evolves. Firstly, online collaborative projects help reducing anxiety providing participants a friendly environment different from the hierarchical and traditional educational setting. Secondly, collaborative projects (either online or face-to-face) help promote participants' co-construction of knowledge and increase their confidence while learning.

In brief, this section has illustrated the underpinning concepts upon which the study is framed. Areas such as multiculturalism, digital literacies, telecollaboration, SCT and Vygotskyan ZPD underlying the role of CMC, have been discussed in order to give ground support to the study. The study, also stated, some of its principles such as: student-centered class, intercultural and collaborative learning and co-constructed knowledge through learners' interaction and negotiation. In addition to this, some research studies on telecollaboration projects from the global and local perspective have been examined and reported. The next section presents the methodology proposed in the study.

Setting

The current study was held at L.E. High School located in Castilla district # 6 in the northwestern area of Medellin, Colombia. This public school provides education to the local community with 5 pre-k groups, 20 primary level groups, 25 junior and senior high school groups. Each group has an average of 35 students. This study included, as central participants, an academic community of three high school teachers from three content areas namely, Philosophy, Computer Science and English -researcher- leading a group of 8 secondary students aged 15 to 18, who are based in a low-income neighborhood in Medellin, Colombia. Concerning the learners' English proficiency, they are an A1 and others an A1- (Common European Framework of Reference, CEFR) as examined in previous classroom diagnosis made by the teacher researcher. However, these learners have not had any official assessment through the "Pruebas Saber 9", the national official diagnostic test that will be applied in 2019. A second participant group is composed by one English teacher and fifteen EFL students aged 14 to 17 located in Morocco. A third group is integrated by one English teacher with 10 EFL students' aged 14 to 17 located in Russia. All the aforementioned participants attend the public high school system.

Research Methodology

This exploratory qualitative study collected data from three different sources: (1) Student participants' web entries, emails, shared document "memoirs" via Google Docs™, and asynchronous means (videos). (2) Student participants and teachers answered three satisfaction surveys using Google Forms™ and (3) Researcher's field notes and diary were employed for data analysis. The study complies with all ethical procedures required for qualitative studies, in which confidentiality and anonymity in data treatment is ensured.

The study was held at a state school located in the northwestern area of Medellin, Colombia. This public school provides education to the local community with 5 Pre-K groups, 20 primary level groups, 25 junior and senior high school groups. Each group has an average of 35 students. The study participants include three main groups: Three high school teachers from three content areas namely, Philosophy, Computer Science and an English teacher (who is also the main researcher), leading a group of 8 secondary students aged 15 to 18. The English language level of the learners is A1 level (Common European Framework of Reference, CEFR), as evinced in the preliminary needs analysis stage of the study. However, these learners have not had any official assessment test (Pruebas Saber 9), the national official diagnostic test. A second participant group is composed of one English teacher and fifteen EFL students aged 14 to 17, located in Morocco. A third group is made up of one English teacher with ten EFL students aged 14 to 17 and located in Russia. All of the aforementioned participants attend to the public high school system.

As this study involves an EFL community in a transnational and intercultural context, in order to guarantee a neutral atmosphere, the role of the researcher is dual, both as an active participant in the EFL community and as a cultural mediator to avoid cultural misunderstandings. The researcher is also the one who coordinates the exchange of artifacts such as letters, videos and/or recording among student participants.

Data Collection Instruments

According to Creswell (2007) data collection compounds some phases that are common to all the research approaches. He visualized it as a "circle" of interrelated activities, a process of engaging in activities that include but go beyond collecting data (p.117). As Figure 1 shows, the study followed Creswell's model to guarantee an accurate and reliable data collection process.
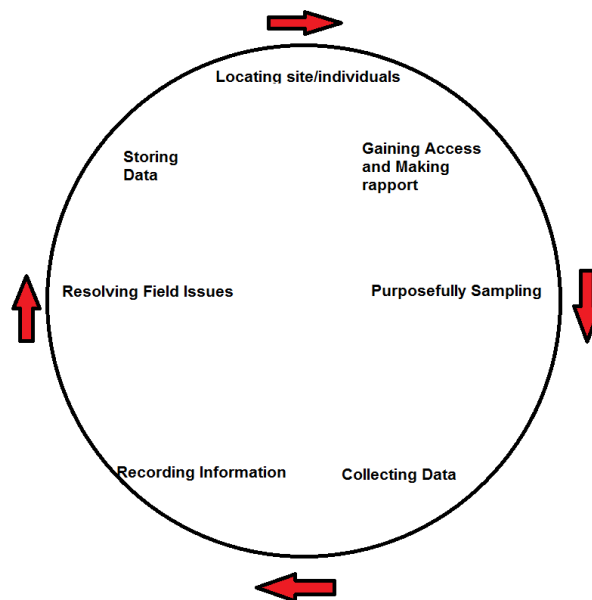

Figure 1. Creswell's Data Collection Model

1.- Locating site/individuals.

This exploratory qualitative study locates a group of 8 student-participants, 2 teacher-participants and one teacher-researcher in Medellin, Colombia. Another group comprising 30 student-participants and 2 teacher-participants is abroad. These diverse groups of participants live in three different time zones, namely America, Africa, and Europe, and they all belong to public schools in their respective countries. Teachers, student participants were voluntary recruited in an open call at school and participants abroad were recruited via social media.

Related to data collection of the aforementioned participants, researcher considered Creswell 's warns about the risk for the teacher-researcher when collecting data in his/her own workplace and/or with his/her own colleagues. Such risk deals with imbalance of power between the teacher-researcher and the individuals being studied. In order to avoid the aforementioned risk, this study includes some of Creswell's strategies of validation (see Table 2 below) to assure data collected is as accurate and reliable as possible (2007, p.122).

2.- Gaining access and making rapport.

Creswell (2007) states that teacher-researchers may need to seek permissions from a review board or some campus committees in order to review research studies for their potential harmful impact on and risk to participants, especially if the study involves minors. This thesis project fulfils this requirement by addressing the cover letter to the school principal and to each of the 8 parents whose children are being studied, as well as presenting the initial study proposal to the Master's committee board. (Appendix A: Consent Forms)

The study used purposefully sampling (Creswell, 2007) as a technique to select individuals and contexts for the study, as by being immersed in the context, they can purposefully inform an understanding of the research problem and central phenomenon in the study. The study uses theory-based and maximum variation principles (Creswell, 2007) in order to identify the emerging common patterns during exchange.

Table 2 The Multiple Strategies of Validation

Prolonged engagement	It consists on persistent observation in the field include building trust with participants, learning the culture, and checking for misinformation.
Triangulation	This process involves corroborating evidence from different sources to shed light on a theme or perspective.
Peer review	It provides an external check of the research process.
Negative case analysis	The researcher revises initial hypotheses until all cases fit.
Clarifying researcher bias	The researcher comments on past experiences, biases, prejudices, and orientations that have likely shaped the interpretation and approach to the study.
Member checking	It involves taking data, analyses, interpretations, and conclusions back to the participants so that they can judge the accuracy and credibility of the account.
Rich, thick description	The researcher enables readers to transfer information to other settings and to determine whether the findings can be transferred "because of shared characteristics".
External audits	The auditor who should have no connection to the study, examines whether or not the findings, interpretations, and conclusions are supported by the data.

3.- Data collection procedures.

Creswell (2007) categorizes data collection in a matrix of four groups intending to convey through it the depth and multiple forms of data collection. Data collected to inform the present study was organized into each group that included: observations, interviews, documents, and audiovisual materials (see Table 3, below).

Table 3 Creswell Matrix of Data Collection

Observations	Interviews	Documents	Audiovisual materials
Field notes	structured unstructured semi structured focus group	Journal or diary personal letters public documents autobiographies and biographies. photographs videotapes emails	Videotape or film a social situation or an individual or group photographs or videotapes Collect sounds. e-mail or electronic messages phone text messages. possessions or ritual objects.

As this study focused on a diverse transnational community, data collection procedures were carefully developed and adhered to. Student-participants' surveys from a diagnostic test were collected, followed by the collection of student-participants' portfolios in Google Drive ᵀᴹ to track their linguistic, digital and intercultural competence affordances during the exchange. Lastly, a teachers' diary and two surveys were held both with students and teachers to document their gains and losses during the implementation. In addition to this, data was strategically managed making use of logging data techniques, which involved recording information through various forms, such as observational field notes, interview write-ups, mapping, census taking, photographing, sound recording, and documents (Lofland and Lofland, 1995 cited in Creswell, 2007). Additionally, protocols and video-sound recordings were used to guarantee systematization of the data collected. In sum, this study used the following instruments and sources to analyze data. Table 4 shows the data collection instruments.

4.- Storing data.

Creswell (2007) mentions the following five principles about data storage and handling that should be for included in a qualitative research:

• Always develop backup copies of computer files.

• Use high-quality tapes for audio-recording information during interviews. Also, make sure that the size of the tapes fits the transcriber's machine.

• Develop a master list of types of information gathered

• Protect the anonymity of participants by masking their names in the data.

• Develop a data collection matrix as a visual means of locating and identifying information for a study.

Hence, data collected for this thesis project such as artifacts (i.e., emails, memoirs, web entries and videos) student participants' diagnostic Test (DT) and Potential Development Test (PDT) results, collaborative teachers and student participants' 'surveys, researcher´s journal and field notes were collected and kept using the following technological devices and applications:

(1) Google Mail and Docs ^{TM} for above-mentioned first two artifacts, www.epals.com web site and WhatsApp ^{TM} for the last two ones.

(2) Student participants'´ DT and PDT were given via hard copies.

(4) Both surveys were created and answered via Google Forms ^{TM}.

(5) The researcher´s journal and field notes were kept on Microsoft Word.

The researcher created a data collection matrix document using Microsoft Excel for better visualization and analysis of the different data, as well as to have a backup of the data collected, which was additionally stored in two different laptops and in the NVivo software. The researcher followed the suggestions proposed by Creswell (2007) such as criteria validation to enhance the trustworthiness of the data collection, the analysis, and the interpretation. Additionally, this study made a careful use of several validation strategies such as prolonged engagement, triangulation, member checking, and external audits.

Table 4 Data Collection Instruments and sources

Instruments	Sources
Web entries	Student participants
Audio and video taping	Student participants
Emails	Student participants
Google Docs	Student participants
Surveys	Teachers and student participants
Journal	Researcher
Field notes	Researcher

5.- Resolving field issues

Creswell (2007) affirms that "one way to think about and anticipate the types of issues that may arise during data collection is to classify the issues according to the way they relate to several aspects of data collection, such as: entry and access, the types of information collected, and potential ethical issues" (p.138). Hence, this study tackled any emerging field issues by piloting for two months a mini-exchange project, which enriched the understanding and possible scope of an effective transnational and multicultural exchange.

Validation

A systematic validation scheme was exercised throughout the study. In the first phase, the group of Colombian teachers and student participants gathered to talk about the research project and its implications with the team abroad. Several talks via WhatsApp were held. According to Creswell (2007), this *prolonged interaction* created an appropriate atmosphere of trust and sharing needed for such a telecollaborative project. In a second phase, as data were collected from different sources and in various moments the teams revised the data collection, expecting that this *triangulation* could bring a wider scoop when data were analyzed. In a third phase, data were checked, and responses were contrasted with both groups of participants. It was expected that this

member checking validation would bring more credibility and accuracy to data analysis and it could generate potential reinterpretations of data itself. Finally, a third phase, *external audits,* was carried out when the thesis director audited if interpretations, findings and conclusions were supported by data, (Creswell, 2007, p. 122).

Implementation

Lesson Planning

The planning for the pedagogical implementation followed three Vygotskyan concepts, namely:

(1) Instruction: Teacher-participants trained learners on ICC, digital literacies and language functions (mediation).

(2) Socialization: Both teacher- and student-participants interacted with teachers and distance partners in each intercultural encounter.

(3) Internalization: Participant students reported and reflected on each intercultural encounter by briefly telling what they had learned.

This study considered student-participants' interests, peer interaction, lesson aims, activities, and strategies for each of the aforementioned stages of planning when designing each lesson plan (Appendix D). The lesson planning process followed the notional-functional approach, which allows students to learn language skills to communicate purposefully and meaningfully. Finally, lesson plans included tasks that not only promoted interaction among participants, but also enhanced high collaborative and independent work scenarios through mutual understanding.

During the months of September and October 2018, in a preliminary stage of this study, the three different teacher participants met face-to-face at school and virtually via Google Apps™ and/or Whatsapp™ voice-recording to plan some of the topics for the multicultural experience based on the needs analysis survey applied previously to student participants. Hence, there was an agreement on the target language functions to learn, such as saying and asking one´s personal information, describing one´s lifestyle, including likes and dislikes, school life or daily routines, as well as describing one´s neighborhood, city or country. This, taking into account the level (cognitive, linguistic and affective) of the participants. An account of the systematization of the meetings are the voice-recordings and the institutional class records was made.

In Colombia, the pedagogical implementation was developed in four phases, including a phase concerning the application of a pre- and post-test to assess participants' actual development versus potential development level at the end of the process. In Europe and Africa, the implementation was done in three phases, since the participant teachers were not interested in assessing students' linguistic performance as a core study variable. (See Table 3)

In Colombia, the implementation was a three-staged one, and lasted seven weeks. The "Before" stage included a diagnostic test (DT), held to measure student-participants' actual communicative competence. In the "While" stage focused on the implementation of tasks based on language functions in the preliminary stage. In the "After" stage, the researcher implemented a development test (PDT) that could shed light on the proficiency gains reached at the end of the intervention process. It is worth mentioning that the teachers based abroad did only the "While" stage, due to restrictions in time and personal commitments.

Table 5 Activities and content for the implementation

Preliminary stage	Activities and/or Tasks	Number of Hours	Number of lesson	Instruments
I	-Teacher-participants' meeting -Cover letters -Consent letters	30		-Lesson plans - A consensual syllabus -Researcher's journal and field notes
II	-Consensual syllabus			
Before stage	**Activities and/or Tasks**	**Number of Hours**	**Number of lesson**	**Instruments**
I	-Diagnostic Test Aim at measuring student-participants' actual communicative competence	3	1	-Test -Researcher's journal
While stage	**Activities and/or Tasks**	**Number of Hours**	**Number of lesson**	**Instruments**
I Instruction	Language functions: Exchanging emails Aim at developing learners' sub-skills on reading and writing so they can read and reply emails using Google Mail -Digital literacies: Student-participants (Ss) are instructed on Google Mail usage -Task 1: Ss read, share with their classmates and reply emails sent by their peers abroad -Reflection on: Cultural and linguistic gains (talks) It aims at recognizing, contrasting and value socio-linguistic and cultural aspects emerged on the current task	10	1	-Researcher's journal -Student-participants' artifact (emails)
While stage	**Activities and/or Tasks**	**Number of Hours**	**Number of lesson**	**Instruments**
II Instruction	Language functions: Sharing video-taping one's personal information Aim at developing learners' oral and aural production by videotaping one's personal information. -Digital literacies: Ss are instructed on Movie Maker video editing. -Task 2: Ss write a draft of their personal information, rehearse by pairs then video-taping and send them to their peers abroad via WhatsApp. Finally, they listen and comment the videos sent back by their peers. -Reflection on: Cultural and linguistic gains (talks) It aims at recognizing, contrasting and value sociolinguistic and cultural aspects emerged on the current task	10	2	-Researcher's journal -Student-participants' artifact: Videos

(Table Continues)

23

While stage	Activities and/or Tasks	Number of Hours	Number of lesson	Instruments
III Instruction	Language functions: Exchanging cultural or personal information via web site Aim at developing learners' subskills on reading and writing so they can read and produce a short text on a specific topic of their interest. -Digital literacies: Ss are instructed on Google Docs and epals.com website usage in order to create, share, post and comment some one's documents or posts -Task 3: Ss research, write and post a short text about a specific cultural aspect of their own culture and /or a description of their family. Then they share or post their texts on the web. Finally, they read and comment on their abroad peers' texts. -Reflection on: Cultural and linguistic gains (talks) It aims at recognizing, contrasting and value sociolinguistic and cultural aspects emerged on the current task	10	2	-Researcher's journal -Student-participants' artifact: web entries and memoires
After stage	Activities and/or Tasks	Number of Hours	Number of lesson	Instruments
I	Diagnostic Test Aims at measuring student-participants' potential mental development	3	1	-Diagnose Test - Researcher's journal
II	Satisfaction surveys Aim at accounting for the project implementation level of satisfaction among teachers and student-participants	2		-Satisfaction Surveys -Researcher's journal

Regarding the hours shown in Table 5, student participants collaboratively

worked 4 hours per week on each of the tasks proposed for the project. They also

worked 8 hours on diagnose and potential development tests and satisfactory survey.

Besides most of participants volunteered for long extra hours online to work. In the

same line, teachers in Colombia and the different countries devoted 30 hours in

preliminary planning and 70 or more hours along the three stages already mentioned.

Findings

This qualitative study incorporated Creswell´s data storing principles (2007, p.142) and multiple strategies of validation, proper of qualitative studies of this kind. In this section, a description of the study findings is provided and discussed, aiming at providing evidence, justification, and connection to the research question.

Data Analysis

The researcher used grounded theory (GT, hereafter) (Corbin & Strauss, 2008) to analyze the qualitative data because GT allows researcher inductively derive hypothesis from the phenomenon being studied. After data was triangulated to corroborate the findings, codes, categories and subcategories were identified (Saldaña, 2013), and a theory was built from the analyzed data (Corbin & Strauss, 2008).

The linguistic aspects evinced from the diagnostic test and other instruments were interpreted using the Common European Framework of Reference for Languages, in order to know student´s current, and progressive proficiency level. Then, descriptive statistics procedures were used to incorporate quantitative data so any linguistic improvement could be compared, contrasted, and represented visually.

Categories

In the present study, the researcher implemented a methodology that best accounted for category development in grounded theory. The initial coding started with Corbin and Strauss' (2008) open, axial and selective coding, and then the study made use of coding procedures suggested by Saldaña's (2013). Thus, category, themes and theory processing were evinced. As a result, this study identified three categories and two subcategories explained in detail in the next paragraphs.

Overall Category Mapping

Initially, the researcher used open coding analysis by color-coding words, full

sentences and chunks of text described by a concept (Corbin & Strauss, 2008). This

initial step was equivalent to Saldaña's (2013) first cycle coding. (Figure 2).

Then, the researcher moved to a second cycle that consisted of comparing and

relating the previous concepts so broad patterns could be identified. As Miles and

Figure 2. Initial concepts

Huberman (2013) state, pattern coding, as a second cycle method, is a way of grouping

those summaries into a smaller number of categories, themes, or constructs". (Figure 3)

How might a telecollaboration project held in a multicultural EFL community foster the development of intercultural and linguistic competences of a group of learners?

KNOWING THE WORLD
-Awareness
-Communication
-Face to face
-Traditions & Customs
-Travel & meet

GIVING FEEDBACK
-Teacher support
-Peer to peer
-Class report
-Assessment

COPING WITH OTHERS
-Differences
-Socialization
-Tolerance
-Mutual Understanding

CONNECTING WITH PEOPLE
-Multiple resources
-Accessibility
-Media ethics

SHARING LEARNING
-Cooperation
-Feedback
-Common syllabus-

DESIGNATING ROLES
-Students & task
- Common syllabus
-Schedules

INSTRUCTING LEARNERS
-Identity & culture
-Language functions
-Resources
-Strategies

Figure 3. Preliminary category coding

Finally, the researcher found connections among the noted patterns and grouped into three broad categories and two subcategories that aimed to answer the research question presented in this study.
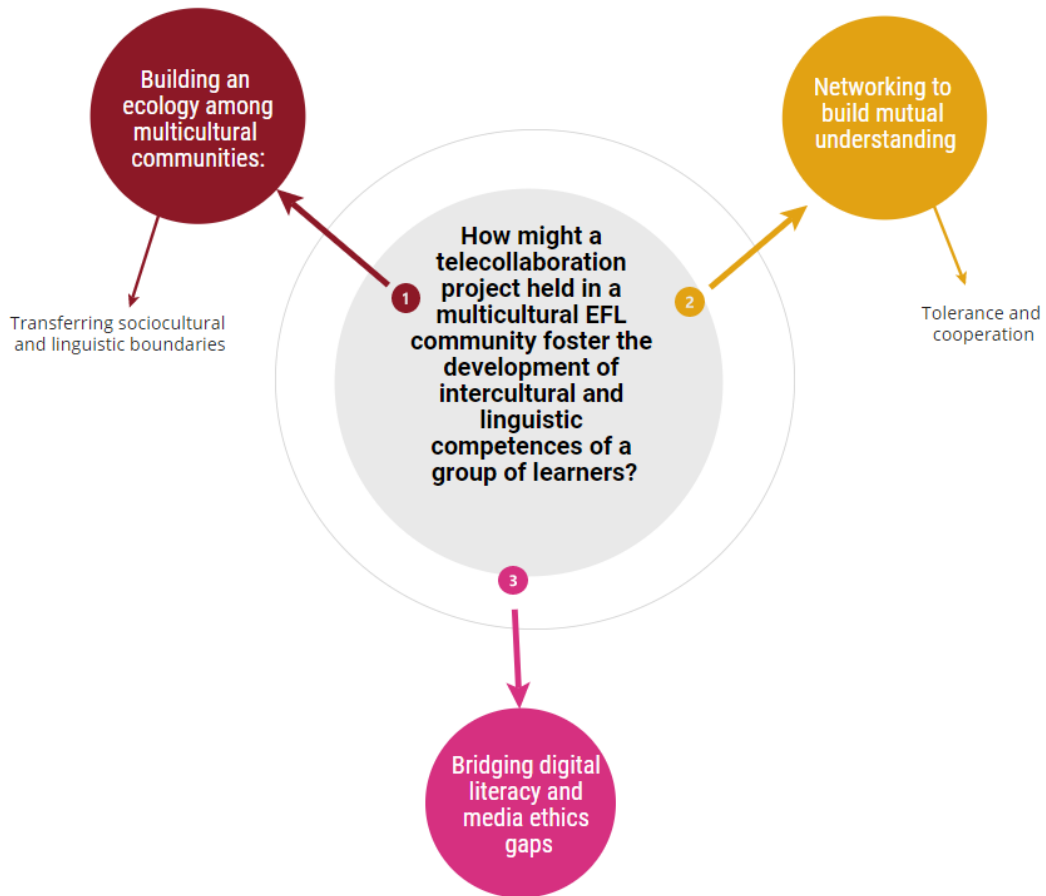
Figure 4. Final Category and subcategories

Discussion of Categories

Narrative description as suggested by Miles et. (2013) frames the upcoming discussion of categories in order to tell "how the social action we witnessed and synthesized unfolded and flowed through time" (p. 22). Additionally, this narrative is supported with excerpts, including charts and graphic displays that, echoing the authors' words: "…condense material into an "at-a-glance" format for better mental and analytics processes". (p. 22)

(1) Building an ecology among multicultural communities.

Findings revealed two paramount aspects when consolidating a functional and pragmatic EFL multicultural community: (1) Identification of relevant sociocultural aspects, values and beliefs that promote an authentic communication among participants, and (2) Internationalization of the curriculum among schools, addressing the design of tasks. The study enhanced transfer of sociocultural and linguistic boundaries among the communities.

Culture, as a natural "spark," enhanced fluid communication among learners.

Regarding the sociocultural aspect emphasized on the values and beliefs that promote an authentic communication among participants, the study findings revealed that culture was a natural "spark" to enhance fluid communication among participants. Also, data also revealed that while consolidating an EFL community, participants engaged in learning about each other's sociocultural aspects. This supposed the recognition, interest and use in vocabulary and expressions associated with both the target culture and to one's own.

Excerpt 1" *Si por que enviamos documentos sobre nuestra cultura y debemos investigarla*" (student 2, student participants'´ survey December 2018)
Translation: Yes, we sent documents about our culture and we had to investigate it

Excerpt 2 *"Si, ya que otras personas nos informan y enseñan sus culturas"* (student 4, student participants'´ survey December 2018)
Translation: Of course, because other people inform us and teach about their culture.

Excerpt 3 "*Porque a mí personalmente me llama mucho la atención saber de otras personas, culturas, y lugares por lo cual me esfuerzo mucho a la hora de leer lo que nos comunican los rusos, etc."* (student 6, student participants'´ survey December 2018)
Translation: Because it personally calls my attention to learn about other people, cultures, and places so I try very hard when reading what Russians tell us, etc.

Excerpt 4 *"Finally, student participants' expressed the importance of learning from others´ lives and culture via videos. It was (they said it) much fun than to learn grammatical rules or verb TO BE."* (Researcher's journal, November 2018)

Learners recall and/or revive aspects regarding their own cultural traditions and celebrations

Data suggests that student participants also recalled and/or revived

aspects of their own cultural traditions and celebrations while reading and

reporting them to their friends abroad. Participants reported that they did not

know about many of the target issues they had to investigate to prepare for the

exchanges, which made them approach their cultural knowledge and

understanding in a somewhat natural and engaged way.

Excerpt 5 *"Porque investigamos mucho sobre la comida música días de celebración que no todos sabíamos."* (student 3, student participants'´ survey December 2018)
Translation: Because we research a lot about food, music, celebrations that we did not know.

Excerpt 6 "*Porque ya que es de nuestro país creo que nos interesa crear y que los vectores queden satisfechos y con ganas de saber más de nuestro país, para lo cual tenemos que buscar más a fondo información sobre nuestro país y así nos enteramos de cosas nuevas*" (student 6, student participants'´ survey December 2018)
Translation: Because it is about our country. I think we were interested in creating [cultural resources] so readers were satisfied and they wanted to know more about our country. So, we had to search more information about our country and thus we learned new things about it

Excerpt 7 "*Nos da a conocer varias constumbres que hay en Colombia*" (student 8, student participants'´ survey December 2018)
Translation: It let us to know about other traditions that exist in Colombia

Excerpt 8 *"This helps students value their own culture and learn about other cultures from students their age not adults. this enhances enthusiasm and motivation.* (collaborative teacher´s survey, December 2018)

Thus, results corroborated that exchanging real and relevant sociocultural data allowed student participants to host a genuine and respectful communication with outsiders of their culture, while decoding target linguistic input. These results coincide with Jin's (2017 study findings, in which a telecollaborative project between Chinese and American university was held, students engaged in language and cross-cultural communication via WeChat. The study disclosed that such a multimodal app had affordances concerning authenticity, identity building, and access to linguistic resources.

> Excerpt 9 "*Los estudiantes lograron compartir lo que ellos conciben de su cultura, identicando aspectos relevantes de su entorno, además demostraron un alto grado de valor y respeto por otras culturas"*(Collaborative teachers' survey, December 2018*)*

Translation: Students managed to share what they conceive of their culture, identifying relevant aspects of their environment, and they demonstrated a high degree of value and respect for other cultures.

> Excerpt 10 "*Actualmente tiene la suficiente confianza y conocimientos de poder discutir y socializar su cultura y otras, que muy pocas personas conocen.*" (Collaborative teachers' survey, December 2018*)*
> Translation: Currently they have enough confidence and knowledge to discuss and socialize their own culture and others, which very few people know.

Transferring sociocultural and linguistic boundaries.

Efficient internationalization of the curriculum among schools and agents

As per this deriving subcategory, the study drew attention to an efficient internationalization of the curriculum among schools and agents, interested in embarking in telecollaboration projects. This involves the planning of the project having a macro and micro design and assessment structure in order to ensure that content, tasks, procedures, and strategies are linguistically adequate to students' levels, and that their

assessment leads to efficient proficiency production and therefore, match the target

instructional and learning outcomes.
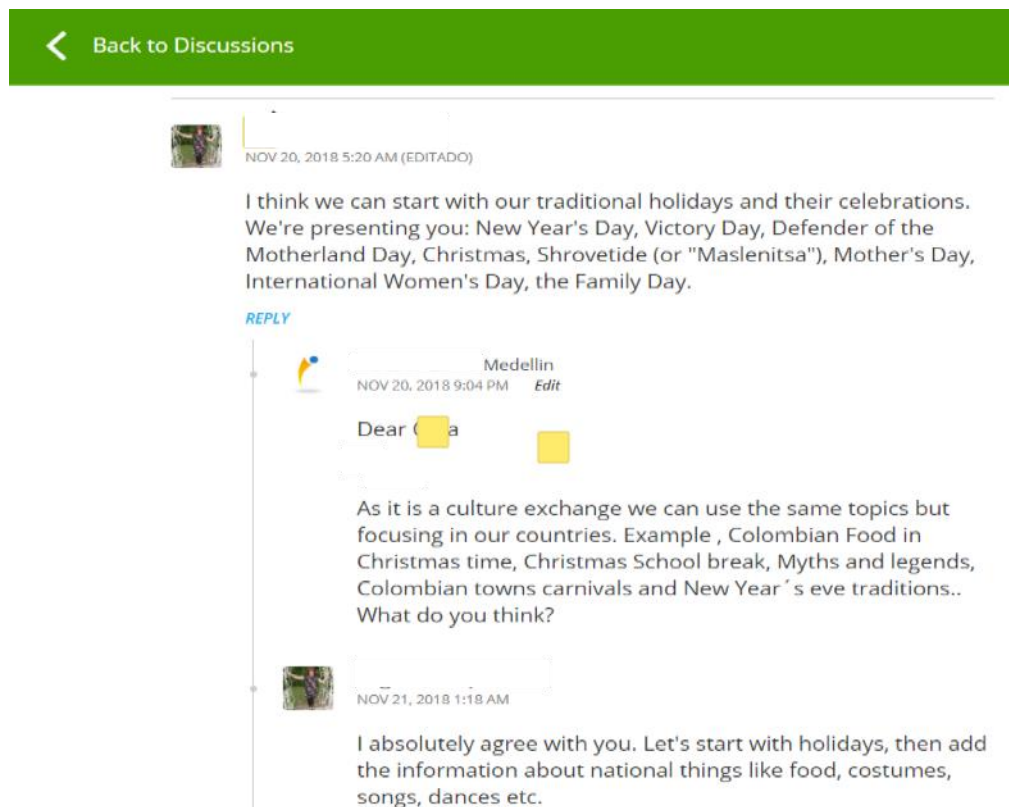
Figure 5. Excerpt 11 Chat discussions. Collaborative teachers 2018

Excerpt 12 *"Mrs. TM and I had agreed on making students work in an asynchronous project of uploading entries about personal information and cultural topics furthermore commenting on each ones' entries".* (Researcher´s journal, November 2018)

Excerpt 13 *"De hecho es el punto de partida, pues del diagnóstico realizado en el contexto sociocultural de los estudiantes, surgen las problematicas que se quieren trabajar desde diversos ángulos (transversalización) para así poder concretar las actividades que se quieren trabajar con ellos."* (Collaborative teachers' survey, December 2018*)*
Translation: In fact, it is the starting point, because it is from the socio-cultural diagnosis made to students´ context, that some problems arise. And those problematic issues should be worked from different angles (mainstreaming) in order to be specified the type activities desirable to work with them[students].

Excerpt 14 *"En el caso de este trabajo, se pudo materializar la tranversalización de tres áreas de estudio, con lo cual se pudo hacer más eficiente el desarrollo de actividades orientadas a los estudiantes"* (Collaborative teachers' survey, December 2018*)*

32

Translation: In the case of this work, it was possible to due to the transversalization of three areas of study which made it possible and efficient the designing of activities oriented to the students

Except 15 *"It makes them being highly motivated understanding the main goal of learning language is international communication and enlarging the horizons!"* (Collaborative teachers' survey, December 2018*)*

(2) Networking to build mutual understanding.

Two key factors developed during this telecollaboration project that effectively helped becoming an EFL Community were: (1) Cooperation that meant not only being able to work as a team but to view and support each other's as equals, and (2) Appraisal of linguistic and cultural differences that enrich learning in the context of a global society.

Learners evidenced cooperation and support to each other's as equal.

Data evinced positive findings regarding cooperation and support among the participants, as they engaged in *class building* activities (Jacobs, Power, & Loh, 2002), working to build a feeling of trust and solidarity among all the members of the class, and endorsing "cooperation as a value" itself (Jacobs, Power & Loh, 2002). In doing so, TP was essential to create the right environment, model behaviors and expected skills, while ensuring that communication was efficiently mediated through tenets of respect, trust and solidarity.

Excerpt 16 *"As sessions passes by, I notice student-participants get more coordinated among themselves* (Researcher´s journal, November 2018)

Excerpt 17 *"It raised the students' awareness of global citizenship and cross-cultural difference and tolerance"* (Collaborative teachers' survey, November 2018)

Excerpt 18 "*Si también porque me ayuda a muchas cosas que no se*" Translation: Yes, because it also helps me in many other aspects I do not know. (Participant students' survey, November 2018)

Excerpt 19 "*Porque asi ellos conocen más sobre nuestras costumbres, etc*"
Translation: Thus, they learn more about our traditions, etc
(Participant students' survey, November 2018)

Excerpt 20 "*no solo nos ayuda a mejorar conocimiento de nuestras culturas, sino que tambien nos evidencia sobre otras.*"
Translation: It not only helps us to improve knowledge of our own culture but also it helps us learning others as well.
(Participant students' survey, November 2018)

Tolerance and cooperation

Learners developed higher acceptance, awareness and brotherhood towards others allowing spaces for honest cooperation.

Data also showed that when exchanging traditions, cultural values and beliefs with people outside one's culture, participants developed higher acceptance, awareness and brotherhood towards others allowing spaces for honest cooperation. The aforementioned finding agrees with Blake's (2009), in so that interventions heavily depend on the nature of the assignments, teachers ' instructions, and students ' own idiosyncratic features. More recent studies echo such perspective, such as Schenker's (2017) study reporting a telecollaboration project between the United States and Germany, in which learners acquired a deeper understanding of German culture, Germans ' daily lives and similarities between the two nations.

Excerpt 21 "*Yes in a positive way! They become aware of their cultural identity and be proud to share it with other students from other countries and get to know theirs and accept it and that raises mutual understanding!*" (Collaborative teachers' survey, November 2018)

Excerpt 22 "*The world has become a global village and having such exchange can open horizons to work or travel to the countries they have made exchanges with*" (Collaborative teachers' survey, November 2018)

Excerpt 23 "*Now we're an international group which is ready to keep on our collaboration in case of necessity in order to enrich our knowledge*

about the world around" (Collaborative teachers' survey, November 2018)

Excerpt 24 "*Ellos, además demostraron un alto grado de valor y respeto por otras culturas"*
Translation*: Besides, they evidenced high value and respect for foreign cultures.*

(3) Bridging digital literacy and media ethics.

Data revealed that tasks supported by an efficient selection and use of technological devices during the implementation, not only allowed learners to authentically communicate with distance peers but, at the same time, could learn what might be said or not, in agreement with the tenets of *netiquette*, while adhering to norms of respect, politeness and care to others during the telecollaboration exchanges.

Learners incorporated newly technology-based resources into their everyday class.

As data showed below, students evidenced appropriation of knowledge on the use of technology sources. In addition, their answers also evidenced how they incorporated newly technology-based resources into their everyday class tasks in a sequential and smooth way. The aforementioned finding is congruent with what Wood and Smith (2005) had defined as the essence of CMC, in which "an integration of computer technology with our everyday lives and how this mode of human interaction affects so many parts of our lives as to be almost ever present" (p. 4).

Excerpt 25 "*Finally, they all finished shooting their videos so we moved to Mrs. Parade's computer room in order to edit the videos using movie maker"* (Researcher's journal, November 2018)

Excerpt 26 "*Once we watched the video three times I asked student-participants about their emotions and impressions about their Tunisian peers"* (Researcher's journal, November 2018)

Excerpt 27 "*The task was to listen to the Tunisian students introducing themselves and write down specific details about their lives."*
(Researcher's journal, November 2018)

35

Learners improved their digital literacy due to a variety of tasks and media resources selected to support learning.

Another key factor that affect positively student participants' digital literacy improvement was the variety of tasks and the media resources selected to develop them. The group of teachers planned strategic and meaningful tasks for students keeping in mind, their inborn talent for technology, and their perceived digital literacy skills.

> Excerpt 28"*Conocí otras aplicaciones que son muy buenas, útil y fácil de usar*"
> Translation: I learned other applications that are very good, useful and easy to use (Student 3, Students´ survey, December 2018)

> Excerpt 29 "*Porque usamos diferentes herramientas tecnológicas por lo cual practicamos lo ya aprendido, y bien, aumentamos nuestros conocimientos usando nuevas herramientas*"
> Translation: Because we use different technological tools so we practice what we have already learned, and well, we increase our knowledge using new tools (Student 4, Students´ survey December 2018)

Learners boosted their motivation towards learning and made it more contextualized and comprehensible.

In the same vein, Mehri (2017) found that online CMC tools, such as e-mail, telegrams, and text-chat motivate learners to interact with the topics and assist learners in the integration of constructs, and in the use of information in different situations. Likewise, Tseng and Yeh´s (2019), highlighted that by tackling issues related to low English learning motivation and multi-level classrooms, through the use of multimodal resources and online websites boosted students' motivation to learn and make their learning contextualized and comprehensible, regardless their language skill levels.

> Excerpt 30 "*Participant-students were enthusiastic about their received e-mails and they were so anxious to reply*" (Researcher's journal, November 2018

> Excerpt 31 "*It makes them being curious in their studying and compare themselves and their styles of living with their peers' ones in different countries.*" (collaborative teachers' survey, December 2018)

Learners reached clear awareness on how and what should be done or said.

Data also suggested that student participants reached clear awareness on how and what should be done or said when using technology-based resources in a telecollaborative project. Such awareness raising was boosted through the effective scaffolding and task sequencing exercised by the instructors. Therefore, the results of the present study echoed former findings that highlight the value of careful instructional design of tasks that aim at enhancing digital literacy skills (Blake, 2009; Lee, 2007; Salaberry, 2001). Recently some studies, such as of Camiciottoli, and Bonsignori's (2016) assert that educators need to adopt innovative pedagogical methods to assist learners create and understand the role of multimodality in their everyday learning, which could include multimodal interaction between teacher and students, the use of multimodal teaching equipment, and specific teaching on how to build meanings with different semiotic resources.

> Excerpt 32 "*I´ve noticed how careful and respectful these student participants' behave when addressing or creating media resources for their peers abroad"* (Researcher's journal, November 2018)

> Excerpt 33 "Mr. VM reported us how successful it was a student participants' discussion on cultural identity, symbols, thoughts and beliefs, regarding a potential encounter with some else's culture and beliefs" (Researcher´s journal, November 2018)

> Excerpt 34*" Los estudiantes lograron compartir lo que ellos conciben de su cultura, identificando aspectos relevantes de su entorno, además demostraron un alto grado de valor y respeto por otras culturas"* (collaborative teachers' survey, December 2018)
> Translation*: The students managed to share what they conceive of their culture, identifying relevant aspects of their environment, and they demonstrated a high degree of value and respect for other cultures*

Learners' language learning accomplishments

All in all, the results show advances along the three stages of the implementation. The "before" moment assessed through a diagnostic test allowed to

determine students' current CEFR level. It revealed that 4 out 8 were at A1 and the

remaining 4 scored A1(-). Then, the researcher assessed the descriptive statistics results

to identify any linguistic improvement. (Figure 6)
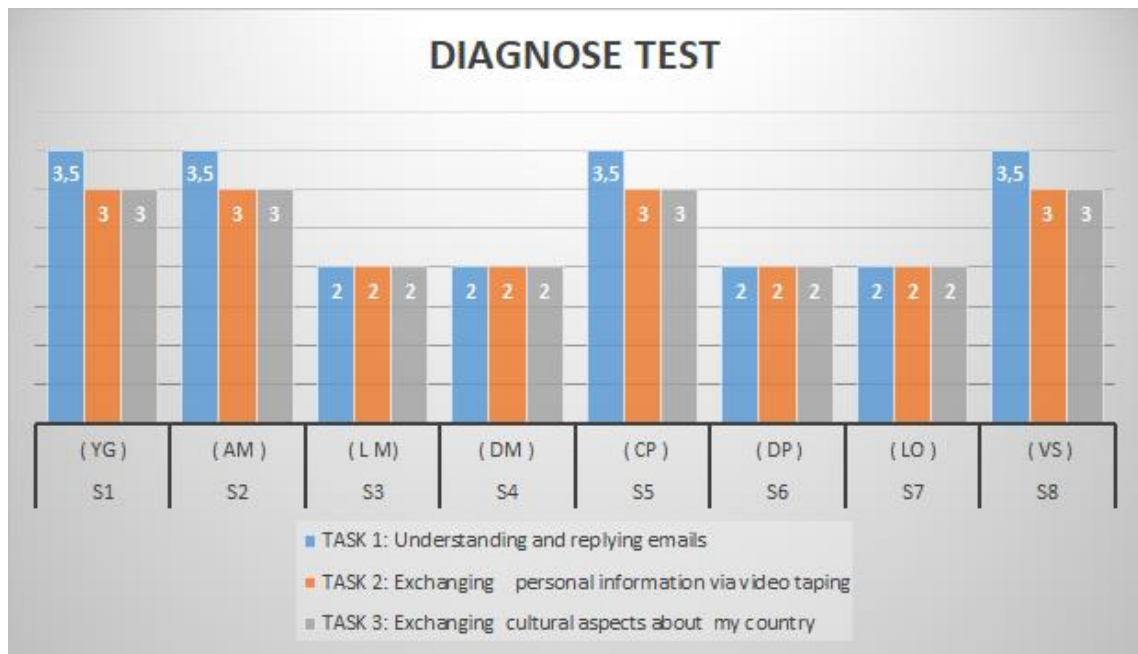
Figure 6. Diagnose Test Graphic

Results unveiled learning differences among two groups of student participants:

higher and lower proficiency learners. Far from being a limitation, the group of

instructors designated a scaffolding strategy that paired a beginning learner to an

advanced one, thus following Vygotsky's (1978) ideas of finding support on a capable

peer.

> Excerpt 35 "*Although I started to notice that 4 out of 8 student participants' did them outstandingly and some others who took longer to do so. To these first ones, I assigned one or two of the less skilled ones.*
>
> Except 36 *"Most student participants' did it quite well and the ones that stood behind got immediately supported by the keen ones"*
>
> Except 37 *"Mrs. MP helped a lot with the less skill on digital issues so I dealt with the more advanced ones."* (Researcher´s journal, November 2018)

While the "during" stage was implemented, the amount of support or feedback were adjusted to boost participants' linguistic development. That was the case of the less skillful participants who were paired up with the more skillful ones while doing the tasks. Hence, peer support, and mentoring were prompted, being focused on the ones with more needs, offering ways to ensure their learning gains.
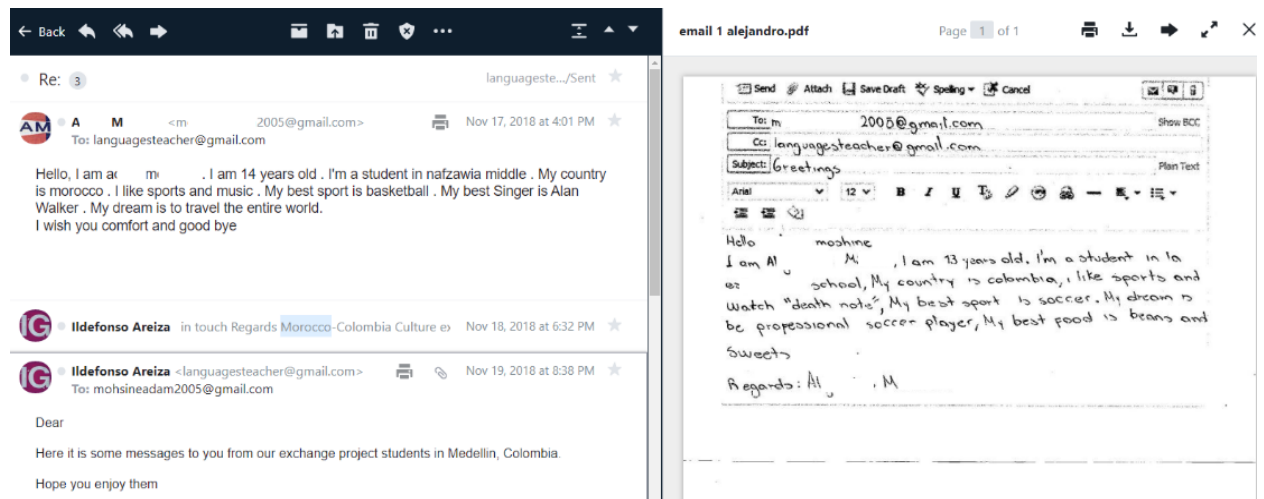
Figure 7. Student participants' artifacts
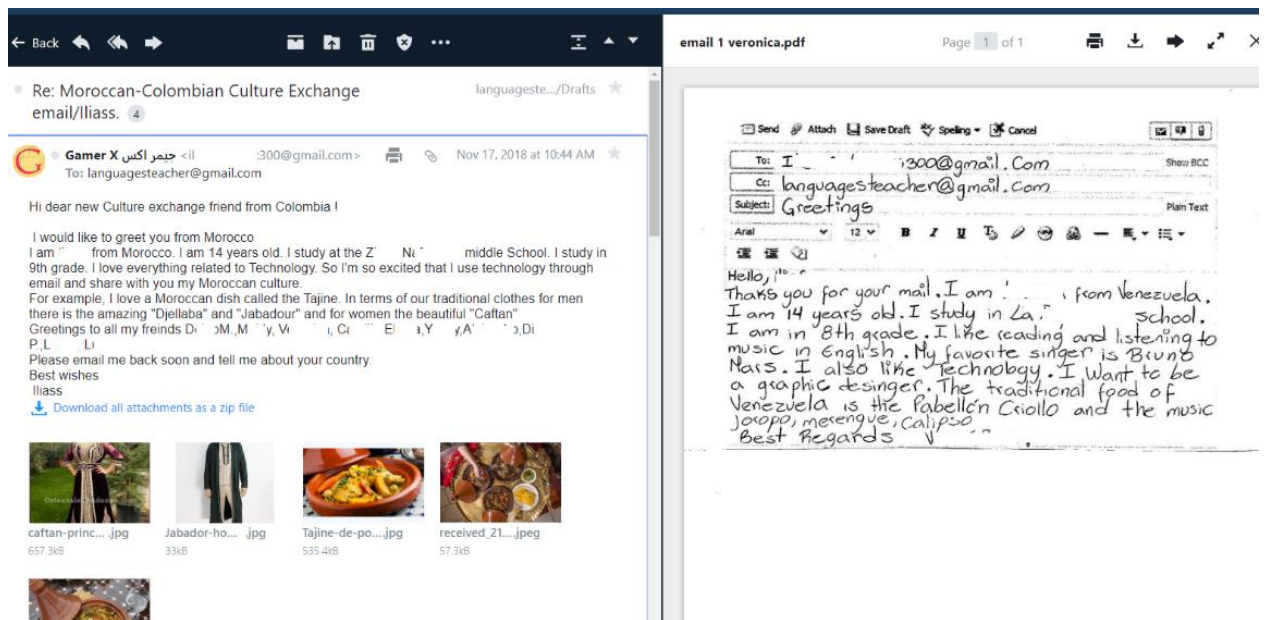
Figure 8. Student participants' artifact

The figures above indicate student participants' writing through authentic replies to e-mails exchanged with their peers abroad. Previous work involved dependent tasks guided by their teachers and supported by team feedback. Hence, the principles drawn from Vygotsky's (1978) theory of learning, supported both cognitive and linguistic development, through the exchange of personal and cultural information. To reach effectiveness, the process required that there was a conscientious decision-making, concerning the search and selection of topics, materials and sources. Thus, learners needed to be trained to investigate about cultural topics suitable to share, displaying efficiency in the personal preparation of drafts, and engagement on and collective process of co-construction and mutual feedback.

To this respect, the researcher wrote:

> Excerpt 38 "*They feel free and willing to help each other and moreover they share enthusiastically their work and knowledge*. (researcher´s field notes, November 2018)
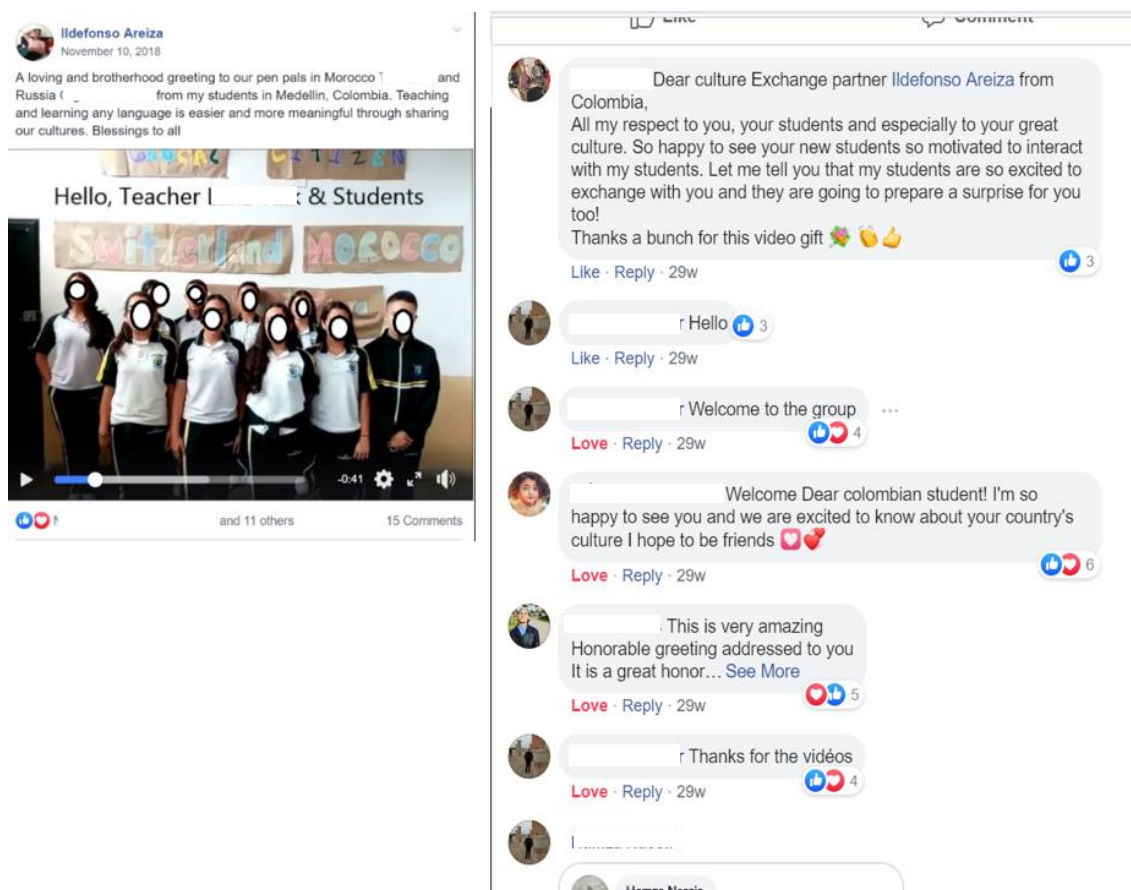
Figure 9. Student participants' videos and chats

Finally, the videos exchanged via WhatsApp were uploaded to a Facebook page created for academic purposes, and this proved effective during the implementation. Students diligently produced and share commentaries with each other using target communicative functions and expressing respect and tolerance for cultural differences. The teachers' guidance and support among peers were crucial aspects for designing, implementing, filming and finally editing audiovisual resources. Such guidance and support principles are grounded in Vygotsky's theory (1978), highlighting the value of designing cooperative learning exercises in which beginning children developed their language skills with the help from more skillful peers.

Excerpt 39 *"Some team groups were ready to shoot so I allowed them to do so. Some other stayed with me in the classroom and improved their script drafts with my assistance"* (researcher's journal, November 2018)

Hence, the target scaffolds used during the project exerted significant influence on students' proficiency results. As showed in Figure 10 below, student participants moved each 0.5 percentage on the scale including the less skilled learners. Student 7 moved 1.0 percentage on the scale. In relation to the CEFR, this increase percentage meant that beginning students went from A1- to A1. Besides, skilled students remained in A1. Most students reported having counted on support sources such as parents, sister and/or brothers. In the case of Student 7, "*My older sister who lived in the US helped me",* her answer reinforces Vygotsky's (1978) thesis when stating that adults are a very important source of cognitive development for children.
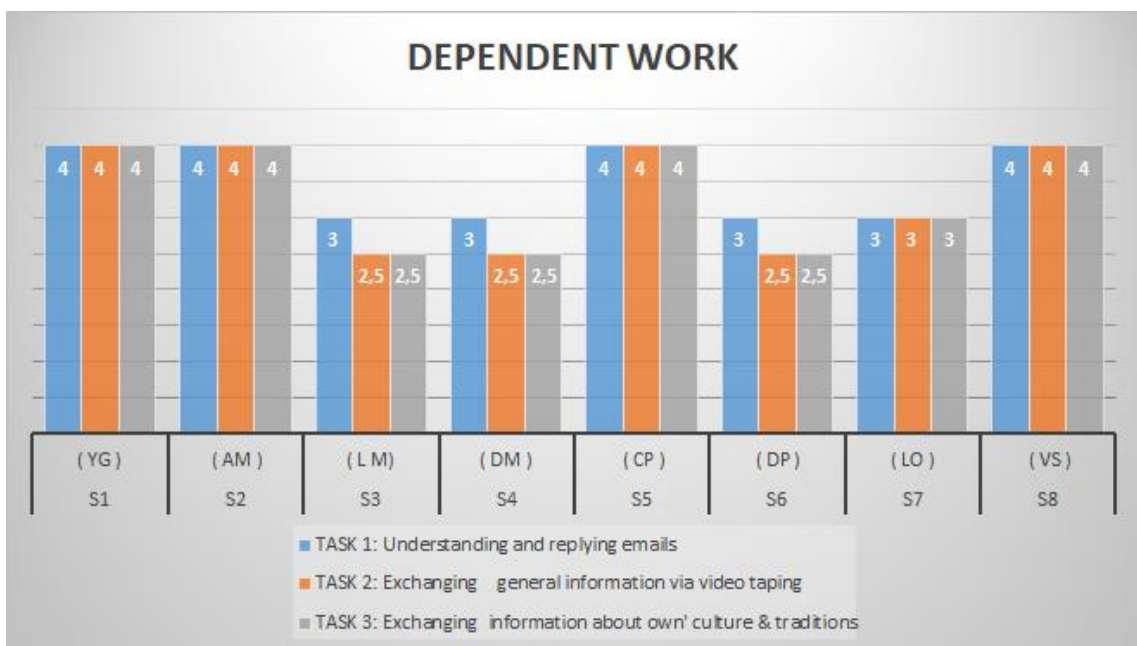
Figure 10. Dependent work stage

Finally, during the last stage called "After-implementation" the researcher applied the potential development test (PDT). It revealed that 5 out of 8 scored A1+ and the remaining 3 scored A1 (Figure 12). Data from PDT graphic evidenced that all student participants scored increases in the target communicative functions assessed such as exchanging personal information, describing their school life and sharing cultural information about their city. This indicates that learners reached a modest but significant higher degree on their linguistics skills due to the exposure of a methodology -Functional Language Approach- which integrated SCT's concepts and telecollaboration in a community of learning.
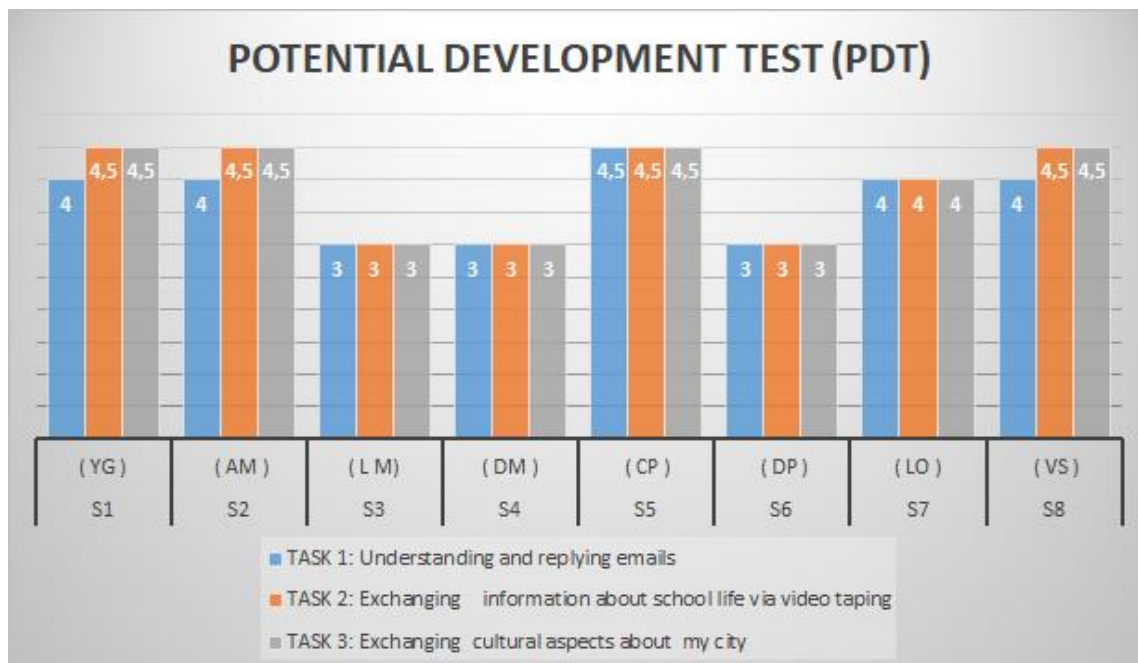
Figure 11. Potential development test results

Conclusion

In this section, the main study categories were further examined: (1) Bridging digital literacy and media ethics, (2) Building an ecology among multicultural communities -transferring sociocultural and linguistic boundaries, and (3) Networking to build mutual understanding –tolerance and cooperation. In sum, the findings show learners' broadening repertoire of digital skills and correctness in language use, enhanced authentic communication among participants, and a suitable environment in which learners' benefit from sociocultural and linguistic exchanges. Finally, results evidence the value of cooperation to enhance mutual understanding and inclusion among the agents involved in telecollaboration.

All in all, results highlight that matters such as instructional design, including scaffolded support, teaching presence, and a careful selection of technology-based resources play a predominant role in supporting the development of a multicultural telecollaboration project and, thus, impacting students' linguistic and digital skill development.

Discussion and Conclusions

The present study sought to address the research question of how a telecollaborative project held in a multicultural EFL community could foster the development of intercultural and linguistic competences of a group of learners. To do so, this study drew on two major theoretical areas: Firstly, Vygotskian sociocultural theory (1978), which stresses the idea that what learners can do together with others improves their mental development, even more so than what they can do by themselves. This study also deepened into Vygotskian concept of Zone of Proximal Development (ZPD) described as the distance between the actual development level of a learner characterized by his/her autonomous problem-solving and the potential development level characterized by the problem-solving guided by an adult or capable peer. Secondly, the study echoes Dooley and Sadler's (2016) concept of telecollaboration as a pedagogical process which supported geographically distanced collaboration among students who share knowledge through social interaction using multimodality to boost their language and intercultural competence development. All the previous concepts are widely discussed in the following headings.

Comparison of Results with Previous Study´s Results

The present study unveiled participants' high appreciation for multicultural encounters and progressive appreciation of digital tools during telecollaboration exchanges. In those exchanges, good levels of commitment and responsiveness were displayed as well as learners' acknowledgement of the value of teaching presence. To boost such outcome, the teachers implemented sequenced and organized learner training stages in which participants could comprehend the pillars of telecollaboration and gradually learn how to make of it a lifelong and useful learning experience. The

implementation of the aforementioned teaching presence factor, resulted as a key factor that determined participants' positive learning outcomes, a finding formerly reported in Turula's (2017) study.

Henceforward, this study fostered a friendly environment to set up both a teacher and a learners' community by reducing anxiety towards speaking and by supporting the creation of mutual understanding among participants. The cultural exchanges held promoted participants' knowledge-building in addition to increasing learning confidence (El-Hariri, 2017). Furthermore, the intercultural experience via telecollaboration also enhanced participants' linguistics gains, not only on the development of learner´s free writing activities, but also on their perceptions on language learning, drawing on a pragmatic use of the language that was sequentially structured through the design of tasks that enhanced authentic communication among English language learners.

Significance of The Results

This study has described how the telecollaboration experience supported the development of an EFL community through cultural and linguistic exchange incorporating a rational use of the computer apps and a selection of tasks. Therefore, the study supplied language learners with access to linguistic and cultural information, and these were participants who had not developed abilities or strategies to use computers and apps efficiently in their learning experiences prior to their involvement in the study (Hubbard, 2009). It is worth mentioning that sequenced and structured training on digital literacies was planned and conducted to promote their use and longtime application in participants' personal and academic lives. Moreover, this study also enlightened how tasks designed during the project not only enhanced authentic communication with long-distance peers, but also student participants learned what

might or might not be said in terms of politeness. In addition to the aforementioned activities, this study also bridged the multicultural gap among the learners, advocating for the acceptance of other's differences, lifestyle and views consolidating a respectful learners' appraisal of linguistic and cultural differences. Thus, the exchange of real and relevant sociocultural matters enables participants to communicate genuinely and respectfully with outsiders of their culture.

During the research implementation, participants used language as a personal act to convey, construct, and communicate their feelings, emotions, identities and/or as an act of transferring understanding to other people (Atkinson, 2002). Participants also refreshed or revived their own cultural traditions and celebrations while exchanging with their peers abroad thus becoming aware of their belongingness and membership in a multicultural and multilingual community (Copp, 2012). Finally, this study provided participants with significant experiences within their ZPD, thereby encouraging and promoting their individual learning. Therefore, this collaborative methodology scaffolded learners' mental development processes from mere problem-solving to dependent problem-solving under adult or capable peer support.

Pedagogical Challenges and Recommendations

Considering that this telecollaboration project was implemented in a short-term period (seven-week period), there were significant gains on culture appraisal and linguistic exchange. Participants reported high levels of satisfaction during the time and the tasks of the project. For further interventions, it is advisable to have a longer period intervention for a multicultural and linguistic exchange of this kind, to track further knowledge gains among the target group of participants. It would also be paramount to

implement higher hours of real time exchange if schools/institutions can provide high quality Internet connectivity.

Regarding the intercultural exchange, the challenge lies in helping learners become aware of the importance of sharing (and comprehending) relevant, meaningful cultural aspects of their own traditions and customs instead of adhering to stereotypes that might promote prejudice, bias or generalization. In this study, a new dimension of the English language was endorsed, as the target language was the vehicle to transcend from being the subject that mainly adheres to a culture of standardized tests, to a meaning-making scenario that efficiently fused cultural and linguistic domains, exchanged in authentic settings with long distance peers. The study argues for the early exposure to authentic communicative scenarios that are supported by multimodal resources, so learners can gradually develop their digital literacies and impact their personal and professional growth in their lifelong personal and professional practice.

Research Limitations on The Present Study

This study had two main limitations regarding the multicultural and linguistic exchanges. Understanding that exchanges, by nature, are extremely complex and dynamic educational contexts (Turula, 2017), one of the major limitations was handling the adjustment among the three main time zones: America, Europe and Africa when trying to implement synchronous tasks. The researcher and the teachers abroad communicated easily via Skype™ or Google Hangouts™ because we had good connectivity at home, but not at school. In addition, it needs to be understood that both the design as the implementation of the exchanges demanded a significant amount of time, and all the three staff members voluntarily worked extra hours in the exchange. However, this was not the case of the participant students who did not have internet access at home or did not have a computer either. A way to tackle such limitation was

having asynchronous tasks to avoid legal problems, since it was extremely difficult to ask students to stay after school hours to host the synchronous exchanges. Thus, the teachers' team had to limit real-time exchange in their initial planning, and instead, implement more asynchronous exchanges.

The second limitation was the shortage of time for the entire implementation itself. It is thus concluded that a multicultural and linguistic exchange, demands more than an academic term (e.g., more than an academic semester, and if possible, a yearlong) to be successfully implemented, so that higher gains can be reached and/or deepened such as the participants' appreciation of each other's culture, values and beliefs.

There are additional supporting arguments to achieve such mission, as there are multiple tasks that the exchange team has to be engaged in, such as the planning and investment of time to host the meetings, as well as those actions proper of projects of this kind such as researching, planning, drafting, editing and distributing tasks among the student and staff populations. Lastly, it is to be well understood that the teachers' and peers' support showed a twofold focus: as an asset to engage in efficient collaborative practices that enhanced the establishment of a multicultural community and boosted participants' expression in L2, and also, as a challenge to synchronize views, procedures and actions that benefited the parties involved. High levels of negotiation of meaning and ambiguity tolerance are required for the telecollaboration team.

Further Research

Taking into consideration that in the project the implementation of some synchronous tasks was limited due to the time zone differences, further studies of this kind could be planned with congruent time zones, not only to alleviate connectivity and

exchange difficulties, but also to trace possible correlations among language and culture gains (in comparison to this study's ones), and examine the degree of exposure and the authenticity of the exchanges. In addition to this, further research could be focused on the analysis of the dynamics and variations of adult and/or peer support available to learners to develop their linguistic and intercultural competences and digital literacies through telecollaborative exchanges.

Concluding Remarks

All in all, this study highlights the importance of telecollaboration during the establishment and consolidation of an EFL community as participants could naturally exchange cultural and linguistic knowledge, thus, expanding both their understanding of their contextual realities and lifelong learning horizons. In addition, the present study reveals the positive impact of a telecollaboration project when implementing tasks and framing on sociocultural theory's concepts of instruction, mediation, socialization and internalization, as a valid approach to scaffold and track learner´s social and language development making use of multimodal resources and synchronous and asynchronous interactions.

This project seeks to contribute to the local and global EFL community by providing genuine insights concerning the establishment and growth of an interdisciplinary and multicultural EFL community working in a transnational telecollaboration experience. In addition to this, the project seeks to add evidence on the impact of telecollaboration in novice language learners' settings who are pursuing the development of their intercultural and linguistic competences.

The present study can be replicated with similar populations across educational levels, both in Colombia and abroad. Hence, the study contributed expanding the

limited scope of projects on telecollaboration in English language learning in Colombia (Ceo-DiFrancesco, Mora & Serna Collazos, 2016; El-Hariri,2017; Martinez Sánchez, 2016;Tolosa, 2017;Viáfara, 2019), validating once more that telecollaboration is a pedagogical strategy that could help diverse learner groups to engage in cultural and educational exchanges with peers abroad, and reassuring that through an effective integration of multimodal technology-based sources, learners' digital literacies are boosted.

In addition to this, it is to be considered that the Colombian English language curriculum does not generally promote the fosterage of telecollaboration in state schools. Instead, authentic exchange opportunities are limited to the use of textbooks and their multimodal materials, Internet sources, and/or eventual and restricted contact with teachers and peers form other language and culture arenas, thus limiting the endorsement of English as a lingua franca and instead, prioritizing native-speakerism views in the English language classroom.

References

Akinbode, J. O. (2008). The Impacts of Information Communication Technology (ICT) on the Teaching and Learning of English as a Second Language in Nigerian S econdary Schools. *African Research Review*, *1*(3). doi10.4314/afrrev.v1i3.41018

Al Khateeb, A. A., & Alshahrani, K. S. (2019). Investigating Language-related Tasks in EFL Settings in Light of Tele-Collaboration Phenomenon and Sociocultural Theory. *International Journal of Emerging Technologies in Learning*, 14(3), 151–165. Retrieved from, https://aplicacionesbiblioteca.udea.edu.co:4231/10.3991/ijet.v14i03.9418

Ajabshir, Z. F. (2019). The effect of synchronous and asynchronous computer-mediated communication (CMC) on EFL learners' pragmatic competence. *Computers in Human Behavior*, *92*, 169–177. Retrieved from, https://aplicacionesbiblioteca.udea.edu.co:4231/10.1016/j.chb.2018.11.015

Atkinson, D. (Ed.). (2011). *Alternative Approaches to Second Language Acquisition.* London: Routledge.

Baz, E. H., & İşisağ, K. U. (2018). Promoting intercultural competence of Turkish EFL pre-service teachers via Twitter. *Journal of Language & Linguistics Studies*, *14*(3), 104–132. Retrieved from http://aplicacionesbiblioteca.udea.edu.co:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=132332288&lang=es&site=eds-live&scope=site

Beatty, K. (2010). *Teaching and researching: Computer-assisted language learning*. Harlow: Longman.

Blake, R. J. 2009. "The Use of Technology for Second Language Distance Learning." *Modern Language Journal* 93(1991):822–35.

Bonsignori, V., & Camiciottoli, B. C. (2016). *Multimodality across Communicative Settings, Discourse Domains and Genres*. Newcastle-upon-Tyne: Cambridge Scholars Publishing.

Busch, B. (2012). The Linguistic Repertoire Revisited. *Applied Linguistics, 33*(5), 503-523. doi:10.1093/applin/ams056

Ceo-DiFrancesco, D., Mora, O., & Serna Collazos, A. (2016). Developing intercultural communicative competence across the Americas. In S. Jager, M. Kurek & B. O'Rourke (Eds.), New directions in telecollaborative research and practice: Selected papers from the second conference on telecollaboration in higher education (pp. 59-67). Research-publishing.net. Retrieved from, https://doi.org/10.14705/rpnet.2016.telecollab2016.490

Chen, C. W. (2018). Developing EFL students' digital empathy through video production. *System*, *77*, 50–57. Retrieved from, https://aplicacionesbiblioteca.udea.edu.co:4231/10.1016/j.system.2018.01.006

Chen Hsieh, J. S., Huang, Y.-M., & Wu, W.-C. V. (2017). Technological acceptance of LINE in flipped EFL oral training. *Computers in Human Behavior*, *70*, 178–190. https://aplicacionesbiblioteca.udea.edu.co:4231/10.1016/j.chb.2016.12.066

Chen, J. J., & Yang, S. C. (2016). Promoting cross-cultural understanding and language use in research-oriented Internet-mediated intercultural exchange. *Computer Assisted Language Learning, 29*(2), 262. Retrieved from http://aplicacionesbiblioteca.udea.edu.co:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=112335909&lang=es&site=eds-live&scope=site

Copp, A. (2012). "*Socialization, Language Choice and Belonging: Language Norms in a First and Second Grade English Medium Class.*" Retrieved from https://jyx.jyu.fi/bitstream/handle/123456789/38124/9789513947613.pdf

Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: Sage Publications.

Correa, Y. R. (2015). "Skype™ conference calls: A way to promote speaking skills in the teaching and learning of English." *PROFILE*, vol. 17, n° 1. pp. 143-156. http://revistas.unal.edu.co/index.php/profile/article/view/41856/49766

Curran, C. A. (1955). Community Language Learning. *American Journal of Psychotherapy*.

Creswell, J. W. (2007). *Qualitative Inquiry and Research Design. Choosing Among Five Approaches.* (2nd ed.). Oaks, California: Sage Publications. University of Nebraska, Lyncoln

Deutschmann, M., & Vu, M. (2015) Computer assisted language learning in language education: an overview of theories, methods, and current practices. In: Eva Lindgren & Janet Enever (ed.), Språkdidaktik: *researching language teaching and learning* (pp. 43-60). Umeå: Department of Language Studies, Umeå University

Darhower, M. (2007). A tale of two communities: Group dynamics and community Building in a Spanish-English telecollaboration. *CALICO Journal*, 24, 561–589.

Dooly, M., & Sadler, R. (2016). Becoming little scientists: technology- enhanced project-based language learning. *Language Learning & Technology*, *20*(1), 54–78. Retrieved from http://llt.msu.edu/issues/february2016/doolysadler.pdf

El-Hariri, Y. (2017). eTandem Language Learning and Foreign Language Anxiety among Colombian learners of German. *Colombian Applied Linguistics Journal*, *19*(1), 22-36. https://dx.doi.org/10.14483/calj.v19n1.10219

Eun, B. (2010). From learning to development: A sociocultural approach to instruction. *Cambridge Journal of Education,* 40, 401–418.

Fahim, M., & Haghani, M. (2012). Sociocultural Perspectives on Foreign Language Learning. *Journal of Language Teaching and Research, 3*(4). doi:10.4304/jltr.3.4.693-699

Fandiño, Y. (2013). 21st Century Skills and the English Foreign Language Classroom: A Call for More Awareness in Colombia. *GIST Education and Learning Research Journal*. 7. pp. 190-208.

Finocchiaro, M. & Brumfit, C. The Functional-Notional Approach. New York, NY: Oxford University Press. (1983).

García-Sánchez, S. (2016). *Online Metacognitive Tasks for EFL Distance Learners. Turkish Online Journal of Distance Education (TOJDE)*, *17*(4), 76–90. Retrieved from http://aplicacionesbiblioteca.udea.edu.co:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=119194552&lang=es&site=eds-live&scope=site

Goodfellow, R., Jefferys, I., Miles, T., & Shirra, T. (1996). Face-to-face language learning at a distance? A study of a videoconference try-out. *ReCALL, 8*, 5–16

Goodfellow, R, & Lamy, M. -N. (2009). Conclusion: Directions for research in online learning cultures. In R. Goodfellow 8c M. -N. Lamy (Eds.), *Learning cultures in online education* (Continuum Studies in Education; pp. 170-183). London: Continuum Book

Hafner, C. A., Chik, A., & Jones, R. H. (2013). Engaging with digital literacies in TESOL. *TESOL Quarterly*, *47*(4), 812-815. https://doi.org/10.1002/tesq.136.

Hubbard, P. (Ed.) (2009). *Computer Assisted Language Learning: Critical Concepts in Linguistics, Volumes I-IV*. London & New York: Routledge.

Jacobs, G. M., Power, M. A., Loh, W. I. (2002). *The teacher's sourcebook for cooperative learning: Practical techniques, basic principles, and frequently asked questions*. Thousand Oaks, CA: Corwin Press. Retrieved from, http://www.corwinpress.com/index1.asp?id=detail.asp?id=27713

Jager, S., Kurek, M., & O'Rourke, B. (2016). New directions in telecollaborative research and practice: Introduction. *New Directions in Telecollaborative Research and Practice: Selected Papers from the Second Conference on Telecollaboration in Higher Education,* 1-15. doi:10.14705/rpnet.2016.telecollab2016.486

Jenkins, Henry (2009). *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*. Cambridge, MA: The MIT Press.

Jepson, K. (2005). Conversations—and negotiated interaction—in text and voice chat rooms. *Language Learning & Technology, 9* (3), 79–98

Juan-Garau, M., & Jacob, K. (2015). Developing English learners' transcultural skills through content- and task-based lessons. *System*, *54*, 55–68. https://aplicacionesbiblioteca.udea.edu.co:4231/10.1016/j.system.2015.04.017

Junjie Gavin Wu. (2018). *Mobile Collaborative Learning in a Chinese Tertiary EFL Context*. TESL-EJ, 22(2), 1– 15. Retrieved from http://aplicacionesbiblioteca.udea.edu.co:2048/login? url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=1311623 22&lang=es&site=edslive&scope=site

Jin, L. (2017). Digital affordances on WeChat: learning Chinese as a second language. *Computer Assisted Language Learning*, *31*(1-2), 27–52. doi: 10.1080/09588221.2017.1376687

Kramsch, C., & Thorne, S. L. (2002). Foreign language learning as global communicative practice. In D. Block & D. Cameron (Eds.), *Globalization and language teaching* (pp. 83–101). New York, NY: Routledge.

Külekçi, G., & Ata, M. (2019). An Analysis of Turkish Prospective EFL Teachers' Views on the Integration of Target Culture into the Language Classroom. *Journal of International Social Research*, *12*(63), 832–845. https://aplicacionesbiblioteca.udea.edu.co:4231/10.17719/jisr.2019.3280

Kurek. M., & O'Rourke B. (2016). *Second International Conference on Telecollaboration in Higher Education,* Trinity College Dublin, Ireland, 21-23 April 2016. Dublin: Research-publishing.net.doi:10.14705/rpnet.2016. telecollab2016.497

Lantolf, J. (Ed.). (2000). *Sociocultural theory and second language learning*. Oxford: Oxford University Press

Lee, L. (2007). "One-to-one desktop videoconferencing for developing oral skills: Prospects in perspective." In O'Dowd, R. (dir.). *Online intercultural exchange: An introduction for foreign language teachers*. Clevedon: Multilingual Matters. pp. 281-286.

Levy, M., & Kennedy, C. (2004). A task-cycling pedagogy using stimulated reflection and audio conferencing in foreign language learning. *Language Learning & Technology,* *8* (2), 50– 68

Liu, C.-C., Chen, Y.-C., & Diana Tai, S.-J. (2017). A social network analysis on elementary student engagement in the networked creation community. *Computers & Education*, *115*, 114–125. https://aplicacionesbiblioteca.udea.edu.co:4231/10.1016/j.compedu.2017.08.002

Li Jin (2018) *Digital affordances on WeChat: learning Chinese as a second language, Computer Assisted Language Learning*, 31:1-2, 27-52, DOI: 10.1080/09588221.2017.1376687

Martínez Sánchez, H. (2016). Telecollaboration: Fostering interculturality among students of two different languages and countries. (Master Dissertation). Retrieved from http://repository.icesi.edu.co/biblioteca_digital/bitstream/10906/82148/1/T01010.pdf

Mehri, S., & Izadpanah, S. (2017). The Effect of Computer-mediated Communication Tools in Online Setting on Iranian EFL Learners' Teaching, Social and Cognitive Existence. *Journal of Language Teaching & Research, 8(5), 978–985.* https://aplicacionesbiblioteca.udea.edu.co:4231/10.17507/jltr.0805.20

Miles, M. B., Huberman, A. M., & Saldaña Johnny. (2013). *Qualitative data analysis: a methods sourcebook*. Los Angeles, CA: SAGE.

Moskowitz, G. (1978). *Caring and sharing in the foreign language class: A sourcebook on humanistic techniques*. Rowley, Mass: Newbury House Publishers.

Neva, C., Landa-Buil, M., Carter, B., & Ibrahim-Ali, A. (2010). Telecollaboration in Spanish as a Foreign Language in Trinidad. *Íkala, Revista de Lenguaje y Cultura,15*(24), 75-102. Retrieved May 01, 2018. Retrieved from http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S012334322010000100004&lng=en&tlng=en

Nicolaou, A., & Sevilla-Pavón, A. (2016). Exploring telecollaboration through the lens of university students: A Spanish-Cypriot telecollaborative exchange. *New Directions in   Telecollaborative Research and Practice: Selected Papers from the Second Conference on Telecollaboration in Higher Education,* 113-119. doi:10.14705/rpnet. 2016.telecollab2016.497

Nishihori, Y. (2011). Facilitating collaborative language learning in a multicultural distance class over broadband networks: Learner awareness to cross-cultural understanding. In Levy, M., Blin, F., Siskin, C. B. & Takeuchi, O. (dir.). *World CALL: International perspectives on computer-assisted language learning*. New York: Routledge. pp. 70-85

Oskoz, A. (2005). Students' dynamic assessment via online chat. CALICO *Journal*, 22(3), 513-536.

O'Dowd, R. (2000). Intercultural learning via videoconferencing: A pilot exchange project. *ReCALL, 12*(1), 49-61.

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. (2006) *Videoconferencing and student ethnography*. In J. A. Belz & S. Thorne (Eds.), Internet-mediated intercultural foreign language education (pp. 2–30). Boston,   MA: Thomson Heinle.

Porto, M. (2016). Ecological and intercultural citizenship in the primary English as a foreign language (EFL) classroom: an online project in Argentina. *Cambridge Journal of Education*, *46*(4), 395–415. https://aplicacionesbiblioteca.udea.edu.co:4231/10.1080/0305764X.2015.1064094

Ramos, K. A. H. P. & Carvalho, K. C. H. P. (2018). Portuguese and Spanish Teletandem: The Role of Mediators. *Colomb. appl. linguist. j.*, 20(1), pp. 35-48.

Razak, N. A., & Saeed, M. A. (2015). Transforming The EFL Pedagogical Approach Towards Digital Age Through Online Communities of Practice (CoPs). *E-BANGI Journal*, *10*, 22–31. Retrieved from http://aplicacionesbiblioteca.udea.edu.co:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=116477505&lang=es&site=eds-live&scope=site

Reinhardt, J. (2012). *Accommodating Divergent Frameworks in Analysis of Technology-   Mediated L2 Interaction. Researching Online Foreign Language Interaction and   Exchange. Theories, Methods and Challenges,* 45-78. Retrieved February 1, from   https://doi.org/10.1017/CBO9781107415324.004.

Richards, J. C., & Nunan, D. (2015). *Language Learning Beyond the Classroom*. New York,   NY: Routledge.

Riis, S. (2017). ICT Literacy: An Imperative of the Twenty-First Century. *Foundations of Science*, *22*(2), 385–394. https://doi.org/10.1007/s10699-015-9456-5

Rosado, C. (1996). Toward a Definition of Multiculturalism.

Schenker, T. (2017). "Synchronous Telecollaboration for Novice Language Learners: Effects on Speaking Skills and Language Learning Interests." *Alsic* 20:1–15. Retrieved from (http://alsic.revues.org/3068).

Schenker, T. (2012). Intercultural competence and cultural learning through telecollaboration. *CALICO, 29*, 449–470.

Schwienhorst, K. (2002) Evaluating tandem language learning in the MOO: Discourse repair   strategies in a bilingual Internet project, *Computer Assisted Language Learning, 15,* 135– 145

Schwienhorst, K. (2003). Learner autonomy and tandem learning: Putting principles into   practice in synchronous and asynchronous telecommunications environments. *Computer Assisted Language Learning, 16,* 427–443

Sheng-Shiang Tseng, & Hui-Chin Yeh. (2019). Fostering EFL teachers' CALL Competencies Through Project-based Learning. *Journal of Educational Technology & Society*, *22*(1), 94–105. Retrieved from http://aplicacionesbiblioteca.udea.edu.co:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=135550479&lang=es&site=eds-live&scope=site

Shishkovskaya, J., Bakalo, D., & Grigoryev, A. (2015). EFL Teaching in the E-Learning Environment: Updated Principles and Methods. *Procedia - Social and Behavioral Sciences*, *206*, 199–204. https://aplicacionesbiblioteca.udea.edu.co:4231/10.1016/j.sbspro.2015.10.007

Stickler, U., & Emke, M. (2011). Literalia: Towards developing intercultural maturity online. *Language Learning & Technology, 15* (1), 147–168

Tolosa, C., Ordóñez, C. L., & Guevara, D. C. (2017). Language Learning Shifts and Attitudes Towards Language Learning in an Online Tandem Program for Beginner Writers. *PROFILE Issues in Teachers Professional Development, 19*(1), 105. doi:10.15446/profile.v19n1.53955

Thorne, S. L. (2003). Artifacts and cultures-of-use in intercultural communication. *Language, Learning & Technology, 7,* 38–67.

Udochukwu Njoku, C. P. (2015). Information and communication technologies to raise quality of teaching and learning in higher education institutions. *International Journal of Education & Development Using Information & Communication Technology*, *11*(1), 122–147. Retrieved from http://aplicacionesbiblioteca.udea.edu.co:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=102598977&lang=es&site=eds-live&scope=site

Ushioda, E. (2000). Tandem language learning via e-mail: From motivation, to autonomy. *ReCALL, 12*, 121–128

Viáfara González, J.J. (2019). Prospective English teachers re-examining language ideologies in telecollaboration, *Computer Assisted Language Learning*, doi: 10.1080/09588221.2019.1590419

Vinagre, M. (2017). Developing teachers' telecollaborative competences in online experiential learning. *System*, *64* 34-45. doi: 10.1016/j.system.2016.12.002

Vygotsky, L.S. (1978) *Mind and Society*: *The Development of Higher Mental Processes.* Cambridge, MA: Harvard University Press.

Walker, L. (2003). *The role of the tandem learner diary in supporting and developing learner autonomy.* In T. Lewis & L. Walker (Eds.), Autonomous language learning in tandem (pp. 131–144). Sheffield, UK: Academy Electronic Publications Limited.

Warschauer, M. (1996). *Telecollaboration in foreign language learning: Proceedings of the Hawaii symposium* (Vol. 12). National Foreign Language Resource Center.

Wen-Chi Vivian Wu, Scott Chen Hsieh, J., & Jie Chi Yang. (2017). Creating an Online Learning Community in a Flipped Classroom to Enhance EFL Learners' Oral Proficiency. *Journal of Educational Technology & Society,* 20(2), 142–157. Retrieved from http://aplicacionesbiblioteca.udea.edu.co:2048/login? url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=1223538 66&lang=es&site=edslive&scope=site

Wood, A. F., & Smith, M. J. (2005). *Online communication: Linking technology, identity, and culture.* Mahwah, NJ: Lawrence Erlbaum Associates.

Wolf, G. (2014). "Discovering Pupils' Linguistic Repertoires. On the Way towards a Heteroglossic Foreign Language Teaching?" *SPROGforum 59* 1–8. Retrieved May 22, 2018 (https://unipress.dk/media/3583817/sprogforum_59_wolf.pdf).

Zähner, C., Fauverge, A., & Wong, J. (2000). Task-based language learning via audiovisual networks. In M. Warschauer & R. Kern (Eds.), *Network-based language teaching: Concepts and practice* (pp. 186–203). New York, NY: Cambridge University Press.

Zhang, X., & Zhou, M. (2019). Interventions to promote learners' intercultural competence: A meta-analysis. *International Journal of Intercultural Relations*, *71*, 31–47. https://aplicacionesbiblioteca.udea.edu.co:4231/10.1016/j.ijintrel.2019.04.006

APPENDIX A: CONSENT FORMS

Universidad de Antioquia
Escuela de idiomas
Maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras

Formato de consentimiento de los participantes

Título del estudio:
Enseñanza-aprendizaje colaborativo en un comunidad EFL multicultural y trasnacional usando recursos basados en tecnologías multimodales

Investigador principal:
Ildefonso Areiza Gomez. Teléfono Celular: 3024669060 (Medellín, Colombia). Correo electrónico: ildefonso.areiza@ude.edu.co

Descripción de la investigación:

Acudiente, el estudiante:_____

ha sido invitado(a) a participar en un estudio que busca *comprender cómo se da la enseñanza-aprendizaje del inglés en una comunidad multicultural y trasnacional a través del uso de las nuevas tecnologías*. Este estudio se lleva a cabo como parte de la implementación de mi tesis de maestría en el marco de la Maestría en Enseñanza-Aprendizaje del Inglés de la Universidad de Antioquia y se realizará con propósitos académicos y formativos. Los hallazgos se darán a conocer a la misma comunidad con el propósito de mejorar las practica docentes y por ende un mejor aprendizaje por parte de los estudiantes.

El investigador en este estudio de caso será el docente Ildefonso Areiza mas otros docentes tanto en Colombia, Manedy Parada y Víctor Hugo Montoya, como docentes de otros países apoyarán y asistirán esta implementación con sus actividades y guías.

Los datos que se recogerán en este estudio incluirán: entrevistas, grabaciones de audio y video, cuestionarios a los estudiantes y a los docentes participantes así como el análisis de los documentos.

¿Que implica la participación de su acudido?

Si decide participar en esta investigación, se le solicitará:

1. Dos entrevistas con un tiempo máximo de treinta minutos cada una, en el lugar y horario convenido por ambas partes con anterioridad. En estas el/ella responderá a temas enfocados en las actividades realizadas y la metodología implementada. Estos con el propósito de conocer el nivel de aprendizaje logrado en los temas trabajados durante la implementación.
2. Un cuestionario para conocer el nivel de discernimiento alcanzado por el/ella frente a la propuesta de implementación.
3. Grabación de la entrevista: las entrevistas serán grabadas para lograr realizar una transcripción apropiada y correcta de la información allí obtenida.

APPENDIX B: DIAGNOSE TEST FORMAT

DIAGNOSE TEST

Task 1 - My New E-mail Pal

Subtask 1: Understanding an email message

Subtask 2: Writing a reply

Task 2 -Video-calling my E-mail Pal to get to know each other

Subtask 1: Understanding a short introduction

Subtask 2: Writing a short self-introduction

Subtask 3: Video-taping myself telling my introduction

Subtask 4: Exchanging my introduction with my e-mail pal via video-Call

Task 3 - "My Country and I" Project

Subtask 1: Searching for my country's general facts

Subtask 2: Creating a short e-book about my research

Subtask 3: Exchanging and sharing my e-book with my e-mail pal

1

POTENTIAL DEVELOPMENT TEST
(PDT)

Task 1 - Email exchange

Subtask 1: Reading an email message

Subtask 2: Replying an email message

Task 2 -Video-Calling a long distance friend

Subtask 1: Writing a detailed school life description

Subtask 2: Video-call my long distance friend telling my description

Task 3 - "My city, past and present" Project

Subtask 1: Searching and describing my city´s pictures

Subtask 2: Creating a short e-book with my city´s best pictures

Subtask 3: Exchanging and sharing my e-book with a long distance friend

Lesson Plan

Unit/Topic: Who is your new e-mail pal?   Lesson #_1___

Strand(s): Reading and writing an email   Level: _8th Graders

Lesson Objectives:

(Key Knowledge and Skills students should achieve in the lesson)

Explains in written form different familiar situations
and facts in a coherent and simple manner

Recognize specifc information in short oral and written
texts on topics of general interest.

Lesson Structure:

Time	Introduction of Topic	Teaching Approaches
20 mins	DAY 1	Functional-notional Approach makes Students
	Teacher explains the e-mail format parts and some specific terminology. He uses a real e-mail for students to identify its parts. (see sample below).	learnthe language skills in order to communicate
20 mins	Teacher explains the reading sub-skills of skimming (to get a general idea) and scanning (to get specific information) to deal with a written text. He uses a real e-mail for students to identify its general message. (see sample below).	purposefully and meaning fully
	DAY 2	
20 mins	Students recieve a real e-mail from their e-mail pals. In pairs, students analyse it based on the previous lesson, that is to say ,1)to identify its parts, terminology and 2)to get the general message and to get some specific information,	
20 mins	Students share to the group the general information of their e-mails then they complete a given format with some specific informartion of their e-mail pals	
20 mins	DAY 3	
	In pairs students are asked to write a reply draft to their e-mail pals. Then they solicalize their drafts to they group. They then recieve some pair and teacher feedback.	
20 mins	Students recieve an empty e-mail format they are asked to complete with the improved reply draft.	

Lesson Plan

Unit/Topic: My family and I portrait   Lesson #__2__

Strand(s): Briefly narrates current facts, daily situations or personal experiences orally and in written form.   Level: _8th Graders

Lesson Objectives:

(Key Knowledge and Skills students should achieve in the lesson)

Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

Use cohesive devices in spoken discourse.

Lesson Structure:

Time	Introduction of Topic	Teaching Approaches
20 mins	DAY 1	The Functional-notional Approach recognizes
	Teacher explains how to write a detailed self-introduction using a layout format. In pairs, students write their first draft about each one's introductions. (See layout appendix)	language as purposeful communication.
20 mins	Students share their self-introduction drafts with the group. Then they receive pair and teacher's feedback on it.	
	Students edit and improve their drafts	
20 mins	DAY 2	
	In pairs, students rehearse saying their self-introduction aloud. They give each other's feedback	
	Students introduce themselves to the group and they receive Teacher and pair's feedback.	
	In pairs, students film each others'introducing themselves.	
20 mins	DAY 3	
	Computer Science teacher instructs students into video editing (movie maker). Then students edit their videos in the computer room or at home. Finally they send the video to their teacher via email, whatsapp or upload to google drive	

APPENDIX E: E-MAILS RECEIVED

M Gmail   Ildefonso Areiza <   @gmail.com>

The letter
1 message

   _____ fi <   _____ l@gmail.com>   Sat, Nov 17, 2018 at 4:26 PM
To: l   @gmail.com

Hope my email finds you well. My name is   i. I'm fourteen. I am a student from Morocco. I live in a small town called Berrechid, it's quiet and clean. The name of my school is: _____ is one of the best in the city. During my free time, I like drawing, watching American movies and I am a theater actress since 2013. best regards .

M Gmail   Ildefonso Areiza <   r@gmail.com>

Moroccan-Colombian Culture Exchange email/Iliass.
2 messages

_____ < جير اكس ٢ >   _____ 00@gmail.com>   Sat, Nov 17, 2018 at 10:44 AM
To: er@gmail.com

Hi dear new Culture exchange friend from Colombia !

I would like to greet you from Morocco
I am Il___ from Morocco. I am 14 years old. I study at the   middle School. I study in 9th grade. I love everything related to Technology. So I'm so excited that I use technology through email and share with you my Moroccan culture.
For example, I love a Moroccan dish called the Tajine. In terms of our traditional clothes for men there is the amazing "Djellaba" and "Jabadour" and for women the beautiful "Caftan"
Greetings to all my freinds D   M.,M   , V   , C   El   ,Yε   ,A   ,D   P.,l   , L
Please email me back soon and tell me about your country.
Best wishes

   5 attachments

M Gmail   Ildefonso Areiza <   :her@gmail.com>

(no subject)
1 message

_____ <   _____ 2005@gmail.com>   Sat, Nov 17, 2018 at 5:00 PM
To: eacher@gmail.com

Hello, I am   . I am 14 years old . I'm a student in   middle . My country is morocco . I like sports and music . My best sport is basketball . My best Singer is Alan Walker . My dream is to travel the entire world.
I wish you comfort and good bye

Send   Attach   Save Draft   Speling ▾   Cancel

To: _____ 5@gmail.com   Show BCC
Cc: _____ @gmail.com
Subject: Greetings   Plain Text

Arial ▾   12 ▾   **B** *I* U

Hello _____

I am Al_____ M_____, I am 13 years old. I'm a student in la _____ school, My country is colombia, i like sports and watch "death note", My best sport is soccer. My dream is be professional soccer player, My best food is beans and sweets

Regards: Al_____ M_____

Send   Attach   Save Draft   Speling ▾   Cancel

To: _____)0@gmail.Com   Show BCC
Cc: _____ @gmail.Com
Subject: Greetings   Plain Text

Arial ▾   12 ▾   **B** *I* U

Hello, _____, I am happy for knowing about your culture I'am C_____ P_____, I am from Medellin-Colombia, I am 19 years old, I study at La _____ School.

I love English music, my favorite band is Guns N' Roses, My favorite Colombian food is the Bandeja Paisa. I love dance Colombian music like cumbia and porro.

Thanks for your greeting!   Best Regards: C- P_____