Intercultural
Communication Practice 2.0

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My topics

❖ Language learning potential of web 2

❖ The proof is in the pudding:

  ▪ EU project TILA

  ▪ EU project EVIVA

❖ Focus on user experience

❖ Initial conclusions

Disclaimer
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Language learning potential of web 2

❖ **Interdependence** of **communication** and language **learning**

  ➢ Communication is the goal of language learning

  ➢ Language learning is mediated through communication

  ➢ Backwash of communication on language learning

  ➔ **Learning a language is all about using it in communication**

  ➔ **Classroom communication > Intercultural communication practice 2.0**

❖ **Web 2: online communication & interaction (telecollaboration)**

  ➢ Tools and environments:

    ▪ asynchronous: forum, wiki, blog

    ▪ Synchronous: sound/video conferencing (e.g. Skype, BigBlueButton), 3D virtual worlds (SecondLife, OpenSim)

  ➢ REAL-LIFE contact and intercultural (lingua franca) communication

  ➢ Collaborative interaction:
    networking, sharing, community building

  ➢ Opportunities & challenges: learning – teaching – teacher education

Proof in the pudding 1: EU project TILA

"Telecollaboration for Intercultural Language Acquisition"

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

Coordinator: Utrecht University (Netherlands)

www.tilaproject.eu

Telecollaboration – Intercultural communication & learning – Teacher education

❖ Telecollaboration for secondary school pupils (13-16) to support intercultural communication and language learning in English, French, German and Spanish

❖ Hands-on experiences: videoconferencing (e.g. Skype or BigBlueButton), virtual worlds (OpenSim), and asynchronous tools like forum, blog, and wiki

❖ TILA activity types
  ▪ in-class: "tandem" and "lingua franca"
  ▪ outside-class: ELF conversations 2.0

❖ Research focus: impact of telecollaboration on task design, pedagogic organization, IC communicative interaction & competence, attitudes & motivation, learner/teacher roles

❖ Implications for learner preparation and teacher education

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TILA meetings and conversations in OpenSim

TILA session in BigBlueButton

Presentation screen

Chat box

Proof in the pudding 2: EU project EVIVA
Evaluating the Education of Interpreters and their Clients through Virtual Learning Activities

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

Coordinator: University of Surrey (UK)

Forerunner project: "Interpreting in Virtual Reality" (IVY)

www.virtual-interpreting.net

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

  ➢ the 3D world of SecondLife

  ➢ Google hangout

  ➢ Backbone online interview corpora

  ➢ Languages: English, German, Greek, Polish, and Spanish

❖ Evaluation of student and client activities

  ➢ Role play – Practice with recorded dialogues – Practice & explorations with video-recorded and annotated interviews
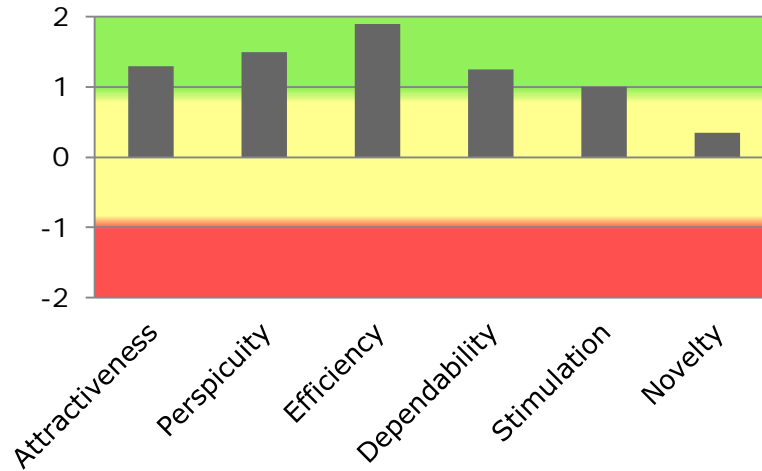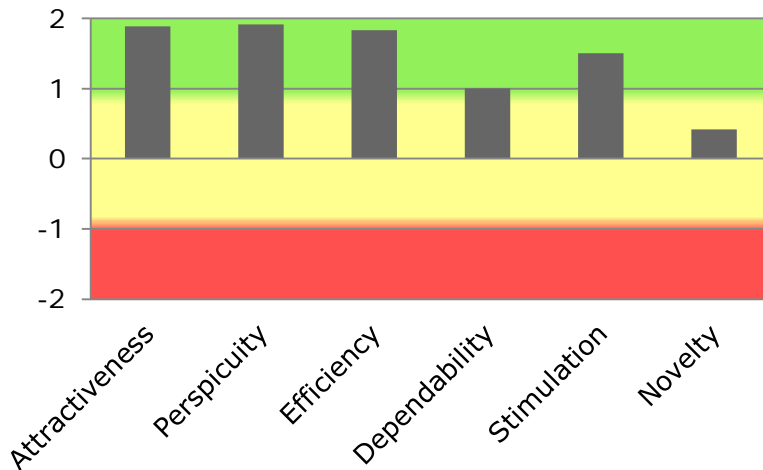
EVIVA business interpreting in SecondLife

Title: Fairtrade (Discussion)
Domain: Business, Politics, Industry [Turns: 15]

Participant A (10 | 25)

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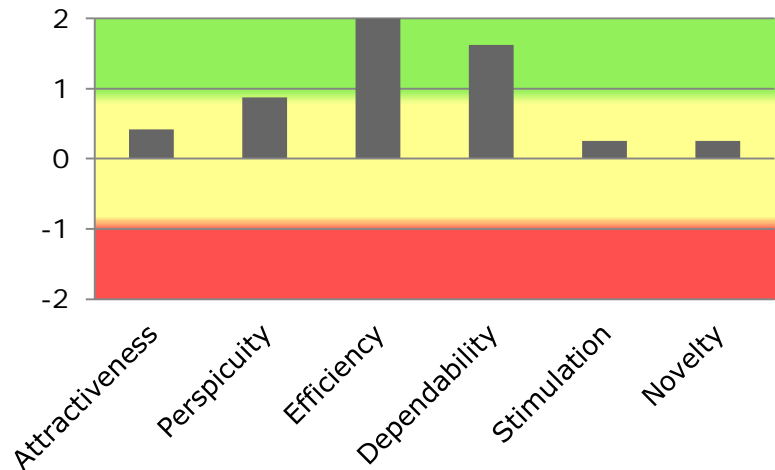
Focus on user experience: pupils
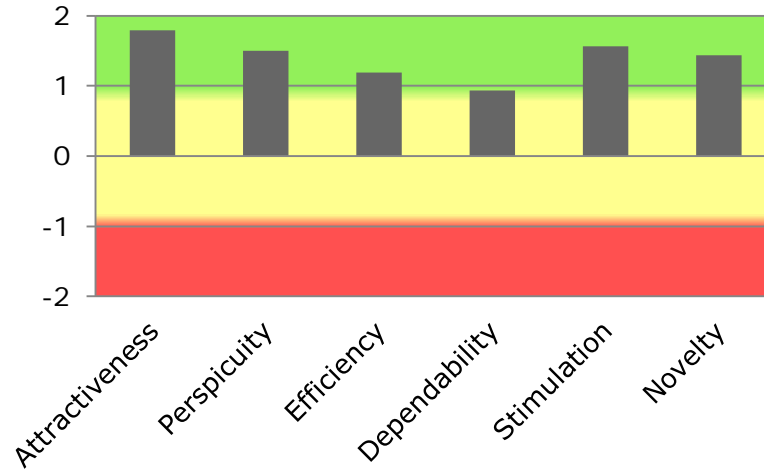

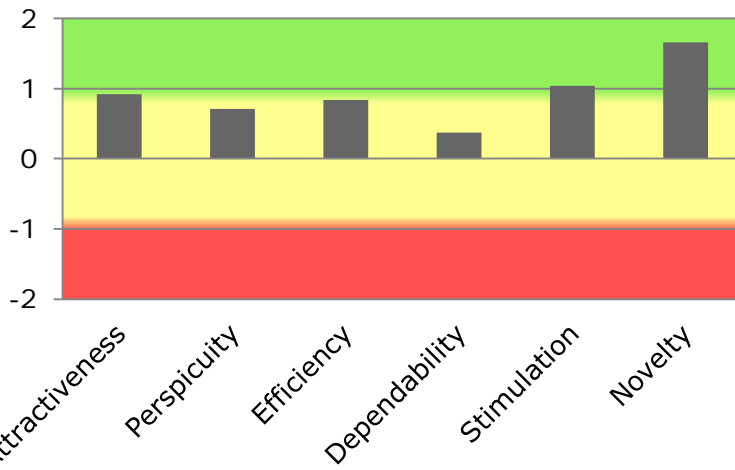Pupils: Skype and OpenSim

Pupils: Skype

Pupils: OpenSim

Focus on user experience: teacher students
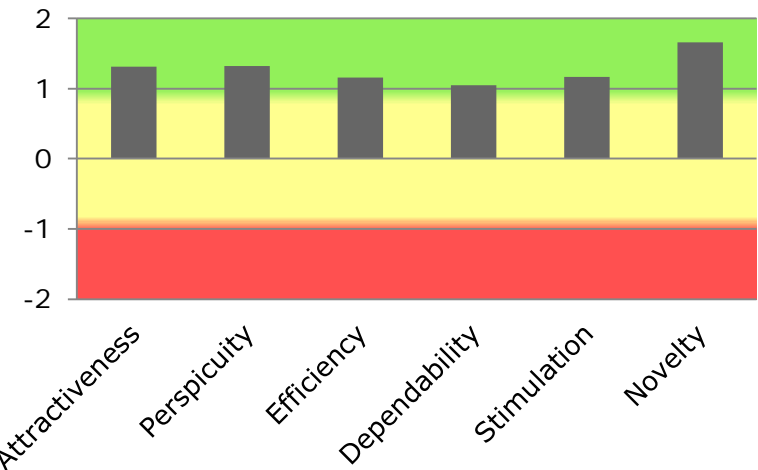
T-stud: BigBlueButton
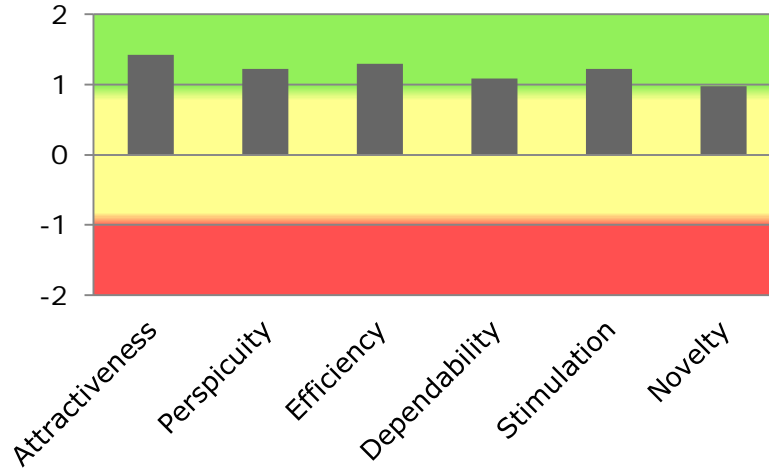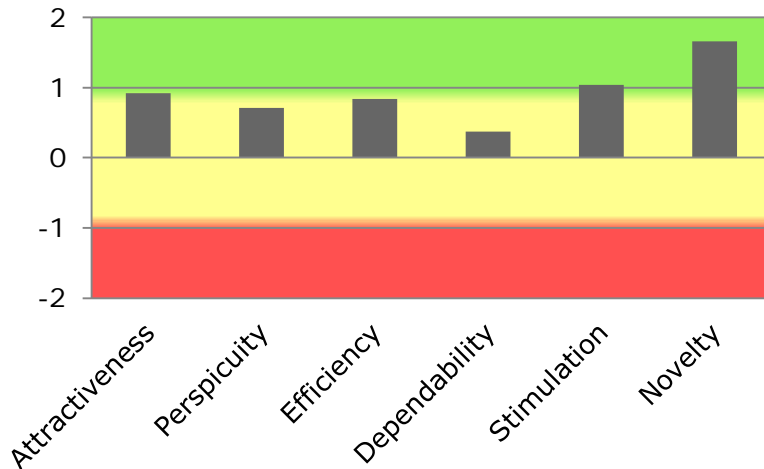

T-stud: OpenSim

Time A

Time B

Focus on user experience: interpreting students
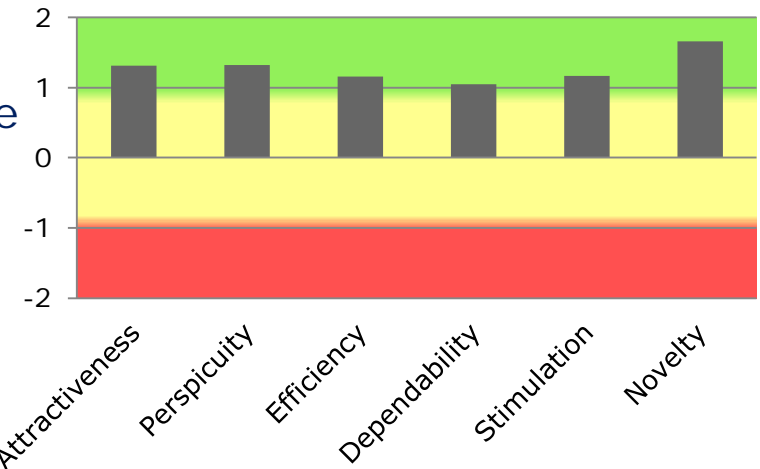
Interpreting students

T-stud: OpenSim

Time A

Time B

Inititial conclusions

- ❖ **(Lack of) technological robustness**
  - ➢ Tool access – sound/video – internet connection (bandwidth)
  - ➢ School – Home

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

- ❖ **(In)Tolerance for reduced technological quality**
  - ➢ Pupils – Teacher students

- ❖ **(Challenges for) pedagogical implementation**
  - ➢ In-class activities: e.g. small/large groups, matching time slots
  - ➢ Outside-class activities: organization and supervision, e.g. home work collaboration
  - ➢ Need for blended learning solutions

- ❖ **Communication and learning (OpenSim)**
  - ➢ Increase of access/handling: 4.5 > 5.7
  - ➢ Attractive for IC communication & learning: 4.5
  - ➢ Felt comfortable: fairly high on average (5)
  - ➢ Satisfied with own communication: high (6) for active participants
  - ➢ Once again: learning to communicate and learning to learn!
  - ➢ **Need for learner preparation and (continuous) teacher education**

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Thank you