

Kurt Kohn & Claudia Warth (eds.)

# **Web Collaboration for Intercultural Language Learning**

A guide for language teachers,  
teacher educators and student teachers

Insights from the *icEurope* project



# Web Collaboration for Intercultural Language Learning

A guide for language teachers,  
teacher educators and student teachers

Insights from the *icEurope* project

Edited by

Kurt Kohn & Claudia Warth



Education and Culture DG

Lifelong Learning Programme

This book has been made possible through the Comenius project *icEurope*. The project has been funded with support from the European Commission.

This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project # 142672-LLP-1-2008-1-DE-COMENIUS-CMP

Grant Agreement # 2008 - 3377 / 001 – 001



More information about *icEurope* is available at [www.iceurope-project.eu](http://www.iceurope-project.eu)

Bibliographic information is published by Die Deutsche Bibliothek  
Die Deutsche Bibliothek lists this publication in the Deutsche Nationalbibliographie;  
detailed bibliographic data is available on the internet at  
<http://dnb.ddb.de>

Web collaboration for intercultural language learning. A guide for language teachers,  
teacher educators and student teachers. Insights from the *icEurope* project / Kurt Kohn &  
Claudia Warth (eds.). – 1st edition.

Includes bibliographic references.

ISBN 978-3-86991-260-8

1. Educational technology. 2. Language and languages - Computer-assisted instruction. 3.  
Intercultural communication - Study and teaching. 4. Web-based instruction. 5. Telecollabo-  
ration. 6. English language - lingua franca.

I. Kurt Kohn. II. Claudia Warth

© 2011 of this edition: Verlagshaus Monsenstein und Vannerdat OHG Münster  
[www.mv-wissenschaft.com](http://www.mv-wissenschaft.com)

© 2011 Kurt Kohn, Claudia Warth

All rights reserved.

All parts of this publication are protected by copyright.

No part of this book may be reproduced or utilised in any form or by any means, elec-  
tronic or mechanical, including photocopying, recording, or by any information storage or  
retrieval system, without permission from the copyright holders.

Layout, typesetting and cover design: Claudia Warth

Printing: MV-Verlag

Cover image: iStockphoto

*A different language is a different vision of life.*  
(Federico Fellini)

# *icEurope* Project Consortium

University of Tübingen, Applied English Linguistics, Tübingen (DE)

Kurt Kohn & Claudia Warth (project coordinators)

Eötvös Loránd University, Department of English Language Pedagogy,  
Budapest (HU)

Ágnes Enyedi, Ildikó Lázár & Éva Major

Association for Research and Intervention in Educational and Labour  
Systems, Naples (IT)

Lorenzo Fiorito

Elazığ City Department of Education, Elazığ (TR)

Ece Onur

STZ Language Learning Media, Konstanz (DE)

Petra Hoffstaedter

European Centre for Education and Training, Sofia (BG)

Boian Savtchev & Marian Tzankov

## Acknowledgements

This book builds on the experience and manifold insights from the European Lifelong Learning Comenius project *icEurope - Intercultural Communication in Europe* (142672-LLP-1-2008-1-DE-COMENIUS-CMP). In the name of all project partners, we would like to express our appreciation for this grant.

Behind the scenes, many people were involved in the realisation of *icEurope*, its web collaboration courses and teacher training workshops. Although it is impossible to name each individual here, we would like to thank everyone for their support, input and invaluable feedback during all phases of the project. We would like to express our deep gratitude to all of the team members, colleagues, teachers, teacher students, pupils and all the other (moral) supporters involved over the years and during the production of this book.

Being the result of an EU project, the book is also an outcome of the many fruitful discussions, exchanges and efforts put in by all of the project members. We hope that through this book, we can pass on some of our joint insights and results to the language teaching profession and, in particular, to those teachers who want to explore the intercultural language learning potential of the “collaborative” web.

But above all, the results and insights gained in the project would not have been possible without the enthusiastic pilot teachers, pupils and classroom observers at the “local sites” in Bulgaria, Hungary, Italy and Turkey, always ready to push on with the *icEurope* endeavour.

Our particular thanks therefore go to Erzsébet Csontos and the pupils of Könyves Kálmán Gimnázium, Budapest (Hungary), Ezgi Ağcihan and the pupils of Ahmet Kabaklı Anadolu Öğretmen Lisesi, Elazığ (Turkey), Gaetano Russo and the pupils of Liceo Ginnasio Statale Francesco Durante, Frattamaggiore (Italy), and Magdalena Tsankova and the pupils of the Europe Schools for Languages and Management, Sofia (Bulgaria).

Kurt Kohn & Claudia Warth

# Preface

*Claudia Warth*

In the past two decades, the ability to communicate and cooperate effectively and appropriately with people from diverse cultural and linguistic backgrounds has become increasingly important. The ‘intercultural speaker’ who can take on different cultural perspectives, values or beliefs and is able to mediate in a foreign or second language between members of different languacultural backgrounds (Byram 1997, Kramsch 1998, CEFR 2001, House 2008) has emerged as a new model for teaching. English as a lingua franca (ELF) plays a very important role in this context. English has grown to be one of the major contact languages for people “who share neither a common native tongue nor a common (national) culture” (Firth 1996, 240), and, with this, English is one of the languages most often chosen for intercultural encounters.

At the same time, new technologies and, especially, collaborative online activities, provide a learning context that engages pupils in ‘language as social practice’ for authentic, purposeful communication and the collaborative construction of discourse.

Web tools can help close a gap between the new challenges of teaching intercultural communication with (usually) little or only short-time access to other learners of English from different linguistic and cultural backgrounds. Web collaboration provides the digital space or ‘third place’ for intercultural exchange between learners and an opportunity for them to gain the knowledge and practice of the cultural and linguistic skills which an intercultural speaker requires.

This is from where *icEurope* had started in 2008. The project set out to investigate the potential international web collaboration offers for intercultural language learning in the English classroom. During its two year period, the project members explored the diverse issues of activity design, classroom implementation and teacher education related to intercultural communication, foreign language learning, ELF and e-teaching.



With this booklet, we wish to present some of the main project findings to other teachers, teacher educators or student teachers to provide them with some guidelines and practical ‘recipes’ to realise their own web collaboration activities.

The book starts from an introduction to intercultural language learning, the web collaboration approach and a summary of the project’s background and its key findings. This is followed by an overview of general web tools, the Moodle learning platform and how this can be used to enhance online communication and collaboration. Drawing on the *icEurope* experience and an actual unit, Chapter 5 discusses how to design and set up web collaboration activities from an intercultural-communicative perspective. Chapter 6 presents ways to moderating and supporting web collaboration activities.

The book is complemented by an Online Resource Area which includes more materials for planning web collaboration activities. An introduction and details for access are presented in Chapter 7.

Throughout the book, “Find out more” boxes provide references to additional literature or web resources on the given topic. The full bibliographic reference for each is included in the book’s bibliography.

The web collaboration method is neither restricted to ‘intercultural learning’ nor to ‘language learning’ but with the particular focus within *icEurope* and within this booklet, we want to draw attention to the particularities of intercultural language learning and web collaboration in the English classroom. Nevertheless, we believe that many of the ideas and suggestions provided here can be transferred to other language or CLIL subjects, and this book will also help teachers in other domains and education settings who wish to explore web collaboration with their learners.



## About the editors and authors

**Ágnes Enyedi** (enyedi@ludens.elte.hu) is a lecturer for the Department of English Language Pedagogy (DELP) at Eötvös Loránd University, Budapest. Her professional interests focus on teacher education, mentoring trainee teachers and relationships in the language classroom. *icEurope* is the first European research project she has been involved in.

**Petra Hoffstaedter** (petra.hoffstaedter@t-online.de), PhD in Linguistics, is associate director of the Steinbeis Transfer Center Language Learning Media ([www.sprachlernmedien.de](http://www.sprachlernmedien.de)). Her main field of expertise is in computer-enhanced language learning in blended learning contexts and content and language integrated learning. She has been involved in language training projects funded by the Telematics Applications Programme, Leonardo da Vinci, Minerva, Comenius and the Lifelong Learning Programme.

**Ildikó Lázár** (ildiko.lazar@gmail.com) is a lecturer and teacher educator at the Department of English Language Pedagogy (DELP) of Eötvös Loránd University, Budapest. In addition to the *icEurope* project, she has been involved in international research and training projects for the Council of Europe for the last ten years. Her interests include the methodology of developing and assessing intercultural communicative competence, planning and running professional development courses for teachers to use ICT tools for intercultural communication, and learning to benefit from linguistic and cultural diversity in the classroom.

**Éva Major** (majore@caesar.elte.hu) is associate professor for the Department of English Language Pedagogy (DELP) at Eötvös Loránd University, Budapest. Her professional interests include teacher education, educational policy and the possibilities of educational technology in teaching and teacher training. Between 2006 and 2008 she was a member of KP-Lab (Knowledge Practices laboratory), a large scale EU project exploring e-learning. She has been involved in the *icEurope* project as a member of the DELP team.

**Kurt Kohn** (kurt.kohn@uni-tuebingen.de), PhD in English and Applied Linguistics, is Professor and Chair for Applied English Linguistics at the Faculty of Humanities, University of Tübingen. His research and teaching interests focus on theoretical and empirical issues of second language learning & teaching, English as a lingua franca, as well as discourse comprehension and communication. Since the early 1990s, he has been involved in European projects on technology-enhanced language learning and teaching, with a special focus on open content authoring in relation to learner and teacher autonomy, authentication, blended learning, and pedagogic corpora. With Claudia Warth, he was coordinator of the *icEurope* project.

**Claudia Warth** (claudia.warth@web.de) is research fellow and lecturer for Applied English Linguistics at the Faculty of Humanities, University of Tübingen. Her research interests include language learning and teaching, educational technologies and e-learning with a focus on CALL, Web 2.0 and CMC (computer-mediated communication) as well as intercultural communication and English as a lingua franca. She has been involved in many European research and development projects over the past years, and, with Kurt Kohn, was the project coordinator of *icEurope*.

# Contents

## Chapter 1

Intercultural Communication and Language Teaching	15
Intercultural communicative competence: concepts and models	15
Intercultural language learning and teaching	17

## Chapter 2

The Web Collaboration Approach for Intercultural Language Learning	19
What is web collaboration?	19
The uses of web collaboration	20
Authentic intercultural communication & interaction	20
Linguacultural awareness & actualisation of learning	21
Supporting intercultural interpretation and mediation	22

## Chapter 3

The <i>icEurope</i> Project	23
The aims and approaches of <i>icEurope</i>	23
The <i>icEurope</i> web collaboration	24
Insights on the potential of the web collaboration approach	26
Language development	26
Intercultural development	27
Intercultural communicative skills	27
ICT, e-learning and activity design	27

## Chapter 4

Tools for Web Collaboration	29
Forums	30
Chats	32
Wikis	34
Assignment and Journal	34

## Chapter 5

The Path to Web Collaboration	37
Building blocks for planning your course	38
Block 1: Teaming up	38
Block 2: Deciding on objectives, frame and topics	40
Block 3: Planning the activities & putting it together online	41
Block 4: Supporting and guiding the learners	43

Step by step guide to your own unit	44
Some vignettes on the web collaboration experience	47
<b>Chapter 6</b>	
Moderating Web Collaboration & Supporting Learning Online	50
Before you start	50
The first in-class sessions to introduce the web collaboration	51
Setting the rules of the game	52
Giving instructions online	52
Stimulating online interaction	53
Guiding online communication	54
Preparing and debriefing web collaboration in the local classroom	55
Issues of correcting linguistic mistakes and intercultural faux pas	55
<b>Chapter 7</b>	
Online Resource Area	57
Bibliography	59

# 1 Intercultural Communication and Language Teaching

Ildikó Lázár

## ***Intercultural communicative competence: concepts and models***

Despite the recommendations of European and national policy documents and curricula for language learning, the focus of language teaching and language teacher education is still, to a large extent, the development of linguistic competence. However, as many professionals have noted, a good knowledge of grammar rules, a rich vocabulary, a few memorized speech acts and cultural facts will not sufficiently help non-native speakers of a foreign language to socialize, negotiate or do business in the foreign language.

In their review of empirical research and scholarship in the field of culture and language learning, Byram and Feng (2004) call attention to the need firstly to assess “what there is” as opposed to giving recommendations for “what there should be” (150), claiming that little empirical research has investigated the influence of models and theories of culture on the cultural aspect of language education and the development of teaching approaches. The few studies that have been published in this field show that there is still very little emphasis placed on the intercultural dimension of language teaching (see for example Byram and Risager, 1999; Sercu, 2005; Lázár, 2007).

Nevertheless, with today’s communicative language teaching approach and with the fast development of technology, it should not be difficult to make language lessons content- and task-based where the content has an explicit intercultural dimension and the tasks support the development of intercultural communicative competence, perhaps even with the help of frequent and well-organized online communication with learners of the foreign language living in different cultures.

Intercultural communicative competence (ICC) is seen by many language teaching professionals as an extension of communicative competence: “Intercultural competence is to a large extent the ability to cope with one’s own cultural background in interaction with others” (Beneke 2000, 109).

According to Byram’s well known and comprehensive model (1997) intercultural communicative competence requires certain attitudes, knowledge and skills in addition to linguistic, sociolinguistic and discourse competence. The attitudes include curiosity and openness as well as readiness to see other cultures and the speaker’s own without being judgmental. The required knowledge is “of social groups and their products and practices in one’s own and in one’s interlocutor’s country, and of the general processes of societal and individual interaction” (51). Finally, the skills include those of interpreting and relating, discovery and interaction as well as critical cultural awareness/political education. This model led to the inclusion of the five “savoirs” in the language policy document serving as a model all over Europe: the Common European Framework of Reference for Languages (CEFR 2001).

Byram and Fleming (1998) claim that someone who has intercultural competence “has knowledge of one, or, preferably, more cultures and social identities and has the capacity to discover and relate to new people from other contexts for which they have not been prepared directly” (9). Similarly, Fantini (2005) describes five constructs that should be developed for successful intercultural communication: awareness, attitudes, skills, knowledge and language proficiency. He also cites the following commonly used attributes to describe the intercultural speaker: respect, empathy, flexibility, patience, interest, curiosity, openness, motivation, a sense of humour, tolerance for ambiguity, and a willingness to suspend judgment.

In this book, intercultural (communicative) competence means “the ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural contexts” as defined by Bennett and Bennett (2004) similarly to Byram (1997, 2003) among others.



## ***Intercultural language learning and teaching***

---

In order to prevent language learners from leaving the language classrooms as “fluent fools” (Bennett 1997), it is in the interest of language teachers to seek opportunities where they can help their learners meet, personally or virtually, other speakers of that foreign language and learn about the intercultural dimension of language and communication.

Although an increasing number of pupils and teachers can now go on exchange trips, it cannot be taken for granted that these language learners (and their teachers) will develop their intercultural competence by going on one, usually short, study trip abroad. If learners only use their English for real communicative purposes once or twice during their studies, they are not likely to develop the necessary skills, knowledge and attitude for successful intercultural communication, not even if these trips are well prepared and professionally exploited.

Today many easily available course books and supplementary materials offer cultural corners, intercultural tips or culturally-loaded readings and videos but most of these materials tend to provide irrelevant and largely trivial or touristy bits of cultural knowledge about just one of the target-language cultures. In addition, the accompanying tasks and activities often fail to actively engage learners, develop the right attitudes or promote skills required for negotiating meaning in an intercultural setting. To make things worse, many teachers ignore these readings and activities completely or only exploit them from a linguistic point of view.

However, according to Willis (1996), a good classroom task is “a goal-oriented activity in which learners use language to achieve a real outcome” (53). Willis suggests that language use in tasks should reflect language use in the outside world. Similarly, Nunan (1989) claims that a task “is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form” (10).

According to Nunan, a useful language learning task is an activity that has a non-linguistic purpose with a real life-like outcome and conveys meaning in a way that reflects real-world language use.

In addition to materials, many current pedagogic models recommend a series of activities that will help systematically to incorporate the necessary knowledge acquisition, the intercultural skills development as well as the indispensable attitude formation into the curriculum in order to develop pupils' intercultural competence in the foreign language classroom. Many recommend exchange or study trips and immersion programs.

However, as long as well-prepared and exploitable study trips are not easily available for all language learners, or not on a regular basis, it would be beneficial to take advantage of the opportunities offered by online communication and e-learning, which can provide a context for communication with real people who also study that same foreign language. In this sense, we refer to English here as a lingua franca and we wish to develop our learners' intercultural competence to enable them to successfully communicate with other non-native speakers of English.

### *Find out more about intercultural communication*

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*.

Corbett, J. (2003). *An intercultural approach to English language teaching. Languages for intercultural communication and education*.

Lázár, I., Huber-Kriegler, M., Lussier, D., Matei S. Gabriela & Peck, C. (eds.) (2007). *Developing and assessing intercultural communicative competence: A guide for language teachers and teacher educators*.

# 2 The Web Collaboration Approach for Intercultural Language Learning

*Claudia Warth*

## ***What is web collaboration?***

---

With the changing face of language teaching as outlined above and the new model of the ‘intercultural speaker’ replacing the target of ‘native-speakerness’, teachers might wonder how to promote all this in their classrooms. The internet with its sociable communication tools can be one bridge to this challenge.

Web tools connect pupils and teachers from around the globe and engage them in vivid and varied paths of discovery and learning. Without leaving their home or classroom, they can get in touch with each other through the internet; real contact is established. Together, they can work on a common topic or solve problems in an international online team while using the foreign language quite naturally. This is from where ‘intercultural web collaboration’ sets out. At the same time, it shifts the focus towards the new main objectives of language teaching seen within “facilitating learner autonomy, authentication and collaborative interaction” (Kohn 2009, 5).

Webcollaborationisonemethodtohelppupilsexperience(andpractice)interculturalcommunicationauthentically.It runs under many names: telecollaboration, internet-mediated or network-based learning, or online exchange. As a method, they all stand for the didactic, constructivist use of the internet and of web tools for intercultural language learning. One could also think of it as virtual ‘group work’, with groups of learners distributed across different countries and their common meeting space being an online classroom, for example realized through the open-source learning management system (LMS) Moodle.

Within this educational setting, different web tools allow for different patterns of group work: the participants can work and communicate together at the same time in a chat or by talking with each

other through telephony tools like Skype. Or they can work on their common topic independently, but parallel, and share their results or thoughts through asynchronous tools such as forums, emails or wikis (choice of tools → Ch. 4). The internet functions as a mediator to bring learners together to foster collaborative and reflective learning embedded in (guided) online communication, discussions, problem-solving or creative-productive tasks.

### ***The uses of web collaboration***

---

The uses, aims and contents of web collaboration can be manifold (for uses outside language teaching see Stahl et al., 2006), but many studies have specifically pointed to its high potential for intercultural language learning (e.g. Belz 2003; Belz and Thorne 2006; O'Dowd, 2006; O'Dowd 2007; Warth 2009a).

#### *Authentic intercultural communication & interaction*

Foreign language education is faced by the challenge to enable learners to translate 'school knowledge' into 'procedural' or 'real life' knowledge by embedding learning into more realistic contexts. Byram in his discussion of acquiring intercultural competence argues that the classroom usually cannot offer "the opportunity to develop the skills of interaction in real time" (1997, 68).

Harden (O'Dowd 2007, 158) refers to anticipated conflicts for developing intercultural competence within school as "it is hard to imagine how it could be put into practice other than by life, by first-hand experience." Web collaboration, beyond the usual institutional confines of the foreign language classroom, can provide the opportunity for establishing real contact and actively engaging learners in intercultural peer interaction.

Within such a setting, pupils can experience all the challenges and rewards of communicating with people from diverse socio-cultural and linguistic backgrounds while putting language to use for varied communicative purposes. This goes further than the general development of forms and functions and emphasizes language as a re-

source for social and interpersonal communication, to negotiate and co-construct meaning and for 'making oneself understood'; to build relationships and signal emotions or empathy through the foreign language – always reciprocally in exchange with 'the other'.

#### *Linguacultural awareness & actualisation of learning*

Virtual 'intercultural immersion' exposes learners to a variety of 'linguacultural' (Agar 1994, Risager 2006) aspects and issues. Through the learning materials and activities, but especially through their own peer discourse, they are introduced to a range of new perspectives and a variety of opinions. The learners become an integral part of actualising their own learning, collaboratively creating or 'authoring' the materials from which they learn and through which they share, discuss and negotiate perspectives on language and culture.

The dichotomy between what is 'genuine' and 'authentic' (Widdowson 1990) or what constitutes 'real life' vs. 'the classroom' is disappearing with Web 2.0 and anyone (i.e. independent of native or non-native speaker association) has an equal share in producing authentic text (cf. Mishan 2005). Or as Kohn puts it: "the once strict borderline between pedagogically-designed learning activities and work / life-embedded communication is fading" (2009, 7)."

Throughout their discussions or other activities, rich points, i.e. "a reflection in language, gesture or communicative pattern of culture-specific ideas, beliefs or constructs" (Belz and Müller-Hartmann, 2003: 73) become visible and tangible in the learners' online texts or through their multimedia collages of music, videos or images.

Carefully guiding learners here and pointing them towards culturally and linguistically rich - overt and covert - points can heighten their awareness of their own and their international peers' cultural background(s) and sensitise them to cultural influences and attitudes, or open up stereotypes for further investigation and discussion.

### *Supporting intercultural interpretation and mediation*

Another important aspect in developing intercultural foreign language competence is that of becoming able to “interpret foreign peoples and cultures” (O’Dowd 2007, 158) and the language they use from different perspectives, i.e. to recognize languacultural rich points and then to ‘read’ them. Here, the learners’ task-based discourse is a helpful tool. The pedagogic embeddedness (instead of intercultural encounters ‘out in the wild’) helps to grow the necessary intercultural-communicative knowledge.

This knowledge can then be applied by the learners in the next round of internet-mediated communication, e.g. by applying their newly gained skills in a reply to a forum post discussed, analysed and culturally-interpreted, beforehand, in the classroom. This also allows teachers to draw particular attention to language aspects (e.g. concepts, connotations or scripts) and important (meta-) communicative means and strategies relevant for intercultural interaction.

#### ***Find out more about web collaboration***

Belz, J. A. & Thorne, S. L. (eds.) (2006). *Internet-mediated intercultural foreign language education*.

Donelan, H. M., Kear, K. L., & Ramage, M. A. (2010). *Online communication and collaboration: A reader*.

Guth, S., & Helm, F. (eds.) (2010). *Telecollaboration 2.0: Language, literacies and intercultural learning in the 21st century*.

O’Dowd, R. (ed.) (2007). *Online intercultural exchange: An introduction for foreign language teachers*.

# 3 The *icEurope* Project

Claudia Warth

## ***The aims and approaches of icEurope***

---

The *icEurope* project combined the issues of intercultural learning, English language learning and e-learning, while taking language and culture into account holistically. The project focused on developing, implementing and evaluating a web collaboration course that would enable learners to use their English for negotiating cultural topics in intercultural contact situations. Through the web collaboration, the pupils should become aware of the dynamic relationships between language and culture and to discover and practise intercultural communication strategies in English as a lingua (ELF).

More than 80 pupils from four classes (from 10<sup>th</sup> and 11<sup>th</sup> grades in Bulgaria, Hungary, Italy, and Turkey) worked together online in four mixed, international teams on the learning platform Moodle to negotiate intercultural issues via ELF and to gain an intercultural perspective on their shared topics. For more than half of them, it was their first encounter with people from other cultural backgrounds and the first time they could use English for real communication.

The *icEurope* project team set out from three different domains for a comprehensive approach to intercultural language learning online:

- the **intercultural domain**  
rooted in intercultural communicative competence (ICC) models, skills and objectives for intercultural learning (cf. Ch. 1);
- the **linguistic-communicative domain**  
for identifying means and strategies needed for successful intercultural contact and interaction, in particular through ELF;
- the **ICT or e-learning domain**,  
bearing in mind CALL (computer assisted language learning), e-learning didactics, task design and adequate choice

of tools to reach the teaching aims derived from the first two domains and to stimulate interaction and collaboration.

The task and course design for the *icEurope* web collaboration built on these three domains, which, together, form an important pillar for suggestions for creating one's own web collaboration course (→ Ch. 5).

## The *icEurope* web collaboration

Step 1) "Everyone has a culture - everyone is different"

*In this course, you will find out many new things about teenagers and their lives in Bulgaria, Hungary, Italy and Turkey. But before video, you will find out more about England, how we see different cultures and what 'stereotypes' are about.*

Teacher's note: Everyone has a culture - everyone is different

Everyone has a culture - worksheet 1

Step 2) Watch the following video clip that includes some funny, some stereotypical aspects about "the English"

What do you know about England, Britain, the British... ?

Teacher's note: Video "Learn about Europe: England"

"Teacher's note":

- only visible for teachers
- step-by-step support for each activity
- lists intercultural and linguistic aims



(source: Youtube, <http://www.youtube.com/watch?v=rvh76HxUHKE&feature>)

"Learn about Europe: England (text / script)

Fig. 1 "Everyone has a culture" - first *icEurope* topic in Moodle

The actual *icEurope* web collaboration lasted from January to May 2010 and the four international teams (each with members from each of the above countries) collaborated on these topics:

- General aspects of intercultural communication (fig. 1)



- b) Food and eating around the world (cf. sample unit Ch. 5)
- c) International music and creating ‘cultural translations’ in English of local songs in the native languages

The activities were designed to aim at real interaction within a truly intercultural communication setting, i.e. web collaboration between teenagers and teachers from various countries and with different language backgrounds. The course was set up in ‘blended learning’ format, i.e. a mix of activities (offline and online) carried out in the local classrooms and in collaboration within the international teams online.

The tasks built on pre-existing materials from ‘offline’ intercultural communication training or on new contents, all adapted to the needs and particularities of web collaboration and Moodle. In the *icEurope* Moodle course, the activities did not focus only on intercultural issues nor only on language aspects, but both perspectives were taken up to complement each other in an intercultural approach.

Pupils were provided with English ‘intercultural communication strategies’ through the so-called ‘language and culture notes’ (fig. 2).

**Language note: Exchanging information & expressing likes and dislikes**

Every culture has their ways of doing and seeing things differently. How can you find out why people do things the way they do or why they like things? This can be done by exchanging information. It can also be done by giving reasons and explanations.

**Exchanging information & helping others to understand you:**

- This is...
- A YY is a...
- It seems like...
- I'm not sure but...

- In my culture... / In my family... / With my friends...
- We use...
- It is special because...
- It plays an important role for me / my culture because...
- The role of YY in my culture / family ... is the following: ...

- It tends to be...
- More often than not...
- Usually... / Often... / Sometimes... / Rarely...
- It is similar to...
- Compared to XX, YY is...

- Let me show you by ...
- Here is a picture to show you... [note: you can upload pictures to a wiki, forum or message 📷]

1.) Intercultural aspects are being related to communication strategies

aim: association of intercultural aspects with communicative strategies

2.) Examples for (intercultural) communication strategies are being presented

They are linked to meta-communicative strategies and also to general intercultural skills.

Aim: to create awareness and knowledge on a higher level; by using the strategies, students are encouraged to perform intercultural communicative acts

**Fig. 2** Example for one of the ‘language & culture notes’

In a first step, pupils could practise them in online self-study activities. During web collaboration with their international peers, they were then encouraged to use those strategies together and to build their interaction based on them. These notes were meant to raise pupils' awareness of communicating in English within an international setting while at the same time becoming aware of underlying intercultural aspects.

Teachers were guided through the web collaboration with the help of 'teachers' notes'. These gave a step by step overview of the larger activity or the smaller tasks and also provided help with technical and didactic aspects of web collaboration in Moodle.

Each international team was supported online by one of the four project teachers, who also supported their own local project class. (Read more on supporting learners during web collaboration in Ch.6)

### ***Insights on the potential of the web collaboration approach***

---

The pedagogic evaluation of the project through e-portfolios, questionnaires and interviews with pupils and teachers highlighted the following main results, benefits or implications on using web collaboration as an approach to intercultural language learning.

#### *Language development:*

- an opportunity to communicate in and practise English within a purposeful and authentic setting (and for many the first experience of this)
- improved reading and comprehension skills, in particular of texts written by other ELF users and working with these texts (e.g. form or communication-focused revisions or follow-up)
- pupils' writing skills, especially their composition skills improved, where "entries became longer and better organised and they needed less time for doing that" (*icEurope* teacher)
- expanded communicative repertoire (esp. vocabulary, expressions, strategies, polite formulas, grammar structures)

*Intercultural development:*

- increased awareness of one's own culture or cultural embeddedness
- heightened awareness of other cultures, societies and individual lifestyles as 'first-hand experience' through peers' reports
- discussing interesting topics, while also being able to influence themes and the course of discussions online
- making new friends and 'meeting' people one would not have been able to meet without *icEurope*

*Intercultural communicative skills:*

- becoming aware of how people from different linguacultural backgrounds use English and how this use shapes one's (biased) perception of 'the other'
- realising how easy it is to be misunderstood if one does "not keep in mind the intercultural differences that exist" (*icEurope* teacher)
- pupils developed "a different way to approach the others, a new disposition to listen and to understand different points of view" (*icEurope* teacher)
- pupils learned "not to be afraid to ask for clarifications if they are not sure what is acceptable in their international peers' culture(s)" (*icEurope* teacher)
- "students became aware of the intercultural differences that exist. [...] Now they have a more mature approach to otherness and know from their personal experience that people from different cultural backgrounds react differently to 'simple' everyday situations, such as table manners, expressing likes and dislikes etc" (*icEurope* teacher)

*ICT, e-learning and activity design:*

- added value of a learning management system (LMS) like Moodle: materials or tasks can be easily changed, adapted, enriched or replaced to fit the target groups or the participants' levels
- blended-learning format of particular value for a balanced focus

on linguistic and communicative tasks and for each teacher to link the local curriculum and class levels with the aims of the web collaboration and project

- in-class activities (e.g. role plays) on how to communicate with each other directly influenced and heightened online interaction and communication between the pupils
- guided classroom work on web collaboration data (e.g. forum posts, chat protocols) enhanced linguistic and intercultural awareness and is a suitable activity to prepare for upcoming on-line interaction
- working on Moodle and in collaboration enhanced learner autonomy and increased learning-to-learn skills

### *Summary: The potential of web collaboration*

- Web collaboration can be pedagogically embedded through blended learning to allow for linguistic and cultural preparation or take up in the classroom
- Authentic and purposeful intercultural communication in the foreign language
- Learners influence topics and co-construct discourse and collaborative learning
- Learners' discourse (e.g. forum postings) and 'rich points' emerging from it can be integrated, discussed and prepared in the classroom for deeper learning and awareness raising

### *Find out more about icEurope*

icEurope web site: [www.iceurope-project.eu](http://www.iceurope-project.eu)

The site includes more information on the project, a demo area and the icEurope Community & Networking Corner. Through the icEurope Moodle platform, own web collaboration classroom projects can be realised.

# 4 Tools for Web Collaboration

*Petra Hoffstaedter*

After having introduced the potential of web collaboration for intercultural language learning in the previous chapters, chapter 4 looks more closely at the tools to establish collaborative activities and communication online.

Intercultural web collaborations require a learning space that goes beyond the traditional classroom: a protected learning space that can be accessed by groups of users at any time and from anywhere in the world. It requires tools for communication, collaboration, and sharing resources. Such a virtual learning space is provided by a Learning Management System (LMS), also called Virtual Learning Environment (VLE). An LMS is a software system designed to facilitate e-teaching and e-learning in an educational setting.

It provides a collection of features that support the following activities:

- course editing and course administration;
- autonomous learning through the integration of multimedia learning resources and a variety of communicative and collaborative learning activities;
- tutorial guidance through communicative contact (via e-mail, forum, and chat) as well as learning control (via feedback, evaluation, and tracking statistics).

One of the most widespread LMS is the free of charge, open source learning platform Moodle. On a Moodle platform, it is possible to set up courses in which one can combine learning resources and tools like forums, wikis, chats and journals, or assignments in a highly flexible way, and make them available to a group of users in a virtual classroom.

In the following parts, one can find out what these tools offer and how they can be used for intercultural web collaboration. We will also refer to the *icEurope* experience for more practical illustrations.

## Forums

The most widely and frequently used tool in the *icEurope* web collaboration is the forum, a means for asynchronous online communication within a group of users. In a forum, a user (in our case a teacher or a pupil) can open a topic thread by asking a question, stating a problem, or specifying an assignment; and the other users can react to the initial forum post and to any other post in the forum (fig. 3) Users can also add attachments (e.g. an image or document) to a post. The forum exchanges are archived and can be accessed at any time.



Fig. 3 Extract from a task-based forum discussion

A forum is well suited for **task-based activities** where pupils are asked to discuss questions and exchange information and opinions on a particular topic. These task-based forum activities can involve text, video clips, images, or a cartoon etc. as discussion triggers, which are made available in the Moodle course together with the forum. When using a forum for online communication and collaboration, pupils have time to reflect upon a task and carefully prepare their contributions.

Teachers may even discuss a topic in class and have pupils work in small groups before they are asked to write a forum post addressed to the international groups. This might be particularly advisable when dealing with more controversial or delicate intercultural topics.

A forum is a highly suitable tool for engaging pupils in intercultural exchanges and discussions. However, we found that some of the *icEurope* pupils had difficulties in maintaining a successful forum interaction. A common problem was that pupils gave their answers or stated their opinions without properly referring to what other members of their group had said. Therefore, before pupils participate in the international forum groups, it might be advisable to prepare them to adhere to some basic interaction rules, such as identifying the post and opinion to which they want to reply, appreciating what was said in this post, then adding their own comment, and finally maybe asking a new question (i.e. what we called the ‘AAA of communication’).

A forum is not limited to task-based activities; it can also be used for socializing (fig. 4). In *icEurope*, for instance, the members of the different international teams introduced themselves in the forum; and at the end of the web collaboration the forum was used for saying goodbye and appreciating each others’ contributions to the project.



Fig. 4 Forum post taken from ‘social’ forum exchange

Forums also give teachers the opportunity to provide **help and guidance**. Teachers can, for instance, participate in a forum to motivate pupils, to draw attention to particular aspects and to intervene whenever necessary.

Apart from this tutorial intervention, it is also possible to set up a special help forum where pupils can ask questions whenever a problem arises.

Furthermore, forums are important tools for **teacher networking**. Teachers working together in a web collaboration need a space to communicate with each other to exchange ideas and experiences or discuss problems and offer suggestions. To cater for this need, it is possible to set up a forum that is 'invisible' to pupils and can only be accessed by participating teachers.

The learning management system Moodle offers **different types of forums** from which to choose. For short-time discussions on a particular topic the 'single discussion forum' is advisable since it offers one single topic thread and facilitates a thematically-focused interaction. If you do want to make sure that pupils write their own posts before being able to look at the other pupils' contributions, you can choose the 'question and answer forum'. The best choice for help forums or teacher networking is the 'standard forum', where users can add new discussion topics whenever necessary.

## ***Chats***

---

Whereas a forum is used for asynchronous written communication, a chat is used for synchronous ('live') written exchanges (fig. 5). This means that the time for a chat session has to be arranged in advance and all participants of the chat meeting have to be online at the same time. To keep a chat discussion manageable, it is advisable that it has not more than six participants. Using the chat option, however, seems to be worth the organisational effort. Pupils enjoy the opportunity to meet 'live' in a chat and being able to 'talk' to each other directly without a delay in time fosters a positive atmosphere in the group and a feeling of togetherness.

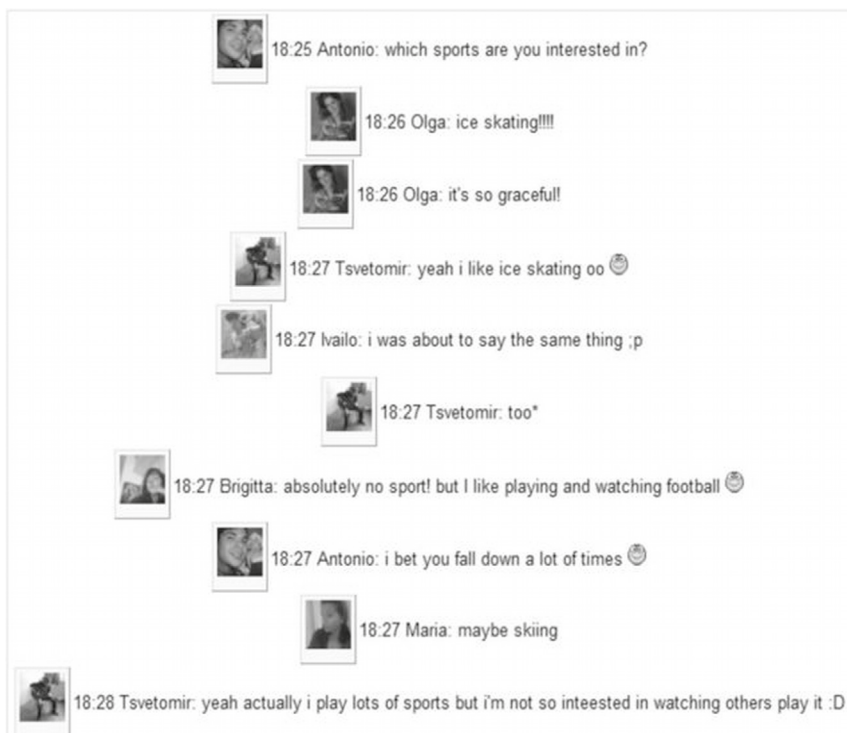
A chat session can be used for unstructured communication with a focus on establishing personal contact as in fig. 5; however, it can also be framed by a specific topic and by tasks for the learners (e.g. what to find out during the chat) e.g. in the *icEurope* web collabora-



tion, pupils had a lively communication about customs, traditions and festivities. Chat sessions can be moderated by a teacher; in this case, the teacher should try to keep in the background and only step in when necessary.

Topic-based chat communications can also be backed up by preparatory tasks where pupils think about what they want to say and what means of expressions they might need in the discussion.

In addition to group sessions, chats can also be used for individual contacts between a teacher and pupils whenever a pupil needs help and guidance. As Moodle chats protocols can be archived, it is also possible to use these protocols for follow-up work in the classroom.



**Fig. 5 Excerpt from a chat session to establish personal contact**

## **Wikis**

---

Whereas forum and chat are tools for online communication, a wiki is a tool for collaborative writing. In a wiki, every participant can contribute to (i.e. write, edit) an online document e.g. by adding a text passage, a comment or a picture or by creating a web link to a music or video clip. A 'history' function allows tracking all the editing steps so that pupils and teachers can monitor the production process or retrieve earlier stages of the document.

A wiki can be used for collaborative projects, in particular collaborative writing tasks, where pupils work on a specific topic, story, or task and have to present the results in a jointly produced document. If pupils need help, teachers can also write comments into the pupils' wikis.

In intercultural web collaborations, the participating local classes can use a wiki to present themselves as a group to the other classes at the beginning of the web collaboration; they can also support their presentation with pictures of themselves, their school, or their city.

Likewise, wikis can be used for reflective tasks, where pupils as a group reflect on and summarise what they learned in the web collaboration course. In the *icEurope* web collaboration, the pupils used wikis to create newsletters addressed to future *icEurope* participants. In these newsletters they shared some of their web collaboration experiences and explained the value of learning together through web collaboration.

## **Assignment and Journal**

---

Whereas in a forum, chat, or wiki all participants can see each other's contributions, assignment posts in Moodle can only be seen by the course teachers, who can provide feedback comments and give grades. Assignment posts cannot be seen by other pupils.

In the so-called 'online text assignment', pupils use the Moodle text editor to enter their contribution in an assignment box. Teachers can provide inline feedback; they can also allow pupils to resubmit their

assignment after having incorporated the teacher's feedback. This type of assignment is especially suitable for short writing tasks.

For more substantial writing tasks or if other digital media are involved, the assignment type 'upload a single file' is more suitable since it allows pupils to upload any kind of file, e.g. a text, presentation, audio or video file. Again, teachers can provide feedback and grades and allow pupils to resubmit their assignment.

To improve pupils' learning responsibility, it is helpful to provide them with a space for reflection. For this purpose, the assignment activity can be set up as a 'journal' to be used by pupils for writing a project diary and to reflect on the course and their personal learning experiences (fig. 6).

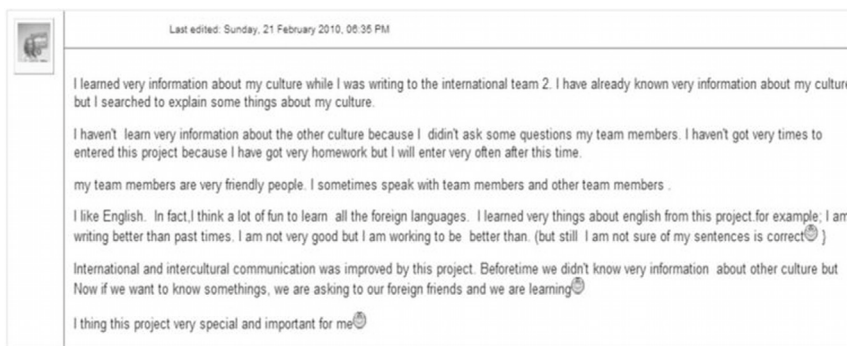


Fig. 6 Entry from a journal of the icEurope web collaboration

Pupils can edit and refine their journal contributions over time and teachers can respond to pupils' journal entries and offer help and guidance.

Teachers should, however, inform the pupils whether their journal entries will be monitored or not. It is important for pupils to know whether they should use the journal just as a private space for reflection, or whether and how often they will get help and feedback from their teacher. Pupils should also be made aware of that fact that an unmonitored assignment 'journal' is not an entirely private space since teachers are always allowed to see their entries.

In the next chapter, you will see how a language management system like Moodle can be used to combine forum, chat, wiki or assignment activities in a virtual classroom to facilitate communication and collaboration between pupils and their teachers from different countries.

*Find out more about Moodle & e-learning*

Moodle website: [www.moodle.org](http://www.moodle.org)

Moodle help & documentation: [www.docs.moodle.org](http://www.docs.moodle.org)

Erben, T., Ban, R., & Castañeda, M. E. (2008). *Teaching English language learners through technology.*

Langer de Ramirez, L. (2010). *Empower English language learners with tools from the web.*

Lewis, G. (2009). *Bringing technology into the classroom.*

Stanford, J. (2009). *Using Moodle for second language learning.*

# 5 The Path to Web Collaboration

Claudia Warth

This chapter will provide a path to your first own web collaboration unit. It is split into two parts:

(a) the four building blocks for setting up a web collaboration course, and (b) a sample unit to introduce you to technological and pedagogical considerations for designing activities in Moodle for intercultural language learning.

Although the next steps are written with a full web collaboration for exchange with a partner class in mind, most ideas can also be easily ‘downsized’ for a first experiment within one’s own class only. The chapter is complemented by the *icEurope* Online Resource Area and reference to it will be made throughout the chapter. That area includes additional support materials, instruments and sample units to plan your course (→ Ch. 7).

If this is your first ‘venture’ into assembling online learning activities or arranging an ‘online exchange’, keep in mind that web collaboration is, in principle, very similar to your usual group work setting. Your usual bag of methods to stimulate thinking, interaction and creativity or other teaching ideas will be a big help for you.

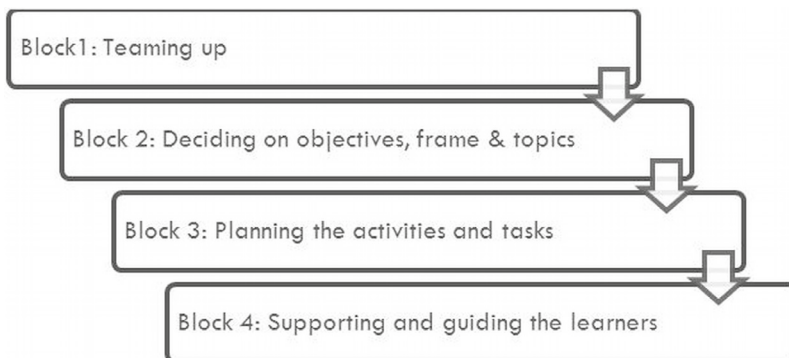
And an all-clear if you do not rate yourself too tech-savvy: this has not shown to be of a decisive factor for successful web collaboration in *icEurope*. Try to incorporate pupils from the start and divide your groups in such a way that each team has one of the ‘tech kids’ in them.

But now, on to planning your own web collaboration.

## ***Building blocks for planning your course***

---

The following four building blocks can help you plan, implement and carry out your web collaboration activities. Consider each block by itself, then as to how they, all together, make up your web collaboration course.



**Fig. 7 Building blocks for your own web collaboration course**

### *Block 1: Teaming up*

- Find a colleague and partner class

A partner class could be a class from an existing school partnership (where the web collaboration could be used as ‘warm-up’ for an actual exchange) or a class found through colleagues or web portals (→ links box and Online Resource Area). Consider the language of the partner class: should they be native speakers of the target language or would you like to focus on using a lingua franca as the language for collaboration?

- Expectations & organisation

If you have found an interested colleague, discuss how you understand ‘web collaboration’, what you expect from it for the pupils and their learning, which roles the teachers should have in the planning and execution phases and how much time each of you can dedicate to the project. Be clear about each others’ teaching styles and methods.

- Compatibility of classes: levels, age and interests

Although the *icEurope* experience showed that learners with a variety of linguistic and intercultural competencies can communicate and learn with each other, you should have clear ideas about the different proficiency levels to avoid surprises or frustration. The experience is rich for learners on both sides of the scale, but the gap should not be too wide.

- Are the pupils interested?

The best ideas cannot be carried out if those that you want to involve are not interested. Before going ahead with your planning, consult your classes and find out whether they actually would like to participate in a web collaboration project. Now is still the time to find another class.

- Technology options & where to run the activities

With your colleague, discuss the options for tools and technologies and where to run the activities. Decide on a learning platform or providers for individual web tools (either hosted by one of your schools or externally, e.g. on the *icEurope* platform). Also consider (technical) support options available in your schools and for the platform when making your choice. Find out about modalities of (block) booking ICT facilities and how and when the pupils can have access to the internet inside and outside of classes.

- Get support, test the tools and spread the word

Depending on your local school culture, you might find it helpful to inform your headmaster and colleagues about the project. As this is a great opportunity for learning, spread the word to parents and others. Some schools might require you to get parents' permissions for their children's participation. Check your local school policies!

Also, early on in your planning phase, approach your local ICT expert or technician to see how they can help you and to find out what is technically possible (e.g. tools that can be accessed, banned web sites, speed of internet – some schools or countries for example do not allow access to YouTube or Skype.)

Make sure you test all tools or web sites on your school computers before proceeding with more detailed planning.

*Block 2: Deciding on objectives, frame and topics*

Next to general organisational questions, it is important to decide on common learning objectives, topics and the overall frame for the web collaboration.

- Discuss aims and objectives

The involved teachers should be clear about aims and objectives of the web collaboration and what they expect from it for their pupils.

- Framing the web collaboration

For how long and when should the web collaboration go on? How is this affected by local holidays, school trips or exam phases? It is advisable to find a phase in the school year that is less hectic for teachers and pupils and which is not interrupted by too many breaks. Sketch out a tentative schedule for the web collaboration activities from the beginning and think of solutions for phases where classes will be off from school.

- Finding the right topics & involving pupils

The *icEurope* experience has shown that those activities work best and easiest that to a certain degree are already part of the regular syllabus, especially considering the relative length of such an endeavour. Compare curricula or syllabi and find shared and suitable topics for an ‘intercultural perspective’. Compare this to the envisaged timeframe for the web collaboration and see whether it is possible to cover a topic at that time of the school year.

Think about ways of involving the learners in choosing the topics on macro or micro levels. (for first topic ideas, see “ideas corner” in Online Resources Area)

- Assess or not assess?

Discuss whether or not pupils’ participation and contributions will be assessed or not, and based on which criteria. This can be different



for the classes involved, but teachers should be clear about this and make this transparent to their pupils (e.g. with the help of checklists or rubrics).

Think about how to assess or grade collaborative products (e.g. wiki texts). The experience from *icEurope* and other projects has shown that learners genuinely appreciate feedback on their work and that some sort of (graded) assessment encourages their participation as they feel what they do is being valued.

### *Block 3: Planning the activities & putting it together online*

Web collaboration undergoes different phases of team building and collaborative action. It is important to bear these different phases in mind and to plan activities and tasks according to a particular phase.

#### *Phase 1 Getting to know each other and the tools phase*

In the first weeks, all the participants need to get to know each other, the course platform, the tools and the rhythm of web collaboration and local classroom work. Some pupils will be insecure or too shy to start communicating online. Allow for ample time for this phase of acquainting oneself with everything and one's international team. It is a good idea to schedule a virtual meeting through Skype or another video conference tool to ease participants into the project and to see the real people behind everything.

#### *Phase 2 Community and knowledge-building phase*

As pupils are starting to work together and getting more familiar with the course and tools, they will be beginning tentatively to build a sense of community and friendship. This phase can be used to build up content and language knowledge. Pupils (and teachers) might still be reluctant to communicate naturally or to speak their mind. At the same time, communication might be too direct, yet, or 'bumpy'. Interaction will still need teacher support, encouragement and guidance.

### *Phase 3 Working and interacting together phase*

After several weeks, pupils and teachers will have eased into collaborating and communicating with each other online. The tools have become normal and many pupils will have been in touch with their international peers even 'outside of class' (e.g. through Facebook or Skype).

Also, they have grown a sense of intercultural awareness and understanding and can apply the knowledge built up in phase 2. The group of learners is now a community and participants will have grown a sense of trust, interaction will be smoother and more natural. Phase 3 can thus be used for collaborative tasks or problem solving, as everybody will be more open and expand more on different topics and issues.

### *Phase 4 Wrap-up and goodbye phase*

It is important to keep this final phase in mind from the beginning (e.g. by planning towards a final product). This stage is also a good opportunity to wrap-up and to appreciate what has been achieved together before saying goodbye. Pupils can also exchange further contact details for staying in touch afterwards.

- Planning with the 3 domains:  
intercultural – communicative-linguistic – ICT

Successful tasks to support intercultural foreign language learning through web collaboration take into account all three domains we outlined on page 23.

When creating your tasks, identify:

→ **What are the intercultural aims** (e.g. intercultural awareness raising, changing perspectives, attitudes)? i.e. how can you give the topic an intercultural perspective?

→ **What are communicative-linguistic aspects** that go along with the chosen intercultural domain? Which strategies or linguistic means are needed by the learner to convey intercultural competence (e.g. awareness of different linguacultural concepts, stating thoughts

politely, indicating likes and dislikes)? i.e. How are the different skills to communicate, mediate, co-construct or negotiate meaning inter-culturally integrated in the task and learning materials?

→ **With which web tool do you wish to realise your objectives and create interaction or collaboration?** In addition, you need to decide whether your learners could use the tool adequately and as you intend to use it (ICT competence). i.e. which web tool will you use for the task (→ cf. Ch. 4)?

- Using web materials

The web is full of helpful materials with which you can ‘furnish’ your web collaboration classroom. Platforms like Moodle make it easy to implement web resources like video from YouTube, web links, images or articles. Pupils can be encouraged to find materials online. (→ Toolbox in the Online Resource Area)

- Blending online and offline work

Together with your colleague, discuss how you will combine the phases of working together online with the work phases in the classroom.

- Putting everything online

After you have decided on the above issues, start to write down your activities and tasks. We recommend making a first sketch on paper before adding everything to Moodle.

This way, you and your colleague can easily adapt tasks before they are put online.

(For a planning grid and more → Ch. 7, Online Resource Area)

#### *Block 4: Supporting and guiding the learners*

Discuss how you see your roles in guiding the pupils during the online communication phases (e.g. will you and how would you intervene during a forum discussion?). Who will be in charge of which group. (Read more on online tutoring and guidance → Ch. 6)

## ***Step by step guide to your own unit***

---



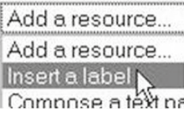

In the following sub-chapter, we wish to illustrate how easy it is to set up activities for web collaboration on Moodle and how to turn the aspects from above into something real.



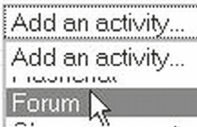
Based on a real unit from *icEurope*, we outline our first considerations when we designed the unit and then a step by step guide on creating this unit in Moodle, which you can then follow to create your own units.

<b>Activity:</b> Food and eating around the world		
<b>General aims:</b> becoming aware of different foods and manners; discussing those from the partner countries; relativising and sensitising		
<b>Intercultural domain</b>	<b>Linguistic-communicative domain</b>	<b>Choice of tool for web collaboration</b>
stereotypes; holding back on immediate judgment; dealing with ambiguity of feelings; considering actions	discussing stereotypes; explaining and clarifying; discussing actions	forum

The unit includes pre- and while-activities and is a mix of online and offline activities to be covered by each local class and for the international teams. This allows for local preparations and discussions that are then followed-up, practised and deepened in the international online exchange. Altogether, the unit covered 3 weeks at the first stage of the ‘working together and interacting’ phase.

Now, in Moodle, click  to start building your own unit.

What it looks like in Moodle	Steps to get there
<p><b>(Weeks 6, 7 &amp; 8: 1.-20.3.) Food &amp; eating around the world: dinner</b></p> <p>When you're having dinner in another country, there can be many surprises...</p> <p>What is it like in your countries?</p>	<p><b>Approach topic from intercultural perspective</b></p>  <p><b>Enter topic title</b> and a few motivating words or a classroom pre-task;</p> <p>Always point to <b>dates</b> and <b>deadlines</b> to give pupils orientation.</p>
<p><b>Step 1) (week 6) For starters, have a look at some Chinese dinner surprises:</b></p>  <p>Source: <a href="http://www.youtube.com/watch?v=6_WAmt3cMdk">http://www.youtube.com/watch?v=6_WAmt3cMdk</a></p>	<p>Divide tasks into <b>steps</b> and make things <b>very clear</b> and <b>concise</b>. Learners need to know <b>what to do</b>, <b>when to</b>, and <b>where to do</b> a task.</p> <p><b>Using authentic materials, e.g. a YouTube video</b></p> <p>Open your video on <b>YouTube</b>, click on "<b>embed</b>", copy the embed code.</p> <p>Go back to Moodle and insert a label:</p>  <p>In the label, switch to "<b>html-mode</b>"</p>  <p>Paste the embed code and save.</p>

<p><b>Step 2) (week 6) How can you express your thoughts or ask for clarifications?</b></p> <p>In class, do the following exercise to find out more.</p> <p>[add instructions for e.g. exercises, role plays – this could cover different levels for all groups involved]</p> <p> Activity: explaining and clarifying</p>	<p>Include a <b>classroom activity on linguistic or communicative aspects</b> – as preparatory activity for the subsequent online interaction.</p> <p>You can do so by adding a resource either through</p> <ol style="list-style-type: none"> <li>“Link to a file or website, or</li> <li>“Compose a web page” (i.e. nicely formatted online document)</li> </ol>
<p><b>Step 3) weeks 7 &amp; 8: Different countries - different customs...</b></p> <p>In class, discuss:</p> <ul style="list-style-type: none"> <li>• What are the main themes in the video clip?</li> <li>• In which conflict is the visitor?</li> </ul> <p>Then, go to your international team’s forum and:</p> <p>Suggest and discuss ways of how the visitor could deal with the conflict.</p> <p>Post at least 1 new post and reply to at least 1 post by 18.3.</p> <p> Intnat'l team #1: Chinese dinner surprises</p>	<p><b>International interaction</b></p> <p>Now it’s time for the international team members to interact and practise, apply and deepen what they have learned in the steps before.</p> <ol style="list-style-type: none"> <li>1. Enter a “<b>label</b>” with <b>instructions</b> for <b>preparatory</b> activities in the classroom.</li> <li>2. Add the <b>Moodle activity</b> of your choice, e.g. a <b>forum</b></li> </ol> <p></p> <p>Include <b>clear instructions for postings</b> (how many posts, by when etc).</p>

And done is a full web collaboration unit for 3 weeks.

## ***Some vignettes on the web collaboration experience***

---

What was the teachers' experience during the *icEurope* web collaboration? The following vignettes present some of their thoughts at different stages during the pilot course. Also, they include some more real and tested ideas for classroom and online activities or some more general impressions.

### ***Vignette 1: How it all started***

The first online Moodle session was held in a really relaxed and easy-going atmosphere. The students were happy to see that it is not difficult to use the platform. I think this is because they use the Internet really actively in general and they are accustomed to using forums, downloading and uploading documents, links and images.

That reminds me to tell you that some of our students have already managed to contact some of their peers in their international groups through Facebook and are successfully chatting and exchanging photos these days. For me, this is more than evidence that they are intrigued and eager to participate in the course.

Magdalena Tsankova, English teacher of the Bulgarian class

### ***Vignette 2: Preparing online work in class***

Students were given 3 tasks to work on in the lesson and to finish at home. (We had already started these activities but this time they had more ideas how to do it):

- to create their own profiles
- to write about their top five favourite places in Budapest
- to put entries in their journals about Elazig, Napoli and Sofia based on their research.

What really impressed me about this lesson was that students used their English so naturally. Even the weakest ones understood most of the questions and did their best to answer them. They wanted to know how to write certain messages. The best students tried to come up with original answers and we worked out together some of the solutions.

It was a kind of co-operative task as well. Students helped each other with technical and language problems.

Erzsébet Csontos, English teacher of the Hungarian class

### *Vignette 4: Sensitizing to the dangers of stereotyping*

Students enjoyed the video, laughed a lot and wanted to see it several times. We discussed what stereotypical images had appeared in the video about Britain and how it was different with people living there. I showed them some postcards, some tourist brochures projecting Hungarian images to foreigners with things like “goulash, puszta, folk costumes, horses, gypsy musicians, etc.

Then I asked them to imagine a similar video about Hungary. They brought up ideas and again we laughed a lot. They asked me if there were videos about other nationalities too. As I remembered the video about Germany I asked them to predict the images about Germany before watching it and they compared their ideas with the real one.

Finally we worked on the “dangers” of stereotypes, generalisations and prejudice. We conducted the discussion in English but I had to introduce some vocabulary.

Erzsébet Csontos, English teacher of the Hungarian class

### *Vignette 3: Fluency and politeness*

It is amazing to see how all the preparations from the previous two weeks and the experience acquired so far helped students to perform a real exchange of ideas and thought in the forums.

They communicate freely, they write about their reactions and first impressions provoked by a new song heard for the first time, and they try to make guesses about the lyrics and the general message of a song.

However, some of them still need to learn a lot about the levels of politeness in different cultures. I hope this experience will give them food for thought and influence their behaviour in the future.

Magdalena Tsankova, English teacher of the Bulgarian class



### ***Vignette 5: Overall evaluation***

The experience, overall, is certainly to be considered positive and to be replicated, but one should definitely keep the following suggestions in mind:

- Strong coordination among the teachers of the partner countries
- The identification of didactic pathways that can result in the development of a final product, possibly multimedia
- More frequent and well planned use of the chat mode, perhaps by selecting from time to time, the post of the week on which to focus the discussion of the various groups, with the obvious benefit of avoiding the participants to be puzzled by a flow of questions often bound to be left unanswered

Gaetano Russo, teacher of the Italian students

### ***Vignette 6: Overall experience***

Overall, I'm happy to have worked in this project because although I had experience before regarding 'intercultural communication', in this project I had a chance to learn about intercultural contexts and how to teach it. And it was challenging.

This also affected my students in a meaningful way.

As they are trained to be English teachers, they will need experience working on these issues.

Ezgi Ağcihan, teacher of the Turkish class

# 6 Moderating Web Collaboration & Supporting Learning Online

Ágnes Enyedi, Ildikó Lázár, Éva Major

## **Before you start**

---

As you have seen in the previous chapters, planning and moderating your own web collaboration project between classes of EFL learners requires certain skills, knowledge and patience. Once you have found a partner teacher with a class (or several partners if you are brave), you may find it useful to go through this **checklist before you start your web collaboration**:

Checklist	Done	To do
1. Have you compared the proficiency levels, language learning aims, and interests of the two classes so that there are no disturbing differences between the pupils?		
2. Have you reviewed and adapted the web collaboration materials before planning the timing of the collaboration?		
3. Have you checked how the materials you will use in the web collaboration project fit into your curriculum?		
4. Have you discussed with your partner your aims and priorities in language teaching, so that differences between your approaches do not cause problems later on (e.g. how important I find correctness when pupils communicate in the project)?		
5. Have you clarified how integral the project is going to be in your syllabus and in your partner's?		
6. Have you made sure that you plan the time-frame of the project in such a way that the pupils have enough time to do the online tasks before the next in-class session?		

7.	Have you discussed how much time each of you can afford to spend every week to help pupils participate in the project, and how much time you can spend out of class to moderate discussions?		
8.	Have you decided together how you will create the smaller international work groups in your classes?		
9.	Have you agreed on a division of tasks concerning who moderates which group and which tasks or topics?		
10.	Have you planned together with your partner teacher how you will time topics, units and assignments during your project?		
11.	Have you agreed on timeslots for chat sessions in advance?		
12.	Have you discussed how you will assess pupils' achievements during the project (most importantly whether the extra work in Moodle will be part of regular course work or pupils can get extra credits for it)?		
13.	Have you included a task in which your pupils can work together and create something that may serve as a take-away souvenir to remind them of all the things they will have learnt about each other, about themselves, and about intercultural communication (e.g. introducing their favourite song, or writing a summary or newsletter connected to one of the topics, or collecting pictures, videos, etc.)?		

### ***The first in-class sessions to introduce the web collaboration***

Your first in-class sessions in the web collaboration project will probably centre on technical issues of how to log on and where to find things in Moodle. The next difficulty might be how to convince reluctant pupils to introduce themselves, to upload their profiles and pictures and start writing about themselves and their background.

Fortunately, the majority of pupils are 'digital natives' these days and they, usually, do not find it difficult to use an online platform even if it is completely new for them. As for reluctant pupils, you can find ways to encourage them but sometimes it is peer pressure that solves this problem. Since it is a cooperative group project, they will probably not want to be left out of the fun element.

### ***Setting the rules of the game***

---

Once you have sorted out the technical difficulties, you may want to start the web collaboration project by negotiating the 'rules of the game' with the pupils. You could even design your common netiquette (e.g. in a wiki format following examples on the internet). This netiquette may work then as a class contract during the web collaboration. This would probably make pupils feel more involved and responsible for respectful communication throughout the project.

### ***Giving instructions online***

---

Make sure the instructions you write when you set up forum discussions, wikis or assignments, are as clear and simple as they can get. Always initiate activities or ask questions that require all participants to respond. When a forum discussion wanders 'off topic', make sure you remind the pupils what the original question or task was.

Set the deadlines for the tasks (and subtasks) very clearly, and make sure they are reasonable and the tasks are feasible within the given time period (fig. 8).

In the first week, in class, discuss the following questions, and in pairs, prepare a forum entry for your international team's "**Chinese dinner surprises**"-forum that addresses:

- \* **What are the main themes in the video clip?**
- \* **In which conflict is the visitor?**
- \* **Suggest and discuss ways of how the visitor could deal with the conflict.**

If there are posts already, read through the others' posts and reply to at least 2 or 3 of them in detail. Try to communicate with each other as in a dialogue. Discuss the above and what the others have written.

**Fig. 8 Structured task description for forum discussion.**

## ***Stimulating online interaction***

---

Sometimes you need to push the pupils a little to make sure that they all participate in the online forum discussions. You may want to ask questions directly to tactfully restrain members who tend to dominate (preferably in a private email).

In our *icEurope* web collaboration project, the exchanges were, in the beginning, rather brief and simple. We always encouraged the pupils to ask questions and respond to at least two posts but the results were somewhat disheartening. Interaction did not seem to get started and pupils seemed unsure of 'online interaction'. This is when we decided to introduce an activity to show them that it is not much fun to have a conversation with someone who does not follow the AAA (answer or appreciate, add, ask) rules of communication (fig. 9).

Teacher shows the dialogue below to the pupils and asks them what's wrong with it.

Would they like to meet and talk with Peter? Why or why not?

Maria: Hi.  
Peter: Hi.  
M: Did you come here to study?  
P: Yes.  
M: Where are you from?  
P: Blueland.  
M: Do you like this summer school?  
P: No.  
M: Why? What do you study here?  
P: The language.  
M: Oh, and what's wrong?  
P: I don't know.  
M: But do you like the city?  
P: Yes.  
M: OK, it was nice meeting you.  
P: Bye

Teacher explains AAA of good communication:  
A for ANSWERING and/or APPRECIATING what was said before  
A for ADDING something interesting, informative or funny  
A for ASKING back, trying to find out something about the other

The class transforms the dialogue above into a pleasant one with the teacher's help. (They could do this in pairs and then act out and debrief in plenary.)

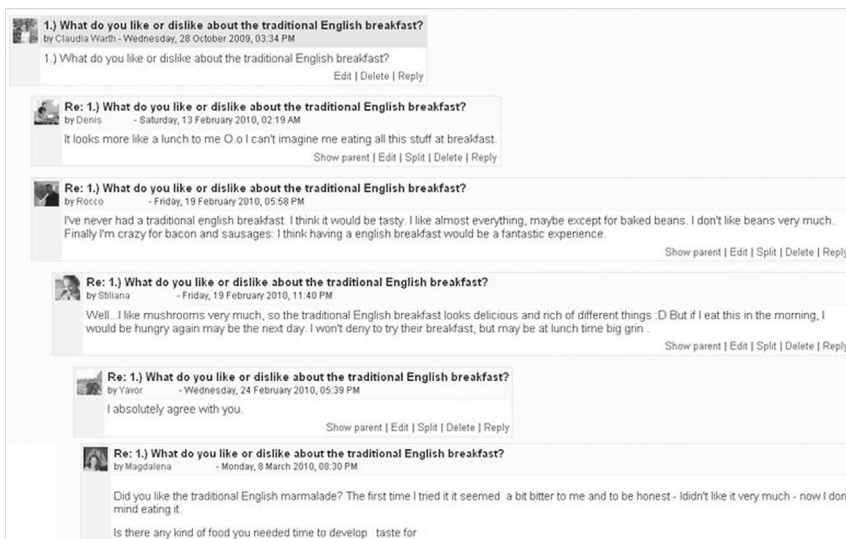
**Fig. 9** The 'AAA of communication' to introduce pupils to interaction

This activity clearly helped many of the pupils to express themselves and ask and answer questions in subsequent forum discussions.

## **Guiding online communication**

Be prepared that guiding online communication is time-consuming, especially if this is your first online project.

When a discussion starts between the pupils, it is important to react. You may want to encourage people, add something to what they said, praise them or ask further questions for clarification (cf. fig. 10). However, try not to overreact; after all, it is 'STT' (student talking time) that you want to increase.



The screenshot shows a forum thread with the following posts:

- Post 1:** "1.) What do you like or dislike about the traditional English breakfast?" by Claudia Wirth - Wednesday, 28 October 2009, 03:34 PM. Content: "1.) What do you like or dislike about the traditional English breakfast?"
- Reply 1:** "Re: 1.) What do you like or dislike about the traditional English breakfast?" by Denis - Saturday, 13 February 2010, 02:19 AM. Content: "It looks more like a lunch to me O o I can't imagine me eating all this stuff at breakfast."
- Reply 2:** "Re: 1.) What do you like or dislike about the traditional English breakfast?" by Rocco - Friday, 19 February 2010, 05:58 PM. Content: "I've never had a traditional english breakfast. I think it would be tasty. I like almost everything, maybe except for baked beans. I don't like beans very much. Finally I'm crazy for bacon and sausages: I think having a english breakfast would be a fantastic experience."
- Reply 3:** "Re: 1.) What do you like or dislike about the traditional English breakfast?" by Stiliana - Friday, 19 February 2010, 11:40 PM. Content: "Well... I like mushrooms very much, so the traditional English breakfast looks delicious and rich of different things. ☺ But if I eat this in the morning, I would be hungry again may be the next day. I won't deny to try your breakfast, but may be at lunch time big grin."
- Reply 4:** "Re: 1.) What do you like or dislike about the traditional English breakfast?" by Yavor - Wednesday, 24 February 2010, 05:39 PM. Content: "I absolutely agree with you."
- Reply 5:** "Re: 1.) What do you like or dislike about the traditional English breakfast?" by Magdalena - Monday, 9 March 2010, 08:30 PM. Content: "Did you like the traditional English marmalade? The first time I tried it it seemed a bit bitter to me and to be honest - I didn't like it very much - now I don't mind eating it. Is there any kind of food you needed time to develop taste for"

**Fig. 10 Teachers starting (post 1) and guiding (post 6) forum interaction**

When a discussion becomes too complicated with lots of pupils contributing, it is advisable for the teacher to write a short summary of the discussion every now and then. This will help pupils who lost track of the main points in the discussion.

### **Preparing and debriefing web collaboration in the local classroom**

In a blended learning project you have the advantage of holding in-class preparatory and debriefing sessions between phases in which the pupils work from home alone.

For example, it is always beneficial to prepare one or two forum posts or wiki contributions together in class before you ask the pupils to create their own entries at home. You can also discuss what exactly you expect them to do in assignments and journals. Once they have produced something with your guidance, it will be significantly easier for them to do something similar on their own.

Furthermore, as you follow their own independently created contributions later on, you will see what exactly they can do well and what needs further improvement. Every now and then you can hold a debriefing session in class to discuss their strengths and weaknesses, both in terms of language use and as far as intercultural communication is concerned.

### **Issues of correcting linguistic mistakes and intercultural faux pas**

Correction is also one of the topics that you might want to discuss with your pupils at the start of the project. It probably makes sense to them if you suggest that assignments and journal entries will be corrected and evaluated from the point of view of content, organisation, accuracy, and use of vocabulary. However, it would probably discourage them if you corrected language mistakes in their forum discussions, too. It might be advisable for you to collect language problems that occur in their spontaneous forum posts and return to these later in an in-class session.

As for intercultural faux pas, they should also be treated tactfully. If a post is clearly offensive, then of course it needs to be discussed and corrected. However, if the pupils are sufficiently prepared for online intercultural communication with a class in another country, they will probably not make very big mistakes. And they are participating in this project to develop their intercultural competence where mistakes are learning steps, as in language learning.

Finally, these linguistic mistakes and intercultural faux pas will be very informative for the teacher and will definitely help your planning process for the subsequent in-class sessions and online tasks of the web collaboration as well as for future online projects.

*Find out more about supporting online learning*

Boettcher, J. V., & Conrad, R.-M. (2010). *The online teaching survival guide: Simple and practical pedagogical tips.*

Meskill, C., & Anthony, N. (2010). *Teaching languages online.*

Salmon, G. (2007). *E-moderating: The key to teaching and learning online.*



# 7 *icEurope* Online Resource Area

*Claudia Warth*

This booklet is complemented by the *icEurope* Online Resource Area. The area includes several corners concerned with e-learning, the web collaboration approach and (intercultural) language learning and teaching.

- The **Tools Corner** offers tools, grids and checklists to plan web collaboration activities and e-learning units. It also includes more general tips and support on using Moodle and other e-learning tools in the language classroom.
- The **Reading Corner** provides freely available resources (e.g. texts, videos or podcasts) and links or references to books, journal articles or websites on the issues discussed in the booklet.
- The **Ideas Corner** includes ideas and ‘recipe cards’ for language teaching with the web collaboration method, the internet and through other e-learning approaches. In addition, you also have access to several sample units from here.

The Online Resource Area will be growing over time through the *icEurope* crew and through you: the area is meant to be interactive. Thus, it also includes a communication corner and the possibility to upload ‘recipes’, to include references or to discuss using educational technologies in the language classroom.

## *Online Resource Area*

Access is via [www.iceurope-project.eu](http://www.iceurope-project.eu) → from the menu select: *icEurope* booklet → then click: *Online Resource Area* (this forwards to the *icEurope* Moodle)

At first access to the *icEurope* Moodle, you will have to create a new account. You will be asked for an *enrolment key* in order to be able to access the Online Resource Area, which is: “*learningonline*”.



## Bibliography

- Agar, M. (1994). *Language shock. Understanding the culture of conversation*. New York: William Morrow.
- Boettcher, J. V., & Conrad, R.-M. (2010). *The online teaching survival guide: Simple and practical pedagogical tips*. San Francisco: Jossey Bass.
- Belz, J. A. (2003). *Linguistic perspectives on the development of intercultural competence in telecollaboration*. *Language Learning & Technology*, 7(2), 68–99.
- Belz, J. A. & Müller-Hartmann, A. (2002). *Deutsch-amerikanische Telekollaboration im Fremdsprachenunterricht - Lernende im Kreuzfeuer der institutionellen Zwänge*. *Die Unterrichtspraxis / Teaching German*, 35(1), 68–78.
- Belz, J. A. & Thorne, S. L. (eds.) (2006). *Internet-mediated intercultural foreign language education*. Boston: Heinle & Heinle.
- Beneke, J. (2000). *Intercultural competence*. In U. Bliesener (ed.). *Training the trainers*. *International Business Communication Vol. 5*. Köln: Carl Duisberg Verlag, 108–109.
- Bennett, M. J. (1997). *How not to be a fluent fool: Understanding the cultural dimension of language*. In: A. E. Fantini (ed.). *New ways in teaching culture*. Alexandria, VA: TESOL, 16–21.
- Bennett, J. M. & Bennett, M. J. (2004). *Developing intercultural sensitivity*. In: J. M. Bennett, M. J. Bennett, & D. Landis (eds.). *Handbook of intercultural training* (3rd ed.). Thousand Oaks, CA: Sage, 147–165.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon: Multilingual Matters.
- Byram, M. (2003). *Teacher education – visions from/in Europe*. *Babylonia*, 3-4(03), 7–10.
- Byram, M. & Feng, A. (2004). *Culture and language learning: review article*. *Language teaching*, 37, 149–168.

Byram, M. & Fleming, M. (eds.). (1998). *Language learning in intercultural perspective: Approaches through drama and ethnography*. Cambridge: CUP.

Byram, M., Gribkova, B. & Starkey, H. (2002). *Developing the intercultural dimension in language teaching*. Strasbourg: Council of Europe.

Byram, M. & Risager, K. (1999). *Language teachers, politics and cultures*. Clevedon: Multilingual Matters.

Carbaugh, D. A. (2005). *Cultures in conversation*. LEA's communication series. Mahwah, N.J.: Lawrence Erlbaum.

CEFR - *Common European framework of reference for languages* (2001). Cambridge: CUP.

Corbett, J. (2003). *An intercultural approach to English language teaching. Languages for intercultural communication and education*. Vol. 7. Clevedon: Multilingual Matters.

Dooly, M. (2008). *Telecollaborative language learning: A guidebook to moderating intercultural collaboration online*. Bern, New York: P. Lang.

Erben, T., Ban, R. & Castañeda, M. E. (2008). *Teaching English language learners through technology. Teaching English language learners across the curriculum*. New York, NY: Routledge.

Firth, A. (1996). *The discursive accomplishment of normality: On 'lingua franca' English and conversation analysis*. *Journal of Pragmatics*, 26, 237-258.

Guth, S., & Helm, F. (2010). *Telecollaboration 2.0: Language, literacies and intercultural learning in the 21st century*. *Telecollaboration in education*: Vol. 1. Bern: Lang.

House, J. (2008). *What is an 'intercultural speaker'?* In Soler, E. A., & Jordà, M. P. S. (eds.). *Intercultural language use and language learning*. Dordrecht: Springer, 7-23.

Huber-Kriegler, M., Lázár, I. & Strange, J. (2003). *Mirrors and windows: An intercultural communication textbook*. Strasbourg: Council of Europe Publ.

Kohn, K. (2006). *Blended language learning: Potential und Herausforderung*. In U. O. H. Jung (ed.), *Praktische Handreichungen für Fremdsprachenlehrer* (4th ed.). Frankfurt/M.: Peter Lang.

Kohn, K. (2009). *Computer assisted foreign language learning*. In K. Knapp & B. Seidlhofer (eds.), *Handbooks of Applied Linguistics: Vol. 6. Foreign Language Communication and Learning*. Berlin: Mouton de Gruyter, 573-602.

Kramersch, C. (1993). *Context and culture in language teaching*. Oxford: OUP.

Kramersch, C. (1998). *The privilege of the intercultural speaker*. In Byram, M. & Fleming, M. (eds.) *Foreign language learning in intercultural perspective*. Cambridge: CUP, 16-31.

Lewis, G. (2009). *Bringing technology into the classroom*. Oxford: OUP.

Langer Ramirez, L. de (2010). *Empower English language learners with tools from the web*. Thousand Oaks, Ca.: Corwin.

Lázár, I. (2007). *Culture-related activities in the language classroom: an inter-cultural study*. In: I. Lázár, M. Huber-Kriegler, D. Lussier, G. S. Matei, C. Peck (eds.). *Developing and assessing intercultural communicative competence - A guide for language teachers and teacher trainers*. Strasbourg: Council of Europe.

Lázár, I., Huber-Kriegler, M., Lussier, D., Matei S. Gabriela & Peck, C. (eds.) (2007). *Developing and assessing intercultural communicative competence: A guide for language teachers and teacher educators*. Strasbourg: Council of Europe.

Magnan, S. S. (2008). *Mediating discourse online*. AILA Applied Linguistics Series: Vol. 3. Amsterdam: John Benjamins.

Meskill, C., & Anthony, N. (2010). *Teaching languages online*. MM textbooks. Bristol Buffalo: Multilingual Matters.

Mishan, F. (2005). *Designing authenticity into language learning materials*. Bristol, UK; Portland, OR: Intellect.

Moran, P. (2001). *Teaching culture: Perspectives in practice*. Boston, MA: Heinle & Heinle.

- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge Language Teaching Library. Cambridge: CUP.
- O'Dowd, R. (2003). *Understanding 'the other side': Intercultural learning in a Spanish English e-mail exchange*. *Language Learning and Technology* 7 (2), 118-144.
- O'Dowd, R. (2006). *Telecollaboration and the development of intercultural communicative competence*. München: Langenscheidt-Longman.
- O'Dowd, R. (ed.) (2007). *Online intercultural exchange: An introduction for foreign language teachers*. Clevedon: Multilingual Matters.
- Richter, R. (2002). *Netzgestütztes Fremdsprachenlernen: Anwendungsbereiche und Forschungsdesiderate*. *Zeitschrift für interkulturellen Fremdsprachenunterricht*.
- Risager, K. (2006). *Language and culture. Global flows and local complexity*. Clevedon: Multilingual Matters.
- Roberts, C. (2001). *Language learners as ethnographers*. *Modern languages in practice: Vol. 16*. Clevedon England; Buffalo N.Y.: Multilingual Matters.
- Salmon, G. (2007). *E-moderating: The key to teaching and learning online* (2. ed., reprint.). London: Routledge.
- Samovar, L. A. & Porter, R. E. (eds.). (1994). *Intercultural communication: a reader*. Belmont, CA: Wadsworth.
- Sercu, L. (2005). *Foreign language teachers and the implementation of intercultural education. A comparative investigation of Belgian English, French and German teachers' professional self-concepts and teaching practices*. *European journal of teacher education*, 28(1), 87-105.
- Sercu, L., Bandura, E., Castro, P., Davcheva, L., Laskaridou, C., Lundgren, U., Mendez García, M., & Ryan, P. (2005). *Foreign language teachers and intercultural communication: An international investigation*. *Languages for intercultural communication and education* 10. Clevedon: Multilingual Matters.

Stahl, G., Koschmann, T. & Suthers, D. (2006). *Computer-supported collaborative learning: An historical perspective*. In R. K. Sawyer (ed.), *Cambridge handbook of the learning sciences* (pp. 409–426). Cambridge: CUP.

[Retrieved from [gerrystahl.net/cscl/CSCL\\_English.pdf](http://gerrystahl.net/cscl/CSCL_English.pdf), 20.11.2010]

Stanford, J. (2009). *Moodle 1.9. for second language teaching. Engaging online language-learning activities using the Moodle platform*. Birmingham: Packt Publishing.

Ware, P. D. & Kramsch, C. (2005). *Toward an intercultural stance: Teaching German and English through telecollaboration*. *The modern language journal*, 89 (2), 190–205.

Warth, C. (2009a). *Interkulturelles Englischlernen mit Moodle: E-Learning-Aktivitäten in einer deutsch-amerikanischen Web-Kollaboration*. *zeitschrift für e-learning - lernkultur und bildungstechnologie*, 4 (3), 32-48.

Warth, C. (2009b): *Fachsprache Deutsch: Lernen im europäischen Team – das Blended-Learning-Projekt EnTecNet*. In: Michaela Albl-Mikasa / Sabine Braun / Sylvia Kalina (eds.). *Dimensionen der Zweitsprachenforschung – Dimensions of Second Language Research*. Festschrift für Kurt Kohn. Tübingen: Narr, 363 – 382.

Widdowson, H. G. (1990). *Aspects of language teaching*. Oxford English. Oxford: Oxford Univ. Press.

Willis, J. (1996). *A framework for task-based learning*. Longman handbooks for language teachers. London: Longman.

## Web resources

icEurope & Online Resource Area – [www.iceurope-project.eu](http://www.iceurope-project.eu)

Moodle - [www.moodle.org](http://www.moodle.org)

