

DOWNLOAD PDF TBLT AND TELECOLLABORATION 2.0 SARAH GUTH FRANCESCA HELM

Chapter 1 : Telecollaboration : Sarah Guth :

Telecollaboration Language, literacies and intercultural learning in the 21st Century, edited by Sarah Guth & Francesca Helm Abstract This book presents the foundations and fundamentals of what is Telecollaboration and is the first in a series of volumes devoted to this field.

Other Books Guth, S. Language, Literacy and Intercultural Learning in the 21st Century. Chapters in books
Guth, S. A Report on Current Attitudes and Practices. Vol 7, No 4 Where Are We Now? Gothenburg, Sweden, August , pp. From theory and research to new directions in language teaching, pp. Language, Literacy and Intercultural Learning in the 21st Century, pp. Theoretical and Practical Implications. The Use of Skype and Wiki in Telecollaboration. Personal Learning Environments for Language Learning. Social Software and Language Acquisition. Journal of e-Learning and Knowledge Society: Power Issues in Telecollaboration. Language Learning and Technology, 16 2: Developing the Intercultural Communicator Using Web 2. How do we learn? Where do we learn? Guth, S and Griggio, L Teaching English and more with blogs and wikis. Language Centres at Universities: Crossing Bridges, Integrating Cultures,. Wikis at Work in the World: Writing for PhD Students: Lessons from two online academic writing courses. Di Martino and M. Discovering collaborative e-learning through an online writing course. Powered by Create your own unique website with customizable templates.

Chapter 2 : New Trends and Environments in Telecollaboration 37

*Telecollaboration - Edited by Sarah Guth & Francesca Helm. Marie Martin EdD; Article first published online: 15 AUG
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Telecollaboration, or online intercultural exchange, has become widely recognised as an effective way to promote the development of intercultural communicative competence and language skills. However, the study and implementation of new 2. How can these multilingual, multimodal, collaborative environments be used to promote language and intercultural learning? What are the implications for teachers and learners and what new literacies are required? Do they offer an added-value? This book seeks to answer these questions and many more by bringing together the experience and expertise of researchers and practitioners alike. Telecollaboration with Web 2. The Multifarious Goals of Telecollaboration 2. Telecollaboration and Learning 2. Is it for Real? The Multilingual Internet- Melinda Dooly: Integrating Telecollaboration into the Language Classroom: Introduction to the Case Studies- Bryan Carter: Building a Community- Suzanne Cloke: The Intercultural Project- Ray Genet: Close Encounters of a New Kind: Finding Language Partners in Unexpected Places: She is currently a Ph. Francesca Helm is an English language teacher and researcher at the Department of International Studies at the University of Padova. Both authors have published articles and chapters on language learning and telecollaboration. Applied Linguistics See this book announcement on our website:

Chapter 3 : Publications - sarahguth

Telecollaboration language, literacies and intercultural learning in the 21st century, edited by Sarah Guth and Francesca Helm, Bern, Berlin, Bruxelles, Frankfurt am Main, New York, Oxford, Wien, Peter Lang Publications, , pp., â,~ /Â£/US\$ (paperback), ISBN

In order to help define the objectives of such tasks, we have devised a framework that attempts to capture the multifaceted nature of Telecollaboration 2. This is supported with practical examples taken from two Telecollaboration 2. His context includes classroom-based foreign language education, fieldwork which may be a short organised visit or a longer period of residence abroad, and independent learning situations. Germans of Turkish extraction or Frenchmen of North-African origin or the existence of ideologically or ethnically bound groups that span national The Multifarious Goals of Telecollaboration 2. The sociocultural context of Telecollaboration 2. Indeed, we take the view that: Within the educational context of Telecollaboration 2. Framework for the Goals of Telecollaboration 2. The Multifarious Goals of Telecollaboration 2. We do this by locating these three domains of Telecollaboration 2. Through this we hope to come up with a broader framework for the definition of learning objectives in Telecollaboration 2. Before describing the three dimensions, it is important to point out that the divisions are made merely to simplify their explanation and that, particularly with reference to the operational and cultural dimensions, one cannot exist without the other, and certainly a learner cannot develop critical cultural awareness without developing the other two dimensions first or simultaneously. In other words, there is overlap between the three dimensions that is not evidenced in the simplified representation in Table 1. The technical aspect of the operational dimension is procedural and performative and involves abilities in all three domains of Telecollaboration 2. It is well beyond the scope of this chapter to make an exhaustive list of all the possible abilities needed in each domain; therefore, we aim simply to describe how the abilities in the three domains are inter-related. Framework for the goals of Telecollaboration 2. Spoken production Information literacy skills of discovery and Spoken interaction New media literacies interaction Written production Savoir comprendre: In terms of language learning, the operational dimension relates to the skills of reading, listening, writing and spoken interaction and production. However, in the multilingual, multicultural and multimodal contexts that characterise many online communities, and certainly Telecollaboration 2. The contexts described in the CEFR as the spaces or domains of language are the physical spaces or situations of language use, e. Little space is given to the many diverse transnational, multilingual and multicultural contexts which have so rapidly come to characterize language learning and language use, particularly in online contexts⁴. What we feel is now necessary is a place for these new online literacies in international, national and also local foreign language curricula especially considering that the language classroom, particularly where telecollaboration is practised, is a context in which these literacies are called into play. In telecollaboration exchanges, and e-learning in general, the different contexts of online communication may present challenges for learners. On the one hand if learners are unfamiliar with the modes of communication used, this may initially present problems and inhibit language and intercultural learning until they become familiar with both the technical and sociocultural aspects of use. However, computer literacy is by no means sufficient. The competences or skills identified, however, are very much embedded in a Web 1. Therefore, though they are clearly important academic skills, for our purposes they are not sufficient. Therefore, in addition to computer literacy and information literacy, we have included new media literacies see Hauck in this volume for a discussion. Provisionary list of new media literacies Jenkins et al. In the environment used for the Soliya Connect Program, illustrated in Figure 1, students need to simultaneously use different communication modes spoken, visual and written as they engage in synchronous video and group as well as individual text chat in a language which is, for most students involved, a foreign language. This puts a considerable processing load on the learners whose gains from the project will be, in part, affected by their mastery of the online literacies

involved. Example from the Soliya Connect Program of an online multimodal environment for Telecollaboration 2. While it is useful to define attitudinal components in course objectives, the assessment The Multifarious Goals of Telecollaboration 2. Therefore, a readiness for this experience may also be considered a valid attitudinal objective and pre-requisite as Byram says for learners participating in telecollaboration projects. In the realm of foreign language learning, attitude is also important since, as many researchers have shown, multidimensional attitudinal components such as learner motivation Ushioda ; Masgoret and Gardner , learner autonomy Benson and willingness to communicate MacIntyre et al. It thus contains two knowledge components, one regarding ways of interacting and the other regarding content. In the sociocultural context of Telecollaboration 2. Knowledge objectives might thus include, for example, an understanding of various schools of thought on topics such as human rights, social inequality or international relations as for example in the Soliya project mentioned above. Learners can then compare how different cultural groups view the particular issue, how these views are or can be transmitted through different media and languages, and the impact of the choice of media and language on the message. Lankshear and Knobel also identify two components for the cultural dimension: Knowledge of literacy practices means: The type of propositional or declarative knowledge needed depends on the purposes or aims of the online practice. The CEFR also distinguishes between two types of knowledge in the distinction that is made between general competences and communicative language competence Council of Europe For communicative language competence, linguistic, sociolinguistic and pragmatic knowledge are required. Linguistic knowledge includes a command of lexis, grammar, and phonology; sociolinguistic regards an understanding of the social dimensions of language use such as politeness and register while pragmatic knowledge involves an understanding of issues such as how discourse is organized, and how language is used to perform communicative functions. More recently, Ess in E-language wiki n. With regards to online literacies, when students use new technologies to connect with other learners around the world, it becomes especially important that learners situate themselves and others in these global networks of relations. In his view, the Web is thus contributing to an increasing fragmentation of society. While the Web in theory democratizes information and gives voice to those who are not given heed in the mass media, we cannot say that everyone is represented on the Web. Relying on the Internet alone may give a skewed view of a cul- The Multifarious Goals of Telecollaboration 2. Critical awareness is increasingly important in the Social Web, i. It is important to understand the social, economic, political and other consequences of particular technology design, use and regulation both for individuals and communities Starke-Meyerring The solution, however, is not to avoid these technologies, or keep learners in a closed, protected and controlled environment, for if they do not already do so, it is likely that learners, in particular young learners, will engage in social networking. A critical approach to new technologies and online practices means that learners and teachers become aware of the power relations involved, e. Both teachers and learners should analyse, for instance, whose interests and values the technologies used reflect or serve and whose interests are marginalized. This is why there is an increasing need to develop a sense of critical awareness so that these technologies can be effectively used to promote language development, intercultural competence and deep, reflective and indeed transformative learning. This includes first of all an understanding of the relationship between language and identity, e. In terms of objectives, learners may, for instance, be expected to be able to: The objectives for Telecollaboration 2. In the following section, we look at how task-based language learning TBLL , which has formed the methodological basis for telecollaboration, can be coupled with a Pedagogy of Multiliteracies New London Group , in order to help achieve the objectives we have described above. Furthermore, telecollaboration usually blends online and face-to-face learning envi- The Multifarious Goals of Telecollaboration 2. As such, the online environment is a high-stakes context Thorne in which learners are, and will increasingly be, required to operate in effectively. At the same time, the classroom then becomes a place where guided critical reflection takes place and where teachers provide ongoing scaffolding for learning. Therefore, in order to effectively implement Telecollaboration 2. Willis ; Ellis would argue that any task interaction whether

spontaneous or planned will contain features of language that are useful in real life and so the need for this distinction is less obvious. Leaver and Willis. Indeed, the relationship between pedagogical and real world tasks is complex, particularly in the context of telecollaboration. These include the degree to which tasks should be individual, cooperative or collaborative. Harris, see also Dooly in this volume, whether the teachers or learners should determine the topics, if and how peer feedback will be carried out, and what sorts of activities are to be carried out in the respective classrooms. See Furstenberg and Levet in this volume. However, we would like to argue that in order to achieve the goals in the framework in all three domains, in the context of TBLL, these objectives usually concern linguistic objectives, etc. Indeed the choice of communication mode, synchronous or asynchronous, text, audio or video, etc. In each of these stages, then, one or more tasks can be carried out, each of which should follow a 3 step cycle: Finally, there is a reflective, post-task phase in which issues that have emerged, for instance language issues, cultural misunderstandings, communication breakdowns etc. Reflection is fundamental for effective intercultural and language learning to take place, and it can take place in various forms, through guided class discussions or, for instance, in structured journal writing. Helm. It was developed in a general literacies context to: As the authors themselves say, a Pedagogy of Multiliteracies does not propose anything radically new, but rather pulls together aspects from different theories of pedagogy into one single approach which, we believe, can support the integration of multiple objectives in the different stages of telecollaboration projects. A Pedagogy of Multiliteracies has four components: Like the dimensions of the framework described in the previous section, these four components are not clear-cut and distinct from one another, but overlap. Below, we will discuss how the tasks involved in the three stages of telecollaboration projects relate to a Pedagogy of Multiliteracies. Table 3 provides a summary of how the Multifarious Goals of Telecollaboration 2. Application of a Pedagogy of Multiliteracies to Telecollaborative Tasks. The first stage of a Telecollaboration 2. In doing so, learners are also becoming familiar with the online environment or tools they will be using for the project. In many ways these are the sort of tasks one would use in the traditional foreign language classroom as ice-breaker activities only here the cohort extends beyond the physical classroom and the activities take place online. In the Padova-Dickinson exchange see Guth and Marini-Maio in this volume, for instance, learners share their own personal cultural autobiographies by writing an introductory paragraph on the project wiki, but, more importantly by inserting links to their Facebook pages or other social networking identities which might reveal the online identities they wanted to share with their peers. See Fig. Not all learners were familiar with Skype, and none had used it for educational purposes, but they still drew on their Available Designs of meaning. At first I was a bit embarrassed, but then I became more confident. Just as I started to speak more fluently, I had to change partners. I spoke with one partner and at the same time I wrote in a chat with the other peer. Comparison and Analysis tasks, which often follow initial Information Exchange activities in telecollaboration projects still engage learners in Situated Practice. Table 2. In order to be able to carry out the actual comparison and analysis with their telecollaboration peers and answer any questions their peers may have, learners continue to draw on their Available Designs of meaning as they reflect on their own language or cultures. They begin sharing urls using the Skype text chat during the synchronous audio exchanges and then continue the comparison and analysis directly on their wiki pages. Situated Practice should, therefore, be accompanied by Overt Instruction, which does not mean direct transmission but rather: Furstenberg and Levet in this volume point out the fundamental role teachers play, especially in the classroom, in probing students to push their analyses further, to back up their arguments with evidence from the exchange, to check their Multifarious Goals of Telecollaboration 2. This is very much in line with the type of Overt Instruction advocated in a Pedagogy of Multiliteracies, and the goal is the same: Critical Framing. As can be seen in Table 3, Overt Instruction accompanies learners throughout the entire telecollaboration exchange. The other element that is present throughout each stage is Critical Framing, which in many ways corresponds to the critical reflection that characterizes the post-task of each task cycle. As the New London Group writes: The Connect Program developed by Soliya see Genet in this volume builds

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Critical Framing directly into the task design. You and your partner will choose one issue that you both care about.

Chapter 4 : Telecollaboration Language, Literacies and Intercultural Learning in - Google Books

edited volume by Guth and Helm (), entitled Telecollaboration Language, Literacies and Intercultural Learning in the 21st Century, discusses the educational shift from Web to Web within the context of telecollaboration and focuses on the development of new online literacies.

The edited volume by Guth and Helm , entitled Telecollaboration 2. The strengths of the book are manifold. The contributors to the book are widely recognized leaders in the field of telecollaboration and language learning who seek to address aspects of telecollaboration that have not yet been dealt with in the Web 2. Mainly, they explore the roles of instructors and students, appropriate forms of assessment and evaluation, successful transfer of Web 2. In the introduction, Guth and Helm argue that telecollaboration 2. This book fills in the gap by articulating clearly the goals of new online literacies. The contributors conceptualize Web 2. In addition, this book focuses on telecollaboration involving people who are not necessarily language learners but also on exchanges that are bilingual or monolingual and both bi-lateral or multi-lateral. Discussions about important pedagogical issues and neglected aspects of Telecollaboration 2. The book consists of 4 parts: It is comprised of an introduction, 11 articles, and 8 case studies. Each contribution to the book focuses either on theory, on research, or on practice. They adapt it to fit in online contexts and provide the framework for the objectives in Telecollaboration 2. They then focus on task-based language learning, which they view as a methodological approach for telecollaboration. Finally, they relate the design of effective tasks for Telecollaboration 2. They call for deconstruction of intercultural practices and creation of an inter-collective model with a social conscience. They suggest that it is important to shift away from telecollaboration as purely pedagogical practice to viewing it in a broader sense as an educational culture. Hughes then discusses aspects of a multilingual Internet including multilingual online communication, the adaptation of writing systems to technological constraints, language choice, and code-switching. Finally, Dooly argues that bridging the gap between the use of Web 2. She presents useful frameworks of characteristics of the task for Telecollaboration 2. Several classical research papers are included as chapters and combine both a strong theoretical background as well as research. First, Thorn explores engagement with multilingual online games and fan fiction remix composition practices in informal settings and the dynamics of language use and learning they afford. Thorn argues that familiarizing students with Internet specific genres of language use should become an explicit goal of formal instruction. Her research has implications for task design that should make appropriate use of various channels of communication. He focuses on issues which emerge when educators consider how to evaluate online foreign language activity, including the ethical issues of assessing the attitudes and skills of ICC, the practical issues of calibrating intercultural skills and new online literacies into levels, and the pedagogical issues involved in rewarding certain types of online interaction and behavior over other tasks. He then reviews the main evaluation techniques such as assessment rubrics and portfolios. Finally, several chapters contribute a strong practical focus with extensive descriptions of Web 2. Guth and Thomas discuss the differences between Web 1. They provide practical description of the most commonly used Web 2. Panichi and colleagues introduce the publicly available 3D multi-user virtual world Second Life and explore the nature of the relationship between virtual worlds and foreign language education for learning in general and learning L2 in particular. Furstenberg and Levet describe an intercultural Cultura project and provide some suggestions for its evaluation. They focus on the interplay between online and classroom work to form a coherent whole. Finally, eight case studies of practical implementation of new forms of telecollaboration in different sociocultural contexts are presented in the last section. The focus is both on successes and challenges of implementing such projects. The main theme that runs across most of the chapters is how the more successful practices of the informal setting can usefully be incorporated into formal learning. This area points to a direction of future research: Without reservation, this book is a must-read for practitioners and researchers working in different educational contexts with various Web 2. Given the depth and breadth of topics discussed

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as well as the optimal balance of theory and practice of telecollaborative language learning presented in the book, it may serve as an excellent textbook in educational technology and language courses. Her research interests include language and literacy development in a socio-cultural context, telecollaborative language learning, and teaching foreign languages and cultures. Teaching and assessing intercultural communicative competence. Linguistic studies of text and discourse. Special networking and online collaboration in foreign language learning. The New London Group A Pedagogy of multiliteracies: Harvard Educational Review, 66 1 , 60â€” Handbook of research on Web 2. The Calico Journal, 25, â€”

Chapter 5 : LINGUIST List Applied Linguistics: Guth, Helm (Eds)

Telecollaboration in Education Edited By Sarah Guth and Francesca Helm Telecollaboration, or online intercultural exchange, has become widely recognised as an effective way to promote the development of intercultural communicative competence and language skills.

Chapter 6 : Francesca Helm - Next Generation Global Studies

The Multifarious Goals of Telecollaboration Theoretical and Practical Implications FRANCESCA HELM AND SARAH GUTH In the Introduction to this volume, we put forth the idea that in addition to the more 'traditional' goals of telecollaboration, i.e. the development of Intercultural Communicative Competence (ICC) and foreign language.

Chapter 7 : Telecollaboration

Telecollaboration, or online intercultural exchange, has become widely recognised as an effective way to promote the development of intercultural communicative competence and language skills.

Chapter 8 : LINGUIST List Applied Linguistics: Guth & Helm (eds.,)

Francesca Helm, Sarah Guth, & Robert O'Dowd makers at institutional, regional and national levels in a collaborative dialogue as to how telecollaboration can be effectively employed as a tool for the achievement of the.

Chapter 9 : Francesca Helm | Università degli Studi di Padova - blog.quintoapp.com

Example from the Soliya Connect Program of an online multimodal environment for Telecollaboration including audio, video, text chat, 1-to-1 and 1-to-many synchronous communication.