



Running Virtual Exchange in Teaching
Chinese as a Foreign Language at British Universities
- based on VE projects between Warwick and Chinese universities



国际中文教育中的跨文化网络交换—
以英国华威大学的实践为例

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Outline of the lecture

1. Background and introduction of VE projects
2. Actual organisation of VE
3. Practice-based research: research design and theoretical framework
4. Findings, discussion, limitation, future direction and teaching implication
5. Q & A

Telecollaboration: a definition used here

- e-pals or keypals
- e-tandem
- Collaborative Online International Learning
- Virtual Exchange (VE) (Helm, 2016; O'Dowd & Dooly, 2022).
- an umbrella term
- “a practice, supported by research, that consists of sustained, technology-enabled, people-to-people education programs or activities in which constructive communication and interaction takes place between individuals or groups who are geographically separated and/or from different cultural backgrounds, with the support of educators or facilitators” (EVOLVE, 2019).

2020-21 Virtual Exchanges (VE)

- Runs weekly
- On a voluntary basis
- 30 students of Chinese from Warwick
- 45 students of English from Chinese university
- Term 1 – 10 weeks
- Term 2 following Term 1 partnering, or forming new grouping in Term 2
- Tools used:
 - Teams for synchronous speaking practice
 - Channels: grouping
 - Padlet for asynchronous written practice

2021-22 VE projects

➤ Linking with HEAR Award

- ‘Telecollaboration Awards’ and e-Certificate, to be recorded on their Higher Education Achievement Report (HEAR), as a recognition of their participation.
- Around 80 students of Chinese completed the required tasks including a collaborative project on a chosen topic in their VE with four Chinese universities
 - ✓ Shanghai Jiaotong University
 - ✓ Harbin Institute of Technology
 - ✓ Northwestern Polytechnical University
 - ✓ Qingdao University

[virtual exchange between Warwick and Chinese universities](#)

2022-23 VE projects

- Linking with HEAR Award
- Around 100 students of Chinese participated in 22-23 VE projects with the following five universities in China,
 - ✓ Shanghai Jiaotong University, Shanghai, China
 - ✓ Harbin Institute of Technology, Harbin, China
 - ✓ Northwestern Polytechnical University, Xi'an, China
 - ✓ Qingdao University, Qingdao, China
 - ✓ Beijing Normal University, China

International Virtual Exchanges (Warwick - Chinese universities)

Warwick students pairing 1-1 or 1-2 with students from four partner universities in China.

Student profiles

Warwick

- Warwick LC: part of SMLC
- Three language programmes
- **Academic optional modules (IWLP)**
- Lifelong learning courses (LLL)
- **BA in Modern Languages:**
Chinese 25% of the course (2nd/3rd language)
e.g. Spanish with C.; German, Italian with C., PAIS with C. Linguistics with C
- Mother tongue: English or European Languages

Chinese universities

- UG studying English degrees
- PG studying TCFL/TCSL

2021-22 Weekly plan

Week 2	Register your interest here , and your class teacher will give you the contact detail of your partner and a Team meeting space.
Week 3	<ul style="list-style-type: none">• Contact your partner via email, introducing yourself in English or in Chinese discussing your 1st meeting time online and passing your Teams link to your partner• Write your profile or on any topic in Chinese, inviting him/her to make necessary changes in the language use• Upload your profile or the writing on any topic with your partner's changes to Moodle 'My first writing with my partner'.
Week 4	<ul style="list-style-type: none">• 1st meeting with your partner online in Teams, talking about your profile and any topic you've written or any other topic you like.• Record the session in Teams if both of you agree• Complete Learning Diary 1 in Moodle
Week 5	<ul style="list-style-type: none">• 2nd meeting with your partner online in Teams, discussing any topic you like and the particular topic for your collaborative project (a poster, a podcast, a video, a story book (with or without pictures), a poem, a song, a game, or as a PowerPoint Presentation).• Record the session in Teams if both of you agree• Complete Learning Diary 2 in Moodle

2021-22 Weekly plan

Week 6	<ul style="list-style-type: none">• 3rd meeting with your partner online in Teams, discussing your project with a check list of who does what by when, i.e. set clear targets or milestones• Record the session in Teams if both of you agree• Complete Learning Diary 3 in Moodle
Week 7	<ul style="list-style-type: none">• 4th meeting with your partner online in Teams, discussing your project• Record the session in Teams if both of you agree• Complete Learning Diary 4 in Moodle
Week 8	<ul style="list-style-type: none">• 5th meeting with your partner online in Teams, finalising your project to prepare for the showcase next week• Record the session in Teams if both of you agree• Complete Learning Diary 5 in Moodle
Week 9	<ul style="list-style-type: none">• Showcase the project both you and your partner have worked on in the last few weeks at Wed. 12-1pm or Friday 12-1pm (UK time).• Let your teacher know what time suits you and your partner.
Week 10-11	<ul style="list-style-type: none">• Complete the final survey and the final reflective report in Moodle• Participants get the Certificate/HEAR record

What students do during IVE

- Meet on Teams synchronously for at least an hour for 8 weeks in Term 1
- Collaborate on one project in the form of a poster, a podcast, a video, a story book (with or without pictures), a poem, a song, a game, or a ppt presentation - they choose between themselves and their partners
- Showcase their projects in Week 9
- 5 weekly diaries to note down their learning process (Moodle)
- Reflective Report about their experience (Moodle)

What coordinators/teachers do for IVE

- Liaise with partner universities
- Discuss the topics/tasks with teachers from partner universities
- Inform students of the VE opportunity at the start
- Organise 2-3 online sessions with all students
- Monitor students' progress by reading their weekly diaries and reflective report
- Support as needed during the term.

Total number of weeks	9
Teacher's presence	Two of the eight weekly sessions (initial and showcase meetings)
Teacher's activity	<ul style="list-style-type: none"> • Pair students in Week 1 and encourage them to email each other with their personal introduction • Organise the initial meeting for each group at Week 2 • Read students' learning diaries (Weeks 3-7) • Organise a session to showcase collaborative projects in Week 8
Student's activity	<ul style="list-style-type: none"> • Email partner after choosing them or being allocated by the teacher. • Arrange a mutually convenient meeting time with partner for five of the eight weekly sessions • Talk to partner on a chosen topic between themselves (Weeks 3-7) • Write a paragraph on a chosen topic and ask partner to correct and discuss the correction together • Work collaboratively with partner on the chosen project/topic (Weeks 3-7) • Showcase the collaborative project in Week 8
How to record the session	<ul style="list-style-type: none"> • Students write learning diaries of what they have learned and any difficulties/issues emerging in the week • Students video/audio record each weekly session upon agreement from both sides.
Reflective report	Required and uploaded to Moodle after Week 8
Connection with curriculum	<ul style="list-style-type: none"> • Not credit-bearing • Voluntary participation • Extra-curriculum award upon completion of required work.

Agenda of the first meeting:

1. Click the link to join Chinese Virtual Exchange 1st Meeting:
 - [Join Microsoft Teams Meeting](#)
 - [Learn more about Teams](#) | [Meeting options](#)
1. Very brief introduction of Song Laoshi, Yinghong and myself (2 minutes)
2. Explain online etiquette by sharing the document (already in 'Files') on screen; (3 minutes)
3. Briefly go through the topics/questions, encouraging students to have a look at this each time in their own meeting. (5 minutes)
4. Explain the requirements (Activities + tools) (5 minutes)
5. Update group list + explain how it works in later communication (3 minutes)
6. Explain how to use Teams/Channel in their speaking practice; (2 minutes)
7. Explain how to use Padlet in their written communication; (5 minutes)
8. Go to their own group (trying the two tools and start their today's topic) (25 minutes)
9. Coming back to 'General' Meeting room, if lost, click the link again.
10. A quick summary

Importance of the initial meeting

Unfortunately, I felt a little uncomfortable last week as I do not feel particularly at ease during online events anyway and one of the students that I was paired with tended to laugh whenever I spoke. I don't know if this was something that he did due to nerves as I know that his level of English was similar to my level of Chinese so this may be understandable.

1. Be careful not to laugh at others while they speak their target language.

Intercultural training is very necessary for a virtual exchange to take place and sustain. The below is an example where the first meeting has a bad impact on their later ones. One student stopped coming to the session any more.

Organising students (Teams)

The Intercultural Virtual Exchange Project (IIVT - Warwick)

Meeting dates: Wed./Fri. (12-1pm uk time, 7-8pm Beijing time currently) starting on 21st and 23rd Oct. 2020.

Activities within the group:

- Focus on one topic/theme (one of the topics - see the separate document) each week.
- Half in English and half in Chinese in allocating time.
- Teach each other a word or a phrase relating to the weekly topic in the target language.

Tools to use:

- Upload a picture/video/website link or other materials (eg. ppt, slides) as appropriate.
- Speaking communication over Teams (will show how to use it at the first meeting).
- Written communication over **Padlet** (will show how to use it at the first meeting).

Please fill up the sheet below with your name, as soon as possible, so we will know how many groups to set up before hand, and you will find your group members on the day.

Wednesday Group:

Group number	Warwick students (can be more than 1 person in each group)	HEI students (can be more than 1 person in each group)	Written Communication - Padlet
Group 1 (can be more than 2 people)	Juliet C. (not in W2) Eloise W. (not in W2)	Ruben MA 348179727 (not in W2)	https://warwick.padlet.com/v/0wG1791uJ1Z0GrcwvJ (3 members here need to use this Padlet)
Group 2 (can be more than 2 people) (fixed in grouping) (w3-6)	Adam P. (W1-5) Amber M. (W1-5)	Arman Delshat (139130001) (not in W2) Hongyun HOU (1809481134) (not in W2)	https://warwick.padlet.com/v/0wG1791uJ1Z0GrcwvJ (all used this padlet - keep it up)

Online Etiquette

1. Any derogatory or inappropriate comments are unacceptable
2. Use clear and concise language
3. Avoid acronyms/abbreviations which others will not be familiar with.
4. Participate & share
5. Remember that others may not be able to see the face of the person speaking
6. Be careful when using humour or sarcasm as it can easily give offence, especially when you cannot see facial expressions. Help others 'see' you by explaining your ideas fully.
7. Keep CAPS LOCK use to a minimum as it can make you look like you are shouting.
8. Remember there is a person who will be reading your message
9. Visual clues are often lacking in online communication, electronic messages can easily seem harsher than they are intended to be.

A range of topics

Suggested + topics of own interest.

Topic 1: Your college life/Campus life

Extra Chinese culture Theme: Ren of Confucianism

Topic 2: Your life during the COVID-19 pandemic

Topic 3: Leisure time

Topic 4: Popular Sports

Topic 5: Travel in China and in the UK

Topic 6: The power of language

Topic 7: keeping pet (advantages and disadvantages)

Topic 8: Housing/ Transportation in the UK and in China

Topic 9: Environmental Protection

Topic 10: Advice to oversea students in China and in the UK

Ren of Confucianism

- What is the meaning of Ren/仁 in Confucianism?
- What is the English translation of this concept?
- How has this concept influenced the Chinese?
- Does it have universal value for the global community today?
- Cite sentences from Confucian classics and/or real life examples to explain your understanding.

Objectives, requirements and suggestions

- The aim of this virtual exchange is to help you develop your language proficiency and cultural understanding as well as transferrable skills such as intercultural awareness, digital literacy, problem-solving, teamwork and communication.
- You will research your own chosen project topics and present your final products in any form that you are most comfortable with.
- **Suggested topic:** places (e.g. hometown), food, countries, films, hobbies, traditions, etc.
- **Suggested format:**
- You can present your final project as a poster, a podcast, a video, a story book (with or without pictures), a poem, a song, a game, or as a PowerPoint Presentation.

Hints as needed:

Chinese culture in English/British culture in Chinese
(this appears to be an overarching topic/theme)

- Introduce a unique feature or aspect of your culture in the target language (e.g. festival, youth popular culture).
- What is unique about it?
- What is your personal experience with it? Provide some photos and/or videos.
- Recommend something from your culture to the partner university students and explains why you choose to recommend it.

the Certificate for participation

International Virtual Mobility (Telecollaboration-Warwick and Qingdao University)



This is to award [redacted]

who has successfully completed all required work and the collaborative project in the International Virtual Exchange between University of Warwick, UK and Qingdao University, China in the year of 2022 - 2023. Congratulations!

兹证明 [redacted] 于 2022-23 学年参加英国华威大学与中国青岛大学主办的网上双语交流项目，现已达到全部要求并圆满完成双方合作课题。特发此证谨祝嘉奖。

In general, what do you think of the virtual exchange between Warwick and HIT (VE-WH) in Term 1?

WARWICK

Loved it

It's been great and I've enjoyed talking with my partners, it was quite awkward at first but by the end, everyone was really chatty.

It was very good to have an opportunity every week to speak to a native Chinese speaker, it was also really good because I felt like I learnt a lot about what young people my age in China actually do and talk about which you cannot just learn from a textbook. On the other hand, it was quite difficult to communicate over teams, simply because having to talk online is just another barrier to communication.

Really great idea. Interesting to learn about regional culture and customs for HIT students. Was nice also being paired with an English student a few years ahead of me in Chinese. Only being a beginner in Chinese, I wasn't able to practice speaking really at all, but I still enjoyed talking to them. Would like to do it again, but only in a year or two when I have a proper ground in Chinese.

To what extent has the experience of the VE-WH raised your intercultural awareness?

WARWICK

It was good practice to help me with my chinese speaking skills, and it also helped me identify areas or words that I don't know how to talk about, which will help me if I go on a year abroad to China next year. For instance say I wanted to have a conversation about famous actors and actresses, I now know that theres're a few words that I don't know how to say because I was in a situation where I actually wanted to explain some of my opinions and didn't know these words, and now I have learnt them and would be able to talk about the topic in the future.

Quite a lot, like I said it was an opportunity to understand the culture of young people my age in China, which I haven't had before.

To a great extent; I definitely feel a lot more comfortable about going to Harbin on my year abroad, though maybe there are little bits about daily life that I'm not sure of.

I've learned a lot about Chinese culture and holidays that I didn't know, and shared a lot of British culture or explained parts that my partners didn't know.

Gulliver's Travels

西游记

意大利文化 ITALIAN EDUCATION





UK and Chinese University Systems



WARWICK

SCHOOL OF MODERN
LANGUAGES AND CULTURES

Task Effectiveness and Intercultural Competence Development in Virtual Exchange – Based on Learning Chinese as a Foreign Language

网络交换中任务有效性与跨文化能力的发展
—以中文作为外语为例

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International Journal of Chinese Language Teaching
(2023) Vol. 4 (3) 56-75

<https://doi.org/10.46451/ijclt.20230304>

Research instruments

- Mixed methods
- Questionnaire
- Padlet notes (PN)
- Learning diaries
- Reflective journals (RJ)

Padlet



Learn about economics/finance/festivals

Written Communication Padlet for Group 2
这里是大家交流的平台，请自己发言。 This is platform for everybody to express your opinion. Please make yourself at home.

Happy New Year, everyone!
Having this virtual exchange is one of my highlights in 2020. Hope to see more of your words in here in the new year.) (Zhiyan)

英格兰 = Yīnggélán = England

奥地利 = Àodìlì = Austria

<£12,000 0%
£12k-£50k 20%
£51k-£150k 40%
>£151 45%

VAT different in china
Goods 13%
Other stuff 9%
Food, resources, services etc 6%

清明节 = Qīngmíng jié = Tomb-Sweeping Day

季节性工人 = Jìjì xing gōngrén = seasonal worker

全职 = Quánzhí = full time (job)

钻石禧年 = Zuànshí xī nián = Diamond jubilee

安息 = Ānxi = R.I.P.

中秋节 = Zhōngqiū jié

节礼日

Popular culture

- e.g. films and TV shows
- Downton Abbey 唐顿庄园
- popular song 大鱼
- Festivals: Christmas + Boxing Day
- Bonfire Day
- 11 Nov. Singles' Day
- Relating Double Eleven to Christmas Sale in the UK and Black Friday in USA

The first conversation was that we talked about the online shopping since we Chinese students just spent our special Nov.11 and Black Friday was coming in Britain. I learned that Black Friday and Nov.11 were the similar popular culture and Black Friday fell on different days. It was originally from America and became popular in Britain in recent years.

traditionally considered as a special festival for singletons. But with the prevalence of online shopping platforms like Taobao and Jingdong, it becomes a feast for us Chinese people to go shopping online because on this day the online shops offer prodigious discounts.

Examples (from Learning Diaries)

- Hometown with different sizes of population
- Football and sports facility on campus
- Different subjects in university (e.g.P.E. lessons in Chinese universities)
- Pandemic situations in China, Britain, France and Belgium
- Cuisines in China and typical dishes in different regions
- Eating habits and serving manners in China, Britain and France
- Popular TV series, cartoons, movies in China and Britain (e.g.Downton Abbey 唐顿庄园)
- Popular songs in Chinese (e.g. Da Yu 大鱼 – big fish)
- Famous brands in China and the west (e.g., Nike, Dior, Burberry, and Li Ning (a brand of sportswear founded by a Chinese Olympic gymnast), Warrior (a old brand of sports shoes), and Bosideng (a brand of feather coat)
- Festivals and holidays (the Spring Festival known as the Chinese New Year outside China; Christmas, Boxing Day, Bonfire Night; Double Eleven; Singles' Day; Black Friday; the Ice and Snow Festival in Harbin)

Typical Reflective Journal entries

- “It was nice to chat and get to know someone from northern China to know the different cultural norms within China”.
(Extract 1 - RJ)
 - This extract suggests that the student increased his awareness of regional differences in China. Another participant in the next extract learned about how acceptable western customs were among Chinese youth.
- “I learned a lot about Chinese youth culture and how certain Western elements such as Christmas are being accepted and explored”. (Extract 2 - RJ)
 - Amid learning about China and Chinese culture, linguistic knowledge inevitably became the most salient items, along with intercultural competence development

Outcomes of VE

- Enrich curriculum
- Provide a variety of input
- Offer authenticity through real-scenario teaching
- Provide a more diverse assessment method or format
- Motivate students to apply what they learn immediately to the real world, e.g. environmental issues
- Communication
- Problem solving
- Digital literacy
- Teamwork and working effectively with others
- Linguistic knowledge
- Intercultural competence
- Ethical values
- Intercultural awareness
- Self-awareness

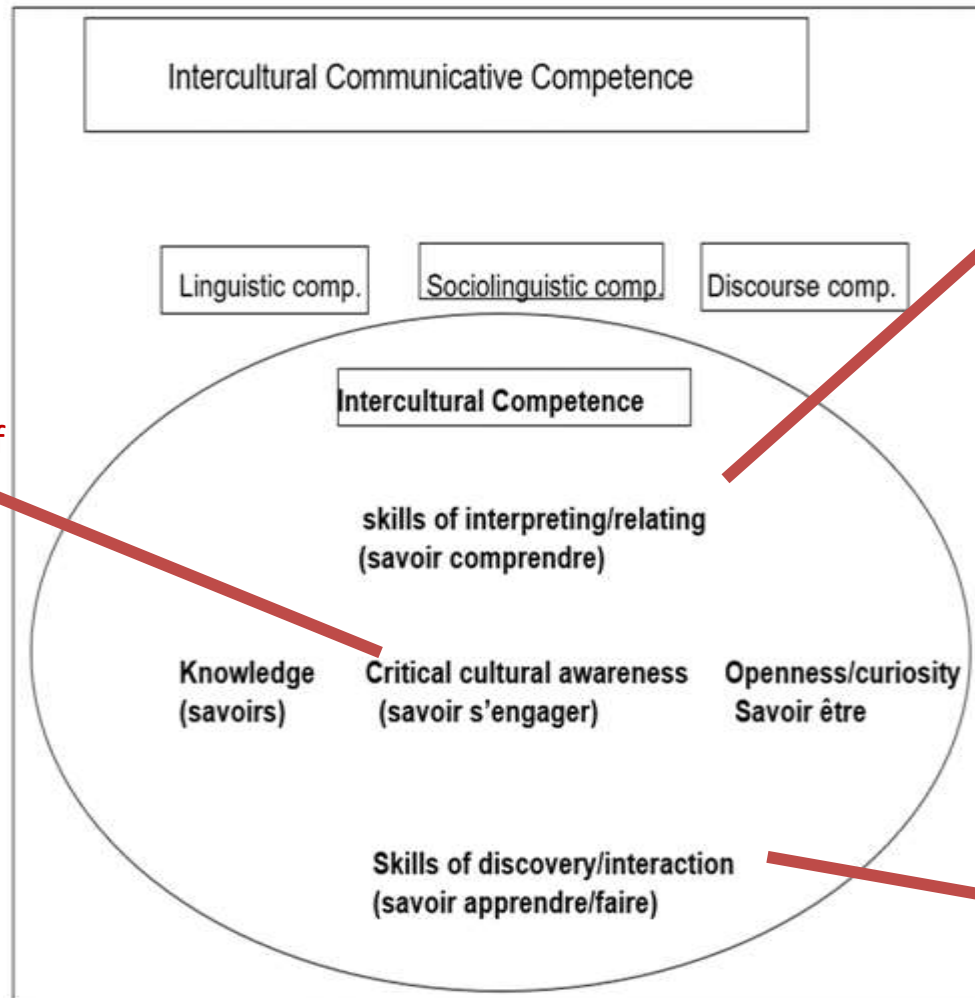
Employability skills

How well do you think you have improved the following skills through VE

Skills	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
digital literacy, e.g. use of Teams, video editing etc.	1.00	10.00	6.91	2.60	6.75	33.00	228.00
problem solving	1.00	10.00	6.12	2.56	6.57	34.00	208.00
working with others effectively	1.00	10.00	7.29	2.22	4.91	34.00	248.00
showing respects and responsibility	2.00	10.00	7.56	2.10	4.42	34.00	257.00
intercultural awareness	2.00	10.00	7.94	1.83	3.35	34.00	270.00

Theoretical Underpinning

(Byram 1997,
2020)



an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries

“ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own”

“ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction”

Task types in VE

Types of task	Function	Activities
information exchange tasks	<ul style="list-style-type: none"> introducing each other's personal biographies, schools, towns, or other aspects of home cultures. very little negotiation of meaning 	<ul style="list-style-type: none"> an introductory activity allowing partners to get to know each other establish a personal relationship
comparison and analysis tasks	<ul style="list-style-type: none"> learners - not only exchange information conduct comparisons and critical analyses of parallel materials such as movies, books, advertisements and surveys from both cultures 	<ul style="list-style-type: none"> engage in dialogue with their partners explain the similarities and differences detected in the cultural products or practices through reciprocal co-construction
collaborative tasks	<ul style="list-style-type: none"> reach an agreement on their joint project a substantial amount of negotiation of meaning in completion of collaborative tasks 	<ul style="list-style-type: none"> work together to produce a joint project or conclusion such as coauthoring an essay, co-presenting a project, co-designing a website, or co-producing a

Number of participants & length of learning Chinese

	<1 years	2 years	3 years	4 years	5 years	total
2020-2021	5	3			2	10
2021-2022	13	6	4	2	9	34

Attitudes

I am open-minded to people from different cultures

	2020-21		2021-22	
Answer	%	Count	%	Count
Strongly disagree	0.00%	0	0.00%	0
Disagree	0.00%	0	0.00%	0
Uncertain	10.00%	1	0.00%	0
Agree	40.00%	4	29.41%	10
Strongly agree	50.00%	5	70.59%	24
Total	100%	10	100%	34
Positive	90%		100%	

interested in discovering perspectives or interpretation of unfamiliar phenomenon in other cultures

	2020-21		2021-22	
Answer	%	Count	%	Count
Strongly disagree	0.00%	0	0.00%	0
Disagree	10.00%	1	0.00%	0
Uncertain	0.00%	0	8.82%	3
Agree	40.00%	4	47.06%	16
Strongly agree	50.00%	5	44.12%	15
Total	100%	10	100%	34
Positive	90%		91.18%	

Knowledge and skills

Table 4

learned lots of knowledge about another country and culture				
2020-21			2021-22	
	%	Count	%	Count
Strongly disagree	0.00%	0	0.00%	0
Disagree	0.00%	0	0.00%	0
Uncertain	20.00%	2	2.94%	1
Agree	60.00%	6	61.76%	21
Strongly agree	20.00%	2	35.29%	12
Total	100%	10	100%	34
Positive	80%		97.05%	

Table 5

explain a cultural event from the culture I am learning about and relate it to similar one in my own				
2020-21			2021-22	
	%	Count	%	Count
Strongly disagree	0.00%	0	0.00%	0
Disagree	0.00%	0	0.00%	0
Uncertain	20.00%	2	14.71%	5
Agree	70.00%	7	50.00%	17
Strongly agree	10.00%	1	35.29%	12
Total	100%	10	100%	34
Positive	80%		85.29%	

Knowledge and skills

Table 6

discovered cultural practices which I can apply to real-time interaction with native speaker				
	2020-21		2021-22	
Answer	%	Count	%	Count
Strongly disagree	0.00%	0	0.00%	0
Disagree	0.00%	0	2.94%	1
Uncertain	40.00%	4	20.59%	7
Agree	50.00%	5	50.00%	17
Strongly agree	10.00%	1	26.47%	9
Total	100%	10	100%	34
Positive	60%		76.47%	

Double 11 refers to 11th November when there is a national remembrance with the whole population keep silent for one minute in memory of the lives lost during the wars. In recent years in China this day was referred to as the singleton's day initially among unmarried people due to its written form with four of Number 1 (the 11th of day of the 11th month) which looks like an image of upright sticks without anything surrounding it. Soon later this was linked with commercial activities online for consumers with supposedly huge discounts offered by business Double 11 functions similarly to Black Friday originated in USA and Christmas Sale in the UK (Extract 5 – PN).

Critical cultural awareness

evaluate a product or a practice from other cultures

Table 7

	2020-21		2021-22	
Answer	%	Count	%	Count
Strongly disagree	0.00%	0	0.00%	0
Disagree	0.00%	0	11.76%	4
Uncertain	60.00%	6	29.41%	10
Agree	40.00%	4	29.41%	10
Strongly agree	0.00%	0	29.41%	10
Total	100%	10	100%	34
Positive	40.00%		59%	

We exchanged cartoon characters from childhood cartoons in China and West, and the temperament and cultural identity behind cartoon characters. In function, western animation works are more focused on entertainment, language, action lively humor, rich expression. Eastern animation seems to value narrative more, beautiful picture, expression, action is not rich and colorful from the United States, and the theme also has a certain adult. So, make western animation look more lively, and oriental animation look thicker and deeper. This also represents the taste and character of the East and West, as well as the different appreciation of taste and needs.”

(Extract 8-RJ)

Already changed my perspectives to other cultures

Table 8

	2020-2021		2021-2022	
Answer	%	Count	%	Count
Strongly disagree	0	0	0	0
Disagree	10.00	1	2.94	1
Uncertain	50.00	5	23.53	8
Agree	40.00	4	52.94	18
Strongly agree	0	0	20.59	7
Total	100	10	100	34
Positive	40.00		73.53	

RQ1: effective task types in VE among CFL learners

Types of task	CFL Activities
information exchange tasks	<ul style="list-style-type: none">• an introductory activity allowing partners to get to know each other• establish a personal relationship• Most popular topics: food, festival, popular songs/movies, university life, hometown, music. history
comparison and analysis tasks	<ul style="list-style-type: none">• engage in dialogue with their partners to decide on their showcase topics• explain the similarities and differences detected in the cultural products or practices through negotiation and co-construction
collaborative tasks	<ul style="list-style-type: none">• Decide on their showcase format, prepare materials for topics;• Record and edit their video• Rehearse their presentation• co-present their project

RQ2: effectiveness of VE design in relation to IC

- task type
- task sequencing
- teacher presence
- the nature of tasks

Task sequencing in the two years

	2020-21	2021-22
Number of weeks	8	8
Teacher's presence	Each of the eight weekly sessions	Two of the eight weeks eight weekly sessions
Teacher's activity	<ul style="list-style-type: none"> • Pair or group students at the first session • Give topics at the start • Stay in the main meeting channel • Allocate students to separate channels • Solve problems if any at every session 	<ul style="list-style-type: none"> • Pairing students in Week 1 and encourage them to email each other with their personal introduction • Organise the initial meeting for each group at Week 2 • Read students' learning diaries (W3-7) • Organise a session to showcase collaborative projects in Week 8
Student's activity	<ul style="list-style-type: none"> • Talk as much as possible in the target language with their partner(s) in a separate channel on a given topic by the teacher or self-initiative topic related to their target languages and cultures 	<ul style="list-style-type: none"> • Email partner after choosing them or being allocated by the teacher. • Arrange a mutually convenient meeting time with partner for five of the eight weekly sessions • Talk to partner on a chosen topic between themselves (W3-7) • Write a paragraph on a chosen topic and ask partner to correct and discuss the correction together • Work collaboratively with partner on the chosen project/topic (W3-7) • Showcase the collaborative project in Week 8

Teacher presence

	2020-21	2021-22
Teacher's activity	<ul style="list-style-type: none"> • Pair or group students at the first session • Give topics at the start • Stay in the main meeting channel • Allocate students to separate channels • Solve problems if any at every session 	<ul style="list-style-type: none"> • Pairing students in Week 1 and encourage them to email each other with their personal introduction • Organise the initial meeting for each group at Week 2 • Read students' learning diaries (W3-7) • Organise a session to showcase collaborative projects in Week 8
Student's activity	<ul style="list-style-type: none"> • Talk as much as possible in the target language with their partner(s) in a separate channel on a given topic by the teacher or self-initiative topic related to their target languages and cultures 	<ul style="list-style-type: none"> • Email partner after choosing them or being allocated by the teacher. • Arrange a mutually convenient meeting time with partner for five of the eight weekly sessions • Talk to partner on a chosen topic between themselves (W3-7) • Write a paragraph on a chosen topic and ask partner to correct and discuss the correction together • Work collaboratively with partner on the chosen project/topic (W3-7) • Showcase the collaborative project in Week 8
How to record the session	<ul style="list-style-type: none"> • Students note down what has been learned in the common padlet board for each group 	<ul style="list-style-type: none"> • Students write learning diaries of what they have learned and any difficulties/issues emerging in W3-7 for the week • Students video/audio record each weekly session upon agreement from both sides.

	2020-21	2021-22
Number of weeks	8	8
Teacher's presence	Each of the eight weekly sessions	Two of the eight weeks eight weekly sessions
Teacher's activity	<ul style="list-style-type: none"> • Pair or group students at the first session • Give topics at the start • Stay in the main meeting channel • Allocate students to separate channels • Solve problems if any at every session 	<ul style="list-style-type: none"> • Pairing students in Week 1 and encourage them to email each other with their personal introduction • Organise the initial meeting for each group at Week 2 • Read students' learning diaries (W3-7) • Organise a session to showcase collaborative projects in Week 8
Student's activity	<ul style="list-style-type: none"> • Talk as much as possible in the target language with their partner(s) in a separate channel on a given topic by the teacher or self-initiative topic related to their target languages and cultures 	<ul style="list-style-type: none"> • Email partner after choosing them or being allocated by the teacher. • Arrange a mutually convenient meeting time with partner for five of the eight weekly sessions • Talk to partner on a chosen topic between themselves (W3-7) • Write a paragraph on a chosen topic and ask partner to correct and discuss the correction together • Work collaboratively with partner on the chosen project/topic (W3-7) • Showcase the collaborative project in Week 8
How to record the session	<ul style="list-style-type: none"> • Students note down what has been learned in the common padlet board for each group 	<ul style="list-style-type: none"> • Students write learning diaries of what they have learned and any difficulties/issues emerging in W3-7 for the week • Students video/audio record each weekly session upon agreement from both sides.

The nature of tasks

2021-2022

- An effective design of VE: open, agentive, and collaborative in nature
- involving learner independence and learner decision on the contents of their learning,
- learners were active, participatory, and outcome-oriented
- scaffolding autonomous learning
- supporting group cohesion and social presence

2020-2021

- more informal in that they simply required participants to converse in their target language
- Loose and random
- Unanticipated outcome
- Passive
- Lack of initiative
- Mainly information exchange and comparison, not much collaboration

Limitations and research directions

- A snapshot of CFL learners' online practices during VE.
- More extensive study can involve a larger cohort with more diverse linguistic profiles.
- Only task design – CFL learners IC development
- Factors to be considered:
 - learner autonomy
 - type of end products students work for together
 - teacher's intervention
 - Assessment and evaluation of end products
 - ✓ Task design and student motivation
 - ✓ Task types among different levels
- Interaction patterns involved in VE - translanguaging space for intercultural learning, a wider range of data, more multimodal resources

Issues/areas to explore in VE

- A new form of international collaboration
- Curriculum development
- Module task design
- Assessment methods
- Skill development
- Language development
- Intercultural competence
- Learner autonomy
- Interaction process
- Sustainability
- Blended mobility
- Translanguaging and modality

**Welcome to
add more!**

Teaching implications

- Integration of a VE project into curriculum
- A productive approach to authentic intercultural foreign learning through VE projects both in normal and challenging pandemic times.
- Virtual exchange can be included as an alternative assessment method.
- More collaborative tasks such as co-producing a website, writing in different genres

Practical issues to consider for future projects

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- different term time between the two institutions (Term 2 volunteers while HIT vacation)
- Tight schedules of the students
- Need more flexible mode of communication
- How to record their communication
- Sustainability (friendship + Rapport building)
- Importance of the initial meeting
- Integrate VE with in-person exchanges – blended mobility

<https://doi.org/10.1515/jccall-2022-0018>

<https://www.degruyter.com/journal/key/jccall/3/1/html>

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Thank
You



Questions?

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