

Discussing Global Citizenship through Collaborative Online International Learning (COIL) - Virtual Exchange (VE) in Language Learning and Teaching Symposium Proceedings



Edited by: Marina Orsini-Jones, Carlos Alberto Hildeblando Júnior, Abraham Cerveró Carrascosa, Sofia Di Sarno-García and Asuman Aşık

Research Centre
Global Learning

Coventry
University 

Coventry University

ISBN 978-1-84600-1215

DOI [10.18552/GLEA/2023/0001](https://doi.org/10.18552/GLEA/2023/0001)

© 2023 CC-BY

Foreword

This edited collection of papers addressing curriculum internationalisation through internalisation at home, using Collaborative Online International Learning (COIL) Virtual Exchange (COIL-VE), offers compelling reading in supporting the preparation of students for societal issues locally and globally at personal and professional levels.

Bringing together established researchers as well as early career researchers from language teacher education and language learning, the collection illustrates the potential of COIL-VE as a means of engaging students from across different cultural backgrounds to consider contemporary critical issues and in ways not typically accounted for and/or presented. As a ‘networked’ pedagogical approach, such exchanges also present an inclusive intercultural dimension to teaching and research and with wider community partners.

Using synchronous and asynchronous means via various online platforms, and as part of integrated or at time optional study, COIL-VE, also known as telecollaboration (Helm, 2013), is explored as a pedagogical approach for valuing epistemological diversity. For example, the papers include critiquing immigration and nationalism/patriotism; creating global communities of practice to support linguistic diversity; enhancing international ELT programmes’ response to changing global environments; translation strategies; pedagogical translanguaging; and challenging ‘native-speakerism’ ideology in ELT.

Whilst its impact on HE is still taking place, and despite research in the field over the last decade plus, we continue to appreciate the opportunities COIL-VE presents in addressing equity, diversity and inclusion agendas, new forms of collaboration and partnership, alternate approaches to assessment, ways to address sustainable development and global citizenship education. We also recognise COIL-VE is not without its challenges, especially as COILs can bring forth struggles and tensions which can be experienced as uncomfortable and disquieting, bringing into question issues of power, privilege, and intersectionality, and for which critical interrogation of the underpinning ideologies is required (Wimpenny et al. 2023). Indeed, it can take time for learners to digest and reflect upon the cross-cultural learning taking place. Yet being open to share and or reorientate thinking often requires uncomfortable introspection and deliberation, which only adds to the richness and benefits to be gained from engaging in COIL-VE. As such, themes arising from the papers bring nuanced perspectives which will be of interest to diverse disciplines including the languages, education strategy and leadership.

Katherine Wimpenny
Professor of Research in Global Education
Research Centre for Global Learning
Coventry University, UK

Introduction

This is the edited collection of the papers presented at an international symposium held at Coventry University in hybrid mode on 16th November 2022. The publication aims to share research findings and good Collaborative Online International Learning (COIL) - Virtual Exchange (VE) theory and practice for the development of global citizenship competences for the 21st Century, with a focus on language teacher education and language learning.

The papers bring a variety of perspectives on COIL-VE for language learning and teaching and report on COIL-VE projects involving Higher Education Institutions from Spain, Brazil, France, Turkey, Vietnam and the UK.

Each paper was peer-reviewed by three reviewers.

Acknowledgements

We would like to thank the ‘Research and Scholarly Publications Team’ at the Coventry University Lanchester Library for their support with this publication, John Atkinson, Coventry University Press Manager and Dr Josh Caldicott, Open Research Officer, for their greatly appreciated editorial support in finalising this collection and Joanne Marsh, Team Manager and Dr Michelle Mayer, Research Data Officer, for helping with publishing it. We would also like to thank Sylvie Thouësny, founder of Research-publishing.net publishers, for agreeing to let us use the Research-publishing.net template for the short papers in this collection.

How to quote:

Orsini-Jones, M., Hildeblando Júnior, C.A., Cerveró-Carrascosa, A., Di Sarno-García, S. & Aşık, A. (Eds.). (2023). *Discussing Global Citizenship in Language Learning and Teaching – Symposium Proceedings Coventry University November 2022*. Coventry University. <https://doi.org/10.18552/GLEA/2023/0001>

Contents

1 The gains and drawbacks of virtual exchanges in higher education Ana Gimeno.....	11
2 Looking back and ahead: reporting and reflecting on GAZUFES Asuman Aşık and Kyria Finardi	20
3 Coventry/Nantes: two sides of the same COIL in the negotiation of translation strategies Victoria Ríos Castaño and Carlota Medina Díaz.....	27
4 Fostering language teachers' intercultural awareness towards linguistic diversity and inclusion in education through COIL Abraham Cerveró-Carrascosa and Zoe Gazeley.....	33
5 Virtual Exchange as a Third Space to Decolonise ELT (VETSDELT) project: report on its first action-research cycle Carlos Alberto Hildeblando Júnior.....	42
6 The acquisition of pragmatic and intercultural communicative competence for global citizenship through telecollaboration Sofia Di Sarno-García	50
7 Action-research and role-reversal-informed creation of a Zoom breakout room guide for e- CIIC mediators Marina Orsini-Jones, Bui Thi Ngoc Thuy, Jenny Wells, Andrew Preshous, Thi Thom Thom – Nguyen and Farida Butt.....	61

Notes on editors and contributors

Asuman Aşık

Dr Asuman Aşık is an Associate Professor at the Department of English Language Teaching at Gazi University in Ankara, Türkiye. Her main research topics include teacher training, technology and language teaching, teaching English to young learners and curriculum and materials development, corpora and language teaching, CALL and e-learning. She has worked as a researcher in two Erasmus+ projects called SBATEYL (A Web and School based Professional Development Project for Foreign Language Teachers of Young Learners) and ILTERG (International Language Teacher Education Research Group). She has published several research articles nationally and internationally in refereed journals, books and book chapters. Dr Aşık has been involved in several VE projects.

Thuy Thi Ngoc Bui

Dr Thuy Thi Ngoc Bui is Deputy Head of the External Affairs Office at Hanoi University of Science and Technology. Her research focuses on multilingualism, critical literacy, teacher agency, and the relationship between language and education policies and socio-economic equity and she has published journal articles and book chapters on these topics. Besides her academic positions, Thuy works as a community project manager for projects funded by the U.S and Australian embassies. Her projects focus on ELT training for teachers and enhancing academic and personal development skills and engagement for disadvantaged minority people, community leaders, and local activists. Thuy was Co-Principal Investigator on project ViVEXELT.

Farida Butt

Mrs Farida Butt is an ESOL (English for Speakers of Other Languages) tutor and a part-time lecturer of English language at Coventry University. She used to be, until 2022, manager for the English provision at the Coventry Refugee and Migrant Centre. Farida's work at the refugee centre gave her the opportunity to work with people who are seeking asylum, refugees and migrants, wanting to better their lives. She was born and brought up in Coventry and lived in Italy for over 18 years, where she taught English to students from ages 3 to 18. Farida completed the MA in English Language Teaching and Applied Linguistic programme at Coventry University as a part-time student in 2022, and based her dissertation on project ViVEXELT, with a focus on the role of e-mediators in breakout rooms. She participated in ViVEXELT with the dual role of manager at the Refugee and Migrant Centre and participant/e-mediator on the VE.

Abraham Cerveró Carrascosa

Dr Abraham Cerveró Carrascosa is a lecturer in TEFL and Applied Linguistics and coordinator of the IMDAE research group at Florida Universitària in València, Spain. He completed his International PhD in Language and Literature Teaching (University of València) in 2022. He was a secondary school teacher for more than ten years, during that time he served as head of

the Languages Department and became involved in different Erasmus and Comenius projects. Since 2017, his research interests have focused on active methods in Higher Education and, particularly, virtual exchanges (VEs) as he has engaged in several of them with universities across Europe, America and Asia. He has contributed to numerous international conferences and has published extensively on the impact VEs and MOOCs on pre-service English teacher education. He received the BESST Award at the EARLI SIG writing 2018 conference.

Sofia Di Sarno-García

Dr Sofia Di Sarno-García obtained her PhD on pragmatics and intercultural communicative competence in Virtual Exchanges from the Universitat Politècnica de València in 2023. She also has an MA in English Language Teaching and Acquisition in Multilingual Contexts from the Universitat Jaume I (Spain). She is a member of the CAMILLE Research Group and has published in refereed international books: e.g., *Intercultural Communication and Ubiquitous Learning in Multimodal English Language Education* (García-Sánchez & Clouet, 2022) and has co-edited two collections of chapters on telecollaboration/VE, one forthcoming and one published in 2023: *Telecollaboration Applications in Foreign Language Classrooms*. She completed a research Erasmus placement at Coventry University (UK) in 2022.

Kyria Finardi

Dr Kyria Finardi (<https://www.kyriafinardi.com/>) is a Senior Lecturer in the Department of Languages, Culture and Education (DLCE) and a researcher in the post-graduate program of Education (PPGE) of the Federal University of Espirito Santo (UFES), Brazil. She is a member of the Internationalization Board of UFES and created and coordinated the Language Division of the International Office of UFES between 2012-2020. Professor Finardi was the President of the Brazilian Association of Applied Linguistics (ALAB) 2018-2019, is the co-founder and co-coordinator of the Ibero-America Association of Applied Linguistics (AIALA) and the vice-president of the International Association of Applied Linguistics (AILA) where she convenes a research network on the role of VE together with Professor Marina Orsini-Jones: <https://aila.info/research/list-of-research/english-as-a-medium-of-education-multilingualism-and-the-sdgs-equity-diversity-and-inclusion/>

Zoe Gazeley

Ms Zoe Gazeley is the Course Director for BA English and Teaching English as a Foreign Language (TEFL) at Coventry University. She has taught various forms of English as a Foreign Language including Business English, English for Young Learners, English for Academic Purposes (EAP), and ESOL for a number of years, in Mexico City, Moscow, Japan, China and Saudi Arabia as well as at UK colleges and universities. Zoe is also a Cambridge accredited CELTA trainer and teaches on the TEFL modules at both UG and PG level and a PhD candidate at Coventry University, where she is exploring the need for an ESAP (English for Specific Academic Purposes) pedagogy and materials development for International Fashion students. Alongside this she has been working on a number of COIL projects including the Erasmus+ funded iKudu project between universities in Europe and South Africa. Her research on COIL projects began back in 2012 when she worked on the MexCo project as part of her MA

dissertation which explored intercultural Computer Mediated Communication (CMC) in language exchanges. She has also been a recipient of the Digital Fluency and Innovation award at the Coventry University Excellence awards for her work on the British Council SPARK project in Hong Kong.

Ana Gimeno-Sanz

Dr Ana Gimeno Sanz is Full Professor of English Language in the Department of Applied Linguistics at the Universitat Politècnica de València (UPV), Spain. She has published numerous research papers on language learning and teaching, more specifically in the fields of English for Specific Purposes (ESP), Computer-Assisted Language Learning (CALL), and Content and language Integrated Learning (CLIL). Prof. Gimeno is Head of the CAMILLE Research Group, devoted to research in CALL and e-Learning. She is Associate Editor of ReCALL (Q1 journal published by Cambridge University Press) and serves on the Editorial Board of Computer-Assisted Language Learning Journal (Q1 journal published by Taylor and Francis), as well as being editor-in-chief of The EUROCALL Review. She has been President of the European Association for Computer Assisted Language Learning (EUROCALL) for 6 years (2005-2011) and is currently President of the world organisation for computer-assisted language learning, WorldCALL.

Carlos Alberto Hildeblando Júnior

Mr Carlos Alberto Hildeblando Júnior is a PhD candidate studying on a co-tutelle doctoral institutional agreement between the Federal University of Espírito Santo (UFES), Brazil, and Coventry University (CovUni), UK, and his dissertation title is: Virtual Exchange as a Third Space to Decolonize ELT. His research interests include Internationalization of Higher Education, Internationalization at Home (IaH), and Internationalization of the Curriculum (IoC) with a focus on language teacher education and Virtual Exchange (VE). He has published on the integration of technology in English teacher education. His most recent published work focused on the integration of Virtual Exchange (VE) projects in English Teacher Education in the Brazilian Higher Education context.

Carlota Medina-Díaz

Mrs Carlota Medina-Díaz is Assistant Lecturer in Spanish at Coventry University, UK. She holds a PGCE in Modern Foreign Languages and a Postgraduate Diploma for Research in Hispanic studies from the University of Warwick, funded by a university scholarship award. She is a Fellow of the Higher Education Academy and a qualified DELE (*Diplomas de Español como Lengua Extranjera*) examiner. She is interested in the affective, creative and emotional side of language learning, especially using narrative, art and music in order to overcome barriers and cultures. Her teaching includes Spanish language and translation, Business Spanish and languages through foreign policy issues. She has been involved in COIL with Dr Rios Castaño since 2022.

Thi Thom Thom – Nguyen

Dr Thi Thom Thom – Nguyen is Lecturer in English Language Teacher Education at University of Languages and International Studies, Vietnam National University – Hanoi, Vietnam. She is also an academic consultant in teacher professional development projects, including Community-based educational models, Innovation in Education, Emotional intelligence and Education policy. Her research interests include Teacher education, Professional development and Language policy. She has presented in numerous national and international conferences as well as publishing journal articles and book chapters on these topics. Dr Thi Thom Thom Nguyen Thom was an academic consultant for the ViVEXELT (Vietnam Virtual Exchange for English Language Teaching) project, funded by the British Council and supported by the Vietnam National Foreign Languages Project team.

Marina Orsini-Jones

Dr Marina Orsini-Jones is Full Professor in Global Higher Education Practice (Applied Linguistics) in the Research Centre for Global Learning at Coventry University (UK), as part of the theme *Global Learning: Education without Boundaries*. Marina has been involved in Telecollaboration/COIL/VE projects since 2011. She has contributed to over 100 conferences (including as invited plenary speaker) and has published work on action-research-led curricular innovation, MOOCs, telecollaboration/VE/COIL, and digital literacies. Marina co-organised two symposia on telecollaboration/VE for the International Association of Applied Linguistics in 2021 and 2023, and co-created and co-chairs the AILA Research Network VE, English as a Medium of Education, Multilingualism and the SDGs: Equity, Diversity and Inclusion with Dr Kyria Finardi. Marina has led numerous large-scale Telecollaboration/VE/COIL project, such as ViVEXELT (Vietnam Virtual Exchange for English Language Teaching) in 2021 – 2022 that was supported by a British Council digital innovation award. In 2023 she was awarded a British Academy/Leverhulme small grant for project *Female Voices in the Third Space: Researching Equality, Diversity and Inclusion in South-North Collaborative Online International Learning-Virtual Exchange* in collaboration with Dr Kyria Finardi (Brazil), Prof Katherine Wimpenny (UK) and Professor Lynette Jacobs (South Africa).

Andrew Preshous

Mr Andrew Preshous is Assistant Professor in Academic English at Coventry University and Course Director for the English for Academic Purposes (EAP) provision in Humanities and Business and Law. He has taught English in many different contexts and countries and has created a popular module on Business English for the MA in English Language Teaching and Applied Linguistics. His areas of interest include subject-specific materials design and Collaborative Online International Learning (COIL). He has written articles on EAP, Business English, COIL and is co-author of a coursebook (*IELTS Foundation*). He took part in ViVEXELT as e-mediator and assessor of the lesson plans based on the Sustainable Development Goals collaboratively designed by the participants on the VE.

Victoria Ríos Castaño

Dr Victoria Ríos Castaño is Lecturer in Spanish at Coventry University. Her main fields of research lie in early colonial Latin America and contemporary Latin American literature. She has taught Spanish in several institutions, including the Instituto Cervantes (Berlin), Potsdam Universität, Newcastle University, and Victoria University of Wellington (New Zealand). She holds a Post Graduate Certificate in Education from the Universidad de Salamanca (Spain) and a Postgraduate Certificate in Higher Education from the University of Ulster. She is a Fellow of the Higher Education Academy and a qualified DELE (*Diplomas de Español como Lengua Extranjera*) Examiner. She has been involved in COIL projects since 2022 with the Université Catholique de l'Ouest Nantes and the Sorbonne Université (France). She has published in her fields of research interests: eg: essays in *Bulletin of Latin American Research*, *The Translator*, and *The Americas*.

Jenny Wells

Mrs Jenny Wells has worked in the field of ELT since 2007 and has taught English for a range of purposes including EAP (English for Academic Purposes), ESOL (English for Speakers of Other Languages) and ESP (English for Specific Purposes, aviation English). Since 2018 she has been working as a tutor in EAP at Coventry University, a position she took up after completing her MA in English Language Teaching and Applied Linguistics (ELTAL, awarded with distinction), also at Coventry. Her interests include intercultural communication and the promotion of those skills with her students in the classroom. Jenny is an Oxford University graduate and pursued a career in business, primarily in the field of logistics, before moving into teaching. She frequently draws on her business experiences to inform and enhance her teaching practice. Jenny was appointed as the UK research assistant for ViVEXELT and also took part in a COIL-VE project as a student while on the MA ELTAL.

Katherine Wimpenny

Dr Katherine Wimpenny is Full Professor of Research in Global Education in the Research Centre for Global Learning, Coventry University, UK. She is Theme Lead for *Global Learning: Education without Boundaries* and has 24 years of experience in higher education research and practice. Katherine's research examines contextualised and comprehensive internationalisation. Her studies focus on local-global teaching and learning pedagogies, practices, and strategies, in a diverse range of learning spaces, including Third Space collaborative online international learning, which can serve to connect learning communities, as well as to connect the university to its locale. She uses interdisciplinary, participatory, and hybridised approaches including appreciative and post qualitative inquiry. Katherine serves on the Editorial Board of *Teaching in Higher Education*. She has substantial experience as a PhD supervisor and track record as principal and co-investigator on large scale international education research projects. Current / recent projects have been awarded through ESRC ODA, UKRI-GCRF, Erasmus+, DHET South Africa and the British Council.