Teaching Moments in Telecollaboration 2.0 – More Questions Than Answers

Purpose and Context of the Study
The purpose of the study was twofold: First, to investigate how cross-institutional teams of ESL/EFL student teachers in the U.S. and in Turkey engaged in negotiation (Breen & Littlejohn, 2000) to jointly design technology-based language tasks for English language learners. Second, to explore ad hoc teaching moments, which manifested themselves during a time of political unrest and social media bans in Turkey in spring 2014. This collaboration set out to enable language student teachers to learn more about other teaching contexts and practices. Furthermore, this telecollaborative project aimed at helping student teachers become more proficient in technology use while collaborating via computer-mediated communication with one another.

Collaborative Exchanges and Technology Tools
Student teachers at Teachers College, Columbia University (TC), collaborated with cross-institutional counterparts at the Boğaziçi University (BOUN), Department of Foreign Language Education/Turkey to analyze and reflect on Web 2.0 tools, and to design ESL/EFL tasks for each other. In Local and Global (telecollaborative) Teams, student teachers performed a range of tasks with increasing levels of complexity, e.g., information exchange, comparison and analysis, and collaborative task (based on O’Dowd & Ware’s typology of telecollaborative tasks, 2009, pp. 175-178). Local Teams first exchanged profiles via podcasts to form Global Teams. In online forums, Local Teams discussed different tools (e.g., blogs, wikis, podcasts), and exchanged their reflections on experimenting with these tools. In Local Teams, student teachers designed technology-based tasks for a target English learner population for their respective institutional contexts. They then tried out their tasks with their Global partners who executed and evaluated the tasks, and provided feedback for revision. Participants used Web 2.0 tools such as Google Sites, Blogger, Weebly, and Google docs to collaborate. The working language was English.

Research Questions
- How do language student teachers perceive their joint project negotiations and engagement in telecollaboration?
- How do telecollaborative teams deal with a social media ban and its impact on the collaboration?
- How can teacher educators encourage student teachers to explore and exploit ad hoc teaching moments?

Research Design
Within a sociocultural framework for telecollaboration studies (Dooly & O’Dowd, 2012; Reinhardt, 2012), this exploratory case study shares characteristics of ethnography such as emic and holistic principles (van Lier, 1988), and action research (Nunan & Bailey, 2009). The presenter maps these instruments against Layder’s 1993 overlapping and intertwined levels of macro (structural, institutional, technological) and micro phenomena (team interactions and behaviors) in an attempt to untangle the research elements self, situated activity, setting, and context. This study triangulates needs analysis questionnaires, telecollaboration logs, CMC data (emails, blogs), and final products, and involves emic perspectives from the fourteen student teachers, and the two Researcher-Instructors as participant observers (Denzin, 1989).
Participants

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<tr>
<th>Team 1</th>
<th>Team 2</th>
<th>Team 3</th>
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<tr>
<td><strong>Researcher-Instructor</strong></td>
<td><strong>Researchers</strong></td>
<td><strong>Team Members</strong></td>
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<tr>
<td>1 (&quot;Technology-Based Language Teaching and Materials Design,&quot; 3-unit elective)</td>
<td><strong>Sying</strong> (Chinese): Curriculum &amp; Teaching (2nd semester); 7 years of teaching experience</td>
<td><strong>Samantha</strong> (English): K-12 TESOL/4th semester</td>
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<td><strong>Le</strong> (Vietnamese): TESOL/4th semester, 2 semesters of English student teaching</td>
<td><strong>Mehmet</strong> (Turkish): Foreign Language Education/2nd semester, teaching experience</td>
<td><strong>Madison</strong> (English): TESOL/2nd semester, some workshop teaching experience</td>
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<td><strong>Jeanette</strong> (Korean): TESOL/4th semester, 2 semesters of English student teaching</td>
<td><strong>Seyfullah</strong> (Turkish): Foreign Language Education/MA, not much teaching experience</td>
<td><strong>Fernanda</strong> (Spanish/Chilean): Applied Linguistics/4th semester, teaching experience</td>
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<td>2</td>
<td><strong>Sera</strong> (Turkish): Applied Linguistics/MA/4th semester, 3 years of English teaching experience</td>
<td><strong>Jeltje</strong> (Dutch): FLED/Undergraduate/Spring Semester; Erasmus exchange student</td>
</tr>
<tr>
<td><strong>Mehmet</strong> (Turkish): Foreign Language Education/2nd semester, teaching experience</td>
<td><strong>Samed</strong> (Turkish): Foreign Language Education/PhD, English teaching experience</td>
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<td><strong>Seyfullah</strong> (Turkish): Foreign Language Education/MA, not much teaching experience</td>
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**TC Local Team**
Teachers College, Columbia University
**BOUN Local Team**
Boğaziçi University
**Global TC-BOUN Teams**
References
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CARLA, 15 May, 2015


