

24th International
Conference



International Association for
Languages and
Intercultural Communication

Towards a plurilingual curriculum:
*fostering pluricultural communication
in the digital age*

Virtual Exchange in the new global educational landscape : Challenges and Opportunities

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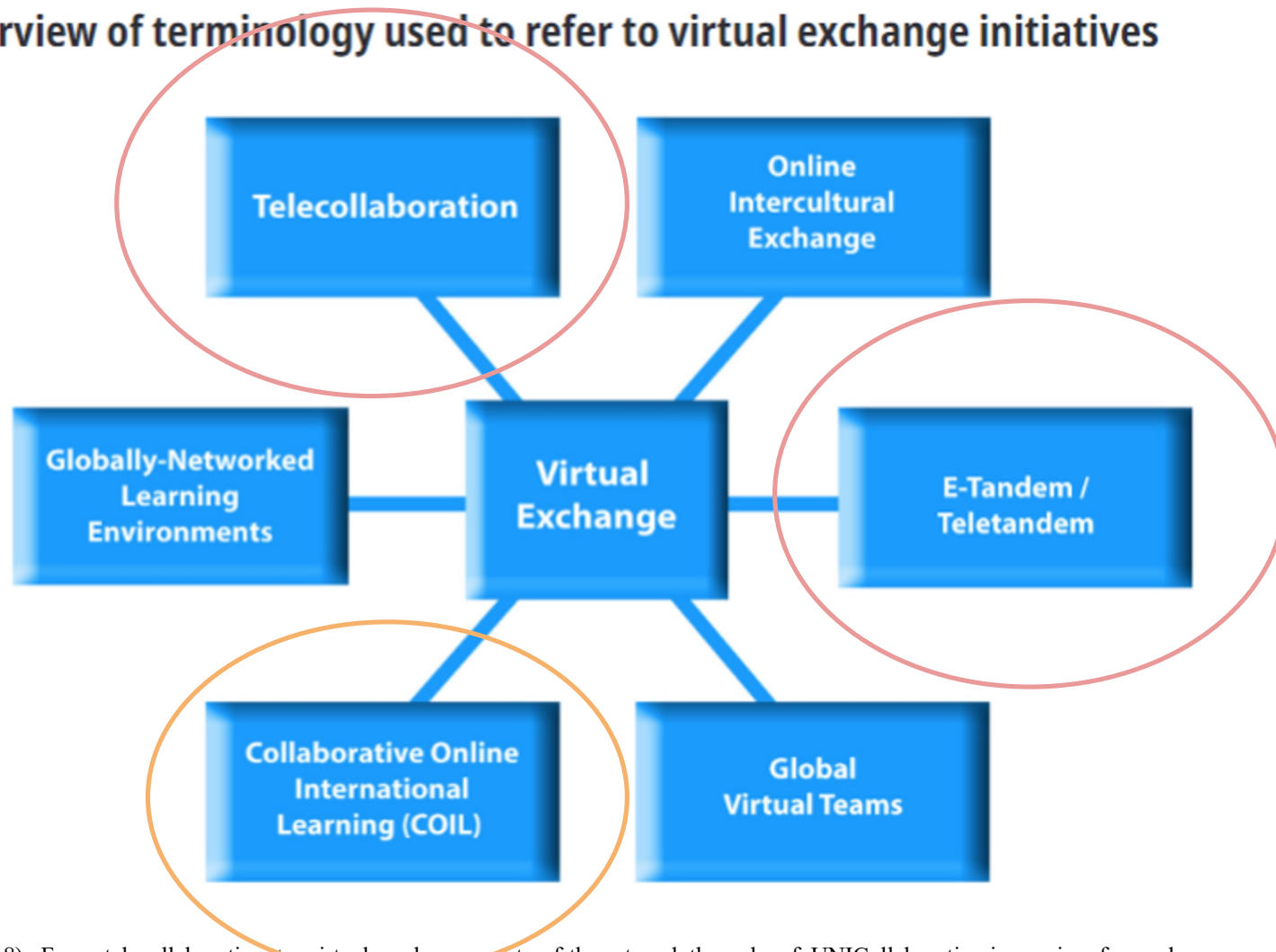
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Virtual Exchange

- **Sustained Practice:** unfolds over time with regular and intensive interaction
- **Use of Technology:** use of new media, digital and mobile technologies
- **Interaction:** Based on regular synchronous or asynchronous activities
- **From person to person:** collaboration and inclusive, intercultural and multilingual dialogue, which unites differences and distances and inspires actions with a wide-ranging positive impact on relationships
- **Centered on the student:** participating students are the main receptors and drivers of knowledge

Figure 1. An overview of terminology used to refer to virtual exchange initiatives



O'Dowd, R. (2018). From telecollaboration to virtual exchange: state-of-the-art and the role of UNICollaboration in moving forward. *Journal of Virtual Exchange*, 1, 1-23. Research-publishing.net. <https://doi.org/10.14705/rpnet.2018.jve.1>

A brief chronology of my experience with VE

Teletandem
at Unesp

2006

Contacts
with COIL

2015

3 CIT (Three
Continents
Intercultural
Telecollaboration)

2017

Creation of the
FAUBAI BRaVE
Program

2018



IVEC 2023

5th International Virtual Exchange
Conference (IVEC) in São Paulo
www.iveconference.org

Today

TELETANDEM BRASIL

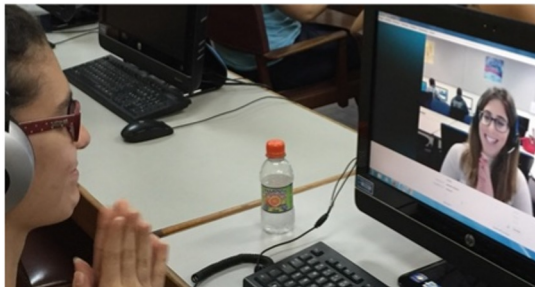
FOREIGN LANGUAGES FOR ALL
UNESP - UNIVERSIDADE ESTADUAL PAULISTA
BRAZIL



- Language
- Intercultural competence

Mainly connected to language teacher education programs

I help you learn my language and you help me learn yours!



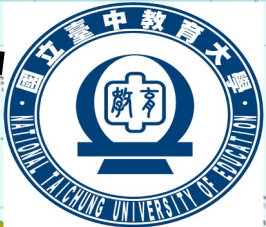
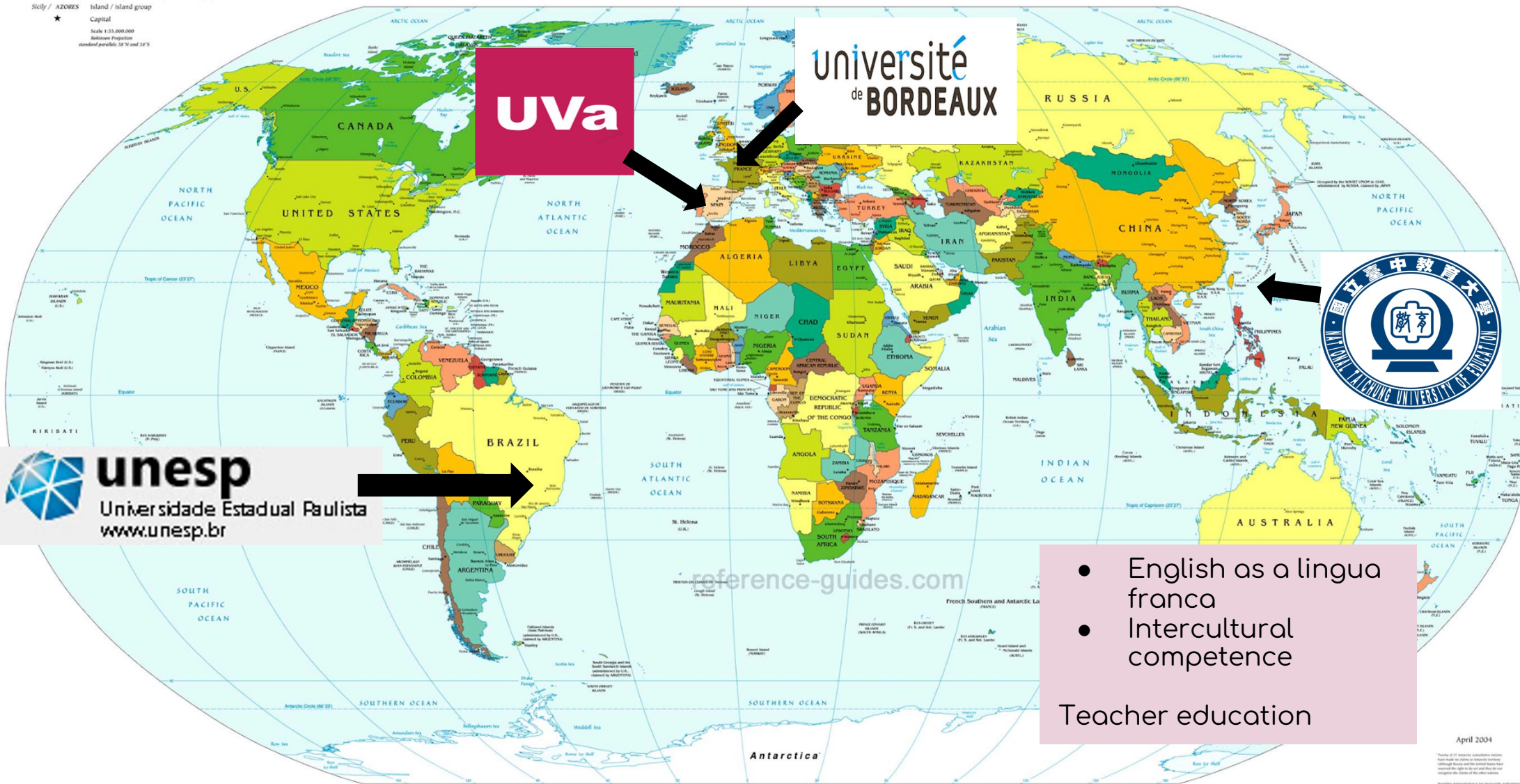
Language learning in tandem involves pairs of native or non-native speakers of different languages working collaboratively to learn each other's language (or language of proficiency).

The *Teletandem Brasil* Project of *UNESP - Universidade Estadual Paulista*, Brazil, matches up Brazilian university students who want to learn a foreign language with

www.teletandembrasil.org



3 Continents Intercultural Telecollaboration (3CIT)



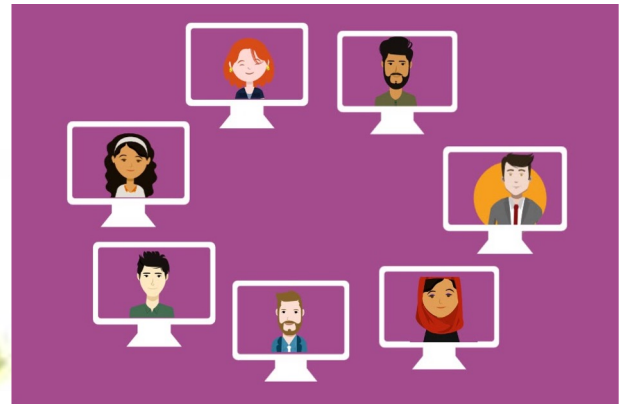
- English as a lingua franca
 - Intercultural competence
- Teacher education

Brazilian Virtual Exchange (BRaVE)



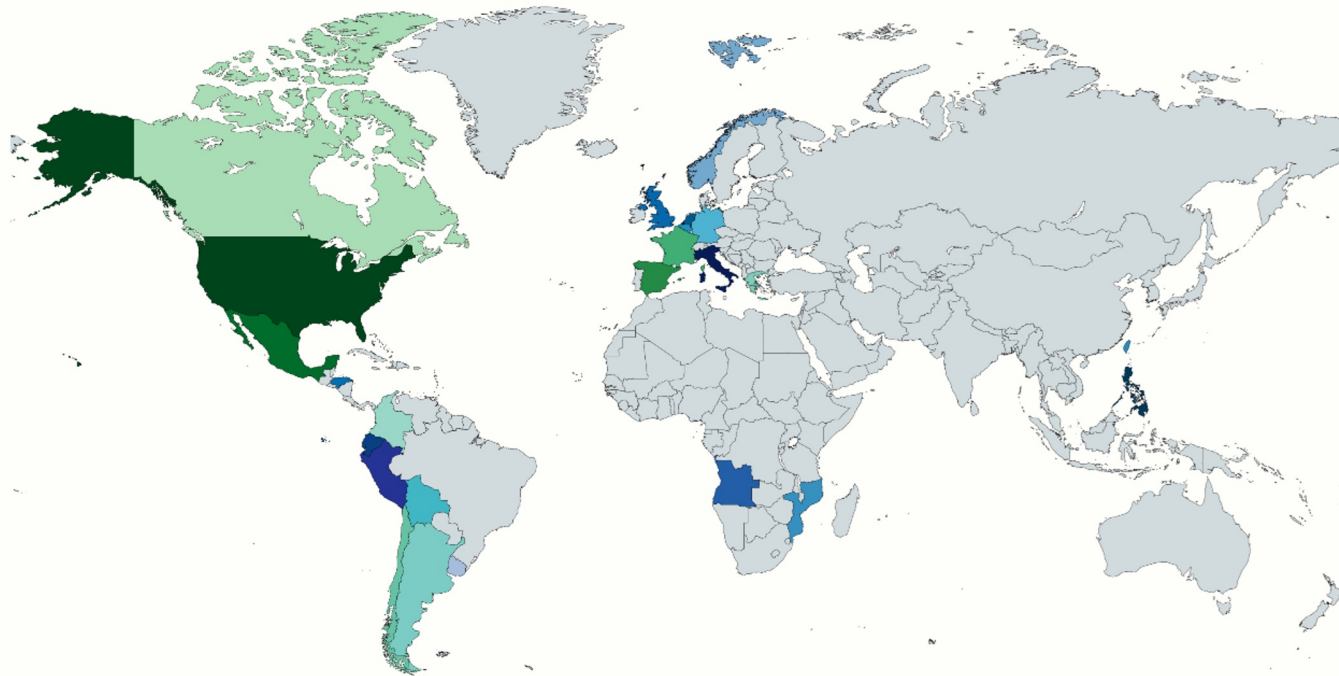
- (Critical) Digital literacy
- Soft skills
- Language
- Intercultural competence

All areas of knowledge



BRaVE Projects by Country

- United States (40)
- Mexico (28)
- Spain (9)
- France (7)
- Chile (6)
- Colombia (5)
- Ecuador (4)
- United Kingdom (3)
- Taiwan (3)
- Germany (2)
- Argentina (2)
- Canada (2)



- Italy (2)
- Peru (2)
- Angola (1)
- Belgium (1)
- Bolivia (1)
- Greece (1)
- Philippines (1)
- Netherlands (1)
- Honduras (1)
- Mozambique (1)
- Norway (1)
- Uruguay (1)

Global Health

UNESP / Botucatu and Keele University (UK / Spain / US)



Trabajo y Educación

UNESP/IBILCE and Tec de Monterrey (Mexico)



ETAPA 1 - DOCUMENTALES
 Fecha de inicio: 12 de octubre de 2020
 Fecha límite: 16 de octubre de 2020

Ve los siguientes documentales y prepárate para hacer un análisis con tu equipo.



UN LUGAR LLAMADO CHIAPAS



PEQUENO GRÃO DE AREIA



Renewable Energy Production

UNESP/Sorocaba y Duoc (Chile)



Podiel

MARIANELA ALEJANDRA GALLEGUILLOS SANTIS • 41 • 1a

Project COIL UNESP DUOC

This is the place to share and comment the others partners work

Welcome!

MARIANELA ALEJANDRA G... 1a

Welcome

Welcome to this collaboration

Who are we?

We are two enthusiastic teachers who seek to connect the realities of their student and encourage them to open intercultural and language barriers

Marianela Galleguillos Santis - Duoc UC - Chile
Natural Resources School - Professor of Environmental Engineering Career - Course Environment and Energy Efficiency

Antonio Germano Martins - UNESP Instituto de Ciência e Tecnologia de Sorocaba
Department of Environmental Engineering
Professor of Energy Resources and the Environment

☆ Avaliar 0

Adicionar comentário

Objective

MARIANELA ALEJANDRA G... 1a

Overall Objective and Specific Objectives

Analyze the sustainability of energy generation forms through renewable methods in Brazil and Chile based on SDG 7 and SDG 12 of the UN Agenda 2030, considering the environmental impacts and waste produced after the useful life cycle

- Identify the composition of the energy matrix of Chile and Brazil, considering the evolution of the various forms of generation presented in each country.
- Analyze the environmental impacts produced by the generation of renewable photovoltaic and wind energy, considering the life cycle from the construction of projects to the maintenance and repair of the equipment.
- Carry out a diagnosis of the photovoltaic and wind generation industry in Chile and Brazil, regarding its performance and contribution to SDG 7 and SDG 12 (<https://sdgs.un.org/goals>).
- Establish options and

☆ Avaliar 0

Adicionar comentário

Instructions of the project

MARIANELA ALEJANDRA G... 1a

Instructions and form of interactions

unesp DuocUC

COIL Collaboration - Group Project

In this section you will find the detailed instructions to execute the collaboration. Review the document and read the detailed instructions

☆ Avaliar 0


Adicionar comentário

Icebreaker

Adicionar comentário

Pedro de Oliveira Masotti 1a

My dream place to travel



I've always wanted to go to the Amazon, to see the nature there and know about the culture and people who live there.

☆☆☆☆☆ (2) Avaliar 1


Antonio Cesar Germano Martins 1a

I had a student from Germany that went there and loved it.

Adicionar comentário

María Belén Pizarro Ibarra 1a

My dream place to travel



Hi, I'm Belén Pizarro, my dream is

Adicionar comentário

Groups

MARIANELA ALEJANDRA G... 1a

Group members

PDF

Collaboration Groups Duoc UNESP 2021

In this section, you will find the development of the collaboration

Check the document to verify the names of the members and their emails, as well as the form of energy assigned

We wish you the best in this collaborative process.

☆ Avaliar 0

Adicionar comentário

Video 1

MARIANELA ALEJANDRA G... 1a

Due date 04/30/2021

In this section you must upload the tutorial video or the link to the video with the execution of points a, b, c and d, with a maximum duration of 5 minutes.

Use the + button to add your group video or the link to YouTube or Google Drive (remember to grant the permissions to view whoever has the link). **Only once per group. Indicate the group number as title.** You can upload the video or link the video using the link tool.

Remember that once the videos of all the groups are uploaded, each student will evaluate the video of the other groups, on a scale of 1 to 10. The teachers in charge will send you a survey to evaluate the videos

We also invite you to comment and rate the uploaded videos with stars in this space

☆ Avaliar 0

Adicionar comentário

Edward Matias Martinez Ac... 1a

Photovoltaic energy in Chile

Video 2

MARIANELA ALEJANDRA G... 1a

Due date 05/28/2021

In this section you must upload the tutorial video or the link to the video with the execution of points e, f, g and h, with a maximum duration of 5 minutes.

Use the + button to add your group video or the link to YouTube or Google Drive (remember to grant the permissions to view whoever has the link). **Only once per group. Indicate the group number as title.** You can upload the video or link the video using the link tool.

Remember that once the videos of all the groups are uploaded, each student will evaluate the video of the other groups, on a scale of 1 to 10. The teachers in charge will send you a survey to evaluate the videos

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☆ Avaliar 0

Adicionar comentário

Luis Henrique Batistela 1a

Group 7

Final Video

MARIANELA ALEJANDRA G... 1a

Due date 06/25/2021

In this section you must upload the tutorial video or the link to the video with the execution of the most relevant results, with a maximum duration of 15 minutes.

Use the + button to add your group video or the link to YouTube or Google Drive (remember to grant the permissions to view whoever has the link). **Only once per group. Indicate the group number as title.** You can upload the video or link the video using the link tool.

Remember that once the videos of all the groups are uploaded, each student will evaluate the video of the other groups, on a scale of 1 to 10. The teachers in charge will send you a survey to evaluate the videos

We also invite you to comment and rate the uploaded videos with stars in this space

☆ Avaliar 0

Adicionar comentário

Luis Henrique Batistela 1a

Group 7

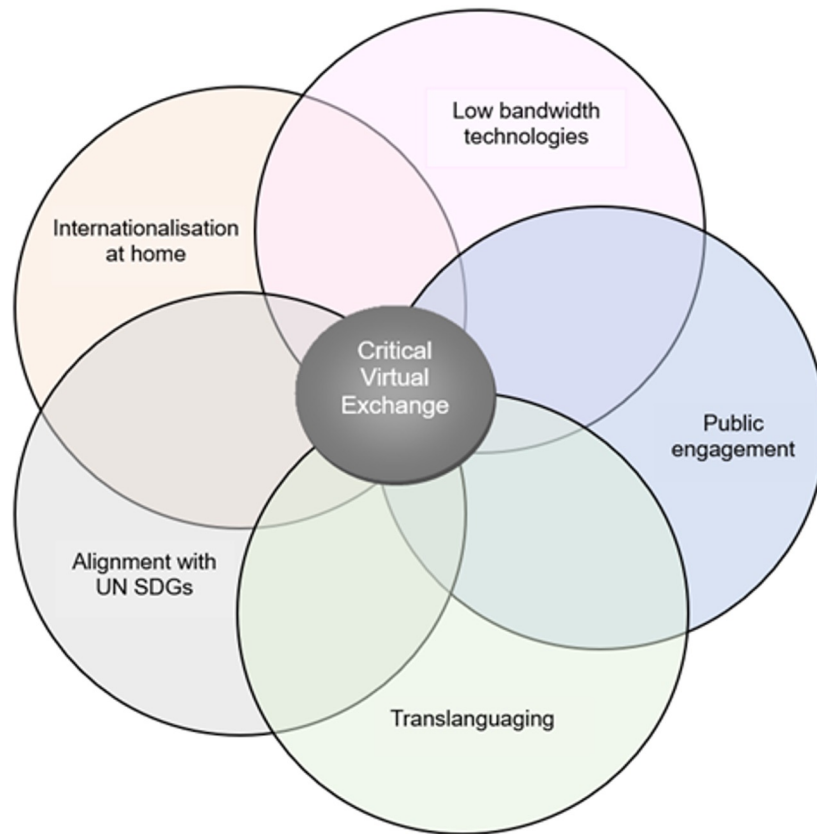


Challenges and strategies for communication

- Difficulties with oral comprehension, oral production and specific terminology
- Strategies linked to activity planning and group division
- Use of foreign language among Brazilian students before interactions with foreigners.
- Identification of leaders in groups with greater competence
- Use of different semiosis in activity planning
- Using of Google translator
- Use of Portuguese-Spanish intercomprehension

Salomão, A.C.B. (2022). Foreign Language Communication in Virtual Exchanges: Reflections and Implications for Applied Linguistics. *International Journal of Computer-Assisted Language Learning and Teaching*, 12(3), 1-14. <https://dl.acm.org/doi/abs/10.4018/IJCALLT.307061>

Critical Virtual Exchange - Expanded framework (Hauck, in press)



The next three examples were examined through the lens of CVE and are reported in:

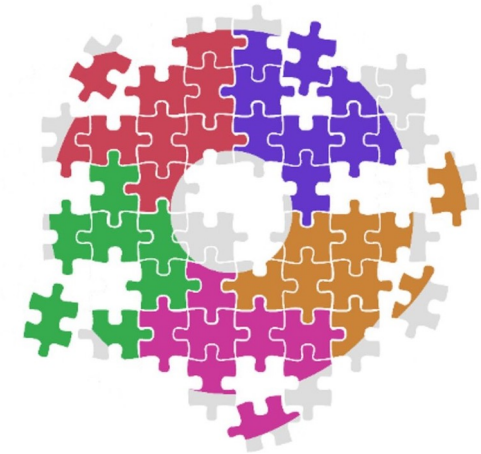
Hauck, M., Salomão, A. C. B., Satar, M., & Primo, G. (in press).

Internationalisation at Home through Critical Virtual Exchange. In K. Finardi, M. Orsini-Jones, & A.B. Hashim (Eds.), *Decolonial Approaches to Equity, Diversity and Inclusion: Applied Linguistics and Its Contributions to the SDGs*. AILA Review.

What else is there to explore?

(...) intercultural telecollaborations and virtual exchanges, which are blurring the lines between education, training and current practices, must be addressed (Potolia & Derivry-Plard, 2023). Human communication has to be reconsidered within a pluridisciplinary, decolonised framework (Mignolo and Walsh, 2018; Alvarez Valencia, 2023) that allows people to communicate through languages and cultures in order to mediate meaning-making (Liddicoat & Scarino, 2013, Liddicoat & Derivry-Plard, 2023). Intercultural communication becomes vital to find collective and imaginative solutions.

[\(http://ialic.international/2024/04/01/call-for-papers-ialic-2024-bordeaux/\)](http://ialic.international/2024/04/01/call-for-papers-ialic-2024-bordeaux/)



Food fermentation meets animation



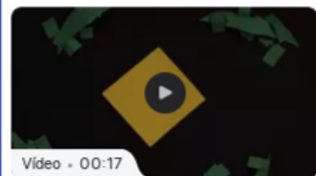
UNESP and UTDALLAS (USA)

Padlet

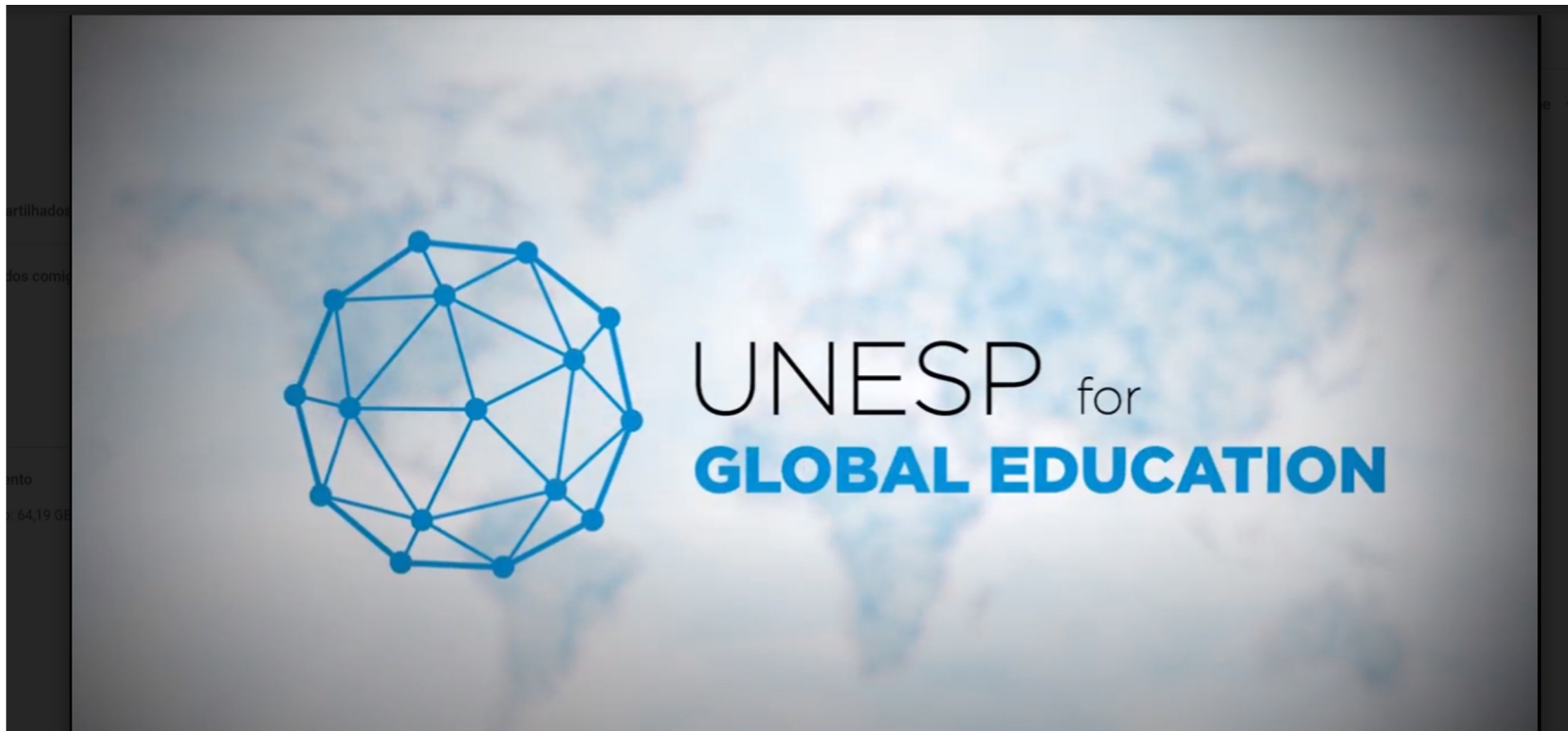
Veras, Christine + 51 • 4M

Virtual Exchange 2021

VE between students from UTDallas (US) and Unesp (Brazil)

Introductions	Reading	Activity: Meeting 1	Activity: Meeting 2	Project Deliverable	Reflection
<p>Veras, Christine 2a</p> <p>Guidelines</p> <p>Introduce yourself (name, school, area of focus) and share something you like to do. You can add a picture of yourself to help break the ice. Scroll down this column to add your introduction.</p> <p>Adicionar comentário</p>	<p>Veras, Christine 2a</p> <p>Guidelines</p>  <p>PDF</p> <p>WildFermentation_SandorEllixKatz</p> <p>Read the text above before your first meeting. PDF provided above.</p> <p>Adicionar comentário</p>	<p>Veras, Christine 2a</p> <p>Guidelines</p> <p>Students should meet for the first time with their international peers before September 16 and share here the highlights of their meetings.</p> <p>Adicionar comentário</p>	<p>Veras, Christine 2a</p> <p>Guidelines</p> <p>Students should meet for the second time with their international peers before September 23 and share here the highlights of their meetings.</p> <p>Adicionar comentário</p>	<p>Veras, Christine 2a</p> <p>Guidelines</p> <p>Once projects are completed, upload here the final product you developed inspired by this international collaboration, by September 29.</p> <p>Adicionar comentário</p>	<p>Veras, Christine 2a</p> <p>Guidelines</p> <p>Share here how this experience was for you. What did you learn? What is memorable about the process? And how it was to collaborate with partners from different fields and culture.</p> <p>Adicionar comentário</p>
<p>Pricila Veiga dos Santos 2a</p>  <p>Hello everyone!</p>		<p>Veras, Christine 2a</p> <p>Meeting Goal</p> <p>Try to find the commonalities and differences between your experience as a student and your disciplines.</p> <p>Adicionar comentário</p>	<p>Veras, Christine 2a</p> <p>Meeting Goal</p> <p>Share your idea with your international peer and get their feedback. What can be improved or changed?</p> <p>Adicionar comentário</p>	<p>Anônimo 2a</p> <p>Donte Castillo - Final Project 1</p>  <p>Video - 00:17</p> <p>Castillo_Donte_Project1VE</p>	<p>Anônimo 2a</p> <p>Poppy Smith - Reflection</p> <p>I really enjoyed the process and final product of this project! I thought it was fun to meet with someone from an international school studying something completely different than what we are studying and draw inspiration from this.</p>

Unesp for Global Education

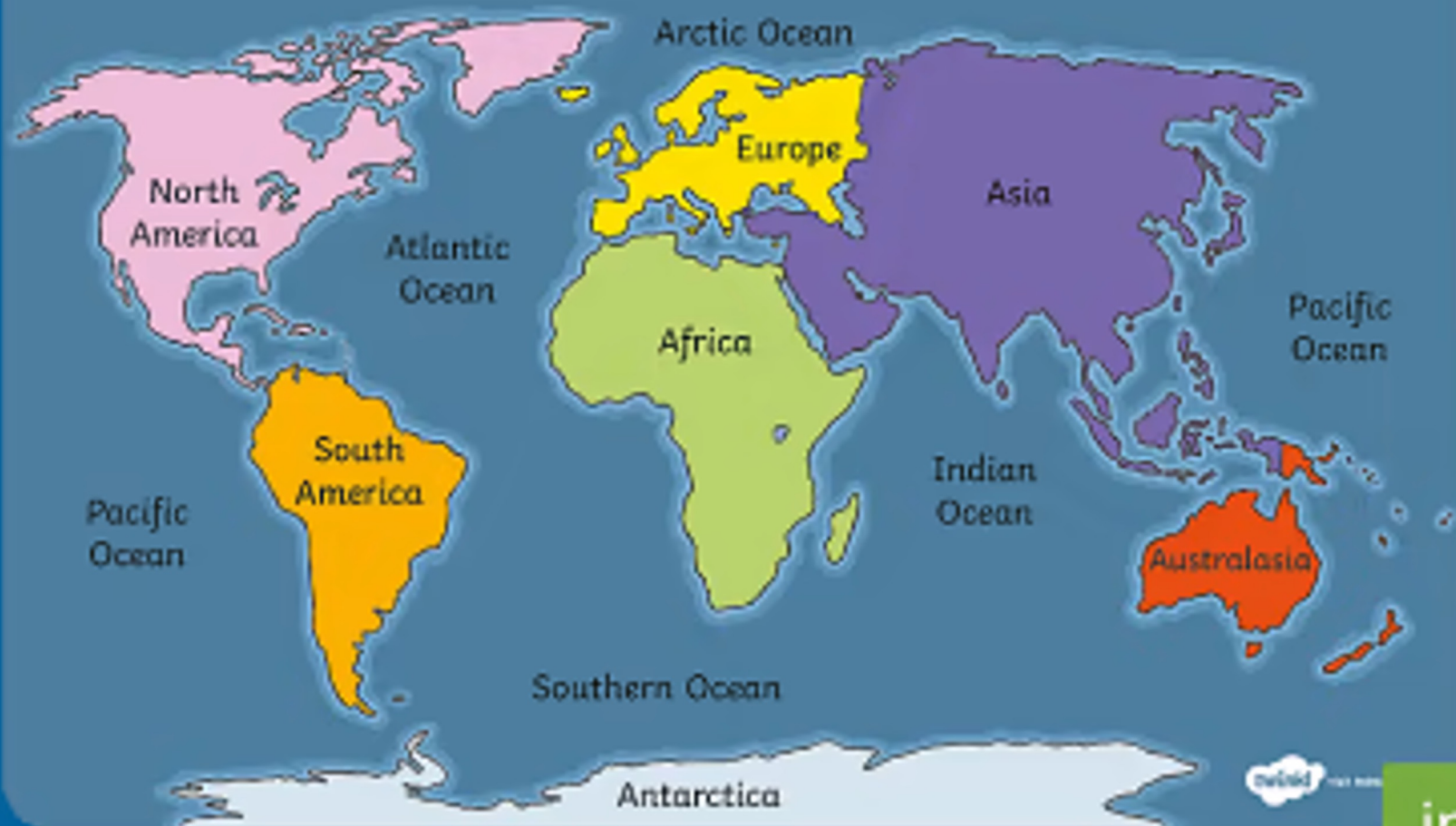


TV Unesp channel
YouTube



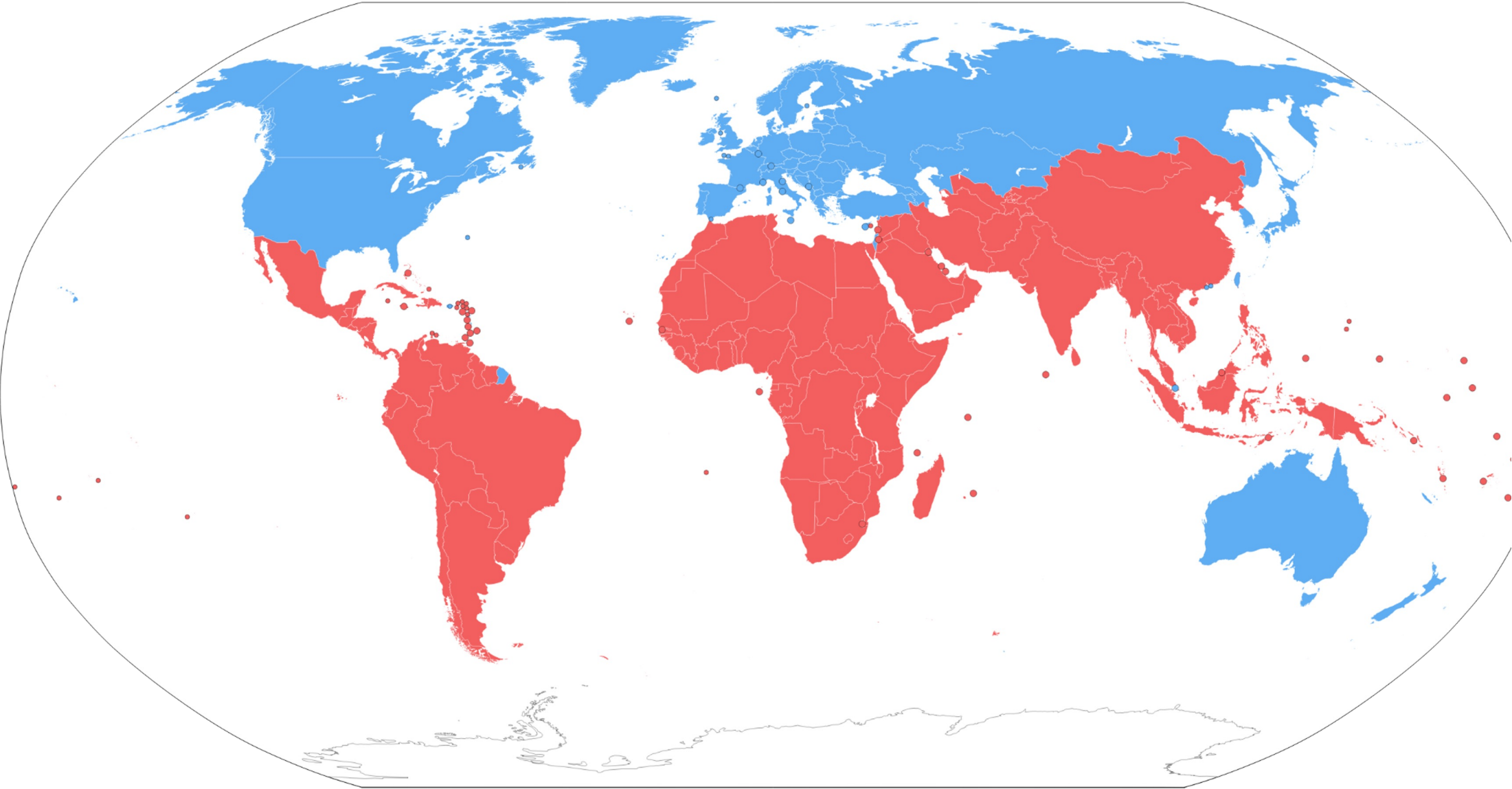
<https://www.youtube.com/playlist?list=PLTKZh-tngi2WyTLxIkZKKFUBJL3sU4kvk>

World Map



The World Map







References

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Thanks!

Ana Cristina Biondo Salomão

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<https://www.international.unesp.br/#!/study/virtual-exchange-program/>