

**INTERCULTURAL TELECOLLABORATION:
PARTNERSHIP IN ACTION**

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Although a significant number of studies has been devoted to the refining of internet-based cooperative studying, few have explored pluricultural and plurilingual competence or PPC. The notion of virtual exchange models in higher education is usually supported by institutional schemes such as Erasmus programmes or international alliances.

Therefore, telecollaboration among international learners is fast becoming a key instrument in implementing digitalised communication for fostering foreign language and interculturality. Another potential benefit of the approach is the global interaction among practitioners and institutions, preparing future professionals for the challenges of labour markets and digital society.

For the current study, the researchers used the system of cooperation offered by the Collaborative Online International Learning (COIL), where students' interests lie at the centre of the training process [1].

Thus, we propose a specific application for the telecollaboration models, which we call PPC Projects. The basic tenet of this solution is the investigation of cross-cultural interaction within higher education contexts on the interuniversity level. The existing COIL framework used in this setting helps create a topic-driven loop online session where learners are engaged in socially relevant intercourse in English.

From November 2019 to June 2020, seven-month research was conducted in Russia (Moscow) and Spain (Valencia). Undergraduate students aged 20 to 23 from Lomonosov Moscow State University and CEU Cardenal Herrera University's Teaching Training Faculties actively participated. Five telecollaboration conferences were held for the students who agreed to participate in the group discussion from March 2020 to May 2020. During virtual student-led multilingual workshops,

the students were separated into two mixed subgroups (50 percent Russian and 50 percent Spanish students) and examined selected subjects. Following each online encounter, researchers gathered feedback from participants through surveys and discussions with a professor.

All of the respondents claimed that the research allowed them to develop their language skills, expand their vocabulary, and broaden their intercultural awareness. None of the participants said they had any difficulties completing the assignment, and they only complained that the interaction time was too short. Instructors were also allowed to put new curriculum and evaluation processes to the test. Other results include improved plurilingual and pluricultural competency, as well as long-term higher education through telecollaboration [2].

Owing to dynamic and complicated global interrelatedness, acquiring languages and establishing intercultural abilities are of essential importance in today's globalized society. However, not every language learner in the world gets the opportunity to practice face-to-face intercultural conversation with individuals from various cultures. Telecollaboration provides a valuable opportunity by establishing digital settings for language learners to connect with people from various backgrounds.

References

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