UNPACKING THEMES OF INTEGRATING TELECOLLABORATION IN LANGUAGE TEACHER EDUCATION:
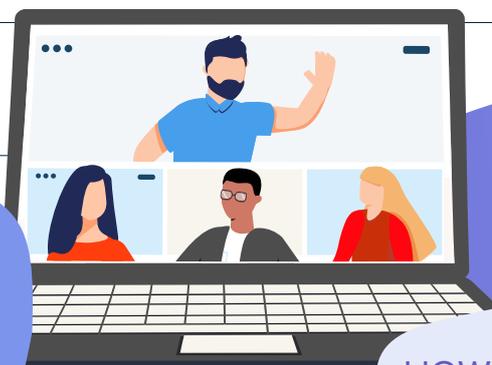## A SYSTEMATIC REVIEW OF 36 STUDIES FROM 2009 TO 2019

AUTHORS
Sumei Wu

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KEY TERMS

Telecollaboration projects:

Telecollaboration projects refer to tasks which demand learners' collaboration. Since telecollaboration projects can be based on the Internet, learners have opportunities to work with their counterparts in different cultural contexts

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

- How important is telecollaborative teaching?
- How can teachers develop skills which are required for telecollaborative teaching?

WHAT EVIDENCE IS SUMMARISED?

36

primary studies were synthesised in this systematic review

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Language teachers can design tasks which encourage students' discussions about intercultural topics to develop their intercultural and communicative competence

- Teacher educators can help teachers form and develop the new skills required for telecollaboration by intentionally designing tasks that can provide experiential learning opportunities

- Teacher educators should prepare teachers to overcome new challenges unique to intercultural telecollaborative learning

- Teacher educators can adopt a range of approaches to prepare teachers for telecollaborative teaching including engaging teachers in discussions about misunderstandings, exploring different cultures via communication technologies, and how those cultural differences have influenced online intercultural communications

- Teacher educators can record teachers' experiences and reflections on their telecollaborative teaching to inform the design of future teacher education programmes

WHAT DOES IT FIND?

- Telecollaborative tasks are co-designed to meet learners' needs related to intercultural learning and technology-enhanced language learning

- Examples of reflective tasks for telecollaborative learning include post-mind mapping reflections, meta-reflections on teaching pedagogy, self-ranking of competence growth, reflections on unique teaching contexts, and culturally specific use of communication tools

- Some of the challenges that teachers might face during telecollaboration can be technical problems, time constraints which can lead to fewer opportunities for reflections and teachers' negative attitudes

- Teacher education programs can be useful to transfer telecollaborative learning competence to students by equipping teachers in advance

- To be able to run more effective telecollaborative tasks, teachers are required to develop new teaching skills accordingly, such as intercultural communicative competence, technology-based teaching competence, and telecollaborative competence

- In teacher training programs within a complex intercultural telecollaborative environment, teacher educators can go beyond the role of conventional instructors; they can take up such responsibilities as task design mediators, discussion facilitators, pedagogical mentors, and coaches