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**Exploring EFL University Teachers' Attitudes
toward the Use of Telecollaboration in EFL Teaching**

The Case of EFL Teachers at M'sila University

**Dissertation Submitted to the Department of English in Partial Fulfilment of the
Requirements for the Degree of Master**

Submitted by:
Manel MAMMERRI
Sara OTHEMANI

Supervised by:
Mr. Abdelmadjid TAYOUB

Board of Examiners

Mrs. Nassira Herizi	Mouhamed Boudiaf University, M'sila	Chairperson
Mr. Abdelmadjid Tayoub	Mouhamed Boudiaf University, M'sila	Supervisor
Pr. Assia Baghdadi	Mouhamed Boudiaf University, M'sila	Examiner

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Dedication

*We would like to express our sincere gratitude and appreciation
to our beloved parents, siblings, and every member of our family. This work is
dedicated to you as a heartfelt gesture to show our thanks for always being there
for us we pray that
May Allah bless every one of them*

Manel and Sara

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ABSTRACT

Telecollaboration is categorized as a subtype of virtual exchange. It involves utilizing technology to connect students and teachers who are geographically separated. Its purpose is to facilitate virtual interactions and collaborative work on lessons and activities (Sadler & Dooly, 2016). Through the use of interactive online tools such as video conferencing, chat, forums, and blogs, telecollaboration establishes a dynamic platform for students and teachers from different countries to connect. It offers an engaging learning environment that fosters the development of foreign language skills and cross-cultural competence through project-based activities. Thereby, this the objective of this study was to examine the attitudes of EFL teachers toward incorporating telecollaboration in their EFL teaching practices. Data for the study was collected through a questionnaire administered to EFL university teachers in M'sila aiming to investigate their attitudes toward telecollaboration use. Nineteen out of 22 permanent teaching staff responded to the questionnaire. The research utilized a descriptive method to explore the attitudes of EFL teachers toward the implementation of telecollaboration. The study adopted a quantitative approach, collecting data through a questionnaire after reviewing relevant literature on the use of telecollaboration in EFL classes. The findings revealed that EFL university teachers at M'sila University have various negative attitudes toward telecollaboration and that various technical and other issues are perceived to hinder the potential implementation of telecollaboration

Keywords: Telecollaboration, Pedagogical learning, EFL classes.

LIST OF ABBREVIATIONS

Call: Computer-Assisted Language Learning.

DE: Digital Environnement.

EFL: English as a Foreign Language.

EFLT: English Foreign Language Teachers.

IC: Intercultural Communication.

IC: Intercultural Competence.

ICC: Intercultural Communication Competence.

OIE: Online Intercultural Exchange.

OILL: Online Intercultural Language Learning.

VE: Virtual Exchange.

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GENERAL INTRODUCTION

1. Background of the Study

Achieving success in language learning and studying requires the learner's persistent effort, along with careful consideration of their future goals and plans. It is essential to seize every opportunity that comes their way. The most effective learners are continuously seeking out new educational methods, experiences, and resources. They recognize the importance of acquiring this knowledge and are driven to explore these sources of information. As John Dewey (1897) proposed, Education is not simply preparation for life; education is an integral part of life itself.

Moreover, knowledgeable educators must contemplate innovative teaching approaches that enhance their students' language abilities. One such method is telecollaboration, which involves utilizing online communication tools to facilitate language classes between learners who are geographically distant from one another. This approach not only enables distance learning but also fosters the development of intercultural competence among students. Several studies have validated the instructional effectiveness of telecollaboration in enhancing language skills, particularly in the context of English as a foreign language (EFL) instruction. Indeed, the utilization of telecollaboration by teachers is undeniably beneficial for learners. Guth and Helm (2012) have demonstrated that telecollaborative tasks not only contribute to the enhancement of linguistic and intercultural skills but also promote the development of operational, cultural, and critical dimensions of new literacies, as identified by Lankshear and Knobel (2006). Additionally, apart from the cognitive advantages, there are significant affective benefits associated with telecollaboration. Learners often experience increased levels of confidence and motivation through engaging in such collaborative language learning experiences. A higher level of motivation correlates with increased self-confidence among learners. However, despite the numerous benefits, the widespread use and adoption of telecollaboration by teachers have faced certain challenges. These challenges can be attributed to several reasons. Firstly, there are attitudes and beliefs held by teachers that hinder the adoption of telecollaboration as a teaching approach. Secondly, inadequate access to the necessary technologies or the limited control over them can pose obstacles.

As a result, some teachers opt for traditional and familiar teaching methods to avoid potential barriers and problems that may arise from implementing telecollaboration. The purpose of this study is to explore EFL teachers' attitudes toward the use of telecollaboration in their EFL teaching.

2. Statement of the Problem

The previous research has focused on the benefits of telecollaboration, an internet-based intercultural exchange program that enhances learners' linguistic skills and intercultural communicative competence. It has been recognized that telecollaboration exchanges, when designed to address individual needs and interests, provide valuable experiential learning opportunities. This method was implemented at M'sila University to change the traditional teaching approach and promote learner-centeredness. However, Algerian teachers face challenges in transitioning from traditional teacher-centered methods to telecollaboration. While the positive effects of telecollaboration on students' academic outcomes and language skills are well-established, little attention has been given to the perspectives of EFL teachers at M'sila University. Some teachers are eager to adopt telecollaboration for its benefits, while others perceive it as a time-consuming exercise with limited advantages. Hence, the question arises as to whether EFL teachers at M'sila University hold positive or negative positions regarding the use of telecollaboration in their classrooms.

3. Research Questions

- 1) What attitudes do EFL teachers have towards using telecollaboration in their teaching sessions?
- 2) Does the use of telecollaboration have an impact on the teaching and development of learners' foreign language skills?

4. Research Hypotheses

EFL teachers will have positive attitudes towards the use of telecollaboration

5. Aims of the Study

This study has two main objectives:

- 1) To diagnose the teachers' understanding of the telecollaboration learning method.

2) To Explore the EFL M'sila University teachers' perceptions toward using telecollaboration in EFL teaching.

6. Research Methodology

An exploratory method is adopted in this research. The data is collected through questionnaires as a primary tool to have more reliable data and to have access to the respondent's attitudes and opinions. The questionnaire is administered to EFL teachers at M'sila University. It aims at investigating the perspectives toward the use of telecollaboration debates in promoting the learners' language skills and intercultural exchange. The population of this research comprises of EFL teachers at M'sila University and the sample included all the population of permanent teachers as the number is small.

7. Significance of the Study

This study is significant for both students and teachers. For students, it could be useful in increasing their language skills, cultural knowledge, and their ability in using debate techniques to enhance their social intelligence skills. For teachers, it will provide them with the benefits of telecollaboration that will encourage them to incorporate its techniques in planning their teaching process and courses in the future.

8. Structure of the Dissertation

The current dissertation consists of a general introduction, two chapters, and a general conclusion. Chapter one provides the reader with a general image of telecollaboration including the definition of telecollaboration, its theoretical frameworks, some of its models, its benefits, and challenges. Moreover, chapter two is devoted to describing the methodological framework of the research involving a brief description of the university setting where this study is put into practice. Furthermore, it explains the nature of the research. Besides, this chapter presents the target sample, and it exposes the means of data collection in terms of its definition and limitations. In addition, a brief description of teachers' questionnaires is provided. Additionally, it is devoted to the analysis and interpretation of the findings obtained from the teachers' questionnaires. To bring to a close, this part offers some recommendations to make the process of using telecollaboration in EFL teaching effective.

CHAPTER ONE

LITERATURE REVIEW

Introduction

The act of learning involves making permanent changes such as acquiring new skills, adopting different attitudes, or comprehending scientific concepts that affect the learning process as imparted by teachers. In the present globalized era, it is essential to learn languages and develop intercultural skills as global interdependencies are becoming more intricate and diverse. Unfortunately, not all learners who are learning a language have the opportunity to interact with learners from diverse cultural backgrounds. Telecollaboration provides a valuable platform by establishing digital environments that allow language learners to interact with diverse learners. According to Guth and Helm (2010), telecollaboration in language learning refers to the utilization of the Internet to facilitate intercultural exchanges between individuals from diverse cultural and national backgrounds. These exchanges are typically organized within an institutional framework and aim to foster the development of both language proficiency and intercultural communicative competence through structured tasks.

However, using telecollaboration in EFL teaching faces challenges, including lack of teacher training and support, technological limitations, and cultural barriers. This chapter presents the theoretical framework to explore the current research on EFL M'sila University teachers' attitudes towards the use of telecollaboration in EFL teaching. Specifically, this review provides an overview about what telecollaboration, its origins, advantages, tasks, models, and challenges of adopting telecollaboration in classroom.

SECTION ONE: An Overview on Telecollaboration

1.1. Telecollaboration into EFL Classroom

Following the research of Zhanna Anikinaa, Liubov Sobinova*, Galina Petrovab (2015), telecollaboration in foreign language education involves an online intercultural exchange between students in different locations. This approach, also known as Online Intercultural Exchange (OIE) or Internet-mediated Intercultural Foreign Language Education (ICFLE), provides universities with opportunities to support internationalization strategies and engage students in dialogue with peers internationally.

Telecollaboration has evolved with diverse learning objectives and a range of participants, languages, and configurations. It generally involves tasks designed to foster language skills and intercultural communicative competence, promoting both instrumental and humanistic aims. Intercultural dialogue is a key area of European policy, defined as an open and respectful exchange of views between individuals and groups with different backgrounds. Telecollaboration is imperative for educators in promoting intercultural dialogue in EFL classrooms. Communication can take place synchronously or asynchronously, depending on project objectives, institutional and logistical constraints. Telecollaboration projects aim to develop language skills and intercultural communicative competence, online literacy, language tutoring skills, and work-related competence. Intercultural communicative competence is the most widely shared objective, as telecollaboration provides an authentic context for real communication, overcoming limitations of classroom activities and language barriers.

1.2. The Origins of Online Intercultural Exchange

The origins of Online Intercultural Exchange in foreign language education can be traced back in learning networks created by Célestin Freinet in 1920s France and later by Mario Lodi in 1960s Italy, long before the advent of the Internet for classroom learning. Freinet used the available technologies and communication modes to enable his classes in northern France to produce class newspapers using a printing, and to exchange these newspapers and cultural packages containing flowers, fossils, and photos of their local area with schools in other parts of France. Lodi motivated his learners and developed their critical literacy skills by encouraging them to create student newspapers in collaboration with partner classes at a distance. In the 1990s, despite the rise of the Internet and local area networks (LANs), there was limited telecollaborative interaction between classrooms in different locations due to the lack of access to partner classes and limited student access to the Internet outside the classroom. However, in classrooms, synchronous text-based communication, such as chats, multi-user dungeon object-oriented (MOOs), and LANs were used to allow learners to interact in the target language. Despite the limited access to partner classes and internet connectivity in the early 1990s, there were still a few instances of OIEs. Some examples

include the Orillas Network, AT&T Learning Circles, and tandem exchanges, as well as a collection of cross-cultural communication projects documented in Warschauer's *Virtual Connections: Online Activities for Networking Language Learners*. Online platforms such as IECC and E-Tandem also emerged to connect classrooms and provide activities and guidelines. Practitioners such as Ruth Vilmi and Reinhard Donath contributed to the growing popularity of OIEs by publishing practical reports of their students' work online. In the early days of online intercultural exchanges (OIE), some educators were already exploring the potential of technology to connect classrooms across the globe. Among these early pioneers were Ruth Vilmi in Finland and Reinhard Donath in Germany, who published practical reports of their students' online collaborations. Vilmi's work focused on technical students at European universities, while Donath provided German secondary school teachers with resources and information on integrating projects into their curriculum. The Intercultural E-mail Classroom Connections (IECC) website also played a role in promoting online collaborations, featuring an active discussion forum where educators could exchange ideas and strategies. Despite the challenges of the early internet, the pedagogical principles developed during this time remain relevant to telecollaborative teaching today. Practitioners of online intercultural exchanges in the 1990s highlighted various key factors for successful implementation. In their writings, they emphasized the importance of allowing enough time for students to reflect on their email interactions and the need for adequate access to resources to ensure smooth communication between classes. They also stressed the significance of pedagogical leadership on the part of the teachers in organizing and making the most of the exchange. According to Bruce Roberts, the pedagogical integration of the activity into the class and learning process was crucial for success. Roberts believed that when the email classroom connection processes are integrated into the ongoing structure of homework and student classroom interaction, they can have a significant and transformative impact on education (Roberts, 1994). Over time, telecollaboration has become a significant component of computer-assisted language learning (CALL) or network-based language teaching (NBLT), with online contact and exchange playing a crucial role in the development of intercultural awareness and communicative competence (Müller-Hartmann, 2000; O'Dowd, 2003; Ware, 2005).

However, early claims about the intercultural learning outcomes of such contact were often exaggerated or oversimplified. Kern (2000) argued that in the context of online learning, exposure and awareness of difference may reinforce, rather than bridge, feelings of difference. Meagher and Castaños (1996) also found that when students compared their different attitudes and values in an exchange between classes in the United States and Mexico, it could lead to culture shock and a negative attitude towards the target culture.

1.3. Definitions and Concepts Related to Telecollaboration in EFL Teaching

1.3.1. Computer-mediated Language Learning

Hubbard (2009) suggests that the dynamic nature of technology necessitates a continuous renewal of knowledge and skills in computer-mediated language learning (CALL). With the remarkable transformation in integrating technology in language learning and teaching, it becomes imperative to keep up with these changes. Hubbard (2009) questions the definition of computer-mediated language learning and brings up two inquiries regarding the meaning of the terms *computer* and *improve*. He argues that 'computer' should be defined more broadly to include not only desktop and laptop devices but also the connecting network and other digital devices such as electronic whiteboards, mp3 players, mobile phones, PDAs, and other digital equipment. Regarding the notion of improvement in CALL, Hubbard (2009) argues that it not only enhances language learning, but also increases teacher productivity, fosters teacher development, facilitates materials development, and advances in methods of language assessment. By examining the progress of CALL throughout recent years, one can observe that it reflects not only technological advancement but also changes in the understanding of learning methods.

1.3.2. Synchronous Communication

In agreement with Roy (2021) the term synchronous refers to learners working together simultaneously. In the realm of online learning, chat rooms and online conferences serve as excellent illustrations of synchronous communication. Within a chat area, learners engage in the exchange of concepts, information, interpretations, questions, and comments, all in real-time, fostering dynamic

discourse. The benefits of synchronous communication are significant, as it allows learners to actively explore class concepts through written or spoken means. By verbalizing their thoughts, students can establish connections between different ideas and concepts leading to more effective retention of information. Examples of synchronous communication include face-to-face meetings, video calls, and virtual meetings via platforms such as Google Meet, Zoom, WebEx, and Slack.

1.3.3. Asynchronous Communication

As stated by Roy (2021) considers asynchronous communication as a type of communication that does not require the learners to gather at a specific time. It can include various forms such as written materials, recorded audio, or videos. In the context of telecollaboration, asynchronous communication involves transmitting information without relying on an external clock signal. Instead of a continuous stream, the information is transmitted intermittently. Any necessary timing for extracting information from communication symbols is encoded within the symbols themselves. The key aspect of asynchronous communication is that data is not transmitted at regular intervals, allowing for a variable bit rate. This means that the clock generators between the learners do not need to be precisely synchronized at all times. In asynchronous transmission, information is sent one unit of computer memory at a time, with each unit preceded by a start bit and stop bit.

1.3.4. Learner Autonomy

Learner autonomy is a modern educational approach that highlights the active involvement of learners in their learning process. According to Little (1991, p.4), learner autonomy entails a shift in perspective, enabling students to develop detachment, engage in critical reflection and decision-making, take independent initiatives, and assume greater responsibility for their own learning. Dornyei (2001, p. 131) suggests that learner autonomy can be nurtured through various approaches, including the use of technology, access to diverse resources, learner-centered methodologies, classroom strategies, and curriculum design. Furthermore, telecollaboration plays a crucial role in fostering learner autonomy because it provides learners with ample opportunities to engage in collaborative tasks, manage their time, conduct research,

reflect on their learning, seek and provide feedback, and ultimately take control of their learning process. By actively participating in these activities, learners are empowered to set their own goals, make independent decisions, and engage in self-directed learning, thus promoting and nurturing their autonomy in the learning journey.

1.4. Advantages of Telecollaboration

Telecollaboration provides learners with more extensive chances for interaction amongst themselves, surpassing the limitations imposed by time constraints in traditional classroom settings. It enables learners to engage with both native speakers and non-native speakers of the target language. By participating in telecollaborative exchanges, learners can enhance their understanding of sociocultural knowledge, which differs from or is not readily available in textbooks or other educational resources (O'Dowd, 2013). Consequently, apart from acquiring knowledge about the sociocultural aspects of a language, learners can gain valuable insights into foreign cultures through direct interaction with their peers from other countries. This exposure helps learners make informed choices when selecting particular elements of foreign cultures, thus preventing unwarranted generalizations. Telecollaborative learning is found to foster the development of learners' critical cultural awareness and pragmatic competence by engaging in tasks that involve comparing two cultures. The practice of engaging learners with native peers in telecollaboration offers them the opportunity to be exposed to diverse and extensive options of foreign language discourse. As a result, telecollaboration enhances learners' pragmatic competence (O'Dowd, 2013). Additionally, the virtual mobility enabled by telecollaboration can serve as a means of support and facilitation for future physical mobility (Guth et al., 2012). The communication tools utilized in telecollaboration allow for various forms of communication, whether oral or written, synchronous or asynchronous, accommodating different modes of interaction. The text-based tools in telecollaboration provide learners with valuable opportunities to identify and observe structures in the target language (L2). This process helps improve accuracy and language proficiency, as learners can apply these structures in diverse contexts beyond telecollaboration settings.

1.5. Tasks of Telecollaboration

Although researchers may have different definitions and interpretations, tasks are widely recognized as crucial elements in foreign language education. Generally, tasks refer to activities that focus on conveying meaning and facilitating the development of communicative skills in real-world contexts. Compared to

traditional classroom-based task activities, telecollaborative tasks involve learners from two different languages and cultural backgrounds. These tasks possess an inherent ability to stimulate the exchange and negotiation of meaning, while also providing avenues into exploring different cultural perspectives. O'Dowd and Ware (2009) emphasized that telecollaborative tasks have this inherent tendency. Müller-Hartmann (2007) recommended the utilization of task-based language learning (TBLL) as a methodological approach to help teachers harmonize their strategies and choices with complex dynamics of intercultural exchanges. In the past, there was a common misconception among scholars that learners would automatically develop linguistic and cultural competence by simply interacting with native speakers of the target language and being exposed to information from the target culture. Gray and Stockwell (1998) noted this misconception. O'Dowd (2012) highlighted that early publications on telecollaboration often involved superficial exchanges where information was shared without much reflection, and students were rarely encouraged to examine their own culture or challenge their stereotypical views of the target culture. However, since the late 1990s, more sophisticated and structured telecollaborative tasks and projects have emerged. There have also been efforts to collect and categorize telecollaborative tasks. O'Dowd and Ware (2009) conducted a literature review on task design in online intercultural exchange and identified twelve specific types of telecollaborative tasks. These tasks were categorized into three main groups: information exchange, comparison and analysis, and collaborative tasks. Information exchange tasks focus on the sharing of personal biographies, schools, towns, or other cultural aspects between telecollaborative partners. While these tasks involve limited negotiation of meaning, they serve as valuable introductory activities that help partners become acquainted with each other and establish a personal bond. Walden (2007) provided an instance of this task category by suggesting that students share their personal and cultural backgrounds with their partners using cultural autobiographies, utilizing different visual and textual mediums. Comparison and analysis tasks go beyond information exchange and involve learners in comparing and critically analyzing parallel materials, such as movies, books, advertisements, and surveys, from both cultures. In these tasks, learners are encouraged to engage in dialogue with their partners, collaboratively constructing

comprehensive explanations of the similarities and differences identified in cultural products or practices. Of the three task types, collaborative tasks are the most demanding as they require learners to collaborate and work together to create a shared project or reach a joint conclusion. Examples of collaborative tasks include co-authoring an essay, co-presenting a project, co-designing a website, or co-producing a linguistic translation.

1.6. Authentic Materials in the EFL Classroom

According to Rogers and Medley (1988), authentic materials are natural and appropriate for the context and cultural implications used by native speakers, and students become more interested and capable of working with authentic situations and materials. Guariento and Morley (2001) explain that students are highly motivated by authentic texts because they believe they are learning the "real language" that is spoken in daily life by the community. Additionally, Richards (2001) defines authentic materials as those not specifically designed for teaching purposes and highlights their benefits, including increased learner motivation, access to authentic cultural information, exposure to real language, closer alignment to learners' needs, and encouragement of teacher creativity. The most compelling argument for authentic materials is that students are more attentive and engaged while using meaningful communication in real-life situations. According to Wilkins (as cited in Guariento and Morley, 2001), incorporating authentic texts in language learning helps students bridge the gap between theoretical knowledge acquired in the classroom and real-world situations. This process is akin to the way internships provide students with alternative experiences to apply what they have learned. Sibold (2011) draws a similar analogy, suggesting that using tangible objects can make abstract concepts more concrete for students, just as interacting with native and non-native speakers can make all what the learners had in class more relatable. It is important to note that interacting with native speakers does not guarantee improvement in English proficiency for EFL students, though it does offer opportunities to use English in ways not typically available in traditional classroom settings. Teaching a second language does not have a one size fits all approach.

1.7. Online Intercultural Exchange and Authenticity

The authors of a study argue that telecollaboration, which involves online interaction between learners from different countries, may limit advanced and adult learners who need to practice venturing beyond the classroom. They suggest that engaging learners in discussion forums related to L2 publications would be more authentic and advantageous. The authors criticize class-to-class telecollaboration for lacking authenticity, relying on assessment goals, promoting personal relationships, and focusing on self-

presentation. They propose engaging learners in online discussion forums with native speakers, which takes place in a context driven by a desire to communicate opinions and exchange ideas. Furthermore, Kramsch and Thorne (2002) in their study discovered that the breakdown of online communication students was attributed to both groups attempting to engage in interaction using not only different language styles but also culturally distinct discourse genres. Interestingly, neither group seemed to be aware of the existence of these divergent discourse genres.

However, this alternative may face barriers to wide-scale replicability. While telecollaboration may lack authenticity, it provides students with first-hand experiences of communicating with diverse English speakers, enabling them to discover the variations in English across different countries and the differences between fellow EFL speakers and native English speakers. This exposure can foster empathy among EFL learners and an understanding of the challenges involved in a foreign language. Moreover, it is reliable, easily repeated, and scalable. Telecollaboration requires students to respect each other's opinions and work together respectfully, but it does not necessarily depend on the emergence of personal friendships.

1.8. Models of Telecollaboration

1.8.1. ETandem

Virtual exchange is a teaching approach that involves learners engaging in extended periods of online intercultural interaction with partners from different cultural backgrounds and geographic locations, as part of their educational programs, and under the guidance of educators or facilitators who are experts in the field (O'Dowd & Lewis, 2016; O'Dowd, 2018). This method has been used in foreign language education for over 20 years, with two main models, ETandem and Telecollaboration 2.0. Virtual exchange has been used primarily for communicative language practice and to explore different cultural perspectives through collaborative and comparative tasks based on cultural and socio-political themes (Furstenberg et al., 2001; O'Rourke, 2007). In the eTandem model, two native speakers of different languages communicate with each other to practice each other's language. Messages are typically written in both the target language and the partner's first language, allowing each partner to use their target language and provide authentic input. The

responsibility for a successful exchange rests mainly with the learners, who are expected to provide feedback on their partners' content and language performance. Learners take on the role of peer tutors who correct errors and provide alternative formulations in the target language. The teacher's role is typically limited, and learners are encouraged to find their own themes for discussion and reflect on their learning progress. ETandem has been in use in second language education for almost 20 years (Brammerts, 1996) and a recent example of a successful offshoot is the Teletandem Brasil Project, which matches Brazilian university students learning a foreign language with students learning Portuguese in structured, institutionalized online language exchanges with partner universities in over 40 countries, using synchronous desktop conferencing tools such as Skype and Google Hangouts.

1.8.2. Telecollaboration 2.0

Recently, a modern version of telecollaborative exchanges has surfaced, which is better suited and more flexible for current foreign language learning settings. Known as "Telecollaboration 2.0," this model was introduced by Guth and Helm (2010) and is built upon the social web that has evolved due to the emergence of web 2.0 technologies such as social networking sites, wikis, and blogs. This approach allows for less text-based and more multimodal communication, expanding the possibilities for language setups, interaction forms, and potential partners. Learners can collaborate in specialized interest communities or environments that focus on specific hobbies and interests, rather than just with other classes. Thorne et al. (2009) explain that online fan communities offer a prospect for intercultural contact and learning. In these communities, learners can develop connections with individuals who share similar interests, rework existing books, films, and music to create new artistic works. New model requires learners to take on more responsibility for their intercultural learning progress online as they are given greater freedom in their choice of potential intercultural learning partners and environments - some of which may be independent of organized classroom activity.

1.9. Challenges of Telecollaboration

Telecollaboration studies have identified various factors that cause difficulties, tension, and failure in telecollaboration projects. O'Dowd and Ritter (2006) reviewed the literature on telecollaboration and identified four levels where factors can lead to "failed communication": the individual, the classroom, the dynamics of the local group, and the interactional level. First, the individual level in telecollaboration refers to the characteristics and attitudes of individual learners that can impact the success of the collaboration. Learners' intercultural communicative competence, which includes their ability to communicate effectively with people from different cultural backgrounds, is an important factor at this level. Another important factor at the individual level is the presence of stereotypes. Stereotypes are preconceived notions or generalizations about a particular group of people, and they can lead to misunderstandings and miscommunication in telecollaboration. Learners may come with stereotypes to the exchange, which can affect the way they perceive their telecollaboration partners and the way they communicate with them. In addition, expectations, motivation, and learners' knowledge can also affect the success of the project. This means that learners who lack knowledge about the culture or language of their telecollaboration partners may struggle to communicate effectively. Also, if learners are not motivated to engage in the project, they may not participate fully or put in the effort necessary to communicate effectively. Second, the classroom level in telecollaboration refers to the factors related to the classroom or group of learners that can impact the success of the collaboration. In other words, an important factor at this level is the association among educators. The success of telecollaboration often depends on the cooperation and communication between the teachers involved. Teachers need to work together to design tasks, coordinate schedules, and provide support for learners. If there is a lack of communication or cooperation between teachers, it can lead to misunderstandings and difficulties in the project. Another factor at the classroom level is the structure of the tasks, which should be structured in a way that is engaging, relevant, as well as promoting communication and collaboration between learners. If tasks are not well-structured, learners may not be motivated to engage in the project or understand what is expected of them. The pairing of learners is also an important factor at

this level. It's essential to consider factors such as learners' language proficiency, interests, and cultural background when pairing them with telecollaboration partners. Third, the dynamics of the local group, such as peer relationships and social dynamics within the classroom, can also affect the success of telecollaboration. If there are tensions or conflicts within the local group, it can spill over into the telecollaboration project and affect communication and collaboration. O'Dowd and Ritter noted that the socio-institutional level has been the most extensively researched. This level encompasses the technologies and their design that facilitate communication and the overall organization of the student's curriculum, including differences in schedules, the amount of time allocated for communication, the amount of work expected from learners, and the methods used for evaluating learners. Additionally, this level also pertains to acknowledgment of students' involvement in telecollaborative activities. In other words, by mainly using asynchronous communication, where students communicate through emails or offline chats, instead of synchronous communication, where students communicate through videoconferencing or online chats, the impact of the time difference can be minimized. Finally, regarding the interactional level of telecollaboration, O'Dowd and Ritter (2006) highlight the significance of cultural differences in communication styles and behaviors, such as varying attitudes towards directness, non-verbal communication, irony, and humor. According to Liu (2002), Schenker (2012), Thurston et al. (2009), Whyte (2011), and Yang & Chen (2014), virtual exchange initiatives necessitate substantial time and effort to develop and implement effectively. These projects require extensive planning and execution to generate a productive outcome.

Conclusion

Telecollaboration introduces a novel dimension to foreign language learning and teaching, necessitating new roles for learners, teachers, and computers as educational tools. Using telecollaboration brings about pedagogical changes that give rise to new pedagogical responsibilities. This section aims to demonstrate the impact of telecollaboration on education and the different authentic resources available for language instructors to employ in the classroom. It emphasizes the advantages of telecollaboration, which

play a crucial role in increasing intercultural and linguistic skills in English in Foreign Language (EFL) classes through implementing efficient methods. Furthermore, this section focuses primarily on the concepts associated with telecollaboration, such as its origins, tasks, and models in EFL classes. Learners necessitate the integration of telecollaboration, accompanied by various supportive techniques that facilitate the development of their cultural and linguistic proficiency while simultaneously fostering their autonomy in the learning process.

SECTION TWO: Intercultural Communication and Competence

Introduction

Many researchers and educationalists have focused on the need to comprehend intercultural communication and competence and its important role for success or failure in learning and teaching. This section focuses on intercultural communicative competence and encompasses explanations of culture, intercultural communicative competence, communicative competence, and intercultural competence. Additionally, it explores various models of intercultural communicative competence, the objectives of intercultural pedagogy in the classroom, the roles of teachers, and the enhancement of teacher knowledge. It concludes by examining the evaluation of intercultural communicative competence (ICC).

1.10. Definition of Culture

Different perspectives and interpretations of culture have led to many definitions. Samovar, Poter, and Stefani (1998) put forward one that includes the fundamental components agreed upon by scholars. According to it, culture encompasses the accumulated knowledge, experiences, beliefs, values, behaviors, attitudes, meanings, social structures, religious practices, perceptions of time, societal roles, spatial relations, conceptualizations of the world, and tangible objects acquired by a group of individuals over generations through their collective and individual efforts (cited in Xiao, 2010, p.10). Considering these various elements, culture is defined as “shared mental programming that differentiates individuals belonging to a specific group or category” (Hofstede, 2011, p. 03). Barrett et al. (2013) provided additional clarification regarding the dynamic nature of culture. They emphasized that culture is changeable over time due to various factors such as political, economic, and historical events, interactions with other cultures, and the emergence of new cultural phenomena within its members. Given the intricate nature of the concept and the multitude of definitions offered in diverse fields, this undertaking will specifically examine how culture is understood from an educational perspective. Accordingly, culture is asserted to encompass three key criteria:

- 1/ Culture is a universal phenomenon that extends beyond specific boundaries and cannot be confined to a singular definition or geographical limit.

2/ Culture is a dynamic entity that evolves and is influenced by the historical experiences of a society, reflecting the continuous changes and developments that shape it over time.

3/ Culture is a cognitive experience, as stated by Borrelli (1991, p. 284). Shaules (2007, p. 138) emphasized that culture encompasses collective goods and interpretations, that are shared among a group of individuals. Culture consists of shared products and meanings that serve as interactive frameworks within a specific community. He explained that products can be tangible, such as food and music, concepts such as cosmology, or behavioral, such as language. All three aspects can be observed and undergo changes over time. Meanings, on the other hand, pertain to the ways in which individuals within the same community share perceptions and interpretations of these products.

1.11. Definition of Intercultural Communicative Competence

The term "competence" was initially adopted from vocational education and training, where it emphasized skills and behaviors. However, when applied to school and professional education, the meaning of this concept has expanded to encompass a comprehensive blend of knowledge, skills, attitudes, values, and behaviors (Guilherme, Glaser, & Garcia, 2009, p. 194). Developing a particular type of competence in learners, known as Intercultural Communicative Competence (ICC), has become a topic of interest for researchers in various fields, including social psychology, management science, and foreign language education. In foreign language education, ICC refers to the learners' ability to share their culture with others and adopt an external perspective toward it (Ho, 2009). Additionally, it involves acquiring skills for gathering information and mediating, enabling an insider understanding of the foreign culture and facilitating the negotiation of meaning across different cultures (Buttjes, 1991, p. 09). Intercultural learners are expected to acquire skills that allow them to understand and appreciate both their own culture and the culture they are studying (Ho, 2009). This, in turn, enables them to respond appropriately when interacting with learners from diverse backgrounds, instills self-confidence and a sense of security in their intercultural interactions, and equips them with mediation skills to assist others (Meyer, 1991).

The Council of Europe has identified a set of abilities that constitute Intercultural Communicative Competence (ICC). These abilities include:

- The ability to establish connections between one's culture and foreign culture.
- The ability to effectively interact with individuals from different cultures, demonstrating cultural sensitivity.
- The ability to facilitate between cultures and resolve conflicts that may arise.
- The ability to overcome stereotypes and biases. (Prechtl and Lund, 2007 p 469)

Nevertheless, Byram (1997) proposed five types of knowledge, known as "savoirs" that contribute to ICC:

1. *Savoir*: Knowledge of oneself and others, as well as the ability to interact with them.
2. *Savoir comprendre*: Skills in interpreting and understanding cultural contexts and relationships.
3. *Savoir s'engager*: encompasses the aptitude for cultivating a discerning understanding of different cultures and their dynamics
4. *Savoir apprendre/faire*: Skills for discovering and engaging with different cultures, promoting learning and interaction.
5. *Savoir être*: Attitudes that involve being open-minded, valuing others, and having a relative view of oneself in relation to others.

These frameworks highlight the various aspects and abilities involved in developing intercultural communicative competence. According to Byram (1997, p.34), in addition to the aforementioned competence, there are three more important competence:

- **Linguistic competence**: pertains to the understanding of language rules that empower individuals to proficiently express themselves and comprehend spoken and written forms of communication.
- **Sociolinguistic competence**: involves the ability to comprehend the meaning of utterances made by others, considering the various social factors and constraints that influence language use.
- **Discourse competence**: refers to the ability to employ strategies for producing and comprehending spoken and written language (Byram, 1997, p. 48). Byram (1997) further argued that non-verbal

communication should not be overlooked, as it is a crucial component of interaction. In a later revision, Byram (2006) stated that interculturally competent EFL learners need to demonstrate affective, behavioral, and cognitive capacities. Firstly, affective capacities include recognizing and respecting others' identities, embracing otherness, tolerating ambiguity, and displaying empathy. Secondly, behavioral capacities involve being flexible and having communicative awareness. Thirdly, cognitive capacities encompass knowledge acquisition, interpretation and connection-making and developing a keen sense of critical cultural awareness. It is essential to emphasize that developing intercultural communicative competence does not necessitate abandoning one's cultural affiliation or adopting others, but enables a deeper understanding of oneself and others. To provide further clarity and distinction, a comparison will be drawn between related concepts such as communicative competence (CC), intercultural competence (IC), and sociolinguistic/pragmatic competence.

1.11.1. Communicative Competence

The origin of the concept of "communicative competence" can be traced back to Hymes (1972), who introduced the term to emphasize that simply having Chomsky's "linguistic competence" is insufficient for effective communication. Hymes argued that learners should not only acquire linguistic competence, which refers to what is grammatically possible, but also develop the ability to generate expressions suitable for the specific situation, achievable, and commonly employed. This idea of communicative competence was further supported by Halliday's linguistic theory of communication (1970). According to Hymes (1972), linguistics is primarily concerned with describing speech acts or texts because studying language in actual use brings all aspects of meaning and language functions into focus. Additionally, Canale and Swain (1980) expanded on this concept by including grammatical competence (linguistic competence), sociolinguistic competence, discourse competence, and strategic competence. However, despite these theoretical frameworks and claims, there is a disconnect between language teaching and learning practices. In other words, current practices in language education are primarily in line with the principles of the communicative approach, as condensed by Richards and Rodgers (2001):

- The process of language learning occurs through active communication.
- The objective of classroom activities should be to foster genuine and meaningful communication.
- Developing fluency is a crucial aspect of effective communication.
- Communication entails the integration of various language skills.
- The process of learning entails creative construction and involves a trial-and-error approach. Upon closer examination, these principles indicate that communication is prioritized in terms of developing fluency and accuracy, while the aspect of culture is downplayed. Despite the communicative approach aiming to foster sociolinguistic competence, cultural instruction in language teaching does not accurately reflect real-life situations but instead focuses on providing information (Byram et al., 1991). The emphasis on using authentic materials in the classroom is meant to expose learners to language in its social context, but the main focus remains on developing fluency and accuracy, with limited consideration for language use within the foreign culture and society (Byram, 1991). Essentially, culture is not regarded as a dynamic aptitude or essential competency for achieving successful interaction.

1.11.2. Intercultural Competence

Byram (1997) distinguished between intercultural competence and intercultural communicative competence. Intercultural competence refers to learners' capacity to interact with others, transcending cultural differences, while utilizing their own language. In other words, it involves understanding and navigating cultural diversity, which can be acquired through various experiences, whether personal or instructional, without the requirement of foreign language proficiency. On the other hand, intercultural communicative competence refers to learner's ability to effectively instructional, without requiring foreign language proficiency. On the other hand, intercultural communicative competence refers to learner's ability to effectively interact with learners from diverse backgrounds using a foreign language. Unlike intercultural competence, intercultural communicative competence enables learners to navigate a broader range of situations by employing a foreign language (Byram, 1997).

1.12. Models of Intercultural Communicative Competence

Several researchers from diverse disciplines, including communication studies, business and management, foreign language education, applied linguistics, and social psychology, have endeavored to construct models of Intercultural Communicative Competence (ICC) to conceptualize its various dimensions (Spencer-Oatey, 2010; Brabant, Watson, & Gallois, 2007). Notably, within the field of foreign language education, several renowned models have been developed, one of them is: Kramsch Model, he examined the transformation in language and culture teaching, highlighting four key perspectives that exemplify this shift. It involved a shift from an emphasis on the transmission of cultural information to the recognition of language and culture as ways of social interaction and conceptual frameworks. The following summarizes the four main lines of thought proposed by Kramsch:

- 1) Creating a 'realm of interculturality' instead of simply transferring information between cultures, it is crucial to engage in thoughtful examination pertaining to both the original culture and the culture being studied.
- 2) Approaching culture as an interpersonal endeavor; emphasizing the significance of social interaction among learners and educators as a method of creating significance and understanding learners from different cultural backgrounds.
- 3) Approaching culture as diversity; recognizing and acknowledging the presence of multiple ethnicities and multicultural aspects within a specific cultural context.
- 4) Embracing interdisciplinary perspectives; incorporating insights from various disciplines such as ethnography, anthropology, sociology, and sociolinguistics to enhance the understanding of one's own culture and that of others.

Kramsch argued that intercultural education should strive to develop intercultural competence, and to achieve this, she proposed a four-step approach:

- 1- Econstruct the circumstances under which the text was created and understood in the foreign culture.

- 2- Collaborate with foreign learners to create a context of understanding, where an equivalent phenomenon from their native culture is identified and interpreted with its unique set of meanings.
- 3- Analyze the perspectives of each culture towards the other, exploring how they perceive and interpret one another.
- 4- Set the foundation for a conversation that has the potential to bring about change. In her model, Kramersch (1993) highlighted two key concepts: the comparison of cultures and the establishment of a third space. By comparing one's own culture to the target culture, learners can identify similarities and differences, fostering an understanding of their native culture, particularly the tacit knowledge shaped by cultural influences that unconsciously manifest in everyday interactions. Byram (1997) echoed this notion by explaining that socialization, whether primary or secondary, formal or informal, contributes to the formation of individuals' social identities. This process involves both conscious and unconscious knowledge, which can be brought to consciousness through the comparison of one's social group with others.

Once this comprehension occurs, it creates a firm foundation for learners to gradually shift their focus away from their own culture. By understanding the target culture, learners can bridge the gap between cultural differences and establish their own unique comprehension, a third form of culture referred to as "the third place." This concept involves learners being able to embrace opportunities for change while acquiring a new language, allowing them to adopt both an insider's and an outsider's perspective on both their native culture and the target culture. Kramersch (1993, p. 210) argued that this process unfolds through social interaction and dialogue, where learners must engage in both action and reflection to define their individual third place, a place that cannot be identified by anyone else

1.13. Aims of Intercultural Pedagogy in Classroom

Following an extensive intercultural discussion that spanned several years, Buttjes (1991) asserted that certain concepts have been acknowledged, reached a consensus, and subsequently incorporated as follow:

1) **Intercultural learning entails:**

- Recognizing learners' identities as both the starting points and the ultimate destinations in intercultural mediation.
- Acknowledging that language teaching is just one of many factors contributing to developing intercultural competence.
- Understanding that the scope of intercultural education extends beyond language instruction.

2) Ethnographic observation: it serves a dual purpose: it aids in creating teaching materials and provides valuable training for educators (Buttjes, 1991, p.12). These ideas align with the objectives of intercultural pedagogy. Rather than seeking to impersonate native speakers, intercultural pedagogy aims to foster intercultural communicative competence and promote international understanding (Byram, 1991; Cakir, 2006). Intercultural pedagogy seeks to facilitate learners' comprehension of "the essence of culture, the impact of cultural differences on communication and learner dynamics, and the significance of culture and cultural distinctions in specific areas such as business or language acquisition" (Shaules, 2007, p. 85). In essence, intercultural pedagogy surpasses the boundaries of culture and language instruction, aiming to provide a broader understanding and perspective. Nonetheless, promoting favorable attitudes towards other cultures necessitates understanding the linguistic and behavioral norms of both the target culture and the learners' native culture. It is important not to marginalize learners' native cultures in the classroom, as this could lead them to question their contributions to their communities (Moore, 1999). Intercultural pedagogy of this nature assists learners in adopting a broader perspective when perceiving reality by cultivating an interest in diverse cultures and encouraging them to view their own culture within a broader context (Byram et al., 1991; Cakir, 2006). In the end, the goal of intercultural pedagogy is to create a more enjoyable teaching and learning experience both inside and outside the classroom, enabling learners to confidently and enthusiastically interact with learners from different cultural backgrounds (Byram et al., 1991; Cakir, 2006).

1.14. Assessment of Intercultural Communicative Competence

Before delving into the evaluation of intercultural communicative competence (ICC), it is important to clarify the distinctions between evaluation, assessment, and testing. Byram (2008) drew a clear line between assessment and evaluation within an educational context. According to Byram, assessment refers to any method used to gauge an individual's achievement on a scale (p. 220). On the other hand, evaluation entails analyzing whether a course of study is effectively meeting its intended goals, rather than solely assessing the individual success of participants within the course (Byram, 2008, p. 220). In a separate study, Dervin and Suamela-Salmi (2010) identified ten principles for effective assessment:

- 1.** Constructive feedback should be an integral part of the assessment process, providing effective guidance to learners.
- 2.** The assessment methods should be innovative and capable of inspiring and motivating learners.
- 3.** The assessment should primarily measure understanding and application of knowledge, rather than solely focusing on technical skills and memorization.
- 4.** The assessment should be an ongoing process that takes place throughout the course, rather than being confined to a single final event.
- 5.** It should aim to develop essential skills such as peer assessment and reflective assessment, promoting active student engagement in the evaluation process.
- 8.** The assessment should be integral to staff development and teaching strategies and should be regularly reviewed to ensure its effectiveness.
- 9.** The amount of assessment tasks should be manageable for both tutors and students, striking a balance that allows for meaningful evaluation without overwhelming the participants.
- 10.** The assessment should encourage dialogue and communication between students and their tutors and fosters interaction among students themselves, facilitating a collaborative learning environment.

In accordance with According to Dervin and Suamela-Salmi (2010, p. 15), assessment is an ongoing process that encompasses both deliberate and subconscious evaluations of learners' learning progress.

1.16 Teacher Roles

In keeping with Dörnyei and Murphey (2003: 109), the concept of "role" is a specialized term derived from sociology that signifies the commonly expected behavior of an individual. In simpler terms, roles define the expected actions and conduct of people. When it comes to teaching in blended learning scenarios, which involve telecollaborative exchanges, teachers need to exhibit a range of behaviors that enable them to facilitate learning in both online and offline settings. Consequently, teacher roles in telecollaboration must incorporate the responsibilities associated with traditional classrooms as well as the demands presented by online environments. Harmer (2001) provides an explanation of traditional teacher roles, which include the following: controller, organiser, assessor, prompter, participant, resource, tutor, and observer. In addition to these roles, he notes that foreign language teachers also have the responsibility of serving as intercultural mediators. When teaching online and engaging in telecollaborative exchanges, teachers not only need to fulfill similar or identical roles as those required in traditional classrooms but also assume additional roles specific to digital teaching environments. According to Berge (1995, in McPherson & Nuñez, 2004), e-tutors are advised to have the competence to fulfill pedagogical or intellectual roles which involve asking questions and leading discussions. They should also take on managerial roles in organizing learning activities, as well as social roles aimed at facilitating social and emotional connections among students, as well as between students and the teacher. Furthermore, e-tutors are expected to assume technical roles, which involve handling technology and providing support to students in utilizing various technological tools. Müller-Hartmann (2012) highlights the importance of organizational skills in successfully carrying out telecollaboration projects. He emphasizes that telecollaboration entails initiating, developing, and monitoring exchanges between participants. These necessary competences can be grouped into three categories: organizational, pedagogical, and digital. The organizational category encompasses skills related to being an organizer, facilitator, course or task designer, and also a reflective practitioner who can draw insights from previous telecollaborative experiences. In other words, teachers involved in telecollaboration projects need to possess strong organizational abilities to effectively manage and facilitate the collaborative exchanges for

their learners, design appropriate tasks and activities, and reflect on past experiences to improve future collaborations. The second category pertains to the conventional facilitator role, where teachers are expected to offer appropriate guidance and support to aid students in accomplishing their learning tasks. Additionally, teachers also take on the role of an organizer within this category. This category encompasses responsibilities such as clarifying the objectives of telecollaboration and establishing deadlines for students. The third set of competence emphasizes the digital skills of teachers, which involve assuming the role of an expert in digital communication and serving as an organizer for the exchange activities. Based on Pennock-Speck and Clavel-Arroitia (2015), in agreement with Hootstein (2002), the roles of teachers in telecollaboration diverge from those in traditional classrooms, with a primary focus on facilitation. They argue that the essential role of a telecollaborative teacher is that of an e-moderator, and they categorize various potential teacher roles within this context. These roles include the program director or administrative e-moderator, responsible for overseeing the program; the technical director or technical e-moderator, tasked with managing the technical aspects of the collaboration; the instructor or academic e-moderator, responsible for guiding and supporting the learning process; and the social director or social e-moderator, facilitating social interactions and fostering a sense of community among participants.

1.17. Developing Teacher Knowledge

Teacher education programs should focus on cultivating both the knowledge base and belief system, promoting their interaction and integration. Novice teachers typically possess limited knowledge regarding technology usage, while experienced teachers may need to reassess their classroom practices in light of new opportunities for instructional delivery through technology (Tarone and Allwright, 2005, p. 15). The same applies to the development of Intercultural Communicative Competence (ICC), which has become a fundamental aspect of language learning in various contexts. In international telecollaborative projects, as well as in any dynamic classroom setting, teachers are confronted with multifaceted demands characterized by uncertainty, complexity, uniqueness, instability, and value conflicts (Schon, 1983). The experienced teacher relies on established routines based on her practical knowledge gained from various teaching

situations. In order to support student teachers in developing their knowledge base and belief system, it is crucial to provide them with opportunities to acquire experiential knowledge through action and reflection. As Frank suggests, this reflective process, which includes exploring theories, instructional strategies, and classroom management techniques, is essential for students to build their knowledge base, make teaching decisions in real-life settings, and develop their own teaching styles (2003, p. 81). While student-teachers may have some prior knowledge of Intercultural Communicative Competence (ICC), their familiarity and beliefs regarding innovative classroom practices, such as integrating technology for telecollaborative exchanges, may still be limited or non-existent. To exemplify, Egbert, Paulus, and Nakamichi emphasize that although teachers acknowledge the empowering potential of technology, they may lack the know-how to effectively implement it in the classroom (2002, p. 3). Engaging in international telecollaborative projects at the university level offers an opportunity to address this gap. Additionally, classroom-based intercultural learning experiences are essential for teacher-learners to cultivate the essential skills of Intercultural Communicative Competence (ICC). Telecollaborative projects are a platform to explore instructional techniques that foster ICC within classroom. It is through experiential learning and reflecting upon these experiences that a solid knowledge foundation is built, equipping teachers to navigate complex teaching scenarios. Articulating reflections during the learning process can be facilitated through using portfolios.

Conclusion

In this section, we examined previous research on the crucial element of Intercultural Communicative Competence and its impact on learners' learning. We began by offering a comprehensive understanding of related concepts, such as on the definition of culture, distinctions between communicative competence and intercultural competence, and the objectives of intercultural pedagogy in the classroom. Additionally, studies provide evidence supporting the connection between learners' skills, opportunities, and the crucial role that teachers play in the context of English as a Foreign Language (EFL) learning. Lastly, we addressed the significance of developing teachers' knowledge as a vital variable in the language learning and teaching process. The subsequent chapter will focus on the analysis of the gathered data.

CHAPTER TWO

METHODOLOGY AND DATA

ANALYSIS

Introduction

The primary objective of this research was to investigate the attitudes of university English as Foreign Language (EFL) teachers toward integrating telecollaboration in EFL teaching. By incorporating telecollaboration, learners would be able to actively participate and take ownership in the learning process. The data collected during the action research provides valuable insights into the extent to which this objective was accomplished. This chapter serves as a practical framework for the entire study, concentrating on examining the attitudes of EFL university teachers towards the utilization of telecollaboration in their teaching practices. A questionnaire was administered to EFL university teachers to gather their perspectives on the integration of telecollaboration in their instruction. The aim of this study is to analyze the collected data from EFL teachers of and determine whether EFL university teachers hold positive or negative attitudes towards the use of telecollaboration. This chapter presents a thorough analysis of the data in response to the research question, focusing on identifying the perceptions that most significantly impact their pedagogical sessions, ultimately enhancing the learners' educational experience. The data was obtained from EFL teachers at M'sila University. This study specifically emphasizes EFL teachers' level of awareness, and implementation of telecollaboration in their academic teaching and its resulting achievements.

2.1. Method of Research

The exploratory research method is employed in this study to collect and quantitatively analyze data. The selection of this method is based on several factors, including the nature of the subject, the research objectives, the sample, and the data collected. Given that this study focuses on exploring teachers' attitudes towards using telecollaboration in the educational context of M'sila and its impact on learners' foreign language skills, the descriptive method is deemed appropriate.

This chapter is composed of the analysis of data collected from the questionnaire which contains questions given to teachers of English to gather information about their attitudes toward using telecollaboration on it positively or negatively. It also deals with the data analysis and interpretation of the findings. The next step is providing a general discussion in which the results of the questionnaire will be

combined and then related to previous studies. The chapter ends by providing some recommendations in light of the main results obtained.

2.2. Participants and Setting

Our study involves a group of 19 EFL teachers who were selected as participants from M'sila University. To mitigate the possibility of bias, the participants were selected in a random and anonymous manner.

2.3. Data Collection Tools

In this research, we employed a questionnaire as the primary data collection tool. The questionnaire was distributed to EFL teachers to gather their perspectives and insights on the integration of telecollaboration in EFL classes. The choice of this research method was determined based on the subject of study, the sample population, and the research objectives.

2.4. Data Collection Procedures

This research investigates the exploration of EFL teachers' attitudes towards using telecollaboration from teachers' perspectives. The data obtained from the instrument were analyzed and interpreted and quantitatively. After collecting the quantitative data through a questionnaire, the data is analyzed, organized and illustrated in tables and pie charts.

2.5. Data Analysis and Interpretation

2.5.1. Description of the Teachers' Questionnaire

The questionnaire used in this research comprises a total of (19) question, which are divided into three main parts. The first section focuses on gathering background information about the teachers, which includes (03) simple questions. The second part aims to assess the teachers' awareness of telecollaboration with (03) questions, and the third part explores their attitudes toward incorporating telecollaboration in their teaching and includes (33) optional questions that require respondents to select responses such as *strongly agree*, *agree*, *neutral*, *strongly disagree*, or *disagree*. These questions were specifically designed for teachers of English at the Department of M'sila University for the academic year 2022/2023. Due to time constraints, it

was not feasible to include all teachers in the study. As a result, a sample of (19) participants was randomly selected to investigate the attitudes of EFL university teachers toward using telecollaboration in EFL teaching.

2.5.2. The Analysis of Teachers' Questionnaire

The primary purpose of the questionnaire is to assess teachers' perspectives' on the utilization of telecollaboration in EFL teaching. Additionally, its main objective is to ascertain whether EFL university teachers possess favorable or unfavorable attitudes toward the implementation of telecollaboration. The current section examines the data collected from the teachers' questionnaire. A total of nineteen EFL university teachers completed this questionnaire. The questionnaire consists of thirty-three questions, each of which will be addressed separately and analyzed independently.

2.5.3. Description of the Recipients

A total of nineteen teachers from M'sila University who specialized in English participated in the questionnaire.

2.5.4. Aim of the Teachers' Questionnaire

This questionnaire intends to shed light on EFL teachers' perspectives on the use of telecollaboration in EFL teaching. For this reason, the questionnaire is divided into three parts. The first targeted knowing their background information; the second aims to know teachers' telecollaboration, and the third explores their attitudes toward the use of telecollaboration in EFL teaching.

2.6. Analysis of the Questionnaire

This part is mainly concerned with the quantitative analysis obtained through the questionnaire.

Item One: Teachers' Gender

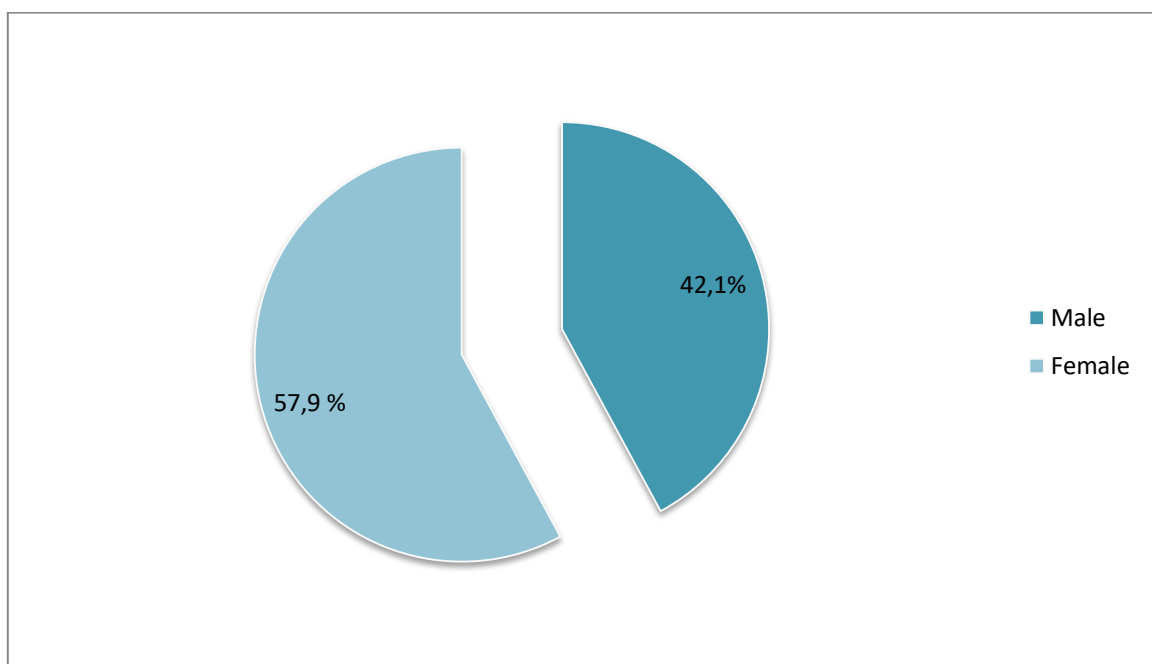
Table 1

Teachers' Gender

Gender	Number of teachers	Percentage
Male	08	42,1%
Female	11	57,9%
Total	19	100%

Figure 1

Teachers' Gender



According to the description of the gender, table 01 and the pie chart 01, it can be observed that out of the total number of teachers surveyed, (57.9%) of them were female, which accounts for 11 teachers. On the other hand, (42.1%) of the teachers, equivalent to 8 teachers, were male.

Item Two: Teachers' Degree

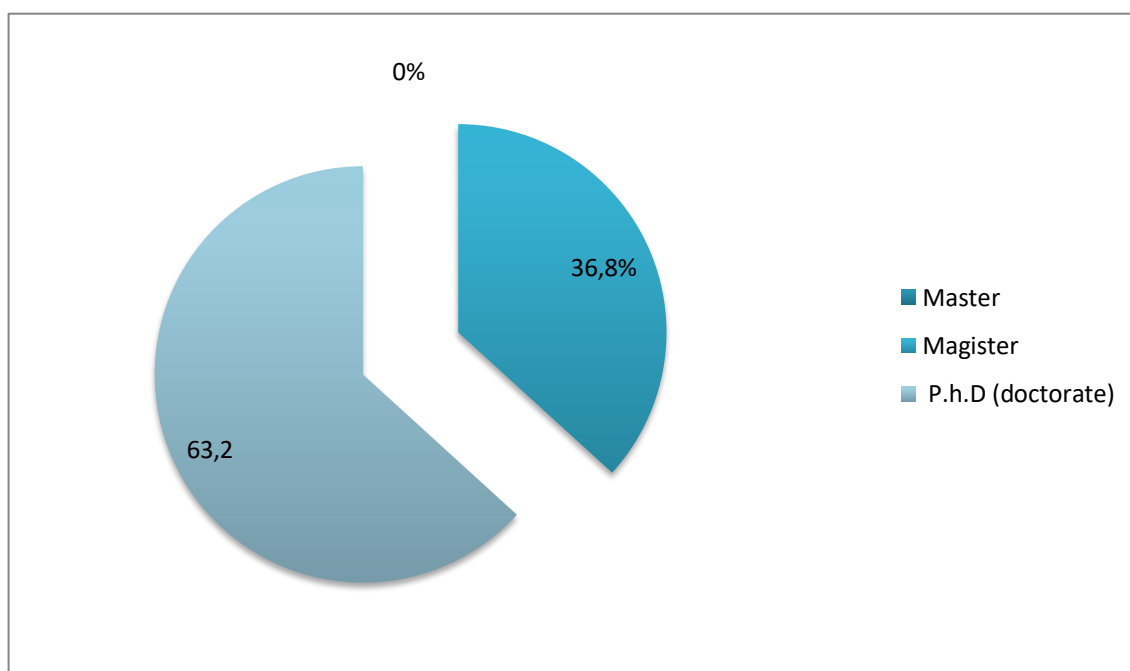
Table 2

Teachers' Degree

Degree	Number of teachers	Percentage
Master	0	0%
Magister	7	36,8%
P.H.D (doctorate)	12	63,2%

Figure 2

Teachers' Degree



From the results in the table and chart pie, we notice that none of the teachers surveyed hold a master's degree. This represents (0%) of the total number of teachers in the sample. On the other hand, seven teachers hold a magister degree, which accounts for (36, 8 %) of the participants. The majority of teachers surveyed, twelve in total, hold a P.h.D. degree, representing (63, 2 %) of the participants. This distribution

suggests that a significant portion of the surveyed teachers have achieved a P.h.D. degree, indicating a higher level of academic qualification and expertise in their respective fields.

Item Three: How long have you been teaching English at the Department of English?

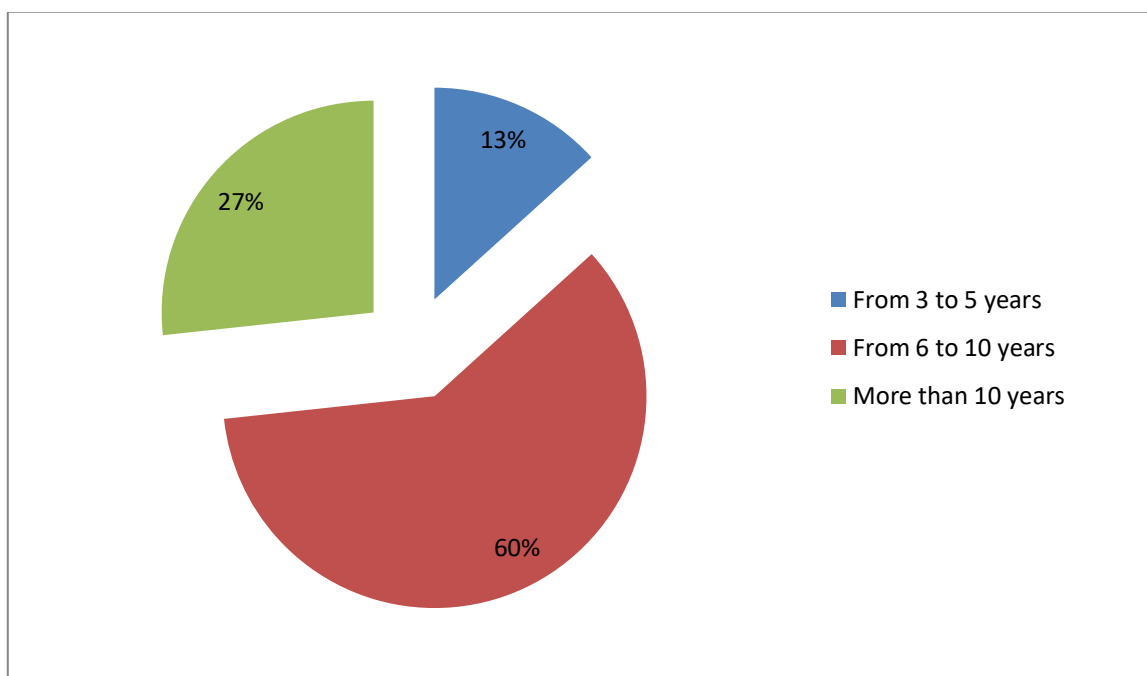
Table 3

Teachers' Experience in Teaching English at the Department of English

Period	Number of the teacher	Percentage
From 3 to 5 years	2	%10,5
From 6 to 10 years	9	%47,4
More than 10 years	8	%21,1

Figure 3

Teachers' Experience in Teaching English at the Department of English



In this particular question, teachers were requested to disclose the duration of their experience in teaching English at the Department of English. The results show that a number of teachers, comprising

10.5%, reported having 3-5 years of teaching expertise. Furthermore, 47.4% of the teachers indicated having 6-10 years of experience, while the remaining 42.1% represented teachers with over ten years of teaching experience. As a result, our sample of teachers consists of a combination of experienced and relatively newer individuals in teaching English at the Department of English.

Part Two: Teachers' Awareness of Telecollaboration

Item Four: Do you integrate technology into your teaching sessions?

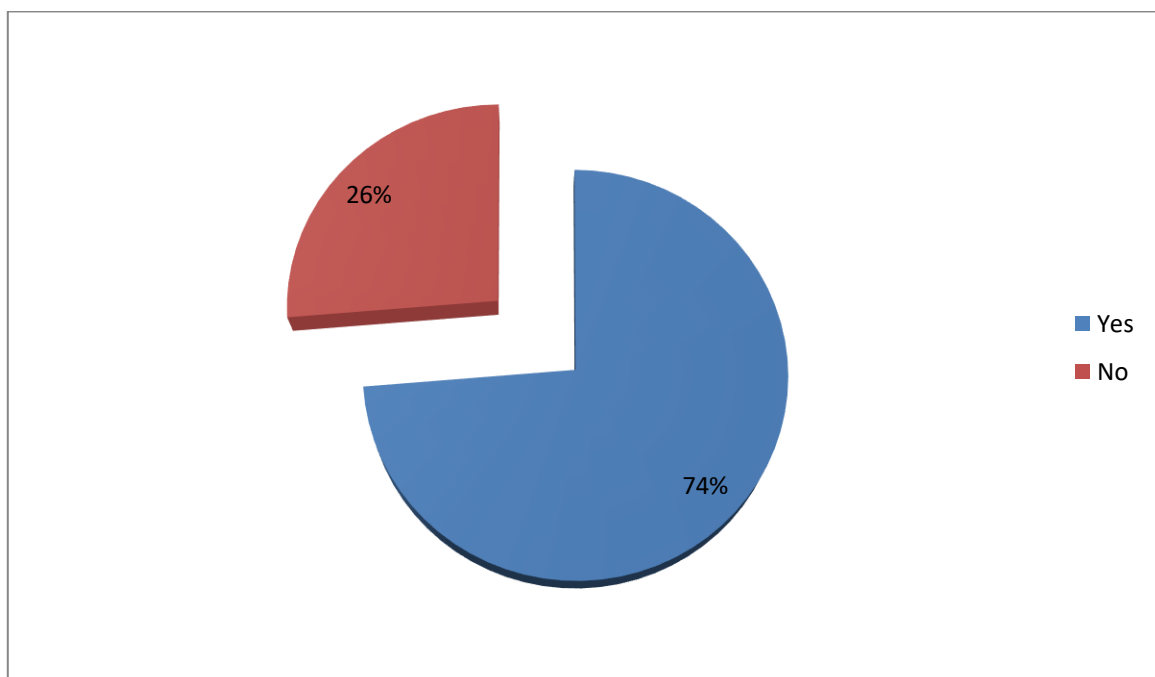
Table 4

Teachers' Integration of Technology in their Teaching Sessions

Option	Number of the teacher	Percentage
Yes	14	74%
No	5	26%
Total	19	100%

Figure 4

Teachers' Integration of Technology in their Teaching Sessions



The data illustrate that the majority of participants, specifically 74%, incorporate technology into their teaching sessions, indicating a significant presence of technology in teaching conversely, while 26% of the participants said that they do not integrate technology in their teaching.

Item Five: If yes, how often do you use technology in your teaching sessions?

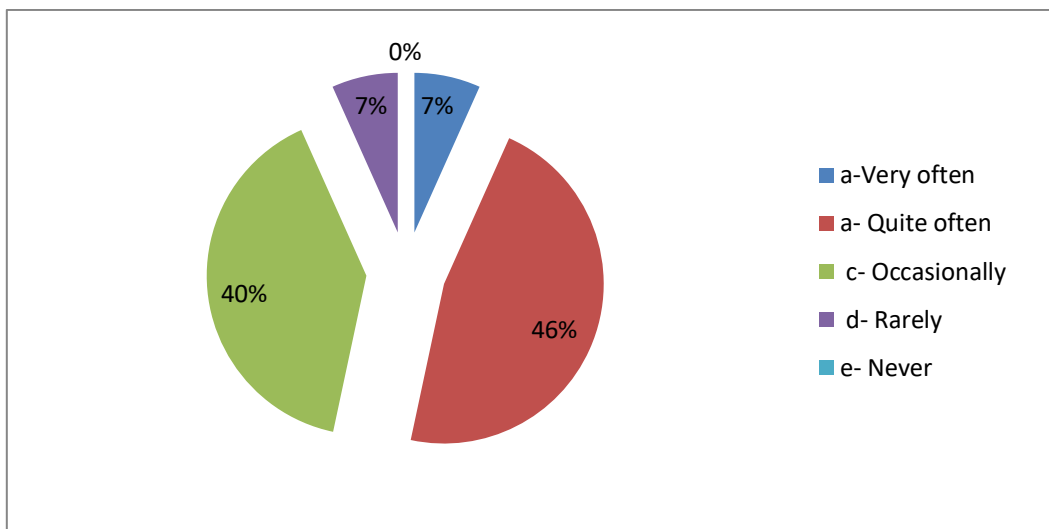
Table 5

Frequency of Using Technology in their Teaching Sessions

Frequency	Number of the teacher	Percent
Very often	1	7%
Quite often	7	46%
Occasionally	6	40%
Rarely	1	7%
Never	0	0%
Total	19	100%

Figure 5

Frequency of Using Technology in their Teaching Sessions



This distribution indicates that a significant number of teachers (46%) reported using technology quite often in their teaching sessions. Additionally, a substantial number of teachers (40%) reported using technology occasionally, while 7% of teachers reported using technology very often and rarely.

Item Six: If no, to what extent do you think using technology in teaching is beneficial?

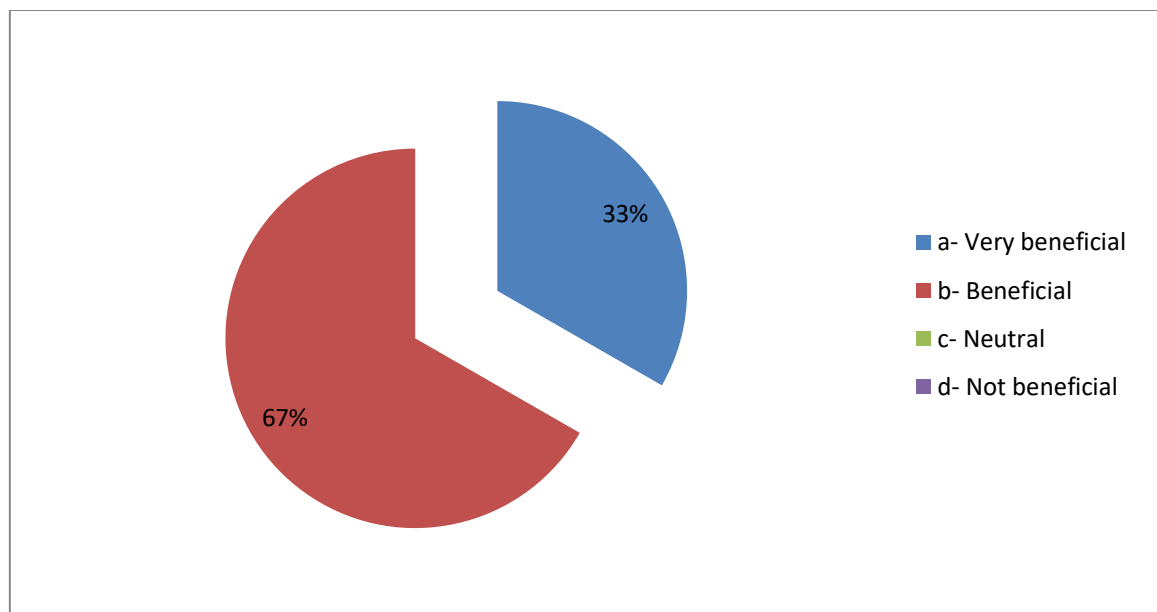
Table 6

The Perceived Benefits of using Technology in Teaching Sessions.

Frequency	The number of teachers	Percentage
Very beneficial	5	33%
Beneficial	14	67%
Neutral	0	0%
Not beneficial	0	0%
Total	19	100%

Figure 6

The Perceived Benefits of using Technology in Teaching Sessions.



Five teachers, representing 33% of the participants, reported that using technology in their teaching sessions was perceived as very beneficial, and fourteen teachers, comprising 67% of the participants, reported that using technology in their teaching sessions was perceived as beneficial.

Item Seven: Do you adopt telecollaboration in your classrooms?

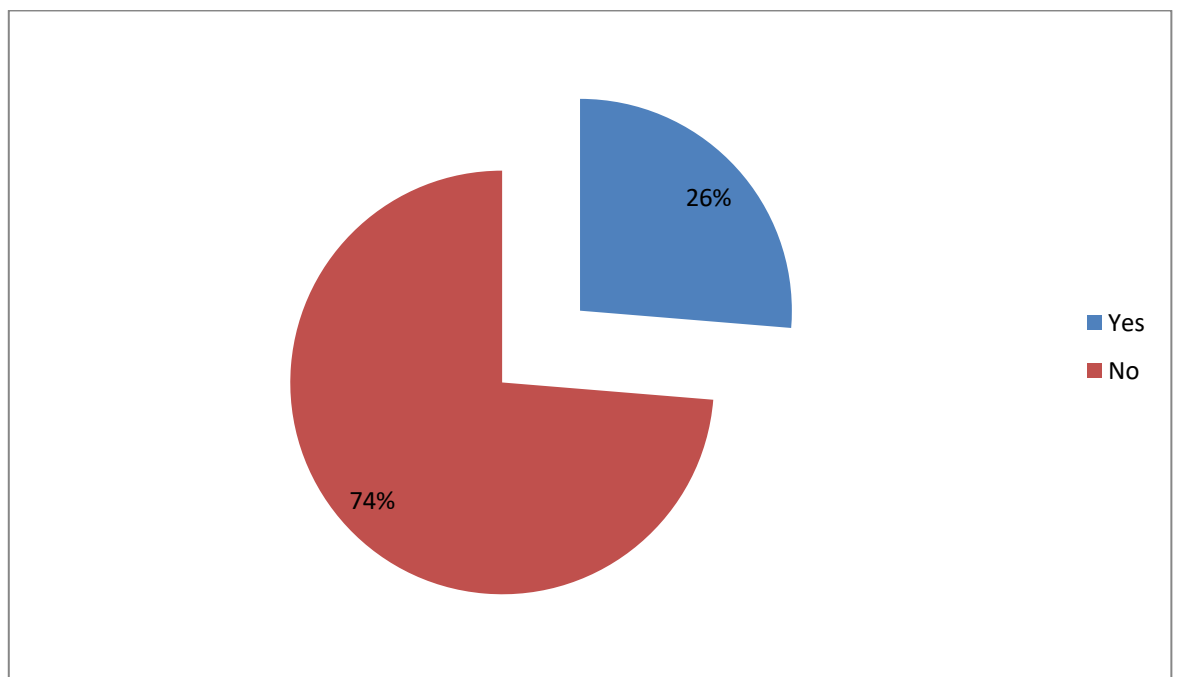
Table 7

Teachers' Attitudes toward the Adaption of Telecollaboration in Classrooms

Option	The number of the teachers	Percentage
Yes	4	26%
No	15	74%
Total	19	100%

Figure 7

Teachers' Attitudes toward the Adaption of Telecollaboration in Classrooms



According to the data in the table and pie chart, 04 teachers, accounting for 26% of the total, responded affirmatively with a *yes*, and 15 teachers, representing 74% of the total, responded negatively with a *no*.

Item Eight: *If no, please justify*

Table 8

Teachers' Justifications for not Adopting Telecollaboration in Sessions

Teachers' justification for not adopting telecollaboration in their classrooms

- ***Limited technological infrastructure or resources:*** A lack of access to the necessary technology and inadequate technological infrastructure has been reported. This could be a barrier to implementing telecollaboration in the classroom.
- ***Concerns about student engagement and participation:*** I express concerns about the level of student engagement and participation in telecollaboration activities; I believe that face-to-face interactions are more effective for promoting active learning.
- ***Time constraints:*** I feel that incorporating telecollaboration activities into my teaching requires additional time and effort for planning, coordination, and monitoring, which I perceive as a challenge given their existing workload
- ***Language barriers:*** as a teacher, I worry about my students' ability to communicate effectively in a foreign language during telecollaboration interactions.
- ***Cultural differences and sensitivities:*** I have concerns about potential cultural misunderstandings or sensitivities that could arise during telecollaboration activities, leading me to be hesitant about implementing such initiatives
- ***Lack of training and professional development opportunities:*** I may lack confidence in my own technological skills and professional development opportunities to effectively integrate telecollaboration into my teaching practices.
- ***Pedagogical preferences:*** I may have personal teaching preferences that align more with traditional face-to-face methods and be hesitant to adopt new technological approaches.

Item Nine: How many online exchanges have you set up in the past 5 years for your students?

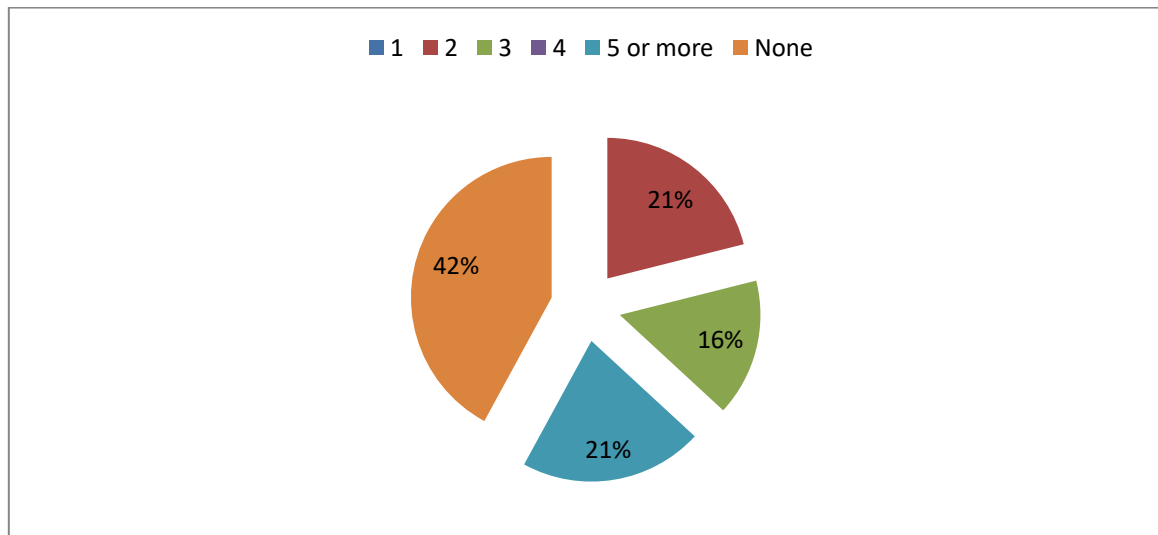
Table 9

Teachers' Attitudes toward the Number of Online Exchanges set up in Past 5 Years for Students.

Number	Frequency	Percentage
1	0	0 %
2	4	21 %
3	3	16 %
4	0	0 %
5 or more	4	21 %
None	8	42 %

Figure 9

Teachers' Attitudes toward the Number of Online Exchanges set up in Past 5 Years for Students.



This data illustrates that out of the total number of teachers surveyed; eight teachers (42%) have not established any online exchange. On the other hand, two teachers (21%) have initiated online exchanges four times, and three teachers (16%) have conducted them three times. Furthermore, there is a group of teachers, comprising 21%, who have set up online exchanges five times or more.

Part Three: Teachers' Attitudes toward the Use of Telecollaboration during Teaching Sessions.

Item Ten: Telecollaboration improves students' foreign language skills and cultures.

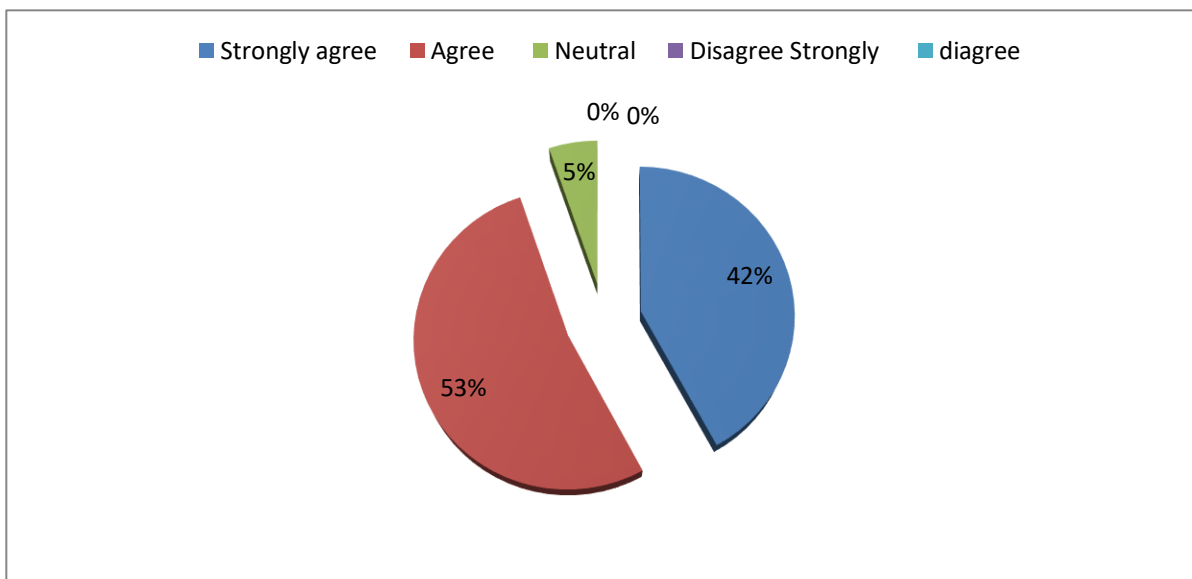
Table 10

Teachers' Attitudes toward the Improvements of Students' Foreign Language Skills and Culture through telecollaboration

Item 10	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	8	10	1	0	0	19

Figure 10

Teachers' Attitudes toward the Improvements of Students' Foreign Language Skills and Culture through Telecollaboration



Based on the data provided, it seems that among the teachers surveyed, (08) teachers of 42% strongly agree, and (10) teachers of 53% agreed that telecollaboration can contribute in improving students' foreign language skills and cultural understanding. Additionally, (1) teachers of 5% of the teachers expressed a neutral stance on this matter. These percentages suggest that a significant majority of the

surveyed teachers have positive attitudes towards the potential benefits of telecollaboration in enhancing students' language skills and fostering intercultural competence. The relatively low percentage of teachers expressing a neutral position indicates that most teachers have a clear opinion on the subject.

Item Eleven: Motivation and confidence increase when teachers adopt telecollaboration.

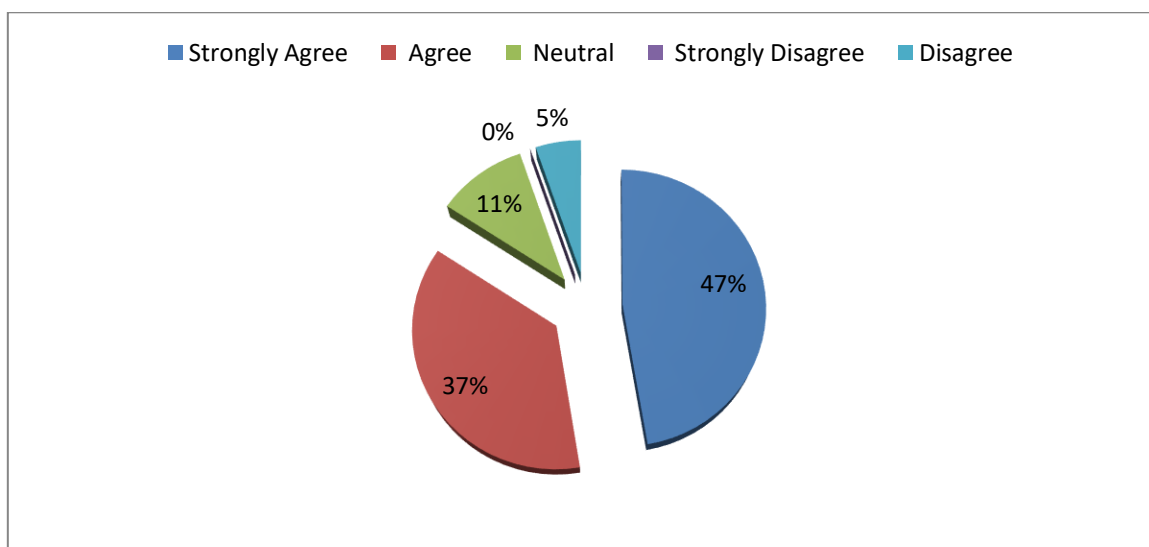
Table 11

Teachers' Perceptions on Increasing Students' Motivation and Confidence through Telecollaboration

Item 11	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	9	7	2	0	1	19

Figure 11

Teachers' Perceptions on Increasing Students' Motivation and Confidence through Telecollaboration



Referring to the given information, it can be observed that among the surveyed teachers, nine teachers (47%) of the total strongly agree, seven teachers of (37%) agree, and two teachers (11%) expresses a neutral stance, while one teacher of (5%) disagreed with the statement regarding the increase in students' motivation and confidence when teachers adopt telecollaboration. These findings suggest that a significant number of teachers, almost half of the respondents, hold a strong belief on the positive impact of telecollaboration on

students' motivation and confidence. Additionally, a substantial portion, representing (37%) of the teachers, also expressed agreement with this viewpoint. On the other hand, a smaller percentage of teachers, consisting of (11%) of the respondents, maintained a neutral stance, indicating that they neither strongly agree nor disagree with the statement. Lastly, only one teacher (5%) expresses disagreement with the idea that telecollaboration can enhance students' motivation and confidence. The data reveals a predominantly positive perception among the surveyed teachers regarding the relationship between telecollaboration and the improvement of students' motivation and confidence, with a minority holding a neutral or negative perspective.

Item Twelve: Culture plays an important role in learning a foreign language

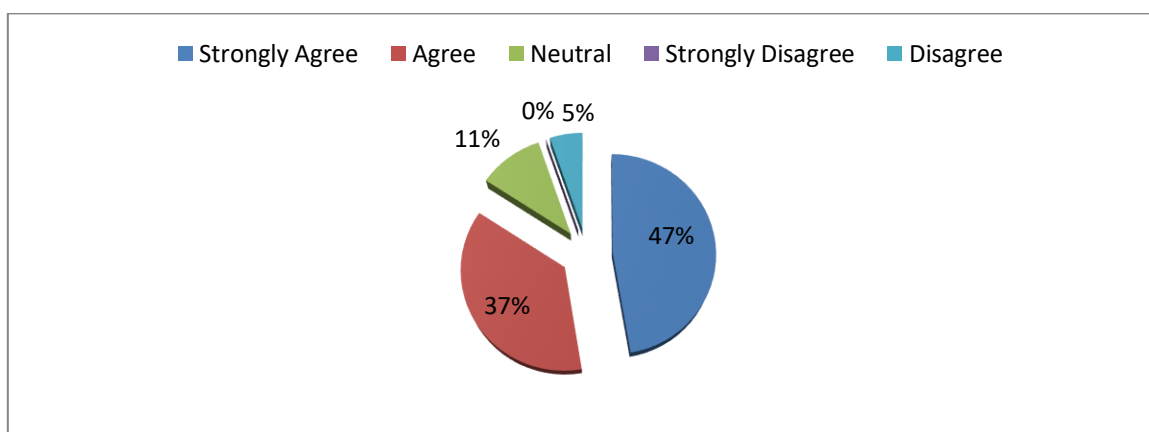
Table 12

Teachers' Attitudes toward the Importance Role of Culture in Learning a Foreign Language

Item 11	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	9	7	2	0	1	19

Figure 12

Teachers' Attitudes toward the Importance Role of Culture in Learning a Foreign Language



In light of the information given, the majority of teachers surveyed specifically nine teachers (47%), strongly agreed with the notion that culture plays an important role in learning a foreign language. This

indicates a significant endorsement of the idea that cultural understanding is essential for effective language acquisition. In addition, seven teachers of (37%) expressed agreement. However, it is worth noting that two teachers out of (11%) adopted a neutral stance. Furthermore, one teacher (5%) expressed disagreement, signaling a dissenting view. These results emphasize the importance of fostering cultural understanding in language teaching practices and highlight the need for ongoing discussions and professional development in this area.

Item Thirteen: Most teachers see that using telecollaboration in teaching is time-consuming and challenging.

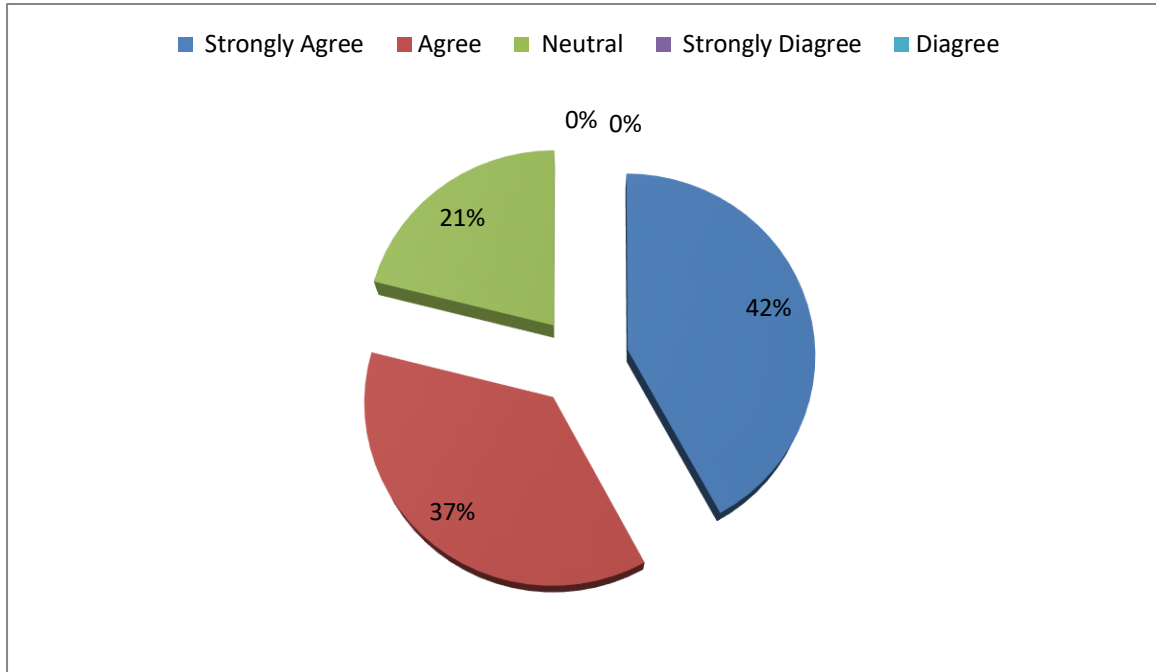
Table 13

Teachers' Attitudes towards the Perception of most Teachers Regarding the Time-consuming and Challenging Nature of using Telecollaboration in Teaching

Item 13	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	7	8	4	0	0	19

Figure 13

Teachers' Attitudes towards the Perception of most Teachers Regarding the Time-consuming and Challenging Nature of using Telecollaboration in Teaching



In this analysis, we are examining the teachers' attitudes towards the perception held by most teachers regarding the time-consuming and challenging nature of implementing telecollaboration in teaching. The accompanying figure presents the distribution of responses among the teachers. According to the data, eight teachers, representing 37% agreed with the perception. Moreover, 42% of the teachers strongly agreed. On the other hand, four teachers, accounting for 21% of the total, expressed a neutral stance on the matter. These findings indicate that a significant number of teachers share the perception that using telecollaboration in teaching is time-consuming and challenging. However, there is a minority of teachers who hold a neutral stance.

Item Fourteen: Teachers find difficulties communicating with other teachers from diverse origins

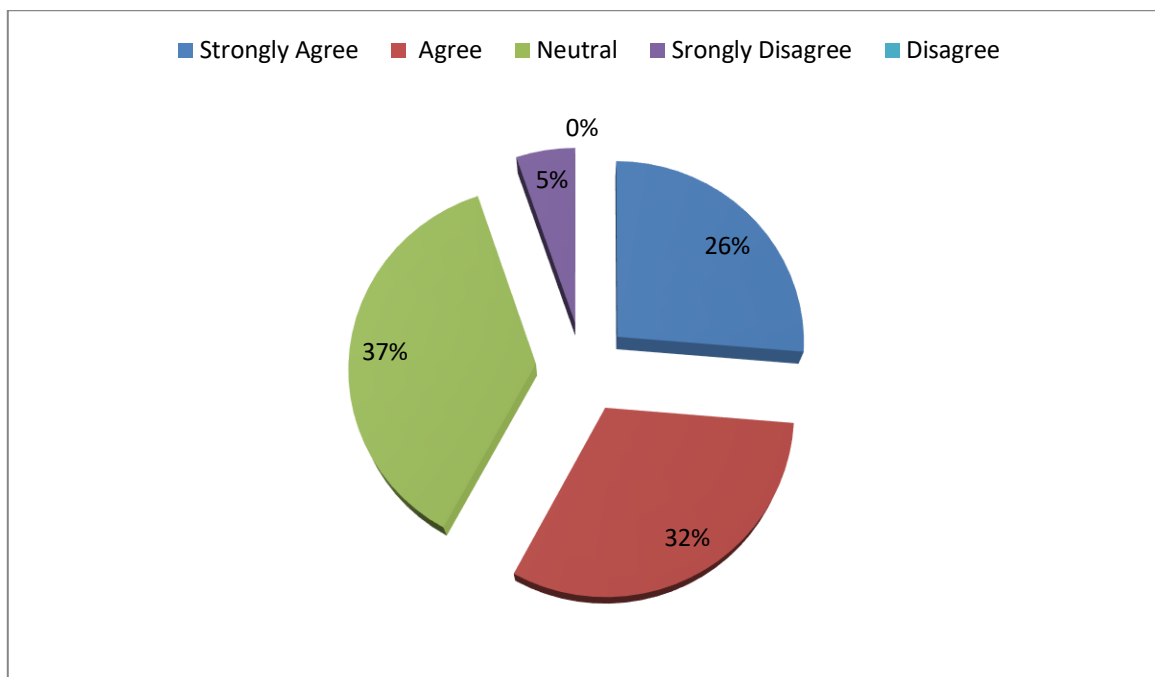
Table 14

Teachers' Attitudes toward the Difficulties Teachers Face in Communicating with Foreign Teachers'

Item 14	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	5	6	7	1	0	19

Figure 14

Teachers' Attitudes toward the Difficulties Teachers Face in Communicating with Foreign Teachers'



In light of the information given, the distribution of responses among the teachers according to the data, five teachers, representing 26% of the total, strongly agreed, and 32% expressed agreed, further acknowledging the difficulties in such communication. On the other hand, a large part of teachers, accounting for 37% of the total, expressed a neutral stance on the matter. This means that they may not have encountered significant difficulties communicating with teachers from diverse origins, or they may have mixed experiences. After that, one teacher, representing 5% of the total, strongly disagreed with the

statement, indicating that they have no difficulties communicating with teachers from diverse origins. These answers highlight the varying attitudes among teachers regarding the challenges of communicating with teachers from diverse backgrounds. While some teachers find difficulties, others not.

Item Fifteen: Telecollaboration consists of different levels of proficiency between the students.

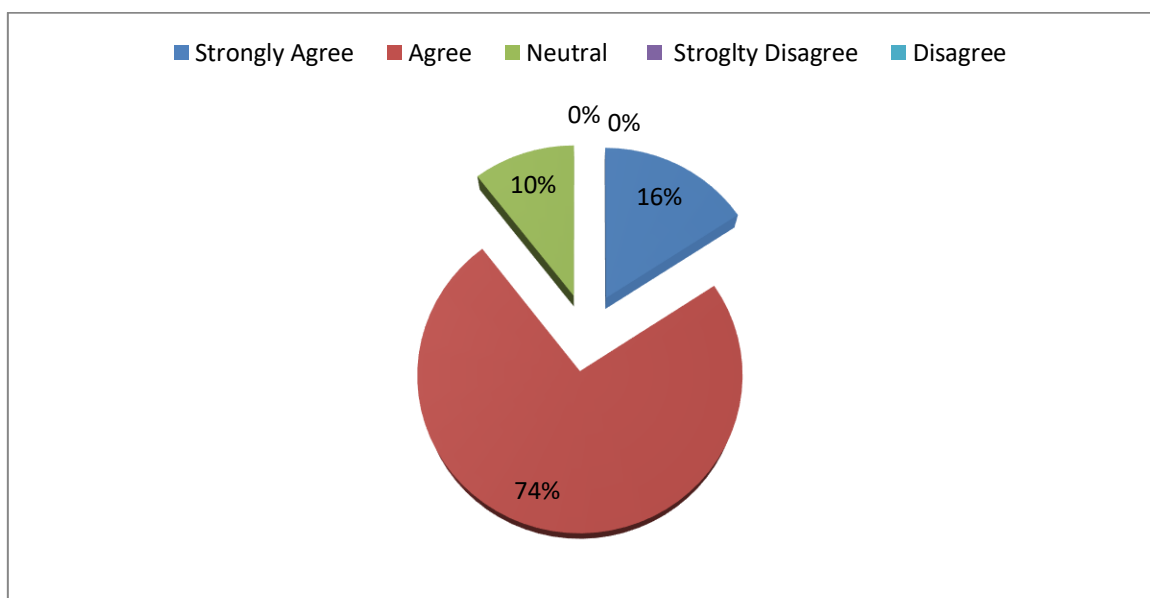
Table 15

Teachers' Attitudes toward the Different Levels of Proficiency among Students in Telecollaboration

Item 15	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	3	14	2	0	0	19

Figure 15

Teachers' Attitudes toward the Different Levels of Proficiency among Students in Telecollaboration



Considering the information presented, three teachers, representing 16% of the total, strongly agreed with the statement, indicating that they acknowledge and recognize the varying levels of proficiency among students in telecollaboration. Furthermore, a significant majority of teachers, comprising 74% of the total, expressed affirmed. On the other hand, two teachers, accounting for 10% of the total, expressed a

neutral stance on the matter. This suggests that they may not have a strong opinion or they may require more information or evidence to form a definitive perspective on the issue. This implies a general consensus among the teachers regarding the existence of different levels of proficiency among students in telecollaboration. A substantial majority of teachers agree with this perspective, while a smaller portion remains neutral. This indicates an awareness among teachers of the variations in students' proficiency levels and emphasizes the importance of considering and addressing these differences in the context of telecollaboration.

Item Sixteen: Telecollaboration aims at developing the students' linguistic competence and Intercultural awareness.

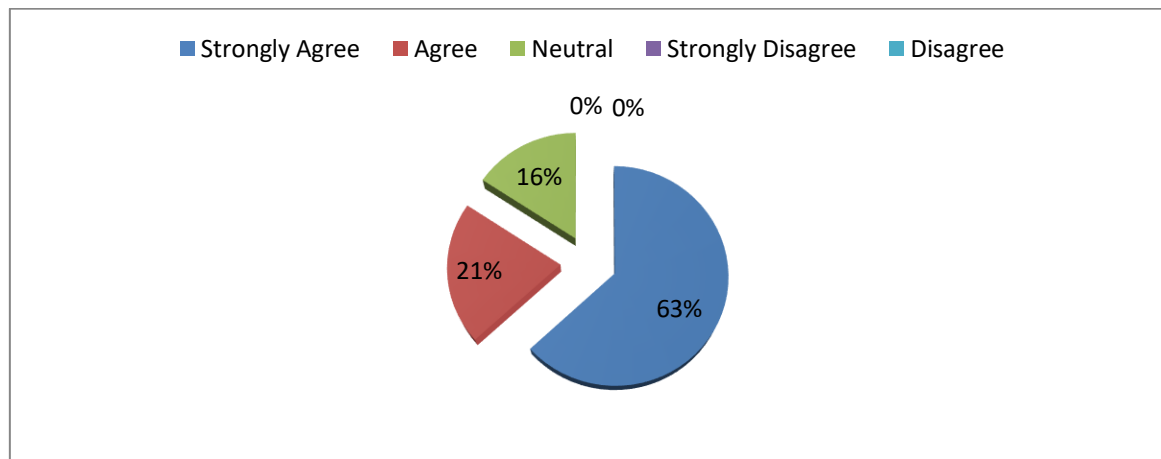
Table 16

Teachers' Attitudes towards the Role of Telecollaboration in Developing Students' Linguistic Competence and Intercultural Awareness

Item 16	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	12	4	3	0	0	19

Figure 16

Teachers' Attitudes towards the Role of Telecollaboration in Developing Students' Linguistic Competence and Intercultural Awareness



Considering the given data, twelve teachers, representing 63% of the total strongly agreed. Additionally, four teachers, accounting for 21% of the total, agreed with the statement. On the other hand, three teachers, comprising 16% of the total, expressed a neutral stance on the matter. These findings expose a momentous level of agreement among the teachers regarding the aim of telecollaboration in enhancing students' linguistic competence and intercultural awareness. The majority of teachers strongly agreed or agreed with this objective, highlighting the perceived value of telecollaboration in achieving these educational outcomes. However, a small portion of teachers remains neutral. Overall, these results indicate that teachers have positive disposition towards the aim of telecollaboration in developing students' linguistic competence and intercultural awareness, with a minority holding a neutral position.

Item Seventeen: Teachers don't find support from the institution to adopt telecollaboration.

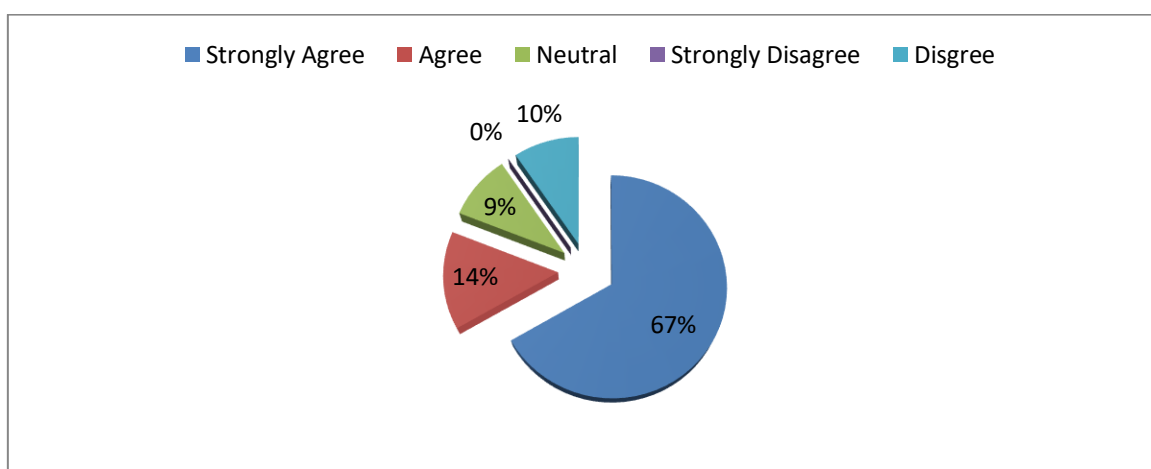
Table 17

Teachers' Attitudes towards the Lack of Institutional Support for Teachers' Adoption of Telecollaboration

Item 17	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	14	3	2	0	2	19

Figure 17

Teachers' Attitudes towards the Lack of Institutional Support for Teachers' Adoption of Telecollaboration



Based on the data, it is evident that a significant majority of teachers, specifically fourteen teachers representing 67% of the total, strongly agreed. Also, three teachers, comprising 14% of the total, agreed. These teachers also acknowledge the challenges and limitations they face in implementing telecollaboration due to the lack of support from their institutions. Conversely, two teachers, accounting for 9% of the total, expressed a neutral stance. Interestingly, two teachers representing 10% disagreed. Overall, the results demonstrate that most teachers lack institutional support for teachers to adopt telecollaboration. The strong agreement and agreement responses, combined with a smaller portion of neutral and disagreement responses, reflect the varying perspectives and experiences of teachers concerning institutional support. These findings underscore the importance of addressing the institutional barriers and providing necessary resources and support to enable teachers to effectively utilize telecollaboration in their teaching practices.

Item Eighteen: Telecollaboration leads to misunderstanding and culture clashes between students.

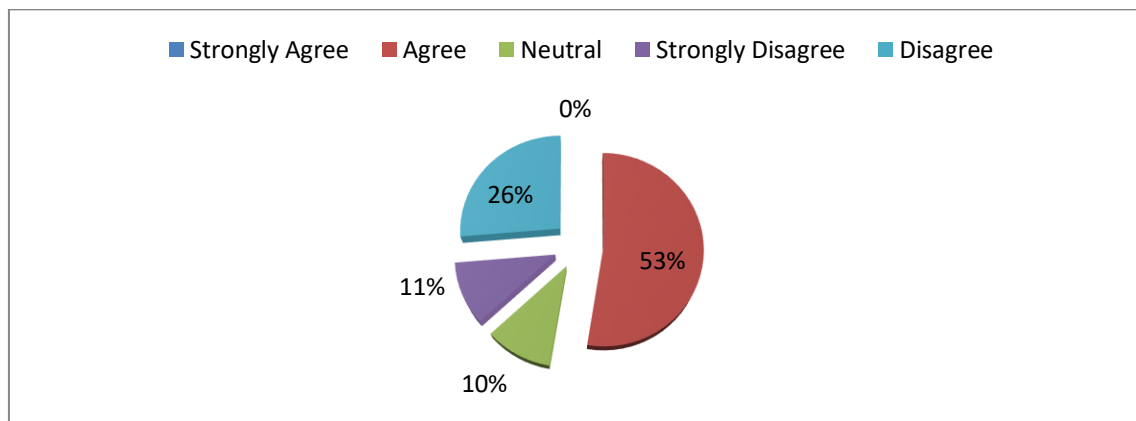
Table 18

Attitudes toward the Misunderstanding and Culture Clashes between Learners in Telecollaboration

Item 18	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	0	10	2	2	5	19

Figure 18

Attitudes toward the Misunderstanding and Culture Clashes between Learners in Telecollaboration



The results on the chart and tables indicate that the majority of teachers, specifically ten teachers representing 53% of the total, agreed. They are aware that cultural differences, language barriers, and diverse perspectives among learners can lead to communication challenges and potential conflicts during collaborative activities. On the other hand, two teachers, comprising 10% of the total, expressed a neutral stance on the matter. This suggests that they may have mixed opinions or require more information to form a definitive viewpoint. Fascinatingly, two teachers, accounting for 11% of the total, strongly disagreed. This indicates that they hold a contrasting perspective and believe that misunderstandings and culture clashes are not significant concerns in telecollaboration. Moreover, five teachers, representing 26% of the total, disagreed with the statement. The results indicate a range of attitudes among the teachers. While a majority

acknowledges the existence of such challenges, there are also neutral and disagreement responses, indicating variations in perspectives and experiences. These findings emphasize the importance of promoting intercultural competence, effective communication strategies, and cultural sensitivity in telecollaborative projects to minimize potential conflicts and enhance the overall learning experience for students.

Item Nineteen: Online exchanges facilitate the integration of students and instruct them on how to use them autonomously.

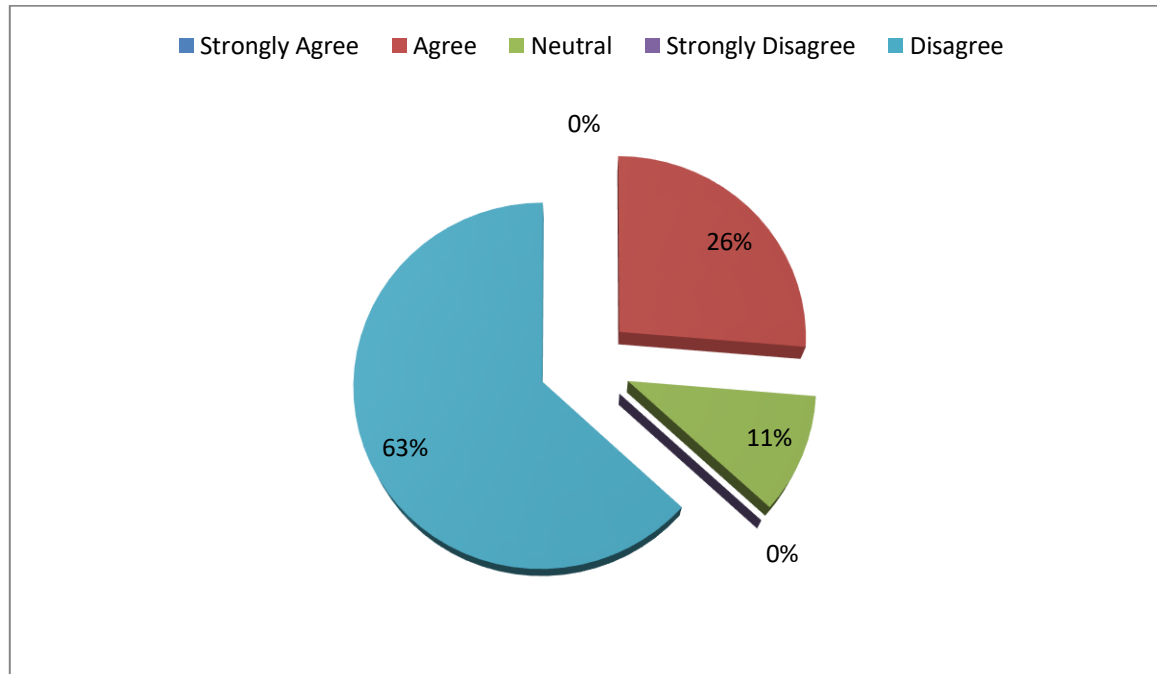
Table 19

Teachers' attitudes toward the Facilitation of Students' Integration and Autonomous Use of Online Exchanges

Item 19	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	0	5	2	0	12	19

Figure 19

Teachers' attitudes toward the Facilitation of Students' Integration and Autonomous Use of Online Exchanges



Based on the data, it can be observed that a minority of teachers, specifically five teachers representing 26% of the total, agreed with the statement. On the other hand, two teachers, comprising 11% of the total, expressed a neutral stance on the matter, while, a most of the teachers, specifically twelve teachers representing 63% of the total, expressed disagreed. This suggests that these teachers do not perceive online exchanges as effective means for facilitating student integration or promoting autonomous use. They may have encountered challenges in implementing online exchanges, such as technical issues, limited student engagement, or a lack of resources or training to support student autonomy in online learning environments.

Item Twenty: Teachers have different aims and approaches to the exchange.

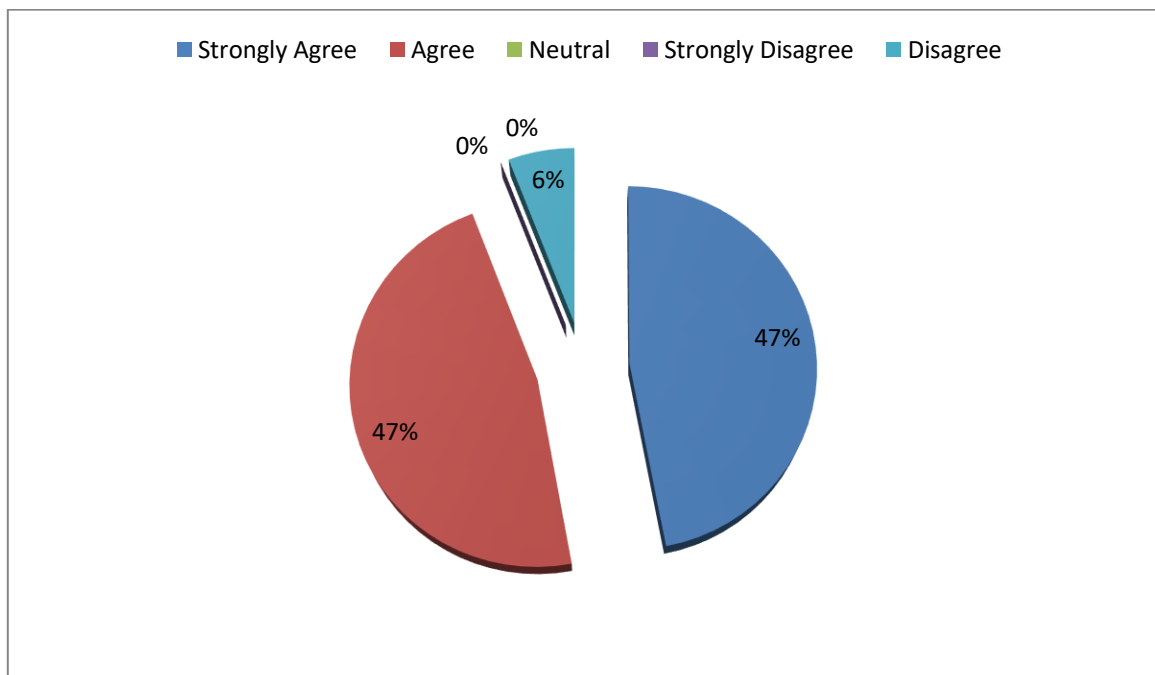
Table 20

Teachers' Attitudes toward the Different Aims and Approaches of Exchanges between Teachers

Item 20	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	8	8	0	0	1	19

Figure 20

Teachers' Attitudes toward the Different Aims and Approaches of Exchanges between Teachers



This question aims at knowing teachers' attitudes towards the different aims and approaches to the exchange, eight teachers representing 47% of the total strongly agreed. This indicates that these teachers believe that the diversity of aims and approaches among teachers cannot make success in the exchange process. They understand that teachers may have different goals, perspectives, and methods to the other teachers when engaging in collaborative exchanges. Similarly, another group of eight teachers, also comprising 47% of the total, agreed with the statement. They also acknowledge the existence of different

aims and approaches among teachers. In contrast, one teacher, representing 6% of the total, disagreed with the statement. The data reveals a generally negative outlook among the teachers regarding the presence of different aims and approaches in the exchange process. The high percentage of teachers who strongly agreed or agreed suggests recognition of the potential problems that may arise from diverse perspectives and approaches to teaching.

Item Twenty One: There are teachers who still prefer teaching with their simple and traditional way.

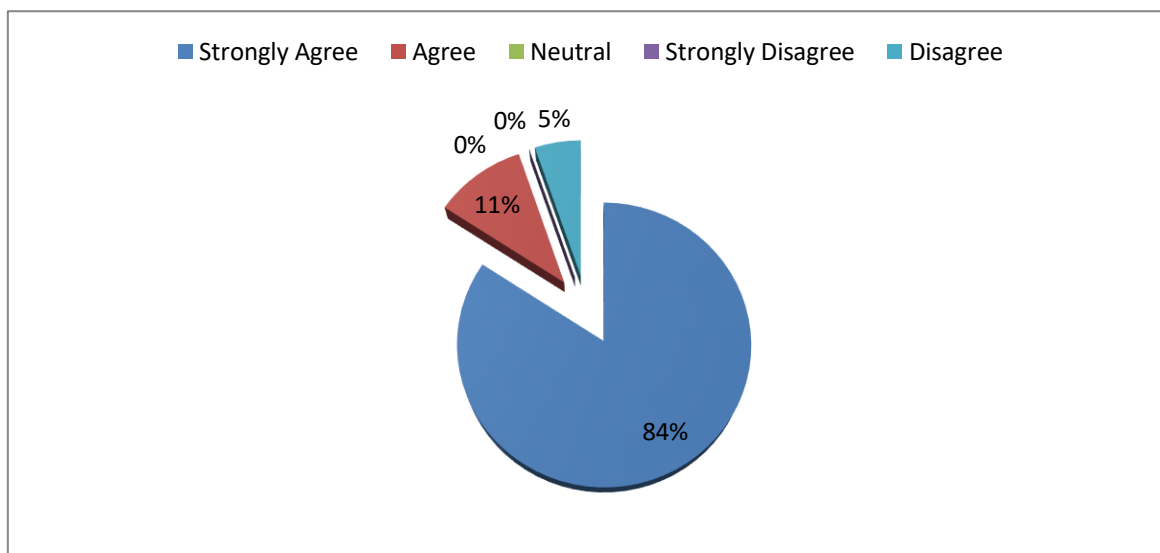
Table 21

Teachers' Attitudes toward Teachers' Adherence to Traditional Teaching Methods

Item 21	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	16	2	0	0	1	19

Figure 21

Teachers' Attitudes toward Teachers' Adherence to Traditional Teaching Methods



The results obtained show that there, sixteen teachers representing 84% of the total, strongly agreed with the statement. This indicates that teachers are aware of the existence of some teachers who have a preference for traditional teaching methods. They may understand that certain educators might choose to fix to more conventional approaches in their teaching practice. Additionally, two teachers, comprising 11% of the total, agreed with the statement. This suggests that teachers also acknowledge the presence of some colleagues who prefer traditional teaching methods. On the contrary, one teacher, representing 5% of the total, disagreed with the statement. This indicates that this particular teacher holds a different perspective, potentially emphasizing the need for innovation and modern teaching methods over traditional approaches. Taken as a whole, the majority of teachers in the study have a favorable attitude towards the preference of some teachers to adhere to traditional teaching methods.

Item Twenty Two: Some teachers don't have access to online exchanges because of some technical issues.

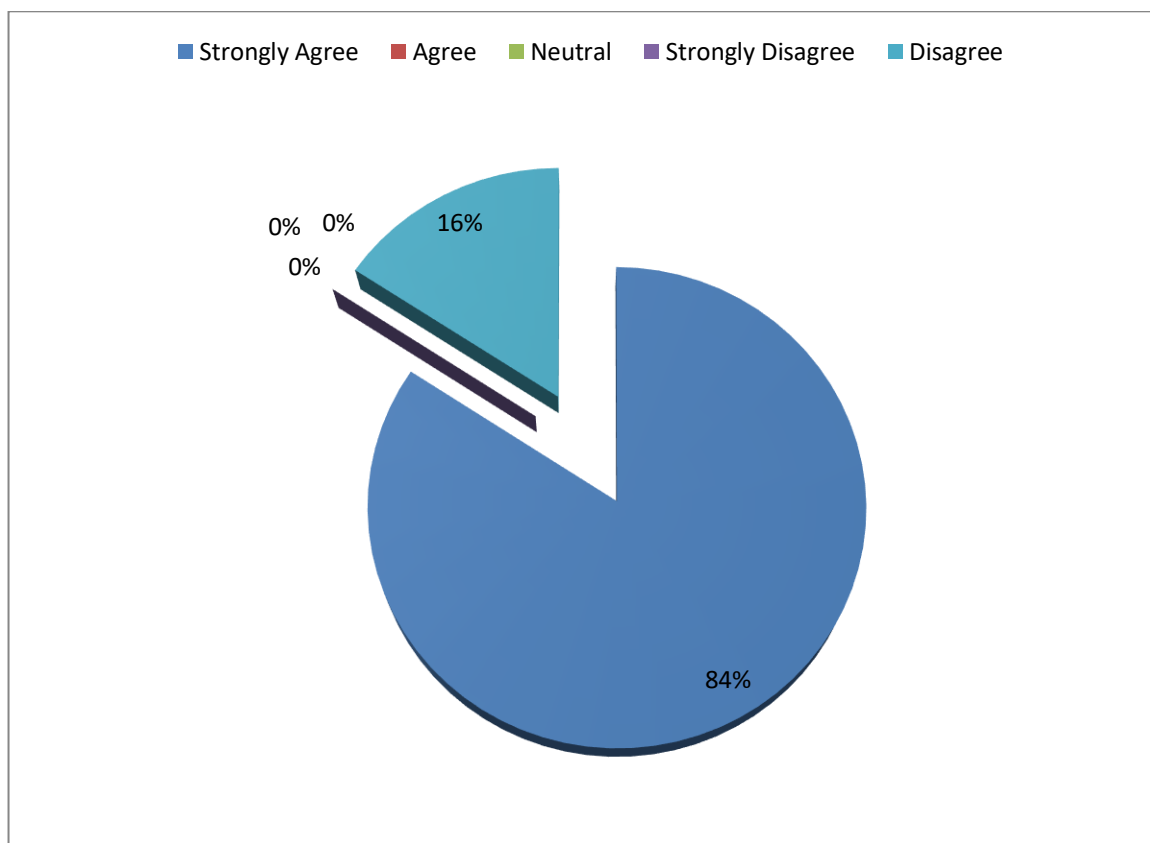
Table 22

Teachers' Attitudes towards the Access to Online Exchanges and Technical Issues

Item 22	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	16	0	0	0	3	19

Figure 22

Teachers' Attitudes towards the Access to Online Exchanges and Technical Issues



Item Twenty Three: Through telecollaboration, students of different countries implement their both tasks and activities.

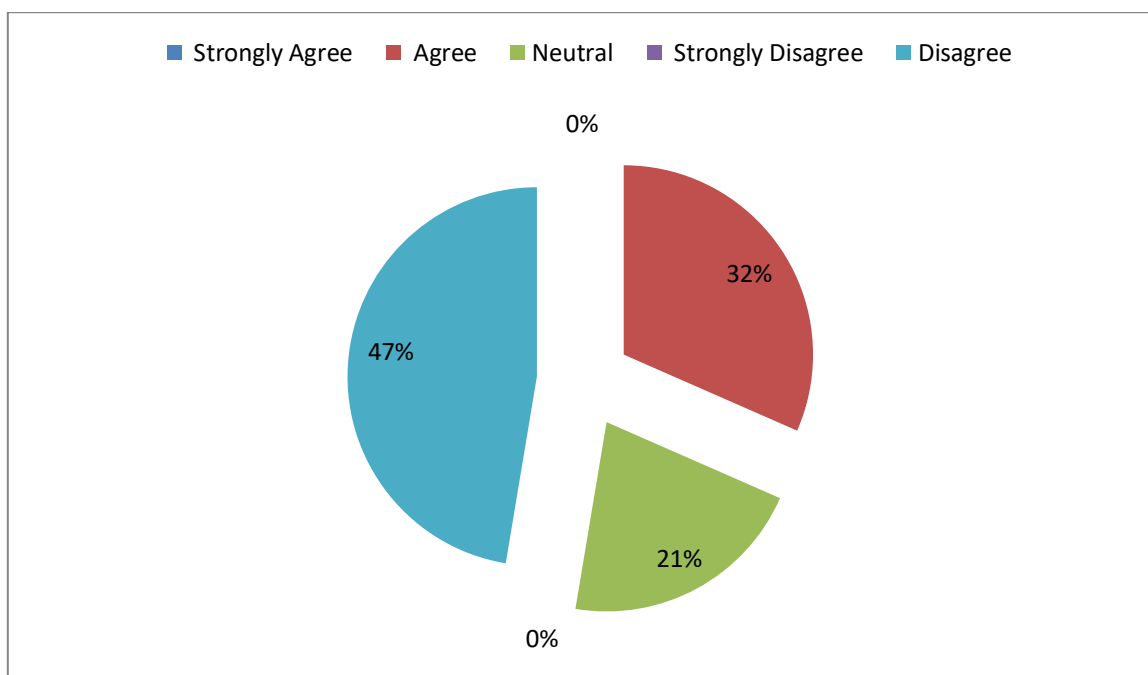
Table 23

Teachers' Attitudes towards the Implementation of Tasks and Activities by Students from Different Countries through Telecollaboration

Item 23	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	0	6	4	0	9	19

Figure 23

Teachers' Attitudes towards the Implementation of Tasks and Activities by Students from Different Countries through Telecollaboration



This question was put to find out teachers' attitudes towards the implementation of tasks and activities by students from different countries through telecollaboration. It is evident that six teachers, representing 32% of the total, agreed with the statement. This signifies that these teachers support and value

the implementation of tasks and activities by students from different countries through telecollaboration. They recognize the potential benefits of such collaboration, such as promoting cultural exchange, and enhancing students' intercultural competence and communication skills. Moreover, four teachers, comprising 21% of the total, expressed a neutral stance towards the statement. This indicates that these teachers neither strongly agree nor disagree with the implementation of tasks and activities by students from different countries through telecollaboration. Besides, nine teachers, representing 47% of the total, disagreed with the statement. This indicates that teachers hold a negative view or skepticism towards the implementation of tasks and activities by students from different countries through telecollaboration.

Generally, the findings highlight the need for ongoing support, training, and dialogue to foster a more positive and widespread acceptance of the implementation of tasks and activities by students from different countries through telecollaboration.

Item Twenty Four: Women teachers don't prefer to be engaged with male foreign teachers.

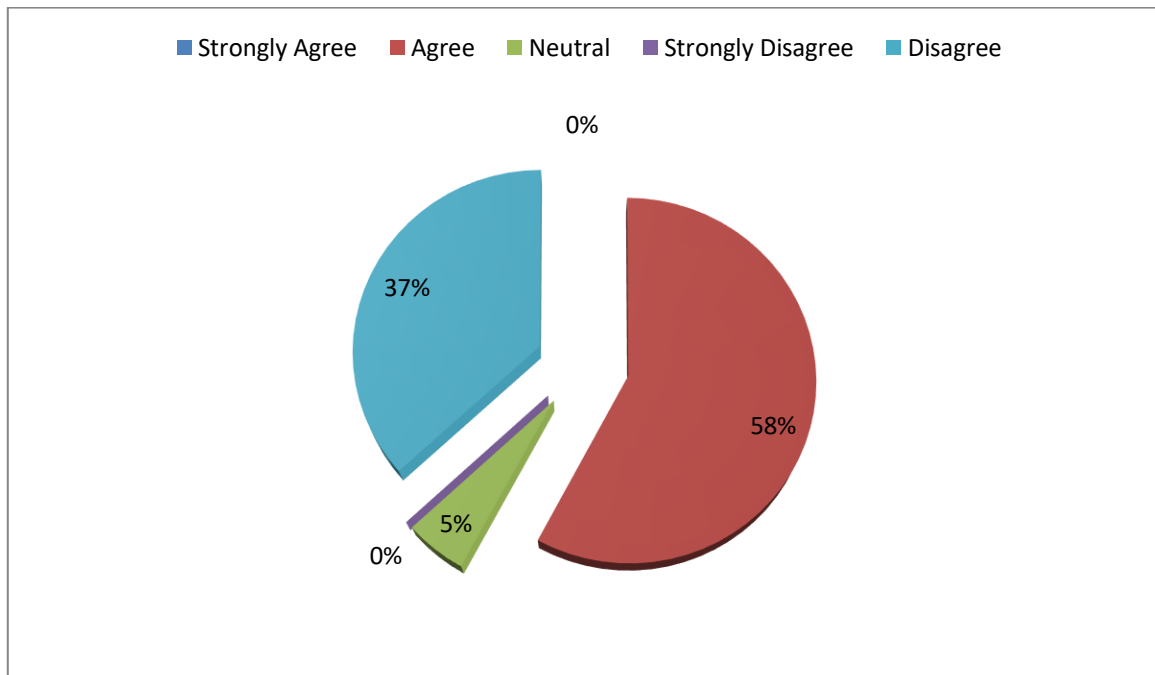
Table 24

Teachers' Attitudes towards the Preferences of some Women Teachers to Avoid Interaction with Foreign Male Teachers

Item 24	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	0	11	1	0	7	19

Figure 24

Teachers' Attitudes towards the Preferences of some Women Teachers to Avoid Interaction with Foreign Male Teachers



Regarding the table above, it is clear that eleven teachers, representing 58% of the total, agreed with the statement. This means, that teachers prefer to avoid interaction with male foreign teachers. Seven teachers, comprising 37% of the total, expressed disagreement with the statement. This suggests that teachers hold a different perspective and do not agree with the preference of women teachers to avoid interaction with male foreign teachers. One teacher, representing 5% of the total, expressed a neutral stance towards the statement. The data reveals that the majority agreed with the statement, a significant number disagreed, and a smaller percentage remained neutral.

Item Twenty Five: Most teachers consider that telecollaboration should be compulsory.

Table 25

Teachers' Attitudes towards the Consideration of Telecollaboration as a Potential Compulsory

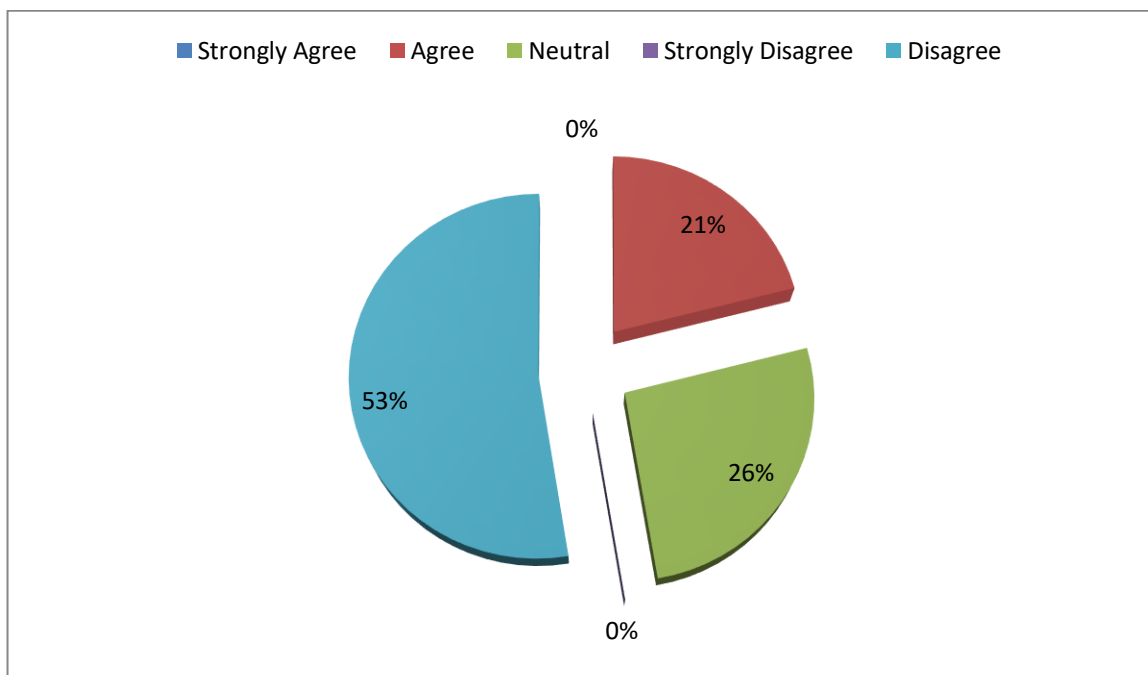
Requirement by Most teachers

Item 25	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	0	4	5	0	10	19

Figure 25

Teachers' Attitudes towards the Consideration of Telecollaboration as a Potential Compulsory

Requirement by Most teachers



Regarding the table above and the pie chart four teachers representing 21% of the total, agreed with the idea of considering telecollaboration as a potential compulsory requirement. Their agreement indicates a belief in the benefits and value of telecollaboration in enhancing learning outcomes, promoting intercultural competence. Five teachers, comprising 26% of the total, expressed a neutral stance. Then, ten teachers, representing 53% of the total, disagreed. This means that most teachers do not support the idea of making

telecollaboration mandatory for students, while a small percentage agreed with the idea, and a notable portion remained neutral.

Item Twenty Six: There are different institutional timetables that deter the interaction between teachers and students, preventing them from engaging with one another.

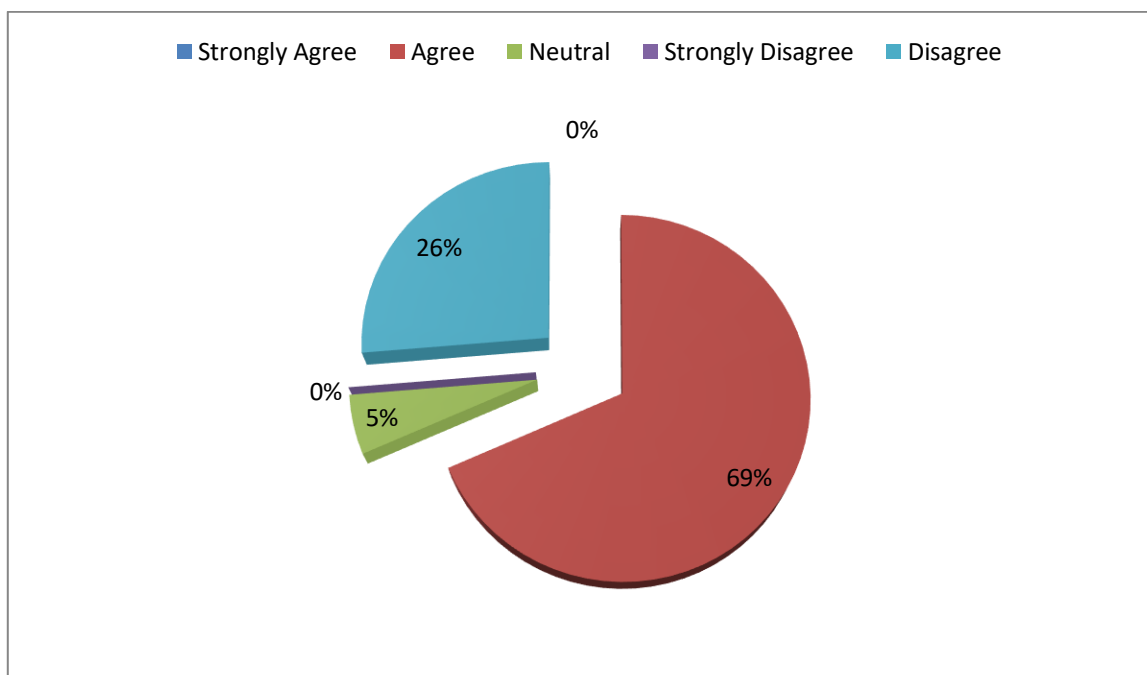
Table 26

Teachers' Perspective on the Differences of Institutional Timetable that Hinder the Interaction between Teachers and Students

Item 26	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	0	13	1	0	5	19

Figure 26

Teachers' Perspective on the Differences of Institutional Timetable that Hinder the Interaction between Teachers and Students



Based on the data, it is evident that thirteen teachers, representing 69% of the total, agreed with the notion that differences in institutional timetables hinder the interaction between teachers and students. This indicates that teachers perceive the variations in timetables as a challenge. In addition, one teacher, comprising 5% of the total, expressed a neutral stance. This indicates that this teacher neither fully agrees nor disagrees with the idea. Furthermore, five teachers representing 26% of the total disagreed, which suggests that teachers do not perceive the variations in timetables as significant barriers or hindrances to effective communication.

Item Twenty Seven: The teacher does not have exclusive authority over the target language and culture.

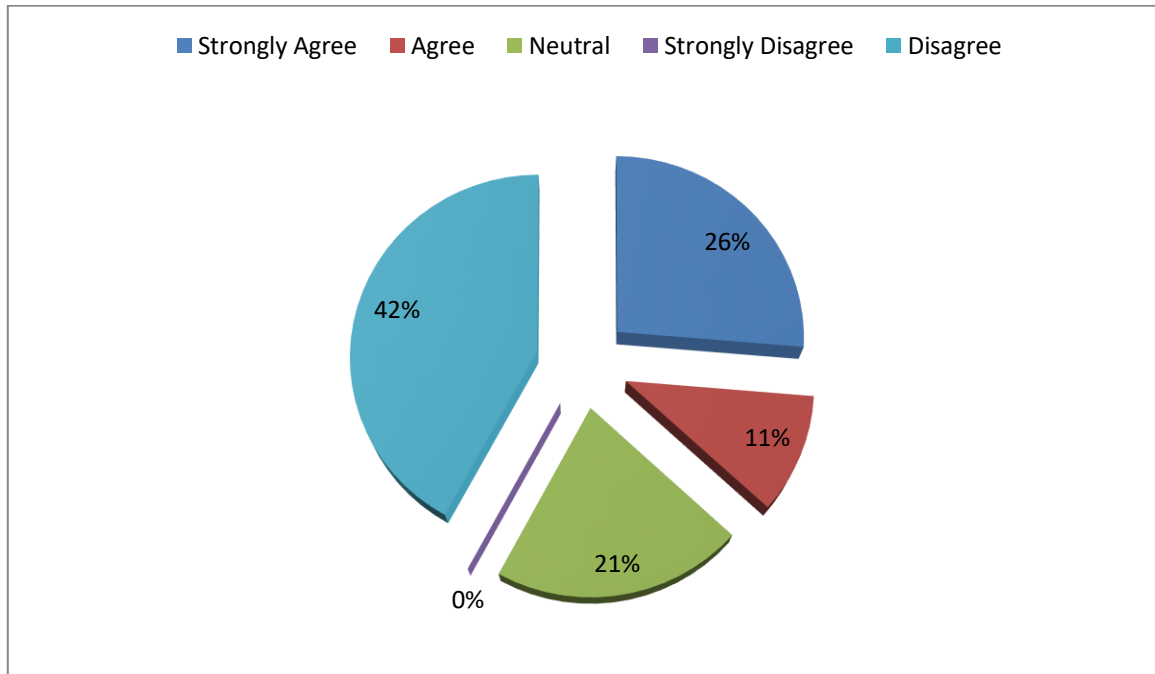
Table 27

Teachers' Attitudes towards the Acknowledgement of Teachers non-exclusive Authority over the Target Language and Culture

Item 27	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	5	2	4	0	8	19

Figure 27

Teachers' Attitudes towards the Acknowledgement of Teachers non-exclusive Authority over the Target Language and Culture



This question sought to identify teachers' attitudes towards the acknowledgement that teachers do not hold exclusive authority over the target language and culture. Five teachers, representing 26% of the total, strongly agreed. This suggests that these teachers recognize and embrace the idea that language and culture are dynamic and multifaceted. Additionally, two teachers, comprising 11% of the total, agreed. This implies that teachers also recognize the value of incorporating different perspectives and sources of knowledge, and they are open to collaborative and inclusive approaches to language and cultural education. Four teachers, representing 21% of the total, expressed a neutral stance. It means that these teachers neither fully agree nor disagree with the idea. Eight teachers, comprising 42% of the total, expressed disagreed. This suggests that these teachers may hold a more traditional view of their role as the sole authority in language and cultural instruction. They may believe in a more centralized approach to teaching, where they are the primary source of knowledge and authority.

Item Twenty Eight: Many women teachers would not like to show their faces to students and teachers when using telecollaboration.

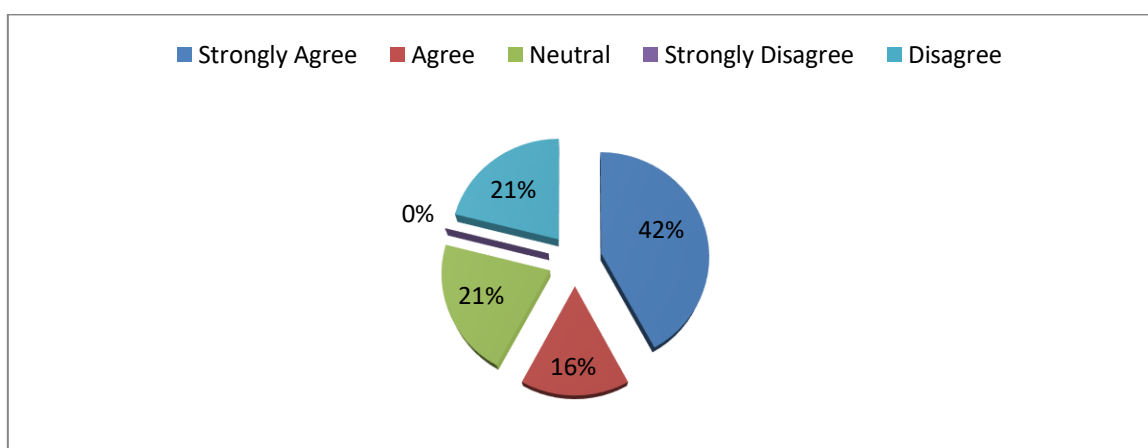
Table 28

Teachers' Attitudes towards the Hesitation of Women Teachers to Show Faces during Telecollaboration

Item 28	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	8	3	4	0	4	19

Figure 28

Teachers' Attitudes towards the Hesitation of Women Teachers to Show Faces during Telecollaboration



With reference to the provided data, eight teachers, representing 42% of the total, strongly agreed. This indicates that these teachers are aware of the potential cultural, social, or personal factors that might influence this hesitancy. Furthermore, three teachers, comprising 16% of the total, agreed with the hesitation of many women teachers to show their faces during telecollaboration. This indicates that these teachers also acknowledge the concerns and understand the reasons behind this hesitation. Four teachers, representing 21% of the total, expressed a neutral stance regarding the hesitation of women teachers to show their faces. This suggests that these teachers neither fully agree nor disagree with the notion. On the other hand, four

teachers, comprising 21% of the total, disagreed with the hesitation of women teachers to show their faces during telecollaboration. This suggests that these teachers may not see the hesitancy as a significant concern or they may hold a different perspective on the issue. They may believe that showing one's face is not necessary or relevant in online collaborative activities.

The findings emphasize the significance of promoting respect, understanding, and inclusivity in telecollaboration settings.

Item Twenty Nine: Telecollaboration contributes to achieve local institutional students' needs.

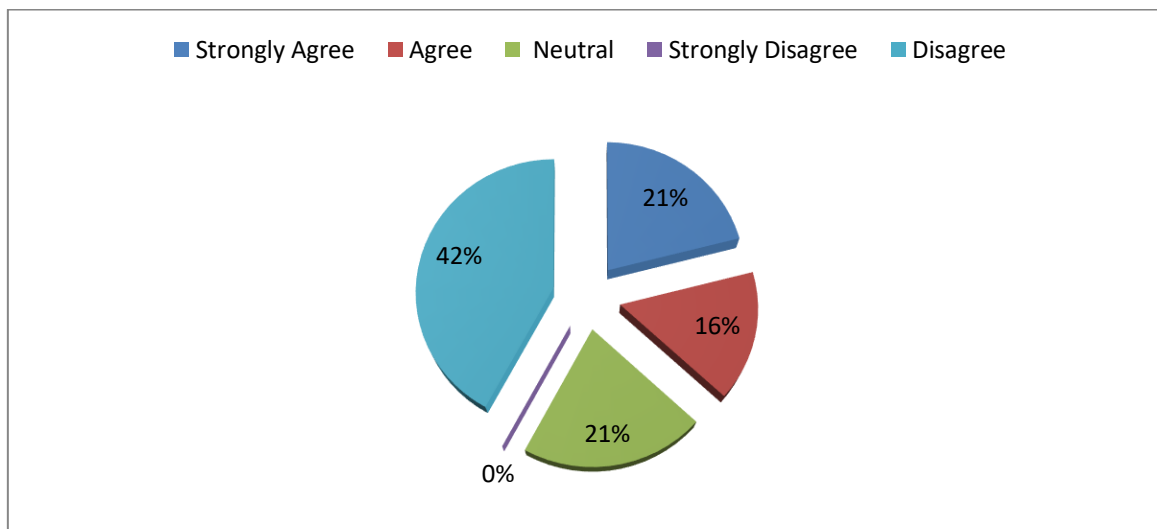
Table 29

Teachers' Attitudes towards the Contribution of Telecollaboration to Meeting the Local Institutional Students' Needs

Item 29	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	4	3	4	0	8	19

Figure 29

Teachers' Attitudes towards the Contribution of Telecollaboration to Meeting the Local Institutional Students' Needs



Based on the provided information from the pie chart, four teachers representing 21% of the total, strongly agreed with the notion that telecollaboration contributes to meeting the local institutional students' needs. This suggests that teachers estimate the positive impact of telecollaboration in addressing the specific requirements and educational needs of the students within their local institutional context. They believe that telecollaboration provides valuable opportunities for students to enhance their learning experiences and achieve their academic goals. Additionally, three teachers, comprising 16% of the total, agreed. This

indicates that these teachers also recognize the benefits and advantages of telecollaboration in fulfilling the specific requirements and learning objectives of the students within their institution. Four teachers, representing 21% of the total, expressed a neutral stance. This suggests that these teachers neither fully agree nor disagree with the notion. On the other hand, eight teachers, comprising 42% of the total, disagreed. This suggests that these teachers may have reservations or concerns regarding the effectiveness or suitability of telecollaboration in fulfilling the specific educational requirements of the students within their local institution. The data reveals a portion of teachers strongly agree or agree with the notion, a significant percentage expresses disagreement, and some remain neutral.

Item Thirty: Teachers are busy with their personal life.

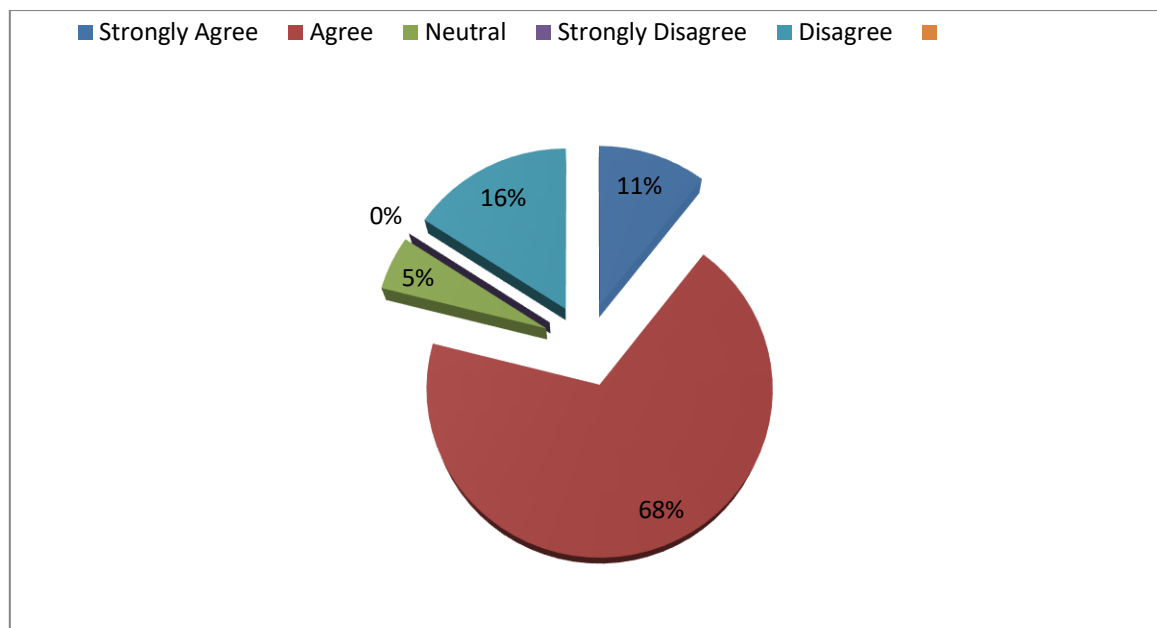
Table 30

Teachers' Attitudes towards the Busyness of Teachers with Personal Life Commitments

Item 30	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	2	13	1	0	3	19

Figure 30

Teachers' Attitudes towards the Busyness of Teachers with Personal Life Commitments



According to the data, it is evident that two teachers, representing 11% of the total, strongly agreed with the notion that many teachers are busy with personal life commitments. This suggests that teachers see the challenges that teachers face in managing their personal lives alongside their professional responsibilities. Additionally, thirteen teachers, comprising 68% of the total, agreed with the notion. This indicates that a majority of the teachers share the belief that often face numerous personal life commitments that can affect their availability and time management. They understand that they may have various responsibilities and obligations outside of their professional roles, and these commitments can impact their ability to dedicate ample time to their teaching responsibilities. One teacher, representing 5% of the total, expressed a neutral stance regarding the busyness of many teachers with personal life commitments. This teacher neither fully agrees nor disagrees with the notion. On the other hand, three teachers, comprising 16% of the total, disagreed with the notion that many teachers are busy with personal life commitments. It means that these teachers hold a different perspective and do not perceive personal life commitments as significantly impacting teachers' busyness or availability. These findings demonstrate portion of teachers strongly agree or agree with the notion, a minority expresses disagreement, and some remain neutral.

Item Thirty One: Teachers are not familiar and convinced of using telecollaboration during their teaching sessions.

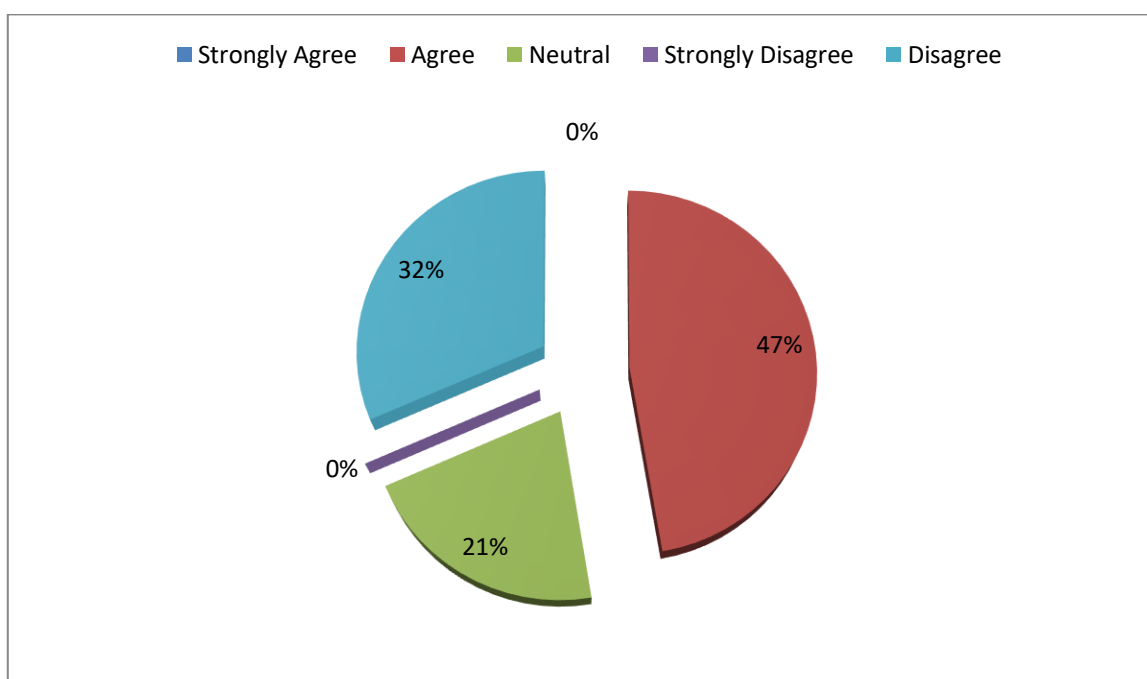
Table 31

Teachers Attitudes towards the Unfamiliarity and Lack of Conviction among Teachers Regarding the Use of Telecollaboration during Teaching Sessions

Item 31	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	0	9	4	0	6	19

Figure 31

Teachers Attitudes towards the Unfamiliarity and Lack of Conviction among Teachers Regarding the Use of Telecollaboration during Teaching Sessions



According to the table and pie chart, nine teachers, representing 47% of the total, agreed with the notion that there is unfamiliarity and lack of conviction among teachers regarding the use of telecollaboration during teaching sessions. This suggests that there are many teachers are not familiar with telecollaboration and may lack confidence or conviction in incorporating it into their teaching sessions. Additionally, four

teachers, comprising 21% of the total, expressed a neutral stance regarding the unfamiliarity and lack of conviction among teachers regarding the use of telecollaboration. These teachers may be open to considering telecollaboration but have reservations or uncertainties that prevent them from fully embracing it. On the other hand, six teachers, representing 32% of the total, disagreed with the notion. This indicates that teachers hold a different perspective and do not believe that there is a widespread unfamiliarity or lack of conviction among their colleagues. They may consider telecollaboration to be an effective and valuable teaching tool and believe that many teachers are already familiar with it and have confidence in its use. The data reveals a portion of teachers agree with the notion, a significant percentage expresses disagreement, and some remain neutral. This question is to explore the attitudes of teachers towards the unfamiliarity and lack of conviction among their colleagues regarding the use of telecollaboration during teaching sessions. Recognizing and addressing these attitudes can contribute to the successful adoption and implementation of telecollaboration in educational settings, ultimately benefiting both teachers and students by enhancing their learning experiences and promoting global connections.

Item Thirty Two: Students learn their foreign language effectively by integrating with foreign students due to telecollaboration.

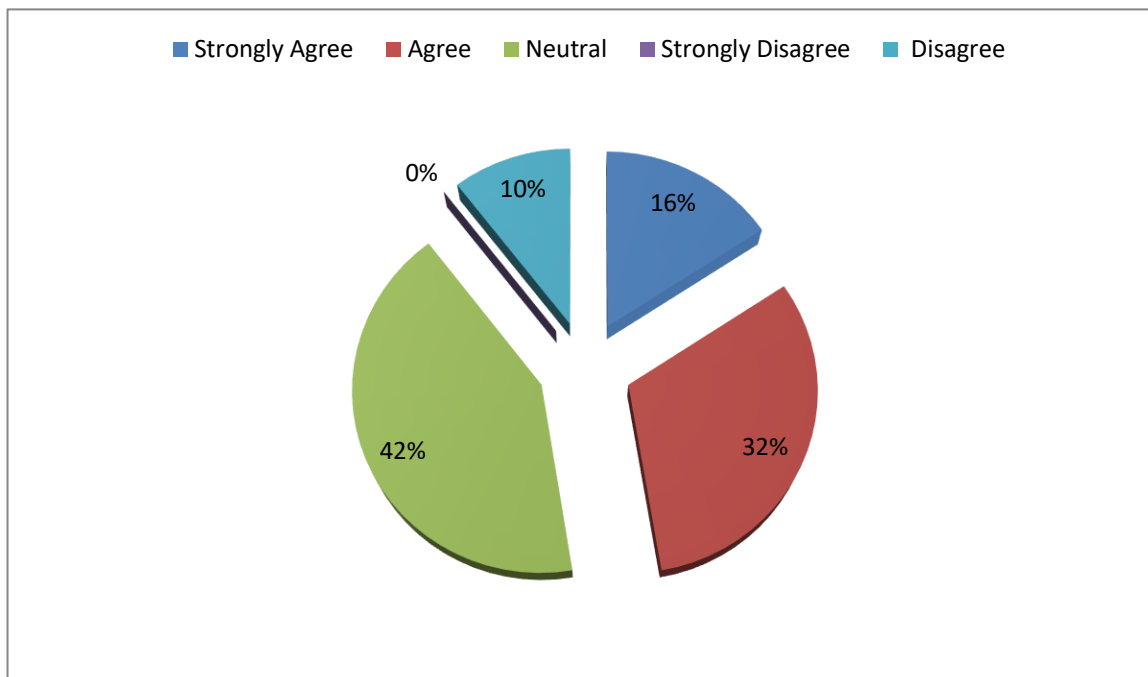
Table 32

Teachers' Attitudes towards the Efficiency of EFL through Telecollaboration

Item 32	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	3	6	8	0	2	19

Figure 32

Teachers' Attitudes towards the Efficiency of EFL through Telecollaboration



According to the data, three teachers, representing 16% of the total, strongly agreed with the notion that integrating foreign students via telecollaboration contributes to the effective learning of foreign languages by students. These teachers hold a positive perspective and firmly believe in the benefits of integrating foreign students in telecollaboration activities. Six teachers, comprising 32% of the total, agreed with the notion, these teachers also recognize the potential effectiveness of integrating foreign students via telecollaboration for language learning purposes. Eight teachers, representing 42% of the total, expressed a neutral stance. This suggests that these teachers neither fully agree nor disagree with the notion. Two teachers, accounting for 10% of the total, disagreed with the notion. These teachers hold a different perspective and do not believe that integrating foreign students via telecollaboration contributes significantly to effective language learning or they might just be skeptical about the practicality. The data reveals a small portion of teachers strongly agree, a low percentage expresses agreement, and a significant number remain neutral. However, a minority of teachers disagree with the notion.

Item Thirty Three: Using telecollaboration promotes students' communicative competence.

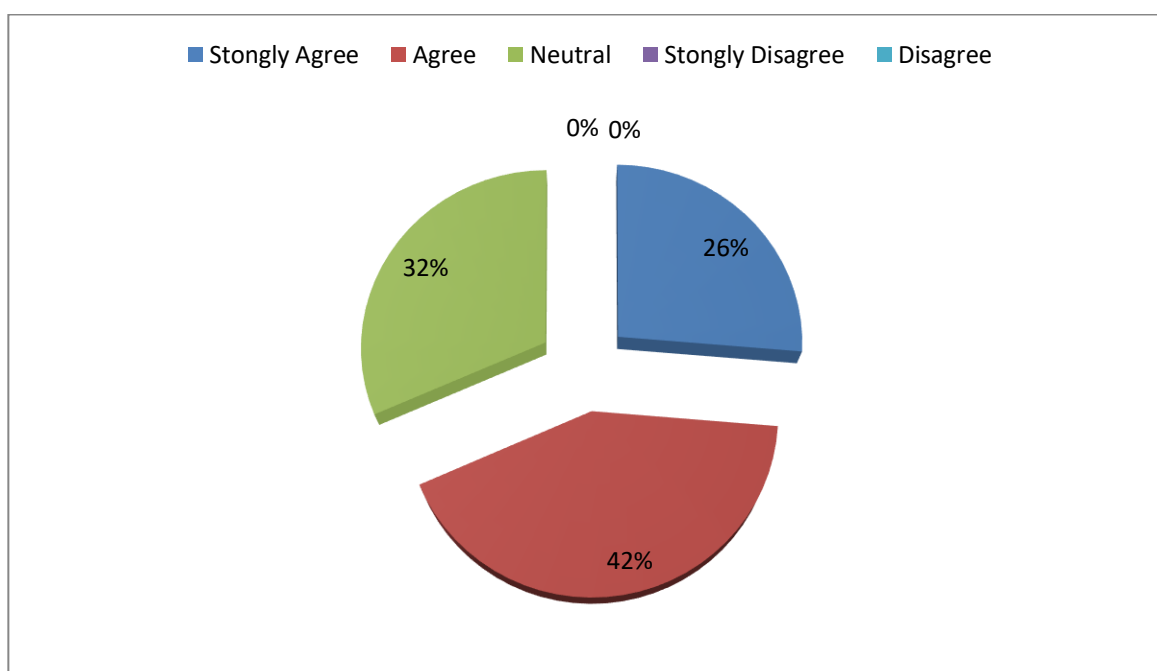
Table 33

Teachers' Attitudes toward Promoting Communicative Competence through Telecollaboration

Item 32	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
The number of teachers	4	9	6	0	0	19

Figure 33

Teachers' Attitudes toward Promoting Communicative Competence through Telecollaboration



According to the table and pie chart, additionally, five teachers, comprising 26% of the total, strongly agreed with the statement. These teachers hold a firm and positive stance, expressing strong support or alignment with the topic at hand. Their strong agreement suggests a high level of conviction and belief in the validity or importance of the statement. Eight teachers, accounting for 42% of the total, agreed with the statement. It still signifies their alignment or positive attitude towards the topic. These teachers may recognize the value or validity of the statement and express general support for it. On the other hand, six teachers, representing 32% of the total, expressed a neutral stance. Their neutral position may indicate a lack of strong conviction or uncertainty regarding the topic. The data reveals a significant portion expressing

agreement and a considerable number expressing agreement. However, there are also a notable proportion of teachers who remain neutral. Overall, the data suggests that a significant number of teachers are in agreement, either strongly or moderately, with the statement. The presence of a neutral group also highlights the importance of further engagement, dialogue, or information sharing to address any concerns, provide clarity, and promote a shared understanding among the teachers.

2.7. Discussion of the Results

The current study aims to explore EFL teachers' attitudes towards the use of telecollaboration in EFL teaching. Referring to teachers' questionnaire, the results of the questionnaires were carefully analyzed, interpreted and represented statistically and descriptively in tables and figures. Basing on the analysis of teachers' questionnaire, some facts are revealed concerning teachers' attitudes towards the use of telecollaboration in EFL teaching. It consists of teachers from both genders who held different degrees and each one has some years of experience in teaching English as a foreign language. Furthermore, their awareness of using technology and telecollaboration in their classes. Finally, attitudes towards the use of telecollaboration in EFL teaching. EFL teachers consider and estimate the potential benefits of telecollaboration such as increased student motivation, authentic language use, and intercultural learning opportunities. They view it as a means to enhance language proficiency and develop global competencies, expose them to diverse cultures and perspectives, and foster a global mindset. Nevertheless, the variety of techniques provides students with different opportunities to express their opinions. On the other hand, The results uncover a notable percentage of teachers expressed reservations or hesitations and a significant resistance to change among EFL university teachers when it comes to integrating telecollaboration into their teaching practice. Some teachers are accustomed to traditional methods and skeptical about the effectiveness or relevance of using telecollaboration in in EFL classes. They exhibit negative or hesitant attitudes, possibly due to concerns about Insufficient access to computers and technical issues 84% of teachers don't have access to online exchanges and technical. Moreover, for the issues lack of experience or training, 47% of the EFL Teachers are not familiar and convinced of using telecollaboration during their teaching sessions.

According to the time constraints, or difficulties in coordinating and managing telecollaborative projects, teachers state that the differences in institutional timetables hinder the interaction between teachers and students. Which mean that teachers perceive the variations in timetables as a challenge. Finally, the preferable way of traditional teaching methods. 84% of teachers prefer to teach with traditional methods. They understand that certain educators might choose to fix to more conventional approaches in their teaching practice.

These identified obstacles suggest that the implementation of telecollaboration in EFL teaching may not be feasible or practical in certain educational contexts. It is crucial to provide adequate support, training, and resources to overcome these challenges and enable teachers to effectively incorporate telecollaboration in their classrooms. Overall, this chapter provides to weaken the hypothesis suggested in the beginning of the research.

3. Limitation of Study

The study has certain limitations that should be acknowledged. Firstly, the sample size of the surveyed teachers is relatively small, which may impact the generalizing of the findings. Additionally, the study does not have control over external factors, such as participants' previous experiences with telecollaboration and the available technological infrastructure, which could potentially influence their attitudes. Moreover, social desirability bias, participants may provide responses that they perceive to be socially desirable or expected, rather than expressing their genuine attitudes. This bias can arise when participants feel pressured to conform to certain norms or expectations. Furthermore, self-reporting limitations, the research may rely on self-report measures, such as surveys or interviews, which are subject to limitations. Participants may not accurately recall their attitudes or may provide responses that they believe align with the researcher's expectations. Lastly, contextual factors, the research may focus on EFL university teachers in a specific geographical region or institutional context. The attitudes of teachers can be influenced by various factors such as cultural norms, educational policies, or institutional constraints. Therefore, the findings may not be applicable to EFL teachers in different contexts.

4. Pedagogical Implications

Based on the results and the reviewed literature in this study, the researchers have put some suggestions and recommendations to better implement telecollaboration in EFL teaching as followed

- By offering teacher guidance and support to facilitate interactions, provide language support, address communication issues, and act as cultural mediators.
- Developing students' digital literacy skills by providing explicit instruction on using technological tools and platforms.
- By designing telecollaboration projects aligned with pedagogical objectives and clear learning.

5. Recommendations

▪ Educational Institutions

Educational institutions provide professional development opportunities for teachers to enhance their skills in implementing telecollaborative practices. This can include workshops, seminars, and training sessions on effective telecollaboration methodologies, intercultural communication, and technology integration. It can review and revise their language learning curricula to incorporate telecollaborative activities and projects. They can identify specific learning outcomes that can be achieved through telecollaboration and integrate them into the curriculum frameworks. Moreover, educational institutions can establish partnerships and collaborations with other institutions locally, nationally, or internationally. This enables the exchange of ideas, joint projects, and collaborative learning experiences for students. Lastly, institutions can develop appropriate evaluation and assessment methods to measure the effectiveness and impact of telecollaboration on student learning outcomes. This includes assessing language proficiency, intercultural competence, and the ability to collaborate effectively in virtual environments.

▪ Educational Technology Specialists

Educational technology specialists play a crucial role in supporting the adoption of telecollaboration in educational. They can provide expertise and training to teachers on the effective use of technology for

telecollaboration. They can offer workshops, seminars, and individualized support to help teachers understand and navigate the technological tools and platforms used in telecollaborative projects. Moreover, they assist in the integration of telecollaboration tools and platforms into the existing educational technology infrastructure. They can recommend and implement suitable technologies that support communication, collaboration, and intercultural exchange among students.

- **Curriculum Developers**

Curriculum Developers can conduct needs analysis to identify the specific goals, learning outcomes, and competencies that can be addressed through telecollaboration. This helps in aligning the curriculum with the potential benefits and objectives of telecollaborative activities. Developers can create support materials for teachers, including guidelines, lesson plans, and pedagogical resources that provide step-by-step instructions on implementing telecollaboration. These materials can help teachers understand the pedagogical rationale behind telecollaboration and offer practical strategies for effective implementation.

Conclusion

This chapter is composed of the analysis of data collected from the questionnaire which contains questions given to teachers of English in order to gather information about their attitudes toward the use of telecollaboration either positively or negatively. It also deals with the data analysis and interpretation of the findings. Next step is providing a general discussion in which the results of the questionnaire will be combined and then related to previous studies. The chapter ends by providing some recommendations in light of the main results obtained.

General Conclusion

General Conclusion

The primary focus of this dissertation is to explore the perspectives of EFL teachers regarding the utilization of telecollaboration in EFL teaching. The researchers aim to investigate this topic by posing a research question and seeking complementary findings. The first research question centers on the attitudes of EFL university teachers towards the incorporation of telecollaboration in EFL teaching.

The present study consists of two chapters. The first chapter focuses on the literature review, while the second chapter develops into the practical framework of the investigation. In the theoretical section, the researchers provide an overview of telecollaboration, including definitions, origins, roles, models, challenges, and types, particularly in the context of EFL classes. The chapter also emphasizes the significance of authentic materials in EFL classes and explores relevant definitions and concepts.

In the practical part of this study, the researchers employed a descriptive method to examine the attitudes of EFL university teachers towards the utilization of telecollaboration in EFL teaching. To accomplish this, the researchers selected a questionnaire as the research tool and administered it to EFL university teachers at M'sila. The aim was to investigate their attitudes toward the use of telecollaboration in

Numerous research studies have emphasized the importance and advantages of telecollaborative initiatives in improving language learning. These initiatives provide learners with authentic input in the target language and direct interaction with the culture, leading to enhanced linguistic acquisition (Hauck and Youngs, 2008; Hollenbeck and Hollenbeck, 2009). Schmidt-Rinehart (1994) suggests that preparing students for real-world language usage involves exposing them to natural, native-like speech. Additionally, other studies have explored the benefits of telecollaboration in developing intercultural competence (Alvarez Gonzalez, 2011; Byram, 1997; Sevilla-Pavón and Haba Osca, 2016) as well as instrumental and interpersonal skills (Pérez Cañado, 2013). These initiatives contribute to EFL teaching and provide valuable data for analysis and interpretation.

While, the findings and analysis of the data collected from the questionnaire, indicate that teachers hold a negative stance towards the implementation of telecollaboration as part of their teaching practices. The

results reveal that they have unfavorable perceptions and attitudes regarding the use of telecollaboration. Teachers' opposition to telecollaboration stems from several factors: one factor is their lack of confidence in the technological skills and the limited opportunities for training and professional development to effectively incorporate telecollaboration into their teaching. Additionally, they have concerns about potential cultural misunderstandings and sensitivities that may arise during telecollaboration activities, which contributes to their hesitation. Furthermore, their personal teaching preferences favor traditional face-to-face methods, which they perceive as more effective for promoting active learning. These combined factors contribute to their reluctance in adopting new technological approaches.

The present study has certain limitations. One limitation is that the findings cannot be generalized to larger groups due to the small sample size of university teachers from M'sila. Consequently, caution should be exercised in extrapolating the results to a broader population. However, the study's findings can serve as a starting point for further research on the use of telecollaboration in EFL teaching. The limitations of this study indicate the need for more extensive and diverse research in order to gain a comprehensive understanding of the topic prior experiences with telecollaboration and the technological infrastructure available to them.

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APPENDICES

Exploring EFL University Teachers' Attitudes toward the Use of Telecollaboration in EFL Teaching

This questionnaire is designed for EFL teachers. It aims to explore EFL university teachers' attitudes towards the use of telecollaboration in EFL teaching. You are kindly addressed to take part in this questionnaire by ticking the appropriate answer and justifying it whenever necessary. Your responses will be used only for this research. Help from you will be highly appreciated.

Part One: Background Information

Question 1: please specify your gender.

a- Male

b- Female

Question 2: What degree do you hold?

a- Master

b- Magister

c- P.H.D (doctoral)

Question 3: How long have you been teaching English at the department of English?

a- From 3 to 5 years

b- From 6 to 10 years

d- More than 10 years

Part Two: Teachers' Awareness of Telecollaboration

Question 1: Do you integrate technology in your teaching sessions?

a- Yes

b- No

If yes, how often do you use technology in your teaching sessions?

a- Very often

b- Quite often

c- Occasionally

d- Rarely

e- Never

If no, to what extent do think using technology in teaching is beneficial?

a- Very beneficial

b- Beneficial

c- Neutral

d- Not beneficial

Question 2: Do you adopt telecollaboration in your classrooms?

a- Yes

b- No

If no, please justify.....

Question 3: How many online exchanges have you set up in the past 5 years for your students?

a- 1

b- 2

c- 3

d- 4

e- 5 or more

Part Three: Teachers' Attitudes toward the Use of Telecollaboration during Their Teaching Sessions.

Tick the appropriate response according to your opinion.

	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
Telecollaboration improves students' foreign language skills and cultures.					
Motivation and confidence are increased when teachers adopt telecollaboration.					
Culture plays an important role in learning a foreign language.					
Most teachers see that using telecollaboration in teaching is time-consuming and challenging.					
Teachers find difficulties communicating with other teachers from diverse origins.					
Telecollaboration consists of different level of proficiency between the students.					
Telecollaboration aims at developing the students' linguistic competence and Intercultural awareness.					
Teachers don't find support from the institution to adopt telecollaboration.					
Telecollaboration leads to misunderstanding and culture clashes between students.					
Online exchanges facilitate the integration of students and instruct them on how to use them autonomously.					
Teachers have different aims and approaches to the exchange.					
There are some teachers who still prefer teaching with their simple and traditional way.					
Some teachers don't have access to online exchanges because of some technical issues.					
Through telecollaboration, students of different countries implement their both tasks and activities.					
Women teachers don't prefer to be engaged with male foreign teachers.					

Most teachers consider that telecollaboration should be compulsory.					
There are different institutional timetables that deter the interaction between teachers and students, preventing them from engaging with one another.					
The teacher does not have exclusive authority over the target language and culture.					
Many women teachers would not like to show their faces to students and teachers when using telecollaboration.					
Telecollaboration contributes to achieve local institutional students' needs.					
Many teachers are busy of their personal life.					
Teachers are not familiar and convinced of using Telecollaboration during their teaching sessions.					
Students learn their foreign language effectively by integrating with foreign students due to telecollaboration.					
Using telecollaboration promotes students' communicative competence					