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E-LIVE tasks for virtual exchange consist of a sequence of subtasks organised in three phases: preparatory (pre-task), task performance (interaction) and post- task.

Cultural Identity and Diversity in Task Design

Task summary

Topic	Cultural Identity and Diversity in Task Design
Target group, CEFR level, Communication	Student teachers Tandem English - Spanish, C1- C2/B1-B2, Synchronous
Summary of activities	Students will engage with one of the E-LIVE Project Teacher Education Modules and learn how to use Virtual Exchange (VE), also known as telecollaboration, to develop future students' understanding of cultural identity and intercultural competences. Then, in groups, they will proceed to create a VE task on this topic with their online partner(s).

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Learning goals	

Intercultural Objectives

Students will:

- Gain a deeper understanding of the development of intercultural competences through virtual exchange projects
- Learn about the intercultural turn in foreign language education
- Gain insights on how VE can enhance intercultural communicative competences
- Work collaboratively to create engaging tasks to stimulate intercultural skills, attitudes and awareness

Linguistic Objectives

Students will be given the opportunity to practice their conversation skills. They will:

- Describe what they have learned through the E-LIVE materials that they have explored
- Make and accept suggestions
- Negotiate in order to create a task together

Digital Objectives

Students will:

- Be given the opportunity to become more familiar with Genially, Padlet and videoconferencing software
- Help each other with technological issues
- Develop digital literacies and competences for efficient and meaningful collaboration.

Pedagogical Objectives

Students will be given the chance to learn and reflect about how VE and virtual reality can be implemented in intercultural language learning processes and think of possibilities for pedagogical integration at secondary schools. More specifically, they will:

- Build up a better understanding of intercultural exchanges through telecollaboration
- Be aware of the benefits of Virtual Exchanges
- Experience an intercultural task beyond stereotyping

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Final product	They will co-design and create a task to implement VE in secondary education using the E-LIVE format
Assessment	• Recordings • Sharing information with classmates • Questionnaires and focus group interviews
Tool suggestions	Genially Padlet BBB, Zoom or Teams
Authors	Charo López Contreras (Florida Universitària) Adapted by Begoña Clavel Arroitia (Universitat de València)
Validated	Through the VE project conducted between student teachers from Florida Universitària and University of Portsmouth

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Preparation activities

Task elements	Activities and/or related skills
Familiarization with the tools	Familiarize yourself with the use of Genially: take a look at the first page in the presentation to get to know how to navigate through the materials Make sure you know how BBB (or Zoom or Teams) functions before the first meeting with your peer(s).
Preparing for the meeting and the task	• Engage with the E-Live Project Teacher Education Module and learn how to use VE to develop students' cultural identity and intercultural understanding. Work through these presentations and tasks • Write your own ideas and suggestions down and explain these during the meeting on the videoconferencing platform. Remember that your partner has a different socio-cultural background, probably a different command of English/Spanish, of technology, with other experiences, views or ideas, different interaction styles. Be sure to listen, contribute and be respectful to each other.
Familiarization with the task topic	Read the task description (the interaction part) carefully and make sure you understand what the task is about.

Interaction

Task elements	Activities and/or related skills
Recordings	Prepare the recordings of your session on the videoconferencing tool and share them with your teacher
Important!	**Remember** that this should be a **dialogue** where you share and compare information and experiences in a constructive manner.
Navigating through the E-LIVE materials & Task creation with online partner(s)	• First you have to work individually through these presentations and tasks: Click on **Topic 1** and skip the first 5 slides. Then **Click on Module 4** 'Virtual Exchange for Intercultural Learning' and work through the videos and tasks. • Once you have the necessary background information, meet with your peer(s) to carry out the second part of the task, that is, the creation and co-design of a lesson plan/task to implement VE in secondary education using the E-LIVE format • Decide on whether the approach will be 'tandem' or 'Lingua Franca' • Choose an intercultural experience for your students (you can use the example provided in the video if you wish). Remember to attempt to go beyond stereotypes • Co-design the task using the Lesson plan format Take a copy of this google doc so that you can work on it together with your partner.

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	Do not forget to record and share your online session!!
Suggested bibliography	Select information from the reading material below to understand more about cultural identity and diversity: • Evans, M. & Fisher, L. (2022). The relevance of identity in languages education, The Language Learning Journal, 50:2, 218-222, DOI: 10.1080/09571736.2022.2046693 • Jones, B. (1995). Exploring Otherness – an approach to cultural awareness. CILT Pathfinder 24. (Pdf) • Dooly, M. & Darvin, R. (2022) Intercultural communicative competence in the digital age: critical digital literacy and inquiry-based pedagogy, Language and Intercultural Communication, 22:3, 354-366, DOI: 10.1080/14708477.2022.2063304 • The EVALUATE Group (2019). Evaluating the Impact of Virtual Exchange on Initial Teacher Education: A European Policy Experiment. Available online: https://files.eric.ed.gov/fulltext/ED593741.pdf
Reflecting on the exchange	Evaluate this meeting together: • How did it go? • Were there a lot of differences/similarities? • What did you learn from the other person or persons? • Did you like the task? • Did you like the interaction?

Post task

Task elements	Activities and/or related skills
Individual assessment	• Prepare to present your task to your classmates • Fill in your reflections on the online form • Participate in one of the focus group interviews

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