

SVETIMŲJŲ KALBŲ STUDIJS/STUDIES OF FOREIGN LANGUAGES

E-mail Projects in the EFL Classroom – with Special Focus on Students’ Intercultural Learning. A Hungarian Perspective

Helga Dorner

Abstract. In intercultural learning processes language and culture are considered to be interdependent which means that by transmitting a reflective approach learners are likely to understand their own cultural background and see the limitations of the target language and its culture. To what extent students adapt to acting interculturally depends largely on the activities they are involved in during EFL lessons. Taking part in international e-mail projects – a combination of task-based teaching using project work and the technology-mediated model of learning – opens up new perspectives for asynchronous communication between learners of two partner-classes having different mother tongues but learning the same target language. Communicating in English via e-mail enables EFL students to learn interculturally, since they collect first-hand experience about different cultures and exchange ideas with learners all around the Globe.

Our small-scale experiment aims at investigating whether the integration of intercultural e-mail projects in the EFL classroom can facilitate the participating students’ intercultural learning processes and their self-perceived development of intercultural communicative competence. We carried out three different international e-mail projects in three Hungarian grammar schools. As for the data analysis we included both quantitative and qualitative methods. We used the method of ‘triangulation’ i.e. focused on three perspectives (student, teacher, observer) and analysed the students’ e-mails on the basis of Byram’s (1997) model of intercultural communicative competence which deals with categories such as skills, attitudes, knowledge and critical awareness that are all identifiable in written language performance.

Introduction

The globalisation and the worldwide business relations between economies lead to regular intercultural encounters between citizens and colleagues of different nationalities while they are exchanging ideas and knowledge in all walks of life. Despite the increasing frequency of such either professional or personal interactions prejudice against different nations, cultures or minorities, discrimination on the basis of sex, race and religion still to a great extent deprave social behaviour and they too often influence people when forming their opinions and constructing their worldview. Therefore, intercultural training and the development of intercultural competence i.e.

“being able to interact with people from another country and culture in a foreign language – being able to negotiate a mode of communication and interaction which is satisfactory to oneself and the other interlocutors” (Byram 1997, p. 40)

are more inevitable than ever in educational contexts so that present learners and future employees or employers will be able to cope with complex intercultural situations successfully. Preparing young people for the difficulties in encounters alike is the duty of educators on all levels (Weber 2003, p.196).

In this respect a particular role has been claimed for foreign language education – in the writer’s case English

as a foreign language teaching (EFL) – where the potential encounter with social groups speaking other languages and having other traditions is self-evident.

In present day foreign language teaching – including EFL as well – language and culture are interdependent which means that by adapting a reflective approach the learners are supposed to understand their own cultural background, the limitations of the target language and its cultural rules. As a result of this procedure they will be able to reconstruct “others’ frames of reference” and “see the world through the others’ eyes” (Bredella 2003, p.229). To what extent are the learners able to understand each other i.e. to learn interculturally, depends mainly on the type of activities they are involved in during the EFL lessons.

In this context the application of information and communication technologies (ICT) – including the Internet and its services – is acknowledged by many (Kern 1998; Gray & Stockwell 1998; Roberts 1994; Sakar 2001). In the field of foreign language teaching – including EFL classrooms – a task-based approach, the development of functional learning environments and intercultural learning have also been connected to the use of information and communication technologies (Riel 1994 and Peterson 1997 as cited in Müller-Hartmann 2000, p. 129).

Despite the fact that there are many possible tools that belong to the group of ICT the Internet and its electronic mail service – ‘the mother of all networks’ – are often treated as the “exceptional” ones. E-mail is regarded as the most effective way of connecting people and establishing direct link to the rest of the World. Since it is accessible, fast, user-friendly, informal, and it offers the opportunity to communicate in authentic interactions – which is almost impossible under ‘normal’ classroom-circumstances – it’s not surprising that its potential for EFL teaching has been early discovered. Communicating via e-mail enables EFL students to use the target language, collect first-hand experience about different cultures and exchange ideas with either native speakers or other EFL learners from all around the world. The cliché-like phrase according to which the use of e-mail in foreign language teaching opens up new perspectives has become widely accepted by now – not without reason, obviously.

Research problem and aim

This paper focuses on the new perspectives opened up by the effective use of e-mail, namely, its application in the form of intercultural e-mail projects – ‘pen pal projects’ – in the EFL classroom. The writer’s aim is to investigate (in case of a relatively small number of participants) whether intercultural e-mail projects in the EFL classroom can facilitate the learners’ intercultural learning processes and their self-perceived development of intercultural communicative competence. If yes, in what way do international e-mail projects influence students’ self-perceived development of intercultural communicative competence?

As regards the potential solution to the research problem the writer used Byram’s (1997) intercultural communicative competence model as a crucial basis for the selection and the compilation of research methods and for the data analysis. The following section presents briefly the model.

Intercultural communicative competence

Byram (1997) in the introduction to his book “Teaching and Assessing Intercultural Communicative Competence” compares the *tourist* and the *sojourner*. The tourist visits foreign places, people and cultures with the aim that these encounters will make their life richer but they do not necessarily lead to any fundamental change in their way of life. The sojourner, however,

”produces effects on a society which challenge its unquestioned and unconscious beliefs, behaviours and meanings, and, whose own beliefs, behaviours and meanings are in turn challenged and expected to change” (Byram 1997, p. 1).

When individuals are able to develop a ‘natural’ distance to their own beliefs, values when confronted with those of the other the process of “distancing” is carried out. Byram (Byram 1997, p. 3) claims that the qualities of the sojourner make up intercultural competence, and that it is an essential part of learning a foreign language.

His model of intercultural communicative competence consists of five different but interdependent components, to which Byram refers to as “skills”. These components are as follows: *attitudes*, *knowledge*, *skills of discovery and interaction* and *skills of interpreting and relating*. The fifth one – *critical cultural awareness* or an *evaluative orientation* is

the interplay of the other four components (Byram 1997, p. 43). At this stage the learners are able to

“evaluate critically and on the basis of explicit criteria perspectives, practices and products in one’s [their] own and other cultures and countries” (Byram 1997, p. 63).

“Attitudes” are one out of the five skills which he describes the following way: the intercultural speaker must demonstrate “attitudes of curiosity and openness, readiness to suspend disbelief about other cultures and belief about one’s own” (Byram 1997, p. 50).

As far as the concrete curricular objectives are concerned this component incorporates the development of the learners’ (1) willingness to look for interaction with the other in a relationship of equality; (2) interest in the others’ point-of-view on phenomena both in their own culture and in the others’; (3) readiness to examine the value systems and beliefs behind one’s own cultural practices; (4) readiness to observe one’s own emotional reactions to the experience of otherness; (5) willingness to make use of culturally suitable verbal and non-verbal communication in the interactions (Byram 1997, p. 51). Thus, the intercultural speakers’ motivation is based on their interest in the partner.

Under the component “knowledge” Byram (1997) understands the

“knowledge of social groups and their products and practices in one’s own and in one’s interlocutor’s country, and of the general process of societal and individual interaction” (Byram 1997, p. 58).

He also claims that the intercultural speaker does not only “gather facts” about his or her own culture and that of the interlocutor’s but is able to demonstrate a critical distance to inconsistencies and comment on phenomena regardless whether they are inter- or intra-cultural (Byram 1997, p. 35 as cited in Belz 2003, p. 72).

Byram (1997) describes the skills of interpreting and relating as the ability to “interpret a document or event from another culture, to explain it and relate it to documents from one’s own” (Byram 1997, p. 61). However, the usage of these skills does not necessarily lead to the “balance of opposites” but may result in “paradoxical, irreducible confrontation that may change one in the process” (Kramsch 1993, p. 231 as cited in Belz 2003, p. 72).

According to Byram (1997) the skills of discovery imply

“the ability to recognize significant phenomena in a foreign environment and to elicit their meanings and connotations, and their relationship to other phenomena” (Byram 1997, p. 38).

Intercultural speakers rely on these skills when they have only basic information of the foreign culture or when the interlocutors fail to explain what is “trivial” to them in their “taken-for-granted reality” (Byram 1997, p. 61). Byram refers to the skill of interaction as “the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction” (Byram 1997, p. 61).

Processes of intercultural learning

The development of intercultural communicative competence and intercultural learning are reflective and interactive processes. Individuals according to Weber (2003) develop

“situationally adequate instruments for mindful observation and listening, methods to recognise the verbal and non-verbal signs in an interaction and to discover the roles the interaction partners take in that particular situation” (Weber 2003, p. 200).

On the basis of this information they construct both their own “identity needs” (Weber 2003, p. 200) and attitudes and needs of the interlocutors (their cultural, ethnical, gender, role-oriented identities and their degree of identification with these orientations). With the help of these perceived identity needs and their “extended cultural knowledge” they develop “mindful intercultural skills” (Weber 2003, p. 200).

If these processes reach the necessary degree of effectiveness the interlocutors are satisfied because they feel “understood, respected and supported” (Weber 2003, p. 200). Theoretically, this procedure has to be repeated in each new encounter, however, in reality the individuals automatise it: they behave on the basis of their already “negotiated results” or “shared meanings” (Weber 2003, p. 200). These automatised behaviours need to be checked and re-negotiated from time to time in order to avoid failures in the interactions.

In praxis during the intercultural learning processes individuals do not necessarily go through these processes the same way. Some of them might be interrupted or fractional but these “idealised” phases are generally accepted. But simply becoming aware of these phases does not automatically lead to intercultural communicative competence. Thus, according to Weber (2003) effective teaching-learning processes should integrate the following three processes: “knowledge acquisition”, “acculturation processes” and “negotiation processes” (Weber 2003, p. 198).

The underlying principle behind the integration of electronic mail in the intercultural EFL-classroom – and generally in all foreign language classrooms – is strongly connected to these intercultural learning processes, since by allowing the students to communicate via e-mail with their mates coming from different cultures, they have the opportunity to collect first-hand experience of different traditions, religions, views and value systems. Once they are conversing – mindful conversation in educational frames – the learners on both “sides” begin the long way of “mindful identity negotiation process” i.e. “knowledge acquisition”, “acculturation processes” and “negotiation processes” (Weber 2003, p. 198) parallel to which through reflection, analysis and action they arrive at being interculturally competent speakers.

As it was referred to, intercultural e-mail projects include also the technology-mediated component. This means that technology – in this case the electronic mail – is used to facilitate the learners’ construction of knowledge and thereby to expose learners to a variety of perspectives (Meskill and Ranglova 2000 as cited in O’Dowd 2003, p. 133). As far as the intercultural nature of knowledge construction is concerned, Kramsch claims that this “type” of knowledge and meaning are constructed when interacting and conversing with others; this dialogue leads to a “taking-on of new perspectives” (Kramsch 1993, p. 240 as cited in O’Dowd 2003, p. 133). According to Warschauer (1995) on-line discussions allow learners to express their ideas and then to

clarify them through feedback and through the others’ perspectives.

Research design and methods

E-mail communication makes it possible to exchange ideas, to share knowledge and to offer help and assistance – in case of EFL teachers as well. Throughout the data collection the writer relied on the e-mail contact with the “not so hidden” intention to “test” herself and her colleagues if they can manage to make use of the ICT tool – they are actually trying to integrate in their EFL teaching praxis – in their professional development. Thus, the research method itself was also an object of observation, however, from the point of view of skills development in teacher training.

The experiment included participants from three Hungarian grammar schools, in which three different international e-mail projects were carried out. Altogether 29 students took part in the projects, which allowed for a small-scale investigation, thus, when evaluating the validity of the experiment one should take into consideration the relatively small number of participants. The level of English was basic (School A), pre-intermediate (School B) and intermediate (School C). The topics in case of the basic and the intermediate group were based on the students’ interests, connected to issues of life but in case of the pre-intermediate group the topics were all centred around one compulsory theme. The total amount of project hours was nearly the same. The colleagues constructed the in-class-methodology and lesson plans individually, without any direct or indirect influence from the researcher’s part.

As regards the data collection methods the writer used both qualitative and quantitative methods. The colleagues received two questionnaires. Both of them included primarily open-ended questions. This way the questionnaires resembled an interview carried out asynchronously via e-mail. The first questionnaire concentrated on general issues as well as specific problems related to the praxis of international e-mail projects suggested by Bubenheimer (2001) and Meloni (2001). The first group of questions deals with the general idea behind using e-mail projects in the EFL lessons, the teaching and learning aims, specific aspects and potential problems in the preparatory phase and during the organisation, the issue of integrating the international e-mail projects in the EFL curriculum. The next group focuses on specific aspects such as frequency of project-lessons, length of projects, age and language level of the participants, topics, rounding off the project, evaluation of the project results and the students’ participation. The final three questions deal with the potential benefits students gain by taking part in international e-mail projects

The second questionnaire that the writer named as “project description form” consisted of topics suggested by Ribé & Vidal (1993), Bubenheimer (2001) and Meloni (2001). The following points were included: the name of the project; participants’ number, nationality, age and language level; exact date of the execution; number of project lessons; problems and duties when consulting the teacher of the partner class; steps of preparing the project (tasks and activities); execution of the project (detailed description, instructions, individual vs. pair- or group work, correction

of e-mails, evaluation of the writings, students' individual participation and the project's outcome). The colleagues described their projects step by step, concentrating on each phase of the classroom activities, and justified their decisions.

In order to collect data about the students' self perceived development and to analyse the projects from the students' perspective a questionnaire was constructed for them. This time the writer aimed at collecting quantitative data. The questionnaire consisted of two parts. In the first part students were asked to choose the best suitable endings (suited their own opinions and feelings) for an unfinished sentence. The possible endings represent general statements about the usefulness of lessons with e-mail projects. The second part of the questionnaire includes statements about their self-perceived development. The students were asked to evaluate the statements in a "1-to-5-scale" according to what extent they agree or disagree with them.

When drafting the statements the writer relied on Byram's (1997) concept, according to which intercultural communicative competence includes five main components. The individual statements focus on the following different constituents of intercultural communicative competence:

"critical distancing" i.e. "learners are becoming more aware of their own environment and culture by interacting with foreign partners" (Byram 1997, p. 51),

"the incorporation of the latter's [partner's] conceptual horizon to one's own perspective" (Tella & Mononen-Aaltonen 1998, p. 13),

"the knowledge of institutions and perceptions which impinge on daily life within one's own and one's interlocutor's country" (Byram 1997, p. 51),

the ability to see *"through the perspectives of the other"* (Byram 1997, p. 51),

"the willingness to make use of culturally suitable verbal and non-verbal communication in the interlocutions" (Byram 1997, p. 51)

and *"the sensitivity to issues of directness and politeness in language"* (Byram 1997, p. 50).

The third perspective from which the three international e-mail projects were examined is the analysis of the written outcomes i.e. the students' e-mails. Byram (1997) suggests criterion-referenced assessment instead of a norm-referenced treatment of facts; and a qualitative approach as opposed to a quantitative. In his terms progress is defined on the basis of the occurrence of "intercultural behaviours" rather than as an "all-or-nothing phenomenon", thus the key-factor to concentrate on is in the case of "attitudes" "the existence or absence of a perspective shift" (Byram 1997, p. 108 as cited in Belz 2003, p. 72). However, to find the appropriate form to formulate learning objectives along his ideas and to evaluate students' skills that do not generally lend themselves to objective assessment methods another technique should be taken into consideration. Rubrics are, as Pickett (1999), puts it "authentic" tools for "assessing complex criteria" (p. 1). An effectively constructed rubric includes the specific criteria, precise requirements and the level of performance.

During data processing the writer relied on the rubrics that contain the components of intercultural communicative

competence that were taken into account when preparing the students' questionnaire and O'Dowd's (2003) framework for interculturally successful international e-mail projects. These aspects are as follows:

"interest in discovering other perspectives of familiar and unfamiliar phenomena in one's own and the partner's culture" (Byram 1997, p. 51),

"apart from the basic information on the topic in question, they provided their partner with analysis and personal opinion" (O'Dowd 2003, p. 138),

"asking questions and encouraging feedback and reflection from their partner" (O'Dowd 2003, p. 138)

and *"developing a personal 'friendly' relationship with the partner, as opposed to simply focussing on the tasks they had been given"* (O'Dowd 2003, p. 138).

The e-mails are examined by taking into consideration the level of performance (beginning, developing, accomplished, mastery) of these components.

Results and discussion

Taking into account Byram's (1997) model of intercultural communicative competence and its five components: *attitudes, knowledge, skills of discovery and interaction and skills of interpreting and relating, critical cultural awareness* and O'Dowd's (2003) framework for interculturally successful e-mail projects the writer investigated three international e-mail projects from the participating colleagues' and their students' perspectives; and she also examined the outcomes of the projects i.e. e-mails. Considering the limitations regards the length of this paper the results of the questionnaires and the analysis of the student e-mails are not going to be presented in detail. Despite the fact that the research was carried out in three different schools by using the method of triangulation the results and the discussion are going to be summarised not under separate headings but in one section.

According to the participating students the most powerful argument why EFL teachers should try to use intercultural e-mail projects in their lessons is the chance to communicate with students from different cultures and to exchange ideas and opinions about topics they are interested in. The other arguments such as the students' English develops more during these lessons than in an "average" lesson, or the students can learn more independently and efficiently, and the project-lessons are more exciting and interesting than the ones without e-mail projects were judged less important, however, nearly all to an equal extent. Enabling students to communicate in the target language with international partners and making them experience the target language in such a realistic way could be a successful method to make students more involved in the classroom work. This way e-mail projects in the daily praxis of EFL teaching could also contribute to developing the participants' intercultural communicative competence.

As regards the self-perceived development of intercultural communicative competence the findings are more complex. From the teachers' perspective it was accepted that during these projects students have a very good

opportunity to get to know different views and opinions of people having different cultural backgrounds in authentic interactions but only two of them regarded the development of intercultural learning processes as both teaching and learning aims of EFL lessons. Two of them consciously aimed at preparing students for the international encounters. The third colleague (the teacher of the basic group), however, focused mainly on grammar and vocabulary items and regarded the development of intercultural learning processes as a natural phenomena i.e. a process that does not need any conscious 'intervention' from the educator. Interestingly, even in that school (School A) the students performed in their e-mails linguistic realisations of intercultural communicative competence and perceived development in their skills. However, the results displayed differences in the degree of students' self-perceived development concerning the different components. As regards the components "critical distancing" and the "knowledge of institutions and perceptions" (Byram 1997, p. 51) students felt improvement. According to their evaluation the components "sensitivity to issue of directness and politeness in language" and "the willingness to make use of culturally suitable verbal and non-verbal communication in the interlocutions" (Byram 1997, p. 51) were on the verge of development, however, in case of the ability to "see through the perspectives of the other" (Byram 1997, p. 51) and to manage the "incorporation of the latter's [partner's] conceptual horizon to one's own perspective" (Tella & Mononen-Aaltonen 1998, p. 13) the results did not display any changes. Still, we can conclude that even if self-perceived development took place only in case of some components it is still remarkable, since the project organiser teacher did not set the development of intercultural processes as a potential aim of the project.

From the students' perspective it was found that the components of intercultural communicative competence can be improved, but according to the findings not at the same time and not at all to the same extent. The degree of students' self-perceived development was different in case of all the three projects. There were also differences among the participants of the same project, moreover, individual students showed different improvement in case of each component. The writer found that students' intercultural learning processes can be influenced positively but developing all the components of intercultural communicative competence at the same time is indeed difficult to attain. However, an efficient method to have more conscious influence on the processes could be if the project-tasks were based on the different ingredients of intercultural communicative competence. In this respect Byram's (1997) concept is "a common point of reference" (O'Dowd 2003, p. 120.) This way at least the principles and methods teachers apply when organizing and conducting projects were grounded, since even if they have concrete ideas concerning the development of intercultural learning processes at the beginning it is not necessarily going to be reached at the end of the project – as it happened in School B (pre-intermediate group) and School C (intermediate group).

In the project conducted in School B the teacher intended to focus on the different components of intercultural communicative competence. Still, the students did not manage to 'act' interculturally in their e-mails. Almost all

of the students performed successfully the task of writing grammatically correct e-mails to their foreign partners but they failed to engage in intercultural exchange with them. The results concerning the students' self-perceived development of the components display also a very limited improvement. The components "the knowledge of institutions and perceptions which impinge on daily life within one's own and one's interlocutor's country" (Byram 1997, p. 51) and the ability to see "through the perspectives of the other" (Byram 1997, p. 51) developed the least according to the students. The e-mail data also showed that the students aimed only at accomplishing the task but they did not manage to get involved in any conversation, did not at all open up to each. They did not manage to see through the others' perspectives, failed to *exchange* ideas, views and opinions. These findings are interesting indeed, on one hand because the teacher had clear aims as regards the development of the components, on the other hand because the students' level of English would have made it possible to communicate not only grammatically correctly but also interculturally. The lack of improvement in this case might be explained by different reasons. For one thing, even though the learners chose the sub-topics of the projects, the broader topic of the project was obligatory to which the students did not feel attached. Probably, more personal or age specific topics could have contributed to developing better relations to the partners and the willingness to open up to the other's views and ideas would have been enhanced. For another, the e-mails were thoroughly read and corrected by the teacher. This had a negative impact both on the writing process and on the content of e-mails which influenced the relations between the interlocutors.

In School C students performed the components of intercultural communicative competence on an accomplished level in their e-mails but did not relate this to their participation in the e-mail project. The students when filling in the questionnaires referred to the five-week-long project and assessed the statements on the basis of what they believed to have profited from it (this was what they were actually asked to do). The writer examined the end-products of each working phase and tried to find out through students' language usage and the content of their e-mails whether they acted interculturally. In almost all cases the students performed these competences but did not connect this achievement to the activities of the international e-mail project, thus they did not feel any improvement due to taking part in the project. What should be concluded from the different interpretations of students' written achievements is on one hand that the length of the project is indeed a factor that deserves more attention from both the organiser and the researcher's part when evaluating the outcomes. As researcher one should set the question whether the students at intermediate level of English are able to perceive any development as an impact of such a short-term project. At this level what should be the optimal length of a project in order to trigger out positive changes in the students' self-perceived development? On the other hand one should take into consideration the possibility that students interacted interculturally because they have already relied on the necessary skills even before participating

the project, so they basically did not feel any striking difference in their performance during and after the project.

Conclusion

The experiment set out to investigate whether integrating intercultural e-mail projects in the EFL classroom can facilitate the self-perceived development of intercultural communicative competence of a relatively small group of participants. The basis of the theoretical background was Byram's (1997) representative model.

It was found that from the students' perspective the components of intercultural communicative can be improved, but not at the same time and not at all to the same extent. There are several factors that seem to influence students' sense of development. The teachers conscious and consequent focus on the different elements of intercultural communicative competence and on their linguistic realisations is a necessary but not an exclusive criterion as the projects in School A and School C has shown. The choice of topic plays also a crucial role in the successful development of intercultural learning processes, since without relevant (from the point of view of students' age, level of English, interests) object of discussion the partners are less likely to engage in intercultural exchange. As it was found in School B the teacher's control of the content and language of student e-mails is likely to block students' opening up to each other. It was also found that a relatively good level of English is not at all a guarantee for interculturally successful interactions, thus the idea of teaching "language *as* culture" (Kramersch, Cain & Murphy-Lejeune 1996, p. 105, emphasis added) still needs to be highlighted.

In conclusion, it is important to point out that the paper presented the self-perceived development of a limited number of students. As for the actual improvement and findings of a wider spectrum further in-depth research is needed.

References

- Alred, G, Byram, M & Fleming, M (Eds.) 2003, Languages for intercultural communication and education. Intercultural experience and education, Multilingual Matters, Clevedon.
- Belz, JA 2003, Linguistic perspectives on the development of intercultural competence in telecollaboration. *Language Learning & Technology*, Vol.7, No. 2, 68-99. Retrieved 3 February, 2006, from <http://llt.msu.edu/vol7num2/pdf/odowd.pdf>
- Bredella, L 2003, What does it mean to be intercultural? In: Alred, G, Byram, M & Fleming, M (Eds.), Languages for intercultural communication and education. Intercultural experience and education, Multilingual Matters, Clevedon, pp. 225-239.
- Bubenheimer, F 2001, E-mail Projekte im DaF-Unterricht Available at <http://www.uni.bielefeld.de/~felixbub/emda/5x1.html>
- Byram, M 1997, Teaching and assessing intercultural communicative competence, Multilingual Matters, Clevedon.
- Gray, R & Stockwell, G 1998, Using computer mediated communication for language and culture acquisition. On-CALL Online, Vol.12, No. 3. Retrieved February 3, 2006, from <http://www.cltr.uq.edu.au/oncall/gray123.html>
- Kern, R 1998, Technology, social interaction and FL literacy. In: Muyskens, J (Ed.), New ways of learning and teaching: Focus on technology and foreign language education, Heinle & Heinle Publishers, Boston, pp. 57-92.
- Kramersch, C 1993, Context and culture in language teaching, Oxford University Press, Oxford.
- Kramersch, C, Cain, A, & Murphy-Lejeune, E 1996, Why should language teachers teach culture? *Language, Culture and Curriculum*, Vol. 9, No. 1, pp. 99-107.
- Meloni, C 2001, Using e-mail in Foreign Language Teaching. Rationale and suggestions, the Internet TESL Journal [online serial], Vol. 8, No. 3. Retrieved 15 January, 2006 from <http://iteslj.org/Techniques/Meloni-Email.html>
- Meskill, C & Ranglova, K 2000, Sociocollaborative language learning in Bulgaria. In: Warschauer, M & Kern, R (Eds.) 2000, Network-based language teaching: Concepts and practice, Cambridge University Press, Cambridge, pp. 20-40.
- Müller-Hartmann, A 2000, The role of tasks in promoting intercultural learning in electronic learning networks. *Language Learning & Technology*, Vol. 4, No. 2, pp. 129-147. Retrieved 3 February, 2006, from <http://llt.msu.edu/vol4num2/Mueller/default.html>
- O'Dowd, R 2003, Understanding the "other side": intercultural learning in a Spanish-English e-mail exchange. *Language Learning & Technology*, Vol.7, No. 2, pp. 118-144. Retrieved 3 February, 2006, from <http://llt.msn.edu/vol7num2/odowd/default.html>
- Peterson, M 1997, Language teaching and networking, *System*, Vol. 25, No.1, pp. 29-37.
- Pickett, N 1999, Rubrics for Web lessons [online], Available: http://edweb.sdsu.edu/triton/july/rubrics/rubrics_for_eb_Lessons.html
- Riel, M 1994, Educational change in a technology-rich environment, *Journal of Research on Computing in Education*, Vol. 26, No. 4, pp. 452-474.
- Ribé, R & Vidal, N 1993, Project Work. Step by Step, Heinemann, Oxford.
- Roberts, B 1994, Posting in IECC – discussion list March 22, 1994. In Warschauer, M 1995, E-mail for English teaching, TESOL Publications, Alexandria, pp. 95.
- Sakar, A 2001, The cross cultural effects of electronic mail exchange on the Turkish university students of English as a foreign language, *CALL-EJ Online*, Vol. 3, No. 1, Retrieved 5 February, 2006, from <http://www.clec.ritsumei.ac.jp/English/callejonline/6-1/sakar.html>
- Tella, S & Mononen-Aaltonen, M 1998, Developing dialogic communication culture in media education: Integrating dialogism and technology, Media education publications 7, Helsinki. Available at <http://www.helsinki.fi/~tella/mep7.html>
- Warschauer, M 1995, E-mail for English teaching, TESOL Publications, Alexandria.
- Warschauer, M & Kern, R (Eds.) 2000, Network-based language teaching: Concepts and practice, Cambridge University Press, Cambridge.
- Weber, S 2003, A framework for teaching and learning 'intercultural competence'. In: Alred, G, Byram, M & Fleming, M (Eds.), Languages for intercultural communication and education. Intercultural experience and education, Multilingual Matters, Clevedon, pp. 196-211.

Helga Dörner

Elektroniniai tarpkultūrinio pažinimo ir anglų kalbos mokymo projektai. Vengriškoji perspektyva

Santrauka

Taikydami tarpkultūrinio mokymosi perspektyvą, studentai analizuoja kultūrinį foną ir bando išvėlgti tikslinės kalbos ir kultūros skirtumus. Studentų gebėjimas prisitaikyti prie tarpkultūrinės situacijos labai priklauso nuo veiklos, kuria jie yra užimti studijų metu. Dalyvavimas tarptautiniuose el. projektuose atveria naujas asinchroninės komunikacijos galimybes skirtingų šalių studentams, besimokantiems tą pačią užsienio kalbą. Bendraudami anglų kalba elektroninėje erdvėje, studentai gali mokytis tarpkultūrinėje aplinkoje, įgyti asmeninės patirties, keistis idėjomis su studentais iš viso pasaulio.

Šio tyrimo tikslas – išanalizuoti, ar tarpkultūrinių el. projektų integravimas į anglų kalbos, kaip svetimosios, mokymą gali palengvinti studentų tarpkultūrinio mokymosi procesą ir bendravimo kompetencijos raidą. Buvo vykdyti trys skirtingi tarptautiniai el. projektai trijose Vengrijos mokyklose. Gautų duomenų analizei panaudoti kiekybiniai ir kokybiniai metodai. Buvo taikomas trianguliacijos metodas, t. y. kreipiamas dėmesys į tris faktorius (studentas, dėstytojas, stebėtojas) ir analizuoti studentų elektroniniai laiškai, remiantis Byramo (1997) tarpkultūrinio bendravimo kompetencijos modeliu, kuris išskiria gebėjimų, požiūrių, žinių ir kritinio mąstymo kategorijas.

Straipsnis įteiktas 2006 03
Parengtas spaudai 2006 12

The Author

Helga Dorner, PhD student, Doctoral School of Educational Sciences, University of Szeged, Hungary.

Address: Kinizsi utca 31. 1/6, Budapest, Hungary.

E-mail: helgadorner@axelero.hu

DOI: 10.5755/j01.sal.1.9.43276