



Multinational telecollaboration in language teacher education: Teacher educators' perspectives

Aleksandra Wach, Adam Mickiewicz University, Poznań, Poland

Shannon Tanghe, Metro State University, Minnesota, USA

De Zhang, Saint Paul Public Schools, Minnesota, USA

Abstract

In this study, using a collaborative self-study methodology, three teacher educators from various cultural, ethnic, and linguistic backgrounds, based in the United States and Poland, share their reflections on their experiences integrating multinational telecollaborative projects into TESOL teacher education courses. The emergent themes identified through a self-study analysis of conversations and reflective essays highlight practical considerations and complexities of implementing multinational telecollaboration, a range of benefits for trainees and for the educators themselves in terms of their professional development, and plans for future telecollaboration projects inspired by previous experience. Thus, the study contributes to the largely underexplored research strand embracing perspectives on teacher educators in facilitating telecollaboration in language teacher preparation courses.

Keywords: *Multinational Telecollaboration, Collaborative Self-study, Reflexivity, Teacher Education*

Language(s) Learned in This Study: *English*

APA Citation: Wach, A., Tanghe, S., & Zhang, D. (2024). Multinational telecollaboration in language teacher education: Teacher educators' perspectives. *Language Learning & Technology*, 28(1), 1–13. <https://hdl.handle.net/10125/73590>

Introduction

As the pandemic continues to impact the field of education, telecollaboration, defined as distance collaboration among groups of students from different locations (Dooly & Sadler, 2020), continues to expand in language teacher education courses. Research supports telecollaboration as beneficial for teacher trainees, highlighting advantages of developing linguistic, intercultural, digital and pedagogical competencies. However, although the role of teacher educators has been increasingly discussed in the literature (e.g., Barkhuizen, 2021; Yazan, 2018), and educators' functions in monitoring telecollaboration are included in research (Kurek & Müller-Hartmann, 2019; O'Dowd & Dooly, 2022; O'Dowd et al., 2020), studies focusing on teacher educators' perspectives of how this process benefits their own professional development are scarce. Wu (2023) highlights the critical need for more studies focused on teacher reflection in order to better understand and implement telecollaboration while measuring its impact on teacher learning. This study serves as a response to Wu's (2023) call, and also contributes to calls for increased teacher educator reflexivity in the general language teacher education field (Barkhuizen, 2021; Yazan, 2019; Yuan & Lee, 2022).

This study was motivated by our experiences, which have led us to believe teacher educators and trainees alike benefit when telecollaboration is integrated into training courses and intentionally modeled. Both trainees and trainers achieve pedagogical goals through exploring the affordances that technology and the diversity of participating members provide in a telecollaborative community. Taking this stance as a starting

point, our study is novel in two ways: Firstly, we sought to contribute to the largely underrepresented teacher educator-oriented strand of research on telecollaboration, and secondly, we utilized a collaborative self-study approach, which has gained popularity in teacher education research (Kitchen et al., 2020). It has been recently operationalized in the foreign/second language (L2) context as more specific research options, such as autoethnography, collaborative ethnography, and narrative inquiry (e.g., Yazan, 2019; Yuan & Lee, 2022). However, collaborative self-study from teacher educators' perspectives are largely missing in research on telecollaboration. Moreover, although telecollaboration studies are still predominantly bilingual/bicultural, it is currently recommended that multinational and English-as-a-lingua-franca perspectives are embraced in research (Chun, 2019; Godwin-Jones, 2019). These features were embedded in our projects. Specifically, the following research questions were addressed:

- RQ1: How has implementing multinational telecollaborations in language teacher education impacted three teacher educators' perspectives on the complexities and practical considerations in facilitating telecollaborations?
- RQ2: What professional benefits did the teacher educators identify from facilitating the multinational telecollaborations?

Literature Review on Telecollaboration in L2 Teacher Education

Telecollaboration is increasingly becoming part of L2 teacher education courses, bringing a range of benefits to the quality of training (Baroni et al., 2019). Research has shown that telecollaboration develops skills and competencies in trainees' pedagogical expertise, such as gains in the target language through practicing in communicative contexts and receiving corrective feedback (e.g., Angelova & Zhao, 2016; Sauro, 2013; Wach et al., 2022). Furthermore, telecollaboration promotes the development of a range of pedagogical skills, for example, Vinagre's (2017) and Grau and Turula's (2019) projects provided experiential training for the participants which led to further advancement of the conceptual and procedural competencies required in conducting effective telecollaboration. Other research has focused on the development of intercultural competencies in teacher education; Eren (2023) and Üzümlü et al. (2020) found that telecollaborative projects enhanced trainees' critical cultural awareness and promoted effective intercultural communication skills. Bilki et al. (2023) revealed future teachers' awareness of digital affordances for self-expression and intercultural connectivity, and of the role of a socio-political context in online interactions. Another recent research strand addresses the integration of sustainable development goals in telecollaboration for trainees, enhancing their global citizenship skills (Lenkaitis, 2022; O'Dowd, 2023).

With increasing literature focusing on telecollaboration for teacher trainees, research on the experiences of teacher educators is beginning to gain traction (e.g., Fuchs et al., 2017; Kurek & Müller-Hartmann, 2019), though the impact of facilitation on teacher educators continues to remain underexplored. The teacher educators in O'Dowd and Dooly's (2022) study listed increased opportunities for continued exchanges and collaborative research, increased pedagogical competences, enhanced reflectivity, readiness to implement innovation in teaching, and critical awareness of their own practice as major benefits. The results thus clearly indicated that telecollaboration "not only offers rich learning opportunities for students but also offers teachers access to collaborative networks and international partnerships" (p. 13). Wu (2023), in a systematic review of published research exploring the impact of telecollaboration on promoting teacher learning, reveals the extensive roles and responsibilities of teacher educators in creating and supporting telecollaborative exchanges, including initiating and facilitating the telecollaboration projects, providing them with opportunities for experiential and reflective practice.

The specific effects of telecollaboration depend on a range of practical factors, including its design. There are three main types of telecollaboration design: (a) e-tandem, typically involving bilingual asynchronous (with elements of synchronous) exchanges in native/non-native speaker pairs to practice their language skills; (b) intercultural telecollaboration, usually involving groups of both native and non-native speakers working via a combination of synchronous and asynchronous communication tools, and aiming to develop

intercultural competence; and (c) transnational virtual exchange, typically involving dynamic synchronous exchanges in groups of non-native speakers in a lingua franca, with a more global orientation (Godwin-Jones, 2019; O'Dowd, 2021). To smoothly integrate telecollaboration projects into courses, each of these task types are often designed with pedagogical macro phases, moving from preparatory to main to follow-up, which may occur in multiple modalities (Jager et al., 2014).

Various kinds of problems encountered by educators in facilitating telecollaboration have been reported, mainly attributed to individual, interactional, and implementational factors (EVOLVE Team, 2020; O'Dowd, 2023; O'Dowd & Ritter, 2006). At the individual level, tensions among participants result from unequal language proficiency levels, varying levels of teamwork skills and intercultural experience, and unequal expenditures of time and effort. The interactional factors often stem from cultural differences, for example, in communication styles and behaviors. As noted by Ware (2005), such factors can lead to miscommunication and missed opportunities for deep cultural learning. At the level of implementation, challenges include inappropriate technologies and tasks, poor communication between educators, institutional constraints, and assessment systems not congruent with telecollaboration aims. Additionally, Belz and Müller-Hartmann (2003) discuss misalignment in academic calendars and student workloads as influencing the dynamics of telecollaboration.

In order to alleviate such complexities, certain pedagogical principles have been put forward, including the need to hold regular synchronous sessions, choosing intuitive and reliable technological tools, accommodating participants' time zones in scheduling (Baroni et al., 2019). O'Dowd (2023) stresses that telecollaborative tasks should stimulate rich intercultural interaction and should be skillfully integrated within the course while addressing curricular learning outcomes.

The Multinational Telecollaboration Projects

Context and Rationale

The three co-authors are all teaching faculty in different teacher education programs. Aleksandra conducts EFL teacher training courses at a big university in Poland. At the time of the study, Shannon was a program director and faculty member in a graduate teacher licensure program at a private graduate school in an urban Midwestern city in the USA. De was a community faculty member, teaching courses at two different universities in two neighboring urban Midwestern cities. Originally, the three researchers came to collaborate together based on reading publications each had authored in the telecollaboration field. One of the authors reached out to the others, initiating a new telecollaboration project, which began with a prior publication (Wach et al., 2022) and extended to include this self-study in which the three co-authors sought to collaboratively learn from one another through reflecting on how their experiences informed their teaching and learning practices. This self-study is part of our continuing efforts on telecollaboration and our commitment to our own professional development. Each of the three collaborating educators facilitated multinational telecollaborative projects involving participants from at least three different countries/continents, which increased the multicultural dimensions of telecollaboration, recognizing increasingly multilingual and multicultural student populations (Chun, 2019). Some classes were partnered together, for example De and Aleksandra's course in Spring 2020, and others partnered with different global collaborators. Some of the course activities involved in the telecollaboration included whole class-to-whole class video introductions, dyad introductions, collaborative assignments including individual Flipgrid introductions, synchronous discussions comparing and contrasting language learning beliefs, and interviews on language learning experiences. [Table 1](#) shares a brief overview of the three main telecollaborations which form the basis of these reflections.

Table 1*Overview of the Three Multinational Telecollaborative Projects*

Courses	Instructors	Course title and level	Numbers & locations of participants	Technologies used	Length of telecollaboration
Course 1	De (Fall, 2018)	Second Language Acquisition (M.A.)	U.S.A.: 9 China: 14 South Korea: 9 Kenya: 10 (Total: 42)	Blackboard (U.S. students only), Email and Zoom	8 weeks
Course 2	Shannon (Spring, 2019)	Second Language Acquisition (M.A.)	U.S.A.: 13 Kenya: 15 Sweden: 4 South Korea: 4 (Total: 36)	Blackboard (U.S. students only), Edmodo, Flipgrid, Poll Everywhere, Google hangouts/Zoom	8 weeks
Course 3	De & Aleksandra (Spring, 2019)	The Analysis of the English Language (B.A.)	U.S.A.: 14 Poland: 13 China: 14 (Total: 41)	Moodle (U.S. students only), Email	7 weeks

As we integrated multinational telecollaborative projects into existing required TESOL teacher trainee courses, we aimed to foster application of theories into a meaningful multicultural telecollaborative learning environment with participants from various linguistic and cultural backgrounds, recognizing that “linguistic and intercultural gains are by no means automatic and exchanges need to be set up with care as well as with an awareness of best practices” (Godwin-Jones, 2019, p. 8). As [Table 1](#) shows, the three telecollaborations differed in their specific aims and contexts. Therefore, they followed different design principles, mostly falling within the intercultural telecollaboration and transnational virtual exchange types (Godwin-Jones, 2019; O’Dowd, 2021). Each of the activities included multiple phases of implementation, with preparatory, main and follow-up stages (Jager et al., 2014).

Methods

Data Collection and Analysis

Drawing on the work of Percy and Sharkey (2020), and Greene and Park (2021), who highlight the need for language teacher educator-initiated self-reflexivity in order to challenge existing norms in the field, we utilized a collaborative self-study methodology to examine and reflect on our own teaching practices and experiences with telecollaboration. Self-study research is a form of practitioner inquiry which involves open, reflective, and systemic teacher inquiry, often supported by colleagues, done in order to gain a deeper understanding of one’s teaching practices, the impact on student learning, and to optimize one’s own

teaching practices (Sharkey et al., 2021).

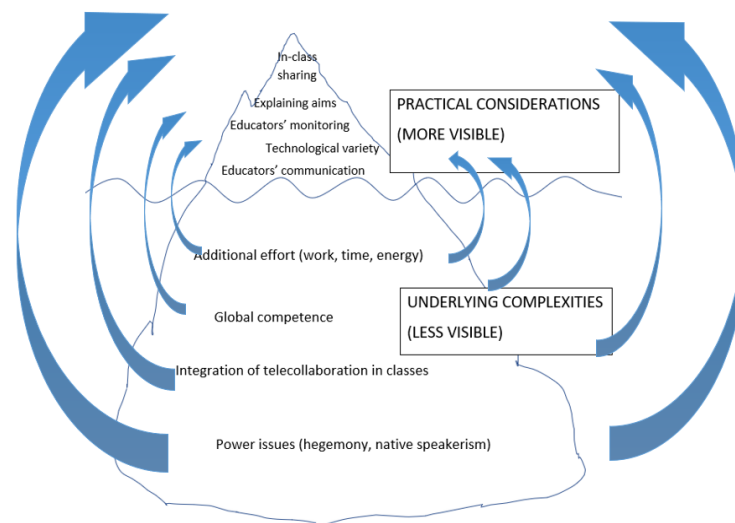
Our data collection involved individual self-writing and reflection, which extended into group sharing and probing. Specifically, each person created a retrospective essay responding to specific prompts, including lessons learned and reflections based on our experiences, with specific attention to practical considerations, benefits experienced, and implications for future teaching. The essays were placed in a shared folder, and we first read and commented on each other's drafts, then engaged in a verbal dialog about the content of the essays and our individual and collective experiences. The writing then underwent a thematic analysis, conducted by the three of us, which consisted of reading the raw material and assigning codes to units of text, and then grouping the final codes to categories (Merriam & Tisdell, 2016). In the meantime, a virtual synchronous meeting was held to make decisions on the final list of codes and discuss the five themes that emerged. In relation to RQ1, two themes were identified: complexities (five codes) and practical considerations (four codes), and in relation to RQ2, three themes were established: benefits for trainees (four codes), benefits for educators (seven codes), and future plans (three codes). The themes and codes are provided in Figure 1 and Table 2. Although student-level data were not directly obtained for this analysis, student voices transpired through our reflective essays. Therefore, some references to student reflections were also included in the present analysis to provide deeper insights.

Results and Discussion

To address the research questions, the outcomes of the coding are presented in Figure 1 (RQ1) and Table 2 (RQ2). Figure 1, conceptualized as an iceberg model, includes the themes of practical considerations and complexities, and the related codes. The iceberg model is used to showcase the ways many concrete practical considerations that emerged in this study were grounded in less visible complexities, which were not always apparent at surface-level, but had significant overall impact. Paralleling Wu's findings (2023), we found the role of the teacher educator to be complex and multi-faceted, extending beyond designing and coordinating the telecollaboration and including targeted facilitation and mentorship, while integrating global competences and socially just issues into the projects and courses.

Figure 1

Themes of Complexities and Practical Considerations Illustrated Through Iceberg Model



In relation to RQ1, the complexities that arose during our telecollaborations led to the reconsideration of certain practical implementation procedures, hence the two layers of the iceberg (Figure 1) are closely linked. The relationships between these two layers are compound, as in most cases, a particular complexity was addressed in various ways. For example, the complexity of additional effort that telecollaboration requires from both educators and students was exemplified by Shannon's acknowledging of the "extra work, time, and energy to successfully integrate a telecollaboration project into a class." A related practical consideration was the need to explicitly explain the aims to the students during the preparatory phase. A detailed overview of the learning tasks, topics and technologies used helped the students further appreciate its relevance, justifying investing more time and work in it. O'Dowd et al. (2020) suggest that examples of previous exchanges can be presented to students to make them aware of the aims and rationale of intercultural online interactions. In our narratives, we stressed how educators' constant monitoring helped solve or prevent some complexities resulting from students' falling motivation due to the increased effort.

Another complexity was connected with the development of global competence in learners. Regardless of the specific, course-related aims of the telecollaboration, we feel developing global competence is always an inherent component of telecollaboration (Godwin-Jones, 2019), and it is crucial to model how a multinational telecollaborative project can help achieve it. This appeared to be a particular challenge in Course 3, whose main focus was on teaching grammar. Explaining the aims and pointing out the dual didactic and intercultural targets were important practical steps. Another practical consideration which addresses this complexity is connected with introducing greater technological variety. De noted, "Increasing more modes of CMC should lead to more participation," especially when both asynchronous and synchronous communication modes are used to stimulate more intercultural dialog. However, in Course 3 we decided to rely on asynchronous written communication only because of the form-focused orientation of the project, the vastly different time zones across the three continents, and the technological constraints in some of the contexts. In-class sharing is another practical way of promoting global competence. Our narratives highlighted how beneficial it was to monitor the students' activities, show an interest in collaborative experiences, participate in telecollaborative discussions, and create a space in class for everyone to share their experiences. As noted by De, this helped create "a multinational telecollaborative learning environment instead of a project only." Because students worked in separate groups partnering with diverse students, each group's dynamics and styles yielded somewhat different results. To this end, we found sharing weekly progress on the telecollaboration could expand the class learning outcomes, a point Shannon noted enhances students' feeling of ownership in the process. Monitoring students' progress through in-class sharing also served the function of enhancing their accountability for the timely submission of tasks and their overall quality. In this vein, O'Dowd et al. (2020) suggest that teacher educators act as facilitators of interaction, encouraging participation, managing group dynamics, and boosting participants' feelings of security. Importantly, they also recommend that instances of miscommunication and conflicts are openly discussed in class activities to make students more sensitive to different cultural norms and communication styles.

Furthermore, in-class sharing was also helpful in addressing another complexity, the integration of telecollaboration into the course curricula. As we reflected upon the structure of the projects, we recognized that all too often computer assisted language learning projects can fragment the curriculum. We found including attention to the specific stages of the project from preparatory, main and follow-up was helpful to maintain flow throughout the lesson. Topics such as global accessibility of technology, using technology to increase exposure to varieties of Englishes and diverse perspectives, and global diversity in English education all emerged through these exchanges. Skillfully combining these themes and other course content, as well as adjusting assessment systems, turned out to be challenging. All of us stressed how important it is for the teacher educators to create relationships and communicate regularly to increase effectiveness of the project and provide mutual support. Such communication is vital in predicting and solving a number of social, cultural, and institutional constraints, such as the ones identified by Belz and Müller-Hartmann (2003): institution-specific classroom scripts, student workloads, and misaligned academic calendars. These aspects are even more challenging in telecollaborations involving multinational

faculty and students.

The final complexity that arose was linked to power issues. We acknowledged the hegemony embedded within our multinational telecollaborations, since the discussions, project facilitations, and even teacher educator reflections were conducted exclusively in English, though teacher trainees and educators with various language backgrounds were involved. This was pointed out by Aleksandra, who wrote, “while native speakers (NS) have a natural advantage, non-native speakers (NNS) may feel inferior, less competent, anxious.” This very important theme has emerged in the literature (Helm et al., 2012; Liddicoat, 2016), although not to the extent needed.

While previous research refers to power asymmetries regarding students as telecollaboration participants, our analysis also revealed a certain level of insecurity or a perception of inferiority with regard to the NNS teacher educator when collaborating with NS counterparts. The NNS educators’ lack of confidence resulting from linguistic and cultural power asymmetries in an English-led telecollaboration is a relevant issue in intercultural collaboration. In our projects, power issues were moderated by introducing more technological variety, as we felt NNS participants could feel more comfortable in the asynchronous mode, allowing more time to structure their utterances. We also tried to solve this issue by focusing on non-linguistic expertise, e.g., through exploring global issues (van der Zwaard & Bannink, 2018), and by educators’ communication and class discussions; however, as was revealed in our narratives, the problem was only partly solved.

In relation to RQ2, further themes that emerged in our reflections were the benefits we saw for the students and ourselves, as well as plans for future telecollaborative activity. These are listed in [Table 2](#).

Table 2

Themes and Codes Pertaining to the Benefits of Telecollaboration and Future Prospects

Themes	Codes	Example quotes
Benefits for teacher trainees	Learning opportunities	“The students saw that grammar can be taught in less obvious ways” (Aleksandra)
	New perspectives	“In the exchanges, they learn to look at things from various perspectives” (Aleksandra)
	Global competencies	“When students share about their own lived experiences to someone in a very different context, it does cause them to consider what may be very new to someone else” (Shannon)
	Future teaching	“The teachers may see this as something that is feasible and relatively easy to implement in their own classes” (Shannon)
Benefits for teacher educators	Pedagogical skills	“I have developed skills in integrating various forms of innovative practice within a course” (Aleksandra)
	Cognitive stimulation	“I have benefited tremendously in terms of understanding culture shock and reality shock in an authentic way” (De)
	Reflections	“This also evoked my reflections about

		myself, for example, how would I cope with the demands of a completely different teaching context?" (Aleksandra)
	Research opportunities	"Telecollaboration has afforded me the opportunity to present on a couple of times, as well as publishing on the topic" (Shannon)
	Relationships	"I do find that these processes definitely help to strengthen my working relationships" (Shannon)
	Motivation and confidence	"Adding telecollaboration to my teacher training course broke the routine of regular courses (...) It made me feel better" (Aleksandra)
	Language awareness	"As a non-native user of English, I paid attention to how the US students used English forms, especially less formal formulaic expressions" (Aleksandra)
Future plans	Normalization of telecollaboration	"Normalization of telecollaboration calls for more integration of telecollaboration into different language teacher education courses for a big picture to emerge" (De)
	Extending telecollaboration	"I am planning to extend telecollaboration to in-service teacher education" (Aleksandra)
	Multilingual awareness	"I would like to focus on future teachers' multilingual awareness by involving more languages" (Aleksandra)

As advocates of multinational telecollaboration, perhaps it is not surprising that we all identified positive value in it. Aleksandra referred to it as "demanding, but definitely worth the effort," while Shannon described coordinating investments to be "time and energy well spent." De identified the process as "a big treasure that deserves more exploring and digging."

One category of benefits concerned the advantages for our students, the teacher-trainees. Shannon called the projects "spaces for each individual to learn things that an instructor simply cannot 'teach' in the classroom." In terms of learning opportunities, the students in Aleksandra's class appreciated the authentic use of English, more natural than in classroom learning, and learning about other cultures through genuine personal interaction. What is of particular value is that learning in telecollaboration opens up new perspectives to students. Shannon recalled what one of her students had written: "The telecollaboration challenged my beliefs and made me go outside my own bubble." Naturally, participating in intercultural partnerships has the potential to contribute to the development of global competencies in students, which aligns with fulfilling sustainability development goals in education (Lenkaitis, 2022). Shannon reflected on a pre-participation discussion in her class when all students agreed it was important to integrate global competencies into classes. However, only half said they actually did this when teaching, while the other half stated they rarely or never do this in spite of recognizing its value. Those who were not integrating global competencies described feeling "underprepared" and "insecure" about their ability to do so. We thus observed that participating in telecollaboration is an ideal opportunity to model the purposes and procedures of stimulating intercultural collaboration, which may in turn extend to students' future teaching practices. As Aleksandra noted, "this experience definitely opened them to using innovative teaching procedures." This point can be linked to the concept of "situated learning," which is learning embedded in the actual practice of performing the expected target behavior (Lave & Wenger, 1991), and is congruent with Dooly's

(2020) findings, showing that immersing pre-service teachers in telecollaboration positively impacted their cognitions and practice as teachers.

The category of our own benefits as teacher educators emerged from several codes, one of which concerned various dimensions of our professional development. From the pedagogical point of view, it was an excellent way of enhancing our intercultural communication skills and our abilities to implement innovative, genuinely communicative procedures into our courses. Adjusting the technology to meet students' needs, choosing and negotiating topics for the exchanges, monitoring students' performance, giving feedback, and acting in cases of emergency, we developed a unique set of skills useful in our teaching. Shannon highlighted that "we also experience the challenges . . . and navigate how to move beyond them," and De pinpointed the benefits of our "balancing the role of designer, instructor and learner." While monitoring the students' work, we were cognitively stimulated by the content of the exchanges and in-class discussions. This experience broadened our minds, as each day brought new insights into our perceptions of various cultural phenomena, as well as topics like global perspectives in education, English as an international language and its role in integrating and separating people, Euro- and American-centered approaches in intercultural encounters, multilingualism in education, and so forth. We kept asking ourselves and each other questions and probing into new perspectives of looking at things, which stimulated reflexivity in our teaching.

From a socio-affective perspective, we described the experience of running the projects as highly rewarding, as the interactions with both our students and the fellow educators were described as "fun" and added novelty, evidenced by the following quote from Aleksandra's narrative: "It was so interesting and intriguing to get to know about my colleagues' personal and academic lives, their exam sessions, the groups they taught, the professional advances they pursued . . . [this] gave a refreshing twist to my feelings about my course." Shannon mentioned when meeting other teacher educators at conferences, she often considered whether their students might be possible telecollaboration partners. This demonstrates the potential of telecollaboration to build learning communities, potentially conducive to enhancing their understanding of their own roles and feelings of self-efficacy (Kurek & Müller-Hartmann 2019; O'Dowd & Dooly, 2022).

Lastly, a related point, also highlighted by the teacher trainers in O'Dowd & Dooly's (2022) study, is that telecollaborations stimulate scholarly collaborations and yield many co-authored research articles. In a recent review study on telecollaboration by Barbosa and Ferreira-Lopes (2021), co-authorship was one of the four analytical scientometric tools used. They argue the importance of enhancing international research collaboration alliances through strengthened networks. This co-authored paper itself is a testimony to our own ongoing collaboration and professional development extending after the completion of our multinational telecollaborative projects.

In addition to the ongoing collaborative reflection, we each identified spaces we would like to continue to pursue in this field. De stressed the need to integrate telecollaboration into multiple courses at the program-level in order to normalize telecollaborations throughout her teacher education modules and contribute to further internationalization (O'Dowd, 2023). Shannon described the excitement she experiences when the learners extend the telecollaborations into their own classes and aspires to prioritize this moving forward. Aleksandra continues to expand into focusing on increasing pre-service teachers' multilingual awareness, initiating new telecollaborations in additional departments and languages.

Conclusion

In this study, we reflected on the practicalities of facilitating telecollaboration and the associated benefits for both teacher educators and teacher-trainees. Giving voice to teacher educators, the hidden agents standing behind teacher-trainees' telecollaborative activity, is the main strength of this research, and the self-study orientation allowed us to deeply reflect on our practice and to share insights gained. Discussing the factors responsible for successful implementation of telecollaboration, O'Dowd (2021) listed the commitment of three groups: international mobility officers, university management, and teaching faculty.

As presented in this study, we three as language teacher educators enacted specific roles in exploring new pedagogies and innovative classroom practices by incorporating multinational telecollaborative projects into different TESOL teacher education courses. In conducting this study, we have experienced the power of collaborative self-study among teacher educators' committed to telecollaboration-enabled focused reflexivity. In many ways, this self-study models the collaborative efforts expected of our students. We see a strong need to push for the normalization of telecollaboration as a commonplace component in teacher education programs to give pre-service teachers a prime foundation for shaping their competences in innovative, flexible, and multidimensional ways. These benefits also extend to teacher educators, who pursue the growth of their own professional agency and competencies. By sharing our experience and reflections grounded in collaborative self-study methodology, we hope to continue the discussion on both the value of multinational telecollaboration as well as potential for collaborative self-study for teacher educators in the TESOL context. Recognizing our goals to continually develop ourselves and our learners, this self-study promotes mutually beneficial learning, while also raising new questions that can be explored in future studies. For example, what role does collaborative self-study play in developing teaching practices? And, how can teacher educators engage in collaborative self-study to better understand and disrupt power issues arising in telecollaborations? We believe these questions can be further explored in future studies.

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About the Authors

Aleksandra Wach is an Associate Professor at the Faculty of English, Adam Mickiewicz University in Poznań, Poland. Her research interests include L2 teacher education, teaching L2 grammar, the application of technology in L2 learning and teaching, virtual exchange, and multilingualism in language acquisition and instruction.

E-mail: waleks@amu.edu.pl

ORCID: <https://orcid.org/0000-0003-3341-6347>

Shannon Tanghe is an Assistant Professor in the School of Urban Education at Metro State University in Minneapolis, MN. Shannon has taught in several countries, including 16 years in teacher education in South Korea. Shannon's publications have appeared in *TESOL Quarterly*, *Asia Pacific Education Review*, *System*, and *English Today*. Shannon Tanghe is the corresponding author.

E-mail: shannon.tanghe@metrostate.edu

ORCID: <https://orcid.org/0000-0001-8759-7564>

De Zhang taught TESL courses at different universities in Minnesota. She currently teaches English as a second language in Saint Paul Public Schools. Her interests include technology and language learning, and bilingual education. She holds a Ph.D. degree in Education and teaching licenses in multiple areas.

E-mail: de.zhang@spps.org

ORCID: <https://orcid.org/0000-0002-1311-2226>