

College of Foreign Languages and Literatures, FJCU

## Transition and Transformation: Explorations in Language, Literature, Culture, and Translation

輔仁大學外語學院 2024 跨文化口究國際學術口討會：

轉銜・轉變：外語、文學、文化與翻譯之探究

Paper Abstract (English)

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Title: The Integration of Inquiry-Based Learning Design and Digital Multimodal Composing in Collaborative Online International Learning (COIL) Projects for Intercultural Competence Development			
Fields of specialization : inter-cultural communication, English as a lingua franca, multimodality in language education, discourse analysis			
摘要：英文 250 或中文 500 字以內 Abstract: fewer than 250 words in English or 500 words in Chinese			
<p>The recent attention on Collaborative Online International learning (COIL) has been increasing as it provides an innovative pedagogical approach for students from different cultural backgrounds interacting online for collaborative learning. However, relative few studies uncover the complexity of student learning in COIL interactions as they collaboratively work to demonstrate their learning trajectories through digital multimodal composing (DMC) such as digital videos and blog. To fill this gap, this research investigates the impact of participating in intercultural COIL projects via English as a lingua franca (ELF) grounded on the integration of inquiry-based learning (IBL) and DMC on Taiwanese university students' development of intercultural competence.</p> <p>This study is framed in the methodological paradigm of educational design research, collecting multiple data sources. Quantitative analysis of pre- and post-surveys about students' perceived ICC is triangulated with in-depth qualitative analysis of students' DMC ensembles, written reflections, and teachers' observations and feedback for employing multimodal resources as affordances to make meaning and (re)construct identities in COIL projects. Two major findings are noted. First, grounding IBL principles in intercultural COIL projects facilitate students to interact via ELF-mediated communication effectively, evident in their skills of initiating and elaborating ideas to generate discussions pertinent to cultural knowledge, attitude, and comparison of values. Second, engaging in DMC as the core activity in COIL projects enhances students' ICC for global citizenship, particularly the increase of critical cultural awareness through drawing upon, trans-mediating, and recontextualizing multimodal resources in intercultural communication in specific contexts. Based on the findings, relevant pedagogical implications are discussed. (250 words)</p>			