Erasmus Speaks: Bringing Internationalisation Online

Veronica O’Regan¹, Florence Le Baron-Earle² and Marie-Thérèse Batardière³

Abstract

In recent years we have seen a growing recognition by educators of the value of Virtual Exchange (VE) in the context of Internationalisation at Home (IaH) (de Wit, 2016). Research has shown the benefits of VE for language learners, as it emphasises the development of transferable skills (European Commission, 2021; Godwin-Jones, 2020). In this paper, we report on the development of Erasmus Speaks, an innovative, transnational VE project offered at a third-level research institution in Ireland in autumn 2020. This new element replaced the Erasmus study-abroad period for over 600 European language students in response to COVID-19 pandemic travel restrictions. The high completion rate of the project, reflected in the large number of Transnational Erasmus+ Project (TEP) digital badges awarded to participants, shows that this task-based project met its objectives in relation to language learning, intercultural awareness, digital literacy and transferable skills.

Keywords: Erasmus Speaks, Transnational Virtual Exchange, Internationalisation at Home, Task Design and Framework

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1. Introduction

In recent years we have seen a growing recognition by educators of the value of Virtual Exchange (VE) in the context of Internationalisation at Home (IaH), as VE combines “the deep impact of intercultural dialogue with the broad reach of digital technology” (EVOLVE, 2019, paragraph 1). Research has shown the benefits of VE for language learners, as it emphasises the development of transferable skills (Godwin-Jones, 2020) and provides “a safe online community to participate in facilitated discussions, increasing intercultural awareness” (Council of Europe, 2018, paragraph 3). Building on expertise in implementing VE projects (Batardière et al., 2019), the authors set out to mitigate the potential negative effects of the COVID-19 crisis on students’ learning outcomes by harnessing previous experience of VE projects and scaling up.

In this paper, we report on the development and implementation of Erasmus Speaks, a large-scale VE project involving over 600 students across Europe. The task framework was designed specifically to address the unprecedented challenge of providing an internationalisation experience during the pandemic in lieu of the traditional, mandatory mobility period for students. The concept underpinning the creation of the task-based VE was to provide guidance and structure, while also promoting student agency and autonomy, thus facilitating meaningful learning in a variety of learning environments. Moreover, it was conceived to fit into different language programmes and to accommodate various linguistic proficiency levels. In the host institution (Institution A), the VE project was formally embedded as a core element of new language modules in French, German and Spanish created and approved for accreditation within existing degree programmes to replace the Erasmus+ study-abroad mobility period.

We begin by explaining the context, rationale and objectives for the project. Then we describe the project design, focusing on the key principles and the development of the task framework. This is followed by an evaluation of learning outcomes based on student feedback and teacher observation. To conclude, we discuss challenges and share some insights for creating and implementing a large-scale intercultural VE project in a formal education setting in the context of internationalisation at home, defined by Beelen and Jones (2015) as, “[...] the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (p. 69).
2. Project context and objectives

Erasmus Speaks was designed by the authors in conjunction with colleagues across language sections at the host institution as a transnational project between third-level institutions across Europe. This involved a collaboration with five partner universities in France, Germany, Spain and Austria in a VE project involving 678 students, and 17 coordinators and facilitators in total (see Appendix A). The context for the project was the creation of alternative modules (6 ECTS) across the School of Modern Languages and Applied Linguistics (French, German & Spanish sections) as a replacement for Erasmus+ mobility in autumn semester 2020. These modules were created and formally approved by the host institution as an alternative programme for third year students enrolled in the BA Applied Languages, the BA Joint Honours, BBS in International Business and BBS in Business with a European language (French, German or Spanish). This constituted a new level of recognition of VE at institutional level due to its integration in the formal curriculum of a number of programmes, its inclusion in course descriptions and allocation of credits. We adopted a blended learning approach to the new modules incorporating synchronous online classes, support for independent learning, plus a six-week, bi-lingual VE with students at international partner universities. Table 1 (Appendix A) provides further details about institutions taking part in the project.

The aim of the project was to offer ‘internationalisation at home’ to geographically distanced students, whereby they would work on tasks in collaboration with native speakers of their target language(s), engaging directly with the target language and culture, and in meaningful intercultural exchanges with peers. Students at Institution A were L1 speakers of English (L2 learners of French and/or German and/or Spanish) and they worked with their counterparts at partner universities who included L1 speakers of French (L2 learners of English), L1 speakers of German (L2 learners of English) and L1 speakers of Spanish (L2 learners of English). From the start, the project took place under the auspices of the Transnational Erasmus+ Virtual Exchange Project (TEP) initiative developed by the European Commission (2017-2020) to recognise successful participation in online intercultural exchanges. The TEP Badges framework acknowledges the successful completion of the project and lists the skills developed by recipients, e.g., digital and intercultural competences, plurilingualism and cooperation skills. It also recognises the role of coordinators in running the project.

3. Learning objectives

Prior to the pandemic, students were expected to advance their linguistic skills and come back from their mobility abroad with a level B2 (CEFR). This objective was maintained for their VE project. Other VE goals were to develop students’ (inter)cultural sensitivity, i.e., an awareness of their own cultures, values and belief systems and an understanding of other cultures (Bennett, 1993; Council of Europe, 2023) as well as digital literacy, i.e., “[t]he critical and practical understanding of digital technologies in socio-cultural settings” (Hauck, 2019, pp. 190-191). The main institutional goal was, therefore, to support students in honing their target language skills and exploring their partners’ cultures.

4. VE project description

The VE project was a new approach for most university colleagues and students alike. To integrate it in language programmes, either formally within the curriculum or informally outside the curriculum, the authors had to bear in mind the following parameters: time, quality and resources. In other words, we had to consider the duration, the type of tasks and the available technology required to bring the VE project to fruition. During the design phase, we decided that all students would have to complete three tasks during the six-week VE project and submit one task per fortnight on their institutional virtual learning platform. This would allow sufficient time for participants to arrange online sessions and collaborate with their partners to complete the tasks.

For each set of VEs (e.g., French and Irish partnerships), two languages were used for communication. Each task involved synchronous interaction between students in both languages – on a 50/50 basis – working in pairs (or sometimes trios). Students were encouraged to communicate with partners synchronously as well as asynchronously, using technologies such as Zoom, WhatsApp and Facetime. It was expected that students would spend an average of two hours per week either interacting with their partner or doing autonomous work prior to and following online exchanges. Language modules offering the VE project were taken on a pass/fail basis in the host institution except for Business Studies students, who received a grade. The project was planned in such a way that our partners in other institutions had discretion to decide their own assessment mechanisms depending on their individual requirements. Furthermore, the three tasks could be undertaken either on a voluntary or compulsory basis (see Appendix D).
In June 2020, in parallel with the project development, we contacted prospective partners via other institutions’ Erasmus+ offices or through colleagues’ networks. We soon realised that European colleagues were also seeking an alternative to the Erasmus+ programme and were eager to learn more about the VE project. Following discussion with European colleagues and some minor adjustments, mostly due to asymmetry in academic calendars and numbers of participants (Wigham et al., 2014), all VEs were set up and were ready to be implemented by early September 2020. We then organised briefing meetings with all cohorts of students across relevant modules at the start of term to present the project and ensure they understood the task instructions, guidelines, assessment criteria and the timeframe for completion and submission of tasks. Participants could access this information in their respective institutional Virtual Learning Environments.

In addition, we clarified learning outcomes with students. These learning outcomes included enhancing the ability to participate actively in an online topical discussion, using different registers in a variety of communication contexts and demonstrating increased intercultural awareness. The assessment instruments took into consideration the process and the product relating to their exchanges, and grading criteria focused on the quality of the content, language proficiency and task design creativity.

5. Task framework and design

At the outset, we established a number of core guiding principles which underpinned the design of tasks, as follows:

1. to set up online activities that would enable students to practise their L2 with native speakers and improve their oral and written communication skills;
2. to create a set of tasks that support active collaboration, promote student engagement and independent learning, and develop critical thinking;
3. to place equal emphasis on languages and cultures in order to expand students’ awareness and knowledge of the target culture;
4. to facilitate peer learning through scaffolding and feedback;
5. to provide students with a flexible framework for task-based learning.

A key consideration in the elaboration of the task framework was generating a variety of engaging activities tailored to foster peer interaction by requiring the co-construction of cultural artefacts. With this in mind, the tasks were formulated to maximise opportunities for students to engage in
meaningful learning by incorporating a substantial element of choice, while situating them in relevant, real-world contexts. By providing clear learning goals with a broad scope, students could benefit from the opportunity to choose and explore areas of interest, collaborate with their respective partners while honing digital, linguistic and creative abilities. Consequently, a set of three detailed tasks was created to include a range of skills, genres and modes of production and interaction (for a more detailed task description, see Appendix D).

In Task One – *Student Virtual Tour of Campus* – students were asked to give each other a virtual tour of their home campus; following the sharing of personal narratives and interaction (via WhatsApp, Zoom or text messaging), students created a multimodal presentation of their partner’s campus and culture. For Task Two – *Talking Movies* – students chose a movie or TV series from the target culture to watch and following discussion and review, wrote an opinion piece about it in the target language. For Task Three – *Book Club/Culture Chat Show* – students were asked to conduct and record a radio interview/podcast with each other on a cultural artefact of their choice in their respective target languages (see samples of students’ productions in Appendices E.1, E.2, E.3 and E.4). Due to the fact that the VE project was embedded in existing modules, we adapted Task Two and Three instructions for business students to reflect the module content and student profile. These guidelines were refined in an iterative process by us in order to provide a clear and comprehensive, yet flexible, framework for all participants. This close collaboration between colleagues required a new level of engagement prior to the launch of *Erasmus Speaks* (Jager et al., 2020).

Furthermore, the student-centred tasks aimed to promote student agency and to accommodate participants’ learning needs. For instance, students could use internet-based tools of their choice to complete the three tasks. While some might prefer to adopt the suggested digital media (e.g., Anchor, Zoom), others could be more creative and avail of technology unknown to their teachers. It was envisaged that the combination of synchronous and asynchronous interaction would enable students to progress at their own pace and build meaningful exchanges with their partner(s).

6. **Project evaluation and outcomes**

Findings from the study show that *Erasmus Speaks* had a beneficial impact on student engagement despite the unprecedented challenges arising from the pandemic. This was evaluated by a range of instruments: task completion rate, student feedback gathered in surveys (Appendix C) and portfolios, comments from participants such as emails and social media profiles, and ongoing monitoring by facilitators (i.e., the authors and VE partners) during its six-week duration.
Table 2 (Appendix B) shows the success rate of participants in completing the project; it indicates how many students completed the three tasks to a satisfactory standard and were rewarded by receiving the Transnational Erasmus+ Project (TEP) Badges. These were awarded to the majority of participants as well as facilitators and coordinators (Appendix B). This allowed participants to showcase their new competencies on their CV (Appendix C, Quotation 1).

In their feedback, participants underlined how beneficial the tasks were for improving their language skills, commenting that the VE increased their confidence in communicating through their target language (Appendix C, Quotations 2 and 3). With regard to intercultural awareness, students mentioned how much they discovered about the target cultures’ practices (Appendix C, Quotation 4). Their comments also showed how interaction with their partner(s) raised their awareness of other perspectives and attitudes. Some mentioned how they adapted their behaviour accordingly (Appendix C, Quotation 5). In addition, several students also reported increased motivation with L2 learning because of the VE (Appendix C, Quotation 6). Most students had a positive rapport with their partner(s), which encouraged them to persevere (Appendix C, Quotation 7).

In relation to digital literacy, the quality of the students’ submissions demonstrated a growing proficiency in using online tools creatively and efficiently (Hauck et al., 2021). They revealed that a wide variety of multimodal tools were adopted to facilitate interaction and completion of the tasks throughout the project: MS Word, Powerpoint, Canva, Prezi, Padlet, NewspaperClub, Anchor, Spotify, YouTube, Zoom, emails, WhatsApp, Snapchat, Instagram, Skype, Facetime, Big Blue Button, and Teams (Appendix E.1, E.2, E.3 and E.4). This was also felt by students themselves, who commented on their digital competence in the feedback (Appendix C, Quotation 8).

Based on teacher observation during the project we noticed an overall increased sense of agency among students. Indeed, most participants appropriated the tasks, self-regulated their communication and showed responsibility towards their respective partners. In addition, we noted that several factors impacted student motivation and the overall success rate. Clear understanding of tasks, regular communication between partners and consistent teacher support have been identified as key for student motivation and retention. Cohorts where students met their facilitator or teacher on a weekly basis were more likely to prosper, whereas participants who had fewer contact hours showed a lower success rate. The provision of ‘how-to’ tutorial videos tailored to novice online tools users guided students in carrying out the tasks and in familiarising themselves with new technology, e.g., creating a multimodal presentation with Prezi.
Looking at other variables, we noticed that cohorts who had minimal allocated time with their facilitator/teacher tended to have lower engagement overall, causing some participants to drop out. This supports a key tenet of VE as underlined by EVOLVE (2019). The incentive of receiving the official TEP digital badges (extrinsic motivation) together with the prospect of developing their linguistic skills and engaging in intercultural dialogue with peers (intrinsic motivation) appear to have sustained student engagement. This was evidenced subsequently in students’ comments and posts on social media (Appendix C, Quotation 9).

There were a few limitations to this project, which were highlighted by students. These related mainly to the logistics of scheduling meetings and balancing their workload (Matsui, 2020) (Appendix C, Quotation 10). Indeed, students had to navigate new time-zones and find ways to coordinate their different schedules (Appendix C, Quotation 11). Some students added that, despite its many benefits, the VE project did not equate to actual physical mobility (Appendix C, Quotation 12).

7. Recommendations for future practice

Based on the evaluation above, the following are our recommendations for future projects. The VE should be embedded in the formal curriculum and/or there should be recognition of work and skills developed (MacKinnon, 2021). This can be done via a certificate or a digital badge once the project is completed to a satisfactory level. In addition, tasks should be aligned with learning outcomes for all institutions/courses, and students given clear task guidelines. Briefing of students can be supplemented by ‘how-to’ tutorial videos and workshops or hands-on sessions using new technology.

Students should have access to assessment criteria or rubrics to provide clarity from the outset on what is expected of them. This also ensures transparency and some level of consistency across institutions. Furthermore, allowing a degree of flexibility with the selection of internet-based tools and some autonomy with work timeframes leads to more student creativity and agency (Klemenčič, 2017).

Finally, the experience of running this project shows that it is important to monitor and support students throughout the VE in order to maintain engagement. It is also essential to keep clear lines of communication with partners to guarantee the success of this type of transnational project.
8. Conclusion

This practice report presents *Erasmus Speaks*, a transnational VE designed to develop participants’ target language skills and to produce digital work collaboratively, while discovering partners’ cultures. The rolling-out of this large VE during the pandemic was demanding but very beneficial to students across a range of learning outcomes. It also provided useful lessons for future practice and enabled us to identify essential features when implementing future online exchanges in a formal education setting. Moreover, the project showcased the value of VE as it was formally integrated in the curriculum and received approval at the host institution for inclusion in specific modules for a variety of programmes.

The VE achieved its primary goals, despite disparities between institutions such as differences in academic calendars or geographical time zones, and variation in the degree to which the project was integrated in the curriculum. These logistical challenges were mitigated by the flexibility inherent in the task framework. This was reinforced by close communication within the host institution and with our partners.

In a post-COVID-19 context, this task-based VE model has not replaced physical mobility within the host institution but continues to play an important role within the formal curriculum, acting as a complement to the study-abroad period. While VE has been misconstrued by some in international education as competing with physical mobility (O’Dowd, 2021), we believe that the experience of a global pandemic has highlighted its role in terms of equity, inclusivity and sustainability to more stakeholders and educators. This large-scale project bears this out as its impact has raised awareness at a transnational level of the importance of VE in curriculum development and its potential for internationalisation of the curriculum (Leask, 2015). Mindful of current socio-economic challenges affecting an increasing number of third-level students with ramifications for mobility, we have continued to consolidate VE collaboration with our network of partner institutions, thus broadening learning opportunities and avenues for internationalisation at home in the future. This consolidation of partnerships has been underpinned by a continued focus on internationalisation strategies at institutional level and by external recognition of the achievement of the *Erasmus Speaks* team as recipients of an EU award. Moreover, this strategy of sustained internationalisation of the curriculum aligns with European Commission policies and programmes seeking to promote blended learning approaches in higher education as part of the Digital Education Action Plan (European Commission, 2020) and reflects more equitable and inclusive approaches to IaH and VE currently being advocated in the emerging field of Critical VE (CVE) (Hauck, 2020; Helm, 2020).
References


## Appendix A

### Table 1: Details about Partner Institutions

<table>
<thead>
<tr>
<th>Participating institutions</th>
<th>Institution A</th>
<th>Institution B</th>
<th>Institution C</th>
<th>Institution D</th>
<th>Institution E</th>
<th>Institution F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>288</td>
<td>43</td>
<td>138</td>
<td>120</td>
<td>50</td>
<td>39</td>
</tr>
<tr>
<td>Breakdown per language</td>
<td>French: 84</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>German: 144</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish: 58</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses of study</td>
<td>BA in Applied Languages, BA in Joint Honours, BA International Business BA Business with a European Language (French, German or Spanish)</td>
<td>BA in Applied Languages, BA in English Studies</td>
<td>BA in Internationa l Affairs</td>
<td>BA in English Studies and BA and MA in Education</td>
<td>BA Multilingual Communication</td>
<td>BA in English Studies</td>
</tr>
<tr>
<td>Native and target languages</td>
<td>L1 of English, L2 of French, German and/or Spanish</td>
<td>L1 of French, L2 of English</td>
<td>L1 of German, L2 of English</td>
<td>L1 of Spanish, L2 of English</td>
<td>L1 of Spanish, L2 of English</td>
<td></td>
</tr>
<tr>
<td>Nature of the VE</td>
<td>Integrated in the curriculum and graded</td>
<td>Voluntary and not graded</td>
<td>Integrated in the curriculum and graded</td>
<td>Integrated in the curriculum and graded</td>
<td>Integrated in the curriculum and graded</td>
<td>Voluntary and not graded</td>
</tr>
</tbody>
</table>
Appendix B

Table 2 – Participant Success Rate

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Student Number at Registration</th>
<th>Number of TEP Badges Recipients</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution A (L2 French)</td>
<td>86</td>
<td>84</td>
<td>97.6%</td>
</tr>
<tr>
<td>Institution A (L2 German)</td>
<td>144</td>
<td>140</td>
<td>97.2%</td>
</tr>
<tr>
<td>Institution A (L2 Spanish)</td>
<td>58</td>
<td>52</td>
<td>89.6%</td>
</tr>
<tr>
<td>Institution B (L2 English)</td>
<td>43</td>
<td>42</td>
<td>97.6%</td>
</tr>
<tr>
<td>Institution C (L2 English)</td>
<td>138</td>
<td>119</td>
<td>86.2%</td>
</tr>
<tr>
<td>Institution D (L2 English)</td>
<td>120</td>
<td>94</td>
<td>78.3%</td>
</tr>
<tr>
<td>Institution E (L2 English)</td>
<td>50</td>
<td>50</td>
<td>100%</td>
</tr>
<tr>
<td>Institution F (L2 English)</td>
<td>39</td>
<td>36</td>
<td>92.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>678</strong></td>
<td><strong>617</strong></td>
<td><strong>Average: 92.35%</strong></td>
</tr>
</tbody>
</table>

Appendix C – Students' Comments

<table>
<thead>
<tr>
<th>Quotation</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 “I am thrilled to announce that I have received my Erasmus + Virtual Exchange badge. As part of my degree, I chose to participate in the Erasmus+ programme. Unfortunately, this fantastic opportunity was cancelled due to COVID-19. As an alternative, I participated in a virtual Exchange programme with several students from Institution C. I found the experience beneficial in developing my French history and language skills, as well as using new technology”</td>
<td>LinkedIn Profile</td>
</tr>
<tr>
<td>2 “My spoken German really improved from this assignment [task 3] because I was allowed to speak freely without notes and even when I needed help, my exchange partner gave me advice. I learned a lot of new vocabulary and spoke about topics that I didn't think I could speak about in German”</td>
<td>Portfolio</td>
</tr>
<tr>
<td>3 “I feel my languages pronunciation improved immensely in this task [task 1] due to the voice over for the multimodal presentation. I listened to them each on a translating App and then recorded my own voice and I noticed an improvement in my accent”</td>
<td>Portfolio</td>
</tr>
<tr>
<td></td>
<td>Statement</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>“I enjoyed the interaction with the exchange student the most and learning about the culture [sic] differences.”</td>
</tr>
<tr>
<td>5</td>
<td>“It was very useful to see the things we learn about in class regarding culture come to light while carrying out the virtual exchange.”</td>
</tr>
<tr>
<td>6</td>
<td>“Speaking with m[y] partner showed me that I knew more French than I thought I did and gave me more motivation to keep improving.”</td>
</tr>
<tr>
<td>7</td>
<td>“I had low expectations before I started this virtual exchange… I was pleasantly surprised to find that my partner was actually excited to begin this experience. It encouraged me to take a more positive outlook towards this virtual exchange.”</td>
</tr>
<tr>
<td>8</td>
<td>“This whole semester while being online has benefited my digital skills. I have used applications that I have never used before. Doing the podcast was new for me. I had never done something even close to that before so that was challenging. I learned through this experience that digital skills are very important.”</td>
</tr>
<tr>
<td>9</td>
<td>“After an unusual and challenging semester, I am thrilled to have been awarded the Erasmus Plus Virtual Exchange badge. This program was run instead of the usual semester abroad. The collaborative process gave me a new perspective on French culture and the French language. I have acquired new skills and strengths through this remote study experience. Looking forward to putting those skills into practice soon!”</td>
</tr>
<tr>
<td>10</td>
<td>“There was (sic) challenges with having live chats as it was difficult to get our schedules to sync as we both had assignments and work, etc.”</td>
</tr>
<tr>
<td>11</td>
<td>“The first task was a little awkward as it was our first time meeting each other over zoom and we were both kind of shy. We had also completely forgotten that there was a time difference between Germany and Ireland and messed up the initial meeting.”</td>
</tr>
<tr>
<td>12</td>
<td>“It was a very good experience but of course it did not reflect what Erasmus would be like and what we would have learned on Erasmus.”</td>
</tr>
</tbody>
</table>
Appendix D – *Erasmus Speaks* Task Description

| **Bi-Lingual**: Language 1 & Language 2 |
| **Collaboration/Tandem work**: pairs or trios |
| **Duration**: 6 weeks |
| **Number of tasks**: 3 |
| All tasks to be carried out via videoconferencing tools (e.g., Zoom, WhatsApp, FaceTime) |
| [1 task per fortnight submitted on Learning Management System (LMS)] |
| **Type of assessment**: Pass/Fail (Institution A) |

**Task 1: Student Virtual Tour of University Campus/ Culture**

*Multimodal presentation in the Target Language (5 minutes)*

- Introduce yourselves briefly and then describe your university campus and student experience respectively. This task should be carried out fifty-fifty in both languages.

- Following exchange on at least 5 favourite topics each (e.g., clubs and societies, radio station, environmental initiatives etc.), draft & record your commentary in the TL on striking aspects of your partner’s university using a multimodal presentation (e.g., animated PPT, Prezi, Padlet, etc).

- Slides should include key points noted from your discussion plus pictures and video links [maximum 5 slides].

- Upload your audio/ppt doc on Learning Management System at the end of week 2 of VE project.
**Task 2: Talking Movies**  
*Written Opinion Piece in the Target Language (circa 250-300 words)*

- Select two films (one from each language/culture) together from a pool of suggestions from native speaker(s) (NSs)

- Watch each film and share reactions with each other commenting on elements of interest, e.g., characters, themes, cinematography. This task should be carried out fifty-fifty in both languages.

- Write an opinion piece on the target language film discussed and send it to your NS partner for feedback, which should be integrated and highlighted in your article before uploading.

- Specify the media genre in the title (e.g., magazine/ blog/ journalistic).

- Upload the final version of your article on Learning Management System at the end of week 4 of VE project.

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**Task 3: Book club/ Culture Chat-show**  
*Radio Interviews in Language 1 and Language 2 (5-7 minutes each)*

- Conduct one short interview each with your partner based on a book or cultural artefact of the interviewee’s choice (e.g., novel/poem/play/song/ art).

- Interview 1: The French/Spanish/German NS interviewer provides a short introduction addressing the target audience and asks 5 short relevant questions in French/Spanish/German which will be the language of the interview.

- Interview 2: The English NS provides a short introduction addressing the target audience and asks 5 short relevant questions in English which will be the language of the interview.

- Record both interviews as podcasts.

- Upload the Target Language podcast on Learning Management System at the end of week 6 of VE project.
Appendix E.1 – Screenshots of Task 1: University Virtual Tour

Instructions: Following an exchange with your partner(s), create a multimodal presentation of his/her university and interests [Submissions are reproduced with the students’ permission]
Appendix E.2 – Screenshots of Task 2: Written Opinion Piece

Instructions for Language students: Write an opinion piece on a movie or TV series in the target language. [Submissions are reproduced with the students’ permission]
LA MODE ET LIFESTYLE

EMILY IN PARIS

NOS TENUES FAVORITES DE LA PREMIÈRE SAISON DE LA SÉRIE TÉLÉVISÉE « EMILY IN PARIS »

Cette série à succès raconte l'histoire d'une femme américaine s'appelle Emily qui a déménagé à Paris pour y travailler. Nous regardons Emily lutter avec le choc culturel, l'amour et bien sûr la langue française. Aussi, nous voyons comment une femme américaine interprète la mode française, beaucoup de gens disent que ses tenues est « perdue dans la traduction » mais en revanche, personnellement je les adore beaucoup et je crois que son sens du style est une autre perspective sur la mode parisienne.

1. Je ne peux pas appeler cette tenue « l'Ensemble Vert ». Le plus étonnant de cet ensemble est la veste en tweed vert de Chanel que Emily porte par-dessus une chemise et une jupe à carreaux verte et blanche. Pour les accessoires, elle porte un chapeau et un foulard à carreaux vert et un petit sac à main vert lime. À mon avis, c'est l'une des tenues plus emblématiques de la série.

2. Ce look est l'un de mes favoris personnels, cette pièce est très chic et parfaite pour la transition entre le printemps et l'été. Emily porte une camisole et une jupe jaune et noire en soie de Ganni. Ces articles de vêtements ont le même dessin et ils sont pendants à une ceinture à clous, en créant l'illusion qu'elle porte une robe. Cet accessoire crée un style branché.


4. Cette robe à épaules dénudées de Dolce and Gabbana est simple mais aussi très chic. Le dessin de l'été est parfait pour la saison du printemps en France. Un autre détail intéressant est que Emily porte la même ceinture à clous de Rag & Bone qu'elle porte dans la deuxième photo. La ceinture aide à rendre la tenue plus en vogue et plus moderne.
Appendix E.3 – Screenshots of Task 2: Written Opinion Piece

Instructions for Business students: Write an opinion piece in French for a business magazine of your choice on the social, economic or environmental sustainability of the selected Francophone company/group based on their website content versus consumer/human rights associations reports, news headlines, etc. ] [Submissions are reproduced with the students’ permission]
Appendix E.4 – Screenshots of task 3: Book club/Culture Chat-show

**Instructions for Language students:** Conduct and record a radio interview on a cultural piece (e.g., novel/poem/play/song/art) in the respective target languages.

**Instructions for Business students:** Conduct and record two radio interviews on a film or TV series.

[Submissions are reproduced with the students’ permission – faces have been blurred for anonymity reasons.]