
References

- Agbaria, F., & Cohen, C. (2000). *Working with groups in conflict: the impact of power relations on the dynamics of the group*. Informally published article, Brandeis University. http://www.brandeis.edu/ethics/pdfs/publications/Working_Groups.pdf
- Ahearn, L. (2001). Language and agency. *Annual Review of Anthropology*, 30, 109-137. <https://doi.org/10.1146/annurev.anthro.30.1.109>
- Anderson, B. (1991). *Imagined communities: reflections on the origin and spread of nationalism* (Revised edition). Verso.
- Andreotti, V. (2005). *Briefing. Open spaces for dialogue and enquiry methodology*. <http://www.osdemethodology.org.uk/keydocs/osdebriefing.pdf>
- Andreotti, V., & de Souza, L. M. (2008). Global learning in the ‘knowledge society’: four tools for discussion. *ZEP*, 31(1), 9-14.
- Androutsopoulos, J. (2008). Potentials and limitations of discourse-centred online ethnography. *Language@Internet*, 5. <http://www.languageatinternet.org/articles/2008/1610>
- Androutsopoulos, J. (2013). Code-switching in computer-mediated communication. In S. S. Herring, D. Stein & T. Virtanen (Eds), *Pragmatics of computer-mediated communication*. De Gruyter Mouton. <https://doi.org/10.1515/9783110214468.667>
- Androutsopoulos, J., & Juffermans, K. (2014). Digital language practices in superdiversity: introduction. *Discourse, Context and Media*, 4-5, 1-6. <https://doi.org/10.1016/j.dcm.2014.08.002>
- Antaki, C., & Widdicombe, S. (Eds). (1998). *Identities in talk*. Sage.
- Appadurai, A. (1996). *Modernity at large: cultural dimensions of globalization*. University of Minnesota Press.
- Argo, N., Idriss, S., & Fancy, M. (2009). *Media and intergroup relations: research on media and social change*. <https://www.scribd.com/document/91030506/Media-and-Intergroup-Relations-Research-on-Media-and-Social-Change>
- Bakhtin, M. (1986). *Speech genres and other late essays*. University of Texas Press.
- Bali, M. (2013). *Critical thinking in context: practice at an american liberal arts university in Egypt*. Unpublished PhD dissertation. University of Sheffield, UK. <http://dar.aucgypt.edu/handle/10526/3721>

References

- Bali, M. (2014). Why doesn't this feel empowering? The challenges of web-based intercultural dialogue. *Teaching in Higher Education*, 19(2), 208-215. <https://doi.org/10.1080/13562517.2014.867620>
- Bali, M., & Bossone, A. (2010). *Intercultural and multicultural education in universities and studies: a comparison of two programs implemented at the American University in Cairo*. The Arab-Turkish Congress of Social Sciences, Ankara.
- Bali, M., & Sharma, S. (2014). Bonds of difference: participation as inclusion. *Hybrid Pedagogy*. <http://www.digitalpedagogylab.com/hybridped/bonds-difference-participation-inclusion/>
- Barbot, M.-J., & Dervin, F. (Eds). (2011). *Rencontres interculturelles et formation*. Éducation Permanente.
- Belz, J. A. (2002). Social dimensions of telecollaborative foreign language study. *Language Learning & Technology*, 6(1), 60-81.
- Belz, J. A. (2003). Linguistic perspectives on the development of intercultural competence in telecollaboration. *Language Learning & Technology*, 7(2), 68-99. <https://doi.org/10.1257/25201>
- Belz, J. A. (2007). The development of intercultural communicative competence in telecollaborative partnerships. In R. O'Dowd (Ed.), *Online intercultural exchange: an introduction for foreign language teachers* (pp. 127-166). Multilingual Matters.
- Belz, J. A., & Kinginger, C. (2003). Discourse options and the development of pragmatic competence by classroom learners of German: the case of address forms. *Language Learning*, 53, 591-647. <https://doi.org/10.1046/j.1467-9922.2003.00238.x>
- Belz, J. A., & Thorne, S. L. (Eds). (2006). *Internet-mediated intercultural foreign language education*. Thomson Heinle.
- Bemporad, C., & Jeanneret, T. (2016). L'investissement dans la littératie : identités sociales et capital symbolique. *Langage et société*, 157, 39-45. <https://doi.org/10.3917/ls.157.0039>
- Bezemer, J., & Jewitt, C. (2010). Multimodal analysis. In L. Litosseliti (Ed.), *Research methods in linguistics* (pp. 180-197). Continuum.
- Bhabha, H. (1994). *The location of culture*. Routledge.
- Black, R. W. (2009). Online fan fiction, global identities, and imagination. *Research in the Teaching of English*, 43, 397-425.
- Blake, R. (2000). Computer mediated communication: a window on L2 Spanish interlanguage. *Language Learning & Technology*, 4(1), 120-136.
- Block, D. (2007/2014). *Second language identities*. Continuum/Bloomsbury.

- Blommaert, J. (1991). How much culture is there in intercultural communication? In J. Blommaert & J. Verschueren (Eds), *The pragmatics of intercultural and international communication*. John Benjamins. <https://doi.org/10.1075/pbns.6.3.03blo>
- Blommaert, J. (2015). Chronotopic identities. *Tilburg Papers in Culture Studies*, 144. https://www.academia.edu/t/a-KkeEUPs-Pv7H1/15207208/Chronotopic_identities
- Blommaert, J., & de Fina, A. (2015). Chronotopic identities: on the timespace organization of who we are. *Tilburg Papers in Culture Studies*, 153. https://www.researchgate.net/publication/287331436_Chronotopic_Identities
- Boden, D., & Zimmerman, D. H. (1991). *Talk and social studies in ethnomet hodology and conversation analysis*. Polity Press.
- Borghetti, C. (2011). How to teach it? Proposal for a methodological model of intercultural competence. In A. Witte & T. Harden (Eds), *Intercultural competence: concepts, challenges, evaluations* (pp. 141-160). Peter Lang.
- Bourdieu, P. (1977). The economics of linguistic exchanges. *Social Science Information*, 16(6), 645-668. <https://doi.org/10.1177/053901847701600601>
- Bourdieu, P. (1984). *Distinction: a social critique of the judgment of taste* (Translated by Richard Nice). Routledge & Kegan Paul.
- Bourdieu, P. (1990). *The logic of practice*. Stanford University Press.
- Bourdieu, P. (1991). *Language and Symbolic Power* (Edited by J. B. Thompson, translated by G. Raymond & M. Adamson). Polity Press. (Original work published in 1982.)
- Bourdieu, P., & Passeron, J.-C. (1990). *Reproduction in education, society and culture*. Sage.
- boyd, d. (2006). *Identity production in a networked culture: why youth heart MySpace*. American Association for the Advancement of Science.
- boyd, d. (2008). Why youth ♥ social network sites: the role of networked publics in teenage social life. In D. Buckingham (Ed.), *Youth, identity, and digital media. The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning* (pp. 119-142). The MIT Press.
- boyd, d., & Ellison N. B. (2007). Social networks: definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1). <https://doi.org/10.1111/j.1083-6101.2007.00393.x>
- Brown, P., & Levinson, S. C. (1987). *Politeness: some universals in language usage*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511813085>

References

- Bucholtz, M. (1999). "Why Be Normal?": Language and identity practices in a community of nerd girls. *Language in Society*, 28(2), 203-223. <https://doi.org/10.1017/S0047404599002043>
- Bucholtz, M. (2003). Sociolinguistic nostalgia and the authentication of identity. *Journal of Sociolinguistics*, 7(3), 398-416. <https://doi.org/10.1111/1467-9481.00232>
- Bucholtz, M., & Hall, K. (2004a). Language and identity. In A. Duranti (Ed.), *A companion to linguistic anthropology* (pp. 369-94). Blackwell.
- Bucholtz, M., & Hall, K. (2004b). Theorizing identity in language and sexuality research. *Language in Society*, 33(4), 501-47. <https://doi.org/10.1017/S0047404504334020>
- Bucholtz, M., & Hall, K. (2005). Identity and interaction: a socio-cultural linguistic approach. *Discourse Studies*, 7(4-5), 585-614. <https://doi.org/10.1177/1461445605054407>
- Buckingham, D. (Ed.). (2008). *Youth, identity and digital media*. The MIT Press.
- Burbules, N. C. (2000). The limits of dialogue as a critical pedagogy. In P. P. Trifonas (Ed.), *Revolutionary pedagogies: cultural politics, instituting education, and the discourse of theory* (pp. 251-273). Routledge.
- Burgess, H. (2005). Activism. In G. Burgess & H. Burgess (Eds), *Beyond intractability*. Conflict Information Consortium, University of Colorado, Boulder.
- Butler, J. (1990). *Gender trouble: feminism and the subversion of identity*. Routledge.
- Byrnes, H. (2004). Perspectives. *The Modern Language Journal*, 88(2), 266-291. <https://doi.org/10.1111/j.0026-7902.2004.00229.x>
- Camicia, S. P., & Franklin, B. (2010). Curriculum reform in a globalized world: the discourse of cosmopolitanism and community. *London Review of Education*, 8(2), 93-104. <https://doi.org/10.1080/14748460.2010.487327>
- Carroll, L. (2000). *Alice's adventures in Wonderland & through the looking-glas*. Penguin Group.
- Charalambous, C. (2014). "Whether you see them as friends or enemies you need to know their language." Turkish language learning in a Greek-Cypriot school. In V. Lytra (Ed.), *When Greeks and Turks meet: interdisciplinary perspectives on the relationship since 1923* (pp. 141-162). Routledge.
- Chen, H. I. (2013). Identity practices of multilingual writers in social networking spaces. *Language Learning & Technology*, 17(2), 143-170. <http://llt.msu.edu/issues/june2013/chen.pdf>
- Chun, D. M., & Plass, J. L. (2000). Networked multimedia environments for second language acquisition. In M. Warschauer & R. Kern (Eds), *Network-based language teaching: concepts and practice* (pp. 151-170). Cambridge University Press. <https://doi.org/10.1017/CBO9781139524735.009>

- Cook, B. J. (1999). Islamic versus Western conceptions of education: reflections on Egypt. *International Review of Education*, 45(3/4), 339-357. <https://doi.org/10.1023/A:1003808525407>
- Cummins, J., & Sayers, D. (1995). *Brave new schools: challenging cultural illiteracies through global learning networks*. St. Martin's Press.
- Darvin, R., & Norton, B. (2015). Identity and a model of investment in applied linguistics. *Annual Review of Applied Linguistics*, 35, 36-56. <https://doi.org/10.1017/S0267190514000191>
- Davies, A. (2003). *The native speakers: myth and reality*. Multilingual Matters.
- Davies, B., & R. Harré (1990). Positioning: the discursive production of selves. *Journal for the Theory of Social Behaviour*, 20(1), 43-63. <https://doi.org/10.1111/j.1468-5914.1990.tb00174.x>
- Deppermann, A. (2000). Ethnographische Gesprächsanalyse. *Gesprächsforschung*, 1, 96-124. <http://www.gespraechsforschung-ozs.de/heft2000/ga-deppermann.pdf>
- Dervin, F. (2013). International sociodigital interaction: what politics of interculturality? In F. Sharifian & M. Jamarani (Eds), *Language and intercultural communication in the new era* (pp. 83-98). Routledge.
- Dervin, F. (2015). Towards post-intercultural teacher education: analysing 'extreme' intercultural dialogue to reconstruct interculturality. *European Journal of Teacher Education*, 38(1), 71-86. <https://doi.org/10.1080/02619768.2014.902441>
- Develotte, C., Guichon, N., & Vincent, C. (2010). The use of the webcam for teaching a foreign language in a desktop videoconferencing environment. *ReCALL*, 22, 293-312. <https://doi.org/10.1017/S0958344010000170>
- Dooly, M. (2008). *Telecollaborative language learning*. Peter Lang.
- Dooly, M. (2011). Crossing the intercultural borders into 3rd space culture(s): implications for teacher education in the twenty-first century. *Language and Intercultural Communication*, 11(4), 319-337. <https://doi.org/10.1080/14708477.2011.599390>
- Dooly, M. (2013). Focusing on the social: research into the distributed knowledge of novice teachers in online exchange. In C. Meskill (Ed.), *Online teaching and learning: sociocultural perspectives. Advances in digital language learning and teaching* (pp. 137-155). Bloomsbury Academic.
- Dooly, M. (2015a). It takes research to build a community: ongoing challenges for scholars in digitally-supported communicative language teaching. *Calico Journal*, 32(1), 172-194. <https://doi.org/10.1558/calico.v32i1.25664>
- Dooly, M. (2015b). Networked classrooms and networked minds: language teaching in a brave new world. In C. J. Jenks & P. Seedhouse (Eds), *International perspectives on the ELT classroom* (pp. 84-109). Palgrave MacMillan. https://doi.org/10.1057/9781137340733_6

References

- Dooly, M., & Hauck, M. (2012). Researching multimodal communicative competence in video and audio telecollaborative encounters. In M. Dooly & R. O'Dowd (Eds), *Researching online foreign language interaction and exchange: theories, methods and challenges* (pp. 135-161). Peter Lang.
- Dooly, M., & O'Dowd, R. (Eds). (2012). *Researching online foreign language interaction and exchange theories, methods and challenges*. Peter Lang. <https://doi.org/10.3726/978-3-0351-0414-1>
- Dooly, M., & O'Dowd, R. (2018). Telecollaboration in the foreign language classroom: a review of its origins and its application to language teaching practice. In M. Dooly & R. O'Dowd (Eds), *In this together: teachers' experiences with transnational, telecollaborative language learning projects* (pp. 11-34). Peter Lang.
- Dooly, M., & Sadler, R. (2013). Filling in the gaps: linking theory and practice through telecollaboration in teacher education. *ReCALL*, 25(1), 4-29. <https://doi.org/10.1017/S0958344012000237>
- Dooly, M., & Sadler, R. (2016). Becoming little scientists: technologically-enhanced project-based language learning. *Language Learning & Technology*, 20(1), 54-78.
- Dooly, M., & Tudini, V. (2016). Now we are teachers: the role of small talk in student language teachers' telecollaborative task development. *Journal of Pragmatics*, 102, 38-53. <https://doi.org/10.1016/j.pragma.2016.06.008>
- Dooly, M., & Vallejo Rubinstein, C. (2017). Bridging across languages and cultures in everyday lives: an expanding role for critical intercultural communication. *Language and Intercultural Communication*, 18(1), 1-8. <https://doi.org/10.1080/14708477.2017.1400508>
- Du Bois, J. W. (2007). The stance triangle. In R. Englebretson (Ed.), *Stancetaking in discourse: subjectivity, evaluation, interaction* (pp.139-182). Benjamins.
- Duranti, A. (1997). *Linguistic anthropology*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511810190>
- European Commission. (2013). *Report to the European Commission on improving the quality of teaching and learning in Europe's higher education institutions*. Publications office of the European Union. http://ec.europa.eu/dgs/education_culture/repository/education/library/reports/modernisation_en.pdf
- Finch, J., & Nynäs, P. (2011). *Transforming otherness*. Transactions.
- Firth, A. (1996). The discursive accomplishment of normality: on 'lingua franca' English and conversation analysis. *Journal of Pragmatics*, 26(2), 237-259. [https://doi.org/10.1016/0378-2166\(96\)00014-8](https://doi.org/10.1016/0378-2166(96)00014-8)

- Firth, A. (2009). Doing not being a foreign language learner: English as a lingua franca in the workplace and (some) implications for SLA. *International Review of Applied Linguistics in Language Teaching*, 47(1), 127-156. <https://doi.org/10.1515/iral.2009.006>
- Firth, A., & Wagner, J. (1997). On discourse, communication and (some) fundamental concepts in SLA research. *The Modern Language Journal*, 81(3), 285-300. <https://doi.org/10.1111/j.1540-4781.1997.tb05480.x>
- Freire, P. (1984). *Pedagogy of the oppressed*. Continuum.
- Galley, R., Conole, G., & Panagiota, A. (2014). Community indicators: a framework for observing and supporting community activity on Cloudworks. *Interactive Learning Environments*, 22(3), 373-395. <https://doi.org/10.1080/10494820.2012.680965>
- Gardner, R. (2012). Conversation analysis in the classroom. In J. Sidnell & T. Stivers (Eds), *The handbook of conversation analysis* (pp. 593-611). Wiley-Blackwell. <https://doi.org/10.1002/9781118325001.ch29>
- Garfinkel, H. (1967). *Studies in Ethnomethodology*. Polity.
- Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105. [https://doi.org/10.1016/S1096-7516\(00\)00016-6](https://doi.org/10.1016/S1096-7516(00)00016-6)
- Gee, E. H., & Lee, Y. N. (2016). From age and gender to identity in technology-mediated language learning. In F. Farr & L. Murray (Eds), *The Routledge handbook of language learning and technology* (pp. 160-172). Routledge.
- Geertz, C. (1973). *The interpretation of cultures: selected essays*. Basic Books.
- Gitlin, T. (1980). *The whole world is watching: mass media in the making and unmaking of the new left*. University of California Press.
- Goffman, E. (1963). *Behavior in public places: notes on the organization of gatherings*. Free Press.
- Goffman, E. (1974). *Frame analysis*. Northeastern University Press.
- Goffman, E. (1981). *Forms of talk*. University of Pennsylvania Press.
- Gonzales, A., & Hancock, J. T. (2008). Identity shift in computer-mediated environments. *Media Psychology*, 11(2), 167-185. <https://doi.org/10.1080/15213260802023433>
- Goodwin, C. (1995). Co-constructing meaning in conversations with an aphasic man. *Research on Language and Social Interaction*, 28(3), 233-60. https://doi.org/10.1207/s15327973rlsi2803_4
- Goodwin, M. H. (1990). *He-said-she-said: talk as social organization among black children*. Indiana University Press.

References

- Gorski, P. C. (2008). Good intentions are not enough: a decolonizing intercultural education. *Intercultural Education*, 19(6), 515-525. <https://doi.org/10.1080/14675980802568319>
- Greenwood, J. (2005). Conflict resolution and mediation techniques. In M. Arnold, L. Heyne & J. Busser (Eds), *Problem solving: tools and techniques for the park and recreation administrator* (4th edition, pp. 111-127). Sagamore Publishing.
- Guichon, N., & Cohen, C. (2016). Multimodality and CALL. In F. Farr & L. Murray (Eds), *The Routledge handbook of language learning and technology* (pp. 509-521). Routledge.
- Guichon, N., & Wigham, C. R. (2016). A semiotic perspective on webconferencing supported language teaching. *ReCALL*, 28(1), 62-82. <https://doi.org/10.1017/S0958344015000178>
- Gumperz, J. (1982). *Language and social identity*. Cambridge University Press.
- Guth, S., & Helm, F. (2010). Introduction. In S. Guth & F. Helm (Eds), *Telecollaboration 2.0: language, literacy and intercultural learning in the 21st century* (pp. 13-35). Peter Lang. <https://doi.org/10.3726/978-3-0351-0013-6>
- Hall, J. K., & Walsh, M. (2002). Teacher-student interaction and language learning. *Annual Review of Applied Linguistics*, 22, 186-203. <https://doi.org/10.1017/S0267190502000107>
- Hamilton, H. E. (1994). *Conversations with an Alzheimer's patient*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511627774>
- Hampel, R., & Hauck, M. (2006). Computer-mediated language learning: making meaning in multimodal virtual learning spaces. *JALT-CALL Journal*, 2(2), 3-18.
- Hampel, R., & Stickler, U. (2012). The use of videoconferencing to support multimodal interaction in an online language classroom. *ReCALL*, 24(2), 116-137. <https://doi.org/10.1017/S095834401200002X>
- Hanna, B. E., & de Nooy, J. (2003). A funny thing happened on the way to the forum: electronic discussion and foreign language learning. *Language Learning & Technology*, 7(1), 71-85. <http://llt.msu.edu/vol7num1/pdf/hanna.pdf>
- Hanna, B. E., & de Nooy, J. (2009). *Learning language and culture via public Internet discussion forums*. Palgrave Macmillan. <https://doi.org/10.1057/9780230235823>
- Harrison, R., & Thomas, M. (2009). Identity in online communities: social networking sites and language learning. *International Journal of Emerging Technologies and Society*, 7(2), 109-124.
- Hauck, M., Galley, R., & Warnecke, S. (2016). Researching participatory literacy and positioning in online learning communities. In F. Farr & L. Murray (Eds), *The Routledge handbook of language learning and technology* (pp. 71-87). Routledge.

- Helm, F. (2013). A dialogic model for telecollaboration. *Bellaterra Journal of Teaching & Learning Language & Literature*, 6(2), 28-48. <http://revistes.uab.cat/jtl3/article/view/522/571>
- Helm, F. (2014). Developing digital literacies through virtual exchange. *Elearning Papers*, 38. <http://www.openeducationeuropea.eu/en/article/Developing-digital-literacies-through-virtual-exchange>
- Helm, F. (2017). Critical approaches to online intercultural language education. In S. L. Thorne & S. May (Eds), *Language, education and technology. Encyclopedia of language and education* (3rd ed., pp. 219-231). Springer, Cham. https://doi.org/10.1007/978-3-319-02237-6_18
- Helm, F., & Dooly, M. (2017). Challenges in transcribing multimodal data: a case study. *Language Learning & Technology*, 21(1), 166-185. <https://dx.doi.org/10125/44600>
- Heritage, J. (1988). Explanation as accounts: a conversational analytic perspective. In C. Antaki (Ed.), *Analysing everyday explanations*. Sage.
- Heritage, J. (2005). Conversational analysis and institutional talk. In K. L. S Fitch (Ed.), *Handbook of language and social interaction*. Lawrence Erlbaum Associates, Inc.
- Heritage, J. (2012). Epistemics in action: action formation and territories of knowledge. *Research on Language and Social Interaction*, 45, 1-25. <https://doi.org/10.1080/0835813.2012.646684>
- Herring, S. C. (2007). A faceted classification scheme for computer-mediated discourse. *Language@Internet*, 4. <http://www.languageatinternet.org/articles/2007/761>
- Higgins, C. (2009). *English as a local language: post-colonial identities and multilingual practices*. Multilingual Matters.
- Hoey, B. A. (2014). *A simple introduction to the practice of ethnography and guide to ethnographic fieldnotes*. Marshall University Digital Scholar. http://works.bepress.com/brian_hoey/12
- hooks, b. (1994). *Teaching to transgress*. Routledge.
- Iskold, L. (2012). Imagined identities: an examination of self-authorship on Facebook. In P. Chamness Miller, M. Mantero & J. Watzke (Eds), *Readings in language studies: language and identity* (pp. 119-210). International Society for Language Studies, Inc.
- Jaworski, A. (1993). *The power of silence: social and pragmatic perspectives*. Sage Publications. <https://doi.org/10.4135/9781483325460>
- Jefferson, G. (1984). Transcription notation. In J. Atkinson & J. Heritage (Eds), *Structures of social interaction*. Cambridge University Press.

References

- Jenkins, H., Purushotma, R., Weigel, M., Clinton, K., & Robison, A. J. (2009). *Confronting the challenges of participatory culture: media education for the 21st century. The John D. and Catherine T. MacArthur Foundation reports on digital media and learning.* MIT Press.
- Jenkins, J. (2007). *English as a lingua franca: attitude and identity.* Oxford University Press.
- Jenkins, J. (2014). *English as a lingua franca in the international university; the politics of academic English language policy.* Routledge.
- Jones, A. (1999). The limits of cross-cultural dialogue: pedagogy, desire, and absolution in the classroom. *Educational Theory*, 49(3), 299-316. <https://doi.org/10.1111/j.1741-5446.1999.00299.x>
- Kanno, Y. (2003). Imagined communities, school visions, and the education of bilingual students in Japan. *Journal of Language, Identity, and Education*, 2, 241-249. https://doi.org/10.1207/S15327701JLIE0204_1
- Kehrwald, B. (2010). Being online: social presence as subjectivity in online learning. *London Review of Education*, 8(1), 39-50. <https://doi.org/10.1080/14748460903557688>
- Kern, R. (2014). Technology as pharmakon: the promise and perils of the internet for foreign language education. *The Modern Language Journal*, 98(1), 340-357. <https://doi.org/10.1111/j.1540-4781.2014.12065.x>
- Kern, R. (2015). *Language, literacy and technology.* Cambridge University Press. <https://doi.org/10.1017/CBO9781139567701>
- Kern, R., Ware, P., & Warschauer, M. (2004). Crossing frontiers: new directions in online pedagogy and research. *Annual Review of Applied Linguistics* 24, 243-260. <https://doi.org/10.1017/S0267190504000091>
- Klimanova, L. (2013). Second language identity building through participation in internet-mediated environments: a critical perspective. PhD Dissertation. Iowa Research Online. <http://ir.uiowa.edu/etd/5001>
- Klimanova, L., & Dembovskaya, S. (2013). L2 identity, discourse, and social networking in Russian. *Language Learning & Technology*, 17(1), 69-88.
- Kötter, M. (2003). Negotiation of meaning and codeswitching in online tandems. *Language Learning & Technology*, 7(2), 145-172.
- Kramsch, C. (2001). Intercultural communication. In R. Carter & D. Nunan (Eds), *The Cambridge guide to teaching English to speakers of other languages* (pp. 201-206). Cambridge University Press. <https://doi.org/10.1017/CBO9780511667206.030>
- Kramsch, C. (2009). *The multilingual subject.* Oxford University Press.

- Kramsch, C. (2013). Afterword. In B. Norton (Ed.), *Identity and language learning: gender, ethnicity and educational change* (pp. 192-199). Pearson Education/Longman. <https://doi.org/10.21832/9781783090563-010>
- Kramsch, C. (2014). Teaching foreign languages in an era of globalization. Introduction. *The Modern Language Journal*, 98(1), 296-311. <https://doi.org/10.1111/j.1540-4781.2014.12057.x>
- Kramsch, C., & Thorne, S. (2002). Foreign language learning as global communicative practice. In D. Block & D. Cameron (Eds), *Globalization and language teaching* (pp. 83-100). Routledge.
- Kreber, C. (2004). An analysis of two models of reflection and their implications for educational development. *International Journal for Academic Development*, 9, 29-49. <https://doi.org/10.1080/1360144042000296044>
- Kress, G., & van Leeuwen, T. (1996). *Reading images – the grammar of visual design*. Routledge.
- Lam, W. S. E. (2000). L2 literacy and the design of the self: a case study of a teenager writing on the internet. *TESOL Quarterly*, 34(3), 457-482. <https://doi.org/10.2307/3587739>
- Lam, W. S. E. (2006). Re-envisioning language, literacy and the immigrant subject in new mediascapes. *Pedagogies: An International Journal*, 1(3), 171-195. https://doi.org/10.1207/s15544818ped0103_2
- Lam, W. S. E. (2014). Literacy and capital in immigrant youths' online networks across countries, learning, media and technology. <https://doi.org/10.1080/17439884.2014.942665>
- Lamy, M.-N. (2012). Personal learning environments: concept or technology? Click if you want to speak: reframing CA for research into multimodal conversations in online learning. *International Journal of Virtual and Personal Learning Environments*, 3(1), 1-18. <https://doi.org/10.4018/jvple.2012010101>
- Lamy, M.-N., & Goodfellow, R. (2010). Telecollaboration and learning 2.0. In S. Guth & F. Helm (Eds), *Telecollaboration 2.0: languages, literacies and intercultural learning in the 21st century* (pp. 107-138). Peter Lang.
- Lave, J., & Wenger, E. (1991). Situated learning: legitimate peripheral participation. Cambridge University Press. <https://doi.org/10.1017/CBO9780511815355>
- Lederach, J. P. (1995). *Preparing for peace*. Syracuse University Press.
- Lee, E., & Norton, B. (2009). The English language, multilingualism, and the politics of location. *International Journal of Bilingual Education and Bilingualism*, 12(3), 277-290. <https://doi.org/10.1080/13670050802153285>

References

- Lee, L. (2006). A study of native and nonnative speakers' feedback and responses in Spanish-American networked collaborative interaction. In J. A. Belz & S. L. Thorne (Eds), *Internet-mediated intercultural foreign language education* (pp. 147-176). Thomson Heinle.
- Lewis, T., Chanier, T., & Youngs, B. (2011). Special issue commentary: multilateral online exchanges for language and culture learning. *Language Learning & Technology*, 15(1), 3-9.
- Lewis, T., & O'Dowd, R. (2016). Introduction to OIE and this volume. In R. O'Dowd & T. Lewis (Eds), *Online intercultural exchange: policy, pedagogy, Practice* (pp. 3-20). Routledge.
- Li, H. (2001). Silences and silencing silences. In *Philosophy of education studies yearbook*. University of Illinois.
- Liddicoat, A. J. (2011). Enacting participation: hybrid modalities in online video conversation. In C. Develotte, R. Kern & M.-N. Lamy (Eds), *Décrire la conversation en ligne: le face à face distanciel* [Describing online conversation: face-to-face at a distance] (pp. 51-69). ENS Editions.
- Liddicoat, A., & Tudini E. (2013). Expert-novice orientations: native-speaker power and the didactic choice in online intercultural interaction. In F. Sharifian & M. Jamarani (Eds), *Language and intercultural communication in the new era* (pp. 181-197). Routledge.
- Little, D. (2016). Learner autonomy and telecollaborative language learning. In S. Jager, M. Kurek & B. O'Rourke (Eds), *New directions in telecollaborative research and practice: selected papers from the second conference on telecollaboration in higher education* (pp. 45-55). Research-publishing.net. <https://doi.org/10.14705/rpnet.2016.telecollab2016.489>
- Loizidou, D., & Mangenot, F. (2016). Interactional dimension of online asynchronous exchange in an asymmetric telecollaboration. In S. Jager, M. Kurek & B. O'Rourke (Eds), *New directions in telecollaborative research and practice: selected papers from the second conference on telecollaboration in higher education* (pp. 155-161). Research-publishing.net. <https://doi.org/10.14705/rpnet.2016.telecollab2016.502>
- Lugones, M. C., & Spelman, E. V. (1983). Have we got a theory for you! Feminist theory, cultural imperialism and the demand for 'the woman's voice'. *Women's Studies International Forum*, 6(6), 573-581. [https://doi.org/10.1016/0277-5395\(83\)90019-5](https://doi.org/10.1016/0277-5395(83)90019-5)
- Malinowski, D., & Kramsch, C. (2014). The ambiguous world of heteroglossic computer-mediated language learning. In A. Blackledge & A. Creese (Eds), *Heteroglossia as practice and pedagogy* (pp. 155-178). Springer. https://doi.org/10.1007/978-94-007-7856-6_9

- Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41(9), 954-969. <https://doi.org/10.1037/0003-066X.41.9.954>
- Matar, D. (2011). *What it means to be Palestinian: stories of Palestinian peoplehood*. I.B. Tauris.
- Maynard, D. W. (2006). Ethnography and conversation analysis: what is the context of an utterance? In S. Hesse-Biber & P. L. Leavy (Eds), *Emergent methods in social research* (pp. 55-94). Sage. <https://doi.org/10.4135/9781412984034.n4>
- McBride, K. (2009). Social-networking sites in foreign language classes: opportunities for re-creation. In L. Lomicka & G. Lord (Eds), *The next generation: social networking and online collaboration in foreign language learning* (pp. 35-58). CALICO Monograph Series.
- Menchu, R. (1984). *I, Rigoberta Menchu: an Indian woman in Guatemala*. Verso. <https://doi.org/10.1080/03064228408533778>
- Messina Dahlberg, G., & Bagga-Gupta, S. (2014). Understanding local learning spaces; an empirical study of languaging and transmigrant positions in the virtual classroom. *Learning, Media and Technology*, 39(4), 468-487. <https://doi.org/10.1080/17439884.2014.931868>
- Messina Dahlberg, G., & Bagga-Gupta, S. (2015). Learning on-the-go in institutional telecollaboration: anthropological perspectives on the boundaries of digital spaces. In E. Dixon & M. Thomas (Eds), *Researching language learner interaction online: from social media to MOOCs*, *CALICO monograph series volume 13* (pp. 259-281). CALICO.
- Miller, G. (1994). Toward ethnographies of institutional discourse: proposal and suggestions. *Journal of Contemporary Ethnography*, 23, 280-306. <https://doi.org/10.1177/089124194023003002>
- Mohd-Asraf, R. (2005). English and Islam: a clash of civilizations? *Journal of Language, Identity & Education*, 4(2), 103-118. https://doi.org/10.1207/s15327701jlie0402_3
- Möllering, M., & Levy, M. (2012). Intercultural competence in computer-mediated communication: an analysis of research methods. In M. A. D. Owenby & R. O'Dowd (Eds), *Researching online foreign language interaction and exchange: theories, methods and challenges* (pp. 233-264). Peter Lang.
- Norton, B. (Ed.). (1997). Language and identity. *TESOL Quarterly*, 31(3), 409-429. <https://doi.org/10.2307/3587831>
- Norton, B. (2000/2013). *Identity and language learning: extending the conversation*. Multilingual Matters.

References

- Norton, B., & Toohey, K. (2002). Identity and language learning. In R. B. Kaplan (Ed.), *The Oxford handbook of applied linguistics* (pp. 115-123). Oxford University Press.
- Norton, B., & Toohey, K. (2011). Identity, language learning, and social change. *Language Teaching*, 44(4), 412-446. <https://doi.org/10.1017/S0261444811000309>
- Norton, B., & Williams, C. J. (2012). Digital identities, student investments and eGranary as a placed resource. *Language and Education*, 26(4), 315-329. <https://doi.org/10.1080/0950782.2012.691514>
- Norton Peirce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly* 29(1), 9-31. <https://doi.org/10.2307/3587803>
- Nurullah, A. S. (2006). Ijtihād and creative/critical thinking: a new look into Islamic creativity. *The Islamic Quarterly*, 50(2), 153-173.
- Nussbaum, M. (1996). *For love of country: debating the limits of patriotism*. Beacon Press.
- O'Dowd, R. (2003). Understanding the “other side”: intercultural learning in a Spanish-English e-mail exchange. *Language Learning & Technology*, 7(2), 118-144.
- O'Dowd, R. (2006). *Telecollaboration and the development of intercultural communicative competence*. Langenscheidt.
- O'Dowd, R. (Ed.). (2007). *Online intercultural exchange: an introduction for foreign language teachers*. Multilingual Matters.
- O'Dowd, R., & Lewis, T. (Eds). (2016). *Online intercultural exchange: policy, pedagogy, practice*. Routledge.
- Ochs, E. (1992). Indexing gender. In A. Duranti & C. Goodwin (Eds), *Rethinking context: language as an interactive phenomenon* (pp. 335-358). Cambridge University Press.
- Ochs, E. (1993). Constructing social identity: a language socialization perspective. *Research on Language and Social Interaction*, 26(3), 287-306. https://doi.org/10.1207/s15327973rlsi2603_3
- Ortega, L., & Zyzik, E. (2008). Online interactions and L2 learning: some ethical challenges for L2 researchers. In S. Magnan (Ed.), *Mediating discourse online* (pp. 331-355). John Benjamins. <https://doi.org/10.1075/aals.3.19ort>
- Pasfield-Neofitou, S. (2011). Online domains of language use: second language learners' experiences of virtual community and foreignness. *Language Learning & Technology*, 15(2), 92-108.
- Pavlenko, A. (2003). “Language of the enemy”: foreign language education and national identity. *International Journal of Bilingual Education and Bilingualism*, 6(5), 313-331. <https://doi.org/10.1080/13670050308667789>

- Pavlenko, A., & Blackledge, A. (Eds). (2004). *Negotiation of identities in multilingual contexts*. Multilingual Matters.
- Pavlenko, A., & Norton, B. (2007). Imagined communities, identity, and English language learning. In J. Cummins & C. Davison (Eds), *Kluwer handbook of English language teaching* (pp. 669-680). Springer. https://doi.org/10.1007/978-0-387-46301-8_43
- Pennycook, A. (2001). *Critical applied linguistics: a critical introduction*. Lawrence Erlbaum Associates, Inc.
- Pennycook, A., & Coutand-Marin, S. (2003). Teaching English as a missionary language. *Discourse: Studies in the cultural politics of Education*, 24(3). <https://doi.org/10.1080/0159630032000172524>
- Phillipson, R. (1992). *Linguistic Imperialism*. Oxford University Press.
- Phillipson, R. (2000). English in the New World Order: variations on a theme of linguistic imperialism and ‘World’ English. In T. Ricento (Ed.), *Ideology, politics, and language policies: focus on English* (pp. 87-106). John Benjamins. <https://doi.org/10.1075/impact.6.08phi>
- Phipps, A. (2014). ‘They are bombing now’: ‘intercultural dialogue’ in times of conflict. *Language and Intercultural Communication*, 14(1), 108-124. <https://doi.org/10.1080/14708477.2013.866127>
- Piller, I. (2012). Intercultural communication: an overview. In C. B. Paulston, S.-F. Kiesling & E. S. Rangel (Eds), *The handbook of intercultural discourse and communication* (pp. 2-18). Wiley-Blackwell Publishing. <https://doi.org/10.1002/9781118247273.ch1>
- Piller, I. (2017). *Intercultural communication: a critical introduction*. Edinburgh University Press.
- Piller, I., & Cho, J. (2013). Neoliberalism as language policy. *Language in Society* 42(1), 23-44. <https://doi.org/10.1017/S0047404512000887>
- Rampton, M. B. H. (1990). Displacing the ‘native speaker’: expertise, affiliation and inheritance. *ELT Journal* 44(2), 97-101. <https://doi.org/10.1093/eltj/44.2.97>
- Reinhardt, J., & Chen, H. (2013). An ecological analysis of social networking site-mediated identity development. In M.-N. Lamy & K. Zourou (Eds), *Social networking for language education* (pp. 11-30). Palgrave Macmillan. https://doi.org/10.1057/9781137023384_2
- Richards, K. (2006). “Being the teacher”: identity and classroom conversation. *Applied Linguistics*, 27(1), 51-77. <https://doi.org/10.1093/applin/ami041>
- Riel, M. (1993). Global education through learning circles. In L. Harasim (Ed.), *Global networks* (pp. 221-236). MIT Press.

References

- Rose, M. (2009). *21st century skills: education's new cliché*. Truthdig. http://www.truthdig.com/report/item/21st_century_skills_educations_new_cliche_20091208
- Sacks, H. (1992). *Lectures on conversation* (volumes I and II, edited by G. Jefferson with Introduction by E.A. Schegloff). Oxford: Blackwell.
- Said, E. W. (2004). *Humanism and democratic criticism*. Columbia University Press.
- Sánchez, G. B., & Manrique, G. G. (2018). What makes our schools unique? A telecollaborative experience from the perspective of two 'new-comers'. In M. Dooly & R. O'Dowd (Eds), *In this together: teachers' experiences with transnational, telecollaborative language learning projects* (pp. 145-181). Peter Lang.
- Saunders, H. (1999). *A public peace process: sustained dialogue to transform racial and ethnic conflicts*. Martin's Press. <https://doi.org/10.1057/9780312299392>
- Sauro, S. (2014). Lessons from the fandom: task models for technology-enhanced language learning. In M. González-Lloret & L. Ortega (Eds), *Technology-mediated TBLT: researching technology and tasks* (pp. 239-262). John Benjamins.
- Sauro, S. (2017). Online fan practices and CALL. *Calico Journal*, 34(2), 131-146. <https://doi.org/10.1558/cj.33077>
- Savignon, S. J., & Sysoyev, P. V. (2002). Sociocultural strategies for a dialogue of cultures. *The Modern Language Journal*, 86, 508-524. <https://doi.org/10.1111/1540-4781.00158>
- Schneider, J., & von der Emde, S. (2006). Conflicts in cyberspace: from communication breakdown to intercultural dialogue in online collaborations. In J. A. Belz & S. L. Thorne (Eds), *Internet-mediated intercultural foreign language education* (pp. 178-206). Thomson Heinle.
- Schreiber, B. R. (2015). "I am what I am": multilingual identity and digital translanguaging. *Language Learning & Technology*, 19(3), 69-87. <http://llt.msu.edu/issues/october2015/schreiber.pdf>
- Seedhouse, P. (2009). The interactional architecture of the language classroom. *Bellaterra: Journal of Teaching & Learning Language & Literature*, 1(1), 1-13.
- Selwyn, N., & Facer, K. (2013). Introduction: the need for a politics of education and technology. In N. Selwyn & K. Facer (Eds), *The politics of education and technology: conflicts, controversies and connections* (pp. 1-20). Palgrave Macmillan. https://doi.org/10.1057/9781137031983_1
- Sharma, B. K. (2012). Beyond social networking: performing global Englishes in Facebook by college youth in Nepal. *Journal of Sociolinguistics*, 16(4), 483-509. <https://doi.org/10.1111/j.1467-9841.2012.00544.x>

- Shottter, J., & Newson, J. (1982). An ecological approach to cognitive development: implicate orders, joint action and intentionality. In G. Butterworth & P. Light (Eds), *Social cognition: studies of the development of understanding* (pp. 32-52). University of Chicago Press.
- Silverman, D. (1993). *Interpreting qualitative data: methods for analysing talk, text, and interaction*. Sage.
- Sindoni, M. G. (2013). *Spoken and written discourses in online interactions, a multimodal approach*. Routledge.
- Soliya (2010). *Connect program facilitation training guide*. Unpublished training manual.
- Stokoe, E. (2012). Moving forward with membership categorization analysis: methods for systemic analysis. *Discourse Studies*, 14(3), 277-303. <https://doi.org/10.1177/1461445612441534>
- Sundqvist, P., & Sylvén, L. K. (2014). Language-related computer use: focus on young L2 English learners in Sweden. *ReCALL*, 26(1), 3-20. <https://doi.org/10.1017/S0958344013000232>
- Sykes, J. M., Oskoz, A., & Thorne, S. L. (2008). Web 2.0, synthetic immersive environments and mobile resources for language education. *CALICO Journal*, 25, 529-546.
- Telles, J. (2009). Do we really need a webcam? The uses that foreign language students make out of webcam images during teletandem sessions. *Revista Letras & Letras*, 25(2), 65-79.
- Telles, J. (2014). Teletandem and performativity. *Revista Brasileira de Linguística Aplicada*, 15(1), 1-30. <https://doi.org/10.1590/1984-639820155536>
- Thorne, S. L. (2010). The 'intercultural turn' and language learning in the crucible of new media. In S. Guth & F. Helm (Eds), *Telecollaboration 2.0: language, literacies and intercultural learning in the 21st century* (pp. 139-164). Peter Lang.
- Thorne, S. L. (2013). Language learning, ecological validity, and innovation under conditions of superdiversity. *Bellaterra Journal of Teaching & Learning Language & Literature*, 6(2), 1-27.
- Thorne, S. L. (2016). Cultures-of-use and morphologies of communicative action. *Language Learning & Technology*, 20(2), 185-191. <http://llt.msu.edu/issues/june2016/thorne.pdf>
- Thorne, S. L., & Black, R. W. (2011). Identity and interaction in internet-mediated contexts. In C. Higgins (Ed.), *Identity formation in globalizing contexts* (pp. 257-278). Mouton de Gruyter. <https://doi.org/10.1515/9783110267280.257>
- Thorne, S. L., Black, R. W., & Sykes, J. M. (2009). Second language use, socialization, and learning in internet interest communities and online gaming. *The Modern Language Journal*, 93, 802-821. <https://doi.org/10.1111/j.1540-4781.2009.00974.x>

References

- Thorne, S. L., Sauro, S., & Smith, B. (2015). Technologies, identities, and expressive activity. *Annual Review of Applied Linguistics*, 35, 215-233. <https://doi.org/10.1017/S0267190514000257>
- Train, R. (2006). A critical look at technologies and ideologies in internet-mediated intercultural foreign language education. In J. A. Belz & S. L. Thorne (Eds), *Internet-mediated intercultural foreign language education* (pp. 247-284). Thomson Heinle.
- Train, R. (2010). Postcolonial complexities in foreign language education and the humanities. In G. Levine & A. Phipps (Eds), *Critical and intercultural theory and language pedagogy* (pp. 141-160). Cengage Learning.
- Ushioda, E. (2011). Language learning motivation, self and identity: current theoretical perspectives. *Computer Assisted Language Learning*, 24(3), 199-210. <https://doi.org/10.1080/09588221.2010.538701>
- Van Dijk, T. (1985). *Handbook of discourse analysis* (4 vols). Academic Press.
- Van Lier, L. (2000). From input to affordance: social-interactive learning from an ecological perspective. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 245-260). Oxford University Press.
- Ware, P. D. (2005). "Missed" communication in online communication: tensions in a German-American telecollaboration. *Language Learning & Technology*, 9(2), 64-89.
- Ware, P. D., & Kramsch, C. (2005). Toward an intercultural stance: teaching German and English through telecollaboration. *Modern Language Journal*, 89(2), 190-205. <https://doi.org/10.1111/j.1540-4781.2005.00274.x>
- Warschauer, M. (Ed.). (1996). *Telecollaboration in foreign language learning*. University of Hawaii Second Language Teaching and Curriculum Center.
- Warschauer, M. (1998). *Telecollaboration in foreign language education*. Proceedings of the Hawaii Symposium (Technical Report Series). University of Hawaii Press.
- Warschauer, M. & Kern, R. (Eds). (2000). *Network-based language teaching: concepts and practice*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139524735>
- Weedon, C. (1987/1997). *Feminist practice and poststructuralist theory* (2nd edition). Blackwell.
- Wenger, E. (1998). *Communities of practice: learning, meaning, and identity*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511803932>
- White, D. S., & Le Cornu, A. (2011). Visitors and residents: a new typology for online engagement. *First Monday*, 16(9). <https://doi.org/10.5210/fm.v16i9.3171>

- Williamson, B. (2013). Networked cosmopolitanism? Shaping learners by remaking the curriculum of the future. In N. Selwyn & K. Facer (Eds), *The politics of education and technology: conflicts, controversies and connections* (pp. 39-62). Palgrave Macmillan.
https://doi.org/10.1057/9781137031983_3
- Zimmerman, D. H. (1998). Discoursal identities and social identities. In C. Antaki & S. Widdicombe (Eds), *Identities in talk* (pp. 87-106). Sage.



Published by Research-publishing.net, a not-for-profit association
Voillans, France, info@research-publishing.net

© 2018 by Francesca Helm

Emerging identities in virtual exchange

Written by Francesca Helm

Rights: this book is published under the Attribution-NonCommercial-NoDerivatives International (CC BY-NC-ND) licence. Under the CC BY-NC-ND licence, the book is freely available online (<https://doi.org/10.14705/rpnet.2018.25.9782490057191>) for anybody to read, download, copy, and redistribute provided that the authors and publisher are properly cited. Commercial use and derivative works are, however, not permitted.

Disclaimer: Research-publishing.net does not take any responsibility for the content of the pages written by the authors of this book. The authors have recognised that the work described was not published before, or that it was not under consideration for publication elsewhere. While the information in this book is believed to be true and accurate on the date of its going to press, neither the editorial team nor the publisher can accept any legal responsibility for any errors or omissions. The publisher makes no warranty, expressed or implied, with respect to the material contained herein. While Research-publishing.net is committed to publishing works of integrity, the words are the authors' alone.

Trademark notice: product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

Copyrighted material: every effort has been made to trace copyright holders and to obtain their permission for the use of copyrighted material in this book. In the event of errors or omissions, please notify the publisher of any corrections that will need to be incorporated in future editions of this book.

Typeset by Research-publishing.net

Cover design by © Raphaël Savina (raphael@savina.net)

ISBN13: 978-2-490057-19-1 (Ebook, PDF, colour)

ISBN13: 978-2-490057-20-7 (Ebook, EPUB, colour)

ISBN13: 978-2-490057-18-4 (Paperback - Print on demand, black and white)

Print on demand technology is a high-quality, innovative and ecological printing method; with which the book is never 'out of stock' or 'out of print'.

British Library Cataloguing-in-Publication Data.

A cataloguing record for this book is available from the British Library.

Legal deposit, UK: British Library.

Legal deposit, France: Bibliothèque Nationale de France - Dépôt légal: juillet 2018.
