International Virtual Exchange as a Catalyst for Improving Intercultural Communication and English Language Skills: China-Japan

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Abstract: This paper describes an asynchronous, transnational virtual exchange between university students from Japan and China. Students from two different cultural and linguistic backgrounds, in two different physical locations, collaborated to produce a video on the broad theme of sustainability in a mutual second language, English. Through pre- and post-project surveys and the written reflections of students, it was found that students were able to develop greater intercultural awareness and improve their English language communication skills.

Keywords: Intercultural communication, virtual exchange, video, transnational collaboration, COVID-19, sustainability, English language communication skills

1.   Introduction

This paper is based on a presentation given at the 27th International Conference of the International Association for Intercultural Communication Studies (IAICS). The conference theme was "Life and Communication Interrupted: Challenges and Opportunities for Intercultural Communication beyond Pandemic".

Among the characteristics that define what is considered necessary to thrive in the modern world are (though not restricted to) such things as critical thinking, technological or digital literacy, creativity, flexibility, collaboration, intercultural communication and awareness, and so on, which are often collectively referred to as 21st century skills, or transversal skills (Care & Luo, 2016; Lippman et al., 2015). Preparing students to acquire these skills so as to be able to operate in the modern world is becoming an important element of how educational institutions operate (e.g. McCloskey, 2012; Rice-Stevenson, 2022; Scoular, 2020).

The pandemic in the conference title, of course, refers to the outbreak of the COVID-19 pandemic which created extraordinary social challenges all over the world, including in education. Lockdowns and periods of quarantine have disrupted thousands of educational institutions. According to UNESCO data, to date there have been partial or full school closures for 20 weeks or more in 159 countries, and closures for a full year (at least 52 weeks) or more in 67 countries (HDX, 2022). The effects of COVID-19 also meant a drastic curtailment of physical mobility for most students. Before the pandemic, students with an interest in learning foreign languages and with the time and the ability to fund international travel could do so in order to practice a foreign language "in the wild". Additionally, by physically placing themselves in an unfamiliar cultural environment, students are able to develop intercultural competencies. However, the COVID-19 disruption has made this kind of travel difficult, and placed great strain on educational systems, leading many institutions to turn to information technology (IT) to maintain connections with pupils and students (Dayagbil, et al., 2021). While some educational institutions around the world, particularly in wealthy countries, have begun to adapt (Compton, 2020), there are still many challenges to be overcome.

Fortunately, in recent decades many new technologies and various digital platforms have been developed which have created the possibility of finding solutions to some of these challenges. New spaces for innovative teaching and learning opportunities that were not

possible before the introduction of the internet have appeared. Video, now one of the most common forms of communication on the internet (Cisco, 2021), is a technology which can be employed to support learning goals, including the development of intercultural awareness and communication. While using video to communicate is obviously not the same as personal interactions in the society of the target language, it presents as a viable alternative in the form of virtual exchange or telecollaboration (O'Dowd, 2018), during periods such as have been experienced in recent years.

Virtual exchange is a relatively recent educational development, and has been positively evaluated by scholars (e.g. Dooly, 2008; Kern, 2021). Numerous benefits, such as improvements in language acquisition, student motivation, intercultural competencies and digital literacy have been reported (e.g. Casañ-Pitarch & Candel-Mora, 2021; Di Gennaro & Villarroel Ojeda, 2019; Godwin-Jones, 2019; Lewis & O'Dowd, 2016; The EVALUATE Group, 2019). As such, it is not only an alternative for virtual exchange during the recent pandemic, but also represents a realistic option in a post-pandemic future for students who have neither the time nor financial wherewithal to travel abroad to experience a new or different culture.

The study presented here utilised student-produced videos as the core means of enacting a virtual exchange between Japanese and Chinese students via the internet. In previous similar projects (Parsons, et al., 2022; Parsons, et al., in press), students worked individually, in pairs or in small groups with other students in their own class (i.e., with students of the same nationality and cultural background) to create videos for exchange with students in another country. In general, students reacted positively to these projects, displaying improved attitudes towards other cultures and towards the influence of these projects on their digital competencies. Indeed, digital video production represents a motivational opportunity for students, allowing them to engage in a meaningful and authentic form of self-expression (Hafner, 2015; Henry, 2021). However, in this virtual exchange study, students worked in transnational groups to create a single video which was then made available to all students in both countries. Two or three students from Japan, and three or four students from China formed a single group with the aim of producing a single video on a single topic.

The topic of the video was to be based on the overarching theme of the United Nations (UN) Sustainable Development Goals (SDGs) adopted as part of the post-2015 development agenda (United Nations, 2015). There are 17 goals and a total of 169 more focussed targets within the goals. This theme was deliberately chosen as a one requiring "global interconnectivity and critical social engagement" (Nicolaou, 2020) from participants. As the COVID-19 pandemic has made clear, negotiating the challenges of global issues demands international cooperation and collaboration. Frisk and Larson (2011) argue that collaboration is an important tool in developing an understanding of different ways of thinking and understanding the world, a crucial element in creating successful education for interculturality and for sustainability.

Each group was asked to collaborate to select one of the 17 Sustainable Development Goals and then create a single, short video which introduced some aspect of that goal from the perspective of each country. In this paper, we will describe the process undertaken by students in collaborating to make a video, with examples of students' reflection and the results of surveys administered prior to beginning the collaboration and after completing it.

2.   The Study

In this project 17 Japanese university students, 11 female and six male, collaborated with 25 Chinese university students, 11 female and 14 male. The Japanese students were all enrolled in a national university in a regional city. There were 13 students in the second year, two in the third year and two in the fourth year of their university studies. They were aged between 19 and 21 and all had studied English at secondary school level for a minimum of six years. Although

there was no hard data, their English level was approximately B1 to B2 on the CEFR (Common European Framework of Reference) scale. The Chinese students were studying at a private university in a special English immersion program for students who want to study abroad. This has special reference for the theme of this paper because studying abroad had recently became a lot more difficult because of the COVID-19 pandemic. The students were a mixture of first, second- and third-year students aged between 18 and 22. They typically had studied English since age 10. Like their Japanese partners, they were generally in the B1 and B2 level range. The study took place over approximately eight weeks from October to December during the second half of the 2021 academic year in Japan, and the first half of the 2021/2022 academic year in China. Due to COVID-19 restrictions, the Japanese students took classes online, but the Chinese students met face to face in the classroom.

There were two Japanese students in each group, except for a single group of three. Initially, due to class scheduling, the Japanese groups were given the opportunity to select which one of the 17 SDGs they would like to make their video on. This was then transmitted to the Chinese students, who were organised in groups of 3 or 4 students per group, who then aligned themselves with the SDGs chosen by the Japanese students to form transnational groups. The larger number of Chinese students in the project was the reason for assigning more Chinese students than Japanese students to each group. Although many of the students were originally from the regions in which the two universities are located, some came from different parts of their countries.

Initially, perhaps reflecting instructor bias, students were asked to maintain contact via e-mail, the preferred method for the instructors to exchange written information. However, interaction with students soon made it clear that they would prefer to contact one another on social media platforms. While WhatsApp may be the most popular messaging application in much of the world (Statista, 2022), it is almost unknown among Japanese and Chinese students. In Japan, the same role is fulfilled by a messaging app called LINE, which is ubiquitous, and in China by an app called WeChat. Due to various restrictions on internet usage in China, it was more convenient for Japanese students to use WeChat than for Chinese students to use LINE. Consequently, WeChat became the communication method of choice for students.

A bespoke website for compiling and assembling various useful resources for students was created using the online website maker, WIX (https://ryutsu1.wixsite.com/sustain).The videos created were uploaded to an online "noticeboard" type of application, called Flipgrid, which was also embedded into a page of the website. Access to that page and direct access to the videos on Flipgrid was password protected.

After the videos were completed and uploaded to the internet, all students were able to view all videos, and indeed were encouraged to both watch and give feedback on as many videos as possible. Students were able to give feedback in two ways:

1) either directly to the Flipgrid site or via the project website. Audio and video responses can be added to any particular video, and;

2) by completing a written rubric (see Appendix) which focussed on three broad areas: content, speaking skills and video production skills. All students were required to complete the rubric for a minimum of three videos.

In order to ensure that the learners understood the rubric, it was translated into Japanese and Chinese and L1 (Japanese and Chinese) templates were provided for reference, although the rubric which was actually used was in the shared L2, English, and students were required to write their comments in English. Students were then asked to re-edit their videos based on the feedback they received. Due to differences in semester scheduling, which meant there was little time for collaboration between the two countries, the re-editing was done separately. That is, Japanese students re-edited their part of the video and re-submitted it to their teacher, and the Chinese students did the same.

Although this virtual exchange was conducted within a password protected virtual space, prior to producing their videos, students were given instruction on the basics of copyright. Unfortunately, many students appear to be unaware that copying or re-using digital artefacts produced by other people may be illegal. Various free-to-use platforms for acquiring images and free-to-use applications for voice recording and video editing were also introduced, although students were free to use any application of their own choosing. Rather than incurring financial obligations, students were encouraged to make use of whichever devices they already possessed. For a more detailed description of the technical details of the project structure see Garant and Parsons (2021).

This study was predicated upon the following hypothesis:

> Virtual exchange via the affordances of the internet can provide students the means to engage with students from another country despite not being able to travel due to the COVID-19 pandemic.

Based on this hypothesis, a virtual exchange project via the internet was planned. The project was carried out. Students did produce videos which were uploaded to a website. Feedback was provided and the video works were re-edited. As such, the hypothesis held true. However, to understand if educational value could be ascribed to the project, two research questions were formulated:

> **Research Question 1:** Can this virtual exchange aid students in developing intercultural communication skills and understanding?

> **Research Question 2:** Can this virtual exchange aid students in improving their English language skills for communication?

To answer the research questions, pre-project and post-project surveys of the students were undertaken (Rogaten et al., 2018; Torgerson & Torgerson, 2008), and after completing the project, students were required to reflect on the project in writing.

Research Question 1 will be considered through the lens of students' reflective comments, some of will be presented and analysed in the following section. Research Question 2 will be considered according to students' responses to the pre- and post-project survey questions about their impressions of their oral, aural and communication skills.

3.   Example Video

This section will examine one of the student-produced videos from the project. As was noted above, in previous projects learners formed groups to produce videos with other learners from their own countries, indeed from the same classes. This enables students to communicate regularly and relatively smoothly. However, in this project students collaborated across geographic, linguistic and cultural boundaries to produce a single video together on the same topic. This has the potential to be a source of differences in style and quality. A further degree of difficulty was encountered in this project due to the Japanese students taking their classes remotely. The video to be discussed, on *Goal 11: Sustainable Cities and Communities*, was chosen in part because it demonstrates those difficulties.

The video has two distinct parts. The first part was created by the Chinese students, who used a combination of copyright free images and images they filmed themselves within their community. It focused on the gaps that have opened up in Zhuhai, the city where they live, as the city has rapidly developed in recent years. The city is part of a free-trade zone in South-eastern China and is considered wealthy overall. The longest bridge in the world connects Zhuhai to Hong Kong and it has a land border with Macau, two other wealthy cities in special economic zones.

The video begins by showing a "wet market" and the neighbourhood around it in the Tangjia region of northern Zhuhai, where people buy meat, fish, vegetables and other necessities every day. The narrator talks about the "growing gap inside the city".

The video then switches to the Huafa Mall in southern Zhuhai which is about an hour away by car. It is ultra-modern and the video shows luxury-brand stores, such as Chanel. Appropriate background music plays as the video then shows the highly developed highway system, and presents street scenes including skyscrapers, a newly constructed opera house, beaches and palm trees, and a glimpse of the bridge to Hong Kong. This is juxtaposed against images of rice fields and the countryside.

The video then transitions to the Japanese section which discusses "improving infrastructure". This part of the video displays a black screen with white writing and graphics. The students used this simple and clear imagery as a backdrop to discuss problems that can occur as a result of natural disasters, which are common in Japan. They make note that a Japanese company, Sekisui Chemicals, has developed more durable polyethylene pipes to replace older metal pipes, which may be damaged during an earthquake requiring long periods of time for repair. They then also discuss how domestic battery storage and solar panels can help reduce CO_2 emissions.

In the revised video, after reviewing feedback on the first draft, the Japanese students added background music and attempted to improve their pronunciation. The Chinese students added a 20-second segment at the beginning of the video introducing the Goal, making the final project appear more professional. Students also provided a more comprehensive vocal description of the contents of the video as well as adding subtitles to their section of the video.

Perhaps the most interesting aspect of the video is that students in the two countries dealt with same SDG in completely different ways, as was noted by one Japanese student:

> JS1: *I felt that the English pronunciation of Chinese students had different habits from that of Japanese and native speakers. I was also surprised to see that there were some differences in the way the videos were made.*

One reason for this may be due to communication difficulties, which both Japanese students noted:

> JS2: *I would like to work together to complete the project again because I couldn't exchange with Chinese students well during the process.*

> JS1*: I felt so difficult to work together with students from China. Because we lost contact with them in the middle of the activity.*

Time constraints and technical issues may have led to this lack of communication and coordination between the two groups in their respective countries. On the other hand, one Chinese student was pleasantly surprised about the collaboration:

> CS1: *What surprised me was that I thought that every country might have different pronunciations in English, and there might be different accents that make it difficult to understand. However, after watching the video, I found that the videos in other countries are pretty good.*

Overall, the collaboration appears to have been a fruitful experience according to the students themselves:

> JS1: *Not only did I understand more about SDG, but I also learned more about creating videos. Furthermore, the opportunity to communicate in English was the best experience and learning for me.*

> CS1: *Sustainability is really important to us and to the world. Foreign students are also very friendly and enthusiastic.*

4.   Student Comments

This section will examine excerpts, with analysis, from a number of students' written reflections after completing the project, which are presented in the students' own words. All data used in this paper is drawn from work by students who gave informed, written consent for the data to be published. However, personal information related to the students involved is withheld. Comments by Chinese students are preceded by the acronym CS (Chinese student), and those of Japanese students are preceded by JS (Japanese student). The comments from Japanese students tended to be shorter than the Chinese comments because they reflected on the project through a series of questions posed by their instructor, whereas the Chinese students wrote reflective essays about the project.

One Chinese student wrote:

CS2: *We also completed this work with Japanese members in this class, which is a particularly good contact channel with students from other countries. In the process of participation, I found that Japanese students are really efficient, and their communication skills are also particularly strong. I also learned a certain amount of Japanese culture in the process of group cooperation, I hope to have the opportunity to cooperate with students from different countries around the world to complete more interesting tasks in the future.*

In this comment the Chinese student makes reference to the positive feeling they felt when dealing with the Japanese students. This was a common theme within the comments. The student also comments on how efficient the Japanese were at communicating. They also state that they liked the international aspect of communicating with students from a different country in class and that they would like to try similar projects in the future.

There were also positive comments from Japanese students, who appreciated the efforts of their Chinese partners to create a good working relationship:

JS3: *As I mentioned above, we had some problems. However, a Chinese student who worked with us was so kind. He spoke English fluently. I respect him.*

JS4: *At first, I was a little bit nervous to contact Chinese students, but with exchanging email, I got to understand that Chinese students tried to get along with us and make better video. That made me feel relaxed and keep me motivated to make the video.*

There were different perspectives:

CS3: *It is also a novelty for to work with peers from other countries. Due to the span of region and network is relatively large, our communication with Japanese teammates is not smooth at the beginning. Fortunately, we figured out the way of communicating, that is, we send emails to each other and ensure efficient communication. When the finished podcast was shown at class, I was totally shocked by my Japanese teammates' work, because of their succinct and clear visual aids (flows, icons) this podcast seemed to be more professional. This podcast project with Japanese students makes me yearn for similar projects. It gave us the chance to communicate in English with our peers in different countries. In the end, from my perspective this project is very successful and educational.*

The student begins with a positive comment about the novelty of working with people from other countries, and then makes mention of difficulties in communicating with Japanese teammates, but also that they were able to resolve their problems. Organizing communication between international groups may sometimes be problematic because some students may be more enthusiastic or capable than other students. The student goes on to express surprise about the quality of the Japanese videos and to hope for further similar opportunities.

Japanese students also noted differences in the way videos were produced, although they did not elaborate on them:

JS4: *As of Chinese students' video which our group watched, I was surprised to the idea of editing the video because it was completely different from ours.*

JS5: *I felt that the English pronunciation of Chinese students had different habits from that of Japanese and native speakers. I was also surprised to see that there were some differences in the way the videos were made.*

The Japanese students were asked if they would like to do similar virtual exchanges again in the future, and most responded positively:

JS3: *Yes! I enjoyed this project, but I'm so sad that we couldn't work well this time. If I have some opportunities, I would like to challenge it again.*

JS6: *Yes! I have not worked with students in other countries before, so this project was very fresh for me. I would like to do like this project again.*

Though one student expressed a desire to leave the digital part of the project to the side:

JS7: *I want to talk with students in other countries but, I don't want to make the video.*

A desire to understand more about the culture of their partners was made explicit in this comment by a Chinese student:

CS4: *Making videos with students from other countries allowed me to get a more realistic understanding of their local culture and to recognize different views or different perspectives on the same time in foreign countries. I think the video made by the Japanese students was very good, unique, and clear, and took us through Japan's views, practices, and measures for sustainable development, which made me understand more about Japanese culture. It also inspired me to talk to people from other countries about China's goals and measures for sustainable development, and to learn from their cultures to achieve global sustainability together. I would love to interact again with students from other countries again.*

Finally, in this comment, a Japanese student expresses some enjoyment in attempting to do something linguistically difficult with a Chinese student:

JS7: *I enjoyed talking with Chinese students on chat. I had not talked in English on chat, so it is difficult for me to think sentences in English. However, I was happy.*

Comments such as these suggest that Research Question 1 (Can this virtual exchange aid students in developing intercultural communication skills and understanding?) can be answered in the affirmative.

5.   Results of Student Surveys

In this section we present the results of student responses to selected questions from the pre- and post-project surveys in order to examine Research Questions 2 (Can this virtual exchange aid students in improving their English language skills for communication?).

Figure 1 shows the changes in students' impressions of how L1 speakers of English would view their pronunciation. As can be seen, prior to beginning the project, Chinese students were more confident that L1 speakers would be able to understand their English than Japanese students, the majority of whom appeared somewhat ambivalent about this. After completing the project, there had been a slight improvement in the results for both cohorts of students, although Chinese students still appeared more confident in the English pronunciation than Japanese students.
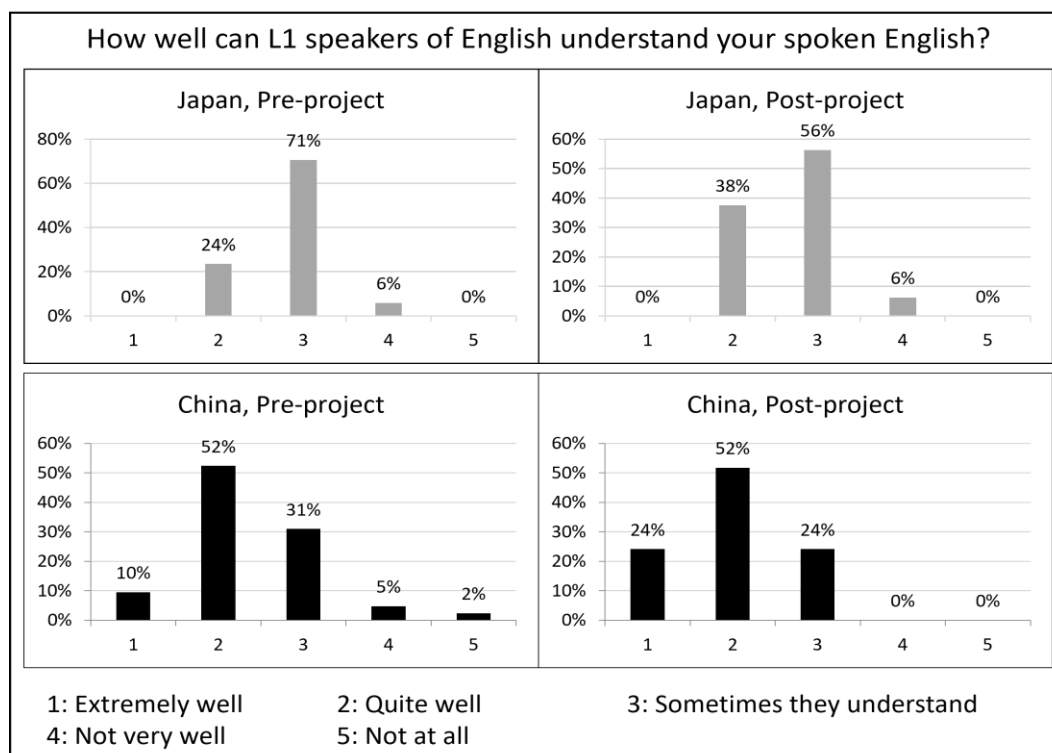
Figure 1. Student Perceptions of Their English Pronunciation from the Point of View of L1 Speakers

Figure 2 shows the results of responses to a similar question about their English pronunciation, but from the perspective of other L2 speakers of English. The results are quite similar to those seen in Figure 1. At first glance, the Chinese students' impressions appear to show a marked improvement, while the improvement in Japanese students' impressions seems more muted. However, the percentage of Japanese students with little confidence that L2 speakers of English would be able to understand them had dropped from 30% to just 6%, which indicates a substantial improvement in their thinking.
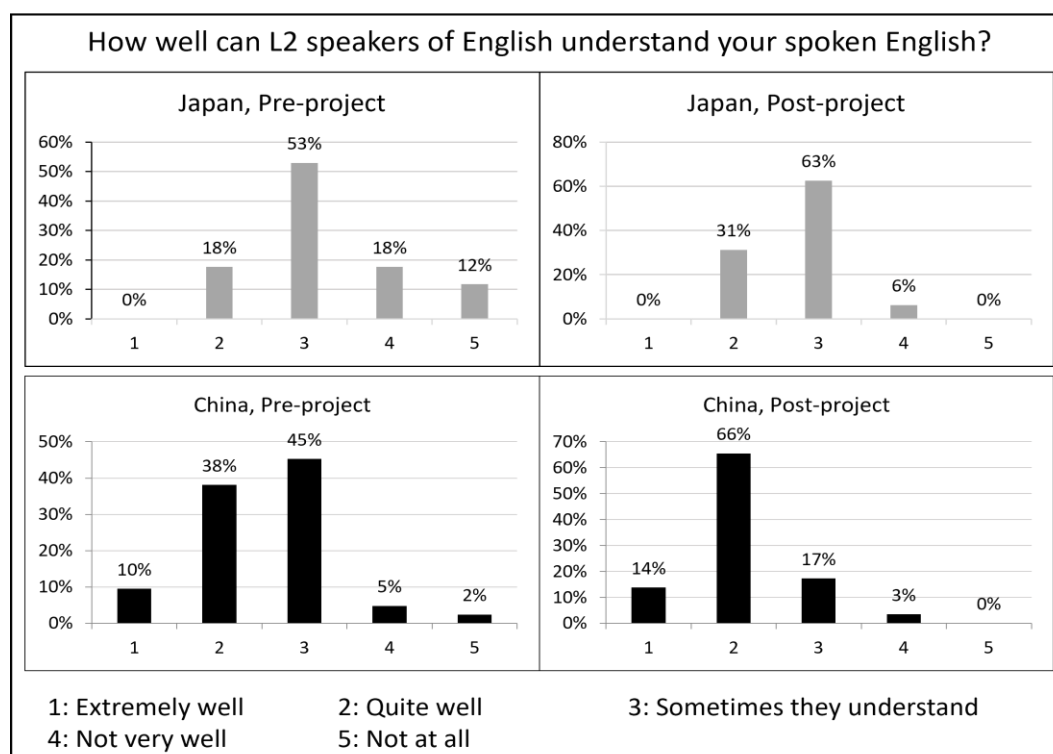
Figure 2. Student Perceptions of Their English Pronunciation from the Point of View of Other L2 Speakers

The results shown in Figure 3 are of particular interest, because in this project students actually worked together in transnational groups. They needed to watch each other's video work and so had the experience of listening to other L2 speakers of English, something which rarely happens in their usual English language classes. Both cohorts show substantial improvement in their perceived abilities to understand the English of the other culture, and again the Chinese students display greater confidence in their ability than Japanese students. The lesser level of confidence in the results of Japanese students may be explained by a natural reticence among Japanese people, who typically will play down their own abilities and accomplishments while highly evaluating those of others.

Comments by Japanese students indicate that many were aware that they needed to make efforts to be understood:

JS8: *I was conscious of my pronunciation by listening my recording voice, and the feedback was helpful to record.*

JS6: *When I recorded my voice, I paid attention to speak English so that others listen to our English easily and understand the contents of our video completely. Therefore, I think that this project helped me to speak English more appropriately.*

How well can you understand other L2 speakers of English?

Japan, Pre-project

53% at 3, 29% at 4, 18% at 2, 0% at 1, 0% at 5

Responses

44% at 2, 44% at 3, 13% at 4, 0% at 1, 0% at 5

China, Pre-project

58% at 3, 28% at 2, 7% at 4, 5% at 1, 2% at 5

China, Post-project

45% at 3, 38% at 2, 17% at 1, 0% at 4, 0% at 5

1: Extremely well   2: Quite well   3: Sometimes I understand
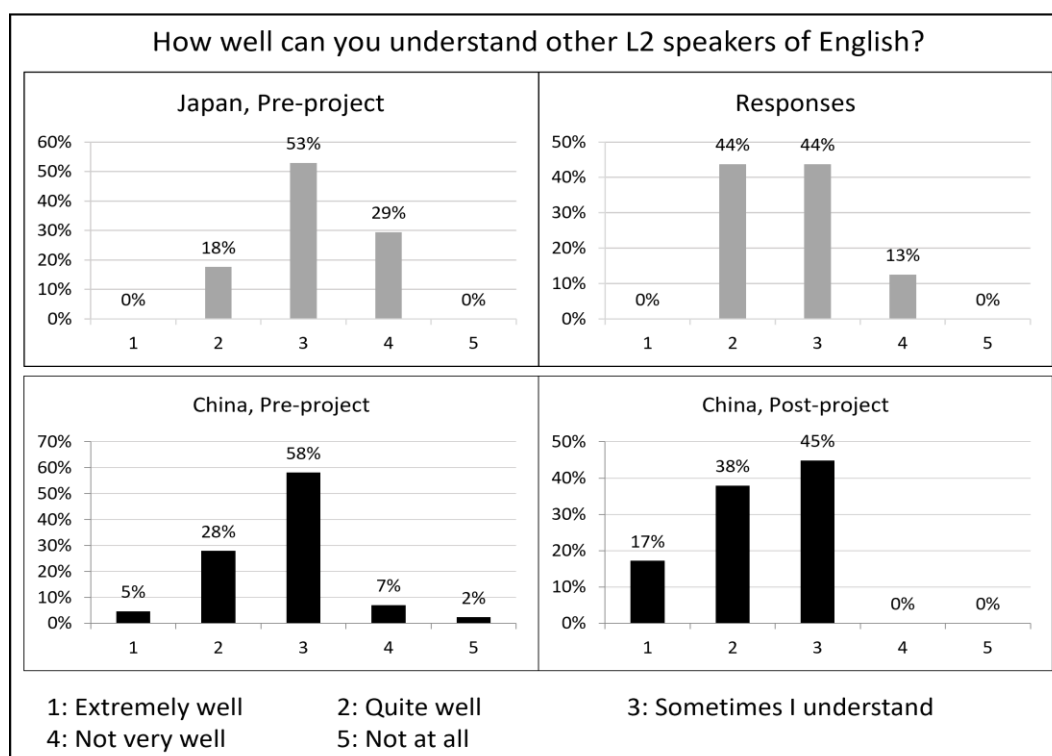4: Not very well   5: Not at all

Figure 3. Student Perceptions of the English Pronunciation of Other L2 Speakers of English.

Figures 4 and 5 show the results of questions which were only posed in the post-project surveys, which asked students to reflect on changes in the English language abilities as a result of participating in the project. Figure 4 asked about listening comprehension improvements. The majority of both groups of students agreed or strongly agreed that their English listening comprehension had improved: 82% of Japanese students and 89% of Chinese students. These results reinforce the results regarding students' ability to understand others' English seen in Figure 3.

I think my English listening comprehension improved because of this project

Japan

Strongly agree 19%, Agree 63%, Neither 13%, Disagree 6%, Strongly disagree 0%

China

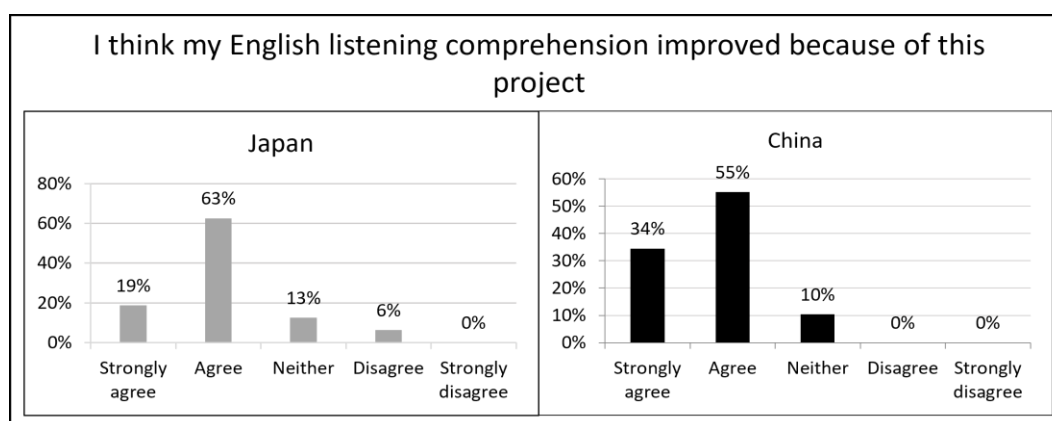Strongly agree 34%, Agree 55%, Neither 10%, Disagree 0%, Strongly disagree 0%

Figure 4. Student Perceptions of Their English Listening Comprehension after Completing This Project.

The final question presented here specifically asks about students' impressions of their communicative ability in English, which is of direct relevance to Research Question 2. Once again, the majority of students agreed or strongly agreed that their ability to communicate in English had improved. And again, more Chinese students than Japanese students held these

positive opinions, although this is the only question in which the percentage of Japanese students who strongly agreed (or felt that something could be done extremely well) with the proposition was greater than that of the Chinese students.
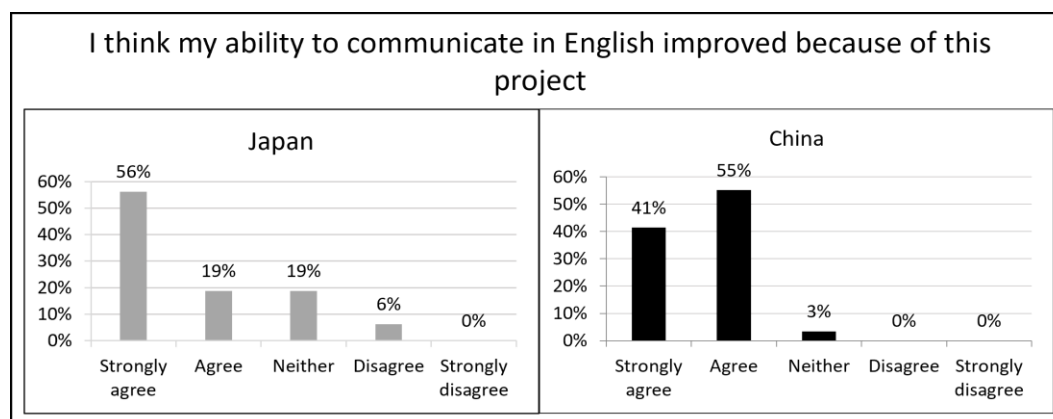

Figure 5. Student Perceptions of Their English Communicative Competence after Completing This Project.

Together, the results displayed in the figures above appear to answer Research Question 2 (Can this virtual exchange aid students in improving their English language skills for communication?) in the affirmative.

6.   Discussion

A number of difficulties were experienced in the course of this study. First and foremost was the COVID-19 pandemic. Although the Chinese students took face-to-face classes throughout the period of the study, the Japanese students were at home, taking classes remotely online. This made it difficult to give timely feedback on progress or offer assistance with technical issues. Indeed, some Japanese groups had difficulties in producing completed videos, due to a lack of familiarity with their application of choice. These difficulties were overcome, but proved frustrating for students at times. Although not directly related to the research questions, the following three comments from Japanese students are a reflection of the different impressions that arose.

JS4: *I think doing this project online affected my ability to make a good video because I was able to understand the way of communicating with each other even on online. There will be more opportunities to do some projects on online, so it was good to know the way I cooperate with my partner.*

JS6: *Yes, I do. Thanks to online, I had an opportunity to talk with you about our video individually. It was very helpful for me.*

JS8: *I think online lesson was not good for me. If we had face to face lesson, I could have more time to make a video with my partner, and asked some questions to the teacher.*

Technical issues occasionally arose. Due to constraints on internet usage in China some applications, such as Google apps, could not be utilised, meaning that alternatives which may not have been familiar to students or instructors had to be employed. At other times, for reasons not always clear, Chinese participants could not access the apps that were being used in the study. Some Japanese students also had difficulties using the Padlet platform through the study website. Again, as they were in remote locations, there were occasions when it was difficult for their instructor to provide immediate assistance.

One of the most interesting aspects of this study, and something which warrants research in the future, is the way students communicated with one another and negotiated how they would proceed with the project. As was mentioned above, initially this took place via e-mail. Students were asked to include their instructors as recipients of the e-mails, which opened a window to their communicative practices and the strategies they used to make meaning with one another. This excerpt from a Japanese student email is interesting from a pragmatic and an intercultural communication standpoint. Typically, in Japanese correspondence, letters begin by mentioning the weather or the seasons as a polite form of address, which is not usually done in Chinese.

JS3: *These days, it's getting cold here. The leaves are turning red or yellow. How are you doing? Hope you're having a great week.*

It is conceivable that the Chinese students may have been confused as how to respond to this opening, and it may be interesting to investigate this kind of discourse in more depth. However, as students very quickly migrated to social media to communicate, that window into their communicative practice soon closed.

Over approximately the last three years, a great many of the world's educators have taught online for extended periods of time. Information technology has developed to the stage whereby online collaboration and virtual exchange is now a realistic possibility for institutions with the requisite resources. This makes online cooperation a fertile field for engaging in and researching various forms of virtual exchange such as the project described here.

7.   Conclusion

This asynchronous, transnational virtual exchange between students from Japanese and Chinese universities integrated content learning in the form of sustainable development, second language use and technology. Two research question were posed in an attempt to understand if benefits to intercultural communication and English language use could be ascertained.

It was seen in students' reflective comments at the completion of the project that students enjoyed the project and achieved greater awareness of the culture of the students they interacted with.

It was also seen through the results of pre- and post-study surveys that most students felt that their English language communication skills had improved as a result of participating in the project.

Students from two different cultural and linguistic backgrounds, in two different physical locations, collaborated to produce a video on the broad theme of sustainability in a mutual second language, English, and in doing so improved their understanding of one another's cultures and improved their English language use for communicative purposes.

While not without its difficulties, this project promises to provide a basis for ongoing intercultural exchanges and research.

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Appendix

Feedback rubric used by students.

Feedback

Video Title:_____   **Student Name:** _____

Content

	Bad	Not good	OK	Good	Excellent
Vocabulary					
Organization of Ideas					
Examples					

Speaking

	Bad	Not good	OK	Good	Excellent
Pronunciation					
Pace					
Intonation					

Video Production Skills

	Bad	Not good	OK	Good	Excellent
Images					
Sound (BGM, etc)					
Editing					

Comments (in English):
Good points (25-50 words):

Need to improve (50-75 words):