



Presentations TeCoLa team



Kristi Jauregi is associate professor at Utrecht University (The Netherlands). She has trained and coached several secondary school teachers in the process of implementing innovative pedagogies through (gamified) telecollaboration in their teaching. She is particularly interested in studying the role that telecollaboration plays in enhancing the communicative competence, intercultural awareness and motivation of L2 students, and in reshaping the pedagogical beliefs, activities and roles of language teachers. She is the general coordinator of the TeCoLa project.



Begoña Clavel-Arroitia is a senior lecturer in English at the *Universitat de València* (Spain) where she teaches *Second Language Acquisition* and *Teaching English as a Foreign Language* modules at both undergraduate and postgraduate level. She carries out research on the implementation of ICT resources in language teaching, the study of gender and language, and corpus linguistics and its applications to teaching. She is currently the main researcher in Spain of the European research project TeCoLa.



Martine Derivry is a professor in Applied Linguistics at the Graduate School of Education, Bordeaux University. She teaches sociolinguistics and language learning and teaching and uses intercultural telecollaborations to enhance students' English and intercultural skills. Her research interests are in the geopolitics of languages, and particularly in language teachers. She is co-convenor of a ReN -Aila in mediation, and deputy head of a research group (Laces EA 7437). She is currently the main researcher in France of the European project TeCoLa.

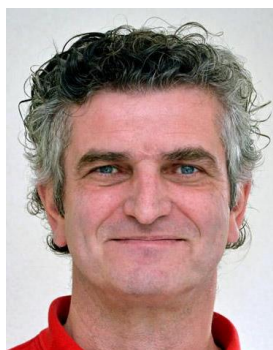


Elina Vilar is a Lecturer in Spanish Studies at Queen Mary, University of London and consultant at the University of Roehampton for the TeCoLa Project. She has trained primary and secondary language teachers in issues related to inclusive education and technology. Her drive is to make languages accessible for all



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regardless of background or ability and in doing that she tries to support and coach teachers in all contexts but especially disadvantaged ones.



Nick Zwart is CEO of 3DLES, specialized in programming and managing educational projects in virtual worlds. In the TeCoLa project he takes care of the technical aspects like maintenance of the servers, the Moodle and building/scripting gamified objects in the TeCoLa Virtual World.



Petra Hoffstaedter holds a PhD in General and English Linguistics and is the founding director of *LINK - Linguistik und Interkulturelle Kommunikation GbR* (Germany) with a long history of European projects in multimedia content development, blended language learning, telecollaboration for intercultural foreign language learning, and language teacher education. She participates in the Erasmus+ project TeCoLa with a special focus on task development for intercultural telecollaboration, TeCoLa exchanges and teacher coaching, and pilot course evaluation.



Kurt Kohn is professor emeritus of Applied English Linguistics at the University of Tübingen (Germany) specializing in technology-enhanced language learning and teaching, intercultural communicative competence development, English as a lingua franca, and foreign language teacher education. As co-director of *LINK - Linguistik und Interkulturelle Kommunikation GbR* (Germany), he participates in the Erasmus+ project TeCoLa with a focus on telecollaboration for intercultural communication and foreign language learning, lingua franca pedagogy, task development, and pilot course evaluation.





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Jozef Colpaert teaches Instructional Design, Educational Technology and Computer Assisted Language Learning at the University of Antwerp, Belgium. He is editor of Computer Assisted Language Learning (Taylor and Francis) and organizer of the International CALL Research Conferences. He is currently working on the empirical and theoretical validation of Educational Engineering, a novel instructional design and research method. Within the TeCoLa project, he has mainly focused on developing a task design model to make tasks more

engaging and motivating for pupils.



Evelyn Spruyt represents the University of Antwerp as project partner within the Erasmus+ TeCoLa project. She is currently testing the task design model developed in the TeCoLa project in pilots and experiments with language teachers in Flanders.



Linda Gijzen is a teacher educator and the coordinator of the master programme at the English department of Fontys University of Applied Sciences in Tilburg in the Netherlands. In cooperation with the Erasmus+ TeCoLa project, she carries out a PhD research project at Utrecht University in which she explores how foreign language learners engage with tasks during intercultural telecollaborative exchanges in secondary school teaching.



Presentations School Teachers

Oscar Balseiro Mayi is a teacher at St Joseph's Camberwell Catholic Schools' Federation in South London, specialising in *Spanish* alongside *English* as an Additional Language (EAL). The school is at the heart of a vibrant inner city community and is committed to providing a stimulating, challenging and inclusive environment with quality first teaching that captures the imagination and empowers learning at every opportunity. He is particularly interested in the use of new technological resources to motivate and promote foreign language learning amongst *primary school* learners. Within TeCoLa, his learners have collaborated in English and Spanish with Pilar Pellicer's primary school learners (CEIP Gloria Fuertes, Valencia, Spain).



Corien van den Broek is a secondary teacher who teaches *English* at Varendonk College in Asten (The Netherlands). She has been part of TeCoLa for three years and has participated in two TeCoLa projects. For her projects she collaborates with Philipp Glaser from the Leibniz-Gymnasium in Rottweil (Germany).



Bart Pardoel holds an MA in Computer Assisted Language Learning and a BEd degree in German. Since 10 years, he has been teaching German at a pre-vocational secondary school in the Netherlands. He is a member of the school's Participation Council; the Committee of Internalisation; and the Digital Development Team. Bart developed several language learning skills programmes in his Moodle environment, and presented at national and international conferences. In 2014 he won the poster prize at EuroCALL for his speaking skills programme in Moodle. His research interests include materials design, Gamification, Moodle, MALL, and game-based language learning.

Within TeCoLa, his learners have interacted in *German* with Miri Tapia's learners (Collège Katia et Maurice Krafft, Pfastatt, France) in the virtual Saarburg.



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Miranda Renders. Secondary school teacher of Spanish at Alberdingk Thijm College in Hilversum (The Netherlands). She specialises in (early) second language acquisition and multilingualism. Within TeCoLa her learners have collaborated using *Spanish & English* as target languages with learners from two secondary schools in Spain: IES Alcalens (teacher: Xavier Sánchis) and San Enrique school, in Valencia (teacher: Alfredo Ibáñez Gilabert).



Roundtable Panel Members



Rick de Graaff is professor of Foreign Language Pedagogy at Utrecht University and University of Applied Sciences Utrecht. He coordinates and teaches foreign language pedagogy and curriculum development in the Graduate School of Teaching. His research focuses on task design for communicative language teaching, content and language integrated learning and professional development of language teachers. For more information, see <https://www.uu.nl/staff/rdegraaff> and <https://www.research.hu.nl/Kenniscentra/Leren-en-Innoveren/Didactiek-van-de-Moderne-Vreemde-Talen>.



Christina Bouwmeester's current focus is on the didactics of English language teaching. She is responsible for teacher trainees ("Referendare") at the "Staatliche Seminar für Didaktik und Lehrerbildung" Stuttgart, an institution which is in charge of the second (obligatory) period of teacher training (after graduating from university). Besides, she has been teaching English and Spanish for several years in a secondary school ("Gymnasium") in Ellwangen, Southern Germany, and has already taken part in several projects with her own pupils. She is interested in all aspects of language teaching in general and has a PhD in Linguistics



Gertjan Goossens is Dual language and International affairs coordinator in Tilburg, the Netherlands. He is passionate about education. His work experience in education ranges from Dutch secondary education to working as an inspector for bilingual schools. In his work as a coordinator, he is especially interested in combining personalized learning with bilingual education and global awareness. In order for him to do this best, he keeps track of the latest developments concerning didactics (e.g. CLIL, developments concerning active and cooperative learning strategies and skills based learning) and global citizenship education.





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Daniela Fasoglio is curriculum developer and foreign language specialist at SLO, the National Institute for Curriculum Development in the Netherlands. She has coordinated several implementation activities and has carried out research around the CEFR in the Dutch educational system. Since 2018 she provides substantive guidance on the activities pertaining the innovation of foreign language curricula within the context of the National Reform of Curricula in Primary and Secondary education in the Netherlands. Intercultural communication, language awareness and plurilingual competence are presently a focus of her activities.



Claire Arts is principal of Eckartcollege in Eindhoven and Nuenens College in Nuenen. As a former French teacher motivation of students is crucial for learning languages, she thinks. The TeCoLa-project can help to increase the motivation.



Ingrid Vogels is the department manager VMBO-t at Nuenens College since 2016. She graduated from her study in visual arts in 1987 and started her career as a teacher in 2002 at the Sint Joris College in Eindhoven. Internationalisation is one of her key responsibilities. She believes it is important to create opportunities for the students to become true world citizens. Currently, she is involved in organising extracurricular activities in the context of internationalisation.