

**Title:** Telecollaborative Webcasting for Increased Content and Linguistic Knowledge  
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In the context of FL teaching and learning, the use of Internet technology can facilitate a variety of exciting educational experiences between distanced partners in institutional settings, uniting learners from diverse cultures via telecollaborative communicative exchanges. However, it is yet to be empirically determined which specific aspects of SLA are best fostered through telecollaboration. Thus, the vast majority of investigated telecollaborative studies have been text-based (chat, email, IM), i.e., they focused on the development of L2 written skills. As a result, research on audio-based interaction in computer-mediated communication and on acquisition of oral proficiency occupies a marginal status in the literature on computer-assisted language learning; the existing evidence that telecollaborative communicative activities have the potential to improve learners' oral language skills is currently rather inconclusive. Accordingly, this presentation investigates the efficacy of telecollaborative exchanges for increasing discourse-level oral proficiency (specifically, narrative skills) as well as humanities content learning in intermediate-level learners through audio-visual computer-mediated exchanges. The presenters analyze an NEH-funded webcasting-based telecollaborative exchange initiative between college-age FL learners enrolled in L2 Russian and English courses in the U.S. and Russia, respectively. The study employs a Learner Corpus Analysis methodology to investigate the microgenesis of narrative proficiency on topics related to humanities content areas in participating L2 Russian students by drawing on a multimodal (audio-video-textual) corpus of learner webcasts collected over the course of one semester.

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