

**Teaching Culturally and Linguistically Diverse International Students in Open and/or
Online Learning Environments: A Research Symposium**

**Exploring Intercultural Understanding and Awareness Among
French as a Second Language Students Through Web Pals**

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Abstract

The purpose of this study was to explore the development of intercultural understanding and awareness in French as a second language (FSL) students in Ontario participating in a virtual language exchange. The exchange took the form of a Web-Pal format, where students connected through an online video platform, supervised by teachers and experienced teacher helpers. Through one-week intervals, Ontario FSL students enrolled in the Web-Pal program and were grouped with French first-language students enrolled in an English-as-a-second-language day camp in Québec. Through semi-structured interviews and student-written reflections, this study examined how Ontario FSL students interpreted cultures and connected their lived experiences to those of their Québécois peers. The findings of this research demonstrate the significant potential of Web-Pal programs in supporting the development of intercultural understanding and awareness among students.

Keywords: French as a second language, virtual exchange, intercultural, FSL, elementary education

Introduction

The French-as-a-second-language curriculum documents in Ontario outline the expectations, strands, and goals according to specific FSL programs, and, in addition, include intercultural understanding and awareness expectations that were not as explicit in previous versions of the French-as-a-second-language curricular documents. The Intercultural Understanding and Awareness expectations were developed to prepare Ontario's FSL student population to explore and to discover the experiences of others, particularly 'Francophone/Francophile' identities/realities in Canada and abroad. Past research suggested that exchanges can enhance second language (L2) motivation (MacFarlane, 2001), L2 proficiency (Warden, Hart, Lapkin & Swain, 1994), and cultural understanding (Rose & Bylander, 2007). Exchanges are also important sites for intercultural learning and awareness development (Holmes & O'Neill, 2010). However, "there still continues to be a dearth of high-quality resources for educators looking for ways to translate the often-lofty aims of intercultural learning into practical classroom activities" (O'Dowd, 2010). Through online discussions and meetings with Québécois peers, Ontario FSL students had the opportunity to strengthen their second-language communication skills and to enhance their intercultural understanding and awareness competencies in development.

Literature Review

Cultural awareness and intercultural competency are key components of the French-as-a-Second-Language programs in Ontario. These components are integral to the learning experiences of all second-language students. "Increasingly, parents, educators and students are coming to recognize that French as a second language (FSL) is taught in Canada for a variety of social, economic, and political reasons, as well as for 'educational ones' (LeBlanc & Courtel, 1990). Many educators, over the years, and particularly, the late Dr. H. H. Stern in *Towards a Multidimensional Foreign Language Curriculum* (1983), persuasively presented the case for "an integrated cultural component within the Core-French curriculum" (LeBlanc & Courtel, 1990). Throughout the FSL curriculum, intercultural expectations help students to make connections and relate to diverse French-speaking communities and other societies: "Students will develop skills in accessing and understanding information about various French-speaking communities and cultures, and will apply that knowledge for the purposes of interaction" (Ontario Ministry of Education, 2013, 2014). Intercultural education provides students with the preparation and the experience to develop meaningful and respectful understanding and relationships with each other. The students' own identification (Yon, 2000), knowledge, attitudes, and set of beliefs should be critically analyzed and valued, in order to allow them to understand and appreciate diverse Francophone/Francophile communities and all communities located in Canada and abroad. Researchers have reported that meaningful interactions using French outside of the classroom increases motivation to learn the language." (Mady & Arnott, 2010; Lightbown & Spada, 2006; Pettes-Guikema & Williams, 2014; Byram Gribkova & Starkey, 2003). In a 2013 document entitled: *A Framework for French as a Second Language in Ontario Schools, Kindergarten to grade 12*, the Ministry of Education states its desire to revise FSL programs in order to "improve student confidence, proficiency, achievement, engagement, participation, and retention [in French]" (*Framework for French as a Second Language in Ontario Schools*, 2013). In that same document, the authors propose that exchanges and interactions between French-as-

a-second-language students and French first-language students may support the realization of the aforementioned goals of the revised FSL programs. “Even brief contact with native speakers – through authentic interaction opportunities for students and exposure to peer models – can enhance classroom-based learning” (MacFarlane, 2001). An exchange program or a connection to French speakers, through the use of technology, would likely tap into both forms of motivation: positive exposure to the second-language community would increase positive personal associations, while allowing students to experience some of the many opportunities available to those who are able to converse confidently in a second language” (Ontario Ministry of Education, 2013). It would seem that the vision for FSL education, presented in the framework document, includes supporting FSL teachers to seek out exchange opportunities, like the virtual exchange in this proposed study, in order for students to develop and practice intercultural knowledge and skills.

In past years, a pilot pen-pal project between a class from a French first-language school (FFL) board and an early French-immersion class (EFI), from a neighbouring English school, was conducted in the GTA. The goal of this project was to explore the development and understanding of intercultural skills for teachers and students through a pen-pal relationship with similarly-aged peers from the target language. The teachers involved in the pilot project used Byram’s (1997) and Luissier’s (2011) models of Intercultural Communicative Competence as reflective tools during intercultural experiences. Results of this study demonstrated a phenomenon to which Luissier and others have referred to as a “third culture, through television, cinema, and the Internet, that exists above the control of the nations and has created a transnational languaculture that accounts for the existence of the same trends, habits, and even values in different points of the globe” (Luissier, 2011; Corbett 2010). Teachers and students confirmed their initial belief that the EFI students and the FFL have many similar interests. The teachers were content to provide a meaningful language experience for students to interact with French-speaking peers (whether they self-identified as Francophone or Anglophone or neither). The EFI students reported to their teachers that they were happy that they were able to be able to read and communicate with their FFL pen-pal, although there were some differences in the expressions and terminology that the FFL students used. This observation of FFL student language choice made by EFI students was an indication that the pen-pal exchange provided a propitious and authentic opportunity to explore sociolinguistic conventions in French – one of the intercultural-awareness expectations at their grade level.

This present study shines a light on the potential of using technology as a tool to support authentic learning. Garcia and Kleifgen (2018) argue that in order for technology to be an effective tool for learning, four affordances need to be addressed: accessibility, retrievability, interactivity, and creativity. In brief, in order for the virtual exchange in this study to be considered an effective learning tool, the exchange had to be: accessible, retrievable, interactive, and creative. With regards to accessibility, the students needed quick and easy access to the virtual exchange. The teachers and researchers communicated with parents through a weekly email with updated Zoom links that students would use to join the daily meetings. In terms of retrievability, the researchers created a shared Google Doc with the FSL participants, where they could keep track of their reflections on culture throughout the week. Having access to this document allowed students to jot down their feelings and ideas and gave the researchers an insider’s look into how students’ thoughts on culture were evolving throughout the study. Interactivity, the third affordance, was ensured during the virtual exchanges between the FSL and FFL students. Through live, virtual discussions and virtual letter writing throughout the

week, both sets of students had multiple opportunities to interact with peers in the target language. Lastly, the researchers embedded creativity into the virtual learning environment by planning oral communication games that required students to use their creative skills to take part (i.e., “would you rather/préfères-tu?”, Pictionary, 21 questions, etc.). The affordances of using technology as a learning tool informed the present study, and it is believed that all teachers can consider these affordances when determining the effectiveness of digital learning tools for their students.

Methods

The present research focused more on the “inter” rather than on the “culture”. In a 2011 article on intercultural communicative competence, Denise Luissier indicated that “the *International Encyclopedia of the Sociology of Education* (1997) mentions the existence of more than one hundred and sixty-four definitions of culture.” With this many interpretations of the concept of culture, second-language teachers occasionally explore culture as “visible elements of cultural representations, such as stereotypes, artefacts and folk aspects” (Luissier, 2011). The ‘inter’ of intercultural learning supports the notion that “there is no self without other and vice versa...people co-construct their identities in intercultural encounters” (Byrd-Clark & Dervin, 2014). The main objective that guided this present research was to explore the development of intercultural understanding and awareness skills through an “inter” experience – participating in a virtual exchange with a classroom in Quebec. The following research question anchored the present study:

1. How will daily experiences with Web Pals in Quebec support the development of intercultural awareness and understanding in French-as-a-second-language students in Ontario?

Participants

Since the beginning of July 2020, there were 44 Ontario students involved in the program. The French-as-a-second-language participants in this study were the children of members of Canadian Parents for French (CPF) Ontario who are presently enrolled in core, extended or immersion-French-as-a-second-language (FSL) programs from grades three to eight, as well as minority-language students from French-language school boards. Canadian Parents for French matched FSL students from Ontario with a group of Web Pals from Quebec enrolled in an ESL camp (DeMoiToYou) by age. During the 40-minute sessions, three times a week, students from Ontario and Quebec met to play games and share experiences, while communicating in both French and English. Twice a week, Quebec and Ontario students exchanged letters through a shared Google slide deck, where they had the opportunity to write about themselves and respond to their Web Pal.

Language Portfolios Plus Semi-Structured Interviews

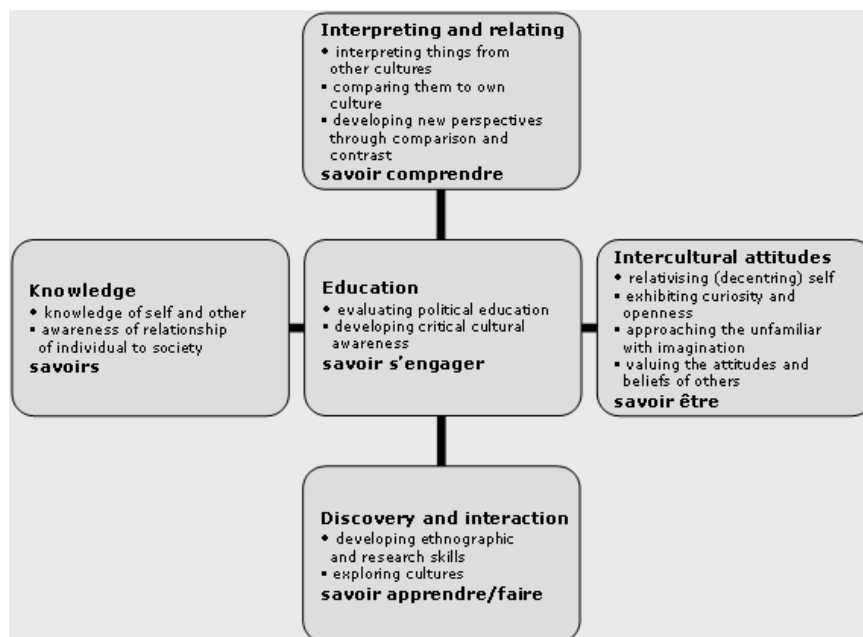
This research aimed to highlight the importance of interculturality development among French-as-a-second-language students in Canada. As the resources of the Common European Framework of Reference for Languages (CEFR) suggest, intercultural awareness and

competence with target language communities are essential parts of the language portfolio (n.d.). The journaling tool used to document the student reflection in the present study may inform a student's given language passport and biography. This study is perfectly aligned with the vision and goals of the Ontario French-as-a-second-language curriculum in that "students will communicate and interact with growing confidence in French" (OME, p. 6), will "use French to communicate and interact effectively in a variety of social settings" and will "learn about Canada, its two official languages, and other cultures" (OME, p. 6).

When reflecting on Byram's model of Intercultural Communicative Competence (1997), the researchers were asking study participants about their thoughts about *savoir apprendre/savoir être* (what they think they already know about the experience and the lives of their Web Pals, what might be new, what they might learn). After the web pals' week, the researchers asked similar questions and asked participants to compare their answers by helping participants to think about *savoir comprendre* (interpreting and comparing) and some questions based on *savoir* (What did they learn about their partners and themselves?).

Figure 1

Byram's Model of Intercultural Communicative Competence (1997)



Data collection

The researchers met with the FSL Ontario students at the beginning and end of the week for 30 minutes to discuss the virtual exchange with the students who agreed to participate in the study. In the final three weeks of the virtual language exchange, the researchers and teachers introduced a mid-week reflection where participants shared their thoughts about the experience, based on questions inspired by CEFR research on intercultural awareness and understanding. Through questions that prompted student self-reflection, the researchers had hoped to mimic one aspect of the language portfolio – self-assessment of intercultural competence. The goal was to:

- Record what has been experienced and learned

- Make learners become conscious of their learning and of the abilities they already have (Byram, Gribkova and Starkey, 2002)

The interview questions and written midweek reflections are provided in the appendices on page 12.

Results

In this section of the report, the themes that were noticed in both the students' responses and in the daily Web Pal interactions will be reviewed. They are listed as follows: language choice, authenticity and engagement, culture, spontaneous interaction, technology, student talk vs. teacher talk, students helping students, colloquial language, self-evaluation, and letter writing.

Language Choice

Throughout the Web Pals' program, the researchers took notes on the interactions between the groups in the calls. The researchers paid special attention to language choice among the students and the *animatrices* (the camp counsellors on the call in Quebec). It was noticed that when the animatrice would speak in English to the Ontario group, the students would respond in English, which resulted in some sessions being conducted almost entirely in English. There were times, however, when the animatrice would speak in English to the students in Quebec, and French to the students in Ontario, which helped create a bilingual learning space for all groups. The researchers noticed that the younger group (ages 7-10) seemed to be more willing to participate in French-only or bilingual interactions, whereas the older students in Ontario (ages 10+) seemed more willing to switch back to English more frequently. For example, in one activity, the group in Quebec presented drawings that they made of farms. The students were to present their drawings in English, but ended up presenting mostly in French. The animatrice then translated the presentations in English and asked the Ontario group to respond to the drawings, which resulted in an English-dominated conversation. It would be interesting to explore further the target language input by the second-language students in sessions when switching between both languages was happening so frequently, as well as how much intercultural awareness was acquired during sessions, like the one described above. To conclude, the researchers noticed that when the language proficiency was about equal between bilingual partners, the choice in code switching tended to be dictated by the language choice of the animatrice. In other words, when both groups had relatively equal proficiency in French and English, the interactions would potentially take place in either language, and it is the animatrice who influenced the language choice of the participants.

Authenticity, Choice and Engagement

Not surprisingly, the researchers found a correlation between authenticity and engagement. Authentic or real-world tasks are described as "tasks, which are communicative acts that we achieve through language in the world outside the classroom" (Nunan, 2001). The more authentic an activity was, the more engaged both groups were in the activity. For example, one of the games planned for a session was to play hangman using fall vocabulary. Given that the

virtual exchange happened during the summer season, playing a game based on vocabulary from another season may not have been as authentic for the students who appeared to quickly lose interest in the game. Whereas, when they played hangman another time, with a different theme, and used a theme in which the students were interested (animals with charades), they were more engaged. An activity that really provoked student interest was “Would you rather?” (Préfères-tu...?). Both groups in Ontario and in Quebec were visibly amused to hear one another’s questions and their responses. Questions, such as “Préfères-tu manger des vers de terre ou une araignée?” (Would you rather eat earthworms or a spider?) prompted student engagement, and many study participants were eager to share their answers and their reasonings with their Quebec Web Pals in French. In a game like “Préfères-tu?”, the students had choice in their target language, and in their home language, to create options for the interlocutor that were easy or more challenging. In such a game, not intended exclusively for second-language speakers, the question posed is fairly simple and highly structured “Would you rather?” (Préfères-tu...?) with some creativity when giving choice. The study participants were authors of their own questions and used language that they understood that could be communicated. When responding to a choice posed to them, the study participants not only had to make sense of the second language being used, but also had to make a choice and give a justification that was logical to, and for, them. Simply put, when students can relate to the activities and are given choice, they are more willing to participate, and, hence, are more engaged in the target language.

Cultural Differences

It was noted that students struggled when answering questions related to culture. It could be that the questions were too abstract for them, but the questions may have planted a seed for them to begin thinking about culture, and what it means to them as bilinguals. Nevertheless, there appeared to be some cultural differences between both groups participating in the present study. For one, the group in Quebec planned a whole week, for the Ontario and Quebec participants, dedicated to Halloween and seemed to have had a really enjoyable time discussing Halloween topics, such as costumes, candy preferences, and planning a Halloween party. That week, there was a set of siblings in the Ontario group who did not observe Halloween, and, at some point, stopped joining the calls. Could it be that the assumption that everyone celebrates Halloween is the reason for their abandonment of the exchange? This occurrence was an interesting cultural difference, as there was no discussion with the participants before the Halloween week to assess individual beliefs about Halloween. Another cultural difference highlighted during the interactions was when students played a game where they discussed different animal sounds. For example, the students in Quebec said sheep sound like “bêêê” – a sound represented in French texts. Interestingly, when students in Ontario, all of whom were enrolled in early French-immersion programs since their primary schooling, were asked the sound a sheep made in English, they responded “bêêê” as well. This led the researchers to wonder about the profound effect early French-immersion programming has on Anglophone students. For one session, it was the researcher who pointed out to both the Ontario and Quebec students that typically in English, the sound “baaaaa” is the representation of the sheep’s sound. This type of cultural difference was very interesting for the students to hear, and compare the two sounds, and it was surprising to the researchers that the Anglophone French-immersion students seemed more familiar with the sounds of a sheep in French than in English. This

exercise was a significant opportunity for students to develop their skills in *savoir comprendre* (interpreting and comparing) animal sounds in both languages.

Spontaneous Interaction

It was noticed that the interactions between the students were often scripted. The daily topics for discussion were already shared with the Quebec group, so that the Quebec students could prepare potential answers in English to share with their partners. This strategy was used to support the students in Quebec when they were going to speak English with their Ontario peers. For example, during the Halloween discussions, the Ontario group presented themselves in French spontaneously and the group in Quebec read from their papers. The purpose of highlighting this difference is not to shame the students in Quebec in any way, but rather, to suggest that this could be used as a strategy when groups who have different levels of proficiency in the target language need to communicate. This strategy could also help students who need more support, but it does hinder the spontaneous interaction between students, as the responses were often following the same model as one another, which sounded unnatural. In some sessions, it was noted that a great deal of teacher talk was needed to support the discussions between peers, and this may be because the levels of proficiency were very different between the two groups. Another strategy used by both groups, when answering the questions, was to borrow words from the question when responding. For example, one student in Québec asked, “C’est quoi ta chanson préférée?” (What is your favorite song?), and the student in Ontario responded by saying, “Ma chanson préférée est...” (My favourite song is...). This strategy helped both groups stay in the target language (whether it was French or English, at the time). Borrowing language used by their Web Pal was an excellent demonstration of *savoir apprendre*, where the students were discovering new language structures, through their virtual interactions, with peers from the target language.

Technology

For those looking to recreate similar experiences, it would be helpful to heed the following advice on the technical side of the project. First, having a microphone, webcam, and projector are all helpful in making sure both groups can see and hear one another. If there are documents or pictures that the groups would like to share with one another, for an activity, for example, it would be helpful if everyone had access to a shared Google Drive. Zoom was used to conduct calls and it was helpful to use the same code every day. The *animatrice* in Ontario would start the call and everyone would join in.

Student Talk versus Teacher Talk

There were times when the activities required too much teacher talk to introduce and manage the activity. During these types of activities, it was noted that sometimes only a handful of students would talk during a call. In addition, some activities were highly non-interactive (like hangman) and would only require students to say one letter here and there. However, a great bilingual activity that was conducted during one of the calls was when the group in Ontario had a cartoon drawing that they described, step-by-step, to their peers in English. The Ontario group listened carefully, and tried to recreate the drawing on their own. This was a highly interactive

activity and allowed for bilingual interactions. As well, the Ontario group then presented a drawing step-by-step in French for the Quebec group to follow. Activities like this are simple for the students to follow and maximize student interaction.

Students Helping Students

A recurring theme that was noticed, session after session, was how students would use their language skills to help one another understand and follow along in either language. For example, one child was talking about shoveling snow, but forgot how to say, “to shovel,” and a student in Quebec chimed in saying “peleter.” Another student in Ontario did not know how to say, “I am at a cottage,” and a peer in Quebec helped her, by providing the French translation on the spot: “Je suis à un chalet.” One of the students in Ontario was just beginning to learn French (Grade 4 Core French) and introduced herself in English to her peers, and a Web Pal in Quebec helped her by translating her introduction in French for all to understand. There were plenty of examples like this, where a Web Pal did not know how to say something in a particular language, and another Web Pal would chime in and provide linguistic support. More interaction like this was noted among the older students, which leads the researchers to wonder if there is a correlation between age and linguistic awareness. These interactions were excellent contexts where the FSL students demonstrated the intercultural cultural competence *savoir apprendre*, where they took full advantage of the knowledge of their native speaker partners, in order to help themselves communicate in French.

Colloquial Language

In this present study, students employed both colloquial language and more “school-learned” language. For example, when two groups were introducing themselves, a student in Quebec posed the question: “Quand est ta fête?” (When is your birthday?), and the student in Ontario did not understand the question right away. Another child jumped in, and provided the English translation, and then the child responded with, “La date de mon anniversaire est...” (The date of my birthday is...) using a more formal structure in French, one which she may have learned at school. It was also noted that colloquial language seemed to pose a challenge for students who were in the beginning stages of developing their proficiency in either language, as they often relied upon sentence structures that erred on the more formal side. The discussions also seemed to follow the basic format of question-answer, and lacked a more natural flow (like adding a short story to an answer, going off on a mini tangent, etc.) that appears in more natural speech, but this is often due to lack of confidence or proficiency.

Self-Evaluation

Students in Ontario shared that they felt shy to speak in French with their Québécois Web Pals. However, they mentioned that they think their Web Pals were probably just as self-conscious to speak in English. These observations, made about both language groups, may be an example of the intercultural communicative competence *savoir être*, where the FSL students were decentering to think about how their Quebec Web Pals were feeling during these virtual exchanges.

Letter Writing

To supplement the oral communication component of the program, a letter writing portion, twice a week, was added, where students wrote their messages in a shared Google Slide. Students were assigned Web Pals to write to, but this was often done in groups, so that the students in Quebec could work together with their *animatrices* to draft letters. If teachers were to recreate this program, the letter writing component is recommended, but allow for more time between the letters, so that students with beginning proficiency have time to draft and edit their writing. The letters were effective in helping students build more connections with their Web Pals, especially since the calls were not conducted one-on-one, but in large group settings.

Discussion And Conclusion

In the final analysis, the findings of this research did, in fact, demonstrate that virtual exchanges like the Web-Pal program could support the development of intercultural understanding and awareness among students. When referring to aspects of Byram's model of Intercultural Communicative Competence (1997), the researchers found that the study participants were able to articulate their thoughts about *savoir apprendre/savoir être* (what they thought they already knew about the experience and the lives of their Web Pals, what might have been new, what they might have learned). After the Web Pals' week, the researchers found that the research findings demonstrated that participants made use of all of Byram's intercultural communicative competences in the virtual interactions with students from Quebec who were learning English. FSL study participants demonstrated the skills of *savoir apprendre, savoir être, savoir, savoir s'engager*, as well as *savoir comprendre*, when they reflected on the language use and proficiency of their Web Pal partner, and on their own proficiency in, and use of, French during the Web Pals' interactions.

The researchers wanted to ensure that the teachers reading this study can learn from the limitations of the research and explore the recommendations made. First, it should be noted that only 44 Ontario FSL students participated in this study. As a next step, it would be interesting for more FSL teachers to take part in similar Web Pal exchanges, so that findings could be compared and contrasted. To connect Ontario and Quebec students, Zoom was used, since it is a free network that is easy to use. Teachers who are interested in conducting virtual exchanges in the classroom are encouraged to examine their school board policies, and use school-board-approved networks. It should also be noted that for younger students, parental assistance is needed to log into Zoom, and so, if teachers were planning on doing a similar project outside of school hours, younger children may need adult assistance to log in.

For teachers looking to integrate Web Pals into their classroom practice, it should be noted that it will take some time to plan, with the corresponding teacher, the dates and times for the virtual meetings. Time of recesses or period switches may need to be taken into consideration. With regards to access to technology, the peers in Quebec used a device that connected to a classroom projector, so that the students sitting in the class could see their peers in Ontario on a large screen. This proved to be an effective way to keep students engaged throughout the process, but it does require either the students, or the teacher, to move toward the recording device when they wish to speak. One way to see this happen is to have the technology set up at the front of the classroom, and lay out the student chairs "airplane" style, two-by-two, one-after-another in a line. The two students closest to the device speak with their Web Pals, and

when it is time to switch, they move to the back row and everyone moves up ahead. While students are waiting their turn, they can listen in and see their Web Pals projected on the screen in front of them.

Another recommendation would be to distinguish when students will speak English and when the target language will be French. It was noted that it was most effective to have designated days for each language. For example, on Monday, both groups spoke in French with one another. On Wednesday, all spoke English, and so on. Even the virtual letter writing followed language days, and this helped students to understand which language would be the focus for a particular activity.

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Day 1 Semi-Structured Interview Questions

What was the first thing that came to mind when you thought about participating in the Web Pals program?

What did you think the Web Pals program would be like before you started? How did you develop that impression?

What do you think the WPs will be like (look like, sound like)? How did you develop that impression?

What do you think students, life, camp, language is/are like in Quebec? Describe.

What is culture? What are aspects of culture?

Mid-week Journal Prompts

What did you think the WPs would be like (look like, sound like)? Were your assumptions confirmed or refuted? Why?

What is culture? What are aspects of culture?

What, if any, of these aspects of culture did you notice in your interactions with your WP or your letters from and to WPs?

What, if any, of these aspects of culture did you notice in your interactions with your WP or your letters from and to WPs?

Did the Francophones you met on Web Pals use words you knew in French? A3.2 C3.2

Did your WPs use language that you didn't know? Which language?

Did your WP use language that you understand but wouldn't use yourself? Which language?

Did you make any connections between your life and that of your Web Pals? Were there any similarities? Were there differences?

Did you learn anything new about the French language or Quebec culture from the students in Quebec? What?

Did this experience change any perspectives you had about students, life, camp, language in Quebec? Describe.

What was the easiest part of the program? What was the most challenging part of the program?
Were there any topics you would have liked to discuss or learn about during the program? What are they?
Will you keep in touch with your Web Pal?
Would you recommend this type of program to your friends and classmates?

End of Week Semi-Structured Interview Questions

What did you think the WPs would be like (look like, sound like)? Were your assumptions confirmed or refuted? Why?
What is culture? What are aspects of culture? Has your idea on culture changed?
What, if any, of these aspects of culture did you notice in your interactions with your WP or your letters from and to WPs?
Did the Francophones you met on Web Pals use words you knew in French? A3.2 C3.2
Did your WPs use language that you didn't know? Which language?
Did your WP use language that you understand but wouldn't use yourself? Which language?
Did you make any connections between your life and that of your Web Pals? Were there any similarities? Were there differences?
Did you learn anything new about the French language or Quebec culture from the students in Quebec? What?
Did this experience change any perspectives you had about students, life, camp, language in Quebec? Describe.
What was the easiest part of the program? What was the most challenging part of the program?
Were there any topics you would have liked to discuss or learn about during the program? What are they?
Will you keep in touch with your Web Pal?
Would you recommend this type of program to your friends and classmates?