

Project-based research and networking in the digital era – challenges and benefits

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International conference “Linguistic Diversity and Languages for Specific Purposes”
Cluj-Napoca, 25-26 September 2014

Key words

- Communication in the digital era
- Project-based networking
- Quality assurance
- Development/consolidation of competences
- Project outcome transferability

Session Overview

Main questions:

- What are the challenges and benefits of engaging in new forms of international communication and research?
- What is the potential of learning together and from each other for improving our own competences and those of our learners?

Overview (cont.)

The context: transnational cooperation through European projects, e.g.

- NELLIP (Network of European Language Labelled Initiatives and Projects)
- 'Quality Assessment Training'
- Eaquals working group on developing the new version of the Inspection Scheme

Examples for analysis and discussion:

- synchronous and asynchronous networking and cooperation
- data bases of case studies and quality assurance instruments

Why this session:

to share relevant experiences and views on the transferability of project outcomes to own educational context, to learn from each other.

Related research

- Feak, C. (2013) “ESP and Speaking”. In Paltridge, B. and Starfield, S. (Eds), *The Handbook of English for Specific Purposes*. John Wiley & Sons, Inc., 35-53.
- Mauranen, A. (2013) “Hybridism, edutainment, and doubt: Science blogging finding its feet”. In *Nordic Journal of English Studies* 13(1), 7-36.
- Mauranen, A. (2014) “Metadiscourse in research blogs”. Plenary presentation at the *AELFE conference*, Stockholm, June 2014.
- Perez-Llantada, C. (2013) The article of the future. Strategies for genre stability and change. In *English for Specific Purposes*, 32. pp 221-235.

We are all on FB but....

- How easy is it to contribute to professional communication online?
- Asynchronous vs synchronous communication
- Synchronous oral communication online
 - A) primarily monologic
 - B) primarily dialogic
 - ... any challenges, requirements?
 - ... similarities & differences as compared to F2F?

Synchronous cooperation (1)

on the example of NELLIP



Synchronous cooperation (2)

on the example of NELLIP



What does it entail?

- Planning & Preparation stage, e.g.
 - Negotiation of the time frame
 - Technical equipment
 - ‘Dress rehearsal’
- Transversal competences, e.g. mediation, adjusting to & interaction with multiple audiences
- Exploring ‘workable’ genre features

Parallel workshops in the local context

Finland



Image downloaded from the NELLIP portal

Bucharest, Romania



Synchronous cooperation (2)

on the example of NELLIP



Professional communication in the online environment

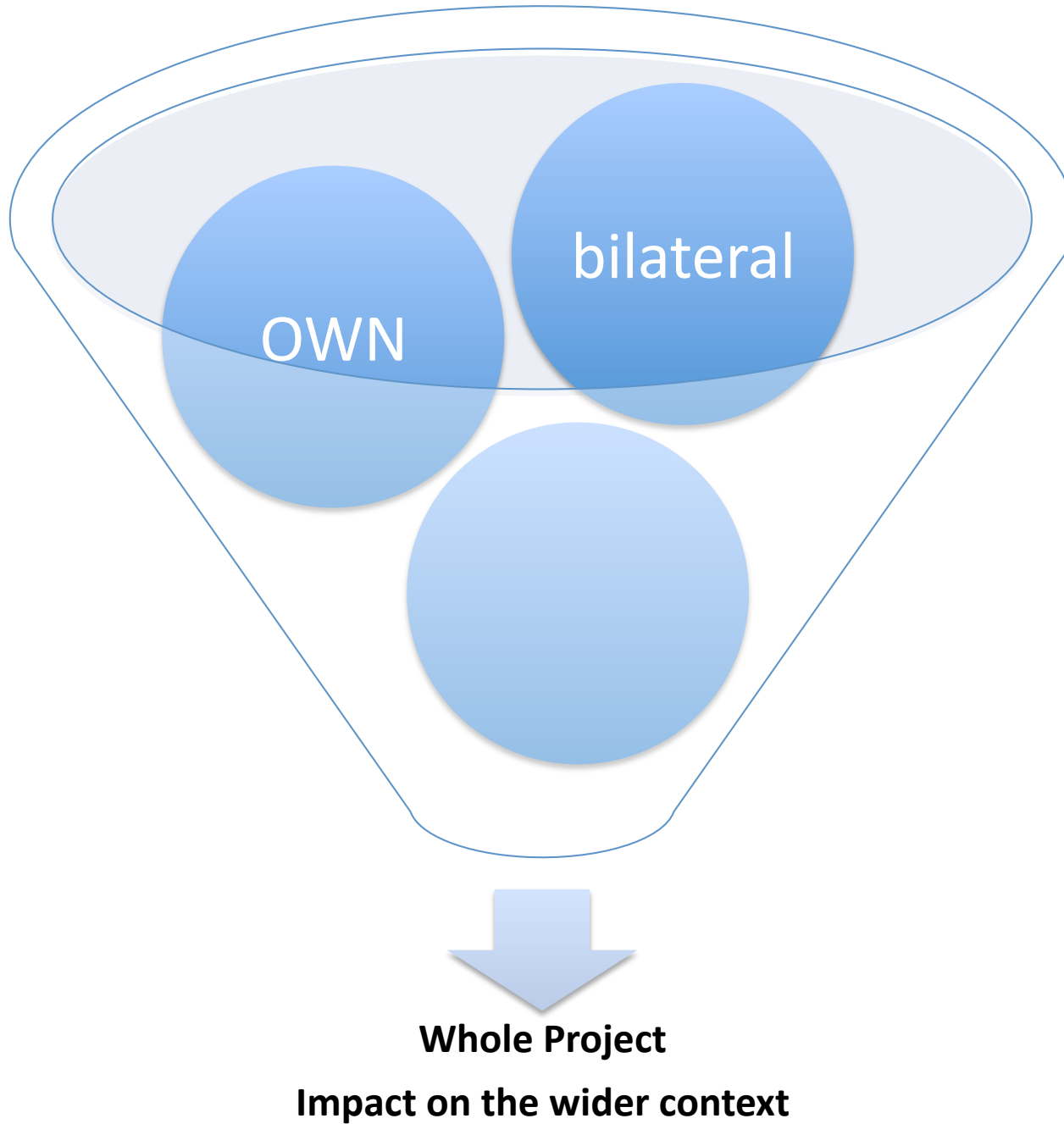
- Observing Grice's maxims in ELF-contexts
 - co-operation
 - quantity (e.g. in relation to the time factor)
 - quality of information and of the communication process
 - clarity
- Netiquette

e.g. attitude, adjusting to the international interlocutor(s) and own team members, while adjusting to the new environment, exploring 'new' communication practices

Transversal competences involved

- Communication for *specific purposes*
- Cognitive & linguistic competences
- Ability to switch
 - from one communication context (F2F with team) to another (the international, online context)
 - between communication modes
 - from one level of detail to another – e.g. synthesising the essence, framing the contribution acc. to the new context, while using creativity, spontaneity in the interactive/inter-relational component

'FIT FOR
PURPOSE'



NELLIP Example - Italian & Finnish partners



Source: images downloaded from the NELLIP portal

Scope for further research

- Generic features
- Intercultural aspects
- Life long learning
- Transfer to teaching & learning contexts
- ...

For more details on the project outcomes, visit
the NELLIP portal:

<http://nellip.pixel-online.org>

