Telecollaboration for Intercultural Language Acquisition

Analysis of Secondary Education pupils' discourses in chat and videoconference format within the Telecollaboration for Intercultural Language Acquisition (TILA) framework

Final Master's Degree report

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Abstract

Telecollaboration projects enhancing intercultural communicative competence and second language acquisition in the long term have increasingly interested a lot of authors and researchers, especially concerning university students all around the world. In this paper, however, we intend to go beyond on this field and embrace Secondary Education pupils on its research, analyising and comparing their production in two environments: chat and videoconference tools (BigBlueButton, particularly). Discourse analysis of chat and BBB sessions is explained in detail, following a set of criteria for each variable of interest. This data help us to set up specific patterns characterising communication in each environment and point out some interesting conclusions; while chat sessions generally show *a-straight-to-the-point* communication, in which misunderstandings, interaction turns for the same (sub)topic and lateral topics are less present than in BBB, in BBB there is a less rigid scheme, being easy to introduce lateral topics and intercultural aspects. Besides, in BBB there are normally more interaction turns for a (sub)topic, embracing repetitions, reformulations and negotiation of meaning. Furthermore, there is more emphasis on misunderstandings; native speakers show willingness to help the non-native ones, these last showing a lot of interest, a general high production in terms of interaction turns and making efforts for being understood. Nevertheless, silences, overlaps and misunderstandings arising from technical problems with sound are also present in BBB. Accordingly, in chats, less silences and time lost on technical difficulties with sound are remarkable, as well as the politeness in starting conversations and changing into another language.

Keywords: telecollaboration, discourse analysis, intercultural communicative competence (ICC), intercultural aspect, lateral topic, videoconference (VC) tools, chat tools, BigBlueButton (BBB), environment, role of the native speaker, willingness to communicate, oral production, written production, negotiation of meaning, topic, subtopic, amount of production, utterances, interaction turns, speaking turns, missed communication, misunderstandings.

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1. Introduction

Learning foreign languages in the global world we live in has become a very important issue. Due to this, how to learn any second language (SL) achieving a wide knowledge of the same in the long term have strongly interested researchers all around the world. The well-known communicative language teaching approach, analysed by a lot of researchers (e.g. Larsen-Freeman, 2008: 129) marked a milestone and second language acquisition (SLA) started being seen as a discipline in *using* a language with communicative purposes; the important fact, so, was to use the foreign language (FL) as a vehicle to communicate and interact with others, not to just *learn its grammar* in a traditional way, without focusing in communication, interaction and oral production.

Nevertheless, learning a FL is still, in so many occasions, more focused on studying sets of grammar rules without working enough on developing communicative competence among students. These practices can lead to a very limited use of the FL, as communicative competence in the same would be hardly taken into account and students would have few possibilities to produce output (Ellis, 2005). It is at this point where practices promoting students' active role and their use of the target language (TL) to communicate with others play an essential role in SLA. Due to this fact, in this paper we present important remarks on telecollaboration projects, together with essential aspects within this framework, as instructional matters (as teachers' role in telecollaboration) and the importance of developing intercultural communicative competence (ICC).

Furthermore, we introduce telecollaborative practices carried out by the European Telecollaboration for Intercultural Language Acquisition (TILA) project, which pays attention to the development of ICC among Secondary Education pupils in a very innovative way, which will be explained in a further section. Together with this information, we present the research project carried out for this paper, the analysis of Secondary Education pupils' discourses in chat and videoconference format within the TILA framework. Our aims, as we explain in detail throughout these pages, are varied and focus on a qualitative analysis and description on the patterns characterising each type of communication, depending on the environment used. Besides, we pay attention to other interesting aspects, as pupils performing the sessions being native speakers or non-native ones or performing tandems or *dual* tandems, e.g. We compare each kind of discourse according to variables and a set of criteria for each one, presented as tables.

Finally, we discuss the results and present some overall conclusions on the whole project, which we consider an innovative one on the field of telecollaboration among Secondary Education pupils and production in the FL in two different environments.

2. Review on literature

2.1. Foreword

Nowadays, we are provided with a lot of resources, tools and devices that make it possible to break frontiers and enhance the contact among people from different countries, promoting, so, intercultural communication. However, the use of devices like WhatsApp or Skype with educational purposes is relatively new and, as it seems, not applicable to all schools and educational institutions yet. Some years ago, Drent and Meelissen (2008), quoting Plomp, Ten Brummelhuis and Rapmund (1996), Voogt (2003) and Voogt and Odenthal (1997), stated that "ICT should be used to develop student's skills for cooperation, communication, problem solving and life long learning" (2008: 188). Some years have passed since these statements were made; currently, there is an increasing interest on carrying out online projects and tasks using this kind of technical devices in learning a FL and using it *actively*, promoting SLA through interacting with people from abroad and enjoying, thus, the added value of intercultural communication among peers.

We count with examples of a lot of researchers and authors that have proved in their studies that intercultural communication among students in different countries is beneficial in learning a FL and achieving a wide knowledge of it in the long term. These studies, unfortunately, hardly embrace Secondary Education pupils; it is when analysing the last sentence that we point out the huge need to do something to change this situation in 21st century Secondary schools.

2.2. What is telecollaboration?

Communicative language teaching is strongly related to willingness to communicate (MacIntyre, Clément, Dörnyei and Noels, 1998). This model takes into account the relationship among linguistic, communicative and social psychological variables when reaching the final aim of learning and using a SL: developing among students the willingness to communicate (*ibid*). Accordingly, we could state that this model points out the need of using the FL with communicative purposes and, beyond it, the need of making students aware of the fact that they will communicate through this *set of rules* they are supposed to learn by heart. Working the willingness to communicate in SL classrooms, students will not study a FL as a subject to pass, but as a medium to communicate and interact with others.

Online practices in which students communicate with peers from abroad using the TL are well-known among SLA researchers as *telecollaboration*. O'Dowd and Ritter (2006) define so as "the use of online communication tools to bring together language learners in different countries for the development of collaborative project work and intercultural exchange" (2006: 623). These practices

also refer to those activities engaging students in a process in which they have an active role (Dörnyei, 2008). In these processes, tasks also play an essential role; each task needs to count with specific objective(s) and result(s) and, besides, they have to present a clear deadline and instructions for students in order to perform them well. These aspects are embraced under the task-based approach for learning FLs (see Larsen-Freeman, 2008: 144-150 for more information).

2.3. Telecollaboration and intercultural communicative competence (ICC)

Telecollaboration tasks and projects among students in different countries may contribute to enhance intercultural communicative competence (ICC) whether paying attention to some essential facts. According to Byram (1997, 2012) and Byram, Gribkova and Starkey (2002), quoted in Chen and Yang (2014: 59), the definition of this intercultural communicative competence embraces several aspects and issues, quoted in figure number one below. Therefore, achieving ICC in educational contexts working with students may become a complex issue, as tasks for enhancing ICC should promote these elements. For Byram et al. (2002), quoted in Chen and Yang (2014: 58), "the aims of intercultural language teaching are:

"To give learners intercultural competence as well as linguistic competence; to prepare them for interaction with people of other cultures; to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviors; and to help them to see that such interaction is an enriching experience" (Byram, et al., 2002: 10 in Chen and Yang, 2014: 58).

Interpreting and relating skills Ability to interpret a document or event from another culture, explain it, and relate it to one's own culture.		
Knowledge Knowledge of one's own culture, that of one's interlocutor, and of the general processes of societal and individual interaction.	Critical cultural awareness Ability to evaluate, both critically and on the basis of explicit criteria, the perspectives, practices, and products of one's own culture and those of other cultures and countries.	Intercultural attitudes Curiosity and openness, readiness to suspend preconceptions about other cultures and one's own.
Discovery and interaction skills Ability to acquire new knowledge of a culture and cultural practices and the ability to implement knowledge, attitudes, and skills under the constraints of real-time communication and interaction.		

Figure 1. Byram's model of ICC (Byram, 1997, 2012 and Byram et al., 2002, in Chen and Yang, 2014: 59)

Müller-Jacquier (2000), quoted in Jauregi, Canto, De Graaff, Koenraad and Moonen (2011: 80), pays attention to linguistic awareness of cultures, too. The author proposes a framework for IC "including social meaning, speech acts, organization of conversation, choice and development of topics, directness/indirectness, register, para-verbal factors, non-verbal means of expression, culture-specific values and attitudes, and culture-specific behaviour" (Jauregi et al., 2011: 80).

O'Dowd (2013)[1] states that the absence of the cultural content in language teaching makes students tourists in the foreign country, as "the content of many communicative syllabuses involved helping learners to buy bus tickets, ask the way and order food in the target language" (O'Dowd, 2013: 2). He also stated, quoting Buttjes (1991), that acquisition of communicative competence must be seen as a process of cultural adaptation (O'Dowd, 2013: 2) and concluded that telecollaboration offers students "a different type of knowledge to that which they usually find in textbooks and in other traditional cultural studies resources" (O'Dowd, 2006 quoted in O'Dowd, 2013: 3).

> "Telecollaboration can also contribute to the development of 'critical cultural awareness' (Bryam, 1997), as learners have opportunities in their online interaction to engage in intense periods of negotiation of meaning in which they can discuss cultural 'rich points' (Agar, 1994) and elicit meanings of cultural behaviour from real informats in the target culture. Learners are led to become more aware of the relativity of their own cultural beliefs and values as they try to make them explicit to their partners (O'Dowd 2003, 2006)" (O'Dowd, 2013: 3)

Promoting, so, critical cultural awareness, students engaged in telecollaborative projects and tasks will have the chance to learn more aspects of the TL and culture, compared to their chances while studying with textbooks within traditional language teaching methods. By including these practices in the FL classroom, teachers also make learners aware of cultural differences while working on pragmatic competence in the SL (Belz and Kinginger, 2003 quoted in O'Dowd, 2013: 4). For these learners, native students are people 'who matter', so they become motivated to interact with them successfully in the SL (O'Dowd, 2013: 4).

As we have already introduced, we count with a lot of examples of telecollaborative practices regarding the communicative use of a TL in the FL classroom through intercultural projects. In them, students from different institutions around the world perform tasks and activities online and make use of the FL with other students. Lee and Markey (2014), as an example, worked with students from the United States and Spain and showed that online intercultural exchanges with native speakers promoted learning a FL taking into account its culture, while students reinforced their knowledge and conceptions on their own culture. Kirschner (2015), as another example, carried out a research on the combined use of Skype, blogging and class discussions for the treatment of stereotypes, among university students from Germany and the United States. The author showed that results on having another point of view about the other culture thanks to Skype and blogs were positive, as they were regarding the change on perceptions about stereotypes.

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1   O'Dowd's article we have access to is the one published online in 2013, presenting the Digital Object Identifier (DOI) 10.1080/09571736.2013.853374.

Both projects embraced the aspects in intercultural competence pointed out before (Byram, 1997, 2012 and Byram et al., 2002, quoted in Chen and Yang (2014: 59)) and presented as a table. However, most of the research carried out within this framework refers to students in tertiary education, that is, university ones. According to this, we can state there is a huge need to further analyse how these telecollaborative projects would be fulfilled among Secondary Education pupils.

2.4. Instructional matters in telecollaboration

Telecollaborative activities and projects require time and willingness to communicate (MacIntyre et al., 1998) both from students and from teachers. O'Dowd (2013) states that telecollaborative teachers need to have some particular competences in order to control and perform this kind of activities. The author makes clear statements about the role of the telecollaborative teacher; it is remarked that his/her role is essential, not in being part of the exchange but in choosing the appropriate online tools, designing tasks and assessing students and their outcomes (O'Dowd, 2013: 6). In addition, he quotes Lewis, Chanier and Youngs (2011):

> "In the initial stages of a project the teacher is responsible for preparing learners for the challenges to come; designing tasks which will enable them to engage productively with members of another culture; selecting the right tools for the project; setting basic rules; establishing a clear timeframe and providing the space necessary for learners to reflect periodically (Lewis et al., 2011: 4)" (*ibid*)

Due to these facts, so, telecollaborative projects need to count not only with skilled and motivated teachers, but also with open-minded ones aiming to know people from abroad and break frontiers, as "the telecollaborative teacher is by definition obliged to work in collaboration with two or more teachers who are located in different cultural and institutional contexts" (O'Dowd, 2013: 6). That is why this teacher needs to have the appropriate intercultural skills and attitudes to collaborate with his/her colleagues (*ibid*).

Accordingly, so, teachers need to know how telecollaboration contributes to intercultural education and to be trained according to these new needs for education. To achieve so, O'Dowd (2013) quotes the *European Profile for Language Teacher Education – A Frame of Reference* (Kelly, Grenfell, Allan, Kriza and McEvoy, 2004), which "recommends that FL teacher education should prepare trainee teachers for '[p]articipation in links with partners abroad" (O'Dowd, 2013: 1) and specifies "including visits, exchanges or ICT links' and that courses should also provide '[t]raining in information and communication technology for pedagogical use in the classroom' (2004: 5)" (*ibid*).

Finally, O'Dowd (2013) quotes Dooly (2010) and points out that telecollaborative teachers, apart from designing effective and appropriate tasks, must monitor and assess student interaction

(Dooly, 2010 quoted in O'Dowd, 2013: 6). Words of Belz (2003) are also quoted and O'Dowd (2013) remarks the need of fighting against cultural stereotypes (Belz, 2003 quoted in O'Dowd, 2013: 6).

The author's works also concerned problems in telecollaboration practices and missed communication within their framework. In a study in 2006, O'Dowd and Ritter analysed the negative side of this kind of tasks, studying *failed communication* in relation to "low levels of participation, indifference, tension between participants, or a negative evaluation of the partner group or their culture" (2006: 623). In this research, the authors pointed out three different groups of reasons for failed communication, which we can observe, presented as a figure, on page 629 in the original source. These reasons are listed down here:

> "(1) Individual level: learners' current level of ICC; learners' motivation and expectations, learning matching procedures, preexchange briefing; prestige of target language and culture;
> (2) Classroom level: teacher-teacher relationship; task design (thematic content, sequencing), local group dynamics;
> (3) Socioinstitutional level: technology (tools, access); general organization of course of study" (O'Dowd and Ritter, 2006: 629)

Taking into account these three levels, we need to bear in mind a lot of aspects when enrolling in this kind of online activities; that is why O'Dowd and Ritter (2006) provide teachers with some interesting pieces of advice, as preparing students to face problems "by providing them with worksheets containing examples of previous exchanges, showing how misunderstandings occurred due to cultural differences in interaction norms and expectations" (2006: 635) and knowing which topics students are interested in before starting the project (2006: 631).

> "Educators interested in organizing telecollaborative projects should therefore have an in-depth understanding of the possible reasons for failed communication and should also possess a battery of techniques and practices which they can use in the course of their online exchanges in order for their students to derive maximum benefit from the exchanges. These techniques and practices could include the following: (a) engaging their students in classroom analysis of a collection of examples of failed communication from previous exchange, (b) a rigorous approach to communicating with their partner teachers to enable both to understand the sociocultural context in which their partner class is operating, and (c) taking an on-going action research approach to their classes which involves collecting and analyzing online interactions and subsequent feedback from their students" (O'Dowd and Ritter, 2006: 639).

To sum up, there are a lot of telecollaboration projects that have helped students in different countries to achieve a better level on a FL and to open themselves to know people from other

cultures, although we need to strongly pay attention to all the instructional matters introduced before (O'Dowd (2013) and O'Dowd and Ritter (2006)). Nevertheless, telecollaborative activities showing positive results have been generally focused to university students and have hardly included Secondary Education pupils, as we have mentioned in a previous section. On this last field, the European Telecollaboration for Intercultural Language Acquisition (TILA) project plays an essential role in telecollaborative intercultural exchanges.

2.5. Telecollaboration for Intercultural Language Acquisition: the TILA project

As it has been discussed, there is an increasing need to change the reality of FL Secondary Education classrooms and take new communicative methods and approaches in order to learn a FL in the long term. These approaches come together with tasks promoting *learning by doing* (Doughty and Long, 2003 in Jauregi et al., 2011: 79).

When referring to Secondary Education, teachers have a huge responsibility in deciding the practices they are going to perform in their classrooms and the consequences on learning derived from them, always respecting privacy matters, as they work with underage pupils. Some teachers may wonder whether there is a guide and advice for performing these intercultural projects properly and not alone. In this framework, the European TILA project, subsequent to the European NIFLAR project[2], offers real guide and online tasks to perform among Secondary pupils in different educational institutions around the world, providing them with the chance to interact in FLs with other pupils and to develop written and oral production in the TL.

As it can be found in the public parts of the progress reports within the framework of the project (Telecollaboration for Intercultural Language Acquisition (TILA), 2014), TILA works on promoting telecollaboration tasks in different environments and Tandem and Lingua Franca communication modalities (carrying out different tasks in two languages, the TL and the native language, and using an only TL which is not the L1 of either school, respectively). Furthermore, the project pays attention to the specific needs of pupils and teachers in Secondary Education when working with online tools and performing telecollaborative intercultural tasks. Down here we quote the project objectives (TILA, 2014):

> "(1) to innovate, enrich and make foreign language teaching programmes more attractive and effective by encouraging the implementation of telecollaboration activities in secondary schools across Europe;

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2 "The NIFLAR project (Networked Interaction in Foreign Language Acquisition and Research) is a two-year project (2009–2010) which received a grant from the European Commission within the Lifelong Learning Programme. The NIFLAR project aims at enriching and innovating foreign language teaching and learning processes, by creating opportunities for enhancing authentic social interaction between peers (students of foreign languages and pre-service teachers) according to interaction tasks with a focus on intercultural awareness" (Jauregi et al., 2011: 77). To know more about this project, please visit www.niflar.eu.

(2) to empower teachers and innovate teacher training programmes in order to assist teachers in developing ICT literacy skills as well as organisational, pedagogical and intercultural competences and so facilitate adequate integration of telecollaboration practices in the curriculum of languages; [...]

(3) to study the added value that telecollaboration may bring to language learning in terms of intercultural understanding and motivation amongst younger learners and pedagogic competence development by teachers" (TILA, 2014: 5)

To reach these goals, TILA works promoting both synchronous and asynchronous communication among Secondary Education pupils, although in the next section of this paper we are going to focus on the synchronous one. The European project promotes the use of varied tools and environments while making communication among pupils in different parts of the world easier. Furthermore, and quoting again the public parts of the progress report in 2014 of the project, TILA aims more specifically to:

"(1) Encourage (student) teachers to experiment with different but complementary telecollaboration tools for both asynchronous (social media, blogs, wikis, discussion forum) and synchronous (chat, videocommunication or virtual worlds) communication, taking advantage of the specific affordances they offer.

(2) Develop a set of criteria for creating relevant telecollaboration tasks for furthering intercultural communicative competence of learners.

(3) Develop relevant telecollaboration tasks for the different target languages and at different proficiency levels to promote intercultural dialogue among peers.

(4) Design tools for coaching and assessing telecollaboration practices.

(5) Study the impact that telecollaboration activities have on intercultural language acquisition and communicative competence development.

(6) To create a community of teachers where members will reflect upon and share telecollaboration experiences" (TILA, 2014: 5)

2.5.1. Synchronous communication within the TILA framework

TILA proposes tasks that present some specific patterns and features, as they "take conceptions and misconceptions in daily life as a starting point", "focus on intercultural contrasts and similarities", "imply a need to understand each other's point of reference for task completion" and "evaluate one's own points of view by means of someone else's" (Jauregi et al., 2011: 80). As it can also be found in Jauregi et al. (2011), Deutschmann and Panichi (2009) further distinguish "tasks can make use of the social, communicative, or cognitive dimension; tasks that make use of the affective/creative dimension; and task that make use of the spatial/physical dimension"(Deutschmann and Panichi, 2009 quoted in Jauregi et al., 2011: 80).

According to this, each kind of task may adapt to specific needs and instructional matters, always paying attention to the environment in which it is performed. Quoting again Deutschmann and Panichi (2009), Jauregi et al. (2011: 80) remark issues to take into account in different environments, as "complexities of the technological environment" and the "learner and teacher perception" of it, "in combination with their beliefs regarding learning and SLA" (Deutschmann and Panichi, 2009 quoted in Jauregi et al., 2011: 80).

Environments and tools for synchronous online communication within the TILA framework are varied. Three usual environments in TILA are the chat tool in Moodle, OpenSim and BigBlueButton (BBB), this last one for videoconference (VC) communication. OpenSim is similar to Second Life, a voice-enabled 3D virtual world (Jauregi et al., 2011: 78); when performing in these virtual worlds, pupils are avatars, so they cannot see each other but "can undertake all kinds of actions in different virtual locations" (*ibid*). As the TILA consortium owns the space of OpenSim and it is stored in its server, this tool is considered a secure environment for underage learners.

When working with this kind of tools, Deutschmann and Panichi (2009), quoted in Jauregi et al. (2011: 80), consider it essential to research on the "physical characteristics of and within the virtual world" and compare the role of "personal and cultural anonymity" versus "visual representation of self via the avatar" (Jauregi et al., 2011: 80). The aim will be, in every tool, the "co-construction of reality and shared culture" within the "physical simulations of real-life tasks" (Deutschmann and Panichi (2009) quoted in Jauregi et al., 2011: 80).

After explaining these interesting remarks on virtual worlds, BBB and (Moodle) chat will be explained with more detail in next section. It is worth remarking that, for the research project presented in next section, we analyse and compare pupils' production and interaction in BigBlueButton for VC and chat tools, not focusing, so, on virtual worlds as OpenSim.

2.6. Research project preface: previous studies, research questions, objectives, hypotheses

Although intercultural communicative tasks can be very rich working with virtual worlds, research on "how anonymity (not seeing the real person speaking) versus familiarity (having access to facial cues) may influence in communication processes" (Jauregi et al., 2011: 81) and play an essential role in interaction can also be obtained comparing chats and VC tools.

BigBlueButton (BBB), on the one hand, is an environment for VC interaction. In this communication format, "(also called web conferencing) interlocutors can see each other using a webcam while carrying out communication tasks" (Jauregi et al., 2011: 81). Apart from talking to their online partners, pupils can use the chat option in this tool to communicate with them, promoting, so, "distant spoken and written interaction among dyads and groups of students"

(Jauregi et al., 2011: 78). Furthermore, it is possible to share files online among participants in one session performed in this tool, enhancing collaborative work (*ibid*). VC tools are perfect when analysing and being more aware of body language and skills related to presentation (O'Dowd, 2000) while interacting with online partners seeing their faces, which can enhance willingness to communicate (MacIntyre et al., 1998). These VC communication formats have shown to have positive impact on a correct communicative use in the FL, willingness to help each other (O'Dowd, 2000) and to enhance the fight against stereotypes (Kirschner, 2015).

Chat tools, on the other hand, refer to a communicative format in which there is no need to see the online partner and to use the TL orally to communicate with him or her. As stated in Jauregi, De Graaff, Van den Bergh and Kriz (2012), chat sessions have proved to be "effective communicative tools to enhance language learning at syntactic (Sotillo, 2000), discourse (Warschauer, 1996a), grammatical (Pellettieri, 2000), lexical (Smith, 2004), and intercultural levels (Belz & Thorne, 2006; Tudini, 2007)" (Jauregi et al., 2012: 2). Some researchers have analysed the role of chat interactions in learning a FL. Sykes (2005), as an example, pointed out that Spanish learners using chat "to practice pragmatic skills produced more complex output and used a wider variety of pragmatic strategies at posttest than did students in either voice chat or face-to-face discussion practice groups" (Sykes, 2005 in Golonka, Bowles, Frank, Richardson and Freynik, 2014: 83); Sykes hypothesized this was due to students having more time to practise complex structures, thanks to "the natural delay inherent in written chat interactions" (*ibid*).

Also in this paper, Golonka et al. (2014) quote other authors remarking "students using chat produce more sentences and more total words, and use a greater number of complex sentences and complex morphosyntactic structures (Kern, 1995; Warschauer, 1996)" (Golonka et al., 2014: 83-84). Words of Chen (2008), Kitade (2000) and Shekary and Tahririan (2006) are also quoted in this work, stating that chat tools, thanks to their written communication format, "may promote ''noticing'' – an important theoretical construct in SLA research that is thought to be necessary for successful learner intake in the L2" (Golonka et al., 2014: 84). Finally, and quoting Lai and Zhao (2006), Lee (2008) and Shekary and Tahririan (2006) again, Golonka et al. (2014) also remark that "written chat may also increase students' focus on form, and increase the salience of student errors and interlocutor feedback" (2014: 84).

De Zhang (2014) also analyses literature on chats and quotes Chun (1994) and Darhower (2002); the author points out that Chun (1994) "in her study of first-year German learners' performances in chats, reported a wide range of interactional speech acts, including everyday social encounters, such as greetings, leave takings, and use of polite formulas" (Zhang, 2014: 533). Concerning Darhower (2002), De Zhang explains that the author paid attention to "some specific

interactional features in online chats conducted by intermediate Spanish learners: intersubjectivity, off-task discussions, greetings and leave-taking, identity exploration, role play, human and sarcasm, and use of L1 (English)" (*ibid*) and concluded that students "produced lengthy greetings and small talk before moving to the assigned tasks. Their leave taking was rather elaborate as well, bidding farewell to each other more than simply saying goodbye" (*ibid*).

According to all what these studies and research projects state, telecollaborative tasks and projects can enhance better oral and written production in the TL with communicative purposes, speaking (or writing) to people from abroad. Synchronous real communication, so, promotes task engagement, an active role in telecollaboration and motivation. This last element, *motivation,* is defined, in words of Harmer, as "some kind of *internal drive* that encourages somebody to pursue a course of action" (1983: 3) and it also explains, according to Dörnyei (2008), *why* a person decides to do something, *how much effort* he or she is going to put on it and *how much time* he or she is going to spend to develop the activity.

Social constructivism (Vygotsky, 1978) is also reached with these online intercultural tasks, as "learning takes place when learners engage in social interactions while executing tasks where collaboration is essential" (Vygotsky, 1978 quoted in Jauregi and Bañados, 2008: 184). These authors also quote Crook (1994) and remark that "authentic tasks and collaborative learning contribute to construction of knowledge" (Crook, 1994 quoted in Jauregi and Bañados, 2008: 184).

VC and chat tools for synchronous online communication, so, have shown to enhance better interaction in the TL, with real communicative purposes. Nevertheless, there is still need for further research on comparing chat online communication to VC one when working with the same topic for interaction, and in Secondary Education; that is, in fact, our aim for next section, devoted to the research project we have carried out. In order to discuss and analyse in detail production in the TL when communicating with BigBlueButton (VC) or chat tools, particularly among Secondary Education pupils, we propose three different objectives to reach throughout the paper:

(a) To analyse written and oral production of pupils in Secondary Education using BigBlueButton (BBB) for VC and chat tools:

– How communicative exchanges start and end in both environments, how speaking turns are managed, how silences[3] are dealt with, the number of interaction turns for each topic or subtopic, negotiation of meaning and how it is carried out, help in order to understand intercultural aspects or the use of the target language in topic development (please refer to table number three).

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3   By *silences* we refer to not talking in BBB recordings and to not writing in chat tools.

(b) To point out and compare technology difficulties and possible misunderstandings arising from them in real synchronous communication in both environments.

(c) To identify which patterns are the most usual ones in synchronous online communication comparing both formats. Analysis regarding the aspects specified in *a*.

Once the research objectives have been introduced, we can formulate three different research questions (RQ) to answer in our project, which are the following ones:

(RQ1): Does interaction in the TL differ when using one tool or another? In which manner?

(RQ2): Which are the patterns characterising chat and VC communication among Secondary Education pupils?

(RQ3): In which environment communicative intercultural exchange can be more easily achieved? Why?

Finally, paying attention to some aspects pointed out throughout the review on literature, aiming to go deeply inside them and willing to make further research on an innovative aspect as the comparison on pupils' production in the two formats already introduced, the hypotheses we come into regarding our principal topic for research, before starting the data analysis within its framework, are the following ones:

(a) Chat communication focuses more on form (Lai and Zhao (2006), Lee (2008) and Shekary and Tahririan (2006), in Golonka et al., 2014: 84) but is shorter than in BBB when analysing turns for every topic or subtopic; that is, there are fewer interaction turns for each one as pupils go *straight to the point*.

(b) Concerning socioinstitutional level on technology (O'Dowd and Ritter, 2006: 629), technical difficulties, problems with tools and misunderstandings and silences derived from them arise more in VC communication than in the one carried out through chat tools.

(c) Topic development (scheme, task topic, lateral topics and negotiation of meaning) is less rigid in VC communication than in chat one. Emphasis on misunderstandings is lower in written chat communication than in the oral one performed in BBB.

3. Research project

As it has been stated in the previous review on literature, telecollaboration projects promoting synchronous online communication among students in different countries have proved to be beneficial for acquiring communicative competence in a FL. However, these projects mainly refer to adult learners; that is why, in this research project, we focus on Secondary Education pupils, discussing and analysing their online intercultural exchanges regarding the environment used (BBB or chat tools).

In order to answer the research questions (RQ) already introduced, reach the objectives previously stated and discuss whether our hypotheses can be validated or not, we chose two groups of pupils in a pilot course within the TILA project framework and analysed their productions, carried out in both environments. Participants will be introduced in more detail in next section.

3.1. Method of research

Our method of research for the present paper is based on a qualitative analysis on pupils' discourses in BBB and chat tools. As it has been stated in the objectives, we intend to analyse and compare how Secondary Education pupils communicate in both environments (VC and chat) focusing in particular aspects, variables and criteria, which will be specified in a table below, in the section *data analysis*. According to this, we consider our research project as a step beyond on analysing synchronous online communication in two usual environments, not only focusing on how communication among Secondary Education pupils is carried out in each one but also comparing their production in the TL on them. The sections below describe each point within our project.

3.1.1. Participants

The TILA project presents a wide variety on pilot courses carried out by pupils in different countries. For our research project, the analysed data was provided by Spanish and English pupils performing telecollaboration tasks in a particular course; the present research project, so, is conducted as a qualitative analysis of these interactions in chat and BBB formats. On the whole, we count with eighteen pupils; Spanish and English participants came from Clot del Moro High School, in Sagunt (Valencia, Comunitat Valenciana, Spain) and from Godolphin and Latymer School, in London, respectively. In addition, they presented a similar range of age (14-16).

In this project, Spanish and English pupils were requested to discuss about holidays and festivities from an open point of view (the main topic), both in chat and BBB environments. In our study, we only aimed to analyse pupils' productions in Spanish; nevertheless, related to this, some

remarks must be done. In this particular course, pupils performed in Tandem; in chat sessions, they spend some minutes to communicate in Spanish and then changed into English and had other set of minutes to interact in this language. However, in BBB, both English and Spanish languages appear; on some BBB sessions, some Spanish pupils decided to interact in English and others did so in Spanish; as it seems, the choice was open to them. Thanks to that, some BBB interactions constitute *dual* Tandems, which we consider an added value when analysing the role of the native speaker (as there are, in fact, two).

Finally, it is worth remarking that, in order to respect pupils' privacy, we have used codes when referring to them, being EN for English pupils and SP for Spanish ones. Table number one below embraces the total number of pupils whose productions we have taken into account for the study, their institution and gender, which language group they come from (English or Spanish) and the codes used in each case. As we will see in a further section presenting the transcripts for the analysed sessions, some pupils perform more than one session in BBB.

Table 1. *Participants in the research project*

Pupils	Institution	Number of pupils (18)	Codes for pupils
English	Godolphin and Latymer School, London	9 (all female)	EN1, EN2, EN3, EN4, EN5, EN6, EN7, EN8, EN9
Spanish	Clot del Moro High School, Valencia (Spain)	9 (5 male and 4 female)	SP1, SP2, SP3, SP4, SP5, SP6, SP7, SP8, SP9

3.1.2 Corpus description

In order to answer the RQ already specified and analyse the data for reaching our three objectives and proving whether the stated hypotheses can be validated or not, we count with several transcripts of BBB recordings and pupils' past chat sessions. Communicative exchanges have been transcribed (respecting pupils' privacy) and translated into English (see appendix two for these translations). In total, we count with six BBB recordings and seven past chat sessions[4]; table number two on next page shows in a visual way all chat and BBB sessions and the subjects interacting in each of them. As we can observe, our corpus presents eighty-two minutes (82') of BBB recordings to be analysed and ninety (90') constituting the useful, substantial minutes on the Spanish parts of the seven chat sessions. All these sessions were developed at school.

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4 These materials can be found in the pilot course named "Spanish-English 1" together with the surnames of both teachers, available in the webpage of the TILA project (www.tilaproject.eu) if enrolled as a teacher. BBB recordings useful for the research, on the one hand, are from Monday January the 27th, 2014 to Monday March the 10th, 2014, while useful chat sessions, on the other hand, are all from Monday February the 24th, 2014.

Table 2. *Corpus description*

Environment	Sessions and duration	Dates	Subjects interacting	
Chat	7 (90 minutes)	February 24th, 2014	Session 1: SP1-EN1 Session 2: SP2-EN2 Session 3: SP3-EN3	Session 4: SP4-EN4 Session 5: SP5-EN5 Session 6: SP6-EN6
BBB	6 (82 minutes)	January 27th - March 10th, 2014	Session 1: SP1-SP8-EN2 Session 2: EN1-SP2 Session 3: EN8-SP8	Session 4: EN1-SP1 Session 5: EN2-SP2 Session 6: EN9-SP9

As we have already stated, our aim in this course was to analyse pupils' written and oral production in Spanish, but both English and Spanish languages appear in some BBB sessions. In chat sessions, we are focusing on those minutes in which pupils communicated in this language, while on BBB, some sessions will embrace both languages.

Topics in both environments, as we have stated above, concern holidays and festivities from an open point of view; thus, intercultural aspects in both countries will have an essential role on this telecollaboration project, as we will see. According to this, so, we will be able to compare and analyse how negotiation of intercultural meaning is dealt with in both environments, as in explaining what *Fallas*, a very famous festivity in Valencia, are. Related to this, we will also analyse how these explanations are carried out by the native speaker, the possible problems or misunderstandings arising among the non-native ones and whether these communicative difficulties are solved or not (and how).

3.1.3. Data analysis

Once the corpus for the analysis has been introduced, it is essential to remark each variable we are analysing and the particular criteria for each one of them, specified in table number three on next page. After this table, we can find throughout the following pages the transcripts of English and Spanish pupils' sessions in BigBlueButton for VC and chat tools, which will be analysed according to each variable and criteria specified (objective *a*). We will also remark difficulties and possible misunderstandings arising in interactions due to technical problems (objective *b*), above all with sound in BBB. It is worth pointing out that transcripts for BBB sessions have been carried out following Val.Es.Co transcription system, which can be found on the final references and in appendix three, too, quoted from the original document. Finally, the last aim within this paper (objective *c*) will be explained in detail after carrying out the analysis of each session, as we will be able to specify which patterns have been the most observed ones and characterise synchronous online interaction and production in the TL in each environment, discussing the findings and results in our research.

Table 3. *Variables and criteria in the data analysis*

Analysed variable	Criteria for its analysis
Dealing with intercultural aspects	A general variable to be analysed through all the following criteria.
1. Target language use in topic development	1. Topic development (scheme and general structure, task topic and subtopics, lateral topics, intercultural issues and negotiation of meaning) in both environments 2. Utterances and interaction turns for a topic or subtopic 3. Use of emoticons together with words, if applicable 4. How silences are dealt with, when appropriate
2. Conversation beginnings / endings	1. Which pupil starts and ends the conversation (also related to variable 3) 2. Politeness and courtesy when starting and leaving the chat/ BBB room or when changing into another language

3. Power relationships in discourse	1. Who introduces the topic
	2. Who makes the questions and asks for doubts
	3. Amount of production (written and oral) in terms of interaction turns
	4. How speaking turns are managed (conversation patterns)
	5. How decisions are made (e.g. changing language)
	6. Emphasis on misunderstandings and negotiation of meaning for overcoming communicative problems
	7. The role of the NS
	    (a) Help to the non-native speaker, accommodation
	    (b) Model of language for the non-native sp. (more appropriate in chats)

3.2. Results

In this section, we explain the findings in our study. These findings will be presented, firstly, according to each particular session on chat and BBB environments. In this first section, we will pay attention to all the variables of our interest in each interaction, thirteen in total (six in BBB and seven in chats). Later on, we will describe the overall results on the whole research project, pointing out the specific patterns we observe in each environment regarding the variables and criteria for their analysis presented in table three above. These specific results will be presented with tables. Finally, we will point out some general considerations and discussions on our findings.

3.2.1. Results per session

In this first part within the findings of our project, we present the specific results in each chat and BBB session according to the variables and criteria on table three, throughout transcripts. For their translation into English, please refer to appendix two. In this section, we have considered useful to remark where courtesy, lateral topics, negotiation of meaning, intercultural aspects and other important issues appear. While in chat sessions all this is remarked in bold, for BBB ones we have considered it is better to point out green marks explaining each issue of our interest, too, due to the length of most interactions. For their explanations, please refer to appendix three.

Chat session 1. Monday February the 24th, 2014.

12:18: EN1: hola
12:19: SP1: hola
12:19: **EN1: que tal?**
12:19: **SP1: muy bien tu?**
12:20: EN1: muy bien gracias, pero estoy muy cansada porque vuelvi a casa tarde anoche
12:21: **SP1: que estuviste haciendo?**
12:21: **EN1: que tal tus vacaciones?**
12:22: **EN1: fui al nuevo york**
12:22: EN1: u tu?
12:22: EN1: *y
12:22: SP1: bien estuve con mis amigos y con mi familia
12:22: SP1: no fui de viaje estas navidades
12:23: EN1: que divierto, me quede en casa a navidades
12:23: **EN1: que haciendo?**
12:24: **SP1: no te entiendo**
12:24: **EN1: que hiciste?**
12:24: **SP1: a vale**
12:24: **EN1: lo siento**

12:24: SP1: estar con mi familia y con los amigos
12:25: SP1: y tu?
12:26: **EN1: que hiciste con tus amigos?**
12:26: EN1: sali con mis amigos y mi novio. fuimos al centro de londres
12:27: SP1: divertido yo fui por Sagunto con ellos
12:28: **SP1: que hiciste en nueva york?**
12:28: EN1: que vas a hacer en las próximas vacaciones?
12:28: EN1: fui al estatua la libertas
12:29: EN1: y fui de compras
12:29: **SP1: me gustaría ir a nueva york**
12:30: **SP1: pero no se puede :(**
12:30: SP1: estas proximas vacaciones ire con mi familia a algun sitio
12:31: EN1: si era mi primo tiempo, porque mi hermano vive en Texas entonces mire con ello
12:32: EN1: donde te gustaria ir?
12:32: SP1: Italia por ejemplo
12:32: SP1: estaria bien
12:33: EN1: yo tambien, me gustaria visitar Barcelona
12:33: **SP1: can we change to english now?**

In this first chat session, we can see interesting issues embraced in table number three. Concerning topic development, in this first chat the scheme of the conversation is mainly devoted to the task topic, talking about past and future holidays. However, speaking turns on "12:21: SP1: que estuviste haciendo?" ('What did you do?'), "12:29: SP1: me gustaría ir a nueva york" ('I would like to go to New York') and "12:30: SP1: pero no se puede :(" ('But it is not possible :('), remarked in bold, work as lateral topics because pupils are talking about New York and what EN1 did the night before, not on holidays. There is use of emoticons [:( ] to show SP1's sadness for not going to New York, trying to complement visual communication and not seeing the person's face. Negotiation of meaning is carried out when EN1 uses an unusual construction in Spanish ("12:23: EN1: que haciendo?" ('What doing?')), to which SP1 answers "12:24: SP1: no te entiendo" ('I don't understand you'). At this moment, EN1 corrects the construction ("12:24: EN1: que hiciste?" ('What did you do?')) and SP1 agrees on meaning ("12:24: SP1: a vale" ('Ah, ok')). Interestingly, EN1 says sorry for the error ("12:24: EN1: lo siento" ('I'm sorry')), another mark of politeness.

As we only count with fifteen minutes for interacting in Spanish, utterances and interaction turns for the same topic or subtopic are, normally, no more than three. In general terms, this first session presents the scheme *question-answer*; speaking turns are managed correctly, without silences or any serious problem avoiding communication.

Finally, we analyse power relationships on this chat interaction. On the whole, we can

observe that EN1's amount of production is a little bit higher than SP1's, but only for two interaction turns (SP1: 17, EN1: 19). More particularly, on the one hand, we can state that the native speaker, SP1, has a very important role, as he/she specifies the misunderstanding arising in 12:23, caring for negotiation of meaning until reaching an understanding. SP1 is also the one using the sad emoticon in order to fulfill the empty space of not seeing the interlocutor's face and the one that specifies the moment to change from Spanish into English. It is done as a question ("12:33: SP1: can we change to english now?"), showing courtesy to EN1. On the other hand, EN1 is the one starting the conversation and introducing the topic of the interaction ("12:21: EN1: que tal tus vacaciones?" ('What about your holidays?'). Besides, this pupil, at the beginning, asks SP1 *que tal?* ('how are you?') as a mark of politeness (which is answered by SP1 with *muy bien tu?* ('Very good, and you?')). Courtesy is also shown by the Spanish pupil when changing into English, as he/she uses a question and not an order, as we have already mentioned.

In general terms, questions are made by both pupils, as both show interest for what the other one is explaining. The native speaker presents a correct model of language despite not using capital letters or accent marks, although it is considered a feature of chat language. Taking into account all these remarks, we can state that intercultural communication, in conclusion, is successfully achieved in this chat.

Chat session 2. Monday February the 24th, 2014.

12:17: SP2: Hey
12:17: SP2: hey hey
12:18: SP2: Hello!!!
12:19: EN2 has just entered this chat
12:19: EN2: hola
12:20: SP2: Hola
12:20: **SP2: Que tal?**
12:20: **EN2: Bien gracias y tu?**
12:20: SP2: Muy bien.
12:21: SP2: Un poco cansado, porque estuve estudiando.
12:21: **EN2: empezamos en inglés?**
12:21: **SP2: Y tu hiciste algo interesante?**
12:21: **SP2: Han dicho que teniamos que empezar en español.**
12:22: EN2: fui a italia para esquiar
12:22: EN2: y tu?
12:22: **SP2: A italia?**
12:22: EN2: si
12:22: **SP2: cuando fuiste a Italia?**
12:23: EN2: la semana pasada
12:23: **SP2: Que interesante**
12:24: **SP2: Yo no he ido de viaje desde verano**
12:25: EN2: que pena
12:25: SP2: Bueno, es que normalmenteestoy

muy ocupado jajaja
12:25: **SP2: Tienes algunviajeplaneado para el verano que viene?**
12:26: **SP2: O parael invierno?**
12:26: **SP2: *para el**
12:27: **SP2: Lo siento por escribir un poco mal. Esque el teclado que estoy usando funciona un poco mal.**
12:27: EN2: si, voy a ir a cuba con mi familia
12:27: EN2: este verano
12:28: EN2: y tu?
12:30: SP2: Todavia no lo se. Pensabamos ir a Madrid, **en el centro de España.**
12:30: SP2: Me gustaria ir a Nueva York o a Vancouver, pero depende del dinero.
12:30: SP2: jajajajaja
12:31: EN2: fui a madrid el verano pasado para un campo de tenis
12:32: EN2: me gustaria ir a nuevo york tambien
12:32: **SP2: Que divertido**
12:32: **EN2: pero es muy caro!**
12:32: SP2: Yo fui ha cuatro años a Londres
12:33: SP2: Quiero volver porque no pude ver muchas cosas interesantes
12:33: **SP2: Can we change into English now?**

This second chat interaction, with fourteen substantial minutes of communication (as in the first two the English pupil does not appear), is a little bit different from the first one regarding the role of the native speaker. Firstly, SP2 starts the interaction, presents more production, in terms of interaction turns, than EN2 (SP2: 25, EN2: 14) and pays more attention to follow a constant pace in the conversation. That is why he/she expects EN2 to appear in the first minutes of the chat, points out the language they speak ("12:21: SP2: Han dicho que teniamos que empezar en español" ('We were told to start in Spanish')) and specifies when to change into English ("12:33: SP2: Can we change into English now?"). This is done as a question and not an order, showing politeness to EN2.

SP2 is also the one introducing the topic of holidays (12:24: "SP2: Yo no he ido de viaje desde verano" ('I have not gone on holidays since summer')) managing the pace of the conversation and making most of the questions ("12:25: SP2: Tienes algunviajeplaneado para el verano que viene?", "12:26: SP2: O parael invierno?" ('Do you have any planned trip for next summer?', 'Or for winter'?). SP2 also apologises for the bad writing due to the computer he/she is using, another mark of courtesy to EN2 ("12:27: SP2: Lo siento por escribir un poco mal. Esque el teclado que estoy usando funciona un poco mal" ('Sorry for my bad writing. The keyboard I'm using works a little badly')). SP2, finally, also emphasises on EN2 going to Italy ("12:22: SP2: A italia?", "12:22: SP2: cuando fuiste a Italia?" ('To Italy?', 'When did you go to Italy?'), gives positive feedback to EN2 ("12:23: SP2: Que interesante", 'Very interesting') and tries to avoid communicative problems, e.g. specifying where Madrid is ("12:30: SP2: [...] Madrid, en el centro de España" ('Madrid, in the centre of Spain')). Accordingly, SP2 presents more power in discourse than EN2.

Regarding now topic development, both SP2 and EN2 devote most of the time to talk about the topic of the task, focusing on future holidays. There are not lateral topics in this chat, unless we consider them the remarks about going to Madrid on holiday ("12:32: EN2: pero es muy caro!" ('But it is very expensive!')) and the apologise for bad writing of SP2, and they do not use emoticons. In this case, the number of utterances and interaction turns for the same topic or subtopic depends on the pupil; SP2 is able to make five utterances regarding the same subtopic (Italy and holidays, with seven utterances if we consider those by EN2) whereas EN2 is not writing so much regarding one topic. Silences are mostly fulfilled by words of SP2, as between 12:25' and 12:27'. Taking all this into account, we can conclude that intercultural communication is also achieved in this chat, but remarking the participation of SP2, the native speaker, on the same.

Chat session 3. Monday February the 24th, 2014.

12:19: **EN3:** hola!
12:20: EN3: empezamos en ingles?
12: 20: **SP3:** hello!! :)

12:21: **EN3:** hello :)
12:22: EN3: empezamos en español?
12:22: **SP3: empezamos en español ok?**

12: 22: EN3: si
12:22: SP3: vale
12:23: SP3: que tal?
12:23: EN3: bien, pero un poco cansada porque es el primero dia de colegio
12:23: EN3: y tu?
12:24: SP3: bien, tambien estoy un poco cansado
12:25: **SP3: vas a viajar estas vacaciones a españa?**
12:26: EN3: si, en el semana santa voy a ir a granada
12:26: SP3: [Name EN3], *Soy* [SP name], *el profesor. Por favor dile a Ms.*[EN surname] *to log in classroom 1in BigBlueButton.*
12:27: **SP3: perdon estava mi profesor con el ordenador**
12:27: **EN3: tienes algun viajes planeado?**
12:27: SP3: si, pienso en ir a Italia
12:28: *EN3: ya le dije*

12:28: **EN3: ooh! muy bien, me encanta italia :))**
12:28: EN3: mi familia y yo vamos a ir al seville en verano tambien :)
12:29: **SP3: mi profesor nos esta haciendo fotos**
12:29: SP3: ajaja
12:29: EN3: asi que voy a ir a espana dos veces
12:29: **SP3: tienes que venir a Valencia**
12:30: EN3: *ms* [EN surname] *se pone en big blue button en dos minutos*
12:30: **SP3: yo soy de ahi**
12:30: **EN3: me encantaria ir a Valencia...**
12:30: **EN3: es muy bonito, no?**
12:31: **SP3: si, la comida es lo mejor de todo**
12:31: EN3: no fui a espana antes
12:31: **EN3: mmmm**
12:32: **EN3: la comida...**
12:32: SP3: donde pasastes las navidades?
12:33: **SP3: can we chance to English now?**

The third chat session, with fourteen minutes of interaction, is more balanced than the previous one regarding pupils' amount of production in terms of interaction turns (SP3: 17, EN3: 18). In addition, both pupils ask questions regarding holidays ("12:25: SP3: vas a viajar estas vacaciones a españa?" ('Are you going to travel these holidays to Spain?'), "12:27: EN3: tienes algun viajes planeado?" ('Have you thought on travelling?'), the first one introducing the topic. Speaking turns are managed in a regular pace "question-answer". Besides, EN3 starts the conversation ("12:19: "EN3: hola!", 'Hello') whereas SP3 asks to do so in Spanish and changes into English, always with courtesy ("12:22: SP3: empezamos en español ok? ('We start in Spanish, ok?'); "12:33: SP3: can we chance to English now?").

In general terms, topic development on holidays is carried out with no misunderstandings, communicative problems and interruptions, unless we take as them the comments made by and for teachers, remarked in italics in the transcript. Lateral topics appear as random comments like "12:29: SP3: mi profesor nos esta haciendo fotos" ('My teacher is taking photos from us'), but generally they do not go beyond, as the conversation is mainly devoted to discuss about the task topic. However, there is one intercultural remark that can be treated both as a lateral topic and as an intercultural aspect, the one about the food in Valencia. The highest number of interaction turns for the same topic is eight, regarding the statements about Valencia. They start when SP3 proposes EN3 to go to Valencia ("12:29: SP3: tienes que venir a Valencia" ('You have to come to Valencia'), "12:30: yo soy de ahi" ('I'm from there')) and emphasises his/her cultural roots and identity. SP3 also states "12:31: SP3: si, la comida es lo mejor de todo" ('Yes, food is the best thing there') as an answer to "12:30: EN3: me encantaria ir a Valencia..." ('I would love going to Valencia'), "12:30: EN3: es muy bonito, no?" ('It is very beautiful, isn't it?').

To sum up, both pupils care for understanding every issue arising in the conversation, try to show an open behaviour when interacting with a person from abroad and care for being friendly to this person; interestingly, both pupils use emoticons together with words. SP3 also cares for his/her online partner apologising when there is a break in the conversation ("12:27: SP3: perdon estava mi profesor con el ordenador" ('I'm sorry, my teacher was with the computer'). Besides, SP3 proposes that EN3 should go to Valencia and remarks that, there, food is the best thing. Bearing all this in mind, so, we can conclude that intercultural communication is achieved.

Chat session 4. Monday February the 24th, 2014.

12:18: SP4: hello [name]!
12:21: EN4 has just entered this chat
12:22: EN4: Hola!
12:22: SP4: Hola!!
12:22: EN4: Como estas?
12:22: SP4: bien ¿Y tú?
12:24: EN4: yo tambien. Que tal tus vacaciones?
12:24: SP4: Te refieres a mis navidades pasadas o a mis próximas vacaciones que son Fallas?
12:25: EN4: Que pasa en las Fallas?
12:26: SP4: Pues son unas vacaciones de Valencia donde hay unas fallas que son monumentos y está la mascletà que son fuegos artificiales
12:27: EN4: ooh!! Que bien!
12:28: SP4: si :)
12:28: EN4: cuantos dias de vacaciones hay por las fallas?
12:28: SP4: siete dias
12:30: EN4: Oh, que suerte!
12:30: EN4: y como estais tus navidades?
12:30: SP4: tu tambien que acabas de tenerrlas jajajaja [it appears twice]
12:30: SP4: no entiendo lo que me has dicho
12:32: EN4: perdon - como fueron tus navidades?
12:32: EN4: ohh
12:32: SP4: Me lo pase muy bien con mis amigos y mi familia ¿Y tus navidades? [it appears twice]
12:32: EN4: Me lo pase bien tambien
12:34: EN4: visite mis amigos con mi familia
12:35: EN4: y comi muchos
12:35: SP4: can we change english now?

This chat session is a very interesting one when analysing intercultural aspects and negotiation of meaning. In these thirteen minutes (from 12:22'), topic development is different from the one in other chat conversations, as intercultural aspects are introduced from the very beginning. When asked about his/her holidays, SP4 negotiates meaning by saying "12:24: SP4: Te refieres a mis navidades pasadas o a mis próximas vacaciones que son Fallas?" ("Are you referring to my last Christmas or to my next holidays, which are *Fallas*'?) and, following this question, we can observe a total of eight interaction turns about *Fallas*. Accordingly, it becomes no longer a lateral topic but a secondary one within the main topic, promoting negotiation of meaning and intercultural explanations (12:26: SP4: "Pues son unas vacaciones de Valencia donde hay unas fallas que son monumentos y está la mascletà que son fuegos artificiales" ('There are some holidays in Valencia in which there are some *Fallas* which are monuments and there is the *mascletà,* which are fireworks'). EN4 shows interest and emphasises on *Fallas* ("12:25: EN4: Que pasa en las Fallas?" ('What happens in *Fallas*?'), "12:27: EN4: ooh!! Que bien!" ('Oh, very good!'), "12:28: EN4: cuantos dias de vacaciones hay por las fallas?" ('How many days of holidays do you have for *Fallas*?').

Pupils' amount of production is similar in terms of interaction turns (SP4: 11, EN4: 13), but

SP4's sentences are longer than EN4's ones. In addition, SP4 is the pupil starting the conversation and asking to change into English, again with a question and not an order, although EN4 is the one starting the questions on the topic about holidays. Both pupils ask questions, but it is worth remarking that EN4's ones show a lot of interest on the intercultural element about *Fallas.*

In general terms, the help and intercultural explanations by SP4 for making EN4 understand everything are very important, as well as his/her remarks in order to overcome misunderstandings and communicative problems ("12:30: SP4: no entiendo lo que me has dicho" ('I don't understand what you have told me'), "12:32: EN4: perdon - como fueron tus navidades?" ('Sorry. How were your Christmas?'). There is a pleasant conversation in which participants are friendly to each other, promote a regular pace for interaction (question-answer) and try to respect a great atmosphere for intercultural communication. SP4 uses once an emoticon "12:28: SP4: si :)" ('Yes') and, as we have explained above, explains in a very good way what *Fallas* are to his/her online partner. Thanks to all this, we can conclude that the intercultural online exchange is perfectly carried out.

Chat session 5. Monday February the 24th, 2014.

12:20: **SP5: hiiiiiiii :))**
12:22: **SP5: hey :'(**
12:22: **SP5: holaaaaa**
12:24: EN5 has just entered this chat
12:24: EN5: hola
12:24: **SP5: empezamos en español?**
12:25: EN5: si
12:25: **SP5: Que tal te va la vida?**
12:26: **EN5: esta bien, y la tuya?**
12:26: **SP5: bien jajaja**
12:26: EN5: si jajajajja
12:26: **SP5: ¿Te gustaria venir España?**
12:27: EN5: si, voy a ir en Espana en-
12:27: EN5: si, voy a ir en Espana en-+ [it appears twice]
12:28: **SP5: CUANDO IRAS A ESPAÑA?**
12:28: **EN5: lo siento, esta my ordinadora**
12:28: **SP5: QUE?**

12:29: **SP5: jajajjajajaja**
12:29: **SP5: [name] esta contigo?**
12:30: **SP5: esta [name] contigo¿**
12:30: EN5: voy a ir en Espana en la semana santa con mis amigos porque es un viaje de mi colegio
12:31: EN5: [name1] esta hablando con [name2]
12:31: **SP5: ah muy bien a que ciudad**
12:31: **SP5: ???**
12:31: **EN5: grenada**
12:31: **EN5: granada**
12:32: **EN5: y tu, iras en inglaterra?**
12:32: EN5: ?
12:32: **SP5: dile a [name1] hola de mi parte que [name2] no me deja decirle hola**
12:32: **SP5: no ire a Inglaterra :(**
12:32: **SP5: hablamos ahora en ingles**
12:34: **EN5: ok, now English**

In this chat, with fourteen minutes of duration but only ten of substantial communication, interaction is not so devoted to talk about holidays compared to the other ones. Besides, we can observe particular problems having some misunderstandings as consequences. First of all, we can observe that silences at the beginning of the chat are dealt with an attitude of anxiety by SP5. Although we have no webcam to see SP5's face and gestural behaviour, we know he/she is getting nervous and tired of waiting for EN5 for four minutes. In this waiting time, so, SP5 starts writing and making use of emoticons for showing he/she is upset; this is one of the reasons why SP5 presents a

higher production than EN5 in terms of interaction turns (SP5: 17, EN5: 14).

When EN5 enters the chat, SP5 asks whether they start the conversation in Spanish or not, as a mode of showing courtesy (there is, again, a question and not an order on this issue). However, when changing into English, SP5 does not ask EN5, but states it is time to make the change ("12:32: SP5: hablamos ahora en ingles" ('We speak in English now')).

From another point of view, the native speaker uses the Spanish language in a more informal way compared to previous chats, as in "12:25: SP5: Que tal te va la vida?" ('How is your life going?'). The problem with this kind of expressions could be receiving a very literal answer back, as "12:26: EN5: esta bien, y la tuya?"('It is good, and yours?'). SP5 introduces the topic on holidays with the question "12:26: SP5: ¿Te gustaria venir España?" ('Would you like to come to Spain?'), but he/she does not receive a clear answer at the moment; that makes him/her upset again and he/she starts using big letters, which in writing are equal to shouting ("12:28: SP5: CUANDO IRAS A ESPAÑA?" ('WHEN ARE YOU COMING TO SPAIN?'), and laughing a lot ("12:29: SP5: jajajjajajaja"). EN5 apologises ("12:28: EN5: "lo siento, esta my ordinadora" ('I'm sorry, it is my computer')) and tries to correct his/her mistakes in this chat ("12:31: EN5: grenada", "12:31: EN5: granada").

Perhaps due to this kind of problems, SP5 stops talking about the task topic and tries to say *hello* to other English pupils through EN5. Interaction turns for a same (sub)topic, so, are smaller than in other sessions (e.g. four in the main topic on holidays, before they stop talking about it). Although the topic is resumed later ("12:30: EN5: voy a ir en Espana en la semana santa con mis amigos porque es un viaje de mi colegio" ('I'm going to Spain at Easter with my friends because it is a trip with my school'), "12:31: SP5: ah muy bien a que ciudad" ('Ah, very good, to which city?'); "12:32: EN5: y tu, iras en inglaterra?" ('And you, will you go to England?'), "12:32: SP5: no ire a Inglaterra :(" ('I won't go to England')), lateral actions as asking for other classmates keep on appearing in the conversation. The native speaker does not help the English partner in the same way as in other chats and speaking turns are managed in an irregular way (question-answer/question-lateral actions-answer). In conclusion, this intercultural exchange is not as successful as the previous ones.

Chat session 6. Monday February the 24th, 2014.

12:18: SP6: Hello?	12:24: **SP6: Tengo 15, y tu cuantos tienes?**
12:22: EN6 has just entered this chat	12:24: **EN6: tengo 14, mi cumpleanos es el 30 de abril**
12:22: **SP6: Empezamos en español**	12:25: **SP6: Mi cumpleaños es el 21 de Junio**
12:22: EN6: hola!	12:26: **SP6: Que piensas hacer en vacaciones de verano?**
12:23: **SP6: Hola! Como estas?**	
12:23: **EN6: bien gracias y tu?**	12:27: EN6: voy a italia para un mes, lo demás de las vacaciones no lo se todavia, y tu?
12:23: SP6: Muy bien gracias!	
12:23: **EN6: cuantos anos tienes?**	12:28: SP6: Viajaré con mis padres y mi hermano, no

se todavia donde iré

12:28: **EN6: que haces normalmente en tu tiempo libre?**

12:29: SP6: Hago deporte por las noches y tu?

12:31: **EN6: me gusta montar a caballo, pero soy** perezosa, normalmente veo la tele! me encanta salir con mis amigas todos los dias. eres deportista? [*]

12:32: SP6: Antes jugaba a baloncesto, pero ahora salgo a correr por las noches

12:33: **EN6: should we speak in english now?**

Although the task topic of this set of chats is devoted to holidays, as we have seen, this interaction, with eleven minutes of substantial communication (from 12:22'), is a clear example in which lateral topics play an essential role. Although SP6 introduces the topic at 12:26' ("12:26: SP6: Que piensas hacer en vacaciones de verano?" ('What are you going to do on summer holidays?')), there have been lateral topics before, as talking about both pupils' birthdays, and there are also more lateral topics after it. EN6, at 12:28, asks SP6 what does he/she do in his/her free time ("EN6: que haces normalmente en tu tiempo libre?"), and SP6 follows with this topic asking the same to his/her online partner. Particularly, at 12:31, EN6 talks about his/her own activities for free time and this interaction turn is marked with a [*] due to the high number of sentences he/she writes in an only time. In this interaction turn, we can notice that EN6 uses connectives as *pero* ('but') and adverbs as *normalmente* ('normally'), which let us see that he/she is trying to perform well in the intercultural communicative exchange. However, interaction turns for the same (sub)topic are not so high as in other sessions, as there is a maximum of four turns before pupils change topics.

In this interaction, SP6 starts the conversation and specifies clearly that it starts in Spanish, without asking it to EN6 ("12:22: SP6: Empezamos en español" ('We start in Spanish')). However, EN6 is the one asking to change into English ("12:33: EN6: should we speak in english now?"), and this is the first time it happens so far; in the other chats, Spanish pupils have been, generally, the ones changing into English. In general terms, both participants present an equal amount of production in terms of interaction turns (SP6: 10, EN6: 8); nevertheless, the English pupil presents a more complex production in the FL regarding the number of sentences, large sentences and the use of connectives on them, compared to previous sessions. In this chat, we can state that power relationships are balanced between both pupils.

Furthermore, we can observe that the two of them ask questions, what leads to a regular pace in the chat (question-answer), without silences. There are no misunderstandings and, in general terms, the intercultural exchange is performed successfully (although there is not negotiation of meaning for intercultural aspects, as in the case of *Fallas* in a previous chat). Finally, it is worth remarking that SP6 is a native speaker putting some accent marks, the only case so far.

Chat session 7. Monday February the 24th, 2014.

12:19: SP7: hola?

12:20: EN7 has just entered this chat

12:20: EN7: Hola!
12:20: SP7: Hola!
12:20: **EN7: Que tal?**
12:20: **SP7: Bien, y tu?**
12:20: **EN7: Muy bien gracias**
12:21: **SP7: Denada**
12:22: **EN7: que tal tus vacaciones?**
12:22: **SP7: Cuales?**
12:22: **SP7: Navidad o verano?**
12:23: EN7: de invierno
12:23: **EN7: Navidad! :)**
12:23: **SP7: Fueron muy buenas**
12:24: **SP7: estaba en sagunto con mis amigos y mi familia**
12:24: **SP7: y tambien fuí a esquiar**
12:24: **SP7: y Santa me trajo regalos :)**
12:25: **SP7: te trajo algo a ti?**
12:26: **EN7: Que bien!**
12:27: **EN7: Fui a los estados unidos, con mi familia y mis amigos**
12:27: **SP7: Que guay!**

12:27: **SP7: A mi me gustaria ir**
12:27: EN7: fui a la playa y a la discoteca
12:28: **SP7: I ver a los new york kniks**
12:28: **EN7: me enacanta los knicks!**
12:28: **EN7: encanta**
12:29: **SP7: kcincks***
12:29: **SP7: de la NBA**
12:29: **SP7: fuiste a central park?**
12:29: **EN7: si, es mi equipo preferido**
12:30: EN7: si, naci alli
12:31: EN7: cerca
12:31: SP7: ¡que guay! [appears twice]
12:31: **EN7: cuales vacaciones prefieres?**
12:32: SP7: prefiero verano
12:32: SP7: porque es mas largo
12:32: EN7: yo tambien
12:32: EN7: y es calor
12:33: SP7: y tengo mas tiempo para jugar :)
12:33: **SP7: Can we change to english now?**

This is the last chat interaction we are analysing for the present research, lasting fourteen minutes from which thirteen present substantial communication. Although SP7 is the pupil starting the interaction, EN7 introduces the topic on holidays asking a question to SP7 ("12:22: EN7: que tal tus vacaciones?" ('What about your holidays?'). As he/she does not specify which holidays he/she is referring to, negotiation of meaning between participants takes place to see whether they will talk about summer or winter holidays, ending with "12:23: EN7: Navidad! :)" ('Christmas!'), together with a happy emoticon. After this negotiation, pupils produce a total of nine interaction turns for the same subtopic (Christmas), from 12:23' to 12:27', remarked in bold.

There are lateral topics apart from going on holidays, as the NBA, the New York Knicks and Central Park, all intercultural aspects that make the interaction pleasant. In general terms, there is a friendly atmosphere and a lot of politeness and courtesy, not only when SP7 changes language ("12:33: SP7: Can we change to english now?") but also when they open the chat. Particularly, SP7 is the first one using *de nada* ('You are welcome') when told *muy bien gracias* ('Very well, thank you'). Both pupils seem comfortable in the interaction, although it is necessary to remark that the Spanish one products a higher amount of production in terms of interaction turns (SP7: 22, EN7: 17). Taking all this into account, we can conclude that this chat is a successful intercultural communicative exchange with no uncomfortable silences, speaking turns managed in a regular way (questions from both pupils, answers and lateral topics) and a good relationship among both participants.

On next pages, transcripts for BBB sessions, following the Val.Es.Co transcription system, are provided with green marks. These marks, their meaning and the transcription system appear in

appendix three. Although BBB recordings on TILA webpage generally present high durations (specified in each case), useful, substantial communicative exchanges last less. Accordingly, in each transcript we specify the minute (and seconds) for each interaction turn, which constitute, on the whole, the useful minutes in which pupils talk to each other within the eighty-two we are analysing. Finally, it is important to remark that technical problems with sound sometimes disrupt communication; these minutes, appearing with symbols [(( ))] or [((…))], are not considered useful.

Transcripts of pupils' BBB sessions, hours included.

BBB session 1. "BBB SP-EN 1 – Room 1". Monday January the 27th, 2014 (57')

28:33: EN2: Holaaa...
((…))
28:58: **SP1: Hola.**
28:59: **EN2: ¡Holaaaa!**
29:03: **SP8: (( )). How are you?** [COURTESY]
29:06: **EN2: I'm well thank you, how are you?**
29:10: SP1: I'm fine, and you?
29:15: EN2: Me? (2'') Me, I'm good, I'm good, thank you.
((…))
29:50: EN2: Ahm, ok (2''). Should we start / the questions? (2'') **Oh, one of them just left.** [TEC. PR.]
((…))
30:49: **EN2: ¿Te, hm, te quedaste en España durante Navidad?** [MAIN TOPIC]
((…))
31:01: **EN2: ¿Qué?**
31:03: **SP8: (( )) *your name*? (2''). *What's your name*?**
31:10: EN2: *Oh, my name is* [EN1's name, twice].
31:14: SP8: (( ))
31:17: EN2: *Helloooo.*
((…))
31:45: SP8: Eh, mi nombre es [SP8's name].
31:49: EN2: Holaaa.
((…))
32:49: EN2: Ehm, holaa.
33:01: EN2: Em, ok. Hm, (SP8's name), ¿te quedaste / en España durante / Navidad? [REP.]
33:11: SP8: Ehm, repite, **porfa,** que no te he escuchado[5]. **Por favor, por favor.** [AVOID M. C.]
33:21: EN2: Ahm, ¿cómo? (3''). Hm, ¿te quedaste en España durante Navidad?↓ [REP.]
33:36: **SP8: Eh, aquí en España hay una comida típica (( ))** [LATERAL TOPIC]
33:45: **EN2: ¿((puedes)) repetir, por favor?**
33:50: **SP8: ¿Me escuchas?** [TEC. PROB.]
34:01: EN2: *Oh, I can't hear it...* (( ))
34:12: EN2: Sí, sí...

34:14: SP8: ¿Qué comiste / en Navidad / en tu país?
[NO ANSWER]
34:19: EN2: Ahm, sí, sí... (LAUGHS)
34:29: EN2: Hm, ahm, me quedé en Inglaterra, (3''), **¿sí? Ahm, ahm, no, no, ¿sí?** (2'') (LAUGHS) Sí, ahm, pero, ahm, el lunes antes de Navidad / fui a (( )) con mi padre / para recoger / a mi abuela [LAT. TOPIC]
35:00: **SP8: Muy bien. (2'')** [POS. FB.] Yo, en Navidad, siempre voy a casa de mi abuela.
35:06: EN2: Sí, sí. (3''). **¿Perdone?** [AVOID M. C.]
35:11: SP8: Que, en Navidad, yo siempre voy a casa de mi abuela / a comer. ¿En Inglaterra (( )) ((a casa de tu abuela))?
35:22: EN2: Sí...
((…))
35:43: SP8: ¿En... (( )) En la noche de fin de año... (2'') ¿En Nochevieja...?
35:54: **EN2: ¿Puedes repetir, por favor?** [AV. M. C.]
35:56: SP8: Sí, en... ¿(( ))?
((…)) [SOUND PROBLEMS]
36:40: **EN2: Hm, ¿perdone?**
36:47: **SP8: ¿Me oyes ahora, me escuchas?**
36:51: **SP1: ¿Me escuchas, (SP8's name)?**
37:00: EN2: Ahm...
37:01: SP8: ¿Me escuhas?
37:02: SP1: [(EN1's name)...
37:04: EN2: Sí, sí...]
37:04: = (EN2's name)... ¿Me escuchas?
37:08: EN2: Hm, un poco (4''). Ahm, no, no *escuchas.*
37:22: SP1: ¿(( )) me escuchas bien?
37:24: EN2: Ahm (2''), si, ahm, / es un poco mal / pero (( ))
35:35: SP1: Ah, vale, vale.
37:39: EN2: Ahm (2''), ahm, ¿c / con quién pasaste pa / la Navidad?↓
37:51: **SP8: Eh, repi /¿Puedes repetir, por favor?**
37:54: EN2: Ahm, / ¿con quién pasaste la Navidad?↓
37:59: SP8: Yo la pasé // la Navidad la pasé con mi (( ))
38:07: EN2: ¿Tus amigos?
38:09: SP8: Sí // Mis (( )). Yo soy de / de un pueblo de Valencia...

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5   While laughing.

38:15: EN2: Ah, sí.
38:18: SP8: - Y // estuve con mis amigos en mi pueblo.
38:23: EN2: Sí.
38:25: SP8: Y después estuve el día de [Navidad...
38:26: EN2: Bien.]
38:27: SP8: = con mi familia.
38:29: EN2: Sí...
38:33: SP8: Ehm, el dia de antes de Navidad (3'') me fui de fiesta / con mis amigas.
38:41: EN2: Ah, sí, sí. Vale. (LAUGHS) (2'') ¿Y, y tú / (SP1's name)?
38:52: **SP1: ¿Dime, dime?** [AV. M. C.]
38:55: EN2: Ahm, ¿con quién pasaste la Navidad?↓
39:00: SP1: Ah, yo // estuve mis navidades / las navidades con mis [amigos...
39:04: EN2: Sí, sí.]
39:04: SP1: = y con mi, y con familia.
39:07: EN2: Y mi, ahm, (3'')...
39:13: **SP8: ¿Tú?**
39:15: **EN2: Ah / a todos la familia / de mi padre // hm, vino a mi ca sa, ahm, mi tía, mi tío, mi abuela, mi primo mi prima y // su novio... Muchas personas** (LAUGHS)
39:33: SP1: Mucha gente.
39:37: **SP8: ¿Y fuiste de fiesta con tus amigas?** [INTEREST & LATERAL TOPIC]
39:41: EN2: Hm, ¿perdone, puedes repetir?
39:46: SP8: ¿Eh? (( ))
39:51: EN2: ((Ueh)), hm, ¿puedes / puedes repetir?
39:55: **SP1: (SP8's name), REPITE, TE ESTÁ DICIENDO.** [HELP TO EN1]
40:04: EN2: ¿Qué / comiste para la comida de Navidad?
40:11: SP8: Yo comí // ¿Sabes lo que es *puchero*? [INTERC. ASPECT & NEGOTIATION OF MEANING]
40:16: EN2: ¿Sí?
40:20: SP8: En España, en España, la comida... (( )) [INTERC. ASPECT]
40:37: EN2: Ahm // OK, *I can't* // Sí, sí...
40:43: SP8: El día de Navidad (3''). ¿Me escuchas?
40:49: EN2: Sí, sí (5''). Ehm, no, no *escuchas* / no *escuchas.*
40:59: SP8: No me escucha. No, no escucha. (2'') El día de Navidad...
41:05: EN2: ¿Sí?
41:08: **SP8: - yo comí puchero. El puchero es una/ una comida típica / de España.** [INTERC. ASPECT]
41:14: **EN2: Ah sí, sí, vale.** (LAUGHS) **Ahm, ¿y tú, (SP1's name)?**
41:20: SP1: Yo, pues... Ah / a ver si lo recuerdo porque // A ver...
41:30: EN2: ¿(( )), puedes repetir?
41:33: SP1: No, que no me acuerdo.
41:36: EN2: Ah, sí.
(( ))

41:39: SP8: ¿Y tú?
41:45**: EN2: Sí, vale. (3'') Ah / comimos el pavo y las pa ta tas, es más típico para // el inglés.** [INT. ASP.]
42:00: SP8: Ah, muy bien.
42:02: SP1: Vale.
42:03: SP8: ¿Tú qué comiste / en Navidad?
42:06: **EN2: Ahm, en Navidad, hm // El pavo // y, hm, los / ¿los coles de Bruselas?** [NEG. MEANING]
42:17: SP8: Sí.
42:18: EN2: ¿*Brussels sprout*? ¿Sí?
42:22: SP8: Sí, sí.
42:23: **EN2: *Yeah.* Pero / soy vegetariana, hm, así que comí sólo los legumbres y las patatas.** [L. T.]
42:34: SP8: (( ))
42:40: EN2: Sí (2'') ¿Y tú, (SP1's name)? Oh, no... [INTEREST FOR BOTH SP PUPILS]
42:56: SP8: ¿Fuiste con tus amigas de fiesta?
43:01: EN2: Hm /¿puedes repetir?
43:04: SP8: Que / el día de [Navidad...
43:07: EN2: ¿Sí?]
43:07: SP8: = ¿te fuiste con tus amigas de fiesta?
43:11: **EN2: No, no *escuchas,* es un mal conexión.**
43:18: **SP8: (( )) t*o the disco*?**
((...)) (SOUND PROBLEMS)
43:37: SP1: ¿Qué *hicistes* en Nochevieja, (EN2's name)?
43:40: EN2: Sí, oh (2''), ¿perdone?
43:46: SP1: ¿Qué *hicistes* en Nochevieja?
((...))
44:06: **SP8: ¿Qué hiciste el día de Nochevieja?** [REPETITION & INTEREST]
((...))
44:24: SP1: (EN2's name) (4'') ¿Me, me escuchas?
44:31: EN2: Sí, pero es un mal conexión.
44:36: SP1: Vale, voy a intentar...
44:42: EN2: ¡Ahhh! Ehm // ¿Has hecho propositi - Propósitos de año nuevo? [LAT. T.]
44:56: SP8: Hm / yo / mi propósito // es, hm, sacar buenas notas...
45:04: EN2: Sí...
45:06: SP8: ... (( )).
45:12: EN2: ¿Y tú, (SP1's name)?
45:14: SP1: ¿Yo?
45:15: EN2: Ahm, ¿has hecho propósitos de año nuevo?
45:24: SP1: Bueno, sí // Estudiar un poco más. (LAUGHS)
45:30: **SP8: ¿Y tú?** [SP8 ASKS MORE THAN SP1]
45:33: EN2: Ahm / me gustaría ser más amable con mi hermana. [LAT. TOPIC]
(LAUGHS)
45:40: SP8: Yo también.
45:43: EN2: ¿Perdone? (4'') Sí / mi hermana tiene // doce años.
45:55: SP8: Doce años // ¿Y tú cuántos años tienes? [L. T.]
45:58: EN2: Ahm, catorce (3'') *Yeah,* catorce.
46:05: SP8: ¿Catorce?

46:07: **EN2: Sí (2") ¿Y / y tú, y tú?**
46:13: SP8: Yo tengo quince.
46:14: EN2: Ah, sí, sí.
46:17: SP1: Tenemos // Los dos tenemos quince años.
46:23: EN2: ¡Oh!
46:39: **SP8: (( )) ¿Nos vamos ya? (3") Ehm, vale. Eh, (EN2's name)...**
46:49: **SP1: Oye, (EN2's name)...**
46:50: EN2: ¿SÍ?
46:50: SP1: (EN1's name)...
46:52: EN2: ¿Sí?

46:52: **SP1: Que //Tenemos que cambiar de clase y ya nos veremos, ¿vale?** [COURTESY IN LEAVING]
46:58: EN2: Sí, ahm, (( )). *You have, you have to go? // You have to go?*
47:07: SP8: (( ))
47:09: EN2: Ah, sí, sí. (LAUGHS) ¡Hasta luego!
47:16: SP1: Bye!
47:16: SP8: [¡Hasta luego!
47:17: SP1: ¡Hasta luego!]
47:18: EN2: ¡Adiós! (2") ¡Hasta luego!

As we see thanks to green marks, lateral topics in this first BBB conversation (lasting approximately 19'[6]) have a very important role during the interaction, proposed both by Spanish pupils and the English one. EN2 starts and ends the conversation (apart from introducing the main topic, with a question). Although there are two Spanish pupils, their amount of production in terms of interaction turns is not equal (SP8: 49, SP1: 26 (total: 75)), as SP8 participates more than SP1. EN2, at his/her turn, communicates well and produces a lot (n = 72).

Besides, having three pupils in the conversation makes interaction turns for the same (sub)topic different from the patterns observed in chats. On the one hand, the number of utterances and interaction turns for a same topic or subtopic is high (e.g. 23 when talking about people these pupils spend Christmas with), as well as the number of lateral topics proposed in the exchange. On the other hand, the pattern "question-answer/lateral topic" comes together with overlaps ([ ]), a usual feature of VC communication. Overlaps have also a lot to do with having two Spanish pupils (SP8 and SP1), fact also related to silences and how they are dealt with. As we count with two native speakers, they try to overcome silences deriving from misunderstandings and technical problems. Concerning courtesy, SP pupils start the conversation with formula as *how are you?* and apologise for leaving, arranging a correct farewell. They also help EN2 repeating things or proposing different lateral topics, so their role becomes very important.

Therefore, power relationships in discourse in this case apply to three people instead of two. From Spanish pupils, SP8 is the one that makes most of the questions, although SP1 also worries in helping EN2 as we can observe in minute 39:55 ("SP1: [SP8's name], REPITE, TE ESTÁ DICIENDO" ('SP8, you are told to repeat')) and gives courtesy explanations when leaving the BBB room (minute 46:52). EN2 proposes lateral topics and makes a lot of questions, embracing both Spanish pupils on them (an added difficulty other English pupils do not present). The three pupils, generally, worry on promoting negotiation of meaning and avoiding missed communication, asking for solutions in misunderstandings with formula as *perdón* ('sorry') or *dime* ('tell me') or repeating sentences.

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6   In each BBB session we point out its duration, but we need to bear in mind that there are some not useful minutes due to technical problems with sound, in which communication can hardly be developed.

In general terms, this is a useful intercultural exchange, as communication embraces a lot of intercultural aspects and pupils show interest in each other. However, there are a lot of technical problems with sound that with chat tools are not so important to bear in mind.

BBB session 2. "BBB SP-EN 1 – Room 4". Mon Jan 27, 2014 (50')

18:56: SP2: *Hi hi hi hi* →
19:02: EN1: ¡Hola!
19:05: SP2: ¡Eeeh! ¡Ya está! [MOTIVATION]
[Background noise; EN1 speaks to the teacher]
19:18: SP2: ¿Hola? [TEC. PROB.]
19:22: EN1: ¡Hola! ¿Qué tal? [COURTESY]
[Background noise; EN1 speaks to the teacher]
19:34: EN1: ¿Qué tal?
19:40: SP2: ¡Buenas! ¿Va? [TEC. PROB.]
[Background noise; EN1 aks the teacher; 13 s.]
19:53: EN1: ¡Hola! Cuán (3s'') ¿Qué tal tu Navidad?↓ [MAIN TOPIC]
19:58: SP2: Muy bien.
20:00: EN1: Ahm, bueno. (2'') Hm, muy bien gracias / era muy divertido (5'') Ehm, ¿cuánto tiempo duran tus / vacaciones?↓
20:14: SP2: ¿Eh?
20:16: EN1: ¿Cuánto tiempo duraban tus ((vecaciones))?↓ [REP.]
20:22: SP2: No (( )) entiendo muy bien // o sea // (( )) [AVOID M. C.]
((...))
(Some speaking turns in English)
22:48: EN1: Ehm, ¿cuándo, hm, (2'') (( )) dónde en España, hm, (2'') tú (2'') // (question to the English teacher), tu tío, hm, dónde vive?↓ [LAT. TOPIC]
23:10: SP2: Pues, hm, vivimos en, o sea, hm, vivimos en Val / - En Sagunto, hm, que es un pueblo cerca de Valencia... [HELP TO EN1 & INTERC. ASPECT]
23:17: EN1: Ah, gracias / sí. [COURTESY]
23:27: SP2: *So, what's about your Christmas,* (( )) *go on Christmas day?*
23:36: EN1: Hm, el día de Navidad / fui a Gales a visitar mis primos // con mi familia // y era muy divertido porque son (3''), hm, mi, mi añ... // -No, hm, *they are my age?* Son jóvenes (2'') Hm, era grande Navidad, con, hm, (2'') mucha [gente.
24:13: SP2: *So your Christmas* (( )) *Day was funny?*]
24:15: EN1: *Yeah, it was fun because my whole family was there.*
24:30: SP2: *What // what has brought Santa Claus for Christmas to you?* [NEW SUBT.]
24:35: EN1: Hm, ¿perdón? [AVOID M. C.]
24:40: SP2: (( )) *SANTA CLAUS FOR CHRIST MAS TO YOU?* [REPETITION]
24:48: EN1: Ahm, (2'') ¿regalos? [NEG. MEANING]
((...))

25:07: EN1: No entiendo. [AVOID M. C.]
25:13: SP2: (( )) ¿Lo digo en castellano, mejor? A ver si... [HELP TO EN1]
25:21: EN1: ¿Puedes repetir, hm, (2'') más lento, por favor?↓
25:28: SP2: *WHAT HAS BROUGHT SANTA CLAUS FOR CHRISTMAS TO YOU*? [REP.]
25:34: EN1: Oh, oh, Santa Claus! Ok! (2'') Oh, *God.* Hm // recibe altavoces de música y // un espejo, hm, (2'') sí // de mi pad, hm // de mis padres. ¿Y tú? [INTEREST]
26:03: SP2: A mí, ahm, sí, o sea (4'') *An ukelele*? [NEG. MEANING]
26:20: EN1: Ah, ¿a ukelele? / Ah, hm, ¿toca la guitarra?↓ (( )) [LAT. TOPIC]
26:28: EN1: ¿Perdón? [AVOID M. C.]
26:30: SP2: *I'm a musician.* [LAT. TOPIC]
26:32: EN1: Ah, qué instrum // hm, tú toc / -Tú tocas?↓ [LAT. TOPIC & INTEREST]
26:54: EN1: Toca la guitarra, es / es, hm...
26:59: SP2: ¿Tocas la guitarra, tú? [INTEREST]
27:01: EN1: Sí. (3'') Why?
27:07: SP2: I, [I...
27:07: EN1: ¿Perdón?]
27:10: SP2: = *So cool,* I don't know, eh... [POS. FB.]
27:17: EN1: ¿Tú tocas? ¿Qué tú tocas?↓
27:21: SP2: Sí, está bien dicho, osea / *I play piano.* [POS. FB. & NEW INFORMATION]
27:26: EN1: Ah, piano // tocaba la piano, [(( )) [L. T.]
27:29: SP2: ¿Sí?] [INTEREST]
27:31: EN1: = Sí, pero, ahm (3'') (EN1 asks the teacher) hm, lo dejé porque era muy aburrido (3''). Hm, pero / pero mi profesor era // antipático (LAUGHS)
28:01: SP2: Ehm // *I play the piano and I play percussion,* too...
28:07: EN1: *What do you play? / Ah, drums!* [N.M.]
28:13: SP2: Drums and another instruments. And, eh // and I'm learning to play the ukelele.
28:20: EN1: Ah, hm, es muy divertido. [POS. FB.] ((...))
28:34: EN1: ¿Los españoles tienen tradiciones especiales de Navidad?↓ [MAIN TOPIC AGAIN]
((...)) [SP2 introduces another Spanish pupil]
28:50: SP2: She was [a...
28:52: EN1: Es muy bonita]. [COURTESY]
28:55: SP2: She is (( )), like her (( ))
28:59: EN1: ¡Hola (( ))!
29:11: SP2: *Christmas traditions,* no? [MAIN TOPIC]

29:14: EN1: Sí // en España.
29:17: SP2: (( )) We ((snow)) / special traditions.
29:27: EN1: ¿Cómo?
29:31: SP2: Osea // Es que no sé cómo decirlo, eh... (2'') En lugar de Santa Claus // **nosotros tenemos los reyes magos,** *three, three wise* [*men.*
29:45: EN1: ¡Ah, sí!]
29:47: SP2: = *I think is the only difference in the traditions.* [INTERC. ASPECT]
29:54: EN1: Hm, en inglés, hm, (3'') tenemos Santa Claus en, hm, el // noche (2'') en el noche de navidad y en el día de Navidad, hm, tenemos un grande, ahm // un momento (3'') ahm, (( )) una comida grande / el día de Navidad.
30:35: SP2: Ah, well, we, we have a, hm, a (2'') normally we / we do an // a family dinner in Christmas day and (3'') all the family...
30:58: EN1: Sí // *gets together, yeah.* [HELP TO SP2]
31:05: EN1: ¿Tiene alguna, hm, algunos, hm, propósitos de año nuevo?↓ [NEW SUBT.]
31:13: SP2: *Ah, new year resolution*s? [N. M.]
31:15: EN1: Sí.
31:17: SP2: Well, ahm // Yes, I, I have some, ehm, New (( )) resolutions. I will, hm, learn to play uke... the ukelele (3''). I (( )) I don't // I don't play any sports.
31:49: EN1: ¿No deporte? / Ah, ok.
31:52: SP2: (( )) very, very unfit. [LAT. TOPIC]
31:58: EN1: Ahm, tengo, hm, no / hago remo // hm, pero mi propósito de año nuevo está / llevar una vida más sana y comer mejor // hm, porque, porque me / me encanta el chocolate y el pasteles[7].
32:22: SP2: Ajá.
32:27: EN1: Ahm (2'') ¿hiciste algo de interés, hm, (2'') durante las vacaciones?↓ [NEW SUBT.]
32:42: SP2: Eh, *well* / ¿cómo cómo?
32:47: EN1: Hm // ¿hiciste algo de interés durante las vacaciones?↓ [REP.]
32:53: SP2: ¿Durante las vacaciones? Eh, only, *osea...* Hm, I / I (( ))
33:06: EN1: ¿No? ¿Nada? [INTEREST]
33:11: SP2: (( ))These holidays I was, I (( )) These holidays were a little boring to me because / I don't know (4'') I don't know, it was // It was boring because [(( ))...
33:33: EN1: ¿((Salís)) con tus amigos?]
33:36: **SP2: ¿Eh?** [AVOID M. C.]
33:39: EN1: Hm, ¿((salís)) con tus amigos? [REP.]
33:41: SP2: Ah, yes, I met my friends but I // I didn't (( )) some days // I only meet them, hm / two or three days because I was... (2'') I was without / without my phone because it was, eh // it was... I don't know // ehm... It was, eh...
[SP2 asks the teacher in Valencian]

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7   While laughing.

34:31: SP2: - Because / my mobile phone has broken down and I can't communicate with my friends and I was a little // ((aislated))? // ((Aisleted))? [N. M.]
34:47: **EN1: ¡Ah! Qué // Ah, ¡qué dolor!** [INTEREST]
34:50: **SP2: What about you? Did you... Did you, hm, (( )) something?** [INTEREST]
35:00: EN1: Sí // fui al / fui al palacio de (( )) con mis amigos y // hicimos patinaje sob // sobre ((jilio)) // i*ce-skating* (5'') Era muy divertido.
35:25: SP2: *Guay.* (5'') And do you think // 2014 will be a good / a good year? [LAT. TOPIC]
35:41: EN1: Hm, ¿perdón?
35:43: SP2: Do you think that, ehm // 2014 will be a good year or a bad year?
35:54: EN1: Ah, sí, hm... (3'') [EN1 asks the teacher] Con suerte // un bueno año pero... // Sí, un bueno año. / Ahm, (2''), ahm, ¿y tú?
36:18: SP2: I think that it's // It will be a good year because, eh, in Spain / 2014 (( )) been a, a... (( )) because / there was some // There were some big, hm, politic... [LAT. TOPIC]
36:47: [EN1: Ah sí, con dinero,
36:49: SP2: Yes, *crisis.*
36:50: EN1: Problemas]. En inglés es (3'') [EN1 asks a partner] Igual / en inglés. [LAT. TOPIC]
37:12: SP2: (( ))
37:19: EN1: Sí (2''). Ahm (3''), ahm **// ¿estabas contento de volver al colegio?**↓ [LAT. TOPIC]
37:33: SP2: Yes, I was happy because, hm, [(( ))
37:40: EN1: Ver a tus amigos].
37:43: SP2: = (( )) and I, I was happy to / happy to / to meet my friends.
37:49: EN1: Sí...
37:53: SP2: (( )) you (( ))?
38:00: EN1: Sí, hm (4'') era fantástico // ver a mis amigos / pero no me gusta las clases. [LAT. TOP.]
38:14: SP2: *Bueno,* I / I didn't like class too, but...
38:19: EN1: *You have to do that.* (3'') Ehm // ¿cómo haces el fin de semana?↓ [LAT. TOPIC]
38:31: SP2: Eh, com... / *What, what*?
38:34: EN1: ¿Cómo haces el fin de semana?↓[REP.]
38:38: SP2: Ehm, en fin de semana...
((...)) [A lot of background noise]
39:08: SP2: (( )) I go in the morning to (( )) [SP2 asks the teacher] I // go to ((rehearse)) with a band (( )) in [Sagunto,
39:36: EN1: Sí]
39:40: SP2: = I, I've got the mobile phone again so I can (( )) with him.
39:47: EN1: Ahm, sí (3'') Es / es malo sin tu ((*telefóno*)). [FEEDBACK & PERSONAL OPINION]
39:57: SP2: Sundays normally I study or (4'') I normally study or / or do (( ))...
40:16: EN1: Ah sí / hm, y mi / hm, tengo que hacer mis deberes.

40:21: SP2: [You what, what...?
40:22: EN1: = (( )) Hm], pero voy a (2'') voy a salir con mis amigos y, hm / voy a hacer el remo en el río / en la mañana. [LAT. TOPIC]
40:39: SP2: ¿Remo? [INTEREST]
40:41: EN1: Ehm, ¿(( ))? ¿Remo? Sí / hm (2''). Es difícil pero es bueno por la (( )).
40:57: SP2: Ok.
41:06: SP2: Hm, so will you do a / a (( )) 2014?

41:16: EN1: Hm, sí, en / hm, **en abril voy a ir a España // voy a ir a Granada con colegio, hm...** [NEW INFORMATION]
41:31: SP2: Oh, it's / It's over! The class is over.
41:34: EN1: Oh, ¡ok! // Adiós, hasta luego.
41:38: **SP2: See you another day. Bye!**
41:42: EN1: *Bye!* (3'') ¡Adiós! [COURTESY BY BOTH IN LEAVING]

This second BBB conversation (lasting around 23') is very enriching for our research. As we can observe, EN1 is talking in Spanish while SP2 is talking in English, being this conversation a *dual* tandem. That is why help to the non-native speaker will be more important indeed, as there are, in fact, two native speakers of two different languages (Spanish and English).

Power relationships in discourse, according to that, are more balanced than in other exchanges. Both pupils ask and answer questions (and sometimes at the same time, enhancing an overlap), show interest on lateral topics, try to avoid missed communication repeating and asking for the things they have not understood and introduce interesting intercultural aspects (e.g. Christmas in both countries). Furthermore, they help each other on language issues, as in minute 30 ("30:35: SP2: Ah, well, we, we have a, hm, a (2'') normally we / we do an // a family dinner in Christmas day and (3'') all the family..."; "30:58 EN1: Sí // *gets together, yeah*").

Equality is also applied to the amount of oral production in terms of interaction turns by these pupils (SP2: 60, EN1: 62). Both of them show interest in communicating and, thanks to that, the conversation follows a regular pattern of "question-answer" in the main topic, the new subtopics and all the lateral topics arising in interaction, without any remarkable silences (apart from those deriving from technical problems). Particularly, SP2 is the one starting the conversation (as he/she is the first one that enters the BBB room) and telling EN1 that class is over, so that they have to finish. That is introduced with courtesy and followed by a nice goodbye ("41:38: SP2: See you another day. Bye!"). Courtesy is also shown by EN1, both at the beginning and ending of the conversation ("19:22: EN1: ¡Hola! ¿Qué tal?", 'Hello! How are you?') and, in general terms, throughout the whole exchange. EN1 is also the pupil introducing the main topic on holidays in minute 19:53, particularly asking about Christmas. Furthermore, both pupils provide each other with positive feedback, comments showing interest, interesting points of view on varied topics, etc.

This BBB is also remarkable concerning lateral topics, which are very varied. Apart from talking about holidays and festivities, so, pupils discuss about music, playing instruments, sports or politics (briefly), and sometimes with a high number of interaction turns (e.g. 19 when discussing about music and playing instruments). The scheme of the conversation, so, is not rigid at all and both participants seem to feel free of talking about any spontaneous topic arising on it. They also

worry about avoiding missed communication and enhancing negotiation of meaning when something is not completely clear. For all this, we can conclude that, so far, this is one of the most successful and interesting intercultural exchanges analysed for the present research project.

BBB session 3. "BBB EN-SP 1 – Room 9". Mon Mar 10, 2014 (29')

09:54: EN8: ¡Hola!
09:55: SP8: Holaaaa.
09:57: **EN8: Hola, ¿qué tal?** [COURTESY]
09:59: **SP8: Muy bien, ¿y tú?** [COURTESY]
10:02: EN8: Sí, muy bien, gracias.
[EN8 talks to the teacher]
10:09: **SP8: ¿No tienes cámara?** [INTEREST]
((…)) [Problems with webcam]
10:20: **SP8: ¿Tienes cámara?** [REP.]
((…)) [Problems with webcam]
10:37: SP8: Ajá, ya te veo. [FEEDBACK]
10:43: EN8: Ahm...
10:46: SP8: Ehm...
10:48: EN8: ¿Tú // Tú es [SP8's name]?
10:50: SP8: Sí.
10:51: EN8: [SP3's name], ahm...
11:06: EN8: Mi amigo es a / a (3'') ((malvado)).
11:22: SP8: Hm...
((…)) [Background noise]
11:36: EN8: ¿Te / [te has...?
11:38: SP8: ¿Cuántos años tienes?] [LAT. TOPIC]
11:42: SP8: ¿Cuántos años tienes? [REP.]
11:44: EN8: Ahm, tengo / tengo cat // No...
[EN8 asks the teacher *How do you say 'fifteen'*?]
11:53: **SP8: ¿Quince?** [HELP TO EN8]
11:55: EN8: ¡Quince! Sí, ¿y tú?
12:00: **EN8: ¿Y tú?** [REP.]
12:02: SP8: Yo también tengo quince años.
12:05: EN8: Qui / quince años...
12:08: **SP8: Sí, yo también**. [REP.]

12:10: EN8: Ahm, sí. // Hm, ¿dónde / dónde está [SP name]?↓ [LAT. TOPIC]
12:15: SP8: [SP name] está en otro ordenador.
12:18: EN8: Ah, sí.
((…)) [Background noise]
12:34: EN8: Cuán // Hm... (3''). Lo siento.
12:41: SP8: No, tranquila. [COURTESY]
12:42: **EN8: ¿Cuándo es las / las fallas?** ↓ [MAIN T.]
12:46: SP8: ¿Qué? [AVOID M. C.]
12:48: EN8: Las fallas. [REP.]
12:51: **SP8: Sí, que // Hm (3''). Ahora tenemos las fiestas, en fallas.**
12:59: EN8: Ah sí / hm...
((…)) [EN8 talks to the teacher; background noise]
13:18: **EN8: Ah // ¿Cuándo son tus / tus *cimple...* cumpleaños?** ↓ [LAT. TOPIC]
13:27: EN8: ¿Cuá // cuándo son tus, ahm, cumpleaños?↓ [REP.]
13:35: SP8: Es el // El doce de noviembre.
13:37: EN8: Ah sí, ahm...
13:40: SP8: ¿Y el tuyo? [INTEREST]
13:43: EN8: *Tuyo,* ahm... (2'') ¿Nueve de septiem / septiembre?↑ [PRONOUNCED AS A QUESTION]
13:53: SP8: (( ))
((…)) [14:19: so many technical problems with sound that pupils start using the chat (14:49: SP8: *podemos hablar por aquí*)]
[SP8 leaves the chat with nice messages, e.g. *we can speak another day jajajja, nice to meet you*]

This BBB conversation is brief (only lasting around 4'), but interesting regarding topic development and power relationships in discourse. Besides, it is a clear example on how important the role of technical problems with tools is when carrying out telecollaborative exchanges.

In these minutes, the task topic is hardly developed. The main topic, related to festivities and holidays, is introduced at 12:42' by EN8, the pupil starting the conversation. However, lateral topics appear soon when, less than a minute later, EN8 asks SP8 for his/her birthday. There are more lateral topics, as asking for other classmates, so pupils do not focus on the task one. Negotiation of meaning for intercultural aspects, as a consequence, is not as present as it was in the other exchanges we have analysed. Furthermore, the limited number of minutes we count with in this BBB communication make the number of utterances and interaction turns for a same topic or

subtopic smaller than in the previous BBB sessions (a maximum of 9 when talking about birthdays); at its turn, the pattern "question-answer" is more rigid than in previous sessions, together with the importance of lateral topics. Speaking turns are generally managed according to this pattern "question-answer/lateral topic", but silences arise from technical problems, too.

Concerning power relationships on discourse, the limited number of minutes we analyse here let us notice that both pupils make questions, although some of them concern technical aspects (as having webcam, e.g.). Both pupils present a similar amount of production in terms of interaction turns (EN8: 22, SP8: 20), although they do not share the same role in communication. SP8, particularly, helps the non-native speaker in the FL production (saying *quince* ('fifteen')*,* e.g.) with a lot of courtesy. Besides, SP8 suggests writing in the chat and finishes the conversation in this environment with a lot of courtesy and politeness (e.g. *nice to meet you*). This pupil also tries to solve misunderstandings and avoid missed communication repeating messages to EN8, asking new questions and helping him/her with the language.

As a whole, this is a useful intercultural exchange but with a smaller number of speaking turns for intercultural aspects (only related to *Fallas*) and negotiation of meaning. Technical problems with sound play an essential role in this BBB session, so that, in the end, pupils have to use the chat BigBlueButton offers in order to pursue the conversation.

BBB session 4. "BBB EN-SP 1 Room 2 [names]". Mon Mar 10, 2014 (24')

10:20: SP1: [Hola.
10:20: EN1: Hola].
10:22: EN1: Ahm, ¿qué tal?
10:25: SP1: Bien (2''), **¿y tú?** [COURTESY]
10:28: EN1: Ahm / muy bien gracias, estoy cansada.
10:34: EN1: Ahm, hablamos //¿(( )) las fiestas?↓
10:45: **SP1: ¿Perdón?** [AVOID M. C.]
10:47: EN1: Ahm...
10:48: **SP1: ¿Dime?**
10:51: **EN1: Ah // ¿Qué tipo de fiesta es / a / las fallas?↓** [MAIN TOPIC]
10:57: **SP1: Ah, las fallas // Hm (2'') las fallas son // es un / un grupo de gente que mon / que hace...** *Ueh*, **a ver... (2'') Un grupo de gente que hace como si fuera un / un homenaje o algo así (3'') a diferentes cosas // haciendo muñecos.** [INT. ASP.]
11:21: EN1: Ah, bien // ah, vale. ¿Cómo se ((celebrán))?↓ [INTEREST]
11:28: **SP1: ¿Dime?** [AVOID M. C.]
11:29: **EN1: Ah, ¿cómo se ((celebrán)), hm, fallas?**
11:34: SP1: Pues, eh, eh, se su / eh // En las fallas se suele...// La falla se / pues comprar pe/ petardos, eh, fuegos artificiales, y. // Y eso, [así,
11:51: EN1: Ah...]
11:51: SP1: = la gente celebra las fallas con fuegos artificiales y petardos. [INTERCULTURAL ASPECT]
11:57: EN1: Sí. Ahm, ya. (3'') Ok.
12:09: **EN1: ¿Qué se hace en Semana Santa?↓** [NEW SUBT.]
12:15: SP1: ¿Semana Santa? [REP.]
12:17: EN1: Sí (2''), ¿qué se hace?↓
((...))
13:00: SP1: Eh, dime, dime / es que estaba...
13:04: EN1: Hm, ¿puedes repetir, por favor?
((...)) [Background noise]
13:19: EN1: ¿Puedes escucharme?
13:30: EN1: No... (2'') Ah, SÍ, SÍ, SÍ.
13:37: SP1: ¿Me escuchas? [TECHNICAL PROBLEMS]
13:38: EN1: [Sí,
13:38: SP1: Vale].
13:39: EN1:= ¿me escuchas // me escuchas bien?
13:42: SP1: Sí, sí.
13:43: EN1: Ah sí, ahm...
13:43: SP1: Sí, yo a ti te escucho bien.
13:48: EN1: ¿Qué se hace en Semana Santa?↓ [REP.]
13:53: **SP1: Eh, se celebra el nacimiento de Cristo, ehm...** [INTERCULTURAL ASPECT**]
14:00: EN1: Sí, ahm / ¿cuánto tiempo dura? [EMPH.]
14:04: SP1: Una semana, creo // Una semana aproximadamente.

14:09: EN1: Vale. Hm, (2'') ¿cuál es tu festival preferido?↓

14:20: SP1: ¿Mi festival preferido? Pues // El mío serían las fallas. Las fallas es / están bien. ((…)) [Sound problems]

14:54: EN1: ¿Puedes, puedes escucharme?

14:57: SP1: Sí, sí, sí.

15:02: **EN1: ¿Cómo se celebra el Día del Santo?↓** [NEW SUBT.]

15:07: SP1: ¿Dime, dime?

15:09: **EN1: Ahm, ¿cómo se celebra el Día del Santo?↓** [REP.]

15:14: SP1: ¿El día de qué?

15:16: **EN1: Del santo.** [REP.]

15:28: SP1: Ah, el día de Todos los Santos, el día…[N. M.]

15:32: EN1: Sí (3''). ¿Cómo se celebra?↓

15:48: SP1: (( )), ¿me escuchas?

15:52: EN1: Sí.

15:55: SP1: Eh, ¿puedes repetir?

15:59: **EN1: Ahm, ¿cómo se celebra el día del san… Día, Día del Santo?↓** [REP.]

16:06: SP1: Eh, se (3''), es un // Se celebra / es una tradición católica en honor a todos los santos [I. A.]

16:19: EN1: Sí… (2''). ¿Es quin.. /quinceanueva/ una fiesta importante para chicas?↓ [NEW SUBT.]

16:35: SP1: ¿Cómo, cómo? [AVOID M. C.]

16:37: EN1: Ehm, ¿es quinceañera una fiesta importante para chicas?↓ [REP.]

16:45: SP1: Bueno, importante para // es importante para todos. [PERSONAL OPINION]

16:50: EN1: Ah, sí.

((…)) [Lot of background noise]

17:01: SP1: ¿Cómo? [AVOID M. C.]

((…))

17:54: EN1: ¿Cuántos días de ((vecaciones)) tú *recibir* para fallas?↓

18:04: SP1: ¿Para fallas?

18:06: EN1: Sí.

18:09: SP1: Ehm… Creo que son tres o cuatro días [INTER. ASP.**]

18:12: EN1: Ah, sí // Es divertido, ¿no? [POS. FB.]

18:17: SP1: Sí.

((…)) [Background noise]

18:39: EN1: ¿Cuáles prefieres?↓

18:42: **SP1: ¿Repite? ¿Puedes repetir?** [AV. M. C.]

((…)) [EN1 talk to the teacher; technical problems lead them to follow by chat]

[They change into English by chat: *SP1: hablamos ingles ahora*?? (19:55')]

In this case, technical problems with sound make it impossible to follow the interaction speaking from minute 18. However, the minutes available to analyse (around 9') let us observe interesting issues. In this conversation, the pattern "question-answer" is the most observed one, promoting not many opportunities for overlaps and enhancing new subtopics under the topic on holidays and festivities. Most questions are asked by EN1, as we will explain with more detail down here. Most silences arise from technical problems, particularly with sound, and from minutes devoted to ask both teachers. For overcoming silences and communicative problems, both pupils repeat messages and ask their partner to repeat what he/she has just said.

Power relationships in this case, however, are not so balanced than in other BBB sessions. In this conversation, the role of the native speaker is interesting, as this Spanish pupil is giving intercultural information to EN1 that is not true (remarked with [**]). As an example, we can point out that we do not celebrate the birth of Jesus Christ at Easter, but at Christmas. However, we can take this as a spontaneous mistake, as the one about the days for *Fallas* (festivity for which Valencian people have a whole week without classes). Besides, SP1 is hardly making questions to EN1, being this last the pupil introducing the main topic ("10:51: EN1: Ah // ¿Qué tipo de fiesta es / a / las fallas?↓" ('Which kind of festivity is *Fallas*?')), asking several questions on the same and proposing new subtopics on festivities (e.g. Easter or the *"Día del Santo",* All Saints Day). These questions are shown on the amount of production of both pupils, as EN1 produces more than SP1

in terms of interaction turns (EN1: 35, SP1: 30), and play an essential role in this BBB session when introducing new subtopics. As there are a lot of new subtopics (according the minutes we count with), the number of utterances and interaction turns for the same (sub)topic in this BBB session is not so high as in other ones; the highest one is regarding *Fallas,* with a total of nine.

SP1, particularly, asks for doubts, tries to avoid missed communication when dealing with technical problems (so does EN1) and enhances negotiation of meaning in one intercultural aspect ("*el Día del Santo*", meaning *el día de Todos los Santos*, All Saints Day). SP1 is also the one deciding to change into English (writing in the chat, as sound problems make it impossible to talk from minute 18) with a question (and not an order, which shows courtesy to EN1). SP1 also shows courtesy starting the conversation, as well as EN1, with formula as *¿qué tal?* ('how are you?') or *bien, ¿y tú?* ('fine, and you?')*.* In this particular case, both pupils say *hola* ('hello') at the same time, creating an overlap when starting the conversation.

In conclusion, we can conclude that SP1's role could have been more important in the conversation, as the information provided to the non-native speaker is not so interesting, detailed and correct as the one from other Spanish pupils in other sessions.

BBB session 5. "BBB SP-EN 1 Room 3 [names]". Mon Mar 10, 2014 (22')

08:47: **EN2: Hola.**
08:50: SP2: Hola.
08:52: **EN2: ¿Qué tal?** [COURTESY]
08:54: SP2: Bien, muy bien (( )).
08:58: EN2: Hm, bien, gracias.
09:04: **SP2: Bueno, ¿(( ))?**
09:12: **EN2: Em, ¿empezamos?**
09:16: **SP2: Sí, eh / ¿quieres que empecemos en español o en inglés?** [COURTESY & NEGOTIATION]
09:19: EN2: Eh, no sé [EN2 asks the teacher]. Ok, ¿en español? [NEGOTIATION]
09:26: SP2: (( ))
09:27: EN2: ¿Sí, ok? (3'') **Ahm, hm (3''), ¿qué tal fallas?**↓ [MAIN TOPIC]
09:36: SP2: ¿Fallas? / Eh, muy bien, estamos a punto de empezar, este / este sábado se empiezan y es muy divertido y, ehm / muy interesante porque, eh // hay como (( )) eh, **hace esculturas con materiales un poco más** (( )) **esculturas y, al final de las, de las fiestas, eh / las queman**. [INT. ASPECT]
10:16: EN2: Sí, bien.
10:18: SP2: (( )) es muy interesante y muy divertido.
10:22: EN2: Bien (( )) (5'') Ok, ahm (2''). **Ahm, te, ahm, ¿te gustaría ir a los San Fermines?**↓ [NEW SUBT.]
10:42: **SP2: ¿San Fermines? Ehm / a mí no me gustaría mucho porque yo no estoy muy a favor de los San Fermines /, porque no me gusta la idea de,**

(2'') ehm, porque, / San Fermines consiste en, ehm, / hacer correr a los toros y correr delante de ellos / y muchas veces se les hace daño... [OPINION & L. T.]
11:06: EN2: [Sí.
11:07: SP2: = y a mí] eso es lo que no me gusta, que se haga daño a los / a los animales, por eso no soy muy (( )). [PERSONAL OPINION & LAT. TOPIC]
11:15: EN2: Bien (2''). Ahm (2''), ahm, **¿qué comes, ahm, durante la Semana Santa?**↓ [NEW SUBT.]
11:27: SP2: ¿Semana Santa? (2'') **Espera un momento.** [COURTESY]
((...)) [SP2 talks to the teacher]
12:18: EN2: Ok, ah, tú // Ah, ah, ¿qué comes durante la Semana Santa?↓ [REP.]
12:27: SP2: Semana Santa, ehm // Bueno, antes de Semana Santa hay un período que se llama **cuaresma** / eh, que, es // Se come... **Lo que no se come es carne**. Se come pescado, verduras, de todo menos carne (5''). Vale. Y, durante (2''), bueno, está la cuaresma y después durante la Semana Santa se come normal. [INTERC. ASPECT & LAT. TOPIC]
13:03: EN2: Ok. (2'') *Wait,* un momento.
[EN2 asks for technical problems with sound]
13:28: **EN2: ¿Puedes subir el volumen? Gracias.** [COURTESY]
((...)) [Sound problems]
13:58: SP2: ¿Se escucha ahora?
13:59: EN2: Sí, sí.

14:01: SP2: ¿Bien?

14:02: EN2: Sí, bien.

14:03: **SP2: Es que... este micrófono va un poco / un poco mal. Vale.** [COURTESY]

14:11: EN2: Se es, ¿me escuchas?↓

14:13: SP2: Bien.

14:15: EN2: Sí, ahm. Ok // Hm, ¿celebras el Día del Santo?

14:24: **SP2: ¿Del santo? ¿Pero a qué te refieres?** [N.M.]

14:27: EN2: Ahm / ah, *yeah,* ¿celebras el Día del Santo?↓ [REP.]

14:36: SP2: Hm, espera un momento (3''). Eh, quieres decir que, por ejemplo, eh / cada, cada // hay días diferentes que hay, por ejemplo, alguien que se llama Carlos, está santo Carlos, [San Carlos...

14:54: EN2: Sí, sí...

14:55: SP2: = entonces...

14:55: EN2: = Sí].

14:56: **SP2: = ¿te refieres a eso o (( ))? ¿A, o a (( ))? ¿Te refie, te refieres a eso?** [N. M. & HELP TO EN2]

15:08: EN2: Ah (( ))... Ahm, ahm, /¿tienes / es, es un Santa ((Jordí)) / o no? (5'') Hm... (2'') Hm, ahm, *I don't know... Ueh,* ¿celebras el Día del Santo / para tú / para ti?↓[N. M.]

15:34: **SP2: ¿El santo?** [N. M.]

15:36: **EN2: Sí // ¿es, es el santo ((Jordí))?↓** [N. M.]

15:42: SP2: ¿Cómo, cómo? Es que no, no oigo bien, espera. [AVOID M. C.]

15:46: EN2: Es, es...

((...)) [EN2 asks the teacher in English]

16:03: **EN2: ¿Hay un Sant Jordi?↓**[REFORMULATION]

16:05: **SP2: Sí, yo me llamo Jordi, claro, vale, mi / vale.** [UNDERSTANDING]

(LAUGHS)

16:10: SP2: (( )) mi santo es / 22 de abril...

16:13: EN2: [¿Ah, sí?

16:13: **SP2: Y ese día...] Sí.**

16:16: EN2: Sí.

16:16: **SP2: = (( )) también es el día del libro. [INT. ASPECT, LAT. TOPIC, *]**

16:19: EN2: Ah, ok. Ah / *yeah.*

16:25: **SP2: La gente se regala / libros, (( ))... [INTERCULTURAL ASPECT & LAT. TOPIC]**

((...))

16:41: **EN2: Should we / should we speak in English now? ¿Sí?** [COURTESY; QUESTION, NOT ORDER]

This BBB session (lasting around 8') provides us with interesting data regarding intercultural aspects, power relationships in discourse and all the variables we aimed to analyse. First and foremost, we should point out the role of the native speaker in this interaction. Although the full names of pupils are not available (in order to respect their privacy), thanks to the codes used we can see that SP2 is the same Spanish pupil performing in this session and in BBB session 2. In both conversations, this Spanish pupil performs well, helping the English partner, providing him/her with interesting information about intercultural aspects, enhancing negotiation of meaning (e.g. what EN2 referred to with "*el Día del Santo*") and solving communicative difficulties arising from technical problems, avoiding, at the same time, missed communication. In this particular BBB session, SP2 speaks Spanish, whereas in BBB session 2 he spoke English. According to that, we suppose he feels more comfortable talking in his own mother tongue and produces larger sentences, introducing intercultural aspects, lateral topics, personal opinions and moral issues (as harming animals, e.g.). We are referring to *him* because, in fact, he refers to Saint Jordi, one of the lateral topics and new subtopics arising in this conversation, together with giving books as a present in this day (but the 23th, not the 22th) or *cuaresma* ('Lent'), this last aspect appearing for the first time in this session.

EN2, however, has also an important role in this interaction. This pupil asks questions to SP2, which makes it possible to introduce intercultural aspects as *el día del libro* (one day in which people give books as a present and books are sold on the streets) or *cuaresma* ('Lent') and lateral topics as harming animals. EN2 is also the one starting the conversation and introducing the topic, asking SP2

for *Fallas,* in minute nine, and saying to change into English in minute sixteen. Although EN2's amount of production in terms of interaction turns is similar to SP2's one (SP2: 26, EN2: 27), we must remember that SP2 produces larger and more complex sentences.

Courtesy is shown by both pupils from the very beginning, in which they negotiate in which language they start talking. Individually, EN2 shows courtesy when asking *¿qué tal*? ('how are you?') to SP2, asking him to raise the volume and changing into English, this last action proposed as a question and not as an order (16:41: "EN2: Should we / should we speak in English now? ¿Sí?"). SP2 worries on helping EN2, both with the Spanish language and with intercultural aspects EN2 does not know how to introduce (e.g. *"el Día del Santo",* meaning Saint Jordi's Day).

In general terms, the pattern in this conversation should be "question-answer-lateral topic/new subtopic", as there are a lot of interesting intercultural aspects deriving from the questions of EN2. In this case, as in other BBB sessions, silences arise from technical problems with sound or in those moments in which pupils ask the teacher in their mother tongue. For overcoming these communicative problems, these pupils (ask to) repeat sentences or messages that have not been understood, so conversation keeps on going on properly when these silences stop. The number of utterances and interaction turns for topics and new subtopics in this conversation is generally high; however, as there are a lot of subtopics deriving from intercultural questions, there are topics in which the number is higher, as the one regarding Saint Jordi or "*el Día del Santo*" (eighteen interaction turns between both pupils).

On the whole, this is a pleasant conversation between two pupils, in which both can ask and try to negotiate intercultural meaning without feeling embarrassed. Personal opinions from SP2 are well received and EN2 shows interest on intercultural aspects from Spain. SP2 has an essential role as the native speaker, not only showing EN2 how to make long sentences in Spanish but also introducing new points of view and subtopics we have not seen before, as *cuaresma* ('Lent')*.* That makes EN2 feel interested in the exchange. As an example of this interest, we can observe that EN2 tries to make clear what he/she is referring to with "*el Día del Santo*" with a lot of effort, so that, in the end, negotiation of meaning is achieved and pupils reach a full understanding on this issue. In conclusion, so, this is a successful and enriching intercultural communicative exchange.

BBB session 6. "BBB SP-EN 1 Room 8 [names]". Mon Mar 10, 2014 (22')

01:29: EN9: Holaa.
01:33: EN9: ¡Holaaaa!
01:45: SP9: Hello!
01:47: EN9: ¡Holaaa! (3'') ¿Qué tal? [COURTESY]
01:55: SP9: I'm [SP9's name], and you?
02:04: SP9: What's your name?
02:06: EN9: Ahm // me *llama* [EN9's name] // [[EN9's
name].
02:10: SP9: ¿Cómo?]
02:11: EN9: Hm, [EN9's name], me *llama* [EN9's name] // Ahm, ¿cómo te llamas? [INTEREST]
02:17: SP9: Me llamo [SP9's name].
02:20: EN9: Ahm, ¿perdón?
02:22: SP9: [SP9's name] // [SP9's name].

02:26: EN9: Ah, ok. Ok / Hola. (LAUGHS)

((…)) [EN9 talks in English with a partner]

03:06: **EN9: Ahm, (( )) ¿cuántos años tienes?**↓ [INTEREST & LAT. TOPIC]

03:11: SP9: Eh, sixteen, and you?

03:14: EN9: Oh, ahm // quince años.

03:17: **SP9: When is your birthday?** [LAT. TOPIC]

03:19: EN9: Ahm, 31 de decemb / de diciembre…

03:28: SP9: My birthday is / ehm… (( )) of February.

03:34: **EN9: ¿Perdón?** [AVOID M. C.]

03:36: SP9: 13th of February.

03:39: EN9: Ah, ok.

((…)) [EN9 talks to the teacher]

04:39: **EN9: Ahm (2'') en las / falla, ahm, ¿cuándo se celebra // en las fallas?** ↓[MAIN TOPIC]

04:55: SP9: (( )) is your favourite (( ))?

05:06: EN9: ¿Per, *pardon?*

05:09: **SP9: Eh, what is your favourite party?** [NEW SUBT.]

05:12: EN9: Ah, ok. Hm // mis, ahm, fiesta *preferido* es, ahm, (2'') ah, la…

((…)) [EN9 asks the teacher]

05:30: EN9: Ahm, mi fiesta preferido es (2''), ahm, (5'') es, ahm / hm, (5'') el, el *Noël* (2''). Ahm, ¿y tú?

05:57: SP9: ¿Qué? [AVOID M.C.]

05:59: EN9: Y tú, cuándos, ah, *wait…* Oh, ehm…

06:03: [SP9: Eh…

06:04: EN9: = ¿cuándo tu fiesta preferido?↓] [REP.]

06:09: SP9: My favourite party is eh / *osea,* Christmas.

06:14: EN9: Ah, // OK. Ahm…

06:20: SP9: Now, eh (2'') what is your (( ))?

((…)) [SP9 talks to a partner in Spanish]

06:50: SP9: The (2'') next week…

06:53: [EN9: Sí.

06:54: SP9: = (( )) to class?]

06:57: **EN9: ¿Perdón?** [AVOID M. C.]

06:59: **SP9: The next week / you go to class?** [L. T.]

07:04: EN9: *You all* (( )) *to class*?

07:08: **SP9: Eh // The next week (( )), hm, (( )) in Valencia, is Fallas and we don't go to the class.** [INTERCULTURAL ASPECT]

07:19: EN9: Oh, sí, sí. Ahm…

((…)) [EN9 asks the teacher]

07:39: **EN9: Tú es suerte.** [POS. FB.]

07:41: [SP9: ¿Qué? [N. M.]

07:41: EN9: Tú es muy su…]

07:42: EN9: Tú es suerte. [REP.]

07:46: **SP9: I don't understand you.** [AVOID M.C.]

07:48: EN9: Ahm (3''), ehm… Ahm…

((…)) [EN9 asks an English partner]

08:08: EN9: Ahm, porque no, hm (4'') tú // *not*…

08:15: **SP9: ¿Porque no hay clase?** [HELP TO EN9]

08:16: EN9: Ahm, sí // tú es muy suerte por la fallas.

08:24: **SP9: Is a party, and the girls and boys dress**

big // wigs… (2'') dress / dresses. [And…

08:40: **EN9: Ah, sí.]**

08:45: **SP9: Ehm, there are many…**

((…))[8]

((…)) [EN9 leaves the BBB for some seconds]

09:28: SP9: Eh (2'') In this // in the last, *no.* // The… In Fallas, there are many (2''), hm, eh, *espera…*

09:53: **EN9: Ok, ok // ¿En las, ahm, vacaciones *pasada*, a dónde fuiste?**↓ [NEW SUBT.]

10:09: SP9: I stayed in my / in my town, Sagunto / because in Christmas (( )) my family are.. (( )) eh // my family (( ))…

((…))

10:31: **SP9: - in my grandma house and dinner, eh, together.** [INTERCULTURAL ASPECT]

10:37: EN9: Ah sí, sí. (2'') Hm, hm, la vacaciones *pasada* fui ((en avión)) en Francia // ahm, con mis padres // porque tengo un / tengo una casa // en el campo, en Francia.

11:11: SP9: My cousins, eh, are // Eh…

((…)) [SP9 asks a question]

11:21: **SP9: - are French.** [LATERAL TOPIC]

11:24: EN9: Oh, sí.

11:26: **SP9: Eh, my cousins, eh, in the // eh, 24th of December, go to France and stay (( )).**

11:39: EN9: [Ahm…

11:39: SP9: (( ))]

11:42: EN9: Sí…

11:42: **EN9: Ahm (5''), ahm (3''), ¿cuáles vacaciones prefieres?**↓ [NEW SUBT.]

11:55: **SP9: My favourite eh, par // Eh, vac / My, eh / (( )) is Christmas.** [AVOID M. C.]

12:07: EN9: Ahm, mi // **Cómo se dice… Me //** Ahm, *yeah,* me también. [N. M.]

12:16: **SP9: ¿Qué?** [N. M.]

12:18: EN9: Ahm, don't worry, don't worry / it's OK. Mi también, me gusta, ahm / me gusta mucho, ahm, *el Nöel* (3''). En, en Inglaterra, ahm, el…

((…)) [EN9 asks the teacher]

12:44: **SP9: One moment, one moment, please.** [COURTESY]

13:27: SP9: (( )) do you do in summer? [NEW SUBT.]

13:31: **EN9: ¿Perdón? (3'') ¿Perdón? No *comprende*.** [N. M.]

13:45: **SP9: That you / that you do in summer?** [REP.]

13:50: EN9: Ahm // En el, en el verano, hm, oh, ahm (2'') quedar con mis amigos y // Hm (2'') hm, oh, ahm, fuimos al ((excellent)) (( )), el / hm / en Italia. (4'') ¿Sí? Hm, y en el / hm, de Semana Santa , ahm (3'') es/ esquió con mi familia / esquío // Ahm, ¿y tú? Ahm, ¿qué/ qué *hase* en le, la ve/ verano *pasada*?

14:59: SP9: I (( )). Is an (( )), an… Is an (( ))

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8 SP9 asks a partner *¿Cómo se dice 'muñeco de falla'?* ('how do you say muñeco de falla?'), showing interest in the explanation.

((…)) [A lot of background noise]
15:24: EN9: Sí.
15:34: EN9: Ok, ahm…
15:41: SP9: Eh, and I life // I live in the / in the beach. In / Every, every mornings go with my friends and the pool // and pool and the / and the beach. But every / every fridays go to (( )) and (( )).
16:09: **EN9: ¡Ah! ¡Qué guay!** [POS. FB.] **Ahm, ¿dónde vives / en España?**↓ [LATERAL TOPIC]
16:18: SP9: In Sagunto, but I live in beach, eh… (( ))
16:27: EN9: Pero en / ahm, norte / en *suerte,* en… (2'') Ahm / oeste… Ahm, a ¿dónde?↓ [INTEREST]
16:40: SP9: (( ))
16:42: EN9: Oh, en España, like… (2'') ¿Dónde en España, hm, like *suerte,* oeste…? ¿Dónde vives?↓
16:57: SP9: In (( )).
17:01: **EN9: ¿Perdón?** [AVOID M. C.]
17:07: SP9: (( )) ((*west*)).
17:08: EN9: Ah, sí, sí. (2'') ((*West, west*)).
((…)) [EN9 talks to the teacher]
17:23: **SP9: Where do you live?** [INTEREST]
17:25: EN9: Oh, ahm / vivo en Londres, en, hm / Inglaterra, en la capital // en oeste Londres.
17:38: SP9: I was travel at // a, a London in (5'') *dos mil… cuatro.* [LATERAL TOPIC]
17:52: EN9: Sí, ahm… (2'') ¿Le gusta? ¿Te gusta?

18:02: SP9: And I *want* // go to the // *noria…*
18:10: **EN9: ¿Perdón?** [AVOID M. C.]
18:14: [SP9: Eh…
18:14: **EN9: ¿Ojo // la ojo?**] [N. M.; HELP TO SP9]
18:16: **SP9: No, no… Eh…** [N. M.]
((…)) [SP9 asks for the name of the London Eye]
18:29: SP9: Ah // I will // I want to go at London Eye. When I was *trav* to London, there are many people to up. (( )) [LAT. TOPIC & INTERC. ASPECT]
18:44: EN9: Sí, sí, sí. (3s''). Hm, hm, fuimo / *wait. Iraba* // Ahm, *wait, wait.* Fui en la // en España, hm, dos veces / pero, hm, (3'') yo vo / *wait / I want* ir…
((…)) [EN9 asks the teacher]
19:19: EN9: - pero quiero ir, hm, (2'') España.
19:27: **SP9: Eh, in Spain / the best, ehm, best, eh / place to go is / Barcelona. // Is very beautiful.** [LATERAL TOPIC & PERSONAL OPINION]
19:36: EN9: Sí, sí. Ahm // Fuimos con mi familia, hm, la semana // Hm, dos años pasada (3''). Hm, hm, era (( )) (2'') era muy caliente y, hm…
20:01: SP9: Valencia, in Fallas, is very beautiful. (2'') This is [Spanish name]. *¡Hostia!* / This is [SP name].
((…)) [SP9 taks to the partner that just appeared]
20:12: **SP9: Good bye!!**
20:15: **EN9: Ahm, ¡adiós!**
[A VERY FAST GOODBYE]

This last conversation (around 19') is also very enriching for the present research, as intercultural aspects and negotiation of meaning have an essential role between pupils. Both SP9 and EN9 try to be understood in the TL language as, once again, this conversation is another *dual* tandem. Accordingly, both try to help their online partner, not only with language issues but also when discussing about intercultural aspects in a FL (e.g. *el ojo* meaning the London Eye). These intercultural aspects appear as lateral topics or new subtopics under the main topic on holidays and festivities, introduced by EN9 (the same pupil starting the conversation) in minute four as a question about *Fallas.* However, new subtopics and lateral topics start appearing in the conversation soon (how Christmas is celebrated in both countries, SP9's cousins in France, the London Eye, beautiful places to go in Spain, etc.). That is why, in the end, lateral topics and new subtopics mostly become the scheme of the conversation (see appendix one for chat and BBB sessions' scheme).

In most of these topics, pupils need to negotiate intercultural meaning, as in the case of the London Eye or *el ojo* ('the eye', its literal translation). Negotiation of meaning is also carried out when EN9 tries to tell SP9 he/she is lucky because in Spain pupils do not have class in *Fallas,* but he/she does not know how to say it in Spanish. The main scheme of the conversation should be "question-answer", although, as we have just mentioned, questions embrace several subtopics within the framework of holidays and festivities and lateral topics deriving from them.

Silences, as in other BBB sessions, arise from those moments in which technical problems make it impossible to follow (or start) the conversation, or in which one pupil ask his/her teacher or a partner for a question. These silences normally derive in new information on the same topic or in new subtopics. As there are different new subtopics and lateral topics, sentences and interaction turns for a same one are not high in them all (e.g. the one about London and the London Eye is high, with ten interaction turns between pupils).

Concerning power relationships in discourse, we can state that speaking turns are managed in a correct way following the pattern "question-answer" together with some overlaps and the appearance of lateral topics and new subtopics deriving from these questions and answers, as we have explained. Pupils' amount of production in terms of interaction turns in this BBB session is more or less balanced (SP9: 52, EN9: 55), as both of them worry for understanding and being understood, asking questions, helping the partner and avoiding misunderstandings and missed communication by enhancing negotiation of meaning. Furthermore, both *native speakers* help both *non-native speakers* when using the FL to explain intercultural aspects (as the London Eye) and trying to make themselves understood (e.g. when EN9 talks about Christmas, *Noël*). Besides, both pupils try to adapt to the level of their interlocutor and leave the floor to them in the exchange.

Finally, in this BBB session, courtesy seems to be more important in beginning the exchange than in finishing it, as SP9 is very quick in leaving the BBB room and only says a fast *good bye* to EN9, which answers with a simple *adiós.* In general terms, there is a successful intercultural exchange with two native speakers performing well, in which mistakes (e.g. grammar ones) do not avoid communication. Important problems making it difficult are, again, technical ones with sound.

3.2.2. Overall results and discussion

Once we have analysed the previous chat and BBB sessions paying attention to pupils' production in each tool according to a set of variables and criteria (objective *a*), also remarking technical problems and misunderstandings arising from them (objective *b*), above all in BBB, in this section we aim to summarise which patterns are the most usual ones in both tools (BBB and chat) for each variable we aimed to analyse (objective *c*). This section will also answer the research questions we have introduced and, as a consequence, we will validate (or not) our hypotheses. Next four subsections embrace the variables and criteria introduced in the section about data analysis, presenting and comparing findings in each environment thanks to this analysis.

- Conversation beginnings and endings/language change

From the sessions we have analysed, most chat conversations are opened by Spanish pupils

(n = 5/7), whereas in BBB interactions English pupils generally start to speak (n = 5/6). However, in BBB S4 both pupils open the conversation, creating an overlap. Concerning endings or changes of language, we observe that Spanish pupils are normally the ones making these decisions (chat = 6/7, BBB = 5/6). Table four down here shows this information for each session in both environments.

Table 4. *Who initiates, ends conversations or changes languages in sessions*

		S1	S2	S3	S4	S5	S6	S7 (chat)
Chat	Beginnings	EN	SP	EN	SP	SP	SP	SP
	Language change	SP	SP	SP	SP	SP	EN	SP
BBB	Beginnings	EN	SP	EN	BOTH	EN	EN	∅
	Endings/language ch.	SPs*	SP	SP	SP	EN	SP	∅

*Note1: SP = Spanish pupil (SPs = Spanish pupil, in BBB S1), EN = English pupil.

We also aimed to analyse how these actions take place in interactions, pointing out pragmatic elements on politeness and courtesy for each case and in both environments, embracing how pupils start the conversation, leave the session and/or change into another language. As it has been explained in each case, in the section *results per session*, courtesy and politeness are shown in most cases for starting the conversation (chat: 7/7; BBB: 6/6) and leaving it or changing into English (chat: 6/7; BBB: 5/6). Nevertheless, in some sessions courtesy is not so remarkable; we are not meaning pupils are not polite to each other, but there are some cases in which they do not worry so much on showing courtesy when leaving or changing language. As an example, we can point out that, in BBB session 6, there is a very fast goodbye by the Spanish pupil. Furthermore, in chat session 5, changing language is presented (by SP) as an order and not as a suggestion, and we consider it is better to ask whether to carry out this action or not. Finally, we can state that formula as *¿qué tal?* ('how are you?') and happy emoticons present in some chat sessions play an important role on courtesy, create a pleasant atmosphere and promote a better intercultural communication.

- Target language use in topic development

In this second point, we aim to remark briefly how topic development in each environment is managed. Table five on next page specifies the task topic for each chat and BBB session, the number of lateral topics and who (the Spanish or English pupil) cares more for negotiation of meaning in each one; that is, who cares more for a full understanding in very varied issues, makes questions on these aspects and emphasises more in intercultural matters and misunderstandings arising from them, until reaching a complete understanding on these aspects. We also remark the environment

in which utterances and interaction turns for the same (sub)topic are higher. In order to see the lateral topics appearing in each chat and BBB session, and not only how many they are, please refer to appendix one. Schemes for each conversation are also provided in this first appendix.

Table 5. *Topic development in both environments*

	S1	S2	S3	S4	S5	S6	S7 (chat)
Task topic	Talking about holidays and festivities (what to do on holiday, Christmas, *Fallas,* etc.)*						
Lateral topics (total number)	Chat: 1 BBB: 7	Chat: ∅* BBB: **8**	Chat: 2 BBB: 3	Chat: ∅ BBB: ∅	Chat: 2 BBB: 3	Chat: 4 BBB: **8**	3
Negotiation of meaning by...	Chat: SP BBB: BOTH	Chat: ∅ BBB: BOTH	Chat: ∅ BBB: SP	Chat: SP BBB: SP	Chat: SP BBB: SP	Chat: ∅ BBB: SP	SP
Utterances and interaction turns for the same (sub)topic are higher in the environment...							
S7 (chat)	S1	S2	S3	S4	S5	S6	
In this **chat**, there are a maximum of nine interaction turns for the same (sub)topic (talking about both pupils did at Christmas).	**BBB** (e.g. **23** about people they spend Christmas with)	**BBB** (e.g. **19** about playing instruments and music, a lateral topic)	**BALANCED** (chat: **8** about Valencia; BBB: **9** about birthdays)	**BALANCED** (chat: **8**; BBB: **9**, both about *Fallas*)	**BBB** (e.g. **18** about Sant Jordi or *"el Día del Santo"*)	**BBB** (e.g. **10** about London and the London Eye)	

*Note1: Depending on the date of each session, pupils focus more on a festivity or holiday embraced on the main topic. On chat sessions, pupils focused more on Christmas, while on BBB pupils normally focus on different holidays and festivities (*Fallas, "el Día del Santo",* etc.).
*Note2: Neither lateral topics nor important misunderstandings arising in sessions with symbol [∅].

As it is shown in the table above, lateral topics are generally higher in BBB sessions and interaction turns for the same (sub)topic are higher in this environment, too (or balanced in both environments). In addition, we can make other remarks in the use of the TL. In general terms, silences appear more in BBB sessions, mostly arising from technical problems with sound. In order to deal with these problems, pupils normally repeat messages, ask their partner to repeat what he/she has just said or, simply, introduce new or lateral topics. Finally, the use of emoticons together with words is not present in all chat sessions we have analysed, but in those in which they appear they have a very important role: fulfilling the emptiness of not having the online partner in front of you and knowing how he/she feels about what is being said.

- Power relationships in discourse

This section is devoted to sum up how speaking turns are managed in each BBB and chat session, including all the variables embraced in table six on next page. As we can observe, among other aspects, English pupils generally introduce topics, although Spanish ones normally make

decisions as changing language, e.g. In BBB sessions, particularly, aspects two and three (making questions, asking for doubts and emphasising on misunderstandings) are more balanced.

Table 6. *Power relationships in discourse*

	S1	S2	S3	S4	S5	S6	S7 (chat)
Who...							
Introduces the topic	Chat: EN BBB: EN	Chat: SP BBB: EN	Chat: SP BBB: EN	Chat: EN BBB: EN	Chat: SP BBB: EN	Chat: SP BBB: EN	EN
Makes the questions and asks for doubts	Chat: SP BBB: BOTH	Chat: SP BBB: BOTH	Chat: BOTH BBB: BOTH	Chat: EN BBB: EN	Chat: SP BBB: EN	Chat: BOTH BBB: BOTH	BOTH
Emphasises more on misunderstandings	Chat: SP BBB: BOTH	Chat: ∅* BBB: BOTH	Chat: ∅ BBB: SP	Chat: SP BBB: SP	Chat: SP BBB: SP	Chat: ∅ BBB: SP	SP
Makes decisions (e.g. changing lang. or leaving)	Chat: SP BBB: SPs	Chat: SP BBB: SP	Chat: SP BBB: SP	Chat: SP BBB: SP	Chat: SP BBB: EN	Chat: EN BBB: SP	SP
Presents a higher amount of production	Chat: EN BBB: SPs*	Chat: SP BBB: EN	Chat: EN BBB: EN	Chat: EN BBB: EN	Chat: SP BBB: EN	Chat: SP BBB: EN	SP
The role of the native speaker(s)							
Help to the non-native speaker	**Chat:** in this environment, conversations are generally very straight to the point, so there is less help to the non-native speaker than in BBB. We can remark, as examples, constructions for avoiding missed communication as *no te entiendo* ('I don't understand you'), explanations as "Madrid, en el centro de España" ('Madrid, in the centre of Spain', S2) or reformulations ("Te refieres a mis navidades pasadas o a mis próximas vacaciones que son Fallas?", 'Do you mean my last holidays or the next ones, *Fallas*?', S4).						
	BBB: in some sessions, there are two native speakers, so they help each other. In those where not, the help of the native speaker(s) is very present, above all for avoiding misunderstandings in intercultural aspects and missed communication. Native speakers are generally able to adapt to their interlocutors level and help them in tasks.						
Model of language for the non-native speaker	**Chat:** in most chats, native speakers present a correct model of language despite not using capital letters or accent marks, but this is considered a feature of chat language.						
	BBB: in general terms, the model of language of the native speaker (meaning both the Spanish and the English pupils when there are two native speakers in the same conversation) is correct, although there are some mistakes as *hicistes,* with a final *s*.						

*Note1: No important misunderstandings arising in sessions with symbol [∅].
*Note2: Total SPs = 75, although SP8 presents more interaction turns than SP1 (SP8: 49, SP1: 26). EN2, at his/her turn, communicates well and produces a lot (n = 72).

Related to the balance in aspects concerning making questions, asking for doubts and emphasising on misunderstandings, we can make some important remarks. As we have seen in section 3.2.1. showing the results per session in both environments, sessions 2 and 6 in BBB constitute *dual* tandems, as the EN pupil talks in Spanish and the SP one, in English. In general terms, in tandems, the native speaker is able to adapt to the level of the non-native one and leave floor to him/her to participate in the exchange, but, interestingly, this table shows that *dual* tandems are some of the most balanced sessions in the particular aspects just pointed out. In these

dual tandems, responsibility to reach understandings and mutual help is more remarkable in both pupils, promoting a pleasant atmosphere among native speakers and non-native ones.

- Dealing with intercultural aspects (the general variable):

Intercultural aspects play, without any reasonable doubt, an essential role on these online projects. As we have seen in the previous sections, most pupils perform successful intercultural communicative exchanges, promoting negotiation of intercultural meaning and explanations about those features of the Spanish and English culture unknown at first.

Regarding this last variable, a general one, we have paid attention to misunderstandings arising from these intercultural aspects, the negotiation of meaning carried out as their consequence, who carries out this negotiation of meaning in each environment, the role of the native speaker, courtesy shown and, in general terms, all intercultural issues presented in previous sections. As we have seen, there are a lot of lateral topics that introduce interesting intercultural aspects, arising, in most cases, interest among participants. However, as we can see in table five, BBB conversation is more characterised by these intercultural aspects appearing in lateral topics and new subtopics under holidays and festivities; as it seems, chat interactions are, generally, more straight to the point and pupils spend less time to introduce new subtopics or lateral issues. To see intercultural aspects arising in sessions, please refer to section 3.2.1. and appendices 1 and 2.

After analysing each BBB and chat session, we can conclude that, in general terms, results in this project are positive and pupils show interest in knowing more about their partners and their culture, while reinforcing the knowledge on their own culture and language. Furthermore, pupils use their mother tongue or the TL with real communicative purposes, learning and acquiring the language *by doing* (Doughty and Long, 2003 in Jauregi et al., 2011: 79). To sum up, thanks to this intercultural telecollaborative project, pupils work on intercultural aspects, practise topic development while using the FL to communicate with peers from abroad and become more able to learn about their online partners and their culture, showing interest on it. Accordingly, pupils acquire intercultural communicative competence (ICC), explained in Byram's model (Byram in Chen and Yang, 2014: 59), and work on competences, knowledge, skills and attitudes summarised on this model (please refer to figure 1 on page 6 in our paper).

- General considerations and discussion:

Taking all what has been discussed into consideration, we are able now to answer our research questions (RQ) and see whether the hypotheses presented can be validated or not. We shall start by discussing these hypotheses, as we consider this will provide us with further data for answering the different research questions. These are the three hypotheses (*a, b, c*) commented:

(a) Chat communication focuses more on form (Lai and Zhao (2006), Lee (2008) and Shekary and Tahririan (2006), in Golonka et al., 2014: 84) but is shorter than in BBB when analysing turns for every topic or subtopic; that is, there are fewer interaction turns for each one as pupils go *straight to the point*.

The second part of this hypothesis can be validated, as we have remarked in table five on topic development. As we can observe in that table, interaction turns and utterances for the same (sub)topic are generally lower in chat sessions than in BBB ones, as in chat communication pupils go more *straight to the point.* Regarding the first part of the hypothesis, stated by some authors appearing in Golonka et al. (2014: 84), we can make interestings remarks but not provide a categorical answer applying to our project.

On the one hand, the model of language provided by native speakers in chats, even without capital letters and accent marks, is normally correct and enhances a fluent communication; in BBB, communication has proved to be very enriching for non-native speakers as the model of language for them is also good and, in some cases, very well-prepared (see BBB session 5, e.g). Non-native pupils in our research project, on the other hand, try to correct themselves and use the TL properly; however, it is true that, generaly, we can notice more accuracy in the TL in chat interactions, perhaps because they had more time to practise structures (e.g. chat session 6), thanks to "the natural delay inherent in written chat interactions" (Sykes, 2005 in Golonka et al., 2014: 83).

(b) Concerning socioinstitutional level on technology (O'Dowd and Ritter, 2006: 629), technical difficulties, problems with tools and misunderstandings and silences derived from them arise more in VC communication than in the one carried out through chat tools.

This second hypothesis has been validated. Misunderstandings, in fact, are mostly due to technical problems, intercultural aspects introduced in the conversation and problems with the TL by non-native speakers, all more present in BBB sessions. Green marks on BBB transcripts help us to notice these misunderstandings, arising easily as there is more time for interaction, too. Generally, in BBB pupils loose more time on technical problems, particularly on those related to sound.

(c) Topic development (scheme, task topic, lateral topics and negotiation of meaning) is less rigid in VC communication than in chat one. Emphasis on misunderstandings is lower in written chat communication than in the oral one performed in BBB.

This last hypothesis, again, is validated and becomes a true statement in this research project. As we have seen, topic development in BBB sessions is less rigid, as there are generally more lateral topics and new subtopics than in chat sessions. For seeing each particular case, please refer to appendix one. A clear example of this *freedom* concerning topic development in BBB sessions could be one from BBB session 2; in a conversation in which the main topic are holidays

and festivities, participants discuss about music, playing instruments, sports or politics (briefly), all of them constituting lateral topics. That leads to a pleasant spontaneous conversation in which pupils feel free to introduce topics they are interested in, which is, in fact, very important for oral conversation. Furthermore, emphasis on misunderstandings is more present in BBB than in chat communication, as we can see in tables five and six (paying attention to symbol ∅ in chat sessions).

Once we have seen whether the previous hypotheses are validated or not, we can answer the following RQs according to all the information presented in the entire research project.

(RQ1): Does interaction in the TL differ when using one tool or another? In which manner?; (RQ2): Which are the patterns characterising chat and VC communication among Secondary Education pupils?

We consider that these two RQs can be answered at the same time. As we have seen in the results already explained, interaction in the TL (and mother tongue) does differ when communicating in BBB or chat tools. Each environment provides intercultural exchanges with features we have already analysed in detail and that we summarise in the following paragraphs.

- Chat sessions:

Chat sessions analysed in this paper show *a-straight-to-the-point* communication with the scheme *question-answer* (one pupil asks a question(s), the another one answers it). Interaction is normally carried out in a correct pace, without serious problems and silences avoiding it (from an overall point of view). Misunderstandings, so, are less worked and interaction turns for the same (sub)topic are fewer than in BBB. Rigid schemes may be also due to the less time pupils had for interacting in each chat session, as we have seen in each transcript.

Nevertheless, although the presence of lateral topics is not so remarkable as in BBB, there are some lateral topics and new subtopics concerning cultural aspects in chats, as *Fallas* (see session 4) and aspects of pupils' interest (e.g. the New York Knicks in session 7). Chat sessions present more positive aspects, as courtesy and politeness in starting conversations and changing into another language (see table number four in the previous results), less time lost on difficulties arising from technical problems and fewer silences avoiding communication.

- BBB sessions:

The analysed BBB sessions present, in general terms, a less rigid scheme in which it is easy to introduce lateral topics and interesting, relevant intercultural aspects. Besides, there are normally more interaction turns for a same (sub)topic, embracing repetitions, reformulations and negotiation of meaning in each one. Emphasis on misunderstandings is also more remarkable in this

environment. In general terms, there is a pleasant atmosphere in which pupils can ask and negotiate meaning feeling comfortable and learning from their peers. Native speakers show willingness to help their online partner, which leads this last one to show a lot of interest. This interest is translated to a general high production and efforts for being understood when using the FL. Generally speaking, so, BBB interaction seems to promote higher support among participants.

Nevertheless, communication in BBB presents some negative aspects, too. In this environment, silences, overlaps and misunderstandings arising from technical problems with sound are remarkable; that is, in fact, why emphasis on misunderstandings is generally higher when using this tool. However, pupils try to solve all these difficulties by repeating, rephrasing and asking teachers or other classmates, thus showing interest in performing well in the conversation. At their turn, politeness and courtesy are generally shown in BBB, as in chats; however, in BBB session 6, particularly, we can observe that the Spanish pupil finishes the conversation very quickly, action in which we point out the Spanish swear word *hostia* ('damn it!').

(RQ3): In which environment communicative intercultural exchange can be more easily achieved? Why?

As we have seen, each environment presents positive and negative aspects for online synchronous intercultural communication. Although most BBB sessions have proved to be successful and present a lot of intercultural aspects and relevant, interesting lateral topics, chat sessions are also successful and present fewer technical problems.

Nevertheless, some important criteria in deciding which tool is the most recommendable one for further projects, in case there would be only possible to use one, would be analysing in which environment the amount of production is more balanced, in which one intercultural aspects appear more during the interaction (making it more interesting and motivating), in which one negotiation of meaning is more remarkable and topics, more elaborated and, in conclusion, in which one pupils seem to have more interest to share knowledge and to interact in the TL. According to all what has been explained and can be observed in the tables of section 3.2.2., we can conclude this is communication in BBB. However, we consider essential to anticipate for possible technical problems arising in online synchronous exchanges, above all in those tools for VC as BBB. Therefore, we make a last call for remembering the need of paying attention to this "socioinstitutional level: technology (tools, access)" (O'Dowd and Ritter, 2006: 629) for avoiding missed communication and enriching telecollaborative intercultural projects, as forewarned is forearmed.

4. Conclusions

Throughout the previous pages, we have presented an innovative research project on the analysis and comparison of Secondary pupils' discourses in chat tools and BBB for VC, after making interesting remarks on telecollaboration and presenting some studies and their positive results on this field. Confirming that this research is mainly devoted to tertiary education (university students) and aiming to change this situation and to further embrace Secondary Education pupils on the same, we have introduced Telecollaboration for Intercultural Language Acquisition (TIILA) project and synchronous communication within its framework. Right after, we have presented our project.

Secondary Education pupils' interactions in BBB for VC and chat tools have been analysed following specific criteria for every variable of our interest. Interesting differences and patterns for intercultural online communication in both formats have been found, not only on language use but also on topic development, power relationships in discourse, opening and ending sessions and, generally, dealing with intercultural aspects. While chat sessions generally show *a-straight-to-the-point* communication, in BBB lateral topics and intercultural aspects appear more, pupils emphasise on negotiation of meaning and care about misunderstandings. However, silences, overlaps and misunderstandings due to technical problems play an essential role on this environment, while, in chats, less silences and time lost on technical difficulties with sound are worth noticing. Particularly, regarding power relationships in chat and BBB sessions, we have been able to analyse the role of the native and non-native speaker, also embracing those interactions in which there are, in fact, two native speakers (*dual* tandems). From a general point of view, native speakers show willingness to help their partners and non-native ones show interest and make high efforts for being understood.

Thanks to all the analysis, so, we could summarise and point out positive and negative aspects in each environment for, finally, answering the three research questions (RQ) proposed in this paper. Therefore, we consider that this project constitutes a step forward in research on online intercultural language acquisition among Secondary Education pupils. Within the TILA project framework, we have analysed *real* interactions among *real* pupils, what we assess positive, enriching and, above all, very interesting. Intercultural aspects have widely appeared in chat and BBB sessions and exchanges are successfully achieved in most cases, although those with BBB have shown to be more enriching than chat ones regarding intercultural aspects, interesting lateral topics and *freedom* among pupils for introducing lateral topics and new subtopics. In addition, they seem to feel free to set aside the need to follow a rigid scheme in communication.

Nevertheless, we should take into account that this project only embraces eighteen pupils, so further research on analysing more chat and BBB interactions in Secondary Education must be carried out. Thus, we will be able to see whether our results apply to more research projects or not.

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6. Appendices

Appendix 1. Schemes and general structures on chat and BBB sessions

Chat session 1. Monday February the 24th, 2014.

- Conversation opening – EN1: *hola* ('Hello')
- Courtesy – EN1: *que tal?* ('How are you?'), SP1: *muy bien y tu?* ('Very good, and you?')
- Lateral topic – EN1: *estoy cansada porque volví a casa tarde anoche* (I'm tired because I arrived home late last night'); SP1: *que estuviste haciendo?* ('What did you do?')
- Main topic introduced – EN1: *que tal tus vacaciones* ('What about your holidays?')
- Negotiation of meaning – EN1: *que haciendo?* ('What doing?'); SP1: *no te entiendo* ('I don't understand you'); EN1: *que hiciste* ('What did you do?'); SP1: *a vale* ('Ah, ok')
- Lateral topic again – SP1: *que hiciste en nueva york?* ('What did you do in New York?'); SP1: *me gustaría ir a nueva york* ('I would like to go to New York'); SP1: *pero no se puede* :(('But it is not possible :(')
- Main topic on holidays resumed – SP1: *estas proximas vacaciones ire con mi familia a algun sitio* ('Next holidays I will go with my family somewhere'); EN1: *donde te gustaria ir?* ('Where would you like to go?')
- Change of language – SP1: can we change into english now?

Chat session 2. Monday February the 24th, 2014.

- Conversation opening – SP2: Hey
- Courtesy – SP2: *Que tal?* ('How are you?'), EN2: *Bien gracias y tu?* ('Fine thank you, and you?'); EN2: *empezamos en inglés?* ('Shall we start in English?')
- Decision on language – SP2: *Han dicho que teniamos que empezar en español* ('We were told to start in Spanish')
- Subtopic about Italy – EN2: *fui a italia para esquiar* ('I went to Italy to ski); SP2: *A italia?* ('To Italy?'); SP2: *cuando fuiste a Italia?* ('When did you go to Italy?')
- Main topic introduced – SP2: *Yo no he ido de viaje desde verano* ('I have not gone on holidays since summer'); SP2: *Tienes algunviajeplaneado para el verano que viene?; O parael invierno?* ('Have you planned any travel for next summer?', 'Or for winter'?)
- Courtesy – SP2: *Lo siento por escribir un poco mal. Esque el teclado que estoy usando funciona un poco mal* ('I'm sorry for my bad writing. This keyboard works a little badly')
- Main topic resumed – EN2: *si, voy a ir a cuba con mi familia* ('Yes, I'm going to Cuba with my family'); EN2: *y tu?* ('And you?') SP2: *Todavia no lo se. Pensabamos ir a Madrid, en el centro de España* ('I don't know yet. We thought on going to Madrid, in the centre of Spain')
- New subtopic and lateral topic – EN2: *me gustaria ir a nuevo york tambien* (I would like to go to New York, too'); EN2: *pero es muy caro!* ('But it is very expensive!')
- New subtopic – SP2: *Yo fui ha cuatro años a Londres* (I went to London four years ago')
- Change of language – SP2: Can we change into English now?

Chat session 3. Monday February the 24th, 2014.

- Conversation opening – EN3: hola! ('Hello!')
- Decision on language – SP3: EN2: *empezamos en español ok?* ('We start in Spanish, ok?')
- Courtesy – SP3: *que tal?* ('How are you?')
- Main topic introduced – SP3: *vas a viajar estas vacaciones a españa?* ('Are you going to

travel these holidays to Spain?')
- Interruption – comments by SP1's teacher
- Courtesy – SP3: *perdon estava mi profesor con el ordenador* ('I'm sorry, my teacher was with the computer')
- Main topic resumed – EN3: *tienes algun viaje planeado?* ('Have you thought on travelling?')
- Lateral topic – SP3: *mi profesor nos esta haciendo fotos* ('My teacher is taking photos from us')
- New subtopic – SP3: *Tienes que venir a Valencia* ('You have to come to Valencia'); EN3: *me encantaria ir a Valencia...*('I would love going to Valencia'); EN3: *es muy bonito, no?* ('It is very beautiful, isn't it?')
- Intercultural aspect – SP3: *si, la comida es lo mejor de todo* ('Yes, food is the best thing there')
- Change of language – SP3: can we chance to English now?

Chat session 4. Monday February the 24th, 2014.

- Conversation opening – SP4: hello [name]!
- Courtesy – EN3: *Como estas?* ('How are you?')
- Main topic introduced – EN4: [...] *Que tal tus vacaciones?* ('What about your holidays?')
- Negotiation of meaning – SP4*: Te refieres a mis navidades pasadas o a mis próximas vacaciones que son Fallas?* (''Are you referring to my last Christmas or to my next holidays, which are *Fallas*'?)
- Interest and emphasis on a subtopic – EN4: *Que pasa en las Fallas?* ('What happens in *Fallas*?'); SP4: "Pues son unas vacaciones de Valencia donde hay unas fallas que son monumentos y está la mascletà que son fuegos artificiales" ('There are some holidays in Valencia in which there are some *Fallas* which are monuments and there is the *mascletà*, which are fireworks'); EN4: ooh!! Que bien!" ('Oh, very good!'); EN4: cuantos dias de vacaciones hay por las fallas?" ('How many days of holidays do you have for *Fallas*?')
- New subtopic and negotiation of meaning – EN4: y como estais tus navidades? ('And how are you your Christmas?' [*]); SP4: no entiendo lo que me has dicho" ('I don't understand what you have told me'); EN4: perdon - como fueron tus navidades?" ('Sorry. How were your Christmas?')
- Change of language – SP4: can we change english now?

Chat session 5. Monday February the 24th, 2014.

- Conversation opening – SP5: hiiiiiiii :)); SP5: hey :'(; SP5: holaaaaa ('Hellooooo')
- Decision on language – SP5: *empezamos en español?* ('Shall we start in Spanish?')
- Courtesy – SP5: *Que tal te va la vida?* ('How is your life going?')
- Main topic introduced – SP5: *¿Te gustaria venir España?* ('Would you like to come to Spain?'
- Negotiation of meaning and laughs– EN5: *si, voy a ir en Espana en-+* ('Yes, I'm going to Spain in +-'); SP5: *CUANDO IRAS A ESPAÑA?* ('WHEN ARE YOU COMING TO SPAIN?'), SP5: jajajjajajaja.
- Courtesy: EN5: *lo siento, esta my ordinadora* ('I'm sorry, it is my computer')
- Lateral topics and actions – SP5: [name] esta contigo? ('Is [name] with you?')
- Main topic resumed – EN5: *voy a ir en Espana en la semana santa con mis amigos porque es un viaje de mi colegio* ('I'm going to Spain at Easter with my friends because it is a trip with my school'); SP5: *ah muy bien a que ciudad* ('Ah, very good, to which city?'); EN5: *y tu, iras en inglaterra?* ('And you, will you go to England?')
- Lateral actions again – SP5: dile a [name1] hola de mi parte que [name2] no me deja decirle hola ('Say *hello* to [name1] that [name2] doesn't let me doing so')

- Main topic – SP5: *no ire a Inglaterra :(* ('I won't go to England')
- Change of language – SP5: *hablamos ahora en ingles"* ('We speak in English now')

Chat session 6. Monday February the 24th, 2014.

- Conversation opening – SP6: Hello?
- Decision on language – SP6: *Empezamos en español* ('We start in Spanish')
- Courtesy – SP6: *Hola! Como estas?* ('Hello! How are you?')
- Lateral topic – EN6: *cuantos anos tienes?* ('How old are you?'); EN6: *tengo 14, mi cumpleaños es el 30 de abril* ('I'm 14, my birthday is April the 30th)
- Main topic introduced – SP6: *Que piensas hacer en vacaciones de verano?* ('What are you going to do on summer holidays?')
- Lateral topic – EN6: *que haces normalmente en tu tiempo libre?* ('What do you normally do on your free time?')
- Change of language – EN6: should we speak in English now?

Chat session 7. Monday February the 24th, 2014.

- Conversation opening – SP7: hola? ('Hello?'); EN7: Hola! ('Hello!')
- Courtesy – EN7: *Que tal?* ('How are you?'); SP7: *Bien, y tu?* ('Fine, and you?'); EN7: *Muy bien gracias* ('Very good, thank you'); SP7: *Denada* ('You are welcome')
- Main topic introduced – EN7: *que tal tus vacaciones?* ('What about your holidays?')
- Negotiation of meaning – SP7: *Cuales?* ('Which ones?'); SP7: *Navidad o verano?* ('Christmas or summer?'); EN7: *Navidad!* :) ('Christmas!')
- New subtopic – SP7: *Fueron muy buenas* ('They were very good'); SP7: *y tambien fui a esquiar* ('and I also went skiing'); SP7: *y Santa me trajo regalos* :) ('and Santa brought me presents :)')
- Lateral topics – SP7: *I ver a los new york kniks* ('And see the New York Knicks'); EN7: *me encanta los knicks!* ('I love Knicks!'); SP7: *fuiste a central park?* ('Did you go to Central Park?')
- Main topic resumed – EN7: *cuales vacaciones prefieres?* ('Which holidays do you prefer?')
- Change of language – SP7: Can we change to english now?

BBB session 1. Monday January the 27th, 2014.

- Conversation opening – EN2: *Holaaa...*; SP1: *Hola.* ('Hello')
- Courtesy – SP8: (( )). How are you?; EN2: I'm well thank you, how are you?
- Main topic introduced – EN2: *¿Te, hm, te quedaste en España durante Navidad?* ('Did you stay in Spain at Christmas?')
- New question – SP8: (( )) your name? (2''). What's your name?
- Main topic resumed – EN2: *Em, ok. Hm,* (SP8's name)*, ¿te quedaste / en España durante / Navidad?* ('SP8, did you stay in Spain at Christmas?')
- Courtesy and avoid missed communication – SP8: *Ehm, repite, porfa, que no te he escuchado*[9]. *Por favor, por favor.* ('Repeat, please, I could not listen to you')
- Repetition – EN2: A*hm, ¿cómo?* (3''). *Hm, ¿te quedaste en España durante Navidad?↓* ('Did you stay in Spain at Christmas?')
- Lateral topic – SP8: *Eh, aquí en España hay una comida típica* (( )) ('Here in Spain, we have a typical food'); SP8: *¿Qué comiste / en Navidad / en tu país?* ('What did you eat at Christmas in your country?')

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9   While laughing.

- Lateral topic – EN2: *Hm, ahm, me quedé en Inglaterra, (3''), ¿sí? Ahm, ahm, no, no, ¿sí? (2'') (LAUGHS) Sí, ahm, pero, ahm, el lunes antes de Navidad / fui a (( )) con mi padre / para recoger / a mi abuela* ('Hm, I stayed in England, right? Yes, but the Monday before Christmas I went with my father to pick my grandma up'); SP8: *Muy bien. (2'') Yo, en Navidad, siempre voy a casa de mi abuela* ('Very good, I always go to my grandma's house at Christmas')
- New subtopic: SP8: *¿En... (( )) En la noche de fin de año... (2'') ¿En Nochevieja...?* ('In New Year's Eve...?')
- [Minutes with sound problems]
- New subtopic – EN2: *Ahm, / ¿con quién pasaste la Navidad?* ↓('Who did you spend Christmas with?'); EN2: *Ah, sí, sí. Vale. (LAUGHS) (2'') ¿Y, y tú / (SP1's name)?* ('Ok, and you, SP1?'); SP8: *¿Tú?* ('And you?')
- Lateral topic and help to EN2 – SP8: *¿Y fuiste de fiesta con tus amigas?* ('And did you go out with your friends?'); EN2: *Hm, ¿perdone, puedes repetir?* ('Sorry, can you repeat, please?'); SP1: *(SP8's name), REPITE, TE ESTÁ DICIENDO.* ('SP8, you are told to repeat')
- New subtopic, intercultural aspect and negotiation of meaning – EN2: *¿Qué / comiste para la comida de Navidad?* ('What did you eat on Christmas Day?'); SP8: *Yo comí // ¿Sabes lo que es puchero?* ('I ate... Do you know what *puchero* is?'); SP8: *- yo comí puchero. El puchero es una/ una comida típica / de España* ('I ate *puchero,* which is a typical food in Spain'); SP8: *¿Tú qué comiste / en Navidad?* ('What did you eat at Christmas?'); EN2: *Ahm, en Navidad, hm // El pavo // y, hm, los / ¿los coles de Bruselas?* ('Ahm, at Christmas, turkey and, Brussels sprout?')
- Lateral topic – EN2: *Yeah. Pero / soy vegetariana, hm, así que comí sólo los legumbres y las patatas* ('Yeah, but I am vegetarian, so I only ate legumes and potatoes')
- [Minutes with sound problems]
- Lateral topic – EN2: *¡Ahhh! Ehm // ¿Has hecho propositi - Propósitos de año nuevo?* ('Oh! Have you made New Year resolutions?'); EN2: *Ahm / me gustaría ser más amable con mi hermana* ('I would like to be more friendly with my sister')
- Conversation ending – SP8: *(( )) ¿Nos vamos ya? (3'') Ehm, vale. Eh, (EN2's name)...* ('Are we leaving now? Ok, EN2...'); SP1: *Oye, (EN2's name)...* ('Listen, EN2...'); SP1: *Que //Tenemos que cambiar de clase y ya nos veremos, ¿vale?* ('We have to switch class; see you soon, ok?'); EN2: *Sí, ahm, (( )). You have, you have to go?* // *You have to go?*; EN2: *Ah, sí, sí. (LAUGHS) ¡Hasta luego!* ('Ok, ok. See you!'); SP1: *Bye!*; SP8: *¡Hasta luego!*; EN2: *¡Adiós! (2'') ¡Hasta luego!* ('Bye!')

BBB session 2. Monday January the 27th, 2014.

- Conversation opening – SP2: *Hi hi hi hi →; EN1: ¡Hola!* ('Hello')
- Courtesy – EN1: *¡Hola! ¿Qué tal?* ('Hello, how are you?')
- Main topic introduced – EN1: *¡Hola! Cuán... (3s'') ¿Qué tal tu Navidad?*↓ ('Hi! How were your Christmas?')
- New subtopic –EN1: *[...] Ehm, ¿cuánto tiempo duran tus / vacaciones?*↓ ('How much time do your holidays last?')
- [Some moments with sound problems]
- [Some speaking turns in English]
- Lateral topic – EN1: *Ehm, ¿cuándo, hm, (2'') (( )) dónde en España, hm, (2'') tú (2'') //* (question to the English teacher)*, tu tío, hm, dónde vive?* ('Where in Spain does your uncle live?')
- Intercultural aspect and help to EN1 – SP2: *Pues, hm, vivimos en, o sea, hm, vivimos en Val / - En Sagunto, hm, que es un pueblo cerca de Valencia*... ('We live in Val... In Sagunto, a town in Valencia')

- Main topic resumed – SP2: So, what's about your Christmas, (( )) go on Christmas day?
- New subtopic – SP2: What // what has brought Santa Claus for Christmas to you?
- Negotiation of meaning – EN1: *Ahm, (2'') ¿regalos?* ('Presents?'); EN1: *No entiendo* ('I don't understand'); SP2: (( )) *¿Lo digo en castellano, mejor? A ver si...* ('Shall I tell you in Spanish? Maybe...'); EN1: *¿Puedes repetir, hm, (2'') más lento, por favor?*↓ ('Can you repeat slowly, please?'); SP2: *WHAT HAS BROUGHT SANTA CLAUS FOR CHRISTMAS TO YOU?*; EN1: Oh, oh, Santa Claus! Ok! (2'') Oh, God. *Hm // recibe altavoces de música y // un espejo, hm, (2'') sí // de mi pad, hm // de mis padres. ¿Y tú?* ('Oh, oh, Santa Claus! Ok! Oh, God. I received music speakers and a mirror, from my parents. And you?'); SP2: *A mí, ahm, sí, o sea...* (4'') An *ukelele?* ('An ukulele?')
- Lateral topic: EN1: Ah, ¿a *ukelele?* / Ah, hm, ¿*toca la guitarra?* (( )) ('An ukulele? Do you play the guitar?'); SP2: I'm a musician; EN1: Ah, qué *instrum* // hm, *tú toc* / -*Tú tocas?* ('Which instrument do you play?')
- Negotiation of meaning – SP2: Ehm // I play the piano and I play *percussion,* too...; EN1: What do you play? / Ah, drums!
- Main topic resumed – EN1: *¿Los españoles tienen tradiciones especiales de Navidad?*↓ ('Do Spanish people have special Christmas traditions?')
- New subtopic – EN1: *¿Tiene alguna, hm, algunos, hm, propósitos de año nuevo?*↓ ('Do you have any New Year resolution?')
- Lateral topic – SP2: [...] I don't play any sports; EN1: *¿No deporte?* / Ah, ok ('No sport? Ok'); SP2: (( )) very, very unfit; EN1: *Ahm, tengo, hm, no / hago remo // hm, pero mi propósito de año nuevo está / llevar una vida más sana y comer mejor // hm, porque, porque me / me encanta el chocolate y el pasteles*[10] ('I do rowing, but my New Year resolution is having a healthier lifestyle and eating better, because I love chocolate and cakes')
- New subtopic – EN1: *Ahm (2'') ¿hiciste algo de interés, hm, (2'') durante las vacaciones?*↓ ('Did you do something interesting last holidays?')
- Negotiation of meaning – SP2: Ah, yes, I met my friends but I // I didn't (( )) some days // I only meet them, hm / two or three days because I was... (2'') I was without / without my phone because it was, eh // it was... I don't know // ehm... It was, eh... ; SP2: - Because / my mobile phone has broken down and I can't communicate with my friends and I was a little // 'aislated'? // 'Aisleted'?; SP2: What about you? Did you... Did you, hm, (( )) something?
- Lateral topic – SP2: *Guay* ('Cool'). (5'') And do you think // 2014 will be a good / a good year?; SP2: I think that it's // It will be a good year because, eh, in Spain / 2014 (( )) been a, a... (( )) because / there was some // There were some big, hm, politic...
- Lateral topic – EN1: *Sí (2''). Ahm (3''), ahm // ¿estabas contento de volver al colegio?*↓ ('Were you happy to come back to school?'); EN1: *Sí, hm (4'') era fantástico // ver a mis amigos / pero no me gusta las clases* ('Yes, it was fantastic to see my friends again, but I don't like classes')
- Lateral topic – EN1: *¿Cómo haces el fin de semana?*↓('What do you do at weekends?')
- New subtopic – SP2: Hm, so will you do a / a (( )) 2014?; EN1*: Hm, sí, en / hm, en abril voy a ir a España // voy a ir a Granada con colegio, hm...* ('In April I will go to Granada with my school...')
- Conversation ending – 41:31: SP2: Oh, it's / It's over! The class is over; EN1: Oh, ¡ok! // Adiós, hasta luego ('Good bye, see you'); SP2: See you another day. Bye!; EN1: *Bye!* (3'') ¡Adiós!

BBB session 3. Monday March the 10th, 2014.

- Conversation opening – EN8: *¡Hola!*; SP8: *Holaaaa* ('Hello')

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10 While laughing.

- Courtesy – EN8: *Hola, ¿qué tal?* ('Hello, how are you?'); SP8: *Muy bien, ¿y tú?* (I'm fine, thank you, and you?'); EN8: *Sí, muy bien, gracias* ('Very well, thank you').
- [Some problems with webcam]
- Lateral topic – SP8: *¿Cuántos años tienes?* ('How old are you?')
- Lateral topic – EN8: *Ahm, sí. // Hm, ¿dónde / dónde está [SP name]?↓* ('Ok. Where [SP name] is?')
- Main topic introduced – EN8: *¿Cuándo es las / las fallas?↓* ('When are *Fallas* celebrated?'); SP8: *Sí, que // Hm (3''). Ahora tenemos las fiestas, en fallas* ('Yes, we have holidays now, *Fallas').*
- Lateral topic – EN8: *Ah // ¿Cuándo son tus / tus cimple... cumpleaños?↓* ('When is your birthday?')
- [After this lateral topic, pupils change into chat – SP8: *podemos hablar por aquí* ('We can talk here']

BBB session 4. Monday March the 10th, 2014.

- Conversation opening – EN1 and SP1: *Hola* ('Hello', an overlap)
- Courtesy – EN1: *Ahm, ¿qué tal?* ('How are you?'); SP1: *Bien (2''), ¿y tú?* (I'm fine, and you?')
- Main topic introduced – EN1: *Ah // ¿Qué tipo de fiesta es / a / las fallas?↓* ('Which kind of festivity is *Fallas?'*); EN1: *Ah, ¿cómo se /celebrán/, hm, fallas?* ('How are *Fallas* celebrated?')
- New subtopic – EN1: *¿Qué se hace en Semana Santa?↓* ('What do you do at Easter?')
- [Background noise and technical problems with sound]
- Lateral topic – EN1: *¿Cómo se celebra el Día del Santo?↓* (How do you celebrate the *Saint's Day?')
- Negotiation of meaning – SP1: *¿El día de qué?* ('Which day?'); EN1: *Del santo* ('The *Saint's Day'); SP1: *Ah, el día de Todos los Santos, el día...* ('Ah! All Saints Day...'); SP1: *Eh, se (3''), es un // Se celebra / es una tradición católica en honor a todos los santos* ('It is a Catholic tradition for honouring All Saints')
- New subtopic – EN1: *Sí... (2''). ¿Es quin.. /quinceanueva/ una fiesta importante para chicas?↓* ('Is *Quinceañera* an important party for girls?')
- Previous subtopic resumed – EN1: *¿Cuántos días de vecaciones tú recibir para fallas?↓* ('How many days do you have for *Fallas?')
- New subtopic – EN1: *¿Cuáles prefieres?* ('Which ones do you prefer?')
- [Technical problems lead pupils to follow by chat, environment in which they change into English -- *hablamos ingles ahora*?? ('Shall we speak in English now?')]

BBB session 5. Monday March the 10th, 2014.

- Conversation opening – EN2 and SP2: *Hola* ('Hello')
- Courtesy – EN2: *¿Qué tal?* ('How are you?'); SP2: *Bien, muy bien (( ))* ('I'm fine'); EN2: *Em, ¿empezamos?* ('Shall we start?'); SP2: *Sí, eh / ¿quieres que empecemos en español o en inglés?* ('Yes, do you want to start in Spanish or in English'?)
- Main topic introduced – EN2: *[…] Ahm, hm (3''), ¿qué tal fallas?↓* ('What about *Fallas?')
- New subtopic – EN2: *[…] Ahm, te, ahm, ¿te gustaría ir a los San Fermines?↓* ('Would you like to go to *San Fermines?')
- Lateral topic – SP2: *¿San Fermines? Ehm / a mí no me gustaría mucho porque yo no estoy muy a favor de los San Fermines /, porque no me gusta la idea de, (2'') ehm, porque, / San Fermines consiste en, ehm, / hacer correr a los toros y correr delante de ellos / y muchas veces se les **hace daño**...* ('San Fermines? Well, I don't like them,because I'm not in favour of San Fermines because I don't like the idea of... Because, San Fermines consist of making bulls

running and running before them and a lot of times they get hurt...')

- New subtopic – EN2: [...] *ahm, ¿qué comes, ahm, durante la Semana Santa?*↓ ('What do you eat at Easter?')
- New intercultural aspect – SP2: *Semana Santa, ehm // Bueno, antes de Semana Santa hay un período que se llama* **cuaresma** */ eh, que, es // Se come... Lo que no se come es carne. Se come pescado, verduras, de todo menos carne (5''). Vale. Y, durante (2''), bueno, está la cuaresma y después durante la Semana Santa se come normal* ('Easter, ehm. Well, before Easter there is a period of time called Lent, that is, we eat... We don't eat meat; we eat fish, vegetables, all but meat. Ok. And during, well, there is Lent and then during Easter we eat as we normally do')
- [Technical difficulties with sound]
- New subtopic – EN2: [...] *Hm, ¿celebras el Día del Santo?*↓ ('Do you celebrate the Saint's Day?')
- Negotiation of meaning – SP2: *¿Del santo? ¿Pero a qué te refieres?* '(The Saint's Day? What are you referring to?'); SP2: [....] *Eh, quieres decir que, por ejemplo, eh / cada, cada // hay días diferentes que hay, por ejemplo, alguien que se llama Carlos, está santo Carlos, San Carlos...* ('You mean that, for example, eh, each, each; there are different days and for example, somebody whose name is Carlos... There is Saint Carlos...'); SP2: [...] *¿Te refieres a eso?* ('Are you referring to that?'); EN2: [...] *¿es, es un Santa ((Jordí)) o no?* (5'') *Hm... (2'') Hm, celebras el Día, el Día del Santo / para tú / para ti?* ('Is there a Saint Jordi or not? Do you celebrate the Saint's Day?'); EN2: *Sí // es, es el santo ((Jordí)) [...] ¿Hay un Sant Jordi?* ('Is there a Saint Jordi?'); SP2: **Sí, yo me llamo Jordi, claro, vale, mi / vale** ('Yes, my name is Jordi, of course, ok, ok')
- New intercultural aspect – SP2: *(( )) mi santo es / 22 de abril...* ('Saint Jordi's Day is April the 22th...'); SP2: Y *ese día [...] también es el día del libro*; SP2: *La gente se regala libros, (( ))...* [Explanation about the World Book Day and traditions of giving books as a present]
- Change of language – EN2: Should we / should we speak in English now? *¿Sí?* ('Yes?')

BBB session 6. Monday March the 10th, 2014.

- Conversation opening – SP9: Hello!; EN9: *¡Holaaa! (3'') ¿Qué tal?* ('Hello, how are you?'); SP9: What's your name?
- Lateral topics – EN9: *Ahm, (( )) ¿cuántos años tienes?*↓ ('How old are you?'); SP9: When is your birthday?
- Main topic introduced –EN9: *Ahm (2'') en las / falla, ahm, ¿cuándo se celebra // en las fallas?*↓ ('When do you celebrate *Fallas*?')
- New subtopic – SP9: Eh, what is your favourite party?
- Lateral topic – SP9: The next week / you go to class?
- Main topic resumed – SP9: Eh // The next week (( )), hm, (( )) in Valencia, is Fallas and we don't go to the class.
- Negotiation of meaning – EN9: *Tú *es suerte* ('You are lucky'); SP9: *¿Qué?* ('What?'); EN9: *Tú *es suerte* ('You are lucky'); SP9: I don't understand you; EN9: *Ahm, porque no, hm (4'') tú // not...* ('Because you don't...'); SP9: *¿Porque no hay clase?* ('Because we don't have classes?'); EN9: *Ahm, sí // tú es muy suerte por la fallas* ('Yes, you are very lucky because of *Fallas*').
- Main topic resumed – SP9: Is a party, and the girls and boys dress big // wigs... (2'') dress / dresses. And...
- New subtopic – EN9: *Ok, ok // ¿En las, ahm, vacaciones pasada, a dónde fuiste?*↓ ('Where did you go during last holidays?')
- Lateral topic – SP9: Eh, my cousins [...] eh, 24th of December, go to France and stay (( )).
- New subtopic – *EN9: Ahm (5''), ahm (3''), ¿cuáles vacaciones prefieres?*↓ ('Which holidays

do you prefer?')

- Negotiation of meaning – SP9: My favourite eh, par // Eh, vac / My, eh / (( )) is Christmas; EN9: *Ahm, mi // Cómo se dice... Me //* Ahm, yeah, me tambié**n** ('I don't know how to say it... Ah, ok, me too'); SP9: *¿Qué?* ('What?'); EN9: Ahm, don't worry, don't worry / it's OK. *Mi también, me gusta, ahm / me gusta mucho, ahm, el Nöel (3''). En, en Inglaterra, ahm, el...* ('I also love Christmas. In England, ahm...')
- Negotiation of meaning – SP9: (( )) do you do in summer?; EN9: *¿Perdón? (3'') ¿Perdón? No comprende.* ('Sorry? I don't understand you'); SP9: That you / that you do in summer?
- Lateral topic – EN9: [...] *Ahm, ¿dónde vives / en España?* ↓ ('Where do you live, in Spain?')
- Negotiation of meaning – SP9: In Sagunto, but I live in beach, eh... (( )); EN9: *Pero en / ahm, norte / en *suerte, en...* (2'') *Ahm / oeste... Ahm, a ¿dónde?*↓ ('But in the North, in the *South... West, where?'); EN9: *¿Perdón?* ('Sorry?'); SP9: (( )) ((*west*))
- Lateral topic – SP9: I was travel at // a, a London in (5'') *dos mil... cuatro* ('two thousand and four')
- Lateral topic and negotiation of meaning – SP9: And I *want //* go to the // *noria...;* EN9: *¿Perdón?* ('Sorry?'); EN9: *¿Ojo // la ojo?* ('The Eye?'); SP9: No, no... Eh...; SP9: Ah // I will // I want to go at London Eye. When I was *trav* to London, there are many people to up. (( ))
- New subtopic – EN9: - *pero quiero ir, hm, (2'') España* ('But I want to go to Spain'); SP9: Eh, in Spain / the best, ehm, best, eh / place to go is / Barcelona. // Is very beautiful.
- Conversation ending – SP9: Valencia, in Fallas, is very beautiful. (2'') This is [Spanish name] *¡Hostia!* ('Damn it!') / This is [SP name]; SP9: Good bye!!; EN9: Ahm, ¡adiós! ('Bye!')

Chat session 1. Monday February the 24th, 2014.

12:18: EN1: hello
12:19: SP1: hello
12:19: EN1: how are you?
12:19: SP1: very good and you?
12:20: EN1: very good thank you, but I am very tired because I *vuelvi* [*] home late last night
12:21: SP1: what did you do?
12:21: EN1: what about your holidays?
12:22: EN1: I went to the *nuevo* [*] york
12:22: EN1: *und* [*] you?
12:22: EN1: *and
12:22: SP1: good I was with my friends and my family
12:22: SP1: I did not travel these Christmas
12:23: EN1: so *fun* [*], I stayed at home these Christmas
12:23: EN1: what *doing*?
12:24: SP1: I don't understand you.
12:24: EN1: what did you do?
12:24: SP1: ah ok
12:24: EN1: I'm sorry

12:24: SP1: being with my family and with the friends
12:25: SP1: and you?
12:26: EN1: what did you do with your friends?
12:26: EN1: I went out with my friends and my boyfriend. we went to the centre of london
12:27: SP1: funny I walked along Sagunto with them
12:28: SP1: what did you do in new york?
12:28: EN1: what are you going to do next holidays?
12:28: EN1: I went to the *statue the freedon* [*]
12:29: EN1: and I went shopping
12:29: SP1: I would like to go to new york
12:30: SP1: but it is not possible :(
12:30: SP1: these next holidays I will go with my family somewhere
12:31: EN1: yes it was my *primo* [*] time, because my brother lives in Texas then I look forward to that [*]
12:32: EN1: where would you like to go?
12:32: SP1: Italy for example
12:32: SP1: it would be nice
12:33: EN1: me too, I would like to visit Barcelona
12:33: SP1: *can we change to english now?*

In this translation, we have aimed to remark pupils' mistakes that are relevant in interaction, be it respecting or adapting them. *Vuelvi* is not correct in Spanish, the correct form would be *volvi.* In Spanish, EN1 types *nuevo york* and not *Nueva York*, the correct form. It also happens with *u* instead of *y* ('and', which we have translated as *und*). Again, *divierto* is not correct in this sentence, because EN1 should have used the adjective *divertido* ('funny'), so we have used the incorrect form *so fun. Estatua la libertas* is incorrectly said in Spanish, so we remark it here. *Primo* tries to refer to *first,* but EN1 does not type *primero* in Spanish, but this incorrect form *primo. Mire con ello*, at its turn, is the literal translation of *look forward to it,* that in Spanish would be *tenía ganas* or *lo deseaba.* Finally, the language change is written in English in the original text. Italics will be used to show those English utterances in all chat and BBB sessions.

Chat session 2. Monday February the 24th, 2014. The Spanish part.

12:17: SP2: *Hey*
12:17: SP2: *hey hey*
12:18: SP2: *Hello!!!*
12:19: EN2 has just entered this chat
12:19: EN2: hello
12:20: SP2: Hello
12:20: SP2: How are you?
12:20: EN2: Fine thanks and you?
12:20: SP2: Very good.

12:21: SP2: A little bit tired, because I was studying.
12:21: EN2: shall we start in English?
12:21: SP2: And you, did you do something interesting?
12:21: SP2: We were told to start in Spanish.
12:22: EN2: I went to italy to ski
12:22: EN2: and you?
12:22: SP2: To italy?
12:22: EN2: yes

12:22: SP2: when did you go to Italy?
12:23: EN2: last week
12:23: SP2: Very interesting
12:24: SP2: I have not gone on holidays since summer
12:25: EN2: what a pity
12:25: SP2: Well, the point is *Iamnormally* [*] very busy hahaha
12:25: SP2: Do you have *anyplannedtravel* [*] for next summer?
12:26: SP2: *Orfor* [*] winter?
12:26: SP2: *or for
12:27: SP2: I'm sorry for my bad writing. The keybord I am using works a little badly.
12:27: EN2: yes, I going to cuba with my family
12:27: EN2: this summer
12:28: EN2: and you?
12:30: SP2: I don't know yet. We wanted to go to Madrid, in the centre of Spain.
12:30: SP2: I would like to go to New York or to Vancouver, but it depends on the money.
12:30: SP2: hahahahaha
12:31: EN2: I went to madrid last summer for a tennis court [*]
12:32: EN2: I would also like to go to *nuevo* [*] york
12:32: SP2: So funny
12:32: EN2: but it is very expensive!
12:32: SP2: I went to London four years *ha* [*]
12:33: SP2: I want to come back because I couldn't see so many interesting things
12:33: SP2: *Can we change into English now?*

In the original text, SP2 types *normalmenteestoy,* all together. That is why in the translation we have tried to respect this with the form *Iamnormally.* The same happens regarding *algunviajeplaneado* and *parael,* which have been translated as *anyplannedtravel* and *orfor,* respectively. *Tennis court* has been presented as the translation for *campo de tenis,* although we consider a verb is lacking in the sentence ('I went to Madrid last summer *for visiting/seeing* a tennis court'). Finally, mistakes as *nuevo* York and *ha,* meaning *hace* ('ago') has been respected. The change into English, as before, was already in this language.

Chat session 3. Monday February the 24th, 2014. The Spanish part.

12:19: EN3: hello!
12:20: EN3: shall we start in English?
12: 20: SP3: *hello!!* :)
12:21: EN3: *hello* :)
12:22: EN3: shall we start in Spanish?
12:22: SP3: we start in Spanish ok?
12: 22: EN3: yes
12: 22: SP3: ok
12:23: SP3: how are you?
12:23: EN3: good, but a little tired because it's the *first* [*] day of school
12:23: EN3: and you?
12:24: SP3: good, I'm also a little tired
12:25: SP3: are you going to travel these holidays to spain?
12:26: EN3: yes, in the easter[*] I'm going to Granada
12:26: SP3: [Name EN3], *I'm* [SP name]*, the teacher. Please tell Ms.* [EN surname] *to log in classroom 1 in BigBlueButton.*
12:27: SP3: sorry my teacher was with the computer
12:27: EN3: do you have any planned *trips* [*]?
12:27: SP3: yes, I think in going to Italy
12:28: *EN3: I have told her*
12:28: EN3: ooh! very good, I love italy :))
12:28: EN3: my family and I are going to the *seville* [*] in summer too :)
12:29: SP3: my teacher is taking photos from us
12:29: SP3: ahaha
12:29: EN3: so I'm going to spain twice
12:29: SP3: you have to come to Valencia
12:30: *EN3: ms* [EN surname] *goes to big blue button in two minutes*
12:30: SP3: I'm from there
12:30: EN3: I would love going to Valencia...
12:30: EN3: it's very beautiful, isn't it?
12:31: SP3: yes, food is the best thing
12:31: EN3: I didn't go to spain before
12:31: EN3: mmmm
12:32: EN3: food...
12:32: SP3: where did you spend Christmas?
12:33: SP3: *can we chance to English now?*

First was written in Spanish as *primero,* not *primer,* being a mistake in the original text. For *Easter,* EN3 types *en el semana santa*, with an incorrect article, while in *trips,* he/she is making an

innecessary plural (*viajes*) in the original text. EN3 also wrote *el seville* in the original source. Finally, what is in italics was already written in English in the original version, and we remark it in all chat and BBB sessions, as we have said. Messages among teachers are also in italics in this translation.

Chat session 4. Monday February the 24ᵗʰ, 2014.

12:18: SP4: *hello* [name]!
12:21: EN4 has just entered this chat
12:22: EN4: Hello!
12:22: SP4: Hello!!
12:22: EN4: How are you?
12:22: SP4: good. And you?
12:24: EN4: me too. What about your holidays?
12:24: SP4: Are you referring to my last Christmas or to my next holidays, which are *Fallas*?
12:25: EN4: What happens in Fallas?
12:26: SP4: They are some holidays from Valencia in which there are some *fallas* that are monuments and there is the *mascletà,* which are fireworks
12:27: EN4: ooh!! very good!
12:28: SP4: yes :)

12:28: EN4: how many days of holidays do you have for *fallas?*
12:28: SP4: seven days
12:30: EN4: Oh, you are lucky!
12:30: EN4: and how are *you* [*] your Christmas?
12:30: SP4: you too, you have just had them hahahaha [appears twice]
12:30: SP4: I don't understand what you have told me
12:32: EN4: sorry – how were your Christmas?
12:32: EN4: ohh
12:32: SP4: I had a very good time with my friends and my family. And your Christmas? [it appears twice]
12:32: EN4: I also had a good time
12:34: EN4: I visited my friends with my family
12:35: EN4: and I ate a *lots* [*]
12:35: SP4: can we change english now?

In this chat, the mistake in the sentence *y como estais tus navidades?* has been translated to "and how are *you* your Christmas?", respecting the verb for *you, estáis*. Besides, in *y comi muchos*, this incorrect plural has been respected with the form "and I ate *a lots*", incorrect in English.

Chat session 5. Monday February the 24ᵗʰ, 2014. The Spanish part.

12:20: SP5: *hiiiiiiii* :))
12:22: SP5: *hey* :'(
12:22: SP5: helloooooo
12:24: EN5 has just entered this chat
12:24: EN5: hello
12:24: SP5: shall we start in spanish?
12:25: EN5: yes
12:25: SP5: How is your life going?
12:26: EN5: it is ok, and yours?
12:26: SP5: good hahaha
12:26: EN5: yes hahahahha
12:26: SP5: Would you like to come Spain?
12:27: EN5: yes, I will go in Spain in-
12:27: EN5: yes, I will go in Spain in-+ [appears twice]
12:28: SP5: WHEN ARE YOU COMING TO SPAIN?
12:28: EN5: I'm sorry, it is my *ordinadora* [*]
12:28: SP5: WHAT?

12:29: SP5: hahahhahahaha
12:29: SP5: [name] is with you?
12:30: SP5: is [name] with you¿
12:30: EN5: I'm going in Spain at easter with my friends because it is a trip with my school
12:31: EN5: [name1] is talking to [name2]
12:31: SP5: ah very good to which city
12:31: SP5: ???
12:31: EN5: *grenada*
12:31: EN5: granada
12:32: EN5: and you, will you go in england?
12:32: EN5: ?
12:32: SP5: say *hello* to [name1] that [name2] doesn't let me doing so.
12:32: SP5: I won't go to England :(
12:32: SP5: we speak in english now
12:34: EN5: *ok, now English*

In this chat, it is worth noticing that EN5 writtes *ordinadora,* word respected in the translation as an interference between *ordinador, computer* and *computadora.* In this same sentence (*lo siento, esta my ordinadora*), there is an interference with English regarding the verb *to*

be, although in English there is no problem. Again, what is in italics was already written in English.

Chat session 6. Monday February the 24th, 2014. The Spanish part.

12:18: SP6: *Hello?*
12:22: EN6 has just entered this chat
12:22: SP6: We start in Spanish
12:22: EN6: hello!
12:23: SP6: Hello! How are you?
12:23: EN6: fine thanks and you?
12:23: SP6: Very fine thanks!
12:23: EN6: how old are you?
12:24: SP6: I am 15, and you?
12:24: EN6: I am 14, my birthday is April the 30th
12:25: SP6: My birthday is June the 21th
12:26: SP6: What are you going to do on summer holidays?

12:27: EN6: I go to italy for a month, the rest of the holidays I don't know yet, and you?
12:28: SP6: I will travel with my parents and my brother, I don't know where I will go yet
12:28: EN6: what do you normally do in your free time?
12:29: SP6: I practise sport at nights and you?
12:31: EN6: I like horseback riding, but I am lazy, I normally watch tv! I love going out with my friends every day. are you sporty?
12:32: SP6: I played basketball before, but now I go running at nights
12:33: EN6: *should we speak in english now?*

Chat session 7. Monday February the 24th, 2014. The Spanish part.

12:19: SP7: hello?
12:20: EN7 has just entered this chat
12:20: EN7: Hello!
12:20: SP7: Hello!
12:20: EN7: How are you?
12:20: SP7: Fine, and you?
12:20: EN7: Very well thank you
12:21: SP7: Youarewelcome [*]
12:22: EN7: what about your holidays?
12:22: SP7: Which ones?
12:22: SP7: Christmas or summer?
12:23: EN7: in winter
12:23: EN7: Christmas! :)
12:23: SP7: They were very good
12:24: SP7: I was in sagunto with my friends and my family
12:24: SP7: and I also went skiing
12:24: SP7: and Santa brought me presents :)
12:25: SP7: did he bring something to you?
12:26: EN7: Very good!
12:27: EN7: I went to the united states, with my family

and my friends
12:27: SP7: So cool!
12:27: SP7: I would like to go
12:27: EN7: I went to the beach and to the disco
12:28: SP7: And see the new york kniks
12:28: EN7: I lve [*] the knicks!
12:28: EN7: love [*]
12:29: SP7: kcincks*
12:29: SP7: from NBA
12:29: SP7: did you go to central park?
12:29: EN7: yes, it is my favourite team
12:30: EN7: yes, I was born there
12:31: EN7: near
12:31: SP7: so cool! [appears twice]
12:31: EN7: which holidays do you prefer?
12:32: SP7: I prefer summer
12:32: SP7: because it is longer
12:32: EN7: me too
12:32: EN7: and it is heat [*]
12:33: SP7: and I have more time to play :)
12:33: SP7: *Can we change to english now?*

In the original, *denada* (*de nada, 'you* are welcome') was written that way. Regarding *lve*, we have tried to respect the spelling mistake of *me enacanta* (instead of *me encanta* ('I love')). Finally, in *it is heat* (*y es calor*), we respected the mistake, not with the verb *to be*, but with the noun *heat*.

BBB session 1. Monday January the 27th, 2014.

28:33: EN2: Hellooo...
((...))
28:58: SP1: Hello.
28:59: EN2: Helloooo!

29:03: SP8: (( )). *How are you?*
29:06: EN2: I'*m well thank you, how are you?*
29:10: SP1: I'*m fine, and you?*
29:15: EN2: *Me?* (2'') *Me, I'm good, I'm good, thank*

you.
((...))
29:50: EN2: *Ahm, ok* (2''). *Should we start / the questions?* (2'') *Oh, one of them just left*.
((...))
30:49: EN2: Did you stay in Spain at Christmas?
((...))
31:01: EN2: What?
31:03: SP8: (( )) *your name?* (2''). *What's your name?*
31:10: EN2: *Oh, my name is* [EN1's name, twice].
31:14: SP8: (( ))
31:17: EN2: *Helloooo.*
((...))
31:45: SP8: Eh, my name is [SP8's name].
31:49: EN2: Hellooo.
((...))
32:49: EN2: Ehm, helloo.
33:01: EN2: Em, ok. Hm, (SP8's name), did you stay / in Spain at / Christmas?
33:11: SP8: Repeat, please, I could not listen to you[11]. Please, please.
33:21: EN2: Ahm, what? (3''). Hm, did you stay in Spain at Christmas?↓
33:36: SP8: Here in Spain, we have a typical food (( ))
33:45: EN2: ((can you)) repeat, please?
33:50: SP8: Can you hear me?
34:01: EN2: *Oh, I can't hear it*... (( ))
34:12: EN2: Yes, yes...
34:14: SP8: What did you eat / at Christmas / in your country?
34:19: EN2: Ahm, yes, yes... (LAUGHS)
34:29: EN2: Hm, ahm, I stayed in England, (3''), right? Ahm, ahm, no, no, right? (2'') (LAUGHS) Yes, ahm, but, the Monday before Christmas / I went to (( )) with my father / to pick / my grandma up.
35:00: SP8: Very good. (2'') Me, at Christmas, I always go to my grandma's house.
35:06: EN2: Ok, ok. (3''). Sorry?
35:11: SP8: Me, at Christmas, I always go to my grandma's house / to have lunch. In England (( )) ((to your grandma's house))?
35:22: EN2: Yes...
((...))
35:43: SP8: In... (( )) In New Year's Eve... (2'') In New Year's Eve...?
35:54: EN2: Can you repeat, please?
35:56: SP8: Yes, in... (( ))?
((…))
36:40: EN2: Hm, sorry?
36:47: SP8: Can you hear me now, can you hear me?
36:51: SP1: Can you hear me, (SP8's name)?
37:00: EN2: Ahm...
37:01: SP8: Can you hear me?
37:02: SP1: (EN1's name)...

11 While laughing.

37:04: [EN2: Yes, yes...]
37:04: = (EN2's name)... Can you hear me?
37:08: EN2: Hm, a little bit (4''). Ahm, no, you can't hear [*****].
37:22: SP1: (( )) can you hear me properly?
37:24: EN2: Ahm (2''), yes, ahm, / it is a little bad / but (( ))
35:35: SP1: Ah, ok, ok.
37:39: EN2: Ahm (2''), ahm, who / who did you spend Chri / Christmas?↓
37:51: SP8: Eh, rep /Can you repeat, please?
37:54: EN2: Ahm, / who did you spend Christmas with?↓
37:59: SP8: I spend // I spend Christmas with my (( ))
38:07: EN2: Your friends?
38:09: SP8: Yes // My (( )). I'm from / from a town in Valencia...
38:15: EN2: Ah, ok.
38:18: SP8: - And // I was with my friends in my town.
38:23: EN2: Ok.
38:25: SP8: And then I spent [Christmas Day...
38:26: EN2: Okay.]
38:27: SP8: = with my family.
38:29: EN2: Yes...
38:33: SP8: Ehm, the day before Christmas (3'') I went out / with my friends.
38:41: EN2: Ah, ok, ok. Right. (LAUGHS) (2'') And, and you / (SP1's name)?
38:52: SP1: Sorry, sorry?
38:55: EN2: Ahm, who did you spend Christmas with?↓
39:00: SP1: Ah, me // I spend my Christmas / I spent Christmas with my [friends...
39:04: EN2: Ok, ok.]
39:04: SP1: = and with my, my family.
39:07: EN2: And my, ahm, (3'')...
39:13: SP8: And you?
39:15: EN2: Ah / all the family / of my father // hm, they came to my house, ahm, my aunt, my uncle, my grandma, my cousins // my cousin's boyfriend... A lot of people (LAUGHS)
39:33: SP1: Yes, a lot of people.
39:37: SP8: And did you go out with your friends?
39:41: EN2: Hm, sorry, can you repeat?
39:46: SP8: Eh? (( ))
39:51: EN2: ((Ueh)), hm, can you / can you repeat?
39:55: SP1: (SP8's name), YOU ARE TOLD TO REPEAT.
40:04: EN2: What / what did you eat at Christmas?
40:11: SP8: I ate // Do you know what *puchero* is?
40:16: EN2: Yes?
40:20: SP8: In Spain, in Spain, the food... (( ))
40:37: EN2: Ahm // OK, *I can't* // Yes, yes...
40:43: SP8: Christmas Day (3''). Can you hear me?
40:49: EN2: Yes, yes (5''). Ehm, no, you can't hear / you can't hear [*****].
40:59: SP8: [She/he] is not listening to me. No. (2'')

On Christmas Day...
41:05: EN2: Yes?
41:08: SP8: - I ate puchero. *Puchero* is a / a typical food / in Spain.
41:14: EN2: Ah ok, oh. Right. (LAUGHS) Ahm, and you, (SP1's name)?
41:20: SP1: Me, well... Ah / let's see if I remember // Well...
41:30: EN2: (( )), can you repeat?
41:33: SP1: I don't remember.
41:36: EN2: Ah, ok.
(( ))
41:39: SP8: And you?
41:45: EN2: Yes, ok. (3'') Ah / we ate turkey and po ta toes, it is more typical to // English people.
42:00: SP8: Ah, very good.
42:02: SP1: Ok.
42:03: SP8: What did you eat / at Christmas?
42:06: EN2: Ahm, at Christmas, hm // Turkey // and, hm, Brussels sprout?
42:17: SP8: Yes.
42:18: EN2: *Brussels sprout*? Right?
42:22: SP8: Yes, yes.
42:23: EN2: *Yeah.* But / I am vegetarian, hm, so I only ate the legumes and potatoes.
42:34: SP8: (( ))
42:40: EN2: Yes (2'') And you, (SP1's name)? Oh, no...
42:56: SP8: Did you go out with you friends?
43:01: EN2: Hm / can you repeat?
43:04: SP8: On / on [Christmas Day...
43:07: EN2: Yes?]
43:07: SP8: = did you go out with your friends?
43:11: EN2: No, no you can't hear [*****], it is a bad connection.
43:18: SP8: (( )) t*o the disco*?
43:37: SP1: What did you do on New Year's Eve, (EN2's name)?
43:40: EN2: Yes, oh (2''), sorry?
43:46: SP1: What did you do on New Year's Eve? ((...))
44:06: SP8: What did you do on New Year's Eve? ((...))
44:24: SP1: (EN2's name) (4'') Can you hear me?

44:31: EN2: Yes, but this is a bad connection.
44:36: SP1: Ok, I'm going to try...
44:42: EN2: Ahhh! Ehm // Have you made New Year resolu – New Year resolutions?
44:56: SP8: Hm / me / my New Year resolution // is, hm, getting good marks...
45:04: EN2: Ok...
45:06: SP8: ... (( )).
45:12: EN2: And you, (SP1's name)?
45:14: SP1: Me?
45:15: EN2: Ahm, have you made New Year resolutions?
45:24: SP1: Well, yes // Studying a little bit more. (LAUGHS)
45:30: SP8: And you?
45:33: EN2: Ahm / I would like to be nicer to my sister. (LAUGHS)
45:40: SP8: Me too.
45:43: EN2: Sorry? (4'') Yes / my sister is // twelve years old.
45:55: SP8: Twelve years old // And how old are you?
45:58: EN2: Ahm, fourteen (3'') *Yeah,* fourteen.
46:05: SP8: Fourteen?
46:07: EN2: Yes (2'') And / and you, and you?
46:13: SP8: I'm fifteen.
46:14: EN2: Ah, ok, ok.
46:17: SP1: We are // We both are fifteen years old.
46:23: EN2: Oh!
46:39: SP8: (( )) Are we already leaving? (3'') Ehm, ok. Eh, (EN2's name)...
46:49: SP1: Listen, (EN2's name)...
46:50: EN2: Yes?
46:50: SP1: (EN1's name)...
46:52: EN2: Yes?
46:52: SP1: We // We have to switch class; see you soon, ok?
46:58: EN2: Yes, ahm, (( )). *You have, you have to go*? // *You have to go*?
47:07: SP8: (( ))
47:09: EN2: Ah, ok, ok. (LAUGHS) See you soon!
47:16: SP1: Bye!
47:16: [SP8: Bye!
47:17: SP1: See you!]
47:18: EN2: Bye! (2'') See you!

In this first BBB translation, *No, no escuchas* has been translated as *you can't hear*, because EN2 is using the 2nd person of singular of the verb instead of the 1st, which is respected using *you*.

BBB session 2. Monday January the 27th, 2014.

18:56: SP2: *Hi hi hi hi* →
19:02: EN1: Hello!
19:05: SP2: Oh! Now it works!
19:18: SP2: Hello?
19:22: EN1: Hello! How are you?

19:34: EN1: How are you?
19:40: SP2: Hi! Does it work?
19:53: EN1: Hello! When... (3s'') How were your Christmas?↓
19:58: SP2: Very good.

20:00: EN1: Ahm, ok. (2'') Hm, very good, thanks / it was very funny (5'') Ehm, how much time do your holidays / last?↓

20:14: SP2: Eh?

20:16: EN1: How much time do your holidays last?↓

20:22: SP2: No (( )) I can't understand well // you know // (( ))

((...))

[Speaking turns in English in the original source]

22:48: EN1: Ehm, when, hm, (2'') (( )) where in Spain, hm, (2'') does (2'') //does your uncle live?↓

23:10: SP2: Well, hm, we live in, well, we live in Val / - in Sagunto, hm, a town near Valencia...

23:17: EN1: Ah, thanks / ok.

23:27: SP2: *So, what's about your Christmas,* (( )) *go on Christmas day?*

23:36: EN1: Hm, on Christmas day / I went to Gales to visit my cousins // with my family // and it was very funny because they are (3''), hm, my, mi ag... // -No, hm, *they are my age?* [*****] They are young (2'') Hm, it was a great Christmas, wtih, hm, (2'') a lot of [people.

24:13: SP2: *So your Christmas* (( )) *Day was funny?*]

24:15: EN1: *Yeah, it was fun because my whole family was there.*

24:30: SP2: *What // what has brought Santa Claus for Christmas to you?*

24:35: EN1: Hm, sorry?

24:40: SP2: (( )) *SANTA CLAUS FOR CHRIST MAS TO YOU*?

24:48: EN1: Ahm, (2'') presents?

((...))

25:07: EN1: I don't understand.

25:13: SP2: (( )) Shall I tell you in Spanish? [*****] Maybe...

25:21: EN1: Can you repeat, hm, (2'') slowly, please?↓

25:28: SP2: *WHAT HAS BROUGHT SANTA CLAUS FOR CHRISTMAS TO YOU*?

25:34: EN1: Oh, oh, Santa Claus! Ok! (2'') Oh, *God.* Hm // I received music speakers and // a mirror, hm, (2''), right // from my, hm // from my parents. And you?

26:03: SP2: A mí, ahm, sí, o sea (4'') *An ukelele*?

26:20: EN1: Ah, an ukulele? / Ah, hm, do you play the guitar? (( ))

26:28: EN1: *Sorry.*

26:30: SP2: *I'm a musician*.

26:32: EN1: Ah, which instrument // do you / hm, -do you play?

26:54: EN1: I play the guitar, is / is, hm...

26:59: SP2: Do you play the guitar?

27:01: EN1: Yes. (3'') *Why*?

27:07: SP2: *I,* [*I...*

27:07: EN1: Sorry?]

27:10: SP2: = *So cool, I don't know, eh*...

27:17: EN1: Do you play any instrument? Which one?↓

27:21: SP2: Yes, it is correct, well / *I play piano.*

27:26: EN1: Ah, piano // I used to play the piano, [(( ))

27:29: SP2: Did you?]

27:31: EN1: = Yes, but, ahm (3'') (EN1 asks the teacher) hm, I dropped out because it was very boring (3''). Hm, but / but my teacher was // unfriendly (LAUGHS)

28:01: SP2: *Ehm // I play the piano and I play percussion* [*****]*, too...*

28:07: EN1: *What do you play? / Ah, drums!*

28:13: SP2: *Drums and another instruments. And, eh // and I'm learning to play the ukelel*e.

28:20: EN1: Ah, hm, it is very funny ((...))

28:34: EN1: Do Spanish people have special traditions at Christmas?↓

28:50: SP2: *She was* [*a...*

28:52: EN1: She is very pretty].

28:55: SP2: *She is* (( ))*, like her* (( ))

28:59: EN1: Hello (( ))!

29:11: SP2: *Christmas traditions,* no?

29:14: EN1: Yes // in Spain.

29:17: SP2: (( )) *We ((snow)) / special traditions*.

29:27: EN1: Sorry?

29:31: SP2: Well // I don't know how to say it, eh... (2'') Instead of Santa Claus // we have the *three, three wise* [*men*.

29:45: EN1: Ah, sí!]

29:47: SP2: = *I think is the only difference in the traditions.*

29:54: EN1: Hm, in English [*****], hm, (3'') we have Santa Claus on, hm, on // night (2'') Christmas night, and Christmas day hm, we have a big moment // a (3'') ahm, (( )) a big lunch / on Christmas day.

30:35: SP2: *Ah, well, we, we have a, hm, a (2'') normally we / we do an // a family dinner in Christmas day and (3'') all the family...*

30:58: EN1: Yes // *gets together, yeah.*

31:05: EN1: Did you have any, hm, resolutions for the new year?↓ [*****]

31:13: SP2: *Ah, new year resolution*s? [*****]

31:15: EN1: Yes.

31:17: SP2: *Well, ahm // Yes, I, I have some, ehm, New (( )) resolutions. I will, hm, learn to play uke... the ukelele (3''). I (( )) I don't // I don't play any sports.*

31:49: EN1: Any sports? / Ah, ok.

31:52: SP2: (( )) *very, very unfit*.

31:58: EN1: Ahm, I have, hm, no / I practise rowing // hm, but my New Year resolution is / having a healthier lifestyle and eating better // hm, because, because I / I love chocolate and cakes[12].

32:22: SP2: Ok.

32:27: EN1: Ahm (2''), did you do something

---

12 While laughing.

interesting, hm, (2'') on holidays?↓

32:42: SP2: Eh, *well* / sorry, sorry?

32:47: EN1: Hm // did you do something interesting on holidays?↓

32:53: SP2: On holidays? Eh, *only,* well... Hm, I/ I (( ))

33:06: EN1: No? Nothing?

33:11: SP2: *(( ))These holidays I was, I (( )) These holidays were a little boring to me because / I don't know (4'') I don't know, it was // It was boring because [(( ))...*

33:33: EN1: Did you meet your friends?]

33:36: SP2: Sorry?

33:39: EN1: Hm, did you meet your friends?

33:41: SP2: *Ah, yes, I met my friends but I // I didn't (( )) some days // I only meet them, hm / two or three days because I was... (2'') I was without / without my phone because it was, eh // it was... I don't know // ehm... It was, eh...*

34:31: SP2: *- Because / my mobile phone has broken down and I can't communicate with my friends and I was a little // 'aislated'? // 'Aisleted'?*

34:47: EN1: ¡Ah! What // what a pity!

34:50: SP2: *What about you? Did you... Did you, hm, (( )) something?*

35:00: EN1: Yes // I went to / (( )) palace with my friends and // we did // did // i*ce-skating* [*****] (5'') It was very funny.

35:25: SP2: Cool. (5'') *And do you think // 2014 will be a good / a good year?*

35:41: EN1: Hm, sorry?

35:43: SP2: *Do you think that, ehm // 2014 will be a good year or a bad year?*

35:54: EN1: Ah, yes, hm... (3'') Luckily // a good year, but... // Yes, a good year. / Ahm, (2''), ahm, and you?

36:18: SP2: *I think that it's // It will be a good year because, eh, in Spain / 2014 (( )) been a, a... (( )) because / there was some // There were some big, hm, politic...*

36:47: [EN1: Ah, yes, with money,

36:49: SP2: Yes, crisis.

36:50: EN1: Problems]. In English [*****] is (3'') [EN1 asks a partner] the same / en English.

37:12: SP2: (( ))

37:19: EN1: Yes (2''). Ahm (3''), ahm // were you happy to come back to school?↓

37:33: SP2: Yes, *I was happy because, hm,* [(( ))

37:40: EN1: Seeing your friends].

37:43: SP2: = (( )) *and I, I was happy to / happy to / to meet my friends.*

37:49: EN1: Yes...

37:53: SP2: (( )) *you* (( ))?

38:00: EN1: Yes, hm (4'') it was fantastic // to see my friends / but I don't like classes.

38:14: SP2: Well, *I / I didn't like class too, but...*

38:19: EN1: *You have to do that.* (3'') Ehm // what do you do at weekends?↓

38:31: SP2: Eh, sorry... / *What, what?*

38:34: EN1: What do you do at weekends?↓

38:38: SP2: Ehm, at weekends...

((...))

39:08: SP2: (( )) I g*o in the morning to (( ))* [SP2 asks the teacher] *I // go to ((rehearse)) with a band (( )) in* [*Sagunto,*

39:36: EN1: Yes]

39:40: SP2: = *I, I've got the mobile phone again so I can (( )) with him.*

39:47: EN1: Ahm, yes (3'') It isn't good / to be without your phone.

39:57: SP2: *Sundays normally I study or (4'') I normally study or / or do* (( ))...

40:16: EN1: Ah, yes / hm, and I / hm, I have to do my homework.

40:21: SP2: [*You what, what...?*

40:22: EN1: = (( )) Hm], but I'm (2'') I'm going out with my friends and, hm / I'm going yo practise rowing in the river / in the morning.

40:39: SP2: Rowing?

40:41: EN1: Ehm, (( ))? Rowing? [*****] Yes / hm (2''). It is difficult, but it is good for your (( )).

40:57: SP2: Ok.

41:06: SP2: *Hm, so will you do a / a (( )) 2014?*

41:16: EN1: Hm, yes, in / hm, in April I'm going to Spain // I'm going to Granada with my school, hm...

41:31: SP2: *Oh, it's / It's over! The class is over.*

41:34: EN1: Oh, ¡ok! // Bye, see you.

41:38: SP2: *See you another day. Bye!*

41:42: EN1: *Bye!* (3'') See you!

The different problems with the use of language, most from EN1, are regarding Spanish as a FL; in this translation into English, although we have tried to respect these difficulties, they don't have the same power they had in the original source. In 29:54, for example, instead of *England,* EN1 says *English,* a literal translation from the original source (*inglés* instead of *Inglaterra*).

BBB session 3. Monday March the 10th, 2014.

09:54: EN8: Hello!
09:55: SP8: Helloooo.
09:57: EN8: Hello, how are you?
09:59: SP8: Very well, and you?
10:02: EN8: Very well, thanks.
10:09: SP8: Don't you have webcam?
((...))
10:20: SP8: Do you have webcam?
((...))
10:37: SP8: Oh! Now I can see you.
10:43: EN8: Ahm...
10:46: SP8: Ehm...
10:48: EN8: Are // are you [SP8's name]?
10:50: SP8: Yes.
10:51: EN8: [SP3's name], ahm...
11:06: EN8: My friend is ah / ah (3'') (( )). [*]
11:22: SP8: Hm...
((...))
11:36: EN8: Have / [have you...?
11:38: SP8: How old are you?]
11:42: SP8: How old are you?
11:44: EN8: Ahm, I am / I am // No...
11:53: SP8: Fifteen? [*]
11:55: EN8: Fifteen! Yes, and you?
12:00: EN8: And you?
12:02: SP8: I am also fifteen years old.
12:05: EN8: Fif / fifteen...

12:08: SP8: Yes, me too.
12:10: EN8: Ahm, ok. // Hm, where / where is [SP name]?↓
12:15: SP8: [SP name] is with another computer.
12:18: EN8: Ah, ok.
((...))
12:34: EN8: When // Hm... (3''). I'm sorry.
12:41: SP8: Don't worry.
12:42: EN8: When are / *Fallas* celebrated?↓
12:46: SP8: What?
12:48: EN8: *Fallas.*
12:51: SP8: Yes // Hm (3''). Now we have holidays, in *Fallas.*
12:59: EN8: Ah, yes / hm...
((...))
13:18: EN8: Ah // When is your / When is your birthday?↓
13:27: EN8: When // when is your birthday?↓
13:35: SP8: It is // November the 12th.
13:37: EN8: Ah yes, ahm...
13:40: SP8: And yours?
13:43: EN8: *Yours,* ahm... (2'') Septem / September the 9th?↑
13:53: SP8: (( ))
((...))
[14:19: so many technical problems with sound that pupils start using the chat (14:49: SP8: *podemos hablar por aquí* ('We can talk here')]

On the one hand, the first [*] remarks that the word in [(( ))] could not be clearly listen in the original source, so we do not have translated it. Regarding the second [*], the remark applies for all this session; this is a full translation into English, although, as we can see in the original source, all the help provided to EN8 is on Spanish, as the language he/she needs help with.

BBB session 4. Monday March the 10th, 2014.

10:20: SP1: [Hello.
10:20: EN1: Hello].
10:22: EN1: Ahm, how are you?
10:25: SP1: I'm fine (2''), and you?
10:28: EN1: Ahm / I'm fine, thanks, I'm tired.
10:34: EN1: Ahm, shall we speak about //(( )) festivities?↓
10:45: SP1: Sorry?
10:47: EN1: Ahm...
10:48: SP1: Sorry?
10:51: EN1: Ah // Which kind of festivity is *Fallas*? ↓
10:57: SP1: Ah, *Fallas* // Hm (2'') *Fallas* are // there is a / a group of people that / that make... *Ueh*, let's see... (2'') There is a group of people that make like a / a tribute or something like that (3'') to different things // making figures.
11:21: EN1: Ah, good // ah, ok. How are they

celebrated?↓
11:28: SP1: Sorry?
11:29: EN1: Ah, how / are Fallas /celebrated?
11:34: SP1: Well, eh, eh / eh // In *Fallas* people normally...// The *Falla* / people normally buy pe /petards, eh, fireworks and // [That way,
11:51: EN1: Ah...]
11:51: SP1: = people celebrate *Fallas* with fireworks and petards.
11:57: EN1: Yes. Ahm, right. (3'') Ok.
12:09: EN1: What do you do at Easter?↓
12:15: SP1: At Easter?
12:17: EN1: Yes (2''), what do you do?↓
((...))
13:00: SP1: Eh, sorry, sorry / I was...
13:04: EN1: Hm, can you repeat, please?
((...))

13:19: EN1: Can you hear me?
13:30: EN1: No... (2'') Ah, YES, YES, YES.
13:37: SP1: Can you hear me?
13:38: EN1: [Yes,
13:38: SP1: Ok].
13:39: EN1:= can you hear me // can you hear me properly?
13:42: SP1: Yes, yes.
13:43: EN1: Ah yes, ahm...
13:43: SP1: Yes, I can listen to you properly.
13:48: EN1: What do you do on Easter?↓
13:53: SP1: Eh, we celebrate Christ's birthday, ehm...
14:00: EN1: Ok, ahm / how many days does it last?
14:04: SP1: One week, I think // One week more or less.
14:09: EN1: Ok. Hm, (2'') which is your favourite festivity?↓
14:20: SP1: My favourite festivity? // Mine would be Fallas. Fallas are / are ok.
((...))
14:54: EN1: Can you, can you hear me?
14:57: SP1: Yes, yes, yes.
15:02: EN1: How is the Saint's Day [*] celebrated?↓
15:07: SP1: Sorry, sorry?
15:09: EN1: Ahm, how is the Saint's Day celebrated?↓
15:14: SP1: Which day?
15:16: EN1: Saint's Day.
15:28: SP1: Ah, All Saints Day...
15:32: EN1: Yes (3''). How is it celebrated?↓
15:48: SP1: (( )), can you hear me?

15:52: EN1: Yes.
15:55: SP1: Eh, can you repeat?
15:59: EN1: Ahm, how is the Saint's Day celebrated?↓
16:06: SP1: Eh, it (3''), it is a // It is celebrated / it is a Catholic tradition for honouring All Saints.
16:19: EN1: Yes... (2''). Is Quin / Quinceañera [*] / an important party for girls?↓
16:35: SP1: What, what?
16:37: EN1: Ehm, is Quinceañera an important party for girls?↓
16:45: SP1: Well, important for // I think it is important for us all.
16:50: EN1: Ah, ok.
((...))
17:01: SP1: Sorry?
((...))
17:54: EN1: How many days of holidays do you have for Fallas?↓
18:04: SP1: For Fallas?
18:06: EN1: Yes.
18:09: SP1: Ehm... I think there are three or four days.
18:12: EN1: Ah, yes // It is funny, isn't it?
18:17: SP1: Yes.
((...))
18:39: EN1: Which ones do you prefer?↓
18:42: SP1: Can you repeat?
((...)) [Technical problems; they change into English by chat: SP1: Shall we speak in English now? (19:55')]

El día del Santo could refer to All Saints Day and to the day in which particular people celebrate their saints, as Saint Jordi, Saint Teresa, etc. For Spanish pupils, this last celebration is very popular, but not for English ones. To see more negotiation of meaning on this intercultural issue, please refer to BBB session 5 and its translation down here. Quinceañera, at its turn, is respected with the Spanish word; it is a typical party in South America, above all among Latin American people, also called baile de debutante ('debutant dance') or presentación en sociedad ('introduction to society').

BBB session 5. Monday March 10th, 2014.

08:47: EN2: Hello.
08:50: SP2: Hola.
08:52: EN2: How are you?
08:54: SP2: Good, very good (( )).
08:58: EN2: Hm, I'm fine, thanks.
09:04: SP2: Well, (( ))?
09:12: EN2: Shall, shall we start?
09:16: SP2: Yes, eh / do you want to start in Spanish or in English?

09:19: EN2: Eh, I don't know [...] Ok, in Spanish?
09:26: SP2: (( ))
09:27: EN2: Yes, ok? (3'') Ahm, hm (3''), what about Fallas?↓
09:36: SP2: Fallas? / Eh, very good, we are about to start, we / we start this Saturday and it is very funny and, ehm / very interesting because, eh // there are like (( )) eh, they make sculptures with materials a little bit more (( )) sculptures, and, in the end of, of

the festivity, eh / they are burnt.

10:16: EN2: Yes, ok.

10:18: SP2: (( )) it is very interesting and funny.

10:22: EN2: Good (( )) (5'') Ok, ahm (2''). Ahm, te, ahm, yould you like yo go to *San Fermines*?↓

10:42: SP2: San Fermines? Well / I don't like them, because I'm not in favour of San Fermines / because I don't like the idea of, (2'') ehm, because / *San Fermines* consist in, ehm / making bulls running and running before them /and sometimes they get hurt...

11:06: EN2: [Yes.

11:07: SP2: = and I] don't like that, hurting / animals, that is why I am not so (( )).

11:15: EN2: Good (2''). Ahm (2''), ahm, what do you, ehm, at Easter?↓

11:27: SP2: At Easter? (2'') Wait a moment.

((...))

12:18: EN2: Ok, ah, you // Ah, what do you eat at Easter?↓

12:27: SP2: Easter, ehm // Well, before Easter there is a period of time called Lent / eh, that is // We eat... We don't eat meat. We eat fish, vegetables, all but meat (5''). Ok. And during, (2''), well, there is the Lent and then during Easter we eat as we normally do.

13:03: EN2: Ok. (2s.) *Wait,* only a moment.

13:28: EN2: Can you raise the volume? Thanks.

((...))

13:58: SP2: Can you hear me now?

13:59: EN2: Yes, yes.

14:01: SP2: Properly?

14:02: EN2: Yes, properly.

14:03: SP2: This microphone works a little bit / a little bit badly. Ok.

14:11: EN2: Can you hear me?

14:13: SP2: Good.

14:15: EN2: Yes, ahm. Ok // Hm, do you celebrate the Saint's Day [*]?↓

14:24: SP2: The Saint's Day? What do you mean?

14:27: EN2: Ahm / ah, *yeah,* do you celebrate the Saint's Day?↓

14:36: SP2: Hm, wait a moment (3''). Eh, you mean that, for example, eh / each, each // there are different days in which there are, for example, someone whose name is Carlos, there is [Saint Carlos...

14:54: EN2: Yes, yes...

14:55: SP2: = so...

14:55: EN2: = Yes].

14:56: SP2: = Are you referring to that or (( ))? Or to (( ))? Are you referring to that?

15:08: EN2: Ah (( )) Ahm / do you have / is, is there a Saint ((Jordí)) or not? (5'') Hm... (2'') Hm, do you celebrate the, the Saint's Day / for / for you?↓

15:34: SP2: The Saint?

15:36: EN2: Yes// is it, is it a Saint for ((Jordí))?↓

15:42: SP2: Sorry? I can't listen properly, wait.

15:46: EN2: Is, is...

((...))

16:03: EN2: Is there a Saint Jordi?↓

16:05: SP2: Yes, my name is Jordi, of course, ok, my / of course.

(LAUGHS)

16:10: SP2: (( )) Saint Jordi's Day is / April the 22th...

16:13: EN2: [Ah, is it?

16:13: SP2: And that day...] Yes.

16:16: EN2: Ok.

16:16: SP2: = (( )) is also the Book World Day.

16:19: EN2: Ah, ok. Ah, *yeah.*

16:25: SP2: People give books as a present, (( ))...

((...))

16:41: EN2: *Should we / should we speak in English now*? Yes?

Spanish people celebrate the day of their saint; e.g., Saint Jordi. However, among English pupils we are not used to find any reference to this festivity, being more considered a Spanish one. The Saint's Day has been considered the translation to *El día del Santo,* although we are not referring to All Saints Day. It is interesting to see that negotiation of meaning is carried out and, finally, pupils reach a full understanding on this intercultural issue, but this negotiation is stronger in the original document, in Spanish.

BBB session 6. Monday March 10th, 2014.

01:29: EN9: Helloo.

01:33: EN9: Helloooo!

01:45: SP9: *Hello!*

01:47: EN9: Hellooo! (3'') How are you?

01:55: SP9: *I'm [SP9's name], and you?*

02:04: *SP9: What's your name?*

02:06: EN9: Ahm // my name is [EN9's name] // [[EN9's name].

02:10: SP9: What?]
02:11: EN9: Hm, [EN9's name], my name is [EN9's name] // Ahm, what's your name?
02:17: SP9: My name is [SP9's name].
02:20: EN9: Ahm, sorry?
02:22: SP9: [SP9's name] // [SP9's name].
02:26: EN9: Ah, ok. Ok / Hello. (LAUGHS)
((…))
03:06: EN9: Ahm, (( )) how old are you?↓
03:11: SP9: *Eh, sixteen, and you?*
03:14: EN9: Oh, ahm // fifteen.
03:17: SP9: *When is your birthday?*
03:19: EN9: Ahm, December the 31th.
03:28: SP9: *My birthday is / ehm...* (( )) *of February.*
03:34: EN9: Sorry?
03:36: SP9: *13th of February.*
03:39: EN9: Ah, ok.
((…))
04:39: EN9: Ahm (2'') in / *Fallas,* how are *Fallas* // celebrated?
04:55: SP9: (( )) *is your favourite* (( ))?
05:06: EN9: Sorry?
05:09: SP9: *Eh, what is your favourite party?*
05:12: EN9: Ah, ok. Hm // my, ahm, my favourite party is , ahm, (2'') ah, the...
((…))
05:30: EN9: Ahm, my favourite party is (2''), ahm, (5'') is, ahm / hm, (5'') the, *Noël* [**] (2''). Ahm, and you?
05:57: SP9: Sorry?
05:59: EN9: And you, when, ah, *wait...* Oh, ehm...
06:03: [SP9: Eh...
06:04: EN9: = when is your favourite festivity?↓]
06:09: SP9: *My favourite party is eh / osea* [**], *Christmas.*
06:14: EN9: Ah, // OK. Ahm...
06:20: SP9: *Now, eh (2'') what is your* (( ))?
((…))
06:50: SP9: *The (2'') next week...*
06:53: [EN9: Yes.
06:54: SP9: = (( )) *to class*?]
06:57: EN9: Sorry?
06:59: *SP9: The next week / you go to class?*
07:04: EN9: *You all* (( )) *to class*?
07:08: SP9: *Eh // The next week* (( )), hm, (( )) *in Valencia, is Fallas and we don't go to the class.*
07:19: EN9: Oh, yes, yes. Ahm...
((…))
07:39: EN9: You luck.[**]
07:41: [SP9: *What?*
07:41: EN9: You luck a lot...]
07:42: EN9: You luck.
07:46: SP9: *I don't understand you.*
07:48: EN9: Ahm (3''), ehm... Ahm...
((…))

08:08: EN9: Ahm, because, no, hm (4'') you // *not...*
08:15: SP9: Because we don't have classes?
08:16: EN9: Ahm, yes // you luck a lot because of *Fallas.*
08:24: *SP9: Is a party, and the girls and boys dress big // wigs... (2'') dress / dresses.* [*And...*
08:40: EN9: Ah, yes]
08:45: SP9: *Ehm, there are many...*
((…))
09:28: SP9: Eh (2'') In this // in the last, *no.* // The... In *Fallas,* there are many (2''), hm, eh, *espera...*
09:53: EN9: Ok, ok // Where did, ahm, where did you go on last holidays?↓
10:09: SP9: *I stayed in my / in my town, Sagunto / because in Christmas* (( )) *my family are..* (( )) *eh // my family* (( ))...
((…))
10:31: SP9: *- in my grandma house and dinner, eh, together.*
10:37: EN9: Ah ok, ok. (2'') Hm, hm, last holidays I went ((by plane)) in France // ahm, with my parents // because I have a / I have a country // house, in France.
11:11: SP9: *My cousins, eh, are // Eh...*
((…))
11:21: SP9: *- are French.*
11:24: EN9: Oh, yes.
11:26: SP9: *Eh, my cousins, eh, in the // eh, 24th of December, go to France and stay* (( )).
11:39: EN9: [Ahm...
11:39: SP9: (( ))]
11:42: EN9: Yes...
11:42: EN9: Ahm (5''), ahm (3''), which holidays do you prefer?↓
11:55: SP9: *My favourite eh, par // Eh, vac / My, eh /* (( )) *is Christmas*.
12:07: EN9: Ahm, mi // How do you say... Me // Ahm, *yeah,* me the same. [**]
12:16: SP9: What?
12:18: EN9: Ahm, *don't worry, don't worry / it's OK*. Me the same [**], I like, ahm / I like, *Nöel* a lot (3''). In, in England, ahm...
((…))
12:44: SP9: *One moment, one moment, please.*
13:27: SP9: (( )) *do you do in summer?*
13:31: EN9: Sorry? (3'') Sorry? I don't understand.
13:45: SP9: *That you / that you do in summer?*
13:50: EN9: Ahm // In summer, hm, oh, ahm (2'') I go out with my friends and // Hm (2'') hm, oh, ahm, we went to the ((excellent)) (( )), the / hm / in Italy. (4'') Right? Hm, and at / hm, at Easter , ahm (3'') I / I skiing with my family / skii // Ahm, and you? Ahm, what did / what did you do last / last summer? [**]
14:59: SP9: *I* (( )). *Is an* (( )), *an... Is an* (( ))
((…))

15:24: EN9: Yes.
15:34: EN9: Ok, ahm...
15:41: SP9: *Eh, and I life // I live in the / in the beach. In / Every, every mornings go with my friends and the pool // and pool and the / and the beach. But every / every fridays go to* (( )) *and* (( )).
16:09: EN9: Ah! So cool! Ahm, were do you live / in Spain? ↓
16:18: SP9: *In Sagunto, but I live in beach, eh...* (( ))
16:27: EN9: But in / ahm, in the North, in the South, in (2'') Ahm / west... Ahm, where?↓
16:40: SP9: (( ))
16:42: EN9: Oh, in Spain, *like...* (2'') Where in Spain, hm, *like* South, West...? Where do you live?↓
16:57: SP9: *In* (( )).
17:01: EN9: Sorry?
17:07: SP9: (( )) ((*west*)).
17:08: EN9: Ah, yes, yes. (2'') ((*West, west*)).
((...))
17:23: SP9: *Where do you live?*
17:25: EN9: Oh, ahm / I live in London, in, hm / England, in the capital // in West London.
17:38: SP9: *I was travel at // a, a London in* (5'') *two thousand and four.*
17:52: EN9: Yes, ahm... (2'') Do you like it?

18:02: SP9: *And I want // go to the // noria...*
18:10: EN9: Sorry?
18:14: [SP9: Eh...
18:14: EN9: Eye // the Eye?]
18:16: SP9: No, no... Eh...
((...))
18:29: SP9: *Ah // I will // I want to go at London Eye. When I was trav to London, there are many people to up.* (( ))
18:44: EN9: Yes, yes, yes. (3s''). Hm, hm, we, we / *wait. Iraba* [**] // Ahm, *wait, wait.* I went in // in Spain, hm, twice / but, hm, (3'') I / *wait / I want* to go...
((...))
19:19: EN9: - but I want to go to, hm (2'') Spain.
19:27: SP9: *Eh, in Spain / the best, ehm, best, eh / place to go is / Barcelona. // Is very beautiful.*
19:36: EN9: Yes, yes. Ahm // I went with my family, hm, the week, hm // two years ago (3''). Hm, hm, it was (( )) (2'') it was very hot and, hm...
20:01: SP9: *Valencia, in Fallas, is very beautiful. (2'') This is* [Spanish name]. *Damn it !/ This is* [SP name].
((...))
20:12: SP9: *Good bye!!*
20:15: EN9: Ahm, good bye!

EN9 presents difficulties with the use of language (Spanish; e.g. *iraba*, incorrect), but in this translation into English these difficulties are not so remarkable, as English is his/her mother tongue. We have adapted some mistakes, as in minute 13:50; however, we have respected some others, as *Noël* (the French word for *Christmas*) and those having misunderstandings as a consequence (e.g. *tú es suerte* as *you luck* or *me también* as *me the same*). SP9, at his/her turn, communicates in English, but he/she says some things in Spanish, the ones not remarked in italics.

Guides from Val.Es.Co transcription system (VALESCO, 2014), translated into English:

=	In an overlap, the speaker mainains the speaking turn.
[	Moment in which an overlap starts.
]	Moment in which an overlap finishes.
—	Reestarts and self-interruptions without reasonable pauses.
/	Short pause, less than half a second.
//	Pause between half a second and a second.
///	Pause of a second or more.
(5")	Silence (lapse or interval) of 5 seconds; the number of seconds are pointed out in pauses of than one second, in those specially relevant cases.
↑	Ascending intonation.
↓	Descending intonation.
→	Maintained intonation.
TRANSCRIPTION	Marked or emphatic pronunciation.
trans crip tion	Syllabicated pronunciation.
(( ))	Indecipherable excerpt.
((transcription))	Uncertain transcription.
((…))	Interruptions in the recording or transcription.
(trans)cription	Reconstruction of a word incompletely pronounced, in those cases in which comprehension can be disrupted.
(LAUGHS, COUGH, SHOUTS)	
	These marks appear apart from the utterances. If laughs are simultaneous to what has been said, this is transcribed and "while laughing" is pointed out in a footnote.
aa	Vocalic lenghtening
nn	Consonantal lengthening
¿¡ !?	Exclamatory questions.
¿ ?	Questions.
¡ !	Exclamations.
Footnotes	Pragmatic remarks with information about the circumstances of the utterances.

Key for green marks in transcriptions:

AVOID M.C., AV. M.C. = 'avoid missed communication'

REP. = 'repetition'

TEC. PROB. = 'technical problems'

MAIN T. = 'main topic'

POS. FEEDBACK, POS. FB = 'positive feedback'

LAT. TOPIC, LAT. T. , L.T. = 'lateral topic'

NEG. MEANING / N.M= 'negotiation of meaning'

INTERC. ASPECT / INT. ASP., I.A. = 'intercultural aspect'

NEW SUBT. = 'new subtopic'

EMPH. = 'emphasis'