

# **THE PEDAGOGICAL ROLE OF PURPOSEFUL CODE-SWITCHING IN TRANSNATIONAL TELECOLLABORATIVE EXCHANGES: NEGOTIATING SEMI-ANONYMOUS BORDERS OF IDENTITY**

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## **Abstract**

Questions of how to bilingually negotiate language use in educational telecollaboration projects go beyond pedagogical decisions of language learning and practice and tap into issues of power, privilege, and identity. Past studies analyzing telecollaboration projects and online communication have shown that the privileging of one language in use and status, in turn positions the identities of the participants as either more or less proficient (Appel & Mullen, 2000; Belz, 2001, 2002; O'Dowd, 2005; Ware, 2005) and implicitly gives more prominence to the culture and the speakers of that language (Przymus, 2014).

Together in this mini-course we will investigate the pedagogical role of purposeful code-switching for setting up learners for success in transnational telecollaboration projects. The majority of classroom-based telecollaboration studies in the literature largely describe projects at university language classrooms and the varied dysfunctions that lead to “failed communication” (O'Dowd & Ritter, 2013; see also Belz, 2002, 2005; Kramsch & Thorne, 2002) or “missed communication” (Ware, 2005). In contrast, in this mini-course, I describe the successful impact of a pedagogical intervention, the Functional Approach to Code-switching Electronically (FACE) (Przymus, 2014; see Appendix), for fostering symbolic competence, L2 learning, and positive identification among recursive, dynamic, and emergent bilinguals (García, et al., 2008; García & Sylvan, 2011) who formed a connected learning community of students at a public high school in the U.S. and a high school in Mexico and show how this pedagogical intervention could be applied in wider contexts.

I detail how participants are encouraged to code-switch at the phatic/referential switches of asynchronous emails, synchronous chats, and during face-to-face Skype sessions and demonstrate how FACE can promote the equal sharing of Spanish and English, emphasize positive relationship building of face-saving and giving (Brown & Levinson, 1987; Goffman, 1967), and position participants as successful L2 users and emergent dynamic bilinguals through online bilingual discourse.

I conclude with a call for future and in-service educators to rethink pedagogical decisions surrounding technology with a greater focus on what kinds of knowledge, relationships, and identities that are co-constructed through online communication and pose a question to the research community regarding whether this rethinking of technology-mediated pedagogy necessitates a theoretical conceptualization of a ‘Fourth Phase’ of the history of computer assisted language learning (CALL).

## Appendix: The Functional Approach to Code-switching Electronically (FACE)

