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 **APA Citation:** Surname, N. (2021). Title of the article Title of the article Title of the article. *Focus on ELT Journal, 4*(2), xx-xx. https://doi.org/10.14744/felt.

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| **ABSTRACT** Abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract abstract (up to 250 words) | **Keywords** keyword 1,keyword 2,keyword 3, keyword 4.**Article History**

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| --- | --- | --- |
| Received | : | 13.04.2022 |
| Revised | : | 08.06.2022 |
| Accepted | : | 11.06.2022 |
| Published | : | 25.06.2022 |

**Type**Research Article  |

Introduction (Heading Level-1)

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Effectiveness of telecollaborative learning (Heading Level-2)

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Factors influencing the effectiveness of telecollaborative learning (Heading Level-2)

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*Figure 1.* Areas of dysfunction in telecollaborative exchanges as identified by O'Dowd and Ritter (2006)

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1) Research Question?

2) Research Question?

Methodology (Heading Level-1)

Context and participants (Heading Level-2)

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Tasks (Heading Level-2)

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Table 1. *Structure of the telecollaborative critical thinking task*

|  |  |  |  |
| --- | --- | --- | --- |
| **Step** | **Week** | **Sub-Task** | **Mode**  |
| 1 | Week 1 | Get to know each other Schedule meetingsDetermine communication tools  | Telecollaborative & Asynchronous  |
| 2 | Week 1  | Generate information exchange questions  | Individual |
| 3 | Week 2 | Exchange information | Telecollaborative &Synchronous or Asynchronous |
| 4 | Week 2  | Compare and analyze | Telecollaborative Synchronous or Asynchronous |
| 5 | Week 3 | Develop written arguments  | Individual  |
| 6 | Week 3  | Reflect upon the experience  | Individual  |

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Data collection and analysis (Heading Level-2)

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Results (Heading Level-1)

Completion of the telecollaborative critical thinking task (Heading Level-2)

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Table 2. *Descriptive Statistics across Arguments*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Argument**  | **N** | ***M*** | ***SD*** | **CI 95%** |
| Argument 1 | 50 | 82.80 | 15.12 | 78.50 | 87.10 |
| Argument 2 | 50 | 74.40 | 13.43 | 70.59 | 78.22 |
| Argument 3  | 50 | 75.60 | 18.20 | 70.43 | 80.77 |

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Table 3. *Post-hoc comparison results*

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| --- | --- | --- | --- | --- | --- |
| **Argument**  | **Argument** | **Mean Difference** | **Std. Error** | **Sig.** | **CI 95%** |
| 1 | 2 | 8.400 | 3.142 | .023 | .96 | 15.84 |
| 3 | 7.200 | 3.142 | .060 | -.24 | 14.64 |
| 2 | 1 | -8.400 | 3.142 | .023 | -15.84 | -.96 |
| 3 | -1.200 | 3.142 | .923 | -8.64 | 6.24 |
| 3 | 1 | -7.200 | 3.142 | .060 | -14.64 | .24 |
| 2 | 1.200 | 3.142 | .923 | -6.24 | 8.64 |

Students' perceptions of their telecollaborative learning experience (Heading Level-2)

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"I had to wait my partner's answer for a very long time. Therefore, I worried about my project."

"We couldn't communicate. She gave late responses."

"There was one technical problem where we our messages weren't forwarded in WhatsApp."

"There was a[n] internet problem for a while, except that it was really well."

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Discussion (Heading Level-1)

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In a school environment where students can easily access the technology opportunities, searching, creating and analysing are easier and more advantageous. As a newly established university, [our university] has less students than [the American university]. That’s why students [at our university] have higher chance to use computers and they do not have to wait for queue in order to benefit from library environment and other technological devices. Moreover, having less classmates in classroom creates an environment which is more suitable to think critical because everyone has enough time to point out and argue his\her ideas. These chances are lower in [the American university] than [our university]. I believe that writing, highlighting and pointing out the specific points of the topic that arguing on paper is effective while thinking. In this context, using hardcopy books is beneficial like students do [in our university].

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Limitations (Heading Level-1)

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Conclusions (Heading Level-1)

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**Disclosure Statement**

No potential conflict of interest was reported by the authors.

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1. In this study, the terms “virtual exchange” and “telecollaboration” are used interchangeably. For a discussion of how the terms relate to or depart from each other, *see* Colpaert (2020) and O’Dowd (2021a). [↑](#footnote-ref-1)