

[Book Review]

Understanding Attitude in Intercultural Virtual Communication

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Introduction

The book titled *Understanding attitude in intercultural virtual communication* in a series entitled *Advances in CALL research and practice* presents chronological research findings of the investigation into the attitude of language users towards the intercultural communicative competence (ICC) in telecollaborative encounters. This edited book was based on the contributions of different scholars to “provide different approaches to the analysis of attitude, focusing both on L2 learners and trainee teachers” (Oskoz & Vinagre, 2020, p. 9). The studies presented were conducted with the implementation of a critical analysis of Byram’s (1997) model of ICC and the proposals of various innovative models to assess learners’ attitudes regarding telecollaborative exchanges among cultures. This book is recommended due to the inclusion of valuable analytical frameworks regarding ICC and the emergence of virtual exchanges in the context of globalization. All of the details are presented in the seven chapters of this book.

The general review of the book content

In chapter one of this book, Abrams (2020) reviews the fundamental theories of ICC based mostly on the framework of Byram’s (1997) model from the sociocognitive perspective to propose the necessary qualities for second language learners in skills and attitudes to achieve successful communicative purposes. The author also includes the progression of intercultural sensitivity through several stages of adapting to cultural differences. Besides, this chapter suggests the opportunities and challenges of telecollaboration for optimal pedagogical and real-world task designs in foreign language classroom contexts.

In chapter two, Klimanova and Vinokurova (2020) employ a mixed-method research design to investigate novice Russian learners’ perceptions, attitudes, and perspectives toward telecollaboration as a learning tool. The emphasis is on the L2 learners’ willingness to explore, learn, and collaborate in intercultural virtual

exchange. Also, other factors inclusive of intercultural partner identity, format of exchange, participants' first and second language affiliations, anxiety, and learning outcomes are taken into consideration. Chapter three of this book by Vinagre and Oskoz (2020) highlights learners' attitude in bilingual virtual exchanges from a linguistic perspective at a university in Spain and another in the USA with the implementation of appraisal as an effective framework to assess learners' interactions by the examination of similarities and differences between two groups of participants.

In chapter four, Fuchs et al. (2020) focus on the communication strategies employing linguistic and non-linguistic features to facilitate task negotiations via a comparison in the context of Germany and Hong Kong. This study provides insights into learners' specific adoptions of praise, compliments, and validation in telecollaborative interactions for potential readers to modify the task designs in classroom contexts. Moreover, Liaw and Priego (2020) present in chapter five the teachers' use and the efficiency of multimodal resources in collaborative projects for intercultural pedagogical issues to enhance participants' intercultural competence as parts of teachers' professional development.

Chapter six by Cunningham and Ryshina-Pankova (2020) provides insights into teacher education through the investigation of attitudes in synchronous computer-mediated communication (SCMC) to represent the teaching competencies for a text-based and content-language integrated language curriculum. This study applies the UAM Corpus tool for linguistic annotation of texts with the use of the attitudinal system as part of the Appraisal framework by Martin and White (2005) for examination.

In the last chapter, Helm and Baroni (2020) adopt a mixed-method approach in a large-scale research project via reflective journals to explore pre-service teachers' emotional changes and attitudes towards the differences among cultures in virtual exchange. This study concentrates on the effect of telecollaboration on potential teachers' intercultural, digital-pedagogical, and language competencies to understand their emotion as a component of further teaching effectiveness.

Audience

This book is undeniably appealing to potential educational professionals with an interest in the field of CALL in general, and Intercultural Communication in CALL in particular. First, this book provides a profound understanding for pre-service student teachers to equip themselves with a critical review of theories and practices in the context of globalization concerning the increasing popularity of ICT to enhance readiness in their future career path. Second, foreign language teachers can gain benefits from this book to understand how teachers and students in similar and other teaching contexts experience, perceive and optimize the effectiveness of foreign language teaching to reflect personal teaching practices. Finally, it is beneficial for educational policymakers to explore the attitude of students and teachers in foreign language education settings in terms of intercultural communication within the virtual exchange.

Benefits

There are several benefits the authors provide to potential readers of this book. This book is not simply a theory-based methodology, instead, it focuses on empirical

studies to investigate the attitudes of different stakeholders in the field of foreign language teaching. As an edited book, it gives readers a broader understanding by utilizing multiple authors from different socio-cultural backgrounds, this is in contrast to resources authored by a single source. Readers can comprehend the perspectives of foreign language learners and other teachers who experience virtual exchange to obtain an objective view towards intercultural communication from various social fields, such as linguistic perspective or socio-cognitive. The methods applied in the seven chapters vary from qualitative, quantitative, and mixed-method models to generate a more insightful analysis of linguistic and non-linguistic components of intercultural communication in the context of telecollaboration. Hence, this book is beneficial for potential researchers to review and adopt similar research designs into their institutional contexts. Furthermore, the comprehensive critical review of relevant methodologies within the book enables readers who have not received intensive understandings in CALL and Intercultural Communication to reflect on the theories and practices with various research findings in chronological and geographical order. In terms of readability, this book is organized and written in a comprehensible manner for readers to easily follow the process of conducting the studies, the review of literature, and the analysis of the findings. The last three chapters also provide readers with insight into the teachers' attitudes, perceptions, and emotions to maximize teacher professional development, especially for pre-service teacher education. Another important point for this assertion is that the price of this book, at \$32 for both paperback and E-book, is reasonable for the various potential readership that might wish to gain access to the book.

Drawbacks

Despite the aforementioned benefits, this book contains certain limitations that must be discussed. First, this book is an edited version, so the chapters are missing a clear cohesion of ideas. Readers may need to do further research to fully understand the intention of the authors. Therefore, it is suggested that authors discuss with each other to fill the gap among the chapters. Second, this book only focuses on learners and teachers with little regard to the attitude of business employers on how they expect foreign language learners to function regarding attitudes and behaviors in multicultural business contexts. Of course, this is not the fault of the authors in an edited book but should serve as a reminder for future editors to notate and bridge chapters to facilitate cohesion across the various sources employed in an edited book such as this.

Conclusion

This edited book provides potential readers with various approaches to understand the attitude of foreign language learners and teachers in telecollaboration during a virtual exchange, specifically in terms of intercultural communication. The critical literature review and the research findings give readers insights into the perception, perspective, and emotion present during intercultural interactions that are beneficial to strengthen their intercultural communication competency in the presence of multi-modal resources of ICT regarding world integration. *Understanding attitude in intercultural virtual communication* is a practical approach via a series of reflective

studies in telecollaborative encounters from an intercultural communication perspective.

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Intercultural communication is an important factor in today's globalized world. People travel and they need to communicate, in most cases, it's out of one's culture. Culture is combining with each other gradually. Its one's understanding of the culture, the social interactions, and cultural accommodation. What is Culture? Intercultural communication is the study and application of knowledge on "cultural perceptions and symbol systems" of people belonging to different cultures. The intended meaning of any message differs when encoded by a person of a certain culture and decoded by someone of the other. The different meanings of symbols in different culture also vary making the interpretation difficult. In intercultural communication cultural relativism is often associated with general tolerance and respect for difference, which refers to the idea that cultural context is critical to an understanding of people's values, beliefs and practices. Cultural relativism is the view that there is no hierarchy of cultures, that no culture is superior to any other culture when comparing systems of morality, law, politics, etc. Achieving effective and appropriate intercultural communications "one of the 16 AFS Educational Goals" means building the internal capabilities to manage the key challenges of intercultural communication, including being comfortable with cultural differences and unfamiliarity, creating and maintaining relationships, and the overcoming the inevitable accompanying experiences of stress. Adapted from "Stumbling Blocks in Intercultural Communication" by LaRay M. Barna, featured in Basic Concepts of Intercultural Communication, edited by Milton J. Bennett (1998). This article originally appeared in the AFS Intercultural Link news magazine's volume 4, issues 2&3. Read or download the entire issue here. Originally published at www.afs.org on June 27, 2014. Written by. Intercultural communication is a discipline that studies communication across different cultures and social groups, or how culture affects communication. It describes the wide range of communication processes and problems that naturally appear within an organization or social context made up of individuals from different religious, social, ethnic, and educational backgrounds. In this sense, it seeks to understand how people from different countries and cultures act, communicate and perceive the world Sociolinguistic Studies ISSN: (print) ISSN: (online) Review Understanding intercultural communication Stella Ting-Toomey and Leeva C. Chung (2012, 2 nd ed.; 1 st ed. 2007) New York Building organizational trust in virtual teams Dale J. Mancini Argosy University A virtual organizational project team can consist of members from all parts of the world. What makes virtual teams succeed. More information. Effective Working Relationships.