

we were heading in the right direction.” Further, Andrew, an American student, voiced disappointment with the teacher role in the online discussions. As he mentioned: I thought the teacher distracted online discussions because it seemed like others wanted to engage her in a discussion since they recognized her as a more knowledgeable other.

As American students tend to have more opportunities to participate in electronic learning communities in the US university and therefore might have higher expectations of teacher role to meet specific learning goals in the class.

Other students in the US thought that the teacher’s responsiveness was appropriate and beneficial: I liked that she often initiated the discussion and provided explanations and feedback.

In comparison, students from Korea were strikingly unanimous evaluating the American teacher involvement as higher. They felt that the American teacher was actively involved to online discussion, appreciating her participation in the discussions. As Jin-su, a Korean student said in the interview: I believe I got some of my ideas from reading her comments to other students. Plus, it was also helpful to have the expert point of view.

5. Conclusion

The focus of this paper has been on exploring contradictions that arise from intercultural telecollaboration from the perspective of activity theory. The study found two levels of contradictions: intracultural ones that represented participants’ common assumptions and beliefs during the telecollaborative activity; inter-cultural ones that were varied with

respect to localized academic cultures on both sides.

6. References

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