

Marina Tzoannopoulou*

Aristotle University of Thessaloniki (AUTH), Greece
School of Journalism & Mass Communications

 <https://orcid.org/0009-0000-5426-2864>

David Goldie**

Aix Marseille Univ., Université de Toulon, IMSIC, Marseille, France
School of Journalism and Communication (EJCAM)

 <https://orcid.org/0009-0001-6542-2998>

**ENGLISH FOR JOURNALISM: REFLECTIONS ON AN INTERNATIONAL
COLLABORATIVE PROJECT**

Teaching report
UDC 811.111`276.5/.6:070.422
811.111`243
004.738.5-048.87
<https://doi.org/10.18485/kkonline.2026.17.s2.6>

This study focusses on a telecollaboration (virtual exchange) writing/reviewing-editing project, conducted within the framework of the Trans-Atlantic and Pacific Project (TAPP), an academic network linking university classes in workplace-like environments. The project aimed to finetune the language and professional skills and, also, to enhance the intercultural awareness of two classes of university students of journalism in France and Greece, who attended an English for Specific Purposes (ESP) course in their respective institutions. The tasks included writing news articles in English by students in France who produced a magazine on the legacy of the Paris 2024 Olympic Games, followed by editing of those articles by students in Greece who reviewed them for an international readership. Both groups of students collaborated online through *Google Drive*. The benefits of the project included the improvement of writing, reviewing and editing skills, the development of language and intercultural awareness, and the production of real-life pieces of work that the professional community expects (i.e. in the case of journalism students, writing and reviewing news stories). Collaborative projects lead students to various linguistic and intercultural gains and can be used as a tool to promote realistic international professional communication by effectively preparing them for workplace collaborations of this type. Furthermore, telecollaboration/virtual exchange can promote Internationalisation at Home, which is highlighted in EU higher education policies.

Keywords: ESP, Internationalisation at Home, journalism, telecollaboration, virtual exchange, intercultural awareness

1. Introduction

In an increasingly internationalised world, universities face the challenge of preparing their graduates to successfully communicate in English both in academic and

* School of Journalism & Mass Communications, Aristotle University of Thessaloniki, 12 Vasileos Irakleiou St., 54625 Thessaloniki, Greece; email: marijo@jour.auth.gr

** The School of Journalism and Communication of Aix-Marseille Université (EJCAM), 21, rue Virgile Marron, 13392 Marseille, France; email: david.goldie@univ-amu.fr

professional contexts. Internationalisation can be seen as a continuum from studying abroad (Cots et al., 2016) to going beyond mobility with Internationalisation at Home (IaH) (Beelen & Jones, 2015), and reaching new levels with Internationalisation of the Curriculum (IoC) (Leask, 2015). More specifically, IaH has been defined as “the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Beelen & Jones, 2015, p. 69). In this ever-changing landscape of higher education, English for Specific Purposes (ESP) courses can provide a pathway for internationalisation with their focus on promoting intercultural awareness, language and specialised disciplinary skills alongside the development of international and global skills (Soria & Troisi, 2014) necessary to succeed in the international workspace. Similarly, telecollaboration/virtual exchange can be a useful tool in developing intercultural communication, professional competencies and digital/soft skills that can boost the employability of graduates in an international working environment (Estes-Brewer & St. Amant, 2015).

The present study explores a collaborative journalistic writing project between students in Greece and France, reflecting on the role of telecollaboration/virtual exchange in ESP, within the context of IaH. It thus aims to highlight the added value that such exchanges can contribute to the creation of more internationally-focussed courses and to the promotion not only of language skills but also of professional, technical and intercultural skills.

2. Literature Review

A model of telecollaboration/virtual exchange was the Trans-Atlantic and Pacific Project (TAPP), a network that has connected classes internationally for more than two decades and has supported a wide range of projects (Moustén et al., 2008; Maylath et al., 2013; Vandepitte et al., 2016). These projects have included both adaptable, short-term tasks and longer projects spanning an entire semester, all designed to mirror real-world professional contexts. As a structure for cultivating graduate-level employability skills, TAPP initiatives—where students work in cross-cultural virtual teams (CCVTs)—give participants the opportunity to apply their knowledge and experience in meaningful simulations of authentic work situations. Embedded within existing courses, TAPP partnerships exemplify interaction within “globally-networked learning environments” (Starke-Meyerring & Wilson, 2008, p. 2) using accessible communication and collaboration tools (freeware).

The concept of telecollaboration describes organised interactions between students in different locations, who work together online on designated tasks with the purpose of enhancing their language and intercultural competencies (Guth & Helm, 2010) – an approach that, when incorporated into language education, can foster a more engaged and self-aware learner role (Sadler & Dooly, 2016). With the growth of technology-enhanced learning, telecollaboration – also referred to, more recently, as virtual exchange – is seen as a sustainable and cost-effective approach to advancing university internationalisation (Verzella, 2018). It has evolved from a predominantly grassroots practice to one increasingly embedded in institutional policies, exemplified by such developments as the Erasmus+ Virtual Exchange initiative in Europe, and more recently the advent of blended mobility and the implementation of the Erasmus+ Blended Intensive Programmes (BIPs) (O'Dowd & Werner, 2024).

Virtual exchange projects have been present in language teaching and learning for quite some time. In ESP, these practices have included a variety of activities from multiple perspectives highlighting the need to train graduates who will eventually possess a combination of language, professional and transversal skills in a constantly-changing networked world (see Arnó-Macià et al., 2021 for a comprehensive collection of papers on LSP and virtual exchange; Arnó-Macià et al., 2019; Cools et al., 2021; Tzoannopoulou & Maylath, 2018).

3. Context

The present project involves a virtual exchange collaboration between two ESP courses, 'English for Journalism' on the French side, and 'Writing for the Print Media' on the Greek side, which share common language and content objectives (see the next section for a more detailed description), highlighting the similar needs and interests of journalism students in a globalised professional landscape.

Founded in 1982, The School of Journalism and Communication of Aix-Marseille University (EJCAM), has been training media and communication professionals for over forty years. Its Master's degree in Journalism is recognised by the 'Commission Paritaire Nationale de l'Emploi des Journalistes' (CPNEJ) and is accessible by competitive examination. Since 2023, EJCAM has been active in expanding the international dimension of its training package. However, the French professional recognition for the Master in Journalism presents a potential hindrance to this initiative. While it is possible to welcome foreign exchange students, it is very difficult to send

home students abroad as any course they would attend would have to be ratified by this professional body in France.

The informal nature of the TAPP collaborative writing project with the School of Journalism and Mass Communications of the Aristotle University of Thessaloniki (AUTH) thus provided an excellent opportunity to find a solution to this problem by integrating Internationalisation at Home into existing training courses. As the two Schools are also Erasmus+ exchange partners, it was an opportunity to strengthen staff relations, further enhanced through working together on this post-project review.

The School of Journalism & Mass Communications at AUTH was established in 1992 and is the only one in Greece to offer journalism studies at the tertiary level. Apart from a four-year undergraduate programme, it offers three Master's degrees, one of which is entirely taught in English. It has maintained a well-established ESP programme since its foundation, aiming to prepare future journalists and mass media professionals for an international workplace. The School also runs a small English-medium undergraduate programme tailored to meet the needs of Erasmus/international students who visit the School through various exchange agreements. Within this context we will now look at the background to the project and how it was implemented before considering the immediate results achieved and prospects for future collaborations.

4. Background

Students gain entrance to the Master of Journalism at EJCAM through passing an entrance exam, which includes an assessment of English language level. This guarantees a student body that mostly operates at B2 level on the CEFR while often exceeding this. 'English for Journalism' is a core course with a primary objective of practical language use rather than theoretical linguistic teaching. The aim is to promote professional and technical skills and prepare future journalists to work in English and in an international context should their career path develop in this direction. They learn to apply the fundamentals of journalistic writing and the editorial techniques of print, audiovisual and online journalism, using the main journalistic genres and styles, while effectively mobilising the tools of information research and production, furthering their understanding of the major contemporary issues and the role of journalism in society.

With these primary aims in mind, a new project began in September 2022, whereby the 2nd year 1st semester course (21 teaching hours over 12 weeks) revolved around a professional context through the in-class creation of a newsroom to research,

write, edit and design a magazine entirely produced by the students under the supervision of their English teacher.

Three specific learning objectives were at the heart of this project. Firstly, to acquire knowledge and experience of writing in English according to Associated Press (AP) guidelines¹, including headline writing and structuring texts according to 'The Inverted Pyramid of Journalistic Writing'². Secondly, to be able to pool knowledge and expertise with a common goal of meeting publication deadlines and taking responsibility for both design and content. Finally, students had to integrate the notion of writing for an international audience with different perspectives and cultural knowledge. The *MyMarseille* magazine was conceived as a project to put these objectives into practice and the fact that France was preparing to host the 2024 Summer Olympics provided an ideal context.

While Paris was the central site for the Games, an important element in the organising committee's successful bid to the International Olympic Committee was spreading the impact of the Games across the whole of France by featuring sports in other major cities. Marseille was awarded several matches in both the men's and women's football tournaments and was solely responsible for the sailing events. Since this initiative was widely supported by local politicians and the business community, the two years of lead-up before the event itself provided an international spotlight on Marseille and an ideal opportunity for the student journalists to thoroughly investigate questions around it on local, national and international levels. Therefore, the 2024 Olympic Games was the context for the first three editions of *MyMarseille*. Each edition focussed on a particular aspect, tackling them in chronological order, from objectives and expectations (Goldie et al., 2022) to final preparations (Goldie et al., 2023) and legacy (Goldie et al., 2025). Figure 1 illustrates the front cover of the 2025 issue.

¹ https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/ap_style.html

²The 'Inverted Pyramid' structure refers to placing the most fundamental information in the lead paragraph of the story, then arranging the remaining details in order of importance. It is a commonly used approach to mass media news writing by The Associated Press, Reuters, and other worldwide news services.

https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/the_inverted_pyramid.html



Figure 1. *The cover of MyMarseille (2025)*

5. Implementation

Before focussing on the 2025 edition which was produced within the TAPP collaboration, we will explain the way the work was set up and organised to include an international dimension, together with the challenges that this involved. One point of consideration was the number of students participating in the project. The French class consisted of seven master's students, whereas the Greek class included more than 50 undergraduate students. To tackle the problem of uneven numbers, the Greek class was divided into groups to match the seven students on the French side. An interesting note is that approximately one third of the Greek class were Erasmus students from various European countries. This added an extra intercultural element to the discussion and allowed the students to assume the role of the international audience in a more authentic way.

The context and task were explained during the first session. The French students were to produce an English-language magazine for an international readership to present the city of Marseille and how the Olympics would affect it. They were asked to work in smaller teams of three to develop a topic for exploration in a feature section

which would be aligned to the theme for that year's publication. The third edition (2025) focussed on the theme of legacy, investigating how hosting the Olympics could potentially transform perceptions of Marseille and France as well as enduring infrastructural and gender relation legacies. Each working group pitched their feature section to the rest of the class in order to crystallise ideas, agree on content, decide on an overall editorial line and running order, while also attributing various editorial responsibilities such as layout and images. Every student had to produce at least one written article for their feature section so that it would cover local, national and international audiences. A further requirement was to include at least one interview per section and create additional multimedia content, accessible via a QR code, to provide further background on the articles. A deadline was set for the submission of first drafts for copy midway through the semester allowing time for editing, compiling, designing and illustrating before the final deadline of the last lesson when a print file would be sent to the Aix-Marseille Press for production.

Areas of improvement and development appeared naturally over the course of the three editions. These included organising and attributing editorial responsibilities earlier in the workflow, ensuring regular editorial meetings and progress reports during every session. This promoted a greater sense of shared responsibilities within a collective work, responding ever more closely and clearly to the second learning objective of working as a team with a common goal to meet publication deadlines as well as taking responsibility for design and content.

However, the final learning objective of writing for an international audience proved the most difficult for the students to achieve. Since they live and train in Marseille, it soon became apparent that it was very hard for students to adapt their writing to an 'notional' audience which is unaware of cultural references generally taken for granted in the pieces they usually produce for a local readership. This can range from assumed geographical knowledge of Marseille to liberal use of acronyms and sources which could only be understood in the local context. In short, while integrating AP writing style was a relatively easy objective to achieve, the absence of a real readership was an element that needed addressing.

The third edition in 2025 thus included a further element. An additional stage of editing was added, specifically to evaluate the degree of accessibility of initial drafts to an international readership. The Greek students were invited to read and edit initial drafts of individual French writers, focussing on clarity and information gaps which prevented understanding. French students posted their texts via *Google Drive* after a

preliminary language correction was done by their teacher. Feedback was received, reflected on and a decision was made whether to incorporate it into the final draft. Peer feedback, therefore, provided 'real world' working experience of both editing (for Greek students) and rewriting (for French students).

Two examples of editing feedback provided by the Greek students which were incorporated in the final drafts are reproduced below to highlight two areas of potential improvement.

5.1 Confusing vocabulary

In the following comments, the Greek students expressed their confusion regarding the meaning of the headline 'Teahupo'o and its coral' in an article on the construction of a new surf tower in Teahupo'o beach in Tahiti for the Olympics, which could destroy the coral reef. This prompted the French student to rewrite the headline into the more comprehensible 'New surf tower could cause an ecological catastrophe'.

In this article we would like more information about Teahupo'o because in the first paragraph we couldn't understand what it was (as foreign readers). But the paragraphs gave us interesting information and the article was very descriptive. One suggestion from us is to write some headers inside the article, to separate it in small parts.

Thank you for a good text! It was fairly easy to follow and well written. We were confused right at the beginning: what does "Teahupo'o" mean?

Interesting article, easy to follow. However, there is no explanation of what Teahupo'o is. This is also a bad form of quotation - it's either quotation marks or italics. Thank you!

5.2 Assumed cultural knowledge

Several other comments by the Greek class focussed on cultural knowledge which they did not share and which required further clarification (e.g. the Lebrun effect), an important consideration if an article is to be understood by an international audience. Additionally, they pointed to the use of acronyms in the articles (e.g. IRIS, INSEP) with no reference to the relevant organisation, which may lead to misunderstanding and confusion. These suggestions were discussed among the French students and incorporated into the final text.

We enjoyed reading this text. The language is sometimes a bit complicated. You also use some names that we haven't heard of. What is the Lebrun effect? Introduce

the sport earlier, as it was a bit confusing. Explain what the IRIS and INSEP is. Thank you!

The article's language is accessible and generally clear, but, as group 3 already mentioned, sometimes a bit complicated. Several effects (JO and Lebrun), institutions and specific athletes are named without any further introduction, explanation or definition. As foreigners, we didn't really know these, so it was more difficult to understand the article's content because of our missing knowledge. We suggest adding short information about each of the marked components. Besides that, your article has good structuring and brings an interesting topic to the table.

On the whole, the text is clear! Don't forget to add a title to your article. Sometimes expressions can be reworded to better suit an English-speaking audience, such as the use of terms like 'ping pong class'. Also, be careful with long sentences.

The final point here is particularly interesting as writing for an international audience, used to reading in English, requires a real technical transition at a textual level for the French students. Since their usual practice involves constructing longer sentences with a complex syntax to demonstrate their erudite command of language, discovering that English journalistic writing favours shorter ones and being more direct can be disconcerting. Gaining the ability to adapt to this requirement and to achieve this critical point was one of the most important learning outcomes of the project and was recognised as such by the students themselves during feedback sessions with their teacher.

However, in some cases the French students did not incorporate the feedback into the final draft as it was deemed confusing for an international audience:

Maybe you can change some numbers or measurements. For example, we don't use 'hectares' [i.e. in Greece].

This feedback included an example of over-correction where the Greek students did not take into account the usage of an internationally recognised unit of measurement. In this case, the French students chose to ignore the suggestion. This was a useful point for the Greek students who reflected upon the need to edit the text with an international (and not local) readership in mind.

Feedback sessions were conducted as a whole class activity on the French side, allowing all the participants to consider the comments from the Greek students and process their gaps in understanding. Following this, each student writer was given individual assistance to address the questions and rework their writing accordingly if deemed necessary.

It is important to underline the authenticity of these 'real world' comments. One perhaps unintended consequence of the editing step was an increased motivation among the French student journalists to listen to redrafting proposals and integrate others' suggestions to their writing. This was no longer a 'classical' correction from teacher to student but qualitative feedback on their work by potential readers. Clear points, expressed constructively, enabled successful rewrite from a new perspective. This proved to be an invaluable learning experience, resulting in increased self-reflection and listening. Furthermore, this whole process was in English, thus forcing all the students involved to reflect on the nature of the intercultural communicative experience provided by working in an English as a lingua franca context.

The peer review was presented to students as a common step in the process of editing of final drafts for publication and thus a required working practice. However, it is beneficial to consider the pedagogical basis of its utility which has been recognised for some time. From this point of view, this project serves to highlight the value of peer teaching and learning. This is supported by Vygotsky's (1978) classic social development theory which underlined the role of social interaction and cultural context in cognitive development. The key concept was the Zone of Proximal Development which referred to tasks requiring assistance or scaffolding to transition from the learner to the independent practitioner. Vygotsky identified imitation, instruction and collaboration as the three main ways in which learning occurs. Even though Vygotsky was referring to children's learning, both the Greek and the French students engaged in a similar process of meta-cognitive reflection on the nature of the communicative act of journalistic writing.

6. Difficulties & Challenges

This collaboration led to some realistic challenges both for the teachers and the students. Due to the different semester schedules – the class in France began in early September while the class in Greece did not start until the beginning of October – time management and careful planning were of utmost importance. A document was set up by the instructors on *Google Drive* describing the assignments and due dates for both groups of students. Each group in Greece had to decide collectively on the feedback for the French students. Difficulties mostly related to task management: meeting deadlines, negotiating their role in the group, successfully collaborating with the other members to arrive at the end product/feedback, dealing with different views on subject

matter (e.g. AP/journalistic guidelines), and language issues (e.g. grammar/vocabulary).

On the French side, problems from the real-world practice of journalism contributed to delays in submitting the students' drafts to their Greek collaborators. These included difficulties arranging and carrying out the required interviews which were part of each feature section, adapting to interviewees' unavailability or last-minute cancellation of their appointments. While this meant that the internal publication schedule had to be delayed for several weeks, it is a reflection of task authenticity. It required flexibility from everyone involved but allowed for a better final product.

7. Project evaluation

The last phase of the project involved a debriefing stage. On the Greek side, this was during the final class where the students discussed their broader experience of the collaboration with the French students. More specifically, they were encouraged to discuss the journalistic articles produced, the peer review process, exchanges with the French side, and the learning outcomes and competences gained from the TAPP project. Although there was no formal evaluation of the project, due to time constraints stemming from different semester schedules, the debriefing allowed the instructors insights on student views of the language and professional skills acquired during the whole process.

After an initial reluctance to share their work with anyone other than their teacher, the French students appreciated the real-world aspect of peer review and the opportunity to receive constructive feedback, which required them to defend their ideas or accept valid points. This activity encouraged students to engage in rewriting with a genuine sense of purpose, rather than one driven primarily by the obligation to address teacher corrections. Finally, although the positive reaction to the final product upon publication was highly appreciated, the necessity to reflect on their own production provided a qualitative aspect to learning, which was the most successful aspect of the project from the students' point of view.

An additional debriefing stage involving the instructors took place during an Erasmus+ staff mobility week on the premises of the School of Journalism & Mass Communications at AUTH five months after the completion of the project, where the two teachers had the opportunity to discuss all aspects of the collaboration and plan the next phase. This debriefing stage aligns with the principles of Internationalisation

at Home as it allows the collaboration of staff to jointly introduce international and intercultural elements into the syllabi of similar courses in partner universities through virtual mobility and in a collaborative format (Beelen & Jones, 2015).

8. Conclusion

Overall, as a result of participating in this TAPP writing project, clear benefits were observed among the Greek and French students. The collaborative nature of all the stages of this project provided an authentic context to observe the processes through which students were able to support each other's advancement through Vygotsky's (1978) Zone of Proximal Development on several levels. On a linguistic level these included the practice of writing, reviewing, editing and proofreading in English and exposing the students to Associated Press (AP) style. Texts had to be presented for review, first drafts were reread and improved following peer review. This required formulating constructive criticism on the Greek side and engaging with their reviewers' comments on the French side, leading to further reflection and improvements related to the needs of international readers, a step beyond much of their usual journalistic practice.

More broadly, the project demonstrates the pedagogical value of telecollaboration in ESP. By engaging students in authentic interaction, peer review and collaborative problem-solving, the virtual exchange fostered a more engaged and self-aware learner role, encouraging participants to reflect critically on their own writing, editorial decisions and intercultural communication practices. In terms of transferable skills, professional experience was gained through project management both in the writing and the reviewing stages which meant students were faced with meeting deadlines, editing in digital spaces, navigating editor/writer relationships, improving intercultural skills via collaboration, and ensuring the accuracy of information passed in messages.

The authentic task of writing and designing a magazine for an international audience provided a peer teaching and learning experience which truly was a fresh source of inspiration and motivation for the French students, improving their communication skills and capacities to reflect on their audience, and enabling them to adapt their writing, which are all absolutely essential tools for their future careers.

Finally, these findings also reinforce the theoretical premise that internationalisation in higher education can extend beyond physical mobility. By embedding authentic international and intercultural collaboration into existing ESP

courses, this project demonstrates how Internationalisation at Home can be implemented in practice, enabling students to develop the linguistic, professional and intercultural competences associated with internationalised curricula without leaving their home institutions. In this sense, the TAPP collaboration illustrates how virtual exchange can serve as an effective pedagogical vehicle for internationalisation, translating institutional aspirations for global engagement into meaningful classroom experiences.

9. Recommendations

Beyond the student experience, including this intercultural editing step fostered a closer working relationship between faculty members. There is certainly scope for further development and discussion about future actions is underway, for example the inclusion of other staff and students or the implementation of an Erasmus+ Blended Intensive Programme (BIP). Possible benefits of the BIP would be the short-term physical mobility of both French and Greek students who would be given the opportunity to work together onsite, get to know each other, and collaborate to jointly produce journalistic content.

Regarding the final product, several improvements could be suggested. For example, one next step would be to expand the collaborative writing component with contributions to the magazine from both Greek and French students. This could be achieved gradually through shared editing of articles on both sides at first. Editorial responsibilities could also be distributed further to allow for a shared 'ownership' of the magazine. This would certainly enhance the possibility of intercultural exchange. Ultimately, and especially with the implementation of an Erasmus+ BIP, it could even be possible for the Greek and French students to write together collaboratively with students from a third institution, thereby creating a true experience of Internationalisation at Home. The potential of this project certainly justifies further exploration.

References

Arnó-Macià E., Vandepitte, S., Minacori, P., Musacchio, M.T., Hanson, J., & Maylath B. (2019). A multilingual background for telecollaboration: Practices and policies in European higher education. *European Journal of Language Policy*, 11(2), 235-225.

- Arnó-Macià, E., Aguilar Pérez, M., Borràs, J., Mancho Barés, G., Moncada Comas, B., & Tatzl, D. (Eds.). (2021). *Multilingual academic and professional communication in a networked world*. Vilanova i la Geltrú: Universitat Politècnica de Catalunya.
- Beelen, J. & Jones, E. (2015). Redefining Internationalization at Home. In A. Curaj, L. Matei, R. Pricopie, J. Salvi, & P. Scott (Eds.), *The European higher education area* (pp. 59–72). New York: Springer.
- Cots, J. M., Aguilar, M., Mas-Alcolea, S., & Llanes, A. (2016). Studying the impact of academic mobility on intercultural competence: A mixed-methods perspective. *Language Learning Journal*, 44, 304-322.
- Cools J., Bailey, A., Tzoannopoulou, M. & Maylath B. (2021). Developing language and professional skills through translation-reviewing/editing projects. In E. Arnó-Macià, M. Aguilar, J. Borràs, G. Mancho, B. Moncada, & D. Tatzl (Eds.) *Proceedings of AELFE-TAPP 2021* (19th AELFE Conference, 2nd TAPP Conference), Vilanova i la Geltrú (Barcelona), 7-9 July 2021: Universitat Politècnica de Catalunya. doi:10.1109/ipcc.2005.1494227.
- Estes Brewer, P. & St. Amant, K. (2015). Education and training for globally-distributed virtual teams: Preparing the workforce of the future, *connexions: International Professional Communication Journal* 3(1), 3-7.
- Goldie, D. et al. (2022). *MyMarseille, Here Come the Games*. Ecole de Journalisme et de Communication d'Aix-Marseille.
- Goldie, D. et al. (2023). *MyMarseille, France on the Starting Blocks*. Ecole de Journalisme et de Communication d'Aix-Marseille.
- Goldie, D. et al. (2025). *MyMarseille, What remains of the Games?* Ecole de Journalisme et de Communication d'Aix-Marseille.
- Guth, S. and Helm, F. (2010). *Telecollaboration 2.0: Language and intercultural learning in the 21st century*. Bern: Peter Lang.
- Leask, B. (2015). *Internationalizing the curriculum*. Abington: Routledge.
- Maylath, B., King, T. & Arnó-Macià, E. (2013). Linking engineering students in Spain and technical writing students in the U.S. as co-authors: The challenge and outcomes of subject-matter experts and language specialists collaborating internationally, *connexions: International Professional Communication Journal* 1(2), 150-85.
- Moustén, B., Vandepitte, S. & Maylath, B. (2008). Intercultural collaboration in the Trans-Atlantic project: Pedagogical theories and practices in teaching

- procedural instructions across cultural contexts. In D. Starke-Meyerring & M. Wilson (Eds.), *Designing global learning environments: Visionary partnerships, policies, and pedagogies* (pp. 129-44). Rotterdam: Sense Publishers.
- O'Dowd, R., & Werner, S. (2024). The first steps of blended mobility in European higher education: A survey of blended intensive programmes. *Journal of Studies in International Education*, 28(5), 798-817.
- Purdue OWL®. (n.d.). *AP Style*. Purdue University. Retrieved July 24, 2026, from https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/ap_style.html
- Purdue OWL®. (n.d.). *The Inverted Pyramid*. Purdue University. Retrieved July 24, 2026, from https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/the_inverted_pyramid.html
- Sadler, R., & Dooly, M. (2016). Twelve years of telecollaboration: What we have learnt, *ELT Journal*, 70(4), 401-413.
- Soria, K. M., & Troisi, J. (2014). Internationalisation at home alternatives to study abroad: Implications for students' development of global, international and intercultural competencies. *Journal of Studies in International Education*, 18, 261-280.
- Starke-Meyerring, D., & Wilson, M. (Eds.). (2008). *Designing globally networked learning environments: Visionary partnerships, policies, and pedagogies*. Rotterdam: Sense Publishers.
- Tzoannopoulou, M., & Maylath, B. (2018). Virtual networks in English-for-specific-purposes education: A translation-reviewing/editing model. In B. Moustén, S. Vandepitte, E. Arnó-Macià, & B. Maylath (Eds.), *Handbook of research on multilingual writing and pedagogical cooperation in virtual learning environments* (pp. 318-343). Hershey, PA: IGI Global.
- Vandepitte, S., Maylath, B., Moustén, B., Isohella, S. & Minacori, P. (2016). Multilateral collaboration between technical communicators and translators: A case study of new technologies and processes, *The Journal of Specialised Translation*, 26, 3-19.
- Verzella, M. (2018). Virtual exchange between cross-cultural teams: A sustainable path to the internationalisation of college courses. *Transformative Dialogues: Teaching and Learning Journal*, 11(3), 1-13.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Primljeno: 14. 12. 2025.

Prihvaćeno: 30. 9. 2026.