***In This Together: Teachers' Experiences with Transnational,
Telecollaborative Language Learning Projects***
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Telecollaborative (TC) projects, i.e. 'pedagogically-structured online collaborative learning initiatives between groups of learners in different geographical locations' (p.11), have recently attracted the interest of researchers around the world. However, their application in educational practices, especially in primary and secondary education, is not yet widespread, probably due to a lack of models that teachers can follow. The case studies presented in this book are written by actual TC practitioners and might serve as examples for school teachers interested in implementing TC projects. The case studies have a recurrent structure that helps the reader get oriented: the authors, novice or experienced teachers, describe the planning, implementation and assessment phase of the TC projects they carried out, the challenges they encountered and the solutions they found.

The first chapter is written by the editors, Melinda Dooly and Robert O'Dowd. Based on their research experience in the field of TC, they provide a theoretical background for the telecollaboration approach to language teaching and learning. After defining TC and illustrating its origins, the authors show how such practice is well founded in current language education theories and introduce the case studies that follow.

In the second chapter, Anaïs García-Martínez and María Gracia-Téllez present a telecollaborative project between two classes from two primary schools in Barcelona. Students exchanged short videos about what they learnt on a science topic. This project combined telecollaboration,

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Technology-Enhanced Project-Based Language Learning, collaborative learning and CLIL methodology. The authors share examples of the materials they used that can be easily adapted by other teachers. This project does present one flaw: a basic premise of telecollaboration is the use of the TL for authentic communication; however given that the two classes share the same L1, the use of the TL for authentic communication fades away.

In Chapter Three, Anna Morcilo Salas describes her telecollaborative project between an adult group of refugees taking courses in educational science in Thailand and a group of primary school children in Spain. Students communicated asynchronously through several digital tools. The aim of both groups was to improve their digital and language competences, a further goal for the refugees was to gain knowledge in the field of language education while the primary school students also aimed at raising their intercultural and social awareness. Carrying out a multidimensional telecollaborative project with two groups having such different profiles was surely not easy for a novice teacher. Her experience might be inspirational for many readers.

In Chapter Four, Maria Mont and Dolors Masats provide 'tips and suggestions' for fellow teachers that are interested in implementing telecollaborative projects with young learners. The authors describe two projects that involved a group of young learners (6–7 years old) in a Spanish school telecollaborating with Canadian learners in the first project and with Austrian learners in the second one. This is the starting point to provide a step-by-step guide for planning, implementing and assessing telecollaborative projects. The authors show that they can be carried out even with very young learners that have a limited command of the FL.

In the fifth chapter, Alexandra Bonet Pueyo discusses her telecollaborative project between two secondary school classes, one in Spain and the other in Sweden. The project focused on the Syrian refugee crisis, and students communicated through short videos in order to produce a manifest aimed at raising awareness in their local communities. The project is particularly interesting because it shows how English as FL learning goals can be combined with a variety of complementary objectives: raising students' socio-political awareness, triggering their intercultural, critical-thinking and citizenship skills, improving their communicative competence through technology and their ability to work in groups.

In the sixth chapter, Granada Bejarano Sánchez and Gerard Giménez Manrique present the telecollaborative tandem project they implemented between two schools (an international school and a public school) in Spain. The innovative element is that the tandem exchange involved two target languages (English and Catalan). Students communicated through videos

in which they presented themselves and their school. The description of the project is supplemented with the list of technological resources and examples of the materials that have been adopted. This chapter offers interesting insights: it includes a description of how the authors trained young students to provide peer feedback and of the different kinds of assessment (formative, summative, student-initiated, teacher-initiated) that can be implemented in a TC project.

In Chapter Seven, Jennie Ingelsson and Anna Linder describe their telecollaborative project between students (9 to 13 years old) in Sweden and New Zealand. Learners communicated through emails in order to find the similarities and differences between the cultures of the two countries. The aim was not only to improve students' writing competences in English but also to raise their intercultural awareness. The authors provide a detailed account of the planning phase and of the required adaptations, which represented one of the challenges that the novice teachers encountered. The authors discuss the problems that arose but also the learning gains for both teachers and students.

In Chapter Eight, Sara Bruun discusses her telecollaborative project about ocean pollution between two secondary school classes in Sweden and Tanzania. The author offers examples of materials and discusses the technological tools she found most useful. This telecollaborative project is a further example of how several goals can be combined: not only did the students use the FL for authentic communication but they also learnt about several issues, ranging from water pollution to poverty problems in Tanzania.

In the last chapter, Randall William Sadler summarises the case studies and the lessons learnt from them, providing useful recommendations for teachers willing to engage in telecollaboration.

The book deals with a very relevant topic in today's language teaching research and offers an honest insight into how telecollaborative projects are implemented, presenting their benefits but also the challenges that teachers might encounter. One concern is that the case studies are based on teachers' impressions rather than on empirical research results. Except for the introductory chapter, most of them lack a solid theoretical grounding and only a few references to previous empirical studies on TC are provided. Furthermore, they are often written in a rather informal tone for an academic publication. Hence, the volume might be less relevant for researchers. Despite these concerns, with its sample materials, accounts of activities and technological resources, tips and suggestions, the volume fulfils its goal to provide TC models to teachers and represents a valuable tool for the prospective practitioners to whom it is addressed.