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Collaborative Online International Learning (COIL) for Multicultural Development: Pedagogical Strategies and Outcomes

Միջազգային առցանց համագործակցային ուսուցումը (COIL) որպես բազմամշակութայնության զարգացման միջոց. Ուսուցման ռազմավարություններ և արդյունքներ

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Keywords

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Abstract

In a globalized world, students require broader social and communicative skills. Foreign language teaching must thus incorporate sociocultural sensitivity and multiculturalism—a pedagogical approach fostering understanding, appreciation, and respect for cultural, ethnic, and religious diversity. It aims to enhance an inclusive environment where students can develop a global perspective and embrace diversity. One of the pedagogical strategies that encourages effective interaction between individuals from different cultures is Collaborative Online International Learning (COIL). This study examines the role of Collaborative Online International Learning (COIL) in enhancing students' multicultural awareness, with particular emphasis on mitigating cultural stereotyping and fostering sensitivity toward otherness. The research evaluates the effectiveness of COIL-facilitated multicultural learning through an analysis of a bilateral project between University College Utrecht and Yerevan State University. Employing a Project-Based Learning (PBL) approach, the project engaged students in analyzing cultural contexts marked by discrimination and hate speech. Through collaborative discourse, participants developed practical counterstrategies while demonstrating measurable growth in cultural competence. Quantitative data from post-project evaluations revealed that 97% of respondents rated the collaborative learning experience as highly successful, while 88% affirmed PBL's efficacy as a pedagogical method. Notably, a significant majority reported heightened awareness of hate speech mitigation strategies. However, the study also identified three key implementation challenges: divergent academic expectations, uneven participant engagement, and technological literacy gaps among learners. Despite these limitations, the findings substantiate COIL's potential to cultivate critical thinking, problem-solving skills, and intercultural empathy. The study concludes that scalable adoption of such initiatives can advance inclusive educational practices and contribute to societal equity through deliberate pedagogy of tolerance.

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Հիմնաբառեր

մշակութային համատեքստ; ատելության խոսք; ներառական հասարակություններ; բազմամշակութայնություն; վիրտուալ փոխանակում

Ամփոփագիր

Այսօր՝ գլոբալիզացիայի դարաշրջանում, ուսանողներն առավել քան երբևէ կարիք ունեն հաղորդակցման հմտությունների զարգացման: Հետևաբար, օտար լեզվի ուսուցումը պետք է ընդգրկի նաև սոցիալ-մշակութային իրազեկության և բազմամշակութայնության հարցերը: Բազմամշակութային ուսուցումը կրթական մոտեցում է, որի նպատակն է հարգանք ձևավորել տարբեր մշակույթների, էթնիկ խմբերի և կրոնների նկատմամբ: Այն նպաստում է ընդգրկուն կրթական միջավայր ստեղծելուն, որտեղ ուսանողները կկարողանան գլոբալ տեսլական զարգացնել և հանդուրժող լինել: Միջազգային առցանց համագործակցային ուսուցումը (COIL) միջմշակութային փոխգործակցությունը խթանող արդյունավետ ռազմավարություն է: Սույն հոդվածի հիմքում ընկած է այն համոզմունքը, որ COIL նախագծերը կարող են նպաստել ուսանողների բազմամշակութային իրազեկվածության բարձրացմանը: Հոդվածում կարևորվում է կարծրատիպերի վերացման և այլակարծության նկատմամբ մշակութային զգայունություն ձևավորելու խնդիրը: Հետազոտության նպատակն է գնահատել COIL նախագծի շրջանակներում իրականացված բազմամշակութային ուսուցման արդյունավետությունը: Այս նպատակով վերլուծվել են Ուորեհուի համալսարանական քոլեջի և Երևանի պետական համալսարանի համագործակցությամբ իրականացված նախագծի արդյունքները, որտեղ կիրառվել է նախագծահեն ուսուցման մեթոդը (PBL): Ուսանողները քննարկել են մշակութային այն համատեքստերը, որտեղ մարդիկ ենթարկվում են խտրականության կամ արժանանում ատելության խոսքի: Նախագծի վերլուծությունից պարզ է դարձել, որ համագործակցային ուսուցումը նպաստել է ուսանողների մշակութային զգայունության, քննադատական մտածողության և խնդիրների լուծման հմտությունների բարձրացմանը: Ըստ հարցման արդյունքների՝ ուսանողների 97%-ը գնահատել է համագործակցային ուսուցումը որպես «շատ հաջողված», իսկ 88%-ը՝ որպես արդյունավետ ուսուցման մեթոդ: Այնուամենայնիվ, ի հայտ են եկել որոշ դժվարություններ, հատկապես՝ ակադեմիական ակնկալիքների տարբերությունները և տեխնոլոգիական հարթակներին վերաբերող խնդիրները: Այդպիսով, նմանատիպ նախագծերը կարող են նպաստել ներառական համայնքների ձևավորմանը և ստեղծել հանդուրժողականության մթնոլորտ:

1. Introduction

Multiculturality or learning about other cultures becomes a key objective in language education, leading to a more inclusive learning environment. In our globalized context, developing and implementing innovative methodologies for effective multicultural learning presents both a critical imperative and significant challenge for contemporary educators.

Because of the insufficient internationalization, Armenian educational system needs to create an unbiased atmosphere where students can appreciate diversity and gain a global perspective. Since English is taught in Armenia within a predominantly

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monoethnic foreign-language classroom, educational approaches should be aligned with multicultural development. This means that English language educators should encourage students to cultivate cultural sensitivity and open-mindedness alongside language skills.

The goal of this paper is to evaluate the effectiveness of multicultural learning enhanced through COIL projects. It intends to specify how multicultural awareness and social skills of the students can be enhanced by employing this strategy. Furthermore, it aims to assess whether the opinionated generalizations and preconceived conceptions could more or less be resolved by changing the mentality and attitudes of people through multicultural education.

The paper reviews the challenges and benefits of virtual exchange programs and highlights the innovative essence of this learning tool in developing a multicultural mindset. In order to demonstrate the importance of creating cultural sensitivity among the younger generation, a summary of language abuse as a linguistic problem is provided, focusing on the harmful effects of hate speech in modern society. The innovative approach of integrating project-based learning into the online collaborative learning initiative is discussed. Additionally, the article underlines the advantages of this approach in developing tolerance among the learners. The COIL project launched between Yerevan State University in Armenia and University College Utrecht in the Netherlands is described in the paper. Its results and outcomes are analyzed. Recommendations for expanding COIL initiatives are given.

2. Literature Review

2.1 The Significance of COIL and Multicultural Learning

Innovative methods to international education are more important than ever in the modern, globalized society. One of the innovative approaches is Virtual Exchange (VE) or Collaborative Online International Learning (COIL), which crosses cultural and geographic barriers across universities all over the globe. By bringing together faculty members from various cultural backgrounds, COIL promotes deeper collaboration than standard online courses, improving the educational experience for students (Deardorff, 2009). The term “virtual exchange” (VE) refers to a broad range of techniques whereby groups of students engage in online cross-cultural communication and collaboration with partners from various cultural backgrounds or locations. It constitutes an essential part of an educational program and is carried out under the supervision of teachers or knowledgeable facilitators. Student-centered learning, global cooperation, and knowledge production via online communication and negotiation with students from diverse cultural backgrounds are the focuses of VE. Furthermore, VE is a new and promising trend in course internationalization. It entails using technology to communicate and work together in order to build intercultural competency and digital skills (O’Dowd, 2018).

The process of forming partnerships for VE can be difficult since it requires constant work to ensure efficient and transparent communication and collaboration. One of the most difficult aspects, according to research and observation, is getting students

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really involved, particularly when it comes to recognizing cultural differences. Student groups that work together to enhance their own and their peers' learning provide a variety of results that can be divided into three main categories: psychological adjustment, positive interpersonal relationships, and effort to accomplish. Consequently, effective communication skills become essential as students interact with people who might not share their language, worldview, or cultural beliefs. By their very nature, COIL initiatives promote multiculturalism and intercultural communication (Gutiérrez & O'Dowd, 2021).

The principles of evaluating multicultural education are diverse, and the theoretical framework has not yet been fully established. Our research shows that multicultural education, in general, is promoted in two main objectives.

One of them pursues the aim of establishing a democratic society and estimates the decisive role of schools in developing multicultural mindset, free from "all forms of discrimination in schools and society through the promotion of democratic principles of social justice[1]." Thus, multilingual education in the classroom becomes one of the most important learning outcomes of multiculturality (García & Wei, 2014; Horner & Weber, 2018; Gay, 2018).

The second objective is closely linked with the linguacultural and cognitive areas of mindfulness. According to L. Samovar, (Samovar, 2013, p.176) human identity is connected to their culture, creating bonds between individuals and their culture. Therefore, the best approach that could be adopted to reduce and, finally, eliminate the contradictory nature of human relationships that arise in the globalized world, appears to be multicultural learning since "Multicultural or intercultural communication cannot be learned without intercultural understanding, which is based on the knowledge of culture" (Samovar et al, 2003, p.51). In view of this, creating a multicultural mindset by enhancing cultural awareness, cultural intelligence and developing cultural competence become the focal part of process of cultural learning (Peterson, 2004; Nardon, 2017; Lewis, 2018).

Furthermore, the online format of exchanges, within a formal educational setting, offers participants the opportunity to acquire media literacy and digital skills. This includes the ability to appropriately consume and create online content, as well as the proficiency to communicate and collaborate with international partners using a range of technological tools. It is not surprising that foreign language education has been quick to adopt virtual exchange as a learning tool (Loizidou & Savlovska 2020).

With the help of institutionally-led initiatives, COIL projects will surely continue to expand in various ways. The main concern is to increase the number of students who gain benefits from an online intercultural exchange as a crucial part of their university education. Since COIL initiatives seem to be spreading throughout many educational settings, it is critical that they be examined in all of its aspects and that the theoretical and methodological instruments used to study them be improved (O'Dowd & O'Rourke 2019).

[1] https://www.nameorg.org/definitions_of_multicultural_e.php

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2.2 Language Abuse as a Linguistic Problem

Aggressiveness in language is a form of communicative behavior that has malicious intent and conveys abusive, disrespectful content. At present human society often faces socioeconomic pressure and political oppression. People living in different parts of the world experience ecological and psychological menace; moreover, they suffer from vicious military actions, hostile relationships and inflammatory rhetoric. Consequently, the conscious representation of inner thoughts via communication has also changed. It has obtained despondent and hurtful overtones, leading to the rise of intolerance, bitter hatred, and establishing harmful and antagonistic interrelations between people. It is noteworthy that the problem of conflict in human society has been long discussed in social, legal and psychological studies. The observations about various social categorizations like race and gender that are common topics for discrimination and marginalization have enabled to create the concept of intersectionality (Crenshaw, 1989; Sue, 2010; Hamilton, 2012; Evans, 2010). Since the offensive frame of mind and negative emotional state are expressed through speech, verbal communication with insulting and abusive content has become one of the most relevant topics of investigation in linguistics as well.

The studies carried out on different levels of linguistic analysis (phonological, morphological, syntactic, and textual), and from different linguistic perspectives (semantics, pragmatics, sociolinguistics, discourse analysis, cultural studies, and many others) have revealed the language units that are used to perform the verbal display of antagonism in oral and written speech as well as in electronic/digital communication (Muntingl & Turnbull, 1998; Avgerinakou, 2003; Razavi et al., 2010; Ayunts, Paronyan, 2021). It is noteworthy that hateful communicative behavior acquires different names, being called 'conflict talk' (Vuchinich, 1990; Kakava, 2001; Leung, 2002), 'hate speech' (Paronyan, 2020), 'microaggression' (Microaggression Theory: Influence and Implications, 2019), 'trolling', and 'flaming' (Lea et al., 1992; Alonzo & Aiken, 2004; Hardaker, 2010; Andersen, 2021). In fact, the term 'hate speech' can be considered a more or less general one since it displays most forms of offensive language or verbal abuse. Hate speech refers to offensive discourse targeting an individual or a group of individuals based on socio-cultural characteristics such as race, religion, gender, sexual orientation, ethnic group and so on. It may take the form of angry outbursts of individual communicators like slurs, insulting, name-calling, etc.

Hate speech can also be realized with the help of speech acts expressing malicious, harmful and disruptive content like threatening, swearing, reproaching, deploring, and warning. These expressions of abusive verbal behavior are usually accompanied by suprasegmental phonological features, body language and gestures in oral speech, or emoticons, sad faces, acronyms, or other symbols in online communication. The latter are meant to express the negative emotional state of the communicators and increase the harmful impact on the addressee. Truly, the harmful communicative effect of hate speech may also be ambiguous, hidden. In this case verbal abuse can be hinted or implied as it is

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realized with the help of indirect speech acts. In this case abusive content may be decoded by resorting to contextual factors and pragmatic presupposition.

Hate speech can also appear in communicative situations where the participants represent different social communities or groupings. In this case, aggressive verbal behavior may be addressed to groups of people like nations, ethnic and religious groups, sexual minorities, or public communities. This kind of hate speech is often based on stereotyping and usually manifests discriminatory or even xenophobic characteristic features. Public hate speech may be realized in political speeches, public talks, social gatherings as well as on social platforms.

2.3 Implementing Project-Based Learning in COIL Initiatives

"Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects," according to the Buck Institute for Education. It is a teaching approach where students work for a long time to explore and answer a real, interesting, and challenging issue, problem, or challenge in order to acquire knowledge and skills[2].

One of its key features is the fact that PBL incorporates transdisciplinary contexts. Vogler (2018) shows in his research how the project's interdisciplinary approach enabled important components of student learning that might not have been accomplished with a traditional class project. Furthermore, his study emphasizes how important it is for teachers to collaborate across disciplines when creating a project-based learning environment that pushes students to go beyond academic boundaries.

Combining formal and informal learning contexts is another element that is essential to PBL. For example, Hung (2012) seeks to suggest that the advantages of informal learning might be used to increase the legitimacy of formal education. It implies that significant linkages can be made by tying together casual and formal learning events and establishing them in the real-world experiences of students.

The third element is cooperation, which is an essential teaching strategy, especially when combined with Project-Based Learning (PBL). It is a core competency for succeeding in the modern world. Lee (2015) studies the factors that underlie task, process, and relationship conflicts within groups. He also observes how social competencies affect collaboration and intragroup conflict on both individual and group level. Subsequently, he explores the mechanisms of promoting collaboration as a learning outcome and effectively implementing it as an instructional tool. Existing research suggests that while task-related conflict might foster teamwork, relational and process conflicts typically obstruct teamwork and the learning process. The social interdependence theory states that social skills are essential for promoting cooperation and settling disputes within a group.

Additionally, PBL develops abilities like information analysis and presentation. As noted by Stoller (2006), PBL in second language classes requires students to take

[2] (https://www.pblworks.org/what-is-pbl).

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responsibility for their own learning by gathering, evaluating, and presenting information from target language materials. The degree of responsibility becomes more apparent when students work on individual projects, where the degree and kind of language acquisition mostly depend on the commitment of each student. This increased autonomy in language acquisition has also been acknowledged by other academics as a benefit of PBL (Dressler, 2020).

In conclusion, one of the best strategies for teaching foreign languages is Project-Based Learning, which combines problem-based and collaborative learning. It encourages students to think critically and creatively outside of the classroom. Furthermore, it also helps them develop a comprehensive understanding of subjects, including foreign languages. PBL gives students the critical thinking, assessment, and communication skills they need to succeed in a variety of spheres of life. Additionally, it develops tolerance for different viewpoints, improves reasoning skills, and raises cultural understanding. PBL naturally fosters language skills and interaction by allowing students to use a variety of technology and information sources. Crucially, PBL enhances conventional teaching strategies by igniting students' passion and curiosity, two essential components for successful learning and academic success (Kasatkina-Kubyshkina et al, 2021).

3. Methodology

3.1 Research Design

In November-December 2022, a 5-week COIL project titled “Countering Hate Speech and Discrimination in Different Cultural Contexts” was implemented between Yerevan State University (YSU) in Armenia and University College Utrecht (UCU) in the Netherlands. In a remarkable cross-border collaboration, the students worked together on a project, which intended to address discrimination and hate speech in culturally diverse contexts. Through virtual platforms, this program enabled students from the Chair of English for Cross-Cultural Communication of YSU and the Chair of Liberal Arts & Science of UCU to participate in meaningful discussions about important societal issues. In the framework of the project, the participants collected evidence and came up with practical solutions to combat hate speech.

During the COIL initiative, the participants engaged in critical reflection on hate speech and its underlying causes. After reading relevant literature, they critically examined the definition, consequences, and potential solutions of hate speech. By sharing key insights from their readings through the Padlet platform, students brought attention to the detrimental effects of hate speech on individuals and communities as well as its role in maintaining prejudice and marginalization. The students also read articles dealing with important points about how to stop hate speech in different cultural settings. This initial study laid the background for future collaborative initiatives, including the formation of four mixed working teams from YSU and UCU. Initiating fruitful discussions, participants shared their varied viewpoints and chose which target groups to concentrate on, strengthening the project’s cohesion and purpose.

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3.2 Data collection and Analysis

The primary objective of the project was to collect firsthand data regarding the impact of hate speech on the targeted cultural group. In order to comprehend the current context of hate speech directed towards this group, extensive desktop research was conducted before the process started. Taking into consideration the sensitive nature of the topic, participants were warned to assure complete anonymity and not disclose identifying information in any part of the study. Moreover, participants provided verbal informed consent about their willingness to take part in the project. Students then piloted interviews with individuals of the community to acquire more data about their viewpoints and individual experiences with hate speech. This approach resulted in a thorough understanding of the different forms of hate speech that the community experienced. Furthermore, such conversations allowed for a deeper investigation of the standards for countering hate speech and assisted in determining practical approaches to deal with this widespread problem. Making the community a more welcoming and courteous place was another important goal of these initiatives.

The COIL project mainly focused on creating a strategic plan to combat hate speech targeted to a specific cultural group. Participants were encouraged to seek feedback from the target group to be able to reflect their findings in the final proposal. The ACT Framework for Social Justice, which was included in the Group Project Workbook and shared Google Drive folder, offered helpful directions to the students through the whole COIL project. The outcome of the project was developing comprehensive reports. The groups created video presentations to display their findings that explained their suggested courses of action and the reasoning behind them. The case studies focused on the particular types of hate speech that each target group experienced. As a last phase, each of the four groups presented their ideas and talked about the results based on their joint efforts and research findings, showcasing their teamwork. The COIL project supervisors gave the groups feedback following each presentation. After that, the recorded presentations were uploaded to a specific Google Drive folder for further analysis and knowledge sharing among their fellow students.

4. Results and Discussion

The present study was aimed at carrying a qualitative examination of intercultural learning experiences within a COIL project. Participants collected rich contextual data and displayed enthusiastic engagement, which offered valuable insight into the pedagogical impact of the COIL project.

As a result of hard work and commitment, participants were able to reflect on the primary objective of the COIL initiative, which focused on fostering intercultural understanding, promoting social justice and driving positive changes in their communities and beyond. Group 1 discussed hate speech directed against Muslims resulting in discrimination and unfair treatment. Their video presentation underlined the need to combat hate speech and promote tolerance highlighting the negative consequences of

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stereotypes and misconceptions that encourage fear and exclusion within Muslim communities. Group 2 looked at hate speech against women and showed how discrimination based on gender impacts women's rights. Facts and stories used in their video presentation highlighted the severe consequences of hate speech, especially on social media, which could have inspired suicidal thoughts and actions. Participants called for action to challenge societal norms that disseminate gender discrimination.

Focusing on another vulnerable community, Group 3 explored hate speech directed at individuals with mental disabilities. Issues concerning discrimination the target group faced were sensitively highlighted. The group presentation aimed to foster empathy and raise awareness about the psychological and social consequences of hate speech, advocating for a more inclusive society. Finally, Group 4 shed light on hate speech against people with disabilities, emphasizing how they are often targeted as easy victims. Their discussion highlighted the need for society to recognize individuals with disabilities as equals and include them in all aspects of life.

Following the project, twenty students participated in an anonymous survey via Survey Monkey to evaluate the COIL initiative. The survey consisted of four questions focusing on the key aspects of the project: (1) challenges of the COIL project, (2) overall effectiveness of multicultural collaboration, (3) the effectiveness of Project-Based Learning (PBL) as a learning tool, and (4) the project's success in combating hate speech.

COIL projects are fraught with challenges, and the success of the project often depends on how the participants overcome the obstacles they face. To reveal the main challenges of the project, participants were asked to share their own experiences. "Figure 1" presents the summary of the responses in terms of the main challenges, which the participants encountered in this COIL project.

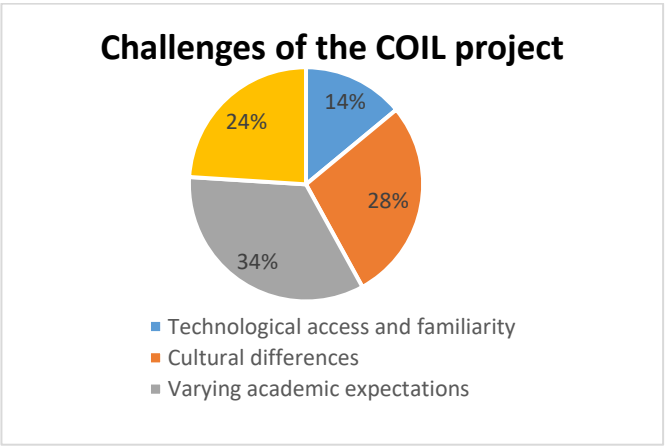


Figure 1. Distribution of reported challenges in the COIL project based on participant survey responses

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As shown on the pie chart, varying academic expectations (34%) was identified as the most significant challenge. Cultural differences (28%) and discrepancies in engagement levels (24%) were rated as challenges by a relatively equal percentage of participants. Interestingly, only a small number of respondents (14%) found familiarity with technological tools and platforms to be a challenging aspect of the present COIL project. This indicates that most participants had adequate digital literacy.

To assess participants' competences with intercultural teamwork, students were asked to rate how satisfied they were with multicultural group collaboration. The results displayed in "Figure 2" reveal an overwhelmingly positive feedback.

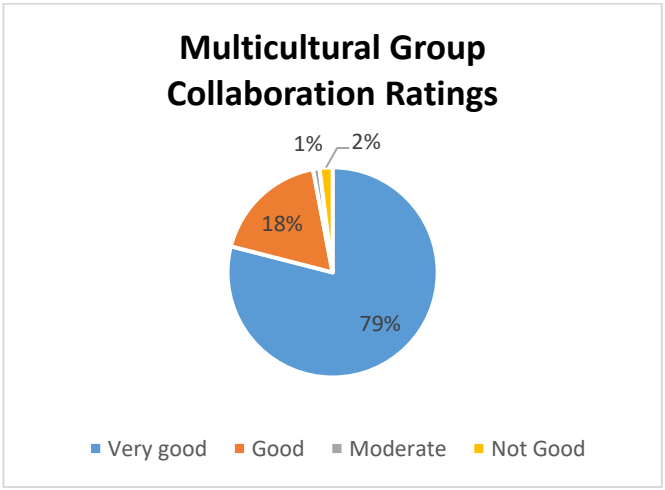


Figure 2. Student ratings of multicultural collaboration within COIL groups

As shown, a substantial majority of respondents rated their collaboration within the group as either "very good" (79%) or "good" (18%). The results indicate that multicultural collaboration was successful. Only a small percentage of respondents rated the collaboration as "moderate" (2%) or "not good" (1%). These findings suggest that the project was a success in terms of fostering a meaningful and productive collaboration among students.

The findings concerning the effectiveness of integrating the method of PBL into the COIL project is shown in "Figure 3." According to the survey results, PBL is an effective strategy for fostering active engagement in multicultural collaborative settings.

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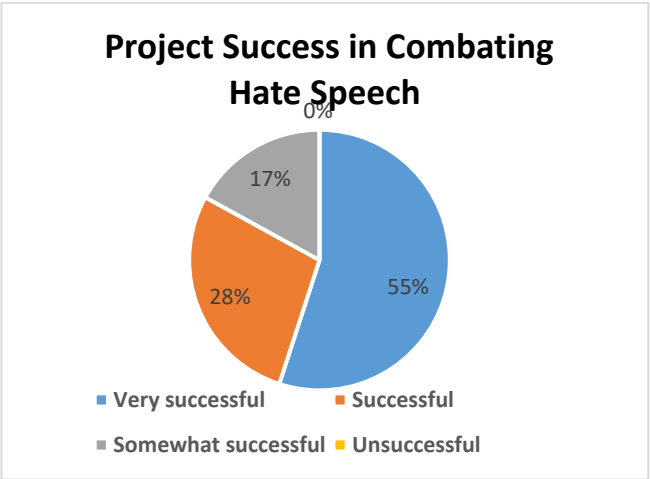


Figure 3. Perceived Effectiveness of Project-Based Learning (PBL) among COIL participants

As shown above, a significant majority of respondents rated the method as highly beneficial. More than a half (65%) labelled it as "very efficient" and almost a quarter (23%) rated it as "efficient." PBL was only reported as "somewhat efficient" by a small percentage of participants (12%), while none reported it as "not efficient at all." The overwhelming positive perception supports the integration of the method of PBL into COIL projects targeting multicultural learning and global competences.

"Figure 4" illustrates participant evaluations of the project's effectiveness in terms of its influence on preventing hate speech. The responses reflect a consent among participants that the COIL project contributed to the awareness of combating hate speech.

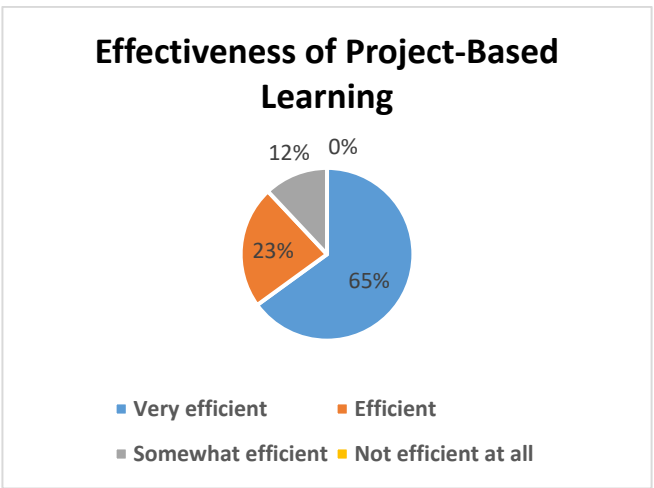


Figure 4. Participant perceptions of project success in combating hate speech

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As shown on the pie chart, only a tiny percentage of participants (17%) regarded the initiative as "somewhat successful," while the vast majority rated it as either "very successful" (55%) or "successful" (28%). Remarkably, no student gave the project an "unsuccessful" rating, suggesting that everyone agreed it was effective at combating hate speech. The success of PBL was also endorsed by the relevance of the task. It required that students critically engage with real-world social issues. Addressing hate speech within different cultural contexts made them collaborate across differences, which enhanced their intercultural sensitivity.

As a quick summary of the poll, we can conclude that this project promoted excellent teamwork, confirmed PBL as a reliable teaching approach, and was seen as having a significant influence on raising social awareness and combating hate speech. Moreover, the findings reinforce that pedagogical strategies and outcomes of such collaborative initiatives promote tolerance and inclusion.

5. Conclusion and Recommendations

Virtual exchange has been an increasingly popular learning method in foreign language instruction in recent years. In an official educational context, the online exchange format gives the participants the chance to learn digital skills and media literacy. Additionally, the ability to interact and work together with foreign partners improves the students' cultural competency. Project-Based Learning, which blends problem-based and collaborative learning, can be considered as one of the most effective methods for teaching foreign languages and conducting effective multicultural learning. It may help students get a thorough comprehension of subjects, including foreign languages, and may also inspire them to think critically and creatively outside of the classroom. When used in an intercultural learning context, this method may contribute to enhancing cognitive abilities, increasing cultural awareness and foster tolerance for differing opinions.

The primary objective of the UCU-YSU COIL project was to collect firsthand data regarding the impact of hate speech on the chosen cultural group. The analysis of the reports made by the groups of Armenian and Dutch students comes to prove that the project's implementation assisted them in investigating various stereotypes, biases, and presumptions. It inspired them to become more tolerant and empathetic to sociocultural diversity. Consequently, the increased awareness of the psychological and social repercussions of hate speech inspired the students to contemplate what could be done to create a more inclusive society.

The project that was put into action encouraged outstanding teamwork of students having different cultural backgrounds, validated PBL as a dependable teaching strategy, and was thought to have a big impact on promoting social awareness and countering hate speech.

Since COIL projects are becoming a vital component of university education in Armenia, it is advised that they continue to grow. One of the primary goals of foreign

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language teaching in Armenia should be to increase the number of students who benefit from online cross-cultural interactions in different educational contexts. Furthermore, it is advisable to investigate all aspects of COIL initiatives and to enhance the theoretical and methodological tools utilized in COILs.

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Authors' Contributions

The abstract, the conclusion and recommendations were written collectively by all authors. The introduction and the literature review were written by Sh. Paronyan while A. Ayunts authored the last section of the literature review as well as the methodology part, results and discussion.

Declaration of conflicting interest

The authors declared no conflicts of interest to the article's research, authorship, and/or publication.

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