Close Your Passport: A Revision of Latin American Experiences Using Collaborative Online International Learning (COIL)

Cierra tu Pasaporte: Una Revisión de Experiencias Latinoamericanas Sobre el Aprendizaje Colaborativo Internacional y En Línea (COIL)

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Abstract

Internationalization in higher education goes far beyond international mobility for university students, which is why Collaborative Online International Learning has gained relevance. This documentary research reviewed teachers' and students' experiences with Collaborative Online International Learning in four Latin American countries (Argentina, Brazil, Colombia, and Mexico) over the last seven years. 23 research reports and pedagogical experiences were reviewed; the findings unveil the evolution this type of international collaborative learning has had in recent years, particularly regarding publication experiences, institutional support, and technology use. Besides, the benefits and challenges of Collaborative Online International Learning experiences were analyzed and a description of aspects related to emotions, empathy, and cross-cultural awareness were found.

Keywords: COIL, intercultural encounters, internationalization at home, literature review, Latin America, teacher experiences, student experiences

Resumen

La internacionalización de la educación superior hace referencia a mucho más que solamente la movilidad internacional de estudiantes y es por esta razón que el Aprendizaje Colaborativo Internacio-

nal y en Línea (COIL, por sus siglas en inglés) ha ganado relevancia; en consecuencia, una investigación documental fue desarrollada para revisar las experiencias de profesores y estudiantes sobre el uso del Aprendizaje Colaborativo Internacional y en Línea en cuatro países latinoamericanos (Argentina, Brasil, Colombia, y México) en los últimos siete años. 23 artículos entre reportes de investigación y experiencias pedagógicas fueron revisados. Los resultados ilustran la evolución que este tipo de aprendizaje colaborativo internacional ha tenido en los últimos años particularmente en términos de publicaciones, apoyo institucional y uso de la tecnología. Además, se analizan los beneficios y desafíos del uso del Aprendizaje Colaborativo Internacional y en Línea, así como con aspectos relacionados con emociones, empatía y conciencia intercultural son descritos.

Palabras clave: COIL, encuentros interculturales, internacionalización en casa, revisión de la literatura, Latinoamérica, experiencias de profesores, experiencias de estudiantes

Introduction

University students are more aware of how globalization and technology have interconnected the world, and they know that they are no longer not only citizens of their own countries, but they are now citizens of the world (Meza-Morón, 2018). It is here that the internationalization of higher education plays a key role. According to Knight (2008), internationalization of higher education can be defined as "the process of integrating an international, intercultural, and global dimension into the purpose, functions, and delivery of higher education at the institutional and national levels" (p. 11); university student international mobility, as part of the internationalization processes done at universities, does not only refer to traveling abroad because, the number of students who have access to international academic trips is very limited (Ramirez-Ramirez & Bustos-Aguirre, 2022). Internationalization at home has opened new perspectives and offered different opportunities for students to interact and collaborate with people from several parts of the world without leaving home (Echeverria-King & Lafont-Castillo, 2020).

Collaborative Online International Learning, COIL henceforth, is a strategy to promote internationalization at home with no money investment and without requesting a passport; an open mind and willingness to interact and collaborate with international peers are the only requirements. According to Rubin (2017), "COIL is not a technology or a technology platform but rather a new teaching and learning paradigm that develops cross-cultural awareness across shared multicultural learning environments" (pp. 33-34).

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The term COIL was coined by Jon Rubin, a professor at the State University of New York (SUNY) at the beginning of the 21st century (Rubin, 2017). Nonetheless, Miao (2018) mentions that integrating technology in internationalization at home dates back to the 1990s with the use of pen pals, where students write and receive letters from peers in different settings or countries (Collins, 2024). Thus, this idea is not new, but there is a need to continue increasing these COIL experiences in language teacher education programs in

Colombia. COIL aims to exchange intercultural knowledge between university teachers and students from two or more countries using online technology where synchronous and/or asynchronous activities are developed (SUNY COIL Center, 2019). The SUNY COIL Center (2019) proposes three stages for the successful development of COIL courses including a planning stage where teachers from both institutions agree on the contents and activities to be developed. During the development stage, an icebreaker for students to interact with their international peers is made as well as different activities where participants work together to attain a specific goal and complete a task. The final stage is evaluating the COIL course, in which the participants' voices are important for assessing the experience.

The purpose of this paper is to review empirical studies or pedagogical experiences where COIL methodology has been integrated into Latin American classrooms three years before and after the COVID-19 lockdowns started. The following three questions guided this review:

– How have COIL experiences evolved from 2017 to 2023 in four Latin American Countries (Argentina, Brazil, Colombia, and Mexico)?
– What do COIL experiences focus on in those countries?
– What do teachers' and students' experiences reveal about interculturality when involved in COIL sessions in those countries?

Method

This review followed the eight steps that Guapacha-Chamorro and Chaves-Varón (2023) propose in their methodological framework for qualitative research synthesis. The initial phases involved an extensive search of Research Reports and Pedagogical Experiences in Spanish and English within Colombian ELT Journals and Education Journals regarding COIL experiences in areas related to Foreign Language Teaching and Learning, Social Sciences, Humanities, Education, or Health Education between 2017 and 2023. That period was chosen because it is said that the COVID-19 pandemic was a turning point in recent education; consequently, this review wanted to explore three years before and after 2020. Table 1 summarizes the inclusion and exclusion criteria at this first stage.

124   176 journal issue numbers were reviewed in search of titles regarding COIL, Internationalization at home, and International Telecollaboration (refer to Table 2). Then, the abstracts of the 14 chosen articles were read to verify that they met the inclusion criteria. Finally, seven articles were selected.

However, due to the number of journal issue numbers revised and the limited quantity of articles, it was necessary to open the scope of the search and look for information in four databases (*Ebsco Host, Dialnet, Taylor & Francis,* and *Scopus*) regarding COIL experiences

Table 1. *Inclusion and Exclusion Criteria – Initial Stage*

Criteria	Inclusion	Exclusion
Year of publication	Articles published from January 2017 to December 2023	Articles published before 2017 and after 2023
Type of article	Research reports or Pedagogical experiences	Literature Reviews
Journals	Colombian ELT or Education Journals	Engineering Journals
Languages	English or Spanish	Other languages different from English and Spanish
Areas	Foreign Language Learning, Social Sciences, Humanities Education, or Health Education	Engineering, Chemistry, Exact sciences
Telecollaboration experience setting	University	School

Table 2. *Inventory of Revised Journals, Journal Issue Numbers and Articles*

Number	Journal	Number Journal Issue Numbers Revised	Number of Articles Selected
1	Colombian Applied Linguistics Journal	14	0
2	HOW Journal	15	0
3	GIST Education and Research Journal	12	0
4	Ikala, Revista de Lenguaje y Cultura	21	1
5	Matices en Lenguas Extranjeras	5	1
6	Shimmering Words	5	0
7	Enletawa Journal	14	0
8	Cuadernos de Lingüística Hispánica	15	0
9	Praxis y Saber	24	1
10	Revista Historia y Memoria	16	1
11	Reflexiones Pedagógicas Urosario	20	3
12	Profile: Issues in Teacher Professional Development	15	0

in Argentina, Brazil, Colombia, and Mexico, which, according to Orantes (2019), are Latin American countries where internationalization of higher education models are more developed. The following terms, along with the Boolean operators 'OR/AND', were used: "Collaborative Online International Learning", "COIL", and "Latin America" (See Table 3). Advanced search filters for full text, in English or Spanish, and articles published from January 2017 to December 2023 were applied.

A total of thirty-nine articles were retrieved; nonetheless, just 16 were considered useful for this review. The others did not meet the inclusion criteria since they focused on Engineering, Business, or Administration/Management; others on electronics because of the word '*coil*' which differs from the acronym under revision; others were conducted in Latin American Countries out of the scope of this review; the remaining were reflection or historical articles. Duplicate articles were counted just once. Twenty-three articles were used for this review; 17 (73.9%) were qualitative studies, four (17.4%) were pedagogical experiences, and two (8.7%) were quantitative studies.

Table 3. *Databases Search*

Databases	Articles Found	Selected Articles
Ebsco Host	13	2
Dialnet	18	12
Taylor & Francis	3	0
Scopus	11	3

The COIL experiences in the articles were classified by country. This classification helped to identify that the COIL courses have been developed in collaboration with other Latin American countries and with countries from the five continents where the use of English as a foreign language was required to interact with international peers. Table 4 shows an inventory of the COIL experiences, at least one Latin American country was involved.

Table 4. *COIL Experiences Sorted by Country*

Coil Experience (Countries)	Number of Experiences
Argentina – Chile	1
Argentina – Dominican Republic	1
Brazil – France – Germany	1

Coil Experience (Countries)	Number of Experiences
Brazil – Sri Lanka – UK	1
Brazil – Sierra Leone	1
Colombia – Spain	1
Colombia – Chile	1
Colombia – Mexico	3
Colombia – Colombia – Italy	1
Colombia – Egypt	1
Colombia – China	1
Colombia – Peru	2
Colombia – Mexico – Brazil	1
Colombia – USA	1
Colombia – Holland	1
Mexico – USA	3
Mexico – Spain	1
Mexico – Dominican Republic - Chile	1

Eighty-seven percent of these experiences were conducted with undergraduate students, 8.7% were with graduate students, and the remaining 4.3% corresponded to integrating both graduate and undergraduate students into the same experience. According to the State University of New York SUNY COIL Center (2019), the aspects that need to be agreed upon are the language of instruction and the common objectives. Out of the 23 experiences, two (8.7%) were carried out in English Language Teacher Education programs; six (26.1%) were conducted in English as a foreign language; five (21.7%) were developed in English as a foreign language but as a bridge for working on interdisciplinary areas such as health, psychology, and social communication; seven (30.4%) were done in Spanish as a mother tongue, and the other three (13.1%) were in Spanish and English as foreign languages.

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Findings and Discussion

These findings include a general view of COIL experiences without distinguishing them by the four countries; instead, similarities and differences among the experiences will be expressed. First, it is worth mentioning that all the COIL experiences followed the three stages proposed by the SUNY COIL Center (2019) and demonstrated accurate development of the COIL courses in terms of planning, development, and evaluation. This section

presents information on three emerging categories and their corresponding sub-categories to answer the three research questions (See Table 5).

Table 5. *Emerging Categories and Sub-categories*

Question	Category	Sub-category
How have COIL experiences evolved from 2017 to 2023 in four Latin American Countries (Argentina, Brazil, Colombia, and Mexico)?	Evolution of COIL Experiences	
What do COIL experiences focus on in those countries?	Fostered or Hindered Aspects by the COIL Experiences	Benefits and Limitations of COIL Experiences
		COIL as a Third Space
What do teachers' and students' experiences reveal about interculturality when involved in COIL sessions in those countries?	Watering the Intercultural Competences Tree	Turning Fear into Excitement and Understanding
		Becoming Aware of…

Evolution of COIL Experiences

Regarding research question 1, firstly, none of the 23 COIL experiences were published in 2017 or 2018, four articles (17.4%) were written in 2019 and 2020; three articles (13%) were issued in 2021, and ten (43.5%) and six (26.1%) were published in 2022 and 2023, respectively. This information is visually presented in Figure 1. Based on the articles written by Bassani and Buchem (2019), Martínez-Acevedo (2022), Ramírez-Ramírez and Bustos-Aguirre (2022), and Vera-Marquez et al. (2019), their COIL experiences were implemented before 2020. Meanwhile, the remaining nineteen experiences were conducted after 2020. This reveals an increasing number of COIL experiences and a rising interest in this area after the COVID-19 pandemic.

Secondly, an evolution of the types of activities that were planned for COIL experiences can be seen. For instance, Bassani and Buchem (2019) and Martínez-Acevedo (2022) integrated mostly asynchronous activities for their experience where social networks, the Google Plus platform, and email were mainly used for interaction. Other authors such as Cohen and Calderon Aponte (2021), Restrepo-Maya (2022), Cuño-Bonito and Soto-Arango (2022), and Aznar and Frank (2021), among others, have used video conferencing tools
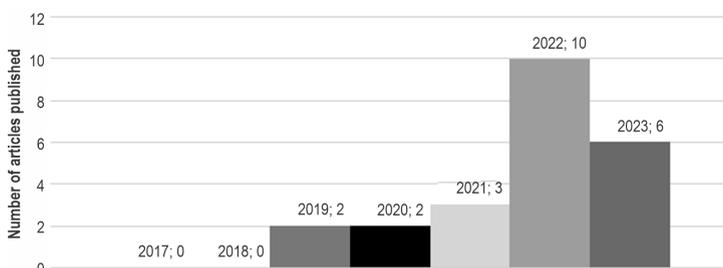
Figure 1. *Evolution in Publishing Years*

such as Skype, Google Meet, Zoom, Teams, and WhatsApp video calls for synchronous communication. Gutiérrez-Peláez and Ellis (2020), Romero-Rodriguez et al. (2023), and Cipagauta-Moyano (2022) also integrated additional tools such as Spotify, Padlet, and Kahoot to let their participants have other types of online intercultural interactions.

Nonetheless, in their findings, Ramírez-Marín et al. (2021), Martínez-Acevedo (2022), Vargas-Gutiérrez et al. (2022), and Wiesner-Luna and Burgoa-Godoy (2023) showed that students perceive a gap in the way technological resources were used by teachers in COIL experiences by mentioning that they lacked creativity. Complementarily, Vera-Márquez et al. (2019) and Martínez Acevedo (2022) mentioned that teachers recognize their students' limited knowledge to use technological resources for academic purposes and highlighted a need to work on strategies for reliable information search. These two perceptions reveal how COIL experiences need to evolve and have more training for both teachers and students.

Finally, there has been a moderate increase in institutional support for implementing COIL courses, especially in terms of teachers' qualifications and technological resources (Gutiérrez-Peláez & Ellis, 2020). However, more institutional stimulus for teachers and students is required (Lemos-Shlotter & Tineo-Espinal, 2022; Ramírez-Ramírez & Bustos-Aguirre, 2022). It can be seen that most of these experiences have been done mainly because of their teachers' own sake and students did not receive any recognition (e.g., homologating academic credits or schedule flexibility by the programs' curricular committees).

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All the articles agreed on the significant effort that COIL experiences require for their development at different stages. Bassani and Buchen (2019); De la Garza and Maher (2022), Lemos-Shlotter and Tineo-Espinal (2022), Martínez-Acevedo (2022), and Vargas-Gutiérrez et al. (2022), among others, described how their planning process went through, and they mentioned that in some cases it took from four to ten weeks. Rubin (2017) argues that "international online collaborations moved forward without any direct support or even acknowledgment by the campus internationalization office and were not integrated into the

university internationalization plan" (p. 29). Nowadays, these collaborations have gained recognition from universities' international affairs offices. This fact indicates that institutional support has somehow evolved a little; however, further attention is required from university stakeholders.

Fostered or Hindered Aspects by the COIL Experiences

Twenty-one articles focused on the positive and negative aspects of implementing COIL experiences in different contexts while the other two articles especially emphasized South-North COIL. Consequently, two sub-categories emerged to answer the second question. The first contained information about the advantages and disadvantages of COIL courses; the second described how COIL as Third Space became a useful initiative for the Global South.

Benefits and Limitations of COIL Experiences

Even though most of the benefits in the articles were related to developing intercultural competence, which will be further explained, other benefits emerged in the COIL experiences. As its name indicates, COIL promotes collaboration. This collaboration occurred in different directions, for instance, teacher-teacher cooperation that promoted teachers' development and a constant revision of how the different curricula could be integrated into the COIL experience (Cipagauta-Moyano, 2022; Núñez et al., 2023). Teacher-teacher collaboration also occurred when teachers used their areas of expertise to enrich the multidisciplinary work as mentioned by Casas-Cortés et al. (2021) and Rodríguez-Marconi et al. (2023). In addition, Lemos-Shlotter and Tineo-Espinal (2022) expressed that their experience generated a collaborative encounter for materials development which could generate an additional impact in both contexts and countries.

Student-student collaboration emerged with their international peers and their national classmates as an alternative to solve technological issues, reach agreements, convert problems into opportunities for intercultural dialogues, and engage in active learning when there were clear and common objectives to attain (Aznar & Frank, 2021; Bassani & Buchem, 2019; Wiesner-Luna & Burgoa-Godoy, 2023). Furthermore, in the COIL experiences presented by Aznar and Frank (2021), Casas-Cortés et al. (2021), Gaytán-Oyarzun et al. (2022), Wiesner-Luna and Burgoa-Godoy (2023), and Cipagauta-Moyano (2022), teachers expressed that COIL courses developed problem-solving skills when real or hypothetical situations were presented, analyzed, and reviewed because they allowed students to make decisions and explore different alternatives through constant negotiation with their peers. This information can be complemented by Restrepo-Maya (2022) and Rodríguez-Marconi et al. (2023) who found that these COIL experiences allowed teachers and students to adapt better to new and unexpected situations.

Moving on to the drawbacks of COIL experiences, Aguilar-Cruz and Xiang (2023), Vera-Márquez et al. (2019), Wiesner-Luna and Burgoa-Godoy (2023), and Casas-Cortés et al. (2021) had similar findings regarding time constraints as one limitation of implementing COIL Courses, not only because of possible time zone differences among countries but also as some international partners' delay to respond and participate. It made asynchronous communication complex and commitment as a lack to fulfill the assignments (Vargas-Gutierrez et al., 2022).

Another common obstacle in different studies concerns unstable internet connections (Aznar & Frank, 2021; Cohen & Calderon-Aponte, 2021; Gaytán-Oyarzun et al., 2022; Núñez et al., 2023); these network issues hindered the interaction processes and limited the experience to focus more on asynchronous activities rather than synchronous ones. On the one hand, trust cannot be relied on 100% in technology because unexpected situations might emerge. Several participants wanted to include more synchronous intercultural encounters (Aguilar-Cruz & Xiang, 2023; Vera-Marquez et al., 2019); however, technological issues could have affected their experience. These findings are aligned with Cipagauta-Moyano's (2022) premise of '*less is more*' where quality is better than quantity for successfully implementing COIL courses.

On the other hand, connectivity issues and the digital divide are common situations in Colombia and other Latin American countries; it is an aspect that should worry teachers, higher education institutions, stakeholders, and governments all over the globe. This idea is aligned with Wimpenny et al. (2022) and De la Garza and Maher (2022) who argued that learners in the Global South lack the same access and interconnectivity as Global North has.

COIL as a Third Space

De la Garza and Maher (2022) and Wimpenny et al. (2022) presented COIL experiences as alternatives to decolonizing learning with the *South-North* and *South-South COIL*. Wimpenny et al.'s experiences were conducted in ELT contexts where COIL was used to decentralize the vision of what the role of English is and debate the belief of "*native speakers* as the ideal teacher of English" (Wimpenny et al., 2022, p. 284). This study contrasts with Cohen and Calderón-Aponte's (2021), which also focused on language teaching; Wimpenny et al. (2022) emphasized a decentralized (nonwestern) view of the Global South, focusing on English teachers' roles while Cohen and Calderón-Aponte (2021) explored language assessment aspects which have a more North-oriented perspective.

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Watering the Intercultural Competences Tree

UNESCO (2017) proposed the Intercultural Competences Tree with different components using the analogy of the tree's roots, trunk, branches, and leaves. By reviewing the articles,

teachers' and students' voices revealed aspects in common such as reflection, flourishment of emotions, and creativity; therefore, two subcategories, Turning Fear into Excitement & Understanding and Becoming Aware of…, emerged to answer the third question.

Turning Fear into Excitement and Understanding

In connection to the emotions as one of the leaves in UNESCO's Intercultural Competences Tree, students' perceptions reveal their initial fears of becoming part of COIL experiences because they feel they lack cultural knowledge and preparation to work and interact with their international peers (Aguilar-Cruz & Xiang, 2023; Bassani & Buchem, 2019). Students also felt intimidated and held feelings back because they did not want to be excluded from the initial intercultural interactions (Wiesner-Luna & Burgoa-Godoy, 2023). These ideas can be confirmed with the findings in Cohen and Calderón-Aponte (2021) where teachers perceived similar feelings of concern in students at the beginning of the project. However, those feelings of apprehension turned into excitement and motivation to repeat this kind of intercultural encounter (Ramírez-Marín et al., 2020; Ramírez-Ramírez & Bustos-Aguirre, 2022, among others). At the end of the experience, Bassani and Buchem (2019) showed that students' self-confidence increased, and they felt more prepared to interact with their international peers.

Even though empathy is not an emotion per se, it can be defined as "the ability to understand how someone else feels" (MacMillan, 2008, p. 223). This definition can be complemented by Welsh (2011) who states that "intercultural understanding requires an ability to empathize and identify with others […] it acknowledges the importance of identifying with the 'other', whilst not denying the 'self'" (p. 41). In this regard, students' perceptions mentioned empathy as a determining factor for collaboratively working with their partners and understanding similarities and differences between cultures plus an additional acknowledgment of who the other is (Aguilar-Cruz & Xiang, 2023; Cohen & Calderón-Aponte, 2021; Martínez-Acevedo, 2022; Parra-Magaña & Osorio-Gutiérrez, 2023; Ramírez-Marín et al., 2020; Wiesner-Luna & Burgoa-Godoy, 2023).

Deardorff (2017) describes empathy and interconnectedness as cross-cultural dimensions. The empathy led to an establishment of friendship bonds among the participants that went beyond the academic scenario and moved into more personal and family spheres as seen in teachers' and students' experiences in Ramírez-Marín et al. (2020), Gutiérrez-Peláez and Ellis (2020), Casas-Cortés et al. (2021), Ramírez-Ramírez and Bustos-Aguirre (2022), Wiesner-Luna and Burgoa-Godoy (2023), and Rodríguez-Marconi et al. (2023). This relationship-building was possible thanks to a better understanding of other people's realities, '*the other*' and '*the self*'; and it opened the mind to a deeper comprehension of the world (Ashman, 2018, as cited in Martinez-Acevedo, 2022).

Becoming Aware of …

According to UNESCO (2017), sociolinguistic awareness is necessary when interacting with people from diverse cultures; it is more than just knowing the grammar rules but knowing how and when to use the language. Additionally, Deardorff (2017) explains that sociolinguistic awareness is part of cross-cultural competence knowledge and comprehension dimensions. On the one hand, students who participated in the COIL experiences whose language was Spanish, as their mother tongue, expressed that it facilitated communication; they also became aware of some linguistic features that differ from culture to culture and how misunderstandings can occur even when using the same language. Nonetheless, it became a motivator for students to know more about other cultures and the variations of the language such as idioms or phrases with different meanings depending on the contexts they are used (Cipagauta-Moyano, 2022; Parra-Magaña & Osorio-Gutiérrez, 2023; Rodríguez-Marconi, 2023). In other words, students became aware of cultural and linguistic similarities and differences.

On the other hand, in the COIL experiences where English was used for foreign language learning, students and teachers identified that the curiosity to learn about '*the other'* as well as the cultural components acted as motivators to practice the language due to an actual need to communicate a message (Lemos-Shlotter & Tineo-Espinal, 2023; Martínez-Acevedo, 2022). Besides, in those COIL experiences when English was used as a means of instruction, it was evident that students were not only aware of cultural and linguistic features, but they were also able to interact with people from various disciplines and generated dialogues of knowledge through intercultural virtual encounters (Restrepo-Maya, 2022; Vargas-Gutiérrez et al., 2022). Finally, students and teachers manifested that these COIL sessions encouraged students to be more reflective and critical (Aznar & Frank, 2021; Lemos-Shlotter & Tineo-Espinal, 2022; Restrepo-Maya, 2022; Rodríguez-Marconi et al., 2023); it matches with the concept of reflexivity proposed in the UNESCO's (2017) intercultural competences tree.

Conclusions

This revision process revealed a lack of publishing COIL experiences in Colombian ELT and education journals. More support should be provided to teachers and students in Colombia to increase COIL experiences and encourage their publication and sharing with others. Consequently, broadening the search scope and looking for information in different databases is necessary. This paper reviewed twenty-three articles concerning COIL experiences between 2017 and 2023 where at least one Latin American country was involved (Argentina, Brazil, Colombia, or Mexico). This literature review also revealed that most of the studies were qualitative; less emphasis was put on quantitative or mixed research indicating a need to conduct more mixed-method studies regarding this topic in four Latin American Countries.

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Another gap is the implementation of COIL experiences in Foreign Language teaching education programs where student-teachers are involved in intercultural encounters with other future language teachers. For further research, conducting more studies on ELT pedagogy and didactics is a worthy option. This systematic review found a limited number of experiences in the ELT area. However, those COIL experiences portray a new window to increase teachers' and students' awareness of the role of interculturality within the EFL classroom. It also showed that these COIL experiences promoted human interaction mediated by technology where the language becomes an excuse to learn about the other and the self.

Although COIL emerged almost 18 years ago, its use was boosted due to the COVID-19 lockdowns and the need to promote interaction and collaboration through technological mediation. It is evident that the number of publications related to COIL research and experiences increased after 2020, but it has also slightly decreased in 2023. Some changes have been made regarding institutional support for developing COIL experience; however, they seem insufficient considering the amount of work that COIL experiences imply for both teachers and students and the little external rewards received.

Furthermore, one of the primary goals of COIL experiences is the development of students' intercultural competence which has been successfully attained in the reviewed documents; in the participants' voices, these intercultural encounters encouraged a series of dimensions regarding cross-cultural understandings. Maintaining the strengths and overcoming the potential problems that emerge, especially in technology, participation, and time constraints is essential.

Finally, even though there were just two studies that emphasized COIL as a third space, language teachers and language teaching education programs must be more interested in implementing COIL sessions in their classes. By doing so, they can be aware of how COIL could be used to raise awareness and change its North-oriented perspective to a Global South that promotes more dialogues, encounters, and reflection. For instance, researchers can consider integrating COIL experiences and activities that promote critical interculturality through dialogue, reflection, and action in the participants' contexts to break the bonds of colonial perspectives. Additionally, more longitudinal studies can be held to explore the long-term impact of COIL experiences. Now, it is the article readers' turn: How do you think non-established COIL can be integrated into your classes?

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