

# INTERCULTURAL DISCUSSIONS WITH FOREIGN PARTNERS USING SMARTPHONES

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Center for Integrated Language Communities

ACTFL Convention

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# CENTER FOR INTEGRATED LANGUAGE COMMUNITIES



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**Browse**  
language learning  
resources

- National Language Resource Center
- Hosted at The Graduate Center/CUNY
- Heritage Telecollaboration Project

## Telecollaboration

The application of **online communication tools** to bring together **classes of language learners** in **geographically distant locations** to develop their **foreign language skills** and **intercultural competence** through **collaborative tasks** and **project work**. (O'Dowd, 2011)

## Heritage Language Learner

A language student who is **raised in a home where a non-English language is spoken**, who **speaks or at least understands the language**, and who is to some **degree bilingual** in that language and in English. (Valdés, 2000)

# WHY TELECOLLABORATION?



# INTERACTION THEORY



Image retrieved from <http://glowing-global.co.uk>

- Negotiation of meaning
- Input/output
- Feedback
- Noticing

# HERITAGE LANGUAGE TEACHING



Image retrieved from <http://heritagelanguage.com/>

- Speakers beyond the immediate community
- Topics and ideas generated by speakers from diverse communities
- Exploration of bicultural and bilingual identity

# ACTFL STANDARDS



Image retrieved from <http://Actfl.org>

- Communicative skills
- Target culture's 3 Ps
- Intercultural learning
- Connection to other disciplines
- Virtual community of learners

# 21<sup>ST</sup>-CENTURY LEARNING

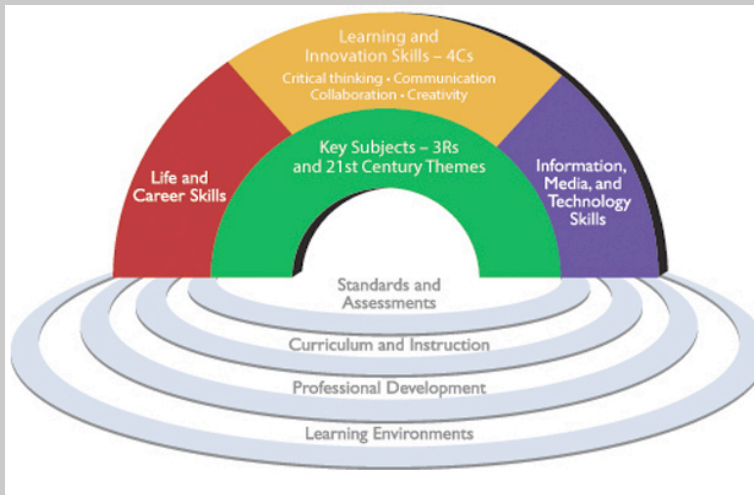


Image retrieved from <http://www.p21.org/>

- Collaborative critical thinking
- Intercultural competence
- Cross-disciplinary knowledge
- Digital literacy skills
- Experiential learning
- Lifelong job skills



# HOW DO WE DESIGN TELECOLLABORATION?



# TELECOLLABORATIVE TASK-BASED APPROACH



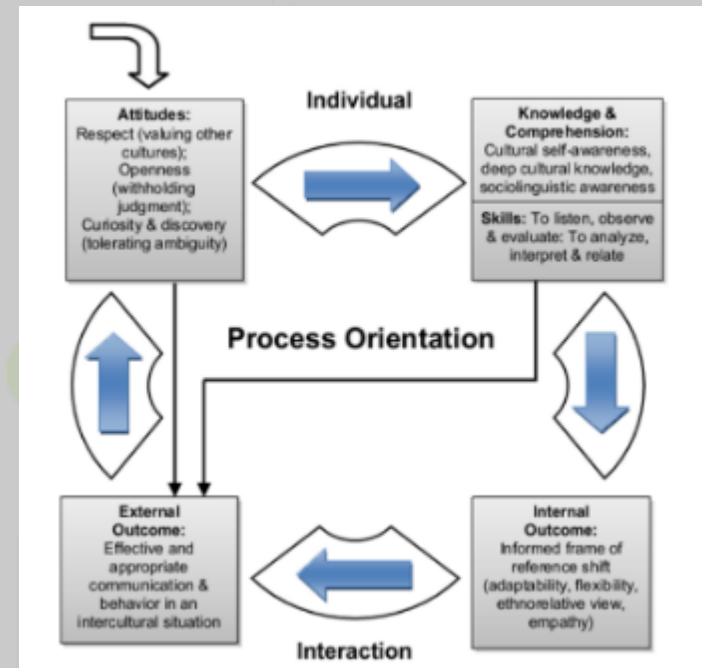
# INSTRUCTIONAL DESIGN PRINCIPLES FOR MOBILE LEARNING

Deliver content in the simplest possible format

Leave it to learners to illustrate and animate courses

Focus on course delivery as opposed to course design

# INTERCULTURAL COMMUNICATIVE COMPETENCE



Byram, M. (2002). Developing an intercultural dimension in language teaching. Report for the Council of Europe.

Deardorff, D. (2009). The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States". *Journal of Studies in International Education*, 10. p. 241-266

Schenker, T. (2012). Intercultural competence and cultural learning through telecollaboration. *CALICO Journal*. 29(3). 449-470.


# SAMPLE MODULES



# CHAT MODULE


## **PRE-TASK WEEK 1**

Icebreaker  
Pre-task  
resources, BB  
assignment  
Classroom  
discussions,  
subtopics and  
guiding  
questions for  
chats



## **TASK WEEKS 2-3**

In class:  
Discuss chat  
excerpts,  
brainstorm  
questions for  
partners  
Homework:  
Small group  
chat  
Reflective  
Journal  
Dictionary entry



## **POST-TASK WEEK 4**

Final report  
(400 characters,  
may also include  
reflections in  
English)  
Final Oral  
Presentation in  
Chinese

# CHAT MODULE - PARTNER

## PRE-TASK WEEK 1

Icebreaker  
Pre-task resources, BB assignment  
Classroom discussions, subtopics and guiding questions for chats

## TASK WEEKS 2-3

In class:  
Discuss chat excerpts, brainstorm questions for partners  
Homework:  
Small group chat  
Reflective Journal  
Dictionary entry

## POST-TASK WEEK 4

Final report (400 characters, may also include reflections in English)  
Final Oral Presentation in Chinese

# TOPIC: UNIVERSITY



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# From Students' Blogs: Classroom Discussion vs. Lecture-Style

I asked them about the teacher-student relations and how they would go about when they are confused or have a question on the lesson. She replied that she would often or most of the times just wait until after class to ask the teacher.

I thought they couldn't ask questions during class because it was thought of as rude, but she explained that it is instead because students don't want to push back the class time and sidetrack during the class. Indeed class discussions shorten lectures at times, and sometimes it may become a distraction for me if the conversation isn't all engaging.

# From Students' Blogs: Entrance Exams and Quota System

There seems to be much more weight to college entrance exams in China. For Americans the SATs and ACTs are very important, but not the only end when applying to college; I think that just the fact that there are two different tests you can take makes each one feel less important. I found it interesting that the entrance exam includes also politics, history and geography! The quota system is a good thing according to my partners, since there are so many students in China and only so many universities and limited amount of teachers specialized in some field. According to them, the quota system makes it fair to the students.

My partner told me out of a maximum of seven hundred fifty points to get into his school students must score around a five hundred. That makes the scores required around 66-67%, the average SAT scores for Hunter when I was applying was around 1600 making the score required to get in also around 66-67%; meaning both our schools are about the same in terms of grades.

# From Students' Blogs: Miscellaneous

The way we view work in the US is different from how Chinese students view it. After learning that Chinese college students use their free time during the intersession to work made me realize that their financial situation might not be a priority like in the US. They mentioned that working part time is a way for them to feel meaningful. Compared to many college students in the America, money plays a main factor when it comes to looking for a part job, rarely do students think about the meaningfulness behind the work they do.

# TOPIC: MCDONALD'S







## Will Fast Food Be The Death Of Us?

By ABC NEWS • NEW YORK, Jan. 8

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105  
seconds

On any given day, about a quarter of Americans scarf down burgers, fries, and sodas, the staples of the all-American fast food fix.

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Residents of the United States spend more on fast food a year than they do movies, books, magazines, newspapers, videos, and records combined. Americans shelled out more than \$90 billion on burgers, fried chicken, and the like in 2000, compared with \$6 billion in 1970.

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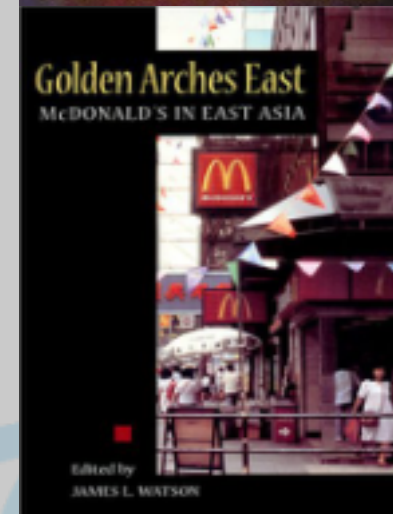
That obsession with fast food is harming adults and children alike, said Eric Schlosser, a journalist who wrote

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Fast Food Nation, subtitled The Dark Side of the All-American Meal.

The best seller, just out in paperback, contends that fast food has changed the way Americans eat, and is partly to blame for obesity, diabetes, heart disease, and deaths from E-coli bacteria. Its author proposes that people essentially boycott fast food until restaurants start preparing healthier food.

**SAMPLE  
PRE-TASK  
RESOURCES**



## 台灣醒報

今日必讀 凱見孫恩 醒報人物特寫 醒報國際視角 全球大新聞 社長的談 影音類 醒報的故事 分享好文章 記者部落格

## 研究：兒童肥胖 飲食習慣造成

蘇蘭蘭 2014年11月22日 星期五 15:00 次

【台灣醒報記者蕭曉玲綜合報導】美國北卡羅萊納大學研究指出，兒童會越來越胖，除了喜愛甜食外，每天所攝取的食料，才是造成兒童身材開始走樣的主要原因。美國疾管中心也指出，要避免肥胖現象繼續產生，除了家庭成員與學校的支持外，媒體與社會甚至食品業都應該發揮醒功能，才能達到效果。



# SAMPLE GUIDING QUESTIONS

- Which foods do you consider healthy/unhealthy? Does flavor weigh more than health in your choice of food?
- Healthier fast food chains: Increased health concerns or a result of media culture? Which are, if any, healthier fast food options in your city? Who is the typical consumer?
- Which special diets and food trends are popular in your country? Vegetarian, vegan, organic, paleo, shake-based, meal bars, soup diet, sun-eating, fasting, etc?
- Are gym and physical education part of the school experience? Is it common for young people to go to the gym or to exercise in their free time outside school?

# SAMPLE GUIDING PROMPT

Choose a popular item from the McDonald's menu and look how it's advertised in the two markets in paper ads, TV commercials, online, etc. Share images and links. Discuss similarities and differences.



Image retrieved from <http://clayyoungent.com/>



# From Students' Blogs (week 1)

What surprised me was to find out that McDonald's is emphasized for the nutritional value in China. Is it surprising because fast food restaurants are not typically emphasized for the healthiness of their food, rather for the deliciousness of it. The strict standards in China seem to assure that food is clean and healthy. My partner said that it is actually relatively clean and quiet.

I already knew that McDonald's in China was considered a high-fashion restaurant in China and priced more expensively. Maybe that is reason why my partner agrees to go there for a date. However, neither of us would have a birthday party at McDonald's, because we both feel that it is not private enough.

I assume that McDonald's cater to Chinese people's appetites with Chinese foods into the menu or smaller portions.

# From Students' Blogs (week 1)

I actually don't know anything about the fast food culture in China. I had assumed everyone treated fast food similar to how I feel about it in America. I remember one scene from the movie Shanghai Calling where the opening of "Jimmy's Fried Chicken" was a big deal. I did not understand it then, but now I think I understand a little more why it was a big deal.

# SAMPLE DICTIONARY ENTRIES

全国性	quanguoxing	nationwide; national	高中毕业候会有全国性的考试。
进入社会	jinrushehui	to enter society	有些学生高中毕业后选择进入社会去实现自我。
难以抵御	nányǐdǐyù	hard to resist	這間餐館的美食難以抵禦。
根据	gēnjù	according to	根據地圖看，跟著這個方向走應該會到終點。
文科	wénkē	humanities	我的文科成績不好。

# POST TASK

## PROMPTS

- From the chat transcripts, extract and explain sample conversations where you and your partner had divergent opinions or experiences. Explain how, in your opinions, your cultural systems might have influenced your divergent point of views.
- Discuss products, practices, perspectives of Chinese culture that you have learned from your partners or course material that you were not familiar with, and that particularly interested you or surprised you. Then gather and examine more information about the topic from family, friends, and online resources, and elaborate on your findings.
- Did you encounter any language or cultural barrier during the exchange that was particularly difficult to overcome? Was there any misunderstanding and how was it solved? Looking back, how would/could you have expressed or responded differently?
- Explain new Chinese words or sentences in your dictionary. Cite the exchange where you learned them and explain further usages.



## 5 LESSONS LEARNED

1. Plan ahead
2. Train faculty
3. Revise curriculum
4. Include ice-breaking activities and opportunities for reflection by students and teacher
5. Obtain institutional support



**Thank you!**

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<http://tinyurl.com/actfl16HT>

