

# heritage telecollaboration

## **Center for Integrated Language Communities The Graduate Center, City University of New York**

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### **What?**

- Development, piloting and dissemination of telecollaboration modules for Heritage Spanish and Mandarin Chinese courses at both four-year institutions and community colleges.

### **Why?**

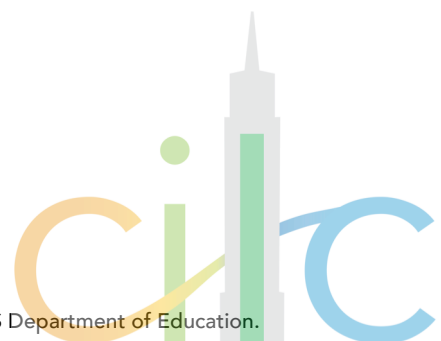
- Telecollaboration:
  - establishes an ideal pedagogical setting to explore linguistic diversity and variation;
  - engages heritage language learners (HLLs) in the practice of multiliteracies;
  - requires HLLs to construct their own notions of language proficiency, culture, and ethnolinguistic identity;
  - fosters independent learning, as a student-centered pedagogy;
  - provides a realistic, effective way to develop intercultural competence and linguistic capabilities in cases where traditional study abroad is not accessible to students.

### **How?**

- Through modules built around collaboration with HLL peers from different areas of the United States or native speakers abroad.
- Students collaborate with their partners using social media, custom-built websites, video conferencing, and/or mobile apps such as WeChat.

### **Forthcoming Online Resources**

- Open access to classroom-piloted telecollaboration modules: lesson plans, resources, assessment materials, tutorials, teacher's guidelines and reflections from the pilot faculty.
- Literature Review
- Selected readings available now at [cilc.gc.cuny.edu/Resources-HT](http://cilc.gc.cuny.edu/Resources-HT)  
(or scan the following QR code)



## HT Modules Under Development: Snapshots

### Latinos en EEUU

#### *Latinos in the USA*

*Faculty:* Prof. Laura Villa, Queens College, City University of New York  
Prof. María J. Barros García, St. Xavier University (Chicago, IL)

- Heritage learners at the two universities paired to compare their experiences as US Latinos.
- Organized around two modules, "Identities" and "Histories."
- Students explore sociopolitical and sociolinguistic issues in the configuration of Latino communities and identities.

### Mapas alternos: Comunidades latinas de Nueva York y San Francisco

#### *Alternative Maps: Latino Communities of New York and San Francisco*

*Faculty:* Prof. Aránzazu Borrachero, Queensboro Community College, City University of New York  
Prof. Pedro Lange-Churión, University of San Francisco (San Francisco, CA)

- Heritage learners at two universities paired to compare their experiences as US Latinos.
- Organized around four modules, "The Self," "The College," "Family and Migration," and "Latino Communities."
  - Students begin by exploring conceptions of the self, then expand their gazes to encompass different contexts of higher education, Latino communities, and the urban spaces they inhabit.

### Heritage Language Learning Through WeChat Exchanges

*Faculty:* Prof. Xiao Li, Queens College, City University of New York  
Beijing International Studies University (Beijing, China)

- Students enrolled in Elementary Chinese for Heritage Learners at Queens College paired with first-year English majors in Beijing.
- Exchange uses WeChat, a mobile messaging platform popular in Asia and Asian diaspora communities.
- Intercultural comparison and contrast of practices and perspectives on topics such as college education, urban life, and national holidays.

### Intercultural Discussions via Smartphones

*Faculty:* Prof. Wei-Yi Cheng, Hunter College, City University of New York  
Prof. Yun Guo, Inner Mongolia Normal University (Hohhot, China)

- Students enrolled in Intermediate Chinese for Heritage Learners students at Hunter College paired with students enrolled in a second-semester English course in Hohhot.
- Exchange uses WeChat, a mobile messaging platform popular in Asia and Asian diaspora communities.
- Intercultural comparison and contrast of practices and perspectives on topics such as food trends, food globalization, and nutrition.