

Intercultural Discussions

Using SmartPhones



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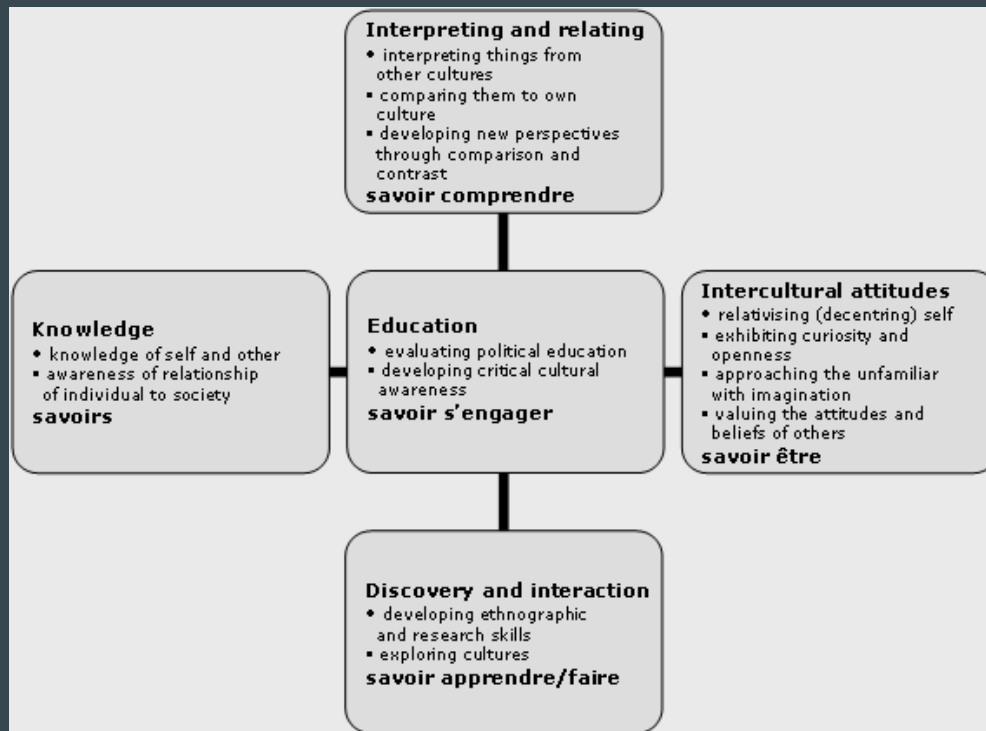
Center for Integrated Language Communities

CENTER FOR INTEGRATED LANGUAGE COMMUNITIES

- Language Resource Center, US Department of Education, Title VI
- Hosted at the Graduate Center/City University of New York
- Heritage Telecollaboration Project



BYRAM'S SAVOIRS

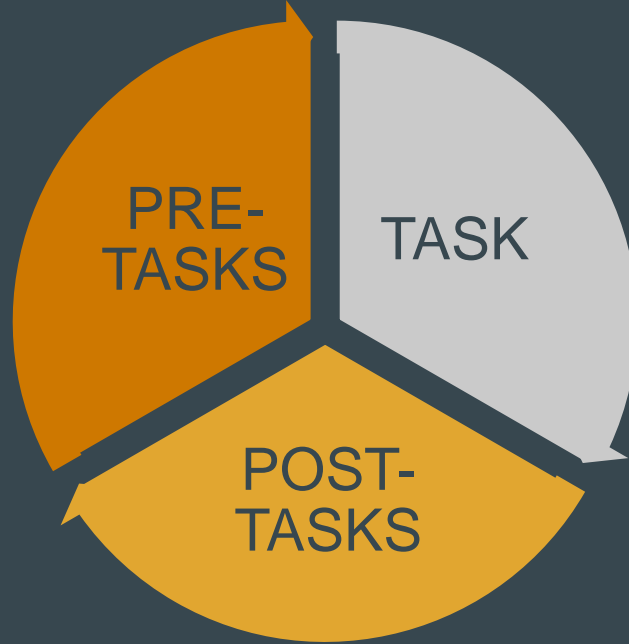


Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon, UK: Multilingual Matters.

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

Schenker, T. (2012). Intercultural Competence and Cultural Learning through Telecollaboration. *CALICO Journal*. 29(3). 449-470.

TELECOLLABORATIVE TASK-BASED APPROACH



Guth, S., & Helm, F. (2012). Developing multiliteracies in ELT through Telcollaboration. *ELT Journal*. Vol. 66(1). 42-51.

Mueller-Hartmann, A. 2007. 'Teacher role in telecollaboration: setting up and managing exchanges' in R. O'Dowd (ed.).

O'Dowd, R. & Waire, P. (2009). Critical issues in telecollaborative task design. *Computer-Assisted Language Learning*. 22(2). 173-188.

CULTURA-INSPIRED ACTIVITIES



www.cultura.mit.edu

Furstenberg, G. (2004). Using Communications Tools to Foster Cross-Cultural Understanding. NFLRC Symposium.

Furstenberg, G. (2010). Making culture the core of the language class: It can be done? The Modern Language Journal, 2. 329-332.

MOBILE LANGUAGE EXCHANGE



WECHAT



- FREE
- INDIVIDUAL/GROUP CHATS
- TEXT, IMAGES, VIDEOS
- ASYNCHRONOUS/SYNCHRONOUS COMMUNICATION

WECHAT ASSIGNMENTS



- GROUP CHAT OUTSIDE CLASSROOM AS HOMEWORK (10%)
- GROUPS INCLUDE THE INSTRUCTOR
- MINIMUM NUMBER OF MESSAGES IN THE TARGET LANGUAGE
- GUIDING QUESTIONS AND SUBTOPICS MOSTLY DEVELOPED IN CLASS
- STUDENTS DISCUSS IN CLASS FINDINGS FROM THE CHAT
- FINAL ORAL/WRITTEN REPORTS WITH REFLECTIONS IN ENGLISH (25%)

Urban Life



CULTURA-INSPIRED IMAGE ACTIVITIES:
Subway, Markets, Parks

CULTURA-INSPIRED WORD ASSOCIATION:
Hometown, Beijing, New York,

- Urban Life Style in Beijing and in NYC
- Cycle of Change - Beijing, my old home
- Landmarking Urban Changes in NYC
- Beijing City Festivals
- New York City Festivals



BRAINSTORM QUESTIONS FOR PARTNERS

REPORTS

- Similarities and differences between Beijing and New York. (KNOWLEDGE)
- Things that you have learned from your partner that you were not familiar with, that interested you or surprised you and you asked or searched for more information. Viceversa. (DISCOVERY)
- Point of views, aspects and perceptions of urban life different because culturally determined. (CULTURAL AWARENESS)
- Did you encounter any language or cultural barrier during the exchange? Was there any misunderstanding and how was it solved? Looking back, is there anything that you would have expressed or responded to differently? (INTERPRETING, INTERACTION)

Use excerpts from the WeChat exchange to support your claims.



STANDARDS OF FEMINILITY

RELATIONSHIPS

FOOD PREFERENCES AS CULTURALLY
DETERMINED

ISLAM PRACTICES IN CHINA

McDonald's



Golden Arches East
McDONALD'S IN EAST ASIA



McDonald's Food Globalization



SAMPLE GUIDING CLASSROOM QUESTIONS:

Who would you say is the typical target consumer in the US? In China? Is fast food consumption popular in the US? In China? With whom? Why? Why not?

What do you think that McDonald's is a symbol of American culture? Is food representative of a culture? How does globalization impact food as symbol of culture?

Have you ever thought of the idea of fast food as ability for food equity? Is that the case in the US?

Do you consume fast food for special occasions, as snack or full meal?

Would the images/videos and text express the same meaning in your country and viceversa? Who does the ad target? Which ad does /does not persuade you and why?

Do you know how fast food is prepared?

Do you take health into consideration when choosing food? Do you read nutritional value of food? Does flavor weigh more than health?

BRAINSTORM QUESTIONS FOR PARTNERS



TEENAGER EMPLOYMENT

LOCAL CELEBRATIONS

NUTRITION/HEALTH/OBESITY

ADVERTISING/MEDIA CULTURE

BENEFITS

- ENRICH THE MATERIAL COVERED IN THE TEXTBOOK AND IN THE CLASSROOM WITH INTERCULTURAL DISCUSSIONS THAT STUDENTS CONDUCT OUTSIDE THE CLASSROOM WITH PEERS IN CHINA
- EXPAND THE CULTURAL THEMES OF THE TEXTBOOK
- LEARN ABOUT OWN CULTURE AND CULTURAL HERITAGE
- PRACTICE AND LEARN NEW LANGUAGE SKILLS, INFORMAL/FORMAL LANGUAGE USE
- USE TECHNOLOGY FOR EDUCATIVE PURPOSES

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