Using Web 2.0 for Intercultural Communication: A Case Study of Spanish-American Exchange

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Intercultural Communication

According to Byram (1997):

“The classroom usually cannot offer the opportunity to develop the skills of interaction in real time” (p. 68).

Intercultural Competence

According to Byram (1997):

“Attitudes, knowledge and skills needed to interact effectively and appropriately with people from other cultures”

What a wonderful mop of curls!

I know she means well, but I just wish she would stop. One should not touch peoples heads.
UNH Students ...

- Limited access to NSs inside and outside the classroom
- Development of cross-cultural awareness and understanding (e.g., study abroad)
- Need for skills and strategies for intercultural communication (e.g., “apology”)
Online Intercultural Exchange

- Authentic communication with native speakers from other cultures in distant locations
- Beyond linguistic gains; interpersonal and intercultural communication skills
- Aware of your own culture; curious about the target culture; sharing cultural perspectives (Lee, 2009)
- Linguistic feedback from native speakers (Lee, 2011)
A Couple of Examples (Lee, 2011)

- Cultural identities via lexical variations
  - New England region: ‘wicked’ and ‘bubbler’
  - León, Spain: ‘aguantar’ (tardar) and ‘luego’ (ahora)
- Linguistic feedback from NSs
  - ‘gonna’ vs. ‘going to’
  - ‘manejar’ vs. ‘montar’ or ‘coger’
More Examples (Lee, 2011)

*NNS*: Cultural activities all the day.  
*NS*: ‘the entire day’ is how we usually express this thought.

*NNS*: the School of Agrarian Engineering in the decade of 80’s ...  
*NS*: Normally we would just say ‘in the 80’s’
Intercultural Exchange

- Two advanced classes in spring 2015
  - UNH-US and Valencia-Spain
- Web 2.0 tools
  - Wiki, Twitter, Blogger, VoiceThread, Zoom
- Major tasks
  - L2 learning; classroom vs. study abroad
  - Cross-cultural differences: stereotypes
  - Peer feedback: linguistic focus
Online Exchange with NSs

Had you ever had online contact with a native speaker of English/Spanish before beginning the exchange?

Answered: 24  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>66.67%</td>
</tr>
<tr>
<td>No</td>
<td>33.33%</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
</tr>
</tbody>
</table>
Introduction: *Wiki and Twitter*

**Universitat Jaume I**

1. Eva Adell Milian

Hi everyone! My name is Eva and I'm 18 years old. I am from Portell de Morella, a little town in the northern of Castellon. But I'm living in Castellon now because I am studying Translation and Interpretation at UJI. Although I come back every weekend at home so that I can be with my parents and my friends. Portell is a very little town for this reason the students have to commute to a bigger town in order to go to high school and we rest all week in a boarding school. It may sound boring but I made a lot of friends. In my free time I like practice sport, specially football, basket and swimming. In the future I want to become a good translator and travel around the world, I don't care where. Currently, I'm studing English and German but I would like improve my French and learn Chinese and Russian.

[http://intercambiotelecolaborativo.wikispaces.com](http://intercambiotelecolaborativo.wikispaces.com)
¿Quiénes somos?

Universidad de New Hampshire

1. Kevin Dwyer

¡Hola! Soy Kevin. Estoy estudiando español y estudios internacionales en la Universidad de New Hampshire. Es mi último año aquí y es triste, pero emocionado al mismo tiempo. Esto es mi séptimo año que he estado estudiando español. Ahora vivo en el norte de New Hampshire, pero me he mudado muchas veces en varios partes de los Estados Unidos. Después de me graduo quiero mudarme a Boston o una ciudad muy cerca a Boston. Mi familia es muy aventurera, y por eso he viajado mucho. Mi familia consiste de mi abuela, mi madre, mi padrastro, y mi hermana melliza. Paisajes hispanohablantes que he visitado son México, Costa Rica y España. Otras países que he visitado son Canadá, El Reino Unido, Portugal, y Marruecos. Soy un adicto de viajes, pues cuando me graduo quiero un trabajo con un aspecto internacional. Cosas que me gustan hacer son nadar, probar comida nueva, relajar con mi familia y amigos, ir a la playa, y caminar en ciudades nuevos. (Yo sé esas cosas son muy comunes pero es la verdad jaja). ¡Estoy emocionado a conocer vosotros este semestre!
FL Experience via Blogging

My Experience with Languages

Escribo por huddsbornandbred el 04-02-2015 en English. Comentarios (3)

I was born in England, and lived there for 10 years before moving to Spain, so all my friends and family were English. At primary school in England we didn’t learn any new languages, so moving to Spain without knowing Spanish was a shock for me. My neighbor in England was Spanish so she gave us Spanish lessons before we moved out, but where we moved everyone spoke Valencian, so I didn’t really understand a thing. I had to start from the beginning learning both of the languages at once, but being in an environment surrounded by Spanish native speakers and making friends meant that I was able to learn fast, and now I can speak both!

Now I only speak English with my parents and family, and in English class, but the level of the English class is still a bit low for me, but I still learn from it.

To keep up with both my English and Spanish I tend to watch television series in English with Spanish subtitles or the other way around, and I love listening to music in both languages, I find looking up the lyrics helps a lot. I also spend my summer with French and American people who come to spend their summer in our village, so speaking with them helps me in both languages, and me and my friends help them with Spanish.

Experience, Languages.

http://huddsbornandbred.blogdiario.com/1423060420/my-experience-with-languages/
Social Rules via Blogging

Reglas Sociales

Para hablar como un nativo de una lengua tienes que escuchar a hablantes nativos. Puedes saber todo la gramática perfectamente, pero necesitas escuchar a la manera que hablantes nativos dicen cosas. También necesita escuchar a ellos para aprender las normas sociales de conversaciones. Un ejemplo del libro que estamos leyendo es que en los Estados Unidos cuando alguien te halaga, normalmente dice algo para decir que no es tan bueno. Como si alguien dice que estoy llevando una camiseta buena, yo diría algo como gracias, pero es vieja. No sé porque hacemos esto, y antes no me da cuenta de esto pero lo hago todo el tiempo. Supongo que sea para parecer modesto. Extranjeros no saben esas cosas pues en esta situación diría gracias y nada más. Es correcto, pero no necesariamente es en las normas. Yo sé que hay cosas como esto en español también. Yo sé cuando estaba en Granada cuando toque alguien mientras que caminaba diría perdona porque es lo que haría aquí, pero ellos continuaba a caminar como nada pasó. Fue raro al primero pero después de unas semanas no decía nada en estas situaciones porque aprendí que no era necesaria. Cosas como esto son difíciles a aprender, y es diferente por todo el mundo. Yo sé que si vas al sur de los Estados Unidos las reglas sociales son diferentes de aquí. Espera que tuviera un buen ejemplo pero no he ido al sur suficiente para dar un buen ejemplo que no es estereotipico. Pero el punto es que es difícil a aprender esas reglas y que no puede permitir que esto pare su aprendizaje de una lengua. ¡Me encantaría oír unos ejemplos que vosotros saben de diferencias de reglas sociales que sabéis!

Posted by Kevin Dwyer at 9:07 AM

http://lavidaespanoladekevin.blogspot.com/2015/02/reglas-sociales.html#comment-form
How about stereotypes?

http://voicethread.com/new/myvoice/#thread/6657054/34727917/36126820
More Stereotypes ...

PARTY EVERYDAY

http://voicethread.com/new/myvoice/#thread/6672935/34829567/36224901
Discussing a movie via Zoom

Two movies:
1. Mean Girls
2. Ocho Apellidos Vascos

http://intercambiotelecolaborativo.wikispaces.com/YouTube+videos+from+US+and+Spain
Role of Technology via Zoom

https://www.youtube.com/watch?v=r7WX3SJ_T8g&feature=youtu.be

http://intercambiotelecolaborativo.wikispaces.com/YouTube+videos+from+US+and+Spain
<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree/Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I enjoyed using Zoom to communicate with my Spanish/American peers.</td>
<td>56.52%</td>
<td>30.43%</td>
<td>13.04%</td>
<td>0.00%</td>
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<td>4.43</td>
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<tr>
<td>b. Writing blog entries was beneficial to me.</td>
<td>17.39%</td>
<td>43.48%</td>
<td>21.74%</td>
<td>13.04%</td>
<td>4.35%</td>
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<td>3.57</td>
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<tr>
<td>c. Using Zoom was beneficial to me.</td>
<td>58.33%</td>
<td>37.50%</td>
<td>4.17%</td>
<td>0.00%</td>
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<td>24</td>
<td>4.54</td>
</tr>
<tr>
<td>d. Using Zoom made me more comfortable speaking English/Spanish.</td>
<td>37.50%</td>
<td>37.50%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>24</td>
<td>4.13</td>
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<tr>
<td>e. Topics were interesting and informative.</td>
<td>4.17%</td>
<td>66.67%</td>
<td>16.67%</td>
<td>12.50%</td>
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<td>3.63</td>
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<tr>
<td>f. Writing and reading blog entries were time consuming.</td>
<td>37.50%</td>
<td>16.67%</td>
<td>16.67%</td>
<td>20.83%</td>
<td>8.33%</td>
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<td>3.54</td>
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<tr>
<td>g. Knowing that my peers could read my blogs made me more aware of my writing.</td>
<td>29.17%</td>
<td>50.00%</td>
<td>8.33%</td>
<td>8.33%</td>
<td>4.17%</td>
<td>24</td>
<td>3.92</td>
</tr>
<tr>
<td>h. I liked having my peers make comments on my blog entries.</td>
<td>37.50%</td>
<td>41.67%</td>
<td>20.83%</td>
<td>0.00%</td>
<td>0.00%</td>
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<td></td>
<td>i. I liked making comments on my peers’ blogs.</td>
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<td>3.67</td>
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<td></td>
<td>29.17%</td>
<td>54.17%</td>
<td>12.50%</td>
<td>4.17%</td>
<td>0.00%</td>
<td>24</td>
<td>4.08</td>
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<td>4.17%</td>
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<td>52.17%</td>
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<td></td>
<td>37.50%</td>
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<td>25.00%</td>
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<td>0.00%</td>
<td>24</td>
<td>4.13</td>
</tr>
</tbody>
</table>

Notes:
- The table represents the percentage of responses and the number of participants (in parentheses) for each statement.
- The circled numbers indicate the highest percentage for each category.
# Reasons for not actively online

<table>
<thead>
<tr>
<th>Reason</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree/Disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not interested</td>
<td>0.00%</td>
<td>0.00%</td>
<td>37.50%</td>
<td>25.00%</td>
<td>37.50%</td>
<td>24</td>
<td>2.88</td>
</tr>
<tr>
<td>Lack of time</td>
<td>0.00%</td>
<td>16.67%</td>
<td>50.00%</td>
<td>8.33%</td>
<td>25.00%</td>
<td>24</td>
<td>2.83</td>
</tr>
<tr>
<td>Too difficult to coordinate due to schedule conflicts</td>
<td>0.00%</td>
<td>25.00%</td>
<td>41.67%</td>
<td>0.00%</td>
<td>33.33%</td>
<td>24</td>
<td>3.25</td>
</tr>
<tr>
<td>Lack of computer skills</td>
<td>0.00%</td>
<td>4.17%</td>
<td>41.67%</td>
<td>20.83%</td>
<td>33.33%</td>
<td>24</td>
<td>2.83</td>
</tr>
<tr>
<td>Not comfortable working in a virtual environment</td>
<td>0.00%</td>
<td>4.17%</td>
<td>33.33%</td>
<td>25.00%</td>
<td>37.50%</td>
<td>24</td>
<td>2.92</td>
</tr>
<tr>
<td>Personal reasons</td>
<td>0.00%</td>
<td>8.33%</td>
<td>41.67%</td>
<td>12.50%</td>
<td>37.50%</td>
<td>24</td>
<td>3.08</td>
</tr>
</tbody>
</table>
Student Comment

“I learnt a lot of the American culture and also I met marvelous people of another country. Besides, some vocabulary and of course I think I improved my pronunciation skills.”
“For me, this project opened doors for all kinds of learning. With my partners, I could share my own intercultural perspectives with them. I also gained a better understanding of the Spanish culture.”
Student Comment

“ I found that my interest in Spanish runs way deeper than that of the classroom environment. If anything, I feel as though being in certain classes has hindered my experience at the final stages. The exchange brought me back to my experience abroad where I found my love of communication, etc.”
Student Comment

“The experience was great! First, I learned to be more self-confident on my speaking which I think is essential. At the beginning of the course I thought I was not good enough but now, I have realized that I have learned to COMMUNICATE with people and since that is the aim of language I am happy of having done this exchange.”
Student Comment

“I became a little more confident with my ability while speaking to my zoom partners. Through the blog, I really didn't learn much, just a few things through the comments and feedback.”
More Comments

“I did not like the fact that we had to post our Zoom videos to YouTube. I would have liked to find another way to do this.”

“The topics for the blog. I think more personal topics would have been more interesting for everyone involved.”
Some Suggestions

- More oral activities using Zoom
- More free topics for exchanging cross-cultural information
- Time consuming and need more time for each task
- More training in using tools and social media
Ideas for Future Projects

- Beginning and intermediate levels
- Home culture, music, art, films, controversial issues
- Pod/video-casting projects
- Online intercultural exchange site:
  http://www.uni-collaboration.eu/sample_projects_all
Conclusion

- CMC tools: A meaningful and authentic way to use L2
- Cross-cultural perspectives via social interaction with NSs
- Linguistic feedback from NSs
- Autonomous learning
- Strong coordination between teachers
- Academic calendar differences/sufficient time for each task
Although we're all different, we share many similarities.

Attitudes of Openness and Curiosity