CERCLL

Learn to Teach with Social Networks: A Practical Guide for Intercultural Competence

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Second Language Acquisition & Teaching
Graduate Interdisciplinary Program

https://snssic.arizona.edu/

OVERVIEW

- Motivation behind this project
- Social networking sites
  - What, why, and how
  - Affordances
  - Limitations
- Pedagogical activities
  - Teacher-guide and video tutorials
  - In-class examples
  - At-home examples
- Conclusions

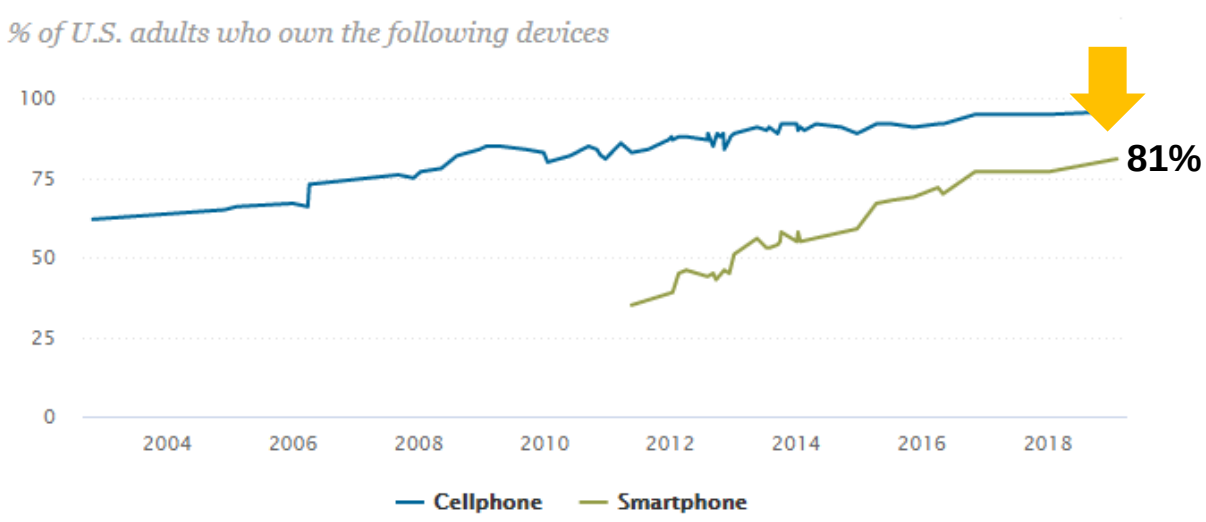
MOTIVATION BEHIND THIS PROJECT

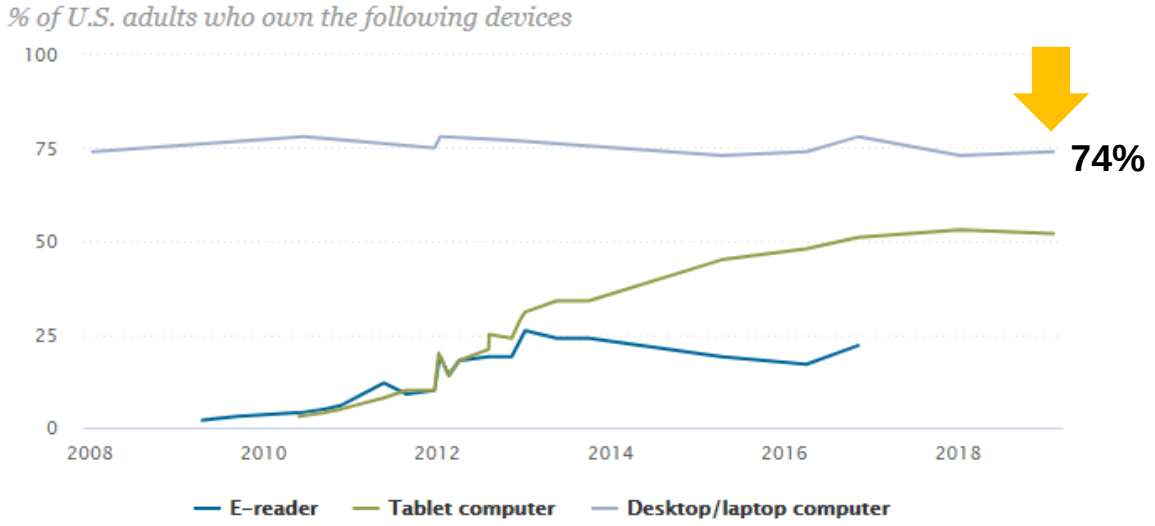
- FL textbooks: good source of information however cultures are often represented as “fixed concepts”
- Restricted positivistic tourism discourse, factual information, and a shallow treatment of diversity (Kramsch & Vinall, 2015)
- Language education should prepare students for interactions with people who may hold similar or different beliefs

How can we engage students with culture in a different, more meaningful, way?

Technology + Social networking sites

TECHNOLOGY

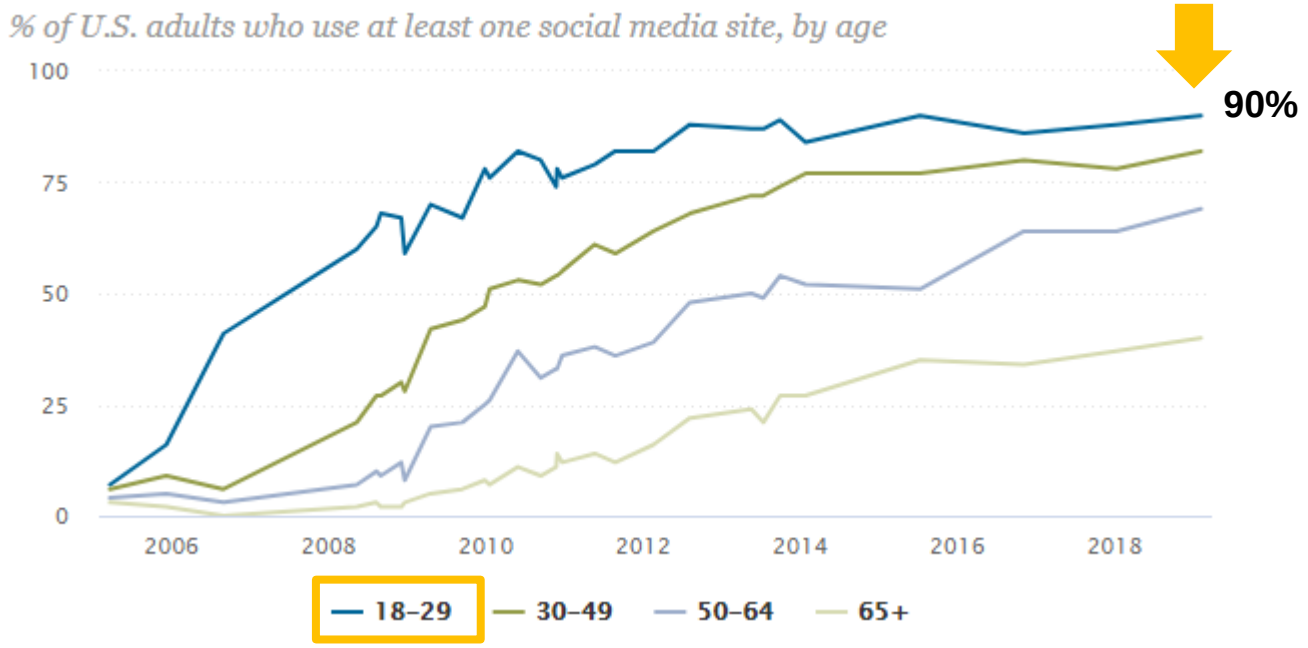




Data from the Pew Research Center (2019)

https://www.pewresearch.org/internet/fact-sheet/mobile/

SOCIAL NETWORKING SITES



Data from the Pew Research Center (2019)

https://www.pewresearch.org/internet/fact-sheet/social-media/

MOTIVATION BEHIND THIS PROJECT

Technology + Social networking sites

1. Use technologies already familiar to students
2. Use platforms already familiar to students
3. Access free-to-use and authentic content shared by language users all around the world
4. “The World Is Not Flat, So Why Are Our Textbooks?” (Rossomondo & Lord, 2018)

Materials should capitalize on digital delivery and offer meaningful content, structured practice, and purposeful negotiation of ideas and identities among a community of learners

CULTURE LEARNING IN LANGUAGE EDUCATION

Many definitions!

- *Acculturation process* that prepares students for accepting alternative patterns of values and behaviors (Mantle-Bromley, 1992)
- Not only the ability to understand a native speaker's language and culture, but also *being able to compare and contrast* with one's own cultural dimensions (Byram, 2014)
- "*Third place*" a position where students gain unique insights into their own culture and the target culture, both from an inside and outside perspective (Kramsch, 2013)
- *Practices, products, and perspectives* (ACTFL)

INTERCULTURAL COMPETENCE

- Understanding cultural differences **within the same country**
- Developing knowledge about other cultures while **withholding judgment**
- **Interacting with awareness** of perspectives and values of others
- Examining one's own perspectives and values **as similar to or different from others**

ACTFL (2014) "Global Competence Position Statement"

NOT INTERCULTURAL COMPETENCE

- Not a static body of knowledge
- Not a checklist of tasks to be demonstrated once and checked off
- Not something reserved for advanced language courses
- Not a one-step process

Second language proficiency does not guarantee intercultural competence

SOCIAL NETWORKING SITES (SNSs): WHAT

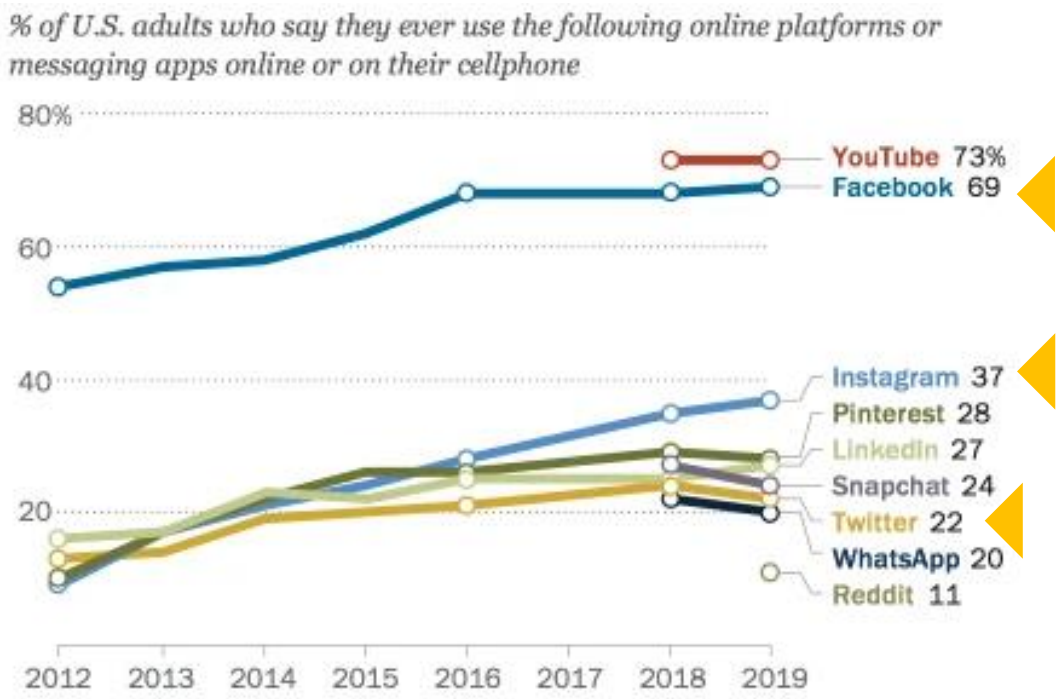
- Platforms created with the purpose of connecting people and sharing content (e.g., Facebook, Instagram, MySpace, Twitter, etc.)

- ≠ Social media: “form” of media generated by users and shared on SNSs (before the internet: newspapers, videotapes, comic books, etc.)
- Various modalities: videos, texts, photos, audio, etc.

SOCIAL NETWORKING SITES (SNSs): WHY

- Great potential for language courses because they offer digital resources about the life and culture of target language speakers
- Social media shared on SNSs are contemporary resources, created and promptly shared by users
- Expose students to diverse perspectives which when used purposefully may support the development of intercultural competence

SOCIAL NETWORKING SITES (SNSs): WHY



Data from the Pew Research Center (2019)

https://www.pewresearch.org/fact-tank/2019/04/10/share-of-u-s-adults-using-social-media-including-facebook-is-mostly-unchanged-since-2018/

SOCIAL NETWORKING SITES (SNSs): WHY

Facebook → launched in 2004, +2 billion monthly users worldwide

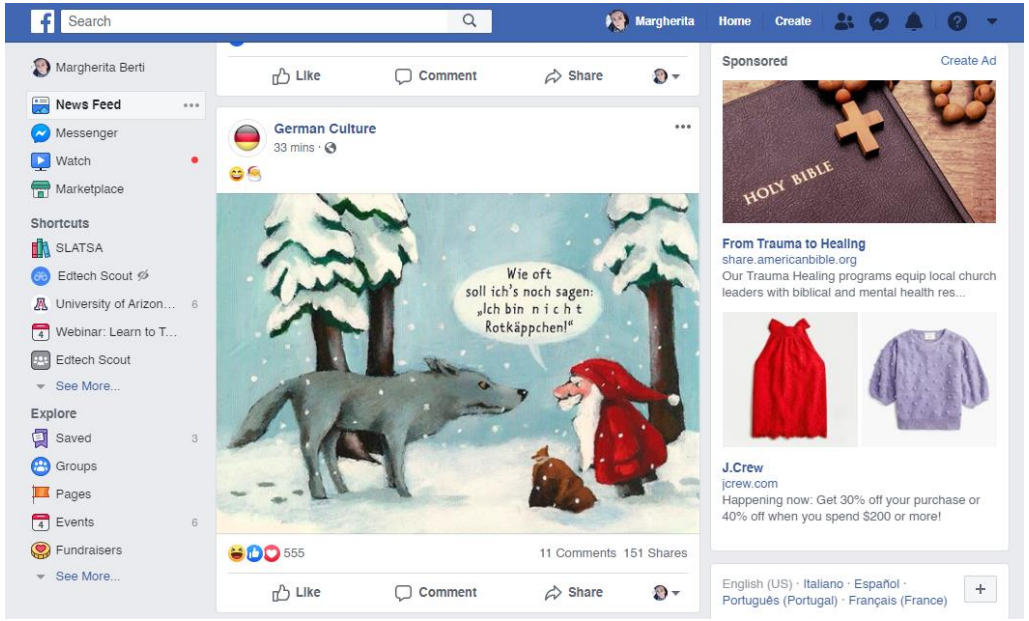
Instagram → launched in 2010, +1 billion monthly users worldwide

Twitter → launched in 2006, +321 million monthly users worldwide

Enormous amount of media shared daily by people all over the world

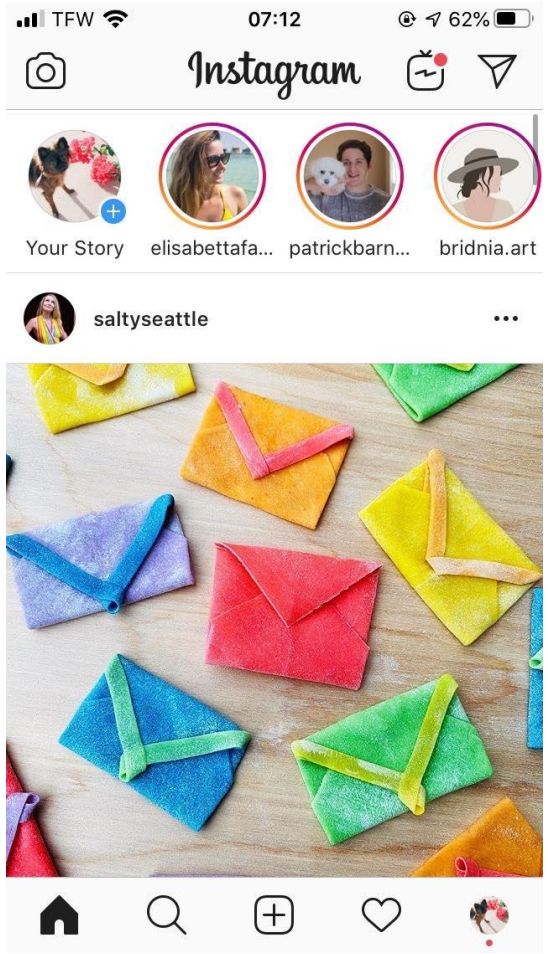
FACEBOOK

- Text, image, and video-based platform
- More private than other SNSs, mostly used to connect with family and friends
- Learning affordance: group function



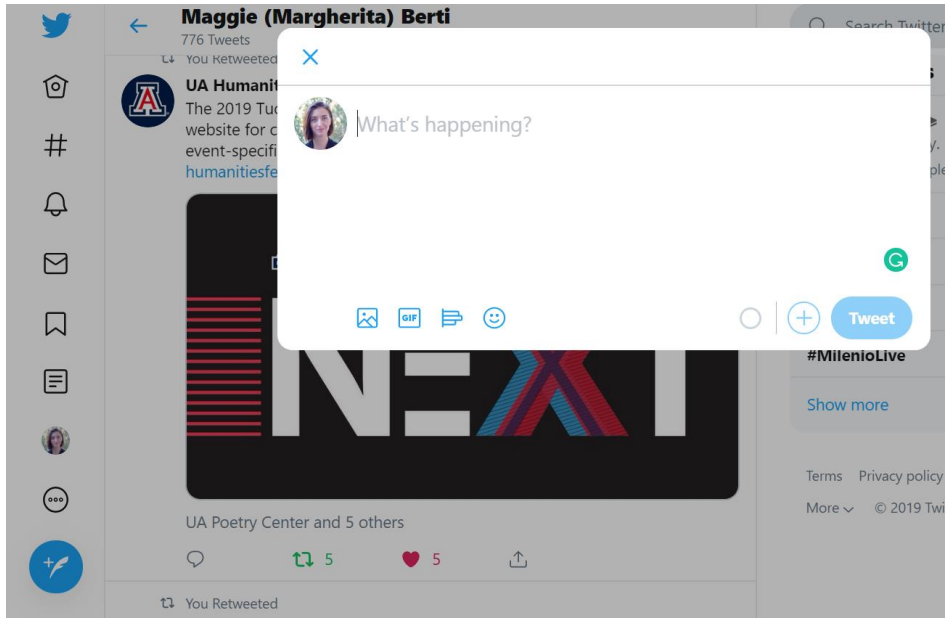
INSTAGRAM

- Image and video-based platform
- Increasingly popular among young adults who share photos related to their lives
- Limited functionality on computers, works best on mobile devices
- **Learning affordances: collection function**



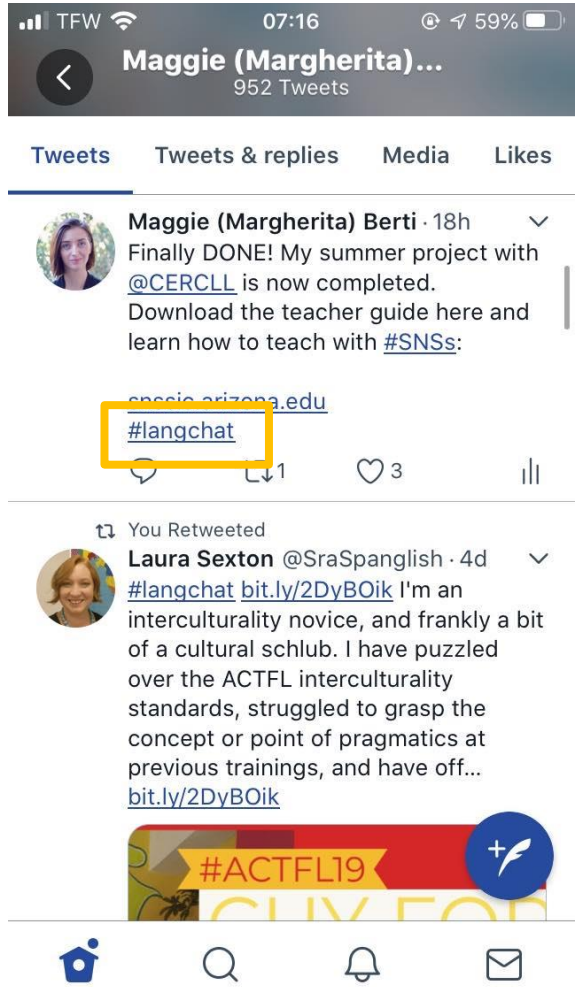
TWITTER

- Text-based platform, although it also allows the sharing of other media
- Fast-speed and concise platform, each post can contain up to 280 characters
- **Learning affordance: microblogging function**



HASHTAG

- Common to the three SNSs
- A word or phrase preceded by a hash or pound sign (#) and used to identify messages on a specific topic
- E.g., #CERCLL
- Helps organize, categorize, and discover content

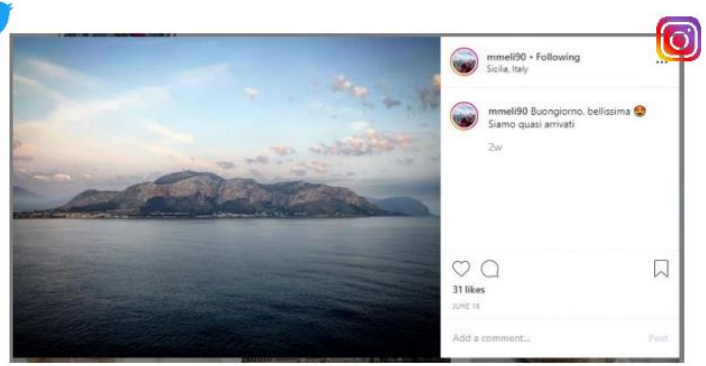


SOCIAL NETWORKING SITES (SNSs): HOW

- Students' smartphones or portable devices
- Classroom technology
- Screenshot social media at home and bring them into the classroom

AFFORDANCES

- **Multimodal**: students can learn in multiple ways
- **Context and authenticity**: content is presented in relation to users' real-life experiences
- **Free-to-use and user-friendly**
- **Mobility**: learn anytime and anywhere



LIMITATIONS

- **Privacy and security**: students may encounter people that they do not know or inappropriate content
- **Accessibility**: consider what students have access to promote inclusive learning
- **Distraction**: identify specific class times for their use and state the reasons for their use

TEACHER GUIDE: HTTPS://SNSSIC.ARIZONA.EDU/

ABOUT

RATIONALE

EVALUATING SNSS

PEDAGOGICAL ACTIVITIES AND TUTORIALS

OTHER RESOURCES

social networking sites
for intercultural competence

This guide provides language educators wit
implementing social networking sites (SNSs
intercultural competence.

Modern technology has enabled the sharing
is easier than ever to access digital resourc
the Pew Research Center (2018), 73% of a

Taking the need for pedagogical models and strategies into consideration, this guide evaluates three specific SNSs, Facebook, Instagram, and Twitter, and offers practical examples of in-class and at-home activities for beginner and intermediate level language learners. The affordances and limitations of SNSs are also discussed to enable teachers to implement meaningful use of technology. In this way, they can help students develop intercultural competence skills while also teaching them to use SNSs and social media responsibly.

Download the free guide

This guide was developed by Margherita Berti (*berti@email.arizona.edu*), Ph.D. Candidate in Second Language Acquisition and Teaching, at the University of Arizona.

This website was developed by the College of Humanities Information

TEACHER GUIDE: HTTPS://SNSSIC.ARIZONA.EDU/

Social Networking Sites for Intercultural Competence

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THE UNIVERSITY OF ARIZONA CERCLL Center for Educational Resources in Culture, Language and Literacy

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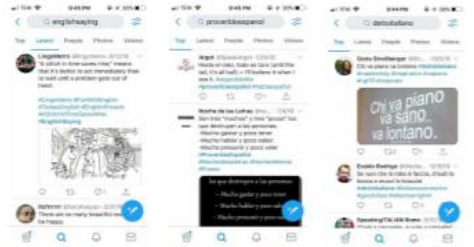
2. Compare proverbs and sayings of the target language with students' own language

Directions:

1. Have students work in pairs with one or more smartphones.
2. Provide students with two specific hashtags: #Englishproverb (or #Proverbioitaliano) and #Englishsaying (or #Dettoitaliano).



Examples of tweets related to English, Spanish, and Italian sayings and proverbs

3. Students explore proverbs and sayings in the target language on Twitter, pick one of their choice, and analyze its meaning. Provide some guiding questions:
   a. What is the value or perspective behind the proverb or saying you selected?
   b. In what context or situation would you use this proverb or saying?
   c. Can you think of a similar proverb or saying in other languages you speak?
4. After the pair discussions, students share their findings with the class.

Options and suggestions: In many cases students will find a translation of the proverb or saying within the same post. If there is no translation and the meaning is not clear, students may use Google Translate.

Online tutorial: https://snssic.arizona.edu/in-class-activities/twitter-1/

Activity 2: Investigating patriotism in the target country

ACTFL goal areas: cultures, communities, comparisons

Level: intermediate and above

Learning objectives:

1. Analyze perspectives related to patriotism
2. Compare the concept of patriotism between the target culture and students' own culture

Directions:

1. After providing specific hashtags in the target language (e.g., #patriotism, #patriotic, etc.), ask students to work individually and explore multimodal posts related to patriotism.

TEACHER GUIDE: HTTPS://SNSSIC.ARIZONA.EDU/

to using SNSs is an excellent way to ensure students' success. SNSs video tutorials shared on the adopted learning management system (LMS) is also a great idea to support successful use. Through planned and scaffolded instruction, teachers can provide students with meaningful opportunities for the development of intercultural competence using SNSs.

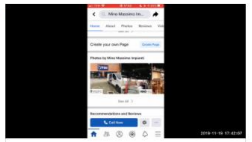
FACEBOOK

NEWS FROM THE TARGET CULTURE

At-home activities

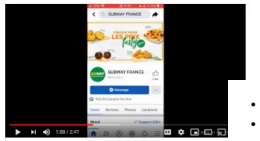
EXPLORING NEW CULTURAL TOPICS

At-home activities



ANALYZING LANGUAGE USE IN

In-class activities

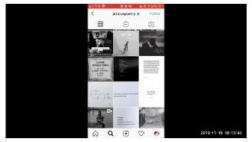


COMPARING FOOD VALUES AND

In-class activities

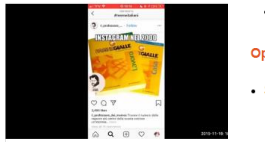
INSTAGRAM

CREATING CURATED CULTURAL E-



INSTAPOETRY IN THE TARGET

DISCOVERING DIFFERENT



MEMES IN THE TARGET LANGUAGE

- 12 activities for beginner and intermediate language learners with video tutorials and directions

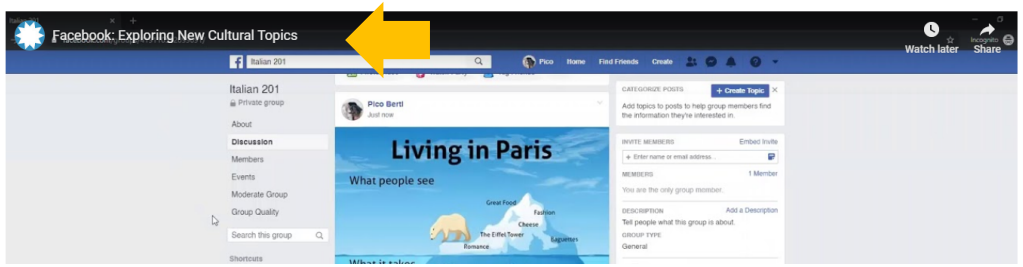
- **ACTFL goal areas:** cultures, communication
- **Level:** beginner and above
- **Learning objectives:** consider new cultural topics usually not found in traditional language textbooks; examine and question culturally-relevant photos

Directions

1. Create a closed Facebook group as the course instructor and add all students to the group. No friending is required to add students to the group.
2. Once per week, post a photo related to a cultural topic. The chosen photos should be related to diverse cultural topics, presenting students with content usually not found in the language textbook.
3. Every week students need to comment or ask a question under the posted photo. Encourage students to share reflective and thoughtful comments by providing some guiding questions, for example:
   - What catches your attention in this photo and why?
   - How does this photo relate to your own experiences with the target culture?
   - How does this photo relate to what you already know of the target culture?

Options and suggestions

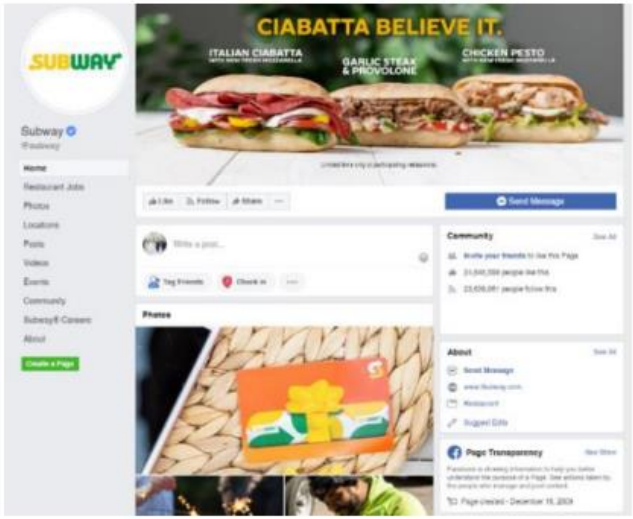
- Students may comment in their first language to facilitate meaningful comments. Students may also reply to each other's comments.

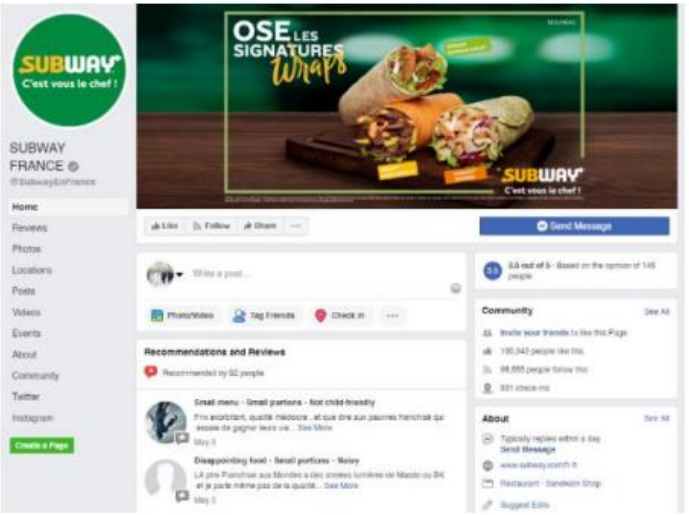


FACEBOOK IN-CLASS ACTIVITY

Comparing food values and practices across cultures

1. Identify and describe food values and practices in multimodal content
2. Compare food values and practices between the target culture and students' home culture



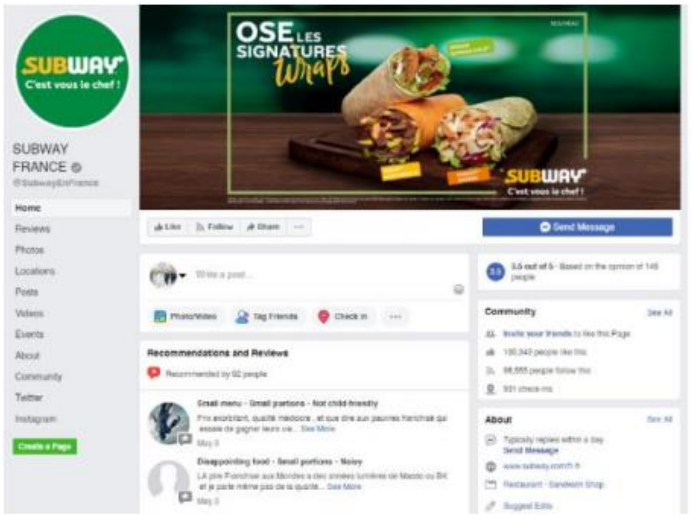


FACEBOOK IN-CLASS ACTIVITY

Working in pairs, students compare the two fast-food pages both from an image and text perspective

Search:

- Subway France
- Subway US



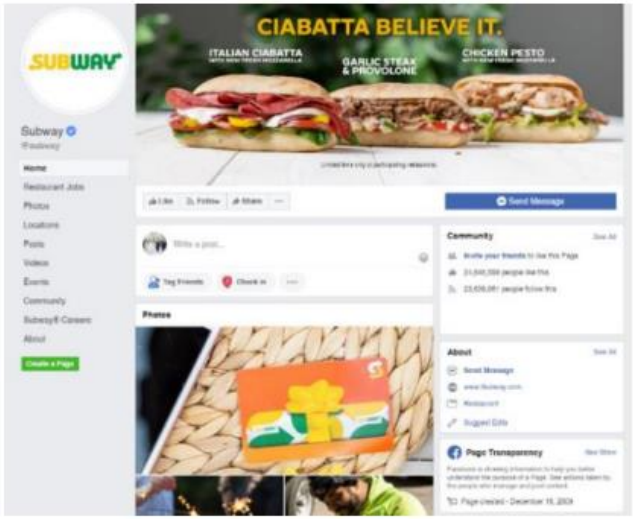
FACEBOOK IN-CLASS ACTIVITY

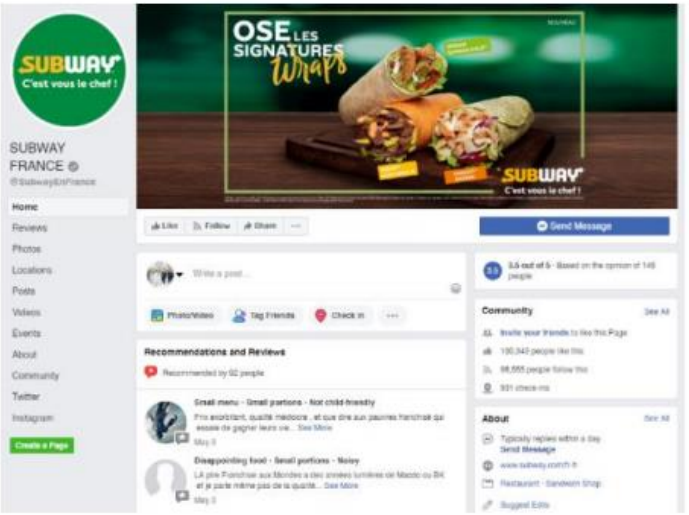
Guiding questions:

a. What words and images stand out to you in the two pages?

b. What similarities do you notice between the two pages in terms of values and perspectives?

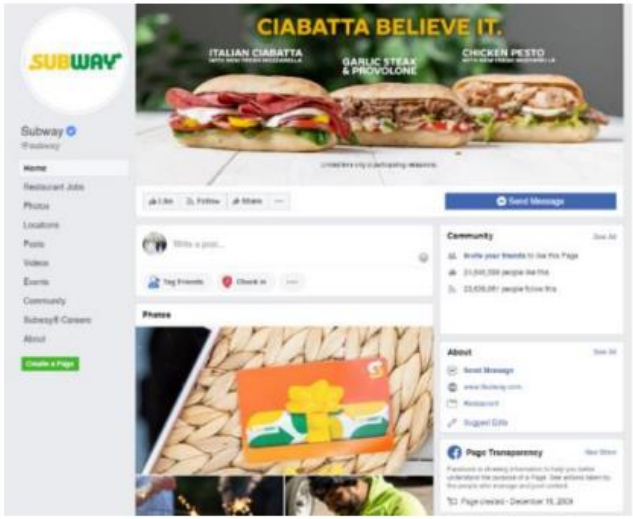
c. Is the focus on cost, serving size, quality, or ingredients?

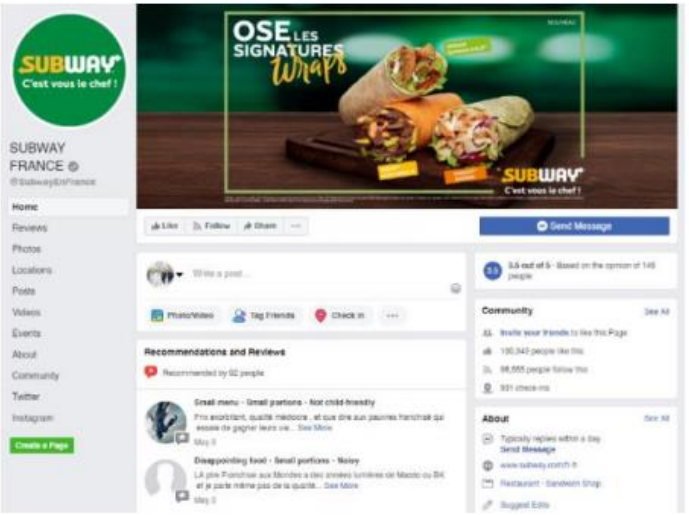




FACEBOOK IN-CLASS ACTIVITY

- After students' pair discussions, ask them to share their findings and reflections with the rest of the class
- Facilitate this activity by providing translation of key words
- Students can also use the "See translation" feature under Facebook posts





TWITTER: IN-CLASS ACTIVITY

Exploring proverbs and sayings in the target language

1. Reflect on the “hidden” values and perspectives of the target culture
2. Compare proverbs and sayings of the target language with students’ own language

TWITTER: IN-CLASS ACTIVITY

Working in pairs, students explore proverbs and sayings in the target language, pick one of their choice, and analyze its meaning

Search:

- #dettoitaliano
- #Englishsaying
- #proverbioespañol

TWITTER: IN-CLASS ACTIVITY

Guiding questions:

a. What is the value or perspective behind the proverb or saying you selected?

b. In what context or situation would you use this proverb or saying?

c. Can you think of a similar proverb or saying in other languages you speak?

TWITTER: IN-CLASS ACTIVITY

- After the pair discussions, students share their findings with the class
- Students may find a translation of the proverb or saying within the same post
- If there is no translation and the meaning is not clear, help students understand the meaning or allow them to use Google Translate

INSTAGRAM: IN-CLASS ACTIVITY

Memes in the target language

1. Understand humor in the target language
2. Use language creatively by developing a caption for a meme

INSTAGRAM: IN-CLASS ACTIVITY

Working individually, students explore memes in the target language, choose one and analyze its meaning, and come up with their own new caption in the target language

Search:

- #memeitaliani
- #memeespañol

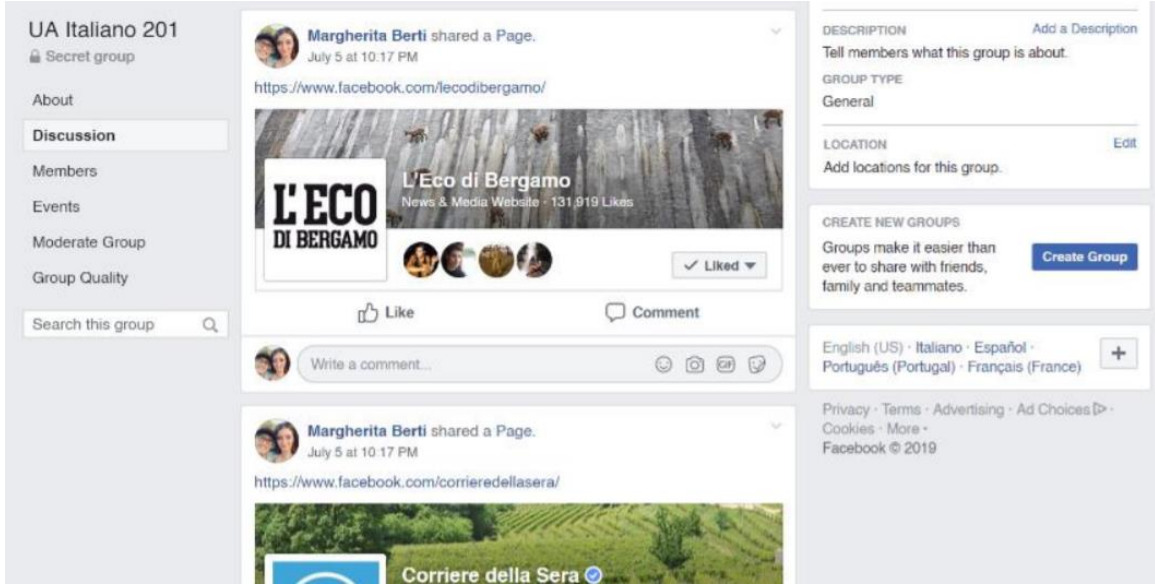
INSTAGRAM: IN-CLASS ACTIVITY

- Students might be asked to explore memes previously selected by the teacher
- These memes can be added to a dedicated Instagram account so that they can be easily found
- The teacher can also bring screenshot of memes into the classroom, if Instagram is not accessible at school

FACEBOOK: AT-HOME ACTIVITY

News from the target culture

1. Evaluate a news post in the target language and share a perspective or opinion about the news
2. Collaborate with peers by commenting on news shared by others



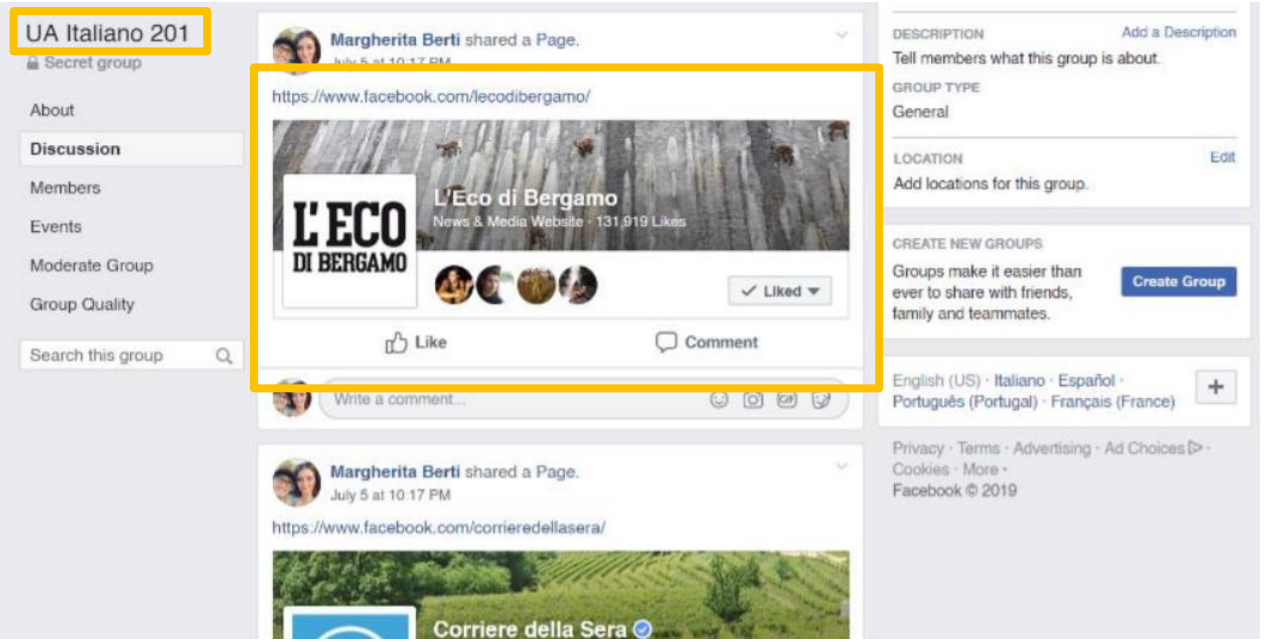
FACEBOOK: AT-HOME ACTIVITY

Create a closed Facebook group and add all students to the group; no friending is required to add students to the group

Share several Facebook pages of news channels and newspapers in the target language

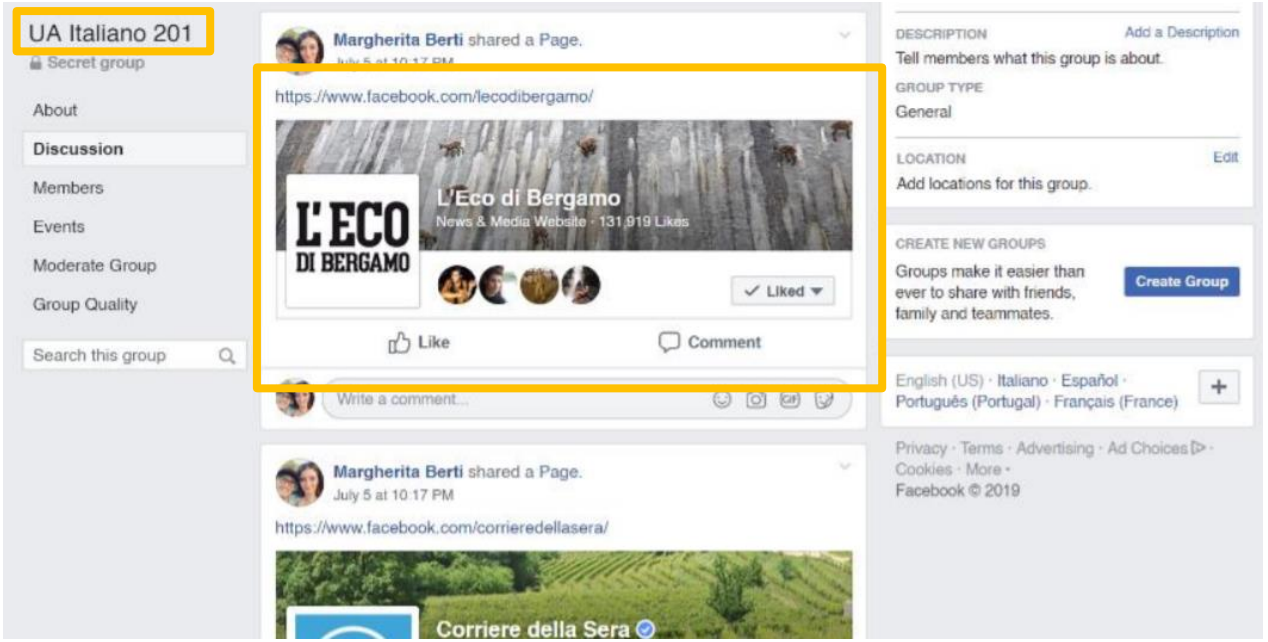
Search:

- Corriere della Sera
- L'Eco di Bergamo
- Il Sole 24 Ore



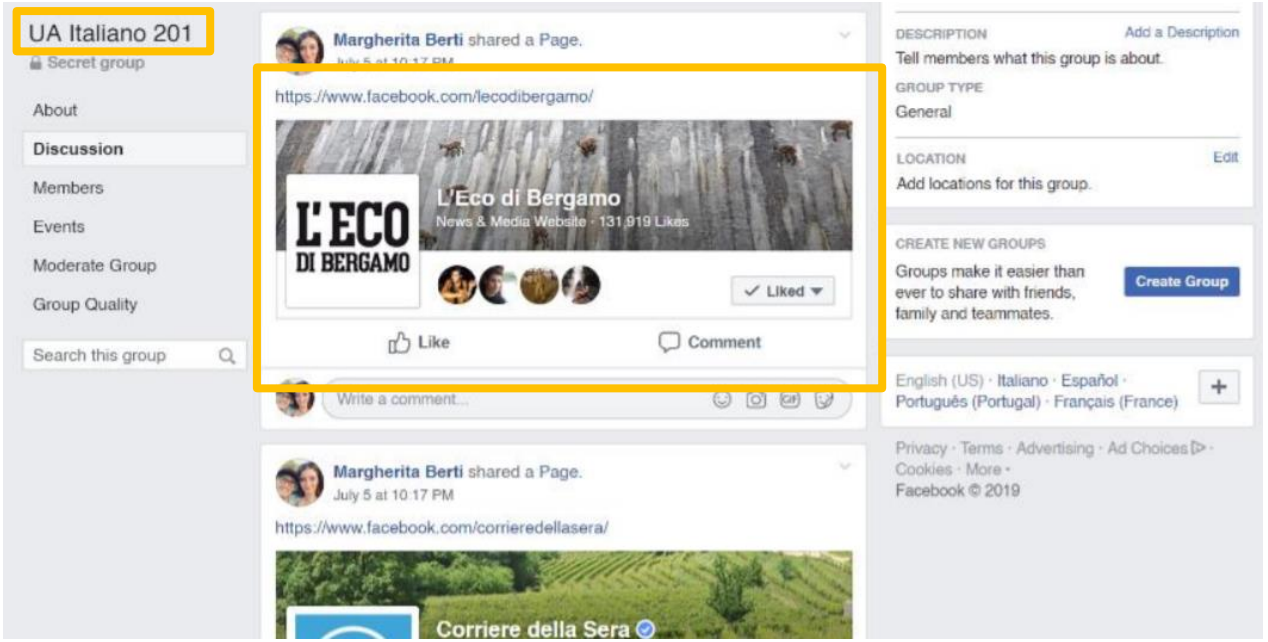
FACEBOOK: AT-HOME ACTIVITY

- Students pick one of the shared news pages and choose one news post
- Students read and analyze the news post and then share a comment in the target language under the chosen post
- Students take a screenshot of the chosen news post and their comment and share it in the class Facebook group



FACEBOOK: AT-HOME ACTIVITY

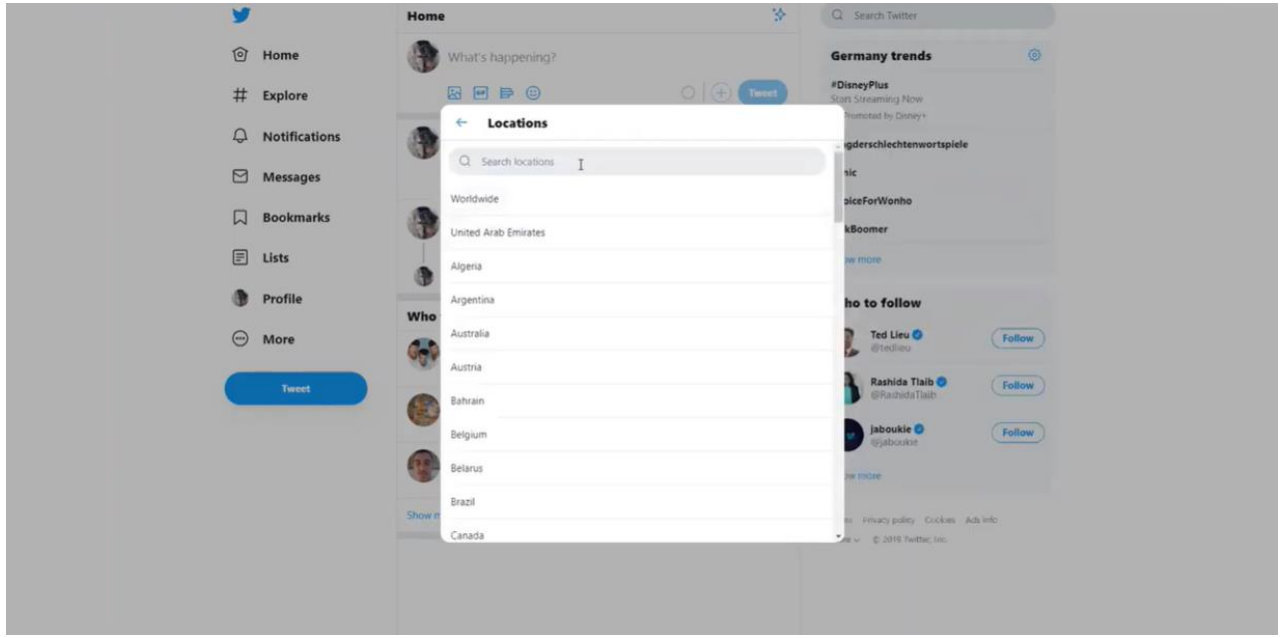
- Provide students with a comment template in the target language for the news post:
  - I am interested in _____ because _____ and I think that _____.



TWITTER: AT-HOME ACTIVITY

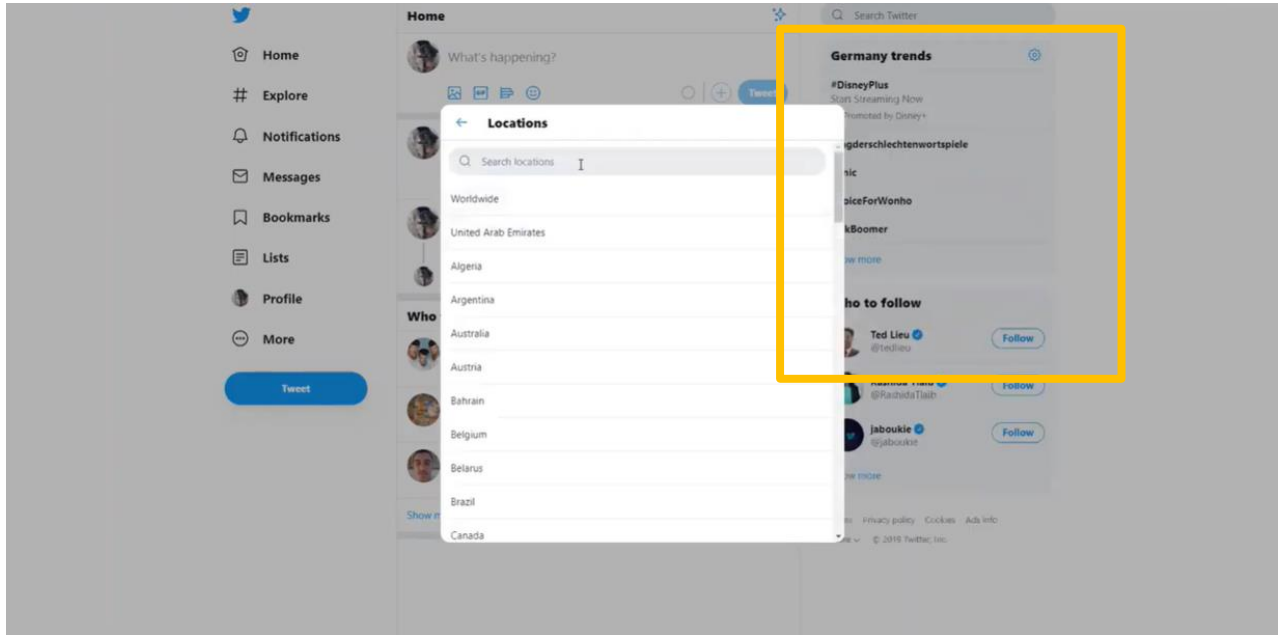
Microblogging about country-related trends

1. Examine other people's perspectives on a specific topic
2. Develop a Twitter post based on students' understanding of the selected topic



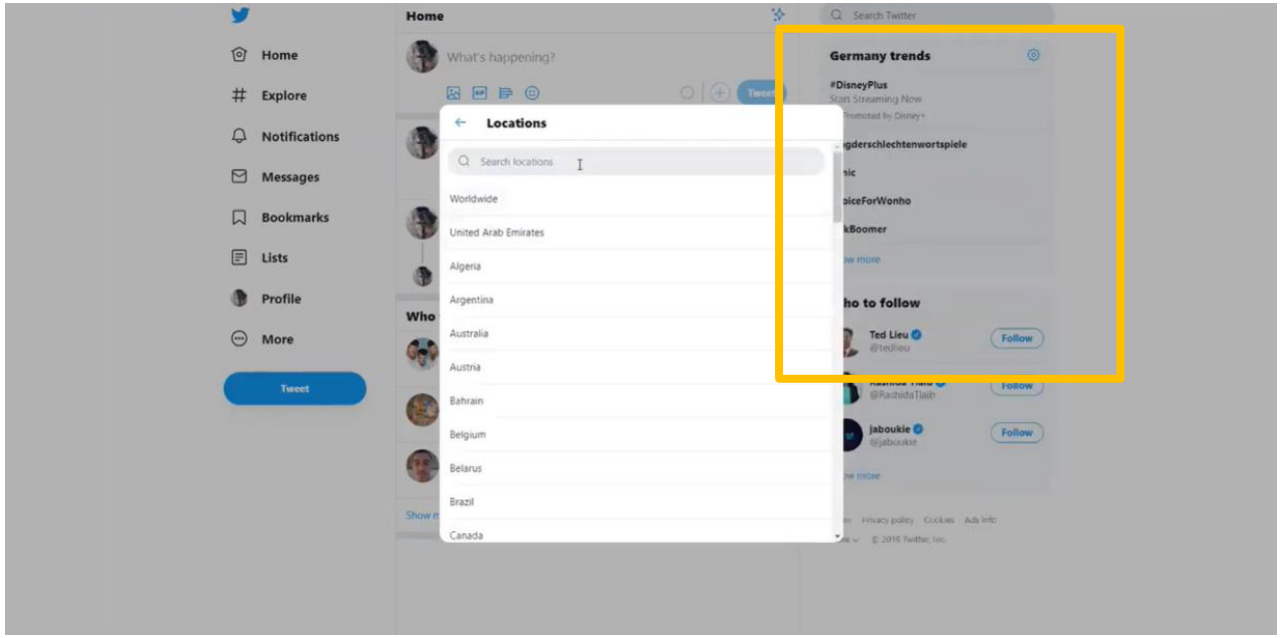
TWITTER: AT-HOME ACTIVITY

1. Pick a unique hashtag for your class; for example, #UAGerman201
2. Ask students to look at Twitter trends based on the/a country where the target language is spoken
3. At home, students pick one trend, examine related tweets, and share a post between 200 to 280 characters expressing their opinion with the class hashtag
4. By searching the class hashtag on Twitter students' tweets will be retrieved



TWITTER: AT-HOME ACTIVITY

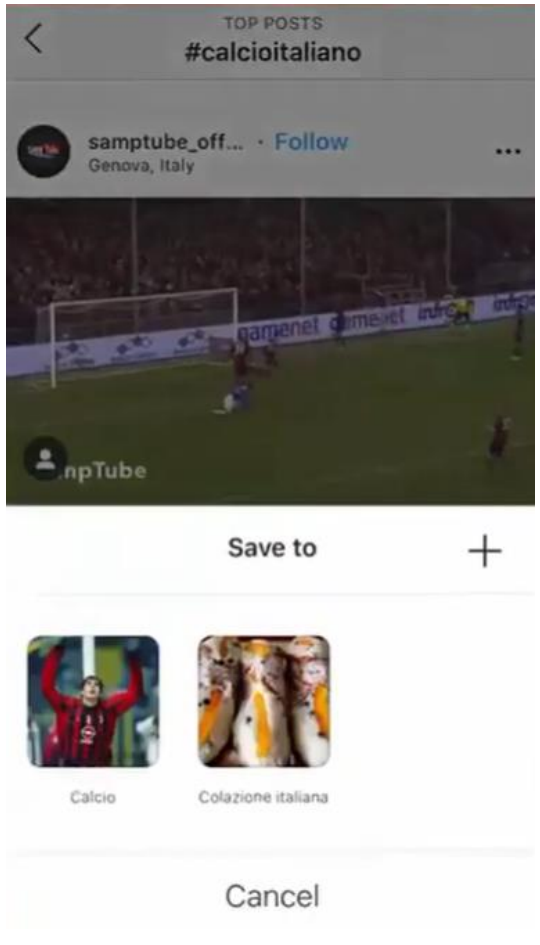
- This activity can take place over four weeks, with students picking and posting about a different trend each week
- Twitter trends are great since they represent users' perspectives about events currently happening around the world



INSTAGRAM: AT-HOME ACTIVITY

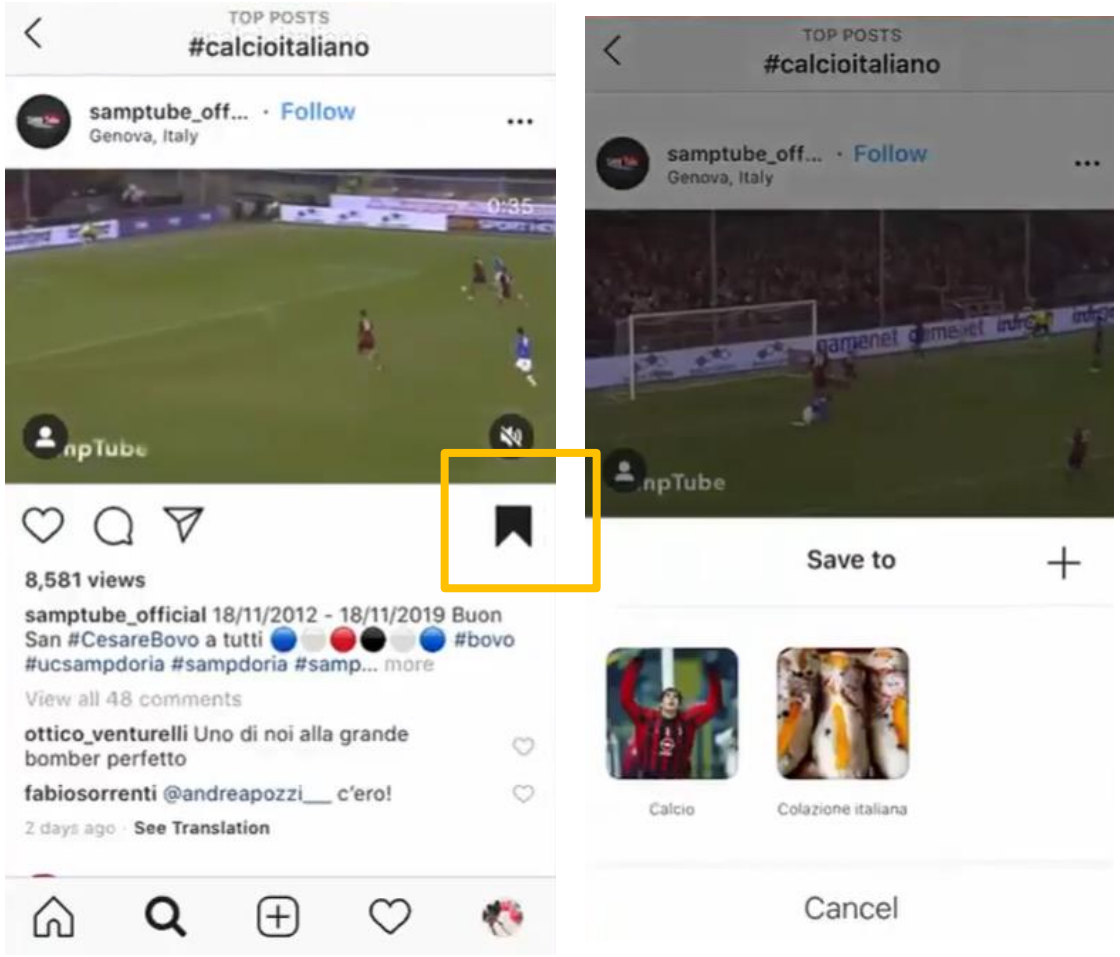
Creating curated cultural e-portfolios

1. Develop an in-depth understanding of a cultural topic of interest
2. Create a curated cultural e-portfolio



INSTAGRAM: AT-HOME ACTIVITY

1. At home students add a photo or video to their Instagram e-portfolio (also called collection) once a week for a total of four weeks on a topic of choice
2. Students write a 100-word weekly reflection in the target language about the chosen post and submit it to the LMS along with a screenshot of the chosen post



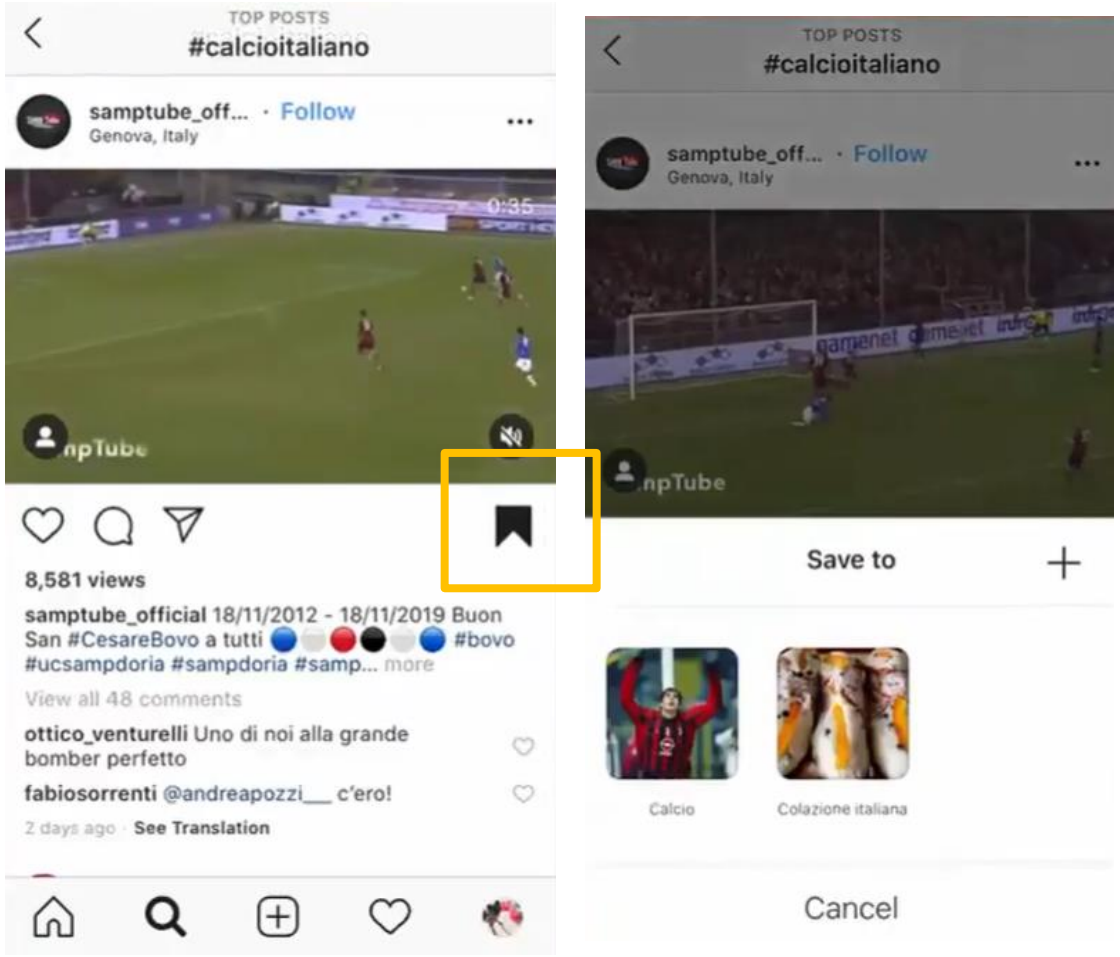
INSTAGRAM: AT-HOME ACTIVITY

Guiding questions:

a. Why did you choose this post?

b. What did you learn about this particular cultural product or practice?

c. How is this different or similar to what you have learned in the textbook or from other media?



ARE YOU LIVING AN INSTA-LIE? BY DITCH THE LABEL

CONCLUSIONS

- SNSs can be an opportunity to evaluate other people's digital content with a critical lens
- They might help students become critical thinkers and active creators of content
- As educators we need to ensure that our students are exposed to not just "one and only" cultural facet of the target country
- Students should take part in reflective activities to develop an understanding of values, practices, perspectives, and habits different from their own
- **SNSs and technology can help us!**

THANK YOU!

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Send me an email for slides and references!

I am happy to share!

CERCLL

Social Networking Sites for Intercultural Competence

Margherita Berti

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