Developing Intercultural Competence through a Mobile-based Telecollaboration or a Study-abroad Program

Jayoung Song, Rice University
Liang Fu, Rice University
Presentation Overview

1. Rationale of the study
2. Research Design
3. Methods
4. Results
5. Pedagogical Implications
Approaches to teaching culture

- **Factual transmission method**
  - Literature and arts
  - Customs, habits, and folklore of everyday life
  - Downplaying the meaning of culture

- **Cross-cultural contrastive approach**
  - Connection between one’s own and the target culture
  - Comparison and contrast
  - Oversimplifying the richness and a variety of culture

- **Intercultural competence**
  - Ability to communicate across different cultures
  - Gaining insights into their own culture as well as others

(Guest, 2002; Kramsch, 1993; Liaw, 2006; Thanasoulas, 2001)
Rationale of the Study

Aim of Intercultural Competence teaching

- to prepare learners for interaction with people of other cultures
- to enable them to understand and accept people from other cultures
- to help them to see that such interaction is an enriching experience

(Byram, Gribkova, & Starkey, 2002, p. 10).
Rationale of the Study

• Intercultural proficiency from study abroad
  → develops intercultural knowledge and communicative competence (Kelm, 2011)
  → develop self-knowledge and self-confidence through being placed in a new and challenging situations (Penington & Wildermuth, 2005)
  → increase in intercultural sensitivity (Anderson et al., 2006; Engle & Engle, 2004; Paige, Cohen, & Shively, 2004)
Rationale of the Study

- **Exposure to the target culture** (even short-term or indirect contact through emails or telephone) (Barkhuizen & Feryok, 2006; Göbel & Helmke, 2010)
  - strengthens L2 learners’ language proficiency
  - develops learners’ understanding of the target culture

- **Promotes student-centered learning** (Thorne, 2006)
  - Participants’ voluntary exchanges of languages and cultures
  - Involves less mediation by the teacher but more learner autonomy
To provide teachers and researchers with data-driven empirical evidence regarding pedagogical interventions to develop students' intercultural competence.

- **Study-abroad (N=52)** (one-on-one language partner)
- **Mobile-based telecollaboration (N=54)** (one-on-one or group language partner)
- **Control group (N=44)** (regular foreign language class)
Research Questions

1. Do a six-week mobile-based telecollaboration and a six-week study-abroad program lead to improved intercultural competence, as measured by cultural knowledge, awareness, and sensitivity?

2. What caused gains in students’ intercultural competence?

Intercultural Communication Competence (Byram, 1997)

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Critical cultural awareness</th>
<th>Intercultural attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of one’s own culture, that of one’s interlocutor, and of the general processes of societal and individual interaction.</td>
<td>Ability to evaluate, both critically and on the basis of explicit criteria, the perspectives, practices, and products of one’s own culture and those of other cultures and countries.</td>
<td>Curiosity and openness, readiness to suspend preconceptions about other cultures and one’s own.</td>
</tr>
<tr>
<td><strong>Interpreting and relating skills</strong></td>
<td>Ability to interpret a document or event from another culture, explain it, and relate it to one’s own culture.</td>
<td><strong>Discovery and interaction skills</strong></td>
</tr>
<tr>
<td>Ability to acquire new knowledge of a culture and cultural practices and the ability to implement knowledge, attitudes, and skills under the constraints of real-time communication and interaction.</td>
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</tbody>
</table>
**Participants** $(N=150)$

<table>
<thead>
<tr>
<th>Mobile-based telecollaboration $(n=54)$</th>
<th>Study-abroad $(n=52)$</th>
<th>Regular class $(n=44)$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class</strong></td>
<td><strong>Class</strong></td>
<td><strong>Class</strong></td>
</tr>
<tr>
<td>KFL students $(n=27)$</td>
<td>Korea $(n=9)$</td>
<td>CFL students $(n=14)$</td>
</tr>
<tr>
<td>EFL students $(n=27)$</td>
<td>China $(n=12)$</td>
<td>EFL students $(n=30)$</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td><strong>Gender</strong></td>
<td><strong>Gender</strong></td>
</tr>
<tr>
<td>Male: $n=21$</td>
<td>Male: $n=15$</td>
<td>Male: $n=15$</td>
</tr>
<tr>
<td>Female: $n=33$</td>
<td>Female: $n=37$</td>
<td>Female: $n=29$</td>
</tr>
<tr>
<td><strong>Exchange</strong></td>
<td><strong>Exchange</strong></td>
<td><strong>Exchange</strong></td>
</tr>
<tr>
<td>Yes: $n=10$</td>
<td>Yes: $n=15$</td>
<td>Yes: $n=10$</td>
</tr>
<tr>
<td>No: $n=44$</td>
<td>No: $n=36$</td>
<td>No: $n=34$</td>
</tr>
</tbody>
</table>
Instruments

<table>
<thead>
<tr>
<th>Background Questionnaire</th>
<th>• Age, Gender, Study-abroad experience, Telecollaboration experience, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural knowledge</td>
<td>• Developed based on Intercultural Competence framework</td>
</tr>
<tr>
<td>Cultural sensitivity</td>
<td>• Intercultural sensitivity scale (ISS)</td>
</tr>
<tr>
<td></td>
<td>(Chen &amp; Starosta, 2000)</td>
</tr>
<tr>
<td>Reflective writing</td>
<td>• Content analysis based on Intercultural Competence framework</td>
</tr>
<tr>
<td></td>
<td>(Byram, 1997)</td>
</tr>
<tr>
<td>Interview</td>
<td>• Qualitative analysis (Miles, Huberman, &amp; Saldaña, 2013)</td>
</tr>
</tbody>
</table>
**Research Design: Mobile-based telecollaboration**

<table>
<thead>
<tr>
<th>Week</th>
<th>Partnership</th>
<th>Task designs</th>
<th>Follow-up activities</th>
</tr>
</thead>
</table>
| 1 & 2 | • Self-introduction with a picture on facebook  
• Selecting a partner (up to 7 in a list)  
• Matching partners  
• Pre-questionnaire using qualtrics | | |
Research Design: Self-introduction on facebook

Korean:

이름은 김영인, 영국에서 영문학을 전공하고 있으며, 아프리카에서 태어나고, 지방으로, 정부문, 공공기관에서 프랑스어를 습득한 후, 한국어와 영어를 동시에 습득하고, 다양한 문화를 경험하고, 다양한 경험을 가지고 있는。

American:

Hello! I'm Yoon Jung Min, and I'm majoring in English education. I'm junior student now, and I'm taking applied linguistics this semester. I like watching movies, I like hanging out with friends, and I also like meeting new people and go to new places. 

Hello! I'm Lydia Gutema. I'm majoring in Linguistics at the University of California, San Diego. I love reading books, especially big fan of Harry Potter series. 

Hello! I'm Grady Xiao. I'm a graduate student in Biomedical Engineering at Harvard University. I'm also a big fan of Harry Potter series. 

Hello! I'm Manibell Ladd. I'm a graduate student in Linguistics at the University of California, Santa Barbara. I'm also a big fan of Harry Potter series.
# Research Design: Mobile-based telecollaboration

<table>
<thead>
<tr>
<th>Week</th>
<th>Partnership</th>
<th>Task designs</th>
<th>Follow-up activities</th>
</tr>
</thead>
</table>
| 1 & 2 | • Self-introduction with a picture on facebook  
       • Selecting a partner (up to 7 in a list)  
       • Matching partners  
       • Pre-questionnaire using qualtrics | Teacher-assigned 1 | Oral presentation 1 |
| 3    | one-on-one (1:1) | Teacher-assigned 2 | Reflective writing 1 |
| 4    | Teacher-assigned 2 | Student-decided 1 | Reflective writing 2 |
| 5    | Student-decided 1 | Student-decided 2 | Oral presentation 2 |
| 6    | Student-decided 2 | Student-decided 3 | Reflective writing 3 |
| 7    | Teacher-assigned 3 | Teacher-assigned 3 | Oral presentation 3 |
Task Design: Teacher-assigned (O’Dowd & Waire, 2009)

One-on-one

- Information exchange
  - Task 1: Interview your partner and send an introductory video

Comparison & analysis
  - Task 2: Compare and contrast university life in Korea and the U.S.

Group (4 or 6)

- Collaboration & product creation
  - Task 6: Discuss hot trends in each country and make a joint PPT as a product of a discussion
Task Design: Student-decided (O’Dowd & Waire, 2009)

One-on-one

Task 3
- Taking a self-reaction video while eating one of the common foods in each other’s country

Task 4
- Acronyms & party cultures in each country

Task 5
- The things we want to do when we visit each other’s country

Group (4 or 6)
Communication Platform

Synchronous & Asynchronous

1:1 & Group

Audio & video call

Sending audio, video, & word files

PC & Cell phones

Exporting chats to emails
Examples

1. Interaction via Kakao

Sunny Lee
My free time this week: KRT, Saturday, 3:30am-1pm (= Friday from 2:30pm-12am for me). I am also free all of Saturday (which is a Saturday night and Sunday morning in Korea).

Sunny Lee
Sounds good! ^^
Research Design: Study abroad program

- 6 weeks
- 2 language Courses
- Homestay
- Service Learning
- Excursions
- Trips
- Language Partners
Research Design: Study abroad program

- Local college/graduate students
- Language tutors
- Social activity buddies
- Conversation partners
- One-on-one meetings
  - 1 hour a day, 4-5 days a week
  - One 1-hour task-based conversation a week
## Collaborative Tasks with Language Partners

<table>
<thead>
<tr>
<th>Week</th>
<th>Collaborative tasks</th>
<th>Follow-up Activities</th>
</tr>
</thead>
</table>
| **1st** | **Task 1: Self-introduction (Information exchange)**  
- Interview your partner | Oral presentation with picture of your partner and you in class (Introduce your partner to your class members with PPT slides) |
| **2nd** | **Task 2: Family, School, and Career (Comparison & analysis)**  
- Compare and analyze family life, university life, and career between target country and the US in terms of evaluation systems, exams, job market, daily routines, tuition, dating, etc. | Submit a reflective writing 1 about the exchanges.  
One-page, single-spaced, 11 point, in English. |
| **3rd** | **Task 3: Decide your own topic with your partner.**  
- Decide what you’d like to do with your partner.  
- The topic and type of the task TOTALLY depends on you and your partner. Creativity is always welcome. | Submit a reflective writing 2 about the exchanges.  
One-page, single-spaced, 11 point, in English. |
| **4th** | **Task 4: Decide your own task with your partner.**  
- Decide what you’d like to do with your partner. | Class discussion on content of the conversation |
| **5th** | **Task 5: US and target country**  
- Talk about the relationships between US and target country. Recent issues in politics, social issues, etc. Compare the similarities and differences in US and target country. | 1. Class discussion on content of the conversation  
2. Submit a reflective writing 3 about the exchanges.  
One-page, single-spaced, 11 point, in Chinese and English. |
| **6th** | **Task 6: Hot trends/issues (Collaboration& product creation)**  
- Discuss hot trends/issues in target country a and the US and analyze why they become popular or controversial | Make a joint PowerPoint as a product of your discussion. Oral presentation |
RQ1 Results

1. Pre analysis
   - Factor analysis of the cultural knowledge instrument (n =261)
     • 6 item developed
     • 2 cross-loading items deleted
     • A total of 4 items for cultural knowledge
   - Reliability check of ISS scale (n=261)
     • Cronbach’s alpha = .847

2. Repeated measures ANOVA
   - One between subject (group) and one within subject (time)
RQ1 Results: Cultural knowledge

1. Time (sig.)
2. Time * Group (sig.)
3. Descriptive Statistics

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Mobile (N=54)</th>
<th>Study group (N=52)</th>
<th>Control (N=44)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre M</td>
<td>3.75 (0.90)</td>
<td>3.59 (0.85)</td>
<td>3.67 (0.71)</td>
</tr>
<tr>
<td>Post M</td>
<td><strong>4.19 (0.70)</strong></td>
<td><strong>4.93 (0.59)</strong></td>
<td><strong>3.89 (0.81)</strong></td>
</tr>
</tbody>
</table>
Knowledge

- Mobile
- Study abroad
- Control group

Significant
RQ1 Results: Intercultural Sensitivity Scale

1. Time (sig.)
2. Time * Group (sig.)
3. Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>Pre M (SD)</th>
<th>Post M (SD)</th>
<th>Change</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mobile</strong></td>
<td>93.05 (10.70)</td>
<td>97.68 (10.84)</td>
<td>4.63</td>
<td></td>
</tr>
<tr>
<td><strong>Study abroad</strong></td>
<td>96.94 (8.64)</td>
<td>101.46 (11.07)</td>
<td>4.52</td>
<td></td>
</tr>
<tr>
<td><strong>Control</strong></td>
<td>93.29 (10.46)</td>
<td>93.82 (11.63)</td>
<td>0.52</td>
<td></td>
</tr>
</tbody>
</table>
# RQ1 Results

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Knowledge of one’s own culture and the interlocutor’s culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>M11: Through the conversation with my partner,</td>
<td>I was a bit surprised to know that there is no big difference in our college life. The whole picture is almost the same; they care about their jobs, study hard to get grades, join college clubs and make friends in there. So now I feel more familiar with them and want to know if there are any other things that are similar or different from us: not only the life in campus, but also outside of it.</td>
</tr>
<tr>
<td>S1: After that, I mentioned snapchat because I</td>
<td>thought Chinese people would be familiar with it. But, I did not realize it was also blocked in China.</td>
</tr>
</tbody>
</table>
## RQ1 Results

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Knowledge of intercultural communication process</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 21: Brian was Chinese American. We were talking about racial discrimination and one said Korean has better reputation than Chinese overseas. All of sudden, everyone stopped talking. Maybe it is just me who felt like this, but I felt that Brian might have got offended. I realized that we should be careful when talking about this issue.</td>
<td></td>
</tr>
<tr>
<td>S 12: I know how to respond to compliments in Chinese now. Instead of accepting compliments, I learned to deny it by saying “Bu Dui (you are wrong), and yours is better.”</td>
<td></td>
</tr>
</tbody>
</table>
## RQ1 Results

<table>
<thead>
<tr>
<th>Dimension</th>
<th>M9: In this part, I was shocked a little bit. Because I thought that most of things in USA is better than the ones in Korea. However I can understand that they have weakness also, so I can surely have pride of my culture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical cultural awareness Ability to analyze and evaluate one’s own and the interlocutor’s culture</td>
<td>S3: There is only one opportunity to take a test. I think that this is not fair because you never know what would happen in that one day. In fact, there are many cases that students are actually sick or have an unexpected accident on that day that they miss their opportunity.</td>
</tr>
</tbody>
</table>
## RQ1 Results

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Curiosity and openness to learn about one’s own and the interlocutor’s culture</th>
<th>M8: It was quite fun to talk and communicate with Bryan and to share information about each other’s university life. Time went by so fast when we talked and laughed together. I wish I can visit America someday.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercultural</td>
<td>S 19: I not only learned language but also learned culture in target country. So I was able to be more open minded and be more welcoming (accepting) to other culture.</td>
<td></td>
</tr>
<tr>
<td>attitudes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RQ2 Results

1. Authentic interaction opportunity

M 27: I rarely have a chance to use English in a real situation. I do a lot of reading but speaking and texting with a native speaker was a new experience to me. I think talking to the native speaker really helps not only with language but also with the learning of culture.

M 14: I have foreign language anxiety. I think three times before I speak or write. Especially, my heart races when I try to speak in English. Since I could not make my partner wait forever, I had to speak fast and she actually understood what I said. It was my first time feeling that I can actually communicate in English.

S32: It was fun to interact with a university student around my age.
2. Partnership/ Friendship

M3: We still contact each other after the project. I was actually texting her now. I had a question about some grammar and I texted her about this. We contact each other every day and I am going to visit her in summer.

M11: At first, I thought it is just a project that I needed to do to get grades in class and I did not have high expectation about it. But I now feel that although she is the one who is on the other side of the globe and we just met for assignments, we can become friends.

S19: Language partner was the best part of the study abroad program. I really enjoyed interacting with my language partner.

Friendship: (Hanna and de Nooy, 2009)
RQ2 Results

3. Authentic mode for communication and appropriate tool in telecollaboration

M2: We always used Facetalk not just texting. I preferred it as I could see instant reaction and I felt like we are really communicating. I like that the app had Facetalk and it was each to use.

M7: We texted each other all the time which made me feel a really close to her.

<table>
<thead>
<tr>
<th>Appel and Guerrero (2006)</th>
<th>Our study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7 days (task assigned)</td>
<td>Distance between interaction</td>
</tr>
<tr>
<td>8.6 days (task not assigned)</td>
<td></td>
</tr>
<tr>
<td>1379 (for 8 weeks)</td>
<td>Number of words written</td>
</tr>
<tr>
<td>None</td>
<td>Face-to-face interaction</td>
</tr>
</tbody>
</table>
4. **Tasks**

M: Reflective writing helped. I could reflect on our conversation, topics we discussed and it helped me reflect on my own culture and other culture.

M: Both reflective writing and oral presentation had its own benefits. Writing helped me keep track of my thoughts and our interaction. For presentation, I had to do research after the discussion to present something in class. That helped me become more knowledgeable about the topic we discussed.

Distancing: Commins & Sayers (2009)
RQ2 Results

Intercultural Competence

- Authentic interaction
- Authentic mode for conversation/tool
- Tasks
- Partnership
Telecollaboration vs. Study abroad in terms of intercultural competence

- Both are effective if well designed!
- Instructional design (friendship building activity, reflective tasks, communication tool)
- Pre-instructional decisions (collaboration rules, grading criteria)
- Promoting positive interdependence
- Mandatory Voice talk & Video call
- 1:1 design rather than group interaction
Questions

Jayoung.song@rice.edu
Liang.fu@rice.edu