

ENHANCING CULTURAL AND LINGUISTIC CONNECTIONS WITH TECHNOLOGY
BOTH HOME AND ABROAD

Encouraging the Student-Host Family Connection Through Conversation Prompts
Ame Cividanes, Yale University

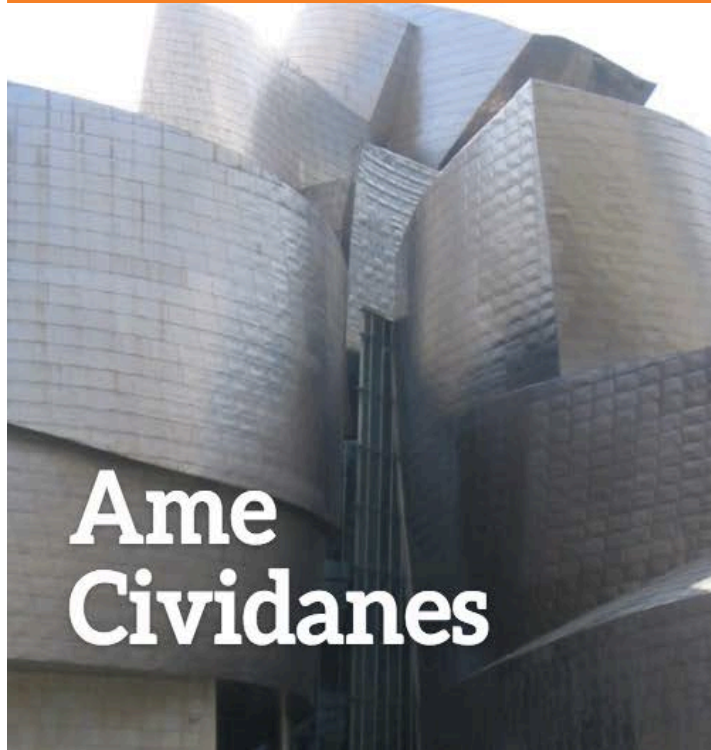


Student E-Portfolios: Summer 2017 Bilbao, Spain

Student ePortfolios

The following is a list of Student ePortfolios for Summer 2017.

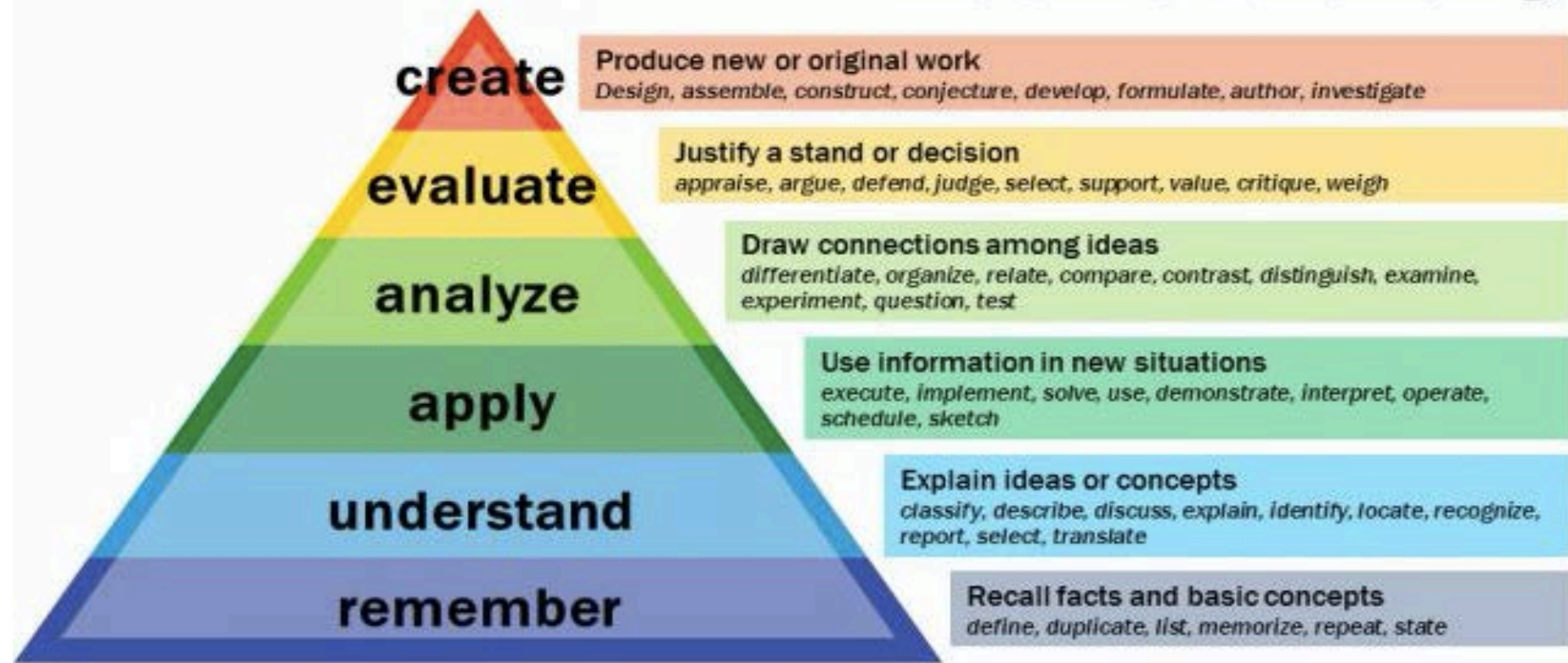
- [Mohamed Akkari](#)
- [Alanis Allen](#)
- [Livia Bokor](#)
- [Aaron Bosgang](#)
- [Alessandro Buratti](#)
- [Clara Butler](#)
- [Isabelle Carson](#)
- [Yesim Celebi](#)
- [Amy Chan](#)
- [Alexis Clark](#)
- [Simon Custer](#)
- [Izzy Detherage](#)



Activities Archived in Students' Portfolios

1. Pre-Departure Cultural Questionnaire
2. In-Class Interviews, Conversation Activities, and Cultural Observations
 1. Mid-Term Reflection on their Original Goals
 1. End-of-Program Evaluation on the validity of this activity
 1. Video Recordings of Host Family Interviews

Bloom's Taxonomy



Vanderbilt University Center for Teaching

Interview Instructions for Students

- Over the course of this program, you will choose one host family member and conduct 3 interviews---one interview during the first week of the program, one during the second week, and finally one during the third week. During the last week, you will reflect upon your interviews in a separate activity.
- For each week, you will be asking your host family member 2 questions; their responses should be approximately 2 minutes per question. During the first two weeks, you will be provided with the interview questions. During the final week, you will need to create your own 2 questions. (more details will follow on how to create these questions)
- You will video-record these interviews (3) and upload them to your e-portfolio. You should house these videos under the category of REFLECTIONS.

Week 1 (due date: Friday, June 30th)

- Describe a typical day for you.
- Describe what you do during a holiday or a special day for you or your family (Christmas, Reyes, birthday, your Saint Day)

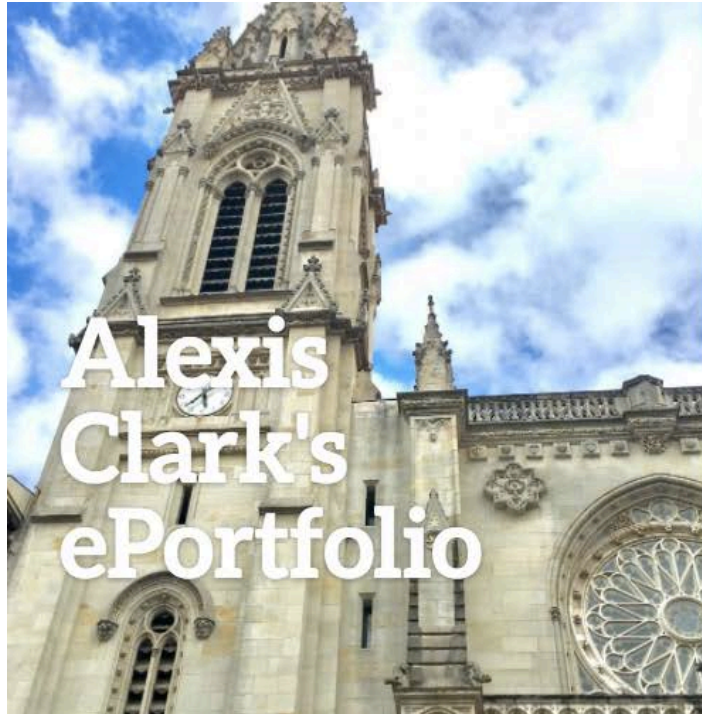
Week 2 (due date: Friday, July 7th)

- Compare your generation with your parent's generation or Compare your generation with your children's generation.
- If you had to describe your culture to someone who is not acquainted with your culture, how would you describe it? (If the person is from the Basque region you may also ask, what is it to be Basque?)

Week 3 (Due on Friday, July 14)

- This week it is your turn to create the questions that you will ask one of your family members. The only requirement is that ONE of the two questions MUST be a 'cláusula con si' (any type).

Las entrevistas



Week 2 Interviews



CONCLUSION: STUDENTS' REACTIONS and REFLECTIONS

- Please describe three things that you learned about your host family by conducting these interviews.
- If you were to describe the goal or purpose of the E-portfolio and interview activity, what would that be?
- For future programs, do you have any suggestions of how this activity can be improved.

Conclusion

- The students needed to conduct the interviews with an already heavy workload
- Some had trouble uploading video to portfolio (due to the length of the video) but we had technical support on our home campus who were able to resolve some of these issues
- Students did engage in more meaningful conversations with a family member/s
- Reinforced academic knowledge with real world experiences (Civil War...someone who actually lived the experience)
- The activity acted as a spring-board to other conversations
- Gave the students guidance but then they created which is empowering
- They had a perfect excuse to get the conversation going: “The teacher wants us to do this activity”
- Their reaction was positive and they recognized the validity of activity
- The portfolio and the interviews are an archive of the abroad experience

MUCHAS GRACIAS

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Building up confidence: speaking and blogging with peers

Pilar Asensio, Yale University

70TH CIEE ANNUAL CONFERENCE

AUSTIN

NOVEMBER 8-11, 2017

cíee



***BUILDING UP CONFIDENCE:
SPEAKING AND BLOGGING WITH PEERS***

Building up confidence

- Teleconferencing with a local buddy (Skype, Facetime, WhatsApp)
- Media recordings (uploaded on Canvas)
 - Language Pledge
 - End of the Program
- Blogging with peers (Wordpress)

Building up confidence: speaking and blogging with peers

COMMUNICATIVE LANGUAGE TEACHING COMUNICATIVE COMPETENCE

- linguistic competence
- sociolinguistic competence
- pragmatic competence
- strategic competence

Building up confidence: speaking and blogging with peers

PRINCIPLES OF THE COMMUNICATIVE APPROACH

- focus on meaning
- learning by doing
- rich, authentic, and comprehensible input
- maximum exposure
- interaction among students
- focus on form
- affective factors

Building up confidence: speaking and blogging with peers

Language, Culture, and Society of Spain

- Increased awareness of linguistic ability and the self
- Becoming part of the local community
- Growing curiosity and confidence
- Tensions in difference
- Internalizing the language, feelings, and experiences
- Observing under a different light

Building up confidence: speaking and blogging with peers

“Stereotypes are incomplete stories. It’s important to identify many different stories about people and places to understand and respect their complexity.”

(inspired by Chimamanda Ngozi Adichie)

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Yale-UDLA Conversation Partners

Terry Seymour, Yale University



**“COMPAÑEROS DE
CONVERSACIÓN”: YALE-UDLA
CONVERSATION PARTNERS**

Yale-UDLA Conversation Partners

1. Program structure

- Genesis
- Goals and expectations
- Task-based: authentic language, meaningful tasks, multiple skills

2. Student reflections

3. Evaluation

4. Conclusions

First Conversation

Objective: Get to know each other

Find out:

1. Where is your partner from: city or rural area? Where does s/he live now?
2. Does s/he like living there?
3. What is s/he studying? Why did s/he choose that major?
4. What do the two of you want to do when you graduate?
5. What courses or subjects does s/he like best and which ones does s/he like less or doesn't s/he like at all? Why or why not? What are his/her academic strengths and weaknesses?
6. What is his/her family like? And his/her friends?
7. What kind of music (movies, books, TV programs, websites, etc.) does s/he like?
8. What does he or she do in his/her free time? What do other students at his/her college usually do?
9. What languages does he/she speak? Why does your partner want to improve his/her English?

Add other questions.

Adapted from: <http://celta.msu.edu/pdf/conversation.pdf>.

Other Topics

- Education (educational system, experiences in high school and college, etc.)
- Movies and Mass Media
- Health (sickness and health, alternative and traditional medicine, health care system, vegetarianism, etc.)
- Politics (political parties, elections, etc.) and News (newspapers, magazines, and websites consulted; censorship, etc.)
- Nature, Economics, Globalization
- Holidays and Celebrations

Student Reflections

1. Do you think the session went well? Explain.
2. What were the most interesting ideas of this conversation? Mention three.
3. What did you like about the experience? Was there anything you didn't like?

Conclusions

- Personal contact
- Shared goals
- Cultural knowledge
- Confidence and motivation

Thank you!

Jennifer Mullin

- Directora de Programas Internacionales, Universidad de las Américas, Quito, Ecuador

Wioleta Stocka

- Coordinadora de Cursos Cortos, Programas Internacionales, UDLA, Quito, Ecuador)

A photograph of a city skyline featuring several prominent skyscrapers. In the foreground, a multi-arched bridge spans across the frame. The sky is clear and blue. The text 'THANK YOU' is overlaid in the upper center of the image.

THANK
YOU