EMBEDDING INTERCULTURAL LEARNING INTO WORLD LANGUAGES: ITALIAN AT PURDUE

PART I
Tatjana Babic Williams
Purdue University
ITALIAN CURRICULUM FOR THE 21ST CENTURY

PROJECT DESCRIPTION:

1. Communicative proficiency
2. STEAM
3. Intercultural learning (ICL)

Based on:
- design thinking principles for the needs analysis
- backward design to determine the learning outcomes, assessment, and learning activities

INTERCULTURAL GOALS:

- Integrate an explicit and systematic IC perspective at all levels of curriculum
- Develop learners’ intercultural knowledge, skills and attitudes as defined by the AAC&U VALUE Rubric for Intercultural Knowledge and Competence
- Intercultural communicative competence: a set of complex abilities to interact effectively and appropriately with people who are linguistically and culturally different from us
STEP 1: IDENTIFY DESIRED OUTCOMES

What key IC skills will your students be able to do better?

Breakdown by level:

✓ ITAL 101-102: Openness & Curiosity (affective attitudes)

✓ ITAL 201-202: Self-awareness & Cultural Worldview Frameworks (cognitive skills)

✓ ITAL 301-302: Empathy & Verbal and Nonverbal Communication (behavioral skills)
Through what evidence will students demonstrate achievement of desired outcomes?

**Formative Assessment Methods:**
- Group debriefing of each IC activity (Lab)
- Individual reflection assignment after IC Lab
- Written instructor feedback

**Summative Assessment Methods:**
- In beginner courses:
  - ASKS2+Post Survey
  - ASKS2+Retropre Survey

- In advanced courses:
  - Individual IDI (Intercultural Development Inventory)
  - Final ICC Reflection
What specific activities will help students attain the ICC outcomes?

- Introductory Lab

- Three Intercultural Labs (experiential activities) targeting the development of a specific intercultural skill

- Student reflection assignment on each IC Lab

The activities are based on already developed materials that have been validated for ICC building (see Sources)

Preliminary considerations:

- How can IC Labs be meaningfully integrated into the curriculum (cultural topics, vocabulary, grammar structures, functions, tasks)?

- How can we maximize the use of target language during IC labs at all levels?

- How can the IC Lab activity be utilized to develop proficiency in the three modes of communication?
BEGINNING ITALIAN: IC LABS ITAL 101

IC LAB 1: “MY NAME IS”
✓ Practicing **curiosity** by asking questions and seeking out answers about naming practices in own and other cultures and sharing information;
✓ Connecting practices to deeper cultural perspectives
✓ **Source:** adapted from *52 Activities for Improving Cross-Cultural Communication*; **HubICL:** [https://hubicl.org/toolbox/tools/51/objectives](https://hubicl.org/toolbox/tools/51/objectives)

IC LAB 2: “YES/NO”
✓ Practicing **openness**, tolerance for ambiguity, and emotional resilience in potentially frustrating intercultural situations of miscommunication;
✓ Practicing how to suspend judgment of unfamiliar behaviors by temporarily adopting a different nonverbal communication style (Italian gestures)
✓ **Source:** adapted from *Building Cultural Competence: Innovative Activities and Models*

IC LAB 3: “D.I.E.”
✓ Practicing **openness by suspending judgment**
✓ Practicing openness toward alternative interpretations and evaluations of culturally different practices, products and perspectives
✓ **Source:** adapted from *52 Activities for Improving Cross-Cultural Communication*; **HubICL:** [https://hubicl.org/toolbox/tools/25/downloads](https://hubicl.org/toolbox/tools/25/downloads)
BEGINNING ITALIAN: IC LABS ITAL 102

IC LAB 1: “INTERCULTURAL DETECTIVES”
✓ Using assessment as a learning tool
✓ Assessing reflection responses against the AAC&U Rubric for “openness”
✓ Source: CILMAR + the Italian team

IC LAB 2: “BRIDGING BEHAVIORS”
✓ Practicing how to stay open to interaction and to suspend judgment in situations perceived as negative and exclusionary
✓ Source: adapted from 52 Activities for Improving Cross-Cultural Communication
✓ HubICL: https://hubicl.org/toolbox/tools/9/objectives

IC LAB 3: “THE TIP OF AN ICEBERG”
✓ Understand the connection between cultural values (deep) and practices (surface)
✓ Practicing openness to develop skills and strategies for being aware, inclusive, sensitive, and successful in bridging differences
✓ Source: adapted from Building Cultural Competence: Innovative Activities and Models
ADVANCED ITALIAN: “IO, L’ALTRO – ME, THE OTHER”

FOCUS ON “I”/SELF/IDENTITY
- Who am I? Adapted by Chuck Calahan
  https://hubicl.org/toolbox/tools/80/objectives
- Poem modelled on “Valore” by Erri de Luca

FOCUS ON “OTHERNESS”
- Italian South
- Italian immigration and emigration
- Language and dialectal diversity

FOCUS ON EMPATHY

IC Lab  A Flower’s Point of View
- imaginative perspective-taking
- the possibilities and limits of empathy
- shifting perspectives & listening actively
Source: Stahl, A.
https://hubicl.org/toolbox/tools/270/downloads

IC Lab Scenery, Machinery, People
- how we place people into categories and how we are placed in categories by other people
- how empathy impacts relationships
Source: Jones, J.
https://hubicl.org/toolbox/tools/109/objectives

Final ICC reflection: https://padlet.com/tatjanawilliams72/zfpxqcewvmaq
ADVANCED ITALIAN: “BRIDGING CULTURES THROUGH COMMUNICATION”

FOCUS ON CULTURE

✓ Notion of culture; generalizable characteristics of Italian culture
✓ “Voices From the Past” (https://hubicl.org/toolbox/tools/77/objectives)
✓ “My cultural autobiography” (https://hubicl.org/toolbox/tools/21/objectives)
✓ Iceberg of culture, Personal/cultural/universal
✓ Italy according to Hofstede

FOCUS ON VERBAL AND NONVERBAL COMMUNICATION & BRIDGING (mediation, negotiation of meaning)

✓ Formal and informal registers, direct and indirect communication styles, nonverbal communication, low and high context culture, monochronic & polychronic culture
✓ Language for professional purposes, pragmatics
✓ IC Lab Pacing (https://hubicl.org/toolbox/tools/57/objectives)
✓ IC Lab Code Switching: Direct/Indirect (https://www2.pacific.edu/sis/culture/)
HOW DO INTERCULTURAL LABS WORK?

PRE-LAB ACTIVITY
- Cultural discovery & investigation
- Interactive lecture, video
- Sometimes homework

LAB FLOW
- Introduction and explanation of activity
- Small-group discussion or pair activity
- Whole-class debrief
- Takeaways

REFLECTION ASSIGNMENT
- Individual written reflection on IC Lab

POST-LAB INTEGRATION
- Revisiting IC Lab topic and skills
- Integration as a warm-up activity, a review, a writing assignment, a discussion forum topic
HOW TO GO VIRTUAL?

SYNCHRONOUS
- Zoom, WebEx, Google Hangouts, Skype
- Maintains live interaction and discussions, no major changes in the flow
- Break out rooms for small-group or pair discussion
- Immediate response from all participants: Mentimeter, polls, chat

ASYNCHRONOUS
- LMS (Brightspace, Canvas, Blackboard) or Moodle, Padlet, Flipgrid
- Self-paced, more time to process and reflect on the activity itself
- Ample time to complete the activities and the reflection

COMBINATION
- Asynchronous elements: information, instructions, explanation
- Synchronous: interaction, discussion, debrief

DIFFICULT TO REPPLICATE ASYNCHRONOUSLY: EXPERIENTIAL ASPECTS
- Engaging experiential activities, role playing, simulation of real-life situations that make participants experience in a holistic way (physically, affectively, emotionally, cognitively) what it would feel like to be in such a situation
- Insight-based, leading to an “Aha moment”

Mentimeter https://www.mentimeter.com/app
Flipgrid https://info.flipgrid.com/
Moodle https://moodle.com/
Padlet https://padlet.com/
HOW TO GO ASYNCHRONOUS?

**PRE-LAB ACTIVITY**
- Cultural discovery & investigation
- Interactive lecture, video
- Sometimes homework

**LAB FLOW**
- Introduction, instructions, explanation of activity
- Small-group discussion or pair activity
- Whole-class debrief
- Takeaways

**REFLECTION ASSIGNMENT**
- Individual written reflection on IC Lab

**POST-LAB INTEGRATION**
- Revisiting IC Lab topic and skills
- Integration as a warm-up activity, a review, a writing assignment, a discussion forum topic

**Video quiz/recording**
- Link to materials (video, photo, document)

**Written assignment**

**Asynchronous**

**Instructor reads the posts and the debrief answers and creates a video:**
- Synthesis and commentary
- Summary of takeaways from the Lab
EXAMPLE: ITAL 101 IC LAB

✓ Practicing curiosity
✓ During Week 3, in English & Italian
✓ Curriculum connection: pronunciation, greetings and introductions, titles, formal vs. informal, nouns and adjectives, gender, number, agreement

PRE-LAB ACTIVITY

- Cultural discovery & investigation
- Interactive lecture, video
- Homework

- Watch the video on "Cultural Practices for Naming Around the World (in English) and in Italy (in Italian)"
- Watch the video “Say My Name” (Chinese naming practices) https://www.youtube.com/watch?v=Z9flOzmpShI and “Black sounding names and their surprising history” https://www.youtube.com/watch?v=gjiGBpdmk_l
- Complete the homework and post to the group discussion forum: Reflect on your own name.

What are the origins of your given name and your family name?

How do you feel about your name? Why do you feel this way about your name?

Has your name ever changed? Who made the change? Why was the change made? What impact did your name change have on you? If not, have you thought about changing your name? If you could have chosen your name, what would it have been?
LAB FLOW

- Small-group discussion forum
- Small-group collaborative debrief
- Whole-group video debrief synthesis and takeaways

- Students read the posts by the members of their discussion group (3 students) and comment on each other’s posts
- As a group, students collaborate to answer the debrief questions on discussion forum

LET’S TALK ABOUT IT: DEBRIEF & TAKEAWAYS
PARLIAMONE: DISCUSSIONE & CONCLUSIONI

CURIOSITY/CURIOSITÀ

- What resources did you/could you use to gather information about the origin of your name?
- Did your small-group discussion generate any follow-up questions? Did you discover any new/creative/unusual/intriguing/surprising information or methods for gathering information? What are they?
- What feelings did these discussions evoke for you? Why?
- Did you form any hypotheses about why naming is done in certain ways in other cultures? If yes, how would you test these hypotheses?
- What were the ideas for creating a respectful environment?
- Has this activity as a whole prompted you to learn more or is this information sufficient for you?

- Watch the video "Lab Interculturale 1: Video Debrief Synthesis and Takeaways" (naming practices and their connection to individual and group identity and creation of respectful environment)
Reflection Assignment Questions:

- What resources and strategies (other than the Internet) can you use to gather information about how your culture (and other cultures) practice naming or understand naming?

- If confronted by a name or naming practice unfamiliar to you, what would you do? Who would you ask for insight or where would you look for answers?

- Do you have any additional observations/insights on the topic of connection between curiosity and intercultural competence?
POST-LAB INTEGRATION

- Revisiting IC Lab topic and skills
- Integrated extension questions

- **Say their name activity:** record yourself pronouncing the Italian names on this list (in Italian). What Italian name did you find most interesting/ familiar/ unfamiliar/ difficult to pronounce and why? (in English or Italian)

- **Guess their gender activity:** practice noun gender endings by turning female names into male and vice versa (Maria ➔ Mario) What is the common practice in your language/culture: are names usually only male/female, or can they be unisex?

- **Guess their origin activity:** students work with a list of last names deriving from adjectives for color (Verdi), physical or personality trait (Bassi, Gentili), or a place (Milanese) and have to guess their origin and use them to qualify nouns (ex.: Bassi ➔ from basso ➔ la sedia è bassa) What is the common practice in your language/culture: do names usually derive from adjectives? Examples?

- **Video/written presentation of family:** as part of the assignment, comment on your family members’ names and your last name (it can be an invented family)

- **“What’s in a name” activity:** with instructor’s help, students skim the newspaper article about the Italian court ordering a family to choose a gender-specific name for their daughter. In discussion forum, students express and exchange their feelings and opinions on the topic.

**Chiamano la figlia Blu, genitori convocati dal Tribunale: "E' un nome unisex, va cambiato"**
Sources for IC Labs

Books and Rubrics:


Websites:
HubICL at Purdue: [https://hubicl.org/](https://hubicl.org/) (create a free account)
AFS Teachers’ Activity Toolbox: [http://www.afsusa.org/educators/teachers-toolbox/](http://www.afsusa.org/educators/teachers-toolbox/)
Education Abroad On-line Pedagogy Toolkit: [http://www.uky.edu/toolkit/](http://www.uky.edu/toolkit/)
On-Line Cultural Training Resource for Study Abroad: [https://www2.pacific.edu/sis/culture/](https://www2.pacific.edu/sis/culture/)
Thiagi’s Free Training Games & Activities: [http://thiagi.net/archive/www/games.html](http://thiagi.net/archive/www/games.html)
CILMAR Webinar - Languages
Part 2: IC + COIL

Initial stages of programming and Integration for Intermediate Italian

Annalisa Mosca
Coordinator of Italian Language
Purdue University
mosca@purdue.edu
Learned about COIL at international conferences and had interest in pursuing
CILMAR contact (Kris Acheson Clair) invited me to a COIL virtual matching partners meet.
- Did not work as projects too complex for Italian needs
- Knowing about my experiences with IC
  - A Florida colleague asked me to be a guest, at their teachers virtual exchange presenting IC activities
  - After she called to have my thoughts about integrating IC into a COIL she was setting up for **Fall 2020**
- Already half set up on the admin level, I jumped at the opportunity
General Description

- **Level:** Intermediate Italian as Foreign Language (ILS)
- **Semester:** Fall 2020
- **Initial participants:** Purdue Univ., Florida International University and Università per Stranieri di Perugia
  - Kinks: previous instructor unavailable; new one not very timely; timeline for readiness would not coincide, other Italian partner project too complex
- **Final participants:** Purdue Univ., Florida International University, University of British Columbia
  - Had informally previously discussed thoughts at conference after a presentation on COIL
- **Theme/topic:** art and identity/italianità/Italian society
- **Additional:** Italian language & culture week worldwide
- **COIL:** one single component - tied to intercultural competence - within regular language courses
IC activity: D.I.E. seemed appropriate
- Images taken form an Italian art medium TBD.

D.I.E Activity steps:
- Students are presented an image and asked to describe it
- Instructor leads whole class differentiation of statements into Description, Interpretation, Evaluation
- Students describe same image a second time considering D.I.E.
- Students presented a second image and told to perform activity again on this image
- Debrief and conclusions + reflection assignment
IC Activity in English with Italian context to practice IC skills
Activity also serves as an inspiration to the students’ collaborative project (images and topic)
  - about 1/3 into the semester
  - activity likely led by me synchronously
I will be faculty leading the IC activity synchronously
  - May be a follow up synchronous session because of COIL i.e. three universities and tied to students’ final project
Students collaborate asynchronously
  - throughout semester creating collaborative task based audio-visual project in Italian
  - project presented synchronously in Italian at end of semester
Collaboration between students will happen bilingually (Italian most, English some) due to final COIL project task
Final thoughts so far

- Finding COIL partners for languages
  - Colleagues might be more effective rather than COIL database
  - Alternative: different languages; same COIL; collaborative language English
- Organizing timing for COIL
  - Universities’ schedules, curriculum, instructors
- Integration into course context sequence
  - Essential since activity itself is in English
- Synchronous meetings time zone issue
- Technological platform issues
- Linguistic expectations
- Expertise expectations if different disciplines in desired country

Results: … stay tuned!