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**CALL Me++:
Evolving Spaces and the Multilingual,
Networked Self**

Georgetown, October 23, 2015

*Conference on Italian Language and Culture
Georgetown University*

**Innovative Approaches and Pedagogical
Strategies**

- **Intercultural competence**
- **Computer mediated communication**

Computer-mediated language instruction

- **CMC: Computer-Mediated Communication**
- **CALL: Computer-Assisted Language Learning**
- **WALL: Web-Assisted Language Learning**
- **MALL: Mobile-Assisted Language Learning**

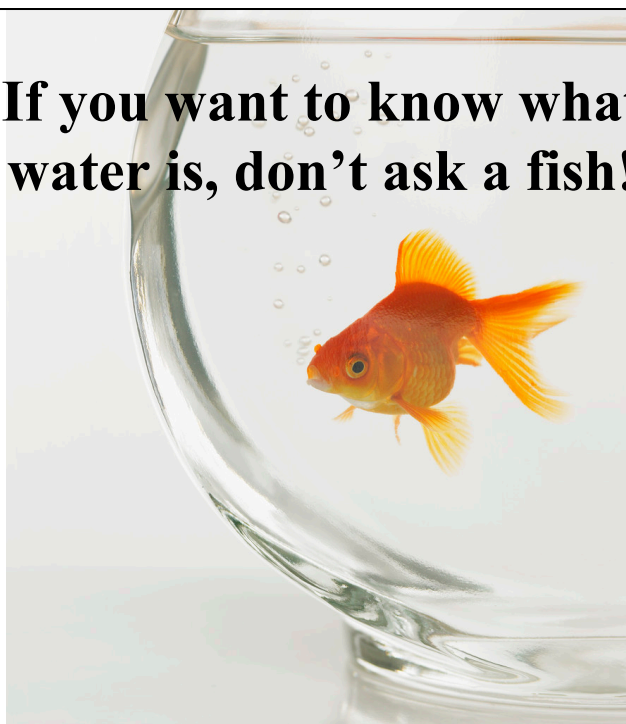
Raising New Questions

1. **How can foreign language learners evolve and benefit from interacting with speakers of other languages and cultures within the contemporary global scenario?**
2. **How can the FL instructors intercept the learning potential of the “Networked Self” or Me++ (William J. Mitchell 2003) of the hyperconnected selfie-generation?**

The Multilingual Subject

“People who use more than one language in everyday life, whether they are learning a foreign or second language in school, or speaking two or more languages in daily transactions, or writing and publishing in a language that is not the one they grew up with. [...] for all of them, living in more than one language opens the possibility of constructing for themselves imagined identities that are every bit as real as those imposed by society.” (Claire Kramsch 2011)

If you want to know what water is, don't ask a fish!



Cosmopolitanism

(Kuame Anthony Appiah 2006)

- To understand attitudes, beliefs, values held by members of another culture
- To understand in turn how one's own attitudes, etc. are shaped by one's own culture
- To arrive at a more general understanding of the nature of culture

2007 MLA report

"Foreign Languages and Higher Education:
New Structures for a Changed World,"

[Our culture] "must become less ethnocentric, less patronizing, less ignorant of others, less Manichaeian in judging other cultures, and more at home with the rest of the world."

The Mixxer (Todd Bryant)

User login
[Log in/ Register](#)

Language Interface


- 简体中文
- English
- Français
- Deutsch
- 日本語
- العربية
- Português
- Русский
- Español

Users Online


Tony2013 Native Language: English Language Sought: Chinese-Mandarin
LiorA Native Language: English, Hebrew Language Sought: Chinese-Mandarin
cshunt Native Language: English


The Mixxer - a free educational website for language exchanges via Skype


Like 8,125 people like this. Be the first of your friends. Tweet



The Mixxer is a free educational site for language learners hosted by Dickinson College. The Mixxer is designed to connect language learners around the world so that everyone is both student and teacher.


 Find a language partner


 Talk to them via Skype




 Practice writing and receive corrections and feedback.

Finally, help others. You can help your language partner learn your native language. Leave comments on other people's writing.

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Location: <http://web.mit.edu/french/cultura/>


[French Version](#)





- [What is CULTURA?](#)
- [Authors](#)
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- [Partners](#)
- [Technical Info](#)
- [Contact Info](#)

A collaborative project between:


MIT Foreign Languages and Literatures


L'Institut National des Télécommunications


NATIONAL ENDOWMENT FOR THE HUMANITIES
THE CONSORTIUM FOR LANGUAGE TEACHING AND LEARNING

What is Cultura?

Abstract

In our global world, in which multinational companies constantly form or merge and in which people of diverse nationalities are increasingly asked to communicate and work together, the need to understand a culture other than one's own has become of paramount importance.

We, as educators, must prepare our students for that new world and help them develop a deep understanding of these



Confronti Home

Confronti is a cross-cultural curriculum for the teaching of Italian and English developed at the University of Pennsylvania. It involves students of Italian at the University of Pennsylvania in Philadelphia, Pennsylvania and students of English in Italy (currently at the University of Padua, the Bocconi University in Milan, and at various secondary schools in Perugia, Milan and Torino). The students are involved in computer-mediated communication through a variety of on-line tools described below. The project was directly inspired by the [Cultura](#) project in French and English developed at MIT.

Confronti Microsoft Internet Explorer

File Modifica Visualizza Preferiti Strumenti ?

Indietro Cerca Preferiti

Indirizzo C:\Documents and Settings\Francesca Marino\Documenti\presentations\Colorado springs\Confronti.htm

Word Associations

What other words do you associate with the following ones? For each word, write the first two or three free associations that come to your mind (they can be nouns, verbs, adjectives, etc.).

(1) School

(2) Money

Excerpts from a questionnaire sample page



- **Word Associations**

What other words do you associate with the following ones? For each word, write the first two or three free associations that come to your mind (they can be nouns, verbs, adjectives, etc.).

- (5) individualism

- **Associazioni di parole**

Per ogni parola, scrivi le prime due o tre libere associazioni che ti vengono in mente (possono essere nomi, verbi, aggettivi, ecc.).

- (5) individualismo


View Compare Answers (gruppo solare)

- **Part I - Word Associations. / Parte I - Associazioni di parole.**
 - **Individualism / Individualismo**
 - Total answers: 10.
 - (1) unique, proud
 - (2) great, to a certain point
 - (3) rainbow, creativity
 - (4) Freedom of expression, standing out
 - (5) expression, good taste, freedom
 - (6) democracy, freedom
 - (7) extremely important; my goal in life; not enough intelligent people can develop this
 - (8) me, doing what i want, individuality
 - (9) Being yourself, doing what you want to do, having your own ideas and opinions
 - (10) independence, different, character
- Total answers: 8.
 - (1) egoismo, protagonismo, autostima
 - (2) protagonismo, egoismo
 - (3) superbia egoismo competizione
 - (4) CARATTERE, PARTICOLARITÀ
 - (5) sport
 - (6) Pessimismo,
 - (7) solitudine, personalismo, ambizione
 - (8) egoismo, stima

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Confronti

MOODLE ASSIGNMENTS FORUM CULTURA MULTIMEDIA LINKS LOGIN DICKINSON-PADOVA RSS



[← Pentiti, dissociati e irriducibili?](#)
[Immigrazione: risorsa o pericolo? →](#)

La pena di morte

March 24th, 2008 · 24 Comments

Esiste in Italia la pena di morte? Che cosa ne pensate? Credete che sia giusta solo per alcuni tipi di crimini o che non lo sia mai?

Tags: Uncategorized

24 RESPONSES SO FAR ↓

SEARCH IT!

To search, type and hit enter

RECENT POSTS

- [America: a country of immigrants?](#)
- [Immigrazione: risorsa o pericolo?](#)
- [La pena di morte](#)
- [Pentiti, dissociati e irriducibili?](#)

Your groups for the project

	PADOVA STUDENTS	DICKINSON STUDENTS
Group 1_09	Alberto Marzola Alessia Vianello	Michael Cimerola Courtney Fyock
Group 2_09	Angela Boccaletto Giulia Barabin	Margaret Gertzog Mohammed Hossain
Group 3_09	Tamara Bars Silvia De Bon	Danielle Kelly Michelle Kypser
Group 4_09	Silvia Fabbian Mania Vedovato	Antonietta Ligatox
Group 5_09	Anna Francescon Ranà El Khawand	Rachel Lyons Eleanor Mackintosh
Group 6_09	Giulia Morosin Irene Manzotto	Sophie Paxton Wilson Riccardo
Group 7_09	Martina Tormena Giulia Marin	Amanda Stevens Kasia Szulborski
Group 8_09	Lorena Vicentino Antonino Spagna Silvia Massarenti	Sarah Winner Tyler Rosà
Group 9_09	Francesca Soia Giulia Beghin Lara Turrin	Andrew (Andy) Zaccagnino John Sidoti

Comments (0)

Add a comment

Navigator
PadovaDickinson09

- Mafia and Organized Crime in the US and Italy
- Padova-Dickinson Students Fall 09
- Padova Dickinson Fall 2009
- Padova Fall 2009
- PD_Dickinson_Final_09

Pages: No Files

Sidebar
Soliya
Edit the sidebar

Share this workspace
Add a new writer to the workspace.
user@email.com Add
User settings

Recent Activity
PD_Bochum Group 09
edited by Sarah

Aim
The aim of this final project is to create a bi-lingual wiki page on the mafia (organized crime) and related issues in the US and Italy.

General Description
The final wiki page will be divided into sections, much like magazine articles are. In your groups ([Group Pages_09](#)) you will work on one section in **the language you are studying** (research, writing, getting multimedia files, formatting) and help your peers edit their work. When each group has completed 'their' part, the instructors will then assemble these in the wiki to make a coherent, single piece.
The focus of this final project is on quality, not quantity!

Tasks
Step 1: choosing topics
In class, the American groups will choose/or be assigned one of the following topics (please edit the 'Group' column in the following table).

November 23-29

Step 2: Roles and workplan
In school and work, when working in groups, it helps if roles are assigned. Use the comment function in your group page to do this or you can contact one another via Skype, email, instant messaging, Facebook, etc. However, since it is Thanksgiving in the States this week, your communication will have to be 'on your own' time and asynchronous.
First of all, choose a group leader. This person will be responsible for making sure that each team member is doing their part, and report back to the instructors should there be problems with participation.
Then decide who is going to focus on what, and by when.
Write the name of your group's leader and the students' names with their specific assignments in the table above.

N.B. There is nothing more frustrating than writing comments and then not receiving replies so please make sure you check the wiki (or whatever format you have chosen for communication) at least once every two days to see if your peers have written comments, asked questions, etc.

November 23-29

Step 3: Research

Confronti Website

- Questionnaires provide the data which the students analyze, interpret
- Side by side comparisons
- Class discussion
- Asynchronous Forums
- Students as cross-cultural explorers
- Teacher as cross-cultural mediator

Wiki

- No questionnaires
- Organization of groups and calendar of Skype meetings
- Negotiation of topic to discuss
- Collaborative design of research and writing team projects
- Synchronous exchanges via Skype
- Students as cross-cultural explorers
- Teacher as cross-cultural mediator

The 4 Properties of the Web

- procedural authority
- distributed authorship
- spatial agency
- encyclopedic search

(Claire Kramsch 2009, 159)