

# "WHAT DO YOU MEAN?"

## Experiencing Culture through Language

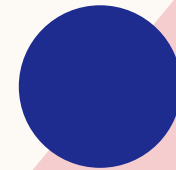
A practical example for  
internationalization@home and  
preparation for studies abroad

Chaya Fischer, Alix Glotz,  
Dr. Ruth Tobias & Nadia Fischer  
CercleS-Webinar  
November 2023



# IN BRIEF

- Motivation
- Context
- Factors to consider
- Course concept
- A taste of the outcomes
- Lessons learned
- Sustainability





# MOTIVATION

- Rising interest in COIL formats to foster internationalization@home; increase in potential of synchronous online learning (post-pandemic, survey)
- Reenforcing the link between language and culture, especially in virtual settings
- Joint Call for Online Courses - FUB and HUJI (GIVCA)

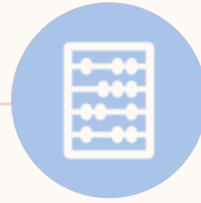


# FUB-HUJI CONTEXT



## PARTNERSHIP

- GIVCA (framework; funding)
- LCs already collaborating
- Like-minded staff



## FOR-CREDIT FEASIBLE

- Transferable skills framework
- Quick approval
- Academic calendar & time zones aligned (well enough)



## DEMAND

- Interest in partner language
- Internationalization at home
- Intensive format (for credit)





# KEY FACTORS

- Proposal & approval
- Target audience
- Timing & credit
- Advertising
- Registration
- Student preparation; orientation

## ACADEMIC

- Teaching hours
- Teacher/student ratio
- Preparation
- Travel
- Support staff

## FINANCIAL

- Syllabus & requirements
- Grading method
- Staff preparation (also in person)
- Constant communication
- Assessment & feedback

## PEDAGOGICAL

- Platforms
- Accessibility & regulations
- Tech support

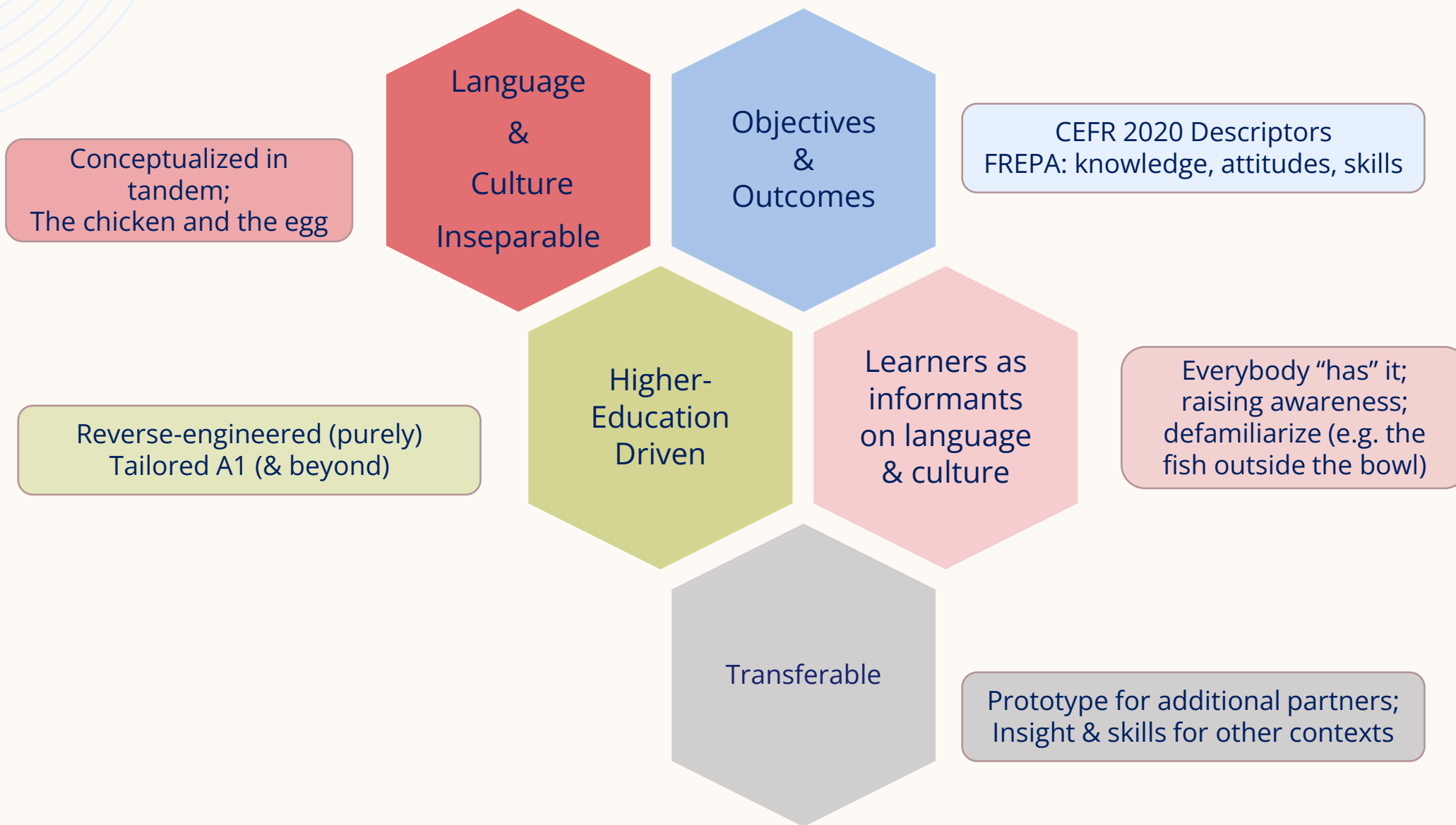
## TECHNICAL

## SYNCHRONIZATION



# COURSE CONCEPT

for internationalization@home and preparation for studies abroad





# COURSE THEMES



Two synchronous days per theme

1. Initial contact and first impressions
2. Levels of formality and personal space in everyday life
3. Time
4. Communication and norms in academic settings
5. Family, age and gender



# COURSE OVERVIEW

Language Center Hebrew University of Jerusalem

ZE Sprachenzentrum Freie Universität Berlin

Joint Online Course in 2022/23 HUJI-FUB

**Course Title:** "What Do You Mean?" Joint Online Course Hebrew – German:  
Experiencing Culture through Language

**Schedule:** 20.02.-09.03.2023

		Monday	Tuesday	Wednesday	Thursday
20.02.- 23.02.	<a href="#">Intercultural session</a>	8.30-9.15	8.30-9.15	8.30-9.15	8.30-9.15
	<a href="#">Language class part 1</a>	9.30-11.00	9.30-11.00	9.30-11.00	9.30-11.00
	Pause				
	<a href="#">Language class part 2</a>	11.15-12.30	11.15-12.30	11.15-12.30	11.15-12.30
	<a href="#">Synchronous work (mentored)</a>		13.15-14.45		13.15-14.45
27.02.- 02.03.	<a href="#">Intercultural session</a>	8.30-9.15	8.30-9.15	8.30-9.15	8.30-9.15
	<a href="#">Language class part 1</a>	9.30-11.00	9.30-11.00	9.30-11.00	9.30-11.00
	Pause				
	<a href="#">Language class part 2</a>	11.15-12.30	11.15-12.30	11.15-12.30	11.15-12.30
	Synchronous work (mentored)		13.15-14.45		13.15-14.45
06.03.- 09.03.	<a href="#">Intercultural session</a>	8.30-9.15	holiday	holiday	8.30-9.15
	<a href="#">Language class part 1</a>	9.30-11.00			9.30-11.00
	Pause				
	<a href="#">Language class part 2</a>	11.15-12.30			11.15-12.30
	<a href="#">Synchronous work (mentored)</a>				13.15-16.00 (incl. pause)

- 4 instructors + 1 TA
- 10 FUB participants
- 16 HUJI participants
- 60 contact hours
- 90 non-contact
- 10 synchronous days
- Short/long days (tandem)
- Prep./assessed work
- Zoom/Webex/Moodle/Padlet/Menti

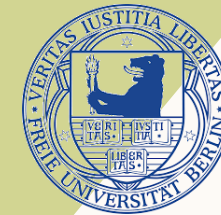




# **A TASTE OF THE COURSE CURRICULUM AND OUTCOMES**



# COURSE CERTIFICATION



## Learning outcomes:

Language competencies in the target language (German or Hebrew) on level A1.1-A1.2 in accordance with the CEFR (Common European Framework of Reference for Languages).

In the target language (German or Hebrew) the student

- can introduce oneself and others as well as conduct small talk by giving and asking for simple personal information and considering possibly delicate personal questions and social norms.
- can express basic needs in everyday life settings (e.g. for ordering food), by considering typical norms and expressions to meet social expectations.
- can express preferences and conduct simple comparisons related to likes and dislikes.
- can express habits and describe her/his weekly routine and personal/academic schedules.
- can access, understand and use an academic timetable of the partner university.
- can settle a meeting by considering the context, level of formality, medium and different time zones, schedules, meeting and contact details, etc.
- can describe and classify appearances and concrete situations by using simple language structures and elements, complemented by non-verbal cues, e.g. pictures.
- can make assumptions/ suggest simple hypotheses and justify them to interpret different situations and people's roles by using simple language structures and elements.
- can identify and compare the communicative repertoire used in different academic settings/cultures, genres and mediums.
- can describe different forms of relationships and family structures.

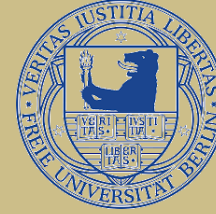
- can identify and begin to use a gender sensitive language.
- can build on skills, knowledge and attitudes acquired in order to conduct communication also in contexts outside of the classroom and in a more complex, novel situation.
- knows that a basic set of language structures in the target language allows to create and express new meaning independently via scaffolding.
- recognizes that different meanings, perspectives and interpretations of language use are possible and how they may be constructed in the target language on the base of basic linguistic tools.
- has some knowledge about language diversity within the target language, esp. in the field of formality, dialects, styles, political correctness, as well as unaware or historically derived meaning and implications.
- can simplify or reformulate complex meanings/thoughts in order to facilitate communication.
- can use online resources for autonomous language learning effectively and accurately.

Furthermore, the student

- knows that communication is built from different elements and layers (underlying meanings, nuances, non-verbal, etc.) and that there is a co-dependency between the participants.
- knows that languages are continuously evolving in tandem with cultural developments, different mind concepts and the discourses of societies (e.g. in the context of different concepts of "family", partnerships and gender).
- can reflect on some key cultural concepts (e.g. time) that might have an impact on different ways of communicating.
- knows that identity is constructed, amongst other things, in relation to one or more linguistic or cultural affiliations.
- knows about selected theories to define the term "culture" and can give a reflection and a structured definition about his/her understanding of culture.
- has (further) developed a mutual respect and observative instead of judging attitude towards linguistic or cultural diversity.
- can reflect the necessity of linguistic and cultural decentering and relativizing and has (further) developed a self-awareness regarding stereotyping and over-generalization/simplification.
- has developed a third language to negotiate shared space and function as a mediator, e.g. when it comes to critical incidents.



# REVERSE ENGINEERED: WHERE WE WANTED TO GET



## Bringing a Friend to a Family Dinner – Day 10

Write a role play: **“family meal”**

Imagine you invite a friend from another country to a meal with your family. What’s happening? Who says what? What conversations and interactions/reactions can you think of? What can lead to “difficult” situations or misunderstandings? How would you handle that? What language register is appropriate? Write a role play by including acts of:

- Greeting
- Introduction of the friend (to your family)
- Introduction of your family (to your friend); give some information about the family members
- Initiation of the meal
- Small talk before and during the meal (about studies, work, the family, the food ...)
- Farewell
- Showing appreciation

Include as well at least one “difficult” situation or something that could lead to a misunderstanding. Give a brief reflection in English about it and explain how you could apply what you’ve learned during the last weeks with regard to intercultural communication.

Objective: Usage of language competencies and intercultural reflections you developed during the intensive course.



ג'א: ין, תופה איז ארום, כה צרה, תופה  
שהצמנתם אותי.  
אמא: נעלים עדיה כיר ושוה סליחה עם העולם.  
ג'א: כה קסר.  
אמא: עתה תראו, נפראה קרוב.  
אנקה צרה נעלים, נפראה קראשין.

zusammen

helen, und

mann, Sammy. Sie haben eine Tochter, sie heißt Zanava, aber sie schläft, si  
Jahr alt und die Stunde ist acht Uhr.

**Helen:** Freut mich! Woher kommst du?

**Emma:** Ich komme aus Deutschland, aber ich lebe jetzt in Jerusalem, ich st  
Hebräisch an der Uni.

**Sammy:** Schon, du bist in einer Beziehung mit einem Mann aus Israel? Sie  
freundlich und du wirkst nett!

*Esther sieht das Emma habe einen unangenehmen Gesichtsausdruck.*

**\*\*Reflection:** Sammy does not know that it is inappropriate to ask a new for  
friend about their dating life because that is okay in Israel. Esther has taken  
intercultural classes and knows this isn't comfortable for Emma, so she take  
away from the situation to have a drink.

**Esther:** Emma, komm trink. Was ist dein Lieblingsgetränk? Mein ist Wein.

**Emma:** Ich habe nicht Lieblingsgetränk, aber ich mag Wein.

**Esther:** Du möchtest Rot oder Weiß Wein und ein Glas oder zwei? *Esther l*

**Emma:** Nicht wirkst ernste denn du lachst so Ich nehme ein Glas Rotwein bi

*Esther's Bruder kommt in aus Haus.*

אנקה אומא, אומא, כה חמר ע'א  
מ'שרא.  
ג'א: נעלים, נעלים מאוץ עדיה אומא, מה שמואץ  
אמא: כה אומא, כה מאוץ, תופה, ואומא  
ג'א: כה ין, תופה.  
אמא: תרצה משהו עשתות?  
ג'א: אני רוצה כוס מים, חתכה  
אמא: טעם עאכא?  
אנקה כן קראו נעלי.  
ג'א: ואו עאכא, נהר, מ' ה'שעל?  
אמא: תופה, קרוב, יעל אני.  
אמא: מה אתה עומד ע'א?  
ג'א: אני עומד קרוב.  
אמא: עאכא, מ' ע'א, מ' ע'א, מ' ע'א  
ג'א: כן, ומה אתה עומד ע'א?  
אמא: אני כה מ' ע'א.  
אמא: אני מ' ע'א.  
אמא: מ' ע'א, ע'א, ע'א, ע'א  
ג'א: ע'א, כה חמר ע'א, אני אומא, מאוץ אר  
אנקה אומא, כה חמר ע'א, אני אומא, מאוץ אר  
ג'א: ין.  
אמא: אני אומא, את הקיטח, יש ע'א, ע'א.  
ג'א: האם היא ע'א, ע'א, ע'א, ע'א, ע'א, ע'א  
ועל יבול עאכא, מ' ע'א, ע'א, ע'א, ע'א, ע'א  
השר.  
אנקה ע'א, ע'א, ע'א, ע'א, ע'א, ע'א  
ג'א: יבול ע'א, ע'א, ע'א, ע'א, ע'א, ע'א  
אמא: ס'א, אני יבול ע'א, ע'א, ע'א, ע'א, ע'א, ע'א





# INTENSIVE: SIGNIFICANT PROGRESS EVERY DAY

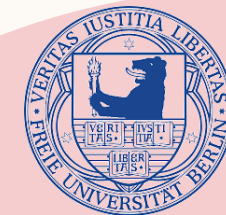


Self introduction – Day 2



>> Individual feedback on pronunciation with  
recommendations for autonomous learning

# Self introduction / introduction of others – Day 2



Ich studiere Biomedizin an der Hebräischen Universität Jerusalem. Ich wohne auch in Jerusalem.  
Ich spreche Englisch, Hebräisch und ich lerne Deutsch.

2

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Add comment



שלום! אני אנוה. אני גרה בברלין אבל אני מיוון. אני אמה. אני לומדת בלשנות

2

2

**Shiran Doga** 4mo  
Hallo, das ist Eva. Sie lebt aus Berlin. Sie kommt Griechenland. Sie ist Mutter. Sie Studiert Linguistik.

**Shiran Doga** 4mo  
Hallo, das ist Eva. Sie lebt in Berlin. Sie kommt aus Griechenland. Sie ist Mutter. Sie studiert Linguistik.

Add comment

**Aliona**



Hallo, mein Name ist Micah. Ich studiere Politikwissenschaft und Internationale Beziehungen an der Hebräischen Universität Jerusalem. Ich komme aus den USA und ich wohne in Jerusalem. Ich spreche Englisch, Hebräisch und ein bisschen Deutsch.

2

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Add comment



Hallo, ich bin Miki.  
Ich bin 22 Jahre alt, Ich komme



Hallo, mein Name ist Idan, ich bin 23 Jahre alt, ich komme aus Jerusalem Israel. Ich studiere Internationale Beziehungen und Kommunikation

2

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Add comment

**Eynam**



Hallo, mein Name ist Eynam. Ich komme aus Israel. Ich studiere Mathematik an der Hebräischen Universität Jerusalem. Ich spreche Hebräisch und Englisch.

2

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Add comment

**Adam Zelona**



ich lerne Deutsch und Türkisch.

2

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Add comment



שלום, אני אמה. אני גרה בברלין, אבל במקור אני גרה מברנן. אני סטודנטית בפריי וניברסיטאט ברלין. אני לומדת ספרות מלית והשוואית.

1

1

**Rotem Huminer** 4mo  
Das ist Emma. Sie lebt in Berlin aber sie kommt aus Bremen. Sie studiert Literatur an der Freien Universität Berlin.

Add comment



Englisch, ein bisschen Ukrainisch, und ich lerne Deutsch. Ich wohne jetzt in Jerusalem und arbeite in Tel Aviv bei einer Apotheke. Ich bin Pharmaziestudentin an der Hebräischen Universität Jerusalem.

Mit freundlichen Grüßen,  
Jamit Marina Maschelle.

2

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Add comment

**Ramez**



Hallo, mein Name ist Ramez. Ich komme aus Jerusalem. Ich studiere Beziehungen zwischen Nationen und Kommunikation. Meine Muttersprache ist Arabisch, ich spreche sowohl Hebräisch als auch Englisch und wahrscheinlich auch Deutsch. Freut mich, Sie kennenzulernen!!

3

0

Add comment



שלום, אני אלנקה.

אני סטודנטית בברלין אני לומדת בלשנות אני גם גרה בברלין במקור אני מברלין.

1

2

**Shiran Doga** 4mo  
Hallo, das ist Alenka. Sie studiert Linguistik an der Berlin. Sie kommt Berlin und lebt aus Berlin.

**Adam Zelona** 4mo  
Hallo, das ist Alenka. Sie studiert Linguistik an der Freien Universität Berlin. Sie kommt aus Berlin und lebt in Berlin.

Add comment

**Maika**



בוקר טוב! אני מיקה. אני גרה בברלין וגם במקור אני מברלין. אני סטודנטית באוניברסיטת "EHB" ולומדת עבודה

ערב טוב, אני שרלוטה. אני גרה במאביט בברלין, אבל במקור אני מברנדנבורג. אני סטודנטית. אני לומדת הוראת מטמטיקה, מוזיקה וגרמנית באוניברסיטה החופשית של ברלין וגם האוניברסיטה "UdK".  
אני מדברת גרמנית, אנגלית וקצת עברית.

1

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Add comment

Hallo, Mein Name ist Inbal, Ich studiere an der Hebräischen Universität Jerusalem. Ich studiere Psychologie und Internationale Beziehungen. Ich spreche Hebräisch und Englisch. Ich komme aus Israel.



Hallo, Mein Name ist Inbal, Ich studiere an der Hebräischen Universität Jerusalem. Ich studiere Psychologie und Internationale Beziehungen. Ich spreche Hebräisch und Englisch. Ich komme aus Israel.

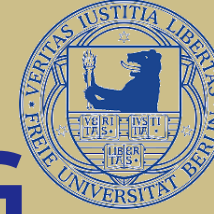
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# LANGUAGE CLASS AND INTERCULTURAL LEARNING – INSEPARABLE



## die Familie: Vater, Mutter, Kind?



Foto: Bärenmarke



<https://www.berlin.de>

**man** = *Indefinitpronomen*;  
It indicates that a statement does not apply to a particular person but to someone indefinite, to a whole group or even to everyone. Even if "man" is used to refer to a specific person.

Was sieht **man** auf den Bildern? Was machen die Personen? Wie sehen sie aus? (think in groups for 5-10 minutes; then describe in German)

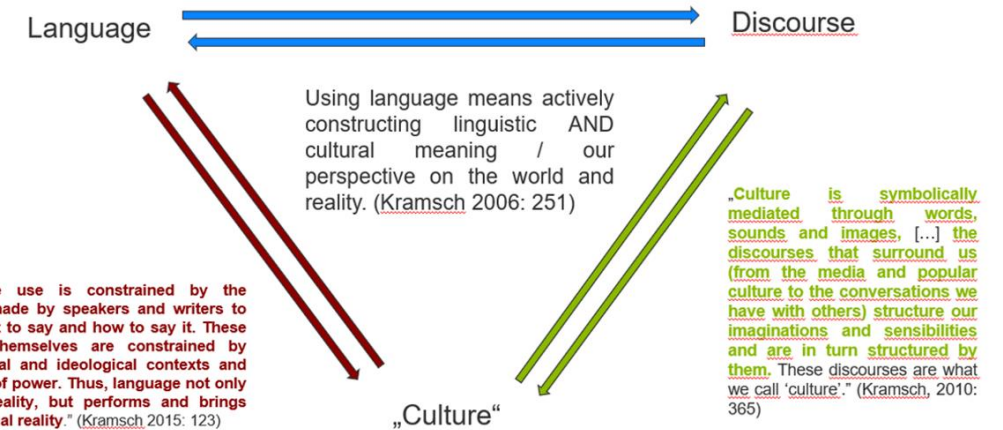


<https://www.wirtschaftswundermuseum.de/frauenbild-50er-1.html>

„Familie“ 1960: Wa  
Was machen die P  
aus? Was tragen s

- *Ich sehe eine Frau*
- *Ich sehe drei Personen und einen Jungen*
- *Ich sehe einen Vater. Er trägt einen schwarzen Anzug und eine Krawatte.*
- *Ich sehe eine Mutter. Sie backt.*
- *Der Vater sieht wichtig aus.*
- *Die Frau trägt einen schwarzen Rock und eine weiße Bluse und eine rote Schürze.*

Reminder: Day 7





# TRANSFERABLE CONCEPT AND LEARNING EXPERIENCES

studies  
abroad

Non-limited  
experience

Different language  
pairs and cultural  
backgrounds

teaching  
cooperations

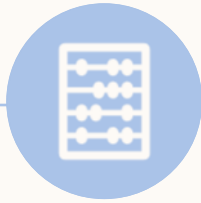
Awareness and  
intercultural  
competence in general

Identifying,  
shifting and  
broadening  
perspectives





# FEEDBACK AND EVALUATION



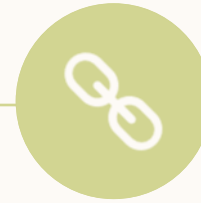
## ONGOING (INFORMAL)

- Spontaneous response (chat, menti..)
- Written reflection
- Personal communication



## FINAL (FORMAL)

- Detailed, anonymous evaluation (FU format, adapted)
- Not anonymous: permission to share outcomes and photos; desire to go on



## STAFF REFLECTION

- Mutual appreciation
- Lessons learned
- Sharing w/stakeholders
- What next

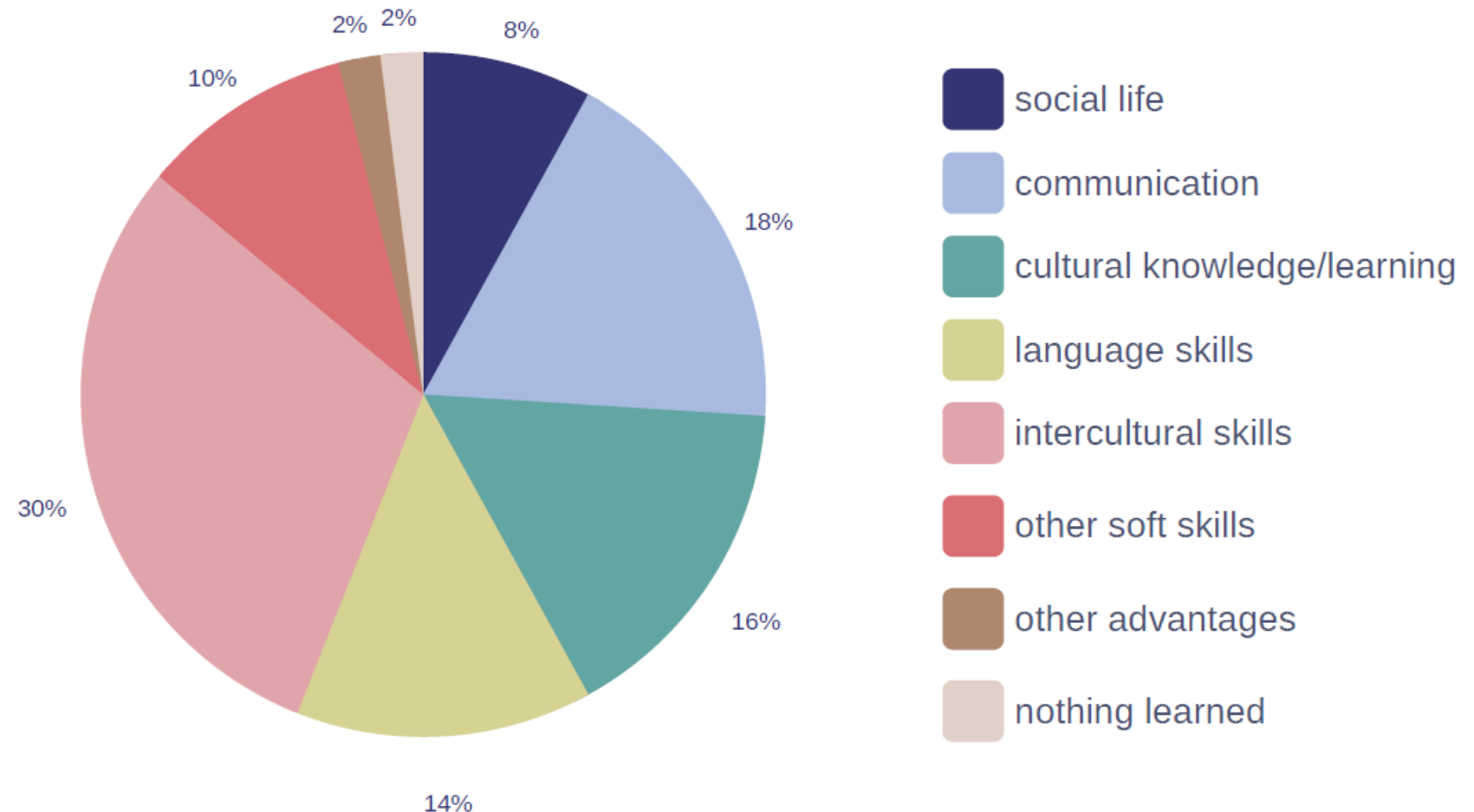


## THINK ABOUT ALL YOU'VE LEARNED DURING THE COURSE (IN THE INTERCULTURAL PART, LANGUAGE CLASSES, SYNCHRONOUS WORK WITH PEERS): HOW HAS THE COURSE EXPANDED YOUR PERSPECTIVE AND HOW COULD YOU APPLY THIS IN REAL-LIFE SITUATIONS?



### ANONYMOUS EVALUATION, OPEN QUESTION 1 / CATEGORIZED ANSWERS

"i mostly used the complain strategy to my own country's culture. it has helped me look at culture differently, and to see the world through the eyes of a new language, with new genders for nouns, and different rules for articles."





# LESSONS LEARNED

- Support of both institutions (International Offices): responsive, flexibility (e.g. adjustment the budget) and recognition
- Target audience – “niche” language; generating interest
- Intensity & timing – slightly more spread out
- Make learning curve tangible – before/after outcomes to highlight with reference to the objectives and the respective curricula
- Technical aspects should not be taken for granted
- Human resources – labor intensive and staff intensive
- Recognition of the teaching duty on both sides
- Grading systems – the differences can be quite confusing – equivalencies

“I had a great experience with the course. The instructors were knowledgeable and supportive, and the interactive activities like discussions and role plays helped me learn in a fun and engaging way. I appreciated the course's focus on intercultural communication, which provided valuable insights into different cultures and helped me develop my language skills. The personalized feedback and guidance from instructors were helpful in improving my skills. Overall, I highly recommend this course to anyone interested in improving their intercultural communication skills. Thank youuuuu!”

# SUSTAINABILITY

## **Financing**

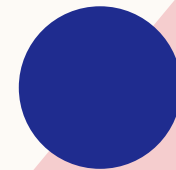
- Beyond initial phase
- Blended mobility – physical visit

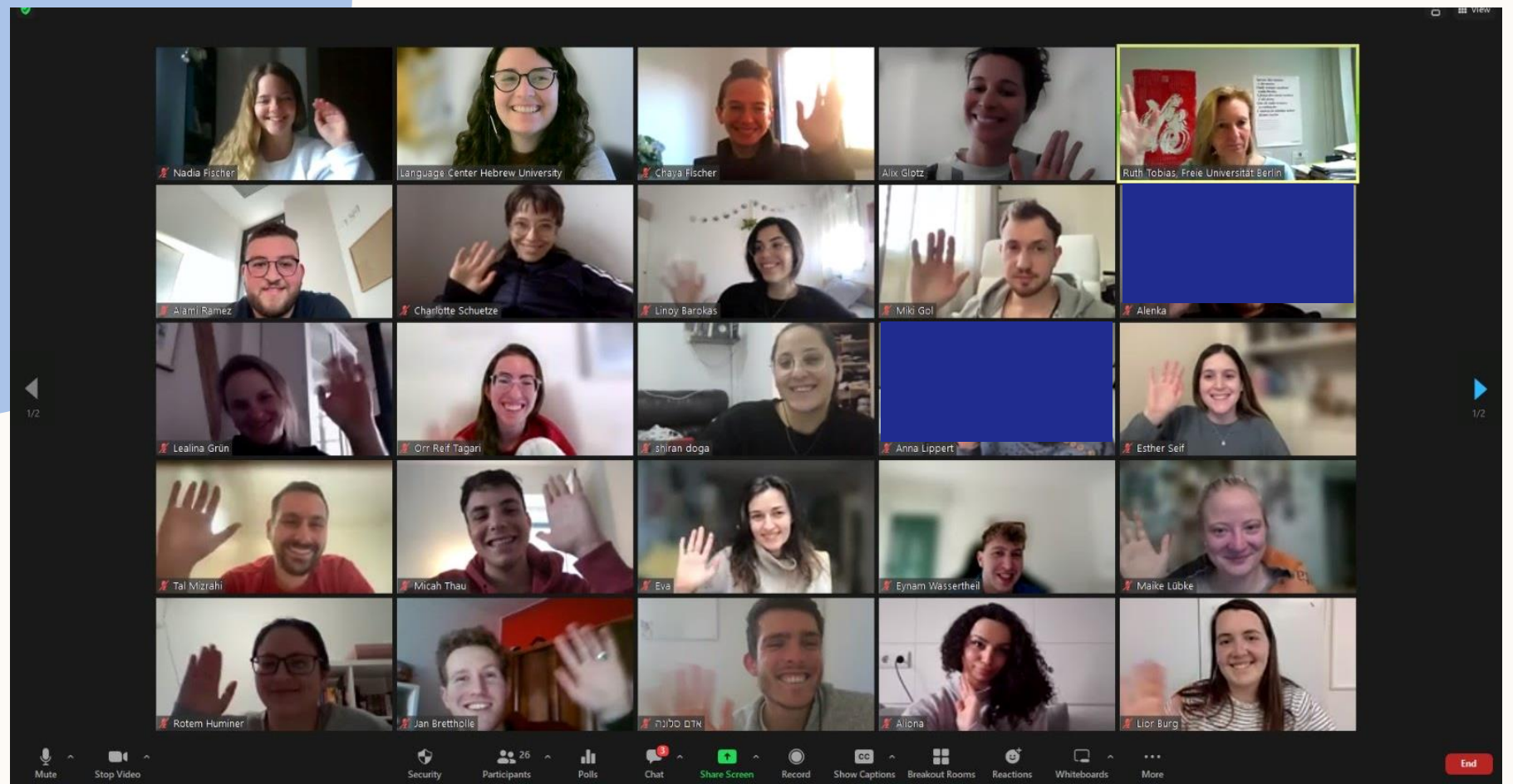
## **Integration into the curriculum**

- Where does this fit in institutionally?
- Certification of micro-credentials
- Scalability

## **Extending the learning process**

- a “push” to continue informally via  
(supported) Tandem; follow-up module





**ALL ZOOM CLASSES LOOK ALIKE;  
EACH UNCONVENTIONAL  
IN ITS OWN WAY**

Free variation on Tolstoy



# THANK YOU!

Chaya Fischer, Alix Glotz, Dr. Ruth Tobias , Nadia Fischer  
International Week  
November 2023