

ACTION RESEARCH

USING FACEBOOK TO PROMOTE KOREAN EFL LEARNERS’ INTERCULTURAL COMPETENCE

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Foreign language learners often have limited opportunity to interact with people from the target culture and develop their intercultural competence (IC) through those interactions both inside and outside of the classroom. To identify a new opportunity to engage Korean EFL learners in innovative ways to maximize target language interactions and develop their IC, this study adopts Facebook as a new computer-mediated communication (CMC) tool in a university classroom-based telecollaborative project between the U.S. and South Korea. The results revealed that Facebook offers Korean EFL learners an effective platform for intercultural interactions with people from the target culture, and Korean EFL learners demonstrate the abilities of the overall components of IC by showing many instances that fall well within Byram’s (2000) assessment criteria, although some conflicting results exist. This study suggests that the adoption of Facebook is a new, innovative, and practical way to facilitate effective intercultural interactions as well as promote IC in the EFL classroom.

Language(s) Learned in Current Study: English as a Foreign Language

Keywords: Intercultural Competence, Telecollaboration, EFL

APA Citation: Jin, S. (2015). Using Facebook to promote Korean EFL learners’ intercultural competence. *Language Learning & Technology*, 19(3), 38–51. Retrieved from <http://llt.msu.edu/issues/october2015/action2.pdf>

Received: March 1, 2015; **Accepted:** April 30, 2015; **Published:** June 1, 2015

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INTRODUCTION

Developing foreign language (FL) learners’ intercultural competence (IC) to make them ‘intercultural speakers’ has been suggested as a major goal in FL education (Byram, 1997). Several studies show that immersion experiences like study-abroad programs, which allow for intensive intercultural exposure and real-time interactions, can help develop FL learners’ IC effectively (Belz, 2007; Byram, 1997; Lázár, 2015). However, the objectives for ‘real-time interactions’ for intercultural learning offered by Byram (1997) are criticized as ambitious and unattainable in the FL context in that the majority of FL learners have fewer opportunities to have extensive contact with speakers of target languages (i.e., face-to-face interaction) in the ‘in-country’ context (i.e., EFL classroom) (Schulz, 2007).

As a way to overcome this limitation, online intercultural interactions with speakers of the target culture using technological tools [i.e., computer-mediated communication (CMC) tools] for the development of IC have attracted much attention (Helm, 2009). Telecollaboration is “an approach to intercultural learning that uses Internet technology as a tool to facilitate intercultural communication between classes of learners in different countries” (Helm, 2009, p. 91), which aims to promote the development of (a) FL linguistic competence and (b) IC (Belz, 2003). Telecollaboration using CMC tools has received significant attention in terms of effective ways to promote IC in the current L2 pedagogy (Chun, 2011; O’Dowd, 2003). Although the majority of studies have adopted Web 1.0 technology (e.g., email, chat, and web-based discussion boards), little research has been conducted using the more recently developed Web

2.0 tools (e.g., blogs, podcasts, and Twitter) for intercultural learning. In particular, although Facebook—the most famous Web 2.0 tool—shows great promise and possibilities for L2 learning, little information exists on its potential for fostering IC.

In this respect, this study explored the educational possibilities of the new Web 2.0 tool, Facebook, for Korean EFL learners' intercultural learning using a classroom-based telecollaborative project between the U.S. and Korea. In order to examine the possible effects of this type of learning environment on learners' IC, this study adopted Byram's (1997) model of intercultural communicative competence (ICC) and Byram's (2000) assessment guidelines as the main intercultural frameworks.

Research Question

To what extent does intercultural competence take place in the intercultural interaction through Facebook? In particular, which IC components of Byram's (1997) model can be exhibited in a Facebook intercultural exchange?

LITERATURE REVIEW

Intercultural Competence and Byram's (1997) Model of Intercultural Communicative Competence

Byram's (1997) model of intercultural communicative competence (ICC), adopted in this study, has been extensively used in foreign language (FL) teaching (Byram, 2009). IC refers to "the ability to interact effectively with people with different cultures other than one's own" (Byram, 2000, p. 297). The five key components of IC are: (a) *knowledge* of social groups and their products and practices in both one's own and others' cultures; (b) *intercultural attitudes*, such as curiosity, openness, and readiness to suspend disbelief about other cultures and beliefs about one's own culture; (c) *skills of interpreting and relating*, which enable one to interpret a document and events from other cultures and relate those interpretations to one's own culture and experiences; (d) *skills of discovery and interaction*, which enables new cultural knowledge acquisition and the procedural application of knowledge in real-time communication and 'interactions; and (e) *critical cultural awareness*, which is defined as "an ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries" (Byram, Nichols, & Stevens, 2001, p. 7).

This model describes the primary attributes of IC and what intercultural speakers' abilities are, such as what knowledge, skills, attitudes, and perspectives they need, in addition to linguistic competence, for successful intercultural communication (Byram, 2009). According to Byram (1997), his model provides a framework for specifying objectives when planning teaching and assessment activities in that each component of IC serves as representative teaching goals in intercultural learning. Accordingly, this ICC model can serve as a good guideline and framework for effective instruction for developing learners' IC.

Developing Intercultural Competence through Telecollaboration

Previous research on telecollaboration has shown that the use of telecollaborative projects helped learners develop their IC (Belz, 2003; Chun, 2011; Elola & Oskoz, 2008; Kramsch & Thorne, 2002; O'Dowd, 2003, 2007; Schuetze, 2008). However, not all telecollaborative studies revealed success in developing learners' IC. Some disappointments and failures were observed in such telecollaborative projects (Belz, 2003; O'Dowd, 2003). For instance, O'Dowd's (2003) study showed that some learners in email discussions fail to overcome stereotypes and negative attitudes about their partners' culture. Belz's (2003) work also observed some cases in which different conversational styles led to learners' misunderstanding and reinforcement of stereotypes. In order to overcome such negative results and ensure success, much of the research has emphasized the important role of teachers (e.g., Lee, 2009; O'Dowd, 2003, 2007; Ware & Kramsch, 2005), well-designed tasks (e.g., Lee, 2009), and an appropriate choice of CMC tools (e.g., Chun, 2011; O'Dowd, 2007) in telecollaborative projects.

In recent years, the technological tools used in the telecollaborative projects have moved from Web 1.0 [e.g., emails, discussion boards, or learning management systems (LMS)] toward the current Web 2.0 tools (e.g., social networking sites, blogs, wikis, video-sharing sites, and web applications). In contrast to the earlier Web 1.0, which served as a static and mono-directional platform where users passively receive information (Shinn, 2008), Web 2.0 offers a participatory, interactive, and bi-directional platform where users become more active, create and share information, and participate in online collaboration and communication (Guth & Helm, 2010; O'Reilly, 2007). As Web 2.0 opens up new opportunities for collaborative and interactive pedagogies, there has been an increasing interest in making the best use of Web 2.0 tools' capabilities for intercultural learning.

Facebook is currently the most popular Web 2.0 social networking site (SNS), attracting millions of users. In recent years, Facebook has emerged as a new online learning environment for language instruction (cf. Lee, 2009; Sykes, Oskoz, & Thorne, 2008). Yet to date, few empirical studies have examined Facebook use for telecollaboration, and little information exists on the educational possibility of Facebook for an effective tool for intercultural learning. There is a pressing need for research to build theoretical and empirical foundations to implement a new Web 2.0 tool, such as Facebook, into current L2 pedagogy.

METHODOLOGY

Research Project

The current study was carried out at an intermediate EFL course at a university in Korea in collaboration with a communication course at a university in the U.S. during the fall semester of 2012. The SNS Facebook provides an online learning environment that was used to offer Korean EFL students the opportunity to interact and communicate with American students on a regular basis during the 15-week study period.

Participants

Participants for this study were divided into two groups. One group consisted of 32 Korean EFL learners who were intermediate-level English language learners; their ages ranged from 19 to 22 years old. The other group included 20 American undergraduate students who were first language (L1) speakers of English and had a background in North American culture. However, this study mainly focused on understanding how Facebook intercultural exchange benefits Korean learners in the EFL setting in terms of IC. Accordingly, experiences and reflections from American students, the partner group in this exchange, were not explored. Future research should consider further examining how this intercultural exchange benefits American students as well in terms of IC.

Procedures

Prior to the course, the researcher set up a Facebook group page. To facilitate the process and encourage students to become familiar with the use of the Facebook platform for intercultural communication, participants received an orientation with a step-by-step handout on the first day of the course (see the orientation handout in [Appendix A](#)). The orientation deals with joining the group page, the features of Facebook, private issues that might be generated by Facebook use, and details about course activities for intercultural exchange.

Topics and Tasks on Facebook

All the online tasks, which were scheduled for each week during the course, were carefully designed before the project and assigned to participants through Facebook. All the tasks and aims of each task are summarized in detail in [Appendix B](#).

Based on the characteristics of the tasks, the course was divided into three phases. Phase I (weeks 3–7) tasks were designed mainly to promote discussion. Participants read entries posted by a researcher on

Facebook and discussed selected intercultural topics with the partner group. In phase II (weeks 9–11), participants could choose their own topic for discussion, reflecting their own interests. During phase III (week 13), students were assigned the task of conducting an ethnographic interview with their partners in the U.S., an approach that has been frequently used to develop learners' IC (e.g., Lee, 2009, 2011; O'Dowd, 2007). For this task, students were assigned to a corresponding L1 speaker of English partner, prepared interview questions, and conducted the interview using Facebook. Through the tasks designed for phases I, II, and III, students could actively participate in the online intercultural exchange by interacting and collaborating with other participants.

In this study, a total of 439 postings and 813 comments were found to indicate students' active interaction.

Data Collection

The present research was designed around a virtual ethnography approach, which is "a form of online ethnography in which the methods of a traditional ethnography can be meaningfully transferred to the Internet" (Bosch, 2009, p. 188). Hine (2000) introduced a virtual ethnography to explain the shared meaning of technologically mediated social behaviors and interactions among members present in virtual or online environments.

In-depth participant observation is a key feature of virtual ethnographic studies. A traditional ethnography study includes such observations as well, but a virtual ethnography study does so in a virtual or online environment (Evans, 2010; Firat & Kabakci Yurdakul, 2011). A qualitative interview is another important method used to gain a better understanding of the topic based on learners' experiences and explanations, which are factors that researchers cannot access through observation (Glesne, 2006). Accordingly, the present study used in-depth participant observations and qualitative interviews as the primary methods to collect data.

Participant Observations

In-depth participant observations following the schedule established for each week were undertaken during the 15-week course in order to gain insights into the online interactions among participants on Facebook. To record online observations, two tools were used: (1) ethnographic notes along with detailed observation forms and (2) screen capture software. Using screen capture software, all online activities and interactions among participants on Facebook were captured as images.

Qualitative Interviews

Qualitative interviews were conducted to obtain another level of detailed qualitative data for the study. This study focuses on Korean learners' demonstration of IC; thus, only Korean participants were interviewed. The face-to-face interviews took place at the end of the semester. Each interview was recorded and lasted approximately 30 to 50 minutes. The interview questions fell into four main categories: (a) background information, (b) IC, (c) perspective on using Facebook and its effectiveness for intercultural learning, and (d) practical information (see [Appendix C](#)).

Data Analysis

For the qualitative data analysis, all audio-recorded interviews were transcribed, and all ethnographic notes from detailed observation notes as well as the screen captures of all entries from the Facebook group page were closely examined. In order to assess learners' IC, data were analyzed by applying Byram's (2000) assessment guidelines. Therefore, all data were content analyzed and coded based on these five assessment criteria in order to understand the effect of this telecollaborative project.

RESULTS

Assessment of Intercultural Competence through Facebook Exchange

Viewed through the prism of the component features of Byram's (1997) model of ICC and his (2000) assessment criteria, the findings revealed compelling evidence that could indeed be characterized as the five components of IC. Table 1 provides examples of data in the five categories based on Byram's (2000) criteria: (1) interest in other people's way of life, (2) knowledge about another country and culture, (3) knowledge of the intercultural communication process, (4) ability to cope with living in a different culture, and (5) ability to change perspective.

Table 1. *Examples of the Assessment of Intercultural Competence*

Byram's (2000) assessment criteria	Description	Students' Examples
1. Interest in other people's way of life	i. Interest in other people's experience of daily life, particularly those things not usually presented to outsiders through the media	1. "I want to know about their high school life. In the movies, they go to proms ... while we just study for the entrance exam during high school. They seem like they are enjoying their lives. They go to school on their skateboards. They live the life they pursue and they seem different from us. We go to college based on our exam scores. They seem to take into account their interests and aptitudes as priorities."
	ii. Interest in daily experience of a variety of social groups within a society, not only the dominant culture	2. "American society is a multicultural and multiracial society, so I wanted to know about various cultures and people within this society, but there wasn't a subject for it. I had hoped we could deal with such subject."
2. Knowledge about another country and culture	i. Knowledge of important facts about living in other cultures and about the country, state, and people	3. "When I was doing the last course task, which was a one-on-one interview, I could see that my partner is a hard worker. Since college, I have hung out a lot just to have fun, but American students seemed to have gained their independence earlier than we did and are working hard for their lives. It made me think about myself, and I thought I should work harder."
	ii. Knowledge about how to engage in conversations with people of the other culture and maintain a conversation	4. "In Korean culture, we try not to have eye contact with the other person. In American culture, they said it would be rude to not make eye contact. I thought I should be aware of these differences when I go to the U.S. to act properly."
3. Knowledge about the intercultural communication process	i. Knowledge about how to resolve misunderstandings that arise from people's lack of awareness about the viewpoint of another culture	5. "If you see the big picture, Korean culture can be explained with Confucianism, and American culture with individualism. Talking about these differences, I realized that it is natural to be so different."
		6. "I thought our culture might look too rigid to the American students. Koreans don't approve of living together before marriage, but Americans think it is more reasonable to live together before marriage to see what kind of person your lover is. Because of

			these differences, I thought they might think we are too rigid.”
	ii. Knowledge about how to discover new information and new aspects of the other culture for oneself	7.	“I asked my American partner about their eating habits. They said when they go on a diet, they usually eat salad, and this was something similar to our culture.”
		8.	“When the subject was ‘communicational differences,’ I searched on Naver (Korean search engine) to find out what the differences are, and I also tried to find images that explain the given subject. They were all helpful to me.”
4. Ability to cope with living in a different culture	Ability to cope with a range of reactions one experiences when living in a different culture	9.	“We usually don’t tell the other person what we want even when there is something that we want. That is courtesy in Korea, so the person who offers to help must ask multiple times. This is our culture, and there is no such thing in the American culture. We act and think very differently. These differences might be hard to adjust to. When we speak to Americans, I think we should speak more directly.”
5. Ability to change one’s perspective	Realization that other cultures can be understood by seeing things from a different point of view and by looking at one’s own culture from their perspective	10.	“As I mentioned before, I had negative thoughts about the differences between the two countries. But as I talked to them, I realized that we are both human beings and became more understanding. Now I try not to criticize American culture based on Korean culture and, instead, I try to accept the differences and make an effort to understand them.”
		11.	“I came to think that our way of thinking and culture is not the only way, and Americans and others are also understandable and reasonable.”

Criterion 1. Interest in Other People’s Way of Life

The most prevalent aspect of Korean learners’ intercultural exchanges via Facebook is that they displayed a great interest in American partners with regard to their various daily life experiences, which provides evidence of the fundamental component of IC, *attitude*. In particular, Korean students mentioned school life in the U.S. the most frequently, as evident in example 1 in Table 1.

Criterion 2. Knowledge about Another Country and Culture

The most frequently occurring idea from Korean learners’ experiences was that their *knowledge* of America and its people has increased, as seen in examples 3 and 4. However, a few learners gained incorrect knowledge, as seen in the following comment by Student #12: “It seemed like they don’t get offended even when I speak bluntly about my feelings and thoughts.” This comment shows that some Korean learners misunderstood the meaning of a “direct way of speaking” when learning about different communication styles between the two cultures (e.g., direct versus indirect ways of speaking). This student thinks that what can be regarded as rude behavior in some contexts is an effective way of speaking for American people. This finding suggests that teachers play a role in giving feedback about what learners obtain after intercultural exchange in order to guide learners in obtaining accurate knowledge and further avoiding misunderstandings and miscommunication.

Criterion 3. Knowledge of the Intercultural Communication Process

With regard to the *interpreting and relating skills*, examples 5 and 6 revealed that, by comparing and

relating 'others' to the learner's own culture, students figured out what causes differences between the two cultures (i.e., Korean culture with Confucianism versus American culture with individualism) and further misunderstanding. This awareness helped them better understand another culture. In terms of the skills involved in the *discovery of new knowledge*, Korean learners actively sought new information using online tools and websites, as seen in example 8. In addition, learners acquired new knowledge by directly asking questions of their American partners, as seen in example 7. The activity of Korean students' asking questions directly to their American partners and American students' directly responding with their various explanations was frequently observed on Facebook. This finding is crucial in that discovering new information directly from those who live in that environment was previously only possible in study abroad situations, which is an immersion context (Byram, Gribkova, & Starkey, 2002). Accordingly, this study suggests the new possibility that this similar discovery process among learners, which mirrors the immersion context, can take place during intercultural exchanges on Facebook.

Criterion 4. The Ability to Cope with Living in a Different Culture

Korean learners showed both positive and negative reactions to *the skills of interaction* involved in the application ability. With regard to negative reactions, a few students doubted their ability to apply what they learned in real-time circumstances in the U.S. Those students' comments are shown below:

Student #13: "For this Facebook course, we learned through only written words, so I am not sure how it would be when I get a chance to really speak to American people."

Student #14: "My concern is that when I actually have a chance to talk, I won't be able to do what I did in the Facebook interaction because I still have trouble speaking in English."

These comments reveal that Korean learners consider Facebook interactions to be somewhat different from real-time communication because communication on Facebook is conducted only through writing rather than by speaking in person. This finding indicates the significant weakness of this type of intercultural exchange conducted primarily through asynchronous written interaction in terms of application abilities. Thus, efforts to reduce the gap between online written intercultural communication and real-world oral communication are necessary.

Criterion 5. The Ability to Change One's Perspective

Students' examples 10 and 11 showed that students changed their way of looking at another culture because they realized that cultural differences could be understood by seeing them differently, not judging them only by the learners' own beliefs and values. However, some students showed negative responses, as reflected in the following comment, as reported by student #15:

I think I am the same. I think and feel the same way about Korean culture. I don't think this one course will change the way I think about something. It is hard to see things in a foreigner's shoes. It is hard to think that way. I accept the fact that they think in a different way, but I don't think I see things differently.

This comment illustrates one student's reluctance to change his perspective of another culture. It highlights that the ability to change one's perspective is a somewhat compelling, sensitive, and time-consuming process for some students because it requires them to change the way they look at things, which they have taken for granted throughout their entire lives. To overcome this conflicting result, future telecollaborative projects should pay more careful attention to promoting critical cultural awareness.

DISCUSSION AND CONCLUSION

This study examined the pedagogical possibility of using the most famous Web 2.0 tool, Facebook, for Korean EFL learners' IC in the telecollaborative project. To fill the gap of the limited in-country

experiences students in EFL classrooms have in terms of effective intercultural learning, this study took advantage of a new Web 2.0 CMC tool (i.e., Facebook) to provide Korean EFL learners with more opportunities to engage in intercultural communication with the speakers of a target culture, to have the chance to express their views on their own culture to their American partners, and to discuss various intercultural topics. As a result, this study demonstrated that employing Facebook in a telecollaborative project was pedagogically effective as Korean EFL learners exhibit all the components of IC based on Byram's (1997) model and his (2000) assessment criteria in their Facebook exchanges. Facebook use has successfully given the students in an EFL setting an online environment for intercultural communication with the speakers of the target culture and further enabled learners to demonstrate their IC through this opportunity. This study's findings are particularly meaningful for foreign language learners, like the Korean learners in this study, who have no opportunity to study abroad or have direct contact with the target culture and people for IC development.

However, the conflicting results in some components of IC—namely, (a) knowledge, (b) skills of discovery and interaction, and (c) critical cultural awareness—suggest that this type of intercultural exchange via Facebook should be revised for future uses to maximize the effectiveness of fostering IC. For example, there should be teacher feedback regarding learners' intercultural experiences after intercultural exchange to ensure that learners gain appropriate knowledge. In addition, with regard to the skills of discovery and interaction, this study suggests the need to include (a) increased one-on-one interactions, such as interview tasks, and (b) synchronous interactions with American students through the use of chatting (written communication) or video calls (oral communication) as part of the tasks, thereby providing much closer face-to-face interactions. Finally, for the somewhat challenging component of critical cultural awareness, it is suggested that more focused tasks that give learners the opportunity to take a step back and examine their own and others' cultural values and behaviors from a different point of view be included.

Overall, the technological features of Facebook itself, along with the tasks and discussion topics that were purposefully designed and the quality of interactions among learners, created the intended conditions for effective intercultural learning for EFL learners. This study demonstrated the possibility of using this new emerging Web 2.0 CMC tool in telecollaborative projects. As little information on using Facebook as a CMC tool in telecollaboration exists, this study sought to contribute to a greater understanding of how Facebook can be adopted in a telecollaborative project to promote EFL learners' IC.

In terms of the limitation of this study, American students' experiences and reflections on this intercultural exchange could not be explored. Future research should further examine how this intercultural exchange also benefits American students in terms of IC. In addition, ongoing discussion has focused on the difficulty of assessing learners' IC (e.g., Fantini, 2009; Schulz, 2007; Sercu, 2004). This study used interviews and Facebook entries as primary sources for the assessment. Future studies might consider the additional incorporation of learners' portfolios—which were recently proposed and regarded as clear, provable demonstrations of students' progress and achievements, as reported in Eaton's (2010) research—to assess the development of IC.

APPENDIX A. The Handout of Orientation, Practical English II

Description of Facebook Use for the Course

Facebook will be adopted as a computer-mediated communication tool for the purpose of intercultural communication between students in Korea and the U.S. This course aims to develop Korean students' communication skills as well as intercultural competence through real contact and experiences with the American culture and people through the use of Facebook. Throughout the course, Korean students will be able to communicate with American students with diverse cultural

- topics assigned to them.
1. Create *new account* at Facebook
www.facebook.com (ID & Password)
 2. Join the Group (for course purpose)
 3. Learn the features of Facebook
News feed
Post a comment
Upload photos and link
Leave a comment
Like
Share
Chat
 4. Private Issues
Private Setting of the Group
Only students of the course can join and see the postings in the group.
Keep Facebook page for your course purpose private and separate from the rest of your Facebook uses.
The instructor and your classmates will potentially be able to view your individual Facebook page.
 5. Course activities on Facebook
Course tasks and activities are carefully designed for students to be able to be actively involved in the online learning environment for the development of their communication skills and intercultural competence by interacting and collaborating with other participants.
IMPORTANT!!
For the weekly tasks, participants will be asked to write more than one entry per assigned topic as well as more than two responses to other participants' entries on Facebook in order to facilitate students' interactions. This will amount to a total of a minimum of three entries every week, each of which will be graded. Students will be encouraged to write more entries than those assigned; for example, they can post entries related to personal interests, class assignments, or any subjects related to intercultural topics. They will also be encouraged to ask questions of the L1 speakers of English participants, with whom they will interact.
Students will be required to use certain Facebook tools at least once.
- Phase I. (Weeks 3–7). Discussion with diverse cultural topics
Participants can read entries posted by a researcher on Facebook and discuss the intercultural topics and issues with other participants on Facebook through the use of various tools and functions that Facebook offers.
- Phase II. Choose your own topics
In phase II, students will be divided into small groups, and each group will take a turn choosing an appropriate intercultural topic for discussion, which will be posted on Facebook.
- Phase III. Interviews with partners in the U.S.
In phase III, students will be assigned the task of conducting interviews with their partners in the U.S. For this task, students will be grouped with their L1-speaking partners and prepare interview questions in a group. They will then conduct the interview with their partners on Facebook; in this case, students will be also encouraged to use various Facebook tools (video links, images, etc.). This will give students opportunities to reflect on their intercultural experiences and interests with their

partners in the U.S.

6. Questions and Help: 000@gmail.com

APPENDIX B. Overview of Tasks and Their Topics and Aims

Phase	Week	Topic	Description	Aim
I	1	Introduction to using Facebook	In-class discussion regarding the value of intercultural competence, the purpose of Facebook, and how it would be used throughout the course.	Reflection on intercultural competence and the value of Facebook for learning. Students learned about becoming accustomed to using Facebook during the course.
	2	Introductions	Participants introduced themselves to each other and expressed their expectations of the course.	Getting to know their partners and becoming familiar with communicating via Facebook.
	3	East vs. West cultural differences	Participants read Yang Liu’s (2007) work, “East meets West,” which depicts the differences in ways of thinking and handling daily affairs; Students discussed the reading with their peers.	Opportunities to reflect on cultural differences (East vs. West) and shared their opinions on this particular material (bias, stereotypes, etc.) Students were asked to compare the reading with their own cultures.
	4	Pop Culture	Participants read information from various sources such as journals, newspapers, and websites about each topic, reflected on the cultural differences between Korea and the US, and discussed topics with their peers.	Opportunities to reflect on various topics in which cultural differences exist between Korea and the U.S. Students had time to share their opinions and discussed their perceptions and stereotypes.
	5	Marriage		
	6	Parenting		
	7	Communication styles		
		8	Mid-term exam	
II	9	Learners choose their own topics	Participants chose several appropriate intercultural topics based on their own interests for the next three weeks of the course (e.g., Education and Entertainment, Smoking, Alcohol in Advertisement.). They discussed each weekly topic with their peers.	Exploration, analysis, and reflection on intercultural topics of their own choosing.
	10			
	11			
	12	Thanksgiving Break		
III	13	Ethnographic interview	Participants conducted an ethnographic interview (online) with their L1 partners to support intercultural learning. The interview was targeted based on students’ curiosity toward the target culture.	Fostering of intercultural interaction to help students understand cultural differences and awareness more effectively.
	14	Interviews and survey	Face-to-face interviews and an online survey were conducted only with Korean Students.	Opportunity to reflect on learning and course activities.
	15	Final term exam		

APPENDIX C. Interview Questions

General information

- 1) Before taking this course, did you use Facebook? If not, are there any social networking sites you used frequently before taking this course?
- 2) How often did you use Facebook for the purposes of this course?
- 3) In what ways did you use Facebook (e.g., smartphone, computer, etc.)?
- 4) Please describe your overall thoughts, experiences, and impressions about this course in terms of using Facebook for intercultural learning with your L1-speaking partners.

Intercultural competence related to Byram's (1997) categories: Adopting the adapted interview questions of O'Neil (2008) and Stickler and Emke (2011)

Knowledge

- 5) What have you learned in this course? What do you think you learned most?
- 6) Has your knowledge about American culture and its people increased?

Attitudes

- 7) How do you feel about learning about American culture and its people?
- 8) How did you feel or think when you found differences?
- 9) Has your attitude toward the U.S. culture changed based on your experiences in this course?
- 10) What aspects of the culture from the US still pique your curiosity?

Skills of discovery and interaction

- 11) Have you developed any new strategies or skills to improve and expand your cultural knowledge or understanding of American culture and people during this course?
(For example, what efforts have you made to understand more about new aspects of American culture and your L1-speaking partners?)
- 12) How do you think you can deal with people from the U.S.?
(For example, do you feel more confident that you can communicate with people from the U.S. without offending them?)

Skills of interpreting and relating

- 13) Has your awareness of cultural differences and similarities between your own culture and the US increased?

Critical cultural awareness

- 14) Have your previous behaviors or ways of thinking about America and its people changed now that you talked to your Facebook partners? If so, can you tell me about the differences?
- 15) Did you start questioning your own perceptions of other people and your usual ways of thinking about other people?
- 16) Did you become more critical toward your perspective of your own culture and try to understand other cultures from a different point of view?

Perspective on using Facebook and its effectiveness for intercultural learning

- 17) How did you feel about the use of Facebook in this course (e.g., motivation, difficulty, etc.)?
- 18) Was Facebook an effective tool for communicating and interacting with L1 speakers of English and peers? Why or why not?
- 19) What do you think about the assignments (posting, discussing, and interviewing)? Were these activities relevant for intercultural learning?
- 20) Do you think this course helped you to enhance intercultural competence?

Practical information

- 21) What do you think about the benefits and difficulties of using Facebook for this class?
- 22) Might you be interested in taking this type of course in the future? Why or why not?
- 23) Can you suggest ways to provide more effective learning experiences for this course?
- 24) If you have any other thoughts, please feel free to tell me.

ABOUT THE AUTHOR

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