Discussion Guide

Episode 1: Melissa Baralt on Second Language Instruction, Global Learning, and Global Citizenship

About Global Learning

Global learning is the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders (Landorf & Doscher, 2015). Among many student learning outcomes, global learning develops:

- **Global Awareness:** Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems

- **Global Perspective:** Ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems

- **Global Engagement:** Willingness to engage in local, global, international, and intercultural problem solving

About this Episode

Melissa Baralt, Ph.D. is an Associate Professor of Applied Psycholinguistics at Florida International University, with affiliations in university's departments of Modern Languages and Biomedical Engineering, School of Education and Human Development, and Center for Children and Families (Psychology). Dr. Baralt specializes in first and second language acquisition, bilingual language development in children, sociocultural and environmental factors that affect parent-child interaction, and language learning and teaching. On this episode, Dr. Baralt shares an important message for all would-be global learning faculty. In her words, "global learning is not some massive endeavor, it's about a change of instructional perspective and some tweaking of how you engage students in meaningful tasks and assess them." Baralt explains that global learning is fundamentally about validating students' diverse needs and perspectives and involving them in collaborative efforts to analyze and address complex problems that transcend borders of difference. She makes the case for why global learning must be universal--for Baralt, considerations of how students apply their learning in their personal and professional lives is a social justice issue.

Suggested Learning Outcomes

Upon reflection, listeners to this episode will be able to:

- Define Task-Based Language Teaching (TBLT)

- Explain the relationship between TBLT and global learning

- Describe the relationship between global learning and global citizenship

Discussion Questions

- Why does Baralt say that TBLT, and by extension global learning, is a social justice issue?

- How does Baralt suggest teachers should decide which real-world tasks to engage their students in? Is this possible in large enrollment and online classes?

- How does Baralt assess students' global learning?

- In what ways can online learning foster global learning in ways that face-to-face classes can't?

- Why does Baralt give feedback to students to validate different practices and perspectives? How does she do this

Suggested Activities

- Ask listeners to design a creative method for surveying students' needs and interests. Have them reflect on how results could be used to design a real-world global learning task for a course in any discipline.

- Have listeners take a face-to-face assignment or project and revise it to facilitate global learning in an online modality.

- Have listeners read "The Imperial Tongue: English as the Dominating Academic Language" (Altbach, 2007) and engage in a debate concerning the pros and cons of having any single language serve as the lingua franca of academe.

APA (6th edition) Citation

Doscher, S. (Producer/host). (2019, May). *Melissa Baralt on second language instruction, global learning, and global citizenship* [Audio podcast]. Retrieved from https://globallearningpodcast.fiu.edu/episode-1-melissa-baralt/

About the Podcast

"Making Global Learning Universal" is a collection of conversations about engaging diverse perspectives, collaboration, and complex problem solving in higher education—on campus, online, in local communities, and abroad. Episodes are posted seasonally. Guests are from a wide variety of institutions, geographies, and areas of teaching, research, and practice. All episodes are accompanied by show notes, transcripts, and discussion guides to enhance global learning professional development, leadership, and teacher preparation.

The podcast is hosted by Stephanie Doscher, Director of Global Learning Initiatives at Florida International University and co-author of *Making Global Learning Universal: Promoting Inclusion and Success for All.*

The "Making Global Learning Universal" podcast is produced through a partnership between Florida International University's Office of Global Learning Initiatives, Media Technology Services, and Disability Resource Center.

Episodes, show notes, transcripts, and discussion guides are available at http://globallearningpodcast.fiu.edu.

You may subscribe to the "Making Global Learning Universal" RSS feed or access the podcast via iTunes, Spotify, or Stitcher. "Making Global Learning Universal" is also listed on MERLOT.

Listener recommendations

"Making Global Learning Universal" is always looking for new guests to join the show and interesting topics to cover. Email us to make a suggestion!

Contact

Office of Global Learning Initiatives
Florida International University
11200 SW 8th Street
305-348-4145
goglobal@fiu.edu

Notes