

Podcasting Across Borders: Navigating and Negotiating Culturally Responsive Practice in Virtual Exchange

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Abstract: In this study, we investigate the integration of collaborative podcasts as a task-based, process-oriented learning tool in a virtual exchange program, aiming to facilitate the development of an asset-based mindset and the cultivation of culturally responsive practices among a diverse student body in a Global North and Global South partnership. Employing a primarily qualitative thematic analysis approach, this study integrated a semi-auto ethnographical investigation conducted by the first author with collaborative inputs from the second and third authors. Data were gathered from a virtual exchange program extended over a semester, spanning 15 weeks, involving both synchronous and asynchronous communication modes. The design of the virtual exchange program, which culminated in a collaborative podcasting activity among students, followed a cyclical pattern, encompassing the stages of planning, discussions, collaborations, and reflections in each cycle to incorporate diverse agendas and perspectives from each group involved. This study underscores the necessity of approaching cross-cultural communication authentically and strategically in fostering culturally responsive practices. Incorporating a multimodal, process-oriented virtual exchange consistently proves to be invaluable in supporting and guiding students in continuously developing their critical language awareness and intercultural competency skills. Through our study, we share our experiences in planning, facilitating, and supporting students in this process and offer valuable tips for implementing similar programs effectively.

Keywords: virtual exchange, collaborative podcasting, MLL, transcultural, translanguaging, culturally responsive teaching, diversity

INTRODUCTION

As a multilingual learner (MLL) who transitioned into a Teaching English to Speakers of Other Language (TESOL) teaching career and a professor in the TESOL field, the first author of this study recognizes the significance of the global scope, complexity, and implications of MLLs' language experiences and transcultural navigation journeys. The traditional ESL classroom often adopts a deficit perspective, solely focusing on the limited context of classroom learning and the skills students lack, rather than appreciating the diverse range of language and literacy repertoires they bring to the table (Bodis, 2021; Chaka, 2021).

A considerable amount of effort challenging deficit-focused perspectives draws inspiration from the foundational principles of culturally responsive-sustaining pedagogies (Kolluri & Tichavakunda, 2023; Smolcic & Martin, 2019; Zammit, 2020) and other frameworks that underscore the pervasive nature of systemic racism. This sheds light on how language ideologies limit opportunities for MLLs as explored in raciolinguistics (Flores, 2020; Song et al., 2021).

Contrary to deficit-oriented approaches, culturally responsive theorists advocate for adopting an asset-based approach toward students. This approach involves recognizing and embracing the mindset and practice of students' cultures, traditions, and languages as valuable strengths. In the context of supporting MLLs, educators are encouraged to capitalize on these students' valuable linguistic assets, as emphasized by DeMatthews and Izquierdo (2020). The reframing to an asset-based perspective has yielded significant insights, particularly opening up new possibilities for educators and scholars dedicated to expanding educational opportunities for both preservice teachers and MLLs.

While studies have demonstrated how multilingual youth navigate various cultural barriers and language ideologies in various educational settings, the potential for preservice teachers to leverage students' cultural strengths and competencies for language learning is still underexplored (Gutiérrez et al., 2020; MacSwan, 2020). In particular, the application of an asset-based approach within the context of virtual exchange remains limited. In this study, virtual exchange is defined broadly as an educational practice involving prolonged online intercultural interactions and collaborations among diverse groups of learners as an integral part of their educational experience guided by educators or facilitators (Garcés & O'Dowd, 2021). Acting as a bridge that transcends geographical borders, virtual exchange has the potential to dismantle cultural barriers and foster social connectivity.

By incorporating diverse cultural and linguistic practices, virtual exchange holds the potential to transform language education across all educational levels (Hilliker, 2020). Nevertheless, the ongoing presence of language ideologies and deficit-oriented approaches targeted at language-minoritized groups in virtual exchange settings, could hinder the development of a shared language learning experience (Gokcora & Oenbring, 2021). Specifically, regarding the development of intercultural communicative skills and the deepening of critical language awareness among students, a more thorough investigation is required.

As a teacher educator, the first author seeks to foster an asset-based mindset in preservice teachers through a culturally responsive course design. Her overarching objective in this study was to support preservice teachers in gaining a deeper understanding of the complexities and nuances of MLLs' skills navigating cultural differences through meaningful and authentic learning activities. To achieve this goal, the first author integrated virtual exchange with an asset-based lens into her course design for Sociolinguistic Perspectives in Education at Adelphi University. As part of the TESOL framework aiming to foster culturally responsive-sustaining practices among preservice teachers, this course is offered to undergraduate students majoring in education.

To contextualize the development of culturally responsive practices among preservice teachers, virtual exchange functions as a fieldwork component integrated with coursework. In this setting, students read articles from sociolinguistics aimed at

challenging their language assumptions and practices through collaborative discussions and analysis of relevant issues. Serving as a fieldwork component, virtual exchange allows students to apply sociolinguistic insights gained from the course to the real world through interactions with global partners.

The program culminates in a task-oriented, process-driven collaborative podcasting project among students and follows a cyclical pattern. This pattern includes stages of planning, discussions, collaborations, and reflections in each cycle, incorporating diverse agendas and perspectives from each participating group.

The series of activities aims to nurture critical language awareness among preservice teachers while accentuating the positive aspects of MLLs' experiences. Specifically, it seeks to spotlight MLLs' proficiency in navigating the intricacies of cross-cultural interactions and the diverse array of multimodal and language repertoires demonstrated during these interactions. Therefore, this study was guided by the following central question: How does virtual exchange, enhanced through a collaborative podcasting project, contribute to the development of culturally responsive practices among preservice teachers?

To implement the virtual exchange program, the first author enlisted two global teachers, Stef Wu, a Taiwanese high school teacher teaching in Taiwan and the third author, Lorenzo Dumalina, a Filipino high school teacher teaching in Laos, to join her 14 students in this cross-cultural collaboration. The student demographic makeup is provided in the Methodology section. Employing a research method that blends semi-autoethnography and thematic analysis, this study examines the potential of integrating collaborative podcasts as a task-based, multimodal, authentic learning tool within the virtual exchange framework for fostering culturally responsive practices among preservice teachers. It explores the implications of this initiative for instilling an asset-based mindset and promoting culturally responsive practices among preservice teachers.

In the following sections, we discuss the culturally responsive framework employed in this study. Furthermore, we examine how the integration of a podcast-based virtual exchange can be harnessed to facilitate the development of culturally responsive practices among preservice teachers. In the Findings section, we provide a detailed account of the study's contextual background and the methodology utilized in the research process. Lastly, we expound upon the significant insights gleaned from the study, which are discussed and analyzed in the discussion section.

LITERATURE REVIEW

Culturally Responsive Pedagogy

This study adopts culturally responsive pedagogy (CRP) as a theoretical and analytic framework to foster culturally responsive practices among U.S. preservice teachers engaged in virtual exchange with international partners. Over the past 2 decades, culturally responsive pedagogy has evolved, leading to variations in its core principles, application, and implementation (Harmon, 2012; Vavrus, 2008). Historically, it emerged as part of the asset-based movement, challenging deficit perspectives that marginalized certain voices and perpetuated their marginalization (Harmon, 2012; Vavrus, 2008). CRP, as articulated by Gay (2000, p. 29), holds particular significance in educational settings, as it draws on the cultural knowledge, prior experiences, frames of

reference, and performance styles of culturally and linguistically diverse students to make learning more relevant, effective, culturally validating, and affirming for marginalized student groups.

As a theoretical framework, CRP emphasizes the development of a diversity-oriented “knowledge base” (Egbo, 2011, p. 27), which entails explicit knowledge about the cultural characteristics and contributions of historically marginalized groups. This includes their identities, cultural values, traditions, communication styles, learning styles, contributions, and relational patterns. The core of CRP lies in becoming critically aware of students’ identities and cultural characteristics, understanding how societal forces shape these students, and developing a critical stance toward justice-related issues, leading to actions that promote diversity and inclusion in society (Ebersole et al., 2016).

However, due to differing emphases on the principles of CRP, there is a tendency at times to superficially or one-sidedly focus on certain aspects of culturally responsive teaching. To address this, Ladson-Billings (1995) emphasizes the importance of a theory of culturally relevant pedagogy that fosters sociopolitical consciousness. According to Howard (2003), fostering culturally responsive practices entails critically examining students’ identity formation, promoting collaboration, nurturing a sense of justice, and adopting a critical stance toward knowledge. These scholars recognize the role of multiple cultures in influencing today’s youth and the hybridity and fluidity of global identities emerging in the arts, literature, music, and film and advocate for deeper exploration of students’ identities.

Pedagogically, CRP practices are seen as an approach to counter deficit-based school practices. Culturally responsive teaching emphasizes recognizing and valuing cultural diversity as learning resources and integrating students’ cultural backgrounds into teaching and learning processes. It has been argued that these practices enhance student engagement, motivation, achievement, and critical awareness (Chen & Yang, 2017; Hammond, 2014; Kumar et al., 2018). When students feel a strong sense of cultural identity and are respected for their backgrounds, they are more likely to develop positive self-esteem and a greater belief in their abilities. Moreover, culturally responsive practices empower students to develop critical awareness of societal norms and biases. By examining various cultural perspectives, students gain a broader understanding of the world and challenge stereotypes, fostering a more inclusive and tolerant mindset.

This study is in line with the work of numerous scholars who highlight cultivating identity and fostering respect for cultural and linguistic diversity as integral elements in the development of culturally responsive practices (Baker-Bell, 2020; Irizarry, 2007). As illustrated in her critically acclaimed book, Baker-Bell (2020) skillfully showcases the incorporation of the marginalized history, identities, and unique community practices of Black students into the classroom. It is imperative for educators not only to recognize and honor the linguistic diversity within their classrooms but also to view/perceive their students’ histories and experiences as valuable learning resources for everyone, in contrast to the deficit perspective often associated with the use of “standard” English in the classroom. Embracing this CRP approach enables teachers to assist students in making meaningful connections between the school curriculum and the lives of culturally and linguistically diverse populations.

Nevertheless, CRP encounters challenges within today's educational landscape, where the selection of cultural elements tends to align narrowly with academic outcomes. Often, the prevailing test-driven school cultures upholds societal norms through dominant values, tying schools to the cultivation and reinforcement of privileged advantages and perpetuating inherent inequities. As aptly argued by Shahjahan et al. (2022), culturally responsive teaching, if not approached critically, may fall short in effectively addressing the underlying power imbalances within the education system.

Therefore, CRP must encompass redistributing power and recognizing diverse ways of knowing and languaging. To maintain the integrity of CRP, it is crucial not to stop at merely incorporating student culture. Instead, our focus should extend to the power imbalance within the education system and beyond. Within the field of TESOL, it is imperative to cultivate critical awareness regarding how language ideologies sustain the prevailing order.

Effective preservice teacher education should align with social justice, striving to dismantle current inequities and grounding CRP in a decolonized perspective. This involves respecting the dynamic nature of students' cultural and language practices, recognizing the fluid voices and agency of marginalized groups, and challenging attempts to essentialize or reduce them to representations aligned with dominant ideologies.

An illuminating concept that enhances our understanding of the complex and nuanced language practices of MLLs is translanguaging (Wei, 2023). This concept can serve as a culturally responsive strategy that challenges traditional multilingual approaches, which often scrutinize students through a structural linguistic lens, contributing to deficit perspectives of MLLs and their language practices. Translanguaging directs attention to the adaptable and strategic use of language by MLLs, questioning the conventional notion of languages as distinct entities. From the perspective of MLLs, it acknowledges the dynamic interaction between various linguistic systems within a single conversation or context. Translanguaging underscores the intricate complexity of language use among MLLs, highlighting how individuals utilize their entire linguistic repertoire to express themselves fully and effectively (Wei, 2023).

Therefore, the primary aim of our study was to transcend the mere representation of student identities as static entities. We strove to dynamically incorporate elements that embrace multimodality, broaden access, reshape power dynamics, nurture connections, and foster greater critical awareness of inequity. Specifically, our exploration centered on how amplifying and promoting MLLs' identities, assets, strengths, and complex language practices can contribute to the development of critical sociopolitical consciousness within the framework of virtual exchange.

To achieve our stated objective, we adopted Aguilar-Valdez's (2015) framework, which effectively integrates asset-based approaches into the foundational principles of CRP. Expanding on the fundamental tenets of CRP, their work goes beyond the mere inclusion of student identities. Instead, it aspires to progress toward the decolonization of language and other systemic biases, considering the dynamic nature of students' cultures and identities. We find Aguilar-Valdez's framework strongly aligning with our aim of fostering an empowering, asset-based approach to virtual exchange. Consequently, we are employing this framework as a guide to steer our culturally responsive practices.

Aguilar-Valdez's informed process begins by prioritizing student identity/voice and gradually encompasses additional related theoretical constructs, aiming to foster a deeper awareness of language ideologies in virtual exchange. However, it is essential to acknowledge that our progress did not follow a linear path, as these components synergistically bolstered each other in our pursuit of decolonization and the promotion of social justice as the ultimate aim of our journey.

Component 1: Identity

We recognize that student identities and interests play a crucial role in fostering their unique voices and empowerment within the classroom and beyond. These identities are often influenced by historical and social factors, revealing their intersectionality and fluidity across different contexts, thereby evading fixed categorization and oversimplification (Abacioglu et al., 2020; Gay, 2000). By employing a collaborative and multimodal approach in virtual exchange, we believe that the tendency to oversimplify identities can be minimized, allowing students to continually renegotiate and shape their identities through ongoing conversations. Consequently, our aim in this virtual exchange program is to cultivate culturally responsive practices that amplify student voices, sensitizing preservice teachers to their language ideologies and cultural biases.

Component 2: Multimodality

Instead of solely focusing on traditional academic discourse or skill development as the primary mode of learning, we aim to embrace students' multiple ways of learning and self-expression. Multimodality is considered closely linked with the cultivation of student identity and voice (Lim et al., 2022). We see multimodality as a means of supporting culturally responsive practices by appreciating and valuing diverse learning styles, with the purpose of addressing the impact of disadvantages and marginalization that can occur in an exclusively text-based learning approach.

Component 3: Access

In addition to supporting student voices, we believe that culturally responsive practices must also seek to provide students access to existing discourse; resources, including technology; and structures. However, engaging with dominant school discourses, students' right to co-author the classroom agenda should also be recognized. Encouraging students to tap into their creativity and inviting their cultural perspectives into the curriculum form the essence of culturally responsive practices.

Component 4: Connection

CRP acknowledges that learning should extend beyond the walls of the classroom. When we adopt a solely school-based perspective, we inadvertently reinforce a decontextualized notion of learning that disconnects itself from the influences and resources of the student community. The curriculum should not only accept input from

the community but also start with the cultural assets present in the students' community and seek to build upon them (Abacioglu et al., 2020).

Component 5: Critical thinking

Fostering culturally responsive practices necessitates critical thinking. Critical thinking allows students to question biases, stereotypes, and assumptions that might influence their interactions. It helps in challenging and deconstructing existing power structures, cultural norms, and dominant narratives that might perpetuate inequality and exclusion. Through the cultivation of critical thinking, our goal is to raise awareness among preservice teachers regarding dominant language ideologies and discriminatory practices (Absolon, 2019; Gay, 2000).

Component 6: Decolonization

At the core of culturally responsive practices lies the recognition of educational disparity. By supporting students to understand the intersectional complexities of their identities and how their identities are shaped by social and cultural forces, and by fostering an appreciation of diverse viewpoints and voices, our objective is to prompt students to recognize the societal structure that has perpetuated inequality within their immediate surroundings. This entails identifying and confronting systemic inequalities (Absolon, 2019; Thevenot, 2021).

Component 7: Social Justice

The overarching aim of integrating culturally responsive practices is to instill a sense of social empowerment in students, encouraging them to take the first steps in dismantling oppressive systems and creating a more equitable environment for marginalized communities, no matter how small those steps may be. This could entail simple actions, such as acknowledging and addressing biases, cultural prejudices, and stereotypes, or recognizing and celebrating the intricate nuances within their language practices and communication repertoires. Promoting social justice necessitates a collective effort in which mutual challenges and support play a crucial role as we strive for social changes (Absolon, 2019; Thevenot, 2021).

Culturally responsive teaching, as outlined above, offers a path for guiding preservice teachers in developing critical awareness regarding inequity within the current school system and beyond. However, it is essential to acknowledge that this approach may sometimes become U.S.-centric, potentially overlooking the global scope of MLLs' experiences and the diverse contexts they navigate and transverse (Martin et al., 2017; Thevenot, 2021). Understanding the complexity of MLLs' experiences and addressing their diverse language learning needs should be prioritized over limiting the perspective to the U.S. centric educational agenda. Neglecting the historical roots of deficit-oriented practices tied to colonialism and cultural assimilation is a risk associated with such narrow views.

Therefore, when implementing the culturally responsive framework in cross-cultural contexts, it becomes essential to recognize the intricate relationship between

language and power. Efforts must be made to address the persisting unequal power relations stemming from sociohistorical factors and challenge any implicitly or explicitly biased practices that perpetuate these structures (Martin et al., 2017; Thevenot, 2021). Adapting Aguilar-Valdez's (2015) version of CRP, special attention is given to the goal of decolonizing language power, aiming to sensitize individuals to inequity, discrimination, and bias, and proactively addressing these issues in a culturally responsive manner.

Virtual Exchange

Virtual exchange has been praised for its numerous positive benefits, such as fostering critical language awareness, promoting intercultural communication, and providing authentic learning experiences. However, it also brings to light tensions and conflicts arising from cultural interaction, particularly concerning language ideologies (Helm & Acconcia, 2019; Lin, 2021a, 2021b).

For instance, research has shown that in some cases, virtual exchange merely serves to extend the dominance of English and other language ideologies without being challenged. In regions where English is considered a lingua franca, virtual exchange may be perceived primarily as a means to learn English, reinforcing the global hegemony of the English language and associated cultures. Even though learners may gain valuable experiences through virtual exchange that enhance their understanding of cultural differences and language practices, the dominance of English and existing power structures persists (Helm & Acconcia, 2019; Lin, 2021a, 2021b).

It is important to recognize that various biases and oppressive elements can be embedded and transmitted through cross-cultural communication. To challenge a monolingual ideology, deliberate efforts are required to identify, resist, and cultivate a more critical language awareness. Confronting and examining cultural and language ideologies and related issues that operate subtly in virtual exchange are essential steps.

In summary, while virtual exchange offers significant advantages, its potential for promoting culturally responsive practices and addressing language power dynamics in intercultural interactions necessitates further exploration. Recognizing and addressing concerns related to power dynamics, representation, and language ideologies will be crucial in harnessing virtual exchange as a tool for fostering equitable and inclusive cross-cultural communication.

Incorporating podcast within virtual exchange for culturally responsive practices

To enhance the effectiveness of virtual exchange in promoting culturally responsive practices and critical language awareness, collaborative podcasting was utilized as a process-based tool to facilitate engagement, connection, and meaningful learning opportunities in this study. Through this process, the transcultural experiences of international students were elevated as valuable resources for learning and made visible in the collaborative podcasting process. When we introduced the idea of podcasting to students of the second and third authors respectively, we were delighted to find that they not only welcomed the opportunity but also eagerly looked forward to participating in the process.

Podcasts have gained recognition as a versatile learning tool, easily adaptable for mobile and personalized technology use in higher education. Their use has been

associated with increased motivation, engagement, and learner autonomy and innovative teaching and learning opportunities (Forbes, 2011; Nie et al., 2010; Phillips, 2017). Research has shown that podcasts provide students with diverse real-world situations to practice their communication skills (Forbes, 2011; Nie et al., 2010; Phillips, 2017). Furthermore, podcasts offer a highly personalized learning experience, allowing students to progress at their own pace. While student-created podcasts have gained popularity in recent years, their potential for fostering culturally responsive practices has not been fully explored.

Using podcasting as a process-oriented, collaborative approach, students develop various skills, such as researching, creating an outline, drafting and editing a script, and practicing through repeated rehearsals (Phillips, 2017). Collaborative podcasting encourages participants to work together toward a common goal, promoting teamwork and effective communication (Phillips, 2017). The inclusion of multimodalities and flexibility enhances mutual engagement, and integrating multimedia resources like videos, images, and music enriches the intercultural learning and overall virtual exchange experience (Smythe & Neufeld, 2010).

In this study, we employed a collaborative podcast program that involved both synchronous and asynchronous collaboration, allowing participants to work together in fostering culturally responsive practices. This program facilitated intercultural learning as participants actively learned from and taught one another through synchronous discussions and asynchronous collaboration. They shared their experiences, insights, and cultural knowledge, co-constructing knowledge and fostering a sense of shared ownership within a collaborative learning community.

Research Questions

Considering the aforementioned aspects of culturally responsive practices and the issues associated with virtual exchange, the research question was formulated as follows: How does virtual exchange, enhanced through the collaborative podcasting (CP) activity, contribute to the development of culturally responsive practices among preservice teachers? This overarching question was further broken down, incorporating different elements from the framework outlined above, into the following questions:

1. How does virtual exchange create a platform for participants to share each other's identities, learning experiences, strengths, backgrounds, interests, and needs through multiple modalities, thereby inviting diverse participations?
2. How does virtual exchange provide opportunities for participants to connect their learning with broader communities and real-life experiences, enabling them to delve into the complexity of their global partners' communicative practices?
3. How does virtual exchange offer participants opportunities to showcase MMLs' complex knowledge and skills in navigating diverse cultural contexts, thereby challenging language ideologies and deficit-oriented perspectives on MLLs?

METHODOLOGY

Background

The study was conducted in conjunction with the undergraduate course Sociolinguistic Perspectives in Education taught by the first author during the Spring semester of 2023 at Adelphi University in New York. The majority of U.S. students enrolled in the course hail from a predominantly white suburban neighborhood, representing diverse cultural and linguistic backgrounds. The primary objectives of the course are to enhance preservice teachers' critical language awareness and promote their culturally responsive practices. To achieve these goals, the course incorporates diverse elements, including assigned readings, online forums, in-person discussions, and a series of collaborative projects.

An essential component of the course involves using intercultural virtual exchange as a form of fieldwork to foster culturally responsive practices. Preservice teacher educators are required to engage in a minimum of three synchronous exchanges with global partners and participate in asynchronous interactions as needed. To recruit global MLLs for this virtual exchange program. The first author posted a call for participation on Facebook and reached out to several teachers she knew through her connections in Taiwan, her home country. Despite her outreach, only five teachers responded, and the first author had preliminary meetings with each of them. Eventually, two teachers were selected for the study based on the compatibility of grade level and schedule, and their commitment to timely communication and coordination. Stef, a Taiwanese high school teacher, and Lorenzo, a Filipino educator and a PhD student in applied linguistics teaching in Laos at an international school, were selected.

Through extensive communication and careful planning, the 14 U.S. students were teamed up with either Taiwanese or Laotian students as their exchange partners. Although the original plan aimed for mixed groups with at least two students from each partner class, logistical challenges arose due to the uneven number of students in each group. As a result, flexibility and modifications became necessary. For details on student demographic information and group configuration, refer to Appendix A. To ensure the students' confidentiality, pseudonyms are used in this study. It is crucial for our purpose that these data reflect how students personally define themselves, rather than how they are externally perceived. While US students may identify themselves in terms of racial categories, students in Taiwan and Laos identify themselves based on concepts of ethnicity familiar to them. Additionally, we have asked students to specify the languages they typically use in their daily environments, although English remains the common language used for this virtual exchange. To minimize potential issues arising from personality incompatibility, U.S. students formed teams through self-selection, while global students were grouped by the second and third authors, based on their holistic assessment of their students' backgrounds, rather than solely relying on their English proficiency levels.

Research Design

The primary focus of the study was on the experiences of U.S. students in virtual exchange, while also seeking input from global students with the assistance of the second and third authors. This culminating project primarily aimed to engage preservice teachers in critical reflection, thereby fostering their culturally responsive practices.

To facilitate this project, U.S. students were required to have at least three synchronous meetings with their international partners. Asynchronous communication was also encouraged to coordinate and organize the logistics of their collaboration, providing an engaging experience for the students. The podcast-integrated virtual exchange project was structured as follows (see Appendix A for greater detail):

1. In their first meeting, U.S. students working in their respective groups took the initiative to reach out to their global partners, introduce themselves, and get to know their global partners, exploring commonalities, and examining language repertoires.
2. Prior to their second meeting, U.S. students developed a lesson plan to further explore their global partners' identities and strengths based on their analysis of the previous conversation through a culturally responsive lens.
3. In their third meeting, U.S. students and their international partners collaboratively produced a 20-minute podcast addressing cross-cultural topics based on mutual agreement. Once completed, the podcasts were uploaded to Spotify, accessible to other students and faculty members, and also through Moodle, the University's course management system.
4. U.S. students reflected on the process and outcomes of their collaboration, through the lens of culturally responsive practices as outlined above.

Throughout each stage, U.S. students recorded, took notes of their meetings, and reflected on their virtual exchange experience. They submitted their reflections through a Google form to prepare for the next phase. Class times were allocated to discuss issues and brainstorm strategies arising from their virtual exchange experiences. For each round of virtual exchange, U.S. students were required to analyze and reflect on their culturally responsive practices through their collaborative experience with their global partners.

The data collected for analysis included the following:

1. U.S. students' reflections on their virtual exchange experiences/interactions.
2. Transcripts of the U.S. students' meetings with international students, including transcripts from their group podcast episodes.
3. Interviews of the second and third author about the perceptions and perspectives of global students following their participation in the virtual exchange program.

Data Analysis

Considering our study's emphasis on cross-cultural interaction within virtual exchange, aimed at understanding how U.S. students' engagement with global partners aligned with the key components of culturally responsive practices as outlined in the

literature review, we employed a qualitative research methodology that prioritized the identification of emerging themes and patterns. This was done in combination with the first author's auto-ethnographical insight as the instructor of the course through which the study was conducted.

We utilized Braun and Clarke's (2006) approach to thematic analysis in which the researcher actively identifies themes. Following the six steps outlined by Braun and Clarke for thematic analysis, we proceeded with the analysis: a) familiarizing oneself with the data, b) generating initial codes, c) identifying themes that reflect collections of codes, d) reviewing data to understand and explain the meaning and dynamics of themes, e) maintaining rigor through inter-coder agreement, and f) producing the final report.

Our analysis began with joint reading of the data set, taking notes of potential codes, themes, and connections to the research questions. The themes were derived from the research questions, incorporating the key components of the culturally responsive framework. This approach facilitated a more seamless and intuitive coding process. Each author color-coded the data according to the themes and started with the student reflections, incorporating the meeting transcripts and the first author's interviews with the second and third authors. We then held a series of Zoom meetings to compare and discuss our notes and coding. We used our respective knowledge of the students to better understand the data better and searched for underlying semantic meaning. Through recursive examination of specific patterns and interactions among patterns, we clarified and consolidated the themes into fewer categories. The analysis process, while appearing sequential, allowed for dynamic exploration and understanding of meaning in the data.

Coding Samples

We talked about the differences in our school settings. They touched on the different classes that they are able to take compared to ours. We also talked a lot about inclusion in the classroom and how being left out in class makes one feel. We asked them a few questions about our lesson plan and asked if they had any advice. They added advice from their personal experience (Component 2: Multimodality)

There was a bit of a delay at some points in the conversation. We were patient and allowed for the delay to play out in order for our partners to answer our questions without feeling rushed (Component 3: Access). Time difference was also hard. I (Maggie) had to miss my 8 am class, but I did not want to reschedule because it is so hard for all five of us to find a time to meet. I emailed my professor and she was understanding, so it was okay.

I enjoyed learning about their school and how diverse it is. They shared their experience being in a school where everyone is coming together from different places. They did share about how sometimes they do feel left out or like an outcast (Component 4: Connection). This was sad to hear, but I do think it helped me gain perspective and understand that there is always needs of improvement in the education system (Component 6: Decolonization)

I think this week's discussion of inclusion played into the discussion that we had with our partners. Our partners were very open and vulnerable and discussed how they felt left out at times at their school (Component 6: Decolonization). Their schools make an effort to include everyone since it is such a diverse school. Sadly, these rules and guidelines can only offer a limited amount of inclusion. The students have to make up for the rest by their attitudes towards one another. Cliques forming in school especially high school is a very common thing. Our partners discussed feeling out of place due to their culture and their upbringing (Component 6: Decolonization). For example, their classmates differed in the way they treated their elders, and they felt a little out of place. We could hear their frustration in their voice as they discussed how hard it is sometimes to feel at home at school when they feel so different from their classmates. I do think this is something that the teacher should be made aware of and try to fix (Component 6: Decolonization).

The first author wrote the preliminary summary based on the findings and sought feedback from the second and third authors, whose perspectives acted as checks and balances to ensure the accurate interpretation of the data and a shared understanding.

In the following section, we discuss the major themes in relation to the research questions.

FINDINGS

In this section, we present our findings related to the research questions, which are key components of the culturally responsive practice framework.

Research Question 1: How does virtual exchange create a platform for participants to share each other's identities, learning experiences, strengths, backgrounds, interests, and needs through multiple modalities, thereby inviting diverse participations?

The findings indicate that the U.S. student participants made dedicated efforts to embrace their international partners' identities, cultures, and interests during the virtual exchange program. Their main focus was on understanding their partners' cultures, as evident from the brainstormed questions provided in the appendix B. These questions were specifically designed to explore common interests and foster meaningful conversations.

In line with the concept of culturally responsive practice, providing broad access and ample opportunities for active participation is crucial to ensuring equitable involvement of all students in classroom discussions. In this study, each group faced communication challenges that affected their virtual exchange experience due to multiple factors such as internet stability and different language and cultural expectations. We closely examined how the U.S. students navigated the situation and facilitated opportunities to highlight their global partners' strengths and abilities to navigate communication challenges.

At the beginning of the exchange, the U.S. students encountered communication logistics issues, such as delayed responses from their partners or vice versa. To improve the communication process, we explored more user-friendly communication channels in

class. The majority of groups chose to use WhatsApp, along with emails, while a few groups opted for Instagram instead. This decision was aimed at enhancing communication flow and fostering smoother interactions during the virtual exchange sessions. For example, one US student participant reflected on their correspondence with their international partners:

Communication was lacking via email. It was not quick or convenient for me or Katie so we needed to change to a different method. That's when we got the idea from our professor to use What's App and communication has been much better since.

By diversifying communication methods, preservice teachers offered broader access to discourses, accommodating various communication styles and diverse language skills. This approach enables MLLs to express themselves and communicate more effectively, amplifying their voices in the process.

Global students' "imperfect" English and the perceived "language barrier" this produced was the primary obstacle to communication identified by the U.S. students:

When we speak with those people in Zoom, it's a little bit challenging to understand them. The only thing that can impact our virtual conversations is understanding other people's English language. Although these students are from Taiwan and they speak good English, it is challenging because they speak a different dialect. So, I would have to tell them "I'm sorry, can you repeat that again?"

When read in its entirety, the above quote clearly indicates that U.S. students perceived global students' English as different, and attributed it as the primary factor leading to communication challenges. Nevertheless, the difficulty in mutual understanding appears to be reciprocal. In the feedback from the second and third authors, global students constantly struggled with their sense of insecurity and inadequacy of their English in navigating their communication.

Despite the communication challenges they experienced, the U.S. students employed strategies to foster welcoming environments. For instance, one group expressed their willingness to learn a few words in their partners' language to facilitate communication, even though they acknowledged the difficulty of doing so. Despite their limited foreign language experience, findings indicate that the U.S. students' efforts to learn words in their partners' language led to increased empathy toward their global partners and a deeper appreciation for their communicative abilities.

These experiences underscore the significance of culturally responsive approaches to expanding U.S. students' perception and appreciation of global students' communicative repertoires in diverse cultural contexts and developing their ability to provide a multimodal platform to enable their global partners' their voices. Nevertheless, the U.S. students in this study came to recognize that empathy and cultural sensitivity toward their partners could be key factors in fostering an inclusive environment for meaningful interactions. Despite the challenges of learning their partners' native languages due to limited interaction time, the U.S. students demonstrated a positive

attitude and acknowledged the legitimacy of their partners' first language within the context of the virtual exchange:

Also, one of our partners asked if they could speak some Chinese to one of the other students and we said it was totally fine because sometimes it's hard to translate words from their own native language to the English Language, so we understood.

Acknowledging the legitimate role of non-English languages in conversations represents a substantial stride toward culturally responsive practice for U.S. preservice teachers. This recognition underscores the significance of inclusivity, particularly in light of the prevailing English-centric ideologies within their immediate environment.

Despite all the inherent challenges in their communication, their interactions continued to thrive, as reported by a group of students:

I don't know anybody from Lao nor anyone from Filipino, so it is very cool to hear about. I also find Gina's Italian culture interesting as well. Some of the things you are used to someone else has never experienced so it makes me appreciate the little things in life more.

Through this process, the U.S. preservice teachers cultivated their identities as globally minded individuals who exhibited a genuine interest in other cultures. These emerging identities pave the way for their development into culturally responsive educators.

The U.S. students concluded that the curiosity they manifested in their global partners' cultures emerged in their conversations:

We also talked about how their educational experience helped them learn and understand different languages. Towards the end of the meeting our virtual exchange partners asked us questions about studying at Adelphi University and the application process. They were very communicative with us about what life is like there in Laos and they were even asking us what an ideal classroom looks like for us, future teachers. I felt so honored when they asked us why we wanted to go into the education field in the first place and they asked us to share our stories.

As the U.S. preservice teachers persisted in using their curiosity about global partners to engage with and explore their international partners' identities, interests, and cultures, this communication further fueled and nurtured their enthusiasm for learning more about the world and different cultures.

Indeed, as their exchanges progressed, the U.S. students' curiosity and enthusiasm for exploring each other's cultures appeared to intensify. This was evident in one student's reflection after the third meeting:

At times, I think we may have spoken too much about the assignment from class when we should have been just continuing to get to know each other. Yes, we should be actively trying to complete our assignment, but we also could have

tried a bit harder to make it feel more casual and comfortable, not like they're being harshly graded for speaking to us. We also should have expected that some of the students would be quieter than others, it will take some time before they all feel comfortable enough to speak up. Overall, I feel it is just very great that we get to speak with them over the course of the semester.

In the end, some of the U.S. preservice teachers no longer perceived the program as a mere assignment but instead derived enjoyment from their interactions with their global partners. This highlights the transformative potential of virtual exchange as a tool for cultivating culturally responsive practices among preservice teachers.

Research Question 2: How does virtual exchange provide opportunities for participants to connect their learning with broader communities and real-life experiences, enabling them to delve into the complexity of their global partners' communicative practices?

Our goal with the virtual exchange program was to move beyond mere "cultural tourism," which is often observed in current school practices, and instead, encourage participants to make meaningful connections between their conversations and real-life experiences within broader social and cultural contexts. However, due to the limited time of only one semester and three meetings to explore each other's cultures and identities, gaining an in-depth and nuanced understanding became a challenge. Nevertheless, the U.S. students demonstrated their commitment to enriching their discussions by relating them to wider social and cultural aspects, collectively delving into the underlying beliefs that shaped their respective cultures:

One of our partners explained that their native language is Korean, but at school they speak Lao. She went on to further explain that her friends helped her learn the language and made sure that she was okay in situations where she had to speak Lao. I think that it is very important that if a school is accepting their students will also be accepting. This type of acceptance from her friends demonstrates how much the school has placed value on accepting others. Another aspect from our virtual exchange was shared by another partner.

This quote illustrates how the U.S. preservice teachers leveraged their curiosity and positioned themselves as the learner to help their global partners continue to delve deeper into their experiences. In doing so, the U.S. preservice teachers gained insight into the world through the perspectives offered by their global partners.

This positioning of themselves as the learner empowered their global partners' trepidation about speaking in English. The trust formed between them helped global MLLs focus on what they could contribute to the conversation.

One thing we talk about a lot in class and in assignments is the language barrier present in classrooms. Going into this I was very nervous that it would be difficult to understand or communicate properly with them, but as time moves on I learned that it truly isn't. All it takes is some patience, understanding and time and we were all able to form a friendship and perceive each other's point of view.

This quote demonstrates how the U.S. preservice teachers cultivated empathy through open discussions and discovered the shared humanity that united them. It also provides insights into the challenges that MLLs face when communicating in an unfamiliar language.

Indeed, the findings showed that during their interactions, the U.S. students showed their willingness to open up and share their inner feelings to get the conversations started. By sharing their humanity and vulnerability, their candor and openness humanized the space and hence inspired their global partners to be equally vulnerable. These positive interactions provided a conducive environment for U.S. students to examine their experience with intercultural communication.

I love learning about them and how different their life is from us, yet how similar we all are at the same time. I think an important topic that we've talked about in class and ties into the virtual exchange is the language barrier and the possible challenges it creates in school for students. When we were talking with our partners, they mentioned how nerve wrecking it can be going into a new place where you don't know anyone and trying to adjust. I believe that sometimes teachers and other students may stereotype kids who do not look or speak the same as them.

Through active collaboration in comparing their school experiences, they fostered a heightened awareness of both the commonalities and differences between their cultures.

As a result of their interaction through virtual exchange, the U.S. students came to the realization that their global partners in Laos were culturally diverse due to the international nature of their school. This was reflected in the following statement:

Our partners were very open and vulnerable and discussed how they felt left out at times at their school. Their schools make an effort to include everyone since it is such a diverse school. Sadly, these rules and guidelines can only offer a limited amount of inclusion. The students have to make up for the rest by their attitudes towards one another.

By extending their reflections and connecting them to their social contexts, they helped each other better understand their identities, beliefs, emotions, and values. They also demonstrated their ability to engage in critical examination of their beliefs and attitudes toward their global partners, which reciprocally developed a critical perspective of themselves. U.S. students' journey from initial apprehension to embracing the intercultural learning experience reflects their willingness to assume a co-learner stance alongside their global partners. Through interaction, they explore the revealed dimensions in their global partners' cultures, which in turn broadens their understanding of language landscapes and deepens their appreciation of their global partners' cultural knowledge and skills.

Research Question 3: How does virtual exchange offer participants opportunities to showcase multilingual learners' complex knowledge and skills in navigating

diverse cultural contexts, thereby challenging language ideologies and deficit-oriented perspectives of multilingual learners?

In this study, the overarching objective of using culturally responsive practices was to encourage preservice teachers to uncover their partners' strengths and unique perspectives; recognize the conflicts and tensions within themselves; utilize this understanding to expose injustices, biases, and discrimination; and ultimately challenge deficit mindsets toward MLLs by amplifying their complex multifaceted skills and knowledge. The U.S. students in this study demonstrated their dedication to examining their own biases during their interactions with their international partners.

I think these biases should be acknowledged without being given enough attention to overpower people who have them. We are human, so we cannot think in a perfect manner all the time. However, we are very capable of being empathetic and understanding of others regardless of their race, heritage, accent, culture, or anything of the sort. To exercise this type of attitude will allow my partners and I to remain friendly and keep our meetings casual rather than tense and awkward.

This quote reflects a more assertive advocacy tone and demonstrates a profound empathy for MLLs. In this study, the U.S. students began to align their perspectives with those of their global partners, gaining insight into the world from their partners' viewpoints.

Following their interactions with their international partners, the U.S. students engaged in meaningful reflection on the diversity within the US and how it impacts MLLs in the US:

Why are they in our nation and not understand our language? This is such a privileged statement to say since English is your primary language, so it is not hard for you to speak it on a regular basis. America is such a diverse nation, so why does everyone have to be fluent in English? There is such a double standard in America that anyone coming into this country has to throw away their culture and become a white middle class citizen. This is the harsh reality that we live in.

Engaging in honest self-examination and critically evaluating one's ideology are crucial initial steps in the process of decolonizing the status quo of language injustice. The findings from this study indicate that preservice teachers are dedicated to undertaking this crucial step. Upon reviewing their reflections, it became evident that the U.S. students' introspection was authentic. They displayed transparency about their limitations and vulnerabilities while also demonstrating a willingness to confront them—a pivotal aspect of critical reflection.

DISCUSSION

In the subsequent sections, we delve deeper into the findings and examine the implications they hold for cultivating culturally responsive practices in the context of virtual exchange for teacher education in TESOL. As previously mentioned, the culturally

responsive framework we employed represents a roadmap that prompts preservice teachers to position themselves as co-learners in seeking to discover their global partners' (MLLs') complex language practices and foster a greater awareness of their language repertoires as a way of decolonizing the prevalent deficit perspectives toward MLLs.

Navigating Identities, Culture, Access, and Multimodality

Examining culturally responsive practices from a critical standpoint involves more than just integrating cultural elements; it necessitates facilitating broader access to discourse and critically analyzing cultural and linguistic practices (Shahjahan et al., 2022). Our findings reveal that while U.S. students made efforts to incorporate the identities of their global partners into their conversations, they did not go beyond the superficial aspects of their partners' cultures. Positive interactions, however, have led to the development of shared interests, such as exploring each other's favorite foods and discovering commonalities in choices of snacks or music.

Despite this positive exchange, a closer look at the data indicated that discussions often stayed at the surface level or focused on the representational content of the participants' cultures. However, some groups delved into more diverse topics like music, favorite vacation destinations, career choices, and second language learning. Through course readings, U.S. students connected these discussions to the impact of globalization on global youth cultures. Our findings show that virtual exchange can be valuable in expanding students' perspectives beyond school-related topics, providing opportunities to explore their individual interests outside the classroom (Helm & Acconcia, 2019; Lin, 2021a, 2021b).

Time constraints limited the depth of exploration into these diverse topics, but the potential for more profound engagement is evident given ample time. Encouraging students to diversify their modes of communication, including the use of digital platforms like WhatsApp, can enhance cross-cultural interactions (Lim et al., 2022). Regrettably, many groups have not fully taken advantage of WhatsApp or similar alternative digital platforms to optimize their communication. They appeared to equate virtual exchange solely with live discussions that take place during face-to-face interactions rather than being open to exploring alternative communication methods to enhance their experience.

Moreover, a key constraint identified in this study was the lack of advance notice for questions posed by U.S. students, denying MLLs the time needed for processing conversation prompts. This may have contributed to the U.S. students' perception that the global students were quiet and reserved. Offering appropriate affordances and opportunities can empower MLLs to excel in navigating the complexities of cross-cultural communication (Lim et al., 2022).

Reflecting on student interactions, we acknowledge the potential for more effective facilitation and guidance. Encouraging both groups to diversify their modes of communication, including asynchronous communication, and providing advance notice for questions could enhance the overall quality of cross-cultural exchanges and language practices, as has been testified by theories of second language acquisition (Hamiloğlu, & Temiz, 2012).

Decolonizing Monolingual Ideologies and Pursuing Language Justice in Virtual Exchange

As outlined in our literature review, we reconceptualized CRP to address the goal of decolonizing language ideologies (Absolon, 2019; Shahjahan et al., 2022; Thevenot, 2021). This involves nurturing culturally responsive practices among preservice teachers by placing MLLs' voices and identities at the core of discourse. Simultaneously, we challenged deficit-based language ideologies that hindered the perception of MLLs in a positive light.

In the context of virtual exchange, both student groups expressed concerns about mutual understanding and the ability to comprehend their partners. However, it's crucial to acknowledge the existing language hierarchy and power dynamics among participants (Absolon, 2019; Thevenot, 2021). The U.S. students in this study often took English as the default language in conversations, with minimal effort made to learn the language of their counterparts—except for one group that showed initiative. While many U.S. students encouraged their global partners to use their own language in communication, this encouragement was perceived as benevolent rather than stemming from a genuine interest in learning a different language. In fact, one U.S. student thought their partner speaking in their native language was disrespectful:

Sometimes they speak in Chinese when they need to support each other on some English words and Lauren and I are confused and we just wait until they are done communicating with one another. Something that negatively impacts our virtual exchange conversations is when our partners laugh on the call and Lauren and I try to have a serious conversation with them. We need to realize that they are still in high school, so the immaturity is still there. Overall, it is going very well and we enjoy their energy.

Several key points warrant further exploration. The U.S. preservice teachers in this study seemed to fail to recognize the complexity within the language practices of their global partners, which could have served as evidence of the linguistic ingenuity of MLLs. Instead, it was frequently acknowledged as a matter of course. In addition, the U.S. preservice teachers often perceived the onus of communication to lie with the MLLs in improving their English, rather than viewing communication as a mutual exchange in which both parties share responsibility (Aguilar-Valdez, 2015). Consequently, instead of recognizing their partners' English as an attempt to navigate complex cultural contexts and appreciate their communication prowess, the U.S. preservice teachers regarded it as an imperfect version of English, leading them to tolerate their partners' English as a form of goodwill.

The lack of appreciation among the U.S. preservice teachers for the multifaceted language practices of MLLs may stem from their limited awareness and inadequate training in analyzing the complexity of their partners' language use, such as the practice of translanguaging (Wei, 2023). This insight has led us, as the facilitators of this program, to contemplate our role in promoting not only a heightened critical language awareness but also furnishing tools for language analysis. Upon reflection, the first author, ~~Ching-Ching~~, acknowledged that during the discussion of translanguaging in class, there was

an opportunity to delve into real-life examples of translanguaging. This realization highlighted the absence of a framework in the current literature for analyzing translanguaging practices, underscoring the need for further research and effort to examine authentic translanguaging experiences. This, in turn, can enable preservice teachers to genuinely appreciate the creativity and communicative repertoires of MLLs.

The data collected in this study also revealed the U.S. students' limited use of multimodality, and we recognize this as stemming from our oversight as facilitators of this process. Despite embracing the concept of multimodality, we may not have effectively incorporated it into our respective classrooms. Consequently, students did not utilize it in the settings of virtual exchange, despite being familiar with multimodality in their daily lives, as evident in their natural ability to create podcast episodes. This study highlights the importance of consciously integrating multimodality into academic discourse, as it can offer more inclusive access for MLLs and contribute to greater equity and inclusion in the classroom (Abacioglu et al., 2020).

The research findings illustrate a gradual increase in students' comfort level with each other as they engaged in successive meetings, fostering a deeper intercultural understanding through the sharing of personal experiences. While the interactions were positive, they also revealed critical challenges in fostering greater critical awareness and further development in preservice teachers' culturally responsive practices along the key components identified as part of this study. These insights emphasize the need for an ongoing commitment to nurturing culturally responsive practices among TESOL educators, teacher candidates, and students. Incorporating process-oriented virtual exchange consistently in TESOL programs could prove invaluable in helping ESOL teacher candidates continue to enhance their critical language awareness and intercultural competency skills.

LIMITATIONS

As an example of an action research project aimed at nurturing critical language awareness among preservice teachers through a virtual exchange project, it is crucial to acknowledge the limitations of this study. The research is grounded in the authors' understanding of culturally responsive practices, closely intertwined with their personal language journeys and life experiences. Given ever-evolving educational landscapes, it is imperative to consistently assess our methods and perspectives, particularly in light of the evolving student demographics and stakeholders, while positioning ourselves as co-learners alongside multilingual students and their communities.

Furthermore, it is important to recognize that a semester-long virtual exchange program may not yield significant results in terms of students' culturally responsive practices, primarily due to the program's integration within the course curriculum, which involves numerous demanding tasks and objectives that necessitate students' dedicated time and effort. A longitudinal study would be necessary to thoroughly investigate and track students' progress toward holistic development, encompassing various dimensions of their virtual exchange experiences.

It should also be noted that, regretfully, we did not ask the global multilingual students to engage in written reflections to corroborate the findings. For future studies, it is recommended that collaborative reflection be integrated into the virtual exchange

design, allowing for a more comprehensive understanding of the process and maximizing its benefits. This underscores the necessity for a thoughtful, multidimensional approach by facilitators when implementing virtual exchange, while fostering student autonomy throughout the process.

Another aspect that could have impacted the integrity of this study pertains to the internet instability. Some global students in Laos found it necessary to turn their cameras off during meetings to ensure continuity. While this situation may have influenced the level of mutual engagement, the potential impact on the quality of interactions remains unclear. Nevertheless, considering that the virtual exchange program was conducted using a combination of asynchronous and synchronous modes, it is hoped that the occasional need to turn off cameras had a minimal effect on the quality of interaction.

CONCLUSION

As multilingual teacher educators, this virtual exchange program represents a personal passion project for us. Our commitment to fostering students' intercultural competency and our dedication to promoting intercultural communication between the Global North and the Global South have been instrumental in bringing this program to fruition. By actively participating in this mixed-method, semi-autoethnographic study, we have acquired profound insights that have enhanced our understanding of the factors that contribute to the reinforcement of dominant language ideologies within the framework of virtual exchange. We have also explored how preservice teachers can employ their own identities, abilities, and experiences to challenge these ideologies. The outcome is a rich and multifaceted study, enriched by our nuanced perspectives and layered analysis.

Enhancing virtual exchange via a task-based, process-oriented approach presents a valuable opportunity for preservice teachers to foster culturally responsive practices. This approach positions them as co-learners alongside MLLs, thus empowering and amplifying the voices of MLLs throughout the mutual engagement process. The utilization of collaborative podcasting serves as an asset-based strategy, fostering a more equitable learning environment in which U.S. preservice teachers not only act as facilitators but also engage as co-learners in intercultural communication. This approach entails acknowledging the expertise of MLLs in their respective cultures, thereby promoting inclusivity and leveling the conversational playing field.

While there are areas that may benefit from improvement in implementation, the US preservice teachers have demonstrated a strong commitment to their personal growth and the continuous development of their critical awareness. It is important to acknowledge that critical awareness is an ongoing journey, one that can be further nurtured and cultivated through virtual exchange conducted with a collaborative and critical lens.

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Appendix A

Student Demographics

Group # 1 (3 U.S. students x 3 Global Students/Taiwan)

Group Members	Grade Level	Gender	Ethnicity	Language practiced
Angelique	Sophomore (College)	She/her	Black	English
Julia	Sophomore (College)	She/her	Mixed	English, Spanish
Amy	Junior (College)	Unidentified	Chinese	English, Chinese
Erica	11th grade	She/her	Taiwanese	Chinese, English
Yuk	11th grade	She/her	Taiwanese	Chinese, English
Kyo	11th grade	She/her	Taiwanese	Chinese, English

Group # 2 (2 U.S. students x 3 Global Students/Taiwan)

Group Members	Grade Level	Gender	Ethnicity	Language practiced
Dylan	Sophomore (College)	Unidentified	White	English
Raania	Sophomore (College)	She/her	Mixed	English
Yu	11th grade	He/him	Taiwanese	Chinese, Hakka, English
Louie	11th grade	He/him	Taiwanese	Chinese, Taiwanese, English
Jayn	11th grade	He/him	Taiwanese	Chinese, English

Group # 3 (3 U.S. students x 4 Global Students/Taiwan)

Group Members	Grade Level	Gender	Ethnicity	Language practiced
Payge	Sophomore (College)	She/her	White	English, Hebrew
Lauren	Junior (College)	She/her	White	English
Monique	Junior (College)	Unidentified	Black	English

Aidan	11th grade	He/him	Taiwanese	Chinese, Hong Kong Cantonese, English
Alan	11th grade	He/him	Taiwanese	Chinese, English
Teresa	11th grade	She/her	Taiwanese	Chinese, English
Steven	11th grade	He/him	Taiwanese	Chinese, English

Group # 4 (2 U.S. students x 3 Global Students/Laos)

Group Members	Grade Level	Gender	Ethnicity	Language practiced
Gina La Sala	Freshman (college)	She/her	White	English
Gianely Mccatty	Sophomore (college)	She/her	White	English
Crislyn	Senior (college)	She/her	Filipino	Filipino, English
An	Senior (college)	She/her	Chinese	Chinese, English
Malida	Senior (college)	She/her	Laotian	Lao, Chinese, English

Group # 5 (2 U.S. students x 3 Global Students/Laos)

Group Members	Grade Level	Gender	Ethnicity	Language practiced
Maggie	Junior (college)	She/her	White	English
Han	Sophomore (college)	She/her	White	English
Yeo	Senior	She/her	Korean	Korean, Lao, English
Maheshika	Senior	She/her	Pakistani	Urdu, English
Mika	Senior	She/her	Filipino	Filipino, English

Group # 6 (2 U.S. students x 3 Global Students/Laos)

Group Members	Grade Level	Gender	Ethnicity	Language practiced
Kati	Sophomore (College)	unidentified	Mixed	English, Spanish

Mario	Senior (College)	He/him	Mixed	English, Chinese
Maythiny	Senior (College)	She/her	Laotian	Chinese, English, Lao
Melisa	Senior (College)	She/her	Laotian	English, Lao
Phinthong	Senior (College)	She/her	Laotian	Chinese, English, Lao
Marisa	Senior (College)	She/her	Laotian	Chinese, English, Lao

Appendix B

Student Guidelines for Culturally Responsive Practices

Part A

Explore, affirm, and analyze your global partners' unique assets; interests; strengths; family backgrounds; cultural and linguistic knowledge; and their multimodal, multilingual, and multiliteracy practices through a sociolinguistic lens.

1. Share basic information (such as a video tour of your typical day) with your global partners before your first meeting.
2. Ask follow-up questions when you meet, such as the following questions or prompts:

- Describe your school/work experience and/or career aspirations.
- What do you think is your greatest talent?
- What languages do you speak?
- What is your favorite subject or school activity? What makes you like it?
- What is your favorite thing to do outside of school?
- What are the three favorite places that you have visited or would like to visit in the near future?
- What are your three favorite dishes to cook, bake, grill, or eat?
- What else should I know about you, your skills, and your interests?
- Feel free to add your own: _____

3. Mapping Community Assets: Work with partners and use the following template to guide your exploration of each other's cultural strengths during your conversation.

Mine	My partners'	Ours
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(Write down key points of your responses from Part A above)	(Interview your partner with questions from Part A)	(Synthesize your and your partners' responses)
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4. Repeat this process with your global partners if necessary and document the result in a Padlet.

Part B

Map, synthesize, and build their assets through an activity of co-designing a lesson plan with your international peers that is affirming and responsive to the fruitful diversity of their cultures, using the template provided.

Part C

Amplify your collective voice and unique assets through a podcast. In this course, podcasting is used as a reflective tool to integrate multimodality, storytelling, and collaboration. As a culminating activity, you are required to work in a group and document, analyze and reflect on your learning journey throughout this course via an expressive medium that aims to expand your advocacy repertoire. Use the Group Project Planner provided to guide you through the process.