

## Case 1: Moscow - New York



### Partnership details:

	Partner I	Partner II
Type of institution	4-year college	5-year university
Location	New York State, US	Moscow, Russia
Local course	Intercultural Communication in the Global Classroom	Using Information and Computer Technology in Intercultural Communication
Students' degree course	Communications Studies	Foreign Languages (English)

### Perspective of Partner I

*"From [my] perspective, the differential language skills had a relatively small impact on the course. I overestimated the problems from language skills and underestimated the problems caused by logistic issues. In classroom discussions, the Russian students as a group more than held their own. I would estimate that they easily did 50% of the talking and usually without any extra prodding--certainly no more than the prodding that was sometimes necessary to get the [US] students talking. The Russian students were slightly less adept in written English and seemed more reticent in the online discussion boards. All in all, I think the Russian students did an amazing job with their English usage in the class".*

### Perspective of Partner II

*"From [my] perspective language was a problem. Students with poorer English were not coping with required reading and as a result their contributions were not as good as they would have liked them to be. Some felt shy because of that (though this was certainly not the general problem). Language was also one of the reasons for a high dropout level. Those whose English was better from the start, blossomed, others felt that the course required too much effort without bringing the pleasure of success, and as the course was not obligatory, they simply left"*