

Build Student Excitement About Culture While Using The Target Language

Kristen Nugent

Concordia University Nebraska

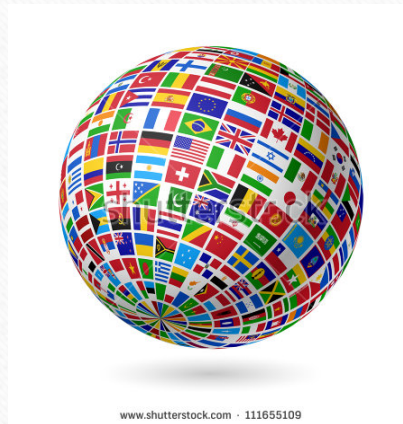
Kristen.Nugent@cune.edu

What is interculturality? (Standards for Foreign Language Learning in the 21st Century; NCSSFL/ACTFL Can-Do Statements)

- The ability to demonstrate the interaction between language skills and cultural understanding
- It requires the ability to use the language and behave appropriately in diverse cultural contexts
- Although it is more difficult to facilitate the use of language at beginning levels, it is the responsibility of world language educators to create opportunities where language and culture are experienced together

Basic principles of interculturality (Byram, 1997; Deardorff, 2004)

- Less transmission of teacher knowledge and more encouragement of inquiry and exploration on the part of the student
- Less focus on learning the target language without error and more focus on learning how to communicate so that reciprocal intercultural relationships result



6 Ways to keep it in the target language while
engaging with culture:

Teaching from an interculturality perspective

1. **Create an experience!**



Consider ways to introduce a unit with an experience!

- Talk to a partner! What topics are taught in your classes that could be introduced with an experience?
- How can you help students gain awareness of the diversity within the target culture through these experiences?



6 Ways to keep it in the target language while
engaging with culture:

Teaching from an interculturality perspective

1. Create an experience!
2. **Teach key vocabulary!**

Similarités? Différences?



Other useful vocabulary to teach in the target language the first time you use it in class

- Product, Practice, Perspective
 - In my opinion...
 - From my experience...
 - It's similar because...
 - It's different because...
 - Is it possible that...

6 Ways to keep it in the target language while
engaging with culture:

Teaching from an interculturality perspective

1. Create an experience!
2. Teach key vocabulary!
3. **Use artifacts!**

Artifacts can be a bridge to culture and the target language

Task 1: Circle the vocabulary word in each pair that describes this artifact:

Large or small?

Heavy or light?

Useful or fun?

Expensive or cheap?

Pretty or ugly?



Artifacts can be a bridge to culture and the target language

Task 2: Document what you know from background knowledge about this artifact. Circle the questions you would need to ask to find out more about this artifact:

What is its name?

Who would use this?

When is this object used?

Where is this object used?

What is this object's purpose?



Artifacts can be a bridge to culture and the target language

Task 3: Seek out information about the object using your resources. How does gaining a deeper understanding of this artifact teach you something about the target culture? Share using the target language as much as possible:

The purpose of this artifact is...

I understand more about...

This connects to my culture by...

Task 4: Students share their new awareness and knowledge with classmates. Students can teach new vocabulary to classmates.



Consider ways to use artifacts in your classroom!

- Talk to a partner! What topics are taught in your classes that could be enhanced with an artifact?
- How can you help students gain awareness of the diversity within the target culture through this kind of task?



6 Ways to keep it in the target language while
engaging with culture:

Teaching from an interculturality perspective

1. Create an experience!
2. Teach key vocabulary!
3. Use artifacts!
4. Use video!

Video: Change the process

Past

- Teach information about a cultural product, practice, or perspective and follow with a video representation
- Ask students to watch a video and complete a worksheet
- The use of videos may be more related to fact gathering and gaining exposure to the target culture

Future

- Use video as a way to get students asking questions about the target culture
- Use video as a way to get students practicing observing without judging
- Use video as a way of teaching vocabulary and getting students using the target language

Teach OSEE (Deardorff/Deardorff, 2000)

O: Observe what is happening

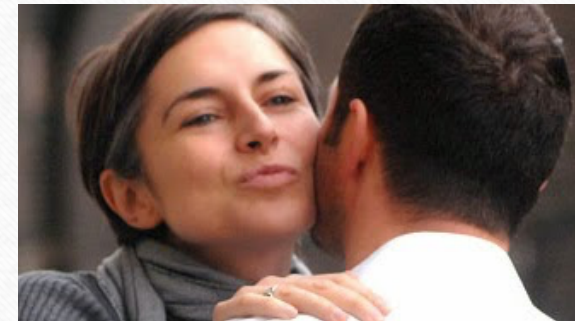
S: State objectively what is happening

E: Explore different explanations for what is happening

E: Evaluate which explanation is the most likely one

Give students simple language to use for the S (state objectively what is happening) component

- The person in the video does _____.
- The person in the video is _____.
- The person in the video says _____.
- The location in the video is _____.



NOTE: Exploring explanations and evaluating may have to be done in English.

Let's give it a try!

6 Ways to keep it in the target language while
engaging with culture:

Teaching from an interculturality perspective

1. Create an experience!
2. Teach key vocabulary!
3. Use artifacts!
4. Use video!
5. **Always start in the target language!**

Keeping it in the target language while teaching culture! Simple tips!

- Set a timer
- Set a goal
- Ask students to keep you accountable
- When you sense that a student wants to discuss the topic in-depth, ask if he or she would like to switch to English
- Set aside a specific period of time during the lesson to discuss culture in English to gain a deeper cultural understanding

6 Ways to keep it in the target language while
engaging with culture:

Teaching from an interculturality perspective

1. Create an experience!
2. Teach key vocabulary!
3. Use artifacts!
4. Use video!
5. Always start in the target language!
6. **Expect students to practice interpersonal communication!**

“

Decide at the beginning of the unit, chapter, or cultural lesson how students will practice interpersonal communication in relation to the topic=Backwards Design.

”

With someone next to you, make a plan for how students would be able to demonstrate interpersonal communication related to the following topics:

1. Going to school
2. Labor Day/Day of the Dead/Any holiday
3. Greetings/Meeting someone for the first time

Once you have decided how students will represent interpersonal communication at the end of your unit, chapter, or lesson, use backwards design.

- From day 1, teach the vocabulary/phrases needed to participate in intercultural communication or situations.
- From day 1, let students begin to practice phrases to prepare for the final interpersonal communicative task.
- Set a timer so that you stop all other tasks with at least 10 minutes left in the period. Give students an opportunity to practice interpersonal communication every day.
- Make it the priority so that you can't say, "We ran out of time for the communicative element of interculturality."

6 Ways to keep it in the target language while
engaging with culture:

Teaching from an interculturality perspective

1. Create an experience!
2. Teach key vocabulary!
3. Use artifacts!
4. Use video!
5. Always start in the target language!
6. Expect students to practice interpersonal communication!
7. **What will you discover?**

Questions?

*merci
beaucoup*