

# Workshop 5

## Rooted in Culture

“I think the fruits of exploring [the appropriate ways to interact with native speakers] helps to lead the individual not only to learn more about the target language and its culture, but, through comparisons and reflection and introspection, to discover more about one’s own language and one’s own culture.” —Alvino Fantini, School for International Training, Brattleboro, Vermont

### Learning Goals

What is the importance of integrating culture into the study of a foreign language? In this session, you’ll review relevant research, observe video discussions and classroom examples, and do a culminating activity on integrating culture into your lessons. At the end of this session, you will better understand how to:

- use the Standards framework of products, practices, and perspectives to analyze culture in the context of the foreign language;
- help students begin to think about cultural perspectives in both the target culture and their own culture; and
- integrate the teaching of cultural concepts into the context of foreign language instruction.

### Key Terms

- intercultural competence
- Knowledge, Attitude, Skill, Awareness (KASA)

Definitions for these terms can be found in the Glossary located in the Appendix.

# Before You Watch

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To prepare for this workshop session, you will tap your prior knowledge and experience and then read current research on teaching culture in foreign language classes.

**Facilitator's Note:** Ask everyone to complete the Reflect on Your Experience and Examine the Research sections below before arriving for this session.

## Reflect on Your Experience *[Reflection]*

Consider the ways in which you have integrated culture into your lessons, then answer the following questions. You may want to save your answers in order to reflect on them again at the end of the session.

1. How would you define culture?
2. What aspects of culture are you most comfortable teaching? How do you typically incorporate culture into your lessons?
3. What challenges have you faced when exploring culture in the foreign language classroom?
4. Do you typically use English or the target language to explore cultural topics, information, and insights? Does it vary depending on the discussion? If so, how do you decide which language to use to explore cultural topics?
5. How does your textbook treat cultural topics? If you do not use a textbook, how do you determine which cultural topics to integrate into your lessons and how you will integrate them?
6. How do you address any stereotypes that students may have about the target culture?

## Examine the Research *[Assignment]*

Read each of the articles listed below, then answer the following questions.

### Articles

#### **"Artifacts, Sociofacts, Mentifacts: A Sociocultural Framework"**

This article describes an activity that uses the three interrelated dimensions of culture (artifacts, sociofacts, and mentifacts) to encourage deeper language-culture exploration.

Fantini, Alvino E., and Beatriz C. Fantini. "Artifacts, Sociofacts, Mentifacts: A Sociocultural Framework." In *New Ways in Teaching Culture*, edited by Alvino E. Fantini and Beatriz C. Fantini, 57–59. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc., 1995.

#### **"Giving Dimension to Mappaemundi: The Matter of Perspective"**

This article addresses the importance of looking at different perspectives for effective cross-cultural interactions. Note: Many examples presented in this article are written in Spanish. However, you will be able to understand all key ideas even if you do not speak Spanish.

Galloway, Vicki. "Giving Dimension to Mappaemundi: The Matter of Perspective." In *Teaching Cultures of the Hispanic World: Products and Practices in Perspective*, edited by Vicki Galloway, 3–38. Mason, OH: Thomson Learning Custom Publishing, 2001.

These articles are available as downloadable PDF files on the *Teaching Foreign Languages K–12 Workshop* Web site. Go to [www.learner.org/channel/workshops/tfl/](http://www.learner.org/channel/workshops/tfl/), click on the session title, Before You Watch, and scroll down to Examine the Research.

# Before You Watch, cont'd.

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**Facilitator's Note:** Be sure that everyone has access to these readings. You may want to have a few copies available for those without Internet access.

## Reading Questions

1. What do you think about Galloway's advice to treat culture as a "theory of relativity" (p. 9)? How does it compare to your experience teaching cultural topics?
2. How might you use the observation/interpretation model in your classroom?
3. Using Bennett's model (Galloway, p. 10), at what stages would you place yourself in terms of your intercultural sensitivity? Where would you place your students?
4. Galloway speaks of maps as being "inherently biased" in that they not only attempt to represent the world, but also serve to advance a specific "world view" (p. 6). How might you use the classroom as a way of helping students move beyond limited world views toward having multiple perspectives?
5. When is a practice considered a "cultural norm"? Why? How do practices and products serve as "signposts" to a culture? What role do such "cultural norms" and "signposts" serve in learning and speaking a foreign language? Give a specific example from your teaching.

**Assignment:** Submit your written responses to the Reading Questions.

# Analyze the Video

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**Facilitator’s Note:** When the workshop session begins, you may want to spend a few minutes discussing participants’ prior knowledge and experience and reviewing the Reading Questions.

## Video Summary

In “Rooted in Culture,” Professor Alvino Fantini from the School for International Training in Brattleboro, Vermont, discusses the importance of teaching culture and being sensitive to native cultures, perspectives, and behaviors when interacting with speakers of the target language. Professor Fantini also joins a round-table discussion on ways of integrating culture into a foreign language curriculum and the challenge of helping students gain a cultural perspective. The discussion is moderated by University of Pittsburgh professor Richard Donato and includes teachers Leslie Birkland of Kirkland, Washington, and Lori Langer de Ramirez of New Hyde Park, New York. The video also features excerpts from Ms. Birkland’s and Ms. Langer de Ramirez’s classes, as well as other classes across different grade levels and languages.\* The video addresses the following questions:

- How do teachers integrate culture into instruction?
- How do products and practices lead to perspectives?
- How do teachers build intercultural competence?

\*The classroom excerpts featured in this video are from the *Teaching Foreign Languages K–12* video library. To learn more about the featured lessons, go to the Library Videos Chart found at the end of this chapter.

## Watch the Video *[Reflection]*

Watch the video “Rooted in Culture,” and take notes as you watch. Consider pausing at the end of each section to answer the questions before moving on to the next section. If you are working in a group, discuss your responses; if you are working alone, reflect on them in your journal.

### 1. How do teachers integrate culture into instruction?

In this section, Professor Fantini talks about the importance of studying culture and learning how to appropriately interact with speakers of other languages. Ms. Langer de Ramirez and Ms. Birkland then talk about what inspired them to integrate culture with foreign language study, and how their approach to teaching culture has evolved.

- Consider your school calendar. What cultural events might you build into the regular curriculum and explore, as Ms. Birkland does with the Japanese New Year?
- How might a teacher determine whether a current event should be treated briefly or as the focal point for a unit?
- How can teachers enhance their own understanding about a cultural topic? What might you do if questions about a cultural topic come up that you are unable to answer?
- What are the limitations of cultural notes or sidebars in textbooks or other resources? Are there ways of using these effectively? If so, how? If not, why not? What might you do if the information presented contradicts your own experience, such as the text Ms. Langer de Ramirez described about teens going on dates with chaperones?
- Consider your students’ experiences. How could you tap into their cultural experiences outside of the classroom as a starting point for integrating culture into instruction?

# Analyze the Video, cont'd.

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## **2. How do products and practices lead to perspectives?**

In this section, Professor Fantini talks about the challenge of moving discussion of products and practices to an understanding of perspectives. The teachers then share some of their approaches to helping students gain a cultural perspective.

- Why is it easier to focus on products and practices before perspectives?
- How might a teacher decide whether to use English when teaching about culture?
- How can teachers address any stereotypes that students have about the target culture? How might teachers lead students to further explore new cultures with an awareness of the issue of stereotypes?
- What is the value of exploring perspectives? What are the challenges of exploring perspectives?

## **3. How do teachers build intercultural competence?**

In this section, Professor Fantini talks about the essential criteria by which intercultural competence can be assessed. The group then discusses how new teachers might incorporate culture into their lessons.

- How do teachers acquire the knowledge, attitudes, skills, and awareness needed for intercultural competence? How do they develop the skills needed to foster intercultural competence in their students?
- What resources could teachers use, beyond the textbook, to build intercultural competencies for themselves and their students?
- When comparing cultures, what can teachers do to help avoid making the target culture seem exotic or strange?
- In what ways is culture a lifelong learning task for teachers? For students?

# Examine the Topic

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## *[Assignment]*

Now that you have read the research and viewed the video discussion on integrating culture with foreign language study, you will examine the topic further by exploring the three components of the cultural framework: products, practices, and perspectives.

One of the challenges teachers face when introducing cultural products or practices is that these pieces of information can appear to be disconnected, like bits of trivia, and possibly lead to the stereotypes teachers hope to prevent. By using the cultural framework in their planning, teachers can instead ensure that culture is explored in a systematic and contextual way. The framework helps teachers tie together the disparate knowledge that they have about products and practices, and helps students begin to relate products and practices to perspectives and acquire a deeper understanding of culture overall.

**Try it online!** This activity is available online as an interactive activity. Go to the *Teaching Foreign Languages K–12 Workshop* Web site at [www.learner.org/channel/workshops/tfl/](http://www.learner.org/channel/workshops/tfl/). Select this session and go to Examine the Topic.

**Facilitator’s Note:** Hand out the Cultural Elements—Examples form and ask participants to complete Steps 1-3 below. At the end of each step, when the participants are ready to compare their responses to the sample answers, hand out the applicable page from the Cultural Elements—Sample Answers form. Consider asking participants to reflect on both examples at each step before looking at the sample answers. All handouts can be found at the end of this chapter.

## **A. Exploring the Cultural Framework**

For the following activity, you will use the triangle model of the cultural framework to explore how products, practices, and perspectives are interrelated and begin reflecting on how you might use it to plan lessons. Go to the workshop Web site for the interactive version or follow along below.

1. **Products.** Using the Cultural Elements—Examples form, look at the first example of sample products common to many cultures. Consider the practices and perspectives that could be associated with this product in your target culture. Then look at the second products example and reflect on the associated practices and perspectives. Use the Cultural Elements—Sample Answers form to see sample answers for both examples from different cultures.
2. **Practices.** Using the Cultural Elements—Examples form, look at the first example of practices that are common across different cultures. Consider the products and perspectives that you might derive from this practice based on your target culture. Then look at the second practices example and reflect on the associated products and perspectives. Use the Cultural Elements—Sample Answers form to see sample answers for both examples from different cultures.
3. **Perspectives.** Finally, use the Cultural Elements—Examples form to look at an example of a general cultural perspective. Think about the products and practices that could be derived from that perspective within your target culture. Then look at the second perspectives example and reflect on the associated products and practices. Use the Cultural Elements—Sample Answers form to see sample answers for both examples from different cultures.

# Examine the Topic, cont'd.

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## **B. Reflect on the Activity**

Now that you have explored the three Ps of the cultural framework, select a target culture for the language that you teach and use the triangle model to think about the interrelationship of products, practices, and perspectives associated with that culture. Also, consider the following:

1. What are some of the key perspectives of your target culture? For example, what family values do the majority of people support? What beliefs about government, society, and religion predominate? What lifestyle patterns are evident? How is the past viewed? As you hypothesize about these perspectives, what products and practices do you see evolving from them?
2. Go to a Web site written from within your target culture (e.g., an online newspaper or a city or provincial site) and scan for articles that either explicitly or implicitly address cultural practices. Then use these practices to begin reflecting on the perspectives and any potential products that connect to the target culture. Also, be sure to think about the historical roots of the practices and how the practices may have changed over time.
3. The products of a culture can be tangible or intangible. Reflect on some of the intangible products of your target culture (e.g., music, the language itself, or literary characters) and consider how they may represent perspectives of the culture in the past and today.

**Assignment:** Write a brief summary of what you learned from this activity to submit as an assignment.

# Reflect on Your Learning

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## *[Assignment]*

In this session, you analyzed the cultural framework associated with the National Standards and looked at ways of integrating culture into the foreign language curriculum. You will now write a one- to two-page summary of what you have learned and how you plan to apply it in your classroom. Review the notes you have taken during this session, as well as your answers to the Reflect on Your Experience questions. Use the questions below to guide your writing. Consider including in your summary a web or image that depicts the role of culture in foreign language instruction. Be sure to label or describe your visual. You may also want to consider a specific unit that you teach and use the questions below to reflect on how you might teach this unit differently.

1. How do I help my students understand cultural perspectives? How do I move the focus from products and practices to perspectives in a way that is appropriate for their ages and cognitive development level?
2. What kind of professional and personal development might I want to pursue to increase my knowledge of the target culture(s) and thus increase my comfort level teaching it?
3. How do I keep cultural topics from becoming a series of unconnected facts? How might I make culture the focal point of a unit or lesson, and how would I integrate this kind of lesson design on an ongoing basis?
4. How do I encourage students to keep an open mind and see that “all cultures make sense...from their own vantage point” (Galloway, p. 38)?

**Assignment:** Submit your summary as an assignment.

**Facilitator’s Note:** The activities in the Put It Into Practice and Action Research Project sections are designed to be completed outside of workshop meeting times. Be sure that participants have all necessary forms for these activities. Also, plan time to debrief participants on their results for the Put It Into Practice activities during a later workshop session.



# Put It Into Practice

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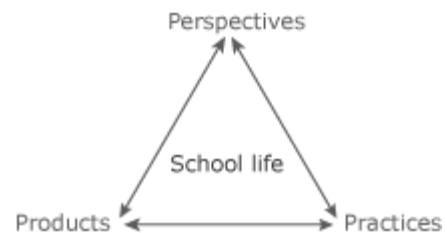
## *[Assignment]*

In this section, you will apply what you have learned to your own teaching. The following activities are designed to assist you in developing resources for integrating culture into thematic lessons and becoming a lifelong learner of culture. Choose one or both of the activities below.

### **A. Integrating Culture Into Themes**

In this activity, you will use a thematic approach to organize the cultural content of a unit that you are planning to teach.

1. **Select a theme.** Begin by selecting an organizing theme, such as a unit on school life in a target country. If you are using a textbook, you may be able to identify a theme that connects to chapter content. Draw a triangle representing the cultural framework from the National Standards, or use the Integrating Culture Into Themes form found at the end of this chapter. Write your theme in the center of the triangle.



2. **Identify products and practices.** Using your selected theme, generate a list of products and practices that you would like students to explore. For example, products for a unit on school life might include the school curriculum, daily/yearly schedules, exams, dress codes, school facilities, and materials students are expected to provide. Practices might include state and school rules and regulations, classroom behavior, and dining practices. Be sure to include opportunities to show students how the products and practices have changed over time.
3. **Consider the perspectives.** Next, consider the perspectives embodied in the products and practices, both past and present, that you would like students to reflect on. For example, products and practices related to school life can address perspectives such as the roles of the state, parents, and professionals in determining the curriculum, orientation of the school (e.g., religious versus secular, open access versus entrance exams), and expectations for students. These perspectives often have a historical basis, but changes do occur over time; contemporary social issues are reflected in today's schools.
4. **Plan your unit.** Once you have listed several possibilities for products, practices, and perspectives, you can begin to integrate some of these areas into your thematic unit. First, review your list and narrow down the areas to the ones that best suit your curricular goals. Then plan how you will integrate them into the unit. Use the following questions to guide you:
  - What authentic materials and sources of information, such as film, videos, texts, and artifacts, will you use? How will you use them?
  - How will you break up topics for group or individual research?
  - What questions will students investigate as cultural observers?
  - Whom might students talk with to learn more about the target culture?
  - How would you assess this unit on culture?

# Put It Into Practice, cont'd.

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## B. Ongoing Cultural Exploration

Although no one person can become fully versed in all aspects of a culture, you can continue to learn new information and expand upon your current knowledge by engaging in ongoing cultural explorations. When viewing films, reading newspaper articles or Web pages, interacting with native speakers, or otherwise engaging with the target language and culture, you can begin by identifying a new product, practice, or perspective that interests you—one of the three Ps of the cultural framework triangle. Then you can speculate about the other points of the triangle (the other two Ps). Doing this regularly allows you to gradually extend your cultural knowledge, particularly in the complex area of linking contemporary aspects of the culture to their historical roots.

For example, a French newspaper article recently described the new licenses being awarded to musicians who wish to play music in the Paris *métro* (subway). Previously, players simply picked any spot they wanted to play in. However, complaints about the proliferation of musicians and the quality of their music forced the transportation authority to address the issue. Now there are a limited number of licenses available (they are good for six months), and musicians must audition to receive one. The following table shows how this article could trigger cultural insights within the three-P structure:

| Product                                   | Practice   | Perspective   |
|---|--|---|
| License to play music in the <i>métro</i> | Playing music for donations in the <i>métro</i> stations and on trains; licensing requirements and how the bureaucracy functions | Value of social consciousness (letting musicians play to earn money); people's expectations of their government—that it will regulate to accommodate both the commuters and musicians |

A teacher could then use this article to expand his or her cultural awareness by looking at other ways in which the French government addresses social issues, particularly those affecting the economically disadvantaged, such as the *allocation familiale* (a subsidy for children), the *allocation scolaire* (a subsidy for school materials in September), and *asile* (shelter for the homeless and for immigrants).

You will now start a journal of insights about the culture(s) whose language you teach. You can then use the journal to further analyze both the target language and culture(s).

Begin the process with a weekly scan of Web pages and newspaper or magazine articles from the target culture. Take notes about products, practices, and/or perspectives that are new to you and that interest you. Each week, expand your search to further analyze the products, practices, and/or perspectives that you have already identified, as well as to identify any new cultural aspects that you would like to learn about.

As you record your findings, consider using a graphic organizer that serves as a reminder of the three Ps. For example, you can use a chart like the one above or a drawing of the triangular framework. The key is to develop a format that allows you to begin with any one of the three Ps, regardless of which one is first apparent through your research, and then allows you to address the other two Ps in any order as you continue your exploration.

**Assignment:** Submit your thematic unit that integrates cultural content with language instruction and/or five entries from your journal as an assignment. For each journal entry, be sure to include your initial notes about the product, practice, or perspective that you observed or read about, as well as any additional research you did to address the other Ps of the cultural framework.

# Action Research Project

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## *[Assignment]*

The following four-step process will help you plan a small action research project to explore your questions about integrating culture into the study of foreign languages, implement action plans for designing cultural explorations, and collect information to assess your instructional innovations. Before you begin this section, you can go to the About Action Research section (page 8) for an introduction to the process of designing and conducting action research projects. If you are taking this workshop for credit, you will need to complete one action research project from any one of the eight workshop sessions as an assignment.

If you would like to focus on teaching culture for your action research project, use the following questions and examples to help frame your thinking and shape your action research project.

### **I. Thinking**

1. What issue concerning teaching culture do you want to describe, document, and investigate? For example, you could investigate your students' attitudes about the target language cultures, including any stereotypes they may have; explore how cultural perspectives can be tied to practices and products; or examine how your students' attitudes toward the target language cultures change over time. This will be the focus of your action research project.
2. Why is it important to you as a teacher to integrate culture into foreign language instruction? How have you integrated culture into your units and lessons in the past? Do you feel that you have been successful in addressing the Cultures goal area of the standards? If so, why? If not, how and why do you want to change that approach? What has been your experience with designing lessons that lead students beyond cultural products and practices toward an understanding of cultural perspectives? Are you satisfied with your approach to addressing stereotypes that students may have about a target culture? Why or why not?
3. What is your research question concerning the integration of culture into foreign language teaching? The research question will help you investigate your area of focus and understand it better. For example:
  - a. What are my students' attitudes and understandings about the target language culture?
  - b. How can I enable my students to interpret the cultural perspectives that underlie cultural products and practices? How can I conduct a cultural perspectives discussion with my students?
  - c. Do my students feel that their cultural knowledge and understanding is enhanced by lessons that are designed with a cultural context?
  - d. What are the cultural topics that my students want to investigate, and how can I incorporate their cultural interests into my lessons?

### **II. Acting**

1. What is the action plan for carrying out your project? Depending on your action research question, the following are some questions you might ask yourself to help you develop an action plan:
  - a. How will I identify my students' attitudes and understandings about the target culture? Will I use a questionnaire, focus groups, or interviews with my students' families or friends?
  - b. How will I assess the cultural perspectives that my students develop from lessons? What types of questionnaires or self-assessment instruments do I need to develop?
  - c. How will I lead a cultural perspectives discussion? What discussion strategies will I use? What kinds of questions will I ask? How will I record the discussion for analysis?

# Action Research Project, cont'd.

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- d. How can I find out what cultural topics my students want to learn about? Will I record what they say in a class discussion or ask them to submit topics to me individually?
- e. How will I document my students' growing cultural competence? Will I videotape them during cultural role plays, use journal entries, or conduct interviews with groups of two or three students?
2. What information will you need to collect to answer your research question and assess your project? For example, you could take field notes, ask a colleague to observe your class and look for particular aspects relevant to your study, distribute student questionnaires and self-assessments, or record yourself leading a discussion. You should have at least two sources of information.
3. How much time will you allot for your action research? That is, when and for how long do you plan to collect information before you're ready to begin analyzing it? Develop a timeline for implementing your action plan.

## III. Reflecting

1. After collecting your information, how will you analyze it? That is, how will you organize and review the information you have collected to understand it better and help you answer your research question? For example, will you use percentages based on responses to a questionnaire? Themes from students' reflective journals? Summaries of interview data? A flow chart of a class discussion?
2. How will you display the information so that it can be shared with others? For example, you can use charts, graphs, and/or tables. The goal is to organize your data in a way that presents a clear description of what you investigated.

## IV. Rethinking

Note: The final step of the action research project is to reevaluate your teaching practice based on your research data. Because it takes time to complete an action research project, it may not be possible to do this step during the workshop. However, if you are taking this workshop for credit, you will need to complete one action research project during or after the course of the workshop to submit as an assignment.

1. Based on what you learned through your data analysis, how will you rethink your teaching practice? What changes will you make to your lessons the next time you integrate culture into your foreign language curriculum? If you had to research the cultural component of your teaching again, what changes would you make to your action research plan?

**Assignment:** If you are taking the workshop for graduate credit, submit your completed action research project on any one of the eight session topics.

# Resources

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Check out these additional resources to explore the topic further.

American Council on the Teaching of Foreign Languages. *Standards for Foreign Language Learning in the 21st Century*. National Standards in Foreign Language Education Collaborative Project. Yonkers, NY: American Council on the Teaching of Foreign Languages, 1999. (To purchase the *Standards* document, go to [www.actfl.org](http://www.actfl.org) or call 1-800-627-0629.)

Damen, Louise. *Culture Learning: The Fifth Dimension in the Language Classroom*. Reading, MA: Addison-Wesley, 1987.

Dodd, Carley H. *Dynamics of Intercultural Communication*. 5th ed. Boston: McGraw-Hill, 1998.

Fantini, Alvino E. "A Central Concern: Developing Intercultural Competence." In *About Our Institution*, edited by Alvino E. Fantini, 25–42. SIT Occasional Papers Series. Brattleboro, VT: The School for International Training, 2000.

Fantini, Alvino E. "Comparisons: Towards the Development of Intercultural Competence." In *Foreign Language Standards: Linking Research, Theories, and Practices*, edited by June K. Phillips, 165–218. Lincolnwood, IL: National Textbook Co., 1999.

Fantini, Alvino E. "Language: Its Cultural and Intercultural Dimensions." In *New Ways in Teaching Culture*, edited by Alvino E. Fantini, 3–15. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc., 1995.

Fantini, Alvino E. "Teacher Assessment." In *New Ways in Teacher Education*, edited by Donald Freeman and Steve Cornwell, 43–55. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc., 1993.

Fantini, Alvino E., and Beatriz C. Fantini. "Artifacts, Sociofacts, Mentifacts: A Sociocultural Framework." In *New Ways in Teaching Culture*, edited by Alvino E. Fantini and Beatriz C. Fantini, 57–59. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc., 1995. (See the Before You Watch section for a brief description of this text and instructions on how to access it online.)

Fantini, Alvino E. *Language Acquisition of a Bilingual Child*. Avon, England: Multilingual Matters, 1985. Also *La adquisición de lenguaje en un niño bilingüe*. Barcelona, Spain: Editorial Herder, 1982.

Fantini, Alvino E., et al. *Beyond the Language Classroom: A Guide for Teachers*. Brattleboro, VT: The Experiment Press, 1984.

Galloway, Vicki. "Giving Dimension to Mappaemundi: The Matter of Perspective." In *Teaching Cultures of the Hispanic World: Products and Practices in Perspective*, edited by Vicki Galloway, 3–38. Mason, OH: Thomson Learning Custom Publishing, 2001. (See the Before You Watch section for a brief description of this text and instructions on how to access it online.)

Hall, Edward. *Beyond Culture*. New York: Anchor Press/Doubleday, 1977.

Kohls, L. Robert, and John M. Knight. *Developing Intercultural Awareness*. Yarmouth, ME: Intercultural Press, 1994.

Lange, Dale L. "Planning for and Using the New National Culture Standards." In *Foreign Language Standards: Linking Research, Theories, and Practices*, edited by June K. Phillips, 57–120. Lincolnwood, IL: National Textbook Co., 1999.

Lusting, Myron W., and Jolene Koester. *Intercultural Competence*. New York: Harper Collins, 1993.

Moran, Patrick R. *Teaching Culture*. Boston: Heinle and Heinle, 2001.

Samovar, Larry A., and Richard E. Porter. *Communication Between Cultures*. Belmont, CA: Wadsworth Publishing Co., 1991.

Samovar, Larry A., and Richard E. Porter. *Intercultural Communication: A Reader*. 6th ed. Belmont, CA: Wadsworth Publishing Co., 1991.

Stempleski, Tomalin, and Susan Stempleski. *Cultural Awareness*. New York: Oxford University Press, 1993.

# Assignments

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If you are taking this workshop for credit or professional development, submit the following assignments for session 5: Rooted in Culture.

## **1. Examine the Research**

Read the articles, then submit your written responses to the Reading Questions.

## **2. Examine the Topic**

Complete the activity in this guide or do the interactive version online, then write a brief summary of what you learned from the activity.

## **3. Put It Into Practice**

Complete one or both of the activities, then submit your thematic unit that integrates cultural content with language instruction and/or five entries from your cultural exploration journal.

## **4. Action Research Project**

Submit your completed action research project on any one of the eight session topics.

## **5. Reflect on Your Learning**

Review your notes, then write a summary of what you have learned and how you plan to apply it in your classroom.

# TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Rooted in Culture > Analyze the Video

## Session 5: Library Videos Chart

The following lessons from *Teaching Foreign Languages K-12: A Library of Classroom Practices* are listed in the order in which they appear in the "Rooted in Culture" video:

| Lesson Title                            | Instructor             | Language | Grade Level |
|---|------------------------|----------|-------------|
| Happy New Year!                         | Leslie Birkland        | Japanese | 9-11        |
| Communicating About Sports              | Jie Gao                | Chinese  | 6           |
| Politics of Art                         | Lori Langer de Ramirez | Spanish  | 12          |
| Performing With Confidence              | Yvette Heno            | French   | 10-12       |
| Routes to Culture                       | Pablo Muirhead         | Spanish  | 9-10        |
| Daily Routines                          | Margaret Dyer          | Japanese | 5           |
| Holidays and Seasons                    | Margita Haberlen       | German   | 3           |
| A Cajun Folktale and Zydeco             | Paris Granville        | French   | 8           |
| Hearing Authentic Voices                | Davita Alston          | Spanish  | 8           |
| Interpreting <i>La Belle et la Bête</i> | Michel Pasquier        | French   | 11          |
| U.S. and Italian Homes                  | Marylee DiGennaro      | Italian  | 9           |

# TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Rooted in Culture > Examine the Topic

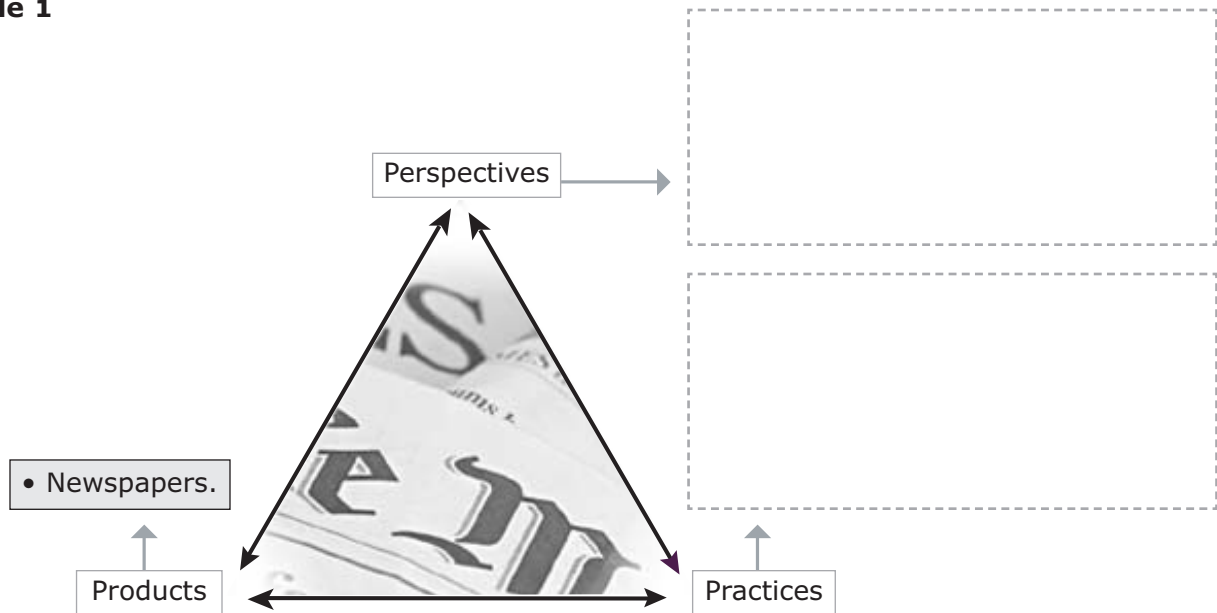
## Cultural Elements – Examples > Page 1

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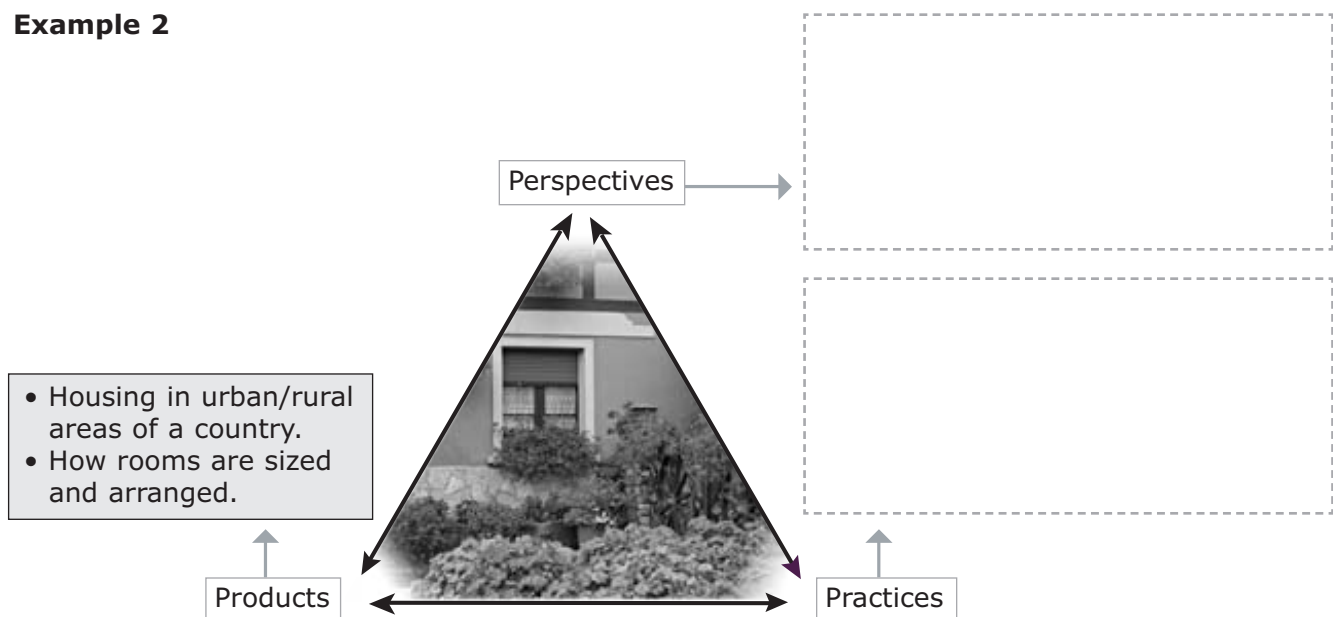
### Products

Look at the two sample products below and reflect on the practices and perspectives that could be associated with these products in your target culture. Jot down your reflections in the corresponding boxes before looking at the sample answers.

#### Example 1



#### Example 2





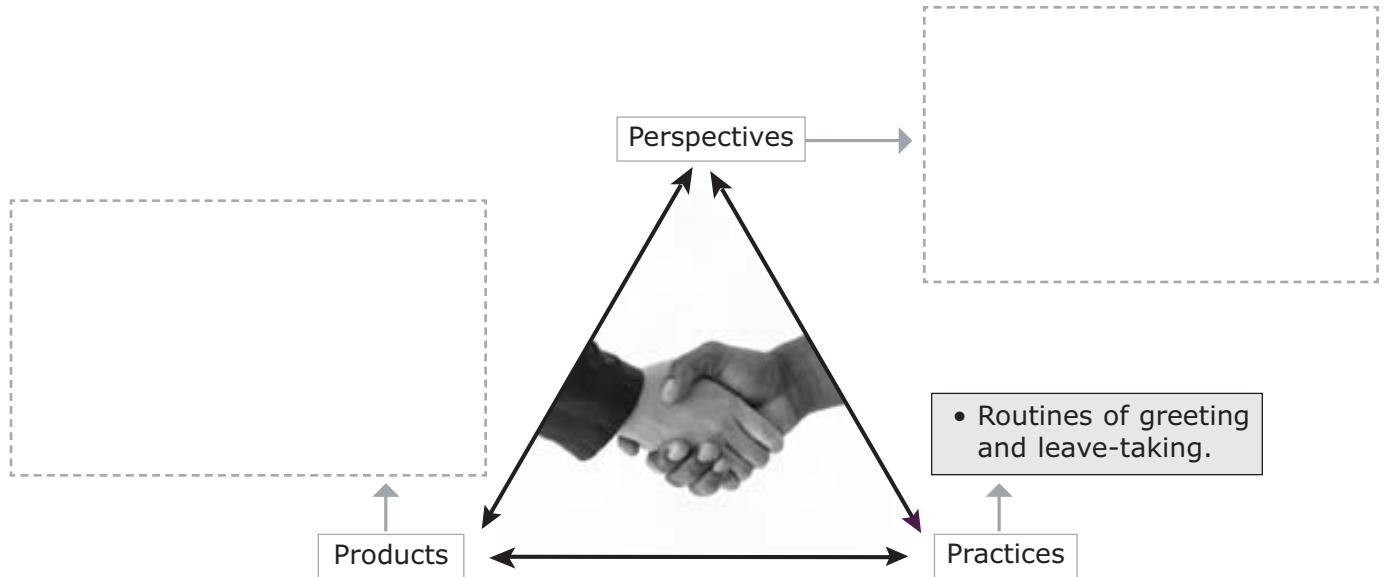
# Cultural Elements – Examples > Page 2

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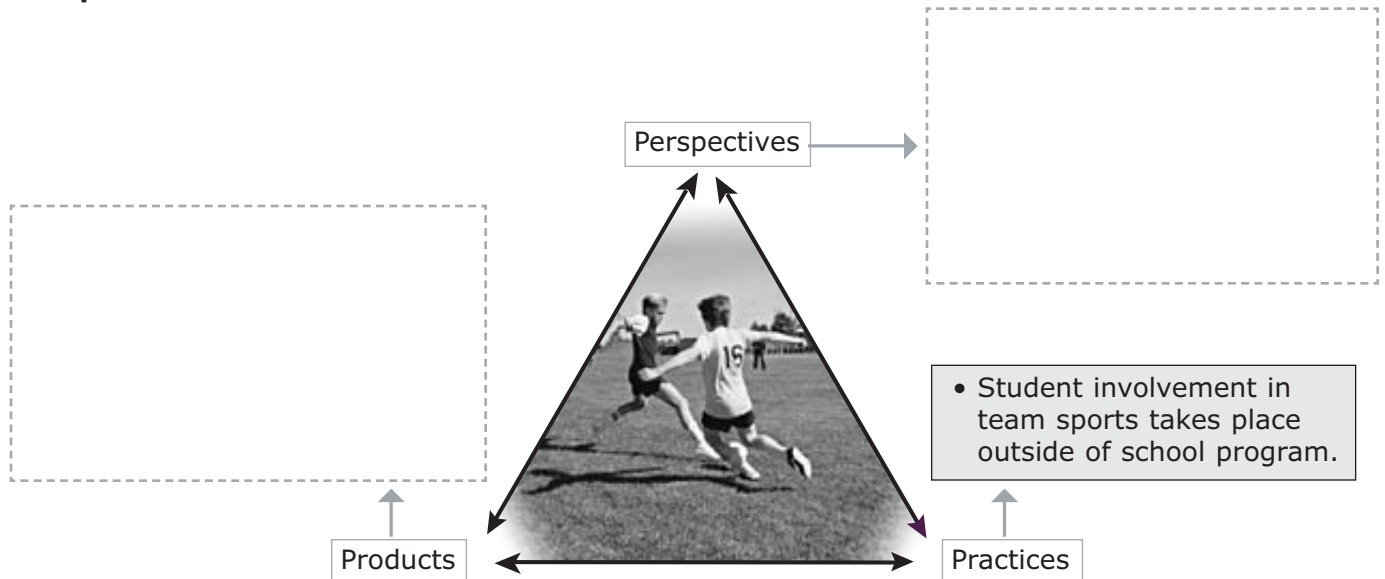
## Practices

Look at the two sample practices below and reflect on the products and perspectives that could be associated with these practices in your target culture. Jot down your reflections in the corresponding boxes before looking at the sample answers.

### Example 1



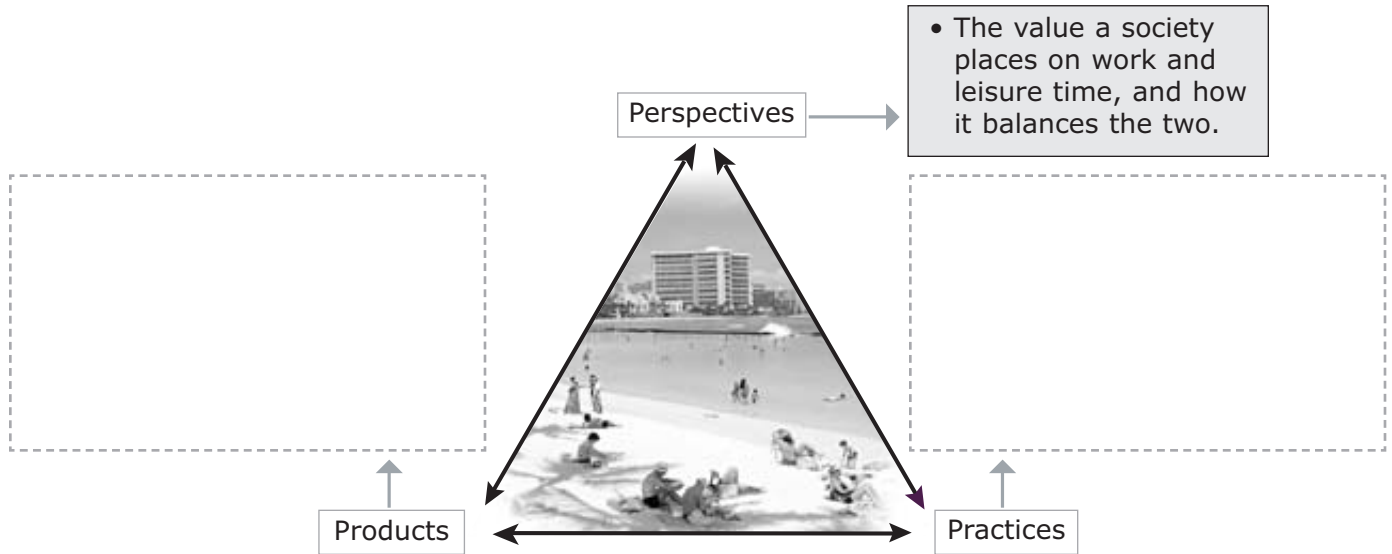
### Example 2



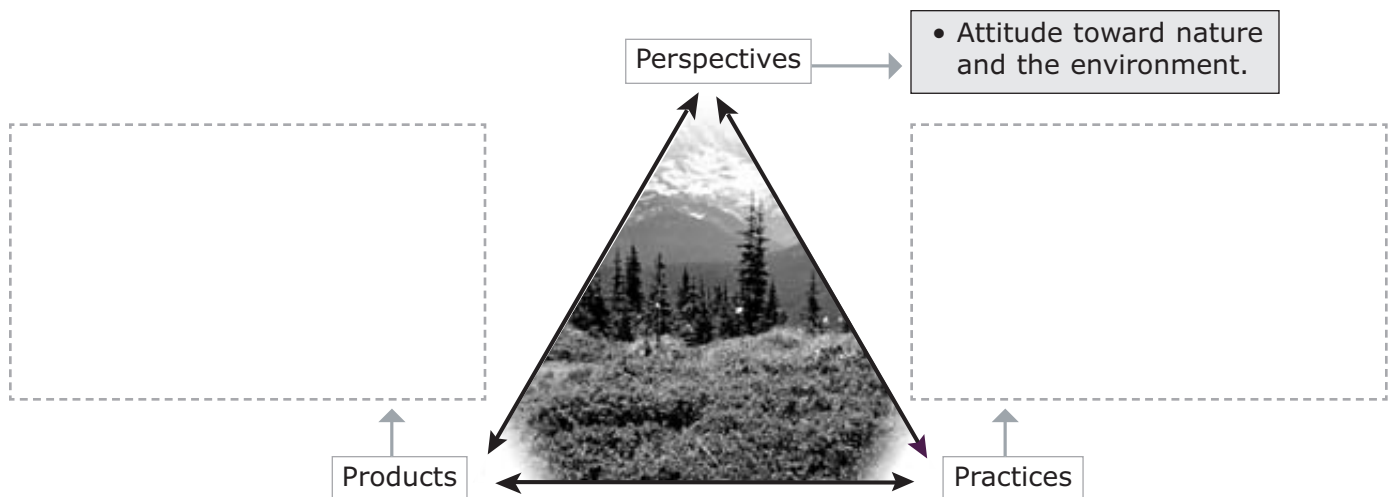
### Perspectives

Look at the two sample perspectives below and reflect on the products and practices that could be associated with these perspectives in your target culture. Jot down your reflections in the corresponding boxes before looking at the sample answers.

#### Example 1



#### Example 2



# TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

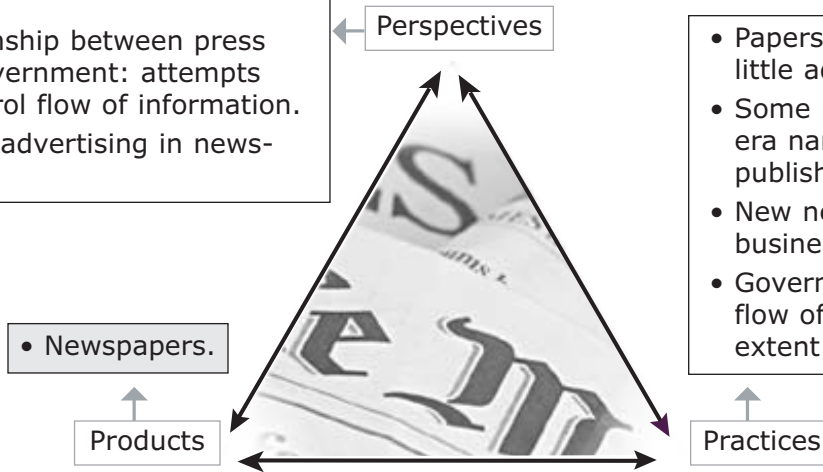
Rooted in Culture > Examine the Topic

## Cultural Elements – Sample Answers > Page 1

### Products

#### Example 1

- Role in reflecting the transition from Soviet to post-Soviet Russia.
- Relationship between press and government: attempts to control flow of information.
- Role of advertising in newspapers.

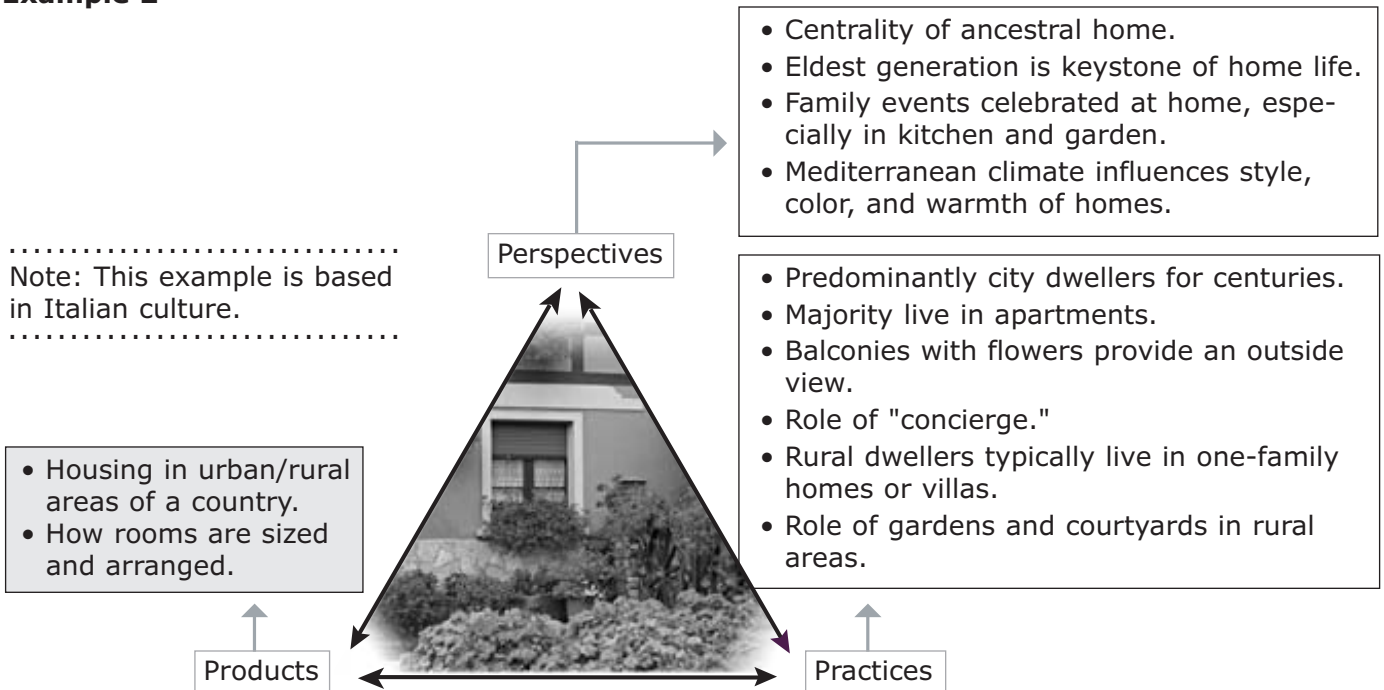


.....  
Note: This example is based in Russian culture.  
.....

- Papers typically 10 or 12 pages; little advertising.
- Some papers still have Soviet-era names, although no longer published by the state.
- New newspapers—for example the business-oriented *Kommersant*.
- Government interference with free flow of information continues to an extent.

#### Example 2

.....  
Note: This example is based in Italian culture.  
.....



- Centrality of ancestral home.
- Eldest generation is keystone of home life.
- Family events celebrated at home, especially in kitchen and garden.
- Mediterranean climate influences style, color, and warmth of homes.

- Housing in urban/rural areas of a country.
- How rooms are sized and arranged.

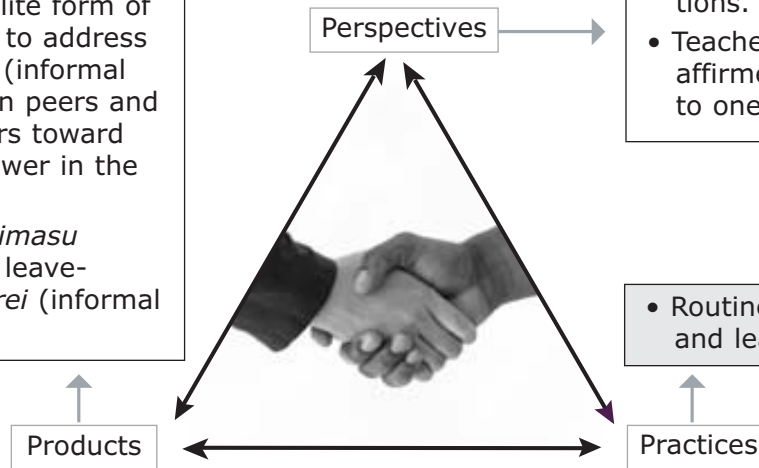
- Predominantly city dwellers for centuries.
- Majority live in apartments.
- Balconies with flowers provide an outside view.
- Role of "concierge."
- Rural dwellers typically live in one-family homes or villas.
- Role of gardens and courtyards in rural areas.

## Practices

### Example 1

.....  
Note: This example is based  
in Japanese culture.  
.....

- Formulaic expressions such as *Ohayo gozaimasu* (polite form of "Good morning" used to address elders) versus *Ohayo* (informal greeting used between peers and by authority and elders toward individuals who are lower in the social hierarchy).
- Similarly, *Shitsurei shimasu* (formal expression of leave-taking) versus *Shitsurei* (informal expression).

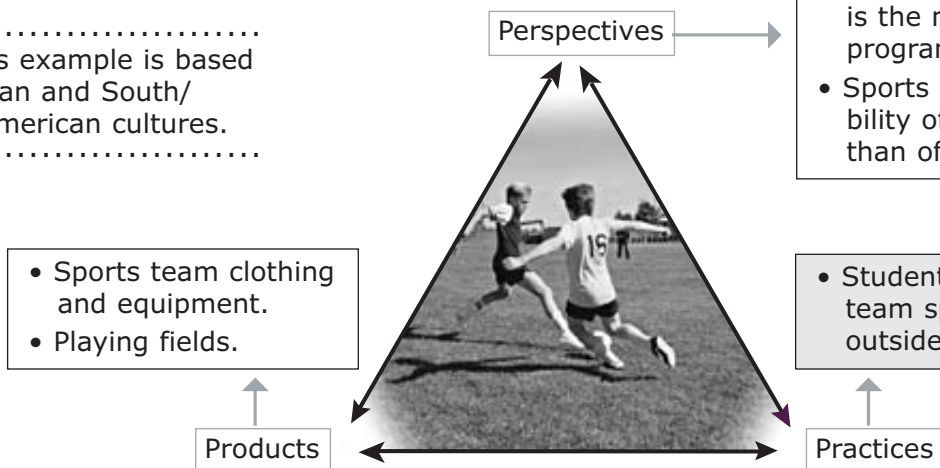


- Hierarchy and authority embedded in social conventions.
- Teacher-student bonds affirmed when respect shown to one another.

- Routines of greeting and leave-taking.

### Example 2

.....  
Note: This example is based  
in European and South/  
Central American cultures.  
.....



- Sports team clothing and equipment.
- Playing fields.

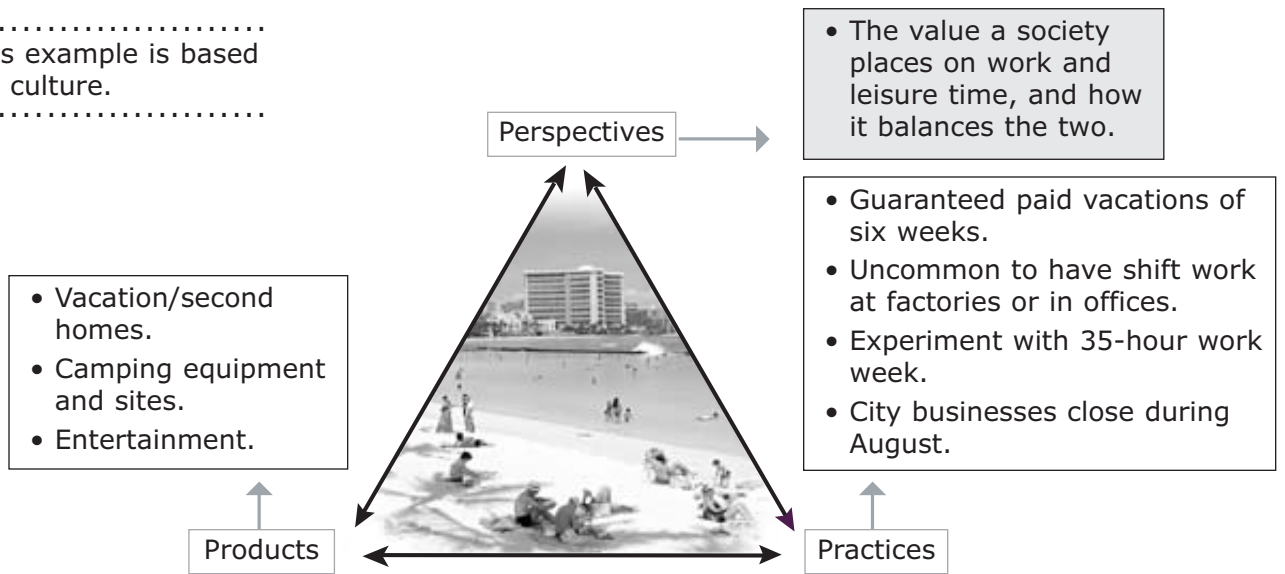
- Family and society develop athletic skills and physical well-being.
- Athleticism, not competition, is the main goal of sports programs.
- Sports seen as the responsibility of the community rather than of the school.

- Student involvement in team sports takes place outside of school program.

## Perspectives

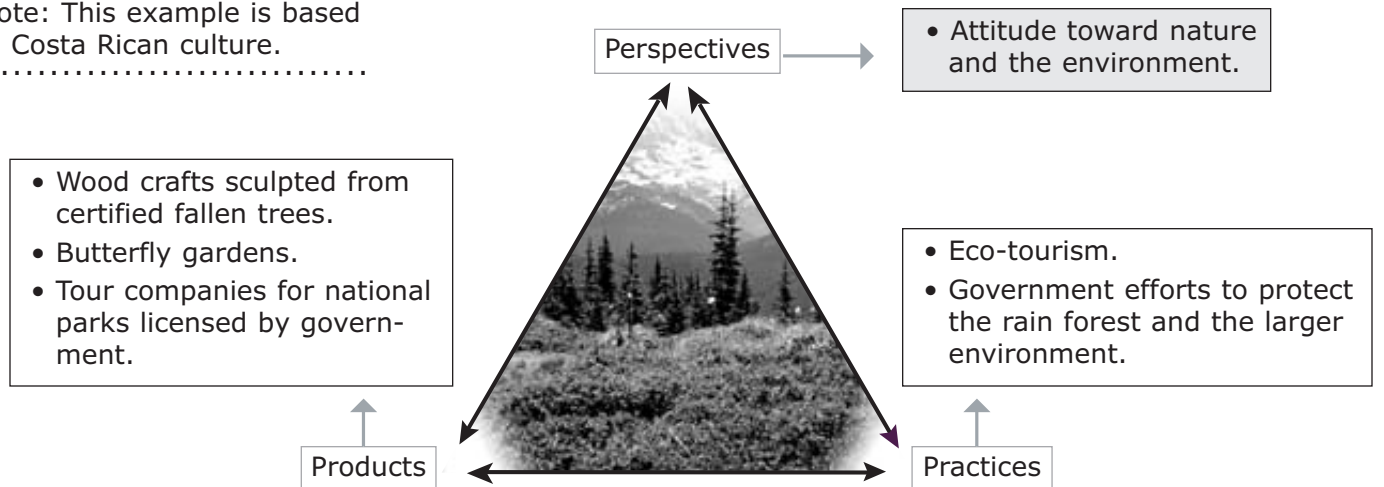
### Example 1

.....  
Note: This example is based  
in French culture.  
.....



### Example 2

.....  
Note: This example is based  
in Costa Rican culture.  
.....



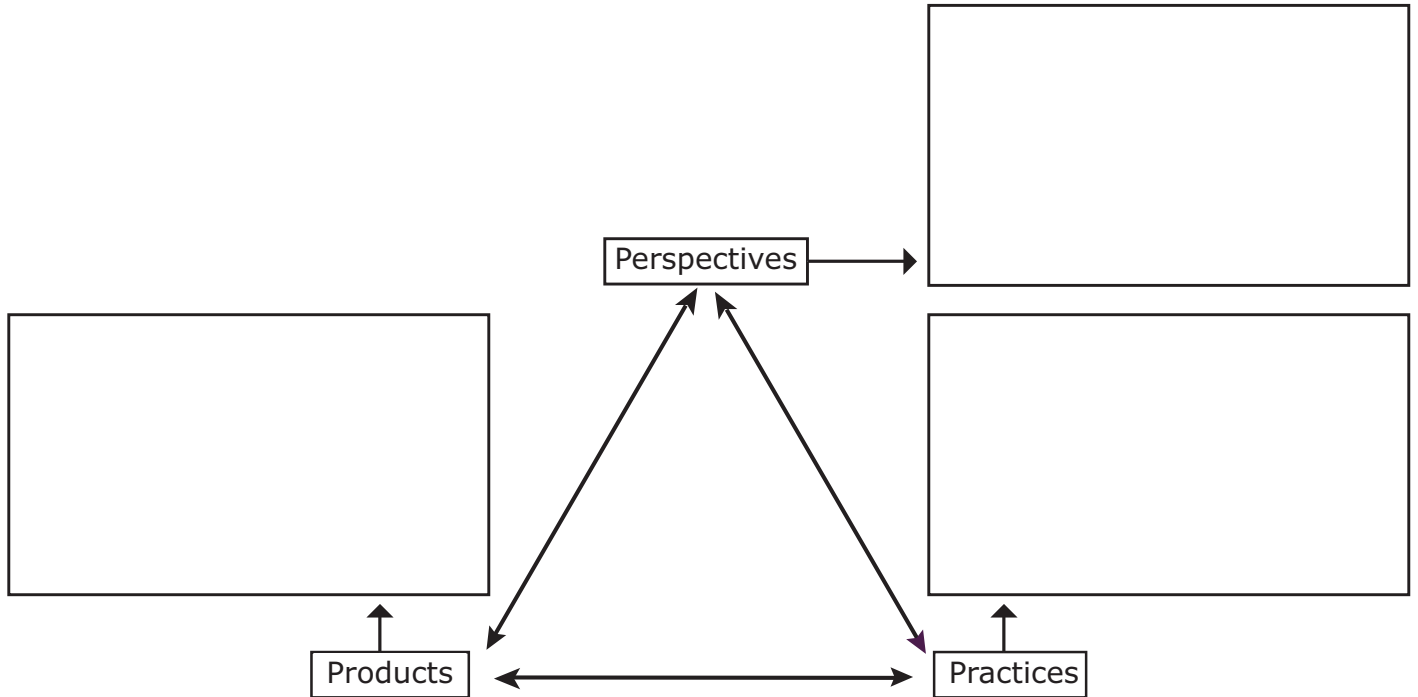
# TEACHING FOREIGN LANGUAGES K-12 WORKSHOP

Rooted in Culture > Put It Into Practice > Activity A

## Integrating Culture Into Themes

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Select an organizing theme and write it in the center of the triangle. Using this theme, generate a list of products and practices you would like students to explore. Next, write down the perspectives embodied in these products and practices. When you are finished, review your list and narrow down the areas to the ones that best suit your curricular goals.



How will you integrate these products, practices, and perspectives into the thematic unit?