

INTERCULTURALITY: Where Language and Culture Meet



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**Special thanks to Laura Zinke, McClintock HS, Tempe, Arizona
for your collaboration**



Arrivals

Today's presentation is located at:

Webinar Targeted Learning Objectives:



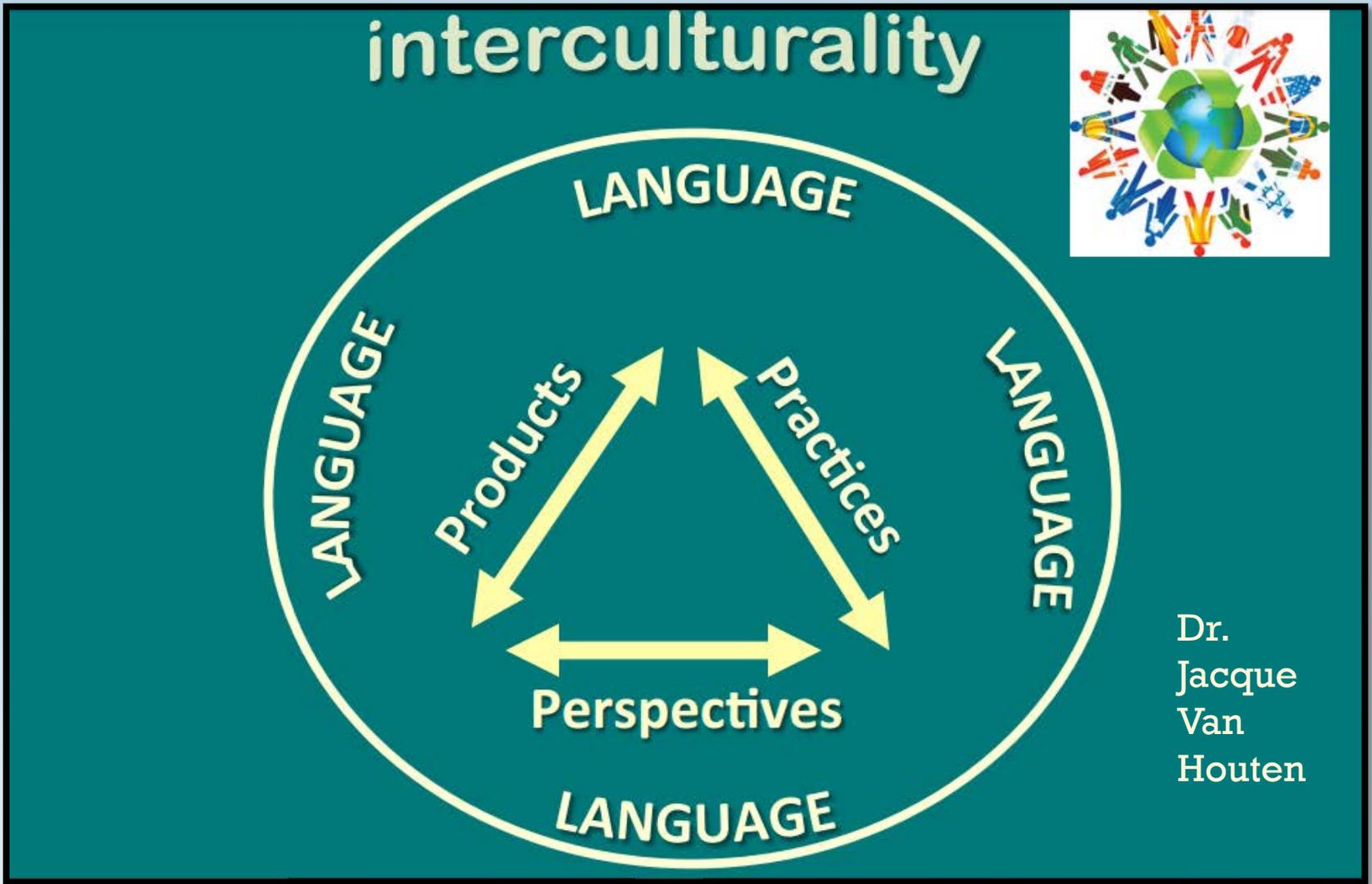
I can...

- ❖ ... Define interculturality for the language classroom.
- ❖ ...design tasks that engage my students in meaningful activities that develop interculturality.
- ❖ ...facilitate the transformation of students' perspectives regarding interculturality.
- ❖ ...develop activities to help students gain a deeper understanding of their own culture.





INTERCULTURALITY: Where Language and Culture Meet



Dr.
Jacque
Van
Houten

WHY SHOULD THERE BE AN INTERCULTURAL FOCUS ON LANGUAGE EDUCATION?

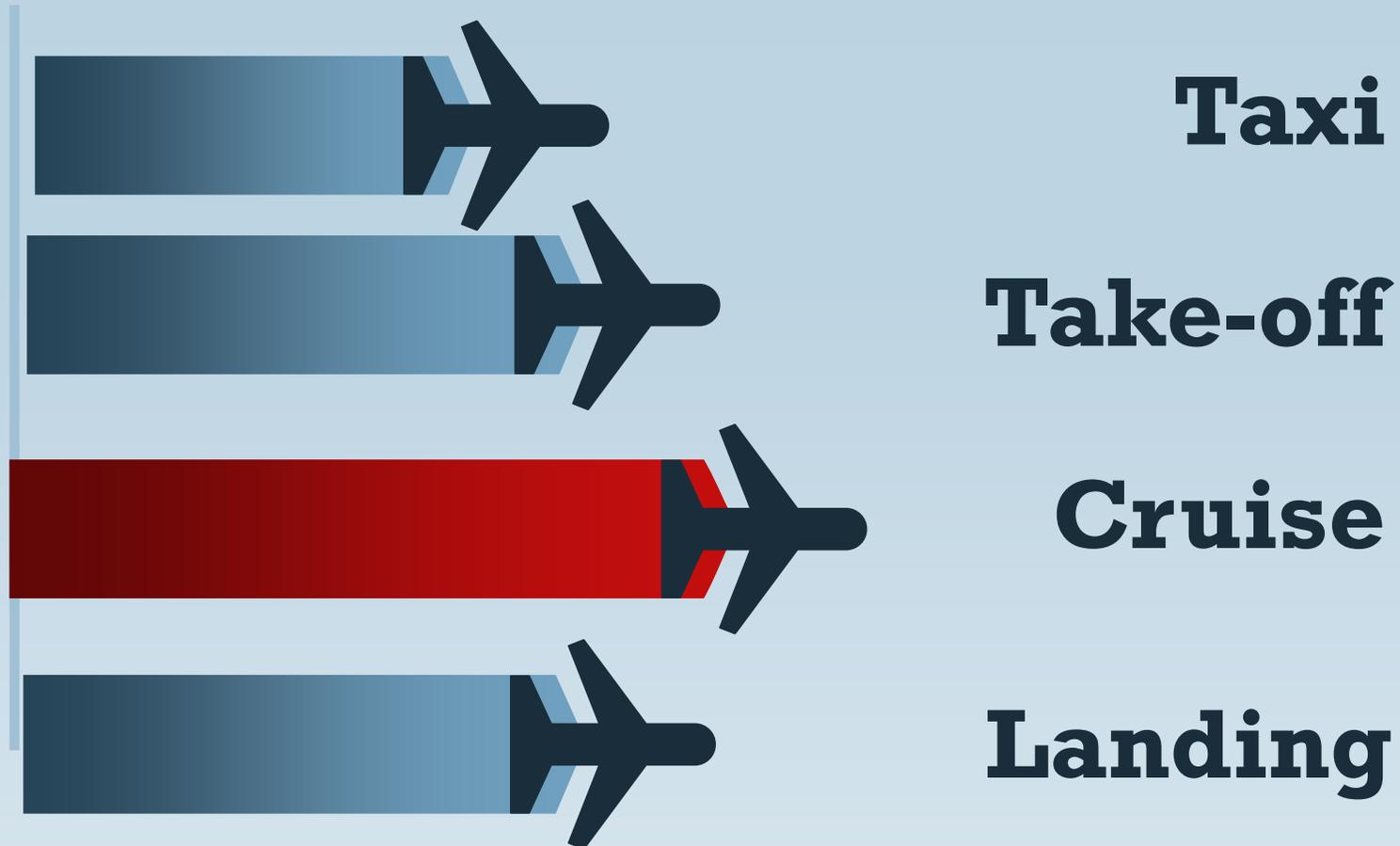
**ACTFL
Standards**

**LANGUAGE &
CULTURE**

GLOBALIZATION

**UNDERSTANDING
ONE'S OWN
CULTURE**

Where are you in “the flight”?



TAKING FLIGHT: Reflecting on the Teaching of Culture

A continuum of interculturality

- **Taxi**
 - **Identify products and some practices**
- **Take-off**
 - **Transforming cultural perspectives; understand the three P's.**
- **Cruising altitude**
 - **Implementation**
- **Landing**
 - **Scaffolding and differentiation interculturality**
- **View the list and identify your comfort zone with teaching these concepts; you must place one sticky note in each of the four.**

Commonly Taught Cultural P P P

SPANISH

- **Mate ritual**
- **Tapear**
- **Las Posadas**
- **Afro-Caribbean Music and Poetry**
- **Inti-Raymi Festival, Perú**
- **Dia de los muertos**
- **Flamenco**
- **La Tomatina**
- **San Fermín**
- **Carnaval de Oruro, Bolivia**
- **La niñaata**

FRENCH

- **Mardi Gras**
- **Bastille Day**
- **The history of chocolate in Belgium**
- **Fashion**
- **Art in the Louvre**
- **Social Structure and Values in Madagascar**
- **Gauguin in Tahiti**
- **French Colonialism in Martinique**
- ***Le Petit Prince***

GERMAN

- **Oktoberfest**
- **Fasching**
- **The Holocaust**
- **The Swiss Confederacy**
- **Schultüte**
- **Neuschwanstein**
- **The Berlin Wall**
- **Life and Times of Martin Luther**
- **The Enlightenment**
- **Brecht's *Threepenny Opera***



WHY SHOULD THERE BE AN INTERCULTURAL FOCUS ON LANGUAGE EDUCATION?

GRAMMATICAL ERRORS ARE LESS LIKELY TO OFFEND, BUT CULTURAL GAFFES SURELY WILL



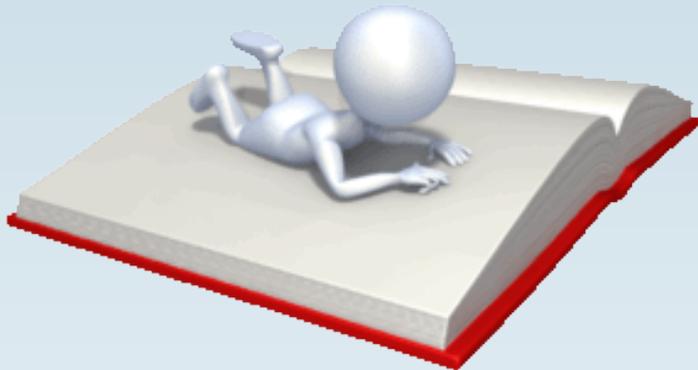
Teaching Culture

VS

Teaching Interculturality

Products
Practices
Perspectives

Language Skills
& knowledge in
order to
Interact
appropriately



Intercultural Communicative Competence: Where Language and Culture Meet

**Openness
Curiosity
Empathy**



**Working together
for a
common purpose**



Intercultural Communicative Competence: Where Language and Culture Meet

**Becoming a
mediator**



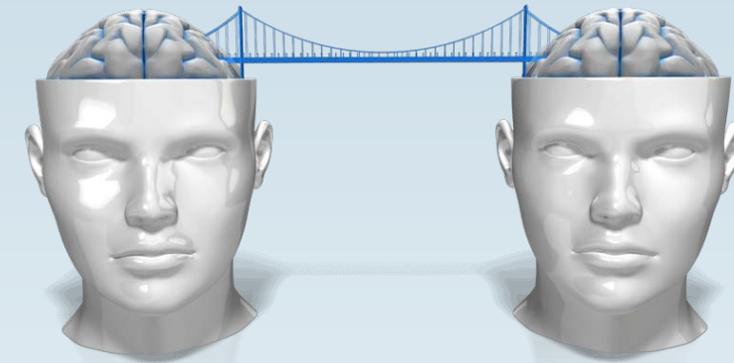
**Explaining/
interpreting
different
perspectives**



INTERCULTURALLY COMPETENT LANGUAGE USERS...

❖ **Possess skills, attitudes, values and knowledge about the culture**

❖ **Turn intercultural encounters into Intercultural relationships**

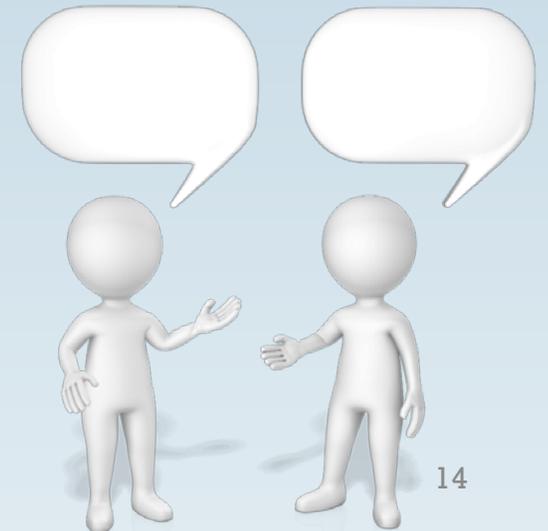




Making Culture Transformative

ESSENTIAL QUESTIONS

- **What attitudes and behaviors should a teacher model to promote interculturality?**
- **How do we deepen cultural understandings and values?**



How many did you score correctly?
What did you learn about culture?

<i>A</i>	<i>B</i>
----- 1. tertulia	<i>a.</i> aguador
----- 2. Carnaval	<i>b.</i> pelar la pava
----- 3. gitano	<i>c.</i> Domingo de Resurrección
----- 4. ateneo	<i>d.</i> descanso
----- 5. reja	<i>e.</i> reunión
----- 6. Nochebuena	<i>f.</i> sandalia
----- 7. Pascua Florida	<i>g.</i> la buenaventura
----- 8. puchero	<i>h.</i> villancicos
----- 9. siesta	<i>i.</i> club literario
----- 10. alpargata	<i>j.</i> Cuaresma
	<i>k.</i> cocido

AMSCO
Three Years



Scenario #1:

- **Mr. A. plays a song from the target culture and students complete a cloze exercise that asks them to listen to the song and fill in the blanks of the written song lyrics as they listen.**



Scenario #2

Mr. J. fills a basket in the front of the room with products found in France and invites students to come up, one-by-one, select an item, and describe it.



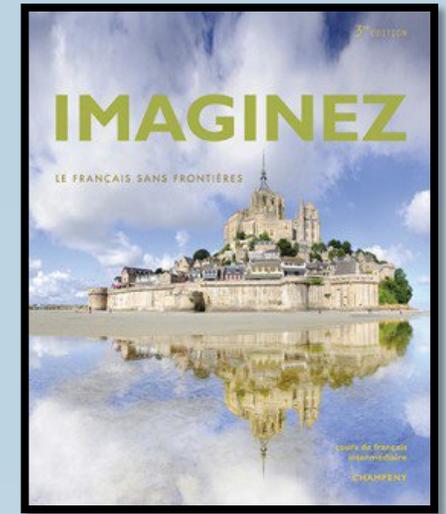
Scenario #3

Mrs. H. invites students to a traditional Japanese tea service and students jot down observations about how the tea is prepared, served and consumed. Students then compare this practice to a cultural ritual in their own culture (communion, tapas, etc)

Teaching Interculturality

2017

Imaginez



- Parkour
- http://bitcast-a.bitgravity.com/vhl/flash/video_activity/1012094/videoplayer.html?webvideo=u1_video_L
- Why is authentic media more effective?
 - Personalization
 - More relevant
 - More engaging
 - More “kid to kid” not teacher talk
 - Teacher is the facilitator



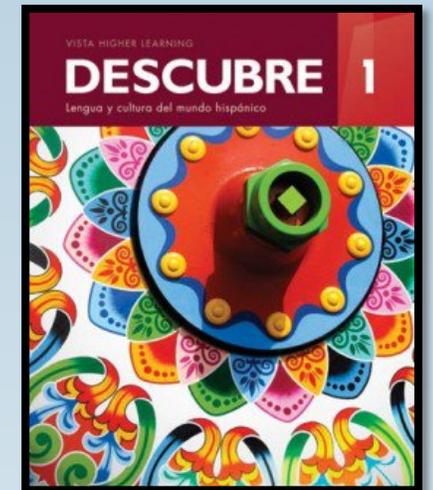


Teaching Interculturality in 2017

News and Cultural Updates-Descubre I – September 2016

¿Aló La Habana? Cuba y EE UU ya tienen conexión directa para llamadas

- *El PAIS* 12 de marzo 2015



Back to Basics: The three P's

- **Cultural Perspectives** are the “traditional ideas, attitudes, and values of a culture.”
- **Cultural practices** are the “patterns of behavior accepted by a given society” and define the way individuals interact with each other. “...they represent the knowledge of what to do when and where.”
- **Cultural products** are the pieces of the culture, both tangible, and intangible that reflect the perspectives of the culture and are used in the practices.

http://www.nclrc.org/TeachingWorldLanguages/TWL_English/index.html

Defining Products, Practices and Perspectives



Scaffolding Interculturality

ESSENTIAL QUESTIONS

- **How can teachers foster intercultural awareness among novice learners?**
- **How can we use authentic sources to spiral the teaching of interculturality?**



SCAFFOLDING CULTURE

EL DIA DE LOS MUERTOS

- **Novice Level**

- Vamos a aprender acerca de la celebración; Los aspectos religiosos, y vamos a hablar de la importancia de la ofrenda.

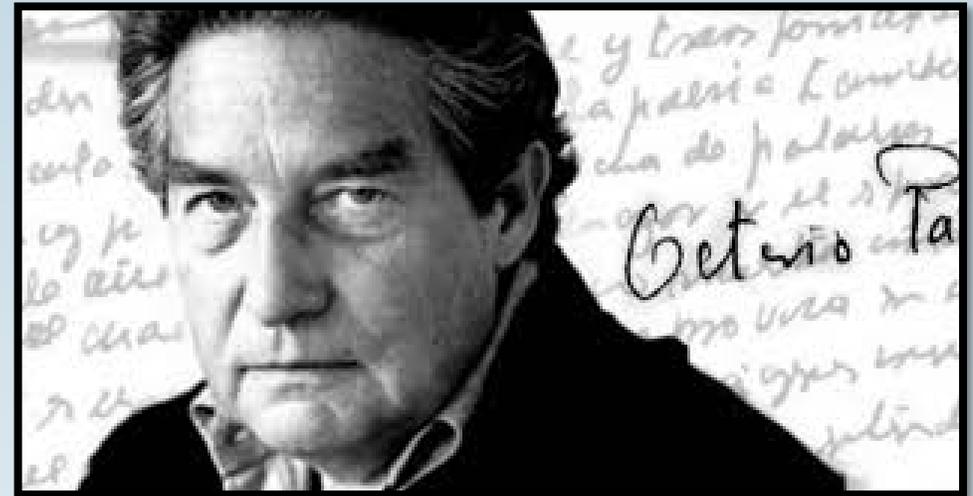


SCAFFOLDING CULTURE

EL DIA DE LOS MUERTOS

- **Intermediate Level**

- Leeremos el ensayo de Octavio Paz; *El día de los muertos* [en inglés] y haremos una comparación cultural entre las prácticas relacionadas con esta celebración y nuestra propia cultura.



SCAFFOLDING CULTURE

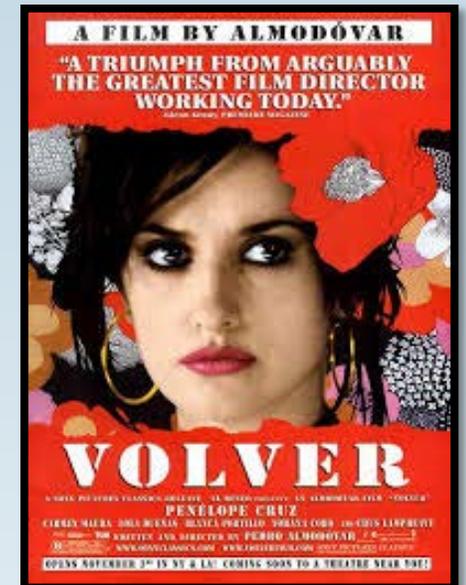
EL DIA DE LOS MUERTOS

- **Pre-Advanced/AP**

- Empezaremos con el trailer de la película “Volver” donde vemos a las mujeres limpiando las lápidas en el camposanto. Después responderemos a la siguiente pregunta: **¿Cómo es la perspectiva de la muerte más humanizada o demistificada en esta escena?**



Cleaning the parents' grave



Making the Classic Modern

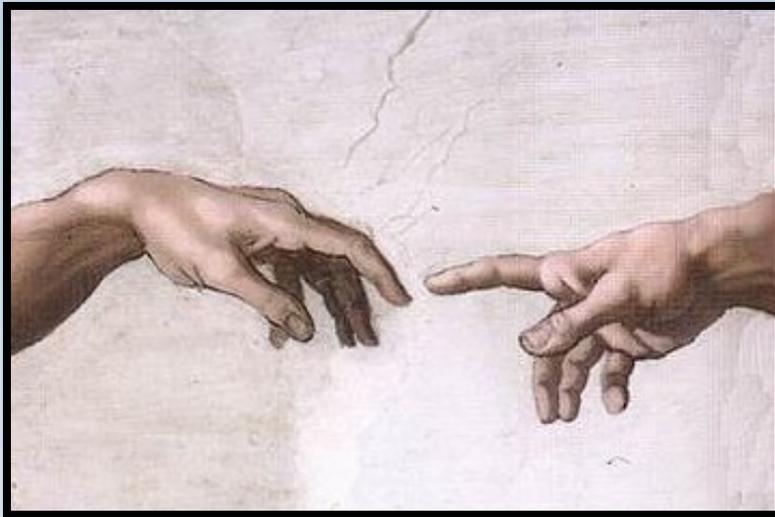


Campañas de marketing



¿Cómo son las estrategias de marketing y los medios de comunicación influidos por las obras de arte?

La creación de Adán
Miguel Ángel



Las meninas

Diego Velázquez

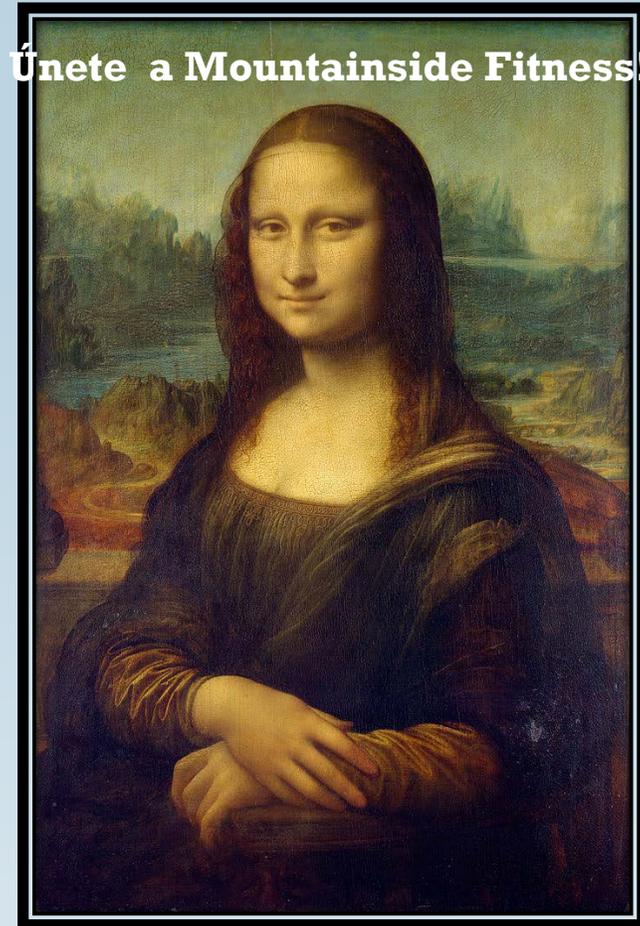
EL CORTE INGLES REVISITE LAS MENINAS



CEPSA

¡ENHORABUENA CAMPEONES!





El aguador de Fiji





El efecto del olor salvaje



Essential Questions - Novice

1. How do you define art?
2. When you think of art, what first comes to mind?
3. Do you have a favorite artist? What do you admire about their work?
4. How does art reflect culture

Los músicos

Pablo Picasso y Fernando Botero



Level II Student Samples

En la obra de Botero hay tres músicos
llevan ropas azul. En la obra de Picasso
hay también tres músicos pero los músicos
son de colores diferentes. En las dos obras,
hay muchos instrumentos. El tono en la
obra de Picasso es alegre pero el tono en
la obra de Botero es sombre. También
en las dos obras hay tres músicos.

Ambos Picasso y Botero tiene tres músicos, un

violón, y un piano. El tono en la obra de Picasso

es alegre y energético, pero el tono en la obra de

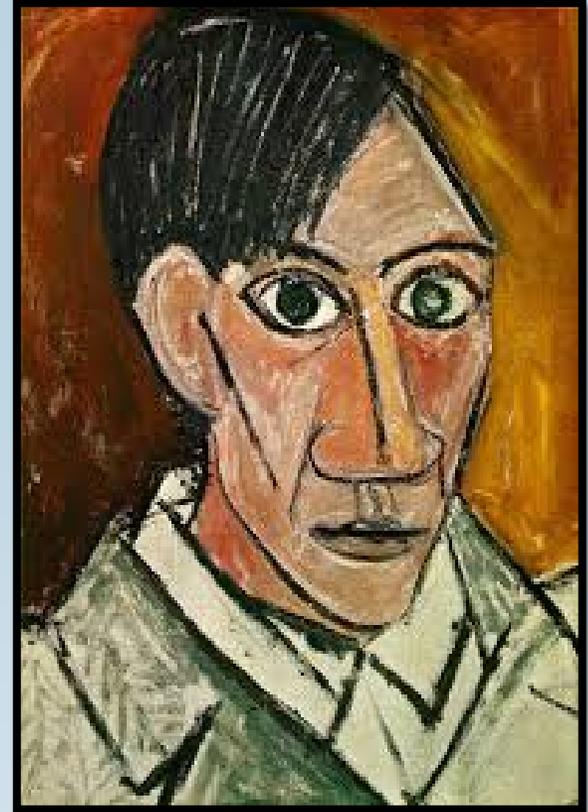
Botero es triste y sombrío. También, los

músicos en la obra de Botero llevan ropa azul.

Los músicos en la obra de Picasso llevan ropa diferentes.

Vocabulary - Novice

- Ser
- Estar
- Hay
- Llevar
- Tener
- Tocar



Useful Words to Make a Comparison:

“Hoy vamos a comparar dos obras de arte...”

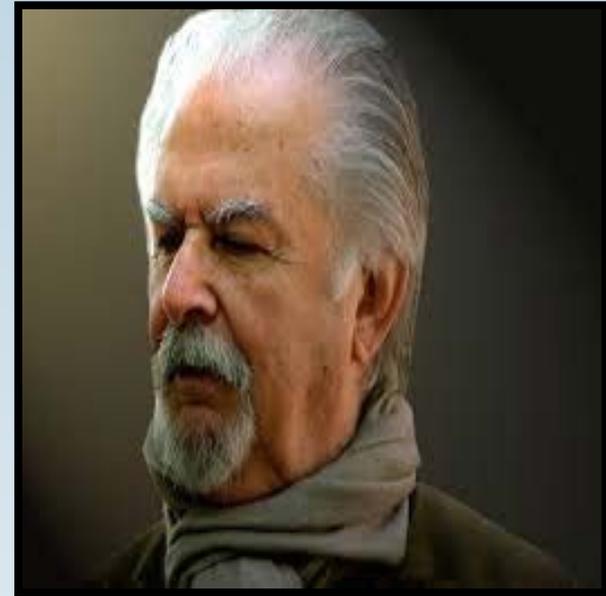
- Ambas obras/pinturas
- En comparación
- En la obra de Botero
- Más....que



En las dos obras/pinturas
En la obra de Picasso
...mientras (que)
en...
Menos...que

¿Cómo es el arte un reflejo de su cultura?

- *The Old Guitarist*” de Pablo Picasso
- *Músicos*” de Fernando Botero.



Anota, para cada obra, palabras de vocabulario e ideas que reflejen las dos pinturas.

“The Old Guitarist”	“Músicos”

Ten en cuenta las siguientes preguntas:

- ¿Cuántas figuras hay?
- ¿Cómo son?
- ¿Qué tocan?
- ¿Cómo se visten?
- ¿Cuáles son los colores predominantes?
- ¿Qué te hace sentir?

Pablo Picasso

“The Old Guitarist”



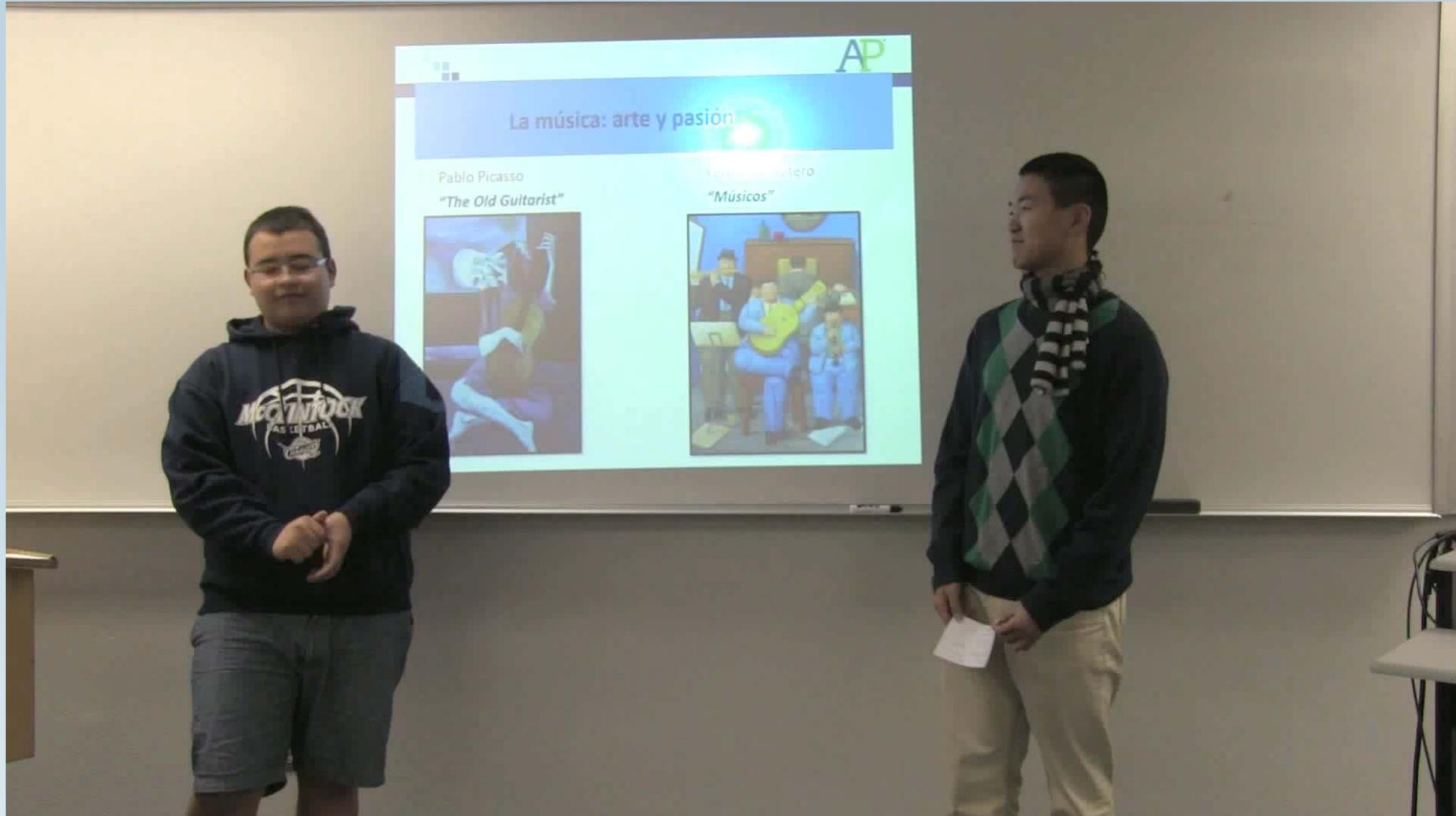
Fernando Botero

“Músicos”

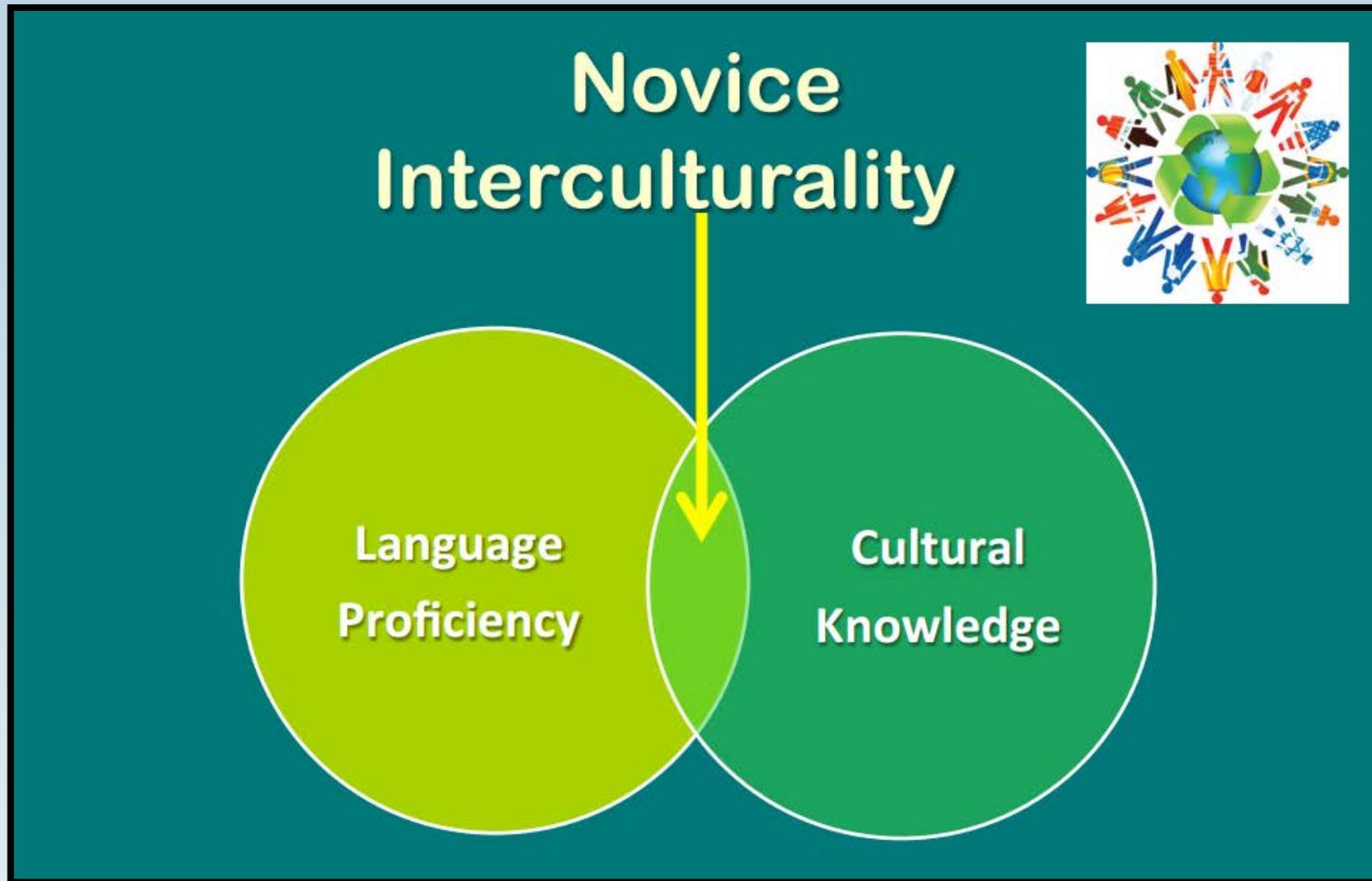


Sample student work – Novice

2:00

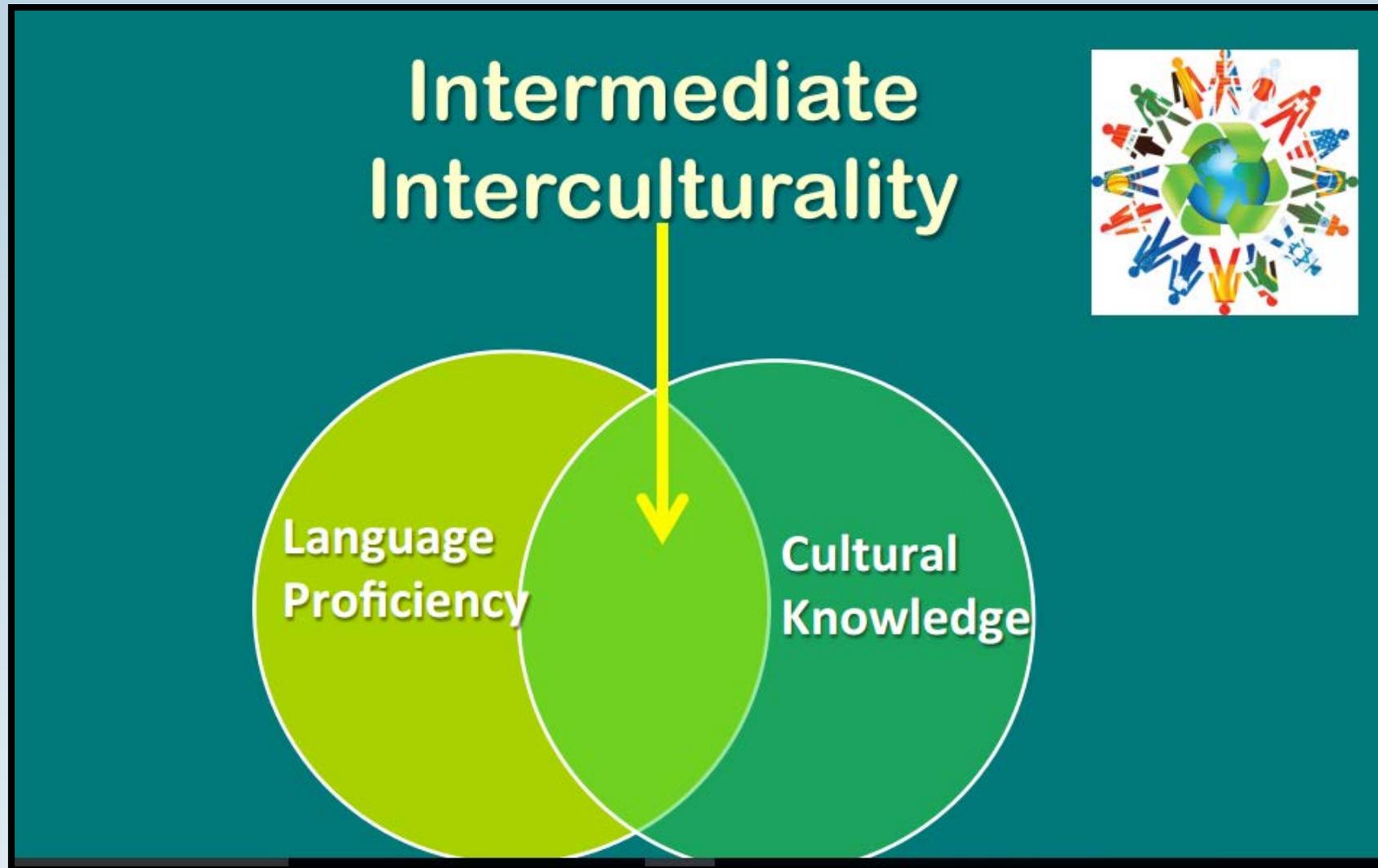


Where Cultural Proficiency meets Language Proficiency

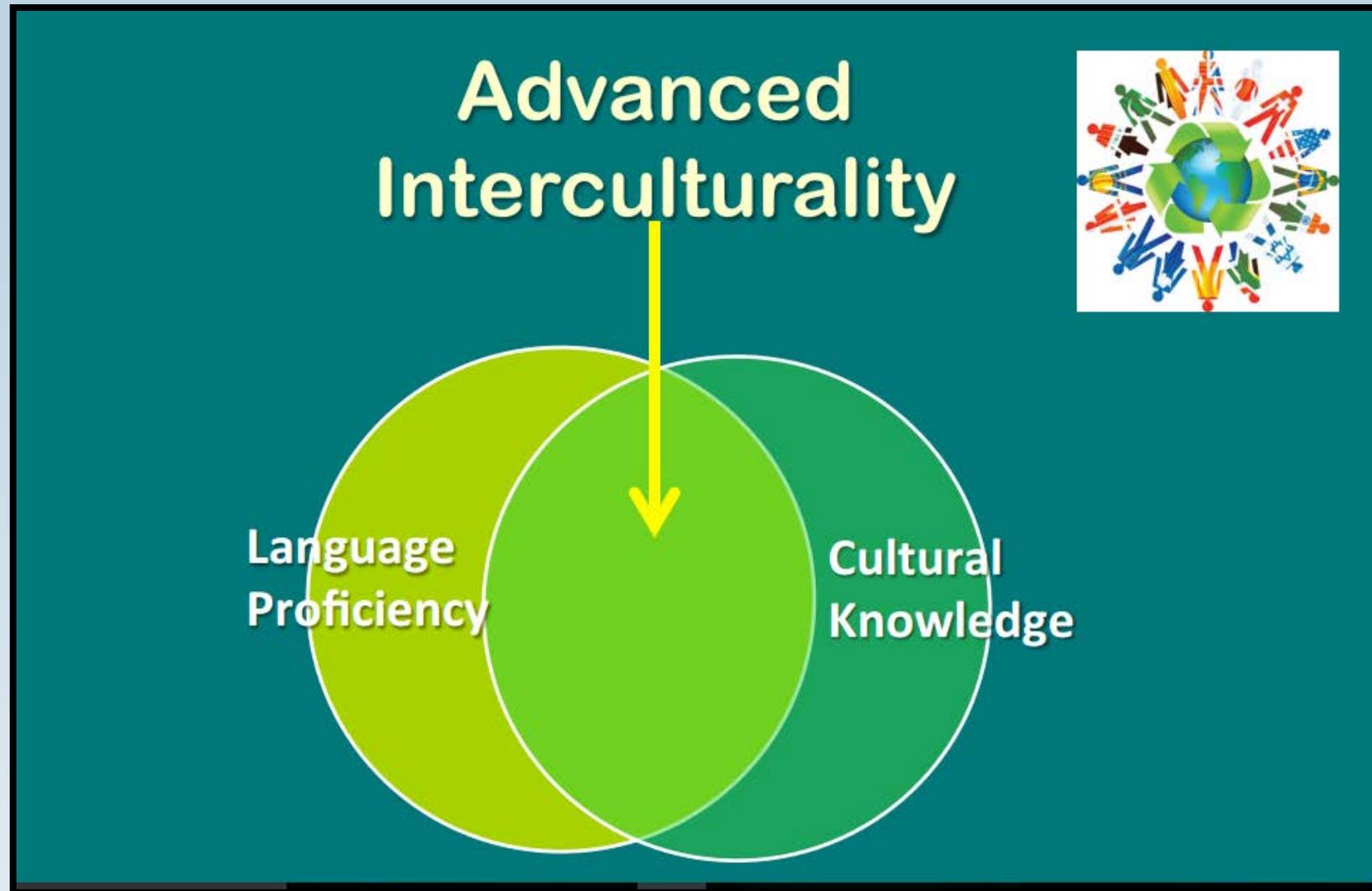


Dr. Jacque Van Houten

Where Cultural Proficiency meets Language Proficiency

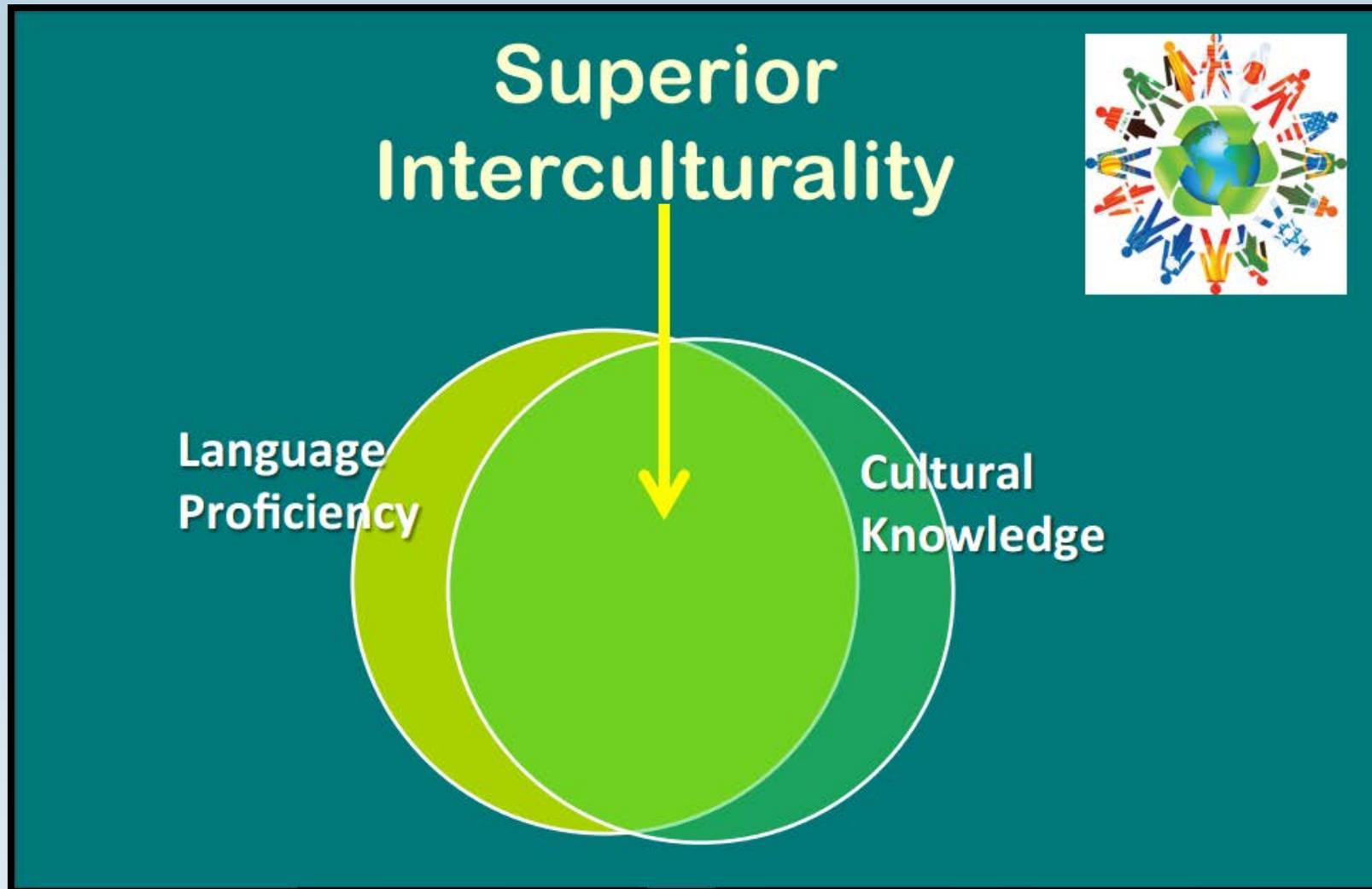


Where Cultural Proficiency meets Language Proficiency



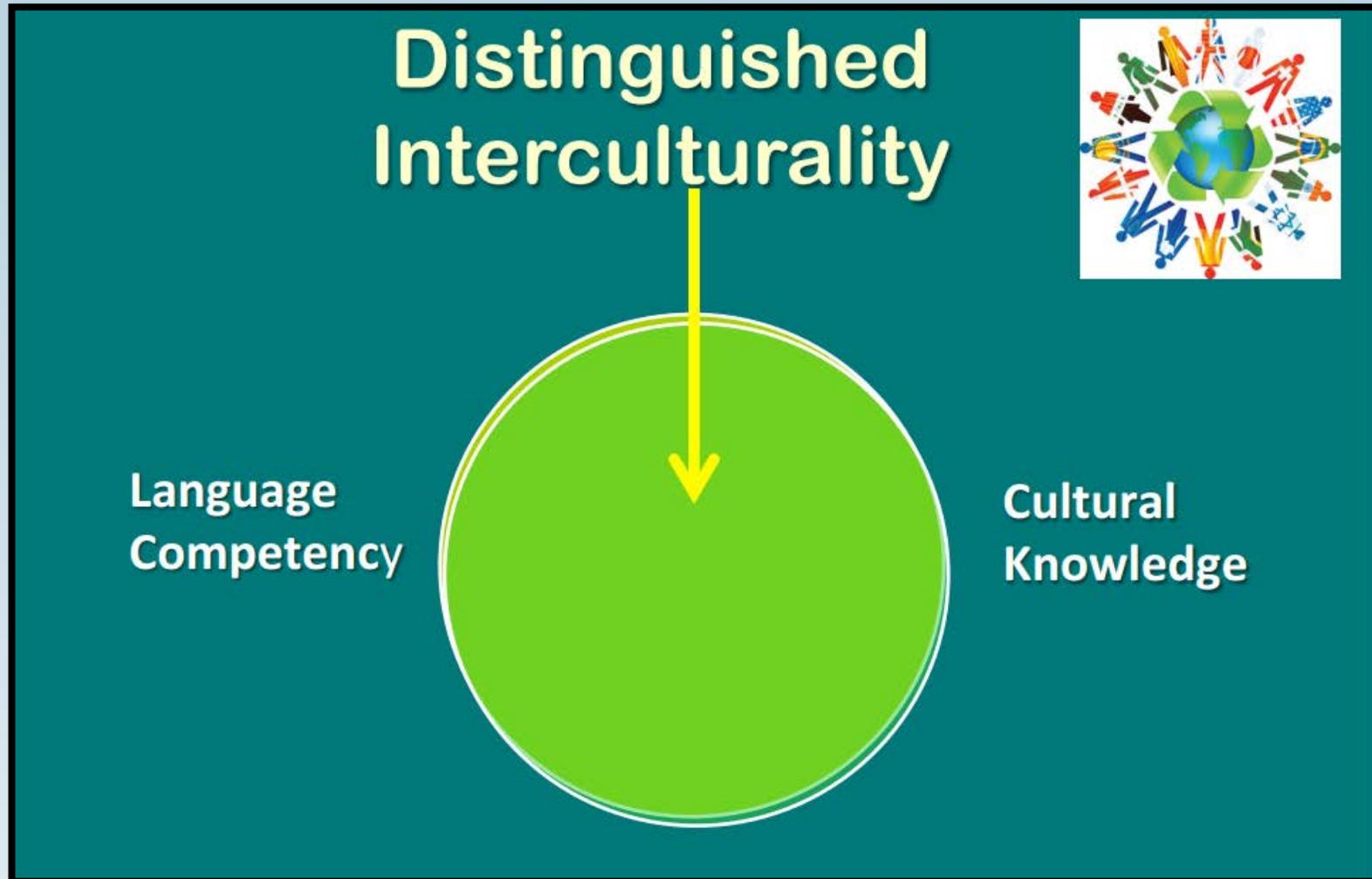
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Arrivals

**TODAY'S PRESENTATION IS LOCATED
AT**

THANK YOU, **VISTA HIGHER LEARNING**
and THANK **YOU** FOR JOINING US TODAY.