

Providing Language Teachers with Tools for Teaching Culture in a Rich Fashion

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Session Outline

1. Presentation about mindsets
2. Mindsets task and share-out
3. Presentation about tools
4. Tools task and share-out

Mindsets 1: Critical Awareness

- Knowledge - Skills - Attitudes - Political education /critical Awareness (Byram, 1997)
- K: of self/other, individual→society (*savoirs*)
- S: interpreting/relating, compare/contrast, developing new perspectives (*savoir comprendre*)
- S: evaluating political education, developing critical cultural awareness (*savoir s'engager*)
- S: discovery, exploring cultures, developing ethnographic research skills (*savoir apprendre/faire*)
- A: decentering self, openness, value others' beliefs/attitudes (*savoir être*)

Mindsets 2: CBI

- “Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an **additional** language is used for the learning and teaching of both content *and* language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time.” (Coyle et al., 2010, p. 1, emphasis in original)
- What counts as content?

Mindsets 3: The Controversial

- “It is much easier to teach about a culture in a neutral and nonthreatening way. It is easier to deal with Oktoberfest in the German classroom than to explore the emergence of xenophobia among youth in Germany and to contrast and compare this emergence to parallel patterns in the United States.” (Tedick & Walker, 1994, p. 308)
- More examples: Kubota (2012)

Mindset 4: Challenge

- The challenge zone (Gibbons, 2009)
- Critical thinking (Martel, in press)
- Intercultural citizenship, “...the development of competences to engage with others in political activity across linguistic and cultural boundaries both within and across state frontiers” (Byram, 2011, p. 19).

Mindsets 5: Exploding Textbooks

- A baby steps approach (is this a research-based perspective?)
- “Exploding the textbook” (Martel, 2013)

Mindsets Task

- Think/pair/share
 - In what ways do you cultivate these mindsets in your teacher candidates? For example, do you draw on Byram (1997), the 3Ps (ACTFL, 2015), or the iceberg model?
- What other mindsets do you instill in your teacher candidates related to the ones presented here?

Critical awareness (KSA) -- CBI -- The controversial
Challenge -- Exploding textbooks

Tools 1: Topic to Theme (C)

- “A theme is a richer basis for a unit, one that has greater potential for meaning and purpose. A topic usually involves just a loose collection of ideas, but a theme suggests a ‘big idea’ and more focus for the unit. [...] We might think of the theme as a way of ‘putting clothes on’ the topic, to make it more appealing and colorful, and to give it more personality—and a much stronger affective impact.” (Curtain & Dahlberg, 2010, p. 163)
- “House” vs. “My house of the future” (p. 163)

Tools 2: Essential Questions (C)

- “A question that lies at the heart of a subject or a curriculum (as opposed to being either trivial or misleading), and promotes inquiry and uncoverage of a subject. Essential questions thus do not yield a single straightforward answer (as a leading question does) but produce different plausible responses, about which thoughtful and knowledgeable people may disagree.” (Wiggins & McTighe, 2005, p. 342)
- “What makes a great book?” versus “When was the Magna Carta signed?” (2004, pp. 88-90)

Tools 3: Text Analysis (C)

- http://www.carla.umn.edu/cobaltt/modules/curriculum/Written_text_analysis%20form_2009.pdf
- Content: facts, key related concepts, generalizations/enduring understandings
- Culture: products, practices, perspectives

Tools 4: Text Analysis (L)

- http://www.carla.umn.edu/cobaltt/modules/curriculum/Written_text_analysis%20form_2009.pdf
- Genre: purpose, text structure and discourse features, linguistic features related to genre
- Vocabulary: content-obligatory vocabulary, content-compatible vocabulary
- Communicative/academic functions and grammatical structures: content-obligatory functions/structures, content-compatible

Tools 5: Language Objectives (L)

- Receptive objectives
 - The Comprehension Guide for the Integrated Performance Assessment, which includes sub-skills like reading/listening for main idea, for supporting details, for author's perspective, etc.
- Productive objectives
 - “The formula”: <http://www.carla.umn.edu/cobaltdt/modules/curriculum/formula.html>

Tools Task

- Tools practice
 - Fill out the “topic to theme” worksheet and generate an essential question or two
 - Fill out text analysis form: http://www.carla.umn.edu/cobalttp/modules/curriculum/ta_form.html
- What other tools do you use with your teacher candidates related to the ones presented here?

Thank You!

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