



Lead with Culture in Every Lesson

Anne Lair, Ph.D.

anne.lair@utah.edu

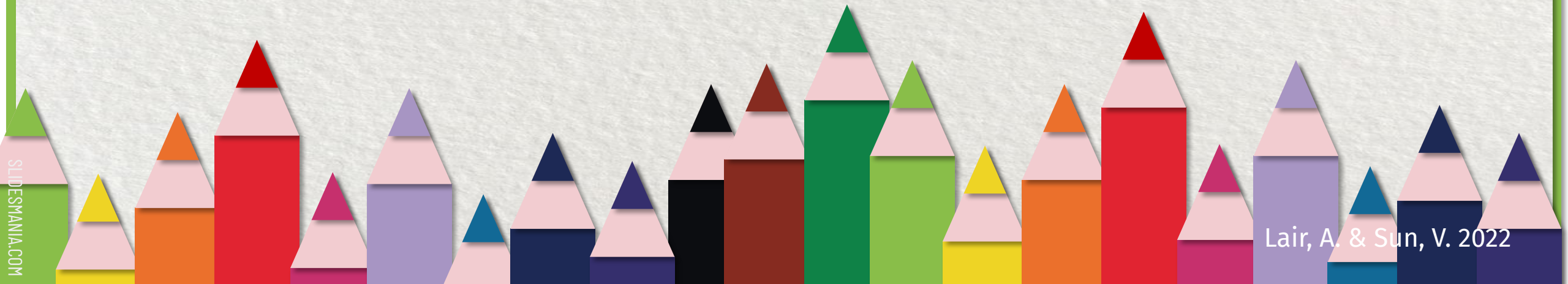
Valérie Sun, Ed.D.

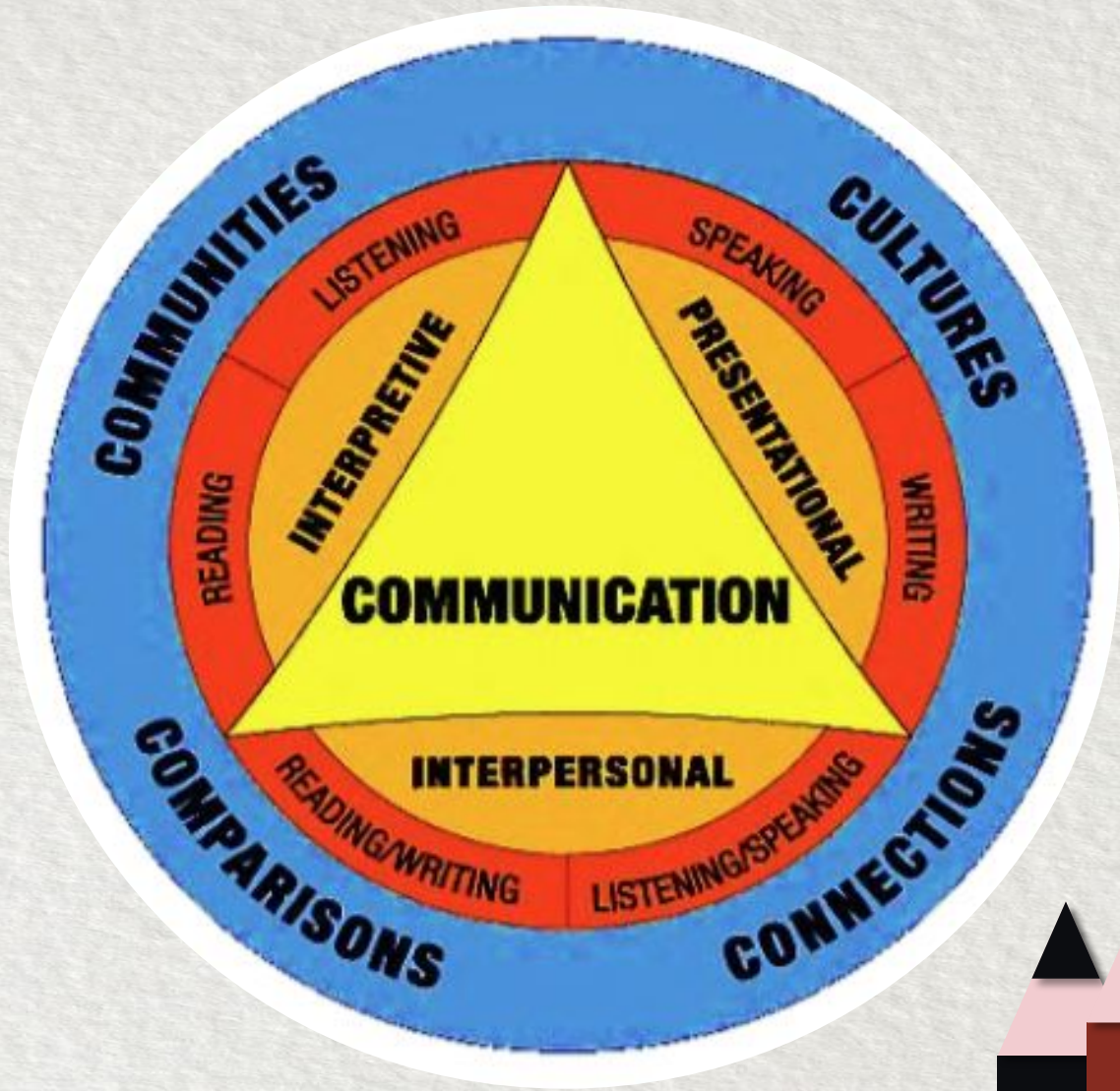
valsun@gmail.com
@MlleValSunshine



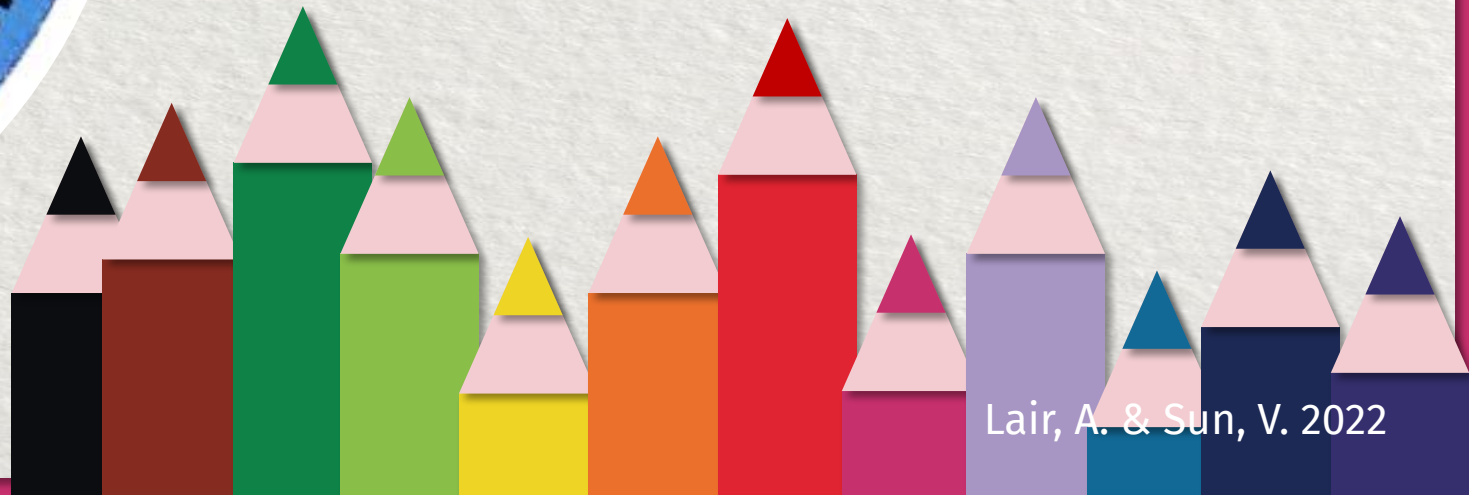
“Lead with culture, language
will follow.”

- Donna Clementi, Ph.D.





World Languages 5 Cs Framework



ACTFL PROFICIENCY LEVELS

DISTINGUISHED

Can reflect on a wide range of global issues and highly abstract concepts, use persuasive hypothetical discourse, and tailor language to a variety of audiences

SUPERIOR

Can support opinion, hypothesize, discuss topics concretely and abstractly, and handle a

answer simple questions on familiar topics, and handle a simple situation or transaction

NOVICE

Can communicate with formulaic and rote utterances, lists, and phrases

INVERTED PYRAMID REPRESENTING THE FUNCTIONS OF THE MAJOR LEVELS



The higher the *Proficiency*, the more crucial the culture becomes!





Cultural Frameworks

The World Readiness Standards (ACTFL 1996)

The revised W-R standards put the learner at the core of the instruction

Compare and contrast, cultures, and connections

©ACTFL





WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
<p>COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>CULTURES Interact with cultural competence and understanding</p>	<p>Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	



CONNECTIONS

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

Making Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

Develop insight into the nature of language and culture in order to interact with cultural competence

Language Comparisons:

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

School and Global Communities:

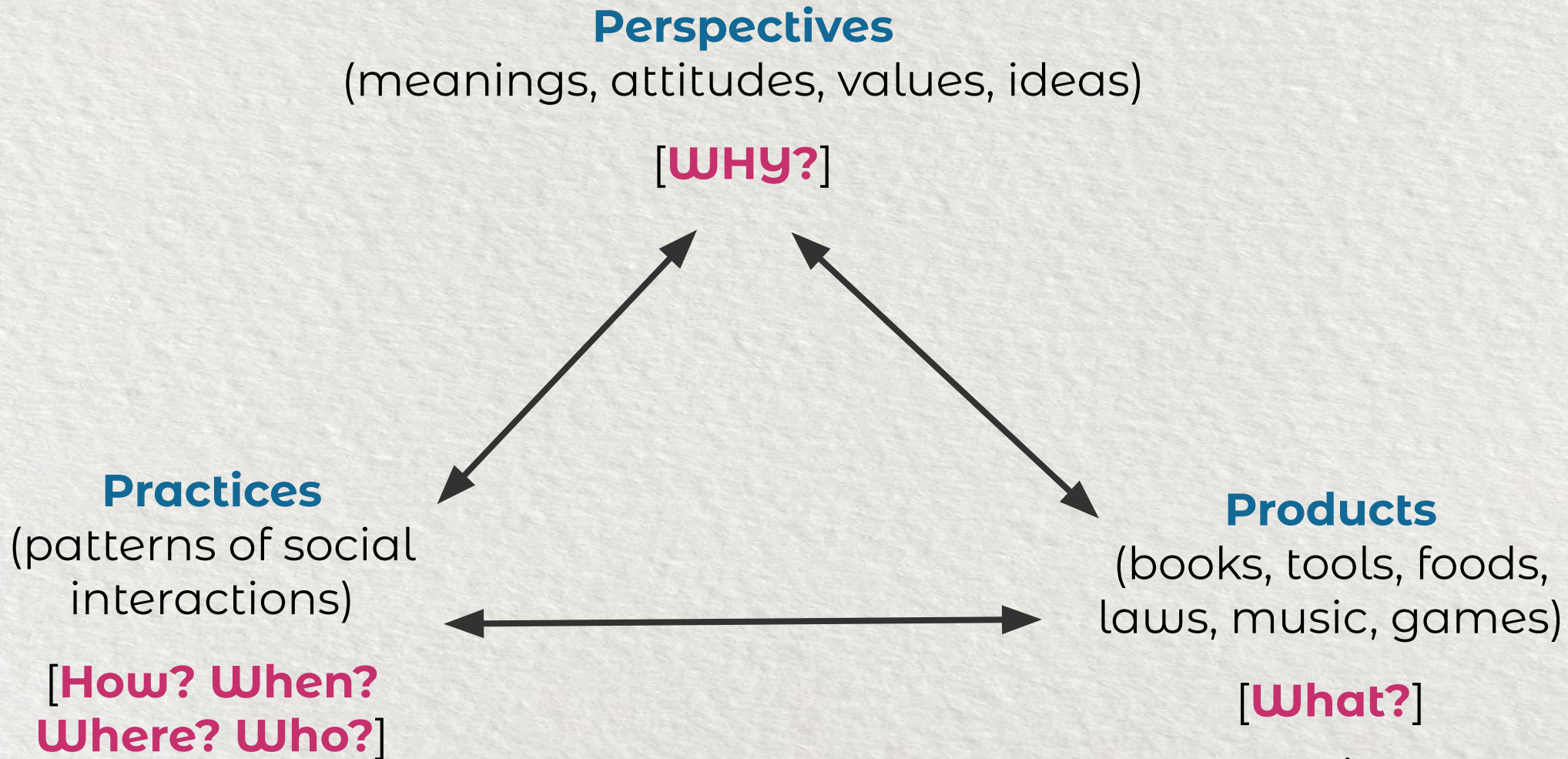
Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.



The Cultural Triangle (ACTFL 1999)



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Let's work on the following product:

- Product: galette / tortilla
- Practices: when/where/who/how
- Perspectives: meaning, values, attitudes

The learner is at the core of the lesson.
What matters is how (s)he learns, understands,
investigates and interacts vis-à-vis another culture.

© ACTFL 1999

Galette



? DÉFINITIONS

Préparation culinaire plate et ronde, à base de farine ou de féculents, que l'on cuit au four ou à la poêle : **Galette de pommes de terre.**

En Bretagne, crêpe salée de farine de sarrasin.

En Belgique, gaufrette ; crème glacée entre deux gaufrettes.

Nom donné à certains gâteaux secs : **Galettes pur beurre.**

Figuré, familier. Tout objet en forme de galette : **Des galettes de chaise.**

Familier. Disque compact ou vinyle.

Familier, vieilli. Argent, fortune : **Avoir de la galette.**

Cinéma

Film enroulé en serrant les spires, ce qui évite l'emploi d'une bobine pour le manipuler.

Tortilla

tortilla (tohr-tee-yah)

FEMININE NOUN

1. (culinary) (Latin America)

a. **tortilla**

Nunca faltan las tortillas en una comida mexicana. — Tortillas are never lacking in a Mexican meal.



2. (culinary) (Cuba) (Spain)

a. **omelet** (United States)

Una tortilla española lleva huevo, papa, cebolla y mucho aceite de oliva. — A Spanish omelet has egg, potato, onion, and a lot of olive oil.

b. **omelette** (United Kingdom)

Quisiera estar de vuelta en Marbella, desayunando una tortilla. — I wish I were back in Marbella, having an omelette for breakfast.

c. **tortilla** (Spanish tortilla)

Cuando estuvimos en Madrid, tomábamos todos los días una ración de tortilla como aperitivo en un bar del centro. — When we were in Madrid, we used to have a portion of tortilla as an appetizer every day in a bar downtown.

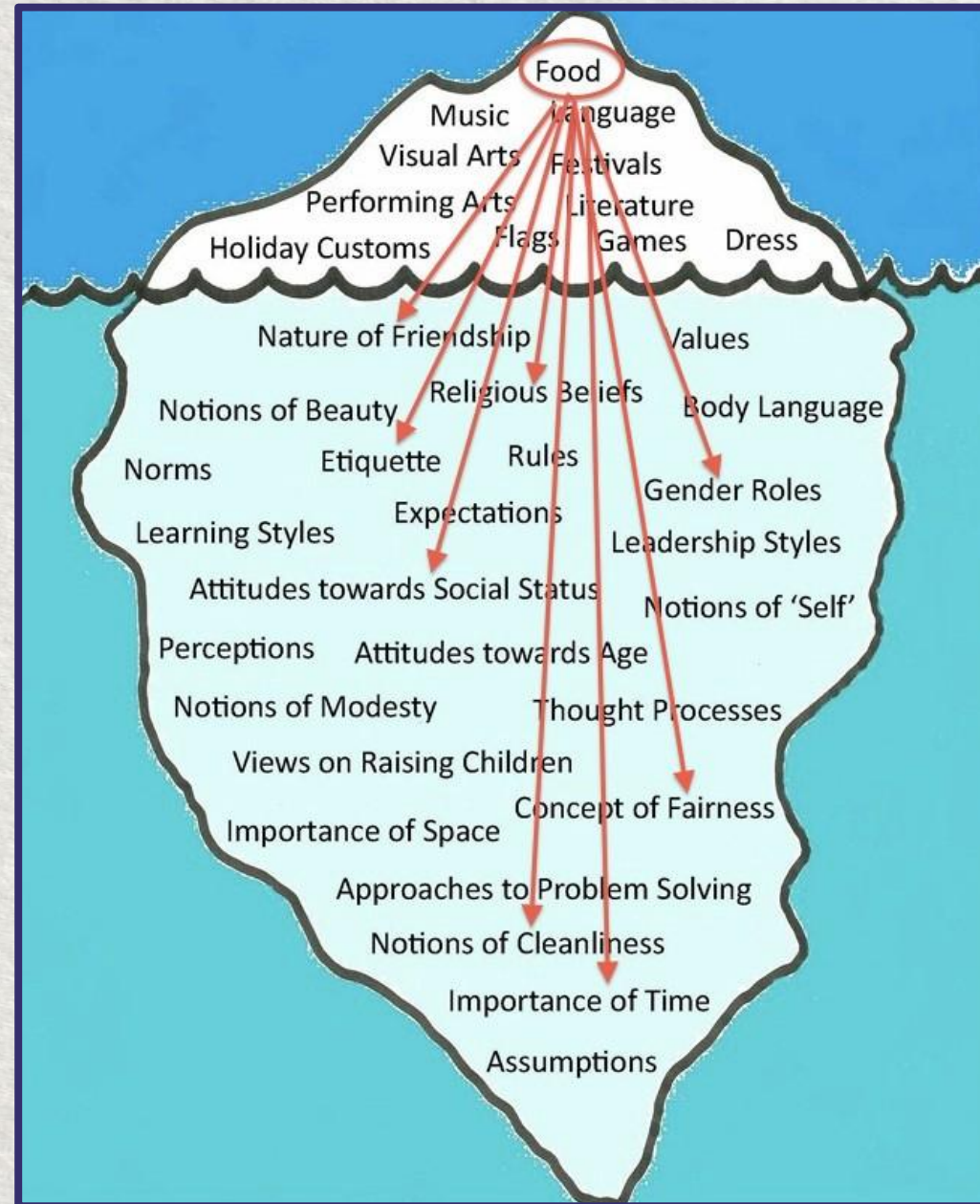
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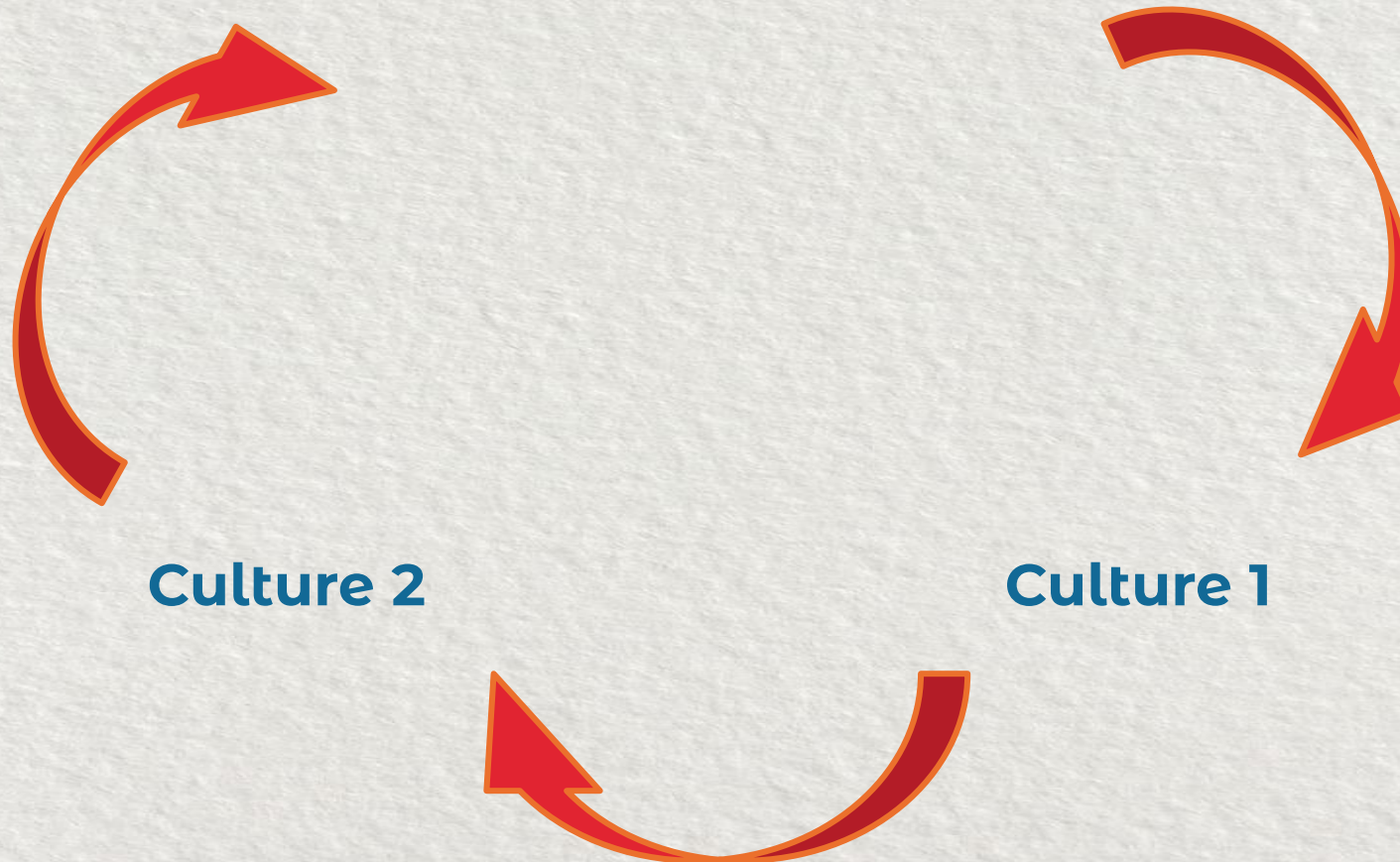
Cultural Iceberg

Useful to understand the meaning of the products.

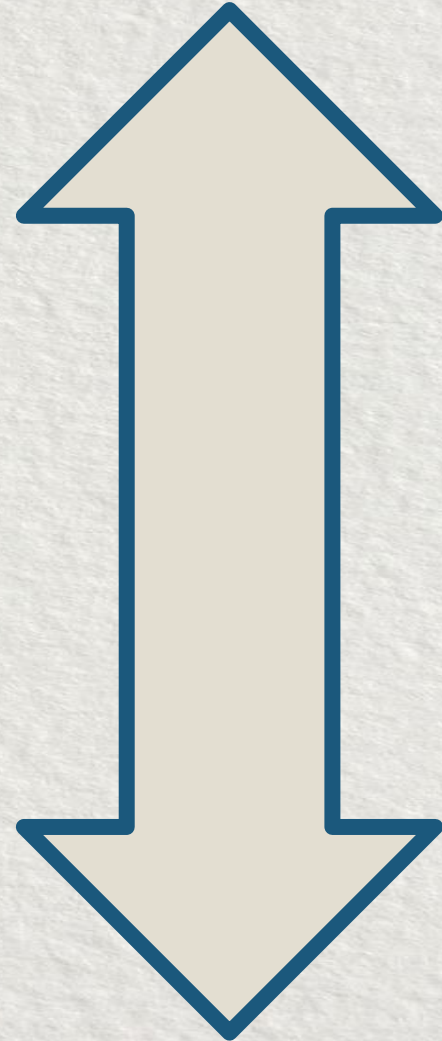
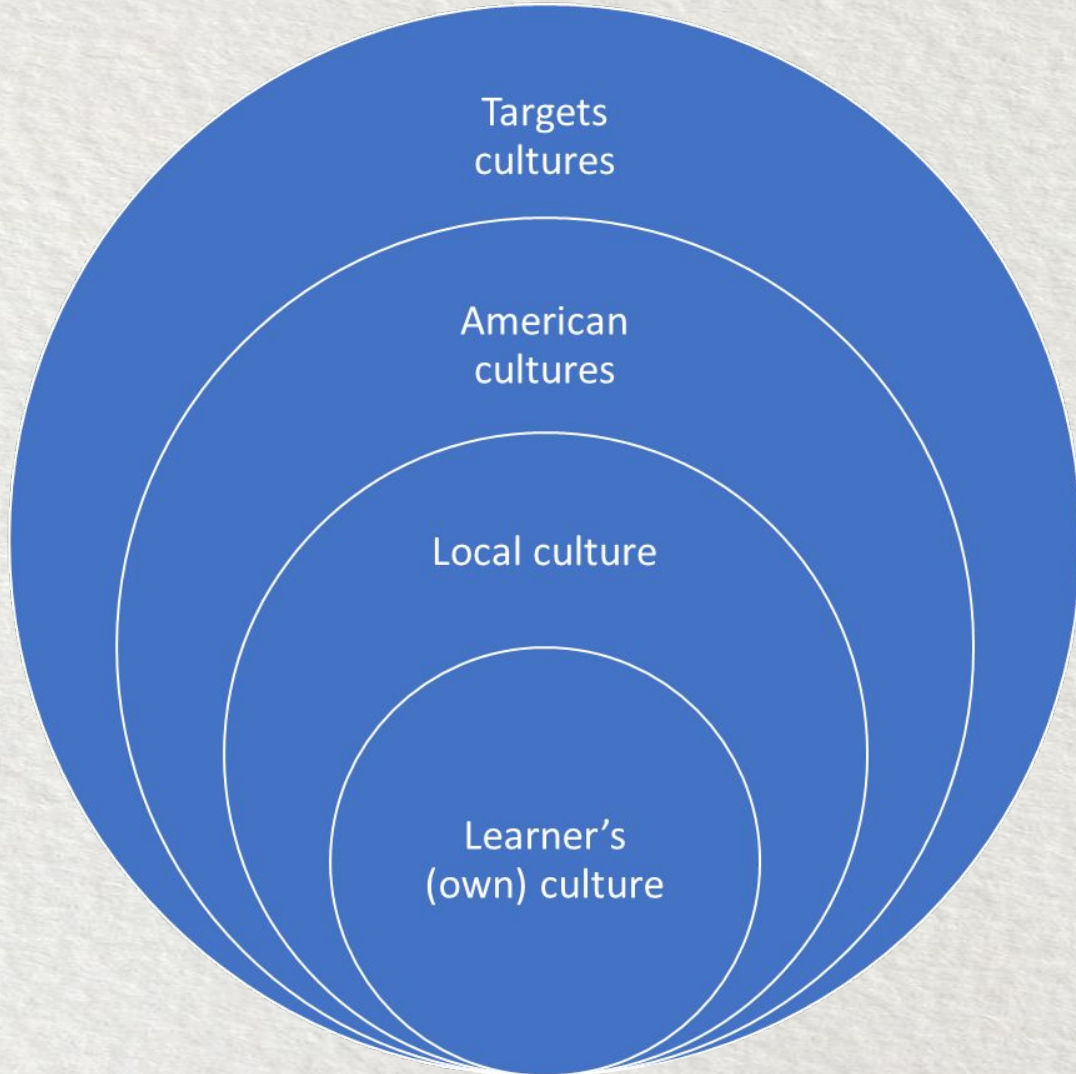


Cultural comparisons between cultures

Cultural comparisons between cultures



Up and down to integrate the **communities**



Writing Activities - Draft

1. I used to think that

...

3. Now, I understand/know that... (make sure to include cultural comparisons)

2. I have learned that... (new perspectives)



NCSSFL-ACTFL Intercultural Communication Guidelines (2017)

What are some tasks learners can perform at the different proficiency levels?

[NCSSFL-ACTFL Can Do Statements](#)

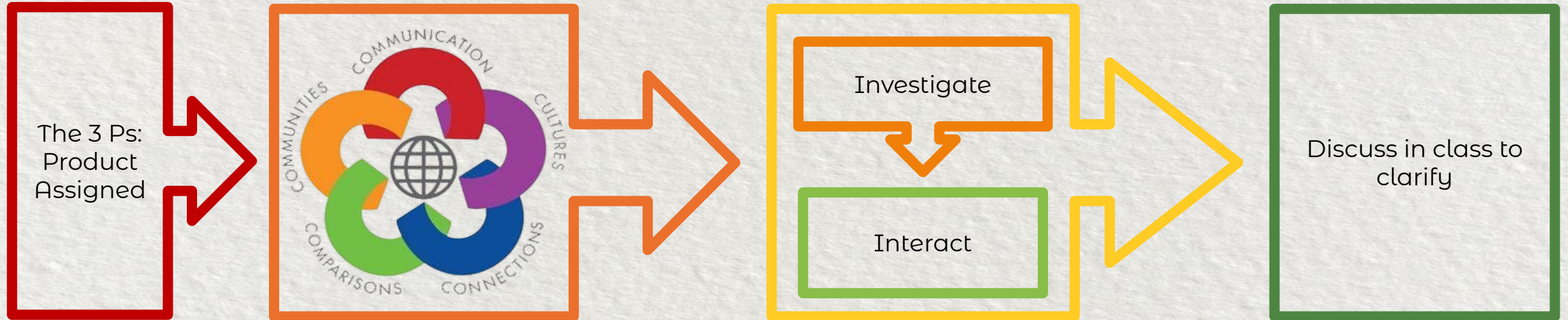
	BENCHMARK NOVICE	BENCHMARK INTERMEDIATE	BENCHMARK ADVANCED
COMPETENCY Investigating Products and Practices to Understand Perspectives	In my own and other cultures I can identify products and practices to help me understand perspectives.	In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.	In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.


	NOVICE	INTERMEDIATE	ADVANCED
INDICATOR	<i>In my own and other cultures I can identify some typical products related to daily life.</i>	<i>In my own and other cultures I can compare products related to everyday life and personal interests or studies.</i>	<i>In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.</i>

	BENCHMARK NOVICE	BENCHMARK INTERMEDIATE	BENCHMARK ADVANCED
COMPETENCY Interacting in Another Culture	I can interact at a survival level in some familiar contexts.	I can interact at a functional level in some familiar contexts.	I can interact at a competent level in familiar and some unfamiliar contexts.

	NOVICE	INTERMEDIATE	ADVANCED
INDICATOR	<i>I can communicate with others from the target culture in familiar situations using memorized language and showing basic cultural awareness.</i>	<i>I can converse with peers and colleagues from the target culture in familiar situations at school, work, or play and show interest in basic cultural similarities and differences.</i>	<i>I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some acceptance of cultural differences.</i>

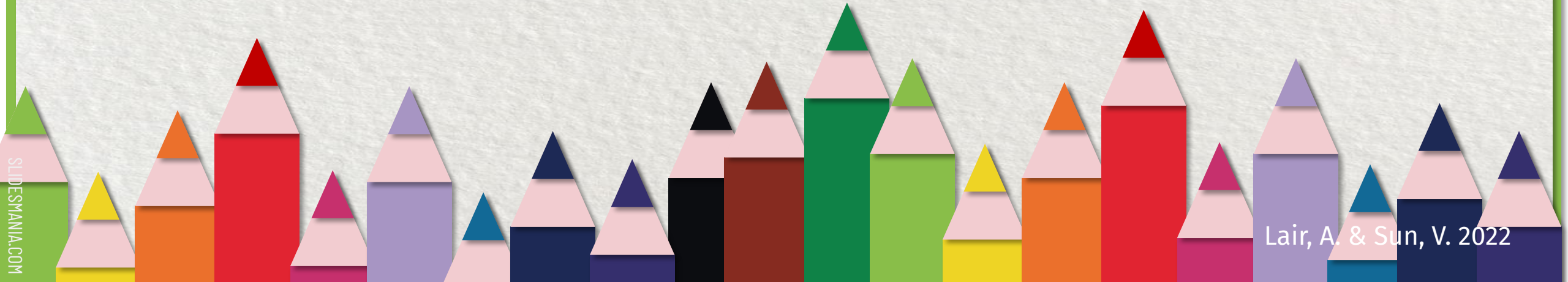
Let's use the Standards to enhance *Proficiency*





Some examples of

interculturality





L'abécédaire de Paris

1er grade DLI, Julien
Naudot



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FRNCH 3116: Aventures et Découvertes: Voyages à travers les mondes français et francophone

- Différents types de héros des deux côtés de l'Atlantique
 - Les découvertes liées aux voyages
 - Et vous, comment voyagez-vous?
- >Créer un blog de voyages pour des Français/Francophones qui viennent en vacances en Utah



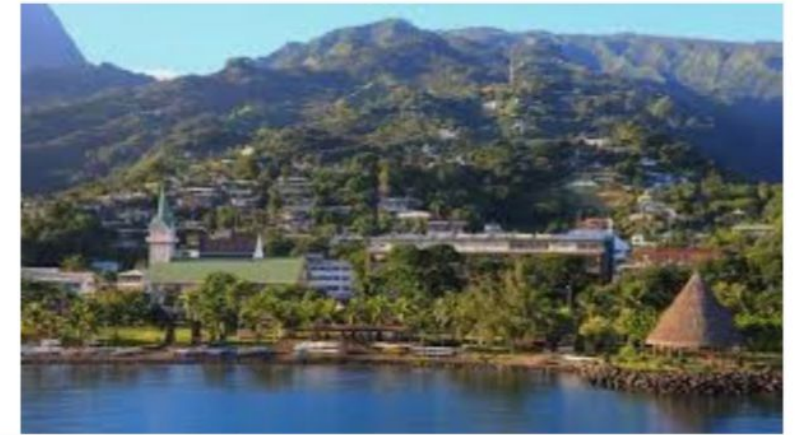
Le Tour du monde en 80 jours

Jules Verne



FRNCH 3117: Francophonie: Passé, Présent, et Avenir

- Histoire de la Francophonie
 - Les Départements, Régions et Collectivités d'Outre-mer.
 - Les continents francophones
- > Sommet francophone rassemblant différents Francophones en Utah.



FRNCH 3118: Paris, ville des lumières

- Histoire de Paris à travers ses grands personnages
 - Mode, gastronomie, Paris ville moderne
- Prendre position sur une des thèmes traités en cours





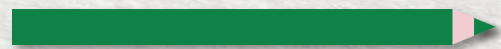
Choosing an Authentic Text



Authentic Texts



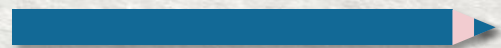
What is considered an “authentic” text?



Why should we use authentic texts?



Where does one find authentic texts?



How does one select and adapt authentic texts for our students?



Authentic Texts

- **Authentic texts** are artifacts (printed, audio, visual) created by native speakers for native speakers, without education and language-learning in mind.
- **Semi-authentic texts** are artifacts (printed, audio, visual) created by native- or non-native speakers based on original materials, adapted for language learning.
- **Created texts** are artifacts (printed, audio, visual) created by native- or non-native speakers for language learners with an academic goal.



Are all of the following authentic texts?

Brochures

Magazines

Movies

Recipes

Crossword puzzles

Children's stories

TV shows

Restaurant menus

Ads

Receipts

Bus/Metro schedules

Websites

Posters

YouTube

Grammar songs

Student schedules

Songs

Airplane tickets

Maps

Wikipedia

Legends

Calendars

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Authentic Texts

- What materials are used in your classrooms?
- To what genre of texts do they have exposure?
- From where did these texts come?
- Who are the authors of these texts?
- How would you describe the language used in the texts and its usefulness for your students?



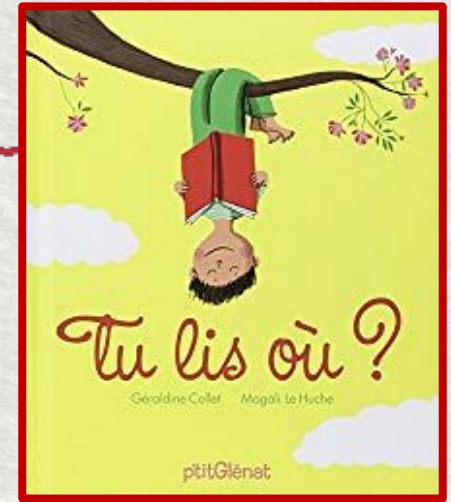
Why use authentic texts?

- The resources contain products, practices, and cultural perspectives
- They provide opportunities for learners to use or develop cognitive skills in that language
- They provide opportunities for learners to interact with others that move them towards development of proficiency in the 3 modes of communication

Sample: Tu lis où?

Culture

- Metro and public transportation



Connections to People

- bookstores
- cafés
- schools
- hammock
- libraries
- in a bath
- in bed
- in the restroom

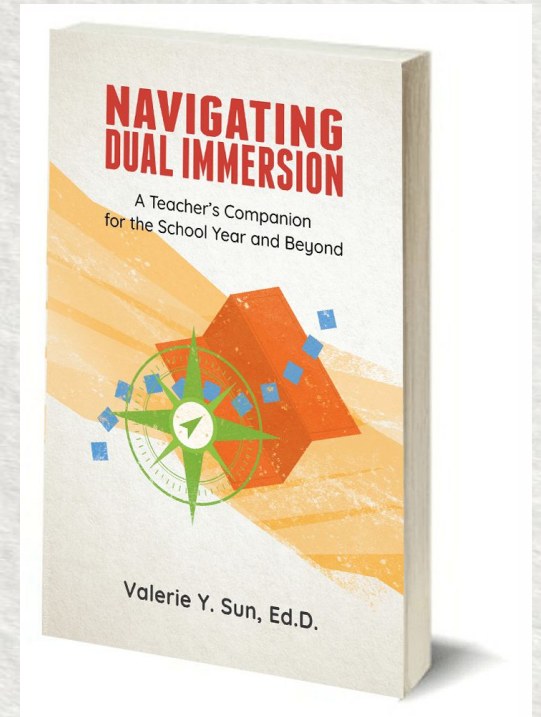
Authentic Resources

- Leslie Grahn, Coordinator of World Languages, Howard County Public Schools, retired, has a great collection of authentic resources in multiple languages.
 - [Images](#)
 - [Videos](#)

Thank you very much for coming!

Navigating Dual Immersion: A Teacher's Companion for the School Year and Beyond is now [available for pre-order](#) via TBR Books!

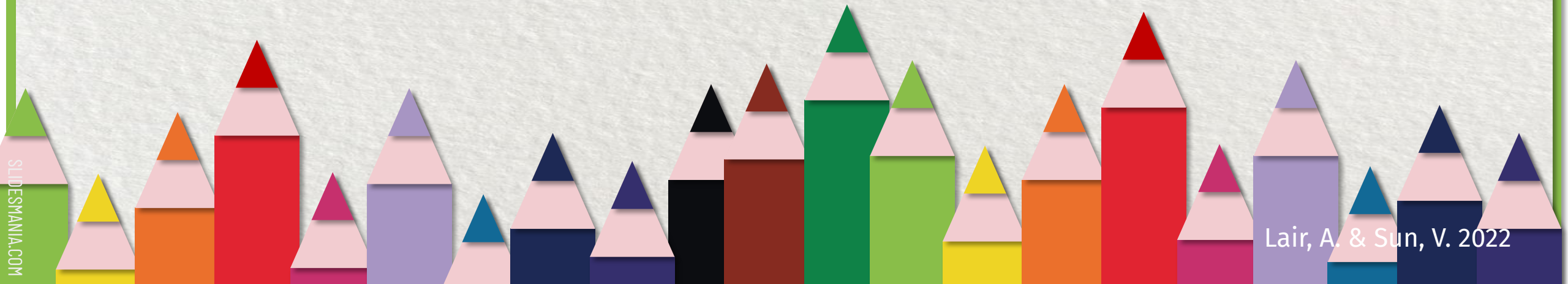
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