Developing Cross-Cultural Awareness in the Monolingual Classroom

Dr. Susan Barduhn
Outline

1. Introduction
2. Defining culture
3. Goals of cultural instruction through language
4. Activities to use in your classroom
5. Some theoretical frameworks
Two questions

1. When it comes to studying culture in the language classroom, whose culture should it be?

2. Why study culture at all?
5 Perspectives of Culture

Moran, 2001
Goals of cultural instruction through language

- Recognize that all people are different
- Become aware of cultural connotations
- Recognize the origin of stereotypes
- Develop skills to evaluate and refute generalizations
Where is the center of the world?
What was your first significant cross-cultural experience?

How did it change you?
Describe the picture
Observation  /////  Interpretation
STEREOTYPES

1. U.S. Americans are ____________________.
2. U.S. Americans think foreigners are ____________________________.
3. If a U.S. American had $5000 he or she would ________________________________.
4. Female U.S. Americans are ________________.
5. Male U.S. Americans are ________________.
STEREOTYPES

1. (Spaniards) are ____________________.
2. (Spaniards) think foreigners are ____________________.
3. If a (Spaniard) had €5000 he or she would ____________________.
4. Female (Spaniards) are ________________.
5. Male (Spaniards) are ________________.
Your Family

- When you use the word “family”, who do you include?
- Where were your parents, grandparents, great-grandparents born?
- Do you think the size of your family is common in your country? Are there places in your country where families are larger or smaller?
- Is the way your family lives and relates similar to most other families in your country? In what ways is it similar or different?
<table>
<thead>
<tr>
<th>Suggested topics for letters of advice to a homestay visitor</th>
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<tbody>
<tr>
<td>Clothing</td>
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<tr>
<td>Crime</td>
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<td>Eating habits</td>
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<td>Fads</td>
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<td>Family</td>
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<td>Food</td>
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<td>Health</td>
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</tbody>
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The Experiential Learning Cycle

- Participation
- Response
- Description
- Interpretation
Cultural Knowings

- Knowing how participation
- Knowing oneself response
- Knowing why interpretation
- Knowing about description

The Learner
# Cultural Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Emphasis</th>
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<tbody>
<tr>
<td>1. Culture-specific understanding</td>
<td>1. Intellectual insight and empathy regarding a specific culture</td>
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<td>2. Culture-general understanding</td>
<td>2. Insight into general concepts of culture and culture learning</td>
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<td>3. Competence</td>
<td>3. Verbal and nonverbal cultural behaviors and skills</td>
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<td>4. Adaptation</td>
<td>4. Entry and adaptation to a specific culture</td>
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<td>5. Social change</td>
<td>5. Critical thinking and action regarding the target culture</td>
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<td>6. Identity</td>
<td>6. Transformations in the learner’s self-concept</td>
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</tbody>
</table>

Moran 2001
Books with Culture Activities for the ELT Classroom

- Fantini, A., 1997. New Ways in Teaching Culture. TESOL.