



@miprofeAP

# Focus on Interculturality: Embedding Culture through Story to Build Proficiency

#NECTFL16

Linda L Egnatz - [www.lindaegnatz.com](http://www.lindaegnatz.com)



# Today's Goals:



- **Understand the importance of culture in our classroom.**
- **Plan to create opportunities for our students to gain “INTERCULTURALITY”.**
- **Learn about how the brain can be engaged by Stories.**
- **Begin a plan to EMBED CULTURE through Storytelling in our Classroom.**



# Our Ultimate Goal: Language Users



- Performance – The Classroom



- Proficiency – The Real World





# What is Interculturality?



**Interculturality** is the interaction of people from different cultural backgrounds using authentic language appropriately in a way that demonstrates knowledge and understanding of the cultures.



# Find a Workshop Partner

**Perspectives**

**3 P's**

**Products**

**Practices**

- Introduce yourself and share why you choose this session?
- With your partner, define the 3 P's.
- Discuss how you include them in your lessons. Is there a "P" that you find difficult to include?



1. What cultural topics do you teach?

2. What cultural topics would you like to teach?

3. What could you teach?

## THE CULTURAL ICEBERG

### SURFACE CULTURE

Food  
Flags Festivals  
Fashion Holidays Music  
Performances Dances Games  
Arts & Crafts Literature Language

### DEEP CULTURE

#### Communications Styles and Rules:

Facial Expressions Gestures Eye Contact  
Personal Space Touching Body Language  
Conversational Patterns in Different Social Situations  
Handling and Displaying of Emotion  
Tone of Voice

#### Notions of:

Courtesy and Manners  
Friendship Leadership  
Cleanliness Modesty  
Beauty

#### Concepts of:

Self Time Past and Future  
Fairness and Justice  
Roles related to Age, Sex,  
Class, Family, etc.

#### Attitudes toward:

Elders Adolescents Dependents  
Rule Expectations Work Authority  
Cooperation vs. Competition  
Relationships with Animals Age  
Sin Death

#### Approaches to:

Religion Courtship Marriage  
Raising Children Decision-Making  
Problem Solving



# How is “Interculturality” different from “Culture”?



- The word culture refers to the products, practices, and perspectives of a target group of people or target culture. *Interculturality* is the interaction of people from different cultures, and the understanding of another culture so that the language used is appropriate to the context and audience.





## Our “Interculturality” Goal

It is the ability to experience the culture of another person and to be open minded, interested, and curious about that person and culture. Language learners must be able to evaluate personal feelings, thoughts, perceptions, and reactions in order to understand another culture and use that experience to reflect on their own life and surroundings.

In order to communicate successfully, language learners must be able to relate appropriately to their audience. They should be able to react and respond appropriately to their own personal feelings, attitudes, and perceptions as well as those of people of other cultures.



# How would I teach Interculturality?

- ❖ Use of the target language
- ❖ Interactions with speakers of that language
- ❖ Engagement with the culture in which the speakers live, including use of authentic cultural products





# Culture is Embedded in Language

**“If we spoke a  
different language,  
we would perceive  
a somewhat  
different world.”**

**-- Ludwig  
Wittgenstein**







## Havana, Cuba



**Interculturality  
– Where  
language and  
culture  
intersect.**





NECTFL16 - Linda Egnatz



Culture  
Changes  
the  
meaning  
of Words





# Interculturality – the “adult” version

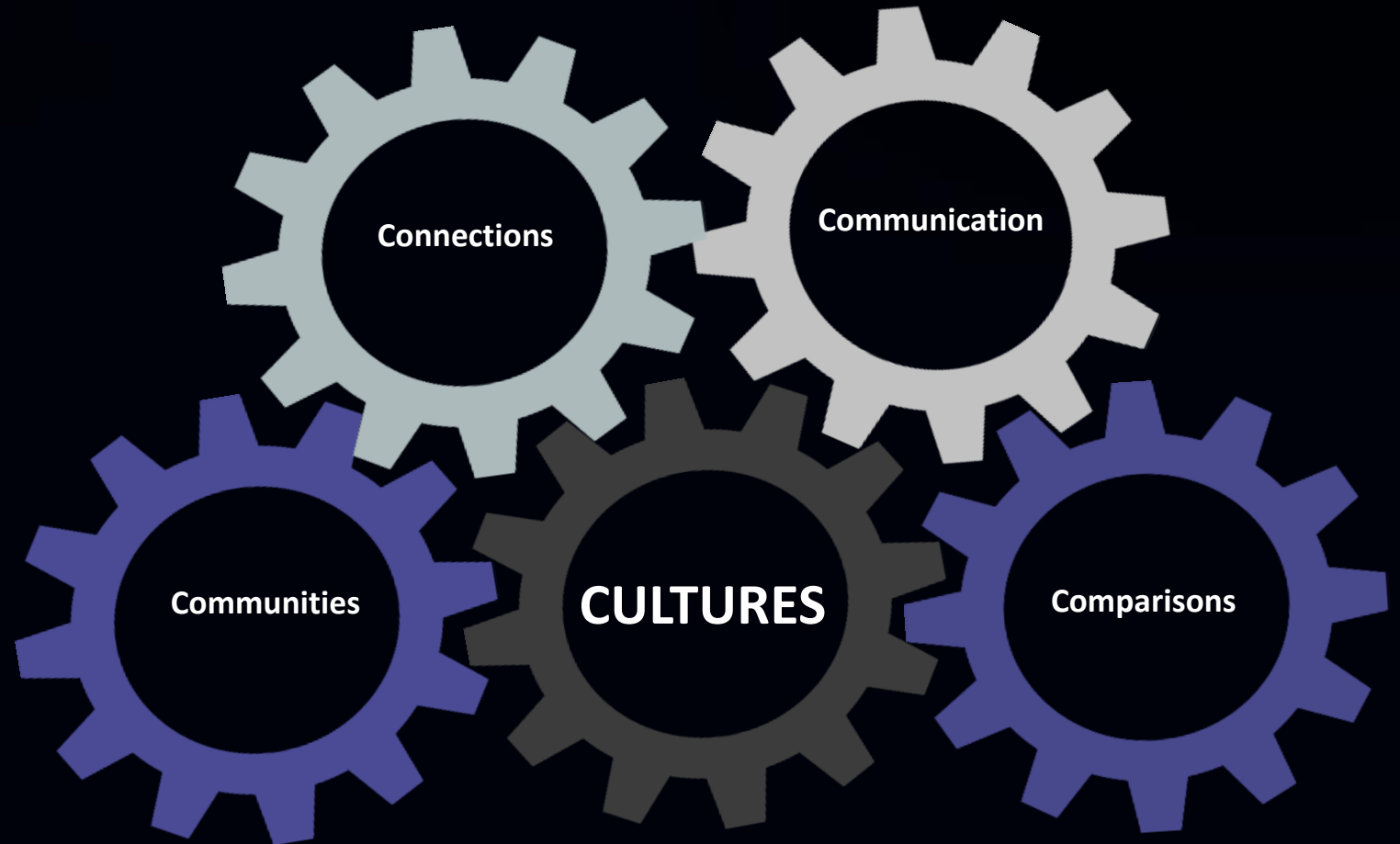


# Is it time to change gears?



*“Recent studies have proven that stories can change perceptions and even make people more tolerant. Rather than wait to be defined by others, it's important that students learn to create understanding by sharing their story, their worldview, their concerns, and their triumphs with others.”*

- Michael Hernandez, Teacher and Cinematographer







# Stories are Memorable

- Share with your partner a favorite childhood story.





# What is the magic of Storytelling?

## HOW STORYTELLING AFFECTS THE BRAIN

### NEURAL COUPLING

A story activates parts in the brain that allows the listener to turn the story in to their own ideas and experience thanks to a process called neural coupling.

### MIRRORING

Listeners will not only experience the similar brain activity to each other, but also to the speaker.



### DOPAMINE

The brain releases dopamine into the system when it experiences an emotionally-charged event, making it easier to remember and with greater accuracy.

### CORTEX ACTIVITY

When processing facts, two areas of the brain are activated (Broca's and Wernicke's area). A well-told story can engage many additional areas, including the motor cortex, sensory cortex and frontal cortex.

- Neural Coupling
- Mirroring
- Dopamine
- Cortex - Activity



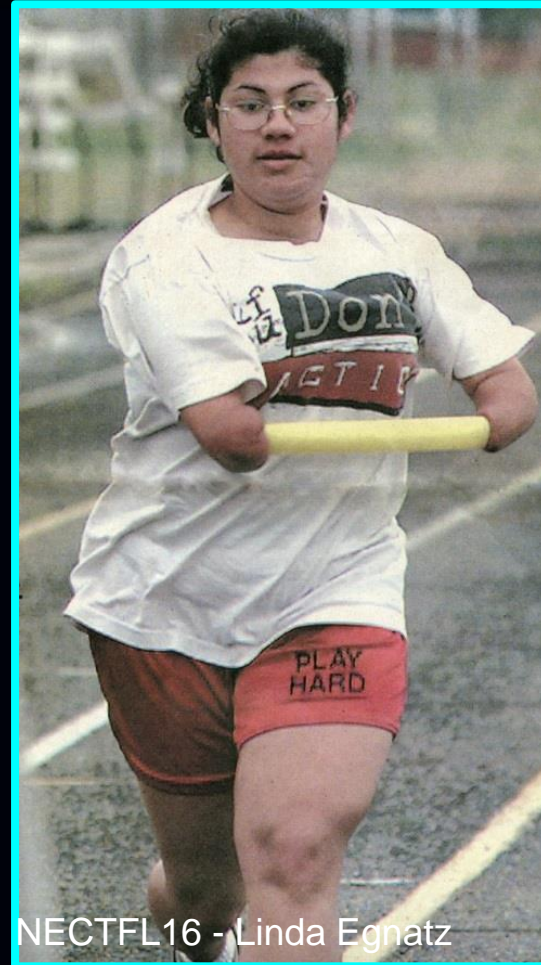
# Why STORY?

Stories provide “a non-intrusive, organic means of producing sustainable cultural change; conveying brands and values [and] transferring complex tacit knowledge.” We use stories to make sense of our environment. They make us care. They provide a shared context for mutual understanding of events and issues that impact us. And they inspire us to change our point of view.

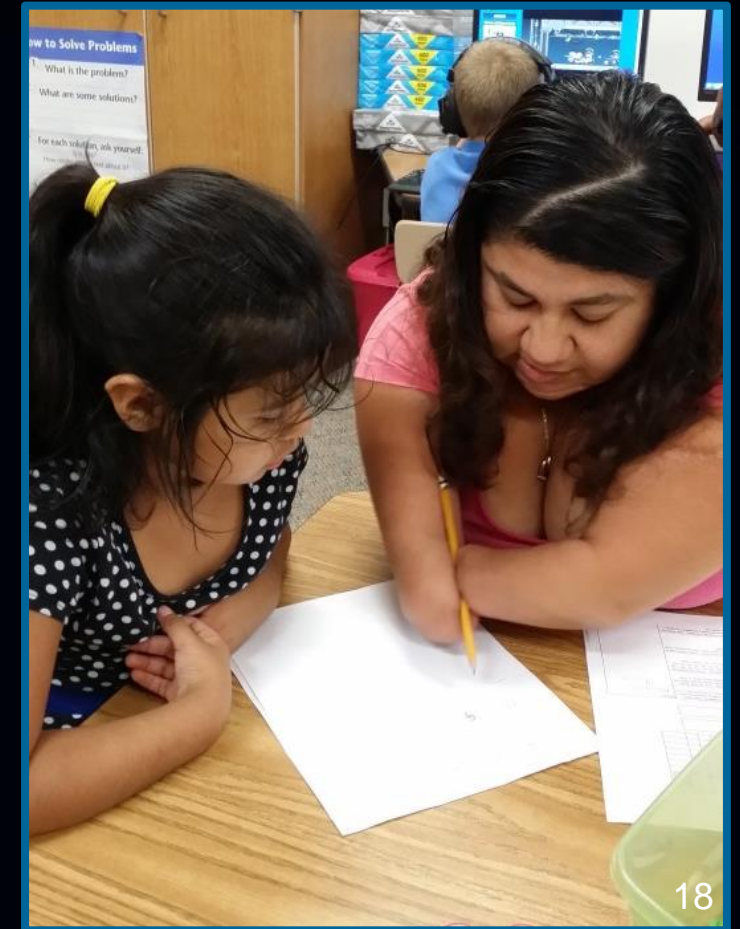
-- David Snowden, Storytelling Expert



The beloved children's television host Fred Rogers used to carry a piece of paper around in his pocket. On it was a quote: "There isn't anyone you couldn't love once you've heard their story."



NECTFL16 - Linda Egnatz

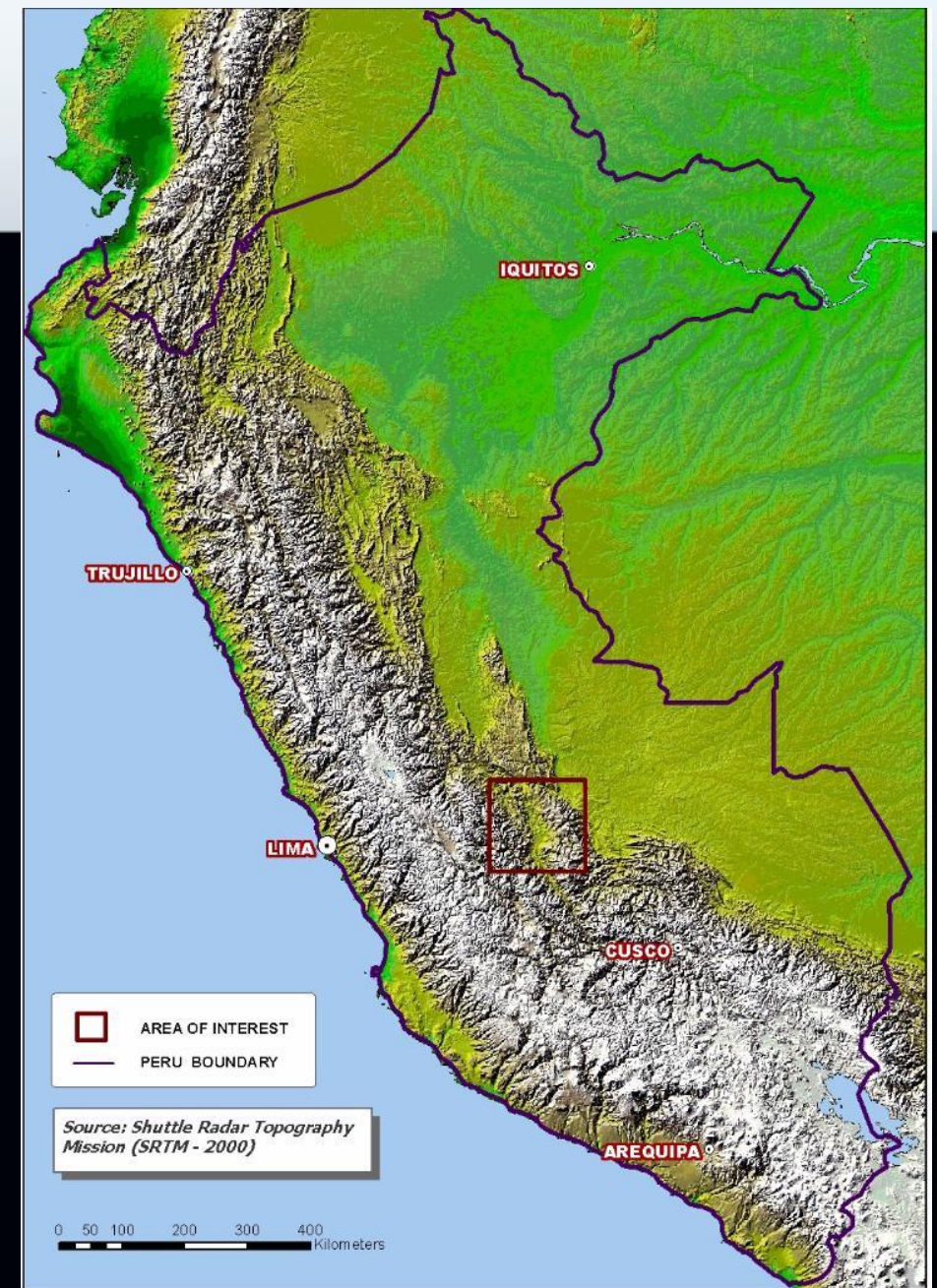






# Essential Questions

What might my life be like if I lived here?







**Why might families  
in the Andean  
region of South  
America raise  
guinea pigs?**







**Would your  
students react?**





**What goals  
would you  
have for  
using this?**







# My **BIG** Goal: Find the pieces that will...

- **ENGAGE**
- **INFORM**
- **SUPPORT**
- **CONNECT**
- **COMPARE / CONTRAST**
- **AMUSE and ENTERTAIN**
- **CHALLENGE**
- **SURPRISE / SHOCK**
- **PROMPT more QUESTIONS**





Go Deeper! Explore **PERSPECTIVES**.



*“Interest is a psychological state of engagement. . . Interest acts as an **APPROACH** urge and pushes back the **AVOID** urges that keep us safe. Interest pulls us forward.”* - Paul Silvia, Univ North Carolina





## Modern Story



Javier Igea Marín



# La Malinche





# La Malinche

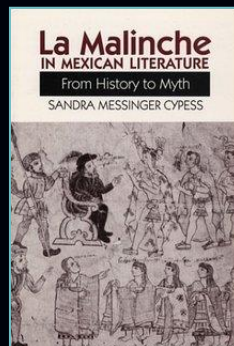


## El vestido de la mujer más odiada de México

[http://www.bbc.com/mundo/noticias/2014/09/140915\\_malinche\\_mujer\\_mas\\_odiada\\_mexico\\_an](http://www.bbc.com/mundo/noticias/2014/09/140915_malinche_mujer_mas_odiada_mexico_an)



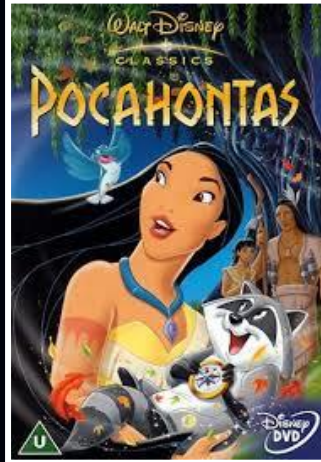
Alberto Nájar  
BBC Mundo,  
Ciudad de México  
Última actualización:  
Lunes,  
15 de septiembre  
de 2014





# Vs. Pocahontas and Sacajawea

## Compare and Contrast





# Language Functions and Story

With your partner – Discuss how does Story meet language goals?

- Novices
- Intermediate
- Advanced

*Vocabulary – Adjective Agreement – Sentence Structure – Descriptive Narrative --  
Compare & Contrast – Sequencing – Elaboration – Fluency – Past Narration*





# Putting Story into Practice

Start with Language Functions appropriate for student level:

- Novices – Begin with simple sentences and work toward descriptive, compound sentences with elaboration
- Intermediate - Create with language, sentence strings, **DESCRIPTIVE NARRATIVE** – add organization and transitions
- Advanced - **PAST NARRATIVE**, What if? hypotheticals



# Sample scaffold . . . SEGOVIA

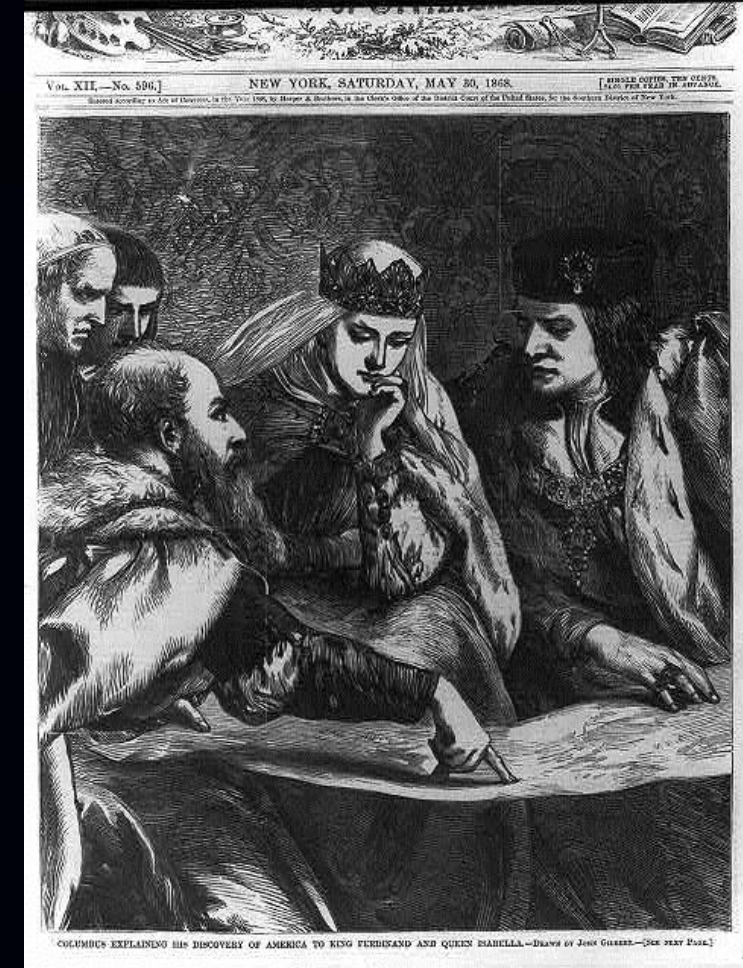
- **ENGAGE** - clip from Video series “Isabel I” RTVE
- **INFORM** – Segovia, Spain online website – history, images
- **SUPPORT** – Art / Architecture from period (Google earth)
- **CONNECT** – History – Roman Empire, Americas 1492
- **COMPARE/CONTRAST** – Renaissance and Modern City
- **AMUSE and ENTERTAIN** – Disney princesses - Cinderella
- **CHALLENGE** – Religion, prejudices (cXV Spain / Global)
- **SURPRISE / SHOCK** – Spanish maps 1560s
- **PROMPT** more QUESTIONS







# Isabel la Católica







# How to get started . . .

- Cultural perspective or practice you want to teach
- Hero or Villain that can communicate the story
- Language Functions you wish to scaffold
- How will you tell the story?
- How will your students tell/use the story?



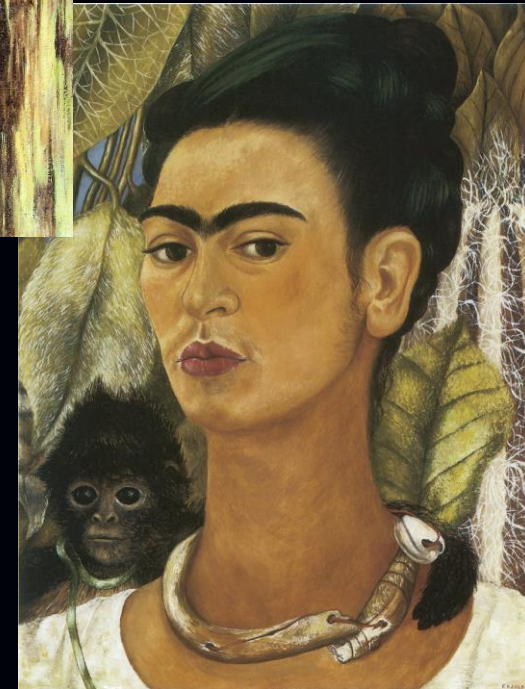
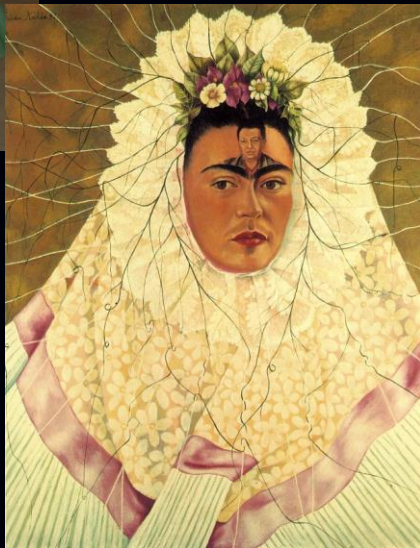


## Consider: What is the student's story?

# Essential Questions

1. Do I have a story? What does it say about me? Have I changed because of what has happened? Is my public story different from my private (hidden) story?
2. What is my family's story? How does my family impact the story of my community?
3. How does learning \_\_\_\_\_ help me better understand and act in the world?
4. How do stories in the culture I study compare to stories in my culture?

# Frida Kahlo – Biography in Art







**Language is a Life Skill.**

*Build Language Proficiency through Performance.*

Connect Globally by Enlarging your Classroom.



@miprofeAP

# Focus on Interculturality: Embedding Culture through Story to Build Proficiency

#NECTFL16

Linda L Egnatz - [www.lindaegnatz.com](http://www.lindaegnatz.com)