

@miprofeAP

Focus on Interculturality: Use Culture and Story to Build Proficiency

#SCOLT16

Linda L Egnatz - 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.**



Culture
Changes
the
meaning
of Words



NECTFL16 - Linda Egnatz

MASKS

Words mean different things to different people

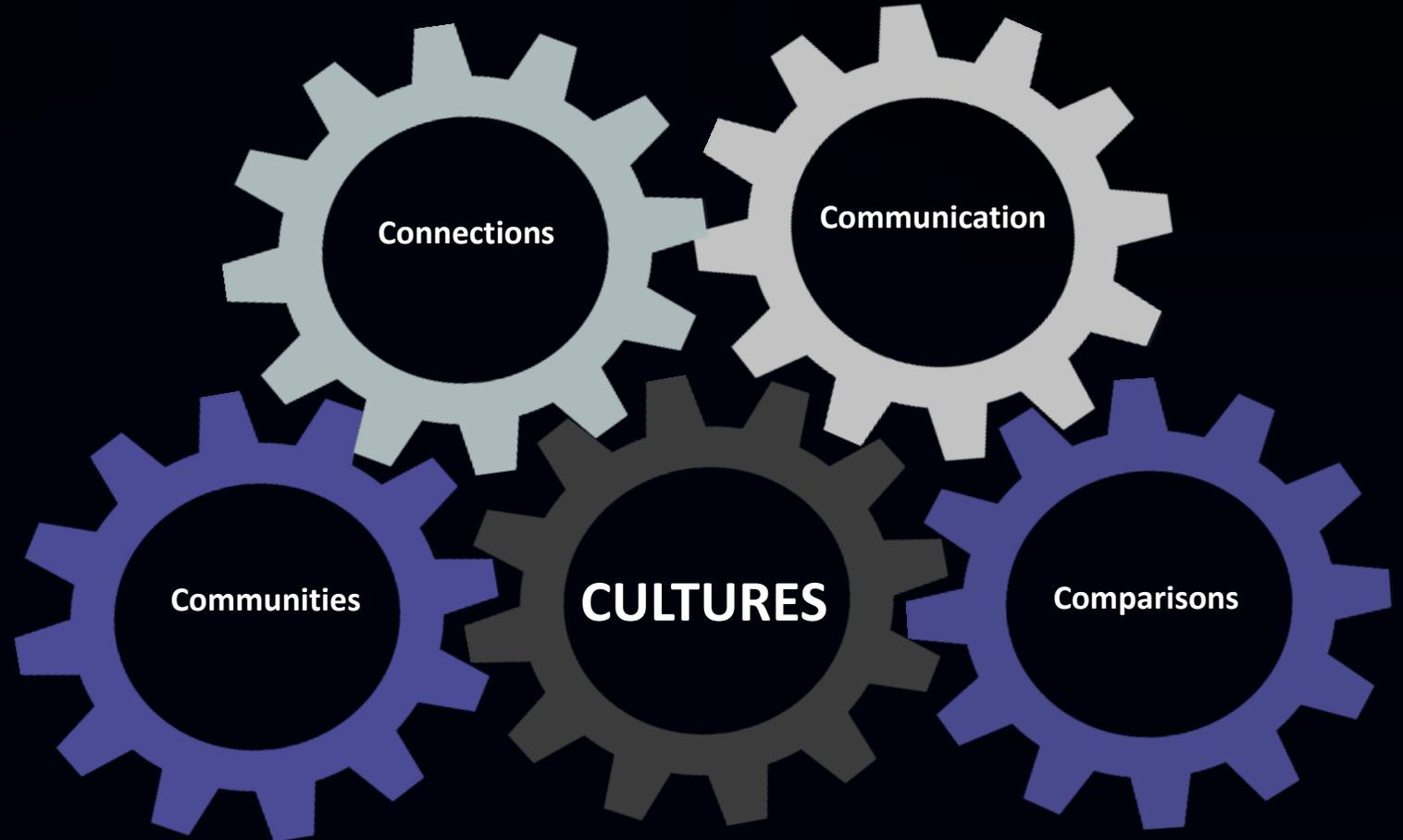


Is it time to change gears?



“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.

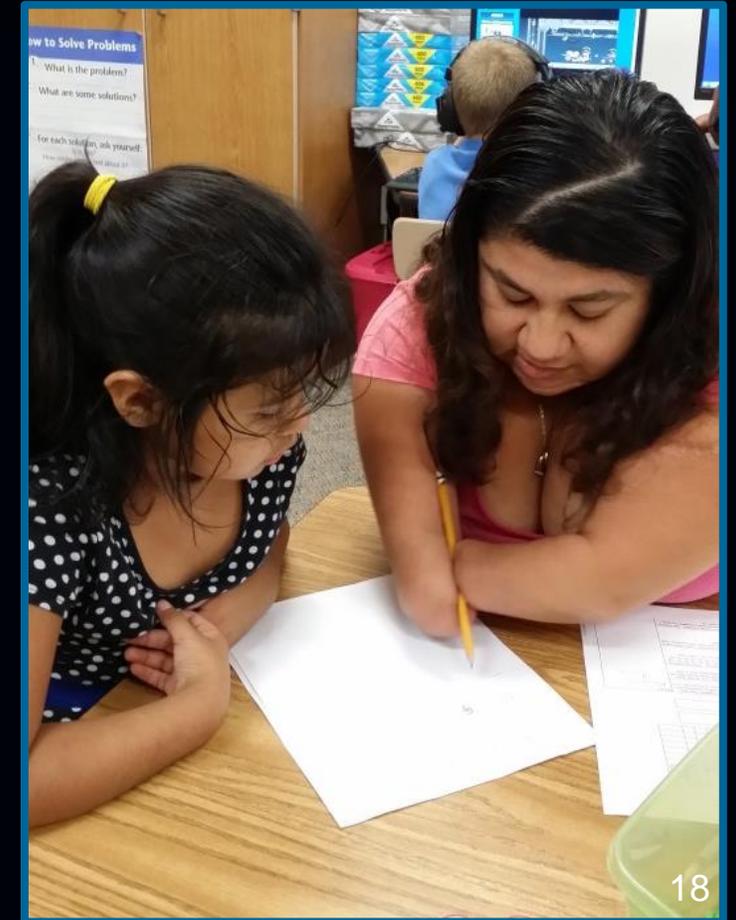
<http://youtu.be/uaWA2GbcnJU>

-- 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."



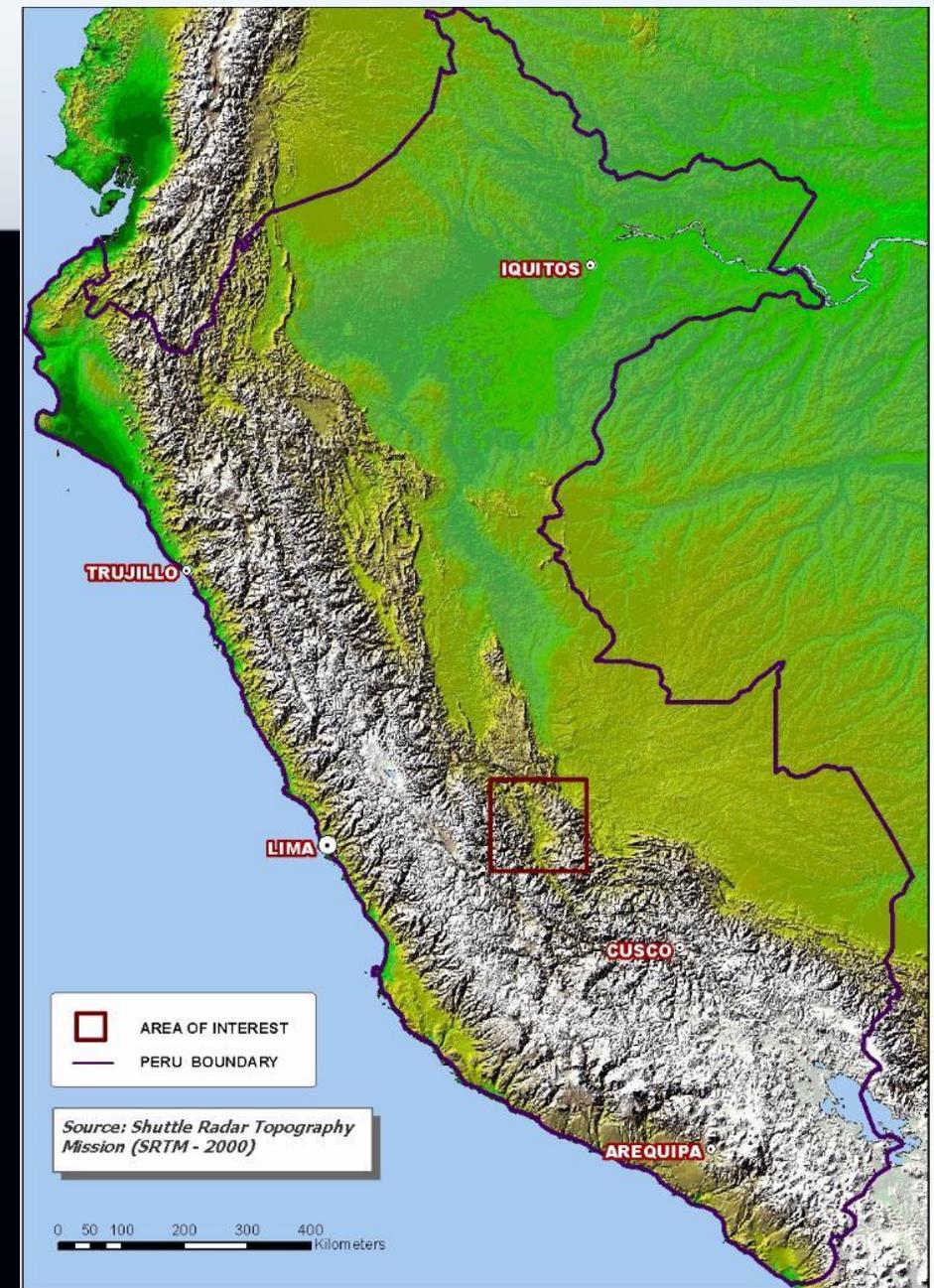
NECTFL16 -Linda Egnatz





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



Buen pase de pecho
Marín, quien perdió
que hubiera sido
oreja de mucho p
por fallar repetid
te con el descabe



Modern Story



Javier Igea Marín

La Malinche



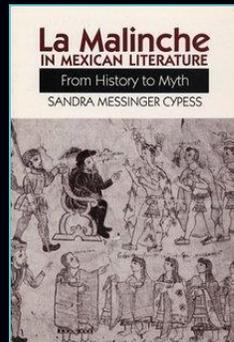
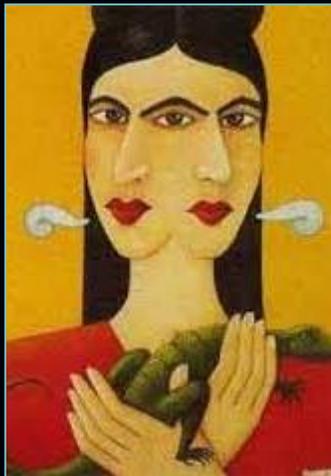
La Malinche



http://www.bbc.com/mundo/noticias/2014/09/140915_malinche_mujer_mas_odiada_mexico_an

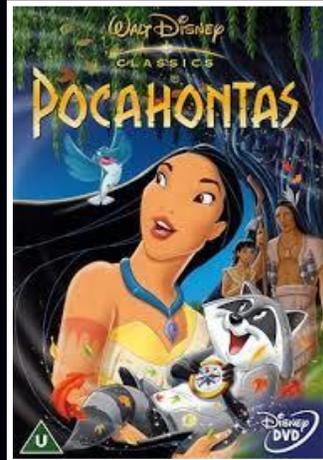
El vestido de la mujer más odiada de México

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

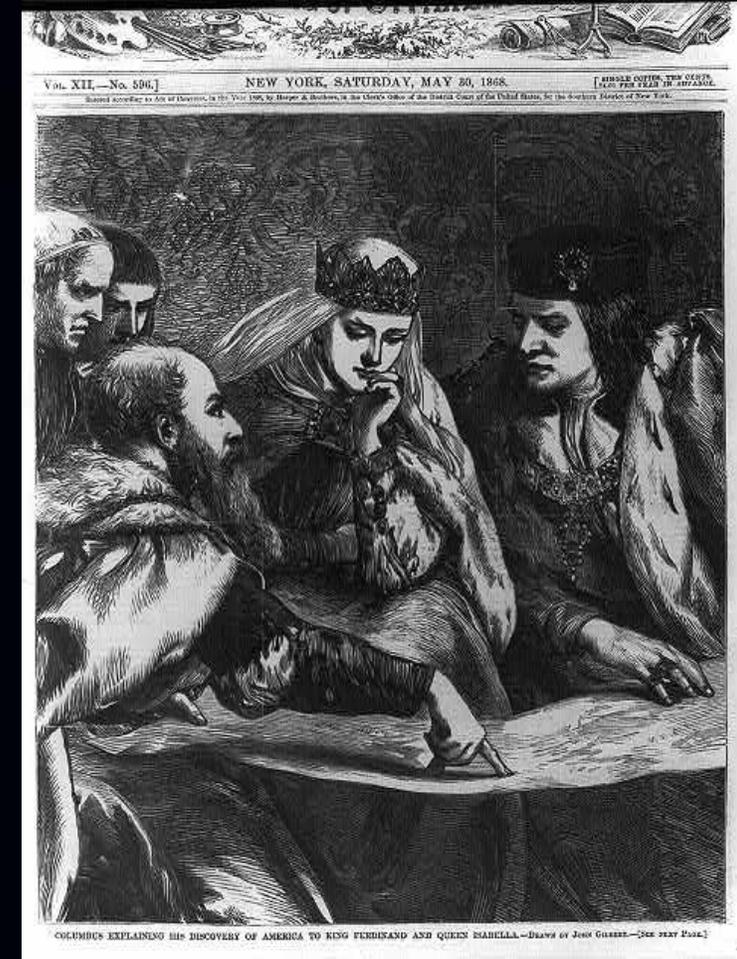
- **ENGAGE** - clip from Video series “Isabel I” RTVE
- **INFORM** – Segovia, Spain online website – history, images
- **SUPPORT** – Art / Architecture from period (Google earth)
- **CONNECT** – History – Roman Empire, Americas 1492
- **COMPARE/CONTRAST** – Renaissance and Modern City
- **AMUSE and ENTERTAIN**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



Isabel la Católica



Copyright, 1905, by John D. Morris & Company





How to get started . . .

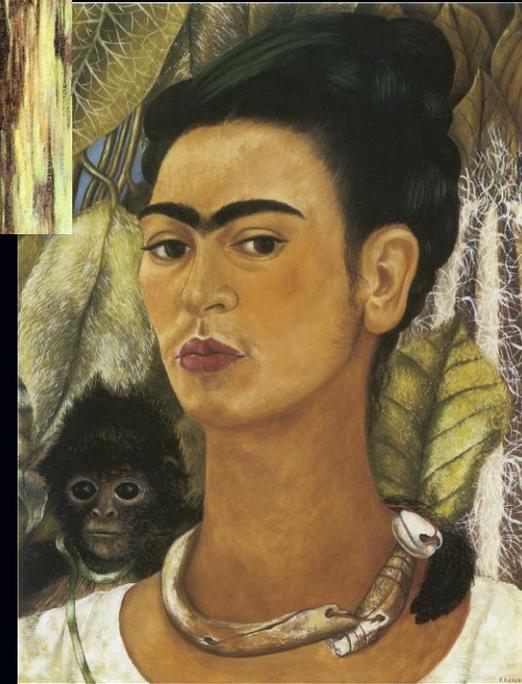
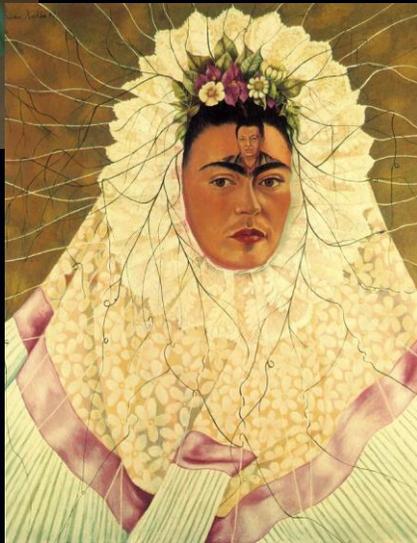
- Cultural perspective or practice you want to teach
- Hero or Villain that can communicate the story
- Language Functions you wish to scaffold
- How will you tell the story?
- How will your students tell/use the story?



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

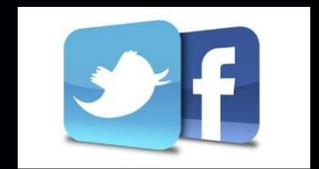




Language is a Life Skill.

Build Language Proficiency through Performance.

Connect Globally by Enlarging your Classroom.



@miprofeAP

Focus on Interculturality: Use Culture and Story to Build Proficiency

#SCOLT16

Linda L Egnatz - www.lindaegnatz.com