

Culture as Context: Exploring Cultural Products, Practices, and Perspectives

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Goals

- 1) Present a **framework** for understanding culture in language classes.
- 2) Explore language and culture **integration** in language classes
- 3) Learn about a model for teaching and exploring culture: The **IMAGE** model

Culture as Context for Language Learning

In the best language education programs today, the study of another language is **synonymous** with the study of other cultures. The two are linked. Gone are the days when anyone would suggest that language could be taught on its own as only discrete grammar points.

(Cutshall, 2012)

Language and Culture

Teaching language in a cultural context
(necessary but not sufficient)

vs.

Teaching culture as a context for language
learning (Galloway, 1985; Byram, 2008; Glisan and Donato,
2017).

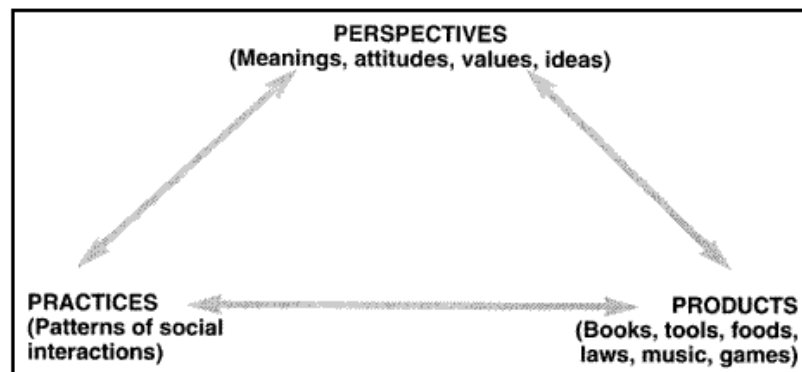
Culture as Context: Three Essential Questions

What is **culture** for foreign language instruction and how do we define it?

What are **the goals** of culture instruction in FL classes?

How do we **integrate** the teaching of language and culture?

The 3 P's of Culture for Language Teaching



Products and Practices reflect Cultural Perspectives

Cultural products and practices reflect and embody cultural **PERSPECTIVES**.

Hall (2012) states that culture is located in the **activity of social groups**, not in the individual mind.

What are Cultural Perspectives?

Cultural perspectives are **the attitudes, values, beliefs, assumptions, and dispositions** that underlie and potentially **explain** the cultural **practices and products** of a group. They represent a **culture's world view** (Hall, 2012; Kramsch, 2012; Duranti, 1997).

Why are Cultural Perspectives important to know?

Cultural perspectives affects how people relate to one another and their ability to communicate. To a certain extent, cultural perspective influences the relationships that people have with each other.

<https://www.reference.com/world-view/cultural-perspective-1d0f861949be920d>

The Contrast

This view of culture (activity, dispositions, values) contrasts with the traditional notion that to know culture means simply describing behaviors, learning cultural customs, and memorizing historical facts (Kramsch 2012; Glisan and Donato, 2017).

What are some cultural perspectives?

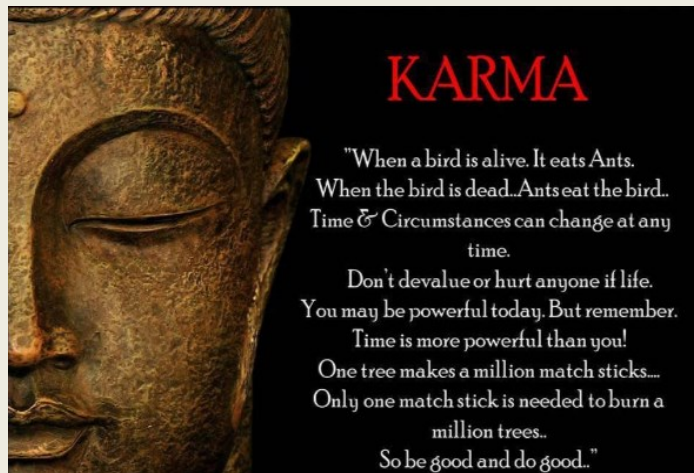
Youth is valued over age. (“She’s ___ years young”).

The importance of privacy. (“I need my space”).

Life is a journey (Life is suffering in the Buddhist tradition)

Time is money. (Time is NOT money in all cultures)

Karmic Time



Developing Cultural Understanding:
All three P's are important

Products: Tangible and intangible creations
What we make.

Practices: Patterns and norms of social
practices. *What we do.*

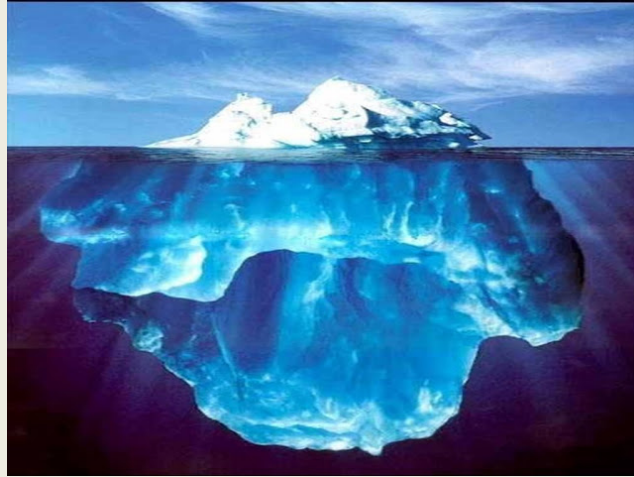
PERSPECTIVES: meanings, values, beliefs,
concepts. *What we assume*
about what we make and do.

Perspectives

*Perspectives are **not** always obvious and
lurk beneath the surface of products and
practices.*

Cultural Perspectives

The metaphor of the iceberg



Perspectives **below** the surface



Perspectives require interpretation

Perspectives are **not** a re-statement of the practice. For example, '*Italians like to eat pasta*' is **NOT** a cultural perspective.

Perspectives may **not be known** to us and require **research and evidence**, e.g., historical reasons, religious traditions, geographical reasons, the language, etc.

(google: reasons for cultural perspectives and you will see!)

Understanding perspectives prevents students from developing or maintaining **stereotypes**.

The Goal of Cultural savoir-faire

Byram (1997, 2008) and the MLA Ad Hoc Committee on Foreign Languages (2007) argue that **the goal of integrating culture instruction with language learning** is to develop **cultural know-how**, that is to develop in learners the ability to **analyze, understand, and participate in** cultures unlike their own.

Developing Cultural Know-How

Byram (2008) argues that an important goal of **integrating** culture instruction with language learning is to develop **cultural know-how** in learners, that is the ability to **analyze**, **understand**, and **participate** in cultures unlike their own.

- 1) knowing *how to be and feel* when faced with cultures unlike one's own,
- (2) knowing *how to understand* cultural differences, and
- (3) knowing *how to engage* the self with cultures in contact.

What the Goal of Culture Teaching is **not**

The goal is **NOT** to create **native speakers of the language** or copies of the cultural insider.

The goal is **NOT** present culture as **tourism**.

The goal is **NOT** to fill the heads of students with **culture facts** through **teacher-fronted lectures**.

The GOAL should be...

To develop **CULTURAL competence in** students. That is, students with **cultural know-how**. How to **be in, feel about, understand,** and **engage with** cultures unlike their own.

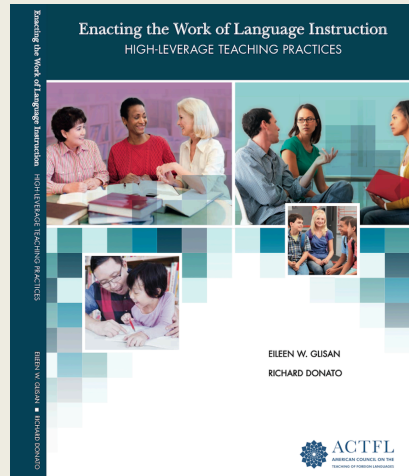
To **explore** culture while simultaneously developing **language proficiency**.

Learning about the **Relationship of Products and Practices to Perspectives**

Using IMAGES and TEXTS to explore cultural **products, practices,** and their relationship to cultural

perspectives (Barnes-Karol & Broner, 2010; Johnson & English, 2003)

Glisan, E. & Donato, R. (2017). *Enacting the work of language teaching: High leverage teaching practices*. Alexandria, VA: ACTFL.



The IMAGE model

(Donato and Glisan)

Each letter stands for a step in the culture lesson

I

and

M

A

G

E

The IMAGE model

(Donato and Glisan)

Each letter stands for a step in the culture lesson

IImages

and

Making observations

Analyzing Additional information

Generating perspectives

Exploring perspectives and reflecting further

Using Images as Cultural Data.

A Sample 'Lesson' in English using the
IMAGE model

During the lesson think about...

How complex was the language used in the lesson?

Can language learners participate in this lesson and maintain the target language? At what level?

Could the lesson be used or adapted to an on-line environment?

I & M

Images and Making Observations

I & M



Exploring the Culture of Coffee



Inside Dunkin' Donuts



??Questions??

What kind of questions were you being asked at this stage of the lesson?

Were they relatively easy questions?

At what level of instruction might you ask questions like this?

Known answer questions to
DESCRIBE the images



A

Analyzing **A**dditional Information

Branding



Runs: A double meaning?



AMERICA RUNS ON DUNKIN'SM

G

Generating Perspectives.

Think about **a possible perspective** on coffee drinking in the US



What do the images tell you about coffee drinking in the US?

What MIGHT BE the *unspoken meanings* in the wall image, the branding, and the following images that are implied about coffee consumption in the US?

In a Coffee Shop in the US



In a Coffee Shop in the US



Generating Hypotheses: Pair and Share

What MIGHT BE the *unspoken meanings* in the wall image, the branding, and the previous images that are implied about coffee consumption in the US?

Report your ideas to the group.

Unknown answer questions
promote thinking



Confirming and supporting thinking

Option:

Student thinking can be **confirmed** and/or **supported** with additional information in the form of a **short text** from a reliable source.

From *Brewed Coffee* (April, 2015)

You'd think that people go to coffee shops to get coffee, but **the truth is that quite a good number of people go to coffee shops for a completely different reason.**

Best Coffee Shops to Study and Work in Brooklyn



From: *The Culture of Coffee Drinkers*
Scientific American, 2011

While people still go to coffee houses for leisure activity, it's **far more likely** in the US to see a variety of people **working** on laptops, reading, or doing some other form of **work** at coffee houses, like Starbucks.

Over the years, coffee drinking seems to have moved farther away from **relaxing social activity**.

(D'Costa, August 2011)

Perspective: Coffee is often connected to **activity** and **work**

In some cultures, such as in the US, coffee is often associated with **work**. This perspective **contrasts** with other cultural perspectives on coffee drinking.

Consider the following images.

E

Exploring perspectives and reflecting further

Picture taken in Thai Dunkin Donuts



What do you see in this image?



A French Café



A coffee shop in Vietnam



Contrasting images



Exploring and reflecting further

What might these images tell you about coffee drinking **in other cultures**?

Can you make a statement **comparing** cultural perspectives on coffee drinking (without overgeneralizing)?

Return to the questions

How complex was the language used in this lesson?

Can language learners participate in this lesson and maintain the target language? At what level?

Could the lesson be used or adapted to an on-line environment?

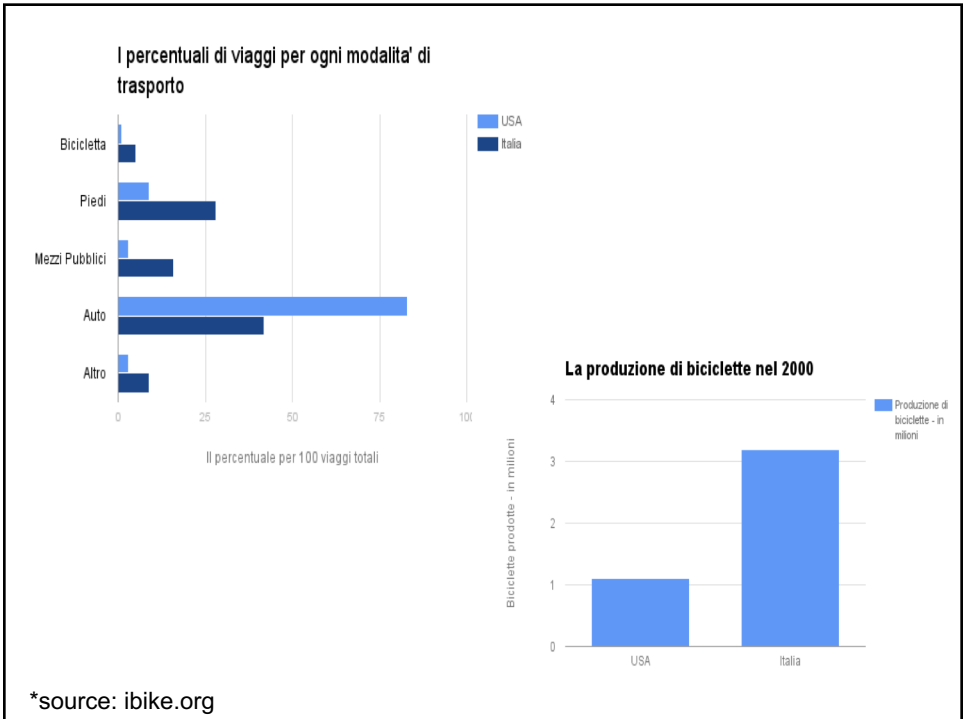
A few comments

Texts of various kinds: quotes from articles, infographics, charts, graphs, videos, audio recordings, virtual tours, etc.

Example images from student projects

The following are **sample images** for various stages in the IMAGE model lesson.

Can you identify **at what stage** in the lesson the image was used?

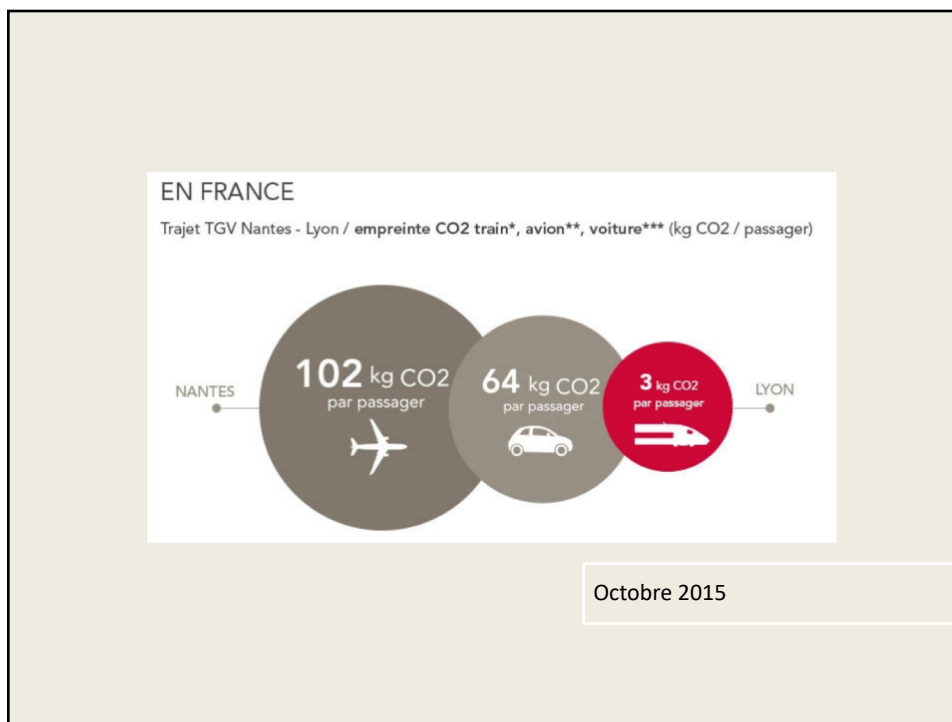




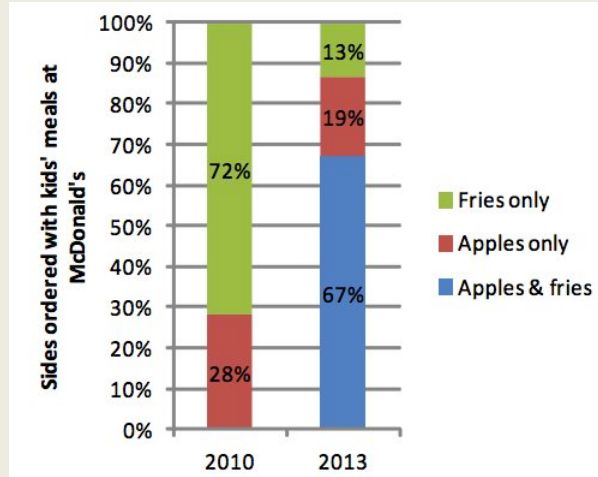
- Quels types de livres?
- Pour qui? Quelle type d'audience?



- Qu'est-ce que vous remarquez de la couture en Franco-Afrique?
- Vous êtes surpris?



Use visual data: graphs



The Baguette as a cultural icon



Annual *Best Baguette* in Paris



BENEFICIOS DE DORMIR

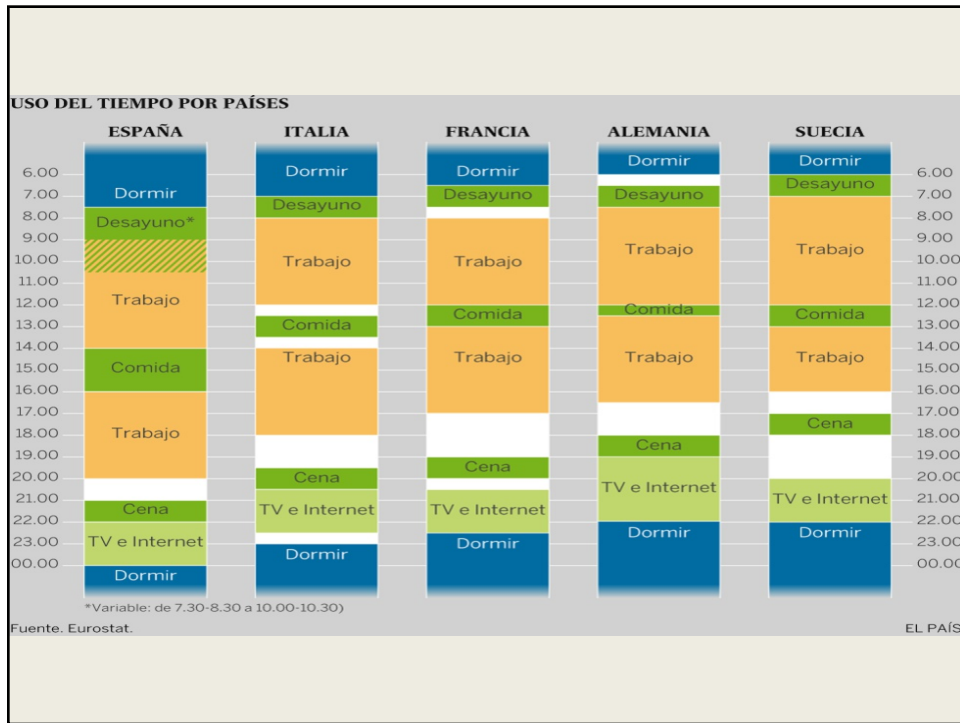
LA SIESTA

Dormir un rato a mitad del día aporta importantes beneficios para la salud



-  Disminuye el estrés, la ansiedad, y mejora el estado de ánimo.
-  Reduce la tensión arterial y aumenta el aprendizaje.
-  Fomenta la positividad, la concentración y la abstracción
-  Mejora la creatividad, facilita la conexión de ideas y resolución de problemas.

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Exploring further: COMPITI A CASA

CERCATE ALMENO 5 PUBBLICITA' (VIDEO – YOUTUBE) DI DIVERSE MARCHE (BRANDS) DI PASTA E SCOPRITE QUALI MESSAGGI USANO PER PUBBLICIZZARE IL LORO PRODOTTO.



Mediating and Supporting Language

If creating with language is too difficult for students at certain levels, assist using **multiple choice for rank ordering or selecting a preferred interpretation** or provide **forced choice** options (x or y?).

PER GLI ITALIANI E'
IMPORTANTE
MANGIARE
INSIEME

PER GLI ITALIANI,
LA PASTA FA BENE
ALLA SALUTE

PER GLI ITALIANI
LA PASTA
RAPPRESENTA LA
FELICITA', LA
FAMIGLIA E
L'AMORE



Flexible and Adaptive

The IMAGE model is iterative and can be used **flexibly** throughout the lesson.

The model allows for *adaptive expertise* based on the **needs** of your students and your **instruction context**.

Simple or complex?

Thank You

Comments and/or Questions?

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