Cultural Integration in Proficiency-Oriented Mandarin Instruction
A STARTALK training program

CI 5621: Culture as the Core in the Second Language Classroom: Exclusively for Chinese teachers

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Course Information:

Special summer institute for Chinese teachers
2 graduate credits (optional), grade base: A/F or S/N
Monday–Friday, June 21–July 2, 2010, 9:00 am – 4:00 pm daily
100 UIC (Assembly Room)

Course description:

The focus of STARTALK’s summer institute on culture is on translating our profession’s goals for the development of intercultural communicative competence into a coherent pedagogical approach derived from an understanding of the nature of culture, culture learning, and the interrelatedness of language and culture learning.

Course objectives:

- Explore the theoretical and research underpinnings of culture and culture learning;
- Create objectives for culture learning, with particular reference to the national standards;
- Examine curricular models for integrating language and culture;
- Investigate techniques and materials for teaching culture;
- Explore traditional and alternative methods of assessing language and culture learning;
- Develop and apply criteria for evaluating the cultural content of teaching materials; and
- Create curriculum that has the potential to achieve proficiency through culture as core content.

Required Reading Packet:

Day 1


Day 2


Day 3


Day 4


Day 5


**Responsibilities of institute participants:**

- To attend all class meetings and participate in discussions
- To complete readings and reader responses as assigned, and to gather resources and information from additional readings related to topics to be explored independently
- To work actively in groups to discuss, synthesize and learn from colleagues
- To complete assignments with a high level of concern for quality
- To submit assignments on time

**Assignments:**

**A. Four reflection papers**

A one-page reflection paper or worksheet is an analysis of one of the daily assigned readings in which you (1) show you understood the main points of the article, and (2) connect some aspect of the reading to your teaching practice.

Grading system for the reflection papers

- Extent to which author’s main point is explained: 50%
- Extent to which aspects of the article are thoughtfully connected to teaching: 50%

**B. Additional assignment – Due July 16th – please turn your project in electronically to all instructors or send/drop off at the Confucius Institute**

In addition, participants who seek University of Minnesota graduate credit will be asked to complete a written assignment. This assignment may take the form of the development of a curriculum unit based on specific culture learning objectives, a design for a workshop on language and culture learning to present to your colleagues or at a conference, or an in-depth analysis and adaptation of the cultural content of your teaching materials.
For example, the components of the assignment MAY include:

**Rationale for selecting that issue/challenge:** Why is this important for you as a second language teacher? What problem will it help solve? [approx. 1 page]

**Background knowledge/literature review** (i.e. what you have learned from readings and discussion about this particular issue) [approx. 2 pages]

**Plan of action:** This will include
- **An audience analysis** (if you choose a curriculum unit or a workshop): Who are the learners? What is known and/or assumed about them? [approx. 1 page]
- **A unit** (i.e. 5 class periods of instruction) organized in three sections:
  1. **a description of selected culture learning objectives**
  2. **a description of assessment procedures** that reflect achievement of / progress towards these objectives
  3. **an outline of instructional strategies** meant to bring about the learning described in the objectives in section 1.

Be specific enough in your description and include all materials (or description thereof) so that each class could be taught as outlined. [Thus, total length may vary]

• **References**

The final grade for the course will be determined in the following way:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation (in-class activities)</td>
<td>10 %</td>
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<td>4 reflection papers</td>
<td>40 %</td>
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<tr>
<td>Project</td>
<td>30 %</td>
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<td>Presentation</td>
<td>20%</td>
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**Daily Syllabus**

**Note to participants: if possible, please bring**
1. The textbook you are currently using [or a photocopied chapter from it]
2. A copy of your department’s mission statement for language and culture learning

All core readings for this course are included in the course reading packet.

*Reading for Monday:*

*Phillips, June (2009)*

*Mikaylo Ortuno (1991)*

**Monday: Challenges of culture teaching and learning: theoretical frameworks for the study of culture; the role of objectives/outcomes**

**Monday morning:** Shifting the focus from teaching to learning
- Introductions
- Sharing our experience as culture teachers
10:30 Break
(MW) Retrospective and current perspectives of culture in foreign/second language education
*Proficiency Guidelines; Standards for language learning* [Cf. Fantini, (1999)]; k-12
*Performance standards; Assessment standards; your institution's guidelines*
**12:00: Lunch**

**Monday afternoon:** The importance of objectives
- Anthropological and sociological approaches to culture
- Building blocks of culture (Kluckhohn; Hall)
- Different types of objectives: objectives for a multi-year curriculum, for a year-long curriculum, for a semester-long course
- Small-group work: formulating objectives
- Go to Confucius Institute Resource Center to look at materials

*Readings for Tuesday:*
Mantle-Bromley, C. (1992)

**Tuesday: Moving from language proficiency to intercultural competence**

**Tuesday morning:** Models of culture learning; intercultural competence
- Theoretical models of intellectual development (Perry, 1968; Bennett, 1991)
- C1/C2 concentric circle model (Kramsch)
- Bridges, boundaries and teaching along the cultural faultlines (Kramsch)
- J. Bennett’s *Challenge and Support* model for teaching and learning

10:30 Break
- Byram’s five strand ‘Language and culture learning model’ 1 (*Byram, 1997*)

**Tuesday afternoon:** Refining objectives for culture learning
- Byram’s five strand ‘Language and culture learning model’ 2
- Small-group work: formulating objectives using the Byram model

2:15 Break
- Content-based instruction: culture as content

*Readings for Wednesday:*
Galloway, V. (1999)

**Wednesday: Pedagogical models for integrating culture and language: objectives**

**Wednesday morning:** Moving from thinking *language proficiency* to thinking *intercultural proficiency*
- Discussion of Galloway article
- Identifying cultural dimensions of various themes/topics treated in first-year language texts
- Small-group work: formulating intercultural and language objectives for the themes/topics examined above

**Wednesday afternoon:** Culture teaching in practice
- Dealing with stereotypes
- Hypothesis refinement and D.I.E. model of cultural analysis
- Contrastive analysis (Lado)

2:45 Break
- Ethnography for language learners

*Reading for Thursday:*
Byram, M., Chapter 4 (2008)

**Thursday: Texts, tasks and techniques for integrating culture learning and language learning**
Thursday morning: Models for integrating culture and language; materials
- Byram’s four-component model of teaching
- Using the Allen/Klein model for integrating C1, C2 and language in a lesson plan
- L1: its role in the second language classroom.
- Small-group work: adding texts & tasks to themes/topics examined on Wednesday

Thursday afternoon: Evaluating and adapting the cultural content of textbooks
- Small group work organized by instructional level or setting: analyzing your textbook; textbook modification
  
  2:15 Break
- Culture teaching in practice – lesson development

Readings for Friday:
  Schulz, Renata (2007)

Friday: Assessing culture learning

Friday morning: Issues in assessing culture learning; assessment models
- Formative vs. summative assessment
- Assessment of culture learning and of language learning: must they be separated, or can they be integrated?
- Models for assessing intercultural communicative competence
- Formulating assessment criteria and creating rubrics
  
  10:45 Break
- Small-group work: creating assessment plans

Friday afternoon: Assessment Continued – Principles of Understanding by Design (Wiggins & McTighe)

Share ideas for final projects.

WEEK TWO

Monday
READING Due (Reading to be determined according to participants’ interests)
Workshop Day

Tuesday
Workshop Day
RESPONSE Due

WHOLE TEAM Wednesday
READING Due (Reading to be determined according to participants’ interests)
Presentations and Discussion

Thursday
Presentations and Discussion
RESPONSE Due

Friday