Developing Interculturality: Connecting Cultures through Language

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ACTFL Director of Education
The ability to communicate with respect and cultural understanding in more than one language is an essential element of global competence.
Intercultural communicative competence

Both language and culture are noticed

--Michael Byram, Teaching and Assessing Intercultural Communicative Competence (1997)
Someone who notices both language and culture demonstrates these traits:

- Multi-lingual
- Knowledgeable
- Open-minded
- Curious
- Respectful
- Collaborative
- Reflective
- Observant
Interculturality: Common Elements of Definitions

- Knowledge and Comprehension
  - Products and Practices
  - Comparison with own culture
  - Socio-linguistic awareness
Interculturality: Common Elements of Definitions

- Listen, Observe
- Interpret, Analyze
- Evaluate, Revise

Knowledge and Comprehension + Skills
Interculturality: Common Elements of Definitions

• Suspend Judgment
• Respect
• Empathy

Attitudes: Adaptability & Flexibility

Knowledge and Comprehension

Skills
Interculturality: Common Elements of Definitions

- **Knowledge and Comprehension**
- **Attitudes: Adaptability & Flexibility**
- **Skills**
- **Action**

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Interculturality

Council of Europe: *Common European Framework*

The ability to bring the culture of origin and the foreign culture into relation with each other:

• cultural sensitivity and the *ability to identify and use a variety of strategies* for contact with those from other cultures;

• the capacity to fulfill the role of cultural intermediary between one’s own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations;

• the ability to *overcome stereotyped relationships*
中国居民平衡膳食宝塔（2016）

盐 <6克
油 25~30克

奶及奶制品 300克
大豆及坚果类 25~35克

畜禽肉 40~75克
水产品 40~75克
蛋 类 40~50克

蔬菜类 300~500克
水果类 200~350克

谷薯类 250~400克
全谷物和杂豆
薯类 50~150克
50~100克

水 1500~1700毫升

每天活动6000步
Talking about Food Recommendations
What words do students need to talk about the food pagoda?

• More – less
• Fruits – Vegetables – Meats/proteins – milk/dairy
• Good for me – not so good for me
• Some people in ...

What questions would develop the attitudes and actions of Interculturaity?
Japanese Food Guide Spinning Top

Do you have a well-balanced diet?

- **Physical Activity**
  - water or teas

- **For one day**
  - **5-7 SV** Grain dishes
    - Noodles, Bread, Noodles, and Pastas
  - **5-6 SV** Vegetable dishes
  - **3-5 SV** Fish and Meat dishes
    - Meat, Fish, Sea, and Soy-bean dishes
  - **2 SV** Milk (Milk and Milk products)
  - **2 SV** Fruits

※ SV is an abbreviation of “Serving”, which is a simply countable number describing the approximated amount of each dish or food served to one person.

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live
Defining Global Competence

Global competence is the capacity and disposition to understand and act on issues of global significance.”

Veronica Boix Mansilla

*Educating for Global Competence: Preparing our Youth to Engage the World*

Position Statement on Reaching Global Competence

The ability to communicate with respect and cultural understanding in more than one language is an essential element of global competence.

This competence is developed and demonstrated by investigating the world, recognizing and weighing perspectives, acquiring and applying disciplinary and interdisciplinary knowledge, communicating ideas, and taking action.

Global competence is fundamental to the experience of learning languages whether in classrooms, through virtual connections, or via everyday experiences.

Language learning contributes an important means to communicate and interact in order to participate in multilingual communities at home and around the world.

This interaction develops the disposition to explore the perspectives behind the products and practices of a culture and to value such intercultural experiences.

Strategies for Developing Global Competence – within or beyond the classroom:

- **Recognize the multiplicity of factors** that influence who people are and how they communicate.
- **Investigate and explain** cultural differences as well as similarities, looking beneath the surface of stereotypes.
- **Examine events** through the lens of media from different countries and cultures.
- **Collaborate** to share ideas, discuss topics of common interest, and solve mutual problems.
- **Reflect on one’s personal experiences across cultures** to evaluate personal feelings, thoughts, perceptions, and reactions.

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Relating Cultural Practices/Products to Perspectives:
*Use the language* to investigate, explain, and reflect on

- Young or old?
- Rich or poor?
- Male or female?
- In the city or in the country ... or only in certain regions?
- Recent immigrants or people born in the country?
Connecting Cultures through Language

Learning Experiences (Bridge)

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Learn Culture through Language

1. Have learners practice using language through simulations of real life activities

2. Use authentic resources (so learners become used to sifting through all they hear, read, or view, but still accomplish the task)

3. Create situations where learners have to ask questions (and don’t already know the answer)
<table>
<thead>
<tr>
<th>Language and Level</th>
<th>Chinese – Novice Mid ➔ Novice High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme/Topic</td>
<td><strong>Well-being</strong>: A Balanced Lifestyle</td>
</tr>
<tr>
<td>Essential Question</td>
<td>How do people here and in (the Chinese-speaking world) describe a balanced lifestyle?</td>
</tr>
<tr>
<td>Goals</td>
<td>Learners will be able to:</td>
</tr>
<tr>
<td></td>
<td>• <strong>Explore health and wellness websites</strong> to identify elements of a balanced lifestyle here and in China.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Compare lifestyles</strong> of teenagers to teenagers in China in terms of balance.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Make recommendations</strong> for ways to create or maintain a balanced lifestyle.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Create a presentation</strong> for our sister school in China highlighting ways to encourage a balanced lifestyle.</td>
</tr>
<tr>
<td>Interpretive Mode</td>
<td></td>
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<tr>
<td>-------------------</td>
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<tr>
<td>Learners will <strong>read a blog</strong> written by a teenager where he discusses his activities. They will demonstrate comprehension by answering questions about main ideas and will complete a graphic organizer based on information found in the text.</td>
<td></td>
</tr>
</tbody>
</table>
What can you find out about the teenager’s balanced lifestyle?

<table>
<thead>
<tr>
<th>What he eats</th>
<th>Balanced Lifestyle</th>
<th>Not a Balanced Lifestyle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What he does on weekends</th>
<th>Balanced Lifestyle</th>
<th>Not a Balanced Lifestyle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>His school subjects and what he has to do in each class</th>
<th>Balanced Lifestyle</th>
<th>Not a Balanced Lifestyle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>What he does for exercise</th>
<th>Balanced Lifestyle</th>
<th>Not a Balanced Lifestyle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Anything else to help you decide if the teenager’s lifestyle is balanced</th>
<th>Balanced Lifestyle</th>
<th>Not a Balanced Lifestyle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
**Interpretive Mode**

Learners will **read a blog** written by a teenager where he discusses his activities. They will demonstrate comprehension by answering questions about main ideas and will complete a graphic organizer based on information found in the text.

Learners will **watch a commercial** for a product that promises to make life easier or less stressful and will demonstrate comprehension by analyzing who is the intended audience and identifying what the commercial wants you to do.

Learners will **read a schedule** of a top athlete to determine how he spends the hours in his day deciding what elements are part of a balanced lifestyle and what is missing.

**Presentational Mode**

Learners will **create a presentation** based on multiple sources of information highlighting ways to promote a balanced lifestyle for teenagers, highlighting two things US teenagers might learn from Chinese teenagers. The presentation will be shared with another Chinese class.

**Interpersonal Mode**

In pairs or small groups, learners share what they have learned about their lifestyle and the lifestyle of teenagers in China in terms of a balanced lifestyle. They compare their daily routines and schedules and make and respond to suggestions to adjust their lifestyle.
Interculturality

Reflect on cultural encounters:

• Hosting a foreign language speaking guest
• Participate in a homestay exchange
• Participate in a volunteer service project
• Participate in an immersion language camp/academy
• Travel for pleasure in target country
• Participate in social interaction in the community or through social media
• Take a formal course in the language

  www.ncssfl.org (LinguaFolio)
Interculturality

What did you start to *look at* in a new way?

Evaluate your feelings, thoughts, perceptions, reactions

- Your perception
- A stereotype
- To know when, where, who, why

What did you start *to do* differently?

Council of Europe: Common European Framework

*The ability to bring the culture of origin and the foreign culture into relation with each other*
http://www.leadwithlanguages.org/

LEAD with LANGUAGES

INTRODUCTION TO A CONVERSATION-CHANGING MOVEMENT
LANGUAGE LEARNING OPENS A WORLD OF OPPORTUNITIES

Learn how knowing a second (or third!) language gives you a boost up the ladder to success.

A Call To Action

Top Ten Reasons to Learn Languages

Lead with Languages Scholarship

Concordia Language Villages is awarding twenty-five $1,000 Lead with Languages scholarships so that learners can attend a two-
It's never too early to begin learning a language: it's fun, it promotes healthy...
SUCCESS STORIES

Professionals

Don't just take it from us: Hear directly from real-life professionals how learning a language has helped them find and thrive in a range of exciting careers.

Videos

Darin Snow, Supply Chain Manager - Leads with Spanish
Nick Kristof, Journalist, Author & Columnist – Leads with Chinese & French
Sarah Rizzo, Senior Analyst at Anheuser-Busch – Leads with French
Life-changing. Eye-opening. Awe-inspiring. High school and college students everywhere are talking about their study abroad experiences, and every year more of them are heading overseas to pursue both academic and personal interests. Discover some programs and resources that can help you join them!

**Why Study Abroad?**

Gone are the days of one-size-fits-all programs. With so many university and private-organization led options to choose from, students are able to select tracks that suit both their schedules (semester, yearlong, or off-session) and individual passions (language-intensive, pre-med, engineering... the possibilities are endless). In addition, many programs offer a healthy balance of academics to extracurricular experiences – internships, service-learning components, and group projects.
CHOOSE YOUR LANGUAGE

- American Sign Language (ASL)
- Arabic
- French
- German (Deutsch)
- Greek
- Hebrew
- Hindi Urdu
- Italian
- Japanese
- Korean
- Latin
- Mandarin
- Native American Languages
  - Diné bizaad
- Persian
- Portuguese
- Russian
LEAD WITH CHINESE - MANDARIN

Why Learn Mandarin Chinese

Relevance

The sheer size of China commands attention as the world’s third-largest country and is home to 1.3 billion people, or one-fifth of the globe’s population, making it the world’s second-biggest economy after the United States and a major geopolitical player on the world stage.

Communication

Mandarin is currently spoken by nearly one-fifth of the world’s population. Mandarin speakers can be found in Mainland China, Taiwan, and diasporic Chinese communities throughout Southeast Asia, North and South America, and Europe. Because China is one of the five permanent members of the United Nations Security Council, Chinese is also an official UN language (along with Arabic, English, French, Russian, and Spanish).

Cultural Knowledge

Learning Chinese opens up a unique window into one of the world’s richest and most ancient civilizations. As soon as you begin studying the Chinese language, you begin learning about Chinese history, cultural values, philosophical and religious traditions, and so much more.
Interculturality

For our learners

• To prepare them for interaction with people of other cultures;

• To enable them to understand and accept people from other cultures as individuals with distinctive perspectives, values, and behaviors; and

• To help them to see that such interaction is an enriching experience.

---Council of Europe
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Connecting Cultures through Language

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