

Title: Cultural dimensions of Second Language Acquisition (9)

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[00:00]

Okay, today and the next few weeks we're looking at applying what we studied in terms of teaching.

So we're gonna be looking at outcomes this week, and looking at more at learning culture and teaching culture in the next couple of weeks.

So today we're looking at culture learning outcomes.

We know what culture is, we know what learning is.

But what does outcomes mean?

(student speaking) Result?

Results, outcome is the results.

So in terms of teaching, what does an outcome mean?

(student speaking)

Uh huh

Okay.

uhh, sounds like you're talking more about assessment in a way.

Yeah? Outcomes are connected to assessment, of course.

But in terms of planning a lesson, what does outcomes mean?

What does outcomes mean, what is an outcome in terms of planning a lesson?

If you plan a lesson, or plan a course, and you have outcomes, what's another word that we can use for outcomes?

Well, in a curriculum, there can be outcomes in a curriculum.

So what does ... in my curriculum, I have outcomes, what's another word for that or what do outcomes actually mean?

(student speaking) Goals?

Goals and objectives.

So that outcomes are where you expect, the things you expect students to learn, a way you expect them to be at the end of the class or the end of the course.

Right?

So outcomes are basically another way of referring to goals or objectives.

This comes from a Longman dictionary of applied linguistics, and they say that outcomes or outcomes based teaching is an approach to education and curriculum development,

Which involves describing the learning outcomes the students should know at the end of the course instruction.

So these are the objectives and the goals, right?

And by the end of the course, students should know this, this, this, this.

And these are the outcomes.

But outcomes can also be related to a course, but we also have outcomes in a lesson, but we should call them goals or objectives or aims.

So in a lesson you have learning outcomes or goals or objectives.

In a curriculum, you have it as well.

So you use this to assess students in the curriculum.

You have the outcomes, and you assess how students achieve if they have achieved outcomes.

And also, it goes on to devising a curriculum to help them achieve the outcomes.

So, you have the outcomes and the content will help them achieve that, and you use assessment to find out if they did actually achieve that or not.

So using the outcomes can be a measure of effectiveness.

If you have many outcomes in your curriculum, and at the end of the course, students don't achieve the outcomes, then you know that there's some problem in the outcomes.

So what we're gonna look at, outcomes in a way in achieving goals and objectives.

Outcomes is a little bit broader, it's a bit of a more [04:50] term.

So what we're looking at today is culture learning outcomes.

So when you plan a course or plan a lesson, you can plan for cultural content.

[05:00]

But when you plan for cultural content, you can have a number of different perspectives on learning outcomes.

So that's what we're gonna look at.

Some different perspectives on learning outcomes.

We're gonna look at some, particularly look at some teacher's voices.

You read the chapter, right?

If you did, you would know that there are lots of references to MinHee Kang.

A Korean teacher teaching English, and there are lots of anecdotes in here about her and her teaching.

So we're gonna look at them because they're quite interesting, these anecdotes.

So if you didn't read, that's fine because you're gonna read them in class and think about it.

Because there quite a few in here and they're quite interesting.

So another way of talking about goals and objectives.

Why do we need outcomes?

(student speaking)

But about in terms of culture, why is it important to have cultural learning of outcomes.

If you don't write down some cultural outcomes in your curriculum or in your lesson, what's gonna happen?

You're not gonna focus on culture at all, you're just gonna focus on language.

If the curriculum doesn't have any reference to culture and cultural learning, then you're not gonna design lessons that revolve around that.

You're just gonna focus on grammar and [07:23] and those sorts of things.

So it can be important to write this down to make sure we don't forget.

We need to articulate out intentions to teach culture.

We can't just think I'll teach some language and students might learn something about culture.

Here we're looking at explicitly teaching culture.

Having explicit cultural aims, designing an that teaches language but also culture at the same time.

And that's your final assignment.

It's to design the lesson.

So these three classes, today and the next two weeks are focused on learning outcomes, learning the culture, teaching the culture, deciding the content to put in, deciding what your outcomes and goals for your lesson are gonna be

What activities you can use to teach.

So we need to articulate our intention and there are numerous outcomes for culture learning.

Culture as we've looked at is very broad so there can be many many different outcomes.

And these outcomes can be related to a number of different areas

So we're gonna look at these different areas.

And the different areas are here.

These areas are culture's specific understanding, culture general understanding, competition, adaptation, social change, and identity.

So we're gonna look at all of these.

So this table, is in our book so you can check that out.

And we'll come back to this as well, later.

The first one, which is here, culture specific understanding.

Emphasis is intellectual insight and empathy regarding a specific culture.

Examples are history, literature, arts, studies, products, practices, communities and persons.

All these things that we've looked at.

So culture specific understanding involves intellectual thoughts and affect feelings.

Back here, it says empathy.

So intellectual insight means understanding of culture

But empathy means the affect, your feelings, how you feel about the culture.

[10:00]

So the intended outcome for culture specific understanding is to be able to recognize and explain a cultural phenomenon.

And exhibit certain attitudes towards culture.

So they should be able to get some knowledge about the culture.

And they should be able to express their feelings about it.

So learners need to acquire this knowledge and then be able to explain this knowledge.

They need to make valid cultural explanations.

Remember, acquiring knowledge about a culture is good but it can lead to stereotypes and it can lead to fixed attitudes towards culture.

So you need to be very aware of that.

And learners need an awareness and understanding of their own cultural perspectives.

If you are gonna empathise or feel something about another culture, then you need to be aware of your own perspective, right?

If you are not clear about your perspective, then it's hard to empathise and feel about another culture.

But it's also difficult to empathize with another culture if you don't have any knowledge either.

So we need both of them.

The more understanding we get about culture, the more we can understand where they're coming from and the more we can empathize.

And these perspectives can be etic(outsider views) and be emic(insider views).

So the learners can empathy for the people of the culture because they have some understanding about the culture and they can view it in that way.

So what we're gonna do, we're gonna do this throughout the book.

We're gonna read through the teacher's voices.

Actually, I should have put the page numbers for this.

Page 109, in our book.

On page 109 we've got teacher's voices Minhee Kang or Kang Minhee

And the teacher's voices is down at the bottom and up, above the teacher's voices sections, we've got a little explanation.

So you can find out that Minhee Kang is a Korean teacher of English as a foreign language.

So she describes her approach to teaching language and culture, and then outcomes she seeks.

In her estimation many of her Korean students associate English with US culture and place it on a pedestal.

She sees this as a hindrance.

Consequently she seeks culture specific understanding of a difference for her students.

So she teaching English as a foreign language, in Korea, she's teaching language and culture, and she has specific cultural outcomes in her teaching.

And she says many Korean students associate English with US culture so that's a bit of a problem straight away.

Because many English speaking cultures, many English speaking countries ...

Well there are many English speaking countries, not just US.

And different English speaking cultures as well.

But generally, and you know this that in Korea, English education means American English.

And she says that students place it on a pedestal.

What does that mean?

To place something on a pedestal.

Of course, when you are reading that chapter, you could highlight it and look it up in the dictionary, right?

Did anybody do that?

Don't look it up in the dictionary now, because I can tell you what it means.

A pedestal, well the phrase to place it on a pedestal is to elevate it to a higher position.

So what this means is her students think American culture is better than Korean culture in a way.

That there are element in English speaking culture that are better or superior to some elements in Korean culture.

Not everybody has this view, but there's a bit of a problem when it comes to learning English and learning American culture and you find out that people in America do this,

And you think ,wow that's better than in our country.

[15:00]

Did she like that?

Kang Minhee?

Do you think she likes that the students place American culture and idealize it as a higher level culture?

Do you think she likes it?

No. Do you like it?

No, because it's not high level, it's just different.

But students have this perception.

It's a part of her job of teaching language and culture is to break students of the habit of placing American culture on a pedestal.

To make them look a little more critically at it.

So her... in this chapter there are these teacher's voices, so this is her writing and her ideas.

So this one is validate learner's views toward their own culture.

That means to learn English speaking culture, we should also look at our own culture.

And the values of our own culture and look at, and compare with the other culture.

Not just think that's better.

Many students when they study English, they study about another culture but are not aware of some elements of their own.

So that's what she talks about here.

So I'm gonna give you a couple of minutes to read through this section.

I think that doesn't go over, no it doesn't.

Just down here, I'll get you to read through, if you have a book.

Is there one finish reading?

[20:00]

Okay.

How do you feel?

About... her ideas here?

Do you agree?

Yep?

Hello?

Do you agree with what she's saying?

So She's saying that...

Students need to learn a little bit more about their own culture.

They may have some implicit knowledge of the culture.

But English, learning English shouldn't be just about learning American culture but also finding about your own.

And being more explicit about describing your own culture.

When you are taught English, you find about an American culture, it's explicit.

But Korean culture is implicit.

Right?

So there's this different, ? [21:14] aspect to language in language and to culture.

So by focusing not just on English speaking culture but their own, they can gain awareness

And they can get more knowledge about both and emphathize a little bit more as well.

So...

This is, these are some outcomes related to culture-specific understanding.

Then there is culture general understanding.

In this one, the outcomes of culture-general understanding emphasize learners' insight into the nature of culture in general.

So learning about culture in general.

Learners identify perspectives from their own cultures which they contrast with those of other cultures.

So culture-general learning activities are designed to underscore the entering process of another culture.

So, you're finding differences between your culture and another culture, basically.

So some activities are things like simulations, critical incidents, case studies and these kinds of things.

So this is another way of saying of 'cultural awareness'.

Or cross-cultural awareness or intercultural awareness or intercultural sensitivity.

These are other ways of expressing to say the same idea.

So basically you're getting an awareness of a culture and comparing them.

Culture in general.

And Kang Minhee, she also has something to say on this.

This time, uh this is on page 110.

Towards the middle of the page, we've got features of Minhee Kang.

This time in general understanding, she's talking about promoting multiculturalism.

So this is paragraph here, and I'll get you to read it through again.

This is very relevant to you because she's talking about English learners in Korea.

[25:00]

Okay.

So, again, do you agree?

With what she says?

Yes or no?

She uses a word, a term 'tourist multiculturalism'.

What does tourist multiculturalism mean, you think?

So we can just see the culture on the surface.

It's like in the iceberg. Right?

You can see the top.

But most of the culture actually underneath, the water.

So this is the surface culture in a way.

That kind of culture leads to stereotypes and ? [26:45] people.

So she's saying that we need to focus on our own culture, and we need to look at our target culture, in this case, English speaking culture, but we can also become aware of other cultures.

Culture in general, not just the specific culture.

So that is also useful for the students.

And that happens in course books these days.

Many middle school and high school course books, they have sections on festivals in other countries, these kinds of things.

And that is actually tourist multiculturalism.

When you just have some texts about culture in another country, that's like tourism.

Some people participate in that festival.

If someone came to Korea and participated in the Busan International Film Festival,

And then they went back to their own country.

Would they have a good idea of Korean culture?

And Korean people?

What about they participated in the jagalchi festival?

Would they have a good idea about Korean culture and Korean people?

No. They would think Koreans are just a bunch of ajummas in the fish market.

Right?

So that's just surface level.

So we need to focus on our culture as well as the target culture, a specific culture.

But we have to be aware of culture in general.

And that does happen in a limited way in course books at the moment.

But perhaps not enough.

There is too much tourist multiculturalism, as she says.

There is too much building those stereotypes and prejudices.

And we need to be a little bit careful about that.

So, we can target the specific culture, we can introduce, we can have learning outcomes related to cultures in general.

And we can also think about competencies about cultural competence.

Now competencies... competency-based on learning, or competency based curriculum, or course or lesson focuses on the skills we need to perform a particular... uh...

In a particular situation or particular ? [29:20] or something like that.

For example, uh... if you're teaching a course on... um...

Well, you may be teaching, preparing someone for a job interview.

Job interview involves a number of skills, a number of competencies.

So the end of the course, you'll teach a number of skills and objective is the end of the course, students should be able to perform well in a job interview.

So there are some linguistic factors, but there are also other factors that we focus on.

[30:00]

If you're going to take part in a job interview, what kind of skills do you need to do?

What do you need to do?

You need language skills, first of all.

So you need to be understand some questions and be able to respond some questions.

You need some listening and speaking skills.

Do you need reading and writing skills?

No.

If you're to take part of a job interview, you don't need reading and writing skills.

You just listening and speaking.

So we don't focus on reading and writing.

What else do you need to know?

Confidence. Body language. Eye contact.

You need to be aware of that.

Anything else?

Dressing the right way is an issue.

Right tone and uh...

Level of voice.

Things to create a good impression.

A first good impression, in particular.

So it's not just about learning language in general.

You need to learn a number of skills and these skills altogether help you to do this thing.

So these are...

That what competency-based learning is about.

It's not about grammar or vocabulary.0

It's... any grammar vocabulary can help you do this thing or perform in this situation.

So this is... uh competency.

So it focuses on behaviors.

About doing something, basically.

Doing, saying, interacting as people of the culture do.

So to be able to perform in a particular act means you have some competence.

And there are some views of competence in a table in our book.

We've got the competency, the emphasis and performance.

So... competency in language is important.

So this language proficiency, developing fluency and accuracy using language for communicative purposes.

In this communicative competence.

Communicative competence.

Again, you need some language skills here.

But communicative competence isn't just about language.

It's also about sociolinguistic skills.

Discourse strategies.

Sociocultural understanding.

Knowing the right thing to say in the right situation.

It's not just about language.

It's also knowing about what we can say and what we can't say.

We need some pragmatic knowledge for this.

And then now we've got cultural competence, intercultural competence and intercultural communicative competence.

These are very similar.

Cultural competence, you have the ability to communicate with people from other cultures.

You have some knowledge, gestures, body movements, these kinds things.

Intercultural competence is similar.

But this is the ability to interact effectively and appropriately in intercultural situations regardless of the cultures involved.

So cultural competence could be just one particular culture.

So I can communicate with this particular culture.

I have cultural competence with this specific culture.

Intercultural competence is the ability to communicate in any particular culture.

And ? [34:09] is similar.

Developing intercultural competence and communicative competence together.

So this is a combination of communicative and intercultural competence.

And knowledge in different situation and also grammatical different sociolinguistic conditions as well.

So for me, this down here, this is what we should be aiming for, actually.

We need to teach aspects of culture, in this case, English speaking culture.

But students also need intercultural competence.

Because students are not gonna just speak English with native English speakers.

They're also gonna speak English to people who are speaking English as a second language.

[35:00]

And have a different culture to an English speaking culture.

So, cultural competence is important, but cultural competence is usually limited to a specific culture.

So in this case, English speaking culture.

But if your student is do business with someone from Vietnam, they speak English, the person in Vietnam speaks English, but your Korean culture and you have Vietnamese culture.

So you have knowledge of English culture but this does not help you cause this guy is from Vietnam.

So you need... Intercultural competence.

Interact effectively and appropriately regardless of the cultures involved.

The cultures that matter.

So, our learning outcomes or competencies we focus on need to shift.

the group within that culture or the age, the generation
they have different values, perceptions and attitudes
that is where the differences generation gaps comes from
generation gaps come from different perceptions
different values of different things
these days some younger kids they value their idea of creativity and being on TV
as an entertainer
so that is basically different values, perceptions and attitudes
the same thing but little bit of sacrifice is absolutely different
and the sacrifice is a little bit more of self centeredness
the same mind, same values and beliefs but different self-centeredness
instead of placing it there you are shifting more towards yourself
so there are going to be common threats but also little bit of difference there
depending on the generation like the Australian dream
Australian dream has changed. This is the traditional Australian dream.
these days some people cannot earn their own homes.
and people buy multiple homes as an investment to make money
that means other people cannot own their homes
because you own a number of homes
so the Australian dream is changed
there is a shift more towards the American dream.
because there is a shift towards more capitalistic
and focusing more on money
so these things have changed as time go on as well
so perspectives can be explicit or tacit

explicit is being more open but perspectives can be tacit
or outside awareness means
is not clear you cannot see it clearly
and this can be the case for people in this culture
when I talk to you about Korean culture or
what how what does it mean to be Korean
or why does Korean people in Korea do something
you may not have thought about it before
you may have thought about what other people do and other cultures
but not why you do it in your culture
so that is why it is always important when we think about culture to reflect on your own
because you may not be aware of what you are doing
because you may think that is just the way it is
we have always done it this way.
you are not thinking about the why just thinking that is just it
that is the way.
it is related to this
the fish is the last one to recognize the water
the fish lives in the water
but does not see the water
they cannot describe it - just it is there
same can be for culture.

[40:00]

you may live in the culture
and your practices and products the things you produce

and your perspectives shape what you do and the way you do things

but you may not recognize why they happen

you may not recognize the culture. just you do it.

you act in a particular way without thinking about why.

so that is tacit. you can be explicitly aware of it or you can be tacit

yes, let us do a quick little activity

in our books page 76

page 76: 7.2 we have learning culture problems

this task asks you to examine the following North American problem

to identify by underlining cultural perspectives

and from there practices.

in your examination, follow this sequence.

number 1, list as many meanings as possible

for each meaning give complementary examples

try to give an example from the culture

describe situations in which you use this proverbs or heard others using it

follow these illustrations and state whether they hold the meanings of the proverbs.

I want you to look at these three proverbs

I want you to look at these three proverbs

and think of any number of different meanings

that can be associated with this

think about situations

think about any examples

so we have got three ones here

time is money

cleanliness is next to godliness

early bird catches the worm

these three sayings I want you to think about

how are these proverbs reflected in English speaking culture

and use time wisely like you use money

do you have a similar saying in Korea?

gold is pretty expensive these days.

so that saying is more valuable than before.

but this also reflects English speaking culture

some cultures would not think time is money

would not think that time is important

but in English speaking culture probably more so in American culture

the perspective is that time is

quantified and has some value

whereas other people and other cultures may not be like that

therefore, they do not have this saying

so the sayings of a culture and the proverbs in this case

reflect the perspectives of that culture

how about cleanliness is next to godliness

so cleanliness is next to godliness

what does this mean?

if you are dirty,

you do not believe in God.

you cannot go to Heaven.

[45:00]

order, clean and organized.

if you are dirty, you go to hell

so

cleanliness is valued. Clean, tidy and neat

is considered a good thing

is this similar in Korean?

so cleanliness is next to godliness in Korea?

I mentioned before that

some Korean people when referring to Chinese people

they say Chinese people are dirty

so that means they do not believe in God

which makes sense

because being communist, religion is not a strong point

so it is true that actually if you do not believe in God

and you are a communist, then

you are not so clean

is that true?

No because it is a stereotype.

so cleanliness is godliness is to be an upright citizen

because an upright respectable citizen in America goes to church

on Sundays. Religion is an important part of an American culture

less so than in Australia

so we may not talk about this as much

because if we do not value our upright citizens going to church on sundays

then you do not care about godliness in that way

ok, and our last one: early bird catches the worm

what does this mean?

hardworking but also getting up early

getting up and starting work early and working hard throughout the day

a morning person is better than night person

that is true.

I am a morning person

that is the problem with the graduate school classes.

it is in the evening.

I am serious.

I would rather much work in the morning.

from seven o'clock in the morning to twelve o'clock is the most productive time for me

I can do more work in seven to twelve

than I can do from twelve until I go to bed.

morning people are going to be more successful

than night people

well that is pretty limited.

most people most jobs start in the morning.

an artist usually do not make a lot of money

this also values people reflect the perspectives in America

time is important value on time and using time well

being clean and upright citizen is important

and someone who gets up early

goes to work early starts the day and works hard throughout

so this is the value it reflects the perspective in America

but not all cultures are the same

there may be similar elements in Korea

but in Korea these days it actually

it may not care about early birds catching the worms

sometimes I think we talked about it a little bit

[50:00]

for a student, staying late and studying late

is actually seen as a good thing

if you go early or not is kind of

early is better but staying late and studying is still perhaps seen as being good

not just being early.

so some similarities and some differences

and there are similarities and differences with other cultures

and we will take a break

after the break we will have a quick look at

there is an example of visual example of how time viewed

we will look at some other aspects of

some other perspectives and few activities

meanings and attitudes, values and ideas.

values and assumptions

there are number of different definitions

but they pop up same ideas.

they pop up perceptions beliefs values and attitudes

these are the main

so all of these here basically

convey something about the four
and we have got a table
which reflects that
we have got perceptions
what we perceive or know in regards
our beliefs what we think to be true or not true
our values based on our morals and ethics
what we think is right or wrong
good and evil
desirable and undesirable
proper and improper
normal and abnormal
or appropriate
and this is reflected in the story
that ? Gives in the beginning of the chapter
he talks about raising children
and in America, the American perspective is that
children are inheritantly good and need guidance
but he says that French perspective is that children have good and bad
and they need to be directed away from the bad
but he is saying in America the perspective is more
inheritantly good
so it is different values and different ways we think about things
attitudes: mental and affective dispositions. Frame of mind.
all these kinds of things

so for me when I think about Americans
their frame of mind or outlook is a little bit more positive than
cheering and trying to encourage someone
even when they do something not good
so that is a little bit different in perhaps to mine
and we mentioned time
time is money.
the perspective of time being money
can come from these perceptions beliefs values attitudes and practices
not every culture has the same perceptions beliefs etc...
so for example in English speaking countries,
time seen as a substance
it can be quantified
time should be spent well
that is why time is money
because these values here
it is right to be on time; you should be on time
but that is not every culture
in English speaking culture or American culture particularly
the value is that time should be spent well
also that perspective is reflected in
Right, that's part of the problem he has.
About viewing one culture is better than another.
That's part of the problem as well.
And it can depend on the purpose as well.

If you decide to go and live in another country forever then you may not want to separate or integrate a little bit more

But if you are in a country for a short time you're less likely to see simulation

But it can happen, there are some korean students

korean couple go to america for a couple of years and they come back more

[55:00]

american than some americans

They seem to have given up some of their korean culture and adopted quite a

lot of american culture and they sound and act more american than some americans

so that's some kind of assimilation even they were there for a short time

they have given up some things and adopted elements.

In terms of english speaking teachers here, there tends to be a lot of separation

where english teachers come here one year or two years and are separate.

from korean society they go to foreign bars they hang out with other foreigners.

They don't interact with korean people much and there is no necessary

or korean people that interact with foreign bars and those korean people

may have assimilated by spending time in english speaking country or something

There tends to be quite a lot separation

On the other hand there are people like chinese immigrants and other people from

south east asia who come here, they tend to integrate a little bit more

and some of them might assimilate the classic example of someone who has

perhaps assimilated and integrated like Robert Holy, right?

He has assimilated somewhat into korean society.

So it can depend on the purpose if you are coming here you see yourself coming

here for a long time or not

Whatever we do it is, some cultural learning process that we go through if you are living separate from society then your cultural learning process may end at the early stages right? It may end here there are much cultural approach as recognition of difference, but you may stop here you don't learn and go through the process because you are separate and you are just living within your own culture within your country so you don't go through the whole process perhaps you may stop early if you are separate, if you assimilate and you go through all the way down to the end basically.

Integration can be similar.

Ok, so a couple of things we'll look at and we'll talk about a few things as well.

So, adoption, you can adopt to that culture and go through the cultural learning process all the way or part of the way

Actually those people who are separate from Korean culture for example and stop here, when they go back to their own country

They don't have much knowledge of Korean culture.

That knowledge of Korean culture is very superficial

They just have this sort of multicultural tourist approach

They are like tourists who stay here for a long time.

They don't have much in depth knowledge they saw things on the surface.

So they go back and provide a lot of stereotypes and prejudices against Korean people

So that's a little bit of a problem

That's for those people who is staying here but students who are learning English, that can occur too, for them to improve their language and cultural understanding they need to go further to process and not just stop here

They need to get a little bit of more understanding a little bit deeper

to be successful

ok, a couple of things we will look at, first social change.

We looked at specific general competencies adopting to the culture, or not adopting to a culture and go through a certain change.

This involves learner's taking action to modify aspects of the target culture so that means you are changing the new culture you are living in

So that's a bit difficult when we think about it how can an outsider change our culture, right? But it happens a little bit.

And in korea we can see it happening actually where korean culture is being modified a little bit from outside.

So in this case, learners modify aspects of target culture.

[60:00]

based on critical examination of their culture, guided by their own beliefs and principles so you might want to change the culture you are living in even know not your own culture, you want them to change some practices.

A classic example of this in korea is someone like Bridget Bardo

She would like korean people to, not all korean people but some korean people to stop eating dogs, right? The people outside of korea that are trying to get people to change, this practice, well not everyone of course the number of people who is, there's no majority, but it's a practice to some people in korean society do, but outside of korea people are trying to tell korean people that they shouldn't do that.

There are people in korea who would agree with that and people who would say they shouldn't be involved in changing korean culture.

A cultural practice that some people follow in korea

Because hopefully and hope principles are that we shouldn't eat dogs basically

So if you disagree with the cultural perspective and practice then you set out to trying change it

You could do that from within or from without culture

Now that's a bit tricky because people are very sensitive about someone outside of their culture telling them to change their culture

And we can see from what you talked about many english speaking people don't want to do that.

Because there is level of superiority of english speaking culture and american culture in particular

But it seems in other cultures it's a little more accomodating to that as we see in korea there is some changes that occurred by explosure to cultures outside

So there are some social change that can occur

The next one is identity

Identity emphasize the psychological transformations that learners can undergo in culture learning, learners should become intercultural speakers so getting some understanding about psychological transformation is related to identity

And we have teachers' voice related to this which we will have a look at

This is on page 116

On page 116, we've got a talk on teachers' voice, again, affirming learners' self identities so this is related to identity.

A short paragraph here, I'll get you to read through

[65:00]

Ok, as you could see in this paragraph she is focusing on each individual students' identity within the culture as well

So, so far in what she has talked about, she has described her students need to learn about another culture, not only another culture, english speaking culture specifically but they also need to reflect on their own culture and learn both of them same time, they can learn a number of different cultures, not just english culture or english speaking culture and in here she's saying they also need to think about their own individual identity within that culture. So this is all the things we looked at, basically

So all of these are informing her learning outcome

So when she has learning outcomes for her curriculum or her lesson, she is going to focus on her learning outcomes and not just going to be learn about english speaking culture but learning about korean culture, so her learning outcome would be about getting students to reflect and think about their own culture and to learn about english speaking culture and on top of that to learn about other cultures, in general, not just english speaking and our own, but a number of cultures.

And another learning outcome that she may have or go for her course is to get students to think about themselves or how they fit into korean culture for example.

So all of these would fit into the descriptions she make for what she wants her students to learn in the course or in a class

So this leads in to personal competence.

We looked at cultural competence before we looked at language proficiency or linguistic competence ability to use in language.

Communicative competence the ability to communicate, intercultural competence and cultural competence and knowledge and ability to communicate someone from another culture or a number of cultures

But here we have personal competence.

This personal competence just mean language ability?

No, it can't because it would be linguistic competence

Personal competence is based on the view that language learning involves more than just language

Students should become skilled language and culture users.

So personal competence would reflect language skills and language competence, linguistic competence, and also communicative competence and on top of that, cultural or intercultural competence, so combination of all of these things.

And we can see according to this chart we got personal competence in the middle, knowing oneself, knowing cultural specific understanding of English speaking culture, cultures general understanding of culture in general having competencies of linguistic, communicative, and cultural, maybe thinking about how you can change, knowing yourself, and maybe adopting and understanding of how you are going to fit into another culture.

And in ESL environment this is one is a little bit hot to think about, actually.

It's more easy to think about when you are in a culture

So learners need to confront comprehend accept and overcome cultural differences.

Is that process of cultural learning, will you need to confront the culture and find out about challenging your views understand and accept part of that culture overcome cultural differences and be able to communicate

So it involves cognition behavior affect and identity, your mind, your body

your hear or your feelings and yourself.

So to learn language learners need to change the way they think act feel and

[70:00]

percieve themselves and their roles if they are to function affectively and appropriately in the other culture.

So being able to communitate to someone in another culture involves not just language but other cultural aspects

And we can see in another way of looking at

Of personal competence, you need language proficiency of course.

You need communicative competence as well so you need these things but there is more than that

You need these other cultural understandings, intercultural competence.

So, cultural specific understanding, changing one's mind or feelings about a given culture, cultural-general understanding, recognizing how one's own culture affects and accepts of other cultures in general

Competence, learning to communicate appropriately in the second language and culture involving linguistic communicate or cultural competence.

Adaptation, integrating oneself into another language and culture.

Adapting elements, changing a little bit.

Identity, developing a distict sense of self, understanding yourself,

And social change, taking action to transform a culture based on one's own beliefs.

And the last one personal competence.

In the end the individual learner decides how to respond and develop skills as a cultural learner

So we can have learning outcomes that deal with all of these.

We can have learning outcome that deal with students abilities, about specific culture, about culture in general, learning outcomes about learning these competence.

Each of these aspects can have a particular goal or objective relating to it.

So, the more information you aquire about the culture the more accurate your cultural explanations become.

Outcomes differ depending on ESL/EFL contexts.

If you are teaching English in Australia, I would have different cultural learning outcomes.

Because there would be specific to Australian culture and living in Australian culture for a long term.

In an EFL environment, it's a little bit more general, it's a little bit more vague, it's a bit hard to be specific.

So EFL environments make it a little different.

So teachers need to make decisions about cultural learning outcomes.

what students should learn about culture.

So, the last: Teachers' Voices is portraying myself as a role-model.

So this is on page 120.

So on page 120, we got two paragraphs at the bottom.

Kang Minhee talking about Portraying herself as a role model.

I'll get you read through two paragraphs.

[75:00]

Okay.

So in this one she's talking about the process that she went through about learning culture.

Right?

She's saying she idealized English culture, she doesn't want her students...

She can guide her students so they don't go through that.

So she can use her experience as a guide for her students so that they don't have to go through that.

They can learn more effectively with her informing about that.

So...

What I'm going to get you to do in a group of four...with two, two and three...is on pg.121.

Learning culture: Identifying Outcomes.

On the last page, it says to review Minhee Kang's statements of culture-learning outcomes and compare them with the list of culture learning outcomes on page 108.

So we read through the story. Right?

I want you to look back on pg.108.

We have the culture-learning outcomes table here.

Think about what she said in her Teachers' Voices sections.

Look at how that's related to the learning outcomes table on pg.108.

And the other three questions here.

What factors influence Minhee Kang's decision about culture-learning outcomes.

What are the significant connections between her own language culture learning and her principles and beliefs?

and put yourself in her situation.

How would your response be, similar or different?

So I want you to think about what she said and relate it to the culture-learning outcomes, and there are 3 questions here.

OK. We're running out of time because we are going to be kicked out, I think.

So I'm just going to um,

go through some examples of some cultural learning outcomes from an Australian learning curriculum.

In Korea, if you teach in the public education system, you have a curriculum provided by the government.

There are many specific cultural learning outcomes in that curriculum

Yeah?

(Student Speaking)

No, in the Korean...

Culture learning outcomes for the target culture.

So, in the English curriculum- In Korea, English as a foreign language curriculum, are there many cultural learning outcomes in the curriculum? If so?

(Student Speaking)

In the curriculum... So the government makes a curriculum. This is the curriculum for teaching English in Korea.

Today have many cultural learning outcomes in the curriculum.

(Student Speaking)

Right. But also not many things in middle school or high school either, actually.

[80:00]

(Student Speaking)

There's more now. The focus is a lot on linguistic outcomes. Right?

So the focus is on language-learning outcomes, not on cultural learning outcomes.

But in Australia, culture-learning outcomes play a large role in curriculum development.

So much so, it's one of the three main strands in the curriculum.

So the curriculum has 3 main elements

Learning culture is one of three.

30% of the curriculum, on terms of goals and objectives and outcomes is related to cultural learning outcomes.

So, this is...uh...

This curriculum, actually I should... I'll just...

I'll just show you the curriculum, actually.

If you take my Curriculum Design class, you can look at more curriculum.

You took it, right?

Did you take Curriculum Design?

So you looked at this curriculum.

So if you take my Curriculum Design class, you can look at it more.

So this curriculum is an Australian curriculum for learning Korean.

So it's Korean as a foreign language.

The same as in Korea, English is as a foreign language.

So this is Korean as a foreign language.

So, it's a little bit... [??] in this curriculum.

So in the curriculum, there's an introduction and there are goals.

Now you can see these are the goals for one year.

So these goals are very big and broad.

And then there are more specific ones.

But these are the goals for one year in studying Korean.

So there are 1,2,3,4,5,6,7 goals. OK?

The first is ability to use Korean to communicate.

Communication is one goal.

Understanding and appreciating a cultural context in which Korean is used.

This is a cultural goal.

Ability to reflect on their own culture through the study of other cultures.

That's what we have been talking about.

That's what Kang Minhee was talking about.

The students need to learn about themselves and their own culture, not just Korean culture.

So, Australian students need to learn about Australian culture.

They need to understand language as a system, so this is a linguistic goal.

Ability to make connections between Korean and English and other languages...

Complexities of learning social skills, potentials to apply Korean to work for the study.

So there's seven goals here.

Two of them are cultural goals.

So two are the seven, are related to learning culture.

There are three strands.

One of the strands is a cultural learning strand.

So, there are two cultural goals within the curriculum.

The study of Korean is described in the following three strands.

So, communication, understanding language, understanding culture.

So, the objectives are related to communication, to understanding language and then understanding culture.

So, one-third of the objectives are cultural objectives.

So here, it's not just about teaching Korean, it's about teaching Korean culture.

Because by understanding that Korean culture, understanding your own culture, identifying making differences, making comparisons that you can learn the language and the culture because they go together.

So we need to communicate, we need to know about language, but we also need to know about culture.

[85:00]

The strands are interrelated.

Of course they are interrelated because to understand the language you also need to understand the culture.

To understand how to communicate, you need to understand the culture.

They're all connected. They're interrelated.

And together they provide a framework for learning in and through languages, and also for...

developing one's ability to communicate effectively, so communication is one aspect.

Demonstrating one's understanding of the interdependence of language, culture and identity.

So they are linked and connected.

And when the teacher's teaching this class, they need to show that language culture and identity are connected.

This is an objective of the course of the separate them and to integrate them.

And developing one's ability to reflect on, make comparison, and move between languages and cultures.

So it's very explicit, it's very clear.

The cultural strand...

Sorry, the three strands: communication, language, and then culture.

The cultural strand deals with the ways in which one develop their understanding of:

the link between language, culture and identity.

How cultural concepts and perspectives are relected in language.

How cultural principles and practices influence communication.

So we've seen that in the book talking about practices, perspectives.

Aspects described within this strand include awareness and knowledge of cultural concepts, and making cross-cultural comparisons.

Comparing Korean and Australian culture.

So this is a main strand in the curriculum.

So, this fits in to the learning outcomes.

Our learning outcomes are things that students can do by the end of the course.

So linguistic outcomes are: students should be able to use past tense. Right?

Communicative outcomes or, could be something related to: students should be able to start a conversation and have a conversation.

That could be speaking skills that could be related to this course.

But these learning outcomes, where we're looking at are the ability to understand our culture, Korean culture and how they are linked with language.

So at the end of program in Korean at background speakers level, at beginner level...

learners should be able to... So this is...

A learning outcome is at the end of the course.

You should be able to do this.

So it's a projection in the future.

So they should be able to exchange information, opinions, and ideas in Korean.

Express ideas through the production of original texts, because this is text-based as well.

Analze, evaluate, and respond to texts that are in Korean.

So these three here, but then, the culture one.

Understand aspects of the language and culture of Korean-speaking communities.

So these are the broad learning outcomes for the course.

These become more specific when we look here.

These are cultural learning outcomes, so these are general learning outcomes.

These are the cultural learning outcomes.

Students should be able to understand aspects of the language and culture of Korean-speaking communities.

So, they're connected.

Students will achieve this because they are going to...

demonstrate knowledge of appropriate language structures and semantic relationships.

examine and discuss sociocultural elements,

recognize and employ language appropriate to different sociocultural contexts,

appreciate indirect and culturally appropriate ways of addressing others, including protocols.

So the language [???] sociocultural knowledge, so that they can understand the language and culturally combined.

So, you need to design a lesson that's going to teach culture in an English classroom.

So you need some cultural learning outcomes.

The goals and the objectives of your lesson are related to culture.

You're teaching culture but you are using English as the medium of doing that.

So this is an example of some learning outcomes and goals and objectives in curriculum level.

You need to focus more specifically at the lesson level, basically.

So that's the final objective of the final assignment.

It's designing this cultural lesson.

And you need to think about what types of outcomes, what types of things you are going to focus on. OK?

So I'm going to get this later this week on Thursday and Friday.

I'll put the assignment guidelines on the website, so...

On the weekend, you need to check the website and check the assignment guidelines for that.
OK? So the recent information and if you have questions we can talk about next week on Friday.