

Title: Cultural dimensions of Second Language Acquisition (11)

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[00:00]

Has anybody started the last assignment, the lesson plan?

Don't worry, today, did you read the last chapter?

If you didn't that's okay, but if you look at the last, we're gonna go through it, when you look at it, you'll see lots of ideas for designing a lesson plan.

Objectives, and things to do, okay?

So the last chapter is called teaching culture.

We're focusing on applying all of our work and organize it into a course.

In our case, it's organizing it into a lesson more specifically.

So we've looked at an approach to teaching culture.

And we've looked at these areas, merging the content to products, practices, communities and persons.

All of this is cycled through the experiential learning cycle and the culturally spirits.

You remember this one?

Yeah?

Where the learner knows how, knows about, knows why, knows oneself.

Using the experience for learning cycle and going through products, practices, perspectives, communities and persons.

Through all of these things we can teach language and culture and get an understanding.

We're not gonna do all of these in the same lesson, of course.

Right?

We may focus on products in one lesson, or perspectives or practices in another lesson and something like that.

But we may think about an overall course, about a curriculum for teaching language and culture.

Then we need to include all of these in the curriculum.

And we need to think about how we can use the experiential learning cycle.

And we're gonna look at specific examples of learning outcomes and activity types, roles for these four things.

The four tables in our book that gives specific information.

So your lesson plan coul focus on knowing about, or knowing why, you could focus on just one of these areas.

Okay?

And doing this, focusing on one of these areas, knowing about, and perhaps, using some cultural products to do that.

Or knowing why and doing some cultural perspectives.

Or knowing how and looking at some practices, perhaps, right?

All of these stuff is for curriculum and a course overall.

You're thinking of one part of that in a lesson plan.

Okay, so, you're job of teaching langauge and culture consists of guiding learners through the cultural experience to the cultural knowings.

The lesson [03:08] is part of that.

Organizing the culture's principles, joining the cultural content and the learning process through the four stages of experiential learning cycles.

So we're gonna look at those four stages as we go along.

So these are, oh this is in your book, so these are the guidelines for teaching culture.

Also, the cultural content, the learners look at, comes out of looking at products, practices, perspectives, and situated within the communities and how it manifested in the people in that culture.

So all of these guidelines cover what we should think about when we are teaching culture.

As the learners move through the experiential learning cycle, they develop these cultural behaviors, cultural information, discover cultural explanations,

They talk about the things that they encounter, and they become skillful cultural learners, basically.

And you yourself are a cultural learner as well.

Everyone's learning.

[05:00]

When you are teaching culture, you're learning and your students are learning, it's a collaborative process.

There are no experts when it comes to culture.

So you want students to acquire language and culture through participation, description, interpretation and response.

They need to work with material in a number of different ways.

We can't just focus on products.

We can't just think about knowing why.

We need a combination, they need to be involved with the material in a number of different ways.

That's why we looked at these different areas.

The teacher needs to identify culture learning outcomes.

So if you're designing your course, you have cultural learning outcome.

If it's a curriculum, you have cultural outcomes in the curriculum.

And I'll show you the curriculum again later.

So if it's a curriculum, you need this.

You need to put it in there.

If you're designing a curriculum, if you have a curriculum and it doesn't have any cultural learning outcomes, then you need to add some of your own.

And adapt the curriculum perhaps.

What you are doing for your lesson plan, is thinking about one cultural [06:33].

Not one, but cultural outcomes that are more specific for your lesson.

So in the perfect world, you should have a curriculum, and a cultural learning outcomes, and when you teach lessons, some of your lessons should be connected to those cultural learning outcomes.

But it depends on your educational context, of course.

In Korea, curricula don't usually address cultural learning.

So your curriculum can be very restricted in that perspective.

That means you need to adjust, perhaps.

In public education that's difficult, right?

But it's possible.

Because you can, whatever the material you have, you can add some elements of cultural learning to it.

We need to remember that every learner goes through the cultural learning process in a different way.

Right?

There are individual variations.

Students go through the experiential cycles in different ways, we need to keep that in mind.

The experiential learning cycle, because it organized learning in the four distinct stages, it delineates language and culture content activities [08:02] and outcomes.

So we need to think about participation, description, interpretation, and response.

With different aspects of culture and cultural learning.

And at each stage of the cycle, teacher needs to select a structure, the content activities and content learning outcomes.

So in each stage, learners are engaged in distinct types.

And we're gonna look at this in a minute.

We're gonna look at some specific aspects of this.

In teaching each stage, the teacher must play different roles.

So when you are focusing on knowing about.

If you are teaching your students and you're focusing on knowing about,

In that stage of the cycle, what is the teacher's job?

You want your students to know about the culture.

So what's your job at that point?

(student speaking)

Yeah, explaining, giving students information.

Factual information, they knowing about the culture.

What about if it is knowing how?

(student speaking)

Showing, so you are modeling for them.

You are modeling and showing how to do it yourself, so you are a model for them.

Knowing why, you could explain why.

[10:00]

But that's not experiential.

Right? Experiential means you experience yourself.

So instead of the teacher telling why, in the knowing why section, what should the teacher do?

(student speaking)

Yeah, so the student should be

(student speaking)

Right.

(student speaking)

Okay, right, so teachers questioning and teachers responding perhaps, right?

The teacher questions students to hear responses.

The teachers are listening in that stage, perhaps.

Not [10:59], sometimes, you have what,

You ask a question and there's no answer coming back.

So then you may have to step in and say something, right?

In the knowing oneself section, that's all about students knowing themselves.

So the teacher is not gonna tell students about themselves.

So the teacher takes on different roles in these stages.

So it interacts differently when you're teaching knowing how, knowing about, knowing why, and knowing oneself.

Teaching needs to be versatile.

Right? You need to present or listen cultural information.

So you can present or listen cultural information, this is which one, knowing about knowing how, knowing why, and knowing oneself.

Knowing about.

Model cultural behaviors, is more going to be knowing how.

Right? So you are modeling.

Okay, guiding and conducting research in analysis [12:08] can be related to knowing why.

Students and finding out for themselves.

You also need to listen, empathise, and share experiences with your students.

That can be related to knowing oneself as well.

So you're doing these different things.

Teachers, you need to be a learner of the culture, of course.

You are going through the cultural learning experience.

And you are guiding your students through it.

So it's as much as about the students it as much as about you.

So these are some guidelines that we need to keep in mind for teaching culture.

When we come to cultural knowings and teacher roles, we can see some of these things.

It's summarized here, knowing how, the content is cultural practices.

Things that people do.

You are participating, activities are developing skills, the teacher's role is model or coach.

The outcomes are cultural behavior, students should be able to develop some cultural behaviors.

They know how to do something in their culture.

Knowing about is cultural information.

When you present cultural information, what do you need to be careful of?

Nothing.

Don't care about anything.

When you present cultural information, information about culture, what should you be careful of?

What can happen when you present factual information about a culture.

(student speaking) Stereotype.

It can lead to stereotypes, so we need to be careful about that.

When we present cultural information, we can describe and gather information, and we gain cultural knowledge.

But we need to be a little bit careful about promoting stereotypes.

So the teacher is a source of information and a resource in [14:27] as well.

You're getting information from your students as well.

Knowing why, this is cultural perspectives.

Students are interpreting, discovering, and explaining.

They get cultural understanding, the teachers are guides.

The teachers are not telling students why, but guiding them to find out why.

And then knowing oneself, responding, reflection, the outcome is [15:00] awareness, personal competence.

[15:00]

The teacher is a listener.

A witness, a co-learner because you are learning in that situation as well.

So we're gonna look at these three.

How, what, about, why, and oneself.

So your lesson plan can focus on one of these areas, could focus on a couple of these areas. Okay?

You need to decide.

There's an example, well this is in our book, this chart is in our book.

This is on page 139.

This is a teacher's voice, Jaimie Scanlon.

So he had a book, in university, and in this case, he wanted to supplement the book.

The book didn't have enough cultural content for him, so he wanted to supplement and add it.

Add some information.

So he added some knowing about, knowing how, knowing why, and knowing oneself.

He added some elements of this to the course.

So this is, here this is the outline of the curriculum supplement, this is what he added to the course, to the curriculum.

And basically, because the book that he was using didn't have enough culture he thought.

So this is something that you can do, of course.

Your book may not have enough cultural content, your course may not have enough focus on culture.

So you can add some about, how, why, and oneself.

It doesn't have to be totally new, it's just you can add these perspectives to the existing content of your book.

In this case, this was about greetings and introductions as cultural knowings.

Knowing about, students learn the different types of handshakes that exist.

That some handshakes are appropriate and some are inappropriate.

That eye contact is important in North American introductions.

You need to maintain eyecontact.

The appropriate time for a handshake, in an introduction.

Reasons why smalltalk is important.

Appropriate and inappropriate smalltalk questions.

And ways to respond to inappropriate personal questions.

What is an appropriate smalltalk topic?

When you meet somebody for the first time.

What's a appropriate smalltalk topic.

The weather, so what do you say about today?

(student speaking)

So that's it, when you meet someone you say, "It's a little cloudy."

(student speaking)

You say, "Hi, it's a little cloudy today."?

(student speaking)

Right, look at the sky.

We need to know about...

But we also need to remember that language and culture are linked.

So there are appropriate small talk topics, but there are appropriate ways of introducing small talk topics when you meet the person first time.

What language structure is good when you meet someone for the first time and you want to introduce a topic for a small talk.

What language do you use?

This says appropriate and inappropriate small talk questions.

What is an appropriate type of questions to ask when you engage in small talk with somebody?

I say 'What did you do' or I said, 'Is it hot today?' is an appropriate question?

'May I talk to you'?

[20:00]

In that situation, I would say no.

I love you?

Then I don't say anything. I'd just run.

Could I have your name?

That seems a little direct.

No? I'm pretty direct, but that's too direct.

When you meet someone for the first time, you introduce yourself?

It's a little bit weird.

Something happens...

First, you have to engage in small talk.

What you talking about is introducing yourself.

I'm not asking you about introducing yourself.

When you engage in small talk, what is the best way to start engaging in small talk?

The best ways to ask a question.

What kind of question?

No, no, no. No topic, type of question.

Grammatical structure.

'Do you the have time?'

That's a direct question.

Another type of question.

What are some different types of question?

That's not a question.

I'm not worried about you guys.

You maybe good at teaching culture.

I'm worried about teaching language here.

Direct questions, indirect questions.

What are some different types of questions?

There's one specific type of question.

I'll give you a clue.

It's a type of question starts with 't'.

One word, not three.

Tag question.

What's a tag question?

Ah! Right.

'It's a little cloudy today, isn't it?'

It's being quite cold lately, hasn't it?

Aah... That is a good structure to engage in a small talk.

If I say 'What's your name?', it's weird.

When you meet someone for the first time, you don't ask their name.

You chat and then... and after a little bit of time, you chat chat chat and at the some time, you have to make a decision. Right?

Your decision is keep talking or stop talking. Right?

Keep talking is a bit weird if we don't know each other's name.

So I want to keep talking, so I have to introduce myself and find out.

But I don't want to keep talking, then I can say 'Catch you later' and then leave without finding out that person's name. Right?

That's kind of period time you decide to find out the name and keep talking or stop talking.

That's it. Right?

So first engaging in small talk is very important.

And appropriate small talk questions are about weather.

Nice weather today, isn't it?

You generally talk about something that's around you.

Something neutral around you. All right?

'It's a nice place, isn't it'?

It's quite busy here tonight.

these kinds of things.

You talk about mutual things around you.

What is inappropriate small talk topic or small talk questions?

Private questions.

So, 'Are you married?' is not really appropriate. All right?

'How old are you?'

That's not good?

Depends on culture.

In Korea, you need to find out reasonably soon how old that person is so you can organize yourself in terms of hierarchy. Right?

So in Korea, it's not that inappropriate to ask that reasonably early to find out. Right?

Indirectly, right?

You can keep to add it. Right?

When you entered university or something like that. Right?

[25:00]

Or graduate from school, or these kinds of things.

You can find out indirectly.

But you need to find out.

But in Western culture, that is not so important.

So in Western culture, that is more inappropriate than it is in Korea.

It's okay later on perhaps.

In Korea, it's usually okay when it's a little bit earlier sometimes..

Right?

Um... Yes, there are certain questions.

And why is it inappropriate to question?

If someone asks how about your weight, how would you respond to that?

You say 'Mind your own business'?

Is that polite to say 'Mind your own business'?

No.

But actually someone asks by asking 'How much your weight?'

Because they're being not polite by asking that.

But if you want to maintain a polite situation, you can say...

It's top secret?

Then, you can make a joke out of it to disengage in any negative feelings about that.

Or you can just say 'Sorry, that's a personal question' or 'Sorry, I'd rather not answer that'.

There are some other ways.

So... knowing about different things is important.

Knowing why.

Oh no, sorry. Knowing how.

Shaking hands in a variety of ways, contrast between comfortable and uncomfortable handshake, making a natural self-introduction in English.

What is a natural and appropriate self introduction in English?

If you say 'Allow me to introduce myself. My name is...'

Does that sound natural?

No, It doesn't.

'Thank you for giving me the opportunity to introduce myself. My name is...'

Does that sound natural? No.

You say 'Hi, my name is ...', that sounds a good one, natural perhaps.

But this is the problem.

Because most students, they learn 'Allow me to introduce myself. My name is...'

It's a set.

Students memorize a little paragraph. Right?

And has this particular form and it's particularly too formal.

Lexical chunks and phrases and then.

When... if I mean class or sometimes when I do some speaking exams, if someone starts to give me that memorized self introduction, what do I do?

Yeah. I wait until they finish, and then give another question?

No. I cut them off straightaway and give another question.

I'm not interested in some memorized field.

And it's all the same, everyone has the same memorized things.

It's not useful, actually.

It's the same when it comes to the weather in Korea.

If I ask someone 'What do you think about the weather in Korea?'

What do they say?

Aah! Yeah.

But usually before that, there is an 'as you know' actually.

Very common. Very common to say 'As you know in Korea, there are four seasons. They are spring, summer, fall...'

Right?

As soon as they say 'as you know', I come up.

Because again, that is some memorized, rehearsed things that students are coming up with.

When I do some speaking exams, there's a question about hometown.

And many people respond in the same way.

If I ask about hometown, they say:

'My hometown is Busan. It is the second largest city in Korea. It is in the Southeast of Korea. Bla bla bla... There are famous beaches bla bla bla...'

I've heard this many many many times.

So... We can produce language, but we need to be aware of natural and appropriate language when it comes to an introduction.

[30:00]

So you need know about and you need to act out to use appropriately depending on culture as well.

There is also common culture language of course linked.

There is a common way of, uh...

What is basically it's a translation from Korean to English.

When talking about Korea, many Korean students say 'In my country'.

But in English, we don't say 'in my country'.

We say 'In Australia', 'In Korea'.

But this 'in my country', again, it's cultural aspect. Right?

Of thinking about us and the collective.

So awareness of...

About the awareness of how to initiate conversation in English and get to know a stranger.

How to initiate conversation in English and using small talk to a stranger.

Initiating a conversation.

What is a good way to initiate a conversation with the stranger?

Aah!

You have questions. Right? Yeah?

If there is a stranger, you don't say 'Hi, my name is...'

You say 'It's a little hot today, isn't it?' and they say 'Yeah' and then chat chat chat.

You chat before you introduce each other.

So this is initiate.

North Americans start small talk interaction.

This is very specific.

In Australia, it can be different.

Asking and responding appropriate and inappropriate question.

Knowing why, reasons why some topics may be considered polite or impolite by North Americans or Japanese, in this case.

That leaves the behind the handshake in the bound.

So, knowing why, it's not too bad to ask indirectly about age in Korea.

Comes from having to find out knowledge of the hierarchy in Korea.

Knowing who's older, who's younger is important for the interaction to move forward.

Right?

So knowing why in Korea, why not and in other country.

And knowing oneself.

Knowing how ? [32:18] used in different situations.

Feelings and attitudes towards doing a North American style greeting

Similarities and differences between Japanese and North American.

Small talk, their own reactions towards North American communication.

Their own cultural values regarding the two topics.

And personal views regarding what topics are okay to discuss.

For example, asking somebody's age.

Many people say that you shouldn't in...

In English culture, asking someone's age is impolite. Right?

Well, it depends on the person. Right?

Some people may say it's impolite, other peoples say 'I don't care'.

It depends on how the individual perceives the importance of age.

Some people don't care getting age, some people do care.

Some people don't want to get older, some people don't care if they get older.

So we need to keep in mind that in mind this knowing oneself, as well.

Now this one is just for a small section about introducing and introductions and those kinds of things.

But you can see, it's very detailed here.

And your lesson, your lesson plan could be based on this.

It could be looking at introductions and greetings and giving some information.

Getting used to know about it and then doing it.

Doing some handshake.

Making like one act.

Knowing why it's okay to talk about and it's not okay to talk about that.

I've done many, many lessons.

About introductions and greetings and talking about, knowing about, knowing how and knowing why and knowing oneself.

Many activities related to that.

Particularly because this is important area when you first meet somebody.

It can be important culturally.

So this is... these examples of breaking this down into the different areas.

You might look at some good examples of this later.

Okay.

So, the cultural knowings correspond to the four stages of the experiential cycle.

Knowing how, what do you say, what do you do, how do you say it, how do you do, what is appropriate.

Then, knowing about.

What happen, what did you see or hear, what are the details, what is description, what is interpretation.

Knowing why.

What does it mean, how do you explain it, how do you justify, how are the possible explanations, ? [35:01] perspectives.

[35:00]

All of these kinds of things.

What do you feel? How do you feel? Do you agree?

So, the tables we look at are gonna provide a summary of content, activities, outcomes and teacher's roles.

The way to look at.

The first is, knowing how.

Talking, doing, moving, dancing, singing and playing music.

Role playing.

Acting differently.

The teacher is a cultural model.

So, we've got this table on page... 142 and 143.

This is a knowing how summary.

We've got content, learning outcomes, learning activities and teacher's role.

So if you want to focus on knowing how, then you can use this as a guide for your lesson plan.

For your lesson.

So knowing how, first we have the content.

Cultural behaviors.

The skills require to engage ? and appropriately in the practices of culture.

Some language, we need some linguistic forms of course.

And then language in culture, ability to select linguistic forms that are appropriately for given social situation.

before it happens

so you may something bad happens

and you react to that. Proactive you predict something this bad could happen

you do something to prevent it from happening.

proactive is prevention.

reacting is ? In a way.

lots and lots of individual characteristics

what you need to do in number 2

it is choose the five which best describes you

and your style.

because here we are looking at individual characteristics.

you looked at what made you Korean

but there are some things that make you an individual

individual identity as well.

we will take a break

during the break and then after the break

you can think about it and after the break

you need to have five of these

that describe your identity who you are.

so let us take a break.

person A

proactive

flexible

optimistic

talkative

a leader

How about B?

cautious

methodical

listener

how about C?

so very optimistic

proactive.

serious

well we could say that A is a little articulate

impulsive, direct, a speaker, and a little proactive

B is more reserved, cautious and indirect

C is more cooperative, extroverted, generous and gregarious

D again is a bit cautious, competitive, a little bit reserved

could be a loner

[40:00]

so we can think about national characteristics,
that make us Korean or Australian

Individual characteristics because we are not all the same

and the way we interact with each other can reflect this

the activity 2 you are thinking about yourself

in activity 3 you are thinking about other people
and the way they communicate and what that says about them
so we can think about avowed and ascribed
avowed features how you perceive yourself
ascribed is how other people perceive you
in our book on page 101
we have 9.2 learning culture avowed and ascribed identities
it says using the column format below,
make two lists about your identity
in one column list your avowed identities
how you perceive yourself
what you can write are the five characteristics
you wrote down five of these
you can add some more if you want
but you already thought about your characteristics
so these are your avowed identity
this is how you think of yourself
in the second column, list ascribed identities
that others have assigned to you
ascribed is how other people think about you
it could be the same it could be different
and you could write down the names or groups or individuals
who see you in this way
particularly you could write if you think that you are impulsive
and people see you as impulsive

then it is the same, right?

so you could write down five avowed identities

add some more if you want

in ascribed identities you could write down the same one

but also think about the different perception

people have about you

for example you may be you think that you are

a follower but other people may see you as a leader

it could be the opposite or could be something different

that could mean their perception of you is not really accurate

or your perception of yourself may not be accurate

so write down the five there and then think about

how other people see you particularly focusing on

different qualities, different characteristics the people think that you have

to Koreaness

would you say Korean people are

this is generally

this is always dangerous but generally

would you say Korean people are analytical or instinctive?

I would probably so I mean do not be

which side do you think they would be on generally?

I would think instinctive

articulate or reserved?

really?

atheistic or religious?

I would say when you look out you can see many many crosses
everywhere. Many many churches.
your perception you have a
this is your avowed perspective
but from the outside,
to me I would say religious.
cautious or impulsive?
specially in Busan.
cooperative or competitive?

[45:00]

a bit of both in some way
cooperative in terms of teams in the workplace
but then very competitive at the same time
there is a bit of a mix there
direct or indirect?
Busan is more direct
emotional or impassive?
emotional.
erratical or stable?
extravort or introspective?
flexible or rigid?
really?
rigid very fixed
do not change
but when people are driving the traffic rules are very flexible

I would say mix of both

some situation is very rigid like a Haeundae beach or something

summer time before the beach opens you are not allowed to go swimming

so it is not flexible; really fixed.

but in other situations can we move this over here?

just move.

some situations flexible some situations rigid. a bit of a mix

formal or informal?

kind of hard to say

generous or mean?

I think this comes back to what you guys were talking about

generous to the people in your group

maybe not so generous to people outside of your group

within that group you are very very generous

and the people outside you may not be mean

but you may not be generous either

so it depends on persons in the group or out of the group

gregarious or loner?

gregarious. Yea because there is always a part of the group

humorous or serious?

I think when the group gets together

they go to the bar and it is all about being funny

methodical or spontaneous?

Yea, a little bit. I think there are elements of spontaneity.

observer or participator?

participator?

optimistic or pessimistic?

proactive or reactive?

I think compared to Australia and Western culture,

far more reactive, actually.

it tends to be something happens and then try and solve it

I think there is a level of reactiveness

and talkative, of course.

now these are very very general

so of course it does not match everybody

but there are some elements of these things here

that are part of Koreaness a little bit

so if you

if your individual characteristics that you chose

the five or more that you chose match

the ones that we felt are part of being Korean,

then, that means in answer to this question

that your individual characteristics match what it is to be Korean

maybe you are more Korean

than you thought.

but if the identities you chose are different ones

we just decided then that may reflect that you are

a bit of more individual within Korean society

so did the ones you chose and ones we just decided

are they the same? Or different?

do they match? The Koreaness that we decided?

yes/no?

the five you chose are one of

instinctive, articulate, religious, impulsive,

cooperative, direct, emotional,

[50:00]

extrovert, generous, gregarious, humorous,

spontaneous, participator, reactive and talkative.

did you choose any of those?

yes/no?

that was a question.

if you did that means that you are Korean

Congratulations!

you are living in the correct culture.

but not all of them are in there, right?

so that is what we are looking at here

we are individual but we are different

you had your avowed identity and ascribed identity

how you perceive yourself and how others

it is different

and in terms of cultural identity

it can be more different as well

there can be a big difference between these two

because we are not really sure sometimes

about ourselves as an individual

and we are not really sure about ourselves in terms of cultural identities either
so that is why there can be a difference
that is why we are also talked about previously that
someone looking from outside
can notice or describe things about your culture
or true identities that you did not realize before
okay I will just go through a few things
and we might finish a little early today
so we looked at our avowed and ascribed identities
also when we think about our identity
when looking at cultural identities, the person and culture
which is in the middle
but every person that has been talked about before is part of
a nation as a broader group and then also part of smaller groups
within that nation
a particular region
and we talked about that - Busan.
so you are part of the group that is the Busan
so that means that shapes your identity
in terms of these things
the common example is Busan people are more direct
than people from other parts of Korea
then we can think about social class
you could be working class, middle class
or perhaps you might be part of upper class

levels of society

your profession. What is your profession?

teacher or educator.

so that says something about yourself.

your religion will say something

gender or your education

these days in Korea, almost everybody goes to college or university

so it may not say that much

or the place you get educated may say something

your generation. In Korea this is a big issue.

there is a big gap between generations

lots of mini groups within Korean society

ethnicity as well

we are persons within our culture,

within our nation but also part of these different groups

and the different groups we are in can also affect the ascribed view

or our ascribed identities

because different groups that we are in may

view us in a different way

the way that you

the ascribed identity you have in your job

or workplace could be different to your educational setting

or to your religious setting or different groups that you are part of

this can happen quite frequently

in this group of friends people think you are talkative and gregarious

and another group of friends they think you are quiet

and more introverted

[55:00]

so that further complicates the issue of identity

cultural, personal and your identity within your groups

okay, there is a little activity attached to this book

we do not have much time for

the last thing I will talk about quickly is life histories

on page 103 and 104.

there is a

there are number of long stories in here

about different people

there is a person talking about German identity

and there is a long story here about a Spanish teacher

talking about their identity

So, presenting opinions and interpretations as facts risks

creating stereotypes, Many language teachers worried they don't know

enough about the culture they teach.

But you can't know all about the culture you teach.

Culture is always changing so you shouldn't be seen as an expert.

Or else, someone who can provide resources for your students.

Not knowing everything.

Ok we are doing quick activity this is on page 147

In your group or pair, a group of three, two two and three in this picture and

this picture, this is 12 on 3 down here,

The question here is what do you see

So in this picture what do you see in this picture what do you see

In your group 5 minutes, 3,2,2,3, talking .

Ok, in this picture what do you see?

Preparing lunch?

The guys not preparing the lunch?

The men are preparing lunch? Why?

What else can you see?

After this they're going to have swimming?

Swimming suit? Here?

So she's wearing that and she is going to go swimming?

Or just sun tan? She would get skin cancer.

Skin cancer. That's very dangerous.

What we talked about was just knowing about

What we talked about was just fact about this picture?

[60:00]

There's some opinion there, I think blah blah

And I asked you why is the guy making and you said in western culture

sometimes make blah blah

So it's kind of trick actually because that's not knowing about that's more

related to knowing why so that's where we need to be careful.

when we talk about knowing about.what you can see is just what you can see.

Why it's happening, that is another section

So that's where we need to be careful.

If we are presenting things as facts we need to be careful about I think,

this is probably, just this this this and that is it.

Of course we need to talk about why but we need to be careful about distinction sometimes.

We looked at knowing how, about, we talked about this but also gained some opinions,

So that leads us to knowing why.

So this is again in your book on page 148 149

First we've got the content, cultural interpretations include any perspectives

Any perspectives perceptions beliefs attitudes members of the culture use themselves and use, so knowing why involves perspectives.

Describing your own culture so describing Korean culture.

And then antique perspectives. Perceptions beliefs and attitudes about cultures or culture general concepts that the learners use to interpret in target culture.

You can get students to look at themselves, and then to look at other culture in this case English speaking culture.

So in that case you make comparisons. You are comparing perspectives of your, Korean culture with perspectives of English speaking culture.

You may find some similarities and differences between the cultures.

In our case, in the restaurant or bar, there are differences in how you get someone's attention, so that doing is different.

So learning outcomes is strength and ability to make cultural explanations

So they need to explain their perspective of the English speaking culture

Understanding of the culture on its own terms understanding of the using outside frameworks, and comparison of our culture to other cultures.

So learning activities here, culture interpretations can be practiced through many forms

First, culture analysis.

So there can be some inquiry to the target culture.

The teacher asked students to explain cultural meanings of the phenomenon.

Classroom based or school based research where learners gather information on cultural topics.

Field experiences, which is what we are going to do.

Field based research, when we go to shopiz, we are not just eating, or drinking, you are going to be researching too

You need to bring your pen and paper and make notes, I'm serious.

Research where learners into the culture gather information by observing

You can observe your surroundings and

Interviews, you can go up to customers and interview them right?

Why did you come here ? Do you come here often?

These kinds of questions.

It can create problem right? If you go up to some guy in a bar and say do you come here often, what could happen in that situation?

[65:00]

That is my reaction actually. Why do you want to know?

So he could think that you are interested in him

So we need to be careful about the questions we ask, right?

That is why you need to have pen and paper with you

You can say I'm doing research right? If you don't have pen and paper and and you just go up and say do you come here often

then he will think you are interested in him.

and then he would say stop talking, nice weather today isn't it?

Then he might buy you a drink.

He might say would you like a drink? So what is that mean?

What does that mean if he says would you like a drink?

What does that mean? That means he is

he is interested in you right?

You ask him do you come here often and then nice weather and small talk right?

And then if the conversation stops that means he is not interested in you

So you have to go back and find another guy, right?

But you talk talk talk and then he says would you like a drink that means

the feeling is well not the feeling the impression is mutual.

Then you exchange phone numbers and meet in the weekend in the coffee shop or something, that kind of thing.

So we need to know about, how and why some language and some questions have particular meanings in particular contexts.

If you go to a bar and someone says would you like a drink?

You need to know that's some situation where he's expressing interest, perhaps and say do you come here often

So be careful about your research in this section.

The teacher's role, you are doing two things about and a co researcher.

It's important in Korean education and English speaking education culture

In Korean education culture the teacher has to know everything and he is supposed to tell his students.

So this role of co researcher is in conflict with Korean cultural context actually.

In english speaking educational context, there's more of collaboration and working together basically, it's not absolute but it's a little bit more collaborative between teacher and students

in korea, it tends to be a little bit separated not all the time but tends to be little bit like that

So this coresearcher, teachers engaged in culture exploration with the learners

It's not I'm telling you this but I'm finding out this

To me this is good but it made up match in situation

Particularly it's in high school context

High school students don't want to know that their teacher doesn't know

[70:00]

They want their teacher to know and to give the answer

They want to know this is right or this is wrong and that's it, game over.

The teacher is a guide in this situation tell me how you explain this

what's the emic perspective what's the antic perspective

what are interpretations

How does this compare with your culture

So that there are other possible interpretations.

In the bar do you come here often could be interpreted as

I'm interested in you

In a bar with a notebook and pencil, and I'm doing it for my graduate study research, do you come here often? Changes, because it's different perspective.

If you are not in a bar, it's on the street, or a sports stadium or a park,

In a park do you come here often, seems more like a survey,
in a bar it changes a little bit so we need to think about how about and why.

This is difficult right?

In a classroom students hate the question why

You ask the students why and they say I don't know.

Of course the reason you ask why is not to get the answer

It's to get them practice using the language usually.

There's one practice using the language but in this case you need to think
so that's appropriate

Learners have to get sense of the use of phenomenon

The teacher's role to ask questions are not necessarily to give answers.

If teacher asks what do you think, students have to participate a lot.

Of course this does not match the Korean educational context.

In Korea students want to know why

So you may have to tell more than ask

But you should be asking in situations

So we are going from information to perspective.

Students need to hypothesize infer explain generalize justify

Is this easy to do?

Hypothesize? Explain meaning? Generalize, is it easy to do these linguistically?

Is it easy to hypothesize in English?

To speculate to guess?

No, so this is a bit of problem here

If you want your students to do this in English, they would not be capable
if they are lower level students

These functions require a higher level of linguistic ability.

So you may not require them to do this in English.

If they are lower level students you can get them to do in Korean.

If you do that the purpose is more on culture

learning culture, not language and culture.

But that shouldn't be necessary if students don't have the linguistic ability

But if they are in higher level then you can incorporate it, language and culture

you can give language for students to hypothesize, justify

and using because and giving reasons

Any quick questions?

So we come back to our problems again.

This time, on page 150

We talked about... Knowing about, what can you see...

But this is Knowing Why.

So in this case, in this picture, all of the picture if you want,

This guy is preparing the food, these people are outside by the lake.

They have a car.

Why is this happening, basically?

So I want you to think about the cultural meanings in this social scene.

[75:00]

What cultural meanings can you get out of this social scene?

Why is this guy doing this? Why are they at the lake?

Why is there a car there? So...

You talked about what you could see.

Now I want you to say why you can see these things.

OK.

So, first we talked about what we could see. Just the fact.

Now we're interpreting it.

Right? Thinking about why.

This guy is making, preparing some food, perhaps

These are other guys preparing food.

Why?

(Student Speaking)

Because they are hungry.

In Korea, generally, if your grandfather is hungry, he makes/cooks some food?

(Student Speaking) No.

What does he do?

(Student Speaking)

Seeing and waiting. Haha...

Very different, perhaps...Right?

So why does that happen? It's different cultural values. Right?

These are related. The things that we talk about.

The perspectives, values, beliefs, these kinds of things.

So those different values, beliefs, perspectives means that people do things in different ways.

There are different reasons.

(Student Speaking) That we don't wear swimsuits in the park?

In the park? Does he wear a swimsuit.

But she's going to go to the lake. Right?

(Student Speaking)

Just at the beach.

So if you go to a lake or a river in Korea, you don't wear a bathing suit?

You just wear your clothes and you go in?

Yeah? Wow.

Try wearing that at the lake or the river, but the beach, it's okay.

(Student Speaking) Yeah. I think...in my opinion.

So in Korea is more in focus, a more specific focus on what you wear depending on where you are than what you are doing

There's a more of a focus on uniform in Korea. Right?

And that comes all the way back to this connective, descriptive. Right?

Everyone is doing this has to do and follow and do a similar way.

There's independence in some ways.

So we have to follow that kind of thing.

It's like, when you go, when I go hiking,

all the, many of the people are wearing the same thing, basically.

It's a hiking uniform.

When you see a mountain bike, riding a bike not a motorcycle, are especially popular these days in Korea.

So when you see people who are riding a mountain bike,

frequently they are wearing bike riding stuff.

If they go hiking, they are wearing different stuff.

Right? There's very specific things to standing on the activity.

For me, when I ride my bike, when I go hiking, I do the same thing.

I don't make a distinction between those two activities.

It's the same kind of stuff.

So...This is the difference.

(Student Speaking)

Strong. TPO.

I don't know.

(Student Speaking)

I understand what you are saying, but what does TPO mean?

(Student Speaking)

You are really one.

You are individual. You are not like this.

Anyway, so that kind of thing.

(Student Speaking)

[80:00]

Anyway. So, there are these..

Ah, you also mentioned they are standing around, then eating.

That's okay in English speaking cultures, generally.

Standing around and eating.

In Australia, when you go to a bar, usually you stand then drink.

Some people sit, some stand and drink and talk, and don't sit down.

In Korea, there is a much stronger desire to sit down.

In this situation, you probably put down something and sit down as these guys sit.

Right? Not stand as much.

So again, that comes back to values, beliefs, these kinds of things.

They made, they might call that they're eating lunch.

You may call what they are eating a snack, as well.

If they are making some sandwich, in Korea there's a perception that sandwich is a snack, not a meal.

Right?

If it's a meal you have to sit down and eat properly, rice and stuff like that.

So, again, there are these different perceptions and beliefs.

They may call that lunch, you may call it a snack.

So it's a bit different, perhaps.

OK. So the last one leads us to know in oneself.

Serious enough to find about themselves as well.

Consent.

This is also bit difficult because this deals with learner's world, new or personal competence.

Reactions. Thoughts, feelings, beliefs, attitudes that emerge.

How do you feel about it?

That's the question here.

There are responses, there are explorations.

So, some learning outcomes are: an awareness of one culture.

Students find out about their own culture through this.

Awareness of oneself as a cultural being.

You start to realize what culture you have, your cultural perspectives.

Awareness of your feelings, perceptions, beliefs, values and attitudes.

You may not have thought about your beliefs or your feelings about some situation before.

But by exposing learners for that, they become more of how they feel.

The more aware you are about how you feel, the more you can understand some other culture and how they feel.

An awareness of the consequences of your actions.

Awareness of cultural learning strategies as well.

So as some activities are things like reflection.

Getting students to reflect and think about questions and topics.

Focus talking or focus writing.

Discussing with other learners, writing as well.

I've used this particularly in writing activities, not specifically for culture.

But for raising students' awareness of their learning...

...of their [??] competitive skills, basically.

Getting them thinking about their language skills and how they think about language and how they learn.

Using things like diary, doing extensive writing.

When students keep a diary and make notes about how they feel about their learning, or how they are doing in the class.

So, [??] specifically about culture, but are related to students' learning strategies and skills, basically.

But that is, can be done, a similar thing can be done in terms of culture.

You can get students to write down their feelings about some cultural activity or cultural content, that you have produced in the class.

So they write down, reflect on how they feel about that.

So I, what I did was related to,

to how they think about learning a language, but we can transfer that over to the topic of culture as well.

So, the future, I made you some kind of extensive writing related to this, as well.

So the teachers' role as a listener, a witness and again as a cultural learner.

You are related to this.

So tell me how you feel about, what you think about, things about how you think about saying 'my experience'.

This is how I resolve this.

So you're using your experiences, your cultural learning experience to help your students as well.

[85:00]

So we've come back to the pictures again.

We talked about what we could see, why this is happening, a little bit.

Now I want you to reflect on how you feel about this.

So what is the significance of this scene for you, personally?

Is there any connection between this scene you, and how you feel about this scene personally?

OK.

So what personal relevance does this picture have for you?

Nothing. You don't feel really, you never eat outside?

You've never eaten with other family people, with a, family members in this situation?

(Student Speaking)

Really? No time to go out. That's a sad story.

(Student Speaking)

But a perception of Korean culture is that it's very family oriented.

Right?

(Student Speaking)

Depends on generation, a little bit.

(Student Speaking)

Why?

In this case, all the guys are preparing. No?

(Student Speaking) I have to prepare all the meal myself.

Really?

(Student Speaking)

Really? What are the guys doing?

(Student Speaking)

Talking?

Drinking soju?

(Student Speaking)

Sounds good.

(Student Speaking)

No cooking?

(Student Speaking) Yeah. No cooking. We don't prepare any bread, but we don't need to washing dishes...

You try to cook food.

(Student Speaking)

(Student Speaking) I don't want my mom to be tired, so...just eating and buying...

Yeah. In the restaurant, they can cook better, anyway.

You're going to take away?

(Student Speaking) When our family make barbecue, and at that time, my father has to cook.

That's the rule.

(Student Speaking) Yes that's the rule.

In Korea you usually cook barbecue.

(Student Speaking)

Camping, right.

But if there's a barbecue, in Korea, who cooks the food?

(Student Speaking) Father.

In Australia, if there is a barbecue, who cooks the barbecue?

[90:00]

Who cooks?

Yes. A guy. A guy cooks the barbecue.

Girls don't cook a barbecue.

Guys should.

So they may...A guy never cooks in the kitchen, but outside, in the barbecue, that's the guys' domain.

And in Korea, it's a bit similar in a way.

It depends, though.

If you go to a restaurant, like a samgyupsal restaurant.

Then maybe the guy may do a little bit, but still.

But in the outdoor barbeque setting, ususally it's the guy's domain.

So there is a similarity here, perhaps.

So we can see what's happening, we can think about why it's happening, and we can reflect personally on how we feel about this.

in any comparison between our culture and other culture.

So that means we're covering lots of these areas, knowing oneself, knowing about how and these kinds of things.

Each of these areas- there is consent, there is some learning outcomes, some activities and some teachers' roles.

All of these can help you focus on your lesson plan.

So your lesson plan can include these outcomes, some of these things that activities to teachers.

You need to read through these, think about how this relates to your lesson plan.

So, cultural experience and the experiential learning cycle are acquired strategies.

We are..involving learning styles and learning itself, which doesn't naturally occur in the form of 4 stages and 4 cultural knowings.

So learners need to practice with this approach to cultural learning.

These are not going to become, then they are not going to be appropriate cultural learners.

Right? You are kind of assisting them , giving them activities where they can go through this very interesting cycle, and find out meanings for themselves.

The ultimate outcome is not only acquisition of language-and-culture,

but also self-awareness and personal competence- a capacity to enter other ways of life with purpose, confidence and empathy.

So students should be able to, they are not just learning about another culture but about learning why and how,

learning about themselves, so they are giving their skills so when they enter another culture

they have skills and strategies to going to find out about that culture,

even though they are not, they don't have a lot of knowledge on that culture.

So this is related to also into cultural competence-

the ability to find out and discover aspects of another culture. Not just cultural facts, which is very important.

Any questions?