

Developing Cross-Cultural Awareness in the Monolingual Classroom

Dr. Susan Barduhn

World Learning
SIT Graduate Institute



Outline

1. Introduction
2. Defining culture
3. Goals of cultural instruction through language
4. Activities to use in your classroom
5. Some theoretical frameworks

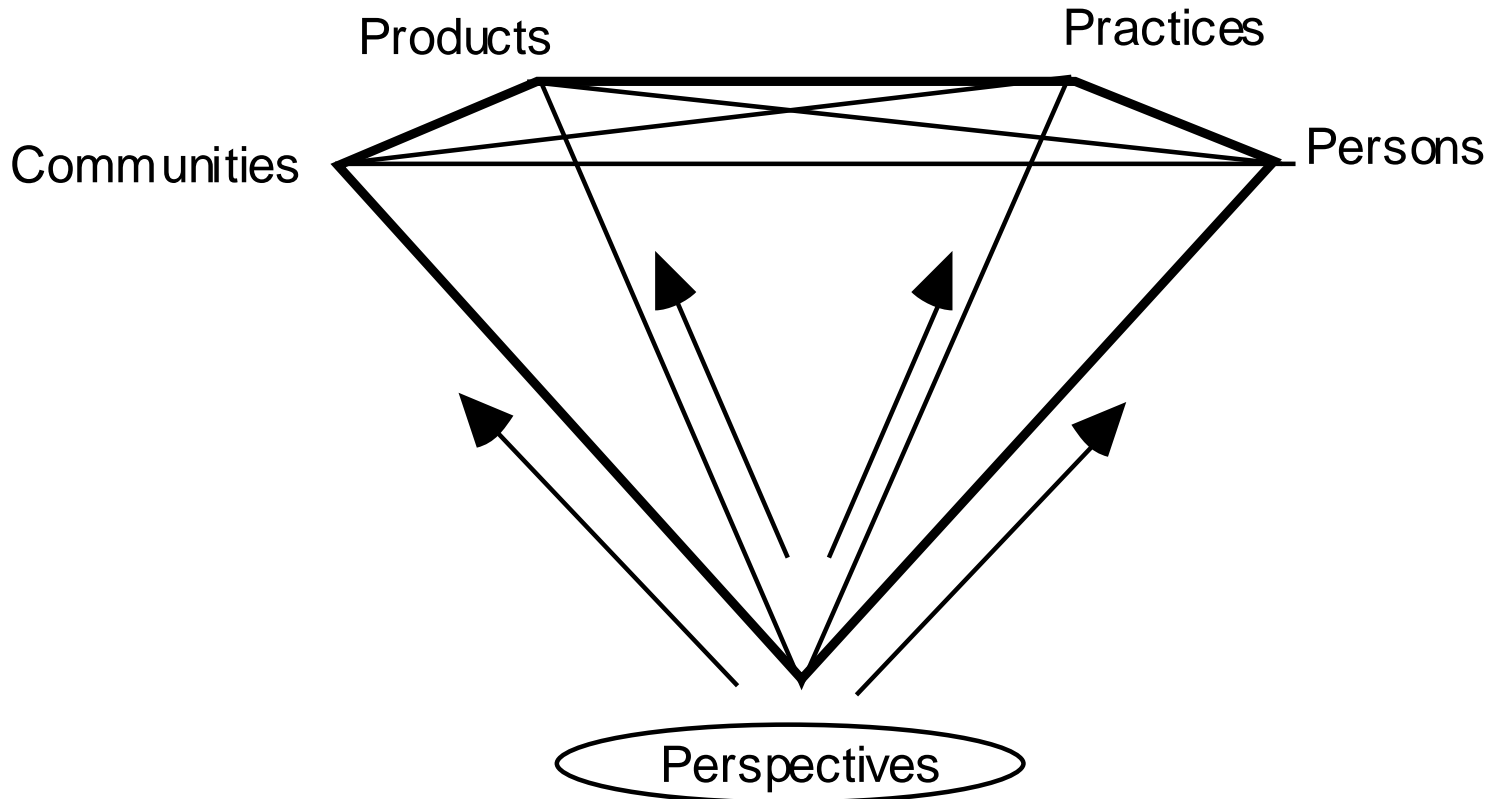
Two questions

1. When it comes to studying culture in the language classroom, whose culture should it be?
2. Why study culture at all?



5 Perspectives of Culture

Moran, 2001



Goals of cultural instruction through language

- Recognize that all people are different**
- Become aware of cultural connotations
- Recognize the origin of stereotypes**
- Develop skills to evaluate and refute generalizations

Where is the center of the world?

- ❑ What was your first significant cross – cultural experience?
- ❑ How did it change you?



Describe the picture

Observation

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Interpretation

STEREOTYPES

1. U.S. Americans are _____.
2. U.S. Americans think foreigners are _____.
3. If a U.S. American had \$5000 he or she would _____.
4. Female U.S. Americans are _____.
5. Male U.S. Americans are _____.

STEREOTYPES

1. (Spaniards) are _____.
2. (Spaniards) think foreigners are
_____.
3. If a (Spaniard) had €5000 he or she would
_____.
4. Female (Spaniards) are _____.
5. Male (Spaniards) are _____.

Your Family

- When you use the word “family”, who do you include?
- Where were your parents, grandparents, great-grandparents born?
- Do you think the size of your family is common in your country? Are there places in your country where families are larger or smaller?
- Is the way your family lives and relates similar to most other families in your country? In what ways is it similar or different?

Suggested topics for letters of advice to a homestay visitor

Clothing

Crime

Eating habits

Fads

Family

Food

Health

Heroes

Holidays

Humor

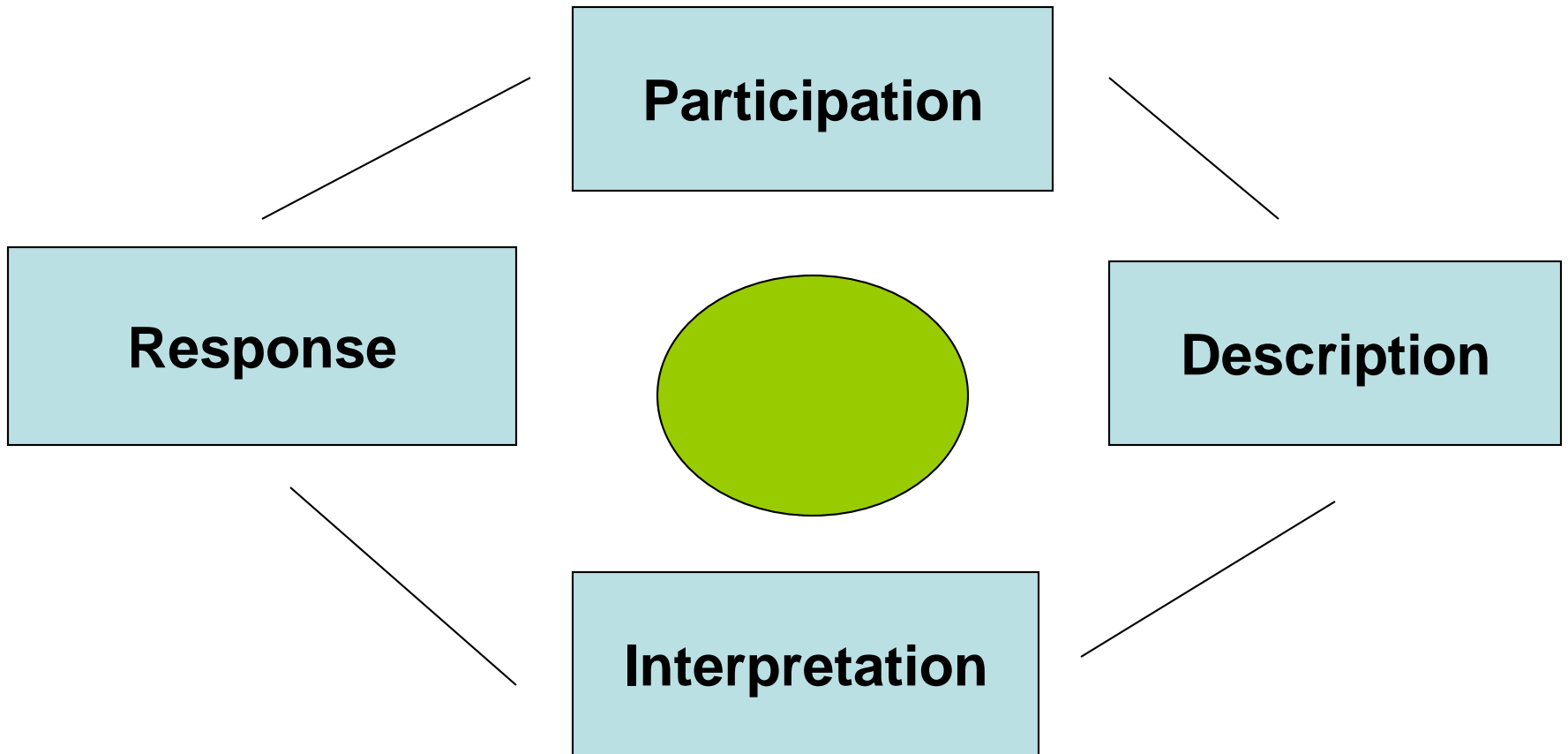
Lifestyle

Patriotism

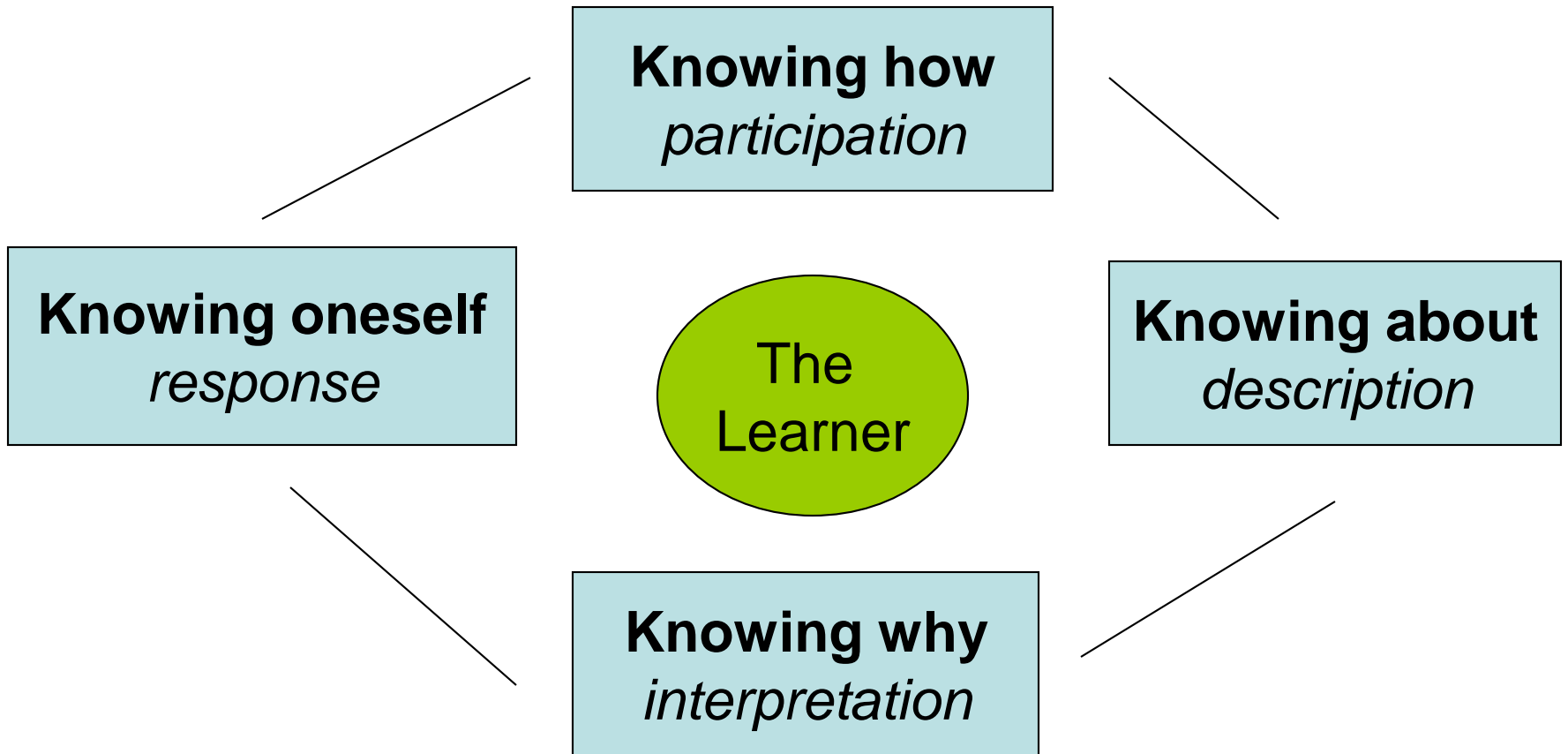
Romance

Sports Events

The Experiential Learning Cycle



Cultural Knowings



Cultural Outcomes

Outcome

Emphasis

- | | |
|--|--|
| 1. Culture-specific understanding | 1. Intellectual insight and empathy regarding a specific culture |
| 2. Culture-general understanding | 2. Insight into general concepts of culture and culture learning |
| 3. Competence | 3. Verbal and nonverbal cultural behaviors and skills |
| 4. Adaptation | 4. Entry and adaptation to a specific culture |
| 5. Social change | 5. Critical thinking and action regarding the target culture |
| 6. Identity | 6. Transformations in the learner's self-concept |

Books with Culture Activities for the ELT Classroom

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- Stringer, D & P. Cassidy, 2003. *52 Activities for Exploring Value Differences*. Intercultural Press.
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susan.barduhn@sit.edu

http://works.bepress.com/susan_barduhn

