Due to technical difficulties, the audio recording is not available. Please accept our apologies.

You will find below the PowerPoint presentation and notes of Melody’s session.

To access the session’s chat transcript, please click here or go to page 28 of this document.

Des difficultés nous empêchent de vous offrir l’enregistrement de cette présentation. Nous nous en excusons vivement.

Vous trouverez ci-dessous la présentation PowerPoint et les notes de la séance de Melody.

Pour avoir accès à la transcription du clavardage (chat) de la séance, SVP cliquer ici ou aller à la page 28 de ce document.
Teaching Culture in the L2 Classroom

Melody Kostiuk
melody.kostiuk@epsb.ca
Languages Consultant

Institute for Innovation in Second Language Education
Edmonton Public Schools
13750 Woodcroft Avenue, Edmonton AB T5M 3M4
http://languages.epsb.ca
Edmonton Public Schools
Good afternoon everyone. Greetings from Edmonton. In today’s session we are going to reflect on some of the challenges L2 teachers face when teaching culture and explore some practical strategies for teaching culture.
These are some of the issues confronting today’s language teachers who aspire to put development of their learner’s cultural proficiency at the heart of what they do.

Culture is difficult to define – many different definitions of culture exist. Culture is dynamic, ever changing creating somewhat of a moving target for teachers.

Many teachers feel unprepared to teach culture and insecure about their knowledge of C2.

Teachers are unsure about what aspects of culture should be taught?

Challenges

Culture is difficult to define and is ever changing

Many teachers feel unprepared to teach culture and insecure about their knowledge of C2

Teachers are unsure about what aspects of culture should be taught?

Many teachers are unsure of what aspects of culture should be taught…. Food, holidays, family life, geography, historical and contemporary aspects of the target culture.
Teachers are unsure how to integrate language and culture outcomes. Assessing learner’s cultural learning is often unclear.

Material and resources – Teachers are challenged to identify and locate appropriate, authentic resources that meet the needs, backgrounds and interests of their students.

Time – Teachers are hampered by timetable pressures. Language learning is a full-time task in itself.

Many teachers find it challenging to cover the language outcomes from the L2 curriculum without focusing on elusive cultural outcomes.

Take a moment to reflect on these challenges. How many of these challenges do can you relate to?

Of course this list of challenges does not represent the full scope of challenges that teachers experience and there may be more challenges that you have experienced that are not mentioned here. We will attempt to address some of the challenges in the session.
As language and culture are closely linked, the teaching of culture needs to be treated as an integral and organized component of language learning. Languages cannot be learned or taught without the introducing the culture of the community where they are used.

The big picture

One of the main aims of L2 teaching today is to develop learners’ ability to communicate effectively and appropriately in a variety of situations across linguistic and cultural boundaries.

Council of Europe: ECML

As language and culture are closely linked, the teaching of culture needs to be treated as an integral and organized component of language learning. Languages cannot be learned or taught without the introducing the culture of the community where they are used.
Before we can continue our discussion about teaching culture, we need to clarify what we mean by culture.

Take a moment to reflect on your definition of culture and jot down your thoughts either on a piece of paper or on the chat. You will have a chance to compare your definition with definitions of culture that are often used in the field.
For starters, there is no one agreed definition of culture.

For years many language teachers have conceived of culture either as “Big C” (art, literature, dance) or as “little c” (daily routines, social protocols). New language curricula have challenged teachers to think about culture in new ways, including the teaching of intercultural skills.

UNESCO provides one definition of culture....
Some definitions of culture are more useful than others in achieving the aim of L2 education and cultural or intercultural competence.

The term culture is used to signify a ‘shared system of assumptions, values and beliefs of people which result in characteristic behaviour’. Alternatively, a broader definition might simply be ‘the way we do things around here’, that is, culture with a small ‘c’. As Bennett argues, this is culture that surrounds us, we breathe it and are mostly unaware of it, much like a fish surrounded by water, and which we have a tendency to take it for granted. We only become fully aware of the nature and importance of culture when we move from one culture to another, as if we are a fish who has been dropped into a new body of water. The water might taste, smell, look and sound ‘funny’ or strange.

**Definition of Culture**

- Another definition is… “shared system of assumptions, values and beliefs of people which result in characteristic behaviour”
- It might simply be ‘the way we do things around here’

Milton Bennett (2001)
Interculturalists view culture not in terms of “Big C” and “little c”, but rather as an iceberg in which the small, visible part of the ice above the water line represents the behavioral aspects of culture. Only about 10 percent of an iceberg is above the surface of the water leaving very few components of culture discernable at first sight. We often make assumptions about cultures just based on the tip of the iceberg.

(Click) We see that hidden under the water are the ‘mental aspects’ of culture… cultural norms, values, attitudes, assumptions and perspectives.

Is there anything lying under the water that surprises you? Which of these aspects of culture lend themselves to be easily addressed in the L2 classroom?

It is important to be cautious and not stereotype based on what little we know about a cultural group. What is under the surface has been formed over millennia. The same value can be exhibited through different norms in different cultures. For example, in some cultures, respect is shown by looking someone in the eye; while in other cultures, respect is shown by not looking someone in the eye.
Traditionally in L2 classrooms the teaching of culture was reduced to the transmission of factual information about the people of the target country (culture-specific knowledge). Kramsch, a renowned researcher in the area of teaching culture warns against the simple ‘transmission of information’ and argues that we need to replace the teaching of facts with the teaching of processes for accessing, analyzing and evaluating cultural knowledge.
We need to avoid mono-cultural approaches that focus on only studying the TC. We may have heard of many of these approaches... The Frankenstein approach: A taco from here, A flamenco dancer from there, a gaucho from here, a bullfighter from there. The 4-F Approach: (Folk dances, festivals, fairs and food)  The Tour Guide Approach: The identification of monuments, rivers and cities; and the “By the Way” Approach: Sporadic bits of behavior selected indiscriminately to emphasize sharp differences. Galloway argues that these kinds of mono-cultural approaches need to be avoided.

Galloway, 1985
Comparison gives learners a new perspective of their own language and culture. Through comparison learners discover both similarities and differences of their own and other cultures. This, in turn, can lead to increased knowledge, understanding and acceptance.

It is not enough to only focus on the similarities between cultures… if this is all we do we tend to promote ethnocentric views of culture.

It is important to engage students in exploring and celebrating differences between cultures.
Research has suggested that while many language teachers are comfortable exploring cultural products and practices with their students, perspectives are largely ignored. The lack of attention given to perspectives can perhaps be explained by teachers discomfort with the subject and concern about avoiding stereotypes.

We are going to review what we already know about stereotypes and generalizations and then test our understanding.
Take a moment to read through each of the following statements and decide which are generalizations and which are stereotypes.

It is important to remind ourselves and our students be cautious and not stereotype based on what little we know about a cultural group.
Let’s pause for a minute to think about how this activity might be used in your language classroom. (Jim: Might participants be able to share at this point?)
Take a moment to study the picture and tell me something about. (Participants share ... )
Purpose: The D.I.E activity was developed to as a tool to help people to become aware of value judgments and stereotypes, and show the personal and cultural relativity of interpretations and evaluation.

After discussing each image, reveal the image captions to let students know what each picture represents.
Using the D.I. E. process, Description, Interpretation and Evaluation

Using a cultural image with which students are not familiar, ask them to respond to it. Rather than asking students what they see in the picture, ask them to tell you something about it (to generate not only descriptive, but also interpretive and evaluative statements). Once an extensive set of statements is generated, use different colors to mark descriptions, interpretations, and evaluations and explain the difference among them. After this discussion, reveal the actual caption that describes the cultural image, which will likely differ from students’ statements and will help them understand how, without having the cultural context, the same image can be interpreted in many different ways.

**DESCRIPTION:** What I see (only observed facts)

**INTERPRETATION:** What I think (about what I see)

**EVALUATION:** What I feel (about what I think... positive or negative)

For the second part of the activity, distribute several cultural images among small groups of students (one image per group) and ask them to do the following:

1. to agree on a single description
2. based on the description, to suggest two interpretations
3. for each interpretation, to suggest both a positive and negative evaluation

Description (What you see – observed facts)
e.g., Two people, feet sticking out of a hole, wearing clothes that are dirty, outside, trees, dirt

Interpretation #1 (What you think about what you see – what do you think is going on?)
e.g., I think one guy is hiding from the other guy in the hole and the other guy is trying to get him out

Positive Evaluation of Interpretation #1 (What do you feel about what’s going on – positive)
e.g., I’m glad the guy is helping the other guy out of the hole – it must be uncomfortable in there

Negative Evaluation of Interpretation #1 (What do you feel about what's going on – negative)
e.g., I'm afraid the guy in the hole is going to be in trouble when the other guy finds him

Interpretation #2

Positive Evaluation of Interpretation #2 (What do you feel about what’s going on – positive)

Negative Evaluation of Interpretation #2 (What do you feel about what's going on – negative)

After discussing each image, reveal the image captions to let students know what each picture represents.
Without having a lot of intercultural experience, it is relatively easy to jump to conclusions about what one observes. Since we are usually looking at the new culture using the same lens we use to look at our own, it is likely we do not fully understand the reasoning behind some cultural practices or norms, our inferences may be flawed. The Description, Interpretation, and Evaluation process can be a helpful tool in coming to a new understanding of the culture.

Caption: Deep in the most remote jungles of South America, Amazon Indians (Amerindians) are using Google Earth, Global Positioning System mapping, and other technologies to protect their fast-dwindling home. Tribes in Suriname, Brazil, and Colombia are combining their traditional knowledge of the rainforest with Western technology to conserve forests and maintain ties to their history and cultural traditions, which include profound knowledge of the forest ecosystem and medicinal plants.

Let’s pause for a minute to think about how this activity might be used in your language classroom.
As we draw to the end of the session there are a few thoughts I would like to share with you about the aim of culture teaching and learning.

Is there anything that resonates for you in this quote?

The aim of L2 education should be “to give the learner opportunities to develop cultural knowledge, competence and awareness in such a way that might lead to a better understanding if the target culture, the ‘other’ as well of the learner’s own culture, the ‘self’.

Fenner, 2000
Language and culture are inextricably interwoven so that one cannot separate the two without losing the significance of either language or culture.

**Key Messages**

- **Language and culture are inextricably interwoven**

- **Insights from intercultural education** are helping language teachers rethink what we do, and why and how we do it

- **Rethink our role as language teachers from imparter of cultural knowledge and information to facilitator of cultural experiences for students**
Key Messages

- Students need to be actively involved in cultural experiences

- Study of cultural topics should be based on comparing similarities and differences between the target culture and the student’s own culture
Websites with teaching ideas

- Strategies and techniques for teaching culture [www.nadasisland.com/culture](http://www.nadasisland.com/culture)
- Web resources [http://www.cortland.edu/flteach/civ/](http://www.cortland.edu/flteach/civ/)
- [www.caslt.org](http://www.caslt.org) Canadian Association of Second Language Teachers
- Email or internet where students can read Web versions of daily newspapers and same-day reports from sources such as the French Embassy’s gopher service [http://www.francochouette.com/](http://www.francochouette.com/)
Contact me

Melody Kostiuk
Languages Consultant, Institute for Innovation in Second Language Education
Edmonton Public Schools
melody.kostiuk@epsb.ca
PH: 780-498-8782
CASLT/ACPLS Presenter: Bonjour tout le monde, nous commençons en 38 minutes. : -()

CASLT/ACPLS Presenter: top of screen next to your speaker button?

j k genis: I don't see a mic or camera icon and the screen says "Nothing is being shared"

Tracy 2: Not on mine. It just has Mute my speakers or Adjust speaker volume

CASLT/ACPLS Presenter: we will turn on the mics later in the session

CHALLENGES to including culture in your teaching day (Slide 4 of PowerPoint presentation)

CASLT/ACPLS Presenter: time!!!!!!!!!!!!!

j k genis: Time is definitely a key factor!

Amy Flight: Time!

Stephanie Mahncke: all of them, also lack of enough knowledge, training

Wendy Carr: tough to find authentic resources (that aren't online)

Stephanie Arnott: I think assessing cultural knowledge is a challenge...I think teachers can integrate it, but how to assess?

Lisa Browne Peters (NL): All of them.

j k genis: Overlap with other grade curriculum

Blanca A Cardenas: all of them

j k genis: authentic experiences

CASLT/ACPLS Presenter: yes - how to assess

CASLT/ACPLS Presenter: fo sho

Stephanie Arnott: : )

Lori Gosselin: how to assess?

Michelle De Abreu: Lack of clear and relevant curricular outcomes

DEFINITION OF CULTURE (Slide 8 and ff of PowerPoint presentation)

Tracy 2: traditions

Tracy 2: family life

Tracy 2: food

Stephanie Arnott: culture is everyday life
Tracy 2: holidays

France Dupuis: Culture is how people talk, dress, see things with their eyes, what they eat, what they do for activities, their traditions

Wendy Carr: reflective of one's worldview

Lisa Browne Peters (NL): beliefs, values, traditions, language, way of life

Stephanie Arnott: including how we think, what we do...

Michelle De Abreu: A people’s beliefs, attitudes, traditions, ways of thinking and knowing

Maria Carmen Romero: history, literature, art, crafts, social celebrations, rituals, legends, commonly held values

Heather Kenny: traditions, daily life, food, film, music, art, the experience of living in the linguistic milieu.

CASLT/ACPLS Presenter: wow - great replies

Lisa Browne Peters (NL): everything that defines and shapes a common group of people

Maria Carmen Romero: it is comprehensive and includes many different and complex aspects

Stephanie Arnott: I see culture as being both social and individual - so I guess the "features of a society or a social group" is popping out at me immediately in this definition...

j k genis: it is very comprehensive - involves so much

France Dupuis: Distinctive (to who we are)

CASLT/ACPLS Presenter: good point j k

Heather Kenny: Despite having written the opposite, my memories of German culture taken from my time living there all align perfectly with UNESCO's definition, and not the definition I just typed.

Tammy Wilson: Ways of living together... i4

CASLT/ACPLS Presenter: involves soooo much

j k genis: so much of both definitions here involve how societies react to what has happened to them throughout history / a society's shared 'experience'

Kajree Islam: concept of time

Wendy Carr: family systems

Kajree Islam: (I am surprised to see that)

Stephanie Arnott: family systems is surprising to me

Stephanie Mahncke: occupation roles

Tammy Wilson: I haven’t necessarily considered them all before, but I don't think they surprise me
Stephanie Arnott: disability roles - not sure what that means?

Tracy 2: Surprising concerning other cultures, not as much when I'm thinking about French

j k genis: so much of this depends on age of students. With senior grades, culture should go beyond the 'visible', somewhat touristy cultural aspects

Tammy Wilson: I am curious to understand some of them better... like conversational patterns

Lisa Browne Peters (NL): Not so much surprising, but definitely things that may not readily come to mind when thinking about culture.

Maria Carmen Romero: long held traditions that we are afraid to present if we don’t fully agree with

France Dupuis: Strange enough, I see these under the iceberg when teaching about Aboriginal studies but not as much in a FSL class

Maria Carmen Romero: body language

Stephanie Arnott: ha ha - yeah, that was me: )

CASLT/ACPLS Presenter: : -)

j k genis: I see many of the 'roles' mentioned working well in an FSL class - I teach about justice et 'un esprit ouvert' in which we treat the different forms of discrimination within many social groups

Stephanie Arnott: that helps

Stephanie Arnott: thank you!

Michelle De Abreu: If we stick to the visible aspects of culture, it is too easy to teach 'about' culture. It is more challenging to teach students to be able to interact appropriately within the cultureS of the target language. It can be too easy to think of a monolithic target language culture and forget that there may be multiple cultures that speak the L2.

j k genis: Agreed, Michelle!

Tammy Wilson: Easily taught... Concept of time and family systems seem more like awareness pieces, but unwritten rules of conduct are more complicated to address

Stephanie Arnott: Jim - technical question. is there a way for me to increase the size of the chat space?

Tammy Wilson: Oh please!

CASLT/ACPLS Presenter: @stephanie - unsure

Stephanie Arnott: no worries - just thought I’d ask

j k genis: I think many of these topics could involve heavy research / learning on teacher's AND students' part

CASLT/ACPLS Presenter: in the corner of the chat there is a menu with text size in it

Kajree Islam: age roles, gender roles
Wendy Carr: family systems

Amy Flight: body language and facial expressions

Heather Kenny: body language, facial expressions, family systems.

Stephanie Mahncke: personal space

CASLT/ACPLS Presenter: @stephanie - in the corner of the chat there is a menu with text size in it

Lori Gosselin: sociolinguistic conventions - body language, facial expressions

Stephanie Mahncke: facial expressions, rules of conduct

Stephanie Mahncke: competition vs cooperation

Michelle De Abreu: The 10% that is visible is easiest to teach

Maria Carmen Romero: all if done with respect and understanding

Stephanie Arnott: i feel like you could feasibly teach them all, but it would depend on the teacher's knowledge and whether there exists one point of view on each of these aspects related to the L2

j k genis: All the 'roles' and family systems, problem-solving, language conventions,

Wendy Carr: could be problem-solving -- depends on how approached

Stephanie Arnott: oh - I see. Ones they could learn in order to use/adopt

Tammy Wilson: There are many that will be difficult for teachers who are teaching languages that are not native to them. I speak French, but I am not sure I would be able to appropriately reflect all these from a French perspective (esp. Quebec v France)

j k genis: There are many great resources for learning and then teaching + personal experiences and voyages/experiences

Wendy Carr: students can absorb a lot through video, experience -- it's how deeply they can express their reflections/responses that will vary

Lisa Browne Peters (NL): Teacher knowledge is key - Important not to make generalizations/stereotypes

Tammy Wilson: It is very difficult to navigate the chat... I am not reading as fast as they appear and scrolling back is touchy... too sensitive

Stephanie Arnott: @tammy - i agree

j k genis: Sometimes they don't really even know how to respond - but it is good to expose them to different 'experiences' and give time to 'mull' things over.

Tracy 2: Tammy, click in the chat box and then us the roller on your mouse

CASLT/ACPLS Presenter: thanks @tracy2

Stephanie Arnott: don't have a mouse - but I'll deal : )
Tammy Wilson: I have a touch pad... not a mouse... trying... but not much luck
Tracy 2: These slides will be available on the website, right?
CASLT/ACPLS Presenter: small bar on right of chat window as well u can click and drag
CASLT/ACPLS Presenter: YES!! - SLIDES WILL BE MADE AVAILABLE TO MEMBERS
Stephanie Arnott: ha ha - THANK YOU!
Tammy Wilson: Ah. Thank you! Click and drag works.
CASLT/ACPLS Presenter: perfect @tammy
Tracy 2: Anyone else teaching grades 2-8?
Tammy Wilson: JK-8
Tracy 2: JK? Bless you!!! (Hee, He!)
Tammy Wilson: Ha! I see you've enough experience to consider that! Pretty fun though.
Maria Carmen Romero: from SK to 8
j k genis: This last point is so important when discussing immigration and integration in France
Stephanie Arnott: yes!
Wendy Carr: Yikes!
CASLT/ACPLS Presenter: yeahhh
j k genis: ??????!!!!!
CASLT/ACPLS Presenter: a test

STEREOTYPES AND GENERALIZATIONS TEST (Slide 14 of PowerPoint presentation)
Blanca A Cardenas: 1. stereotype
Tammy Wilson: G: 3, 4, S: 1,2 5
j k genis: 1S 2S 3G 4G 5S
CASLT/ACPLS Presenter: S or G??
Tracy 2: stereotype\
Stephanie Mahncke: stereotype
Kaori Tanaka: s
Asha Mohindra: s
Wendy Carr: S
Maria A. Rodriguez: s
maria carmen romero: s
Michelle De Abreu: S
Stephanie Arnott: s
Lisa Browne Peters (NL): applying to everyone
Julie Stapleton: S - it mentions everyone
Wendy Carr: Everyone
Stephanie Arnott: talks about everyone
j k genis: sweeping statement
Lise May: s
Tracy 2: s - all
j k genis: s
Kaori Tanaka: s
Wendy Carr: S
Tammy Wilson: S
Stephanie Arnott: s
Kajree Islam: s
Blanca A Cardenas: 2 S mention all
Lisa Browne Peters (NL): S - all
Asha Mohindra: s
maria carmen romero: s
Heather Kenny: Stereotype - blanket statement about culture.
Stephanie Mahncke: s
Lori Gosselin: S - all
Lise May: s
Michelle De Abreu: I wish this were true and I could be Ukrainian...
Julie Stapleton: S - ALL
Wendy Carr: G
j k genis: g
Kaori Tanaka: g
Stephanie Arnott: g
Tracy 2: s - all Germans?
Stephanie Mahncke: g
Kajree Islam: g
Tammy Wilson: G
Asha Mohindra: g
Lisa Browne Peters (NL): G - an observation about many
Michelle De Abreu: g
Heather Kenny: Generalization - "Tend to".
maria carmen romero: g
j k genis: TEND
Blanca A Cardenas: g
Julie Stapleton: G - tend to
Lise May: g
Tammy Wilson: Tend to... rather than all
Stephanie Arnott: tend
Tracy 2: Oh, I see.
Lisa Browne Peters (NL): G - Many
j k genis: 4g
Kaori Tanaka: G
Wendy Carr: G
Stephanie Arnott: g
Stephanie Mahncke: not black and white terminology used
Heather Kenny: Generalization - "Many", not all.
Amy Flight: G 'many' not all
Tracy 2: G many
Blanca A Cardenas: g
Tammy Wilson: G... many but not all
Stephanie Mahncke: g
Julie Stapleton: G - Many, not all
maria carmen romero: g
Stephanie Arnott: many not all
Lise May: g
j k genis: s
Kaori Tanaka: S
Stephanie Mahncke: stereotype
Stephanie Arnott: s
Michelle De Abreu: s
Julie Stapleton: S - Asians
Heather Kenny: Stereotype - making assumptions. blanket statement.
Tracy 2: S
maria carmen romero: s
Lisa Browne Peters (NL): S - statement about everyone
Lise May: s
Tammy Wilson: S
Heather Kenny: It's important to discuss stereotypes. If they're not addressed, false assumptions can and will continue.

Tammy Wilson: Sure... it would make kids aware of their thinking and assumptions... we could start with some Canadian examples which they might not relate to themselves... and branch out fromm there.

Stephanie Arnott: i think getting students to create stereotype statements about what they perceive to be their own culture, and then generalizations that they feel apply to them (off the top of my head)

Lisa Browne Peters (NL): to teach students about stereotypes, perhaps even in their own culture

j k genis: Introducing a new theme - getting students to compare our culture to another It is important that everyone clearly understand the difference between the two

maria carmen romero: list a few popular statements that characterize a culture.

j k genis: Even as students mature, there are many news items that we can use to analyze media

j k genis: re ster vs gene

Stephanie Arnott: getting students to choose a picture that represents a stereotype about their own culture or the L2 culture
Take a moment to study the picture and tell me something about (Slide 16 of PowerPoint presentation)

Lisa Browne Peters (NL): common dress
Kajree Islam: sharing is happening
Kajree Islam: (the laptop)
Lisa Browne Peters (NL): all male
j k genis: the world is getting smaller!
Stephanie Arnott: laptop in the wilderness...where is the plug going?
Wendy Carr: mix of tradition and modernity
Julie Stapleton: The people are all looking at the laptop
Wendy Carr: Hal where's the plug going??
CASLT/ACPLS Presenter: we need more power scotty!!
Stephanie Arnott: they are all dressed the same
j k genis: we can communicate with everyone!
maria carmen romero: mixing of cultures
Wendy Carr: gender representation??
Tracy 2: WiFi???
Julie Stapleton: The dress is different than what we would see in our society.
Lisa Browne Peters (NL): traditional dress, but wearing a watch
France Dupuis: they are using google map to know where to go
Heather Kenny: Some might make assumptions that a certain culture and technological competency do not go together. Lack of knowledge leads to stereotypes.

Tracy 2: Problem solving
j k genis: we have to be careful NOT to make assumptions about 'different' cultures
Stephanie Arnott: oooo - i like this
j k genis: Useful, yes.
j k genis: Great 'reaction' steps to develop
Tracy 2: This is useable
Heather Kenny: I/E for me.
Lisa Browne Peters (NL): Students would learn a lot from this process

Kajree Islam: D/I for me

CASLT/ACPLS Presenter: i use this a lot with students!! It is really good from a cultural and a language learning perspective

j k genis: I/E?  D/I???

Stephanie Arnott: i would add to the evaluation "WHY do i think what i think?" to get a sense of what influences their interpretation

Julie Stapleton: The men are looking at the laptop

Kajree Islam: group of people

Stephanie Arnott: the men are all wearing red

Tracy 2: problem solving

Tracy 2: near water

Michelle De Abreu: I jumped first to evaluation- `I love the juxtaposition of modern and traditional'- then mindfully went back to the question asked: What do I see?

Tracy 2: electricity

Stephanie Arnott: they are lost

Stephanie Arnott: they are working together to solve a problem

Tracy 2: perhaps a disagreement

Wendy Carr: they are planning something

Lisa Browne Peters (NL): They are on a work retreat

j k genis: researchers! Water-shed engineers?

maria carmen romero: they are doing research in a jungle

Tammy Wilson: Either that... or someone got a good joke in an email...

CASLT/ACPLS Presenter: lol

j k genis: Endless possibilities for students to contribute

Lisa Browne Peters (NL): Encourages self-questioning...am I making a stereotype?

j k genis: Yes

Tammy Wilson: Sorry, I missed the question... my sound is poor

maria carmen romero: they are concentrating on solving a problem or situation.

Stephanie Arnott: i feel confident in how i interpreted the situation - would that be positive?
Tracy 2: like, do I feel that my interpretation is positive or negative?

Lisa Browne Peters (NL): Are we applying our own cultural norms to the picture?

Lisa Browne Peters (NL): *cultural

Lise May: technology has reached the world!

Heather Kenny: They are two things, seemingly traditional/modern, that we don't generally expect to see together.

j k genis: This is great for group discussions! Students can help each other become more aware of HOW we think about things

Tracy 2: Yes,

Stephanie Arnott: yes please!

Lisa Browne Peters (NL): definitely

maria carmen romero: me

Tammy Wilson: Yes

CASLT/ACPLS Presenter: oo oo oo

Tammy Wilson: So interesting

Stephanie Mahncke: very cool

j k genis: Learn something new every day! Great to see these groups working together!

Tammy Wilson: and wouldn't that make for an interesting discussion!

Lisa Browne Peters (NL): Probably mot what most students would have guessed.

Kajree Islam: Could you please show the slide on culture that had the circle diagram, please?

Lori Gosselin: assessing intercultural

Tracy 2: Still not feeling sure of Evaluation. Is my interpretation negative or positive???

Kajree Islam: yes

Kajree Islam: thank-you

Tracy 2: Is it my personal feeling of my own interpretation?

j k genis: I think that we've just BARELY touched the 'tip of the iceberg'! We really need more session like this as there are so many questions to address!

j k genis: ***touched

Francesca Martinez: Just joining in. A bit late. Sorry. I was coaching.

CASLT/ACPLS Presenter: agreed @j k genis:
Stephanie Arnott: i can see the "feeling" aspect of the evaluation phase with the test items for sure

Tammy Wilson: Yes. Love the iceberg concept... helps bring possibilities to the forefront... but we have only started to get a handle on what we can do in our classrooms.

Stephanie Mahncke: Is there a way that we can access the slide show and the participants Chat ideas and suggestions?

Stephanie Mahncke: after this session I mean

CASLT/ACPLS Presenter: we will scan the chat and make available to all members

Tracy 2: It is going to be on the website

CASLT/ACPLS Presenter: as well as the presentation

Kajree Islam: could you show the second slide on key messages again, please?

Kajree Islam: (near the end)

Stephanie Mahncke: ok, thank you. If we are participating as a guest, will we be able to access this?

j k genis: Will there be more continued learning/sessions?

CASLT/ACPLS Presenter: yes @j k genis:

Wendy Carr: Yes. Jim Howden will be presenting next month on aboriginal language education.

j k genis: Even for non-members?

Francesca Martinez: Would I be able to access what I missed?

Kajree Islam: how can guests access the slides?

Tracy 2: Yes, I really like this format. Others? Specifically for FSL???

Tammy Wilson: I am interested in more... this feels like an introduction and a starting point ...

Stephanie Arnott: target culture as "the other" - can be problematic

Wendy Carr: Yes, next year -- we're open for suggestions!

CASLT/ACPLS Presenter: @Stephanie Mahncke - only CASLT members will be able to access the archive and the recording

Michelle De Abreu: I think that the purpose is not necessarily complete- no focus on interaction with the C2

maria carmen romero: International languages, like in the case of Spanish, the cultural differences are so varied that the possibilities are very broad indeed

Stephanie Arnott: Melody - this has been great!

Francesca Martinez: Will there be resources for culture?
j k genis: Agreed, very interesting!

Lisa Browne Peters (NL): Thank you Melody. This is a great springboard to help us consider how we presently integrate culture and what else we need to consider/change/add.

France Dupuis: I think that students need to start with their own culture to differentiate what is stereotype and generalization then compare to others

Stephanie Arnott: yes - I tell my teacher candidates that teaching culture starts with them examining their own culture

Lise May: How can we link the teaching of the 2nd language and its culture?

CASLT/ACPLS Presenter: @francesca - coming up at the end

Tammy Wilson: In junior grades, I can see beginning the process by discussing Canadian stereotypes and how well they do or do not ring true for students in our own class... and then discussing some others they may be aware of ...uncovering the impact that these assumptions can have on our interactions with others.

j k genis: And we all continue to learn so much about our own when looking at other cultures

Tracy 2: Yes, France. And that begins in the younger grades.

Stephanie Arnott: these links looks great!

Stephanie Arnott: *look

Francesca Martinez: It is important to know who we are and what our background is in order to appreciate other cultures.

CASLT/ACPLS Presenter: (print screen!!!)

Stephanie Arnott: @francesca - i agree: )

Kajree Islam: is it possible to make the text darker with the website addresses?

Tammy Wilson: In upper elementary, there are likely some students who have been impacted by stereotypes about themselves

j k genis: Yes, when teaching French, France and Quebec are such SMALL parts of 'francophonie'

Stephanie Arnott: i think they are hyperlinked

CASLT/ACPLS Presenter: sorry @kajree - no

CASLT/ACPLS Presenter: but we we plan to make a pdf available

Wendy Carr: Merci Melody!

Stephanie Arnott: Oui - merci Melody!!

Kajree Islam: I think my question is more directed at the CASLT presenter: how can guests access these slides?
maria carmen romero: can we get the power point for reference?

Kajree Islam: *the

Amy Flight: Merci Melody!

j k genis: How can teachers work together to make a ‘bank’ of ‘cultural resources to share with each other????

Wendy Carr: on the members only section of the CASLT website

Heather Kenny: Merci beaucoup!

Lisa Browne Peters (NL): A super presentation Melody! Merci beaucoup!

j k genis: Great session! Un gros merci!

Francesca Martinez: Merci beaucoup.

jane knibbs: Merci mille fois!

Michelle De Abreu: Thank you, Melodia! Great job!!

Kajree Islam: Merci!

Lisa Browne Peters (NL): That would be wonderful!

Wendy Carr: Would be a great next session. Thanks for this feedback!

Tracy 2: Merci!

Lisa Browne Peters (NL): TThis was great!

Melody Kostiuk: Thank you everyone!

maria carmen romero: merci, thanks , gracias

Tammy Wilson: Thank you for hosting this. It is going to be a useful experience... I hope we can continue

Kaori Tanaka: thank you !

Michelle De Abreu: Thank you Jim and Guy!

Maria A. Rodriguez: thank you very much

Noriko Saito: Thank you, Melody. It was a great presentation!

Lisa Browne Peters (NL): à la prochaine!

Stephanie Mahncke: thank you!

Guy Leclair: Yes, I will send out announcement where and how to access the presentation

Heather Kenny: Hoping that more sessions like this happen soon.
j k genis: An excellent hour! Too short!!!!
j k genis: Weel, them, mission accomplished!
Wendy Carr: Some big picture ideas and ready-to-share activities.
Guy Leclair: Merci !
France Dupuis: You are right Jim, quality versus quantity. Thanks
Francesca Martinez: Will there be another of this session?
Lisa Browne Peters (NL): Merci!
Tracy 2: Tammy and Maria how can we share???
CASLT/ACPLS Presenter: yes @francsesca
Blanca A Cardenas: thanks
Lisa Browne Peters (NL): Until next time...à la prochaine!
Asha Mohindra: Thank you. Very informative
CASLT/ACPLS Presenter: yeahhhhhhhhhhhhhhhhhhhhhhh
Stephanie Arnott: à la prochaine tout le monde: )
j k genis: Weel, you did so well, Melody.
maria carmen romero: mcromero@sympatico.ca toronto
jane knibbs: Congrats! You did very well Melody!
Michelle De Abreu: Bye Mel!
Francesca Martinez: Merci beaucoup. Bonne chance à tous!
Tammy Wilson: also on the Ontario Core French FB Group4
Tracy 2: Tracy 2 petetrac@alcdsb.on.ca
j k genis: genisj@hdsb.ca
Tammy Wilson: twilson@smcdsb.on.ca
Francesca Martinez: martfran@alcdsb.on.ca
Noriko Saito: Thank you. It was very informative. great presentation and discussion.
CASLT/ACPLS Presenter: thanks everyone
CASLT/ACPLS Presenter: see u soon!!!!!
CASLT/ACPLS Presenter: in Niagara Falls!!
Tracy 2: Maria, want to share ideas?

Lise May: We need more online presentations such as this one. Great way to communicate!

CASLT/ACPLS Presenter: will @lise

CASLT/ACPLS Presenter: will do @lise

Tracy 2: This is a great forum

Tracy 2: Merci

CASLT/ACPLS Presenter: to exit, simply click the X in the top right, or ALT F4