

# **HLTP #5: Focusing on Cultural Products, Practices, and Perspectives in a Dialogic Context**

**Language Teaching Summer Institute 2023 (LTSI) Final Project**

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# Reflection

Through the LTSI two-week workshop with Dr. Difino, I learned a lot about different practices in teaching foreign languages. For instance, the instructor Dr. Difino and my classmates explained some tech tools that can be used in language classes, to name a few: Padlet, Kahoot, and ZenGengo. Moreover, We discussed the implementation of authentic materials in language classes and its effect on learners. We also discussed assessment in language classes and how it became a part of language learning. Teaching culture in language classes was one of the most critical areas discussed in the workshop. Therefore, I created my final project on teaching culture and language through technology. The workshop discussions and interaction with Dr. Difino as well as my classmates made designing my final project much more accessible.

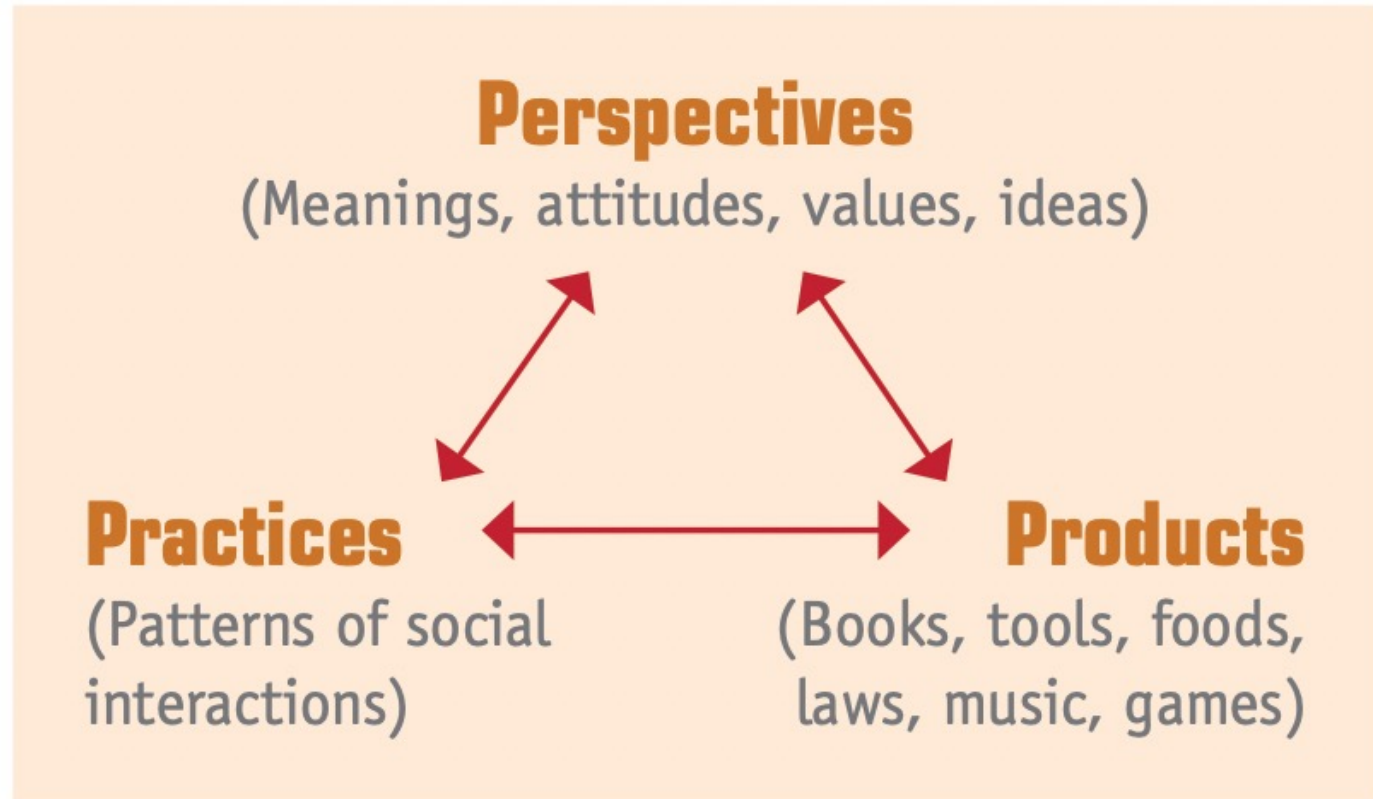
# Incorporating culture in Language Instructions

Before starting teaching culture, teachers should:

- 1- Do their research
- 2- Brainstorm cultural connections using themes
- 3- Compile authentic resources
- 4- Make cultural comparisons

(Spathis, 2020)

ACTFL's  
Cultural  
Framework  
(3-Ps)



(Cutshall, 2012)

A dark gray circle with a white border containing the text "ACTFL's Cultural Framework (3-Ps)".

ACTFL's  
Cultural  
Framework  
(3-Ps)

## **Products—Both Tangible and Intangible**

Items required or justified by the underlying beliefs and values of that culture.

(e.g., books, arts and crafts, tools, foods, laws, dress, types of dwellings, music, dances, and games).

## **Practices—“What to Do When and Where”**

Patterns of social interactions or behaviors accepted by a society.

(e.g., rites of passage, use of forms of discourse, social “pecking order,” and use of space).

## **Perspectives**

Representing that culture’s view of the world.

(e.g., meanings, attitudes, values, and ideas)

(Cutshall, 2012)

# Enacting the culture lesson in 4 steps:

**Step 1: Images and Making Observations**

**Step 2: Analyzing Additional Information about the Product and/or Practice.**

**Step 3: Generating Hypotheses about Cultural Perspectives.**

**Step 4: Exploring Perspectives and Reflecting Further.**

(Glisan & Donato, 2023, P. 124-6)

# Previous Studies

”Have all firmly stated that cultural understanding and cross-cultural comparisons are a necessary component of language pedagogy” (Stem, 1983, p. 250).

“Sociolinguistic competence - which is concerned with the social rules of language use - is equally as important as grammatical competence - the linguistic rules of a language” (Hymes, 1971, p. 19 )

# Previous Studies Cont.

## Culture & Language

”Culture influences language teaching in two ways: linguistic and pedagogical. Linguistically, it affects the semantic, pragmatic, and discourse levels of the language. Pedagogically, it influences the choice of the language materials” (Genc & Bada, 2003, p. 75).





Incorporating culture in Arabic classroom

# Lesson #1 (Google Maps)

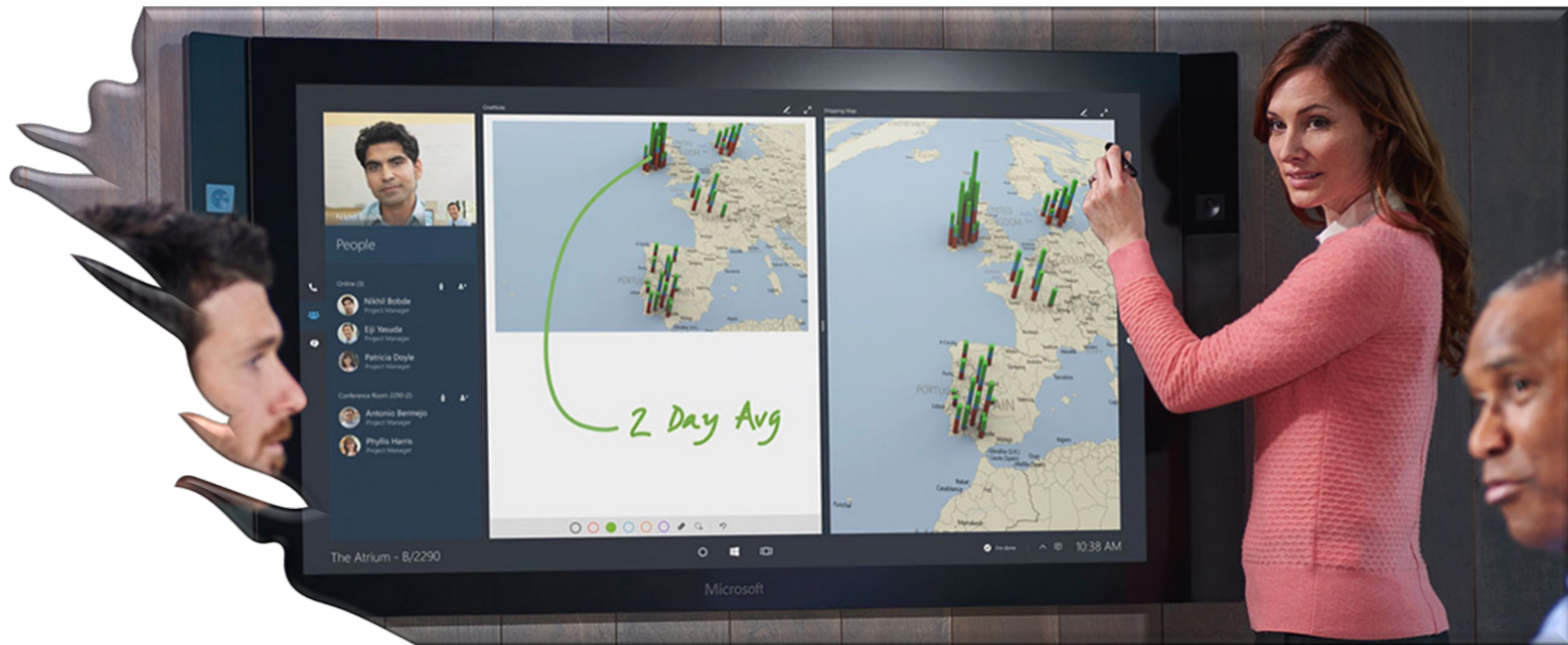
- **Objectives:**

- **TEACHING DIRECTIONS**

- GEOGRAPHICAL LOCATIONS
- HISTORICAL PLACES

- **INTEGRATING CULTURE**

- AUTHENTIC RESTAURANTS
- AUTHENTIC MARKETS



# Lesson #1 Steps

## Pre-task

1- Introduce the lesson's new vocabulary using a crossword puzzle activity.

2- You can create one on [Education.com](http://Education.com)

## In-task

1- Using Google maps (street view) model navigating directions.

2- Students practice in pairs giving directions.

## Post-task

1- A role-play to ask for directions to a restaurant.



# Lesson #2 (YouTube)

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- OBJECTIVES:

- **INTRODUCING FOOD**

- Famous dishes
- Ingredients



# Lesson #2 Steps

## Pre-task

1- Ss practice the lesson's new vocabulary using their phones on Nearpod.

You can create an activity on [Nearpod.com](https://nearpod.com)

## In-task

1- Play the YouTube video and students work in groups to answer your worksheet

2- Ss read an authentic text and answer a set of questions on Nearpod

## Post-task

1- Provide the students with a model of ordering food from a restaurant.

2- A role-play to order food from a restaurant.



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# Lesson #3

## (Scratch games)

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- **OBJECTIVES:**
- STUDENTS WILL BE ABLE TO BUY CLOTHES AND NEGOTIATE THE PRICE IN THE TARGET LANGUAGE



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# Lesson #3 Steps

## Pre-task

1- Ss practice the lesson's new vocabulary using the scratch game on their phone.

2- There are a lot of tutorials on YouTube to make Scratch games.

## In-task

1- Play the YouTube video and students work in groups to answer your worksheet

2- Ss read a text and answer share their favorite clothing style on Padlet

## Post-task

1- Provide a student of a model of buying clothes from a shop and negotiating the price.

2- A role-play to buy clothes from a shop

[An example of a Scratch vocabulary game \(Made by Xvanyx, 2020\)](#)

# Lesson #4 (TBL)

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- Advanced course
- Cultural awareness and language acquisition
- A semester-long project
- Aims to increase the students' engagement





# Lesson #4 (TBL)

Interviewing Arab native speakers



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Sample Footer Text

# Projects Objectives:



1- Enhance understanding of Arab culture and community

2- Improve self-learning skills and  

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problem-solving

3- Improve the four language skills

# General information:

1. The project is worth 10%
2. The project will be finished in stages and the deadline for every stage is mentioned in the course syllabus
3. Students choose their own topic, but it must be approved by the instructor
4. Meeting the deadlines is essential to having a successful project

# Class Preparation

Students need to be prepared for conducting the project through:

A- Discussions

B- watching YouTube videos

# Procedures:

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**Choosing a Topic**

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**Conducting Interviews**

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**Presenting Findings**

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**Writing a Reflection**

# Results

High-quality work by my students that challenged them to interact with speakers and learn about their lives.

(e.g.: **podcasts, videos, and audios**)

# Lesson #5 (TBL)

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## Introduction

- Elementary course
- Aims to increase the students' cultural awareness and language acquisition



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# Lesson #5 (TBL)

## Objectives

- 1- Enhance understanding of culture
- 2- Recognize the main dishes
- 3- Improve self-learning skills and problem-solving
- 4- Improve students' four language skills



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# Lesson #5 Steps:

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**Watching the  
Recipe (Pre-task)**



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**Cooking the Food  
(In-task)**

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**Writing a  
Reflection (Post-  
task)**



Google Docs

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**Interacting with  
other students (In-  
task/ Post-task)**

## Bio

Ayman is an Arabic instructor at Ohio University and EFL teacher at the American University in Cairo. He holds an M.A. degree in applied linguistics from Ohio University. He focuses on the implementation of technology in language teaching.

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