



Center for

EUROPEAN STUDIES

at the University of Florida

Language Teacher Summer Institute

Summer 2020

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“CULTURAL PRODUCTS, PRACTICES, AND PERSPECTIVES” IN A LISTENING AND SPEAKING ESL CLASSROOM

APPLICATION OF HTLP # 5: FOCUSING ON CULTURAL PRODUCTS, PRACTICES, AND PERSPECTIVES IN A DIALOGIC CONTEXT

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APPLICATION OF HTLP # 5: FOCUSING ON CULTURAL PRODUCTS, PRACTICES, AND PERSPECTIVES IN A DIALOGIC CONTEXT



“Culture is not located in an individual mind but in activity.”



Cultural **products** – foods, monuments, currency, texts



Cultural **practices** – greeting protocols, holiday celebrations, sporting events



Cultural **perspectives**

HLTP #5, FOCUSING ON CULTURE



“...teachers need to be able to engage learners in thoughtful conversations during which they are guided to make cultural observations, hypothesize about and interpret cultural meanings, and compare and contrast cultural perspectives that are unlike their own.”



“Reflecting on culture and conducting cultural investigations... moves education closer to developing informed individuals who can operate with awareness and insight across languages and cultural boundaries.”



(Enacting the Work of Language Instruction: High-Leverage Teaching Practices)

MARICOPA COUNTY
COMMUNITY
COLLEGES COURSE
COMPETENCIES
ESL041: ENGLISH
AS A SECOND
LANGUAGE IV
LISTENING AND
SPEAKING

1. Give a five minute oral presentation on a given topic (speaking function)
2. Express future intentions (speaking function)
3. Explain a step by step procedure (speaking function)
7. Describe a specific person, item, or situation using specific details and characteristics.
9. Summarize an oral presentation in 100 words or less (listening function)
10. Follow a step by step procedure (listening)
12. Summarizing a description (listening)



MCCCD COURSE OUTLINE

MCCCD Official Course Outline

- I. Speaking functions**
 - A. Expressing viewpoints**
 - B. Using the conditional mood**
 - C. Expressing specific activities with reflexive pronouns**
 - D. Using literal and interpretive language**
 - E. Describing with specific details**
 - F. Describing a step-by-step process**
 - G. Expressing intentions**
 - H. Giving an oral presentation**
- II. Listening functions**
 - A. Summarizing an oral presentation**
 - B. Acknowledging opposing views**
 - C. Summarizing a description**
 - D. Following step-by-step instructions**

COURSE COMPETENCIES

MCCCD Official Course Competencies

1. Give a five-minute oral presentation on a given topic. (I)
2. Express future intentions. (I)
3. Explain a step by step procedure. (I)
4. Express viewpoints on issues in conversation. (I)
5. Use the conditional mood to express intentions and unreality. (I)
6. Use reflexive pronouns to express specific activities. (I)
7. Describe a specific person, item, or situation using specific details and characteristics. (I)
8. Use and recognize literal and interpretative language in an oral reading. (I, II)
9. Summarize an oral presentation in 100 words or less. (II)
10. Follow a step-by-step procedure. (II)
11. Acknowledge opposing viewpoints in conversation. (II)
12. Summarize a descriptive selection orally. (II)

FOOD UNIT

For this food project, students work in pairs with a partner from a different country than theirs, who also speaks a different language. Both students will work on the presentation together. They will present about each other's dishes.

Objectives:

Give an oral presentation about a dish from another culture

Explain a step by step procedure in preparing the dish

Describe a dish from another culture

Summarize oral presentations in 100 word or less

Follow a step by step procedure

Summarize a description



STEP 1

Students will respond to Flipgrid assignment, in which they will record a 60-second video naming a favorite dish from their culture, describing what it is (for example, an appetizer, a salad, a soup, a main course, a snack, or a dessert); and mention why it is their favorite dish.

www.flipgrid.com

Students will listen to each other's recordings and select a partner who is from a different country and speaks a language different from their own.

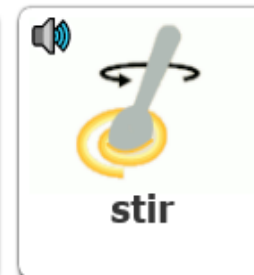
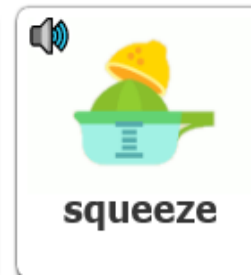
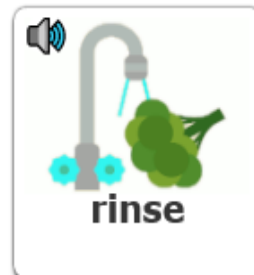
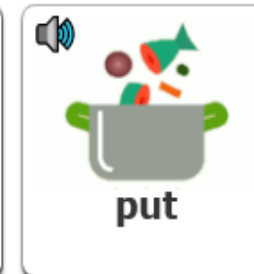
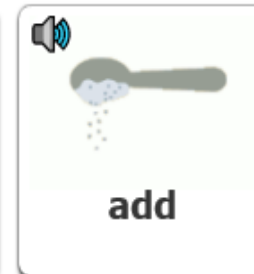
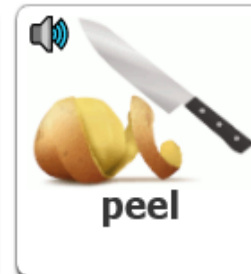
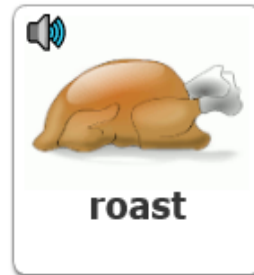
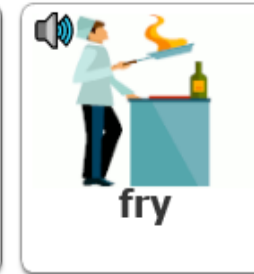
STEP 2

Brainstorm using www.bubbl.us the following aspects of your favorite dish: utensils, ingredients, recipe terms from the Common Recipe Terms list and reasons why you like this dish.

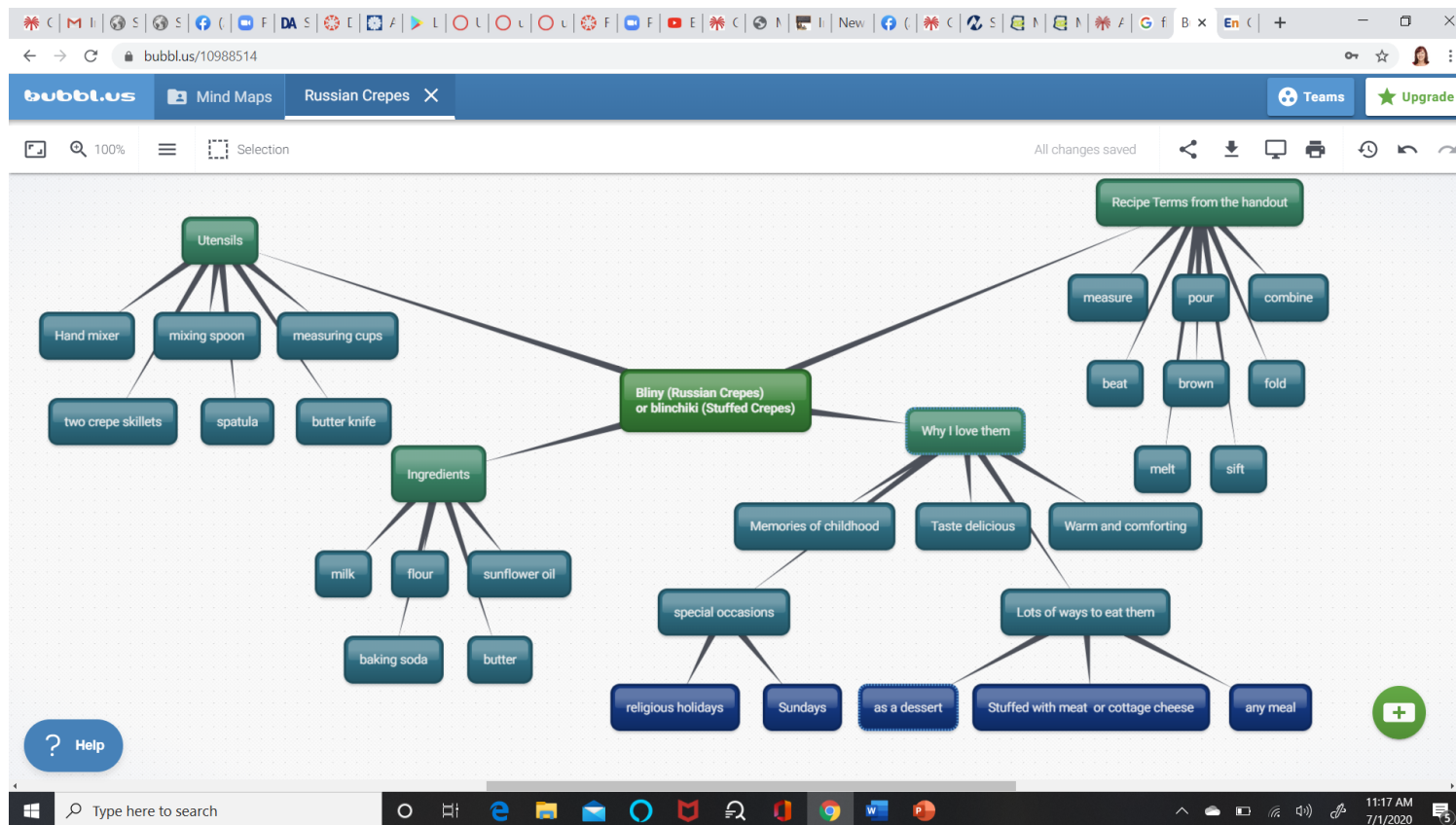
Use this Mind mapping site www.bubbl.us.

Common Recipe Terms list as well as cooking utensils and games to help memorize them can be found on this site <https://www.english-learn-online.com/vocabulary/cooking/learn-cooking-vocabulary-in-english/>

COOKING VOCABULARY



MIND MAPPING EXAMPLE



STEP 3

Interview your partner about his/her favorite dish. Find out everything there is to know about your partner's favorite food from his/her country by asking the following questions and looking at his/her mind map.

1. What is the name of your dish?
2. What dish is it? For example, an appetizer, salad, soup, a main course, a snack, or a dessert. Describe the dish. How do you eat it? With chopstick, your hands, a spoon, etc.
3. Why is this dish your favorite? Is it because it was usually served on special occasions? Maybe your grandmother used to make it for you, etc. Give some background information about the dish.

4. What are the ingredients?

What appliances and utensils are necessary to make your dish?

5. What is the total preparation and cooking time?

STEP 4

Work together to explain and record the steps in the preparation and cooking of the dish. Order everything in sequential order, so that the audience will clearly understand how the food is made. Make sure the audience knows everything involved in the process. Use vocabulary from the Common Recipe Terms when you are describing the steps.

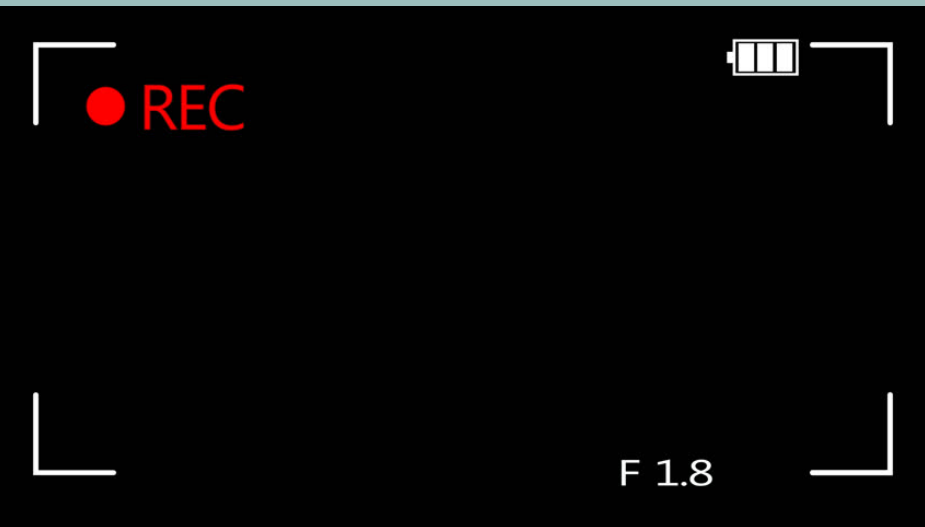
<https://www.english-learn-online.com/vocabulary/cooking/learn-cooking-vocabulary-in-english/>

ADDITIONAL RESEARCH

Learn everything you can about the recipe you are presenting. Do some research and learn if there are different ways to make the food in the recipe. Make sure you are educated in the cooking methods required in the recipe.



MAKING A VIDEO



Make a video of yourself or a family member making the dish.
Requirements to keep in mind:

Your partner will use the video that you make for his/her presentation about your dish

Please don't talk while you are being videotaped because your partner is going to talk about your dish

For privacy considerations, you don't have to show your face in the video. Videotaping your hands during the cooking process is sufficient.

You may add minimal text (short notes) to the video, for example, list the ingredients and mention cooking time.

You may add music to the video.

The video should be 3-4 minutes long.

VIDEO EXAMPLE

Here is an example of a video you will have to make for your partner's presentation. Remember, no talking as your partner will be doing all the talking. Upload the video to the closed Facebook group for the class.

https://www.youtube.com/watch?v=_pqaBxrO9dA

PEER REVIEW AND PRACTICE



Work in

Work in pairs to check for all of the requirements for the presentation.



Rehearse

Rehearse to the video.



Correct

Correct the pronunciation of the dish if necessary and provide other corrective feedback.



Add

Add any missing information.



Prepare

Prepare note cards if necessary.

PRESENT — SPEAK AND LISTEN

In the live online (synchronous) environment, students will present via Zoom by sharing their screen.

During the presentations, the class will listen and take notes summarizing the presentations.

Extra credit assignment – share either your recipe or your partner’s recipe on the free recipe app <https://linguacuisine.com/> .



REFLECTION

Write a reflection essay about the food project. Observe what was the same or similar and what was different among different presentations and international cuisines. What reminded you of your culture and your country's cuisine? What lessons did you learn? For example, I learn again and again that, even though we are from different countries, there are more things that unite us rather than divide us. I also learned that people enjoy talking about their favorite food, and through these conversations about food, you can learn valuable lessons about people's culture, customs, holidays, history, economy, and their family's traditions and social status.

How are you going to use these lessons in your life?

Practice reading your essay and record it on www.flipgrid.com.