

Providing a Framework to Build Cultural Competence in ELAI 990

MVOC Fellowship Project

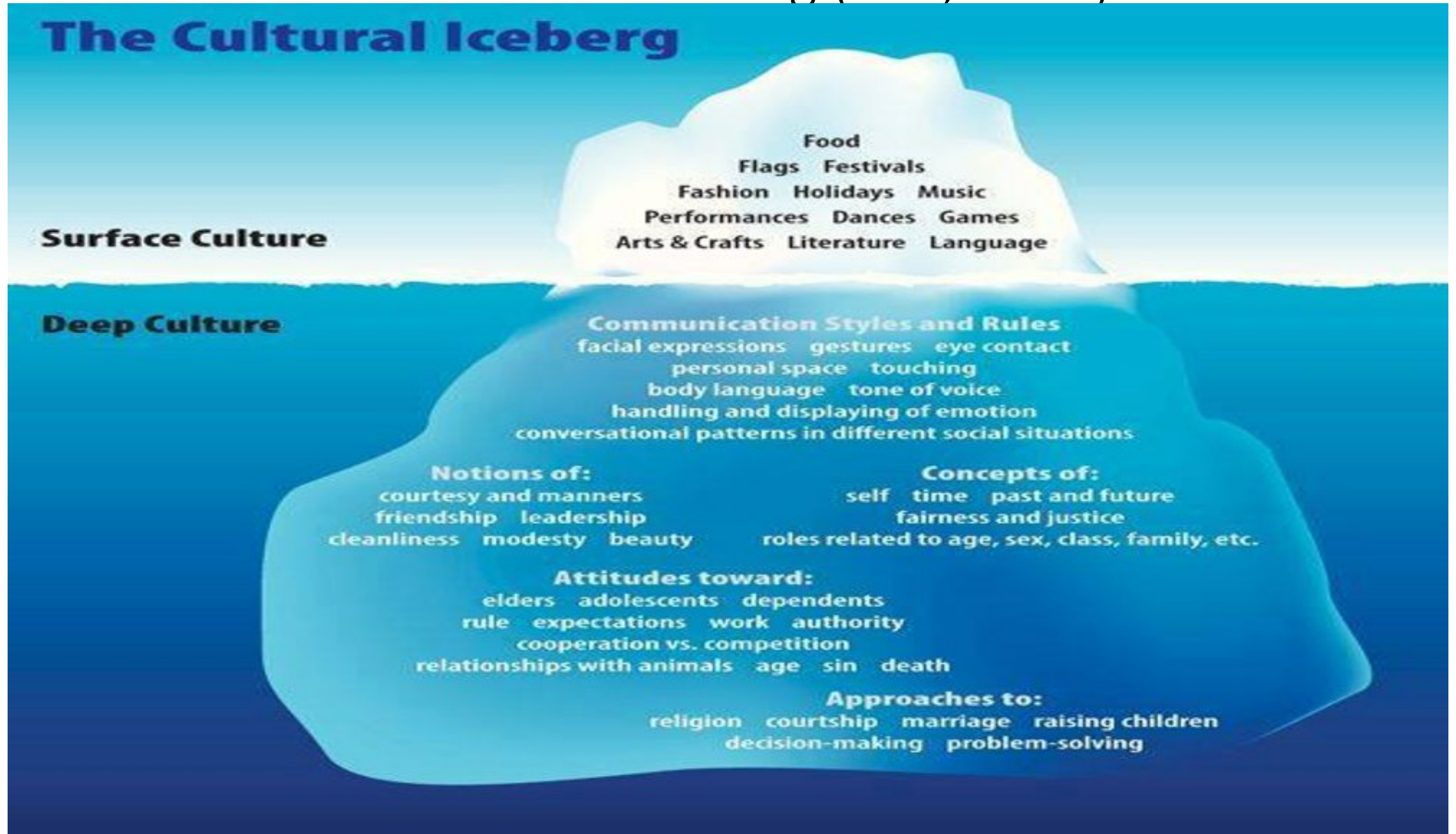
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“The Big Idea”

In order to understand complex global and cross-cultural issues and interactions, students need an analytical framework to identify the relevant cultural and systemic forces at play in these issues. The concepts of “Deep Culture” (Hall 1976) and global-national systems can be part of such a framework.

The Cultural Iceberg (Hall, 1976)



Deep Culture

Communication Styles and Rules:

personal space eye contact tone of voice conversational patterns

Concepts / Notions of:

*friendship leadership beauty manners courtesy
self time roles related to age fairness*

Attitudes Towards:

elders competition vs. cooperation work authority

Approaches to:

raising children problem solving decision making religion

What students need to do

Global Learning Outcomes

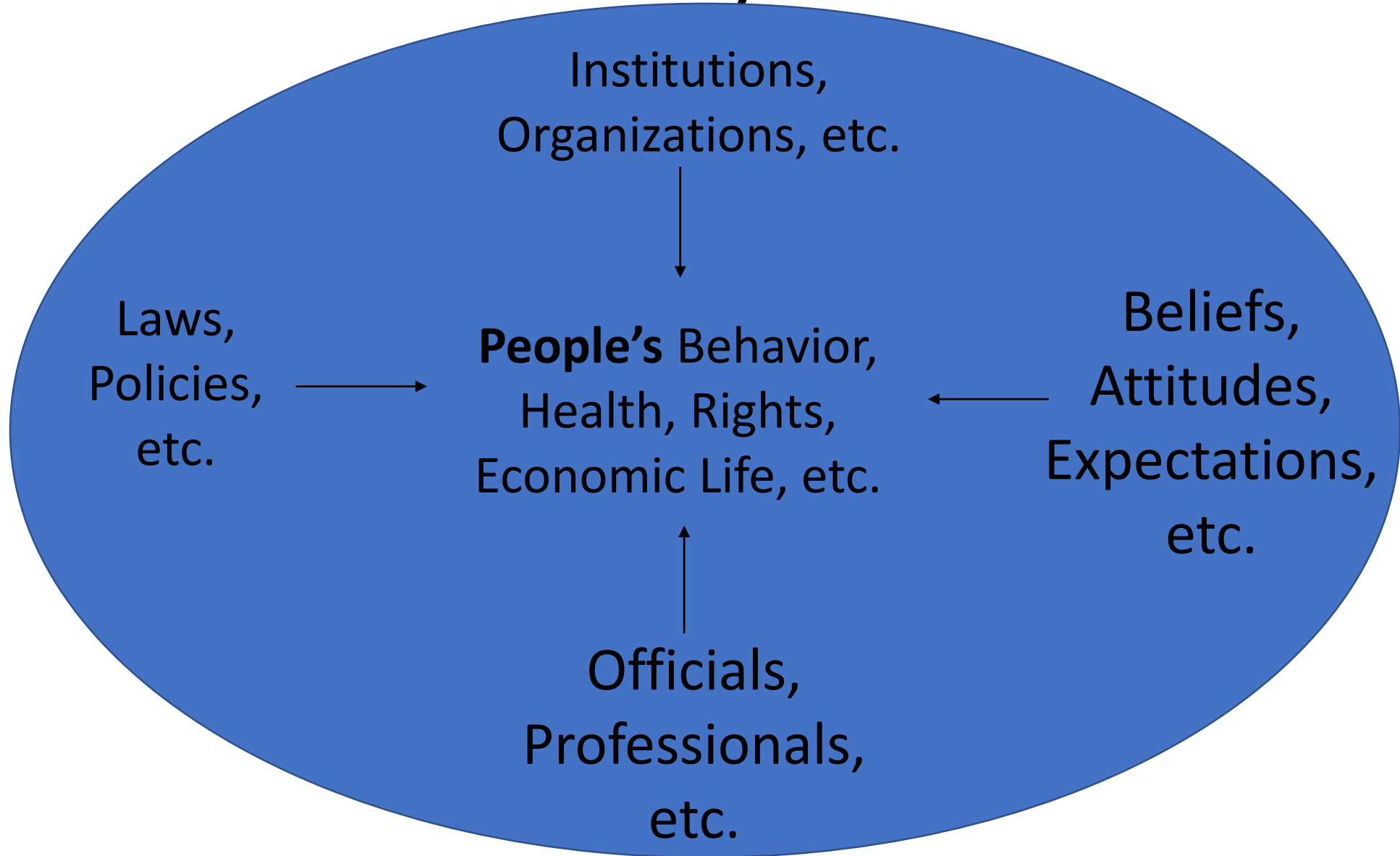
1. Explain one's culture in global and comparative context, recognizing that this culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.
2. Apply knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.

What students need to do

Global Learning Value Rubric

1. Analyze ways that human actions influence the natural and human world.
2. Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.

Human Systems



Building Conceptual Knowledge

National – Global Systems Affecting Health

System	Cause/Factor	Health Effect
Economic:	<ul style="list-style-type: none"> • economic sanctions • consumerism • _____ 	<ul style="list-style-type: none"> • malnutrition • _____ • _____
Societal:	<ul style="list-style-type: none"> • gender inequality • _____ 	<ul style="list-style-type: none"> • higher infant mortality • _____
Colonial:	<ul style="list-style-type: none"> • cultural domination (e.g. language loss) • _____ 	<ul style="list-style-type: none"> • _____ • _____ • _____

Aspects of Deep Culture in a Society You know Well

Aspect of Deep Culture	Examples
Notions of Courtesy and Manners (Syria)	<ul style="list-style-type: none"><li data-bbox="1054 529 2313 772">• The host continues to serve the guest large portions of food after he/she has cleared the plate.<li data-bbox="1054 793 2270 1036">• Even unannounced guests are served tea or coffee and entertained for hours sometimes

Building Language Skills

Language Loss: Key Collocations

culture

fluent

assimilate into

identity

language of

workplace

1. _____ the new society
2. predominant _____
3. _____ speakers
4. ethnic _____
5. _____ everyday use
6. _____ language

Language and Culture: Collocation Sentence Assembly

Instructions: Order the following collocations and phrases to assemble complete and logical sentences.

all residents speak the predominant language are obliged to
the state religion in some societies and follow

the U.S. to teach in the English language only have passed laws
obliging schools local governments in some parts of

Putting it Together

- Readings, Videos
- Assignments, Essays

Readings and Videos to Introduce Issues

- Unit 1: What Happens When a Language Disappears?
 - “History of the Maori Language”
 - “When Languages Die”

(Caplan, Nigel and Scott Douglas, *Q: Skills for Success, Reading and Writing, Level 5*, Oxford, 2015)

- Video: “Cross-Cultural Communication”

(Garda, Ilze, TEDx Talk, October 21, 2014)

In-Class Discussions and Journal Responses

Questions designed to have students reflect on their current knowledge of the general topics:

“What minority people(s) live in a country that you know well? What languages do they speak? Is this language doing well or is it dying? Why or why not?”

Journal Responses and Essays

Questions designed to have students analyze topics, issues, problems, etc. using the “Deep Culture” and Global – National Systems Concepts:

“As we read in ‘The History of the Maori Language’, the Maori language has been under great pressure over the past two centuries. What global-national systems contribute to language loss?”