

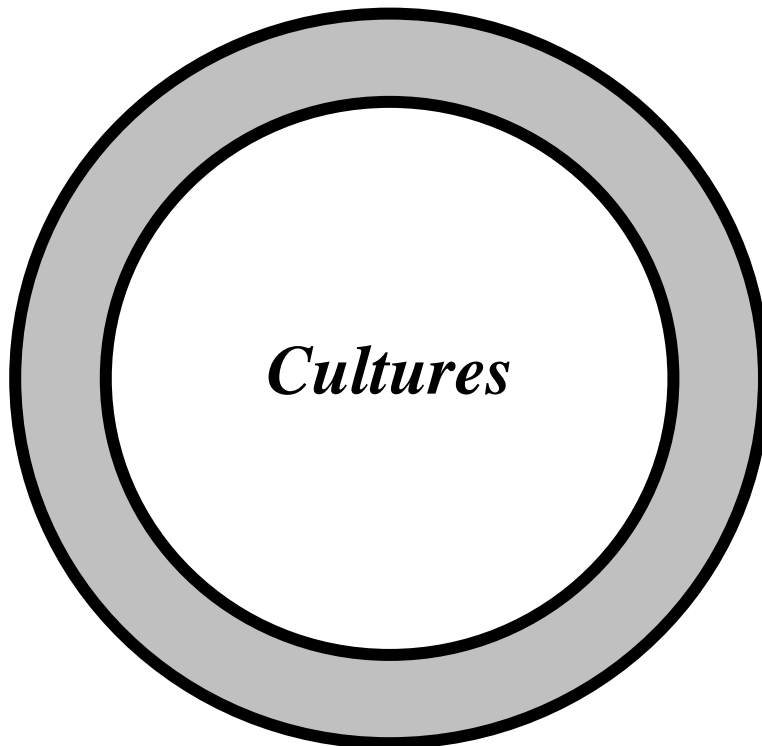
# CULTURES

## *Standard Two*

*Gain Knowledge and Understanding of Other Cultures*

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.



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## *Establishing a Mindset and Direction – KWL*

Tackling cultural topics can be thought-provoking and engage students immediately in the use of the target language. The technique known as KWL can be particularly helpful in wrapping students' minds around topics by calling on their prior learning and having them decide what they would like to learn.

<b>K</b>	what students already <u>know</u>
<b>W</b>	what students <u>want</u> to know
<b>L</b>	what students have <u>learned</u>

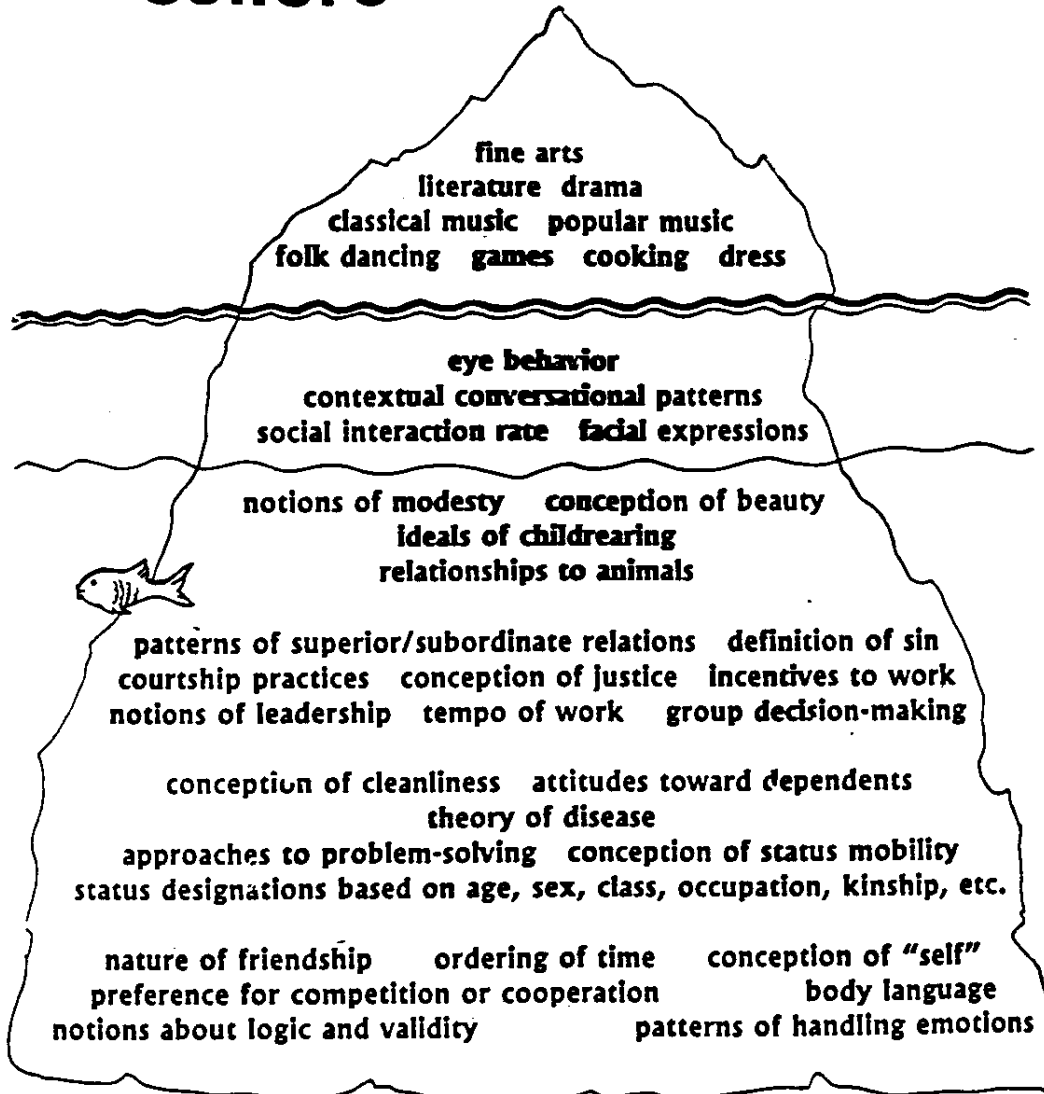
Prior to the reading activity, the teacher facilitates a conversation in which students as a class identify what they already know about a topic (prior knowledge), what they want to learn. This activity is designed to motivate students and prepare them for a successful reading and mental processing experience. Following the reading – completed either in class or at home – students then digest “what they have learned.”

The KWL process can be demonstrated graphically as follows:

<i>Topic:</i> _____		
<b>K</b> <b>(know)</b>	<b>W</b> <b>(want to know)</b>	<b>L</b> <b>(learned)</b>

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## Culture



*Source Unknown*

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## *Internet and Foreign Language Instruction – Culture!*

It's hard to imagine teaching languages without the Internet. With this great resource comes a strong challenge to our schools now more than ever before to transform isolated teaching and learning into meaningful interactive experiences for teachers and students alike. With governmental interest and support, all classrooms in the 2000's have indeed for the first time in history expanded beyond their traditional boundaries and connect with the world in a tangible, integrated fashion.

With only the basics of a computer and access to the Web, users are discovering that they can view and retrieve text files, graphic files, movies, and sounds from all over the world. This retrieving and sharing of information can occur with a speed and efficiency that takes communication to a new level. Because of its wide-spread and instantaneous nature, the Internet has already made good on its promise as a tool for the teaching and learning in our nation's schools. In foreign language instruction, the Internet can help teachers meet the challenge of providing students with materials that are up to date and culturally authentic. With scarcely a trace of lag time, news and information from the target culture can be accessed and serve immediately as the focus for study. Teachers can promote the use of the target language that catapults instruction from simulation into virtual reality.

Imagine for a moment that you are a Spanish teacher in an American high school. With the power of the Internet you can transform the simulation of teaching about Madrid to a reality that you and your students can experience. As you design your lesson activities, you find that you can:

- access city and subway maps
- view photographs of major landmarks of the city
- visit on-line museums and see famous paintings
- obtain tourist information
- participate in discussion groups on Spanish culture and civilization

Through the process of designing this unit of study, you find that your activities with your students are limited only to your imagination. You can not only follow the life of the Spanish society but you can also interact with Spaniards to enhance your knowledge of the subject matter and build your own Spanish language skills. Your teaching has truly transcended the traditional boundaries of your textbook. The resulting instruction allows your students the opportunity to learn via real life experiences.

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Access to the Internet creates exciting opportunities for teachers of languages that simply did not previously exist. With new commitments by local schools for development of technology comes the increased demand for teachers to equip themselves with the skills necessary to transform potential into realized practice. Our needs are perhaps best expressed in two broad questions: (1) what resources are available to me and my students through the Internet, and (2) what strategies and techniques should I use in the classroom to maximize the use of these resources.

The Internet puts at our disposal a wealth of culturally authentic, up-to-date text materials which we can now bring into the classroom as never before. Language teachers who have had to rely on outdated printed resources now find that new and exciting information of significantly higher quality is available at every one's fingertips. The Internet is also a wonderful vehicle for collaboration for learners of a second language. When a second language instructor locates a partner source in the target culture, projects can be developed so that groups of learners can help each other in the language skill development of their neighbors across the world. The content is the culture; the vehicle is the language. When you are using the Internet in the classroom, your classroom has no walls; you are a true citizen of the global village.

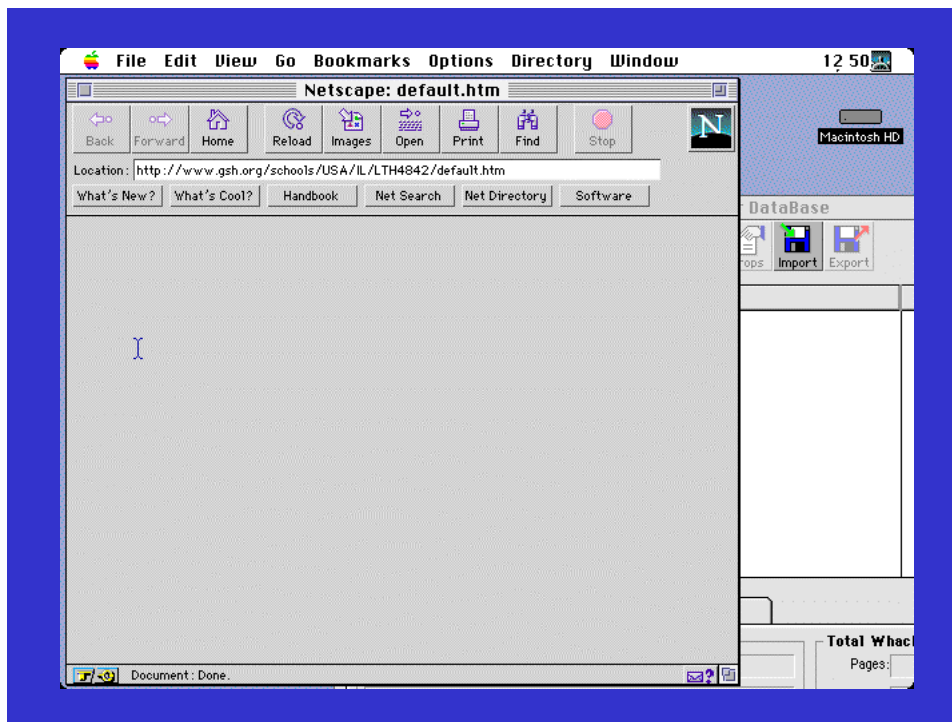


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## *Using your Browser*

Once you have decided on a service provider (America Online, Compuserve, Starnet, IDT, etc.) and installed their software on your computer, using a browser is the next techno-step. Browsers such as Internet Explorer are popular and easy to use. Notice on the screen below that the buttons couldn't be more user-friendly (they know us!) – the best method that my colleagues and I employ is clicking around and seeing what we find. To get a feel for how this network functions, try entering one of the “addresses” listed on page of this manual. After entering `http:// ...`(remaining address as listed), click on enter. Within seconds you will be surfing the site.



*Current, Best Strategies for Strengthening Foreign Language Instruction*  
Practical Techniques for Implementing the Standards for Foreign Language Learning in Your Classroom

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## *Search Engines*

Various search engines can be used to find information on the World Wide Web. Try the following engines – note the differences in types of information and formatting.

*Netscape Net Search*                   //home.netscape.com/home/internet-search.html

*Infoseek*                               //www.infoseek.com/

*Lycos*                                   //www.lycos.com/

*Magellan*                           //www.mckinley.com/

*Excite*                               //www.excite.com/

*Yahoo*                               //www.yahoo.com/

*Alta Vista*                       //altavista.digital.com/

*Web Crawler*                   //www.webcrawler.com/

*DogPile*                           //www.dogpile.com/

*All-In-One*                       //www.albany.net/allinone/all1www.html

*Hot Bot*                           //www.hotbot.com/

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Popular search engines:



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The homepage of another search engine, *Infoseek*:



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Searching: "Tour de France"

The screenshot shows a Netscape browser window with the title "Netscape: Infoseek: Tour de France". The address bar contains the URL "http://www.infoseek.com/Topic/Tour\_de\_France?sv=IS&lk=1b&svx=related". The browser interface includes a menu bar (File, Edit, View, Go, Bookmarks, Options, Directory, Window) and a toolbar with buttons for Back, Forward, Home, Reload, Images, Open, Print, Find, and Stop. Below the toolbar are buttons for "What's New?", "What's Cool?", "Handbook", "Net Search", "Net Directory", and "Software".

The main content area displays search results for "Tour de France". It starts with "Sites 1 - 10 of 21" and a "Hide Summaries" link. The results are as follows:

- SPORTS**  
[Baseball \(MLB\)](#)  
[Basketball \(NBA\)](#)  
[College sports](#)  
[Football](#)  
[Golf](#)  
[Hockey](#)  
[Motor sports](#)  
[Outdoor sports](#)  
[Soccer](#)  
[Women's sports](#)
- Buy the book**  
For [books](#) on [baseball](#), [golf](#), [hiking](#) and [fitness](#), go to [Borders.com](#). The best selection in the world.
- ✓✓ **[1998 Tour de France Official Site](#)**  
Daily coverage, information about the route, complete historical database of the tour, and more. In French and English.  
<http://www.letour.fr/> (Size 0.3K)
- ✓✓ **[Associated Press: Tour de France](#)**  
Top news, tour stages, past tour information, and links from the AP wire service.  
<http://wire.ap.org/APpackages/tourdefrance/index.html> (Size 3.6K)
- ✓✓ **[Bicyclist.com: Tour de France](#)**  
Preview, same-day race reporting, photo gallery, quotes from riders, map, teams, and TV schedule.  
<http://www.bicyclist.com/sprint/9807/tdf/preview.html> (Size 7.5K)
- ✓✓ **[Blood Doping: New Tests to Detect EPO Use](#)**  
Brief article describing the effects of erythropoietin, or EPO, the drug the Festina team allegedly used resulting in their elimination from the Tour de France.  
<http://www.wdn.com/mirkin/fe51.html> (Size 2.6K)
- ✓✓ **[CNN/SI: Tour de France](#)**  
News, photo gallery, Sports Illustrated tour flashbacks, and details about the event.  
<http://www.cnn.com/cycling/1998/tourdefrance/> (Size 38.0K)

The status bar at the bottom shows "Document: Done." and the system clock displays "4:38".

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## *Search Engine Projects*

Students can learn about the Internet and its multiple resources readily while meeting goals of cultural appreciation. In my third-year German class, students searched broad categories for specific items of information, which we presented as print-outs for class discussion. Students could choose to provide evidence from 15 of the categories. The following listing served as our guide:

**City map of a German-speaking world capital**

**Map of the German Bundesländer**

**A picture from an art museum in Germany**

**An article about a winter sport (text in German)**

**A recipe for a German dish**

**Directions in German to a board game**

**Map of the wine region of Germany**

**A newspaper or magazine review of a soccer match**

**An review of rock concert presented by a German band**

**A picture of a German classical composer**

**A homepage of a young Bavarian**

**Flags from the three German-speaking countries**

**An event calendar from an Austrian ski resort**

**A poem by Goethe**

**Front page of an online German newspaper**

**An article about a famous German-American**

**TV listing from the current week in Germany**

**Current exchange rates for German marks, Austrian schillings, and Swiss francs**

**An advertisement for a spa in the Black Forest**

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## *Way-Cool Resources for Teachers: Foreign Language Web Sites*

City Net	<a href="http://www.city.net/">http://www.city.net/</a>
Classroom Connect	<a href="http://www.classroom.net">http://www.classroom.net</a>
Keypals Club	<a href="http://mightmedia.com/keypals/">http://mightmedia.com/keypals/</a>
Welcome to ePals	<a href="http://www.epals.com/">http://www.epals.com/</a>
Electronic Embassy	<a href="http://embassy.org/">http://embassy.org/</a>
La Cucina Italiana	<a href="http://www.cucinati.com:HOME.ASP">http://www.cucinati.com:HOME.ASP</a>
German Cuisine & Recipes	<a href="http://www.dino-online.de/seiten/go04r.htm">http://www.dino-online.de/seiten/go04r.htm</a>
Cocina Mexicana	<a href="http://mexico.udg.mx/cocina/">http://mexico.udg.mx/cocina/</a>
Yahoo Weather News	<a href="http://www.yahoo.com/news/daily/weather">http://www.yahoo.com/news/daily/weather</a>
AATF Teaching Tips	<a href="http://www.aatf.utsa.edu">http://www.aatf.utsa.edu</a>
Language Hot Links	<a href="http://www.meli.dst.maricopa.edu/links/lang.html">http://www.meli.dst.maricopa.edu/links/lang.html</a>
National Geographic	<a href="http://www.nationalgeographic.com/ngs/mags/world/world1.wd">http://www.nationalgeographic.com/ngs/mags/world/world1.wd</a>
Taiwan Today News	<a href="http://www.roc.org">http://www.roc.org</a>
Clip Art for FL Instruction	<a href="http://www.sla.purdue.edu/fl/JapanProj/">http://www.sla.purdue.edu/fl/JapanProj/</a>
WebMuseum Paris	<a href="http://www.emf.net.louvre/paris/his/Louvre.html">http://www.emf.net.louvre/paris/his/Louvre.html</a>
Der Spiegel	<a href="http://www.germany.eu.net/nda/spiegel">http://www.germany.eu.net/nda/spiegel</a>
Bienvedidos a la Ciberteca	<a href="http://www.ciberteca.es/">http://www.ciberteca.es/</a>
ABC (Madrid news)	<a href="http://www.abc.es/">http://www.abc.es/</a>

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WebQuest Page	<a href="http://edweb.sdsu.edu/webquest/webquest.html">http://edweb.sdsu.edu/webquest/webquest.html</a>
Blue Web'n Applications	<a href="http://www.knpacbell.com/wired/bluewebn">http://www.knpacbell.com/wired/bluewebn</a>
Pariscope	<a href="http://pariscope.fr/">http://pariscope.fr/</a>
MapQuest	<a href="http://www.mapquest.com">http://www.mapquest.com</a>
Maps of France	<a href="http://www.ismap.com/geo/afrance2.htm">http://www.ismap.com/geo/afrance2.htm</a>
Maps of Austria and Germany	<a href="http://www.globecorner.com/r/12.html">http://www.globecorner.com/r/12.html</a>
Latin American Maps	<a href="http://www.uwec.edu/Academic/Geography/Ivogerler/w111/centam.htm">http://www.uwec.edu/Academic/Geography/Ivogerler/w111/centam.htm</a>
Asterix in German	<a href="http://www1.cologne.web.com/asterix/index..htm">http://www1.cologne.web.com/asterix/index..htm</a>
Live Broadcasts WorldWide	<a href="http://broadcast-live.com">http://broadcast-live.com</a>
Language Links (UWM)	<a href="http://polyglot.lss.wisc.edu/lss/lang/langlink.html">http://polyglot.lss.wisc.edu/lss/lang/langlink.html</a>
FL Teach Resources Page	<a href="http://www.cortland.edu/flteach/flteach-res.html">http://www.cortland.edu/flteach/flteach-res.html</a>
Web Quests	<a href="http://webquest.sdsu.edu/">http://webquest.sdsu.edu/</a>
Problem Based Learning	<a href="http://www2.arnes.si/~vvidma5/PBL/">http://www2.arnes.si/~vvidma5/PBL/</a>
Languages Online	<a href="http://www.languagesonline.org">http://www.languagesonline.org</a>
E. L. Easton	<a href="http://www.eleaston.com">http://www.eleaston.com</a>

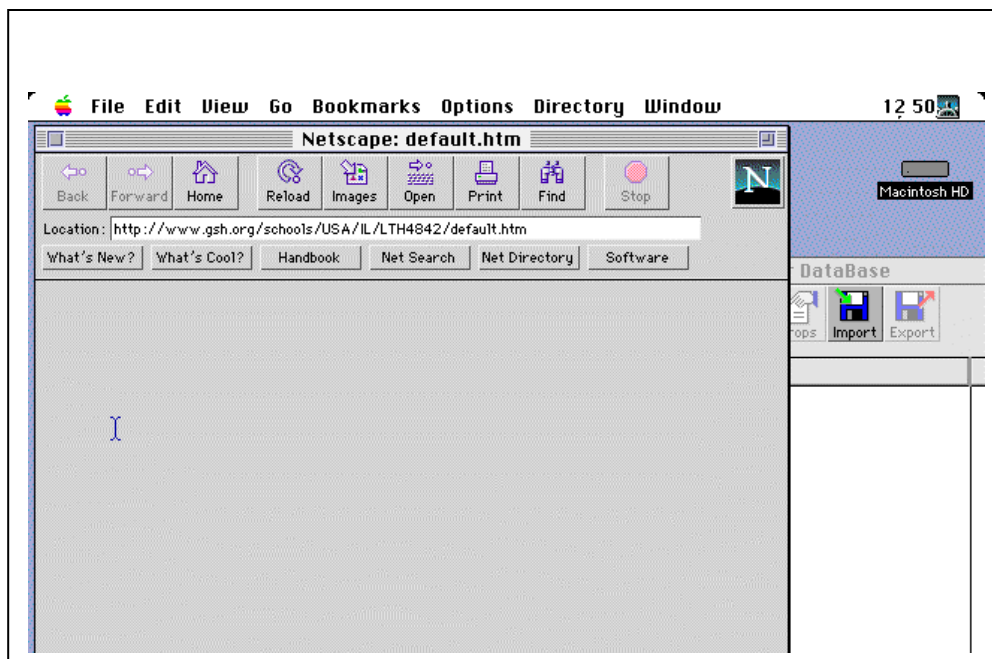
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## *Using WebWhacker*

Follow these simple steps to use WebWhacker software to capture Internet sites for your students to use off line:

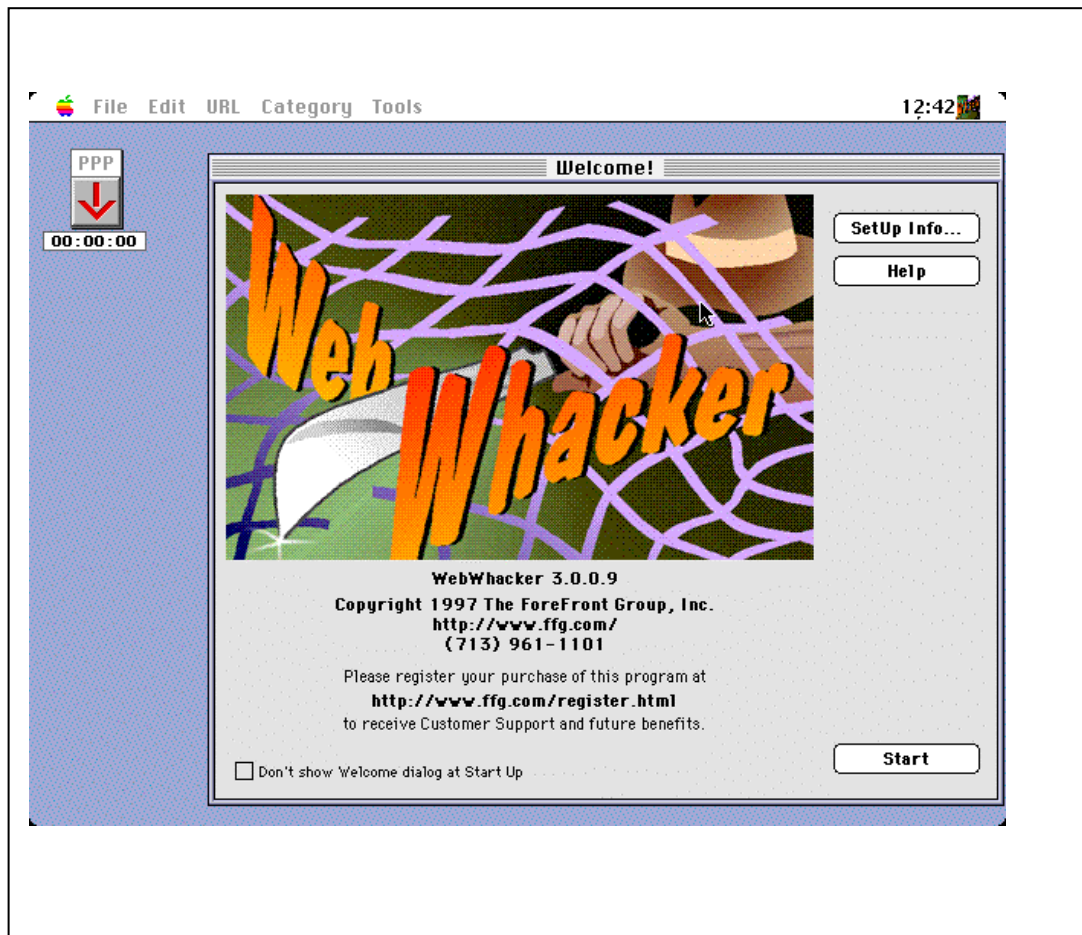
**Step #1** Get on line and start your browser (Netscape, for example).



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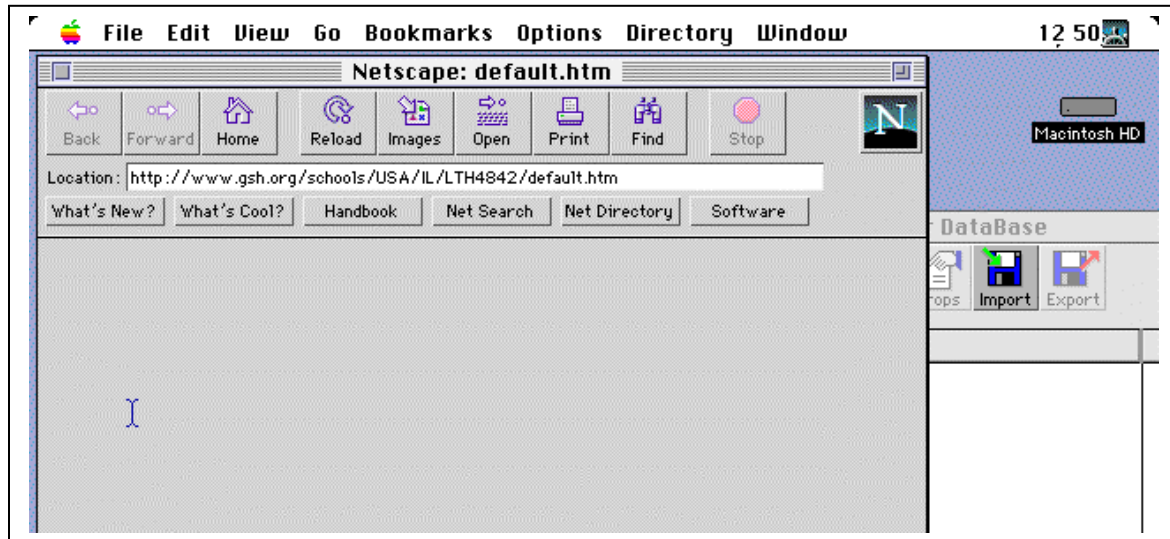
Step #2

Open WebWhacker.

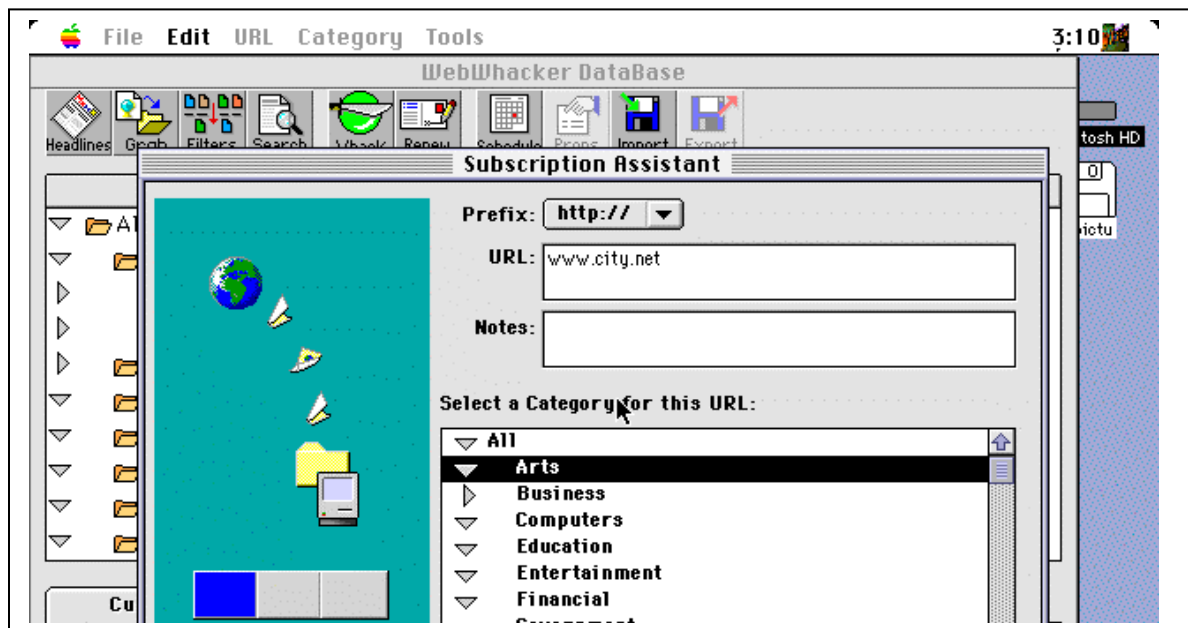


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**Step #3** Return to the browser and locate URL's (web sites) of interest.



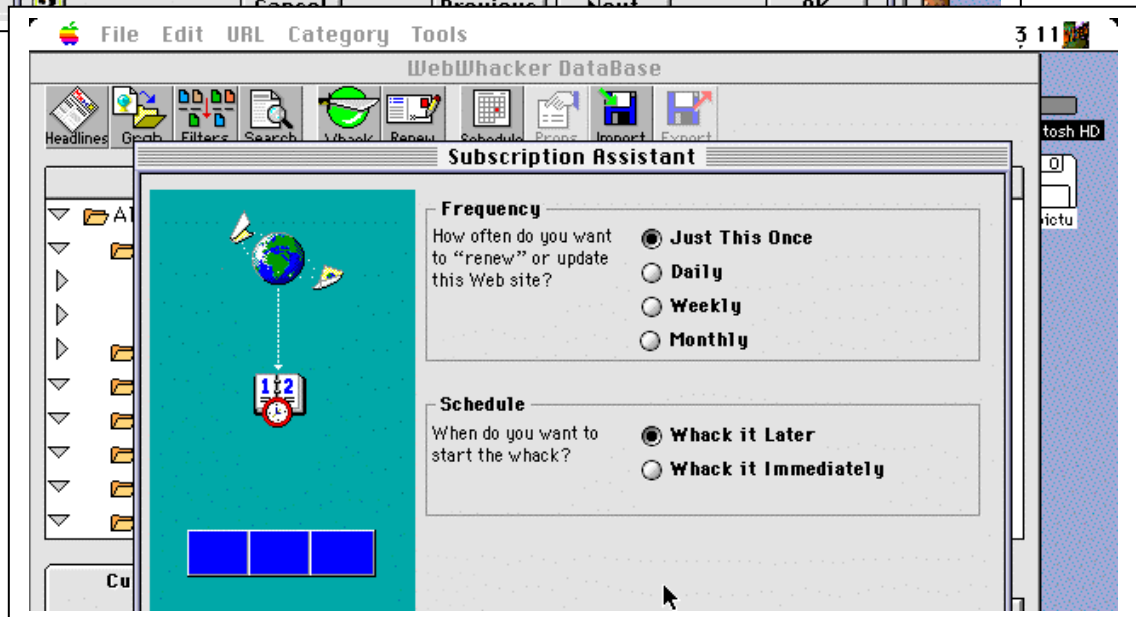
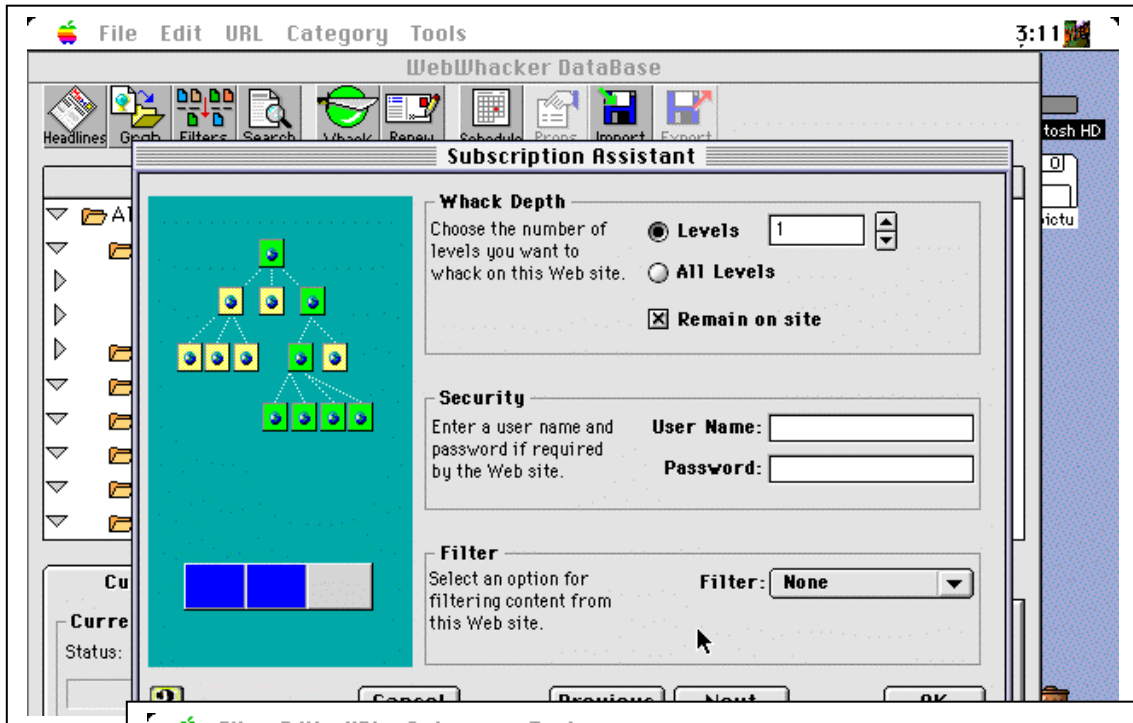
**Step #4** From the top menu, click on URL, then Grab.



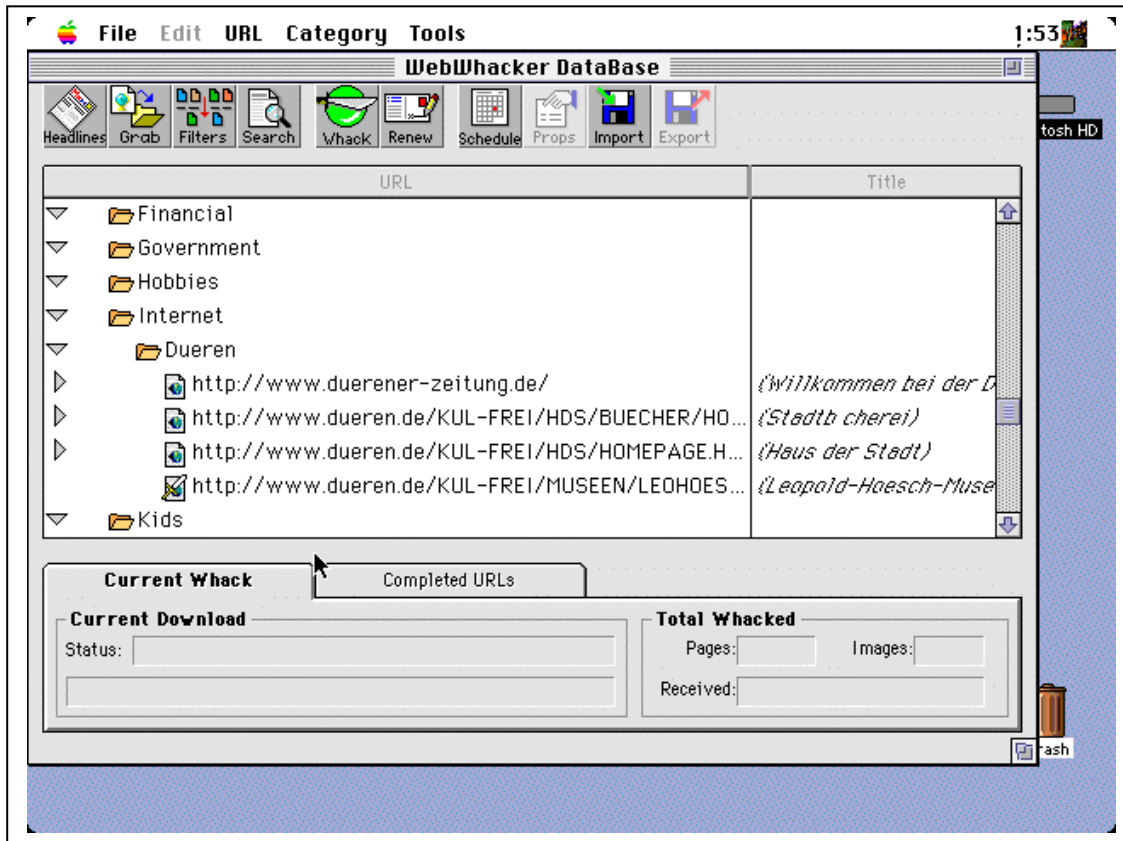
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## Step #5

Follow the instructions on the next three screens to enable whacking.



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**Step #6**      **Continue browsing and adding appropriate URL's.**

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Processing information obtained from either traditional text materials or via the Internet requires somewhat of a structured approach with our students. The following collaborative activity -- the *Values Line-Up* -- gives us an opportunity to gauge where students stand on issues at hand. This structure encourages individuals to express divergent opinions and support their thinking. To set up this interaction, first announce a “should” statement – for example: “Students should be allowed to go off campus during non-class time.” Students line up according to their degree of agreement on the issue. Once the line has been established, then divide it at its midpoint, having students take a step forward and slide to the other end to face a speaking partner. Students then explain their position on the issue to their partners. After several minutes’ talk time, the teacher can interrupt and have students share the information that was gained. The “values line-up” activity is particularly useful for discussing current items in the news as well as sharing opinions on class readings, especially those involving cultural differences.

## *Values Line-Up*

1. Teacher gives a statement based on personal value.
2. Students line up according to their agreement or disagreement with the statement.
3. Teacher cuts the line and slides students to their speaking positions.
4. Teacher and students process the activity.

## *Applications of “Values Line-Up”*



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