

Developing viewing skills and building intercultural competence

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AFMLTA July 2021



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Agenda

1. Developing viewing skills
2. Developing intercultural competence
3. An example with a Year 7 lesson

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DEVELOPING VIEWING SKILLS

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Why?

The Australian Curriculum

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:

- *Communicating*: using language for communicative purposes in interpreting, creating and exchanging meaning
- *Understanding*: analysing language and culture as a resource for interpreting and creating meaning.
- Emerges as the 'fifth' macroskill: listening, speaking, reading, writing, viewing
- Included in the new languages Study Designs in Victoria, Queensland Senior Curriculum
- Included in Victorian Certificate of Education (VCE) assessment tasks and the oral exam
- A skill we should start developing from the junior secondary years

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Texts that show the language and culture in context

- Posters
- YouTube clips (commercials, music video clips)
- Film/anime
- Picture story books
- Photos
- Book/magazine covers
- Magazine/newspaper articles
- Web pages, blogs, social media posts
- Maps
- Realia (advertising/flyers/menus/signs/food packaging)
- Charts and infographics
- Symbols

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Purpose

- Develop language skills and cultural and intercultural understanding
- Develop higher order thinking and critical thinking skills
- Opportunities for students to self-reflect on the ways that culture influences how language is used and received

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How to develop viewing skills

- Look for visual clues in the text
- Read texts and decode the language
- Construct open-ended questions about the text that enable students to think critically and creatively
- Enable opportunities for reflection either individually or as a class (students reflect on their own cultural background and the culture of the target language)
- Discuss the message behind the text (What cultural aspects of the culture of the target language are reflected in the text?)

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Strategies to develop viewing skills

At the start of a topic:

- Show students a series of images related to the topic and discuss them in the target language.
- At the end of the unit (or during the unit) go back to these images. Can students talk more about the image(s)? Have their thoughts or opinions changed?

第一課
1

休みとレジャー

Let's get started

- What are some leisure activities you enjoy? What did you do on your last holiday?
- What makes a good leisure activity? Why is that?
- Does everyone have to have holidays? Why or why not?



1 休日の風景とボードウォークに行きました。



2 自然の中でハイキングをしました。



3 祭り、花火、そして橋を見に行きました。



Now go back to the Let's get started questions on page 1 and discuss your answers in Japanese.
Have your thoughts changed since you started this chapter?

十六
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Menu

Discuss in the target language:

- What language do you understand in the menu?
- How is the food similar or different to food on restaurant menus in Australia?
- What would you order? Why?
- How does the layout of the menu make the place appealing to eat at?

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Department store floor plans

Discuss in the target language:

- What language do you understand in the floor plan?
- What is on the ... floor?
- What level is the sports department?
- How is the floor plan similar or different to department stores in Australia?

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YouTube or film clips

Commercials - conversation prompts

- What is this clip advertising?
- Who do you think is the target audience?
- How is this clip made appealing to the audience?
- Does it appeal to you? Why?

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Continued...

Classroom activities with commercials

- View without sound first.
- What do you think the clip is advertising?
- View again with sound.
- What language do you understand?
- Create your own advertising clip in the same style.

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Turning passive YouTube clips into active content

- Vizia / Edpuzzle
- Learn PlayPosit
- Tutorials on how to use these available on YouTube

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Posters, signs and symbols

What aspects of the Japanese culture are reflected in these posters?



Source: Japan Rail



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Maps

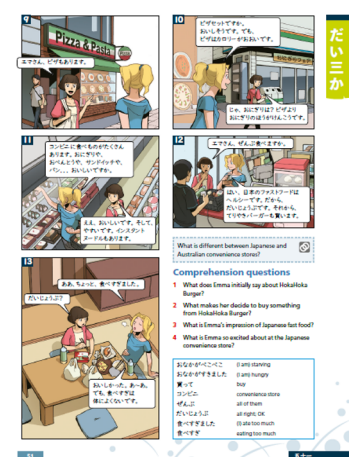
Discuss in the target language:

- What is the purpose of this map?
- Who would have an interest in this map?
- When you look at this map, where would you want to go and why?
- How is the map made visually appealing?
- How does this venue compare to a similar type of venue in Australia?

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Comic strips

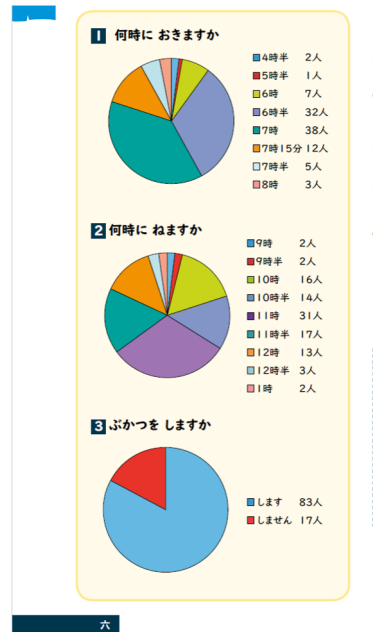
- Cultural elements that can be analysed
- Language in context
- Cut up the comic strip
- Students put the dialogue in sequence



Source: iTomo 3+4

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Graphs



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Other ways to engage students with viewing texts

- Cloze activities
- True or false statements
- Writing captions or descriptions for images
- Writing a summary/report or taking notes
- Surveying the class
- QR codes
- Canva website

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Virtual Reality

- Blend technology and viewing
- Use headset and mobile phone
- Immersive experience
- Take your students to the country of the target language without leaving the classroom
- YouTube app or Google Street View app

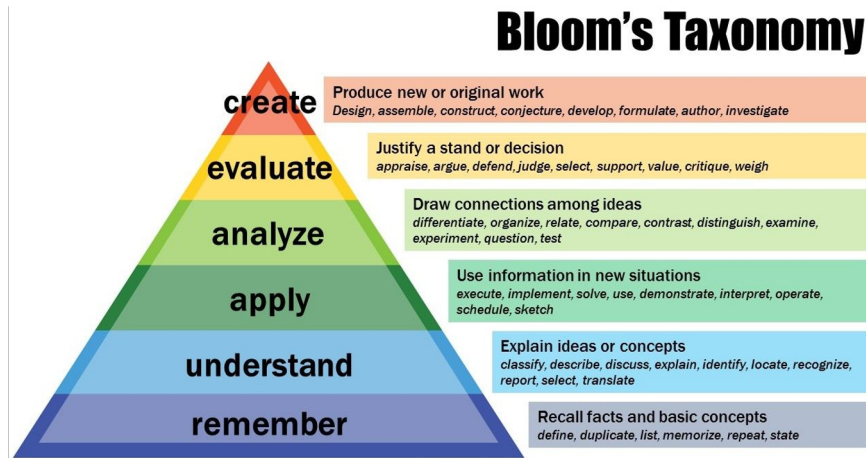
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Developing higher order and creative & critical thinking skills

- Bloom's Taxonomy
- De Bono's Six Thinking Hats

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Bloom's Taxonomy



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De Bono's Six Thinking Hats and Viewing Skills

- Blue Hat (Managing the thinking process)
- White Hat (Information)
- Red Hat (Feelings)
- Green Hat (Creativity/Possibilities/Alternatives)
- Yellow Hat (Brightness/optimism)
- Black Hat (Judgement)

Random dice roller:

<https://www.online-stopwatch.com/chance-games/roll-a-dice/>

Student has to speak according to the number the dice lands on

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Graphic organisers: critical and creative thinking

<http://ditchthattextbook.com/2015/02/19/15-free-google-drawings-graphic-organizers-and-how-to-make-your-own>

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Harvard University: Project Zero's Thinking Routine Toolbox

<https://pz.harvard.edu/thinking-routines>

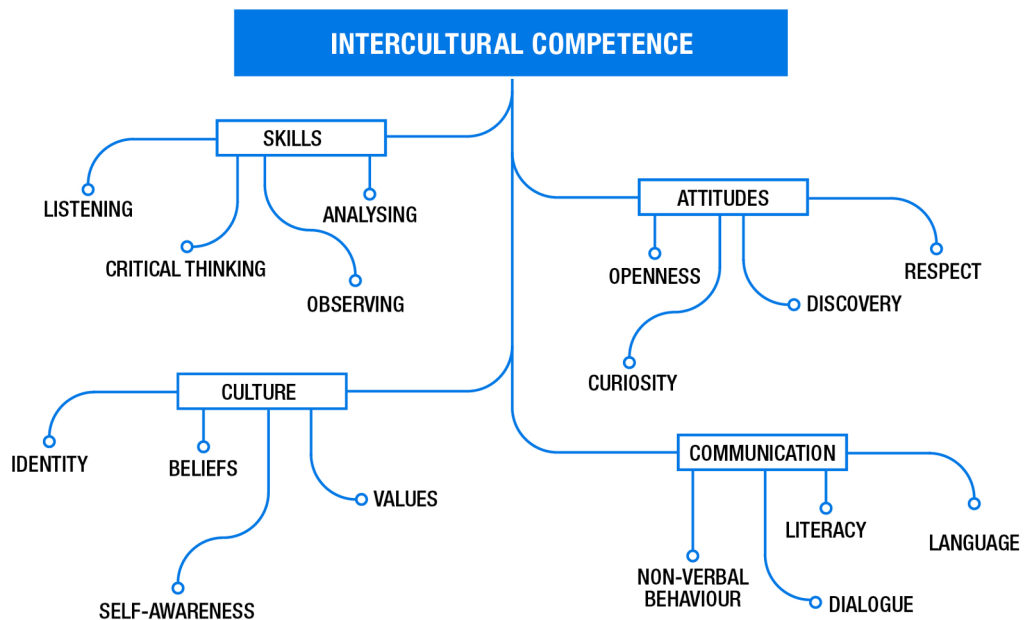
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DEVELOPING INTERCULTURAL COMPETENCE

Gabriella Bertolissi
DET Victorian School of Languages

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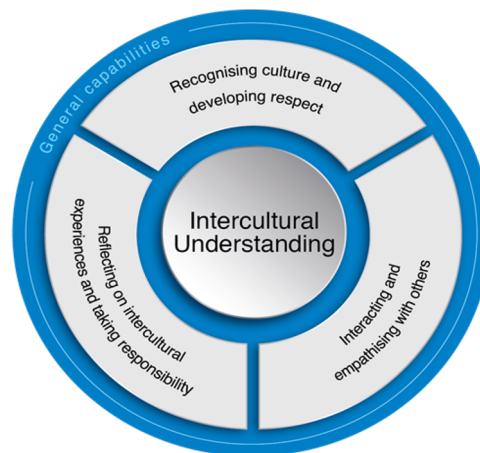
monash.edu/monash-intercultural-lab

Source: McKinnon, 'What is intercultural competence?', Glasgow Caledonian University, accessed 10/06/18 and the UNESCO 'Intercultural Competences: Conceptual and Operational Framework', 2013

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Australian Curriculum: Intercultural Understanding

General Capability



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Victorian Certificate of Education Second Language Study Designs

School-based assessment

Unit 3 Outcome 2:

Interpret information from texts and write responses in Italian.

Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic.

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Victorian Certificate of Education Second Language Study Designs

Unit 4 Outcome 1:

Share information, ideas and opinions in a spoken exchange in (Language)

A three- to four-minute interview providing information and responding to questions about a cultural product or practice

Unit 4 Outcome 2:

An approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts

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Learning how to interpret images

Scaffolding for depth and greater intercultural understanding

What DO I see?

What do I THINK I see?

I wonder if what I'm seeing MIGHT BE...?

How does this COMPARE to what I already know?

Victorian School of Languages Distance education Interactive video:

Interpreting images in VCE Japanese with quiz - Boris Grizelj

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Camtasia® Interpreting images with quiz

Share Details Comments

I wonder if what I'm seeing might be...



- 時間
- 学校に行く
- ぶかつの後
- 友だち
- つきあっている
- 何について話している

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Camtasia® Interpreting images with quiz

Share Details Comments

How does this compare to what I already know?



- 日本の学校のきそく
 - せいふく
 - かみのけ
- オーストラリアの学校とくらべる
- 日本の春はいいきせつ

7:36 / 7:53

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Scaffolding for depth: *Ecco! due*

Culture a confronto

- Look at the two photos showing a beach in Italy (on the right) and one in Australia (above). Apart from what Marco mentions, can you think of any other differences between Australian and Italian beaches and coastlines?
- Opera has traditionally played a big role in Italian culture, with the *Prima della Scala* (the Scala Theatre opening night) being one of the most glamorous cultural events in the country, attended by celebrities and politicians. Can you think of a similar art form that plays a significant role in your culture?



sessantanove

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Scaffolding for depth: *Ecco! Senior* Guardiamo e leggiamo

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DEVELOPING INTERCULTURAL COMPETENCE: an example of Yr 7 lesson

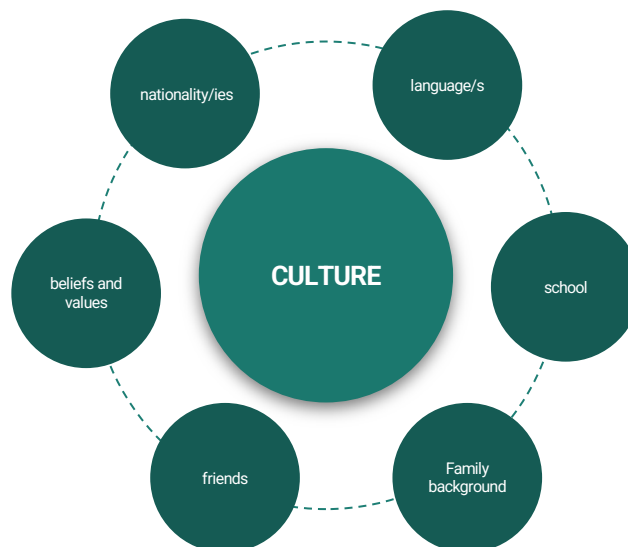
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Co-president NAFT (NSW Association of French Teachers)
Lead author for *Quoi de neuf?* Senior

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What is culture?



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What are intercultural skills?

Definition:

The prefix 'inter-' means 'between' or 'reciprocal interrelation'

So, 'intercultural skills' is a set of skills that will allow you to build bridges between your culture/s and language/s and other cultures and languages.



Source: Gracious quotes.com

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Can you count on your fingers from 1 to 10?

- Show me how!
- Can you count to **more than 10?**
- Do you need **one hand or both?**



Source: Shutterstock ID: 192421376

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And if you count up to 5?

Does it look like this?



Source: Shutterstock 1678512754.jpg

Or like this?



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Or even like this?



source: shutterstock 1764592145.jpg

This is the way we
count in some
Western European
countries

Activity 1 : Are there any different ways of counting on fingers in the classroom?

Look around you... look at your friends.

How many different ways do you notice?

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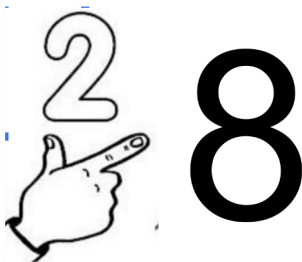
Let's watch this short video:

<https://www.youtube.com/watch?v=NEoG4FiUqC4>

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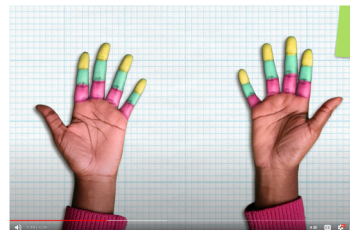
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- Did you notice that the European gesture for 2 actually means 8 in Chinese?



- Did you also notice that in Chinese you can count up to 10 with one hand only?

- And in some countries people can count to much more than 10 with one hand using the three knuckles of each finger.



source: <https://ted.com/lessons/how-high-can-you-count-on-your-fingers-roller-maths-higher-deep-30-seconds-tedco>

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Counting on your hands is an example of what we are going to learn today:

There is not just one way of doing or expressing things and feelings.

Reflect:

- Did you know that? Were you aware of that?
- How does it make you feel?

Activity 2: Write down an adjective/ a feeling on a piece of paper.

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For example: Have you ever noticed people doing things differently to you?



Source: Shutterstock 60886483



Source: Shutterstock 544100113

Culture is like an iceberg. It is easy to notice how people dress or how people talk. But most of it lays below the surface like ways of seeing the world, ways of thinking, beliefs and values.

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Being aware will help you avoid cultural faux pas



Source: <https://depositphotos.com/stock-photos/thumb-up.html?filter=all>

Did you know that what we may take for granted or what may seem positive to some of us, like the “thumbs up” gesture, can be perceived as an insult in other countries, like in West Africa, Russia, Iran, Greece or Sardinia?

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Intercultural skills will give you superpowers



Source: Shutterstock 310145813

- **Stop, look/listen, notice and reflect.**
- It will help you realise that there **are other ways of doing and expressing things**, than you own. Other **gestures** like the ways of counting we just saw. Other **habits**: like we just saw.

And it goes far beyond!

- It teaches you **to expand your horizon**: you are no longer the centre of the world.

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Beliefs can also be different

In many European countries, when kids lose a baby tooth, they say that's 'a little mouse that comes into the bedroom at night to collect it'.

In Australia, it's a tooth fairy.

In other countries, like China, kids toss their baby teeth onto the roof or plant them in the soil.



Source: Shutterstock 1849963612.jpg



Source: <https://www.cyezbookstore.com/blog/around-the-world-in-picture-books-china>



Source: Shutterstock 110751530.jpg

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Even the way of expressing feelings is different: even colours vary !

In English, you are 'green with envy', in French you are 'green from rage'!



Source: Shutterstock 480858976.jpg



Source: <https://ecoledotrobelfaut-etab.ac-lille.fr/files/2019/04/les-couleurs-des-%C3%A9motions-paroles-1-illustr%C3%A9.pdf>

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In English, feeling 'blue' is sad...
In French, 'blue fear' means 'scared to death'!



Source: <https://ecoledehohelfaut-etab.ac-lille.fr/files/2019/04/Les-couleurs-des-%C3%A9motions-paroles-1-illustr%C3%A9.pdf>

What does it teach you?

To become curious and open minded

- Instead of asking : "Why can't it be the same as in English?", you can rejoice at the discoveries!
- You start **comparing, questioning, making connections and reflecting on how your and other languages work.**

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It is addictive !

In **Spanish, French and Italian**, decisions are something you **"take"** (tomar/prendre/ prendere) like a train that leads you somewhere new.

In **English**, you **"make"** them like little pieces of your own creation.

And in **German**, you **"meet"** them, you "come to them"... like friends... (zu einem Entschluss kommen)

Learning another language is not only learning different words for the same things, but learning another way to think about things.

Flora Lewis

Isn't this poetic?

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As you delve deeper and you become an expert at intercultural skills, you will start **noticing stereotypes and challenging** them.

For example, what nationality could be assumed here?



Source: <https://www.traveller.com.au/australian-traits-that-arent-really-australian-10056>



Source: <https://englishlive.ef.com/blog/english-in-the-real-world/10-strange-australian-foods-drinks/>

Is it an accurate representation? Do all Australians look like this?
How do these photos make you feel?

- Intercultural skills give you is more **empathy** for others.
- and help you develop **respect for cultural diversity**.

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In Pearson Languages series, look for the Venn icon



Continue developing your intercultural skills. Observe, notice, explore, compare and record your point of view on the French and Francophone culture and language explored and your own.

source: *Quoi de neuf? senior*

Based on your personal experience, do you think there would be similar results if a survey like this was conducted in your country? What about in your school? How would it compare?
For you personally, how much of a concern is inaccurate information or news that is spread online? Do you take any steps to verify that you are seeing accurate information online? What are they?

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In the *Quoi de neuf?* Series intercultural skills are developed at every level

| CHAPITRE | Début p. 1 | 1 p. 13 | 2 p. 29 | 3 p. 43 | 4 p. 57 |
|---------------------------|--|---|---|---|--|
| Titre | Salut ! | Qui est-ce ? | Tu aimes les animaux ? | Ma famille | À table ! |
| THEME | Introductions | Introductions | Pets | Family | Food and birthday |
| Communication | Greetings and farewells Introductions Talking about where you live Saying you are sorry Numbers 0-10 | Asking how someone is Saying how you are Describing people Saying where someone lives Days of the week Numbers 11-30 | Talking about likes, dislikes and preferences Describing pets Saying what colour something is Asking and saying why or why not | Talking about family members Saying how old you and others are Saying what you have and don't have Numbers 31-69 The French alphabet | Asking and saying what someone is doing Saying what you want and don't want to do Talking about breakfast foods Months of the year Birthdays and star signs |
| Compréhension | Greeting people Forms of address Voice tone Accents and marks Pronunciation : a, ai | Tu and vous The definite articles le, la, l', les Agreement of adjectives Subject pronouns je, tu, il, elle The verb être (present, singular conjugation) Pronunciation : r, eu | The indefinite articles un, une, des The verb être (present, plural conjugation) Plural agreement of adjectives Negative sentences with ne...pas Voici and voilà Pronunciation : i, in, en/on | Possessive adjectives: mon, ma, mes, ton, ta, tes Possessive de Asking questions using est-ce que The verb avoir (present tense) Pronunciation : ou, u Making a liaison between words | Regular -er verbs (present tense) Using infinitives with other verbs Possessive adjectives: son, ses The partitive articles: du, de la, (de l'), des Pronunciation : g, c |
| Culturel et interculturel | Cultural comparisons Reflect on your own culture Travel around the world Geography of France Bande dessinée Bread and boulangeries The Oh, là, là ! gesture | Formal and informal language La bise Café culture in francophone communities Dogs in France The Chut ! gesture | Shopping etiquette Pets in France Animal sounds in French The Bof ! gesture | Multicultural France French family names Influences on language and culture The un, deux, trois gesture | Breakfast in France and other francophone countries French name days Les crêpes The Tu me gonfls ! gesture |
| Textes | Sign Cartoon Map Bande dessinée | Sign Bande dessinée Map Tongue Twister Cartoon Calendar page Rhyme Mind map | Sign Bande dessinée Website Cartoon Poster | Bande dessinée Sign Cartoon Family tree Speech Song Book cover | Bande dessinée Sign Cartoon Horoscope wheel Recipe |
| Allez-y ! | Presentation on a francophone community BD review | Naughts and crosses Poster introducing celebrities Francophone café culture Tourist report Francophone names | Vocabulary poster Poster for a lost pet Endangered animal research report Memory game Game: Comment parlent les animaux ? | Song Alphabet frieze Your family tree Interview on families | Likes and dislikes slideshow or poster Presentation on a typical breakfast Bilingual recipe |

Source: Pearson *Quoi de neuf ?* 1

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| CHAPITRE 1 | CHAPITRE 2 | CHAPITRE 3 | CHAPITRE 4 | SUJET | Festivals, traditions and significant moments | Art, entertainment and culture | Technology and media | My future: graduation and post-school aspirations / options |
|---------------------------|---|--|---|---|--|---|--|---|
| TITRE | En famille ou entre amis | L'art de mener une vie équilibrée | L'éducation, c'est la vie ! | Le monde est à nous ! | | | | |
| SUJET | Me, family, friends, daily routine | Leisure, sport and health | School life and education systems | Travel | | | | |
| COMMUNICATION | Talk about yourself and your family Present your family members' daily routine and your own Describe and discuss the evolution of family structures Discuss family relationships and social relationships Express personal opinions | Talk about hobbies and sports Discuss healthy eating habits Analyse the components of a healthy lifestyle Discuss the dangers of smoking and drinking | Discuss your school life Compare and explain educational experiences Analyse perspectives on the benefits and challenges of study | Present information about a past holiday Compare different types of holidays and their benefits Discuss how to travel responsibly Discuss the benefits of travelling | Talk about your favourite celebration Describe various celebrations and festivals that you have attended Reflect on rites of passage in modern and traditional societies Discuss significant moments in a young adult's life | Talk about cultural and entertainment interests cinema, music and artists Discover more about the youth culture of France Discover new cultural sites, immersive and digital museums | Present opinion about media Talk about the reliability of news Discuss some issues associated with new technologies Analyse how modern technology might influence the world of the future Discuss technology in the field of medicine Prepare for a job application and interview | Reflect on your experiences in the last year of high school Discuss higher education and training after high school Describe experiences you could have while in higher education and training Analyse your ideal future career options Prepare for a job application and interview |
| COMPRÉHENSION | Rappel Le présent with regular, irregular, reflexive, reciprocal verbs Negative sentences Les adjectifs et les adjectifs possessifs Forming and using the adverbs Les pronoms compléments d'objet directs Pronoun en Position of prepositions Nouveau Laisser + infinitive | Rappel Jouer et faire Using <i>il y a</i> , <i>depuis</i> , <i>pendant</i> , <i>pour</i> Les adverbes and expressions of frequency Pronouns <i>y</i> and <i>en</i> Le passé composé L'imparfait Nouveau Le participe présent | Rappel Emphatic pronouns Question forms Le comparatif, le superlatif Nouveau Il faut que / vouloir que + le subjonctif of regular verbs and faire Après with past infinitive Les pronoms démonstratifs | Rappel Le passé composé L'imparfait Using l'imparfait and le passé composé Le futur proche Le futur simple Le conditionnel Nouveau Si clauses | Rappel Les pronoms interrogatifs <i>quel</i> and <i>quell</i> Nouveau Les pronoms interrogatifs <i>book</i> à <i>quel</i> , à <i>quell</i> , de <i>quel</i> , <i>laquelle</i> , <i>laquelle</i> , <i>laquelle</i> Further uses of <i>on</i> Relative pronouns <i>qui</i> , <i>quel</i> , <i>dont</i> , <i>où</i> Indefinite pronouns Cautative <i>fall</i> faire + infinitive | Nouveau Key expressions that introduce the subject Le conditionnel in the media Active and passive voice Le plus-que-parfait Indirect speech Les pronoms relatifs <i>lequel</i> , <i>ce</i> <i>qui</i> , <i>ce</i> <i>dont</i> , <i>ce</i> <i>à</i> <i>quell</i> | Rappel Le futur simple Nouveau Le gérondif Verbs with <i>à</i> + infinitive Le futur antérieur Meanings/Uses of <i>jamais</i> The preposition <i>à</i> with an infinitive | Nouveau Complete learning about le subjonctif Le gérondif passé |
| CULTUREL ET INTERCULTUREL | Learn about family life and current issues related to the concept of family in the francophone world Compare the influence of modern life on family dynamics in France and Australia | Learn about the MJC and la Fête de la musique Discover L'Asanae cuisine Learn about French people's eating and sporting habits Learn about key sporting events, such as les Jeux de la Francophonie, le Tour de France and la lutte africaine | Reflect on differences between education systems in francophone countries and Australia Compare different perspectives on education Learn about multiculturalism and the secular system | Discuss Australia as a travel destination for French-speaking travellers Discover the tourist appeal of francophone countries | Discover some French celebrations in the rest of the world and how France celebrates festivals from all around the world Discuss how people around the world celebrate their traditions and heritage Learn about significant moments in francophones' life Learn how celebrations and festivals vary between France and the francophone world Reflect on how multiculturalism allows various cultures and communities to coexist | Gain some insight into youth culture in francophone communities through books, films, museums and music Discover some prominent artists who have contributed to the cultural identity of francophone communities Compare young people's interests in francophone countries and in Australia Understand the importance of gastronomy in French culture Learn about Australian Aboriginal artworks in Paris | Understand the role of France in space exploration Investigate the impact of ICT in daily life in francophone countries and your own Compare the role of media in France and where you live | Learn about the importance of le baccalauréat for French high-schoolers Learn about the exchange program Erasmus Understand the problem of youth unemployment in France Learn about the francophone higher education student population in France |
| TEXTES | Blog Newspaper article Online article Online forum Teenage magazine article Magazine interview | Magazine article Daily entry Poster Recipe Tourism website Blog Illustrative flyer Letter | Online forum Infographic Newspaper articles Graftis wall Website page Infographic | Blog Postcards Travel brochure Website page Magazine article Email | Magazine article Blogs Online forum Events calendar School magazine article Emails Travel article | Magazine articles Biographies Websites Tourism testimonials Brochure Tourism article News article | Online forum Formal memo Magazine article Newspaper interview Newspaper article Brochure Evaluative essay | Journal entries School magazine article Newspaper article Blog Online forum Magazine article |
| À ÉCOUTER | Video cell audio Radio segment Monologue Radio phone-in Conversation Interview | Vox pop Radio segments Vox pop | Radio phone-in Vlog audio Podcast Amateur podcast Film review podcast | Conversation Vlog audio Monologues Radio segment Radio interview Speech Advertisement | Radio documentary Radio interview Interview Advertisement | Conversations Film review Book review Interview Infomercial | Conversation Vox pop Radio conversation Presentation Amateur podcast | Conversation Radio segment Vox pop Job interviews |
| PRODUCTION ÉCRITE | Personal diary entry | Persuasive article | Evaluative article | Informative email | Personal email | Evaluative film review | Imaginative short story | Persuasive letter |

Source: Pearson *Quoi de neuf ? Senior*

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Possible further activities

1. ***I used to think, now I know:*** What preconception, assumption/ misconception did I have about learning another language?
2. What are **three things** that I have learned in the lesson today? Tell your parents tonight
3. Respect/ empathy/ reflection: How do these words resonate with you? What examples from today's lesson can help you build these?
4. Create a **word cloud** with what intercultural skills mean for you
5. Have you ever noticed other people doing things differently than you do? **Share examples** with the rest of the class.
6. Look at the word that you wrote on paper at the beginning of the lesson. **Has your feeling changed?** Do you feel excited about learning another language?
7. What specific aspect of a culture would you like **to research** more?
8. What was your favourite part of the lesson? Why is that?
9. Learning another language can often be called a "**journey, an adventure?**" **Why?**
10. Read the quote given as a conclusion of the lesson. How do you interpret it? **Think/pair/share**
11. If you were to **create a poster** about Australia, what would you include now?
12. Have another discussion about **the danger of stereotypes and clichés.**

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To speak another language is to
have another soul

~ Charlemagne

AZ QUOTES

Source: AZ quotes.com

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