Products, Practices, and Perspectives
Culture in the Language Classroom
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Colours In Culture

Source: Pantone, ColorMatters & web sources
Communication
Communicate in languages other than English

Connections
Connect with other disciplines and acquire information

ACTFL standards “the 5 Cs”

Comparisons
Develop insight into the nature of language and culture

Communities
Participate in multilingual communities at home and around the world

Cultures
Gain knowledge and understanding of other cultures
The diagram illustrates a hierarchical structure consisting of three layers: Signs & symbols, Norms & behaviours, and Beliefs & assumptions.

- **Signs & symbols**: Logos, uniforms, identities, physical representations.
- **Norms & behaviours**: “The way we do things round here”; what’s right and wrong; what’s normal.
- **Beliefs & assumptions**: Deep assumptions about life; unspoken rules that we all accept.

CULTURES
Gain Knowledge and Understanding of Other Cultures

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
CULTURES
Gain Knowledge and Understanding of Other Cultures

2.2 Students demonstrate an understanding of the relationship between the **products** and **perspectives** of the culture studied.
PRODUCTS
Cultures: Gain Knowledge and Understanding of Other Cultures

→ Examples of cultural products
  – Concrete aspects of daily life
    • Tools, foods, laws, games, etc.
  – Tangible and intangible
    • Paintings, monuments, work of literature
    • An oral tale, a sacred ritual, a system of education
  – Inventions and innovations
    • foods, gadgets, forms of transportation, processes, etc.
  – Aesthetic expressions
    • music, literature, art, etc.
PRACTICES

Cultures: Gain Knowledge and Understanding of Other Cultures

Examples of cultural practices

- Patterns of behavior accepted by society
- Social interaction in a specific cultural context
- Personal, small group, or societal
- What to do when and where
- How to interact
- They may be things such as:
  - rites of passage
  - the use of formal and informal language
  - the social “pecking order”
  - the use of personal space
  - when to embrace or shake hands
PERSPECTIVES
Cultures: Gain Knowledge and Understanding of Other Cultures

→ Examples of cultural perspectives
  • Traditional ideas, attitudes, and values
  • Underlying beliefs or values that justify a product or practice
  • What individuals think or do from their own particular points of view
  • World view, belief system
  • The perspectives of a culture are often difficult to articulate for one’s own culture
  • They are even more difficult to articulate for another culture
Setting up an ofrenda
visiting the cemetery
recordar
la celebración
alfeñiques
cempasúchil
calaveras
el ciclo de la vida
celebrar
Practices
Products
Perspectives
OFRENDAS DE MUERTOS

El altar u ofrenda de muertos es una tradición mexicana sagrada, donde los vivos honran a los muertos que los visitan el 1 y 2 de noviembre. Conviven con ellos, deparven, conviven y los confortan ante su pérdida.

EL ALTAR Y SU SIGNIFICADO

- Papel picado de colores: Unión entre la vida y la muerte
- Banquete: Para celebrar la llegada de los espíritus (se puede incluir alcohol, cigarrillos y dulces)
- Sahumerio con incienso o goma de copal: El paso de la vida a la muerte y aleja a los malos espíritus
- Plato con sal: Purificación para que el alma no se corrompa
- Cruz de cal en el piso: Representa los cuatro puntos cardinales
- Camino de flores de la puerta al altar: Para guiar el camino de las almas a la ofrenda
- Juguetea: Para la diversión de los niños difuntos
- Velas y veladoras*: Ascenso del espíritu, símbolo de amor que guía a las almas al altar
- Objetos personales del difunto: Pueden ser fotos o algo que utilicen
- Farol o estrella de luz: Para que los difuntos no pierdan su casa
- Calaveritas: De azúcar o chocolate, representan a los difuntos de la familia
- Flores: Blancas: El cielo, Amarillas: Tierra (cempasúchil, guía a los espíritus a este mundo), Moradas: El Luto
- Pan de muerto: Representa la generosidad del anfitrión, y el regalo de la tierra misma
- Vaso de agua: Para mitigar la sed de las almas y fortalecerlo para su regreso

COMIDA TÍPICA PARA LA OFRENDAS

Arroz, mole, calabaza en tacha, frutas de la temporada (naranjas, cañas, tejocotes, jícama, mandarinas, etc.)

NOTA IMPORTANT

El 1 de noviembre esta dedicado a las ofrendas de los niños difuntos y el día 2 para las almas de los adultos

*Presencia de Dios en la Religión Católica
Fuentes: Noticias, Instituto Cultural Raíces Mexicanas, Portal Día de Muertos, Enciclopedia a Bre
Investigación y Redacción: Mónica Fuentes
Diseño y Arte: Juan Hernández López
Good source material for cultural products & practices

- Folktales
- Films
- Magazines, newspapers
- Television shows
- Websites and online media
- Theater and dance
- Sports events
- Music and music videos
- Tickets, receipts, ephemera
- Brochures & advertisements
- Photos and art
What is realia?

Objects from real life or from the real world, as opposed to theoretical constructs or fabricated examples; especially, such objects used as instructional or classroom aids.
“Materials which convey the everyday life of different cultures” (cultural **products**)

[Carnaval de Nice](https://www.nicecarnaval.com)
Photos can depict cultural **products** and **practices**
Where do we FIND realia?
…on the newsstand!
in our travels...
The REALIA Project publishes faculty-reviewed media for the teaching and study of modern languages and cultures. Faculty and students at all levels are encouraged to contribute materials to our searchable, online database. The focus of the REALIA Project is realia: Materials which convey the everyday life of different cultures.

Recent Addition to the Collection

Displaying top 25 of 372 possible tags

- animals (65) antiquities (74) art (95)
- clothing and dress (78) commerce (213)
- dance (56) everyday life (57)
- food (175) history (113)
- holidays (84) housing (97) la paz (bolivia) (74)
- landscape (90) monuments (152)
- moscow (russia) (129) oaxaca (mexico : state) (102)
- people (85)
For *realia* in a specific language, click on the flag icons below:

- **Español**
  - Argentina
  - El Caribe
  - Colombia
  - España
  - Honduras
  - México
  - Venezuela

- **Français**
  - Canada
  - Haïti
  - Sénégal
  - Vietnam

- **English**
  - The U.S.
  - India
  - Nepal
REALIA de México

¿Puedes adivinar qué son estas cosas? Cliquea en cada uno para saber.
Authentic Materials for Teaching Languages

- music
- tv & videos
- podcasts & radio
- magazines & newspapers
- children’s lit & folklore
- games and fun

Music

- **Mama Lisa's World of Children and International Culture**: A neat site with children's songs, nursery rhymes, stories and other materials from around the world. The site can be viewed in English, French and Spanish, but the songs lyrics are available in many languages (Chinese, French, Italian, Spanish, German -- just to name a few!)
- **LanguagesOnline**: Fantastic series of well-organized lessons, games, songs and other teaching/learning materials for Chinese, French, Italian, German, Indonesian, and beginning ESL.
- **TV5 Musique**: A collection of lyrics from popular songs in French - a very hip site; excellent for creating cloze listening activities for students of French
- **KS5 French Through Song** and **KS5 Spanish Through Song**: A great resource for incorporating modern music into the curriculum; songs with lyric sheets and cloze activities available for download; recommendations for grammar connections are included with each song.
The Politics of Art simulation
www.learner.org

Spanish: Politics of Art

Video Summary
In this lesson, students read a letter written by prominent Colombian artists and intellectuals to Spain's prime minister. The letter is in protest of a new Spanish policy requiring Colombians to obtain a visa in order to enter Spain. Role-playing Latin American artists, students formally debate the pros and cons of accepting an invitation to exhibit their work in Spain. After a vote, they prepare to write a letter in response based on majority opinion.

Standards Addressed
Communication:
Interpersonal, Interpretive, Presentational

Classroom at a Glance
Teacher: Lori Langer de Ramirez
Language: Spanish V
Grade: 12
Questions? Comments?

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