

Companion Deck

LINDA TEMBY



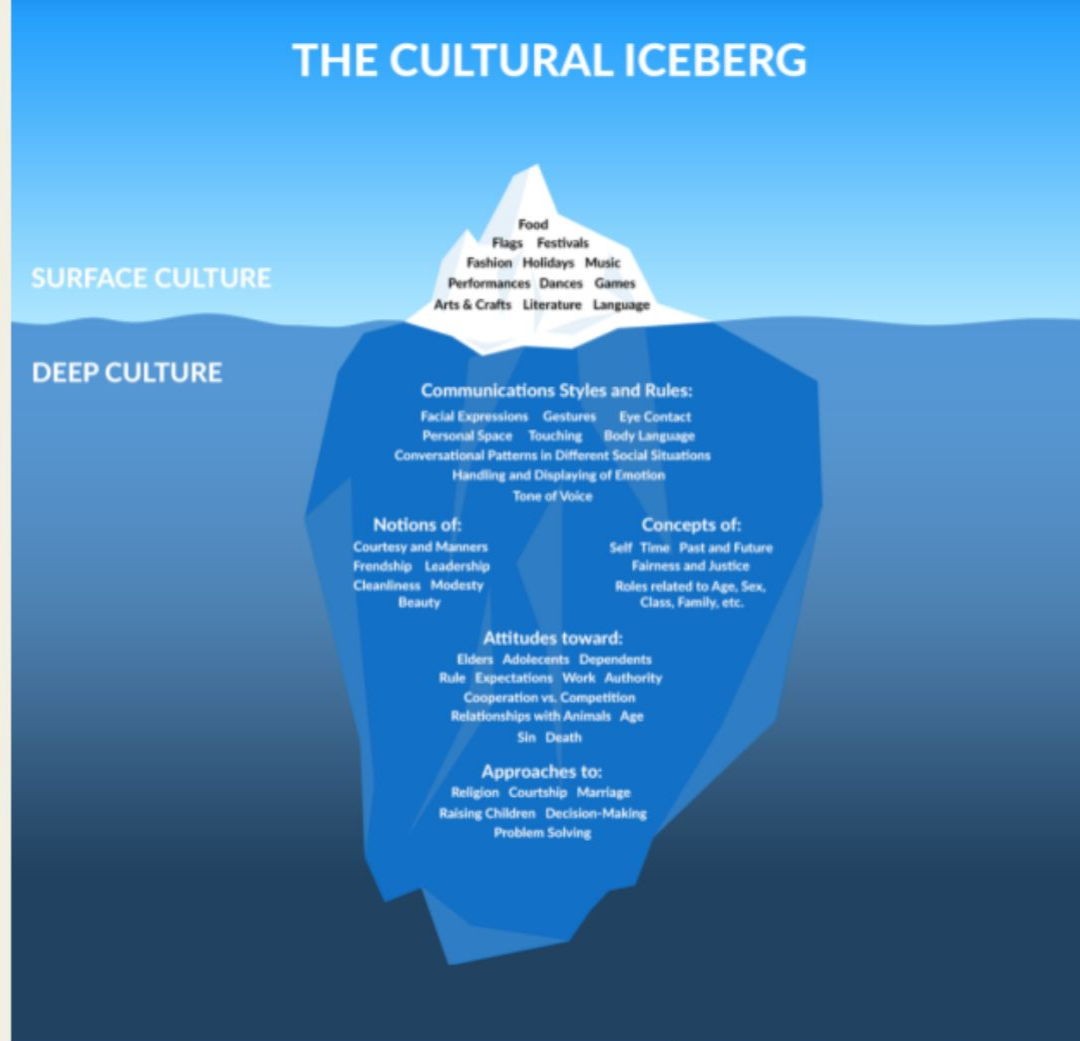
Incorporating Authentic Material to Deepen Cultural Awareness

THE CULTURAL ICEBERG

SURFACE CULTURE VS. DEEP CULTURE

[Access a pdf about the Cultural Iceberg here.](#)

Voces Summer CI Conference 2020



USE DISCERNMENT IN YOUR SELECTION OF AUTHENTIC RESOURCES.

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Authentic resources may talk about an element of surface culture, but they are written through a lens that has its foundation in deep culture.

AFRICAN PROVERB

“Until the lion tells his side of the story, the tale of the hunt will always glorify the hunter.”

Do the authentic resources we use tell the hunter's story or the lion's story?



- How does our own cultural lens affect how we teach the target language?
- How might our cultural lens affect our selection and interpretation of authentic resources?
- What can we do to ensure that "the lion's story" is told?
- Are you teaching about colonization in your target language classroom? If so, how? If not, what would help you to do so?

Breakout Discussion

10 MINUTES



Breakout #1 Discussion Notes

1. How does our own cultural lens affect how we teach the target language?
2. How might our cultural lens affect our selection and interpretation of authentic resources?
3. What can we do to ensure that “the lion’s story” is told?
4. Are you teaching about colonization in your target language classroom? If so, how? If not, what would help you to do so?

BY LOCATION

Track down unusual resources for a country

(example: contemporary music + Senegal eventually led to www.afrikalyrics.com)

BY STORY FOCUS

What does action in the story focus on? Is there an unintentional focus?

(example: environmental tourism, bullying, etc)



CURATING RESOURCES

BY STORY ELEMENT

Is there an element of the story to research?

(example: le Festival panafricain du cinéma et de la télévision de Ouagadougou)

BY UNIT THEME

How does the overarching Unit theme connect with what happens in the story?

(example: Les connexions technologiques & internet safety)

Breakout Brainstorm Story

Notre Histoire 1 - Unit 1: My life at school - Story 1

HELLO ! SALAAMAALEKUM!

There is a teacher. The teacher is in a new school in Dakar, Senegal.

On the first day at the new school, the teacher said "Hello, students! " The students do not reply.

The teacher repeats "Hello, students ...? " The students do not reply.

In the new school there is a girl.

The girl says "Salaamaalekum".

The teacher says "Oh dear! Students, you don't speak French! You speak Wolof! I speak Wolof and French. Salaamaalekum, students! "

- **By location** - What kinds of unusual resources might you try to find? What cultural lens challenge might come up?
- **By story focus** - What does the story focus on? Is there an unintentional focus? Where could you go with it?
- **By story element** - what elements of the story might you research?
- **By unit theme** - How does the overarching Unit theme connect with what happens in the story? Where could you go with it?

(in this case, the Unit theme is "My life at school")

Breakout Brainstorm

10 MINUTES



Breakout #2 Brainstorm Notes: *Hello! Salaamaalekum!*

1. By location
2. By story focus
3. By story element
4. By unit theme

Let's connect!

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