

INTEGRATE CULTURE INTO GRAMMAR-BASED ENGLISH CLASS  
TO IMPROVE COMMUNICATION ABILITY

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A Project  
Presented  
to the Faculty of  
California State University, Chico

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Teaching International Languages

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by  
Huiyuan Tan  
Spring 2015

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DEDICATION

*For my parents*

*Jie Tan and Yanbo Jin*

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ABSTRACT

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This project focuses on the teaching of culture, and the benefits of improving communication ability that arises from using cultural products and task-based approach in grammar-based English classes. This project is comprised of cultural products that relate to the five dimensions of culture---products, practices, perspectives, communities and persons, and suggested tasks and activities that teachers can use in English classes for students to develop communication skills and increase their cultural knowledge. The cultural products in this project include: literature, the broadcast media, newspapers, advertising, song and music, film, and information and communications technology (ICT). A review of literature related to the issues of teaching grammar and culture shows that in China, lack of resources and teachers' attitudes about teaching culture in ESL



class are some of the obstacles. This project provides a systematic structure which includes procedures for using the cultural activities, suggested evaluation criteria, and reference materials available to English teachers so that they can integrate culture into classes and support students in improving speaking ability. Moreover, this project can help teachers to create their own curriculum or lesson plans according to different needs in their classrooms. This preparation offers more choices for teachers in the areas of lesson planning and activity selection. More importantly, each step of the learning process permits summarizing formative assessment strategies to assess students' learning outcomes.

## CHAPTER I

### INTRODUCTION

In most ESL English classes in China, grammar-based structures, which focus on grammar translation and receptive skills, are the most common approach. According to Zhang and Liu (2014), “The traditional perspective refers to behaviorist approaches to teaching and learning, which stress subject matter knowledge, teacher-centered instruction, discipline, rote learning and memorizing” (p. 189). However, grammar-based instruction does not provide enough opportunities for students to speak in English. In a traditional English class, the problem is an overemphasis on grammar and vocabulary. Students receive intensive but separate practice in reading, writing, and listening, with no speaking involved. They might feel uncomfortable when they speak in English because they have not been given sufficient opportunities to practice. After many years of English learning, students are often incapable of effectively and fluently communicating with native speakers of English.

I learned English in China over the course of ten years starting in elementary school. I studied grammar structures intensively and memorized numerous vocabulary items separately. Moreover, I did not have many opportunities to speak in English during class time and the instructors mentioned the culture very little. This process was long and boring, and the result was ineffective because I still had a hard time interacting with native speakers of English when I came to the United States. After a long time living and

communicating with native speakers of English, my cultural knowledge and communicative skills increased; and I became more confident when I spoke with English speakers. This personal experience compelled me to learn more and to think further about second language teaching and learning. After two years in the Teaching International Languages program, I have come to realize that as a second language teacher, I want to bridge the gap between a traditional grammar-based approach and the development of communication skills. I will do this by integrating culture into English class in order to help students enhance speaking ability.

The experience of learning English inspired me to provide English teachers and students with authentic materials to integrate cultural activities into grammar-based English classes. Because culture and language interact with each other, seeking out a solution to improve communication skills in grammar-based English classes from a cultural perspective can make a positive contribution to traditional English classes. The process of learning how to be a good second language teacher in the Teaching International Languages program made me realize how much I love teaching and that I want to make a positive change in students' English learning. It is because of this opportunity that I am able to share my enthusiasm for a subject that I love deeply.

#### Statement of Problem and Needs Statement

According to the Standards for Foreign Language Learning (2009), which emphasize the importance of communication development in language study, "Communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature"

(p. 4). Studying English only through a focus of intensive grammar learning is inappropriate; “While grammar and vocabulary are essential tools for communication, it is the acquisition of the ability to communicate in meaningful and appropriate ways with users of other languages that is the ultimate goal of today’s foreign language classroom” (Standards for Foreign Language Learning, 2009, p. 4). However, in China, students accept intensive grammar learning in English classes in order to get the highest grades on English tests. Teachers provide very few opportunities for students to speak in English or apply what they have learned in meaningful contexts. After a lengthy period of English study, students are frustrated that they are still incapable of communicating naturally with native speakers. As a result, the English that Chinese students learn became known as “dumb English.” Communication is at the center of language learning; there is a need to address the importance of communication in grammar-based English classes by encouraging students to participate in critical thinking and self-expression in English. For learners, language is not just the linguistic knowledge in textbooks; language should become a tool to explore or develop the learners’ personal interests, and more importantly, to communicate with native speakers. This means language skills will accompany them throughout their whole lifetime rather than fulfilling the purpose of passing tests.

This project focuses on the learning of culture, and the benefits of improving communication that arises from using cultural products and task-based instruction in English classes. Zhang and Yan (2006) state that “it was not until more recent years that teaching culture in language courses has been widely emphasized in China” (p. 72). The teaching of English culture in China remains fragmented and very limited. There are

neither standards to evaluate cultural learning nor cultural products to present the culture. Most of the time, teachers mention a little cultural background knowledge that relates to class topics, while the essential aspects of English speaking cultures, such as practices, people and communities, are not presented in English classes. In other words, students in China receive informal and fragmented cultural learning. This situation requires supplemental approaches and materials to improve the teaching and learning of culture in China. The integration of cultural products into grammar-based English classes accomplishes this goal. The key element of this process is incorporating authenticity into language learning materials. Regardless of authenticity, cultural products present the culture of the target language and reflect current changes in the language. In terms of cultural products, Mishan (2005) introduces seven separate cultural products: literature, the broadcast media, newspapers, advertising, music and song, film and ICT, all of which are used in this project.

In English class, teaching culture by presenting cultural products and creating cultural tasks or activities gives students the essential practice to interact in English. These activities or tasks provide a cultural experience for stepping into real-world communication. This helps students to prepare and enhance their abilities to communicate. The purpose of culture and language learning is to be able to use what is learned out of class. Activities and tasks related to real-world culture can be provided in the class. Through these experiences, students learn the cultural content and participate in the culture. More importantly, they can practice speaking naturally and confidently.

### Limitations

The goal of this project and its evaluation criteria are based on the World Language Content Standards for California Public Schools (K-12). In China, the education system has its own requirements and standards. Thus, there may be gaps between the two different education systems and requirements for students learning outcomes. The question is whether English educators in China will accept those standards. In addition, this project focuses only on ninth grade students, which are defined as being in Stage II and Stage III. In order to improve all levels and age groups of second language learners, more activities need to be considered and materials that vary in different language difficulties need to be discovered.

### Definition of Terms

The following terms are used in this project: culture, cultural products, five dimensions of culture, five c's, and the World Language Content Standards for California Schools.

#### Culture

To integrate culture into English classes, we define what we mean by culture. Mishan (2005) talks about two facets of culture that make up its contemporary definition. The first comes from anthropology and terms "culture with a small 'c,'" which means the total body of tradition borne by a society and transmitted from generation to generation. "The second is the traditional concept of culture as the 'intellectual refinement' and artistic achievement of a society, its literature, art and music; 'culture with a capital 'C'" (Mishan, 2005, p. 45). Additionally, Moran (2001) summarizes seven views of culture:

civilization, communication, general concepts, intercultural communication, the interaction of groups or communities, then dynamic construction between and among people, and evolutionary psychology (p. 4-5). In culture, the language is literally everywhere. According to Moran (2001), “The words of the language, its expressions, structures, sounds, and scripts reflect the culture, just as the cultural products and practices reflect the language” (p. 35). Language and culture coexist. In English classes, learning about culture from as culture and as culture is essential.

### Cultural Products

This project uses cultural products and authentic materials to present the target culture. Mishan (2005) introduces seven categories of cultural products: literature, the broadcast media, newspaper, advertising, music and song, film and ICT. These avenues provide authentic texts in English classes. According to Kramsch (2000), “Authentic texts are those being used by native speakers in culturally authentic contexts of use (p.78).” The cultural products defined by Mishan (2005) are very close to native speakers’ daily life and everyday routine. By presenting the cultural products and having students participate in authentic tasks, students can do what native speakers do and learn how to say what native speakers say. Additionally, a cultural product is defined as one of the five dimensions of culture as defined by Moran (2001), “Products, the visible dimension of culture, are the gateway to the new culture, the new way of life” (p. 48).

### Five Dimensions of Culture

To promote culture teaching, Moran (2001) defines five dimensions of culture--products: “all artifacts produced or adopted by the members of the culture” (p. 25); practices: “the full range of actions and interactions that members of the culture carry out,

individually or with others” (p. 25); perspectives: “the perceptions, beliefs, values, and attitudes that underlie the products and that guide persons and communities in that practices of the culture” (p. 25); communities: “the specific social contexts, circumstances, and groups in which members carry out cultural practices” (p. 25); persons: “the individual members who embody the culture and its communities in unique ways” (p. 25). One of the structures of this project is based upon the five dimensions of culture. I categorized all the textbook topics into those five dimensions in order to present all aspects and characteristics of the target culture.

### Five C's

The Five C's are the Standards for Foreign Language Learning (2009) which address the following areas of language learning: communication---communicate in second languages, cultures---gain knowledge and understandings of other cultures, connections---connect with other disciplines and acquire information, comparisons---develop insight into the nature of language and culture, communities---participate in multilingual communities at home or around the world. Based upon the philosophy that “language and communication are at the heart of the human experience (p. 1),” the standards have been developed by the American Council on the Teaching of Foreign Languages. The Five C's “suggest the types of curricular experiences needed to enable students to achieve the standards, and support the ideal of extended sequences of study that begin in the elementary grades and continue through high school and beyond” (p. 1). These standards are used as objectives for curriculum development in this project.



### World Language Content Standards for California Public Schools

Created by the California Department of Education, the World Language Content Standards (2009) “represent the knowledge, skills, and abilities that all learners should acquire during thirteen years in the California public school system” (p. 3). It sets up a model for English educators in China to create or develop their own evaluation criteria or standards. The standards are separated into five categories: content, communication, cultures, structures, and settings. They are not tied to specific grade levels; instead, they describe levels of linguistic and cultural acquisition. Rather than requiring students to simply learn about languages and cultures, the standards address the importance of providing students with opportunities to learn languages and cultures by participating in communicative interactions that prepare them for real-world language use and global citizenship (California Department of Education).

#### Basis for Selecting Standards

Two different kinds of standards are used in this project as guidelines for selecting cultural products: criteria for assessing students’ learning performance; and standards for evaluating the effectiveness of the project. They are Standards for Foreign Language Learning (5 C’s) and World Language Content Standards for California Public Schools (K-12). Since the teaching of culture has not been widely spread until recent years, many challenges surround teaching and assessing cultural understanding. According to Schulz (2007), in second language classes, “the culture content presented is too often superficial, not systematic, and not given much weight in the assessment process” (p. 11-12). These problems and challenges exist in China too. There is a need to

provide systematic guidelines and criteria to direct culture teaching in China. The 5 C's are general standards of language learning, relevant to all languages. The K-12 California standards are more specific and detailed; they are relevant to all levels of language learners. They do have the limitation of being specific to California. However, since there are no traditional standards in China for teaching culture, the K-12 standards may represent a model for English teachers in China. They may help teachers create or develop their own standards based on their needs. Two sets of standards provide a general guide for English teachers in China and also promote the development of curriculum. The 5 C's are:

Δ Communication:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Δ 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 an understanding of the relationship between the products and perspectives of the culture studied.

Δ Connections:

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Δ Comparisons:

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied their own.

Δ Communities:

- Standard 5.1: Students use the language both within and beyond the school setting.
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment (ACTFL, 2009).

The 5 C's address different areas of second language learning:

communication, cultures, connections, comparisons and communities. Those areas are presented in five interlaced circles, symbolizing separated dimensions of language learning while also showing interrelated relationships. The 5 C's can fulfill various purposes of foreign language learning such as finding a rewarding career or simply

fulfilling school requirements. The 5 C's provide direction and principles for both teachers and students. More importantly, "communication" in the 5 C's, which is at the heart of second language learning, is strongly emphasized. In China, English classrooms concentrate on grammar and vocabulary, which are essential tools for communication. But "it is the acquisition of the ability to communicate in meaningful and appropriate ways with users of other language that is the ultimate goal of today's foreign language classroom" (Standards for Foreign Language Learning, 2009, p. 2). Selected cultural products and tasks designed for this project meet the requirements and goals of the 5 C's.

The other set of standards is the World Language Content Standards for California Public Schools (K-12), which provides five categories aligned with the 5 C's. They also emphasize specific requirements for every proficiency level. In terms of organization of the standards, they are presented in five categories: content, communication, cultures, structures, and settings. Each category varies from Stage I to Stage IV. Under each category, specific standards are listed according to different stages especially for communication. The last three standards emphasize language functions that clarify requirements of what students can do with the language in any given situation. In this set of standards, different categories have their own learning goals and requirements for students. For content, as students develop their ability to communicate in the target language and culture, they should be able to address a wide variety of topics that are age and stage appropriate. For communication, the standards address a variety of ways to communicate in the real world. In order to communicate successfully, students must acquire interpersonal, interpretive, and presentational skills that are culturally and socially appropriate for the target language. For structures, the standards emphasize

multiple components of grammar including orthography, phonology, morphology, syntax, and pragmatics. These features of language help students communicate in linguistically and culturally appropriate ways. For settings, students are required to carry out tasks in a variety of situations similar to those they will experience in the target culture (California Department of Education, 2009). In this project, standards for Stage II and Stage III are used as guidelines for selecting products, making objects, and creating lesson objectives for each cultural task or activity.

#### Statement of Purpose

To create meaningful contexts for students to practice speaking in English and also improve cultural awareness, this project is comprised of cultural products that relate to the five dimensions of culture---products, practices, perspectives, communities and persons (Moran, 2001), and suggested tasks and activities that teachers can use in English classes for students to develop communication skills and increase their cultural knowledge. In China, there is neither systematic curriculum for the teaching of culture nor performance evaluation standards. Therefore, teachers present very little or fragmented knowledge of English speaking culture. As a consequence, students have almost no cross-cultural awareness.

Additionally, Chinese students receive very little training in speaking ability; they practice speaking in English irregularly and without real-world context. The most obvious weaknesses of English classes in China are that students are not able to use the language proficiently and teachers have no idea of how important communication is or how to help students improve communication ability.

For those reasons, the purpose of this project is to provide English teachers in China a systematic process for teaching culture and giving them authentic materials that they can use to fulfill the need of cultural learning in second language classes. Through the learning of culture, students will have opportunities to interact with each other in meaningful contexts related to real-world situations so that they can improve language proficiency. The target audiences for this project are ninth grade students whose English ability is between Stage II and Stage III, based on the World Language Content Standards for California Public Schools (2009), which states “learners understand and produce sentences and string of sentences” and “learners understand and produce paragraphs and strings of paragraphs” (p. 2).

### Goals and Objectives

In order to achieve the purpose of this project, the following goals and objectives are defined to evaluate the effectiveness of this project.

#### Goals

1. Promote the teaching of culture and address the central role of communication in English classes in China.
2. Provide a complete teaching process for culture and easy access to materials for English teachers in China.
3. Prepare teachers to integrate culture into grammar-based English classes in order to enhance communication ability.

### Objectives for Curriculum Development

1. Address the World Language Content Standards for California Schools (K-12).
2. Incorporate Standards for Foreign Language Learning (Five C's).
3. Present different types of cultural products in order to increase cultural awareness in English classes.
4. Design authenticity into English learning materials, which includes: literature, the broadcast media, newspapers, advertising, music and song, film and ICT (Mishan, 2005).
5. Focus on the standards of communication in both the World Language Content Standards for California Schools and Standards for Foreign Language Learning.

### Objectives for Teachers

1. Encourage teachers to present five the dimensions of culture, which includes: products, practices, perspectives, communities and persons (Moran, 2001).
2. Enhance teachers' awareness of emphasizing communication ability in English classes.
3. Encourage teachers to further explore their own cultural knowledge.
4. Help teachers to apply and create a curriculum for learning culture and developing communication skills.

### Scope of the Project

This project promotes the integration of culture to improve the ability to communicate in English classes by providing a complete task-based language teaching approach and making available authentic cultural products or materials. All units from

required textbooks are categorized into the five culture dimensions (Moran 2001) and seven authentic cultural products (Mishan 2005). In this project, cultural products and their associated practices are very important. In order to select appropriately, the criteria mentioned in Mishan (2005) will guide material selection: (1) provenance, (2) original communicative purpose, (3) socio-cultural function and context, and (4) activity or interactivity (p. 14-15). Additionally, the evaluation standards and student learning outcomes of this project are based upon the World Language Content Standards for California Public Schools and Standards for Foreign Language Learning (Five C's).

Suggested activities are presented separately for both Stage II and Stage III students. Those activities are also based on the selected cultural products and aligned with the World Language Contents Standards for California Public Schools (K-12). Teachers can choose relevant activities according to their class needs.

### Significance of the Project

This project has benefits in areas of both the learning of culture and developing the ability to communicate in grammar-based English classes. First, in China, teaching culture is fragmented and developing students' capability to speak is even ignored sometimes. For second language learners, the ultimate goal is to communicate fluently with native speakers. Therefore, this project is designed to enhance teachers' awareness of the need to cultural knowledge and speaking ability in grammar-based English classrooms. Second, this project provides a systematic structure which includes procedures for using the cultural activities, suggested evaluation criteria, and reference materials available to English teachers so that they can integrate culture into classes and



support students in improving speaking ability. Moreover, this project can help teachers to create their own curriculum or lesson plans according to different needs in their classrooms. Last, this project can be used as a study guide for teachers to explore and increase their own knowledge of English culture in order to be well prepared in their language teaching careers.

## CHAPTER II

### LITERATURE REVIEW

Considerable research about grammar learning and culture learning has been done in the ESL field. Both grammar and culture are essential elements that contribute to language proficiency. In addition, communication ability cannot be increased without them. This chapter reviews related research in the following areas in order to analyze the relationship between language and the learning of culture and to guide the direction of this project: (1) the role of grammar in English learning, (2) the relationship of grammar learning and communication skills, (3) the role of culture in English class, and (4) cultural products in English class.

#### The Role of Grammar in English Learning

The teaching of grammar has long been a part of English classrooms. Ismail argues that “Grammar is viewed as an essential element for communication to take place because it shows how language is used” (p. 143). Each method or approach to English study gives the teaching of grammar an important role in classroom activities. “The knowledge of the language system, including grammar, vocabulary..., contributes to the accuracy of communication” (Adair-Hauch, Donato, 2005, p. 217). English teachers believe that the knowledge of grammar “will provide the generative basis on which learners can build their knowledge and will be able to use the language eventually”

(Al-Mekhlafi & Nagaratnam, 2011, p. 70). Deductive and inductive grammar lessons are the most common grammar teaching approaches in ESL classes. Many English language learners have experienced the deductive approach to grammar instruction. For example, in China, grammar structures are presented separately in textbooks and followed by a lot of drilled practice. This approach ensures that students learn the designated forms of the language and they will be able to use the language in similar situations. From this perspective, “structures and grammar are viewed as a prior knowledge that will enable the learner to eventually communicate” (Hopper & Thompson, 1993; Mantero, 2002; Van Patten, 1998, p.218). Ellis (2008) also addresses the importance of grammar structures in *Principles of Instructed Second Language Acquisition*: “Instruction needs to ensure that learners also focus on form” (p. 2). However, according to findings, the advent of communicative language teaching and natural methods challenges the place of grammar in the syllabus. In most English classes, at least in China, grammar is explained separately and accompanied by a lot of grammar-drill practice. But “these practice opportunities are often meaningless to learners and are not capable of engaging their language problem-solving skills and their desire to communicate using the forms they are learning” (Adair-Hauck & Donato, 1994; Brooks & Donato, 1994, p. 218). It causes the problem that students “may know the rules perfectly, but are incapable of applying them in their own use of language” (Al-Mekhlafi & Nagaratnam, 2011, p. 71). Here scholars raise the question of whether focusing only on grammar-based English learning can lead to overall language development.

The other side of grammar instruction that emphasizes natural acquisition is the inductive grammar approach. Some research indicates that students can acquire

language naturally as long as they are provided with sufficient context and comprehensible input. This idea also conveys that under the inductive grammar approach, “the role and place of grammar in a communicative context is becoming more and more important” (Huang, 2010, p. 34). For example, “If learners are exposed to a sufficient amount of language that interests them and is globally understandable to them, they will eventually be able to induce how the structures of the language work” (Adair-Hauck & Donato, 2005, p. 219). If the inductive approach is a better way for students to experience the language, they should be able to analyze or even perform the language on their own eventually. As Moreli (2003) argues, “students perceived themselves as having a better attitude towards grammar instruction in context, while performing slightly better after having experienced the traditional grammar instruction” (n.d.). However, despite this approach, there is no guarantee that students will discover the language principles or grammar concepts correctly by themselves. Additionally, students may not even find the grammatical patterns that are embedded in a meaningful context.

Although deductive and inductive grammar instructions are opposite approaches to grammar teaching, they both have notable advantages and disadvantages. However, it is not hard to see that grammar remains one of the essential factors in mastery of a language. Ellis (2006) asserts that grammar has held and continues to hold a central position in language teaching. The research of Thu (2009) indicates that teachers “do not seem to be extremely loyal to one of the two approaches to use either an inductive or a deductive approach to grammar teaching depending on individual grammar points” (p. 25). In other words, there seems to be no universal way to teach grammar in ESL classes. However, in China, over-addressing grammar already causes students to be

incapable of communicating; there is a need to figure out a way to present grammar effectively and meaningfully in English classes.

### The Relationship of Grammar Learning and Communication Skills

The Standards for Foreign Language Learning (2009) state that the goal of second language learning is—“Knowing how, when, and why to say what to whom” (p. 3). Based on this statement, both inductive and deductive approaches concentrate on the how (grammar) to say what (vocabulary). Even though those components of language are important, communication requires highlighting the why, the whom, and the when because “it is the acquisition of the ability to communicate in meaningful and appropriate ways with the users of other languages that is the ultimate goal of today’s foreign language classroom” (Standards for Foreign Language Learning, 2009, p. 3). Thus, grammar should not be seen in isolation, but in relation to communicating messages for real purposes. According to Ismail (2010), “the teaching of grammar can be more effective and natural when items that come together in communication or in a text are introduced at the same time” (p. 145). To put it in another way, grammar is not isolated from contexts; grammar should be taught to serve a communicative purpose.

Language is not only a set of grammatical rules or memorizing vocabulary. It is a resource for creating meaning, or in other words, for communicating. On the other hand, English classes in China are typical grammar-based classes that emphasize basic grammatical structures and principles strictly and seriously. Yet, this is one of the advantages of grammar-based English classes, to teach systematically the language structure and impart linguistic knowledge to students. From this perspective, to some

extent, grammar-based English classes set up the foundation for students to develop communication ability. However, the world language content standards for California public schools (2009) clarify that “We can no longer afford to simply learn about language and cultures but rather, we must provide students with opportunities to learn languages and cultures by participating in communicative interactions...” (p. 1).

Similarly, Nunan (2004) states that “learners learn to communicate by communicating” (p. 8). So it is important to establish a learning environment that relates to language situations that students will encounter in the future. There is a need for a model of grammar instruction which emphasizes communication and the negotiation of meaning.

In *Principles of Instructed Second Language Acquisition*, Ellis (2008) argues that instruction needs to ensure that learners focus predominantly on meaning, because “when learners focus on meaning, they develop both the skills needed for fluent communication and the vocabulary and grammar needed to use the language effectively” (p. 2). But the question remains to be answered what language instructors need to do in order to achieve this goal. In grammar-based English classes, language learning occurs individually rather than in an interactive environment. But learning is supposed to be an interactive and collaborative process that happens in cultural contexts. In order to help students acquire grammar structures naturally, Adair-Hauck (1993) and Donato & Adair-Hauck (1992) advocate a dialogic approach, which “allows teachers and students to build understandings of form as they are encountered in meaningful contexts” (p. 220). Story-based language instruction is one of the representative applications of the dialogic approach. In second language classes, storytelling is a particular effective means of instruction, since a story is itself an authentic learning device for students so that they

learn the language and can interpret the content in various ways. If grammar and vocabulary are parts of a whole language, rather than building up the whole with every single part, story-based instruction is the whole that gives meaning to each part. This approach encourages learners to comprehend authentic and meaningful texts from the very beginning of the class; and it also balances the relationship between grammar learning and communication development in grammar-based English classes. According to the *Teacher's Handbook* (2010), "Once comprehension is achieved, the teacher can then productively turn the learners' attention to various linguistic elements previously encountered and anchored in the narrative" (p. 221-222).

#### The Role of Culture in English Class

Stories are certainly not new to second language classes; actually, they are a representative example of using cultural products in language study. Students receive opportunities to deal with language through using authentic materials. The story-based approach is a good way to teach grammar and also address language proficiency. However, the story is only a single cultural product. I propose that other cultural products can be used in language classes. Consequently, in a second language class, the learning of culture, which is a process of discovery, social construction and negotiating meaning, is significant. In order to teach culture appropriately, it is necessary to define culture. Moran (2001) defines culture as follows: "Culture is the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts" (p. 24).

Language study is not only grammar or vocabulary learning, but also how these aspects of language are pragmatically used in communication to serve practical functions: where, when, to whom, what to say, and in what way. These reflect the significance of learning culture in language class. The Standards for Foreign Language Learning (2009) indicate the important role of cultural learning in second language classes; students “cannot truly master the language until they have also mastered the cultural contexts in which the language occurs” (p. 3). Similarly, the World Language Content Standards for California Public Schools (2009) clarify the requirement of the learning of culture for language learners; they are supposed to “demonstrate understanding of cultural perspectives by behaving in culturally appropriate ways” (p. 10).

As we know, languages are associated with cultures; language provides the key to understanding the target culture and cultural awareness helps learners use the language appropriately. Yin (2009) states that, “A full understanding of the sociocultural features that are encoded in the linguistic routines, vocabulary and grammar of a language comes only with a better understanding of the culture in which the language operates” (p. 77). In its social context, language is everywhere; language reflects culture at the same time. Regarding relationship between language and culture, Lange (1999) argues that “culture should be the core of assessment, curriculum, and instructional practice with language. Culture is the driving force in the process and the content of language learning” (p. 116). Culture is as important as the language itself in language class; they should be addressed at the same time. According to Lazaraton (2003), culture is viewed as a “pedagogic device,” in second language classes, one should “use culture as a way to liven up and contextualize language learning” (p. 216). However, in China, very



few teachers incorporate culture into English classes. Students lack opportunities to explore the target culture, which is necessary to understand the background of the language. This affects students' understanding of the language, because cultural knowledge is the foundation of many expressions. Without cultural knowledge, English will not come alive for students cannot truly master the language until they master the cultural context in which the language occurs. One of the solutions in helping students improve communication ability is teaching culture in English classes, and the key element to achieve this change is using cultural products to present both the culture and language.

#### Cultural Products in English Class

Moran (2001) clearly indicates the necessary balance of language learning and culture teaching in language classrooms, "It is the language of the classroom, where culture is the topic and language the means to comprehend, analyze, and respond to it" (p. 39). Thus, cultural products can either be selected as class topics, or adapted to present class topics. In *Teaching Culture*, Moran defined five dimensions of culture. Among those five dimensions, products are the first aspects of a new culture that we encounter. According to Moran (2001), "...they constitute the visible, material culture, immediately recognizable to visitors. Products lead to practices, communities, persons, and when examined closely, they reveal cultural perspectives" (p. 56). This project is designed to provide cultural activities, based on selected textbook topics for demonstrating and teaching cultural products.

However, numerous cultural products and even a lot of designed cultural activities can be found in different textbooks or through the Internet. How does one to select or evaluate effective products or activities? Since the purpose of using cultural products is to help students communicate naturally in the real world, the products and activities should be close to real-world situations. Widdowon (1978) says of authenticity, “it is the relationship between the learner and the input text, and the learner’s response to it, that should be characterized as authentic, rather than the input text itself” (p. 80). For products and activities to be authentic, Rucynski (2011) gives two basic criteria: “First, will the content help students to understand more about the target culture? Second, will the content help students to actually communicate with people from the target culture” (p. 9)? When one chooses cultural products and content, it is necessary to keep those two criteria in mind to guarantee authenticity.

In addition, regarding integrating culture into language classes, a great deal of research has been conducted in this area. The next part of this section is a review of examples of cultural activities and the use of cultural products in language classrooms.

### Film

Film is one of the seven cultural products introduced by Mishan (2005). Film is close to our daily lives, and is the one art form designed to fully appeal and reflect our emotions. The goal of using film in ESL class is “to involve students in an intellectual and communicative activity that requires complex thinking, organizational and presentational skills, and language” (Casanave and Freedman, 1995, p. 38). Regarding the relationship of film and culture, Mishan (2005) claims that “In films, learners can witness ‘at first hand’, linguistic features ranging from articulation of speech sounds to

contextualization of language register as well as paralinguistic features – cultural-specific gestures and facial expressions” (p. 225). Moreover, film is one of the most direct and appealing cultural products that reflects perspectives and communities of the target culture. Films are usually very attractive to students, they are “at the heart of mass culture. Films are usually very attractive to students, they are “at the heart of mass culture” and also “exist at the fringes of culture and have a respectability among students” (Cady, 1995, p. 22). From the language perspective, “films are a fantastic resource for language in the classroom” (Cady, 1995, p. 21), because “they are often better written and certainly better illustrated than any textbook dialogue, and they cover an enormous linguistic territory” (Cady, 1995, p. 22). In other words, students can experience and learn authentic language in meaningful cultural contexts due to film.

In *Film Circles: Scaffolding Speaking for ESL Students* (2012), the researchers develop Film Circle instruction that represents incorporating cultural products in an English class. They took into account student motivation and the educational advantages of films for spoken English in the design of this instruction. This technique applies to integrating cultural products into the process of enhancing communication. The benefits of this instruction come from the fact that students enjoy films and naturally experience cultural behaviors and learn authentic language. A film circle is a structured group activity with scaffolding at every stage; the activities include contextual support to build on background knowledge and make understanding easier (Stephens et al., 2012). The circle successfully integrates presenting cultural products into English classes because through this activity “Students saw that they could express their ideas in English and were able to connect with a truly motivating classroom activity that allowed them to reach a new level of English communication” (p. 17).

However, one of the gaps in this research is the standard for selecting appropriate films. To present a specific cultural phenomenon or perspective, numbers of films can be the option; the essential issue is how to evaluate and select a film appropriately. In addition, since films are highly entertaining, it is important to balance learning and enjoyment in classrooms. The solution basically turns on sufficient preparation of the activities or tasks. According to Mishan (2005), “it may be necessary to check learners’ knowledge of vocabulary and/or of culture-specific concepts, customs etc. that are essential to an understanding of the film” (p. 216). Moreover, teachers play a very important role during the activities; when and how to teach the content of the target culture are other dimensions to be considered.

#### Information and Communications Technology (ICT)

ICT is not well-known in English classes in China, but it has unique features and advantages. “For it is not only a case of using ICT for language learning, but of learning the language and skills needed to make effective use of ICT” (p. 241), “and also by using it “the teacher moves from the center of the class stage and the learner has direct access to the pathway to knowledge” (Mishan, 2005, p. 264). In *The New Technology in the ESL Classroom: Some Evidence from Spain*, Garcia (2009) conducts research on attitudes toward the use of ICT in the ESL classroom. The study concludes that, “Both teachers and students see the value of new technology in the classroom and there seems to be great agreement as regards the importance and usefulness of using the new technology in the English language classroom” (p. 87). There are some outstanding applications of ICT in ESL classes.

*In Conversation from Afar: Improving Conversation Skills and Cultural Understanding through Videoconferencing*, Ramirez (1998) argues that videoconferencing is an innovative way that provides students an opportunity to interact with native speakers of the target language anywhere or even anytime. “Not only does it give students the opportunity to practice the language in a situation of real communication; it also provides students from different ethnic backgrounds insight into each other’s culture” (p. 4-5). Ramirez and Savage (2003) also show that video-based distance education has the advantages of “reaching more learners”, and “multiple mentoring opportunities” for adult English learners (p. 3). Another example of utilizing ICT is using blogs in ESL classes. Blogs are well-known online personal journals that are frequently used and updated by people. They have the features of being interesting, authentic, and easy to use. According to Hashemi and Najafi (2011), “Using blogs as an educational tool in English classes is not only refreshing, highly motivating, and exciting for language students but it also creates innovative ways of teaching language skills for language teachers as well” (p. 603). However, there are certain factors that need to be taken into consideration when using ICT in ESL classes. For example, the technology systems of the institutions that are participating must be compatible. In China, it is very difficult to get every student to participate in technology practices during class time due to large class sizes. More research should be done on how to deal with larger groups of students and time management for using ICT. In addition, the consistency of using ICT is another important issue that needs to be discussed. If it cannot be embedded into classes regularly and consistently, its implementation can cause fragmented and confused learning.

## Literature

The teaching of literature has been given an important role in ESL classes. It has many uses and purposes. According to Mishan (2005), literature is “the most intense and intrinsically the most dense representation of the culture and the people who comprise it” (p. 112). Literature is one of the significant cultural products that represent human passions, feelings, emotions, and thoughts. Therefore, an effective ESL class should properly bring language and literature together. From a linguistic perspective, literature provides an example of authenticity. “It reflects authentic situations and genuine acts of communication since literature comes about most naturally almost authentically” (Tarakcioglu, 2003, p. 215). From the perspective of culture, “it helps students to catch on the very gist of a foreign culture and language with its varieties and distinctive usages in the widest sense” (Tarakcioglu, 2003, p. 216). In other words, literature has to be presented in language classes. Bonnie, Marian and Marilyn (2011) also emphasize the benefit of using literature: it “can be used to motivate and engage learners and to assist them in noticing connections between form and meaning” (p. 249).

Similar to the story-based approach that mentioned in prior, fairy tales are certainly not new to foreign language classes. In *Fairy Tales and Foreign Languages: Ever the Twain Shall Meet*, Davidheiser (2007) analyzes the relationship between fairy tales and the learning of German, which is also relevant to learning English. He argues that “fairy tales provide an avenue for coming to terms with both the structure and culture of the target language” (p. 215). Moreover, since fairy tale topics and fairy tales themselves are full of entertainment and cause audience enjoyment, the level of fear students may have in approaching the English language is lowered and learning can take

place in a relaxing and nonthreatening environment. In addition, the language in fairy tales is authentic and often repeated. In the process of dealing with fairy tales, through pictures, explanations, or even audio sounds, students learn vocabulary and the main aspects of grammar point by point as they come up in the fairy tales. More importantly, grammar structures in fairy tales are contextualized, so it is easy for students to learn certain aspects of grammar naturally and authentically.

For the purpose of this project, how to use literature to improve students' ability to communicate is an important concern. *In Reading to Speak: Integrating Oral Communication Skills*, Zhang (2009) comes up with a more integrated approach—reading to speak, “where speaking is added to reading and writing lessons to ensure that students receive essential practice in oral communication” (p. 33). In China, students are overwhelmed by the intensity of reading and writing in English classes. The reading to speak approach is very suitable for the situation in China because it “can help students notice the gap between what they said and what they wanted to say” (Zhang, 2009, p. 33). In that way, students will naturally “move from focusing their attention on meaning to focusing their attention on form” (Zhang, 2009, p. 33). In other words, through those activities, integrating speaking and reading skills deepens students' understanding of reading materials and breaks the boundaries of traditional grammar-based English classes; and more importantly, this approach lets students apply the information they have read into authentic speaking practice.

Clearly, teaching literature is very suitable for grammar-based English classes in China because it allows students to develop at least three skills at the same time. Thus, teaching literature fulfills the need for learning culture, and also balances the learning of

the language itself. Mishan (2005) argues that “Literature can create deeper involvement and closer interaction than most any other cultural products”, and it is “the ideal linguistic form to explore for those wishing to ‘get under the skin’ of a culture” (p. 112). However, this research provides theories and steps for teaching literature in language classes, but without addressing how to select appropriate literature materials. There are numerous works of literature in various books and on the internet. In order to fulfill the purpose of presenting cultural products in English classes, how to select appropriate materials is the issue that needs to be considered and discussed.

### Conclusion

This review of secondary resources reveals the impact of teaching culture in the process of second language acquisition, and the importance of grammar learning in developing the ability to communicate. These approaches emphasize cooperative work in English classes and how learning culture can serve the purpose of enhancing speaking ability. Culture and language interact with each other; teaching culture in second language classes promotes the progress of students’ language proficiency. However, in order to provide a practical and valid project for English teachers, a few questions still need to be considered.

First, how do English teachers select effective and appropriate cultural products among all those numerous options? Are there criteria that provide standards for authentic materials? Second, can teachers access the materials and get the cultural products easily? The availability of the materials has to be provided for this project to be useful. Third, in order to address both grammar instruction and the negotiation of



meaning at the same time, the order of grammar presentation and demonstrating culture need to be considered based on different class topics. Last, due to the size of English classes in China, how to manage the class and design activities in order to have every student participate is another important concern.

## CHAPTER III

### METHODOLOGY

#### Development Process

The creation of this project started by selecting the ninth grade English textbooks used in China. The determining characteristic for my choice is that they overemphasize grammar and do lots drilling language learning. Because the lack of complete teaching culture process and materials is the emerging problem of English classes in China, providing a systematic teaching process and materials would be helpful for teachers and promote culture teaching in English classes.

First, I categorize all units from the textbooks into seven cultural products based on Mishan (2005): literature, the broadcast media, newspapers, advertising, music and song, film and ICT. Those cultural products are close to people's daily lives and most of them are frequently used in language teaching, teachers and students may feel comfortable using them. To help students play the active role of people in the target culture, the units are put into the five different cultural dimensions based on Moran: practices, products, perspectives, communities and persons. To guarantee the authenticity of materials, Mishan (2005) suggests the criteria for materials selection: (1) provenance, (2) original communicative purpose, (3) socio-cultural function and context, and (4) activity or interactivity (p. 14-15). Communicative purpose and interactivity are addressed in those criteria. We must be aware that instructional materials serve a

communicative purpose, and appropriate materials can promote the improvement of speaking ability. In addition, not only materials, but also tasks should be authentic. In order for tasks to be authentic, Mishan (2005) formulates the following set of guidelines: (1) reflect the original communicative purpose of the text on which they are based, (2) be appropriate to the text on which they are based, (3) elicit response to/engagement with the text on which they are based, (4) approximate real-life tasks, (5) activate learners' existing knowledge of the target language and culture, and (6) involve purposeful communication between learners (p. 75). According to Mishan (2005), "This set of guidelines is intended to operate as a sort of checklist to be applied selectively while conceiving and designing tasks" (p. 75). Those guidelines are indeed the foundation of task designing and selecting in this project.

In order to present the culture and provide students with opportunities to speak in English, the task-based language teaching approach (Nunan, 2004) that contains schema building, controlled practice, authentic listening practice, a focus on linguistic elements, provide freer practice, and introducing the pedagogical task was adopted in this project at first. This linked sequence of enabling exercises and activities will prepare students to use the target language through the process of carrying out tasks. However, complete lesson plans have to be developed using the task-based language teaching approach. More importantly, to English educators in China, the purpose of this project is to provide a culture teaching system for grammar-based English classes. Therefore, in order to address teaching culture, only activities that align with each topic and selected standards will be presented in this project. This is a new English learning format for most Chinese students, because their learning achievements are not reflected in tests, but their

learning achievements. Test scores are not the only way to measure students' learning about culture and their speaking ability. Instead, formative assessment techniques are adopted in this project to evaluate students' learning outcomes and provide feedback to teachers and instructors.

### Content of the Project

The following section contains a rationale for selecting cultural products, choosing the standards, analyzing textbook, and adopting assessment strategies.

#### Basis for Selecting of Cultural Products

The criteria of: (1) appropriateness, (2) availability, and (3) comprehensibility represent the foundation for selecting cultural products in this project.

Regarding appropriateness, since the age group of the target students is fourteen to fifteen years old, products that are complex or far away from their lives are not appropriate for them. The topics in the textbooks such as “travel,” “sporting life,” and “save our world” are very close to students' daily life. We must remember that students learn from these materials, not teachers. The learner-centered approach, which emphasizes learner-response to cultural products, is at the center of second language instruction and learning. Given that the purpose of this project highlights the important role of communication in grammar-based English class, the products selected should spark students to participate in communication. Interesting subjects motivate students to communicate in response to cultural products that teachers select for them. Teachers still choose cultural products, but keeping in mind how they do so students respond to the products. Therefore, it is better to be direct and close to students' lives with aspect to any

cultural topic. Secondly, to address the principle of activity and interactivity (Mishan, 2005), selected cultural products should be easy to create and extend into a range of activities to promote interaction during class time. In the process of interaction, students learn the knowledge of culture and practice speaking at the same time. In addition, content that includes violent, sexual behaviors, and mean language are not appropriate in English classes. This is another important factor that teachers should be aware of in determining cultural products. All three of these issues contribute to the appropriateness of cultural products.

Today, most information comes from the Internet, which is the most effective source for teachers when it comes to exploring suitable cultural products, such as downloading movies or ordering books. Teachers should keep in mind that the materials be readily available to so that students are able to review or practice after class. Thus, one of the goals of this project is to provide teachers with easy access of materials. All cultural products and related materials presented in this project to save time for teachers and promote teaching of culture in grammar-based English classes.

Other than appropriateness and availability, students' language proficiency has to be strongly considered in cultural product selection. Therefore, the third criterion is comprehensibility. For each cultural product, activities are created for Stage II (Created) and Stage III (Planned) students based upon the World Language Content Standards for California Public Schools (K-12). In the standards, requirements that are designated for every single level of language proficiency are specifically listed in the following categories: content, communication, cultures, structures, and settings. To determine which cultural product to use requires being aware every specific standard. For example,

for Stage II students, the topic of “save our world” in the textbook would satisfy “Climate” standards from the K-12. For Stage III students, “Environmental concerns,” which includes further discussion and requires more complicated language is for Stage III. In addition, Krashen’s formula  $i+1$  (Kranshen, 1981), “which was indicated that input (  $i$  ) is comprehensible to the learner even when somewhat above his/her current proficiency level” (Mishan, 60) is satisfied choosing reasonably challenging cultural products for students can help them build confidence and instill a sense of achievement. When students can successfully deal with a little challenging content, confidence becomes a remarkable motivator of language learning.

To demonstrate various characteristics of the target culture, the five dimensions of culture (practices, products, perspectives, communities and persons [Moran 2001]) should be considered in material selection. To provide a well-rounded representation of the target culture in different contexts, each selected cultural product should support at least one dimension of the culture.

### Selection of the Textbooks

This project is based on ninth grade English textbooks in China, which were published by Foreign Language Teaching and Research Press and Macmillan Publishers in 2006. There are two books for ninth grade English stud approved by the ministry of education. One is for spring semester, and the other one is for fall semester. This set of textbooks is comprised of twenty-four modules, every module has a different topic. The main approach represented in these textbooks is grammar-based instruction accompanied by very little cultural content and classroom discussion. Experiences from students’ lives are well represented in the table of contents of these textbooks. Topics include “Sporting

Life,” “Save Our World,” and “Cartoon Stories,” which are very close to students’ lives and interests. Aligned with each topic, target grammar structures and objectives for listening, reading, writing and speaking skills are listed at the beginning of each chapter. Every module starts with a dialogue emphasizing vocabulary learning that students listen to and read. The dialogue is followed by a longer and more grammatically challenging article reading and analysis. In the end, several forms of grammar practice are provided. The cultural content in module tasks are presented at the end of each chapter. This setup indicates that English education in China is on the way to achieving cultural appropriateness and authenticity. However, cultural knowledge is only demonstrated in a limited introductory paragraph and a small isolated picture. In terms of module tasks, very little context and instructions are provided. They are often ignored or skipped by teachers and students.

The means of assessment determines how teaching and learning occurs. The only way of evaluating students’ English learning achievements in China is through standardized tests. These tests cannot measure learning performance related to culture and speaking abilities. Culture never appears on the English achievement test. Based on Schulz (2007), in language classes, “the profession has no tradition of assessing cultural understanding in the context of language instruction” (p. 10). In this light, assessment could be one of the reasons that the curriculum neglects culture teaching and learning. The test determines and shows what we think is important. Therefore, the way to change people’s attitudes towards culture learning is adjusting assessment. In this project, to fill the gap of cultural learning in China, formative assessment strategies are provided at the end of the activities suggested for each topic. The better way to have students feel they

learned is to allow them to see how much and well they can use the language. In addition, all topics in the textbooks are highlighted from cultural perspectives and demonstrated in cultural products. Through the learning of culture, students have opportunities to use and interact in English so that their communication ability can be addressed and improved.

### Assessment Strategies

English teachers and students in China view tests as the only way to assess students' language abilities. Students tense up when teachers mention a test. When the test is over, students may say, "I don't have to remember that anymore!" In the classroom, students feel too nervous to use the language because they are afraid of being judged by teachers and peers. Feedback from test scores is too limited for teachers to assess their students' overall language abilities. Perhaps, rather than changing students' attitudes towards tests in China, changing the type of assessment would work better. Tests are a strategy of assessment, but they are not the only form of assessment that teachers can adopt. Instead of teaching to the test, teachers can connect English classes to a process of learning experience by giving students freedom to experiment, to take risks, to make mistakes, and to learn from failures without being formally graded. This project is devoted to providing cultural activities and tasks for students to improve their cultural awareness and language in the process of learning. Assessment is a very important part of this process.

Before choosing an appropriate assessment to measure students' language learning outcomes, the function of assessment should be kept in mind. According to Brown (2010),



. . . evaluating students in the process of forming their competencies and skills with the goal of helping them to continue that growth process. The key to such information is the delivery and internalization of appropriate feedback on performance, with an eye toward the future continuation of learning. (p. 7)

Based on the purpose of this project, formative assessment would be more appropriate because teachers can assess students' language ability based on observation and performance of cultural activities. However, formative assessment is very broad; assessment tools should provide evidence of students' learning outcomes and progress toward the goals of the curriculum. Assessment should provide feedback that teachers can use in planning and modifying instruction to support and help students achieve these goals. Specific assessment strategies that can assess students' language proficiency as a result of production such as oral, written, or group production should be considered and integrated into this project. In addition, the *Foreign Language Framework* (2003) has specific requirements for the adoption of assessment materials:

To be considered suitable for adoption, instructional materials in foreign language must provide: (1) Strategies or instruments teachers can use to determine students' prior knowledge; (2) Multiple measures of the individual students' progress at regular intervals to evaluate his or her attainment of the appropriate stage; (3) Guiding questions for monitoring students' comprehension when listening, speaking, reading, and writing; and (4) Performance assessment and accompanying rubrics that can be used to evaluate and improve the quality of students' work. (p. 59)

Considering the requirements of standards and parameters of this project, the techniques developed by Douglas Fisher and Nancy Frey (2007) are adopted here to check for students' understanding and learning outcomes. Those techniques are comprised of four types of strategies that assess students' language ability from different perspectives: oral language, questioning, writing, and projects and performances.

## *Strategies*<sup>1</sup>

- 1.0 Oral Language
  - 1.1 Accountable talk
  - 1.2 Noticing verbal behavior
  - 1.3 Value lineups
  - 1.4 Retellings
  - 1.5 Think-Pair-Share
  - 1.6 Misconception analysis
  - 1.7 Whip around
- 2.0 Questioning
  - 2.1 Constructing effective questions
  - 2.2 Providing nonverbal support
  - 2.3 Developing authentic questions
  - 2.4 Response cards
  - 2.5 Hand signals
  - 2.6 Audience response systems
  - 2.7 ReQuest
  - 2.8 Socratic seminar
- 3.0 Writing
  - 3.1 Interactive writing
  - 3.2 Read-Write-Pair-Share

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<sup>1</sup> Hilda Hernandez EDSL Class Notes based on the book, Fisher, D. & Frey, N. (2007). *Checking for Understanding: formative assessment techniques for your classroom*. Alexandria, VA: Association for Supervision & Curriculum Development.

- 3.3 Summary writing
- 3.4 RAFT
- 4.0 Projects and Performances
  - 4.1 Reader's Theatre
  - 4.2 Multimedia presentations
  - 4.3 Electronic and paper portfolios
  - 4.4 Graphic organizers
  - 4.5 Inspiration
  - 4.6 Foldables

#### Presentation of the Project

This project is devoted to providing a complete and effective cultural teaching system, including access to cultural products, suggested activities, aligned standards and assessment strategies. Appendix A is comprised of twenty-four activity cards, which are aligned to twenty-four topics from the selected textbooks. Each activity is composed of nine sections. The first section of the activity card provides the activity's topic exactly as stated in the textbooks. The second and third sections are types of cultural products defined by Mishan (2005) and cultural dimensions summarized by Moran (2001). Every topic targets cultural products and corresponding cultural dimensions to address the theme of the topic and its perspectives on the culture. The next two sections are selected authentic materials and their corresponding descriptions, to allow teachers to choose appropriate products according to students' needs and instructional goals. Access to the authentic materials is provided in the sixth section through URL addresses. The

subsequent section presents the Targeted National Standards for Foreign Language Learning. The final two sections are the main parts of the activity cards. Suggested activities that are aligned with the World Language Content Standards for California Public Schools (K-12) are provided in the eighth section. For each product, activities are suggested for Stage II and Stage III students. Students' language proficiency may vary within a classroom; teachers can determine which activity to use based on students' learning abilities and language levels. Checking for understanding is the last section; it presents diverse assessment strategies to evaluate students' learning outcomes.

For more detailed descriptions about the World Language Content Standards for California Public Schools (K-12), refer to Appendix B. The project evaluation survey is presented in Appendix C.

### Evaluating the Project

After developing the activity cards, the next step is to determine the effectiveness of this project. Despite assessing the usefulness of cultural products, suggested activities, and assessment strategies in classrooms, getting feedback from colleagues and English teachers in China is also significant. A survey in Appendix D is designed to serve as a logical way to evaluate the effectiveness of this project. This section explains the purpose, design, and process of conducting the survey.

#### Purpose of the Survey

According to Brown (2001), language surveys are any studies “that gather data on the characteristics and views of informants about the nature of language or language learning through the use of oral interviews or written questionnaires” (p. 2). The

survey was created to assess the effectiveness of the project from the point of view of both a student's learning experience and a teacher's cultural teaching experience. The results of this survey will be significant to evaluate the effectiveness of this project. Feedback from teachers and students will be used to modify and advance this project.

### Design of the Survey

Based on McKay (2010), "In designing a survey, the primary questions the researcher needs to address are what is the purpose of the survey and who will take the survey" (p. 36). The purpose of this survey is to assess the effectiveness of this project. A survey relies on determining the intended respondents. For this survey, the intended respondents will be ninth grade English teachers in China, who are familiar with the textbooks and instructional practices used in China.

Both close-ended and open-ended questions are included in this survey. Close-ended questions are designed to collect objective and numerical data, and open-ended questions can be used to get diverse opinions from different individuals. This survey contains two parts. The first part includes eight multiple choice and two open-ended questions that elicit background information from English teachers, their classroom practices, and philosophies of culture teaching and learning. This information will be useful for analyzing whether or not this project can bring positive influences and changes in their English teaching career. Only two open-ended questions are provided in Part I in order to avoid being time-consuming and overwhelming. The other eight questions are close-ended questions. These "allow for more uniformity of responses and are easy to answer, code, and analyze" (McKay, 2010, p. 39). The purpose and instructions of the questions are provided at the beginning of Part I.

Likert-scale questions are adopted as the format for Part II. Thirteen questions are directly related to the design and content of the project. Responses to the questions range from “strongly agree” to “strongly disagree”. These questions elicit feedback about the following: opinions about selected cultural products, the appropriateness of the standards, the usefulness of assessment strategies, the effectiveness of suggested activities, and more importantly, whether or not this project influences teachers’ attitudes and practices. The purpose and instruction of the questions are also presented at the beginning of Part II.

At the end of the survey, there is a message that expresses appreciation for each participant in the survey. I hope that the participants will feel that they provided important feedback and that their opinions will be used to modify the project.

### Conducting the Survey

According to McKay (2010), “The purpose of piloting a survey is to find out what problems exist in the clarity of the directions and which items might be confusing or difficult” (p. 41). Therefore, in order to increase the value of this survey, the project and survey will be available to at least twenty English teachers in China who would like to participate in using this project. The results will be collected after a semester to ensure sufficient time to put those materials and suggested activities in practice. In addition, McKay (2010) states that “In designing a survey, as in all research, it is essential for researchers to strive for reliability” (p. 41). In order to assure the reliability of this survey, the same survey will be given to the same individuals on two occasions to see how consistently the participants give the same response to the same survey. In this case,

the reliability of this survey can be evaluated and improved as necessary. The survey is presented in Appendix C.

## CHAPTER IV

### CONCLUSION

#### Summary

This project is comprised of learning topics from selected textbooks, cultural products, suggested activities aligned with target standards, and assessment strategies. I have developed a teaching approach about culture to offer new insights into culture learning and communication practice in grammar-based English classes. This project emphasizes the importance of teaching culture, speaking ability, and using authentic. According to Ito (2010), “Without this integration, foreign language teaching will not advance and will remain focused mainly on memorization of dialogues, vocabulary and grammar, and passive repetition practice” (p. 38). Providing students with opportunities to deal with authentic cultural situations and communicate with the target language is a crucial part of the process of learning English. Through cultural products, grammar and vocabulary become alive and meaningful. This project contributes not only to students’ learning of culture, but also provides English teachers with a schema for teaching culture that they can apply in their curriculum. Useful information related to cultural products, such as descriptions and access to authentic materials, is listed on each activity card in order to reduce preparation time. This range of authentic products allows teachers to determine which one to use based on class needs. In addition, a series of activities related to textbook topics are presented as aligned with current standards. This preparation offers



more choices for teachers in the areas of lesson planning and activity selection. More importantly, each step of the learning process permits summarizing formative assessment strategies to assess students' learning outcomes.

Gathering suitable materials has been challenged every dimension of this project. All the cultural products in this project were selected and evaluated strictly according to the stated criteria. The collected cultural products provide thorough resources that present American culture. It is my hope that this project can inspire teachers' enthusiasm in culture teaching and advance English learning methods in China.

#### Future Recommendations

This project can bring new insights into culture teaching in ESL classes, and serve as basis for future English teaching in China. Cultural products present the target culture and native speakers' daily lives from various dimensions. Through this project, English teachers in China can increase awareness of the importance of providing authentic materials and opportunities for students to experience natural language through cultural products. In writing this project, I discovered my own passion for learning culture. Learning culture never stops. It can last a lifetime. This project makes me become a life-long learner of American culture. It can potentially inspire more and more English teachers in China to continue learning culture through the target language, so that they can get more profound insights on culture teaching.

Although various cultural products have been gathered in this project, I believe that even more suitable sources are waiting to be discovered. The next step for me is to pilot and evaluate the effectiveness of the selected materials and explore more

appropriate materials that can be used in the culture curriculum. In addition, I would like to create ready-to-use lesson plans for each topic using the Effective Instructional Sequence (EIS). Lesson plans that follow the EIS including setting the stage, comprehensible input, guided practice, application and extension, and assessment and evaluation can provide logical and complete classroom management sequences and can shorten teachers' preparation time. Teachers can adjust or change the sample lesson plans to satisfy students' needs in different situations.

As an educator, it is my responsibility to continue doing research on language teaching and introducing American culture. I plan to expand upon this project to present other cultures and topics that further advance teaching and cultural learning in grammar-based English classes. I would like to provide my students a wonderful and meaningful cultural learning experience as an extension of my professional knowledge and teaching experiences.

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## APPENDIX A

## CULTURAL PRODUCTS ACTIVITIES

**Topic:** Wonders of the World

**Mishan:** Advertising, ICT

**Moran:** Products

**Authentic Materials:** An advertisement for the Grand Canyon, the Official Website of Grand Canyon National Park, the Website of the Grand Canyon Association

**Description of Products:** The first product is an advertisement for the Grand Canyon by Western River Expeditions, which presents a great view of the Grand Canyon and various fun activities. Students can get visual impression of the Grand Canyon through watching this advertisement. The other products are the websites of Grand Canyon. These websites introduce the history, the culture, as well as popular places of the Grand Canyon. Students can even explore more information about the Grand Canyon for personal enjoyment and interest after class.

**How to obtain the products:**

•Advertisement: <http://www.youtube.com/watch?v=IH6tX9ay-QY>

•Website: <http://www.nps.gov/grca/index.htm>

<http://grandcanyonhistory.clas.asu.edu/index.html>

**Targeted National Standards for Foreign Language Learning:**

Communication:

1.1 provide and obtain information, exchange opinions

1.2 understand written language

1.3 present information and ideas

Cultures:

2.2 understand the relationship between products and perspectives

Connections:

3.1 further knowledge of other disciplines (history)

Comparisons:

4.2 understand the concept of culture

Communities:

5.1 use the language within and beyond school setting

5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II:

1. Show students the advertisement; ask them how they feel about the Grand Canyon. (Content 2.1, Communication 2.0, 2.1, 2.3, Cultures 2.0, Structures 2.1, Settings 2.0)
2. Play the advertisement section-by-section; in pause, ask students to speak out the activity. Have students to summarize what they can do at the Grand Canyon. (Content 2.0, Communication 2.0, 2.4, 2.5, Cultures 2.0, 2.1, Structures 2.1)
3. Ask students if they have watched the same type of advertisement before; have them talk about which famous places in advertisements and what you can do there. (Content 2.1, Communication 2.0, 2.1, 2.3, Cultures 2.0, 2.1, 2.2, Structures 2.1, Settings 2.0)
4. Expert Panel: Go to the official website of the Grand Canyon, assign each student to explore two or three “Things To Do”; when students get prepared, have students work in groups to share with each other about the things to do at the Grand Canyon. (Content 2.0, Communication 2.0, 2.1, 2.2, 2.4, 2.5, Cultures 2.1, Structures 2.0, 2.1, Settings 2.0)

**Checking for Understanding:**

•Use *nonverbal cues* (Fisher & Frey, p. 24, 2007) all the time; observe students’ facial experiences or eye movement.

•*Comprehension Questions* (Fisher & Frey, p.44, 2007):

1. Have students talk about the theme and content of the advertisement in their own words.
2. Give three examples of activities at the Grand Canyon.

•*Think-Pair-Share* (Fisher & Frey, p. 30, 2007): As students to *Think* about the famous place they have been to and things they did there; discuss the responses with a *partner* for a few minutes; *share* their experience with the class.

Stage III:

1. Watch the advertisement, let each student select one activity that interests him/her; put students who select the same activity in the same group, share why they like the activity with each other. (Content 3.0, Communication 3.1, 3.4, 3.5, Cultures 3.0, 3.1, Settings 3.0)
2. Introduce the south and north rim of the Grand Canyon to students, have students choose the one they like; ask students to work in groups to make a traveling plan of south rim or north rim. Present their plans which include the following areas: desired routes, maps of the routes, rim viewpoints, recommended viewpoints. (Content 3.0, 3.1, Communication 3.0, 3.2, 3.3, 3.4, 3.5, 3.6, Cultures 3.0, 3.1, Structures 3.0, 3.1, Settings 3.0)

**Checking for Understanding:**

- Summary writing* (Fisher & Frey, p.66, 2007): Ask students write two to three paragraphs about what have learned about the Great Canyon.
- Paper Portfolio* (Fisher & Frey, p.83, 2007): Students need to provide a portfolio of the process of developing traveling plan. The portfolio may include desired routes, pictures, maps, rim viewpoints, and their summary writings.

**Topic:** Great Books

**Mishan:** Literature, Film

**Moran:** Products

**Authentic Materials:** Chapter 1 of the Adventures of Tom Sawyer, the movie of the Adventures of Tom Sawyer

**Description of products:** This is a story of Tom Sawyer from chapter one of a simplified book based on Mark Twain. The story is from page seven to page nine. Aligned with the content of this topic in the textbook; this story demonstrates Tom's personality and characteristics. There is no complex grammar or vocabulary that is beyond students' current language proficiency in this story. The form of the story is dialogue, which is a good resource for speaking practice and other cultural activities. The other product is the movie, which is accurately conveyed in the book. Students can visually get the main idea of the story by watching the first ten minutes of the movie.

**How to obtain the product:**

•The story: <http://www.barnesandnoble.com/sample/read/9780679880707>

•The movie: <http://www.youtube.com/watch?v=iRFix4HEPis>

**Targeted National Standards for Foreign Language Learning:**

Communication:

1.1 provide and obtain information, exchange opinions

1.2 understand written language

1.3 present information and ideas

Cultures:

2.2 understand the relationship between products and perspectives

Connections:

3.1 further knowledge of other disciplines (classic novels)

3.2 recognize the distinctive viewpoints

Comparisons:

4.1 understand the nature of language

4.2 understand the concept of culture

Communities:

5.1 use the language within and beyond school setting

5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II:

1. Read the story one or two times, work in pairs to discuss the personality of Tom, come up with at least two words that describe what kind of boy Tom is. (Content 2.0, Communication 2.0, 2.2, 2.5, Cultures 2.1, Settings 2.0)
2. Interview a few students if they would like making friends with Tom and why. (Content 2.0, 2.1, Communication 2.0, 2.1, 2.3, 2.5, Cultures 2.1, Structures 2.1, Settings 2.0)

3. Have students work in groups, go over the story again, figure out the cultural products that are uncommon in China (fence, doughnut). (Content 2.1, Communication 2.5, Cultures 2.1, 2.2)
4. According to students' preference, they can draw pictures of one of the scenes in the story and talk about their pictures (Content 2.1, Communication 2.1, 2.3, 2.5, 2.6, Cultures 2.1)
5. Have students read the story aloud to experience the nature of the oral language and then role play the story. (Communication 2.1, 2.3, 2.4, 2.5, Cultures 2.1)

**Checking for Understanding:**

•*Knowledge Questions* (Fisher & Frey, p.44, 2007):

1. Where did this story happen?
2. What was Tom doing at the beginning of the story?
3. Did he finish whitewashing the fence? How did he make it?

Stage III:

1. Watch the first ten minutes of the movie *The Adventure of Tom Sawyer*, have students to describe what happened in the movie and talk about Tom's personality together. (Content 3.0, 3.1, Communication 3.0, 3.1, 3.3, 3.5, Settings 3.0)
2. Make copies of the story, break down the story into ten parts, have students work in groups to put ten pieces in order. (Content 3.0, Communication 3.1, 3.2, 3.5, Structures 3.0, 3.2)
3. Write a character analysis of Tom in one or two paragraphs. Select one or two characteristics that describe Tom and choose quotations from the story to support the ideas. Share the analysis with other students in groups. (Content 3.0, 3.1, Communication 3.0, 3.3, 3.4, 3.5, 3.6, Structures 3.1)
4. Have students work in groups according to the books they have read outside of class, prepare a group presentation which includes following elements: (1) Basic information: title, author, country, (2) Content: main character, main idea of the book, (3) character analysis, (4) why do you like this book. Teachers should model the presentation to students. (Content 3.1, Communication 3.3, 3.4, 3.6, Structures 3.1, Settings 3.0, 3.1)

**Checking for understanding:**

•*Noticing nonverbal behavior* (Fisher & Frey, p. 24, 2007): Using nonverbal cues in activity 1, 2, 4 and 5; give comments and feedback students responses.

•*Retelling* (Fisher & Frey, p.26, 2007): Ask students to retell the story in their own words; their retellings should include when, who, what, and the result of the story.

**Topic:** Sporting Life

**Mishan:** Film, Newspapers

**Moran:** Practice

**Authentic materials:** Video clip: Beginner's Guide to the Olympics;

**Description of products:** This is an introduction video clip about the Olympics for people who don't know much about this famous sport event. It is also a good authentic material for culture learning and listening practice in ESL classes. This video clip present various information from the organization and process of the Olympics to the source of finance. The language in the video clip is natural and clear, there are no complicated grammar structures or vocabulary. It is a good material that demonstrates what is going behind this amazing global event; it is also appropriate for second language learners to view the culture practice from a perspective that is different from their own culture. The other product is an electronic newspaper article, which can be used for class discussion or speaking activities.

**How to obtain the product:**

•Video clip: <http://www.youtube.com/watch?v=RhvpQNvKIPM>

•Article: <http://teachingkidsnews.com/2014/02/12/1-stories-behind-athletics/>

**Targeted National Standards for Foreign Language Learning:**

Communication:

1.1 provide and obtain information, exchange opinions

1.2 understand written language

1.3 present information and ideas

Cultures:

2.1 understand the relationship between practices and perspectives

2.2 understand the relationship between products and perspectives

Connections:

3.1 further knowledge of other disciplines (sport)

3.2 recognize the distinctive viewpoints

Comparisons:

4.1 understand the nature of language

4.2 understand the concept of culture

Communities:

5.1 use the language within and beyond school setting

5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II

1. Before watching the video clip, have students brainstorm what kind of things they want to know about the Olympics. Predict possible dimensions of the Olympics the video is going to talk about. (Content 2.1, Communication 2.0, 2.1, Cultures 2.0, Settings 2.0)
2. Watch the video, ask students the following two questions:
  - How many aspects did the video talk about the Olympics?

- What are the aspects? (Content 2.0, Communication 2.0, 2.1, 2.2, 2.4, 2.5, Cultures 2.1, Structures 2.1)
- 3. Play the video section-by-section, ask students to take notes of each section; work in groups and discuss what information they get from each section. (Content 2.0, Communication 2.0, 2.2, 2.4, 2.5, Structures 2.1, Settings 2.0)
- 4. Expert Panel: Have students work in three groups, each group read a story from the article and discuss together about the story; then ask students to move into different groups and make sure each group has at least three students who read different stories, retell the stories to each other. (Content 2.0, Communication 2.0, 2.2, 2.4, 2.5, Cultures 2.1, Structures 2.0, 2.1)

**Checking for understanding:**

•*Noticing nonverbal behavior* (Fisher & Frey, p. 24, 2007): Using nonverbal cues in activity 2, 3, 4 and 5; give comments and feedback on students' responses.

•*Comprehension Questions* (Fisher & Frey, p.44, 2007):

1. What is the main idea of the video?
2. Give two examples of what goes on in between the games.
3. Talk about one thing that they didn't know about the Olympics before they watched the video.

*Stage III*

1. Listening comprehension competition: Assign students into two groups, watch the video twice and take as much as information they can. Try to answer the following questions; the group who answers most questions correctly wins. (Content 3.0, Communication 3.1, 3.2, 3.5, Cultures 3.0)
  - How many years usually does it take to prepare the Olympic Games?
  - How many groups participate in running the Olympics? What are they?
  - What do organized committees do?
  - Who takes charge in selecting athletes?
  - Give examples of where does the money come from.
  - Give examples of what goes on in between the games.
2. Watch the last section of the video again, address that the Olympics is not only a sporting event, but also support public welfare. Interview a few students if they like watching the Olympics, and make comments on this significant event after watching the video. (Content 3.0, Communication 3.1, 3.4, Cultures 3.0, 3.1, Settings 3.0)
3. Have students work in three groups; assign each group with a story from the article. Print out each story and cut the story by sentences into pieces of paper, ask students to work together to put the story in the right order. Then each group retells the story to the other two groups. (Content 3.0, Communication 3.0, 3.2, 3.3, 3.5, Structures 3.0, 3.2)



4. Pro-Con: Every holding country of the Olympics spends a lot of money and time to prepare the Olympics. Refer to this, have the students think about and list out the positive aspects and negative aspects of preparing the Olympics. (Content, 3.0, 3.1, Communication 3.1, 3.4, Cultures, 3.0)

**Checking for understanding:**

- Synthesis* (Fisher & Frey, p.45, 2007): Draw a picture of the story they worked on.
- Summary writing* (Fisher & Frey, p.66, 2007): Write two to three paragraphs about what they have learned from this class.
- Presentation* (Fisher & Frey, p.82, 2007): Ask students to select athletes of the Olympics according to their interest; try to find out information about the athletes which include what sports they do, where they come from, their experience and one thing that inspires to them.

**Topic:** Great Inventions

**Mishan:** Advertising

**Moran:** Products, Perspectives

**Authentic material:** An advertisement of Kindle

**Description of the product:** In China, the e-book is not as popular as in Western countries. But as the development of new technologies, books have started being replaced by electronic products such as lap-top, iPhone and iPad. This unit of the textbook focuses on if books are going to be replaced by computers. Kindle is a representative product of e-book. Through the advertisement of Kindle, students can get more direct and visual expression of e-book; also, it promotes them to think about the same cultural product from different cultural perspectives.

**How to obtain the product:** <http://www.youtube.com/watch?v=QaHQqI3fksM>

**Targeted National Standards for Foreign Language Learning:**

Communication:

- 1.1 provide and obtain information, exchange opinions
- 1.2 understand spoken language
- 1.3 present information and ideas

Cultures:

- 2.2 understand the relationship between products and perspectives

Connections:

- 3.1 further knowledge of other disciplines (new technology)
- 3.2 recognize the distinctive viewpoints

Comparisons:

- 4.1 understand the nature of language
- 4.2 understand the concept of culture

Communities:

- 5.1 use the language within and beyond school setting
- 5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II

1. Before playing the advertisement, briefly introduce Kindle to students and ask them to predict what features of Kindle are possible to introduce in the advertisement. Or having students talk about what they want to know about Kindle. Then play the advertisement. (Content 2.0, 2.1, Communication 2.0, 2.1, Structures 2.1, Settings 2.0)
2. Play the advertisement section-by-section according to each feature of Kindle, explain about those and guide students to repeat the features in their own words. (Content 2.0, Communication 2.0, 2.2, 2.5, Cultures 2.1, Structures 2.0, 2.1)
3. Have students work in groups to draw a poster of Kindle for people who don't know much about Kindle. Posters should address the features of Kindle. (Content 2.0, Communication, 2.1, Cultures 2.1)

4. Talk about features of a book we are used to reading. Then ask students to create lists of features of books and e-books, and compare advantages and disadvantages of both two. (Content 2.0, Communication 2.1, Culture 2.1, 2.2, Structures 2.1)
5. Debate: Can books be replaced by e-books? Encourage students to use the lists they created in activity #4. (Content 2.0, 2.1, Communication 2.0, 2.1, 2.3, 2.4, 2.5, Cultures 2.0, 2.1, 2.2, Settings 2.0)

**Checking for understanding:**

- Analysis question* (Fisher & Frey, p.44, 2007): What are the similarities and differences of books and Kindle?
- Application question* (Fisher & Frey, p.44, 2007): If you are a Kindle designer, what other functions or features of Kindle you would like to develop and why?
- Evaluation writing* (Fisher & Frey, p.45, 2007): If you are a journalist of a magazine, write a short article about two or three paragraphs to introduce Kindle and evaluate the value of Kindle for people who have never used it.

Stage III

1. Before playing the commercial, introduce a few slogans such as *Because you're worth it* (L'Oreal), *The last honest pizza* (Roundtable), and *Power of dreams* (Honda). Ask students if they know any commercial slogans, in either Chinese or English. Play the commercial a number of times, ask students to try to identify the slogan for Kindle. (Content 3.0, Communication 3.1, Cultures 3.1)
2. The appeal of advertisements comes through interplay of images, language and music. Have students work in three groups; analyze how the Kindle commercial use each feature to evoke purchase. (Content 3.0, 3.1, Communication 3.0, 3.1, 3.4, 3.5, Cultures 3.0, 3.1)
3. Play the advertisement again section-by-section; identify situations in which Americans use Kindle to read. Ask students to think about if those situations are appropriate in China. If not, discuss which situations should be replaced to fulfill Chinese people's needs. (Content 3.0, 3.1, Communication 3.0, 3.1, 3.4, 3.5, Cultures 3.1, 3.2 3.3, Settings 3.0)
4. Watch the advertisement again; make a list of functions of Kindle. Interview a few students if they would like to read through Kindle instead of books and why. (Content 3.1, Communication 3.0, 3.2, 3.4, 3.5, Structures 3.1, Settings 3.0)

**Checking for understanding:**

- Group presentation* (Fisher & Frey, p.82, 2007): Have students work in groups, select an electronic product they are interested in. Based upon the products they selected, prepare a group presentation that includes following areas:
  1. Commercials about the products.
  2. Analyze how the commercial use images, language and music to present the product and if they are effective.
  3. Functions and features of the product.

4. How does this product change people's lives?
5. Do you think this advertisement is right for Chinese people? If not, how do you want to change it to make it appropriate for Chinese audiences?

**Topic:** Museums

**Mishan:** Advertising, ICT

**Moran:** Practices, Communities

**Authentic materials:** An advertisement for the Getty Museum, Official website of Getty Museum, the reproduction of *A Crocodile and a Hydrus* from the website

**Description of the products:** The advertisement briefly introduces the location, types of exhibitions and features of the Getty Museum. It can be used for listening practice or class discussion. The official website provides students an opportunity to explore more arts or information that interests them. The reproduction of the selected art is for classroom communication activities and cross-culture learning.

**How to obtain the products:**

- The commercial: <http://www.youtube.com/watch?v=HopMTbOZv4Q>
- Official website: <https://www.getty.edu/museum/index.html>
- The reproduction: <https://www.getty.edu/art/gettyguide/artObjectDetails?artobj=5475>

**Targeted National Standards for Foreign Language Learning:**

Communication:

- 1.1 provide and obtain information, exchange opinions
- 1.2 understand spoken language
- 1.3 present information and ideas

Cultures:

- 2.1 understand the relationship between practices and perspectives
- 2.2 understand the relationship between products and perspectives

Connections:

- 3.1 further knowledge of other disciplines (history)
- 3.2 recognize the distinctive viewpoints

Comparisons:

- 4.1 understand the nature of language
- 4.2 understand the concept of culture

Communities:

- 5.1 use the language within and beyond school setting
- 5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II

1. Ask students to talk about their experiences of visiting a museum. Which museum they have visited? Where it is and what did they see there? If students don't have the experience, ask them if they have heard about any museums or the museums they want to go. Play the commercial, have students brainstorm what they may see in Getty Museum. (Content 2.1, Communication 2.0, 2.1, 2.4, Structures 2.1)
2. Have students go to the official website of Getty Museum and go over the exhibitions, work in groups and each group come up with a list of at least five words that describe the arts and paintings they went over. After it is done, ask

- students to make a short statement about their impressions of the exhibitions. (Content 2.0, 2.1, 2.5, 2.6, Cultures 2.1)
3. Ask students to try to recall the arts or painting they have seen before either in museums or somewhere else in China. Think about if there is any differences (color, style, content, emotion) between the collections in Getty Museum and the ones they have seen and share their thoughts in pairs. (Content 2.0, 2.1, Communication 2.0, 2.1, 2.4, 2.5, Cultures 2.1, 2.2, Structures 2.1)
  4. Let students choose paintings they like; pretend they are the artists who created the works and they are invited to talk about any information they wish about their paintings (why the painted, what the message of the painting is supposed to be, etc.). (Content 2.0, 2.1, Communication 2.0, 2.3, 2.4, 2.5, 2.6, Cultures 2.0, 2.1, Structure 2.1, Settings 2.0)
  5. Museums are an important cultural communities which demonstrate a country's history and art achievements. Almost every government spends more and more money on constructing and decorating museums. Do you think government should continue to spend money acquiring art? Based on this question, arrange a class debate. (Content 2.0, 2.1, Communication 2.0, 2.3, 2.5, 2.6, Cultures 2.1)

**Checking for understanding:**

- Summary writing* (Fisher & Frey, p.66, 2007): Students research a work of art or an artist, write a short report.
- Application question* (Fisher & Frey, p.44, 2007): Ask students to imagine that their government is going to spend millions of dollars on reconstructing a museum. Ask students to write a letter to the government either supporting or opposing this purchase.

Stage III

1. Classroom Art Gallery: Ask students to imagine they are going to open their own classroom art gallery.
  - Have students go over the paintings on the website, choose the ones interest them and pretend they are the artists who created the works and they are invited to talk about any information they wish about their paintings (why the painted, what the message of the painting is supposed to be, etc.). (Content 3.0, 3.1, Communication 3.0, 3.3, 3.4, 3.5, Cultures 3.0, 3.1)
  - Ask students to work in groups of four, each artist have to try to convince other members of the group about advantages of his/her painting, give reasons why it should be chosen as the representative painting for classroom gallery. (Content 3.1, Communication 3.0, 3.1, 3.3, 3.4, Cultures 3.0, 3.1, Settings 3.0)
  - Once all groups reach a consensus, one member presents the final choice to the other groups, giving reasons why it is selected. (Content 3.0, 3.1, Communication 3.0, 3.3, 3.4, 3.5, Cultures 3.1, Structures 3.1, Settings 3.0)

## 2. Fantastical Beasts:

- Lead a discussion comparing life in the Middle Ages to the present day, emphasizing how people believed that illness and disease were punishments, and that evil spirits, demons, and beasts were real and ever present. Also, people did not travel far from their village or town, and they imagined the outside world was full of unknown creatures—monsters, dragons, and wild beasts.
- Show students a reproduction of *A Crocodile and a Hydrus* on the website, have students look at the painting for seconds; then lead a class discussion about the following questions: (Content 3.0, Communication 3.1, 3.4, Cultures 3.1, Settings 3.0)
  - ΔWhat do you see in this image?
  - ΔWhat details do you notice about the creatures?
  - ΔWhat color do you see?
- Ask students to create their own fantastical beasts. (Content 3.1, Cultures 3.1)
- Pass out the text that accompanies the image of *A Crocodile and a Hydrus*, give students a few minutes to read and talk about it to make sure everyone understands the text. Ask students to create an original description about the beasts they drew; then share their paragraphs with each other. (Content 3.0, 3.1, Communication 3.0, 3.2, 3.3, 3.4, Cultures 3.0, 3.1, Structures 3.0)

### **Checking for understanding:**

- *Synthesis writing* (Fisher & Frey, p.45, 2007) Have students write a narrative in which the beast is the main character.
- *Presentation* (Fisher & Frey, p.82, 2007): Ask students to work in groups to do research on Chinese works of art about fantastic beasts, prepare a presentation include following aspects:
  1. What is the approximate age of the work of art?
  2. Briefly introduce the history background of the work of art.
  3. What is in the image?
  4. What message of the work of art is supposed to be?
  5. Analyze the similarities and differences between the works of art they selected and the one we talked about in class.
 (Divide students into ten groups, each group choose one of the following beasts to prepare the presentation: Dragon, Phoenix, Pixiu, Baize, Kui, Qilin, Xiuzhi, Hou, and Bifang)

**Topic:** Save Our World

**Mishan:** Song and Music, ICT

**Moran:** Perspectives, Communities

**Authentic Material:** Earth Song by Michael Jackson; the website of The Planet

**Description of the product:** *Earth song* is a song about what our world is turning into. It presents the environmental issues such as forests are being destroyed and the relationship with animals is not the same as it used to be. The singer appealed to people to reflect on what human beings have done to our world and reminded us it time to protect the earth. It is a good song to convey the meaning of this topic and it is also an appropriate material to increase students' environmental awareness. There is no difficult vocabulary or grammar structure that over students' current language proficiency. It is for class discussion, listening comprehension and students get opportunity learn one of the most important cultural products---song and music.

**How to obtain the products:**

•Earth Song: <http://www.youtube.com/watch?v=XAi3VTSdTxU>

**Targeted National Standards for Foreign Language Learning:**

Communication:

1.1 provide and obtain information, exchange opinions

1.2 understand spoken language

1.3 present information and ideas

Cultures:

2.1 understand the relationship between practices and perspectives

2.2 understand the relationship between products and perspectives

Connections:

3.1 further knowledge of other disciplines (environmental issues)

3.2 recognize the distinctive viewpoints

Comparisons:

4.1 understand the nature of language

4.2 understand the concept of culture

Communities:

5.1 use the language within and beyond school setting

5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II

1. Play the song for students, ask them to write down the feelings evoke by the song. From these feeling alone, ask students to speculate what the song may be about. (Content 2.1, Communication 2.0, 2.2, 2.5, Cultures 2.1)
2. Replay the song several times and give the lyrics to students, asking students to focus on visualizing the given lyrics combined with the feelings from the music. Ask students to compose a picture or series of pictures depicting descriptions in the song. Students can work together to make a group composition. (Content 2.0, 2.1, Cultures 2.0, 2.1)



3. Ask students to focus on the lyrics, finishing the following tasks: (Content 2.0, Communication 2.2, 2.5, Cultures 2.1, Structures 2.0)
  - Name two animal species that are mentioned in the song.
  - What have we done to them? Underline the passages in green.
  - Underline in blue a sentence that may refer to natural catastrophes like hurricanes or tornadoes.
  - Underline in a black sentence that may refer to air pollution.
  - Circle in green a sentence referring to deforestation.
  - Circle in red two expressions showing that the Earth is sad.
4. Lead a class discussion: what environmental problems have you seen around you? Ask students write down at least two sentences in the following structure: If I could heal the planet earth, I would..., and then ask students to share their writings with each other. (Content 2.1, Communication 2.0, 2.1, 2.4, Cultures 2.1, Structures 2.1)

**Checking for understandings:**

- Knowledge question* (Fisher & Frey, p.44, 2007): List at least three environmental issues in the song.
- Synthesis activity* (Fisher & Frey, p.45, 2007): Design a poster that appeals people to save our world.
- Summary writing* (Fisher & Frey, p.66, 2007): Write two or three paragraphs about your thoughts of environmental issues, what causes those issues and what should we do to save our world.

Stage III

1. Students work in two groups in separate rooms if possible. Group 1 watches the video of the song without the sound; group 2 listens to the audio-tape. Based on the visual alone, group 1 guesses at: what the song about and the mood of the song. Based on the audio alone, group 2 listens for gist and notes: the theme of the song and the mood of the song. Then the two groups “jigsaw” their findings, confirming the speculations of the other group. (Content 3.0, Communication 3.0, 3.1, 3.5, Cultures 3.2)
2. Replay the song several times and give students to lyrics, lead a class discussion focus on the following questions: (Content 3.0, 3.1, Communication 3.0, 3.4, 3.5, Cultures 3.0, 3.1)
  - What is the topic of the song?
  - The characters of the video: How do they look? What is their common point?
  - Give as many adjectives as you can to describe the singer’s mood.
  - What does the end of the video express?
  - What does Michael Jackson wants to delivery through this song? Do you agree with him?

3. Play the video again section-by-section according to the environment changing (the beautiful world we had before, destroying the world, save our world); ask students to pay attention to the changes of our world in the video clip, discuss what changes did you see from the video, which section do you like best and what can we do to build better environment. (Content 3.0, Communication 3.1, 3.4, 3.5, Culture 3.0, 3.1)
4. Ask students to create either a story or a report to describe the changing of the world environment based upon the video clip or the song, and then share their writings with each other. (Content 3.1, Communication 3.1, 3.6, Structures 3.1)

**Checking for understanding:**

•*Synthesis* (Fisher & Frey, p.45, 2007): Draw a picture (series of pictures) or design a poster based upon their writings in activity#4, talking about the writings to the other students by showing the pictures or posters they drew.

•*Online research*: Ask students to find a cultural product like a song, a commercial or a poem that is related to environmental issues. The product can either state problems or inspire people to save our world. Then students write a short reflection on the products they found.

**Topic:** Australia

**Mishan:** Song and Music, ICT

**Moran:** Communities, Persons

**Authentic Material:** *I Still Call Australia Home* by Peter Allen, Australia's Official Tourism Website

**Description of the products:** *I Still Call Australia Home* is the theme song for remembrance of English Camp @Sydney Australia. The singer expressed his deep love to his home country through this song. The melody of the song is leisurely and expressive, easy lyrics for students to comprehend. This song can use for warm-up activities or class discussions. Australia's Official Tourism Website is a formal but entertaining website that contains various different kinds of information such as city introduction, cultural events, and history of Australia. It is a good resource for students to explore more knowledge based on their interest, and some materials from the website can easily extend to classroom interactive activities.

**How to obtain the products:**

• I Still Call Australia Home: <http://www.youtube.com/watch?v=tuBle1TL1ak>

• Australia's Official Tourism Website: <http://www.australia.com/>

**Targeted National Standards for Foreign Language Learning:**

Communication:

1.1 provide and obtain information, exchange opinions

1.2 understand spoken language

1.3 present information and ideas

Cultures:

2.1 understand the relationship between practices and perspectives

2.2 understand the relationship between products and perspectives

Connections:

3.1 further knowledge of other disciplines (world countries)

3.2 recognize the distinctive viewpoints

Comparisons:

4.1 understand the nature of language

4.2 understand the concept of culture

Communities:

5.1 use the language within and beyond school setting

5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II

1. Play the audio-tape of the song without the video, ask students to write down their feelings evoke by the song. Brainstorm the theme of the song and lead a discussion about the singer's mood. (Content 2.0, Communication 2.0, 2.1, 2.5, Cultures 2.0, 2.1, Settings 2.1)
2. Play the video-clip of the song, ask students about their feelings of Australia and what do they want to know about Australia or what they have already known

about Australia. (Content 2.1, Communication 2.0, 2.1, 2.4, Cultures 2.0, Structures 2.1, Settings 2.0)

3. Give the lyrics to students; discuss the structure and the meaning of the lyrics together. Ask students to rewrite the lyrics about their hometown as the same structure as *I Still Call Australia Home* and share their writings. (Content 2.0, 2.1, Communication 2.0, 2.2, 2.6, Cultures 2.0, 2.1, Structures 2.0)
4. Assign students in groups based on their thoughts about what they want to know about Australia, ask students to go to the links of *About* and *Explore* on the official website and each student selects one aspect which interests his/her. Share their findings in groups with each other. (Content 2.0, Communication 2.0, 2.1, 2.2, 2.5, Cultures 2.1, Structures 2.0, 2.1)
5. Based on their findings in activity#4, prepare group presentations on what they learned about Australia through searching the website. Students can use pictures, videos, and literature to present their findings. (Content 2.0, Communication 2.0, 2.3, 2.5, 2.6, Cultures 2.1, Structures 2.0)

#### **Checking for understanding:**

- Comprehension question* (Fisher & Frey, p.44, 2007): Have students talk about the song in their own words.
- Knowledge question* (Fisher & Frey, p.44, 2007): Ask students to give at least two aspects about Australia that they learned from the website and group presentation.
- Synthesis* (Fisher & Frey, p.45, 2007): Design a poster of Australia to attract people to come to Australia.

#### Stage III

1. Students work in two groups in separate rooms if possible. Group 1 watches the video of the song without the sound; group 2 listens to the audio-tape. Based on the visual alone, group 1 guesses at: what the song about and the mood of the song. Based on the audio alone, group 2 listens for gist and notes: the theme of the song and the mood of the song. Then the two groups “jigsaw” their findings, confirming the speculations of the other group. (Content 3.0, Communication 3.0, 3.1, 3.5, Cultures 3.2)
2. Ask students to visit the website, focus on Australia’s culture under *About*. Assign students into different groups to work on one of the cultures, read the information and discuss about it. Then “expert teaching” other groups about their learnings. (Content 3.0, Communication 3.0, 3.2, 3.4, 3.5, Cultures 3.1, Structures 3.0)
3. Re-consider about the culture they worked on, think about if China has the similar culture. Discuss in groups of the similarities and differences of the target culture phenomenon between China and Australia. Make a list of their discussion results. (Content 3.0, Communication 3.1, 3.4, 3.5, Cultures 3.1, 3.2)

4. Ask students to go over the cities of Australia on the website; assign students into groups based on their interests of cities. Work in groups, read the information of the cities; ask students to make a four-day traveling plan of the target city.

(Content 3.0, 3.1, Communication 3.1, 3.5, 3.6, Cultures 3.0, 3.1, Structures 3.0)

**Checking for understanding:**

- Presentation* (Fisher & Frey, p.82, 2007): Ask students to do group presentations to demonstrate their traveling plans that created in activity#4.
- Application* (Fisher & Frey, p.44, 2007): Based on their traveling plans, ask students to do online research about Chinese cities they are interested in. Make another traveling plan of the cities they like in English for people from different countries.
- Summary writing* (Fisher & Frey, p.66, 2007): Write two or three paragraphs about what they have learned about Australia.

**Topic:** Photos

**Mishan:** ICT

**Moran:** Practices

**Authentic Material:** Video-Clip: 50 Fantastic Photos by World Famous Photographers, Photo website, and two online photos

**Description of the products:** “Photos” is a quite open topic for English learning and there are lots of activities can do with pictures and photos, such as jigsaw activity, describing photos, and writing a story for a specific photo. Photos used in this class are all from the internet. Instructors also can select different photos according to their class needs and different topics. A short video-clip of fantastic photos is provided for students to feel the glamour of photos visually; it also can use for classroom discussion. A photo website is also introduced to students for class activities and after-school exploration.

How to obtain the products:

- Video-Clip: <http://www.youtube.com/watch?v=RvBHFnmTwHY>
- Website: <http://www.photos.com/>
- Jigsaw Picture: <http://www.usaweekend.com/article/20110826/FUN/110825020/Do-you-like-DIFFERENCE-BETWEEN-TWO-PHOTOS-puzzles->
- Writing activity picture: <http://twistedgifter.com/2013/03/most-perfectly-timed-photos-ever/>

**Targeted National Standards for Foreign Language Learning:**

Communication:

- 1.1 provide and obtain information, exchange opinions
- 1.2 understand spoken language
- 1.3 present information and ideas

Cultures:

- 2.1 understand the relationship between practices and perspectives

Connections:

- 3.1 further knowledge of other disciplines (photos)

Comparisons:

- 4.1 understand the nature of language
- 4.2 understand the concept of culture

Communities:

- 5.1 use the language within and beyond school setting
- 5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II

1. Play the video-clip, ask students to write down their feelings on those photos. Lead a class discussion about why those photos are wonderful and what makes photos wonderful. (Content 2.0, Communication 2.0, 2.1, Cultures 2.0, 2.1, Structures 2.1)
2. Work in pairs, go to the website (<http://www.photos.com/>) and select one photo you like best; tell the partner what the photo is about and why you like it.(Content 2.1, Communication 2.0, 2.1, Cultures 2.1, Structures 2.1, Settings 2.0)

3. Ask students to work in groups, imagine that they are going to open a classroom photo gallery. Talk about their favorite photos and least favorite ones from the website in activity#2; try to convince other students in the group that his/her photo should be selected as the representative photo for classroom gallery. Once all groups reach a consensus, one member presents the final choice to the other groups, giving reasons why it is selected. (Content 2.0, 2.1, Communication 2.0, 2.3, 2.4, 2.5, Cultures 2.1)
4. Make copies of the jigsaw picture. Ask students to work in pairs, each student has the different picture. First, write a short description about their pictures; then ask questions to each other to figure out three differences in those two pictures. (Content 2.0, Communication 2.0, 2.4, 2.5, Cultures 2.0, Structures 2.1)

### **Checking for understanding:**

• Ask students to bring their favorite photos from home, talk about their photos in groups. Address the following points during talking:

1. Who is in the photo?
2. What are the people doing in the photo?
3. When and where did you take this photo?
4. Why it is your favorite photo?

### Stage III

1. Play the video-clip; lead a class discussion about why those photos are good and what makes photos good. Then replay the video a couple of times, ask students to pay attention to the photo that attracts them most; ask students to talk about the photos that get their attention and why those photos impressed them. (Content 3.0, 3.1, Communication 3.1, 3.4, Cultures 3.0, 3.1)
2. Go to the website of writing activity picture, have students pay attention to the ninth photo and talk about the following questions, and then write a short story based on the photo. (Content 3.0, Communication 3.0, 3.1, 3.4, Cultures 3.0, 3.1, Structures 3.1)
  - How many people are in the picture?
  - Where they are and what they are doing.
  - Imagine what's going to happen to those people.
3. Ask students to work in pairs and give the jigsaw pictures to students. Each student describes the content on the picture he/she has, the other student draw a picture based on the description. After drawing, compare the pictures they drew and the original ones. (Content 3.0, Communications 3.0, 3.2, 3.5, Cultures 3.1, Settings 3.0)
4. Ask students to work in groups, imagine that they are going to open a classroom photo gallery. (Content 3.0, 3.1, Communication 3.0, 3.1, 3.3, 3.4, 3.5, 3.6, Cultures 3.0, 3.1, Structures 3.1, Settings 3.0)

- Go to the website (<http://www.photos.com/>) and select one photo you like best and think about why.
- Try to convince other students in the group that his/her photo should be selected as the representative photo for classroom gallery. Once all groups reach a consensus, one member presents the final choice to the other groups, giving reasons why it is selected.
- After each group present their selected photos, ask students to pretend they are journalists of a magazine; choose the best photo they think and write a photo report which includes descriptions and their comments. After writing, ask a few volunteers to share their reports.

**Checking for understanding:**

• *Think-Pair-Share* (Fisher & Frey, p. 30, 2007):

1. Think: Ask students to think about what are the factors that contribute to good photos.
2. Pair: Students discuss their responses with a partner for a few minutes.
3. Share: Pairs share their thoughts with the class.

• *Reader's Theatre* (Fisher & Frey, p.80, 2007): Based on activity#2, ask students to work in groups discussing and selecting their favorite stories. And have students read their stories using intonation, prosody, facial expression, and gestures to enhance their performance (Every student in groups read one or two sentences to make sure everyone participate).



**Topic:** Cartoon Stories

**Mishan:** Literature, Film

**Moran:** Practices, Products

**Authentic Materials:** story of “The Enormous Turnip”, video-clip of the story

**Description of the products:** *The Enormous Turnip*, which has various characters with different personalities, is one of the most popular stories in ESL classes. It is a good material that can be developed into a variety of class activities in different language levels such as role-play and retelling. Story-based lesson is an effective top-down instruction that promotes students to focus on meaning of the text while enjoying interesting stories.

**How to obtain the products:**

•Story: The story is provided at the end of this activity card.

•PowerPoint:

<http://www.communication4all.co.uk/Traditional%20Tales/The%20Enormous%20Turnip%20Story%20Book.pps>

•Video-Clip: <http://www.youtube.com/watch?v=KJdRZBzLzxE>

**Targeted National Standards for Foreign Language Learning:**

Communication:

1.1 provide and obtain information, exchange opinions

1.2 understand spoken language

1.3 present information and ideas

Cultures:

2.1 understand the relationship between practices and perspectives

2.2 understand the relationship between products and perspectives

Connections:

3.1 further knowledge of other disciplines (literature)

3.2 recognize the distinctive viewpoints through the foreign language

Comparisons:

4.1 understand the nature of language

4.2 understand the concept of culture

Communities:

5.1 use the language within and beyond school setting

5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II

1. Play the video-clip, then lead a class discussion that addresses the following questions: (Content 2.0, Communication 2.0, 2.1, 2.2, Cultures 2.1, Structures 2.1)
  - How many characters are there in the story?
  - What are they trying to do?
  - What is the result of the story?
2. Make copies of the story and cut the story into pieces according to the number of each paragraph; mix the pieces of stories and put them into envelopes. Ask

- students to work in pairs to put the story in order. (Content 2.0, Communication 2.1, 2.2, 2.4, 2.5, Cultures 2.1, Structures 2.0)
3. Make copies of the pictures in PowerPoint, disorder the pictures and put them in envelopes. Teachers read the story paragraph-by-paragraph that matches each picture. Ask students to find out the corresponding picture as they are listening to the story and put the pictures in order. (Content 2.0, Communication 2.2, 2.5, Cultures 2.0, Structures 2.0)
  4. Assign volunteers to each characters; teachers read the story paragraph-by-paragraph, students are supposed to act out the story. (Content 2.0, Communication 2.2, 2.5, Structures 2.0)
  5. Ask students rewrite the story in their own words. (Content 2.1, Communication 2.2, 2.5, 2.6, Cultures 2.0, 2.1)

**Checking for understanding:**

•*Knowledge questions* (Fisher & Frey, p.44, 2007):

1. Where did this story happen?
2. How many characters are in the story and who are they?
3. What did they do?

•*Analysis questions* (Fisher & Frey, p.44, 2007):

1. What caused the difficulty to pull out the turnip?
2. What other ways could do to pull out the turnip?

•*Synthesis* (Fisher & Frey, p.45, 2007): Design a poster of the story.

•*Retelling* (Fisher & Frey, p.26, 2007): Retell the story in your own words.

*Stage III*

1. Make copies of the story and cut the story into pieces according to the number of each paragraph. Ask students to work in groups, give each student a paragraph. First, ask students to work individually read and memorize the paragraph; then ten students work together as a group, talk about their own paragraphs and try to put the story in order. (Content 3.0, Communication 3.1, 3.2, 3.5, Cultures 3.0, 3.1, Structures 3.0, 3.2)
2. Make copies of the story and pictures, cut the story into paragraphs that correspond to each picture. Ask students to work in pairs, one student describe every single picture in his/her own language and the other student try to find out the original paragraph of the story. Compare the language they used and the original language in the story. (Content 3.0, Communication 3.0, 3.2, 3.5, Cultures 3.1)
3. Students work individually to create a play based on the text of the story, and share their writings with each other.(Content 3.0, Communication 3.0, 3.1, 3.5, 3.6, Cultures 3.0, 3.1, Structures 3.0)
4. Ask students to work in groups of seven, discuss the plays they created and select one they like best. Once they are done with selecting the play, assign each student

in groups to a different character; ask students to practice their plays and act them out. (Content 3.0, 3.1, Communication 3.0, 3.3, 3.5, 3.5, 3.6, Cultures 3.0, 3.1, Settings 3.0)

**Checking for understanding:**

•*Comprehension questions* (Fisher & Frey, p.44, 2007): Perceiving the meaning, translation, and interpretation of problems and instructions.

1. What is the main idea of the story?
2. What does the author wants to express through this story? (Team work, Cooperation)
3. Give two examples of team work.
4. Do you like team work? Why or why not?

•*Synthesis* (Fisher & Frey, p.45, 2007): Write a different ending of the story.

## The Enormous Turnip

Once upon a time there was an old man who planted some turnip seeds. He watered them and cared for them and soon the seeds began to grow. As the seeds grew into plants the old man kept looking after them. He weeded and watered his turnip patch every day until his wife called him in for his supper. The turnip was not just a big turnip. And then something happened. The old man woke up one morning to find that one of his turnips had grown much more than the others. It wasn't even a very big turnip. It was, in fact, quite enormous!

The old man pulled at the turnip with all his might but it would not budge! So he shouted to his wife for some help! Then, together, they pulled, and pulled and pulled and pulled, but the enormous turnip still would not budge!

So, the old man and the woman shouted to a little boy who was playing in the field. The boy ran to the turnip patch to help and all together, they pulled, and pulled and pulled and pulled, but the enormous turnip still would not budge!

So, the old man and the woman and the little boy shouted to a little girl who was playing by the tree. The girl ran to the turnip patch to help and all together, they pulled, and pulled and pulled and pulled, but the enormous turnip still would not budge!

So, the old man and the woman and the little boy and the little girl called to the old man's dog to come and help. The dog ran to the turnip patch to help and all together, they pulled, and pulled and pulled and pulled, but the enormous turnip still would not budge!

So, the old man and the woman and the little boy and the little girl and the old man's dog called to the old woman's cat to come and help. The cat ran to the turnip patch to help and all together, they pulled, and pulled and pulled and pulled, but the enormous turnip still would not budge!

So, the old man and the woman and the little boy and the little girl and the old man's dog and the old woman's cat called to the farmhouse mouse to come and help. The mouse ran to the turnip patch to help and all together, they pulled, and pulled and pulled and pulled and suddenly pop! Out of the ground came the enormous turnip! The old man was very pleased. He invited everyone in for a delicious turnip supper!

(Retrieved from <http://www.slideshare.net/marlcliffeprimary/the-enormous-turnip-story-book-5645523>)

**Topic:** Fitness

**Mishan:** Newspapers, ICT

**Moran:** Perspectives

**Authentic Materials:** *Be It Resolved* by John Tierney, the New York Times; Video-clip: The Top 5 Reasons Why your New Year's Resolution Will Fail

**Description of the products:** *Be It Resolved* is an article from the *New York Times* about strategies of keeping diet. The language of the article is challenge for students. But the content is a good for students to experience newspaper language and writing style. In addition, newspaper pictures are other resources for helping reading comprehension and speaking practice. Teaching students how to comprehend through context rather than decoding is another advantage of this article. The video-clip is about tips of keeping die. It can use for listening practice and class discussion.

**How to obtain the products:**

•Newspaper article: <http://www.nytimes.com/2012/01/08/sunday-review/new-years-resolutions-stick-when-willpower-is-reinforced.html?pagewanted=all& r=0>

•Video-Clip: <http://www.youtube.com/watch?v=1ZpPcANktpA>

**Targeted National Standards for Foreign Language Learning:**

Communication:

- 1.1 provide and obtain information, exchange opinions
- 1.2 understand spoken language
- 1.3 present information and ideas

Cultures:

- 2.1 understand the relationship between practices and perspectives
- 2.2 understand the relationship between products and perspectives

Connections:

- 3.1 further knowledge of other disciplines (food, health)

Comparisons:

- 4.1 understand the nature of language
- 4.2 understand the concept of culture

Communities:

- 5.1 use the language within and beyond school setting
- 5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II

1. Have students look at the picture and read the title of the article. Next have them analyze the picture to see if they can predict any information that the article will discuss. Then based on the information, direct students to make a list of ideas, words and phrases they might find in this article. (Content 2.1, Communication 2.1, 2.4, Cultures 2.0, Settings 2.0)
2. Lead a class discussion about the following questions regarding dieting in China: (Content 2.1, Communication 2.0, 2.1, 2.4, Cultures2.1, Structures 2.1)
  - Are the people in China considered to be over-weight in general?

- Are there frequent advertisements for weight-loss?
  - Who diets the most, the men or women in China?
3. Give students about five minutes to go over the structure of the article, and then guide the following reading activities: (Content 2.0, Communication 2.0, 2.2, 2.5, Cultures 2.1, Structures 2.0)
    - Δ Ask students to divide the article into three parts according to content, and write down main idea of each part.
    - Δ Read the story about Doug Teitelbaum in the article, make lists of what problems he had and what he did to lose weight?
    - Δ Focus on the strategies in the article, have students simply repeat content of each strategy in their own words.
  4. Ask students to design a poster about losing weight according to the strategies introduced in the article. (Content 2.0, 2.1, Communication 2.1, 2.5, Cultures 2.1)

#### **Checking for understanding:**

•*Retelling* (Fisher & Frey, p.26, 2007): Ask students to talk about the problems Doug Teitelbaum had and the strategies he used to lose weight in their own words.

#### Stage III

1. Play the video-clip, ask students to listen to the gist of the video. Then play the video section-by-section, have students take notes about each mistake of losing weight. (Content 3.0, Communication 3.2)
2. Watch the video again, discuss the following questions: (Content 3.0, 3.1, Communication 3.1, 3.4, 3.5, Cultures 3.1, Settings 3.0)
  - Do you agree with everything the speaker said? Discuss which comments you agreed with and which ones you tended not to concur with.
  - After listening to this discussion, has your personal idea of dieting changed? If yes, describe in what way. If no, discuss why not.
3. The video talks about five reasons that why Americans cannot lose weight. Have students think about if Chinese people have the exactly the same problem when they are trying to lose weight. Make a list of the differences of mistakes of losing weight between Chinese and Americans, and then talk about their lists with each other. (Content 3.1, Communication 3.0, 3.1, 3.4, 3.5, Cultures 3.1, 3.2)
4. Give students about twenty minutes to go over the article, focus on the following questions to help them organize ideas about dieting: (Content 3.0, Communication 3.2, 3.3, 3.4, 3.6, Structures 3.0)
  - What do we know about this already?
  - What do we want to know about this?
  - What did we learn about this?

Make a chart of answers to those questions and talk about their charts with each other.

**Checking for understanding:**

•*Evaluation question* (Fisher & Frey, p.44, 2007):

ΔWould you recommend this video to the people who want to lose weight? Why or why not. Ask students to write two or three paragraph essay to support their statements.

•*Think-Pair-Share* (Fisher & Frey, p. 30, 2007): Students share responses with a partner prior to the discussion of ideas with the entire class.

ΔThink: Based upon the article, in your opinion, what do you think a healthy way of losing weight should be like?

ΔPair: Students discuss their responses with a partner for a few minutes.

ΔShare: Pairs share their thoughts with the class.

**Topic:** Population

**Mishan:** ICT, Literature

**Moran:** Communities

**Authentic Materials:** Video-clip: If the world were a village of 100 people, and 7 Billion: How did we get so big and so fast; Article: Nations Grow Populations, And Face New Problems

**Description of the products:** *If the world were a village of 100 people* is a short interesting cartoon introduction about different nationals in the world and the languages they say. Through this video, students can get a brief impression about distribution of world population and their proportions. *7 Billion* is a video that talks about the process of global population exploding from 300 million to 7 billion. This is a good material to promote students' critical thinking and analysis about problems and social issues that are caused by increasing population. *Nations Grow Populations, And Face New Problems* is an article that highlights new problems with growing populations.

**How to obtain the products:**

•If the world were a village of 100 people:

<http://www.youtube.com/watch?v=f6mr12zroxA>

•7 Billion: How did we get so big and so fast:

<http://www.npr.org/2011/10/31/141816460/visualizing-how-a-population-grows-to-7-billion>

• Nations Grow Populations, And Face New Problems:

<http://www.npr.org/2011/10/31/141808114/countries-grow-populations-and-face-new-problems>

**Targeted National Standards for Foreign Language Learning:**

Communication:

1.1 provide and obtain information, exchange opinions

1.2 understand spoken language

1.3 present information and ideas

Cultures:

2.1 understand the relationship between practices and perspectives

Connections:

3.1 further knowledge of other disciplines (social issues)

Comparisons:

4.1 understand the nature of language

4.2 understand the concept of culture

Communities:

5.1 use the language within and beyond school setting

5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II

1. Play the first video-clip a couple of times, discuss the following questions: (2.0, 2.1, Communication 2.0, 2.1, 2.5, Cultures 2.1, Structures 2.1)

•If the world were a village of 100 people, how many different nationalities are



there in this village?

- How many people for each nationality and what language do they speak?
2. Based on the information students got from watching the video and discussion, ask them to either draw a concept map or create a graph to present the 100 people in the world village. (Content 2.0, Communication 2.2, 2.6, Cultures 2.0)
  3. Watch the video again, ask students to pay attention to the animation pictures that accompanied introduction of each nationality. Ask students to infer and summarize the different lifestyle of each nationality by watching the animation and list the features of each lifestyle, and then talk about it. (Content 2.0, Communication 2.0, 2.4, 2.5, Cultures 2.1, 2.2)
  4. Play the second video-clip, lead a class discussion focus on the following questions:
    - What did the video use to convey the increasing population?
    - In which countries that population increases faster than other countries?
    - In which time period that the world population grew sharply?
 After discussing the questions, have students predict the possible problems that may be caused by overpopulation. (Content 2.0, Communication 2.0, 2.1, 2.2, 2.5, Cultures 2.0, 2.1)
  5. Read the online article, and ask students to list the problems that are caused by overpopulation in South Sudan and China. Compare problems of two countries, and try to figure out the common problems in both countries and different ones between two countries. (Content 2.0, Communication 2.0, 2.2, 2.5, 2.6, Cultures 2.1, 2.2, Structures 2.0)

#### **Checking for understanding:**

•*Comprehension question* (Fisher & Frey, p.44, 2007): According to the article, give two examples of the problems that are caused by overpopulation in South Sudan and China. Then describe the problems.

•*Application questions* (Fisher & Frey, p.44, 2007):

ΔHow would you solve the problems?

ΔWhat happen if governments don't do anything about overpopulation?

•*Multimedia presentations* (Fisher & Frey, p.82, 2007): According to the first video, ask students to select nationalities that interest them. Put the students who select the same nationality in the same groups, prepare a presentation to introduce the nationalities they are interested in from the following aspects: language, population, geography, brief history and life style.

#### **Stage III**

1. Before watching the second video, show students the picture below the video on the website. Have students predict what the video is about and brainstorm ideas that are possibly talked about in the video. (Communication 3.1, Cultures 3.0, Settings 3.0)

2. Play the video a few times, have students take notes while they are watching the video. Then ask them to organize their notes by focusing on the following areas: (Content 3.0, Communication 3.0, 3.2, 3.6, 3.6, Cultures 3.0, 3.1)
  - ΔWhat did I know about this issue already?
  - ΔWhat I want to know about this issue?
  - ΔWhat did I learn from this video about this issue?
3. Reading activities: (Content 3.0, 3.1, Communication 3.0, 3.2, 3.4, 3.5, Cultures 3.1, 3.2, Structures 3.0)
  - Read the article and ask students to summarize the problems that are caused by population growth.
  - Think about if the city you live has the same problems, and what else problems that are caused by overpopulation does your city have?
  - Read the passage in page ninety in the textbook; have students discuss in groups about if the city they live has the same change and when did the change begin?
  - Make lists of what your city looked like before and what it looks like now.
4. Based on discussion result about population growth in our city, explain segregated community to students. Then complete the following activities: (Content 3.0, 3.1, Communication 3.0, 3.3, 3.4, 3.6, Cultures 3.0, 3.1, 3.2, Structures 3.1, Settings 3.0)
  - Think about if there are segregated communities in our city. If we have, think about where they are from and where do live in our city.
  - Have students work in pair to develop a list of advantages and disadvantages of segregated community.
  - Arrange a debate about segregated community---“Should a city discourage people from being in segregated communities?”

**Checking for understanding:**

- Summary writing* (Fisher & Frey, p.66, 2007): Based on the second video, ask students to write a two paragraph summary about what they learned from the video.
- Authentic questions* (Fisher & Frey, p.44-45, 2007):
  - ΔComprehension: Have students explain about segregated community in their own words.
  - ΔAnalysis: Ask students to think about what causes segregated community?
  - ΔSynthesis: Have students pretend that they are members of segregated community; do you like the way you live? Why or why not?

**Topic:** Summer in LA

**Mishan:** ICT, Song and Music

**Moran:** Communities

**Authentic Materials:** Song: Here's to LA; Video: Los Angeles City Guide; Official Los Angeles Tourism Website: What's Your LA Story

**Description of the products:** Los Angeles is the second biggest city of the United States. There are many interesting places to go and fun things to do in Los Angeles. By learning about the topic "Summer in LA", students can be able to use the language outside class and fulfill their personal interest and exploration. Students can feel the spirit and the soul of the city by listening to the song "Here's To LA"; also, the video "Los Angeles City Guide" introduces famous places in Los Angeles, students can get direct and visual ideas of the city. Through the official website, students can really explore the places that interest them and make a personal traveling plan.

**How to obtain the products:**

- Here's To LA: [http://www.youtube.com/watch?v=TN\\_wep2iUZI](http://www.youtube.com/watch?v=TN_wep2iUZI)
- Los Angeles City Guide: <http://www.youtube.com/watch?v=1s9OuvQmLUg>
- What's Your LA Story: <http://www.discoverlosangeles.com/lastory>

**Targeted National Standards for Foreign Language Learning:**

Communication:

- 1.1 provide and obtain information, exchange opinions
- 1.2 understand spoken language
- 1.3 present information and ideas

Cultures:

- 2.2 understand the relationship between products and perspectives

Connections:

- 3.1 further knowledge of other disciplines (travel)

Comparisons:

- 4.1 understand the nature of language
- 4.2 understand the concept of culture

Communities:

- 5.1 use the language within and beyond school setting
- 5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II

1. Video song activities: (Content 2.1, Communication 2.0, 2.1, 2.2, 2.5, Cultures 2.0, 2.1, Structures 2.1)
  - Play the video of the song, have students feel the melody of the song while they are watching the video scenes.
  - Talk about what kind of emotion the singer wanted to express through the song.
  - Play the song again, based on their discussion result of singer's emotion and video scenes of Los Angeles, ask students to talk about that if they can choose one

color to present the city, what color would you like to choose to describe the city and why.

2. City guide video activities: (Content 2.1, Communication 2.0, 2.1, 2.4, 2.5, Cultures 2.1, 2.2, Structures 2.0, 2.1, Settings 2.0)
  - Before watching the video, ask students what they already know about the city or brainstorm what kind of city Los Angeles is.
  - Watch the video together, have students talk about their first impression of the city by watching the video. Or ask them to come up with vocabulary or phrases that describe the city.
  - Consider about a big city you know or traveled before in China. Compare it with Los Angeles, ask students to talk about what differences you find between those two cities.
  - Play the video section-by-section; ask students to list the places that introduced in the video. Then have students make a wish list of the places they want to go in Los Angeles and talk about why they want to go to those places in groups of three or four.
3. Online activities: (Content 2.0, 2.1, Communication 2.0, 2.1, 2.4, 2.5, Cultures 2.0, 2.1, Structures 2.0, 2.1, Settings 2.1)
  - According to students' wish list they made in the last activity, ask them to go to the official tourism website and search for each place they want to go; read the overview of each place and summarize it in a couple of sentences in their own words.
  - Imagine that they can spend only three days in Los Angeles; based on their wish lists, ask students to develop a travel plan which includes the places they decide to go, where they are, and schedule for each day. Then work in groups, share their plans with each other.

#### **Checking for understanding:**

- Summary writing* (Fisher & Frey, p.66, 2007): Have students write a two or three paragraph essay about their impression about Los Angeles.
- Synthesis question* (Fisher & Frey, p.44, 2007): Design a poster of Los Angeles for people who don't know anything about the city.
- Interactive writing* (Fisher & Frey, p.61, 2007): Ask students to write down their travel plans; work in groups and read each other's plan, write down comments for each other.

#### **Stage III**

1. Students work in two groups in separate rooms if possible. Group 1 watches the video of the song without the sound; group 2 listens to the audio-tape. Based on the visual alone, group 1 guesses at: what the song about and the mood of the song. Based on the audio alone, group 2 listens for gist and notes: the theme of the song and the mood of the song. Then the two groups "jigsaw" their findings,

- confirming the speculations of the other group. (Content 3.0, Communication 3.0, 3.1, 3.5, Cultures 3.2)
2. City guide activities: (Content 3.1, Communication 3.0, 3.1, 3.4, 3.5, Cultures 3.0, 3.1, 3.2, Structures 3.1, Settings 3.1)
    - Watch the video together, then interview a few students about what do you think of Los Angeles through watching the video.
    - Play the section-by-section, ask students to take notes of each place. After watching it, have students write a summary of city guide of Los Angeles. Work in pairs and share their summaries with each other.
    - Have students select their favorite city they have gone before or the city they want to visit. Students can either prepare a short writing that is about the cities they traveled before, what did they do there, and why do they like the cities; or what they want to do in the cities they want to go to. Then share their writings in groups.
    - Compare Los Angeles and the cities they wrote about, analyze if there are similarities or differences between the two cities. Make lists on both aspects.
  3. Online activities: (Content 3.1, Communication 3.0, 3.3, 3.4, 3.5, 3.6, Cultures 3.0, 3.1, Structures 3.0, Settings 3.1)
    - Ask students if they have experience that traveling with a tour guide. If they do, have them talk about their experiences.
    - Lead a class discussion about the role of a tour guide. If you are a tour guide, what do you think is important for being as tour guide? And what things can you do to make your work successful?
    - Work in group of three and visit the official tourism website. Ask students to imagine that they are tour guides of Los Angeles; they are going to prepare a three-day travel plan for customers. Based on the website, make a plan for each day includes one place from Must-Sees, an activity from Fun for Everyone Family, a culture experience from Extraordinary Experiences Culture, an outdoor activity from Get out & Play the Outdoors, three meals a day from Feast on the Best Dishes Dinela, and a hotel they live for the day. Each student work on one-day plan; and then collect plans that comprised a complete three-day travel plan.

**Checking for understanding:**

- *Multimedia presentations* (Fisher & Frey, p.82, 2007): Based upon activity#3, ask students to present their travel plans as groups.
- *Electronic and paper portfolios* (Fisher & Frey, p.83, 2007): Refer to presentations in activity#3, ask students to make a three day travel plan which includes places they want to go, where to eat, where to live and schedule of each day for the city they want to visit. Ask students to collect as much information such as pictures, videos, and music as they can. Present the plans as portfolios in either electronic or paper way.

**Topic:** Travel

**Mishan:** ICT, Literature

**Moran:** Practices

**Authentic Materials:** Video: Learn; Video: Travel Tips; Video: Life Experiences; Reading: Green Travel; Reading: Tourism Development; Interview Worksheet; Hotel Information Exchange Worksheet

**Description of the products:** Travel is a common topic that is practical and engaging. Activities designed for this topic are practical and entertaining. Students can have visual enjoyment through watching the three video-clips; more importantly, those videos also promote critical thinking about meaning of travel and life experiences. Activities with two worksheets provide students opportunities to communicate in English in authentic settings. Travel is not only about having fun, but also a society practice that matters to various social issues. For students in stage three, two reading materials are selected to help with comprehension skills and critical thinking.

**How to obtain the products:**

- Learn: <http://vimeo.com/27244727>
- Travel Tips: <http://watchmojo.com/index.php?id=5417>
- Life Experiences: <http://dianafuntanaesl.com/act-i-beginner-grammar/>
- Green Travel: <http://www.ibike.org/encouragement/travel/green-travel.htm>
- Tourism Development: <http://www.ibike.org/encouragement/travel/tourism.htm>
- Interview Worksheet: [http://college-englishmag.com/COLLEGE-ENGLISHMAG.COM/Travel\\_files/travel-interview.pdf](http://college-englishmag.com/COLLEGE-ENGLISHMAG.COM/Travel_files/travel-interview.pdf)
- Hotel Information Exchange Worksheet: <http://www.teach-this.com/images/resources/the-hotel-information-exchange.pdf>

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Communication:

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- 1.2 understand spoken language
- 1.3 present information and ideas

Cultures:

- 2.1 understand the relationship between practices and perspectives

Connections:

- 3.1 further knowledge of other disciplines

Comparisons:

- 4.1 understand the nature of language
- 4.2 understand the concept of culture

Communities:

- 5.1 use the language within and beyond school setting
- 5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II

1. Watch the video *Learn*, discuss the following questions: (Content 2.1, Communication 2.0, Structures 2.1)

- What do you think this video is about?
  - What can you do during travel?
  - How do you think about travel? Is it only about having fun?
2. Hand out the interview worksheet, have students work in pairs to interview each other and take notes. (Content 2.0, Communication 2.0, 2.1, 2.4, Cultures 2.0, Structures 2.0, Settings 2.0)
  3. Packing activities: (Content 2.1, Communication 2.2, 2.5, Cultures 2.1, Settings 2.1)
    - Δ Ask students to imagine that they are going on a trip, brainstorm what they should take with them. Get students more engaged by offering hints:
      - Something to eat
      - Something that has to use power
      - Something has to be small
      - Something to wear
    - Δ Watch the video *Travel Tips*; play the video a few times, help students figure out the categories of package that introduce in the video and ask them to make lists of stuffs for each category.
  4. Destination activities: (Content 2.0, 2.1, Communication 2.1, Cultures 2.0, 2.1)
    - Δ Prepare a number of pieces of paper with a different country on each one.
    - Δ Hand out the pieces of paper to the students (one each) and let them read which country they have. Explain to them that they are going on a world travel trip and each one of the students is a destination on your journey.
    - Δ Read out clues to the next location and ask the students to listen carefully and raise their hand when they think it's their country that the clues are referring to.
    - Δ Examples of clues:
      - France - Eiffel Tower
      - Australia - Kangaroos
      - USA - Statue of Liberty
      - Brazil - Famous for soccer
      - Egypt - Pyramids
      - South Africa - Animal safaris
  5. Hand out the hotel information exchange worksheet; have students work in pairs to ask questions about the missing information and fill out the worksheet. (Content 2.1, Communication 2.1, 2.2, 2.4, 2.5, Cultures 2.1, Structures 2.0)

**Checking for understanding:**

- Summary writing* (Fisher & Frey, p.66, 2007): Ask students to write a short passage which includes the following areas:
  - Δ The country they want to travel.
  - Δ Stuff they need to pack.

Δ Things they want to do in that country.  
 Δ Meanings of traveling

### Stage III

1. Video activities: (Content 3.0, 3.1, Communication 3.0, 3.2, 3.3, 3.5, 3.6, Cultures 3.0, 3.1, Structures 3.0, 3.1)

Δ Play the video *Life Experience* a couple of times, discuss the following questions:

- How many times has Adie traveled around the world?
- What's the most interesting place she's ever been to?
- Where did a drunk tourist ask her to marry him?
- What's the strangest food she has ever tried?
- What's the one place she has never been to?

Δ Watch the video again, ask students to pay attention to the procedure of talk show, talk about the following questions:

- How to begin/end an interview?
- What sort of questions should be asked (yes/no/wh-questions, neutral/revealing opinion).

2. Debate: (Content 3.0, Communication 3.0, 3.2, 3.4, 3.5, Cultures 3.0, Structures 3.0, 3.1)

Δ As the development of tourism, it becomes easier for people to enjoy different culture and place of interests in another city or even another country. But it causes many problems like environmental destruction and bad traffic. Do you think it is right to keep tourism developing fast or government should control this development? Based on this topic, arrange a class debate.

Δ Before the debate, divide students into two groups and ask them to list advantages and disadvantages of the development of tourism.

Δ Make copies of advantages and disadvantages from the article-- Tourism Development; students can use the copies during the debate.

3. Reading activities: (Content 3.0, Communication 3.0, 3.2, 3.4, 3.5, 3.6, Structures 3.0)

Δ Make copies of the reading-- Green Travel. Divide students into five groups according to the five headlines in the article.

Δ Each group of students read one part with different headline, and talk about what they learned from the reading in groups.

Δ Have students go to different groups, make sure each group has five students with different information. Then jigsaw teaching each other about their own reading.



**Checking for understanding:**

•*Retelling* (Fisher & Frey, p.26, 2007): Based on the video, ask students to retell Adie's experience as a story in their own words. Students may use the questions in activity#1 to help them organize the story.

•*Authentic questions* (Fisher & Frey, p.44, 2007):

ΔComprehension: Give an example of advantage and disadvantage of development of tourism.

ΔApplication: What would happen if government doesn't control the development of tourism (Students may talk about it from both positive and negative aspects)?

**Topic:** Education

**Mishan:** ICT, Song and Music, Newspaper

**Moran:** Communities, Practices

**Authentic Materials:** Video: An Average Day of American High School; Song: We're going to be Friends

**Description of the products:** Education is an important topic that closely related to every student. In order to integrate culture into English classes, a video about daily routine of an American high school is selected for students to see a totally different format of education. The class can use this video for discussion and cultural comparison. The song *We are going to be Friends* describes school days with lively melody and beautiful lyrics. It is another cultural product that presents school life for students. *Would You Want to Be Home-Schooled* is a newspaper article that introduces American home schools, which is a new education format for Chinese students. It is the material that can provide new sights of education for students.

**How to obtain the products:**

•An Average Day of American High School:

<http://www.youtube.com/watch?v=OKHAWX9q2XM>

•We're Going to be Friends: <http://www.youtube.com/watch?v=az8UDe6UQGQ>

•Would You Want to Be Home-Schooled:

[http://learning.blogs.nytimes.com/2011/11/10/would-you-want-to-be-home-schooled/?\\_php=true&\\_type=blogs&\\_page=1&\\_r=0#comments](http://learning.blogs.nytimes.com/2011/11/10/would-you-want-to-be-home-schooled/?_php=true&_type=blogs&_page=1&_r=0#comments)

**Targeted National Standards for Foreign Language Learning:**

Communication:

1.1 provide and obtain information, exchange opinions

1.2 understand spoken language

1.3 present information and ideas

Cultures:

2.1 understand the relationship between practices and perspectives

Connections:

3.1 further knowledge of other disciplines (Education)

3.2 acquire information through the foreign language and culture

Comparisons:

4.1 understand the nature of language

4.2 understand the concept of culture

Communities:

5.1 use the language within and beyond school setting

5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II

1. Play the song, ask students to respond to the mood the music evokes or the atmosphere it creates, by drafting a short poem or picture to go with the music or drawing scenes. Students can share and talk about their texts or pictures if they want. (Content 2.0, Communication 2.1, 2.5, Cultures 2.0, 2.1)

2. Play the song a couple of times, and then hand out copies of lyrics to students. Base on the lyrics, completing the following questions: (Content 2.0, Communication 2.1, Cultures 2.1)
  - Find in the lyrics all the words referring to school.
  - Can you name two classroom activities?
  - How can you tell that the two children like each other? (quote the lyrics)
  - You have listened to the song, what can you say about the music? (instrument, singer's voice)
3. Video activities: (Content 2.0, Communication 2.0, 2.2, 2.5, Cultures 2.1, 2.2)
  - Play the video-- An Average Day of American High School, ask students that how do they feel about American school life?
  - Play the video section-by-section, have students figure out what American high school students do on each period of time.
  - View each scene and students to analyze in which ways the scene is cultural-specific, e.g. settings, behaviors, traditions, attitudes etc. that are typical of the culture.
4. Read the newspaper article, and then discuss the following questions: (Content 2.0, 2.1, Communication 2.0, 2.4, 2.5, Cultures 2.1, 2.2, Structures 2.0, 2.1)
  - Δ Do you like home-school? Why or why not?
  - Δ As far as you know, are there any children learning at home instead of going to school?
  - Δ In your thoughts, why home-school is not a popular education format in China?
  - Δ Do you think home-school will be accepted by most Chinese in the future?

#### **Checking for understanding:**

• *Authentic questions* (Fisher & Frey, p.44, 2007):

Δ Comprehension: Based on the video, describe one of the scenes about American high school in their own words.

Δ Synthesis: Draw a picture of an average day of American high school.

Δ Evaluation: Would you recommend the way of American high school education to other people? Why or why not?

• *Read-Write-Pair-Share* (Fisher & Frey, p.64, 2007):

Δ Read the article in activity#4.

Δ Write a summary of their discussion results in activity#4.

Δ Students discuss about their own writings with a partner, comparing thoughts and identifying responses that are superior, intriguing, convincing, or unique.

Δ Pairs share their writings with the class.

#### **Stage III**

1. Students work in two groups in separate rooms if possible. Group 1 watches the video of the song without the sound; group 2 listens to the audio-tape. Based on the visual alone, group 1 guesses at: what the song about and the mood of the

song. Based on the audio alone, group 2 listens for gist and notes: the theme of the song and the mood of the song. Then the two groups “jigsaw” their findings, confirming the speculations of the other group. (Content 3.0, Communication 3.0, 3.1, 3.5, Cultures 3.2)

2. Quick writing: Ask students to write a short essay about three or four paragraphs about their school days, which include their schedule, their format of classes, and what they do after classes. (Content 3.1, Communication 3.0, 3.1, 3.4, Cultures 3.0)
3. Video activities: (Content 3.0, 3.1, Communication 3.1, 3.4, 3.5, Cultures 3.2)
  - Before watching the video, have students brainstorm what is American school like.
  - Have students watch the video and ask them to talk about their feeling of American school life after watching the video. Are there any similarities or differences between their speculation and the video?
  - Compare to the essay they wrote about their school life, analyze the differences between Chinese school days and American school days.
  - Ask students to talk about which format of school day they prefer and why.
4. Newspaper activities: (Content 3.0, Communication 3.2, 3.3, 3.4, 3.5, Cultures 3.1, Structures 3.0)
  - Have students read the article about home-school; and then based on the reading, ask them to list the features of home-school.
  - Discuss the question: Do you agree with the writer’s mother that working at one’s own pace and following one’s genuine interests is the best way to learn? Why and why not?
  - Based on the question-- *Do you think this type of education can prepare children for the “real world”*, arrange a class debate. Divide students into two groups and give them time to prepare the advantages and disadvantages of home-school.

**Checking for understanding:**

•*Authentic questions* (Fisher & Frey, p.44, 2007):

ΔComprehension: Make a list of similarities and differences between Chinese school days and American school days.

ΔApplication: Do you think it is appropriate that Chinese schools adopt the way of American education? Why or why not?

•*Summary writing* (Fisher & Frey, p.66, 2007): According to the debate in activity#4, ask students to write a short paragraph to support their own statements on the question.

**Topic:** Now and Then

**Mishan:** Song and Music

**Moran:** Products

**Authentic Materials:** Song: Good Old Days by Pink; Chinese song: 时间都去哪儿了 (Where Did Time Go?)

**Description of the products:** One of the most powerful arts to present the topic Now and Then is time. Two songs with beautiful and appealing melodies about memories are selected to address the passing time. Two songs from two countries have different melodies and emotions. The American one is a fast-paced and powerful song that expresses the confusion of now and nostalgia of the old days. The Chinese one uses gentle and slow melody to convey the singer's sadness and sorrow to the passing time. To articulate the same theme, two cultures used two different types of music, through which students can increase the concept of cross-culture and be aware of the differences between two cultures.

**How to obtain the products:**

•Good Old Days: <http://www.youtube.com/watch?v=UvZBht6YLDc>

•Where Did Time Go: [http://v.youku.com/v\\_show/id\\_XNjY5MjM5OTE2.html](http://v.youku.com/v_show/id_XNjY5MjM5OTE2.html)

**Targeted National Standards for Foreign Language Learning:**

Communication:

1.1 provide and obtain information, exchange opinions

1.2 understand spoken language

1.3 present information and ideas

Cultures:

2.1 understand the relationship between practices and perspectives

2.2 understanding relationship between products and perspectives

Connections:

3.2 acquire information through the foreign language and culture

Comparisons:

4.1 understand the nature of language

4.2 understand the concept of culture

Communities:

5.1 use the language within and beyond school setting

5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II & III

1. *Good Old Days* activities: (Content 2.0, Communication 2.2, Cultures 2.0, 2.1)

•Play the whole song and suggest that students “listen for enjoyment” focusing on the music and the feelings it evokes rather than the lyrics.

•Ask students to jot down the feelings evoked by the song e.g. sadness, happy.

•From the feeling alone, ask students to speculate what the song may be about (whether or not the words understood).

•Replay the song several times, asking students to focus on visualizing the given lyrics combined with the feelings from the music.

- Ask students to compose a picture or series of pictures depicting description or events in the song. Students may work together using group input or making a group composition.
  - Show compositions to other groups.
2. *Where Did Time Go* activities: (Content 3.0, Communication 3.0, 3.2, 3.4, 3.5, 3.6, Cultures 3.1)
- Play the song and ask students to respond to the mood/feeling the music evokes or the atmosphere it creates, by drafting a short poem to go with the music or visualizing and drawing scenes.
  - Share their texts or picture with others.
  - Interview a few students that what does the singer wants to express through this song and how do they feel when they see the pictures of the girl and her dad in the video.
  - Listen to the song again and confirm ideas above, then discuss:
    - ΔHow the singer’s voice contributes to the feeling in the song.
    - ΔWhat is the main instrument of the song? How this instrument contributes to the feeling of the song?
    - ΔSimilarity to their own poem/drawing.
3. Comparison: (Content 3.0, Communication 3.2, 3.4, 3.5, Cultures 3.1, 3.2)
- Have students compare the scenes they drew for the two songs, analyze the differences in styles of their drawing.
  - Through their drawings, ask students to talk about their different feeling to those two songs.
  - Fill in the following form:
- |                   | Voice | Content | Instrument | Rhythm | Emotion |
|-------------------|-------|---------|------------|--------|---------|
| Good Old Days     |       |         |            |        |         |
| Where Did Time Go |       |         |            |        |         |
4. Ask students to write a short essay about two or three paragraphs about the most precious memory in their childhood. Then talk about their memories in groups. (Content 2.1, Communication 2.0, 2.1, 2.6, Structures 2.1)
5. Ask students to collect pictures from childhood until now, prepare a PowerPoint like the picture-show in the video with music or songs they like. Present their

picture-shows to the other students. (Communication 3.0, 3.3, 3.6, Cultures 3.0, 3.1, Settings 3.0, 3.1)

**Checking for understanding:**

- *Summary writing* (Fisher & Frey, p.66, 2007): Ask students to write a summary that compares the two songs from the following aspects according to activity#3: voice, content, instrument, rhythm, and emotion.
- Activity#4 and 5 can also be used for writing and speaking ability assessment.

**Topic:** The way we look

**Mishan:** ICT, Advertising

**Moran:** Practices, Products

**Authentic Materials:** Advertising: Introducing Levi's Revel: Experience the Benefits;  
Video: Denim: The Evolution of Blue Jeans; Video: Clothes US/UK

**Description of the products:** This topic is about fashion and clothes. Students are provided with opportunities to use the language in the setting of shopping and situations about talking about fashion. Through the commercial of Levi's, students will have visual enjoyment about fashion and class discussion can be developed based on this resource. A brief history of blue jeans is presented in the video--*The Evolution of Blue Jeans*, which is also a good material for listening and reading comprehension. The language of video--*Clothes US/UK* is simple and easy-follow, but it can help students increasing awareness of distinctions between American English and British English, which various in expressions and pronunciations. The video *World Traditional Costumes* is provided for students to be aware of traditional clothes around the world and cultural differences. An interactive activity is provided for this topic, too.

**How to obtain the products:**

•Introducing Levi's Revel: Experience the Benefits:

<http://www.youtube.com/watch?v=725ysZ5PRNg>

•Denim: The Evolution of Blue Jeans:

<http://www.youtube.com/watch?v=IHOyCVG8tzw>

•Clothes US/UK:

[http://www.youtube.com/watch?v=BXoPqVqx1uQ&feature=player\\_embedded](http://www.youtube.com/watch?v=BXoPqVqx1uQ&feature=player_embedded)

•World Traditional Costumes: <http://www.youtube.com/watch?v=FkPamjPYXNo>

•Worksheet: <http://www.teach-this.com/resources/shopping-clothing>

**Targeted National Standards for Foreign Language Learning:**

Communication:

- 1.1 provide and obtain information, exchange opinions
- 1.2 understand spoken language
- 1.3 present information and ideas

Cultures:

- 2.1 understand the relationship between practices and perspectives
- 2.2 understanding relationship between products and perspectives

Connections:

- 3.1 further knowledge of other disciplines (fashion, clothes, shopping)
- 3.2 acquire information through the foreign language and culture

Comparisons:

- 4.1 understand the nature of language
- 4.2 understand the concept of culture

Communities:

- 5.1 use the language within and beyond school setting
- 5.2 become life-long learners



**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II

1. Interview activities: (<http://www.teach-this.com/images/resources/its-a-question-of-style.pdf>) (Content 2.1, Communication 2.1, 2.4, Structures 2.1, Settings 2.0)
  - Make copies of interview questions; have students work in pairs and interview each other using the questions on worksheet.
  - When they are done, collect all worksheets and mix them up. Give each students a worksheet which is not their own or their partners'. Ask students to read the worksheets and guess who it belongs to.
2. Clothes US/UK activities: (Content 2.0, Communication 2.2, 2.5, Cultures 2.1, 2.2, Structures 2.0, 2.2)
  - Watch the video of *Clothes US/UK*, have students to focus on the different accent between American English and British English. Ask students to talk about which accent do they prefer and which English do they speak.
  - Play the video again, ask students to make a list of different expression introduced in the video between American English and British English.
3. Advertising activities: (Content 2.0, 2.1, Communication 2.2, 2.4, 2.5, Cultures 2.1)
  - Play the Levi's commercial, ask students the following questions:
    - ΔWhat is the commercial about?
    - ΔDid you hear about this brand of jeans before?
    - ΔAfter watching this commercial, do you want to buy this brand of jeans? Why or why not?
  - Introduce a few slogans such as Because you're worth it (L'Oreal), The last honest pizza (Roundtable), and Power of dreams (Honda). Ask students if they know any commercial slogans, in either Chinese or English. Play the commercial a number of times, ask students to try to identify the slogan for Levi's.
4. World Traditional Costumes activities: (Content 2.0, Communication 2.0, 2.2, 2.5, Cultures 2.1)
  - Play the video and ask students to take notes of the countries presented in the video. Then ask them how many countries and what are they.
  - Play the video section-by-section according to each different country; have students talk about features of each country's traditional clothes by using single word or phrase.
  - Show different pictures from the video without names of the countries; ask students to guess which country it is.

**Checking for understanding:**

•*Summary writing* (Fisher & Frey, p.66, 2007): Ask students to write a short passage about themselves by using the interview questions in activity#1.

•*Authentic questions* (Fisher & Frey, p.44-45, 2007):

ΔComprehension: Give two examples of different expressions between American English and British English.

ΔSynthesis: Design a poster for Levi's.

ΔEvaluation: If your friend is looking for a good brand of jeans, would you recommend Levi's? Why or why not?

**Stage III**

1. Interview activities: (<http://www.teach-this.com/images/resources/its-a-question-of-style.pdf>) (Content 3.0, Communication 3.0, 3.2, 3.4, 3.6, Cultures 3.1)
  - Make copies of interview questions; have students work in pairs and interview each other using the questions on worksheet.
  - When they are done, collect all worksheets and mix them up. Give each students a worksheet which is not their own or their partners'. Ask students to read the worksheets and guess who it belongs.
  - Ask students to interview three more people (family, friends) with the questions, list the clothing styles that interviewees mentioned during the interview. Make a chart of proportion of each style.
2. Advertising activities: (Content 3.0, Communication 3.2, 3.4, 3.5, Cultures 3.1)
  - Before viewing, discuss use of non-linguistic elements of advertisements; music/sound, images, culture cues/images.
  - Brainstorm how such elements can be used for impact in advertisements e.g. by association with other familiar genres e.g. films, songs, computer games, cartoons.
  - Show advertisement and assess (a) which elements are used (b) their effectiveness (c) whether the advertisement has trans-cultural appeal and if not (d) what changes might be made for each culture? (e) discuss and make necessary changes, in mono-cultural groups if possible.
3. World Traditional Costumes activities: (Content 3.0, Communication 3.0, 3.2, 3.5, Cultures 3.1, 3.2)
  - Have students work in group; depends on class size, assign each student focus on specific numbers of traditional clothes of different country. Take notes about features of each traditional cloth (color, style, or design).
  - Jigsaw teaching their assigned clothes in groups.
4. Denim: The Evolution of Blue Jeans activities:
  - Play the video two times, ask students to take notes of significant time and

popular jeans styles while they are watching.

- Based on their notes, draw a time line of the evolution of blue jeans.

**Checking for understanding:**

- Think-Pair-Share* (Fisher & Frey, p. 30, 2007):

ΔThink: Many girls spend two or three hours to dress up every day. In your opinion, is it necessary or waste of time?

ΔPair: Students discuss their responses with a partner for a few minutes.

ΔShare: Pairs share their thoughts with the class.

- Summary Writing* (Fisher & Frey, p.66, 2007): Based on activity#4, have students write a short essay on the evolution of blue jeans. Remind students to use their time lines and ask them to think about how to use language to connect each change of blue jeans in order to make their essays comprehensive and fluent.

**Topic:** Rules and Suggestions

**Mishan:** ICT

**Moran:** Practices, Communities

**Authentic Material:** Video: Learn the Rules of the National Parks in South Africa

**Description of the product:** A video-clip about rules of national parks in South Africa is selected in order to address the importance of rules and suggestion in public places. The rules are presented through a short cartoon film which is direct and entertaining. In addition, this video is about South Africa, which is a new culture experience for students. Through the video, students might increase the awareness of rules and suggestion in a target situation or community; they can also compare the differences between South Africa and China in the area of rules of national parks.

**How to obtain the product:** <http://www.youtube.com/watch?v=1u-Zytbx-hQ>

**Targeted National Standards for Foreign Language Learning:**

Communication:

- 1.1 provide and obtain information, exchange opinions
- 1.2 understand spoken language
- 1.3 present information and ideas

Cultures:

- 2.1 understand the relationship between practices and perspectives

Connections:

- 3.1 further knowledge of other disciplines (rules and suggestions)
- 3.2 acquire information through the foreign language and culture

Comparisons:

- 4.1 understand the nature of language
- 4.2 understand the concept of culture

Communities:

- 5.1 use the language within and beyond school setting
- 5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II

1. Before playing the video, have students review the Great Canyon they learned before. Based on what do they know about the Great Canyon, try to make a list of rules that visitors should obey. Ask students to share their lists and address the importance of rules.(Content 2.0, Communication 2.0, Cultures 2.0, 2.2)
2. Ask students to talk about their experiences about visiting a zoo or a park. Brainstorm what kind of rules that a national park might have. (Content 2.1, Communication 2.0, 2.1, Cultures 2.0, Structures 2.1, Settings 2.0)
3. Video comprehension activities: (Content 2.0, 2.1, Communication 2.0, 2.1, 2.4, Cultures2.1, 2.2, Structures 2.1)
  - Play the video, and then ask students to repeat the rules they can remember from watching the video.
  - Ask students to summarize the areas of rules that the video addressed.

- Play the video section-by-section; make sure students understand each rule of the national park.
  - Ask students to talk about the features of the national park. Compare to the parks they have been to in China, are there differences or similarities between two countries?
4. Ask students to choose the rules that impress them and then design a (or series of) poster about the rules. (Content 2.0, Communication 2.1, 2.6, Cultures 2.0, 2.1)

**Checking for understanding:**

•*Authentic questions* (Fisher & Frey, p.44, 2007):

ΔComprehension: (a) Make a list that includes at least four rules introduced in the video.

(b) Describe features of a national park in your own words.

ΔAnalysis: Video is good media to remind people to be aware of the rules of national parks. What other ways could be used to promote tourists to pay attention to the rules?

•*Response cards* (Fisher & Frey, p.46, 2007): Preprint yes/no cards and prepare some national parks rules, which can be right and wrong. Read or show every single statement to students, have students judge the statement and show corresponding cards according to their judgments.

Stage III

1. Play the video, ask students to create a short writing based on their understanding of the video. The writing can be a story, a rap, a poem or commercial lines. (Content 3.0, 3.1, Communication 3.0, 3.1, 3.5, Cultures 3.0, 3.1)
2. Play the video section-by-section, ask students to identify the areas of rules the video emphasized. Have students discuss if those areas are appropriate for parks or zoos in China. If not, discuss which area need to be replaced or fixed in order to satisfy the situations in China. (Content 3.0, Communication 3.1, 3.4, 3.5, Cultures 3.1, 3.2)
3. Discuss the characteristics of national parks, what are the differences between national parks and general parks. Ask students to think about if China has national park system. Brainstorm the reasons that China doesn't have national parks. (Content 3.0, 3.1, Communication 3.1, 3.4, 3.5, Cultures 3.2)
4. Ask students to design a poster that promotes visitors to obey the rules of national parks. (Content 3.0, Communication 3.2, 3.6, Cultures 3.1, Settings 3.0)
5. Play the video a couple of times again, ask students to create a play based on the video. Have students work in groups, they choose two or three rules to create their plays. Ask students to assign roles by themselves and write down the play. Then have students present their plays. (Content 3.0, 3.1, Communication 3.0, 3.3, 3.5, 3.6, Cultures 3.0, 3.1, Structures 3.0, Settings 3.0)

**Checking for understanding:**

•*Think-Write-Pair-Share* (Fisher & Frey, p. 30, 2007):

ΔThink: Consider about why China doesn't have national park system.

ΔWrite: Write two or three paragraphs about your thoughts.

ΔPair: Students discuss their writings with a partner, comparing thoughts and making comment on each other's writing.

ΔShare: Pairs share their writings with the class.

•*Application question* (Fisher & Frey, p.44, 2007): Choose a park in China that you have visited before; according to the situations and environment of the park, try to make three to five rules for the park.

**Topic:** Look After Yourself

**Mishan:** ICT, Broadcast Media

**Moran:** Practices

**Authentic Materials:** Audio dialogue: Leading a healthy lifestyle; Video: What If You Stopped Going Outside; Online survey: How healthy are you; pictures for jigsaw activity

**Description of the products:** Based upon the topic, a variety of materials have been selected to emphasize the importance of health and how do you take care of yourself. The audio dialogue is an interview between Jeff and Todd, who talked about how to lead a healthy lifestyle. The video appeals people to go outside, which is better for health rather than staying at home all the time. The online survey is a new format of language learning for Chinese students. It is a good experience for students to use the target language in an authentic setting that related to them. Two pictures of a dental office are provided for students to practice oral communication by doing jigsaw activity.

**How to obtain the products:**

•Audio dialogue: <http://www.elllo.org/english/0801/T832-Jeff-Health.htm>

•Video: <http://www.youtube.com/watch?v=hmqguIFMC-Y&feature=youtu.be>

•Online survey:

<http://www.eflclub.com/4aboutyou/howhealthyareyou/howhealthyareyou.htm>

•Pictures:

[http://www.henry4school.fr/Body\\_and\\_Health/health/teaching/images/seedifBIG.jpg](http://www.henry4school.fr/Body_and_Health/health/teaching/images/seedifBIG.jpg)

**Targeted National Standards for Foreign Language Learning:**

Communication:

1.1 provide and obtain information, exchange opinions

1.2 understand spoken language

1.3 present information and ideas

Cultures:

2.1 understand the relationship between practices and perspectives

Connections:

3.1 further knowledge of other disciplines (health)

Comparisons:

4.1 understand the nature of language

4.2 understand the concept of culture

Communities:

5.1 use the language within and beyond school setting

5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II

1. Ask students to do online survey: How healthy are you; and then have students share their survey results in groups focus on the following questions: (Content 2.1, Communication 2.0, 2.4, Cultures 2.0, Settings 2.0)

- What is your score?
- Do you think your lifestyle is healthy? Why or why not?
- How do you think to keep healthy?

2. Video activities: (Content 2.0, Communication 2.0, 2.2, 2.5, Cultures 2.1, Structures 2.0, 2.1)
  - Watch the video together, ask students to summarize how many issues did the video talk about and what are they.
  - Play the video a couple of times, ask students to make a list of benefits of going outside.
  - Ask students to consider about the activities that they can do inside to keep healthy when the weather is not good outside.
3. Jigsaw activities: (Content 2.1, Communication 2.0, 2.1, 2.4, Cultures 2.0, 2.1, Structure 2.1, Settings 2.0)
  - Ask students to talk about their experiences at a dentist.
  - Discuss how you keep your teeth clean and healthy.
  - Make copies of the pictures for students; ask students to work in pairs, each student in pairs gets a different picture. Have students work in groups and ask each other questions in order to figure out five differences in the pictures.

**Checking for understanding:**

•*Authentic questions* (Fisher & Frey, p.44, 2007):

ΔComprehension: (a) what is the main idea of the video? (b) Illustrate at least three advantages of going outside.

ΔApplication: Ask students to consider about their schedule or daily routines, talk about what they can do to keep healthy.

•*Interactive writing* (Fisher & Frey, p.61, 2007): Write a paragraph to describe the picture used in activity#3. Then exchange writing with a partner; read each other's writing and discuss five differences in the pictures through the writings.

Stage III

1. Online survey activities: (Content 3.0, 3.1, Communication 3.0, 3.2, 3.4, 3.5, 3.6, Cultures 3.0, 3.1, Structures 3.1, Settings 3.0)
  - Ask students to do online survey; divide students into four groups, write down each student's score on the board.
  - Ask students to read the scores of each group, work in groups to draw a distribution chart of their group.
  - Each group present the chart to other groups, give a brief analysis of the distribution of the scores.
  - Ask students to observe four charts, analyze the differences and similarities among the four charts.
2. Audio activities: (Content 3.0, Communication 3.0, 3.2, 3.4, 3.5, 3.6, Cultures 3.0, 3.1, Structures 3.0, Settings 3.0)
  - Play the interview to students, telling them they will be asked to write an e-mail to the chat-show host to comment on it e.g. opinions, agreement, disagreement,



complaints, acclaim etc.

- After first/second listening, give students time to discuss their reactions and comments in groups.
- Students write their e-mails (on paper if no computers available) and send to one student who has volunteered to play chat show host to respond messages in their groups.
- “Host” replies to e-mails (Correspondence may be continued privately if desired).

3. Culture comparison: (Content 3.0, 3.1, Communication 3.4, 3.5, 3.6, Cultures 3.1, 3.2)

- Make copies of the audio interview dialogue for students; ask students to underline the ideas of keeping healthy introduced in the interview.
- Ask students to think about how do Chinese people keep healthy and make a list of it.
- Compare the differences and similarities between two countries and write a short summarization about it.

**Checking for understanding:**

•*Summary writing* (Fisher & Frey, p.66, 2007): Using the charts students drew in activity#1, each student writes a description of the corresponding group chart.

•*RAFT* (Fisher & Frey, p.67, 2007):

Refer to the audio in activity#2, discuss the following questions:

Δ**R**ole: What are the roles of the two people in the audio?

Δ**A**udience: To whom is the audio playing?

Δ**F**ormat: What is the format of the audio?

Δ**T**opic: What is the focus of the audio?

**Topic:** Eating Together

**Mishan:** ICT, Literature

**Moran:** Practices, Perspectives, and Products

**Authentic Materials:** Video: Betty's Thanksgiving Holiday Dinner Table, 2012; thanksgiving story; thanksgiving food pictures

**Description of the products:** This topic focuses on food and different eating traditions, but “Eating together” is too broad to teach. Thanksgiving dinner is selected to represent a different eating culture in America. In addition, history and meaning of Thanksgiving can be presented through this topic; students will have a chance to experience and explore a representative American culture and festival. The video demonstrate traditional Thanksgiving dinner in United States. For addressing this important traditional festival in the US, the Thanksgiving story is provided to students so that they can make connections of the meaning of Thanksgiving and its eating customs.

**How to obtain the products:**

•Video: <http://www.youtube.com/watch?v=JViWrCRKcCY>

•Thanksgiving story: [http://www.everythingsl.net/downloads/Thanksgiving\\_story.pdf](http://www.everythingsl.net/downloads/Thanksgiving_story.pdf)

**Targeted National Standards for Foreign Language Learning:**

Communication:

1.1 provide and obtain information, exchange opinions

1.2 understand spoken language

1.3 present information and ideas

Cultures:

2.1 understand the relationship between practices and perspectives

2.2 understand the relationship between products and perspectives

Connections:

3.1 further knowledge of other disciplines (thanksgiving)

3.2 acquire information through the foreign language and culture

Comparisons:

4.1 understand the nature of language

4.2 understand the concept of culture

Communities:

5.1 use the language within and beyond school setting

5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II

1. Video activities: (Content 2.0, Communication 2.0, 2.1)

- Watch the video together, ask students to pay attention to the food in the video. Take as much notes about the food as they can; then share what they get to know from the video with each other.
- Introduce traditional Thanksgiving food by using the pictures.
- Watch the video again; have students write a one or two paragraph summary about thanksgiving food.

2. Comparison: (Content 2.0, 2.1, Communication 2.0, 2.2, 2.4, Cultures 2.1, 2.2)
  - Have two or three volunteers to talk about their experiences of Spring Festival in China, includes what do they eat, what do they do, and the meaning of Spring Festival.
  - Play the video one more time, ask students to pay attention to the layout of tableware.
  - Consider about tableware of Spring Festival in China, ask students to compare the differences between those two eating cultures by drawing pictures.
3. Reading activities: (Content 2.0, Communication 2.1, 2.2, 2.5, 2.6, Cultures 2.1, Structures 2.0)
  - Ask students to read the story by themselves and help them with difficult vocabulary if they need. Then ask students to talk about what do they know from the story (the answers can be the main ideas and detailed information).
  - Students work in groups to discuss the following question:
    - ΔWhy do you think the Pilgrims risked their lives?
    - ΔWhat do you think the Pilgrims needed to bring with them on the Mayflower?
    - ΔWho helped the Pilgrims? What did they do to help them?
    - ΔWhy did the Pilgrims want to celebrate in the first fall?
    - ΔWhat did they give thanks for?
  - After discussing these questions, students may have a deeper understanding of the story. Then tell students the meaning of Thanksgiving Day, which is why Americans celebrate Thanksgiving Day and what they thank for in Thanksgiving Day. That is because being thankful no matter what our situation in life. Thankfulness means that we are aware of both our blessings and disappointments, but we focus on blessings. We give thanks and love everything in the world: our parents, health, happiness, food, even the smell of the flowers and warm pajamas. Thanksgiving Day is a traditional American holiday. In 1941, President Franklin signed a joint resolution of Congress changing the national Thanksgiving Day from the last Thursday in November to the fourth Thursday.
  - Make a card for your parents and express thanks to them.

### **Checking for understanding:**

•*Authentic questions* (Fisher & Frey, p.44, 2007):

ΔComprehension question: (a) Make a list that includes at least four different types of thanksgiving food. (b) Describe the tableware of thanksgiving in your own words.

ΔApplication question: Do you think it is appropriate that Chinese people use the same tableware for Spring Festival as thanksgiving?

•*RAFT* (Fisher & Frey, p.67, 2007): According to the story in reading activities, discuss the following questions:

Δ**Role**: What is the role of the writer?

Δ**Audience**: To whom is the writer writing?

ΔFormat: What is the format of writing?

ΔTopic: What is the focus of the writing?

### Stage III

1. Video activities: (Content 3.0, 3.1, Communication 3.2, 3.4, 3.5, 3.6, Cultures 3.0, 3.1, 3.2)
  - Play the video twice or three times, ask students to analyze in which ways the video is culture-specific, e.g. settings, behaviors, characters, attitudes etc. that are typical of the culture.
  - According to the aspects addresses in step #1, ask students to consider about Spring Festival in China and talk about the features of it that includes settings, behaviors, characters and attitudes.
  - Work in groups; re-situate the scene in their own cultural context by making appropriate changes to settings, behaviors etc. and re-scripting as necessary.
  - Groups read/enact their adapted scenes.
2. Reading activities: (Content 3.0, Communication 3.2, 3.6, Cultures 3.1, Structures 3.0)
  - Give students time to read the story by themselves, and ask them to identify and visualize the:
    - ΔNarrative voice/voice of protagonist
    - ΔCharacters introduced and their relationships
    - ΔSettings (cultural, rural/urban etc.)
    - ΔAccording to their preference, students can either draw pictures the text has evoked or make notes on key images.
3. •Talk about meaning of Thanksgiving as the one presented in activity #3.
  - Ask students to think about the meaning of Spring Festival in China and share with each other. Consider about if Chinese people express blessings and thankful in Spring Festival. Discuss that if we Chinese can combine the form of Spring Festival and meaning of thanksgiving together. (Content 3.0, Communication 3.0, 3.1, 3.4, Cultures 3.2)
  - Ask students to imagine that they are going to decorate your house when Spring Festival comes; draw pictures of how they want to decorate their apartments or houses in order to make their families know what you are thankful for through the decoration. And then present it individually in front of the class. (Content 3.1, Communication 3.1, 3.6, Cultures 3.1)

### **Checking for understanding:**

•*Retelling* (Fisher & Frey, p.26, 2007): Ask students to retell the thanksgiving story in their own words and then compare with the original text.

•*Evaluation questions* (Fisher & Frey, p.45, 2007):

ΔWould you recommend this story to other people who are learning American culture?

Why or why not?

ΔSelect the best scene you think in the story; and then explain why do you think that is the best scene?

ΔWhich character would you most like to meet? Why?

**Topic:** On the Town

**Mishan:** ICT, Song and Music

**Moran:** Communities, Perspectives

**Authentic Materials:** Video: New York City - Top 10 Travel Attractions; Song: Frank Sinatra - New York, New York; Song: Sting - Englishman in New York

**Description of the products:** According to the introduction of New York in this unit of the textbook, a video and two songs that associated with this topic have been selected for students to explore this unique and attractive city in the world. The video is about top ten travel attractions of New York, which is a visual summary of the essay in the textbook. The song—New York, New York conveys the features of this city and the love of the singer for his hometown. The other song—Englishman in New York describes the city from a foreigner’s perspective, which appeals people to be themselves even they are in a “melting pot”. It is a material for students to learn about cultural perspectives and be aware of cultural distinctions.

**How to obtain the products:**

•New York City - Top 10 Travel Attractions:

<http://www.youtube.com/watch?v=vA3OuEd4e1c>

•New York, New York: <http://www.youtube.com/watch?v=5yCwiaZwiB8>

•Englishman in New York: <http://www.youtube.com/watch?v=d27gTrPPAyk>

**Targeted National Standards for Foreign Language Learning:**

Communication:

1.1 provide and obtain information, exchange opinions

1.2 understand spoken language

1.3 present information and ideas

Cultures:

2.1 understand the relationship between practices and perspectives

2.2 understand the relationship between products and perspectives

Connections:

3.2 acquire information through the foreign language and culture

Comparisons:

4.1 understand the nature of language

4.2 understand the concept of culture

Communities:

5.1 use the language within and beyond school setting

5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II

1. Video activities:

•Play the video—New York City-Top 10 Travel Attractions; ask students to take as much notes as they can about New York, and then share what they get from the video with each other. (Content 2.0, Communication 2.2)

•Have students work in groups; watch the video as many times as they need, and then design a poster or draw a series of scenes of New York City for people who

have never come to New York. (Content 2.1, Communication 2.1, 2.2, 2.6, Cultures 2.0, 2.1)

- Based upon their posters, pictures and notes, prepare an introduction of New York. Ask students to present their introductions by using the posters and pictures they created. (Communication 2.1, 2.6, Cultures 2.1)

2. New York, New York activities: (Content 2.0, Communication 2.2, 2.5, 2.6, Cultures 2.1)

- Play the whole song and suggest that students “listen for enjoyment” focusing on the music and the feelings it evokes rather than the lyrics.

- Ask students to jot down the feelings evoked by the song.

- From these feelings alone, ask learners to speculate what the song may be about (whether or not the words understood).

- Replay the song several times, asking students to focus on visualizing the given lyrics combined with the feelings from the music.

- Ask students to compose a picture or series pictures depicting descriptions or events in the song. Students may work together using group input or making a group composition.

- Show compositions to other groups if desired.

### **Checking for understanding:**

- Watch-Write-Pair-Share* (Fisher & Frey, p.64, 2007):

ΔWatch: Watch the video again.

ΔWrite: Ask students to write two places they want to visit in New York City and also write at least two reasons for each place.

ΔPair: Discuss their writings and responses with a partner.

ΔShare: Share with the class.

- RAFT* (Fisher & Frey, p.67, 2007): According to the song—New York, New York, students to are prompted to consider:

ΔRole: What is the role of the singer?

ΔAudience: To whom is the singer sing?

ΔFormat: What is the format for the song?

ΔTopic: What is the focus of the song?

### Stage III

1. Video activities: (Content 3.0, 3.1, Communication 3.0, 3.2, 3.3, 3.4, 3.5, 3.6, Cultures 3.1)

- Play the video—New York City-Top 10 Travel Attractions; ask students to take as much notes as they can about New York, and then share what they get from the video with each other.

- Watch the video for another two or three times, have students analyze how the video presented those attractions and from which aspects New York City has been introduced.

- Ask students to list top five attractions of their home city; create an introduction by simulating the video. Present their introductions for other students.
2. New York, New York activities: (Content 3.0, Communication 3.2, 3.4, 3.5, Cultures 3.2)
    - Play instrumental part of the song a few minutes as necessary, and ask students to respond to the mood/feelings the music evokes or the atmosphere it creates, by drafting a short prose poem to go with the music or visualizing and drawing scenes.
    - Ask students to:
      - ΔShare their texts/pictures with others if wish.
      - ΔSpeculate on sentiments, ideas the song expresses.
      - ΔSpeculate on the culture the song belongs to.
    - Listen to the whole song and confirm/revise ideas above, then discuss:
      - ΔHow the addition of voice contributes to the feeling in the song.
      - ΔSimilarity to their own prose poem/drawings.
    - Replay the song as necessary for students to recreate song as closely as possible for hometown.
    - Discuss cultural-specificity or universality of song's theme.
  3. Englishman in New York activities: (Content 3.0, Communication 3.0, 3.2, 3.5, 3.6, Cultures 3.0, 3.1, Structures 3.0)
    - Play the song and ask students to identify the theme only.
    - Replay the song and ask students to perceive the attitude expressed by the singer/song to the theme.
    - Have students research the song on the Internet, looking for (a) lyrics (b) writer (c) date when first released.
    - Analyze lyrics for expressions applying to the identified theme and other striking language.
    - Prepare a short presentation on the song.
  4. Extension activities on Englishman in New York: (Content 3.1, Communication 3.0, 3.3, 3.4, 3.5, Cultures 3.2, Settings 3.0, 3.1)
    - Discuss the following questions:
      - ΔWhat are some of the challenges of being yourself in a foreign country.
      - ΔAccording to the song, think about what would be if you were the singer. For example, "A Chinese man in New York".
    - Arrange a debate on the following two sayings:
      - Δ "Be yourself no matter what they say"
      - Δ "When in Rome, do as Romans do"



**Checking for understanding:**

- Retelling* (Fisher & Frey, p.26, 2007): Ask students to review the New York City-Top 10 Travel Attractions video; select three attractions that interest and introduce these attractions in their own words.

- Comprehension questions* (Fisher & Frey, p.44, 2007):

Based on activity#4, answering the following questions:

Δ What is the main idea of the song?

Δ Give two examples of the challenges of being yourself in a foreign country.

- Summary writing* (Fisher & Frey, p.66, 2007): Based on the debate in activity#4, write a two-three paragraph summary about the opinion you support.

**Topic:** English for You and Me

**Mishan:** ICT

**Moran:** Perspectives, Communities

**Authentic Materials:** Video: Ten reasons why you should learn English; Video: English as language of the world

**Description of the products:** In China, English is a required class for students; and it is one of the most important subjects of college entrance exam as well. Students spend years learning English for the test, rather than really using and experiencing this language. In this topic, two videos have been selected to address the meaning of learning English. The first one is a short and entertaining video-clip that lists ten reasons why you should learn English. The other one is more complicated; it explains the meaning of English learning from a global perspective that encourages students to become life-long learners.

**How to obtain the products:**

•Ten reasons why you should learn English:

<http://www.youtube.com/watch?v=XA0uN0gw6bs>

•English as language of the world: <http://www.youtube.com/watch?v=JhFiYkvXJSc>

**Targeted National Standards for Foreign Language Learning:**

Communication:

1.1 provide and obtain information, exchange opinions

1.2 understand spoken language

1.3 present information and ideas

Cultures:

2.1 understand the relationship between practices and perspectives

2.2 understand the relationship between products and perspectives

Connections:

3.1 further knowledge of other disciplines (language)

3.2 acquire information through the foreign language and culture

Comparisons:

4.1 understand the nature of language

Communities:

5.1 use the language within and beyond school setting

5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II

1. Have students work in pairs to interview each other with the following questions:

(Content 2.1, Communication 2.0, 2.1, 2.4, Settings 2.0)

•How long have you been learning English?

•For you, what are the benefits of learning English?

•Have you ever used English in an authentic situation (watching movies, listening music, communicating with native speakers, etc.)?

•Talk about an experience that you really enjoyed learning English.

•What do you think the meaning of English learning?

2. Ask students to make a list of as many as possible reasons why you should learn English, and then share their lists. (Content 2.1, Communication 2.0, 2.1, 2.3, Settings 2.0)
3. Watch the video; summarize the reasons that listed in the video. Then compare the reasons with their own lists. Summarize the differences and similarities between two lists. (Communication 2.0, 2.2, 2.5, Cultures 2.1, Structures 2.0)
4. According to students' own lists and reasons in the video, work in pairs to come up with a new list of reasons of why English learning should be based on personal needs. And then act out their reasons by simulating the video. (Content 2.1, Communication 2.0, 2.6, Cultures 2.0, 2.1, Settings 2.1)

**Checking for understanding:**

•*Authentic questions* (Fisher & Frey, p.44-45, 2007):

Δ Comprehension: Have students talk about the reasons that they should learn English in their own words.

Δ Analysis: What other ways could they learn English other than English classes.

Δ Evaluation: Based on their own needs, think about if the English class they take currently can fulfill their needs. If not, which areas they need to address.

Δ Synthesis: Design a poster about the ideal English class they want to take.

*Stage III*

1. Second video activities: (Content 3.0, Communication 3.2, 3.4, 3.5, Cultures 3.1, Structures 3.0, Settings 3.1)
  - Tell students they are listening for gist only aim is to expand what they garner from gist-listening via research on other source/media.
  - Play the video twice only.
  - Students combine in groups/pairs to pool what they've heard plus any input from their own knowledge—the subject, the main thrust of the information on this subject etc.
  - In groups, students look at other source (e.g. the Internet, newspapers), making notes, to fill out information on the subject.
  - Students mix with other groups to compare and pool findings.
2. Play the first minute of the second video-- English as language of the world, and then ask students to brainstorm what the video is about. (Content 3.0, Communication 3.2, 3.4)
3. Continue to play the video till 3:15, discuss the following questions: (Content 3.0, Communication 3.1, 3.2, 3.4, 3.5, Cultures 3.0, Structures 3.0)
  - What are the reasons of learning English the speakers mentioned in the video.
  - Do you think the prevalence of English learning is good in China?
  - How do you think of that English is one of the subjects that determine your future life?

4. Play the rest of the video, have students summarize the reasons that English became the language of the world. (Content 3.0, Communication 3.3, 3.5, 3.6)

**Checking for understanding:**

- Summary writing* (Fisher & Frey, p.66, 2007): Based on the two videos, think about what is your relationship to English. Write a two-three paragraphs summary.
- RAFT* (Fisher & Frey, p.67, 2007): According to the video, think about the following questions and then write a summary.
  - Δ **Role**: What is the role of English learning?
  - Δ **Audience**: Who is the main population group of English learning?
  - Δ **Format**: What is the main format of English learning currently in China?
  - Δ **Topic**: What is the focus of the video?

**Topic:** My Future Life

**Mishan:** Song and Music, ICT, Advertisements

**Moran:** Communities, Perspectives

**Authentic Materials:** The Graduation Song by Rhett & Link; Video: What’s the Value of a Gap Year; Commercial: A Broader View Volunteers Abroad Gap Year Projects Overseas

**Description of the products:** In terms of the future life after graduation, based upon the content in the textbook, gap year is selected as the cultural topic of this unit. The Graduation Song can be used as a “hook” in the class, set up the atmosphere of graduation and future life. The commercial presents one of the aspects of gap year. By using this video, students can get the idea of gap year and also compare the differences of students’ activities between Chinese students and American students. The video-clip—What’s the Value of a Gap Year explained the meaning of gap year, which represents insights of education and life experiences from Americans’ perspectives.

**How to obtain the products:**

- The Graduation Song: <http://www.youtube.com/watch?v=hAUF8ow6xf0>
- What’s the Value of a Gap Year: <http://www.youtube.com/watch?v=KGZo6vowz98>
- A Broader View Volunteers Abroad Gap Year Projects Overseas: <http://www.youtube.com/watch?v=v1Xz0ZsHp4o>

**Targeted National Standards for Foreign Language Learning:**

Communication:

- 1.1 provide and obtain information, exchange opinions
- 1.2 understand spoken language
- 1.3 present information and ideas

Cultures:

- 2.1 understand the relationship between practices and perspectives

Connections:

- 3.1 further knowledge of other disciplines (gap year)
- 3.2 acquire information through the foreign language and culture

Comparisons:

- 4.1 understand the nature of language
- 4.2 understand the concept of culture

Communities:

- 5.1 use the language within and beyond school setting
- 5.2 become life-long learners

**Suggested Activities:** Aligned with World Language Content Standards for California Public Schools

Stage II

1. The Graduation Song activities: (Content 2.0, Communication 3.2, 2.5, 2.6, Cultures 2.0, 2.1)
  - Play the whole song and suggest that students “listen for enjoyment” focusing on the music and the feelings it evokes rather than the lyrics.
  - Ask students to jot down the feelings evoked by the song.
  - From these feelings alone, ask students to speculate what the song may be about

- (whether or not the words understood).
- Replay the song several times, asking learners to focus on visualizing the description given in the lyrics combined with the feelings from the music.
  - Ask students to compose a picture or series of pictures depicting input or making a group composition.
  - Show compositions to other groups if desired.
2. Commercial activities: (Communication 2.1, 2.2)
- Play the advertisement once; ask students to work individually to complete as much as possible of the following information:
    - Δtype of the organization
    - Δnumbers of country and group they served
    - Δtypes of trips
    - Δoptional countries
    - Δtypes of jobs
    - Δvalues of taking a gap-year volunteering
  - Repeat playing as necessary, but do as few times as possible.
  - Students cross-check information in groups.
3. Video activities: (Content 2.0, Communication 2.0, 2.2, 2.3, 2.5, 2.6, Cultures 2.0, 2.1)
- Interview a couple of students that in their opinions, what is gap year and what do you want to do if they have a gap year.
  - Play the video a few times, students can either making a list of values of gap year or write a short paragraph about it.
  - Design a poster that emphasizes values of gap year based upon their lists or paragraphs.
    - Talk about values of gap year in their own words to pursue students to take a gap year after high school graduation by using the posters they created.

**Checking for understanding:**

•*Authentic questions* (Fisher & Frey, p.44, 2007):

Δ Comprehension: What is the main idea of the song in activity#1?

Δ Application: Ask students to think about what would they like to do if you had a gap year?

Δ Evaluation: Think about it is worthy to take a gap year or it is a waste of time.

•*Think-Pair-Share* (Fisher & Frey, p. 30, 2007):

Δ Think: Considering about personal situation, think about what influence a gap year could bring to you (including positive and negative).

Δ Pair: Share and discuss personal opinions with partners.

Δ Share: Pairs share their thoughts with the class.

Stage III

1. The Graduation Song activities: (Content 3.0, Communication 3.1, 3.2, 3.4, 3.5, Cultures 3.0, 3.1, Structures 3.0)
  - Students work in two groups in separate rooms if possible. Group 1 watches the video of the song without the sound. Group 2 listens to the audio.
  - Based on the visuals alone, Group 1 guesses at:
    - ΔWhat the song is about
    - ΔWho is singing (man/woman/group)
    - ΔThe mood of the song
    - ΔAny words/phrases they may catch (by lip-reading).
  - Group 1 then prepare sketches of key images that are representative of the video.
  - Based on the audio alone, Group 2 listens for gist and notes:
    - ΔThe theme of the song.
    - ΔAny recurring words, expressions or the chorus.
    - ΔWho is singing
    - ΔThe mood of the song
  - ΔGroup 2 then imagine what sort of video images would appear in a video of this song and prepare some sketches of their suggested video.
  - The two groups then “jigsaw” their findings, confirming or correcting the speculations of the other group.
2. Commercial activities: (Content 3.0, Communication 3.0, 3.2, 3.4, 3.5, 3.6, Cultures 3.0, 3.1, 3.2, Settings 3.1)
  - Play advertisement as viewing comprehension to allow students to catch all the language.
  - Students analyze how language used to persuasive effect, e.g.
    - Δemotive, evocative, connotative lexis
    - ΔUse of phonological features
    - ΔLanguage register
    - ΔUse of different discourse types
  - Ask students to do double-translation of text of advertisement, i.e. (a) translate text from English into Chinese using types of linguistic strategies they have observed in the English text. (b) Re-translate back from Chinese into English from Chinese culture, explaining changes that emerge.
3. Video activities: (Content 3.0, 3.1, Communication 3.2, 3.4, 3.5, Cultures 3.2, 3.3, Structures 3.0)
  - Before play the video, brainstorm what the video is about.
  - Watch the video a couple of times, and analyze what kind of element makes the video culturally specific e.g. social, values, ethics, and institutions.
  - Work in groups, rate the video’s suitability appeal to viewers from Chinese

culture, giving reasons based on the elements talked about at the beginning of the activity.

- Identify particular information or aspects of the video that would be unsuitable for Chinese culture and explain why.
- Based on Chinese culture, talk about how to make more people accept the occurrence of “gap year.”

**Checking for understanding:**

•*Summary writing* (Fisher & Frey, p.66, 2007): Based on activity#1, write a one-two paragraph summary about the song, including the theme, the style, the mood of the song, and if you like the song, why or why not.

•*Multimedia presentation* (Fisher & Frey, p.82, 2007):

△ Ask students to collect sources about gap year; the sources can be songs, videos, articles, pictures and so on.

△ Have students work in groups of three or four, prepare a presentation which including the following areas:

1. What is gap year?
2. What can you do during the gap year?
3. Make a plan of gap year.
4. Compare the advantages and disadvantages of taking a gap year.



## APPENDIX B

# WORLD LANGUAGE CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS: K-12

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California Department of Education  
Executive Office

Adopted by the State Board of Education, Jan 7, 2009



## *World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve*

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### Introduction

#### Developing Global Competency

In order to succeed in the 21<sup>st</sup> century, today's students need to develop linguistic and cultural literacy, including academic knowledge, proficiency in English, and in several of the world's languages and cultures. The ability to communicate in culturally appropriate ways in a variety of settings will ensure success in a technologically driven global economy and increase intercultural understanding and the benefits derived from collaborative international efforts. In order to succeed in our interconnected world, California's students need to use language and cross-cultural communication skills effectively.

As a result of culturally appropriate language use, students will enhance their ability to effectively carry out a wide range of tasks with a high level of control of the linguistic system. We can no longer afford to simply learn about languages and cultures but rather, we must provide students with opportunities to learn languages and cultures by participating in communicative interactions that prepare for real-world language use and global citizenship. Language learning needs to be a life-long endeavor.

The standards that follow are intended to provide guidance to administrators and teachers in implementing a World Languages and Cultures program for a diverse student population at any point in the kindergarten through grade twelve curriculum toward the development of communicative proficiency in linguistically and culturally appropriate ways.

## California's Diverse Student Population

California's students bring a rich variety of languages and cultures to the classroom. Students may have learned a heritage language in their homes, be recent immigrants, or acquired the ability to understand and/or produce one or more languages through contact in their communities or abroad. Some students pursue languages they know; others seek out opportunities to learn additional languages and cultures. Thus, the considerable number of languages spoken and taught in California schools and the range of entry points and proficiencies among our students require standards that are tied to student performance instead of level.

## Timeframes for Learning Languages and Cultures

The amount of time it takes to learn another language and culture is linked to the linguistic and cultural differences among the languages and cultures students know. The specific language and culture that learners study and their performance profile at entry will determine the amount of time required to achieve a particular level of proficiency.

Categories of languages have been established by the Foreign Service Institute (FSI) based on the time it takes for native speakers of English to develop various levels of proficiency in target languages and cultures. For example, Arabic, a Category IV language, will take considerably longer to acquire than French, a Category I language. American Sign Language (ASL), Classical Greek, Classical Latin, and Native American languages have not been assigned to categories since no formal research studies have been published on these languages.

The Language Learning Continuum (see *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve*), a framework developed by the College Board, is used to indicate growth in linguistic and cultural proficiency. It provides benchmarks for progress in a series of qualitatively different stages of performance:

- Stage I (Formulaic), learners understand and produce signs, words, and phrases.
- Stage II (Created), learners understand and produce sentences and strings of sentences.
- Stage III (Planned), learners understand and produce paragraphs and strings of paragraphs.
- Stage IV (Extended), learners understand and produce cohesive texts composed of multiple paragraphs.

The Language Learning Continuum includes Stage V (Tailored) proficiency, which represents performance typically achieved through university level study.

It should be noted that secondary learners may require more than one year to progress from one stage to the next and may spend a significant amount of time within two adjacent stages. For example, learners of Russian, a Category III language, may require two years to move beyond Stage I in listening and speaking, but longer than two years for reading and writing. Programs may focus on specific communicative modes. For example, a Mandarin program may emphasize different communicative modalities in order to attain Stage III

proficiency in listening and speaking, Stage II proficiency in reading, and Stage I proficiency in writing. By necessity, Classical Greek and Latin programs will emphasize reading from the very beginning of instruction. Further, it will be common in the elementary school context for non-heritage learners to remain in Stage I for an extended period of time.

### California's Language Programs

California offers a variety of language programs, beginning in elementary school, continuing in middle school, and most typically in comprehensive high school. Elementary programs include immersion, Foreign Language in the Elementary School (FLES), and Foreign Language Experience (FLEX) that differ substantially in the contact hours allocated to the curriculum. These programs need to be age-appropriate in order to address students' cognitive, emotional, and social needs. Some middle schools also offer immersion and FLEX programs as well as introductory courses that may be equivalent to the first and/or second year of high school study. High school programs traditionally offer a four or five-year sequence preparing students for the Scholastic Aptitude Test (SAT) II examinations in language and often culminating in the Advanced Placement and, less frequently, the International Baccalaureate program in language and literature. Programs for heritage and native speakers can include immersion, specialized courses designed to meet learner needs, and accommodations for these learners within the foreign language classroom. The standards provide an organizing principle to ensure the continuous development of student proficiency, irrespective of the multiple points of entry and exit from California's language programs.

### Organization of the Standards

The *World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve (World Language Content Standards)* represents a strong consensus that the study of a wide variety of world languages and cultures is part of the core curriculum. The *World Language Content Standards* present the knowledge, skills, and abilities that all learners should acquire during thirteen years in the California public school system.

Due to the considerable number of languages in California, the *World Language Content Standards* was developed to accommodate all languages and the various stages a learner goes through to become proficient. Therefore, the *World Language Content Standards* are not language-specific. In addition, due to the various levels of student proficiency and the multiple points of entry and exit from California's language programs, the *World Language Content Standards* that follow are not tied to specific grade levels but rather describe the levels of linguistic and cultural acquisition. For ease of presentation, the standards are separated into five categories: **Content**, **Communication**, **Cultures**, **Structures**, and **Settings**. They should be taught together and in practice merge into seamless instruction within the various stages of the Language Learning Continuum.

#### Content

Language users address a wide variety of topics that are age and stage appropriate. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity from stage to stage on the Language Learning Continuum.

## Communication

Real-world communication occurs in a variety of ways. It may be **interpersonal** in which culturally appropriate listening, reading, viewing, speaking, signing, and writing occur as a shared activity among language users. It may be **interpretive** in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. It may be **presentational** in which speaking, signing, and writing occur in culturally appropriate ways.

## Cultures

Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie them. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

## Structures

The *World Language Content Standards* use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire **orthography**, the writing systems in languages that have them; **phonology**, the sound systems of language or parameters in ASL; **morphology**, the rules for word formation; **syntax**, the principles of sentence structure; **semantics**, language-based meaning systems; and **pragmatics**, meaning systems connected to language use.

## Settings

Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will be determined by the requirements of the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

**World Language Content Standards for California Public Schools,  
Kindergarten Through Grade Twelve**

<b>Content</b>			
<p>As students become literate in the target language, they acquire relevant content through various topics. This in turn expands their access to information from around the globe. At the same time, students use the language to participate in everyday social interactions with members of California's diverse communities. Moreover, the content students acquire in the language classroom enables them to make connections and reinforce knowledge from other content areas of the curriculum. As they progress along the Language Learning Continuum, students address a wide variety of content that is age and stage appropriate.</p>			
Stage I	Stage II	Stage III	Stage IV
<p>1.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.</p> <p>1.1 Students address discrete elements of daily life, including:</p>	<p>2.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.</p> <p>2.1 Students address topics related to self and the immediate environment, including:</p>	<p>3.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.</p> <p>3.1 Students address concrete and factual topics related to the immediate and external environment, including:</p>	<p>4.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.</p> <p>4.1 Students address complex concrete, factual and abstract topics related to the immediate and external environment, including:</p>

Stage I	Stage II	Stage III	Stage IV
a. Greetings and introductions	a. Social relationships	a. Social norms	a. Societal expectations
b. Family and friends	b. People in the community	b. Historical and cultural figures, stereotypes	b. Cultural and literary archetypes
c. Pets	c. Zoo and farm animals, fables	c. Animals and their habitats	c. Endangered species
d. Home and neighborhood	d. Care of the home, interacting with people in the community	d. community issues, current events	d. World events, social and political issues
e. Celebrations, holidays, and rites of passage	e. Holiday customs and transition points in life	e. Origins of rites of passage, social and regional customs	e. Belief systems
f. Calendar, seasons, and weather	f. Climate	f. Environmental concerns	f. International environmental issues
g. Leisure, hobbies and activities, songs, toys and games, sports	g. Cultural and leisure-time activities, outdoor, recreational activities, music	g. Media, internet, television, radio, film	g. The visual and performing arts
h. Vacations and travel, maps, destinations, and geography	h. Transportation, lodging, itineraries, geographical features and landmarks	h. Cultural, historic and geographic aspects of travel	h. The nature of our interdependent world

Stage I	Stage II	Stage III	Stage IV
i. School, classroom, schedules, subjects, numbers, time, directions	i. Curricular and extra-curricular interests and events	i. Curricular and extra-curricular subjects	i. Issues in curricular and extra-curricular subjects
j. Important dates in the target culture	j. Significant historical figures	j. Significant historical events	j. Authors and their times
k. Jobs	k. Professions and the working world	k. Careers and future plans	k. Transnational careers and economies
l. Food, meals, restaurants	l. Cuisine and recipes	l. Nutrition, fitness, and health	l. Issues of world hunger and health
m. Shopping, clothes, colors, and sizes	m. Clothing and fashion	m. Geographically and culturally appropriate clothing	m. Design, production and marketing of clothing
n. Parts of the body, illness	n. Health, medical care	n. Cultural differences in health care	n. Policy issues in health care
o. Technology	o. Technological advances and innovation	o. Effects of technology in the modern world	o. The promise and challenge of technology



<p><b>Communication</b>            In order to achieve communicative competence, students convey and receive messages effectively. Students actively use language to transmit meaning while responding to real situations. Moreover, they process language in linguistically and culturally appropriate ways while interacting with a wide variety of audiences. As they progress along the Language Learning Continuum, students engage in communication that is age and stage appropriate.</p>			
Stage I	Stage II	Stage III	Stage IV
1.0 Students use formulaic language (learned words, signs [ASL], and phrases).	2.0 Students use created language (sentences and strings of sentences).	3.0 Students use planned language (paragraphs and strings of paragraphs).	4.0 Students use extended language (coherent and cohesive multi-paragraph texts).
1.1 Engage in oral, written, or signed (ASL) conversations.	2.1 Engage in oral, written, or signed (ASL) conversations.	3.1 Engage in oral, written, or signed (ASL) conversations.	4.1 Engage in oral, written, or signed (ASL) conversations.
1.2 Interpret written, spoken, or signed (ASL) language.	2.2 Interpret written, spoken, or signed (ASL) language.	3.2 Interpret written, spoken, or signed (ASL) language.	4.2 Interpret written, spoken, or signed (ASL) language.
1.3 Present to an audience of listeners, readers, or ASL viewers.	2.3 Present to an audience of listeners, readers, or ASL viewers.	3.3 Present to an audience of listeners, readers, or ASL viewers.	4.3 Present to an audience of listeners, readers, or ASL viewers.

Stage I	Stage II	Stage III	Stage IV
<p><b>Functions</b></p> <p>1.4 List, name, identify, enumerate.</p> <p>1.5 Identify learned words, signs (ASL), and phrases in authentic texts.</p> <p>1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.</p>	<p><b>Functions</b></p> <p>2.4 Initiate, participate in, and close a conversation, ask and answer questions.</p> <p>2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.</p> <p>2.6 Produce and present a simple written, oral, or signed (ASL) product in a culturally authentic way.</p>	<p><b>Functions</b></p> <p>3.4 Describe, narrate, explain, state an opinion.</p> <p>3.5 Demonstrate understanding of the main idea and key details in authentic texts.</p> <p>3.6 Produce and present a written, oral, or signed (ASL) product in a culturally authentic way.</p>	<p><b>Functions</b></p> <p>4.4 Discuss, compare and contrast, support an opinion, persuade.</p> <p>4.5 Demonstrate understanding of the main ideas and most details in authentic texts.</p> <p>4.6 Produce and present a complex written, oral, or signed (ASL) product in a culturally authentic way.</p>

Cultures			
<p>In order to understand the connection between language and culture, students discern how a culture views the world. Students comprehend the ideas, attitudes, and values that shape the target culture. These shared common perspectives, practices, and products incorporate not only formal aspects of a culture such as contributions of literature, the arts and science, but also the daily living practices, shared traditions, and common patterns of behavior acceptable to a society. As they progress along the Language Learning Continuum, students demonstrate understanding of cultural perspectives by behaving in culturally appropriate ways.</p>			
Stage I	Stage II	Stage III	Stage IV
1.0 Students use appropriate responses to rehearsed cultural situations.	2.0 Students choose an appropriate response to a variety of situations.	3.0 Students determine appropriate responses to situations with complications.	4.0 Students improvise appropriate responses to unpredictable situations.
1.1 Associate products, practices, and perspectives with the target culture.	2.1 Demonstrate understanding of the roles products, practices, and perspectives play in the culture.	3.1 Use products, practices, and perspectives in culturally appropriate ways.	4.1 Demonstrate culturally appropriate use of products, practices, and perspectives to others.
1.2 Recognize similarities and differences within the target cultures and among students' own cultures.	2.2 State similarities and differences within the target cultures and among students' own cultures.	3.2 Describe similarities and differences within the target cultures and among students' own cultures.	4.2 Explain similarities and differences within the target cultures and among students' own cultures.
1.3 Identify cultural borrowings.	2.3 State reasons for cultural borrowings.	3.3 Describe how products and practices change when cultures come in contact.	4.3 Explain change in perspectives when cultures come in contact.

Structures			
<p>Languages vary considerably in the structures that learners use to convey meaning; therefore, the following standards are general in order to apply to all languages. It is expected that the curriculum will feature language specific structures essential to accurate communication. As they acquire vocabulary in the target language, students grasp the associated concepts, and comprehend the structures the language uses to convey meaning. Moreover, they discover patterns in the language system. A language system consists of not only grammar rules and vocabulary, but also such elements as gestures and other forms of nonverbal communication. A language system also includes discourse, whereby speakers learn what to say to whom and when. As they progress along the Language Learning Continuum, students use linguistically and grammatically appropriate structures to comprehend and produce messages. Students identify similarities and differences among the languages they know.</p>			
Stage I	Stage II	Stage III	Stage IV
<p>1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.</p> <p>1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.</p> <p>1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.</p>	<p>2.0 Students use sentence level elements (morphology and/or syntax) to understand concrete and factual topics.</p> <p>2.1 Use sentence level elements (morphology and/or syntax) to produce informal communications.</p> <p>2.2 Identify similarities and differences in the sentence level elements (morphology and/or syntax) of the languages the students know.</p>	<p>3.0 Students use knowledge of text structure to understand topics related to the external environment.</p> <p>3.1 Use paragraph level discourse (text structure) to produce formal communications.</p> <p>3.2 Identify similarities and differences in the paragraph level discourse (text structure) of the languages the students know.</p>	<p>4.0 Students use knowledge of extended discourse to understand abstract and academic topics.</p> <p>4.1 Use extended discourse (native-like text structure) to produce formal communications.</p> <p>4.2 Identify similarities and differences in the extended discourse (native-like text structure) of the languages the students know.</p>

<b>Settings</b> In order for students to communicate effectively, they use elements of language appropriate for a given situation. Language conveys meaning best when the setting, or context, in which it is used, is known. This knowledge of context assists students not only in comprehending meaning but also in using language that is culturally appropriate. Context also helps define and clarify the meaning of language that is new to the learner. As they progress along the Language Learning Continuum, students carry out tasks in stage and age appropriate situations that reflect the target culture.			
Stage I	Stage II	Stage III	Stage IV
1.0 Students use language in highly predictable common daily settings.  1.1 Recognize age appropriate cultural or language use opportunities outside the classroom.	2.0 Students use language in interpersonal settings.  2.1 Participate in age appropriate cultural or language use opportunities outside the classroom.	3.0 Students use language in informal and some formal settings.  3.1 Initiate age appropriate cultural or language use opportunities outside the classroom.	4.0 Students use language in informal and formal settings.  4.1 Sustain age appropriate cultural or language use opportunities outside the classroom.

## GLOSSARY

This glossary provides simple definitions of concepts contained in the standards document in order to facilitate its comprehension by a wide audience of readers.

Abstract topics	Subjects that are not concrete and/or factual but rather represent concepts and ideas.
Academic topics	Subjects that are part of the core curriculum of schools or part of university programs.
Accuracy	In speaking and writing, the quality of the message produced; in listening and reading, the quality of the message received.
Advanced Placement (AP)	A program of the College Board that confers advanced placement in a course sequence for students who successfully complete an end of year examination.
Archetypes	A generic version derived from multiple examples found within a group.
Authentic	Designed by and for use by members of a particular group.
Belief system	The framework of perspectives through which an individual interprets the world.
Coherent	Use of reference to a particular context to give unified meaning to a text.
Cohesive	Use of structures and vocabulary to link parts of a text and give it a unified meaning.
Connections	Language learners gain access to content from other areas of the core curriculum and to perspectives only available through the target language and its cultures.
Content	The topics an individual addresses.
Content standards	Clearly defined statements about what all students are expected to know and be able to do.
Contexts	The situations or settings in which an individual uses a language.
Created stage (Stage II)	The second stage on the Language Learning Continuum in which language users understand sentence level relationships and use sentences and strings of sentences.
Cultural bearers	Individuals within a group who share common behaviors and views of the world.
Cultural borrowings	Tangible and intangible items, behaviors and beliefs of a particular group that are used by another group.
Cultural perspectives	Beliefs of members of a particular group.

Cultural practices	Behaviors of members of a particular group.
Cultural products	Tangible and intangible items created by members of a particular group.
Culturally appropriate	Patterns of behaviors widely acceptable to members of a group.
Discourse (paragraph/extended)	The use of language and context to connect sentences or paragraphs to give them unified meaning.
Discrete elements	Language that refers to concrete objects in a particular culture.
Extended stage (Stage IV)	The fourth stage on the Language Learning Continuum in which language users understand and produce cohesive texts composed of multiple paragraphs.
External environment	The settings for language use in which paragraphs or extended discourse are used to carry out complex tasks.
Foreign Language in the Elementary School (FLES)	Elementary school programs that meet for a minimum of seventy minutes a week with the goal of developing proficiency in language and culture.
Foreign Language Experience (FLEX)	Elementary school programs that expose students to the study of a language or languages and cultures in order to motivate them to pursue further study.
Formal settings	Situations requiring the use of careful, impersonal forms of language and behavior.
Formulaic stage (Stage I)	The first stage on the Language Learning Continuum in which language users understand and produce words and phrases without knowledge of their internal structure.
Functional proficiency	The ability to use language for real-world purposes in culturally appropriate ways.
Functions	The ability to carry out tasks with language. May be receptive (listening, reading, and viewing) or productive (speaking, signing, and writing).
Generic standards	A set of outcomes that is valid for all languages, for all ages, and for all levels of proficiency.
Grammar	The rules governing the use of a natural language.
Heritage learner	An individual who has acquired any level of proficiency in a language used at home.
Highly predictable settings	Common situations requiring the use of learned formulas and formulaic behavior.

Immediate environment	The settings for language use in which sentences are used to carry out transactional tasks.
Immersion	A program used to teach at least fifty percent of the core curriculum in the target language.
Informal settings	Situations in which rapport and friendly relationships require personal forms of language and behavior.
International Baccalaureate (IB)	A two-year curriculum and testing protocol that lead to a diploma that is widely recognized by the world's leading universities.
Interpersonal communication	Language users listen, speak, sign, read, write, and view as they negotiate meaning with others.
Interpersonal settings	Situations requiring the use of sentence level language and appropriate behavior to carry out a variety of transactional tasks.
Interpretive communication	Language users individually listen, read, and view using knowledge of cultural products, practices, and perspectives without interaction with others.
Language category	Groups of languages that require similar amounts of time for native speakers of English to acquire.
Language Learning Continuum	A framework designed by the College Board characterizing the development of language learner proficiency within various performance stages.
Linguistic system	The study of language in human communication that includes phonology/parameters, orthography, morphology, syntax, semantics, and pragmatics.
Morphology	The field of linguistics that studies the internal structure of words or signs.
Native learner	An individual who has acquired any level of proficiency in a language of a country where she or he was born.
Negotiated language	Situations that require participants to create a shared communication.
Negotiation of meaning	Communicative processes in which participants create understandings through interaction.
Non-negotiated language	Situations in which one-way communication requires culturally appropriate interpretation and/or behavior.
Orthography	The writing system or systems of a language.
Parameters	Linguistic features (hand shape, location, movement orientation, and/or non-manual signals) of sign language equivalent to the phonology of a spoken language.



Performance standards	Clearly defined statements about how well all students are expected to meet content standards.
Phonology	The field of linguistics that studies how sounds and ASL parameters are organized and used.
Planned stage (Stage III)	The third stage on the Language Learning Continuum in which language users understand and produce paragraphs and strings of paragraphs.
Pragmatics	The field of linguistics that studies meaning systems linked to language use.
Presentational communication	Language users speak, sign, and write in culturally appropriate ways without negotiating language.
Proficiency	The ability to use language for real-world purposes in culturally appropriate ways.
Real-world	Behaviors that occur in the target culture.
Rites of passage	Rituals that mark a change in an individual's status within a group.
Semantics	The field of linguistics that studies language-based meaning systems.
Signs	Linguistic features of sign language equivalent to the words of a spoken language.
Stereotypes	Generalizations made about the characteristics of all members of a group.
Syntax	The field of linguistics that studies the internal structure of sentences.
Target language and culture(s)	The language and culture(s) that a learner seeks to acquire.
Text types	The form of the message produced or received (oral and written formulas, sentences, paragraphs, extended discourse).
Transactional	Tasks which require the use of sentences and have as a goal soliciting simple information, goods and services.
Transition points	Major events in the human life cycle with changes in individual roles and responsibilities.
Viewing	Interpretive communication that relies on non-linguistic elements.
Viewing (American Sign Language)	Attention, comprehension, and interpretation of visual information of a signed language in person or from various media.

Source: California Department of Education (2009). *World language content standards for California public schools: Kindergarten through grade twelve*. Retrieved from <http://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf>

## APPENDIX C

## SURVEY

### Integrate Culture into Grammar-Based English Class to Improve Communication Ability

#### PART I

**Purpose:** The purpose of Part I is to gather your attitude toward culture teaching and speaking practice. It is designed to collect information about your personal teaching experience of culture teaching and textbook using.

**Instructions:** Please answer the following questions and provide any additional information if you want.

1. What is the goal of your English class?
  - A. Students are able to master linguistic rules of English.
  - B. Students are able to communicate with native English speakers.
  - C. Students are able to pass English tests.
  - D. Others:
2. In your thoughts, what is the relationship between language and culture?
3. How important you think culture learning is in English classes?
  - A. Very important.
  - B. Important
  - C. It doesn't matter.
  - D. Not important
4. How much time do you spend time on culture teaching in each English class?
  - A. More than half.
  - B. Around half.
  - C. Less than half.
  - D. Less than one third.
  - E. None
5. How do you use the "Around World" part in textbooks?
  - A. Well-prepared and teach related culture knowledge.
  - B. Just have students read the paragraphs.
  - C. Use as additional homework and check in the next day.
  - D. Use as additional homework but never check.
  - E. Skip
6. How familiar are you with the culture content in the textbooks?
  - A. Highly informed.
  - B. Moderately informed.
  - C. I know the basics.
  - D. I know very little to nothing.

7. Which one do you think is the most important dimension of English learning?  
 A. Grammar and vocabulary  
 B. Communication  
 C. Reading and writing
8. How much time do you spend on speaking practice in each class?  
 A. More than half.  
 B. Around half.  
 C. Less than half  
 D. Less than one third.  
 E. None.
9. What kind of activities do you use for speaking practice? Please list at least two examples.
10. How did you learn about cultures related to textbook topics? (Circle all that apply)  
 A. In high school.  
 B. In university studies.  
 C. Through reading, or watching videos.  
 D. Through traveling.  
 E. Through experience of living abroad.  
 F. Other:

## PART II

**Purpose:** The purpose of Part II is to evaluate the effectiveness of this project in culture teaching and speaking practice. The results will be used to improve the cultural products and suggested activities, and to advance the teaching of culture in English classroom.

**Instructions:** Please circle the appropriate letter that conveys your opinion.

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
1. The materials promote teaching of culture.	A	B	C	D	E
2. The materials are easily accessible.	A	B	C	D	E
3. The materials are appropriate for Stage II and III students.	A	B	C	D	E
4. The identification of World Language Content Standards is helpful in aligning lessons with standards.	A	B	C	D	E

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
5. The identification of National Standards for Foreign Language Learning is helpful in aligning lessons with the standards.	A	B	C	D	E
6. The suggested activities are appropriate for the Stage II, III students.	A	B	C	D	E
7. The instructions for each suggested activity are clearly explained.	A	B	C	D	E
8. The assessment techniques are effective in evaluating learning outcomes.	A	B	C	D	E
9. The suggested activities are useful in preparing for culture teaching.	A	B	C	D	E
10. The collected cultural products are helpful in presenting the target culture.	A	B	C	D	E
11. Using the cultural products provides opportunities for students to communicate in English.	A	B	C	D	E

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
12. This project has encouraged me to further develop my knowledge of cultures.	A	B	C	D	E
13. This project has encouraged me to use more authentic materials in the teaching of culture.	A	B	C	D	E

Thank you very much for completing this survey. Your responses are valuable and will be used to improve this project.