La culture et les photos

Adapted from presentation given by:

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Why Photos?
- easier to transport than pamphlets, flyers, menus, etc. from Francophone countries
- easier than searching the internet for the “right” picture
- current and up-to-date materials, many with specialized vocabulary for topics such as the environment (going green) and technology (the latest gadgets)
- multiple uses for photos
  - flashcards
  - reading comprehension
  - cultural exploration
  - read to write prompts
- can easily be incorporated and edited into presentations, documents and practice exercises


Photos and Culture:

Training against generalization

Being aware of one's language in discussion

“often”
“tend to”
“many...some...certain”
“may...might”

Sensitivity to diversity within a culture

- Americans love fast food.
- The French always eat cheese and drink wine at dinner.
Compare and contrast products and practices of one’s own culture and better understand the reasons behind culture difference.
The Cultural Iceberg

Surface Culture

Food
Flags Festivals
Fashion Holidays Music
Performances Dances Games
Arts & Crafts Literature Language

Deep Culture

Communication Styles and Rules
facial expressions gestures eye contact
personal space touching
body language tone of voice
handling and displaying of emotion
conversational patterns in different social situations

Notions of:
courtesy and manners
friendship leadership
cleanliness modesty beauty

Concepts of:
self time past and future
fairness and justice
roles related to age, sex, class, family, etc.

Attitudes toward:
elders adolescents dependents
rule expectations work authority
cooperation vs. competition
relationships with animals age sin death

Approaches to:
religion courtship marriage raising children
decision-making problem-solving

http://www.oh-i-see.com/blog/2013/09/12/culture-smart-3s-and-4s/
The D-I-E model

Describe products and practices and interpret observable behaviors based on underlying perspectives and values.

Discuss culture by first not jumping to judgmental language but rather trying to interpret behavior in a neutral fashion. [Students could then be provided with opportunities to express their feelings on it].

► **DESCRIBE** observable behavior (products and practices)

► **INTERPRET** what this might reveal as to what is important or valued in a particular culture (perspectives)

► **EVALUATE** (NOTE: rather than always offering ones feelings or judgments about cultural behavior, have students first try not to judge a behavior good or bad in relation to one’s own culture)

Exercise for teachers and for the class:

Trace the “3 Ps”! Describe and interpret!

► Choose a **product** from your target culture.

► **Describe** associated **practices**:
  How is it used? When? By whom? Where?

► **Interpret**! Hypothesize as to the underlying **perspectives**. What does this show about what is important to a culture? What cultural values might be revealed?
Product/item: Madras fabric
How is it used? When? By whom? Where?
What does this show about what is important to a culture? What cultural values might be revealed?
Product/item: style of house

How is it used? When? By whom? Where?

What does this show about what is important to a culture? What cultural values might be revealed?
Product/Item: Statue of Josephine

How is it used? When? By whom? Where?

What does this show about what is important to a culture? What cultural values might be revealed?
Product/Item: Rhum

How is it used? When? By whom? Where?

What does this show about what is important to a culture? What cultural values might be revealed?
Product/Item: Air quality indicator

How is it used? When? By whom? Where?

What does this show about what is important to a culture? What cultural values might be revealed?