

*LANGUAGE LEARNING IS DOING:
THE PERFORMED CULTURE APPROACH TO
ENGLISH LANGUAGE TEACHING*

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I WANT THIS TO BE A WORKSHOP

There are several ways this could go:

- 1) Lecture**
- 2) Presentation**
- 3) Seminar**
- 4) Workshop – we should create new ideas collaboratively and you leave here with plans for the future**

Q: WHY DO PEOPLE STUDY LANGUAGE?

- 1) Pass a test**
- 2) Get a job**
- 3) Communicate**

WHAT THE PERFORMED CULTURE APPROACH SAYS IS:

A: People learn a language in order to do something.

OSU-AU MEDICAL SCHOOL ENGLISH COMMUNICATION PROGRAM (2014/2015)

**Q: WHAT TO DO THE DOCTORS IN THE
PROGRAM WANT TO DO?**

A: IMPROVE THEIR ENGLISH FOR:

- 1) CLASSROOM TEACHING**
- 2) CONFERENCE PRESENTATIONS**
- 3) NETWORKING**

HOW TO IMPROVE ENGLISH FOR NETWORKING

- 1) SMALL TALK
- 2) ELEVATOR PITCH
- 3) MAKE FUTURE PLANS



NETWORKING— SMALL TALK

Time and place: Meeting room, waiting on a presentation to begin...

Doctor from AU: It's nice to see you here. Where are you from?

Other doctor: I'm from University of Canberra, Australia.

AU doc: That's great...I'm from Ataturk University, in Turkey.

Other doc: Is that close to Istanbul?

AU doc: Not really...it's in the far eastern part of Turkey, in the mountains, near Georgia.

Other doc: Sounds beautiful...I'd love to visit someday.

AU doc: That would be great...here's my card. I can help you arrange a visit.

NETWORKING— ELEVATOR PITCH

Time and place: in an elevator on the way up to your room at the conference hotel; you get on with the doctor who just gave the presentation you attended...

It's nice to meet you, Dr. Jones. I'm Dr. Kaya from Ataturk University in Turkey. I really appreciated your presentation and am interested in this same area of medicine. My research focus is the same as yours—the ethical implications of stem cell research—and I wonder if it would be okay to email you to ask further questions and discuss some of the points you made in your presentation. Here is my card...could I please have yours?

NETWORKING— MAKING FUTURE PLANS

Time and place: after the presentation is over, talking to the person sitting next to you...

Doctor from AU: Wow...that was really interesting. What did you think?

Other doctor: I was amazed at those new ideas.

AU doc: Me, too. Where are you headed now...do you want to get a cup of coffee and talk about them?

Other doc: I'd love to but I have to go back to my room and work on my presentation for tomorrow.

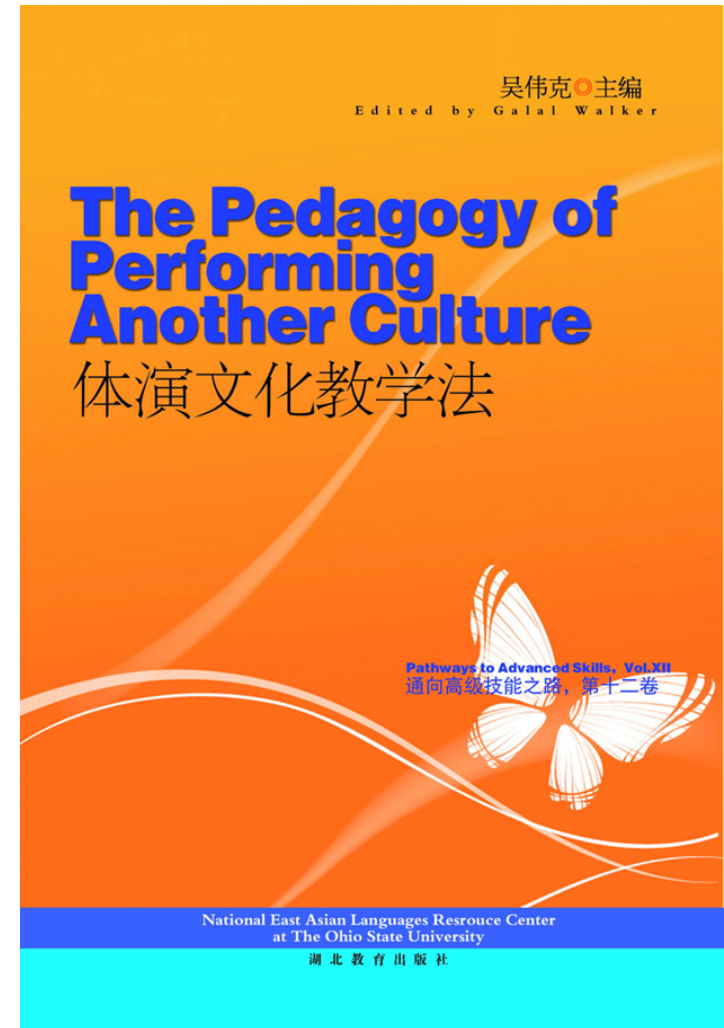
AU doc: No worries...good luck and maybe we can talk another time. You've got my card if you want to email me.

Other doc: Thanks. Maybe if I see you at my presentation we can set something up.

THE PERFORMED CULTURE APPROACH AND CROSS-CULTURAL COMMUNICATION

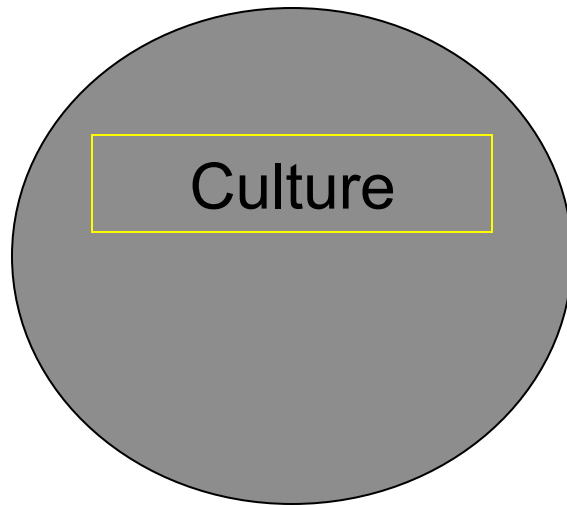
1) CULTURE REFLECTS OUR BELIEF THAT LANGUAGE AND COMMUNICATION CANNOT BE SEPARATED FROM THE CULTURAL CONTEXT IN WHICH THEY OCCUR.

2) IN LEARNING A FOREIGN LANGUAGE, ACTUALLY WE ARE LEARNING A FOREIGN CULTURE. WE ARE NOT LEARNING A LANGUAGE—WE ARE LEARNING TO DO THINGS IN THAT LANGUAGE.



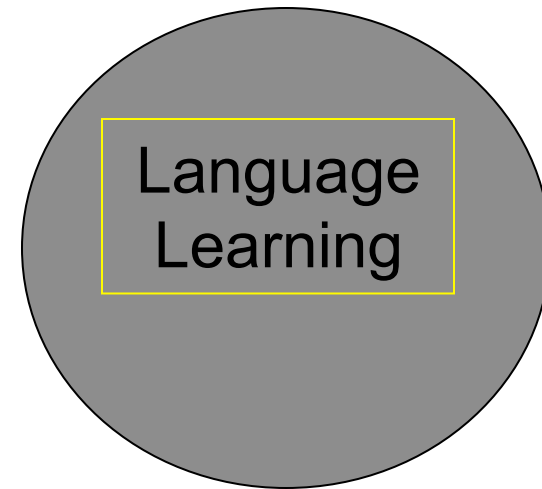
THE RELATION BETWEEN LANGUAGE AND CULTURE

TRADITIONAL APPROACH:
LANGUAGE IS ONE
PART OF CULTURE



Art/Drama/Poetry
Language
Food
Fashion

PERFORMED CULTURE APPROACH:



Cultural
Learning

A GAME METAPHOR—"FOOTBALL"

DIFFERENT CULTURES ARE LIKE PLAYING THE SAME GAME WITH DIFFERENT RULES—IF YOU TRY TO PLAY A DIFFERENT GAME WITH THE SAME RULES YOU WILL MAKE BIG MISTAKES.



"FOOTBALL" IN
US CULTURE



"FOOTBALL" IN
ALL OTHER CULTURES

WHAT IS PERFORMANCE? THREE KEY ELEMENTS



- 1) SPECIFIED TIME AND PLACE
- 2) SPECIFIED ROLES AND SCRIPT
- 3) SPECIFIED RULES

THIS IS AN OFFICE IN THE UNITED STATES

A: "HEY I'M THIRSTY...DO YOU HAVE ANY TEA?"

B: "SURE, LET ME GET YOU SOME."

THIS IS AN OFFICE IN CHINA

SIT AND WAIT TO BE OFFERED TEA AND POLITELY DECLINE AT LEAST ONCE SO AS NOT SEEM OVERLY EAGER

A: WOULD YOU LIKE SOME TEA?

B: NO, THANK YOU.

A: ARE YOU SURE YOU DON'T WANT SOME TEA?

B: YES, PLEASE...I'D LOVE SOME.

THIS IS AN OFFICE IN TURKEY

A: WOULD YOU LIKE SOME TEA?

B: YES, PLEASE.

[TWO MINUTES LATER]

A: WOULD YOU LIKE SOME MORE TEA?

B: YES, PLEASE.

[TWO MINUTES LATER]

A: HOW ABOUT ANOTHER CUP OF TEA?

B: YES, PLEASE.

[TWO MINUTES LATER]

A: WOULD YOU LIKE SOME MORE TEA?

THIS IS AN OFFICE IN TURKEY

IF A CHINESE PERSON ENTERS AND DOESN'T KNOW THE RULES, THEY WILL REFUSE THE TEA...EVEN IF THEY ACTUALLY WANT IT...

A: WOULD YOU LIKE SOME TEA?

B: NO, THANK YOU.

A: OH, OKAY...WELL LET'S GET STARTED WITH OUR MEETING.

WHAT IS THE GOAL OF A FOREIGN LANGUAGE TEACHER?



THE GOAL IS TO CREATE A SPECIFIC LANGUAGE ENVIRONMENT —REPRESENTING THE TARGET CULTURAL SETTING—IN THE LANGUAGE TEACHING CLASSROOM.

NOW IS THE TIME FOR THE WORKSHOP PORTION

Work with a partner to create language use scenarios with:

- 1) Specific time and place**
- 2) Specific roles and script**
- 3) Specific rules**

GOALS OF THE PERFORMED CULTURE APPROACH:

EXPECTED CHANGES IN THREE ASPECTS:

- 1) TEACHER/LECTURE-CENTERED TO STUDENT/ PERFORMANCE-CENTERED;
- 2) TEXTBOOK/GRAMMAR-FOCUSED TO MULTIMEDIA/ CULTURE-FOCUSED;
- 3) EXAMINATION-ORIENTED EDUCATION TO PERFORMANCE-ORIENTED EDUCATION

1) TEACHER/LECTURE-CENTERED TO STUDENT/PERFORMANCE-CENTERED



THE TEACHER SHOULD CONVINCe STUDENTS THAT LANGUAGE IS SOMETHING THAT IS LEARNED NOT TAUGHT.

ROLES OF A TEACHER: AN ACTOR, A COACH, AND A CULTURAL EXPERT

2) GRAMMAR/TEXTBOOK-FOCUSED TO CULTURE/MULTIMEDIA-FOCUSED



1) TEACHING STUDENTS GRAMMAR IS IMPORTANT BUT MORE IMPORTANTLY, WE NEED TO TRAIN STUDENTS HOW TO USE THE LANGUAGE IN THE TARGET CULTURE TO DO THINGS

2) FROM TEACHING MATERIALS TO LEARNING MATERIALS...NOT TEACHER-CENTERED MATERIALS BUT LEARNER-CENTERED MATERIALS

3) EXAMINATION-ORIENTED EDUCATION TO PROFICIENCY- ORIENTED EDUCATION



- 1) ASSESSMENT IS CRUCIAL TO LANGUAGE LEARNING
- 2) PERFORMANCE-BASED ASSESSMENT IN A PARTICULAR CULTURAL ENVIRONMENT INSTEAD OF SENTENCE-MAKING WITHOUT CULTURAL CONTEXT
- 3) TEST THE LEARNER HOW TO USE THE LANGUAGE IN PARTICULAR SITUATION TO COMMUNICATE

THANK YOU!

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