

CDIPS Final Project
2021-22 Cohort
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A ticket to the world: Global citizen summer camp
Introducing intercultural competence and stereotyping to K-12 students

Part I: Executive Summary

In 2014, four members of the United States Senate and four members of the United States House of Representatives requested that the American Academy of Arts and Sciences examine the role of language learning in the economy and the fulfillment of all Americans, and that they propose actions to ensure excellence in all languages as well as international education and research. Two key findings of the study (America's languages: Investing in language education for the 21st century, viii: 2017) are that the ability to understand, speak, read, and write in world languages, in addition to English, is critical to success in business, research, and international relations in the twenty-first century, and that the United States lags behind most nations of the world, including European nations and China, in the percentage of its citizens who have some knowledge of a second language. Despite this, research has shown that there is significant resistance to studying foreign languages in the United States. This project is a step toward remedying this situation because you will contribute to the elimination of resistance to the study of world languages and spark curiosity in middle school children about cultures, languages, diversity, and identity.

Two courses are included in this project. A two-credit course is used a preparation for the one-credit, one-week service-learning course held during summer camp. In the preparatory course, undergraduate students who completed at least 3 semesters of any foreign language learn the theories, skills and techniques involved in teaching foreign languages and cultures to middle school children. We also work together to create lesson plans for one two-hour full-immersion language class and one one-hour interactive culture presentation. In addition, each student prepares the materials and instructions for an outdoor game (and an indoor game in the event of rain) from his/her target culture to play with the children. Finally, two graduate assistants prepare cultural diversity presentations for the afternoon sessions. Middle-school students, in turn, are not required to have any experience in learning the foreign languages presented at the camp. It is a full-immersion starting from zero.

Reference List

The following resources inform my approach to this project and provide me with background materials to support student learning.

Freire, P. (2000). *Pedagogy of the Oppressed*. Continuum.

Garza, T. J. (2021). Here, there and elsewhere: Reimagining Russian Language and Culture Course Syllabi for Social Justice. *Russian Language Journal*, 71(3), 15-37.

Gorski, P. C. (2018). *Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap*. 2nd ed..Teachers College Press.

Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Association*, 32(3), 465-491.

Paris, D., & Alim, H. S. [Eds] (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*. Teachers College Press.

Swalwell, K., & Spikes, D. [Eds] (2021). *Anti-Oppressive Education in “Elite” Schools: Promising Practices and Cautionary Tales from the Field*. Teachers College Press,

Part II: Analysis

According to Garza (2021), in the past two decades, total enrollments in American universities for U.S. residents increased from 35% in 2000 to 41% in 2018. Within this demographic, those identifying in the census data as Hispanic increased in the same period from 22% to 36%, as Black 31% to 37%, as Asian 56% to 59%, as Indigenous/Native Americans 16% to 24%. As the student population of higher education in the United States begins to reflect the national demographic portrait in racial and ethnic terms, foreign language professors have complained that less commonly taught languages have not been attracting a diverse student population. The vast majority of students enrolled in Russian classes are typically white Americans (my own observation). Thus, the purpose of this project is to help students representing minority cultures familiarize themselves with commonly and less commonly taught languages and cultures, so that they could feel more inclusive and welcomed in foreign languages classrooms.

One of the requirements for students taking this course is to speak any foreign language on an Intermediate level or higher. Although the camp does include cultural sessions in English, it also includes a two-hour full-immersion language class. This summer, five undergraduate students enrolled in this class. The languages and cultures presented during the camp included Russian, Italian, German, Japanese, and Chinese. Only middle-school students could enroll in the

camp due to the structure of the course. The course, however, can be adjusted to any K-12 demographic depending on departments’ abilities and needs.

Expected learning outcomes for this course:

- Students make connections between concepts and skills learned in academic setting and community-based work
- Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working
- Students evaluate the impacts of the service-learning activity.

Goals of this course and the summer camp:

Students will develop an awareness of the world language acquisition/learning process, which will inform their own acquisition/learning process. In order to teach effectively in the summer camp, students will learn the full immersion approach to FL teaching and effective pedagogical techniques associated with it. As a result of teaching in the target language, students’ confidence and fluidity in speaking their world language are bound to improve.

Students will explore the concept of culture, appreciate cultural diversity, and develop a more profound understanding of their target culture, the target cultures of their classmates and their own. Students will understand and appreciate the concept of intercultural competence and how FL learning is essential for achieving it.

Part III: Design

Course goals	Learning outcomes
<p>Goal A Students will understand the full immersion approach to FL teaching and will learn the effective pedagogical techniques associated with it.</p>	<p>Learning Outcome A1 By the end of the course, students will know how to design pedagogically effective immersion language lesson plans.</p> <p>Learning outcome A2 By the end of the course, students will be able to critique the creativity and effectiveness of pedagogical techniques</p> <p>Learning outcome A3 By the end of the course, students will be able to define full-immersion teaching and compare it to their own language learning experience</p> <p>Learning outcome A4 By the end of the course, students will be able to teach an organized, introductory language</p>

	<p>lesson to middle school students using the full-immersion approach.</p>
<p>Goal B Students' language skills will improve through teaching without using their native language</p>	<p>Learning Outcome B1 At the end of the course, students will be more confident using the foreign language, and their use of the FL will be more fluid and spontaneous.</p> <p>Learning outcome B2 By the end of the course, students will be able to assess their linguistic strengths and weaknesses and, based on their experience, develop a plan for continued improvement.</p>
<p>Goal C Students will develop an awareness of the FL acquisition/learning process, which will inform their own acquisition/learning process.</p>	<p>Learning Outcome C1 At the end of the course, students will be able to assess and explain the learning difficulties that their students had and how this relates to their own experience learning a foreign language.</p> <p>Learning Outcome C2 At the end of the course, students will be able to explain the difference between learning and acquisition.</p> <p>Learning outcome C3 At the end of this course, students will be able to identify and explain the fundamental theories and concepts of second language acquisition.</p>
<p>Goal D Students will learn about middle-school children's feelings, interests, limitations, needs and priorities and appropriate techniques for effective interaction and communication with them.</p>	<p>Learning outcome D1 By the end of the course, students will be able to identify and explain the use of effective techniques for communicating with and managing this age group.</p> <p>Learning outcome D2 They will evaluate and critique the didactic choices that they made while teaching and interacting with their students.</p> <p>Learning outcome D3 By the end of the course, students will be able to identify the satisfactions and challenges of immersion instruction with middle school children.</p> <p>Learning outcome D4 By the end of the course, students will be able to express the impact that their teaching has had on their students.</p>
<p>Goal E</p>	<p>Learning outcome E1</p>

<p>Student will explore the concept of culture, appreciate cultural diversity, and develop a more profound understanding of their own.</p>	<p>At the end of the course, students will be able to explain in a clear and coherent manner their working definition of culture. Learning outcome E2 At the end of the course, students will be able to critically examine perspectives and practices of their own culture in comparison/contrast with those of the culture that they are studying.</p>
<p>Goal F As they develop a greater appreciation of the language and culture that they teach, students will learn about the languages and cultures that their classmates teach.</p>	<p>Learning outcome F1 By the end of this course, students will be able to give a presentation in which they talk knowledgably, clearly and enthusiastically about the language and culture in which they specialize. Learning outcome F2 At the end of the course, students will appraise the effects of and importance of learning about multiple cultures and languages. Learning outcome F3 At the end of this course, students will be able to explain how this cultural experience affects their understanding of the world and their relation to it.</p>
<p>Goal G Students will understand and appreciate the concept of intercultural competence and how FL learning is essential for achieving it.</p>	<p>Learning Outcome G1 By the end of the course students will be able to explain the concept of intercultural competence and its importance for interacting effectively in the world. Learning Outcome G2 At the end of the course, students will be able to create lessons that effectively incorporate some of the skills, understandings, and knowledge associated with intercultural competence. Learning outcome G3 By the end of the course, students will be able to explain how a degree of foreign language proficiency is essential for attaining intercultural competence and how their skills set them apart from those who have not immersed themselves linguistically in a foreign language.</p>

- Students will complete on-line vocabulary teaching and Intercultural competence courses
- Students will write an intercultural competence essay
- Students will create two lesson plans, and submit written reflections of their teaching
- Students will complete quizzes covering SLA and intercultural competence theories

Strategies, Activities, Methods

- Homework. Students are expected to do all the readings and assignments and to come to class prepared for discussion.
- This course is based on collaboration. In some cases, the assignments that students write in preparation for class may be shared with the class for discussion. All materials shared in this way will be anonymous – all features identifying the author will be removed.
- Student preparation for teaching will be guided by and informed by class tours of available campus and online resources to support students who may not have a background understanding of these things and will provide peer feedback in periodic workshops to help one another strengthen their research skills
- Discussions, evaluations, and assignments will be informed by equity literacy, i.e., the recognition and redressing of biases and inequities in the educational setting and seeking to “create and sustain a bias-free and equitable learning environment for all students” (Gorski 20).
- I aim to deemphasize test scores and evaluative grading in favor of assessment methods that more adequately and more justly indicate students’ development and sustain their own identities, cultures, and ways of knowing, such as written reflections, self-assessments, and peer evaluations.

Alignment

Full-immersion language lesson plan [as provided in the Syllabus]

You can expect to:

- have 3-6 students in your class;
- teach for two hours with one 15-minute break;
- use little to no English (according to the full-immersion model of teaching discussed in class).

Your goals are:

1. incorporate strategies that help students feel comfortable speaking in the foreign language (e.g. begin by providing a few common expressions that they can use in class, such as 'I don't understand', 'please repeat', etc.; take time to teach students what 'listen' and 'repeat after me' are in the target language)
2. begin with introductions using fixed phrases (what is your name, where are you from) and have students introduce themselves to you and their classmates (this will take approximately 10 minutes);

3. teach the vocabulary that will be necessary for your lesson (apply the methodology discussed in class)
4. incorporate input and interactive output activities that follow the criteria discussed in class;
5. change activities/approach every 6-8 minutes. Some exceptions may apply, such as coloring, cutting and pasting, etc. (pay attention to timing – teachers often miscalculate the amount of time a task/activity takes – remember that you have to model the activity and have closure to the activity);
6. model activities, do not explain them in the target language;
7. attempt to make smooth transitions between every activity/approach;
8. make your lesson plan as detailed as possible. Write everything that you expect to say in the foreign language and what you expect the students to say in response. Think ahead and try to foresee issues and problems that may arise.

Your work will be graded using the following rubric:

Grading rubric for full-immersion language lesson plan

	What would an excellent example look like?	What would an acceptable example look like?	What would an unacceptable example look like?
Begin with introductions using fixed phrases Strategies are incorporated that support communication in the target language	The model presented in class for introductions and incorporation of fixed phrases that support immersion is followed.	The model presented in class is followed, but it is not applied smoothly. The presentation is halting and transitions are not smooth.	Introductions are done in English and supportive phrases are not taught and therefore are used in English.
Vocabulary is taught using full-immersion methodology	Use physical items that students can touch; Appropriate use of PPT (no English, careful use of the written word); Total physical response	The vocabulary is taught in the target language, but it involves a lot of teacher talk (explanation). Students eventually get there, but there is an inefficient use of time.	A list of words with the English translation next to it.
The lesson includes a variety of input and interactive output activities using the methodology discussed in class. The activities	A variety of activity types are used, they are long enough for students to engage and achieve a goal but not too long to devolve into chatter (in English). The instructor models the	A variety of activities are used, but they last too long (which results in students getting off track).	Only one or two activity types are used. The instructor explains the instructions in the target language and students are lost.

are modelled, not explained. Activities/approaches change approximately every 6-8 minutes (some exceptions may apply, e.g. coloring, cutting and pasting, etc.)	activities, even several times if necessary.	The activities are modeled, but not well enough that students can understand the procedures and goals of the activity.	Activities are poorly timed and students get off track.
Transitions between activities/approaches are smooth	The information gathered/materials created in an activity are used in the next activity.	An activity ends with the word 'x' and the next activity uses that word.	There is an abrupt shift from one activity to the next; they are completely different.
The lesson plan is very detailed so that you can head off potential problems and misunderstandings			Bullet point notes; no proposed student responses; no description of the context, assignment or approach; summary in English of what you plan on saying

Culture lesson [as provided in the Syllabus]

You can expect to:

- have 3-6 students in your class;
- teach for one hour (a break is not needed, since you are expected to include one or more interactive activities that will get them up and moving around – see below);
- teach in English

Your goals are:

- 1) discuss the notion of culture and how all cultures share similarities but there are also differences – think about what all humans have in common, teach using non-judgmental language, avoid insinuating cultural stereotypes or cultural superiority/inferiority. However, pointing at stereotyping and explaining students the consequences is encouraged.
- 2) teach the geography of your language, i.e., where is it spoken in the world;
- 4) teach at least two issues that are below the surface of the ‘culture iceberg’ discussed in class;
- 5) include one or more interactive activities that get students up and moving around;
- 6) assess students’ comprehension at the end of the presentation. This is not necessarily a test; it can be an activity or discussion that directs students to articulate what they have learned.

Your work will be graded using the following rubric:

Grading rubric for Culture lesson plan

	What would an excellent example look like?	What would an acceptable example look like?	What would an unacceptable example look like?
Discuss the notion of culture and how all cultures share similarities but there are also differences	There is a balanced discussion/presentation of cultural similarities and differences; it is clear that the instructor respects the target culture and avoids stereotyping; the instructor displays cultural humility	Instructor focuses on similarities or differences; the instructor displays cultural superiority but avoids, for the most part, stereotyping	Similarities are not presented, stereotypes of culture are reinforced, the instructor uses judgmental tones or words.
Teach the geography of the country/ies where your language is spoken	Geography is taught in the larger context of surrounding countries; monuments/iconic locations are presented with interesting background information.	Geography is taught without discussion location in a larger geographic context; monuments/iconic locations are presented with some background information, but it is not very interesting to the students	Geography and monuments are presented on a PPT with little to no explanation or background information
Teach at least two cultural concepts below the surface of the culture iceberg.	There is a balanced discussion/presentation of cultural similarities and differences; it is clear that the instructor respects the target culture and avoids stereotyping; the instructor displays cultural humility	Instructor focuses on similarities or differences; the instructor displays cultural superiority but avoids, for the most part, stereotyping	Similarities are not presented, stereotypes of culture are reinforced, the instructor uses judgmental tones or words.
Include at least two intercultural activities	The activities require students to interact with each other and possibly the instructor in order to find information/opinions. Follow-up discussion	Students exchange information/opinions but do not arrive at consensus or understanding of cultural issues. Or, there is lively discussion but no	Students never interact with each other; they remain seated (and may get uncomfortable and disruptive)

	guides students to draw conclusions.	interaction among the students.	
Students articulate what they have learned at the end of the lesson	Students are encouraged to summarize the information that they have learned. The instructor puts the information they provide on the board so that all can see the summary.	Students summarize some of the information, but the instructor ends up giving some of the information.	No comprehension check; instructor summarizes the lesson

Part IV: Development

- Class includes assigned an on-line SLA course, readings, regular written reflections, period self-assessments about the material in lieu of traditional quizzes
- We’ use a Carmen class platform where readings and resources (such as presentation applications, research how-to’s, research starting points, etc.) can be found, students can communicate with one another, and see the results of their assessments and evaluations in real time (so they always know where they stand in the class)
- Two graduate students assist the teacher with the course. Their task is to cover stereotyping and intercultural competence with students participating in the camp in the afternoon sessions.
- If any part of this course may be found controversial (which is unlikely), a discussion that may help to find a compromise will be encouraged

Part V: Implementation

Policies and Procedures

- Students are expected to adhere to the university’s code of conduct as laid out in the syllabus.
- The office hours are called “Student hours” - to undo some of the authoritative oppressive encounters students of color or experiencing poverty may have experienced in schooling settings, and making this explicit on the syllabus so 1st gen student know what it is
- Fewer grades and more qualitative assessment combat the “deficit” approach and encourages students to see their resources and strengths.
- Creative assignment tries to mobilize and sustain student’s own cultural identities and practices by allowing them opportunities to engage with the material in ways that align with their own values, identities, and modes of knowing. More importantly, these values

and identities are presented to students participating in the camp through personal interaction and communication.

- A survey among parents is conducted to accommodate students participating in the camp with any learning disabilities or other concerns

Part VI: Evaluation

From students

- Occasional formative surveys/polls about the material/class experience to monitor the needs and experience of students as we go, so that I can make adjustments if necessary.
- A larger survey at the end of the course is conducted to assess what worked, what didn't, and gather students' ideas about how to improve the experience.

Reflective Practice

- The leading professor and graduate teaching assistant are expected to keep their written reflections throughout the semester to note the success of various materials, activities, methods, and strategies as we go, so that the leading professor can review them at the end of the course.
- Undergraduate students are assigned a final reflection paper where they reflect on what could be changed/improved in the course.
- Post-camp survey collecting parents' and middle-school students' feedback and suggestion of how to improve the camp in the future is conducted at the end of the camp.

Tentative schedule of the camp

Monday	Tuesday	Wednesday	Thursday	Friday
9-11 introduction to the camp and instructors; Language assignments (GS/UG)	9-11 language A instruction (UG)	9-11 language B instruction (UG)	9-11 language C instruction (UG)	9-11 language D instruction (UG)
11-12 brief language instruction in all participating languages (greetings, etc.)	11-12 language specific culture presentation (UG)	11-12 language specific culture presentation (UG)	11-12 language specific culture presentation (UG)	11-12 language specific culture presentation (UG)
12-1 lunch	12-1 lunch	12-1 lunch	12-1 lunch	12-1 lunch
1-3 culture/global citizen class	1-3 culture/global citizen class	1-2:30 Introduction to topic of film	1-3 lecture on games/sports around the world	1-3 reflection activity
3-3:30 snack	3-3:30 snack	2:30-3:00 snack	3-3:30 snack	3-3:30 snack

Sletova Project Summer Camp

3:30-5 culture/global citizen activity	3:30-5 culture/global citizen activity	3:00-5 Film followed by discussion	3:30-5 international game (UG)	3:30-4:45 open forum and distribution of global citizen certificates
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