

# Workshop Performed Culture Approach in East Asian Pedagogy

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## Objectives

- Participants produce new ideas for implementing Performed Culture in their own classrooms
  - Have a tangible idea of what constitutes performance
  - Consider common classroom practices critically
  - Modify classroom activities fluidly
  - Apply the ideas from S/L activities to R/W and integrated skill areas
- Today's focus = R/W skills

## The Steps

1. Introduction (Objectives & Steps) 10 minutes
2. (Review of) PCA 20 minutes
3. Scaffolding & Performance Rehearsal 10 minutes
4. Group Activities 60 minutes
  - A. Reading/Writing Activities
  - B. Scaffolding & Performance
  - C. Commenting on Assignments
5. Examination of assignments and comments 40 minutes
6. Summary 20 minutes
7. Procedures for reporting back & sharing of reports 10 minutes
8. Evaluation 10 minutes

## Performed Culture Approach (PCA)

An approach to language teaching that is defined by the goal of learning: to participate in the culture (to accomplish personal and professional objectives).

Outcome: Language learners will have the ability to **perform** in such a way that they can accomplish their objectives without requiring members of the culture to compromise.

Means: This ability is gained through a series of **performance rehearsals**, in which learners practice participating in the culture. Everything we do in rehearsal **can happen in the culture**.

The teacher's role: Set up culturally coherent context; Assess; Give feedback for modified performance; Scaffold, as needed

PCA , Communicative Approach (CLT), and Audio Lingual Method (ALM)  
(Chen 2017)

		PCA	CLT	ALM
1	Focus of Pedagogy	Culturally appropriate language behaviors	Meaning /Capacity to communication	Structure and form
2	Dialogue Memorization	Interactive dialogues memorized to build memories of a series of cultural performances	Dialogue centers on communicative functions; Not memorized.	Structure-based dialogue
3	Contextualization	Cultural contexts that emphasize the cultural factors in interpreting language behaviors	Contextualization is basic premise.	Not contextualized
4	Language learning to	behave appropriately in the target culture	communicate	Control grammar, sounds, and words
5	Drilling	(1)Mechanical drilling (2) Communicative drilling (3) Real communication activities (1) is peripheral while (2) is central	Drilling is peripheral	Drilling is central

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6	Pronunciation	Native-speaker-like; but not expected to pronounce as well as native speakers	Comprehensible	Native-speaker-like
7	Pedagogical devices	Cultural explanations for interpreting performances	Any device that helps learners is accepted	Grammatical explanation avoided
8	Communicative Activities	From the beginning <i>Communicative activities from the beginning AND culturally contextualized.</i>	From the beginning	Only after a long process of rigid drills & exercises
9	Use of L1 (native language)	Not encouraged; with exceptions, e.g., English "Oklahoma" in Chinese sentence <i>Wo jia zai Oklahoma</i> 'My home is in Oklahoma'	Judicious use is accepted when feasible	Forbidden

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		PCA	CLT	ALM
10	Role of translation	Used as a teaching technique to facilitate learning	May be used when students need or benefit from it	Forbidden in early levels
11	Timing of reading and writing instruction	Deferred until spoken language is mastered <i>Deferred until a level of comfort has been achieved in the basics of spoken language</i>	Start from the first day, if desired	Deferred until speaking is mastered
12	Desired goal	Communicative competence; <i>emphasizing the role of culture in achieving such competence through culturally context performances</i>	Communicative competence (i.e., the ability to use linguistic system effectively and appropriately)	Linguistic competence
13	Sequencing of pedagogical units	Determined by observable and repeatable situated events/cultural performances	Determined by content, function or meaning	Determined solely by linguistic complexity

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		PCA	CLT	ALM
14	View on error	Errors are unavoidable; therefore corrective feedback is needed. Classroom teaching should aim to form a habit of using language accurately and decrease errors	Language is created by individual through trial and error	"Language is habit"; therefore errors are usually prevented
15	Accuracy, Fluency, & Acceptability	Culturally accepted language use is the primary goal; Accuracy is judged in cultural contexts	Fluency and acceptability are the primary goals; accuracy judged in concrete context	Accuracy in terms of formal correctness is the primary goal
16	Degree of control over students' language use	Teachers usually specify language form, but provide students with linguistic variations to choose from	Teachers cannot predict exact form of language used by students	Teachers specify the language students could use
17	Source of intrinsic learning motivation	An interest in developing the ability to appropriately and successfully interact with native speakers of L2 and C2	What is being communicated by the language	An interest in the structure of language

## Scaffolding & Performance Rehearsal

- Performance is defined by
  - Specified time
  - Specified place
  - Specified roles
  - Audience
  - Script
- Performance Rehearsals are **situated** behavior practice
- Scaffolding activities prepare for performance rehearsal
- Non-scaffolding activities may have other objectives but do not prepare learners for performance rehearsal

## Group Activity 2 (20 minutes)

Assign each activity by type.

- Place the Post-It with activities on the Scaffolding-Performance continuum or under non-scaffolding.
  - Remember to think what the **learners** are doing!

## Group activity 1 (15 minutes)

- Regroup by numbers
- Introduce each other 2 mins
- What are the common reading/writing activities?
- One activity per Post-It

## Group Activity 3 (25 minutes)

- Go to another group's chart and add comments:
  - Put "✓" if the assignment looks right.
  - Put "?<—" to the left of the activity if you feel that it is more scaffolding than performance.
  - Put "—>?" to the right of the activity if you feel that it is more performance than scaffolding.
- Go to another group's chart and repeat.

## Examination of assignments and comments (40 minutes)

- How can we make the activity more of a performance?
  1. Consider roles
  2. Consider places
  3. Consider time (what happened before?)

## Summary (20 minutes)

Take Pictures of the Chart of Activities &  
Complete the Evaluation Form

Thank you!

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