Workshop
Performed Culture Approach
in East Asian Pedagogy

Mari Noda (The Ohio State University)
Xin Zhang (Oberlin College)

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/Write 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)

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

---

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

<table>
<thead>
<tr>
<th></th>
<th>PCA</th>
<th>CLT</th>
<th>ALM</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Pronunciation</td>
<td>Native-speaker-like; but not expected to pronounce as well as native speakers</td>
<td>Comprehensible</td>
</tr>
<tr>
<td>7</td>
<td>Pedagogical devices</td>
<td>Cultural explanations for interpreting performances</td>
<td>Any device that helps learners is accepted</td>
</tr>
<tr>
<td>8</td>
<td>Communicative Activities</td>
<td>From the beginning</td>
<td>Communication activities from the beginning AND culturally contextualized</td>
</tr>
<tr>
<td>9</td>
<td>Use of L1 (native language)</td>
<td>Not encouraged; with exceptions, e.g., English “Oklahoma” in Chinese sentence &quot;Wo jia zai Oklahoma 'my home is in Oklahoma’”</td>
<td>Judicious use is accepted when feasible</td>
</tr>
</tbody>
</table>

---

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

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

---

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

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

Mari Noda noda.1@osu.edu
Xin Zhang xzhang@oberlin.edu