

Developing intercultural understanding through picture books

with Nathalie Paris

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1) Why multicultural understanding and why picture books?

2) Books about culture

- In English
- In the target language

3) Fairy tales, myths and legends

4) Other authentic stories

5) Extra inspiration needed?

Developing intercultural understanding through picture books

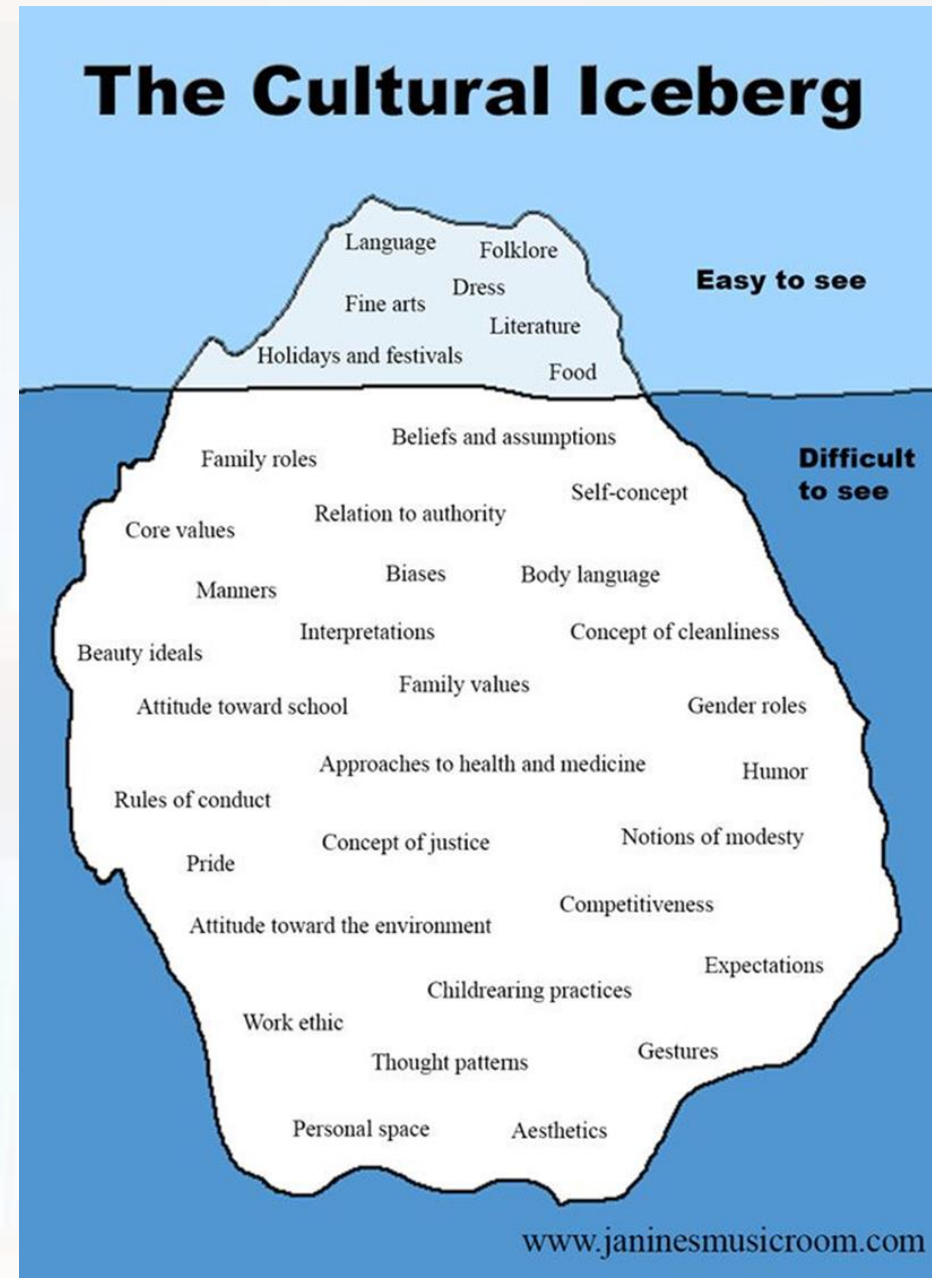
This session will be in 3 parts: we will explore books which were written specifically to cover certain cultural aspects, like celebrations (in English and in the target language); we will consider other books, like fairy tales, and **the cultural clues which they provide us with**; we will also investigate **subtle** (but nonetheless important) clues which we are exposed to whilst using unique authentic stories.

TALK – French, German, Spanish; primary and secondary

Intro

Why does it matter?

1) Why multicultural understanding and why picture books?



What constitutes culture?

Following the U.S. National Standards for Foreign Language Learning, (1996, p. 43) we adhere to the tripartite model that divides culture in: 1) **Products**, 2) **Practices** and 3) **Perspectives**.

1.Products: things created by a particular culture (books, tools, foods, laws, music, games)

2.Practices: patterns of social interaction (patterns of social interactions)

3.Perspectives: represent a culture's view of the world (meanings, attitudes, values, ideas)

This model is an effective stepping stone to consider an intercultural approach to teaching and learning a foreign language in the young learner's class.

How can we use the model?

See below for an example of how this model might be used to explore various themes.

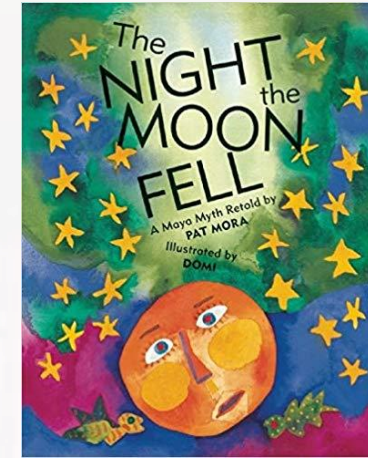
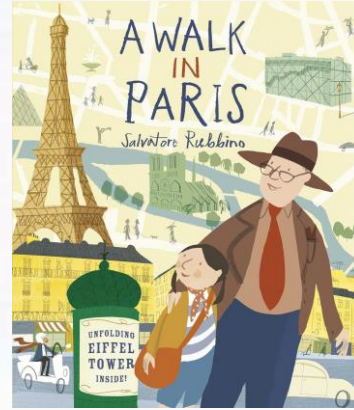
	Theme: Food	Theme: Soccer
Products	Identify the name of meals and traditional food	Identify elements to play soccer (soccer ball, soccer field, goal, etc.)
Practices	Display correct table manners and verbal expressions at a table (real or role-play)	Describe a soccer game /use vocabulary related to soccer
Perspectives	Recognise and develop attitudes toward food	Recognise and develop attitudes toward soccer

Future Learn course [THE ART OF TEACHING FOREIGN LANGUAGES TO YOUNG LEARNERS](https://www.futurelearn.com/courses/teaching-foreign-languages/2/todo/40530)
[UNIVERSIDAD NACIONAL DE CÓRDOBA](https://www.futurelearn.com/courses/teaching-foreign-languages/2/todo/40530)
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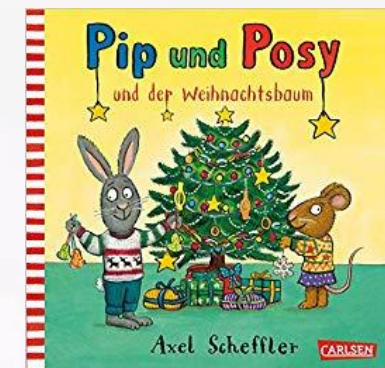
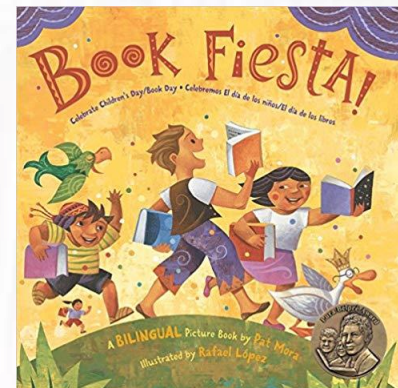
- Intercultural competence is demonstrated through the interaction between the use of language and cultural knowledge. Through contact with products (types of houses, dresses, educational systems) and practices (greetings, playing behaviours) shown by people, we come to understand their perspectives (values, beliefs, attitudes, etc.).
- Just as we establish proficiency levels (degrees of ability/ expertise) when we learn a foreign language, so we can assume that levels of intercultural competence exist. At a beginner level, children will be able to identify (sports), recognize (leisure activities) and imitate (greetings). As we move up into the intermediate band, children will be able to talk (about a singer) or describe (a festival) or respond in a culturally appropriate way (expressing wishes). At a higher range, children will be able to compare (eating habits), explain and analyze (tradition, fashion, etc.)
- In this way learners continually add to their knowledge as they move up the language and culture proficiency continuum.
- Books as a product are part of the culture

2) Books about culture (but beware of stereotypes)

- In English



- In the target language



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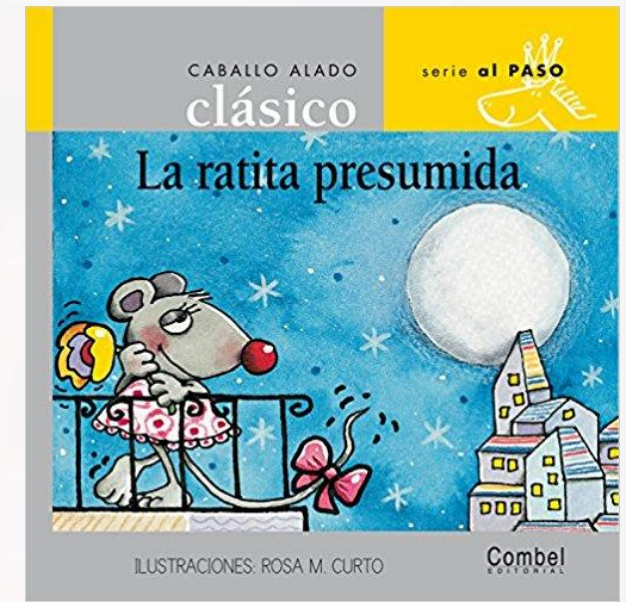
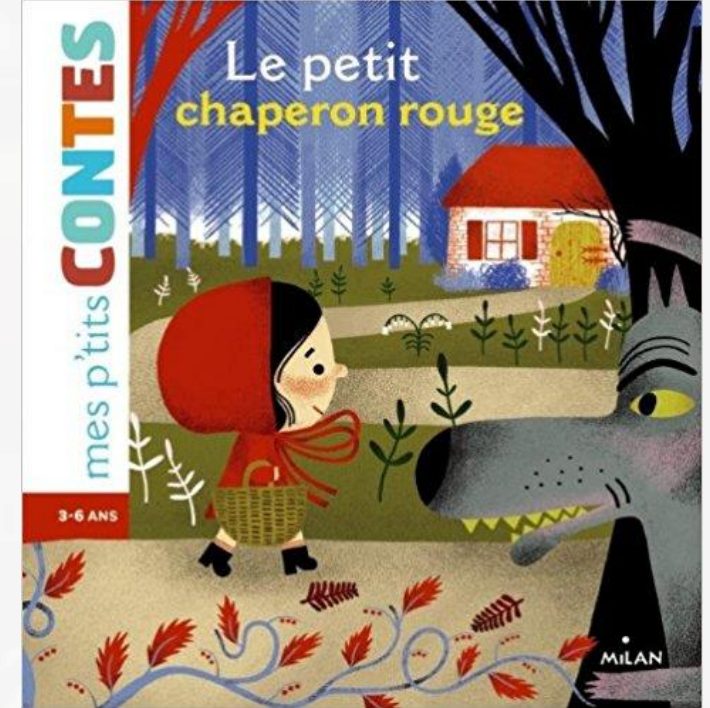
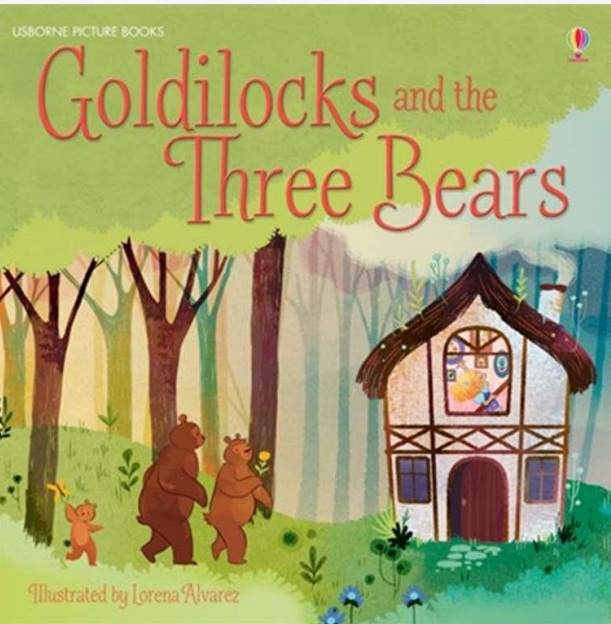
1) we will explore books which were written specifically to cover certain cultural aspects, like celebrations (in English and in the target language)

In English: Clare Seccombe's blog <http://changing-phase.blogspot.com/2014/10/including-culture-in-ks2-languages.html> inc el ratoncito Pérez <https://www.youtube.com/watch?v=OA8JDDAfiI0> also reading about Spain and Hispanic culture <http://changing-phase.blogspot.com/2017/05/reading-about-spain-and-hispanic-culture.html>; [“France for kids”](#) and [“The fantastic French”](#), bonhomme de chemin publications (both also available in French);

In the target language: specific places, events/festivals/times of year eg back to school; “Pip und Posy und der Weihnachtsbaum”, Axel Scheffler; “Book Fiesta” (bilingual), Pat Mora & Rafael López; [“Le loup qui voulait faire le tour du monde”](#), Oriane Lallemand & Éléonore Thuillier; [“Où est mon chat?”](#), Princesse Camcam (on Paris)

Spanish Christmas book? Yes, the legend of the poinsettia

3) Fairy tales, myths and legends



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2) we will consider other books, like fairy tales, and the cultural clues which they provide us with

Mention adaptation de Boucle d'or et les 3 ours Scottish : porridge, soupe, sopa or <https://www.thegermanproject.com/stories/goldilocks> in German - Brei, porridge too, or semolina, but sweeter

[“Le Petit Chaperon Rouge”](#), Charles Perrault version écrite 17è s

http://www.cndp.fr/crdp-reims/fileadmin/documents/cddp10/Chaperon_rouge/chaperon_rouge_dossier.pdf

<https://journals.openedition.org/apliut/1277> so much from 2.2 !

A traditional story or fairy tale: [“La ratita presumida”](#); GIVE AWAY AS PRIZE

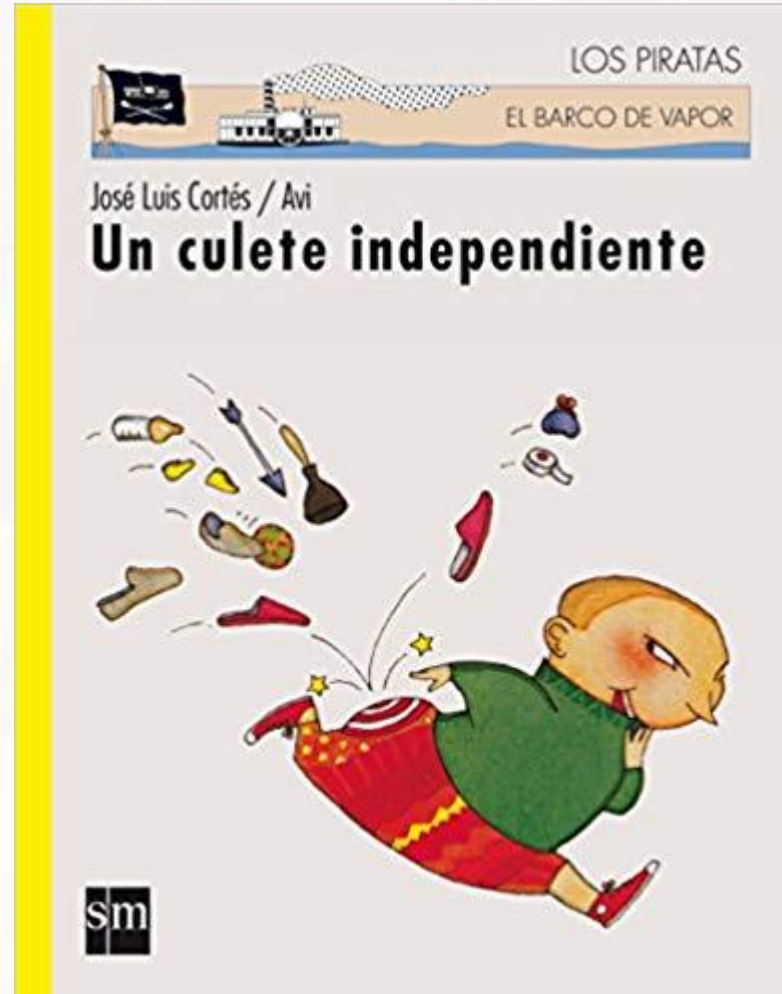
A traditional story or fairy tale: [“Hänsel und Gretel”](#), Brüder Grimm

<https://germanliteratures.weebly.com/hansel-and-gretel.html> In a good amount of German stories there are protagonists similar to Hansel and Gretel. The protagonists outsmarting the antagonist is commonplace in German folklore and plays a key part in much of the culture. Published 19th century

The main antagonist is the Witch. She lures in wandering kids with her candy house so she can eat them. She is crucial to the story because without her there is no real threat. She isn't very wise and is easily fooled by the young children. In the end she ends up burning in her own oven. This type of Character is common in German folklore and plays a key point in many fables, short stories, and fairy tales.

Gingerbread house - <https://www.pbs.org/food/the-history-kitchen/history-gingerbread/> Gingerbread houses originated in Germany during the 16th century. The elaborate cookie-walled houses, decorated with foil in addition to gold leaf, became associated with Christmas tradition. Their popularity rose when the Brothers Grimm wrote the story of Hansel and Gretel, in which the main characters stumble upon a house made entirely of treats deep in the forest. It is unclear whether or not gingerbread houses were a result of the popular fairy tale, or vice versa.

4) Other authentic stories



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3) we will also investigate subtle (but nonetheless important) clues which we are exposed to whilst using unique authentic stories

- [DEMONSTRATION “Petite taupe ouvre-moi ta porte!”](#), Orianne Lallemand & Claire Frossard – read story! lets people into her house; very common to have visitors in France and entertain them; soupe à l’oignon inc story of my wedding and photo
- “Otto: autobiographie d’un ours en peluche”, Tomi Ungerer (historical)
- “Le meilleur resto du monde”, Dorothee de Monfreid (food)
- “1,2,3,4 pattes”, Soledad Bravi (many cultural references)
- “Le popo du chiot”, Jeong-Saeng & Seung-Gak Jeong; “Je peux le faire”, Satoe Tone (Japanese philosophy)
- “Il y a des jours...”, Mies van Hout, Géraldine Elshner & Claire Teyras (huge work by translators, clin d’oeil aux traducteurs)
- “Un culete independiente”, José Luis Cortés & Avi
- “Vom kleinen Maulwurf, der wissen wollte, wer ihm auf den Kopf gemacht hat”, Werner Holzwarth & Wolf Erlbruch

Reminder for extra ideas and sharing: [ALL literature wiki](#) LiPS Secondary MFL matters

5) Extra inspiration needed?

- [ALL literature wiki](#)
- [Languages in Primary Schools, AKA LiPS](#)
- [Secondary MFL Matters](#)

This was...

“Developing intercultural understanding through picture books”

THANK YOU!

DANKE SCHÖN!



with Nathalie Paris

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MERCI!

¡GRACIAS!

