

6th ISCAR Summer University
María del Mar Calero



The development of cultural awareness and theoretical thinking in the Spanish classroom as a L2



SUPERVISORS:

DR. MONTSERRAT SANZ, FULL PROFESSOR, KOBE CITY UNIVERSITY OF FOREIGN STUDIES

DR. ARTURO ESCANDON, ASSOCIATE PROFESSOR IN SLA, UNIVERSITY OF NANZAN

THE DRAMA OF MY PHD PROJECT



¿TO RESEARCH OR NOT TO RESEARCH?

THE OBSTACLE



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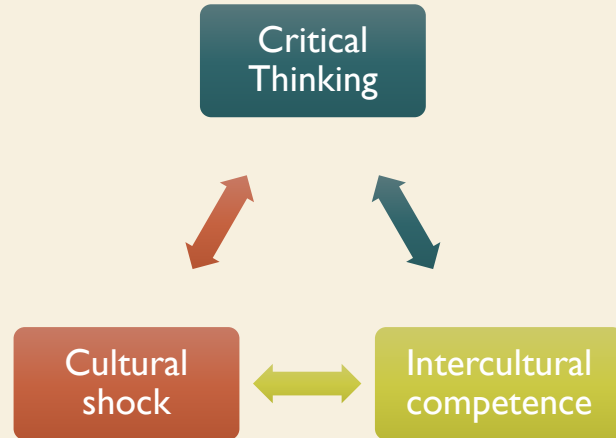
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The drama of my Phd project

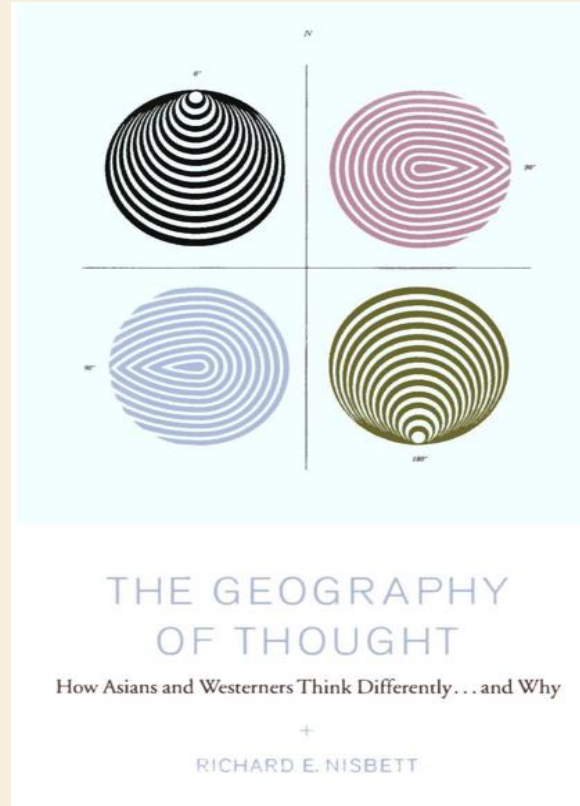


INITIAL QUESTION:

- How can Critical Thinking be developed in the Spanish classroom?
- Master's degree thesis:



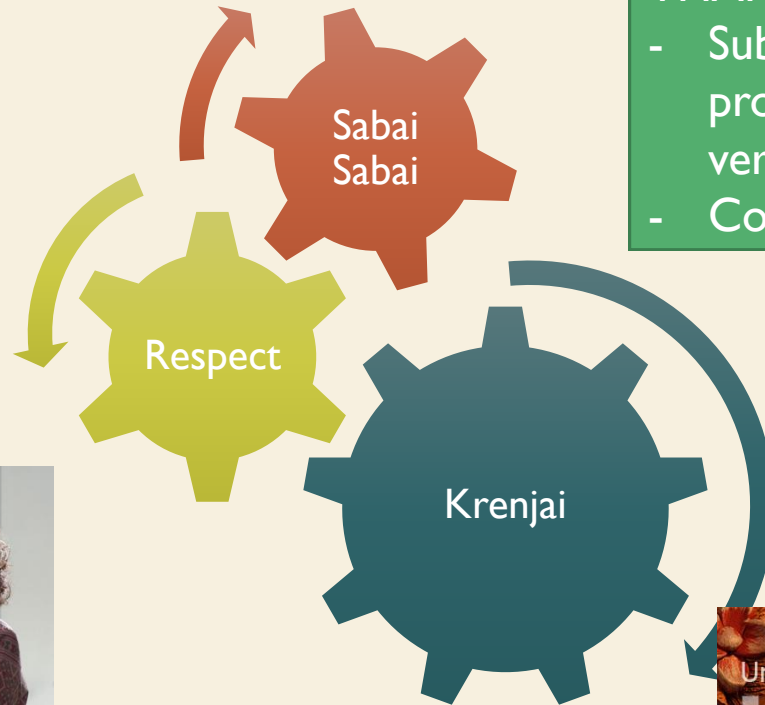
THE GEOGRAPHY OF THOUGHT ASIA



Asian philosophy
Confucianism, Taoism
and Buddhism
Relevance of context
and change
Philosophy as a better
way of living

THAI CULTURE

THAI
CULTURE
Collectivist
High power
distance

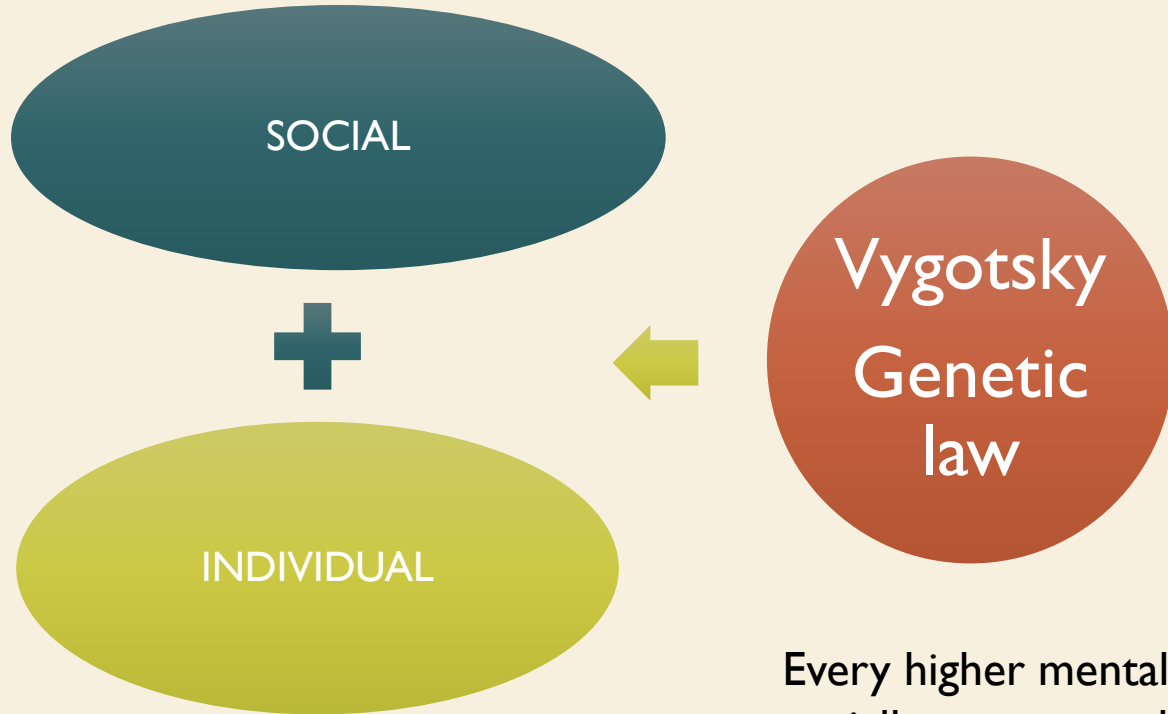


THAI LANGUAGE:

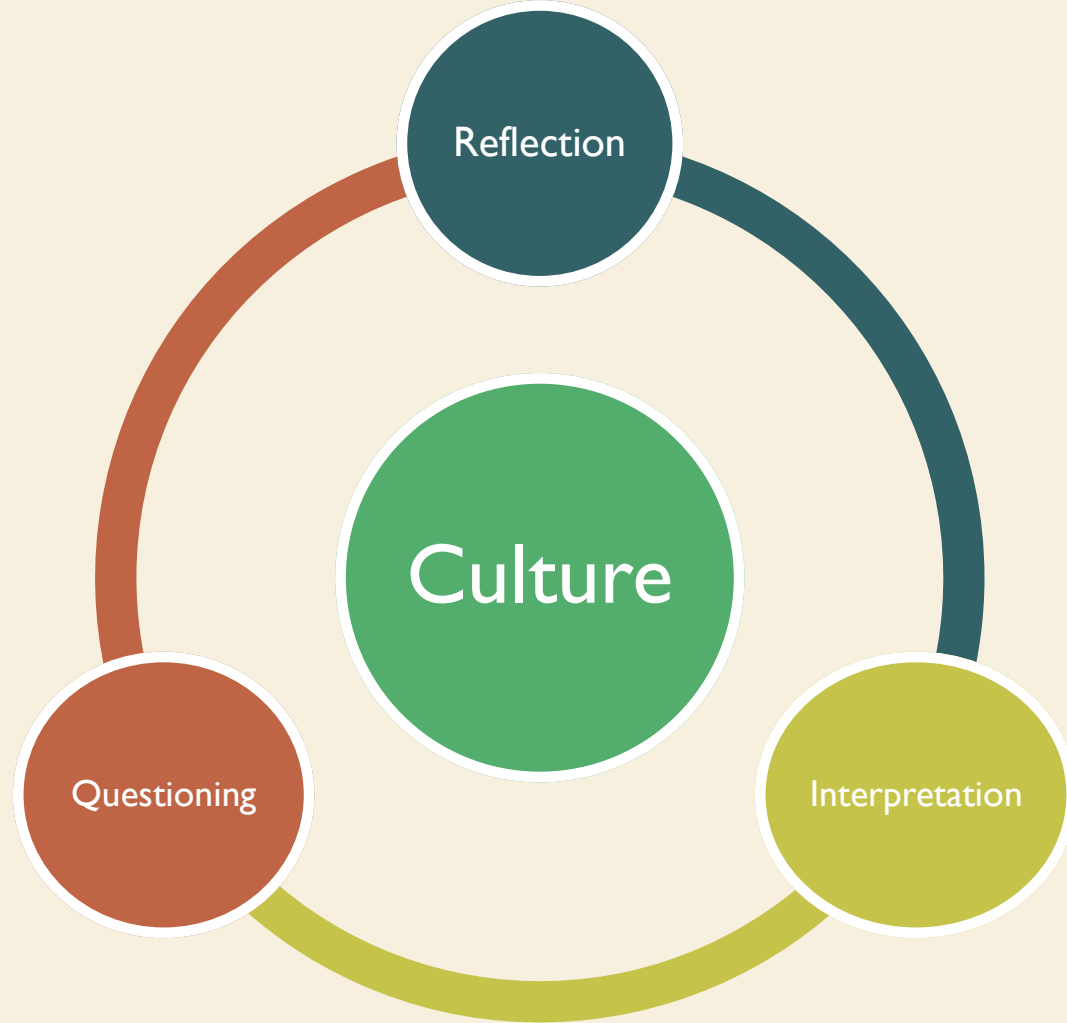
- Subject personal pronouns (Individualism versus collectivism).
- Contextual reference.



CULTURAL HISTORICAL THEORY



Every higher mental function is socially constructed and culturally shaped (Veresov)



RESEARCH QUESTIONS

- Is the appropriation of **academic knowledge** regarding culture, learned in the Spanish classroom, transformed into personal knowledge ready to use in the students' community?
- Can the students become more **active agents** as **interpreters** of culture, engaging in a **dialogue** with cultural artifacts and cultural theoretical thinking?
- Can an instructional approach when teaching Spanish speaking countries' culture (as a different **perspective of the world**) change how the students **see, question and reflect on themselves and their reality?**

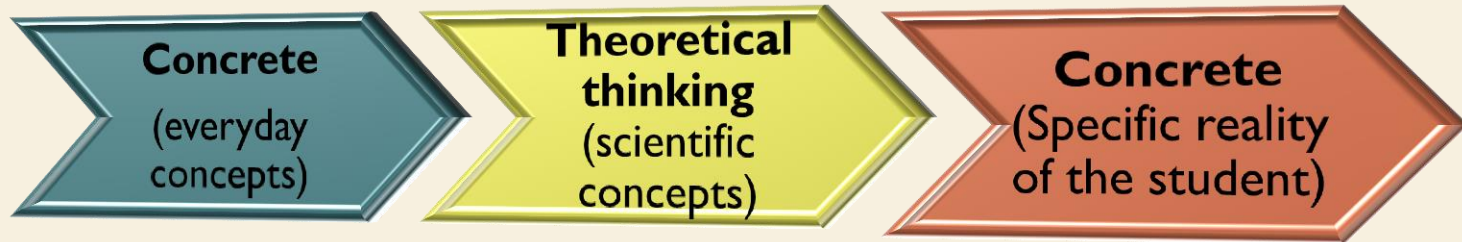
THE SCRIPT:

THE LEARNING AND TEACHING
INSTRUCTIONAL DESIGN

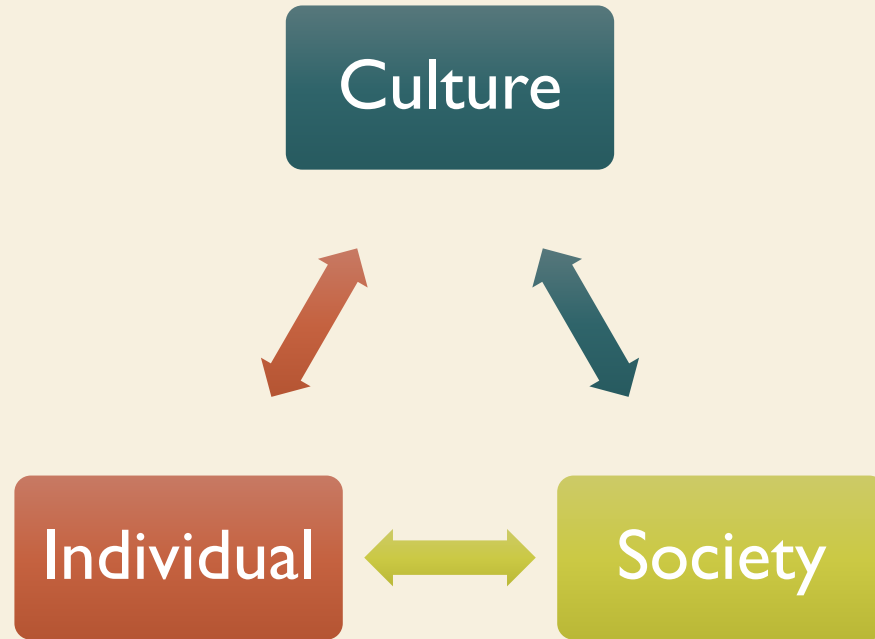
LOCAL RADICAL LEARNING AND TEACHING (BASED ON DAVYDOV) (CHAIKLIN AND HEDEGAARD, 2005)

TEACHING BASED ON THE FOLLOWING PRINCIPLES:

- ❖ Use of a core model.
- ❖ Use of research strategies.
- ❖ Formation of motivation (facilitating social interaction and the formation of a community of learning and research).
- ❖ Creation of phases in the teaching process (based on the core model)
- ❖ Application of the theory to the social reality of the student.



CORE MODEL (HEGEL)



INTERPRETATION OF CULTURAL ARTIFACTS

PROBLEM: FACING AMBIGUITY

❖ **OBJECTIVE:** foster their interpretative skills, self-confidence facing ambiguity and a more conscious appropriation of cultural tools.

❖ Terms (latino, hispanic, castilian, continent...)

❖ Maps

❖ Songs

❖ Advertisements

❖ Movies

❖ Short movies

❖ Latin dances (tango, salsa, bachata...)

❖ Format for job interviews

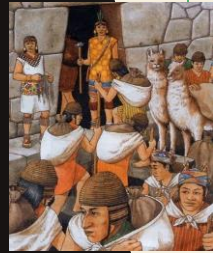
❖ Fairy tales for children

❖ Fragments from literary novels

❖ Essays (Maalouf, reading about culture)

❖ Products such as coffee, potatoes... (origin...)

Cultural artifact: Mediating and symbolic device that reflects a socio-historical world view.





Antártida

Pasaje Drake

Océano Atlántico Sur

Océano Pacífico Sur

Australia

Océano Índico

Línea del ecuador

Buenos Aires

Canal de Panamá

Océano Pacífico Norte

África

Ciudad de México

India

Océano Atlántico Norte

China

Rusia

Rusia

MINOR PROGRAMME IN SPANISH

FIRST YEAR	LEVEL A I	SECOND YEAR	A2	THIRD YEAR	B I	FOURTH YEAR	B I-2
Elementary 1	Mandatory	Pre-intermediate 1		Intermediate 1		Intermediate: Written skills	
Elementary 2	Mandatory	Pre-intermediate 2		Intermediate 2			
Elementary 3		Pre-intermediate 3		Intermediate 3			

Characteristics of students from Minor Programme

G.P.A: 2,8 minimum to participate in the programme

4 extra credits every term during 3-4 years

One section per term (4 hours a week)

Experience abroad

Advanced level of English

	Name	Major	Experience abroad	Interests and comments	Final topic and work
1	Boom	Anatomy	Singapore	Research and knowledge Tennis	Evolution of races in Latin-america Anatomy researcher (Mahidol)
2	Peam	Math	No (International Education)	Math Kendo Videogames	Bolivia: poverty and privatization Math analyst
3	Nui	Social Science	No	Human rights Culture	Cuba and the future of socialism NGO (minorities)
4	Pat	Social Science	Education abroad (Vietnam, Denmark)	International relations	Crisis in Spain and foreign investment. Google (social department)
5	Aina	Social Science	Indian family	Children (India)	Children exploitation in Colombia. NGO: helping children
6	Cherry	International Business	No	Culture Esthetics	Poverty in Venezuela Public relations (Estee Lauder)
7	Pin	Tourism and Hospitality	No	Lack of self-confidence	Drugs in México Hotel (reception)
8	Noey	Tourism and Hospitality	Chile (1 year)	Culture	Mine workers in Chile Hotel (reception)
9	Kang	Economy	Costa Rica	President of art club Social and leading skills	Coffee in Colombia Bank
10	Kat	Environmental Science	Chile (1 year)	Sustainable agriculture Art (Photography, painting) Meditation	Environmental problems in the Amazon Agriculture school in USA.
11	Mui	Business	Dominican Republic (1 year)	Videogames	NAFCA in México Finance analyst

DATA COLLECTION

WEEKLY DIARY:

Weekly diary during 2 years (5-6 diaries per term).

PORTFOLIO:

Written assignments interpreting or creating cultural artifacts (analysis of movies, songs, creation of fairy tales, cvs, etc.)

CLASSES:

Last 2 terms recorded by camera (Oral skills and written skills)

INTERVIEWS:

- Interview about cultural shock.
- Job interview.
- Final interview (Minor program evaluation)



ACTIVITY:
IDENTITY
presentation after
positioning in
dialogue with Frida
Kahlo's painting and
Isabel Allende's
essay.
DOUBLE
IDENTITY

Boom



Kat



Peam



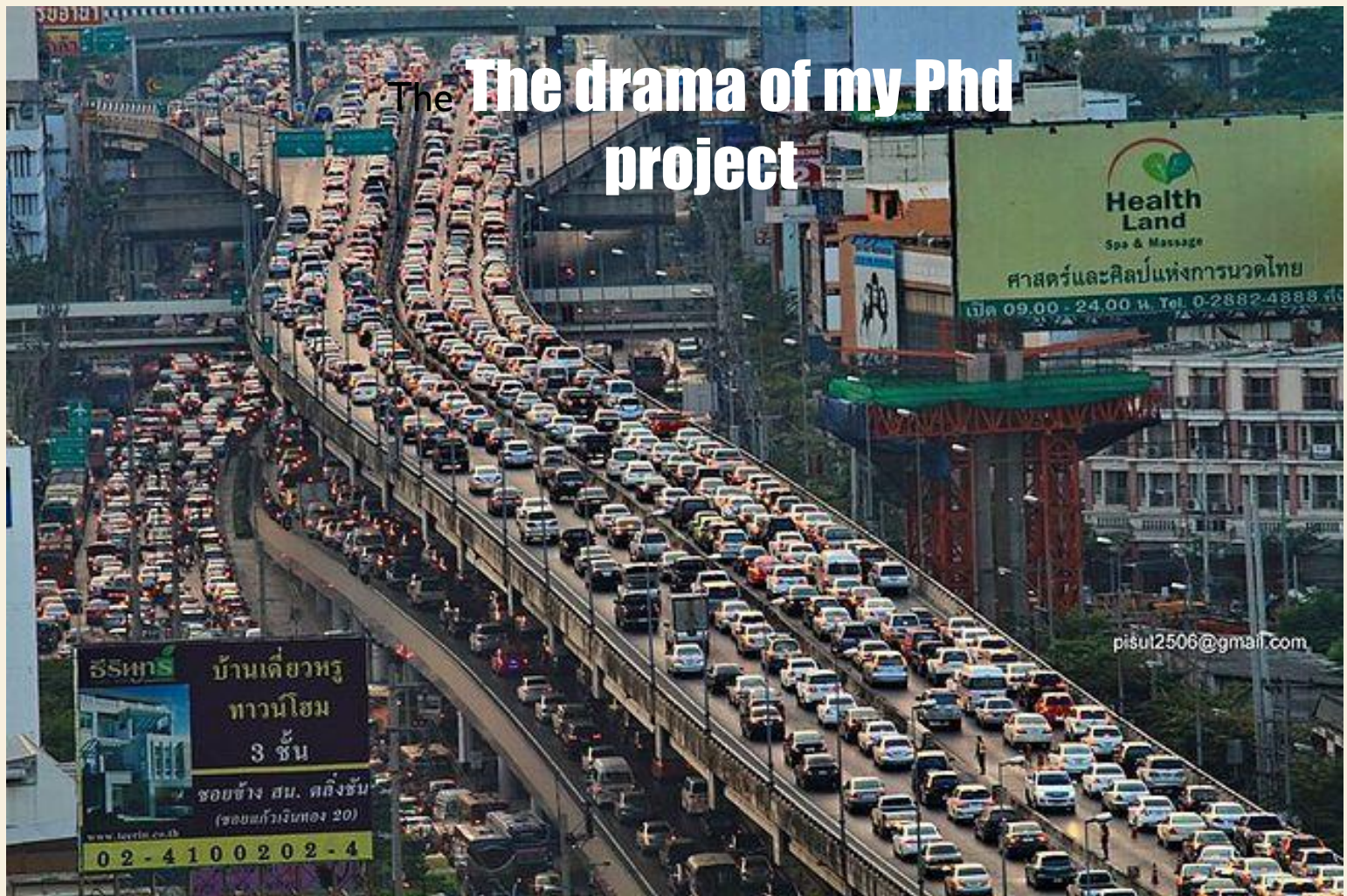
Pin



DRAMATIC MOMENT: ¿CATHARSIS?



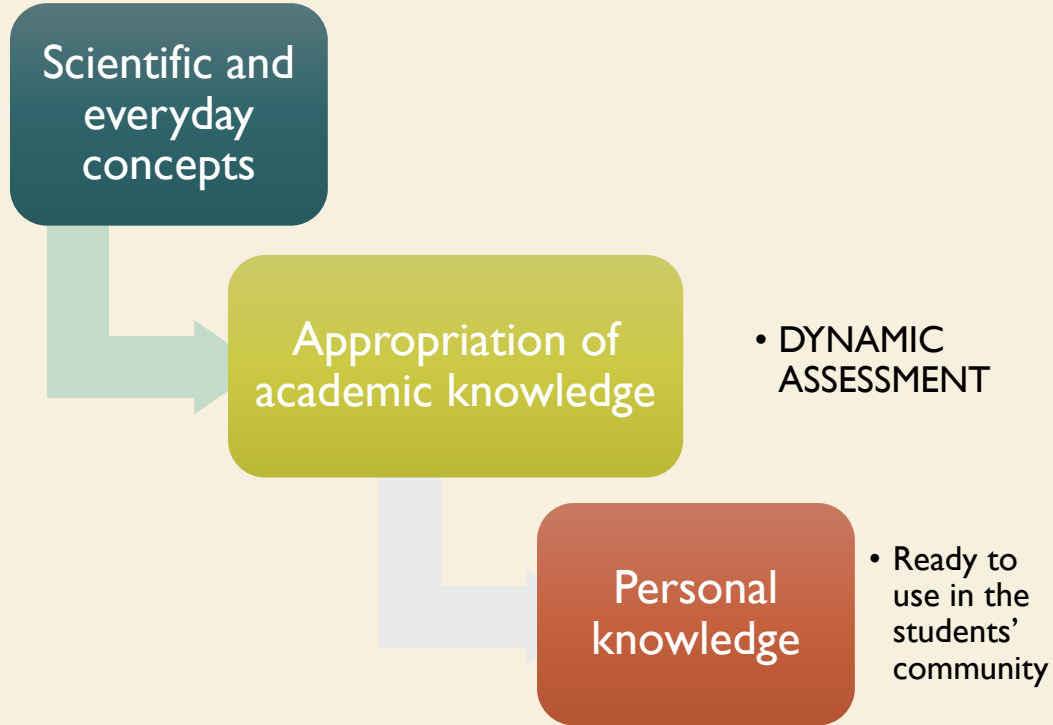
The drama of my PhD project



pisui2506@gmail.com

DATA ANALYSIS

INITIAL METHODOLOGY



RESEARCH QUESTIONS

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Classroom:

- Space of authorship
- Community of inquiry

Students' projects (motives)

Utterance (theme)

Word meaning (Scientific and everyday concepts)

DIALOGUE

CULTURES

Cultural artifacts

Perspective of the world



Meaning
(Individual)



Perspective
(Culture)



Dialogue



Meaning
(Individual)

Drama
Contradiction

Perspective
(Culture)



Dialogue

¿Reflection? of
themselves and the
cultural shaping

¿FREEDOM?

Gracias
Thank you
ขอขอบคุณ
Спасибо

María del Mar Calero Guerrero
umiazul@hotmail



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