VIDEO 4

communication & **comparisons**

ABOUT COMMUNICATION & COMPARISONS

Video 4 takes an in-depth look at the Program Goal of Comparisons. After a brief introduction and the eight-minute Communication Segment that is included in each of Videos 2-5, this video features footage from several classrooms where teachers and students are making comparisons between the target language and cultures and their own language and culture. In addition, students learn about the influence that languages and cultures have upon one another.

It is natural for language learners to compare the target language with their own as a reference point for comprehension. A nice by-product of these comparisons is that students start to gain a deeper understanding of how language functions in general. Video 4 shows:

- Spanish III students enhance their knowledge of both English and Spanish structures by comparing how each describes events in the past.

- Students of Japanese compare expressions of likes and dislikes in Japanese and English.

- Students in both classes learn some of the nuances of language and gain insight into the notion that there are many ways to communicate similar ideas.

It is also natural for language learners to compare the target cultures about which they are learning to their own culture. Learning about the similarities and difference between cultures helps students better comprehend the concept of culture. This understanding ideally leads to greater acceptance of cultures perceived as different. Video 4 shows:

- A Japanese class using a Venn diagram to compare the Japanese school system with that of the United States.

- A Spanish class performing skits that bring to life comparisons of *el Día de los Muertos* and Halloween.

- A French class making comparisons between French and American fashions for teenagers.

In the United States, evidence of the impact that languages and cultures have upon one another is all around us. We eat tacos, drive Hondas, celebrate St. Patrick's Day, work pro bono, etc. Recognizing the influence that languages and cultures have upon one another heightens learners' awareness of linguistic and cultural interrelationships and interdependency. Video 4 shows:

- French students discovering how food terminology has been borrowed from English into French and vice versa.

- Two Latin classrooms learning about the influence the Roman Empire continues to have on modern society in the realms of city planning and classical literature.
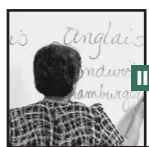
communication & comparisons

Episode Breakdown

I (8:15 – 14:51) Nature of Language

II (14:52 – 21:26) Concept of Culture

III (21:27 – end) Influence of Language and Culture

Use Video 4: Communication & Comparisons to...

- Review the objectives of comparing languages and comparing cultures.

- Facilitate discussion about issues related to linguistic and cultural comparisons and the influences language and cultures have on one another.

- Show some innovative means of implementing the comparisons program goal in the LOTE classroom.

- Deliver the message that comparing languages and cultures and recognizing the influence that languages and cultures have on one another helps students gain insight into the nature of language and concept of culture.

COMPARISONS PROGRAM GOAL AND PERFORMANCE EXPECTATIONS

The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

The novice level student is expected to:

(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;

(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and

(C) demonstrate an understanding of the influence of one language and culture on another.

The intermediate (advanced) level student is expected to:

(A) use the language at the intermediate (advanced) proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;

(B) use the language at the intermediate (advanced) proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and

(C) use the language at the intermediate (advanced) proficiency level to demonstrate an understanding of the influence of one language and culture on another.

Questions Addressed in Video 4: Communication & Comparisons

Linguistic Comparisons Contribute to Understanding the Nature of Language.

Students gain insight into the nature of language when they compare their own language with one they are learning.

What features of language lend themselves to making comparisons? What elements are more difficult to compare? What sorts of things do students learn when they compare languages? Why is it important to study the role connotation plays in language comparisons (e.g., the word family does not necessarily evoke the same image as the word *familia*)? In what ways can comparisons be used to help students discover how their own language functions? Why is learning about the nature of language beneficial to students?

Cultural Comparisons Facilitate Comprehension of the Concept of Culture.

Students who use the target language to make comparisons between their own culture and other cultures are better able to understand the concept of culture.

What cultural products and practices lend themselves to making comparisons? Do such comparisons facilitate the analysis of cultural perspectives? How can you use cultural comparisons to reduce stereotyping? What is meant by the "concept of culture," and why is it important for students to understand culture in the abstract?

Languages and Cultures Influence One Another.

When students make linguistic and cultural comparisons, they come to understand how different languages and cultures impact each other.

What are some ways in which the target language you teach has influenced American English? Can evidence of your target culture's cultural products, practices or perspectives be seen in American culture? When such influences are discovered in the language classroom, what benefits or insights does learning about them bring to students? How can the interrelationships between languages and between cultures be used to make students better language learners?

Goals for Participants

- To review the Comparisons program goal in general and its subtopics (the nature of language, the concept of culture, and the influence of one language/culture on another) in detail.

- To identify issues, concerns, or questions with regard to the implementation of Comparisons.

- To refresh/exercise skills by completing a variety of comparative activities, including analyzing language for cultural connotations.

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TO THE SESSION LEADER

*Use a variety of grouping and processing strategies to lead participants through the activities associated with **Video 4: Communication & Comparisons**. Provide participants copies of the TEKS for LOTE and the worksheets referred to in the directions that follow, and gather any additional supplies needed to complete the activities.*

PREPARATION

Refer to worksheet 4.1 for the following activity.

Video 4 focuses on concepts related to the teaching and learning of the Comparisons program goal. Teachers of LOTE readily make cultural and linguistic comparisons in their classrooms to facilitate learner comprehension, especially for the novice level student. Before having participants watch the video, ask them to list, then share some of the more "creative" comparisons their students have made in the past.

OBSERVATION

Refer to worksheets 4.2.1 and 4.2.2 for the following activities.

I Nature of Language (8:15 – 14:51)

In this video segment, two teachers have their students compare linguistic features of the target language with similar features in English.

- Stop the video and ask participants to work with a partner who teaches a different language to compare their languages using the worksheet as a guide.

- After several minutes, ask pairs to share what they learned about the other target language, their own target language, and/or the nature of the two languages.

II Concept of Culture (14:52 – 21:26)

After watching this segment, lead into the next activity by noting how the three featured classrooms use a variety of hands-on tools—including graphic organizers, props, and collages—to bring to life cultural comparisons on topics of interest to learners.

- Have participants individually fill in the Venn diagram on the worksheet to compare an element of two American subcultures (e.g., Texan/Tejano, Southern/Mid-Western, urban/rural).

- Allow a few minutes, then ask them to share their ideas about how the two subcultures are the same and different.

- Also ask the participants if they feel they can draw any conclusions about the subcultures' perspectives by analyzing their diagram.

(You may wish to do a diagram of your own and be the first to share to get the discussion rolling.)

III Influence of Language and Culture (21:27 – end)

Guide participants in small group conversations about the influence of one language on another.

- Have participants fill in the tables on the worksheet.

- After ten minutes, ask a representative from each group to share some key points from their group's discussion.

- Ask how learning about the interrelationships of languages and cultures helps us to be better language learners. Sample points to get the discussion rolling could include:

  – Studying influence opens our minds to the importance of other cultures and heightens our awareness of significant contributions they have made. (Students often tend to think the world begins and ends at the US borders!)

  – Recognizing how culture shapes language prepares learners not to accept word-for-word translations and thereby helps them avoid making potentially false assumptions about language use.

REFLECTION

Refer to worksheets 4.3.1 and 4.3.2 for the following activity.

Engage the group in reading and talking about the first paragraph on the worksheet.

- Ask two or three participants to briefly share incidents when they used the correct word according to a dictionary, but didn't get quite the response they were expecting when they used it.

- Go over the example based on a framework developed by Thomson & Thomson, then ask participants to work with a partner to complete the blank chart.

- After 15-20 minutes, ask the pairs to share their analyses with the whole group.

For Investigating Further (follow-up) activities, remember to obtain copies of the suggested readings and distribute them to participants in advance of the workshop. Participants will need to have studied some or all of the chapters/articles in order to complete most of the Exploration and Expansion activities. Evaluation worksheets should be provided at the end of the workshop.

EXPLORATION

Refer to worksheets 4.4.1 and 4.4.2 for the following activities and readings for further study.

In these activities, participants reflect on the implications for their curriculum of implementing Comparisons. They also consider how they can best help learners apprehend the concept of culture and the nature of language.

- In the first activity, ask participants to reflect on how well their current curriculum helps learners meet the Comparisons program goal. Use the recommended readings for more in-depth study of the issue, and together share ideas they find most stimulating.

- Next, assign pairs or groups to create and share an activity designed to help learners develop cultural self-awareness and understand the dangers of over-generalization. Provide an illustration before groups begin. For example, learners may be asked to prioritize a list of values (efficiency, physical beauty, intelligence, etc.), ranking them according to their importance to "most Americans." In this activity, students quickly discover that no two lists are identical, even among members of the same culture.

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Several games and simulations developed by interculturalists also allow learners to experience the discomfort that comes when everyone does not play by the same "rules." In these simulations, groups of students "belong" to one of two different cultures, each with its own conventions; yet they must interact with classmates from the other "culture" with whose norms they are not familiar.

- Ask each group to lead others through the activity that they have created.

- Finally, have participants think about the activities they have previously used in the classroom to compare the target language and culture with the native language and culture. Have them choose one of these activities and analyze it according to the accuracy of the cultural picture it presents.

EXPANSION

Refer to worksheets 4.5.1 to 4.5.3 for the following activities and recommended readings.

This section focuses on the use of authentic documents to help learners make cultural and linguistic comparisons and also asks them to reflect on an inductive approach to teaching and learning languages.

- Guide participants to read, reflect on, and discuss the teaching scenario.

- In the first task, they may refer to the reading by Omaggio-Hadley to prepare a case for the inductive approach mentioned in the scenario.

- In the second task, participants work together to select an authentic text and outline several activities they might use to help students access the text.

- Finally, participants choose an activity they have used to make cultural comparisons in the classroom. Have them analyze it to determine the degree to which it accurately portrays the target culture as a whole.

EVALUATION

In Appendix E, you will find a self-assessment tool for teachers to use in evaluating their strengths and identifying areas for growth with regard to helping their students meet the Comparisons program goal. Pass out photocopies of the *Teacher Competencies for Professional Development: Comparisons Strand*. Allow time for participants to complete it on their own at the end of the workshop, or encourage them to reflect on it and fill it in at home.

PARTICIPANT WORKSHEETS

Video Viewing Worksheet

Investigating Further

video viewing **worksheet**

PREPARATION

Video 4 focuses on concepts related to the teaching and learning of Comparisons. Teachers of LOTE readily make cultural and linguistic comparisons in their classrooms to facilitate learner comprehension, especially for the novice level student.

Use the space below to list some of the more innovative comparisons that students in your classes have made in the past between languages, between cultures, and with regard to the influence that languages and cultures have on one another.

SIMILARITIES AND DIFFERENCES

Between Target Language and Native Language:

Between Target Culture(s) and Native Culture:

INFLUENCE

Of Target Language on Native Language and Vice Versa:

Of Target Culture(s) on Native Culture and Vice Versa:

OBSERVATION

I Nature of Language

In this segment of the video, teacher Ginger Cline's Spanish III students use authentic texts to identify grammatical structures about which they are learning and compare them with their equivalents in English.

Work with a partner who teaches a different language from you to compare a simple feature of the two target languages (e.g., word order, cognates, idiomatic expressions). What would you say the two languages have in common? What is vastly different? What generalizations about each language might you make based on the comparison?

II Concept of Culture

The three classrooms featured in this segment use a variety of hands-on tools (including graphic organizers, props, and collages) to bring cultural comparisons to life. The students are learning about topics that are of interest to them and that are pertinent to their lives.

Use the Venn diagram below to compare two American subcultures (e.g., Texan/Tejano, Southern/Mid-Western, urban/suburban/rural). You can narrow the focus of your comparison by concentrating on a particular product (food, local government, etc.) or practice (e.g., driving, shopping).

How are the two subcultures the same? How are they different? Can you draw any conclusions about the subcultures' perspectives by analyzing your diagram?
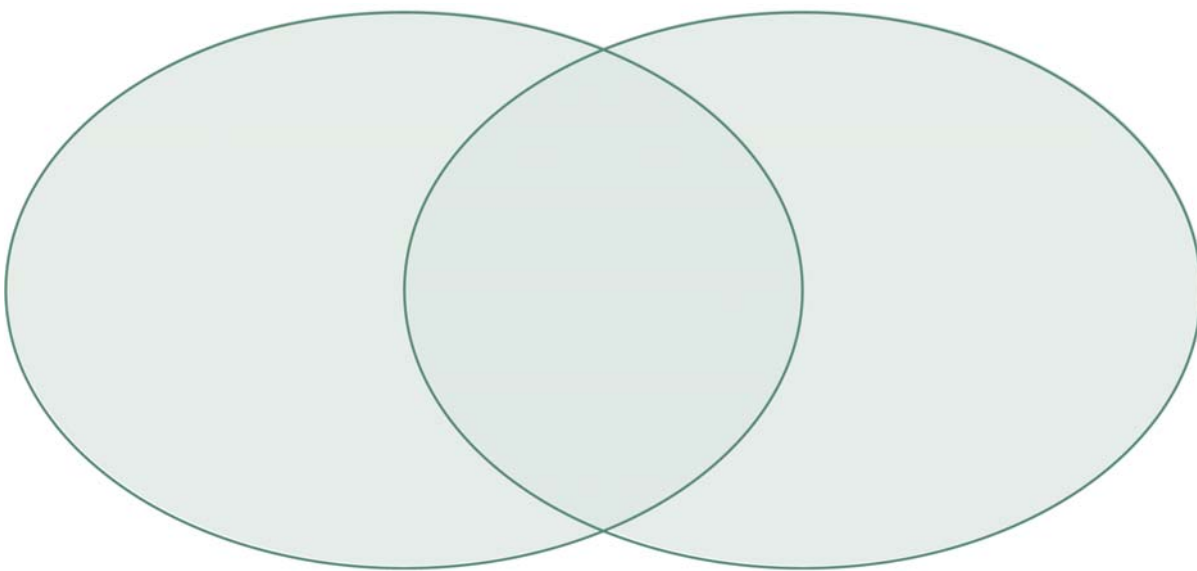
III Influence

Languages and cultures influence and are influenced by other languages and cultures. In this video segment, French teacher Estella Getzen leads learners in thinking of words borrowed and lent between English and French. Latin teacher Randy Thompson's students explore elements of Roman city planning that are evident in contemporary maps of their hometown of San Antonio. Latin teacher Vince McGee points out evidence of classical literary themes and philosophies in great English literature of more modern times.

Discuss linguistic and cultural influences with other participants as you fill in the tables below using a target language of your choice. In the second row, music's influence is used as an example. You can choose any other cultural component if you prefer and discuss the influences on the target and American culture.

Words in (TARGET LANGUAGE) Borrowed from American English	Words in American English Borrowed from (TARGET LANGUAGE)	Do the borrowed words have the same sense in both languages?

Examples of (TARGET CULTURE) Music's Influence on American Music	Examples of American Music's Influence on (TARGET LANGUAGE)	What effects have the contributions had?

REFLECTION

An important concept for learners is the role that connotation plays in understanding the meaning of words in different cultures. Connotations are the ideas or meanings suggested by or associated with a word or object. For example the word bread has a wide variety of meanings depending on the language/culture being considered. In the United States, *bread* likely evokes images of sliced sandwich bread bought at the supermarket. In France, however, the equivalent word (*pain*) still most often refers to a crusty baguette bought daily at the neighborhood bakery. *Bread* may evoke images of peanut butter; *pain*, of camembert or Nutella. In other words, *bread* and *pain* do not really refer to the same thing, nor do they necessarily have the same cultural associations in France and the United States.

As you think back on your own language learning experience, can you recall a time when you used the "correct" word but conveyed a meaning you did not intend? The relevance of word associations is important enough for businesses that a Massachusetts-based company, Thomson & Thomson, offers *Connotation Services*—reports that identify possible negative connotations associated with names that may be introduced into the global marketplace.

We've all heard stories of translation gone awry such as the marketing of the Chevy Nova in Spanish-speaking countries where "No va" means "It doesn't go." And most language teachers have a collection of amusing student "pearls." With these examples in mind, work with other participants to compare the connotations of words of your choice. First study the example below based on Thomson & Thomson's framework, then pick an American product and analyze it using the blank chart that follows.

When you have finished, do an analysis of the same product but from the point of view of a native speaker of the target language you teach. This activity is one to use in your classroom, as well!

PRODUCT: M&Ms

COUNTRY	LITERAL MEANING	PRONUNCIATION ISSUES	CONNOTATIONS & ASSOCIATIONS	NAME IN CONTEXT	PERSONAL OPINION
United States	none	Lots of nasal consonants, but not a problem. Somewhat alliterative.	Associates product with the confectionery M&M/Mars company, which has a long standing solid reputation. "Mmmm…" is onomatopoetic, a sound for when something tastes good.	The connection between the name and product is strong; name is easy to remember	Good name
France	none	The nasal "Ms" separated by the French word for "and" sound awkward.	Association with the letter "M," the abbreviation for *monsieur*. Product could be construed as masculine in nature.	No connection between name and product	Somewhat meaningless name

video viewing **worksheet**

PRODUCT: _____

COUNTRY	LITERAL MEANING	PRONUNCIATION ISSUES	CONNOTATIONS & ASSOCIATIONS	NAME IN CONTEXT	PERSONAL OPINION
United States					
(Target Country)					

EXPLORATION

We shall not cease from exploration and the end of all our exploring will be to arrive where we started and know the place for the first time.

—T.S. Eliot

- Eliot's familiar quote reminds us of one of the more important aspects of the Comparisons program goal: awareness of one's own language and culture, of the nature of language and the concept of culture.

  Does your current curriculum provide learners opportunities to develop awareness in these two critical areas? To begin, reflect on the following questions:

  – Before students can learn to recognize multiple realities, they must first realize that their perceptions are filtered through the lens of their own culture; they must recognize that they have a culture. How does your curriculum help learners to develop cultural self-awareness?

  – With what linguistic aspects of the target language do you most often make explicit comparisons with the English language? Are these comparisons successful? Do learners respond favorably to grammatical comparisons or do they appear confused? In one French class in this video, the teacher explains that the students learn about French grammar through reading letters from their French pen pals written in English. What do you think would be the impact of reading a letter in which a pen pal writes, "They have the hairs browns," as compared to the description of adjective agreement and placement in the textbook you now use?

  – Other than grammatical comparisons, what other linguistic aspects are objects of comparison in your classroom? For example, do learners reflect on non-verbal language in the target culture? proxemics? connotation of words?

  – Do language students in your school have access to target culture perspectives on Americans and American culture? Can they easily identify what they consider to be the misperceptions? How do you use them to broaden awareness of their own assumptions about the target culture?

  – How do you engage students in using cultural "texts" or aspects of the language for comparative purposes? How do you try to avoid stereotyping?

  – In what types of activities do your classes most often engage when Comparisons are the focus of the lesson: Listening to lectures? Reading descriptions of the target culture (e.g., holidays, school systems)? Analyzing a written or oral text and making inferences about the culture or language based on it? Interacting with native speakers? Conducting ethnographic interviews? Other?

- Choose one or more of the readings for further study, and discuss the ideas you found most stimulating.

  What ideas did you uncover related to any concerns you had as you reflected on the preceding questions? What ideas stimulated you to want to undertake a new activity to help students compare cultures or languages? Were you inspired to try a new process for implementing the Comparisons goal? What ideas did you not agree with or understand? How do you feel about Fantini's suggestions for developing learners' intercultural competence?

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- Helping learners understand they are culture-bound creatures themselves is particularly important when making cultural comparisons.

  Read Smith's article, below, then devise a "pre-culture" activity that sensitizes learners to the dangers of stereotyping or helps them recognize that they, too, are a product of the culture in which they live. Once you've created that activity, share it with other participants by leading them through it.

- Both Wright and Robinson-Stuart and Nocon describe approaches to culture learning that involve engaging learners in discovering the target culture rather than having information presented to them. (Wright refers to this as a "process approach involving comparisons;" Robinson-Stuart and Nocon use ethnographic interviews with their students.)

  Describe the strategies you use to help students learn about the target culture. With which approach does your current strategy most closely match? Is it more heavily weighted toward information sharing or towards having students read, hypothesize, and attempt to discover target culture perspectives?

  Think of one information-sharing activity that you currently use, and reflect on how you could adapt it to be more learner-centered.

For Further Study

Fantini, A. E. (1998). Comparisons: Towards the development of intercultural competence. In J. K. Phillips & R. M. Terry (Eds.), *Foreign language standards: Linking research, theories, and practice* (pp. 165-218). (ACTFL Series). Lincolnwood, IL: National Textbook Company. Fantini provides an overview of the theoretical and conceptual aspects of the Connections standards and speaks of their inextricable link to Cultures. He suggests that the program goal is a vehicle for moving students beyond communicative competence to intercultural competence and reflects on the "implications and applications of intercultural explorations in the language classroom."

Robinston-Stuart, G., & Nocon, H. (1996). Second culture acquisition: Ethnography in the foreign language classroom. *Modern Language Journal,* 80, 431-449. The authors report on a study in which students were trained in and used ethnographic interview techniques as part of their Spanish course requirements. Students' attitudes toward the target cultures were enhanced through the project. The article describes a program for implementing the ethnographic interview as a tool for understanding the "insider's perspective."

Smith, A. N. (1995). Prerequisites to teaching and learning culture. In G. K. Crouse (Ed.), *Broadening the frontier of foreign language education* (pp. 57-76). Lincolnwood, IL: National Textbook Company. Smith also believes engaging only in information sharing with regard to other cultures results in greater stereotyping and ethnocentricity. Before learners can be open to other cultures, he argues they must first be made aware of the influence of their own culture on their ways of thinking, doing, being. This chapter provides several useful "pre-culture" or readiness activities that teachers can use to heighten learners' cultural self-awareness.

Wright, D. A. (2000). Culture as information and culture as affective process. A comparative study. *Foreign Language Annals,* 33, 330-41. Wright reports on a study designed to determine differences in cross-cultural adaptability between groups of German learners based on how they learned about German culture. One group learned in an "information-acquisition" approach (reading culture notes in the book and answering discrete-point questions); the other, through a "process- and learner-centered approach" involving comparisons. The method used with the treatment group is described and results of the study are reported.

EXPANSION

In Video 4, you see a Spanish class in which students are comparing ways that English and Spanish speakers narrate and describe in the past. The teacher indicates that the students used authentic documents to discover the past tenses rather than having the structures explained to them and then practicing with worksheets.

In another class, students glean cultural information and compare American and French clothing styles by examining French fashion magazines. How do you feel about the use of authentic documents to introduce learners to cultural information, themes, and grammatical structures? How can they aid in the development of learners' ability to compare cultures and languages? Read the following teaching scenario and then reflect on the questions that follow and/or discuss your reactions with your group. The recommended readings should help you prepare your responses.

Teaching Scenario

Anne Baxter is planning a six-week long trip to Madrid this summer and is excited about the prospect of gathering authentic documents and realia to use in introducing students in her first and second year Spanish classes to a variety of topics next year. She plans to gather materials that will be useful for most of the themes covered in the textbooks such as food (nutritional charts, restaurant menus), clothing (fashion magazine ads, department store catalogs), education (report cards, semester course schedules), leisure activities (movie schedules, popular music), etc.

Anne has not been quite satisfied with the cultural information provided by her textbook and has sometimes been dismayed by the students' reaction to the information contained there. For example, reading related to the family, time, and work vs. leisure seem to elicit stereotypes such as "Boy are they lazy!" or "What babies! Living at home at that age!" Anne would like to guide learners to make appropriate linguistic and cultural comparisons through the use of some authentic texts. However, she's also not sure how learners will react to documents produced by and for native speakers.

1) Anne plans to use authentic documents to introduce her students to a theme or topic. How will her students be able to understand a target language text if they are not already familiar with the vocabulary and structures used in it? What are some challenges that she and her students might have to deal with?

   Review the pages from Omaggio-Hadley, and then suggest how she might cope with each obstacle you mentioned.

2) Anne is concerned about her students' attitudes toward the target cultures as evidenced by some of the comments they have made after reading the culture notes in the textbook. Share any experiences you have had with your students' over-generalizing or repeating stereotypes.

   How have you tried to help learners uncover target culture perspectives and compare them with those of their own culture? Read some of the suggestions in the articles recommended below about how to help learners tackle authentic texts. Then develop some activities that you could use with your students.

   First choose some authentic written texts appropriate for the level of your students and related to a theme you deal with in class. Next, outline some activities you could develop to help learners not only understand the words, but also to identify and compare the cultural perspectives represented there with those of their own culture.

3) Stereotypes can be inadvertently reinforced not only through the native culture framework or point of reference implicit in information shared with students in textbooks and documents, but also through the choice of target culture representatives to which learners are exposed.

   Brainstorm some of the activities you have previously used to make cultural comparisons in the classroom. Choose one or two of the activities that lend themselves to analysis. Determine the degree to which the view of the target culture presented was actually representative (more or less) of the whole of the culture.

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For example, in a lesson which describes how members of the target culture celebrate a given holiday, think about for which native speakers this description may be true. Do all members of the target culture even celebrate this holiday? What about recent and second or third generation immigrants? Do the rituals described apply to middle and upper income families only? How might the celebration be different for those in lower income brackets? Do traditions vary from region to region or from metropolitan areas to rural? What other factors could affect how someone celebrates (or not) the holiday?

Upon reflection, do you now believe that the activities provided a fair and accurate picture of the target culture, or do you feel that they might actually have contributed to over-generalization on the part of learners? If the latter is the case, what could you do differently the next time students are engaged in the activity?

Recommended Readings

Byrnes, H. (1991). Reflections on the development of cross-cultural communicative competence in the foreign language classroom. In B. F. Freed (Ed.), *Foreign language acquisition research and the classroom* **(pp. 205-218). Lexington, MA: D.C. Heath.** Byrnes seeks to answer "whether, to what extent, and how" instruction in the foreign language classroom can help learners discover underlying cultural presuppositions about the target culture through the use of authentic written texts. The difficulty, of course, is getting past one's own cultural reality—"the interpretive bias of an outsider." Her solution is comparisons, using a "thematically connected mosaic of texts": L1 texts about C1, L1 texts about C2, L2 texts about C1, and concluding with L2 texts about C2.

Galloway, V. (1992). Toward a cultural reading of authentic texts. In H. Byrnes (Ed.), *Languages for a multicultural world in transition* **(pp.87-121). Lincolnwood, IL: National Textbook Company.** In this chapter, Galloway also discusses the problems caused by the imposition of one's own cultural framework on a target culture "text," offering examples of how typical "culture notes" in the textbook may actually increase over-generalizations and stereotyping. She mentions several "coordinates" that should be involved in the selection of authentic texts (e.g., learners' own cultural frame of reference and background in the target language and culture) and suggests pre-reading, reading, and post-reading tasks that can be developed to aid learners in comprehending texts. The appendices are particularly useful as they outline specific activities that fall into each category.

Omaggio Hadley, A. (1993). *Teaching language in context,* **2nd ed. (pp. 195-223) Boston: Heinle and Heinle.** In these pages, the author discusses the processes and skills involved in reading comprehension and recommends a plan for designing reading activities that enable learners to access authentic documents. She discusses the teaching of reading skills and provides sample formats for predicting, gisting, getting the main idea, extracting details, etc.

Siskin, H. J., & Davis, R. L. (1996). Authentic documents revisited: Teaching for cross-cultural understanding. In E. Spinelli (Ed.), *Creating Opportunities for Excellence Through Language* **(pp. 1-18). Lincolnwood, IL: National Textbook Company.** The authors propose a task-based, student-centered, process approach to teaching culture and one that recognizes culture's dynamic nature. Their model also uses authentic documents and includes activities for activating background knowledge, gathering information, formulating and refining hypotheses, and synthesizing what has been learned.