## TESL-527, Cultural Issues in the ESL/EFL Classroom  SU09 --CLASS SCHEDULE

### A. INTRODUCTION

**May 12: What is culture?**

- History of the notion of “culture”
- Terms we need to talk about culture: discourse systems, educational cultures, utilitarian discourse system, literacy, different English teaching environments -- A sociolinguistic definition of “literacy”
- Administrative issues

#### READINGS May 14

- Gee, *Situated Language and Learning, 1: Introduction. 7: Shape-shifting portfolio people, & 8: A final word: the content fetish*
- Garcia, C. “Pragmatics”
- Roberge, *Generation 1.5 Immigrant Students* [in Bb site in Add. Rndgs/Acts.Texts & Textlinks, not e-reserves]

**May 14: Modern View of Culture Bought Home**

- Who are you? (as you participate in academia); what is the new capitalism, how does it affect identities? Who are our learners—how did they get this way? How do we operate and succeed in the information age? How do we similarly prepare our students
- As time, terms for sociolinguistics—emic/etic, ethnography, register, speech acts, etc.,

#### LAST DAY TO INDICATE STUDENT AUDIENCE FOR 1ST PROJECT

#### READINGS May 19

- Faltis, *Language and Literacy Socialization Practices*
- Gee, “Situated Language and Learning: 1. Introduction and 2. A strange fact about not learning to read
- Pransky & Bailey, *To meet your students where they are, first you have to find them AND Preto, A.M. Prepping 1.5 Generation College Students* (Bb, “Add Rdgs/Acts/Texts & Textlinks, not e-reserves”)

**May 19: Why do we need to teach culture with language? [LITERACY I]**

- What are the characteristics of a multicultural classroom? OF A MONOCULTURAL Classroom
- The essence of a multicultural approach to teaching
- Terms for sociolinguistics—emic/etic, ethnography, register, speech acts, paralinguistics,

#### WEDNESDAY, MAY 20TH DISTRIBUTION OF FIRST C.A.P. ASSIGNMENT

#### READINGS May 21

- Scollon and Scollon, Chapter 6

**May 21: Analyzing culture—the discourse systems, affinity spaces, and an 800 lb gorilla**

(If we don’t want to make students “little Americans, can we still establish a discourse system for communication?).

- Components of Discourse Systems—Describing the Target Discourse of TESL-527
- Discourse Systems vs. Affinity Spaces -- Is there any use to the Utilitarian Discourse System Model?

#### Last Day to Check in with me on your choice of Second Project

#### READINGS May 26:

- Scollon, R. & S., chapter 1
- Barna, “Stumbling Blocks in Intercultural Communication
- Stewart and Vaillette “The Whorf Hypothesis”
- Pelo, A. & Pelojoaquin, K., “Why We Banned Legos” (an example activity for the exploration of privilege)
B. LOCATING CULTURAL INFLUENCES ON INTERPERSONAL INTERACTIONS

May 26: Understanding and manipulating stereotypes
Perceptions, Beliefs and Assumptions
--Whorf-Sapir, Obstacles, Stereotype License
--Scollon and Scollon’s two rules of intercultural interaction
● DEADLINE TO CHECK IN WITH INSTRUCTOR ON FIRST PROJECT

READINGS May 28
-- Brady, "Culture Shock; "The Cause of Cultural Fatigue," “Culture Shock and Self-Esteem”,
"Skills for Cultural Adaptation"
--[For NESTs] Snow’s “Adapting to Your Host Culture”
--[for NNNESTs] Megye’s “Dark side of being a non-native” from The Non-Native Teacher”
--Damen Cross-Cultural Considerations in the Classroom (pp. 299-319).
--Ruben, "Human Communication and Cross-cultural Effectiveness”
--Paulston, Biculturalism: Some Reflections and Speculations
--3 texts on Language Ego & Brady, What happens when you forget you’re working across discourses in “Activities and Supplements for different classes in Add.Rdngs/Acts.

May 28 Crossing Cultures
--Culture Shock
--Reverse Culture Shock and Language Ego and the influence of X-Cultural Motivation
--Can you be bicultural (in the same way one can be bilingual)?
--Characteristics of X-Cultural Effectiveness
● DEADLINE FOR 1ST CAP Assignment

C. TOOLS FOR ANALYZING CULTURE (OR DISCOURSE SYSTEMS)

READINGS June 2
--Chen and Starosta "Hall’s Context Model"
--Samovar & Porter, "Context and Communication” pp. 175-177
--Gee, Social Literacies, pp. 197-200 for this week; pp. 201-209 for next week, in “Texts and Textlinks”

June 2: Analyzing culture—conventional methods to examine cultural characteristics
--Value Clarification Activities
--Hi and Low Context Cultures

READINGS June 4
--Scollon & Scollon 2 & 4 (don’t forget Gee, “Social Literacies..” pp. 201-209 assigned from last week)
Grammar of Context and Discourse of Grammar
HOMEWORK June 4: do your own discourse analysis of the 3interpretations of “Alligator River” in Gee, “Social Literacies…” pp. 197-200 (NOT A WRITTEN ASSIGNMENT—Just take some notes)

June 4: Analyzing culture—making sense of the evidence
-- DEADLINE TO TURN IN 1ST PROJECT

READINGS June 9
--Kohl, “The Case of Kim, the Copy Boy”
--Ting-Toomey, “Facework Identity”
--Garcia, “Rules of Politeness”

June 9: Analyzing culture—what is polite behavior to whom? (3)
--Face/Politeness Systems
READINGS June 11
--Gee, Situated Language and Learning: Chapter 3: Language and Identity at Home
--Samovar, Porter and Stefani, “Cultural Influences on Context: The Educational Setting”
--Kohl, H, I Won’t Learn from You: Thoughts on the Role of Assent in Learning
--Jin & Cortazzi, “The Culture the Learner Brings: a Bridge or Barrier (International Orientation)

June 11: Educational Cultures and Classroom Expectations in conflict
  • FRIDAY, JUNE12: DISTRIBUTION OF SECOND C.A.P. ASSIGNMENT

READINGS June 16
--Kramsch, excerpts from Chapter 6 & 7 of “Context & Culture in Language Learning”
--Gee, Social Literacies, pp. 154-181(on e-reserves)

  • LAST DAY TO CHECK IN ON SECOND SUMMER PROJECT

June 16: Classroom Expectations in Conflict (cont) and Creating Classroom Cultures

READINGS June 18
--Gee, Situated Language Learning: Chapter 4: Simulations and bodies

E. TEACHING CULTURE –AND– TEACHING THROUGH CULTURE

June 18: Social Literacies and Discourse Learning/Acquisition

READINGS June 23
“Sustaining Interest/Advancing Learning”)
Peregoy & Boyle, “Classroom Practices for English Language Instruction”
See additional readings under Project Supports/2nd Project Resources/Content Based Instruction Resources on Bb

June 23: Content Based Instruction: Highlighting Language and Literacy—and CALP USE
  • DEADLINE TO TURN IN SECOND C.A.P. ASSIGNMENT

READINGS June 25
--Faltis, “Facilitating Participation in Learning in Small Group Work”
--Situated Language and Learning, 5: Learning and Gaming
--Kinsella, packets (to be distributed in class)

June 25: Scaffolding Language and Literacy
  • DEADLINE FOR SECOND PROJECT SUBMISSION