

Specialized TESOL Methodology: Culture (1 cr.)
Graduate School for Language Sciences
Kanda University of International Studies
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Course Dates and Delivery Method (Saturdays 4 – 8 pm)

April 12, 19, 26, online (Zoom real-time meetings)

60-minute or more individual online quizzes and reading of your peers' materials

Course Description

As culture is closely intertwined with language, we language teachers need to reflect on our cultural selves to determine how to deal with cultural issues critically in language education if we are to help our learners communicate interculturally. In this course, we will focus primarily on invisible culture to discuss perspectives of the culture, examples of and reasons for interculture clashes, and relevant concepts such as stereotyping/essentialization, generalizations, and marginalization. We will also explore our own translingual identities through the theoretical lens of multiculturalism/translanguaging and consider how we can support learners' expression of their emergent linguacultural hybridity. Finally, through arts-based approach to intercultural citizenship, we will discuss the potential for incorporating issues related to equity and diversity into our own classrooms.

Key Course Outcomes

Upon successful completion of this course, participants will:

1. Demonstrate an ability to analyze culture from multiple perspectives (**DP 3, 9**).
2. Raise their critical awareness of the risks involved in the essentialization of culture and marginalization of others (**DP 9**)
3. Develop an awareness of the translingual practice of themselves and their students and of the ways to support linguacultural hybridity and diversity through language education. (**DP 4, 5, 9**).
4. Collaborate and network with other participants within and beyond their immediate teaching environment (**DP 7**).

Note. DP is an abbreviation for Diploma Policy statements. TESOL Program statements (objectives) can be found [here](#). Numbers correspond to the statement(s) emphasized in each course outcome.

Course Website

Go to the course Google Classroom (GC) for readings and assignments.

Course Requirements

Your Responsibilities:

- To attend all class meetings and participate in activities and discussions at all levels.
- To complete required readings before class and engage in reflection on your current teaching practice as well as your identities.
- To complete all assignments outlined below in a timely manner.

- To engage in individual learning activities online: reading quizzes (see below) and learning from your peers' materials independently for at least **one hour**.

Assignments:

- **2 reading quizzes** on Cutshall (2012) and Hofstede (2011) due before the first and second course meetings respectively (to be accessed from the GC)
- **A teaching demonstration focused on a cultural aspect**

The purpose of this assignment is to provide you with an opportunity to design an activity you could implement in your own classroom that has a strong cultural component. It can be a small-scale activity that complement your instruction that may be grammar- or vocabulary-focused. The instructional focus may be on students' home culture (C1), the culture of the target language (C2), or other world cultures (C2). In planning your activity, consider what cultural orientations would be useful for learners to know and understand and think of creative ways to deal with them in a non-essential (non-stereotypical) manner. *It would be best if students will notice the surface manifestation of the culture (e.g., the product), understand the process and perspective, reflect on their own cultural practices, and/or become inspired by cultural or linguistic diversity you introduce them to.* Focus not just on intercultural differences but also intracultural diversity and intercultural similarities to avoid *othering* (marginalization, alienating others).

You will be asked to make a short demonstration of your activity in the last course meeting. (See the guidelines for the details of this assignment.)

- **Materials for teaching culture**

Since much of language instruction relies heavily on materials, this assignment allows you to design some that go with the activity you demonstrate in this course. Before you plan your instruction and materials, think of your goal(s) in your activity that fit(s) with your students' needs in terms of what will your students become able to do (e.g., *Students will be able to demonstrate their understanding of ... Students will be able to describe ... using the careful language of generalizations*). *It would be best if your activity/materials enable students to critically reflect on the cultural aspect being taught, as well as their own identities, (sub)cultural practices, or perspectives.* Also consider whether you may be able to raise their awareness of (and action for) intercultural citizenship and when appropriate, incorporate that into your instructional goals. You can organize your materials in Word, PowerPoint, or other technological platform that serves your purpose. You will be asked to submit your materials within a week of the last course meeting through the GC. (See the guidelines for more detail.)

Assessment

Below is a synopsis of how assignments will be reflected in the final course grade:

Participation (Attendance/participation in class and online)	20%
Assignment A: Reading quizzes	30%
Assignment B: Teaching demonstration	20%
Assignment C: Materials for teaching culture	30%

Evaluation: P/F

Tentative Course Schedule

Date	Topics	Readings/Assignments
4/12	<ul style="list-style-type: none"> ➤ Reflection of our cultural selves ➤ Introduction to the course ➤ Aspects of culture 	Nieto, Cutshall

	<ul style="list-style-type: none"> ➤ Stereotypes, generalizations, othering, and marginalization ➤ Understanding and combatting stereotypes ➤ Explaining intercultural similarities and differences 	(optional: Kumaravadivelu, Murray & McConachy) Complete the reading quiz on the Cutshall reading before class.
4/19	<ul style="list-style-type: none"> ➤ Cultural Dimensions ➤ Pros and cons of Cultural Dimensions ➤ A narrative approach to intercultural communication: case studies ➤ Intercultural citizenship ➤ Arts-based learning of social issues related to equity and diversity 	Hofstede, Seltzer (video) (optional: Kramersch & Uryu) Complete the reading quiz on the Hofstede reading before class.
4/26	<ul style="list-style-type: none"> ➤ Teaching demonstrations ➤ Expected benefits, challenges, and possible solutions ➤ Wrap-up discussion 	Be prepared to give a teaching demonstration. Submit your materials within a week of the last course meeting (by May 3rd).

Required/Optional Course Readings

For course meeting #1

Cutshall, S. (2012). More than a decade of standards: Integrating "cultures" in your language instruction. *The Language Educator*, April 2012, 32-37.

Nieto, S. (2018). Introduction: Language, literacy, and culture: Aha! Moments in personal and sociopolitical understanding. In S. Nieto (Ed.), *Language, culture, and teaching: Critical perspectives* (pp. 1-16). Routledge.

Optional:

Kumaravadivelu, B. (2003). Problematizing Cultural Stereotypes in TESOL. *TESOL Quarterly*, 37(4), 709-719.

Murray, N., & McConachy, T. (2018). "Participation" in the internationalized higher education classroom: An academic staff perspective. *Journal of International and Intercultural Communication*, 11(3), 254-270.

For course meeting #2

Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture*, 2(1). Retrieved from: <https://doi.org/10.9707/2307-0919.1014>

Seltzer, K. (2021). Developing a translingual pedagogy: From theory to practice. TESOL International Association, Applied Linguistics Interest Section 2011 Webinar Series. Retrieved from: <https://www.youtube.com/watch?v=BOwpT8bWIpw> (58 minutes)

Optional:

Kramersch, C., & Uryu, M. (2020). Intercultural contact, hybridity, and third space. In J. Jackson (Ed.), *The Routledge handbook of language and intercultural communication* (2nd ed., pp. 204-218). Routledge.

For course meeting #3

Alexander, M., & Speicher, S. (2023). The use of the reflective personal narrative to mend microaggressions and microinsults of the preservice teacher. In C. L. Cho & J. K. Corkett (Eds.), *Global perspectives on microaggressions in higher education: Understanding and combating covert violence in universities* (pp. 212-228). Oxford: Routledge.

Optional:

Byram, M., and Wagner, M. (2018). Making a difference: Language teaching for intercultural and

international dialogue. *Foreign Language Annals*, 51(1), 140–151.

Other optional resources

Jackson, J. (2020). *The Routledge handbook of language and intercultural communication* (2nd Ed.).
Routledge.

Sharifian, F. (Ed.) (2015). *The Routledge handbook of language and culture*. Routledge.

Byram, M. (2020). *Teaching and assessing intercultural communicative competence: Revisited*. Channel
View Publications.

Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press.

Kramsch, C. (2021). *Language as symbolic power*. Cambridge University Press.