



SCHOOL LINGUISTICS AND APPLIED LANGUAGE STUDIES MA PROGRAMME

LALS 519-2010-T1 CULTURAL LEARNING AND LANGUAGE TEACHING

TRIMESTER 1 2010 (1 March to 4 July 2010)
Teaching dates for this course: 22 February to 5 March 2010

Withdrawal dates

Withdrawal with refund 26 February 2010; withdrawal with Associate Dean's approval 3 March 2010 (no refund). Information on withdrawals and refunds may be found at <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Names and contact details

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Class times and locations

22 Feb - 5 March 2010 4.10 - 6pm, Monday – Friday 24 Kelburn Parade, room 201

Course delivery

The course is available at <http://blackboard.vuw.ac.nz>. Blackboard is Victoria's online teaching and learning system. Further information about Blackboard is available on the School Frequently Asked Questions webpage.

Communication of additional information

Additional information about this course and information about any changes will be announced in on-campus classes and posted on the course website in Blackboard.

Aims

The course aims to assist course members develop intercultural and language teaching competencies. Participants acquire declarative and procedural as well as situated cultural and linguistic knowledge in planning, delivering and evaluating culturally responsive language teaching classes as well as diagnosing the learners' needs in diverse classrooms. As the class is based on the paradigm "Know thyself and understand others" knowledge construction on these processes are with respect to the own self as well as the other. The course offers room to discuss and implement an approach that takes account of multilingualism, multiculturalism and multi-perspectives as outlined in "Human GPS" (Finkbeiner, 2009).

Course content

Sessions	Topic	Activity	Required reading ¹	Related reading
WEEK 1 (22-26 February)				
1. Monday 22 Feb	General Introduction, syllabus, requirements, bibliography. Presentation of the ABC's model: basics, introduction, autobiography	<i>Locating oneself: North-South-West-East</i> <i>Mini ABC's</i>	- Schmidt (1999): - *Schmidt & Finkbeiner (2006), Chpt 1.	
2. Tuesday 23 Feb	Socio-Cultural theory and the self Writing the language learning autobiography	<i>Modelling: writing the autobiography</i> <i>Activities:</i> <i>-Focus on the Self</i> <i>-4 words about Yourself</i>	-Gutierrez, Morales & Martinez (2009)	- Newton (2009) - Finkbeiner (2008)
3. Wed. 24 Feb	What is culture? Introduction of culture - Iceberg model - 3 rd Space - Human GPS	<i>Culture and Art</i> <i>Iceberg Activity</i>	- Finkbeiner (2009):Human GPS -*Finkbeiner (2006):Chpt 2, pp 19-29 (3 rd Space)	-Finkbeiner & Koplín (2002) -Weaver (1993): only the iceberg model
4. Thursday 25 Feb	Preparing the Interview Biography: <i>Conducting the interview process-</i> interviewing techniques. <i>Construction of self and other</i>	<i>Conducting the interview with another class member</i> <i>A Piece of Culture</i>	- *Pattnaik (2006)	- Kramersch (1998) <i>Between Self and Other</i>

¹ For details of references see pp 7-8 below.

5. Friday 26 Feb	Dimensions of culture: -Power distance index -Individualism vs. collectivism -Masculine vs. feminine view	<i>Jigsaw Puzzle</i> <i>Poverty Game</i>	1 of the following 3 Chpts: - Hofstede(1997), Chpts 2,3,4	- Hofstede (1997), Chpt 1
WEEK2 (1-5 March)				
6. Monday 1 March	Culture shock + acculturation	<i>Culture Puzzle</i>	- Hofstede (1997), Chpt 9	- Weaver (1993), Chpt 5
7. Tuesday 2 March	From the Interview to the Biography	<i>Developing culturally responsive ideas (i): Focus on: language and dialects</i>	- *Osetek (2006)	- *Finkbeiner & Knierim (2006)
8. Wed. 3 March	Self-perception – perception of the other Preparing Step C1 and C2: Cross Cultural Comparison and Analysis of Similarities and Differences	<i>Developing culturally responsive ideas (ii): Focus on the representation of the world (peters map)</i>	- *Leftwich & Madden (2006)	- Kramsch (1998)
9. Thursday 4 March	Language and Cultural Awareness	<i>Developing culturally responsive ideas (iii)</i> <i>Bring a picture book to class</i>	- *Finkbeiner & Fehling (2006)	
10. Friday 5 March	Nonverbal communication	<i>Body languages across cultures</i> <i>Developing culturally Responsive ideas (iv)</i>	- Samovar, Porter & Stefani (1998), Chpt 6	- *Izzo & Schmidt (2006)

Further Reading: *Wilden (2006)

Learning objectives

Students passing the course should be able to

1. Be familiar with the scholarship in the area of intercultural language teaching and learning, and intercultural communicative competence
2. Define and learn about different constructs of culture, critically analyse them and find examples for the different dimensions of culture, which will be situated in the participants' particular field of professional interest (school, workplace).
3. Have a deeper understanding for the importance of identity, perception of the self and other, third space, culture shock, nonverbal communication, language awareness and cultural awareness as well as international business communication and analyse texts accordingly.
4. Understand the ways in which language, school curriculum, and school culture can disempower children and families who are new to a country or who belong to a minority.

5. Write an own language learning autobiography, learn how to interview someone who is different with respect to ethnicity, race, religion, language, nation or power, learn how to write a biography and undertake deep-level cross-cultural analyses
6. Become aware of the role of multi-perspectives, multiculturalism and multilingualism
7. Be familiar with strategies for culturally responsive language teaching and for effective intercultural communication.
8. Design and select culturally responsive ideas to meet particular language learning goals in a cultural framework'
9. Understand the theoretical importance of socio-cultural theory with respect to cultural studies, applied linguistics and for language pedagogy

Expected workload

This course is taught intensively over a two-week period.

You are expected to prepare for the course by doing the required background reading. In order to make satisfactory progress in this course you should expect to devote a total of 120 hours to it. This includes attendance at classes, background reading, and work on assignments.

Readings

1. Set text: Schmidt, Patricia Ruggiano & Finkbeiner, Claudia (Hrsg.). (2006). *The ABC's of Cultural Understanding and Communication: National and International Adaptations*. Greenwich, CT: Information Age Publishing.

Postgraduate textbooks and student notes are available from Vicbooks on the top floor of in the Student Union Building, Kelburn Campus. Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available. Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

2. Recommended Pre-reading: See the LALS 519 Blackboard site for details

3. Other required reading: In addition to the set text, additional readings for each session will be made available through blackboard as electronic downloadable copies of readings (or links to download sources) for each session. These will not be available in a pre-printed book of readings.

Assessment requirements

The course will be assessed through the following three assignments which together make up a three part portfolio: (1) a language learning autobiography; (2) a language learning biography; and (3) a cross cultural comparison including analysis of cultural similarities and differences. The cross cultural comparison will involve metacognitive reflections and reference to relevant literature as well as the development of culturally responsive ideas for the classroom/workplace.

Components		Objectives met	Value	Word limit	Due date
Assignment 1 (Step A)	Language learning autobiography	2,4	15%	1000 words	Monday 8 March
Assignment 2 (Step B)	Language learning biography of an interviewee	2,4	20%	1000 words	Thursday 1 April
Assignment 3 (Step C)	Cross Cultural Comparison	1,2, 3,4, 5,6	65%	3000 words	Friday 28 May 2010

Assignment 1: Step A: Writing a Learner Autobiography about Yourself

List and describe memories, starting with your earliest, as they relate to learning, literacy development, and language learning – inside and outside of school. Include earliest memories with respect to books read to you or read by you, stories told to you etc. Write down successes and defeats and difficulties you met and overcame. Write about role models you have had, important incidents you remembers, places you identify with a learning success. Only write down what you feel comfortable with and want to share with your instructor.

Assignment 2: Step B: Interviewing different and Writing a Learner Biography about him or her:

- a. Find someone different from you with respect to ethnicity, culture, language and/or nationality who is willing to be interviewed. Ask them to sign a letter of consent that the data can be used in a anonymous form for teaching and research.
- b. Interview this person with regard to his/her memories, starting with the earliest, as they relate to learning, literacy development, and language learning – inside and outside of school. You will probably need to meet three times in order to follow up with clarification questions and to validate your biography with the interviewee. Record the interview.
- c. Write a learner biography about him/her. To conclude Step B of the Learner ABC's, review (check) the biography which you wrote about your partner with your partner which means you validate the biography with the partner. Do you present your partner's "story" as a language learner in an appropriate way? Are there any misrepresentations or inaccuracies? Also, are there any additional points that would be important or interesting to add? Revise the biography accordingly.

Assignment 3: Step C: Comparing Learner Biographies

To start the "C" (comparison) you need the following "documents": a) your own autobiography, b) the biography you wrote about your partner. The actual comparison involves the following:

C1: Compare your own autobiography with the biography you wrote about your partner and write down a list of similarities and differences; c) Insert them into a Cultural Venn Diagram or Iceberg. Do

you see any interesting similarities in your partner's and your own life story as a language learner? For example, are there similar experiences, events, or learning processes that were/are important in your lives? In what respect, precisely, are these "similar" experiences really similar, or how do they maybe differ after all? On the other hand, are there any striking events or experiences ("critical incidents") in your partner's life story as a language learner that would be unlikely to be part of your own life story as a language learner? Or, are there any striking events, experiences, or learning processes in your partner's life that, in all likelihood, would have a different meaning, relevance or impact in your own life as a language learner? Do you see any connection to learner-specific behaviours, values, and beliefs?

C2: Drawing on course readings and other relevant literature, consider (i) how your findings from C1 relate to literature in the field of intercultural language learning/competence and/or (ii) how the literature helped you analyse the data

C3: Drawing on insights gained from steps A, B and C, discuss the intercultural opportunities and challenges, and options for addressing these challenges in a learning and teaching/workplace context that you are familiar with.

For this third assignment you will be expected to draw on theoretical material from the course and to apply deep level analyses. Weaver's iceberg model and Human GPS (Finkbeiner, 2009) will guide you. Detailed instruction for this step will be given in class.

Relationship between assessment and course objectives

The assignment provides an opportunity to understand the most important constructs of culture and language learning, evaluate research, plan culturally responsive teaching lessons, carry out a small scale research project using interview method. The assignments assess the practical application of ideas and comprehension of the set texts and set readings. Furthermore, research tools such as pre- and post culture-survey as well as pre- and post cultural polarity profiles will be used to see probable effects of the course.

Submitting Assessments

The assignments should be submitted as e-mail attachments. Please submit each one as a single document in WORD format, and e-mail them to cfink@uni-kassel.de.

Penalties

Please take careful note of the length requirement for each assignment. If an assignment excessively exceeds the word limit, only the first part of the assignment, from the beginning up to the word limit, may be considered for assessment purposes. It is important both academically and professionally that you be able to explain your ideas concisely and coherently.

There is no formal penalty for missing the deadline for submitting the assignments, but you must get permission in advance if you find that you have to hand work in late. *Lecturers reserve the right not to accept an assignment that is submitted after the deadline without prior permission.*

Mandatory course requirements

To meet Mandatory Course Requirements, each course member is required to do the following work:

- complete all assessment requirements
- attend all classes

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

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