

## **Specialized TESOL Methodologies: Culture**

Kanda University

July 15-23, 2017

Instructor: Dwight Atkinson

**1. Course aims & objectives:** This course has three aims: 1) To *present & practice* methods of teaching culture in TESOL; 2) To *model* the teaching of culture in TESOL; 3) To learn how to teach culture in TESOL through "gamification"--*designing & implementing gamelike educational activities*.

## **2. Course schedule**

### **Day 1**

*Hour 1* - Cross-cultural simulation: "The Reception"

*Hour 2* - Debriefing on simulation; class introduction & gamification

*Hour 3* - Break; Introduce norms of academic discussion; group discussion practice

*Hour 4* - Discussion question: How was culture represented in the simulation? What is "cultural" about the norms for group discussion? Mini/interactive lecture: What is culture? National culture, human culture, big culture, small culture

*Homework assignment:* Make two virtual boxes representing your experience: Culture box & identity box. Be prepared to present your culture box in groups.

### **Day 2**

*Hour 1* - Culture box: Show in small groups and ask for others' interpretations; then give your own interpretation; make an American (or British, etc.) culture box in groups

*Hour 2* - Mini/interactive lecture: Designing cultural activities

*Hour 3* - Language & Feelings: Design culture game in groups with materials given: "Feelings/Les Sentiments"

*Hour 4* - Present/teach your game in cross-groups; Mini/interactive lecture: Language & Culture

*Homework assignment:* Read & prepare to summarize your assigned reading (see p. 2 for list)

### **Day 3**

*Hour 1* - Homework presentation in debate team groups; debate planning: Topic: "Cultures are disappearing as globalization is increasing."

*Hour 2* - Debate; mini/interactive lecture: Pop culture as teaching tool

*Hour 3* - Design a pop-culture activity/game in groups

*Hour 4* - Present your activity in cross-groups; class wrap-up: What have you learned?

### 3. Course reading list (Additional resources to be provided on first day of classes)

- Adamo, G. (2005). Globalism, terrorism, and the English language in Nigeria. *English Today*, 21, 21-26.
- Atkinson, D. (2016). Second language writing and culture. R. Manchon & P. Matsuda (Eds.), *Handbook of Second & Foreign Language Writing* (pp. 545-566). Berlin: DeGruyter-Mouton.
- Atkinson, D., & Sohn, J. (2013). Culture from the bottom up. *TESOL Quarterly*, 47, 669-693.
- Blais, C., et al. (2008). Culture shapes how we look at faces. *PLoS ONE*, 3, e3022.
- Chua, A. (2011). Why Chinese mothers are superior. Wall Street Journal online. <http://online.wsj.com/article/SB10001424052748704111504576059713528698754.html>
- Corbett, J. (2003). Developing visual literacy. Ch. 7 of *An intercultural approach to English language teaching*. Clevedon, England: Multilingual Matters.
- Cortazzi, M., & Jin, L. (1996). Cultures of learning: Language classrooms in China. In H. Coleman (Ed.), *Society and the language classroom* (pp. 169-206). Cambridge: Cambridge University Press.
- Flores, J. (2015). Using gamification to enhance second language learning. *Digital Education Review*, 27, June, <http://greav.ub.edu/der/>
- Huang, W., & Soman, D. (2013). *A practitioner's guide to gamification in education*. Research Report Series: Behavioural Economics in Action, Toronto: University of Toronto Rotman School of Management.
- Holliday, A. (1999). Small cultures. *Applied Linguistics*, 20, 237-264.
- Holliday, A. (1994). Student groups. Chapter 4 of *Appropriate methodology and social context* (pp. 54-68). Cambridge: Cambridge University Press.
- Holliday, A. (2005). Culturist perceptions of 'us' and 'them.' Ch. 2 of *The struggle to teach English as an international language* (pp. 17-37). Cambridge: Cambridge University Press.
- Kaplan, R. B. (1966). Cultural thought patterns in intercultural education. *Language Learning*, 16, 1-20.
- Kubota, R. (1999). Japanese culture constructed by discourses: Implications for applied linguistics research and ELT. *TESOL Quarterly*, 33, 9-35.
- Lessard-Clouston, M. (2016). Twenty years of culture learning & teaching research: A survey with highlights & directions. *NECTFL Review*, 77, 53-89.
- Limerick, P. N. (1997). The startling ability of culture to bring critical inquiry to a halt. *Chronicle of Higher Education*, October 24, A76.
- Markus, H., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224-253.

- Mathews, G. (2000). What in the world is Japanese? Ch. 2 of *Global culture/individual identity: Searching for home in the cultural supermarket* (pp. 30-75).
- Nelson, G. (1998). Intercultural communication and related courses taught in TESOL Master's degree programs. *International Journal of Intercultural Relations*, 22, 17-33.
- Osaki, T. (2017). Japanese interpreters struggle to make sense of 'Trumpese,' *Japan Times*, Feb. 17.
- Pratt, M. L. (1991). Arts of the contact zone. *Profession*, 91, 33-40.
- Shamim, F. (1996). In and out of the action zone: location as a feature of interaction in large classes in Pakistan. K. Bailey & D. Nunan (Eds.), *Voices from the language classroom* (pp. 123-144). Cambridge: Cambridge University Press.
- Shen, F. (1989). The classroom and the wider culture: Identity as a key to learning composition. *College Composition & Communication*, 40, 459-466.
- Spack, R. (1997). The rhetorical construction of multilingual students. *TESOL Quarterly*, 31, 764-775.
- Tobin, J., Hsueh, Y., & Karasawa, M. (2009). Japan: Return to Komatsudani. Ch. 3 of *Preschool in three cultures revisited: Japan, China, and the United States* (pp. 95-156). Chicago: University of Chicago Press.
- Zamel, V. (1997). Toward a model of transculturation. *TESOL Quarterly*, 31, 341-352.

**4. Course assignments & grading** (This course is graded on a pass/fail basis):

- Culture box assignment: 33%
- Assigned reading presentation: 33%
- Classroom participation: 33%
- Omake: 1%

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