

## Culture Teaching & Learning

Linguistics 6900

Fall 2013

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**Office hours:** Mondays 8:30 – 9:30 AM

Thursdays 2-3 PM

or by appointment.

### **Course goals**

Many people today want to learn another language for the primary purpose of being able to communicate in spoken and written form. Therefore, communicative competence has become an important goal in second/foreign language (L2/FL) teaching. According to Celce-Murcia (2005), communicative competence includes not just linguistic competence (vocabulary and grammar), but also sociocultural competence, discourse competence, and interactional competence. Describing an L2/FL learner who knows grammar and vocabulary but does not know how to use the target language appropriately, Bennett (1993) uses the term “fluent fool”. If communicative competence in spoken and written language is the goal in the L2/FL classroom, L2/FL teachers must

1. learn the importance of sociocultural dimensions of language use, and
2. incorporate this understanding in designing lessons that help language learners acquire sociocultural aspects of communicative competence.

### **Course objectives**

In this course, focused on pragmatics as the intersection of language and culture, students will develop

1. their understanding of the field of pragmatics in SLA, and
2. their practical skills in teaching pragmatics in the L2/FL classroom.

### **Materials**

Two texts have been selected for use in this course:

LoCastro, V. (2012) *Pragmatics for language educators: A sociolinguistic perspective*. New York, NY: Routledge.

Tatsuki & Houck (Eds.) (2010). *Pragmatics: Teaching speech acts*. Alexandria, VA: TESOL.

Additional readings will be made available electronically.

### **Languages**

The lingua franca of our classroom is English. All the readings are in English, and all assignments are to be written in English, except for sections containing examples of materials/activities to be used in a classroom where the TL is another language. Whether English is your native or a second language, it is required that you have at least one highly-fluent speaker of English read over your work carefully to check for orthographic, grammar, logic, and stylistic errors. Papers that have obviously not been edited will not be accepted.

## **Requirements & Expectations**

Attendance and participation are factored into a student's final grade. In plain English, this means: Come to class each time, and be prepared to discuss the assigned book chapters and journal articles by reading them, and having questions and comments ready in note form (i.e., written down). Devote your full attention to class when we are together; act alert and awake. Do not pull out your cell phone for any reason during class. If you open a laptop or tablet in class, it can be used only for taking notes or accessing course readings. No facebook, chat, email, etc., please. Don't arrive late or leave early. One absence is allowed; after the first absence, a student's final grade will decrease by a third of a letter grade for each absence. *Note: Just because you've told the instructor you'll be absent does not mean your absence has been excused. Only extreme circumstances will excuse your absence. You must make your graduate work your priority.*

### Participation & Short Quizzes

The best way to learn is to become involved. Active class participation is therefore expected of each student, each class period. To help students stay motivated to keep up with required class readings, occasional quizzes will be given. Participation and quizzes together constitute 10 % of the final grade.

### Article Presentation

On Sep 23 and Oct 14, students will present the main points of a recent journal article of their choice. The journal article must be on the topic for that day and include data from a study done on L2/FL learners. The journal article must be approved two weeks ahead of time by the instructor, who will then send out to the rest of the class the link to the article. The presentation constitutes 20 % of the final grade.

### Lesson Plan Sharing

On Dec 2, students will share the goals, objectives, and basic outline of lesson plans they have developed to teach a particular aspect of pragmatics in the target language of their choice. This sharing constitutes 10 % of the final grade.

### Written assignments:

Students will compose two written products for this course:

A **research paper** focused on what is known about the teaching & learning of a particular aspect of L2/FL pragmatics. This can become part of the student's MSLT portfolio. Outline due Oct 6; first complete draft is due Nov 4; second draft due Nov 18; final draft due Dec 9. Details regarding expectations will be distributed ahead of time. The paper may be written alone or in pairs. It constitutes 30 % of the final grade.

A **set of lesson plans** for the teaching of a particular aspect of L2/FL pragmatics. This can become part of the student's professional Teaching Portfolio. Lesson plans are due Nov 25. Details regarding expectations will be distributed ahead of time. The lesson plans constitute 30 % of the final grade.

Written work is expected to follow to the standards of academic prose and adhere to the APA Manual's rules for citing and referencing. When any term, idea, graph, or concept did not originate in the student's own head, proper citing and referencing are required. This also goes for lesson plan materials that were not originally designed and developed by the student. *Avoid plagiarism!* It is the student's responsibility to know the definition of academic integrity and the consequences of committing an act of academic dishonesty (even inadvertently). See the USU General Catalog: <http://catalog.usu.edu/content.php?catoid=3&navoid=265>

## Components of Course Grade

Participation & Quizzes	10 %
Article Presentation	20 %
Research Paper	30 %
Lesson Plans	30 %
Lesson Plan Sharing	10 %

## Schedule

Date	Topic	What to read before class this day. Assignments due this day.
Tuesday Aug 27	Intro & Basics	Tatsuki & Houck Ch 2 LoCastro Ch 1
Monday Sept 2	<b>No Class – Labor Day</b>	
Monday Sept 9	Principles of Pragmatic Meaning	Tatsuki & Houck Ch 3 & 4 LoCastro Ch 2
Monday Sept 16	Foundations of Sociolinguistics	Tatsuki & Houck Ch 5 & 6 LoCastro Ch 3
Monday Sept 23	Research on L2 Requests	Student presentations of selected journal articles Presenter _____ Presenter _____ Presenter _____
Monday Sept 30	Cross-Cultural Pragmatics; Advice and opinion in L2	LoCastro Ch 4 Tatsuki & Houck Ch 7, 8, & 9
Monday Oct 7	No class – instructor at conference	<b>Outline of Research Paper due: Submit as email attachment by 11:59 PM, Sun Oct 6</b>
Monday Oct 14	Research on giving advice or opinion in L2	Student presentations of selected journal articles Presenter _____ Presenter _____ Presenter _____
Monday Oct 21	Culture-learning activities for language classrooms	DeCapua, A., & Wintergerst, A.C. (2004). Pragmatics and communication. In <i>Crossing cultures in the language classroom</i> (pp. 238-287). Ann Arbor, MI: University of Michigan Press.
Monday Oct 28	Interlanguage Pragmatics	LoCastro Ch 5
Monday Nov 4	Refusals in L2; Politeness	<b>First Draft Research Paper due.</b> Bring two copies for peers, one copy for instructor. Tatsuki & Houck Ch 12 & 13 LoCastro Ch 6

Monday Nov 11	Interactional Construction of Identity	LoCastro Ch 7 Peer Feedback on First Draft Research Paper
Monday Nov 18	Institutional Talk	<b>Second Draft Research Paper due.</b> Bring two copies for peers, one copy for instructor. LoCastro Ch 8
Monday Nov 25	Classroom Pragmatic Development and Assessment	<b>Lesson Plans due</b> at beginning of class. LoCastro Ch 10 Tatsuki & Houck Ch 14
Monday Dec 2	Sharing Lesson Plan ideas	Each student shares goals, objectives, and basic outline of lesson plans submitted.
Dec 9	Finals week (no class)	<b>Final Draft Research Paper due:</b> noon on Mon Dec 9