

## **Culture Teaching & Learning**

Linguistics 6900, Spring 2017  
Instructor: Dr. Karin deJonge-Kannan

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Office hours: Tu 12:30 – 1:30  
Th 1:00 – 2:00 PM  
or by appointment.

### **Course goals**

Many people today want to learn a second or foreign language for the purpose of being able to communicate in spoken and written form. This involves more than learning grammar and vocabulary. L2/FL learners who know grammar and vocabulary but do not know how to use the target language appropriately have been described by Bennett (1993) as “fluent fools”. No language learner wants to be perceived as foolish, rude, or unintelligent. 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. 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 cultural dimensions of language use, and
2. incorporate this understanding in their lessons so that language learners can acquire cultural 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.

### **IDEA CENTER STUDENT EVALUATION – LEARNING OBJECTIVES**

For the purpose of student evaluations, USU uses the IDEA Center. From this Center’s set of student learning objectives, the following are essential or important for LING 6900:

- Gaining factual knowledge (terminology, methods, trends)
- Learning fundamental principles, generalizations or theories
- Developing specific skills, competences, and points of view needed by professionals in the field
- Developing skill in oral and/or written expression

You will accomplish these objectives by participating in class and completing the assignments developed for this class, i.e., reading the assigned chapters, submitting reading responses on a weekly basis, making a presentation on a research article, presenting your own research ideas and proposal to the class, creating lesson plans, writing a literature review, developing a research proposal, and improving your drafts according to peer and instructor feedback.

### **Textbooks:**

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 first, second, or n<sup>th</sup> language, ***it is required that you have at least one highly-fluent speaker of English read over your major assignments (i.e., the research paper and the lesson plans) 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 your 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 attentively and completing the reading response assignment for the day. 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, your 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.*

#### Reading Response

The best way to learn from reading is through engagement and reflection. A reading response is assigned for each class period to help students keep up with required class readings and reflection. Reading responses constitute 15% of the final grade.

#### Class Participation

Active class participation, signaling engagement and involvement, is expected of each student, each class period. Class participation counts for 15% of the final grade.

#### Article Presentation

On **Feb 6, 21, 27, and Mar 13**, 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 10% of the final grade. Students are expected to **engage** their classmates in a meaningful discussion of the article and its implications – not just summarize the key points.

### Lesson Plan Sharing

On **Apr 24**, 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 5% of the final grade.

### Written assignments:

Students will compose two major products for this course:

1. 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 **Feb 21**; first complete draft is due **Mar 27**; second draft due **Apr 21**; final draft due **May 1**. 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.
2. A **set of lesson plans** for the teaching of a particular aspect of L2/FL pragmatics. These lesson plans can become part of the student's professional Teaching Portfolio. Lesson plans are due **Apr 17**. Details regarding expectations will be distributed ahead of time. The lesson plans constitute 25% of the final grade.

Written work is expected to follow to the standards of American English 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. It is fine to borrow from other sources, as long as writers acknowledge faithfully where they got what they borrowed. *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**

Reading Responses	15 %
Class Participation	15 %
Article Presentation	10 %
Research Paper	30 %
Lesson Plans	25 %
Lesson Plan Sharing	5 %

### **Schedule**

Date	Topic	What to read before class this day. Assignments due this day.
Monday Jan 9	Intro & Basics	Read: Tatsuki & Houck Ch 2 Read: LoCastro Ch 1 Participate in activities during class
Monday Jan 16	<b>No Class – MLK Day</b>	Response #1 due in Canvas by 11:59 PM

Monday Jan 23	Principles of Pragmatic Meaning	Read: Tatsuki & Houck Ch 3 & 4 Read: LoCastro Ch 2 Reading response #2 due in Canvas by 11:59 PM previous day. Participate in activities during class
Monday Jan 30	Foundations of Sociolinguistics	Read: Tatsuki & Houck Ch 5 & 6 Read: LoCastro Ch 3 Reading response #3 due in Canvas by 11:59 PM previous day. Participate in activities during class
Monday Feb 6	Research on L2 Requests	Read: Vellenga (2004) Student presentations of selected journal articles Presenter _____ Presenter _____ Presenter _____ Presenter _____ Reading response #4 due in Canvas by 11:59 PM previous day. Participate in activities during class.
Monday Feb 13	Cross-Cultural Pragmatics; Advice and opinion in L2	Read: LoCastro Ch 4 Read: Tatsuki & Houck Ch 7, 8, & 9 Reading response #5 due in Canvas by 11:59 PM previous day. Participate in activities during class.
Monday Feb 20	<b>No Class – Presidents’ Day ... but see tomorrow:</b>	
Tuesday Feb 21	<b>USU pretends today is Monday</b> Research on giving advice or opinion in L2	<b>Outline of Research Paper due in Canvas by 4:30 PM, Tues Feb 21</b> Student presentations of selected journal articles Presenter _____ Presenter _____ Presenter _____ Reading response #6 due in Canvas by 11:59 PM previous day. Participate in activities during class.
Monday Feb 27	Pragmatics in L2 writing; Genre expectations	Read: Hinkel, E. (2011). What research on L2 writing tells us and what it doesn’t. In <i>Handbook of research in second language teaching</i> Student presentations of selected journal articles Presenter _____ Presenter _____ Presenter _____ Reading response #7 due in Canvas by 11:59 PM previous day. Participate in activities during class.
Mar 4-12	<b>USU Spring Break</b>	

Monday Mar 13	Culture-learning activities for language classrooms	<p>Read: DeCapua, A., &amp; 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.</p> <p>Student presentations of selected journal articles  Presenter _____  Presenter _____  Presenter _____  Presenter _____</p> <p>Reading response #8 due in Canvas by 11:59 PM previous day.  Participate in activities during class</p>
Monday Mar 20	Interlanguage Pragmatics	<p>Read: LoCastro Ch 5. Bring an ordinary object from daily life in your culture.</p> <p>Reading response #9 due in Canvas by 11:59 PM previous day.  Participate in activities during class</p>
Monday Mar 27	Refusals in L2; Politeness	<p><b>First Draft Research Paper due.</b> Bring <u>printed copies</u> for two peers; submit e-copy for instructor in Canvas by 4 PM.</p> <p>Read: Tatsuki &amp; Houck Ch 12 &amp; 13  Read: LoCastro Ch 6</p> <p>Reading response #10 due by 11:59 PM previous day.  Participate in peer review during class</p>
Monday Apr 3	Interactional Construction of Identity	<p>Read: LoCastro Ch 7</p> <p>Reading response #11 due by 11:59 PM previous day.  Bring your written feedback (scribbled in the margins is fine) on your peers' First Draft of their Research Paper. Talk to peers about your paper and theirs</p>
Monday Apr 10	Institutional Talk	<p><b>Second Draft Research Paper due.</b> Bring copies for two peers; submit e-copy for instructor in Canvas by 4 PM.</p> <p>Read: LoCastro Ch 8</p> <p>Reading response #12 due by 11:59 PM previous day.  Participate in activities during class</p>
Monday Apr 17	Classroom Pragmatic Development and Assessment	<p><b>Lesson Plans due</b> in Canvas at 4 PM.</p> <p>Read: LoCastro Ch 10  Read: Tatsuki &amp; Houck Ch 14</p>
Monday Apr 24	Sharing Lesson Plans	<p>Each student summarizes orally in 10 minutes the lesson plans submitted: need, goals, objectives, basic flow of activities, and assessment.</p>
May 1-5	Finals week (no class)	<p><b>Final Draft Research Paper due</b> at 3:30 PM on Monday May 1</p>