



Teaching Culture

Textbook: **Teaching Culture – *Perspectives in Practice***

HEINLE – HEINLE
THOMSON LEARNING

25 Thomson Place, Boston, Mass., 022 10, U.S.A.

Patrick R. Moran

© 2001

- Professor: ***Cameron Wood***, M.Ed.
- Office tel.: 820-5396 / Email: global@cau.ac.kr
profcmwood@gmail.com
- Web Site: www.caupublishing.net

Teaching Culture: Syllabus 2009-01

This course, shall use as its blueprint, the work of [Patrick R. Moran](#) from The School of International Learning. His text, [Teaching Culture: Perspectives in Practice](#), is by no means seminal; however, his pragmatic approach to cultural analysis, cultural learning, and the teaching of culture, nevertheless provides us with a compelling and graphic model by which we can address our particular needs within the language classroom. As foreign language teachers, it is imperative that we instruct beyond the 'rules of a language' by attending to the culture of a language, and conversely, the language of a culture.

Moran's textbook enables us to do so with its compartmentalized perspective that highlights the various associated aspects of culture. Over the course of the semester, we shall explore each of these interrelated aspects of culture, yet not only in general terms, but also as they relate to English language learning/instruction, and in our specific context, as they relate to Korea. The compartmentalized perspectives to which Moran refers are as follows:

- ▶ Cultural Products
- ▶ Cultural Practices
- ▶ Cultural Perspectives
- ▶ Cultural Communities
- ▶ Cultural Persons

Prior to investigating these dimensions of culture, as identified by Moran, we will first address the various definitions of culture, discuss what it means to experience culture, and undertake at least a cursory overview of language and culture.

- ▶ The Cultural Experience
- ▶ Defining Culture
- ▶ Language and Culture

As educators, it is essential that we not only clearly define learning outcomes, but also map the way(s) to achieve those outcomes. In this particular course, Teaching Culture, we will assess the cultural learning process as identified by such scholars as, M. Bennett, R. Hanvey, H.D. Brown, Y.Y.Kim, R.M. Paige, and T. Gochenour and A. Janeway. However, we shall explore in more pragmatic terms, these learning processes and outcomes as they relate to our English language students in the Korean context.

- ▶ The Culture Learning Process
- ▶ Culture Learning Outcomes

Arriving at the end of the semester, it is in our best interests to not merely have an academic grasp of our course-work, but to also construct a paradigm through which we can take a practical approach in the teaching of language and culture in the Korean context. As such, our course will evolve from generalities as defined by Moran, et al, to an assimilation of these underlying principles and their practical application in the Korean language classroom.

- ▶ Teaching Culture

Chapter 1: Introduction to Teaching Culture

Class 1

This chapter discusses the role of culture in language teaching and also provides the reader with a good overview of the various perspectives on culture ranging from Brown, and Banks to Hall and Halverston.

Chapter 2: The Cultural Experience

Class 2

In the words of Moran, “...*The cultural experience consists of the cultural content, the activities in which students engage this content, the outcomes that are intended or achieved, the learning context, and the nature of the relationship the teacher develops with students. Another way of putting this is that the cultural experience consists of context and process (Crawford-Lange). Learners encounter another way of life. The way of life is content, and the learners’ encounters are the process, the kinds of activities they undertake and the outcomes they achieve.*”

Chapter 3: Defining Culture

Class 3

It is in this chapter that Moran expands on the National Standards in Foreign Language Education Project (1996) and provides us with his comprehensive schematic of culture as the inter-related dimensions of *cultural products, practices, persons, perspectives, and communities.*

Chapter 4: Language and Culture

Class 4

Moran states rather succinctly, “...*Language is a product of a culture, as any other, but it also plays a distinct role. Members of the culture have created the language to carry out all of their cultural practices, to identify and organize all their cultural products, and to name the underlying cultural perspectives in all of the various communities that comprise their culture. The words of the language, its expressions, structures, sounds, and script reflect the culture just, just as the cultural products and practices reflect the language. Language, therefore, is a window to the culture.*”

Chapter 5: Cultural Products

Class 5

From the original schematic of culture, Moran illustrates a further dimension encompassed within the broader aspect of products and this includes the *institutions, places, artifacts, and art forms* of a culture.

Chapter 6: Cultural Practices

Class 6

From the original schematic of culture, Moran illustrates a further dimension encompassed within the broader aspect of practices and this includes the *operations, acts, scenarios, and lives* of a culture.

Chapter 7: Cultural Perspectives

Class 7

From the original schematic of culture, Moran illustrates a further dimension encompassed within the broader aspect of perspectives and this includes the *perceptions, beliefs, values, and attitudes* of a culture.

Class 8: Midterm Exam

Chapter 8: Cultural Communities

Class 9

From the original schematic of culture, Moran illustrates a further dimension encompassed within the broader aspect of communities and this includes the *national, coexistent, and relationships* of a culture.

Chapter 9: Cultural Persons

Class 10

From the original schematic of culture, Moran illustrates a further dimension encompassed within the broader aspect of persons and this includes *identity, and life history*.

Chapter 10: Culture Learning Outcomes

Class 11

Moran points out to the reader “...*Numerous outcomes for culture learning are currently in circulation in the field of language teaching, as well as parallel fields of intercultural communication, multicultural education, literacy education, and critical pedagogy.*”

The culture learning outcomes under consideration within our textbook are *culture-specific understanding, culture-general understanding, competence, adaptation, social change, and identity.*

Chapter 11: The Culture Learning Process

Classes 12 & 13

Within this chapter we will take a broad look at various models of cultural learning:

- **Hanvey:** Levels of Cross-Cultural Awareness
- **Hoopes:** The Intercultural Learning Process
- **Brown:** Stages of Acculturation
- **Bennet:** Intercultural Sensitivity
- **Kim:** Stress-Adaptation-Growth Dynamic
- **Paige:** Intensity Factors in Intercultural Learning
- **Gochenour & Janeway:** Cross-Cultural Interaction

Chapter 12: Teaching Culture

Classes 14

Moran offers the teacher, twelve guidelines for the teaching of culture, but goes beyond this to highlight what he defines as *cultural-knowings*, such as *knowing how, knowing about, knowing why, and knowing oneself* and illustrates their function as they relate to teacher and student roles.

Class 15: Final Exam

Teaching Culture: Syllabus 2009-01

◆ Areas for Grading

- Attendance and Participation 30%
- Midterm Exam 25%
- Final Exam 25%
- Essay: Globalization and the Teaching of Culture in a Homogenous Society 20%

Throughout the course of the semester there will be weekly assignment that will test your knowledge of the course material as we progress thru the semester. It is imperative therefore, that you read/study all course material and make your inquiries as necessary. With regard to course materials, there is an extensive amount of reading and you are to keep current with all of your assignments. In addition to keeping up with the pace of class re assignments/readings, you are to also actively engage me, your peers, and your materials in class. Please note that although this course is NOT an English conversation class per se, you are to be actively engaged within the classroom, i.e., conversant with your peers and with me.

The foregoing paragraph relates to the assessment area of attendance/participation

Both the midterm and final exams are content driven and will assess your understanding of the chapters *'to date'*. In other words, the midterm exam will cover course material from classes **1 → 7** and the final exam only from classes **8 → 14**.

The foregoing sentences relate to the assessment area of mid term and final exams.

You will be required to write and submit at year-end a 1000 – 1200 word essay (25%) that clarifies your perspective on teaching culture in a high context culture (e.g., Korea) from the semester's course-work that finds its foundation within a low context culture (e.g., America). Further details as to the nature of HC (high context) vs. LC (low context) cultures as defined by the anthropologist, [E.T. Hall](#) will be forthcoming during the semester, as well as guidelines with respect to the development of your essays.

The assessment for the final essay is as follows:

English	___30%
Organization	___15%
Cogent Paper	___45%
References	___10%
Total	___100%