



2010-12-02

# The Development of Two Units for Basic Training and Resources for Teaching English to Speakers of Other Languages: Understanding and Adapting in a New Culture and Teaching Culture

Monty A. Colver

*Brigham Young University - Provo*

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The Development of Two Units for *Basic Training and Resources for*

*Teaching English to Speakers of Other Languages:*

“Understanding and Adapting in a New Culture”

and “Teaching Culture”

Monty Colver

A selected project submitted to the faculty of

Brigham Young University

In partial fulfillment of the requirements for the degree of

Master of Arts

Dr. Lynn E. Henrichsen

Dr. Dan P. Dewey

Dr. Mark W. Tanner

Department of Linguistics and English Language

Brigham Young University

December 2010

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## ABSTRACT

The Development of Two Units for *Basic Training and Resources for*

*Teaching English to Speakers of Other Languages:*

“Understanding and Adapting in a New Culture”

Monty Colver

Department of Linguistics and English Language

Master of Arts

A team of Brigham Young University graduate students working under the supervision of Dr. Lynn Henrichsen, collaborated on the creation of a book as well as a website, *Basic Training and Resources for Teaching English to Speakers of Other Languages* (BTR-TESOL). The project, which will be developed in phases over the coming years, is intended to provide novice English as a Second Language (ESL) teachers with some introductory material on nearly fifty different topics related to the field. Each unit is not intended to be a comprehensive source and is not to be seen as a replacement for formal training. Rather the units should be used by those who would like formal training, but cannot afford the time or money it requires. With its minimalist, connectivist approach, BTR-TESOL will help them to “get their feet wet” and help them to develop the motivation and dedication needed to teach ESL until such time that they can receive formal instruction of some kind.

This master’s project describes the creation of two BTR-TESOL units on culture, titled “Understanding and Adapting in a New Culture” and “Teaching Culture.” The first unit, “Understanding and Adapting in a New Culture,” educates novice teachers about the importance of the differences that one faces when entering a new culture and guides them as they help their students (or themselves) to overcome culture shock. In the second unit, “Teaching Culture,” novice teachers are educated on the importance of culture and are also given sample ideas and activities for teaching culture in a language classroom. Both units include a short introduction to the content, an opening scenario, a video segment related to the theme of each unit as well as reflection questions, objectives, explanatory text, and a section that directs readers to places they can go to learn more about the subject.

Key words: understanding culture, culture shock, teaching culture, cultural awareness.  
teacher training

## ACKNOWLEDGEMENTS

This project is the result of many long hours of hard work and study, none of which would have been possible without the encouragement and support I received from my wife, Eun-suk. She was patient and understanding every step of the way, and for that I am grateful. Secondly, I am grateful to my children, Alexander, Tristan, and Keona; while they did prove to be a distraction from getting this project finished sooner, the joy and peace they bring to me every day of my life more than make up for any delay they caused.

My deep thanks to Dr. Henrichsen, my committee chair, who was always patient and understanding of my circumstances and was always there to listen to my problems and help me work through them, whether they were academically-related or not. I also wish to thank Dr. Tanner and Dr. Dewey, who provided ideas, feedback, and support; I was grateful for their willingness to share each of their differing perspectives and thoughts to help me in my efforts.

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## Chapter One: Introduction

This chapter will provide an overview of the *Basic Training and Resources for Teaching English to Speakers of Other Languages* (hereafter, BTR-TESOL) program as a whole with a focus on why it is needed, and will also introduce my two units and describe how they fit into the larger BTR-TESOL program. A description of my own personal experiences dealing with culture and working as a novice teacher will be included to support the rationale for these units. Finally, this chapter will present why this project is so important to me and my reasons for developing these two units on culture.

### Overview

The idea for my project was not the result of some epiphany that came to me in some dramatic manner, but rather it was my professor, Dr. Lynn Henrichsen, that had the epiphany. As a scholar in the field of Teaching English to Speaker of Other Languages (hereafter, TESOL) and as a professor at Brigham Young University, Dr. Henrichsen is often recommended as the one to ask when someone is looking for the “secret” to ESL instruction. People from all walks of life have been sent to him to inquire as to the title of “The Book” for someone embarking on the journey of teaching English whether here in the US or abroad. Dr. Henrichsen realized that despite his best intentions, there was no one source to which he could send these novice teachers to get them on their feet in a new field. He resolved to remedy the situation, developed some units of his own, and began recruiting some MA TESOL students to help him develop additional units for the BTR-TESOL program. I was among the first group to start the development of this curriculum.

It is essential that some of the delimitations of this project are understood in advance of any evaluation of this project. By far, the largest limiting factor that held this project back from becoming more than it could have been was time. Because this project was only a two credit course, I was advised that I should spend roughly 90 to 120 hours in the creation of this project and the accompanying write-up. As I worked on these units and this write-up, I quickly realized that the recommended number of hours was going to be insufficient to complete this project in a way that I would feel that the units were “finalized” without the need for more drafting.

Another issue that I feel bears mentioning, which also happens to be related to the first issue, is that I never actually contacted a novice ESL teacher who was teaching English to have them look at my units to provide feedback as to how useful and informative they were, and how to improve them. Again, the issue goes back to a lack of time. Had I been able to spend more time on this project, I definitely would have gotten feedback from several such novice ESL teachers in order to improve my units. I do feel strongly that the units would benefit as a result from this type of feedback.

### **The ADDIE Model**

In developing a curriculum, it is important to follow some guiding principles in order to help focus one’s efforts and to ensure that goals and objectives are met. The BTR-TESOL program is not restricted to use in a traditional teacher-fronted classroom, rather it can also be used for self-directed, informal use by novice teachers in their spare time while engaged in teaching English. Yet despite the fact that the BTR-TESOL program is not a course in the traditional sense, it was prudent to select a curriculum development model in the creation of the BTR-TESOL program.

In curriculum development, there are several different models of curriculum develop from which to choose.

One such model is the ADDIE model, which was followed in the development of my BTR- TESOL units. Others models exist, but I chose to use this model because it provides a framework for capturing the essential components for a materials developer to consider. The ADDIE model outlines a cyclical process in which five steps are repeated, typically in sequence, until the product is deemed to be complete. These five steps are: (1) **A**nalysis of students' needs and the learning situation; (2) **D**esign of the blueprint to be used for curriculum development; (3) **D**evelopment of the curriculum based on the principles and goals determined in the Analysis and Design phases; (4) **I**mplementation of the curriculum in the setting for which it was developed; and (5) **E**valuation, both *formative* (recurring, periodic evaluation in order to improve the product) and *summative* (the final evaluation of the product), of the effectiveness of the curriculum (Molenda, 2003).

In the creation of the BTR- TESOL project, the initial phases of Analysis and Design were carried out as a team, which was headed by Dr. Henrichsen and consisted of me and four other BYU graduate students. These initial phases will be described in this chapter. The Development, Implementation, and Evaluation phases were largely carried out by each individual student on the units we each chose; however, we were supported in this by Dr. Henrichsen and also by other members of the group. The Development, Implementation, and Evaluation phases, which were the primary focus of this project, will be discussed in Chapters 3 and 5.

**Analysis and design.** Analysis for this project began in group meetings held weekly for five months beginning in September, 2009. These meetings were attended by Dr. Henrichsen and the

graduate students working on this project and occasionally by other graduate students in order to fulfill assignments for various courses in our program. We spent several weeks preparing materials for the prospectus (See Appendix A) and also spent this time preparing for presentations at various conferences (see Chapter 5 for more details). Once we had determined the audience, scope, and objectives of the BTR-TESOL project, each student was expected to use that information to develop his or her own units, though we were also encouraged to support and give feedback on each others' work.

The graphic design and layout of the paper-based units was initially done by Dr. Henrichsen, who worked with two students to revise the page layout. These students were studying document design in English 418, taught by Professor Danette Paul in winter 2009. After this process was complete, we talked about the design in our weekly meeting and decided on a final template to use for our individual units.

### **Analysis: Needs of the Target Audience**

Around the globe, literally thousands of novices teach English in many different contexts. Due to the nature of English as a Second Language (ESL) instruction and the large amount of fluctuation in the field, it is difficult to determine an exact count as to the total number of untrained ESL teachers (throughout this paper, the term ESL will be used inclusively of all types of ESL instruction—that is, ESL, EFL, EAP, ESP, etc. are all included), but the numbers are clearly large enough to justify our efforts in the creation of this program (See Appendix A for an extensive description of our target audience). The “training” that many of these teachers receive is usually no more than their years of experience speaking English; indeed, many are given no formal training due to the pervasive notion that a native speaker of a language has all of the tools

necessary to teach. However, anyone who has taught any subject realizes that subject knowledge and pedagogical knowledge are definitely not mutually inclusive; in other words, knowing and understanding a subject is not always qualification to teach that subject.

The demand for English teachers will likely only increase as globalization becomes more and more of a reality. Just a few decades ago, transoceanic communication was expensive and written communication took days or weeks to reach its destination. These days, with the use of a standard personal computer and the appropriate (free) software you can have a video conference that involves people from several different continents and in almost real-time. Times like these demand an international *lingua franca*, and English has become just that. As an example of just how widespread English is becoming, there are calculations that suggest the number of people who either speak or are learning to speak English in China and India alone is approaching 500 million, and that number is increasing rapidly (McArthur, 2003).

### **Basic Training and Resources for Teaching English to Speakers of Other Languages**

*Basic Training and Resources for Teaching English to Speakers of Other Languages* (BTR-  
TESOL) is meant to be used by novice teachers who have a desire to increase their pedagogical knowledge and develop skills to help them be better teachers. Many of these novice teachers would likely spend the time and money on more formal instruction given the opportunity, but they simply may lack the resources necessary to get an education in the field. BTR-  
TESOL is not meant to replace this type of formal instruction (such a task is far beyond the scope of this program), but it is intended to be a starting point for someone who is motivated to improve their teaching ability. If this project only provides our users with a foundation in getting a more

substantial education in the field, I think we will have accomplished our goal of providing some basic training on key principles of TESOL.

The original title for the BTR-TESOL program was “The Least You Should Know (TLYSK)” with the intent to provide our audience with just that, the very minimal concepts and principles of the major aspects of TESOL. However, reviewers of initial proposals for the program suggested that this title had a negative or demeaning sound to it. Also, Dr. Henrichsen felt that the acronym, “TLYSK,” was a little hard to pronounce, and as a result, also hard to remember. Our team brainstormed possibilities for a new name and decided to change the name to something like Basic Training and Resource Connections for TESOL with the accompanying acronym of BTRC4TESOL or BT&RC4TESOL. I then suggested we drop the Connections part and make it simply, BTR-TESOL (pronounced “Better TESOL”). It is easy to remember and promotes the product as a good tool.

**Defining Basic Training and Resources.** Because BTR-TESOL provides *Basic Training*, we have adopted a *minimalist* approach in our units; here the term *minimalist* simply indicates that our work has been reduced to the most basic, fundamental elements without the inclusion of extraneous material. For example, the unit on Second Language Acquisition (SLA) is *minimalist* in that it does not delve deeply into every theory of SLA, but gives a light treatment to the major topics and issues within SLA. We cannot provide all of the information about a topic, but we can narrow down the topic to a few sub-topics that are the most relevant to novice ESL teachers to help them get a grasp of some of the basic concepts.

It is also important to clearly define what training is. Smith and Ragan (1999), in their text, *Introduction to Instructional Design*, lay out some clear definitions for several terms that are often used interchangeably to describe learning situations: *education*, *instruction*, *teaching*, and

*training*. However, there are differences in these terms and understanding those differences is a key in understanding the goals of the BTR-TESOL program. Smith and Ragan (1999) define *education* as being the broadest of these four terms (i.e. it encompasses the others) and includes any learning in any environment whether it includes a specific plan and goals or not; for example, learning to brush your teeth as a child is included in education. Within education, the next broadest term is *instruction*, which Smith and Ragan define as education that is “developed and implemented to ensure effective, efficient, and appealing experiences leading toward particular learning goals” (p. 8); therefore, the main difference between education and instruction is that instruction includes plans and goals for learning. Next is *teaching*, which is simply any kind of educational experiences that are facilitated by a live human being. Most people would consider this as being “traditional” education. The BTR-TESOL program is different. All learning is controlled by the end-user; indeed, they must become their own teachers. Finally, the last term is *training*, which is *instruction* (because it has specific goals) which is “focused upon individuals acquiring very specific skills that they will normally apply almost immediately” (p. 8). This is our intent with BTR-TESOL, to provide knowledge and activities for novice ESL teachers that can be applied immediately in their classrooms, in their specific contexts without having to go through years of instruction. Hopefully, the result will be that they gain an understanding of the importance of having some skills and knowledge and will be motivated to continue their education by way of the resources we provide.

The term *Resources* comes from the fact that the BTR-TESOL program is *connectivist* in that it connects users with additional top-notch resources, such as published books or websites, where they can get more information about the different theories that have been introduced if they feel the need to do so. For example, if users want to learn more about culture shock, they can find

several online sites, books, and journal articles related to this topic in the “Where to Go to Learn More” section of each unit.

Throughout all of the BTR-TESOL units, we present the most important concepts and ideas related to our unit in a manner that is concise and easy to comprehend and then direct users to external sources for further information on those topics. We feel that this minimalist and connectivist approach will open our end-users up to possibilities in the ESL world without being too burdensome, which would likely lead to frustration. We want them to explore all of the BTR-TESOL units for knowledge, ideas, and activities that will help them not only become effective teachers, but also learn to love teaching as well.

### **Two Units on Culture**

My original intention when I joined the BTR-TESOL team was to do two units, one on culture and one on using technology in the language classroom. However, the more I worked on the culture unit, the more that I realized that there was more to culture than could be comfortably covered in a single unit; in truth, “culture shock” as a single topic is big and important enough that it could even be a stand-alone unit in and of itself. After discussing the matter with Dr. Henrichsen, we decided to split this unit into two units: the first, “Understanding and Adapting in a New Culture;” and the second, “Teaching Culture.” This would leave the technology unit for someone else and would give my project a much more unified focus.

### **Personal Background**

My interest in the project was the result of my own experiences as a novice teacher, and among the many different topics that Dr. Henrichsen selected to include in the BTR-TESOL program, particularly interesting to me was the topic of culture. Growing up in Utah, I never



thought much about culture and language. A huge majority of the people that I interacted with in the first 15 years of my life all spoke English like I did, acted like I did, and generally had the same values and beliefs as I did. It was a sheltered life without much in the way of exposure to foreign cultures. How could I even consider other cultures without being exposed to them? Little did I realize how important language and culture would become to me in the time since.

When I was 15, my family moved to McAllen, Texas; our house was 10 miles from the US-Mexico border and many of my friends were very unlike me. At first, I was completely unprepared for the change; being a teenager is hard enough without trying to redefine your perspective on the world. Fortunately, I made some good friends who helped me adapt to the new environment and I learned some Spanish so that I would not be completely lost. That was the beginning of my multicultural life.

After high school, I applied to BYU-Hawaii and was accepted for fall of 1999. Life in Texas had been different from Utah, but life in Hawaii was even more different than that. BYU-Hawaii is perhaps one of the most intercultural communities in the world: a small student body with students from more than 60 different countries living in harmony in the small town of Laie, Hawaii. Every day was a lesson in multiculturalism. What a difference from my childhood growing up in monocultural, monolingual Utah!

The experiences that I had in Texas and Hawaii can be seen as escalating immersion in worlds different from my sheltered life in Utah. That escalation continued when I was called to serve as a missionary in the South Korea Pusan Mission. After 11 weeks of intensive language training in Utah, I spent the next 20 months in Korea immersed in the language and culture, learning and growing and becoming more and more aware of the exciting cultural differences between me and them. I had a lot of wonderful experiences in Korea, but at times I suffered

from culture shock as well (see the first section of Unit 1D in Chapter 4 for an example).

Unfortunately, at that time I did not even realize that there were things that I could do to help myself overcome the shock.

While in Korea, I also had the opportunity to teach English for four to ten hours every week as community service. At first, I didn't like teaching English at all, but looking back, I came to realize that my dislike stemmed mostly from the frustration of not knowing how to teach English effectively—in essence, I didn't like it because I was a novice. However, the more I did it, and the better I got at it, the more I enjoyed teaching English.

Having been a novice English teacher (and not enjoying it due to my inexperience), I understand the frustrations that people have when they first confront a room full of expectant students. What to do? What to say? How much do they understand? Who needs the most help? A thousand questions and more flood into the mind, none of which can be answered easily. As I worked on this project, I tried to develop units that would have benefitted me when I stepped into that first English class 10 years ago. Hopefully my contributions will make it so that some novice teacher somewhere does not have to suffer through a year of hating English teaching before they realize that they want to make it their career. In addition, my units can help them if they are suffering from culture shock, as I did, without knowledge of how to overcome it.

The experiences and courses I have had here at BYU have changed me a lot and helped me to realize the importance of understanding and teaching culture, which will be discussed more in Chapter 3. I look forward to getting back into the classroom to put into practice the ideas and theories that I have studied over the last two years. One of the great things about this project is that not only will it help novice, untrained teachers, but it can also be used as a great way to review specific ideas and principles for someone like myself who just needs a reminder.

## Chapter Two: Literature Review

This chapter will look more closely at research reported in professional literature that has dealt with the topic of culture wit

h the specific purpose of outlining the importance of the central topics within my two units. The questions of what the goals of language learning have been and should be will be discussed.

### **The Shifting Goals of Language Learning**

At the beginning of the twentieth century, learning a foreign language was typically not done in order to interact with foreigners, but rather it was seen as a form of elitist, enriching education that came with a certain prestige. The goal was not to communicate with speakers of that language, but to learn and understand the great literary classics of the target language (Allen, 1985); this was especially true for “dead” languages, such as Latin. However, the outbreak of the Second World War changed the focus of the language classroom. The goal of the language classroom became primarily “to provide a basis in the target language for effective communication” (Yanes, 1992) and various methodologies, such as Audiolingualism, were developed with this goal in mind. The result was that student-centered methodologies increased the overall linguistic competence of second language learners, but at the cost of the cultural knowledge obtained through a study of the literature (Chessid, Goutal, Herot, & Mueller, 1992), which is to be lamented.

Within the last few decades, the pendulum has begun to swing back: whereas “the goal of a foreign language class has been to learn the language” (Swaffar, 1991, p. 29), currently there is general agreement that the goal of learning the target language is to communicate in culturally

appropriate ways (Nault, 2006, p. 319). In other words, it is now recognized that in order to communicate effectively, it is just as important for students to have proficiency in the second culture (C2) as the second language (L2).

### **The Importance of Teaching Culture**

It is important that ESL teachers incorporate culture into their language classrooms in effective ways in order to avoid the problems that may arise from cultural misunderstandings that often occur in the learning and use of language. The need for culture in language teaching is growing: “With English now being used globally across diverse cultures, English educators will not only need to be more culturally and linguistically aware but also able to design curriculums with an international and multicultural focus” (Nault, 2006, p. 316). Citing the lack of decent ESL materials that promote cross-cultural understanding, Nault (2006) calls on material writers and publishers to focus more on the important issues of “cultural misunderstandings, crosscultural pragmatics, stereotypes, non-verbal communication, and culture shock” (p. 323) to help the new generation of ESL teachers understand the value of cultural competence.

In her article titled “The Need for a Cross-Cultural Component in the Education of Students in Engineering and Business”, Sunderman (1992) argues the need for engineering and business students “to learn intercultural communication skills, avoidance of ethnocentrism and stereotyping, adapting to a new culture, skill in another language, and a willingness to interact with host country nationals” (p. 94), and although she is limiting her comments to a specific group of students, the need she discusses is applicable to all who are engaged in the teaching or study of language; accordingly, these topics are necessary for novice ESL teachers, our target audience. In a similar vein, Frechette (1992) emphasizes the importance of making sure students

are “aware that there are universals as well as cultural differences among peoples...all the while making sure that students avoid stereotyping” (p. 61). There is no doubt that the teaching of culture is essential in the language classroom.

Unfortunately, this importance is often overlooked in the ESL classroom (Nault, 2006). If this is the case in most ESL classrooms, including the classrooms of teachers with years of experience, how much more crucial is it that novice ESL teachers be made aware of the importance of culture, especially some of the key issues, right from the beginning?

**A special relationship: Language and culture.** It should be obvious to anyone who has studied a foreign language or culture that the two are “intricately interwoven so that one cannot separate them without losing the significance of either language or culture” (Brown, 2007, p.133); this relationship has been noted in numerous articles and books (Jiang, 2000; Kramsch, 1998; Witherspoon, 1980). It has been said that “*culture* is at the heart of ESL teaching” (Roswell, Sztainbok, and Blaney, 2007, p. 142, italics in original) and that “if learners are to become truly proficient in their target language, it stands to reason they must be familiar with that language’s culture” (Nault, 2006). Howard (1987) makes his view on this matter clear: “ESL students require more than language instruction, they also need an orientation to the target culture” (p. 14). Culture cannot be ignored in the language classroom. It must be addressed because of the relationship that culture and language share.

Interestingly, despite this close link, “it is possible to know a language in detail...and still understand nothing about ...the culture” (Eoyang, 2003, p. 5), but this will likely lead to cultural misunderstanding, an example of which is described later in this chapter in the section on pragmatics. Indeed, because of the intertwined relationship of language and culture, it is

important that L2 instruction include not only C2 instruction, but also discussion about what culture is.

### **Perceptions of Culture**

Many students are unsure of what culture is and how it influences language and behavior. Mantle-Bromley (1992) shared her experience in a college-level Spanish course in which she realized that her students were unaware of how their behavior and language were influenced by their own culture. Students that are unaware of how culture affects language are unprepared to learn a L2 – before they are in a position to understand a L2 and C2, they need to understand what culture is and how it influences all aspects of their lives, especially language. Unfortunately, just learning what culture is can be quite complicated.

**The definition of culture.** Defining culture has been attempted by many; Kroeber and Kluckhohn (1954) in their study, *Culture: A Critical Review of Concepts and Definitions*, determined that there existed at that time some 300 separate definitions of culture. Half a century later, the collage of definitions surely has expanded considerably. Following are some of the definitions used by practitioners and researchers alike:

- Lado (1964) says that culture consists of “patterned ways of doing things and talking about them that facilitate the communication and interaction necessary for social living. When these patterned ways of acting, talking, thinking, and feeling become sufficiently uniform in a society and sufficiently different from those of other societies, they constitute a culture” (p. 24).
- Galloway (1992) defines: “Cultures are powerful human creations, affording their members a shared identity, a cohesive framework for selecting, constructing, and

interpreting perceptions, and for assigning value and meaning in consistent fashion.

The complex systems of thought and behavior that people create and perpetuate in and for association are subtle and profound” (p. 88).

- Culture is recognized as a changing variable rather than a static entity. In turn, culture learning is seen not as the acquisition of facts, but as a constructivist process...as a systematic and integral part of language learning, rather than an add-on. (Social Science Education Consortium, 1999, p.10)
- Richmond (1992) posits that “culture produces both typical ways of behaving and typical expectations concerning others’ behavior” (22) and defines culture “as a human society’s standards of verbal and nonverbal communication that define a range of behavior acceptable in that society” (21).

Needless to say, there is not a single, all-encompassing definition of culture. But gaining an understanding of these and other definitions will be beneficial, especially for those who wish to engage in a study of language or teach language, due to the special relationship between culture and language.

**Ethnocentrism.** Some students come to class with an understanding of culture, but think that “foreign” culture is exactly that – foreign, strange, and unusual. Often students fall into the trap of *ethnocentrism*, meaning that they rely on their own culture to interpret the ways and language of the target language (Seelye, 1993, p. 66). This can be as simplistic as the assumption that “the foreign language is the same as the native language, except that it uses different words” (Higgs, 1979, p. 338) or as complex as the notion that human behavior is governed by “human nature” or “common sense” and anything that differs from one’s own culture values extensively must be a violation of these “norms” – often accompanied by a label: “strange,” “weird,” or even

“barbaric.” Ethnocentrism stems from a misunderstanding of what culture is, and it is a language teacher’s responsibility to help students overcome their ethnocentric views.

### **A Teacher’s Role in Teaching and Understanding Culture**

In the past, culture teaching has too often been ignored in the language classroom, possibly due to teachers’ feeling that they had little extra time to teach culture or that they lacked the knowledge they needed to teach it effectively. Commenting on this lack in culture-related instruction, Zehr (2008) implies that teaching of culture is necessary because “many educators of language-minority students say they teach more effectively when they align their instruction with their students’ culture.” Novice ESL teachers will benefit greatly by following the implicit guidance given by Zehr.

Seelye (1993) argues that a teacher’s role is to give students the skills and knowledge required to garner cultural knowledge autonomously as they encounter ideas, phrases, and behaviors that are incongruent with their own culture while studying the L2. This kind of cross-cultural understanding is more important than rote memorization of facts – names, dates, foods, dances, etc. (Lado, 1964; Omaggio, 1993). Accordingly, Galloway (1992) asserts that part of the skills and knowledge that are taught should include information on how to construct “a new frame of reference in terms of the people who created” (p. 89) the target culture, which would allow students to make better connections from their own culture to the target culture. However, learning how to teach strategies and skills should be seen as a long term goal, especially for a novice ESL teacher. For novice ESL teachers, the focus should be on deciding which methods they will use to teach culture.



Many ideas have been suggested for including culture in the classroom: movies (Carr, 1987; Lin, 2002), songs (Pedersen, 1993; Yanes, 1992), short stories (Kang, 1997; Williamson, 1989; Levine, 1999), and many other such tools. In addition to these types of activities, Curtain and Pesola (1994) advocate the use of children's literature, which they claim provides cultural knowledge, but also has the added benefit of increasing interest and motivation. Sunderman (1992) argues that role-plays and critical incidents are good ways to provide a safe environment in which to explore intercultural communication, which she terms "structured experiences" (p. 103-4). Despite the many methods that have been championed, very few of the articles about culture-based instruction have used empirical research to back their claims of efficacy, a situation which needs to be remedied.

### **Key Principles of Culture**

As I reviewed culture-related books and articles, several topics came up over and over again; following is a description of some of these key issues which are integral parts of my units and the reasons why these issues are critical elements of culture.

**Culture shock.** Culture shock is a phenomenon that is often misunderstood by most people; specifically, most people's understanding is often limited to the idea that going to a foreign country will result in "culture shock"—a difficult experience of adjusting in a new culture. They may also have heard anecdotal evidence of what culture shock is. As is the case with the definition of culture, definitions of culture shock abound. Sunderman (1992) defines culture shock as "the experience of alienation a newcomer to a culture may have in regard to the host nationals, the language, the food, and the customs" (p. 99). Culture shock has been the topic of numerous books and articles (Adler, 1972; Bennett, 1977; Furnham & Bochner, 1982, 1986;

Pedersen, 1995), which try to address the topic in an effort to promote cross-cultural understanding and communication. Many of these texts have the intention of helping readers to get beyond the idea that culture shock is merely bad experiences that result from visiting a foreign country. As a result of the frequent mention and discussion of culture shock by experts, I knew that this was a subject that needed to be introduced to novice ESL teachers. Furthermore, culture shock is experienced by the vast majority of second language learners who enter a new culture.

Roswell, Sztainbok, and Blaney (2007) emphasize the importance of understanding the role of culture shock, especially as it applies to novice teachers: “new teachers need a sensitivity to what it means to enter a new, foreign culture with its own set of customs, values, assumptions, etc.” (p. 142) so that not only can they help their students, but they can also help themselves if they are the ones living in a foreign culture. Despite the best efforts of both students and teachers, culture shock is very common; fortunately, there are ways to lessen the shock and to avoid certain aspects of shock altogether.

In their work, *Managing Cultural Differences*, Harris and Moran (1979) discuss principles to help professionals who work in multicultural environments to develop the attributes and skills

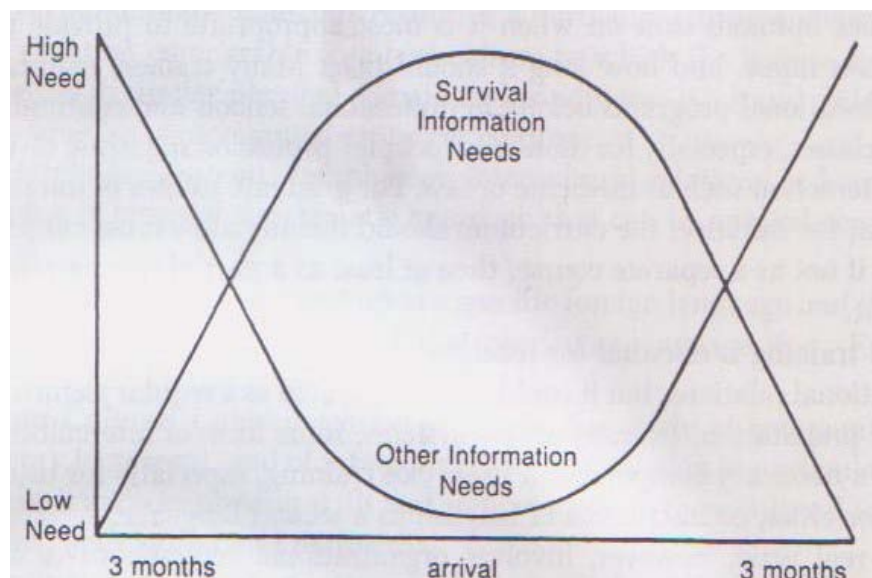


Figure 1. Survival Needs Versus Other Information Needs

necessary to be successful; interestingly, the topic of culture shock is discussed more extensively in this book than it is in other more recent, similar works

(e.g. Hampden-Turner & Trompenaars, 2000; Hoecklin, 1995). Furthermore, in discussing the importance of when cultural awareness training should take place, Harris and Moran reveal a very important concept central to overcoming the worst effects of culture shock: training can help individuals deal with culture shock if the timing is correct. They share a figure (reproduced here as Figure 1) which shows the interaction between what they call “survival information needs” ( such as schools, doctors, housing, what food to eat, etc.) and the “other information needs” (adjusting to the culture, forming relationships, participating patterns in the culture, duties at work, etc.) (Harris and Moran, 1979). Lessening the impact of culture shock can be accomplished by settling “survival” matters as much as possible before arrival in the foreign culture in order to reduce the stress and worry that these can potentially cause, thus allowing “other information needs” (which can cause culture shock) to become the focus of problem solving.

There are many suggested methods of overcoming culture shock, which is another important item that novice ESL teachers should be aware of. Sunderman (1992) suggests several items that can help an individual overcome culture shock, including: (1) having a positive attitude toward the target culture; (2) making efforts to not be ethnocentric; (3) avoiding stereotypes; (4) cultivating a willingness to learn the language; (5) interacting with members of the language community; and (6) attempting to be reasonable and understanding about different patterns of thought and action (p. 99). Culture shock can lead to very severe emotional and physical trauma, and methods such as these should be taught by language teachers to mitigate the effect of culture shock on their students’ performance both inside and outside of the classroom.

**Nonverbal communication.** As is the situation with culture shock, most people have a general idea what nonverbal communication, or “body language” as it is more widely known, is.

Most people would define nonverbal communication in general terms as the use of one's hands and body (or gestures) to communicate. However, many scholars (DeCapua and Wintergeist, 2004; Seelye, 1993) in the field point to a wide range of components that interact to produce nonverbal communication; indeed, "the realm of nonverbal communication comprises gestures, facial expressions, eye contact and gaze, posture and movement, patterns of touch (haptics), dress, silence, space (proxemics), ... time (chronemics)," and also "*paralanguage*—the sounds, movements, and gestures that relate to the flow of language" (DeCapua and Wintergeist, 2004, p. 155, italics in original). Even if people do have an understanding that nonverbal communication is more than just "talking with one's hands," what many people do not realize is just how important nonverbal communication is.

Sunderman (1992) cites Harris and Moran (1979) who, in discussing five guidelines for managers to develop intercultural communication skills, relay the idea that "all behavior is communication...whether it is intended or not" (p. 97). Sunderman then goes on to claim that "nonverbal communication can speak as loudly as verbal communication" (p. 99); this claim is supported by a study done by the famous anthropologist, Ray L. Birdwhistell, who, according to DeCapua and Wintergeist (2004), revealed that nonverbal cues carry "more than 65 percent of the social meaning of a typical two-person exchange" (p. 150). This being the case, it is extremely important that ESL students and teachers be aware of the role that nonverbal communication plays. Therefore, I have included this topic as a section in one of my units. Indeed, knowing that nonverbal cues are so essential to communication is very helpful, but that knowledge is useless if the teacher does not go the extra step to include this as part of the language instruction.

**Pragmatics – Sociolinguistics.** *Pragmatics* is the study of how interlocutors use language to communicate their emotions and intentions effectively. Pragmatic competence consists of learning to use the language in the form of speech acts and language functions to communicate in contextually and culturally appropriate ways (DeCapua and Wintergeist, 2004). “This competence generally includes a person’s knowledge of such factors as social context; social variables, including status gender, and age of the interlocutors; and cultural knowledge, including politeness codes and nonverbal cues” (DeCapua and Wintergeist, 2004, p. 70). Unfortunately for language students, this type of pragmatic competence is even more difficult to master than linguistic competence (Brown, 2007).

One of the dangers that often occurs when people learn a L2, especially in a non-native, non-immersive context, is the corresponding lack of C2 (second culture) proficiency. Seelye (1993) describes a situation in which Americans living in Colombia were treated differently depending on their Spanish proficiency. Problems arose more often for those who were proficient in Spanish, which seems to be counterintuitive. However, Seelye explains that those who spoke poor Spanish were assumed to also be ignorant of Colombian cultural mores and practices; however, when the Americans who were very proficient in Spanish made social blunders, they were seen as being rude or inconsiderate because their C2 proficiency was assumed by Colombians to be on par with their L2 proficiency (p. 65). This type of C2 failure can be categorized as *pragmatic failure*. In their presentation at TESOL’s 44<sup>th</sup> Convention and Exhibit in Boston, MA, Lubkin & Akikawa (*The Pragmatics Gap in MA TESOL Programs*, March 27, 2010) stressed the idea that pragmatic failures are harder to forgive than linguistic errors, which is unfortunate considering the fact that pragmatics is not often taught in the ESL classroom. Due to this oversight in many ESL classrooms, I felt it was necessary to include a discussion of

pragmatics in the unit, “Teaching Culture,” so that hopefully new generations of ESL teachers will understand the importance of pragmatics and not ignore it in their teaching.

Possibly one of the best ways to learn this type of pragmatic competence is through living in the target culture with the guidance of a teacher who understands the role of pragmatics in intercultural communication. Moran (2001) makes a great point that “culture learning, whether it occurs in a foreign language or second language context, inside or outside the classroom, with or without teachers, through books or through people, is best seen as a lived experience, as a personal encounter with another way of life” (p. 3). Accordingly, it is a teacher’s responsibility to raise their students’ awareness of this issue, regardless of whether the students are living in a foreign culture or not, and to help them to make the learning of culture a “lived experience.”

This chapter has demonstrated the strong link between culture and language and shown the importance of culture in a language classroom. It has also described and defended the selection of some of the key topics for my BTR-TESOL units. Due to the connection between language and culture, ESL teachers are strongly cautioned against neglecting the teaching of culture in their classrooms; furthermore, it should be evident from the literature that teaching culture is important enough that it should be considered as an essential component of lessons even by those who are inexperienced ESL teachers.

## **Chapter Three: Unit Development**

This chapter provides a summary of the different developmental stages each unit went through from the very beginning to the final version and provides examples of specific changes that were made to the units. A detailed description of the particular activities and time spent on them during the development of these units is provided in Appendix B.

### **Development, Implementation, and Evaluation**

One of the important things to understand about the ADDIE model of curriculum development is that the process is cyclical; that is, you do not simply go through the five steps one at a time in sequence to completion. As mentioned in Chapter 1, there are two types of **Evaluation**: formative and summative. Formative evaluation occurs multiple times throughout the creation of the product. The intent is to improve the product and find weaknesses. Summative evaluation is the final evaluation of the product once it has been deemed “complete” and ready for widespread implementation. So although the focus of this chapter is the third phase, **Development**, it will also refer to the **Implementation** and **Evaluation** that is described in more detail in Chapter 5.

### **Relevant Coursework**

Throughout my time in the master’s program, I took several classes that were invaluable resources to me as I worked on this project; indeed, a large part of my motivation and interest in this project was the result of courses that I took. This section introduces the three most influential courses on my work in order for the reader to better understand the later references to these courses.

**Linguistics 500 – *Introduction to Research in TESOL*.** My first semester in the TESOL graduate program (Fall 2008), I took *Introduction to Research in TESOL* from Dr. Henrichsen. For the first time, I learned how to read research articles and make sense of them, and more importantly, how to distinguish good research from poor research. This skill was crucial as I read article after article in an attempt to find the most vital topics to include in my units. Not only did I learn a lot in this class, but I began to develop a good relationship with Dr. Henrichsen, who would later become my committee chair.

**Linguistics 555 – *Teaching Culture*.** The next class that had a large influence on this project was *Teaching Culture* taught by Dr. Tanner, which I took the following spring. In that class, I learned that there is much more to culture than the big-C culture elements that I had always been exposed to in my language classes. I came to realize that culture is a fundamental component of language and it is a tragedy that so many language teachers choose to neglect culture in their classroom. I learned that despite the fact that teaching culture is not often easy, the benefits of teaching culture to your students far outweigh the time and effort it requires.

Before taking this course, I, like many people, had some knowledge about nonverbal communication and culture shock, but I did not understand them deeply enough to realize the influence that they can have on communication. Having come to understand the importance of these topics, I know that it is necessary for language teachers to address them in their instruction.

**Linguistics 678 – *Advanced Materials Development*.** Finally, the last class that was a major influence in the design of the units was *Advanced Materials Development*, also taught by Dr. Henrichsen. We learned how to organize information on a page and how to format the content so that not only does it look good, but it also becomes easier to read. That helped a lot as I designed my units by helping me to know where to place graphics and how to offset certain



sections so that it would be obvious to the reader that certain ideas were sub-topics of a larger topic. Another thing we learned was some basic video editing skills, which is something that I already had but was a needed reminder of some of the key principles. This was very useful knowledge to have as I created and selected video clips for my units. Lastly, we learned a lot in class about the different processes and procedures one goes through in developing materials, including Greer's model for instructional design project management, which I will discuss shortly. One of the benefits of learning so much about this was realizing that materials development takes a lot of time and effort, something which I had never considered before.

#### **Fall 2009: Developing Unit 1D: "Understanding and Adapting in a New Culture"**

Completion of the first unit was largely done during fall semester, 2009. During that semester, I took Ling. 678 and worked on this unit as the required term project for that class. Each student was required to develop some kind of product, produce an accompanying prospectus, and share a presentation with classmates. For that assignment, I chose to create my first unit, which was originally titled "Understanding and Teaching Culture."

The development of my Ling. 678 project commenced with a thorough review of the textbooks that we had used in Ling. 555 and choosing some of the topics that I felt were the most important. Table 1 shows some of the texts that were my initial guide in determining which issues regarding culture were the most important. These texts included *Crossing Cultures in the Language Classroom*, which was the main textbook from Ling. 555; *Culture Bound*, which was also used in Ling 555; Ned Seelye's *Teaching Culture: Strategies for Intercultural Communication*, which is a text that many of the articles dealing with culture make reference to. After the initial review, there were nearly twenty different topics which were obviously of

greater import than the rest, but because they could not all be included, the process of elimination began.

In addition to these sources, the search engine *Google.com* was used to search many of these key terms, which helped to measure how much interest there is in these topics by noting how many results showed up for particular searches. For example, a search for “individualistic culture” produced nearly three million results; “monochronic culture” produced a mere twenty thousand—thereby indicating that the former topic is likely more well-known in general than the latter and might possibly even be somewhat familiar to our end-users. Furthermore, due to the self-directed nature of the BTR-TESOL program, it is assumed that some users will use this type of search engine to find out more information about topics that they are particularly interested in.

Table 1

*Major Sources Consulted in Determining the Relative Importance of Culture Topics*

Topics	Seelye, H. N. (1993). <i>Teaching culture: Strategies for intercultural communication</i>	DeCapua, A. & Wintergeist, A. C. (2004). <i>Crossing cultures in the language classroom.</i>	Valdes, J. M. (Ed.). (1986). <i>Culture bound: Bridging the cultural gap in language teaching</i>
Culture Shock	Ch. 5 – 31 pages	Ch. 3 – 41 pages	8 pgs
Individualistic vs. Collectivistic	none	several short sections	2 pgs
Nonverbal communication	3 pgs, references to other sources, one activity	Ch. 4 – 45 pages	Ch. 6 - 13 pgs
Pragmatics	scattered throughout	Ch. 6 – 49 pgs	speech acts, 1pg
Avoiding stereotypes	4 pgs	5 pgs	4 pgs

Amongst these texts, the DeCapua and Wintergeist text, *Crossing Cultures in the Language Classroom*, was especially influential in choosing topics that are core to the issue of culture because it contains very clear, concise descriptions and gives examples of why each topic is so important. Some examples of the topics that were researched for this project were culture shock, sociolinguistics, monochronic and polychronic cultural orientation, ethnocentrism, cross-cultural misunderstandings, biculturalism, pragmatics, stereotyping, individual differences, societal roles, gender roles, nonverbal communication, the relationship between culture and language, and also the questions of what culture is and how culture affects language learning. Using these keywords as a guide but not limiting my searches to them, I found articles about culture and teaching culture that established which of these topics were the most important ones.

As I delved into the literature, it quickly became apparent that culture shock was definitely a high priority due to the amount of attention the topic receives. In addition, while taking Ling. 555, culture shock was one of the topics that was brought up again and again by both the students and the teacher, Dr. Tanner, as a major factor in dealing with intercultural communication. As the first unit progressed, the topic of culture shock began to fulfill a larger and larger role within that unit. It came to a point where culture shock was likely going to become the single topic of one whole unit: "Culture Shock: What it is and how to make it help you instead of harm you." Although I decided against making culture shock a unit by itself; this is an important enough topic that it should be covered in every language course, especially if the students are currently in or planning to go to a foreign environment.

It was impossible for me to reduce the number of topics below eight, which was far too large for the five to seven-page limit, which was one of the criteria we had set for units in the BTR-

TESOL program. Throughout the literature, these eight topics were the ones that seemed to be coming up over and over. I took this information to Dr. Henrichsen hoping to be able to convince him to allow me to create two units on culture. To my surprise, he required no convincing as he had already been thinking that one unit on culture would not be sufficient. It was at this point that I split the units into their two current states, one specifically for teaching culture and one for understanding the topic of culture.

**Defining culture.** One of the biggest challenges in this project was coming up with a clear, concise definition of culture to include in this unit. The definition needed to be appropriate for novice ESL teachers, but also capture the complexity of culture. As demonstrated in Chapter 2, there are many definitions of culture; however, many are too academic for use in a product intended for an audience that includes non-native English speakers (NNESs) who may not be highly proficient in English. I worried that an academic definition would simply not be received well by our target audience. This was informally confirmed during the presentations I gave about my units: the students themselves, when asked to define culture, gave very short, non-academic definitions.

Using the knowledge I had gained about culture in my reading and my coursework, I decided to create my own definition of culture: “Culture is the way we walk, talk, and behave. It dictates our actions, thought patterns, beliefs, and language.” This was my initial definition, but as I later describe in Chapter 5, I analyzed the vocabulary using readability programs and also received feedback from ESL teachers (novice and experienced) which helped me to refine my definition to its final stage, which can be found in the first unit: “Simply put, culture is the way we think, talk, and behave. Our culture influences our actions, thoughts, beliefs, the language we use, and

our perceptions of the world around us.” I think these statements captured the essence of culture in a way that even an intermediate student of English could understand.

### **Winter 2010: Developing Unit 7E: “Teaching Culture”**

Development of the second unit was an interesting process. I already had the topics that I wanted to include from my development of the first unit, but it was also much more difficult than the first simply because there was so much that I wanted to include about each topic. I spent a lot of time agonizing about what *not* to include. In the end, I used the main topics from Ling. 555 and the literature as a guide to determine what information was essential to include about each topic. In addition to that, in our weekly meetings, we always stressed the importance of keeping in mind one of our main goals: the minimalist approach. BTR-TESOL was a basic guide meant to only relay a few basic principles about teaching culture and not to cover everything in great depth. Due to the amount of coverage these topics were given in all of the texts that I researched, it was obvious that some of the topics that absolutely had to be addressed were pragmatics, stereotyping, and individual differences.

In addition to the actual content about teaching culture, I decided that it would be very helpful to include some sample ideas and activities that a novice teacher could use as the basis for lessons about culture. Again, deciding which sample activities to include was another process of gathering and evaluating a large number of activities and then determining which three or four activities would be the most useful, the most beneficial to a novice teacher. In the end, I decided to use three activities that were very simple in their execution for the benefit of a novice teacher, but could be the foundation for a full discussion about how culture affects our perception of the world around us. I wanted to also include a cultural and language-specific

activity that an ESL teacher teaching in the US could use to serve as a sample template that could help those teachers develop activities specific to their context, but in the end I felt that such an activity might be improperly used and decided against including it. During the development of this unit, I learned a very important lesson: due to the inherent distillation process of this project, more is not always better; in other words, quality is much more important than quantity in regards to this project.

### **Spring 2010: Videos, Evaluation, and Revision**

During the spring of 2010, I focused my efforts on revising and editing both units to get them to their final stages and ready to be uploaded to the BTR-TESOL website. Many of these revisions and some of the tools I used to direct these revisions are discussed more in Chapter 5 in which I discuss evaluation, piloting, and revisions.

**Video creation.** Another large portion of my time during this period was also spent on the creation of videos to accompany each unit. For each BTR-TESOL unit, we wanted to include a video clip that users could watch in order to observe the behavior discussed in the unit or illustrate some of the principles from the unit. As the users watch and reflect on the video, they will hopefully gain ideas as to how they can implement these new ideas into their own classroom.

The first unit contains a lot of information about culture shock and I wanted the video to help the learners get an idea of what culture shock is. I was fortunate to be able to get one of my fellow graduate students to share with me some of her experiences when she first came to the U.S. eight years ago in a video-taped interview. She focused more on the language difficulties she experienced, which I later edited out, but she also talked about the culture shock she

experienced due to proxemic differences, differences in dating behavior, and the individual differences that each person displays.

For the second unit, Dr. Henrichsen had two video clips from one of his trips to China, both of which dealt with handshaking. I thought these would be a great way to show novice teachers how simple and useful culture teaching can be. In one clip, two students doing a presentation start shaking hands and do not let go of each other for nearly a minute! In the next clip, a teacher tells her students how to properly shake hands and shows them a quick example. She then has them all come to the front of the class to shake her father's hand. The instruction was simple, yet very effective. Hopefully novice teachers will be inspired by this short video to realize the potential they have to bring culture into their instruction without a lot of effort and stress.

This chapter has given an outline of the stages of development that this project went through. It provided some of the rationales for

## **Chapter Four: Final Versions of the Units**

This chapter will present the content of each unit in the final paper versions and screen captures of the online versions. Paper versions followed a document design template created by students in English 418 taught by Professor Danette Paul in winter 2008. The instructional design of the units was done by Dr. Henrichsen in the initial stages of the BTR-TESOL program. In this design, the units are organized into different sections: an introductory scenario, objectives, main principles and ideas, a video demonstrating some major idea or principle, reflection questions for the video and individual sections, and where to go to learn more, which includes both electronic- and paper-based resources.



## Unit 1D

## Understanding and Adapting in a New Culture

### Scenario: Getting “insulted” in South Korea

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My first extended travel outside of the United States was to South Korea when I was 20 years old. I quickly learned to love the people and the language, but everywhere I went, I saw and heard things that I thought were very strange. I understood that Korean culture was different from my culture and so I tried to keep an open mind.

However, one day as I was getting out of the elevator at my apartment, I met a friend of mine who was getting in the elevator. As we passed, we greeted each other and then she said, “Wow, your face has gotten worse!”, referring to my bad complexion. I didn’t know how to respond since in my culture such a comment is considered rude, so I just smiled politely and as the elevators doors closed, said, “Yeah...Have a nice day.” I knew she was a good friend and that she wouldn’t intentionally hurt my feelings, so I wasn’t offended, but I was very confused. I tried to simply forget about it, but I obviously still haven’t.



**What would you do in this situation?**

**Would you ask your friend or other Koreans about her comment or “simply forget about it”?**

**How would you feel?**

**What do you think her intention was?**

Later, I came to understand that her statement was not an insult, but a show of friendship. Commenting on my physical appearance (even negatively) was her way of showing interest in my life and my health. Had we not been both on our way somewhere, she would likely have even recommended some kind of solution to help me with my skin problem. During my 20 months in South Korea, I was offered lotions, massages, foods, and home remedies to help improve my complexion by many of my Korean friends who just wanted to help.

### Objectives of this unit

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After working through this unit, you will be able to...

- describe the meaning and importance of culture in a language learning environment
- deal with the various challenges faced when encountering a new culture
- produce ideas and insights as to how to interpret culturally-based emotions and body language

- apply the principles presented in this unit in your own ESL/EFL classes in the future.

After you do these things, you will be able to avoid some common misunderstandings that occur in cross-cultural communication and be able to help your students overcome culture shock and ethnocentric behaviors.

## The Least You Should Know

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This section will help you learn more about what culture is and the role it plays in society and your classroom. *If you are teaching in a foreign culture*, you will be able to better cope with your new environment. *If you are teaching students who are living in a foreign culture*, you will be able to help them to adjust and better understand what is expected of them in this new culture. Finally, these principles will be helpful if you desire to incorporate a culture component into your teaching.

This unit has four sections:

1. What is culture?
2. Culture shock
3. Individualistic versus collectivistic culture
4. Nonverbal communication

### 1. What is culture?

---

Learning what culture means is a very important step in becoming an effective language teacher. Knowing that culture differs from country to country is common knowledge, but realizing that it also differs from family to family and even at the individual level gives us a new perspective by which to view our interactions with those around us.

#### ***Culture is who we are***

Culture has been defined by many different people in many different ways. Simply put, culture is the way we are accustomed to thinking, talking, and behaving as members of a group. Our culture influences our actions, thoughts, beliefs, the language we use, and our perceptions of the world around us. Interestingly, our culture is something that can be very general—“I’m an American”—or very specific—“I’m a middle-aged white male American from Utah with three children who attends graduate school.” Each culture group has a shared set of commonalities: beliefs (political, religious, social, etc.), norms, values, taboos, attitudes, and/or language. At this point, two things should be apparent: culture is hard to define, and there is no end to the number of culture groups that could be defined.

#### ***Culture is a filter***

Culture is the filter through which we judge input: our surroundings, the behavior and language of others, and the nonverbal communication we observe. This filter begins to form from the moment we are born and continues to develop throughout our lives. As we get older, it often becomes more difficult for us to distinguish which aspects of our beliefs, thoughts, and actions are a result of our own personality and which are the result of learned culture. The good news is that we can learn to make the gaps bigger in our filter to allow that information in; however, the process of gaining a cross-cultural view is not easy.

### ***Culture and language***

Culture and language share a close relationship and are strongly connected to each other. You cannot learn a foreign language without encountering instances of culture-influenced language and you cannot attain mastery of that language without understanding the underlying cultural concepts. Similarly, you cannot fully understand a culture without knowing something of the language and the thought patterns that are used to express ideas in that culture.

#### Comprehension and Reflection Questions



1. What cultures do you belong to? Make a list of at least 10 different culture groups which you belong to. Which do you identify with the most strongly? Why?
2. Name two cultures which you do NOT belong to. What do you know about those cultures? How can you find out more about them?
3. In what ways does your native language influence your views on the world? Think about things such as how you address acquaintances. Do you address your parents and siblings differently than your friends? Coworkers? Boss? Students?

## **2. Culture shock**

When learning to understand the importance of culture, it is essential that you and your students gain an understanding of culture shock. A lot of people understand the basics of culture shock, but what they don't realize is that it can largely be prevented and the effects of it lessened through a better understanding of what it is. Going through culture shock without the help of friends and people you trust can leave you with long-lasting emotional pain and disappointment.

### ***Defining culture shock***

*Culture Shock* occurs as a result of being placed in an environment or situation in which the behavioral and language patterns of social interaction that you have become accustomed to do not apply. When we are faced with a situation in which we don't know how to cope or respond because we do not have the shared background knowledge of culture or language that a member of the target culture does, we are experiencing culture shock (the scenario at the beginning of this unit is a perfect example of culture shock).

### ***Culture shock and language learning***

Culture shock is very common in people who encounter a new culture and it can potentially be very difficult to handle. When one is learning a new language in addition to this exposure, the problem becomes compounded due to the massive amount of input. Depending upon the severity of the culture shock, it can make language learning stop completely. It is important for teachers and friends to recognize the symptoms and offer support and comfort.

### ***Stages of Acculturation***

Culture shock is not a single event, but is comprised of many various stages, with most models having four to six individual stages. Oberg (1960) was one of the first people to define culture shock and to look at these different stages. Oberg's model of culture shock has four individual stages: the *honeymoon phase*, *culture shock*, the *acculturation stage*, the *adaption*

*stage*. Each stage will be discussed briefly followed by a figure which represents these four stages.

- 1. The honeymoon phase:** As any newlywed knows, the first few months of marriage are a wonderful time and it seems as if nothing can, or will ever, go wrong. Issues that arise are viewed without hostility and compromises are made as you try to overcome them. The marriage of a person to a new culture is very much the same. The new culture is interesting and a positive mental attitude is maintained in the face of “strange behavior” and unfamiliar food. This stage is also called the *tourist stage* by some to reflect the fact that it lasts about as long as a tourist might spend in a foreign culture. In essence, you don’t know enough about the target culture to make judgments.
- 2. Culture shock:** After the initial fascination and excitement has worn off and reality sets in, it becomes more and more difficult to maintain a positive attitude as all of the little incidents that were once overlooked begin to count up to become something unforgiveable and/or distasteful. An individual suffering from culture shock may have a variety of physical or emotional symptoms. Physical symptoms might include: headaches, stomachaches, nausea, or loss of appetite. Emotional symptoms might include: feelings of anger, hostility towards members of the target culture, depression, nervousness, and homesickness. Unfortunately, you may not even recognize that the feelings or illnesses experienced are a result of culture shock and may try to treat the symptoms instead of the cause.
- 3. Acculturation:** As you learn to cope with these feelings and beliefs and learn to view the target culture as merely “different” rather than “backwards”, you can move out of culture shock into a stage of understanding. The new culture is once again viewed as interesting and a source of learning and growth, though at times it may still be difficult. Cross-cultural misunderstandings are no longer a source of anger, but rather an opportunity to develop one’s knowledge of the target culture.
- 4. Adaption:** Once you have become comfortable with the process of coping with new situations in the target culture, you can then learn to adapt your behavior to be able to function effectively in the target culture. However, this does not mean that you will not have occasions in which misunderstandings occur, it simply means that you do not react with hostility and will be willing to work towards further understanding.

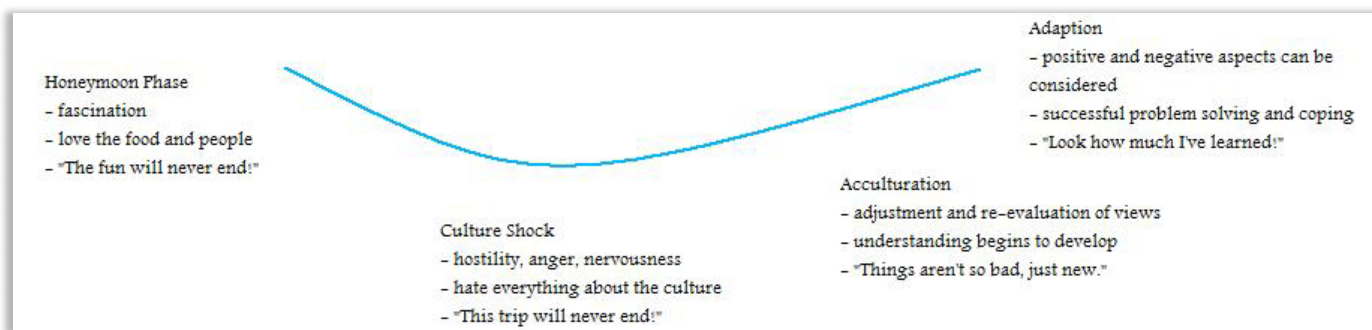


Figure 1. The U-shaped curve of cultural adjustment

### ***Factors that affect culture shock***

There are many other factors that determine the severity of shock which an individual experiences, to name a few: one's sense of ethnocentrism (the feeling that your own culture is better than other cultures), low levels of empathy, previous exposure to other cultures, understanding one's own norms and beliefs, and the reason for the cultural exposure. Just as each person has their own individual culture, each person experiences culture shock differently and to a different degree.

### ***Overcoming culture shock***

Just as there are many causes of culture shock, there are also many ways to overcome culture shock. Following are some ideas that can be helpful for those who are experiencing culture shock. Remember, in severe cases culture shock can become a threat to the health of an individual; if you or someone you know is seriously struggling with culture shock, do not hesitate to seek professional guidance.

- Social networks and strong relationships can be a powerful influence in helping people to overcome culture shock. Positive social interactions help us to maintain a good attitude despite the negative feelings we may have towards the host culture.
- Because culture shock is essentially a lack of the skills and knowledge necessary to function effectively and successfully in a new culture, one of the best remedies for culture shock is learning more about the target culture.
- Develop strategies to turn culture shock into a positive experience: try to think of the process as an important step in self awareness and personal growth, a way to develop a more open-minded, un-biased view of the world, an opportunity to obtain a deeper tolerance for ambiguity and acceptance of diversity.
- Just as is the case with language learning, motivation plays a critical role in determining the speed at which people move through and deal with the stages of culture shock. Someone who is highly motivated will likely have a longer honeymoon phase and shorter period of culture shock than someone who has little motivation.

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### Comprehension and Reflection Questions

1. Have you ever experienced culture shock? What did you do to overcome it?
2. Do you know anyone who is experiencing culture shock? What can you do to help them?



3. If you are teaching in a foreign culture, do you have opportunities to learn about the host culture? If your students are in a foreign culture, what can you do to give your students opportunities to learn about the host culture?
- 

### 3. Individualistic versus collectivistic culture

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There are many factors that influence the cultural orientation of individuals and groups, but one of the major distinctions that can be made is the distinction between individualistic and collectivistic cultures. The basic difference is in how individuals view themselves in relation to those they come in contact with; in other words, how do they interact and respond in relation to the people around them?

#### *Individualistic cultures*

These types of cultures are found chiefly in most northern and western European countries, Australia, Canada, and the United States. Individualistic cultures emphasize independence and responsibility for one's own actions. An individual's goals and intentions are seen as more important than those of society. Societal roles are more flexible and interaction between people of the opposite gender or between people with very different ages is typically not an issue.

#### *Collectivistic cultures*

Many Asian cultures, including Chinese, Japanese and Korean, are collectivistic in nature. In these types of cultures, children are taught to think about the good of the whole group before their own wants and needs. The groups to which they belong may be one or more of countless groups and sub-groups, such as their family, a religious or political group, or even the whole country. In most Asian cultures, family is the highest group priority wise, and to disappoint or create problems within the family often has very negative consequences, including the loss of face and honor.

#### **Not a dichotomous distinction**

It is important to know that cultures are not simply one or the other, but rather a culture group or even an individual has a tendency to be more dominantly one or the other along a continuum depending on the current context. For example, whereas members of a certain culture group might be more collectivistic in a family setting, they may also behave very individualistically in other settings, such as at work or school.

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#### Comprehension and Reflection Questions

1. Do you think you are more collectivistic or individualistic? Does your orientation match your major culture group?
  2. Are there situations in which you are more collectivistic? individualistic?
  3. Are your students from individualistic or collectivist cultures? Does their behavior seem to match their culture group?
  4. If you are teaching in a foreign culture, do you feel that your culture orientation is different? If so, how does this affect your behavior?
- 



### 4. Nonverbal communication

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Most people don't realize just how much they make use of nonverbal communication as they go throughout their day. In fact, research has shown that more than half of what we communicate when talking with another person occurs through nonverbal means—as the saying goes: “Actions speak louder than words.” Just as we learned our native language as we grew, we also learned the appropriate nonverbal behaviors of our native culture.

### ***Universal and culturally-learned nonverbal cues***

Around the world, there are some basic emotions that produce universal responses across all cultures: a smile for happiness, a frown for anger, sadness, or disappointment, and laughter when something amuses us. However, there is great variety in the rules for when it is acceptable or expected to produce these emotions, and there may also be further uses for these same nonverbal behaviors. For example, a Japanese person may surprise his/her Westerner guests with a smile and laughter when the guest accidentally breaks an expensive decoration while visiting his/her home. The Japanese person is certainly not happy that something got broken; he/she may be merely expressing embarrassment and trying to save the Westerner from losing face. It is important that your students understand that much of the nonverbal communication they do is culturally-based.

### ***Teaching nonverbal communication***

A good place to start teaching about nonverbal communication is with gestures. Of the different ways we communicate, gestures are the most easily recognized and demonstrated. If you are uncertain about what different gestures people make, there are many textbooks and online sources that have pictures and descriptions of various gestures and their meanings. You might decide to share a “Gesture of the day.” Before doing an activity like this, you need to make sure that students will not be offended should you make a gesture that is offensive in their culture; there are simply too many gestures and too many cultures for you to research every gesture in every culture.

Start by having students share some gestures that they have seen members of the target culture do. Discuss what they mean in each of their cultures (if it has any meaning at all), and explain what they mean in the target culture. Not all of the gestures they have seen will mean something; perhaps they have seen some gestures that are simply an individual's personal habits (for example, cleaning one's fingernails or playing with one's hair) that may have meaning to that person, but not to the larger culture groups to which they belong. Similar activities can be done for eye contact, *proxemics* (how closely people stand when talking), *haptics* (what kind of touching is permitted), and *kinesics* (body movements, such as bowing).

### Comprehension and Reflection Questions



1. What kinds of nonverbal communication do you use? Do you have any gestures or nonverbal behaviors that are unique to you?
2. Have you noticed any types of nonverbal behavior from your students that you didn't understand? If you are in a foreign culture, what things have you noticed outside of your class?
3. Are there any nonverbal cues that you feel are used a lot in your culture? Do they have the same meaning in your students' culture/s?

### Video example

You will now view a video clip of a graduate student talking about her experience with culture shock. This particular student lived in the United States for 6 years, returned to Mexico for 4 years, and then came back to the United States later.

### Reflection and Responses

As you view this video clip, think about each of the following questions.

1. What did you enjoy about this video?
2. What does she say or do that helps define what culture shock is?
3. Are any of the examples she shares a good indicator that the United States is an individualistic culture?
4. What kinds of nonverbal communication does she use?
5. What other things might you do to help your students understand what culture shock is?

For future (Web-based) use: Write your reflections in the box provided. Then, click on the button by each box to see what other people have said after viewing and reflecting on this video clip.\*

That's it. That's "the least you should know" about understanding culture. Of course, there is much more that you can learn about culture. For more information, please use the following section to guide your search.

## Where to go to learn more

### Connections to other units in this program

Here are some other units in this program that relate to topics we have addressed in this unit.

- Unit 3C, "Managing classes of English language learners."
- Unit 18, "Developing an awareness of teaching styles and cross-cultural style differences"
- Unit 5C, "Understanding your students' language learning styles"
- Unit 7E, "Teaching Culture"

### Online and other electronic media resources

Here are some web sites that are helpful resources for understanding and adapting to a new culture.

<http://www.peacecorps.gov/wvs/publications/culture/pdf/chapter1.pdf>

A short workbook produced by the Peace Corps to help orient people to the topic of culture. It contains great activities to help you gain insight into what culture is and how it effects our lives.

<http://home.snu.edu/~hculbert/shock.htm>

This website is designed to help people understand the process of culture shock. It is short, but has useful information, including ways to help people overcome culture shock.

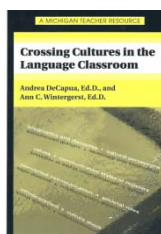
<http://www.urbanschools.org/pdf/understanding.culture.LETTER.pdf>



Produced by the National Institute for Urban School Improvement, this document aims at helping people, specifically teachers, develop cultural responsiveness—“the ability to learn from and relate respectfully to people from your own and other cultures” (p. 15).

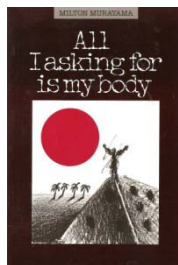
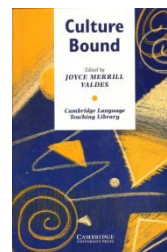
### Print and paper-based resources

Here are some published books that may be helpful to you in understanding and adapting to a new culture.



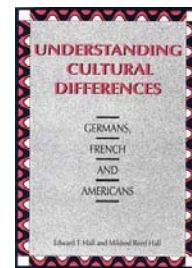
Andrea DeCapua and Ann Wintergeist. *Crossing Cultures in the Language Classroom*. University of Michigan Press, 2004. This book looks at the theories behind culture to help the teacher learn to become more culturally aware and includes great exercises for use in the language classroom to help your students overcome cross-cultural problems. ISBN 0472089366

Joyce Merrill Valdes, ed. *Culture Bound*. Cambridge University Press, 1986. A collection of articles compiled to give language teachers a foundation in practical and theoretical matters relating to culture. Contains a Classroom Applications section which has helpful ideas on bringing culture into the classroom in a relevant and non-confrontational manner. ISBN 0521310458



Milton Murayama. *All I Asking for is My Body*. Kolowalu Book. This book is the story of a Japanese-American boy growing up in Hawaii during the Second World War. Determined to be who he is, but not quite sure of what that means, the emotions and experiences he shares help the reader to view the world through his eyes and see what it was like to grow up as a Japanese-American during an era when America was at war with Japan. ISBN 0824811720

Edward T. Hall and Mildred Reed Hall. *Understanding Cultural Differences*. Intercultural Press, Inc., 1990. The first section looks at some key concepts in helping people to understand cultural differences. The latter half of this book contains a specific look at three major culture groups, Germans, French, and Americans, which can be very helpful for people teaching in one of these cultures or teaching students from or about these three cultures. ISBN 9781877864070



## Unit 7E

# Teaching Culture

## Scenario: Teaching American culture in China

Jack has been teaching business at an American university for the last 18 years, but recently retired and decided to spend some time abroad. He has been hired by a university in China to teach business English and a listening/speaking class. He is very excited for this new experience, but also a little nervous.

Three weeks before leaving to go to China, Jack's department chair sent him an email asking him to teach American culture as part of the oral English class. Many of the students are hoping to attend American universities and want to know more about American culture. Jack is very confident in his ability to teach business courses, but he doesn't know how or what to teach in regards to culture. He is now in the US and has three weeks to prepare materials, items, and lesson plans.



**What would you do in Jack's situation?**

**Does being a native speaker of English qualify a person to teach a class on American culture?**

**What ideas do you have about how to include culture in a language class?**

**What preparation do you suggest Jack do in the next three weeks to prepare for this course? Are there items he could take that would be helpful?**

## Objectives of this unit

After working through this unit, you will be able to...

- explain the importance of teaching culture in a language learning environment
- teach your students about some basic principles of intercultural communication
- connect what you see in a video clip of someone teaching culture with general principles about culture teaching
- plan how you might apply the principles presented in this unit in your own ESL/EFL classes in the future.

As you learn the content of this unit, you will understand the importance of teaching culture in the language classroom and be able to begin (or continue) including culture in your lessons.

## The Least You Should Know

This section will help you learn more about why culture is an important part of language learning and how to help your students understand that importance.

This unit has four sections:

1. Importance of teaching culture
2. General guidelines to keep in mind
3. Sample activities to teach cultural awareness

### 1. Importance of teaching culture

Many teachers make the assumption that culture is something that will “just be learned along the way” as their students learn language. While this is true to some extent, your students will be at a large disadvantage if you ignore culture completely in your teaching.

#### *Culture and language learning*

Language learning is never easy; there are so many different things that you need to learn: grammar, vocabulary, pronunciation, just to name a few! You then have to take your incomplete knowledge from each of these various areas and combine them together to produce language that can be understood by others! No easy task by any means. When you add culture to the list of things to learn, the learning load may become almost unbearable.

#### *Pragmatic failure leads to problems*

One of the most important parts of learning a culture is learning to say the right things at the right time. In America, if you meet your good friend on the way to work in the morning, asking, “How are ya?” is an appropriate greeting; however, if you meet your boss, saying “How are ya?” is usually too informal. Possibly “How are you today, Mr. Jones?” would be more appropriate. Why is this?

Part of becoming culturally aware means understanding the *pragmatics* of the target culture. Pragmatics is simply the intent or meaning that speakers are trying to communicate to other people through the words they say. Using the example above, saying “How are ya?” implies a certain level of informality and familiarity, which may or may not be appropriate depending on who you are speaking to. Interestingly, native speakers are much more likely to forgive grammatically incorrect sentences than pragmatically incorrect sentences. Consider the following:

Which of these three sentences would a native speaker likely find most offensive?

- A student talking about his male teacher says: “She is very nice.”
- A student talking about his friend, says, “He went his house... to eating.”
- A university student goes to his professor with his term paper wanting to receive some help with it and says: “Monty, you will read paper.”

In the first example, the student refers to their male teacher using a pronoun that is for females. This is a forgivable error and could even be used by the teacher to make a joke. In the second example, the student makes a simple grammatical error; it is easily correctable, and is most definitely not offensive. However, in the third, the student will sound rude and demanding because the context requires students to show respect to their teachers and address them appropriately. There is a pragmatic failure of the student to communicate the proper intent. Two small changes would result in a much better request: “Dr. Colver, you can read paper.” Although

this is not as good as “Dr. Colver, can you please read my paper?”, it sounds much more polite than “Monty, you will read paper.”

### ***Culture shock***

Culture shock can be one of the biggest problems students face when they are learning a language in a foreign culture. Teachers have the responsibility to help their students adjust to the new cultural situation and one of the best things teachers can do is help their students understand the causes, symptoms, and “cures” for culture shock. One of the best “cures” for culture shock is learning more about the target culture. For more information, see Unit 1D, “Understanding and Adapting in a New Culture.”

## **Comprehension and Reflection Questions**

1. In what ways do you think culture and language are related?
2. Have you witnessed or experienced a pragmatic failure recently? In regards to the situation, were the participants offended or were they forgiving?
3. How could you help your students understand the difference between grammatical and pragmatic errors?

## **2. General guidelines for teaching culture**

When teaching culture, it is important to have a few overall goals in mind. Whether you are teaching in a foreign culture or your students are in a foreign culture, you will need to decide what aspects of culture you want to emphasize. For example, if you are teaching English in an English-speaking country, you will have different goals than if you are teaching in China, Mexico, or Korea, where all of your students share the same cultural background. Furthermore, you should keep in mind that teaching culture is generally more effective with adults than with children because adults typically have an understanding of what culture is; however, teaching culture can be just as effective with children, you may just have to do it indirectly. Following are some guidelines to help you think about your goals.

### ***Culture-general vs. Culture-specific***

There are generally two ways in which culture is taught. The best approach depends on what kind of situation you are teaching in. One way is for your teaching to be culture-general, meaning that you do not teach about a specific culture, rather you teach ideas and concepts about culture that apply generally to most or all cultures. On the other hand, your teaching may need to be culture-specific, which means it has a direct focus on one target culture.

- Culture-general instruction is useful for helping people to understand the relationships between cultures and the differences that exist between cultures in general with the goal of trying to become more understanding of other cultures and behaviors. Topics might be something like, “What social roles do women have around the world?” or “How do different culture groups feel about ‘outsiders’?”
- Culture-specific instruction is teaching explicit information about a particular target culture, for example, American culture. Culture-specific instruction is useful for helping people who will be or currently are living in the target culture. Topics might be something like, “How do Americans feel about sports?” or “Do Americans watch too much TV?” Do NOT assume that the target culture can only be the culture of an English-

speaking country; it is very important to remember that your Chinese students, for example, may need to understand the local Chinese variety of English more than they do American English!

### ***Three types of culture topics - C/c/K culture***

When deciding what content to teach, there are three types of culture to consider:

- Big C-culture: art, music, literature, drama, dance, and food; may also include important names, dates, and locations
- Little c-culture: customs, traditions, values, and beliefs of the people; what makes their day-to-day interactions different from other cultures
- K-culture: the “kooky”, or strange, things that are often unique to a single culture, or small number of cultures

There is no “right way” to teach culture. There are many different ideas about what type of culture needs to be taught and the methods to teach it. Some people think that important names, dates, and places are most important; others claim that culture is more about the day-to-day lives of the people in that culture; still others prefer to emphasize the differences between cultures and think that the differences are what need to be taught in a language classroom. You need to decide for yourself how to balance these methods and ideas to match your own teaching style and, more importantly, the needs of your students.

### ***Don't reinforce stereotypes***

When teaching culture-specific material, be certain that you are not merely reinforcing stereotypes about the target culture. One of the worst things a teacher can do is fail to make it clear that there are generalities that can be made about culture groups which are useful and helpful in understanding that group, but that there are definitely exceptions. If students leave your classroom thinking, “All Americans are friendly”, you will have a lot of explaining to do to your students when they meet a rude American the next weekend. This can be a great grammar lesson when teaching degrees of completeness, all, most, many, some, a few, very few, none, etc.; for example, simply write “Most Americans are friendly, but some are rude.” And then open up a class discussion about the students’ feelings about the accuracy of the statement.

### ***Remember individual differences***

Part of not reinforcing stereotypes is remembering that within each culture group or language group there is variety in individuals. Even if two people belong to many of the same culture groups, speak the same language, are the same age, and belong to the same social class and gender, the fact remains that they are still two distinct individuals with different personalities, beliefs, goals, and values. In other words, belonging to the same culture does not necessarily mean that two people are culturally identical.

## **Comprehension and Reflection Questions**

1. Have you ever had any culture-general instruction? Have you ever had any culture-specific instruction? What was it like? Do you think it was helpful?
2. When you studied a foreign language, how was culture taught?
3. What do you know about the culture of your students? Categorize your knowledge into C/c/K-culture types.
4. What culture-specific stereotypes do you have about your students’ culture/s? Do



- you think those stereotypes are really true?
5. What types of stereotypes might others have about your culture? Do you think those stereotypes are true in general?
  6. In what ways do you or your family vary from others that share your same cultural background? What are the reasons for these differences?
- 

### 3. Sample ideas and activities

There are lots of ways to bring culture into your classroom. Many teachers agree that giving students exposure to a variety of materials can be very helpful. Choose a specific cultural topic such as ‘greetings with friends’ or ‘nonverbal communication between siblings’, then you can find materials that demonstrate cultural norms from the following sources:

- Movies
- Songs
- Folklore (stories)
- TV series
- Literature
- Children’s books
- Role plays

In addition to using these resources, there are lots of books and websites that can be useful for teaching culture. Following are some sample ideas and activities to help you get started teaching culture. Many of these activities only take a few minutes, but can lead to wonderful, lengthy discussions about culture if your class is ready for that kind of activity.

#### ***Anti-gravity?***

Culture is all about perspective. The things we think we see may be distorted by our own beliefs, experiences, and values.

1. Watch the first 25 seconds of this video found on YouTube:  
[http://www.youtube.com/watch?v=hAXm0dIuyug&feature=player\\_embedded](http://www.youtube.com/watch?v=hAXm0dIuyug&feature=player_embedded)  
This video shows balls being placed at the bottom of ramps. The balls then appear to magnetically ascend to the top of the ramp. It is merely an illusion.
2. After 25 seconds, pause the video and ask students how they think this is done.
3. After some discussion, play the rest of the video.
4. Discuss the importance of perspective. We often see things that we interpret incorrectly because we believe that we understand the underlying principles (such as gravity in this case).
5. If you are living in a foreign culture, give some examples of things that you have seen that you don’t understand and ask for an explanation. Be careful not to be derogatory!
6. Have students give examples of things they have seen from the target culture that they don’t understand and try to determine if perspective would help them understand these things better.

### ***What's in a name?***

Often a person's name has some meaning to it, even if that meaning is unknown to them. Before doing this activity, you should research your own name. Why did your parents give you that name? What does it mean? Are there famous people with your name?

This is a great "first day" activity that can be done right at the beginning of class after you have introduced yourself.

1. Begin the activity by writing your name at the top of the board in big letters so everyone can see.
2. Next, begin with your given name and explain a few things about it. Then do the same for your other name/s. Give students opportunities to ask questions.
3. Explain how names are related to our culture. Names often have meaning that reflects the values and beliefs of our parents (and hence their culture).
4. Give the students the homework assignment to learn about their own name and come prepared to share information about their own name.
5. The next day as each student shares, give the class opportunities to ask questions and have discussions. Take the time to learn what you can about each others' cultures and enjoy the diversity.

Adapted from Ned Seelye's *Experiential Activities for Intercultural Learning*, 1996.

### ***The priest and the coach***

Within each culture, people generally share the same values and beliefs, but there is also room for individual differences depending on social status, occupation, religious beliefs, educational background, etc.

1. To illustrate this difference, look at the differing opinions of the word "education" from the point of view of a priest and a soccer coach, both of which have the same cultural background. Think of words that each might use and write these on the board in two columns. A priest might emphasize the importance of morality and education received at school with a some mention about discipline and religion. On the other hand, a soccer coach would likely mention ideas such as competition and hard (physical) work with a stronger emphasis on discipline, and would likely not mention religion at all. These two individuals, although from the same culture, have differing ideas about the concept of education and related activities and ideas. Likewise, each person you ask would have slightly varying thoughts about the word "education" regardless of whether they share the same culture or not.
2. Give students a few minutes to write down some of their thoughts about a specific topic; for example, education, family, love, or culture. Students' answers should be short and easily repeatable; for example, if the topic is family – mom, dad, children, brother, sister, summer vacation, home, going to the movies, etc.



Figure 1. What's in a name?

3. Have students share some of their responses and write them on the board, ask other students to say whether they disagree or agree with the answer and talk about why they agree or disagree. Is the difference cultural or individual or both? **REMEMBER: THERE IS NO CORRECT ANSWER.** Make sure the students understand this. You are simply trying to determine in what ways your students are similar and different and help them understand that words have different meanings to different cultures and people.

Adapted from Ned Seelye's *Experiential Activities for Intercultural Learning*, 1996.

### Comprehension and Reflection Questions



1. Which of these activities did you like? Why?
2. What changes could you make to these activities to adapt them to your situation?

### Video example

You will now view a video clip of a lesson from two classrooms in China. The first clip shows some students who may need some instruction about handshaking and the second clip illustrates how you might teach the culture-specific concept of handshaking.

### Reflection and Responses

As you view this video clip, think about each of the following questions.

1. How does this video illustrate culture? (Hint: there is more to it than handshaking!)
2. What other kinds of nonverbal communication can you see?
3. What other things might you do differently to help your students understand what culture is?

For future (Web-based) use: Write your reflections in the box provided. Then, click on the button by each box to see what other people have said after viewing and reflecting on this video clip.\*

That's it. That's "the least you should know" about teaching culture. Of course, there is much more that you can learn about teaching culture. For more information, please use the following section to guide your search.

### Where to go to learn more

#### Connections to other units in this program

Here are some other units in this program that relate to topics we have addressed in this unit.

- Unit 1D, "Understanding and adapting in a new culture"
- Unit 3C, "Managing classes of English language learners."
- Unit 4F, "Developing an awareness of teaching styles and cross-cultural style differences"
- Unit 5C, "Understanding your students' language learning styles"



## Online and other electronic media resources

Here are some web sites that have proven to be helpful resources for teaching culture.

[http://www.educationworld.com/a\\_lesson/archives/soc\\_sci.shtml](http://www.educationworld.com/a_lesson/archives/soc_sci.shtml)

This is a website for K-12 teachers with ideas for culture-related activities and ideas. Most of the content is more appropriate for a younger audience, but can be adapted for older students as well.

<http://www.tolerance.org>

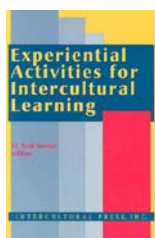
A website dedicated to helping teachers bring cultural understanding to the classroom. This site also contains many anecdotal experiences that can be useful in discussion culture differences.

<http://www.proteacher.com/090031.shtml>

This is a directory for K-12 teachers, which guides users to resources about culture teaching.

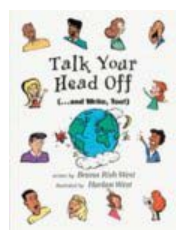
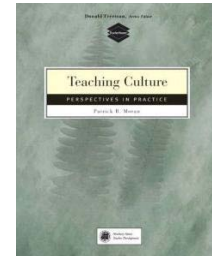
## Print and paper-based resources

Here are some published books that have proven to be helpful resources for teaching culture.



H. Ned Seelye. *Experiential Activities for Intercultural Learning*. Intercultural Press, Inc. 1996. Ready-to-use activities that can be brought into most classroom environments to help students become more culturally aware. Most of the activities require very little preparation and can be easily adapted to fit the needs of your students. ISBN 1877864331

Patrick Moran. *Teaching Culture*. Heinle & Heinle, 2001. This book provides an in-depth look at the relationship between language and culture. Although the text is academically focused and may be difficult to understand for those who have a lower proficiency in English, it also includes a lot of anecdotal evidence to support his ideas and theories which helps the readers to relate the material to their own experiences. This book is for teachers who are looking for something that is more theory than application. ISBN 9780838466766



Brana Rish West. *Talk Your Head Off*. Prentice Hall, 1996. This book covers a wide variety of topics that are ready for use in a speaking/conversation class. Most of the topics are not well-suited for children, but there are some that could be used with children as well. Adults will find the topics engaging, interesting, and humorous. ISBN 9780134762012

## **Chapter Five: Evaluation and Pilot Testing**

In the ADDIE model, Implementation and Evaluation of the curriculum are very important in that these are the steps in which all of the time and effort spent in the first three steps is proven to be worth it or not. This chapter outlines most of the Implementation and Evaluation that was carried out in the process of creating these units. It will explain many of the changes that were made to the units based on the results of the feedback that was received during evaluation and pilot testing.

### **Intermountain-TESOL Conference**

One of the first steps in evaluating my units was a presentation of a few of the basic principles from my first unit at the Intermountain-TESOL Conference (I-TESOL) in October 2009. At that point, only the first unit, “Understanding and Adapting in a New Culture”, was ready for piloting, but I was grateful for the chance to get some early feedback on it. The presentation was unfortunately limited to a mere five-minutes since we were presenting as a BTR-TESOL team, so I chose to focus mainly on a single, important question: “What is culture?” I gave each audience member a small feedback form (see Figure 2) and asked them to think about and then write an answer to question 1, “What is culture?” After giving them about a minute to formulate a response, I invited several of them to share their thoughts. It was very interesting to see the similarities and differences in their responses, and then later as I read through their responses, this helped me to refine my definition of culture to be clear and simple.

After my presentation ended, I gave the audience time to fill out the remainder of the form in order to get more feedback from them (see Appendix C). Some of the responses that I received

were honestly not very helpful due to the fact that they were merely praise for presenting well or comments about making sure to keep my presentation shorter since I went overtime by about a minute. However, a few of them made suggestions and comments, such as “Explain more about *x*,” that helped me to know where I needed to add more clarification and explanation about certain terms or ideas.

1. What is culture?
2. What was the most helpful thing about this presentation?
3. What was the least helpful thing about this presentation?
4. Other thoughts?

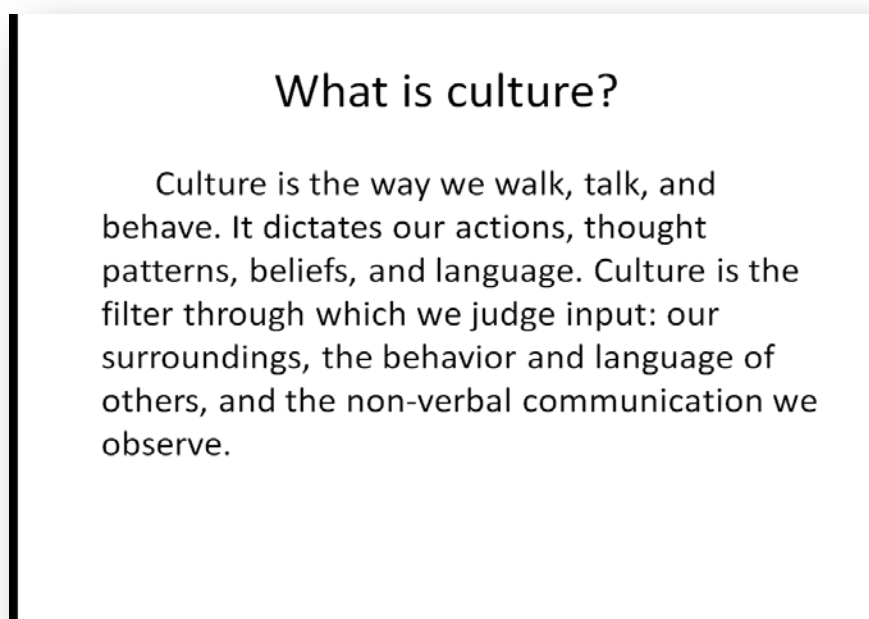
*Figure 2.* Feedback form used at I-TESOL and in Ling 377

Examples of resulting changes I made after this presentation, both in my PowerPoint presentation and while speaking, involved using words such as “ethnocentrism, societal roles, pragmatics, and socio-linguistic competence” because I assumed that ESL teachers at a conference like I-TESOL would at least be familiar with the concepts even if they did not have a concrete notion of what these words meant. Several people, however, gave feedback regarding the use of difficult vocabulary. I realized that if people who are currently in the process of teaching ESL did not feel comfortable with these words, they certainly do not belong in

introductory material for novice teachers. As a result, I chose to either remove these words completely from my unit or, in the case of pragmatics and ethnocentrism, I decided to simply give a more detailed explanation of what these terms mean.

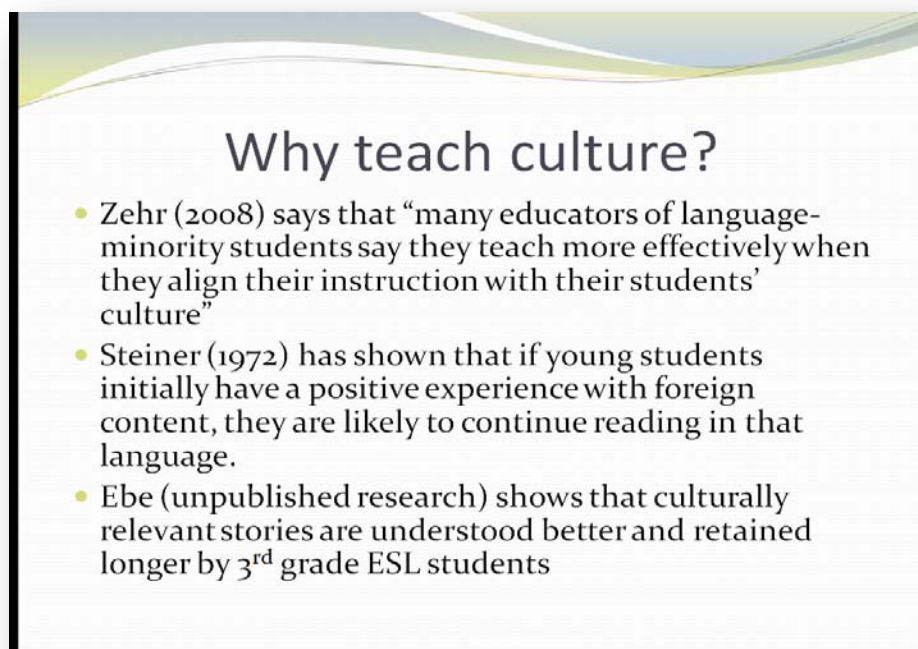
### **Pilot Testing in Ling 377: *Basic Training in TESOL***

One of the great opportunities I had while developing these units was to share my ideas with those who were actually going out to the field to put in to practice the things that I discuss in my units. A special class, titled *Basic Training in TESOL*, was set up to be taught during Winter 2010 in order for those of us in the BTR-TESOL team to have an opportunity to pilot our units with people who closely represent our target audience, a group of BYU students who were expecting to go to various foreign countries and teach English as a foreign language.



*Figure 3.* Screenshot A from Ling 377 presentation

On March 31 and April 6, 2010, I had the opportunity to share both of my units with six of the students from this class. Students were briefed on the topic of each presentation before class, but they were not given any other indication as to the content of the presentation. As I prepared the presentations (screen shots of which can be found in Figures 3 and 4), I tried to keep in mind what our purpose was: Basic Training and Resources. Although I wanted to expand on the topics, I knew that too much information would only overwhelm and confuse them, so I did my best to keep things simple and straightforward. I also kept in mind the lesson I had learned at I- TESOL and kept both the Power Point presentation and my actual discussion free from terms that would require further explanation in order for the learners to not become confused.



*Figure 4.* Screenshot B from Ling 377 presentation

Again, as I had done at I-TESOL, I prepared short feedback forms with questions on them to facilitate receiving feedback from them and distributed them beforehand. A lot of the feedback mentioned something about the usefulness of the section on strategies for overcoming culture shock. As a result of the feedback that I received, I decided to expand the section on overcoming culture shock to include longer descriptions of these strategies instead of just listing them and expecting users to understand their significance. I also noticed that as we discussed the symptoms of culture shock, many of the participants did not realize that culture shock could cause such serious problems; therefore, I decided to include a short warning of the serious nature of culture shock and gave the suggestion to seek professional guidance if it appears that one of their students is suffering serious issues due to culture shock.

### **Readability of the Units**

One of the most difficult aspects of creating these units involved working with the actual language of the units. Choosing which content to include and deciding which concepts were unnecessary for a minimalist approach was the most difficult aspect of this project, but a close second was striving to make the language accessible and comprehensible for a wide range of readers. The difficulty is rooted in the fact that our audience consists of readers with so much individual variety: both native and non-native English speakers, both well-educated and not so well-educated teachers, and people from various cultural backgrounds.

Indeed, even though our target is novice teachers, I would not be surprised if experienced, well-educated teachers such as me did not use make use of the BTR-TESOL project. Despite the fact that I have an MA in TESOL, I do not feel that I have mastered every topic in the BTR-TESOL repertoire. In fact, I do intend to use this resource as a refresher on different concepts

and principles and as a place where I can go to learn more. As a result of this huge variety in our target audience, I was constantly trying to maintain a good balance in order to include everyone in this wide range, so that even educated native English speakers would remain interested, while at the same time not losing the interest of under-educated NNEs due to difficult vocabulary and syntax. Even after I had established the content of the units, I was constantly tweaking the language here and there to make it better.

In tailoring the language of my units to fit my audience, one of the greatest helps was the use of two readability measures that are available freely to anyone interested in using them: Paul Nation's Range program, which determines how much of the language is found in the most common 2,000 English words and the 570 words in the Academic Word List (AWL); and Dave Child's Text Readability program at [addedbytes.com](http://addedbytes.com), which is a tool that shows how easy a particular text is, using the Flesch-Kincaid, Gunning-Fog, Coleman-Liau, SMOG and Automated Readability scoring systems.

Using Paul Nation's Range program on the first unit initially revealed a relatively high level of language that was neither in the most common 2,000 words nor the AWL: 268 tokens of 3646 total tokens, or 7.35%; and 171 types of 969 total types, or 17.65%. In other words, out of the total number of different words in the unit (969 words), 17.65% of those words were low frequency vocabulary words, which is quite high for text aimed at an audience that includes NNEs. However, further analysis of the types revealed that excluding proper nouns reduced the total number of low frequency types to 114, which is a much improved 11.76% of the total types. Regardless, I felt that a further reduction in the usage of low frequency vocabulary would help with readability. Again using the range program, which provides a list of the low frequency words, I went through and found words that I could change that would increase readability by

using high-frequency synonyms while losing very little in terms of specificity and nuance. After this type of editing, I was able to get the percentage of low-frequency types to under 10%, which I feel is a comfortable balance in keeping the language clear and interesting without overloading NNEs.

Having had this experience with the first unit, I made a special effort while writing the second unit to avoid difficult language and the result was that the initial run through the Range program showed a much lower density of low-frequency types. Of 538 total types, only 60 were neither in the most common 2,000 words nor the AWL, or 11.15% of the total types—a big improvement over 17.65% of the first unit. Excluding proper nouns further reduced that percentage to an impressive 8.5%. I decided to do a few minor edits to bring up the readability a bit more, so I went through and made changes such as changing “cuisine” to “food” and “grumpy” and “nasty” to “rude.” After making these changes, I felt that the level of readability was acceptable.

The other program, Dave Child’s Text Readability website, was also helpful in determining whether the language of my units was acceptable or not. The site is very easy to use, simply paste your text into the window provided and click the ‘Check Text Readability’ button beneath it. After processing the text, it gives you readability scores using the following systems: Flesch-Kincaid Grade Level, Gunning-Fog Score, Coleman-Liau Index, SMOG Index, and Automated Readability Index. It then gives you an average by which you can guesstimate the difficulty of the text. My units in their final stages received average scores of 10.46 and 9.98, respectively. This means that these texts are roughly appropriate for native English speakers in the tenth grade.



### **HELP International Training Session**

Another opportunity to pilot test my units arose in May 2010. It was with another group of students who were preparing to go abroad and teach English as novices; HELP International, a service-based non-profit organization (see Figure 5 for an excerpt from their website), sent some volunteers to our BTR-TESOL group to receive some training in preparation for serving in-country. On May 19, 2010, I shared my units with four HELP International volunteers and was able to receive some feedback from them using the same feedback form that I had used at the I- TESOL Conference. Unfortunately, because there were only four students, the feedback was limited; in addition, most of the feedback was focused on the presentation of content rather than the content itself, which rendered it less applicable. For example, three of the four responses indicated that the most helpful aspect of the presentation was how I shared my own personal background in regards to learning about culture, which is not in the units at all.

As I reflected on this experience, I learned two helpful lessons: (1) if something (like my own cultural experiences) is not in the units, it should not have been in my presentation; however, (2) people enjoy and relate better to personal experiences and are likely more willing to participate and share their own thoughts after personal experiences are shared. Due to this second point, I considered including a short summary of my own cultural experiences in one of the units, but decided against it due to length restrictions. The length restriction was one of the most frustrating features of this project; I felt that there was always more that needed to be explained and more information that would be helpful to novice teachers.

### **HELP International - Mission and Vision**

Every summer HELP International, a Utah-based nonprofit organization, trains college-age participants to design and implement sustainable development projects in Belize, El Salvador, Fiji, India, Thailand, and Uganda. Partnering with locally-based non-governmental organizations (NGO), HELP participants create projects that promote self-reliance. As a key part of their experience, we train participants to become lifetime social entrepreneurs, using innovation to solve social problems. Participants receive over 20 hours of training before serving in-country, enabling them to organize and carry out their own projects.

Figure 6. HELP-International mission and vision

### **Committee Member Feedback**

Throughout the process of developing my units, I had periodic meetings with the members of my committee to receive feedback and get ideas to improve my units. Although I did not implement all of the suggestions and ideas that they gave, there were many that I did use in some form or another. Following is a description of some examples of changes that I made as a result of meetings with different committee members.

Each unit in the BTR-TESOL program typically begins with a short scenario to introduce the topic and give the learners a chance to ponder and reflect on their own experiences. The scenario

that I developed for the second unit, “Teaching Culture,” was originally about an ESL teacher who had a little bit of experience and was asked by his manager to teach a culture class. After discussing the scenario with Dr. Henrichsen, we decided that novice teachers would not be able to identify with a teacher with some experience, so as a result we changed the scenario to a retired university professor who was now going to China to teach ESL for the first time.

Although it was a minor change, our target audience likely includes teachers who would identify more with the second scenario than the first.

When I met with Dr. Tanner to discuss my first unit, “Understanding and Adapting in a New Culture,” he offered a lot of ideas that dealt with the content of each of the various sections. For example, in the section about culture shock, he pointed out that the symptoms of culture shock are not only emotional, but can also include physical symptoms that manifest themselves in manners that are just as harmful as the emotional ones. We discussed the importance of including small details like that to help the reader get a full understanding of each sub-topic in the unit. Another example is in the section on individualistic and collectivistic cultures: in my original draft, it was not obvious to the reader that these two different culture orientations are not dichotomous; rather they lie on opposite ends of a continuum—culture groups and individuals are not strictly one or the other, but lie somewhere along the continuum. Furthermore, the position of individuals on that continuum is not a static point, but rather fluctuates along the scale according to the situation, the people they are with, and the emotions that they are experiencing at the moment. Small details such as these are the least you should know and will help the readers get a clearer, fuller understanding of these concepts.

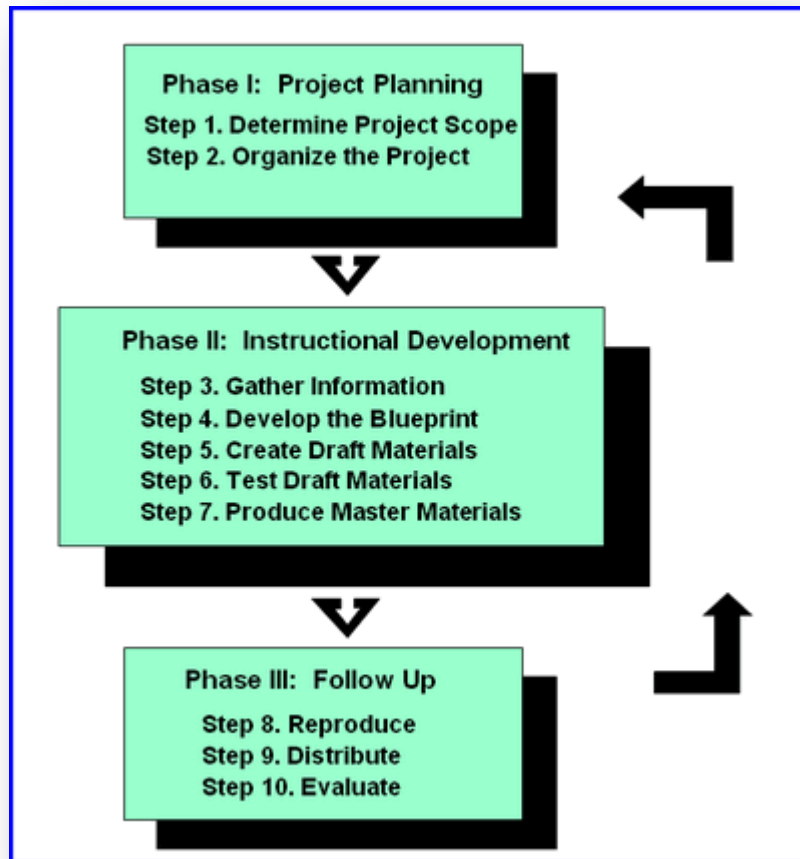
In my meetings with Dr. Dewey, he helped me to clarify some of my definitions for terms that I used in my units in ways that would not only make the terms clearer, but more accessible

to people who are being freshly exposed to these words. As an example, in the first unit where I talked about culture shock, I described culture shock in a way that was later seemingly contradicted in the paragraphs that followed; an oversight that could potentially have caused a lot of confusion and frustration for the readers. Without these kinds of corrections, the units would not be as useful and people would likely not want to continue using the BTR-TESOL program.

### **Instructional Design Project Management Model**

In addition to the ADDIE Model already described, another model that guided me as I evaluated these units was A Typical Project Management Model, presented by Michael Greer in his book, *ID Project Management: Tools and Techniques for Instructional Designers and Developers* (Greer, 1992). Although Greer's model is specifically directed towards an instructional development project manager, many of the steps he introduces were applicable to this project. Following is a short description of Greer's model and how the steps he outlines were used to evaluate this project.

Greer's model consists of three phases, which are then broken down further into a total of ten steps (see Figure 6). Phase I consists of two steps, 1) Determine Project Scope, and 2) Organize the Project. Next is Phase II, which consists of the next five steps: 3) Gather Information, 4) Develop the Blueprint, 5) Create Draft Materials, 6) Test Draft Materials, and 7) Produce Master Materials. Finally, Phase III has three steps to round out the ten-step model: 8) Reproduce, 9) Distribute, and 10) Evaluate.



*Figure 6.* Greer's model for instructional design project management. Taken from "Michael Greer's PM Resources" <http://michaelgreer.biz/?p=266>

As is the case with the ADDIE model, many of the earlier steps of this model were completed either by Dr. Henrichsen or by the BTR-TESOL team in our weekly meetings during the initial months, including both steps of Phase I, Project Planning, and also the first step of the next phase, Step 3: Gather Information. We developed the prospectus for the project (Appendix A) in which we gave form to the activities completed in Steps 1-3. In this prospectus, we included a detailed description of our target audience, defined the topics for over forty different units, and specified our rationale for adopting a minimalist and connectivist approach. During

that period we created detailed plans of the various steps and processes that we needed to complete as a team and also specified what each individual student would be expected to complete “thus helping to lay the groundwork for a successful project” (Greer, 1992, p. 2).

The one weakness that I feel could have been avoided in these early steps is that we could have included a description of our end-users typical “relevant work environment” (Greer, 1992, p. 3). Despite the fact that our target audience will consist of a huge variety of contexts (and I believe that the BTR-TESOL team members have a good understanding of this wide variety), I think that some vivid descriptions of some sample ESL environments would be beneficial to anyone who is evaluating or reviewing the BTR-TESOL program who does not have a strong background in this field.

Individually, we were then expected to build upon this foundation in the creation of our units which is the process described in Steps 4-6. Chapter 3 provides a description of some of the Steps 4 and 5 in which I developed “specific performance objectives” and “a detailed outline of content to be included in support of each objective” and the most important step, Step 5: Create Draft Materials, which includes creation of : “preliminary and revised drafts of all materials” (Greer, 1992, p. 3). In the creation of the units, I did my best to include information that would be relevant to our target audience and easily comprehensible. Feedback provided by novice teachers in my presentations (see Appendix C) would indicate that I was at least partially successful.

After creating the initial draft of the materials, I engaged in Step 6: Test Draft Materials, which is the main topic of this chapter. Regarding this step, I feel that I did do a lot to test the materials with novice ESL teachers by presenting the material to them, but I feel that I could have done more to test the materials in a more authentic way. A prime example was already

mentioned in Chapter 1; that is, I could have gotten in contact with novice ESL teachers who are currently beginning to teach ESL in a foreign country and have them work through the units and provide feedback. This type of piloting would have been a closer representation of how the BTR-TESOL program is intended to be used and would have helped me in revision of the units. Unfortunately, due to limits in time, I was not able to perform this type of piloting. Perhaps a future member/s of the BTR-TESOL team could be recruited to perform this type of piloting and revision.

The remaining four steps of Greer's model, Steps 7-10, are beyond the scope of my project, but will likely be the topic of future work by BTR-TESOL team members. Dr. Henrichsen will continue pushing the BTR-TESOL program forward and will be the ultimate decision maker as to how much revision each of these units undergoes before it is reproduced and widely distributed.

## **Chapter Six: Recommendations and Conclusion**

This chapter contains a description of some of the knowledge that I gained, and also some of the lessons that I learned from this project. It also contains recommendations for individuals who work on the BTR-TESOL program in the future so that they will not repeat the mistakes I made and will be able to work more effectively. Finally, I will conclude with a short discussion of my thoughts on the value of these units and the BTR-TESOL program as a whole.

### **Knowledge Gained**

I have learned a lot in the past two years—more than I could hope to possibly include here. However, there are two things that I learned that are relevant and extremely valuable: I learned what culture is and I learned why it is important that culture be included in language learning.

Culture is so complex that I do not think that there is one single, appropriate definition amongst the hundreds that exist. However, I do know that culture is something that can and should be learned by those engaged in the study of language. In fact, I would even say that culture is the life giver of language. Language in and of itself does not have emotion and nuance, culture is what breathes life into it and makes a simple sentence such as “I love you” have such a powerful impact. Culture gives language the ability to make people laugh, cry, and shout for joy. Language without culture is empty and meaningless.

Because culture gives life to language, it is absolutely essential that it be included in language instruction, not as a 10-minute focus once a week, or a special “culture day” that deepens stereotypes. It needs to be taught as a part of language, just as important to the curriculum as a speaking class or a grammar class. Students have to be aware of the harm that a



lack of cultural-appropriate language can cause. This may be minor problems or, in some cases, major difficulties such as the loss of a job, the loss of a friend, or a contribution to ethnic stereotyping. Novice ESL teachers have to know that culture shock *will* have an effect on their lives whether they leave their country or not. Even a chance meeting with a foreigner in their own hometown has the potential to cause culture shock.

### **Lessons Learned and Recommendations**

In the creation of these units, I learned many valuable lessons. In the interest of practicality and brevity, I will describe only the four most important lessons that I learned. I will then offer recommendations based on those lessons for two primary audiences: (1) generally, for anyone embarking on a materials development project; and (2) specifically, for future members of the BTR-TESOL team.

Possibly the biggest lesson I learned was the importance of identifying goals and objectives early and then commencing work on the project without delay. Specifically, for those who are continuing work on the BTR-TESOL project, I recommend that you start as soon as possible on developing your units. One of the biggest factors in being able to complete my project was the fact that I started working on the first unit a full year before I finished this project. Having one of the units near its final version took off a lot of the pressure I was feeling about being able to get everything done that I needed to. Getting things done early will allow time for the inevitable revisions that will need to be made.

Another thing that was very helpful in development of these units was the feedback I received from the different presentations that I made throughout the last year. My recommendation is to take advantage of *every* opportunity available to receive feedback on your

project. Make time to be available for opportunities that arise and look for occasions to pilot test your units. I was very thankful to Dr. Henrichsen for arranging all of the presentations for the BTR-TESOL team. Had Dr. Henrichsen not done that for us, it would have taken a lot of time and effort to organize forums in which we could present our units—time that would be better spent working on the units themselves.

The third item that I learned, which is related to the second item, is the importance of working together as a team and not relying on yourself to do everything alone. Dubin and Ohlstein (1986), commenting on the benefits of working as a team in their book, *Course Design: Developing Programs and Materials for Language Learning*, suggest that “because of the variety of tasks which must be performed, together with the advisability of bringing various skills, talents and points of view, writing is frequently a team effort or a co-authored venture” (p.173). Develop strong, honest relationships with your fellow project members and use them as a resource and a means of obtaining feedback. After discussing the benefits of a team effort in writing, Dubin and Ohlstein (1986) continue by discussing the many different roles that need to be filled within a team: organizer, hard worker, worrier, experimenter, and evaluator, to name a few. It would be to your benefit to find out which of your fellow project members have experience with your topic, teaching experience, editing experience, etc.; each member will have their own strengths in fulfilling these roles that can be utilized for the benefit of the group as a whole.

A very important item regarding teamwork, especially for BTR-TESOL members: do not forget that faculty members should be part of your team—especially Dr. Henrichsen and your other committee members. One of the biggest limitations of this project is that I chose the topics without enough input from other human sources. Although I made every effort to choose topics

based on what the experts said, I neglected to include the opinions of the resident experts here at BYU. A simple interview with several different faculty members before the creation of my units would have had a large, positive influence on my units. I regret not asking for more input from my committee, who were willing to help had I but asked more.

Finally, I think one of the things that would have helped me maintain focus and cohesion throughout my write-up of this project would have been some kind of analogy or metaphor. In many of the articles that I read about culture, culture was discussed as a “bridge” that needed to be crossed. I had considered using that analogy to provide some overall cohesive thoughts to this write-up, but decided against that in the end due to time constraints. However, I do recommend that you find something like that early on that may be able to help guide and focus your efforts in both the creation of your units and in doing the final write-up for your project.

## **Conclusion**

This project was useful in many ways: it produced a resource for novice teachers; it emphasized the link between language and culture and demonstrated the importance of teaching them together, and finally, it was valuable to me personally. This project produced a valuable product that will be used by many untrained, novice, volunteer teachers around the world in the future as the BTR-TESOL project moves forward. I hope that as a result of interaction with the units I have created that these teachers gain a desire to bring culture into their language teaching. It would be a shame if these teachers continued the trend of so many language teachers of the past whose “teaching often clings to the traditional lecture format” (Chessid et al., 1992, p. 58) of unimportant names, dates and facts about the target culture.

Finally, this project also has a lot of personal value to me as the author. It taught me a number of valuable lessons (1) about the content (culture) and (2) about the process of materials development. Through the development of this project I learned many valuable skills and gained knowledge that will benefit me not only throughout my career as an ESL instructor, but also in other spheres in which I have multicultural contacts, most notably in my own home.

This project has brought me insights about the importance of culture that I do not think I could have experienced in any other way. Having spent a large amount of my life in multicultural environments, I have witnessed first-hand many different aspects of understanding and teaching culture. However, I had some uncertain ideas about how to define culture and until I took the time to really sit down and contemplate the most important aspects of culture, I do not think that I had a formal knowledge of what culture is and the relationship it shares with language. I am grateful to the scholars and researchers that have made this project possible by publishing their culture-related works. I stood on the shoulders of giants and glimpsed the true meaning and importance of culture, especially in the language classroom.

This project also helped me to understand the process and trials of materials development. One of the most difficult aspects of this project, as I have mentioned before, was deciding which aspects of culture to include in each unit. As I learned more about the topic of culture in my coursework and the subsequent review of relevant literature, I came to see that the topic of culture was more expansive than I ever imagined. Using the insights garnered from the hard work of the many authors whom I have referenced enabled me to choose topics which will be of the most benefit to novice teachers. The process was certainly not easy, but it was a valuable learning experience.

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## Appendices

### Appendix A: BTR-TESOL Program Prospectus

Basic Training and Resources for Teaching English to Speakers of Other Languages; The Least You Should Know and Where to Go to Learn More

Prospectus prepared by

Dr. Lynn Henrichsen and the BTR-TESOL Team (names below)

Department of Linguistics and English Language

Brigham Young University, Provo, UT 84602

801-422-2937, Lynn\_Henrichsen@byu.edu

Product Overview

*Teaching English as a Second or Foreign Language; The Least You Should Know and Where to Go to Learn More* is a paper book and website (supplemented by video clips) that utilizes a minimalist, connectivist approach to helping minimally trained, novice ESL/EFL teachers be more effective, professional, and successful. It is usable in two ways: in a traditional, face-to-face class with a teacher and regular meetings, or by independent self-study, according to an individual's particular interests, needs, and schedule.

Rationale

Many countries in the world are lacking professional teachers of the English language. Because of this, many schools decide to employ untrained people or novices (mostly native speakers) who are willing to teach English in spite of the fact that they lack teaching education and experiences. Nevertheless, teaching English is more than just speaking the language (Pennycook & Coutand-Marin, 2003, p. 341). It requires knowledge and experiences in many areas such as curriculum design, material development, teaching methods for grammar, reading, listening, speaking, and effective writing. Gilbertson (2002) states that in some instances untrained teachers can do more harm than good (p. iii). That is why it is necessary to provide specific guidelines to help inexperienced and nonprofessional teachers with the challenges of this profession. Currently, as expressed by leaders in the linguistic field such as Diane-Larsen Freeman, very few materials are available that would serve as a guideline to novices who are teaching English as a second language (Henrichsen).

#### Audience/Market

Many untrained or minimally trained people teach ESL/EFL in community programs, commercial schools, public libraries, churches, homes, language schools abroad, etc. Teaching English as a Second or Foreign Language; The Least You Should Know and Where to Go to Learn More is designed for the thousands of untrained or minimally trained teachers of ESL (in the United States and other English-language environments) and EFL (in other settings around the world). It will also be attractive and useful for untrained people who on the verge of teaching ESL/EFL. For various reasons (finances, timing, location), most of these teachers are unable to enroll in full-scale TESOL teacher-preparation programs, but they still need and want basic

training in effective classroom procedures and materials, as well as in the teaching and learning principles behind them.

No one knows exactly how many novices or volunteers teach ESL/EFL around the world. No one tracks them, so data in this area is scarce. The number, however, is undoubtedly large. A 1986 study of adult literacy/ESL programs in the United States alone found that about half of the 2,900 adult education programs and nearly all the 1,300 English language and literacy programs used volunteers. Starting with these figures, simple mathematics results in an estimate of 107,000 volunteers in related ESL programs. The 2005-2006 Statistical Report of ProLiteracy states that 120,480 volunteers worked in its 1,200 affiliate programs, 88% of which provided ESL services. The number is undoubtedly greater today with the recent floods of refugees and immigrants to English-speaking countries and the growing demand for English around the world. Many companies advertise several tens of thousands of ESL/EFL teaching jobs in many locations around the world.\* Some of these programs, of course, provide at least minimal, in-house training for their volunteers. The number of untrained teachers who work independently or in other programs that provide no training is still very large. These people constitute a huge but invisible/ignored group of teachers needing preparation. That is the market for Teaching English as a Second or Foreign Language; *The Least You Should Know and Where to Go to Learn More*.

\*For example: <http://www.transitionsabroad.com/listings/work/esl/index.shtml>

[http://www.oxfordseminars.com/Pages/Teach/teach\\_services.php](http://www.oxfordseminars.com/Pages/Teach/teach_services.php)

Approach and Distinctive Features

Teaching English as a Second or Foreign Language: *The Least You Should Know and Where to Go to Learn More* employs a minimalist and connectivist approach to teacher preparation. It does not attempt to cover every teacher-preparation topic in great breadth and depth. Rather, in a large number of short chapters (5-10 pages each), it introduces teachers to key concepts and procedures related to a particular teaching topic and then directs them to other sources for additional, in-depth information.

In contrast to many TESOL teacher-education textbooks that present teaching/learning theories and practices in a didactic fashion and then hope readers will be able to apply them in actual classroom settings, each chapter in *The Least You Should Know* takes an engaging, highly practical, problem-solving approach to teacher preparation by beginning with short case studies and classroom scenarios situated in ESL (in the United States) and EFL (in Asia and Latin America) settings that illustrate the challenges that teachers face in the real world. In this way, each chapter immediately confronts teachers with authentic instructional challenges and involves them in realistic analytical and problem-solving tasks. To support the textual explanations in the book, many of these case studies and scenarios are also viewable on an accompanying DVD or at a designated Web site.

*The Least You Should Know* about Teaching English as a Second or Foreign Language also focuses primarily on proven instructional procedures that can immediately be put into practice. In accordance with Hersey and Blanchard's Situational Leadership Model, the book's underlying approach recognizes that the preparation needs of teachers vary depending on their levels of competence and commitment. Novice, short-term, volunteer teachers—in contrast with the committed, experienced, career-oriented teachers found in many graduate-level TESOL teacher education programs—typically need and want simple, directive instruction of a “teacher

training” sort. Therefore, *The Least You Should Know* provides specific instructions for classroom teaching strategies. Chapter one introduces the reader to the scope of this material, however there is no specified sequence to these chapters. Novice teachers are able to assess their needs and focus on relevant units that interest them. Each chapter carefully guides novice teachers through the process of identifying language-teaching problems, setting goals, developing action plans, carrying them out, and evaluating their success. At the same time, it helps them recognize and understand the underlying principles that affect success in language teaching.

#### Competition

More Than a Native Speaker. Author: Snow Don. Publisher: TESOL 2006. ISBN: 0-939791-64-1. \$31.20. Audience: native English-speaking volunteer teachers.

Features: could be useful with other materials that will add more practical information, text is user friendly and readable.

Weaknesses: even though the book gives different examples of assessment, teaching principles and subjects to teach, it will be difficult for new or less experienced teachers to decide in what situation, for what level to use them, the title does not give us any hint that "More Than a Native Speaker" is a guide for volunteer native English teachers teaching abroad, contains only plain text, no graphic, pictures, very little about different proficiency levels, classroom management etc.

Basic Smooth Moves. Author: Hopkins Dave. Publisher: undecided-not published yet. Audience: teacher programs, volunteers, novice English teachers.

Features: topics with related video, useful references, tasks and questions for the trainers and teachers, online references, systematic sequences based on principles.

Weaknesses: it may not be easy for novice teachers to grasp some principles and do tasks alone because tasks and activities are designed to do some group discussion, page design is not structured in user-friendly fashion so it is not easy to follow and what the author wants or means.

Teach English: A training Course for Teachers. Teachers workbook and Trainer's Handbook". Author: Doff Adrian. Publisher: Cambridge University Press. 1990. ISBN for the trainer's manual: 0-521-34864-1 for \$18.79 - \$32. ISBN for the teacher's workbook: 0-521-34863-3 for \$ 2.51-\$28.00. Audience: teachers and teacher trainers.

Features: step by step instructions, pictures, example lesson plans, activities to be used and copied in class, unit on the importance of assessment and how to use it effectively.

Weaknesses: it seems to be old, but it has been reprinted in several editions, and the cover does not look interesting enough.

"TESOL Core Certificate Program". Author and publisher: TESOL website based resource. TESOL member: \$1000; TESOL global member: \$400; Nonmember: \$1000. Audience: current or prospective teachers and administrators with limited training.

Features: includes a 60-hour course on language skills and assessment, in the second course one has the option of focusing on adult or young learners, the course designers and teachers appear to be qualified, it has the TESOL name, focuses on ESL and EFL.



Weaknesses: it is costly- one must register months in advance so it is not immediately accessible, limited availability (limited number of openings), it is not necessarily connected to a real teaching position (limited applicability).

Colorin Colorado. Author: WETA- with funding from the American Federation of Teachers, National Institute for Literacy and the U.S. Department of Education. Publisher: no publisher-free web-based service launched in 2008. Audience: educators and parents of Hispanic and English speaking children K-12.

Features: good for an ESL, mostly U.S. setting, has online webcasts with professionals, good resources for parents and educators; good resources for boosting reading.

Weaknesses: mainly targeted to the Hispanic ESL learners, with only materials up to the third grade in Arabic, Chinese, Haitian Creole, Hmong, Korean, Navajo, Russian, Tagalog, Vietnamese, only targets children K-12, not adults, would not always be as beneficial in an EFL setting, only targets reading specifically and not all skills.

A Training Course for TEFL. Authors: Hubbard Peter, Hywel Jones, Barbara Thornton, Rod Wheeler. Publisher: Oxford University Press. Published in 1983. ISBN: 0194327108 for \$15.00. Audience: teachers of English as a second or foreign language for anywhere in the world.

Features: offers discussion examples of dialogue between students and teachers; provides references for further readings, charts, graphs and symbols to illustrate principles and ideas, communicative teaching tasks, offers techniques for all skills to be taught.

Weaknesses: outdated, now there are other techniques and strategies that need attention, may be out of print, for more technical and graduate level students, not built for volunteers with little or no understanding of language jargon.

### Project Rationale

Many countries in the world are lacking professional teachers of the English language. Because of this, many schools decide to employ untrained people or novices (mostly native speakers) who are willing to teach English in spite of the fact that they lack teaching education and experiences. Nevertheless, teaching English is more than just speaking the language (Pennycook & Coutand-Marin, 2003, p. 341). It requires knowledge and experiences in many areas such as curriculum design, material development, teaching methods for grammar, reading, listening, speaking, and effective writing. Gilbertson (2002) states that in some instances untrained teachers can do more harm than good (p. iii). That is why it is necessary to provide specific guidelines to help inexperienced and nonprofessional teachers with the challenges of this profession. Currently, as expressed by leaders in the linguistic field such as Diane-Larsen Freeman, very few materials are available that would serve as a guideline to novices who are teaching English as a second language (Henrichsen).

### Scope and Sequence

The 45 units in Basic Training and Resources for Teaching English to Speakers of Other Languages; The Least You Should Know and Where to Go to Learn More cover a broad range of teacher-preparation topics and are divided into 10 major areas:

### 1. Introduction: Basic Concepts

- A. “The Least You Should Know” (the purposes and delimitations of this program and suggestions for follow-up TESOL courses, resources, and professional organizations).
- B. Differences between teaching English as a second language (ESL) and English as a foreign language (EFL).
- C. Tutoring vs. teaching: How they are different.
- D. Dealing with cultural differences and culture shock (in your students and yourself).
- E. Working successfully within foreign educational and administrative systems.

### 2. Designing Language-teaching Programs, Courses, and Lessons

- A. Setting up and operating successful courses for adult English language learners (i.e., administrative concerns).
- B. Planning a curriculum that fits your students and meets their needs.
- C. Designing effective lessons for language learning and teaching (i.e., curriculum and lesson planning).
- D. Assessing your students' language proficiency (for course design purposes and for determining student placement).

### 3. Developing Fundamental Teaching Skills

- A. Developing a successful teaching personality.

- B. Adjusting your spoken English to make it comprehensible and helpful to English language learners at various levels of proficiency.
- C. Managing classes of English language learners (encouraging participation, maintaining discipline, building a supportive sense of community, avoiding demeaning or negative behavior, setting up groups, dealing with multiple levels of proficiency in the same class).
- D. Correcting language learners' errors productively, and developing their self-monitoring skills.

#### 4. Understanding Key Principles Behind Successful Language Teaching

- A. Understanding basic principles of second language acquisition.
- B. Creating and using exercises for mechanical, meaningful, and communicative practice.
- C. Using communicative language teaching principles and information gap exercises.
- D. Encouraging cooperative and collaborative learning to increase student interaction.
- E. Creating activities that provide imitative, rehearsed, and extemporaneous practice.
- F. Developing an awareness of teaching styles and cross-cultural style differences.

#### 5. Knowing Your Students: Learner Types, Styles, and Strategies

- A. Understanding, respecting, and appreciating adult ESL learners.
- B. Working successfully with young English language learners.
- C. Understanding your students' language learning styles—including cross-cultural differences in learning styles—and then teaching them accordingly.
- D. Recognizing multiple intelligences and their implications for language teaching.
- E. Teaching your students to use language-learning strategies commonly employed by successful language learners.

## 6. Developing Language Skills

- A. Developing English language learners' listening skills.
- B. Developing English language learners' speaking skills.
- C. Developing English language learners' reading skills.
- D. Developing English language learners' writing skills.
- E. Integrating multiple language skills in one class.
- F. Teaching content-based language classes.

## 7. Teaching English Language Components

- A. The least you should know about English grammar and how to teach it.
- B. The least you should know about English pronunciation and how to teach it.
- C. Planned and unplanned vocabulary teaching.
- D. Vocabulary teaching and learning strategies that work well.
- E. Understanding and teaching about culture.

## 8. Making Language Teaching and Learning Enjoyable and Memorable

- A. Conducting effective and enjoyable conversation classes.
- B. Using songs and chants to increase participation, recall, and enjoyment.
- C. Using games, and other fun yet effective activities for English language teaching.
- D. Using computers and Internet resources for English language teaching.
- E. Using video for teaching English.

## 9. Testing English Language Skills

- A. Widely used general proficiency tests (e.g., TOEFL, BEST, CET).
- B. Developing valid and reliable local measures of student achievement.

## 10. Choosing, Creating, and Adapting Language Teaching Materials

- A. Locating, evaluating, and selecting authentic, effective print/electronic teaching materials for language learners.
- B. Collecting and creating your own language-teaching materials.
- C. Successfully adapting existing materials for greater teaching enjoyment and success.

These units are designed to be used independently, in any sequence, according to users' interests.

### Ancillary Materials

Each unit includes video clips of ESL/EFL teachers in authentic classroom situations. These clips illustrate the principles and procedures described in the unit, and they provide the basis for observation and reflection activities. For the paper book, these videos will be provided on an accompanying DVD. They will also be available online as part of the website.

### Current Status of the Work

Number of units completed: 8 (video clips to be inserted later)

Number of units nearly completed: 4

Number of units under development: 22 (various stages)

Number of units no one is working on: 6 with others posited as well

Over the next year other units will be developed and finished available for use. As they become available they will also be posted to the website.

#### The Authors

Lynn Henrichsen (Ed.D, University of Hawaii) has over 30 years experience teaching English to speakers of other languages in a variety of settings around the world. A former chair of TESOL's Teacher Education Interest Section, and former chair of the Department of Linguistics and English Language at Brigham Young University, he regularly teaches courses in TESOL methods and materials. He has authored 7 books and over 70 chapters in books and articles in professional periodicals.

Beth Anne Schnebly is currently a graduate student in the TESOL Masters program at Brigham Young University (BYU). She has had extensive experience tutoring and teaching ESL/EFL for six years in different locations throughout the world, including interning as an EFL assistant language teacher in Japan, tutoring several international ESL students in speaking, writing, and grammar and a professional businessman in ESL pronunciation, and teaching at the English Language Center at BYU in Utah, tutoring Korean students online, and tutoring Chinese writing students through an online program with the City University of Hong Kong.

Eleanor Clark is a graduate student in the Brigham Young University TESOL Master's program. She has had experience teaching in ESL contexts, with particular interests in reading and literacy. Eleanor has also had the opportunity to tutor in EFL and ESL contexts. She has

lived on three continents and experienced various aspects of second language learning, both as a student and as a teacher.

Paul Scholes is currently a student in the TESOL Master's program at Brigham Young University. His experience with second language acquisition stems from teaching English in two different contexts. He taught for 1.5 years to adults in the Provo, UT school district's Adult ESOL Program and is currently teaching university-age students at the BYU English Language Center. He has also successfully completed a graduate course in Second Language Acquisition at BYU.

Kyle Johnson is part-time teacher at Brigham Young University's English Language Center where he has been teaching for the last year while completing an MA in TESOL from BYU. He has earned a Bachelor's degree from BYU in Linguistics. He has taught ESL classes in applied grammar and academic writing, which he is also currently teaching. He has helped organize and implement extracurricular activities at the ELC. His interests include ESL writing, ESL volunteer training, and language program administration.

Iva Crookston is a graduate student in the Brigham Young University TESOL Master's program. She earned her bachelor's degree in German Literature from BYU. She has experiences with teaching several languages such as German, English and Czech while being fluent in four. She has taught English listening-speaking class to prospective collage students of the ELC institute in Utah, as well as tutored English pronunciation classes to non-native university students. She is currently teaching a Czech language class at the Brigham Young University.

Monty Colver is a graduate student in the Brigham Young University TESOL Master's program. He completed a BA TESOL at BYU-Hawaii in 2004 and has several years of experience teaching EFL in South Korea. He enjoys learning new languages and cultures and has



lived in various multicultural environments. His primary interests are speaking/listening, using technology in the language classroom, and understanding and teaching culture.

Inho Jung is a graduate student in the Brigham Young University TESOL Master's program. He completed a BA TESOL and Secondary Ed. at BYU-Hawaii in 1999. He has more than 10 years of teaching experience in America as well as in Korea and he also has five years of running an English institute. He is currently working on developing teaching materials for his students. He is interested in vocabulary and material development.

Minhye Son is finishing a graduate degree in TESOL at BYU. She graduated from BYU-Hawaii majoring in TESOL education. Upon her graduation, she got Hawaii Teaching License and taught at Hawaii public elementary schools for a year. She is currently teaching at the English Language Center in Provo, Utah.

## Appendix B: Project Log

Date	Time	Activities
10/7/2009	0:30	Created I-TESOL Presentation
10/10/2009	1:00	Presented basic principles at I-TESOL
11/17/2009	1:00	Created scenario section and some thinking questions for 1D
11/19/2009	0:30	Created objectives for 1D. Rewrote the section following the scenario questions to be more comprehensible.
11/19/2009	0:15	TLYSK intro section for 1D
11/23/2009	0:45	Wrote TLYSK 1. What is Culture? For 1D
11/23/2009	0:30	Rearranged the sections in unit 1D: TLYSK 1. What is Culture? And cut out some of the content. Made sure to keep the cutout content at the end of document for possible later use.
11/24/2009	0:05	Presented 2 pages of 1D for LING 678.
11/27/2009	2:30	Read about Culture Shock and Nonverbal communication. CCLC (105-166) and CB (52-56).
11/30/2009	2:00	Wrote unit 1D: TLYSK 2. Culture Shock. 4 stages and drawing a prelim figure 1. Added section to 1. What is Culture? About the relationship between language and culture.
11/30/2009	2:30	Factors that affect culture shock and Overcoming culture shock. TLYSK 2. Culture Shock - reworded some material to be more comprehensible

12/1/2009	2:15	1D: TLYSK 3. Individualistic vs. Collectivistic Section. Revision of the TLYSK Log format. Included a total time spent on the project cell to help me keep track.
12/1/2009	0:30	Meet with Dr. Henrichsen and Dr. Tanner for editing ideas for 1D.
2/25/2010	2:00	Read articles about pragmatics
3/17/2010	0:30	PPT for Culture Training for Novices #1
3/26/2010	0:30	Presented our project at Boston TESOL in the Electronic Village
3/29/2010	0:35	Finished the PPT for Culture Training for Novices #1
3/30/2010	0:30	Created the outline for and started the Write-up.
3/31/2010	0:30	Presented Unit 1D to Ling 377
4/6/2010	0:30	Presented Unit 7E to Ling 377
5/14/2009	0:20	Edited PPT for presentation to HELP International
5/19/2010	0:40	Presented Units 1D & 7E to HELP International
5/20/2010	0:50	Met with Dr. Henrichsen. Discussed HELP International presentation. Reworked scenario for 7E.

5/25/2010	1:00	Met with Dr. Henrichsen. Made revisions to 7E. Created a timeline for project completion.
5/30/2010	1:20	Recorded the Culture Shock video for 1D
5/30/2010	1:45	Write-up Ch. 3 Write-up Ch. 1
6/3/2010	1:45	Met with Dr. Henrichsen. Made revisions to the write-up. Planned Ch. 5. Received suggestions on "Where to go for more" materials. Chose a video for 7E.
6/4/2010	3:00	Rendered video at HBLL Multimedia Lab.
6/8/2010	1:40	Write-up Ch. 5
6/8/2010	2:00	Encoded video for 7E. Write-up Ch. 5
6/9/2010	2:30	Edited and finalized videos for 1D and 7E
6/10/2010	2:10	Unit 7E 4.1-4.3, including figures Read through EVERYTHING to mark areas for revision. Also made several revisions for clarity.
6/14/2010	1:45	Met with Dr. Henrichsen. Revise Ch.5. Chose video segments.
6/16/2010	1:15	Re-edited videos and changed format and size to >10MB.
6/15/2010	0:45	Ch. 5 ADDIE Model

6/13/2010	1:10	Removed section 3 from 7E and combined some of that info into section 2.
6/17/2010	0:45	Ch. 5 HELP International
6/18/2010	1:30	Discussed write-up with Dr. Tanner
6/18/2010	1:15	Began revision of Ch. 2
6/21/2010	2:00	Continued revision of Ch. 2
6/22/2010	1:30	Met with Dr. Tanner & Dr. Dewey. Made revisions to unit 7E
6/22/2010	2:15	Made revisions to unit 7E and Ch. 2
6/30/2010	3:00	Read articles about ethnocentrism Revised Chapter 3 and implementing the ADDIE model throughout
6/29/2010	3:15	Reading articles Implemented feedback from Dr. Tanner. Revised Chapter 5
7/1/2010	2:40	Read through sample activities that I might want to include. Major revision of Lit. Review
7/2/2010	3:20	Made more revisions to Ch.2 and read articles about culture use in ESL settings
7/3/2010	0:20	Minor revisions to 1D

7/5/2010	1:40	Revised Ch. 6
7/6/2010	3:25	Wrote and revised descriptions of websites and videos
7/7/2010	0:45	Met with Dr. Henrichsen to create defense schedule and make revisions
Weekly meetings	14:00	We met weekly throughout most of Fall semester and part of Winter semester to coordinate our efforts, create goals and objectives, and get help and feedback from each other
<b>TOTAL HOURS</b>		

## Appendix C: Feedback received from novice teachers

Feedback received from 10 respondents, a-j, from two separate presentations. Respondents a-f are from the Ling. 377: *Basic Training in TESOL* presentation; respondents g-j are from the HELP International Training Session. Incorrect spelling and grammar have not been corrected from the originals.

1. What is culture?
  - a. Differences between groups of people. Things that you don't expect to be different that are.
  - b. Anything that helped shape how someone thinks/feels.
  - c. Behaviors, beliefs, and expectations inherited from the society one lives in.
  - d. Culture is tradition, style, language and values.
  - e. Culture is a traditional way of life that has been passed down through groups of people. Usually differentiates by geographical location. Social norms valued among a group of people.
  - f. Set of customs, beliefs, and/or ideas specific to a general group.
  - g. The regular thoughts, ideas, & activities of a specific group of people.
  - h. Beliefs, values that influence how people act, think, react, and live.
  - i. A set of non-prescribed or written social norms for a particular location, ethnicity, or religious group, etc.
  - j. Beliefs, values, tradition, ways of life of a society.
  
2. What was the most helpful thing about this presentation?

- a. The fact that you drew from a personal experience.
  - b. What culture shock is, how to identify it, and how to get through it.
  - c. Overcoming culture shock advice & methods
  - d. Maybe recognizing that you may never stop having culture shock and that friends will help you overcome it.
  - e. The application & examples. & letting me come up w/ my own definition of culture.
  - f. Pointing out where culture affects teaching/learning especially as students.
  - g. Having us write our definition before talking about it. Demonstrations.
  - h. Personal examples were great! Great questions.
  - i. Good real life examples. Really good flow in the presentation.
  - j. Giving specific examples about your experiences.
3. What was the least helpful thing about this presentation?
- a. Slow speech made it sound boring. It was too academic and far away, not relevant for us.
  - b. It was very helpful. I wish we had more time. Maybe spend less time on what culture is.
  - c. Some over-discussion of what culture is.
  - d. ?
  - e. We just needed more time.
  - f. ?
  - g. <blank>



- h. Good job...you never explained your clothing.
  - i. Only that we had to learn this in a previous class for our program.
  - j. Apply this more to the length of time that we are staying.
4. Other thoughts?
- a. The different phases made me think, so it was good. Overall, good job. Get us to participate more, make it more interesting by using activities.
  - b. There was a bit of rambling (me included).
  - c. More on adjusting & overcoming would be nice.
  - d. Cool to try and understand the “why” questions. Liked your real-life experiences.  
Liked your #1 question. Helped me question & think.
  - e. Great! Thank you so much. I feel more prepared & ready for when I face culture shock.
  - f. It all felt relevant. Thank you.
  - g. <blank>
  - h. I liked how you taught us to be aware and gave us examples.
  - i. GOOD JOB! Very eloquent and maintained interest and attention.
  - j. <blank>