People take different roads seeking fulfillment and happiness. Just because they’re not on your road doesn’t mean they have gotten lost.

--Dalai Lama
TSL 4320
Class 12

AGENDA
ELI Partner Meeting
Book Buddy Presentation
Text Adaptation Strategies
Culture
TURN IN—Self-Portrait and Module 7 Assignment
Review

- According to the XYZ technique, the three components of a language objective are __________, ____________, and __________.

- Culture FUNCTIONS to ____________________.

- Clothing is to ________ culture as _________ is to deep culture.

- Describe the relationship between language and culture.

- What are 2 characteristics of culture?
Text Adaptations

- Using text for your lesson plan, analyze the language demands (refer to CP)
When talking about different cultural groups, we often make such generalizations; that is, we make statements describing common patterns.

We must keep in the back of our minds that there is variation within cultures—the descriptions are not true for everyone!

When we overgeneralize by attributing actions and behavior of some people to everyone in the group, then we are stereotyping.

Both negative and positive stereotypes can be harmful!

In order to make more accurate generalizations about social groups, we can use sociotypes, which are statements that include conditionals or qualifiers.
Asian is Not Oriental
Reading

CP, p. 224
### Examples

<table>
<thead>
<tr>
<th>STEREOTYPE</th>
<th>SOCIOTYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicanos are Catholic.</td>
<td>A majority of Chicanos are Catholic.</td>
</tr>
<tr>
<td>Americans like to party.</td>
<td>Some Americans like to party.</td>
</tr>
</tbody>
</table>

Your turn:

Gang members like rap music.

Redheads have a fiery temper.
A Letter to Teachers from an American Indian Parent

Reading

CP, p. 225
What type of socio-cultural issues are teachers likely to come across?
Building Cultural Bridges

Article

Article begins on CP, p. 212

At your table, divide and read ARTICLE pages 1-2. Summarize your section to your group.
Individualism and Collectivism

**Frameworks**

**Individualism**
- Fosters independence and individual achievement
- Emphasizes the physical world, private property, and objects out of context
- Promotes individual needs, self-expression, and personal choice

**Collectivism**
- Fosters interdependence, family, and group success
- Emphasizes the social world, shared property, and objects in social contexts
- Promotes norms, respect for authority and elders, and group consensus
Hofstede’s Individualism Rating (2001)

- USA 91
- Australia 90
- Canada 80
- Italy 76
- France, Sweden 71
- Germany 67
- Israel 54
- Spain 51
- India 48
- Argentina, Japan 46
- Iran 41

- “Arab Countries”, Brazil 38
- Philippines 32
- Mexico 30
- “East African Countries” 27
- Hong Kong 25
- Singapore, Thailand, “West African Countries” 20
- South Korea 17
- Costa Rica 15
- Indonesia, Pakistan 14
- Guatemala 6
BRI DGING CULTURES ARTICLE: 7 Areas of Potential Home-School Conflict

**Individualism**
- Independence
- Personal Property
- Cognitive skills and objects out of context
- Child as individual
- Parents’ role to teach
- Praise ⇒ positive self-esteem
- Oral Expression

**Collectivism**
- Helpfulness
- Sharing
- Social skills and objects in social context
- Child as part of family
- Teachers’ role to educate
- Criticize ⇒ normative behavior
- Listening to authority
Building Cultural Bridges

Skim Excerpt 1 on the article provided
Individualism and Collectivism

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Activity: Applying the Framework

- Your group will be given an example of 1 of the 7 potential areas of conflict
- Discuss the issue from both the individualistic and collectivistic orientations
- Think of a strategy that might resolve the problem
Activity:
Card Game
Instructions

■ You will choose a post-it and without looking at its face, stick it on your forehead.

■ Walk around the room and interact with others following the rules on the next slide.
**Group 1:** Cards 2, 3, 4, and 5 (if needed) – You do not want to talk to these people, they have nothing to offer you; you are uncomfortable with them, and you try to get away from them with as little interaction as possible.

**Group 2:** Cards 7, 8, 9 – You moderately enjoy talking to these people, but you don’t go overboard. You talk to them briefly and then move on.

**Group 3:** Cards Jack, Queen, King – You really enjoy these people and seek them out; you try to do things that will encourage them to like you.

**Ace:** You would give anything if these people would be your friends; you make every effort to have them like you.
Card Game Discussion

- Do NOT look at your card!
- What group do you think you were in? Why? (#1--Cards 2-5, #2--Cards 7-9, #3--Face Cards, Aces)
- How did Group 1 members feel? Group 2? Group 3? Aces?
- What are the implications for teaching and learning?
Processes of Cultural Contact: Cultural Assimilation, Acculturation, and Pluralism

- **Assimilation**: "A one way process through which members of an ethnic group give up their original culture and are absorbed into the core culture, which predominates in the host society." (subtractive) (Sills)

- **Acculturation**: The process by which people of a different culture adapt to a new culture without giving up their first (additive).

- **Cultural Pluralism**: A process of compromise between two or more cultures in which both groups adopt certain core cultural traits seen as crucial to cultural survival while maintaining unique cultural characteristics (reciprocal).
Small Group Application Activity

- What would you expect to see in a classroom where the teacher believes her role is to promote:
  - Assimilation
  - Acculturation
  - Pluralism

(as assigned to your group)
Skim SG pp. 51-52 while considering the following questions found on p. 53:

- Why do some ESOL students act ashamed of their original culture and claim they cannot speak their native language?
- What kinds of school experiences may encourage ESOL students to reject their original culture?
- What are some potential problems for ESOL students who completely assimilate to the dominant U.S. culture in terms of language, dress, diet, etc.?
Sharing—
Cultural Adjustment

Personal experiences when entering a new/unfamiliar culture or subculture
Phases

- Euphoria/Honeymoon
- Culture Shock/Hostility
- Adjustment/Adaptation/Home
- Reverse Culture Shock
What are school implications?
I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized.

Dr. Haim Ginott
"...an approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills and attitudes..." (Ladson-Billings), recognizing the connection between linguistic and cultural backgrounds to learning.
Brainstorm in your group

characteristics of CULTURALLY-RESPONSIVE PEDAGOGY

- Positive perspectives on parents and families
- Communication of high expectations
- Learning within the context of culture
- Student-centered instruction
- Culturally mediated instruction
- Reshaping the curriculum
- Teacher as facilitator  
  (The Education Alliance, n.d.)
Video Segment: *Schools Back Home*

Strategy Practice: Directed Listening-Thinking Activity

1. **Pre-viewing**—Activate prior knowledge, build background, &/or make predictions
2. **During-viewing**—Listen for specific information as directed
3. **Post-viewing**—Use viewing information to draw conclusions, extend learning, etc.
In Course Packet-

- As a **pre-viewing** activity, identify the cultural norms for schools in the U.S., based on your experiences.
- As you watch, jot down information LEP students give about schools in their home countries in the **during-viewing** section.
- As a **post-viewing** task, identify mismatches between your list of norms and those expressed by the students in the video.
- **Extension:** Develop a plan to help students learn about American school norms (e.g. teaching a school routine, assigning a buddy to help with changing classes, etc.)
Next week...

- D-R, Ch 3—Read Identification, Referral, and Early Intervention of English Learners with Special Needs; & Teaching Strategies for the CLD Special Learner
- CP- Roseberry-McKibbin, & Brice, What’s Normal, What’s Not
- D-R, Ch 9 Read from Family & Community Involvement to end
- Derrick-Mescua, Working with Families.
- Zelasko & Antunez, If Your Child Learns Two Languages (Skim)
- Bring Lesson Plan for peer review!