

# **Title: Cultural dimensions of Second Language Acquisition (10)**

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- ✓ **Dictated: 김경진, 김민경, 정유현, 정재휴, 홍나경**

[00:00]

Today we're gonna look at ... Well we're gonna go back to some of the culture learning models that we looked at last time.

Especially, some people were absent, so we will ... it will be first time to look at those for some people.

So we're gonna look at the cultural learning process.

Last time we looked at the learning outcomes.

Today we're gonna look at the learning process and then next week looking at teaching culture more specifically.

Now all of this is related to your second assignment.

I was gonna put it up last week but I a little bit busy.

I put the second assignment on the website this afternoon, so you can go and check.

Basically, as I said before, you need to make a language and culture lesson.

So the lesson is about teaching language and culture.

So there need to be some culture learning outcomes.

Some goals and adjectives related to culture, and also they could be language outcomes, linguistic outcomes.

So the goals and adjectives can be related to language.

That they need to predomantly[?1:27] and specifically focused on culture.

Also what we're gonna look at today, focusing on the learning process and then particularly next week, we'll look at the link between learning outcomes, cultural learning outcomes and cultural activities.

So there'll be lots of examples and you can use those examples to create your lesson plan as well.

I've put a book on the website, called planning ... something.

Planning lessons and courses, I think.

So you can check that out and it'll give you some guidelines on lesson planning as well.

So basically we're looking at incorporating these ideas into a lesson that focuses on language and literature.

It could be focusing on perspectives or products.

It could be focusing on knowing about or knowing how, those kinds of things.

So we'll talk about that a little bit later.

Today we're looking at the culture learning process, the way of getting information about culture.

As it says up here, the process of culture learning needs to be made explicit.

And included in the language and culture curriculum.

Last week, I showed you the Korean curriculum.

For learning Korean in Australia.

In that curriculum, there were cultural learning outcomes, cultural goals and objectives, right?

So, in that curriculum, learning culture was made explicit.

It's not just assumed that students will get some cultural instructions.

It's pointed out explicitly in the curriculum so the teacher has to think about it explicitly, and explicitly put it into their course and into their lessons.

So thinking about learning culture needs to be explicit, needs to be put in the curriculum.

Now this class is not a curriculum design class.

If this was a curriculum design class, we would focus on creating culture goals and objectives for the curriculum.

Don't worry, next semester the curriculum design class will probably [03:56].

So if you want to, you can take the curriculum design class and you'll be able to, at that time, you'll be able to put in some cultural learning outcomes into the curriculum you designed.

Here we're not looking at .. on such a big scale because that's something separate.

So here we're more looking in terms of a lesson.

That doesn't mean that you don't keep in mind some possible cultural outcomes from a curriculum as well.

You can think about how your lesson could fit in to a series of lessons that focus on culture

and you put into a course that focuses not just on culture but language and culture together.

So your lesson is about teaching language and culture.

But you're also thinking about what is part of a process.

An ongoing process throughout our course as well.

[05:00]

So learners' experience with learning language and culture need to be verbalized and compared to existing models as well.

We saw that in the curriculum and we're gonna do it a little bit in your lesson plan.

What are the models?

Well these are the models that we looked at last week.

If you were absent last week ... one two three...

Then you can check this out and we can have a quick look at them again on page 161.

Last week, I got you to have a look through these quickly.

But it would be a good idea to have a read through the text as well and think about these different models.

We've got how these [06:04] cross cultural awareness.

Starting from the superficial and then going to ... well, deeper in terms of the cultural eyescope perhaps.

Starting out at the surface level, things are strange, moving into perhaps immersion in the culture.

Now all of these models of cultural learning are related to living in the culture.

Right?

The problem in your situation is your students don't live in the culture.

Your students live in, they don't live in the target culture.

Those students live in Korea.

The target culture is in a country that's far away from here.

So they are living within the culture.

These models are more about, as I said, living in the culture.

So they may not always match.

An [07:12] situation or an [07:14] context, but there are general parables that we can draw.

The biggest problem is that your students are often stuck at this level.

Because they are not immersing themselves in the culture.

So they may be stuck a little bit on the superficial levels perhaps.

So this is Harvey's model.

We've got Hoopes model.

Again, your students can be in this ethnocentric level a little bit of awareness and understanding.

But this adoption level is not really possible.

Your students are not assimilating into the culture as much.

But if you go and live in a culture, you may get down to this level.

For example, me, living in Korea.

I would say I haven't assimilated.

Because I don't think when someone lives in a culture they shouldn't assimilate.

They should understand and accept and appreciate and adopt some things but not totally assimilate.

I think having in mind a multicultural, adaptive perspective can be good.

Of course, it depends on the person, some people do assimilate in another culture.

So these are very similar, so we start on the superficial, and then we, here we got immersion.

Here, assimilation is similar to immersion

We've got [09:08], excitement, and recovery from the cultural shock.

And then again either assimilation or adaptation or acceptance into the new culture.

Bennett's, again.

Isolation and separation, ethnocentric stages, moving down towards integration, empathy, and then again we've got these words adaptation, acceptance.

So this is similar as I mentioned last week, when we did that activity, we had to put in order the stages of finding out about culture.

[?09:50]'s are very similar to that.

We've got this one.

[10:00]

Someone from a Korean background, from Kim.

What does this mean?

Yes it's the spiral.

What is this spiral named?

(student speaking) Process.

Uh huh, a process.

But these are also processes.

Right? Starting here and processing and preceding down.

Right? What's the difference between these models and this model.

(student speaking)

Right so they're connected, they're linked.

What else is different?

(student speaking)

Aah, right.

This one, especially, this is...

It's straight.

It's... preceding in line.

So it's linear. Right?

It's saying that you go through this...

You go from this stage and you go to this one.

It's organized and straightforward. Right?

It's like... when we think about learning language, the model for learning language

for learning grammar is linear as well.

First, when you look in a book, you open the contents page.

You see grammar in a line in a page.

First you study present simple, present continuous, then present simple questions and present simple yes/no questions and past simple and will then adverbs and ? [12:30] or something.

Right?

You go in a line learning a grammar.

Here, you grow in a line learning culture.

Right?

Do people learn grammar in a linear fashion?

Learn this and then this and this and it's all just piece by piece?

Yeah?

Really?

Wow, that would be really easy if that happened.

You just teach grammar and they learn it.

And then next week, you grammar and then learn it.

And next week, you grammar and they learn it.

It sounds like teaching language is pretty easy. Yeah?

Do we learn language in a linear compartmentalized fashion?

No, we don't.

There's one of the bases for.. a task based approach.

It says we don't learn grammar piece by piece.

So we should focus on tasks and pick out grammar through the tasks.

That's how we learn.

Do we learn culture in a linear fashion like this?

This model is a guideline, but not everyone's gonna learn in this way.

And people will come down and perhaps even slip back into some areas as well.

So Kim's model could be a little bit better in a way.

It's not just straightforward.

We don't culture literally like this.

The same with grammar.

We don't learn in a linear fashion.

We get in a little come back and a little bit come back and then a little bit.

It's suggesting there's an ongoing process.

There's not just one plus one plus one plus one equals, learning that culture.

You learn something that you don't know about.

You learn something new about that culture and then come back.

And then something new, and then come back. Right?

So this model shows... It's a little more dynamic.

Not so straightforward, perhaps.

It's a little bit better in a way.

[15:00]

We've got pages again, we've got ? down...

Down the list.

And the last one.

Again, thing about essential communication moving through the bridge over here to a more sustained area.

So, all of these model feature encounters with cultural differences and how learners tend to respond to these encounters.

But we don't... uh...

Respond in such a linear, straightforward fashion all the time.

We may...

If we go back to this model, we may be stuck here for a little while.

We may not progress.

We may be on the way for a long time of something.

And then we may skip down at different speeds.

So, this is.. these are models that show how learners tend to respond.

Not absolutely.

The problem also with these models as I said before, this is based on learner's direct ? [16:17] in the most culture and interaction of people in that culture.

The problem is, the learners, your students, do they have direct ? with target culture?

In this, English speaking culture?

No.

Do they interact with people from that target culture?

They may interact with your native speaker teacher in your school, perhaps.

But that's an artificial context.

That's in a classroom.

So it's a little bit different to interacting with someone in a real life context.

So that creates a problem.

These models, as I've said about learning about culture while in most in the culture.

You're learning the culture while living in that culture.

So these models could explain my experience, or could explain your experience in London over that period of time

The problem is, you're students.

You may not uh...

Or if they're in Korea, they don't get the same level of exposure.

So these models can be ESL classes.

But as not so much to EFL classes.



Because the learners don't have access to direct experiences or interactions to a culture.

So that means these models are no good. Right?

They're no good.

So we should throw them all away.

It means these models may not be so...

Specifically relevant, but generally they can still be relevant.

Your students indirectly encounters culture.

It's indirect, it's indirect, but they can still go through a similar process.

So it's not... the reading is not lost.

We shouldn't just throw those models out.

But we shouldn't think about in such strict terms.

We can still think about more varied, general terms.

So all of these models describe similar processes.

The culture learning process involves changes within the learners.

Changes how they think, how they feel, how they act.

So all these processes involve changing how...

Where you live in that culture, changing how you think, how you feel and also how you act in a different way in terms of cultural practices.

They also involve some psychological intensity.

You may be shocked about some cultural practice.

You may get stressed out because people are behaving in certain way to you that is different from what you expect.

So, you get shocked or stressed out but you need to overcome or manage it.

Now this is same with the classroom.

When you expose your students to some cultural practices or cultural products.

Your students could be a little bit shocked about that.

[20:00]

For example, if I were back in Australia and I was teaching students about Korean culture, and I mentioned that in Korea some people eat dogs...

They would be very shocking. Right?

Because they think... someone eats the pet dog or something possibly. Right?

They may be shocked

Their feelings and thinkings about the culture may change.

So we can see those stages.

But with more information, they may overcome that.

So learners can find ways of establishing and maintaining relationships with members in a new culture and learners going through the process in different ways is very important.

All of your learners are ? [21:03]

They're all different.

So you need to keep that in mind.

So these models...

Have some ? [21:16] relevance, and they mostly living in that culture.

But we can still use them in terms of teaching culture in a EFL classroom.

Also, an important part of these models.

They highlight that often in the early stages of learning about a culture, the process is unconscious.

We don't often think explicitly about what's going on.

Learners don't know what's happening to them.

They're not thinking explicitly about these ideas.

And that's my experience as well.

When I first came to Korea, I didn't think about these consciously.

The ? when I began thinking about consciously became more aware about 'why'.

encountering the culture of English speaking countries

uncsciously not thinking about it explicitly

but ? In progress in terms of learning process when you look at those models  
they need to be able to understand why and that is part of your job  
they can understand what is happening but  
they can see what is happening but  
your job is to move in from unaware to aware  
so your job is raising awareness  
and then understanding  
through the why  
so to teach  
culture, you need to raise awareness  
not just awareness of culture but self-awareness  
learners need conscious awareness of themselves  
and they need to recognize what they are going through and take action  
so your job is to get them thinking about the culture  
get them thinking about themselves,  
raising awareness of this and then  
recognizing what is going on so that they understand  
the culture and the cultural differences.  
so that is part of your cultural lesson  
the first part of your lesson can be related to raising awareness  
but that is not enough  
you need to raise awareness, get them thinking about it  
and at the end of the lesson, they should be some level of understanding  
of the particular culture  
you are focusing on, a particular aspect

so that is the teacher's job

teacher helping the learners to express and articulate so they can decide how to respond.

so this is also where language comes in

this is not just teaching about culture but teaching language and culture

so you can teach them aspects of culture but

you mainly need to teach some language that goes along with that

so could be related to language, grammar perhaps.

but the main focus is still on culture.

so learning culture needs to be conscious and explicit

and we need to make sure students have the language skills to

[25:00]

express and articulate their ideas

the students are going through - whoops, that is a mistake

they are not earning money but

learning cycle does not sound very good.

it sounds like you are losing money

you better to earn money and keep money

so this is about experimental learning cycle

and this is what we looked at, at the beginning of our semester

the experimental learning

learning through experiencing

so you can notice this is similar to ?'s model.

not just so straightforward.

and linear.

we have got the learner's culture

in this case,  
korean culture  
? Culture  
in this case,  
English speaking culture  
not western culture  
because you are teaching language and culture  
on the other hand,  
we do not have to limit ourselves to that either  
in terms of language and culture linked together,  
and for students to operate in English speaking countries,  
that is important  
we need to also keep in mind that the target culture could be any country in the world.  
because students could be interacting with English from Vietnam, Zimbabwe  
Finland, could be English speaking person from any country  
speaking English is a second language so we need to keep that in mind as well  
but the main focus in this case is on English speaking culture  
here we have got encounters with sequence and time  
so students going through these stages, participating, describing  
interpreting, responding,  
this is fading again, going through the cycle.  
encounters different aspects of culture over a period of time  
and these are the cultural learning outcomes that should be attained  
you can see this in the curriculum last week  
when we looked at the Australian curriculum

the curriculum express these cultural learning outcome

these are the lessons

a series of lessons, of course

continually exposed to new aspects.

and then there should be a ? Achieve these culture learning outcomes

you are just making a lesson

you need to keep in mind of the consider that this lesson is part of

part of this process

so you can also think about the overall learning outcomes that could exist

for your course.

any quick questions?

learning culture through ? Model and this one as well

shows a series of encounters with cultural differences

so you keep encountering new things about cultural products

in English speaking culture, cultural practices, cultural perspectives

ways of doing things, ways of thinking about things,

different groups in English speaking culture

and different people within English speaking culture

so that is when we think about the whole - continuing and encountering these different things

through the repeating encounters

[30:00]

students can get knowledge of the target culture,

English speaking culture

they can also get a more appropriately linguistic and cultural behaviour

this is important

teaching about culture is also teaching about some level of pragmatic competence  
you are teaching students how to behave and use language  
in particular situations and contexts  
cultural contexts and situational contexts  
because when we think about English speaking culture,  
that is the cultural context, but when we think about different practices,  
these different practices occur in these different situations in context  
so we are also thinking about the situational context  
this is about pragmatic knowledge  
not about semantic knowledge  
semantic knowledge students learn about the language itself  
but this is not about a language in isolation, this is about language used in context  
so pragmatic knowledge is very very important  
because students need language but they need to know what is the right language  
to use in this situation  
if you are interested in that  
in the second semester, there is cross cultural communication class  
which would likely focus more on pragmatics  
little bit more detailed  
about linguistically about culture  
so they get this knowledge about the culture but they also get  
language knowledge  
they get greater understanding and enhance their awareness of their own culture  
remember, the more you learn about another culture, the more you  
start figuring out about your own culture.

so these models of culture learning, we have some different stages

culture learning can be a conscious purposeful process

it should be explicit

and you are going to realize this in your lesson plan

your lesson plan is about teaching culture consciously and purposefully

your lesson plan should be about teaching language and some culture

the focus is on teaching aspects of culture purposefully

main focus of your lesson.

and some linguistic aspects could be important to that

you can include that but that does not have to be

the focus of your lesson does not have to be about teaching language explicitly

it has to be about teaching some aspect of culture explicitly

language learning or linguistic items could be implicit

so this is an opposite of what usually happens

usually the language is explicit and any aspect of culture is implicit

it is just an incidental learning

but here it is the opposite - culture is explicit and

anything learnt about language could be incidental or implicit

it does not have to be explicit

culture learning requires managing emotions. This is a big problem.

you introduce as I have mentioned before if I go back to Australia

that Korean people eat dogs, then there is a lot of emotion

because somebody has a dog and they feel negatively about that

so this is unavoidable some people are going to think

happy, or think people are crazy perhaps



So we need to think very carefully about that

Cultural learning depends on cultural comparisons? Of course.

Students always compare.

Culture learning requires making the tacit explicit

We need to have beyond, hidden aspects of culture.

Learning characteristics affect culture learning

Every learners are different and they are idiosyncratic.

The relationship between learner's culture and target culture affects cultural learning.

So the relationship between korean and english speaking culture is going to

affect learning

For example, last week, the korean teacher was talking about how her students

[35:00]

prove english speaking culture particularly american culture

go better school, so american culture they put up an panslow but another culture

they may think so isly on

So there is relationship between how people feel about the other culture

they could think about island in terms of american culture

The context, the best cultural learning that also affects cultural learning

So cultural learning can be a conscious purposeful process.

You can make an explicit plan in the language and culture curriculum.

And you can make an explicit plan in the language and culture lesson.

which is what you are doing.

So at the curriculum and syllabus level we can think about the lesson plan level.

Rasing awareness and basic understanding.

Cultural differences frequently evoke emotional reactions.

We need to be mindful about that, sensitive in learner's needs.

Keep that in mind.

Cultural comparisons, it is inevitable to compare cultures.

We need to make sure that we try to compare cultures objectively.

and not think stereotypically as well.

We need to make the tacit explicit.

We need to help learner express their opinions, thoughts feelings questions

concerns and intentions, we need to make them open

Characteristics of learner affects, every learners have their own orientations,

they have their own attitude goals reasons for thinking in particular ways.

The context affects culture learning.

Depending on school curriculum learning outcomes materials pedagogy teachers

this can all affect the culture

Because schools may be more open to cultural awareness

Your curriculum may or may not have some cultural learning outcomes, goals or objectives.

The teacher themselves may think learning about culture is waste of time

If you are in ESL context it is different.

Whether you are directly or indirectly involved in that culture.

Also an important aspect of teaching culture is that teachers should

present themselves as mediators.

Not as cultural experts but guides.

Are you an cultural experts?

When in terms of english speaking culture, yes? No?

Are you an expert of korean culture? Yeah?

You may be do, right?

Is anyone a renown expert? Of their own culture?

Not really. It is hard for you to be an expert of english speaking culture because many people are not experts when it comes to their own culture

There are a lot of tacit knowledge

You know what is happening but you don't know. Why?

So if you can't do that you may not be such an expert in a way.

In classroom you need to make it out to all explicit.

So you and your students also shouldn't think of you as an expert.

Because I don't know about american culture that much.

I am not even an expert of australian culture.

[40:00]

Some australian people are very strange to me.

I don't understand their culture because everyone is an individual.

So you need to keep that in mind.

So, the classroom culture learning model is essentially a procedure for processing the encounters with difference that inevitably arise in language classes.

The process of culture learning is a developmental one that can lead to different outcomes depending on the abilities and intentions of the learner the context in which the learning occurs, the attitudes of the host culture towards the learner.

All these things are bottom

So at the core are learner's encounters with differences.

The teacher should be a guide not an expert

Guided by the teacher and the experiential learning cycle the learner

reacts and responds to these differences through a process of comparison contrast and ultimately a transition away from culture one toward and into culture two.

Any questions?

No? Okay.

It's time to do some serious study.

On page one hundred and twenty eight, we have a letter point one, learning culture time line

This timeline here starts at 1960 if you are born in 1960 you can start there.

But if you are not, then you need to start when you were born basically.

This is a timeline of your cultural learning basically.

So number one it says make a timeline that lists your personal history of language and culture learning.

Begin your culture of orientation, and including other cultures languages you have been encountered since then up to the person

List dates and places durations be as comprehensive as you can.

Try to put up a one page if you can

So there is an example here

Did you enjoy your progress?

Everybody likes their progress

See? You have found out things about yourself all the time.

Your culture, your personality

Ok, you made your timeline, right?

You had some cultural learning, experience you are going through a process

So what I want you to do just quickly for five minutes is to go back to these

cultural learning models, have a quick look through and think about  
well this is in your book, number 3 down here

So analyze your experiences using the models described

which will help understand your cultural learning experiences?

So when you talked about your cultural learning experiences in our timeline,

which of these elements would match and which elements explain

your cultural learning experiences?

Did you go through awareness understanding or acceptance stage?

Or did you go through this excitement, shock, recovery?

So go back to appendix A, have a quick look through and think about

[45:00]

if any of these models match your cultural learning process, ok?

Your timeline doesn't match any of these proposes or any...

It doesn't have to match a model exactly, but it could match some elements of the models.

Looking at these models can help us think about helping students go through this process.

Right?

We could match Kim's model.

Yeah?

Secret model of giving some stress and gradually experiencing a little time.

Coming back to these things again.

OK.

So looking these models- looking it, your cultural learning experience ...

Oops. I should come back a little later.

Helps us to think about the process that learners

are going through or will be going through while you're teaching them.

Of course, you're going to be focusing much more explicitly.

A lot of the cultural learning you may have done... could have been...more incidental and implicit.

[50:00]

OK. So what you are going to do is a similar thing to what you've just done about yourself.

This is on pg.129

11.3 Learning Culture: Mapping a Culture Learning Story.

You and your partner are going to read the story.

The story is from Yasuko Omi.

And don't worry. It's a long story.

It starts here on pg.129 and go through over here, and then over here

and then over here, and then over here

and then it ends on pg.134.

It's a long story.

So I'm going to give you another piece of paper and what you need to do is,

With your partner, read through the story, and you need to draw the same thing.

The timeline of her cultural learning experiences

So you're doing the same thing as you did.

So as it says 3.here, as you read through her accounts

map her experiences on a timeline.

Note the point that stress she experiences: how she develops her responses,

Learn to use cultural learning theories.

So I'm going to give you this paper again.

With your partner, read through the story and draw a timeline of...

In the same manner as you did for yourself.

But this time, you're doing it for her. OK?

And also, thinking about the models that we checked up at the back, as well.

So read through, draw the timeline and think about the models that you checked up.

So, do it together.

So be through that something that you see that's important, then talk to your partner and write it down.

So read through and discuss with your partner.

OK. Any similarities?

between her story and your story?

(Student Speaking)

Sorry?

(Student Speaking)

Prison.

High school is a prison.

Cause it's same for everybody, actually.

High school is...not good.

Any other?

Similarities in cultural learning experience?

Have you ever thought that... any aspects of English-speaking culture?

Or you confused whether you are Korean or not?

She acculturated too much perhaps.

She was moving towards adapting and assimilating somewhat.

We don't have to go so far when they're teaching culture, right?

Ways or wayness help understanding, but you don't have to change yourself to be able to understand the culture and communicate in that culture.

You don't have to go that far.

She went into a situation where she knew more about American aspects of culture than her own identity a little bit.

Right?

So we don't have to go that far.

(Student Speaking) But she wants it.

Sure. Right.

(Student Speaking)

Sure. But we don't have to. We don't have to be compelled to do that, either. Right?

It's similar to what we learned last week.

When we read about the Korean teacher talking about those students putting American culture up [???

Thinking that there's a good... It's good or bad.

And then that is encouraging you to adopt some elements of that culture.

If she wanted to move students away from that into a situation where they reflect on their own culture.

Not just learn about the other culture but learn about their own culture and compare & contrast.

So, awareness and understanding is important.

And does the main focus of the lesson.

So, culture learning can follow different paths and accompanying processes.

As language-and-culture teachers, our most useful strategy is to concentrate on knowing ourselves.

[55:00]

She had to find about herself, right?

Later on.

When we encourage learners to voice their experiences, we can help them make sense of themselves.

Existing models of culture learning can provide learners with useful points of comparison.

So we looked at some of those models as well.

OK. So what we're going to do...

Next week is our last class, actually.

Oh, you want more?

Well, that's what it sounds like.



In two weeks, you can come here if you want.

You want to come here on the holiday, 6th of June?

You want to come?

But it sounded like you wanted to come.

(Student Speaking) We're afraid of finals.

Usually I try to organize things throughout the semester a little bit more, but it's becoming a little bit...

You're going to be very busy in the next 3 or 4 weeks of this class, actually.

There is another little task to do which I'm going to put on the website.

And there is the assignment as well.

But the little topics are related to the assignment.

So next week is our last class

We have two weeks but it's a holiday

In 2 weeks, there should be our last class in. Right?

So next week you need to make sure you come.

Cause next week will be important.

We're going to look at lots of learning outcomes and activities that are linked to... what's that-

So this is last. Philosophy will be very important for designing your lesson.

Because for your lesson you need specific culture, or language in culture and learning outcomes.

And you need some specific activities that focus on that.

And they should be linked and connected to knowing how and knowing about, and knowing why...

So they should be connected there.

And you also need to think about incorporating,

Are you going to focus on cultural products or practices or perspectives.

So all these things are all could be-

coming together organized into your lesson.

You don't have to cover everything.

But you need to decide what is the objective or the outcome, what activities that I'm going to be involved-

Are you going to look at the perspectives or are you going to look at learning facts or learning how.

So there are many things...

To consider you need to choose which elements you are going to include.