

 College of Liberal Arts and Sciences  
Department Global Studies, Sociology, and TESOL

**Master of Arts in Transformational Urban Leadership (MATUL) Program**

**TUL506A Language and Culture Learning I (Prefield,1 unit)**

Contributing Course Writers: Dr Richard Slimbach, Dr Marie Manabe-Kim, Dr Viv Grigg

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**Faculty Information**

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Mission and Purpose Statement of APU

*Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.*

Master of Arts in Transformational Urban Leadership

***The aim*** *of the MA in Transformational Urban Leadership is to increase the capacity of emergent leaders of urban poor movements, with wisdom, knowledge, character and skill.*

**Course Description**

This course guides students pre-field in an understanding of the structures of cross-cultural mission, and in acquiring skills for language and culture learning within urban poor communities. This is the first of a three-course sequence.

**Expanded Description**

The objective of this course is to prepare pre-field for entrance to a different culture, by differentiating the structuring of arrangements between churches, missions, NGO’s, indigenous movements and workers in our partner cities, and equipping language learners pre-field with the appropriate knowledge, dispositions, and skills for independent and ongoing self-directed language and culture learning within urban poor communities, An initial field study of the city towards which the student is headed is developed.

**Relationship to Other Courses:** This course lays a prefield foundation for the infield TUL505B and C in-field Language and Culture Learning courses. It is complemented by TUL520 Urban Spirituality, which seeks to engage in the pre-field personal examination and personal spiritual development required for extended overseas work, TUL500 which lays the theological framework for the degree in a *Biblical Theology of Urban Poor Mission* and trains students in listening to and telling stories as an entrance to engagement in oral cultures and TUL530 which engages students in the foundational elements of engagement by the church with the community in evangelism, discipling and cell groups.

The **structuring of resources. This part of the course is an adaptation to missional culture.** The study of missions and particularly development inherently involves logistics of both resourcing personnel and projects. This will be developed in four of the courses. involves: (1) discerning ones location in ones local and national church, any appropriate missionary vehicle for resource management between home and field, (2) evaluating the positive and negative elements of independence on overseas vs. working with such missionary vehicles vs. working as an employee of an NGO and (3) evaluating and implementing processes of establishing US-based partners. (4) evaluating various communication systems using social and written media (5) realistically identifying costs and developing a budget. (n.b. While this element serves students in considering personal fundraising issues, students are not required as part of the grading of this course to fundraise, but to understand the elements of missions funding processes, such as how churches perceive them, how missions work with churches etc.).

This language learning elements of the class introduce accountability in five levels to accomplish this objective:

**GRASP** (**G**od and His Kingdom, **R**elationship, **A**pproach and Attitude, **S**trategy and Methodology, **P**rocedures).

* **God and His Kingdom**
* **Relationships:** For accountability in these two areas, in Adobe Connect sessions we will share about your time with the Lord, and share your journals on how you are developing relationships with the local people.
* **Approach and Attitude:** Demonstrate your ability to shoulder the responsibilities of the self-directed language learning approach by giving feedback on the extent of relationships built in your fieldwork.
* **Strategy and Methodology:** Demonstrate your mastery of the learning cycle: **GLUE**
  + **G**etting tools, texts and stories and transcribing them
  + **L**earning them
  + **U**sing them in the community
  + **E**valuating/envisioning (evaluating your experience, and envisioning what you plan to do next)
* **Procedures:** Demonstrate your skill with keeping a journal of your experiences and keeping your material organized.

This is the first of a three-course sequence.

**Student Learning Outcomes**

By the end of TUL505A students will be expected to:

**Cognitive (“Know”)**

1.1 Appraise historical and contemporary dynamics of the prospective destination city in a class presentation.

1.2  Demonstrate an understanding of the concepts of Brewsters’ bonding theory and how to establish a sense of belonging in reflections on language learning.

1.3 Critically differentiate the Biblical basis and practices of structuring of financial relationships between local churches, denominations, missions and NGO’s in cross-cultural missions.

**Affective (“Be”)**

2.1  Demonstrate high levels of adaptability and flexibility in the processes of changing living situations and engaging with an unfamiliar ethnic community in Los Angeles, evaluated personally and by course tutor in mid or final semesteral interviews.

**Skills (“Do”)**

3.1  Plan and implement the first five cycles of a self-directed program of language and culture learning within a local community in Los Angeles.

3.2  Prepare logistics for two years overseas, demonstrated by (a) completion of all sign-offs (b) invitations from city leaders and hosting organizations (c) evaluating and structuring of various communication systems using social and written media (d) completing logistical details. (e) an analysis of potential US-based partnering organizations (f) evaluating and structuring of various communication systems using social and written media with databases (g) realistically identifying costs and developing a budget.

**Course Schedule**

**Week 1: Bonding and GLUE** (Outcome 1.3)

* Introductions
* Syllabus
* Review of assignments
* Bonding and GLUE PowerPoint

Proj 2.1: Assignment: Identifying target language learning community

**Week 2: Finding Language Helpers** (Outcome 1.3; 3.1)

* Finding Language Helpers PowerPoint
* Read Brewsters' *How to Learn Your Text* article

Project 2.2: Assignment: First language learning cycle

**Week 3: Biblical Basis of Missional Financial Structures (Outcome 1.2)**

* Power Point: Modalities vs Sodalities; OT Priesthood, NT Churches. Jesus: Living by Faith: Manna and trusting God; How Various Faith Communities Structure.
* Differentiation of Missions Financial Structures from the current explosion of NGO’s

Project 3.1 Assignment: identifying existing structural relationships; starting a budget and database

**Week 4: Developing Listening and Speaking Skills**(Outcome 1.3; 3.1)

* Listening/Speaking Skills PowerPoint
* Watch pronunciation videos by the Brewsters
* Speaking like a native video

Project 2.3 Assignment: 2nd Language learning cycle.

**Week 5: Missional Structures as Cross-Cultural Interfaces (Outcome 1.2; 3.2)**

* Contrast of 3 models of NGO vs indigenous mission structures, vs US incarnational mission models
* Use of social media: Facebook, blog, website, newsletters, examples, ethics
* Group Assignment by Country: Revising initial budget and cashflow projections

Project 3.2 Assignment: Identifying accessible groups that you can lead into engagement with the poor. Set up inteviews with church and missions leaders.

**Week 6: Language Learning Cycle 3**

* Personality, Learning Style and Vocab
* GRASP & GLUE Revisited

Project 2.4 Assignment: Language Learning Cycle 3

**Week 7: Structuring Networks of Glocal Relationships**

* Case studies from SP, MMP, Urban Institute

Project 3.3: Group Assignment by Country: Review documents sent by in-field team: steps for visas, entrance, housing, language learning options, missional requirements.

**Week 8: Developing Language Proficiency and Needs Assessment**

* Developing Lang Proficiency and Needs Assessment PowerPoint
* Needs Assessment Form

Project 2.5 Assignment: Language Learning cycle 4.

**Week 9: Analyzing the Interviews and Research of Structures (Outcome 1.2; 3.2)**

* Best case scenarios, contrasting operational cultures
* Complexities of Relationships and expectations
* Human vs Divine in fundraising.

**Week 10 Finalizing Directions (Outcome 3.2)**

* Confirmation of Sites
* Team confirmation
* Prefield confirmation process completed and signed off by MATUL Coordinator.

Proj 1 Assignment: Country Project initiated

**Week 11: Learning Grammar**

* Learning Grammar PowerPoint

Proj 2.6 Assignment: Language Learning Cycle 4.

**Week 12: Sociolinguistic and Discourse Competence**

* Sociolinguistic and Discourse Competence PowerPoint
* Read on How to do Progressive Role Play

Assignments: Confirmation of visa and travel processes

Group Planning for the seven weeks prefield to departure

Prepare for Commissioning

**Week 13: Culture Learning (Outcome 1.1; 1.3)**

* Culture Learning 2 PowerPoint
* Presentations of Country Studies

Project 2.7 Assignment: Language Learning Cycle 5

**Week 14: Class Presentations on Country Knowledge (Outcome 1.1)**

* Finalize Pre-departure Meetings Schedules
* Group Presentations of Country Studies
* Language Exam

Assignments: Finalize Travel, 2nd round of Sign-off on Permissions completed, visa appointments completed

**Week 15: Commissioning Service**

Project 1 Assignment: Country Study submitted

Course schedule, topics, evaluation and assignments may be changed at the instructor’s discretion.

**Assignments**

The following projects are calculated to require approximately **60 hours** to complete. Expanded assignments in Sakai provide step-by-step procedures**. Students must use Assignments and Forum in Sakai to submit all assignments.**

**Project 1: *Pre-field culture self-study***

Students complete directed reading and language orientation *prior to departing for their country*. Students purchase two “best books” from the culture learning section of course bibliography—one on the national culture and one on the regional/city culture. They budget sufficient time to read these books during the weeks leading up to departure. Students create a detailed profile of the host country, culture, and city in outline form, along with five carefully formulated questions that can be explored after arrival. Students discuss their experiences and cultural insights through online Forums discussion posts during the specified time periods. Students follow the Forum discussion guidelines outlined below. *Supports Outcomes 1.1* (Approx. **15 hrs**; calculated at 30 pages/hr)

* **Required texts:** Two texts from “Course Text List” below—one on *national* culture, and the other on *city* culture.

**Project 2: *Five language learning cycles***

Students utilize the services of a language school or a language coach where they complete 5 cycles of language cycles for approximately 3 hours/week for a minimum of 15 hours.Students discuss their experiences and cultural insights through online Sakai Forum discussion posts during the specified time periods.. *Supports Outcomes 1.3, 3.1*

[*Note:* Together, TUL505A, B and C will represent an introduction and 6-8 months of language study. By the end of that period, most students will be conversational in the host language. Students should expect to invest more than the hours of language study that are credited for each course. Also, Project #2 is completed concurrent with Project #3] **(Approx 15 hrs)** *Supports 1.3, 3.1*

* **Required instructional equipment/materials:**
  + Digital recorder and a supply of batteries
  + Digital camera
  + Host language dictionary
  + Host language text [see ““Course Text List” below, and <http://www.lmp.ucla.edu/>]
  + Interactive CD ROM language learning software [optional]
  + Package of index cards
  + Personal photo album

**Project 3: *Analyzing GLOCAL Intermediary Structural Relationships***

Students complete all prefield steps for visas, travel, signoffs. They analyze their role as a connector of US relationships to their context among the urban poor during the next eighteen months, and based on interviews with family, church leadership, denominational leadership and city coordinators overseas deduce an appropriate web of GLOCAL communications and care. An appropriate communications strategy, using mail, web, and social media with database is implemented. *Supports Outcomes 1.2, 3.2* (Approx. **15 hrs**.)

**Required texts:**

Brewster, E. Thomas and Elizabeth S. Brewster*, Bonding and the Missionary Task*. Lingua House, 1984.

Brewster E. Thomas and Elizabeth S. Brewster*, Language Learning is Communication-IS Ministry*. Lingua House, 1984.

Richard Slimbach, *Loosed Tongues*. World Wise Books, 2011. [Available online from the library]

“[How Not to be a Fluent Fool: Understanding the Cultural Dimension of Language](http://www.sit.edu/SITOccasionalPapers/feil_appendix_k.pdf)”

Bennett, Milton. (<http://www.sit.edu/SITOccasionalPapers/feil_appendix_k.pdf>)

Thomson, Greg "[What? Me Worry about Language Learning?](http://www.languageimpact.com/articles/gt/whatme.htm)" (<http://www.languageimpact.com/articles/gt/whatme.htm>)

Thomson, Greg. "[Leave Me Alone! Can't You See I'm Learning Your Language?](http://www.languageimpact.com/articles/gt/leaveme.htm)" (<http://www.languageimpact.com/articles/gt/leaveme.htm>)

Wilson, Reid. "[A Brief Overview of Language](http://www.languageimpact.com/articles/rw/overview.htm)" (<http://www.languageimpact.com/articles/rw/overview.htm>)

Wilson, Reid. "[What Does It Mean To "Learn" a Language?](http://www.languageimpact.com/articles/rw/whatmean.htm)" (<http://www.languageimpact.com/articles/rw/whatmean.htm>)

Hoke, Steve & Bill Taylor. (2009). *Global Mission Handbook*. William Carey Library. ISBN: 9780830837175

**Assignment Completion**

To receive credit, all course assignments are to be completed and submitted on time, as recorded in the Assignments tool within the online course. (If there is a discrepancy between the way the assignment is listed here and in the assignment tool, use that which is defined in the tool, as it will be the latest version and may have been improved with student feedback).

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| **Assignments** | **Weight/ Points** |
| 1. Project 1: *Prefield culture self-study*  Evaluative criteria: completeness; outline organization; outline detail; depth of research questions; analytic depth; writing quality | 25%  25 pts. |
| 2. Project 2: *Language Cycles*  Evaluative criteria: sustained relationship with language school and/or coach; arrangement of a language “route”; organization, detail, and depth of analysis, and writing quality of the language learning journals; oral proficiency exam | 50%  50 pts. |
| 3. Project 3: ***Analyzing GLOCAL Structural Relationships***  Evaluative criteria: completeness; descriptive detail; analytic depth; writing quality; quality of research interviews and identification of structuaral dynamics; database and communications design; quality and communications design of budgetary. | 25%  25 pts. |
| **Total:** | 100%  100 pts. |

**Hours per Week**

Language learning to the level of reasonably fluent conversation is essential for success in other aspects of this degree. By the end of the degree this should increase to a high level of fluency. While most Masters degrees require a research language they usually do not credit hours for this. APU is accrediting 4 units (approx. 240 hours of a total of 900 hours) of language learning over 3 semesters. This is much less than the total hours. The APU courses give you the core structure to then develop the full breadth of learning with your local language school or tutor/language helper. They are your language content teachers. The role of these courses is to train you in learning processes. (See the MATUL Language Learning Policy document for more detail).

This course in LA gives you an introduction to the process of language learning. In it you will practice the first five language cycles, while working with a language helper in LA. It is not a standard didactic course but is dependent on learning from local experts within the guidelines of the APU course and tested in an exam at the end of the course. Over a fifteen week term this language component will approximate 5 hours per week for six weeks, including: 1 hours of direct faculty teaching or asynchronous online discussion and synchronous discussion (forums), 1 hours of writing and assessments and an additional 3 hours per week in community language learning and tutoring supervised by the APU faculty through the forum and classroom/SKYPE processes.

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| **Credit-hour Distribution** | **Total approx. hours per week** | **Total hours over a term** |
| 1. Direct instruction by discussion | 1 clock hour per credit hour | 15 |
| 2. Faculty-directed instruction   * Readings & research | 1 | 15 |
| 1. Learning activities and projects (experiential learning)  * Community Language Learning * Projects | 21/2 hrs in each of 6 weeks | 15 |
| 4. Assessment (writing) | 1 | 15 |
| **Total Hours** | **4** | **60** |

**Grades** are assigned according to the following levels of proficiency:

|  |  |  |
| --- | --- | --- |
|  | APU | |
| Grade | GPA | Numeric |
| A+ |  | Not given |
| A | 4.0 | 95-100 |
| A- | 3.7 | 92-94.99 |
| B+ | 3.3 | 89-91.99 |
| B | 3.0 | 84-88.99 |
| B- | 2.7 | 81-83.99 |
| C+ | 2.3 | 78-80.99 |
| C | 2.0 | 73-77.99 |
| C- | 1.7 | 70-72.99 |
| D+ | 0 | 69-69.99 |
| D | 0 | 68-68.99 |
| D- | 0 | 65-67.99 |
| F | 0 | 0-64.99 |
| Inc. |  |  |

Your final grade is a reflection of a combination of your talent, effort and achievement, *not effort alone*. Different students may earn very different grades, even though they expend the same amount of time and energy. The meanings I attach to “A”, “B”, “C”, “D” and “F” grades are as follows:

**A** Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique, and relationship to other information.

**B** More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information.

**C** Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of field or discipline. Note that a grade of C- may not be eligible for transfer and in most programs does not constitute a passing grade. Please consult and refer to the Graduate Catalog, Graduate Center Policies, and specific program catalogs and guidelines for further information.

**D** *Graduate credit not given for the grade of D*

**F** Graduate credit not given for the grade of F

**Course Policies**

**Class attendance::**

Online: Students are required to join in both the virtual face to face video mediated conversations and the class forum discussions each week, with an opening statement in response to one of the questions and 2 responses to others comments later in the week in the online forums. This gives the core coherence to the online learning process.

Face to face: Students are expected to be arriving promptly to class, coming fully prepared, participating actively in the discussions and activities are important components of this part of your grade for the course. Tardiness and absences must be discussed with the professor. Make-up work may be negotiated for absences due to medical or emergency reasons.

Students absent for more than 3 sessions will be advised to withdraw. Excused absence may be made up with an additional assignment.

Deadlines: All assignments for the course are to be completed and submitted on time in order to receive full credit. Late assignments will be penalized 10% or one-half grade of the total points available per assignment for each week late or portion thereof. Permission for late work is granted only by special request to your faculty. Incompletes are rare and are available only in “special or unusual circumstances” as negotiated with the instructor prior to the end of the term. See Student Handbook for policies regarding Withdrawals and grade record permanence

Advance Assistance: Students wishing feedback (comments, no grade) from the instructor regarding initial drafts of papers/presentations are invited to schedule such with the instructor sufficiently in advance of due dates to enable review, discussion, and subsequent refinement (as necessary).

Assignment Options: Students interested in proposing other means (different from those outlined above) of demonstrating their comprehension, inquiry, and skill relative to the purpose(s) of this course may do so upon the instructor’s discretionary consent. Such students are to submit thorough and well-reasoned proposals (appropriate to graduate-caliber study) in sufficient time for both the instructor to review and accept or modify the proposal and the student to complete it prior to the end of the term.

# Make up and extra credit: If a student has an “excused” absence from a week’s work that delays an assignment, they may make that up within the next week. If they have no excuse from the weeks work, they will receive a 10% drop in grade if submitted the next week, and 20% if submitted two weeks later. Assignment will not be accepted three weeks late..

# Incompletes: The grade of “Incomplete” can only be given in the case of a verified personal/family emergency and with the approval of the course professor and the college dean.

For policies on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance procedures refer to the Graduate Catalog and Departmental Student Handbooks as applicable.

# Academic Integrity: The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act that is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

In this class, collaboration is encouraged on assignments. However each assignment needs to be submitted by each person, and documentation by each party of how many hours they put in, others put in and the % and nature of workload each contributed.

It is the policy of the University that academic work should represent the independent thought and activity of the individual student. Work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the educational system. Engaging in academic dishonesty is a serious offense that may result in a failing grade for an assignment, a failing grade in the course, and/or academic probation. The full academic integrity policy is available in the graduate catalog. Some of the most noteworthy forms of academic misconduct in course focusing on research and writing are as follows:

* Presenting the work of another as one's own.
* Quoting directly or paraphrasing without acknowledging the source.
* Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructor.
* Receiving assistance from others in informational research or field data collection that constitutes an essential element in the undertaking without acknowledging such assistance.
* Fabricating data by inventing or deliberately altering material (this includes citing "sources" that are not, in fact, sources).

# References to author and text must be included whenever the author is quoted or ideas used. This is simple respect. Use the APA6 Author-Date system. It is required that you get a copy of EndNote from IMT or the Library for keeping your references over the years. It will do most of the formatting for you.

# Disability Procedure: Students in this course who have a disability that might prevent them from fully demonstrating their abilities should communicate with the MATUL program director, as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

There are many available support services for graduate students including the Graduate Center, Regional Centers, Libraries, Computer Center, Media Center, Writing Center, Counseling Center, and International Center. See the Graduate Catalog for more details. In addition to these there is the Learning Enrichment Center. Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

**Satisfactory progress** in the degree requires a GPA of 3.0 or above, across your courses.

# Returns: We will attempt to grade work the week submitted though this is not always feasible. The course work and grades will be open to view two weeks after the end of the course.

**University or Department Policies:** All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Graduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

**Support Services:** There are many available support services for graduate students including the Graduate Center, Regional Centers, Libraries, Computer Center, Media Center, Writing Center, Counseling Center, and International Center. See the Graduate Catalog for more details.

In addition to these there is the Learning Enrichment Center. Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

**Writing Assignments:** papers are due on assigned dates. All assignments should be:

* Times New Roman or Cambria, single spaced, 12 point
* 1 inch margins
* Titled, Name and date in right upper corner,
* Page numbers in right lower corner
* single spaced

Late assignments will be deducted 5% for each week late (1 week late = 5% deduction, 2 weeks = 10% deduction). After 2 weeks they receive a zero. If late please note at the top left “1 week” or “2 weeks”.

Please name your assignments in the following manner : VGProj3.2.doc, with your initals first, then the project name.

**Copyright Responsibilities:** Materials used in connection with this course may be subject to copyright protection. Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at http://apu.libguides.com/content.php?pid=241554&search\_terms=copyright

# Information literacy is defined as “a set of abilities requiring individuals recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

• determine the nature and extent of the information needed.

• access needed information effectively and efficiently.

• evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.

• individually or as a member of a group, use information effectively to accomplish a specific purpose.

• understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

This course requires students to complete course assignments using resources available from the University Libraries. Research assistance and subject guides for this course are available at http://apu.libguides.com/

**Emergency procedures:** it is highly recommended that you leave the class title, room and building location, and the APU campus main phone number ((626) 969-3434 with family and/or other contacts you wish to be notified in case of an emergency.

**Legal Disclaimer:** This course is in constant development and may be upgraded at the professor's discretion. All effort is made to not materially change assignments once they have been begun, and if so to do so to the students' advantage. Creativity is encouraged and alternatives to assignments recognized, but normally should be negotiated beforehand.

**Local Language Learning Text List**

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| --- | --- | --- |
| **Site** | **Culture Learning Texts** | **Language Learning Texts** |
| Specific Sites | [Select two total: one on national culture from the list below and search for one on city-specific culture] | [Select language-appropriate texts] |
| India | Wolpert, S. (2008). *A new history of India, 8th ed.* Oxford University Press.  Sen, A. (2006). *The argumentative Indian: Writings on Indian history, culture and identity*. Picador.  Soundararajan G. I. (2000). *Indian culture and Christianity*. Secunderabad: OM Books.  Dreze, J. & Sen, A. (2002). *India: Development and participation*. Oxford University Press.  Varma, P. (2004). *Being Indian.* New Delhi, Penguin Books. | Hart, K. (1999). *Tamil for beginners.* Berkeley: University of California Berkeley; **or**  Sadasivam, M., Upadhyaya, U.P., & Krishnamurthy, N.D. (1999). *Conversational Tamil: A Microwave Approach*. Sree Venkateswara Printing Press.  Schiffman, H. (1999). *A reference grammar of spoken Tamil.* Cambridge: Cambridge University Press.  Jain, U. (1995). *Introduction to Hindi grammar*. Berkeley: University of California Berkeley.  McGregor, R. S. (1997). *Oxford Hindi-English dictionary.* Oxford University Press. |
| Kenya | Sobania, N. W. (2003). *Culture and customs of Kenya.* Westport, CT: Greenwood Press.  Miller, N. and Yeager, R. (1993). *Kenya: The quest for prosperity*, 2nd ed. Westview Press.  Granqvist, R. (2004). *Bulldozer and the word: Culture at work in postcolonial Nairobi*. Peter Lang. | Russell, J. (2003). *Teach yourself Swahili, 2nd ed*. McGraw Hill. [Complete Course Package (Book + 2 CDs)]Awade, N. (2000). *Swahili-English, English-Swahili dictionary*. New York: Hippocrene Books |
| Philippines | Karnow, S. (1990). *In our image: America's empire in the Philippines*. Ballantine Books.Agoncillo, T.A. (1990). *History of the Filipino People, 8th ed.* Quezon City: Garotech Publishing.Jocano, F. L. (1984). *Slum as a way of life.* University of Philippines Press.Maggay, M. (1987). *The gospel in Filipino context.* Metro Manila: OMF Literature Inc.Grigg, V. (2004). *Companion to the poor.* Chennai: YWAM PublishingRoces, A. (2009). *Culture Shock! Philippines*. Marshall Cavendish. | Romero, V.E. (2004). *Learn Filipino, Book One* (with Discs 1 and 2). Magsimba Press Ramos, T*.* (1985). *Conversational Tagalog: A functional-situational approach*. Honolulu: University of Hawai’i Press.  English, L. (1997). *English-Tagalog dictionary*. Manila: National Bookstore. |
| Haiti | Arthur, C. (2002). *Haiti in focus: A guide to the people, politics, and culture* (In Focus Guides). Interlink Publishing Group.  Farmer, P. (2005). *The uses of Haiti*, 3rd ed. Common Courage Press.  Dubois, L. (2005). *Avengers of the new world: The story of the Haitian revolution*. Harvard University Press.  Davis, W. (1997). *The serpent and the rainbow.* Simon & Schuster.  Trost, M. (2008). *On that day, everybody ate: One woman's story of hope and possibility in Haiti*. Koa Books.  Laguerre, M. (1982). *Urban life in the Caribbean: A study of a Haitian urban community*. Schenkman. | Turnbull, Wally. 2000. *Creole made easy*. Mountain Maid Self Help Project.  Valdman, A. (2006). *Ann Pale Kreyòl* (APK). Chamoiseau D'anticat, Edwige, ed. Roumain, Jacques Edition. |

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Agar, M. (1996). *The professional stranger*. Academic Press.

Asher, J. (2000). *Learning another language through actions* (6th ed.). Los Gatos, CA: Sky Oaks Productions.

Axtell, R.E. (1997). *Gestures: The do’s and taboos of body language around the world*. New York: John Wiley.

Brown, H. D. (2006). Principles of language learning and teaching, (5th ed.) Englewood Cliffs, NJ: Prentice Hall Regents.

Burling, R. (2000). *Learning a field language*. Waveland Press.

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