
Academic Skills

Students' Booklet

Instructor's Name _____

Day - Period – Room No. _____

Student No. _____

Year - Class Number _____

Student's Name _____



青山学院大学

Aoyama Gakuin University

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Appendix 1: An Introduction to Note-taking and Lectures

Appendix 2: Abbreviations and Note-taking Symbols

Development of the Academic Skills course was begun in 1998 by Gregory Strong and Jennifer Whittle, with the assistance of Erica Aso, James Ellis, Luther Link, Wayne Pounds, Peter Robinson and Donald Smith, and contributions from teachers in the IE program. The curriculum development was supported by the English Department's chairpersons Minoji Akimoto and Osamu Nemoto. Midterm and Final Tests were piloted by Vivien Cohen, Patricia Hilson, Simon Himbury, and Richard Kringle. Marlene Ernst contributed the unit on World Englishes. Special thanks to Vivien Cohen and Patricia Hilson for their many suggestions for improvements to the program. The efforts of Naoko Sugimoto, Yuki Yoshimura and Joseph Dias are also acknowledged in preparing the transcript and booklets. Joseph Dias created the two new units.

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1. The Mirror Images

By Professor Don Smith

I. Pre-listening:

For homework read the text and then answer the following questions. Finally complete the vocabulary exercise. You will be quizzed on the material next week.

Japan and the United States

Adapted from *Academic Writing*. Prentice Hall, 1994. pp.114-115.

The culture of a country is an integral part of its society, whether it is a remote Indian Village in Brazil or a highly industrialized city in Western Europe. Basically, culture is reflected in a country's language, literature, art, music, and dance. Japan and the United States are two highly industrialized nations in the world. Although their cultures have a few similarities there are greater differences between these nations of the East and West.

First of all, Japan and the United States have several similarities. Both Japan and the United States have made a mutually enriching exchange of cuisine. There are Japanese restaurants in America, where diners can enjoy food like sashimi, tempura (fried vegetables and prawns), and noodles. Similarly, Japanese enjoy American fast foods like McDonald's hamburgers and French fries, Kentucky fried chicken, and Mrs. Fields' cookies.

Despite these similarities, the United States and Japan have some very significant differences. One important difference is the people. Japan is a homogeneous society of one nationality and a few underrepresented minority groups like Chinese and Koreans. As a result, all areas of government and society are controlled by the Japanese majority. In contrast, although the United States is a country with European roots, its liberal immigration policy has resulted in its becoming a heterogeneous society of many nationalities -- Europeans, Africans, Asians and Hispanics. They are represented in all facets of American society, including business and politics.

Another difference is in the two countries' use of transportation. Japan and the States have modern transportation systems which use the latest technology. However, the means of transportation used by the masses in Japan is different from that used by

the masses in the United States. The majority of Japanese use an efficient network of public transportation for pleasure and for commuting from the outlying areas to the cities or from city to city. Thus the train and subway systems are extremely overcrowded during peak hours. By comparison, Americans rely less on public transportation and prefer instead to drive their own cars or ride in carpools. Although the average Japanese family owns one car, the typical American family owns two cars or more, depending on the number of children of legal driving age. Finally, a common sight in Japanese cities is neatly dressed women on motorized scooters riding on busy streets to do their shopping. Bicycles are also a very popular form of daily transportation. In contrast, Americans usually do their errands by car and ride their bikes mostly for exercise or pleasure.

The final and most important difference is that in modern Japan, traditional customs are still largely observed. In fact, surprisingly many young people still prefer an arranged marriage, in which a couple meet through the combined efforts of parents and friends of relatives. By comparison, young American people seek their own marriage partners. In addition, married Japanese couples have more clearly defined roles than their American counterparts. A Japanese wife has greater control over the household and family decisions than an American wife. For example, a Japanese wife decides on the family's residence, major expenditures and the children's schools. The strong role of a Japanese wife is understandable since the husband, as primary breadwinner, is a very busy man. His loyalty is first to his workplace, and he must devote all of his energy and waking time to his career or job. Thus, he may not arrive home until late at night, so his wife must discipline the children and make important decisions to keep the household running smoothly. On the other hand, an American couple, who more or less maintain a 50/50 relationship, generally have a more democratic approach and make decisions together.

It is clear that although there are some important similarities between Japan and the United States, there are significant differences as well. The extent to which Japan has accepted some aspects of Western culture reveals the country's desire to absorb new customs. Indeed, the cultural exchanges of Japan and the United States have benefited both nations dramatically and will continue to do so in the future.

Filling in this chart as you read will help you answer the subsequent questions.

(Note the differences.)	<u>Japan</u>	<u>United States</u>
Transport		
Make up of Society		
Marriage & Married Life		

The Mirror Images

1. List two similarities between Japanese culture and American culture that are mentioned in the text.

2. List three differences between Japanese culture and American culture that are mentioned in the text.

3. Write a definition for each of these words. Use them in a sentence.

Integral	Liberal	Observed
Remote	Heterogeneous	Expenditures
Mutually	Facets	Discipline
Cuisine	Masses	
Homogeneous	Carpools	

First Section

II. Dictation

Listen to the first section several times and write down the missing sentences.

Hi, I'm Don Smith _____

But first of all, let's talk about just the idea of mirror images.

III. Note taking

1. Look at the second section written below.

“When you look in a mirror, what do you see? What you see is, of course, the same, like if you're standing in front of the mirror, you see yourself. There's only one difference and that is that if you raise your right hand, in the mirror, it's on the left, and if you raise your left hand, in the mirror, it's on the right. Everything is reversed. If the mirror is flat and smooth, not bent or broken or anything, and then, everything is perfectly reversed, that is everything's in order; it's not all mixed up, fortunately. If you look in wavy water or something, then the image is all shattered and perhaps your...you may be distorted, you might just have one eye, or two mouths or something like that. But usually a mirror image is a perfect reversal of what you have. Well that's what happens between Japanese and English and between Japanese culture and Western culture a great deal.”

- a. - First, cross out all words that are not the main words of a sentence (e.g., determiners, such as “the,” and conjunctions, such as “and”)**
- Next, cross out any words or phrases that are repeated.**
- Then, cross out any sentences that do not contain main ideas.**
- Finally, reduce this paragraph to 2 sentences.**

(Thanks to Simon Himbury for this activity)

b. Now listen to the second section and write down what you think are the most important points. Then, compare them with those of your partner.

2. Listen to sections 3 to 9 one at a time. What cultural examples of mirror images are given? The first one has been done for you.

- a. hand gestures
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____

3. Now, explain to another member of the class how each of these has been reversed.

4. Listen to sections 10 to 12 one at a time. What linguistic examples of mirror images are given? The first one has been done for you.

- a. prepositions in English become post-positions in Japanese.
e.g., "to the store" becomes "mise e"
- b. _____
- e.g., _____
- c. _____
- e.g., _____

5. Listen to the 13th section. Write down what you think are the important points.

Key words: many elements, subject, verb, translate, situation, word order, particles

6. Listen to the last two sections. What examples of saying "thank you" are provided?

a.

b.

IV. Vocabulary

1. Match the vocabulary from the video on the left with the appropriate definition on the right. Guess if you are not sure of an answer.

- | | |
|--------------------|---|
| 1. _____ syntax | a. room just below the roof of a house |
| 2. _____ distorted | b. a device used to make wood smooth |
| 3. _____ gesture | c. word order |
| 4. _____ tools | d. wearing nice clothes |
| 5. _____ plane | e. something used to get a job done |
| 6. _____ framework | f. transformed appearance |
| 7. _____ bargain | g. hand movement that conveys meaning |
| 8. _____ basement | h. item with a lower-than-usual price |
| 9. _____ attic | i. room / space below ground floor |
| 10. _____ dress up | j. format/ outline |
| 11. _____ reversed | k. put in the opposite order or direction |

The Mirror Images

2. Now, use the vocabulary words you did not understand in sentences.

V. Post-listening

- 1. Can you think of any other mirror images of Western and Japanese cultures?**

- 2. What do you think about linguistic mirror images between Japanese and English? Which language do you feel more comfortable using? Why?**

- 3. What did you learn in Professor Smith's lecture that you didn't already know?**

- 4. Do you agree with the proverb "When in Rome, do as the Romans do?" Does Professor Smith behave in a Japanese way? Think about the examples he gave concerning Valentine's Day, putting out the garbage, and saying "Thank you."**

2. Hall's Classification of Cultures

By Professor James Ellis

I. Pre-listening

1. Discussion

a. How would you define culture?

b. What are some unique features of Japanese culture?

c. Is there any other culture that you know about deeply? Tell your group members about it? Refer to the Wikipedia entry on "Culture" to help you find points of comparison <<http://en.wikipedia.org/wiki/Culture>>.

2. Reading

Prepare the reading and vocabulary sections for homework. You'll be quizzed on this material next week.

Taken from Hall, E. T. *Beyond Culture*. Doubleday: New York, 1976.

Cultures are extraordinarily complex, much more so than TV sets, automobiles, or possibly even human physiology. So how does one go about learning the underlying structure of culture? Any of the basic cultural systems and subsystems can serve as a focus for observation. These include matters such as material culture, business institutions, marriage and the family, social organization, language, even the military (all armies bear the stamp of their culture), sex (I once knew a man who became fascinated with differences in blue movies), and the law. These activities and many more besides reflect and are reflected in culture...

In Japan, the over-all approach to life, institutions, governments and the law is a high-context one in which one has to know considerably more about what is going on at the covert level than in the West. It is very seldom in Japan that someone will correct you or explain things to you. You are supposed to know and they get quite upset when you don't. Also, Japanese loyalties are rather concrete and circumscribed. You join a business firm and, in a larger sense, you belong to the Emperor. You owe each a debt that can never be repaid. Once a relationship is formed, loyalty is never questioned. What is more, you have no real identity unless you do belong. This does not mean that

there aren't differences at all levels between people, ranging from the interpersonal to the national. It is just that differences are expressed and worked out differently. As in all high-context systems, the forms that are used are important. To misuse them is a communication in itself.

Context, in one sense, is just one of many ways of looking at things. Failure to take contexting differences into account, however, can cause problems for Americans living in Japan, and even at times inconvenience the sheltered tourist. High-context cultures, such as Japan, make greater distinctions between insiders and outsiders than low-context ones do. People raised in high-context systems expect more of others than do the participants in low-context systems, such as America. When talking about something that they have on their minds, a high-context individual will expect his interlocutor to know what's bothering him, so that he doesn't have to be specific. The result is that he will talk around and around the point, in effect putting all the pieces in place except the crucial one. Placing it properly -- this keystone -- is the role of his interlocutor. To do this for him is an insult and a violation of his individuality.

Also in high-context systems, people in places of authority are personally and truly -- not just in theory -- responsible for the actions of subordinates down to the lowest man. In low-context systems, responsibility is diffused throughout the system and difficult to pin down. Paradoxically, when something happens to a low-context system, everyone runs for cover and "the system" is supposed to protect its members. If a scapegoat is needed, the most plausible low-ranking scapegoat is chosen.

Successful students use multi-color highlighting pens to underline key words and ideas in readings. Using a minimum of five colors, indicate the main definitions, distinctions, and items of evidence in the passage. Hopefully, you will be able to fill in the missing information below by referring to your underlined words and phrases.

Key Definition

Cultural systems that can be observed include:

- * _____
- * _____
- * _____

Key Distinction

High -context culture: _____

Low-context culture: _____

Japan is a ____ - context culture, whereas the U.S. is a ____-context culture.

Evidence that Japan is a __-context culture.

- * _____
- * _____
- * _____

Evidence that the U.S. is a __-context culture.

- * _____
- * _____
- * _____

3. Vocabulary

Write definitions of these words, found in the pre-reading, and use each of them in a sentence.

High-context

Institution

Loyalty

Scapegoat

Subordinate

Low-context

Authority

Responsibility

Interlocutor

Plausible

II. Note-taking

1. Cloze passage: Listen to the first section of the lecture. Fill in the missing words.

Usually, when we deal with _____ people, we deal with them as if we were all _____ of the same culture. However, it's possible that people from different cultures have different, _____, ingrained assumptions about the world regarding such important and basic ideas as _____ relationships, time and personal _____. And basically this is the _____ of Edward Hall. Edward Hall is an anthropologist who spent a large part of his life studying American _____; their culture, their language. But he was different from a lot of other _____ who just study one culture. He was interested rather in the _____ between cultures, how cultures _____. And basically he believes that cultures can be placed, or _____ rather, on a continuum ranging from what he called _____-context to low-context. I'll define those terms later on. This talk is going to deal with the two _____ on the _____: the high-context culture and the low-context culture. So I'm going to look at both of these in today's _____.

2. a. First, cross out all *words* that do not contain the main idea of each sentence (for example, “the” and “a”)
- b. Next, cross out any words or phrases that are repeated.
- c. Then, cross out *sentences* that do not contain main ideas.
- d. Finally, reduce this paragraph to two sentences.

OK, to start with, a high-context culture is a culture in which the context of the message, and all...and you all understand context, context meaning surroundings, the context of the message or the action or an event, carries a large part of its meaning and significance. So what this means is that in a high-context culture, more attention is paid to what's happening in and around the message or event than to the message itself. So more attention is paid to what's going on around the words or the event than to the actual event or message. And you'll get a better of...you'll get a better idea of what this all means when I give you examples...OK?

3. Now, listen for the 3 subtopics the speaker intends to speak about in his lecture.

→

→

→

4. Listen to the next section and look at the note-taking model below. It contains only a summary of the main ideas of the paragraph. As you listen, fill in the missing information.

Interpersonal relationships in high-context cultures

- Strong dependence on shared or built-in, preprogrammed information concerning a message or event.

For example: In legal paperwork, people would trust _____ rather than care about _____.

For example: When you _____ money in a high-context culture, they might only say _____.

- Also you might find there's a strong dependence on _____ rather than _____.

In other words, _____ restrains people more than just _____.

For example: In a high-context culture, a person wouldn't break the law because _____.

- Another thing about interpersonal relationships is that there's a _____.

They care more about _____, and not so much about _____.

It could be demonstrated in _____.

5. Take notes on the following section.

Key words: personal space (bubble), respect for privacy, body language

6. Summarize the next section in one sentence.

7. What is the attitude toward time in high-context cultures? Explain this with an example.

Key words: polychronic, clock time

8. The speaker will sum up everything he has covered so far in his lecture. As he does so, fill in the blanks. [You may refer to the notes you've taken in previous sections, if necessary.]

HIGH-CONTEXT CULTURES	LOW-CONTEXT CULTURES
Definition:	Definition:
Interpersonal relationships Example:	Interpersonal relationships Example:
Personal space Example:	Personal space Example:
Time Example:	Time Example:

Hall's Classification of Cultures

9. a. Listen to the ninth paragraph **WITHOUT** looking at the video screen and write down the twelve nationalities you hear.

- | | |
|----|-----|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | 12. |

b. Please place the twelve nationalities on this continuum.



c. Now, watch this section again and check your answers.

10. Cloze: Listen to the final section of this lecture. Fill in the missing information.

So, basically, what all this is about is that Hall _____ that people need to be aware of their different assumptions about _____. And Hall also believes that this has all kinds of relevance no matter what you're doing. If you're in business _____, if you're in _____, interpersonal relations, if you're just dealing with people from different cultures in any way, its going to _____ every part of your life because these assumptions that we make are so _____ that we don't think about them. We _____ assume that everyone thinks the same way about time, place, personal relationships in the same way. But Hall says these things are so _____, they are actually very different, that we unconsciously learn these things. These things are based on culture. And Hall basically says that we think of...as mind...what we think of as mind, is really _____ culture. He's of the belief that _____ is basically your culture, your culture's _____. OK, and he stresses the fact that in any multicultural situation these assumptions need to be taken into account for successful _____.

III. True or False: If false, correct the sentence.

1. T / F Different cultures have similar ideas regarding interpersonal relationships, time, and personal space.

2. T / F Edward Hall was interested in differences between cultures.

3. T / F A high-context culture is a culture in which the message is given more attention than its context.

Hall's Classification of Cultures

4. T / F In a high-context culture, more attention is paid to what's happening in and around the message.
-
5. T / F In a high-context culture, people prefer to have details written down rather than trust someone's word.
-
6. T / F In a high-context culture, focus is placed on one's personal networks.
-
7. T / F A high-context culture places emphasis on individuality.
-
8. T / F A high-context culture has less respect for the personal space bubble.
-
9. T / F High-context cultures pay little attention to clock time.
-
10. T / F In a low-context culture the context of the message carries a large part of its meaning.
-
11. T / F A low-context culture places more emphasis on group identification.
-
12. T / F In a low-context culture, the concept of privacy is very important.
-
13. T / F A monochronic sense of time means that there's one standard of time for everything.
-
14. T / F The Japanese culture is a high-context culture.
-

IV. Multiple Choice

1. Edward Hall is
 - a. an engineer
 - b. a biologist
 - c. an anthropologist
 - d. a sociologist

2. In a high-context culture there is a strong dependence on
 - a. legal restriction
 - b. bureaucratic restrictions
 - c. academic restrictions
 - d. social restrictions

3. Who takes responsibility in a high-context culture company if something goes wrong?
 - a. the head of the organization
 - b. the individual who caused the problem
 - c. the department
 - d. the entire society

4. If someone from a low-context culture is jostled in a crowd or touched inadvertently, they would
 - a. not worry about it
 - b. feel their personal space had been violated
 - c. hit the violator(s)
 - d. behave rudely in return

5. A polychronic attitude towards time means
 - a. there is no set standard of time
 - b. that people, things, and events have their own time
 - c. punctuality isn't emphasized
 - d. all of the above

6. In a low-context culture
 - a. people stand close to each other when talking
 - b. there's a respect and a desire for privacy
 - c. people pay close attention to body language
 - d. time is considered relative

V. Vocabulary

1. Vocabulary Context

1. The work ethic was deeply ingrained in him.
2. The result of the experiment shook the basic assumptions of his theory.
3. He was quite unconscious of having offended them.
4. The results of the experiments showed striking differences between the experimental group and the control group.
5. All cultures fall somewhere along a continuum between those two extremes.
6. He shouldered the blame for everyone.
7. There was a network of people who worked together.
8. In some societies, what the group thinks restrains people.
9. People feel violated when they get too physically close to one another.
10. People are calling for reforms in our prison system.
11. Class structure is very rigid in some countries.
12. Two countries are linked by bonds of friendship.
13. In low-context cultures, the message, event, or action is seen as a separate entity.
14. The treaty was the result of long negotiations.
15. In some cultures, time is considered a commodity.
16. No one would take responsibility for the error. They all just passed the buck.

2. Match the vocabulary from the video with the appropriate answer on the left.

Guess if you are not sure of an answer.

- | | |
|--------------------------------|--|
| 1. _____ ingrained | a. discussion leading to compromise |
| 2. _____ assumption | b. line with extremes at each end |
| 3. _____ unconscious | c. internalized |
| 4. _____ striking | d. restrict/ hold back |
| 5. _____ continuum | e. web |
| 6. _____ to shoulder the blame | f. changes/ improvements |
| 7. _____ network | g. item |
| 8. _____ restrain | h. unaware |
| 9. _____ to feel violated | i. feel attacked |
| 10. _____ reforms | j. avoid taking responsibility |
| 11. _____ rigid | k. noticeable/ remarkable |
| 12. _____ bonds | l. firm/ strict/ unyielding |
| 13. _____ entity | m. accept responsibility |
| 14. _____ negotiation | n. connections |
| 15. _____ commodity | o. goods |
| 16. _____ to pass the buck | p. something taken for granted w/o proof |

3. Write down any words you didn't know. Use each word in a new sentence.

VI. Outlining the lecture [Can be done for homework as a review exercise.]

Read the following sentences and underline key words. Then, listen to the lecture again and order the sentences as they occur in the lecture. Check your answers with a partner.

_____ In a high-context culture there is a “polychronic” attitude towards time, which means people, things, and events have their own time.

_____ In a low-context culture there is a “monochronic” sense of time, which means one standard time.

_____ Hall stressed that people need to be aware of the different unconscious assumptions about reality that are based on culture.

_____ A high-context culture is a culture where the context of the message carries a large part of its meaning.

_____ According to Hall's classification of cultures, Swiss-Germans come at the low end of the continuum. The Greeks, Arabs and the Japanese are classified as high-context cultures.

_____ In a low-context culture people pay more attention to the event than the context which surrounds the event.

_____ Edward Hall is an anthropologist, who studies American Indians. He believes that cultures can be placed on a continuum ranging from low-context cultures to high-context cultures.

_____ In a high-context culture there is a greater dependency on group thinking and less respect for privacy and personal space.

_____ There is more emphasis on individuality and the concept of privacy is very important in low-context cultures.

_____ There is a strong dependence on shared information in a high-context culture as well as strong feelings of responsibility for the group.

VII. Post-listening

1. Write a summary of the talk you have just heard. Include facts about...

- * high- and low-context cultures
- * interpersonal relationships
- * personal space
- * time

2. When lecturers move from one topic to another, verbal and non-verbal cues may be used (for example, they might say "Moving to the next..." or they may make a relatively long pause). List ones that appear in this lecture.

3. Discussion

a. Can you think of any serious international or racial problems caused by differences between cultures? What do you think we can do to prevent them?

b. Look at the speaker's examples of interpersonal relationships, personal space and time. Which of them do you think apply to Japanese culture and which of them don't? Please justify your answers using your personal examples.

What's Special about Shakespeare?

3. What's Special about Shakespeare?

By Professor Luther Link

I. Pre-listening

1. Discussion:

What do you already know about Shakespeare? Discuss with your partner and write down three items. Be prepared to share your ideas with the class.

a.

b.

c.

2. Web Exploration:

Those students who don't know anything at all about Shakespeare can go to the website "A Shakespeare Timeline" to read about his life...

<<http://shakespeare.palomar.edu/timeline/timeline.htm>>. An interactive quiz "A Shakespeare Biography Quiz" can be completed after exploring the site.

3. Reading:

For homework, read the text. Then, answer the following questions. Finally, complete the vocabulary exercise. You will be quizzed on the material next week.

Text adapted from *Shakespearean Criticism*, Oxford University Press.

William Shakespeare (1564-1616) was a dramatist, a man of the theatre, and a poet. His birth is traditionally celebrated on 23 April, which is also the date of his death. He was the eldest son of John Shakespeare who played an important part in local affairs, becoming bailiff and justice of the peace in 1568. John married Mary Arden in 1557. Of their eight children, four sons and one daughter survived childhood. William Shakespeare's writings indicate he probably attended a local grammar school, although all records are lost. On 28 November a bond was issued permitting him to marry Anne Hathaway of Shottery, a village close to Stratford. She was eight years

older than William. (She died seven years after he did). They had a daughter, Susanna, and twins, Hamnet and Judith. The boy, Hamnet, died quite young.

We do not know how Shakespeare was employed in his early years, but he may have been a schoolmaster. It has also been suggested that he spent some time as a member of a great household, and that he was a soldier.

Nothing is known of Shakespeare's beginnings as a writer, neither when nor how he entered the theatre. We do know, however, that he became a leading member of Lord Chamberlain's Men around 1594. With them he worked and grew prosperous for the rest of his career as they developed into London's leading theatre company, occupying the Globe Theatre from 1599. He is the only prominent playwright of his time to have had so stable a relationship with a single theatre company. Although the city of London was generally negative towards the theatre in Shakespeare's day, many of the nobility supported the productions and were friends of the actors.

Probably Shakespeare began to write for the stage in the late 1580's and continued to do so for more than twenty years. *Henry VI* and its sequel *Richard III* are among his early works. His earliest comedies include *The Two Gentlemen of Verona*, and *The Taming of the Shrew*. *A Midsummer Night's Dream* and *The Merchant of Venice* were printed in 1600. Shortly before this, *Romeo and Juliet*, a tragedy with comic parts, was written. Around the turn of the century, Shakespeare turned again to tragedy. *Julius Caesar* was performed in London in 1599 and *Hamlet*, perhaps Shakespeare's most successful play, was performed a year or two later. This was followed by *King Lear* (1605), *Macbeth* (1606) and *Coriolanus* (1607-9).

The scripts of Shakespeare's plays have been translated into innumerable languages and have inspired poets, novelists, dramatists, painters, composers, film-makers and other artists at all levels of creative activity. They have formed the basis for the English theatrical tradition, and they continue to be performed in a variety of ways on the world's stages.

a. Draw Shakespeare's family tree.

b. What were some of the important events and dates in Shakespeare's life?

II. Listening

1. Listen to the first part of the introduction about Shakespeare and fill in the blanks.

Hello, I'm going to (uh) talk about what's _____ about Shakespeare and why I find Shakespeare _____. We have only one picture of Shakespeare. Only one. And if you look at that picture you will see the face of a _____ uninteresting man. Or I should say the face itself is uninteresting. Um, it looks _____, there's nothing dynamic, there's nothing original, there's nothing that really _____ your attention when you look at the only picture we have of Shakespeare. And not only is the face not _____ interesting, but from what we know about Shakespeare he was not a very interesting person. He was extremely _____ conscious. He was a good moneymaker. He began as an actor and then he became a _____ in his acting company. He had a very good _____ as a playwright but it wasn't exceptional. Nobody thought that Shakespeare was far _____ to the other playwrights of his time.

2. Listen to the second section and write down words or phrases that describe Shakespeare.

What's Special about Shakespeare?

3. Listen to the third section. What are four features that make Shakespeare's work great?

a.

b.

c.

d.

4. What is the main point of the fourth section? What does "right-wing" mean? What does "left-wing" mean?

5. Listen to the rest of the lecture and take notes about what makes Shakespeare's plays special.

a. Pericles

A terrible childbed hast thou had, my dear
No light, no fire: th' unfriendly elements
Forgot thee utterly, nor have I time
To give thee hallow'd to thy grave, but straight
Must cast thee, scarcely coffined, in the ooze;
Where, for a monument upon thy bones
An 'ere remaining lamps the belching whale
And humming water must overwhelm thy corpse,
Lying with simple shells...
Lying with simple shells... (III, 1, 56-64)

b. Romeo and Juliet

c. The Merchant of Venice

d. The Tempest

What's Special about Shakespeare?

III. Summarize the main idea of this lecture in three or four sentences.

IV. Multiple choice /True and False

Choose the correct answer. In the case of True and False questions, write down the correct answer if the statement is False.

1. Shakespeare was the only playwright of his time who
 - a. went to prison.
 - b. didn't go to prison.
 - c. got in trouble with the police.
 - d. wasn't careful.

2. What kind of person was Shakespeare?
 - a. Dynamic.
 - b. Unreliable.
 - c. Mysterious.
 - d. Conservative.

3. What is one of the distinctive features included in Shakespeare's works?
 - a. A wide range of social classes.
 - b. A wide range of middle classes.
 - c. A wide range of lower classes.
 - d. A wide range of upper classes.

4. When characters in Shakespeare's plays speak, the reader sees the world through
 - a. the eyes of a teacher.
 - b. his/her own eyes.
 - c. the eyes of the character.
 - d. the eyes of Shakespeare.

5. Both T. S. Eliot and Bertolt Brecht found the play *Coriolanus* to be
- a. reserved.
 - b. Marxist.
 - c. fascinating.
 - d. boring.

PERICLES

6. Pericles' daughter Marina had to work
- a. in a house of prostitution.
 - b. in an institution.
 - c. in a hospital.
 - d. as a lecturer.
7. T / F The worlds of Marina and Boult are quite similar.
-

ROMEO AND JULIET

8. T / F Juliet is far more mature than Romeo when the play begins.
-
9. T / F No one knows that Juliet is already married.
-
10. T / F Juliet gets support from the Nurse.
-
11. T / F The line "Thou hast comforted me marvelous much" is ironic and sarcastic.
-

THE MERCHANT OF VENICE

12. T / F The character Shylock brings up problems everyone can answer.

13. How does Shylock want to be paid by the merchant?

- a. With cash.
- b. With one pound of gold.
- c. With one pound of the merchant's flesh.
- d. With livestock (cows, chickens, pigs, etc).

14. In Shylock's speech, he shows the ____ of the people around him.

- a. stupidity
- b. hypocrisy
- c. lunacy
- d. complacency

15. T / F Shylock compares his request for repayment to the ownership of slaves.

THE TEMPEST

16. T / F *The Tempest* is probably the only play for which Shakespeare didn't write the story.

17. T / F Prospero was betrayed by his mother.

18. T / F Prospero and his daughter Miranda are put on a small boat and arrive on a small island.

19. T / F Prospero's four words to Miranda; "Tis new to thee" means that Miranda doesn't understand the evil in the world.

20. No matter how wonderful something is in Shakespeare's works, there is
- a. never any doubt.
 - b. always another point of view.
 - c. just one point of view.
 - d. always something new.

V. Vocabulary

From the context clues, try to guess the meaning of the words in *italics*.

1. "This sauce tastes quite *bland*, maybe you should add some more spices."
 - a. unusual
 - b. plain

2. Susan bought part of her friend's business and became a *shareholder*.
 - a. owner of stock
 - b. manager

3. Mr. Baines was an exceptionally fine person to work for. His *reputation* was known throughout the company.
 - a. distinction
 - b. religion

4. There is a wide *scope* of coverage in the professor's lecture.
 - a. rivalry
 - b. range

5. It was quite *ironic* that Michael studied so hard to become a lawyer and now he's in prison for robbery.
 - a. tragic
 - b. contradictory

Now, read the sentences below and suggest your own definition for each word.

1. Shakespeare is now considered one of the most exceptional *playwrights* of his time.

playwrights: _____

2. His works included characters from all social classes: from beggars and *prostitutes* to kings and queens.

prostitutes: _____

VI. Outlining the Lecture

Listen to the lecture again. Order the sentences as they occur in the lecture. Check your answers with a partner.

_____ It is not only the wide range of characters that makes Shakespeare special. It is that when a king speaks, the king speaks from the point of view of a king.

_____ Both the right-wing poet T.S. Eliot and the left-wing playwright Brecht loved "Coriolanus."

_____ Shylock shows the hypocrisy of the people around him. Shylock may be a villain but the other people aren't so good either.

_____ With the four word line " 'Tis new to thee," Prospero puts a pin in Miranda's balloon-like enthusiasm.

_____ With the single line "Well, thou has comforted me marvellous much," we can see how much Juliet has matured.

_____ Shakespeare was a boring, ultra-cautious and rather conservative person; nevertheless, he created very fascinating and interesting personalities.

_____ If you read Shakespeare carefully, you'll find that no matter how wonderful something seems, there's always another point of view.

_____ The world of Marina and the world of Boult are totally different; Shakespeare makes it plain that there's no simple answer and he passes no judgment.

VII. Post-Listening:

Discuss the following questions with a partner. Then summarize one of your answers in written form. Be prepared to share your answers with the class.

1. What did you learn about Shakespeare that you didn't know before?

2. Would you like to study Shakespeare? Why or why not?

3. Throughout the lecture, Professor Link contrasts various things. Give some examples of what he contrasts and explain them.

4. Langston Hughes

By Professor Wayne Pounds

I. Pre-listening / Reading

Langston Hughes 1902-1967

Langston Hughes was the most accomplished poet of the Harlem Renaissance. A true "Renaissance man," he wrote drama, fiction, popular songs, and movie screenplays; worked on anthologies and translations; and generously helped the careers of many younger writers. He is, however, best noted for his poetry.

Hughes was born in Missouri and went to high school in Cleveland, Ohio, where he began writing poetry for a school magazine. He went on to Columbia University in New York City and a year later left to go to sea. After traveling as a merchant seaman to Africa and Europe, he returned to America and continued writing poetry. His work appeared in a number of prominent black journals and in the chief anthology of the Harlem Renaissance, *The Negro* (1925)

The poet Rachel Lindsay helped Hughes publish his first volume of poetry, *The Weary Blues* (1926). His literary reputation secure, Hughes decided to complete his formal education. After graduating from Lincoln University, he returned to New York City, where he continued to write and was active in the theater. His later books of poems include *The Dream Keeper* (1932), *Fields of Wonder* (1947), and *Montage of a Dream Deferred* (1951). He wrote two autobiographical volumes, *The Big Sea* (1940) and *I Wonder as I Wander* (1956).

Much of Hughes's best writing appeared in newspapers. Especially popular were the sketches he wrote for the Chicago Defender during the 1940s. These short tales chronicle the adventures of a character named Simple, whose innocent but shrewd observation of the world gave Hughes many opportunities for sharp satire and social criticism.

"Dream variations" demonstrates how well Hughes had absorbed the international Modernist techniques and adapted them to his subject matter and to jazz and blues rhythms.

From Macmillan *Literature Series; American Literature*,
California, McGraw-Hill, 1991

a. Why was Hughes called a true “Renaissance man”?

b. When did Hughes begin to write poetry?

c. Where did much of Hughes’ best writing appear? Who was the main character in this writing?

2. Vocabulary

Write an English definition for each of these words.

- | | |
|--------------|---------------|
| accomplished | sketches |
| Renaissance | autobiography |
| screenplays | shrewd |
| anthology | satire |
| prominent | absorb |
| noted for | adapt |

II. Listening

1. Listen to the first section of the lecture. Fill in the missing words.

Hello. My _____ is Wayne Pounds. I teach American _____ at this university, and this _____ I am going to _____ you to an American writer named, Langston Hughes. In the _____, a moment ago, we were in fact listening to a _____ lyric by Hughes. It was a lyric called “Me and the Mule,” by Langston Hughes... _____ by Taj Mahal. The question is perhaps, what is a mule? _____ an animal that is not _____ to all of you. A mule is a _____ between a horse and a _____. It was the work animal of the _____ South. Therefore, there’s a close _____ between the slaves of the old South and the mule. So, it’s not _____ for an African-American _____ like Hughes to see the mule as, somehow, _____ to him. So he says...

(music) Me and the Mule

My old mule has got a grin on his face,

Been a mule so long he’s forgot about his race.

I’m like that ol’ mule – black and I don’t give a damn.

You got to take me – like I am.

2. As you listen to the second section, look at the note-taking outline below which provides a summary of the main events in Hughes' life. Fill in the missing information.

Langston Hughes is perhaps the most important _____

He wrote stories, _____

_____.

He is associated with _____.

He was born in _____.

He grew up in _____.

He attended _____.

He quit school and visited _____ and _____.

His experiences in France gave him an appreciation of _____

_____.

3. Listen to the third section. What type of poems did Hughes write? Explain.

Langston Hughes

4. After listening to the poem “Consider Me” (see page 57), list two observations made about the poem’s form.

a.

b.

5. Listen to the next sections one at a time. Answer the questions after each listening. Each question is about the main idea of the section.

a. In what way is the poet similar to us?

b. In what way is the poet different from us?

c. What does Hughes lack?

d. What is the crack?

6. Now listen to the next section and write a question about the main idea.

7. Listen to section nine and take notes on the main points of “a short lesson in history.” The following terms are explained:

Imperialism

Colonialism

Global Economy

International Debt

8. Dictation

Listen to the following section and write down what is said.

So, that, I think is the crack...

And, we understand the crack.

9. Cloze Passage: Listen to the next section of the lecture. Fill in the missing words.

So, let's go _____ to the poem for a _____. Literature, according to an _____ tradition, is writing that _____ and instructs. The poem, I _____ both of them, have _____ you pleasure. I hope they've also been _____. Hughes defines _____ music, at one point, as a music _____ both _____ and cries. So, we understand the _____, that's the pleasure of the _____, isn't it? And, I think now we also, understand the _____. I hope you've found this _____ both pleasing and _____.

III. Vocabulary

1. Read the sentences below taken from the lecture.

1. He's been a mule so long he's forgot about his race.
2. My old mule has got a grin on his face.
3. I'm like that old mule -- black and I don't give a damn.
4. In the background, we were listening to a blues lyric by Hughes.
5. Hughes sees the mule as kin to him.
6. In his long career, he wrote stories, poems, novels and opera libretti.
7. Hughes' anthology helped to make the literature of black-Americans known and read.
8. In the United States, blues and jazz were looked down upon by most Americans as lower class, or vulgar.
9. Free verse forms are based on forms of jazz.
10. Simply stated, jazz music is an art form of improvisation.
11. Blues is, arguably, the most important art form of the 20th century.
12. I think you've heard rhyme sometimes, but not in a regular way.
13. And after that, it's all speculation: we don't know.
14. In the second stanza, the speaker begins to make distinctions.
15. The third world accounts for the majority of the population of the globe.
16. The colonial countries were initially exploited to bring wealth to the imperial powers.
17. All they can do is pay the interest and the debt keeps growing.

**2. Now match the vocabulary with the appropriate definition on the left. NO
DICTIONARIES ALLOWED. Guess if you are unsure.**

1. _____ mule
 2. _____ grin
 3. _____ I don't give a damn
 4. _____ lyrics
 5. _____ kin
 6. _____ libretto (pl. libretti)
 7. _____ anthology
 8. _____ vulgar
 9. _____ free verse form
 10. _____ improvisation
 11. _____ arguably
 12. _____ rhyme
 13. _____ speculation
 14. _____ stanza
 15. _____ account for
 16. _____ exploit
 17. _____ interest
- a. the act which is recited or performed, without preparation
 - b. lacking in taste, manners, delicacy
 - c. can be supported by good reason or evidence
 - d. a charge made for the borrowing of money
 - e. the members of one's family; one's relatives
 - f. to explain adequately
 - g. an animal whose parents are a horse and a donkey
 - h. a wide smile which usually shows teeth
 - i. the words of a song
 - j. I don't care at all about it
 - k. the words, or text of an opera
 - l. to put together words ending with the same sound, for example 'cat' and 'rat'
 - m. to use or develop a thing fully so as to get a profit; to take advantage of
 - n. a group of lines in a repeating pattern forming a division of a poem
 - o. mere guesswork
 - p. a collection of poems that have been chosen from different books or writers
 - q. poetry in a form that does not follow any regular or accepted pattern

IV. True or False

1. T / F 'Me and the Mule' depicts the similarity between the slaves of the south and the mule.
2. T / F Langston Hughes is one of the most important African-American writers of the 20th century.
3. T / F Hughes' father wanted him to become an engineer and he agreed with him.
4. T / F Hearing jazz in France gave him a new appreciation of African-American music.
5. T / F Both in France and the United States, blues and jazz were looked down on as lower class when Hughes was a young man.
6. T / F He wrote poems in the spirit of jazz and blues.
7. T / F 'Free verse form' means a form without any pattern whatsoever.
8. T / F In the first part of the poem, 'Consider me,' the poet says we are all descended from the same mystery.
9. T / F Hughes' girlfriend was working because she was an advocate of women's liberation.
10. T / F In the poem "Consider Me," Hughes implies that what he lacks is fame.
11. T / F The 'crack' referred to here is what separates the world into the wealthy and the poor.
12. T / F To know why the world is split into two, we have to go back about 400 years.
13. T / F Officially, colonialism as a system ended in 1945 with the creation of the United Nations.
14. T / F Poor countries can be wealthy only if wealthy countries give them money.
15. T / F Poor countries can easily pay off their debts because the conditions for repayment given to them by wealthy nations are so generous.
16. T / F Mr. Pounds hopes that we understand some sources of laughter and tears through the poem.

V. Multiple Choice

1. Langston Hughes is best known for his
 - a. Drama.
 - b. Fiction.
 - c. Pop songs.
 - d. Poetry.

2. He was born in
 - a. Missouri.
 - b. Cleveland.
 - c. New York City.
 - d. Atlanta.

3. He wrote poems in the spirit of
 - a. British poetry.
 - b. French poetry.
 - c. operas.
 - d. jazz and blues.

4. Jazz is recognized as
 - a. an art form of improvisation.
 - b. the most sophisticated form of poetry.
 - c. having influenced classical music.
 - d. having started in France.

5. In the first stanza of "Consider me," Hughes
 - a. insists that his black ancestors experienced discrimination.
 - b. says it's no use to speculate where we're from.
 - c. presents himself as a very unique person.
 - d. implies we all have much in common.

6. In the poem 'Consider me,' the crack represents something that
 - a. splits the world into the wealthy and the poor.
 - b. runs through the Asian continent.
 - c. separates African-Americans from Africans in Africa.
 - d. divides the Atlantic Ocean between North America and Europe.

7. The population of the third world accounts for what portion of the entire world population?
 - a. one third or one fourth.
 - b. one half.
 - c. four fifths.
 - d. two thirds or three fourths.

8. Which is **not** true?
- Colonialism created the first global economy in history.
 - Colonialism officially ended with the formation of the United Nations.
 - The global economy, created by colonialism, has disappeared.
 - The former colonial countries are still at a great disadvantage.
9. Why does a great amount of money flow from the Third World to the First World?
- Third World countries are still official colonies of First World nations.
 - Poor countries want to return the favors they received from wealthy countries.
 - Poor countries have great debts that they must pay back to rich countries.
 - Third World countries are not part of the global economy.

VI. Outlining the lecture

Read the following sentences and underline key words. Then listen to the lecture again and order the sentences as they occur in the lecture. Check your answers with a partner.

_____ The crack in 'Consider me' refers to that which splits the world in two.

_____ In the poem "Consider Me," Hughes insists that there are wealthy people and poor people though we are all descended from the same mystery.

_____ Hughes defines blues music at one point as music which both cries and laughs. Mr. Pounds hopes we found this discussion both pleasing and instructive.

_____ The world is divided into the Third World and the First World and this structure is derived from colonialism and imperialism, which dates from the late 15th century.

_____ Langston Hughes is the most important African-American writer of the 20th century. He wrote poems in the spirit of jazz. When he was young, he went to France and this gave him a new appreciation of African-American music.

_____ There were a lot of similarities between the slaves of the old South and the mule. Langston Hughes writes about this in his poem.

VII. Post-listening

- 1. What is the laughter of the poem, “Consider Me”? What are the tears of the poem? Does the author do a good job of making us feel these emotions?**

- 2. Which African-American writers or entertainers can you name?**

- 3. In what ways do you think African-Americans have contributed to world culture?**

- 4. Do you agree or disagree that popular music has a big effect on your life?**

- 5. What do you think we should do about the differences in the First and Third World?**

- 6. Do you agree or disagree that people from the Third World still experience discrimination? In America? In Japan?**

Consider Me

Consider me,
A colored boy,
Once sixteen,
Once five, once three,
Once nobody,
Now me.
Papa, mama,
Grandpa, grandma,
So on back
To original
Pa.

(A capital letter there,
He
Being Mystery)

Consider me,
Colored boy,

Downtown at eight,
Sometimes working late,
Overtime pay
To sport away,
Or save,
Or give my Sugar
For the things
She needs.

My Sugar,
Consider her
Who works, too--
Has to.
One don't make enough
For all the stuff
It takes to live.
Forgive me
What I lack,
Black,
Caught in a crack
That splits the world in two
From China
By way of Arkansas
To Lenox Avenue

Consider me,
On Friday the eagle flies.
Saturday laughter, a bar, a bed.
Sunday prayers syncopate glory.
Monday comes,
To work at eight,
Late,
Maybe.

Consider me,
Descended also
From the
Mystery.

5. First and Second Language Acquisition

By Professor Peter Robinson

I. Pre-listening

1. Discussion: What do you know about hypotheses in linguistics? A “hypothesis” is an idea or explanation that is based on facts, but is still not proven. It is usually the starting point for further research. In class, write down your answers to the following questions. Compare them with a partner. Be prepared to share them with the class.

a. You have been learning English for many years, so, you probably know quite a lot about successful and unsuccessful methods of language learning. What’s your hypothesis for how people learn how to speak a language?

b. Do you believe that all people learn language in the same sequence, no matter what the language? Why or why not?

c. Under what circumstances do people fail to learn a language?

d. How do you think you could prove your hypothesis?

2. Reading: For homework, read the following passage and answer the questions. Also, complete the vocabulary exercise.

(Text adapted from Lightbown, P., Spada, N. (1993). *How Languages Are Learned*. Oxford: Oxford University Press, pp.11-13.)

The Critical Period Hypothesis

The idea that there is a specific and limited time period for language acquisition is referred to as the *critical period hypothesis* (CPH). There are two versions of the CPH. The strong version is that children must acquire their *first language* by puberty or they will never be able to learn it. The weak version is that language learning will be difficult and incomplete after puberty. The following case studies support either the weak or the strong version of the CPH.

Natural experiments: Victor and Genie

It is difficult to find evidence for the critical period hypothesis since all normal children are exposed to -- and acquire -- language at an early age. However, history has recorded a few “natural experiments” where children have been deprived of contact with language. One of the most famous cases is that of a child called Victor. Francois Truffaut created a film, *L'enfant Sauvage (The Untamed Child)* about him and about the efforts to teach him to speak.

In 1799, a 12-year-old boy was found wandering naked in the woods of Avignon in France. When captured, he was found to be completely wild, apparently having had no contact with humankind. A young doctor, Jean-Marc Gaspard Itard, devoted five years to the task of civilizing Victor and teaching him language.

Although Itard succeeded to some extent in developing Victor's sociability, memory, judgment, and all the functions of his senses, Victor remained unreceptive to all sounds except those which had meaning for him in the forest, such as the cracking of a nut, animal sounds, or the sound of rain. Victor only succeeded in speaking two words, his favorite food “lait” (milk) and his governess's frequent exclamation “O Dieu!” (Oh, God!). Moreover, his use of “lait” was only uttered when he saw a glass of milk. He could not be brought to call for the one object he was capable of naming. Even when Itard deprived Victor of milk in hopes of making him call for it, Victor never used the word to communicate. Finally, Itard gave up.

Another famous case of a child who did not learn language normally in her early years is that of Genie. Genie was discovered in 1970, a thirteen-and-a-half-year-old girl who had been almost completely isolated, deprived, neglected, and abused since the age of 20 months. Because of the demands of a crazed father and the

submission and fear of her abused mother, Genie spent more than eleven years tied to a crib in a small, darkened room. Her father had forbidden his wife to speak to her and had only growled and barked at Genie. She was beaten every time she spoke or made any noise, and she had become completely silent. Genie was unsocialized, primitive, and under-developed physically, emotionally, and intellectually. Needless to say, she had no language.

After she was discovered, Genie was cared for and educated in the most natural surroundings possible, and to the fullest extent possible. With the participation of many teachers and therapists and a normal, loving foster home and special schools, Genie made progress in becoming socialized and cognitively normal. She developed deep personal relationships and a strong personality.

However, after five years of exposure to language, a period during which a normal child would have acquired a language system, Genie's language contained many of the features of abnormal language development. These include a large gap between language comprehension and production, inconsistency in the use of grammatical forms, a slow rate of development, over-use of routine speech, and the absence of certain grammatical forms.

Genie's language shared features shown by adults with brain damage who have had to re-learn language, by children in the earliest stage of language acquisition, and by chimps attempting to learn language. It is the most carefully documented and tested case of a child brought up in isolation, allowing linguists to study the CPH hypothesis.

Genie's case seems to support a weak version of the critical period hypothesis, while Victor's case seems to support a strong version. However, it is difficult to support the CPH with examples from such unusual children because of the unknown circumstances of their early lives and what other factors such as social isolation or physical abuse might be contributing to their inability to learn language. For now, our evidence for the CPH is that every child learns language in a very similar way despite the differences between languages and cultures.

3. Reading Comprehension

a. What is a “natural experiment”?

b. What was the difference between the amount of language learning achieved by the two children?

c. Why is the CPH still unproved?

4. Vocabulary

Write a definition of the key words found in the pre-reading. Use each in a sentence.

Acquisition

Crazed

Abnormal

Circumstances

Foster

Versions

Abused

Therapists

Primitive

Deprived

Hypothesis

Neglected

Cognitively

Isolation

II. Listening

1. Listen to part of the introduction about Second Language Acquisition and fill in the blanks.

OK, today I'm going to 1. _____ first and second language acquisition in particular the question of whether first language 2. _____ is the same as, or similar to second 3. _____ acquisition.

This is a 4. _____ interesting question and 5. _____ interesting as well. A theory of second language acquisition attempts to explain the 6. _____ involved in the process of second language learning, usually for adults. And so if we find that second language acquisition and first language acquisition take place as a 7. _____ the same mechanisms, that 8. _____ to the theory of SLA (Second Language Acquisition).

It's a practically 9. _____ question too, because...huh...in classrooms, we want to know what the best 10. _____ for language learning is. And so, if second language learning is the same as first language learning a good option is to 11. _____ the environment that the child had when they were learning their first language. And in fact, some second language teachers and people who 12. _____ second language teaching and 13. _____ do think that first and second language acquisition are the same process and they do try to recreate the environment in the 14. _____ that the child had as a learner. So, there are theoretical and practical 15. _____...huh...that follow from this issue.

Select the missing words or phrases from the following list:

talk about	acquisition	language	theoretically
consequences	result of	contributes	interesting
practically	mechanisms	environment	think about
recreate	classroom	pedagogy	

2. In the next section, the speaker explains the 5 areas he will cover in his lecture. They involve differences between the way children and adults learn their first language, and adults learn a second language. Make an outline of the talk along with any supporting details that you're able to catch.

a. Topic:

Supporting Details:

b. Topic:

Supporting Details:

c. Topic:

Supporting Details:

d. Topic:

Supporting Details:

e. Topic:

Supporting Details:

III. Note-taking by editing the main points

“So what I’m going to do now, then, is go back in more detail and talk about each of these five things, child versus adult cognitive differences. For the first basic difference between child and adult is their ability to pay attention to things. When children are learning a language, remember this takes place by and large, for children, language learning is largely complete by the age of four years. And within those four years, children are developing other cognitive abilities, too. When children are zero, or one, or two, or even three years old, they’re not able to maintain voluntary attention. So voluntary attention means attention that you can control, that you choose to pay to things. So for example, when you decide to...when adults decide to revise for an exam, they spend time concentrating on things that they have to learn. When adults take part in conversations, they spend time, they pay attention to other people who are speaking in the conversation. Children are very bad at allocating voluntary attention.”

1. **First, cross out the words that are not the main words.**
2. **Next, cross out any words or phrases that have been repeated.**
3. **Cross out sentences that do not contain main ideas.**
- 4 **Finally, reduce this paragraph to three sentences.**

IV. Supporting an Idea with an Example

Take notes on the next example mentioned by the speaker on the videotape. Compare your results with a classmate.

V. Fill in the Table comparing adults and children learning a language

Adults	Children
<p><i>1)</i></p> <p>a. Memorizing lists of words</p> <p>b. Phonological memory</p> <p>c. Metalinguistic awareness</p>	<p>a. Memorizing lists of words</p> <p>b. Phonological memory</p> <p>c. Metalinguistic awareness</p>
<p><i>2)</i></p> <p>d. ultimate attainment</p> <p>e. brain lateralization</p>	<p>d. ultimate attainment</p> <p>e. brain lateralization</p>

VI. Paragraph Writing: Language Development in Adults and Children

Write a 10-sentence paragraph contrasting language development in adults and children. Choose three or four of the differences for your paragraph. Use appropriate transition words such as “on the other hand,” “in contrast,” “however,” “although,” “though,” “while,” and “but.” Later, you will be asked to compare your paragraph with those of other students. Your teacher may ask you to write your paragraphs on the blackboard.

VII. Note-taking by editing the main points

“So how can we explain the fact that children’s ultimate attainment is high and adults’ is very low, or not necessarily high? Huh...One explanation has been something called ‘the critical period.’ And to explain the critical period, I have to, unfortunately, show you a picture of the brain. Now, I’m not a very good artist, but, basically, this is a brain, you know, the stuff inside a head. And we know that for children, when they’re born, that language learning takes place in all areas of the brain. The brain is undifferentiated. Yeah? By the age of seven years...by the age of seven years, the adult brain, believe it or not, your brain, has divided into two halves, pretty much like a walnut. Yeah? And these two halves are connected by...by a little passageway. And so during the period from zero to seven years, the child’s brain is actually altering structurally. And what happens is that the brain divides into two halves, and the left half is responsible for language. Yeah? The left half is responsible for language. So, and this is a little joke, don’t take me seriously, take very good care of the left side of your head if you want to learn a second language, because it’s the side of your head that does the most work when you’re learning a second language. OK...huh...I can’t go into any detail about this, but by the age of seven, lateralization has taken place in the child.”

- 1. First, cross out the words that are not the main words.**
- 2. Next, cross out any words or phrases that have been repeated.**
- 3. Cross out sentences that do not contain main ideas.**
- 4 Finally, reduce this paragraph to three sentences.**

VIII. Listening for numbers

We know that before the age of _____ if you are to begin learning a language, you have a _____ percent, cash-back guarantee that you will be successful—and become like a native speaker—after the age...after the age of _____, up to the age of _____, the guarantee becomes less and less reliable. So if you begin to learn a second language after the age of _____, just after, you've got a _____ percent chance of becoming a native speaker. If you begin to learn a second language before just around the age of _____, let's say, you've got a _____ percent chance.

IX. Noting Sentences

Cloze: Listen and write down the missing phrases.

So there are three linked things left to talk about differences between children and adults in second language learning. _____ . We...I'll make a distinction here between rate and route of development. Rate and route. So *rate* means the speed by which you learn a second language, _____ .

Let me illustrate rate and route with a little diagram. Huh...we can say that it's pretty much like...huh..._____ . We know that for first and second language learners, the route, the direction of second and first language learning are pretty much fixed. _____ in a certain order. One example in English is that you will learn a morpheme like "ing" at the end of verb "run." _____ before they are able to learn a morpheme like "I go," "you go," "he goes" like this. So this is learned early, at this

First and Second Language Acquisition

point on the route, and this one is learned much later, at this point on the route.

_____ that the route or direction you take is constrained, not only in English, but in Japanese, Swahili, Estonian, and other languages, too.

Now, children pretty much, so this is the route, children pretty much all progress at the same rate. So that, by the age of four years, they've reached the end and they all begin it at the age of zero years. _____ is very similar for children. But here's the difference with adults. _____ and can quickly leave behind some people who are much slower. So, in terms of amount of variation, we find no variation for first or second language learners in the route of development, the direction they take. _____, quite a lot of variation for adults in terms of the rate of development.

X. Noting Examples

Please explain the following two terms using the example described on the video.

1. Explicit Negative Correction

2. Implicit Negative Correction

3. Affective factors

XI. Comprehension Questions

1. According to the speaker, why is it more important for children to learn a language than adults?

2. Why does he think adults have more anxiety about language learning than children?

XII. Outlining the Lecture

Listen to the whole tape. Put the following points into the correct sequence.

INTRODUCTION

- a. _____ This is both a theoretically and practically interesting question.

- b. _____ They are similar but fundamentally different in five areas.

- c. _____ Is first language acquisition the same as second language acquisition?

A BRIEF SUMMARY OF DIFFERENCES

- d. _____ Furthermore, they differ in whether negative evidence and correction are effective or not.

- e. _____ Another difference is their levels of ultimate attainment.

- f. _____ The difference between child and adult language acquisition is a cognitive difference.

- g. _____ The final one is the role of affective factors.

- h. _____ An additional one is the amount of variation that language learners experience.

COGNITIVE DEVELOPMENT

- i. _____ Children have poorly developed voluntary attention whereas adults are better at it.
- j. _____ Adults have metacognitive awareness but children don't.
- k. _____ Children have better phonological memory than adults.
- l. _____ Adults have better explicit memory than children.

ULTIMATE ATTAINMENT

- m. _____ A child's level of ultimate attainment is very high because they learn their first language before their brain gets differentiated by the age of seven.
- n. _____ The period from the age of seven up to twelve is called "the critical period" for second language learning, after which the possibility of becoming a native speaker declines dramatically.
- o. _____ Children and adults differ in the highest level they can reach in language learning.

VARIATION

- p. _____ Teaching can not really change the route of second language learning but can speed up the rate of acquisition.
- q. _____ The rate, the speed by which they learn languages is very similar for children, but varies for adults.
- r. _____ The route, the direction of first and second language learning is generally the same.

NEGATIVE EVIDENCE AND CORRECTION

- s. _____ Adults receive and can respond to explicit negative correction because they have metacognitive and metalinguistic awareness with which they can think about language.
- t. _____ When learning their first language, children do not get explicit negative correction but some implicit negative correction.

THE ROLE OF AFFECTIVE FACTORS

- u. _____ Children's motivation for learning their language is that they need it to live, and their motivation is much greater than for adults.
- v. _____ Children do not get anxious when learning their first language, whereas adults often do when learning their second language.

CONCLUSION

- w. _____ First and second language learning are really different processes.

XIII. Post-listening

1. Imagine that you are going to interview someone who is bilingual. Prepare a series of questions for them, using complete sentences, in order to test "the critical period theory." Use the following terms or phrases in your questions:

- a. age of exposure to the language
- b. accent
- c. country
- d. language
- e. length of time
- f. school
- g. difficulties

2. Compare your questions with a partner. Edit them for clarity and grammatical correctness.

3. Interview two classmates using the questions. Then, let them interview you. (If there is no one in your class who studied a second language before the critical age, the teacher will ask some students in the class to pretend that they have learned other languages -- for example, English, French, Chinese, or Russian -- and prepare answers to the questions.)

4. In a small group, discuss the following statements and decide whether your group agrees or disagrees with them.

a. Being a bilingual student is an advantage in Japan.

b. Other students discriminate against bilingual students.

c. It would be a good thing to introduce second language instruction in kindergarten.

d. Rank the following languages in terms of difficulty (1-easiest to 5-hardest)

- Chinese
- Russian
- Japanese
- German
- French
- English

e. Rate the list in terms of usefulness in trade in the world (1--*most useful* to 5 *least useful*) Try to find information on the Web to back up your ordering.

6. World Englishes

By Professor Don Smith

I. Pre-listening

1. Discussion

a. How many reasons can you think of to learn English?

Why are you studying English?

b. In which foreign country would you like to study English? Why?

c. Name six countries where you think you could use your English.

In class, compare your answers with another student.

2. Reading

For homework read the text and then answer the following questions. Finally, complete the vocabulary exercise. You will be quizzed on the material next week.

Why English?

Adapted from *The Cambridge Encyclopedia of the English Language*. Cambridge University Press, 1995, p. 106.

If English is not your mother-tongue, why would you want to learn it, or give it special status in your country? There are seven kinds of reasons given to this question.

Historical reasons

Because of the tradition of British or American imperialism, the country's main institutions may carry out their meetings in English. These include the governing body (e.g., parliament), government agencies, the civil service, the law courts, national religious bodies, the schools and higher educational institutions, along with their publications (textbooks, etc.).

Internal political reasons

Whether a country has an imperial past or not, English may have a role in providing a neutral means of communication between its different ethnic groups. A distinctive local variety of English may also become a symbol of national unity. The use of English in newspapers, on radio, or on television, adds a further dimension.

External economic reasons

The U.S.A.'s dominant economic position attracts international business and trade, and organizations wishing to develop international markets. The tourist and advertising industries especially depend on English. And any multinational business will wish to establish offices in major English speaking countries.

Practical reasons

English is the language of international air traffic control, and is now developing its role in international maritime, policing, and emergency services. It is also the main language of international business and academic conferences, and the leading language of international tourism.

Intellectual reasons

Most of the scientific, technological, and academic information in the world is expressed in English. And access to the philosophical, cultural, religious, and literary history of Western Europe is often through some form of English translation. In most parts of the world, the only access to such authors as Goethe or Dante is through English.

Entertainment reasons

English is the main language of popular music, popular culture and advertising. It is also the main language of satellite broadcasting, home computers, and video games as well as such illegal activities as pornography and drugs.

III. Listening

1. What are seven reasons for the popularity of English? Can you write them?

2. Now listen to the mini lecture “World Englishes” once. Which reasons does the speaker mention? Circle the ones that you wrote in Part 1 and add those that are missing.

IV. Cloze passage

Listen to the first section of the lecture. Fill in the missing words.

Hi. I'm Don Smith and I'm here _____ to talk to you about World _____. I suppose all of you are studying English. And...huh...I'm wondering: Why are you _____ English? I sup...well...I can guess, I suppose, some of you are studying English _____ because you made good _____ in English in high school, and you thought “Oh well, I'll just keep doing that,” or maybe...huh...you've done some _____ and you will have had some _____ speaking English.

I'm sure that most of you, now as you're studying English, want to go use your English _____. And you're thinking “Well, let's see, where will I go use my English?” You can't use your English much in Japan except, say, in _____. But, I suppose, you're thinking...huh...“I'll go use English in some English _____ country.”

V. True or False: If it is false, write the correct statement.

1. T / F English is spoken natively in the U.S.A., Canada, Great Britain, Ireland, Scotland, Wales, Australia, and New Zealand.

2. T / F There are more native speakers of English in the world than non-native speakers.

3. T / F One fourth of the world's population speaks English fairly well.

4. T / F About 1.2 to 1.5 billion people can handle English on a functional basis.

5. T / F More people can use English functionally than can speak Chinese.

6. T / F Chinese is not the largest single language spoken natively.

7. T / F In some countries, where there are too many other languages spoken, people communicate with each other in English.

VI. Noting Examples

Listen to parts three to six. Write the examples given.

1. Internationally, English is used to communicate in:

- *
- *
- *

2. In countries where _____,

it's still used today because it is the most _____.

3. How else is English being used for international communication? Can you list three more examples? Compare your answers with other students.

VII. Asking Questions to Explore a Topic

Listen to parts seven and eight of the lecture.

1. What questions does the speaker ask? Finish each line.

- a. So, what _____ ?
- b. What should _____ ?
- c. Who is _____ ?
- d. And what kind _____ ?
- e. These are all _____, aren't they?
- f. Do you want to _____ ?
- g. What is going to be _____ ?
- h. Are we going to speak like _____ ?
- i. Is that correct _____ ?

2. Does the speaker directly answer these questions?

Why do you think he asks you? _____

VIII. Listening for details

1. Mark these sentences as grammatically correct (C) or incorrect (IN).

- a. _____ Do you have a pen I can borrow?
- b. _____ Have you a pen I can borrow?
- c. _____ You have pen I borrow, OK?
- d. _____ Me want pen you give, OK?
- e. _____ You give me pen, OK?

When do you think it might be appropriate to use some of the expressions you marked above as being ungrammatical?

2. Mark the words that could be considered Japanese English (JE). How would you explain these expressions to a native English speaker?

- a. _____ Walkman _____
- b. _____ Loose Socks _____
- c. _____ Romance Grey _____
- d. _____ Open Campus _____
- e. _____ Sign _____
- f. _____ Silver seat _____
- g. _____ Recruit Suit _____
- h. _____ Mansion _____
- i. _____ Love hotel _____
- j. _____ CM _____
- k. _____ Salary man _____
- l. _____ One-piece _____
- m. _____ Over _____

X. Understanding the Conclusion: Multiple choice

1. The speaker believes the expression “Eibei Bungakka” is too narrow because
 - a. English is spoken differently in many places.
 - b. British and American literature isn’t as good as African literature that’s written in English
 - c. English isn’t used merely to produce literature.
 - d. English literature is a global phenomenon that isn’t confined to Britain or the U.S.

XI. Further Reading

The Three Circles of English

Adapted from The Cambridge Encyclopedia of the English Language. Cambridge: Cambridge University Press, 1995. p. 107.

Draw three concentric circles. Write the name of each country mentioned in the lecture in the appropriate circle. Write one other country for each circle. Compare your answers.

The spread of English around the world has been visualized as three concentric circles, representing the different ways in which the language has been acquired and is currently being used. The inner circle refers to the countries where English is the primary (or native) language. The outer circle refers to non-native settings where the language has become part of the country’s main institutions, and has a role as a second (or common) language in multilingual settings. The expanding circle includes those nations that recognize the importance of English as an international language, though they do not have a history of colonization, nor have they given English any special status in their language policy.

<u>Inner Circle</u>	<u>Outer Circle</u>	<u>Expanding Circle</u>
e.g., U.S.A.	e.g., India	e.g., China
320-380 million*	150-300 million	100-1000 million

*Figures refer to the populations of English speakers.

XII. Post-listening Activities -- Group Discussion

1. Summarize, in your own words, the talk you just heard.

- a. Native English speaking countries**

- b. Countries where English is used for communication**

- c. How English is used as an international medium of communication**

- d. How we can be flexible, or vary our English depending on where we are**

- e. Why some English words in Japan aren't understood by native English speakers**

2. Discussion Questions

- a. Do you believe that we should speak 'standard' English or should we feel free to speak 'local standards,' as the speaker suggests? Why?**

- b. When you say 'standard' English, what does that mean to you? Who should decide what 'standard' English is? Why?**

7. Gricean Maxims

By Professor Eric McCready

I. Pre-listening:

For homework read the text and then answer the following questions. Finally complete the vocabulary exercise. You will do 3A together with your classmates in the next class.

An Introduction to Gricean Maxims

You will hear a lecture about some maxims, or rules, of conversation that an English philosopher of language named Herbert Paul Grice devised. These rules have become known as Grice's Conversational Maxims, or Gricean Maxims. It can be said that Grice's work formed the basis of the modern study of pragmatics, a branch of linguistics concerned with the ways in which people produce and comprehend meanings through language in social contexts.

Grice noted that although much of our speech is nonliteral, we have a remarkable ability to accurately grasp what our conversational partners mean, even when the meaning the speaker is trying to convey and linguistic meaning are quite different. For example, when a boy says to a girl with whom he has fallen in love, "I can't get you out of my head," the girl does not imagine that she has been transported magically into the head of the boy. She knows that he means he cannot stop thinking about her.

Some jokes are based on taking nonliteral speech as if were meant literally. The girl in the situation described above might joke, in a teasing way, "I must feel very cramped in such a small space." The boy would, of course, recognize that the girl intentionally chose the literal meaning of the phrase "I can't get you out of my head," in order to make a joke, at his expense. Grice thought that the appropriate understanding of nonliteral speech was the outcome of what he called a "cooperative principle" and maxims (rules) of discourse. You will hear about the four Gricean maxims in the videotaped lecture.

1. Mark "L" for "literal" or "N" for "nonliteral" next to the following sentences.
___ I would like to go inside that cave. [Said at the entrance of a cave.]
___ That song is out of this world.

- ___ Cherry blossoms are tender little bits of heaven.
- ___ Mars is the fourth planet from the sun in our solar system.
- ___ It is easier for a camel to go through the eye of a needle, than for a rich man to enter the kingdom of God. (Matthew 19:25, New American Standard Bible)

Write your literal interpretations of the three sentences that have nonliteral intent.

2. List three “rules” that *you think* should be followed when having a conversation:

[From your own common sense, not according to Grice.]

Example: * Be interesting. / Tell me something I don’t know.

- *
- *
- *

3. Have any of your friends or family members ever violated these rules? Try to think of two cases when they were violated. Describe them and how the violation made you feel.

- i)
- ii)

3A) At the beginning of the next class, you will read the two situations to classmates sitting near you and they will try to guess which of your rules of conversation were violated. Then, listen to the cases that your classmates thought of and try to identify the rule violations. [Do not show each other your papers! Listen to each other.]

Classmate 1:

Situation: _____

Rule violated: _____

Classmate 2:

Situation: _____

Rule violated: _____

5. Before you watch the video, try to match the maxims of conversation with their descriptions. Each of them will be described in the video and you'll have a chance to revise your answers afterward, if necessary.

Maxim	Description
1) Quantity	___ Don't say things that aren't true. [E.g., Tell someone that it is raining when it is actually a fine day.]
2) Relevance	___ Don't be confusing. [E.g., Saying "It's not NOT sunny," when you are trying to tell someone that it's sunny.]
3) Quality	___ Say the strongest thing that is true? [E.g., If you ate all the doughnuts, don't say you ate some of them.]
4) Manner	___ Don't say anything that the interlocutor doesn't need to know. [E.g., If you're traveling in Europe and someone asks "Where are you from?" it would be better to say "the United States," rather than "1642 West 34th Street."]

II. Listening Exercises

First Section -- Introduction

Dictation

Listen to the first section several times and write down the missing sentences.

OK, so... _____: I am going to tell you about two sort of different kinds of content, OK, assertive content and _____ implicated content or implicature. I will tell you what these things are in a minute. Now, what we are going to see is that _____.

Um... and it's this sort of cooperative kind of communication that gives rise to these implicatures, as we'll see. So... the whole story will then sort of tie in to helping us see _____, and sort of how we can go about formulating these contents in terms of...at least we will have a partial description of this..._____ the Gricean maxims.

The Gricean maxims

Second Section -- Story No. 1: "It's not raining."

Reconstructing stories

In order to make his points, the speaker tells four stories. The first story is about a lie that someone told to his friend. You will have to retell the story to a classmate. To help you prepare for that, fill in the blanks or answer the questions about it.

- 1) What is the setting of the story?

- 2) What is the story's context? [In other words, what is presupposed?]

- 3) You ask your friend, "_____?"
- 4) Your friend answers, "_____."
- 5) So, you decide _____.
- 6) As it turns out, _____.
- 7) The speaker believes that your friend has a responsibility to _____.

After you are satisfied that you understand the story well, try retelling it to a partner.

Third Section -- Story No. 2: "I ate SOME of the doughnuts."

Reconstructing stories (continued)

The second story involves doughnuts. Try to reconstruct the story by filling in the blanks.

- 1) The speaker asks you to imagine that you and he are _____.
- 2) He said that yesterday he went out and bought _____.
- 3) You and he ate some for _____ last night and he had _____ for breakfast.
- 4) While on his way home, he wonders if _____.
- 5) He calls you up and asks, "_____?"
- 6) You reply, "Yeah, _____."
- 7) From what you said, he concludes that _____.
- 8) Due to the conclusion he reached, he decided not to _____.
- 9) When he got home, he opened the doughnut box and found _____.
- 10) He confronts you by saying, "_____."
- 11) But, you defend yourself when you reply, "_____."

A student asked the teacher a question so that he could better understand the point of the story. What was that question? _____?

What questions would you have liked to have asked the teacher to better understand the point he was making?

_____?
_____?

Let's see if your questions will be answered later in the lecture.

Third Section -- Story No. 3: "I have three kids."

Understanding the point of stories used as illustrations

The third story is a very simple one. It involves a conversation between you and a hypothetical friend of yours, John. Complete the following sentence and fill in the dialog of the conversation.

Before the conversation, you know that John is _____, but you're wondering _____.

Dialog 1

You: _____?

John: _____.

Now, imagine the dialog you might have with John after you have found out that although what he told you was not technically false, it was highly misleading.

Dialog 2

You: _____

John: _____

You: _____

John: _____

Share the conversation you created with a few people sitting near you.

How was the statement in the first story, "It's not raining," different from the statement John makes in this story, "I have three children."

The Gricean maxims

The story is used as an illustration for the distinction between “implied content” and something called “implicated content” or “implicature.” According to the speaker, when John said that he had three children, it was implied that:

However, the implicature (or the inference by the hearer based on common sense understanding), was that: _____

Fourth Section -- What makes a speaker “cooperative”?

Fill in the missing words.

_____ : Well, a cooperative speaker should do certain things. These particular things have been formulated by a philosopher called “Grice”—this is a G by the way—as _____ the maxims of conversation. The _____ maxim that we are dealing with here is what’s called quantity. So what the maxim of quantity says is this: Say the strongest thing you can, say the strongest thing that is true. _____ ? _____ ?

You will notice that even without the phrases that belong in the blanks in the section above, the passage makes sense. Most of the phrases are used as rhetorical devices which help the speaker frame what he is saying, make the content a bit less information dense (therefore, more comprehensible when heard), and anticipate questions that the audience might have in their minds.

By “strongest,” I just mean _____ strongest. In the same sense that we just heard as implication. So, “three” implies “two,” implies “one,” so, in that sense _____ and so on up the scale, so...1<2<3<4 whatever, _____. Ok, in this same kind of thing we can find, NO<SOME<ALL, actually perhaps “NO” _____, at least SOME and ALL from a scale of the same kind because _____, or so we in general, assume. So quantity just says this: say the strongest thing that is true.

One of the students noticed an underlying assumption, or simplification, that the speaker was making. What was that assumption? _____

This led the speaker to go off on a tangent in which he told another story. Complete the following sentences to paraphrase the story:

The Gricean maxims

Although he was convinced that _____, it might be the case that people actually _____ exist. Perhaps we are really on the set of “_____” and _____ . So, it’s possible that he didn’t _____ .

What is the point of this digression? _____

Fifth Section -- Why “Quantity” can’t be the only maxim

This section provides a good example of a student (S) engaging with the teacher (T).

Fill in the missing phrases.

T: Okay, now, _____. Suppose that this [Quantity] was the only rule, the only Maxim that we had. What would happen? I mean, _____ ?

S: Umm...you mean, like, there can be other kinds of maxims?

T: Yeah, _____, if you look at the result here.

S: What about, well, _____. Like, umm, Quality?

T: Yeah, okay, okay, you _____ .

The students seemed to recognize that the teacher’s questions required an answer. How do you think they knew that? _____

At the end of this section, the student made a comment that the teacher did not agree with. Did the teacher say to the student, “You’re wrong!”? If not, how did the teacher show his disagreement?

Sixth Section -- The Maxim of Relevance

Answer true (T) or (F) to the following questions.

___ You know that Pascal is from Toulouse, but you don’t know where in Toulouse.

___ Pascal says that he is from France.

___ Pascal further specified that he is from the north of France.

___ Pascal is not very proud to be French.

___ Pascal must have lied about being from France.

The Gricean maxims

___ In this section, the teacher tried to apply the Maxim of Quantity (i.e., say the strongest thing that is true) to a case in which it did not fit.

___ Pascal probably did not say that he is from the *north, south, east, or west* of France because it was not relevant.

___ The point of this section is to illustrate that there must be maxims other than the Maxim of Quantity.

III. Wrapping things up

Last Section -- Conclusion

As you listen to the speaker's brief explanation of the four Gricean Maxims, go back to the matching exercise, Question 5 of the Pre-listening section (page 4), and check your answers.

Then, go back to the list of "rules" that you thought should be followed when having a conversation, Question 2 of the Pre-listening section (page 2). Do you have any Gricean Maxims among your rules? There are various sub-maxims to Grice's Maxims. Do you think any of your rules might be sub-maxims? Exchange your views with classmates sitting near you.

8. Multiculturalism in Canada

By Professor Bob Courchêne

I. Pre-listening:

For homework read the text and then answer the following questions. Finally complete the vocabulary exercise. You will discuss your answers to questions 3, 4, and 5 with classmates.

An Introduction to Multiculturalism

Multiculturalism offers a way to respond to religious and cultural diversity. It goes beyond merely tolerating group differences; it strives to treat minority group members as equal citizens and accommodates their differences. Minority groups can be accommodated in various ways. For example, in Canada, Sikhs who serve in the Royal Canadian Mounted Police (commonly called “Mounties”) are allowed to wear their turbans instead of the standard-issue hat. This special allowance is made since their religion dictates that they never cut their hair, and male Sikhs must put their hair in a turban when in public—partly to preserve their Sikh identity.

Other examples of accommodation include Finland’s exemption of Jehovah’s Witnesses from military service—due to their conscientious objection to it—and the fact that in the United States, before giving testimony in a court of law, atheists may choose to “affirm” an oath to tell the truth instead of swearing to God while putting a hand on the Bible. Accommodations may be made in the interest of giving language minority citizens greater, and fairer, representation. Voters in California who are not proficient in English, for example, may opt to receive all their voting materials in Spanish, Vietnamese, Korean, or Chinese. An accommodation may be made for unique practices of indigenous people that would otherwise be illegal. For instance, despite the illegality of consuming peyote (a cactus that has psychoactive properties) in the U.S., Native Americans may take peyote when it is part of their religious rituals.

Proponents of multiculturalism claim that such accommodations lead to greater equality among members of society and foster mutual respect. In some cases, multiculturalism is seen as a way to address past injustices. One such measure has been affirmative action in the U.S. These are policies that require companies or government entities to make special efforts to recruit minorities (African Americans, Hispanics, females, or the disabled, for example). Even universities have adopted policies to ensure

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that the incoming freshmen represent the diversity of society as a whole.

Multiculturalism has its critics. One criticism is that it may make it more difficult for minority groups to adapt to the larger society. Bilingual programs in American schools, for example, are sometimes blamed for preventing language minority students from mastering English. Likewise, affirmative action policies that bring more African American and Hispanic students to prestigious universities have been blamed for being counterproductive since these students drop out at higher rates than they would if they had attended universities better matched to their academic preparedness.

Another criticism of multiculturalism comes from some feminists who believe that special accommodations or rights for cultural minorities can lead to a further marginalization of rights of the vulnerable sections within these minorities, such as women. Tolerance for the wearing of burqas in public by Muslim women in Western countries may fulfill the expectations of their Muslim husbands and Islamic clerics, but the wives may have hoped to be freed from the burqa upon immigration to a more “open” society. In other words, accommodations may not be welcomed by all members of minority groups.

In addition, multiculturalism is sometimes blamed for keeping immigrants and the host population divided. Critics who hold this point of view, claim that municipal centers for minorities, ethnic festivals, and school curriculums that praise diversity, can result in an emphasis on differences rather than on commonalities.

Finally, some people think that accommodating “foreign” customs is a slippery slope that may lead to condoning practices that are considered objectionable in a modern democracy, such as some of the harsher aspects of Sharia Law--the stoning of women for adultery or beheadings for blasphemy.

1. Mark “F” for the false statements and “T” for the true ones.

___ The Sikh religion dictates that believers must never wear “Mountie” hats.

___ Since it is assumed that atheists will lie, they need not promise to tell the truth before they testify in court.

___ Citizens in California are not allowed to vote unless they are fluent in English.

___ Native Americans can legally consume peyote during their religious rituals.

___ Affirmative action policies at universities can result in a more diverse student body.

2. Paraphrase the criticisms of multiculturalism that were noted in the essay.

[The first one has been done for you, as an example.]

* It may hinder the ability of minority groups to get used to their host society.

*

*

*

3. Although Japan is often considered to be a homogenous society, it actually has several significant minority groups within it. They include Zainichi Koreans and Chinese, Ainu, Burakumin, bicultural Japanese, and the Nikkei (the descendants of Japanese emigrants who lived in such countries as Brazil and Peru).

Do some Internet research to determine whether Japan has made any accommodations for these groups? Write your findings below:

In your opinion, are any further accommodations desirable? Why or why not?

4) Projections show that, by 2055, the population will decline from 127 million today to 90 million. At that point, 41 percent of the population will be 65 or older. Although Tokyo is now one of the most densely populated cities in the world, its population is expected to drop by half before the end of the century. Some people have suggested that increased immigration might be able to prevent a severe labor shortage and a social welfare crisis that may result from this “demographic time bomb.”

Do you think that Japan should be more open to the idea of accepting immigrants?

What accommodations (if any) do you think Japan should make for immigrants?

5) Anders Behring Breivik killed 77 people in Norway on 22 July 2011 by bombing public buildings and shooting young people at a camp of the Workers’ Youth League

7. Before you watch the video, try to match the word or phrase on the left with the appropriate definition on the right. You will have a chance to revise your answers after you watch the video.

Maxim

Description

- | | |
|------------------|--|
| 1) asylum | ___ the various Aboriginal peoples in Canada. [There are now more than 630 recognized tribes or bands spread across Canada.] |
| 2) intern | ___ to set apart from the rest; separate or divide |
| 3) First Nations | ___ protection given by a nation to someone who has left their native country as a political refugee |
| 4) segregate | ___ To hold captive, especially in wartime. |

II. Listening Exercises

First Section -- Introduction

Dictation

Listen to the first section several times and write down the missing parts.

Somebody did his doctoral thesis on this and he tried to think of,

1) “_____?”. Some of them are becoming a little iffy these days, but, first of all, that 2)_____, and because of this I think people are very... I grew up on the prairies, and 3)_____, people would put their lights out, put them on all around so that... when the snow was so thick you can't see through, and if you were ever stuck,

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4)_____. And, many a time, my mum would travel to university when she was sixty years old, and she wouldn't come home at night, and she would just phone and say, 5) " _____," 'cause the snow was too bad. So, people opened their houses.

Second Section -- Canadian Characteristics

A) Verbal and nonverbal communication working together

Watch for the gestures that accompany the underlined phrases. Do you think the gestures make the speaker more comprehensible? It has been shown that messages are easier to remember when nonverbal signals support what is being said.

We have very many distinctive cultures, and also 1)the regions in Canada. I would imagine then, if you're 2)up in Hokkaido and 3)in Honshu, there are 4)different customs 5)in these different regions and 6)in the southernmost province, where we find Kagoshima.

Describe each of the gestures or draw diagrams of them.

- 1)
- 2)
- 3)
- 4)
- 5)

Choose a geographical area with which you are familiar, either in Japan or abroad, and describe it to a partner with accompanying gestures.

B) Listening for details

As you watch this section of the video, put lines through the parts of the following sentences that are inaccurate. Afterward, write corrected versions of the statements in the spaces provided.

- 1) Caribbean people didn't uncover Canada. The criminal people were there somewhere between twenty and thirty million years.

- 2) We have social warfare. That means that if people are living on treats, they can go to financial shelters.

3) The bone of the First Nations. At one time we brought eight hundred different groups to Canada.

4) The captives came to Canada in 1616, and my wife's in 1694.

5) So, in my backyard, I have England, France, Ireland, Scotland and Albania.

Third Section -- Cultural Tolerance

A) Listening for main ideas

The speaker claims that Canada has been open and receptive to people of different cultures. Describe what connection the following photos have with that assertion.



Royal Canadian Mounted Police (RCMP)

1) _____



hijab



niqab

2) _____

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kirpan

3) _____

B) Paraphrasing

Paraphrase the following sentences.

1) We say we learn our culture on our mother's knee, or maybe on our father's knee.

2) I grew up in a village that was 70% Ukrainian, 15% Hungarian, 15% German, five English families, about six French families, and that was my village.

Fourth Section -- Reflecting on Historical Wrongs

Citing Examples

In this section, the speaker tells how injustices were perpetuated against six different minority groups. As you listen, fill in the chart. The first one has been done for you.

Ethnic group	Ways that they were wronged
Chinese	Laborers who were brought to Canada to work on railroads worked under poor conditions, could not bring their wives or marry Whites.

Fifth Section -- Differences in World View

A) Graphic organizers

In this section, the speaker spoke about the profound differences between the aboriginal and the European views of the world. He illustrated these two worldviews with some simple graphics. As you listen to his explanation, draw your own more detailed graphics.

--	--

Aboriginal worldview

European worldview

Why do you think these two worldviews were not compatible?

B) Listening for facts

Fill the blanks in the following sentences, which paraphrase some of the statements made by the speaker.

- 1) At first, Canada only accepted immigrants from _____ -- especially _____.
- 2) When Canada needed people for farming, they welcomed individuals from _____.
- 3) In the past 60 years, Canada took in many refugees due to _____ and _____.
- 4) Canada now has citizens representing the following religions: _____, _____, _____, and _____.
- 5) The speaker began to say the name of a fifth faith (which begins with the letters a-n-i-m-i-____) but he stopped short, perhaps because he thought the audience would not be familiar with the word. He paraphrased it as “nature-based religions.” He was probably referring to _____.
- 6) Opponents of multiculturalism believe that it is keeping people separate, in their own little _____.

Sixth Section -- Measures to Help People Integrate

Confirming understanding

In this section, the speaker lists the ways that teachers can help the children of immigrants integrate into Canadian society. Put a check (✓) next to the items that the speaker mentions.

- have special concerts
- offer multicultural days
- enjoy multicultural suppers
- tease students for speaking English with a strange accent
- celebrate the special holidays of various ethnic groups (e.g., Chinese New Year or Vietnamese Christmas)
- encourage the bullying of students who are different
- allow children to stay home from school during their cultures' biggest holidays
- have students bring in the bread, rice, or noodles that are unique to their culture
- use books that show what people have in common and the nuances of difference as well (e.g., *Everybody Bakes Bread*, *Everybody Cooks Rice*, *Everybody Cooks Noodles*.)
- take the children to McDonald's to familiarize them with Scottish American food
- label items in the classroom using the alphabets of the students' native languages
- introduce the students to how vegetarianism is practiced in various countries

Seventh Section -- Q & A

Note taking & Discussion

1) Why did the moderator choose Hisashi to ask the first question?

2) As you listen to the speaker's response, write notes in the box below. You will find cues on the left side of the box to guide your listening.

Who is multiculturalism for?

What does he try to learn about his students?

How does he try to help them integrate into society?

Must immigrant children accept all aspects of Canadian culture?

How might teaching when and where the word “fu**” is used be helpful?

3) Compare your notes to those of two of your classmates sitting nearby. Fill in what you may have missed and correct each other’s misunderstandings.

4) If you were a junior high school teacher in Japan and you had a few foreign students in your class who had only been living in Japan for a few months, what three aspects of Japanese culture would you absolutely want them to know about so they could become better integrated into Japanese society?

- * _____
- * _____
- * _____

Appendix 1: An Introduction to Note-taking and Lectures

This introductory lesson is to introduce students to note-taking. A secondary goal is to enable students to understand the differences between spoken and written discourse.

I. The Warm-up

Working in pairs, each student has a passage (A or B) to read aloud to a partner.

- a) One student reads while the other student takes notes.
- b) Next, the listener compares his or her notes to the printed reading passage.
- c) The two students switch roles using the other reading passage. Then, they compare one another's notes.
- d) Afterward, the teacher explains that for effective note-taking, the students should listen for discourse markers and key words, such as dates and names. In a subsequent activity, the students might be asked to take notes while listening to a more authentic, improvised 'lecture' given by the teacher based on the content of Passage A or Passage B. Many repetitions will become apparent. The teacher may provide the explanation that repetitions are a common aspect of spoken discourse. They can make the note-taker's job substantially easier.

II. Note-taking Techniques

Students should be introduced to note-taking techniques, such as the use of abbreviations, symbols, headings, sub-headings and lists. Refer to Appendix 2.

- a) The teacher asks the students to switch their two passages and read them to one another.
- b) The student who is listening tries to note down as many symbols as he or she can.
- c) After the listening, the partners compare notes and check the written passages to see if they have found all the words that could be abbreviated.

- d) Afterward, the teacher might model note-taking to demonstrate how to make the most of note-taking conventions, such as the use of headings, lists, abbreviations, and capitalization and underlining for emphasis. One effective way to do this is through a “think-aloud” protocol. This can help to demonstrate to students what they should be listening for. The teacher vocalizes his or her thoughts while making notes on an OHP. Passage A might look something like this...

Cross-cultural communication, okay, that's it. The title. I'll abbreviate it. All right. "X-CULT COM." X..C-U-L-T...C-O-M. Now what is the lecturer saying? Oh, yeah, this is a "definition." That's an important discourse marker. "X-CULT COM means the communication between two cultures, both verbal and non-verbal." There were communication problems between the Indians and Europeans. There's a date. "British, Jamestown, 1607." There's another, "French and Indians, 1608, Quebec."

Repeated over the term, this note-taking activity will help students develop an ability to comprehend a mini-lecture and take appropriate notes.

STUDENT SELF-ASSESSMENT

Which statement(s) is/are true?

When listening to a lecture, I should

- a) write down as much as possible.
- b) concentrate on listening and notice discourse markers.
- c) take notes after the lecture is finished.
- d) write down important dates and names.

PASSAGE A: CROSS-CULTURAL VERBAL COMMUNICATION

Cross-cultural communication is by definition, communication between at least two people from two cultures. It may include both verbal and non-verbal communication. Verbal communication may be blocked, of course, when the two speakers use different languages or have dissimilar values. Both were problems in the first encounters in the 17th century between British colonists and Indians at Jamestown in 1607 and French settlers and Indians at Quebec in 1608. At the time, the number of Indians in what is now called Canada and the U.S.A. was probably about 10 million, with 30 million living in the area now called Mexico. The Europeans at the time were organized into nations of millions of people and they owned land. The Indians were not organized in huge nations and they had no concept of land ownership. That their ideas were so far apart is shown by this story. A French explorer speaking with an Indian from a nearby camp, asked him what the place was called. He actually meant the name of the country. But the Indian misunderstood and said, “Canada” which means village. That was how the nation of Canada, currently made up of about 32 million people, got its name.

PASSAGE B: CROSS-CULTURAL NON-VERBAL COMMUNICATION

Cross-cultural communication is by definition, communication between at least two people from two cultures. It may include both verbal and non-verbal communication. Leger Brosnahanin, in his book *Japanese and English Gesture*, published in 1990, notes that speech, which is a feature of human communication, is not more than 50,000 years old. Writing is, at most, 6,000 years old. Even though non-verbal communication makes use of signs and gestures, these differ from one culture to another. The sign for “all right” in America, for example, is to form an “o” by pressing the index finger and thumb together. However, that same gesture means “yen” to a Japanese person. However, the sign for money in the U.S. is made by rubbing the thumb, forefinger and middle finger together, as if counting bills. A third kind of ‘gesture’ involves eye contact. Eye contact by Americans is generally more intense than for Japanese. Japanese people complain that Americans stare too hard while American people feel that Japanese are shy or untrustworthy because they make less eye contact.

Appendix 2: Abbreviations and Note-taking Symbols

Note taking can be difficult because it's not easy keeping up with an instructor. The tongue is faster than the hand. But, you can learn some techniques to build up your "speed writing" while taking notes. Using a personal system of abbreviations or symbols is the easiest way. It doesn't matter which symbols you choose to use; it's only important that you understand your system and use it CONSISTENTLY. Please access the following website for more detailed advice on how to take notes: <http://www.cl.aoyama.ac.jp/~dias/EsllinksNotetaking.html>.

Use symbols for common words.

& = and	w/ = with	w/o = without	# = number
vs = against	/ = per	\$ = money	esp = especially
> = greater than	< = less than	= = is or equal	@ = at
? = question	% = percent	b/c = because	re: = regarding

Leave out periods in standard abbreviations.

cf = compare	Use g to represent ing endings.
eg = example	decr g = decreasing
ie = in other words	expt g = experimenting

Use only the first syllable of word.

pol = politics	Use technical symbols
lib = liberal	ibid = Latin, the same work
dem = democracy	H ₂ O = water
	o = degrees

Use entire first syllable and only 1st letter of 2nd syllable.

pres = presentation or president
subj = subject
ind = individual

Leave out final letters.

info = information	Use an apostrophe in place of letters.
max = maximum	am't = amount
intro = introduction	cont'd = continued