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Acculturation and (a)cultural content in recent Portuguese produced coursebooks

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Models of Acculturation in SLA

[see Barjesteh & Vaseghi (2012) for a review]

- Schumann, J. H. (1978). The relationship of pidginization, creolization and decreolization to second language acquisition. *Language Learning*, 28: 367-379.
- Brown, H. Douglas (1980) The optimal distance model of second language learning. *TESOL Quarterly*, 14: 157-164.
- Schumann, J. H. (1986) Research on the acculturation model for second language acquisition. *Journal of Multilingual and Multicultural Development*, 7: 378-392.

Main Concepts

- Culture operates in symbiosis with language: it is a process, dynamic in nature. Learning a second language (L2) implies coming to terms with a second culture (C2): to some extent: SLA = SCA (Samovar, Porter & Jain, 1981)
- Acculturation is part of developing essential communicative competence, above and beyond linguistic competence. Involves the performance of meanings (Tang, 2006)
- Highly significant in terms of learner motivation. Within SLA research on learner variation: socio-psychological variables (Gardner , 1979, 1985, 1988 etc.)
- Acculturation does not mean losing your C1 (assimilation); it implies adaptation: taking on a new 'in-between' identity (Weedon, 1987; Berry, 1989; Byon, 2007)

More recently ...Thirdness

- Kramsch (1993b; 1997) advocates a move away from traditional dualities (Us/Them, NS/NNS, L1/L2 etc) to a third space that is “by no means unitary, stable, permanent and homogeneous” (2009: 238)
- Characteristics:
 - Learner constructed meanings, not imposed by ‘native speaker’ norms/claims of authenticity
 - Critical and interactive attitude to content and language, promoting comparisons and connections
 - Context sensitive: what ‘works’ locally is valid: multiplicity of techniques and modalities of expression

Official view of 7th grade cultural content

MINISTÉRIO DA EDUCAÇÃO

PROGRAMA
INGLÊS

Programa
e
Organização Curricular

ENSINO BÁSICO
3.º CICLO



4.4.3: Identidade/Diversidade (1997: pp. 47-48)

Objetivos: relacionar-se com a cultura anglo-americana, questionando padrões de comportamento diversificados, no âmbito da área de experiência deste programa; manifestar, pela partilha de informação, ideias e opiniões, atitudes positivas perante universos culturais e sociais diferenciados.

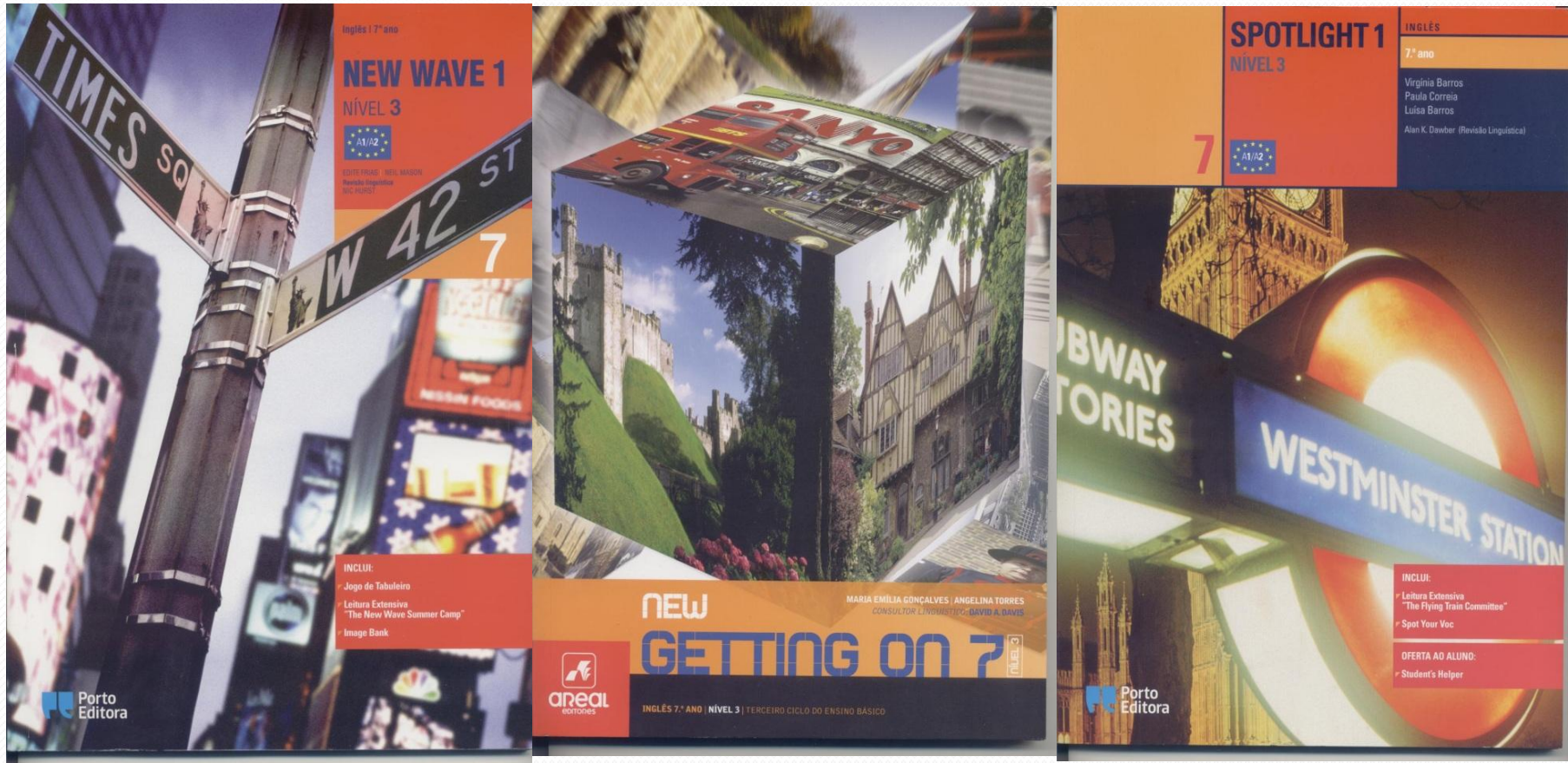
Identity/Diversity

Objectives: to relate to Anglo-American culture, questioning diverse behaviour patterns within the domain area of this programme; demonstrating, by sharing information, ideas and opinions, positive attitudes towards cultural and socially differentiated universes.

Specific guidelines ...

- Characterize your socio-cultural universe and that of others.
- Describe and compare your family and other family groups (daily habits, relationships, housing, professions ...)
- Describe types of housing and relate them to their immediate environment
- Compare the structure of your school with other schools and express opinions (the rooms, timetables, curricula, functions, relationships ...)
- Analyse and compare school activities/celebrations (cultural activities, sports, special days, school projects ...)
- Describe and compare your school and its surroundings (geographical location, institutions, public services ...)
- Describe services/activities in your street/suburb/city and express opinions (shops, cultural/sports centres)

The 7th grade books in this study:



7th Grade Coursebooks Contents

	<i>New Wave</i>	<i>Getting On</i>	<i>Spotlight</i>
Unit 1	Personal ID <i>Classroom language; nationalities and countries; words to describe people.</i>	People and Places <i>Introducing yourself; personal information; describing places; likes and dislikes.</i>	0. Getting started Spotlight on culture; spotlight on English; classroom language; my portfolio- reading record
Unit 2	Home Life <i>Words related to family; professions; house-rooms; time; routines.</i>	My Family <i>Structure of the family; family relationships; other families; talking about jobs.</i>	1. All about me. Personal identification; routines & hobbies; daily routine; personal appearance.
Unit 3	School <i>Words related to school; rooms-facilities; subjects; school days; bullying.</i>	Lifestyles <i>Routines; describing daily activities; different life styles; people's qualities.</i>	2. The best days of your life <i>School subjects, objects, timetable, rules; schools around the world; biographies & personalities.</i>
Unit 4	Shopping <i>Words related to the city-buildings and shops; shopping.</i>	Home Life <i>Typical British homes; types of housing; furniture; things at home; home life/house rules</i>	3. No family is like my family <i>Family members, personalities; jobs; families around the world</i>
Unit 5	Sports <i>Words related to indoor/outdoor sports; paralympic sports; typical American sports.</i>	School and Friends <i>Types of schools; timetables and subjects; rooms and rules; bullying; school objects.</i>	4. My home is my castle <i>The house; types of houses; home objects; rooms; animal houses; furniture; indoor activities & spare time.</i>
Unit 6	Environment <i>Words related to the 3Rs; greenhouse effect; natural disasters; pollution.</i>	Going Around <i>Places and buildings; transport; city and countryside; clothes and patterns; shops and products.</i>	5. There's a world out there <i>City v countryside; shopping, types of shop, clothes; activities & places in town</i>
Unit 7	Holidays and Hobbies <i>Words related to winter/summer activities; months; seasons; weather conditions; means of transport; hobbies and interests.</i>	The world around us <i>Sports activities; footballers; extracurricular activities; holidays-destinations.</i>	6. Let's party! <i>Customs & traditions, Halloween; Christmas traditions & presents; St. Valentine's day; love & feelings</i>

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Further official guidelines [7]

- Compare and contrast stereotypes and social conventions
- Identify the cultural value of non-verbal forms of communication
- Recognize your own cultural parameters in differentiated universes
- Demonstrate empathy in relation to different forms of being and living
- Familiarize yourself with the notion of diversity as an essential parameter of the characterization of social universes
- Recognize the settings of family and school as lived spaces which structure the construction of an identity

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Topic Intro: New Wave



pp.22-23



2.1 HOME LIFE AND FAMILY

LEAD-IN

Some people find it very interesting to make a family tree, especially in America. What does your family tree look like? Draw your family tree and show it to the rest of the class.

I CAN LISTEN / READ



BURT MINSON'S FAMILY

1



a This is a picture of my great-grandfather Grover Minson. The lady is my great-grandmother.

2



b These are my grandfather and grandmother. They live in Canada. We don't see them very often. They live in the middle of the forest.

3



d This is my mother Madge. She's a housewife. My father, Grover, works in a factory with my uncle Grim.

c My uncle Grim and aunt Bertha have got two children - I don't like them very much.

f Here is a picture of all of us at our house at Christmas.

4



5



6

1 Read the texts. Match them with the pictures.

2.1 HOME LIFE AND FAMILY

- 2 Say if the following sentences are TRUE or FALSE. Correct the sentences which are wrong. Write the correct sentences in your notebook.
- Burt's father has the same name as his great-grandfather.
 - Burt's aunt and uncle live in the forest with his cousins.
 - Grover Minson works in the same place as his brother.
 - Burt has got two brothers.
 - Burt keeps a snake at home.
 - Madge Minson works in a factory.

I CAN STUDY

GRAMMAR

Possessive adjectives

This is a picture of **my** great-grandfather. Its name is Slinky.

Personal pronouns	Possessive adjectives
I	my house
You	your house
He	his dog
She	her father
It	its name
We	our house
You	your mother
They	their parents



We use these words when something **BELONGS** to someone or something.
My house = the house belongs to me... or I live there.
Its name = the snake's name.
 We call these words possessive adjectives.

A Choose the correct word to complete the sentences - PERSONAL PRONOUN or POSSESSIVE ADJECTIVE?

- I / My cousin is 16 years old.
- He / His works in a factory with he / his brother
- He / His sister likes to play with her / she pet snake.
- They / Their live in Canada.
- They / Their house is in the forest.

help workbook, p. 23

B Can you fill in the correct POSSESSIVE ADJECTIVE into these sentences?

- I have a new pen today. Do you want to see _____ new pen?
- João moved during the summer. He really likes _____ new house.
- _____ mother is looking for you, Maria.
- Joana doesn't like _____ school. She prefers _____ old school.
- That is _____ house, at the end of the street. We have five bedrooms!
- This is a picture of me with _____ pet snake. _____ name is Slinky.

Topic Development:



New Wave

2. HOME LIFE

I CAN WRITE

In your notebook write five sentences about your family. Use **POSSESSIVE ADJECTIVES**.
e.g. My grandmother likes to watch Brazilian soap operas on TV.
When you finish, read your sentences to the rest of the class.

PROJECT WORK

In small groups design a web page about your families and friends. Ask your computer teacher or your art teacher for some help. Make a poster of your webpage to hang on the wall in your classroom.

help workbook, p. 14



2.2 YABBA-DABBA-DOO!

LEAD-IN

Look at the picture and see what the people are doing.
Is this the same as in your house?



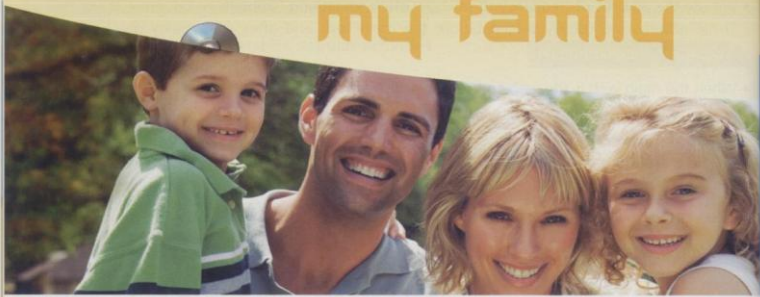
Topic Intro. : Getting On



pp.42-3

42 forty-two

ME and my family



LEAD-IN

1. Discuss in class.

- 1 How important is your family to you?
- 2 Do you share your problems with your parents?
- 3 Choose a word to define your father.
- 4 Choose a word to define your mother.
- 5 Do you accept your parents' ideas, do you discuss them calmly when you disagree or do you just quarrel?

2. Complete the following sentences.

- 1 I live with my _____.
- 2 The amount of attention I get from my parents or the people I live with is _____.
- 3 My relationship with my parents or the people I live with is _____.
- 4 I can count on my family _____.
- 5 If I had a very serious problem, I would talk it out with _____.
- 6 The person I most admire in my family is _____.
- 7 The most important thing in a family is _____.

JANE, 14

UNIT 2 • MY FAMILY

forty-three 43

My family is really great. My parents are very understanding and are always there when it is necessary. They are my best friends, so when I have a problem, they are my advisers. We talk about everything. There are no taboos among us.

At weekends we spend a lot of time together. I like discussing football with my father; he is an expert on the matter.

Peter, 13

I don't have a good relationship with my parents. They are too strict. They never accept my opinion. I think they are old-fashioned.

My father is a doctor and my mother is a nurse but they don't work in the same hospital.

During the week I almost never see my father and my mother is always busy. They don't listen to my problems; they simply don't have the time or the will to know about my opinions. I think that their job is the most important part in their lives, and the only thing that matters is my marks at the end of the term.

MARY, 12

I live with my mother. I only see my father at weekends. They are divorced. My father married again and now I have got a baby brother.

My relationship with my mother is quite good, but she is very protective and is afraid of everything; I think she is a bit insecure about me.

My father is understanding but our relationship is not very close, perhaps because we don't spend much time together.

self help

understanding (t.1) – showing tolerance and comprehension

taboo (t.1) – prohibition on something that is regarded as not to be done, touched, used or talked about

expert (t.1) – person with a great knowledge or skill in a particular thing or subject

strict (t.2) – severe

will (t.2) – determination

Topic Development:



Getting On

44 forty-four

FOCUS ON LISTENING/READING

1 Listen and follow in your book. Who said that?

1. My parents are very helpful.
2. My parents are selfish.
3. My father works a lot.
4. I have no secrets from my parents.
5. I don't see my father every day.
6. I have to be a good pupil.
7. My mother is a bit anxious about me.
8. My father has got another relationship.

2 Vocabulary. Match the words on the left with the right equivalent on the right.

matter (t.1) <input type="checkbox"/>	<input type="checkbox"/> anxious
old-fashioned (t.2) <input type="checkbox"/>	<input type="checkbox"/> dear to each other
busy (t.2) <input type="checkbox"/>	<input type="checkbox"/> subject
afraid (t.3) <input type="checkbox"/>	<input type="checkbox"/> no longer in style
insecure (t.3) <input type="checkbox"/>	<input type="checkbox"/> occupied
close (t.3) <input type="checkbox"/>	<input type="checkbox"/> frightened

3 Answer these questions.

1. What does Peter think about his parents?
2. Does he tell everything to his parents?
3. What does Mary's father do?
4. Does Mary tell her mother about her problems?
5. Does Jane live with her parents? Why?
6. When does Jane visit her father?

FOCUS ON SPEAKING

ASKING ABOUT RELATIONSHIPS

Work in pairs.

What sort of relationship do you have with ____?
 How long have you been together?
 How often do you share your problems with your ____?
 Do you ask for your parents' advice?
 What do you do when you have free time?
 Do your parents participate in your activities?

48 forty-eight

A strange family

LEAD-IN

- 1 Do you believe in Aliens?
- 2 Do you think that there is life on other planets?
- 3 Would you like to visit another planet? Why? / Why not?
- 4 Describe an alien. *It is someone with...*

Hello! My name is Gregory Twix and I live with my family in a small town on Mars. This town is called Red River because a river with a lot of rust runs through it. Rivers in Mars are made of iron and ships are made of water.

Life here is quite odd. We live in small houses made of steel. We wear clothes made of different metals. We travel by spaceship.

Our family is not very big. My father, Oliver, is a scientist and works on a project at the university. My mother, Alice, is a housewife. She takes care of us; she is always there when we need her support. My sister Melinda studies at the High School but this year her marks were poor. We are all green and today I am greener than usual because I spent the whole day on the beach.

We have got an excellent relationship with our parents. Our grandparents live in a far away village, so we only meet at Christmas time.

At weekends we stay at home or we visit our friends. Sometimes we enjoy the atmosphere of an electronic market where we can communicate with other planets and send messages to our ancestors, who live at the top of a huge iron mountain, ruling and giving advice to our inhabitants.

self help

rust (l.3) – a reddish-brown substance that is formed on some metals by the action of water and air

huge (l.24) – enormous

Topic intro. : Spotlight



pp.38-39

BLOCK 3 No family is like my family

set 1

Topics:
family;
family members

Communication:
talking about the family;
describing your family;
expressing possession

Grammar:
possessive determiners;
possessive case

TALKING SPOT

A. Look at the picture and answer the questions.



1. Do you think the people in the picture belong to the same family? Why/why not?
2. What does "a family" mean to you?

A family is...

B. Think about what your family does for you and complete the sentences with the words below.

homework	go to bed	clothes and shoes	tidy up
eat	help	protect	dinner

- a) They cook your _____ and make you _____ it.
- b) They ask you if you have got any _____ to do and try to _____ you do it.
- c) They usually buy you the _____ you wear.
- d) They make you _____ your room and tell you to _____!
- e) They always _____ you in every way they can.

READING SPOT



UK

This family consists of a mother, a father and an adopted child. Many couples adopt children because they can't have biological children or because they prefer to give a child a new family.

Families around the world

A. Can you spot the countries mentioned in the texts on the map? Write their names in the right place.



Pakistan

Families where several generations live together are common in many countries. In Pakistan, when a man gets married, his wife usually joins him in his parents' home. Their children grow up surrounded by aunts, uncles and cousins. There is always someone around to look after the children.

China

This is a small family. It consists of two parents and just one child. China is not much smaller than the USA, but it has more than four times as many people. It's a very populated country.

Finland

There are 20 children in the Oikarinen family - 6 sons and 14 daughters. They are between 3 and 24 years old. Finnish families usually have one to three children, but Bertta and Seppo Oikarinen wanted to have a large family.

USA

Rosie has a mom, a dad and a brother. Her parents are divorced so she lives in two different houses. That didn't bother her, but now it's hard and stressful. She hates packing all her stuff every week and having two homes.

B. Match the pictures with the families described in the texts.

C. Find out:

1. where grandparents, parents and children live in the same house.
2. how many children there are in a traditional family in Finland.
3. who has got separated parents.
4. which country has a large population.
5. why many couples adopt children.
6. what Rosie dislikes most.

WORD SPOT

A. Link the words in groups. Which family members do you associate with:

- parents – mother / father / ... (Go on!) grandfather
- grandmother stepson cousin sister
- stepfather stepdaughter son niece
- brother grandson daughter-in-law
- wife granddaughter husband
- mother-in-law grandfather-in-law
- uncle father-in-law aunt son-in-law
- daughter stepmother nephew

Topic Development: Spotlight



BLOCK 3 - No family is like my family set 1 4

B. ★★
Work in pairs. Ask and answer.
Example: Whose cat is it?
It's Mary's cat.

James: house, CD player, iPod, bicycle, car

Mary: house, CD player, iPod, bicycle, car

Tom and Susie: house, CD player, iPod, bicycle, car

LISTENING SPOT
Listen to these three teenagers talking about their families and what they mean to them.

Molly, 12

Amy, 13

Josh, 11

A. Listen and note down all the words related to the topic FAMILY.

B. Who:

- has got divorced parents? **Molly**
- lives in a small flat?
- has got a brother?
- is an only child?
- would love to have a pet?
- doesn't get along with his/her brother?
- watches TV with the family?
- calls his/her mother's friends 'mom'?

WRITING SPOT
Write a short text about your family.

Refer to:

- number of brothers or/and sisters;
- your family activities;
- any interesting facts about your family.

set 3

Topics: family, jobs

Communication: talking about family relationships; describing people's jobs; narrating a story

Grammar: personal pronouns (subject / object); plurals of nouns

TALKING SPOT

A. Ask your partner some questions about brothers and sisters.
Examples:
Do you have any brothers or sisters? / If not, have you got close cousins?
How old are they?
Do you get on well with them? Why not?
What do you usually do together?
Now tell the class about your partner.

B. Read the poem and tell the class:

- what the poem says about brothers and sisters;
- if you agree with it;
- if your brothers or sisters are like this.

*Sisters are the best,
brothers are a pest.
Brothers are rude
and have an attitude!
Sisters are cool
and they rule!*

READING SPOT
Read about Peter Hatcher's relationship with his younger brother.

JUDY BLUME
TALES OF A FOURTH GRADE NOTHING

Some people think that my mother is my biggest problem. She doesn't like turtles and she's always telling me to scrub my hands. That doesn't mean just run them under the water. Scrub means I'm supposed to use soap and rub my hands together.

But my mother isn't my biggest problem. Neither is my father. He spends a lot of time watching commercials on TV. That's because he's in the advertising business. These days his favourite commercial is the one about Juicy-0. He wrote it himself. And the president of the Juicy-0 company liked it so much he sent my father a whole crate of Juicy-0 for our family to drink. It tastes like a combination of oranges, pineapples, grapefruits, pears and bananas. I'm getting pretty sick of drinking it. But Juicy-0 isn't my biggest problem either.

My biggest problem is my brother, Parley Drexel Hatcher. He's two-and-a-half years old. Everybody calls him Fudge. I feel sorry for him if he's going to grow up with a name like Fudge, but I don't say a word. It's none of my business.

Fudge is always in my way. He messes up everything he sees. And when he gets mad he throws himself flat on the floor and he screams. And he kicks. And he bangs his fists. The only time I really like him is when he's sleeping. He sucks four fingers on his left hand.

When Fudge saw Dribble he said, "Ohhhhh... see!"

And I said, "That's my turtle, get it? Mine! You don't touch him."

Fudge said, "No touch." Then he laughed like crazy.

A Fudge Adventure

Tales of a Fourth Grade Nothing by Judy Blume (abridged)

Conclusions

- It's not about changing learner identities, it's about learners being better equipped to construct their own self (see Risager, 2006)
- English teachers and learners do not need to become “imperial auxiliaries” (Edge, 2006). It's about engaging in the social practice of language use while taking into account the local context (see Pennycook, 1994)
- Materials/activities should help learners become more aware, more reflective, more critical and more able to perform their own meanings: to become transcultural users of languages (see Zarate et al, 2008)

- Materials/activities should help connect the learners to 'real world' C2 (& C3 or C4 etc) through increased intercultural awareness: includes knowledge, skills, behaviours and attitudes (Byram et al, 2002)
- Materials need to be in line with the learners' experiences outside the classroom: in Portugal, a lot of EFL learning occurs there: does NOT mean more 'pop culture'
- Materials should take advantage of the learners' '*openness*' to new experiences, activities and information: young people generally like to learn even if they don't like to study.

Thanks for being here.

Please contact me if you'd like to discuss any of the issues raised in this talk ...

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