

**William Paterson University  
College of Humanities and Social Sciences  
Department of Languages and Cultures**

**COURSE OF STUDY**

*Theme: Preparing Inquiring Educators: Knowledge, Understanding and Application*

**COURSE TITLE: TBED 541 Language and Culture**

**NUMBER OF CREDITS: 3 Credits**

**COURSE DESCRIPTION**

Designed to analyze the relationship of linguistic, cognitive, attitudinal and behavioral patterns within each culture and how they affect cross-cultural communication. The course covers ethnosemantics, linguistic and cultural relativity, componential analysis and pragmatic transfer.

**PREREQUISITES:** none

**COURSE OBJECTIVES**

1. To examine the place of language in culture.
2. To understand concepts used in the field of pragmatics and discourse analysis as well as theories and approaches to language in use.
3. To explore how people in a particular group or community communicate with each other and how the social relationship between these people affect the type of language they use.
4. To acquaint the student with the value clusters, cognitive styles, and socialization practices that may be significant to the understanding of people of other cultures.
5. To examine both the cognitive and socio-cultural dimensions of children's language development.
6. To examine ways in which the verbal strategies used by caregivers socialize children into theories of local knowledge.
7. To understand some deeply ingrained language habits and values of townspeople and teachers, who learn to use knowledge about ethnography to break communication barriers between communities and classrooms.

**STUDENT LEARNING OUTCOMES**

At the completion of this course, students are expected to:

1. explain different views on the interrelationship of 'language and culture', 'language and thought'.
2. outline different theories and approaches to language in use.

3. analyze conversations and different types of discourses using pragmalinguistic devices.
4. explain how social relationship between people of different communities influences ways of language use and understanding of social meaning.
5. illustrate how children are socialized through language, and how they socialize to use language.
6. formulate ways in which children come to understand the socio-cultural organization of emotion through learning the norms and expectations surrounding its linguistic expression.
7. distinguish the sources of communication problems in schools and workplaces.

## **COURSE CONTENT**

### Unit One: Language, Culture, and Thought

1. Language in Culture
2. Culture in Language
3. Language and Thought

### Unit Two: Linguistic Approaches to the Study of Language and Culture

1. Ethnosemantics and Componential Analysis
2. Speech Acts Theory and Speech Accommodation Theory
3. Ethnography and Ethnomethodology
4. Conversation and Discourse Analysis

### Unit Three: Languages and Cultures in Contact

1. Communication conflict/breakdown
2. Pragmalinguistic and Sociopragmatic transfer
3. Ideology of linguistic and cultural assimilation

### Unit Three: Language and Culture in Family Structure and Speech Community

1. Kinship terminology and patterns of interpersonal relationship
2. Language attitudes
3. Speech varieties and repertoire

### Unit Five: Language Socialization and Socialization through Language

1. Ethnographer Learning/Doing
2. Learning and teaching how to talk
3. Effects of literacy on oral habits

### Unit Six: Language and Classroom: Cognitive Process and Contextual Influences

1. Classroom Discourse
2. Teacher-talk and Student-talk
3. Peer Interaction

## **TEACHING/LEARNING METHODS**

Lecture and Transparencies  
 Field study sharing and Group discussion  
 Computer search and Films  
 Analysis of authentic oral and written materials

## **EVALUATION METHOD**

Student learning will be assessed through (i) essay and short-answer exam, (ii) analysis of authentic materials, (iii) oral presentation, and (iv) an original term paper.

## **RECOMENDED TEXTS/READINGS**

Shirley Brice Heath (1997) *Ways with Words*, Cambridge Mass: Cambridge University Press.

Courtney B. Cazden (1988) *Classroom Discourse*, Portsmouth, NH: Heinemann

Scollon r. & S. B. K. Scollon (1981). *Narrative, Literacy, & Face in Interethnic Communication*. Norwood, NJ: Ablex.

### **Supplementary Texts:**

Deborah Tannen (1989) *Talking voices*, Cambridge, Mass: Cambridge University Press

Richard Bauman and Jel Sherzer (eds. 1989) *Explorations in the ethnography of speaking*. Cambridge Mass: Cambridge University Press.

**PREPARER'S NAME AND DATE:** Dr. Gladys Nussenbaum 4/15/91

**DEPARTMENT APPROVAL DATE:** 5/6/91

**REVISERS' NAMES AND DATE** Dr. Keumkil Kim Yoon & Dr. Bruce Williams  
 January 3, 2000

## **BIBLIOGRAPHY**

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- Fay, Elizabeth (1957). *Eminent Rhetoric: Language, Gender, and Cultural Tropes. Series in language and ideology*, Westport, Conn: Bergin & Garvey.
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- Niemeier, S. and R. Dirven (1997). *The Language of Emotion*, Amsterdam/Philadelphia: John Benjamins Publishing Co.
- Nuyts, J. (1992). *Aspects of a Cognitive-Pragmatic Theory of Language*, Amsterdam/Philadelphia: John Benjamins
- Ochs, E. (1988). *Culture and Language Development*, Cambridge: Cambridge University Press.
- Ong, Walter J. (1982). *Orality and Literacy: the Technologizing of the Word*. New accent, London, New York: Methuen.
- Schaff, A. (1973). *Language and Cognition*. New York: McGraw Hill Co.
- Schiffrin D. (1987). *Discourse Markers*. Cambridge: Cambridge University Press
- Ting-Toomey, S. and F. Korzeny (Eds. 1989). *Language, Communication, and Culture*, Newbury Park: Sage Publishers.
- Wertsch J. (1986). *Culture, Communication, ;and Cognition: Vigotskian Perspectives*, Cambridge: Cambridge University Press.

White , J. B. (1938). *When words lose their meaning: constitutions and reconstruction of language, character, and community*, Chicago: University of Chicago Press. 1984

Wierzbicka, A. (1992). *Semantics, Culture, and Cognition: Universal human concepts in culture-specific configurations*. New York: Oxford University Press.