

# INTERCULTURAL STUDIES

Intercultural Studies is a multifaceted discipline demanding the highest form of professional competence and expertise in a number of specialized areas. As a department our educational mission is to develop Christian professionals who are skilled in theory and practice for culturally relevant service in a constantly changing world.

The Intercultural Studies Department offers two distinct Master of Arts degree programs. Each provides preparation for culturally relevant service from a theological foundation combined with a multidisciplinary approach. The graduate will be equipped with both a conceptual framework and appropriate professional skills for successful service. Students in this department typically plan to begin or continue service in a variety of areas such as English language teaching, leadership development, community health and development, theological education, and pastoral or parachurch leadership in evangelism, church planting, and church growth.

The Billy Graham Center offers special scholarships to international students, furloughing missionaries, missionary candidates who are committed to overseas service under an established mission agency, and those called to evangelistic ministries who are committed to service in urban settings. The Billy Graham Center provides extensive research facilities for missions and evangelism studies. Close proximity to mission agencies, local ministries, and English as a Second Language (ESL) programs in the metropolitan Chicago area enables students to relate classroom experiences to relevant ministries.

## Degree Requirements

The department offers two specialized degree programs for an M.A:

1. Intercultural Studies
2. Teaching English to Speakers of Other Languages and Intercultural Studies.

A comprehensive examination is required for all degree programs; TESOL students also have the option to write a thesis.

Our programs are professional ones aimed at preparing students for intercultural Christian service. Thus, continued enrollment in the degree program requires that students exhibit the presence of essential professional skills and dispositions, as well as demonstrate a commitment to growth in Christian virtues and cultural sensitivity. When a student submits an application for candidacy, the department faculty considers not only academic criteria, but also the student's commitment to personal growth and fitness for ministry.

## Undergraduate Courses for the ESL and Bilingual Education Endorsements

The Intercultural Studies Department provides a state-approved series of courses leading to the ESL and bilingual education endorsements in Illinois. These endorsements may be added to an elementary, middle, or secondary teaching license (offered through the Education Department). Undergraduate students who earn these endorsements can work as ESL or bilingual education teachers in Illinois and most other states.

Requirements for the **ESL Endorsement** include the following:

1. A teaching license at the elementary, middle, or secondary level;
2. 100 clock hours of contact with ESL classrooms; and

3. A minimum of 18 credit hours of course work in the categories of Theoretical Foundations of TESOL and Bilingual Education, Linguistics, ESL Classroom Methods, Cross-Cultural Issues for English Language Learners (ELLs), and Assessment of ELLs.

The course requirements can be met by taking:

Code	Title	Credits
LING 222	English Grammar for Teachers	2
LING 224	Theoretical Foundations of ELL and Bilingual Methodology	4
LING 227	Cross-Cultural Teaching and Learning	2
LING 321	Introduction to Linguistics	2
LING 325	Principles of Assessment for TESOL	2
LING 326	English Language Learning Content Methods and Materials	2
LING 328	English Language Learning Methods for Specialists	2
LING 328L	ELL Practicum	1
EDUC 136L	Cross-cultural Tutoring	1
EDUC 225L	Teacher Aiding Practicum	1

Requirements for the **Bilingual Endorsement** include the following:

1. A teaching license at the elementary, middle, or secondary level;
2. 100 clock hours of contact with bilingual education classrooms;
3. A passing score on the language proficiency examination for Spanish (or another language) administered through the Illinois State Board of Education; and
4. A minimum of 18 credit hours of course work in the categories of Theoretical Foundations of TESOL and Bilingual Education, ESL Classroom Methods, Bilingual Classroom Methods, Cross-Cultural Issues for ELLs, and Assessment of ELLs.

The course requirements can be met by taking:

Code	Title	Credits
LING 222	English Grammar for Teachers	2
LING 224	Theoretical Foundations of ELL and Bilingual Methodology	4
LING 227	Cross-Cultural Teaching and Learning	2
LING 321	Introduction to Linguistics	2
LING 323	Bilingual Methods/Materials	2
LING 325	Principles of Assessment for TESOL	2
LING 326	English Language Learning Content Methods and Materials	2
LING 323L	Bilingual Practicum	1
EDUC 136L	Cross-cultural Tutoring	1
EDUC 225L	Teacher Aiding Practicum	1

The following can also count toward this endorsement:

SPAN 371	Methods of Teaching Foreign Languages
FREN 371	Methods of Teaching Foreign Languages
GERM 371	Methods of Teaching Foreign Languages

## Faculty

**Chair, Director of Intercultural Studies, Professor** Robert Gallagher  
**Director of Teaching English to Speakers of Other Languages (TESOL), Professor** Alan Seaman

**Professor** Scott Moreau

**Associate Professors** Susan Greener, Cheri Pierson

**Assistant Professor** Pam Barger

## Programs

- Intercultural Studies, MA (<https://catalog.wheaton.edu/graduate/intercultural-studies/intercultural-studies-ma>)
- Teaching English to Speakers of Other Languages (TESOL) and Intercultural Studies, MA (<https://catalog.wheaton.edu/graduate/intercultural-studies/tesol-intercultural-studies-ma>)
- Teaching English to Speakers of Other Languages (TESOL) Certificate (<https://catalog.wheaton.edu/graduate/intercultural-studies/tesol-certificate>)
- Teaching English as a Foreign Language (TEFL) Certificate (<https://catalog.wheaton.edu/graduate/intercultural-studies/tefl-certificate>)
- Global Engagement Certificate (<https://catalog.wheaton.edu/graduate/intercultural-studies/global-engagement-certificate>)
- Cross-Cultural Ministry Certification (<https://catalog.wheaton.edu/graduate/intercultural-studies/cross-cultural-ministry-certification>)

## Courses

### Intercultural Studies and TESOL/TEFL Courses

#### **INTR 503. Academic Composition and Communication. (0 Credits)**

Group and individual instruction in expository writing and oral communication skills for students from non-English backgrounds. Students receive intensive preparation in English for academic purposes such as research papers and class presentations. Graded pass/fail.

#### **INTR 512. Theories and Principles of Counseling. (3 Credits)**

See PSYC 512.

#### **INTR 514. Spiritual and Professional Formation. (4 Credits)**

Introduction to personal and corporate formation through various dimensions such as the intellectual, physical, spiritual, social, and emotional with an emphasis on the integration of biblical perspectives. Transformational practice is encouraged through literature survey and contemporary case studies.

#### **INTR 516. Issues and Trends in Missions. (2 or 4 Credits)**

Current missiological issues and trends, including church-mission relationships, changes in mission strategies and structures, challenges to the church, and their significance to the worldwide mission of the church. Opportunity for individual student research in a particular area of interest is provided.

#### **INTR 521. Historical Foundations. (2 Credits)**

Explores key persons and movements in the expansion of the Christian church from early monasticism and the Celtic Church to Moravianism and Methodism. The missiological reinterpretation of church history focuses on the dynamics of the expansion and the implications for contemporary strategies of mission. Attention is given to the means of Holy Spirit renewal, structure of mission, the role of leadership, and the relationship among the three.

#### **INTR 526. Global Cities: Cities and the World. (4 Credits)**

See IR 362.

#### **INTR 531. Theological Foundations. (2 Credits)**

Using the principles of biblical exegesis and hermeneutics, the course explores God's mission from the Philistines of Abraham's and David's time, to the marginalized in New Testament society. Through this process, an appreciation is developed for theological reflection in Christian community that will impact the student's missionary vocation.

#### **INTR 532. Contextualization in Global Settings. (4 Credits)**

Analysis of the encounter of the gospel with culture within the framework of the behavioral sciences. Organized around six dimensions of religious experience and contextualization within those dimensions, with special focus on the theological dimension.

#### **INTR 534. Mission in Acts. (4 Credits)**

The course models a historical critical interpretation of Acts. Through an analysis of the discourse structure of Luke/Acts, the course seeks to deepen an understanding of the person and work of the Spirit of Jesus who empowers God's mission as it takes place through the apostles and the early church.

#### **INTR 535. Holy Spirit and Mission. (2 or 4 Credits)**

The course explores the dynamics of the work of the Holy Spirit and mission in relation to the following dimensions: personal, biblical, historical, cultural, contextual, and functional. Students are encouraged to explore their mission philosophy regarding the role of the Spirit of God for their mission context.

#### **INTR 546. Evangelism and Church Planting. (2 or 4 Credits)**

Strategies for evangelism and church development are examined and applied through case studies, field trips, contacts with resource persons, and student-led projects.

#### **INTR 548. Discipleship. (2 Credits)**

See CFM 532.

#### **INTR 551. Counseling Challenges Ministry. (2 Credits)**

See PSYC 551.

#### **INTR 552. Cross-Cultural Perspectives on Gender and Leadership. (2 Credits)**

An exploration of the role of women in missions, including their impact on mission strategies, their unique contributions, and a discussion of critical issues they have faced since the time of the modern missionary movement.

#### **INTR 561. Intercultural Communication. (4 Credits)**

Foundational principles of intercultural communication from the fields of social psychology, cultural anthropology, and communication theory integrated with selected areas of personal encounter in cross-cultural settings.

#### **INTR 562. Foundations of Intercultural Communication. (2 Credits)**

Foundational principles of intercultural communication from the fields of social psychology, cultural anthropology, and communication theory.

#### **INTR 563. Cross-Cultural Teaching and Learning. (2 Credits)**

Contributions of nonformal educators, cognitive psychologists, and educational anthropologists to cross-cultural teaching and learning; attuning instruction to thinking styles, pedagogical expectations, and cultural values.

#### **INTR 565. Folk Religions. (2 or 4 Credits)**

Strategies for understanding folk religion and relating to folk religion adherents are examined and applied through discussion, case studies, media, and student-led projects.

**INTR 566. Religious Life in Global Settings. (4 Credits)**

Introduction to religious life through the lenses of phenomenology, folk religious studies, and the social sciences with an emphasis on how average adherents live out their lives integrated with biblical perspectives.

**INTR 567. Spiritual Conflict. (2 or 4 Credits)**

An examination of the principles and dynamics of spiritual conflict. Issues include theoretical considerations in the areas of theological reflection and cultural analysis, pragmatic considerations such as spiritual discipline and counseling approaches, and the missiological implications for missionary strategies.

**INTR 572. Cross-Cultural Research. (2 or 4 Credits)**

The rationale and methodology of qualitative research in cross-cultural contexts. Special focus on the application of qualitative methods to a specific context through research projects.

**INTR 573. Qualitative Research for Second Language Educators. (2 Credits)**

A survey of qualitative research techniques for use in cross-cultural contexts, with a special focus on second language education.

**INTR 581. Spanish American Culture and Civilization. (4 Credits)**

See SPAN 335.

**INTR 587. East Asian History. (4 Credits)**

See HIST 334.

**INTR 588. Asian Culture & Communication. (2 Credits)**

An introduction to Asian history and culture with particular emphasis on the themes/issues of the 20th century. Includes an introduction to a relevant Asian language and language-learning strategies. Principles for effective cross-cultural communication and adjustment are also considered. Taught in Asia.

**INTR 591. Public Health and Nutrition. (2 Credits)**

See BIOL 381.

**INTR 601. Intro to TEFL Methodology. (2 Credits)**

An introduction to the key concepts and skills involved in teaching English as a foreign language (EFL) in Asian classrooms. The course provides a model-based introduction to methods for teaching English as a foreign language with a specific focus on oral communication. Taught in Asia.

**INTR 606. Descriptive English Grammar: Foundations. (2 Credits)**

A survey of the foundational systems of English grammar, including practical issues and procedures involved in teaching grammar to ESL/EFL learners.

**INTR 607. Descriptive English Grammar: Syntax and Discourse. (2 Credits)**

A survey of specialized features of English grammar, including areas of difficulty for English language learners and complex multi-clause structures.

**INTR 608. Second Language Acquisition. (4 Credits)**

Principles and skills for the successful learning of foreign languages, including practical instruction in phonetics and language-learning strategies.

**INTR 609. Linguistic Science. (2 Credits)**

See LING 321.

**INTR 611. Theoretical Foundations of TESOL Methodology. (4 Credits)**

Survey of theory and research relevant to the teaching and learning of English as a second/foreign language. Emphasis on practical applications from linguistics, psycholinguistics, and sociolinguistics.

**INTR 612. Descriptive English Grammar for TESOL. (4 Credits)**

A survey of English grammar and discourse analysis, including practical issues and procedures involved in teaching grammar and discourse to ESL/EFL learners.

**INTR 613. TESOL Classroom Dynamics Practicum. (2 Credits)**

A survey of current research and methodology related to classroom instruction. Includes an analysis of the student's teaching skills in a supervised field placement. Appropriate for both inexperienced and experienced teachers, as well as TESOL administrators.

**INTR 614. Curriculum and Materials Development for TESOL. (2 Credits)**

Principles and practices in the development of curricula for ESL/EFL courses, textbook evaluation, and the management of English language teaching programs.

**INTR 615. Teaching Reading and Composition to ESL/EFL Learners. (2 Credits)**

Theoretical and practical issues involved in teaching reading and composition, including procedures for planning and implementing classroom instruction.

**INTR 616. English Phonology for ESL/EFL Teachers. (2 Credits)**

The sound system of English, including procedures for planning and implementing pronunciation instruction for ESL/EFL learners.

**INTR 617. Principles of ESL/EFL Assessment. (2 Credits)**

See LING 325.

**INTR 618. English Language Learning Content Methods and Materials. (2 Credits)**

See LING 326.

**INTR 619. Teaching Speaking and Listening to ESL/EFL Learners. (2 Credits)**

Specialized training in ESL teaching methods related to oral communication. Includes techniques for the analysis of oral discourse and current methodology related to language-learning strategies and the use of media.

**INTR 621. Transformational Development. (4 Credits)**

The purpose of the course is to explore the biblical, theological, and theoretical foundations for transformational community development and the Christian's involvement in development on the personal and systemic levels. Foundational thinking for practice is developed through a survey of the literature and engagement with current issues and case studies.

**INTR 622. Cross-cultural Human Development. (2 Credits)**

The course will explore Western assumptions about human development and how people grow and change in similar and different ways across cultural contexts and across the lifespan. Topics may include: culture and socialization, physical development, language and cognition, concepts of self and personality, gender, social behavior, family, and health.

**INTR 623. Families in International Settings. (2 Credits)**

The course will explore cultural assumptions about human socialization and family contexts across the globe. Non-Western, Western, indigenous, immigrant, third-culture, and global nomad contexts are examined using interdisciplinary theories and frameworks. Opportunity for individual student research on a topic of interest is provided.

**INTR 624. Mission to Children and Youth at Risk. (2 Credits)**

This course will explore theological, biblical and theoretical principles and frameworks for understanding, analyzing, and responding to difficult situations for children, particularly those in developing nations. The student will apply contextual factors impacting human development (e.g., family, peers, community, educational opportunity, church/religion, cultural belief systems) to understand children's risk and resilience as related to social issues (e.g., poverty, abuse, child labor, human rights, HIV/AIDS, prostitution/sex trafficking, refugees, the girl-child, etc.). Public policies, the Convention on the Rights of the Child, and current interventions of Christian NGOs and other child-focused organizations will be explored.

**INTR 631. Principles of TESOL Teacher Mentoring. (2 Credits)**

This course promotes a deeper understanding of how to engage teachers in conversations and activities that encourage professional growth. Teacher mentors will learn how to observe and give feedback to novice teachers and how to make use of a variety of professional development strategies. Taught in Asia.

**INTR 632. Seminar in TESOL Teacher Mentoring. (2 Credits)**

This course helps teacher mentors identify and solve problems within their teaching context. Mentors will develop an understanding of the broad context of education and language education in the country and region where they work and will apply this knowledge as they guide teachers. The mentors will also become skilled at helping teachers conduct research as a means of understanding and solving problems in their classrooms. Taught in Asia.

**INTR 633. Practicum in Teacher Mentoring. (2 Credits)**

Practical experience in teacher mentoring, including observing and giving feedback to teachers, advising them in lesson planning and classroom dynamics, and counseling them about their future teaching situation. Taught in Asia.

**INTR 634. Adult ESL Literacy. (2 Credits)**

Problems and issues in adult literacy, with a specific focus on methodology for teaching immigrants, refugees, and other English language learners, both in the US and abroad.

**INTR 635. Principles of Materials Development for TESOL. (2 Credits)**

Students will gain an understanding of the fundamental terminology, concepts and processes involved in the development of textbooks and other published materials, including web-based and audiovisual materials for English language teaching.

**INTR 636. Practicum in Materials Development. (2 Credits)**

Students will develop materials for an existing project through a step-by-step process which is modeled during a series of class sessions. This will lead to a more extensive individual materials development project for an organization or publisher, under the guidance of the professor or a mentor.

**INTR 637. Problems and Issues in TESOL Materials Development. (2 Credits)**

Students will present materials they have developed for a publisher or organization and will critique the materials developed by others. Discussion of current problems and issues in materials development, both theoretical and practical, will be stimulated by these presentations and the course readings.

**INTR 642. Bilingual Methods & Materials. (2 Credits)**

See LING 323.

**INTR 643. English Language Learning Methods for Specialists. (2 Credits)**

See LING 328.

**INTR 692. Comprehensive Examination. (0 Credits)**

Prerequisite: submission of Candidacy form. Fee \$75. Graded pass/fail.

**INTR 693. Intercultural Studies Capstone. (4 Credits)**

In-depth exploration of current issues in intercultural studies. Seminar integrates core content from the INTR program into student's area of interest culminating in an integrative comprehensive paper. Prerequisite: completion of INTR 514, 521, 531, 532, 561 and 621.

**INTR 694. Seminar In Missions. (2 or 4 Credits)**

In-depth study of selected topics growing out of special concerns of professors and students.

**INTR 695. Independent Study. (1 to 4 Credits)****INTR 696. Internship. (2 or 4 Credits)**

Graded pass/fail.

**INTR 698. Thesis/Applied Thesis. (4 Credits)****INTR 699. Applied Thesis/Thesis Continuation. (0 Credits)**

See M.A. Thesis/Applied Thesis/Action Research.

## Linguistic Courses for the ESL and Bilingual Education Endorsements

**LING 222. English Grammar for Teachers. (2 Credits)**

A survey of major areas of English grammar with a discussion of the history of the English language and a focus on practical issues for teachers of both English speakers and English language learners.

**LING 224. Theoretical Foundations of ELL and Bilingual Methodology. (4 Credits)**

Survey of theory and research relevant to the teaching and learning of English as a second/foreign language and bilingual education. Emphasis on practical applications from linguistics, psycholinguistics, and sociolinguistics.

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**LING 227. Cross-Cultural Teaching and Learning. (2 Credits)**

Contributions of nonformal educators, cognitive psychologists, and educational anthropologists to cross-cultural teaching and learning; attuning the instruction of ELLs to thinking styles, pedagogical expectations, and cultural values.

**LING 321. Introduction to Linguistics. (2 Credits)**

Introductory study of the concepts and methodology of modern linguistics. Survey of the various branches of linguistic science and of their relationships to other disciplines. (Cross-listed with INTR 609)

**LING 323. Bilingual Methods/Materials. (2 Credits)**

Bilingual Methods and Materials. Current methodology and instructional resources for teachers of children in bilingual classrooms, programs, and schools. (Cross-listed with INTR 642)

**LING 323L. Bilingual Practicum. (1 Credit)**

An analysis of teaching skills in a supervised field placement.

**LING 325. Principles of Assessment for TESOL. (2 Credits)**

Theoretical and practical aspects of ESL/EFL testing, including 1) survey of test types, and 2) procedures for test planning, construction, administration, and interpretation of results. (Cross-listed with INTR 617)

**LING 326. English Language Learning Content Methods and Materials. (2 Credits)**

English Language Learning Content Methods and Materials. Contemporary issues and practices in teaching children from non-English-speaking backgrounds in mainstream classrooms, both in the U.S. and abroad. This course is intended for all teachers as well as specialists earning the ESL and bilingual endorsements. (Cross-listed with INTR 618)

**LING 328. English Language Learning Methods for Specialists. (2 Credits)**

English Language Learning Methods for Specialists. A survey of current methodology related to the classroom instruction of English language learners in specialized contexts such as pull-out and sheltered classes.

**LING 328L. ELL Practicum. (1 Credit)**

An analysis of teaching skills in a supervised field placement.