CURSO: IO – 6014, SOCIEDAD, LENGUA Y CULTURA   II – 2002   FACILITATOR: GUSTAVO CÓRDOBA G.
CRÉDITOS: 05   H. CLASE: 09   H. PRÁCTICA: 02   H. ESTUDIO INDEPENDIENTE: 04
H.A.E: K: 1 P.M. a 3 P.M./J: 1 P.M. a 4 P.M. Teléfono: 437- 99-30. Cubículo #24

COURSE DESCRIPTION:

This is a theoretical-practical course to study and discuss the relationships among language, cultures, and societies from a linguistic and anthropological perspective.

GENERAL OBJECTIVES:

1. Examining different theoretical approaches that explain the relationships among language, cultures, and societies.
2. Developing awareness for teaching-learning a language from the multi/cultural point of view.
3. Applying the theoretical principles into a pragmatic proposal.
4. Analyzing the relationships among language, cultures and societies.

SPECIFIC OBJECTIVES:

1. Analyzing the sociolinguistic proposals for the integration of culture in the language classroom.
2. Inquire the principles and theoretical assumptions that feed the main trends in the teaching-learning another culture.
3. Valuing the principles of multicultural education as an asset for Costa Rican education.
4. Recognize the relationship among language teaching, power, equity and cultural identity.
5. Assuming a multi/cultural approach for language teaching-learning.
6. Developing a rationale for integrating culture into the language classroom.
7. Developing specific activities related to teaching English according to a multi/cultural approach.
8. Describing the relationships among language, societies and cultures in a written way.

CONTENTS:

"Multiculturalism and Multicultural Education", "Cultural context, the key to comprehension", "What is Culture?", "El fenómeno multicultural: Origen y fundamentos ideológicos", Intercultural differences and communicative approaches to foreign-language teaching in the third world", "Language and thought", "Acculturation and mind", "Language and Acculturation", "Culture in the classroom", "An argument for culture analysis in the second language classroom", "Language and culture", "Language and society", "Second culture acquisition", "Culture, context, and writing", "A prosaics of interaction: The development of interactional competence in another language", "Some issues in the teaching of pragmatic competence", "Teaching language along the cultural faultline", "Cultural mirrors: Materials and methods in the EFL classroom", "Authentic texts and contexts", "Teaching the spoken language", "English language teaching from an intercultural perspective", "The ethnography of education", "Speech acts", "Literacy and literacies",
"Multicultural Schools: What, Why, and How", "Key Concepts in Multicultural Education: Implications for Teaching, Learning, and Curriculum Reform", "Individual Differences That Affect Teaching and Learning", "Learning Styles: Interactions between culture and the Individual", "Beyond Learning Styles: An Overview of Other Key Individual Differences", "Human Relations and Multicultural Education", "Teaching to Empower Minority Students", "Promoting Critical Thinking", and "Cooperative Learning and Multicultural Education".

METHODOLOGY:

During lessons, individuals are expected to actively participate in discussions, reading presentations, analyses, sample-lesson demonstrations, lectures, fieldwork or any other class or extra-class activity. Lessons are the opportunity to exchange points of view, to construct new ideas about the topic and to answer the many questions/doubts we may have. Lesson dynamics come from the ideas, motivations, doubts, aspirations or inquires from the individuals, based on the readings and on any other information related to cultures and to the teaching of a language. The course discussions will serve as the base for the final paper and for the sample lesson – scheduled for the last two sessions; that is why it is highly recommended to attend lessons on time and willing to learn – instead of being taught.

As the amount of readings is more than what a working teacher may be able to read, the necessity for saving time

and "socializing" the contents suggests cooperative working. That is, everybody will read a different chapter at the same time, and each person will be in charge of helping the others to understand the subject as clear as it is, through the reading presentations!!! In addition, we all know how tedious is to stay a day long doing the same thing – listen to a person speaking about "something" – that is why my recommendation is to prepare a meaningful and participative reading presentation. Lessons are in your hands, make them what you want them to be!!!

The role of the professor will be as a guide and organizer. The professor's main task during lessons is to help the group have a clear idea about the readings content, through discussions and other activities.

EVALUATION:

Each person has to present "three reading cases" 30% total, following the recommendations in the methodology. Every person, pair, or group will have 30' to present the reading – NOBODY WILL BE ALLOWED TO EXCEED TIME, so be ready! For the evaluation purpose, we will be applying the evaluation forms discussed during the first session – take the rubrics into account!!!

The lesson presentation will be a 40' lesson, as in school, presented in pairs. For this purpose, my recommendation is to take advantage of your own experience as teachers, in order to plan the lesson based on topics you already know or wish to teach from a multi/cultural perspective – integrating contents form this course. Besides, we will have ten minutes to discuss (recommend, ask, clarify doubts) about the presentations, as a way to construct knowledge – remember, a presentation or a course will not make us wiser teachers but learning from other's experiences and asking others for a different point of view, will get us closer to effective teaching-learning!!! This lesson presentation will represent 30% of the final grade.

The final paper is a formal paper (30 pages max.) intended to show how well you understand the subject: culture, societies, and foreign language teaching-learning. The deadline for the final paper is nov. 22nd; although, you can hand it in before. The paper has to be presented in a written (20%) and oral way (20%). Every person will have 30' for an oral presentation – it is a good idea to follow the recommendations in the methodology. H.A.E are a good opportunity to check drafts or get some help. You can also send drafts at guacor@costarricense.cr

For the final paper it would be helpful to take into account the following questions:

How are societies, languages, cultures and the teaching-learning process related among themselves?

How can language teachers teach culture in their lessons?

Is culture teachable? Can teachers teach a culture or cultures they do not belong to?

How can a determined assumption about language and culture affect material, procedural and methodological elections in the English teaching?

Is the teaching of a language and its cultures free of or bounded to economical, political, social, and psychological assumptions?

What are some problematic issues related to cultures, language teaching and communication?

In what way cultural assumptions might affect the process of communication among people from different countries?

In what ways cultural assumptions might affect the way we learn and speak another language?

Reading presentations:	30% - 10% each one.
Lesson presentation:	30%
Final paper:	40% - written 20%, oral presentation 20%.

BIBLIOGRAPHY

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SYLLABUS SCHEDULE

OCTOBER 11: welcome, introductions, general normatives, syllabus agreement and scheduling.
PRESENTATION: "A general review about culture, language, and society"

OCTOBER 18:
"Multiculturalism and Multicultural Education"
"Cultural context, the key to comprehension"
"What is Culture?"
"El fenómeno multicultural: Origen y fundamentos ideológicos"
"Intercultural differences and communicative approaches to foreign-language teaching in the third world"
"Language and thought"
"Acculturation and mind"

OCTOBER 25:
"Language and Acculturation"
"Culture in the classroom"
"An argument for culture analysis in the second language classroom"
"Language and culture"
"Language and society"
"Second culture acquisition"
"Culture, context, and writing"

NOVEMBER 1:
"A prosaics of interaction: The development of interactional competence in another language"
"Some issues in the teaching of pragmatic competence"
"Teaching language along the cultural faultline"
"Cultural mirrors: Materials and methods in the EFL classroom"
"Authentic texts and contexts"
"Teaching the spoken language"
"English language teaching from an intercultural perspective"

NOVEMBER 8:
"The ethnography of education"
"Speech acts"
"Literacy and literacies"
"Multicultural Schools: What, Why, and How"
"Key Concepts in Multicultural Education: Implications for Teaching, Learning, and Curriculum Reform"
"Individual Differences That Affect Teaching and Learning"

NOVEMBER 15:
"Learning Styles: Interactions between culture and the Individual"
"Beyond Learning Styles: An Overview of Other Key Individual Differences"
"Human Relations and Multicultural Education"
"Teaching to Empower Minority Students"
"Promoting Critical Thinking"
"Cooperative Learning and Multicultural Education"

NOVEMBER 22:
LESSON PRESENTATIONS

NOVEMBER 15:
PAPER PRESENTATIONS