



CARRERA:	Bachillerato y Licenciatura en la Enseñanza del Inglés
CICLO LECTIVO:	I -2014
DOCUMENTO:	Programa Semestral del curso
CURSO:	IO 6014 Sociedad, Lengua y Cultura
CRÉDITOS:	5
HORAS POR SEMANA:	3
NIVEL:	Licenciatura
DOCENTE:	MEd Natalia Ramírez Casalvolone
HORAS ATENCION	Miércoles 11 a.m. – 12m.d, Jueves 8 a.m-12 m.d, Viernes 8 a.m- 9 a.m (Of. # 12)

Descripción:

Curso teórico- práctico de nivel avanzado que promueve la comprensión de la importancia que requiere la inclusión de la cultura en la enseñanza de una lengua extranjera, para la adquisición de competencia socio- lingüística. Se estudian modelos temáticos para la selección y organización de contenidos socio-culturales, así como pautas para la evaluación y elaboración de material didáctico específicamente relacionado con el tema cultural.

Objetivos Generales:

1. Conocer los principios teóricos acerca de la importancia de la inclusión de aspectos culturales en la clase de lengua extranjera.
2. Aplicar conocimientos culturales a través del análisis, evaluación y creación de material didáctico específicamente relacionado con la cultura.

Objetivos específicos:

1. Identificar las diferentes definiciones del concepto de cultura.
2. Analizar las justificaciones para la inclusión de la cultura en la clase de lengua extranjera.
3. Evaluar modelos temáticos para la selección y organización de contenido socio-cultural.
4. Analizar material a través del uso de diferentes modelos de análisis de contenido socio- cultural.
5. Aplicar modelos temáticos en la elaboración de material didáctico específicamente relacionado con la enseñanza de la cultura.



Contenidos:

1. Definiciones de Cultura.
2. Justificaciones para la inclusión de la cultura en la enseñanza de la lengua extranjera.
3. Principios de selección y organización de contenido socio- cultural.
4. Métodos de inclusión de la cultura en la clase de lengua extranjera.
5. Instrumentos de evaluación de contenido socio- cultural.
6. Modelos de Análisis de Nostrand, DeMeo, y Byram.
7. Los fines culturales de Seelye.
8. Cultural mini dramas, cultural clusters, y otras actividades culturales.

Metodología:

Se utilizará una metodología cognitivo académica (CALLA) donde el o la docente proveerá al estudiante del material, y el segundo se encargará de transmitir el conocimiento. El trabajo central del estudiante se realizará a través de presentaciones y discusiones de los temas leídos y analizados. La labor práctica del curso consistirá en el análisis socio- cultural de material, así como la investigación de aspectos culturales extranjeros (relacionados con la lengua en estudio) y la creación de material para utilizar en la clase de esa lengua.

Los estudiantes desarrollarán una crítica hacia la forma en que el Ministerio de Educación Pública integra la Cultura en sus programas de Inglés Además, finalizando el semestre y luego de haber reflexionado acerca de distintos enfoques y estrategias para integrar la cultura en el aula, los estudiantes prepararán y desarrollarán en el aula el plan de una lección. Por último, los estudiantes realizarán un trabajo de investigación (Research Paper) donde logren aplicar la teoría estudiada en clase en diferentes contextos educativos o sociales de la realidad costarricense.

La lectura es una actividad relevante en el desarrollo del curso, todos los textos asignados por la profesora deben ser leídos y analizados con el fin de cubrir los contenidos del curso. Además, cada uno de los proyectos, planeamientos, exposiciones y análisis escritos, deben evidenciar la realización de estas lecturas. El no cumplir con este aspecto podría repercutir en el aprendizaje adecuado de los contenidos y el desarrollo de lecciones enriquecedoras.



Evaluación:

La evaluación del curso consistirá en lo siguiente:

Descripción	% Total	Desglose
Presentación Oral de una lectura	10%	5% Theoretical Content 5% Culture based Activity
Comprensión de Lectura (Pop Quizzes)	10% (at least 5)	2% each
Mep Syllabus Critique	15%	5 % Group Discussion 10 % Written Report
Planeamiento y aplicación de una lección	25%	10% Planning 15% Presentation to the Class
Análisis de Material	10%	Tareas
Proyecto Final (Research Paper)	30%	15% Oral Presentation 15% Written Report

Pop Quizzes: Pop quizzes will be given throughout the semester. At least 5 quizzes will be applied. These short tests consist of two to five questions which will be dictated at any time during the class session. Anyone who is not present without a written excuse will automatically obtain a zero for said quiz. It is recommended that on the occasion a student is unable to attend a class session: (1) the student should inform the professor of the situation prior to the class session **and** (2) bring a written excuse to class within a week of the absence.

Si al finalizar el curso un estudiante obtiene nota de 6.0 ó 6.5, el estudiante tendrá derecho a una prueba de ampliación la cual incluirá toda la materia estudiada y la realización de un mini proyecto. De aprobar estos, el estudiante tendrá una nota final de 7.0.

Bibliografía Obligatoria

Brown, Douglas. (2006). *Principles of Language Learning and Teaching*. New York: Pearson Longman. (Biblioteca Arturo Agüero Chaves)

Carr, W and Kemmis, S. (1986). *Becoming Critical*. Philadelphia: The Falmer Press. (Teoría y crítica de la enseñanza: la investigación-acción en la formación del profesorado) (Laboratorio de Idiomas)

Hinkel, Eli. (1999). *Culture in Second Language Teaching and Learning*. Cambridge: Cambridge University Press. (Biblioteca Arturo Agüero Chaves)



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- Monaghan, L & Goodman, J. (2007). *A Cultural Approach to Intercultural Communication*. U.S.A: Blackwell Publishing Ltd. (Biblioteca Carlos Monge Alfaro)
- Moran, Patrick. (2001). *Teaching Culture: Perspectives in Practice*. U.S.A. Heinle Cengage Learning. (Biblioteca Carlos Monge Alfaro)
- Seelye, Ned. (1984). *Teaching Culture: Strategies for Intercultural Communication*. U.S.A. National Textbook Company. (Laboratorio de Idiomas)
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- Valdés, M. Joyce. (1986). *Culture Bound: Bridging the Cultural Gap in Language Teaching*. U.S.A. Cambridge University Press. (Biblioteca Arturo Agüero Chaves)

Bibliografía Complementaria

- Agar, Michael. (1994). *Language Shock: Understanding the Culture of Conversation*. New York: William Morrow and Company.
- Anderson, Lars-Gunnar, & Trudgill, Peter. (1990). *Bad Language*. Middlesex, England: Penguin Books.
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- Kramsch, Claire. (2009). *Language and Culture*. Oxford: Oxford University Press.
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- Rose, Kenneth R. & Kasper, Gabriele. (Editors). (2001). *Pragmatics in Language Teaching*. New York: Cambridge University Press.
- Samovar, Larry, et al. (2010). *Communication Between Cultures*. U.S.A: Wadsworth Cengage Learning.
- Tollefson, James W. (Editor). (1995). *Power and Inequality in Language Education*. New York: Cambridge University Press.
- Trudgill, Peter. (1995). *Sociolinguistics: An Introduction to Language and Society*. London: Penguin Books.
- Yule, George. (1996). *The Study of Language*. United Kingdom: Cambridge University Press.

Chronogram



Day	Activity	Readings
14/3	Welcome and agreement on syllabus Teacher Presentation on the Relationship between Culture, Society, and Language	Moran. Defining Culture (#1) Seeyle. When we talk about "Culture," what are we talking about? (#2)
21/3	Reading presentations (#1,#2), class discussion, role-plays, group work on reading "That magic something called rapport"	Reading #3 and #4
28/3	Reading presentations (#3,#4)**** and discussion, group work. Special Guest.	Reading #5, #6
4/4	Reading presentations (#5, #6), class discussion, analysis guest presentation, round table	Reading (7,8,9)
11/4	(Dia de la Batalla de Rivas (Feriado))	
18/4	(Viernes Santo)	
25/4	(Día del Funcionario Universitario) Field Work. Research out of campus. applying surveys, research paper preparation	Reading #11 and #12
2/5	Reading presentations (#7, #8,#9), class discussion, round table Project discussions Students will bring a short abstract where they explain the topic they will develop in their research paper	Reading #11 and #12
9/5	Reading presentations #11 and #12	Reading #13 and #14



	Movie analysis and discussion	
16/5	Reading presentations #13 and #14 Movie analysis and discussion	Reading #15 and #16
23/5	Reading Presentations Reading #15 and #16 Group discussion and analysis on the Mep's syllabus critique	<u>Deadline</u> for the Mep's syllabus critique
30/5	Discussion on Research Paper, professors presentation	Reading #17 and #18
6/6	Reading #17 and #18 Discussion on Research Paper, professors presentation	
13/6	Research Project presentations	Deadline for research projects and presentations to the class,
20/6	Projects presentations	Lesson project
27/6	Projects presentations	Lesson project
4/7	Course conclusions and feedback	

*** This is a tentative chronogram



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1.1 All about culture

AIM

To increase awareness of the different meanings which people ascribe to the word 'culture', and the way the term is used to indicate that people are different from one another; to stimulate discussion about one's own culture and how it differs from others

MATERIALS

No special materials are needed

LEVEL

Intermediate and above

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TIME

60 minutes

PREPARATION

No special preparation is needed

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Ask the class to name as many cultural groups as they can. As the students call them out, write them up on the board.

3 When you have 15–20 names of cultural groups, divide the class into groups of three or four. Explain that each group is to work together to draw up a list of characteristics that make each of the cultural groups different from all the others. Allow ten minutes for the groups to make up their lists. Here is a sample of the kind of list they might produce:

language	religion	music
race	national origin	geography
architecture	customs	arts and crafts
clothing	physical features	food

4 Ask a volunteer from each group to read out their list, while you write up the characteristics.

5 When the students have reached the end of their lists, ask them which characteristics apply to all of the cultural groups they mentioned. For example, can all the groups be identified by different languages or by different religions? The students will realize that very few, if any, of the characteristics apply to all the groups.

6 Conduct a whole-class discussion on the basis of the following questions:

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will realize that very few, if any, of the characteristics apply to all the groups.

6 Conduct a whole-class discussion on the basis of the following questions:

- Why is it difficult to define the word 'culture'?
- Why do people identify with cultures and cultural groups?

VARIATION 1

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