CARRERA: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS
CICLO: II-2020
DOCUMENTO: PROGRAMA DEL CURSO SEMESTRAL
CURSO: IO-6014 SOCIEDAD, LENGUA Y CULTURA
TIPO DE CURSO: PROPIO
CICLO: X CICLO
CREDITOS: 5
GRUPO: 01
MEDIACIÓN VIRTUAL: VIRTUAL
 HORAS DE CLASE: 3
HORAS DE ESTUDIO INDEPENDIENTE: 4
HORAS DE INVESTIGACIÓN: 8
Professors: José Miguel Vargas Vásquez/ Hazel Vega Quesada

Atención a estudiantes: TBA

I.   **COURSE DESCRIPTION:**

        This is a theoretical-practical course aimed at helping future teachers understand the role of culture in the language learning process in order to enhance the learning experience. The relationship between language, culture, and society will be examined from several perspectives such as, but not limited to, linguistics and cultural anthropology. This course will be taught 100% online with the help of METICs Platform. The course material will be posted on the platform, including study guides, assigned readings, practice materials and evaluations. In addition, the instructor will use other digital learning tools and platforms to suit the course's needs. There will be a synchronous and asynchronous component that is described in course calendar and the study guides.

II.   **GENERAL OBJECTIVES:**
1. Examine different theoretical approaches explaining the relationships between language, culture, and society. (cognitive)
2. Analyze the relationships between language, culture, and society and their implications for foreign language teaching and learning. (cognitive)
3. Promote awareness of cultural differences when teaching-learning a language from a multicultural point of view. (cognitive-attitudinal)

4. Apply the theoretical principles studied in the course for the design of a teaching proposal. (cognitive-attitudinal)

III.   SPECIFIC OBJECTIVES:

1. Recognize the relationship between language teaching, power, and cultural identity. (attitudinal)

2. Assume a multicultural approach for language teaching-learning. (cognitive-attitudinal)

3. Analyze sociolinguistic proposals for the integration of culture in the language classroom. (cognitive)

4. Develop a rationale for integrating culture into the language classroom. (cognitive-attitudinal)

5. Develop specific activities for teaching English as a foreign language according to a multicultural approach. (cognitive-attitudinal)

6. Demonstrate understanding of the principles behind the main trends in teaching-learning another culture. (cognitive-attitudinal)

7. Explain the relationships between language, society and culture by conducting short pertinent research. (cognitive)

8. Value the principles of multicultural education as an asset for Costa Rican education. (attitudinal)

IV.   CONTENTS:

All contents are divided into four main issues:

1. Definition of culture
   - The integration of culture, language and society
   - Frameworks to describe a cultural experience
   - The dimensions of culture and cultural knowings

2. Language and culture
   - Pragmatics and communication
   - Cultural authenticity and variation (Cross-cultural, intercultural & multicultural experiences)
   - Sociocultural strategies for a dialogue of cultures
   - Principles intercultural communication

3. Power and language use
   - Societal roles and their relationship with communication
   - Power dynamics and language teaching and learning
   - Codemeshing and translanguaging
   - Social and cultural factors in language teacher identity for TESOL teachers

4. Culture models and language teaching
   - Culture learning processes and outcomes

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- Assessment of cultural content in EFL courses and materials
- Guidelines for providing culturally sensitive feedback
- Principles for the teaching of English as an international language
- Overview of critical pedagogy for language teaching and learning

These contents will be approached from a critical perspective considering professional, ethical and moral implications for the teaching-learning of English in our national contexts. Most course discussions will be oriented towards an analysis of the programs of the Ministry of Public Education in Costa Rica. However, there will also be room for other areas of individual interest according to the students' own professional needs or orientations.

V.   METHODOLOGY AND ACTIVITIES:

The instructor will implement different tasks in order to guarantee students' involvement in the learning process, varying from lectures to classroom projects and field work. The activities used in the course will emphasize reflection and critical analysis of the processes involved in the acquisition of a second culture.

The role of the instructor consists of lecturing, coaching, and/or advising the group to develop activities, designing assessment tasks and providing students with supplementary materials when needed. In addition, the instructor will provide cultural experiences and guide students to analyze them in order to achieve an understanding of cultures.

Students will be responsible for their own learning in cooperation with the instructor. They are expected to reflect on their own cultural experiences and on their current understanding of cultural differences. Students should conduct additional research to expand their cultural schemata, especially when comparing cultural beliefs, practices, and values. They are expected to maintain a non-judgmental and respectful attitude towards cultural differences, and demonstrate understanding of ethical principles applicable to culture learning and intercultural experiences. With the knowledge gained in the course, students are expected to create a proposal for teaching culture in the class and to assess the cultural component in books or language programs, such as those of the Ministry of Education.

VI.   EVALUATION:

The purpose of this course evaluation is to construct not one but some perspectives about understanding the most common teachers' tasks at school related to language, culture, and society. Therefore, evaluation goes beyond assigning grades; although, it is one of the forms it takes. The main intention here is to construct bridges for ideas, perspectives, and projects under the assumption that theory plays a great deal in constructing those bridges.

The evaluation will include both formative and summative approaches.

Formative: Due to the nature of the course, students will constantly engage in reflection tasks. Through negotiation and reflection, students will be expected to develop a culturally sensitive attitude encompassing

respect for their own culture and for the new culture, without making overt positive or negative assertions about one or the other, and understanding that each consists of a mosaic of other subcultures. When sharing or discussing critical incidents, students will be encouraged to analyze the nature of the communicative acts instead of making value judgements. Demonstrating the ability to carry out the analysis and putting into practice the required negotiation and reflection skills will be expected at all times.

Summative: The weight of the proposed tasks is the following:

COURSE ASSIGNMENTS	50%
MULTI-MODAL COMPOSITION (DRAFTS AND FINAL VERSION)	40%
PORTFOLIO	10%

Course Assignments:

There will be eight course assignments in the course with the purpose of providing practical applications and opportunities for further understanding of the theoretical perspectives. These assignments may vary according to the topics in the course. Possible activities include short reflections, evaluation of teaching material, problem solving tasks, forums, and/ or brief presentations. Students' writing skills and use of appropriate APA format will be part of the grade as the course belongs to the upper level of the program.

Multimodal composition

The Multimodal Composition is a project that will be developed throughout the course with the purpose of writing your personal story of how you learned English in your context and how you are thinking about your role as a future teacher of English. This project is designed to help you reflect on how language, culture, and society have influenced your language learning experience and your expectations for your teaching career. This project will integrate different modes such as text, visuals, audios, and videos to facilitate the meaning making and storytelling process, as well as insightful reflections on the reading material of the course. You will submit 3 drafts and a final version of this project in a digital version. For each draft, you will receive feedback from peers and the instructor, which you will incorporate to your project as needed. Along with each draft and final submission, you will hand in a written reflection based on prompts given by the instructor. The instructor will provide the guidelines for each draft at least a week in advance.

Portfolio

The culminating assignment of this course is a portfolio consisting of a collection of the material used in the Multimodal Composition. These may include, but are not limited to: peer review feedback, instructor feedback, personal written reflections, and supporting material for the composition of your story. The collection of these materials will show the reflective and collaborative process behind your Multimodal Composition. It is recommended that you work on putting this together from the early stages of your project and not leave it until the end so that your reflection process can be enhanced by frequent revisions of your process. An important section of this portfolio is a Final Learning Statement in which you reflect on your overall experience during the Multimodal Composition and the theoretical perspectives studied in this course. The instructor will provide the guidelines for this assignment at different points in the course.

VII.   BIBLIOGRAPHY

REQUIRED:

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SUPPLEMENTARY:

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Yazan, B. (2018). Being and becoming an ESOL teacher through coursework and internship: Three teacher candidates' identity negotiation. *Critical Inquiry in Language Studies*, *15*(3), 205-227.

VIII. COURSE CALENDAR

Week	Date	Content	Assignment	Multi-modal composition
1	August 14th	- Overview of the course - Frameworks for describing a cultural experience.		
2	August 21	The five dimensions of culture and the cultural knowings	Assignment #1	Guidelines for Multimodal Composition
3	August 28th	Reading assignment: Flores & Aneja(2017)		Progress report #1 for self-assessment and peer review (%)
4	September 4th		Teacher-student conferences	Draft #1 (%)
5	September 11th	Cultural perspectives: a. Individualism and collectivism b. Monochronic and polychronic time	Assignment #2	Group discussion
6	September 18th	Societal roles a. High/low power distance b. High/low certainty avoidance c. Gender d. Education and societal roles	Assignment #3	
7	September 25th	Pragmatics and communication e. Communication styles and registers	Assignment #4	-
8	October 2nd	Reading assignment: Solano-Campos (2014)		Progress report #2 for self-assessment and peer review (%)

9	October 9th		Teacher-student conferences	Draft II (%)
10	October 16th	Intercultural Communication: A Current Perspective	Assignment #5	- Group discussion
11	October 23rd	Codemeshing in Academic Writing: Identifying Teachable Strategies of Translanguaging	Assignment #6	
12	October 30th	Cultural mirrors: Materials and methods in the EFL classroom	Assignment #7	
13	November 6th	Reading assignment: Yazan (2018)		- Progress report #2 for self-assessment and peer review (%)
15	November 13th	-	Teacher-student conferences	Draft III (%)
15	November 20th	World Englishes and English Language Teaching: A pragmatic and humanistic approach	Assignment #8	Group Discussion
16	November 27th	Critical language teacher education		Portfolio (10%)
17	December 4th	Asynchronous	Closing remarks	
18	December 11th			Grades