

UNIVERSIDAD DE COSTA RICA, SEDE DE OCCIDENTE
DEPARTAMENTO DE FILOSOFÍA, ARTES Y LETRAS
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

CURSO: IO – 6014, SOCIEDAD, LENGUA Y CULTURA II – 2004

FACILITADOR: GUSTAVO CÓRDOBA G.

CRÉDITOS: 05

H. CLASE: 09

H. PRÁCTICA: 02

H. ESTUDIO INDEPENDIENTE: 04

H.A.E: K: 2 P.M. a 3 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". El concepto de cultura, filosofía de la cultura, las culturas populares en el capitalismo. La reducción cultural. Mujer y cultura. La idea de cultura, la interpretación de las culturas.

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.

Every class, individuals will have different assignments as readings presentations and book analysis. Readings presentations will be done in pairs. The idea is that everybody can get the most relevant information from the chapters so to start a class-discussion. For readings presentations pairs will have 20 mins. To develop the ideas. 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!!!

In groups, individuals will have from 60 to 90 minutes to develop the book presentations. The idea, again, is to bring the most relevant points to class for a discussion an exemplification. The goal is to discuss about the main ideas authors present in their books in order to construct new ideas to improve our teaching. Remember the course objectives when planning the presentation and take the rubrics into account. Following this, after a book presentation the other persons, who did not present, will have to hand-in an analysis or report (an essay no longer than two typed pages, Arial 11 single space), right the next lesson. This is individual work.

During most of the lessons we will have lectures and other activities planned in advanced. The attendance to these activities is obligatory and every individual will present a report on the activity (a summary, an analysis, a response, a brief comment...). Reports must be no longer than two pages, Arial 11 single space

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 week a group of readings will be assigned to present in pairs (15%), following the recommendations in the methodology. Every pair will have 20 minutes 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 analysis and reports will be presented weekly (except for those who present the book), and they will be no longer than two pages-single spaced, using Arial 11. analysis will be done for every book presentation, and reports will be presented for every lecture. Although attendance is not obligatory, analysis and reports will be accepted from those students who were present during the whole activity. The complete number of analysis and reports will represent 25% from the final grade.

The lesson presentation will be a 35/40 minutes 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 upon topics you already know or wish to teach from a multi/cultural perspective – integrating contents from 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 be better prepared!!! This lesson presentation will represent 25% of the final grade and will be graded according to the form discussed during the first lesson.

The book presentation will be done in groups. And the time allowed will vary from 60 to 90 minutes. The evaluation form for the presentations will be used for this purpose. This is worth 15% from the final grade.

The essay is a 3 pages (min.) to 5 pages (max.) single space intended to show how well you understand the subject: societies, language, and culture. The deadline for the final paper is Nov. 20th. This essay has to be formally presented: typed, Arial 12 or Times New Roman (12), 2,5 up and right, 3,0 left and down margins, it has to include an introduction using a thesis statement, the body and a conclusion. H.A.E are a good opportunity to check drafts or get some help. You can send drafts at guacor@costarricense.cr previous agreement. The essay will be worth 25% from the final grade.

Book presentation:	15% (group work)
Analysis & Reports:	25% (weekly-individual)
Readings presentation:	15% (pair work)
Lesson presentation:	20% (pair work/trios)
Essay:	25% (individual)

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