

**UNIVERSIDAD DE COSTA RICA
SEDE DE OCCIDENTE CIUDAD UNIVERSITARIA CARLOS MONGE A.
DEPARTAMENTO DE FILOSOFIA, ARTES Y LETRAS
SECCIÓN LENGUAS MODERNAS
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

COURSE: IO-6014 SOCIEDAD LENGUA Y CULTURA

I SEMESTER 2010

CREDITS: 5 **WEEKLY schedule:** **CLASS HOURS:** 3 **INDEPENDENT STUDY HOURS:** 4 **PRACTICE HOURS:** 2

SCHEDULE: V: 9-12 m

OFFICE HOURS: TO BE ANNOUNCED

INSTRUCTOR/FACILITATOR: Master Flory M. Fuentes G.

COURSE DESCRIPTION: This is a theoretical-practical course which aims at helping teachers understand the role of culture in the study of a language in order to enhance the language-learning experience. Students will study and discuss the relationship among language, culture, and society from several perspectives such as, but not limited to, linguistic and anthropological.

GENERAL OBJECTIVES:

Over the course of the semester, the students will:

1. Examine different theoretical approaches that explain the relationships among language, culture, and societies.
2. Develop awareness for teaching-learning a language from the multicultural point of view.
3. Apply the theoretical principles into a pragmatic proposal.
4. Analyze the relationships among language, cultures and societies.

SPECIFIC OBJECTIVES:

1. Analyze 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 teaching-learning another culture.
3. Value 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. Assume a multicultural approach for language teaching-learning.
6. Develop a rationale for integrating culture into the language classroom.
7. Develop specific activities related to teaching English according to a multicultural approach.
8. Describe the relationships among language, societies and culture in a written way.

CONTENTS:

Definitions of culture, "Figuring Foreigners Out: What is Culture?", "Experiential Activities for Intercultural learning", "Creating a context: Methodologies in Intercultural Teaching and Training", "Culture Learning: The Fifth Dimension in the Language classroom", Hall. "Introduction", Storti. "The concept.", "The Voices of Time", "What is Culture?", "The Vocabulary of Culture", "The Major Triad", "Language in the Classroom", "Cultural Mirrors: Materials and Methods in the EFL Classroom", "Seven Goals of Cultural Instruction", "Asking the right questions", Culture in the Classroom 123-129, An argument for culture analysis in the second language classroom, Monochronic and Polychronic, Second Language Acquisition, Some issues in the teaching of pragmatic competence, A Prosaics of Interaction. The Development of Interactional Competence in Another Language; Culture, Context and Writing, Culture and the Written Language, High and Low-Context Messages, The East and the West; The French, the Germans, and the Americans; Introduction: critical language study, Discourse as social practice, Discourse and power, Critical language study and social emancipation: language education in schools. *Other readings to be assigned.

METHODOLOGY: The course will include a combination of lectures (to a minimum, by the teacher only when necessary), experiential workshops, and presentations by students. Students are expected to actively participate

in discussions, reading presentations, analyses, sample lesson demonstrations, lectures, fieldwork or any other class or extra-class activity. Reading assignments will form the basis for each lesson. Lessons are the opportunity to exchange points of view, to construct new ideas about the topic and to answer many questions/doubts we may have. Lesson dynamics comes from the ideas, motivations, doubts, aspirations, or inquiries from the individuals, based on the readings and on any other information related to culture and to the teaching of a language. Course discussions serve as the base for the final paper and for the sample lesson. As the amount of reading is more than what a working teacher may be able to read cooperative working is suggested. That is, each person is responsible for reading a chapter (different to everybody else's) and helping the others understand the subject as clear as it is, by presenting the content of the chapter to his/her peers through the reading presentations.

EVALUATION: Since the course aims at understanding the process of learning-teaching a culture through language teaching, a lot emphasis will be placed on presentations and research, as well as active participation in class discussions and reflections. The following criteria will be taken into account when grading the class.

Class participation and written reflection on class activities (50/50 each)	8%
Reading presentations (3% written, 4% oral)	7%
Review of literature	5%
Textbook evaluation	5%
Classroom observation	5%
Exams (2) (one 10%, another 15%)	25%
Culture teaching unit (in pairs)	15%
Research paper (Which includes, introduction, literature review, textbook evaluation, classroom observation, cultural unit, conclusions and recommendations)	30%

Notes:

1. Good class participation is specified as follows:
 - a. Studying the material assigned in preparation for every class and handing in the corresponding written assignments.
 - b. Bringing all required material to class.
 - c. Contributing to class discussions by reacting to comments, asking questions, giving feedback to classmates, and providing insights.
 - d. Participating actively in all tasks.
 - e. Writing a reaction card at the end of each class with a reflection on the experiences of the day.
 - f. If, for any reason, a student needs to use the cellular phone, he/she is expected to sit near the door and leave when the need to answer is urgent. Using the cellular phone during class time is **very rude (as well as prohibited by the University)** and will be considered a lack of interest in the class. The person who uses the phone during class time (interrupting the process of learning) will have a no participation grade for that day. . Set the phone to vibration only. Please keep interruptions to a minimum.
2. For the reading presentations students are expected to prepare a dynamic/participative activity to "teach" the contents of the reading. This presentation **should not exceed** 30 minutes. Please plan accordingly and be prepared to deliver. The written part is a summary or an outline of the reading, no more than two pages long, double spaced.
3. The following format should be followed for all written assignments:

Universidad de Costa Rica
 Sede de Occidente
 Departamento de Filosofía, Artes y Letras
 Sección de Lenguas Modernas
 IO-6014 SOCIEDAD LENGUA Y CULTURA
 Name of Project
 Student's Name

It should be written using Arial Font, size 12

Then, body of the Project.

Bibliography following the APA format, i.e.
 Storti, C. (1999). *Figuring Foreigners Out*.
 Yarmouth, Maine: Intercultural Press, Inc.

4. Students are expected to review at least 4 books and 2 articles from a journal for the literature review which is also included in the final paper. This review will include the topics covered in the book, the author's point of view and the chapters or sections of the book to be used in your final paper with the reasons as to why you chose them.
5. The cultural unit presentation will be a 25-minute presentation, presented in pairs. **NOBODY WILL BE ALLOWED TO EXCEED TIME ALLOTTED.** Plan accordingly as you will be cut off and your grade reduced. As a suggestion, plan the unit taking advantage of your experience as teachers, basing it on topics you know and/or a unit you would like to teach from a multicultural perspective-- integrating contents from this course. We will have 10 minutes to deconstruct after each presentation. That is, discuss (recommend, ask, clarify doubts) the presentations as a way to construct knowledge. Learning from others experiences and asking others for a different point of view will get us closer to effective teaching-learning!!!! Accepting others' point of view will make us greater as a person.
6. The final paper is a formal paper (20-30 pages long) intended to show how well you understand the subject: culture, society and language teaching-learning. It is helpful to consider the following questions when deciding a topic, and before doing your research. 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 teacher 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 the English teaching? What are some problematic issues related to cultures, language teaching and communication? In what way might cultural assumptions have an effect on the process of communication among people from different countries? In what way might cultural assumptions affect the way we learn and speak another language?

Bibliography

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