

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

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**COURSE:** IO-6014 SOCIEDAD LENGUA Y CULTURA

**I SEMESTER 2011**

**CREDITS:** 5

**CLASS HOURS:** 3 **INDEPENDENT STUDY HOURS:** 4 **RESEARCH HOURS:** 8

**SCHEDULE:** Friday: 9-12 m

**OFFICE HOURS:** Thursday 9-12

**Professor:** M. Ed. Gustavo Córdoba G.

**CONTACT:** curso.tavo@gmail.com

**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:**

**I. UNIT: Agreeing around concepts (individual presentation)**

- 1- La ciencia de la cultura (Tylor) JULIO
- 2- Lo superorgánico (Kroeber) LAURA
- 3- La cultura (Malinowski) ILEANA
- 4- El concepto de cultura (White) CINTYA
- 5- Cultura, lengua y sociedad (Goodenough) CAROLL

**II. UNIT: Language, society and culture (individual presentation)**

- 6- The relationship of language and culture KENNETH
- 7- Meaning as sign ALEXA
- 8- Meaning as action EMILY
- 9- Spoken language, oral culture ANGÉLICA
- 10- Print language, literate culture ORLANDO
- 11- Language and cultural identity ADRIANA
- 12- Language and social class OSCAR
- 13- Language and ethnic groups ILEANA CH.
- 14- Language and society OLGA
- 15- Language and social interaction GIOVANNI
- 16- Language and sex TATIANA
- Language and humanity

Language and context

**III. UNIT: Language and cultural models**

Culture blend

The circle

The circle and the field

Cultural signifieds

Similarities and differences

Situations

Culture

Speech acts

Speech act lumber and paint

Coherence

Variations on a frame

Sailors and immigrants

Attitudes

Right or wrong?

Bad language and education

Key topics in world Englishes

Teaching and testing World Englishes

Emerging sub-varieties

Standards across channels

Core approaches to English as an International Language (EIL)

**Schedule:**

Day	Activity	Deadlines and evaluations
11/3	Welcome and agreement on syllabus	
18/3	Unit I reading presentations, class discussion, professor's lecture	Individual presentations
25/3	Lecture by Dr. Mosby	
1/4	Unit II reading presentations, class discussion, professor's lecture	Individual presentations
8/4	Unit II reading presentations, class discussion, professor's lecture	Individual presentations
15/4	Unit II readings discussion, group work and discussion, video/audio analysis, surveying on culture topics	
29/4	Field work: applying surveys	
6/5	Unit III first readings group analysis, class discussion, professor's lecture	
13/5	Unit III second readings group analysis, class discussion, professor's lecture, video/audio analysis, applying observation methods for language classrooms.	Short test 1
20/5	Field work: observing lessons	
27/5	Unit III third readings group analysis, class discussion, professor's lecture	Deadline for the critique short test 2
3/6	Unit III fourth readings group analysis, class discussion, professor's lecture	
10/6	Unit III fifth readings group analysis, class discussion, professor's lecture	
17/6	Video analysis, general class discussion,	Deadline for research,
24/6	Projects presentations	Lesson project
1/7	Projects presentations	Lesson project

**METHODOLOGY:**

During lessons students will have the opportunity to get involved in many different activities, such as, presenting readings and research results, analyze video/audio materials, getting involved in class discussions, applying research techniques, attending to lectures, and doing field work, among others.

As seen on schedule, there is a Ministerio de Educación Pública's Syllabus critique, a lesson project, and a research paper. These three activities demand, to a high extend, the use and understanding of texts assigned for the course. With these activities we believe students can go from theory to application, from the classroom to different contexts, from using the material for course purposes to using the material for professional ones.

Reading is a central activity to go through the course unit contents and tasks. Lessons, papers, critiques, and projects demand well informed and theory-based arguments which can indicate how well students are integrating the material studied for the class. Therefore, not reading may result in hindering learning and high-quality outputs for course tasks.

The role of the professor will be one as a counselor or professional advisor to encourage and set opportunities for students to perform and get best materials, experiences, and tasks at hand. Students might not expect the professor to command people to do the tasks, nor solve personal-individual or group issues not directly related to the subject. It is students' responsibility to organize themselves into pairs or groups and hand in work in time.

**EVALUATION:**

The purpose of these evaluative activities 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. What I intend here is to construct bridges for ideas, perspectives, and projects under the assumption that theory plays a great deal in constructing those bridges.

As part of the evaluation process, students have to take two (2) reading comprehension short tests (5% each). Content and form will be agreed between the professor and the group for each reading comprehension short test (if no agreement is possible the professor will choose the form). A reading comprehension test *form* may consist of a formal test format, but also it can be a role-play, an essay, or a discussion activity. The *content* means the reading chapter we can agree to evaluate. When the form of the reading comprehension test is different from the test format, the evaluation criteria will be agreed too; though, the following subjects must be included: readings' main ideas have to be included, activities must match real-life teaching tasks or environments, and oral proficiency is graded.

There are a group of readings that students have to present individually (10%). These readings are indicated in the content section of this syllabus and each student has to choose one of them. Presentations must not exceed 20 minutes and the objective is to inform the audience about the reading content. Consequently, main ideas have to be included. At the end of the 20 minutes, the group must be challenged with questions about the reading content but not specific questions about specific issues of the reading. Questions can be related to how can we apply "x" idea in teaching or research, or it can also be a discussion (trial like) about an important idea in the reading. For grading this activity we will use the evaluation chart discussed and agreed during the first week.

After reading presentations, class discussion, and a lot of thinking, students have to present a lesson project in groups (3-4 students) (20%). Lessons projects have to deal with teaching English language from a cultural point of view. This project can be in situ or it can be recorded and then showed for the class. The lesson must not exceed 10/15 minutes. After it, the group is required to explain theoretical and practical issues behind didactic and educational considerations/decisions. Every group has 30 minutes to present the whole activity. At the end of the activity the professor and students can ask questions to presenters, the argumentation the group uses in answers are part of the evaluation. In order to grade this activity we will use the evaluation form discussed and agreed during the first week. Lessons projects are presented in June 24 and July 1

As part of the reading-and-applying approach, students in pairs (not trios nor individual) have to choose one of the MEP's syllabus units and write a critique. This critique consists of an analysis of the current way Ministerio de Educación Pública de Costa Rica addresses or includes cultural issues in the content, through objectives, or through philosophical/practical approaches. Critiques are not necessarily negative but it is students' decision to focus on positive or negative aspects of MEP's syllabus. This critique must not exceed 4 pages (8" x 11.5") long, single spaced, Arial 12, following APA format. In order to support ideas every student must quote only from readings studied for the course. Plagiarism is punished according to UCR Reglamentos. Every critique must include a *thesis statement* in which the goal of the text is introduced. Every idea proposed in this thesis statement must be well supported by facts, theory and trustful arguments; therefore coherence is one of the aspects to be graded. In order to grade this critique we are going to use the evaluation form discussed and agreed during the first two weeks.

Finally, every student has to present a research paper. Research papers usually include an introduction, the body and a conclusion (You can check the following directions to get information: <http://www.aresearchguide.com/1steps.html>, <http://www.infoplease.com/homework/t1termpaper1.html>, <http://owl.english.purdue.edu/owl/resource/658/01/>). This paper is individual work. In order to grade this paper we will use the evaluation form discussed and agreed in April 15 and it has to be handed-in in May 27.

INDIVIDUAL PRESENTATION	10%
READING COMPREHENSION	20%
GROUP LESSON PROJECT	20%
MEP SYLLABUS CRITIQUE	20%
RESEARCH PAPER	30%

### **Bibliography:**

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Trudgill, Peter. (1995). *Sociolinguistics: An Introduction to Language and Society*. London: Penguin Books.

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Anderson, Lars-Gunnar, & Trudgill, Peter. (1990). *Bad Language*. Middlesex, England: Penguin Books.

Bauer, Laurie & Trudgill, Peter. (Editors). (1998). *Language Myths*. Middlesex, England: Penguin Books.

Bourdieu, Pierre. (2003). (7<sup>th</sup> printing). *Language & Symbolic Power*. Cambridge: Harvard University Press.

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Gee, James Paul. (2008). *Social Linguistics and Literacies: Ideology in Discourses*. New York: Routledge

Giroux, Henry A. (2001). *Cultura, política y práctica educativa*. Barcelona: Editorial Graó.

Jenkins, Jennifer. (2006). *World Englishes: A resource book for students*.

Johns, Ann M. (1997). *Text, Role, and Context: Developing Academic Literacies*. New York: Cambridge University Press.

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Rose, Kenneth R. & Kasper, Gabriele. (Editors). (2001). *Pragmatics in Language Teaching*. New York: Cambridge University Press.

Tollefson, James W. (Editor). (1995). *Power and Inequality in Language Education*. New York: Cambridge University Press.