Document: Syllabus of term course   I Semester 2012

Course: IO6014, Sociedad, Lengua y Cultura

Credits: 05   Class Hours: 03   Independent study hours: 04   Research Hours:08

Level: 5th year (VII Term)   Schedule: Friday from 9:00 to 12:00

Professor: M. Ed. Gustavo Córdoba G.   Office hours: Tuesday/Friday 4 to 5 p.m.

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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:

1. **The concept of culture: fundamental texts (J.S. Kahn) Co.**

   ⚔ The science of culture (Edward B. Tylor): Dayana Valle, Emily Quintanilla, Jorge Jiménez, Laura Sancho, Marcos Rojas, Brayan Morales,

   ⚔ The super-organic (A.L. Kroeber): Sully Solorzano, Paula Cervantes, Devi An, Stephany Salas, Martin Calvo, Kerry, Luis Miguel

   ⚔ The culture (Bronislaw Malinowski): Vianney Salazar, Kimberly Vindas, Heylin Victor, Verónica Barrantes, Karen Lara.

⚔ The concept of culture (Leslie A. White): Elizabeth Muñoz, Michalle Barrantes, Lucia Villegas, Xinia Ledezma, Karen Carranza, Carlos Vargas, Jeffrey Salazar

⚔ Culture, language and society (Ward H. Goodenough): Marvin Granados, María Fernanda Barrantes, Noemy Montoya, Junior Cambronero, Pablo Solano, Andres Sanchez, Francisco Campos.

2. **Language and Culture (Claire Kramsch)**

⚔ The relationship of language and culture

⚔ Meaning as sign

⚔ Meaning as action

⚔ Spoken language, oral culture

⚔ Print language, literate culture

⚔ Language and cultural identity

⚔ Current issues (who is native speaker, cultural authenticity, cross-cultural, intercultural & multicultural, the politics of recognition)

3. **Pragmatics in language teaching (Ed. Kenneth R. Rose & Gabriele Kasper)**

⚔ Evaluating the empirical evidence: Grounds for instruction in pragmatics? (Kathleen Bardovi-Harlig)

4. Language shock: Understanding the culture of conversation (Michael Agar)

- ⊁ Cultural blends

- ⊁ 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

All these contents will be approached from a critical perspective considering the professional, ethical and moral implications for teacher knowledge and the teaching-learning process of English in our national contexts.

METHODOLOGY AND ACTIVITIES:

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.

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 that 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.

To connect context and working experience related to teaching English, 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 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.

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 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.

As part of the evaluation process, students have to take four reading comprehension tests (40%, 10% each). A reading comprehension test *form* may consist of a formal test format, but also it can be a role-play, an essay, a video forum or a class discussion activity. When the form of the reading comprehension test is different from the test format, the evaluation criteria will be agreed before presentation.

Students also have to present a group presentation (20%) related to the contents of this syllabus. Presentations must not exceed 20 minutes. The objectives are to inform the audience about the assigned reading content as well as to promote critical discussion among classmates. Consequently, the reading's main ideas have to be included. At the end of the 20 minutes, the audience must be challenged with active-creative activities that can demand analysis and contextualization of theory. For grading this task, there will be used an evaluation chart that the professor and students will discuss and agree on at least a week before the presentation.

As part of the reading-and-applying approach, students (in groups of five) 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 the 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, the group must quote only form readings studied for the course. 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, an evaluation form will be used.

Once the critique is stated and well supported, students have to present a lesson project. Lessons projects have to deal with teaching English language from a cultural and respectful

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 presentation, the group is required to explain the theoretical and practical issues behind didactic and educational considerations/decisions. (materials have to be presented/used in class). Every group has 30 minutes (total) to present the whole activity. At the end of the activity, the professor and students can ask questions to the presenters. The argumentation the group uses in answers are part of the evaluation. In order to grade this activity, an evaluation chart will be used. Students will have previous access to evaluation criteria.

PSD:Remember that plagiarism is punished according to UCR Reglamentos.

Bibliography:

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Kramsch, Claire. (2009). *Language and Culture.* Oxford: Oxford University Press.

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

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

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