



**CARRERA:** BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS  
**CICLO:** I-2013  
**DOCUMENTO:** PROGRAMA SEMESTRAL DEL CURSO  
**CURSO:** IO-6014 SOCIEDAD LENGUA Y CULTURA  
**CREDITOS:** 5  
**HORAS DE CLASE:** 3  
**HORAS FUERA DE AULA:** 4 **Atencion a estudiantes: K: 1-3:50**  
**HORAS DE INVESTIGACIÓN:** 8 **M: 8- 11:50**  
**INSTRUCTORS:** LICDA. NATALIA RAMÍREZ CASALVOLONE e-mail: nataliarc@hotmail.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
- 2- Lo superorgánico
- 3- La cultura
- 4- El concepto de cultura
- 5- Cultura, lengua y sociedad

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

- 6- The relationship of language and culture
- 7- Meaning as sign
- 8- Meaning as action
- 9- Spoken language, oral culture
- 10- Print language, literate culture
- 11- Language and cultural identity
- 12- Language and social class
- 13- Language and ethnic groups
- 14- Language and society
- 15- Language and social interaction
- 16- Language and sex
- 17- Language and humanity
- 18- Language and context

### III. UNIT: Language and cultural models

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|--|---|
| Culture blend  | Variations on a frame   |
| The circle   | Sailors and immigrants  |
| The circle and the field                                 | Attitudes   |
| Cultural signifieds                                      | Right or wrong?   |
| Similarities and differences                             | Bad language and education                                    |
| Situations   | Key topics in world Englishes                                 |
| Culture  | Teaching and testing World Englishes                          |
| Speech acts  | Emerging sub-varieties  |
| Speech act lumber and paint                              | Standards across channels                                     |
| Coherence  | Core approaches to English as an International Language (EIL) |
| Ethical perspectives in different cultures and societies |   |

**Schedule:**

Day	Activity	Deadlines and evaluations
15/3	Welcome and agreement on syllabus	
22/3	Reading presentations, class discussion, Special Guest	Individual presentations
29/3	Easter Week. No Classes	
5/4	Reading presentations, class discussion, professor's lecture, round table	Individual presentations
12/4	Reading presentations, class discussion, professor's lecture, debate	Individual presentations
19/4	Reading discussion, group work and discussion, video/audio analysis	Individual presentations
26/4	SEMANA U. Field Work. Project discussions Field work: applying surveys	
3/5	Class discussion, professor's lecture, research paper preparation	Individual Presentations
10/5	Movie analysis and discussion	Students will bring a short abstract where they explain the topic of their research project.
17/5	Field work*****	
24/5	Group discussion and analysis on the Mep's syllabus critique	Deadline for the Mep's syllabus critique
31/5	Discussion on Research Papers, professor's lecture	
7/6	Unit III fifth readings group analysis, class discussion, professor's lecture	
14/6	Research Project presentations	Deadline for research projects and presentations to the class,
21/6	Projects presentations	Lesson project
5/7	Projects presentations	Lesson project

**METHODOLOGY:**

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

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 the use and understanding of texts assigned for the course. The main purpose of these activities is for students to apply the theory learned into different contexts like the classroom.

Reading is a central activity to go through the course unit contents and tasks. Lesson planning, 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 on 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. Evaluation is intended to construct bridges for ideas, perspectives, and projects under the assumption that theory plays a great role on constructing those bridges.

As part of the evaluation process, students will be constantly evaluated on reading comprehension. 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%). 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 (not memory based tasks). 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 should be presented to the class. The lesson must not exceed 30 minutes. After it, the group is required to explain theoretical and practical issues behind didactic and educational considerations/decisions. Every group has 45 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 on June 28 and July 5

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 develop at least three ideas- issues 1,5 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/>).

You must prepare a formal presentation for the class. This presentation must include the main points of your research paper. It should not last more the 20-25 minutes. The oral presentation is worth 10% of the research paper's final grade. In order to grade this paper we will use the evaluation form discussed and agreed on.

Class time will be given in order for you to organize your projects, consult with the professor, or discuss important factors with your classmates.

## EVALUATION

INDIVIDUAL PRESENTATION	10%
READING COMPREHENSION	20%
GROUP LESSON PROJECT	20%
MEP SYLLABUS CRITIQUE	20%
RESEARCH PAPER	30% (20% written paper - 10% oral presentation)

## Bibliography

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## References:

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