



CARRERA: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

CICLO: I-2015

DOCUMENTO: PROGRAMA DEL CURSO SEMESTRAL

CURSO: IO-6014 SOCIEDAD LENGUA Y CULTURA

CREDITOS: 5

HORAS DE CLASE: 3

HORAS DE ESTUDIO INDEPENDIENTE: 4

HORAS DE INVESTIGACIÓN: 8

Atención a estudiantes: V: 8:00-12:00

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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 anthropology.

GENERAL OBJECTIVES:

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. Analyzing the sociolinguistic proposals for the integration of culture in the language classroom.
2. Inquiring the principles and theoretical assumptions that feed the main trends in teaching-learning another culture.
3. Valuing the principles of multicultural education as an asset for Costa Rican education.
4. Recognizing the relationship among language teaching, power, equity and cultural identity.
5. Assuming a multicultural 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 multicultural approach.
8. Describing the relationships among language, societies and culture in a written way.

CONTENTS:

All contents are divided into four main issues: 1. Defining the concepts, 2. Language and Culture, 3. Boundaries, Transgressions, Regressions, and Power, and 4. Culture Models and language teaching

1. Defining the concepts

The science of culture



The super-organic
The culture
The concept of culture
Culture, language and society

2. Language and Culture

The relationship of language and culture
Meaning as sign
Meaning as action
Spoken language, oral culture
Print language, literate culture
Language and cultural identity
Who is native speaker?
Cultural authenticity
Cross-cultural
Intercultural & multicultural
The politics of recognition)

3. Boundaries, Transgressions, Regressions, and Power

Language and gender
Intercultural communication
Speech acts
Literacies
Pragmatics

Language and power

4. Culture Models and language teaching

World Englishes
Principles and Practices for Teaching of English as an International Language

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 units 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 materials 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 on 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 it can also 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 activity (15%) related to the contents (readings) 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 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 four) 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 from 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. Lesson projects have to deal with teaching English language and including culture according to MEP's proposal, or students' perspective. 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.

The research paper is an academic written document that results from the observation of real English teaching scenarios, the application of data collecting techniques and the analysis of the gathered material. It follows MLA format and has to be handed in on May 26th. For the evaluation of the paper students and the professor will agree the evaluation form after Semana Santa.

EVALUATION

READING COMPREHENSION TESTS	40% (10% each)
GROUP ACTIVITY	15%
MEP SYLLABUS CRITIQUE	10%
LESSON PROJECT	15%
RESEARCH PAPER	20% (15% written paper - 5% oral presentation)

MANDATORY BIBLIOGRAPHY:

- Fairclough, N. (2001). *Language and power*. (Second Ed.) Essex: Pearson Education Limited.
- Gee, J. P. (2008). *Social Linguistics and Literacies: Ideology in Discourses*. New York: Routledge
- Hinkel, E. (1999). *Culture in Second Language Teaching and Learning*. Cambridge: Cambridge University Press.
- Kahn, J. S. (1975). *El concepto de cultura: textos fundamentales*. Barcelona: Editorial Anagrama.
- Kramsch, C. (2009). *Language and Culture*. Oxford: Oxford University Press.

CONSULTING BIBLIOGRAPHY:

- Alsagoff, L. McKay, S.L., Hu, G. & Renandya, W.A. (Editors). (2012). *Principles and Practices for Teaching English as an International Language*. New York: Routledge.
- Bourdieu, Pierre. (2003). (7th printing). *Language & Symbolic Power*. Cambridge: Harvard University Press.
- Eagleton, T. (2001). *La idea de cultura: una mirada política sobre los conflictos culturales*. Buenos Aires: Paidós.
- 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.

McKay, S. L. (2014). *Teaching English as an International Language*. Oxford: Oxford University Press.

McKay, S. L. & Hornberger, N. H. (Editors). (1996). *Sociolinguistics and Language Teaching*. Cambridge: Cambridge University Press.

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

Sobrevilla, D. (Editor). (1998). *Filosofía de la cultura*. Madrid: Editorial Trotta.

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

ACTIVITIES AND CONTENT SCHEDULE:

Day	Activity and content	Deadlines and evaluations
15/3	Welcome and agreement on syllabus	
20/3	1. Defining the concepts: Reading presentations, class discussion, Individual presentations	
27/3	1. Defining the concepts: Lecture, reading presentations,	
10/4	2. Language and Culture: Lecture, class discussion, movie forum,	1 st reading comprehension test
17/4	2. Language and Culture:	
24/4	2. Language and Culture: review of topics, clarifying reading issues, group counseling.	
08/5	3. Boundaries, Transgressions, Regressions, and Power: Lecture, class discussion, role-play,	2 nd reading comprehension test
15/5	3. Boundaries, Transgressions, Regressions, and Power: group work, discussion,	
22/5	3. Boundaries, Transgressions, Regressions, and Power:	
29/5	4. Culture Models and language teaching: Lecture, movie forum,	3 rd reading comprehension test
05/6	4. Culture Models and language teaching: class discussions, collage, working with MEP's Syllabus	
12/6	4. Culture Models and language teaching: class discussions, collage, working with MEP's Syllabus	MEP's Syllabus critique deadline 4 th reading comprehension test
19/6	4. Culture Models and language teaching: Presenting the lesson project to the group, discussions,	Lesson project evaluation. Deadline for written paper hand-in.
26/6	Group work, presentations, and discussions.	Group activity evaluation Paper presentation deadline



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