



CARRERA: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

CICLO: I-2016

DOCUMENTO: PROGRAMA DEL CURSOSEMESTRAL

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: L: 10:00-12:00 K: 9:00 a 12:00 y J: 9:00 a 12:00

Professor: Gustavo Córdoba G. M. Ed.

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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

World Englishes

4. Culture Models and language teaching

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 research paper related to Ministerio de Educación Pública's approach to culture in the National Syllabus, and also a lesson project where groups have the opportunity to design and show a lesson proposal where "culture, language, and society" are central constructions in didactic decisions.

These three activities demand – to a high extend – the use and understanding of

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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 is related to lecturing, coaching, counseling, and/or advising the group for them to develop activities, fulfill evaluation tasks as required, develop activities and get extra materials when needed. 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.

Students have to take four reading comprehension tests (40%, 10% each), the professor will indicate the reading materials for the evaluation at least a week before it. A reading comprehension test 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 group and the professor will agree the evaluation criteria before the activity.

Students also have to present a group lesson project (30%). This project must relate the contents (readings) of this syllabus with MEP's didactic units. One possibility is to develop a plan for teaching a unit where culture, language, and society are central to use, understand, and produce English. In the case that students are currently working in English teaching, it is highly recommended to consider the application of the unit in a real scenario and show the results through a video. *For grading this task, the professor will discuss and agree the form at least a week before the presentation.* Following, the lesson project consists of: a) the lesson plan, and b) the execution of the plan either in a real teaching scenario or live in this course classroom.

As part of the reading-and-applying approach, students (in groups of four) write a MEP's syllabus critique (different from the lesson one). 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. It is worth 30%. 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 6 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 that introduces the purpose of the paper, and it has to be underlined. Every idea in this critique has to 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. *The professor will use an evaluation form discussed and presented at least a week before the presentation.*

EVALUATION





READING COMPREHENSION TESTS	40% (10% each)
MEP SYLLABUS CRITIQUE	30%
LESSON PROJECT	30%

PSD: Remember UCR's Reglamentos consider plagiarism as a punishable and non-desirable activity. You can check APA format in order to quote. In addition, you can check how to use other people's work in your paper so to avoid an illegal action.

MANDATORY BIBLIOGRAPHY:

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- Gee, J. P. (2008). *Social Linguistics and Literacies: Ideology in Discourses*. New York: Routledge
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- Kahn, J. S. (1975). *El concepto de cultura: textos fundamentales*. Barcelona: Editorial Anagrama.
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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.
- Jenkins, Jennifer. (2006). *World Englishes: A resource book for students*.
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- McKay, S. L. (2014). *Teaching English as an International Language*. Oxford: Oxford University Press.
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