

CARRERA: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

CICLO: II-2017

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: K: 9:00 a 12:00 y J: 9:00 a 12:00

Professor: Gustavo Córdoba G. M. Ed.

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 anthropology.

GENERAL OBJECTIVES:

1. Examining different theoretical approaches that explain the relationships among language, culture, and societies. (cognitive)
2. Developing awareness for teaching-learning a language from the multicultural point of view. (cognitive-attitudinal)
3. Applying the theoretical principles into a pragmatic proposal. (cognitive-attitudinal)
4. Analyzing the relationships among language, cultures and societies. (cognitive)

SPECIFIC OBJECTIVES:

1. Analyzing the sociolinguistic proposals for the integration of culture in the language classroom. (cognitive)
2. Inquiring the principles and theoretical assumptions that feed the main trends in teaching-learning another culture. (cognitive-attitudinal)
3. Valuing the principles of multicultural education as an asset for Costa Rican education. (attitudinal)
4. Recognizing the relationship among language teaching, power, equity and cultural identity. (attitudinal)
5. Assuming a multicultural approach for language teaching-learning. (cognitive-attitudinal)
6. Developing a rationale for integrating culture into the language classroom. (cognitive-attitudinal)
7. Developing specific activities related to teaching English according to a multicultural approach. (cognitive-attitudinal)
8. Describing the relationships among language, societies and culture in a written way. (cognitive)

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
Multicultural communication
Literacies
Pragmatics
Language and power

4. Culture Models and language teaching

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

We will approach all these contents 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. Most of the rationale centers on Ministerio de Educación Pública de Costa Rica but it can also respond to other areas of individual interest according to students' own working needs or orientations.

METHODOLOGY AND ACTIVITIES:

During lessons students will have the opportunity to get involved into 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, self-evaluation, and co-evaluation, 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.



The role of the professor relates to lecturing, coaching, counseling, and/or advising the group 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.

Week	Content	Activities
1- 10/8	Syllabus explanation, discussion, and agreement. Lecture: The concept of culture through time: "Observing things in a different way." Readings assigning: "What Is Culture?"	Group activity and presentation
2- 17/8	Group presentations (Kahn's book)	First reading comprehension test. Follow-up activities: clarifying concepts. Assigning readings for next lesson.
3- 24/8	The relationship of language and culture, meaning as a sign, meaning as action.	Lecture. Group work on English teaching in Costa Rican contexts. Group presentations. Short field research #1 assigning.
4- 31/8	Spoken language, oral culture; Print language, literate culture	Lecture. Pair activity: using images to represent modern cultures
5- 7/9	Language and cultural identity, Authenticity, belonging, cultural and political recognition, The cross-inter-multicultural approaches.	Lecture. Group activity: defining what is the essential of Costa Rican culture/any-English speaking country's culture. Second reading comprehension test.
6- 14/9	Speech Acts and Pragmatics	Lecture. Group work: analyzing MEP's teaching units. Presenting first research results. First Lesson project guide-meeting
7- 21/9	Second Culture Acquisition: Cognitive considerations.	Lecture. Video activity. Group work. Short field research #2 assigning.
8- 28/9	Developing nonnative speaker skills in interpreting conversational implications in English: Explicit teaching can ease the process.	Lecture. Video analysis. Group work Third reading comprehension test.
9- 5/10	A prosaics of interaction: The development of interactional competence.	Lecture. Group work: analyzing MEP's teaching units.
10- 12/10	Some issues in the teaching of pragmatic competence	Short field research #3 assigning. Second meeting lesson project.
11- 19/10	Evaluating the empirical evidence: Grounds for instruction in pragmatics?	Lecture. Group work on MEP's Programas de Estudio Tercer Ciclo y E. Diversificada
12- 26/10	World Englishes and intercultural communication.	Fourth reading comprehension test.
13- 2/11	Language and gender, language and literacies.	Group work on final projects guide.
14- 9/11	English in the world/The world in English	Lecture. Fifth reading comprehension test.
15- 16/11	Presenting final projects	Presentations
16- 23/11	Presenting final projects	Presentations

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 five reading comprehension tests (50%, 10% each); the professor will indicate the reading materials for the evaluation the week before, you can find all reading comprehension tests in the chart above. In case we have to change any evaluation for any unexpected reason, we will apply it the next lesson.

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, among others. When the form of the reading comprehension test is different from the test format, the professor will hand-in electronically an evaluation chart for every student to know the issues and ask for clarification when needed.

As part of the reading-and-applying approach, there is a group (3 to 4 students) lesson project (20%). This project consists in a) *designing a lesson plan*, b) *justifying the didactic decisions and/or preferences* (based on theories studied in the course), and c) *applying it to the group* so to let classmates experience a new/creative way to teach English in a Costa Rican context while linking language to culture.

This lesson project must relate the contents of this syllabus (readings and other materials), with MEP's didactic units. It is divided into two parts: 1) the theoretical justification (introduction, objectives of the proposal, and explanation of the plan), 10%, and 2) a lesson plan as MEP requires it (where activities, materials, roles, and all other elements are consistent with the previous justification) 10%.

Finally, all students have to apply three (3) short research instruments (3 to 4 students) and make an analysis of the data to present it to the group (10% each). The professor will prepare and hand in the instruments along with an explanation and guideline to apply them. The purpose of these activities is to gather information from real and different Costa Rican contexts. Second, to apply the theory studied in the analysis of the information collected. Formats for presentation can be different and creative but must include charts/pictures/video/audio/realia. In order to grade these activities the professor will include a rubric chart in the instrument explanation and he will discuss and explain it to the group at the time he assigns the task.

EVALUATION

READING COMPREHENSION TESTS	50% (10% each)
SHORT FIELD RESEARCH	30% (10% each)
LESSON PROJECT	20%

MANDATORY BIBLIOGRAPHY:

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.

Kramersch, C. (2009). *Language and Culture*. 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.

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.

Fairclough, N. (2001). *Language and power*. (Second Ed.) Essex: Pearson Education Limited.

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.

LoCastro, V.B. (2003). *An Introduction to Pragmatics: Social Action for Language Teachers*. Michigan: University of Michigan Press/ELT.

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