



UNIVERSIDAD DE
COSTA RICA



SLM

Sección de
Lenguas Modernas



CARRERA: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

SEMESTRE: II-2021

DOCUMENTO: PROGRAMA DEL CURSO SEMESTRAL

CURSO: IO-6014 SOCIEDAD, LENGUA Y CULTURA

TIPO DE CURSO: PROPIO

CREDITOS: 5

HORAS DE CLASE: 3

HORAS DE ESTUDIO INDEPENDIENTE: 12

CICLO: X CICLO

MEDIACIÓN VIRTUAL: 100% VIRTUAL

GRUPO: 01

Professor: José Miguel Vargas Vásquez

Atención a estudiantes: Monday from 13:00 to 17:00 hrs. / Friday from 8:00 to 12:00

I. COURSE DESCRIPTION:

This is a theoretical-practical course aimed at helping future teachers understand the role of culture in the language learning process in order to enhance the learning experience. The relationship between language, culture, and society will be examined from several perspectives such as, but not limited to, linguistics and cultural anthropology. This course will be taught 100% online with the help of METICs Platform. The course material will be posted on the platform, including study guides, assigned readings, practice materials and evaluations. In addition, the instructor will use other digital learning tools and platforms to suit the course's needs. There will be a synchronous and asynchronous component that is described in the calendar and the study guides.

II. GENERAL OBJECTIVES:

1. Examine different theoretical approaches explaining the relationships between language, culture, and society. (cognitive)
2. Analyze the relationships between language, culture, and society and their implications for foreign language teaching and learning. (cognitive)
3. Promote awareness of cultural differences when teaching-learning a language from a multicultural point of view. (cognitive-attitudinal)
4. Apply the theoretical principles studied in the course for the design of a teaching proposal. (cognitive-attitudinal)

III. SPECIFIC OBJECTIVES:

1. Recognize the relationship between language teaching, power, and cultural identity. (attitudinal)
2. Assume a multicultural approach for language teaching-learning. (cognitive-attitudinal)
3. Analyze sociolinguistic proposals for the integration of culture in the language classroom. (cognitive)
4. Develop a rationale for integrating culture into the language classroom. (cognitive-attitudinal)
5. Develop specific activities for teaching English as a foreign language according to a multicultural approach. (cognitive-attitudinal)
6. Demonstrate understanding of the principles behind the main trends in teaching-learning another culture. (cognitive-attitudinal)
7. Explain the relationships between language, society and culture by conducting short pertinent research. (cognitive)
8. Value the principles of multicultural education as an asset for Costa Rican education. (attitudinal)

IV. CONTENTS:

All contents are divided into four main issues:

1. Definition of culture
 - The integration of culture, language and society
 - Frameworks to describe a cultural experience
 - The dimensions of culture and cultural knowings
2. Language and culture
 - Cultural perspectives
 - Pragmatics and communication
 - Cultural authenticity and variation (Cross-cultural, intercultural, transcultural & multicultural experiences)
 - Sociocultural strategies for a dialogue of cultures
3. Power and language use
 - Societal roles and their relationship with communication
4. Culture models and language teaching
 - Critical language teacher
 - Assessment of cultural content in EFL courses and materials
 - Principles for the teaching of English as an international language

These contents will be approached from a critical perspective considering professional, ethical and moral implications for the teaching-learning of English in our national contexts. Most course discussions will be oriented towards an analysis of the experience of learning and teaching a second culture. However, there will also be room for other areas of individual interest according to the students' own professional needs or orientations.

Ethical content: In addition to the principles of academic honesty, this course will reinforce a non-ethnocentric perspective and respect for cultural diversity.

V. METHODOLOGY AND ACTIVITIES:

The course will be taught fully online on the University's platform Mediación Virtual (MV) with the help of Zoom as a video conferencing tool for meetings and synchronous sessions. All the course materials and assignments will be accessed from the platform. The instructor will use the MV and the institutional email for official communication. The instructor will implement different synchronous and asynchronous tasks to guarantee students' involvement in the learning process, varying from lectures to classroom projects and collaborative work. The activities used in the course will emphasize reflection and critical analysis of the processes involved in the acquisition of a second culture. Activities will be divided as follows:

- **Synchronous activities:** Lectures, discussion of course material and assignments, presentations, and global classroom exchanges.
- **Asynchronous activities:** Analysis of materials, research assignments, short essays, reflection activities, forums, and collaborative glossaries.

The role of the instructor consists of lecturing, coaching, and/or advising the group to develop activities, designing assessment tasks and providing students with supplementary materials when needed. In addition, the instructor will provide cultural experiences and guide students to analyze them in order to achieve an understanding of cultures.

Students will be responsible for their own learning in cooperation with the instructor. They are expected to reflect on their own cultural experiences and on their current understanding of cultural differences. Students should conduct additional research to expand their cultural schemata, especially when comparing cultural beliefs, practices, and values. They are expected to maintain a non-judgmental and respectful attitude towards cultural differences, and demonstrate understanding of ethical principles applicable to culture learning and intercultural experiences.

VI. 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.

The evaluation will include both formative and summative approaches.

Formative: Due to the nature of the course, students will constantly engage in reflection tasks. Through negotiation and reflection, students will be expected to develop a culturally sensitive attitude encompassing

respect for their own culture and for the new culture, without making overt positive or negative assertions about one or the other, and understanding that each consists of a mosaic of other subcultures. When sharing or discussing critical incidents, students will be encouraged to analyze the nature of the communicative acts instead of making value judgements. Demonstrating the ability to carry out the analysis and putting into practice the required negotiation and reflection skills will be expected at all times.

Summative: The weight of the proposed tasks is the following:

Assessment activity	Percentage
Global classroom	30%
3 assignments	15%
Chapter presentations	15%
Collaborative glossaries	10%
Critical culture learning essay	30%

a) Global classroom and related assignments:

The Global Classroom project will be carried out with an international partner (Japan) and students will be asked to complete related assignments to enrich the exchange, interact with other students abroad, and reflect on their own learning experiences. These assignments may vary according to the topics in the course and will be presented on Zoom in the shared sessions. The instructor will provide the guidelines for each assignment at least a week in advance. There will be a minimum of five activities.

b) Course Assignments:

There will be several short course assignments in the course with the purpose of providing practical applications and opportunities for further understanding of the theoretical perspectives. These assignments may vary according to the topics in the course. Possible activities include short reflections, evaluation of teaching material, forums, and/ or brief presentations. Students' writing skills and use of appropriate APA format will be part of the grade as the course belongs to the upper level of the program.

c) Chapter Presentation:

In pairs or groups of three, students will be responsible for presenting a section of chapter with the most important aspects in the chapter(s). Besides theory, the presentations should include an activity to demonstrate a key point in the chapter and to generate discussion.

d) Collaborative glossaries:

Individually, students will be assigned a concept from the readings to develop a definition that involves both theory and visual support. There will be a minimum of four glossaries throughout the course.

e) Critical culture learning essay:

Individually, students will write an essay to reflect on how language, culture, and society have influenced your language learning experience and their expectations about their future teaching career. The essay will integrate personal narration with quotes from the different readings in the course in order to develop a critical introspection of learning experiences and on the role of culture on L2 learning. Before submitting the final version, students will write two drafts that will be checked by the instructor and their peers.

VII. BIBLIOGRAPHY

REQUIRED:

428.007- M958m. Richard-Amato, P. & Snow, M. (1992). *The Multicultural Classroom: Readings for Content-Area Teachers*. USA: Addison Wesley Publishing.

418.007-C968cu. Hinkel, E. (1999). *Culture in Second Language Teaching and Learning*. U.K.: Cambridge University Press.

418.007-M829t. Moran, Patrick R. (2001). *Teaching culture: Perspectives in practice*. Boston, MA: Heinle Cengage Learning.

418.007.1-K89c. Kramsch, C. (2009). *Language and Culture*. U.K.: Oxford University Press.

303.482 W788t. Wintergerst, A. C., & McVeigh, D. J. (2011). *Tips for Teaching Culture. Practical Approaches to Intercultural Communication*. NY: Pearson Longman.

SUPPLEMENTARY:

- DeCapua, A., & Wintergerst, A. C. (2016). *Crossing cultures in the language classroom*. University of Michigan Press.
- 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). *Language & Symbolic Power* (7th Edition). 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*.
- Handford, M. (2002). Developing sociocultural competence in the ESL classroom. *Nottingham Linguistic Circular*, 17, 1-16.
- Johns, Ann M. (1997). *Text, Role, and Context: Developing Academic Literacies*. New York: Cambridge University Press.
- Kahn, J. S. (1975). *El concepto de cultura: textos fundamentales*. Barcelona: Editorial Anagrama.
- LoCastro, V.B. (2003). *An Introduction to Pragmatics: Social Action for Language Teachers*.
- McKay, S. L. & Hornberger, N. H. (Editors). (1996). *Sociolinguistics and Language Teaching*.
- McKay, S. L. (2014). *Teaching English as an International Language*. Oxford: Oxford University Press. Michigan: University of Michigan Press/ELT.
- 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.
- Savignon, S. J., & Sysoyev, P. V. (2002). Sociocultural strategies for a dialogue of cultures. *The Modern Language Journal*, 86(4), 508-524.
- Trudgill, P. (1995). *Sociolinguistics: An Introduction to Language and Society*. London: Penguin Books.

VIII. COURSE CALENDAR

Week	Date	Content	Assessment activities
1	August 19 th	<ul style="list-style-type: none"> - The five dimensions of culture and the cultural knowings - Culture learning models 	Collaborative glossary #1
2	August 26 th	<ul style="list-style-type: none"> - Cultural perspectives: <ul style="list-style-type: none"> a. Individualism and collectivism b. Monochronic and polychronic time 	Collaborative glossary #2
3	September 2 nd	<ul style="list-style-type: none"> - Societal roles <ul style="list-style-type: none"> a. High/low power distance b. High/low certainty avoidance c. Gender d. Education and societal roles 	Chapter presentation Defining social roles by Diego and Abraham
4	September 9 th	<ul style="list-style-type: none"> - Pragmatics and communication <ul style="list-style-type: none"> a. Communication styles and registers 	Chapter presentation Communication styles and registers by María José, Katherine, and Esteban S. Homework #1
5	September 16 th	<ul style="list-style-type: none"> - Intercultural communication: A current perspective 	Chapter presentation Intercultural communication processes by Yoselyn, José, and Esteban A. Chapter presentation Cultural adaptation by Hazel B., Melissa B., and Pamela S.
6.	September 23 rd	<ul style="list-style-type: none"> - Three circles model of world Englishes 	Essay Part 1 Collaborative glossary #3
7	September 30 th	<ul style="list-style-type: none"> - Intercultural competence, transcultural learning, and global learning. 	Chapter presentation Cultural adaptation by Snaider, Alysso, and Meilyn Homework #2

8	October 7 th	- Global classroom	Food
9	October 14th	- Semana de desconexión tecnológica	
10	October 21 st	- Global classroom	Essay Part 2 Sightseeing
11	October 28 th	- Global classroom	Education
12	November 4 th	- Global classroom	Proverbs/ Gender roles/ nonverbal communication
13	November 11 th	- Critical language teacher education	Homework #3
14	November 18 th	- Assessing cultural content in materials	Essay Part 3
15	#15 November 25 th	- Cultural hybridity, language mixing, and pedagogical considerations	Collaborative glossary #4
16	#16 December 2 nd		Critical culture learning essay (25%)
17	#17 December 9 th	Grades	

Instructions for Global Classroom Exchanges (30%)

The Global Classroom project consists of two different sections. The first a short presentation individually or in pairs about a cultural aspect. The second part consists of actively participating in the different discussion sessions.

Part I- Presentation (10%)

1. Individually or in pairs select one of the topics in the chart to develop a presentation about your country, where 1 means individually and 2 in pairs.

Date	Topic	UCR students
Oct. 8 th	<ul style="list-style-type: none">• Food (2)• Traditions (2)• Sightseeing (1)	
Oct. 15 th	Disconnection week	
Oct. 22 nd	<ul style="list-style-type: none">• Nonverbal communication (2)• Time management (1)	
Oct. 29 th	<ul style="list-style-type: none">• Entering the university (exams) (2)• High school life (1)	
Nov. 5 th	<ul style="list-style-type: none">• Proverbs (2)• Gender roles (2)	

2. The presentation must be appealing and include images that clearly illustrate the cultural products or perspectives in question. Refrain from including long textual explanations in the presentation and rely more on visual material.
3. The estimated time for presentation should be between 5 and 7 minutes per group.

Part II- Follow-up sessions (20%)

1. During each presentation by a student from Shimane University, students are expected to take notes and use them to ask follow-up questions in breakout room sessions.
2. After the breakout room session, students are expected to participate in a forum in Flipgrid answering the following questions:

- a. What follow-up question did you ask?
- b. What additional information did you get?
- c. What follow-up question were you asked?
- d. What did you answer?
- e. What did you learn that was particularly interesting?

3. Students will record a minimum of four participations.

4. Individual participations may be commented on by other classmates and students from Shimane University. Comments should not be left unattended.

Chapter presentation (15%)

- Read the section of the chapter assigned for your class discussion and highlight the most important concepts.
- In groups of three students, plan a 20-minute presentation that combines an introduction of theoretical concepts with small-group analysis activities.
- Analysis activities may include videos, reflection questions, or digital learning apps like Padlet, Kahoot, among others.
- Design the presentation to involve the audience in contributing their ideas.

Evaluation form

Topic: Points Obtained: ___/20	Students: Percentage obtained:	Date: Score:
CRITERIA	Pts	Comments
Content Clear, concise overview of the chapter section is provided; strong supporting materials from authors cited in the chapter are included; presentation is well organized and coordinated.	5pts	
Presentation technique Presentation and associated activities are conducted in a creative and/or interactive way.	2pts	
Involving the students in the task Holds audience’s attention throughout; points are made in creative and relevant way. Successfully engages students in critical reflection.	3 pts	
Team work Participation from all members is even and equally thoughtful.	3pts	
Time allotted Presentation lasts approximately 20 minutes.	2pts	
Language use: Presenters display an accurate use of English. Visual aids contain no errors.	5pts	

Collaborative glossaries (10%)

1. Individually, students write a definition of one the concepts in the chapters.
2. The definitions should have an approximate length of between 6 and 10 lines and are not to be transcribed directly from the reading, but rather based on the reading and enriched with personal experience.
3. The definitions must be expanded with an illustration or a video.
4. The definitions should be presented orally during class time. Only occasionally students may substitute the presentation with a video recording – when a valid justification is provided.
5. Late presentations won't be accepted.
6. There will be 4 glossaries approximately, and the grade will be averaged using the scale below.

	Glossary #1 (3pts)	Glossary #2 (3pts)	Glossary #3 (3pts)	Glossary #4 (3pts)
Definition (1pt) Concept is correct and paraphrased. (1pt)				
Enriched text (1pt) A visual description that is connected to the concept is added.				
Oral discussion of content (1pt) The concept is presented orally in class. If needed, students will be asked questions to expand or clarify their ideas.				

Guidelines for critical culture essay (30%)

Individually, students will write an essay about the need for intercultural competence in second or foreign language education.

The essay should contain four sections to be developed over 9 – 11 pages. **The cover page and the reference list are not included.**

The sections consists of

- Introduction: What does teaching culture in an EFL context imply at this point in the 21st century?
- Critical connections and issues in culture teaching: Address five issues in teaching culture and related concepts - where appropriate, include personal experiences.
- Conclusion: Characteristics of critical educators and personal learning statement.
- Bibliography

There should be a sense of unity and coherence across the different sections of the document.

There should be a minimum of 12 sources, which should be formally cited in the text and appear in the bibliography.

A critical analysis of the sources and of personal experiences, if included, is expected.

The project will be divided into three sections to be handed in at different times. Each section will have its own rubric and will represent 5% of the grade. This means that the process of the essay will be worth 15% and the final version will be worth 15%.

The document should be carefully edited before turning it in.

Rubric for final version of the project (15%)

Criteria	4 – 3.5	3.4 – 2.8	2.7 – 2	1.9-0 pts
Content and clarity	Thorough to strong development of sections with none to a few gaps in clarity. Successfully complies with all or most specific instructions for each section.	Acceptable development with some gaps in content and /or clarity. Fails to comply with some of the specific instructions for each section.	Insufficient development of sections with frequent gaps in content and /or clarity. Frequently fails to comply with the specific instructions for each section.	Poor development of sections. Fails to comply with most or all specific instructions for each section.
Organization and sense of unity	All or most sections are strongly connected, and complete paper reads as a coherent unit with none to a few gaps in coherence.	Some sections are not clearly connected. Several gaps in coherence affect the unity of the paper to a small extent.	Many sections are not clearly connected. Frequent gaps in coherence affect the unity of the paper to a considerable extent.	Numerous gaps in coherence affect the unity of the paper severely.
Critical thinking and personal involvement	Shows consistent critical thinking through the analysis of sources and personal experience with none to a few gaps.	Frequently consistent critical thinking through the analysis of sources and personal experience with some gaps.	Shows frequent gaps in critical thinking. Analysis of sources and personal experience is insufficient.	Shows extremely limited to no critical thinking. Analysis of sources and personal experience is mostly absent.
Language use	Writing is consistently direct, clear, and concise with none to a few gaps. Sentence structure and vocabulary are accurate with none to a few errors.	Writing is frequently direct, clear, and concise with some gaps. There are some errors in structure and vocabulary that do not affect clarity.	Writing style frequently lacks directness, clarity, and conciseness. Shows frequent lacks in sentence structure and vocabulary that affect clarity to some extent.	Writing is mostly indirect, vague, or wordy. Numerous errors in sentence structure and vocabulary severely affect clarity.
Use of literature	Successfully integrates 10-12 sources into the essay.	Successfully integrates 8-9 sources into the essay.	Successfully integrates 6 - 7 sources into the essay or integrates the required number of sources inappropriately.	Successfully integrates 5 or fewer sources into the essay or integrates sources inappropriately.

Mechanics	Fulfills all or most APA and format conventions indicated by the instructor.	Some gaps in APA and format conventions.	Contains frequent errors in APA and format conventions.	Multiple errors in APA and/or format conventions.
Length	9-11 pages	One page too long or too short	Two pages too long or too short	More than two pages too long or too short