CARRERA: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS
CICLO: II-2019
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: Friday from 8:00 to 12:00
Professor: José Miguel Vargas Vásquez. Mag.

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 has a **low virtual component** that will allow students to access the supplementary material used by the instructor, do online assessments, and to have an efficient means of communication. A small number will be carried out online as indicated in the course calendar.

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 knownings

2. Language and culture
   - Pragmatics and communication
   - Cultural authenticity and variation (Cross-cultural, intercultural & 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
   - Culture learning processes and outcomes
   - Assessment of cultural content in EFL courses and materials
   - Guidelines for providing culturally sensitive feedback
   - 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 programs of the Ministry of Public Education in Costa Rica. However, there will also be room for other areas of individual interest according to the students' own professional needs or orientations.

V.   METHODOLOGY AND ACTIVITIES:

The instructor will implement different tasks in order to guarantee students' involvement in the learning process, varying from lectures to classroom projects and field work. The activities used in the course will emphasize reflection and critical analysis of the processes involved in the acquisition of a second culture.

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. With the knowledge gained in the course, students are expected to create a proposal for teaching culture in the class and to assess the cultural component in books or language programs, such as those of the Ministry of Education.

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:

GLOBAL CLASSROOM AND RELATED ASSIGNMENTS	20 %
EXAMS	30 (15% each)
RESEARCH PROJECT	30%
TEACHING PROPOSAL	20%

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. Possible activities include short reflections, forums, and/ or brief presentations. The instructor will provide the guidelines for each assignment at least a week in advance. There will be a minimum of four activities. Students may hand in a printed or digital version of the assignments as required by the instructor.

Exams:

There will be two partial exams in the course. Each exam will have a theoretical and a practical component. The items for the theoretical section may include reflection questions about the readings. The practical component may include problem solving tasks and evaluation of teaching material. 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.

Research project:

This task consists of examining textbooks independently of teaching practices in order to assess their cultural content and make recommendations for improving the teaching of culture with the particular set of materials. The project consists of a written report and an oral presentation. The guidelines will be discussed in the course.

Teaching proposal:

In small groups, students will design and teach a lesson where they will put into practice a strategy for teaching culture. After the lesson, they will create a pedagogical proposal to upgrade the strategy based on the results of its implementation. The proposal will be presented in a poster session and accompanied by a brief report.

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.

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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.

Bordieu, Pierre. (2003). Language & Symbolic Power (7th Edition). Cambridge: Harvard Univesity 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.

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Rose, Kenneth R. & Kasper, Gabriele. (Editors). (2001). Pragmatics in Language Teaching. New York: Cambridge University. PressSobrevilla, 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	Reading assignment	Guidelines for course assessments and due dates for assignments
1	August 15th	Mother's day		
2	August 22nd	– Overview of the course – Introduction to teaching culture and to frameworks for describing a cultural experience.	Moran. Chapters 1-2. p. 1-22	
3	August 29th	- The five dimensions of culture and the cultural knowings	Moran. Chapters 3-4. p. -23-47	

4	September 5th	- Cultural perspectives:
		  a. Individualism and collectivism
		  b. Monochronic and polychromic time
			DeCapua and Wintergerst. Chapter 2. p 59-118	- Guidelines for research project

5	September 12th	- Societal roles
		  a. High/low power distance
		  b. High/low certainty avoidance
		  c. Gender
		  d. Education and societal roles
			DeCapua and Wintergerst. Chapter 5. p. 211-256	Guest speaker: Patterns of intercultural communication in the EFL classroom

6	September 19th	- Pragmatics and communication a. Communication styles and registers	DeCapua and Wintergerst. Chapter 6. p. 257-316	
7	September 26th	Exam I (15%)		

	(Online)			
8	October 3th	- Sociocultural strategies for language learners - Principles and practices of socio-cultural assessment	Savignon and Sysoyev. p. 557-565 Smith, Teemant, Pinegar. P. 38-46	- Guidelines for teaching demonstration
9	October 10th	- Culture learning process and outcomes	Moran. Chapters 10-11. p. -107-135	
10	October 17th	- Guidelines for teaching culture	Moran. Chapters 12. p. -136-156	
11	October 24th	- Guidelines for assessing cultural content in materials and methods in the EFL classroom	Hinkel. Chapter 11. p:196-219	
12	October 31st	- Providing culturally sensitive feedback	Scarcella. Chap 9. P 126-141.	
13	November 7th (Online)	- Final remarks: English as an international language: What difference does it make?	Ur and Sigh	
14	November 14th	- Tips for teaching culture	Wintergerst and McVeigh. P. 118-187	Teaching demonstrations (20%)
15	November 21st			Round table Course review
16	November 28th (Online)			Exam II (15%)
17	December 5th			Project presentations (30%)
18	December 12th	Grades		