CARRERA: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS
CICLO: I-2025
DOCUMENTO: Programa del curso - semestral
CURSO: IO-6014 Sociedad, Lengua y Cultura
TIPO DE CURSO: Teórico-práctico
MODALIDAD: Virtual
GRUPO: 01
REQUISITOS: Tener aprobado el 75% de los créditos de la carrera
CREDITOS: 5
AÑO Y CICLO: 5° año – 9° Ciclo
HORARIO DEL CURSO: K de 17:00 a las 20:00 horas
HORAS DE CLASE: 3
HORAS DE ESTUDIO INDEPENDIENTE: 4
HORAS DE INVESTIGACIÓN: 8

Profesor:	Contacto:	H.A.E.:
Gustavo Córdoba González, M.Ed.	gustavo.cordoba@ucr.ac.cr WhatsApp: 84550628	K de 10:00 a 12:00 cub. 24 L de 13:00 a 17:00 virtual

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 course 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 - Pragmatics and communication - Cultural authenticity and variation (Cross-cultural, intercultural & multicultural experiences) - Sociocultural strategies for a dialogue of cultures - Principles intercultural communication

3. Power and language use - Societal roles and their relationship with communication - Power dynamics and language teaching and learning - Codemeshing and translanguaging - Social and cultural factors in language teacher identity for TESOL teachers.

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 - Overview of critical pedagogy for language teaching and learning.

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:

The professor's role during the course will be to mediate among content, learning experiences, materials, and evaluation strategies. The professor will select different tasks in order to provide students with relevant and meaningful experiences in the learning process, varying from lectures, film/video analysis, students' presentations, to classroom projects and field work, discussions, or materials assessment. The activities used in the course will emphasize, as much as possible, reflection and critical analysis of the processes involved in the learning and teaching English and its cultures and societies. In this sense, the professor will lecture, evaluate, plan lessons and activities either for the whole group, for small group work, or for individual work.

Students' most important responsibility will consist of: assessing their own learning process; completing, performing, attending on time, and getting involved in lessons' tasks and evaluations; reading materials before lessons; fulfilling self-evaluation forms; uploading works to the course platform on time; attending/requesting/scheduling consultation hours; suggesting the professor activities, strategies, or any other to improve lessons, teaching activities/times, or the learning environment; actively participating in class activities, collaborating in keeping lessons' environment free of physical, mental, or any other type of harassment, threats, or bullying; and fulfilling all evaluation activities and forms on time.

The role of materials will consist of exemplifying, evidencing, proving, or stating meanings, ideas, concepts, or behaviors related to content issues. Although, the professor chooses most materials for the lessons, students can also add other type of materials in order to contrast, amplify, or better explain the content. We will use the course platform in Mediación Virtual in order to upload or suggest a link to any extra suggested material. This extra material can be used for the course different work and activities, and the professor will determine if he is going to include any or all of them in evaluations for the course – previously accepted by the group.

VI. ACTIVITIES TO MEET THE OBJECTIVES:

Activities during lessons demand participation, critical thinking, knowledge-based comments, and reading the material before lessons.

Among the most used activities during lessons, you will find:

Professor's lecture: the professor will lecture in order to explain, amplify, or introduce content issues, the syllabus, or activities and procedures. Sometimes, the professor will use videos, and some others, the professor will lecture directly on-line.

Group work: this consists of three or more students joined in order to complete a task or project. It is expected and wanted that all students actively and equally participate developing tasks related to the activity. Every student must join other classmates in order to form a group. When one or some members of the group does not/do not work as expected, it is a responsibility for the other members of the group to let the professor know about the situation, and it is a responsibility of the group to tell the "non-working pal" that s/he does not belong to the group – by no means, the professor will be in

charge of making this decision. In order to evaluate group work, the professor will upload and discuss with the group the evaluation form and its rubric.

Individual work: this is the type of work where students have to demonstrate his or her own capabilities to develop or perform a task. Individual work may vary from writing a paper or essay, self-evaluating, keeping a record or portfolio to hand in at the end of the course, and make a short presentation about a course topic. Individual work is not graded per se, but it is the output to be evaluated (the paper, the presentation, or the portfolio). In order to evaluate any type of individual work, the professor will upload and discuss the evaluation form and its rubric with the group, at least a week before the evaluation activity.

Pair work: it is performed by two people (not one, not three!), as long as possible. The purpose of this type of activities is to develop presentations, lectures, or exemplify content issues related to course content, but using personal-professional experiences beyond readings and other materials used for the lessons. Pair work may vary from video analysis to content presentations (presenting a summarized version of a book chapter). In order to grade pair work, the professor will upload and discuss the rubrics and activities with the group, at least a week in advanced.

The ethical element will include a series of attitudes, aptitudes, and behaviors which all course participants must observe and practice during and after the course. The self-evaluation form states some of them as requirements for a peaceful teaching-learning environment where all participants feel safe, respected, included and empowered to be themselves despite all differences we all may have. Also, the ethical element includes observing and achieving the highest academic standards as we can deduce from UCR Reglamentos and policies.

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. Most formative evaluation is related to the Portfolio, but we can also include other activities when necessary. Similarly, students' participation after or during classmates' presentations, is a source of formative assessment, especially when participations, comments, or suggestions are well-grounded on (but not only limited to) theory and practical knowledge.

There are individual and group activities to evaluate. Every student has to present -individually- two (2) essays scheduled week 8 and week 13. Essays must keep the following: main page (includes name of the university, campus, Department, and major; course name and code; essay title and subtitle -optional; professor's full name;

students' full name and ID#; semester, Term, and year). An introduction where the thesis and topic are introduced; a body where ideas are developed, presented, and explained; and a conclusion where the thesis is proved or where questions may help thinking beyond the paper based on the evidence presented. Finally, when quoting any material, the essay may include the references.

Both essays must fulfill APA format (Arial font 12, 2 cm margins, single spacing – 0 pt (cero) before and 6 pt (six) after spacing between paragraphs, 0.5 indentation at the beginning of every paragraph). Essays must fulfill 800 to 1200 words. The evaluation rubric form will be uploaded, discussed, and agreed during the first two weeks of the semester. Evaluation includes structure, vocabulary, transition, mechanics, depth of ideas, format, and accomplishment of task.

As part of individual evaluation activities, students' have to keep an "evidence portfolio." Activities and materials for the portfolio (evidences) must be uploaded to the course platform (Mediación Virtual) mostly every week. Every activity and material are scheduled in the Timetable below and the whole portfolio activity will be explained during the first two weeks of the semester. All students must observe due dates; after-deadlines uploads are not considered for grading.

Group evaluated activities consist of an oral and written presentation of a chapter of a book, an evaluation of teaching materials, and a teaching-English project.

The oral and written presentation is a learning activity where a group presents the main ideas of a book chapter (books and chapters will be assigned during the first week). The presentation may be a lecture, but also, it can include games or any other activity the group decides is better to explain the content to the group. Besides, the group must upload to the course platform a written summary for the classmates to consult or check out for further academic work.

The evaluation of teaching materials is an activity where students analyze and assess the content of regular English teaching materials used in our country. This evaluation may follow a checklist or similar aid that the group must construct based on the theory studied in class (written part). This written document must also include a short introduction and explanation of the principles all evaluators must consider in order to evaluate English teaching materials in Costa Rica. These principles derive from the reading materials used in the course. The evaluation of this activity includes content; structure; coherence between theory, principles, and the proposal; vocabulary, transition, mechanics, depth of ideas, format, and accomplishment of task. The rubric to evaluate this activity will be uploaded and discussed at least a week before the presentation of the activity.

Finally, students will present a proposal to teach English considering the three main elements of the course: language, society, and culture. This activity can be presented in a video format, but also, students can make use of different platforms and formats in order to present the proposal. The idea is to propose "how to" teach English in a Costa Rican classroom by following a regular syllabus used in a public or private institution and including the theoretical and practical principles discussed and learned in the course. The rubric to evaluate this activity will be uploaded, explained, and discussed

during the first week. Some issues to evaluate are content; structure; coherence between theory, principles, and the proposal; accomplishment of task; materials used; accomplishment of objectives; among the most important.

Quantity	Evaluation type	Percentage
2	Essays	20% - 10% each (individual)
1	Evaluation of Teaching Materials	25% 10% written 15% oral (3 people group max.)
1	Oral-Written Presentation	15% (pair)
1	Portfolio	20% (individual)
1	Teaching-English Project	20% (3 people group max.)
	Total	100%

VII. TIMETABLE

WEEK	CONTENT & ACTIVITIES	EVALUATION
1 – March 11	Syllabus presentation, discussion, and approval. Explaining the portfolio, evaluations and evaluated activities. Self-introduction and setting course rules.	
2 – March 18	1. Definition of culture - The integration of culture, language and society	Oral-written presentation Portfolio (forum participation)
3 – March 25	Frameworks to describe a cultural experience	Oral-written presentation Portfolio (self-assessment)
4 – April 1	The dimensions of culture and cultural knowings.	Oral-written presentation Portfolio (forum participation)
5 – April 8	2. Language and culture - Pragmatics and communication -	Essay 1 Portfolio (self-assessment)
6 – April 15	Cultural authenticity and variation (Cross-cultural, intercultural & multicultural experiences) -	Portfolio (forum participation)
7 – April 22	Sociocultural strategies for a dialogue of cultures - Principles intercultural communication	Portfolio (self-assessment)
8 – April 29	3. Power and language use - Societal roles and their relationship with communication	Portfolio (forum participation)
9 – May 6	Power dynamics and language teaching and learning - Codemeshing and translanguaging	Portfolio (self-assessment)

ACREDITADA

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10 – May 13	Social and cultural factors in language teacher identity for TESOL teachers.	
11 – May 20	4. Culture models and language teaching - Culture learning processes and outcomes	
12 – May 27	Assessment of cultural content in EFL courses and materials - Guidelines for providing culturally sensitive feedback	Essay 2
13 – June 3	Principles for the teaching of English as an international language - Overview of critical pedagogy for language teaching and learning.	Portfolio (reactions to learning)
14 – June 10	**Evaluation of Teaching Materials - A**	
15 – June 17	**Evaluation of Teaching Materials - B**	Portfolio upload deadline
16 – June 24	**Teaching English Project - A**	
17 – July 1	**Teaching English Project - B**	

VIII. BIBLIOGRAPHY

REQUIRED:

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SUPPLEMENTARY:

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IX. RULES AND REGULATIONS

This course procedures, evaluations, lessons, activities, deadlines, attendance, behaviors, and all administrative issues are subject to UCR regulations, Reglamentos, and procedures. Please, check them out at Orden alfabético - Consejo Universitario - Universidad de Costa Rica, Reglamento de régimen académico estudiantil