

**CARRERA:** BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

**CICLO:** II-2018

**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:** Tuesday from 13:00 to 16:00 / Thursday from 14:00 to 17:00

**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 knowings

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 neutral and respectful attitude towards cultural differences. 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:

|                        |               |
|------------------------|---------------|
| ASSIGNMENTS            | 20 (5% each)  |
| EXAMS                  | 30 (15% each) |
| RESEARCH PROJECT       | 30%           |
| TEACHING DEMONSTRATION | 20%           |

### Assignments:

The course assignments may vary according to the topics in the course. Possible activities include short reflections, interviews with teachers, role plays, forums, round tables, and/ or critiques. 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:**

In groups of three, students will select a topic from a list previously provided by the instructor and develop a brief research project on the subject. The project must include an abstract, a brief introduction, a research question, a literature review, a discussion, and a set of recommendations for addressing the topic in EFL classes. The review of literature should discuss general guidelines for teaching culture, as well the cultural dimension(s) involved, and the corresponding speech act (refusals) or scenario (meeting) proposed. The discussion should contain an analysis of the cultural aspect in the light of existing differences between the students' culture and the target culture. The recommendations should be stated in terms of strategies and aspects to consider when teaching this content in an EFL class.

**Teaching demonstration:**

In pairs, students will design and demonstrate a lesson based on the MEP English syllabus. The lesson should focus on one of the contents described in the program. At the end of the demonstration, the students should provide a rationale for the choice of tasks and activities. Specific guidelines will be provided by the instructor. Keep in mind that the overall purpose of this activity is to promote awareness of cultural differences and a respectful attitude on the part of students.

**VII. BIBLIOGRAPHY****REQUIRED:**

- Richard-Amato, P. & Snow, M. (1992). *The Multicultural Classroom: Readings for Content-Area Teachers*. USA: Addison Wesley Publishing.
- Handford, M. (2002). Developing sociocultural competence in the ESL classroom. *Nottingham Linguistic Circular*, 17, 1-16.
- Hinkel, E. (1999). *Culture in Second Language Teaching and Learning*. U.K.: Cambridge University Press.
- Moran, Patrick R. (2001). *Teaching culture: Perspectives in practice*. Boston, MA: Heinle Cengage Learning.
- Savignon, S. J., & Sysoyev, P. V. (2002). Sociocultural strategies for a dialogue of cultures. *The Modern Language Journal*, 86(4), 508-524.

Kramersch, C. (2009). *Language and Culture*. U.K.: Oxford University Press.

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 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.

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.

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 16 <sup>th</sup>             | <ul style="list-style-type: none"> <li>Overview of the course</li> <li>Introduction to teaching culture and to frameworks for describing a cultural experience.</li> </ul>  | Moran. Chapters 1-2. p. 1-22                        |   |
| 2    | August 23 <sup>rd</sup>             | <ul style="list-style-type: none"> <li>The five dimensions of culture and the cultural knowings</li> </ul>  | Moran. Chapters 3-4. p. -23-47                      |   |
| 3    | August 30 <sup>th</sup>             | Holiday (Entrada de los Santos)   |   |   |
| 4    | September 6 <sup>th</sup>           | <ul style="list-style-type: none"> <li>Cultural perspectives:               <ul style="list-style-type: none"> <li>a. Individualism and collectivism</li> <li>b. Monochronic and polychronic time</li> </ul> </li> </ul>  | DeCapua and Wintergerst. Chapter 2. p 59-118        | <ul style="list-style-type: none"> <li>Guidelines for research project</li> </ul>       |
| 5    | September 13 <sup>th</sup>          | <ul style="list-style-type: none"> <li>Societal roles               <ul style="list-style-type: none"> <li>a. High/low power distance</li> <li>b. High/low certainty avoidance</li> <li>c. Gender</li> <li>d. Education and societal roles</li> </ul> </li> </ul> | DeCapua and Wintergerst. Chapter 5. p. 211-256      |   |
| 6    | September 20 <sup>th</sup>          | <ul style="list-style-type: none"> <li>Pragmatics and communication               <ul style="list-style-type: none"> <li>a. Communication styles and registers</li> </ul> </li> </ul>   | DeCapua and Wintergerst. Chapter 6. p. 257-316      |   |
| 7    | September 27 <sup>th</sup> (Online) | Exam I (15%)  |   |   |
| 8    | October 4 <sup>th</sup>             | <ul style="list-style-type: none"> <li>Sociocultural strategies for language learners</li> <li>Principles and practices of</li> </ul>   | Savignon and Sysoyev. p. 557-565<br>Smith, Teemant, | <ul style="list-style-type: none"> <li>Guidelines for teaching demonstration</li> </ul> |

|    |  |   |                                     |                               |
|----|--|---|-------------------------------------|-------------------------------|
|    |  | socio-cultural assessment   | Pinegar. P. 38-46                   |                               |
| 9  | October 11 <sup>th</sup>                     | - Culture learning process and outcomes   | Moran. Chapters 10-11. p. -107-135  |                               |
| 10 | October 18 <sup>th</sup>                     | - Guidelines for teaching culture   | Moran. Chapters 12. p. -136-156     |                               |
| 11 | October 25 <sup>th</sup>                     | - Guidelines for assessing cultural content in materials and methods in the EFL classroom | Hinkel. Chapter 11. p:196-219       |                               |
| 12 | November 1 <sup>st</sup>                     | - Providing culturally sensitive feedback   | Scarcella. Chap 9. P 126-141.       |                               |
| 13 | November 8 <sup>th</sup><br><b>(Online)</b>  | - Final remarks: English as an international language: What difference does it make?      | Ur and Sigh                         |                               |
| 14 | November 15 <sup>th</sup>                    | - Tips for teaching culture   | Wintergerst and McVeigh. P. 118-187 | Round table<br>Course review  |
| 15 | November 22 <sup>nd</sup>                    |   |                                     | Teaching demonstrations (20%) |
| 16 | November 29 <sup>th</sup><br><b>(Online)</b> |   |                                     | Exam II (15%)                 |
| 17 | December 6 <sup>th</sup>                     |   |                                     | Project presentations (30%)   |
| 18 | December 13 <sup>th</sup>                    | Grades  |                                     |                               |