Sharif University of Technology
Languages and Linguistics Center
96-2

Course: Culture and Identity in ELT
Number of Credits: 2 Credits
Instructor: Saeed Rezaei
Location: Sharif University of Technology
Office Hours: Mondays (by appointment, please!)
Contact: E-mail: srezaei@sharif.edu Home Page: sharif.edu/~srezaei
1. **Course Description**

With the emerging trends ensuing globalization, superdiversity, and translanguaing, a more serious need is felt for the intersecting role of culture and identity in ELT. This course provides a critical look on the role of culture and identity in ELT, as one of the largest world-wide enterprise in education. The issues raised and discussed in this syllabus will revolve around relevant issues in the Iranian context. A myriad of topics including the role of L1/L2 culture and identity, the politics of ELT, Hegemony and ELT discourse, Linguistic Imperialism, etc. will be discussed. Students who have passed courses such as Applied linguistics, Sociolinguistics, and Discourse Analysis will more smoothly follow the topics.

2. **Course Goals**

By the end of this term, students are expected to:
- learn more about the role of English in identity formation;
- critically position themselves in the dominant discourses surrounding ELT;
- evaluate the place of their own language and culture in learning English;
- think more reflectively about the role of linguistic imperialism which may ensue ELT;
- learn about the cultural politics of ELT as a field of study and a lucrative enterprise;
- become more conscious of the role of national identity in education and in this case ELT.

3. **Scoring Criteria**

   a) **Active Participation** 2 points
   
   Students are required to attend all the sessions well-prepared. They should bring their questions and comments and add to class discussion. Silent students or reluctant ones will not get this part of the score. Attendance in all sessions is compulsory and three or more unexcused absences will result in the failure of the course! Also, absences/tardiness will negatively affect your final score!

   b) **One Presentation** 2 points
   
   Each student is obliged to have one presentation (for about 15 minutes) based on the topics for each session. These presentations will be based on the papers selected by the course instructor. For each presentation, students are required to have PowerPoint Slides, handouts, and a summary of the papers. Although all students are expected to read the assigned papers, the presenter will have a more profound reading on the topic. This will allow you to delve more deeply into an area of research and hence later be able to write a paper/proposal on the same/related topic.

   c) **Midterm Exam** 6 Points
   
   d) **Final Exam** 10 Points
   
   e) **Paper Submission** 2 Extra Points
   
   By the end of the course, students can also submit a paper on a topic related to the topics discussed in class. The paper should be between 3000-4000 words and should have 10 references minimum. The topic for the paper will be confirmed based on the consultations with the course instructor. Students are expected to arrange some appointments with the instructor so that the proposal will emerge during the term and based on the topics discussed. Students who do not finalize their topics with the instructor and merely submit a paper at the end will receive NO POINTS for their work however good it might be.
4. Required Text


5. Recommendations for Further Readings


### 6. Course Schedule

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<th>Topics</th>
<th>Sources</th>
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<td>1</td>
<td>Introducing the syllabus</td>
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<td>2</td>
<td>The scope of ELT as a political agenda</td>
<td>Pennycook (2017), Ch. 1</td>
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<td>3</td>
<td>Colonialism and Imperialism of ELT</td>
<td>Pennycook (2017), Ch. 2</td>
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<tr>
<td>4</td>
<td>Colonialism and Imperialism of ELT</td>
<td>Pennycook (2017), Ch. 3</td>
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<td>5</td>
<td>Applied Linguistics and ELT Enterprise</td>
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<td>6</td>
<td>ELT and Business</td>
<td>Pennycook (2017), Ch. 5</td>
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<td>7</td>
<td>Mid-term Exam</td>
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<td>9</td>
<td>ELT in the Islamic World</td>
<td>Pennycook (2017), Ch. 6</td>
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<td>10</td>
<td>New Englishes</td>
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<td>Postcolonial English</td>
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<td>12</td>
<td>Critical Pedagogy in ELT</td>
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