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!)*
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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

- Karmani, S. (2005a). English, 'terror', and Islam. *Applied Linguistics*, *26*(2), 262-267.
- Karmani, S. (2005b). Petro-linguistics: The emerging nexus between oil, English, and Islam. *Journal of Language, Identity, and Education*, *4*(2), 87-102.
- Kumaravadivelu, B. (2003a). Critical language pedagogy: A post-method perspective on English language teaching. *World Englishes*, *22*(4), 539-550.
- Kumaravadivelu, B. (2003b). Problematizing cultural stereotypes in TESOL. *TESOL Quarterly*, *37*(4), 709-719.
- Mahboob, A. (2009). English as an Islamic language: A case study of Pakistani English. *World Englishes*, *28*(2), 175-189.
- Mirhosseini, S. A. (2017). Issues of ideology in English language education worldwide: An overview. *Pedagogy, Culture & Society*, *26*(1), 19-33.
- Pennycook, A. (2017). *The cultural politics of English as an international language*. London: Routledge.
- Phillipson, R. (2016). Myths and realities of 'global' English. *Language Policy*, *16*(3), 313-331.
- Shannon, S. M. (1995). The hegemony of English: A case study of one bilingual classroom as a site of resistance. *Linguistics and education*, *7*(3), 175-200.

5. Recommendations for Further Readings

- Canagarajah, A. S. (1996). "Non-discursive" requirements in academic publishing, material resources of periphery scholars, and the politics of knowledge production. *Written communication*, *13*(4), 435-472.
- Canagarajah, A. S. (1999). *Resisting linguistic imperialism in English teaching*. Oxford: Oxford University Press.
- Canagarajah, A. S. (2002). *A geopolitics of academic writing*. Pittsburgh: University of Pittsburgh Press.
- Hall, J. K., & Eggington, W. (Eds.). (2000). *The sociopolitics of English language teaching*. Clevedon: Multilingual Matters.
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press.
- Kumaravadivelu, B. (2012). Individual identity, cultural globalization, and teaching English as an international language. In L. Alsagoff, S. L. McKay, G. Hu, & W. A. Renandya (Eds.), *Principles and practices for teaching English as an international language* (pp. 9-27). London: Routledge.
- Kumaravadivelu, B. (2013). Rethinking global perspectives and local initiatives in language teaching. In S B. Said & L. J. Zhang (Eds.), *Language teachers and teaching: Global perspectives and local initiatives*, (pp. 317-323). London: Routledge.
- Kumaravadivelu, B. (2016). The decolonial option in English teaching: Can the subaltern act?. *TESOL Quarterly*, *50*(1), 66-85.
- Modiano, M. (2001). Linguistic imperialism, cultural integrity, and EIL. *ELT journal*, *55*(4), 339-347.
- Mohd-Asraf, R. (2005). English and Islam: A clash of civilizations?. *Journal of Language, Identity, and Education*, *4*(2), 103-118.
- Pennycook, A. (2001). *Critical applied linguistics: A critical introduction*. London: Routledge.
- Pennycook, A. (2002). *English and the discourses of colonialism*. London: Routledge.

- Phillipson, R. (2008). The linguistic imperialism of neoliberal empire. *Critical Inquiry in Language Studies*, *5*(1), 1-43.
- Pennycook, A., & Coutand-Marin, S. (2003). Teaching English as a missionary language. *Discourse: Studies in the cultural politics of education*, *24*(3), 337-353.
- Phillipson, R. (2009). *Linguistic imperialism continued*. London: Routledge.
- Preece, S. (Ed.). (2016). *The Routledge handbook of language and identity*. London: Routledge.
- Ricento, T. (Ed.). (2009). *An introduction to language policy: Theory and method.* Oxford: Blackwell.
- Ricento, T. (Ed.). (2015). *Language policy and political economy: English in a global context*. Oxford: Oxford University Press.
- Skutnabb-Kangas, T. (2000). *Linguistic genocide in education--or worldwide diversity and human rights?*. London: Routledge.

6. Course Schedule

Session	Topics	Sources
1	Introducing the syllabus	
2	The scope of ELT as a political agenda	Pennycook (2017), Ch. 1
3	Colonialism and Imperialism of ELT	Pennycook (2017), Ch. 2
4	Colonialism and Imperialism of ELT	Pennycook (2017), Ch. 3
5	Applied Linguistics and ELT Enterprise	Pennycook (2017), Ch. 4
6	ELT and Business	Pennycook (2017), Ch. 5
7	Mid-term Exam	
8	Seminar 1	Kumaravadivelu (2003a) (2003b) Philipson (2017)
9	ELT in the Islamic World	Pennycook (2017), Ch. 6
10	New Englishes	Pennycook (2017), Ch. 7
11	Postcolonial English	Pennycook (2017), Ch. 8
12	Critical Pedagogy in ELT	Pennycook (2017), Ch. 9
13	Seminar 2	Karmani (2005a) (2005b) Mahboob (2009) Mirhosseini (2018) Shannon (1995)