## FACULTAD   CIENCIAS DE LA EDUCACIÓN

## PROGRAMA: LICENCIATURA EN ESPAÑOL Y LENGUAS EXTRANJERAS

I.      **CYCLE**: **PROFESSIONAL**

**COMPONENT**: **ENGLISH**

II.      **IDENTIFICATION:** ANGLOPHONE CULTURE AND CIVILIZATION

| SUBJECT | ANGLOPHONE CULTURE AND CIVILIZATION | |
|---|---|---|
| CODE | FP611 | |
| SEMESTER | NINTH | |
| Nº ACADEMIC CREDITS | TWO | |
| MODALITY | In-person | X |
| | Virtual | |
| | In-person assisted by ICT | |
| TYPE OF COURSE* | Theoretical | X |
| | Practical | |
| | Theoretical-practical | |
| PROFESSOR(S) | | |
| DATE OF UPDATE | 2024-2 | |

*Mark X in the right option.

| III.      RATIONAL |
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| This academic space will help students consider what a language implies, allowing them to acquire more tools to develop research proposals in this field.   The main objective of this course is to create awareness of the elements involved in language and its connections with the development of society, civilizations, and cultural views.<br><br>Students should be aware of how essential aspects of English-speaking cultures and civilizations are in the actual context when teaching English in the classroom. They will understand how these factors influence language learning and teaching and language's role in structuring and representing social categories across cultures and civilizations. |
| IV.      COMPETENCI |

Linguistic Competence: Refers to students' ability to produce grammatical sentences and expressions to meet their communication needs. It will also enable students to encode messages that respect the rules of grammar, vocabulary, pronunciation, syntax, and semantics, understand them, and judge their grammar.

Sociolinguistic competence: This refers to students' ability to handle primary social exchanges using simple common expressions considering social conventions. It is also related to students' ability to carry out some communicative functions of language in specific contexts.

Pragmatic competence:  It refers to the student's knowledge of the principles according to which messages: a) are organized, structured, and ordered (discursive competence); b) are used to perform communicative functions (functional competence); c) are sequenced according to interaction and transaction schemes (organizational competence). Start, maintain, and end short conversations or conversations of a certain length.

Intercultural competence: It refers to "a complex of skills necessary to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself" (Fantini, 2000: p.12). This implies "learning to perceive, conceptualize, and express oneself in alternative ways, which is an essential part of intercultural competence" (p. 29), allowing for symmetrical dialogues with the cultures and contexts of others.

## V.      RESULTADOS DE APRENDIZAJE DEL PROGRAMA

RA 1: Develop educational processes focused on enhancing knowledge acquisition in Spanish and  foreign languages.

RA 9: Uses the competences that belong to the communicative competence (linguistics, socio-linguistics, and pragmatics) to develop texts and academic presentations in diverse contexts.

## VI.      GENERAL METHODOLOGY

The methodological approach recommended by our faculty is based on the self-structuring model. Its fundamental principles emphasize the need to guide students through an active process of constructing new knowledge through their own experience and the experience shared with others. In that sense, they acquire knowledge independently. This type of learning allows them to articulate previous knowledge through experimentation with their creative activity.


**CLASSROOM WORK**

Students will participate in discussions regarding selected readings. The discussions are oriented to identifying epistemological constructions of culture, otherness, diversity, interculturality, cultural colonization, knowledge, power, and being in education and ELT.

**INDEPENDENT WORK**

Students will do readings, watch films, listen to podcasts, and/or watch excerpts of some pieces on which reflection activities will be developed around the topics of the micro curriculum.

| VII.    PROGRAMATIC CONTENTS | VIII.    TEACHING AND LEARNING STRATEGIES |
|---|---|
| 1. Cultural identity, language, and colonial roots in ELT.<br><br>2. Addressing culture in the EFL classroom. Language, Literacy, and Culture.<br><br>3. Interculturalism and cross-cultural education:<br><br>4. Translanguaging, pedagogy, and creativity.<br><br>5. Subaltern in the teaching of English<br><br>6. Gender and identities of language learners: Language: reflections of society and culture on learners' identities.<br><br>7. Language, society, and cultural identity. The decolonial option, language, society, and cultural identity.<br><br>8. Revisiting the field in Colombia.<br><br>9. Decolonial pedagogies, resistance to coloniality.<br><br>10. Cultural Consciousness, tasks to integrate language and culture teaching. | Debates<br><br>Oral Presentations<br><br>Forums<br><br>Cooperative work<br><br>Class project |

| IX.    EVALUATION | |
|---|---|
| PERCENTAGE | STRATEGIES |
| First (30%) | Classwork activities (50%) |

| | Self-evaluation, co-evaluation, and hetero-evaluation processes will be carried out as part of the monitoring and evaluation. |
|---|---|
| | Test (50%) |
| Second (30%) | Classwork activities (50%) <br><br> Self-evaluation, co-evaluation, and hetero-evaluation processes will be carried out as part of the monitoring and evaluation. |
| | Test (50%) |
| Third (40%) | Classwork activities (50%) <br><br> Self-evaluation, co-evaluation, and hetero-evaluation processes will be carried out as part of the monitoring and evaluation. |
| | Test (50%) |

## X.     BIBLIOGRAPHY

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| | **FORMATO MICROCURRÍCULO** | **ST-DOC-01-E-01-F01** |
|---|---|---|
| | | **Versión 1** |
| | | **26/07/2021** |

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|  DOCENTE  |  DIRECTOR DEL PROGRAMA (SI APLICA)  |  DECANO  |
|---|---|---|

| Histórico de control de cambios |||
|---|---|---|
| **Fecha de actualización** | **Descripción de la actualización del microcurrículo realizado** | **Responsable** |
| 2024-2 | | |
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