



Universitat de Lleida

DEGREE CURRICULUM
**ENGLISH LANGUAGE IN
CONTEXT**

Coordination: COTS CAIMONS, JOSEP MARIA

Academic year 2018-19

Subject's general information

Subject name	ENGLISH LANGUAGE IN CONTEXT			
Code	101266			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in English Studies	2	COMPULSORY	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	3		3
	Number of groups	1		1
Coordination	COTS CAIMONS, JOSEP MARIA			
Department	ENGLISH AND LINGUISTICS			
Important information on data processing	Consult this link for more information.			
Language	English with a plurilingual approach			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
COTS CAIMONS, JOSEP MARIA	jmcots@dal.udl.cat	3	
SABATÉ DALMAU, MARIA	maria.sabate@dal.udl.cat	3	

Subject's extra information

The expected English level to work in class is a C1.2 level of English of the Common European Framework of Reference for Languages

Office hours: Wed. 13-14:30h and by appointment (office 2.20)

- Josep Maria Cots: Thursday 11:00-12:30 and by appointment (office 2.22)

- Maria Sabaté: Wednesday 10:00-11.00 and by appointment (office 2.20)

Learning objectives

English Language in Context is intended as an introduction to the basics of the discipline of sociolinguistics and pragmatics. The first part of the subject presents sociolinguistics as the study of the social life and social meanings of language; in this case, of English. It is based on the assumption that in order to get the 'macro' picture of workings of English 'in context' we need to look at: (1) its local and global history in our locality; (2) its economic weight/value here; (3) linguistic identities linked to it; and, finally, (4) its prestige. The second part of the subject focuses on pragmatics and, specifically, on particular linguistic phenomena whose description and explanation involves considering language as a resource for situated communication and taking into account the linguistic, physical and socio-cultural context in which communication takes place. This second part of the course is based on the assumption that by starting with the FL learners' intuitions about how they use their L1, it is possible to introduce a series of concepts and notions through which they will be able to better understand particular situations of language use in their FL and, consequently, improve both their understanding of and performance in that language.

Students are expected to accomplish the following objectives:

(i) Become acquainted with the disciplines of sociolinguistics and pragmatics, as well as their methods, to capture specific phenomena in real English language in use.

(ii) Notice particular linguistic phenomena related to real English language in use and describe them in accordance with the conceptual frameworks of sociolinguistics and pragmatics.

(iii) Explain real English usage in relation to contextual aspects such as society, economy, physical context, ideology, identity, etc.

Competences

General competences

CG16 Use the terminology and techniques of the disciplinary or professional field

Specific competences

CE3 Describe the diachronic evolution of the English language, as well as the reasons and scope of its implementation as a language of global use.

CE6 Identify and implement the basics of scientific research in linguistics to the study of the English language.

Subject contents

UNIT	SECTION
PART A	
1. English sociolinguistics	1.1. The social life of language 1.2. Sociolinguistics in/of English
2. English in your town	2.1. Scientific methods and data collection 2.2. Multilingual landscapes: Localising English in Lleida
3. Variation and change	3.1. Regional and social varieties? Identity matters 3.2. Local and global Englishes: Prejudice and stereotypes
4. The market	4.1. The economic 'weight' of and 'profitability' of English
PART B	
1. Pragmatic awareness	1.1. Communication in context 1.2. From awareness to competence
2. Speech acts	2.1. Force: locution, illocution, perlocution 2.2. Felicity conditions 2.3. Speech act types 2.4. Indirect speech acts
3. Deixis	3.1. Person 3.2. Time 3.3. Space 3.4. Social 3.5. Discourse
4. Conversational turn taking	4.1. Taking the turn 4.2. Holding the turn 4.3. Yielding 4.4. Backchannel 4.5. Adjacency pairs 4.6. Repair
5. Speech events	5.1. Components of speech events 5.2. Speech event structure 5.3. Topic management 5.4. Norms of interaction and types of talk

6. Politeness	6.1. Face, power, distance and imposition 6.2. Politeness maxims 6.3. Politeness strategies
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Methodology

The approach taken in the first part of the subject is geared towards *raising awareness of the roles and statuses that English has in our immediate surroundings, along with other foreign and local languages*, through the students' analysis of linguistic landscapes in Lleida. The students will be introduced to the application of ethnographic/anthropological research methods (photograph-taking, direct observation, etc.) and they will be asked to analyse one particular landscape in Lleida and to present its analysis along with a 7-week personal reflection (based on what we have learnt in class) concerning what it indexes/shows with regard to (1) globalisation, (2) economic, (3) community/identity and (4) Englishisation processes (if any) in this city. See: <https://localengli.blogspot.com/> and https://www.google.com/maps/d/u/0/edit?mid=1LCRMDaUyw-ug1_oVls8XH-vpFMBBkFQO&ll=41.63315924885824%2C0.5353438443114555&z=13

The second part of the course combines work on both the students' L1 and L2. The methodology adopted involves three main components: (i) awareness raising about the student's capacity to notice and manipulate certain linguistic phenomena; (ii) provision of a body of metalinguistic concepts and notions to help students to reflect about how language is used by themselves and others; and (iii) performance orientation through the inclusion of tasks in which students can put into practice their understanding and knowledge of the L2.

Development plan

Please also check Recursos for detailed assignment dates

Week	In class	Before class
1: 14/15 Feb	- Introducing the course programme <u>for Part A</u> - Introducing the course materials <u>for Part A</u> - Presentation for Unit 1	<ul style="list-style-type: none"> • Reading course notes for Unit 1 (I)
2: 21/22 Feb	- Discussion for Unit 1	<ul style="list-style-type: none"> • Reading course notes for Unit 1 (II)
3: 28 Feb /1 Mar	- Presentation and discussion for Unit 2	<ul style="list-style-type: none"> • Reading course notes for Unit 2
4: 7/8 Mar	- Discussion for Unit 2 - Presentation for Unit 3	<ul style="list-style-type: none"> • Reading course notes for Unit 3
5: 14/15 Mar	- Discussion for Unit 3	<ul style="list-style-type: none"> • Reading course notes for Unit 4
6: 21/22 Mar	- Presentation and discussion for Unit 4	<ul style="list-style-type: none"> • Reading course notes for Unit 4
7: 28/29 Mar	- Discussion for Unit 4 and final revision for Part A	<ul style="list-style-type: none"> • Revising Units 1-4

<p>8: 4/5 Apr</p>	<ul style="list-style-type: none"> - Oral presentations of course project - Written assessment exercise 	<ul style="list-style-type: none"> • Preparing last details for oral presentation of course project. • Preparing for written assessment exercise
<p>9: 11-12 Apr</p>	<ul style="list-style-type: none"> - Introducing the course programme <u>for Part B</u> - Introducing the course materials <u>for Part B</u> - Presentation and discussion for Unit 1 	<ul style="list-style-type: none"> - Reading course notes and realization of practical activities for Unit 1
<p>10: 26 Apr (25: holiday)</p>	<ul style="list-style-type: none"> - Presentation for Unit 2 	<ul style="list-style-type: none"> • Reading course notes and realization of practical activities for Unit 2
<p>11: 2/3 May</p>	<ul style="list-style-type: none"> - Discussion for Unit 2 - Presentation for Unit 3 	<ul style="list-style-type: none"> • Reading course notes and realization of practical activities for Unit 3
<p>12: 9/10 May</p>	<ul style="list-style-type: none"> - Discussion for Unit 3 	<ul style="list-style-type: none"> • Reading course notes and realization of practical activities for Unit 3
<p>13: 16-17 May</p>	<ul style="list-style-type: none"> - Presentation for Unit 4 - Discussion for Unit 4 	<ul style="list-style-type: none"> • Reading course notes and realization of practical activities for Unit 4
<p>14: 23/24 May</p>	<ul style="list-style-type: none"> - Presentation for Unit 5 - Discussion for Unit 5 	<ul style="list-style-type: none"> • Reading course notes and realization of practical activities for Unit 5
<p>15: 30/31 May</p>	<ul style="list-style-type: none"> - Presentation for Unit 6 - Discussion for Unit 6 	<ul style="list-style-type: none"> • Reading course notes and realization of practical activities for Unit 5
<p>16: 6/7 Jun</p>	<ul style="list-style-type: none"> - Oral presentations of course project - Written assessment exercise 	<ul style="list-style-type: none"> • Preparing last details for oral presentation of course project. • Preparing for written assessment exercise

Evaluation

The final mark of the course is the result of **the average mark** of the following evaluation tasks, from several assessed exercises in Parts A (Maria) and B (Josep Maria) of the course, summarised below. The unfulfillment of one or more of the requirements set for the course will result in a SUSPENS as the final grade.

1. Participation in class with **weekly** hand-in activities: 10%
2. **Two** course projects (one for Part A and one for Part B): 40%
4. **Two** written assessment exercises (one for Part A and one for Part B) : 35%
5. **Weekly** reading assignments: 15%
6. Additional reading assignments for each of the Units (in Development Plan): 10%

Note that:

- Plagiarism (direct and indirect copying from an unacknowledged source) will result into the failure of the task with plagiarised work.
- No late work will be accepted.
- Students who work full time and who can prove this may be allowed to ask for *avaluació alternativa*, at the end of the course, if formal petition to do so is provided within 5 days and by following the administrative regulations for this type of assessment. For more information please contact academic@lletres.udl.cat or Secretaria de Lletres (in the Rectorat building).
- In accordance with art. 3.1 of the UdL evaluation regulations, the student cannot use, in any case, during the evaluation tests, devices which are fraudulent or are not allowed. The student who uses any fraudulent device related to the test and/or carry electronic devices not allowed must leave the test and will be subject to this UdL penalisation regulation or in any other internal regulations of the UdL.

Bibliography

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