



Universitat de Lleida

DEGREE CURRICULUM
**ENGLISH LANGUAGE IN
CONTEXT**

Coordination: COTS CAIMONS, JOSEP MARIA

Academic year 2021-22

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
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	3	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			
Teaching load distribution between lectures and independent student work	<p>The workload of this course consists of 6 ECTS, which amount to a total of 150 hours of work, divided as follows (subject to change):</p> <p>FACE-TO-FACE HOURS (HP): 30 sessions of 2 hours each = 60 HP</p> <p>NON-FACE-TO-FACE HOURS (HNP): 90 hours</p> <p>1. Student independent work: readings of bibliography or material of the teacher, study, realization of activities entrusted by the teacher</p> <p>2. Work with teacher supervision (discussions, seminars or tutorials, resolution of doubts, etc.).</p>			
Important information on data processing	Consult this link for more information.			
Language	English C1.2 of English of the Common European Framework of Reference for Languages with a plurilingual approach			

Distribution of credits

The course is divided into two different parts: Module Part A (English Pragmatics, first 9 weeks), taught by Josep Maria, and Module Part B (English Sociolinguistics, last 6 weeks), taught by Maria.

Classes will be conducted on THU/FRI, from 9 to 11h, in room 2.44.

In case PROCICAT establishes restrictions, classes will take place in a hybrid manner: Thursday sessions (9:00-11:00) will take place through synchronous videoconference (via teaching materials provided through video or audio format as well as in print, to be used during the in-class session time). On Fridays (9:00-11:00h) classes will take place in room 2.44. In addition, students will be given a series of guided tasks or materials to work on autonomously or in groups on a weekly basis, which will be handed in in Activitats/Forum (Sakai) every Friday before 23:55 (UdL time).

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
COTS CAIMONS, JOSEP MARIA	josepm.cots@udl.cat	4	By appointment
SABATE DALMAU, MARIA	maria.sabate@udl.cat	2	By appointment

Learning objectives

The subject *English Language in Context* is intended as an introduction to the basics of the discipline of pragmatics and sociolinguistics. The first 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, taking into account the linguistic, physical and socio-cultural context in which communication takes place. This first part of the subject is based on the assumption that by starting with the English language learners' intuitions about how they use Catalan and Spanish, it is possible to introduce a series of concepts and notions through which students will be able to better understand particular situations of English language use and, consequently, improve both their understanding of and performance in that language.

The second part of the subject presents sociolinguistics as the study of the organisation of social life and of the social meanings of language; in this case, of English. It is based on the assumption that in order to get the 'macro' picture of the workings of English in context we need to look at: (1) its local and global history in our locality; (2) its economic weight/value locally and globally; (3) the linguistic identities linked to it in Lleida; and, finally, (4) its prestige.

Students are expected to accomplish the following objectives:

- i. Become acquainted with the disciplines of pragmatics and sociolinguistics, as well as with their techniques and methodological/analytical methods, to capture specific phenomena in real contexts of English language in use.
- ii. Learn how to notice particular linguistic phenomena related to real situated English language in use and describe and apply them in accordance with the conceptual frameworks of pragmatics and sociolinguistics.
- iii. Be able to explain and to generate knowledge on real English usage in relation to contextual aspects such as society, economy, physical context, ideology, identity, etc.

Learning outcomes:

- To be able to demonstrate a solid knowledge of the different foundations, models, and levels of linguistic analysis and to analyze with precision and rigor specific examples of linguistic use in English language.
- To have the necessary theoretical and conceptual tools to explain, from a theoretical or practical point of view, the diachronic evolution of the English language and its implementation as a language of global use.
- To be able to assess the impact of English language use in specific social situations and to propose a possible intervention based on the improvement of these situations.
- To recognize language as an evolving sociocultural product and as a vehicle for cultural creation and transmission, which produces and reproduces gender relations on a symbolic level.
- Develop the ability to ask questions about the interrelationship between language and power.

Competences

General competences

CG6 Work in teams (intra and interdisciplinary) and manage personal relationships.

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, literature and culture in the English language.

Transversal competences

CT6 Apply the gender perspective to the tasks of their professional field.

Subject contents

MODULE PART A: PRAGMATICS (9 weeks, Josep Maria Cots)

UNIT	SECTION
1. Pragmatics: the study of communication in context	1.1. Introduction 1.2. The study of pragmatics 1.3. An example of the pragmatic perspective in language analysis 1.4. Four ways of approaching the study of pragmatics
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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MODULE PART B: SOCIOLINGUISTICS (6 Weeks, Maria Sabaté-Dalmau)

UNIT	SECTION
1. English sociolinguistics	1.1. The social life of language 1.2. Sociolinguistics in/of English
2. English in your town	2.1. Multilingual landscapes: Localising English in Lleida 2.2. Scientific methods and data collection: Project instructions, tips and practicalities
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
5. Englishisation in town?	5.1. The floor is yours! (Project presentation)

Methodology

The first part of the subject (Pragmatics) combines work on the two languages of the students' social environment as well as on English. The methodology adopted involves three main components: (i) awareness raising about the student's capacity to notice, observe 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 English language.

The second part of the subject (Sociolinguistics) 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 multilingual linguistic landscapes in Lleida. The students will be introduced to the application of ethnographic/anthropological research methods (like photograph-taking and coding of visual materials, fieldwork and participant observation, etc.). They will analyse one particular landscape in Lleida (e.g. a commercial sign, graffiti or a poster) and they will present its sociolinguistic analysis along with a personal reflection (based on what they will 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. Visit the [blog](#) and the [map](#) in which you will participate in an interactive manner.

Development plan

Please also check Recursos for detailed assignment dates

Week	In class THU/FRI, 9-11h, room 2.44	Preparation for the class
1: 10/11 Feb.	<ul style="list-style-type: none"> • Introduction to the course program for Part A • Presentation of the course materials for Part A • Main concepts in Unit 1 	Familiarise oneself with the online materials for the Part A
2: 17/18 Feb.	<ul style="list-style-type: none"> • Unit 2: (i) 'speech acts' in Catalan; (ii) main concepts related to 'speech acts' • Unit 2: analyzing and using 'speech acts' in English 	Reading the notes and doing the practical activities for Unit 2
3: 24/25 Feb.	<ul style="list-style-type: none"> • Unit 3: (i) deixis in Catalan; (ii) main concepts related to 'deixis' • Unit 3: analyzing and using 'deixis' in English 	Reading of notes and doing the practical activities for Unit 3
4: 3/4 Mar.	<ul style="list-style-type: none"> • Recapitulation on Units 1-3 • Pragmatics in practice (1/2) 	Revising the notes and the practical activities for Units 1-3 Reading a text about pragmatics in practice
5: 10/11 Mar.	<ul style="list-style-type: none"> • Unit 4: (i) 'conversational turn-taking' in Catalan; (ii) main concepts related to 'conversational turn-taking' • Unit 4: analyzing and using 'conversational turn-taking' in English 	Reading the notes and doing the practical activities for Unit 4
6: 17/18 Mar.	<ul style="list-style-type: none"> • Unit 5: (i) 'speech events' in Catalan; (ii) main concepts related to 'speech events' • Unit 5: analyzing and taking part in 'speech events' in English 	Reading the notes and doing the practical activities for Unit 5
7: 24/25 Mar.	<ul style="list-style-type: none"> • Unit 6: (i) 'politeness' in Catalan; (ii) main concepts related to 'politeness' • Unit 6: analyzing and using 'politeness' in English 	Reading the notes and doing the practical activities for Unit 6
8: 31 Mar/1 Apr.	<ul style="list-style-type: none"> • Recapitulation on Units 4-6 • Pragmatics in practice (2/2) 	Revising the notes and the practical activities for Units 4-6 Reading a text about 'pragmatics in practice'
9: 7/8 Apr.	<ul style="list-style-type: none"> • Oral presentations • Written exam 	Prepare oral presentations Revise course contents
11 April-18 April (both included): Easter break		

<p>10: 21/22 Apr.</p>	<ul style="list-style-type: none"> • Introduction of the course program for Part B (SOCIOLINGUISTICS) • Presentation of the course materials for Part B • Presentation of Unit 1 Part B 	<p>Reading of notes and multimodal materials for Unit 1</p>
<p>11: 28/29 Apr.</p>	<p>FESTA ESTUDIANTAT (28/4; partial cancellation of classes)</p> <ul style="list-style-type: none"> • Discussion concerning Unit 1 • Presentation of Unit 2 	<p>Reading of notes and multimodal materials for Units 1 and 2</p>
<p>12: 5/6 May</p>	<ul style="list-style-type: none"> • Discussion concerning Unit 2 • Presentation of Unit 3 	<p>Reading of notes and multimodal materials for Units 2 and 3</p>
<p>13: 12/13 May</p>	<ul style="list-style-type: none"> • Discussion concerning Unit 3 • Presentation of Unit 4 	<p>Reading of notes and multimodal materials for Units 3 and 4</p>
<p>14: 19/20 May</p>	<ul style="list-style-type: none"> • Discussion concerning Unit 4 	<p>Reading of notes and multimodal materials Unit 4 Activities related to the speaker's session - Revision of Part B (exam preparation): COMPULSORY MOCK EXAM</p>
<p>15: 26/27 May</p>	<p>- Discussion concerning Unit 4: <i>Guest speaker tba</i>, with a practical session on a Linguistic Landscape project (FRI) Oral presentations of the course project Part B (SOCIOLINGUISTICS)</p>	<p>Preparation task concerning the last aspects of the oral presentations of the course Preparation for the written assessed task Revision of all Units for Part B</p>
<p>16: 2 & 3 June: Assessment activities: Written assessment task (Part B Sociolinguistics), online, on the date established by the Faculty: WED. 1/6/2022, room 1.03, 9-12h)</p>		
<p>17: 9-10 June: Assessment activities</p>		
<p>18: 16-17 June: Correction assessed activities and synthesis/wrap-up tasks Retake (resit for the exam on Parts A & B ONLY), online, on the date established by the Faculty (<i>tba</i>)</p>		

Evaluation

The final mark of the course is the result of the average mark of the following evaluation tasks, which include assessed exercises for Parts A and B of the course, summarised below. It is mandatory to pass (with a mark of 5 or higher) each of the two parts (Parts A and Parts B) in which the final exam is divided. The non-fulfillment (or no presentation) of one or more of the requirements set for the course will result in a SUSPENS as the final grade.

PART A (60%)

1. Class participation: 10%
2. Course project (videoclip): 30%
3. Exam: 60%
4. Optional reading assignments: 10%

PART B (40%)

1. Research-dissemination course project (Linguistic Landscape mapping): 30%
2. Exam: 40%
3. Weekly reading assignments and in-class exercises: 20%
4. Class participation: 10%

Note that:

- **Plagiarism (direct and indirect copying from an unacknowledged source) will result into the failure of the task with plagiarised work. Instances of plagiarism will be reported to the English Language Department.**
 - **No late work will be accepted.**
- . NO PRESENTAT: Students with a final average mark of 30% or lower may obtain a NO PRESENTAT.
- . RECUPERACIÓ: The exams in both Parts A and B, which account for more than 30% of the final mark, allow for a retake on the day and time that will be established by the instructors during week 18.
- **Students who work full time (or part time during class hours) 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).**
 - **Use of ICTs: 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. Instructors will take the ICT involved as proof without destroying any piece of evidence, and will inform the coordinator of the degree program.**

Bibliography

[PLEASE DO CHECK RESOURCES OR CLASS READING MATERIALS. YOU WILL HERE ONLY FIND KEY INTRODUCTORY MANUALS]

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- Wardhaugh, R. (2002) *An Introduction to Sociolinguistics*. Malden/Oxford: Blackwell textbooks in Linguistics.
- Yule, G. (1996) *Pragmatics*. Oxford: Oxford University Press.