



Universitat de Lleida

DEGREE CURRICULUM  
**ENGLISH LANGUAGE IN  
CONTEXT**

Coordination: COTS CAIMONS, JOSEP MARIA

Academic year 2022-23

Subject's general information

<b>Subject name</b>	ENGLISH LANGUAGE IN CONTEXT			
<b>Code</b>	101266			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	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
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	<b>PRAULA</b>	<b>TEORIA</b>	
	<b>Number of credits</b>	3	3	
	<b>Number of groups</b>	1	1	
<b>Coordination</b>	COTS CAIMONS, JOSEP MARIA			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Teaching load distribution between lectures and independent student work</b>	<p>The workload of this course consists of 6 ECTS, which amount to a total of 150 hours of work, divided as follows:</p> <p>FACE-TO-FACE HOURS (HP): 30 sessions of 2 hours each (following the class timetable hours)= 60 HP</p> <p>NON-FACE-TO-FACE HOURS (HNP): 90 hours</p> <p>1. Student independent work (autonomous): readings of bibliography or material of the teacher, study, realization of activities established by the teacher</p> <p>2. Work with teacher supervision (discussions, seminars or tutorials, resolution of doubts, etc.).</p>			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	English C1.2 of English of the Common European Framework of Reference for Languages with a plurilingual approach			
<b>Distribution of credits</b>	<p>The course is divided into two different parts: Module Part A (English Sociolinguistics, first 9 weeks), taught by Maria, and Module Part B (English Pragmatics, last 6 weeks), taught by Josep Maria.</p> <p>Classes will be conducted on THU/FRI, from 9 to 11h, in room 2.44.</p>			

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

## Learning objectives

The subject *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 organisation of social life of individuals in society through the analysis of the languages that they use and of how they use them. It also focuses on the social roles, statuses, and meanings of language; in this case, of Catalan and Spanish, in contact and contrast with English as a Lingua Franca (ELF), along with other allochthonous languages (of migrant populations). 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, reception and value attributed by speakers.

The second part of the subject focuses on pragmatics and, specifically, on the study of 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 second part of the subject assumes 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 this language.

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: SOCIOLINGUISTICS (9 weeks, Maria Sabaté-Dalmau)

UNIT	SECTION
<b>1. English sociolinguistics</b>	Introduction to the discipline (i) (its foundations and aims, tenets, branches, fields of research and main contributions) <ol style="list-style-type: none"> <li>1. The social life of language</li> <li>2. Sociolinguistics in/of English</li> </ol>
<b>2. English in your town</b>	Introduction to the discipline (ii) (its methods, data collection techniques and analytical approaches) <ol style="list-style-type: none"> <li>1. Scientific methods and data collection: Project instructions, tips and practicalities</li> <li>2. Multilingual landscapes: Localising English in Lleida</li> </ol>
<b>3. Variation and change</b>	A zoom into critical sociolinguistics (language as a window into linguistic ideologies & identities, leading to social prejudices, stereotypes & inequality concerning 'localised Englishes') <ol style="list-style-type: none"> <li>1. Regional and social varieties? Identity matters</li> <li>2. Local and global Englishes: Prejudice and stereotypes</li> </ol>
<b>4. The market</b>	A zoom into the power of English as an economic asset or <i>divisa</i> for the present-day globalized new economy <ol style="list-style-type: none"> <li>4.1. The economic 'weight' of and 'profitability' of English</li> </ol>
<b>5. Englishisation in town?</b>	Conducting citizenship sociolinguistics: Students as research actors and knowledge generators of Englishisation processes in Lleida <ol style="list-style-type: none"> <li>5.1. The floor is yours! (Project presentation)</li> </ol>

MODULE PART B: PRAGMATICS (6 Weeks, Josep Maria Cots)

UNIT	SECTIO
<b>1. Pragmatics: the study of communication in context</b>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. The study of pragmatics</li> <li>3. An example of the pragmatic perspective in language analysis</li> <li>4. Four ways of approaching the study of pragmatics</li> </ol>
<b>2. Speech acts</b>	<ol style="list-style-type: none"> <li>1. Force: locution, illocution, perlocution</li> <li>2. Felicity conditions</li> <li>3. Speech act types</li> <li>4. Indirect speech acts</li> </ol>
<b>3. Conversational turn taking</b>	<ol style="list-style-type: none"> <li>1. Taking the turn</li> <li>2. Holding the turn</li> <li>3. Yielding</li> <li>4. Backchannel</li> <li>5. Adjacency pairs</li> <li>6. Repair</li> </ol>
<b>4. Speech events</b>	<ol style="list-style-type: none"> <li>1. Components of speech events</li> <li>2. Speech event structure</li> <li>3. Topic management</li> <li>4. Norms of interaction and types of talk</li> </ol>
<b>5. Politeness</b>	<ol style="list-style-type: none"> <li>1. Face, power, distance and imposition</li> <li>2. Politeness maxims</li> <li>3. Politeness strategies</li> </ol>

## Methodology

The first 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.

The second part of the subject (Pragmatics) combines work on the two languages of the students' social environment (Catalan and Spanish) 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 methodology used in the classroom, therefore, will consist of a combination of theoretical and practical classes, case studies, oral presentations, written assignments, tutorials, readings, and evaluation tasks.

## Development plan

Please also check Recursos for detailed assignment dates

Week	THU/FRI, room 2.44, from 9h to 11h	Activities to prepare each class
1: 9/10 Feb.	<p><b>Introduction to the programme for Part A of the course (SOCIOLINGUISTICS)</b>  <b>Presentation of the materials for Part A</b>  <b>Presentation of Unit 1 Part A</b></p>	Reading of notes, multimodal materials, and doing the practical activities for Unit 1
2: 16/17 Feb.	<p><b>Discussion - Unit 1 and presentation of Unit 2</b></p>	Reading of notes, multimodal materials, and doing the practical activities for Units 1 and 2
3: 23/24 Feb.	<p><b>Discussion on Unit 2 and Presentation of Unit 3</b></p>	Reading of notes, multimodal materials, and doing the practical activities for Unit 3
4: 2/3 March	<p><b>Discussion on Unit 3 and Presentation of Unit 4</b></p>	Reading of notes, multimodal materials, and doing the practical activities for Units 3 and 4
5: 9/10 March	<p><b>Discussion on Unit 4</b></p>	Reading of notes, multimodal materials, and doing the practical activities for Unit 4
6: 16/17 March	<p><b>Class session with personalised feedback on blog posts (THU 16)</b>  <b>Summary and revision of Part A (SOCIOLINGUISTICS)</b>  <i>Invited speaker (tba), with a practical activity on Linguistic Landscaping (with compulsory activities) (FRI 17)</i></p>	<p>Tasks concerning the preparation of the oral presentation</p> <p>Tasks concerning the review of all units in Part A (exam preparation)</p> <p>Tasks related to the invited speaker's class.</p>
7: 23/24 March	<p><b>Individual oral presentations on the project for Part A (SOCIOLINGUISTICS)</b></p>	<p>Tasks concerning the preparation of the oral presentation</p> <p>Tasks concerning the review of all units in Part A (exam preparation)</p>
8: 30/31 March	<p><b>Individual oral presentations on the project for Part A (SOCIOLINGUISTICS)</b></p>	<p>Tasks concerning the preparation of the oral presentation</p>

<i>From 3 to 10 April (both included): Easter break</i>		
<b>9: 13/14 Apr.</b>	<b>13 April: Compulsory Mock exam 14 April: Written Exam Part A (computer rooms 3.48 and 3.49A, class time)</b>	Tasks concerning the review of all units in Part A (exam preparation)
<b>10: 20/21 Apr.</b>	<ul style="list-style-type: none"> <li>• Introduction to the programme for Part B</li> <li>• Presentation of the course materials for Part B</li> <li>• Main concepts in Unit 1</li> </ul>	Familiarise oneself with the online materials for the Part B
<b>11: 27/28 Apr.</b>	<ul style="list-style-type: none"> <li>• Unit 2: Speech acts               <ul style="list-style-type: none"> <li>◦ PART A: Main notions and concepts</li> <li>◦ PART B: Data analysis</li> </ul> </li> </ul>	Reading the notes and doing the practical activities for Unit 2
<b>12: 4/5 May</b>	<ul style="list-style-type: none"> <li>• Unit 3: Conversational turn-taking               <ul style="list-style-type: none"> <li>◦ PART A: Main notions and concepts</li> <li>◦ PART B: Data analysis</li> </ul> </li> </ul>	Reading of notes and doing the practical activities for Unit 3
<b>13: 11/12 May</b> <i>Festa de la Ciutat de Lleida (11 Maig)</i>	<ul style="list-style-type: none"> <li>• Unit 4: Speech events               <ul style="list-style-type: none"> <li>◦ PART A: Main notions and concepts</li> </ul> </li> </ul>	Reading the notes and doing the practical activities for Unit 4
<b>14: 18/19 May</b>	<ul style="list-style-type: none"> <li>• Unit 4: Speech events               <ul style="list-style-type: none"> <li>◦ PART B: Data analysis</li> </ul> </li> <li>• Unit 5: Politeness               <ul style="list-style-type: none"> <li>◦ PART A: Main notions and concept</li> </ul> </li> </ul>	Reading the notes and doing the practical activities for Unit 4 Reading the notes and doing the practical activities for Unit 5
<b>15: 25/26 May</b>	<ul style="list-style-type: none"> <li>• Unitat 5: Politeness               <ul style="list-style-type: none"> <li>◦ PART B: Data analysis</li> </ul> </li> <li>• Final revision</li> </ul>	Reading the notes and doing the practical activities for Unit 5
<b>16: Assessment activities: Written exam (Part B Pragmatics) on the date established by the Faculty: Wed 31/5/23, from 9-12h, room 1.03</b>		
<b>18: Resit for the written exams concerning Parts A &amp; B (only), on the date established by the Faculty: THU 22 June from 16-18:30h in room 2.44.</b>		





## 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 have a mean average of 5/10 or higher for the average mark resulting from the two written exams (Parts A and Parts B) in order to pass the course. The non-fulfillment (or no presentation) of the two course projects will result in a SUSPENS as the final grade.

### PART A (60%)

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

### PART B (40%)

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

### Note that:

- The level of the English language (at a C1.2 of the CEFRL) will be taken into account in all assessed activities.
- In case of plagiarism, please note that not only the plagiarised test or activity will be marked with a 0/10 but also the entire subject, without any right or possibility to access resits or retakes, following the regulations concerning assessment and grading in bachelor's and master's degrees at the UdL, available here: [https://www.udl.cat/export/sites/universitat-llleida/ca/udl/norma/.galleries/docs/Ordenacio\\_academica/Normativa-davaluacio-i-qualif.-graus-i-masters-Acord-235-CG-21-7-2022.pdf](https://www.udl.cat/export/sites/universitat-llleida/ca/udl/norma/.galleries/docs/Ordenacio_academica/Normativa-davaluacio-i-qualif.-graus-i-masters-Acord-235-CG-21-7-2022.pdf)
- **No late work will be accepted.**

. NO PRESENTAT: Students with a final average mark of 30% or lower may obtain a NO PRESENTAT.

. RECUPERACIÓ: A resulting average mark of the exams for Parts A and B of 30/100 or higher will allow for taking a resit exam on the day and time that will be established by the Faculty 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](mailto: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]**

- Bolton, K. (2012) *World Englishes and linguistic landscapes*. In *World Englishes*, Vol. 31: 30-33.
- Calsamiglia, H. and Tusón, A. (1999) *Las cosas del decir. Manual de análisis del discurso*. Barcelona: Ariel.
- Cameron, D. (2001) *Working with spoken discourse*. London: Sage.
- Cruse, D. (2004) *Meaning in language: an introduction to semantics and pragmatics*. Oxford: Oxford University Press.
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- Delin, J. (2000) *The language of everyday life*. London: Sage.
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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.