



Universitat de Lleida

DEGREE CURRICULUM  
**ENGLISH LANGUAGE IN  
CONTEXT**

Coordination: COTS CAIMONS, JOSEP MARIA

Academic year 2023-24

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>	FOREIGN LANGUAGES AND LITERATURES			
<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 and 1 day), taught by Maria, and Module Part B (English Pragmatics, last 6 weeks and 1 day), 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	2,25	By appointment (Office 2.22)
SABATE DALMAU, MARIA	maria.sabate@udl.cat	3,75	By appointment (office 2.20)

## 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 and one day, Maria Sabaté-Dalmau)

UNIT	SECTION
<b>1. English sociolinguistics</b>	<p>Introduction to the discipline (i) (its foundations and aims, tenets, branches, fields of research and main contributions)</p> <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>	<p>Introduction to the discipline (ii) (its methods, data collection techniques and analytical approaches)</p> <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>	<p>A zoom into critical sociolinguistics (language as a window into linguistic ideologies &amp; identities, leading to social prejudices, stereotypes &amp; inequality concerning 'localised Englishes')</p> <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>	<p>A zoom into the power of English as an economic asset or <i>divisa</i> for the present-day globalized new economy</p> <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>	<p>Conducting citizenship sociolinguistics: Students as research actors and knowledge generators of Englishisation processes in Lleida</p> <ol style="list-style-type: none"> <li>5.1. The floor is yours! (Project presentation)</li> </ol>

MODULE PART B: PRAGMATICS (6 Weeks and one day, 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 the students' awareness of the roles and statuses that English has in our immediate surroundings, along with other foreign and local languages, through their analysis of multilingual linguistic landscapes in Lleida. The students will be introduced to the use and application of ethnographic/anthropological research methods (like photograph-taking and coding of visual materials, fieldwork and participant observation, etc.). They will analyse one particular linguistic 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
<b>1: 8/9 Feb. Maria</b>	Introduction to the programme for Part A of the course (SOCIOLINGUISTICS)  Presentation of the materials for Part A Presentation of Unit 1 Part A	Reading of notes, multimodal materials, and doing the practical activities for Unit 1
<b>2: 15/16 Feb. Maria</b>	Debate – Unit 1	Reading of notes, multimodal materials, and doing the practical activities for Unit 1
<b>3: 22/23 Feb. Maria</b>	Presentation of Unit 2	Reading of notes, multimodal materials, and doing the practical activities for Unit 2
<b>4: 29 Feb./1 March Maria</b>	Debate - Unit 2 and presentation of Unit 3	Reading of notes, multimodal materials, and doing the practical activities for Units 2 & 3
<b>5: 7/8 March Maria</b>	Debate - Unit 3 and presentation of Unit 4	Reading of notes, multimodal materials, and doing the practical activities for Units 3 & 4
<b>6: 14/15 March Maria</b>	Debate – Unit 4 Class with personalised feedback concerning the group's entry to the blog (FRI 15)	Reading of notes, multimodal materials, and doing the practical activities for Unit 4  Tasks concerning the preparation of the blog and of the oral presentation
<b>7: 21/22 March Maria</b>	<b>Compulsory mock exam in class (THU 21)</b> Invited speaker ( <i>tba</i> ), with compulsory tasks and activities concerning linguistic landscapes) (FRI 22)	Tasks concerning the practical class of the invited speaker  Tasks concerning the preparation of the exam for Part A
From 25 March to 1 April (both included): Easter break		

<p><b>8: 4/5 Apr. Maria</b></p>	<p>Oral presentations on the project for Part A (SOCIOLINGUISTICS)</p>	<p>Tasks concerning the preparation of the exam for Part A</p> <p>Recap of all units for Part A</p> <p>Tasks concerning the preparation of the oral presentation</p>
<p><b>9: 11/12 Apr. Maria</b></p>	<p>Oral presentations on the project for Part A (SOCIOLINGUISTICS)</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><b>10: 18 Apr Maria/19 Apr. Josep Maria</b></p>	<p><b>18/4/23: Written exam for Part A (rooms 3.48 &amp; 3.49A)</b>  <b>19/4/23:</b></p> <ul style="list-style-type: none"> <li>• Introduction to the programme for Part B</li> <li>• Unit 1. Pragmatics: the study of communication in context</li> </ul>	<p>Familiarise oneself with the online materials for the Part B and the notes for Unit 1</p>
<p><b>11: 25 (Students' Day cancellation of classes only from 11h onwards) 26 Apr. Josep Maria</b></p>	<ul style="list-style-type: none"> <li>• Unit 2: Speech acts</li> <li>• PART A: Notions and concepts</li> <li>• PART B: Data analysis</li> </ul>	<p>Reading the notes and doing the practical activities for Unit 2</p>
<p><b>12: 2/3 May Josep Maria</b></p>	<ul style="list-style-type: none"> <li>• Unit 3: Conversational turn-taking</li> <li>• PART A: Notions and concepts</li> <li>• PART B: Data analysis</li> </ul>	<p>Reading the notes and doing the practical activities for Unit 3</p>
<p><b>13: 9/10 May Josep Maria</b></p>	<ul style="list-style-type: none"> <li>• Unit 4: Speech events</li> <li>• PART A: Notions and concepts</li> <li>• PART B: Data analysis</li> </ul>	<p>Reading the notes and doing the practical activities for Unit 4</p>
<p><b>14: 16/17 May Josep Maria</b></p>	<ul style="list-style-type: none"> <li>• Unit 5: Politeness</li> <li>• PART A: Notions and concepts</li> <li>• PART B: Data analysis</li> </ul>	<p>Reading the notes and doing the practical activities for Unit 5</p>
<p><b>15: 23/24 May Josep Maria</b></p>	<ul style="list-style-type: none"> <li>• Possible Test Questions and Recap on Part B</li> <li>• Presentation and evaluation of the project</li> </ul>	<p>Review of the contents of Part B and completion of the project</p>
<p><b>16: Assessment activities: Written exam (Part B Pragmatics) on the date established by the Faculty: Wed 29/5/24, from 9-12h, room 1.03)</b></p>		
<p><b>18: Resit for the written exams concerning Parts A &amp; B (only), on the date established by the Faculty: THU 20 June 2024 from 16-18:30h in room 2.44.</b></p>		

## Evaluation

This is a continuous assessment-based course. The final mark for the subject is the result of the final average mark of the different marks obtained in the assessment tasks detailed below, which are divided into three blocks. It is mandatory to have a mean average of 5/10 (or higher) for the average mark resulting from the two written exams corresponding to PARTS A and B (assessment block 1). The NO presentation of one or two of the projects for each part of the course (item 1 PART A and item 2 PART B of block 2) will result into SUSPENS (FAIL) as a final mark of the subject.

### BLOCK 1. EXAMS (50% of the final mark for the course)

1. **Exam PART A (SOCIOLINGUISTICS): 20% of the final mark for the course** (Units 1-4; on 18/4/24, from 9h to 11h, in rooms 3.48 and 3.49A; with a resit on 20/6/24 from 16 to 18:30h, in room 2.44)
2. **Exam PART B (PRAGMATICS): 30% de la nota final del curs** (Units 1-5; on 29/5/24, from 9 to 12h, in room 1.03; with a resit on 20/6/24 from 16 to 18:30h, in room 2.44)

### BLOCK 2. PROJECTS (30% of the final mark for the course)

1. Research-action-dissemination course project for PART A (Linguistic Landscape mapping, Unit 5): 15% of the final mark for the course (see assessment rubric on content and language at a C1.2 in Recursos)
2. Course project for PART B (videoclip): 15% of the final mark for the course

### BLOCK 3. PARTICIPATION (20% of the final mark for the course)

1. Active participation in the development of the course inside and outside the classroom, throughout the course: 10% of the final mark for the course
2. Weekly practical exercises and reading assessments: 10% of the final mark for the course

#### Note that:

- The level of the English language (at a C1.2 of the CEFRL) will be taken into account in all assessed activities.
- **ACADEMIC FRAUD OR SPONTANEOUS COPYING:** If academic fraud or spontaneous copying is detected, we will apply what is established in the Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees.
- **Late work will not be accepted**

. NO PRESENTAT: Students with a final average mark of 30% or lower may obtain a NO PRESENTAT. The final course mark will not be NO PRESENTAT if the subject is failed. If students have not passed the assessment items required in order to be assessed in this course (that is, if the average mark of the exams in block 1 is lower than 5/10 or if they do not hand in one or two of the projects in block 2) but the resulting final average mark of all tasks after the resit period is 5 or higher, a final mark of 4.9 in the official course mark.

. RECUPERACIÓ (resit): The assessment activities of the exams in block 1 and of the projects in block 2 with a failed mark of 30% or lower can be resit and handed-in on the date established by the Faculty (20/6/24, 16-18:30h, room 1.03).

. **AVALUACIÓ ALTERNATIVA:** Students who want to ask for alternative assessment must submit an employment



contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment **within five (5) days after the beginning of the semester**. For information, please send an e-mail to lletres.secretariacentre@udl.cat or ask for information at the Faculty's academic office (Secretaria Acadèmica de la Facultat de Lletres).

. The alternative evaluation will consist of three blocks, in tasks or activities to be conducted or handed in on the date established by the Faculty (29/5/24, 9-12h, room 1.03): Block 1: An exam of PARTS A and B of the course (50% of the final mark; with a possibility for a resit). Block 2: A project for Part A (25% of the final mark for the course). Block 3: A project for Part B (25% of the final mark for the course).

## 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.
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- Cruse, D. (2004) *Meaning in language: an introduction to semantics and pragmatics*. Oxford: Oxford University Press.
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- Nunan, D. (1993) *Introducing discourse analysis*. London: Penguin.
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- Saville-Troike, M. (1989) *The ethnography of communication*. Oxford: Blackwell. Stenström, A. (1994) *An introduction to spoken interaction*. London: Longman.
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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.