



DEGREE CURRICULUM
ENGLISH AS A GLOBAL LANGUAGE

Coordination: LLURDA GIMÉNEZ, ENRIC

Academic year 2018-19

Subject's general information

Subject name	ENGLISH AS A GLOBAL LANGUAGE			
Code	101282			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in English Studies	2	OPTIONAL	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	LLURDA GIMÉNEZ, ENRIC			
Department	ENGLISH AND LINGUISTICS			
Important information on data processing	Consult this link for more information.			
Language	English			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
LLURDA GIMÉNEZ, ENRIC	ellurda@dal.udl.cat	5,6	
MONCADA COMAS, BALBINA	balbina.moncada@dal.udl.cat	,4	

Learning objectives

- To know the global reality of English and the ideologies subjacent to their multiple uses at the social and territorial levels.
- To develop critical thinking about the impact of globalization and the predominance of English at a global scale over local languages.
- To reflect on the learning and teaching implications of English current role as a global lingua franca.

Competences

GENERAL COMPETENCES

CG9 - To show motivation for quality and rigour

SPECIFIC COMPETENCES

CE3 - To describe the diachronic evolution of the English language as well as the reasons and the reach of its spread as a global language.

Subject contents

1. English in the world
 1. Local, national and international languages
 2. The global expansion of English
 3. Linguistic imperialism
 4. World Englishes
 5. Accent and intelligibility
 6. Attitudes to varieties and accents of English
2. Present and future of English as a lingua franca
 1. Native and non-native speakers of English
 2. Standard language and language varieties
 3. The description of English as a lingua franca
 4. Implications for English language teaching
 5. English medium instruction in tertiary education
 6. The future of English

Methodology

Classes will be structured around debates and seminars based on topical basic readings. Occasionally, a general introduction will be made, but knowledge will be primarily constructed around discussions and debates.

The methodologies that will be mainly used are:

- Debates
- Seminars

Formative activities will consist on:

- Lectures
- Analytical classes
- Readings
- Preparation for oral presentations and written exercises.

Development plan

Planificació setmanal de tasques::

--

	Tasks
Week 1 (12th Sep)	
Week 2 (18-19th Sep)	Guest speakers from Bogazici University (Istanbul, Turkey): Dr. Sebnem Yalcin and Dr. Leyla Marti
Week 3 (25-26th Sep)	McKay (2002), ch. 1&2
Week 4 (2-3rd Oct)	McKay (2002), ch. 3
Week 5 (9-10th Oct)	Widdowson (1994) Modiano (1999)
Week 6 (16-17th Oct)	Lippi-Green (2012)
Week 7 (23-24th Oct)	Canagarajah (2007) Seidlhofer (2003)
Week 8 (30-31st Oct)	Braine (2003), ch. 1-4.
Week 8 (6-7th Nov)	Llurda (2004 and 2016)
Week 9 (13-14th Nov)	Oral presentations
Week 10 (20-21st Nov)	Oral presentations 21st November: Exam
Week 11 (27-28th Nov)	Leith (1996) Introduction; Allan et al. (2010) Baker (2003) Chapter 1
Week 12 (4-5th Dec)	Leith (1996) Chapter 2 (2.2 to 2.5)
Week 13 (11-12th Dec)	Leith (1996) Chapter 2 (2.6 to 2.9)
Week 14 (18-19th Dec)	Barber (1993) 19 th December: Exam Part 2
Week 15 (8-9th Jan)	...

Evaluation

- Oral presentation and written report: 20%
- Written report 15%
- Exam Part 1: 25%
- Exam Part 2: 20%
- Participation and daily classroom tasks: 20%

TOTAL 100%

Bibliography

Basic

- Baker, P.S. (2003) *Introduction to Old English*. Oxford: Blackwell.
- Barber, C. (1993) *The English Language: A Historical Introduction*. Cambridge: CUP.
- Braine, G. (2010) *Non-native Speaker English Teachers. Research, Pedagogy, and Professional Growth*. New York: Routledge.
- Canagarajah, S. (2007) Lingua franca English, multilingual communities, and language acquisition. *The Modern Language Journal* 91: 923-939.
- Graddol, D., Leith, D. and Swann, J. (eds) (1996) *English: History, Diversity and Change*, London: Routledge.

- Lippi-Green, R. (2012) *English with an Accent*. 2nd edition. New York: Routledge
- Lurda, E. (2004) NNS teachers and English as an international language. *International Journal of Applied Linguistics*, 14(3), 314-323.
- Lurda, E. (2016) 'Native speakers', English and ELT. In G. Hall (ed.) *The Routledge Handbook of English Language Teaching*. London: Routledge.
- Mckay, S. L. (2002) *Teaching English as an International Language*. Oxford: OUP.
- Modiano, M. (1999) International English in the global village. *English Today* 15, 2: 22-28.
- Seidlhofer, B. (2003) A concept of International English and related issues: From 'real English' to 'realistic English'. Council of Europe.
- Widdowson, H. G. (1994) The ownership of English. *TESOL Quarterly* 28, 377-389.

Complementary:

- Crystal, D. (1997) *English as a Global Language*. Cambridge: CUP.
- Facchinetti, R., D. Crystal & B. Seidlhofer (eds.) *From International to Local English – and Back Again*. Frankfurt: Peter Lang, 2010.
- Fennell, B. (2004) *A History of English: A Sociolinguistic Approach*. Oxford: Blackwell Publishing.
- Fisiak, J. (1995) *An Outline History of English. Volume 1: External History*. Poznan: Kantor Wydawniczy Saww.
- Freeborn, D. (1998) *From Old English to Standard English*. London: Macmillan.
- Garrett, P. (2010) *Attitudes to Language*. Cambridge: CUP.
- Jenkins, J. (2007) *English as a Lingua Franca: Attitude and Identity*. Oxford: OUP.
- Jenkins, J. (2009) *World Englishes. A resource book for students. (2nd edition)*. London: Routledge.
- Knowles, G. (1997) *A Cultural History of the English Language*. London: Arnold.
- Melchers, G. & P. Shaw (2003) *World Englishes*. London: Hodder Arnold.
- Seidlhofer, Barbara (2011) *Understanding English as a Lingua Franca*. Oxford: OUP.
- Viney, B. (2008) *The History of English Language*. Oxford: OUP.