



Universitat de Lleida

DEGREE CURRICULUM **ENGLISH AS A GLOBAL LANGUAGE**

Coordination: LLURDA GIMÉNEZ, ENRIC

Academic year 2021-22

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
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	3	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			
Teaching load distribution between lectures and independent student work	60 hours virtual videoconference 90 hours virtual			
Important information on data processing	Consult this link for more information.			
Language	English			
Distribution of credits	3 theory 3 practice			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
LLURDA GIMÉNEZ, ENRIC	enric.llurda@udl.cat	6	

Subject's extra information

Information on data protection in the audiovisual register

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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

Teaching methodology will be structured around debates and seminars based on topical basic readings. Discussions will be held both in face-to-face classes and using the virtual campus tools for distance learning. Occasionally, a general introduction will be made, but knowledge will be primarily constructed around discussions and debates of the assigned readings.

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.

The course will combine face-to-face sessions in the classroom and synchronous and asynchronous virtual sessions. This formative modality will combine didactic strategies that, in the case of the face-to-face sessions, foresee the realization of practices in the classroom, of work in small group or individual, case studies, lectures and the resolution of doubts. In the case of virtual sessions, they provide for video conferencing and other teaching and learning strategies for flipped classroom, problem-based learning, case studies, collaborative and cooperative learning, group work, or readings. This methodological approach involves the student take responsibility for their own learning process by acquiring a high commitment in the monitoring of the subject, participation in communication spaces and carrying out learning and assessment activities.

Development plan

Weekly schedule:

	Tasks / Readings assigned
Sept. 16	Beginning of classes
Sept. 23	McKay & J.D. Brown (2016), ch. 1
Sept. 30	Lippi-Green (2012)
Oct. 7	Widdowson (1994)
Oct. 14	Kachru (2013), Modiano (1999)
Oct. 21	Seidlhofer (2003) Braine (2003), ch. 1-2
Oct. 28	Llurda (2004 and 2016)
Nov. 4	Cots (2013)
Nov. 11	Ammon (2006)
Nov. 18	Vinall & Shin (2018)
Nov. 25	Canagarajah (2007)
Des. 4	Matsuda & Friedrich (2012)
Des. 11	Reading to be determined
Des. 18	Reading to be determined
Gen. 13	Final discussion session Written assignment due on Jan. 14th.

Evaluation

Plagiarism, which consists of the direct or INDIRECT copying from unacknowledged (online) sources, will result in the failure of the assessed module, with no possibility for the resit examination.

Students who combine their degree with a full time job or a part-time job with schedules coinciding with classes have the right to ask for alternative assessment within 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 office (Secretaria de la Facultat de Lletres).

- Oral presentation and written report: 15%
- Written essay: 20%
- Exam: 50%
- Active participation in class: 15%

TOTAL 100%

Bibliography

Basic

Ammon, U. (2006) Language conflicts in the European Union. *International Journal of Applied Linguistics*

16: 319-338.

Braine, G. (2010) *Non-native Speaker English Teachers. Research, Pedagogy, and Professional Growth*. New York: Routledge.

Canagarajah, S. (1997) Lingua franca English, multilingual communities, and language acquisition. *The Modern Language Journal* 91: 923-939.

Cots, J. M. (2013). English medium instruction at the university of Lleida: policy, beliefs and practices. In Doiz, A.; Lasagabaster, D.; Sierra, J. M. (eds.) *English-medium instruction at university worldwide: Challenges and ways forward*. Bristol, England: Multilingual Matters

Kachru, B. (2013) World Englishes: Overview. *Encyclopedia of Applied Linguistics*. Blackwell.

Lippi- Green, R. (2012) *English with an Accent*. 2nd edition. New York: Routledge

Llurda, E. (2004) NNS teachers and English as an international language. [*International Journal of Applied Linguistics*](#), 14(3), 314-323.

Llurda, E. (2016) 'Native speakers', English and ELT. In G. Hall (ed.) *The Routledge Handbook of English Language Teaching*. London: Routledge.

Matsuda, A. & P. Friedrich (2012) Selecting an instructional variety for an EIL curriculum. In Matsuda, A. (ed.) (2012) *Principles and Practices of Teaching English as an International Language*. Bristol: Multilingual Matters.

Mckay, S. L. & J. D. Brown (2016) *Teaching and assessing EIL in local contexts around the world*. Ch. 1. New York: Routledge.

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.

Vinall, K. & J. Shin (2018) The construction of the tourist gaze in English textbooks in South Korea: exploring the tensions between internationalisation and nationalisation. *Language, Culture and Curriculum*

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.

Mckay, S. L. (2002) *Teaching English as an International Language*. Oxford: OUP.

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.