Universitat de Lleida

DEGREE CURRICULUM
ENGLISH AS A GLOBAL LANGUAGE

Coordination: LLURDA GIMENEZ, ENRIC

Academic year 2022-23

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 GIMENEZ, 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

ENGLISH AS A GLOBAL LANGUAGE 2022-23

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

Subject's extra information

Information on data protection in the audiovisual register

In accordance with current regulations on the protection of personal data, we inform you that:

- The organisation responsible for the recording and use of the image and voice is the University of Lleida - UdL (contact details of the representative: General Secretariat. Plaza Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; contact details of the data protection officer: dpd@udl.cat).

- The recorded images and voices shall be used exclusively for teaching purposes.

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We remind you that the recordings and the rest of the contents of the CV are protected by the intellectual and industrial property rights of the University of Lleida, in accordance with the clause included in the "Legal notice", visible on all UdL websites.

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. International languages and the global expansion of English
    2. Standard language and language varieties
    3. Accent and intelligibility
    4. The ownership of English.
    5. World Englishes
    6. Linguistic imperialism
    7. English in Europe
    8. The description of English as a lingua franca
2. Present and future of English as a lingua franca
    1. Native and non-native speakers and English language teaching
    2. Evolving concepts of ELF: English as a multillingua franca
    3. Implications of ELF for English language teaching
    4. ELF in ELT textbooks
    5. English in multilingual universities in the Expanding Circle
    6. The future of English

Methodology

Teaching methodolgy 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 exercices.

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:

Readings	
Week 1 - Sept. 12-13	**Introduction**
Week 2 – Sept 19-20	**McKay & J.D. Brown (2016), ch. 1 - International languages and the global expansion of English**
Week 3 - Sept. 26-27	**Lippi-Green (2012), ch. 1 & 3 – Standard language and varieties. Accent and intelligibility**
Week 4 - Oct. 3-4	**Widdowson (1994), Modiano (1999) – The ownership of English. World Englishes**
Week 5 - Oct. 10-11	**Phillipson (1992), ch. 7** – **Linguistic Imperialism**
Week 6 - Oct. 17-18	**Sherman (2018)** – ELF in Europe
Week 7 - Oct. 24-25	**Seidlhofer (2003) – Description of ELF**
Week 8 – Oct 31	**Llurda (2016), Dewaele (2017) – Non-native speakers and teachers (1)**
Week 9 - Nov. 7-8	**Holliday (2006), Jenkins (2017), González & Llurda (2016) – Non-native speakers and teachers (2)**
Week 10 - Nov. 14-15	**Galloway & Rose (2018), Sifakis & Bayyurt (2018)** – Implications of ELF for the teaching of English
Week 11 - Nov. 21-22	**Jenkins (2015) – Evolving concepts of ELF. English as a multilingua franca**
Week 12 – Nov. 28-29	No classes. Project work.
Week 13 - Dec. 5	**Vettorel & Lopriore (2013)** – ELF in ELT textbooks
Week 14 - Dec. 12-13	**Cots (2013) – English in multilingual universities in the Expanding Circle**
Week 15 – Dec. 19-20	**Presentation of group projects (4 groups: 1 hour per group)**
January	**Final exam (face to face) – 18th Jan 2023; 12 pm. Room 3.17.A Retake exam – 1st Feb 2023; 9 am. Room 3.17.A Written assignment and oral presentation due on Jan. 13th.**

Evaluation

In case of plagiarism, what is established in the 'Normativa de l'avaluació i la qualificació de la docència en els graus i masters de la UdL' will be applied. The student who submits an evaluation test of dubious authorship must take a similar test in the presence of the teacher. In the event that the result proves a different level from that

shown in the first activity delivered, or substantial differences in performance, the teacher may decide to apply the grade of the second activity or any other grade that includes a penalty for fraudulent action of the student.

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).

- Practical activity and oral presentation   15%
- Written essay: 15%
- Exam: 50%
- Attendance and submission of weekly tasks: 10%
- Active participation in class: 10%

TOTAL   100%

Bibliography

Basic

Cots, J. M. (2013) Introducing English medium instruction at the university of Lleida: Intervention, beliefs and practices. In Doiz, A., et al. (eds.) *English-medium instruction at universities: Global challenges*. Bristol, England: Multilingual Matters

Dewaele, J-M. (2018) Why the dichotomy 'L1 versus Lx user' is better than 'Native versus non-native speaker'. *Applied Linguistics* 39, 2: 236-240.

Galloway, N. & H. Rose (2018) Incorporating Global Englishes into the ELT classroom. *ELT Journal* 72, 1: 3-14.

González, A. & E. Llurda (2016) Bilingualism and globalisation in Latin America: fertile ground for native-speakerism. In F. Copland, S. Garton & S. Mann (eds.) *LETs and NESTs: Voices, views and vignettes*. 93-112. London: British Council.

Holliday, A. (2006) Native-speakerism. *ELT Journal* 60, 4: 385-387.

Jenkins, J. (2015) Repositioning English and multilingualism in English as a Lingua Franca. *Englishes in Practice* 2, 3: 49-85.

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

Llurda, E. (2016) 'Native speakers', English and ELT. In G. Hall (ed.) *The Routledge Handbook of English Language Teaching*. London: Routledge. pp. 51-63.

Mckay, S. L. & J. D. Brown (2016) *Teaching and Assessing EIL in Local Contexts around the World*. Chapter 1. New York: Routledge.

Modiano, M. (1999) International English in the global village. *English Today* 15, 2: 22-28.

Phillipson, R. (1992) *Linguistic Imperialism*. Ch. 7. Oxford: Oxford University Press.

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Vettorel, P. & L. Lopriore (2013) Is there ELF in ELT coursebooks? *Studies in Second Language Learning and Teaching* 3, 4: 483-504.

Widdowson, H. G. (1994) The ownership of English. *TESOL Quarterly* 28, 377-389.