



Universitat de Lleida

DEGREE CURRICULUM
**ENGLISH AS A GLOBAL
LANGUAGE**

Coordination: LLURDA GIMENEZ, ENRIC

Academic year 2023-24

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	FOREIGN LANGUAGES AND LITERATURES			
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 GIMENEZ, ENRIC	enric.llurda@udl.cat	6	

Subject's extra information

A student may fail the course if the instructors observe language problems that do not correspond to this level.

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 multilingua 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 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:

Readings	
Week 1 - Sept. 12	Introduction
Week 2 – Sept 18-19	McKay (2002), ch. 1 - English as an international language
Week 3 - Sept. 25-26	Global English and Linguistic Imperialism
Week 4 - Oct. 2-3	Lippi-Green (2012), ch. 1 & 3 – Standard language and varieties. Accent and intelligibility
Week 5 - Oct. 9-10	Widdowson (1994), Modiano (1999) – The ownership of English. World Englishes
Week 6 - Oct. 16-17	Sherman (2018) – ELF in Europe
Week 7 - Oct. 23-24	Seidlhofer (2003) – Description of ELF
Week 8 – Oct 30-31	Llurda (2016) – Non-native speakers and teachers (1)
Week 9 - Nov. 6-7	Holliday (2006), Jenkins (2017), González & Llurda (2016) – Non-native speakers and teachers (2)

Week 10 - Nov. 13-14	Sifakis & Bayyurt (2018) – Implications of ELF for the teaching of English
Week 11 - Nov. 20-21	Jenkins (2015) – Evolving concepts of ELF. English as a multilingua franca
Week 12 – Nov. 27-28	Vettorel & Lopriore (2013) – ELF in ELT textbooks
Week 13 - Dec. 4-5	Project work
Week 14 - Dec. 11-12	Cots (2013) – English in multilingual universities in the Expanding Circle
Week 15 – Dec. 18-19	Presentation of projects

Evaluation

Assessment is continuous and it is divided in the following blocks:

BLOCK 1 (Final exam): 50%

BLOCK 2 (Written paper): 15%

BLOCK 3 (Oral presentation): 15%

BLOCK 4 (online activities): 10%

BLOCK 5 (Class participation): 10%

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).

Alternative assessment will consist in a written exam (50%), a written paper (25%), and an oral presentation (25%).

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.

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. Llorca (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.

Jenkins, S. (2017) The elephant in the room: Discriminatory hiring practices in ELT. *ELT Journal* 71, 3: 373-376.

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.

Seidlhofer, B. (2003) A concept of International English and related issues: From 'real English' to 'realistic English'. Council of Europe.

Sherman, T. (2018) ELF and EU/wider Europe. In J. Jenkins, W. Baker & M. Dewey (eds.) *The Routledge Handbook of ELF*. 115-125. Abingdon, UK: Routledge.

Sifakis, N. & Y. Bayyurt (2018) ELF-aware teaching, learning and teacher development. In J. Jenkins, W. Baker & M. Dewey (eds.) *The Routledge Handbook of ELF*. 456-467. Abingdon, UK: Routledge.

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.