

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (English Language)
Programme QF Level	: 5
Course Title	: Pragmatics
Course Code	: ENG4292
Department	: Department of Linguistics and Modern Language Studies (LML)
Credit Point	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Level	: 4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course introduces students to the key concepts in pragmatics as they pertain to the use of language and its relations to the context of usage. It develops students' ability to analyze spoken and written texts as well as non-textual types of communication by referring to general constraints on language use. Pragmatic aspects of language will be analyzed from the point of view of logic, philosophy and typology.

Using established data-gathering and analytic techniques, linguistic data will be analysed to better understand how meaning is conveyed in human communication and how this relates to human cognition in general.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Demonstrate a clear understanding of the key concepts and methods of pragmatics;
- CILO₂ Recognize and analyze pragmatic elements of authentic discourse and be able to characterize the difference between the logical and pragmatic properties of natural language discourse; and
- CILO₃ Apply knowledge of pragmatics to critically evaluate classroom communication strategies.

3. Course Intended Language Learning Outcomes (CILLOs)

Upon completion of this course, students will be able to:

- CILLO₁ Interpret intended meaning in written and spoken discourse.

4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Introduction to pragmatics: <ul style="list-style-type: none">➤ What is pragmatics?➤ History of pragmatics➤ Importance of pragmatics	CILO ₁	Lecture, seminar, group work, student presentations.
● Basic research methods in pragmatics <ul style="list-style-type: none">➤ Discourse completion tasks➤ Experimental pragmatics (acceptability judgments etc.)➤ Conversation analysis➤ Corpus analysis	CILO ₂ CILLO ₁	Lecture, seminar, group work, student presentations.
● Reference to the context <ul style="list-style-type: none">➤ Deictic elements (person, time...)	CILO _{1,2} CILLO ₁	Lecture, seminar, group work, student presentations.

➤ Non-deictic element		
<ul style="list-style-type: none"> ● Pragmatic inferences <ul style="list-style-type: none"> ➤ Cooperation/Grice's maxim ➤ Logical content of utterances, (basic propositional logic, reasoning fallacies) ➤ Comparison of the logical level of meaning with conversational implicatures and implicatures ➤ Speech acts: direct/indirect ➤ Argumentation: markers and strategies 	<i>CILO_{1,2}</i> <i>CILLO₁</i>	Lecture, seminar, group work, student presentations.
<ul style="list-style-type: none"> ● Politeness: <ul style="list-style-type: none"> ➤ Politeness theories (Brown and Levinson): face-threatening acts; politeness strategies 	<i>CILO_{1,2}</i> <i>CILLO₁</i>	Lecture, seminar, group work, student presentations.
<ul style="list-style-type: none"> ● Contrastive pragmatics: <ul style="list-style-type: none"> ➤ Comparison of pragmatics markers across languages: the case of adversative connectives ➤ Comparison of politeness strategies across cultures 	<i>CILO_{1,2}</i> <i>CILLO₁</i>	Lecture, seminar, group work, student presentations.
<ul style="list-style-type: none"> ● Pragmatics in the classroom <ul style="list-style-type: none"> ➤ Research on classroom pragmatics ➤ Implications for teaching - Evaluations of classroom talk, text and electronic-based materials from a pragmatic perspective 	<i>CILO_{1,2,3}</i> <i>CILLO₁</i>	Lecture, seminar, group work, student presentations.

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Individual research report analyzing a pragmatic phenomenon in detail based on authentic data (about 1200 words).	40%	<i>CILO_{1,2}</i> <i>CILLO₁</i>
(b) Group task, 3 students (eq. to about 1200 words essay by each student): <ul style="list-style-type: none"> ➤ Set-up of an experiment to investigate a pragmatic phenomenon (20%) ➤ Group presentation of the results and their analysis (20%) 	40%	<i>CILO_{1,2,3}</i> <i>CILLO₁</i>
(c) Small quizzes requiring students to define and explain technical terms and concepts.	20%	<i>CILO₁</i>

6. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

7. Required Text(s)

Huang, Y. (2014). *Pragmatics* (2nd ed.). Oxford: Oxford University Press

8. Recommended Readings

- Andersen-Wood, L., & Smith, B. R. (1997). *Working with pragmatics: a practical guide to promoting communicative confidence*. Bicester, England: Winslow.
- Bargiela-Chiappini, F., & Harris, S. J. (1997). *Managing language: the discourse of corporate meetings*. Amsterdam: John Benjamins.
- Boxer, D., & Cohen, A. D. (2004) *Studying speaking to inform second language learning*. Clevedon: Multilingual Matters.
- Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press.
- Cameron, D. (1992). *Feminism and linguistic theory*. (2nd ed.) New York: Palgrave.
- Cummings, L. (2005). *Pragmatics: A multidisciplinary perspective*. Mahwah, NJ: Lawrence Erlbaum and Associates.
- Davies, C. (1990). *Ethnic humour around the world: A comparative analysis*. Bloomington, IN.: Indiana University Press.
- Dewart, H., & Summers, S. (1995). *The pragmatics profile of everyday communication skills in children*. (rev. ed.) Windsor: NFER-Nelson.
- Diamond, J. (1996). *Status and power in verbal interaction: a study of discourse in a close-knit social network*. Amsterdam; Philadelphia: John Benjamins.
- Gass, S. M., & Neu, J. (1996). *Speech acts across cultures: Challenges to communication in a second language*. Berlin: Mouton de Gruyter.
- Geis, M. L. (1995). *Speech acts and conversational interaction*. Cambridge: New York: Cambridge University Press.
- Geluykens, R. (1994). *The pragmatics of discourse anaphora in English: Evidence from conversational repair*. Berlin; New York: Mouton de Gruyter.
- Goffman, E. (1997). *The Goffman reader*. Malden, MA.: Blackwell.
- Green, G.M. (1996). *Pragmatics and natural language understanding*. Mahwah, NJ: Erlbaum.
- Grundy, P. (2000). *Doing pragmatics* (2nd ed.). London: E. Arnold.
- Huang, Y. (2012). *The Oxford dictionary of Pragmatics*. Oxford: Oxford University Press.
- Huang, Y. (2014). *Pragmatics* (2nd ed.). Oxford: Oxford University Press.
- Huang, Y. (Ed.). (2017). *The Oxford handbook of pragmatics*. Oxford University Press.

- Holmes, J. (1995). *Women, Men and Politeness*. Harlow, England: Longman.
- Horn, L. R., & Ward, G. (2006). *The handbook of pragmatics*. Oxford: Blackwell.
- Kasper, G., & Dahl, M. (1991). *Research Methods in interlanguage pragmatics*. Hawaii: University of Hawaii.
- Kotthoff, H., & Wodak, R. (Eds.). (1997). *Communicating gender in context*. Amsterdam; Philadelphia: John Benjamin.
- Leech, G. N. (1983). *Principles of Pragmatics*. New York: Longman. [selections from].
- Leech, G. N. (2014). *The pragmatics of politeness*. Oxford: Oxford University Press.
- Levinson, S. C. (1983). *Pragmatics*. Cambridge; New York: Cambridge University Press.
- Matthews, S., & Yip, V. (1994). *Cantonese: A comprehensive grammar*. New York: Routledge.
- Mey, J. L. (2001). *Pragmatics: An introduction* (2nd ed). Oxford: Blackwell.
- Rose, K. R., & Kasper, G. (2001). *Pragmatics in language teaching*. Cambridge: Cambridge University Press.
- Ross, S., & Kasper, G. (Eds.). (2013). *Assessing second language pragmatics*. Springer.
- Scollon, R., Wong Scollon, S., & Jones, R. H. (2012). *Intercultural communication: A discourse approach* (3rd ed.). Malden, MA; Oxford: Wiley Blackwell.
- Tannen, D. (1993). *Gender and conversational interaction*. New York: Oxford University Press.
- Thomas, J. (1995). *Meaning in interaction: An introduction to pragmatics*. London: Longman.
- Trosborg, A. (1995). *Interlanguage pragmatics: requests, complaints, and apologies*. Berlin; New York: Mouton de Gruyter.
- Wierzbicka, A. (2003). *Cross-cultural pragmatics: The semantics of human interaction* (2nd ed.). Berlin; New York: Mouton de Gruyter.
- Wray, A. (2008). *Formulaic language: Pushing the boundaries*. Oxford: Oxford University Press.
- Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.

9. Related Web Resources

Corpora:

American National Corpus (ANC):

<http://www.anc.org>

BRITISH NATIONAL CORPUS (BNC):

<http://www.natcorp.ox.ac.uk/>

Corpus of Contemporary American English (COCA):

<http://corpus.byu.edu/coca/x.asp?w=1280&h=720>

CORPUS.BYU.EDU:

<http://corpus.byu.edu/corpora.asp>

Michigan Corpus of Academic Spoken English (MICASE):

<http://micase.elicorpora.info/>

SCRIBE - Spoken Corpus of British English:

<http://www.phon.ucl.ac.uk/resource/scribe/>

10. Related Journals

Journal of Pragmatics

Intercultural Pragmatics <https://www.degruyter.com/view/j/iprg>

Discourse and Communication

Journal of Semantics

Semantics and Pragmatics (<http://semprag.org/>)

11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

12. Others

Nil

18 July 2025