



Universidad  
de Alcalá

# GUÍA DOCENTE

## **PRAGMÁTICA DE LA LENGUA INGLESA // ENGLISH PRAGMATICS**

**Grado en Estudios Ingleses  
Grado en Lenguas Modernas y Traducción  
Universidad de Alcalá**

**Curso Académico 2022-2023**  
3º-4º Curso – 1º Cuatrimestre

## GUÍA DOCENTE

Nombre de la asignatura:	Pragmática de la Lengua Inglesa // English Pragmatics
Código:	251042
Titulación en la que se imparte:	Grado en Estudios Ingleses Grado en Lenguas Modernas y Traducción
Departamento y Área de conocimiento:	Departamento de Filología Moderna Área de Filología Inglesa
Carácter:	Optativo
Créditos ECTS:	8
Curso y cuatrimestre:	Tercer y cuarto curso, Primer cuatrimestre
Profesorado:	María Rosa Cabellos Castilla (rosa.cabellos@uah.es)
Horario de tutoría:	Se indicará al comienzo del cuatrimestre
Idioma en el que se imparte:	Inglés

### 1. COURSE DESCRIPTION

This optional course introduces students to the basic concepts, principles and theories of English pragmatics in order to enhance their command and understanding of the language and familiarize them with the terminology used in that field. The contents covered in this course complement those studied in the compulsory subject of Discourse Analysis and the optional subjects of Sociolinguistics of the English Language and Argumentation and Persuasion in English.

This course is aimed, on the one hand, at the acquisition of the main concepts, principles and theories studied in pragmatics in order to analyze and describe the use of language in context; and, on the other hand, at the acquisition of communicative skills in order to make an appropriate and effective usage of language in specific situations. Likewise, students will also become aware of the interdisciplinary character of the study of language as a socialization vehicle.

This course will be of use to students interested in a future career as English teachers, translators, interpreters or intercultural communicators, in which they need to have a thorough understanding of how language is used according to pragmatic principles.

#### **Prerequisites and recommendations**

Following the guidelines issued by the Department of Modern Philology, students are expected to have acquired a level C1 in the English language in all four skills at the end of their fourth year. Students in their third year, for their part, will be expected to

be well on their way to achieving this advanced level of English in all four communicative skills.

## Course summary

This optional course introduces students to the basic concepts, principles and theories of English pragmatics in order to enhance their command and understanding of the language and familiarize them with the terminology used in that field. This course is aimed, on the one hand, at the acquisition of the main concepts, principles and theories studied in pragmatics in order to analyze and describe the use of language in context; and, on the other hand, at the acquisition of communicative skills in order to make an appropriate and effective usage of language in specific situations. Likewise, students will also become aware of the interdisciplinary character of the study of language as a socialization vehicle.

## 2. COURSE OBJECTIVES

### Generic competences

1. Development of a scientific knowledge of the English language.
2. Ability to understand and describe the structure of the English language at an advanced level.
3. Ability to make a correct use of the English language when speaking and writing at the C1 level.
4. Enhancement of listening, reading, speaking, and writing skills.
5. Improvement of language competence in the communication of information, ideas, opinions, problems, and solutions.
6. Development of independent critical thinking based on supportive evidence.
7. Development of the abilities to analyze and synthesize information.
8. Use of bibliographical and specialized sources efficiently and correctly.
9. Ability to work in group.
10. Ability to work independently as learners.

### Specific competences

At the end of the course, students should:

1. Contextualize the discipline of Pragmatics in the field of Applied Linguistics.
2. Acquire and employ the basic concepts and terminology used in pragmatics.
3. Learn and apply the main pragmatic principles and theories.
4. Identify and reflect on the pragmatic meaning of utterances in specific contexts.
5. Identify and discuss what an appropriate use of language in context is.
6. Be able to analyze texts from a pragmatic point of view.
7. Be aware of the function of language in social life and the role that language plays in the construction and shaping of social relationships.

### 3. COURSE CONTENTS

The course contents will be organized in six units:

- Unit 1. Pragmatics in linguistics: A definition.
- Unit 2. Reference.
- Unit 3. Presuppositions.
- Unit 4. Speech acts.
- Unit 5. Cooperation and implicatures.
- Unit 6. Politeness and interaction.

### 4. METHODOLOGY AND CLASS ACTIVITIES

The course will consist of forty-five attending sessions (one lecture and two seminars per week –one hour each), as well as two group tutorials (one hour each) and two workshops (one hour each). The main concepts, principles and theories of English pragmatics will be discussed in the lectures. Seminars will focus on practical activities related to the theoretical explanations. In the group tutorials students will be explained the assignments that they will have to prepare for the two workshops. In the workshops students will submit a pragmatic analysis of a text and explain the study they have carried out. The first workshop will deal with deixis, anaphora and cataphora, and presuppositions; and the second workshop will focus on speech acts, conversational implicatures, and politeness. Appointments for the tutorials and workshops will be arranged throughout the course by means of agreement with the lecturer.

Likewise, students will devote some hours to independent study. Thus, they will study and expand the contents presented in the lectures and they will prepare the activities for the seminars and workshops.

#### 4.1. Student workload

Attending sessions: 53 hours	<ul style="list-style-type: none"> <li>- Lectures (15 hours).</li> <li>- Seminars (30 hours).</li> <li>- Group tutorials (2 hours).</li> <li>- Workshops (2 hours).</li> <li>- Written exams (4 hours).</li> </ul>
Independent study: 147 hours	<ul style="list-style-type: none"> <li>- Study of theoretical contents.</li> <li>- Preparation of seminar activities.</li> <li>- Preparation of written assignments and oral presentations for the two workshops.</li> <li>- Preparation of the two written exams.</li> </ul>
Total: 200 hours	

## 4.2. Learning activities, materials and resources

<p>Attending sessions</p>	<ul style="list-style-type: none"> <li>- Lectures and Seminars: Lecturer's presentation and all group discussion of theoretical and practical issues; practical exercises.</li> <li>- Group tutorials: Explanation of workshops assignments.</li> <li>- Workshops: Submission of pragmatic analyses of texts, oral presentation of the studies carried out, and discussion.</li> </ul>
<p>Independent study</p>	<ul style="list-style-type: none"> <li>- Readings.</li> <li>- Study of theoretical contents.</li> <li>- Preparation of written activities and assignments.</li> <li>- Preparation of oral presentations.</li> <li>- Preparation of written exams.</li> </ul>
<p>Materials and resources</p>	<ul style="list-style-type: none"> <li>- Pragmatics bibliographical and reference sources.</li> <li>- Electronic resources.</li> </ul>

## 5. ASSESSMENT

### Assessment procedures and instruments

In accordance with the University regulations, students will be assessed by means of the continuous assessment of their work throughout the semester. Thus, students will be assessed by:

- Active participation in class.
- Preparation and discussion of activities in the seminars.
- Preparation, submission and discussion of two projects in the workshops.
- Two written exams on the theoretical and practical contents studied regarding English pragmatics.

Likewise, if students consider that they will not be able to follow the continuous assessment process, within the first two weeks of the course they will have to request the Dean of the Faculty of Philosophy and Arts to be exempted from this assessment process and to be assessed through a comprehensive final exam and two projects. The final written exam will cover all the theoretical and practical contents of the course

(English pragmatics) and will consist of some short theoretical questions as well as some practical exercises. The two projects will consist in a pragmatic analysis of a text.

Those students who do not pass the course in January will have to sit for a comprehensive final exam and to submit two projects in June, which will have a similar format to the above-mentioned final examination and projects.

### Assessment criteria

In order for students to pass the course, they are expected to show that they have a C1.1 level of English. Likewise, they will have to show a thorough knowledge of English pragmatics, which means knowing the basic concepts and terminology used in the pragmatic analysis and description of English; understanding, describing and applying the main pragmatic principles and theories; identifying the pragmatic meaning of utterances in specific contexts; and being able to perform a pragmatic analysis of a text.

### Grading criteria

The final grade of the students who follow the continuous assessment process will depend on their active and valuable participation in class (10%), their performance in the two projects submitted in the workshops (20% the first project and 30% the second project), and their performance in the two written exams (15% the first exam and 25% the second exam). It will be compulsory for these students to attend at least 85% of the classes (lectures and seminars), to attend the two group tutorials and the two workshops, to do and submit all the activities and projects requested in the classes and workshops, and to sit two written exams. Furthermore, students are responsible for completing assignments on time. Late assignments will not be accepted, unless the instructor determines that a late assignment is justified.

Likewise, for those students who are granted the final assessment in January or who have to sit for the final exam in June, 40% of their final grade will be based on the written exam and 60% on the two projects (25% the first project and 35% the second project).

In both assessment processes (continuous assessment and final assessment), students must obtain a pass grade in all the assessment instruments. Likewise, since this is a course that is taught in English and deals with that language, students' language performance (in grammar, lexis and spelling) will be taken into account for the final grade (see the Modern Philology Department assessment criteria).

Students' final grade will be based on the following criteria:

- Outstanding (Matrícula de Honor): A deep and systematic engagement with the assessment task, with consistently impressive demonstration of a comprehensive mastery of the subject matter, reflecting: a) a deep and broad knowledge and critical insight as well as extensive reading; b) a critical and comprehensive appreciation of the relevant literature or theoretical framework; c) an exceptional ability to organize, analyze and present arguments fluently and lucidly with a high level of

critical analysis, amply supported by evidence, citation or quotation; d) a highly developed capacity for original, creative and logical thinking.

- Excellent (Sobresaliente): A comprehensive, highly-structured, focused and concise response to the assessment task, consistently demonstrating: a) an extensive and detailed knowledge of the subject matter; b) a highly-developed ability to apply this knowledge to the set task; c) evidence of extensive background reading; d) clear, fluent, stimulating, and original expression; e) excellent presentation (spelling, grammar, graphical) with minimal or no presentation errors.
- Very Good (Notable): A thorough and well-organized response to the assessment task, demonstrating: a) a broad knowledge of the subject matter; b) considerable strength in applying that knowledge to the task set; c) evidence of substantial background reading; d) clear and fluent expression; d) quality presentation with few presentation errors.
- Satisfactory (Aprobado): An adequate and competent response to the assessment task, demonstrating: a) adequate but not complete knowledge of the subject matter; b) omission of some important subject matter or the appearance of several minor errors; c) capacity to apply knowledge appropriately to the task albeit with some errors; d) evidence of some background reading; e) clear expression with few areas of confusion; f) writing of sufficient quality to convey meaning but some lack of fluency and command of suitable vocabulary; g) good presentation with some presentation errors.
- Fail (Suspenso): A response to the assessment task which fails to meet the minimum acceptable standards, although it demonstrates: a) engagement with the subject matter or problem set, despite major deficiencies in structure, relevance or focus; b) several major errors and some minor errors; c) capacity to complete only part of, or the simpler elements of, the task; d) basic grasp of subject matter but being poorly focussed or badly structured or containing irrelevant material; e) no evidence of background reading.

## 6. BIBLIOGRAPHY

### Basic bibliography

- Ariel, Mira. 2010. *Defining Pragmatics*. Cambridge: Cambridge University Press.
- Chapman, Siobhan. 2011. *Pragmatics*. London: Palgrave.
- Cutting, Joan. 2002. *Pragmatics and Discourse: A Resource Book for Students*. London: Routledge.
- Grundy, Peter. 1995. *Doing Pragmatics*. London: Edward Arnold.
- Huang, Yan. 2007. *Pragmatics*. Oxford: Oxford University Press.
- Leech, Geoffrey. 1983. *Principles of Pragmatics*. London: Longman.
- Levinson, Stephen C. 1983. *Pragmatics*. Cambridge: Cambridge University Press.
- Mey, Jacob L. 2001 (1993). *Pragmatics*. Oxford: Blackwell.
- O’Keeffe, Anne, Brian Clancy & Svenja Adolphs. 2011. *Introducing Pragmatics in Use*. London: Routledge.

- Thomas, Jenny. 1995. *Meaning in Interaction: An Introduction to Pragmatics*. London: Pearson Education.
- Yule, George. 1996. *Pragmatics*. Oxford: Oxford University Press.

### Additional bibliography

#### MONOGRAPHS:

- Austin, John L. 1962. *How to Do Things with Words*. Oxford: Oxford University Press.
- Black, Elizabeth. 2006. *Pragmatic Stylistics*. Edinburgh: Edinburgh University Press.
- Brown, Penelope & Stephen C. Levinson. 1987 (1978). *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.
- Cruse, Alan. 2006. *A Glossary of Semantics and Pragmatics*. Edinburgh: Edinburgh University Press.
- Goffman, Erving. 1967. *Interaction Ritual: Essays on Face-to-Face Behavior*. New York: Pantheon Books.
- Searle, John R. 1969. *Speech Acts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press.
- Sperber, Dan & Deidre Wilson. 1986. *Relevance. Communication and Cognition*. Oxford: Blackwell.
- Tsui, Amy B. M. 1994. *English Conversation*. Oxford: Oxford University Press.

#### SPECIFIC ARTICLES:

- Grice, H. P. 1975. "Logic and conversation." *Syntax and Semantics*, vol. 3: *Speech Acts*. Eds. P. Cole & J. L. Morgan. San Diego: Academic Press. 41-58.
- Grice, H. 1978. "Further notes on logic and conversation." *Syntax and Semantics*, vol. 9: *Pragmatics*. Ed. P. Cole. San Diego: Academic Press. 113-128.
- Lakoff, Robin. 1973. "The logic of politeness; or, minding your p's and q's." *Papers from the Ninth Regional Meeting of the Chicago Linguistic Society*. Eds. C. Corum, T. C. Smith-Stark & A. Weiser. Chicago: Chicago Linguistic Society. 292-305.
- Searle, John. R. 1976. "A classification of illocutionary acts." *Language and Society* 5: 1-23.

## 7. ADDITIONAL PROVISION

The University of Alcalá guarantees that, if due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.