



Interlanguage and cross-cultural pragmatics (ENIP75,  
Advanced Level Course)  
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### **Course description**

The course aims to provide an introduction to theories and research on pragmatics, to help students develop a critical understanding of the study of pragmatics in language learning and in social and professional contexts, and to develop the ability to apply this knowledge in multilingual and multicultural environments.

### **Intended learning outcomes**

Upon completion of the course, the student should be able to:

- Demonstrate knowledge and understanding of central theories, concepts and relevant research in pragmatics;
- Demonstrate general knowledge and understanding of various linguistic methods within pragmatics;
- Assess and evaluate research in pragmatics in general;
- Apply this knowledge to a study of pragmatic issues in social, cross-cultural, educational or professional contexts;
- Use effective academic English in writing and speaking.

### **Grading**

The module adopts the 7-grade SU scale (A–E, Fx, F).

To receive a final grade, students must have completed all obligatory elements and the examination assignments [not fulfilled the obligatory elements or not done all examination assignments=no grade].

To receive a passing grade (A to E), students must complete and pass all the examination assignments, and thus demonstrate that they achieved all the learning outcomes at least at the minimum level (see “Course grading” below).

### **Course activities and examination**

The course consists of the following activities:

1. Reading the required materials (chapters/articles) before each seminar.
2. Working towards a research essay. The aim is to show that you can achieve the course aims by exploring the course concepts and theories in detail.
3. An oral presentation of your research essay at the course symposium.
4. Students are expected to complete all the tasks assigned by the teacher.

Students are required to complete the following:

- Analytic student-led activity (30%) – graded A-F
- Research essay (70%) – graded A-F
- Oral presentation of the essay – graded Pass/Fail

- Attending seminars to a minimal degree of 75%.

Analytic student-led activity: (30%)

Presentation of an analytic task related to a specific course reading and application of relevant pragmatic concepts. This assignment includes 1) introducing the analytic task and leading the seminar group in completing the task (ca 15 min), 2) a structured written motivation of the task based on relevant pragmatic concepts (800 words +/-10%). This is a group assignment. The written part is due on the day of the seminar in which the student-led activity is carried out, and constitutes the basis for the A-F grade. If preferred, the written part can also be completed individually.

Research essay: (70%)

Two options: a) a review paper that discusses the concepts encountered in the course based on published research; or b) a mini-study that applies the concepts discussed in the course to authentic language data. The essay should be 2000 words +/-10%.

Oral presentation: Presentation of your research paper (Pass/Fail)

An oral presentation of the research assignment as work in progress (max 5 min).

Specific instructions for the assignments will be given in a separate document on Athena and presented in class.

**Required reading**

*Readings are available as electronic resources at the SU Library catalogue, if not explicitly stated otherwise.*

Course book:

Boxer, D. (2002). *Applying Sociolinguistics. Domains and face-to-face interaction*.  
Benjamins.  
Chapters 1, 3, 4, 6, 7

Articles and chapters:

- Ädel, A. (2011). Rapport building in student group work. *Journal of Pragmatics*, 43(12), 2932-2947.
- Burnette, J., & Calude, A. S. (2022). Wake up New Zealand! Directives, politeness and stance in Twitter# Covid19NZ posts. *Journal of Pragmatics*, 196, 6-23.
- Blum-Kulka, S. (1997). Discourse pragmatics. In T. Van Dijk (Ed.), *Discourse studies: Discourse as social interaction*, pp. 38-63. Sage. (on Athena)
- Culpeper, J. (2005). Impoliteness and entertainment in the television quiz show: The Weakest Link. *Journal of Politeness Research: Language, Behaviour, Culture*, 1, 35-72.
- del Saz-Rubio, M. M. (2023). Assessing impoliteness-related language in response to a season's greeting posted by the Spanish and English Prime Ministers on Twitter. *Journal of Pragmatics*, 206, 31-55.
- Holmes, J. (2000). Politeness, power and provocation: How humour functions in the workplace. *Discourse studies*, 2(2), 159-185.
- Lillis, T. (2006) Communicative competence. In K. Brown (Ed.), *Encyclopaedia of language and linguistics* (pp. 666-673). *Elsevier*. (pre-print version available on Athena)
- Page, R. (2014). Saying 'sorry': Corporate apologies posted on Twitter. *Journal of Pragmatics*, 62, 30-45.
- Park, I. (2012). Seeking advice: Epistemic asymmetry and learner autonomy in writing conferences. *Journal of Pragmatics*, 44(14), 2004-2021.
- Scollon, R., Scollon, S. W., & Jones, R. H. (2012). *Intercultural communication: A discourse approach*. John Wiley. Chapter 1, pp. 1-24.
- Spencer-Oatey, H., & Franklin, P. (2009). *Intercultural interaction: A multidisciplinary approach to intercultural communication*. Springer. Chapter 5, pp. 101-128.

Strömmer, M. (2021). In the name of security: Governmentality apparatus in a multilingual mine in Arctic Finland. *Journal of Sociolinguistics*, 25(2), 217-234.

### **Additional sources for written assignments - Relevant academic journals:**

*(Not part of required readings)*

Applied Linguistics  
 Applied Linguistics Review  
 Critical Inquiry in Language Studies  
 Discourse Studies  
 English Today  
 Intercultural Pragmatics  
 Journal of Language and Intercultural Communication  
 Journal of Multilingual and Multicultural Development  
 Journal of Politeness Research  
 Journal of Pragmatics  
 Language and Intercultural Communication  
 Language Awareness  
 Language, Culture and Curriculum  
 Language in Society  
 Linguistics and Education  
 Pragmatics and Society  
 Internet Pragmatics  
 Text and Talk

### **Schedule**

*For dates and times, please check Time Edit regularly for updates.*

#### **Course outline**

<b>Seminar</b>	<b>Topics</b>	<b>Required readings</b>
Seminar 1	Introduction: The real world of verbal interaction Methodological approaches	Boxer ch. 1
Seminar 2	Phatic communication, speech acts, communicative competence	Boxer ch. 3, Blum-Kulka (1997), Lillis (2006)
Seminar 3	Politeness, cross cultural pragmatics	Boxer ch. 7, Culpeper (2005), Scollon, Scollon & Jones (2012, ch. 1)
Seminar 4	Pragmatics and rapport	Spencer-Oatey & Franklin (2009, ch 5), Ädel (2011)
Seminar 5	Pragmatics in educational contexts Show and tell	Boxer ch. 4, Park (2012)
Seminar 6	Pragmatics in professional contexts	Boxer ch. 6, Holmes (2000), Strömmer (2021)
Seminar 7	Pragmatics online	Page (2014), del Saz-Rubio (2023), Burnette & Calude (2022)
Seminar 8	Symposium	
<b>3 November:</b> Submission of final essays on Athena. <b>8 December:</b> Re-submission of final essays on Athena.		

**Grading Criteria (written assignments)**

<b>Grade</b>	<b>Criteria</b>
A: Excellent	<p>The student shows excellent ability to:</p> <ul style="list-style-type: none"> <li>- describe the contents of the course literature;</li> <li>- use basic theoretical concepts, analytical models and methods discussed;</li> <li>- apply these concepts to authentic texts or other language material;</li> <li>- analyze language material from a theoretical perspective applicable to the field;</li> <li>- motivate their own analyses in a linguistically relevant manner in writing.</li> <li>- demonstrate a good understanding of written English;</li> <li>- express themselves in academic English.</li> </ul>
B: Very good	<p>The student shows very good ability to:</p> <ul style="list-style-type: none"> <li>- describe the contents of the course literature;</li> <li>- use basic theoretical concepts, analytical models and methods discussed;</li> <li>- apply these concepts to authentic texts or other language material;</li> <li>- analyze language material from a theoretical perspective applicable to the field;</li> <li>- motivate their own analyses in a linguistically relevant manner in writing.</li> <li>- demonstrate a good understanding of written English;</li> <li>- express themselves in academic English.</li> </ul>
C: Good	<p>The student shows good ability to:</p> <ul style="list-style-type: none"> <li>- describe the contents of the course literature;</li> <li>- use basic theoretical concepts, analytical models and methods discussed;</li> <li>- apply these concepts to authentic texts or other language material;</li> <li>- analyze language material from a theoretical perspective applicable to the field;</li> <li>- motivate their own analyses in a linguistically relevant manner in writing.</li> <li>- demonstrate a good understanding of written English;</li> <li>- express themselves in academic English.</li> </ul>
D: Satisfactory	<p>The student shows satisfactory ability to:</p> <ul style="list-style-type: none"> <li>- describe the contents of the course literature;</li> <li>- use basic theoretical concepts, analytical models and methods discussed;</li> <li>- apply these concepts to authentic texts or other language material;</li> <li>- analyze language material from a theoretical perspective applicable to the field;</li> <li>- motivate their own analyses in a linguistically relevant manner in writing.</li> <li>- demonstrate a good understanding of written English;</li> <li>- express themselves in academic English.</li> </ul>
E: Adequate	<p>The student shows adequate ability to:</p> <ul style="list-style-type: none"> <li>- describe the contents of the course literature;</li> <li>- use basic theoretical concepts, analytical models and methods discussed;</li> <li>- apply these concepts to authentic texts or other language material;</li> </ul>

	<ul style="list-style-type: none"> <li>- analyze language material from a theoretical perspective applicable to the field;</li> <li>- motivate their own analyses in a linguistically relevant manner in writing.</li> <li>- demonstrate a good understanding of written English;</li> <li>- express themselves in academic English.</li> </ul>
Fx: Fail, some additional work required	The student's work demonstrates the achievement of some, but not all, of the learning outcomes of the course.
F: Fail, much more work required	The student's work does not demonstrate the achievement of the learning outcomes of the course.

### **Grading criteria (oral presentation)**

<b>Criteria</b>	<b>Pass</b>	<b>Fail</b>
<b>Content</b>	The presentation introduces the topic of the presentation in a clear and concise manner demonstrating the student's understanding of the linguistic research issues discussed. Research aims, methods and results of the study under discussion are presented and discussed in a lucid manner.	In the presentation the student does not demonstrate a sufficient understanding of the linguistic issues under discussion. Research aims, methods and results of the study under discussion are not presented in an adequate manner.
<b>Organisation and language</b>	The presentation is well structured and easy to follow. The language used is academic and does not contain any severe mistakes.	The organisation of the presentation is poor, and the language used contains several mistakes.