Course Title	PRAGMATICS IN EFL	Instructor	HUANG YUEH-KUEY
Course Class	TFLXD1A DOCTORAL PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	◆ Selective ◆ One Semester ◆ 3 Credits

Departmental Aim of Education

Ⅰ. Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.

Ⅱ. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching.

Ⅲ. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.

Ⅳ. Strategies

1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.

2. Promote technologicalization and internationalization.

3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.

4. Launch a common English Proficiency Test and enhance students' competiveness in the job market.

5. Enrich international video conferencing.

6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.

Departmental core competences

A. Foster the ability to delve into a specialized knowledge of literature.

B. Nurture the ability to do original research.

C. Cultivate professional ethics and social responsibility.

D. Develop original English teaching and research.

E. Utilize qualitative and quantitative research concepts and methods to plan, implement, analyze and write about English teaching and pertinent research.

F. Cultivate language teaching ethics and social responsibility.

	Course Introduction	Pragmatics is the study of how we use language in context to communicate meanings and intentions. This seminar will explore principles, concepts and research methodologies of pragmatics with a focus on pedagogical implications on how teachers can foster pragmatic competence in the EFL classroom. Topics on theoretical framework will include speech acts, implicature (Griciean Maxims), politeness theory, and pragmatic inference and awareness. Participants will work on a class project collecting and analyzing original data as the basis for writing a term paper.

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I.Objective Levels (select applicable ones) :
 (i) Cognitive Domain   : C1-Remembering,   C2-Understanding,   C3-Applying,
                          C4-Analyzing,   C5-Evaluating,   C6-Creating
 (ii) Psychomotor Domain : P1-Imitation,   P2-Mechanism,   P3-Independent Operation,
                          P4-Linked Operation, P5-Automation,   P6-Origination
 (iii) Affective Domain : A1-Receiving,   A2-Responding,   A3-Valuing,
                          A4-Organizing,   A5-Charaterizing,   A6-Implementing

II.The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :
 (i) Determine the objective level(s) in any one of the three learning domains (cognitive,
     psychomotor, and affective) corresponding to the teaching objective. Each objective should
     correspond to the objective level(s) of ONLY ONE of the three domains.
 (ii) If more than one objective levels are applicable for each learning domain, select the
     highest one only. (For example, if the objective levels for Cognitive Domain include
     C3,C5,and C6, select C6 only and fill it in the boxes below. The same rule applies to
     Psychomotor Domain and Affective Domain.)
 (iii) Determine the Departmental core competences that correspond to each teaching objective.
      Each objective may correspond to one or more Departmental core competences at a time.
      (For example, if one objective corresponds to three Departmental core competences: A,AD,
      and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	On completion of the course, participants will be able to -- acquire knowledge about pragmatics and skills to help learners develop pragmatic competence -- apply theories of pragmatics to understanding the teaching and learning of L2 pragmatics -- develop an awareness of language use in a variety of social context -- conduct original research on the teaching and learning of L2 pragmatics	A6	ABDE

	Teaching Objectives, Teaching Methods and Assessment		
No.	Teaching Objectives	Teaching Methods	Assessment

1	On completion of the course, participants will be able to -- acquire knowledge about pragmatics and skills to help learners develop pragmatic competence -- apply theories of pragmatics to understanding the teaching and learning of L2 pragmatics -- develop an awareness of language use in a variety of social context -- conduct original research on the teaching and learning of L2 pragmatics	Lecture, Discussion, Appreciation, Problem solving	Written test, Report, Participation, term paper

This course has been designed to cultivate the following essential qualities in TKU students	
Essential Qualities of TKU Students	Description
◇ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◇ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◇ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◇ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	103/02/17 ~ 103/02/23	Coure introduction	
2	103/02/24 ~ 103/03/02	What is pragmatics? LoCastro, Chapters 1-3	
3	103/03/03 ~ 103/03/09	Speech acts; Ishihara & Cohen, Chapters 1 and 4	

4	103/03/10 ~ 103/03/16	Research methods in pragmatics; Kasper & Rose; Ishihara & Cohen, Chap. 3	
5	103/03/17 ~ 103/03/23	Research methods in pragmatics; Loscastro, chapters 11-12	
6	103/03/24 ~ 103/03/30	Learning pragmatics: Theories of L2 pragmatic development, Kasper & Rose, chapter 2; Ishihara & Cohen, chap. 5	
7	103/03/31 ~ 103/04/06	No class (holiday)	
8	103/04/07 ~ 103/04/13	Core Areas of Pragmatics, chapters 4-8	
9	103/04/14 ~ 103/04/20	Teaching L2 pragmatics, Bardovi-Harlig "Why teaching pragmatics"; "Developing L2 competence"	
10	103/04/21 ~ 103/04/27	Teaching L2 pragmatics, Ishihara & Cohen, Chapters 6 and 7, LoCastro, chap 10	
11	103/04/28 ~ 103/05/04	Teaching L2 Pragmatics, Bardovi-Harlig: "Why teaching pragmatics'; "Developing L2 competence"	
12	103/05/05 ~ 103/05/11	L2 Pragmatics instruction; Ishihara & Cohen chapters 8-9	
13	103/05/12 ~ 103/05/18	L2 pragmatics instruction, Ishihara & Cohen, 10-11	
14	103/05/19 ~ 103/05/25	L2 pragmatics instruction and assessment, Ishihara & Cohen, 13-15	
15	103/05/26 ~ 103/06/01	Effect of Instruction: K Rose: "On the effects of instruction in L2 pragmatics"; Learning how to read situations and know what is the right thing to say or do in an L2: A study of socio-cultural competence and language transfer, Journal of Pragmatic	
16	103/06/02 ~ 103/06/08	Project presentation	
17	103/06/09 ~ 103/06/15	Project presentation	
18	103/06/16 ~ 103/06/22	Conference with instructor	
Requirement		1. Attendance/participation: 15% 2. Reading and discussion: 15% 3. Written Reactions to reading: 20% 4. Presentation of term project: 10% 5. Term paper 40%	

Teaching Facility	Computer
Textbook(s)	LoCastro, V. (2012). Pragmatics for language educators: a sociolinguistic perspective, Routledge. Ishihara, N. & Cohen, A.D. (2010). Teaching and learning pragmatics: Where Language and culture meet.
Reference(s)	additional reading list available in class
Number of Assignment(s)	**6** (Filled in by assignment instructor only)
Grading Policy	◆ Attendance： 20.0 ％ ◆ Mark of Usual：30.0 ％ ◆ Midterm Exam： ％ ◆ Final Exam： ％ ◆ Other〈term paper〉：50.0 ％
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php . ※ **Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.**