



# Course Specification

## (Postgraduate Programs)

<b>Course Title:</b> Second Language Pragmatics
<b>Course Code:</b> 6532 ENG-3
<b>Program:</b> Master of Arts in Applied Linguistics
<b>Department:</b> Department of English Language
<b>College:</b> College of Languages and Translation
<b>Institution:</b> King Khalid University
<b>Version:</b> 1
<b>Last Revision Date:</b> New



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## A. General information about the course:

### 1. Course Identification:

1. Credit hours: (3)

### 2. Course type

A.  University  College  Department  Track

B.  Required  Elective

3. Level/year at which this course is offered: (4/2)

### 4. Course General Description:

This course offers a comprehensive exploration of how non-native speakers understand and produce pragmatic features in a second language. It covers key concepts in pragmatics, such as speech acts, politeness, implicature, and presupposition, and investigates how these elements are acquired and used by second language learners. Emphasizing the role of culture in shaping pragmatic competence, the course examines the challenges learners face in different sociocultural contexts when interpreting and producing pragmatically appropriate language. Through theoretical discussions, analysis of research studies, and practical applications, students will gain a deep understanding of cross-cultural communication, pragmatic variation, and the interplay between language and context. The course equips students with the tools to analyze pragmatic features in language data and apply these insights to second language teaching, helping learners improve their pragmatic competence in real-world communication.

### 5. Pre-requirements for this course (if any):

6521 ENG-3 (Concepts in Applied Linguistics)

### 6. Pre-requirements for this course (if any): N/A

### 7. Course Main Objective(s):

The Second Language Pragmatics course aims to:

- Introduce students to the foundational principles and key concepts of second language pragmatics, including speech acts, politeness, and implicature.
- Develop students' skills in analyzing and interpreting pragmatic features in second-language communication through applying linguistic tools.
- Equip students with the skills to analyze linguistic features critical for understanding pragmatic transfer, intercultural communication, and pragmatic failures in L2 contexts.
- Offer opportunities for students to examine the structure and discourse patterns in cross-cultural communication, focusing on how pragmatics impacts meaning, politeness, and social interaction.



## 2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning	-	-
3	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>	-	-
4	Distance learning	-	-

## 3. Contact Hours: (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify).....	
<b>Total</b>		<b>45</b>

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding: after successfully completing the course, learners will be able to:			
1.1	Demonstrate a thorough understanding of key concepts and foundational principles in second language pragmatics, including the acquisition and use of pragmatic features such as speech acts, politeness, implicature, and presupposition..	K1	- Lectures - Assigned readings -Interactive class discussions	- Midterm Exam - Final Exam
1.2	Critically explore the development of pragmatic competence in second	K1, K2	- Practical data analysis exercises - Group discussions	- Case Study Analysis - Midterm Exam





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	language learners, identifying key developmental stages and examining the various linguistic, cognitive, social, and cultural factors that influence its acquisition and use			- Final Exam
1.3	Critically examine and analyze the impact of sociocultural factors on pragmatic choices in cross-cultural communication, exploring how cultural norms, values, and social contexts influence language use and interpretation across different linguistic background	K2, K3	- Lectures - Practical exercises - Collaborative tasks	- Research Project - Midterm Exam - Final Exam
<b>2.0</b>	<b>Skills : after successfully completing the course, learners will be able to:</b>			
2.1	Apply pragmatic analysis techniques to second language communication, , accurately identifying and interpreting key features such as speech acts, politeness strategies, and other pragmatic markers.	S1	- Workshops - Hands-on activities - Critical reading and reflection	- Practical assignments -Case Study Analysis
2.2	Critically analyze pragmatic failures and instances of miscommunication in intercultural and second-language contexts, identifying underlying causes and exploring strategies to enhance communicative competence and cultural understanding.	S2, S3	- Practical exercises - Peer feedback sessions - Case studies analyses	-Practical assignments -Group Project Report
2.3	Critically evaluate a range of teaching techniques and methods aimed at developing pragmatic competence in L2	S2, S3	- Group work - Lesson planning and micro-teaching	- Lesson plan -Oral Presentations





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	learners, assessing their effectiveness in enhancing learners' ability to use language appropriately in diverse social and cultural contexts..			
<b>3.0</b>	<b>Values, autonomy, and responsibility: after successfully completing the course, learners will be able to:</b>			
3.1	Demonstrate a high level of cultural sensitivity and awareness when analyzing L2 pragmatic use and instances of miscommunication, considering diverse cultural norms and values to provide nuanced and informed interpretations	V1	- Ethical case studies - Reflective discussions	- Ethical reflection essays -Class Participation
3.2	Collaborate effectively on projects focused on analyzing L2 pragmatic interactions, demonstrating strong teamwork, communication skills, and the ability to integrate diverse perspectives in the interpretation of language use and pragmatics.	V2	- Group projects - Peer assessments	- Group Project Report - Peer Feedback
3.3	Demonstrate initiative and autonomy in conducting independent research on pragmatic features in second language use, showcasing the ability to identify research gaps, apply appropriate methodologies, and contribute original insights to the field.	V2	- Independent research tasks - Supervised study	- Independent Research Paper -Supervisor Feedback





## C. Course Content:

No	List of Topics	Contact Hours
1.	Second language pragmatics: an introduction	3
2.	Disciplinary domain and history	6
3.	Theoretical models of pragmatics learning and development	6
4.	Research methods in L2 pragmatics	6
5.	What learners have in common: pragmatic development	3
6.	What differentiates learners: individual characteristics	6
7.	Contexts in pragmatic development	6
8.	Teaching and assessing L2 pragmatics	6
9.	L2 pragmatics and globalization	3
Total		45

## D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam	8	20
2.	Presentation	Continuous Assessment	10
3.	Case studies/Research projects	Continuous Assessment	10
4.	Assignments	Continuous assessment	10
5.	Lesson Plan	10	5
6.	Group project report	12	5
5.	Final Exam	15	40

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

## E. Learning Resources and Facilities:

### 1. References and Learning Resources:

<b>Essential References</b>	Taguchi, N., & Roever, C. (2017). <i>Second Language Pragmatics</i> . Oxford University Press.
<b>Supportive References</b>	- Taguchi, N. (2021). <i>Second Language Pragmatics: A Multidisciplinary Approach</i> . Routledge. - Haugh, M., & Terkourafi, M. (Eds.). (2020). <i>The Oxford Handbook of Language and Social Psychology</i> . Oxford University Press. - Roever, C. (2019). <i>Testing ESL Pragmatics: Insights from Studies of Second Language Acquisition</i> . Cambridge University Press.
<b>Electronic Materials</b>	- Llinares, A., & Nikula, T. (2016). 8. Teacher and student evaluative language in CLIL across contexts: Integrating SFL and pragmatic approaches. <i>Conceptualising Integration in CLIL and Multilingual Education</i> , 189-210. <a href="https://doi.org/10.21832/9781783096145-012">https://doi.org/10.21832/9781783096145-012</a>





	<p>- Roever, C. (2021). Pragmatic competence and Interactional competence. <i>Teaching and Testing Second Language Pragmatics and Interaction</i>, 6-32. <a href="https://doi.org/10.4324/9780429260766-2">https://doi.org/10.4324/9780429260766-2</a></p> <p>- Kasper, G., &amp; Tschirner, E. (2020). <i>TESOL Quarterly</i>, 54(3). <a href="https://doi.org/10.1002/tesq.v54.3">https://doi.org/10.1002/tesq.v54.3</a></p>
<b>Other Learning Materials</b>	<p>- Bardovi-Harlig, K., &amp; Hartford, B. S. (2005). <i>Interlanguage pragmatics: Exploring institutional talk</i>. Routledge.</p> <p>- Tajeddin, Z., &amp; Alemi, M. (2020). <i>Pragmatics pedagogy in English as an international language</i>. Routledge.</p>

## 2. Educational and Research Facilities and Equipment Required:

Items	Resources
Facilities	<ul style="list-style-type: none"> <li>Classrooms equipped with audio-visual aids to facilitate lectures and presentations.</li> <li>Language labs with software for phonetic analysis, speech recognition, and forensic audio analysis.</li> <li>Spaces for displaying forensic linguistic case studies, tools, and research findings.</li> </ul> <p>Rooms equipped to simulate courtroom environments for mock trials and legal discourse analysis.</p>
Technology equipment	<ul style="list-style-type: none"> <li>Projector for displaying presentations, video analyses, and case studies.</li> <li>Smart Board for engaging students in collaborative analysis and case simulations.</li> <li>Authorship Attribution Tools for identifying and analyzing authorship in disputed texts (e.g., JStyle).</li> <li>Corpus Analysis Software such as AntConc for linguistic analysis.</li> </ul> <p>Speech Analysis Tools like Praat for phonetic and speech pattern analysis.</p>
Other equipment	<ul style="list-style-type: none"> <li>Forensic linguistic software</li> <li>Audio recording devices</li> </ul> <p>Legal document databases</p>

## F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback.







Assessment Areas/Issues	Assessor	Assessment Methods
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.
Other	Assessed by a combination of students, faculty, program leaders, peer reviewers, and external evaluators using surveys, feedback forms, and reflective essays.	Assessed using qualitative feedback, focus groups, external reviews, and additional surveys tailored to specific concerns.

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data:

<b>COUNCIL /COMMITTEE</b>	English Department Council
<b>REFERENCE NO.</b>	1/5/46
<b>DATE</b>	October 14, 2024

