



Vice-rector for Scientific, Pedagogical Work and Informatization

**APPROVED**

Volodymyr HALYK

27 лютого 2024

**SYLLABUS**  
**PRAGMALINGUISTICS AND SCIENTIFIC DISCOURSE**

Field of Study: 03 Humanities

Programme Subject Area: 035 Philology

Educational Programme: Philology (Germanic Languages)

Discipline Status: optional

The Faculty of Ukrainian and Foreign Philology

Department of English Language and Translation

Language of Instruction: English

Information on the Study of the Discipline:

Mode of study	Year of study	Semester	Total scope of the discipline: hours / ECTS credits	Number of hours						Term paper	Type of semester control	
				Auditory classes					Individual work		Credit	Exam
				Total	Lectures	Laboratory work	Practical classes	Seminars				
Full-time	I	II	90/3	30	14	-	16	-	60	-	+	-
Part-time	I	II	90/3	8	4	-	4	-	82	-	+	-

The Syllabus is based on the Educational Programme and the Curriculum for the specialists of the third educational and scientific level of higher education (43 ECTS credits)

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Approved at the meeting of the Department of the English Language and Translation

Protocol № 1 dated 8 лютого 2024

Head of the Department Yulia TALALAY

Approved at the meeting of the Scientific and Methodological Council of the Faculty of Ukrainian and Foreign Philology

Protocol № 1 dated 22.01.2024

Approved at the meeting of the Scientific and Methodological Council of the University

Protocol № 2 dated 27.02.2024

## 1. PURPOSE AND OBJECTIVES OF THE EDUCATIONAL DISCIPLINE

The *purpose* of the academic discipline "Pragmalinguistics and Scientific Discourse" is to learn and deepen knowledge about the functional and pragmatic aspects of language, in particular: about the communicative activity of the linguistic personality in research discourse, the peculiarities of implementation of speech acts, strategies and tactics of communication, about sociolinguistic and ethnocultural parameters of discourse

The main *objectives* of the discipline are to inform post-graduate students of the basic notions, philosophical origin and current state of pragmalinguistics; to master the conceptual apparatus of pragmalinguistics and scientific discourse; critical generalization of the theory of speech acts; to understand the main problems about the participants of communicative interaction, strategies and tactics of communication, discourse and its types, sociolinguistic and ethnocultural characteristics; to form an understanding of the object, subject and methods of one's own research (dissertation paper).

### To develop such post-graduate students' competencies as:

- Ability to use the terminology of philological science and to build a hierarchy of scientific philological concepts; to understand the development of the necessary skills and abilities of independent scientific activity, the production of new ideas in the field of the Humanities (philological) disciplines; to apply in practice connections with other philological and related sciences; to assess, systematize and differentiate modern theoretical models and practices of literary and linguistic interpretations; to formulate scientific problems and apply appropriate methods in the organization of research work in the field of specific issues; to use the terminological apparatus of philological science professionally.

- To have the diagnostic tools to assess the results of experimental work; to use the methodology and methods of scientific and pedagogical research to monitor own scientific results; to apply general and special scientific techniques and methods of scientific research; to understand the peculiarities of proving the reliability of the scientific results; to be guided in the processes of globalization, virtualization of modern culture phenomena; to consider the activities of domestic researchers against the background of the general philological process.

- Ability to analyze the scientific literature on the speciality, conceptualization, planning, application and assessment of scientific and empirical material of previous researches; ability to use modern information and communication tools for the implementation of research projects in the field of philology; to organize and implement research work in the field of philology; ability to identify, access, analyze and combine information from different sources, texts to solve problems of own research.

### Programme learning outcomes:

- To master basic concepts, understanding theoretical and practical problems, the history of development and the current state of scientific knowledge in the specialty 035 Philology, mastering the terminology of the researched scientific direction.

- To know and understand the scientific thesaurus.

- To know and understand the basic principles and methods of research, systematize and interpret them.

- To be able to formulate scientific problems and use appropriate methods in the organization of research work in the field of specific issues.

- To develop the ability to analyze philological phenomena from the point of view of fundamental philological principles and knowledge, classical and modern research approaches, as well as on the basis of relevant general scientific methods.

- To identify trends in the development of modern philology, knowledge of the work of leading domestic and foreign philologists, creative use of their achievements in dissertation research.

- To be able to do analysis of various language phenomena.

- To formulate judgments about diagnostic tools, to solve various scientific problems.

- To formulate judgments about ways to generate non-standard, innovative scientific problems solving.
- To formulate judgments about scientific methods of problems solving in own research.
- To formulate judgments about the strategies of scientific research, the consistency and validity of the proposed statements, as well as the use of a wide arsenal of research methods.
- To formulate judgments about collective scientific communication and creative scientific dialogue, communication in social scientific networks.
- To formulate judgments about scientific activities forecasting, modelling phenomena and processes.
- To formulate judgments about the comparative analysis of phenomena and processes in the context of domestic and foreign scientific research.
- To formulate judgments about personal, professional and scientific experience.

## 2. PREREQUISITES FOR STUDYING THE EDUCATIONAL DISCIPLINE

The discipline is based on the previous study of such disciplines as: "Linguistics. Basics of Germanic Linguistics", "Scientific Communication in English " and "Contemporary Discourse Studies".

## 3. EXPECTED LEARNING OUTCOMES

*According to the requirements of the educational programme, post-graduate students must*

### know:

- terminological apparatus of the discipline;
- the main concepts, the history of development and the current state of science;
- main trends in the development of the system of philological science;

### be able to:

- carry out search, processing and analysis of scientific information, its systematization and generalization; use information and communication technologies in research and teaching activities;
- determine the main content of philological phenomena that make up the theoretical and methodological basis of scientific philological research;
- analyze the conceptual approaches on which the actual scientific philological research will be based, to consider the historical trends of the formation and development of philological science in Ukraine and the world;
- systematize and generalize the obtained scientific results, present them in the form of: a scientific report, scientific paper, etc.;

## 4. CRITERIA FOR ASSESSMENT OF LEARNING OUTCOMES

The assessment is carried out according to the scales: 100-point, national and ECTS.

**A (90 – 100) – "credited":** receives a post-graduate student who has deep knowledge of the educational material, fully reproduces the programme material contained in the main and additional recommended literature; is fluent in the terminological apparatus of the discipline; easily determines the main content of philological phenomena that make up the theoretical and methodological basis of scientific philological research; independently analyzes the formative and meaningful notions of pragmalinguistics; fluently interprets literary works through the prism of the scientific genres and basic terminology of discourse, knows how to differentiate between different types of discourse.

**B (82 – 89) – "credited":** receives a post-graduate student who has good knowledge of the educational material, fully reproduces the program material contained in the main and

additional recommended literature, but makes a small number of insignificant mistakes; is well versed in the terminological apparatus of the discipline; independently, but with some inaccuracies, determines the basic notions of pragmalinguistics; reveals literary works through the prism of the scientific genres and basic terminology of discourse, knows how to differentiate between different types of discourse.

**C (75 – 81) – "credited"**: receives a post-graduate student, who has generally good knowledge of the educational material, fully reproduces the programme material contained in the main and additional recommended literature; the content of the questions was mostly revealed by him/her, but a small number of significant mistakes were made; in general knows the terminological apparatus of the discipline; is able to determine the basic notions of pragmalinguistics, the with certain difficulties is able to reveal the peculiarities of research discourse, knows the differences between different types of discourse.

**D (67 – 74) – "credited"**: receives a post-graduate student who has difficulties while reproducing programme material, rarely refers to the materials contained in the main and additional recommended literature; the content of the questions was partially revealed by him and significant mistakes were made; uses terminological apparatus of the discipline incompletely; with some help of the teacher determines the basic notions of pragmalinguistics, reveals the peculiarities of scientific discourse, analyzes the formative and meaningful functions of discourse. A post-graduate student understands the main problems of the development of modern discourse science, but his knowledge is fragmentary.

**E (60 – 66) – "credited"**: receives a post-graduate student who has poor knowledge of the educational material, almost does not rely on materials contained in the main and additional recommended literature; the content of the questions was partially revealed by him and a number of significant mistakes were made; knows the terminological apparatus of the discipline only partially; with considerable difficulties tries to determine the peculiarities of scientific discourse, however, his knowledge is sometimes not supported by practical skills

**FX (35 – 59) – "credited"**: receives a post-graduate student who shows ignorance of most of the educational material, makes gross mistakes while answering the questions, does not reproduce the programme material; does not rely on the main and additional recommended literature; the content of the questions was almost not revealed by him; is practically unable to determine the basic notions of pragmalinguistics, to reveal the peculiarities of scientific discourse, doesn't understand the main problems of the development of modern discourse science,

**F (0 – 34) – "credited"**: receives a post-graduate student, who does not know the educational material and terminological apparatus of the discipline; does not rely on even the main recommended literature; has no developed skills of literary works analysis and interpretation, including the comparative aspect; is absolutely unable to use theoretical knowledge in own scientific activities.

## 5. MEANS OF DIAGNOSIS OF LEARNING OUTCOMES

- oral answers at practical classes;
- individual assignment;
- test.

## 6. CONTENT OF THE EDUCATIONAL DISCIPLINE

### **Topic 1. Pragmalinguistics as a modern scientific paradigm.**

Philosophical origins and history of the formation of linguistic pragmatics. Semiotics of C. Morris and C. Peirce as the primary basis of pragmalinguistics. Logical positivism of R. Carnap and B. Russell: philosophical origins of pragmatic linguistics.

### **Topic 2. The spread of pragmatics in linguistics.**

The history of the development of pragmatic linguistics. Object, subject and current problems of pragmalinguistics. Basic methods of research. Basic concepts of logical semantics. The main categories of pragmatic linguistics.

**Topic 3. Linguistic personality as an object of pragmalinguistic studies.**

Conditions and factors of the formation and development of linguistic personality. Communicative competence and communicative behavior. Conditions for the success of communication. Verbal and paraverbal means of communication.

**Topic 4. Speech act as an object of pragmalinguistic research.**

Communicative interaction. Theory of speech acts. The problem of the communicative language unit. Performative speech acts. Indirect speech acts.

**Topic 5. Components and typology of speech acts.**

Speech act, its types and structure. Addressee and addressee. Laws and rules of communicative interaction. Theory of implicators. Pragmatic meaning. Characteristics of implicatures. The concept of intention.

**Topic 6. Theory of discourse: theoretical origins, stages of development.**

Discourse and theory of speech activity. Directions of the development of discourse studies. Text and discourse. Categories of discourse. Constructing meanings in discourse. Principles of cooperation and politeness in discourse.

**Topic 7. Components of a communicative situation as a discourse.**

Communicative situation, communicative act, discourse. Units, system and structure of discourse. Typologies of discourse. A person and his discourse. Discourse and society. Modeling of linguistic/discursive personality. Scientific discourse. Communicative strategies, tactics and linguistic means of scientific discourse.

**Topics of practical classes:**

1. Pragmalinguistics as a modern scientific paradigm.
2. The spread of pragmatics in linguistics.
3. Linguistic personality as an object of pragmalinguistic studies
4. Speech act as an object of pragmalinguistic research.
5. Components and typology of speech acts.
6. Theory of discourse: theoretical origins, stages of development.
7. Components of a communicative situation as a discourse.
8. Communicative strategies, tactics and linguistic means of scientific discourse.

**7. INDIVIDUAL WORK**

Independent study of the necessary theoretical material; writing an individual assignment; preparation for practical classes and final test.

**Topics of individual assignments:**

1. Classification of communicative strategies by T. van Dijk and V. Kinch. Politeness strategies.
2. Communicative strategies: typology. Typology of communicative tactics.
3. Scientific discourse. Communicative strategies, tactics and linguistic means of scientific discourse.
4. Communicative competence and communicative behavior.
5. Philosophical origins and history of the formation of linguistic pragmatics.
6. The main categories of pragmatic linguistics.
7. Speech act as an object of pragmalinguistic research.

### Requirements for individual assignments:

Individual assignment – written work of 12 – 15 pages, consisting of the following parts: title page, table of contents, main part, conclusions, bibliography, appendices (if necessary). The work should be written at the appropriate scientific level, cover the history of the issue, fully reveal the essence of the issue, contain convincing conclusions.

### Criteria for individual assignments assessment:

№	Aspect of the work	Points (max)
1.	Correct definition of the scientific apparatus	10
2.	Completeness of the topic disclosure	12
3.	Possibility of use in future practical activities	2
4.	Quality of design	6

## 8. FORMS OF CURRENT AND FINAL CONTROL

The form of the final control is a credit.

During the semester a post-graduate student can score 100 points, which are distributed as follows: work at practical classes – 50 points; individual assignment – 30 points, final test – 20 points. The maximum score at practical classes is "10". The semester final grade is defined as the sum of points from all proposed types of academic work (current academic performance, individual research project, final test).

Distribution of points between types of work:

Oral answers	Final Test	Individual assignment	Credit
50	20	30	100

Re-examination is proceeded orally with assessment on a 100-point scale.

Applicants who study according to an individual schedule undergo all forms of control provided by the program.

## 9. TOOLS, EQUIPMENT, SOFTWARE

Computer (laptop, tablet, smartphone); Internet services for video conferencing (Zoom, Skype, Viber, etc.); software (Word, PowerPoint); multimedia teaching aids (multimedia presentations, slide shows, multimedia reports, educational films and video demonstrations, etc.).

## 10. RECOMMENDED SOURCES OF INFORMATION

### a) main:

1. Бацевич Ф.С. Вступ до лінгвістичної прагматики. К.: Академія, 2011.
2. Бацевич Ф.С. Основи комунікативної лінгвістики: Підручник. К.: Академія, 2004.
3. Белова А. Д. Комунікативні стратегії і тактики: проблеми систематики. Мовні і концептуальні картини світу : зб. наук. пр. К. : КНУ імені Тараса Шевченка, 2004. С. 11-16.
4. Белова А. Д. Поняття «стиль», «жанр», «Дискурс», «текст» у сучасній лінгвістиці. Вісник КНУ імені Тараса Шевченка. Іноземна філологія. Вип.32-33. К., 2002. С. 11-14.
5. Дейк ван Т. А. Язык. Познание. Коммуникация / [пер. с англ. ; сост. Петров В.В. ; под ред. Гарасимова]. М. : Прогресс, 1989. 310 с.
6. Дискурс як когнітивно-комунікативний феномен: колективна монографія / Ред. Шевченко І.С. Х.: Константа, 2002.
7. Коваль Н.Є. Когнітивна прагматика законодавчого дискурсу / Н.Є. Коваль // Науковий вісник кафедри ЮНЕСКО Київського національного лінгвістичного університету. Серія: Філологія. Педагогіка. Психологія. – Київ: Видавничий центр КНЛУ, 2014. – Вип. 29. – С. 36 – 43.
8. Dijk van T.A. Semantic Discourse Analysis: Handbok of Discourse Analysis. Dimensions of Discourse. London : Academic Press Inc., 1985.
9. Gumperz J. J. Discourse Strategies. Cambridge : CUP, 1982. 402 p.

10. Mey J.L. (ed.) Concise Encyclopedia of Pragmatics. 2nd. Ed. Amsterdam: Elsevier Ltd., 2009.

**b) additional:**

11. Денисюк І. Розвиток української малої прози XIX – поч. XX ст. / І. Денисюк. – К. : Вища школа, 1981. – 214 с.

12. Коваль Н.Є. Інтердискурс у юридичному дискурсі: теоретичне осмислення понять / Н.Є. Коваль // Науковий вісник каф-ри ЮНЕСКО КНЛУ. Серія: Філологія. Педагогіка. Психологія. – 2006. – Вип. 12. – Київ. – С. 12-16.

13. Leech G.N. Principles of Pragmatics. London, New York: Longman, 1983.

14. Levinson S. C. Pragmatics. Cambridge, 1995.

**c) Internet resources:**

15. Мартинюк А.П. Словник основних термінів когнітивно-дискурсивної лінгвістики. – Х, 2012.

16. Селіванова О.О. Провідні напрямки сучасної лінгвістики. – Черкаси, 1999.

17. Електронна база даних наукових журналів JStor <http://www.jstor.org>

18. Електронна база даних наукових журналів Project MUSE: <http://muse.jhu.edu/>