

HS EURO-PRAGMATICS – COMPARING EUROPEAN WAYS OF COMMUNICATION

Summer Semester 2008

Instructor:	Joachim GRZEGA
Office:	KG IV, R 4224 (secretary: R 4223)
Phone:	FR office 0761/203-3318 , EI office 08421/93-1648
E-Mail:	joachim.grzega@ku-eichstaett.de
Office Hours:	Tuesdays, 10:00-11:00 a.m. and 4:00-5:00 p.m.
Class Time:	Tuesdays, 2:15-3:45 p.m.
Room:	HS 201 Alte Uni
Overview:	In this seminar we want to find out the linguistic properties of Europe with respect to pragmatic aspects (including non-verbal elements): What are the communication patterns that we find in Europe for certain speech acts such as greeting, apologizing, requesting, refusing, complimenting? Which strategies are typical and particularly prominent? Are the national strategies also kept in international settings (with English as a Lingua Franca)? Are the connotations for words with the same denotation shared by different European nations? What are appropriate methods to find answers to these questions? What are current models to explain these differences? Credit will be given for passing an exam or for writing a seminar paper (also in teams of 2). Cf. also http://www1.ku-eichstaett.de/SLF/EngluVglSW/jg-web.htm
Credit:	leading a section; seminar paper

SYLLABUS

<i>Apr 22</i>	organizational issues; RA: intro paper, Dahl 2004
<i>Apr 29</i>	models of cultural differences, communicative patterns from a European perspective; RA: ELP 193-253
<i>May 06</i>	words in a European perspective, methodological issues (DCT, MPJT, semantic differential, Likert scales); RA: ELP 169-192, Grzega in press (MS#1 by JG)
<i>May 13</i>	<i>no class (Whitsun)</i>
<i>May 20</i>	further research projects, (ECSTRA; EuroSem); RA: MS#2 by JG
<i>May 27</i>	English as a European lingua franca; RA: Grzega 2005a, Grzega/Schöner 2007
<i>Jun 03</i>	English as an European academic lingua franca; RA: Grzega in prep. (= MS#3 by JG)
<i>Jun 10</i>	student projects
<i>Jun 17</i>	student projects
<i>Jun 24</i>	student projects
<i>Jul 01</i>	student projects
<i>Jul 08</i>	student projects
<i>Jul 15</i>	student projects
<i>Jul 22</i>	revision

RA = reading assignment

Project designs are due on June 6.

Seminar papers are due on September 1.

Joachim Grzega, *Euro-Pragmatics – Introductory Paper*

(Freiburg, April 2008)

1. The General Idea of the Course

In 2003 I became highly interested in European language culture and some months later I founded a specialized internet platform to offer a venue for discussing issues on European language culture, *EuroLinguistiX (ELiX)* (<http://www.eurolinguistix.com>). *European* shall be used in the same sense as defined by cultural anthropologists (cf., e.g., Huntington 1996). This refers to those nations that are characterized by a minor Greek and a major Latin heritage (including the rules of law), the (West) Roman variant of Christian religion (and its developments during the Reformation and Counter Reformation), the use of the Latin alphabet, the separation of spiritual and secular power, societal pluralism and individualism, a common history of the arts (in their broadest sense) as well as a common history of education and formation (see, for example, the development of the universities in the Middle Ages or the relatively recent introduction of compulsory education). Looking at various examples from European languages, we shall compare communicative patterns in European languages and also have a look at contexts of intercultural communication.

2. Structure of the Course

2.1. Part I

The first sessions are reserved for elaborating a core knowledge of Euro-pragmatics. For each session we will have a reading assignment and a few questions that we will try to answer with reference to various European countries. The basis for these first sessions shall be my *EuroLinguistischer Parcours* (Grzega 2006; can be purchased from me at a reduced price).

2.2. Part II

The second part of the seminar is dedicated to student projects. (We shall discuss the structure and contents of the second part of the seminar in our first session). Based on the ideas described under Section 2.1, individuals or teams of 2 students should formulate a concrete question they want to answer.

In order to find relevant studies on the topics chosen students are referred to the ELiX Bibliography. Student teams should then agree on a project design, i.e. how they want to answer their questions. Topics may be of qualitative nature (e.g. historical questions) or of quantitative nature (e.g. the use of specific language forms in different speech (sub-)communities). In the latter instance, empirical analyses are required (cf. Albert/Koster 2002); empirical data can be gathered—depending on the topic—through text analyses (i.e. “text” in a broad sense), questionnaires, interviews, discussions (you are expected to use especially the ELiX discussion forum).

Each student (team) must hand in its project design at the latest by the date indicated in the syllabus; student (team)s are expected to initiate or join and lead a thread or participate in another way on the ELiX discussion forum.

The final version of the project (which should approximately equal a 15-page (to 20-page) seminar paper, no matter what the form may be) will have to be handed in by the date indicated in the syllabus. Contents and form of the project should be based on the style sheet available on my course website. The projects can be presented in an academic or a non-academic language, but the method must always be academic.

One possibility for you is to join me in my own activities. I have started a number of EuroLinguistic projects, two of which are carried out by way of a wiki:

- *ECSTRA* is short for *European Communicative Strategies* and uses a questionnaire to find out about politeness and communicative strategies for several speech acts in Europe’s nations. Can we find out about a typical European way of politeness?

- *EuroSem* is short for *European Semantics*. I would like to find out about the exact semantics of words that seem to be equivalents for each other in Europe's languages. However, while denotations may often be the same, connotations will often differ.

If we decide to elaborate these wiki projects, the sessions of the second part of the seminar shall offer a venue for presenting (preliminary) results of your contributions and analyses; in your sessions you should also give background information on the aspects you'll be dealing with.

A totally different Eurolinguistic project, because of its didactic nature, is the concept of BGE, short for *Basic Global English* (cf. <http://www.basicglobalenglish.com>). BGE is a concept that aims at enabling learners rapid acquisition of communicative competence in English as a lingua franca. BGE is currently being tested in elementary schools. You can still be of assistance in this concrete project in elaborating teaching material. The next step is the composition of BGE materials for *volkshochschulen* who have also shown interest in the system. So far, the BGE website offers the BGE raw material and an adapted version for learners with German or Spanish as their mother tongue. There are plenty of things to do. If we decide to concentrate on BGE, the sessions of the second part of the seminar shall offer a platform for presenting and discussing preliminary stages of our "products".

Since 2008 is the European Year of Intercultural Dialog, we could think of organizing—in the sense of public-oriented linguistics—a Eurolinguistic day with exhibitions, quizzes and the like. Maybe this day could be organized in collaboration with our SOCRATES students. In this instance the sessions of the second part of the seminar shall be reserved for the content development and organization of the event.

3. Quoted and Recommended Basic Literature

- Albert, Ruth / Koster, Cor J. (2002), *Empirie in Linguistik und Sprachlehrforschung: Ein methodologisches Arbeitsbuch*, Tübingen: Narr Studienbücher. (for chi-square tests, including Yates correction, cf. also <http://www.unc.edu/~preacher/chisq/chisq.htm>)
- Asher, R. E. (ed.) (1994), *The Encyclopedia of Language and Linguistics*, 10 vol., Oxford etc.: Pergamon.
- Blum-Kulka, Shoshana / House, Juliane / Kasper, Gabriele (eds.) (1989), *Cross-Cultural Pragmatics: Requests and Apologies*, Norwood (N.J.): Ablex.
- Bußmann, Hadumod (1996), *Routledge Dictionary of Language and Linguistics*, London et al.: Routledge.
- Crystal, David (1997), *The Cambridge Encyclopedia of Language*, 2nd ed., Cambridge: Cambridge University Press.
- Dahl, Stephan (2004), "Intercultural Research: The Current State of Knowledge", Middlesex University Discussion Paper No. 26, http://papers.ssrn.com/sol3/papers.cfm?abstract_id=658202
- ELP = Grzega, Joachim (2006), *EuroLinguistischer Parcours: Kernwissen zur europäischen Sprachkultur*, Frankfurt (Main): IKO.
- Grzega, Joachim (2003), "LdL in universitären Kursen: Ein hochschuldidaktischer Weg zur Vorbereitung auf die Wissensgesellschaft", <http://www.ldl.de/material/berichte/uni/ldl.pdf>
- Grzega, Joachim (2005), "Towards Global English via Basic Global English (BGE): Socioeconomic and Pedagogic Ideas for a European and Global Language (with Didactic Examples for Native Speakers of German)", *Journal for EuroLinguistiX* 2: 65-164.
- Grzega, Joachim (2006), *EuroLinguistischer Parcours: Kernwissen zur europäischen Sprachkultur*, Frankfurt (Main): IKO.
- Grzega, Joachim (in press), "Wie kann die Eurolinguistik zur sozioökonomischen Entwicklung Europas beitragen?", in: Hinrichs, Uwe / Reiter, Norbert / Büttner, Uwe (eds.), *Akten 3. Eurolinguistik-Tagung, Leipzig 2007*, Wiesbaden: Harrassowitz.
- Grzega, Joachim / Schöner, Marion (2007), "Basic Global English (BGE) as a Way for Children to Acquire Global Communicative Competence: Report on an Elementary School Project," *Journal for EuroLinguistiX* 4 (2007): 5-15.
- Grzega, Joachim (in prep.), *How to Become the Perfect Intercultural Professor: Bricks and Tricks for Intercultural Academic Teaching in English (or Other Languages)*.
- Hall, Edward T. (1976), *Beyond Culture*, Garden City (N.Y.): Doubleday.
- Hickey, Leo / Stewart, Miranda (eds.) (2005), *Politeness in Europe*, [Multilingual Matters 127], Clevedon etc.: Multilingual Matters.
- Hofstede, Geert (2000), *Culture's Consequences*, rev. and enlarged ed., Beverly Hills (Cal.): Sage.
- Huntington, Samuel (1996), *The Clash of Civilizations and the Remaking of World Order*, New York: Simon & Schuster.
- Jonach, Ingrid (ed.) (1998), *Interkulturelle Kommunikation*, [Sprache und Sprechen 24], München/Basel: Reinhardt.
- Thomas, Jenny (1983), "Cross-Cultural Pragmatic Failure", *Applied Linguistics* 4: 91-112.
- Trosborg, Anna (1995), *Interlanguage Pragmatics: Requests, Complaints and Apologies*, Berlin/New York: Mouton de Gruyter.

Information on specialized literature can be found in the most encompassing linguistic bibliography, the MLA bibliography, available via the university library's website. Don't forget to search the internet for valuable information, but don't forget either that there are more and less trustworthy and more and less academic websites. Concerning international communication see also the first basic projects that I started with my students under <http://www1.ku-eichstaett.de/SLF/EnglVglSW/schule.htm>). And don't forget <http://www.eurolinguistix.com>.