SUMMARY OF THE HABILITATION THESIS

Pragmatics Across Discourses: Intercultural, Educational, and Digital Perspectives on Language in Use

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"1 Decembrie 1918" University of Alba Iulia

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The habilitation thesis *Pragmatics Across Discourses: Intercultural, Educational, and Digital Perspectives on Language in Use* explores how language functions as a tool for action, identity construction, and social interaction across diverse communicative contexts. Rooted in the study of meaning in context, it treats pragmatics not as a narrow subfield, but as an essential framework for understanding how communication operates in natural, mediated, and instructional settings.

Adopting an interdisciplinary approach, the thesis draws from linguistics, discourse analysis, pedagogy, and intercultural communication to examine pragmatic strategies in intercultural, educational, and digital domains. It employs a diverse methodological toolkit, including conversation analysis, corpus linguistics, multimodal analysis, and ethnographic observation, which are tailored to the specific features of each discourse.

A central claim is that pragmatic competence is inseparable from social context and cognitive awareness. Markers such as politeness, indirectness, and implicature are shown to be functionally essential across all examined domains, enabling authentic interaction and the negotiation of meaning. The findings confirm both the variability and relevance of pragmatic strategies in shaping communication.

The thesis also outlines future research directions, including digital pragmatics, intercultural communication, and stylized media discourse. These areas reaffirm the dynamic and applied nature of pragmatic inquiry, demonstrating its value in addressing the evolving challenges of contemporary communicatio

Chapter 1 of my habilitation thesis offers an in-depth account of my academic and professional evolution, charting a coherent course that reflects my long-standing commitment to linguistic

scholarship, interdisciplinary integration, and pedagogical innovation. The foundation of my scholarly evolution lies in a comprehensive philological education at the Faculty of Letters, Babeş-Bolyai University in Cluj-Napoca, where I earned a bachelor's degree in English and Romanian Language and Literature, followed by a master's degree in British Cultural Studies. These formative experiences laid the groundwork for a nuanced understanding of language, culture, and meaning, prompting my particular interest in the interface between language use and social context. This reflective inquiry resulted in my doctoral thesis in General Linguistics, with a focus on semantics, pragmatics, and Speech Act Theory, which are fields that have since defined much of my research and teaching.

My doctoral research marked a significant milestone in my academic evolution. Centered on the analysis of slang in prison films, my PhD project explored how fictional representations of prison discourse relate to real-world prison slang, offering insights into the stylization of language in media and the socio-pragmatic functions of non-standard forms. Drawing from online prison slang glossaries and theoretical frameworks, my study underscored the complex interplay between authenticity, representation, and linguistic performance in cinematic narratives. This early research provided the thematic and methodological nucleus for my ongoing work, particularly on issues of power dynamics, identity construction, and the role of language in both fictional and institutional discourse.

As my research interests developed, they became increasingly informed by a vast confluence of disciplinary perspectives. I drew on sociolinguistics, discourse analysis, and conversation analysis to build a comprehensive analytical framework. I engaged with key concepts such as speech communities, the ethnography of speaking, and the structure of conversation to contextualize language variation and pragmatic function. Furthermore, the influence of critical discourse theorists such as Michel Foucault, Teun A. van Dijk, and Norman Fairclough shaped my understanding of the interdependence between language, ideology, and social power. These perspectives were complemented by tools from conversation analysis, including the study of turn-taking, adjacency pairs, and institutional talk, which enabled me to explore in greater depth how meaning is co-constructed in both everyday and stylized communication.

Central to this chapter is my reconceptualization of slang not merely as a form of informal or deviant language, but as a dynamic cultural and pragmatic phenomenon. I have situated slang within a broader sociolinguistic landscape, emphasizing its role in expressing solidarity, signaling group identity, resisting authority, and performing nuanced interpersonal functions. Particularly in the context of prison movies, I have shown that slang emerges as stylized discourse that both reflects and reframes real-life power relations, offering viewers a mediated window into subcultural experiences. I argue that slang in such media is not only an aesthetic choice but also a narrative strategy with meaningful social implications.

In addition to documenting my scholarly development, this chapter also outlines my broader contributions to academic life through sustained editorial and organizational engagement. Over the years, I have held the position of editor and co-editor of numerous academic volumes, special journal issues, and conference proceedings, including publications such as *Paradigm Changes within the Sciences of Education*, *JoLIE – Journal of Linguistic and Intercultural Education*, and the annual volume *Current and Future Perspectives on Teaching and Learning*. These roles reflect my proactive involvement in shaping academic discourse, fostering interdisciplinary dialogue, and supporting emerging research in pragmatics, applied linguistics, and intercultural studies.

Moreover, my academic activities include peer reviewing, scientific coordination, and conference organizing, all of which reflect my deep commitment to maintaining scholarly standards and advancing research visibility. My memberships in professional associations such as ESSE, RSAS, and RAAS further attest to my integration into the international academic community. These collective activities reinforce the coherence of my academic profile and underscore my vision of research as both an individual and collaborative endeavor.

Chapter 2 of the thesis lays out the theoretical and methodological foundations that underpin my research in pragmatics, providing the conceptual lens through which I approach language-in-use across a variety of communicative domains. Drawing on both classical and contemporary models, I begin by revisiting the foundational contributions of Grice, Austin, Searle, and Leech, whose work on conversational maxims, speech acts, and politeness has deeply influenced my understanding of how meaning is constructed, negotiated, and interpreted in context. These early theoretical insights continue to shape my research, which is now enriched by more socially and cognitively oriented perspectives such as Sperber and Wilson's relevance theory and Hymes's ethnography of speaking.

My aim in this chapter is to show how these foundational concepts can be extended and adapted to analyze real-world discourse, particularly in digital, commercial, and intercultural settings. I demonstrate how pragmatic strategies, especially implicature, flouting of maxims, and facework, function within media such as advertising, blogs, and social media platforms. In my studies of commercial slogans like "Think different" and "I'm lovin' it," I show that these are not merely catchy phrases, but complex pragmatic acts designed to evoke shared values, emotional resonance, and cultural alignment. I argue that these utterances function as performative tools that draw on both explicit and implicit contextual knowledge.

Central to my research is the notion of context as a dynamic, layered, and co-constructed phenomenon. Across several articles, I have explored how context operates not only as the backdrop for interpretation but as a constitutive part of meaning-making itself. I have advanced the idea of a meta-context, a higher-order interpretive framework, that allows us to grasp how meaning shifts across

settings, platforms, and modalities. In both my 2016 article *Pragmatic Context: Contextualized and Decontextualized* and my 2023 study *The Situational Context – An Essential Element Within Pragmatics*, I elaborate how language shapes and is shaped by physical, social, and cognitive environments. These studies reaffirm my belief that communicative competence cannot be separated from contextual awareness and that context must be treated as an evolving structure, not a static container.

Methodologically, I embrace a pluralistic approach that draws on conversation analysis, corpus linguistics, and multimodal discourse analysis. These tools have enabled me to investigate language at multiple levels, from micro-level interactions in classroom discourse to the broader rhetorical strategies in commercial and digital media. I have shown how turn-taking patterns, politeness strategies, and implicatures vary across contexts and how these features reveal users' intentions, identities, and relational alignments. My work consistently emphasizes that language is not neutral; it is shaped by social dynamics and employed strategically to achieve specific communicative goals.

Throughout this chapter, I integrate empirical findings from several of my published studies. In *Pragmatics & Commercials and the Maxims of Conversation – a World of Users*, I applied Gricean theory to the discourse of advertising, revealing how the strategic violation of maxims enhances persuasion and consumer engagement. In *The Ethnography of Speaking and the Structure of Conversations*, I explored conversational norms across speech events, emphasizing the rule-governed and culturally embedded nature of everyday communication. These articles, among others, provide concrete demonstrations of how theoretical frameworks can be operationalized in pragmatic analysis.

Digital communication occupies a central place in my research, and I have traced its evolution over the last decade through a series of interconnected studies. In *Social Media – A Pragmatic Approach: Contexts and Implicatures* (2013), I explored how online discourse reshapes implicature and interactional norms. This line of inquiry continued in *Pragmatic Patterns in Social Media* (2015), where I examined politeness and face strategies in digital networks, and culminated in *Pragmatics and Social Media Blogs* (2022), where I addressed the multimodal, participatory, and performative dimensions of blog-based communication. These studies underscore my argument that pragmatic principles remain vital in online contexts but must be applied with sensitivity to platform-specific conventions, anonymity, and interactivity.

To conclude, this chapter sets the stage for the applied studies that follow by establishing a robust, interdisciplinary framework for analyzing language-in-use. I argue that pragmatics offers not only a descriptive apparatus but also a critical perspective for understanding how language functions as a tool of action, persuasion, and identity in both traditional and digital environments. Through a

sustained integration of theory, method, and empirical analysis, I seek to demonstrate that pragmatic inquiry is essential to decoding the complexities of contemporary communication.

Chapter 3 of my habilitation thesis is dedicated to *Intercultural Pragmatics and Communication Strategies* and explores the intricate relationship between language and culture, emphasizing that communication is never a neutral act but a culturally situated practice. In this chapter, I examine how intercultural pragmatics provides both a theoretical lens and a practical framework for understanding communication across cultures. My work draws on an extensive body of research that highlights the role of context, pragmatic competence, and cultural sensitivity in shaping successful intercultural interactions.

In the article *The Role of Pragmatics in Intercultural Encounters* (2024), I investigated how core theories, such as speech act theory, politeness models, and Grice's Cooperative Principle, help explain cross-cultural communication. Through real-life examples, I demonstrated how pragmatic failures often arise from cultural mismatches, and how greater pragmatic awareness can prevent or resolve misunderstandings. I further expanded this perspective in *Incorporating Culture in Teachers' Training* (2019), where I argued for the integration of cultural content into language instruction, positioning teachers as mediators of cultural knowledge. Similarly, in *Implications of Language Use in Relation to a Specific Context During Communicative Exchanges* (2013), I emphasized the crucial role of context in shaping communicative strategies, speaker relationships, and discourse genres.

In these studies, I showed that effective intercultural communication relies on context-sensitive interpretation. Grice's theory of conversational implicature helped me argue that speakers often rely on implicit meanings i.e. implicatures. These are accessible only if participants share cultural assumptions. When such assumptions are absent, communication becomes vulnerable to misinterpretation. Drawing on politeness theories by Brown and Levinson, as well as Goffman's concept of face, I highlighted how expectations about social distance, hierarchy, and degrees of directness vary across cultures, and how such variations often lead to unintended offense or confusion. I also employed Leech's Politeness Principle to explore how interlocutors negotiate relational goals through linguistic choices. I have emphasized that communication involves not only what is said but how it is said and interpreted, especially in relation to social roles and cultural expectations. Throughout my research, I have treated context not as a static backdrop but as an emergent, co-constructed element of interaction, shaped by speaker intent, audience expectations, and the broader cultural frame.

In *Incorporating Culture in Teachers' Training*, I asserted that language educators are not simply transmitters of grammar but facilitators of intercultural understanding. Drawing from Claire Kramsch's assertion that culture is an integral part of language learning, I argued for embedding culture

in all communicative acts, from greetings and requests to more complex acts such as apologies, refusals, or expressions of empathy. I advocated for practical strategies such as role-play, film, drama, and authentic texts, which expose learners to diverse discourse patterns and encourage the development of pragmatic flexibility and empathy.

This pedagogical approach directly informed my 2024 research, where I examined how cooperative learning environments can be used to foster intercultural understanding and pragmatic competence. In *Fostering Effective Cross-Cultural Communication Through Cooperative Learning*, I applied Grice's maxims: Quality, Quantity, Relevance, and Manner as both analytical tools and instructional guidelines. Through five case studies involving Romanian and international students, I showed how misunderstandings stemming from cultural differences were mitigated when learners consciously engaged with pragmatic principles.

I also argued that pragmatic competence is teachable, observable, and assessable. Through methods such as peer evaluations, discourse analysis, and participant observation, I demonstrated how students learn to align their discourse with culturally diverse expectations. This work builds on my earlier studies (2013, 2019) and supports the claim that intentional, cooperative, and pragmatically informed communication enhances not only academic outcomes but also interpersonal trust and intercultural empathy.

In *Different Aspects of Language and Culture* (2020), I explored how language symbolizes, expresses, and embodies cultural reality. I argued that language is deeply tied to identity, worldview, and social behavior. Drawing on Kramsch's framework, I showed how linguistic features, such as politeness formulas, lexical choices, and discourse structures carry culturally specific meanings that must be understood to communicate effectively. These insights are closely tied to my arguments in earlier and later studies: that pragmatic failure often arises not from grammatical errors, but from an inability to decode contextually and culturally embedded meanings.

In conclusion, Chapter 3 articulates a consistent research trajectory that integrates theory and practice, classroom pedagogy and discourse analysis, cultural theory and linguistic pragmatics. I have shown that successful intercultural communication requires more than linguistic knowledge as it demands the ability to interpret, adapt to, and respect cultural norms and pragmatic conventions. Whether in educational contexts, international collaborations, or everyday encounters, pragmatic competence is a vital tool for understanding others, managing diversity, and building meaningful connections across cultural boundaries.

Chapter 4 of the thesis, Methodological *Developments and Pragmatic Dimensions in Language Teaching*, continues the direction set by the previous chapters by shifting from theoretical and intercultural frameworks to the pedagogical implementation of pragmatic principles within the

classroom. In this chapter, I investigate how communicative competence, learner-centered pedagogy, and technological integration converge to shape contemporary language teaching. Drawing on my published research, I argue that teaching language pragmatically requires attention to context, human interaction, and multimodal resources.

In my article *The Use of Multimedia in Language Teaching* (2023), I explored how digital tools and multimedia, ranging from images and videos to songs, web content, and computer-mediated platforms, transform language learning environments. I demonstrated that multimedia is not merely supplementary but central to creating multimodal, authentic, and pragmatically rich learning experiences. I argued that it fosters motivation, cognitive engagement, and contextual understanding. More importantly, it allows learners to experience language as it exists in the real world: in sound, gesture, prosody, and image. I also addressed the shifting role of the teacher, from information transmitter to facilitator, task designer, and cultural mediator. The teacher must evaluate and adapt multimedia materials for relevance, accessibility, and cultural appropriateness.

This multimedia-based perspective aligns with my 2019 study *Pragmatic Elements in Teaching – The Teacher's Role & The Learner's Role*, in which I described the classroom as a pragmatic ecosystem. I argued that both teacher and learner are strategic communicators who co-construct meaning. Teaching, in this view, is a performative act requiring emotional intelligence, flexibility, and contextual sensitivity. I highlighted the importance of teacher authenticity and the capacity to shift roles—editor, tutor, organizer, prompter—depending on the moment and the learner's needs. Equally, I showed that learners bring unique styles, motivations, and affective filters into the classroom, and that instruction must adapt accordingly. This dialogic and relational view of teaching resonates with the pragmatic principle that communication is context-bound, cooperative, and continuously negotiated.

In *Teaching English in Context – Content-Based, Task-Based, and Problem-Based Learning* (2018), I deepened this argument by analyzing how communicative language teaching has evolved into a more integrated, pragmatic practice. I promoted the use of innovative teaching methods such as CBL, TBL, and PBL, which treat language not as an abstract system of rules, but as a tool for thinking, problem-solving, and social interaction. I proposed that content-rich topics enhance motivation and critical thinking, that real-world tasks promote fluency, and that problem-solving develops learner autonomy and resilience. Each approach, I argued, positions learners as active agents, co-constructors of knowledge, and real users of language in meaningful contexts. I highlighted the importance of scaffolding, learner independence, and performance-based assessment as central to fostering pragmatic competence in the classroom.

In my article *Traditional versus Modern Teaching Methods/Approaches* (2018), I addressed the often polarized debate between traditional and contemporary pedagogy. Rather than advocating for one side, I proposed a context-sensitive model that values flexibility, responsiveness, and empirical reflection. I argued that effective teaching is not about following a trend or ideology but about recognizing what works for specific learners in specific contexts. I emphasized that both traditional techniques, such as repetition and structured correction and modern methods, like flipped classrooms and collaborative learning, can serve pedagogical goals if employed thoughtfully. This pluralistic stance reflects my broader belief that pragmatically informed instruction must be adaptive, situated, and dialogic.

Bringing these perspectives together, I emphasized that language learning is a social, cognitive, and cultural act. Pragmatic competence in the classroom is developed not through decontextualized drills, but through authentic interaction, negotiation of meaning, and critical engagement with language as it is used in real life. My research shows that when language instruction embraces complexity through multimedia, cooperative tasks, meaningful content, and reflective teaching, it becomes a space for cultivating communicative agency, cultural awareness, and real-world readiness.

The scientific contribution of Chapter 4 lies in its articulation of a pedagogical model that is rooted in pragmatics, yet flexible and human-centered. It highlights that effective language education must go beyond structural accuracy and embrace the messy, situated nature of real communication. Through an intertextual analysis of four major studies, I have shown that language teaching is most effective when it is responsive to learners, grounded in context, and oriented toward meaningful interaction. In doing so, this chapter reaffirms the central thesis of my research: that pragmatic competence is not a byproduct of language learning—it is its core objective.

Chapter 5 of the habilitation thesis, *Pragmatic Analysis of Film and Fictional Dialogue*, builds on my earlier work by applying core pragmatic principles, such as implicature, politeness theory, and conversational maxims, to the analysis of scripted language in film. This chapter represents a continuation and refinement of the research initiated in my PhD dissertation, *MOVIE TALK: A Study into the Usage of Slang in Prison Movies* (2007), in which I first explored how fictional dialogue, particularly in prison films, mirrors authentic speech in its strategic, context-sensitive use of language.

Throughout the chapter, I examine a series of fictional texts—including *Desperate Housewives*, *The Green Mile*, *Shawshank Redemption*, *Con Air*, and *O, Brother, Where Art Thou?* to show how fictional characters rely on indirectness, flouting of maxims, and facework to express interpersonal dynamics, negotiate social roles, and build character identity. I demonstrate that these dialogues, while scripted, adhere to conversational logic that reflects real-life interaction. In *Desperate Housewives – A Pragmatic Approach* (2014), for example, I analyzed how characters use strategic ambiguity, off-

record politeness, and implicature to reveal vulnerability, assert power, or mask intentions—choices that resonate with both narrative function and pragmatic intent.

This focus on stylized yet realistic dialogue continues in my analysis of *The Green Mile* and *O, Brother, Where Art Thou?*, where I developed a conversational model incorporating turn-taking, slang, and institutional discourse. I examined how informal language and regional idioms serve as markers of identity, solidarity, or resistance, and how these elements contribute to the audience's understanding of character motivations and relationships. Slang, in these contexts, is shown not merely as a feature of register but as a pragmatic instrument used to compress meaning, express emotion, and manage power dynamics.

Particular attention is given to how characters flout or violate Grice's Maxims to serve dramatic or psychological functions. For instance, the character Percy Wetmore in *The Green Mile* regularly violates the Maxim of Quality, thereby reinforcing his antagonistic role and lack of moral credibility. In contrast, the understated exchanges between Paul Edgecomb and other inmates reflect pragmatic strategies such as understatement and implied meaning, designed to maintain solidarity and defuse tension within a hierarchical prison setting.

My analysis also explores gendered patterns of speech, noting that male and female characters often deploy different pragmatic strategies, such as hedging, silence, or interruption, to achieve specific communicative goals. These patterns align with real-world sociolinguistic findings and suggest that fictional dialogue can serve as a meaningful site for studying how pragmatic norms intersect with gender, power, and emotion.

Beyond its analytic focus, this chapter advocates for the use of fictional dialogue as a valuable tool in pragmatics pedagogy. I argue that film and television provide controlled, context-rich, and emotionally resonant examples of language-in-use that are ideal for teaching pragmatic concepts. Through the analysis of speech acts, implicature, politeness, and turn-taking in fictional contexts, students can develop a deeper understanding of how language functions not only to convey information but also to perform social actions.

The examples I present demonstrate that fiction is not separated from reality; rather, it distills communicative strategies into moments that are heightened, stylized, and revealing. Whether in the religious outbursts of Delmar, the ironic quips of Everett, or the bureaucratic monotony interrupted by emotional intensity in prison dialogues, each utterance serves a dual function: advancing the narrative and showcasing the pragmatic tools through which humans navigate relationships, status, and identity.

Thus, Chapter 5 underscores my conviction that pragmatics is relevant across all forms of discourse, including the crafted conversations found in film and fiction. By examining how language is used to express, persuade, challenge, and connect, even within fictional worlds, I reaffirm the

broader aim of my research: to reveal the central role of pragmatic competence in understanding how language operates within social and cultural frameworks. Fictional dialogue, when scrutinized through a pragmatic lens, offers unique insights into the human condition, mirroring the complexity, creativity, and nuance of real-world communication.

Chapter 6 of the thesis focuses on *Academic Assessment, Doctoral Supervision, and Future Directions of Research*, offering a comprehensive view of my academic contributions beyond teaching and publication. This chapter reflects my sustained involvement in mentoring, evaluating, and guiding doctoral research across philology, linguistics, discourse analysis, intercultural pragmatics, and stylistics. These experiences have shaped my broader intellectual trajectory and allowed me to nurture scholarly dialogue across generations and disciplines.

My engagement in doctoral education has been both long-standing and multidimensional. As a committee member and external advisor, I have supported projects situated at the intersection of pragmatics, literature, culture, and interdisciplinary inquiry. Each project provided an opportunity for reciprocal learning, where I guided PhD candidates in refining theoretical frameworks, sharpening methodological tools, and developing innovative, socially grounded research. This mentoring process often mirrored my own research concerns, particularly those related to meaning-making, identity construction, and the pragmatic structure of discourse across fictional and real-world contexts.

One of the defining features of my evaluative work is its methodological breadth. I have advised or assessed projects involving intercultural pragmatics, stylistic discourse, trauma theory, parody and aestheticization, and the epistemological implications of literature and science. These dissertations are frequently engaged with themes such as cultural identity, narrative ethics, media discourse, and multilingual communication, and each of them aligns closely with my published work and research orientation. Whether dealing with the construction of transnational mental space, the transformation of parody into stylized expression, or the representation of trauma in literary fiction, my guidance has centered on pragmatic clarity, interdisciplinary coherence, and discursive sensitivity. In my role as a member in the advisory committee for the thesis *The Construction of Transnational Mental Space – A Perspective on Multiculturalism* (2023–2025), I worked with the candidate to develop a nuanced framework for understanding identity negotiation through intercultural pragmatics. I encouraged the integration of reflexivity, narrative theory, and context-sensitive discourse analysis, leading to a richer understanding of how multilingual individuals express belonging, displacement, and hybridity through language. In a similar spirit, I helped guide the thesis *Literature and Media: From Parody to Aestheticization* (2023–2024) by advocating for a pragmatic approach to irony, intertextuality, and stylistic transformation, particularly in how audiences interpret post-parodic narratives in digital and literary media.

Another highlight of my activity is my involvement in the interdisciplinary project *Trauma, War and New Physics Epistemology* (2016–2020), where I helped bridge literary trauma studies with quantum paradigms and narrative analysis. I proposed pragmatic readings of silence, fragmentation, and indirectness as indicators of epistemic rupture and psychological disruption, reinforcing the thesis's conceptual strength and discursive scope.

In addition to being a member in the advisory committee, I have contributed extensively as a member of doctoral defense committees, where I have authored official reports and provided theoretical feedback on dissertations ranging from *New Historicism and Literature* to *Fairy Tales – Interdisciplinary Research and Integrated Teaching*, and *The Effects of Consumerism on Society and Fiction*. In each case, I aimed to highlight the value of pragmatic insight in understanding literary and cultural processes, emphasizing discourse as a vehicle for both ideological critique and social reflection.

The chapter also outlines my vision for future doctoral supervision and research development. I am particularly committed to fostering research in the pragmatics of digital communication, intercultural interaction in professional and institutional settings, and the application of multimedia in language education. I intend to support PhD projects that explore pragmatic phenomena across diverse contexts, be it social media discourse, multilingual workplace dynamics, or the symbolic construction of identity in media texts.

Future research directions include exploring how politeness, implicature, and context are managed in multicultural teams; how collaborative dialogue functions in diverse learning spaces; and how learners and educators develop pragmatic awareness through interactive technologies. I am especially interested in supervising doctoral theses that investigate these issues through empirical, ethnographic, and corpus-based methodologies. Projects that deal with language as a tool for intercultural negotiation, ethical positioning, and performative identity construction are at the core of my future research agenda.

Moreover, I envision pragmatic research as an applied field capable of informing educational policy, digital literacy, and cross-cultural communication training. Doctoral research in this domain has the potential not only to produce theoretical advancements but also to respond to pressing global needs for mutual understanding, communicative adaptability, and responsible language use.

Chapter 6, therefore, encapsulates the continuum between research, supervision, and academic foresight. It illustrates how I have contributed to the consolidation of pragmatic inquiry not only through my own publications but through active participation in shaping future research agendas. Whether through mentoring doctoral candidates, offering methodological insights, or proposing new directions for investigation, I remain dedicated to a model of scholarship that is dialogic,

interdisciplinary, and grounded in the belief that language is both a symbolic and practical means of engaging with the world.

In conclusion, this habilitation thesis has brought together the central threads of my scholarly work in pragmatics, offering a cohesive exploration of how language functions as action across intercultural, educational, digital, and fictional domains. Through theoretical grounding, methodological diversity, and applied case studies, I have demonstrated that meaning is never static or isolated, it is dynamically constructed through interaction, shaped by social roles, cultural expectations, and communicative intent.

Each chapter has contributed to a broader understanding of pragmatic competence as a core component of effective communication. From the analysis of fictional dialogue and media discourse to the pragmatics of classroom interaction and intercultural exchanges, I have highlighted how strategies such as implicature, politeness, and contextual adaptation enable speakers and learners alike to negotiate meaning, identity, and social alignment. My work with doctoral advisory boards and curriculum design further reflects a commitment to applying pragmatic insight in ways that support academic development and educational practice.

By integrating classical models with contemporary challenges, particularly those posed by digital and multimodal communication, I have argued for a pragmatics that is both theoretically robust and socially responsive. This thesis, while consolidating past research, also marks a point of departure. The directions outlined here, from digital discourse analysis to intercultural pragmatics and pedagogical applications, will continue to inform my future research and academic mentorship.

Ultimately, I view pragmatics as a vital framework for understanding how language reflects, constructs, and sometimes contests the realities we inhabit. In an era of global interaction and rapidly evolving communicative forms, the study of language-in-use remains not only relevant but essential. This thesis affirms my commitment to a pragmatics that is interdisciplinary, applied, and deeply engaged with the complexities of contemporary discourse.