

Notes for Lesson 6 *Pragmatics 2*

Lesson 6.0 OVERVIEW

Lesson Summary

This next lesson deals with the rules of how language is used appropriately in a given context. Many such pragmatic rules are social in nature and are therefore related to our previous two lessons on sociolinguistics.

Pragmatics, or *meaning in context* looks at the role played by the *physical, epistemic, linguistic, and social components* of context when we determine the meaning of words, sentences or texts. Here is a definition that I like and like to share with you:

"A functional perspective on language and language use in all its cultural, social, and cognitive dimensions." (from *Pragmatics*, a journal published by the International Pragmatics Association)

We will review and apply several central pragmatic features and properties of utterances referred to as *implicature, conversational rules, speech acts, and discourse structure*.

Finally, we will work on the second step of the language lesson proposal.

Main Goals

After completing this lesson, **you will be able to**:

- name what part of **meaning** is **investigated in pragmatics**
- identify the **four components of contextual knowledge**
- discuss some understanding of the **pragmatic properties** of **implicature, conversational rules, speech acts, and discourse structure**
- recognize **indirect speech acts** by using **tests** based on **felicity conditions**
- identify **linguistic features** for **pragmatics paper** that do or may cause problems for language learners

Main Ideas

- pragmatics
 - physical, epistemic, linguistic, and social context knowledge
 - implicature
-

- rules of conversation
- speech acts and felicity conditions
- discourse analysis
- linguistic feature

AT A GLANCE [must be revised yet]

1. REVIEW (as per Lesson 5)

- * Chapter 7 Pragmatics

2. READ

- * Van Berkum article (Canvas [Reading Lists](#))

3. WATCH/READ/DO PRAGMATICS FINAL PAPER PROCESS (continue from last week, nothing new because of midterm):

- * paper writing overview & Step 1 (Canvas Lesson 5/Supplemental Materials)
- * post in Canvas [Forum F5.2](#) ([Forum 5.2 Language Problems/Topic Ideas](#)) [Thanks for jumping in!!!](#)

4. WATCH LITERATURE REVIEW VIDEO (continue from last week)

- * [LITERATURE REVIEW VIDEO](#) (CANVAS Lesson 6/Supplemental Materials) & [WRITING CENTER SLIDESHOW](#) (CANVAS Lesson 6/Supplemental Materials)

5. WATCH LESSON RECORDING & DO DISCUSSION FORUM (as per Lesson 6 recording)

- * Think-Pair-Share Pragmatics 2 [Forum F6.1](#)
- * Pragmatics Chapter Review [Forum F6.2](#)

NEXT:

- Now you can start playing back the *Google Meet* recording of this lesson by going to *Home* in Canvas, scrolling down to the module *for the current lesson*, and clicking on the link [Lesson 6 Recording Link and Notes with time stamps](#).
- Consult the notes below in parallel as you watch the video.
- In the video, skip over recorded class discussion activities at the places indicated here in *Notes*.
- Instead of watching them, conduct the respective discussion activity online in CANVAS. Activity labels are given in the *Notes* file below. Instructions for the activities are given in the recording by me orally and also repeated in the CANVAS discussion forums in writing.

- After getting started with an activity, continue watching the video at the time marked below in this file and also continue the activity throughout the lesson.

- Logistics (3:38):
 - o Remind me at 8:15 to stop for *Black On White* video
 - o Overview of Lesson (SWBAT)
 - o Midterm: is all review, handed out at end of lesson, finish by next session
 - o Ling levels homework graded – very nice work;
 - o AAVE and Genderlect homework will be graded next
- Online Debriefing – “AAVE Homework Assignment” (11:36; skip to “Books”; 20:25)

Monophthongization

Final Consonant Cluster Reduction

Sarah Olson

I was wondering if there is also a feature of consonant cluster reduction in the middle of words? Like hundred [ˈhʌndrəd] becoming [ˈhʌnɒd] or fifty [ˈfɪfti] becoming [ˈfɪti]?

Third Person Singular –s Deletion

My example is “She wants us to pass the papers to the front” becomes “She want_ us to pass the papers to the front”

Multiple Negation

David & Jane (16 min)

Juana

Hi,

Strand 1 "David & Jane":

Seems that David likes to talk to people. When he saw the email, he decided to see if Jane followed his conversation which she did. Jane answered him the same way, but always reminding him that he needs to pay the outstanding bill. The spider was another way to keep up the conversation.

Sarah Olson

I think the exchange is funny due to the formality of the language juxtaposed with the nonsensicality of David trying to pay his past due bill with a drawing of a spider. If he had been less formal with his language and not matched Jane's level of professionalism/formality, I think it would not have been as funny.

Pragmatics Challenge

Sarah Olson

I finished my math homework. President JFK was assassinated.

PRAGMATICS:

- Books: (20:25)

- The Routledge Handbook of Second Language Acquisition and Pragmatics

- https://www.amazon.com/Routledge-Handbook-Acquisition-Pragmatics-Handbooks-ebook/dp/B07N8HPGJW/ref=sr_1_1?dchild=1&keywords=routledge+handbook+of+second+language+acquisition+and+pragmatics&qid=1604511672&s=books&sr=1-1

- Pragmatics Overview & Introduction (continued)

Definition: how context influences language and how language creates context;

"A functional perspective on language and language use in all its cultural, social, and cognitive dimensions." (from *Pragmatics*, a journal published by the International Pragmatics Association)

Pragmatics is “language in context”:

What is pragmatic context?

- sociocultural information is used
- physical info
- epistemic/background knowledge
- linguistic info

Here is a demonstration of how easily we can create a pragmatic context on the fly: humans are amazing inferencing “machines” and can make connections between the weirdest sentences:

“I travelled to Egypt” – “The bull was killed by lightning in the pasture”

let’s try this out in pairs;

- THINK-PAIR-SHARE: “Pragmatics challenge” (27:24–41:55; go to Forum F6.1 before continuing)

- every pair of students should create two sentences that are so unconnected that the rest of the class can’t connect them into a little story;

Debrief: (Summer 2023 students can skip down to 41:55)

Examples from former students:

I went to the dog park. – And the cow jumped over the moon. The iguana fell out of the tree. –

The purple onion blossomed in the sun.

The worm was wriggling under the bag of leaves. – Cheese and wine taste good at sunset.

Apples with peanut butter is the best snack. Martha likes horseback riding.

Go beyond! Plus ultra. = like a commercial: to encourage a special experience

I got hit by a car. I was swimming.

The sun is my favorite star. I got a new pencil for my birthday.

My cat ate my homework. The monkey fell down the well.

Pragmatics is “language in context”: (41:55)

What is context here? What information do we use to connect these sentences?

“Mary got angry.” – “John left.” versus

“John left.” -- “Mary got angry.”

- THINK-PAIR-SHARE: “Mary got angry” (46:07–53:30; Forum F6.1 before continuing; listen to discussion for deepening)

Debrief:

sequence of events – time; then we tend to assign causality

story-telling is universal, built into our DNA

cause and effect – in pragmatics there are language forms typically that give you hints as to what should be filled in;

what in the language tells you to make cause-effect inference?

in stories, we have clues to infer cause and effect:

1. Past tense: event must be finished before another can happen

2. Names signal “protagonist”

pragmatics: language in context: what language is appropriate in a context; and what does language contribute to create the context

For example, even sounds can provide clues: “wh”

- Group Work: use file [Pragmatics textbook chapter review](#) (Canvas Lesson 5/Supplemental Materials)
 - o Pragmatics is the “invisible” linguistic level: we don’t usually think about pragmatic information/knowledge: it is inferred or implied

- o Pragmatic information and rules are **culture-specific**; **learners** have to learn not just the means (**linguistic forms**) but also many (socio)**pragmatic rules**; for example:
 - o **Grice's Maxims**; e.g., Quantity Maxim: "How are you?" from U.S. "Good" to 'life story' in Russia
 - o **speech acts & felicity conditions**
 - o **turn-taking** = when and with what timing you take turns
 - o **politeness rules**; for example, **N-Americans**=more direct, **Latinx**=less direct; greetings: start convo with greetings, then follow up with request or topic;
 - o activity will be option for **midterm**
 - o Follow rubric on exercise bottom
 - o Assign [small group roles 001.jpg](#)
 - o Give **report** of group work
 - o Rubric:
 1. discusses topic's main pragmatic **concepts** [terms] and **notions** [their meanings]/6
 2. goes through some of the **examples** from the **book** for demonstration of concepts and notions /3
 3. discusses **contextual knowledge** and **linguistic information** needed to understand pragmatic sample /6
 4. includes **own** pragmatic **sample** /7
 5. explains and demonstrates **concepts** and **notions** as well as **contextual** knowledge and **linguistic** information for own pragmatic sample /6
- Total: 28 points

Here is a sample: [pragmatics chapter review sample.pdf](#)

Group Work (1:17:30-BREAK; Forum F6.2; Find group assignments below and in discussion forum;

□ make sure to assign a group recorder, who then posts a short "presentation" of the main terms and their meanings as well as examples from the chapter. I will review this presentation at the start of the next recording.

Group 1 (**Chris, Lisa, Josie**): 7.3 Drawing Conclusions

Group 2 (**Siri, Kim, Ravi**): 7.4 Indirect Speech Acts

Group 3(**Jackie, Ben, Emily**): 7.2 Rules of Conversation

Group 4 (**Sara, Emilie, Shawn, Joy**): 7.5 Presuppositions

BREAK

Debrief:

- Indirect Speech Acts (Group 2): (my summary: 3:17-15:46)
concepts & notions:

linguistic cue:

- Rules of Conversation (Group 3): (no summary from me, only group)
concepts & notions:

4 Maxims: assumption that everyone wants to further the conversation; expectation that everyone contributes to conversation

Quality: expectation of speaking the truth=sufficient knowledge to back up what was said
example: venom of the ... spider isn't strong enough to kill people.

Relevance: expectation that utterance is made relevant to context;
example: Alana & Jamie exchange:

Quantity: expectation to provide enough and not too much info

example: where do you live? In Midwest, rather than "on Wilson St in the yellow house with blue shutters, and a long chimney..."

Manner: obscurity: no jargon

example: avoid jargon; telling about a haircut and throwing in linguistic terms that you read about during the haircut

ambiguity: She promised to phone at noon. Promise made at noon or call at noon;
intonation disambiguates

linguistic cues:

Quality: "spider isn't strong enough to kill people" depends on context & speaker: if speaker was bitten and didn't die: they are honest; if they are a biologist, backing up the statement is required

Relevance: Question answered with "well"; also, "dating" requires regular interaction and is referenced by "every weekend"

Quantity: right amount of linguistic "forms"

Manner: "jargon" terms;

- Presupposition (Group 4): (my feedback: 28:40-30:30)
concepts & notions:

underlying assumption that must be satisfied for an utterance to make sense, be debatable
existence presupposition: pet giraffe – wait a minute: you have a giraffe?

Presupposition and truth values: shared artefacts:

example: Disneyland – shared as existing park; B river – not shared

Prosody & presupposition trigger: stress determines what is true or not

example: J. went to Toledo. LAURA went to T. too.

Quantity: as much info is given as required:

Son: “I finished my history” x does not entail y; Mom infers homework is not done; Mom wants to know about ALL homework; he sticks in “history” only;

“Are you done with your science projects.” “I have written down my results.” Project is replaced with results, which means it’s likely not all done;

“How far can you run?” “10 miles” - “at least” or “only”

“can I go to the bathroom” (student) – “can you?” (teacher) –

linguistic cues:

name existing things

“giraffe” – term that names the share pet;

“Disneyland” vs. “B river”

Stress on noun

- Drawing Conclusion (Group 1):

concepts & notions: Quantity: as much info is given as required:

Son: “I finished my history” x does not entail y; Mom infers homework is not done; Mom wants to know about ALL homework; he sticks in “history” only;

“Are you done with your science projects.” “I have written down my results.” Project is replaced with results, which means it’s likely not all done;

“How far can you run?” “10 miles” - “at least” or “only”

“can I go to the bathroom” (student) – “can you?” (teacher) –

linguistic cues:

- absence of information that is normally there

- question as response can be the “linguistic cue”

- Paper writing process and timing (30:50)

- o Post in Forum F5.2: **Language Problems/Topic Ideas:**

- o Watch: Video & slideshow on **lit reviews**

- [LITERATURE REVIEW VIDEO](#) (CANVAS Modules/Paper Topic Resources) & [WRITING CENTER SLIDESHOW](#) (CANVAS Files/Final Paper)

- o research: two kinds: **scientific method** consists of

- a) **building a theory** (secondary research) based on existing literature (□ **literature review**);

- b) **testing a theory** (primary research): **collecting evidence/data/assessment** to test

- whether the theory is correct
- two corresponding capstone types:
 - primary data-based: **thesis**
students I advised in my research program: Collin Klagmann, Hannah Riddle-Rojas; Christine Wytaske, Cadi Kivimagi, Jonna Meidal; Andrea Feschbach; Jonas Reifenrath (MA student at U of Freiburg, Germany during sabbatical)
 - secondary research-based: **project**;
 - capstones can be found in **capstone repository**: *Digital Commons*
 - o Read **section on literature reviews** *Constructing a Research Paper* from Swales & Feak *Academic Writing for Graduate Students* in Canvas/Reading Lists
 - o Use APA; see [quick guide to capstone writing](#)

• Homework for Lesson 7 (42:58-50:20)

HW:

- Read **Morphology** File (Chapter 4 textbook)
- Read article **Morphological Analysis: New Light on a Vital Reading Skill** (CANVAS Lesson 6/Readings)
- Final Paper: If not done yet: post in **Forum F5.2 Language Problems/Topic Ideas** asap so that you can form affinity groups and move to PragFeatures forums in Lesson 7;
- **Midterm**: it can be found in CANVAS Lesson 6/Homework (due July 11)
 - o Work on midterm one week; if needed following week;
 - o hand it in in Lesson 6/**Assignment** "Midterm" like other assignments; this will also be linked from Lesson 7
 - o feel free to discuss issues and get advice in Lesson 6/**Midterm Exam Forum** in CANVAS Asynchronous Discussion Forums or contact me via Inbox or email
 - o answer 3 questions (1, 2 a or b, 3 a or b)
- Papers: Conference **abstracts & programs** -- demo: good resources for paper: Lesson 5/Supplemental Materials/[IPRA2019 Abstracts Book](#)
 - o paper writing process:
 - mostly **student-driven** except my feedback on **3rd draft of topic statement**; I will plug into the process as per the **topic statement rubric** in Canvas Files/Final Paper/Pragmatics Paper Process Step 3-5 after people have reviewed each other's topic statements in the Canvas forums "PragFeatures" and revised them to be posted in the CANVAS forum "Topic Statements"
 - thanks for posts in *Language Problems/Topic Ideas*
 - review "final paper rubric" in Canvas Files/Final Paper/ [Word]

- paper-writing **heads up**:
 - we will be half way through the course in the middle of next lesson
 - you will be working on the midterm this week and next
 - look at sample papers in Paper Resources in CANVAS.

[END OF LESSON]