

PRAGMATICS

Pragmatics:

- Pragmatics is the study of the meaning in context and it deals with implied meaning as opposed to the mere lexical meaning expressed.
- How utterances are used
- Its about interpreting what speakers mean .
- In other words ,pragmatics how people make sense of each other linguistically.

- Utterance: the use of a sentence, in a particular context.
- Utterances are actual, physical events.
- Interpretation: based on :
 - -knowledge of the meaning of the word,
 - -knowledge about the context.

Studies on the pragmatic competence of L2 learners have revealed that grammatical enhancement does not guarantee a desirable level of pragmatic enhancement and even advanced level learners are incapable of understanding or conveying the intended intensions and politeness values.

THE HISTORICAL BACKGROUND OF PRAGMATICS

- Ancient Greece ➡ Rome ➡ being practical
- It is in language philosophy that linguistic pragmatics possesses its foundation and it emerged as a result of ideas regarding the functions and use of language by philosophers such as Wittgenstein, Austin, Searle, and Grice.

- The first definition of pragmatics was given by Morris
- 'the study of the relation of signs to interpreters'
- commonly utilized definition of pragmatics are presented:

'Pragmatics is the study of those relations between language and context that are grammaticalized, or encoded in the structure of a language'.



THEORIES OF PRAGMATICS

- Words do not have meaning by themselves.

Conventional Implicature

- The concept of conversational implicature is one of the most prominent ideas in pragmatics .An implicature is something meant, implied ,or suggested distinct from what is said.
- Herbert Paul Grice is famous for Grice's Theory of Conversational Implicature in the linguistic field.



The Cooperative Principle

- The concept of conversational implicature is key to the study of pragmatics. Grice stresses that the cooperative principle is a tool to guarantee the communicative process .
- In short, the way in which people try to make conversations work.
- The Cooperative Principle is developed into four maxims which contain nine submaxims:

- 1.)Maxims of Quantity :

- -Make your contribution as informative as is required.
- -Do not make your contribution more informative than is required.

- 2.)Maxims of Quality:

- Try to make your contribution one that is true.
- Do not say what you believe to be false.
- Do not say that for which you lack adequate evidence.

- 3.)Maxims of Relation:

- Be relevant.

- 4.)Maxims of Manner:

Be perspicuous

- Avoid obscurity of expression .
- Avoid ambiguity.
- Be brief (avoid unnecessary prolixity).
- Be orderly.

Politeness Theory

- The fundamental principle of politeness theory is that politeness in any culture can be expounded with respect to a limited number of universal phenomena, namely the construct of face and certain social variables.
- Define the term face as “the public self-image that every member wants for himself”

COMPONENTS OF PRAGMATICS

- Pragmatics has three main components, pragmalinguistics, sociopragmatics and psycholinguistics.
- 1.) Pragmalinguistics
- The integration of grammar with pragmatics has created an area of study entitled pragmalinguistics, Pragmalinguistics provides practical explanations on grammar, and tries to find the most appropriate and practical structures for utterances in a language for teaching purposes.

2.) Sociopragmatics

*Sociopragmatics can be defined as 'the sociological interface of pragmatics'. It indicates the social perceptions that underlie participants' interpretation and performance of communicative action.

*Sociopragmatics is related to appropriate social behavior and learners must be made aware of the outcome of making pragmatic choices.

Psycholinguistics

- Psychopragmatics deals with how children and non-native learners learn or acquire a foreign language .It also presents theories, approaches and principles to the language teaching area. It investigates how to design and organize a lesson plan. It can be stated that it makes a significant contribution to methodology.

THE CONCEPT OF PRAGMATIC COMPETENCE

- According to Chomsky, pragmatic competence is the 'knowledge of conditions and manner of appropriate use of the language, in line with various purposes.'
- In Bachman's model, language competence is categorized into two areas including 'organizational competence' and 'pragmatics competence.'
- Organizational competence = grammatical competence + discourse competence
- Pragmatics competence = illocutionary competence + sociolinguistic competence .
- Illocutionary competence = speech acts + speech functions
- Sociolinguistic competence = ability to utilize language according to context .

FEATURES OF PRAGMATICS

- Language users
- Second language users are not only expected to internalize a new set of phonological, morphological, syntactic and semantics forms of the target language , but also need to socially take part in the symbolically mediated lifeworld of another culture. Pragmatics concentrates on language producing process and its producers with a focus on more authentic language use.

- 2.)Physical context

- It indicates where the communication is taking place, what objects are present ,what is going on, and so forth .
- Example: I need this dictionary.(accompanied by pointing)
- Go there at 9:00 a.m. this morning(place/time reference)

- 3.)Social context

- It donates the social relationship among speakers and hearers.

- 4.)Epistemic context

- It donates what is know by both the speaker and the hearer.

- **Meaning**
- Meaning is basic problem in the field of pragmatics. As Levin (1983) states, while pragmatics deals with the study of utterance meaning, semantics studies sentence meaning.
- Contextual meaning (Yuş, 1996) and meaning in context (Thomas, 1995) are related to pragmatic meaning.
- Leech (1983) indicates that meaning in pragmatics deals with comprehension of utterances within a particular context a speaker and a user of the language has.

Social Interaction

- Kasper and Rose (2002) indicate that social interactions denote either spoken communication containing at least two people or all kinds of written and mixed modes of communication.
- As Wierzbicka(2010) stresses, it is fundamental for foreign language teachers and learners to be fully aware of various kinds of social interactions which can help them to become socially competent in communication and to know to deploy this knowledge powerfully.

CATEGORIZATION OF PRAGMATICS KNOWLEDGE

- Fearch and Kasper (2012) categorize pragmatic knowledge into declarative pragmatic knowledge and procedural pragmatic knowledge .
- **Components of declarative pragmatic knowledge**
- 1.)Linguistic knowledge  rules of linguistics field (phonological, morphological, syntactic and semantics levels)
- 2.)Speech act knowledge  verbal acts +socio-cultural community
- 3.)Discourse knowledge  coherence in discourse
- 4.)Socio-cultural knowledge  everything about socio-cultural
- 5.)Context knowledge  context –determining factors
- 6.)Knowledge of the world  extracting com. knowledge

Components of procedural pragmatic knowledge

- 1.)Goal –formation and context analysis
 - Goal= actional + propositional + modal content
 - Goal result of context analysis .
- 2.)Verbal planning
 - (a) syntactic structure , (b) lexical material
- 3.)Monitoring execution
 - The linguistics tools match the functional specifications
 - The speaker monitors the hear's responses to the executed acts.

TEACHING PRAGMATICS

- Pragmatic competence is regarded as a significant component of overall linguistic competence.
- In Casper & Rose's (2002) view, pragmatics, as area within L2 studies, is usually termed as interlanguage phonology, and interlanguage lexicon
- As the study of L2 use, ILP investigates the way in which nonnative speakers (NNSs) understand and produce action in L2. As the study of L2 learning, ILP investigates the way in which L2 learners promote the ability to comprehend and perform action in L2 (Kasper & Rose, (2002).

- In addition to the studies done concerning the relationship between language education and interlanguage pragmatic enhancement, some studies have been conducted to unearth the teachability of inter of interlanguage pragmatic knowledge and some studies have exhibited that interlanguage pragmatic knowledge is teachable.
- There are two main kinds of approaches in teaching L2 pragmatics (Chen, 2009):

- **1. Explicit instruction of pragmatic rules**
- **2. Implicit instruction of pragmatic rules**

Explicit instruction of pragmatic rules

- In explicit teaching of pragmatic rules, the language teacher follows three main stages (McCarthy, 1998):

1. *The presentation stage:*

As the presentation stage, the native speaker model is prominent in that it presents samples of language in use.

2. *The practice stage:*

As the practice stage, learners are expected to perform tasks that can reinforce the pragmatic knowledge they have internalized.

3. *The production stage:*

At the production stage, language teachers may deploy discourse completion test (DCT) or role plays to elicit learners' performance. On the other hand, in role plays, interactional skills such as conversational management, manipulation of turn-taking mechanism, use of intensifiers and downgrades, and accurate choice from a range of strategies can be internalized by learners.

Implicit instruction of pragmatic rules

- In implicit teaching approach, the basic assumption is that if language learners are stimulated to think for themselves about culturally suitable ways to perform speech acts, then these learners will become aware of “their own lay abilities for pragmatic analysis”.
- Some synonyms of implicit learning are: passive, unintentional, inductive, automatic, and subconscious acquisition.