



**UNIVERSIDAD TECNOLÓGICA DE PEREIRA**  
**FACULTAD DE BELLAS ARTES Y HUMANIDADES**  
**LICENCIATURA EN LENGUA INGLESA**

<b>Asignatura:</b>	Semántica y Pragmática (L2)
<b>Código:</b>	LI634
<b>Intensidad:</b>	3 horas semanales
<b>Pre-requisito:</b>	LI524
<b>Créditos:</b>	3

### **Rationale**

"Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It has, consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. *Pragmatics is the study of speaker meaning.*" (Pragmatics: Yule, 1996)

"Semantics is the study of meaning at mainly two different, basic levels: the word and the sentence. There exist chain and choice (that is, structural or lexical, horizontally or vertically). Chain refers to a particular form or part of speech (noun, adjective, preposition, verb, etc.); choice refers to the selection between, for example, "child or kid". Semantics also deals with "shades" or meaning (polysemy) interpretations, presuppositions, implications, compositional meaning, figures of speech such as metaphors and similes, plus semantic conditions of truth which are all culture-bound."

(Revista de Humanidades: Tecnológico de Monterrey, *the Relation between Syntax, Semantics and Pragmatics.*)

"Semantics is the study of the relationships between linguistic forms and entities in the world; that is how words literally connect to things." (Pragmatics: Yule, 1996)

For the students of Licenciatura en Lengua Inglesa, the study of *Pragmatics and Semantics* provides some insight about the behaviour of the language (English as target) in terms what is said and meant from these both perspectives. The students should be aware of the fact that languages are not a mere collection of words or sentences but also have connections with the users of those languages mediated by psychological, sociological and environmental aspects of the users. For a teacher to be, it is important to recognize utterances as part of a more sophisticated system worth to be considered and analyzed.

### **Objectives**

1. To introduce students to the terminology related to semantics and pragmatics.
2. To provide students with an understanding of the theoretical issues raised by approaches regarding pragmatics and EFL.
3. To provide students with an understanding of the theoretical issues raised by approaches regarding semantics and EFL
4. To approach pragmatics as a linking science for concomitant and further subject matters.

### **General Competences**

Interpretative competences

To interpret and analyze texts

To understand propositions, paragraphs and chapters of complex content

- To identify argumentations and examples, counterexamples and demonstrations
- To understand problems and propose possible solutions to them
- To interpret charts, graphs and tables
- To infer meaning and provide evidence

### **Argumentative competences**

- To demonstrate hypotheses
- To explain why, how and what for
- To prove facts
- To present examples and counterexamples
- To articulate concepts
- To sustain conclusions

### **Propositional competences**

- To propose and solve problems
- To formulate projects
- To generate hypotheses
- To discover regularities
- To make generalizations
- To build models

### **Linguistic competences**

- To use appropriate scientific language
- To appropriate jargon proper to the field of study
- To convey discourse from specialized texts
- To write essays and reflections based on texts
- To use oral competence for presentations
- To formulate questions to complex texts

### **Professional competences**

- To adapt materials to own needs
- To categorize concepts for ESL/EFL purposes
- To identify types of needs of students
- To recognize and adapt models to EFL/ESL
- To extrapolate knowledge to language teaching
- To propose models for self-assessment
- To design short tests for assessment
- To work cooperatively
- To identify strengths and weaknesses in own processes

List of Contents

## **Introduction to Lexical Semantics**

### **Definitions and background**

- Syntax, semantics, and pragmatics
- Regularity
- The pragmatics wastebasket

### **Deixis and distance**

- Person deixis
- Spatial deixis
- Temporal deixis
- Deixis and Grammar

## **Reference and Inference**

Referential and attributive uses  
Names and referents  
The role of co-text  
Anaphoric reference

## **Presuppositions and entailment**

Presupposition  
Types of presupposition  
The projection problem  
Ordered entailments

## **Cooperation and implicature**

The cooperative principle  
Hedges  
Conversational implicature  
Generalized conversational implicature  
Scalar implicatures  
Particularized conversational implicatures  
Properties of conversational implicatures  
Conventional implicatures

## **Speech acts and events**

Speech acts  
IFIDs

Felicity conditions  
The performative hypothesis  
Speech act classification  
Direct and indirect speech acts  
Speech events

## **Politeness and interaction**

Politeness  
Face wants  
Negative and positive face  
Self and other: say nothing  
Say something: off and on record  
Positive and negative politeness  
Strategies  
Pre-sequences

## **Conversation and preference structure**

Conversation analysis  
Pauses, overlaps, and backchannels  
Conversational style  
Adjacent pairs  
Preference structure

## **Discourse and culture**

Discourse analysis  
Coherence

Background knowledge  
Cultural schemata  
Cross-cultural pragmatics

### **ASSESSMENT AND EVALUATION**

The course is intended to promote self-assessment and autonomy. Written exams will be given based on the materials discussed inside the class sessions and the tasks for homework. Oral presentations will also be part of the assessment as well as written tasks. Students are also allowed to self-assess their performance as well as their peers'. Discussion and reflection will contribute to evaluate not only the course itself, but also the materials and the performance of both learners and teacher.

First partial exam..... 20%  
Second partial exam..... 25%  
Third partial exam..... 30%  
Oral presentations and written tasks, and/or quizzes..... 25%

### **BIBLIOGRAPHY**

YULE, George. Pragmatics. OxfordUniversity Press, 1998  
TYLER, Andrea and EVANS, Vyvyan. The Semantics of English Prepositions. Cambridge, 2003.  
ROSE, Kenneth and KASPER, Gabriele. Pragmatics in Language Teaching. Cambridge, 2001  
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ABRAHAM, Samuel and KIEFER, Ferenc. A Theory of Structural Semantics. Mouton and Co 1966  
CRUSE, Alan. Meaning in Language, Oxford University Press, 2004