Universidad Tecnológica de Pereira
Facultad de Bellas Artes y Humanidades
Licenciatura en Bilingüismo con énfasis en inglés
Semantics and Pragmatics' Course Program
2018-2

Course: Semantics and Pragmatics

Course code: LI634

Prerequisite: LI 524 Sociolinguistics

Time intensity: 3 hours per week (in-class hours) – 4+ hours of autonomous work

Credits: 3

Contact: lmcoronado@utp.edu.co

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's meaning.*" (Pragmatics: Yule, 1996)

"Semantics is the study of meaning at mainly two different, basic levels: the word and the sentence. There exists 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*.)

For the students of *Licenciatura en Bilingüismo con Énfasis en Inglés*, the study of Pragmatics and Semantics provides some insight about the meaning of the language in terms of what is said and meant. People do not always mean what they say. Students should be aware of the fact that languages are not a mere collection of words or sentences; languages are characterized by having multiple 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 that it is worth analyzing.

Objectives

This course introduces students to the terminology of pragmatics. Students in this course will:

- Gain familiarity with some literature and terminology of pragmatics.

- Examine the semantic and pragmatic dimensions of meaning in language.

- Explore how people manipulate language to convey different types of meaning.

General Competences

Upon completion of this course students will be able to:

- Understand and interpret theories, concepts, examples related to the subject matter.
- Relate and activate their previous knowledge developed in both their L1 and L2 to analyze the implicit meaning and intentions of utterances in both languages.
- Analyze samples of language by means of identifying the context, relation amongst participants, co-text, references and other issues related to Pragmatics.
- Develop the ability to describe, theorize and explain a pragmatic phenomenon taken from real communicative situations and interactions in English or Spanish.
- Propose the inclusion of pragmatics phenomena in educational settings to enhance the development of a foreign language.

Specific competences

Knowledge

- Interpret and analyze texts related to semantics and pragmatics by extracting main and specific ideas from propositions, paragraphs and chapters of complex contents.

- Identify argumentations and examples, counterexamples and demonstrations that lead to the appropriate inference of meaning in a text.

- Differentiate the concepts of semantics and pragmatics and their application to their field of study.

Skills

- Demonstrate hypotheses, explain why, how and what for in different discussions around theoretical issues.

- Present examples and counterexamples of a particular theoretical issue.

- Articulate concepts from other subjects to develop and support a particular point.

- Design lessons that include theoretical phenomena related to pragmatics.

- Write clear, detailed and well-supported academic texts to explain and describe a particular phenomenon.

General Language Competences

- Use appropriate academic language (including specialized jargon) in both oral and written communication.

- Formulate thought-provoking questions accurately and coherently to initiate discussions on a particular topic related to the subject matter.

- Listen and identify general and specific information from different sources of input. I.e. videos, podcasts, live conversations, tape scripts, etc.

- Write complex sentences and well-structured texts of different types: descriptive, explanatory and argumentative.

Specific Language Abilities

Listening:
- Specify how bias and prejudice may affect the impact of a spoken Message
- Demonstrate an awareness of personal, ideological, and emotional biases.
- Identify the logical characteristics of an argument.
- Identify the emotional characteristics of an argument.

Oral Production:
- Effectively employ a moderate range of colloquialisms, idiomatic expressions, professional jargon and registers in routine conversational exchanges.
- Deliver a prepared talk with sufficient accuracy and fluency that hearers are able to understand with a minimum of difficulty.
- Communicate personal viewpoints and attitudes as well as information content concerning topics of interest.

Writing:
- Can write a repertoire of basic language which enables students to deal with everyday situations with predictable content.
- Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop simple arguments.

<u>Reading:</u>
- Read comprehensibly different types of texts.
- Show a satisfactory level of comprehension on informative, descriptive and narrative texts related to this field of interest, by using a wide variety of reading strategies.
- The performance of these linguistic competences will be evaluated throughout the course.
- Identify key words and use co-text and contextual information to understand their meaning.

<u>Methodology</u>

The methodology implemented in the course will be based on a series of pedagogical models that include a mixture of input sessions, guided discussions, student's presentations, written reports, micro teaching activities, etc. These models are described below:

Content-based Approach: Learners develop communicative skills (listening, reading, speaking, and writing) and are aware of structural aspects of the language through exposure to theoretical input based on Semantics and Pragmatics. Students will participate in activities such as: workshops, interviews, class discussions and debates (collaborative activities), summarizing, note taking, extracting key information, etc.

Humanistic Approach: The basis of the Humanistic Approach is shifting the focus in education from teaching to learning so that the teacher is no longer the focal point in class but someone who facilitates the process of education. By means of reading assignments, classroom discussion and written tasks, students incorporate skills and concepts presented in the course into individual processes of intellectual, emotional, and spiritual growth that empower them to make positive, meaningful contributions to society. In-class and out-of class activities aim to present English in ways that promote student's affective engagement with the language, respond to their needs and interests, and maximize opportunities to use English to communicate information, feelings and ideas.

Critical Reflection: Critical Reflection helps students by creating new understanding of the social, political, professional, economic and ethical issues that support or constrain one's actions. It allows students to learn from mistakes, examine actions, evaluate them, propose solutions, revise and plan continually.

Socio-constructivism: Students complete graded in-class and out-of-class tasks, and select from a variety of optional, independent activities according to their interests, needs, and individual learning styles. Work is evaluated taking into account students' assimilation of skills and concepts into diverse, personalized, individualized models of the English language and EFL pedagogy.

Task-based approach:

Students are expected to develop their language competences through the development of different real-life and pedagogical tasks.

The methodological procedures to be carried out in the classrooms will align not only with the themes chosen for the class, but also with the pedagogical tasks that future English teachers are and will be exposed to in their academic and professional lives (writing papers, structuring a research proposal, designing lessons, etc). It is true that the students of the Licenciatura are not involved in a second language context. However, it is important to clarify that they do perform tasks in their day by day that require the use of their language skills in informal and in academic scenarios.

ASSESSMENT AND EVALUATION

The course is intended to promote self-assessment and autonomy. Written exams will be given based on the materials discussed during the class sessions and in relation to extra-class work. 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 that of 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.

Each class will be guided by the assigned readings. Therefore, **students must read all assigned material prior to class.** In the classroom, students will be responsible for participating and reflecting on the issues presented.

IMPORTANT: Language will be graded in all the tasks, exams, and activities done in the Pragmatics course. Rubrics and percentages will be shared with all students prior to performing each of the tasks.

Item	Percentage
First Partial Exam	20%
In and out of class work: Part 1	10%
Written Test (Conversational Analysis)	25%
Pedagogical Proposal: Class Design	15%
1. Project: Study of a Pragmatic Phenomenon (Oral presentation + Summary of Results (Written Report)).	30%

Students will be asked to keep a journal for reflection regarding the pedagogical component of the sessions. What does it take to plan a lesson? What went well? What did not go well? What would you do differently? These reflective practices will be graded as part of in and out of class work.

List of Contents

Note: *The following schedule might be subject to modification.*

Week #	Reading/ Chapter	Source
1	**Course's Introduction and ground Rules** Diagnostic Overview of general concept	**NA**
2	**Ch. 1 – Definitions and Background** Syntax, semantics, and pragmatics Regularity The pragmatics wastebasket	Yule, G. (1998). *Pragmatics*. Oxford University Press.
3	**Ch.2 - Deixis and distance** Person deixis Spatial deixis Temporal deixis Deixis and Grammar	Yule, G. (1998). *Pragmatics*. Oxford University Press.
4	**Ch. 3 - Reference and Inference** Referential and attributive uses Names and referents The role of co-text Anaphoric reference	Yule, G. (1998). *Pragmatics*. Oxford University Press.
5	**Ch. 4 - Presuppositons and entailment** Presupposition Types of presupposition	Yule, G. (1998). *Pragmatics*. Oxford University Press.
6	**Ch. 5 - Cooperation and Implicature** The cooperative principle Hedges **(until page 40 – Sub-title: Hedges).**	Yule, G. (1998). *Pragmatics*. Oxford University Press.
7 **September** **11th - 13th**	**1st Partial Exam** **Chapters 1 – 5**	NA
8	**Revision of Exam Results** **Ch. 6 - Speech acts and events** Speech acts IFIDs ***Introducing Guidelines to Final Paper-Essay.***	Yule, G. (1998). *Pragmatics*. Oxford University Press.
9	**Chapter 6. (Part 2)** Felicity conditions The performative hypothesis	Yule, G. (1998). *Pragmatics*. Oxford University Press.

	Speech act classification Direct and indirect speech acts Speech events *Selecting Corpus and theory for data analysis.*	
10	**Ch. 8 - Conversation and preference structure** Conversation analysis Pauses, overlaps, and backchannels Conversational style Adjacent pairs	Yule, G. (1998). *Pragmatics*. Oxford University Press.
11	Ch.9. Brief Introduction to Semantics	Yule, G. (2010). *Semantics*. Oxford University Press.
12 **Oct 20th**	**Written Test: Pragmatic Analysis (Conversation Analysis)**	NA
13	**MEN – Pragmatics** *Interview: How is the pragmatic competence included/developed in the Lic.'s clases?* **Lesson Planning and class design (**Estándares básicos de competencia en lengua extranjera**)**	MEN Estándares Básicos de Competencia – El RETO
14	**Oral Proposals (**Micro-teachings**)**	MEN Estándares Básicos de Competencia – El RETO
15	**Micro-teachings + Reflection and Self-assessment**	**NA**
Final Task	**Oral Presentations: Results on the study of a Pragmatic Phenomenon***	**NA**

*--- ¿Cuál es la relación de su proyecto con la pragmática?

BIBLIOGRAPHY

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TYLER, Andrea and EVANS, Vyvyan. The Semantics of English Prepositions. Cambridge, 2003

ROSE, Kenneth and KASPER, Gabriele. Pragmatics in Language Teaching. Cambridge, 2001

Revista de Humanidades: Tecnológico de Monterrey, No 11 Otoño de 2001. *The Relation between Syntax, Semantics and Pragmatics.*

FOLIOS Revista de la Facultad de Humanidades Universidad Pedagógica Nacional. Segunda época No 11, Segundo semestre de 1999. Applied Pragmatics: exploring communicative events in the classroom.

ABRAHAM, Samuel and KIEFER, Ferenc. A Theory of Structural Semantics. Mouton and Co 1966

CRUSE, Alan. Meaning in Language. An introduction to Semantics and Pragmatics. Oxford Textbooks I Linguistics, OUP, 2004.

BYRAM, Michael and FLEMING, Michael. Perspectivas interculturales en el aprendizaje de idiomas. Cambridge, 2001

Coperias, Aguilar, M.J. (2007). Dealing with intercultural communicative competence in the foreign language classroom. En E. Alcón Soler & M. P. Safont Jordá (Eds.), *Intercultural language use and language learning.* Dordrecht, Netherlands: Spinger.

Richards, J & Lockhart, C. (2010) Reflective Teaching in the Second Language Classroom. Cambridge Language Education.

Different sources gathered from: http://eric.ed.gov/?q=reflective+teaching+&pg=4 such as Reflective Teaching, teaching pragmatics in the FL classroom, principles of pragmatics teaching and some other.

Important: In case of strike the students attending classes and the facilitator will come to an agreement in terms of place to meet, virtual sessions and tasks, content and evaluation.