

PRAGMATICS: COGNITION, CONTEXT AND CULTURE

Laura Alba-Juez and J. Lachlan Mackenzie



**MADRID • BOGOTÁ • BUENOS AIRES • CARACAS • GUATEMALA
MÉXICO • NUEVA YORK • PANAMÁ • SAN JUAN • SANTIAGO
AUCKLAND • HAMBURGO • LONDRES • MILÁN • MONTREAL • NUEVA DELHI • PARÍS
SAN FRANCISCO • SIDNEY • SINGAPUR • ST. LOUIS • TOKIO • TORONTO**

TABLE OF CONTENTS

Acknowledgements	IX
Introduction	XI
1. Pragmatics: definition and scope	1
• Main objectives of the chapter	1
• Main topics of the chapter	1
1.1. What is pragmatics and why should we develop pragmatic awareness?	2
1.2. Context: a dynamic concept	4
1.3. The underdeterminacy of language and its relation to context	9
1.4. The scope of pragmatics: Main schools and central topics	12
1.4.1. Micro and macropragmatics	14
1.5. Pragmatics and cognition	15
1.6. Indirect meanings: why they are always pragmatic in nature	18
1.6.1. Conventionalized and grammaticalized indirect meanings	19
1.6.1.1 Conventionalization	19
1.6.1.2 Grammaticalization	21
1.7. Pragmatics and culture	23
1.8. Conclusion	27
• Summary	27
• Self-evaluation questions	30
• Developing our pragmatic competence: exercises for reflection and amplification	32
2. What we do with language: Speech acts	35
• Main objectives of the chapter	35
• Main topics of the chapter	35
2.1. On saying and doing	36
2.2. Austin's reaction to logical positivism and truth-conditional semantics	37
2.3. Performative acts	38
2.3.1. Types of performatives	39
2.3.2. Felicity conditions	42
2.3.3. Explicit and implicit performatives	43
2.4. Types of speech acts (Austin 1962): Locution, Illocution and Perlocution	45
2.5. Form and function: Do they always coincide?	47

2.6. Types of speech acts (Searle 1969)	51
2.6.1. Indirect speech acts	55
2.7. The impact of Austin and Searle's work on linguistics	58
2.8. Conclusion	63
• Summary	63
• Self-evaluation questions	65
• Developing our pragmatic competence: exercises for reflection and amplification	68
3. On referring, saying, and implicating: Reference and inference	73
• Main objectives of the chapter	73
• Main topics of the chapter	73
3.1. Reference	74
3.1.1. Why is reference an essentially pragmatic mechanism?	74
3.1.2. Types of reference	76
3.2. Deixis: indexicals and context	80
3.2.1. Types of deixis	82
3.2.2. Grammaticalized deictic meanings	86
3.3. Inference and implicit meanings	91
3.3.1. Types of Inference	91
3.3.2. Presupposition: shared assumptions and background knowledge	92
3.3.2.1 Types of presuppositions	93
3.3.2.2 Grammar and presupposition	96
3.3.3. Implicature	99
3.3.3.1 Conversational Implicature	101
3.3.3.2 Other ways of not observing the maxims	103
3.3.3.3 Conventional Implicature	104
3.3.3.4 How do conventional and conversational implicatures differ?	105
3.3.3.5 Generalized and particularized conversational implicature	107
3.3.3.6 Neo-Gricean theories of implicature	109
3.4. Conclusion	114
• Summary	115
• Self-evaluation questions	118
• Developing our pragmatic competence: exercises for reflection and amplification (Chapter 3)	121

4. Politeness and Impoliteness: How to verbally reconcile our interlocutors' wants with our own (or not)	129
• Main objectives of the chapter	129
• Main topics of the chapter	129
4.1. Politeness as an important element for the development of pragmatic competence	130
4.2. Approaches to politeness	131
4.2.1. The conversational maxim view: Lakoff, Leech and Gu	135
4.2.1.1 Robin Lakoff	136
4.2.1.2 Geoffrey Leech's Politeness Principle (PP)	137
4.2.1.3 Yueguo Gu	143
4.2.2. The face-saving view: Brown & Levinson	143
4.2.2.1 The concept of face	145
4.2.2.2 Politeness strategies	148
4.2.2.3 Sociological variables: D, P & R	151
4.2.3. Criticisms leveled at both Leech's and B&L's approaches	154
4.3. Theories of impoliteness	157
4.3.1. Culpeper's approach	158
4.3.2. Kaul de Marlangeon's approach	160
4.3.3. Further work on (im)politeness: the rise of the relational view	168
4.4. Conclusion	169
• Summary	170
• Self-evaluation questions	173
• Developing our pragmatic competence: exercises for reflection and amplification	176
5. Relevance: Processing effort and contextual effects of communication	181
• Main objectives of the chapter	181
• Main topics of the chapter	181
5.1. Relevance Theory	182
5.2. The Principle of Relevance	183
5.3. Relevance and cognition	185
5.4. The notions of communication and context within RT	187
5.5. The comprehension process	190
5.5.1. Implicature and explicature	190
5.5.1.1 Explicature	190
5.5.1.2 Implicature	194

5.6. Conceptual vs. procedural meaning/encoding	196
5.7. Relevance and grammar	199
5.8. Saliency and inference	202
5.9. Images and RT	204
5.10. Conclusion	206
• Summary	207
• Self-evaluation questions	209
• Developing our pragmatic competence: exercises for reflection and amplification	211
6. Other topics of interest in pragmatics	215
• Main objectives of the chapter	215
• Main topics of the chapter	215
6.1. Introduction	216
6.2. Pragmatics as an important component of grammar	216
6.2.1. Pragmatics and syntax: how they interact	216
6.2.2. Pragmatics and the lexicon	221
6.2.3. Pragmatics and phonology: prosody	226
6.3. Stance and Evaluation as a dynamical, pragmatic system	230
6.4. Emotion: Intersubjective pragmatic meanings	236
6.5. Historical pragmatics	242
6.6. Pragmatics and computational linguistics	245
6.7. Experimental pragmatics	247
6.8. Cyberpragmatics	249
6.9. Conclusion	251
• Summary	252
• Self-evaluation questions	254
• Developing our pragmatic competence: exercises for reflection and amplification	257
References	259
Key to self-evaluation questions and exercises	283
Index	300