



PROGRAMA DE ASIGNATURA

1. NOMBRE DE LA ASIGNATURA

Semántica y pragmática inglesas.

2. NOMBRE DE LA ASIGNATURA EN INGLÉS

English semantics and pragmatics

3. HORAS DE TRABAJO PRESENCIAL DEL CURSO

3 horas

4. OBJETIVO GENERAL DE LA ASIGNATURA

This course offers a firm grounding in the theory of meaning at large, at an introductory level. It intends to familiarise the student with an extensive range of themes that pertain to a core area of human linguistic capacity, which is the construction, expression and interpretation of semantic and pragmatic knowledge through language. It delivers a comprehensive and broad understanding of how meaning is embedded systematically in the linguistic system and how its expression relates a) to the more general cognitive capacity of humans for conceptualisation as well as b) to their ability of interacting meaningfully with their pragmatic environment, broadly understood as encompassing cultural and social norms.

5. OBJETIVOS ESPECÍFICOS DE LA ASIGNATURA

1. Introduce the theoretical and empirical reasons behind the study of semantics and pragmatics as linguistic fields in their own right.
2. Get familiar with the reasons underlying the division of the realm of meaning into sub-fields such as semantics and pragmatics.
3. Understand the necessity for the development of specific methodological tools that pertain to semantic and pragmatic analysis.
4. Gain an understanding of the multi-faceted nature of a satisfactory



treatment of linguistic meaning and of the interconnections that exist among distinct semantic levels such as lexical, phrasal and sentential.

5. Gain an understanding of the multi-faceted nature of pragmatic meaning and of the interconnections that exist between language and the broader contexts of its use.

6. Get acquainted with the core theoretical and empirical themes, questions, problems and various solutions offered in the context of semantic inquiry that pertain to the levels of semantic analysis.

7. Get acquainted with the core theoretical and empirical themes, questions, problems and various solutions that pertain to the levels of pragmatic analysis.

8. Attain the ability of analysing a set of linguistic data with the methodological tools that pertain to semantic and pragmatics analysis.

9. Develop skills and knowledge that will be useful in other academic modules where similar empirical analysis of specific linguistic data and deduction of theoretical conclusions is needed.

10. Appreciate the realm of meaning as an exciting scientific field that illuminates one of the most miraculous innate cognitive capacities of humans.

6. SABERES / CONTENIDOS

1. How many “meanings”? Meaning in philosophy, metaphysics and language. Meaning and linguistic expression; semantics as a linguistic field proper; conceptualisation of the term along the historical period of its development. Semantics within modern linguistics. Semantics within the organisation of the linguistic system. Semantics vs. pragmatics.

2. How many “meanings”? Reference and levels of signification: sense, denotation, deixis.

3. How many “semantics”? Semantics and linguistic components; Semantics and levels of semantic analysis; Lexical vs. Sentential and Sentential vs. Propositional.



4. Meaning and the sentence; how does the meaning of a sentence is constructed? The notion of compositionality. What is the right level of compositional analysis? Primes of compositional semantics.
5. Propositional Logic. Conditions of referential truth. Predicate logic. Building up the Truth of sentences.
6. Is Truth all there is? Information structure and the discourse semantics of transformations. Thematic-role core vs. discourse periphery in syntax.
7. Is Truth all there is? necessary characteristics vs. prototypical characteristics.
8. Is Truth all there is? Semantic change and semantic extension: metonymy and metaphor.
9. Concepts pre-existing compositionality; Conceptual semantics and the centrality of the notion of gestalt; Composition among gestalts: The notion of Conceptual Integration; selective fusion among domains.
10. Meaning in pragmatics. Semantics vs. pragmatics revisited. Defining the scope of pragmatics: the reasons behind its postulation as a field of enquiry in its own right. The history of the term.
11. Pragmalinguistics and sociopragmatics. Meaning construction and interpretation embedded in language. Meaning construction and interpretation and its interface with social and cultural norms. Problematizing “context”
12. Speech acts and intentions. Levels of directness.
13. Implicating and cooperating: meaning production and interpretation in conversation as a contextualized joint activity.
14. Politeness and impoliteness. Maxims and interaction. Face and interaction.
15. How many “pragmatics”? From general pragmatics to variational, contrastive, intercultural and interlanguage pragmatics.
16. Researching pragmatics.

7. METODOLOGÍA

SEMANTICS AND PRAGMATICS

To the end of achieving the aims and objectives as outlined above, the modules are organised around the following axes: in-class lectures, in-class analysis and discussion, students' presentations, off-class activities and a final preparation of an essay on a prescribed subject. The latter is designed so that in practice it familiarises the student with the methodology, organisation and presentation of research-oriented work. The weekly program comprises a session divided into two 1.5-hour parts. The first one is devoted to the analysis, discussion and development of themes that have been given to the students as material for off-class practice. The second is devoted to introducing new material and empirically analysing data. The students are required to prepare the assigned material and actively participate in its analysis in the class.

8. METODOLOGÍAS DE EVALUACIÓN

SEMANTICS

i. After each lecture, activities in the form of small scale self-contained themes (either theoretical or empirical) will be given to the students for preparing them as an off-class work assignment. The students are required to bring along the work they have come up with and actively participate in its presentation in the session devoted to practice. Meeting this requirement occupies a 20% over the whole mark.

ii. A small essay on a prescribed subject (a critical analysis of a theoretical or empirical issue, or a thorough and comprehensive analysis of a semantically relevant phenomenon, including a review of the relevant literature). This is assessed with a maximum participation of 80% over the whole mark and has to be handed in by a due date to be announced.

PRAGMATICS

i. After each lecture, activities in the form of small scale self-contained themes (either theoretical or empirical) will be given to the students for preparing them as an off-class work assignment. The students are required to bring along the work they have come up with and present it in the following session. Meeting this requirement occupies a 20% over the whole mark.

ii. A small essay on a prescribed subject (a critical analysis of a theoretical or



empirical issue, or a thorough and comprehensive analysis of a pragmatically relevant phenomenon, including a review of the relevant literature). This is assessed with a maximum participation of 80% over the whole mark and has to be handed in by a due date to be announced.

9. PALABRAS CLAVE

semantics; compositionality; logic; concepts; mental spaces; pragmatics; speech acts; cooperation; politeness

10. BIBLIOGRAFÍA OBLIGATORIA

Saeed, J. (2008). *Semantics*. Oxford, UK: Wiley-Blackwell
Fauconnier, G. & M. Turner (2002). New York: *The Way We Think*. Basic Books.
Grundy, P. (2013). *Doing pragmatics*. Routledge.
Thomas, J. A. (2014). *Meaning in interaction: An introduction to pragmatics*. Routledge.

11. BIBLIOGRAFÍA COMPLEMENTARIA

Portner, P.H. (2005). *What is Meaning? Fundamentals of Formal Semantics*. Oxford, UK: Wiley-Blackwell.
Kearns, K. (2011). *Semantics*. New York: Palgrave MacMillan .
Barron, A. (2002). *Acquisition in interlanguage pragmatics: Learning how to do things with words in a study abroad context*. Amsterdam: Benjamins.
Barron, A. (2005). Variational pragmatics in the foreign language classroom. *System*, 33(3), 519-536.
Pütz, M. & J. van Neff Aertselaer (Eds.) (2008) *Developing contrastive pragmatics: Interlanguage and cross-cultural perspectives*. Berlin/ Nueva York: De Gruyter Mouton.
Schneider, K. & A. Barron (Eds.) (2008). *Variational pragmatics: A focus on regional varieties in pluricentric languages* [Pragmatics and Beyond New Series; 178]. Amsterdam/ Philadelphia: Benjamins.
Béal, C. (1994). Keeping the peace: A cross-cultural comparison of questions and requests in Australian English and French. *Multilingua*, 13 (1/2), pp. 35-58



12. RECURSOS WEB

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RUT y NOMBRE COMPLETO DEL DOCENTE(S) RESPONSABLE(S)

24.099.091-1 GEORGIOS IOANNOU
