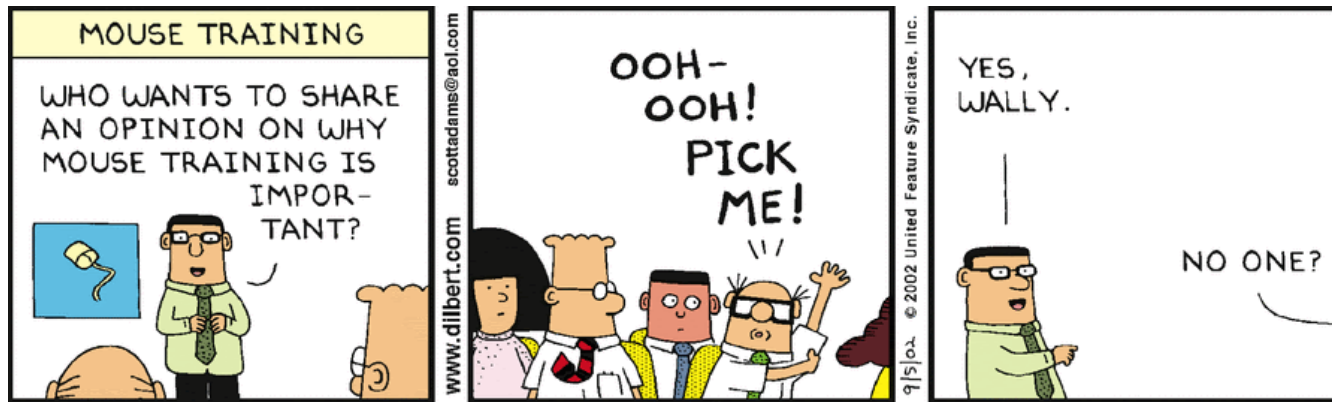# Seminar 17312
Introduction to Linguistics

Institute for English Philology
Winter Semester 2020/2021

Academic Instructor: Magdalena Borowik
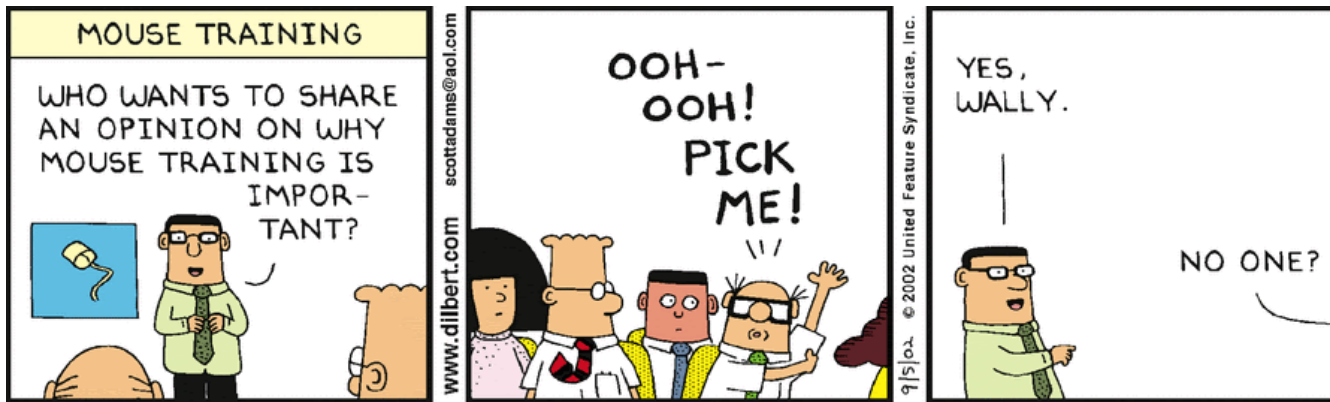
Text linguistics

Test: Pragmatics

TASK 1:

In terms of speech act types (i.e. assertives, directives, commissives, declarations, and expressives), how would you categorise the instructor's question?

DIRECTIVE

MOUSE TRAINING

WHO WANTS TO SHARE AN OPINION ON WHY MOUSE TRAINING IS IMPOR-TANT?

OOH-OOH! PICK ME!

YES, WALLY.

NO ONE?

TASK 2: Analyse Wally's answer using the difference between *direct* and *indirect* speech acts.

The instructor intended his question as an indirect speech act (directive), but Wally understood it as a direct speech act (interrogative).
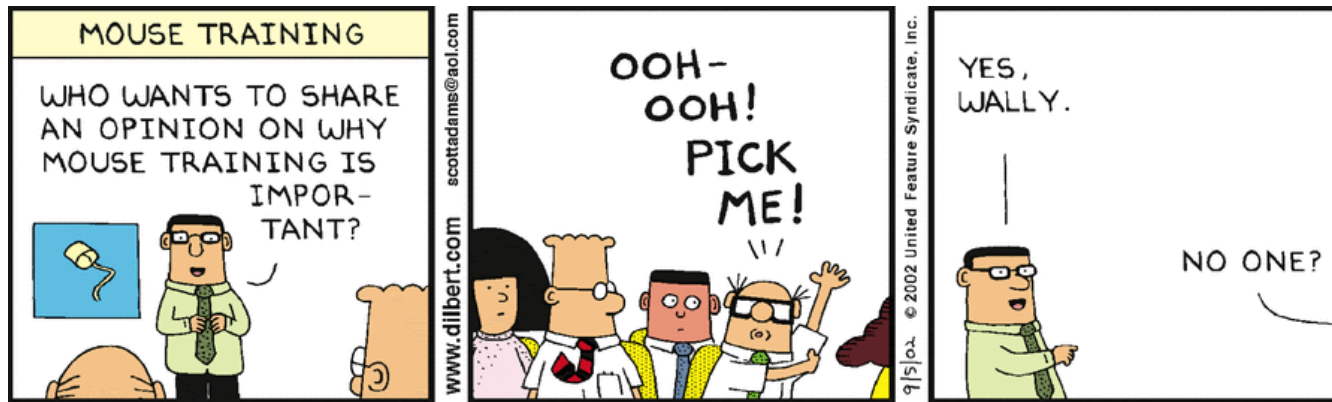
TASK 3:

What conversational maxim does Wally flout by his answer? Explain your answer.

Maxim of relevance

Question 3

Maxim of quantity: Wally did not say enough

If it is not relevant, it is never enough

• Maxim of quality: Wally did not know whether it was really the case that *no one* wanted to say anything

- Incorrect. Wally does not *claim* that he knows that no one wants to contribute. He is guessing.

• Maxim of manner: Wally wants to offend the teacher.

- Unlikely. No evidence for the claim in the cartoon.

Text linguistics

Coherence

"The set of relationships within a text that link sentences by meaning. The term contrasts with cohesion" (coherence, 2021)

Cohesion

"In discourse analysis and stylistics, how a text is connected together linguistically (phonologically, grammatically, lexically, semantically); its internal structure. **Cohesive ties** include conjunctions, pronouns, anaphora, repetition, ellipsis, and alliteration: *compare* coherence" (cohesion, 2021).

Co-ordinating conjunctions

- Link two units of the same hierarchy level; could be two main clauses (Greenbaum 1996: 156)

Coordinating Conjunctions

For, And, Nor, But, Or, Yet, So

F A N B O Y S

https://www.onlinemathlearning.com/conjunctions.html

Subordinating conjunctions

SUBORDINATING CONJUCTIONS

after	because	lest	till
although	before	now that	unless
as	even if	provided	until
as if	even though	since	when
as long as	how	so that	whenever
as much as	if	than	where
as soon as	in as much as	that	wherever
as though	in order that	though	while

https://www.paperrater.com/page/subordinating-conjunctions

In-class exercise: maths word problems

Text and clause structure

- A series of declarative clauses specifying quantitative relationships

- Followed by an interrogative clause containing the question

- Sometimes followed by another declarative clause or phrase giving additional information about how the question

Complex clauses

- Subordinating conjunction *if*, coordinating conjunction *so*

- Relative clauses

- Pronouns rare

In-class exercise: fairy tales

Text structure

- First sentence introduces main participant and anchors the story at an unspecified point in the (distant) past
- Main text body describes events surrounding the character
- can vary quite strongly from one fairy tale to the text, but often involves obstacles and choices
- Last sentence describes an action of the participant that concludes the story
- Often (but not always) adds a clause describing a steady state without further conflicts or obstacles

Clause structure

- Declarative clauses
- Simple past tense
- Indirect speech (?)

Complex clauses

- Lots of *and*
- Some temporal conjunctions, mainly *then* and *when*

References

1. Bieswanger, Markus & Annette Becker. 2008. *Introduction to English linguistics*. Tübingen: Francke.

2. Greenbaum, Sidney. 1996. *The Oxford English Grammar*. Oxford University Press: Oxford.

3. Oxford Reference. 2021. *coherence*. https://www.oxfordreference.com/view/10.1093/acref/9780199658237.001.0001/acref-9780199658237-e-216?rskey=3sx9m9&result=3> [3 February 2021].

4. Oxford Reference. 2021. *cohesion*. https://www.oxfordreference.com/view/10.1093/oi/authority.20110803095622531> [3 February 2021].