

Approval date: 14/06/2022
COURSE GUIDE
Semantics and Pragmatics of the English Language (255115A)

Grado (Bachelor's Degree)	Grado en Educación Primaria y Estudios Ingleses	Branch	Arts and Humanities
Module	Estudio Diacrónico y Sincrónico de la Lengua Inglesa	Subject	Estudio Sincrónico de la Lengua Inglesa
Year of study	5 ^o	Semester	1 ^o
ECTS Credits	6	Course type	Compulsory course

PREREQUISITES AND RECOMMENDATIONS

In order to take this course, students must have a medium-high level of reading in English, a sufficient level of understanding of spoken English to be able to follow and participate in the classes, and a command of the contents of the compulsory subjects English Grammar I and English Grammar II.

BRIEF DESCRIPTION OF COURSE CONTENT (According to the programme's verification report)

SEMANTICS: EXPRESSION AND MEANING

PRAGMATICS: UTTERANCE MEANING

SKILLS
GENERAL SKILLS

- CG02 - Expresar ideas con claridad y corrección tanto de forma escrita como oral; en especial, es deseable que se hayan desarrollado las capacidades de describir, narrar, explicar y argumentar.
- CG04 - Plantear, analizar y resolver problemas relacionados con las materias de estudio: enfrentarse a desafíos intelectuales generando respuestas propias a partir de conocimientos y experiencias.
- CG05 - Disposición para la investigación científica: curiosidad, capacidad de observación, método para plantear preguntas y para poner a prueba respuestas, reflexión y análisis crítico.
- CG07 - Desarrollo de actitudes de confianza, iniciativa, disciplina, creatividad, curiosidad y placer en el estudio.



- CG13 - Expresarse con fluidez y espontaneidad sin tener que buscar de forma muy evidente las expresiones adecuadas. Utilizar el lenguaje con flexibilidad y eficacia para fines sociales y profesionales. Formular ideas y opiniones con precisión, y relacionar sus intervenciones hábilmente con las de otros hablantes.
- CG14 - Presentar descripciones claras y detalladas de temas complejos que incluyan otros temas, desarrollando ideas concretas y terminando con una conclusión apropiada.
- CG15 - Expresarse en textos claros y bien estructurados exponiendo puntos de vista de cierta extensión. Ser capaz de escribir sobre temas complejos en cartas, redacciones o informes resaltando lo que considera que son aspectos importantes. Seleccionar el estilo apropiado para los lectores a los que van dirigidos sus escritos.

SUBJECT-SPECIFIC SKILLS

- CE01 - Conocimiento de los niveles de descripción de la gramática de la lengua inglesa (fonología, fonética, morfología, sintaxis y semántica léxica) y de sus unidades de estudio (fonema, morfema, sintagma, oración, texto).
- CE02 - Conocimiento de la pragmática de la comunicación (dominio situacional, reconocimiento de registros, adaptación de géneros lingüísticos) y de sus principios de estudio (teoría de la cortesía lingüística, teoría de la pertinencia y del análisis conversacional).
- CE03 - Reconocimiento de los niveles de estudio sincrónico y diacrónico de la lengua inglesa.
- CE04 - Conocimiento del metalenguaje propio de las diversas disciplinas lingüísticas.
- CE05 - Desarrollo y empleo del sentido crítico como capacidad de discernir los componentes lingüísticos, clasificarlos, explicarlos, y evaluarlos.
- CE06 - Analizar, comentar, y explicar textos escritos en inglés de diversos tipos, registros y géneros, sabiendo en todo momento cómo clasificar y exponer las dificultades propias de éstos.
- CE07 - Emplear y utilizar con soltura y criterio los diversos recursos de información y estudio, tanto en materiales bibliográficos impresos (libros y revistas) como en soporte informático, relativos a los estudios de lingüística inglesa.
- CE08 - Curiosidad intelectual manifiesta en diversos aspectos relativos a los fenómenos lingüísticos del inglés.
- CE09 - Constancia y regularidad en el hábito de estudio como medio de adquisición y refrendo de conocimientos vinculados con sus intereses.
- CE10 - Iniciativa para resolver situaciones en las que se requiera la aplicación de conocimientos lingüísticos determinados (problemas de traducción, organización de una entrevista, redacción de un comunicado).

LEARNING OUTCOMES

Students are expected to

- acquire the basic knowledge necessary for a semantic and pragmatic description of the English language.
- develop the ability to reflect on issues related to the semantics and pragmatics of the English language.
- learn the processes of English word formation.
- define sense relations such as synonymy, antonymy, etc. and to identify examples in a corpus in the English language.
- describe the peculiarities of linguistic meaning and its relation to the expression that encodes it.



- recognise sources of linguistic indeterminacy which generate a demand for pragmatic processes in order to achieve the communicated meaning.
- recognise the existence of different types of meaning: linguistic meaning and speaker meaning.
- recognise the different types of speaker meaning: what is said and implicature.
- acquire the basic knowledge of speech acts.

PLANNED LEARNING ACTIVITIES

THEORY SYLLABUS

1. **INTRODUCTION:** Meaning and context
2. **SEMANTICS:** Lexical meaning

Lexicology and lexical morphology: A review

Lexical sign, lexical creation, lexical definition and lexical decomposition

Form–meaning relations (homonymy, polysemy) and paradigmatic sense relations (synonymy, antonymy, hyponymy; meronymy)

Syntagmatic relations (collocations and idioms) and lexical associations (lexical fields)
3. **PRAGMATICS:** Utterance meaning

Introduction: linguistic underdeterminacy

Interpersonal utterance meaning: Speech acts

Speaker’s meaning or content

Implicature (secondary pragmatic processes)

Aspects of utterance interpretation: decoding and inference

What is said (primary pragmatic processes: disambiguation, saturation, enrichment and modulation)

PRACTICAL SYLLABUS

- Reading of indicated bibliography
- Class discussion of the compulsory readings
- Individual and group exercises

RECOMMENDED READING

ESSENTIAL READING



- Bauer, L. (1983) English word-formation. Cambridge: Cambridge University Press. (Chapter 2)
- Bach, K. (2003) "Speech acts", Routledge Encyclopedia of Philosophy (London: Routledge).
- Carston, R. (2002) Thoughts and utterances: The pragmatics of explicit communication. Oxford: Blackwell: 19-28.
- Grice, H.P. (1989) "Logic and conversation" In P. Grice (ed.) 1989, Studies in the way of words. Cambridge: Harvard University Press; 22-40.
- Jackson, H. & Zé Amvela (2007) Words, meaning and vocabulary. An introduction to modern English lexicology. New York: Continuum.
- Keating, J. & Soria, B. (2019), "Populist metaphorical utterances." In E. Hidalgo-Tenorio, M.A. Benítez-Castro and F. de Cesare, eds., Populist Discourse: Critical Approaches to Contemporary Politics. Oxford: Routledge, pp. 209-26.
- Plag, I., M. Braun, S. Lappe & M. Schramm (2007). Introduction to English linguistics. Berlin: Walter de Gruyter. (Chapters 5-6).
- Romero, E. and B. Soria (2016), "Against Lepore and Stone's Sceptic Account of Metaphorical Meaning." Croatian Journal of Philosophy 16 (2): 145-172.
- Saeed, J.I. (2008). Semantics (3rd ed.). Oxford: Blackwell.
- Sperber, D. & D. Wilson (2004): "Relevance Theory" In Horn, L.R. & Ward, G. (eds.) The Handbook of Pragmatics. Oxford: Blackwell; 607-632.
- Singleton, D. (2000) Language and the lexicon. An introduction. London: Arnold. (Chapter 4).

COMPLEMENTARY READING

- Bach, K. and R. M. Harnish (1979), Linguistic Communication and Speech Acts, Cambridge, Mass.: MIT Press.
- Chierchia, G. & S. McConnell-Ginet (2000) Meaning and grammar. An introduction to semantics, 2nd ed. Cambridge, MA: MIT Press.
- Cruse, D. Alan (2000) Meaning in language: an introduction, Oxford: Oxford University Press.
- Romero, E. y Soria, B. (2021), "Philosophy of Language and Metaphor", In P. Stalmaszczyk (ed.) The Cambridge Handbook of the Philosophy of Language, 639-658.
- Searle, J. (1975) "Indirect speech acts." In P. Cole & J. L. Morgan (eds.), Syntax and semantics, 3: speech acts. New York: Academic Press; 59-82.
- Sperber, D. & D. Wilson (1986/1995): Relevance. Communication and cognition. Oxford: Blackwell.

RECOMMENDED LEARNING RESOURCES/TOOLS

E-learning platforms (SWAD, PRADO, etc.) will be announced by the instructor of each group and they will be used to expand the information contained in this teaching guide, especially with regard to the teaching schedule and complementary materials, and to send notifications to students.

TEACHING METHODS

- MD01 - Lección magistral/expositiva
- MD02 - Seminarios
- MD03 - Resolución de problemas y estudio de casos prácticos



- MD05 - Realización de trabajos individuales
- MD08 - Tutorías

ASSESSMENT METHODS (Instruments, criteria and percentages)

ORDINARY EXAMINATION DIET

CONTINUOUS ASSESSMENT

Assessment will preferably be continuous. It includes the following assessment instruments and percentages:

On-site mid-term exams: Each mid-term exam will be of a theoretical-practical nature and will take place before the start of the examination period of the ordinary exams. Students who are unable to take a mid-term exam for justified reasons will be able to take it on the day of the exam of the ordinary exam period.

Mid-term exam of semantics (50% of the semantics syllabus):

This exam is compulsory. If the exam is not passed, only 5% will count instead of 50% (as part of the participation in semantics). With a grade lower than 5, it needs to be taken again in the ordinary final exam.

Mid-term exam in pragmatics (95% of the pragmatics syllabus):

This exam is compulsory and is held on the last day of class of the semester. If the exam is not passed, only 5% will count instead of 95% (as part of the participation in pragmatics). With a grade lower than 5, it needs to be taken again in the ordinary final exam.

Ordinary final exam

The final exam will consist of a semantics part and a pragmatics part.

In the semantics part, the rest of the syllabus not assessed in the mid-term (50%) will be assessed, or 90% if the mid-term has not been passed.

In the pragmatics part, 90% of the syllabus will be assessed if the midterm has not been passed.

Attendance and active participation (10%): homework, class discussions and/or oral presentations, midterm (if the midterm is not passed).

Attendance and participation in semantics 5% (10% of the semantics syllabus).

Attendance and participation in pragmatics 5% (10% of the pragmatics syllabus).

The final mark will be the average of the overall marks for each part: semantics (50%) and pragmatics (50%). In order to obtain the average, each of the parts must exceed 4 in both semantics and pragmatics.

The grade for those students who do not take the exam of one of the parts of the course will be "No presentado".

Students are expected to demonstrate a level of linguistic competence equivalent to C1. An



excessive number of errors that denote an insufficient level of linguistic proficiency will lead to a negative mark in the course.

Plagiarism either in exams or in practical activities will automatically result in a failing grade (0) for the entire course, as well as the possible adoption of disciplinary measures, as established in Article 15 of the Evaluation and Grading Regulations of the University of Granada.

EXTRAORDINARY EXAMINATION DIET

Single final exam (100 %)

The single final exam is carried out in a single academic act and will include theoretical and practical tests to accredit that the student has acquired all the competences described in the subject's Teaching Guide.

Students are expected to demonstrate a level of linguistic competence equivalent to C1. An excessive number of errors that denote an insufficient level of linguistic proficiency will lead to a negative mark in the course.

Plagiarism will automatically result in a failing grade (0) for the entire course, as well as the possible adoption of disciplinary measures, as established in Article 15 of the Evaluation and Grading Regulations of the University of Granada.

SINGLE FINAL ASSESSMENT (evaluación única final)

Single final exam (100 %)

Those who find it impossible to follow the continuous assessment system for justified reasons may apply for a single final assessment, as established in article 8 of the Regulations on Assessment and Grading of the University of Granada.

The single final exam is carried out in a single academic act and will include theoretical and practical tests to accredit that the student has acquired all the competences described in the subject's Teaching Guide.

Students are expected to demonstrate a level of linguistic competence equivalent to C1. An excessive number of errors that denote an insufficient level of linguistic proficiency will lead to a negative mark in the course.

Plagiarism will automatically result in a failing grade (0) for the entire course, as well as the possible adoption of disciplinary measures, as established in Article 15 of the Evaluation and Grading Regulations of the University of Granada.

ADDITIONAL INFORMATION

SET READINGS

INTRODUCTION: Meaning and context

Plag, I., M.Braun, S. Lappe & M. Schramm (2007). Introduction to English linguistics. Berlin: Walter de Gruyter. (Chapter 5)



SEMANTICS: Expression meaning

Lexical Morphology: lexical units and word-formation processes (affixation, conversion, compounding, blending, initialism, clipping)

- Bauer, Laurie (1983). English word-formation. Cambridge: Cambridge University Press. (Chapter 2)
- Jackson, H. & Zé Amvela (2007) Words, meaning and vocabulary. An introduction to modern English lexicology. New York: Continuum. (Chapter 4)

Paradigmatic sense relations: polysemy, homonymy, synonymy, antonymy, hyponymy; conceptual domains

- Jackson, H. & Zé Amvela (2007) Words, meaning and vocabulary. An introduction to modern English lexicology. New York: Continuum (Chapter sections: 3.3.2, 3.3, 3.4 / 5.1, 5.2, 5.3, 5.4 / 1.3)

Syntagmatic relations: collocations, idioms, figurative expressions

- Jackson, H. & Zé Amvela (2007) Words, meaning and vocabulary. An introduction to modern English lexicology. New York: Continuum. (Chapter sections: 3.5.3, 5.6)
- Singleton, D. (2000) Language and the lexicon. An introduction. London: Arnold. (Chapter 4)

PRAGMATICS: Utterance meaning

Introduction: linguistic underdeterminacy

- Carston, R. (2002) Thoughts and utterances: The pragmatics of explicit communication. Oxford: Blackwell; 17-19.

Interpersonal utterance meaning

- Kent Bach, (2003) "Speech acts", Routledge Encyclopedia of Philosophy (London: Routledge).

Speaker's meaning

Implicatures:

- Grice, H.P. (1989) "Logic and conversation." In P. Grice (ed.) 1989, Studies in the way of words. Cambridge: Harvard University Press; 22-40.

Aspects of utterance interpretation: decoding and inference

- Sperber, D. & D. Wilson (2004): "Relevance Theory" In Horn, L.R. & Ward, G. (eds.) The Handbook of Pragmatics. Oxford: Blackwell; 607-632.

Underdeterminacy of linguistic meaning (saturation, UC, narrowing, loosening, metaphor, metonymy):

- Carston, R. (2002) Thoughts and utterances: The pragmatics of explicit communication. Oxford: Blackwell; 19-28.
- Keating, J. & Soria, B. (2019), "Populist metaphorical utterances." In E. Hidalgo-Tenorio,





M.A. Benítez-Castro and F. de Cesare, eds., Populist Discourse: Critical Approaches to Contemporary Politics. Oxford: Routledge, pp. 209-26.

- Romero, E. y Soria, B. (2021), "Philosophy of Language and Metaphor", In P. Stalmaszczyk (ed.) The Cambridge Handbook of the Philosophy of Language, 639-658.

