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# INTRODUCTION TO **PRAGMATICS**

THEORY AND ITS  
PRACTICES



Editor : Yusuf Al Arief

# INTRODUCTION TO **PRAGMATICS**

## THEORY AND ITS PRACTICES

We proudly present this book titled "Introduction to Pragmatics: Theory and Its Practices" to you. This book is the result of collaboration among experienced linguists and English educators, aiming to provide a comprehensive understanding of pragmatics and its application in English language learning. The book consists of ten units that focus on various important aspects of pragmatics. Each unit in this book is well-designed and systematically organized, facilitating readers in comprehending the concepts of pragmatics and applying them in the context of English language learning. Each subsection within each unit is supplemented with relevant examples and in-depth analysis to aid readers in deepening their understanding.

Enjoy your exploration into the world of pragmatics!



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## FOREWORDS

We proudly present this book titled "Introduction to Pragmatics: Theory and Its Practices" to you. This book is the result of collaboration among experienced linguists and English educators, aiming to provide a comprehensive understanding of pragmatics and its application in English language learning.

The book consists of ten units that focus on various important aspects of pragmatics. The first unit discusses the definition of pragmatics, providing a brief overview, examples of pragmatic usage, and highlighting the significance of pragmatics in English language learning. The next unit, Unit 2, delves into the context in pragmatics, including the concept of pragmatic context and various relevant types of context. Unit 3 explores deixis, including its definition and types. You will also find examples of deixis analysis in this unit. Unit 4 covers speech acts, including their definition, types, and analysis. Unit 5 tackles presupposition, including its definition and types. Unit 6 addresses the Cooperative Principles, which are crucial principles in effective conversation. Unit 7 discusses Gricean Conversational Principles, as proposed by Paul Grice, and how these principles influence communication. Unit 8 explores implicatures, which are meanings that can be inferred through the context of conversation. Unit 9 explores politeness, including its definition, types of politeness face, politeness strategies, and the maxims of politeness. You will find examples of politeness maxim analysis in this unit. Lastly, Unit 10 examines the concept of face, including its definition and types. You will also find examples of analysis on face-threatening acts in this unit.

Each unit in this book is well-designed and systematically organized, facilitating readers in comprehending the concepts of pragmatics and applying them in the context of English language learning. Each subsection within each unit is supplemented with relevant examples and in-depth analysis to aid readers in deepening their understanding.

We hope that this book will serve as a valuable reference for students, English language instructors, and anyone interested in pragmatics and language teaching. We extend our gratitude to the authors who have contributed to the writing of this book, as well as the editorial team who has worked diligently to ensure the quality and usefulness of this book.

Enjoy your exploration into the world of pragmatics!

Sincerely,

Editor

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# UNIT

# 1

## WHAT IS PRAGMATICS?

### A. Definition of Pragmatics

In linguistics (the study of language), pragmatics is a specialized branch of study, focusing on the relationship between natural language and users of that language. Pragmatics focuses on conversational implicatures—or that which a speaker implies and which a listener infers. To define pragmatics, experts sometimes compare and contrast it with linguistic semantics (the meaning of a sentence) or compare it to syntax (word order) or semiotics (the study of symbols), all of which are distinct terms.

People often associate pragmatics with other areas of linguistic study, such as semantics, syntax and semiotics, but these terms have different definitions. Semantics is the study of rule systems that determine the literal linguistic meanings of expressions; syntax describes how we combine words to form sentences with specific meaning; and semiotics is concerned with the use and interpretation of signs and symbols. In contrast to semantics, syntax, and semiotics, the study of pragmatics revolves around both the literal and nonliteral aspects of language and how physical or social contexts determine the use of those linguistic expressions.

# UNIT

# 2

## THE CONTEXT OF PRAGMATICS

### A. Definition and The Roles of Contexts in Pragmatics

In general, contexts might take the shape of actual physical settings, prior knowledge, and sociopsychological elements that the participants in a communication—in spoken and written form—own. Cutting (2002: 2) defines contexts as the parts of meaning that can be explained by knowledge of the physical and social world, and sociopsychological factors influencing communication, as well as the knowledge of the time and place in which the words are uttered or written.

In the past, linguists analysed sentences regardless their context, nowadays, however, linguists consider context in comprehending the meaning of the sentence. In refer to context as an important aspect to interpret, Fillmore states that the aim is to ascertain what we can learn about the significance and context of an utterance from only knowing that it has occurred. Every time I read a line out of context, I find myself wondering what would have happened if the speaker's intentions, audience, purpose, delivery style, timing, and location had been somewhat different (Fillmore 1977:119). The statement indicates that context affects meaning and that meaning may vary when a context does. Depending on the context, the question "*What time is it?*" may have a variety of distinct interpretations. First, the speaker says a statement that begs the listener for their time. Speaking parties or interlocutors are most likely friends who begin departing for campus; Second, the speaker complains to a

# UNIT

# 3

# DEIXIS

## A. Definition of Deixis

Levinson stated that "pragmatics is the links between language and situation that are crucial to the comprehension of language understanding" (1983:21). The term "language understanding" is used in this context to emphasize the point that understanding an expression requires much more than merely knowing the meanings of the words used and how they relate to one another in a sentence. Making inferences that link what is stated to what is assumed or what has been said before is the most important part of understanding a speech. Pragmatics, then, is the study of how language is employed in situations where the recipient of that language must have some degree of intelligence in order to understand the speaker's meaning. In this case, there is a shared understanding between the speaker and the audience or reader.

Deixis The ancient Greeks used the word deixis, which means "pointing" or "indicating," to describe their method of communication. Pointing in language, or making an assertion through language, is a branch of pragmatics. An expression in language that serves this purpose is known as a deictic expression. Expressions that are deictic are frequently referred to as indexical as well. The usage of demonstrative and personal pronouns, time and place adverbs like "now" and "here," and other grammatical elements are collectively referred

# UNIT

# 4

## SPEECH ACT

### A. Definition of Speech Act

One of the Pragmatics aspects, the speech act, involves a speaker and a listener or a writer and a reader discussing a topic. Speech and act are the two words from which speech acts are derived. According to Austin (1962), speech acts are activities that are taken when stating anything. When someone says a sentence, he does something in addition to what he says. According to Searle (1965), speech acts involve the speaker's context, the listener's context, and the speaker's own utterances. Speech can be considered a form of exercise because it frequently has a purpose. Everyday interactions with other people include stating or expressing something. According to Austin (1962), when someone speaks a sentence, he/she not only does something verbally but also physically.

Language allows us to communicate our intentions, make requests, issue warnings, and offer suggestions when we're carrying out an action. The power of words is as real as the power of action in the hands of a human. Austin (1962) classified speech acts into three categories.

### B. Types of Speech Act

These three types of speech are locutionary, illocutionary, and perlocutionary.

#### 1. Locutionary Act

Locutionary acts include uttered words or other fundamental speech acts. According to Austin (1962), the act

# UNIT

# 5

## PRESUPPOSITION

### A. Definition of Presupposition

Yule (1996) defines presupposition as something the speaker assumes to be the case prior to making an utterance. In addition, Hudson (2000:321) states that a presupposition is something assumed (presupposed) to be true in a sentence which asserts other information. Furthermore, Griffiths (2006, p. 143) states that presuppositions are shared background assumptions that are taken to be true when people communicate. Moreover, Perl (2020) states that presupposition is a common ground element that is embedded in utterances that are assumed by the writer and reader or speaker and listener.

From all the definitions above, it can be concluded that presupposition is something that is assumed to be true by the speaker before making an utterance as the case prior in a conversation between the writer and reader or speaker and listener. Presupposition can also be interpreted as a belief, conjecture, or opinion about something that is owned by the speaker or writer. Presupposition is denoted by (>>) which means 'presupposes'. Look at the examples below:

- *Maria said, "I left my castle yesterday."*  
>> Maria has a castle.
- *"Everyone knows that Lian is the most beautiful woman in the kingdom."*  
>> Lian is the most beautiful woman in the kingdom.

# UNIT

# 6

## COOPERATIVE PRINCIPLES

### A. Definition of Cooperative Principles

According to Mey (1993:212), pragmatics is the study of the connections between language and circumstance. It is concerned with the context-specific meaning. A few language usage theories are used to analyze the meaning. The word meaning analysis takes into account the context in which the words were pronounced as well as their literal meaning. When we communicate to one another, one of the fundamental presumptions we make is that we are attempting to work together to build meaningful discussions. According to American linguist Grice, one of the key tenets that underpins how individuals communicate is the cooperation principle. As stated in "Logic and Conversation" by H. P. Grice (1975):

"Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged."

In other words, we as speakers try to contribute meaningful, productive utterances to further the conversation. It then follows that, as listeners, we assume that our conversational partners are doing the same. You can think of reasons why someone might be uncooperative in conversation (maybe they're being interrogated for information they don't want to give up; maybe they hate the person they're talking to; maybe they're just crazy) but in the vast majority of



# UNIT 7

## GRICEAN MAXIM

### A. Definition of Maxim

Maxims are guidelines that communicators (speakers and listeners) must follow in textual or personal encounters in order for the communication process to go properly. Grice divides the cooperative principle into four maxims based on the cooperative principle: quantity, quality, relevance, and manner.

### B. Types of Maxim

In general, there are four types of Conversational Maxim proposed by Grice: Maxim of Quantity, Maxim of Quality, Maxim of Relation, and Maxim of Manner.

#### 1. Maxim of Quantity

According to the quantity maxim, we ought to try to make our **contribution** as instructive as possible and nothing more. Intuitively, it appears logical to suppose that communicators aim to convey sufficient but not excessive information. Consider statements that appear to give more or less information than we may expect. Grice (1975) states make the information you provide as informative as possible (for the purposes of the current exchange) and make what you have to say no more informative than necessary, as example:

- [1] A: *Do you know where exactly Dita's house?*  
B: *Yes, you just need to go straight in Melati street,*

# UNIT

# 8

# IMPLICATURES

## A. Definition of Implicatures

In conducting conversation, we cannot always literally rely on the said utterances to infer the message being delivered by the speakers because what the speakers say does not always represent what they implicate (Grice, 1989). Clark (2021) stated that there is a distinction on what the speakers communicate directly versus what they communicate indirect. In order to successfully comprehend the message (whether it is direct or indirect), we need to decode both the linguistic and contextual hints and make inferences based on those hints (Taguchi, 2013). Thus, for the speaker and the listener to have the same background knowledge is a crucial thing. Furthermore, when the listener hears an utterance, they should assume that the speaker is following the cooperative principles of communication and is intending in communicating something “more than just what the words mean” (Yule, 1996).

## B. Types of Implicatures

In general, implicatures are categorized into two: conventional and conversational implicatures.

### 1. Conventional Implicatures

Grice (1975) suggested that the conventional (lexical) meaning of the utterances alone is enough to help us knowing the context being implicated. By that means, even without a knowledge on the circumstances, we can already make a conclusion on what the speaker means through our

# UNIT

# 9

# POLITENESS

## A. Definition of Politeness

According to Yule (1996), politeness is an interpersonal system that is formed to give opportunities for people to interact and reduce the potential for conflict and confrontation in social interaction. Furthermore, Cruse (2006) points out that politeness is a concern to minimize the negative effects and maximize positive effects of what one says on others' feelings.

In addition, Brown and Levinson (1987) state politeness is a form of language behaviour that allows the continuation of communication that transpires among people. Furthermore, they also mention that politeness is "a great deal of what is said and what is implicated can be contributed to politeness, so that concern with the representational function of a language should be supplemented with attention to the social functions of language." (pp. 2-3). Moreover, Chapman (2011) points out that the term politeness is used to represent behaviour that exhibits respect and consideration towards other people, and also ways of interacting to avoid rudeness.

Furthermore, Leech (1980 as cited in Watts, 2003) claims that politeness as a strategic way to avoid conflict; this can be measured from the degree of effort that people put in order to avoid conflict, and the establishment of courtesy toward others. To

# UNIT 10

## FACE

### A. Definition of Face

Face theory was first introduced by the sociologist Erving Goffman. Goffman (1955 as cited in Adistana et al., 2021) explains that face is a self-image that a person wants to build when interacting socially with others. Furthermore, according to Brown and Levinson (1987), the face is a self-image that every individual in society wants to claim. Moreover, Yule (2010) states that the face is a public self-image that encompasses the emotions and social sense of an individual. Therefore, it leads a person to hope that society recognizes their face. In addition, Watts (2003) points out that face is a process of conceptualizing one's self-image through the understanding of others during social interactions.

From the explanations of several experts above, it can be concluded that the face is a self-image that everyone has. It is closely related to the emotions and social environment of these people. By having a self-image, a person expects other people to be able to recognize the self-image they want to show when interacting with that person. In addition, everyone also has expectations that their faces will be appreciated by society.

### B. Types of Face

Yule (1996) notes that there are two types of face consisted of positive face and negative face.

#### 1. Positive Face

Positive face is a desire to be accepted in society or certain groups and to be connected with it so that a



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