

# Language Use



# Pragmatics Revisited

- Deborah Tannen's (1990) Research
  - Men (hierarchy, competition)
  - Women (connecting, cooperation)
- Grice's Maxims
  - 1) quality - truthful
  - 2) quantity - enough, not too much
  - 3) relevance - on topic
  - 4) manner - organized, logical

# Speech Acts

- Direct Speech Acts
  - Directives (advise, admonish, ask, beg, order)
  - Performatives (do, take, give)
- Indirect Speech Acts
  - Using questions to make statements
  - Using statements to make requests
- Matching the Pragmatic Goal Between ASL & English
  - ASL tends to be more direct
  - English tends to be less direct

# Conversational Implicature

- Concepts Adjacent to Each Other Imply a Connection
- Issues for Interpreting
  - Reveal the Implicature Directly  
(more clear, but risky)
  - Maintain as only Implicature  
(safer, but may be ineffective)

# Discourse Analysis

- Narrative Structure - Monologues
  - Abstract - Announces the Narrative
  - Orientation - Setting and Background
  - Complicating Action - Chronological Sequences
  - Evaluation - Emotional Asides
  - Result/Resolution - Highlight
  - Coda - Concluding Statement
- Conversational Structure - Dialogues
  - Initiating/Opening
  - Responses/Clarification Requests
  - Feedback Requests/Feedback
  - Topic Changes
  - Closings

# Language Fluency

- BICS (Basic Interpersonal Communication Skills)
  - Simple Vocabulary
  - Primary Sense of Meaning
  - Basic Register
  - More Direct than Indirect
- CALP (Cognitive Academic Linguistic Proficiency)
  - Jargon/Field-Specific Vocabulary
  - Secondary and Figurative Senses of Meaning
  - Complex Registers
  - Less Direct than Indirect

# A, B, C, & D Languages

- A Language: Native with BICS and CALP
- B Language: Near-Native with BICS and CALP
- C Language: Non-Native with BICS only
- D Language: Vocabulary and Memorized Phrases  
(less than comfortable BICS ability)

# Multilingual, Monolingual, & Semilingual Language Abilities

- Multilingual (BICS or CALP)
  - A Language plus one or more B Languages
  - Dual A Languages (if raised in bilingual setting)
- Monolingual (BICS or CALP)
  - A Language plus one or more C or D Languages
  - B Language if limited access during childhood
- Semilingual (BICS only)
  - Two C Languages
  - One C and one or more D Language
- Ailingual (BICS only)
  - Multiple D Languages

## Review Questions

1. What are the four maxims of Grice's *Cooperative Principle*?
2. How are Grice's four maxims relevant to interpreting?
3. Provide two examples each of *Indirect Speech Acts* and *Direct Speech Acts*.
4. Provide your own example of conversational implicature.
5. What are the primary components of most narratives?
6. What kinds of turn-signaling devices are used in ASL and English conversations?
7. What do the acronyms BICS and CALP represent?
8. What kinds of fluency are identified by the labels "A", "B", and "C" languages?
9. What is the difference between *Alingual* and *Semilingual* language ability?
10. What two important variables must be present for a person to attain *monolingual fluency* in a language?
11. What does *balanced bilingualism* mean?
12. What kinds of conditions would lead to a person becoming *multilingual*?

# Suggested Activities

1. Generate six sentences that are *direct speech acts* that use directive verbs to identify the speech act being generated. Now convert each sentence into a direct speech act that does *not* directly identify the speech act being accomplished. Example: “I *order* you to give me that briefcase.” might become “Give me that brief case.”
2. Generate six *indirect speech acts* for each of the sentences you generated in the task above. Example: “Could you give me that brief case?”
3. Watch or Listen to a lecture (in either a signed or spoken language). What discourse markers (organizing words) are used to organize the lecture? What parts of the lecture help you predict parts that are coming up later? What parts review previous information? What does the presenter do to let you know that a piece of information is particularly important?
4. Watch a videotaped recording of an interpretation of a conversation (one-to-one interpreting). Identify the different ways that each consumer of interpreting services signaled turn exchanges. Identify how the interpreter signaled these turn exchanges.