

Grammatical Functions / Relations

- Functional relationships between constituents in a clause (clause consists of, typically, a subject and a predicate)

Let's examine with a ^{simple} declarative sentence:

(1) One girl completed her homework.

Types:

Subjects & Predicates

- Subject - the thing, idea, concept, or similar that the sentence is about, e.g. "One girl"
 - consists of noun, pronoun, or noun-phrase
- Predicate - a statement about the subject, e.g. "completed her homework"
 - consists of verb and associated objects

Objects

- | | | |
|---------------------|----------|-----------------|
| Direct | Indirect | Prepositional |
| found in predicates | | can be anywhere |
- Direct object - the thing, concept, idea, or similar that the verb operates on
e.g. "her homework"
- Indirect object - something that is indirectly affected by the action of a verb
 - most common type: something done to or for an object
e.g. I gave you some homework.
indirect object

Prepositional object — objects of a preposition and can be in any position of a sentence.

e.g. I gave some homework to you.
prepositional object

Word order

Basic linear order of constituents in English is:

SVO: Subject — Verb — Object

↳ NP V NP, i.e. Noun Phrase — Verb — Noun Phrase

In world languages, most common word order is SOV.

In Nepali: SOV. But it can be flexible sometimes.

Scottish Gaelic: VSO

Malagasy of Madagascar: VOS

Adj is placed after the noun in both the languages mentioned above.

Pragmatics

- The study of what is not said/written but implied or intended
- Basically, it is about the influence or effect of context on the meaning of language mainly in its social use or interactions

Entailment, Presupposition

see previous class notes and discussion

Context

- Words must be interpreted in specific situation, i.e. context, with pre-existing assumptions about a likely message.
- Meaning isn't ^{just} "in the words", but in what the ^{of the sender} receiver of the message believes (or assumes) the sender's intention to be
- e.g. "Baby Sale" in a supermarket

Deixis

- Some words can't be interpreted without a context
- Context is necessary to clarify who is speaking about what or whom or when
- e.g. You'll fix it tonight because he's been out there since yesterday.
- Proper nouns like the assistant plumber (you), the tap (it), the plumber (he), home (there), Sep 1 (yesterday) addressed to Sarita. This ^{context} makes the sentence clear.
- Such expressions like here, there, tonight, that guy, now are called deixis.
- Greek "deixis" → meaning "pointing" via language

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- They point to person, place, and time.
- Require knowledge of the physical, social, or temporal context to fully understand deictic expressions.

Reference

- Using words to point something
 - e.g. → pronouns to nouns
 - Ravi beat them up. He is in jail now.
 - proper nouns to an event e.g. maoist war
 - Seventeen thousand people died in the war.

Inference

- It's a form of reference (i.e. use of language to enable a listener/reader to identify something)
- Depends on the listener/reader's ability to recognise from the context rather than from the literal meaning of the words
- e.g. An audiology student^{at NAMEs} in the library may ask, "Where's Martin?", which refers to a book rather than a person.
- Drawing conclusions based on available information in the given context shared between the speaker and the listener

Anaphora

- It's a form of reference in which a word or phrase refers to something previously mentioned in the discourse.
 - e.g. Why don't you read the paper? It's intriguing.
 - "The paper" mentioned in the first sentence is referred to in the second sentence as "It".

Cataphora

- A form of reference in which a word or phrase refers to something that will be mentioned later in the discourse.

e.g. Dronacharya likes her. Kunti never misses the target.

→ In the first sentence, "her" refers to "Kunti" that will be mentioned in the second sentence.

Pragmatic marker

- A word/phrase that indicates writer/speaker's attitude and indicate to the reader/listener how the utterances should be interpreted
- Some examples
 - "You know" — to indicate shared knowledge
 - "I mean" — to clarify or self-correct
 - "I don't know" — hesitation or uncertainty when saying something potentially in disagreement with the interlocutor
- It is used to convey:
 - mood of the message (e.g. regret)
e.g. I regret, they came in.
 - commentary
e.g. Frankly, she was trying too hard to impress.
 - parallel messages
e.g. Man, you're not ready today.
 - discourse messages/markers
e.g. They were late. So they apologised to the host.

The Cooperative Principle (Grice, 1975)

- An effective communication relies on the assumption that the speakers and listeners follow certain social and conversational norms
 - * Gricean maxims:
 - Quantity maxim — Be informative with right amount of information; neither too much, nor too little.
 - Quality maxim — Do not provide false or misleading information
 - Relation maxim — Provide relevant information
 - Manner maxim — Be clear, brief, and orderly. Avoid ambiguity
- (Also consider violations of these maxims)

Speech acts

- Speech does not only convey information, it also performs (or make someone perform) actions
- Requesting: Please open the window.
- Commanding: Get out of my sight!
- Questioning: Where's the chair?
- Informing: I'm thirsty.
- Promising: I'll see you at the café after the movie at 6pm.

* Direct speech acts: clear meaning; intentions conveyed directly through sentence structure

e.g. i) Go home. ii) What is your name?

* Indirect speech acts: meaning has to be inferred, not conveyed directly in the sentence structure

e.g. iii) Can you open the door?

Implicature

- additional meaning that the speaker suggests or implies which is not expressed literally

e.g. हेमा : ओके लपटो ।

जया : भई, एक दिन मा आइहाण्ड पसलवाट ।

हेमा : तर आज इराणीको दिन सक्ने पसल बन्द होला ।

Discourse

- language beyond a sentence, connecting utterances
- provides coherence and cohesion of meaning
- builds up a context across sentences
- helps the listener interpret reference, intention and implicature

e.g. ① He organised a military parade. Empty shots were fired there. He was playing with guns.

② His parents brought him a Barbie and a toy gun. Barbie was never his favorite. He was playing with guns. That's what I saw from the window.

- Metaphor, Irony, Idioms
- Autism & Pragmatics

- Metaphor: Her voice is music.
- Irony: "What a small dog!" (but the dog is huge)
- Idiom: हुने बिस्वाको चिल्लो पात; Spill the beans, etc.