Lingua Inglese 2A

Cooperative principle
&
Technical Scientific Languages

Plan of the day

- Grice's co-operative principle
- Sperber and Wilson's relevance theory
- Technical-scientific languages
- Fill in the blanks: A chemistry class

EXTRA-CLASS WORK: Cutting, section A6 (pp. 44-54). Cutting: Section C5, Activity on Text D, *Rejections* (p.105-106) [this is a global review activity. Make certain that you also cover context and co-text]

In-class activity

- **Start a worksheet**

- It MUST be a small notebook size sheet (A5)

- On top of the page, write:

  - LAST NAME & first name (BLOCK LETTERS, please)

  - ID#

  - today's date

  - NO

SIGNATURE

Rossi Mario   20358962   14-3-2019

CP in Grice's words

Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose and direction of the talk exchange in which you are engaged. (Grice 1975: 45)

1. The maxim of *quantity*:
    (i) Make your contribution as informative as is required for the current purposes of the exchange.
    (ii) Do not make your contribution more informative than is required.
2. The maxim of *quality*: Try to make your contribution one that is true
    (i) Do not say what you believe to be false.
    (ii) Do not say that for which you lack adequate evidence.
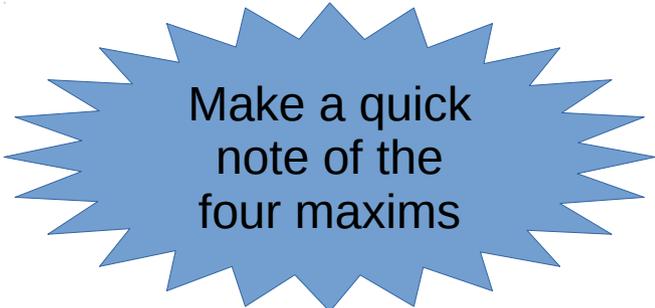3. The maxim of *relation* (later called *relevance*): Be relevant.
4. The maxim of *manner*: Be perspicuous
    (i) Avoid obscurity of expression
    (ii) Avoid ambiguity.
    (iii) Be brief.
    (iv) Be orderly.

Make a quick note of the four maxims

What can you do with maxims 1/2

Observe/Follow
Flout
Violate
Infringe
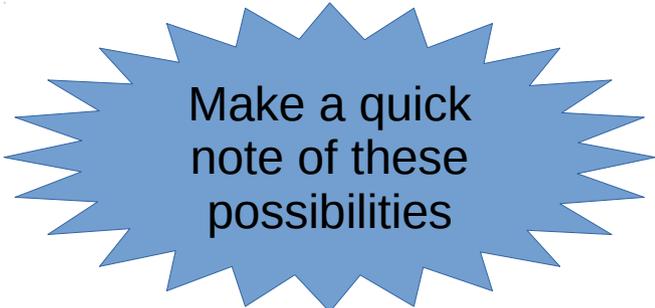Opt-out

What can you do with maxims 1/2

Observe/Follow

Flout → **conversational implicature**

Violate → **no cooperation, <u>on purpose</u>**

Infringe ← **physical, emotional, concrete impediment**

Opt-out = **"No comment" "I'm sorry, I can't answer this question"**

Make a quick note of these possibilities

Working on maxims

Write the label of the dialog or text.
What maxim(s) apply(ies)? How (observe, flout, violate)? Why? What is the implicature if any?

The examples are taken either from previous exercises or from Levinson (1985)

Working on maxims

Sample 1

There are only two types of people in this world. Those who can extrapolate from incomplete data.

Sample 2

B: Who's that at the door?

R: It's me Blanche

Sample 3

A: Where's Bill?

B: There's a yellow VW outside Sue's house

Sample 4

A (*to passer by*): I've just run out of petrol

B: Oh there's a garage just around the corner

Sample 5

A: Let's get the kids something

B: OK, but I veto I-C-E-C-R-E-A-M-S

Sample 6

A: Can you tell me the time?

B: Well, the milkman has come

Sample 7

The lone ranger rode into the sunset and jumped on his horse.

Sample 8

A: Teheran's in Turkey, isn't it, teacher?

B: And London's in Armenia I suppose.

Sample 9 If he does it, he does it.

CP's limitations & new trends

Cross-cultural differences

Overlapping maxims

However, let's look back at Grice's words

CP in Grice's words

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1. The maxim of **quantity**:
    (i) Make your contribution as informative as is required for the current purposes of the exchange.
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    ii) Do not say that for which you lack adequate evidence.
3. The maxim of **relation** (later called **relevance**): Be relevant.
4. The maxim of **manner**: Be perspicuous
    (i) Avoid obscurity of expression
    (ii) Avoid ambiguity.
    (iii) Be brief.
    (iv) Be orderly.

# Sperber and Wilson's Relevance theory and its limitations

- Relevance covers them all.
- Communication goal= "enlarge mutual cognitive environments" by
  - adding new information,
  - strengthening/weakening/contradicting assumptions OR old information
- Relevance =f(context; processing effort; accessibility)
- Explicature=filling in the missing pieces of information

Cross-cultural differences

If relevance is all-inclusive it is analytically useless

Chapter 22

Technical-scientific languages. Terminological variation

jargons

lingos

argots

patois

LSP

vernaculars

registers
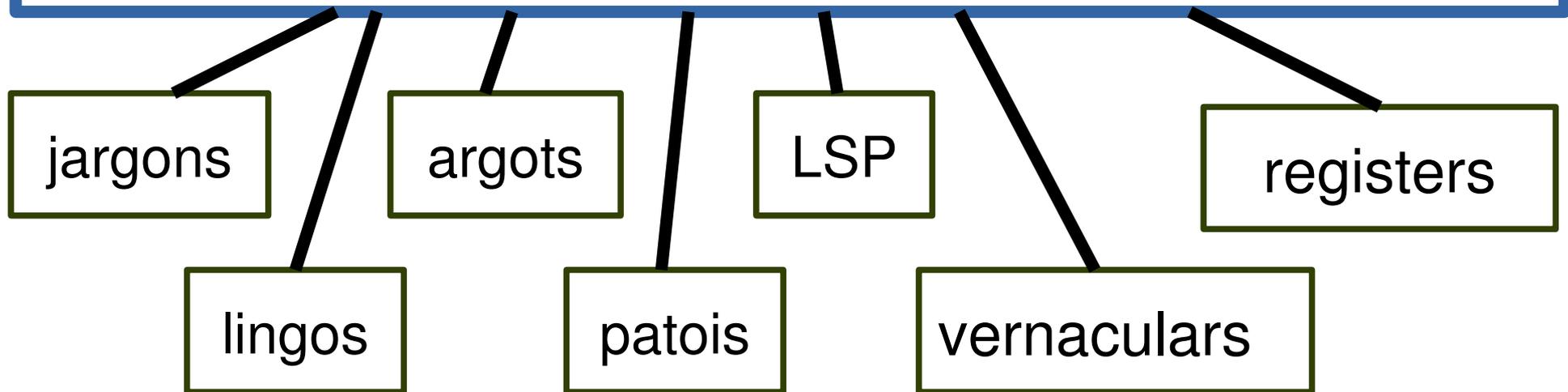
Technical-scientific languages ≠ **Common everyday languages**

Chapter 22

Technical-scientific languages

[Horizontal variation]

[…] there are as many technical-scientific languages as there are many professions and academic disciplines. Therefore, technical-scientific languages vary depending on the subject matter.

Chapter 22

Technical-scientific languages

[Vertical variation]

But we also have another dimension of variation: level of technicality. Altogether technical-scientific languages are distinguished from "common/ordinary English" because of the technical use of the language to deal with specialized topics. But within the same subject matter they also differ widely because it is always possible to grade the level of technicality.

Levels of technicality

In-class activity

On your work-sheet

Draw the part of this table with white background

Level of technicality	Linguistics	Physics	Chemistry	...
HIGH				
MEDIUM				
LOW				
Common language				

Levels of technicality

In-class activity

Fill in the table placing the following types of text:

Elementary school textbook

PhD dissertation

High school textbook

Article in the culture section of a newspaper

Article in an academic journal.

Article in the journal of a professional organization

Article in a popular science magazine (e.g., National Geographic)

TV show on channels like Animal Planet or Discovery.

College textbook

Review of a book in the culture section of a newspaper

Levels of technicality

On your worksheet, number 1 to 10 lines, as follows

1) _____

2) _____

3) _____

.....

9)_____

10)_____

Fill in the numbered blanks in the captions

Full   Fill-in-the-blanks

https://www.youtube.com/watch?v=N7hApnTwqfY