Recent Trends in Pragmatics

Dr. Satyawan Suresh Mane
Assistant Professor in Communication Skills,
Gharda Institute of Technology, Lavel, Ratnagiri, Mumbai University (M.S.)

Abstract:

A subfield of linguistics known as pragmatics studies how meaning is expressed by a speaker or writer and understood by a listener or reader over the course of communication. According to Yule (1996:3), "pragmatics is of contextual meaning". The interpretation of what individuals mean in a specific situation and how the context affects what is said are necessary components of this type of study. It necessitates taking into account how speakers arrange their ideas in order for the listener to grasp them in light of who they are speaking to, where they are speaking, when they are speaking, and under what conditions. Moreover, "Pragmatics is of the relations between language and context that are basic to an account of language understanding", Levinson (1983:21). Here, the phrase "language understanding" is used in the manner used by those working in artificial intelligence to highlight the fact that comprehending a statement requires far more than simply recognizing the meanings of the words used and the relationships between them in a sentence.

A means of communication is language. The language has undergone numerous alterations as a result of the periods. Language is becoming more and more scientific or user-friendly in modern and postmodern eras. As we already know, linguistics is the field of study that deals with language. In the late 1970s, the study of pragmatics emerged as a branch of linguistics. Pragmatics investigates the circumstances that linguistics leaves unexplored. Grammar, syntax, and semantics are only a small part of pragmatics. Direct attention is given to the speaker's intentions and the listener's understanding. It can discern between a phrase's two possible meanings.

Humans are evolving and progressing in every aspect of life, and new trends in pragmatics are also emerging. Grammar has traditionally been a tool that helps us communicate.

1. Grammaticality

If the sentence is grammatically incorrect, it will give the wrong meaning.

E.g. I want to marry you.

I want you to marry.

These are two different sentences with different meanings. Similarly,

A woman- without her man-is nothing.

A woman- without her-man is nothing.

These two sentences have the same words and the same word order but they have a different meaning, the meaning is almost opposite.

2. Acceptability

In some cases, even though the syntax is sound, the sentence cannot be accepted, like in the example where the dog bit the boy but not the boy bit the dog. Thus, pragmatics is intended to include a social and cultural study in addition to grammar.

3. Appropriacy

Even when a sentence is grammatically sound and makes sense in its whole, it may nevertheless be deemed unacceptable.

4. Ambiguity

In artistic language, ambiguity is appreciated but it works negatively in comprehension. Ambiguous sentences lead to confusion and misunderstanding.

Ex. She loves her dog more than her husband.

This sentence carries two meanings

i. She loves her dog and her husband also loves the dog. Her love for the dog is more than her husband's love for the dog.

ii. She loves her dog and she loves her husband also. Her love for dog is more than that for her husband.

Pragmatics focuses on language use rather than language itself. It relates to cognitive functions at the end. It relates to culture and society.

Email id's:- **aiirjpramod@gmail.com** Or **aayushijournal@gmail.com**
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To study pragmatics is to indulge in multidisciplinary considerations.

a. Deixis

It comes from the Ancient Greek word for pointing or signaling. It is a crucial component of pragmatics and linguistics that helps us interpret speech in context. It is not the pronoun but about what a particular utterance means. It refers to a word or phrase that denotes the time, place or situation a speaker is in when talking. It is also known as deictic expressions (or deictic), they typically include pronouns and adverbs such as 'I', 'you', 'here', and 'there', and tend to be used mostly where the context is known to both the speaker and the person spoken to.

b. Presupposition

It has to do with how logically sound the statement is.

c. Performative

It involves both saying and acting. More than his words, a speaker's body, eyes, and gestures communicate.

d. Speech Act Theory (SAT)

It has to do with the words' meaning, not their actual form. Acts of locution, Illocution, and Perlocution are the three types.

e. Implicature

More than the lexical meaning, it has to do with the intended meaning.

Cooperative ideas were presented by Grice, Herbert Paul in 1975, and courtesy principles by Leech in 1983. Pragmatism strongly adheres to these ideas. They give us the adages. They offer commentary on the mental patterns.

The dispute over the state of linguistic pragmatics is now being supported by two major theoretical stances. The first can be explained as follows: In the study of meaning, pragmatics feeds into semantics sequentially, so pragmatics needs interdisciplinary support from the nearby linguistic disciplines (most notably, cognitive linguistics and corpus linguistics) in order to produce the desired explanatory power. The combination of an underdetermined semantics and a pragmatic disambiguation process successfully provides a templatic representation of the meaning in the second perspective because it has more disambiguation than is typically anticipated.

The second language teaching strategy is a result of theoretical and practical interest in pragmatic competence and the growth of second language learners. They are,

a. Experimental studies which directly test instructional methods. It focuses on second language acquisition, explicit and implicit instruction, input processing instruction, and skills acquisition practice.

b. Research done on pragmatics development in formal classroom

c. This focuses on material development, teacher education, learning strategies and autonomous learning.

Pragmatics is a wide branch of linguistics and its scope is getting wider day by day.

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