סילבוס לקורס: ממשקים בין הלשוני לחוץ

Linguistic/extralinguistic interfaces

פרופ' מירה אריאל

פורט שני מלקיר

שנת לימודים: 2019/20
שעות ליום: 20:0627.2220
‡ ח专区 ש.he 2 ש"ס

השירויים придетсяים עד י':

ימיות ב: 18-20
שעות קבלה:VES, ימי 16-15, לפCro מארש
טלפון: 6405021
מארי@טאוע.טא.איל

דרישות קדם ודרישות נוספות:
︰ מבוא לפרגמטיקה ו/או יסודות הסמנטיקה
הפורמלית

חומר קריאה:

1. Ariel (2008: Ch. 4)
2. Deutscher (2005: Ch. 7)
3. Levinson (2001)

הالأرجاء השמות:

כמה שיותר (לפי הביבליוגרפיה)

תיאור הקורס:

הקורס בוחן את היחסים המורכבים בין מובנים דקדוקיים/לקסיקליים לבין מובנים שמקורם חיצוני ללשון. נבחין בין:

1. מובנים לשוניים ו-
2. מובנים נגזרים (אלה המכונים לא מילוליים)
3. אימפליקטורות שיחתיות
4. מושגים קוגניטיביים

ל드립니다 השראה של תיאוריה של היסקים פרגמטיים, תיאוריות פסיכובלשניות regarding שפה (לא)מילולית, תיאוריות של גרמטיזציה, והצעות חדישות לגבי הקשר בין שפה וקובינציה.

דרישות הקורס:

נוכחות בשעות הקורס חובה.

המטלות:

בשעתו האחרונה תקיים בחינה על פריטי הקריאה.
There are students who have missed 3 or more meetings and will take the final exam in addition to the regular exam. If the student passes/fails the exam, their final grade will be determined based on their average grades for the course.

The final grade will increase if the student contributes significantly and consistently to the discussions.

Course Schedule:

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<thead>
<tr>
<th>No.</th>
<th>Chapter</th>
<th>Lecture Notes</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1</td>
<td>Theoretical: Modularity and total systems</td>
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<td>2</td>
<td>Basic vs. advanced terminology</td>
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<td>3</td>
<td>Terminology vs. abbreviations</td>
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<td>4</td>
<td>Common strategies</td>
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<td>5</td>
<td>'This is my word'</td>
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<td>%Kapitelverzeichnis</td>
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<td>6</td>
<td>Areal 4: Meaning?</td>
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<td>7</td>
<td>Meaning and meaning</td>
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<td>Meaning and meaning</td>
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<td>9</td>
<td>Meaning and meaning</td>
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<tr>
<td>10</td>
<td>meaning</td>
<td></td>
<td>meaning and meaning</td>
</tr>
</tbody>
</table>


Du Bois, John W. Forthcoming. Events and argument structure. MS., UC Santa Barbara.


Núñez, Rafael E and Eve Sweetser. 2005. Aymara, where the future is behind you: Convergent evidence from language and gesture in the crosslinguistic comparison of spatial construals of time. *Cognitive science*.


Course Syllabus: Linguistic/extralinguistic interfaces
מאˢ♂הسكם יבג בלשוני לחוץ-לבשוני
Proseminar

Mira Ariel

Course no.: 0627.2220  academic year: 2019/20  semester: 1  number of hours: 2  degree: BA

Class will be held on: Tuesday 18-20
Reception hours: Webb 406, Thursday 15-16, by appointment
Telephone: 6405021
E-mail address: mariel@tauex.tau.ac.il

Course prerequisites (if any): Introduction to pragmatics and/or Foundations of formal semantics

Obligatory reading material:
Ariel 2008: Chapter 4
Deutscher Chapter 7
Levinson 2001 (Chapter 19 in Bowerman and Levinson)
Miura (1993)
Boroditsky (2003)

Optional reading:
The more the better (see the bibliography)

Course Description
This course examines the complex relations between grammatical/lexical meanings and meanings which originate outside of language. We distinguish between linguistic meanings and: (1) the ad hoc context-induced narrowed down concepts they actually introduce into discourse; (2) derived (so-called non-literal) meanings; (3) conversational implicatures; (4) cognitive concepts. We examine the complex relations obtaining between linguistic meanings and each of the above. Relevant questions addressed: Which of the above meanings contribute to the truth-conditional interpretation of the sentence? Which are universal? How can we account for the derivation of (1), (2) and (3) from linguistic meaning? How convincing are current experiments testifying to language-specific biases in the development of (4)? Can we explain semanticization (the creation of new linguistic meanings) as the conventionalization of (1), (2), or (3)? Prominent theories to be discussed are pragmatic inferencing theories, psycholinguistic theories about literal/nonliteral language, theories of grammaticization, and current proposals about language and cognition.

Course Requirements
Attendance is mandatory, and exempts students from the final exam.
Students read all the obligatory reading materials and submit 3 assignments. There will be a pass/fail test on the readings during the last class meeting.
Students who missed 3 or more meetings will in addition take a pass/fail final exam, which will cover all class and reading materials.
Provided the student has passed the required exam(s), the grade will be determined based on the average of the grades on the 3 submitted assignments. Extra points will be added for exceptional contribution to class discussions.
Course Outline

1. Introduction: Drawing linguistic/extralinguistic divisions of labor
   b. Literal versus nonliteral meanings (Ariel, 2002)*
   c. Linguistic codes versus extralinguistic inferences (Ariel, 1998, Ariel, 1999)* (Swinney, 1979)*

2. Synchronic interfaces: Combining the linguistic with the extralinguistic
   a. Conveyed meaning: Irony (Giora and Fein, 1999)*
   b. ‘What is said’/explicature (Recanati, 1989), (Bach, 1994), (Carston, 2002, Stanley, 2000), (Ariel, 2008: 7.1-7.6), (Giora, 2003))

3. Language system interfaces: Mutual constraining between the linguistic and the extralinguistic
   a. Is language arbitrary? (Ariel, 2008: Chapter 4), (Deutscher, 2005: chapter 7)
   c. Language and cognition: The innateness question ((Smith, 2001)* (Carey, 2001) (Gentner and Boroditsky, 2001),* (Bowerman and Choi, 2001)* (Levinson, 2001), (Brown, 2005); (Gil, 2010)
   d. Language and cognition: The universality question (Rosch, 1974)* (Roberson et al., 2000), (Foley, 1997), (Levinson, 2000), (Núñez and Sweetser, 2005)*, (Talmy, 1985).

4. The diachronic interface: Turning the extralinguistic into linguistic
   a. How does inference turn into code? (Ariel, 2008: Ch. 5)
   b. Explicatures, conveyed meanings, background assumptions? (Traugott and Heine, 1991)*; (Ariel, 2008: Ch. 7.7+ Ch. 6).
### Schedule

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1.</td>
<td></td>
<td>Modularity theory: Input systems versus central systems</td>
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<td>2.</td>
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<td>Literal versus nonliteral meanings</td>
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<td>3.</td>
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<td>Linguistic codes versus extralinguistic inferences</td>
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<td>4.</td>
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<td>Conveyed meaning: Irony</td>
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<td>5.</td>
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<td>'What is said'/explicature</td>
<td>Ariel 4; Deutscher 7</td>
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<td>6.</td>
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<td>Is language arbitrary?</td>
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<td>7.</td>
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<td>Language and reality</td>
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<td>8.</td>
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<td>Language and cognition: The innateness question</td>
<td>Levinson</td>
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<td>9.</td>
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<td>Language and cognition: The universality question</td>
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<td>10.</td>
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<td>Can Language affect cognition?</td>
<td>Miura; Boroditsky</td>
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<tr>
<td>11.</td>
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<td>How does inference turn into code?</td>
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<tr>
<td>12.</td>
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<td>Explicatures, conveyed meanings, background assumptions?</td>
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</tbody>
</table>

Note: This schedule is tentative and may change as the course progresses.
Bibliography


Du Bois, John W. Forthcoming. Events and argument structure. MS., UC Santa Barbara.


Gilbert, Aubrey L, Terry Regier, Paul Kay and Richard B Ivry. 2006. Whorf hypothesis is supported in the right visual field but not the left. PNAS 103:489–494.


Núñez, Rafael E and Eve Sweetser. 2005. Aymara, where the future is behind you: Convergent evidence from language and gesture in the crosslinguistic comparison of spatial construals of time. *Cognitive science*.


