

**SEMINARIO DI PRAGMATICA (21 e 22 maggio 2020)**

AVVISO

Questo seminario sostituisce e integra quello originariamente previsto per l'11 marzo 2020. Si compone di una serie di relazioni sulla pragmatica acquisizionale, che saranno tenute in diretta e potranno essere seguite attraverso Zoom, e di una serie di attività da svolgere autonomamente mediante l'accesso a videolezioni disponibili in rete. Vengono elencati alla fine materiali di approfondimento (slide e articoli), tutti reperibili in rete.

Per l'acquisizione di 3 crediti è necessario: 1) seguire le 4 relazioni in diretta e prendere visione di 3 videolezioni in rete; 2) stilare una relazione sulle 7 relazioni/videolezioni seguite oppure su uno solo dei temi affrontati nelle relazioni/videolezioni, ma approfondendolo tenendo conto del materiale elencato sotto.

**Organizzatrici**

Sara Gesuato

Elena Pagliarini

Emanuela Sanfelici

PRIMA PARTE: Pragmatica acquisizionale

Giovedì 21 maggio 2020		
ore 16:30	Kazuko Yatsushiro (Leibniz-Zentrum Allgemeine Sprachwissenschaft)	"Plurality is unmarked: a cross-linguistic study"
ore 17:15	Daniele Panizza (Georg-August-Universität Göttingen)	"The role of negation in the derivation of scalar implicature: linking language development, comprehension and processing at the interface"
Venerdì 22 Maggio 2020		
ore 10:30	Francesca Panzeri (University of Milano-Bicocca)	"Irony comprehension in typical and atypical populations"
ore 11:15	Filippo Domaneschi (University of Genoa)	"The development of presupposition: preschoolers' understanding of <i>regret</i> and <i>also</i> "

Link per l'accesso alle relazioni: <https://unipd.zoom.us/j/91502546498>

SECONDA PARTE: Sviluppo dell'abilità pragmatica nella lingua straniera

Scegliere 3 delle seguenti videolezioni

- A) [https://mediaspace.unipd.it/media/Glaser+Karen+-+Assessing+and+fostering+the+pragmatic+competence+of+non-native+english+speaking+primary+EFL+teacher+candidates/1\\_geahd5e1/102239871](https://mediaspace.unipd.it/media/Glaser+Karen+-+Assessing+and+fostering+the+pragmatic+competence+of+non-native+english+speaking+primary+EFL+teacher+candidates/1_geahd5e1/102239871)  
"Assessing and fostering the pragmatic competence of non-native English speaking primary EFL teacher candidates" (Karen Glaser; dal minuto 2:30 al minuto 53:50)
- B) [https://mediaspace.unipd.it/media/Alcon+Eva+-+Teaching+pragmatics+in+the+EFL+classroom+InsightsA+from+classroom+research/1\\_q06emq06/102239871](https://mediaspace.unipd.it/media/Alcon+Eva+-+Teaching+pragmatics+in+the+EFL+classroom+InsightsA+from+classroom+research/1_q06emq06/102239871)  
"Teaching pragmatics in the EFL classroom: insights from classroom research" (Eva Alcón Soler; dal minuto 3 al minuto 43)
- C) [https://mediaspace.unipd.it/media/Bardovi-Harlig+Kathleen+-+Promoting+pragmatics+in+the+classroom+for+social+and+academic+interaction/1\\_3yojt8lu/102239871](https://mediaspace.unipd.it/media/Bardovi-Harlig+Kathleen+-+Promoting+pragmatics+in+the+classroom+for+social+and+academic+interaction/1_3yojt8lu/102239871)  
"Promoting pragmatics in the classroom for social and academic interaction" (Kathleen Bardovi-Harlig; dal minuto 3:20 al minuto 50:30)
- D) [https://mediaspace.unipd.it/media/Cheng+Winnie+-+Learning+and+teaching+speech+actsA+Combining+pragmatics+and+corpus+linguistics/1\\_cw8q3y37/102239871](https://mediaspace.unipd.it/media/Cheng+Winnie+-+Learning+and+teaching+speech+actsA+Combining+pragmatics+and+corpus+linguistics/1_cw8q3y37/102239871)  
"Learning and teaching speech acts: combining pragmatics and corpus linguistics" (Winnie Cheng; dal minuto 3 al minuto 43)

MATERIALE DI APPROFONDIMENTO

Mini-video introduttivi

- A) <https://www.youtube.com/watch?v=q4rvrpmzfa>  
Sulla pertinenza della pragmatica all'acquisizione del linguaggio da parte del bambino (Lydia Soifer; circa 3 minuti)
- B) <https://www.youtube.com/watch?v=PVMmnnSfWgs>  
Sugli stadi dello sviluppo dell'abilità pragmatica (circa 2 minuti)

Slide di presentazioni a convegni

- A) <https://osf.io/meetings/XPRAGit2018/>  
Sulla comprensione dell'ironia da parte dei bambini (Babarczy)
- B) <https://osf.io/meetings/XPRAGit2018/>  
Sullo sviluppo dell'ironia (Pexman)

C) <https://osf.io/meetings/XPRAGit2018/>

Sullo sviluppo sociopragmatico (Gabbatore)

D) <https://osf.io/meetings/XPRAGit2019/>

Sullo sviluppo dell'abilità pragmatica in bambini con impianti cocleari (Hilviu)

E) <https://osf.io/meetings/XPRAGit2019/>

Sulla comprensione della metafora da parte dei bambini (Tonini et al.)

F) <https://osf.io/meetings/XPRAGit2019/>

Sulla metonimia (Wilson e Falkum)

### Lecture

**M. CASILLAS, S.C. BOBB, Eve CLARCK** "Turn-taking, timing, and planning in early language acquisition", *Journal of Child Language*, 43(6): 1310-1337.

Young children answer questions with longer delays than adults do, and they don't reach typical adult response times until several years later. We hypothesized that this prolonged pattern of delay in children's timing results from competing demands: to give an answer, children must understand a question while simultaneously planning and initiating their response. Even as children get older and more efficient in this process, the demands on them increase because their verbal responses become more complex. We analyzed conversational question-answer sequences between caregivers and their children from ages 1;8 to 3;5, finding that children (1) initiate simple answers more quickly than complex ones, (2) initiate simple answers quickly from an early age, and (3) initiate complex answers more quickly as they grow older. Our results suggest that children aim to respond quickly from the start, improving on earlier-acquired answer types while they begin to practice later-acquired, slower ones.

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**Eve CLARK** (2014) "Pragmatics in acquisition", *Journal of Child Language*, 41: 105-116.

Recent research has highlighted several areas where pragmatics plays a central role in the process of acquiring a first language. In talking with their children, adults display their uses of language in each context, and offer extensive feedback on form, meaning, and usage, within their conversational exchanges. These interactions depend critically on joint attention, physical co-presence, and conversational co-presence - essential factors that help children assign meanings, establish reference, and add to common ground. For young children, getting their meaning across also depends on realizing language is conventional, that words contrast in meaning, and that they need to observe Grice's cooperative principle in conversation. Adults make use of the same pragmatic principles as they solicit repairs to what children say, and thereby offer feedback on both what the language is and how to use it.

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**I.L. FALKUM, M. RECASENS, Eve CLARK** (2017) “The moustache sits down first”: on the acquisition of metonymy”, *Journal of Child Language*, 44(1): 87-119.

This study investigates preschoolers' ability to understand and produce novel metonyms. We gave forty-seven children (aged 2;9-5;9) and twenty-seven adults one comprehension task and two elicitation tasks. The first elicitation task investigated their ability to use metonyms as referential shorthands, and the second their willingness to name animates metonymically on the basis of a salient property. Although children were outperformed by adults, even three-year-olds could understand and produce metonyms in certain circumstances. Our results suggest that young children may find it easier to produce a metonym than a more elaborate referential description in certain contexts, and that metonymy may serve as a useful strategy in referring to entities that lack a conventional label. However, metonymy comprehension appeared to decrease with age, with older children tending to choose literal interpretations of some metonyms. This could be a result of growing metalinguistic awareness, which leads children to overemphasize literal meanings.

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**Ji-Young JUNG** (2002) “Issues in acquisitional pragmatics”, *Studies in Applied Linguistics and TESOL*, 2(3): 1-34

This paper aims at a comprehensive review of the growing body of research in L2 pragmatic acquisition, including both theoretical discussions and empirical studies to date. To this end, the paper deals with a number of issues which are grouped into four broad categories: the essential constituents of pragmatic competence, models of pragmatic development, major processes of pragmatic competence, and various factors affecting pragmatic development. Throughout the paper, it is shown that cultural knowledge has central importance in pragmatic competence and that such knowledge can be acquired through language-mediated social interactions.

Furthermore, a learner's unconditional adoption of a new set of cultural beliefs and values is unrealistic due to the unresolved conflict between L2 norms of speaking and the learner's needs and beliefs about the ways of being in the world. Given these perspectives, this paper points to the need for a holistic approach to L2 pragmatic development, taking into account both the intra-learner, psychological and the inter-learner, sociocultural aspects of learning. The paper concludes with the suggestion that L2 pragmatic competence be discussed in terms of intercultural competence involving the learner's continuous, identity and attitude formation, rather than the acquisition of prescribed behavioral rules of speaking.

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**Marianne KILANI-SCHOCH et al.** (2009) “On the role of pragmatics in child-directed speech for the acquisition of verb morphology”, *Journal of Pragmatics*, 41: 219–239.

The important role that pragmatics plays in the acquisition of morphology has been hardly studied. In this contribution we focus on the pragmatic strategies of adult caretakers in their reactions to children's early morphological productions in three different languages (French, German, Lithuanian).

The most relevant distinction proposed is that between metadiscursive and conversational reactions, i.e. between reactions on linguistic form and on content. In contrast to the latter, the former represent interruptions of the flow of interaction. The distribution of these two types of reactions provides the child with abundant direct and indirect positive and negative evidence about whether his/her preceding morphological production has been well formed or ill formed. Among these reactions, which may consist in reformulations, expansions, and others, we emphasize particularly repetitions and their pragmatic functions and show that they are partially specific to child-directed speech.

A special type of young children's morphological productions are bare infinitives. In contrast to their grammar-theoretical accounts in generative studies, we follow a pragmatic approach, based on child-directed speech and caretakers' reactions, which evidences the caretakers' tolerance of ambiguity and thus the importance of inferential work in child-adult interactions. Despite great grammatical differences between French, German and Lithuanian, the pragmatic strategies used by caretakers are very similar in quality and quantity.

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**C. KURUMADA, Eve CLARK** (2017) "Pragmatics inferences in context: learning to interpret contrastive prosody", *Journal of Child Language*, 44(4): 850-880.

Can preschoolers make pragmatic inferences based on the intonation of an utterance? Previous work has found that young children appear to ignore intonational meanings and come to understand contrastive intonation contours only after age six. We show that four-year-olds succeed in interpreting an English utterance, such as "It LOOKS like a zebra", to derive a conversational implicature, namely [but it isn't one], as long as they can access a semantically stronger alternative, in this case "It's a zebra". We propose that children arrive at the implicature by comparing such contextually provided alternatives. Contextually leveraged inferences generalize across speakers and contexts, and thus drive the acquisition of intonational meanings. Our findings show that four-year-olds and adults are able to bootstrap their interpretation of the contrast-marking intonation by taking into account alternative utterances produced in the same context.

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**Margot Isabella ROZENDAAL, Anne Edith BAKER** (2008) "A cross-linguistic investigation of the acquisition of the pragmatics of indefinite and definite reference in two-year-olds", *Journal of Child Language*, 35: 773–807.

The acquisition of reference involves both morphosyntax and pragmatics. This study investigates whether Dutch, English and French two- to three-year-old children differentiate in their use of determiners between non-specific/specific reference, newness/givenness in discourse and mutual/no mutual knowledge between interlocutors. A brief analysis of the input shows a clear association between form and function, although there are some language differences in this respect. As soon as determiner use can be statistically analyzed, the children show a relatively adult-like pattern of association for the distinctions of non-specific/specific and newness/givenness. The distinction between mutual/no mutual knowledge appears later. Reference involving no mutual knowledge is scarcely evidenced in the input and barely used by the children at this age. The development of associations is clearly related to the rate of determiner development, the French being quickest, then the English, then the Dutch.

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**Milica SAVIĆ** (2015) "Can I very please borrow it?": Request development in young Norwegian EFL learners", *Intercultural pragmatics*, 12(4): 443–480.

With the introduction of the notion of communicative competence to second-language learning and teaching (Canale and Swain 1980), and the recognition of the role of pragmatic competence within it (Bachman 1990; Bachman and Palmer 1996), interlanguage pragmatics (ILP) research has gained in popularity. However, with a few notable exceptions (Achiba 2002; Barón Parés 2012; Ellis 1992; Rose 2000 and Rose 2009), ILP research has focused almost exclusively on adult learners, and even with that learner group, studies of pragmatic development have been comparatively rare (Kasper and Rose 2002). The present study set out to address a generally neglected area in ILP research: developmental patterns in speech acts—more specifically, the development of requests in young Norwegian EFL learners. The aims of the study were to identify specific request strategies that emerge at different stages of development and to explore learners' sensitivity to social power as a contextual factor. Three age groups of pupils (8, 10, and 12 years old) participated in this cross-sectional study. The data were collected through a short structured interview and role plays and analyzed in terms of the level of directness, the types of head acts, and their internal and external modification (Blum-Kulka et al. 1989). While the results revealed clear patterns of pragmalinguistic development with regard to the complexity of head acts and the use of alerters, supportive moves, and downgraders, little evidence of sociopragmatic development was found in the data. This exploratory study opens a number of avenues for further exploration of pragmatic development in young EFL learners.

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**Ludovica SERRATRICE** (2005) "The role of discourse pragmatics in the acquisition of subjects in Italian", *Applied Psycholinguistics*, 26: 437–462.

This longitudinal study investigates the distribution of null and overt subjects in the spontaneous production of six Italian-speaking children between the ages of 1 year, 7 months and 3 years, 3 months. Like their peers acquiring other Romance null-subject languages, the children in this sample produced more overt subjects as their mean length of utterance in words (MLUW) increased. Pronominal subjects, and specifically first person pronouns, accounted for an increasingly larger proportion of the overt subjects used. The distribution of both pronominal and lexical subjects was further investigated as a function of the informativeness value of a number of pragmatically relevant features. The results showed that as early as MLUW 2.0 Italian-speaking children can use null and overt subjects in a pragmatically appropriate way. The relevance of these findings is discussed with reference to performance limitation and syntactic accounts of subject omission, and implications are drawn for a model of language development that incorporates the mastery of pragmatics in the acquisition of syntax.

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**Sandrine ZUFFEREY** (2016). Pragmatic acquisition. In Östman, J.-O. & Verschueren J. (Eds.). *Handbook of Pragmatics*. 2016 Installment. Amsterdam: John Benjamins.

[From the Introduction]

Thanks to the use of new methodological designs to assess language development such as eyetracking, the recent body of literature on pragmatic development has considerably altered a long-held assumptions about the development of pragmatic skills, namely that they are universally late-acquired, and only kick in after the rest of language acquisition is already in place. In the next sections, we review the main results from both social and pragmatic developmental studies, underlying the broad array of young children's pragmatic skills. Particular emphasis is placed on specific areas of cognitive pragmatic development such as scalar implicatures and non-literal language uses that have generated a lot of new research results over the past decade (for more extensive recent reviews of a vast array of topics related to developmental pragmatics, see Matthews 2014; Schneider & Ifantidou to appear; Zufferey 2014).