语·言·与·文·化·研·究

yuyan yu wenhua yanjiu

主　编　吴尚义
副主编　张春颖　路文军

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第八辑

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内容提要

　　本辑论丛刊发了全国各地高校教师和研究者的论文 50 余篇，内容涉及语言研究、教育教学研究、文学研究、翻译研究和文化研究等领域。所刊发的论文理论基础扎实，观点新颖，代表了我国语言学研究的最新热点和科研水平，也反映了研究者对语言本身和语言教学理论与实践的思考和探索。论文的研究类型主要包括旨在研究解决课堂教学或与教学相关的一些实际问题的应用性研究，但是其研究也带有较高的理论价值。其研究方法值得广大教师和研究者的广泛借鉴。本论丛可供较高语言水平的学习者、高等院校教师和语言研究者参考使用。

语言与文化研究（第八辑）

吴尚义　主编

前　言

《语言与文化研究》论丛每年出版四辑，由北京物资学院外国语言与文化学院《语言与文化研究》编委会与知识产权出版社联合推出，同时又是中国知网（http://www.cnki.net）学术期刊（光盘版）电子杂志社期刊，ISSN1671－6787、CN11－9251/G。论丛本着宁缺毋滥，少而精的原则，对稿件进行严格的三审制度。第八辑共收录了全国各地高校教师和研究者的50余篇优秀论文，内容涉及语言研究、教育教学研究、文学研究、翻译研究和文化研究等领域，体现出了广大高校教师和研究者们对语言、语言教学、文学、翻译、文化等理论和实践的认真思考和探索，体现了他们的学术水准、理论水平和业务素养。

本辑所收录的论文体现了研究范围广泛、研究方法灵活、研究内容多样化的特点；充分展示了外语教学与研究领域学术气氛的活跃和新时期外语教育事业的繁荣。本辑论文既有语言、文学、文化与翻译理论前沿的最新报告，有对外语各层次教学改革的思考，教学方法的探讨，也有日趋成熟的基于数据的实证性研究。研究内容充分反映出了近20年来外语教学领域的发展趋势和热点：教法和学法的探讨仍然热烈；外语与其他学科门类的结合性研究给研究者增添了新的动力；网络教学的探讨和思考反映了新时期外语教与学的特点，体现了外语教师与时俱进的精神风貌。这些研究将极大地促进和指导教学实践。

胡文仲先生说过，教师在教学过程中应该做有心人，经常思考问题，收集数据，分析研究，做一个既教学又研究的全面人才。北京物资学院外国语言与文化学院语言与文化中心的宗旨就是激发和提高外语教师的科研意识与科研能力，从而为高校外语教学与研究做出贡献，推动外语课程改革和学生英语综合应用能力的培养及提高。这也是我们定期出版外语教育教学与研究论文，起到激励推动作用的原因。《语言与文化研究》论丛将成为广大研究者发表自己独特见解的一方论坛，在语言与文化研究领域占有一席之地。

本辑中北京物资学院外国语言与文化学院教师所发文章得到了北京物资学院科研基地项目的资助。

由于编者水平有限，疏漏在所难免，欢迎各界人士予以指正，欢迎广大从事语言与文化教学的教师和研究者不吝赐稿。

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A Brief Analysis on Pragmatics
——from a specific case

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【Abstract】In recent years, there have been a large number of conversation analytic studies on real-time conversation in a wide range of diverse languages which have explored social actions in their sequential context. These studies offer exemples of interactional social activities that may be used for teaching L2 semantics and pragmatics. Such data excerpts may be accompanied by instructional activities that provide opportunities for learners to expand their knowledge about L2 socio-pragmatic information and to practise those learned verbal patterns in interactions inside and outside of the classroom.

【Key Words】Pragmatics; Interactional social activities; L2

Ⅰ. Introduction

From previous research, "semantics" could be defined as "the systematic study of meaning", and "linguistics semantics" is "the study of how language organize and express meanings". It mainly deals with the meaning of words and sentences. Unlike semantics, pragmatics deals with "utterance meaning"——contextual meaning, speaker meaning. In other words, semantics answers questions like "What does x mean?", whereas pragmatics answers questions like "What did you mean by saying x?". It can be seen that pragmatics is concerned with issues such as speaker (hearer) intentions knowledge, beliefs, assumptions, goals and things related to mental, cognitive concepts. It is also concerned with issues such as context, setting, and situations in the socio-cultural aspect of language.

The following analysis of the dialogue from the film *Bend it Like Beckham* will be in terms of

semantics and pragmatics, and this paper will then suggest one way it could be used in a TESOL classroom activity.

Ⅱ. the analysis of the dialogue

Background of the film: Jess is an Indian girl who lives in England with her family. She loves football very much and she can not help herself falling in love with her young and handsome coach who is an English man. But her love is strongly opposed by her traditional Indian family which insists that she should have an Indian boy friend not an English man. At the same time, she finds her best friend, Jules, an English girl, loves the coach too. In this situation, she feels quite confused and sad, and she tells her feelings to her friend Tony, an Indian boy. The following conversation is between them.

Detail Analysis: The analysis about the conversation will be carried out in terms of "the Co-operative Principle" and "Speech Acts".

Point 1. Jess: Do you fancy me, Tony?

Tony: I like you, yeah...

In this context, Tony doesn't answer the question directly. He uses another similar word to replace the word "like". In terms of semantics, "fancy" and "like" share the same meaning to some extent. But in terms of pragmatics, the phrase from Tony simply functions as a way of saying "I just regard you as a good friend. I do not love you as you expect. I say so because I do not want to hurt you".

This is "one of the principles of pragmatics——Politeness Principle (PP)" (Rose & Kasper, 2001:125). On the other hand, according to "the Co-operative Principle", this piece of conversation could be what we call "the Maxim of quality".

Point 2. Jess: Well good, maybe we can go out, then, yeah?

Tony: Jess, what's going on?

In this context, the utterance from Jess has little to do with any meaning of "go out" (in semantics) that learners are likely to have been taught. Her intended meaning (in pragmatics) is like saying "Let's be lovers. Let's have date". In "Speech Acts", it should be classified into "illocutionary force". Of course, Tony understands the mental intentions of Jess, he feels something unusual and he asks instead of answering the question.

Point 3. Jess: Oh, Beckham's the best.

Tony: Yes! Oh, I really like Beckham too.

Jess: Of course you do. No one can cross the ball or bend it like Beckham.

Tony: No Jess… I really like Beckham.

Jess: What do you mean?

Tony: ....

In this context, Tony emphasizes he likes Beckham. No one can resist the charms of Beckham, as Jess says. But the real intention of Tony can be found in his intonation, stress and the silence: He

likes man. He is a gay. We should be very careful about the "locutionary force" of Jess and the "illocutionary force" of Tony here. The former is really commenting on Beckham, however, the latter (in pragmatics) has his intended meaning rather than the literal meaning (in semantics) he said. And from the conversation, we probably can infer that Beckham, in Tony's mind, is a symbol of man.

Ⅲ. How could the Conversation Analysis (CA) be used in a TESOL classroom activity?

1. Classroom activity with such a conversation (Huth & Taleghani-Nikazm, 2006)

Step 1. Type and print this dialogue as a piece of handout.

Step 2. Let students in class discuss the dialogue and guess the two persons' relationship and the context.

Step 3. Select one girl and one boy to read the dialogue with their own understanding of the characters.

Step 4. Let students watch the extract of the film and show the background of this film to them.

Step 5. Discuss again.

Step 6. Invite two volunteers to role-play the dialogue with emotions.

Step 7. Free talking in class.

Focus on:

1) What the real relationship between the two persons?

2) Are there any differences between what they said and want they actually wanted to mean? If there are, where are they?

3) Have you been confronted with such situations (in focus 2) in your daily life? If there are, give us examples.

4) How do you think of such situations?

5) Do you think there are any differences between this kind of situation in the film and in your daily life in which you use your first language? If there are, what are they?

Step 8. Go to theories on semantics and pragmatics and illustrate many useful examples.

Step 9. Explain the socio-cultural elements in the dialogue.

Step 10. Draw the conclusion on the questions of Step 7 with the reference of Step 8 and Step 9.

2. The significance based on such CA analyses in TESOL classroom

Recently, many papers are discussing the question of why semantics and pragmatics should be taught in the foreign language classroom and demonstrating how this can be achieved effectively with materials informed by conversation analysis.

Asking L2 students to analyze such conversations in terms of semantics and pragmatics in classroom indeed provides a cultural perspective of target language and the proper understanding of the language for L2 students.

In a TESOL classroom, L2 learners may benefit from instruction with CA-based materials with the ability to anticipate, interpret and produce socio-pragmatically appropriate verbal behavior in the target

language（Crystal，1997）. CA-based materials thus provide a rich resource for language teachers based on solid empirical evidence, and effectively enable L2 learners to engage in cross-culturally variable language behavior inside, even outside of class.

In the past, L2 learners are always provided with authentic examples that are based on final findings in conversation analysis. These materials provide L2 learners not only with explicit information about socio-pragmatic norms, but also with opportunities to practice and use the learned L2 socio-pragmatic norms inside and outside of class as they interact with one another in the target language.

Ⅳ. Conclusion

Pragmatics in this definition refers to speakers' knowledge about social conventions and the ways they interact with one another in particular social situations according to those conventions（Cutting，2002）. The nature of these conventions may be partly universal and partly culturally specific.

According to this culturally inspired approach to CA, L2 students could have the chance to be instructed through the native speakers' interaction and their cultural norms, i. e. what can be said and what should not be said in particular situations, as well as the ways to say what can be said.

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Conservatism in Pronunciation and Stress of American English

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【Abstract】 The differentiation between American English and British English lies in their pronunciation and stress pattern. Those pronunciation difference lies in glottal stop, vowel changes and in stress assignment of some words. In other words, there is indeed a "lag" in American English, especially in pronunciation, which contributes to its archaic feature.

【Key Words】 Admixture; Glottal stop; Vowel changes; Stress; Pronunciation

I. Introduction

Before starting the comparison, some terms need further clarifying. Concerning British English pronunciation, it virtually means Received Pronunciation (RP). As to American English, it usually confines to General American English (GA). To be more specific, RP originates from the south-eastern England, and is now used by 85% of English people, as well as BBC. GA is closely related to Midwestern dialect in the United States, and used by 2/3 of the Americans, as well as VOA. Both represent the standard of pronunciation of the two countries respectively.

In comparison of American English with British English, the differences of pronunciation are most prominent. By studying these differences, "Krapp and Kurath observe that all features of American pronunciation can be found in one or another of the British local dialects. " (Algeo, et al. , 2001 : 74) Moreover, from the perspective of historical linguistics, the recent finding is that the standard language is by no means the oldest type, but has arisen from local dialects, under some particular historical condition. London English is specially claimed to be the case. Following is a description of the interesting progress in historical linguists.

Because the admixture of forms from other dialects had been observed only in the standard language, one jumped at the conclusion that local dialects were free from this admixture and, therefore, in a historical sense, more regular. "At this stage, therefore, accordingly, we find dialect grammar shows the relation of the sounds and inflections of a local dialect to those of some older stage of the language. " (Bloomfield, 2001 : 340)

Therefore, from these findings, it is fair to say that those distinctive pronunciations in American English, which do not exist in RP, can trace back and relate to some dialects existing or once existed in England. Yet the dialects themselves are relics of an older stage of English language, thus

manifesting the archaic features of the American pronunciation. To examine these features in detail, it is necessary to analyze the words separately and study their connection with the British dialects of older stage.

II. Conservatism in Pronunciation

Probably the most noticeable difference between American English and British English is that Americans tend to pronounce the post-vocalic /r/, while British people almost lost it, or pronounce it as /ə/ in some cases.

	American English	British English
car	[kar]	[ka:]
here	[hir]	[hiə]
poor	[pur]	[puə]
shirt	[ʃərt]	[ə:t]

In the seventeenth century, the majority of the English settlers are from north-eastern England. Therefore, this rhotic accent has prevailed in America. Although this rhotic accent has been lost in RP, it still can be found in north-eastern England dialects. In fact, in the seventeenth century, the majority of the English people pronounced the post-vocalic /r/. It is until eighteenth century, when London became the economic centre and Oxford became the academic center of the country, that the non-rhotic accent began to prevail in England(People in both places have a very similar non-rhotic accent).

Another characteristic pronunciation in American English is the glottal stop, which is produced by complete closure of the glottis, or vocal cords. This sound can be exemplified in words like *written* and *bitten*. But surprisingly, this sound is also considered "characteristic of some British dialects, most particularly of Cockney". (Tottie, 2005: 17)

Given the differences concerning vowels, the archaic feature is even easier to trace, for there have been comparatively drastic and regular vowel changes in the history of English.

Generally speaking, the history of English language can be divided into three stages: the Old English period, the Middle English period, and the Modern English period. The Old English period reached its end in 1150; from 1150-1500 is the Middle English period; from 1500 up to now, is the Modern English period. The Modern English period is further divided into Early Modern English (1500 ~ 1650) and Modern English (1650 ~ now). In the 1450s, the English language started undertaking the vowel changes, known as *the Great Vowel Shift*. This process continued for several centuries, and finished approximately in 1750.

Elizabethan English is the start point of American English, as discussed in the previous section, and it is the Early Modern English in 1600. At that time, *the Great Vowel Shift* is near completion, but

still hasn't reached its present form. Moreover, the changes in Britain hereafter did not reach the other side of the ocean. Therefore, under this general background, the differentiation in vowels probably can all be offered an historical reason.

Generally speaking, the existing differences concerning the vowel /æ/ is particular *Americanism*. In American English, when the phone /a:/ is put before consonants /f/, /s/, /θ/ and /ns/, it shifts to the phone /æ/:

	American English	British English
bath	[bæθ]	[ba:θ]
glance	[glæns]	[gla:ns]
half	[hæf]	[ha:f]
pass	[pæs]	[pa:s]

According to historical linguistic studies of British English, before the middle of the eighteenth century, this /a:/ phone hasn't been found in these words. It is not until the 1800s that this sound began to appear in the dialects around London area, and later was spread out to the whole country.

Another distinctive difference between the two varieties is that, the vowel /ɔ/ in British English is correlatively pronounced as /ɑ/ in American English:

	American English	British English
box	[bɑks]	[bɔks]
clock	[klɑk]	[klɔk]
hot	[hɑt]	[hɔt]
stop	[stɑp]	[stɔp]

According to orthography in the sixteenth and seventeenth century, as well as the description given by Mauger, a seventeenth-century French linguist, the vowel /ɔ/ in Modern English is derived from Middle and Old English /ɑ/. For instance, Queen Elizabeth first used *stap* instead of *stop* in her letters; Lord Foppington wrote *Gad*, *bax* rather than *God*, *box* in his script. In the Authorized Version of the Bible published in 1611, which is considered as the pavestone of Modern English, *plat* was used, rather than *plot*. Later the orthography was fixed to the modern form, and the pronunciation in England changed accordingly. However, the pronunciation mentioned above stayed unchanged in the United States.

There is a differentiation which is not often mentioned, but it is worth noticing: vowel /ʌ/ in American English is pronounced as /ɘ/. (Although in K. K. phonetic transcription system, words like *but* is transcribed /bʌt/, the same as in IPA system, this /ʌ/ is pronounced differently from that of IPA. In American English, this vowel is pronounced so similar to /ɘ/ that even native GA speakers can hardly recognize the difference. Therefore, there is a growing trend to use /ɘ/ in transcribing this sound. Its real pronunciation of some words is shown here.)

	American English	British English
but	[bət]	[bʌt]
courage	[ˈkərIdʒ]	[ˈkʌrIdʒ]
cut	[kət]	[kʌt]
hungry	[ˈhəgri]	[ˈhʌgri]
hurry	[ˈhəɾi]	[ˈhʌɾi]

The same phenomenon can be found in northern English dialect. Before regulating English pronunciation in nineteenth century, the northern English people used /ə/ instead of /ʌ/ in their dialect.

Perhaps the differences concerning diphthongs are more demonstrative. In K. K. phonetic transcription system, diphthong /eI/ in IPA is transcribed /e/; diphthong /əʊ/ is transcribed /o/. For instance:

	American English	British English
fate	[fet]	[feIt]
home	[hom]	[həʊ]
same	[sem]	[seIm]
whole	[hol]	[həʊl]

Following is the comparison between Early Modern English (after 1450) and Modern English (after 1750):

	Early Modern English	Modern English
make	[meːk]	[meIk]
name	[neːm]	[neIm]
hope	[hoːp]	[həʊp]
stone	[stoːn]	[stəʊn]

These two columns indicate that American English still reserves some of the Early Modern English pronunciations. During *the Great Vowel Shift*, these two diphthongs in IPA, or in RP, have undergone such process: /oː/→/ou/→/əʊ/, /eː/→/eI/. It thus proves that the vowels kept evolving in England but stayed unchanged in the United States.

Words ending with-*ile* are pronounced differently in the two varieties:

	American English	British English
fertile	[ˈfətl]	[ˈfɜːtaIl]
fragile	[ˈfrædʒəl]	[ˈfrædʒaIl]
hostile	[ˈhɑstl]	[ˈhɔstaIl]
missile	[ˈmIsl]	[ˈmIsaIl]

In eighteenth-century poems, "the last syllable of words like *fertile* and *sterile* rhymes with *aisle*. American English has kept the common eighteenth-century pronunciation with a short vowel or a mere vocalic *l*. " (Baugh and Cable, 2001 : 369) These words are mostly loan words, although there are exceptions like *crocodile*, the majority of them have kept their original pronunciation in American English.

Apart from the major differences, of which the causes are systematic, some minor changes appear in only a few words, but are fairly valuable. American people tends to pronounce /n/ instead of /ŋ/ in some words like *answer* ['ænsər]. Actually, the pronunciation of *answer* in Early Modern English is exactly the same.

The same kind of development may be seen in the name for the last letter of the alphabet *z*. though *zed* is now the regular English form, *z* had also been pronounced *zee* from the seventeenth century in England. In his *American dictionary of the English Language* (1828), Noah Webster wrote flatly, "It is pronounced *zee*". (Algeo, et al. , 2001 : 191)

The word *either* is pronounced ['iðə] in American English, and ['aɪðə] in British English. The pronunciation ['iðə] is from ['iːðə] in Early Modern English, the similar cases are *neither* ['niðə] and leisure ['lidʒə]. However, this process does not relate to *the Great Vowel Shift* or some other systematic changes, instead, it is the aftermath of German influence on British English.

Ⅲ. Conservatism in Stress Pattern

Compared with British English, American English does not only distinguish itself in pronunciation, but also in stress assignment of some words. There are also rules that can be traced :

Where the syllable that precedes *-ary*, *-ery* or *-ory* is stressed, American English and British English alike pronounce all these endings /əri/. Where the preceding syllable is unstressed, however, American English has a full vowel rather than *schwa* : /ɛri/ for *-ary* and *-ery* and /ɔri/ for *-ory*. British English retains the reduced vowel /əri/, or even completely to /ri/.

	American English	British English
laboratory	['læbrɪ,tɔri]	[lə'bɒrət(ə) ri]
military	['mɪlɪ,tɛri]	['mɪlɪtəri]
necessary	['nɛsə,sɛri]	['nesəsəri]

It seems that this process involves vowel shift, but in virtue, it is largely due to the change of stress assignment. When stress changes or disappears, the previously stressed vowel will reduce to *schwa*, or even completely lost, as in these above words. This phenomenon is another relic of Early Modern English :

"...(in Britain) until the end of the seventeenth century, textbooks indicate that the approved pronunciation continued to preserve fairly even stress on all syllables, with secondary and tertiary stress on the unaccented syllables of words with three of more syllables, like *secretary*, *satisfactory*,

temperament, which is still the characteristic American pattern..." (Algeo, et al. , 2001: 74)

A large number of loan words in British English, especially the French loan words, have shifted their original stress assignment to have stress only on the first syllable, which is the influence of Anglicization in Britain. In the seventeenth century, many loan words found their way into English, with the same pronunciation as in their original languages. In the eighteenth century, British people began to Anglicize these loan words to make them sound more like English. While in the United States, people thought pronouncing these loan words as they were is a symbol of elevated education. Therefore, the differences occurred:

	American English	British English
attaché	[ætə′ʃe]	[ə′tæʃeI]
ballet	[bæ′le]	[′bæleI]
café	[kə′fe]	[′kæfeI]
chagrin	[ʃə′grIn]	[′ʃægrIn]
kilometer	[kI′lɑmitə]	[′kIlomitə]

Also some unsystematic stress assignment varies between American English and British English. Concerning this phenomenon, Baucer put it as: "The same stress pattern as in American English is often used by older speakers in Britain. " (Tottie, 2005: 21)

American English	British English
′applicable	ap′plicable
′formidable	for′midable
′hospitable	hos′pitable
prema′ture	′premature

Ⅳ. Conclusion

It is generally acknowledged that the greatest differentiation between British English and American English lies in their pronunciation. These traceable variants in pronunciation are important in that they are all revealing the same historical process, as Bloomfield described: "In the eighteenth century the ruling class in and around London began to standardize an oral dialect throughout the world ⋯ But prestige influences did not affect the common dialects of the backcountry settlers, who continued to develop their pre-1700 pronunciation, and intonation patterns. " (Bloomfield, 2001: 365) In other words, there is indeed a "lag" in American English, especially in pronunciation, which contributes to its archaic feature.