

丛书主编：常俊跃

21世纪CBI内容依托系列英语教材

*Pragmatics:
A Course Book*



语用学教程

刘风光 王澍 于秀成 姜晖 主编



北京大学出版社
PEKING UNIVERSITY PRESS

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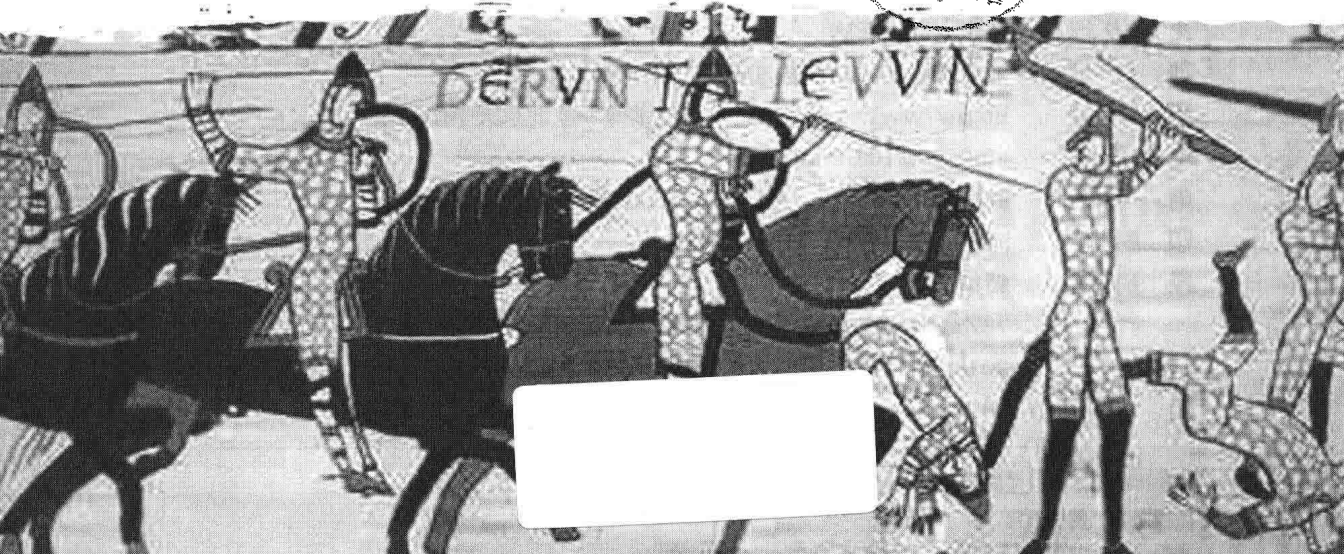
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图书在版编目 (CIP) 数据

语用学教程 / 刘风光等主编. —北京: 北京大学出版社, 2018. 6

(21 世纪 CBI 内容依托系列英语教材)

ISBN 978-7-301-29518-2

I. ① 语… II. ① 刘… III. ① 英语-语用学-高等学校-教材 IV. ① H31

中国版本图书馆 CIP 数据核字 (2018) 第 094014 号

- | | |
|-------|--|
| 书 名 | 语用学教程
YUYONGXUE JIAOCHENG |
| 著作责任者 | 刘风光 王 澍 于秀成 姜 晖 主编 |
| 责任编辑 | 朱丽娜 |
| 标准书号 | ISBN 978-7-301-29518-2 |
| 出版发行 | 北京大学出版社 |
| 地 址 | 北京市海淀区成府路 205 号 100871 |
| 网 址 | http://www.pup.cn 新浪微博: @北京大学出版社 |
| 电子信箱 | zln0120@163.com |
| 电 话 | 邮购部 62752015 发行部 62750672 编辑部 62754382 |
| 印 刷 者 | 河北滦县鑫华书刊印刷厂 |
| 经 销 者 | 新华书店 |
| | 787 毫米 × 1092 毫米 16 开本 14.25 印张 250 千字 |
| | 2018 年 6 月第 1 版 2018 年 6 月第 1 次印刷 |
| 定 价 | 38.00 元 |

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前 言

随着我国英语教育的快速发展,英语专业长期贯彻的“以语言技能训练为导向”的课程建设理念及教学理念已经难以满足社会的需要。专家教师们密切关注的现行英语专业教育与中学英语教学脱节,语言与内容教学割裂,单纯语言技能训练过多,专业内容课程不足,学科内容课程系统性差,高低年级内容课程安排失衡及其导致的学生知识面偏窄、知识结构欠缺、思辨能力偏弱、综合素质发展不充分等问题日益凸显。

针对上述问题,大连外国语大学英语专业在内容与语言融合教育理念的指导下确定了如下改革思路:

(一) 遵循全新教学理念,改革英语专业教育的课程结构。改变传统单一的语言技能课程体系,实现内容课程与语言课程的融合,扩展学生的知识面,提高学生的语言技能。

(二) 开发课程自身潜力,同步提升专业知识和语言技能。课程同时关注内容和语言,把内容教学和语言教学有机结合。以英语为媒介,系统教授专业内容;以专业内容为依托,在使用语言过程中提高语言技能,扩展学生的知识面,提高思辨能力。

(三) 改革教学方法和手段,全面提高语言技能和综合素质。依靠内容依托教学在方法上的灵活性,通过问题驱动、输出驱动等方法调动学生主动学习,把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与教学内容有机结合,提高学生的语言技能,激发学生的兴趣,培养学生的自主性和创造性,提升思辨能力和综合素质。

本项改革突破了我国英语专业英语教学大纲规定的课程结构,改变了英语专业通过开设单纯地听、说、读、写、译语言技能课程提高学生语言技能的传统课程建设理念,对英语课程及教学方法进行了创新性的改革。首创了具有我国特色的英语专业内容与语言融合的课程体系;开发了适合英语专业的内容与语言融合的课程;提高学生综合运用语言的能力,扩展学生的知识面,提高学生的综合素质,以崭新的途径实现英语专业教育的总体培养目标。

经过十年的实验探索,改革取得了鼓舞人心的结果。

(一) 构建了英语专业内容与语言融合教学的课程体系。课程包括美国历史文化、美国自然人文地理、美国社会文化、英国历史文化、英国自然人文地理、英国社会文化、澳新加社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化、希腊罗马神话、综合英语(美国文学经典作品)、综合英语(英国文学经典作品)、综合英语(世界文学经典作品)、综合英语(西方思想经典)、英语视听说(美国社会文化经典电影)、英语视

听说（英国社会文化经典电影）、英语视听说（环球资讯）、英语视听说（专题资讯）、英语短篇小说、英语长篇小说、英语散文、英语诗歌、英语戏剧、英语词汇学、英语语言学、语言与社会、语言与文化、语言与语用等。这些课程依托专业知识内容训练学生综合运用语言的能力，扩展学生的知识面，提高学生的多元文化意识，提升学生的综合素质。

（二）系统开发了相关国家的史、地、社会、文化、文学、语言学课程资源。在内容与语言融合教育理念的指导下，开发了上述课程的资源。开发的教材系统组织了教学内容，设计了新颖的栏目板块，设计的活动也丰富多样，在实际教学中受到了学生的广泛欢迎。此外还开发了开设课程所需要的教学课件等。在北京大学、华中科技大学、北京师范大学出版社、上海外语教育出版社的支持下，系列教材已经陆续出版。

（三）牵动了教学手段和教学方法的改革，取得了突出的教学效果。在内容与语言融合教育理念的指导下，教师的教学理念、教学方法、教学手段得到更新。通过问题驱动、输出驱动等活动调动学生主动学习，把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合，激发学生的兴趣，培养学生自主性和创造性，提高学生的语言技能，提升思辨能力和综合素质。曾有专家教师担心取消、减少语言技能课程会对学生的语言技能发展产生消极影响。实验数据证明，内容与语言融合教学不仅没有对学生的语言技能发展和语言知识的学习产生消极影响，而且还产生了多方面的积极影响，对专业知识的学习也产生了巨大的积极影响。

（四）提高了教师的科研意识和科研水平，取得了丰硕的教研成果。开展改革以来，团队对内容与语言融合教学问题进行了系列研究，活跃了整个教学单位的科研气氛，科研意识和科研水平也得到很大提高。课题组已经撰写研究论文70多篇，撰写博士论文3篇，在国内外学术期刊发表研究论文40多篇，撰写专著2部。

教学改革开展以来，每次成果发布都引起强烈反响。在中国外语教学法国际研讨会上，与会的知名外语教育专家戴炜栋教授等对这项改革给予高度关注，博士生导师蔡基刚教授认为本项研究“具有导向性作用”。在全国英语专业院系主任高级论坛上，研究成果得到知名专家博士生导师王守仁教授和与会专家教授的高度评价。在中国英语教学研究会年会及中国外语教育改革论坛上，成果引起与会专家的强烈反响，教育部外指委领导石坚、仲伟合、蒋洪新教授等给予了高度评价。本项改革的系列成果两次获得大连外国语大学教学研究成果一等奖，两次获得辽宁省优秀教学成果奖一等奖，一次获得国家教学成果奖。目前，该项改革成果已经在全国英语专业教育领域引起广泛关注。它触及了英语专业的教学大纲，影响了课程建设的理念，引领了英语专业的教学改革，改善了教学实践，必将对未来英语专业教育的发展产生积极影响。

《语用学教程》依照内容与语言融合教学的外语教学理念编写，强调语言所传达的知识和信息，在获得信息的同时学习语言。本教材内容安排由浅至深，旨在使学生掌握语用学的基础学科知识，同时提高综合语言技能。

前 言

《语用学教程》共分10单元，每单元设置主要阅读文献2篇，补充阅读课文3篇。课文的选择兼顾英语语用学知识体系的同时，注重学生新词汇和语言知识的输入。教材内容涵盖语用学发展沿革、指示语、言语行为、会话含义、会话结构、礼貌和语用学界面研究等内容。教材在每单元设置一定量的基于内容与语言融合教学理念的练习，其中既包含语言知识和技能的训练练习，也包含语用学知识体系的相关练习。练习的设置有助于学生在使用教材的过程中，实现知识体系构建和语言技能训练的同步提高。

本教材在保证语用学知识体系完整的前提下，设计多样的语言输入和输出内容，以培养学生对语用学学科知识的掌握和对语言现象进行分析的能力。因此该教材在每一单元都精心设计了旨在对学生在词汇、篇章结构、语言功能等方面进行全面严格训练的基本技能练习。同时设计与语用学相关的、学生参与度较高的课堂和课外活动。这些活动的设置是本教材的亮点之一，它使得课堂教学得以延伸，亦能激发学生的学习热情，是内容与语言融合的教学理念在本教材中的最好体现。

基于内容与语言融合教学理念的《语用学教程》不仅可以作为我国高校英语专业语用学等必修或选修课程教材，同时对语用学相关话题感兴趣的英语学习者和研究者也不无裨益。

本教材是我国英语专业语言学课程改革的一项探索，凝聚了全体编写人员的艰苦努力。然而由于水平所限，还存在疏漏和不足，希望使用本教材的老师和同学能为我们提出意见和建议。您的指导和建议将是我们提高的动力。

编者

于大连外国语大学

2017年8月1日

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Unit 1

An Overview of Pragmatics

Language is the house of Being. In its home man dwells.

— Martin Heidegger

The meaning of a word is its use in the language.

— Ludwig Wittgenstein

Objectives



- To understand what pragmatics is
- To get to know the development of pragmatics
- To comprehend the importance of context in pragmatics
- To learn the key notions in pragmatics
- To improve critical thinking and intercultural communicative competence and comprehensive language skills
- To improve pragmatic competence, academic ability and relevant language skills



Before You Read

1. Please think about what these children still need to learn about using language.

1) (A little boy comes in the front door.)

Mother: *Wipe your feet, please.*

The boy removes his muddy shoes and socks and carefully wipes his feet clean on the doormat.



2) (A father is trying to get his 3-year-old daughter to stop lifting up her dress to display her new underwear to the assembled guests.)

Father: *We don't DO that.*

Daughter: *I KNOW, Daddy. You don't WEAR dresses.*



2. The use of natural language can often lead to unintended meanings. Often, you may see a sign like the following at a mall, *Entire store 25% off*. Do I need to buy the whole store, or can I just pick out a few items of interest? Can you think of some other examples of unintended meanings?

3. Study the following utterances and try to tell what they mean in different contexts.



1) *Cheers.*

2) *Will you marry me?*

3) *I'm going to kill you.*

4) *Shut up!*

5) *You are my true friend.*

Start to Read

Text A Defining Pragmatics



People do not always or even usually say what they mean. Speakers frequently mean much more than their words actually say. For example, people might say: *It's cold in here!* The semantic meaning of the sentence is *The temperature in this place is frigid*, but the pragmatic meaning of it can be quite different from the literal meaning. Suppose you and your mom are in the living room. Your mom asks you whether you'd like to eat dinner in the living room or in the kitchen. You reply: *It's cold in here.* What you mean is *Let's eat in the kitchen.* In another case, the Queen and her butler, Mills, are in the drawing room. The window is open. The Queen says: *It's cold in here.* The Queen means *Mills, shut the window.* The two examples show that it is not so much what the sentences literally mean that matters when we talk as how they reveal the intentions and strategies of the speakers themselves. In some cases, people can mean something quite different from what their words say, or even just the opposite. For instance, to someone who has borrowed my car for the weekend and returned it with no petrol in the tank, I might say: *It was nice of you to fill the car up! Or What a shame you couldn't find the petrol tank!* (Thomas, 2010: 1) Pragmatics is about the distinction between what a speaker's words (literally) mean and what the speaker might mean by his words. It is the study of the relationship between linguistic forms and the users of those forms.

Pragmatics is a relatively new area of linguistics. It is a rapidly growing field in contemporary linguistics. But what is pragmatics? This is a question whose answer is

notoriously difficult to provide (Huang, 2007: 1). In his book *Pragmatics*, Levinson (1983: 5-35) reviewed thoroughly a number of definitions and their inherent difficulties, which serve to indicate the rough scope of linguistic pragmatics. Below are some definitions of pragmatics. Please scrutinize what elements they have in common and the differences in emphasis.

Pragmatics is the study of 'the relation of signs to interpreters'. (Morris, 1938: 6)

Pragmatics can be usefully defined as the study of how utterances have meanings in situations. (Leech, 1983: x)

Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). (Yule, 1996: 3)

Pragmatics studies the factors that govern our choice of language in social interaction and the effects of our choice on others. (Crystal, 1987: 120)

Pragmatics studies the use of language in human communication as determined by the conditions of society. (Mey, 2001: 6)

Pragmatics is a general cognitive, social, and cultural perspective on linguistic phenomena in relation to their usage in forms of behavior. (Verschueren, 2000: 7)

Pragmatics is the systematic study of meaning by virtue of, or dependent on, the use of language. (Huang, 2007: 2)

As can be seen from the above definitions, at the most elementary level, pragmatics can be defined as meaning in use or meaning in context (Thomas, 2010: 1-2). As pointed out in Huang (2001), two main schools of thought can be identified in contemporary pragmatics: **Anglo-American** and **European Continental**. Within the former conception of linguistics and the philosophy of language, pragmatics is treated as a core **component** of a theory of language, on a par with phonetics, phonology, morphology, syntax, and semantics. The view is known as the component view of pragmatics. Within the Continental tradition, pragmatics is defined in a far broader way. It represents the **perspective** view of pragmatics, namely the view that pragmatics should be taken as presenting a functional perspective on every aspect of linguistic behavior.

Pragmatics allows humans into the analysis. Pragmatics is appealing because it is about how people make sense of each other linguistically. The advantage of studying language via pragmatics is that one can talk about people's intended meanings, their assumptions, their purposes or goals, and the kinds of actions (for example, requests) that they are performing when they speak (Yule, 1996: 4). Pragmatics is needed if we want a fuller, deeper, and generally more reasonable account of human language behavior. Sometimes, a pragmatic account is the only one that makes sense.

Text B A Brief History of Pragmatics



Pragmatics as a modern branch of linguistic inquiry has its origin in the philosophy of language. Its philosophical roots can be traced back to the work of the philosophers Charles Morris, Rudolf Carnap, and Charles Peirce in the 1930s. Influenced by Peirce, Morris (1938: 6-7), for example, presented a threefold division into syntax, semantics, and pragmatics within **semiotics** — a general science of signs. According to this typology, **syntax** is the study of the formal relation of one sign with another, **semantics** deals with the relation of signs to what they denote, and **pragmatics** addresses the relation of signs to their users and interpreters (Levinson, 1983: 1, Horn and Ward, 2004). This trichotomy was taken up by Carnap (1942), who posited an order of degree of abstractness for the three branches of inquiry: syntax is the most and pragmatics the least abstract, with semantics lying somewhere in between. Consequently, syntax provides input to semantics, which provides input to pragmatics (Recanati, 2004).

In the 1950s, two opposing schools of thought emerged within the analytic philosophy of language: the school of **ideal language philosophy** and the school of **ordinary language philosophy**. The central ideas underlying the former were originated by the philosophers Gottlob Frege, Alfred Tarski, and Bertrand Russell. Ideal language philosophers were primarily interested in the study of logical systems of artificial languages. However, the partially successful application of its theory and methodology to natural language in the 1950s and 1960s by followers of the school such as Richard Montague, David Donaldson, and David Lewis led to the development of today's formal semantics. By contrast, within the tradition of ordinary language philosophy, emphasis was placed on natural language rather than the formal languages studied by the logicians. Under the leadership of J. L. Austin, the school of ordinary language philosophy flourished principally at Oxford in the 1950s and 1960s. Other leading thinkers of the school included the philosophers H. P. Grice, Peter Strawson, John Searle, and the later Ludwig Wittgenstein (Huang, 2003, Recanati, 2004). It was within the tradition of ordinary language philosophy that Austin developed his theory of speech acts, and Grice his theory of conversational implicature. Both theories have since become landmarks on the path towards the development of a systematic, philosophically inspired pragmatic theory of language use.

On the linguistics front, in the late 1960s and early 1970s a campaign was launched by some of Noam Chomsky's disaffected pupils in **generative semantics** (as it was then called), notably Jerry Katz, J. R. Ross and George Lakoff, to challenge their teacher's treatment of language as an abstract, mental device divorced from the uses and functions of language. In their search for the means to undermine Chomsky's position, the generative semanticists, who were attracted to the philosophical work by Austin, Grice, Strawson, and Searle, helped to empty what the philosopher Yehoshua Bar-Hillel called the 'pragmatic wastebasket' (see Harris, 1993 for a discussion of the 'linguistics wars' they waged). As a result, a great deal of important research was done in the 1970s by linguists such as Laurence Horn, Charles Fillmore, and Gerald Gazdar to 'bring some order into the content of [the pragmatic] wastebasket', as wisely advised by Bar-Hillel (1971: 405). The publication of Stephen Levinson's celebrated textbook *Pragmatics* in 1983 systematized the field and marked the coming of age of pragmatics as a linguistic discipline in its own right.

Since then, the field of inquiry has continued to expand and flourish. In the last two

decades we have witnessed new developments such as Laurence Horn's and Stephen Levinson's neo-Gricean pragmatic theories. Dan Sperber's and Deirdre Wilson's relevance theory, and important work by philosophers such as Jay Atlas, Kent Bach, and Francois Recanati. 'More recently', as the editors of a newly published *Handbook of Pragmatics* declared, 'work in pragmatic theory has extended from the attempt to rescue the syntax and semantics from their own unnecessary complexities to other domains of linguistic inquiry, ranging from historical linguistics to the lexicon, from language acquisition to computational linguistics, from intonational structure to cognitive science' (Horn and Ward, 2004: xi). One thing is now certain: the future of pragmatics is bright.

(Excerpted from Yan Huang. 2007. *Pragmatics*. pp. 2-4.)



Notes

1. **Morris, C. W. (1901—1979):** an American semiotician and philosopher. Morris is most noted today for his monograph, *Foundations of the Theory of Signs* (1938), which was the first volume of the grand project *International Encyclopedia of Unified Science*. In this work he proposed his threefold divisions of semiotics as consisting of syntactics,

semantics, and pragmatics. This latter distinction became normalized in linguistics.

Pragmatics, a basic field of linguistics today, originally had its roots in Morris's idea of a division of signs concerned with 'the relations of signs to their interpreters' or users. Practically, this distinction seemed to legitimate the place of social context for language study, which was a crucial feature of both John Dewey's and Ludwig Wittgenstein's philosophies at that time.

- 2. Ludwig Josef Johann Wittgenstein (1889 — 1951):** an Austrian-British philosopher who worked primarily in logic, the philosophy of mathematics, the philosophy of mind, and the philosophy of language. From 1929 — 1947, Wittgenstein taught at the University of Cambridge. During his lifetime he published just one slim book, the 75-page *Tractatus Logico-Philosophicus* (1921), one article, one book review and a children's dictionary. His voluminous manuscripts were edited and published posthumously. *Philosophical Investigations* appeared as a book in 1953 and by the end of the century it was considered an important modern classic.

His philosophy is often divided into an early period, exemplified by the *Tractatus*, and a later period, articulated in the *Philosophical Investigations*. The early Wittgenstein was concerned with the logical relationship between propositions and the world and believed that by providing an account of the logic underlying this relationship, he had solved all philosophical problems. The later Wittgenstein rejected many of the assumptions of the *Tractatus*, arguing that the meaning of words is best understood as their use within a given language-game.

After You Read



Knowledge Focus

- 1. Decide whether the following statements are true or false based on Text A and Text B.**
- 1) Pragmatics is the study of how meaning and syntax are related in a language.
 - 2) Two main schools of pragmatics are American versus European Continental.
 - 3) The notion *pragmatics* was first proposed by Wittgenstein.
 - 4) Pragmatics was rooted in ordinary language philosophy.
 - 5) Grice's theory of conversational implicature is a landmark on the path towards the development of a systematic, philosophically inspired pragmatic theory of language use.

2. Discuss the following questions with your partner.

- 1) Would you give examples to illustrate what pragmatics is?
- 2) What features does pragmatics have as a branch of linguistics?
- 3) What are the differences between the component view and the perspective view of pragmatics?
- 4) How did pragmatics develop into a discipline?
- 5) Why was pragmatics called a 'wastebasket'?
- 6) Would you provide a semantic meaning and a pragmatic meaning for *I'm tired* in three different contexts?

Language Focus**1. Fill in the blanks with words or expressions in Text A and Text B.**

- 1) Pragmatics is about the _____ between what a speaker's words (literally) mean and what the speaker might mean by his words.
- 2) Levinson reviewed thoroughly a number of definitions and their _____ difficulties, which serve to indicate the rough scope of linguistic pragmatics.
- 3) Pragmatics studies the use of language in human communication as determined by the _____ of society.
- 4) The Anglo-American school treated pragmatics as a core component of a theory of language, on a par with phonetics, phonology, morphology, syntax, and _____.
- 5) The advantage of studying language via pragmatics is that one can talk about people's _____ meanings, their assumptions, etc.
- 6) Influenced by Peirce, Morris, for example, presented a threefold division into syntax, semantics, and pragmatics within _____ — a general science of signs.
- 7) This _____ of syntax, semantics and pragmatics was taken up by Carnap, who posited an order of degree of abstractness for the three branches of inquiry.
- 8) When it came to the 1950s, two opposing schools of thought emerged within the _____ philosophy of language: the school of ideal language philosophy and the school of ordinary language philosophy.
- 9) Jerry Katz, J. R. Ross and George Lakoff challenged Norm Chomsky's treatment of language as an abstract, _____ device divorced from the uses and functions of language.
- 10) New developments have been witnessed in the last two decades such as Laurence Horn's and Stephen Levinson's neo-Gricean pragmatic theories. Dan Sperber's and Deirdre Wilson's _____ theory.