LECTURE TITLE

جامعة ساوة

كلية التربية

علم اللغة/قسم اللغة الانكليزية

المرحلة الرابعة

الاسبوع الحادي عشر

اسم المحاضر م م ايلاف عودة محمد

implicature: an additional meaning conveyed by a speaker adhering to the co-operative principle

the woman says :a sandwich is a sandwich,

 we decided that she was implying that <u>the sandwich wasn't worth talking about</u>.

CAROL: Are you coming to the party tonight?

LARA: I've got an exam tomorrow.

on the assumption that Lara doesn't say Yes or No. Carol can work out that "exam tomorrow" conventionally involves "study tonight," and "study tonight" precludes "party tonight." So Carol will immediately interpret the statement as meaning "No".Lara is being relevant and informative, adhering to the maxims of Relation and Quantity. There is a background knowledge (about exams, studying and partying) must be shared by the conversational participants

BACKGROUND KNOWLEDGE

1-John was on his way to school last Friday.

2-He was really worried about the math lesson.

People think John is probably a schoolboy.

Other inferences, for different readers, are that John iswalking or that he is on a bus. These inferences are clearly derived from our conventional knowledge, in our culture, about "going to school,"

3-Last week he had been unable to control the class.

4- It was unfair of the math teacher to leave him in charge.(John reverts to his schoolboy status)

5- After all, it is not a normal part of a janitor's duties.

After all, it is not a normal part of a janitor's duties.

This type of text and manner of presentation, one sentence at a time, is rather artificial,

of course. Yet the exercise involved does provide us with some insight into the ways in

which we "build" interpretations of what we read by using a lot more information than

is presented in the words on the page. That is, we actually create what the text is about,

based on our expectations of what normally happens. In attempting to describe this

phenomenon, researchers often use the concept of a "schema" or a "script."

SCHEMAS AND SCRIPTS

A schema is a general term for a conventional knowledge structure that exists in memory.

If you hear someone describe what happened during a visit to a supermarket, you don't have to be told what is normally found in a supermarket. You already have a "supermarket schema" (food displayed on shelves, arranged in aisles, shopping carts and baskets, check-out counter, and other

conventional features) as part of your background knowledge.

"school schema,"

A script

is essentially a dynamic schema. That is, instead of the set of typical fixed features in a schema, a script has a series of conventional actions that take place.

You have a script for "Going to the dentist" and another script for "Going to the movies." We all have versions of an "Eating in a restaurant" script

Shopping Script —
"She returned the dress because it didn't fit.

CONCLOSION

Clearly, our understanding of what we read is not only based on what we see on the page (language structures), but also on other things that we have in mind (knowledge structures)