- **Synecdoche**: Using a part to represent the whole (e.g., "All hands on deck").

Hyperbole and Irony

- **Hyperbole**: Exaggeration for effect (e.g., "I've told you a million times").
- **Irony**: Saying the opposite of what you mean, often for humorous or critical effect.

I-Principle and M-Principle

- These principles deal with how information is structured in communication to ensure it is understood.

Q-Principle and R-Principle

- Principles for ensuring that information in conversation is both relevant and appropriately communicated.

Linguistic Under-determinacy Thesis

- The idea that language doesn't always give a precise, complete meaning on its own.

Manifestness and Markedness

- **Manifestness**: The clarity or obviousness of a statement.
- **Markedness**: How unusual or complex a statement is.

Misfire

- When a speech act doesn't achieve its intended effect.

Prosody and Tautology

- **Prosody**: The rhythm, pitch, and intonation in speech.
- **Tautology**: Saying the same thing twice in different ways (e.g., "free gift").

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9. KEY THINKERS IN PRAGMATICS

- These are scholars who contributed significantly to the study of pragmatics.

John Langshaw Austin

- He introduced the idea that language does things, like making promises or giving orders.

Noam Avram Chomsky

- Known for his work on the theory of syntax and language structure.

Herbert Paul Grice

- Developed the idea of implicature, where meaning is often implied rather than directly stated.

Stephen C. Levinson

- Focused on the social and cultural aspects of how language works in communication.

John Rogers Searle

- Developed ideas about speech acts, like making requests or giving orders.

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10. INTERACTIONAL CONSTRUCTION OF IDENTITY

- This looks at how our social identity is shaped through language use.

Role of Sociocultural Factors in Identity

- How things like culture, social roles, and context influence how we see ourselves and how others see us.

Action Theory

- This is the idea that our actions, including language use, are a way to construct and express our identity.

Studies of Identities

- Research on how people express and negotiate their identities through communication.

Occasioning Identity Work

- How certain situations or conversations make people think about or change their identity.

Identity Work in an Educational Context

- How students and teachers construct their identities in the classroom through language and interaction.

11. LANGUAGE, GENDER, AND POWER

- This is about how language reflects and shapes gender roles and power relationships.

Enactment of Gender in Language Use

- How people use language to express their gender identity.

Language and Gender: Western and Non-Western perspectives

- Comparing how gender is expressed in language in different cultures.

Power: Language and Gender

- How language reflects power differences between genders.

Working of Language and Power: Political Discourse

- How politicians use language to gain power or influence.

Gender and Power Interactions

- How language can show the power dynamics between different genders.

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12. CLASSROOM PRAGMATIC DEVELOPMENT

- This focuses on how second language learners develop their ability to use language appropriately in different social contexts.

Why Is Pragmatic Competence Important for 2nd Language Learners?

- It's important because knowing the rules of politeness and social communication helps learners be understood and interact appropriately.

Can Pragmatic Competence be Taught or Learnt in Instructed Context?

- Yes, pragmatic skills can be taught in language classrooms by focusing on the social aspects of language.

What Gets in the Way of Developing Pragmatic Competence in a Classroom?

- Factors like lack of exposure to real-life conversations or misunderstanding of cultural norms can make it harder for learners to develop pragmatic skills.

What can be Done to Facilitate Teaching and Learning of Pragmatic Competence?

- Teachers can provide real-world examples, role-play, and focus on culture to help learners understand how to use language socially.

Training in Pragmatics Outside the Traditional Language Classroom?

- Pragmatic skills can be developed in informal settings, like watching movies or interacting in real-life situations.

MAHA MALIK'S Compilation