

**COURSE DATA****DATA SUBJECT**

Code: 35514
Name: Pragmatics applied to Spanish
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Facultat de Filologia, Traducció i Comunicació	3	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Pragmatics of Spanish	COMPULSORY

COORDINATION

PONS BORDERIA SALVADOR

SUMMARY

This course studies the basic meaning relationships that escape traditional semantic analysis (presupposition, implicature, explicature), as well as the main theories that have emerged in this field and the phenomena best analyzed from a pragmatic perspective (metaphor and metonymy, linguistic change, scales, irony, etc.).

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

Relationship with other subjects in the same degree:
No restrictions on enrollment with other subjects in the curriculum have been specified.

Other requirements:
None



COMPETENCES / LEARNING OUTCOMES

-

Be able to work and learn autonomously and to plan and manage work time.

Know and apply the currents and methodologies of linguistics.

Knowledge of the internal and external history of the Spanish language.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

The ability to create correct and proper oral and written texts of different kinds.

The ability to identify problems and subjects for research and assess their importance in the field of Spanish language, literature and theatre.

Work as a team in the environment of language studies and develop interpersonal relations.

DESCRIPTION OF CONTENTS

1. Pragmatics as a discipline

- 1.1. The limits of Semantics as the origin of classical Pragmatics.
- 1.2. Definitions and birth of pragmatic studies.
- 1.3. Overview of the main pragmatic currents and theories.

2. Speech act theory

- 2.1. Austin and the philosophy of ordinary language.
- 2.2. Searle and direct and indirect speech acts.
- 2.3. Issues related to speech acts. Applications to Spanish.



3. Inferential communication. Conversational implicatures

- 3.1. Grice's proposal.
- 3.2. Levinson and presumptive meanings.
- 3.3. Applications to Spanish.

4. From grammaticalization to constructionalization

- 4.1. Introduction: semantic change.
- 4.2. Principles of grammaticalization.
- 4.3. Theories on grammaticalization processes.
- 4.4. GxC in its diachronic version.
- 4.5. Applications to Spanish.

5. Relevance Theory. Sperber and Wilson's proposal

- 5.1. Towards a new model of human communication.
- 5.2. Mind and language.
- 5.3. The Principle of Relevance.
- 5.4. Applications to Spanish.

6. Sociocultural Pragmatics. Studies on verbal politeness

- 6.0. Introduction.
- 6.1. Image and territory.
- 6.2. Ethnocentric proposals. Positive and negative politeness, FTAs.
- 6.3. Non-ethnocentric proposals.
- 6.4. Applications to Spanish.

These contents are reflected in the following learning outcomes:



- Knowing the internal and external history of the Spanish language.
- Properly and adequately developing oral and written texts of different types.
- Identifying research problems and topics and evaluating their relevance in the fields of language, literature, and theater in Spanish.
- Students must have demonstrated the knowledge and understanding in an area of study that starts from general secondary education and usually reaches a level that, while based on advanced textbooks, also includes some aspects involving knowledge from the forefront of their field of study.
- Students must have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific, or ethical topics.
- Students must be able to convey information, ideas, problems, and solutions to both specialized and non-specialized audiences.
- Knowing and applying currents and methodologies of linguistics.
- Working in a team in environments related to philology and developing interpersonal relationships.
- Working and learning autonomously and planning and managing work time.
- Being able to handle pertinent, specialized, and updated bibliographic information.
- Being able to properly and adequately develop oral and written texts of different types in Spanish.
- Being able to autonomously organize a personal reflection or research project within the field.
- Being able to rely on the critical philological and linguistic tradition to understand reflection and research texts.
- Demonstrating an active, positive, and creative attitude in cooperative work.
- Assuming different roles in the development of team projects.
- Defending an approach and appropriately using persuasive discursive mechanisms, both orally and in writing.
- Identifying and explaining meaning phenomena in communication beyond what is coded in language.
- Applying to language analysis the fundamental factors involved in the communicative situation that determine its adequacy and appropriate interpretation.
- Applying to the development of written texts the fundamental factors involved in the communicative situation that determine its adequacy and appropriate interpretation.
- Identifying the characteristics of the language in use and applying them to its study.
- Identifying problems presented by the meaning of specific language uses.
- Analyzing phenomena that escape the language system with tools not commonly used in levels of linguistic description and applying their knowledge to problem-solving.
- Accessing basic information on topics related to pragmatics applied to Spanish and applying it to specific problems through analysis and synthesis.
- Recognizing and describing conversation units and segmenting oral texts.
- Transcribing oral texts adapting them to both philological and professional environments.
- Recognizing pragmatic strategies in oral texts.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00



Individual or group project	35,00
Independent study and work	45,00
Preparation of lessons	10,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

The teaching and learning methodology is structured around two types of activities (in-person and non-in-person):

- a) In-person activities: Constituting 40% of the course workload, equivalent to 60 lecture hours. Based on mandatory readings and the course dossier, the main meaning relationships of the language in use and the contributions of the most influential pragmatic theories in Linguistics will be studied. Problems related to the use of linguistic forms will be analyzed. The in-person classes will therefore be theoretical-practical.
- b) Non-in-person activities: Constituting 60% of the course workload, equivalent to 90 lecture hours. This personal work includes critical reading and comprehension of the various required readings, as well as reflection on the subject matter, exam preparation, and, where appropriate, individual problem-solving tasks. All the assigned work is aimed at fostering a reflective spirit in the student and actively engaging them in the process of constructing and interpreting statements.

EVALUATION

The evaluation will consist of two differentiated parts:

- Evaluated Activity | % of Final Grade
- Coursework/Practicals | 30%
- Midterm exams or final exam | 70%
- Total | 100%

To pass the course, it is necessary to achieve at least 50% of the exam grade. The grade of the first item will only be added to the exam grade if the exam itself is passed. In other words, the practical work grade will not be considered if the exam score is below 50%.

The exam will be the same for all groups, as will the type of assignment.

In the second sitting, the content will be examined using the same assessment criteria as in the first. The assignment grades will be retained for the second sitting.

The subject may be failed due to spelling, poor writing, or poor presentation. One serious spelling error or three minor ones may result in failing the subject.

Any attempt to copy or generate assignments using AI will automatically result in failing the subject in both sittings.



The general grading system will follow the regulations of the University of Valencia approved by the Governing Council on 30/05/2017-ACGUV108/2017.

REFERENCES

Basic works

1. Reyes, Graciela (1995): *El abecé de la pragmática*, Madrid Arco/Libros
2. Escandell Vidal, M. V. (2005): *Introducción a la Pragmática*, Barcelona, Ariel, 2ª ed.
3. Pons, Salvador (2004): *Conceptos y aplicaciones de la Teoría de la Relevancia*, Madrid, Arco/ Libros.
4. Albelda Marco, M. y M^a. J. Barros (2013): *La cortesía comunicativa*. Madrid, Arco/Libros.
5. Briz, A. y Grupo Val.Es.Co (2003): Un sistema de unidades para el estudio del lenguaje coloquial. *Oralia* 6, 7-61.
6. Levinson, S. (2004: 2000): *Significados presumibles*. Madrid, Gredos, cap. 1.

Complementary works

- Anscombe, Jean Claude y Oswald Ducrot (1994): *La argumentación en la lengua*. Madrid, Gredos. Brown, Penelope y Stephen C. Levinson (1987 [1978]): *Politeness. Some universals in language usage*, Cambridge University Press.
- Bravo, Diana y Antonio Briz Gómez (eds.) (2004): *Pragmática sociocultural: estudios sobre el discurso de cortesía en español*, Barcelona, Ariel.
- Briz Gómez, Antonio (1998): *El español coloquial. Esbozo de pragmagramática*, Barcelona, Ariel.
- Briz Gómez, Antonio et alii (2003): Un sistema de unidades para el estudio del lenguaje coloquial, *Oralia* 6, pp. 7-61.
- Casado Velarde, Manuel (1993): *Introducción a la gramática del texto en español*. Madrid, Arco/Libros.
- Dijk, Teu. A. v. (1980): *Texto y contexto*. Madrid, Cátedra.
- Ducrot, Oswald (1982 [1972]): *Decir y no decir*. Barcelona, Anagrama.
- Grice, H. Paul (1975): Logic and conversation. *Syntax and Semantics*. P. Cole and Morgan. New York, Academic Press. 3: Speech Acts: 41-58.
- Goffman, Erwing (1970 [1967]): *Ritual de la interacción*, Buenos Aires, Tiempo Contemporáneo. *Interaction ritual: essays on face to face behavior*, Nueva York, Garden City.
- Jucker, Andreas (ed.) (1995): *Historical pragmatics*. Amsterdam, John Benjamins
- Lakoff, George (1987): *Woman, Fire and Dangerous Things. What Categories Reveal about the Mind*. Chicago, The University of Chicago Press
- Lakoff, Robin T. (1973): The logic of politeness; or minding your ps and qs, en *Papers from the seventh regional meeting of the Chicago Linguistic Society*, Chicago, University Press, pp. 292-305.
- Leech, N. Geoffrey (1983): *Principles of Pragmatics*, Londres, Longman.
- Levinson, Stephen (1995): Three levels of meaning. *Grammar and meaning*. F. R. Palmer.



- Cambridge, CUP, pp. 90-115.
- Levinson, Stephen (2000): *Presumptive meanings: The Theory of Generalized Conversational Implicature*. Cambridge, MIT Press.
 - Portolés, José (2004): *Pragmática para hispanistas*, Madrid, Síntesis.
 - Reyes, Graciela (1990): *La pragmática lingüística. El estudio del uso del lenguaje*. Barcelona, Montesinos.
 - Sbisà, Marina (1995): Speech Acts. *Handbook of Pragmatics*. J. Verschueren, J.O. Östman y J. Blommaert. Amsterdam, John Benjamins, pp. 495-505.
 - Sbisá, Marina (2001): Illocutionary force and degrees of strength in language use, *Journal of Pragmatics* 33, pp. 1791-1814.
 - Sperber, D. y D. Wilson (1986): *Relevance*. Oxford, Basil Blackwell
 - Sperber, D. y D. Wilson (1994): Postface (a la segunda edición de *Relevance*). Oxford, Blackwell, pp. 255-298.
 - Tordesillas Colado, Marta y Marta Negroni García (2001): *La enunciación en la lengua. De la deixis a la polifonía*, Madrid, Gredos.
 - Verschueren, J. et alii (1995): *Handbook of Pragmatics*. Amsterdam, John Benjamin.
 - Wilson, D. and D. Sperber (1993): Linguistic form and relevance. *Lingua* 90, pp. 1-25.