ВОЛИНСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ

ІМЕНІ ЛЕСІ УКРАЇНКИ

Факультет іноземної філології

НАВЧАЛЬНО-МЕТОДИЧНИЙ КОМПЛЕКС

з теоретичного курсу

КОМУНІКАТИВНА ЛІНГВІСТИКА

ЛУЦЬК – 2021

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О-40

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Одарчук Н. А., Крисанова Т. А. Навчально-методичний комплекс з теоретичного курсу «Комунікативна лінгвістика»

Навчально-методичний комплекс призначений для студентів денної і заочної форм навчання, які обрали для вивчення теоретичний курс «Комунікативна лінгвістика». Комплекс включає анотацію, силабус навчальної дисципліни, плани семінарських занять, перелік тем рефератів, які пропонуються для індивідуальної роботи. Тестові завдання, які містить навчально-методичне видання, націлені на засвоєння і перевірку вивченого матеріалу. Навчально-методичний комплекс доповнюється глосарієм основних термінів, якими має оволодіти студент по закінченню курсу.

З М І С Т

А Н О Т А Ц І Я

Дисципліна	**КОМУНІКАТИВНА ЛІНГВІСТИКА**
Рівень ВО	Перший (бакалаврський)
Курс	4/5 (7/10 семестр)
Обсяг	4 кредити ЄКТС
Мова викладання	англійська
Кафедра	кафедра практики англійської мови
Вимоги до початку навчання	Рівень володіння англійською В2; засвоєння курсів «Практична й теоретична граматика англійської мови»
Що буде вивчатися	Основні теорії дисципліни: Моделі комунікації. Процес і компоненти комунікації. Форми комунікації. Теорія мовленнєвих актів. Принципи комунікації. Теорія ввічливості. Невербальна комунікація. Бар'єри комунікації. Види дискурсу. Комунікативна особистість.
Чому це цікаво/ треба вивчати	Теоретичний курс покликаний навчити аналізувати фрагменти дискурсу, а також будувати успішну комунікацію
Чому можна навчитися (результати навчання)	По закінченню навчання можна: • навчитися аналізувати фрагмент спілкування з позиції моделі комунікації; • розбивати фрагмент на комунікативні ходи й аналізувати доцільність кожного; • навчитися визначати тип мовленнєвого акту висловлювання за різними класифікаціями; • зрозуміти прикладний характер теорії лінгвістичної ввічливості і принципу кооперації і релевантності для досягнення ефективного спілкування; • навчитися розрізняти основні канали невербальної комунікації, їхню сутність і функцію в різних контекстах; • охарактеризувати мовленнєву особистість у комунікації, а також дискурс, нею породжуваний
Як можна скористатися набутими знаннями і вміннями	Вивчення дисципліни забезпечує формування фахових компетентностей і навичок: ✓ вміння визначати модель комунікації; ✓ вміння аналізувати доцільність комунікативних ходів у фрагменті розмови; ✓ вміння визначати тип мовленнєвого акту будь-якого висловлювання; ✓ застосування максим ПК і ПВ для досягнення більш успішного спілкування;

	✓ скеровування комунікації у бік відвернення конфлікту; ✓ вичленовування й опис факторів, що зумовлюють успішність спілкування й провокують комунікативні невдачі; ✓ вміння здійснювати комплексний прагматичний аналіз фрагменту дискурсу

Інформаційне забезпечення: силабус дисципліни, навчально-методичний комплекс

Форма проведення занять: лекції, семінари

Семестровий контроль: залік

С И Л А Б У С

Опис навчальної дисципліни
Денна форма навчання

Найменування показників	Галузь знань, спеціальність, освітня програма, освітній рівень	Характеристика навчальної дисципліни
Денна форма навчання	03 Гуманітарні науки	Вибіркова
		Рік навчання **4**
Кількість годин / кредитів **120 / 4**	035 Філологія "Мова та література (англійська)"	Семестр **7**
		Лекції **36 год.**
		Практичні (семінарські) **16 год.**
	Теоретична лінгвістика	
ІНДЗ: **є**		Самостійна робота **60 год.**
		Консультації **8 год.**
	Бакалавр	Форма контролю: **залік**
Мова навчання:		**англійська**

Заочна форма навчання

Найменування показників	Галузь знань, спеціальність, освітня програма, освітній рівень	Характеристика навчальної дисципліни
Денна форма навчання	03 Гуманітарні науки	Вибіркова
		Рік навчання **5**
Кількість годин / кредитів **120 / 4**	035 Філологія "Мова та література (англійська)"	Семестр **10**
		Лекції **10 год.**
		Практичні (семінарські) **8 год.**
	Теоретична лінгвістика	Самостійна робота **88 год.**
ІНДЗ: **є**		Консультації **14 год.**
	Бакалавр	Форма контролю: **залік**
Мова навчання:		**англійська**

Опис дисципліни

Анотація курсу. Предметом вивчення навчальної дисципліни "Комунікативна лінгвістика" є відношення між мовними одиницями і їх користувачами, комунікантами, а також умови реалізації мовних одиниць. Комунікативна лінгвістика займається вивченням значення висловлювання з позиції того, як воно передається мовцем й інтерпретується слухачем. Тобто цей аспект мовознавства більшою мірою стосується аналізу того, що мається на увазі під певним висловлюванням, ніж того, що слова чи фрази означають самі по собі. При такому підході береться до уваги, як мовці будують своє висловлювання у залежності від конситуації, тому комунікативна лінгвістика – це вивчення контекстуального значення породжуваних мовцями висловлювань.

Пререквізити. Оскільки мова є явищем суспільним, то комунікативна лінгвістика як частина мовознавчої науки, належить до гуманітарних наук і пов'язана з такими лінгво-суспільними науками, як соціолінгвістика, психолінгвістика, гендерна лінгвістика, етнолінгвістика, а також семіотикою, зокрема лінгвосеміотикою, що стоїть на межі точних і гуманітарних дисциплін.

Мета і завдання навчальної дисципліни. Викладання дисципліни "Комунікативна лінгвістика" ставить за **мету** ознайомити студентів із основними термінами, поняттями, теоріями, науковцями в галузі комунікативної лінгвістики – сучасного напряму мовознавства і навчити правильно оперувати ними. Основними **завданнями** є:

- показати міждисциплінарний, інтеграційний характер комунікативної лінгвістики;
- встановити основні типи комунікації, компоненти процесу спілкування, моделі комунікації;
- навчити визначати тип мовленнєвого акту висловлювання згідно з різними класифікаціями;
- довести прикладний характер теорії лінгвістичної ввічливості і принципу кооперації і релевантності для досягнення ефективного спілкування;
- ознайомити студентів із каналами невербальної комунікації і її функціями;
- охарактеризувати мовленнєву особистість у комунікації, а також дискурс, нею породжуваний;
- передбачати й уміти усувати невдачі й девіації, що виникають у ході комунікації.

В теоретичному плані виконання вищезазначених завдань дасть змогу грамотно здійснити комплексний, цілісний комунікативно-прагматичний аналіз фрагменту дискурсу будь-якого жанру, що стане в пригоді у підготовці до бакалаврського іспиту, а в подальшому навчанні – стане надійним фундаментом для виконання магістерського дослідження в галузі теоретичної лінгвістики.

Щодо практичного застосування отриманих знань – під час вивчення курсу студенти зможуть сформувати необхідні вміння і навички для успішного,

ефективного спілкування в природному англомовному середовищі, уникнення комунікативних девіацій чи конфліктів.

Результати навчання. По закінченню курсу студенти ***знатимуть***:
- ✓ основні завдання, поняття, категорії комунікативної лінгвістики, її зв'язок з іншими дисциплінами;
- ✓ компоненти, стадії, типи, моделі комунікації;
- ✓ наявні таксономії мовленнєвих актів,основні характеристики кожного виокремлюваного мовленнєвого акту;
- ✓ основні положення і максими принципів кооперації та ввічливості;
- ✓ основні бар'єри і труднощі спілкування;
- ✓ основні канали невербальної комунікації, їх сутність у різних контекстах;

вмітимуть:
- ✓ правильно оперувати основними поняттями і термінами комунікативної лінгвістики;
- ✓ визначати тип мовленнєвого акту будь-якого висловлювання;
- ✓ застосовувати принципи й максими прагма- й комунікативної лінгвістики для досягнення більш успішного спілкування;
- ✓ правильно оперувати невербальними знаками комунікації;
- ✓ скеровувати комунікацію у бік відвернення конфлікту;
- ✓ здійснити комплексний комунікативно-прагматичний аналіз фрагменту дискурсу будь-якого жанру.

Структура навчальної дисципліни
Денна форма навчання

Назви змістових модулів і тем	Усього	Лек.	Семін.	Сам. роб.	Конс.	Форма контролю
Змістовий модуль 1. Communicative Linguistics as the Study of Communication. Speech Acts Theory						
Тема 1. Communicative Linguistics as a branch of linguistics		2	1	2		ДС
Тема 2. Key notions of Communicative Linguistics		2	1	4		Т
Тема 3. Models of communication		2		2		
Тема 4. The process and components of communication		2	1	4	1	ДС
Тема 5. Types of communication		2	2	4	1	ДС/Т
Тема 6. Speech acts and events		2	1	4	1	ДС/Т

Тема 7. Speech acts classification		4	1	4	1	ДС/Т
Тема 8. Performatives		2		2		
Тема 9. Indirect speech acts		2	1	2		ДС
Разом за змістовим модулем 1	60	20	8	28	4	
Змістовий модуль 2. Rules and Conventions of Communication						
Тема 10. Cooperative Principle. Implicatures		2	1	4		ДС/Т
Тема 11. Politeness in the communicative interaction		2	1	4		ДС/Т
Тема 12. Principle of Politeness		2	1	4	1	ДС/Т
Тема 13. The theory of relevance		2	1	4		ДС/Т
Тема 14. Communicative deviations and failures		2		4	1	
Тема 15. Discourse as structure and process		2	1	4		ДС
Тема 16. Speech personality in communication		2	1	4		ДС
Тема 17. Complex communicative-pragmatic analysis of a piece of discourse		2	2	4	2	ДС
Разом за змістовим модулем 2	60	16	8	32	4	
Види підсумкових робіт						**Бал**
Модульна контрольна робота						30
ІНДЗ (тези)						15
Аналіз фрагменту дискурсу						15
Всього годин / балів	120	36	16	60	8	60

Заочна форма навчання

Назви змістових модулів і тем	Усього	Лек.	Семін.	Сам. роб.	Конс.	Форма контролю
Змістовий модуль 1. Communicative Linguistics as the Study of Communication. Speech Acts Theory						
Тема 1. Communicative Linguistics as a branch of		1		4	1	ДС

linguistics						
Тема 2. Key notions of Communicative Linguistics				4		
Тема 3. Models of communication				4	1	
Тема 4. The process and components of communication		1		5	1	ДС
Тема 5. Types of communication		1	1	5	1	ДС/Т
Тема 6. Speech acts and events				5	1	
Тема 7. Speech acts classification		1	1	5	1	ДС/Т
Тема 8. Performatives				4		
Тема 9. Indirect speech acts				4	1	
Разом за змістовим модулем 1	60	4	2	40	7	
Змістовий модуль 2. Rules and Conventions of Communication						
Тема 10. Cooperative Principle. Implicatures		1	1	6	1	ДС/Т
Тема 11. Politeness in the communicative interaction		1	1	6	1	ДС
Тема 12. Principle of Politeness		1	1	6	1	ДС/Т
Тема 13. The theory of relevance				6	1	
Тема 14. Communicative deviations and failures				6	1	
Тема 15. Discourse as structure and process		1	1	6		ДС
Тема 16. Speech personality in communication		1		6	1	
Тема 17. Complex communicative-pragmatic analysis of a piece of discourse		1	2	6	1	ДС
Разом за змістовим модулем 2	60	6	6	48	7	
Види підсумкових робіт						**Бал**
Модульна контрольна робота						30
ІНДЗ (тези)						15

Аналіз фрагменту дискурсу						15
Всього годин / балів	120	10	8	88	14	60

ЗАВДАННЯ ДЛЯ САМОСТІЙНОГО ОПРАЦЮВАННЯ

- Models of communication
- Modern theories of speech acts classification
- Communicative deviations and failures
- Phatic communication
- Conflicts in the communication
- Modern forms and means of human communication
- Icons in the process of communication

ПОЛІТИКА ОЦІНЮВАННЯ

Відвідування занять є одним із способів накопичення балів: за кожну відвідану лекцію студент отримує 0,5 бала. Якщо студент пропускає лекцію, дібрати бали можна, законспектувавши пропущений матеріал. Важливою є участь студента в обговоренні питань на семінарських заняттях, а також написанні поточних тестів, за що нараховуються бали. У разі відсутності студента на семінарі з поважної причини (що засвідчується медичною довідкою чи офіційним звільненням) можна здати пройдений матеріал чи написати тест, попередньо узгодивши час із викладачем.

Обов'язковим є дотримання правил академічної доброчесності. Під час написання проміжних і підсумкових тестів забороняється користуватися будь-якими підручними засобами (конспектами, смартфонами тощо)

ПІДСУМКОВИЙ КОНТРОЛЬ

Навчальна дисципліна "Комунікативна лінгвістика" закінчується **заліком**.

Впродовж вивчення курсу студент максимально може набрати **100 балів**: **40 балів** – поточний контроль і **60 балів** – підсумковий контроль.
40 балів розподіляються таким чином:
10 балів – за відвідані лекції
20 балів – за активну участь в усному обговоренні питань на семінарах
10 балів – за проміжні контрольні роботи (у формі тестів)
60 балів розподіляються таким чином:
30 балів – підсумковий письмовий тест
15 балів – ІНДЗ, яке полягає в підготовці до опублікування тез чи статті в студентський збірник на одну із узгоджених з викладачем тем у межах курсу.
15 балів – комплексний комунікативно-прагматичний аналіз фрагменту дискурсу, вибраного й попередньо узгодженого з викладачем. Як альтернатива цього виду роботи в окремих випадках може бути дозволене написання

реферату на одну із запропонованих викладачем тем, або усна відповідь на запитання в межах вивчених тем.

ШКАЛА ОЦІНЮВАННЯ

Оцінка в балах за всі види навчальної діяльності	Оцінка
90 – 100	Відмінно
82 – 89	Дуже добре
75 - 81	Добре
67 -74	Задовільно
60 - 66	Достатньо
1 – 59	Незадовільно

ПЕРЕЛІК ПИТАНЬ ДЛЯ ПІДСУМКОВОГО КОНТРОЛЮ

1. The role of communication for human beings.
2. The origin of Communicative Linguistics.
3. The subject and object of Communicative Linguistics.
4. Tasks of Communicative Linguistics.
5. Links of Communicative Linguistics with other sciences.
6. Methods of Communicative Linguistics.
7. The notion of linguistic competence.
8. The notion of communicative competence, its elements.
9. Pragmatic presupposition.
10. Implication.
11. Models of communication.
12. Linear models of communication.
13. Lasswell's Model of communication.
14. Wilbur Schramm's Theory. David Berlo's Model (SMCR).
15. Dean Barnlund's Model.
16. Relational Distances Model (Daniele Trevisani's model)
17. Types of noise in communication.
18. Components of communication.
19. Turn-taking in communication.
20. Overlaps in communication.
21. Speech Act Theory.
22. The general notion of speech act.
23. Speech act vs speech event.
24. Constituents of speech acts.
25. The difference between locutionary act and illocutionary act.
26. What is perlocutionary effect?
27. Proposition.
28. Felicity conditions of a speech act.
29. John Austin's classification of speech acts.
30. John Searle's classification of speech acts.
31. Classification of speech acts by G. Pocheptsov.
32. Typology of performatives by Y.Apresyan.
33. Classification of speech acts by V. Bogdanov.
34. The role of code in people's interaction.
35. The Theory of Politeness.
36. Cooperative principle by Paul Grice as the basis of effective communication.
37. Maxim of quality of information.
38. Maxim of quantity of information.
39. Maxim of relevance.
40. Maxim of manner.
41. Flouting the cooperative principle.
42. Conversational implicatures.
43. Direct and indirect speech act.

44. Properties of indirect speech acts.
45. Responses to indirect speech acts.
46. The first theory of politeness by Robin Lakoff.
47. The theory of Linguistic Politeness.
48. The concept of face.
49. Positive and negative face.
50. Positive and negative politeness.
51. Leech's Principle of Politeness.
52. Maxim of tact.
53. Maxim of generosity.
54. Maxim of approval.
55. Maxim of consent.
56. Maxim of modesty.
57. Maxim of sympathy.
58. Conflict of maxims.
59. The place and functions of non-verbal communication.
60. The main channels of non-verbal communication.
61. Kinesics: the main semiotic classes of gestures.
62. Paralanguage as a means of communication.
63. Haptics: functions of touches in communication.
64. The role of personal and public artifacts in people's interaction.
65. Chronemics: a person's using the time in communication.
66. Proxemics: the use of space and territory by the speakers.
67. Functions of Nonverbal Symbolizing.
68. Discourse vs text.
69. Classification of discourse.
70. Types of discourse.
71. Lingual properties of scientific discourse.
72. Lingual properties of political discourse.
73. Lingual properties of fideistic discourse.
74. Relevance. The Theory of Relevance by D. Sperber and D. Wilson.
75. Barriers to effective communication.
76. Types of barriers and their causes.
77. Text vs Discourse.
78. Types of discourse.
79. Speech personality in the communication.
80. Classification of the language personality.

ПЕРЕЛІК ТЕМ РЕФЕРАТІВ

1. The theory of dialogue.
2. The notions of the speaker and the speech personality in communicative linguistics.
3. The constituents of the communicative act.
4. Participants of the communicative act.
5. Indirectness in communication.
6. Obstacles of the communication.
7. Deictic elements of the discourse.
8. Rhetoric as an art of eloquence.
9. Social roles as the determiners of the discourse behaviour of the communicants.
10. The functions of communication.
11. Laws of communication as the basis of implied information.
12. Gender issues of the communicative linguistics.
13. Speaker's competence as the informative basis of the communication.
14. Indirect speech acts in modern English discourse.
15. Communicative etiquette.
16. Bodily communication.
17. The psychology of interpersonal behaviour.
18. Interference of verbal and non-verbal means in people's communication.
19. Lingual properties of the newspaper discourse.
20. Lingual properties of the TV- and radio discourse.
21. Lingual properties of the discourse of public relations (interview, propaganda, advertising, negotiation, lobbyism, press-conference, Web-page, presentation).
22. Lingual properties of the political discourse.
23. Lingual properties of the discourse of business communication.
24. Lingual properties of the religious discourse.
25. Communicative deviations and failures.

ВИМОГИ ДО НАПИСАННЯ РЕФЕРАТУ

Написання реферату покликане сприяти поглибленню і систематизації знань студентів із дисципліни, що вивчається. Студенти готують один реферат і подають його для перевірки викладачу протягом семестру, але не пізніше, ніж за 10 днів до заліку.

Орієнтовний перелік тем рефератів пропонується викладачем, але студент може запропонувати власну тему, якщо вона відповідає програмі курсу. Вибір теми необхідно обґрунтувати, показати її актуальність.

Обов'язковим є наявність плану реферату із вказаними сторінками усіх пунктів. Зазначені у плані пункти мають бути виділені у тексті реферату. План реферату пишеться на першій сторінці (після титульної сторінки) і, звичайно, включає декілька обов'язкових розділів.

Вступ, в якому обґрунтовується актуальність теми, стан вивчення проблеми на сучасному етапі – 1-2 стор.

Основна частина, у якій проводиться критичний аналіз літератури з теми – 8-9 стор. Основна частина поділяється на декілька пунктів, кількість яких визначається автором.

Висновки, в яких підсумовується проведений аналіз літератури, вказуються перспективи подальших досліджень з обраної проблематики – 1-2 стор.

Література. Список джерел подається в алфавітному порядку за нормами бібліографічного опису і повинен містити не менше 5 позицій.

Зміст основної частини реферату повинен відповідати його темі та ґрунтовно висвітлювати пункти плану. Зміст реферату не може зводитись до набору положень та цитат з опрацьованої літератури. При викладі матеріалу студент повинен виділяти головні положення, що обстоюються автором, порівнювати та аналізувати різні думки, робити узагальнення і висновки в процесі викладу. У тексті основної частини повинні бути посилання на джерела, звідки взято ту чи іншу думку (номер відповідної роботи у списку літератури до реферату у квадратних дужках, а при цитуванні, крім того, вказується сторінка (сторінки), звідки наведена цитата).

Реферат готується у друкованому або рукописному варіанті обсягом 10-12 сторінок (або відповідного обсягу рукописний текст). Текст друкують на папері формату А4 14 шрифтом Times New Roman через міжрядковий інтервал 1,5. Поля: ліве – 30 мм, праве – 10 мм; верхнє – 20 мм і нижнє – 20 мм. Реферат має бути зшитим (скріпленим), охайно та грамотно оформленим.

ПЛАН СЕМІНАРСЬКИХ ЗАНЯТЬ

SEMINAR 1
COMMUNICATIVE LINGUISTICS AS A BRANCH OF LINGUISTICS

1. Subject, object and tasks of Communicative Linguistics.
2. Formation and development of Communicative Linguistics. Its ties with other disciplines.
3. Pragmatics as a part of Communicative Linguistics. The origin of Linguistic Pragmatics. Charles W. Morris and his "Foundations of the Theory of Signs".
4. The subject and object of Pragmalinguistics. Tasks of Pragmalinguistics.
5. Pragmatic presupposition. Types of presupposition.
6. Implication (Entailment).
7. Competence. Types of competence.
8. Communicative competence. D. Hymes' four components of communicative competence.

SEMINAR 2
MODELS OF COMMUNICATION

1. Models of communication. Linear models of communication (Shannon-Weaver model).
2. Lasswell's Model of communication.
3. Wilbur Schramm's Theory. David Berlo's Model (SMCR).
4. Dean Barnlund's Model.
5. Relational Distances Model (Daniele Trevisani's model)
6. Types of noise in communication.
7. Components of communication.
8. Turn-taking in communication.
9. Overlaps in communication.
10. J. Sinclair and M. Coulthard's descriptive framework for analyzing spoken discourse.

SEMINAR 3
TYPES OF COMMUNICATION

1. Types of communication. Verbal communication, its importance.
2. Types of verbal oral communication. Ways of improving communication skills.
3. Written verbal communication. Ways of improving written communication skills.
4. Non-verbal communication. Channels of non-verbal interaction.
5. Functions of non-verbal signs.
6. Artefacts. Kinds of artefacts, their function in communication.

SEMINAR 4
SPEECH ACT THEORY

1. Speech Acts Theory. John Austin as an inventor of a Theory of Speech Acts.
2. Speech acts vs speech events
3. Three dimensions of a speech act.
4. Felicity conditions.
5. John Austin's classification of speech acts.
6. John Searle's classification of speech acts.
7. Heorhiy Pocheptsov's classification of speech acts.
8. Other scholars' classifications of speech acts.
9. Performatives.
10. Indirect speech act. Six properties of indirect speech act.
11. Responses to indirect speech act.

SEMINAR 5
RULES AND CONVENTIONS OF COMMUNICATION

1. H. P. Grice's Principle of Cooperation.
2. Conversational Implicatures.
3. Robin Lakoff's first theory of Politeness.
4. P. Brown and S. Levinson's concept of face.
5. Positive and negative politeness.
6. G. Leech's Principle of Politeness.
7. Conflict of maxims.

SEMINAR 6
THEORY OF RELEVANCE

1. Relevance. The Theory of Relevance by D. Sperber and D. Wilson.
2. Barriers to effective communication.
3. Types of barriers and their causes.

SEMINAR 7
TEXT AND DISCOURSE. SPEECH PERSONALITY
1. Text vs Discourse.
2. Types of discourse.
3. Speech personality in the communication.
4. Classification of the language personality.

SEMINAR 8

Comprehensive analysis of the abstract of oral or written discourse.

ТЕСТИ ДЛЯ ПРОМІЖНОГО КОНТРОЛЮ

TEST 1
Introduction to Communicative Linguistics

1. Formation of Communicative Linguistics as a scientific field of study has existed since the beginning of human beings. a) True   b) False
2. The idea of creating a sole integral theory of communication belongs to…
   a) K. Levi-Strauss b) John Searle c) I. Susov d) H. Pocheptsov
3. A central notion of Communicative Linguistics is …
   a) Linguistics   b) Communication c) Pragmatics d) Language
4. The term *pragmatics* was introduced by:
   a) Deidre Wilson; b) Dan Sperber; c) Charles Morris; d) Noam Chomsky
5. In Ch.Morris' opinion *"The study of the syntactical relations of signs to one another in abstraction from the relations of signs to objects or to interpreters* is …"
   a) discourse; b) syntax; c) semantics; d) pragmatics
6. The study of the relationships between linguistic forms and entities in the world is:
   a) syntax; b) communicative linguistics; c) pragmatics; d) semantics
7. Pragmatics operates with ... principles which are pre-determined by the speakers' communicative aims within the certain context.
   a) changing, flexible   b) unchanging, stiff
8. The *object* of Communicative Linguistics is …
   a) speech act; b) the language represented in real processes of communication;
   c) sentence; d) text
9. The study of the relationships between linguistic forms and the users of those forms is:
   a) syntax; b) communicative linguistics; c) pragmatics; d) semantics
10. Studying language via pragmatics has advantages as well as disadvantages.
    a) True   b) False

TEST 2
Main notions of Communicative Linguistics

1. The term "communicative competence was introduced by
   a) John Searle b) Dell Hymes c) Charles Morris d) Noam Chomsky
2. A common fund of knowledge, common experience about some phenomenon, event, something, the speaker assumes to be the case prior to making an utterance is
   a) implication b) speech act c) presupposition d) competence
3. The so-called "core" of the utterance, the referent with the predication is
   a) implication b) presupposition c) proposition d) entailment
4. *Constancy under negation* means that presupposition of a statement … remain still true when that statement is negated.
   a) will   b) won't

5. The background beliefs of the speaker – proposition whose truth he takes for granted in making his statement is
   a) competence b) entailment c) proposition   d) presupposition
6. A logical operation which connects two utterances into one is
   a) implication   b) competence c) proposition   d) presupposition
7. The notion "linguistic competence" was introduced into use by
   a) John Searle   b) Charles Morris c) Dell Hymes   d) Noam Chomsky
8. A fact of individual world-comprehension which is formed by means of the correlation between the "born knowledge" and the acquired language material is … competence.
   a) communicative   b) cultural c) subject   d) linguistic
9. A psychological concept concerned with limitations to what can be processed by the mind is
   a) appropriateness   b) attestedness   c) feasibility d) possibility
10. The integrity of knowledge about communication in different conditions and with different speakers is … competence.
   a) cultural b) communicative   c) subject   d) linguistic

TEST 3
Models of Communication
1. The first major model for communication was developed by…
   a) Harold D. Lasswell   b) David Berlo c) Claude Shannon   d) Wilbur Schramm
2. The verbal and nonverbal components of language that are sent to the receiver and convey an idea is…
   a) message   b) noise   c) channel   d) feedback
3. Stereotypical assumptions that can cause misunderstanding is … noise
   a) semantic   b) syntactic   c) psychological   d) cultural
4. Interactive model is opposed to a liner model
   a) True   b) False
5. The receiver's verbal and nonverbal responses to a message is
   a) message   b) noise   c) feedback d) channel
6. The author of the Sender-Message-Channel-Receiver Model of Communication is
   a) Harold D. Lasswell   b) David Berlo c) Claude Shannon   d) Wilbur Schramm
7. The major criticism of … model is that it does not include feedback and it ignores the possibility of noise.
   a) Wilbur Schramm's b) David Berlo's c) Daniele Trevisani's d) Lasswell's
8. The key concept of this model is that of "degrees of incommunicability", a precursor of misunderstanding, disagreement, and conflict
   a) Daniele Trevisani's b) Berlo's c) Barnlund's d) Schramm's
9. This scholar used the experience and ideas of ancient Egyptians.
   a) David Berlo b) Wilbur Schramm c) Harold D. Lasswell   d) Harold Innis
10. Noise disrupting communication, such as standing next to loud speakers at a party, is…
   a) syntactic   b) psychological c) physical d) cultural

TEST 4
The Process of Communication
1. Converting code symbols back into a form that the recipient understands is
   a) encoding b) transmission c) interpretation d) decoding
2. … is a fundamental feature of conversational organization.
   a) turn-taking b) friendship c) interpretation d) decoding symbols
3. … is the smallest free unit of discourse and is made up of one or more than one act.
   a) adjacency pair b) move c) interaction d) turn-taking
4. According to Harvey Sacks … is everything one speaker says before another speaker begins to speak.
   a) move b) turn c) speech act d) overlap
5. … overlap consists of a non-serial occurrence of turns; meaning both speakers' turns are occurring at once, such as laughter, for example.
   a) continuers b) conditional access c) chordal d) terminal
6. Phrases like "mm hm" or "uh huh" are examples of … overlap.
   a) continuers b) conditional access c) chordal d) terminal
7. A scholar who studied timing in the conversation was …
   a) Harvey Sacks b) David Langford c) Emanuel Schegloff d) Deborah Tannen
8. Who suggests the following descriptive units: act, move, exchange, transaction, and a lesson?
   a) Deborah Tannen b) J. Sinclair and M. Coulthard c) Emanuel Schegloff d) Harvey Sacks
9. A pair embedded inside another pair is called …
   a) adjacency pair b) move c) insertion sequence d) transaction
10. A discrete unit of communication intended by the source for consumption by some recipient or group of recipients is …
   a) transmission b) intrinsic motivation c) message d) noise

TEST 5
Non-verbal Intraction
1. Haptic, chronemic communication, gestures, facial expressions, eye contact are the examples of …
   a) nonverbal communication b) visual communication c) oral communication d) pictograms
2. The types of communication are intermingled and interrelated with the channels of communication.
   a) True   b) False
3. … is a form of written language for the blind.
   a) nonverbal communication b) auditory communication c) oral communication d) Braille
4. The following formula: *Total impact = 7% verbal + 38% vocal + 55% facial* belongs to

a) Braille b) John Austin c) John Searle d) A. Mehrabian
5. Sounds such as '*uh-huh*', '*uh-uh*', and '*huh?* are used to ... verbal symbols.
   a) contradict b) <u>substitute</u> c) reinforce d) control
6. *How long you keep someone waiting, how early or late you arrive for an appointment etc* is studied by
   a) proxemics b) olfaction c) chronemics d) prosody
7. Facial expression, gestures, and body stance are studied by ...
   a) haptics b) kinesics c) chronemics d) prosody
8. Raspiness, whimpering, throat cleaning are all studied by ...
   a) paralanguage b) olfaction c) chronemics d) proxemics
9. Kisses are studied by ...
   a) proxemics b) olfaction c) haptics d) prosody
10. How people defend their territories to maintain preferred distances is a sphere of …
    a) haptics b) paralanguage c) proxemics d) prosody

TEST 6
Speech Act Theory. Theory of Linguistic Politeness
1. A theory of speech acts was invented …
   a) by John Searle b) by Paul Grice c) in the late 1950s d) by <u>Deborah Tannen</u>
2. Like constatives, performatives can be true or false.
      a) True   b) False
3. Certain expected or appropriate circumstances for the performance of a speech act to be recognized as intended are called ...
      a) felicity conditions b) preparatory conditions c) speech event d) sincerity condition
4. A purposeful speech action performed according to the principles and rules of speech behaviour, accepted in a given community is ...
      a) speech event   b) intentionality   c) presupposition   d) <u>speech</u> act
5. The basic features of a speech act are: intentionality,...
   a) purposefulness and motivation b) circumstances and presupposition c) motivation and context d) purposefulness and conventionality
6. ... has to do with those effects which speaker's utterance has on hearers and which goes beyond the hearer's understanding of the utterance.
       a) perlocutionary act b) locutionary act c) illocutionary act d) propositional act
7. The term "proposition" was introduced by …
       a) Paul Grice b) John Searle c) John Austin d) A. Mehrabian
8. All these verbs can be peformatively used except for…
    a) predict b) apologize c) promise d) insult
9. What don't function-indicating devices in English include?
       a) performative verb b) proposition-indicating element c) intonation d) the mood of the verb
10. Performing a locution (according to J.Austin) includes everything except for…
    a) uttering distinctly sounds, belonging to the code comprehensible to all b) causing consequences sought for c) constructing an utterance out of words of the

given language according to its grammar rules d) supplying the utterance with sense and reference

TEST 7

Speech Acts Classification

1. The first scholar to classify speech acts was …
     a) Heorhiy Pocheptsov; b) John Searle; c) John Austin; d) Charles Morris
2. Speech acts that include the notion of the reaction to other people's behaviour and the relations among people in their everyday life in J. Austin's classification are …
     a) representatives; b) behabitives; c) verdictives; d) exersitives
3. What J. Austin called *performative* is … in J. Searle's classification.
     a) declarations; b) expressives; c) representatives; d) commisives
4. According to J. Searle's classification in using a …, the speaker undertakes to make the world fit the words (via the speaker)
     a) directive; b) assertive; c) expressive; d) commissive
5. Whose classification of speech acts is the most detailed?
      a) Pocheptsov's; b) Ballmer and Brennenstul's; c) Austin's; d) Bogdanov's
6. The first to introduce the term informative as the act with the function of providing information was/were:
     a) Sinclair and Coulthard; b) J. Austin; c) J. Searle; d) Goffman
7. Whose classification of speech acts is based on the dichotomic principle?
     a) Kent Bach's; b) J. Searle's; c) Bruce Fraser's; d) V. Bogdanov's
8. Who is considered the "father" of the Ukrainian Linguistic Pragmatics?
9. The term *performatives* was first introduced by …
     a) Yu. Apresian; b) V. Bogdanov; c) J. Austin; d) H. Pocheptsov
10. To which speech acts does it make no sense to respond by saying, "This is not true"?
     a) informative; b) performative; c) assertive; d) constatives

TEST 8

Indirect Speech Acts. Grice's Principle of Cooperation
   1. The case when one speech act is performed by means of another is called…
   2. … are intended to have just one meaning, or illocutionary force.
   3. How many properties of indirect speech acts are there?
   4. In indirect speech acts there can be more than two meanings in a chain and even more than one chain. True. False
   5. Who singled out 6 properties of responses to indirect speech acts?
   6. Who is the author of the Cooperative Principle?
   7. What is the Cooperative Principle based on?
   8. Which maxim includes such postulate: "Don't wander away from the subject"?
   9. The system of principles, rules and conventions which regulate the speech behaviour of its participants and are based on certain categories and criteria is …
   10. Which maxim includes such postulate: "Avoid obscurity of expression"?

TEST 9
Theory of Politeness

1. One of the first theories of politeness, which includes 3 maxims, was formulated by …
2. The public self-image of a person is …
3. The means employed to show awareness of another person's face is …
4. Communicative attempts of the speaker aimed at keeping the partner's positive image is …
5. Communicative attempts of the speaker aimed at humiliating the social power and role of the partner and creating his negative image is …
6. … is the need to be accepted, even liked, by others, to be treated as a member of the same group.
7. The tendency to use positive politeness forms, emphasizing closeness between speaker and listener, is treated as …
8. The tendency to use negative politeness forms, emphasizing the listener's right to freedom, is treated as …
9. … is the maxim of not burdening the partner with your communication.
10. What are the 4 types of illocutionary functions singled out according to the social function they perform in establishing and keeping polite relations?

TEST 10
Relevance Theory

1. Relevance theory was inspired by the work of …
2. The author(s) of the Relevance theory is/are …
3. The seminal book, "Relevance", was first published in …
4. Finish the utterance: *The … positive cognitive effects and the … processing effort, the … relevant the utterance.*
5. What are the two principles of relevance?
6. What is explicitly said, often supplemented with contextual information, is …
7. … communication – communication that signals its intention to communicate.
8. The set of all facts that are manifest to an individual is …
9. … – useful spin-offs or results achieved by processing the text.
10. … are ideas that can only be derived from the interaction of text and context by assuming optimal relevance and by working within the context to move beyond what is said to what is meant.

TEST 11
Barriers to Communication. Speech Personality

1. Any hindrance to communication that stops the intended meaning of our message from reaching our audience is …

2. What are the types of barriers to effective communication?
3. What are the types of the semantic barriers to communication?
4. Poor health, poor eyesight or hearing difficulties are the examples of …barriers.
5. Using ambiguous words can be the cause of the … barriers.
6. Russian linguist Yu. Karaulov suggests the structure of the language personality, organized on three levels: …
7. What are the three types of personalities that are singled out by Stanislav Sukhykh?
8. A theory of personality psychology that was advanced by Henry Murray is …
9. Who holds the speech situation, can reign over the circumstances or turn the development of discourse into the necessary direction?
10. What modern linguist singles out such styles of communication as dominant, dramatic, aggressive, soothing, striking, exact, inspiring, attentive, friendly, open?

ЗРАЗОК ТЕСТУ ДЛЯ ПІДСУМКОВОГО КОНТРОЛЮ

1. The term *pragmatics* was introduced by:

a) Deidre Wilson;

b) Dan Sperber;

c) Charles Morris;

d) George Pocheptsov

2. *Pragmatics* was defined as:

a) the science of the relation of signs to their interpreters;

b) the science of the relation of signs to the objects which they may or do denote;

c) the science of the relation of signs with each other;

d) the science of the relationship between speakers

3. The ability to use correctly the means of language, its units and categories of all levels is called:

a) communicative competence;

b) cultural competence;

c) linguistic competence;

d) subject competence

4. The notion of *linguistic competence* was first introduced by:

a) J. Leech;

b) N. Chomsky;

c) R. Lakoff;

d) V. Bogdanov

5. The notion of *communicative competen*ce was introduced by:

a) T. van Dijk;

b) N. Chomsky;

c) P. Grice;

d) D. Hymes

6. The *Theory of Speech Acts* was first formulated by:

a) J. Austin;

b) J. Leech;

c) N. Chomsky;

d) S. Levinson

7. A sequence of speech acts makes up…

a) a monologue;

b) a dialogue;

c) a discourse;

d) a text

8. J. Austin divided all utterances into:

a) complex and simple;

b) informative and non-informative;

c) constatives and performatives;

d) declarative and non-declarative

9. What is not a constituent of any speech act?

a) illocutionary force;
b) locutionary act;
c) perlocutionary effect;
d) implication

10. What is *locution*?
   a) speaker's intention;
   b) the effect upon the listener;
   c) mere uttering the words;
   d) neither of these

11. Illocutionary force realises:
   a) intonation of the speaker;
   b) speaker's predictions;
   c) the effect upon the listener;
   d) purpose of the speaker

12. Who was the first to classify the speech acts?
   a) P.Grice;
   b) J. Austin;
   c) G.Pocheptsov;
   d) J. Searle

13. To what type of speech acts in J. Searle's taxonomy does the following belong: sentencing a criminal, naming a ship, opening a building?
   a) declarations;
   b) directives;
   c) expressives;
   d) commissives

14. To what type of speech acts does expressing the speaker's feelings or psychological state belong?
   a) declarations;
   b) directives;
   c) expressives;
   d) commissives

15. Threats, warnings, promises belong to:
   a) declarations;
   b) directives;
   c) expressives;
   d) commissives

16. *"It was a warm sunny day"* What type of speech acts in J. Searle's classification is it?
   a) declarations;
   b) representatives;
   c) expressives;
   d) commissives

17. What is *felicity conditions*?
   a) appropriate circumstances which must be fulfilled for the speech act to be performed successfully;
   b) circumstances which do not allow a speaker to make a successful speech act;
   c) circumstances which help a listener to understand a speaker;
   d) circumstances which prevent the speech act from being performed successfully

18. Indirect speech act is…

a) an act which is performed by means of another illocutionary act;
b) an act which has no effect upon the listener;
c) an act which was not fulfilled;
d) neither of these

19. In his *Cooperative Principle* P.Grice introduced maxims of:
a) speed and time;
b) time and place;
c) quality and quantity;
d) sympathy and tact

20. The *Theory of Linguistic Politeness* was introduced by:
a) R. Lakoff;
b) D. Wilson;
c) J. Austin;
d) J. Mey

21. If a speaker says something that represents a threat to another individual's expectations it is described as:
a) a violation of quality maxim;
b) a face-saving act;
c) a face-threatening act;
d) a violation of quantity maxim

22. One maxim of J. Leech's *Principle of Politeness* is:
a) maxim of manner;
b) maxim of tact;
c) maxim of quality;
d) maxim of diversity

23. Who introduced the concept of *face* into pragmalinguistics?
a) E. Goffman;
b) T. van Dijk;
c) T. Ballmer;
d) P. Brown and S. Levinson

24. How many maxims form the *Principle of Politeness* by G. Leech?
a) 4;
b) 6;
c) 5;
d) 3

25. What maxim does the postulate *"be clear"* represent?
a) of relevance;
b) of manner;
c) of quantity;
d) of quality

26. What maxim does the postulate *"be brief"* represent?
a) of manner;
b) of relevance;
c) of quantity;
d) of quality

27. The tendency to use positive politeness forms emphasizing closeness between speaker and listener can be treated as:
a) deference strategy;

b) solidarity strategy;
c) negative politeness strategy;
d) neither of these

28. What is not the function of *non-verbal* symbols?
a) to control the interaction;
b) to reinforce the verbal symbols;
c) to substitute for the verbal symbols;
d) to help in producing the sounds

29. The study of *touch* in communication is called:
a) haptics;
b) chronemics;
c) kinesics;
d) proxemics

30. What is not included into investigation of *kinesics*:
a) the study of facial expression;
b) the study of gestures;
c) the study of smells;
d) the study of body stance

ЗАПИТАННЯ ДЛЯ ФРОНТАЛЬНОГО ОПИТУВАННЯ

1. The appropriate circumstances which must be fulfilled for the speech act to be performed successfully.
2. Types of personality after S. Sykhykh.
3. An approach, which tries to formulate how our knowledge, about the people, with whom we are interacting, is brought into play.
4. The act of conveying meanings from one entity or group to another through the use of mutually understood signs, symbols, and semiotic rules.
5. Name the types of artifacts.
6. The name(s) of scholar(s) who introduced the concept of face.
7. What are the functions of non-verbal signs as to the verbal ones?
8. The phenomenon when keeping to one maxim the speaker automatically breaks another is …
9. Name the elements of kinesics.
10. The individual who possesses the abilities and characteristics, which cause the creation and comprehension by him the texts that are singled out by the level of structural-language complexity and depth of reflecting the reality.
11. Name 4 constituents of communicative competence.
12. Who introduced the notions "linguistic competence" and "communicative competence"?
13. The property of presupposition, which means that the presupposition of a statement will remain still true even when that statement is negated.
14. Who was the first major model of communication developed by?
15. The two principles of relevance are …
16. What principle is V. Bogdanov`s classification of speech acts based on?
17. A common fund of knowledge, common experience about some phenomenon, event, state of affairs, something, the speaker assumes to be the case, prior to making an utterance.
18. The maxims of G. Leech's principle.
19. Who is considered the father of the Ukrainian school of Pragmalinguistics?
20. A type of communicative activity, an interactive phenomenon, a speech flow that has different forms of manifestation (oral, written, paralingual), which takes place within a certain channel of communication, is regulated by strategies and tactics of its members.
21. David Berlo's expansion of Shannon and Weaver's linear model of communication can be called …
22. A fundamental feature of conversation organization is …
23. A unit of conversation that contains an exchange of one turn each by two speakers is
24. The study of the distances people maintain between themselves and others and how they defend their territories to maintain preferred distances is known as …
25. Communicative attempts of the speaker aimed at humiliating the social power and role of the partner and creating his negative image.
26. Name the properties of indirect speech act.

27. The author of the first Theory of Politeness and its three maxims.
28. What are the constituents of the speech act and which component is considered the main one?
29. A logical operation which connects two utterances into one is …
30. Who is the founder of the Speech Act Theory and what are the classes of speech acts in his classification?

ГЛОСАРІЙ ОСНОВНИХ ТЕРМІНІВ

Absolute social deixis is deictic reference to some social characteristic of a referent (especially a person) apart from any relative ranking of referents. Often absolute social deixis is expressed in certain forms of address. The form of address will include no comparison of the ranking of the speaker and addressee; there will be only a simple reference to the absolute status of the addressee.

Examples: *Mr. President, Your Honor.*

Account is an explanation as to why a dispreferred second part is given as a response in an adjacency pair. An account is a frequent feature of dispreferred second parts.

Example:

B's response *I'm supervising here* in the following adjacency pair is an account:
A: What about coming here on the way; or doesn't that give you enough time?
B: Well no; I'm supervising here.

Addressee is any of the immediate intended recipients of the speaker's communication, as grammaticalized in second person morphemes.

Adjacency pair is a unit of conversation that contains an exchange of one turn each by two speakers. The turns are functionally related to each other in such a fashion that the first turn requires a certain type or range of types of second turn.

Examples: *a greeting – greeting pair; a question – answer pair.*

Anticipatory illocution is an illocutionary act that has the direct illocutionary force of a question about the conditions necessary for the appropriateness of some other illocutionary act. The anticipatory illocution thus has the indirect illocutionary force of the latter.

Example:

Would you like some more coffee?
This illocutionary act has the direct force of a question about a condition for the appropriateness of offering coffee. However, the speaker believes that if the addressee would like some coffee, then an offer of coffee will be accepted. Thus, the question has the indirect force of an offer of coffee.

Assertion: what is asserted is the obvious, plain or surface meaning of the utterance (though many utterances are not assertions of anything).

Body language is a type of nonverbal communication in which physical behaviors, as opposed to words, are used to express or convey the information. Such behavior includes facial expressions, body posture, gestures, eye movement, touch and the use of space. Body language exists in both animals and humans, but this article focuses on interpretations of human body language. It is also known as kinesics.

Chronemics is the role of time in communication. It is one of several subcategories to emerge from the study of nonverbal communication. Chronemics includes time orientation, understanding and organization; use of and reaction to time pressures; our innate and learned awareness of time; wearing or not wearing a watch; arriving, starting, and ending late or on time.

Coherence is the familiar and expected relationships in experience, which are used to connect the meanings of utterances, even when the connections are not explicitly made.

Context is the physical environment in which the word is used.

Conversation analysis is an approach to the study of natural conversation, especially with a view to determining the following: how conversation works in different conventional settings (for example, interviews, court hearings, telephone conversations, card games; participants' methods of turn-taking, constructing sequences of utterances across turns, identifying and repairing problems, and employing gaze and movement.

Commissives are speech acts in which a speaker commits him- or herself to some future action. They express what the speaker intends. They are promises, threats, refusals, pledges. They can be performed by the speaker alone and by the speaker as a member of the group.
Examples:
I'll be back.
We are not going to do that.

Commitment between illocutionary acts is a condition in which the speaker's commitment to one illocutionary act necessarily means the commitment to some other illocutionary act, regardless of the context of utterance.
Examples: the performance of an act of demanding commits one to an act of requesting; the commitment to a promise commits one to an act of asserting that one is not saying one does not promise; the commitment to a conjunctive illocutionary act commits the speaker to each of the elementary illocutionary acts contained within it.

Complex illocutionary act is an illocutionary act that has a negated illocutionary force, is performed conditionally, or is conjoined with another illocutionary act.

Competence (Communicative) is the use of social language rules. It not only refers to a learner's ability to apply and use grammatical rules, but also to form correct utterances, and know how to use these utterances appropriately.

Competence (Cultural) is an ability to interact effectively with people of different cultures. Cultural competence comprises four components: (a) awareness of one's own cultural worldview, (b) attitude towards cultural differences, (c) knowledge of different cultural practices and worldviews, and (d) cross-cultural skills.

Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures.

Competence (**Linguistic)** is the ability of a speaker-hearer to speak and understand language in a grammatically correct manner. It is the use of grammatical rules of a language.

Competence (**Pragmatic)** is the ability to understand another speaker's intended meaning.

Conjunctive illocutionary act is a complex illocutionary act that consists of the performance of two or more illocutionary acts in one utterance.
Example: The following illocutionary act consists of an assertion and a question: *I will go to his house, but will he be there?*

Conversational maxim is any of the four rules that were proposed by P. Grice (1975), stating that a speaker is assumed to make a contribution that:
- is adequately but not overly informative (quantity maxim)
- the speaker does not believe to be false and for which adequate evidence is had (quality maxim)
- is relevant (maxim of relation or relevance), and
- is clear, unambiguous, brief, and orderly (maxim of manner).

Continuer is a move that returns speakership to another participant. It shows that the speaker   recognizes that the other participant is forming a lengthy unit of talk, and allows the participant to continue.
Examples: *uh huh, mm, hm, yeah.*

Cooperative Principle is the way in which people try to make conversations work.
Cooperative Principle is a principle of conversation that was proposed by the philosopher Paul Grice (1975), stating that participants expect that each will make a "conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange." According to Grice, people can generally assume that in conversations in which, for example, the exchange of information is primary, speakers will not say more than is necessary for the purpose of the exchange and will say all that is necessary to convey the information required. They generally expect that what their interlocutor says is relevant to the topic at hand; that her message will be clear and understandable; and under normal circumstances she will not state something she doesn't believe to be true.

Coreference is the reference in one expression to the same referent in another expression. In the following sentence, both *you's* have the same referent: *You* said *you* would come.

Declarations (declaratives) are utterances in which saying the words and doing the action are the same thing: the function is created by the form.
Examples:
I sentence you to death.
I name this ship Aurora.
I pronounce you husband and wife.

Defective illocutionary act is an illocutionary act, whether successful or unsuccessful, in which one or more of the preparatory or sincerity conditions for the act are not met. Examples: The utterance *Pass the salt* in a situation in which a preparatory condition, the addressee's ability to comply, is not met because there is no salt on the table. A lie or insincere promise, in which the act itself is defective even if the statement or promise is successfully made.

Deictic center is a reference point in relation to which a deictic expression is to be interpreted. The deictic center is most typically the present time, location, participant role, and so forth of the speaker.

In the following example, the speaker, the actual location and the actual time of the utterance are, respectively, the deictic centers for the interpretation of *I*, *here*, and *now*: *I'm over here now.*

Deictic expression is an expression that has a deictic usage as its basic usage, though it may also have nondeictic usages.

Deixis is reference by means of an expression whose interpretation is relative to the (usually) extralinguistic context of the utterance, such as:
- who is speaking;
- the time or place of speaking;
- the gestures of the speaker;
- the current location in the discourse.
Deictic words are bound to a context – either a linguistic or extralinguistic context – for their interpretation.

Delay is an item used to put off a dispreferred second part.
Example:
The following exchange contains delays as a repair initiation in the second turn, insertion sequences in the fourth and fifth turns, and the well, pause, and self-repair in the sixth turn:
A: Can you do it?
B: What?
A: Can you take care of it?
B: Now?
A: If that's all right.
B: Well, [pause] I mean, no, I'm afraid not.

Direct illocution is an illocutionary act in which only the illocutionary force and propositional content literally expressed by the lexical items and syntactic form of the utterance are communicated.

Direct speech act is a speech act in which a direct relationship exists between the structure and communicative function of an utterance, e.g. using an interrogative form to ask a question.

Directives are speech acts which speakers use to get someone else to do something. They are commands, orders, requests, suggestions, and can be positive and negative.
Examples:
Give me a cup of coffee. Make it black.

Discourse is an instance of language use whose type can be classified on the basis of such factors as grammatical and lexical choices and their distribution in main versus supportive materials, theme, style, and the framework of knowledge and expectations within which the addressee interprets the discourse.

Discourse deixis is deictic reference to a portion of a discourse relative to the speaker's current "location" in the discourse.

Downgrade is a move that weakens or mitigates a previous utterance in order to make it more acceptable.
Examples:
- Adding an offer of assistance to a request in order to make it more acceptable
- Suggesting ways a request could be easily accomplished in order to make it more acceptable.

Echo question is a question that occurs in the turn after a repairable utterance, and repeats the portion felt by the speaker to need repair. Example: B's question in the following exchange is an echo question:
A: I need a new bolt for my oil filter.
B: A BOLT?
A: I mean for my oil pan.

Elementary illocutionary act is an illocutionary act that does not have a negated illocutionary force; is not performed conditionally, and is not conjoined to another illocutionary act.

Empathetic deixis is the metaphorical use of deictic forms to indicate emotional or other psychological "distance" or "proximity" between a speaker and a referent. Examples: the use of *this* to indicate the speaker's empathy; the use of *that* to indicate the speaker's emotional distance.

Equivalent is a term of social deixis that expresses equality of status.
Example:
In medieval times, the mutual use of the same second-person pronoun, *tu* or *vous*, by the speaker and addressee expressed their equivalent social status.

Expressives are speech acts in which psychological state of a speaker is expressed. They can be statements of pleasure, pain, joy, sorrow.
Examples:
I'm really sorry!
Oh, yes, great, mmmm!

Entailment is logical or necessary corollaries of an utterance.
Entailment is the relationship between two sentences where the truth of one requires the truth of the other.

Experiencer is the semantic role of an entity (or referent) which receives, accepts, experiences, or undergoes the effect of an action.

Familiarity is a kind of social deixis that expresses a high degree of solidarity between the speaker and addressee.

Figurative sense is a meaning that is derived from a primary sense by analogy (for example, personification), association (for example, metonymy), or similarity (for example, metaphor and simile).
A figurative sense shares one or more supplemental semantic components with the primary sense of a lexeme, but it often negates one or more of the obligatory semantic components. As a result, it is only related to the primary sense in an abstract or generalized way.
A figurative sense will often bring to mind a picture of the primary sense. However, a literal interpretation of the figurative sense will be strange, nonsensical, or wrong. Figurative senses often have few collocates and limited contexts of usage.

First part is the first utterance in an adjacency pair.

First person deixis is deictic reference that refers to the speaker, or both the speaker and referents grouped with the speaker.

Fit is a correspondence, or lack of correspondence, between the state of affairs described by the propositional content of an illocutionary act and the state of affairs in the world.
Examples:
The truth or falsity of the contents of an assertive act.
The status of a commissive act's contents as kept or broken by the speaker.
The status of a directive act's contents as fulfilled or unfulfilled by the person from whom compliance is sought.

The successful or unsuccessful performance of a declarative act.

Formality is a kind of social deixis that expresses the setting or social activity in which language use takes place.

Gap is conversational silence at the end of a turn in a situation in which no next speaker has been selected by the previous one; no participant has selected himself or herself as the next speaker, and the silence is too short to constitute a lapse. A gap is a kind of a switching pause.

A **gesture** is a form of non-verbal communication or non-vocal communication in which visible bodily actions communicate particular messages, either in place of, or in conjunction with, speech. Gestures include movement of the hands, face, or other parts of the body.

Gestural usage is the use of a deictic expression in such a way that a physical monitoring of the speech situation is necessary for interpretation of the expression.
Example:
This *one's genuine, but* **this** *one is a fake.*
In the following sequence, an accompanying gesture is necessary to interpret the expression.

Given information is information that is assumed by the speaker to be known to, assumed by, or inferable by the addressee at the time of the speaker's utterance, because it is common knowledge; part of the extralinguistic context, or previously established in the discourse. Given information often is placed early in a sentence, and spoken with a low amount of stress.

Haptic communication is a branch of nonverbal communication that refers to the ways in which people and animals communicate and interact via the sense of touch.

Hedged performative is an indirect illocution whose illocutionary force is expressed directly by a performative verb but is given an additional illocutionary force by some device, such as modalization or subordination.
Examples:
May I ask if you're married? has the indirect force of *I ask if you're married.*
I must warn you not to discuss this in public has the indirect force of *I warn you...*
We regret to inform you that the aspidistra stands are no longer obtainable has the indirect force of *We inform you...*
I want to thank you for the gift has the indirect force of *I thank you...*

Hesitation pause is conversational silence that occurs within a turn. A hesitation pause is a kind of silence.

Horizontal deixis is a type of place deixis that has no component of meaning indicating location upward or downward, in a system of place deictic expressions that make such distinctions of verticality.

Hortatory discourse is a discourse that is an attempt to persuade the addressee to fulfill commands that are given in the discourse. A hortatory discourse typically consists of one or more commands that are logically related to each other, and expressions offering motivation in support of the respective commands.
Features of this discourse:
- commands are supported by reasons;
- second person pronoun forms are used;
- texts are oriented toward an agent;
- tests are not organized chronologically.
Examples: *guidelines for newlyweds, a political speech, warnings to children, a sermon, etc.*
Hortatory text is a text which represents an attempt on the part of the speaker to get the addressee to do something or to act in a certain way.

Illocutionary act or the semantic 'illocutionary force' of the utterance, is its real, intended meaning.
Illocutionary act is a complete speech act, made in a typical utterance, that consists of the delivery of the propositional content of the utterance (including references and a predicate), and a particular illocutionary force, whereby the speaker asserts, suggests, demands, promises, or vows.

Illocutionary force is the combination of the illocutionary point of an utterance, and particular presuppositions and attitudes that must accompany that point, including the strength of the illocutionary point; preparatory conditions; propositional content conditions; mode of achievement; sincerity conditions, and strength of sincerity conditions.
Illocutionary force distinguishes the following types of acts: asserting, promising, excommunicating, exclaiming in pain, inquiring, ordering.

Identity of illocutionary forces is a relationship between two illocutionary forces such that when they are employed with the same propositional content, they have the same conditions for nondefective performance. The two forces thus serve the same purpose and have the same components of illocutionary force.

Illocutionary conditional is a complex illocutionary act that consists of an illocutionary act, and a stated condition for the performance of that act.
Example: *If Carter is the next Democratic candidate, I bet you five dollars that the Republicans will win.*
The illocutionary act of betting is performed only if the condition, that Carter is the next Democratic candidate, is true.

Illocutionary connective is a connective that is used to join two or more illocutionary acts in one utterance.

Example*: I will go to his house, but will he be there?*

The word *but* joins two illocutionary acts: the assertion that the speaker will go to someone's house and the question whether the person concerned will be there.

Illocutionary consistency is a property of a set of illocutionary acts such that it is possible, in at least one context of utterance, for the speaker to be committed to all the acts simultaneously.

Illocutionary denegation is an illocutionary act that is made complex by the negation of its illocutionary force. It expresses that the speaker is not performing a particular illocutionary act.

Example: *I do not promise to come.*

This illocutionary act contrasts with I promise not to come, in which the speaker does perform an illocutionary act.

Illocutionary force indicating device is any linguistic element that indicates or delimits the illocutionary force of an utterance, like   word order, mood, etc.

Illocutionary inconsistency is a property of a set of illocutionary acts such that it is not possible, in any context of utterance, for the speaker to be committed to all the acts simultaneously.

Illocutionary point is the basic purpose of a speaker in making an utterance. It is a component of illocutionary force. According to certain analyses, there are five kinds of illocutionary points:

- To assert something
- To commit to doing something
- To attempt to get someone to do something
- To bring about a state of affairs by the utterance
- To express an attitude or emotion

Illocutionary point (**Assertive)** is an illocutionary point in which the speaker purposes to present that the state of affairs described by the propositional content of the utterance is actual.

Illocutionary point (**Commissive)** is the illocutionary point of a speaker committing to bring about the state of affairs described in the propositional content of the utterance.

Illocutionary point (**Declarative)** is an illocutionary point in which, by making an utterance, a speaker brings into existence the state of affairs described in the propositional content of the utterance.

Illocutionary point (**Directive)** is an illocutionary point in which the speaker attempts to get someone to bring about the state of affairs described by the propositional content of the utterance.

Illocutionary point (**Expressive)** is an illocutionary point which communicates an attitude or emotion about the state of affairs described in the propositional content of the utterance.

Strength of illocutionary point is the strength of assertion of, commitment to bring about, direction to another to bring about, or expression of a psychological state toward the propositional content of an illocutionary act.

Examples:

Suggesting and swearing
Promising and vowing
Requesting and demanding
Approving and endorsing

The second act in each pair has a greater degree of strength of illocutionary point than the first.

Illocutionary verb is a verb that, as part of its meaning, expresses   at   least one illocutionary force, or a quality of some component of illocutionary force.

Examples:

Assert expresses an assertive illocutionary point.

Advise expresses a directive illocutionary point.

Announce does not express a particular force, but appears to refer, in part, to a high degree of strength of sincerity conditions.

Insinuate cannot be used as a performative verb, but is, nevertheless, an illocutionary verb useful in reporting illocutionary acts secondhand.

Implicature is anything that is inferred from an utterance but that is not a condition for the truth of the utterance.

Example:

The expression *Some of the boys were at the party* implicates in most contexts *Not all of the boys were at the party.*

Actual implicature is any potential implicature that is not canceled by its context.

Clausal implicature is a quantity implicature which is inferred by an addressee concerning the truth of a proposition expressed in a particular subordinate or coordinate clause. The addressee infers that the proposition may or may not be true. The complex or compound sentence of which the clause is a part does not indicate whether the proposition expressed by the clause is true or false. There will be another sentence available, which would entail that the proposition expressed by the clause is true. This sentence must be identical to the sentence under scrutiny except that, in one of its clauses, an expression has been substituted which is stronger than that used by the speaker.

Example:

The sentence *I believe that John is away* implies that it is possible that *John is in fact not away.* If John were certain to be away, then the expression would have been something like *I know John is away*.

Conventional implicature is an implicature that is part of a lexical item's or expression's agreed meaning, rather than derived from principles of language use, and not part of the conditions for the truth of the item or expression.

Conversational implicature is a nonconventional implicature based on an addressee's assumption that the speaker is following the conversational maxims or at least the cooperative principle.

Flouting implicature is a conversational implicature based on an addressee's assumption that the speaker is deliberately breaking (flouting) a conversational maxim while still being cooperative.

Generalized implicature is a conversational implicature that is inferable without reference to a special context. A generalized implicature is a kind of conversational implicature.

Expressions with the form *an X* usually imply that *X* is not closely related to the speaker or subject, as in the following expression:
*John walked into **a house** yesterday and saw a tortoise.*
This expression implies that the house is not John's house.

Manner implicature is a conversational implicature based on an addressee's assumption that the speaker is either observing or flouting the conversational maxim of manner. If the speaker is assumed to be observing the maxim, then the addressee makes a **standard implicature**. If the speaker is assumed to be flouting the maxim, then the addressee makes a more nonstandard type of implicature.

The manner implicature *Miss Singer sang badly* is derivable from the sentence *Miss Singer produced a series of sounds corresponding closely to the score of an aria from '"Rigoletto."*

Because of the submaxim **be orderly**, an addressee can draw the implicature that the events presented in *Alfred went to the store and bought some whisky* happened in order.

Nonconventional implicature is an implicature that is drawn in accordance with pragmatic principles, such as the cooperative principle or the informativeness principle, rather than the meaning of a lexical item or expression. Conversational implicature and nonconversational implicature are the kinds of nonconventional implicature. A nonconventional implicature is a kind of an actual implicature.

Nonconversational implicature is a nonconventional implicature that arises from the operation of a principle or maxim of language usage other than the cooperative principle and conversational maxims, such as an implicature derived from an assumption of the informativeness principle.

Particularized implicature is a conversational implicature that is derivable only in a specific context.
Example:
A: What on earth has happened to the roast beef?
B: The dog is looking very happy.

In the above exchange, A will likely derive the implicature *"the dog ate the roast beef"* from B's statement. This is due to A's belief that B is observing the conversational maxim of relation or relevance in the specific context of A's question.

Potential implicature is an implicature that would arise from any of the components of a given utterance if that component were uttered in some linguistic or extralinguistic context, whether or not the implicature is an actual implicature of the given utterance.

Examples:

The sentence *I think that some went* has two potential implicatures:

The matrix sentence *I think ...* has the potential clausal implicature *'I don't know [that some went]'*.

The complement clause *... some went* has the potential scalar implicature *'Not all went'*.

Quality implicature is a conversational implicature based on the addressee's assumption as to whether or not the speaker is observing or flouting the conversational maxim of quality. If the speaker is assumed to be observing the maxim, then the addressee makes a standard implicature. If the speaker is assumed to be flouting the maxim, then the addressee makes a more nonstandard type of implicature.

Example:

The sentence *John has two Ph.D.'s* implicates both of the following:

"I believe John has two Ph.D.'s."

"I have adequate evidence that John has two Ph.D.'s."

It may also cause an implicature derived from the addressee's belief that the speaker is flouting the maxim quality.

In the following exchange, the obvious falsehood of B's utterance implicates that B is saying that A is wildly incorrect:

A: Tehran's in Turkey, isn't it, teacher?

B: And London's in Armenia, I suppose.

Quantity implicature is a conversational implicature based on an addressee's assumption as to whether the speaker is observing or flouting the conversational maxim of quantity. If the speaker is assumed to be observing the maxim, then the addressee makes a standard implicature. If the speaker is assumed to be flouting the maxim, then the addressee makes a more non-standard type of implicature.

Example:

The utterance *Nigel has 14 children* commonly implicates *'Nigel has only 14 children'*, even though it would be compatible with Nigel's having 20 children.

Relevance implicature is a conversational implicature based on an addressee's assumption as to whether a speaker is observing or flouting the conversational maxim of relation or relevance. If the speaker is assumed to be observing the maxim, then the addressee makes a standard implicature. If the speaker is assumed to be flouting the maxim, then the addressee makes a more nonstandard type of implicature.

Example:

In the following exchange, the implicature that A draws as to the time of day from B's presumably relevant response is a relevance implicature:

A: Can you tell me the time?
B: Well, the milkman has come.

Scalar implicature is a quantity implicature based on the use of an informationally weak term in an implicational scale. The use implicates that all similar utterances using an informationally stronger term are not true because, according to the conversational maxim of quantity, a speaker would ordinarily be required to make a stronger, more informative utterance if a true one were available.

Example:
In the utterance *some of the boys went to the party*, the word *some* implicates *"not all of the boys went to the party."*
The words *none*, *some*, and *all* form an implicational scale, in which the use of one form implicates that the use of a stronger form is not possible.

Standard implicature is a conversational implicature based on an addressee's assumption that the speaker is being cooperative by directly observing the conversational maxims.

In the following exchange, A assumes that B is being cooperative, truthful, adequately informative, relevant, and clear. Thus, A can infer that B thinks A can get fuel at the garage:
A: I've just run out of petrol.
B: Oh; there's a garage just around the corner.

Indirect illocution is an illocutionary act in which the speaker expresses another illocutionary force other than that literally expressed in the utterance, by relying on shared background knowledge; principles of conversation, such as the cooperative principle; convention, and the ability of the addressee to make inferences.

Indirect speech act is an utterance in which one speech act is performed directly by performing another.

Inference is interpretation that other people draw from the utterance, for which we cannot always directly account.
Could you lend me 5 dollars, please?

Kinesics is the interpretation of body motion communication such as facial expressions and gestures, nonverbal behavior related to movement of any part of the body or the body as a whole.

Lapse is a relatively long silence between turns that is due to none of the participants taking a turn.

Linguistic performance is one of the two elements in Chomsky's performance/competence distinction. It relates to Language production (parole), with an emphasis upon how this is different from Competence, or the mental knowledge of language itself.

Locutionary act is the performance of an utterance, and hence of a speech act i.e. the actual utterance and its ostensible meaning, comprising phonetic, phatic and rhetic acts corresponding to the verbal, syntactic and semantic aspects of any meaningful utterance.

Manner of discourse is an identifiable style of speech that is suitable for a particular type of addressee, social setting, or subject matter. Here are some examples that illustrate distinctions in manners of discourse. The intended perlocutionary effect is the same, but the styles are different:

Participants should remain seated throughout the ceremony.
Don't get up.
Sit tight.

Misplacement marker is a device used in a turn of conversation to indicate that the turn is in some way out of place.

Example:

H: So, maybe we can have lunch together tomorrow?
X: Okay, yeah, it's, yes it's fine, yes.
H: I'll give you a call, I'll give you a call tomorrow then, all right?
X: Um, hang on, one thing, I'm lecturing, um, that's okay. I'm lecturing, I finish at 12:15.
H: Okay, 12:15. We'll go to Shatin or someplace.
X: Yeah, yeah, sounds good.
H: Okay then.
X: Okay.
H: How do you feel, by the way?

In the last turn of the following exchange, *by the way* indicates that the turn is somewhat out of place.

Modality (linguistic) is covering expressions of how the world might be and should be. This includes expressions of necessity, permissibility and probability, and negations of these.

Commissive modality is a deontic modality that connotes the speaker's expressed commitment, as a promise or threat, to bring about the proposition expressed by the utterance. If the usage of the term commissive modality is extended beyond solely grammaticalized means of expression, it becomes nearly synonymous with commissive illocutionary point.

Deontic modality is modality that connotes the speaker's degree of requirement of desire for, or commitment to the realization of the proposition expressed by the utterance.

Directive modality is a deontic modality that connotes the speaker's degree of requirement of conformity to the proposition expressed by an utterance. If the usage of the term directive modality is extended beyond discussion of solely grammaticalized means of expression, it becomes nearly synonymous with directive illocutionary point.

Epistemic modality is a modality that connotes how much certainty or evidence a speaker has for the proposition expressed by his or her utterance. Example: *There's no answer; he **must** have already left.*

Volitive modality is a deontic modality that expresses the speaker's attitude of hope, wish, or fear concerning the proposition expressed by the utterance.

Move is a stretch of talk that forms a unit. It has a functional relation to the conversation of which it is a part.

Narrative discourse is a discourse that is an account of events, usually in the past, that employs verbs of speech, motion, and action to describe a series of events that are contingent one on another, and that typically focuses on one or more performers of actions. Its features are the following:
- events are organized chronologically;
- first or third person pronoun forms are used;
- the text is oriented around a specific agent or agents.

Narrative discourse consists of such parts:
- Exposition or setting
- Inciting moment
- Developing conflict
- Climax
- Denouement
- Final suspense
- Conclusion

The examples of such discourse can be *folk stories* (stories about real or imagined ancestors, often containing supernatural elements), *historical events* (stories or accounts about the social and political history of the world and its contacts with the rest of the world), *mythology* (stories explaining origins, natural phenomena, or social and religious customs, often involving the supernatural), *personal experience* (accounts of significant events in the life of the narrator or the community).

Negative face or the rights to territories, freedom of action and freedom from imposition - wanting your actions not to be constrained or inhibited by others.

Negative politeness is found in ways of mitigating the imposition.

New information is information that is assumed by the speaker not to be known to or assumed by the addressee, or previously established in the discourse. New information is typically placed late in the sentence, and has a high amount of stress placed on the words representing it.

Newsmark is a move that treats a previous utterance as news and encourages further talk about it.

The following ritual expressions of disbelief are examples of newsmarks:

You don't say
You're kidding

Nonverbal communication (**NVC**) is the transmission of messages or signals through a nonverbal platform such as eye contact, facial expressions, gestures, posture, and body language. It includes the use of social cues, kinesics, distance (proxemics) and physical environments/appearance, of voice (paralanguage) and of touch (haptics). It can also include the use of time (chronemics) and eye contact and the actions of looking while talking and listening, frequency of glances, patterns of fixation, pupil dilation, and blink rate (oculesics).

Oculesics is one form of nonverbal communication, which is the transmission and reception of meaning between communicators without the use of words. It can include the environment around the communicators, the physical attributes or characteristics of the communicators, and the behavior of the communicators.

Olfaction or the **sense of smell** is the special sense through which smells (or odors) are perceived.

Oh-receipt is a move (such as the utterance of *oh* in English) that signals a sharp change in the state in the speaker's knowledge, such as the
- overcoming of a previous expectation, or
- achievement of a new understanding resulting from new information.

Paralanguage, also known as **vocalics**, is a component of meta-communication that may modify meaning, give nuanced meaning, or convey emotion, by using techniques such as prosody, pitch, volume, intonation, etc. It is sometimes defined as relating to nonphonemic properties only. Paralanguage may be expressed consciously or unconsciously.

Passing turn is a move that indicates that its speaker has nothing further to say, and passes speakership to another participant.
Example:
At the end of a telephone conversation, each of the moves in a mutual exchange of *okay* before saying *good-byes* is a passing turn.

Performative is a sentence in which the employment of a particular illocutionary force is made explicit by naming the force in the sentence itself.
Examples:
I baptize you...
I bet you that...
Performative verb is a verb that names an illocutionary force. It is used in a performative to perform an illocutionary act having that force.

Perlocutionary act (or perlocutionary effect) is a speech act, as viewed at the level of its psychological consequences, such as persuading, convincing, scaring, enlightening, inspiring, or otherwise getting someone to do or realize something.

Perlocutionary act is a speech act that produces an effect, intended or not, achieved in an addressee by a speaker's utterance.

Perlocutionary effect (**intended)** is what a speaker intends an utterance to achieve in an addressee. Some analysts consider an intended perlocutionary effect to be part of the definition of a type of illocutionary act.

Examples:
- *To inform the addressee*
- *To get the addressee to do something*

To get the addressee to have a particular expectation

Perlocutionary failure is a lack of success in achieving an intended perlocutionary effect.

Example:

I tried to warn you, but you wouldn't listen.

Perlocutionary verb is a verb that names a perlocutionary act.

Example:

She tried *to persuade* me to accompany her.

Person deixis is deictic reference to the participant role of a referent, such as the speaker, the addressee, and referents which are neither speaker nor addressee. Person deixis is commonly expressed by the following kinds of constituents: pronouns, possessive affixes of nouns, agreement affixes of verbs.

Place deixis is deictic reference to a location relative to the location of a participant in the speech event, typically the speaker.

Examples: *this (way), that (direction), here, there.*

Politeness is the practical application of good manners or etiquette. It is a culturally defined phenomenon, and what is considered polite in one culture can often be quite rude or simply strange in another.

Politeness is social deixis that expresses a low degree of solidarity between the speaker and the addressee.

Politeness is forms of behaviour that establish and maintain comity. That is the ability of participants in a social interaction to engage in interaction in an atmosphere of relative harmony.

Politeness Principle is a series of maxims, which people assume are being followed in the utterances of others. The linguist Robin Lakoff formulated these maxims as follows:

- *don't impose;*
- *give options;*

- make your receiver feel good.

Politeness Principle is a series of maxims, which Geoffrey Leech has proposed as a way of explaining how politeness operates in conversational exchanges.

Leech's maxims:

- agreement maxim (in representatives): minimise disagreement between self and other (maximise agreement between self and other);

- approbation maxim (in expressives and representatives (assertive)): minimise dispraise of other; maximise praise of other.

- generosity maxim (in directives and commissives): minimise benefit to self; maximise cost to self.

- modesty maxim (in expressives and representatives): minimise praise of self; maximise dispraise of self.

- sympathy maxim (in representatives): minimise antipathy between self and other; maximise sympathy between self and other.

- tact maxim (in directives and commissives): minimise cost to other; maximise benefit to other.

Positive face, the positive consistent self - image that people have and their desire to be appreciated and approved of by at least some other people.

Positive politeness means being complimentary and gracious to the addressee (but if this is overdone, the speaker may alienate the other party).

Post-sequence is a sequence that is subordinate to and follows another sequence. It remedies some unresolved matter relating to the dominant sequence.

Example:

The third through fifth turns of the following exchange are a post-sequence. They resolve some doubt concerning the fulfillment of the sincerity conditions in the first sequence's acceptance of the request of the first turn:

A: Would you mind dropping this off for me on your way to work?

B: Yeah, I guess so.

A: 'Cause I'm gonna be late getting off because I have to iron something to wear.

B: Well, I will if it's not too crowded.

A: O.K.

Pragmatics is the branch of semiotics that deals with the relationship between signs, especially words and other elements of language, and their users.

Pragmatics is the study of the aspects of meaning and language use that are dependent on the speaker, the addressee and other features of the context of utterance, such as the following: the effect that the following have on the speaker's choice of expression and the addressee's interpretation of an utterance:

- context of utterance;
- generally observed principles of communication;

- the goals of the speaker.

Pragmatics is the study of the ability of natural language speakers to communicate more than what is explicitly stated.

Preannouncement is a presequence for an announcement of news. It consists of a turn in which the announcing participant checks on the newsworthiness of the item, and may also consist of a turn in which the recipient allows or disallows the newsworthiness of the item before beginning a request-acceptance or question-answer sequence to elicit the announcement.
Example:
The first turn in the following exchange is a preannouncement:
A: ***Oh, guess what.***
B: *What?*
A: *Professor Deelies put another book on his order.*

Prearrangement is a presequence in which an attempt is made to arrange for later contact, as by means of a question-answer sequence determining the availability of one of the participants. Prearrangements are frequently indistinguishable from preinvitations except in context.
Example:
In the following exchange, the prearrangement is expressed by means of a question-answer sequence determining the availability of one of the participants:
A: *Erm, what are you doing today?*
B: *Er, well, I'm supervising at quarter past.*
A: *Er, yuh, why don't, er, would you like to come by after that?*
B: *I can't, I'm afraid, no.*

Preclosing is a presequence that signals the end of a conversation is near. It provides opportunity for the discussion of any additional remaining topic before the participants proceed with the closing sequence.
Example:
A: *Okay?*
B: *Okay.*
A: *Bye.*
B: *Bye.*
The *okays* in the following exchange express a preclosing.

Predictable information is given information that the speaker assumes can be or could have been predicted by the addressee to occur in a particular position in the sentence. Example: ellipsed material in utterances is predictable information. Predictable information is a kind of given information.

Preface is an audible device, such as one of the following, used within a turn to put off a dispreferred response:
- items like *well*;

- token agreement;
- indications of appreciation, apology, or qualification;
- self-repair.
Example:
Um, yes, thanks, but you--I mean, I'll just do it myself.

Preferred second part is a second part of an adjacency pair that consists of a sort of response to the first part that is not avoided by participants, and is less likely than a dispreferred second part to be formally marked by such features as delays, prefaces, and accounts. Preferred second parts are frequently indistinguishable from prearrangements except by context.
Examples:
An acceptance in response to a request, offer, or invitation.
An agreement in response to an assessment.
An expected answer in response to a question.
A denial in response to blame.

Preparatory condition is a state of affairs that must be presupposed by the speaker in employing a particular illocutionary force, and is a necessary condition for the nondefective employment of that force including any conditions necessary due to the mode of achievement, but excluding any limitations regarding the nature of the propositional content of the illocutionary act (because these relate to its content, not its force), and presuppositions of the speaker's sincerity in performing it.
Examples:
The force of making a promise, in which the speaker presupposes his or her own capability of performing the promised action.
The distinction between promising and threatening.
The act of promising presupposes the addressee's concern that the promised action be taken, whereas the act of threatening presupposes some harm in the action.

Presequence is a sequence that is used to introduce a conversational action, and
often prefigures a particular sort of action and secures the addressee's cooperation.
Presequence is the specific turn that has the function of prefiguring the coming action.
Examples:
A preinvitational turn, such as *are you doing anything this weekend?*
A summons-answer sequence, such as the following exchange:
A: John?
B: Yes, honey?

Preinvitation is a presequence that is likely to be understood by the respondent as a signal of a coming invitation. The coming invitation may be a question-answer sequence concerning the availability of the participant to be invited.
Example:

A: Hi, John.
B: Say, what're you doing?
A: Well we're going out. Why?
B: Oh, I was just gonna say come over here this evening.
The second and third turns of the following exchange are a preinvitation.

Prerequest is a presequence that prefigures a request, possibly by ascertaining the ability of the respondent to satisfy the coming request.
Example:
A: Do you have blackberry jam?
B: Yes.
A: Okay. Can I have half a pint then?
B: Sure.
The first two turns of the following exchange are a prerequest.

Presupposition is what is taken for granted in the utterance. "I saw the Mona Lisa in the Louvre" presupposes that the Mona Lisa is in the Louvre.
Presupposition is background belief, relating to an utterance, that:
- must be mutually known or assumed by the speaker and addressee for the utterance to be considered appropriate in context
- generally will remain a necessary assumption whether the utterance is placed in the form of an assertion, denial, or question, and
- can generally be associated with a specific lexical item or grammatical feature (presupposition trigger) in the utterance.
Example:
The utterance *John regrets that he stopped doing linguistics before he left Cambridge* has the following presuppositions:
There is someone uniquely identifiable to speaker and addressee as John.
John stopped doing linguistics before he left Cambridge.
John was doing linguistics before he left Cambridge.
John left Cambridge.
John had been at Cambridge.

Presupposition (Actual) is any potential presupposition that is not canceled by its context.
Example:
The utterance *John says that the king of France is bald* has two potential presuppositions:
There is someone identified as John.
There is a king of France.
Of these two, only the presupposition that *there is someone identified as John* is an actual presupposition, because the second presupposition is reported.

Presupposition (Potential) is a presupposition that is triggered by some part of an utterance (such as a subordinate clause) taken in isolation, but that may or may not be a presupposition of the whole utterance.

Example:

The utterance *John says that the king of France is bald* has two potential presuppositions:

There is someone identified as John.

There is a king of France.

Presequence is the specific turn that has the function of prefiguring the coming action.

Presequence is a sequence that is used to introduce a conversational action, and often prefigures a particular sort of action and secures the addressee's cooperation.

Presequence is the specific turn that has the function of prefiguring the coming action.

Example:

a preinvitational turn, such as *are you doing anything this weekend?*

a summons-answer sequence, such as the following exchange:

A: John?

B: Yes, honey?

Procedural discourse is a discourse that is used to tell the addressee how to do something, presents a series of steps leading to a goal, and centers on events that are contingent one on another, rather than focusing on the performer of the events.

Here are some features of procedural text:

- The steps of the procedure are often organized chronologically.
- First or second person pronoun forms are usually used.
- Text is not oriented around a specific agent.

Examples:

Directions on how to get somewhere

Instructions on how to make something

Recipes

Parts:

- problem or need;
- preparatory procedures;
- main or efficient procedures;
- concluding, often utilization procedures.

Proposition is that part of the meaning of a clause or sentence that is constant, despite changes in such things as the voice or illocutionary force of the clause.

The meaning of the term **proposition** is extended by some analysts to include the meaning content of units within the clause.

Example:

The tall, stately building fell is said to express propositions corresponding to the following:
"The building is tall."
"The building is stately."
"The building fell."

Examples:
The common content of each of the following utterances is a proposition:
Alec ate the banana.
The banana was eaten by Alec.
Did Alec eat the banana?
Alec, eat the banana.

All these utterances may be analyzed as consisting of a predicate naming an event or state and one or more arguments naming referents that participate in that event or state.
The activity is eat.
The agent is Alec.
The patient is a banana.

Propositional act is a speech act that a speaker performs when referring or predicating in an utterance.

Example:
The following utterances all have the same propositional act despite their different illocutionary acts, utterance acts, and perlocutionary acts:
You go home.
Do you go home?
Go home!
How I wish you'd go home!

Propositional content condition is a limitation on the nature of the state of affairs described by the propositional content of an illocutionary act due to the nature of the illocutionary force employed.

Example:
The condition in a commissive act that the commitment to an action must concern a future state of affairs is a propositional content condition.

Proxemics is the study of human use of space and the effects that population density has on behaviour, communication, and social interaction.

Proxemics is one among several subcategories in the study of nonverbal communication, including haptics (touch), kinesics (body movement), vocalics (paralanguage), and chronemics (structure of time).

Question is an illocutionary act that has a directive illocutionary point of attempting to get the addressee to supply information.

A question is a sentence type that has a form (labeled interrogative) typically used to express an illocutionary act with the directive illocutionary point mentioned above. It may be actually so used (as a direct illocution), or used rhetorically.
Example:
Tell me your name.
Give me your address.
These are illocutionary acts that attempt to obtain information from an addressee.

Reference is the symbolic relationship that a linguistic expression has with the concrete object or abstraction it represents.
Reference is the relationship of one linguistic expression to another, in which one provides the information necessary to interpret the other.

Rejection finalizer is a move that signals the speaker's acceptance of a rejection by another participant. The rejection may be of an offer that has previously been made to the other participant.
Example:
A: Are you sure you don't want a cigarette?
B: No, I couldn't take your last but one.
A: Well, the last one actually – that would be my last one.
B: No thanks.
A: Go on, have it Rob.
B: No, no I'm not having it, I'd feel too bad.
A: Okay.
The *Okay* in the last turn is a rejection finalizer.

Relation (**Amplification**) is an elaboration relation in which a proposition substantially repeats the content of an earlier one and adds further information.
Example:
He went away; I saw him go away.

Relation (**Attribution**) is an elaboration relation in which a proposition describes an attribute of a referent of another proposition.
Example:
A tall man came by; he was wearing an old navy jacket.

Relation (**Background**) is an interpropositional relation in which one or more propositions are provided as information necessary for the proper understanding of some other proposition(s).
Example: *Someone left a coffee cup in my office; would the owner please come and get it?* In this construction, the first proposition provides background information for the second.

Relation (**Description**) is an elaboration relation in which a proposition(s) provides the "contents" of an act of perception or cognition expressed by another proposition.

Example:

He looked outside. It was snowing.

Relation (**Elaboration**) is an interpropositional relation in which a proposition(s) provides detail relating to some aspect of another proposition.

Examples:

Naming a member of a set
Providing an instance of an abstraction
Naming a part of a whole
Describing a step in a process
Giving an attribute of an object
Providing a specific in relation to a generalization

Relation (**Interpropositional)** is an explicit or inferred coherence relation between propositions or groups of propositions that are typically expressed by clauses or larger portions of text. Interpropositional relations can account for the coherence between portions of text.

Relation (**Justification**) is an interpropositional relation in which one or more propositions provide the basis or right of the speaker to perform the illocutionary act expressed in another proposition.

Example:

Music Day is July 21; I'll post details later, but this is a good time to mark your calendar.

The two clauses after the semicolon justify the announcement of "Music Day" without details.

Relation Motivation is an interpropositional relation in which the speaker expresses a proposition(s) to increase the addressee's willingness to accept the directive communicated in another proposition.

Example:

The ballet company is giving four concerts next week. Tickets are $7.50. It's new choreography and should be very entertaining.

The last sentence is intended to motivate attendance at the concerts mentioned in the first.

Relation Similarity is an interpropositional relation indicating that the events or states expressed in the propositions have a likeness of function or import.

Examples:

similarly, likewise, in the same way.

Relation Simultaneous is a temporal relation in which the events or states of proposition(s) are communicated as occurring at the same time.

Examples:

Mrs. Brown bought groceries while Mr. Brown got gas for the car.

Bobsimultaneously talked on the phone and washed dishes.

Mr. Smith was telling the same old joke; meanwhile, Mr. Jones tried to look interested.

Relation (Solutionhood) is an interpropositional relation in which a proposition(s) is presented as an answer or remedy for a problem, such as one of the following, communicated in another proposition(s):

- a lack of information
- a desire
- an intellectual issue
- a need
- a calamity
- a frustration

Relation (Specification) is an elaboration relation in which a proposition provides more information about another proposition by restating it more narrowly.

Example:

John is sick; he has the flu.

Representatives are speech acts in which the speaker states what is believed or known.

Examples:

It was a warm sunny day.

The earth is round.

Reverential form is an expression of social deixis that encodes very high status.

Example:

The Latin second person plural pronoun *vos* was a reverential form for addressing the emperor.

Rhetorical question is an illocutionary act that has the direct illocutionary force of a question, and is not generally used with the expectation of an answer but with some different, indirect force, such as a command, a tentative statement, and an evaluation.

A rhetorical question is a kind of indirect illocution.

Salient information is given information that the speaker assumes to be in the addressee's consciousness at the time of the speaker's utterance. Salient information is a kind of given information.

Second part is the second utterance in an adjacency pair.

Dispreferred second part is a second part of an adjacency pair that consists of a response to the first part that is generally to be avoided, and is likely to be marked by such features as delays, prefaces, and accounts.

Examples:

A refusal in response to a request, offer, or invitation.

A disagreement in response to an assessment.

An unexpected answer in response to a question.

An admission in response to blame.

Second person deixis is deictic reference to a person or persons identified as addressee (you, yourself, yourselves, your, yours).

Semantics is the study of meaning of linguistic expressions.

Semantics is the study of the meaning of linguistic expressions apart from consideration of the effect that pragmatic factors, such as the following, have on the meaning of language in use:

- features of the context;
- conventions of language use;
- the goals of the speaker.

Sequence is a unit of conversation that consists of two or more adjacent and functionally related turns.

Sign languages (also known as **signed languages**) are languages that use the visual-manual modality to convey meaning. Sign languages are expressed through manual articulations in combination with non-manual elements. Sign languages are full-fledged natural languages with their own grammar and lexicon.

Silence is the absence of speech. Silence is assigned different significance by conversation in a conversation.

Sincerity condition is the psychological state of the speaker concerning the propositional content of an illocutionary act.

The sincere or insincere expression of this state necessarily accompanies all illocutionary acts, except for an act having a declarative illocutionary point, so that an act having

- an assertive point commits the speaker to having a state of belief;
- a commissive point commits the speaker to having a state of intention;
- a directive point commits the speaker to having a state of desire;
- an expressive point commits the speaker to having an emotional, attitudinal, or sensory state.

Strength of sincerity conditions is the strength of the psychological state that the speaker commits to in employing a particular illocutionary force.

Examples:

Suggesting and swearing
Promising and vowing
Requesting and demanding
Approving and endorsing
The second act in each pair has a greater degree of strength of sincerity conditions than the first.

Social deixis is reference to the social characteristics of, or distinctions between, the participants or referents in a speech event.

Speaker is the utterer of a message. A speaker is typically the deictic center of his or her own deictic references. These are grammaticalized in first person morphemes.

Speech act is an act that a speaker performs when making an utterance, including the following:
- a general act (illocutionary act) that a speaker performs, analyzable as including: the uttering of words (utterance acts), making reference and predicating (propositional acts), and a particular intention in making the utterance (illocutionary force);
- an act involved in the illocutionary act, including utterance acts and propositional acts;
- the production of a particular effect in the addressee (perlocutionary act).

Speech event is an activity in which participants interact via language in some conventional way to arrive at some outcome. It may include a an obvious central speech act, but it will also include other utterances leading up to and subsequently reacting to that central action.

Status is a scale of social standing that is often realized in differing socially deictic linguistic forms.
Examples:
The choice between the second person pronouns *tu* and *vous* in French and *du* and *Sie* in German indicates same or differing status between the speaker and addressee.

Inferior status is social deixis that encodes a low degree of status.
Examples:
The second-person pronouns *tu* (French) and *du* (German) may be used to address those considered to be social inferiors.

Superior status is social deixis that encodes high status.
Examples:
Some uses of the second person pronoun *vous* in French and *Sie* in German indicate the superior status of the addressee.

Success of fit is a correspondence between the state of affairs described by the propositional content of an illocutionary act and the state of affairs in the world.
Examples:

The truthfulness of an assertive act's contents.
The status of a commissive act's contents as kept by the speaker.
The fulfillment of a directive act's contents by the person from whom compliance is sought.
A declarative act that is successfully performed.

Summons-answer sequence is a pre-sequence that consists of a that turn seeks attention, and grants it, opening the way for the talk to follow.

Switching pause is silence between turns.

Symbolic usage is the use of a deictic expression in such a way that its interpretation depends only on general knowledge of the extralinguistic situation, rather than on physical (visual, and so forth) monitoring of it.
Examples:
This *city is really beautiful.*
*We can't afford a holiday **this** year.*

Text is a sequence of paragraphs that represents an extended unit of speech.

Third person deixis is deictic reference to a referent(s) not identified as the speaker or addressee (he, she, they, the third person singular verb suffix –s: *He sometimes flies*).

Time deixis is reference to time relative to a temporal reference point. Typically, this point is the moment of utterance.
Examples:
temporal adverbs: *now / then, yesterday / today / tomorrow;*
distinctions in tense.

Try-marker is a device that is used to indicate a test of the addressee's recognition of a referent. The device is followed by a hesitation pause in expectation of a sign from the addressee as to whether the referent is known to the addressee.
Example:
A try-marker may be indicated by rising intonation at the end of an utterance.

Turn is a time during which a single participant speaks, within a typical, orderly arrangement in which participants speak with minimal overlap and gap between them.
Turn is a time during which a single participant speaks, within a typical, orderly arrangement in which participants speak with minimal overlap and gap between them.

Upgrade is a move that is intended to strengthen a previous utterance.
Examples:

- Insistence on a request
- The addition of a reason for fulfilling a request

Get in; the water's warm.

Utterance is a natural unit of speech bounded by breaths or pauses.

Utterance is a complete unit of talk, bounded by the speaker's silence. Utterance does not have a precise linguistic definition. Phonetically an **utterance** is a unit of speech bounded by silence. In dialogue, each turn by a speaker may be considered an utterance. Linguists sometimes use utterance to simply refer to a unit of speech under study. The corresponding unit in written language is **text**.

Utterance act is a speech act that consists of the verbal employment of units of expression such as words and sentences.

Vertical deixis is place deixis that indicates location upward or downward in relation to the speaker or other deictic center.

СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ ДО ТЕОРЕТИЧНОГО КУРСУ "КОМУНІКАТИВНА ЛІНГВІСТИКА"

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