

**КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ ТАРАСА ШЕВЧЕНКА
ІНСТИТУТ ФІЛОЛОГІЇ**

**Л.В. ПАВЛІЧЕНКО
А.В. БОЦМАН**

**ЛІНГВІСТИКА ТЕКСТУ
(TEXT LINGUISTICS)**

Навчальний посібник до загальнотеоретичного курсу «Англійська мова» для бакалаврантів спеціальностей: «Українська мова і література, іноземна мова», «Фольклористика, українська мова і література, іноземна мова», «Мова і література (класичні мови – давньогрецька, латинська, західноєвропейські мови)».

КИЇВ – 2019

**КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ ТАРАСА ШЕВЧЕНКА
ІНСТИТУТ ФІЛОЛОГІЇ**

**Л.В. ПАВЛІЧЕНКО
А.В. БОЦМАН**

ЛІНГВІСТИКА ТЕКСТУ (TEXT LINGUISTICS)

Навчальний посібник до загальнотеоретичного курсу «Англійська мова» для бакалаврантів спеціальностей: «Українська мова і література, іноземна мова», «Фольклористика, українська мова і література, іноземна мова», «Мова і література (класичні мови – давньогрецька, латинська, західноєвропейські мови)».

КИЇВ – 2019

РЕЦЕНЗЕНТИ: доктор філол. наук, проф. Славова Л.Л.
кандидат філол. наук, доц. Каптюрова О.В.

СХВАЛЕНО Вченою радою Інституту філології Київського національного
університету імені Тараса Шевченка (протокол № від 2019 року)

Павліченко Л.В., Боцман А.В. Лінгвістика тексту (Text linguistics):

Навчальний посібник до загальнотеоретичного курсу «Англійська мова» для бакалаврантів спеціальностей: «Українська мова і література, іноземна мова», «Фольклористика, українська мова і література, іноземна мова», «Мова і література (класичні мови – давньогрецька, латинська, західноєвропейські мови)» / Упоряд. Павліченко Л.В., Боцман А.В.- К.: 2019.- с.

Навчальний посібник розглядає засади лінгвістики тексту, яка виокремлюється у самостійну філологічну дисципліну. Посібник окреслює найважливіші аспекти лінгвотекстуальної науки, репрезентуючи не тільки еволюцію цього філологічного напрямку, але і базові теоретичні поняття, а також і процедурний підхід до аналізу текстових конструктів.

CONTENTS

1-12 Text structure and definitions.....	7
13-33 Cohesion.....	21
34-42 Coherence.....	44
43-48 Text Categories, discreteness.....	53
49-58 Text Types.....	59
59-69 Theory of Text Communication.....	70
70-73 Discourse.....	83
74-89 Discourse Analysis.....	88

PREFACE

This “Text linguistics” is written with the purpose of giving the general representation of the basic points of text linguistics. This book enables students to understand multilevel nature of text as a linguistic phenomenon, enumerating all its precognitive features.

Two main approaches have developed in analyzing the way sentences work in sequence to produce coherent stretches of speech:

1. discourse analysis which focuses on the structure of naturally occurring spoken language, as found in such "discourses" as conversations, interviews, commentaries and speeches;
2. text analysis which focuses on the structure of written language as found in such "texts" as essays, notices, road signs, and chapters.

A text is a product rather than a process - a product of a process of text production. Discourse refers to the whole process of social interaction of which a text is just a part. This process includes in addition to the text the process of production, of which the text is a product, and the process of interpretation, for which the text is a resource. Text analysis is correspondingly only a part of discourse analysis, which also includes analysis of productive and interpretative processes. The formal properties of a text can be regarded from the perspective of discourse analysis on the one hand as traces of the productive process, and on the other hand as cues in the process of interpretation. Text production and interpretation is based on the knowledge of language people have, representations of the natural and social worlds they inhabit, values, beliefs, assumption, etc.

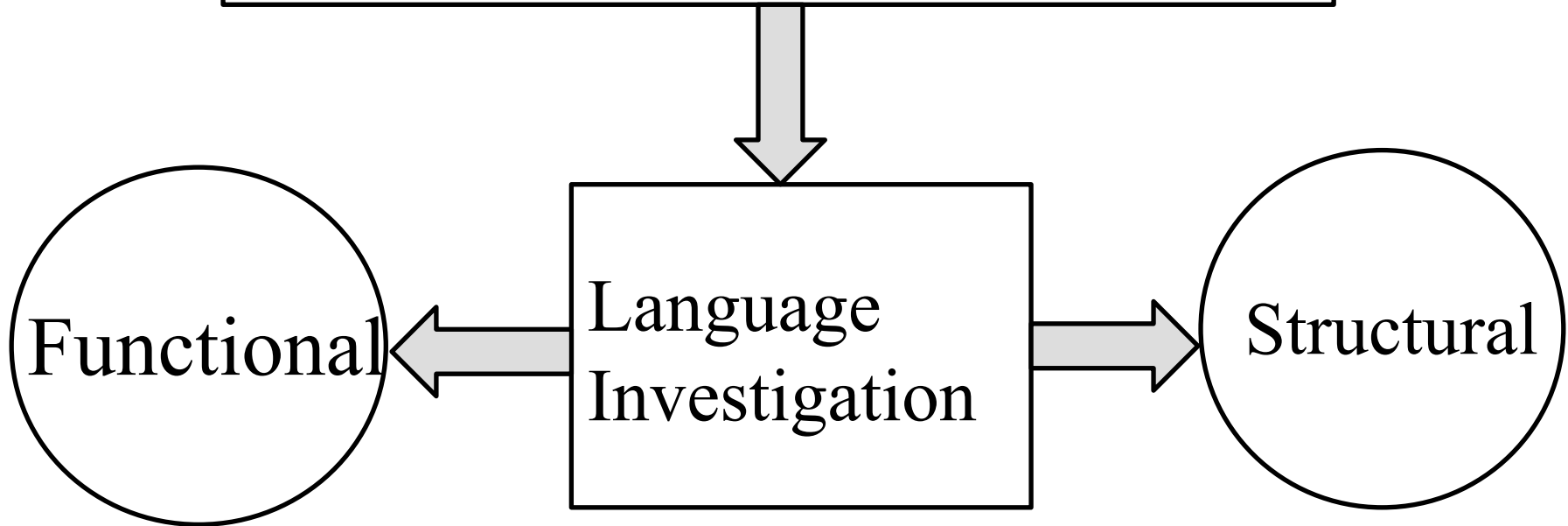
But this distinction is not clear-cut, and there have been many other uses of these labels. In particular both «discourse» and «text» can be used in a much broader sense to include all language units with a definable communicative function, whether spoken or written. Some scholars talk about "spoken and written discourse"; others about "spoken and written text". In Europe the term "Text Linguistics" is often used for the study of the linguistic principles governing the structure of all forms of text.

Language as a structure

Levels	Units	Definitions
Phonological	phoneme	the smallest distinctive unit
Morphological	morpheme	the smallest meaningful unit
	word	the smallest naming unit
Syntactical	word combination (phrase)	The grammatically organized group (at least 2) of words
	sentence	The smallest communicative unit
Super syntactical	text	The highest language unit, a combination of separate sentences connected logically and semantically (cohesion + coherence)

1

Text investigation



- Language system in action
- Communicative process itself
- Language system realizes in the process of communication in text, utterances of different types and targets

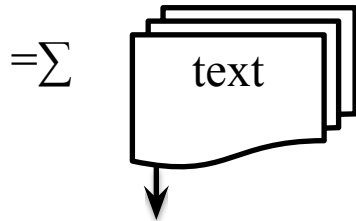
- The problem of inner organization of units of different language levels and the language in the whole

2

TEXT

Previous investigation

- Background for analyses of stylistic investigation of different words, phrases, clauses



background for investigation of different functional styles

General/Common/Surface-external representation through the set of

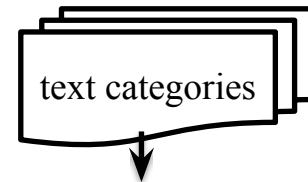
- Sentences
- Paragraphs
- Other different fragments
- $\text{Text} \neq \sum \text{text elements/fragments}$

Modern investigations

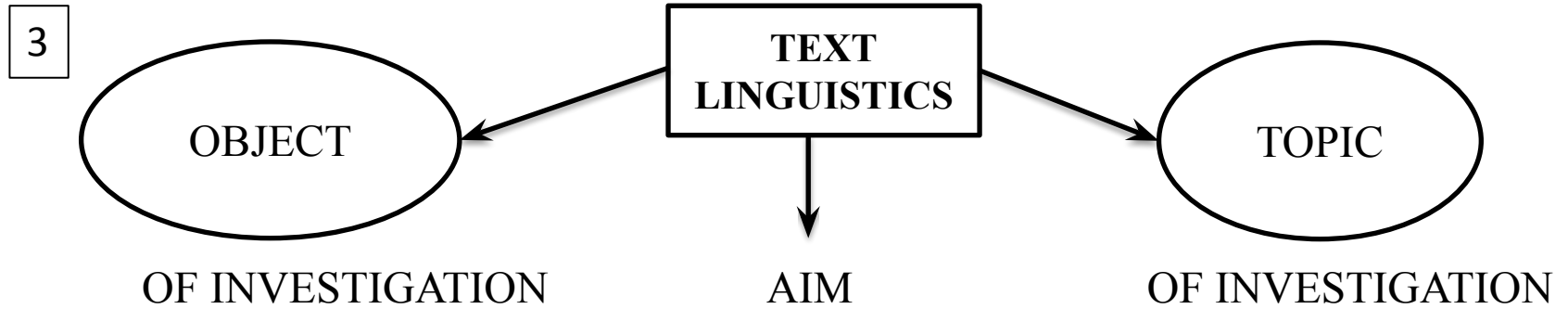
- Is not a sphere or background for functioning different language units
- Integrated communicative unit that has the integration of:

- ↓ structural-semantic
- ↓ composition-stylistic
- ↓ functional properties

is characterized with the set of



- Informativeness
- Integrativity
- Recurrency
- Linearity
- Completeness



TEXT

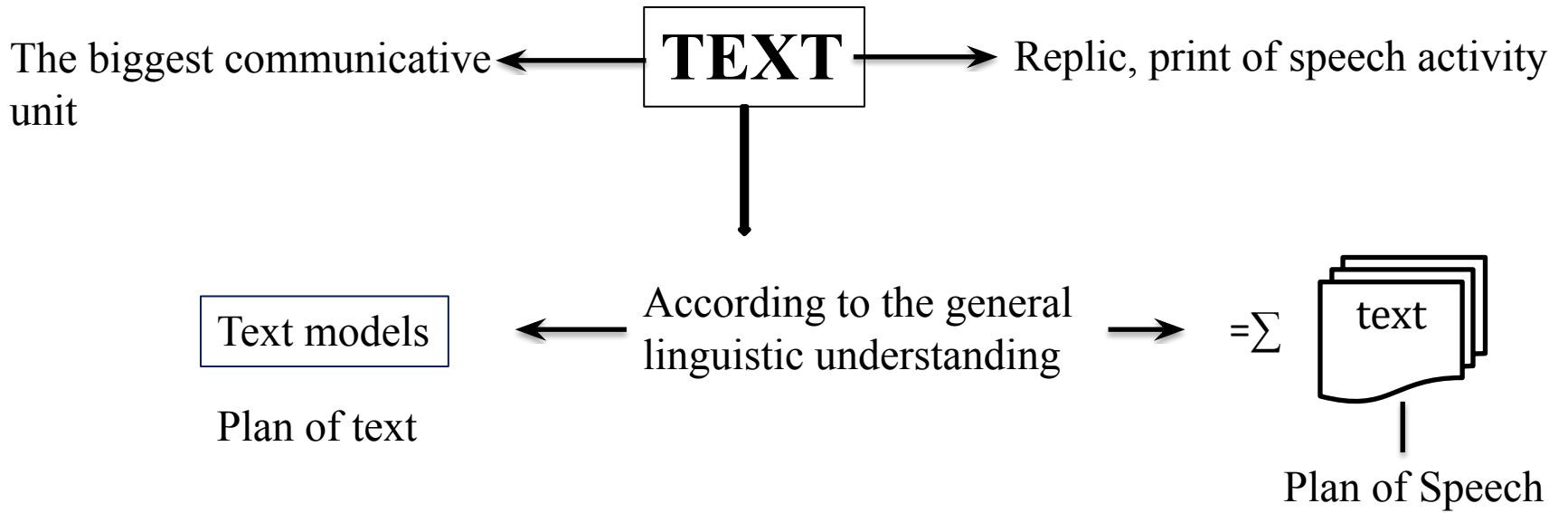
- As integrated phenomenon
- As the highest unit of written type of language

of investigations is to find and create text categories with their content and formal units

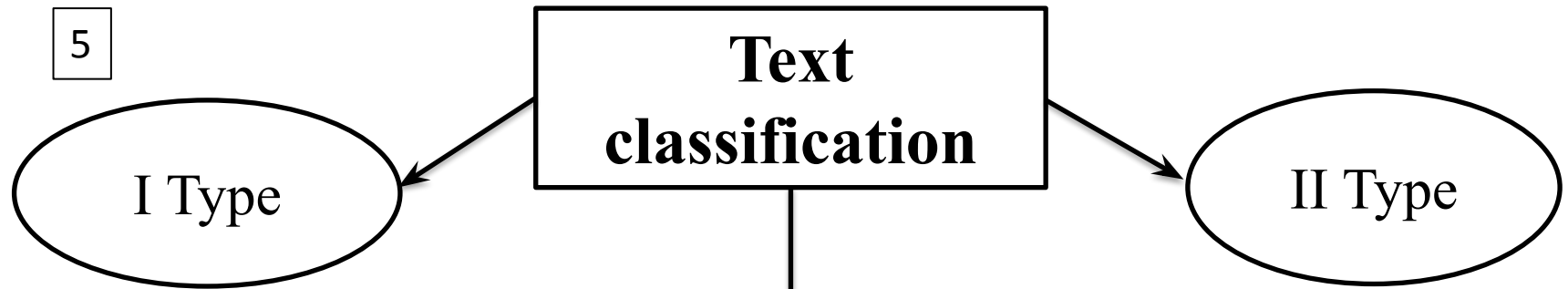
- Grammatical
- Semantic
- Pragmatic
- Social
- Psychological
- Typological

} specifications of text and its constituents (components)

4



5




- Created on the basis of constant matrix (clichès)

- Certain and definite:
 - Text components
 - Component order
 - Component fillings

Texts of official style, science and technique, juridical documents.

- Created on the basis of flexible **models**

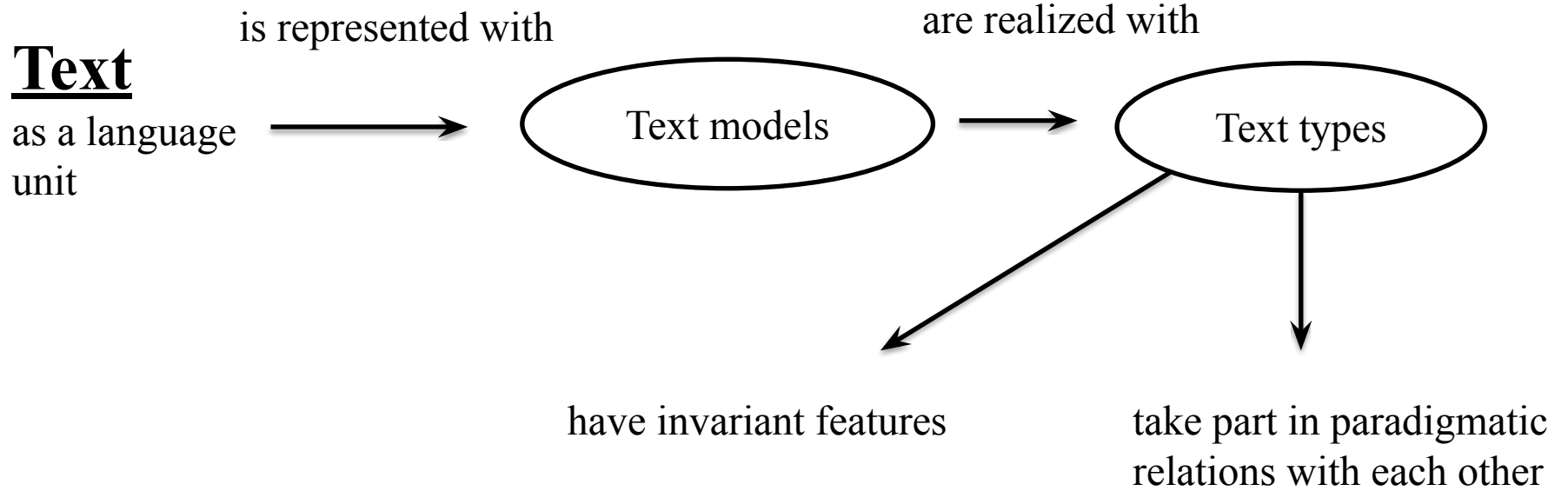
texts  free publicistic
literature

Usual
- Definitely certain features of text components, their order

Texts of :

- newspapers about general information, reports, news
- scientific popular

5



Text Linguistics

- Describes or explains the common and different features among the text types, what standards text must fulfill, how they might be produced or received, what people are using them for in a given setting of occurrence, and so forth.
- The study of written interaction, usually understood as a complete unit of speech (or macro text) and a chain of utterances linked together by common purpose of communication (or micro text). It concerns with the organization of the text. **The text is a unit of Language. The text is any written record of a communicative event (David Nunan).**

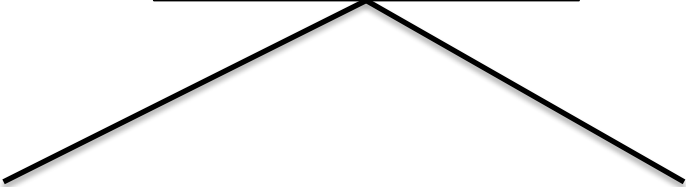
Seven standards of textuality:

- Cohesion
- Coherence
- Intentionality
- Acceptability
- Informativity
- Situationality
- Intertextuality

These standards define and create the form of behavior identifiable as textual communicating, and if they are defied, that form of behavior will break down

7

Text-Kernel



Pragmatic component

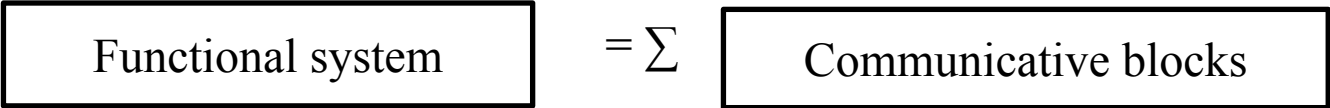
Propositional basis

I (the author) **V**
 promise
 agree
 announce

You (the reader) **that**
 inform

X does **Y**

topic **comment**



Take part in syntagmatic relations with each other

Differ in their functions to each other and to the whole text

Combined together with the general (common) functional target to do certain language task

text

signs

certain speech creation

verbal

Non-verbal
 -iconic (drawings, Pictures, portraits)
 -schemes, diagrams
 -symbols (figures, formulas)

Variable feature of Discourse
 Moment of speech process
 -has a pragmatic aim
 -has a headline
 -is completed according to the meaning of headline
 -has a target
 -consists of blocks

Created according to stylistic rules of a certain language type

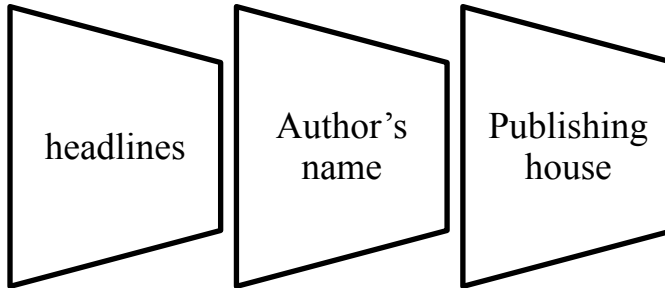
9

Communicative Blocks

Text mount (shape) blocks
-bearer of facultative information
-necessary for text transforming into the functional whole text

Formal group of text indicators

Text creative block(s)
-bearer of basic (denotative) information



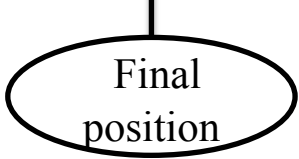
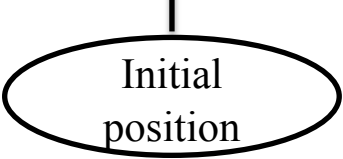
Text informative core



functions

Introductory block

Inferative block



Creates the background for the general/main information creation

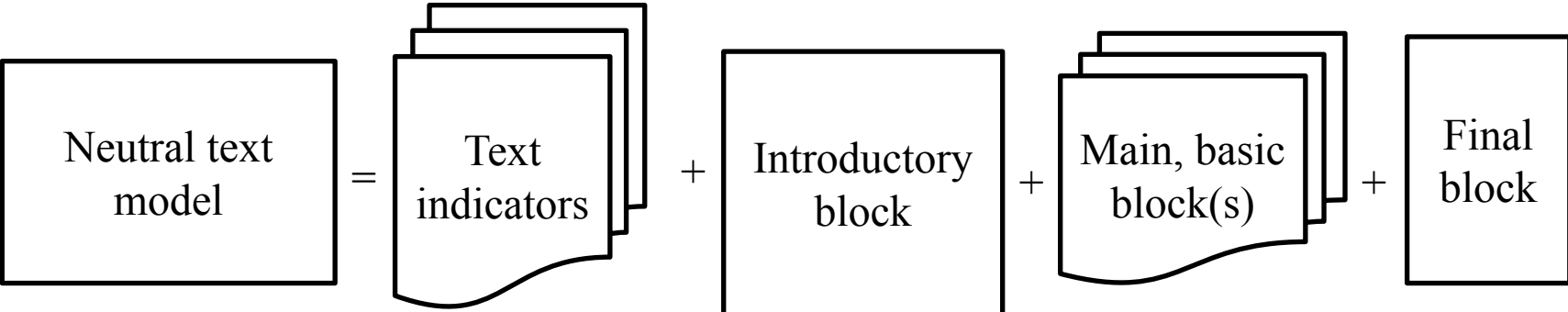
-generalizes all the information in the text
-indicates the end of the text/delimitative function
-makes the reader change his opinion, spiritual, physical condition

Fatic
To indicate the social part of communication

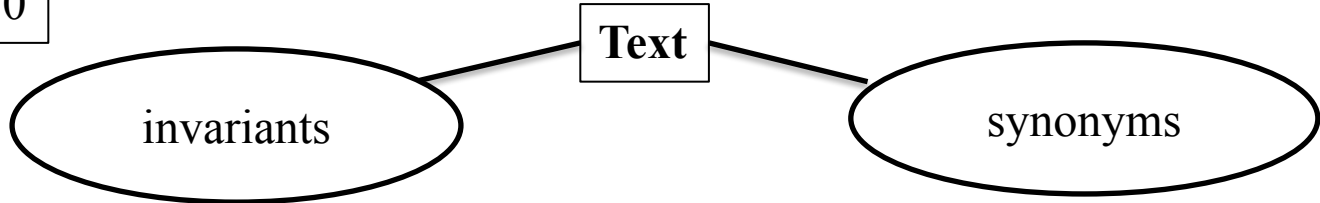
Actual
To connect text with extralinguistic situations

Characteristic
To identify the text itself (features of the text)

9



10



Common situations are described in the text

A set of texts is realized in their semantics certain invariant meaning or gaining in speech

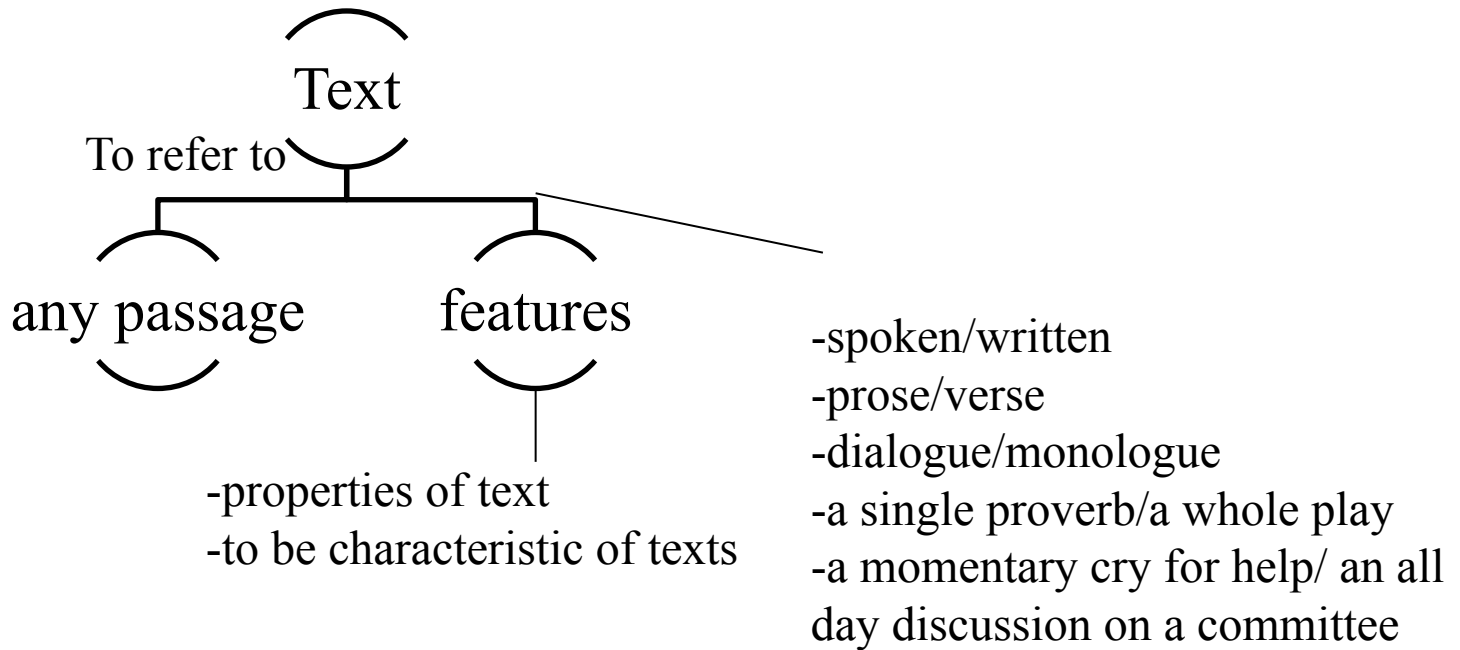


Paradigmatic plan

Syntagmatic plan

The result of reference (annotation) of text

Description of one and the same situation by different writers



∪ a unit of language in use → A semantic unit → Not of form → But of meaning

↘

The unity of a text is a unity of a different kind

- a semantic unit –a unity of meaning in context
- is realized in the form of sentences
- is not
 - a string of sentences
 - a supersentence
 - simply a larger grammatical unit

12

Text

Text Segment

Texture

Can be characterized in the terms of the number and kinds of

ties

- expresses the fact that it relates as a whole to the environment in which it is placed
- the property of “being a text”
- is provided by the cohesive relations

Cohesion

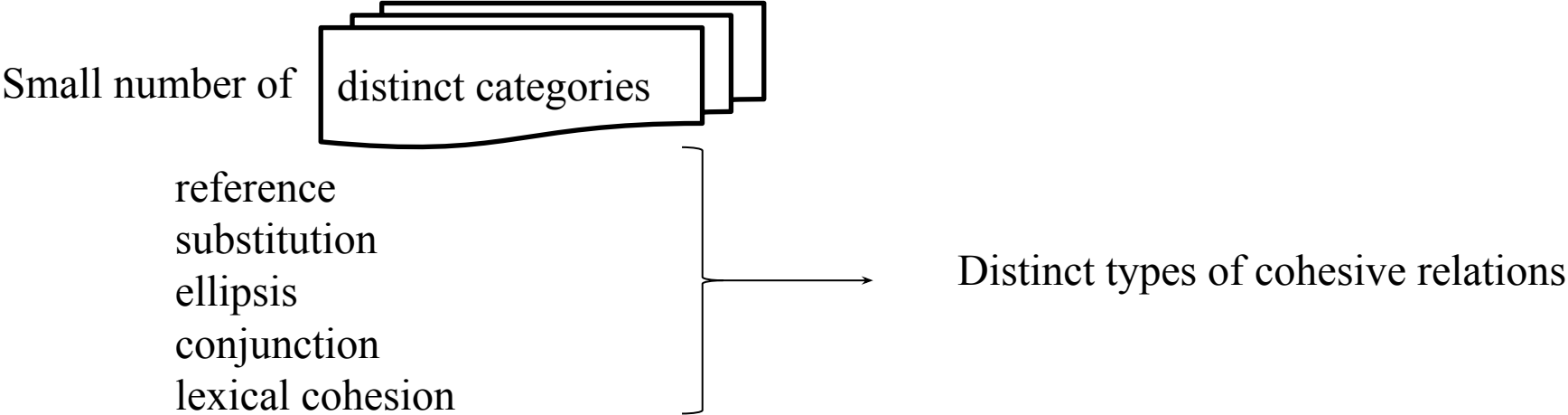
 /kəʊ'hɪ:ʒn/

Cohesion “sticking together” (M.A.K. Halliday, Ruqaiya Hasan)

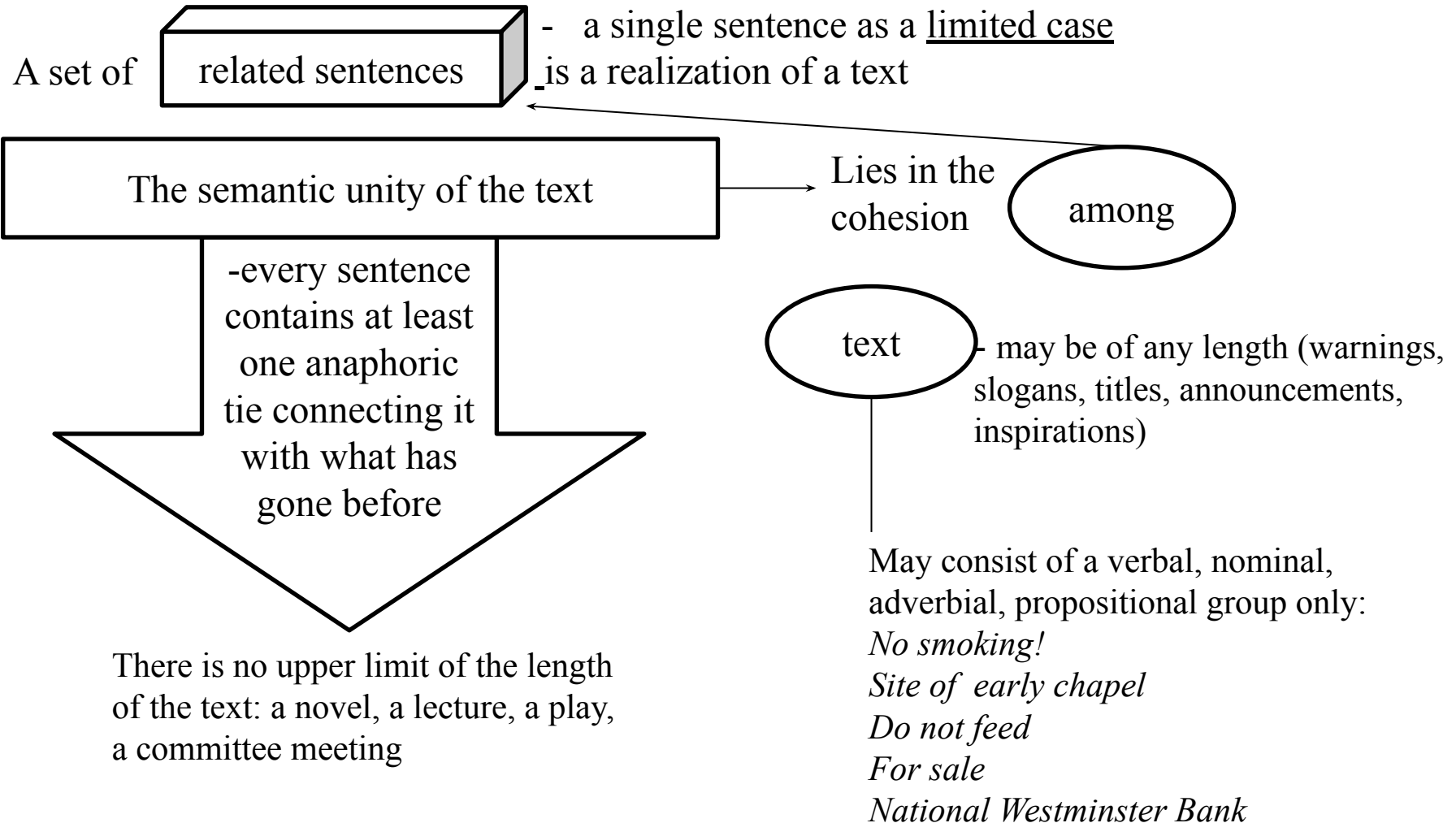
Concerns the ways in which the components of the surface text, i.e. the actual words we hear or see, are *mutually connected within a sequence*. **The surface components depend** upon each other according to grammatical forms and conventions, cohesion rests upon **grammatical dependencies**.

reference	Anaphoric, cataphoric
substitution	Nominal, verbal, clausal
ellipsis	Nominal, verbal, clausal
lexical cohesion	Reiteration, collocation
conjunction	Additive, adversative, causal, temporal

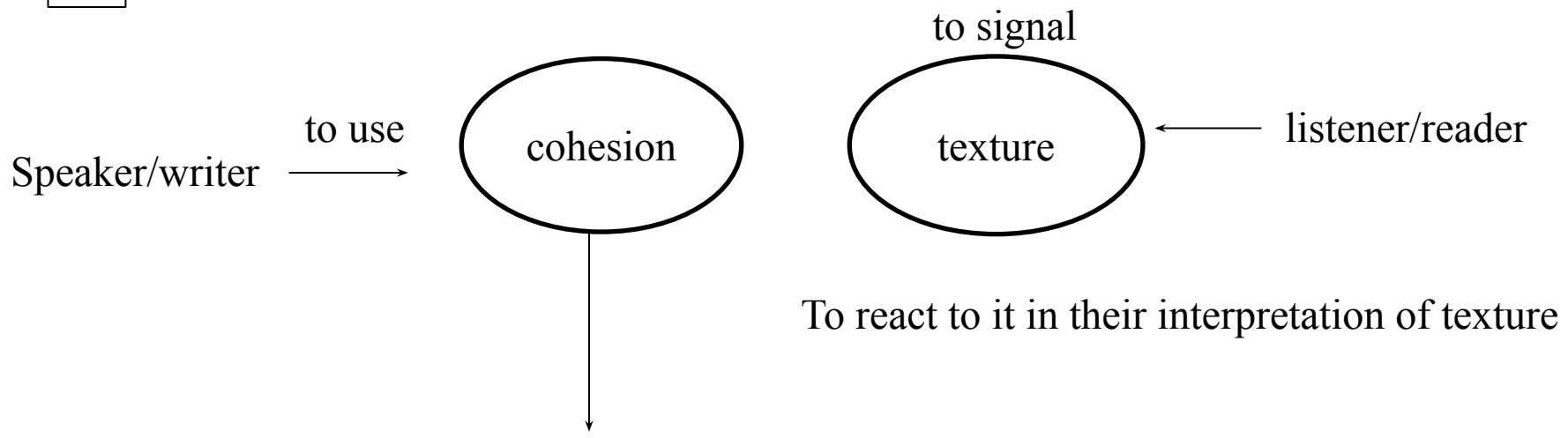
- General text-forming relation, a part of a text-forming component in the linguistic system
- Not a relation “above the sentence”
- A set of possibilities that exist in the language for consolidating the text
- Relation to which the sentence (or any other form of grammatical structure) is simply irrelevant
- A relation in the system, a process in the text
- Sematic relation



Text and Cohesion



The Concept of Text



To use cohesion as a criterion for the recognition of the boundaries of a text. A new text begins where a sentence shows no cohesion with those that have preceded.

Anaphoric reference

Points to the reader or listener backwards to a previously mentioned entity, process or state of affairs.

*“**He** is near the end of the Cape Fear shoot, in front of a grocer’s stand just outside Fort Lauderdale, Florida... **He** used to have Armani make his jeans, but he felt guilty wearing them.” (Premier Magazine)*

The item *he* is uninterpretable.

However, if we have access to the context in which the sentence appears, the question is quite straightforward.

*“**Martin Scorsese** is killing me, waiting for the sun to go behind a cloud so the next shot will match the last one. **He** is near the end of the Cape... ”.*

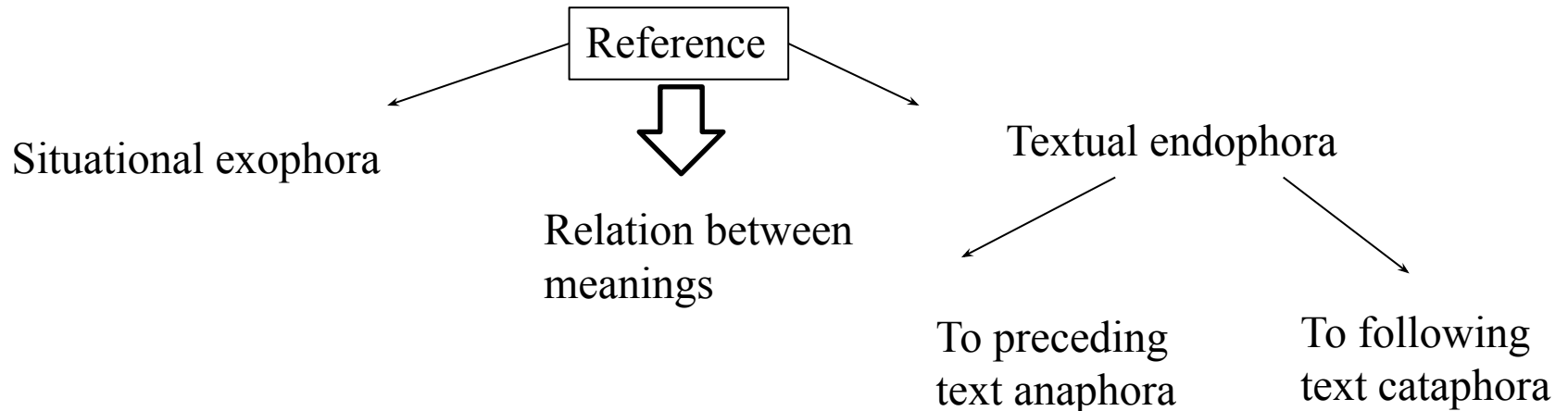
Cataphoric reference

Points the reader or listener forward- it draws us further into the text in order to identify the elements to which the reference items refer. Authors use cataphoric reference for dramatic effect.

*Within five minutes, or ten minutes, no more than that, three of the others had called her on the telephone to ask her if she had heard something had happened out there. “Jane, this is **Alice**. Listen, **I** just got a call from Betty, and she, said she heard something’s happened out there. Have you heard anything?” That was the way they phrased it, call after call. (Wolfe)*

Referring back (anaphoric relations) $X \leftarrow Y$

Personal reference	I held <u>her</u> very close. My cheek was against <u>hers</u> .
Comparative reference	<u>A dog</u> was running around in the yard. Soon <u>another one</u> appeared.
Demonstrative reference	<u>He could have become famous</u> but this did not happen.



The use of “this-these”	On the blackboard <u>these</u> words were written: <u>Reading</u> . <u>Writing</u> . <u>Arithmetic</u> .
The use of “following, next, below”	In the <u>next</u> chapter, we will examine this theory in detail.
The use of cleft-clauses	<u>What he did</u> was <u>to interview Mr. President</u> .
The use of sentences beginning with “there”	<u>There</u> were no other jobs available.

Types of references

Reference

Grammatically all reference items except the demonstrative adverbs and some comparative adverbs function between

Personal- by means of function in speech situation, through the category of person

Demonstrative- by means of location on the scale of proximity

Comparative- is indirect reference by means of identity/similarity

Demonstrative Reference

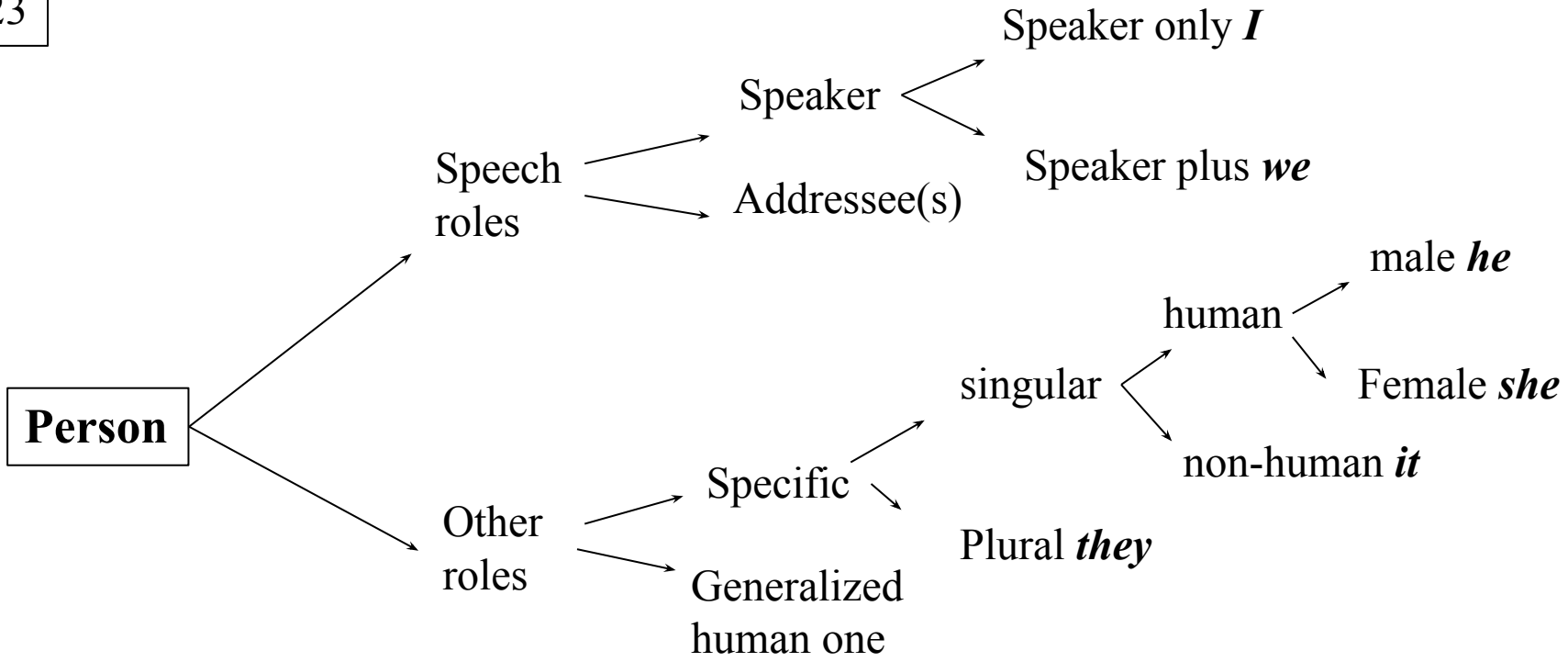
Semantic Category	Selective		Non-selective
Grammatical Function	Modifier/Head	Adjunct	Modifier
Class	determiner	adverb	determiner
Proximity: near	this these	here (now)	
far	that those	there (then)	
neutral			the

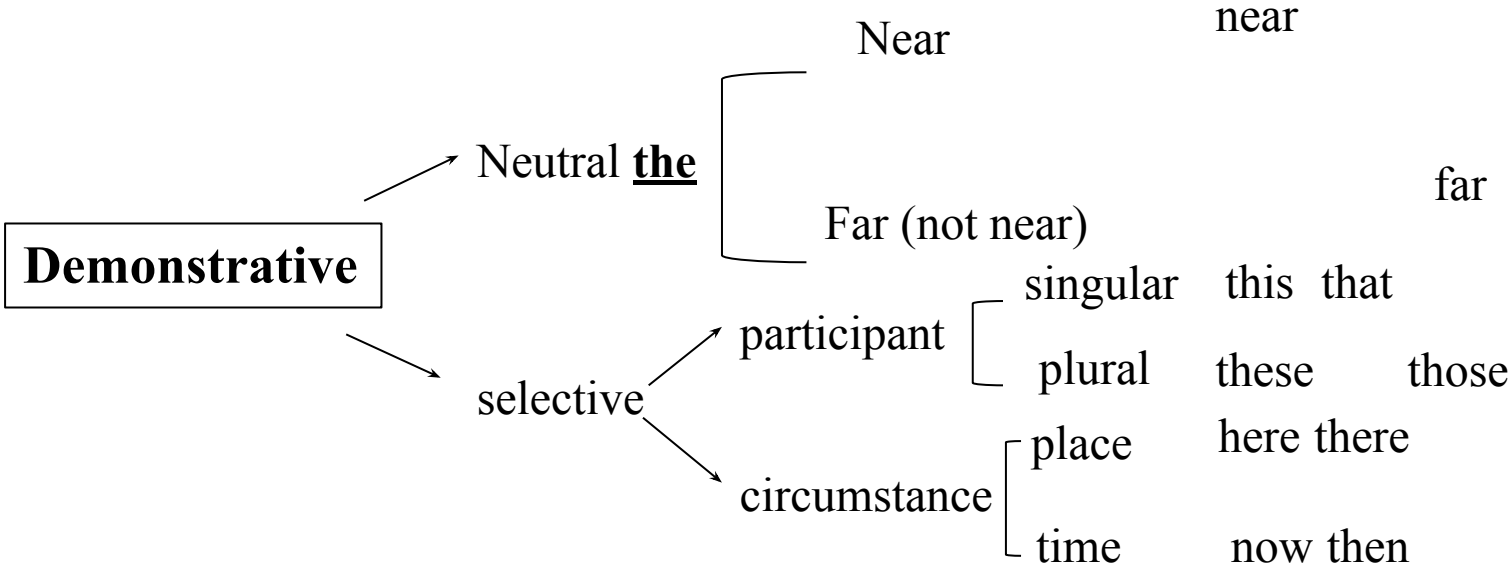
Personal reference

Semantic category	Existential	Possessive	
Grammatical function	Head	Modifier	
Class	Noun (Pronoun)	Determiner	
Person: Speaker (only)	I me	mine	my
Addressee(s), with/without any person(s)	you	yours	your
Speaker and other person(s)	we us	ours	our
Other person, male	he him	his	his
Other person, female	she her	hers	her
Other persons, objects	they them	theirs	their
Object, passage of text	it	[its]	its
Generalized person	one		one's

Comparative reference

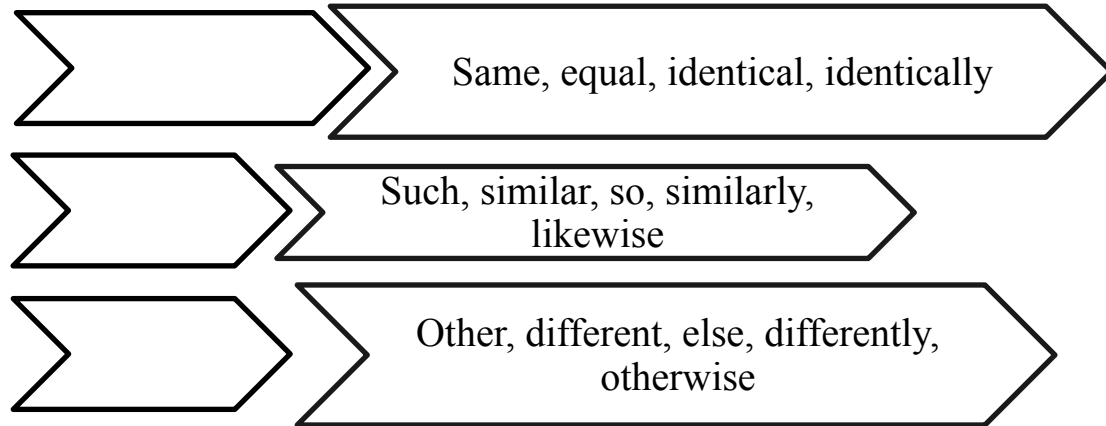
Grammatical Function	Modifier: Deictic/ Epithet	Submodifier /Adjunct
Class	Adjective	Adverb
General comparison: Identity	same identical equal	identically
General similarity	similar additional	similarly likewise
Difference (non-identity or similarity)	other different else	differently otherwise
Particular comparison	better, more... [comparative adjectives and quantifiers]	so more less equal



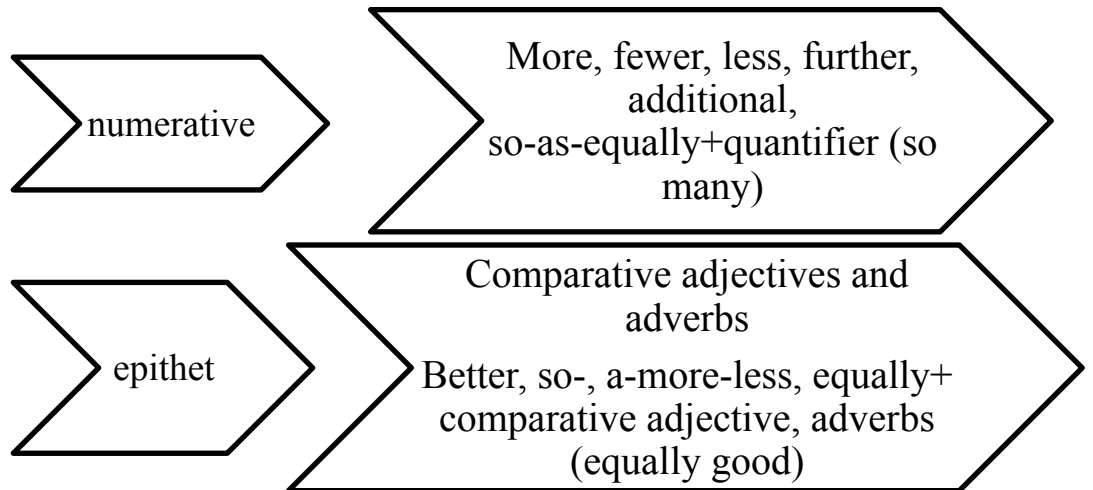


Comparison

General (deictic)



Particular (non-deictic)



The Structural Analysis

	the	two	high	stone	walls	along the road side
Structures: local	premodifier				head	postmodifier
Experiential	deictic	numerative	epithet	classifier	thing	qualifier
Classes	determiner	numeral	adjective	noun	noun	[prepositional group]

Substitution

-is a relation in the wording rather than in the meaning

-is a relation between linguistic items

Nominal one ones same	There are some new <u>tennis balls</u> in the bag. These <u>ones</u> have lost their bounce.
Verbal do	You <u>drink too much</u> . So <u>do</u> you!
Causals so not	Is it <u>going to rain</u> ? I think <u>so</u> .

Summary of substitution forms		Non-prominent (given)	Prominent (new)
Nominal	thing (count. noun)	one(s)	the same
	process (nominalized)	so	do } be } the same say }
Verbal	process (+...)	do	do so
Causal report, condition, modality	positive	so	so
	negative	not	not

- *Hens lay eggs. So they do! So do turkeys.*
- *Cherry ripe, cherry ripe, ripe I cry*
Full and fair ones – come and buy.
- *John sounded rather regretful.*
- *Yes, Mary did the same.*

Ellipsis

is a kind of substitution by zero,
something left unsaid, but it was understood

Nominal	<i>My <u>kids</u> play an awful lot of sport. <u>Both</u> are incredibly energetic.</i>
Verbal	<i>Have you <u>been working</u>? – Yes, I <u>have</u>.</i>
Clausal	<i>He is staying for dinner, isn't he? – Is he? He didn't tell me.</i>

Nominal	<ul style="list-style-type: none"> -How did you enjoy the painting? -A lot(of the paintings) were very good, though not all.
Verbal	<ul style="list-style-type: none"> -What have you been doing? -(I have been doing) swimming.
Clausal	<ul style="list-style-type: none"> -John has (caught) cold. -The Duke was going to plant a row of poplars in the park. -What was the Duke going to do? -Plant a row of poplars in the park. -Who was going to plant a row of poplars in the park? -The Duke was. -How much does it cost? -Five pounds.

Where there is ellipsis, there is a presupposition (in the structure), that something is to be supplied or “understood”.

Conjunction

signals relations that can only be fully understood through reference to other parts of the text.

ADDITIVE	and, or, further more, in fact, actually, etc.
ADVERSATIVE	but, however, on the one hand, anyway, etc.
CAUSAL	so, consequently, thus, for this reason, etc.
TEMPORAL	then, after that, finally, at last, etc.

e.g. **temporal conjunction**

Brick tea is a blend that has been compressed into a cake. It is taken mainly by the minority groups in China. First, it is ground to dust. Then it is usually cooked in milk.

Lexical cohesion

is a cohesion effect achieved by the selection of vocabulary

<p>REITARATION repetition, synonym, superordinate, general word</p>	<p><i>There is <u>water</u> through many homes I would say almost all of them have <u>water</u> in them. It's just completely under <u>water</u>.</i></p>
<p>COLLOCATION Includes all the items in a text that are semantically related</p>	<p><i>“ I'm an <u>incredible man</u>, possessing an iron will and nerves of steel-- two traits that have helped me become <u>the genius</u> I am today as well as <u>the lady killer</u> I was in days gone by.”</i> (William Morgan Sheppard as Dr. Ira Graves, “The Schizoid Man.” Star Trek: The Next Generation, 1989)</p>

The effect of lexical, especially collocational, cohesion on a text is subtle, and difficult to estimate. Cohesive function of the class of General Noun- set of nouns having generalized reference within the major noun class:

[human] people, person, man, woman, child, boy, girl

[non-human animate] creature

[inanimate concrete noun] thing, object

[inanimate concrete mass] stuff

[inanimate abstract] business, affair, matter

[action] move

[place] place

[fact] question, idea

-same word (repetition)- same referent

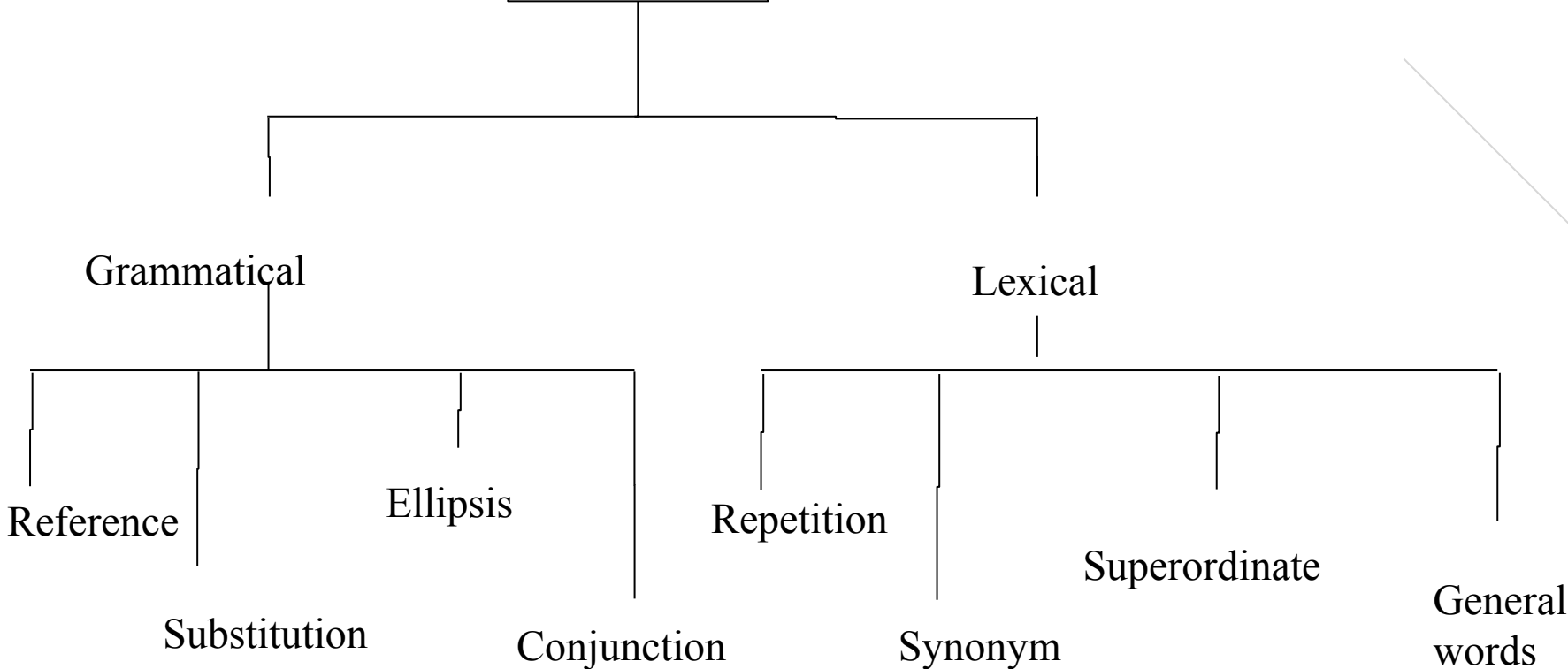
-synonym (or near synonym)- inclusive

-superordinate- exclusive

-general word- unrelated

Reiteration- a form of lexical cohesion which involves the repetition of a lexical item, at one end of the scale; the use of a general word to refer back to a lexical item, at the other end of a scale; and a number of things in between – the use of a synonym, near-synonym, or super ordinate.

Cohesion



33

Cohesion

To refer to

Relations of meaning

To define it as a **text**

To exist within a **text**

Semantic concept

To occur where the interpretation of some element in the discourse is dependent on that of another

As a semantic relations

To be potential for cohesion to lie in the systemic resources of reference, ellipses, etc.

To be expressed through the structural organization of **language**



Multiple coding system comprising 3 levels of coding or strata

33

**Multiple coding system
comprising 3 levels of
coding or strata**



to be realized

1. the semantic system – meanings- forms
2. the lexico-grammatical system → wording
 ↙ ↘
 grammar vocabulary
3. phonological and orthographic system- sounding/writing

wording = lexico-grammatical form



Choice of words and grammatical structures

No hard-and-fast division between vocabulary and grammar

Coherence

logical, topical connectedness

(Robert De Beaugrande, Wolfgang U. Dressler)

- Concerns the ways in which the components of the textual world, i.e., the configuration of concepts and relations which underlie the surface text, are mutually accessible and relevant.
- A concept is definable as a configuration of knowledge (cognitive content) which can be recovered or activated with more or less unity and consistency in the mind: each link would bear a designation of the concept it connects to.
- Can be illustrated by a group of relations subsumed under causality. These relations concern the ways in which one situation or event affects the conditions for some other one.

E.g.: *Jack fell down and broke his crown.*

- The event of ‘falling down’ is the cause of the event of ‘breaking’, since it created the *necessary conditions* for the latter.

Deictic markers

Person	Markers of participant roles in a speech event (I, you...)
Place	Markers of space location (in front, there, here)
Temporal	Markers of time (yesterday, today)
Textual	Markers of reference in the text (first, in the text/chapter)
Social	Markers of social relationships between the participants of the text: titles of address, honorifics (Mr., my cousin, Your honour ...)

Semantic point COHESION	Linking ways	Formal-structural point COHERENCE
<ul style="list-style-type: none"> - Meaning of the text unification - Meaning core is preserved within the different degrees of compression - Macrostructure- the shortest reflection of text contents 	<ul style="list-style-type: none"> - Elements which indicate the lack of sense - Repetition/reiteration - Theme (topic)/ rheme (comment) correlation 	<p>Correlation of text components with one another</p> <ul style="list-style-type: none"> - anaphoric-correlation with the previous components - cataphoric- correlation with the following components - explicit- direct indication on the certain text components - implicit – indirect indication through the contents of different text components

Interaction of factors: existence of author's intention; topic text unification; linking function of different text expression; integrative function of expressive methods and stylistic ways which are realized simultaneously within the text unit and the whole text

Functional Sentence Perspective (Jan Firbas, Vilem Mathesius)

The ordering of expressions to show the importance or newness of their content yields functional sentence perspective. In spoken texts, intonation can also signal importance or newness of content.

Thematic progression- the choice and ordering of utterance themes, their mutual concatenation and hierarchy, as well as their relationship to hyper themes of the superior text units (such as the paragraph, chapter, etc.), to the whole text, and to the situation.

Types of Theme-Rheme Progression.

- Linear Progression
- Simple Progression
- Continuous Progression

The utterance

A particular piece of speech produced by a particular individual on a particular occasion.

The main categories of the utterance are the **theme** and the **rheme**.

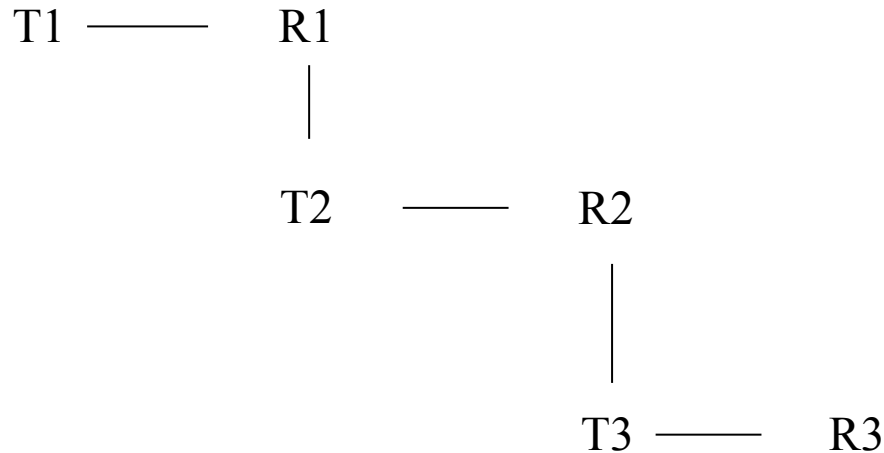
The theme expresses the starting point of communication, i.e. it denotes an object about which something is reported.

The rheme expresses the basic informative part of communication, its relevant center.

The rheme making devices are:

- a) Position in the sentence;
- b) Intonation;
- c) The use of the indefinite article;
- d) “There is”, “there are”;
- e) Emphatic constructions;
- f) The use of special devices, like “but for”, “as for”, etc.;
- g) Inverted word order;
- h) The use of emphatic constructions: *It was he who did it.*

Linear Progression



e.g. *Once upon a time there lived a king. The king had a beautiful daughter, the princess. But there was a problem. Everything the princess touched would melt. No matter what: metal, wood, plastic anything she touched would melt. Because of this, men were afraid of her. Nobody would dare marry her.*

Simple progression

is characteristic of argumentative texts.

T1 → R1

T1 R2

T1 R3

CINDERELLA- THE REAL STORY

By Yvonne Augustin

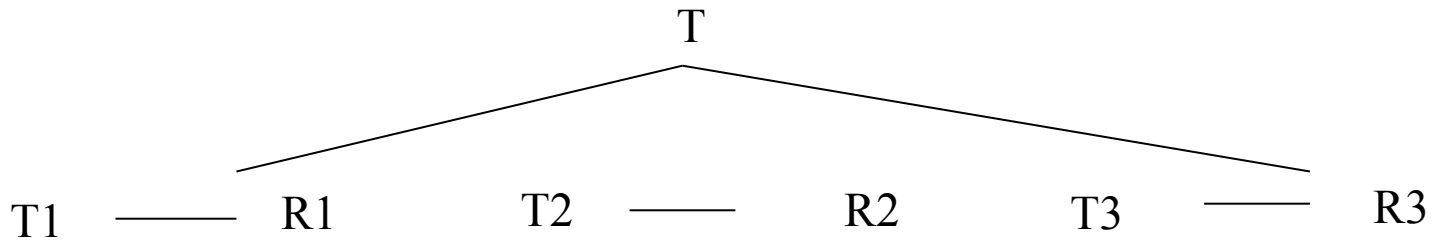
My name is Oscar and I am a mouse.

I am not related to Mickey, Minnie, or Mighty, (even though there is a small resemblance to that super-hero Mighty mouse). I live in the attic in Cinderella's House. You might say Cindy and I were roommates. ...

41

Continuous theme

is typical of straightforward exposition, such as in the case of news reporting



e.g.: Stresses

When I'm stressed, I do two things. One thing I do is shop. The other thing I do is clean. I tore apart my room and dusted and vacuumed and packed up old clothes to give away, etc. As such, I now have the loveliest, cleanest bedroom in my neighborhood, and I have lots of shiny new things to play with.

Standards of textuality

Intentionality: concerns the text **producer's** attitude that the set of occurrences should constitute a cohesive and coherent text instrumental in fulfilling the producer's intentions, e.g. to distribute knowledge or to attain a goal specified in a plan.

Acceptability: concerns the text **receiver's** attitude that the set of occurrences should constitute a cohesive and coherent text having some use or relevance for the receiver. This attitude is responsive to such factors as text type, social or cultural setting, and the desirability of goals.

Informativity: concerns the extent to which the occurrences of the present text are expected vs. unexpected or known vs. unknown. Every text is at least somewhat informative: no matter how predictable form and content may be, there will always be a few variable occurrences that cannot be entirely foreseen. Particularly low informativity is likely to be disturbing, causing boredom or even rejection of the text.

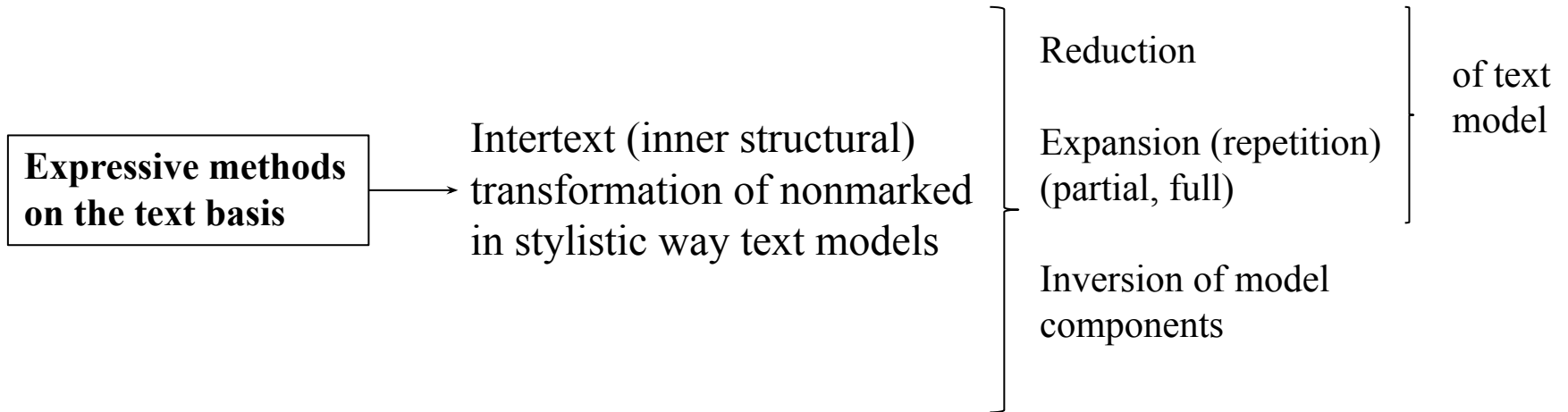
Situationality: concerns the factors which make a text relevant to a situation of occurrence.

Slow children at play

Might be divided up into various dependencies:

1. We may construe it as a notice about 'slow children' who are 'at play' or
2. We may divide the text into 'slow' and 'children at play', and suppose that drivers should reduce speed to avoid endangering the playing children.

Intertextuality: concerns the factors which make the utilization of one text dependent upon knowledge of one or more previously encountered texts. E.g.: a driver who has seen a road sign is likely to see another sign further down the road.



Stylistic methods on the text basis

Component collaboration= three types of syntagmatic relations

Determination	Independence	Constellation
Stylistically marked component creates the whole text stylistic atmosphere	Takes place between stylistically identical text components (constant models)	Takes place when within one text different components are combined. Those components are different in their stylistic, functional-stylistic features. It occurs when the narrator was changed.

General textual	Special
<ul style="list-style-type: none"> • Basic • Common • Obligatory <ul style="list-style-type: none"> - For all the text types - For every text particularly 	<ul style="list-style-type: none"> • Connected only with the separated type of the text • Tectonic (depth) • Partitivity

Informativeness

Discreteness

Personalness/Impersonalness

Focusing the reader

Text creation

Text-shaping

- Have semantic-structural nature (plan of content, plan of expression)
- May be found in discourse in formal features

Functional Division

- To distinguish text-components of different functional meaning independently of linear position
- Volume of text components in linear position is not significant
- Communicative intention is taken into consideration
- Functional significance is essential too

Communicative-speech
(qualitative focus)

- Narration
- Description
- Dialogue
- Explanation

Substantial Division

- To distinguish text components of different volume within their linear position
- Quantitative-pragmatic division when such components are distinguished as *chapter, book, volume*.
- The text fragment volume is significant
- The ability of text fragment reconstitution by a reader is significant too

Functional –communicative
(quantitative focus)

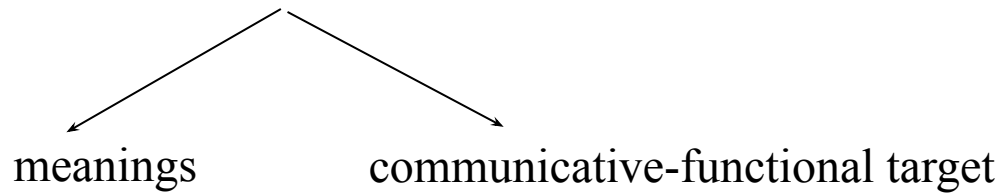
components

Text-creative
(predicative
principle)

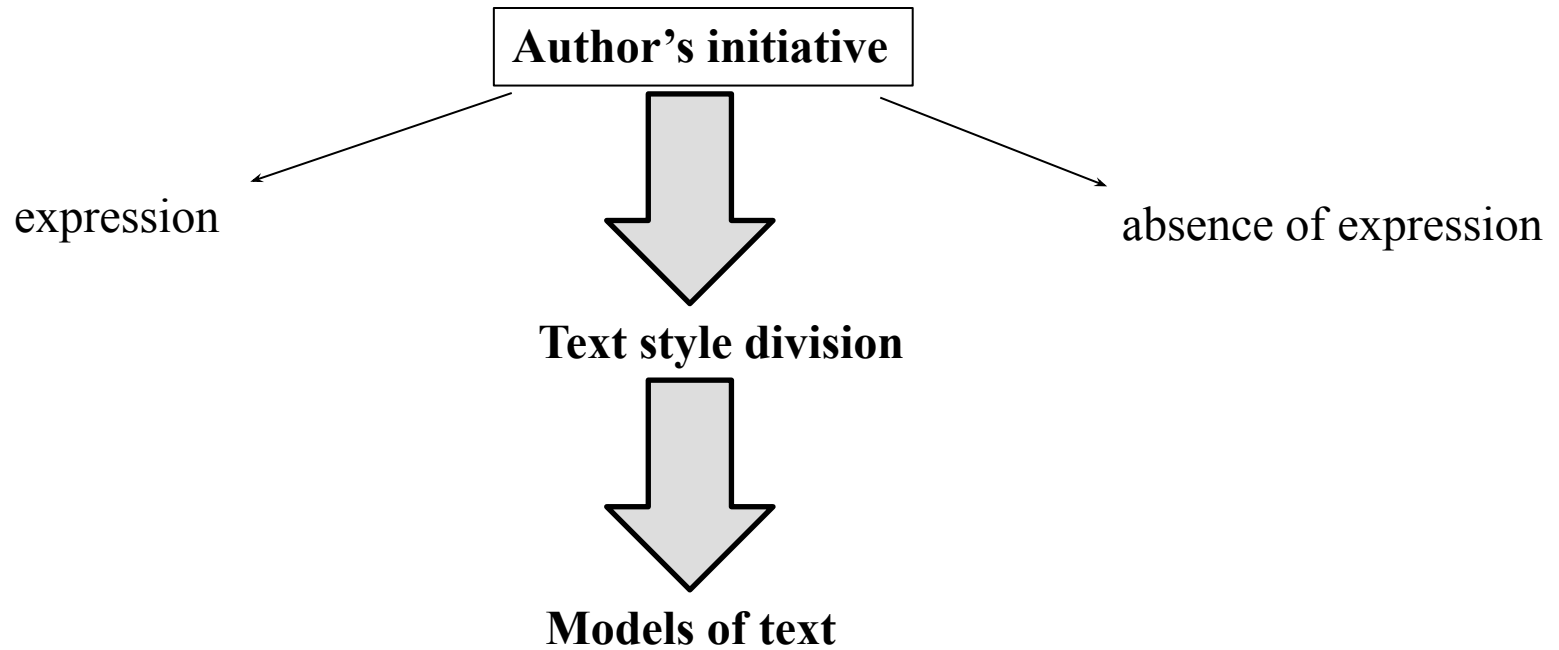
Text mount (shape)
(relative (secondary))

Paragraph

- Compositional-structural, functional, super syntactical unit
 - Consists of at least one/a few sentences
 - Specification of inner structure (core-periphery structure)
 - Specification of intonation and graphic representation
 - Functional
 - Potential stylistic
 - Common
- } meanings in the text



Text personalitiness / impersonalitiness



Free (variable) model
 author's representation is different:

- Anonymous author
- Author's manner is stylistically marked

Usual
 author's representation is minimal

Constant (non-variable)
 author's representation is absent

The question of text types offers a severe challenge to linguistic typology, i.e. systematization and classification of language samples. **Intertextuality** is responsible for the evolution of text types as classes of texts with typical patterns of characteristics. Within a particular type, reliance on intertextuality may be more or less prominent. In types like parodies, critical reviews, rebuttals, or reports, the text producer must consult the prior text continually, and text receivers will usually need some familiarity with the latter.

<p>Descriptive would be those utilized to enrich knowledge spaces whose control centers are objects or situations. Often, there will be a frequency of conceptual relations for attributes, states, instances, and specifications. The surface text should reflect a corresponding density of modifiers. The most commonly applied global pattern would be the frame.</p>	<p>Narrative would be those utilized to arrange actions and events in a particular sequential order. There will be a frequency of conceptual relations for cause, reason, purpose, enablement, and time proximity. The surface text should reflect a corresponding density of subordinations. The most commonly applied global knowledge pattern would be the schema.</p>	<p>Argumentative are those utilized to promote the acceptance or evaluation of certain beliefs and ideas as true vs. false, or positive vs. negative. Conceptual relations such as reason, significance, volition, value, and opposition should be frequent. The surface texts will often show cohesive devices for emphasis and insistence, e.g. recurrence, parallelism, and paraphrase. The most commonly applied global knowledge pattern will be the plan for including belief.</p>
--	--	---

50

Text types

In many texts, we would find the mixture of the descriptive, narrative, and argumentative functions.

For example, the *Declaration of Independence* contains descriptions of the situation of the American colonies, and brief narrations of British actions; yet the dominant function is undeniably argumentative, i.e. to induce the belief that America was justified in ‘dissolving’ its ‘political bands’. The text producers openly declare their ‘decent respect to the opinions of mankind’ and the ‘rectitude’ of their ‘intentions’.

51

Text types according to the prevailing type of information

Primarily cognitive

Scientific text,
announcements,
philosophical texts,
documents, business
letters

Primarily operative

Judicial texts, religious
texts, instructions, recipes

Primarily emotional

Public speech,
advertisements, memoirs

Pragmatic types of texts

Text type	Function of speech	Predominant illocutionary force	Examples
Informative texts A. Constative texts B. Quesitive texts	Cognitive	I want you to get to know X I want you to give me information on X	Novels, Stories, Reports Inquires
Directive texts	Regulatory	I want you to do X	Instructions, Offers, Recommendations
Expressive texts	Expressive	I express my attitude to you because of X	Condolences, Sympathies, Messages of thanks/appreciation
Commissive texts	Changing of the speaker/addressee status	I commit myself to X (future action)	Vows, Promises, Threat

- Can be defined as long functional lines (according to the contribution of texts to human interactions)
- Is a distinctive configuration of relational dominances occurring between or among elements of:
 1. The surface text
 2. The textual world
 3. Stored knowledge patterns
 4. Situation of occurrence

Text type	The most commonly applied global knowledge pattern	The surface text reflection	The main functions of the text type	The main specification of the text type
Descriptive	Frame	A corresponding density of modifiers	Enriches knowledge spaces whose control centres are objects, situations	This will be a frequency of conceptual relations for attributes, states, instances, specifications
Narrative	Schema	A corresponding density of subordination	Arranges actions, events in a sequential order	<ul style="list-style-type: none"> • There will be a frequency of conceptual relations for cause, reason, purpose, enablement, time, proximity • The control centres in the textual world are in the main event and action concepts which will be arranged in an ordered directionality of linkage. • The link types of cause, reason, enablement, purpose and the time proximity will be frequent

Argumentative	Plan its goal state is the inducement of shared beliefs	<ul style="list-style-type: none"> • Cohesive devices for emphasis and insistence (recurrence, parallelism, paraphrase) • Contains a density of evaluative expression 	Promotes the acceptance, evaluations of certain beliefs/ideas, true/false, positive/negative	<ul style="list-style-type: none"> • There will be frequent conceptual relations such as reason, significance, volition, opposition • The control centres in the textual world will be entire propositions which will be assigned values of truthfulness and reasons for belief as facts • The link between types of value, significance, cognition, volition and reason will be frequent
---------------	--	---	--	--

Literary			<ul style="list-style-type: none"> • Contains various constellations of description, narration, argumentations • Its world stands in a principled relationship of alternativity to the accepted version of the “real world”. The intention is to motivate, via contrasts and rearrangements , some new insights into the organization of the real words 	<ul style="list-style-type: none"> • Its alternativity is intended to motivate insights into organization of the “real world” not as something objectively given, but as something evolving from social cognition, interaction, negotiation • The textual world stands in a principled alternativity relationship to matchable patterns of knowledge about the accepted real world.
Poetic				<ul style="list-style-type: none"> • It’s a subclass of literary texts • It is extended to the interlevel mapping of options, sounds, syntax, concepts, relations, plans • The organization of the real world and the organization of the discourse about that world are problematized in the sense, and the resulting insights can be correspondingly richer. The linkage within real-world events and situations is problematized, from the standpoint of processing.

Scientific			Increases and distributes accepted “real world”, explores, extends, clarifies society’s knowledge store of a specific domain of “facts” by presenting and examining evidence drawn from observation or documentation	<ul style="list-style-type: none"> • The textual world is expected to provide an optional match with the accepted real world unless there are explicit signals to the contrary • The linkage of events and situations are eventually deproblematized via statements of causal necessity and order
Didactic			<ul style="list-style-type: none"> • Distributes established knowledge to a non-specialized or learning audience of text receivers • Presents more abundant and explicit background knowledge than is customary in scientific texts 	<ul style="list-style-type: none"> • The textual world must be presented via the process of gradual integration , because the text receiver is not assumed to already have the matchable knowledge spaces that a scientific text would require • The linkage of established facts are problematized and eventually deproblematized
Conversational		Assumes a characteristic mode to reflect changes of speaking turn		There is an especially episodic and diverse range of sources for admissible knowledge. The priorities for expanding current knowledge of the participants are less pronounced than for the other text types.

- It is represented in the form of **an internal model of state of affairs** characterized by a sentence
- Are not described as stereotypic. Readers interpreted the sentence by constructing a mental model in which the relevant event and entities were represented. The ideas of model-theoretic semantics support the notion of Mental Models. In the formal semantics a model structure can be used to represent a possible state of affairs at a particular point in time and space which can correspond to the meaning of a sentence. Model Theory relates language to the world, but not by way of the human mind. These models of reality are, of course, representations of the way the world is. They may differ in some specific features. There is unavoidably the case when such models are the results of a listener's (or reader's) comprehension of discourse – a major function of language is to enable one person to have another's experience of the world by proxy: instead of a direct apprehension of a state of affairs, the listener constructs a model of them based on a speaker's remarks.
- View of discourse understanding via mental models is never described in terms of the sets of stereotypical elements found in frames or the sets of characteristic events of a narrative scheme. Possibly for this reason, the practical details of mental models remain elusive. They seem to represent a way of thinking about how we understand discourse rather than a way of doing analysis of discourse.
- When we construct a mental model for a piece of discourse, we use some of our pre-existing knowledge and experience to get a “picture” of the state of affairs described by the discourse.

Frames (Charles J. Fillmore)

- Represent stereotyped situations
- Data structures which store in the memory our knowledge
- Are used in the following way:
 - When one encounters a new situation (or makes a substantial change in one's view of the present problem), one selects from memory a structure called a frame
 - This is a remembered frame work to be adapted to fit reality by changing details as necessary.
 - It is directed towards a way of representing knowledge. Since one kind of knowledge is knowledge of a language, then there are frames for linguistic 'facts'.

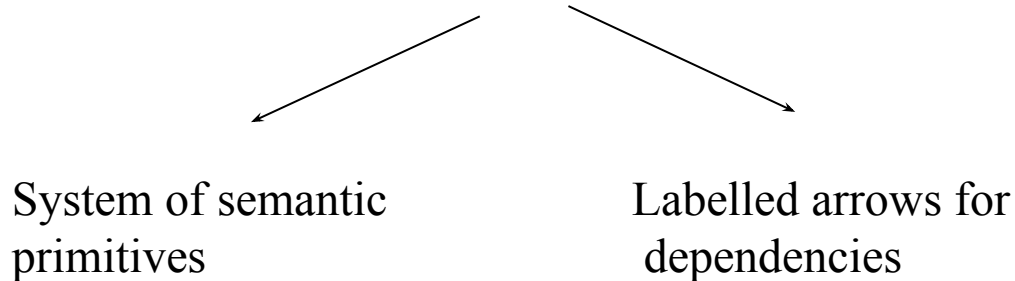
A frame for a noun phrase in a discourse ———has obligatory elements (nominal/pronominal), optional ones (a numerical determiner). The basic structure of a frame contains labelled slots which can be filled with expressions, fillers (which may also be other frames). Slots are named “noun”, “pronoun”, “root”, “stem”, “prefix”, “suffix”, “infix”, “end”, “preposition”, “postposition”.

A particular noun phrase existing in the language, or mentioned in the text, can be treated as an instance of the noun-phrase frame, and can be represented by filling the slots with the particular features of that individual noun phrase. Formulated in this way a **frame** is characteristically a fixed representation of knowledge about the world.

It is a static data structure about one stereotyped topic. It is a computational device which not only stores data, but is capable of implementing programs, that is, for organizing the processes of retrieval and reference which manipulate the stored representations.

57 **Scripts** deal with event sequences, incorporate a particular analysis of language understanding as conceptual dependency, represent the meaning of the sentences in conceptual terms by providing a conceptual dependency called a **C-diagram**.

58 **C-diagram** contains concepts which enter into relations described as dependencies.



Frame is generally treated as an essentially stable set of facts about the world.

Script is more programmatic, incorporates a standard sequence of events that describe a situation, is stereotypic event-sequences, some extra-linguistic knowledge is involved in understanding or conceptualization of sentences.

Theory of verbal performance/communication has to include:

- a general grammar
 - pragmatic rule categories
- } Informal text grammar must be completed with a pragmatic component

It provides a basis for psycho-sociolinguistic theories of verbal performance and interaction.

Theory of textual performance



Pragmatic component of text grammar

A component of the grammar which accounts for the system determining the communicative approaches of texts.

60

A **Theory of pragmatics** has to specify:

1. The list of primitive symbols of a pragmatic theory/language
2. The formation rules specifying all steps of the theory (pragmatic syntax)
3. The rules specifying the equivalence and synonymy of all the steps
4. The rules relating step pragmatical structures of the natural language systems or competences (pragmatic semantics)
5. The rules for the appropriate use of well-formed pragmatic theories (pragmatic pragmatics).

61

The tentative categories of pragmatics

1. Utterance
 2. Hearer(s)
 3. Speaker(s)
 4. Speech act -> production
 5. Hearing act-> perception
 6. Time of speech act
 7. Time of hearing act
 8. Place of speech act
 9. Place of hearing act
- Only **text** can underlie meaningful utterances
 - Text can consist of one sentence and this sentence of only one word
 - Isolated sentences can not be used in appropriate communicative situation

Referential categories

- Are defined in a theory of reference (extensional semantics)
- Are formalized in modal category of textual deep structure

Modal categories

Essentially specify the truth values of the nuclear proposition: true/false; possible/probable;

Referential categories + Pragmatic categories define the appropriateness of the utterance

Text

- Is merely a formal syntactic and semantic construction
- When it is uttered in a concrete situation, it is possible to use it to refer to a state of affairs

- For the appropriateness of utterances besides the internal structure of the speech act in which they are produced and received
- **General (universal) communicative conditions**
 1. Speaker can perform a locutionary act
 2. Hearer can perform an auditory act
 3. Speaker and hearer know a common language
 4. The common language is used in the communicative act
 5. Speaker is interested in establishing communicative relations with the hearer
 6. A communicative relation can be established between speaker and hearer.

These pragmatic universals will be part of the meta-theory of language. These conditions must be part of the competence of native speakers, they are elements of rules determining the performance of speech acts appropriate to the situations.

Particular (initial) communicative conditions

The different speech acts are definable as complex relations between:

1. Cognitive states of speakers: hope, know, believe, doubt, want, intend,...
 2. Cognitive state of hearers: know, believe, want,...
 3. Actions of hearers
 4. The truth values of propositions of text
 5. Semantic structures of texts
- } Are relevant here only if we consider
the utterance to be a part of the
speech act itself

Tentative rules that must apply when we produce appropriate questions.

A speech act involves an utterance with propositions (Prop). Prop is a question if:

1. The speaker does not know Prop
2. The speaker believes the hearer knows Prop
3. The speaker wants to know Prop
4. The speaker wants the hearer to tell him Prop

The utterance will be called appropriate if

- These pragmatic conditions are satisfied
- The utterance taken of a text has a well-formed interrogative meaning structure and well-formed surface structure

63 Unit of communication in natural language may be defined as a relation between

1. A speech act
2. A hearing act
3. A communicative situation.

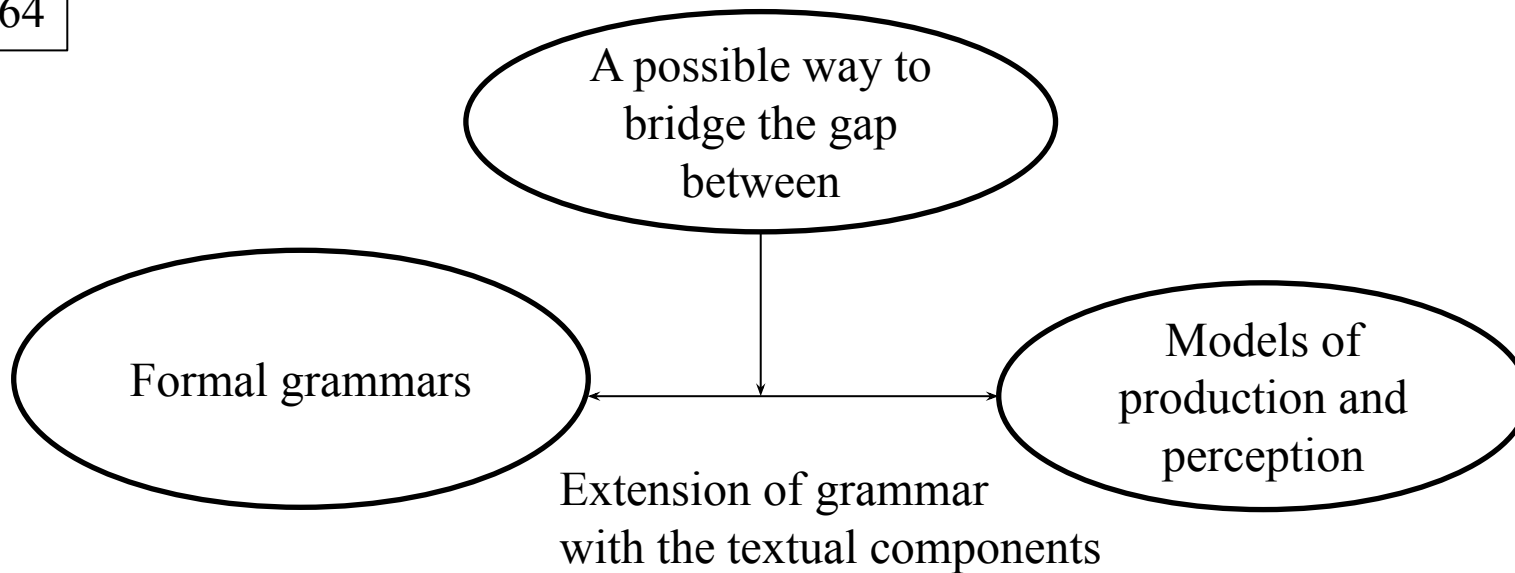
The speech act is specified as a production relation between

1. A speaker
2. An utterance
3. A time interval
4. A given place

These are essentially the major categories usually introduced in the syntactic form into recent syntactic deviation.

Hearing act is defined as being constituted by a relation of reception between:

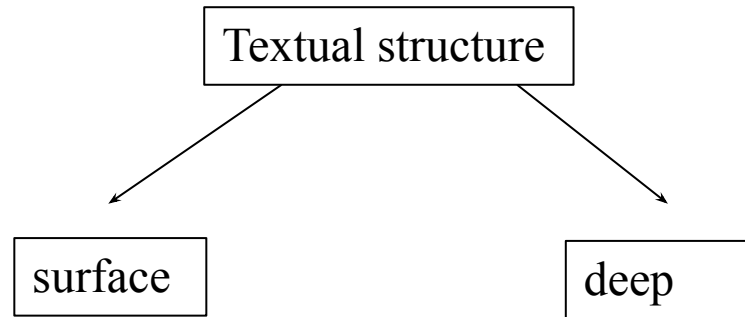
1. A hearer
2. A (perceived) utterance
3. A time interval
4. A given place



1. Speakers/hearers process sentences differently when occurring at different places of the texts or when being part of different texts
2. Speakers/hearers are able to process longer texts as coherent units
3. They are able to recall, summarize and comment on texts without recalling the semantic representation of their individual sentences
4. The memory of humans is not able to store the set of all relevant phonological and semantic relations, constraints and other compatibility conditions holding between any sentence of a text and its preceding and following sentences, therefore
5. The production and reception of texts must be based on the construction of microstructures.

65

Surface and deep text structure
(Chomsky, 1965)



Relations between
sentences
Morpho-syntactic
(microstructure)

(macro-structures)
Semantic
Semantic representation

66

Surface (micro) structure

The structure of the sequence of sentences (morpho-phonological and syntactic structures)

- Subsequent derived sentences $S_1+S_2+\dots+S_n$
- The relevant surface relations between them (cohesion + coherence)

- Possibility of constructing complex sentences by coordinating other sentences
- Possibility of producing sequences of syntactically independent sentences possessing certain relations between each other
- Some pairs of sentences may be freely combined into a grammatical sequence or text
- Other pairs of sentences can be combined, but only in a fixed order
- There are pairs of sentences which can not be combined into a grammatical sequence
- Some conditions for the combination of sentences in a sequence are similar to those for combining sentences in a complex sentence.

surface structure of the text(the actual sentence structure + interrelation between them)

The formal description of categories is most directly dependent on inner-sentence relations:

- (In)Definiteness of nouns (noun phrases)
- Their articles
- Pronouns
- Relative clauses
- Tenses
- Sentence adverbs and conjunctions

(Pronominalization of Nouns and Noun Phrases)

I gave Peter a book on theoretical physics, but he had already bought it himself.

Text Grammar

- Is not limited to an explicit description of sets of linearly ordered sentences
- A level of more global and abstract structures must also be postulated.

- In the gradual construction of a semantic deep structure the reader will often be able to predict roughly and hypothetically the future development of a text, where a progressive increase of informational redundancy is formed
- In order to construct these textual plans, a set of deep structure rules will be indispensable
- Structural analysis has focused upon the description of subsequent “actions” in a tale/myth
- These actions (called functions) can be reduced to a fixed number of analytical primitives, which can be found back, obligatory or optionally, in any narrative
- The order of these functions can be fixed in certain types or be more variable in other types

5 functions were distinguished

1. Disruption of a state of equilibrium
2. Arrival and mission of the hero
3. Trial of the hero
4. Task accomplished by the hero
5. Original state re-established, hero recompensed

There is striking similarity between these fundamental sequences of narrative and parts of disposit distinguished in rhetorics. Different scholars have thus arrived at basically comparable distinctions in narrative texts. Non-literary narrative also seems to have these fundamental parts:

1. Orientation
2. Complication
3. Evaluation
4. Resolution
5. Coda

These results may lead to hypotheses concerning narrative universals.

A narrative is a type of text. We might assume that these distinctions could be transferred to other types of texts.

Functions of (narrative) texts

- Are inductively/hypothetically established
- Underline a narrative ability of native ability of native speakers
- Do not determine all possible text structures
- Reflect a surface segmentation of specific texts into several stages of logical development, which are represented by sequences of sentences of the text and are abstract constructions. They underlie these surface sequences and are considered to be manifestations of this abstract schema.

The whole text itself has the syntagmatic functions.

Each function of a text is a certain relation structure; in fact must be viewed as a text.

Conceiving textual deep structures as (verbalized) abstracts of a text naturally leads to the theoretical foundations of paraphrasing.

Macrostructure analysis starts with

1. The structure of a novel as a whole
2. With the reference to plots, sub-plots
3. Favourite themes
4. The way characters interrelate
5. How particular linguistic features signal the author's intention
6. Make comparisons with other works

Simple narratives are analysed into four components:

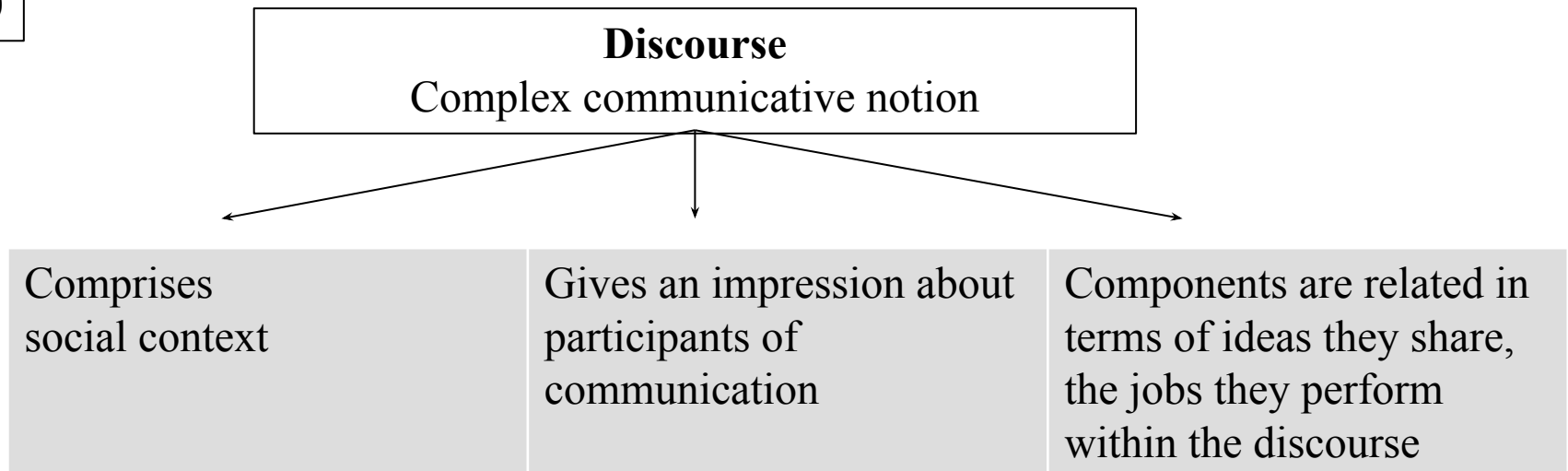
1. **Setting** (characters, location, time)
2. **Theme** (event, goal)
3. **Plot** (various episodes)
4. **Resolution** (the goal, outcome of each episode)

DISCOURSE

Latin- “argument”, French- “speech”

- “Language in operation” (**Halliday**)
- Stretches of language perceived to be meaningful, unified, and purposive (**Cook**)
- “A continuous stretch of especially spoken language larger than a sentence, often constituting a coherent unit, such as a sermon, argument, joke or narrative.” (**Crystal**)
- Discourse is verbal communication; talk, conversation, a formal treatment of a subject in speech or writing, such as a sermon or dissertation, a unit of text used by linguists for the analysis of linguistic phenomena that range over more than one sentence. (**Poluzhyn**)
- “the interpretation of a communicative event in context” (**Nunan**)
- In the broad sense the term “discourse” is used for designating various types of speech and speech compositions.
- It is a coherent text in combination with pragmatic, sociocultural, psychological and other factors.
- It includes all language units with definable communicative function, spoken or written.

<p>Discourse (is)</p> <ul style="list-style-type: none"> • A continuous stretch of (especially) language larger than a sentence, often consisting of a coherent unit, such as a sermon, argument, joke, narrative • Stretches of language perceived to be meaningful, unified and purposive • Refers to language in context • Is language in action • Brings together language, the individuals producing the language, context within which the language is used. • Refers to the interpretation of the communicative event in context • Different ways of actualizing this formal structure • Integrates: words, acts, values, beliefs, attitudes, social identities 	<p>Text (is)</p> <ul style="list-style-type: none"> • A piece of naturally occurring spoken, written or signed discourse, identified for purpose of analysis. • A language unit with definable communicative functions, such as a conversation, a poster • A technical term, to refer to the verbal record of a communicative act • A stretch of language interpreted formally, without context • A written record of interaction • Refers to any written record of communicative event-> itself may involve • Oral language (sermon, casual conversation, shopping transaction) • Written language (poem, newspaper advertisement, wallpaper (poster), shopping list, novel • Abstract, formal construction • Cannot convey a message if it is not viewed also as discourse
---	--



Process of constituting and perceiving -> information models

Language in action ->

Communicative event in context

Brings together:

- Language
- Individuals producing the language
- Context within which the language is used

Text +extralinguistic factors

- pragmatic
- psychological
- socio-cultural



Contains any utterance as a part of the social practice

Linguistic

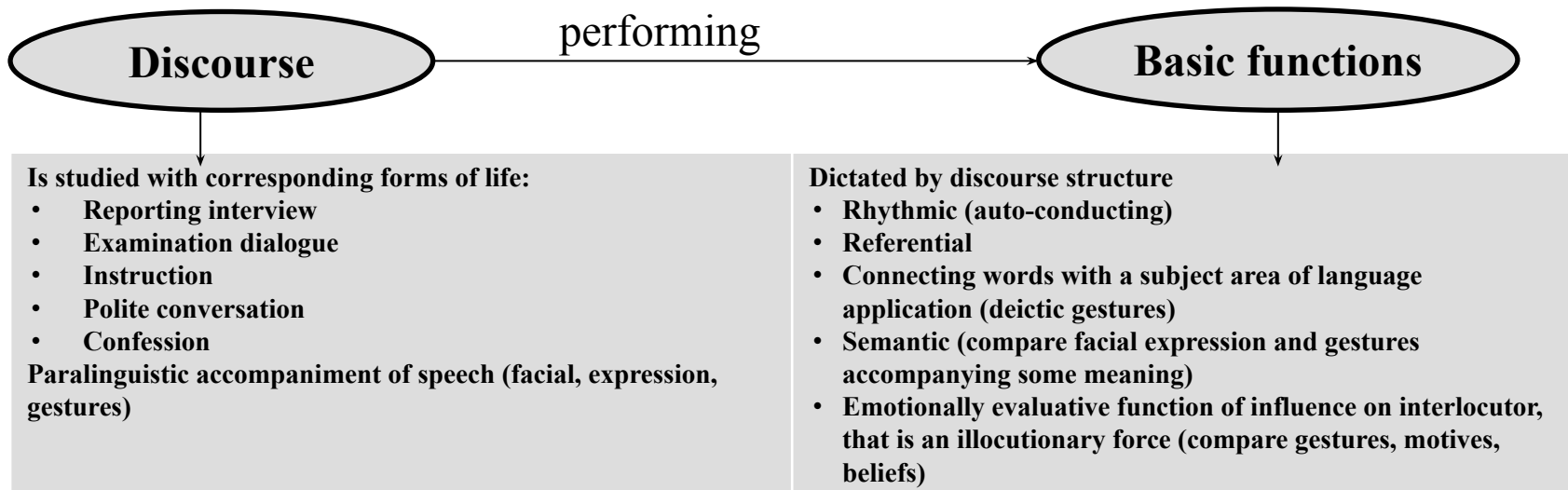
- The language that surrounds or accompanies a piece of discourse

Non-linguistic

- Different types of communicative events
- Jokes, stories, lectures, conversations
- Topic/purpose of an event, the setting, the participants, relations between them
- The background knowledge, assumption underlying the communicative event

- Verbal communication
- Talk, conversation, a formal treatment of a subject in speech (sermon)/writing (dissertation)
- A unit of the text used by linguistics for the analysis of linguistic phenomena
- Speech (absorbed in life), viewed as a purposeful social action, component-> Participating in the interaction of people and devices of their consciousness (cognitive process)
- Text taken into an eventual aspect
- A coherent text in combination with extralinguistic factors (pragmatic, sociocultural, psychological)

Text to be applied to ancient (other) texts connections of which with a living reality are not directly re-established.



- Is turned to mental processes of communication participants
 - Ethnographical
 - Psychological
 - Sociocultural (rules, strategies)
 - Speech (generation, perception)

In certain conditions -> **discourse processing**

- Is turned into pragmatic situations,
 - Is drawn for:
 - Coherence of discussion
 - Clearing up its implications, presuppositions,
 - Its interpretation
 - Its communicative adequacy



Defining
5 conditions

1. A necessary speed of speech
2. The degree of its coherence
3. The correlation of general and concrete new and known, subjective (non-trivial) and generally accepted, explicit and implicit in discourse content
4. The degree of its spontaneity
5. The choice of means for achieving a necessity object, fixation of speaker's point of view

Vital Context of Discourse is modelled in the form of frames (typical situations), scenarios (stressing the situational development)

Elaboration (important part of discourse theory) is used in many directions of Applied linguistics

Discourse for designating various types of speech/ speech compositions



The coherence purport of which is the re-established taking into account the whole complex of strictly speaking non-linguistic factors

Text refers to a written /taped record of a piece of communication

Discourse refers to the piece of communication in context.

Discourse analysis

Discourse analysis focuses on the **structure of naturally occurring spoken language**, as found in such discourses as conversations, interviews, commentaries, speeches, etc. Language is seen as a dynamic, social, interactive phenomenon - whether between speaker and listener or writer and reader.

- Conversation turns out to be a highly **structured activity**, in which people operate with a set of basic conversations.
- The participants make their moves and follow certain rules as the dialogue proceeds.
- Conversations vary in length and complexity.
- Analysis begins by breaking an interaction into the smallest possible units (“exchanges” or – “interchanges”):

Questioning/answering;

Informing/acknowledging;

Complaining/excusing, etc.

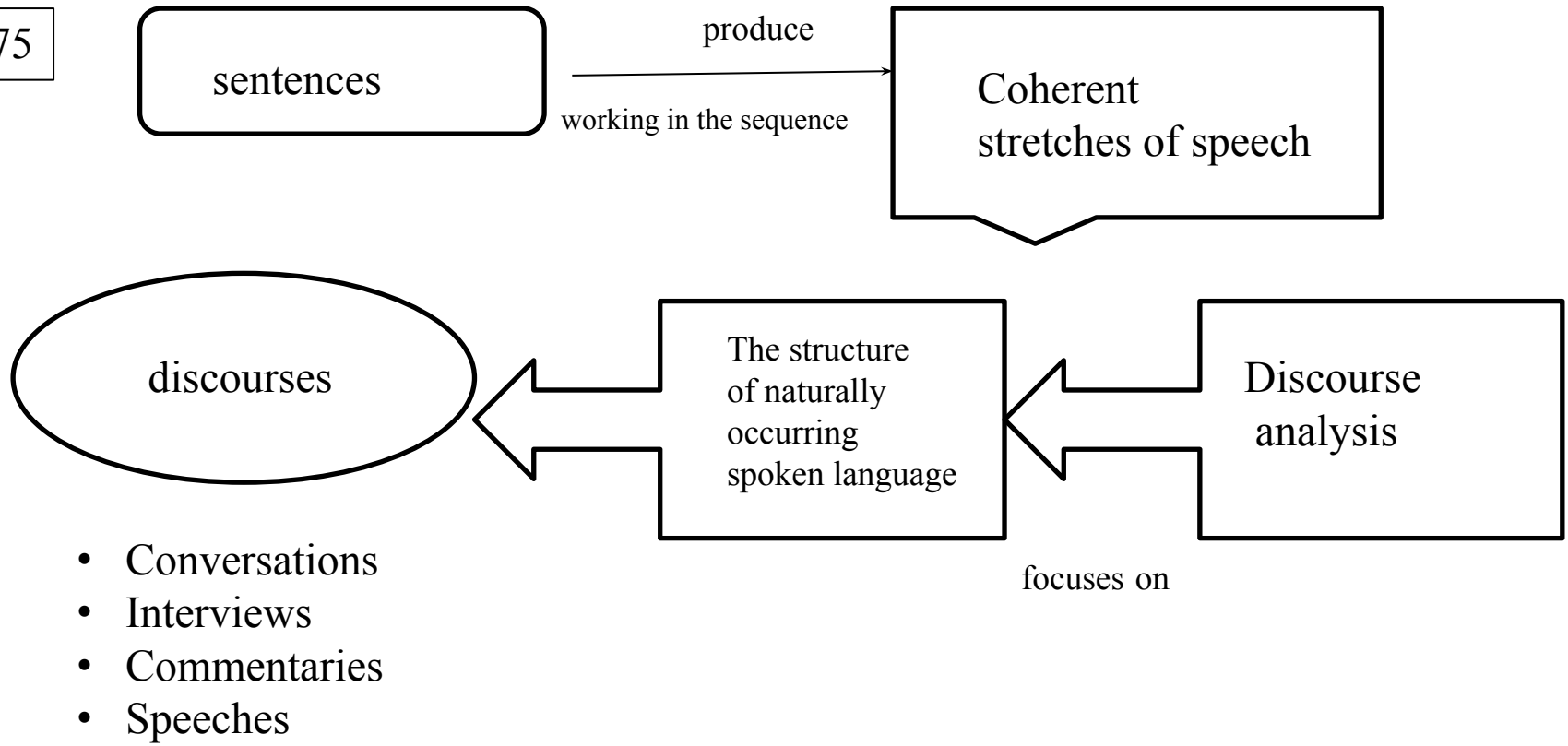
Analysis

Text

- Is the study of the formal linguistic devices that distinguish a text from random sentences
- Involves the analysis of the structural properties of language divorced from their communicative functions

Discourse

- Studies text-forming devices with the reference to the purpose and functions for which the discourse was produced
- Involves analysis of language in use
- The ultimate aim of this analytical work is both to show and to interpret the relationship between these regularities and the meanings and purpose expressed through discourse

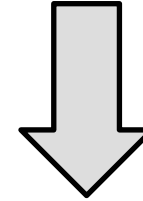


Previous stages of
pre-discourse analysis

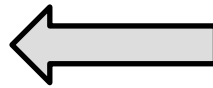
- Rhetoric
- Stylistic
- Sociology



Conversational
analysis



Ethnography
of communication



Anthropological traditions+
Ethnology of speaking



Explaining language
analysis beyond the
level of the
individual utterance



Discourse analysis

(1960-s Z.Z. Harris)

- To spend distribution methods from sentence to coherent text
- To attract a sociocultural situations on its description
- Generative semantics

Σ attention to pragmatics-> the more general scope of discourse analysis

Deborah Tanner's analyses

of men's	}	conversational patterns (1990s) sociological + anthropological
women's		

Discourse analysis involves the study of language in use compared with analysis of structural properties of language divorced from their communicative functions, which are referred to as text analysis

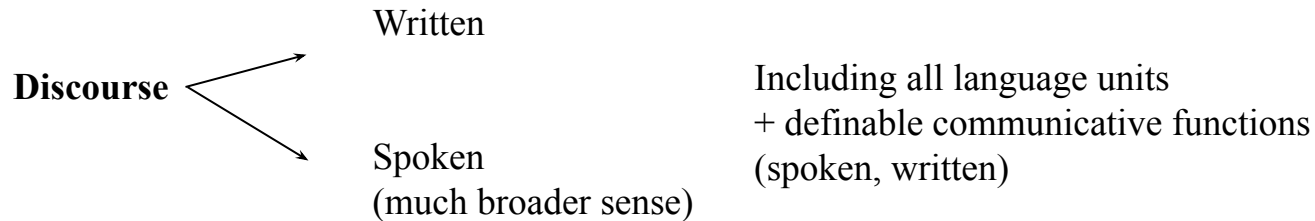
Discourse analysis involves interdisciplinary field of knowledge:

- Sociologists
- Psychologists
- Specialists in artificial intelligence
- Ethnographers
- Literary critics of semiotic trend
- Philosophers

They all participate in scientificatization of language study.

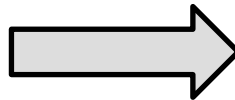
Discourse analysis focuses on:

- The structure of naturally occurring spoken language in such discourses as:
 - Conversations
 - Interviews
 - Commentaries
 - Speeches



Further contribution from:

- Artificial intelligence
- Rhetoric
- Philosophy style



The search for larger linguistic units

Linguists □ investigate sentences– used in sequence

Ethnographers

and Sociolinguists study □ structure of social interaction– the way people enter into dialogue

Anthropologists □ analyze-- structure of myths, folktales

Psychologists □ analyze and carry out experiments– the mental –underlying comprehension on processes

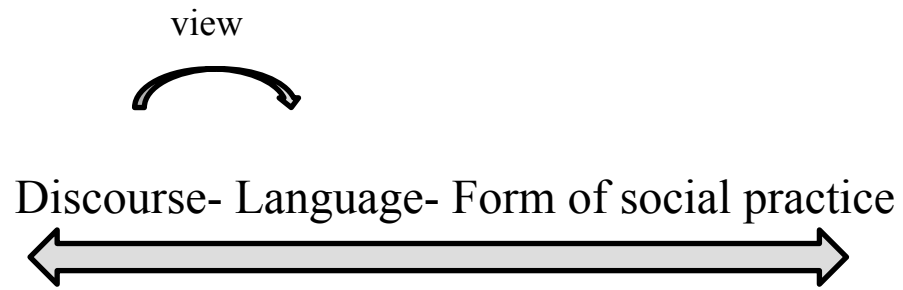


Dynamic
Social
Interactive

} Phenomenon □ between

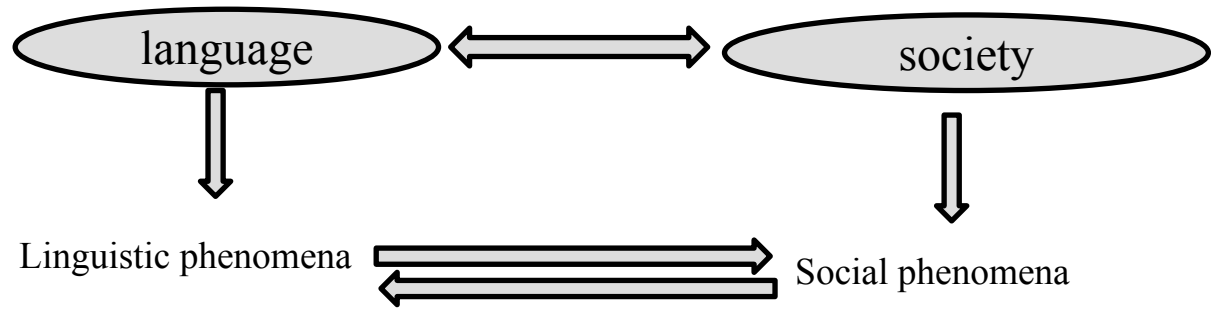
Approaches □ to stress the need to see language as:

- A speaker/listener
- Writer/reader



Language

- A part of society
- Not somehow external to it
- Social progress
- Socially conditioned process by other (non-linguistic parts of society)



Internal
Dialectical } Relationship of a special sort

Telephone conversations

British English	French
<ul style="list-style-type: none"> • Telephone rings. • Answerer gives number. • Caller asks for intended addressee. 	<ul style="list-style-type: none"> • Telephone rings. • Answerer: “Allo”. • Caller verifies number. • Answerer: “Oui”. • Caller identifies self, apologizes, asks for intended addressee.

A successful conversation is mutually satisfying linguistic exchange.

Additional conveyed meaning-IMPLICATURE

Conventional

- Includes those aspects of information that are connected with what is said (in a strict sense) in a sentence.
 - Is derived from a definite lexical or grammatical structure of an utterance.
- E.g. *I saw only John - I didn't see anyone else.*
- Is such component of an utterance that is not expressed but is understood by communicants in the process of communication.

Q.: Would you like some coffee?

R.: Coffee would keep me awake ("Yes " or "No "?)

Think of situations when it means "yes" and "no".

Conversational

Conversational implicature is connected with the violation of maxims, the A interprets this violation as a purposeful means of making him understand without words: e.g. if a question "*Is Mr. Smith a good scientist?*" is answered "*He plays chess well.*" " the S means that he is not of a high opinion of a scientific abilities of Smith. Otherwise Maxim of relevance would be violated.

Polonius: What do you read, My Lord?

Hamlet: Words, words, words.

(Maxim of Quantity)

The politeness principle (G. Leech)

Politeness is a form of behaviour that establishes and maintains comity.

The ability of communicants to engage in interaction in an atmosphere of relative harmony.

Two types of politeness: negative (avoidance of discord) and positive (seeking concord).

The general principle is followed by special rules or maxims: tact, generosity, approbation, modesty, agreement and sympathy.

Maxims by G. Leech

Tact	In directives and commissives: minimize cost to other, maximize benefit to other
Generosity	in directives and commissives: minimize benefit to self, maximize cost to self
Approbation	in expressives and representatives: minimize dispraise of other, maximize praise of other
Modesty	in expressives and representatives: minimize praise of self, maximize dispraise of self
Agreement	in representatives: minimize disagreement between self and other, maximize agreement between self and other
Sympathy	in representatives: minimize antipathy between self and other, maximize sympathy between self and other

Face and politeness

“**Face**” refers to a speaker’s sense of social and linguistic identity. Any speech act may impose on this sense, and is face-threatening. Speakers have strategies for lessening this threat.

Positive politeness means being complimentary and gracious to the Addressee.

Negative politeness is found in ways of mitigating the imposition.

- **Hedging:** *Could you, er, perhaps, close the, um, window?*
- **Pessimism:** *I don’t suppose you could close the window, could you?*
- **Apologizing:** *I’m terribly sorry to put you out, but could you close the window?*
- **Impersonalization:** *The management requires all the windows to be closed.*

Penelope Brown and Stephen Levinson

- Politeness is defined as regressive action taken to counter-balance the disruptive effect of face-threatening acts (FTAs);
- Communication is seen as potentially dangerous and antagonistic;
- Face is defined as the public-self image that every member of society wants to claim for himself;
- People tend to maintain one another's face continuously in communication,
- Face consists of two related aspects: negative and positive.

Negative face: freedom of action, freedom from imposition.

Positive face: the positive self-image that people have desire to be appreciated and praised by some other people.

Brown and Levinson sum up politeness behavior in four strategies

Bald on record:

- An emergency: *Help!*
- Task oriented: *Give me those!*
- Request: *Put your jacket away.*
- Alerting: *Turn your lights on! (while driving)*

Positive politeness

- Attend to the Addressee: *You must be hungry. It's a long time since breakfast. Howabout some lunch?*
- Avoid disagreement:
A: *What is she, small?*
B: *Yes, she's small, smallish, urn, not really small but certainly not very big.*
- Assume agreement: *So when you are coming to see us?*
- Hedge opinion: *You really should sort of try harder.*

Negative politeness:

- Be indirect: *I'm looking for a pen.*
- Request forgiveness: *You must forgive me but ...*
- Minimize imposition: *I just want to ask you if I could use your computer?*
- Pluralize the person responsible: *We forgot to tell you that you needed to buy your plane ticket by yesterday.*

Off-Record

- Give hints: *It's a bit cold in here.*
- Be vague: *Perhaps some one should have been more responsible.*
- Be sarcastic or joking: *Yeah, he is a real Einstein.*

Dominant features of speech behaviour

expression	English speech	Ukrainian speech
Inducement	implicit	explicit
Positive evaluation	overstatement	understatement
Negative evaluation	understatement	overstatement

87 Inducement

English:

- I wonder if you would do ...;
- Would/will/could it be too much if you ...;
- Would you mind if...;
- May/Might I just ask you ...?;
- Could/ would/ will you...?;
- If you haven't got any objections ...;
- I'd like to ...;
- Would you do me a favour ...?;
- You could do smth., etc.

Українська:

- Чи можу я попросити Вас...?;
- Чи не могли б Ви...?;
- Я хотів би попросити Вас ...;
- Чи не будете Ви так люб'язні ...?;
- Запишіть, будь ласка, наступне...;
- Intensification: *so, too, extremely, awfully, terribly, absolutely etc.*,

e.g.: Thank you so much/ very much indeed! I'm terribly sorry.

- Exaggeration: *like, want - dream, adore, love, enjoy etc.; good-happy, delighted, super, smashing etc.*,

e. g. How is it going! -- Great! I really hate to bother you.

Overstatement

- Minimizing adverbs: *a little, a bit, just, only, somewhat etc.*

e.g.: It is just a slip of the tongue. The news somewhat shocked me.

- Fillers: *a sort of, kind of, more or less, so to speak etc.,*

e.g.: I've got a bit of a problem.

- Verbs of intention: *to intend, to mean, feel etc.,*

e.g.: You tend to miss your classes.

- Negation: *not, hardly ever, barely, not, to fail, to lack etc.*

e.g.: Sorry, I'm not quite clear on ... (= I don't understand)

I hardly ever speak in public. (= I never speak in public).

- *Oh, by the way, you know this morning when I overheard you telling the CEO that you thought that I had the intellectual capacity of a squashed apricot, well, the thing is, I sort of thought that was a little bit, kind of, well, a teensy bit out of line. I mean, depends of course, but perhaps, I do not know, you could maybe have been slightly more, you know, well, a bit nicer ... although, come to think of it, I do rather like apricots actually...*
- *This morning I overheard you telling the CEO that you thought I had the intellectual capacity of a squashed apricot. I thought that was rude and deeply unprofessional. However, I want you to know I do like apricots.*

REFERENCES

1. Гальперин И.П. Текст как объект лингвистического исследования / И.П. Гальперин.-М.: Наука, 1981.- 140с.
2. Beaugrande R.A. de. Introduction to text linguistics / R.A. de Beaugrande, W. Dressier. - Wien: Universität Wien, 2002. - 40p.
3. Chomsky N. Aspects of the theory of syntax / N. Chomsky. - Cambridge, MA: The Press, 1999. - 251 p.
4. Clark H.H. Psychology and language: An introduction to psycholinguistics / H.H. Clark, E. Clark. - N.Y.; Harcourt Brace Jovanovich, 2008. - 608p.
5. Dijk T.A. van. Text and context. Explorations in the semantics and pragmatics of discourse / T.A. van Dijk. -L.; N.Y: Longman, 2003. - 262p.
6. Dijk T.A. van. Some aspects of text grammars. A study in theoretical linguistics and poetics / T.A. van Dijk. - the Hague, Paris: Mouton, 2001. - 375p.
7. Dijk T.A. van. Strategies in discourse comprehension / T.A. van Dijk, W. Kintsch. - N.Y: Academic Press, 2003. — 418p.
8. Halliday M.A.K. Cohesion in English / M.A.K. Halliday, R. Hasan - L: Longman, 2002. - 374p.
9. Hardy C. Networks of meaning: A bridge between mind and matter / C. Hardy - Westport, Connecticut; London: Praeger, 2001. — 217p.
10. Johnson-Laird P.N. Mental models : Towards a Cognitive science of language, inference, and consciousness / P.N. Johnson-Laird - Cambridge: Cambridge Univ. Press, 1999. — 513p.
11. Kess J.F. Psycholinguistics: Psychology, linguistics, and the study of natural languages / J.F. Kess - Amsterdam; Philadelphia: John Benjamins, 1999. — 383p.
12. Stemberger J.P. The lexicon in a model of language production / J.P. Stemberger - N.Y.; L: Garland, 1998. - 299p.
13. Thomas J. Meaning in interaction : An introduction to pragmatics / J. Thomas - L., N.Y: Longman, 1995. - 224p.
14. Toggia M.P. Handbook of semantic word norms / M.P. Toggia, W.F. Battirg — Hillsdale, NJ: Lawrence Erlbaum, 1978. — 159p.
15. Ullmann S. Semantics: An introduction to the science of meaning / S. Ullmann - Oxford: Blackwell, 1964. - 278p.
16. Violi P. Meaning and experience / P. Violi - Bloomington: Indiana Univ. Press, 2001. - 291 p.
17. Wierzbicka A. Semantics: Primes and universals / A. Wierzbicka - Oxford; N.Y: Oxford Univ. Press, 1996. - 500p.
18. Winograd T. Language as a cognitive process / T. Winograd - N.Y.: Addison-Westey Publishing Company, 1983. - V 1.1. Syntax. - 640p.