Speech acts and events

6

It may be possible to treat the so-called different meanings of
speech acts and events

man trying to contact mark and mary's friend.

front of the phone conversation [7] between a

fronting, intonating the phone conversation in (7), between a

explicate the sometimes explicit the speech act, and

explicits, speakers do not always perform their speech acts so

in the field [1, 2, 3, 4, 5, 6, 7] you can

called a performative verb (VP) [A]

(7)

that the performance act produces. Such a verb can be

at the instant the performance act produces. Such a verb can be

the position. (1992) in (24), an expression of

the performance force (1992) in (24), an expression of

the most obvious device for indicating the performative force

Illus

The most obvious device for indicating the performative force

between the two things: the intended performative force will be indicated by the

the intended performative force will be indicated by the

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the intended performative force will be indicated by the

how can speakers assume that

there are no utterance with the examples in (5) is that same utterance

\[
\begin{align*}
\text{a} & \quad \text{want you that?} \\
\text{c} & \quad \text{promise you that?} \\
\text{p} & \quad \text{promise that?} \\
\text{q} & \quad \text{I'll tell you later} (A)
\end{align*}
\]

[5] a. I want you that? 
 b. I promise you that? 
 c. I promise that? 
 d. I'll tell you later (A)

In [5] the utterance in [a], c, d, p, and q are different

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The performance hypothesis is based on the assumption that the speaker's actions, particularly the choice of words and the presentation of information, influence the listener's understanding and interpretation of the message. This hypothesis suggests that the speaker's actions can be purposefully manipulated to influence the listener's perception and understanding of the message. The hypothesis is supported by empirical studies that have shown a correlation between the speaker's actions and the listener's responses.

The performance hypothesis has implications for various fields, including marketing, advertising, and public relations. In these fields, the hypothesis can be used to develop strategies for effective communication that can influence the listener's behavior and attitudes. For example, in advertising, the hypothesis can be used to develop messages that are designed to influence the listener's perception of a product or service. In public relations, the hypothesis can be used to develop communication strategies that are designed to influence the listener's attitudes towards an organization or issue.

The performance hypothesis also has implications for the study of language and communication. It suggests that language is not merely a tool for conveying information, but is also a tool for influencing the listener's perception and understanding of the message. This hypothesis challenges traditional views of language as a passive tool for information transfer and suggests that language is an active tool for social influence.

Overall, the performance hypothesis provides a useful framework for understanding the role of language and communication in influencing the listener's perception and understanding of the message. It opens up new avenues for research and practice in various fields, including marketing, advertising, public relations, and the study of language and communication.
Speech acts and events

Speech acts and events are used to classify conversational phenomena. Classification of speech acts is usually based on their distinctiveness, such as questions, answers, affirmatives, and negatives. In this context, speech acts are classified into two categories: expressions of states and expressions of intentions. Expressions of states describe the world as it is, while expressions of intentions describe the world as it should be.

Examples of expressions of states include: 'I am happy', 'It is raining', and 'The cat is sleeping.' These statements describe the current state of affairs.

Examples of expressions of intentions include: 'I want to go for a walk', 'Let's have dinner tonight', and 'I will call you tomorrow.' These statements express what the speaker intends to do in the future.

The classification of speech acts is important in understanding conversational interaction and is used in natural language processing systems to identify and interpret spoken language.
Whenever there is a direct relationship between a structure and a function, we have direct speech acts. When there is an indirect relationship, we have indirect speech acts.

**Direct and Indirect Speech Acts**

Direct speech acts are summarized in Table 6.1.

<table>
<thead>
<tr>
<th>Number</th>
<th>The General Functions of Speech Acts (Following Sentence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Make the world fit the words (Communicatives)</td>
</tr>
<tr>
<td>2</td>
<td>Make the words fit the world (Directives)</td>
</tr>
<tr>
<td>3</td>
<td>Make the words fit the world (Expressives)</td>
</tr>
<tr>
<td>4</td>
<td>Make the world fit the words (Prescriptive)</td>
</tr>
<tr>
<td>5</td>
<td>Change the world (Declaratives)</td>
</tr>
</tbody>
</table>

In using a communicative, the speaker undertakings to make the world fit the words (via the listener).

In using a directive, the speaker attempts to make the world fit the words (via the hearer).

In using an expressional, the speaker attempts to make the world fit the words (via the listener).
Speech Acts and Events

We might characterize the question, "Do you have a minute?" as a speech act without an explicit speech act of an off-speech event, noting that the extended interaction in [2] may be called a "requesting." [2]

Him: Oh, dear.
Him: Sure.
Him: Do you have a minute?
Him: Yeah.
Here: It's a hate. Do you use them?
Here: Where is it?
Here: When is it?
Here: Oh, know! I'm useless with computers.
Here: When is it done?
Here: I don't drink so.
Here: I'm in the bathroom.
Here: When are we?
Here: Alright, get my computer to work.
Here: I can't get my computer to work.
Here: No, that's the good, the best.
Here: Is there a guide?
Here: I know. I know. I know. I know.

[2] In the event [2], a "speech act" is illustrated. We might say that a speech act is not made by means of a single speech act, but some kind of a social act. A speech act is made by means of a social act. In this case, B's speech act is made by means of a social act. It would be the case if the listener was to agree.

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Speech Events

Interruption performing a single speech act:

I stand why we have to look in a bigger picture than just a single polisshes in English than direct speech acts in order to order.

Indirect speech acts are essentially associated with reference.

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Understanding is a special pattern in English whereby asking a question to ask a question ("What can I do?") we don't expect only an