

**THE NOTION SPEECH ACTS AND ANALYSES OF THE WORK “A CUP OF TEA”  
BY KATHERINE MANSFIELD**

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**Abstract:** The article deals with clarifying the meaning and differences of speech acts through analysis of the story written by Katherine Mansfield

**Keywords:** Speech acts, interlocutor, locutionary, illocutionary, perlocutionary.

**INTRODUCTION**

The main tasks of Interlingual communication that interlocutors should be at least bilingual or polylingual and can exchange information with other people. The essential part of this for interlocutors being owner a good language and speech competence. The interlocutors with first competence have knowledge at involving in communication with adequate supporting ideas, and vocabulary for good use of words and phrases.

The second type of competence is determination of the speech skills of interlocutors who have intention to achieve the success in the coding and decoding information with partner. Aforesaid properties belong to pragmatic aspect of the language in communication, which obviously requires of being competent in communication depends on the language competence, and proves that expected speech competence can not be without normal and adequate language.

Besides, it should be stressed that there are three aspects of speech that distinguished by J.Austin: locutionary, illocutionary and perlocutionary acts. According to philosopher locution is what was said and meant, illocution is what was done, and perlocution is what happened as a result.

In linguistics and its branches an interlocutor is defined as a person involved in a conversation or dialogue. Two or more people speaking to one another are each other's interlocutors. There are listed some synonyms of the interlocutor, such as conversation partner, hearer or addressee. These aforesaid terms are often used instead of interlocutor.

**LITERATURE REVIEW**

According to Paul Grice, the behavior of interlocutors in every day conversation is controlled by the cooperative principle.

Communicative competence is a term in linguistics which is used to describe speaker's knowledge of syntax, morphology, phonology and the awareness of using utterances appropriately in communication. This term was created by Dell Hymes being opponent the accepted inadequacy of Noam Chomsky's (1965) distinction between linguistic competence and performance. Addressing to him linguist pioneered approach which is now known as the ethnography of communication. The notion of communicative competence was seen as including linguistic competence, strategic competence, sociocultural competence, actional competence, and discourse competence by Celce-Murcia, Dornye and Thurrell. This concept has been impacted by approach of pragmatics and the philosophy of language, including work on speech acts [1,2,3,4,5,6,7,8,9,10].

Interlocutors intend to communicate in different purposes, so that inform, declare ask, persuade, direct, complain, describe and can exchange information with intonation, degrees of loudness, tempo, and other non-representational or paralinguistic aspects of vocalization to convey meaning.

Although people ordinarily use speech in dealing with other persons (or animals), when people swear, they do not always mean to communicate anything to anyone, and sometimes in expressing

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urgent emotions or desires they use speech as a quasi-magical cause, as when they encourage a player in a game to do or warn them not to do something. There are also many situations where interlocutors communicate unintentionally. For example, sometimes they can not be in mood. According to psychologists people can communicate with themselves as to analyze some situations from their life. According to D.Crystal “speech act is a communicative process of sending intentions of a speaker while conversation and achieving success through influencing on a listener. This is locutionary act( here the sentence is a constructive unit isolatedly written or uttered as an example with no intention of the speaker expressed in it - G.Hoshimov); the intentional feature is the act's illocutionary force; and the influence on the listener is the act's perlocutionary effect. Locution -speaker's utterance. Illocution- listener's perception. Perlocution-result, speaker's impact on hearer [11,12,13,14,15,16,17,18,19,20,21].

### ANALYSIS

Pragmatic aspect of communication involves speaker (or writer) and interpreted by a listener (or reader). It is the science of speaker meaning. This type of study essentially involves the interpretation of what men mean in a particular context and how the context effects is said. It defines a consideration of how speakers organize what they want to express in accordance with their conditions where, when, and under what circumstances. Pragmatics is the study of contextual meaning. This approach also explores how a great deal of what is unsaid is recognized as part of what is communicated [45,46].

Example (1) is just such a problematic case. We understand what the speakers say, but we have no idea what is actually communicated: (1) Her: So – did you?

Him: Hey – who wouldn't?

This study deals with analysis of the discourse. It shows the reaction of speakers to the things. It can not be understood in every speech. Because everyone has their own mind and understanding of the world.

According to Austin's point of view locution is what was said and meant, illocution is what was done, and perlocution is what happened as a result.

When somebody says "Is there any salt?" at the dinner table, the illocutionary act is a request: "please give me some salt" even though the locutionary act (the literal sentence) was to ask a question about the presence of salt.

As we mentioned illocutionary act, which describes the linguistic function of an utterance, a perlocutionary effect is in some sense external to the performance. It may be thought of, in a sense, as the effect of the illocutionary act via the locutionary act. Therefore, when examining perlocutionary acts, the effect on the hearer or reader is emphasized.

A perlocutionary act (or perlocutionary effect) is a speech act, as viewed at the level of its consequences, such as persuading, convincing, scaring, enlightening, inspiring, or otherwise affecting the listener [22,23,24,25,26,27,28,29,30].

For example : the utterance “ Go on”

1) it is a locutionary act, because it is spoken by chance without any intention.

2)but when it is said in the act of speech intentionally and with irony “Don't go on! it will be an example of illocutionary act. Due to the fact that there is an intention of irony. 3)as a result listener will consciously not go on there because of perceiving the communicative intention or reference of the speaker. This is called the perlocutionary act/rather effect, impact, influence on the listener- in other words illocutioner. All this clearly demonstrates the pragmatic aspect of the above given sentence without which there is no communication [31,32,33,34,35,36,37,38,39,40,41,42,43,44].

### DISCUSSION

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**"A cup of tea" by Katherine Mansfield**

There are moments, horrible moments in life, when one emerges from shelter and looks out, and it's awful. One oughtn't to give way to them. One ought to go home and have an extra-special tea. But at the very instant of thinking that, a young girl, thin, dark, shadowy - where had she come from? - was standing at Rosemary's elbow and a voice like a sigh, almost like a sob, breathed: *"Madam, may I speak to you a moment?"* (this sentence is an example of perlocutionary act. The reason for this is that girl asks with crying and performing action) (illocutionary act of this sentence is defined by the *"Can you speak with me? or" Are you busy?*)

*"Speak to me?"* (astonished or if Rosemary's sentence was with irony in this case it will be right to express this like perlocutionary act. But if main character asks without any emotions it is called as a locutionary act, I think.

Rosemary turned. She saw a little battered creature with enormous eyes, someone quite young, no older than herself, who clutched at her coat-collar with reddened hands, and shivered as though she had just come out of the water.

*"M-madam, stammered the voice. Would you let me have the price of a cup of tea?"*(perlocutionary act)

*"A cup of tea?"*locutionary act. There was something simple, sincere in that voice; it wasn't in the least the voice of a beggar. *"Then have you no money at all?"* illocutionary act of this sentence is *are you poor?* (perlocutionary act - she asked with the purpose of astonishing and surprising way) asked Rosemary.

*"None, madam,"* (locutionary act) came the answer.

*"How extraordinary!"*( perlocutionary act) Rosemary peered through the dusk and the girl gazed back at her. How more than extraordinary! ge, what would happen? It would be thrilling. And she heard herself saying afterwards to the amazement of her friends: *"I simply took her home with me,"*(locutionary act is It would be a good idea to invite her to home and present my kindness to others) (perlocutionary act is hoping to be a good person like in Dostoyevskiy's literature) as she stepped forward and said to that dim person beside her: *"Come home to tea with me."*(perlocutionary act of this sentence shows by intention of the speaker) (locutionary act "Would you like to drink a cup of tea? or Shall we talk in my house?)

**CONCLUSION**

We know that each speech has own aim and intention to pursuit the reader to do some act during the process of receiving it. Due to our cognition we interact with our partners. We react to their questions through using words and gestures in our speech. Because of analyses of writers and poets we can easily understand the main idea of their texts. As we said this work deals with analysis of the discourse. It shows the reaction of speakers to the things at the moment of conversation. Every speech has something unique in giving and receiving information. That is why we should pay attention to all aspects of communication during analyzing it.

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