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Pragmalinguistical analysis of the discourse of persuasion/dissuasion*

Introduction

The choice of this topic is conditioned by the general interest of the author in the problems of pragmatical semantics. In our opinion, it is precisely the pragmatical analysis that allows us to combine different approaches (semantics, lexical/vocabulary, grammatical: morphological and syntactical) in the frame of expressing special types of intention. In Russia this approach could be identified as “pragmalinguistics”.¹

We understand the concept of pragmatics following the definition of A. Ninio and C. Snow (“pragmatics is the study of the use of language in context for the purpose of communication,”²) and the concept of semantics following the definition of M. Mc Tear and G. Conti-Ramsden (“semantics is the study of meaning, and pragmatics examines how language is used”³). The following work is based on the idea that if there is an intention, so should be realizations of the intention on the linguistics level (in our case, the intentions of persuasion and dissuasion). We do not consider a phonetic level, although — definitely — these intentions have the representations on that level too.

A practical case of the speech act shows much more expanded opportunities to reveal all the features of expressing persuasion and dissuasion without any

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¹ Л.А. Киселёва, *Вопросы теории речевого воздействия*, Ленинград 1978.

² A. Ninio, C. Snow, *The development of pragmatics: Learning to use language appropriately*, [in:] W. Ritchie, T.K. Bhatia (eds.), *Handbook of Child Language Acquisition*, San Diego 1999, p. 347.

³ M. Mc Tear, G. Conti-Ramsden, *Pragmatic Disability in Children*, London 1992, p. 7.

omission or preliminary selection of the research material in the frame of “the structural analysis of texts; functional aspect of language usage; descriptions of speech events.”⁴

Our object of research is a representation of two interviews of a candidate to go to Concordia Language Village (a summer language camp in USA, Minnesota) as a Credit Teacher and a Counselor.

The area of analysis is restricted by means of persuasion and dissuasion expressed in these interviews (see the role of the social commentator/radical critic within the cluster tenor of a situation⁵).

The following means of persuasion and dissuasion were revealed:

Means of persuasion/dissuasion

Emotive evaluation (lexical level)

Emotive-evaluative meliorative words (approbation or admiration):

Superb, bunnies, a silk, beautiful, lovely, great, excellent, lovely thing, with open hands embracing

If you want to have a rest there to swim, to sunbath it is superb (1: 7–8); Children are very good. They are such bunnies (“expression of endearment”) (1: 26); The teenagers well there well are simply/just a silk (“very nice, well behaved”) (1: 28); It is very beautiful in general (1: 21–22); (life conditions are there) Well, they are such lovely (1: 36); There there are such lovely wooden houses (1: 36); It is great for practice English (1: 40); Lovely thing (1: 40); Excellent place. (1: 7); They will be waiting for you with open hands embracing (1: 14) (only Text 1)

Emotive-evaluative pejorative words (disapprobation or strong disapprobation):

Well I do not know, the incessant hassle/stress (2: 31–32); In general it is a nightmare (2: 32); In general conditions of life are disgusting (2: 10–11); Everything exhausts so much (2: 9–10); Well the coordinator of the study program this will pester you (2: 25); The incessant hassle (2: 32); All this is in such terrible hurry (2: 31); It’s awful. (2: 27); In general, I do not know, there is some kind of tortures. (2: 28); Well I do not know. A toilet is on a hill, if want to go to the toilet or there take a shower, you have to go there fare-fare away (2: 12–13); Oi, well

⁴ Ibid.

⁵ S. Eggins, J.R. Martin, *Genres and registers of discourse* (cap. 9), [in:] T. Van Dijk (ed.), *Discourse as Structure and Process*, London-Thousand Oaks-New Delhi 1997, p. 233.

I do not know. There there are the permanent problems with shower (2: 16); In general, I do not know, there is some kind of tortures. (2: 27–28); Well I do not know, the incessant hassle/stress (2: 32); With a toilet, there I do not know, the toilet will flood, sometimes no hot water in a shower. (2: 16-17) (only Text 2)

Emotive evaluation (derivation level)

Diminutives as a reflection of endearment:

It is a very good climate, it is warmly and sunny (a little sun) (1: 22); There there are such small lovely wooden (dim.) houses (dim.) (1: 36–37) (only Text 1)

Irony

Irony (lexical level)

You only have to be prepared for lessons, a tiny little bit, in general. (2: 38); Oi, I do not know, certainly, what kind of girl is that girl and when she was there (2: 8); You, naturally, you only have to be prepared for lessons, a tiny little bit, in general. That's all, the free time is over (2: 38–39); Some kind of plans there (2: 26); On results of the test you should there write some kind of huge report (2: 31); To organize this course (2: 24); Well the coordinator of the program this will pester you (2: 25); After the cultural hour is that's this free time (2: 37) (only Text 2)

Irony (Derivation level)

Diminutives as a reflection of irony:

You live in this wooden house (dim.). There is in general stuffy, there is nothing to breathe with (2: 11–12) (only Text 2)

Intensification

Quantity (lexical level)

At all, not a problem, without any difficulty (without any problem)

A-a. The consulate usually gives the visa so without any problem (1: 15); No difficulty at all (1: 12); It is not a problem at all, because they are interested in (1: 12); There is not a problem with them in general. (1: 27); I can't, I don't have time at all (1: 45); No, it wasn't pleasant to me at all (2: 42)

Very, very much, so much (the majority with evaluative Nouns)

In the camp it is very good (1: 20–21); It is very beautiful (1: 21–22); Children are very good (1: 26); The climate is very good, warmly, sunny (1: 22); Well they are very good behaved (1: 26–27); Everything exhausts so much (2: 9–10); They have such... very... very strict rules, very severe propagation. (1: 31) (without evaluation)

A lot, huge, horribly, terribly (about bad things)

It is a lot of work actually (2: 10); On results of the test you should *there* write some kind of huge report. (2: 31); I want horribly, but I can't. (1: 45) (meaning of intensification without evaluation); All this in such terrible hurry (met.) (2: 31–32) (only Text 2)

Fare-fare away

A toilet is on a hill, if want to go to the toilet or there take a shower, you have to go there fare-fare away (2: 12–13)

Ten times

Ten times redo them (2: 26)

Quantity (derivation level)

Prefixes

Ten times redo them (2: 26) (repetition of hard things); There to coordinate-recoordinate with everyone (2: 27) (repetition of hard things)

Permanent (about bad things)

Permanent

There there are permanent problems with shower. (2: 16); Well, I do not know, it is the incessant hassle (2: 32) (only Text 2)

Actualisators-intensifiers

(actualise the evaluative semantics + intensify it):

Such, just, some kind of

Here there is such opportunity (1: 6); In general, I do not know, there is some kind of tortures (2: 28); They are such bunnies (1: 26); They are such good behaved children in general (1: 26–27); (Conditions of life) Well they are such lovely (1: 36); All this in such terrible hurry (2: 31); There there are such lovely wooden houses (1: 36); The teenagers well there well are just a silk (1: 28); A-a, well it is a place in general just to have a rest (1: 22)

Hyperbolisation/exaggeration

In all my life, 10 times, fare-fare away

In all my life I have never seen better (children) (1: 28); A toilet is on a hill, if want to go to the toilet or there take a shower, you have to go there fare-fare away (folk style expression) (2: 12–14); Ten times redo them, there to coordinate-recoordinate with everyone. (2: 26–27)

No, it wasn't pleasant to me at all. I'd never go there in all my life (2: 42)

Combination of intensifiers (or different place — syntaxes)

Ten times redo them, there to coordinate-recoordinate with everyone. It's awful. In general, I do not know, there is some kind of tortures. (2: 26–28); Well only it is necessary to teach (alb) Russian a little bit there (moderating) (1: 8); There in general everything is awful, so everything exhausts so much (2: 9–10); They have such... very... very strict rules, very severe propaganda (1: 31); All this is in such terrible hurry, well I do not know, the incessant hassle/stress, in general a nightmare (2: 32); You have to do everything in general by yourself, there, to write the program, to do everything by yourself (2: 23–24); That you have to do everything in time, that you have to print there everything in time, some kind of plans there (2: 25–26);

That you will prepare all lessons, all free time for the following lesson (2: 34); (conditions of life) Well, they are such lovely. There there are such lovely wooden houses. (1: 36–37); Well (they) live together with the native speaker, it is great for practice English, lovely thing. (1: 40)

Moderating

Well only it is necessary to teach (alb) Russian a little bit there (1: 8); It is children's camp. Well there there are not so many children. Eh-eh. (1: 9)

Contrast/Opposition

Nothing-everything

I was in this camp, in general, nothing good is there (2: 8–9); There in general everything is awful, so everything exhausts so much (2: 9–10); They don't do anything of this (1: 32); You have to do everything in general by yourself (2: 23); To do everything by yourself (2: 23–24); That you have to do everything in time, that you have to print there everything in time (2: 25)

Every, everyone

Then every 2 weeks you have to write the report about them there, about every student separately (2: 28–29) (actualisator); There to coordinate — re-coordinate with everyone. (2: 27)

All

That you will prepare all lessons, all free time for the following lesson (2: 34); In all my life I have never seen better (1: 28); I'd never go there in all my life (2: 42)

On the contrary

On the contrary, they will be waiting for you with open hands embracing (1: 14) (on the contrary, they are interested)

Generalization

In general

In general conditions of life are disgusting (2: 10–11); In general it is a nightmare (2: 32); There is not a problem with them in general (1: 27); They are such good behaved children in general (1: 26–27); In general, I do not know, there is some kind of tortures (2: 28)

The main task, the major point

But the main task *that's* to speak Russian with children *in general*... (1: 23–24); The major point is — *this* abstention: not to drink, not to smoke... (1: 31–32)

Confirmation

Actually, really, certainly

It is a lot of work actually (2: 10); That is then really there in order to take a shower you have to catch time (2: 20); Plus in general there isn't free time actually there (2: 32–33); Yes, certainly! (1: 44)

Grammar/Syntactical characteristics of persuasion/dissuasion style

Grammatical level is defined according to the concepts of Grammar of the modern Russian.⁶

Position of a predicate

(it is a typical position during characteristics, emotive evaluation): *superb, great, bunnies, silk, lovely things, nightmare, the permanent hassle, some kind of tortures* (Texts 1–2)

Determinates of evaluative nouns: *the permanent hassle, some kind of tortures* (Text 2)

Constructions with *you have to* (duty)

You have to do everything in general by yourself, there, to write the program, to do everything by yourself, to organize this course. That you have to do

⁶ *Грамматика современного русского литературного языка*, т. 2, под ред. Н.Ю. Шведовой, Москва 1970.

everything in time, that you have to print there everything in time, some kind of plans there... Ten times redo them, there to coordinate-recoordinate to with everyone. (2: 23–25) (only Text 2)

Syntactical repetitions of phrases describing the same idea as a means to convince/persuade an interlocutor

Ten times redo them (2: 26) (repetition of hard things); There to coordinate — re-coordinate with everyone (2: 27) (repetition of hard things); There is in general stuffy, there is nothing to breathe with. (2: 11–12); You have to do everything in general by yourself, there, to write the program, to do everything by yourself, to organize this course (2: 23–24); It is superb well only it is necessary to teach (alb) Russian a little bit there (1: 8–9); Not very much work so, M-m. But the main task that's to speak Russian with children in general... (1: 23–24); Children are very good. They are such bunnies. They are such good behaved children in general. There is not a problem with them in general. That is there I do not know the teenagers well there well are simply/just a silk. In all my life I never have seen better (children) (1: 26–28); Not the American teenagers of course because everything is very good with them (1: 30–31).

Use of imperative (direct influence, impact)

Listen! (1: 6)

Use of simple sentences, even nominative sentences (persuasion by impressing)

A-a. Listen. Here there is such opportunity ...To go to America ...And also to earn some money. Excellent place! In general for the summer. That's if want to have a rest, there to swim, to sunbath. Superb! (1: 6–9); In the camp it is very good. There there is a lake. Eh-Eh. In general, it is not far from Minneapolis. A-a, well, it is very beautiful. It is a place in general just to have a rest. The climate is very good, warmly, sunny. M-m. Not very much work so. (1: 20–23).

Impersonal sentences with emotional meanings

The climate is very good, warmly, sunny (1: 22); There is in general stuffy, there is nothing to breathe with (2: 11–12).

Exclamative sentences (type of sensibilisator)

Excellent place! Superb! Lovely things! Yes, certainly!

Rhetoric question (type of sensibilisator)

You really want to go? (2: 5); Otherwise why would I begin to offer? (appeal to the common sense) (1: 45–46)

Interclausal/Textual comparison Structure of the text in general:

1.) Introduction (general description with evaluation)

2.) Main corpus

2.1) Children

Text 1

Children are very good. They are such bunnies. They are such good behaved children in general. There is not a problem with them in general. That is there I do not know the teenagers well there well are simply/just a silk. In all my life I never have seen better (children). (1: 26–28); Well they are very good behaved, *there* they do the home tasks in general...(1: 33–34)

Text 2

With children, they need constantly to be recounted. (2: 12)

2.2) Work

Text 1

Well only it is necessary to teach (alb) Russian a little bit there. Not very much work *so*.

Text 2

It is a lot of work actually.

2.3) Life conditions

Text 1

Well they are such lovely. There there are such lovely wooden (dim.) houses (dim.). (endearment)

Text 2

In general conditions of life are disgusting. You live in this wooden house (dim.). (irony) (climate)

Text 1

It is very beautiful in general it is just a place to have a rest, it is a very good climate, it is warm and sunny. (1: 21–22)

Text 2

In general conditions of life are disgusting. You live in this wooden house. There is in general stuffy, there is nothing to breathe with. (2: 10–12)

2.4.) Rest

Text 1

It is just a place to have a rest. (1: 22)

Text 2

Plus in general there isn't free time actually there. (2: 33)

3.) End, final evaluation, persuasion /dissuasion

3.1) Reason optional topics

Text 1 (positive evaluation)

How to get; Travel; Practice of English

Text 2 (negative evaluation)

Hygiene; Bureaucrats

Conclusions

The text (persuasion/dissuasion) as a whole phenomenon displays the following significant characteristics (general features):

1. First — impression, then — concrete details, description.
2. Two tendencies: intensification, forming the sensibilisation as a systematic characteristic of the speech influence (pragmalinguistics) on the one hand, and laconism (to impact with simplicity) — on the other hand.
3. Repetitions of ideas and evaluations, connections of words with the same evaluation as a reflection of sensibilisation.
4. Emotive evaluation (much more emotive-evaluative meliorative words: *superb*, *bunnies* (“expression of endearment”), *silk* (“very nice, well behaved”), *beautiful*, *lovely things*, *excellent place* (Text 1), emotive-evaluative pejorative words: *nightmare*, *disgusting*, *exhausts*, *to pester*, *the permanent hassle*, *in a terrible hurry* (Text 2), then words like *good* or *bad* with rational evaluations (practically such words do not exist).
5. Intensification on the base not only of a contrast but the maximum (pejorative or meliorative) evaluation, realised in forms of hyperbolisation, opposition *everything-nothing*...
6. Irony as a transformation of meliorative evaluation, positive statements.
7. In general — the change of norm in forms of intensification, moderation (reflection of endearment) (Text 1) or softening of problems (Text 2).
8. Actualisators of negative evaluation: indefinite pronouns.
9. Generalization (*all*, *in general*), confirmation...

Comparison of two texts allows us to make the following statements:

— Text 1 (the balance of description and evaluation, more clear and logical structure) versus Text 2 (the general negative evaluation, generalization, intensification: everything is awful, more subjective description, more subjective disadvantages)

— In general, but especially in Text 1, there is a restraint of style, not so many emotive-evaluative words, the emphasis is put on the objectivity of a statement;

- In Text 1 you may make a conclusion by yourself, in Text 2 emotional evaluation defines the conclusion (no choice);
- In Text 2 less concrete things, all around the same A:?;
- In Text 2 determinants with semantics *permanent* — only about bad things.

Appendix 1. Fragments analysis

TEXT 1

(1: 6—9) **topic: What is it about?**

Only a general idea (it is possible to go to the USA, to earn some money), then emotive evaluation arises (*excellent place, superb*), a little bit of description — children's camp (not so many children means: if there are a lot of children, it is bad); What to do — just a little work

(1: 12–16) **topic: How to get there?**

Getting the position is easy; Consulate — without any problems

(1: 18–24) **topic: Why is it good?**

The characteristic of the camp and the general situation; In the first place — good visa — opportunity to travel (the main point — not to work, but to get to the country of a dream); There is a choice (+) — it is possible to go for 3–4 months or it is possible to go only to the camp (really exaggeration: only a month after work for travelling); The general evaluation as a result of explanations — it is very good; The lake, beautiful place, climate, sun (in Russia it is cold, — it is always healthy to get some sun); The main point — not so much work (2 times); The main task — to speak Russian (by itself it is not difficult for the native speaker (interlocutor) (the reality is different — **simplification, moderating**)

(1: 26–28) **topic: Children**

They are like bunnies, good behaved, the repetition (excellent), in all my life I have not seen better

(1: 30–34) **topic: Children** (more concrete and generalization)

Strict rules, abstention, they do the home tasks

(1: 36–41) **topic: Conditions of life**

General evaluation — such lovely houses (dim.), cottages (cottages — positive semantics), separate room, at your order

Practice with the native speaker

(1: 43) **topic: exclamation-confirmation**

Certainly!

(1: 45–46) **topic: explanation (Why am I not going?)**

No time. Appeal to reason.

TEXT 2

(2: 5) **topic: re-question**

re-question — provocation (are you sure?) — expression of a negative reaction

(2: 8–14) topic: general intensive negative evaluation

(both mistrust and doubt, and appeal to experience – belief through own experience) everything is awful, everything exhausts

From general to subjective concrete: it is a lot of work, it is hot, stuffy, conditions disgusting, to live with children, to recalculate them all the time

Suddenly — personal concrete — toilets on a hill (far away), hyperbolisation — far-far away (за тридевять земель)

(2: 16–21) topic: more concrete about problems

Construction *Well, I do not know* (mistrust)

Showers, toilet — appeal to hygiene as a norm

The break off in the middle of the sentence — would be more negative

(2: 23–40) topic: organizations of work (the largest not interfered part)

To do everything by yourself: to write the programs, to organize a rate, about the program facilitator (mitigation of a negative *how to tell, how to explain*), plans, in time (to do everything in time is difficult, so it is bad), 10 times to recalculate, reports, the test (it is real — description of work, instead of rest)

Emotive generalization: *torture, hassle, nightmare*. No free time.

To be present during activities is bad (it is part of a job), the concept Duma (staff meeting) without any explanation (appeal to the absent preliminary information?), irony about free time. The break off in the middle of the sentence — would be more negative

(2: 42) topic: general negative evaluation

I'd never go there all my life.

(2: 44) topic: reasons to have been there the previous time

I was invited by the friend/boyfriend.

Appendix 2 Texts (in English)

TEXT 1

A: Concordia Language Villages needs a Credit teacher of Russian to work this summer. You have to persuade a person to go there. For this purpose you have to tell him/her about the camp, but the main idea is to persuade a person.

N: *A-a*. Listen. Here there is such opportunity... to go to the US (cs)... and also to earn some money. Excellent place. *In general* for the summer *that's* if you want to have a rest *there* to swim, to sunbath it is superb *well* only it is necessary to teach (alb) Russian a little bit there. It is a children's camp. *Well there* there are not so many children. *Eh-eh*.

A: *Well*, it is difficult, probably. It is difficult to get there, to receive the visa. I do not know even if it is possible.

N: No (cs), no difficulty at all, it is not a problem at all, because they are interested in, that to them... That to them someone from Russia has arrived. On

the contrary, they you will be waiting for you with open hands/hands embracing, they send you all visa support; send you the special letter for the consulate. *A-a*. The consulate usually so gives the visa without any problem, gives the visa J-1 on an exchange...

A: And what is so good in this camp? Why is it so good?

N: *Well*, first of all, *a-a* a goo..., a good visa, because if you want to travel *there*, before the camp, after the camp it is possible to go *that's well I do not know* for three or for four months to the US (cs), if you want. If you don't want, it is possible to go only to the camp. In the camp it is very good. There there is a lake — *eh-eh* — *in general*, it is not fare from Minneapolis, *a-a, well*, it is very beautiful in general it is just a place to have a rest, it is a very good climate, it is warm and sunny (cs, Noun). M-m. Not very much work *so*, m-m. But the main task *that's* to speak Russian with children *in general*...

A: And what kind of children are there? Are they difficult to work with them?

N: No. Children are very good. They are such bunnies (cs). They are such good behaved children in general. There is not a problem with them in general. *That is there I do not know* the teenagers well there well are simply/just a silk (cs). In all my life I never have seen better (children).

A: But teenagers are difficult, when they are 15–16 years old...

N: Not American. Not the American teenagers of course because everything is very good with them. They have such (fem.)... very... very strict rules, very severe propaganda. The major point is — *this* abstention: not to drink, not to smoke... They don't do anything of this, because *some how* they were inspired, that these are bad things to do. *Well* they are very good behaved, *there* they do the home tasks *in general*...

A: And what kind of life conditions are there?

N: *Well*, they are such lovely (cs). There there are such lovely wooden (dim.) houses (dim.).

A-a. *Well* usually the teachers live *there* with children *that's*, but in a separate room, there where children live, in cottages. There is a separate room, which you can use by your will/is at your order, *that's in general*. *Well*, usually (teachers) live by two there, together with someone else. *Well* (they) live together with the native speaker, it is great for practice English, lovely thing (cs), you are living with someone else and communicate...

A: So, you would advise there to go?

N: Yes, certainly!

A: Why then you are not going there by yourself?

N: I can't, I don't have time at all. I want horribly but I can't. Otherwise why would I begin to offer? I'd rather go by myself.

Commentaries: *That's* — вот, so — так, well — ну; alb — a little bit; cs — conversational style; dim. — Diminutive form.

TEXT 2

A: Concordia Language Villages needs a Credit teacher of Russian to work this summer. You have to dissuade a person to go there. For this purpose you have to tell him/her about the camp.

N: Do you *really* want to go?

A: *Well*, yes. Me recommended this camp. I had a talk to one girl, she told many good things about it.

N: *Oi*, I do not know, certainly, what kind of girl is that girl and when she was there... I was in this camp, *in general*, nothing good is there. *There in general* everything is awful; everything exhausts (cs) so much. It is a lot of work *actually*. *Eh-eh*. It's hot. *In general* conditions of life are disgusting. You live in *this* wooden house (dim.). There is in general stuffy, there is nothing to breathe with. With children, they need constantly to be recounted. *Well I do not know*. A toilet is on a hill, if want to go to the toilet or there take a shower, you have to go there fare-fare away (folk style expression).

A: Well, it is America. There everything, probably, is very convenient?

N: *Oi, well I do not know*. There there are the permanent problems with shower. With a toilet, there I do not know, sometimes the toilet will flood, sometimes no hot water in the shower. That is to take a shower in the morning, I do not know, it is necessary to get up around 6 o'clock in the morning, because all girls get up around 6–7 AM, they take a shower and by 8 o'clock there isn't hot water already, that it is *then* really *there* in order to take a shower you have to catch time. You can't simply take a shower when you want to. *Well that's then...*

A: But the organization of work in camp is the most remarkable?

N: No, you have to do everything *in general* by yourself, there, to write the program, to do everything by yourself, to organize this course. And also, how to explain... *well* the coordinator of the study program *this* will pester/bother (cs) you, that you have to do everything in time, that you have to print there everything in time, some kinds of plans *there...* Ten times redo them, *there* to coordinate-re-coordinate with everyone. It's awful. *In general, I do not know*, there is some kind of tortures. Then every 2 weeks you have to write the report about them there, about each student separately, what kind of progress does he/she have. What he/she *there* has made, what he/she has studied. In the end it is necessary to write *there* the test for them, it is necessary to write... and on results of the test you should *there* write some kind of huge (cs) report. All this is in such terrible hurry (cs), *well I do not know*, the incessant hassle/stress (cs), *in general* it is a nightmare. Plus *in general there* isn't free time actually there... Officially free time (starts) from 3 up to 5, but if you have to prepare, *that's* for example, it will turn out, that you will prepare all lessons all free time, for the following lesson. Because *eh-eh* in the morning... in the morning before lunch you have lessons. Then lunch, after lunch is Duma (Counsellors meeting cs.), after Duma *that's...* after Duma is a cultural

hour, which you have to lead *that's*. After the cultural hour is *that's this* free time. You, naturally, you only have to be prepared for lessons, a tiny little bit, *in general*. That's all: the free time was finished — then singing there, it is necessary to be present during singing. There to sing there with them or to dance...

A: That it wasn't pleasant to you?

N: No, it wasn't pleasant to me at all. I'd never go there in all my life.

A: And then why you were working there, did you have some personal reasons?

N: I was invited by my boyfriend/friend.

A: Thank you.

That's — вот, so — так, well — ну; alb — a little bit; cs — conversational style; dim. — Diminutive form.

Appendix 3 Texts (in Russian)

ТЕКСТ 1

A: В Concordia Language Villages нужен преподаватель. Тебе нужно уговорить человека, чтобы он туда поехал. Для этого тебе нужно рассказать о лагере и главное — идея уговорить.

N: Я — неподходящий человек...

A-a-a. Слушай. Тут есть такая возможность...поехать в Америку... и ещё денег заработать.

Отличное место. Вообще на лето вот если хочешь отдохнуть там купаться загорать — супер ну только нужно немножко там попреподавать русский язык. Это детский лагерь. Ну там детей не очень много. Э-э.

A: Ну, это трудно, наверное. Трудно туда попасть, получить визу. Даже не знаю как получится.

N: Не, это вообще нетрудно. Это вообще не проблема, потому что они заинтересованы в том, чтоб к ним... чтобы к ним из России кто-то приехал. Наоборот, они тебя будут ждать с распростертыми объятьями, они присылают всю визовую поддержку, присылают специальное письмо для консульства. А-а. Консульство обычно так без проблем даёт визу, даёт визу J-1 по обмену...

A: А что хорошего в этом лагере? Чем он так хорош?

N: Ну, во-первых, а-а хо-, хорошая виза, потому что если хочешь, можно там путешествовать до лагеря, после лагеря, можно поехать, вот ну не знаю на три или на четыре месяца в Америку если хочешь. Если не хочешь, можно поехать только в лагерь. В лагере очень хорошо. Там есть озеро —э-э— в общем, он недалеко от Миннеаполиса, а-а , ну очень красиво вообще вот просто место, чтобы отдохнуть, очень климат хороший, тепло, солнышко. М-м.

Работы так не очень много м-м. Но главная задача вот говорить по-русски с детьми в общем...

А: А дети какие — сложные? С ними трудно работать?

Н: Нет. Дети очень хорошие. Они такие зайчики. Они такие примерные дети вообще. С ними вообще никаких проблем нет. То есть там не знаю подростки ну там ну просто шелковые. Я в жизни никогда не видела лучше.

А: Но подростки сложные, в 15 то лет.

Н: Не американские. Не американские подростки, конечно, потому что у них всё очень хорошо. У них такая ... очень... строгие правила очень суровая пропаганда. Главное — это воздержание, не пить, не курить... Они ничего этого не делают, потому что как-то вот им так внушили, что это плохо. Ну они очень примерные, там делают домашние задания в общем...

А: А условия жизни какие там?

Н: Ну такие милые. Там такие милые домики деревяненькие, вот. А-а... Ну обычно преподаватели там живут вот в коттеджах где дети, но в отдельной комнате. Там отдельная комната, которая в твоём распоряжении, вот. В общем. Ну обычно по-двое там, вдвоем с кем-то. Ну вдвоем живут с носителем языка, очень хорошо для практики вот английского, милое дело, ты с кем-то живёшь и общаешься...

А: Ты бы посоветовала туда поехать?

Н: Да, конечно!

А: Почему тогда сама не едешь?

Н: У меня времени нет, я не могу, вот. Я очень хочу, но не могу. Чего ж я стала бы предлагать? Я сама бы поехала.

ТЕКСТ 2

А: В Concordia Language Villages нужен преподаватель. Тебе нужно отговорить человека, который собирается туда поехать.

Н: Ты хочешь поехать?

А: Ну да. Мне рекомендовали этот лагерь. Я тут разговаривал с одной девушкой, она о нём очень хорошо говорила.

Н: Ой, я не знаю, конечно, что это за девушка и когда она там была... Я была в этом лагере, в общем, ничего там хорошего нет. Там вообще ужасно, так всё выматывает. Работы на самом деле очень много. Э-э. Жарко. Вообще условия жизни отвратительные. Ты живёшь вот в этом деревянном домике. Там вообще душно, дышать нечем. С детьми, их нужно постоянно пересчитывать. Ну я не знаю. Туалет на холме, если хочешь в туалет или душ там принять, нужно идти там за тридевять земель.

А: Ну это же Америка. Там все, наверное, очень удобно?

Н: Ой. Ну не знаю. Там постоянные проблемы с душем. С туалетом, там я не знаю, то туалет затопит, то в душе воды нет горячей. То есть чтобы при-

нять душ утром. Я не знаю, надо часов в 6 утра вставать, потому что все девушки встают часов в 6–7, они принимают душ и к 8 часам горячей воды уже нет, то есть потом реально там чтобы вот принять душ тебе нужно ловить время. Ты не сможешь просто принять душ, когда ты хочешь. Ну вот потом...

А: Зато потом сама организация работы в лагере самая замечательная?

Н: Нет, всё придется вообще делать самой, там, писать программу. Самой всё делать, организовывать этот курс. А ещё, как сказать [...] ну методист по программе этой будет к тебе вязаться, чтобы ты всё вовремя делала, чтобы ты печатала там всё в срок, какие-то там планы... Десять раз их переделывать, там согласовывать-пересогласовывать со всеми. Ужасно. В общем, я не знаю, это муки какие-то. Потом каждые 2 недели нужно писать отчёт о них там, о каждом ученике в отдельности, какой у него прогресс. Что он там сделал, что он изучил. В конце про них нужно написать там тест для них, нужно написать... и по итогам теста должен там писать какой-то здоровый отчёт. Всё это в такой запарке страшной, ну не знаю, сплошная нервотрепка, в общем, кошмар. Плюс в общем свободного времени на самом деле там... официально свободное время с 3 до 5, но если придётся готовить, вот, например, получится, что вот все уроки всё свободное время ты будешь готовиться вот к следующему уроку. Потому что э-э утром у тебя до обеда уроки. Потом обед, после обеда Дума, после Думы вот после Думы культурный час, который ты там должна вести вот. После культурного часа вот это свободное время. Тебе, естественно, тебе только нужно подготовиться к урокам, чуть-чуть, в общем. Всё, свободное время закончилось — пение там, нужно обязательно присутствовать на пении. Там петь там с ними или танцевать...

А: То есть тебе не понравилось?

Н: Да, мне не очень понравилось. Я бы в жизни туда не поехала.

А: А когда ты туда поехала, почему ты тогда туда поехала, были какие-то свои причины?

Н: Меня мой друг пригласил.

А: Спасибо.

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Прагмалингвистический анализ речевой ситуации убеждения/воздействия

Резюме

Настоящая статья посвящена разбору психолингвистического случая выражения эмоциональной оценки на всех уровнях языка при реальной речевой ситуации убеждения, воздействия. Приведены две реальные ситуации, в которых речевым спонтанным образом решаются две задачи: уговорить и отговорить собеседника поехать в определенное место. Статья создана в рамках теории речевого воздействия.

Ключевые слова: психолингвистика, русский язык, эмоциональная оценка, воздействие, языковые средства, эксперимент.

Pragmalingwistyczna analiza dyskursu perswazji/wpływu

Streszczenie

Artykuł ten poświęcony jest analizie psycholingwistycznego przypadku wyrażenia oceny emocjonalnej na wszystkich poziomach języka w realnej sytuacji werbalnej: perswazji, wpływu. Za przykład służą dwie realne sytuacje werbalne, w których w sposób spontaniczny rozwiązywane są dwa zadania: nakłonienie współ rozmówcy do zrealizowania i do zaniechania podróży w określone miejsce. Praca ta wpisuje się w ramy teorii wpływu werbalnego.

Słowa kluczowe: psycholingwistyka, język rosyjski, ocena emocjonalna, wpływ, środki językowe, eksperyment.

