

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV**

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Linguistic Communication

Theory and Practice

Coursebook



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Ya31

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The coursebook on the theory of linguistic communication aims to develop communicative competence as an essential prerequisite for successful professional activity. It presents a contemporary interpretation of linguistic communication, taking into account the latest theoretical approaches, and examines the means of the linguistic code, communicative behavior of participants, mechanisms of speech influence, and the culture of communication. The material integrates theoretical and practical aspects and is illustrated with various types of discourse, contributing to the development of analytical and practical skills. The book consists of eight units with theoretical and practical sections, tasks, and guidelines for independent study; the presentation is characterized by academic rigor, logical coherence, and accessibility. The publication is intended for students of higher education institutions and anyone seeking to improve their communicative competence.

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Preface

The importance of foreign languages in contemporary globalized and digitally mediated society has made linguistic communication a key field of study. As a complex and multidimensional phenomenon, it requires systematic theoretical analysis, as it underlies most forms of human interaction and activity.

Modern higher education must ensure that students acquire up-to-date knowledge of linguistic communication and develop strong communicative competence in both spoken and written forms. This need is especially relevant for prospective philologists and highlights the importance of high-quality teaching materials in communication theory.

This textbook is designed for the course “Communication Theory” within Bachelor-level philological programs. It provides a structured overview of key theoretical foundations and reflects current developments in Ukrainian and international research on communication.

The textbook comprises eight units, each including theoretical material, key concepts, control questions, practical tasks, independent work assignments, tests, and recommended reading.

Its structure, variety of tasks, and use of authentic materials drawn from diverse contemporary discourse types ensure engaging, practice-oriented learning closely aligned with real communicative situations. The tasks foster analysis, comparison, and critical thinking, encouraging a creative approach to solving communicative problems. While primarily intended for philology students, the textbook is also suitable for anyone interested in linguistic communication studies.

UNIT 1

Theoretical Foundations of Linguistic Communication

Unit Overview

This unit examines the nature and scope of linguistic communication. Linguistic communication, as a field of study, investigates how language functions in authentic communicative settings. It integrates various theoretical perspectives and methodological approaches to provide a holistic understanding of communication as a cognitive, social, and cultural process. Its core assumption is that communication extends beyond information transmission and represents a dynamic, context-sensitive process of meaning construction.

Learning Outcomes

By the end of this unit, you will be able to:

- Define linguistic communication as a field of study and outline its scope
- Explain communication as a functional and interdisciplinary process
- Compare major traditions in communication theory and relate them to linguistic communication
- Explain the role of pragmatics, sociolinguistics, and cognitive linguistics in communication
- Apply basic analytical methods to communication data

Theoretical Frameworks

1.1. Essence and Scope of Linguistic Communication

Linguistic communication is a field of study within modern linguistics that examines the regularities, components, and factors of human communicative activity based on natural language. It is grounded in a functional approach, which views language primarily as a means of communication rather than a self-contained system of rules. Its object

is human natural language in all its manifestations, and its subject is linguistic communicative activity in real situations of interaction.

In contemporary linguistics, linguistic communication focuses on language as it is actually used in communicative practice. Its central concern is not language as an abstract system, but the processes through which meaning is created, transmitted, and interpreted in real-life interaction.

Unlike traditional structural approaches, which treat language as an autonomous system, this field conceptualizes language as a situated, context-dependent, and socially embedded phenomenon. It is understood simultaneously as a functional instrument of interaction, a cognitive mechanism, and a cultural practice shaped by human intention and experience.

This perspective is defined by several interrelated characteristics. Language is viewed as inherently functional, since it exists to serve communicative purposes rather than operate as a closed system of rules. At the same time, it is context-sensitive: meaning cannot be separated from situation, participants, and communicative goals. The field is also strongly interdisciplinary, drawing on insights from linguistics, psychology, sociology, and cultural studies to capture the complexity of language use. Finally, it emphasizes the dynamic nature of communication, highlighting its continuous, adaptive, and evolving character in real interaction.

Within this framework, the scope of linguistic communication extends beyond sentence-level analysis. It includes real communicative events, verbal and nonverbal interaction, discourse and speech genres, as well as the conditions that determine communicative success or failure. Special attention is given to the strategies speakers use to construct meaning and achieve communicative goals in specific contexts.

1.2. Communication Theory as a Methodological Foundation

Linguistic communication is rooted in general communication theory, a field that examines the universal mechanisms and patterns of information exchange in nature and society. Emerging in the mid-

twentieth century, it initially developed as an interdisciplinary attempt to formalize communication processes and remains an evolving and not fully consolidated area of study.

The term *communication theory* was first introduced in the 1940s by electrical engineers engaged in the mathematical analysis of signal transmission. The emergence of the field is commonly associated with two foundational works: *A Mathematical Theory of Communication* (1949) by Claude Shannon and Warren Weaver, and *Cybernetics* (1948) by Norbert Wiener. Although originally designed to address technical systems of signal transmission, these models established the basis for a broader conceptualization of communication as a structured, systematic process.

Throughout the twentieth century, interest in communication increased significantly, driven in particular by global conflicts, rapid technological advancement, and the expansion of mass media. Communication gradually became a central topic in public discourse on democracy, propaganda, popular culture, media systems, and interpersonal relations. At the beginning of the century, it was primarily associated with commercial and military transport systems. With the development of electronic communication technologies, it came to be understood as the transmission of information through technological channels, and later as an interactive process performing multiple social functions across different domains of life.

By the late 1940s, communication theory had already absorbed and reinterpreted ideas from a wide range of disciplines, including physics, engineering, linguistics, anthropology, sociology, psychology, and philosophy. This interdisciplinary foundation contributed to its subsequent expansion beyond purely technical models toward more complex accounts of human interaction and meaning-making.

In contemporary scholarship, communication theory is regarded as an interdisciplinary field whose boundaries and subject matter remain open and contested. Various approaches have been proposed to define its structure and scope. For instance, James Anderson, in *Communication Theory: Epistemological Foundations* (1996), examined 249 distinct theories of communication, highlighting the

field's theoretical diversity. Robert Craig, in *Communication Theory as a Field* (1999), further systematized this diversity by identifying seven influential traditions that have shaped its development: rhetorical, semiotic, phenomenological, cybernetic, socio-psychological, socio-cultural, and critical.

These traditions offer different conceptualizations of communication. The *rhetorical tradition* defines communication as persuasive discourse grounded in argumentation and public effectiveness. The *semiotic tradition* interprets it as a system of signs through which meaning is produced. The *phenomenological tradition* emphasizes communication as lived experience and subjective interpretation. The *cybernetic tradition* conceptualizes it as an information system regulated by feedback, structure, and control. The *socio-psychological tradition* focuses on interpersonal influence, including attitudes, perception, and behavior. The *socio-cultural tradition* views communication as shaped by cultural norms, institutions, and identity formation. Finally, the *critical tradition* examines communication in relation to power, ideology, and social inequality, emphasizing discourse as a site of dominance and resistance.

Taken together, these perspectives demonstrate that communication cannot be reduced to a single explanatory model but must instead be understood as a multi-layered phenomenon requiring diverse interpretative frameworks.

1.3. Linguistic Communication Within Linguistics

The field of linguistic communication occupies a central interdisciplinary position within linguistics, integrating multiple subfields that examine language from different perspectives.

Pragmatics contributes by focusing on language use in context and communicative intention, addressing how meaning is shaped by speakers, implicit communication, and interactional dynamics. Psycholinguistics examines the cognitive processes involved in language production and comprehension, including speech processing, perception, and mental representation. Cognitive linguistics further extends this perspective by understanding language

as a system of conceptual knowledge, emphasizing how humans structure experience through categorization and conceptualization.

Sociolinguistics brings attention to the relationship between language and society, exploring variation, social identity, and patterns of group communication. Ethnolinguistics complements this by examining the relationship between language and culture, particularly how linguistic systems reflect worldview, cultural meanings, and identity construction.

From this perspective, linguistic communication emerges as a fundamentally multi-dimensional phenomenon. It cannot be adequately explained by any single linguistic subdiscipline, as it simultaneously involves cognitive mechanisms, social structures, cultural frameworks, and psychological processes. The integration of these approaches is therefore essential for a comprehensive understanding of linguistic communication in real contexts.

1. 4. Methods of Studying Linguistic Communication

The study of linguistic communication relies on methodological pluralism, combining general scientific principles with specialized analytical tools to develop a comprehensive understanding of communicative processes.

General scientific methods provide the foundational framework for analysis. The systems approach conceptualizes linguistic communication as an organized structure composed of interrelated elements. Analysis and synthesis operate together, allowing researchers to deconstruct communication into its components and then reintegrate them into a coherent model. Induction and deduction enable movement between empirical observation and theoretical generalization, while the hypothetical-deductive method structures research through hypothesis formulation, logical derivation of consequences, and empirical verification.

Empirical observation, whether participant or non-participant, provides direct insight into communicative behavior in real contexts. Modeling, in turn, allows researchers to construct abstract representations of communication, including verbal, graphical, and

psychological models that facilitate theoretical interpretation.

Alongside these general approaches, linguistic communication research employs a range of specialized methods. Pragmatic analysis focuses on language use in specific contexts, while discourse analysis examines communication as socially embedded discourse shaped by institutional and cultural factors. Conversational analysis investigates the structure and organization of dialogue, and transactional analysis explores interaction through psychological ego states (Parent, Adult, and Child), as outlined in *Games People Play* by Eric Berne (1964).

Sociological methods, including surveys, experiments, and statistical analysis, provide quantitative insights into communicative behavior. Content analysis enables systematic examination of texts and media, and hermeneutic approaches focus on interpreting meaning within texts, particularly where context and ambiguity play a central role.

The combination of these approaches reflects a key principle of contemporary communication research: no single method is sufficient on its own. Instead, a pluralistic methodological framework is required, where different methods complement one another to produce a more complete and nuanced understanding of linguistic communication as a complex human phenomenon.

Key Concepts and Terms

Conceptual foundations of communication: communication, linguistic communication, communicative process, meaning construction, communication theory, communicology

Linguistic and interdisciplinary approaches: pragmatics, discourse analysis, conversation analysis, content analysis, transactional analysis, psycholinguistics, sociolinguistics, ethnolinguistics, cognitive linguistics

Theoretical traditions in communication studies: rhetorical tradition, semiotic tradition, phenomenological tradition, cybernetic tradition, socio-psychological tradition, sociocultural tradition, critical tradition

Study Guidelines and Key Focus Areas

1. To understand the essence of linguistic communication, carefully read the theoretical material in the unit. Pay attention to the object, subject, and main tasks of linguistic communication as both a science and an academic discipline. Considering its connections with linguistics and general communication theory, characterize linguistic communication as an interdisciplinary field of knowledge. Emphasize the need for a comprehensive study of linguistic communication as a complex phenomenon. Familiarize yourself with research methods in communication studies, including both general scientific and specialized approaches.
2. Memorize the definitions of key concepts and terms introduced in the unit.
3. To deepen your understanding, consult the recommended literature on the origins of linguistic communication as a field and the evolution of research paradigms. Compare information obtained from different sources.
4. To consolidate your theoretical knowledge, complete the practice and critical reflection tasks. Justify your answers with reference to relevant scholars, their theories, and key concepts discussed in the unit.
5. To check your understanding, complete the comprehension tasks and tests that follow the theoretical material in the unit.
6. For further independent study, refer to a range of sources, including electronic resources. Carefully select materials, considering their relevance, reliability, and academic credibility. Use only authentic examples of communication to illustrate the theoretical concepts discussed in the unit.

Check Your Understanding

Based on the unit content, answer the following questions:

1. How can linguistic communication be defined as a field, and what is its scope of study?

2. How did the field of linguistic communication emerge and develop, and how does it relate to general communication theory?
3. Why are Claude Shannon, Warren Weaver, and Norbert Wiener considered foundational figures in communication science?
4. How does James Anderson contribute to the understanding of theoretical diversity in communication studies?
5. What arguments support or challenge the classification of Robert Craig's proposed traditions as distinct traditions of communication theory?
6. Why is communication described as a functional and context-dependent process in this unit?
7. In what ways can linguistic communication be considered an interdisciplinary field?
8. What are the main traditions in communication theory, and how do they differ in their understanding of communication?
9. How do pragmatics, sociolinguistics, and cognitive linguistics contribute to the study of communication?
10. What are the main methods used in studying communication, and why is methodological pluralism important?

Practice Tasks

Task 1. Linguistic Communication as a Field

What is linguistic communication as a field? What does it deal with?

Definition	Object	Subject	Tasks

Task 2. Interdisciplinary Relations

A. Analytical Table

Complete the table by identifying branches of linguistics related to linguistic communication and describing the aspects of communication they examine:

Branch of Linguistics	Aspect(s) of Linguistic Communication

B. Conceptual Mind Map

Based on Part A, create a conceptual mind map illustrating the relationships between linguistic communication and related linguistic disciplines. You may use digital tools, including AI-supported applications, to design and visualize your mind map. Be prepared to explain how the disciplines are interconnected.

Task 3. Origins of Communication Theory

Using the theoretical material in the unit, answer the following questions. Support your answers with relevant details where appropriate:

- Who first introduced the term *communication theory*? When did it emerge?
- Who are known as the founders of communication theory as a scientific field?

Task 4. Key Works and Authors

Match the titles with the authors. How important were these works for the development of communication theory as a science?

Work	Author
1. <i>Cybernetics</i> (1948)	James Anderson
2. <i>The Mathematical Theory of Communication</i> (1949)	Robert Craig
3. <i>The Functions of Human Communication: A Theoretical Approach</i> (1976)	Norbert Wiener
4. <i>Communication Theory: Epistemological Foundations</i> (1996)	Claude Shannon & Warren Weaver
5. <i>Communication Theory as a Field</i> (1999)	Frank Dance & Carl Larson

Task 5. Seven Traditions of Communication Theory

According to Robert Craig (1999), communication can be theorized as:

- 1. _____: the practical art of discourse
- 2. _____: intersubjective mediation by signs
- 3. _____: experience of otherness; dialogue
- 4. _____: information processing
- 5. _____: expression, interaction, and influence
- 6. _____: (re)production of social order
- 7. _____: discursive reflection

Task 6. Methods of Analysis

Complete the table by describing the main methods used in the study of linguistic communication and their research purpose:

Method	Description of the Method	Research Purpose

Critical Reflection

Read the following quotations and critically evaluate their ideas about communication. Do you agree or disagree with each statement? Justify your answers using examples and/or theoretical concepts in linguistic communication.

- 1. “Communication – the human connection – is the key to personal and professional success.”
– Paul J. Meyer (1928–2009), American businessman and founder of the Success Motivation Institute
- 2. “The two words ‘information’ and ‘communication’ are often used interchangeably, but they signify quite different things. Information is giving out; communication is getting through.”
– Sydney J. Harris (1917–1986), American journalist

3. “The way we communicate with others and with ourselves ultimately determines the quality of our lives.”
– Tony Robbins (b. 1960), American author, coach, and motivational speaker
4. “The art of communication is the language of leadership.”
– James C. Humes (1934–2020), American author and former presidential speechwriter
5. “The greatest luxury in the world is the luxury of human communication.”
– Antoine de Saint-Exupéry (1900–1944), French writer and aviator
6. “Nothing in life is more important than the ability to communicate effectively.”
– Gerald R. Ford (1913–2006), 38th President of the United States

Test Your Knowledge

Task 1. Multiple-choice

Choose the correct answer.

1. The study of linguistic communication began to develop ...
 - a) at the end of the 19th century
 - b) in the mid-20th century
 - c) at the end of the 20th century
 - d) at the beginning of the 21st century
2. The subject of linguistic communication as a field is the ...
 - a) processes of information control and transmission in different systems
 - b) interaction of perception, representation, and production of linguistic information
 - c) linguistic communicative activity in real human interactions
 - d) ways of representing national consciousness in speech

3. Linguistic communication is based on a ... approach, which views language as a means of communication.
 - a) classical
 - b) functional
 - c) psychological
 - d) philosophical
4. The field of linguistic communication theory focuses on patterns of ...
 - a) information exchange in nature and society
 - b) human linguistic communication
 - c) human behavior that is determined by social factors
 - d) interaction of people in the process of work activity
5. The field of linguistic communication is considered both a branch of linguistics and a component of ...
 - a) communicology
 - b) mathematics
 - c) metaphysics
 - d) anthropology
6. The field of linguistic communication builds on theoretical contributions of related linguistic fields, in particular psycholinguistics and ...
 - a) linguoculturology
 - b) linguoconceptology
 - c) historical grammar
 - d) pragmalinguistics
7. For the field of linguistic communication, accumulated ... scientific material on the regularities of speech activity formation and realization is important.
 - a) psycholinguistic
 - b) cognitive-linguistic
 - c) sociolinguistic
 - d) ethnolinguistic
8. Modern researchers refer to the science of communication as *communication studies*, or ...
 - a) communicative linguistics

- b) linguistic communication theory
 - c) communicology
 - d) linguistic pragmatics
- 9. The emergence of communication theory as a science is associated with publications by American ... such as Shannon, Weaver, and Wiener.
 - a) philologists
 - b) mathematicians
 - c) logicians
 - d) psychologists
- 10. Craig identified seven traditions in communication theory: rhetorical, semiotic, phenomenological, cybernetic, ...
 - a) ethnolinguistic, sociopsychological, critical
 - b) psychological, sociocultural, pragmatic
 - c) sociopsychological, sociocultural, critical
 - d) linguistic, psychological, sociocultural
- 11. Wiener expanded the Shannon–Weaver communication model with the concept of ...
 - a) redundancy
 - b) entropy
 - c) negentropy
 - d) feedback
- 12. From rhetoric comes the idea that communication can be studied as ...
 - a) a practical art of discourse
 - b) the art of information processing
 - c) a process of generating sociocultural models
 - d) human mental activity
- 13. The aspect of communication involving signs and symbols is studied by ...
 - a) rhetoric
 - b) semiotics
 - c) psychology
 - d) phenomenology

14. From the perspective of ..., communication is defined as a reflexive, dialectical discourse that includes cultural and ideological aspects.
 - a) sociocultural communication theory
 - b) critical theory
 - c) hermeneutics
 - d) cognitive dissonance theory
15. Within the framework of ..., scholars analyze psychological and social factors in speech acts and develop methods of discourse analysis.
 - a) social psychology
 - b) phenomenology
 - c) semasiology
 - d) pragmatics
16. The most widely used method of discourse analysis is ..., aimed at the empirical study of spoken dialogic discourse.
 - a) hypothetico-deductive method
 - b) descriptive method
 - c) conversation analysis
 - d) component analysis
17. The ... approach allows researchers to examine relationships within a communicative act and its connections with the external environment.
 - a) contrastive
 - b) comparative
 - c) systemic
 - d) pragmatic
18. In media studies, which involves systematic quantitative processing, evaluation, and interpretation of message content, ... is used.
 - a) hermeneutics
 - b) content analysis
 - c) sociometry
 - d) modeling

19. The influence of ... methodology in communication research is reflected in the study of stimulus–response patters.
- a) behaviorist
 - b) conversational
 - c) transactional
 - d) discursive
20. The aim of ... is to examine intentionality in linguistic communication.
- a) intent analysis
 - b) content analysis
 - c) observation
 - d) survey

Task 2. Matching

Match the terms in the box with the definitions below.

analysis · behaviorism · communication theory · cognitive linguistics
linguistics · methodology · modeling · pragmatics
rhetoric · semiotics

- 1. The theory and practice of effective and persuasive speech.
- 2. The study of sign systems and meaning-making processes.
- 3. A theoretical field that studies communication as an academic discipline.
- 4. The scientific study of language and its structure as a system.
- 5. A branch of linguistics that studies language use in context and meaning in interaction.
- 6. A branch of linguistics that studies mental processes in language acquisition and use.
- 7. A system of methods and principles used in scientific research.
- 8. A method that involves breaking a complex whole into its constituent parts.
- 9. A method that builds abstract models to represent reality.
- 10. An approach that studies the observable behavior of humans and animals.

Independent Study

Task 1. Academic Study Analysis

Select one academic source on linguistic communication (e.g., research article, book chapter, or conference paper) using Google Scholar, ScienceDirect, or other academic databases.

The source should:

- be academic (journal article, monograph, or university repository)
- relate to communication, discourse, pragmatics, or linguistic interaction
- have a clearly identified author
- preferably be published within the last 5 years

Analyze the selected study by identifying:

- research topic and objectives
- theoretical background (if applicable)
- research method/data type
- main findings and conclusions

Then summarize the main idea of the study in 5–6 sentences. Complete the table:

Author	Year	Title	Focus of Study	Method / Key Idea	Relevance to Linguistic Communication

Task 2. Communication Theories

Visit <https://www.afirstlook.com/theory-list> and explore major communication theories developed by international scholars. Familiarize yourself with key theoretical approaches to communication within Western communication studies.

Select two communication theories that you find most interesting. Ensure that your selection meets the following criteria:

- The theories represent different theoretical perspectives (e.g., cognitive, social, semiotic, critical).
- They are relevant to language and communication processes.
- They are supported by course materials and/or academic sources.

For each selected theory, complete the table below:

Theory (name + scholar)	Key Ideas (brief explanation, 2–4 sentences)	Theoretical Perspective	Relevance to Language and Communication

Your answers should be concise, analytical, and focused on the core principles of each theory rather than a general description. Ensure clarity and academic precision in your formulation.

Task 3. Analytical Application

Discuss one of the following topics in a mini-essay (300–400 words):

- Communication in contemporary society
- Communication as meaning construction
- Interdisciplinarity in communication theory

Further Reading

Anderson, J. A. (1996). *Communication theory: Epistemological foundations*. The Guilford Press.

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UNIT 2

Nature and Structure of Human Communication

Unit Overview

This unit examines the nature and structure of human communication, focusing on key theoretical approaches, core models (linear, interactional, transactional), and essential elements of the communicative process. It explores how meaning is constructed through encoding, decoding, channels, media, and feedback, and how communication is shaped by context, noise, and participant roles. The unit also addresses the relationship between human needs, motives, and goals, and outlines the main functions of communication in social interaction.

Learning Outcomes

By the end of this unit, you will be able to:

- Distinguish between communication and interaction and explain key theoretical approaches
- Compare major communication models
- Identify and explain core elements of the communication process
- Analyze the role of situational context in communication
- Relate communication to human needs, motives, and functions

Theoretical Frameworks

2.1. Communication and Interaction

The lack of a coherent and systematic understanding of communication theory has resulted in considerable variation in its terminology. The key term *communication*, which appeared in scholarly literature as early as the beginning of the 20th century, remains a subject of ongoing academic debate. In *The Functions of*

Human Communication: A Theoretical Approach (1976), Frank Dance and Carl Larson emphasize the complexity of defining this concept, pointing to a wide range of interpretations in the academic literature. In fact, they identified as many as 126 different definitions of the term, which reflects its multifaceted and multidimensional nature. This diversity is primarily caused by the complexity of communication as a phenomenon. Two main approaches to defining communication can be distinguished: the mechanistic and the activity-based approaches.

The mechanistic approach conceptualizes communication as a one-way process of transmitting information from a source to a recipient, understood as a purely informational process. The activity-based approach, by contrast, views communication as a two-way process of information exchange and joint activity, through which participants construct new interpretations of phenomena.

In international scholarship, the term *communication* is predominantly used. However, in the Ukrainian academic tradition, two equivalents – “комунікація” and “спілкування” – are used for the English term *communication*, which leads to interpretative variation. Some scholars treat communication as the umbrella category encompassing all forms of interconnection and interaction among humans, other living beings, and even technical systems. Others regard interaction (спілкування) as the broader category, comprising communication (information exchange), interaction (coordination of actions and influence), and perception (sensory basis of mutual understanding).

Communication and interaction share common features, as both involve processes of information exchange and rely on language as a primary means of communication. Their distinction lies in scope: interaction is typically associated with interpersonal exchange, whereas communication refers to information exchange at the societal level.

Interaction is a socially conditioned process of information exchange between individuals across cognitive, professional, and creative domains, primarily realized through verbal means. Communication (from Latin *communico* – “to share, to inform”) is a process of

information exchange between two or more entities using semiotic systems.

In contemporary linguistics, the term *communication* increasingly replaces *interaction*, largely due to the development of information technologies. At the same time, the notion of interaction has expanded beyond its narrow interpersonal interpretation. In modern sociocultural contexts, communication is not limited to information transmission but is understood as a broader form of interaction encompassing its diversity.

Thus, depending on theoretical perspective and research focus, communication may be viewed as broader than interaction, as one of its components, or as synonymous with it.

2.2. Models of Communication

To study the nature and mechanisms of communication, researchers use modelling, which involves constructing abstract, idealized schemes that represent the main elements and functional characteristics of communicative processes. A communication model is an abstract scheme that represents the key elements and functional characteristics of communication. Based on the elements of the communicative act, the relationships between communicators, and the flow of communication, three main models are commonly distinguished in communication studies literature: the linear, interactional, and transactional models.

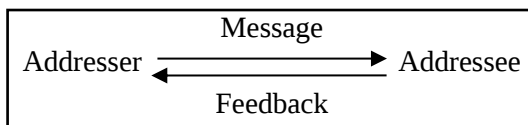
The *linear model* represents communication as a one-way process of transmitting information from sender to receiver (also known as the *transmission model*), in which the receiver is passive:

Addresser → Message → Addressee

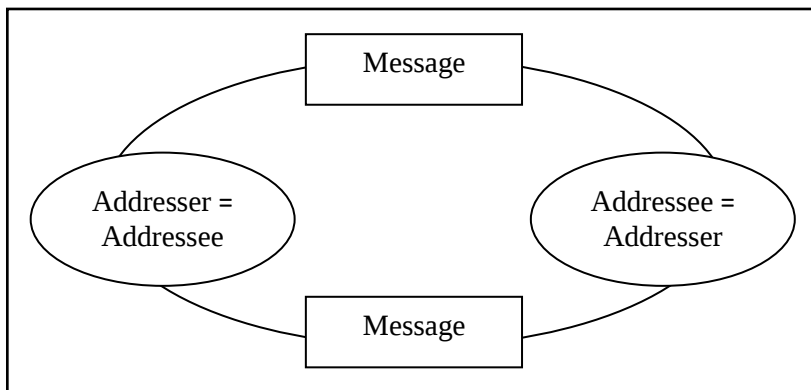
The origins of this approach are often traced to Aristotle, who described communication as a chain of *speaker – speech – audience*. The classical linear model is commonly recognized in the formulation proposed by Harold Lasswell, who defined communication as a

process structured around the sequence: *Who? – What is said? – Through which channel? – To whom? – With what effect?*

The *interactional model*, introduced by Wilbur Schramm, views communication as a two-way process in which sender and receiver alternate roles, and feedback plays a central role in shaping communication.



The *transactional model*, developed by Dean Barnlund, presents communication as a continuous and simultaneous process in which participants send and receive messages at the same time. It emphasizes the dynamic, ongoing nature of communication and its dependence on both prior and future interactions.



Each model has its strengths and limitations; however, each highlights a different aspect of communication and contributes to a more comprehensive understanding of its nature.

2.3. Main Elements of the Communication Process

Communication has a structured nature. Its main elements include addresser (sender), addressee (receiver/recipient), encoding,

decoding, channel, medium, message, situational context, noise (barriers), and feedback.

Communication begins with the addresser, the source of information who creates and transmits the message. The addresser may be individual or collective and determines the type of message and its mode of transmission, taking into account the recipient's needs. The term *sender* is often used synonymously; however, the sender may not be the author of the message but may be responsible only for its transmission (e.g., when a secretary conveys a manager's instructions).

Before transmission, information is encoded, i.e., transformed into a symbolic form using linguistic, visual, auditory, or other semiotic systems. This encoded form constitutes the message, which is information expressed in symbols and transmitted to the addressee. Messages may be verbal or nonverbal, prepared (e.g., reports, lectures) or spontaneous (e.g., informal conversation). Communication effectiveness depends on encoding quality.

Messages are transmitted through channels based on human sensory systems (visual, auditory, tactile, olfactory, and gustatory). Visual and auditory channels are dominant and are associated with spoken and written forms of speech activity.

Channels operate through corresponding media. A medium refers to the physical, technical, and institutional configuration that shapes a communicative form. Oral media include conversations, speeches, telephone calls, recordings, and video conferences, while written media include letters, emails, faxes, articles, and contracts. The choice of channel and medium depends on urgency, formality, confidentiality, complexity, emotional content, documentation needs, cost, and receiver expectations.

The addressee is the intended recipient of the message and may be individual or collective. The terms *receiver* and *recipient* are often used synonymously; however, they may also refer to individuals who obtain messages not specifically addressed to them.

After reception, the addressee decodes the message by interpreting its

meaning. Interpretation is not always accurate; for example, a joke may be perceived as an insult, and a request as a command.

Communication generates feedback, i.e., the addressee's response, which may be verbal or nonverbal, oral or written, immediate or delayed. The absence of feedback may indicate disengagement or a negative response.

At all stages, communication may be affected by noise, i.e., physical, physiological, psychological, or semantic interference that reduces effectiveness and may disrupt the communicative process. Physical noise includes environmental disturbances; physiological noise is related to communicators' health conditions; psychological noise arises from emotional and cognitive states; semantic noise results from language differences, unfamiliar terminology, or transmission inaccuracies.

Communication is shaped by situational context, which includes four dimensions: physical, social, chronological, and cultural. The physical context refers to place and spatial conditions; the social context involves roles, status, and relationships; the chronological context concerns timing; and the cultural context reflects communicators' backgrounds and value systems.

Understanding context is essential for effective encoding, decoding, and selection of appropriate channels and media.

Thus, any communicative act emerges from the interaction of interdependent elements that jointly determine the quality and outcome of communication.

2.4. Motives, Goals, and Functions of Communication

Communication as a process of social interaction is directed toward the achievement of specific communicative goals. A communicative goal is the planned outcome intended by the addresser and guiding communicative activity. Messages are transmitted to inform (e.g., news broadcasts, press releases), warn (e.g., road signs, shouts), explain (e.g., textbooks, instructions), describe (e.g., documentaries, oral narratives), entertain (e.g., jokes, films), or persuade (e.g., posters,

advertisements), among other purposes.

The primary source of communication lies in human or group needs. A need is a state of an individual associated with the perception of necessity or lack. This issue was studied by Abraham Maslow, who distinguished five levels of human needs: physiological needs (food, water, air, sleep), safety needs (shelter, security), social needs (love, friendship, family), esteem needs (self-respect, recognition, status), and self-actualization needs (self-expression, personal development, fulfillment).

The process of need satisfaction is complex and includes several stages, one of which is motivation. Motivation is the driving force that stimulates activity directed by a particular motive, i.e., the reason or impulse for action.

Another key stage is the realization of activity, understood as a sequence of actions aimed at achieving a result. Activity reflects an individual's relationship with the world, is determined by needs, and is guided by motives.

Motives may vary and relate to all spheres of human activity, including physical, physiological, intellectual, and spiritual domains. They should be distinguished from goals. For example, the goal may be to invite friends to a restaurant, while the motives may include having a meal, celebrating success, socializing, or demonstrating social status.

Human communication depends on the motives and goals of its participants, which allows different communicative functions to be identified. Functions of communication refer to the purpose of a specific communicative act and communication in general.

From the perspective of communicative goals, Roman Jakobson identified six functions of communication, each corresponding to a particular element of the communicative process. The *emotive function* focuses on the addresser and expresses their attitude toward the topic and communicative situation. The *conative (appellative) function* is oriented toward the addressee and aims to influence, attract attention, or prompt action.

The *referential (denotative) function* is related to context and focuses on the subject matter, object, or content of discourse. The *poetic function* emphasizes the message itself, focusing primarily on its form rather than content. The *metalingual function* focuses on code, providing description and interpretation of communicative parameters. The phatic function is used to establish, maintain, or terminate communication and to check the functioning of communicative channels.

All these functions may be present in any communicative act, but one of them is usually dominant depending on the type of message. For example, poetic function dominates in poetry, while conative function is primary in military commands. These functions define the role of communication in society.

Thus, human communication, as a process of social interaction directed toward the achievement of goal-oriented, need-driven outcomes, performs multiple functions and contributes to the formation and functioning of society as a whole.

Key Concepts and Terms

Communication and theoretical approaches: communication, interaction, communicative process, communicative goal, mechanistic approach, activity-based approach

Elements of the communication process: addresser (sender), addressee (receiver/recipient), message, encoding, decoding, code (verbal and nonverbal), channel, medium, feedback, communication noise, situational context

Models of communication: communication model, linear (transmission) model, interactional model, transactional model

Functions of communication: conative (appellative) function, referential (denotative) function, emotive function, phatic function, metalingual function, poetic function

Study Guidelines and Key Focus Areas

1. Carefully read the theoretical material. Pay attention to different definitions of communication (in both the narrow and broad sense, as well as from the perspective of the mechanistic and activity-based approaches). Keep in mind that the terms *communication* and *interaction* are not always used interchangeably. Explain the essence of the modelling method and identify the differences between the linear, interactional, and transactional models of communication. Study the structure of communication and determine the role of each element in ensuring information exchange. When considering communication as a process of social interaction, pay attention to its purposefulness, motivation, and functions.
2. Memorize the definitions of key concepts and terms introduced in the unit.
3. To deepen your understanding, consult the recommended literature on the nature and structure of human communication. Compare information obtained from different sources.
4. To consolidate theoretical knowledge, complete the practice and critical reflection tasks. Justify your answers with reference to scholars, their theories, and key concepts discussed in the unit.
5. To check your understanding and knowledge, complete the comprehension tasks and tests that follow the theoretical material of the unit.
6. For further independent study, refer to a range of sources, including electronic resources. Carefully select materials, considering their relevance, reliability, and academic credibility. Use only authentic examples of communication to illustrate the theoretical concepts discussed in the unit.

Check Your Understanding

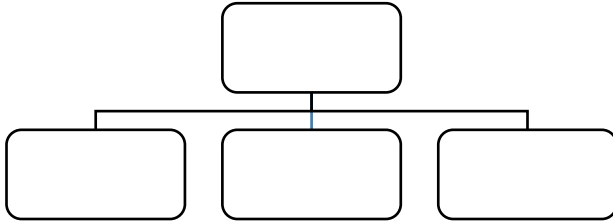
Based on the unit content, answer the following questions:

1. Characterize the main approaches to defining communication. How do the mechanistic and activity-based approaches differ?
2. Explain the relationship between the concepts of communication, interaction, and verbal communication. How are they interpreted in different academic traditions?
3. Why is communication considered a complex and multidimensional phenomenon in academic literature? Refer to Frank Dance and Carl Larson in your answer.
4. What is a communication model, and why is modelling used in communication theory? Describe the main types of communication models, referring to Aristotle, Harold Lasswell, Wilbur Schramm, and Dean Barnlund.
5. Outline the structure and key elements of a communicative act.
6. What is the role of encoding and decoding in communication, and how do they influence message interpretation?
7. What is communicative noise? Identify its main types and explain their impact on communication effectiveness.
8. How does context influence communication? Explain the physical, social, chronological, and cultural dimensions of context.
9. Characterize the main functions of human communication according to Roman Jakobson. How does functional dominance vary across different communicative acts?
10. What are motives, needs, and goals in communication? Explain their role in shaping communicative behavior using Abraham Maslow's hierarchy of needs.

Practice Tasks

Task 1. Approaches to Defining Communication

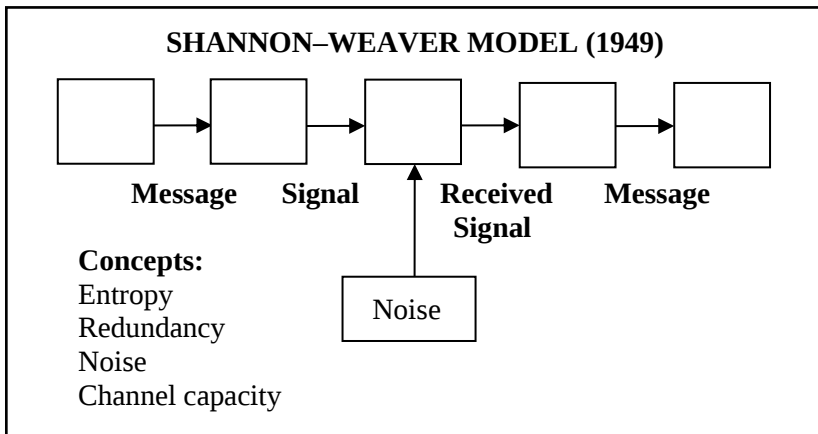
Examine the conceptual diagram of communication and complete it. Then answer the questions below.



1. Which approach to defining communication is represented in the diagram?
2. Why is it difficult to agree on a single, universal definition of communication?

Task 2. The Mathematical Model of Communication

Recall the mathematical model of communication proposed by Claude Shannon and Warren Weaver (see Unit 1). Complete the scheme and identify its limitations.



Task 3. Communication Models and Application

Why is modelling used in communication theory? Briefly describe three basic models of communication. For each situation below, indicate which model of communication would be most appropriate and explain why:

1. You are discussing your weekend plans with friends by phone.
2. You are participating in a job interview.
3. You are listening to the radio while driving a car.

Task 4. Communication Structure in Practice

A. Video Analysis

Watch the video:

<https://www.youtube.com/watch?v=GvXPuQGPLB8>

Then analyze the communication event in terms of its structure:

- sender and receiver
- message
- encoding and decoding
- channel and medium
- feedback
- noise
- situational context

Based on the video, answer the following questions:

1. What is the main purpose of communication according to the speaker?
2. Why does the speaker argue that traditional communication models should be revised?
3. What type of communication model does the speaker propose?
4. What quotation about communication is mentioned, and how is it interpreted?
5. To what extent do you agree with the speaker's arguments? What was most surprising or noteworthy?

B. Communication Situation Analysis

Analyze communication situations (1–3) with respect to their structural components. Complete the table for each situation.

Communication Element	Description
Addresser, sender	
Addressee, receiver	
Encoding/decoding	
Message	
Channel	
Medium	
Feedback	
Noise	
Context	

Communication situation 1

Togetherness is what drives us - our "Vielfalt" is our strength
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Communication situation 2



Communication situation 3

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Task 5. Functional Analysis of Communication

Conduct a functional analysis of communication situations (1–3). For each case, identify the dominant communication function(s), justify your choice, and specify the verbal and nonverbal means of their realization. Present your analysis in the following table:

Communication Function	Means of Realization
Emotive	
Conative	
Referential/denotative	
Poetic	
Phatic	
Metalinguistic	

Communication situation 1

To My Dear and Loving Husband

If ever two were one, then surely we.
If ever man were loved by wife, then thee;
If ever wife was happy in a man,
Compare with me ye women if you can.

I prize thy love more than whole mines of gold,
Or all the riches that the East doth hold.
My love is such that rivers cannot quench,
Nor ought but love from thee give recompense.

Thy love is such I can no way repay;
The heavens reward thee manifold, I pray.
Then while we live, in love let's so persevere,
That when we live no more we may live ever.

Anne Bradstreet (1612–1672)

Communication situation 2

hegemony noun

hi-'je-mə-nē ◀

Definition of *hegemony* >

as in *domination*

controlling power or influence over others

European intellectuals have long debated the consequences of the *hegemony* of American popular culture around the world

Communication situation 3



Critical Reflection

Read the following quotations and critically evaluate their ideas about communication. Do you agree or disagree with each statement? Justify your answers using examples and/or theoretical concepts in linguistic communication.

1. “A writer writes not because he is educated but because he is driven by the need to communicate. Behind the need to communicate is the need to share. Behind the need to share is the need to be understood.”
– Leo Rosten (1908–1997), Polish born American writer
2. “Context is worth 80 IQ points.”
– Alan Kay (b. 1940), American computer scientist
3. “Language commonly stresses only one side of any interaction.”
– Gregory Bateson (1904–1980), British anthropologist, social scientist, and systems theorist
4. The great accomplishments of man have resulted from the transmission of ideas and enthusiasm.
– Thomas J. Watson (1914–1993), American business executive
5. “Now more than ever we need to talk to each other, to listen to each other and understand how we see the world, and cinema is the best medium for doing this.”
– Martin Scorsese (b. 1942), American filmmaker
6. “Feedback is the breakfast of champions.”
– Ken Blanchard (b. 1939), American author, leadership expert, and management consultant

Test Your Knowledge

Task 1. Multiple-choice

Choose the correct answer.

1. The mechanistic approach interprets communication as ...
 - a) a one-way process of transmitting information
 - b) a two-way process of information exchange
 - c) a process of simultaneous sending and receiving of information
 - d) the transactional use of symbols by communicators
2. Modern researchers define communication as a purposeful process of information exchange between two or more entities using a certain ... system.
 - a) linguistic
 - b) informational
 - c) semiotic
 - d) mathematical
3. An inseparable component of communication is interaction, i.e. ...
 - a) transmission of a message
 - b) exchange of information
 - c) organization of interaction and influence
 - d) sensory perception as the basis of mutual understanding
4. The main elements and functional characteristics of communicative processes can be represented using ...
 - a) content analysis
 - b) intent analysis
 - c) modeling
 - d) hypothesis
5. The linear model of communication is sometimes called ...
 - a) the transmission model
 - b) the interactional model
 - c) the transactional model
 - d) the discursive model

6. The addresser is the one who ... the message.
 - a) the message is addressed to
 - b) creates and transmits
 - c) is responsible for transmission
 - d) receives
7. Information encoded in specific symbols and transmitted to the addressee is referred to as ...
 - a) encoding
 - b) decoding
 - c) message
 - d) information
8. A method of transmitting a message that takes into account human physiological abilities is called a ...
 - a) channel
 - b) medium
 - c) code
 - d) language
9. In human communication, the visual and ... channels are mostly used, which are associated with writing and oral speech.
 - a) tactile
 - b) auditory
 - c) olfactory
 - d) gustatory
10. The choice of ... is influenced by various factors: urgency, formality, confidentiality, complexity and emotionality of information, need for documentation, costs, and expectations of the addressee.
 - a) communication partner
 - b) place of communication
 - c) communication code
 - d) channel and medium
11. The received message usually causes a reaction from the addressee, or ...
 - a) communicative noise

- b) situational context
 - c) feedback
 - d) speech act
12. A reply letter is an example of ... feedback.
- a) immediate verbal
 - b) delayed verbal
 - c) immediate nonverbal
 - d) delayed nonverbal
13. Communicative noise is ... of different types (physical, physiological, psychological, semantic) that reduce communication effectiveness.
- a) barriers
 - b) circumstances
 - c) motives
 - d) differences
14. Poor knowledge of the communication code by the addressee may cause ... noise.
- a) semantic
 - b) psychological
 - c) physical
 - d) physiological
15. By ... context, we understand the influence of time on the communication process.
- a) social
 - b) physiological
 - c) chronological
 - d) contextual
16. Physical context includes the place of communication as well as proxemic aspects, i.e., the use of ...
- a) verbal code
 - b) paralanguage
 - c) space
 - d) smells

17. The primary cause of communication is human ...
a) motives
b) goals
c) needs
d) actions
18. The American linguist R. Jakobson identified six ... of communication that are connected with specific elements of the communicative process.
a) goals
b) needs
c) models
d) functions
19. The function of communication based on the addressee and expressing inducement or attracting attention to the message is called conative, or ...
a) denotative
b) appellative
c) metalingual
d) poetic
20. In commands, the ... function of communication will prevail.
a) emotive
b) conative
c) phatic
d) referential

Task 2. Matching

Match the terms in the box with the definitions below.

addresser · cause · channel · code · communication process
encoding · message · model · motive · need

1. A state associated with a feeling of necessity or lack of something.
2. A stimulus that prompts activity.
3. A cause or reason for an action.
4. A sequence of actions aimed at achieving a result.

5. A scheme that represents the main elements and functional characteristics of something.
6. One of the communicants who creates and transmits a message.
7. The process of expressing the sender's intention in symbolic form.
8. Information encoded in specific symbols and transmitted to the addressee.
9. A system of conventional signs used to transmit information.
10. A means of transmitting a message.

Independent Study

Task 1. Communication Observation and Reflection

Observe and collect three real-life communication situations during one day (face-to-face, online, or written communication). For each situation, briefly describe what happened (1–3 sentences). Then write a single reflection (approx. 200 words) based on all three situations. In your reflection, analyze your observations. Consider:

- What types of communication did you observe during the day?
- Who were the participants in each communication situation (addresser and addressee)?
- What were the goals or purposes of communication in each case?
- What communication channels were most frequently used?
- How did the choice of channel influence understanding and effectiveness?
- Were there any cases of communication noise? What caused them?
- What did you learn about the structure of human communication from these examples?

Task 2. Message Transformation Experiment

Take one simple message (e.g., “We will meet tomorrow at 5.”) and

rewrite it in three different communication contexts:

- formal (e.g., email to a teacher or employer)
- informal (e.g., chat with a friend)
- emotional (urgent or expressive version)

Then analyze how the message changes in different contexts and complete the table below.

Original sentence: _____

Context	Message Version	Code <i>(how the message is expressed)</i>	Tone <i>(how the message feels)</i>	Meaning Shift / Interpretation
Formal				
Informal				
Emotional				

Analysis prompts:

- How does the code change across contexts?
- How does meaning shift depending on style and tone?
- How do tone and communicative situation influence interpretation?

Task 3. Communication Structure Analysis

Think about a recent communication situation that was unclear, difficult, or led to misunderstanding. Then complete the following steps:

1. Give your communication situation a short and clear name (e.g., “Online misunderstanding in chat”, “Classroom instruction confusion”).
2. Create a mind map or diagram/infographic that shows the

communicative process. Include and connect its key elements (addresser, addressee, message, code, channel, and context). For visualization, you may use digital tools, including AI-supported applications.

3. Analyze:
 - where the communication difficulty occurred
 - which element caused the problem (e.g., code, channel, message, context)
 - what type of interference was involved (e.g., noise, misunderstanding, mismatch, ambiguity)
4. Write a short reflection (3–5 sentences), answering the following:
 - What does this example show about the structure of communication?
 - How do communication elements interact in real communication situations?

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UNIT 3

Typology of Human Communication

Unit Overview

This chapter presents the typology of human communication as a multidimensional system classified according to various criteria, including codes, forms, interaction structures, participants, social context, and communicative functions. It explains how verbal and nonverbal elements interact, how communication differs across oral, written, and mediated forms, and how it varies in different social and functional domains such as everyday life, business, politics, science, and education, offering a unified framework for understanding communication as a complex and context-dependent process.

Learning Outcomes

By the end of this unit, you will be able to:

- Explain why communication requires multiple typological frameworks and identify key classification criteria
- Distinguish between verbal and nonverbal communication in meaning-making
- Compare oral, written, and printed communication by features and limitations
- Analyze communication in relation to interaction structure, participants, and social context
- Evaluate how communicative domains and cultural context shape real-life communication

Theoretical Frameworks

3.1. Code Systems and Forms of Communication

Verbal and Nonverbal Communication

A fundamental distinction in communication studies concerns the type of code system employed. Communication is broadly divided into

verbal and nonverbal.

Verbal communication operates through natural language units such as sounds, morphemes, words, and phrases. Language, as a system of signs, is the primary means by which humans articulate thoughts and exchange information, and it serves as the main carrier of meaning in communicative acts.

However, natural language is not the only communicative system. Other systems include programming languages, traffic signals, and various symbolic codes. Moreover, verbal communication rarely exists in isolation as it is almost always accompanied and often shaped by nonverbal elements that contribute to the overall meaning of interaction.

Nonverbal communication encompasses a wide range of expressive resources, including facial expressions, gestures, posture, voice qualities, spatial arrangements, and sensory cues such as smell or color. Its defining feature is its multisensory nature, in which different channels operate simultaneously, reinforcing or, at times, contradicting one another. Through these channels, nonverbal communication conveys not only information about the message itself but also about the speaker's emotional state, social identity, and interpersonal relations.

In practice, nonverbal cues may complement, substitute for, or regulate verbal interaction. Their meanings are often context-dependent, spontaneous, and inherently ambiguous, yet they account for a significant proportion of communicative content.

Key nonverbal codes include:

- paralanguage (intonation, pitch, tempo, pauses, laughter, sighs)
- kinesics (gestures, facial expressions, eye contact, posture)
- proxemics (use of space and distance)
- graphemics (visual features of writing such as fonts and punctuation)
- appearance (clothing, hairstyle, physical features)
- haptics (touch), sensory codes (smells, colors, sounds)

- chronemics (use of time)

Oral, Written, and Printed Communication

Closely related to the code system is the form of its realization. From this perspective, communication can be divided into oral, written, and printed forms.

Oral communication uses the acoustic (sound) code of speech and enables rapid exchange of information, immediate feedback, and the transmission of emotional and interpersonal nuances. It allows participants to adjust messages in real time and supports direct interpersonal interaction. However, it is vulnerable to noise, distortion, and memory limitations.

Written communication is based on graphic symbols such as letters and punctuation marks. It is typically more structured, carefully edited, and formalized. Since it does not require immediate feedback, it allows communication to take place across time and space, enabling more precise and reflective interpretation.

Printed communication relies on the technological reproduction of written texts. It standardizes language use and ensures the long-term preservation and stability of content, contributing to continuity across contexts. Although it was highlighted as a distinct category by Josef Vachek, not all scholars treat it as a separate communicative type.

3.2. Interaction Structure and Mediation

Addressability: Personal and Non-Personal Communication

Communication may be classified according to addressability as personal or non-personal.

Personal, or axial communication (from Latin *axis* – “axis”) is directed toward a specific individual. It is characterized by a clearly defined recipient and often involves individualized content. Typical examples include birthday greetings or a personal letter.

Non-personal, or reticular communication (from Latin *rete* – “network”) is directed toward a generalized, often anonymous audience. The recipient is not individually identifiable, as

communication is addressed to a mass or abstract public. This form is typical of mass communication contexts such as television news, advertising, and comics.

Type of Medium: Direct and Mediated Communication

Communication can also be categorized according to the type of medium, distinguishing between direct and mediated communication.

Direct communication occurs without any intermediary and involves the immediate presence of interlocutors. It relies on verbal and nonverbal means within shared sensory perception, typically face-to-face interaction. The recipient is physically present within the communicative situation. Examples include a face-to-face conversation or a seminar presentation.

Mediated communication takes place through intermediaries, which may be human (e.g., interpreters or assistants) or technological (e.g., letters, printed materials, telephones, radio, video, or digital networks). Mediated forms extend the reach of communication but may reduce immediacy and alter feedback dynamics.

Mode of Interaction: Monologue, Dialogue, and Polylogue

Communication may be differentiated according to the mode of interaction into monologue, dialogue, and polylogue.

Monologue (from Greek *monos* – “one” and *logos* – “speech”) is speech produced by one speaker and directed toward an audience without requiring immediate feedback. It may address a specific or general audience and often includes implicit dialogicity, as the speaker anticipates a recipient. Typical examples include lectures, speeches, sermons, theatrical monologues, diaries, and narratives.

Dialogue (from Greek *dialogos* – “conversation”) is interaction between two participants who alternate communicative roles. It involves immediate and reciprocal exchange, where meaning is co-constructed through interconnected utterances. Dialogue is typically situational and spontaneous, ranging from cooperative exchange to confrontation (e.g., debates or disputes). It is marked by linguistic economy, including short utterances, questions, ellipsis, and nonverbal cues such as gestures and facial expressions.

Polylogue (from Greek *polys* – “many” and *logos* – “speech”) is communication among three or more participants with relatively equal communicative activity. It is characterized by shared topics, situational coherence, and nonlinear interaction. Compared to dialogue, it shows greater variability and complexity due to multiple interacting voices. Typical examples include family conversations, workplace meetings, and seminars.

3.3. Participants and Social Organization of Communication

Number of Participants

Communication varies according to the number of participants involved, ranging from individual reflection to large-scale public interaction.

Intrapersonal communication refers to an internal dialogue within a single individual, through which thoughts are reflected upon, evaluated, and regulated, for example, when mentally preparing for a presentation or making a decision.

Interpersonal communication takes place between two individuals and represents the most basic form of social interaction, such as a conversation between friends or a consultation with a teacher.

Group communication involves interaction among a small number of participants (approx. 3–12) within a shared context, for example, a seminar discussion or a project team meeting.

Public communication is directed toward a larger audience (approx. 20–100+ participants), where one or several speakers address a collective group, such as a university lecture or public speech.

Organizational communication occurs within institutional settings, where interaction is structured by formal roles and procedures rather than participant number, for example, communication within a company or university department.

Mass communication refers to the transmission of messages to very large, heterogeneous, and often anonymous audiences through media channels such as television, online platforms, or advertising.

As the number of participants increases, communication becomes more structured and formalized, and interaction gradually shifts from reciprocal exchange to more asymmetrical speaker–audience relations.

Social Orientation and Interaction Structure

Beyond the number of participants, communication is shaped by the social relationships and institutional positioning of those involved.

It may be person-oriented, focusing on interpersonal relations and individual needs, or socially oriented, determined by institutional roles, professional functions, and group membership, as in teacher–student interaction versus official institutional communication.

From the perspective of status relations, communication may be horizontal, occurring between participants of equal standing, such as colleagues discussing a task, or vertical, reflecting hierarchical relations where information flows upward or downward within an organization, for example between managers and employees.

These distinctions highlight that communication is not only a structural process but also a socially embedded one, reflecting and reinforcing patterns of interaction within society.

Degree of Organization and Temporal Structure

Communication also differs according to the degree of regulation and organization.

It may be formal or informal, depending on whether interaction follows established rules and institutional frameworks, such as an academic presentation versus an informal discussion.

It may be voluntary or obligatory, depending on the level of participant autonomy, for example, voluntary participation in a debate compared to mandatory workplace reporting.

Communication can also be spontaneous or organized, depending on whether it emerges naturally or is planned in advance, such as an unplanned classroom discussion versus a scheduled conference session.

From a temporal perspective, communication may be one-time,

periodic, or continuous, and short-term or long-term, for instance, a single consultation, regular meetings, or ongoing collaborative work.

3.4. Communicative Domains and Contexts

Communication serves multiple purposes depending on the intentions of participants and the context in which interaction occurs. It may function to transmit objective information, express emotions and evaluations, provide entertainment, influence behavior, or maintain social norms and cultural traditions. For example, an instruction or recipe primarily performs an informative role, whereas expressions of sympathy, praise, or criticism illustrate affective-evaluative communication. *Recreational communication* is evident in jokes, games, or informal storytelling, while persuasive communication appears in requests, advice, or advertising. *Ritual communication* is embedded in socially conventionalized acts such as greetings, classroom routines, or formal ceremonies.

In practice, these purposes rarely occur in isolation. A single communicative act often combines several orientations simultaneously, reflecting the complexity of real-life interaction.

At the same time, communication unfolds within specific domains of social life, each shaping its content, form, and communicative strategies. *Everyday communication* is typically informal, spontaneous, and emotionally colored, as seen in conversations between family members or friends, where maintaining relationships is often more important than achieving a concrete outcome. *Business communication*, by contrast, is goal-oriented and regulated by institutional roles, for example in meetings, negotiations, job interviews, or professional correspondence, where participants are expected to make decisions and achieve specific results.

Political communication is directed toward influencing public opinion and maintaining power, as in election campaigns, parliamentary debates, or public speeches. It often relies on persuasive strategies and carefully constructed language to shape perception. *Religious communication* focuses on the expression and reinforcement of belief systems and values, frequently drawing on symbolic forms such as

sermons, prayers, or ritual practices.

Scientific communication is oriented toward the production and dissemination of knowledge. It is characterized by precision, logical coherence, and the use of specialized terminology, for example, in research articles, conference presentations, or academic reviews.

Pedagogical communication plays a central role in education and socialization, facilitating the transmission of knowledge, norms, and values in contexts such as classroom interaction, lectures, seminars, or parent–child communication.

In an increasingly globalized world, communication is also shaped by cultural factors. *Monocultural communication* occurs within a shared cultural framework, where participants rely on common norms, values, and patterns of interpretation, for instance, interaction within a homogeneous student group. *Intercultural communication*, by contrast, involves participants from different cultural backgrounds, such as in international teamwork or global academic collaboration. In such contexts, differences in meanings, expectations, and communicative conventions may both enrich interaction and create challenges for mutual understanding.

Communicative domains and contexts demonstrate that communication is not a uniform process but a context-dependent activity shaped by purpose, social environment, and cultural frameworks.

Key Concepts and Terms

Modes and resources of communication: verbal communication, nonverbal communication, oral communication, written communication, printed communication, mediated communication, direct communication

Patterns of interaction: dialogue, monologue, polylogue

Communicative structure and participation: intrapersonal communication, interpersonal communication, group communication, public communication, mass communication, personal (axial)

communication, non-personal (reticular) communication, horizontal communication, vertical communication, formal communication, informal communication, spontaneous communication, organized communication, one-time communication, periodic communication, continuous communication, person-oriented communication, socially oriented communication

Domains and cultural dimensions of communication: informative communication, affective-evaluative communication, persuasive communication, recreational communication, ritual communication, everyday communication, business communication, political communication, religious communication, scientific communication, pedagogical communication, monocultural communication, intercultural communication

Study Guidelines and Key Focus Areas

1. Carefully read the theoretical material, paying attention to the main criteria used to classify human communication, such as the type of code system, form of realization, addressee orientation, medium, degree of interactivity, number of participants, level of formality, level of organization, duration, functional purpose, and sphere of communication. Note the absence of a unified typology of communication.
2. Memorize the definitions of key concepts and terms introduced in the unit.
3. To deepen your understanding of communication types, consult the recommended literature. Compare the information obtained from different authors.
4. To consolidate your theoretical knowledge, complete the practice and critical reflection tasks. Justify your answers with reference to relevant scholars, their theories, and key concepts discussed in the unit.
5. To check your understanding, complete the comprehension tasks and tests that follow the theoretical material in the unit.
6. For further independent study, refer to various resources, including electronic sources. Carefully select material,

considering its relevance, reliability, and academic credibility. Use only authentic excerpts of communication to illustrate theoretical concepts discussed in the unit.

Check Your Understanding

Based on the unit content, answer the following questions:

1. What explains the diversity of communication typologies? Why is it difficult to establish a unified classification of communication?
2. Describe the main types of communication based on code systems. How do verbal and nonverbal communication differ, and how do they interact in real communicative situations?
3. What are the key nonverbal codes? How do they contribute to meaning in communication?
4. Characterize oral, written, and printed forms of communication. What are their main features, advantages, and limitations?
5. Do you agree with Josef Vachek's view that printed communication should be considered a distinct form of communication? Justify your answer.
6. How is communication classified according to addressability? Compare axial (personal) and reticular (non-personal) communication.
7. What is the difference between direct and mediated communication? What types of media enable each, and how do they influence feedback and interaction?
8. Compare monologue, dialogue, and polylogue. What are their defining features, and why is dialogue often considered the primary form of human communication?
9. Characterize communication according to the number of participants. How does this factor influence the nature of interaction?
10. How do social factors shape communication? Explain person-oriented vs. socially oriented communication, as well as horizontal and vertical interaction.

Practice Tasks

Task 1. Typological Analysis of Communication

Study excerpts of human communication (1–3) and characterize them using the typological criteria below. Focus on the most relevant features for each case and complete the table:

Criteria for Analysis	Type of Communication
Type of the code system	
Form of language realization	
Type of the addressee	
Type of medium	
Way of interactivity	
Number of communicators	
Social factors (status, roles)	
Freedom of choosing the communication partner	
Type of communication flow	
Level of organization	
Number of contacts	
Duration of communication	
Degree of formality	
Function of communication	
Communication domain	
Cultural factors	

Excerpt 1

ATTENDANT: Good morning, Mr. Palmer, sir.

MR. PALMER: Good morning.

ATTENDANT: Room G, sir?

MR. PALMER: I think so.

ATTENDANT: Will there be anything, Mr. Palmer?

MR. PALMER: Yes. See if you can dig up a *Chicago Trib* and a *Wall Street Journal*.

ATTENDANT: Yes, sir. If you'd care for anything, there's a menu in the drawer of the desk, sir.

MR. PALMER: I've eaten, thanks.

ATTENDANT: As you say, sir.

(L. Waller. *The Banker*)

Excerpt 2

Call for Proposals: 3rd FIPLV Conference

Languages for Specific Purposes Blog <comment-reply@wordpress.com> Apr 8, 2026, 3:38 AM to me ▼

Call for Proposals: 3rd FIPLV Conference

By **Vida** on April 8, 2026

We are sharing with you the Call for Proposals for the 3rd FIPLV Central and Eastern European Region Conference, alongside with the 33rd BETA Annual International Conference, which will be held in Sofia, Bulgaria, from 11 to 13 November 2026. Please see the attached Call for Proposals, and visit the website at <http://www.beta-iatefl.org>

Excerpt 3

Watch the video:

<https://www.youtube.com/watch?v=WSPk13dbGX0>

Then analyze it using the topological criteria.

Task 2. Communication Typology Matching

Match each communication example with its typological characteristics. For each example, identify and complete the table by selecting the most appropriate communication features.

Communication Example	Interaction Type (monologue, dialogue, polylogue)	Mediation (direct, mediated)	Addressee Type (individual, group)	Communication Domain (everyday, academic, media, etc.)
Lecture at university				
WhatsApp message				
TV advertisement				
Face-to-face argument				
Scientific article				

Task 3. One Message Across Communication Types

Consider the message: “We will meet tomorrow at 10.” Place this message into three different types of communication: interpersonal, institutional (professional/organizational), and public (mass communication). For each case, adapt the message if necessary and analyze it using typological criteria. Complete the table:

Communication Type	<i>Interpersonal</i>	<i>Institutional</i>	<i>Public</i>
Message version			
Addressee			
Medium			
Interactivity			
Level of formality			

Based on your table, answer the following questions:

- How does the type of communication influence the structure of the message?
- How do the addressee and medium shape its form?
- How does the level of interactivity differ across

- communication types?
- Which features of the message remain stable, and which change?

Task 4. Dialogue or Monologue?

Watch the TED Talk:

<https://www.youtube.com/watch?v=ZkXrTHpnQrQ>

While watching, focus on how communication is structured and delivered. Decide whether the communication in the talk is primarily dialogic or monologic. Justify your answer using concepts from communication theory.

In your analysis, consider:

- number of participants: Is communication one-way or multi-participant?
- role exchange: Do participants alternate between sender and receiver roles, or is one role dominant?
- feedback: Is there real-time or meaningful feedback shaping the communication process (verbal or nonverbal)?

Based on your analysis, prepare for a mini-debate in class:

1. Take a position: dialogic or monologic communication.
2. Provide at least two supporting arguments.
3. Respond to at least one counterargument.

Task 5. Multimodal Communication Analysis

Examine the Instagram post at the following link:

<https://www.instagram.com/p/DXcQNIJobtJ/>

The post represents an example of multimodal communication, in which meaning is constructed through the interaction of visual, textual, and symbolic resources.

In your analysis, consider the following dimensions:

- type of communication (interpersonal, institutional, public, etc.)

- modes of communication (visual, verbal, textual, symbolic, etc.)
- level of interactivity (how audience engagement is invited and structured)
- interaction between modes (how image and text combine to construct meaning; whether they reinforce, complement, or contrast each other)
- communicative function (e.g., informing, persuading, engaging, provoking reflection, or building community)

Take notes and prepare to present your findings in class, ensuring that all five analytical dimensions are clearly addressed.

Critical Reflection

Read the following quotations and critically evaluate their ideas about communication. Do you agree or disagree with each statement? Justify your answers using examples and/or theoretical concepts in linguistic communication.

1. “Words are a wonderful form of communication, but they can never replace kisses and punches.”
– Ashleigh Brilliant (1933–2025), British epigrammatist and cartoonist
2. “The pen is the tongue of the mind.”
– Horace (65–8 BCE), Roman poet
3. “I believe it is important to speak to your readers in person... to enable people to have a whole picture of me; I have to both write and speak. I view my role as writer and also as oral communicator.”
– Buchi Emecheta (1944–2017), Nigerian writer
4. “Electronic communication will never replace the face of someone who sincerely encourages another to be brave and honest.”
– Charles Dickens (1812–1870), English novelist
5. “A conversation is a dialogue, not a monologue. That’s why there are so few good conversations: due to scarcity, two

intelligent talkers seldom meet.”

– Truman Capote (1924–1984), American writer and journalist

6. “Of all of our inventions for mass communication, pictures still speak the most universally understood language.”
- Walt Disney (1901–1966), American animator, film producer, and entrepreneur

Test Your Knowledge

Task 1. Multiple-choice

Choose the correct answer.

1. According to the code system, communication is divided into ...
 - a) formal and informal
 - b) direct and mediated
 - c) verbal and nonverbal
 - d) oral and written
2. The specificity of ... communication is that it involves all human senses, each forming a separate communication channel.
 - a) verbal
 - b) nonverbal
 - c) written
 - d) personal
3. Among nonverbal codes of human communication, touch, or ..., is distinguished.
 - a) kinesics
 - b) haptics
 - c) sensory communication
 - d) extralinguistics
4. Paralanguage includes ... (voice timbre, pitch, loudness, intonation, etc.), while extralinguistics includes pauses, coughing, sighs, laughter, and crying.

- a) prosody
 - b) proxemics
 - c) chronemics
 - d) graphemics
5. According to the form of realization of the linguistic code, communication may be ...
- a) verbal and nonverbal
 - b) oral, written, and printed
 - c) initiative and forced
 - d) axial and reticular
6. Language communication covers all spheres of human activity because ... components are the main carriers of meaning.
- a) verbal
 - b) paralinguistic
 - c) extra-linguistic
 - d) nonverbal
7. Communicators may receive additional meanings due to nonverbal signals that usually accompany ... messages.
- a) printed
 - b) written
 - c) oral
 - d) electronic
8. Researchers consider ... to be primary in relation to other forms of communication.
- a) monologue
 - b) dialogue
 - c) polylogue
 - d) graphic sign
9. Vachek distinguished ... communication.
- a) printed
 - b) internal
 - c) initiative
 - d) recreational

10. Personal, or ... communication, is addressed to a specific individual.
 - a) axial
 - b) retial
 - c) mediated
 - d) interpersonal
11. Communication between people as members of social groups (national, age, professional, status, etc.) is defined as ...
 - a) socially oriented
 - b) person-oriented
 - c) formal
 - d) vertical
12. A conversation between passengers on a bus is an example of ... communication.
 - a) intrapersonal
 - b) continuous
 - c) spontaneous
 - d) mass
13. Public communication involves ... persons or more (up to 100).
 - a) two
 - b) three
 - c) 12
 - d) 20–30
14. A conversation with a traffic police officer for a driver is usually ... communication.
 - a) public
 - b) forced
 - c) horizontal
 - d) organized
15. Vertical communication may be ...
 - a) downward or upward
 - b) personal or social
 - c) intrapersonal or interpersonal
 - d) horizontal or informal

16. The specificity of ... communication is the transmission of information between a source and a large anonymous audience using technical means.
- a) continuous
 - b) organizational
 - c) mass
 - d) electronic
17. ... communication is always aimed at solving specific tasks.
- a) Everyday
 - b) Business
 - c) Intercultural
 - d) Monocultural
18. The purpose of ... communication is the transmission of objective information about the surrounding world.
- a) persuasive
 - b) informative
 - c) affective-evaluative
 - d) recreational
19. The main goal of ... communication is obtaining and maintaining power.
- a) everyday
 - b) business
 - c) political
 - d) scientific
20. The socialization of new members of society is ensured by ... communication.
- a) scientific
 - b) pedagogical
 - c) religious
 - d) political

Task 2. Matching

Match the terms in the box with the definitions below.

axial communication · business communication
intercultural communication · mass communication · monologue
nonverbal communication · dialogue · polylogue
printed communication · reticular communication

1. A form of speech interaction between two participants whose communicative roles alternate.
2. A form of speech produced by one speaker and primarily addressed to an audience without requiring immediate feedback.
3. A form of communication involving three or more participants with relatively equal communicative activity.
4. Communication directed toward a specific individual.
5. Communication directed toward a generalized or anonymous audience.
6. Communication involving the transmission of information from a source to a large anonymous audience using technical means.
7. Communication conducted using nonverbal codes such as gestures, facial expressions, posture, and other sensory signals.
8. Communication that occurs through printed media and relies on typographic reproduction of texts.
9. A specific form of interaction between people in professional activity aimed at achieving practical and organizational goals.
10. Communication between people from different national and linguistic-cultural communities, marked by cultural differences in norms and meanings.

Independent Study

Task 1. Communication Profile Infographic

Reflect on your everyday communication and identify the communication types you most frequently use or observe

(e.g., interpersonal, institutional, public, digital communication). Then create an infographic that presents your communication profile.

Your infographic should include:

- communication types that dominate your daily life
- typical examples of each type (where and how they appear)
- key typological features (medium, level of formality, degree of interactivity)
- observable patterns in your communication behavior

While creating the infographic, consider:

- Why do these communication types dominate your daily interactions?
- What do these patterns reveal about your communication habits?

You may use digital or AI-supported tools (NotebookLM, Canva) for visualization.

Task 2. Comparative Analysis of Communication Types

Select two communication types from your infographic (Task 1). Analyze and compare them, using typological criteria introduced in the unit. Complete the table:

Typological Criteria	Type 1	Type 2

Then answer briefly:

1. What are the key similarities and differences between the two types?
2. Which communication type is more structured, and why?
3. Which concepts from the unit helped you complete this analysis?

Task 3. Communication Typology in a Selected Domain

Choose one communication domain (education, business, healthcare, media, politics, etc.). Within your chosen domain:

- identify three communication types (lecture, email, announcement, advertisement)
- classify each using typological criteria from the unit
- explain how communication differs within the same domain

Use the following questions to support your analysis:

- Which communication types are most common in this domain?
- How do they differ in structure and purpose?
- Do any of them combine features of different types (hybrids)?
- What makes communication in this domain unique?

Write a short analytical report (120–150 words) based on your findings.

Further Reading

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UNIT 4

Communication as Speech Activity

Unit Overview

This unit examines communication specifically as speech activity, focusing on how language is realized through purposeful, goal-directed verbal action. It explores the relationship between language, speech, and cognition, presenting speech activity as a dynamic process that integrates thinking, communication, and social interaction. The unit analyzes the main types of language activity (speaking, listening, reading, and writing), the distinction between inner and external speech, and the cognitive mechanisms underlying the production and perception of utterances. Special attention is given to intention, context, and feedback as key factors shaping speech activity and determining communicative outcomes.

Learning Outcomes

By the end of this unit, you will be able to:

- Differentiate between language, speech, and speech activity and explain their interrelationship
- Identify and characterize the main types of speech activity, including inner and external speech
- Explain the stages and processes of speech production and speech perception
- Analyze cognitive, psychological, and contextual factors in communication
- Evaluate communication in terms of intention, context, and feedback

Theoretical Frameworks

4.1. Nature of Language, Speech, and Speech Activity

Language is the primary means of human communication; however, it

fulfills this function only when realized through speech. In contemporary linguistics, language and speech are understood as a dialectical unity, interrelated yet relatively autonomous phenomena with distinct properties.

Language is commonly defined as a socially established system of signs that connects conceptual meaning with conventional sound forms, alongside the rules governing their use and combination. This system is hierarchically organized and includes several levels: phonemic, morphological, lexical, and syntactic. Among these, the syntactic level occupies a central position, as it directly serves communicative purposes and integrates units from all other levels.

In contrast, *speech* represents the concrete realization of language in time, manifested in oral (including inner articulation) or written forms. It can be viewed both as a process (speech activity) and as a product (utterance or text). As a psychophysiological phenomenon, speech is perceptible and characterized by features such as tempo, timbre, duration, loudness, articulation, and sequencing.

A defining feature of speech is its individuality. It reflects the speaker's unique selection and organization of linguistic units, frequency patterns, and even deviations from normative usage. At the same time, speech is inherently subjective, as it expresses the speaker's experience, intentions, and communicative competence.

Moreover, speech is purposeful and context-dependent. It is shaped by specific communicative situations, allows for variability and spontaneity, and remains open to evaluation from semantic, ethical, and aesthetic perspectives. Through speech, the speaker's psychological state, communicative intentions, and attitude toward the interlocutor become evident. The fundamental unit of speech is the *utterance*, a contextually bound realization of a sentence.

The distinction between language and speech has been a central issue in linguistic theory since Ferdinand de Saussure, who defined language as a collective, socially shared system and speech as its individual realization in actual use. This foundational distinction has been further developed in later approaches that refine the relationship between the system of language, speech activity (encompassing both

production and comprehension), and language material understood as the set of produced and interpreted utterances. Within this broader framework, *speech activity* is viewed as a socially grounded, goal-oriented process shaped by communicative motives and intentions.

In modern psycholinguistics, speech activity is thus understood as a purposeful, motivated process that integrates communication and cognition.

4.2. Types and Forms of Speech Activity

The central function of speech activity is the formation and expression of thought. Given the close interrelation between language and thinking, scholars distinguish between two main types of speech: inner and external.

Inner speech refers to the mental formulation of thought without its overt expression. It encompasses several forms. First, inner articulation (speech for oneself) preserves the structural features of external speech but lacks acoustic or graphic realization. Second, inner speech properly functions as a cognitive tool, relying on condensed and specialized mental codes. Third, inner programming involves the planning and structuring of future utterances, including the formulation of intentions and the organization of content. In this way, inner speech serves as a transitional stage between thought and its verbal expression.

External speech, by contrast, involves the materialization of thought through verbalization and operates via processes of encoding and decoding. It comprises four interrelated types of language activity: speaking and listening (oral communication), and writing and reading (written communication). Speaking and writing are productive processes that encode information into acoustic or graphic forms, whereas listening and reading are receptive processes that decode and interpret these signals.

The effectiveness of communication depends on the balanced development of these productive and receptive skills. Competence in speaking and writing ensures clear transmission of meaning, while proficiency in listening and reading enables accurate comprehension.

4.3 Mechanisms and Processes of Speech Activity

Speech activity is underpinned by a complex system of mechanisms that include neurophysiological, psychological, and cognitive components. These mechanisms support the interaction between perception, memory, thinking, and language, enabling the transformation of sensory input into meaningful verbal output and vice versa.

A central process within speech activity is *speech production*, the generation of an utterance. This process is inherently complex, shaped by intention, interaction, and situational context. According to Lev Vygotsky, speech production can be understood as a gradual transformation of thought into words, unfolding through a sequence of stages that connect internal cognition with external expression.

More specifically, speech production follows a phased structure:

- Motive arises from a communicative situation and creates the need to speak.
- Intention develops from the motive and reflects the speaker's communicative purpose.
- Inner programming consists in organizing content, selecting relevant information and arguments, and constructing a mental plan of the utterance.
- Semantic and grammatical structuring entails selecting and arranging appropriate linguistic forms.
- External realization – the final stage in which the utterance is articulated or written.

Importantly, speech production is not linear but hierarchical and dynamic. It involves orientation, planning, execution, and control, with continuous adjustments based on communicative goals and contextual constraints. Its heuristic nature allows speakers to flexibly choose strategies and tactics to achieve their objectives.

However, communication is not complete without perception by the recipient. *Speech perception* is a complex cognitive process that involves recognizing linguistic signals, matching them with stored knowledge, and constructing meaning. Whether in oral or written

form, perception requires the decoding of external signals into internal representations.

This process unfolds through several overlapping stages:

- decoding linguistic forms
- interpreting grammatical structures
- grasping overall meaning
- identifying communicative intentions
- evaluating the message

Perception is an active and goal-directed process shaped by prior experience, memory organization, and expectations.

Understanding, as a component of perception, goes beyond simple decoding. It is a creative cognitive operation that integrates explicit content with implicit meanings, drawing on the recipient's knowledge, cultural background, and communicative competence. Consequently, full understanding is not always achieved, and interpretation may vary depending on context.

Context plays a decisive role in this process. It includes both explicit elements (verbal and nonverbal features directly observable in communication) and implicit factors (intentions, background knowledge, and personal characteristics of the participants). These dimensions jointly influence how a message is interpreted.

The final stage of the communicative process is feedback, which allows the speaker to assess the effectiveness of the utterance. Feedback may take various forms: verbal responses, nonverbal actions, or internal cognitive reactions. Even the absence of feedback can carry communicative significance.

Speech activity is a complex, multi-layered phenomenon integrating linguistic, cognitive, and social dimensions. Its core processes – speech production and speech perception – form the foundation of human communication. Production results in a text, while perception leads to its interpretation, thereby completing the communicative cycle.

Key Concepts and Terms

Concepts of language and speech: language, speech, speech activity, language activity, code, language unit, language levels, speech mechanisms

Processes and context of speech activity: speaking, listening, reading, writing, speech production, speech perception, speech comprehension, inner speech, inner programming, encoding, decoding, motivation, intention, utterance, speech situation, explicit context, implicit context, feedback

Study Guidelines and Key Focus Areas

1. Carefully read the theoretical material, paying attention to the fact that human communication is primarily realized through linguistic means actualized in speech activity. Characterize linguistic communication as an active, goal-oriented human activity with a specific structure and regulated by a system of motives. Focus on the types and forms of speech activity from the perspective of message encoding and decoding.
2. Memorize the definitions of key concepts and terms introduced in the unit.
3. To gain a deeper understanding of the main processes of speech activity and the place of linguistic communication within the system of human activities, consult the recommended literature. Compare and contrast the information obtained from different sources.
4. To consolidate your theoretical knowledge, complete the practice and critical reflection tasks. Justify your answers with reference to relevant scholars, their theories, and key concepts discussed in the unit.
5. To check your understanding, complete the comprehension tasks and tests that follow the theoretical material in the unit.
6. For further independent study, refer to various resources, including electronic sources. Carefully select material, taking into account its relevance, reliability, and academic credibility. Use only authentic excerpts of communication to

illustrate theoretical concepts discussed in the unit.

Check Your Understanding

Based on the unit content, answer the following questions:

1. Why are language, speech, and speech activity considered interrelated aspects of a single phenomenon? How are these concepts distinguished yet connected?
2. Why is human communication primarily understood as speech activity in contemporary linguistics and psycholinguistics? How is speech activity defined by researchers?
3. Characterize inner speech. What are its main forms, and which of them is most directly connected to communicative preparation?
4. How does external speech differ from inner speech? What are the main types of external speech activity?
5. Explain Lev Vygotsky's theory of speech production. How does it describe the transformation of thought into speech?
6. In what way is speech production an activity-based, goal-oriented, and adaptive process?
7. Describe the stages of speech production. Which stage can be considered the most critical, and why?
8. Why are speech production and speech perception considered mutually dependent processes? What communicative outcome do they produce together?
9. How are speech perception and speech comprehension related? Why is comprehension considered a constructive cognitive process?
10. What is the role of feedback in speech activity? What forms can it take, and how does it influence communication effectiveness?

Practice Tasks

Task 1. Language vs Speech

Classify the features (A–J) as belonging to language or speech. Complete the table.

Language	Speech

- A. Socially shared system of signs
- B. Individual realization of language
- C. Stable and normative structure
- D. Context-dependent use
- E. Hierarchically organized system
- F. Linear and time-bound process
- G. Abstract system
- H. Concrete communicative act
- I. Exists as potential knowledge
- J. Subject to variation in use

Task 2. Encoding and Decoding

Indicate whether each language activity involves encoding, decoding, or both. Complete the table.

Language Activities	Encoding	Decoding	Acoustic Code	Graphic Code
Speaking				
Listening				
Reading				
Writing				

Task 3. Phases of Speech Activity

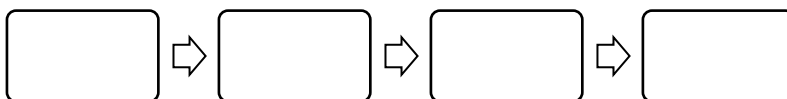
Match the phases of speech activity with the corresponding operations (A–E) and complete the table.

Orientation	Planning	Plan realization	Control

- A. Awareness of needs, wants, and interests
- B. Evaluation of received information
- C. Producing an acoustic/graphic utterance
- D. Response to the utterance (including nonverbal reaction)
- E. Semantic and grammatical structuring of the utterance

Task 4. Speech Production Stages

Using the unit materials, identify the main stages of speech production and complete the diagram:



Then match each stage with its function (A–D):

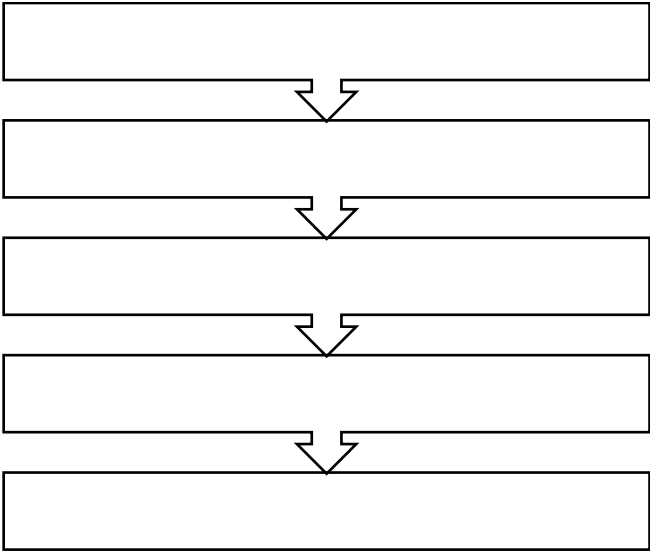
- A. Formation of communicative goal
- B. Selection and organization of content
- C. External verbal expression
- D. Emergence of communicative need

Task 5. Speech Perception

Which of the following operations relate to the stages of speech perception? Select the correct items (A–I) and justify your choice.

- A. Transforming the motive into intention
- B. Transition from the acoustic/graphic code to the code of inner speech
- C. Decoding syntactic structures and grammatical forms
- D. Understanding the choice of language forms and means
- E. Understanding the general plan of the utterance
- F. Understanding the author's intentions and motives
- G. Evaluation of the received information
- H. Inner programming of the utterance
- I. Transition from inner speech to external speech

Then arrange the stages of speech perception in the correct order and complete the diagram:



Critical Reflection

Read the following quotations and critically evaluate their ideas about communication. Do you agree or disagree with each statement? Justify your answers using examples and/or theoretical concepts in linguistic communication.

1. “Language is the dress of thought.”
– Samuel Johnson (1709 –1784), English writer
2. “Man does not speak because he thinks; he thinks because he speaks.”
– Octavio Paz (1914–1998), Mexican poet and essayist
3. “But if thought corrupts language, language can also corrupt thought.”
– George Orwell (1903–1950), English novelist and essayist
4. “Language is a process of free creation; its laws and principles

are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involves a process of free creation.”

– Noam Chomsky (b. 1928), American linguist and cognitive scientist

5. “Listen with the intent to understand, not the intent to reply.”
– Stephen Covey (1932–2012), American educator and author
6. “Reading or written language is a cultural invention that necessitated totally new connections among structures in the human brain underlying language, perception, cognition, and, over time, our emotions.”
– Maryanne Wolf (b. 1947), cognitive neuroscientist

Test Your Knowledge

Task 1. Multiple-choice

Choose the correct answer.

1. Language is defined as a system of objectively existing, socially established signs and ...
 - a) rules of their use and combinability
 - b) the process of speaking realized in oral or written form
 - c) active speech activity of a person
 - d) the result of communicative activity
2. A hierarchical system with a structured organization of its elements is characteristic of ...
 - a) human speech
 - b) concrete speaking
 - c) oral speech
 - d) the language system
3. Speech activity is understood as the unity of communication and generalization, an active and goal-directed human activity regulated by a system of ...
 - a) motives

- b) language units
 - c) frames
 - d) mechanisms
4. The unit of the speech process is ...
- a) Phoneme
 - b) Lexeme
 - c) Morpheme
 - d) utterance
5. An utterance is a concrete realization in a speech situation of ... as an invariant.
- a) morpheme
 - b) lexeme
 - c) phoneme
 - d) sentence
6. Types of ... are usually referred to as types of language activity.
- a) inner speech
 - b) speech programming
 - c) external speech
 - d) speech perception
7. Types of language activity include ...
- a) inner articulation and speech programming
 - b) speaking, writing, listening, and reading
 - c) inner and external speech
 - d) processes of information encoding
8. Writing aims at ...
- a) sending acoustic speech signals carrying information
 - b) perceiving acoustic speech signals and understanding them
 - c) encoding speech signals using graphic symbols
 - d) decoding graphic symbols and understanding their meanings
9. Mechanisms of information encoding operate during ...
- a) speaking and writing

- b) speaking and listening
 - c) listening and reading
 - d) writing and reading
10. During speaking and listening, a person operates with ... signals.
- a) cognitive-motor
 - b) graphic
 - c) acoustic
 - d) conceptual
11. The phase structure of speech production includes the following stages: motive, intention, inner programming, and realization.
- a) production
 - b) perception
 - c) comprehension
 - d) planning
12. The entire process of transition from a life situation to a goal of action is called ...
- a) speech situation
 - b) motivation
 - c) materialization
 - d) verbalization
13. A motive is realized in ... – the communicative intention of the sender.
- a) intention
 - b) situation
 - c) Action
 - d) operation
14. The structural-functional organization of consciousness that enables transitions between sensory, perceptual, and speech-thinking levels and mediates speech production, perception, and comprehension is referred to as speech ...
- a) generation
 - b) mechanisms
 - c) processes

- d) phases
15. The result of speech production by the sender is ...
 - a) a text (oral, written, printed)
 - b) interpretation of the text by the recipient
 - c) general context
 - d) perception of the speech product
 16. Speech comprehension has two levels: ..., which cannot exist independently of each other.
 - a) linguistic and speech
 - b) implicit and explicit
 - c) linguistic and semantic
 - d) auditory and visual
 17. A component of perception is ... – a cognitive operation of interpreting and processing informational content or text.
 - a) sender's intention
 - b) inner programming
 - c) speech comprehension
 - d) feedback
 18. The hidden, or ..., context includes what cannot be directly observed (e.g., motives, goals, intentions, attitudes, and personal characteristics of communicators).
 - a) implicit
 - b) explicit
 - c) situational
 - d) semantic
 19. The most important element of the ... of a speech act that allows its effectiveness to be evaluated is feedback.
 - a) orientation
 - b) planning
 - c) control
 - d) motivation
 20. A type of feedback may be a ... action (inner experiences, reflections, or thoughts caused by the sender's utterance).
 - a) speech

- b) non-speech
- c) mental
- d) verbal

Task 2. Matching

Match the terms in the box with the definitions below.

encoding · implicit context · language · speech · motivation
sentence · speech activity · speech production · utterance · writing

1. A socially shared system of signs and rules used for communication.
2. The concrete realization of language in oral or written form.
3. A goal-directed process of using language in communication, including production and perception of speech.
4. A concrete, context-bound realization of a sentence in actual communication.
5. A grammatical unit expressing a complete thought and serving as an abstract model for utterances.
6. A form of speech activity that encodes language in graphic symbols.
7. The process of transforming meaning into linguistic form (speech or written symbols).
8. The process of generating an utterance through stages of planning, structuring, and verbal realization.
9. The set of internal and external factors that initiate and direct communicative activity.
10. Non-observable factors influencing communication, such as intentions, motives, and background knowledge.

Independent Study

Task 1. Reflective Analysis

Reflect on the statement:

“Speech activity is a dynamic system integrating cognition, language, and social interaction.”

Write a short paragraph (120–150 words) addressing the following questions:

- Do you agree or disagree? Why?
- Which concepts from the unit support your opinion? Provide at least two theoretical arguments.
- How does speech activity combine thinking, language, and communication in real life?
- Give one concrete example from everyday communication.

Task 2. How Communication Works: Speech Activity Analysis

Watch the following TED Talk:

<https://www.youtube.com/watch?v=ZmNpeXTj2c4>

Analyze it as a real communicative situation (speech activity). Write 1–3 sentences for each category and complete the table:

Motivation What triggered the communication?	
Intention: What was the speaker’s goal?	
Explicit Context What is visible in the situation? <i>(place, participants, setting)</i>	
Implicit Context What background factors influence meaning? <i>(social media culture, audience expectations, attention span)</i>	
Feedback How did the audience respond? <i>(live reactions and/or online reactions)</i>	
Outcome of Communication Was communication successful? Why/why not?	

Task 3. Speech Performance Analysis

Examine the TikTok video at the following link:

<https://www.tiktok.com/@dobbyson2/video/7571767090281975061>

Analyze and evaluate the speakers’ speech performance. Write 1–3 sentences for each question and complete the table:

Type of Language Activity What type of language activity is shown? <i>(speaking, listening)</i>	
Speech Production Are there any speech production difficulties? <i>(hesitation, organization, fluency)</i>	
Speech Perception Are there any speech perception challenges? <i>(misunderstanding, response delay)</i>	
Causes What cognitive or linguistic factors may explain these issues? <i>(stress, speed, vocabulary)</i>	
Context Influence How does the situation affect communication?	
Examples Justify with examples from the video	

Further Reading

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UNIT 5

Organization of The Linguistic Code in Communication

Unit Overview

This unit examines language as a structured system of communication through the interrelated concepts of speech acts, discourse, and speech genres. It demonstrates how utterances function as intentional actions shaped by context, social roles, and communicative purposes, based on foundational theories by Austin and Searle. The unit further explores how speech acts are structured and classified, how they operate within discourse organization, and how recurrent communicative patterns stabilize into recognizable speech genres across different social domains.

Learning Outcomes

By the end of this unit, you will be able to:

- Define speech acts and explain their core components (locution, illocution, perlocution)
- Identify and explain key parameters distinguishing illocutionary acts
- Classify speech acts using major theoretical typologies
- Describe the hierarchical organization of discourse and its functional units
- Analyze the relationship between speech acts, discourse, and speech genres in communication

Theoretical Frameworks

5.1. Nature and Structure of Speech Acts

Contemporary linguistic theory explains communication through the concept of the speech act, since language is a form of purposeful human activity, and any activity can be analyzed in terms of basic units of action. Within this framework, speakers (addressers) and listeners

(addressees) are realized not as abstract entities but through concrete communicative actions governed by socially shared rules of interaction.

The foundations of speech act theory were established by John Austin in *How to Do Things with Words* (1962), where he argued that language functions as a form of action. He demonstrated that utterances do not merely describe states of affairs but can also perform actions. Such utterances, known as *performatives*, include examples like “I name this ship Queen Victoria,” “I declare you husband and wife,” and “I bequeath this watch to my brother.”

From this perspective, speaking is not only a representation of reality but also an action performed upon it. Each utterance is guided by *intentionality* (from Latin *intentio* – “aim, purpose”), which determines communicative strategy and linguistic realization.

Austin distinguished three interrelated dimensions of a speech act:

- *Locutionary act* – the production of a grammatically and semantically well-formed utterance
- *Illocutionary act* – the communicative force or intention (e.g., requesting, promising, asserting)
- *Perlocutionary act* – the effect produced on the addressee (e.g., persuading, convincing, frightening)

Building on Austin’s framework, John Searle refined the analysis by focusing on the internal structure of illocutionary acts. He distinguished:

- the act of utterance production
- the propositional act (reference and predication)
- the illocutionary act (communicative function)

For example, by uttering “Is John leaving the room?”, the speaker associates the name “John” with a specific individual (the act of reference) and attributes the action of “leaving the room” to him (the act of predication); the illocutionary act performed is a question.

The essence of the illocutionary act is manifested in the speech act as its illocutionary function. The functions of speech acts are referred to as *illocutionary forces*, and the corresponding verbs that describe

speech acts are called *illocutionary verbs*, such as “to ask,” “to request,” “to forbid,” “to approve,” and “to apologize”. Illocutionary force is a complex phenomenon that includes illocutionary point, degree of intensity, propositional content, and other factors governing the use of particular speech acts. Its components are systematized in descriptive frameworks for the meanings of illocutionary verbs.

Because of its central role, the terms *speech act* and *illocutionary act* are often used interchangeably.

5.2. Key Parameters of Speech Acts

In studying speech acts, Searle considers the illocutionary act the basic unit of linguistic communication. He identifies at least twelve linguistically significant parameters according to which illocutionary (speech) acts can be distinguished:

1. *Communicative purposes*: The purpose of a speech act corresponds to its essential function. For example, orders aim to induce action, while descriptions present states of affairs. Searle calls this purpose the *illocutionary point*, which is only one component of illocutionary force.
2. *Direction of fit*: Some acts aim to change the world according to words (e.g., promises, requests), while others represent the world (e.g., assertions, descriptions).
3. *Psychological states*: Speech acts express mental states such as belief, desire, intention, or regret. For example, requests express desire, assertions indicate belief, promises reflect intention, and apologies convey regret.
4. *Illocutionary strength (force)*: Acts differ in degree of commitment. Assertions express stronger epistemic certainty than hypotheses, although both share the same general goal.
5. *Social roles or positions*: The same utterance may function differently depending on authority relations. A directive issued by a superior functions as an order, whereas the same form produced by a subordinate may function as a request, suggestion, or warning.
6. *Interest orientation*: Offers typically benefit the addressee, while requests serve the speaker’s interest.

7. *Relations to the rest of the discourse*: Illocutionary acts are embedded in interaction. A question may initiate communication or respond to a prior utterance, whereas negation presupposes a preceding statement.
8. *Propositional content*: Some acts concern the future (promises, predictions), others the past (reports), or any time reference (assertions).
9. *Verbal vs. nonverbal realization*: A distinction is made between acts realized only verbally and those that can be performed both verbally and nonverbally. For example, evaluation may be explicitly expressed (“I evaluate...”), but can also be performed without linguistic expression.
10. *Extralinguistic conditions*: Institutional authority is required for acts such as declaring someone guilty or dismissing an employee, whereas simple statements or promises require only linguistic competence.
11. *Performativity of verbs*: Many verbs (e.g., *promise*, *order*, *declare*) can function performatively, whereas others (e.g., *boast*, *threaten*) do not naturally allow performative use.
12. *Style of performance*: Illocutionary acts differ in their mode of realization, for example, between a public announcement and a confidential message, independently of their content or illocutionary point.

These parameters provide a systematic framework for analyzing how communicative meaning is constructed and interpreted across interactional contexts.

5.3. Typology of Speech Acts

The classification of speech acts remains a central issue in pragmatics. Since speech acts can be analyzed from multiple perspectives, existing typologies are based on a range of criteria, including illocutionary force, structural complexity, form of realization, and discourse function. Together, these dimensions reflect the multifunctional nature of communicative action.

1. *Illocutionary force*

Following Searle, the most influential typology distinguishes five core

types:

- Representatives (assertives) describe states of affairs, e.g., “It is raining” or “The experiment confirms the hypothesis.”
- Directives aim to influence the addressee’s behavior, such as requests, orders, and advice, e.g., “Close the window” or “You should revise this section.”
- Commissives commit the speaker to a future action, including promises and threats, e.g., “I will submit the report tomorrow” or “I will not tolerate this again.”
- Expressives convey psychological states, such as thanks, apologies, and greetings, e.g., “Thank you for your help” or “I apologize for the delay.”
- Declaratives bring about institutional change, e.g., “I hereby pronounce you guilty” or “You are promoted.”

Building on this framework, some researchers additionally distinguish:

- Quesitives, understood as information-seeking acts, e.g., “Where is the meeting held?”
- Metacommunicatives, which regulate the communicative process itself, e.g., “Hello,” “Let’s move to the next point,” and “That’s all for today.”

2. Number of illocutionary forces

Beyond classification by force type, speech acts can also be differentiated according to the number of illocutionary intentions they contain:

- Simple speech acts involve a single communicative intention, e.g., “Open the door.”
- Hybrid speech acts combine multiple illocutionary forces, e.g., “Why don’t you join us?”, which functions simultaneously as a question and an invitation.

3. Mode of expression

A further distinction function concerns the relation between linguistic form and communicative function:

- Direct speech acts occur when form and function correspond directly, e.g., “Close the door,” functioning as an order.
- Indirect speech acts arise when the intended meaning is inferred from context, e.g., “It’s cold here,” interpreted as a request to close a window.

4. *Structural complexity*

Speech acts also differ in their internal organization:

- A simple speech act is realized through a single simple sentence. Structurally simple examples include the directive “Help!” and the commissive “I will call you later.”
- Complex speech acts are formed from simple speech acts through coordination, subordination, or facilitation, e.g., “I think you should reconsider this because the data contradict it.”

5. *Universality*

Speech acts can be classified according to their degree of universality.

- Primary (universal) speech acts are characteristic of various spheres of communication, e.g., requests, questions, statements.
- Secondary (institutional) speech acts are performed within a particular social institution. Such speech acts are more restricted in scope, as they are confined to specific domains of communication, e.g., preaching, voting, and delivering a verdict.

6. *Discourse position*

From a discourse perspective, speech acts function differently depending on their sequential role:

- Initial speech acts open interaction, e.g., greetings or initiating questions.
- Reactive speech acts respond to prior utterances, e.g., answers, confirmations, or refusals.

7. *Interactional orientation*

Finally, speech acts can be distinguished according to their

communicative orientation:

- One-way speech acts do not require an immediate response, e.g., announcements or statements.
- Cooperative speech acts anticipate or invite a response, e.g., questions, offers, or requests. They may be two-way when interaction occurs between two communicators, or multi-party when three or more participants take part.

All these classifications are based on different aspects of speech acts, which may serve as parameters for a comprehensive description of a given speech act.

5.4. Discourse: Concept and Structure

Discourse studies have developed within multiple theoretical traditions rather than a single origin, drawing on linguistics, philosophy, and social theory. Zellig Harris established early linguistic foundations by extending analysis beyond the sentence to continuous stretches of language, laying the basis for studies of cohesion and suprasentential structure. Michel Foucault reconceptualized discourse as a socio-philosophical system of knowledge production: historically formed networks of statements that determine what can be said, known, and accepted as truth within relations of power. Norman Fairclough extended this critical orientation in Critical Discourse Analysis, focusing on how discourse reproduces social inequality through the interplay of text, social practice, institutions, ideology, and power. In contrast, Mikhail Bakhtin emphasized the dialogic, interactive nature of discourse as socially constituted and responsive. Structuralist linguistics, represented by Ferdinand de Saussure, conceptualized language as a system of relational signs, influencing subsequent discourse and semiotic approaches. Collectively, these perspectives frame discourse theory as a convergence of structural, dialogic, socio-philosophical, and critical frameworks.

In contemporary linguistics, discourse is understood as a multidimensional phenomenon integrating linguistic, cognitive, social, and situational dimensions. It is defined as a coherent text in context, a complete communicative event, a communicative style, or

a form of social interaction.

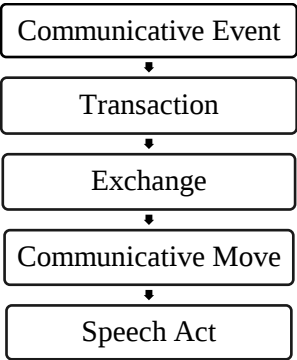
From a functional perspective, Floriy Batsevych defines *discourse* as an interactive communicative phenomenon that integrates linguistic and extralinguistic factors, operates through communicative strategies, and is realized in structured speech genres. Discourse is therefore dynamic, emerging through interaction between participants, context, and communicative purpose.

Structurally, discourse is organized as a hierarchy of communicative units. The *speech act* is the minimal unit of analysis, whose communicative value emerges only in interaction. Sequences of verbal and nonverbal acts form *communicative moves*, which represent functional actions within a speaker’s turn and contribute to discourse progression.

Communicative moves combine into *speech exchanges*, the minimal autonomous unit of interaction. Exchanges may be simple, based on stimulus–response patterns (e.g., question–answer or request–promise), or complex, involving multi-move sequences (e.g., question–clarification–answer–confirmation).

Exchanges further combine into *speech transactions*, which are thematically unified sequences oriented toward communicative goals. The highest level of organization is the *communicative event*, representing a complete instance of interaction such as a lesson, court hearing, meeting, consultation, or broadcast.

The hierarchy of discourse can be represented as follows:



From this perspective, discourse is a structured yet flexible system in which meaning emerges through sequential interaction and contextual embedding rather than being fixed in isolated units.

5.5. Speech Genres and Discourse Types

Building on the notion of discourse structure, communicative activity further stabilizes into recurrent, socially recognizable forms known as speech genres. Introduced by Bakhtin, the concept explains how repeated communicative situations generate conventionalized patterns of language use.

Speech genres are characterized by relatively stable thematic content, compositional structure, stylistic features, and communicative intent. In this sense, they function as an intermediate level between individual speech acts and broader discourse formations.

According to Batsevyich, a *speech genre* is a stable thematic, compositional, and stylistic form of communication that organizes speech acts according to communicative purpose, situational context, and participant roles. Genres, therefore, serve as a bridge linking micro-level speech acts with macro-level discourse organization.

In addition, genres operate within broader discourse systems shaped by institutional frameworks and social power relations.

Different spheres of social activity generate distinct genre systems, for example:

- Educational discourse: lecture, seminar, lesson
- Scientific discourse: article, report, review
- Political discourse: speech, debate, PR statement
- Religious discourse: sermon, prayer
- Medical discourse: diagnosis, case report, prescription
- Everyday discourse: request, apology, complaint
- Humorous discourse: joke, irony, satire
- Ritual discourse: ceremony, formal meeting

Across these domains, genres function as culturally stabilized templates that guide both the production and interpretation of discourse.

Thus, discourse theory and genre theory show that language is not a set of isolated units but a layered system in which meaning emerges through structured interaction, social convention, and communicative purpose.

Key Concepts and Terms

Speech act theory: speech act, locutionary act, illocutionary act, perlocutionary act, perlocutionary effect, illocutionary force, performative, constative

Types of speech acts: representatives (assertives), directive, commissive, expressive, declarative, quesitive, metacommunicative, direct speech act, indirect speech act, simple speech act, complex speech act, hybrid speech act, primary (universal) speech act, secondary (institutional) speech act, initial speech act, reactive speech act, one-way speech act, cooperative speech act

Discourse and interaction: discourse, discourse type, communicative (speech) event, communicative move, exchange, transaction, speech genre

Study Guidelines and Key Focus Areas

1. Read the theoretical material of the unit carefully, focusing on the components of the communicative act related to the linguistic code. Explain the nature of speech acts, speech genres, and discourse as key categories of communication. Pay attention to the complex structure of discourse and to different approaches to classifying speech acts, genres, and discourse types.
2. Memorize the definitions of key concepts and terms introduced in the unit.
3. To gain a deeper understanding of the organization of the linguistic code in communication and different approaches to discourse studies, consult the recommended literature in the unit. Compare information obtained from different sources.

4. To consolidate your theoretical knowledge, complete the practice and critical reflection tasks. Justify your answers with reference to scholars, their theories, and key concepts discussed in the unit.
5. To check your understanding, complete the comprehension tasks and tests that follow the theoretical material in the unit.
6. For further independent study, refer to various resources, including electronic sources. Carefully select material, taking into account its relevance, reliability, and academic credibility. Use only authentic excerpts of communication to illustrate theoretical concepts discussed in the unit.

Check Your Understanding

Based on the unit content, answer the following questions:

1. How is speech act theory defined? What is John Austin's contribution to this approach?
2. How can the structure of a speech act be described in terms of locutionary, illocutionary, and perlocutionary dimensions?
3. Which parameters are used by John Searle to classify speech acts?
4. How does Searle conceptualize the main types of illocutionary acts?
5. How can speech acts be differentiated according to functional, structural, and interactional criteria?
6. Why is it necessary to analyze speech acts within discourse? Refer to the ideas of Zellig Harris and Michel Foucault.
7. How is discourse defined in contemporary linguistics, and why does it admit multiple interpretations?
8. What is the minimal unit of discourse, and how does it function within discourse organization?
9. What are the defining features of speech genres in the work of Mikhail Bakhtin and Floriy Batsevych?
10. How do speech acts, speech genres, and discourse interact within a hierarchical model of communication?

Practice Tasks

Task 1. Identifying Components of Speech Acts

Read excerpts of verbal communication (1–5). For each addresser's utterance, you should:

- determine its illocutionary force
- describe the means of realization (verbal and/or nonverbal)
- identify the perlocutionary effect (result or effect on the addressee)

Complete the following table:

Type of Illocutionary Act	Illocutionary Force	Means of Realization	Perlocutionary Effect

Excerpt 1

Ominsky said curtly to the manager, "Wait outside."

"Yes, sir." Nathanson left quickly.

(A. Hailey. The Moneychangers)

Excerpt 2

"May I help you?" he asked quite pleasantly.

"Yes. I need to see a lawyer."

(J. Grisham. The Client)

Excerpt 3

SENIOR PARTNER: Do they give us another order?

JUNIOR PARTNER: Yes! The longest they have ever made.

(O. Henry. The Cynic)

Excerpt 4

CARL: I just spent \$1500 on dinner.

PETER: What? Why?

(N. Stoller. Yes Man)

Excerpt 5

TARA MEYER: Such cute stuff 

MACY’S: Thank you, Tara!  – John at Macy’s

<https://www.facebook.com/Macys>

Task 2. Transforming Speech Acts

Read excerpts (1–5) from Task 1. For each example, transform the addresser’s utterance so that the illocutionary force (strength) changes, while the communicative context remains appropriate.

You may change:

- sentence type (declarative/interrogative/imperative)
- directness (direct/indirect)
- means of realization (verbal/nonverbal/mixed)

Complete the following table:

Original Utterance	New Illocutionary Force	Transformed Utterance
1. “Wait outside.”		
2. “May I help you?”		
3. “Do they give us another order?”		
4. “I just spent \$1500 on dinner.”		
5. “Such cute stuff  ”		

Task 3. Integrated Illocutionary Analysis

Analyze the illocutionary properties of utterances (1–5), using Searle’s framework of speech acts. For each parameter, select and justify the most appropriate option from the given categories:

- Illocutionary point (directive, assertive, commissive, expressive, declarative)
- Direction of fit (words → world, world → words)
- Psychological state (belief, desire, intention, regret)

- Illocutionary strength (strong, moderate, weak)
- Social roles (equal, hierarchical, institutional)
- Interest orientation (addresser, addressee, mutual, neutral)
- Discourse relation (initiating, responding, continuing)
- Propositional content (past, present, future, general)
- Means of realization (verbal, nonverbal, mixed)
- Extralinguistic conditions (institutional, situational)
- Performativity (performative, non-performative)

Utterances for Analysis

1. “I’m promoting you to bank manager.”
2. “Wanna rock out tonight?”
3. “Excuse me. Would you mind bringing this to my son?”
4. “Carl, it’s Peter. I just wanted to apologize...”
5. “Will you do it for me, Carl? Just for a day?”

(N. Stoller. Yes Man)

Task 4. Discourse Structure Analysis

Analyze excerpts (1–4), identify the type of discourse, and describe its structure. Break each mini-dialogue into:

- transactions
- exchanges
- communicative moves
- speech acts

Excerpt 1

CARL: We don’t have to stay long.

RENEE: It’s a party. Let’s socialize.

(N. Stoller. Yes Man)

Excerpt 2

“I’ll call Quartermain at once,” Heyward said. “May I take that report?”

Patterton glanced at Alex.

“I’ve no objection,” Alex said, “but I’d suggest we don’t make copies. And the fewer people who know of this, the better.”

Heyward nodded agreement. He seemed restless, anxious to get away.

(A. Hailey. *The Moneychangers*)

Excerpt 3

MAKAYLA WAGGONER: Can you please bring the derpy pillow and kpop blanket to Xenia Ohio? 🙄❤️

WALMART: Glad you asked! The blanket is available for shipping from the link below. We also recommend reaching out to your local store manager at 937-376-9878 to request the items you'd like to see in stock. <https://walmart.us/487wxgw>

MAKAYLA WAGGONER: Walmart thank you! ❤️

<https://www.facebook.com/walmart>

Excerpt 4

He hung up and looked at Reggie. “Mom’s upset. Ricky’s coming out of the coma and she can’t find Dr. Greenway.”

“I’ll walk with you to the hospital.”

“That would be nice.”

“Where does the FBI want to meet?”

“I think at the hospital.”

She checked her watch and threw two fresh legal pads into her briefcase. She was suddenly nervous. Mark waited by the door.

(J. Grisham. *The Client*)

Task 5. Speech Genre and Discourse Recognition

Analyze excerpts of human communication (1–3). For each example, identify the speech genre and determine the type of discourse. Justify your answer with reference to communicative intention, participant roles, discourse structure, and relevant linguistic and pragmatic features.

Excerpt 1

[Commlist] Call for Papers: International Journal of Media & Cultural Politics
carpentier nico <nico.carpentier@commlist.org> Fri, May 1, 9:17 PM
to commlist ▼

Call for Papers: International Journal of Media & Cultural Politics

View the full call here>>

<https://www.intellectbooks.com/international-journal-of-media-cultural-politics#call-for-papers>
<<https://www.intellectbooks.com/international-journal-of-media-cultural-politics#call-for-papers>>

Excerpt 2

Amendment XXVI (1971)

Section 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

(Constitution of the United States)

Excerpt 3

 **Important**
Do not give paracetamol to babies if they are:

- younger than 2 months old (unless it is prescribed by a doctor)
- very small and weigh less than 4kg

(Health Service Executive)

Excerpt 4

LUELLA PETITJEAN: DON'T BUY VISA GIFT CARDS FROM WALMART. I bought a \$100 gift card and when I went to use it, there

was only \$8.31 on it. I spent a ridiculous amount of time on the phone with Visa and they declined replacing my hard-earned money. There is no appeal or mediation. DO NOT BUY VISA GIFT CARDS FROM WALMART.

WALMART: Would you mind sending a PM about that gift card, so we can look into this with you? <https://walmrt.us/428QvEf>

<https://www.facebook.com/walmart>

Excerpt 5

Carl sits in his office. Lucy walks in.

CARL: Hey, Luce. What're you doing all the way over here?

LUCY: It's been hard to reach you.

CARL: I've been a little swamped.

LUCY: Everything OK?

CARL: Yeah. Things are great.

LUCY: I was wondering when you want to meet with the florist.

CARL: Sorry, but I'm too busy these days. Don't have time to help with the party anymore. Good luck.

LUCY: You're just stopping, just like that?

CARL: I'm not the one marrying you. Maybe you should ask him for some help.

LUCY: He is helping. Here I was thinking we were actual friends.

Lucy leaves, upset. Carl doesn't move.

(N. Stoller. Yes Man)

Critical Reflection

Read the following quotations and critically evaluate their ideas about communication. Do you agree or disagree with each statement? Justify your answers using examples and/or theoretical concepts in linguistic communication.

1. "Language is not merely a set of unrelated sounds, clauses, rules, and meanings; it is a total coherent system of these integrating with each other, and with behavior, context, universe of discourse, and observer perspective."
– Kenneth L. Pike (1912–2000), American linguist and anthropologist

2. “Speech is the mirror of action.”
– Solon (c. 630–c. 560 BCE), Athenian statesman
3. “The intentionality of the mind not only creates the possibility of meaning, but limits its forms.”
– John Searle (1932–2025), American philosopher of language
4. “Speech sounds cannot be understood, delimited, classified and explained except in the light of the tasks which they perform in language.”
– Roman Jakobson (1896–1982), American linguist and literary theorist
5. “Every discourse, even a poetic or oracular sentence, carries with it a system of rules for producing analogous things and thus an outline of methodology.”
– Jacques Derrida (1930–2004), French philosopher
6. “A piece of advice always contains an implicit threat, just as a threat always contains an implicit piece of advice.”
– Jose Bergamin (1895–1983), Spanish essayist and poet

Test Your Knowledge

Task 1. Multiple-choice

Choose the correct answer.

1. The foundations of the theory of ... were laid by the English philosopher John Austin.
 - a) speech influence
 - b) speech acts
 - c) speech personality
 - d) speech activity
2. An utterance equivalent to an action or deed is called a
 - a) constative
 - b) performative
 - c) paralinguistic
 - d) nonverbal

3. A purposeful speech action is denoted by the term “speech ... act”.
 - a) communicative
 - b) locutionary
 - c) speech
 - d) interactive
4. The concepts “speech act” and “... act” are often identified.
 - a) perlocutionary
 - b) locutionary
 - c) illocutionary
 - d) nonverbal
5. The functions of speech acts are called ...
 - a) intentions
 - b) propositions
 - c) illocutionary forces
 - d) perlocutionary effects
6. The realization of a speech act involves three main operations: locution, illocution, and ...
 - a) verbalization
 - b) reference
 - c) predication
 - d) perlocution
7. Perlocution is ...
 - a) producing a phonologically and grammatically correct utterance
 - b) performing reference and predication
 - c) assigning communicative direction to an utterance
 - d) producing a desired effect on the addressee through speech influence
8. John Searle classified speech acts according to ...
 - a) their illocutionary purpose
 - b) the level of linguistic structure
 - c) the form of linguistic realization
 - d) their structure

9. The illocutionary purpose of a ... is to commit the speaker to a future action.
 - a) commissive
 - b) directive
 - c) declarative
 - d) expressive
10. Speech acts of establishing, maintaining, and closing contact refer to ...
 - a) quesitives
 - b) metacommunicatives
 - c) expressives
 - d) representatives
11. A ... speech act is an utterance where the intended meaning differs from the literal surface meaning.
 - a) hybrid
 - b) complex
 - c) indirect
 - d) performative
12. According to interaction type, speech acts are divided into ...
 - a) expanded and unexpanded
 - b) primary and secondary
 - c) one-way and cooperative
 - d) direct and indirect
13. Secondary, or ..., speech acts are characteristic of specific communicative domains.
 - a) institutional
 - b) unexpanded
 - c) one-sided
 - d) reactive
14. The development of the concept of discourse is linked to the work of ...
 - a) Zellig Harris
 - b) Floriy Batsevyeh
 - c) Mikhail Bakhtin
 - d) Olena Selivanova

15. The minimal non-autonomous unit of discourse is ...
- a) communicative move
 - b) speech act
 - c) speech exchange
 - d) verbal transaction
16. A simple speech exchange is also called a ...
- a) discourse act
 - b) interactive move
 - c) speech step
 - d) social event
17. The macro-level unit of discourse is the speech ...
- a) interaction
 - b) interaction
 - c) transaction
 - d) event
18. Bakhtin introduced the term ...
- a) “discourse”
 - b) “transaction”
 - c) “communicative event”
 - d) “speech genre”
19. A speech genre is as a ..., compositionally, and stylistically stable type of messages unified by a communicative purpose.
- a) phonetically
 - b) grammatically
 - c) thematically
 - d) functionally
20. A review is a speech genre of ... discourse.
- a) educational
 - b) scientific
 - c) political
 - d) religious

Task 2. Matching

Match the terms in the box with the definitions below.

commissive · communicative intention · directive · discourse
exchange · illocutionary force · indirect speech act · perlocution
speech act · speech genre

1. An utterance considered as an action, particularly with regard to its intention, purpose, or effect.
2. The speaker's intended goals or purposes realized in the performance of an utterance.
3. The function of a speech act.
4. The effects produced by an utterance on the addressee (intended or actual).
5. A speech act in which the literal illocution differs from the intended illocution.
6. A speech act aimed at getting the addressee to perform a particular action.
7. A speech act in which the speaker commits themselves to a future course of action.
8. A socially recognized and relatively stable form of communicative activity characterized by typical structure, purpose, and stylistic features.
9. A continuous stretch of language beyond the sentence level, forming a coherent communicative unit.
10. A sequence of interaction involving at least two participants who take turns performing speech moves.

Independent Study

Task 1. Your Communication Profile

Reflect on your communication during one typical day and identify your communication patterns. Then create an infographic that includes:

- your main communication types (interpersonal, institutional, public, digital)

- dominant discourse types (legal, academic, medical, commercial, everyday)
- frequent speech act types (by structure, illocution, way of expression, etc.)
- common speech genres (e.g., request, apology, greeting, announcement)
- brief context for each (situation, participants, purpose)

While creating the infographic, consider:

- Why do these communication types dominate your daily interactions?
- What do these patterns reveal about your communication habits?

You may use digital or AI-supported tools for visualization.

Task 2. Comparative Analysis of Communication Types

Select two communication types from the social media platforms you use (e.g., Instagram, TikTok). Analyze and compare them using the typological criteria introduced in the unit. Then answer the following questions:

1. What are the key similarities and differences between the two types?
2. Which communication type is more structured, and why?
3. Which concepts from the unit helped you complete this analysis?

Task 3. Communication Typology in a Selected Domain

Choose one communication domain (e.g., education, business, healthcare, media, politics, etc.). Within your chosen domain:

- Identify three communication types (e.g., lecture, email, announcement, advertisement)
- Classify each using typological criteria from the unit
- Explain how communication differs within the same domain

Use the following questions to support your analysis:

- Which communication types are most common in this domain?
- How do they differ in structure and purpose?
- Do any of them combine features of different types (hybrids)?
- What makes communication in this domain unique?

Write a short analytical report (120–150 words) based on your findings.

Further Reading

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UNIT 6

Communication Regulation

Unit Overview

This unit examines the communicative code as a framework that structures effective interaction through principles, rules, conventions, and speech etiquette. It explores how communicative goals and intentions shape verbal behavior, with particular attention to the principles of cooperation and politeness. The unit also considers the influence of cultural conventions and communicative registers on interaction in diverse contexts. By combining theoretical insights with practical examples, it provides a comprehensive understanding of how communication is structured and interpreted in both everyday and intercultural settings.

Learning Outcomes

By the end of this unit, you will be able to:

- Define the communicative code and describe its key components
- Explain the principles of cooperation and politeness and their role in communication
- Analyze communicative behavior using interaction rules for speakers and listeners
- Evaluate the impact of cultural conventions on communication across contexts
- Apply appropriate speech etiquette strategies in different communicative situations

Theoretical Frameworks

6.1. Nature and Components of the Communicative Code

The harmonization of communication presupposes that participants are aware of their speech actions and intentionally direct them toward achieving specific goals. Such conscious and purposeful verbal

behavior can be understood through the concept of the communicative code, defined as a system of principles, rules, and conventions grounded in specific categories and criteria that regulate communicative behavior.

The communicative code consists of three key components. *Principles of communication* represent the most general requirements governing interaction within a communicative act and apply to all participants. *Rules of communication* impose expectations on individual participants, either the speaker (addresser) or the listener (addressee). *Communication conventions* refer to implicit norms, customs, or shared agreements that shape interaction, particularly in intercultural contexts (for example, acceptable interpersonal distance or norms of physical contact).

In applying these principles, rules, and conventions, communicators rely on a set of guiding criteria that define the communicative code:

- the criterion of truthfulness (correspondence to reality)
- the criterion of sincerity (consistency with personal belief)
- the criterion of linguistic competence (conformity to language norms)
- the criterion of morality (compliance with ethical standards)

At the core of the communicative code lie two fundamental categories: *communicative goal* and *communicative intention*. The communicative goal refers to the intended outcome of communicative activity, while communicative intention represents the strategic means used to achieve it. These categories function as central regulators of communication, activating the relevant criteria, rules, conventions, and principles that ensure appropriate verbal behavior.

Harmonious and conflict-free communication becomes possible when a speaker's communicative competence is sufficient to align intentions with goals. Experienced communicators draw on a broad repertoire of behavioral models that enable such alignment. The choice of a specific model depends on the communicative situation, the nature of interpersonal relationships, and the communicative attitudes and emotional states of the participants.

Thus, knowledge and observance of the communicative code are essential conditions for effective communication.

6.2. Fundamental Principles of Communication and Their Maxims

Successful communication depends not only on what is said but also on how interlocutors approach interaction. To achieve communicative goals, participants coordinate their speech and avoid actions that may be incompatible with effective communication. In this sense, communication is guided by the *cooperative principle*.

Formulated by Paul Grice, the cooperative principle states that a communicative contribution should correspond to the accepted purpose or direction of the conversation at each stage. It regulates the exchange of information by requiring that each contribution align with the shared communicative goal.

Grice operationalized this principle through four maxims:

- *Maxim of quantity*: Provide as much information as is required, but no more.
- *Maxim of quality*: Do not present claims that are false or not supported by evidence.
- *Maxim of relation*: Be relevant and do not deviate from the topic.
- *Maxim of manner*: Be clear and avoid ambiguity, unnecessary verbosity, and disorder.

In real communication, these maxims may be intentionally or unintentionally violated, giving rise to implied meanings known as *implicatures*. Grice distinguishes between *conventional implicatures*, which are tied to linguistic meaning, and *conversational implicatures*, which depend on context, background knowledge, and communicative norms. The latter are closely connected to the cooperative principle and often arise through the deliberate “flouting” of maxims.

Alongside cooperation, communication is also governed by the *principle of politeness*, introduced by the British linguist Geoffrey Leech. This principle aims to minimize impoliteness and maximize politeness, thereby promoting harmonious interaction and preventing conflict.

Leech identifies six politeness maxims:

- *Tact*: Minimize cost to others; maximize benefit to others.
- *Generosity*: Minimize benefit to self; maximize cost to self.
- *Approbation*: Minimize criticism; maximize praise.
- *Modesty*: Minimize self-praise; maximize self-criticism.
- *Agreement*: Minimize disagreement; maximize agreement.
- *Sympathy*: Minimize antipathy; maximize empathy.

Importantly, the principles of cooperation and politeness may come into conflict. For example, politeness may require deviation from strict truthfulness, as in compliments or expressions of agreement. Conversely, strict adherence to truth may lead to violations of politeness norms.

Both speakers and listeners share responsibility for maintaining these principles. Failure to observe them may result in misunderstanding and communicative breakdown.

6.3. Rules of Communication

The organization of communicative interaction is further structured by *rules of communication*, which define expectations for participants and form an integral part of the communicative code. These rules can be grouped into several interrelated types that regulate different aspects of interaction.

Rules of conversational exchange are based on shared assumptions that guide effective dialogue. They include expectations that information is truthful, that necessary information is provided, that interlocutors treat each other as credible, that questions receive responses, and that directives are followed by appropriate action when possible.

Sociolinguistic rules regulate the linguistic realization of interaction. They include:

- *alternation rules* governing the choice of linguistic forms (e.g., selection between formal and informal forms of address)
- *co-occurrence rules* determining the compatibility of

- linguistic elements within utterances
- *sequence rules* regulating the ordering and organization of discourse elements

Communication also involves differentiated responsibilities of participants in interaction.

For speakers, effective communication requires:

- selecting relevant and necessary information
- maintaining clarity, coherence, and logical consistency
- avoiding contradiction and excessive verbosity
- considering the communicative context and potential effects of utterances

For listeners, effective participation involves:

- interpreting messages critically and attentively
- distinguishing between reliable and unreliable information
- recognizing communicative intent and degrees of sincerity
- appropriately managing or protecting information when required

Overall, communication is a coordinated process in which participants follow interrelated patterns of speech behavior. Successful information exchange depends on the consistent application of these rules by both speakers and listeners.

6.4. Communication Conventions

There are universal rules of communication that are independent of culture, as well as culture-specific rules shaped by the norms of particular societies. These culture-bound rules are known as *communication conventions* (from Latin *conventio* –“agreement”).

Communication conventions include culturally determined norms of interaction:

1. *Interpersonal distance*: Arabs, Southern Europeans, and Latin Americans tend to converse at close distance and may perceive attempts to increase it as impolite.

2. *Greetings:* Bowing is traditional in Japanese, Korean, and Chinese cultures. Among Arab men, greetings may include a firm handshake and cheek kisses.
3. *Forms of address:* German speakers typically use formal address and academic titles, while North Americans often shift quickly to first names.
4. *Opening conversations:* North Americans may begin with “What do you do?” or a compliment, which may appear too personal in some European cultures.
5. *Eye contact:* Japanese, Finnish, and British speakers often avoid direct eye contact, whereas in many Western cultures it signals attentiveness and sincerity.
6. *Posture:* Some North Americans place their feet on furniture, which is unacceptable in many European, Asian, and Arab contexts and may be considered offensive.
7. *Touch:* In Indian and Malay cultures, touching the head is inappropriate, as the head is regarded as the seat of the soul.
8. *Interrupting:* Some Europeans, particularly the Dutch and Portuguese, strongly disapprove of interruption, while Italians, Spaniards, and French speakers may even expect it as a sign of engagement.
9. *Silence:* Scandinavians and many Asian cultures value silence and do not rush to fill pauses in conversation, whereas prolonged silence may cause discomfort in other contexts.
10. *Volume:* Loud conversational behavior is often perceived as disturbing by Scandinavians, Baltic peoples, Britons, and New Zealanders, who typically speak more quietly than Americans or Southern Europeans.
11. *Expression of opinion:* For many Southern Europeans, Latin Americans, Arabs, and Asians, confrontation and bluntness are often avoided; negative statements are typically expressed indirectly.

Communication conventions are numerous and shape everyday interaction by indicating acceptable or normative behavior in different societies. They emerge through social interaction and shared cultural experience, are transmitted across generations, and persist for long periods. At the same time, they are dynamic elements of culture and

subject to change, so that over time a convention may evolve into a rule or even a general principle of communication.

6.5. Speech Etiquette

Principles, rules, and conventions of communication are closely linked to speech etiquette, a specific form of regulating communicative behavior that sets requirements for the form, content, sequence, tone, and appropriateness of utterances.

Speech etiquette (from French *étiquette* – “label, rule of conduct”) is a system of culturally determined (national, ethnic, and social) norms of verbal behavior reflected in conventional formulas used for establishing, maintaining, and terminating communicative contact in a given tone and context.

Speech etiquette is an integral part of general etiquette behavior based on moral norms and humanistic values. It emphasizes attention to the interlocutor, consideration of their needs, and a respectful attitude. These norms are realized through fixed communicative formulas, accompanied by culturally specific nonverbal behavior such as gestures and facial expressions.

Speech etiquette covers a wide range of communicative situations, including addressing, greeting, parting, apologizing, thanking, requesting, introducing, inviting, advising, agreeing, refusing, and expressing sympathy or praise. These forms function in three main phases of interaction: initiating contact (greetings, forms of address), maintaining contact (requests, apologies, thanks), and closing contact (farewells, good wishes).

Thus, speech etiquette regulates communication from beginning to end and performs phatic, regulatory, emotional-modal, and addressee-oriented functions. While it rarely adds new informational content, it conveys important socio-evaluative meanings about the situation, interpersonal relations, and social roles. For example, “May I speak to you, Mr. Director?” signals a formal setting, the addressee’s professional status, and a hierarchical relationship.

Speech etiquette units are numerous and context-dependent. Their use

is shaped by *communicative register*, a type of discourse defined by situational context and social interaction.

Michael Halliday distinguished three parameters that constitute communicative register: field of discourse, social role relations, and mode of discourse. What we say, to whom, and for what purpose determines how we speak. These factors guide speakers in selecting appropriate linguistic forms. For example, in public transport, a polite speaker may say, “Could you move a little, please?”, while a less formal variant might be “Move over, mate!”

Changes in communicative situation lead to changes in register. The same addressee may be addressed differently depending on context: “Dear teacher!” (formal), “Dear Maria!” (friendly), “Sweet Mary!” (intimate).

Etiquette formulas are organized in the speaker’s system according to register and situation rather than social factors such as age or education. The choice of formula also determines the *tone of communication*, understood as the emotional and evaluative organization of speech that shapes interaction.

Traditionally, five tones are distinguished:

1. High tone – ceremonial situations (“Allow me to congratulate you!”)
2. Neutral tone – formal settings (“Good afternoon!”)
3. Everyday tone – public interaction (“Hello!”)
4. Familiar tone – friendly relations (“Hi!”)
5. Vulgar tone – socially inappropriate language, incompatible with politeness.

Speech etiquette is realized through fixed expressions and clichés, but speakers still adapt them creatively to specific situations. It is a dynamic system that evolves alongside social and cultural change, combining traditional and contemporary forms.

Key Concepts and Terms

Communication organization and regulation: communicative code, communicative goal, communicative intention, communication rules,

communication conventions, universal rules of communication, communicative register, tone of communication

Principles, maxims, and implicature: principle of cooperation, principle of politeness, maxims of communication (quantity, quality, relation, manner; tact, generosity, approbation, modesty, agreement, sympathy), implicature, conventional implicature, conversational implicature

Etiquette and norms: speech etiquette, speech etiquette formulas, units of speech etiquette, communication conventions, norms of interaction

Study Guidelines and Key Focus Areas

1. Read the theoretical material carefully, focusing on the different forms of regulating communicative behavior during information exchange. Explain the nature of the communicative code and speech etiquette. Characterize the principles of cooperation and politeness, and identify the maxims through which they are realized. Pay attention to the rules and conventions of communication.
2. Memorize the definitions of key concepts and terms introduced in the unit.
3. To gain a deeper understanding of the factors that govern human communication, consult the recommended literature. Compare and contrast the information obtained from different sources.
4. To consolidate your theoretical knowledge, complete the practice and critical reflection tasks. Justify your answers with reference to relevant scholars, their theories, and key concepts discussed in the unit.
5. To check your understanding, complete the comprehension tasks and tests that follow the theoretical material in the unit.
6. For further independent study, refer to various resources, including electronic sources. Carefully select material, taking into account its relevance, reliability, and academic credibility. Use only authentic excerpts of communication to illustrate theoretical concepts discussed in the unit.

Check Your Understanding

Based on the unit content, answer the following questions:

1. What is the communicative code, and why is it essential for effective communication?
2. How do communicative goals and intentions function as core regulators of the communicative code?
3. What is the principle of cooperation proposed by Paul Grice, and how does it structure communicative interaction?
4. What is implicature? How does it arise from Grice's maxims?
5. How does the principle of politeness, formulated by Geoffrey Leech, complement or conflict with the principle of cooperation?
6. What types of rules shape human communication?
7. How do communication conventions regulate communicative behavior, and why are they culturally variable?
8. How is speech etiquette realized, and what communicative functions does it perform?
9. How does Halliday's concept of communicative register influence the selection and variability of speech etiquette formulas?
10. What types of communicative tone exist, and how do they affect speech use?

Practice Tasks

Task 1. Cooperative Principle Analysis

Analyze excerpts (1–3) and determine whether the speakers observe or violate the principle of cooperation:

- identify the relevant maxim(s) (quantity, quality, relation, manner)
- explain your answer with reference to the communicative context

Excerpt 1

NORMAN: What's this?

CARL: Her business plan.

Norman grabs the business plan and starts reading it.

(N. Stoller. Yes Man)

Excerpt 2

“What do you know about this lawyer?” he asked Ord.

“Never heard of her.”

(J. Grisham. The Client)

Excerpt 3

He moved the telephone back. “How soon could you be here?”

“Tuesday of next week.”

“Not before?”

“Afraid not, sweetie.”

(A. Hailey. The Moneychangers)

Task 2. Politeness Principle Analysis

Analyze excerpts (1–3) in terms of the principle of politeness:

- identify whether politeness is observed or violated
- specify the relevant maxim(s) (tact, generosity, approbation, modesty, agreement, sympathy)
- explain the communicative effect of this behavior

Excerpt 1

BANK CUSTOMER: I can't afford the payments on ten. You can't do five thousand? This is the fifth bank I've been to. Please?

CARL: Of course we can. One moment please.

(N. Stoller. Yes Man)

Excerpt 2

RACHEL NGUYEN: I love Macy's backstage 🥰

MACY'S: Thanks so much for the love, Rachel! – Carlos at Macy

<https://www.facebook.com/Macys>

Excerpt 3

“What happened?” Mark asked. He felt sorry for this guy.

“Car wreck. Drunk driver. My boy was thrown out of the car.”

“Where is he?”

“ICU, first floor. I had to leave and get away. It’s a zoo down there, people screaming and crying all the time.”

“I’m very sorry.”

“He’s only eight years old.” He appeared to be crying, but Mark couldn’t tell.

“My little brother’s eight. He’s in a room around the corner.”

“What’s wrong with him?” the man asked without looking.

“He’s in shock.”

“What happened?”

“It’s a long story. And getting longer. He’ll make it, though. I sure hope your kid pulls through.”

Jack Nance looked at his watch and suddenly stood. “Me too. I need to go check on him. Good luck to you, uh, what’s your name?”

“Mark Sway.”

“Good luck, Mark. I gotta run.”

(J. Grisham. The Client)

Task 3. Integrated Communicative Analysis

Analyze the excerpts below and determine:

- which principles and/or maxims of communication are violated
- whether the violation is intentional (strategic) or unintentional
- what communicative effect (e.g., conflict, irony, misunderstanding, control of interaction) is produced

Excerpt for Analysis

A knock, and McThune said, “Come in.” The door opened, and an attractive lady of fifty or so walked in and closed the door as if this were her office. They scrambled to their feet just as she said, “Keep your seats.”

“We’re in a meeting,” Trumann said officially.

“You’re in the wrong room,” McThune said rudely.

She placed her briefcase on the table and handed each agent a white card. "I don't think so," she said. "My name is Reggie Love. I'm an attorney, and I represent Mark Sway."

They took it well. McThune inspected the card while Trumann just stood there, arms dangling by his legs, trying to say something.

"When did he hire you?" McThune said, looking wildly at Trumann.

"That's really none of your business, is it now? I'm not hired. I'm retained. Sit down."

She eased gracefully into her seat and rolled it to the table. They backed awkwardly into theirs, and kept their distance.

"Where's, uh, where's Mark?" Trumann asked.

"He's off somewhere taking the Fifth. Can I see your ID, please?"

They instantly reached for their jackets, fished around desperately, and simultaneously produced their badges. She held both, studied them carefully, then wrote something on a legal pad.

When she finished, she slid them across the table and asked, "Did you in fact attempt to interrogate this child outside the presence of his mother?"

"No," said Trumann.

"Of course not," said McThune, shocked at this suggestion.

"He tells me you did."

"He's confused," said McThune. "We initially approached Dr. Greenway, and he agreed to this meeting, which was supposed to include Mark, Dianne Sway, and the doctor."

"But the kid showed up alone," Trumann added quickly, very eager to explain things. "And we asked where his mother was, and he said she couldn't make it right now, and we sort of thought she was on her way or something, so we were just chitchatting with the kid."

"Yeah, while we waited for Ms. Sway and the doctor," McThune chimed in helpfully. "Where were you during this?"

"Don't ask questions that are irrelevant. Did you advise Mark to talk to a lawyer?"

The agents locked eyes and searched each other for help. "It wasn't mentioned," Trumann said, shrugging innocently.

It was easier to lie because the kid wasn't there. And he was

just a scared little kid who'd gotten things confused, and they were, after all, FBI agents, so she'd eventually believe them.

(J. Grisham. The Client)

Task 4. Speech Etiquette Analysis

Analyze excerpts (1–5) and:

- identify the speech etiquette formulas used
- classify their type (greeting, gratitude, invitation, etc.)
- explain their communicative function and role in interaction

Excerpt 1

“Good morning, Mark. You’re all wet.”

“I need to see Reggie.” His bangs stuck to his forehead and water dripped from his nose. He was in a daze.

“Sure.” Clint backed away from him, and returned with a hand towel from the rest room. He wiped Mark’s face, and said, “Follow me.”

(J. Grisham. The Client)

Excerpt 2

“I agree with you, Roscoe,” the voice on the telephone said. “I believe we should have been told, and I appreciate your thinking.”

“Thank you, Harold. At a time like this, one is never sure exactly what is best. The only thing certain is that someone must exercise leadership.”

(A. Hailey. The Moneychangers)

Excerpt 3

DUNKIN DONUTS CASHIER: Would you like an Italian-inspired coffee flavoring?

CARL: No thanks.

(N. Stoller. Yes Man)

Excerpt 4

CARL: I just got promoted to bank manager.

RENEE: Congratulations!

(N. Stoller. Yes Man)

Excerpt 5

“Reggie Love, you must be Roy Foltrigg.”

“I am. Nice to meet you.”

“Please be seated.” She smiled at McThune and Trumann, and for a brief second all three of them thought about the tape. “Sorry I’m late,” she said as she sat alone at her end of the conference table. They were eight feet away, huddled together like wet ducks.

“No problem,” Foltrigg said loudly as if it was very much a problem.

She pulled a large tape recorder from a hidden drawer in the table and set it in front of her. “Mind if I tape this little conference?” she asked as she plugged in the microphone. The little conference would be taped whether they liked it or not. “I’ll be happy to provide you with a copy of the tape.”

“Fine with me,” Foltrigg said, pretending he had a choice.

(J. Grisham. The Client)

Task 5. Register and Tone Analysis

Analyze excerpts (1–3). For each speaker:

- determine the communicative register (formal, neutral, informal, etc.)
- identify the tone of communication (high, familiar, vulgar, etc.)
- indicate the linguistic markers supporting your analysis
- explain how register and tone affect the interaction

Excerpt 1

A woman’s voice answered. “Security department.”

“Mr. Wainwright, please,” Edwina said.

(A. Hailey. The Moneychangers)

Excerpt 2

OMAR, FORMER KING OF NIGERIA: And this must be Renee?
What a delight!

Omar bends on one knee and kisses Renee on the hand.

RENEE: Thank you, your majesty.

OMAR, FORMER KING OF NIGERIA: Please, call me Omar.

(N. Stoller. Yes Man)

Excerpt 3

“We’ve had this conversation, okay?”

“I know. And we’ll have it again. You’re a dumbass, and I just want you to know that I think you’re a real dumbass.”

“Okay. I’m a dumbass. But we need to make a move.”

(J. Grisham. The Client)

Critical Reflection

Read the following quotations and critically evaluate their ideas about communication. Do you agree or disagree with each statement? Justify your answers using examples and/or theoretical concepts in linguistic communication.

1. “If you don’t give people information, they’ll make up something to fill the void.”
– Carla O’Dell (b. 1957), American author and leading expert in knowledge management
2. “The ability to speak eloquently is not to be confused with having something to say.”
– Michael P. Hart (b. 1932), American astrophysicist
3. “Speak properly, and in as few words as you can, but always plainly; for the end of speech is not ostentation, but to be understood.”
– William Penn (1644–1718), English real estate entrepreneur
4. “People who talk only of themselves think only of themselves.”
– Dale Carnegie (1888–1955), American writer and lecturer
5. “Be amusing: never tell unkind stories; above all, never tell long ones.”
– Benjamin Disraeli (1804–1881), British statesman

6. “Be polite; write diplomatically; even in a declaration of war one observes the rules of politeness.”
– Otto von Bismarck (1815–1898), German statesman

Test Your Knowledge

Task 1. Multiple-choice

Choose the correct answer.

1. The principles, rules, and conventions of communication make up ...
 - a) etiquette norms
 - b) language norms
 - c) speech etiquette
 - d) communicative code
2. The most general requirements for the process of interaction within a communicative act are classified as ... of communication.
 - a) principles
 - b) rules
 - c) conventions
 - d) laws
3. The principle of cooperation was formulated by the American logician ...
 - a) P. Grice
 - b) J. Leech
 - c) S. Levinson
 - d) P. Brown
4. The principle of cooperation ...
 - a) regulates information exchange
 - b) determines nonverbal behavior of communicants
 - c) ensures the harmonization of communication
 - d) prevents violations of language norms
5. The principle of cooperation consists of ... maxims.
 - a) three

- b) four
 - c) five
 - d) six
6. One of the maxims of the principle of cooperation, namely the maxim of ..., implies the truthfulness of an utterance.
- a) relation
 - b) manner
 - c) quality
 - d) quantity
7. J. Leech formulated the principle of ... aimed at ensuring the harmonization of information exchange.
- a) economy of speech effort
 - b) reciprocity
 - c) politeness
 - d) irony
8. The principle of politeness consists of six maxims: tact, generosity, approbation, modesty, agreement, and ...
- a) quantity
 - b) quality
 - c) sympathy
 - d) manner
9. The maxim of ... implies the rejection of praise addressed to oneself, although it allows criticism.
- a) modesty
 - b) approbation
 - c) tact
 - d) agreement
10. The hidden meaning of a message that the addressee derives from the communicative context is referred to as ...
- a) implicature
 - b) intention
 - c) convention
 - d) register

11. Requirements addressed to one of the communicants form ...
 - a) criteria of the communicative code
 - b) rules of communication
 - c) communicative consciousness
 - d) linguistic personality
12. Rules of communication are best defined as rules that ...
 - a) regulate grammatical correctness in language use
 - b) define expectations for participants and guide communicative behavior
 - c) describe only politeness strategies and etiquette in speech interaction
 - d) regulate pronunciation, vocabulary, and sentence structure choice
13. Rules of ... determine the possibility of alternative expression at a specific moment of communication and at a specific level of interpretation.
 - a) alternation
 - b) co-occurrence
 - c) sequence
 - d) realization
14. Customs regarding forms of address and greeting belong to ...
 - a) communication conventions
 - b) sociolinguistic rules
 - c) principle of politeness
 - d) types of communication
15. Different cultures have developed special ... of speech etiquette, which can be realized through units of different language levels.
 - a) situations
 - b) formulas
 - c) symbols
 - d) signs
16. Norms of ... are a specification of etiquette norms realized in established communicative formulas.
 - a) speech etiquette

- b) oral communication
 - c) literary language
 - d) human behavior
17. In the speaker's mind, speech etiquette formulas are structured according to their belonging to a particular ... of communication within a thematic group.
- a) register
 - b) rule
 - c) principle
 - d) level
18. M. Halliday distinguished three groups of parameters that form the ... of communication: field of discourse, tenor, and mode of discourse.
- a) Culture
 - b) Register
 - c) Tone
 - d) style
19. Traditionally, five ... of communication are distinguished: high, neutral, ordinary, familiar, and vulgar.
- a) conventions
 - b) implicatures
 - c) tones
 - d) manners
20. Incompatible with politeness is the ... tone.
- a) neutral
 - b) familiar
 - c) vulgar
 - d) ordinary

Task 2. Matching

Match the terms in the box with the definitions below.

communicative code · communication convention · speech etiquette
 communicative register · communicative tone · implicature · maxim
 principle of cooperation · principle of politeness · speech behavior

1. A system of principles, rules, and conventions that regulate the speech behavior of communication participants.
2. A set of culturally established norms and formulas of communication that regulate typical communicative situations.
3. The implicit meaning of an utterance that the addressee derives from the communicative context.
4. Unwritten social rules and conventions that determine communicative behavior in different cultures.
5. A system of linguistic and extralinguistic means that determines language choice depending on the communicative situation.
6. An emotional-evaluative and content-related organization of speech that determines the nature of interaction between communicants.
7. A general regulatory principle ensuring effective and cooperative information exchange.
8. A set of rules aimed at harmonizing communication and preventing conflict.
9. One of the specific rules of the principle of cooperation that regulates speakers' behavior in communication.
10. A set of requirements and norms governing the behavior of one of the communicants (speaker or listener) in interaction.

Independent Study

Task 1. Communicative Code in Real Interaction

Provide an example of interpersonal communication. Examples may be drawn from everyday life or classroom interaction (including recorded situations), as well as social media or media content (films, series, or online conversations). Analyze it in terms of the following aspects:

- adherence to or violation of the communicative code
- the principles and rules involved
- the effect on communication effectiveness

Task 2. Speech Etiquette in Context

Provide an example of etiquette-based communication. You may draw on your everyday life or classroom interaction, or refer to social media or media content.

Analyze:

- the speech etiquette units used and their functions
- the type of information they convey (social, relational, pragmatic)
- the register and tone they establish

Task 3. Critical Reflection on Communication Failure

Describe a real or observed situation of ineffective communication. Analyze it using at least two concepts from the unit (e.g., cooperation, politeness, implicature, register, tone).

Explain:

- what went wrong
- which rules/principles were violated
- how the interaction could be improved

Further Reading

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UNIT 7

Culture of Human Communication

Unit Overview

This unit explores the foundations of human communication through the concepts of speech culture and culture of speech. It explains how the culture of speech integrates normative correctness, communicative effectiveness, and ethical awareness, while speech culture represents a broader social and cognitive system encompassing language practices, traditions, communicative norms, and cultural models of interaction. The unit presents language norms (phonetic, lexical, grammatical, and stylistic) as the basis of correct speech and shows how communicative qualities such as precision, clarity, logicity, appropriateness, and expressiveness contribute to effective communication. It also examines acoustic features of speech and their influence on perception and understanding. The unit further emphasizes listening as an active communicative skill, outlining different listening styles and their role in successful communication.

Learning Outcomes

By the end of this unit, you will be able to:

- Explain the concepts of speech culture and culture of speech and their role in communication
- Describe key language norms and their function in ensuring correct speech
- Analyze communicative qualities of speech and their impact on communication effectiveness
- Identify acoustic features of speech and explain their influence on perception
- Compare listening styles and explain their role in effective communication

Theoretical Frameworks

7.1. Speech Culture and Culture of Speech

The culture of speech plays an important role in ensuring effective communication. When a person speaks correctly, clearly, and expressively, they attract attention and inspire trust and sympathy. The culture of speech is often used to assess a person's intellectual and spiritual development, as well as their professional competence.

The *culture of speech* is the systematic organization of linguistic means that, in any communicative situation, ensures the achievement of communicative goals through adherence to contemporary language norms and principles of communicative ethics. It comprises three aspects:

- linguistic (normative) – knowledge and observance of standard language norms
- communicative – selection and use of language means in accordance with communicative goals and intentions
- ethical – knowledge and observance of rules of speech etiquette

The culture of speech is a component of speech culture, which is a broader concept. *Speech culture* is part of the cultural system of society that encompasses the language system, forms of speech realization, culturally significant texts, communication customs and rules, verbal and nonverbal interaction, the linguistic worldview, traditions of language transmission and development, linguistic consciousness in everyday and professional contexts, and the scientific study of language.

A distinction is made between *individual speech culture* and *societal speech culture*. Societal speech culture involves selecting, preserving, and developing the best models of speech, establishing literary standards, and maintaining language norms. Individual speech culture depends on a person's knowledge and ability to use linguistic resources creatively, forming an individual communicative style.

Based on language use, several types of speech culture are distinguished: elite, standard literary, literary-colloquial, and informal

colloquial. *Elite speech culture* represents the highest standard, characterized by strict adherence to norms and full command of expressive language resources. *Standard literary culture* is typical of most educated speakers but allows minor deviations. *Literary-colloquial* and *informal colloquial* types are associated with less formal communicative contexts, ranging from neutral everyday interaction to close, familiar communication, and may include stylistically reduced or informal expressions.

Thus, speech culture combines adherence to linguistic norms with the development of an individual speaking style. High speech culture involves not only correctness but also the ability to choose the most appropriate and effective linguistic means for a given situation.

7.2. Language Norms and Correctness of Speech

One of the key indicators of individual speech culture is correctness, understood as conformity to the norms of the modern standard language.

Language norms are generally accepted rules for using linguistic means at a particular stage of language development. Their main features include stability, widespread usage, compulsory nature, and conformity to the structure of the language system.

Alongside language norms, there are *speech norms*, which represent traditional and stable patterns of language use developed in communicative practice and later codified in grammars and dictionaries. They arise both spontaneously through regular use in everyday speech and consciously through their codification in linguistic sources.

Language norms cover all levels of the language system and differ according to forms of realization. Accordingly, a distinction is made between *oral norms* (pronunciation, stress, intonation) and *written norms* (spelling and punctuation).

From a systematic perspective, language norms include:

- *lexical norms* – correct choice and use of words according to their meanings

- *grammatical norms*, including:
 - word-formation norms (formation of new words according to patterns)
 - morphological norms (formation of grammatical forms of words)
 - syntactic norms (construction of phrases and sentences)
- *stylistic norms* – appropriate use of language depending on genre, style, and communicative situation

Correct speech requires adherence to pronunciation, spelling, lexical, grammatical, and stylistic norms. This ensures clarity, precision, and expressiveness, which are essential for effective communication.

7.3. Communicative Qualities of Speech

Speech culture, in addition to adherence to literary norms, presupposes the selection and use of linguistic means in accordance with communicative tasks. Language users must master functional styles and take into account communicative conditions, which significantly influence how they speak or write in a given situation.

From a communicative perspective, the main qualities of speech that ensure effective communication and characterize the level of a speaker's speech culture, in addition to correctness, include: precision, clarity, accessibility, logic, purity, aesthetic quality, richness, expressiveness, appropriateness, and informativeness.

Precision refers to the exact correspondence between linguistic expression and intended meaning, as well as the accurate reflection of reality. It is achieved through careful selection of lexical and grammatical means that convey meaning without ambiguity or distortion.

Clarity is the quality that ensures easy and immediate comprehension by the addressee. It depends on precise expression and the speaker's ability to consider the recipient's level of knowledge and communicative competence.

Accessibility refers to the degree to which a message is understandable and meaningful for a specific audience. While clarity is a prerequisite for accessibility, it also depends on the recipient's background

knowledge, preparedness, and communicative experience.

Logic ensures consistency, coherence, and adherence to the laws of logic. It involves a structured progression of ideas, an accurate representation of relations between phenomena (cause–effect, similarity–difference), and well-organized argumentation that leads to valid conclusions.

Purity means the absence of elements that are foreign to the standard language or violate stylistic and ethical norms, such as filler words, dialectisms, colloquialisms, jargon, barbarisms, and vulgarisms. It is achieved through adherence to literary standards and careful speech construction.

Aesthetic value is the refinement of expression and the avoidance of offensive or stylistically inappropriate forms. It is often achieved through euphemisms and neutral or stylistically appropriate lexical choices.

Richness refers to the diversity of linguistic resources available to the speaker and their ability to use them flexibly in different communicative contexts. It is associated with a broad vocabulary and well-developed grammatical and stylistic competence.

Expressiveness is the ability to enhance communicative impact through the deliberate selection of linguistic means that engage the recipient's attention, emotions, and cognitive response. It is achieved through stylistic devices, figurative language, and other expressive resources.

Appropriateness refers to the correspondence between linguistic means and communicative conditions, including genre, style, purpose, and participants of communication. It ensures that speech is suitable for a specific communicative situation and goal.

Informativeness is the quality that ensures meaningful content and informational value of utterances. It is characterized by relevance, novelty, and completeness of the transmitted information in relation to the communicative purpose.

Communicative qualities of speech are essential for achieving effective interaction. They ensure optimal communicative impact and reflect a high level of speech culture in the speaker.

7.4. Acoustic Parameters of Speech

Acoustic qualities of speech play a crucial role in communication. Even a content-rich message may fail to be perceived if it is delivered in a monotonous, unclear, insufficiently loud manner or contains hesitations and speech errors. The speaker's voice largely determines whether the audience will listen. Therefore, control of the vocal apparatus is an essential component of speech culture.

The *vocal apparatus* is a system of organs involved in the production of articulated speech. It consists of:

- respiratory organs (lungs supplying air to the larynx)
- vibrators (vocal cords producing sound through vibration)
- resonators (oral and nasal cavities and the larynx, modifying and amplifying sound)
- articulators (tongue, lips, jaw, and soft palate shaping sound production)

These components determine the main acoustic features of speech: loudness, tempo, pitch, timbre, and diction.

Loudness is the intensity of sound and is closely related to expressiveness. Word stress highlights meaning and emphasizes key elements of an utterance.

Tempo refers to speech rate, sound duration, and pauses. It depends on the speaker and content; important information is typically delivered more slowly. Pauses structure speech, support comprehension, and highlight key points.

Pitch is determined by the frequency of vocal cord vibration and forms speech melody. A falling melody is typical of statements and commands, while a rising melody is typical of questions. Pitch variation is described through interval and tonal range; a wider range enhances expressiveness.

Timbre is the coloring of the voice produced by overtones. It depends on individual vocal characteristics and reflects emotional states (e.g., breathy, creaky, or tense voice).

Loudness, word stress, tempo, pitch, melody, rhythm, and pausing

form *intonation*, which organizes speech, distinguishes communicative types, highlights important information, and enhances communicative effect.

Diction includes correctness and clarity of articulation and reflects the precision and intelligibility of speech. Three pronunciation styles are distinguished: full, neutral, and colloquial. The *full style* is characterized by precise articulation, careful pronunciation of all sounds, and a slow tempo (e.g., television announcer speech). The *neutral style*, while maintaining clear articulation, allows some reduction of sounds, as the speech rate may be faster than average (e.g., business negotiations). The *colloquial style* is typical of informal communication, where speakers talk quickly and pay less attention to articulation, which often becomes less precise (e.g., conversations between neighbors).

The *manner of pronunciation* refers to an individual way of pronouncing words. It is closely related to phonetic styles. The normative manner corresponds to the full or neutral style, whereas individual pronunciation features are most typical of the colloquial style. It may also be characterized by dialectal features of rhythm and intonation.

Skillful use of the vocal apparatus is an indicator of a high level of speech culture and ensures effective communication. Acoustic features significantly influence perception, interpretation, and communicative engagement.

7.5. Culture of Listening

The ability to listen to an interlocutor is a necessary condition for successful verbal communication. Effective listening not only facilitates the perception and understanding of information but also helps the speaker feel that their communication is meaningful. It contributes to the development of interpersonal relationships and mutual understanding between communicators. Listening reflects a person's level of sociability, upbringing, and respect for others. The ability to listen is regarded as one of the most important indicators of communicative culture.

The *culture of listening* refers to the organization of the listening process that ensures effective perception and comprehension of information and helps maintain a favorable communicative atmosphere. It presupposes knowledge and competent use of different listening styles and techniques, developed attention control, emotional self-regulation, information processing skills, and adherence to ethical norms of behavior.

According to research, in communication, people spend on average 42–53% of their time listening, 16–32% speaking, 15–17% reading, and 9–14% writing. Although listening occupies the largest proportion of communicative activity, its effectiveness is estimated at only about 25%, meaning that approximately 75% of information is lost. No more than 10% of people possess highly developed listening skills.

T. Gamble and M. Gamble distinguish six types of unlisteners:

1. «Nodders» pretend that they are listening. They look at the speaker and nod their heads in agreement or disagreement.
2. «Ear hogs» want you to listen to them, but they have neither the time nor the desire to listen to you. They often interrupt you.
3. «Gap fillers» never quite get the whole story when they listen. To make up for what they have missed or misinterpreted, they manufacture information to fill in the gaps.
4. «Bees» zero in on only those portions of a speaker's remarks that interest them or have particular importance to them.
5. «Earmuffs» close their ears to the information they would rather not deal with. They may pretend not to understand or not to hear what you tell them.
6. «Dart throwers» wait for you to make a mistake or slip up so that they can attack what you have to say.

Listening style depends on a range of factors, including gender, age, social status, education, personality traits, interests, and communicative context. Among the main barriers to effective listening are:

- the excessive amount of verbal information received daily, which makes sustained attention difficult
- preoccupation with personal concerns perceived as more important than external messages

- the gap between speech rate (approx. 125–150 words per minute) and listening comprehension capacity (up to 500 words per minute), which leads to distraction or premature interruption of the speaker

Listening involves two aspects: *hearing* as a physiological ability and *listening* as a conscious cognitive activity involving interpretation and understanding. The ability to hear does not automatically imply the ability to listen effectively. Developing listening competence requires training in attention control, emotional self-regulation, and information processing skills.

Listening effectiveness increases when the listener clearly understands the purpose of receiving information and is motivated to engage. Different communicative goals require different strategies of information processing. *Listening for comprehension* involves identifying key words and phrases that summarize main ideas. *Listening for memorization* involves mnemonic techniques such as note-taking, repetition, paraphrasing, and visualization. *Listening for analysis and evaluation* requires identifying logical errors, distinguishing facts from opinions, and critically assessing arguments.

Effective listening also depends on selecting appropriate listening styles according to the communicative situation. Four main styles are distinguished:

1. *Non-reflective (passive) listening*, which involves attentive silence without interruption
2. *Reflective (active) listening*, which involves feedback to ensure accurate understanding
3. *Empathic listening*, which is based on the ability to understand and emotionally resonate with the speaker
4. *Critical listening*, which prioritizes the evaluation and analysis of information

A high culture of listening requires conscious effort and the continuous development of knowledge and skills, which are essential for effective communication.

Key Concepts and Terms

Speech culture and norms: speech culture, culture of speech, language norms, speech norms

Speech quality: correctness of speech, clarity of speech, precision of speech, logicity of speech, expressiveness of speech, speech accessibility, appropriateness of speech, aesthetic quality of speech, purity of speech, richness of speech

Acoustic system: vocal apparatus, intonation, diction, word stress, tempo, loudness, pitch, timbre, rhythm, pause

Listening: listening, hearing, active listening, passive (non-reflective) listening, reflective listening, empathic listening, critical listening

Study Guidelines and Key Focus Areas

1. To understand the role of speech culture in ensuring effective communication, read the theoretical material of the unit carefully. Pay attention to the three aspects of speech culture, its types, and key indicators. Emphasize the importance of developing not only speech culture but also listening culture, and familiarize yourself with different listening styles.
2. Memorize the definitions of key concepts and terms introduced in the unit.
3. To deepen your understanding, consult the recommended literature on the culture of human communication. Compare information obtained from different sources.
4. Complete the practice and critical reflection tasks, justifying your answers with relevant scholars, their theories, and key concepts discussed in the unit.
5. To check your understanding, complete the comprehension tasks and tests that follow the theoretical material in the unit.
6. For further independent study, refer to various resources, including electronic sources. Carefully select material, taking into account its relevance, reliability, and academic credibility. Use authentic excerpts of communication to illustrate theoretical concepts discussed in the unit.

Check Your Understanding

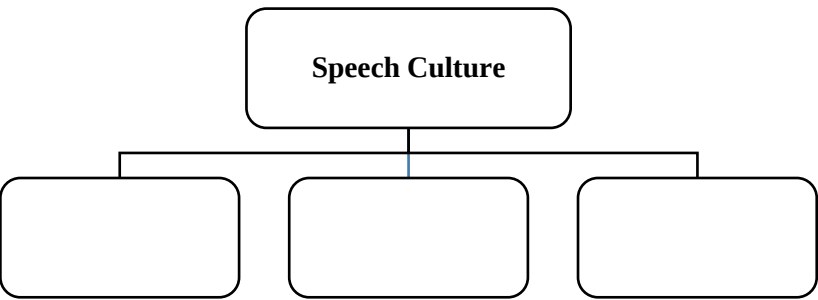
Based on the unit content, answer the following questions:

- 1. What is speech culture, and what are its main aspects?
- 2. How do individual and societal speech cultures differ? What types of speech culture are distinguished?
- 3. How are speech correctness, language norms, and speech norms interrelated?
- 4. How can language norms be classified?
- 5. What communicative qualities ensure effective speech?
- 6. What are the main acoustic parameters of speech, and why are they important?
- 7. Which qualities best indicate a high level of speech culture? Explain your choice.
- 8. What is the role of listening culture in communication?
- 9. What are the main listening styles, and how do they differ?
- 10. How do T. Gamble and M. Gamble classify types of unlisteners, and how can they be addressed?

Practice Tasks

Task 1. Aspects of Speech Culture

Name the aspects of speech culture, describe them, and complete the diagram.



Task 2. Norms of Literary Language

Name the norms of the literary language that vary across its different forms of realization. Describe them and complete the table:

Norms of Spoken and Written Language	Specific Norms of Spoken Language	Specific Norms of Written Language

Task 3. Functional Styles of Speech

Read the characteristics of functional styles of speech given below. Match them with the appropriate style:

Colloquial · Official-business · Scientific · Publicistic Literary (Artistic) · Religious
--

1. _____ style:

- conciseness, compact presentation, and economical use of language means
- standardized structure, obligatory format
- use of set expressions, clichés
- concreteness, impartiality, formality
- absence of emotional-expressive means
- use of terminology and specific phraseology
- use of verbal nouns
- use of nominative sentences with enumeration, complex syntactic constructions

2. _____ style:

- imagery, emotionality
- unity of communicative and aesthetic functions
- wide use of vocabulary and phraseology from all styles
- use of expressive means
- manifestation of the author's creative individuality

3. _____ style:
- logical sequence of presentation
 - precision, clarity, conciseness with high informational density
 - objectivity, impartiality
 - abundance of terms and abstract vocabulary
 - predominance of nouns over verbs
 - frequent use of complex sentences
4. _____ style:
- expressiveness, spontaneity (lack of prior planning)
 - emotionality, informality, generalization
 - mainly dialogic form
 - wide use of everyday vocabulary and phraseology
 - use of particles, interjections, parenthetical words, forms of address
 - use of paralinguistic means
 - predominance of simple sentences
 - use of insertions and attached constructions
 - lexical repetitions and inversion
5. _____ style:
- elevated, solemn tone
 - use of religious terminology and symbolic words
 - abundance of metaphors, allegories, comparisons
 - presence of archaisms
 - inverted word order
6. _____ style:
- conciseness with high informational content
 - clarity and accessibility
 - emotionality, generalization, informality
 - use of expressive means
 - use of socio-political vocabulary and phraseology
 - use of clichés
 - frequent simple and elliptical sentences
 - combination of features of different styles

Task 4. Identifying Figures of Speech

Read the definitions and examples of figures of speech below. Match each definition (1–17) with the correct term from the table.

FIGURES OF SPEECH				
Rhetorical Figures of Thought	Rhetorical Figures of Speech			
	<i>Figures of Addition</i>	<i>Figures of Reduction</i>	<i>Figures of Displacement</i>	<i>Figures of Reinterpretation (tropes)</i>
Antithesis Oxymoron Rhetorical exclamation rhetorical address Rhetorical question Amplification	Anaphora Epiphora (Epistrophe)	Ellipsis	Inversion Parallelism	Metaphor Metonymy Synecdoche Irony Hyperbole Litotes

1. A figure of speech based on combining opposite, semantically incompatible notions to create a new meaning (e.g., “*living corpse*”).
2. A figure of speech based on negating a feature not inherent to the object, or double negation to soften a statement (e.g., “*not without your help*”).
3. A figure of speech using interrogative sentences that function as statements (e.g., “*Who doesn’t want to succeed?*”).
4. A figure of speech based on contrast between two opposing concepts (e.g., “Speech is silver, but silence is golden.”).
5. A figure of speech based on deliberate exaggeration (e.g., “I’ve told you a million times.”).
6. A figure of speech based on omitting a structurally necessary element that is understood from context (e.g., “She ordered tea; he, coffee.”).
7. A figure of speech based on repetition at the end of sentences or clauses (e.g., “I want justice, you want justice, we all want justice.”).
8. A figure of speech based on repetition of identical or similar

- syntactic structures in adjacent sentences or clauses (e.g., “The harder you work, the luckier you get.”).
9. A figure of speech expressed through exclamatory sentences to emphasize emotion or attitude (e.g., “What a wonderful opportunity!”).
 10. A figure of speech based on accumulation or gradual intensification of meaning (e.g., “He was tired, exhausted, completely drained.”).
 11. A figure of speech based on direct address to a person, object, or abstract idea (e.g., “O time, slow down your flight!”).
 12. A figure of speech based on repetition of the same word or phrase at the beginning of successive sentences or clauses (e.g., “If you want to go quickly, go alone. If you want to go far, go together.”).
 13. A figure of speech based on using words in a meaning opposite to their literal sense (e.g., “What a pleasant surprise!” said about something unpleasant).
 14. A figure of speech based on unusual word order (e.g., “Gone are the days of our youth.”).
 15. A figure of speech in which a part represents the whole or the whole represents a part (e.g., “All hands on deck,” where “hands” means sailors).
 16. A figure of speech based on transfer of meaning by association or contiguity (e.g., “The White House announced a new policy,” where “the White House” refers to the U.S. administration).
 17. A figure of speech based on transfer of meaning by similarity (e.g., “Time is money.”).

Task 5. Assessing the Level of Speech Culture

Analyze communication excerpts (1–4) and determine the level of each speaker’s speech culture. Provide a brief justification for your assessment, referring to relevant linguistic and stylistic features (vocabulary, syntax, tone, and figures of speech). Then complete the table for each excerpt.

Indicators of Speech Culture	Present «+»	Absent «-»
Correctness		
Precision		
Clarity		
Accessibility		
Logic		
Purity		
Aesthetic value		
Richness		
Expressiveness		
Appropriateness		
Ethics		

Excerpt 1

Dear Longhorns,

Welcome back. The spring semester is a perfect time to grow. You had a chance to rest and reflect on what you accomplished in the fall. Now you can build on what you know and discover what else there is to learn.

Be curious this semester. Pay attention to what stirs you. The classes you take, the people you meet, the ideas you encounter — they might awaken an interest you did not know was there. If you feel a spark, grab it. Don't let it go.

For some of you, this might be your first spring on the Forty Acres. Take in the beauty of campus as the season unfolds. For others, like our students graduating in May, today is your last first day. I know that feeling is bittersweet.

Here is my advice to all of you: Be deliberate with your time here. This place is special. Take advantage of everything it has to offer. It will prepare you for what comes next.

To our faculty and staff, thank you for getting campus and classes ready for the start of the semester. Your dedication to our academic mission strengthens confidence in our entire University.

I look forward to seeing all that you accomplish. Enjoy the days ahead!

Sincerely,

Jim Davis
President

<https://president.utexas.edu/message/welcome-back/>

Excerpt 2

Welcome, Andrey, to NATO Headquarters. It's really an honour for me to welcome the Bulgarian Prime Minister.

And yeah, this is a big building, but you are a country which is really delivering for NATO.

And I really want to thank you for that, and commend you for that.

When it comes to spending, when it comes to the support for Ukraine, always consistent in that support.

But also when it comes to keeping NATO safe, the eastern flank, the Black Sea, we can always count on you.

And I really want to welcome you here. Look forward to our discussions, and to learn from you how we can do more to make sure that we keep our one billion people safe, also through the great contribution Bulgaria gives to the NATO Alliance.

So again, thank you for being here and looking forward to our discussions.

<https://www.nato.int/en/news-and-events/events/transcripts>

Excerpt 3

What Success Looks Like

Asked what success looks like 12 months in, Wright pointed to fusion, materials and grid interconnection — concrete deliverables. “We will have deliverables that we’re going to point to — we couldn’t do that before, and now we can,” Wright said. “That’s the goal of Genesis: drive discovery and bring the benefits to humans.” There’s growing public concern that AI and data centers will drive up electricity costs, he noted. The reality, Wright said, runs the other way: “Building more

electrical generation, building data centers, are actually the mechanism to lower the cost of electricity in our country and make our grid stronger.” AI and energy are both key to human progress. “AI doesn’t love, it doesn’t have passion,” Wright said. “It’s just going to make humans more powerful and better at pursuing whatever your passions are. It’s a thing that supercharges humans — it does not replace you.”

<https://blogs.nvidia.com/blog/energy-secretary-chris-wright-ian-buck/>

Excerpt 4

This is all wrong. I shouldn’t be up here. I should be back in school on the other side of the ocean. Yet you all come to us young people for hope. How dare you!

You have stolen my dreams and my childhood with your empty words. And yet I’m one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing. We are in the beginning of a mass extinction, and all you can talk about is money and fairy tales of eternal economic growth. How dare you!

For more than 30 years, the science has been crystal clear. How dare you continue to look away and come here saying that you’re doing enough, when the politics and solutions needed are still nowhere in sight.

<https://www.youtube.com/watch?v=u9KxE4Kv9A8>

Critical Reflection

Read the following quotations and critically evaluate their ideas about communication. Do you agree or disagree with each statement? Justify your answers using examples and/or theoretical concepts in linguistic communication.

1. “Many people may listen, but few people actually hear.”
– Harvey Mackay (b. 1932), American entrepreneur and author

2. “We have two ears and one mouth so that we can listen twice as much as we speak.”
– Epictetus (c. 50–c. 135 CE), Greek Stoic philosopher
3. “The difference between the right word and the almost right word is the difference between lightning and the lightning bug.”
– Mark Twain (1835–1910), American writer
4. “Speak properly, and in as few words as you can, but always plainly; for the end of speech is not ostentation, but to be understood.”
– William Penn (1644–1718), English writer and philosopher
5. “Everyone may speak truthfully, but to speak logically, prudently, and appropriately is a talent possessed by few.”
– Michel de Montaigne (1533–1592), French philosopher and essayist
6. “We are not won by arguments that we can analyze, but by tone and temper; by the manner, which is the man himself.”
– Louis D. Brandeis (1856–1941), American jurist and Supreme Court Justice

Test Your Knowledge

Task 1. Multiple-choice

Choose the correct answer.

1. The culture of ... is the systematic organization of linguistic means that, in any communicative situation, ensures the achievement of communicative goals through adherence to contemporary language norms and principles of communicative ethics.
 - a) personality
 - b) behavior
 - c) speech
 - d) listening

2. Most educated people possess a/an ... speech culture.
 - a) elite
 - b) standard literary
 - c) literary-colloquial
 - d) informal colloquial
3. One of the aspects of speech culture is the normative, or ... aspect.
 - a) linguistic
 - b) communicative
 - c) ethical
 - d) social
4. The communicative aspect of speech culture involves ...
 - a) knowledge of and adherence to language norms in communication
 - b) observance of rules of speech etiquette
 - c) knowledge of rules for using linguistic units according to genre conventions
 - d) ability to use language in accordance with communicative goals
5. The ... of speech depends on the speaker's adherence to the norms of the modern standard language.
 - a) correctness
 - b) precision
 - c) purity
 - d) appropriateness
6. Rules for forming grammatical forms of words of different parts of speech constitute ... norms.
 - a) word-formation
 - b) morphological
 - c) syntactic
 - d) stylistic
7. Word-formation, morphological, and syntactic norms together form ... norms.
 - a) orthoepic
 - b) lexical

- c) grammatical
 - d) communicative
8. Euphemisms are used to achieve ...
- a) clarity
 - b) purity
 - c) aesthetic value
 - d) expressiveness
9. The variety of expressive means and a rich vocabulary contribute to the ... of speech.
- a) expressiveness
 - b) richness
 - c) accessibility
 - d) correctness
10. Appropriateness of speech is ensured by a correct understanding of the communicative situation and the ability to use language resources while considering ... components of discourse.
- a) register-related
 - b) semantic
 - c) structural
 - d) paralinguistic
11. Contextual appropriateness of speech implies the correspondence of linguistic means to ...
- a) functional style
 - b) textual environment
 - c) communicative situation
 - d) the speaker's thinking culture
12. The assessment of ... of speech uses criteria such as truthfulness, scientific validity, novelty, relevance, and pragmatism.
- a) expressiveness
 - b) content richness
 - c) precision
 - d) logic

13. One of the acoustic parameters of speech is ..., which includes correct and clear articulation and manner of pronunciation.
- a) loudness
 - b) timbre
 - c) diction
 - d) intonation
14. Speech intensity is associated with ...
- a) loudness
 - b) pitch
 - c) duration
 - d) pause
15. The change in pitch is called ...
- a) melody
 - b) tempo
 - c) rhythm
 - d) stress
16. The manner of ... is often characterized by dialectal features of rhythm and intonation.
- a) writing
 - b) reading
 - c) pronunciation
 - d) listening
17. Listening for the purpose of ... information requires mastery of various mnemonic techniques.
- a) understanding
 - b) memorization
 - c) analysis
 - d) evaluation
18. The essence of ... listening lies in a person's ability to empathize and share feelings.
- a) reflective
 - b) non-reflective
 - c) empathic
 - d) critical

19. The essence of non-reflective listening lies in the ability to ...
 - a) listen attentively
 - b) empathize
 - c) control the perception process
 - d) evaluate speech
20. Active feedback for controlling the accuracy of perception is a feature of ... listening.
 - a) reflective
 - b) non-reflective
 - c) critical
 - d) empathic

Task 2. Matching

Match the terms in the box with the definitions below.

colloquial speech culture · communicative competence · listening
 elite speech culture · language norm · speech culture · speech norm
 voice apparatus · societal speech culture · normative (correct) speech

1. Selection, collection, and preservation of the best examples of speech activity, creation of literary classics, and observance of standard language norms.
2. Rules for the exemplary and generally accepted use of linguistic means in a certain period of the development of the literary language.
3. A set of the most stable traditional realizations of the language system, selected and fixed in the process of social communication.
4. The system of human organs involved in producing articulated speech.
5. A process of conscious cognitive activity that leads to interpretation and understanding.
6. A high-level speech culture characterized by full command of all language norms and expressive possibilities.
7. A speech culture based on everyday informal communication with partial adherence to norms.
8. The ability to use language effectively in accordance with

- communicative goals and situations.
9. A system of socially established norms regulating correct language use.
 10. A collective level of speech culture formed within society through communicative practice and tradition.

Independent Study

Task 1. Speech Culture Analysis (Audio/Video)

Select a 1–3 min excerpt of oral communication from an audio or video source (e.g., interview, classroom interaction, film, everyday conversation, or online media). Provide a transcript of the excerpt. Analyze the excerpt to determine the speaker's level of speech culture. In your analysis:

- identify key acoustic features (intonation, tempo, pauses, stress, voice quality) and explain their effect on communication
- evaluate speech culture indicators (normativity, accuracy, clarity, logic, appropriateness, expressiveness)
- support your analysis with examples from the transcript
- briefly comment on overall communicative effectiveness

Task 2. Functional Style Identification and Analysis

Provide three excerpts of verbal communication representing different functional domains. For each excerpt:

- identify the functional style (e.g., formal, scientific, journalistic, colloquial)
- justify your answer using linguistic evidence (lexical choice, grammatical structures, tone, level of formality, and expressiveness)
- explain how understanding the functional style helps in real-life communication and language use

Task 3. Speech Transformation

Select a short, informal, or poorly structured message or spoken speech excerpt. Analyze the selected text and identify its main weaknesses in terms of speech culture. Then rewrite the message in a higher standard of speech culture (neutral or formal academic style), ensuring improved clarity, accuracy, and logical organization. Complete the following table:

Original Speech <i>(weak points)</i>	Transformed Speech <i>(changes made)</i>

Explain the changes made (e.g., vocabulary, grammar, tone, structure, register) and how the transformation improves communicative effectiveness.

Further Reading

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UNIT 8

Effective and Ineffective Communication

Unit Overview

This unit explores effective and ineffective communication, focusing on how communicative goals are achieved or hindered in different contexts. It examines communicative competence as a key condition for successful interaction and analyzes the factors that enhance communicative effectiveness. The unit also addresses communicative failure, its types, stages, and causes, including linguistic, psychological, social, and cultural barriers, and offers strategies for preventing and overcoming communication breakdowns.

Learning Outcomes

By the end of this unit, you will be able to:

- Define effective and ineffective communication and explain their key characteristics
- Identify and describe the main components of communicative competence and their role in successful interaction
- Analyze the mechanisms and factors that influence communicative effectiveness in different contexts
- Recognize and classify types, stages, and causes of communicative failure
- Apply strategies to prevent and resolve communication breakdowns in practical situations

Theoretical Frameworks

8.1. Essence of Effective Communication

Communication between people is predominantly realized through verbal interaction as an exchange of messages aimed at producing specific outcomes in the form of actions and responses. Communication that achieves the intended result is considered successful (effective). Thus, *effective communication* is an

information exchange that ensures both the attainment of interlocutors' goals and the establishment or maintenance of positive interpersonal relations.

During verbal interaction, communicators influence one another to achieve desired results, effects, or outcomes guided by practical purpose and communicative intention. Therefore, communicative effectiveness is closely linked to the success of the speech influence the sender exerts on the receiver. *Speech influence* refers to the regulation of one person's activity by another through language.

Communicators may pursue three main types of goals: an informational goal (to convey information), a practical or subject-related goal (e.g., to obtain information, achieve a result, or change behavior), and a relational goal (to establish or maintain interpersonal relations). Speech influence is considered fully effective only when all three goals are achieved simultaneously. If the informational goal fails (the message is not understood), communication breaks down. If the relational goal is not achieved (e.g., interpersonal relations are damaged or the interlocutor feels offended), the interaction is considered ineffective. If only the informational and practical goals are achieved while relational harmony is not maintained, communication produces a result but cannot be considered fully effective.

Interlocutors may pursue relational goals, engaging in phatic communication aimed at maintaining social contact in accordance with norms of polite interaction. In such situations, communication is inherently effective, as the interaction itself becomes the goal and the communicative and practical dimensions converge in the preservation of interpersonal relations.

From a broader perspective, communicative effectiveness refers to the extent to which interlocutors achieve their intended goals while preserving or improving interpersonal relations. It is not limited to information transfer but also includes the quality of interaction and the emotional climate between participants. Functionally, it operates through two interrelated dimensions: the pragmatic dimension, which concerns goal achievement and successful realization of

communicative intentions, and the socio-psychological dimension, which reflects satisfaction, absence of tension, and communicative harmony.

A further distinction, proposed by the Ukrainian linguist Olena Selivanova, is made between *illocutionary effectiveness*, understood as the realization of the speaker's communicative intent (e.g., informing, requesting, persuading), and *interactional effectiveness*, which emphasizes cooperation, mutual understanding, and stable social contact. The highest level of communicative effectiveness is *communicative harmony*, where successful goal achievement is combined with positive and stable interpersonal relations.

8.2. Communication Competence

The primary condition for effective communication is the communicative competence of both sender and receiver, which reflects their ability to accomplish communicative tasks appropriately in specific contexts. Communicative competence (Latin *competentia* – “harmony, agreement”) refers to an integrated set of knowledge, skills, and abilities that enable successful interaction.

The term *competence* in linguistics is associated with Noam Chomsky, who distinguished between linguistic competence (knowledge of language) and performance (language use in actual communication). Expanding this view, Dell Hymes introduced the concept of *communicative competence*, emphasizing not only grammatical knowledge but also the ability to use language appropriately in social contexts.

Building on this foundation, Michael Canale and Merrill Swain proposed a model comprising four core components:

1. *Grammatical competence* – knowledge of linguistic forms and structures that enables accurate comprehension and production of utterances
2. *Discourse competence* – ability to construct coherent spoken or written texts through cohesion and semantic coherence
3. *Sociolinguistic competence* – ability to adapt language use to social and cultural contexts

4. *Strategic competence* – ability to apply verbal and nonverbal strategies to overcome communication difficulties and enhance interaction

Subsequent approaches extend this model by identifying additional dimensions:

- *Paralinguistic competence* – use of nonverbal communicative means
- *Illocutionary competence* – ability to formulate and realize communicative intentions
- *Interactional competence* – ability to manage interaction, follow communicative conventions, and coordinate intentions in dialogue
- *Subject (phenomenological) competence* – understanding how reality is linguistically categorized within a given culture
- *Cultural competence* – awareness of cultural meanings, values, presuppositions, and identity frameworks
- *Sociocultural competence* – ability to apply socially and culturally appropriate norms, conventions, and behavioral patterns
- *Cultural-linguistic competence* – ability to interpret and use culturally marked linguistic forms
- *Intercultural competence* – ability to interact effectively across cultures and operate within intercultural communicative contexts

Thus, communicative competence represents a multidimensional system of interrelated components that collectively ensure effective, context-sensitive, and culturally appropriate communication.

8.3. Mechanisms and Factors of Communicative Effectiveness

Communicative effectiveness is determined by the interaction of speech influence mechanisms and the speaker's communicative position within interaction. Together, they ensure not only the transmission of information but also its meaningful impact on the interlocutor and the quality of interpersonal relations.

Speech influence refers to the use of language to affect the interlocutor's cognition, emotions, and behavior. It may take different forms depending on its function: *informative* (transferring knowledge), *directive* (regulating behavior), *evaluative-emotional* (shaping attitudes), *phatic* or *social* (maintaining contact), and *argumentative* (justifying and persuading).

Speech influence is realized through lexical, syntactic, and stylistic resources, which may be reinforced by nonverbal means such as intonation, gesture, facial expression, and spatial behavior. In written communication, additional impact is achieved through graphic means of text organization (metagraphemics), including font variation, emphasis, and layout.

The choice of speech influence strategies depends on the type of discourse, speech genre, and situational conditions, including the communicative position of the speaker. The *communicative position* is defined as the speaker's relative level of influence, authority, and control within a communicative situation. It is dynamic and context-dependent, shaped by social roles and communicative behavior. A strong communicative position is achieved through clear and coherent speech organization, appropriate emotional tone, and effective coordination of verbal and nonverbal means, as well as through adaptation to the interlocutor and maintenance of interactional balance.

The effectiveness of speech influence is determined by a set of interrelated factors:

- Personal factors – appearance and general behavior shaping credibility and first impressions
- Social-ethical factors – adherence to norms of speech etiquette and communicative appropriateness
- Interactional factors – ability to establish and maintain contact and engagement
- Nonverbal factors – gestures, facial expression, posture, eye contact, and spatial behavior
- Vocal factors – tempo, intonation, pauses, and voice modulation

- Content factors – relevance, clarity, and logical consistency supported by argumentation
- Linguistic factors – lexical precision and stylistic expressiveness
- Structural factors – logical organization, emphasis, and controlled repetition
- Audience factors – adaptation to the interlocutor’s knowledge, experience, and expectations

Thus, communicative effectiveness emerges from the integration of speech influence mechanisms and the strategic management of communicative position, ensuring successful goal achievement and constructive interpersonal interaction.

8.4. Ineffective Speech Communication

The ideal model of communication presupposes effective interaction based on mutual understanding and communicative comfort. In real-life practice, however, psychological, social, cognitive, cultural, and situational factors often complicate the exchange of information.

Communication is considered effective when it is adequate, meaning that it ensures a sufficient level of mutual understanding from the participants’ perspective. Otherwise, communication is *ineffective*, as the intended perlocutionary effect is not achieved.

Within a discourse, communication may fail for all participants or only for some of them. Ineffective communication is typically manifested as a *communicative breakdown* (partial misunderstanding) or a *communicative failure* (complete misunderstanding or communicative inadequacy).

Communicative failure refers to the partial or complete inability to realize the speaker’s communicative intention due to misunderstanding of the message by the addressee. It may also involve unintended negative emotional effects (e.g., offense, irritation, surprise). Such failures are linked to participants’ personal characteristics, situational factors, processes of encoding and decoding meaning, difficulties in achieving communicative goals, and violations of communicative contact.

The American psycholinguist Herbert Clark identifies four stages at which communication may fail:

1. The message is not received.
2. The message is received but not perceived.
3. The message is perceived but not understood.
4. The addressee does not share the speaker's interpretation of the situation.

A frequent cause of failure is *communicative noise (barriers)*, including physical barriers (e.g., interrupted connection), linguistic barriers (lack of shared linguistic code), and social barriers (e.g., age or status differences).

Not all misunderstandings lead to communication failure. A distinction is made between complete communicative failure and *communicative difficulty*. The latter can often be resolved through clarification, repetition, paraphrasing, guiding questions, or other repair strategies that restore communicative flow.

However, a serious communicative error may render interaction ineffective. Such cases are referred to as *communicative "suicide."* For example, expressions like "Sorry for taking your time..." or "I won't keep you long..." may signal that the message is unimportant, leading to reduced audience engagement.

Communicative failure is closely related to *disharmonious communication*, which is characterized by:

- inconsistency or conflict in communicative strategies
- inappropriate communicative tone
- lack of genuine interest in the topic
- negative verbal or nonverbal attitudes toward the message or interlocutor
- absence of an effective communicative outcome

Disharmonious interaction varies in its causes and degree, ranging from mild communicative discomfort to open communicative conflict, as well as in participants' behavior and strategies for resolving difficulties.

Communicative discomfort (unfavorable communicative conditions) may arise even without communicative failure, although failure is rarely present without some degree of discomfort.

In many cases, communicative failure is accompanied by *communicative conflict*, which results not only from misunderstanding but also from clashes of intentions, interests, or viewpoints. However, conflict does not necessarily imply failure: it may lead to confrontation, partial success for one party, or communicative compromise.

In real communication, multiple factors may hinder interaction. Achieving mutual understanding is a complex process that requires significant intellectual, psychological, and linguistic effort from all participants.

8.5. Typology of Communicative Failures

Approaches to communicative failures differ in emphasis, but they share a common goal: to describe typical patterns of breakdown in interaction, explain their causes, and outline ways to prevent or overcome them. In most frameworks, communicative failures are treated as multidimensional phenomena, influenced by linguistic, cognitive, social, and pragmatic factors.

From this perspective, communicative failures can be classified through several key oppositions that reflect different dimensions of communication breakdown.

1. Broad vs. narrow communicative failures

The first distinction concerns the scope of failure:

- In a broad sense, communication is unsuccessful when the speaker fails to achieve practical, goal-oriented outcomes.
- In a narrow sense, failure involves both practical outcomes and the loss of mutual understanding.

This distinction shows whether failure concerns results or understanding itself.

2. *Explicit vs. implicit failures*

Communicative failures also differ in visibility:

- Explicit failures are immediately noticeable during interaction (e.g., “*I don’t understand*”).
- Implicit failures remain hidden and become evident only later when participants realize that they interpreted key elements differently.

Thus, some failures disrupt interaction immediately, while others remain unnoticed until the communicative event is completed.

3. *Complete vs. partial failures*

Another important criterion is the degree of disruption:

- A complete failure leads to a breakdown of communication and termination of interaction.
- A partial failure affects only part of the communicative intent and can often be corrected through clarification or repair strategies.

In this sense, not all failures terminate communication; some only complicate it.

4. *Unintentional vs. intentional failures*

Communicative failures may also differ in terms of speaker intention:

- Unintentional failures arise accidentally, typically due to insufficient competence or external factors.
- Intentional failures are deliberately produced as part of a communicative strategy (e.g., rhetorical or manipulative purposes).

This opposition shows that communicative failures may be either accidental or strategically produced.

5. *Verbal vs. nonverbal failures*

Failures may occur in different semiotic systems:

- Verbal failures result from incorrect or inappropriate use of language (lexical, grammatical, phonetic, or syntactic errors).
- Nonverbal failures arise from inappropriate use of gesture,

distance, facial expression, tone, or timing.

In real communication, these systems interact and may reinforce one another.

6. *Language competence vs. communicative competence failures*

A further distinction separates linguistic from pragmatic causes:

- Language-based failures result from insufficient knowledge of linguistic norms.
- Communicative failures, in a broader sense, arise from insufficient pragmatic competence, including inability to adapt to context, participants, or social and cultural conditions.

Thus, even grammatically correct speech may fail if it is pragmatically inappropriate.

Communicative failures are complex, multi-layered phenomena that may occur at any stage of interaction from message formulation to interpretation. Their diversity demonstrates that unsuccessful communication is rarely caused by a single factor. Therefore, effective communication requires not only language accuracy but also communicative competence, which integrates linguistic, pragmatic, social, and cultural knowledge and enables participants to achieve mutual understanding in different communicative situations.

Key Concepts and Terms

Communication and effectiveness: effective communication, communicative effectiveness, illocutionary effectiveness, interactional effectiveness, speech influence, communicative balance, communicative position

Competence system: communicative competence, grammatical competence, discourse competence, sociolinguistic competence, strategic competence, sociocultural competence, intercultural competence, interactional competence, illocutionary competence

Failures in communication: ineffective communication,

communicative failure, communicative breakdown, communicative discomfort, communicative difficulty, communicative conflict, communicative “suicide”, communicative noise (barriers), verbal failure, nonverbal failure, explicit failure, implicit failure, complete failure, partial failure, intentional failure, unintentional failure

Study Guidelines and Key Focus Areas

1. Read the theoretical material of the section carefully, focusing on different approaches to defining effective and ineffective communication, their features, and determining factors. Characterize communicative competence as a multidimensional set of interrelated competencies that ensures successful communication. Pay attention to how a speaker’s communicative position can be strengthened through the principles and strategies of speech influence. At the same time, analyze the nature of unsuccessful communication, its main indicators, and factors that complicate interaction. Describe types of communicative failures in terms of their sources and consequences.
2. Memorize the definitions of key concepts and terms introduced in the unit.
3. To gain deeper insight into the factors of effective and ineffective human communication, consult the recommended literature. Compare and critically synthesize the information obtained from different scholarly works.
4. To consolidate your theoretical knowledge, complete the practice and critical reflection tasks. Justify your answers with reference to relevant scholars, their theories, and key concepts discussed in the unit.
5. To check your understanding, complete the comprehension tasks and tests that follow the theoretical material in the unit.
6. For further independent study, refer to various resources, including electronic sources. Carefully select material, taking into account its relevance, reliability, and academic credibility. Use only authentic excerpts of communication to illustrate theoretical concepts discussed in the unit.

Check Your Understanding

Based on the unit content, answer the following questions:

1. How does Olena Selivanova distinguish between illocutionary effectiveness and interactional effectiveness in communication?
2. Why is communicative effectiveness closely connected with speech influence? What forms of speech influence ensure effective communication?
3. How does Noam Chomsky's distinction between linguistic competence and performance relate to Dell Hymes' concept of communicative competence?
4. According to Canale and Swain, what are the core components of communicative competence? Briefly characterize each.
5. Which extended dimensions of communicative competence are identified in later pragmatic and intercultural approaches?
6. Which factors determine the effectiveness of speech influence in communication?
7. How does Herbert Clark model stages of communication breakdown?
8. How do communicative failure, communicative difficulty, and communicative "suicide" differ in interaction?
9. What types of communicative barriers are distinguished in psycholinguistics, and how do they affect the stages of communication?
10. How can communicative failures be classified across key opposition?

Practice Tasks

Task 1. Analysis of Communicative Effectiveness

Analyze excerpts (1–2) and determine whether communication is effective for the participants. Consider both:

- illocutionary effectiveness (goal/intention-based)
- interactional effectiveness (relationship/process-based)

Justify your answers using concepts from communication theory (e.g., speech acts, pragmatics, interaction models).

Excerpt 1

“Miss Bracken,” Juanita said, speaking softly, “you once told me that if I had a problem I could come and talk to you.”

“Of course, Juanita. Do you have one now?”

Her small face creased in worry. “Yes, I think so.”

“What kind of problem?”

“If you don’t mind, could we talk somewhere else?” Juanita was watching Wainwright, near the vault on the opposite side of the bank. He seemed about to end a conversation.

“Then come to my office,” Margot said. “When would you like to make it?”

They agreed on Monday evening.

(A. Hailey. The Moneychangers)

Excerpt 2

“Judas Priest!” Tony Bear Marino’s husky, thick features contorted in a savage scowl. His incongruous falsetto voice rose even higher than usual. “You had that goddam tape, and you sat on your goddam ass a week before you came here!”

Wizard Wong said defensively, “I’m a technician, Mr. Marino. Mostly, the things I hear are none of my business. But after a while I got to thinking this one was different.” He was relieved in one sense. At least there had been no angry reaction because he had bugged a Double-Seven line.

“Next time,” Marino snarled, “think faster!”

(A. Hailey. The Moneychangers)

Task 2. Evaluation of Communication Outcomes

Analyze excerpts (1–3) and classify each interaction as:

- effective
- partially effective
- ineffective

Justify using linguistic concepts (clarity, pragmatic failure, misunderstanding, context).

Excerpt 1

JASSY: “Project Hail Mary” over \$615 million at the box office, it’s really, have you seen the movie yet, by the way?

CRAMER: No, no. I have been busy working on this interview.

<https://www.cnb.com/press-releases/>

Excerpt 2

DREW FUNDERBURK: Hi. I’m being double charged for membership. An old gold in addition to my new executive. Two years in a row now. Customer service is telling me to dispute it. Just wanted to give you guys another try before doing that.

COSTCO: Drew– We strive for every member interaction to be a positive one and we’re sorry to hear we missed the mark. We’d like to get you in touch with the right team to share your experience with. Please email us at costcocare@costco.com with your 12 digit membership number address on file, phone number, and any pertinent details. As soon as we receive your email we’ll promptly proceed. – Kim

<https://www.facebook.com/Costco>

Excerpt 3

CARL: We want two tickets on the next plane out of here.

AIRLINE REP: Two tickets to... Lincoln, Nebraska. Have a good time.

(N. Stoller. Yes Man)

Task 3. Communicative Goals and Speech Influence Analysis

Analyze communicative interactions (1–3). For each interaction, determine if speech influence is effective and the addressers achieve:

- an informational goal (transferring information)

- a practical/subject-related goal (achieving a result, e.g., obtaining information, or influencing behavior)
- a relational goal (establishing or maintaining interpersonal relations)

Justify your answers briefly and complete the table:

Interaction	Informational Goal	Practical/ Subject-Related Goal	Relational Goal	Effectiveness of Speech Influence
1				
2				
3				

Interaction 1

“What do you know about this lawyer?” he asked Ord.

“Never heard of her.”

“Surely someone in your office has dealt with her?” Foltrigg asked. The question was nothing short of a challenge for Ord to find someone with the scoop on Reggie Love. He left his office and consulted with an assistant. The search began.

(J. Grisham. The Client)

Interaction 2

“Jules,” Miles said, “will you stay here while I go down and get a sunlamp? I think it’ll do Danny good.”

“Sure.”

(A. Hailey. The Moneychangers)

Interaction 3

TRAVIS BELK: What’s the point of doing pre-orders if you’re just going to cancel the orders? Then turn around and sell them on your site.

WALMART: Please send us a PM via the following link, so we can look into your experience: <https://walmrt.us/4cS0fck>

<https://www.facebook.com/walmart>

Task 4. Mechanisms of Speech Influence

Analyze excerpts (1–2) and identify how the speaker/writer influences the addressee in each case. Focus on:

- type of speech influence (e.g., informative, directive, argumentative, evaluative-emotional, phatic/social)
- verbal means (language choices, structure, tone, style)
- nonverbal means (intonation, gesture, facial expression, or contextual cues where applicable)
- communicative effect (impact on the addressee)

Then briefly explain:

- how verbal and nonverbal elements work together to shape meaning and effect
- how strong the speaker’s communicative position is in each case, and why

For each excerpt, complete the table:

Type of Speech Influence	Verbal Means	Nonverbal Means	Communicative Effects

Excerpt 1

LISA CONYER PONGRAT: Macy’s can you please explain to me why it’s necessary to send me so many emails each and every day? I have even asked for the amount to be reduced. But I still get AT LEAST 5 a day. Why is this necessary? This isn’t helping me to want to shop more. It’s actually doing quite the opposite.

MACY’S: Hi there, Lisa. You can use the unsubscribe link at the bottom of any Macy’s email, or manage preferences online at macys.com after logging into your account. – Jordan at Macy’s

<https://www.facebook.com/Macys>

Excerpt 2

Watch the TED Talk:

https://www.ted.com/talks/alexi_pappas_why_i_love_my_bad_days

Task 5. Communication Failures and Breakdown Analysis

Analyze excerpts (1–3) and identify communication failures or breakdowns. Then briefly explain how these failures affect communicative effectiveness. Complete the table:

Type of Failure	Excerpt 1	Excerpt 2	Excerpt 3
Explicit/implicit			
Complete/partial			
Verbal/nonverbal			
Linguistic/communicative			
Cause			
Consequences			

Excerpt 1

CARL: My boss is white noise.

RENEE: White noise?

CARL: You know, like totally boring.

(N. Stoller. *Yes Man*)

Excerpt 2

“We’re pretty good friends. I see her around from time to time. Most of her work is with abused children. She’s, well, she’s had a pretty rough time of it.”

“What do you mean by that?”

(J. Grisham. *The Client*)

Excerpt 3

Alex shook his head decisively. “Nolan, I let you change my mind once before. This time I won’t. Our business here is banking, not crime busting. We’ll seek help from law enforcement agencies and cooperate with them all we can. But we will not sustain aggressive crime-fighting programs of our own. So I tell you—end the

arrangement with Eastin, today if possible.”

“Look, Alex ...”

“I already have looked, and don’t like what I see. I will not have FMA responsible for risking human lives—even Eastin’s. That’s definite, so let’s not waste time in further argument.”

(A. Hailey. *The Moneychangers*)

Critical Reflection

Read the following quotations and critically evaluate their ideas about communication. Do you agree or disagree with each statement? Justify your answers using examples and/or theoretical concepts in linguistic communication.

1. “Effective communication is the cement that binds an organization together. It is the foundation upon which successful teamwork and good customer relationships are built.”
– Connie Podesta (b. 1947), American author and motivational speaker
2. “To listen closely and reply well is the highest perfection we are able to attain in the art of conversation.”
– Francois de La Rochefoucauld (1613–1680, French writer
3. “The ability to simplify means to eliminate the unnecessary so that the necessary may speak.”
– Hans Hofmann (1880–1966), German-American painter
4. “To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.”
– Tony Robbins (b. 1960), American author, motivational speaker, and entrepreneur
5. “Words are singularly the most powerful force available to humanity. We can choose to use this force constructively with words of encouragement, or destructively using words of despair. Words have energy and power with the ability to help,

to heal, to hinder, to hurt, to harm, to humiliate and to humble.”

– Yehuda Berg (b. 1972), Israeli-American author

6. “The most important thing in communication is hearing what isn’t said.”

– Peter Drucker (1909–2005), Austrian-American management consultant

Test Your Knowledge

Task 1. Multiple-choice

Choose the correct answer.

1. Based on communicative goals, effectiveness is classified into ... and interactional effectiveness.
 - a) locutionary
 - b) illocutionary
 - c) perlocutionary
 - d) resultative
2. Interactional effectiveness is aimed at achieving ...
 - a) communicative goals
 - b) agreement and mutual understanding
 - c) the desired perlocutionary effect
 - d) practical outcomes
3. The highest level of interactional effectiveness is referred to as ...
 - a) coordination
 - b) agreement
 - c) harmonization
 - d) conflict
4. Speech influence is considered ... if only practical and informational goals are achieved.
 - a) effective
 - b) ineffective
 - c) result-oriented

- d) negative
- 5. The term *competence* in linguistics was introduced by ...
 - a) Noam Chomsky
 - b) Dell Hymes
 - c) Michael Canale
 - d) Herbert Clark
- 6. The term *communicative competence* was proposed by ...
 - a) Noam Chomsky
 - b) Dell Hymes
 - c) Michael Canale
 - d) Herbert Clark
- 7. The ability to combine grammatical forms into coherent spoken or written texts refers to ... competence.
 - a) grammatical
 - b) illocutionary
 - c) discourse
 - d) interactional
- 8. The model of communicative competence by Canale and Swain includes grammatical, discourse, sociolinguistic, and ... competence.
 - a) cultural
 - b) phenomenological
 - c) strategic
 - d) sociocultural
- 9. The regulation of one person's activity by another through language is called ...
 - a) linguistic competence
 - b) communicative position
 - c) speech influence
 - d) communicative balance
- 10. To enhance the persuasive impact of a message, speakers use ... such as metaphors, rhetorical questions, and repetition.
 - a) phraseological units
 - b) phonosemantic synonyms

- c) tropes and figures of speech
 - d) suggestive elements
11. The effectiveness of written communication is enhanced by ...
- a) extralinguistics
 - b) metalanguage
 - c) graphemics
 - d) metagraphemics
12. The factor that involves creating a positive communicative image of the speaker is the factor of ...
- a) establishing contact
 - b) communication style
 - c) communicative norms
 - d) spatial organization
13. The factor that requires providing more positive information is the factor of ...
- a) content
 - b) linguistic form
 - c) addressee
 - d) amount of information
14. Communication is considered ineffective when it results in ...
- a) communicative difficulties
 - b) communicative discomfort
 - c) communicative conflict
 - d) an undesired perlocutionary effect
15. In a discourse, communication may be ineffective ...
- a) only for the speaker
 - b) only for the addressee
 - c) only for all participants
 - d) for all or some participants
16. The most general term for misunderstandings in communication is ...
- a) communicative breakdown
 - b) communicative error

- c) communicative failure
 - d) communicative collapse
17. Communication may fail because ...
- a) the sender sent the message
 - b) the addressee perceived the message
 - c) the addressee understood the message
 - d) the addressee does not share the speaker's perspective
18. The terms *communicative barriers* and *communicative ...* are used synonymously.
- a) breakdown
 - b) noise
 - c) context
 - d) sabotage
19. A communicative failure caused by age differences is an example of a ... barrier.
- a) social
 - b) physical
 - c) physiological
 - d) cultural
20. Serious communicative errors that make further interaction ineffective are referred to as communicative ...
- a) barriers
 - b) noise
 - c) violence
 - d) "suicide"

Task 2. Matching

Match the terms in the box with the definitions below.

communicative breakdown · communicative failure communication competence · grammatical competence communicative effectiveness · communicative difficulty communicative discomfort · interactional effectiveness sociolinguistic competence · speech influence

1. An integrated set of knowledge, abilities, and skills that ensures effective communication.
2. The degree to which communication enables participants to achieve intended goals while maintaining interactional harmony and positive relations.
3. Achieving agreement, mutual understanding, cooperation, and creating a favorable communicative atmosphere.
4. The strategic use of linguistic and paralinguistic resources to affect the interlocutor's cognitive, emotional, or behavioral response.
5. The ability to adjust language use according to social roles, cultural expectations, and situational norms.
6. The internal knowledge of grammatical rules that enables correct formation of linguistic structures.
7. A state of communicative interaction marked by tension, reduced comfort, or asymmetry in participation roles.
8. A temporary disruption in communication that can be resolved through clarification, repetition, or reformulation.
9. A communicative outcome in which neither informational nor pragmatic goals are achieved due to a breakdown in understanding.
10. A failure in interaction characterized by complete absence of mutual understanding and termination of communicative contact.

Independent Study

Task 1. Comparing Effective and Ineffective Communication

Watch the following videos:

1. <https://www.youtube.com/watch?v=CtdNQ-sfKg8>
2. <https://www.youtube.com/watch?v=fsazEArBy2g>

Compare the interactions and:

- identify key features of ineffective (Video 1) and effective (Video 2) communication

- focus on both speakers
- write at least 4–5 points for each column
- support your ideas with brief examples

Complete the table:

Ineffective Communication (Video 1)	Effective Communication (Video 2)

Task 2. Oral and Written Speech Influence Analysis

Provide:

- one example of oral communication
- one example of written communication

You may use real-life examples such as speeches (e.g., TED Talks), presentations, interviews, conversations, reports, letters, emails, or social media posts (e.g., Instagram, TikTok, comments, captions).

For each example, identify and analyze the type of speech influence and means of its realization. Complete the table:

Speech Influence	Oral Communication	Written Communication
Type (<i>informative, directive, evaluative- emotional, phatic/social, argumentative</i>)		
Verbal means		
Nonverbal means		

Task 3. Communication in Academic and Non-Academic Contexts

Reflect on your communication experiences at university and outside university. For each type of communication, identify:

- main forms of communication used
- typical problems that occur
- possible reasons for these problems
- practical suggestions to improve or prevent them

Support your answers with brief examples where possible. Complete the following tables:

Table 1

Types of communication at university	Problems that Occur	Why Problems Occur	Suggestions to Improve

Table 2

Types of Communication Outside University	Problems that Occur	Why Problems Occur	Suggestions to Improve

Further Reading

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Answer Key to Unit Tests

Unit 1. Theoretical Foundations of Linguistic Communication

Task 1

1b 2c 3b 4b 5a 6d 7a 8c 9b 10c 11d
12a 13b 14b 15a 16c 17c 18b 19a 20a

Task 2

1 rhetoric 2 semiotics 3 communication theory 4 linguistics
5 pragmatics 6 cognitive linguistics 7 methodology 8 analysis
9 modeling 10 behaviorism

Unit 2. Nature and Structure of Human Communication

Task 1

1a 2c 3b 4c 5a 6b 7c 8a 9b 10d 11c
12b 13a 14a 15c 16c 17c 18d 19b 20b

Task 2

1 need 2 motive 3 cause 4 communication process 5 model
6 addresser 7 encoding 8 message 9 code 10 channel

Unit 3. Typology of Human Communication

Task 1

1c 2b 3b 4a 5b 6a 7c 8b 9a 10a 11a
12c 13c 14b 15a 16c 17b 18b 19c 20b

Task 2

1 dialogue 2 monologue 3 polylogue 4 axial communication
5 reticular communication 6 mass communication
7 nonverbal communication 8 printed communication
9 business communication 10 intercultural communication

Unit 4. Communication as Speech Activity

Task 1

1a 2d 3a 4d 5d 6c 7b 8c 9a 10c 11a
12b 13a 14b 15b 16c 17c 18a 19c 20c

Task 2

1 language 2 speech 3 speech activity 4 utterance 5 sentence
6 writing 7 encoding 8 speech production 9 motivation
10 implicit context

Unit 5. Organization of the Linguistic Code in Communication

Task 1

1b 2b 3c 4c 5c 6d 7d 8a 9a 10b 11c
12c 13a 14a 15b 16b 17d 18d 19c 20b

Task 2

1 speech act 2 communicative intention 3 illocutionary force
4 perlocution 5 indirect speech act 6 directive 7 commissive
8 speech genre 9 discourse 10 exchange

Unit 6. Communication Regulation

Task 1

1d 2a 3a 4a 5b 6c 7c 8c 9a 10a 11b
12b 13a 14a 15b 16a 17a 18b 19c 20c

Task 2

1 communicative code 2 speech etiquette 3 implicature
4 communication convention 5 communicative register
6 communicative tone 7 principle of cooperation
8 principle of politeness 9 maxim of cooperation
10 speech behavior

Unit 7. Culture of Human Communication

Task 1

1c 2a 3a 4d 5a 6b 7c 8c 9b 10a 11b
12b 13c 14a 15a 16c 17b 18c 19a 20a

Task 2

1 speech culture 2 language norm 3 speech norm 4 voice
apparatus 5 listening 6 elite speech culture 7 colloquial speech
culture 8 communicative competence 9 normative (correct) speech
10 speech culture of society

Unit 8. Effective and Ineffective Communication

Task 1

1b 2b 3c 4c 5a 6b 7c 8c 9c 10c 11d
12c 13d 14d 15d 16c 17d 18b 19a 20d

Task 2

1 communicative competence 2 communicative effectiveness
3 interactional effectiveness 4 speech influence
5 sociolinguistic competence 6 grammatical competence
7 communicative discomfort 8 communicative difficulty
9 communicative failure 10 communicative breakdown

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