

Abstract

(Graduation Level of Proficiency Paper)

Title: Communicative Potential of Counter Question in Dialogue Utterances

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Topical Importance: Investigation of counter question functioning in a dialogue is explained by the necessity for the name of new objects and concepts. It also is caused by the fact, that all the descriptions of this phenomenon of language and speech are still very fragmentary.

Goals: The main goal of the diploma paper is to study communicational potential of counter question in dialogue and to systematize its structural-functional types.

Tasks: to characterize peculiarities of counter question, systemize the question according to the Principle of Cooperativity, to prove the results of our investigation with examples of English and American authors' literary works, to describe the cooperative and uncooperative counter questions and their communicative potential.

Theoretical value and practical applicability: Theoretical value is caused by the fact, that our work contains an attempt to specify linguistic status of quite inexplicit concept of "counter question". Solving this task is very important for goals of theoretical linguistics. Practical applicability is in the fact that its results help us understand the role of counter question among other communicative means deeply and carefully. This fact is of great importance for creation of rhetoric courses, teaching foreign languages etc. Besides, the results of this work can be used in practical writing of diploma theses and dissertations on similar topics.

Results: We can distinguish between three general types of using counter question according to Principle of Cooperativity. It classifies to 1) cooperative counter

question; 2) uncooperative counter question; 3) case of alternative using of counter question in accordance with Principle of Cooperativity. Cooperative counter question is aimed at continuation of the conversation and finding out the missing parts of the nub of the talk. Uncooperative counter question aims at finishing the conversation if it touches upon undesired, unwanted or unpleasant matters. We also can define double- and poly- counter questions as an extra- group and indicator of communicatively tensed dialogue.

Implementation advice: The theoretical material of the diploma thesis can be applied while studying or teaching different courses of linguistics, in special courses on the study of English grammar.