

The background features abstract, overlapping geometric shapes in various shades of pink and purple, creating a modern, layered effect. The shapes are primarily triangles and polygons, some with thin white outlines, set against a light pink background.

# Lecture 1

## Communication and its principles

# Vocabulary

- ▶ Strategy
- ▶ Utterance
- ▶ Speech act
- ▶ Locution - late Middle English: from Old French, or from Latin locutio(n- ), from loqui 'speak'.
- ▶ Illocution -
- ▶ Perlocution - 1950s: from modern Latin perlocutio(n- ), from per- 'throughout' + locutio(n- ) 'speaking'.
- ▶ Inference
- ▶ Maxims of communication

- ▶ • a conclusion reached on the basis of evidence and reasoning.
- ▶ • a detailed plan for achieving success, a way of doing something or dealing with something
- ▶ • a spoken word, statement, or vocal sound
- ▶ • the intended function or force of an utterance — what the speaker does by saying something, e.g. promising, ordering, warning, apologizing, requesting.
- ▶ • the actual effect the utterance has on the listener (whether intended or not), e.g. ordering, warning, or promising.
- ▶ • an utterance considered as an action, particularly with regard to its intention, purpose, or effect
- ▶ a short, pithy statement expressing a general truth or rule of conduct
- ▶ • an utterance regarded in terms of its intrinsic meaning or reference, as distinct from its function or purpose in context

# Communication (Menti Cloud)

## ► What is communication?

Imagine communication as a picture made of words – what words would you put in it?

Watch the video, give examples of 3  
types of speech acts

Speech act

<https://www.youtube.com/watch?v=oSl9Wrz4u3I>

# Exercise 1: Identify the Speech Acts

- ▶ Identify the locutionary, illocutionary, and perlocutionary acts.
- ▶ 1. “Can you close the window?”
- ▶ 2. “It’s freezing in here.”
- ▶ 3. “I promise I’ll help you tomorrow.”
- ▶ Task: Explain how the same utterance might lead to different perlocutionary effects in different cultures (e.g., direct request vs. suggestion).

# Exercise 2: Translate and Analyze

- ▶ Translate the following sentences into your first language (Ukrainian) and explain:
- ▶ *“I couldn’t agree with you more.”*
- ▶ *“Could you possibly open the door?”*
- ▶ *“I’ll think about it.”*
- ▶ **Questions:**
- ▶ How does word-for-word translation change the illocutionary force?
- ▶ Does the translation preserve the politeness level and intended meaning?

# Exercise 3: Cross-Cultural Comparison

- ▶ Compare how the speech act of **refusal** is expressed in English vs. your native language:  
Example situation: A friend invites you to a party, but you cannot go.
- ▶ English response: *"I'm sorry, I can't make it tonight."*
- ▶ Your language: \_\_\_\_\_

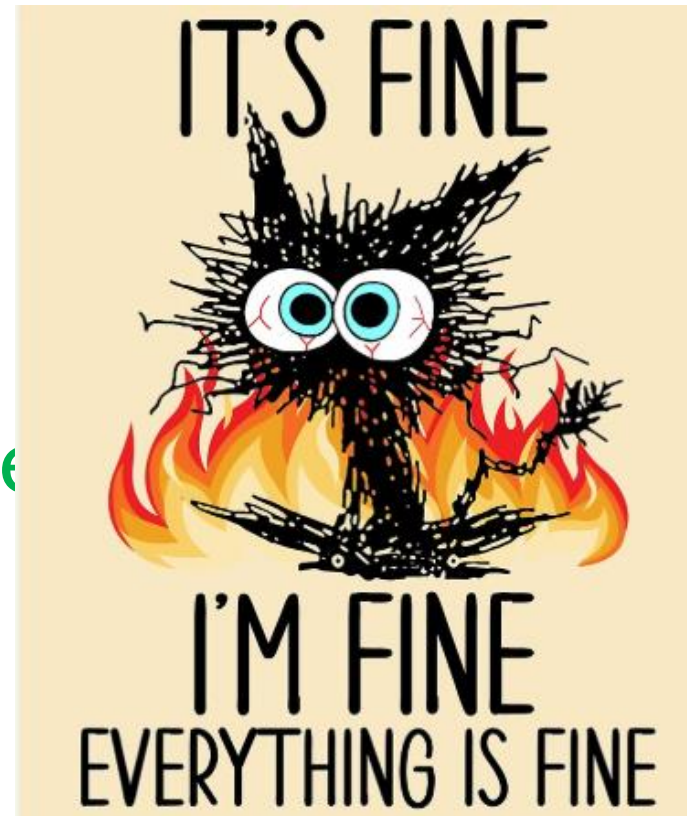
## Discuss:

- ▶ Which is more direct?
- ▶ Would a literal translation sound rude or polite?



Mememes in English that use humor or sarcasm.

Translate them  
into Ukrainian,  
explain the challenges.  
Identify the illocutionary force  
behind the humor.  
Would the joke work?  
Why or why not?



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The communication process typically involves the following elements:

- ▶ **Sender**
- ▶ **Message**
- ▶ **Channel**
- ▶ **Receiver**
- ▶ **Feedback**
- ▶ **Noise**

# Principles of Communication

- ▶ **Clarity**
- ▶ **Conciseness**
- ▶ **Consistency**
- ▶ **Consideration**
- ▶ **Completeness**
- ▶ **Correctness**
- ▶ **Courtesy**
- ▶ **Feedback**

# Pragmatics and Gricean Maxims

[https://www.youtube.com/watch?v=rzx  
yjFHh-y8](https://www.youtube.com/watch?v=rzx<br/>yjFHh-y8)

**Watch the video, what are the four conversational maxims that make up the Cooperative Principle, and what is the primary purpose of these maxims?**

# *Exercise 1: Identify the Maxim*

For each of the following scenarios, identify which of the four maxims is being violated. Explain your reasoning.

- ▶ A coworker asks, "How was your weekend?" and you reply, "The cat had its annual checkup, the fridge needs new light bulbs, and I finally figured out how to use the new coffee machine."
- ▶ During a serious conversation about a friend's relationship troubles, you suddenly say, "Did you know that flamingos can only eat with their heads upside down?"
- ▶ A friend asks you for directions to a restaurant, and you give them every single turn, traffic light, and a detailed description of every building they will pass for the entire 15-minute drive.
- ▶ You are a witness in a court case and, when asked what you saw, you say, "I think someone might have been running past."

## *Exercise 2: Maxim Violation and Implicature*

Read the following exchange.

- ▶ **Alex:** "Did you finish the report for the meeting?"
- ▶ **Beth:** "Well, I started with the introduction, and I've been researching data all day."

Which maxim is Beth violating?

What is the **implicature**—the unspoken meaning—that Alex is likely to derive from Beth's response? Explain how the violation of the maxim helps create this implicature.



# Exercise 3: Rewrite and Improve

Rewrite each of the following sentences to better follow the Cooperative Principle. State which maxim you are focusing on for each revision.

- ▶ 1. "The car was in the parking lot in a way that was not aligned with the painted lines." (Focus on Maxim of Manner)
- ▶ 2. "I believe that some of the cookies were delicious." (Focus on Maxim of Quantity)
- ▶ 3. "He went to the bank and walked home." (Focus on Maxim of Relevance, assuming the events are causally linked)

# Barriers to Effective Communication

- ▶ **Language Differences**
- ▶ **Cultural Differences**
- ▶ **Physical Barriers**
- ▶ **Emotional Barriers**
- ▶ **Perceptual Barriers**