

"And he can't have been afraid you'd seen him doing it – the murder, I mean – because, as you say, that's absurd" (CW, 36).

Выражение *I mean* вводит существительное, уточняющее референцию местоимения, антецедент которого занимает правостороннюю позицию по отношению к нему. Без уточнения при помощи существительного *murder* местоимение *it* может охватывать слишком большой объем понятий и соотноситься с самыми разнообразными сущностями, входящими в описываемую ситуацию, что могло бы затруднить понимание высказывания адресатом.

- в конце предложения

"Well..." Pip drawled. "That's the whole point of the game, isn't it, public confession I mean" (MJ, 6).

Для предупреждения потенциальной КН говорящий вводит необходимое дополнение, которое находится в конце предложения.

Антекорректировка оформлена в самостоятельное предложение:

PHILLIP: *You wouldn't break your neck.*

MOLLIE: *Not running across the floor. Underneath the floor, I mean* (MAP, 121).

Адресант употребляет антекорректировку своего предыдущего высказывания, заменяя предлог *across* на более точное, по его мнению, слово *underneath* при помощи словосочетания *I mean*, при чем антекорректировка выносится за пределы первичного сообщения.

Расположение корректирующего компонента может быть различным:

- до *I mean*

"You met her, then. My friend, Miss Grey, I mean" (CP, 120).

Содержание местоимения *her* раскрывается в последующем контексте, при помощи "цепочечной уточняемости", когда конкретизирующий компонент поясняется, в свою очередь, еще одним элементом:

Her → *My friend* → *Miss Grey*.

- после *I mean*

"I wouldn't mind laying back for a while, Nellie. I mean a good, long while" (JJ, 723).

В данном случае корректировка первичного сообщения осуществляется после введения прагматического маркера *I mean*.

Таким образом, можно прийти к выводу, что потенциальная КН может быть предотвращена при помощи антекорректировки, которая вводится посредством прагматических маркеров *that is, that is to say, so to speak, I mean* и др. Антекорректировка выступает в качестве одного из наиболее эффективных средств предотвращения КН, применяющейся адресантом.

Дальнейшее исследование позволит более полно изучить причины возникновения коммуникативных неудач и механизмы их предупреждения.

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PRYSYAZHNYUK OKSANA

SOME PROBLEMS OF REGIONAL VARIATION WITHIN ENGLISH

The **aim** of this article is to reveal the problem of regional variation of English on the British Isles. When we speak about "a language" – in our case "the English language" – the term "language" refers to a dialectal unity of the universal and the individual. The English language is not a single homogeneous phenomenon, but a complex of many different and interpenetrating varieties of language in use in all kinds of situations in many parts of the world. Numerous features of English systematically co-vary with situation. The term "register" has recently come into use to describe varieties of this kind (also known as functional styles). In addition to stylistic variations, there are variations in the use of language that depend on the geographical place of origin of the speaker (or writer), his position on a social scale of some kind (e.g. upper/middle/lower class), and his age or sex [2;4;5].

The stylistic and geographical-regional varieties of English have received the most attention so far. The geographical-regional varieties of English may be either international variants (e.g. British English and American English) or intra-national dialects (e.g. Cockney or Lancashire within British English). All of these varieties have been systematically studied and recorded [3;10;14].

If geographical-regional variations represent, as it were, a horizontal differentiation of language, the variations on a social scale could be described figuratively as being on a vertical plane [17]. In actual fact, the situation is more complicated as social dialects can become regional and vice versa.

The geographical-regional varieties of English are very numerous. They have come into being in the course of the long historical development of the language and as a result of its wide geographical distribution throughout the world since the early 17th century [11]. There are more regional kinds of English than any person can hope to master. It is quite clear, too, that the ordinary student of English does not need to learn to speak and write more than one (or possibly two) of the principal regional varieties of the language. But in order to be able to communicate better with speakers of other varieties of English and to appreciate English literature it is necessary to have full knowledge of the main features of the most important regional varieties.

In the United Kingdom there are literally hundreds of local varieties of the English language. Many of the differences in the kinds of English used in England, Wales, Scotland and Ireland today can be traced back to the Anglo-Saxon dialects introduced into Britain way back in the 5th and 6th centuries A.D., and to their subsequent differentiation in the conditions of feudal isolation in the Middle Ages. Other peculiarities again are due to contacts with the Celtic population of the British Isles. British colonial expansion in the 17th, 18th and 19th centuries took the English language to practically all corners of the world [6, p.15]. It is inevitable that there should be variations in the kind of English used outside the United Kingdom. The wider the spread of a language, the greater the likelihood of differences in the usage. The faster the spread of a language, the less stable its standards of speech. The aspects of language which are the most likely to show variation as the result of geographical separation are especially the vocabulary and the pronunciation [13].

Differences in geographical features, in the flora and fauna and in the way of life all call for new words. Some of these words remain features of the local dialect and are unknown outside their country of origin, but the most important of them find their way into the general English vocabulary, and some of them become so well-established that their origin is forgotten.

The pronunciation of English in the dominions and other Commonwealth countries has been affected by social as well as geographical factors. The early settlers in America, Australia and elsewhere did not include a large proportion of the English upper classes, and this fact is reflected in the speech of their descendants today [1]. A general characteristic of the English language today is that it is being increasingly influenced by the English of the United States. Naturally, this influence is strongest on Canadian English, but it can be felt to a varying extent everywhere.

In general the English of the dominions and former colonies shows less respect for authority and precedent than does British English. In many parts of the world where English is used, it has to compete with other languages, and this competition has had its effect on the local variety of English, especially on the vocabulary. The study of the English language as used in Canada and South Africa has to concern itself very much with the problems of bilingual speakers. In India and many parts of Africa there is an additional problem that English, while remaining a convenient lingua franca, is actually spoken by only a very small proportion of the inhabitants of countries of which it is the or one of the official languages [16].

The geographical-regional varieties of English may be either internationally recognized variants (e.g. British English and American English) or intra-national dialects (e.g. Cockney or Yorkshire within British English).

The terms "dialect" and "variant" need some comment. The term "dialect" is very loosely used in linguistic literature abroad. P. Trudgill says that a dialect is any subdivision of a language that can be associated with a particular group of speakers smaller than the group who shares the common language [10;11]. This is a very broad definition of the term as it covers regional as well as social and professional varieties of language, such as slang, argot, jargon etc. Wells introduces useful working definitions of the terms we are concerned with here. He says that Standard English is the official language of Great Britain which is taught at schools and universities, used by the press, the radio and television, and spoken by educated people; it may be defined as that form of English which is current and literary, substantially uniform and recognized as acceptable wherever English is spoken or understood. Its vocabulary is contrasted to dialect words. Local dialects are varieties of the English language peculiar to some districts and having no normalized literary form. Regional varieties possessing a literary form are called variants [14, p. 72].

In the United Kingdom we have two variants of English alongside Standard English. These are – Scottish English and Irish English, either with its own normalized literary form and a rich literary heritage. The other established variants of English are Australian English, South African English and American English.

On the territory of each variant there are numerous local regional dialects. In England alone, the number of such dialects is in the neighbourhood of 300. The local dialects of England are generally classified into five groups: Northern, Midland, Eastern, Western and Southern. Scottish English, Irish English and American English likewise have their own dialects [12].

Regional dialects are popularly believed to be inferior or degenerate forms of the accepted standard language. Such a view is without foundation because 1) regional dialects are at least as old as and in many respects more expressive than the literary standard, 2) the literary standard has developed from what was originally a regional dialect or from a combination of several such dialects largely as the result of historical chance. It should be added that the study of regional dialects is an extremely valuable source of information about the background of various irregularities and inconsistencies in the grammar, pronunciation and vocabulary of the standard form of the language [6, p.17].

The regional dialects in England and elsewhere are undergoing rapid change under the pressure of Standard English taught at schools and also the pressure of the speech habits cultivated by radio, television and the cinema. The regional dialects are now mainly preserved in rural communities and for the most part in the speech of elderly people. The boundaries of the old local dialects have become less stable than they used to be. Moreover, the movement of population from countryside to the towns and cities – the process of urbanization – has led to the rise of new urban dialects such as Brummagem, Scouse, Geordie (spoken in Birmingham, Liverpool, Manchester etc.). Relatively little is known as yet about such urban socio-regional dialects in Britain [2;4;5].

Every native speaker of English in the United Kingdom will recognize at least the following regional varieties of the language: Cockney, the West Country dialect and the Northern dialects (Yorkshire, Lancashire). He will also easily identify speakers of the Scottish, Irish and American variants of English.

After the Second World War two systematic surveys of the regional dialects of Great Britain were launched with headquarters at the universities of Edinburgh and Leeds. The results of the Leeds project, known as the Survey of English Dialects (supervised by Professor Harold Orton), have been published [7;8;9]. There are also other works in the field of

dialectology made by Hughes A., Trudgill P., Chambers J.K., Wells J.C., Makovsky M., Mutt O., Scopynzeva T., Shevchenko T. and others [3;1;14;15;6;16;17].

So, we can make such **conclusions** as: with greatly improved communications and increasing contacts the various forms of English spoken in the world are now influencing one another as never before. Many of the grammatical and lexical differences which characterize regional dialects are dying out as Standard English becomes more pervasive through the influence of newspapers, radio, television and other media. Nevertheless, people still retain a distinctive kind of pronunciation, i.e. they speak Standard English, but with a local accent. Alongside the gradual disappearance of the old regional dialects some new social dialects are beginning to emerge, especially in large industrial centers.

In recent years Australia has joined the United States as the predominant source of linguistic influence on British English. The relations between the two principal varieties of English (British and American English) are of particular importance for the future of the language. A unified and mutually intelligible British-American literary standard is already in existence. The relations between this British-American standard form of English and the new kinds of English emerging in the former British colonies in Africa, Asia and Caribbean area will give rise to a variety of exciting linguistic problems and developments in the decades that lie ahead.

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Присяник О. П.

СТРУКТУРА СОДЕРЖАНИЯ ТЕКСТА В ФУНКЦИОНАЛЬНОМ АСПЕКТЕ

В данной статье принимается функциональный подход, при котором текст рассматривается не как автономно существующее образование, а в связи с особенностями его восприятия, как единица коммуникативного акта АВТОР – ТЕКСТ – ЧИТАТЕЛЬ. Содержание текста представляется не как «заложенное» в нем раз и навсегда автором, а как формирующееся в сознании читателя в процессе восприятия текста. Содержание художественного текста, следовательно, рассматривается как сотворчество автора и читателя и не является постоянным [2, 3, 4]. Сказанное вовсе не означает, что содержание художественного текста понимается как «свободный полет мысли» читателя (и исследователя) и зависит лишь от личностных свойств реципиента, особенностей его тезауруса. Содержание текста одновременно и вариативно, и инвариантно. Инвариантность определяется, во-первых, устойчивостью, стабильностью воспринимаемой формы (материи) текста, во-вторых, очевидными совпадениями в тезаурусе реципиентов, обусловленными принадлежностью к одной лингвокультурной группе, общностью языка, исторической эпохи и т.д.

Восприятие текста, его осмысление – это воссоздание в сознании воспринимающих парадигматической структуры его единиц [5, с. 18-19]. В связи с этим представляется важным остановиться на статусе единиц, связи между которыми устанавливаются в ходе рецепции, что позволяет выделить лексические парадигмы. Для этого необходимо описать в целом структуру текста, рассматриваемого в функциональном аспекте.

Вопрос о форме и содержании текста относится к числу сложных и не получивших однозначного решения в науке. Не рассматривая его подробно, приведем лишь рабочие определения используемых в дальнейшем описании понятий.

Форма рассматривается в данной работе как материя текста, то есть определенная последовательность звуков или букв, воспринимаемая органами чувств. Отражение в сознании реципиента таких последовательностей называется вербальными образами. Вербальные образы связаны в сознании человека по законам данного языка (грамматическим и семантическим). Владея такими законами, человек может оперировать вербальными образами, не выходя за пределы языка. Конечно, такое оперирование вербальными образами не является полноценной коммуникацией, поскольку в процессе оперирования игнорируются связи слова с действительностью. На уровне оперирования вербальными образами так называемые «абсурдные» фразы типа ЗЕЛЕННЫЕ ИДЕИ БЕШЕНО СПЯТ (пример Л.В.Щербы) или КЕНТАВР ВЫПИЛ КРУГЛЫЙ КВАДРАТ (пример М.Н.Правдина) являются нормативными, то есть правильными с узкоязыковой точки зрения, с точки зрения законов оперирования вербальными образами внутри одной языковой системы. Иными словами, правильной на уровне оперирования вербальными образами является любая фраза, состоящая из реально существующих в данном языке слов, которые связаны друг с другом по законам данного языка [7]. Под законами языка понимаются в данном случае не только правила грамматики, но и правила лексико-фразеологической сочетаемости слов, допускающие сочетание ПОТУПИТЬ ГОЛОВУ, но не допускающие сочетания ПОТУПИТЬ ПИСЬМО В ЯЩИК.