



Speech acts in Louisa May LITTLE WOMAN Stylistic Study

Asst. Prof. Dr. Hassan Abdul-Jabbar Naji

Iraqi University, College of Arts

ABSTRACT

The study deals with analyzing the types of speech act in the Little Women by Louisa May Alcott, which is a novel of four sisters living with their mother in a simple poor home. The aim of this study is to identify the types of illocutionary acts that produced by the characters in the Little Women by Louisa May Alcott based on Searle's speech act classification. They are representative, directive, commissive, expressive, and declarative.

Keywords: Classification of speech act, Speech act verbs, Louisa May Alcott's Little Women

أفعال الكلام عند لويسا مي " المرأة الصغيرة " دراسة اسلوب

ا.م.د. حسن عبد الجبار ناجي

الجامعة العراقية - كلية الاداب

المخلص

تتناول هذه الدراسة تحليل انواع افعال الكلام الواردة في رواية نساء صغيرات للويسا مي ألكوت، و هي رواية تتحدث عن اربع شقيقات يعيشون حياتهم مع والدتهم في بيت بسيط و فقير. حيث ان الهدف من هذه الدراسة هو لغرض معرفة انواع الافعال المتضمنة في القول الصادرة عن الشخصيات في رواية نساء صغيرات للويسا مي ألكوت، و هي مصنفة استناداً الى تصنيف سيرل للافعال الكلامية، وهم الافعال الاخبارية و افعال التوجيه مع افعال الوعد اضافة الى الافعال التعبيرية و اخرها الافعال الاعلانية. الكلمات الرئيسية: تصنيف الفعل الكلامي، الافعال الكلامية، لويسا مي ألكوت نساء صغيرات

The novel is by American author Louisa May Alcott (1832–1888), which was originally published in two volumes in 1868 and 1869. Alcott wrote the books over several months at the request of her publisher. Following the lives of the four March sisters—Meg, Jo, Beth and Amy—the novel details their passage from childhood to womanhood and is loosely based on the author and her three sisters. Scholars classify Little Women as an autobiographical or semi-autobiographical novel. Little Women was an immediate commercial and critical success with readers demanding to know more about the characters.

Little Women has been one of the most widely read novels, and after reading it, some women felt the need to "acquire new and more public identities", however dependent on other factors such as financial resources. While Little Women showed regular lives of American middle-class girls, it also "legitimized" their dreams to do something different and allowed them to consider the possibilities.





takes into account of the different contributions of both speaker and hearer as well as that of utterance and context to the making of meaning" (Thomas, 1995:23).

This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. It requires a consideration of how speakers organize what they want to say in accordance with who they're talking to, where, when, and under what circumstances. Pragmatics is the study of contextual meaning.

In this paper, the focus on the five types of illocutionary acts in the Little Women by Louisa May Alcott. Those are representative, directive, commissive, expressive, and declarative. Those classification based on Searle's speech act classification.

Aim of the paper

This paper has two aims as follows:

- 1) To identify types of speech acts are produced by the characters in the Little Women by Louisa May Alcott.
- 2) To identify how types of speech act realized in the Little Women by Louisa May Alcott. Theories of Pragmatics (words do not have meaning by themselves)

Speech Act Theory (by Austin)

According to Austin (1962), speech acts as the action which is performed in saying something. He also stated that saying something can be detected as doing something. Speech act refers to what is done when something is said; for example, warning, threatening, promising, and requesting (Toolan, 1997: 250). In other hand, the meaning of speech act are these basic units of linguistic interaction such as give a warning to, greet, apply for, tell what, confirm an appointment (Griffiths, 2006: 148). Therefore, speech act is the action that speaker accomplishes when using language in context, the meaning of which is inferred by hearers.

- Austin founded speech act theory on the belief that speakers do not only utilize language to say things, but to do things.
- When we use language to do something, we are performing a speech act.
- For example; Time out! Shotgun!
- Speech act theory was first found by John Austin then it was developed by John Searle



- Austin introduced as an intuitive idea of «performing an act». He introduces the concept of illocutionary acts, and carefully distinguishes them from locutionary acts and perlocutionary acts.
- Austin says that in uttering a sentence the speaker performs an illocutionary act of having a certain force, which is different from the locutionary act of uttering the sentence, which is to have a meaning, and also from the perlocutionary act performed by uttering the sentence, which is to achieve certain effects.
- Austin classifies illocutionary acts into five types, i.e., verdictives, ex- citives, commissive, behabitives, and expositive. Although it is often argued that Austin's classification is not complete and those coined categories are not mutually exclusive, Austin's classification is best seen as an attempt to give a general picture of illocutionary acts: what types of illocutionary act one can generally perform in uttering a sentence. One can exercise judgment (Verdictive), exert influence or exercise power (Execrative), assume obligation or declare intention (Commissive), adopt attitude, or express feeling (Behabitive), and clarify reasons, argument, or communication (Expositive).

What Is a Speech Act? By (John.Searle)

In a typical speech situation involving a speaker, a hearer, and an utterance by the speaker, there are many kinds of acts associated with the speaker's utterance. The speaker will characteristically have moved his jaw and tongue and made noises. The members of this last class are what Austin called illocutionary acts and it is with this class that I shall be concerned in this paper, so the paper might have been called 'What is an Illocutionary Act?' I do not attempt to define the expression 'illocutionary act', although if my analysis of a particular illocutionary act succeeds it may provide the basis for a definition. Some of the English verbs and verb phrases associated with illocutionary acts are: state, assert, describe, warn, remark, comment, command, order, request, criticize, apologize, censure, approve, welcome, promise, express approval, and express regret. Austin claimed that there were over a thousand such expressions in English.

Types of Speech Acts

In addition to our daily physical acts like eating, drinking and walking, we accomplish a great deal of actions through language. We perform verbal acts in face-to-face conversations, telephone calls, electronic conversations, etc. in order to greet or insult each other, to ask questions, give thanks or offer apologies. As you can imagine, the list of tasks we accomplish using language is almost infinite. The acts speakers perform when they make an utterance are called speech acts. The



philosopher John L. Austin (1962) was the first to formulate these insights into a theory, which came to be known as the Speech Act Theory. Austin substituted a three-way contrast among the kinds of acts that are performed when language is put to use, namely the distinction between locutionary, illocutionary, and perlocutionary acts, all of which are characteristic of most utterances, including standard examples of both performatives and constatives.

1 Locutionary acts, according to Austin, are acts of speaking, acts involved in the construction of speech, such as uttering certain sounds or making certain marks, using particular words and using them in conformity with the grammatical rules of a particular language and with certain senses and certain references as determined by the rules of the language from which they are drawn.

Illocutionary acts, Austin's central innovation, are acts done in speaking (hence illocutionary), including and especially that sort of act that is the apparent purpose for using a performative sentence: christening, marrying, and so forth. Austin called attention to the fact that acts of stating or asserting, which are presumably illocutionary acts, are characteristic of the use of canonical constatives, and such sentences are, by assumption, not performatives.

The third of Austin's categories of acts is the **perlocutionary act**, which is a consequence or by-product of speaking, whether intended or not. According to Austin, perlocutionary acts consist in the production of effects upon the thoughts, feelings, or actions of the addressee(s), speaker, or other parties, such as causing people to refer to a certain ship as the Joseph Stalin, producing the belief that Sam and Mary should be considered man and wife, convincing an addressee of the truth of a statement, causing an addressee to feel a requirement to do something, and so on. Austin (1962: 101) illustrates the distinction between these kinds of acts with the (now politically incorrect) example of saying "Shoot her!" which he trisects as follows:

Act (A) or Locution

He said to me "Shoot her!" meaning by shoot "shoot" and referring by her to "her."

Act (B) or Illocution

He urged (or advised, ordered, etc.) me to shoot her.

Act (C) or Perlocution

He persuaded me to shoot her.

Taxonomies of Speech Acts



Austin's Taxonomy

Austin (1975) establishes five categories of speech act based on broad classes of illocutionary force. They are as follows. Verdictives are acts in which a verdict or appraisal is given, usually by someone in a position of power to give that appraisal. Exercitives involve the exercise "of powers, rights, or influence." Austin's examples of exercitives include "appointing...urging... warning, &c." Commissives commit the speaker to an action or intention; they include promises as well as mental commitments like taking one side of an argument (Austin, 1975).

The last two of Austin's categories are broader than the first three, and defined in a vague way that Austin acknowledges as problematic. Austin acknowledges the broad scope of this category, but moves on to describing the even vaguer expositives, which he defines as "mak[ing] plain how our utterances fit into the course of an argument or conversation, how we are using words, or, in general, are expository. Examples are 'I reply', 'I argue', 'I concede', 'I illustrate', 'I assume', 'I postulate'" (Austin, 1975).

Searle's Taxonomy

Searle (1976) challenges Austin's taxonomy on the basis of the categories that Austin himself admits are problematic.. Searle goes so far as to challenge Austin's claim that his categories are based on types of illocutionary force, claiming that, of Austin's categories, only commissives are "clearly and unambiguously" based on the illocutionary point of the actions they describe (Searle, 1976).

In response, Searle establishes a set of features that vary across speech acts and creates a taxonomy of speech acts based on variation in these features.

Criticism of Searle's Taxonomy

Searle's criticism of Austin's taxonomy as insufficiently rigorous is a valid one: as we have seen, Austin's categories overlap to the extent that verdictives and expositives are essentially the same category repeated, and his main criterion of classification, the illocutionary force or purpose of an act, is vaguely defined except in the case of commissives, a category Searle borrows for his own taxonomy (Searle, 1976).

Searle's taxonomy is superior to Austin's in that it begins with a strict set of organizational principles and holds to them. However, the application of these principles to his categories is not without fault. In fact, though he reports three



colleagues of his suggested to him that this fact is sufficient to combine directives and commissives into one category.

Austin's Classification of Speech Acts:

Verdictives:	acts that consist of delivering a finding, e.g., acquit, hold (as a matter of law), read something as, etc.
Excersitives:	acts of giving a decision for or against a course of action, e.g., appoint, dismiss, order, sentence, etc.
Commissives:	3 Commissives: acts whose point is to commit the speaker to a course of action, e.g., contract, give one's word, declare one's intention, etc.
Behavitive:	expressions of attitudes toward the conduct, fortunes, or attitudes of others, e.g., apologize, thank, congratulate, welcome, etc.
Expositives:	acts of expounding of views, conducting of arguments, and clarifying, e.g., deny, inform, concede, refer, etc.

Searle's Classification of Speech Acts:

Representatives:	Commit a speaker to the truth of an expressed proposition. Paradigm cases: asserting, stating, concluding, boasting, describing, suggesting.
Commissives:	Commit a speaker to some future action. Paradigm cases: promising, pledging, threatening, vowing, offering.
Directives:	Are used by a speaker who attempts to get the addressee to carry out an action. Paradigm cases: requesting, advising, commanding, challenging, inviting, warnings, daring, entreating.
Declarations:	Affect an immediate change of affairs. Paradigm cases: declaring, baptising, resigning, firing from employment, hiring, arresting.
Expressives:	Expresses some sort of psychological state. Paradigm cases: greeting, thanking, apologising, complaining, congratulating.

Directness



With every utterance, a speaker performs a speech act. It can be a question ("Where is the car?"), a command ("Give me the sweater!"), a statement ("Something smells bad in here."), or a bunch of other speech acts, like promises, threats, or requests.

In terms of speech acts, directness could be explained as matching the speech act with the grammatical structure it most naturally takes. In the examples above the question, the command, and the statement are all easily recognizable, and can be interpreted at face value.

Now imagine a stranger walks up to you on the street and says those three things. You feel quite offended, right? Politeness rules dictate that increase in social distance requires more indirectness.

Then again, a mother would have no problem saying those things to her seven-year-old, for two reasons. One, the two are socially very close to each other. Two, the mother is higher in the social hierarchy than the seven-year-old.

Directness requires a good nose for the situation, however. Direct commands, of course, can easily sound like you're bossing people around.

Asking direct questions from someone you're not that close with may make the hearer feel you're being nosy or intrusive. Furthermore, they might feel you're forcing them to be rude by asking a question they cannot skate over and must answer with a direct "I don't want to tell you."

Indirectness

If directness was defined as matching your speech act with your structure, indirectness would then be e.g. using an interrogative structure ("Are you wearing that to the party?") to convey a non-question speech act, like a statement ("I don't think you should wear that to the party") or even a command ("Go put on something else.")

As already noted, indirectness is very useful in socially distant situations. People have varied levels of directness tolerance, and until you know where the limit is, it's wise to stay well on the polite side.

Using direct speech to your old friends and indirect speech to the newcomers is an efficient way to keep the two groups separate. it can seem like a form of namedropping, especially if your new friends are somehow higher in social hierarchy. Case in point:



A while back I attended an event that had people from a few different circles. One of the more amusing moments of that evening was when a woman – one that had been extremely polite and indirect to my friends and very direct to hers – started addressing a few of “our” gentlemen in very familiar terms. Specifically, the hot one and the semi-famous one. Her offer for more familiarity was politely declined by both, though. When it comes to close relationships, mismatching structure and speech acts can work as either increasing closeness or creating distance. Communicating with mere declarations and relying on conversational implicature can enhance the feeling of “s/he can totally read my mind!”

“We’re out of milk.” (indirect request/command)

“I’m going out to the post office in just a moment.” (indirect response to request)

The following examples are, ordinary ways of accomplishing the effect of a request without using an imperative:

_ I’d like you to (please) take out the garbage.

_ Can you (please) take out the garbage?

Indirect speech acts and politeness

Most theories of indirect speech acts barely touch on the reasons for which speakers use indirect rather than direct forms, nor do they seek an explanation for which particular indirect forms will be used under which conditions. It takes little reflection, however, to notice that in most cases, some notion of politeness plays a role. Brown and Levinson (1987) include extensive investigations of how models of politeness can yield answers to these interesting questions. They assume – following R. Lakoff (1977) – that a fundamental rule of politeness (deriving from a need to preserve addressee’s “face”) is: Don’t impose. Requests are, by definition, impositions, and the clash that they present with the rule of politeness is in need of resolution. The direct imposition can be ameliorated by avoiding a direct demand and instead asking whether the addressee is willing to or capable of carrying out the act. This gives the addressee the technical option of not carrying out the implied request without losing face. Hence Would you pass the salt? or Can you pass the salt? are more polite than Pass the salt! A rather similar account is offered by Leech (1976).



These studies of politeness have spawned a considerable interest in natural- istic studies of speech interaction, cross-cultural comparisons of indirection strategies, and intercultural communication.

Anaylisis little woman

Here anylaizing of the novel that was classified into five types of speech act: representative, directive, commissive, expressive, and declarative according to Searle's classification.

N	Quotation	Type of speech act	Direct or Indirect
1	It's so awful to be poor!	Expressive_Complaining	direct

1_ In this quotation, Meg was complaining from their poorness while looking to her old dress, So, it is Expressive including a complaint and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct or Indirect
2	Mother says we shouldn't spend money on presents when our men are fighting a war.	Directive_Command	Indirect

2_ In the quotation above, Little Amy said that their mother ordered them to not spend money on presents while their men are fighting a war, So, it is directive including a command and it is indirect because it is a command but in an indirect way.

N	Quotation	Type of speech act	Direct or Indirect
3	Let's each buy ourselves, what we want and have a little fun.	Directive_Suggesting	Direct



3_ Here, Jo suggests that each of the sisters buy something to have fun a little bit, So, it is directive including a suggestion and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct or Indirect
4	I wish i was a boy.	Representative_Stating	Direct

4_ In the quotation above, Jo wished if she were a boy so that she can help her father and fighting with him in the war, So, it is representative including a statement and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct or Indirect
5	That's a kind idea.	Representative_Stating	Direct

5_ Here, Jo liked the idea of buying presents for their mother, So, it is representative including a statement and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct or Indirect
6	I'm the oldest.	Representative_Asserting	Direct

6_ Meg here, told her sister that she is the oldest sister so she has to buy her mother the presents, So, it is representative including an assertion and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct or Indirect
7	I'm selfish.	Representative_Asserting	Direct

7_ In this part of the novel, Amy admits to her mother and sisters that she is selfish, So, it is representative including an assertion and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct and Indirect
8	I will try to be better.	Commissive_Promise	Direct



8 - Little Amy here, promised to be better and to be selfish any more, So, it is commissive including a promise and it is direct because there is a direct relationship between the structure and the communication.

N	Quotation	Type of speech act	Direct and Indirect
9	I will try to be a little woman.	Commissive_Promise	Direct

9_ In this quotation, Jo said that she will start to behave like a little lady So, it is commissive including a promise and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct and Indirect
10	Where's mother.	Directive_Question	Direct

10_ Meg here, asked her sister about their mother, So, it is directive including a question So, it is directive including a question and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct and Indirect
11	Where have you been? And what's that behind you?	Directive_Question	Direct

11_ In this quotation, Meg asked her little sister where were you, and what are you carrying behind you, So, it is directive including a question and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct and Indirect
12	Happy Christmas mother!	Expressive_Congratulating	Direct

12_ In this part of the novel, the little women were happy in the Christmas with their mother, So, it is Expressive including a statement of congratulating and it is direct because there is a direct relationship between the structure and the communicative function.



N	Quotation	Type of speech act	Direct and Indirect
13	Will you give them your breakfast as a Christmas present?	Directive_Request	Indirect

13_ Here, Mrs March asked her daughters if its ok to give their breakfast for a poor family that don't have anything to eat, So, it is directive including a request and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct and Indirect
14	Would the young ladies like to stay for supper?	Directive_Question	Direct

14_ In the quotation above, Hannah the friend of the family asked the young women if they like to stay for supper, So, it is directive including a question and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct and Indirect
15	You're all wrong.	Representative_asserting	Direct

15_ Mrs March here, was guessing her daughters on who send them their breakfast and presents, then they didn't guess, So, it is representative including an assertion and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct or Indirect
16	Look!	Directive_Request	Direct

16_ In this quotation, Meg wanted from her sister Jo, to look to the invitation that was sent to them, So, it is directive including a request and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct or Indirect
17	What shall we wear?	Directive_Question	Direct



17_ In this part of the novel, Meg was thinking with her sister Jo, on what they shall wear on the party that they are invited to, So, it is directive including a question and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct or Indirect
18	Don't stare or put your hands behind your back.	Directive_Command	Direct

18_ In the quotation mentioned above, Meg ordered her sister Jo, to behave like a lady in the party, So, it is directive including a command and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct or Indirect
19	I always get things wrong.	Representative_asserting	Direct

19_ Jo here, told her sister Meg that she always get things wrong because she burned Meg's hair, So it is representative including an assertion and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct or Indirect
20	I'm so sorry.	Expressive_Apoloizing	Direct

20_ In the quotation above, Jo, apologized from her sister Meg because she burned her hair, So, it is Expressive including a statement of apologizing and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct or Indirect
21	I suppose the tongs were too hot.	Representative_Stating	Direct



21_ Here, Jo explained the reason of burning Meg's hair that the tongs were too hot, So, it is representative including a statement and it is direct because there is a direct relationship between the structure and the communicative function

N	Quotation	Type of speech act	Direct or Indirect
22	I didn't know anyone was here!	Representative_Stating	Direct

22_ In this quotation, Jo escaped in order not to dance, then she found their neighbor Laurie who was hiding there too! So, she told him that she didn't know anyone was here, and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct or Indirect
23	don't go.	Directive_Commnd	Direct

23_ Laurie here, ordered Jo not to go, So, it is directive including a command and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct or Indirect
24	Can you speak french?	Directive_Question	Direct

24_ In the quotation mentioned above, Jo asked Laurie if he can speak French, So, it is directive including a question and it is indirect because she doesn't want to be answered with yes! She wants him to say some French words.

N	Quotation	Type of speech act	Direct or Indirect
25	yes.	Representative_Stating	Direct

25_ Here, Jo asked their neighbor if he thinks her sister meg is pretty, and he answered yes, So, it is representative including a statement and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct or Indirect
26	I wish I was going to	Representative_Stating	Direct



	college.		
--	----------	--	--

26_ In this part of the novel, Jo told Laurie about her desire to go to university, So, it is representative including a statement and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct or Indirect
27	why don't you go and dance?	Directive_Request	Indirect

27_ Jo here, asked her friend Laurie to go and dance, So, it is directive including a request and it is indirect because it is not a question it is a request that is included in the question.

N	Quotation	Type of speech act	Direct or Indirect
28	Never!	Commissive_Promise	Indirect

28_ In this quotation, Laurie promised his friend Jo that he will never tell anyone, So, it is commissive including a promise and it is indirect because it is a promise but in an indirect way.

N	Quotation	Type of speech act	Direct or Indirect
29	A carriage will cost a lot.	Representative_Stating	Direct

29_ Here, meg was hurt with her leg, and Jo suggested to go by a carriage, but Meg refused because it cost a lot, So, it is representative including a statement and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct or Indirect
30	run and bring me some coffee.	Directive_Command	Direct

30_ In the quotation above, Meg ordered her sister Jo to go and bring her some coffee, So, it is directive including a command and it is direct because there is a direct relationship between the structure and the communicative function.

N	Quotation	Type of speech act	Direct or Indirect
31	Can I help?	Directive_Request	Indirect



31_ Here, Laurie wanted from his friend Jo to help her, So it is directive including a request and it is indirect because it is not a question it is a request that is included in the question.

N	Quotation	Type of speech act	Direct or Indirect
32	tell us about the party!	Directive_Command	Direct

32_ In this part of the novel, Meg's and Jo's sisters were crying waiting to know what was happened in the party, So, it is directive including a command and it is direct because there is a direct relationship between the structure and the communicative function.

Conclusion

From data above, it can be concluded that the total data produced by the characters in the Louisa May Alcott's Little Women is 200 quotations, The result of the study shows that the 32 quotations contains five types of speech acts that produced by the characters in the Little Women by Louisa May Alcott. Those are representative, directive, commissive, expressive, and declarative. (1) The representative verbs used in the novel are believe, agree, inform, predict, conclude, assert, tell, and deny. This speech act is the most frequently used by the characters in the novel, especially the representative verb tell. The directive verbs used in the novel are ask, command, suggest, beg, and request. This speech act is the second frequently used by the characters in the novel. (3) The commissive verbs used in the novel are commit, offer, promise, and reject. (4) The expressive verbs used in the novel are apologize, thank, fear, and dislike. (5) The declarative speech act is the most rarely used in the novel. The declarative verbs used in the novel are declare and announce.

It also shows that the people tend to be direct in their speech more than indirect according to the data above.

References

- Barron, A. (2003) *Acquisition in Interlanguage pragmatics: learning how to do things with words in a study abroad context*. Amsterdam: Benjamins Publishing Co.
- Dijk, T. A. van (1977) *Text and Context: Exploration in the Semantics and Pragmatics of Discourse*. London: Longman.



- Jay, T and Janschewitz, K. (2008) "The Pragmatics of Swearing". *Journal of Politeness Research* 4, 267-288.
- Ivanetic, N. (2003) *Utility Texts* In Croatian. Department of Linguistics University of Zagreb Faculty of Humanities and Social Sciences, Zagreb.
- Hurford, James R. & Brendan Heasley. (1996). *Semantics: a Course book* Cambridge: Cambridge University Press.
- Leech, G. (1983) *Principles of Pragmatics*. London: Longman Group Ltd.
- Levinson, S. (1983) *Pragmatics*. Cambridge: Cambridge University Press.
- Mey, J. L. (2001) *Pragmatics: An Introduction*, 2nd ed. Oxford: Basil Blackwell Ltd.
- Nadar, FX. (2009) *Pragmatik dan Penelitian Pragmatik*. Yogyakarta: Graha Ilmu
- Alcott. (1868). *little woman*. roberts brothers
- Austin. (1955). *how to do things with words*. longman
- Grundy. (1995) *doing pragmatic*. edward arnold. london
- Searle. (1977). *expression and meaning*. cambridge university press.
- Fasold. (1990). *the sociolinguistics of language*. oxford
- Thomas. (1995) *Meaning in interaction: an introduction to pragmatics*. longman
- Toolan. (1997). *discourse as structure and process*. london
- Griffiths. (2006) *an introduction to english semantics and pragmatics* . edinburgh. University presses ltd
- Brown and Levinson. (1987). *politeness theory*. cambridge university press.
- R. Lakoff. (1977). *pragmatics*. Cambridge university press.