Pavlo Zernetsky, Hanna Riabokon

National University of "Kyiv-Mohyla Academy"

TURN-TAKING WITHIN THE INTERACTIONS
IN BRITISH PARLIAMENTARY DISCOURSE

The article studies the realization of speech intention by the participants of British parliamentary debates through the way they construct their speech moves; it also provides the description of the pragmatic hierarchy units and brief classification of typical speech interactions within the British Parliamentary discourse.

Key words: *the debates of the British Parliament, pragmatics, speech acts, speech moves.*

Стаття вивчає реалізацію мовленнєвих намірів учасниками британських парламентських дебатів та спосіб, у який вони будують свої мовленнєві кроки; стаття також надає опис ієрархічної системи прагматичних одиниць і наводить коротку класифікацію типових мовленнєвих взаємодій у дискурсі британського парламенту.

Ключові слова: *дебати британського парламенту, прагматика, мовленнєві акти, мовленнєві кроки.*

The discourse of British Parliamentary debates belongs to highly official types of institutional discourses, whose procedure and rules have long been settled and practiced in one of the oldest legislative institutions in the world [3, p. 39]. Generally, the interaction proceeds through the regulating function of the Speaker. Although the Speaker's role is rather restricted – mostly his utterances refer to announcing the daily procedure of the hearings (Points of Order), giving the words to those who are appointed to speak on different issues, and calling for order – but actually all hearings are performed through the mediatory role of the Speaker [1, p. 39]. The procedure of hearings typically implies questioning the representatives of executive branch of power (members of the Cabinet of Ministers) by the representatives of legislative power (Members of Parliament) on a wide range of issues within domestic and foreign policy [2, p. 152; 4, p. 34].

When analyzing the process of turn-taking within the speech interactions in the Parliamentary debates, the authors view the speech activity of each participant as a complex strategy of speech influence aimed at reaching the maximum effect on the

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target audience which consists of numerous tactic moves and methods such as argumentation, semantic interpropositional relations, realization of speech intentions, etc. For the research, the authors employ the basic inventory of pragmatics, i. e. the classical theory of speech acts by J. Austin [5] and J. Searle [8; 9; 10], classification by O. Pocheptsov [6], and binary classification of Speech Acts by P. Zernetsky and G. Riabokon [7, p. 220]. The pragmatic units of speech activity in their hierarchical system consist of

- **Speech act** – a particular speech intention (e. g.: to enquire for information, to inform on a topic, to express congratulation, condolence, etc) expressed in corresponding speech form;

- **Speech move** – micro-topics corresponding to stretches of speech by one of the speakers (utterance) in a occursive discourse (dialogue) or a paragraph in cumulative (monologue) discourse;

- **Speech exchange** – a pair of matching types of speech intentions and corresponding speech acts (e. g.: question – answer, request – reply, remark – apology, etc);

- **Speech transaction** – macro-topic of Parliamentary hearings which involve discussing different matters within one session;

- **Speech event** – a particular session of the Parliament.

According to the content and structure, the authors distinguish the following types of speech interactions intrinsic to the British Parliamentary discourse:

Content	**Simple**	realize speech intention in a single speech act (e. g.: to ask/request, to inform, to congratulate, etc)
	Complex	single speech intention may be realized in several consecutive speech acts of the same type

Structure	**Unextended**	consists of conventionally matching types of speech intentions and corresponding speech acts (e. g.: question – answer, request – reply, remark – apology, etc)
	Extended	conventionally matching types of speech acts may contain additional (accompanying) speech intentions and corresponding speech acts to denote them (e. g.: to congratulate and then to ask, to provide a metastatement and next to inform, etc)

The following examples illustrate the realization of these speech acts in the discourse of British Parliament (Parliamentary session on 7 January 2020, Business of the House of Commons:

Classification type	Example	Description
Simple, unextended	*(1)**Mark Logan (Bolton North East) (Con): Whether he plans to increase the level of per pupil funding.*	A single speech intention (to request for information) is realized through the indirect performative (transposed constative)
Complex, unextended	*(2) **Mr Speaker:** On behalf of the whole House, I wish to express my deepest sympathies with the people of Australia as they continue to experience horrific wildfires <...>. We pay tribute to the firefighters and to all those who are putting their lives at risk. <...> All Australians are in our thoughts and prayers. I rang the*	Performative expression which realizes the speech intention of expressing condolence is actualized in a succession of

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	Speaker of the Australian House of Representatives five days ago to express our worries and concerns.	corresponding speech acts (constatives)
Simple, Extended	*(3) **Mark Logan:** During the election campaign, my right hon. Friend the Chancellor visited Bolton Lads and Girls Club, which is a real hub for inspiring our children. Does the Chancellor agree that the uplift in funding for schoolchildren right across Bolton North East will ensure that our young people fulfil their true potential?*	The Speech Move consists of a metastatement to refer to the information in question and next to ask on the matter
Complex, extended	*(4) **The Chancellor of the Exchequer (Sajid Javid):** First, Mr Speaker, may I associate myself with the message you have just sent to our Australian friends? I also take this opportunity to wish you and all hon. Members a happy new year. (performative – constative).* *At last year's spending round, I announced a £7.1 billion increase in schools funding for 2022-23 compared with this year. That will level up funding across the country and ensure at least £5,000 a year for every secondary school pupil next year and £4,000 a year for every primary school pupil in 2021-22.*	The extended answer to the request for information (example 1) begins with a performative expression (transposed requestive and constative) Next follows the answer on the point expressed in a succession of constatives

As can be seen from the analyzed examples, the discourse of British Parliamentary debates consists of a variety of speech interactions, which naturally corresponds to the nature of the debates and distribution of discussed topics. Further studies of the content and structure of turn-taking within the speech interactions can provide a new vision of the discourse roles of the communicants of the British Parliamentary debates and contribute to the discourse studies in general.

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