

Activity types

(Levinson 1992)

0 Ausgangspunkte

- Sprachspiele (Wittgenstein)
- Sprechakte (Searle)
- speech event (Hymes)

I Bezeichnetes

- „ ... it refers to any culturally recognized activity, whether or not that activity is coextensive with a period of speech oder indeed whether any talk takes place in it at all“ (vgl. a.a.O.: 69)
 - „... whose focal members are goal-defined, socially constituted, bounded, envents with constraints on participants, setting and so on, but above all on the kinds of allowable contributions (ebd.)
 - „Paradigm examples would be teaching, a job interview, a jural interrogation, a football game, a task in a workshop, a dinner party and so on.“ (ebd.)

II Relevanz/ Funktion von activity types

- activity types spielen eine zentrale Rolle für den Sprachgebrauch
 - they constrain, what will count as an allowable contribution to each activity
 - they help to determine how what one says will be ‚taken‘ – that is, what kinds of inferences will be made from what is said

III „Fuzzy“

- ‚chat‘ or ‚single telling of a joke‘
- prepacked activity or largely unscripted event
- formal activity or informal
- style
- mode of address
- degree to which speech is an integral part of each activity

V Zusammenhang zwischen Ganzem und seinen Teilen, was macht der Hörer?

- to each and every clearly demarcated activity there is a corresponding set of inferential schemata; these schemata are tied to (derived from, of one likes) the structural properties of the activity in question
- because there are strict constraints on contributions to any particular activity, there are corresponding strong expectations about the functions that any utterances at a certain point in the proceedings can be fulfilling