

THE VALUE OF DIALOGIC TEXT

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Rezumat

Dialogul este un element integral al textului literar. Valoarea contribuției sale în dezvoltarea întregului text cu greu poate fi supraestimat. Dialogul posedă coerență, deplinătate, expresii succinte, importanță comunicativă, unitatea formei și a conținutului. Dialogul este un tip specific de text prin intermediul căruia participanții fac schimb de replici, avînd scopuri individuale care determină tipurile de dialoguri atît structurale, cît și semantice.

Dialogue is a specific type of the text. It is an exchange of speech acts between two speech partners (participants, interlocutors, parties) in turn-taking sequence of remarks given in a limited period of time, where each participant has an individual goal [3, p.102]. Likewise a monologue it possesses coherence, completeness, communicative significance, unity of form and content.

Characteristic Features:

- effectiveness and thriftiness of speech exchange;
- ellipsis of speech remarks;
- free arrangement of phrases;
- unmentioning of the subject of discussion if both participants know who/what they speak about;
- reduction of some letters of the words or syllables;
- spontaneity (unprepared speech);
- expressiveness and emotionality;
- ambiguity (doubled interpretation of remarks);
- abundant use of stereotyped cliché words;
- dialogic shift;
- author's intrusion;
- specific graphical arrangement.

Semantic Types of Dialogues:

- persuasion dialogue (the goal of a partner is to persuade the other one to accept some designated proposition);
- information-seeking dialogue (the goal is to transform information from one participant to another);
- inquiry dialogue (official one. The goal is to cumulate facts);
- negation dialogue (the goal of both partners is to make a deal by conceding some things while insisting on others);
- eristic dialogue (Quarrelsome dialogue). (The goal of each participant is to accuse each other, verbally defeat and even humiliate) [2, p. 187].

Structural Types of Dialogues

- Linear dialogue (an extended remark of one of the participants). It is equal to dialogic monologue where:

a) only one person is speaking;

b) the other partner reveals his presence silently expressing his participation through gestures: e.g. He nodded/shrugged his shoulders/raised his hand in protest; etc.).

- Dialogue in reported speech (Interactive speech activity is revealed through: „He said/ he asked/ explained , noticed, informed”, etc.).

- Blocked dialogue (Combinations of remarks).

- Mixed dialogue. Mixed dialogues are often used by writers while presenting dialogic texts. In such dialogues readers differentiate two principal parts presented both in the reported and direct speech. It's a kind of mixture of linear, blocked and presented in reported speech dialogues.

Dialectal shift.

There may be dialectal shift from one type of the dialogue (like a critical discussion) to a quarrel. When the context of the argument has changed, as well as the topic, we observe dialectical shift from one type of the dialogue to another. A dialogue can be “sandwiched in” between the prior and subsequent parts of an enveloping sequence of dialogue of another part. Practical reasons can cause an interruption, but then the dialogue can quickly shift back to the original type. In this case, we deal with legitimate (licit) shift (when there’s an immediate practical need to talk about something urgent). Sometimes the first type of dialogue may be resumed with no real loss, except for a small inconvenience.

However, in other cases the shift is definite and sharp where there is a displacement of one type of dialogue by the other.

In some cases there is gradual shifting or glide from the one type of dialogue to the other [1, p.218].

Combinations of Remarks.

a) Question-answer:

e.g. – Did you always want to be a doctor?

- No, I didn’t .

- When did the call come to you?

- In 1980.

b) Question- counterquestion:

e.g. – What is it good for?

- What do you mean?

- How can it be used?

- How do I know?

c) Statement- return statement:

e.g. – Surely you believe that science will discern all the secrets of nature.

- I believe that your science will find answer to all the questions about nature .

d) Statement (or question)- catching remark (which prolongs to the idea of the first remark and is connected with it syntactically)

e.g. – Our receiver will be a device that shows a living picture of motion a thousand miles away.

- Which is already in existence at least in an experimental stage.

e) Statement – question: (provoked by the statement)

e.g. – All I have is a number of questions to answer.

- Do you mind if I help you?

- I’ll be disappointed if you don’t.

f) Question (or question) – repetition – remark:

e.g. I intend to develop a theory of nuclear process.

- Is that all? It’s rather ambitious, isn’t it?

- Ambitious? Naturally. It’s the most ambitious project I can think of [4, p. 78].

Bibliography

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3. Kenworthy, J., *Language in Action*, Penguin Books, London, 2003, pp. 102- 118.
4. Searle, J., *Studies in the Theory of Speech*, Oxford Univers. Press, 2002, pp. 77 – 98.