

Reinold Funke: Sprechakttheoretische Untersuchung pädagogischer Kommunikation: Zum Verhältnis von Pädagogik und linguistischer Pragmatik (*Speech Act Theoretical Analysis of Pedagogical Discourse: The Relation of Pedagogics and Linguistic Pragmatics*). In: *Linguistische Berichte* 17, 1985, 261-273

Abstract:

Works that have applied speech act theoretical concepts in the analysis of pedagogical discourse have repeatedly concluded that these results remain superficial. This contribution attempts to demonstrate that these results are caused by the image of human discourse applied in the speech act theory. The speakers' reactions to their own utterances are central to this argument. These reactions, which are describable by means of 'heed words' (e.g., 'become aware of ...'), can be conceived neither as illocutionary, nor as perlocutionary acts. Their occurrence, nevertheless, is a constitutive element of human discourse. It complements the reactions of others to these utterances, which are labeled "uptake" in speech act theory.