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FACULTY OF ARTS**

*With the right of manuscript*

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**THE SPECIFICS OF GENERATING  
PRAGMATIC MEANING**

**(Based on the English and Georgian Data)**

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**AN ABSTRACT**

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### General overview of the research

The present dissertation encompasses the study of the specifics of the generation of pragmatic meaning. We study the essence of meaning, namely, pragmatic meaning and on the basis the UK and Georgian education policy documents we provide the analysis of those factors which play vital role in the process of generating pragmatic meaning through the formation of social reality.

Throughout its 50-year history pragmatics and pragmatic scope of study have undergone changes starting with the study of meanings of separate words and ending up with the discourse analysis (Austin 1962, Bach and Harnish 1979, Grice 1967, Leech 1980, Levinson 1983, Searle 1969). Critical study of the social reality depicted in the discourse is a relatively new trend in linguistics (Fairclough 1992, Foucault 1996, Van Dijk 1997). Pragmatic aspect in this type of study is particularly specific. Though there are some researches in this respect in the West (Van Dijk 1981; Yule 2000), based on the scientific data available to us, we can conclude that there are no researches conducted in the tradition of critical discourse analysis. Similarly, there are no linguistic studies of educational policy documents. Accordingly, it is very important to observe those pragmatic aspects which determine the generation of communicative meanings of educational policy documents as, on their part, they affect the formation of social reality.

**Pragmatic aspect of educational policy discourse is an interesting phenomenon because it embraces the meanings of educational policy discourses as well as social relations.** Social subjects are included in the discourse and they act in their social context as co-creators and co-actors. Thus, critical discourse analysis is not only a retrospective study of meaning assignment but also the research of the reality constructed through the discourse created by an acting subject.

The synthesis of pragmatic study and critical analysis of educational policy documents is necessary in order to study those aspects which are not extensively provided but are expressed by the discourse. To ensure a complete perception of a pragmatic meaning of the discourse the study should go beyond analyzing social

aspects of interaction. This way the research will include the concepts which might be outside the scope of text form and structure:

- communicative intention of a communicant;
- background knowledge of a communicant;
- beliefs and aspirations of a communicant.

Educational policy discourse is one type of modern discourse which reflects lexico-semantic, social and psychological events occurring in a language. The analysis of educational policy discourse will enable us to study a language competence, social relations and a context included in a language structure. Through the study of the aforementioned concepts we singled out those aspects which determine the specifics of generating pragmatic meaning.

**The aims of the present work are:**

- a) To determine the notion of pragmatic meaning of an utterance and name those specific aspects, which affect the process of formation of pragmatic meaning.
- b) On the basis of the English and Georgian educational policy documents to study how linguistic and extra-linguistic components of political discourse generate pragmatic meaning and how their communicative effect is reached.

**The objectives of the present work:**

- a) We will develop the definition of pragmatics through the synthesis of pragmatic theories; this definition will form the basis of the present research; it will help to determine those aspects of meaning which will be embraced by a pragmatic study;
- b) The study of educational policy document will be conducted through anthropocentric-communicative paradigm in order to detect those pragmatic factors which determine the formation of a speaker's utterance and his/her communication intention;
- c) Through empirical study we will determine the role of context in the process of pragmatic meaning generation;
- d) Through empirical study we will establish parameters which are necessary for the context in order to enable a participant of the communication to generate a communicative meaning;

- e) We will study the English and Georgian educational policy documents through anthropocentric-communicative paradigm using the method of critical discourse analysis to study the specificity of those aspects which determine communicative meaning of a discourse in the formation of social reality.

The research topic and the nature of the issues to be discussed determined the choice of **research methodology** and the type of **research methods**. Many factors affect the generating of pragmatic meaning and the study is not feasible to be conducted through one theory. **The complexity of meaning requires a complex approach and thus our choice fell on lingvo-semiotic methodology which studies the generating of pragmatic meaning through anthropocentric and communicative paradigms.** That's why we have chosen critical discourse analysis which is an interdisciplinary way of study. It involves all disciplines which conduct the analysis of lingvo-semiotic and social processes and social changes. The methodology of critical discourse analysis involves the theories which study of the society, the authority, power relations, perception, grammar and semiotic aspects – linguistics, psycholinguistics, semantics, pragmatics, socio-linguistics and text linguistics. Hermeneutics also plays a vital role in critical discourse analysis. These theories allow to carry out an empirical study through the methods of structural, discourse, textual, inter-textual, socio-cultural and socio-cognitive analysis.

**Research material** comprises of 20 and 21<sup>st</sup> century English and Georgian educational policy documents which are vivid examples of the formation and development of modern discourse.

**The actuality of the research** is determined by the following factors:

- a) The research presents pragmatic study of the functionality of a language. Its aim is to explain linguistics structures in connection with non-linguistic reasons and factors. This determines the actuality of our study. It is problematic to study a language in terms of its functionality as other disciplines are also interested in its functionality – e.g. psycholinguistics and socio-linguistics.

- b) The research topic is actual in terms of linguistics as well as it provides the analysis of the evolution of the linguistic research unit from separate word analysis to discourse analysis. The linguistic analysis cannot be limited to the study of separate signs, because the language is not only the process of naming. It is not a static unity of signs which helps individuals to react to the surrounding world. Language is a unity of social practices through which people construct meaningful world around them.
- c) Performative nature of a language is also highlighted in this research. The theory of performatives is not the novelty any more. What determines its actuality is the fact that it provides the analysis of performative aspects of not single utterances but whole discourse is presented as a single social performative. The study of discourse through performative paradigm is essential as it underlines the fact that discourse is internally well-organised structure and it affects not only the form but also the content of the message.
- d) The actuality of the present research is also determined by the fact that the concept of language is studied through a materialistic paradigm of a language. A language is not only a system of rules or structures; neither is it only a social phenomenon. Accordingly, the work highlights the necessity of merging the social and political theories of a discourse with linguistic approaches to discourse analysis. This requires the research to be focused on actual usages of a language in genuine texts. Similarly, attention should be paid to interrelationship which exists between texts and more large-scale discursive and social practices. It is necessary to view a language as a discourse and as a social practice. Not only a text and the process of creation and interpretation of discourse should be analysed, but we should study the relationship between texts, processed and social circumstances. The latter encompasses circumstances of a situational context and more distant conditions of institutional and social structures. One more factor determines the actuality of the present work. The

mentioned issues are discussed on the basis of the UK and Georgian educational policy documents, which is particularly important due to the current educational reforms initiated in the Georgian context.

The scientific novelty of the present work is determined by some important factors. The object of the empiric study is the first and foremost novelty – educational policy discourse. Though the analysis of educational policy documents in the UK has been carried out for decades, based on the vast literature review that we have carried out, we can conclude that there is no other precedent of the research of similar nature conducted in the Georgian context. There are some other aspects of novelty presented through the present study:

- a) In the process of study of pragmatic meaning generation a number of theories have been synthesised which represents an innovative approach to pragmatic meaning study. This is an interdisciplinary research. This enables us to focus on communicative meaning of a discourse which is formed through linguistic aspects or non-linguistics factors and circumstances.
- b) There is a novelty of approach in contextual study of a discourse. Interrelation of a discourse and a context is not a new trend in linguistics. The novelty is a new interpretation of the concept of context in the paradigm of discourse theories.
- c) Socio-cognitive approach is one more innovative aspect, which enabled a socio-psychological dimension. Socio-cognitive approach allows us to discuss discourse as a communicative event which embraces written, as well as oral texts, their conversational interpretations and semiotic dimensions. This approach allows functional and structural analysis of discourse.
- d) The category of subject (a speaker, or an interpreter) along with two other media (discourse and context) is presented as one of the main factors in pragmatic meaning generation. Social and linguistic paradigms will show how social structure is formed and established.

The theoretical value of the present work is determined by the attempt to revise the existing pragmatic theories and studies through

their analysis. The study of the meaning has been carried out in constant dispute throughout the history. In this work we tried to depict the most disputable aspects of pragmatic meaning study and construct conceptual layers which are essential factors in pragmatic meaning generation.

**The practical value of the present work** is as follows. This research shows that in order to systematically study and analyse meaning it is necessary to merge linguistic and non-linguistic theories. This creates the necessity to teach them which will promote our knowledge of linguistic and non-linguistic aspects of communication. Theoretical part of the present research as well as research results can be used in different university courses while teaching such disciplines as semantics, pragmatics, text linguistics, sociolinguistics and discourse analysis.

**The structure and the volume of the present work** was determined by the research aims and objectives. The work consists of the introduction, three chapters and conclusion (162 pages) followed by references.

**The introduction** explains the choice of the research topic, sets the research aims and objectives and highlights the scientific novelty, actuality, as well as practical and theoretical value of present research.

**The first chapter – “The scope of pragmatics – historical background and theories”** discusses pragmatics as an independent linguistic discipline and provides the background of its formation and development. Speech acts performed by a speaker is presented as a research unit of linguistic pragmatics. Within the scope of speech act theory pragmatic aspects of communication are identified and their role in the process of interaction is determined.

**The second chapter – “Discourse – the central research unit of lingvo-semiotics: the aspects of its structural analysis”** discusses the concept of discourse as the main research unit of contemporary linguistic enquiry. The concept of discourse, its connection with the reality and the objective world are discussed in details. Discourse is presented as a multi-faceted phenomenon which embraces the components of linguistic interaction necessary to generate pragmatic meaning of an utterance.

**The third chapter – “Educational policy discourse and its aspect analysis”** presents critical analysis of 20<sup>th</sup> and 21<sup>st</sup> century

English and Georgian educational policy documents. An educational policy document is represented as a social phenomenon which encompasses two dimensions – policy document as a text and policy document as a discourse. Through critical discourse analysis materialist nature of a language is observed which determines the formation of social reality with the help of discourse and the generation of pragmatic meaning within its domain.

**The conclusion** summarises the main research findings and results.

The main findings of the research have been presented as papers at scientific conferences of Akaki Tsereteli State University and scientific seminars at the English Department of KSU. The dissertation was presented and approved by the English Department staff meeting on 18 October 2010.

#### **Chapter I – “The scope of pragmatics – historical background and theories”**

Most definitions of pragmatics mainly focus on communicative meaning of an utterance. Accordingly, it is frequently assumed that pragmatics basically concentrates on only the study of principles of a language use and it does not describe linguistic structures. According to Levinson (1983) this is a very narrow understanding of pragmatics and it limits its scope of research.

Pragmatics may be defined as the study of interrelationship between linguistic signs and their users. To be more specific, we can appeal to Leech (1980: 2) who thinks that pragmatics is the study of the relationship which exists between the abstract meaning of a linguistic utterance and the communicative power an utterance carries when it is actually uttered. Communication itself, as Levinson (1983) defines consists of “a creator” of an utterance and “a receiver”, where “a creator” attempts to provoke some thoughts in “a receiver” or make him perform some kind of an action.

The process of communication is a complex type of intention which is achieved only in case the intentions and interests of “a creator” and “a receiver” match one another. In this case common knowledge is developed and both sides involved in the communication process know that “a creator” has some intention. The aspect of “a creator” can be

linked with Gricean (1975) dichotomy between a **speaker meaning** and an **utterance meaning**. Along with Grice, Schiffer (1972) states that pragmatics is the study of a **speaker meaning** while an **utterance meaning** belongs to the domain of semantics.

In speech a speaker not only creates utterances, but he performs an action through utterances (Austin 1962; Yule 2000). For example, in working settings an official has got an authority. The utterance performed by him is much more than simple communication of information:

(1) I will promote you.

This example shows that an utterance can be used to promote a person. Actions which are performed through utterances are called speech acts. They can be classified according to their meaning – apology, praise, promise, invitation, request, etc.

These different types of speech acts express communicative intention of an individual which is aimed to be reached by simply uttering them. The speaker expects that the listener will correctly perceive communicative intention (Yule 2000). In this process of communication the speaker as well as listener is helped by the circumstances. These circumstances are called **speech events**. The nature of speech events determine whether the communicants are able to establish correct interpretation of an utterance as performing a speech act.

The variety of linguistic theories breeds the necessity to find a link or nucleus which can bind these theories. Such nucleus can be the subjectivity of a language – the category of subject. The category of subject is the central category of modern pragmatics (Coward and Ellis 1977). Accordingly an individual and speech acts performed by him/her have been made a core of modern linguistic interests.

Pragmatic meaning of an utterance is vulnerable to not only a speaker but the social settings in which the speech act is performed. An addressee should not be forgotten. Only a certain type of an addresser, who participates in the communication not as a global person but performing a certain role, corresponds to a communicant's aspect. Each speech act is moulded to a certain model of an addressee. Meeting the requirements of a presupposition of an addressee is one of the main preconditions of communication.

## Chapter II – “Discourse –the central research unit of linguistics: the aspects of its structural analysis”

Discourse is a term which is increasingly used in all fields of life, even in everyday conversational situations where it denotes ‘speaking’ or ‘conveying’. Discourse is not only a set of words. It is a set of rules which determine what a speaker can and cannot say. Discourse is not a process of articulation. It encompasses oral as well as written communication. Discourse puts emphasis on performative nature of a language – performance or action with the help of speech. Discourse is an internally well-organised structure which affects not only the form but also the content of the conveyed information.

According to Link (1983: 60) discourse can be defined as an institutionalised manner of speaking which regulates and promotes an action and performance and thus intensifies power and authority realised through discourse. This definition presents discourse as knowledge accumulated throughout time. Different discourses are closely linked with one another and form common social or societal discourse. A set of these different discourses is constantly increased and enriched.

Discourse is not only an expression of social practices. It also serves some purposes, namely, practical realisation of power and authority (Jäger, Maier 2009: 35). The concept of power depicts an array of particular mechanisms which can stimulate actions and different discourses (Foucault 1996: 394). Discourse ensures the use of power in the society, because they regulate the speech, mental processes and actions.

Relying on what has been said so far, we can claim that “discourse embraces meaning and social relations. They create subjectivity as well as relations based on power” (Ball 1990: 2). Though discourse contains signs and consists of a complex structure of object conceptualisation which is analogous to the framework of reference, discourse analysis cannot be equated with Austinian and Searlean language analysis (Olssen et al. 2004). According to Foucault (1972: 27) a question stated while carrying out language analysis of some discursive fact is, which rule determined the formation of a particular statement or utterance, and which rules can determine the creation of other similar types of statements. According to Foucault, the

description of discursive events is preoccupied with a different type of question. For discursive analysis it is essential to seek answer to the question why this particular type and not any other type of utterance or statement has been created. Thus, the central element of discursive analysis is the relationship between discursive and extra-discursive events. An unavoidable connection with the context distinguishes discursive events from a language and textuality (Barrett 1988).

In terms of the theory of discourse, an individual does not create the reality but discourse forms individuals. According to the same theory, an individual is essential not as an actor but as a product of discourse (Jäger, Maier 2009). Jäger and Maier's position correctly puts emphasis on the role of discourse in the formation of the reality and an individual. However, it is important to understand correctly the issue of interrelationship between discourse and an individual. An individual is a primary unit of linguistic and specifically pragmatic research. It is true that discourse plays a vital role in the formation of the reality as well as an individual, but each individual perceives the reality with relative individuality and their reaction to the reality is not identical. There are even cases when an individual rejects the reality and prefers the existence in his/her own subjective reality.

In the process of analysing the effect of discourse power we should necessarily observe the difference between a text effect and discourse effect. Individual texts possess minimal effect which is very hard to detect and study. In contrast with a text, discourse, with its reiterative content, symbols and strategies, leads us to the initiation and formation of knowledge and thus possesses much more powerful effect than any individual text (Jäger, Maier 2009: 39). It is not individual texts that matter but constant reiteration of statements and messages in order to reach maximum effect. Klemperer (2000/2006) discovered that first signs of these mechanisms appeared as early as the 30s of 20<sup>th</sup> century in Nazi language. While analysing the language of the Third Reich, the Nazi language operated as small portions of arsenic with lasting effects and its poisonous effect could be vividly observed only at a much later stage.

Individuals cooperate in the creation of discourse but separate individuals or a group of individuals cannot control discourse. Nor can be determined with precision expected final effect of discourse

(Jäger, Maier 2009). After coming to life discourse continues independent existence. It carries much more knowledge than any particular individual. Thus the power effect of discourse cannot be discussed as consciousness or manipulating intention of any particular individual or a group of individuals.

The effect of discourse power is great and it has advantage in the process of the formation of social reality. However, it should be noted that influential politicians as well as other parties possessing power and authority can ultimately introduce changes into discourse. For example, the new government of Georgia which assumed power and authority after the Peaceful Rose Revolution brought many new discourses into the social reality of Georgia. This exemplifies the fact that only certain groups and individuals possess power and authority to affect discourse.

Discourse analysis embraces a wide spectrum of actions. The study should go beyond the scope of a sentence in order to make it possible to study the speech acts which are not well-organised discourses (Van Dijk 1972).

Pragmatic aspect is very specific in discourse analysis (Yule 2000: 84). Pragmatic research focuses on those aspects which are not given openly, however they are conveyed through the discourse. In order to do a complete pragmatic research of a discourse the study should go beyond social aspects. We should pay attention to the concepts which exist outside the texts – background knowledge of the participants, beliefs, aspirations. Thus, as it has already been mentioned, in order to ensure pragmatic realisation of discourse, the study should entail communicant's intentions.

1980s was an important era in social sciences in terms of changes in language study (Luke 1995). Three theoretical trends affected the language study in the field of education. First, psycholinguistics has greatly influence education. It affirms that an individual is using the language creatively from birth and his/her language competence will allow us to analyse the text created by himself/herself. Second, sociolinguistics and the ethnography of communication stress the social nature of a language use (Gumperz & Hymes 1972; Hymes 1995). This programme linked the development of a language to socialization, and a language use –

with norms and rules. Third, played a vital role in the process of discourse study and it is basing on social history and post-structural analysis of modern culture. It states that a discourse possesses constructive nature. Foucault also highlights the constructive nature of a language and thinks that discourse defines, constructs and determines the place of a human being as a subject (Foucault 1972).

While conducting a linguistic study, if a focus is made on social aspects, which are provided in discourse, along with the study of acts, skills and mental processes, the study should concentrate on discourse as the category which forms an individual.

Many sociolinguistic and linguistic analyses pay much attention and study the models of language while they are used. Beside this kind of research there should be a study to explain what political and ideological consequences a discourse can have when it is used in local context (Gee, Michaels & O'Connor 1992). While carrying out discourse critical social analysis we need to study how discourse and power formations are manifested in every day usage of a text. It is interesting to study what the effects of large-scale models of social reproductions are over everyday educational process.

In order to answer these questions, critical discourse analysis can provide answers (Fairclough, 1989; Fairclough 1995; Luke 1995). Critical discourse analysis is different from other types of study because of its multi-disciplinary nature (Taylor 2004). It is a very useful method, because it is a linguistic as well as social analysis. Luke (2002) thinks that such synthesis of methods is necessary in order to be able to study the texts carefully. Here we should define what 'critical' means. This is the form of critique which aims at studying the reality locally and fighting oppressive social structures. This is a pragmatic research which depicts the transformation of critical theory. It rejects linguistic idealism and stresses materialistic nature of a language (Rehg and Bohman 2001).

### Chapter III – "Educational policy discourse and its aspect analysis"

Language is a medium which enables an individual to communicate information, set up communication and perform a speech act through which an individual manages to materialise his/

her wishes, intentions, objectives in a social context. In the present research we discuss the discursive dimensions of education policy based on educational policy text. In compliance with Olssen et al. (2004) we support materialist theory of language as a basis of critical analysis of a language.

Policy document is a textual intervention realised in practice (Ball 2008). For example, in case of education policy teachers and other consumers of policy in most of the cases are not involved in the formation of policy text and their interpretations of a particular policy often differs from the aims and intentions of the creator of a particular policy text. Accordingly, educational policy often poses a problem for the consumers of policy. That's why the problem of interpretation should be resolved in the context because it is very difficult to determine in advance what the reaction a particular initiative will cause. Similarly, it is impossible to say in advance whether the framework of action determined by a policy text leaves space to manoeuvre freely. For example, the national curriculum in the British context is often compared with 'a straitjacket' because educational professionals, teachers or principals consider that it does not provide them with the chance to use creative approach (Arnot 1991). If we draw a parallel, there is no unequivocal attitude towards the national curriculum in Georgia either. The research carried out by us in 2008 showed that part of the teachers think that it is a set of well-formed instructions in which aims, objectives and expected results are set clearly. However, the other part considers that the national curriculum does not fit the Georgian context and leaves much to wish (Parjanadze 2008).

The study of policy is a particularly difficult issue and how we perceive the concept of policy itself will greatly affect the process of analysis. In the present research we discuss policy as **text** and as **discourse**. Before we discuss these two dimensions of policy, we need to highlight the fact that, as Ball (1993: 11) clarifies, policy is 'an object'. It also includes the components like a process and a result.

**Policy as text** is a rather complex notion because it varies according to its type and form as well as in accordance with the purposes and intentions it carries. Similarly different is the context where policy is created, formed and realised (Berkhout & Wielemans



1999; Hodgson & Spours 2006). However, we can still have a more or less acceptable definition which says that policy as text is an expression of 'political intentions' (Berkhout & Wielemans 1999: 420) and 'political aims' (Olssen et al. 2004: 60). It is a set of statements, factual information and intentions. However, it should be noted here that these events are very rarely 'private mental events' (ibid: 61). Thus, their proper interpretation is essential in the process of policy implementation.

For any text plurality of readers means the possibility of numerous interpretations (Codd 1988: 239). This conception of policy puts a reader in a privileged position. However, it does not necessarily mean that the creators of policy does not possess any mechanisms to control the meaning and content of the text which they created. The authors of policy take every effort to control a possible effect of a policy text over a reader. For example, in case of the UK, political texts by Baker is a vivid example of an attempt to institutionalise new topics and terms in a social context through educational policy discourse:

(2) Raising the quality of education in our schools is the most important task. We need to inject a new vitality into that system. It has become producer-dominated. It has not proved sensitive to the demands for change. This Bill will create a new framework, which will raise standards, extend choice and produce a better-educated Britain.

By these words Baker tries to highlight a strong nature of the offered reforms. It would enable to introduce fundamental changes in the education system.

A text is neither an accidental or spontaneous nor isolated entity which originates from a null basis in each discursive event. Texts are related to and interact with each other sometimes either in a systemic or non-systemic way, sometimes as a result of the author's predetermination and sometimes even accidentally. Any text consists of reiterative utterances: statements, propositions and different verbal formulations. These statements reiterate from text to text and form intertextuality (Luke 1995).

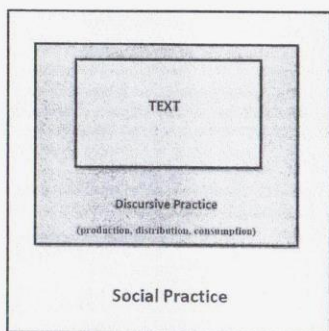
**Policy as discourse** is much more than a semantic expression of factual information, objectives and intentions. It encompasses a formal system of signs as well as those social practices which govern

their usage (Olssen et al. 2004: 65). Discourse constructs the reality as well the framework necessary for its interpretation. Discourse is the field of a language use and thus the field of living experience (ibid: 65). Based on what has been said, it can be stated that a policy text is a semantic expression of the reality constructed by policy discourse. Policy as text refers to power and policy as discourse describes the structure (Ozga 2000: 94).

When we talk about policy as discourse, we should definitely remember that social or societal power, intentions and aspirations are given in the structure. Individuals create meanings conveying certain political intentions which carry certain amount of power. Their interpretation is affected by different contexts. Discursive practices gradually form those objects which they reflect. Accordingly, discourse determines what can be said and which interpretation is acceptable. An individual does not speak a discourse. Quite the opposite, discourse determines what we as speaking individuals say.

The effect of modern culture and social relations over communicative acts is vividly reflected in technologisation, globalisation and internationalisation of discourse (Fetzer & Weizman 2006). The integration of pragmatic perspective into discourse study is an attempt to enable a research to embrace the peculiarities of origination and reception of a text and conversation. While analysing communicative acts we should draw our attention to the duality of perlocutionary acts (Austin 1962) and perlocutionary effects (Searle 1969), because it distinguishes between a) intended and achieved effects and b) the audience as a unity and sub-categories of listeners as constituting parts of the audience (Fetzer & Weizman 2006). Perlocutionary effect is very essential in the process of policy discourse analysis because it indicates to the possible differences which potentially exist between an intended effect (the effect which a listener perceives as intended) and a real effect over a listener.

Fairclough (1989) insists that a language be discussed as discourse and as a social practice. Not only a text or the process of creation and interpretation of a text is to be studied but also the relationship which exists between texts, processes and their social circumstances. These necessary preconditions for discourse analysis are depicted by Fairclough (1992: 73) in his three-dimension conception of discourse:



Diag. 1 Three-dimension conception of discourse (Fairclough 1992: 73)

Through this diagram Fairclough tried to depict a three-dimension conception of discourse. It is an attempt to synthesise three types of analysis: textual analysis, the analysis of discursive practices and the analysis of social practices. According to the given framework a text is a specific case of written or oral language. It is one of the dimensions of a discursive event. The second dimension embraces social (political, ideological, educational, religious) practices. The analysis of discourse as text focuses on linguistic events while the analysis of discourse as a minor part of discursive practice goes far beyond linguistic characteristics of a text and studies the process of text formation, distribution and consumption. All these processes carry social character and requires a connection with particular economic, political and institutional contexts in which certain discourses originate and come to life.

Recent decades witnessed different political discourses which present the relationship between the state and an individual differently in accordance with their ideology and worldview (Whitty 2002). What should definitely be noted here is that after the fall of the Soviet Union

market economy thrives and permeates every aspect of social life. This fact encouraged the worldwide formation of new policies (Kivisto & Faist 2007). Market, management and performativity are the concepts which gave rise to neo-liberal policy discourses throughout the world. New political discourse ensured a shift from 'caring' notion of the state to 'new managerialism' (Angus 2004). Accordingly, state educational policy is formed in compliance with 'market principles'.

Through globalisation and internationalisation and as a result of policy borrowing and lending the educational policies in the British and Georgian contexts look similar. The Georgian educational legislation very frequently appeals to the same issues as the British which is actually the cradle of these reforms. Thus, policy discourses of the two states reflect similar topics, such as competition, choice, academic performance and accountability. In both contexts educational reform and economic competitiveness are closely related. The rationale for the given reforms is the fact that educational systems cannot meet the demands of the time and the field of education calls for complete rehabilitation.

From the historic perspective, based on the specificity of the context the Georgian and British education discourses cannot be compared in terms of development. Britain logically and with cohesion came to the textual realisation of the concepts initiated by Neo-liberal discourse. In the Georgian context, on the other side, a fully-fledged discourse has been directly implemented. This called for the necessity of quick re-interpretation of concepts and values and complete perception of these reforms. Naturally, reform institutionalisation is still under way.

#### CONCLUSIONS

The aim of the present research was to identify the factors essential to a language analysis and interpretation which are necessary in the generation of pragmatic meaning. Through the study of pragmatic meaning and its parameters we came to the following conclusions:

1. Though there are different scopes of pragmatics, the analysis of an utterance should necessarily include context. The research carried out by us showed that for the process of generation of pragmatic meaning the context should definitely be constructed, limited and objective.

Constructive nature of context was detected in the fact that there can be an agreement between the members of communication on the issue of how to define the situation in which they find themselves. The agreement between the communicants plays a vital role in the process of analysing their rights, obligations, power and authority. Authority does not exist without its recognition by corresponding social participants. In formal situations the process of delegation of power and authority is strictly determined and it is isolated from everyday interaction. As for informal circumstances, communicants are free to analyse any kind of action and define their role accordingly.

2. The research showed that the context of speech acts is constantly changing. However, at each stage of interaction it is possible to evaluate a speech act against the context which is constructed in accordance with the aims of a particular interaction. A context changes not only because non-verbal actions or events change existing circumstances, but because speech acts themselves cause changes in conventional characteristics of a context. We may say that constructed, limited and objective context help us to discuss speech acts as social actions changing a context.

3. Systemic study of a language is effective in the scope of materialistic theory. Materialistic framework presents the discourse as a formal system of signs and as a social practice, which directs the usage of these signs. Discourse embraces not only the meaning of a language but real effects of a language use – materialism of a language. Based on this conceptual stance we showed that a language becomes ideological. Ideology is given in a language structurally and it is not symbolized. Discourse is a unity of doctrines, or a system of beliefs and assumptions which can be accepted or rejected by an individual.

4. The process of interpretation of speech acts should be based on pragmatic research. Many factors affect the formation of pragmatic meaning which forms the scope of interpretation. In casual conversational situations the parameters of an addresser and an addressee should match each other. Communicative aspects of a speaker and a listener are to be in synthesis. Every speech act is intended for a particular model of an addressee. The satisfaction of a presupposition of an addressee is one of the preconditions for the effectiveness of speech and communication.

5. The research showed that in order to analyse the process of generating pragmatic meaning it is important to study discourse events in connection with context, the reality. It is vital that discourse does not simply depict the reality. It constructs the reality and legalizes social reality. Without discourse social reality cannot exist. It is a materialistic reality of complete meaning and value.

6. Pragmatic meaning is not of an autonomous nature. There is a stance which rejects the necessity of an author in the process of generating pragmatic meaning, but the present research showed that communication (e.g. policy document) should imply the creator of the text as well as the interpreter of the text in order to completely realise the pragmatic meaning and its generating content.

- The analysis of a communicative function of a language showed that an individual participating in the communication has the ability to interpret the meaning which is not conveyed directly. Communicant's ability is based on background knowledge existing prior to the communication – the structures of knowledge. These structures function as communicative models familiar to an individual and an individual uses them in the process of perception and interpretation of new information.
- Educational policy should be realised in accordance with speech act theory as a complete global performative. Important precondition to be taken into consideration is two aspects of a document – policy as a text and policy as a discourse. Policy as a text is a textual intervention into a social context. Discourse presents the social context and the conceptual framework necessary for its interpretation.
- In case of educational policy documents, in British as well as Georgian contexts, teachers and other policy consumers mostly are not involved in the process of policy formation and the interpretation of the text provided by them is frequently different from policy-makers' goals and intentions.

7. The present work showed that analysis should not limit itself to social and political analysis of discursive practices as a system of

rules. The research is to encompass a textual analysis of real cases of utterance and writing. Social and political theories of discourse should necessarily be merged with linguistic approaches of discourse analysis. This requires the study be focused on a language use in real texts. Similarly, attention should be drawn to the interrelationship which exists between the texts and large-scale discursive and social practices.

8. External characteristics of the English and Georgian reforms may look similar due to the fact that in the Georgian context neo-liberal educational policy has been transformed through the initiative from the West. However, in terms of concepts and values the difference is quite notable. This is determined by the difference in jurisdiction and political cultures which are shaped through historical peculiarities and the institutional structures. However, still there are common topics which are broadly discussed by educational policy discourse.

**The main concepts of the dissertation are presented in the following publications:**

1. Parjanadze, N. *Pragmatic Parameters of Communication*. Kutaisi Akaki Tsereteli State University, Works of the Faculty of Arts, vol. VII (I), 2005, pp. 307-313
2. Parjanadze, N. *The Category of Subject – the Central Category of Modern Linguistics*. Fund of the Development of Georgian Science and Society, Scientific Journal *Intellect*, #3, Tbilisi, 2005, pp. 158-159
3. Parjanadze, N. *Text – Scope of Study of Text Linguistics*. Kutaisi State University. Proceedings of the Second Republican Scientific Conference, Kutaisi, 2004, pp.164-165
4. Parjanadze, N. *Meaning and Conversational Implicature*. Kutaisi Akaki Tsereteli State University, Proceedings of Faculty of European Languages and Literature, Kutaisi, 2004, vol. V, pp.120-122
5. Parjanadze, N. *General overview of Semantic and Pragmatic Studies of Meaning*. Akaki Tsereteli State University, Proceedings of the faculty of European Languages and Literature, Kutaisi, 2004, vol. IV, pp.70-74