

# Communicative Situation of Expressing Interest: Prototypical Approach

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This paper addresses the communicative situation of expressing interest within the prototypical approach. It analyses a set of features of a prototypical situation of expressing interest. Modelling of non-prototypical situations in their linguistic representation is carried out. Based on the conducted analysis, it is revealed that in the prototypical situation of expressing interest, the addresser produces his intentional state and expresses interest in a verbally explicit way; the mental model of expressing interest in the addressee's mind allows him to interpret the addresser's intention, the speech behaviour of the addresser and addressee is cooperative, and the communicative situation is successful. If one of the prototypical features is not followed, the communicative situation of expressing interest moves into the non-prototypical category. The paper presents six basic models of non-prototypical situations of interest. Speech behaviour is followed by the cognominal and related emotional state of interest, positive emotions, as a rule. Communicative situations were taken from English fiction.

**Keywords:** *interest, communicative situation, prototypical situation, non-prototypical situation, cooperative behaviour, verbal behaviour, non-verbal behaviour, emotional state.*



## **Introduction**

Due to the development of a pragmatic trend in the modern linguistics, scientists give special attention to the multiple-aspect quality of practical human activity and its reflection in speech. Lately, studying language functioning problems in every particular communicative situation became relevant. The interest vector is aimed at the linguistic facts considered in a close relation to the extralinguistic factors of verbal interaction. In this article, a system approach to revealing the systematics of interest expression situations in their linguistic representation is implemented.

Interest plays one of the key roles in the everyday situations of interpersonal communication, as it facilitates formation, maintenance and retention of harmonious relationships between communicative partners. In this regard, the attention of scientists working in various fields of knowledge is directed to the study of the very concept of "interest". A large number of works in Russia and abroad are devoted to the study of interest [Dobrynin, 2001; Rubinstein, 2002; Shishkina, 2007; Plotnikova, 2010; Ilyin, 2011; Krapp, 1999; Ellsworth 2003; Silvia, 2008; Renninger, Su, 2012; Reeve, Lee, Won, 2015].

According to the anthropocentric trends of modern linguistics, a human and an interest are inter-inherent notions, because a human that expresses attention, curiosity and inquisitiveness acts as an interest subject, while items, articles and activities that provoke the human's interest and attract the human's attention serve as an interest object. It must be noted that any alteration of the interest state touches upon intellectual (Vasiliev, Popluzhny, et al, 1980), emotional (Kovalev, 1970; Izard, 2006; Tomkins, 2008; Ilyin, 2011) and cognitive human activity (Ivanov, 1956; Myasishchev, 1995; Rubinstein, 2002). Thus, in the communicative situation of expressing interest, interaction of the partners and an effect on the interlocutor take place based on the emotions.

## **Methods**

This study features a variety of research methods including comparison, classification, analysis and synthesis, induction and deduction, modelling method, pragmalinguistic, lexicographic, descriptive, interpretive methods, and contextual and situational analysis methods.

## **RESULTS AND DISCUSSION**

### **Prototypical situation of expressing interest**

In the course of learning the objective world, a person tends to group the objects into natural classes and categories that have their features (Rahilina, 2000; Lakoff, 1987; Rosch, 1977). For instance, the prototypical situation of expressing interest includes the following components: 1) a subject of mental activity (a person feeling interest); 2) a mental object in a form of some

proposition; 3) a subject's attitude towards the mental object; 4) an interest reason (a need attitude inciting to a cognitive activity); 5) sincerity condition (we consider the sincerity condition as the communicative and pragmatic foundation of the speech act, to which the speaker's speech behaviour strategy is oriented, and the intent to be sincere with the interlocutor); 6) explicitness (since the intention of the interest-expressing person lies in the person's request to be fulfilled, it is deemed *то представляется наиболее эффективным выражать интерес эксплицитным способом*); 7) verbal method of expressing communicative intentions (the necessity of the verbal method of interest expression is determined by the rational need formed in the addresser's mind and fulfilled by means of verbalisation of the speech intention); 8) cooperative behaviour. Compliance with the above-listed set of conditions results in successful communicative interaction. Let us consider an example of the prototypical situation.

**Ex. No. 1:**

*S1 – So ... Miss Clark ... do you have any experience with quadriplegia?*

*I turned to face Mrs Traynor, wriggling so that my jacket covered as much of the skirt as possible.*

*S2 – No.*

*S1 – Have you been a carer for long?*

*S2 – Um ... I've never actually done it, I said, adding, as if I could hear Syed's voice in my ear, but I'm sure I could learn.*

*S1 – Do you know what a quadriplegic is?*

*S2 – I faltered. 'When ... you're stuck in a wheelchair?*

*S1 – I suppose that's one way of putting it. There are varying degrees, but in this case we are talking about complete loss of use of the legs, and very limited use of the hands and arms. Would that bother you?*

*S2 – Well, not as much as it would bother him, obviously. I raised a smile, but Mrs Traynor's face was expressionless. 'Sorry – I didn't mean –'*

*S1 – Can you drive, Miss Clark?*

*S2 – Yes.*

*S1 – Clean license?*

*I nodded (Moyes, 2015:27).*

The dialogue is going between the lady of the house (S1) and the prospective hire – a young girl (S2) who came for an interview. The situation is of a formal nature. The first speaker's aim is to find a pleasant caretaker and a companion for her paralysed son and, accordingly, ask all questions of her interest and receive replies to them. The first speaker expresses interest in the form of a yes/no question (*do you have any experience with quadriplegia*). The second speaker's reply (*No*) shows that she possesses no such experience. Then the addresser expresses interest once again in the form of a yes/no question (*Have you been a carer for long?*). The

addressee responses negatively (*Um ... I've never actually done it*), yet adds that she can learn the skills (*but I'm sure I could learn*). Sincerity of the speech behavior of the addressee must be noted, as it speaks of the sincerity condition observance. The addresser continues expressing interest in the form of a yes/no question and in an explicit way (*Do you know what a quadriplegic is?*). The interlocutor's replying phrase is expressed in a form of a clarifying question (*When ... you're stuck in a wheelchair?*), as there is an uncertainty as to the correctness of her perceptions. We must note the non-verbal behaviour of the addressee (*I faltered*) given in the author's comment and indicating the emotional state of doubt. Then the roles change, as the first speaker becomes not expressing interest, but instead, answering her own question (*I suppose that's one way of putting it. There are varying degrees, but in this case we are talking about complete loss of use of the legs, and very limited use of the hands and arms*). While explaining the state of her son's health from the medical viewpoint, the addresser asks her interlocuter a question delicately (*Would that bother you?*), which characterises her as a polite person possessing good manners. The addressee gives a reply with irony that is not quite appropriate in this situation (*Well, not as much as it would bother him, obviously*). We must note different non-verbal behaviour of the communicants (*I raised a smile, but Mrs Traynor's face was expressionless*) expressed in the author's comment. At the same time, the first speaker does not react to such a statement in any way (*Mrs Traynor's face was expressionless*), continuing the interview (*Can you drive, Miss Clark? Clean license?*). The second speaker satisfies her interlocutor's intention both verbally (*Yes*) and non-verbally (*I nodded*). Thus, we deem the communicants' behaviour as cooperative, the sincerity condition is observed and the interest is expressed in an explicit form. Since the interview resulted in the employment of the addressee, we rate this communicative situation as successful.

### **Interrogatives as the most common way of expressing interest**

It must be noted that the interrogatives are the most popular form of the interest manifestation expression, yet not the only one. Let us consider an example where the interest is expressed in a propositive form.

#### **Ex. No. 2:**

*S1 – Let's really talk, Rojack. Let's put the pistols on the table. There's one reason why you won't go to the funeral, isn't there?*

*S2 – Yes.*

*S1 – It's because you did kill Deborah?*

*S2 – Yes.*

*The silence had no air left. Now the messenger arrived. It all came in at once.*

S2 – *Yes, I killed her', I said, 'but I didn't seduce her when she was fifteen, and never leave her alone, and never end the affair', ... (Mailer, 1966: 236)*

The verbal communication is taking place between the father-in-law (S1) and the son-in-law (S2) in a domestic setting. The first speaker's interest is expressed in the form of a call for a conversation (*Let's really talk, Rojack*). The addresser's interest is quite high, which is indicated by the repetition of calling the interlocutor out for a frank talk (*Let's put the pistols on the table*). Then the addresser expresses interest in the form of a clarifying question (*There's one reason why you won't go to the funeral, isn't there?*). In his turn, the addressee decodes the crux of the question and replies in the affirmative (*Yes*). The first speaker expresses interest once again in the form of a clarifying question in order to confirm his own version (*It's because you did kill Deborah?*). The second speaker satisfies the first speaker's intention with a positive reply (*Yes*). We must note the silence expressed in the author's comment and serving as some intrigue of the dialogue unfolding (*The silence had no air left*). Then the addressee continues his speech (*Yes, I killed her*) in an attempt to excuse his monstrous deed (*but I didn't seduce her when she was fifteen, and never leave her alone, and never end the affair*). Nevertheless, despite the dialogue subject, the verbal behaviour of the interlocutors has a cooperative nature. Questions of the addresser are expressed in the explicit form. The sincerity condition is observed, because the addressee's replies are honest. Therefore, we rate this communicative situation as successful.

We must note that in both examples above, the interest is actuated by negative real-life emotions.

Another commonly encountered instance of expressing interest as a means of attracting attention of the interlocutor is the use of etiquette formulas.

Let us consider an example of etiquette interest combined with modal verb "can".

**Ex. No. 3:**

S1 – *From behind Peter a voice murmured, "Excuse me, Mr. McDermott, can I have a word with you?"*

<...>

S2 – *Tell me what happened (Hailey, 2007:4)*

In this example, the communicative situation is taking place between the elderly porter (S1) and the manager of a luxurious New Orleans hotel (S2). The elderly porter (S1) apologises using the etiquette formula of apology (*Excuse me*). The sincerity condition is not observed here, as the apology is said in order to attract attention to oneself and to manifest one's intention in the conversation, while expressing one's communicative intention verbally (*can I have a*

*word with you?*). Therefore, in this case, the interest in the form of the subsequent question functionally equals addressing with a nominative basis – specifically, the addresser wants to tell what has happened at the hotel the previous night. The first speaker achieves his objective, as the addressee expresses his readiness to listen using the reply phrase in the imperative form (*tell me what happened*). As we see, the verbal behaviour of both interlocutors has a cooperative nature. The partners' intentions do not disagree. Therefore, the communicative interaction can be deemed successful.

It is also important to note that the lexical means (*a voice murmured*) used in this dialogue fragment and serving to implement the intentional state of interest, thereby allow the reader to take a look at the emotions the person experiences. In this case, the mental state of the first addresser's interest is transmitted verbally and his negative emotional connotations – the sudden and undisguised fear – are transmitted non-verbally.

### **Non-prototypical situations of expressing interest**

In the everyday interpersonal communication, we frequently face situations that differ from the prototype; in particular, we observe occurrence of some new properties or characteristics of the interest situation. We consider such situations as non-prototypical ones, because they are not “pure” interest situations, but rather interest situations with an addition of other properties and features. In our article, we have modelled the main non-prototypical situations of expressing interest.

### **Six models of non-prototypical situation of expressing interest**

#### **Model #1. Interest as a way to attract attention**

##### **Ex. No. 4:**

*S1 – Patsy Smith began to speak, finding the words with difficulty. Her eyes were red from crying. Why are some passengers so rude? I was doing my best. We all were.*

*S2 – Tell me what happened, Tanya said.*

*It was a familiar story. A man had missed his flight, and it had been difficult to find him a place on another. When Patsy at last succeeded in finding him a place, he complained that he didn't want to see the film that was going to be shown on that flight, and told her that she was slow and didn't know how to do her job properly. In the end she had been unable to bear his insults any more, and she had thrown a book at him.*

*S2 – Well, I hope it hit him hard, Tanya said. I know how rude some people can be. Now I'm going to send you home to have a good rest.*

*S1 – The girl looked up in surprise.*

S2 – *Oh, I understand, Tanya told her, but this mustn't happen again, Patsy, or you'll be in trouble. Patsy smiled weakly. It won't happen again, I promise* (Hailey, Airport, 2014, p.8).

This situation is taking place between the young girl (S1) working in the air company ticket office and the air company representative (S2) in a formal setting (at work). The first speaker expresses interest in the form of a question asked to start a conversation (*Why are some passengers so rude?*). The interest to the addresser is also reinforced with non-verbal behaviour (*Her eyes were red from crying*). Nevertheless, the first speaker does not actually expect to receive a reply to her question but tries to clear herself (*I was doing my best. We all were*). The second speaker reacts to the situation and expresses interest to the current developments in the imperative form (*Tell me what happened*). Then an author's comment is given in the text relating a story of the event that has taken place (*It was a familiar story. A man had missed his flight <...> in the end she had been unable to bear his insults any more, and she had thrown a book at him*). Despite all the unpleasantness of the situation – the ticket seller threw a book at the pushy customer – the second speaker reacts with certain irony (*Well, I hope it hit him hard*), making it clear to her interlocutor that she has taken her side (*I know how rude some people can be*). Then, wishing to support her colleague, the addressee suggests going home for a rest (*Now I'm going to send you home to have a good rest*). Therefore, we can conclude that the addressee's behaviour has a cooperative nature. We must note the addresser's emotional state of surprise and amazement, which is expressed non-verbally (*The girl looked up in surprise*). Instead of anger and resentment over her intolerable conduct, she was understood and supported.

However, later the second speaker warns her colleague that such situations must be avoided (*but this mustn't happen again, Patsy, or you'll be in trouble*). In reply to the interest expressed towards her and concern about the occurred situation, the interlocutor promises not to repeat such situations (*It won't happen again, I promise*). Therefore, despite the conflict situation at the airport, the verbal behaviour of the interlocutors in this dialogue has a cooperative nature. The communicative situation is successful. Nevertheless, this situation cannot be deemed as prototypical, because the interest expressed in the form of a question serves as a mere way to start the dialogue.

## **Model #2. Interest is expressed implicitly**

Indirect expression of some intentions is always present in verbal communication. The communicative situation of expressing interest is no exception, because interlocutors always try to decode the implicit meaning of a statement, the untold sense that is not verbalised in the language.

A.V. Bondarko gives an absolutely just definition of the implicit content as “not expressed specifically, but merely implied, resulting from explicit content or from associated contextual or situational information”. According to the linguist, the implicit nature of a statement is



manifested in specific elements or links of the depicted event which receive no explicit expression in the communication act, as events and facts of actual reality are nominated (Bondarko, 1978:23).

Thus, vivid complexity of the capabilities of our speech organs exist between what has been said and what has been implied.

Indirect statements are often used in the speech in order to focus attention, to show respect or to mitigate a conflict. The use implicatures in the everyday communication is a means to enrich and elaborate our speech. Let us consider an example.

**Ex. No. 5:**

*S1 – Why don't you try and come home for Christmas before I leave?*

*S2 – I have too much to see in China. Hong Kong, Beijing, Singapore, Shanghai, and I want to stop in Burma to see friends on the way back (Steel, 2007:102).*

The verbal communication is taking place between the sister (S1) and the brother (S2) both of them heirs to the Principality of Liechtenstein. The girl is going to join the Red Cross and is asking her brother about his possible coming home for Christmas. The first speaker's interest is expressed in the implicit way (*Why don't you try and come home for Christmas before I leave*) in the form of a proposal (proposition). The addresser's true interest lies in the fact that she misses her brother and wants to see him before her departure, i.e., the interest is actuated by positive emotions. The replying statement of the second speaker expresses a refusal. The addressee reasons the impossibility of his visit by his own interest in travelling – he wishes to visit some other cities and see his friends (*I have too much to see in China. Hong Kong, Beijing, Singapore, Shanghai, and I want to stop in Burma to see friends on the way back*). Therefore, the communicants' behaviour does not have a cooperative nature. The addresser's interest is expressed implicitly. Thus, this communicative situation is unsuccessful.

In this situation, the interest is actuated by positive emotions of the speaker, yet, situations where the interest is actuated by negative emotions are not rare either. Let us consider an example:

*S1 – Why don't you just go ahead and say what you're trying to say? he said.*

*As usual, I felt weak for not facing the issue boldly.*

*S2 – I'm thinking about public interest law.*

*S1 – What the hell is that?*

*S2 – It's when you work for the good of society without making a lot of money.*

*S1 – What are you, a Democrat now? You've been in Washington too long.*

S2 – *There are lots of Republicans in Washington. In fact, they've taken over.*

*We rode to the next tee in silence* (Grisham, *The Street Lawyer*, 2003, p.69).

The dialogue is running between the father (S1) and the son (S2). The situation has a common nature, because the son has come to his parents' place to share his desire to change his current high-paying job for a public interest protection job. In the example given above, the first speaker's interest expression is implemented through an indirect question (*Why don't you just go ahead and say what you're trying to say?*), as the speaker understands his son is beating about the bush. At the same time, it must be noted that the communicant's interest is caused by negative emotions.

The second speaker answers the question of his interlocutor (*I'm thinking about public interest law*). We must note the addressee's emotional state – specifically, uncertainty (*I felt weak for not facing the issue boldly*) he feels constantly (*As usual*) as he faces such situations in his life. The addresser expresses interest in a form of a special question (*What the hell is that?*). In this case, the speaker uses an emotionally tinged lexical item that conveys the shades of his emotional state and his negative reaction to what Searle calls the state of affairs in the outside world. It refers us to the fact that intentional states are the targeted states that possess a certain psychological modus and intensity. In this case, it is appropriate to mention the negative emotional tinge of the state in question and its strong intensity. In his response, the addressee explains the type of activity he is planning to undertake (*It's when you work for the good of society without making a lot of money*). The addresser asks the next question (*What are you, a Democrat now?*). It must be noted here that this question is not asked to satisfy one's interest, but is voice merely to demonstrate one's negative attitude regarding the son's job change (*You've been in Washington too long*). Therefore, the sincerity condition is not observed. Despite the father's indignation and resentment, the addressee answers the posed question (*There are lots of Republicans in Washington*), while making his own political judgement (*In fact, they've taken over*). Then the author's comment states silence (*We rode to the next tee in silence*), which indicates the dialogue termination in this situation. Thus, the speech behaviour of the communicants cannot be called cooperative and their interaction successful. Therefore, we classify this situation as a non-prototypical one.

### **Model #3. Interest is expressed in the form of a repeated or clarifying question**

#### **Ex. No. 6:**

S1 – *I want the truth, said Flora, looking him straight in the eyes.*

S2 – *All the truth?*

S1 – *All the truth.*

S2 – *Then I accept, said the little man quietly. And I hope you will not regret those words. Now, tell me all the circumstances.*

*S1 – Dr. Sheppard had better tell you, said Flora. ‘He knows more than I do (Christie, 1969:70).*

The dialogue is running between young girl Flora (S1) and detective Hercule Poirot (S2) who suspects his interlocutor of murder. The interest of the first speaker is expressed in the explicit way (*I want the truth*) and seconded by the non-verbal behavior (*looking him straight in the eyes*). It must be noted that the semantic structure of interest as a prototypical LSV contains “the feeling of wanting to know or learn about something or someone” (Oxford Learner’s Dictionaries), “a feeling of wanting to know about or take part in something” (Macmillan Dictionary). It tells us that there is a generally assumed view of the notion of “interest”, which does not always happen. The addressee’s reaction is expressed in the form of a clarifying question (*All the truth?*). The addresser confirms her interest in hearing the truth and, once again, asks in an explicit form to tell all details of the matter (*Now, tell me all the circumstances*). Adverb *now* indicates a strong interest of the addressee who wants to know all the circumstances instantly. The first speaker tries to evade the answer by turning attention to another participant of the process (*Dr Sheppard had better tell you. He knows more than I do*). Therefore, behaviour of the participants cannot be deemed cooperative and their communication successful.

We must note that the more intense the interest degree, there more extensive form of the question the speaker employs. Let us consider an example.

**Ex. No. 7:**

*S1 – Can you explain yourself?*

*S2 – I think that maybe sometimes people get the lives they want.*

*S1 – Are you saying homeless people want to live on the street? Professor Fuchs asked.*

*Are you saying they don’t want warm beds and roofs over their heads?*

*S2 – “Not exactly,” I said. I was fumbling for words. “They do. But if some of them were willing to work hard and make compromises, they might not have ideal lives, but they could make ends meet.”*

*S1 – Professor Fuchs walked around from behind her lectern. “What do you know about the lives of the underprivileged?” she asked. She was practically trembling with agitation. “What do you know about the hardships and obstacles that the underclass face?”*

*The other students were staring at me.*

*S2 – “You have a point,” I said (Walls, 2017:256).*

The communicative situation is taking place between the female professor (S1) and the female student (S2) in a formal setting. The discussion in the class concerns homeless people. The first speaker expresses interest to the student's answer and asks her to explain her viewpoint (*Can you explain yourself?*). The second speaker satisfies her interlocutor's intention by answering the question (*I think that maybe sometimes people get the lives they want*). The addressee's reply is insufficiently convincing for the interlocutor who asks questions to clarify the point in an expanded form (*Are you saying homeless people want to live on the street? Are you saying they don't want warm beds and roofs over their heads?*). The addressee states her views regarding the life of homeless people in the streets (*Not exactly. They do. But if some of them were willing to work hard and make compromises, they might not have ideal lives, but they could make ends meet*) and, at the same time, tries to mitigate the situation that seems a potential conflict by choosing words (*I was fumbling for words*). However, the viewpoint of the second speaker does not satisfy her interlocutor. Moreover, the emotional state of the addresser becomes negative, which can be observed in the succession of questions (*What do you know about the lives of the underprivileged? What do you know about the hardships and obstacles that the underclass face?*) that are not asked to express interest and are not aimed to satisfy it, but are rather posed out of sense of fury and indignation. The negative emotional state of the second speaker is conveyed through non-verbal behaviour in the author's comment (*Professor Fuchs walked around from behind her lectern. She was practically trembling with agitation*). It is worth noting the interest expressed by all students in the class, whose behaviour is conveyed non-verbally (*The other students were staring at me*). Since verb "to stare" implies a long process and, as a rule, looking in amazement, we can say that this communicative dialogue between the professor and the student stirred a strong interest in the entire audience. To prevent a conflict situation and to stop the dialogue, the addressee replies to the teacher's questions (*You have a point*). Thus, this speech behaviour between the interlocutors cannot be deemed cooperative and the communicative situation successful.

#### **Model #4. The addresser expresses interest for another person**

In the everyday communication situations, the speaker can take interest for another person quite often. In this case, the number of persons expressing interest may vary from one to an entire group of persons (for instance, a situation at the court, at the academic board, at the seminar, at the police station, at the housing agency). In such situations, it is hard to determine whether the interest is true and whether it is caused by the need drives or the emotional ones. Therefore, the sincerity condition is not always observed. For instance:

#### **Ex. No. 8:**

*S1 – The voice, with a Deep South accent, said, "This is Anna. Is Miss Marsha all right?"*

*S2 – She's all right, but she asked me to tell you that she will stay the night at the hotel.*

*S1 – The housekeeper's voice said, "Who did you say that was again?"*

S2 – Peter explained patiently. "Look," he said, "if you want to check, why don't you call back? It's the St. Gregory, and ask for the assistant manager's desk in the lobby."

S1 – The woman, obviously relieved, said, "Yes, sir, I'll do that." In less than a minute they were reconnected. "It's all right," she said, "now I know who it is for sure. We worry about Miss Marsha a bit, what with her daddy being away and all (Hailey, 2008:36).

This communicative situation is taking place at an upscale hotel between the hotel employee (S1) and the stranger (S2) conversing over the phone. The dialogue has a formal nature. The first speaker expresses interest in the form of a yes/no question (*Is Miss Marsha all right?*); her speech is polite – specifically, she introduced herself first (*This is Anna*), which is imposed not only by the polite behaviour of the speaker herself, but more by the hotel regulations. The second speaker replies on behalf of *Miss Marsha* (*She's all right, but she asked me to tell you that she will stay the night at the hotel*) and transmits her wish to stay at the hotel for one more day. The addresser expresses interest in the form of a clarifying question (*Who did you say that was again?*), as she does not trust the voice on the other end of the line. The addressee satisfies the interlocutor's intention and suggests a way of checking to clear her doubts. In this communicative situation, it is worth noting the use of verb "look" in the imperative that serves for drawing the interlocutor's attention and is a cause for information relation. Then the addressee sets forth the actual idea of checking (*if you want to check, why don't you call back? It's the St. Gregory, and ask for the assistant manager's desk in the lobby*). Therefore, one of the participants of the communication distrusts the other one and there occurs a communication failure expressed non-verbally (*In less than a minute they were reconnected*) – in the repeated call to the room telephone. The addresser explains such persistent interest of hers to Miss Marsha by the concern all the household members feel, which is expressed through the personal pronoun in the multiple form (*We worry about Miss Marsha a bit*). Therefore, the interlocutors' communication is not cooperative and the situation cannot be called successful, because the addresser has not managed to speak to Miss Marsha directly.

#### **Model #5. The addresser expresses interest in the form of a request**

In this model, the interest serves as a mere construct for implementation of requests.

#### **Ex. No. 9:**

S1 – Good evening, Mr. Blackie," he said. "I would like to speak to you."

S2 – Some other time," Blackie said curtly. "It's late. See me tomorrow," and he walked across to the entrance of the club and fumbled in his pocket for his keys.

S1 – Yo-Yo followed him.

It won't wait until tomorrow, Mr. Blackie. I wanted your advice. It's about the American, Jaffe.

*Blackie restrained a start of alarm with an effort. His agile mind worked swiftly. What a fool he had been! He had forgotten he had sent Yo-Yo to follow Nhan. This little rat knew where Jaffe was hiding! He must have read about the reward in the newspapers.*

*S2 – “Jaffe?” he said, looking over his shoulder at Yo-Yo, his fat face expressionless. “Who’s Jaffe?”*

*S1 – The American who was kidnapped, Mr. Blackie,” Yo-Yo said, a derisive sneer in his voice (Chase, 2003:167).*

This dialogue is taking place between the night club employee (S1) and the club owner (S2) in an informal setting. The first speaker expresses interest explicitly while conversing with his interlocutor (*I would like to speak to you*). The second speaker does not satisfy the interlocutor’s intention (*Some other time*), referring to the late hour (*It’s late*) and suggests seeing each other the next day (*See me tomorrow*). The addresser does not abandon his interest, which is expressed by non-verbal behaviour (*Yo-Yo followed him*). Then the first speaker states explicitly that this talk cannot be postponed (*It won’t wait until tomorrow, Mr. Blackie*), reasoning that he needs an advice (*I wanted your advice*), and then tells the true reason for coming to the club for a conversation (*It’s about the American, Jaffe*). The interlocutor’s reaction occurs instantly. The addressee barely suppresses his worry, recalling the preceding events, and asks the clarifying question (*Jaffe?*), pretending he does not know who the person in question is (*his fat face expressionless “Who’s Jaffe?”*). Therefore, the sincerity condition is not observed. The addresser replies to the clarifying question (*The American who was kidnapped, Mr. Blackie,” Yo-Yo said, a derisive sneer in his voice*). Thus, despite the questions being asked by the addresser in the explicit form, his intention is not satisfied, as the interlocutor refuses to speak to him, pretends he does not know and does not understand what the other man is talking about. Therefore, a communication failure occurs. The sincerity condition is not observed, because the first speaker’s request for a talk and an advice is merely an excuse. The true interest of the addresser lies in extorting money from the addressee by means of blackmail, i.e., the need interest is served. We must note that lexical item “interest” includes not only LSV attention, curiosity and desire to know, but also LSV profit (“Interest is an advantage; something that will provide you with something or help you in some way”) (Oxford English Dictionary). The addressee’s reaction is also insincere, as he knows who the person in question is and where this person is, yet evades the answer intentionally. Therefore, the communicants’ behaviour is not cooperative and the communicative situation cannot be deemed successful.

#### **Model #6. The addresser expresses interest in the form of a rhetorical question**

The rhetorical question holds a special place in the situation of expressing interest. Moreover, this type of a question is an effective means of attracting the interlocutor’s interest to a subject, an object, an item or a process. In this model, we consider a dialogue between the author and the reader.

For instance, in the very title of his famous novel about the civil war *For Whom the Bell Tolls*, Ernest Hemingway sends the reader to search for an answer in the text, to his own contemplations. At the same time, he gives his own version of the answer to this question in the actual epigraph to the novel. Let us consider this example.

**Ex. No. 10:**

*No man is an Iland, intire of it selfe; every man is a peece of the Continent, a part of the maine; if a Clod bee washed away by the Sea, Europe is the lesse, as well as if a Promontorie were, as well as if a Mannor of thy friends or of thine owne were; any man's death diminishes me, because I am involved in Mankinde; And therefore never send to know for whom the bell tolls; It tolls for thee. (Hemingway, 2005:3)*

Thus, the author keeps a dialogue with the reader throughout the entire book, asking lots of questions that encourage the reader into expressing interest, curiosity, inquisitiveness, and searching for the answers.

*“For what are we born if not to aid one another?” “But are there not many fascists in your country?” “But should a man carry out impossible orders knowing what they lead to?”*

We classify this situation model as a non-prototypical one, since it is impossible to analyse a set of features inherent in the prototypicality, because the speech, intentions, evaluations and views of the author's interlocutor are not presented in the text.

**Conclusion**

Thus, based on the analysis of the examples above, we can conclude that interest can be represented by two types of communicative situations: a prototypical one and a non-prototypical one. The prototypical situation of expressing interest is characterised by a specific set of features a person recognises due to the mental model existing in the person's mind. Therefore, the communicative situation has a successful nature. In a situation where people construct their speech with no consideration of the abovementioned prototypical parameters, a deviation from the prototype of the interest expressing situation often occurs. We classify such situations as non-prototypical ones. It must be noted that we have described 6 main models of non-prototypical situations. However, this list is not final.



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