LINGUISTIC FEATURES OF ECHO-QUESTIONS

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INTRODUCTION

At the present stage of development of linguistics three types of non-standard questions, such as expository questions, rhetorical questions and echo-questions are explored. Echo-questions are often defined as questions that are incompatible with the general rules for formulating questions in English as they are context-sensitive. It is known that they can fully or partially repeat the previous statement in order to cause repetition or explanation of its unknown form and can be used in direct and indirect speech. Indirect echo-questions can be dual in nature, such as unconventional or conventional. Conventionality in speech is relative and characterized by some modality and echo-questions which are used in the dialogue speech and characterized by the special subjective modality can also be situational and emotional because their usage is conditioned by a corresponding situation that arises between the speakers of the dialogue and expresses the content and the nature of communication between them and conveys the internal state of the speaker. The increase of the intensity of research on the issue of indirect speech acts, as well as the increased interest in the issues of indirect speech, led to the fact that in some works there were attempt to systematically consider such indirect usage of echo-questions. The following scientists research them in their work, such as N. Arutiunova, K. Krushelnytska, L. Kiseleva, L. Krysin, H. Pocheptsov and others.

We can admit that the synthesis and analysis methods and the comparative methods are used in our research. The purpose of the article is to analyze echo-questions according to their linguistic features. The linguistic classification of echo-questions, their linguistic features and their pragmatics are the novelty of the research.

Echo-question is a linguistic phenomen on that exists in verbal interaction. A typical echo-question is usually a repetition of other's speech information as a response to the speaker. We use echo-questions to repeat part of what we have just heard when we don't fully understand or when we want to confirm what we have heard. Echo-questions generally require a linguistic context in which the utterance can be used following different morphological and pragmatic meanings. They can be used in indirect speech acts and express different inner state or feelings of the speaker. Their

pragmatic features means that the speaker able to navigate the speech situation and depending on the intentions the speech can build expressions by choosing the most effective means of the influence on the interlocutor.

Echo-questions are used in the dialogue speech which is a process of communicative interaction of two or more speakers and in the limits of the indirect speech acts the speaker acts as a listener and a speaker. Among the speech functions of echo-questions are the request of information. The most important function is pragmatic one which is necessary to create the pragmatic speech.

1. Echo-questions as a special type of the interrogative repetitions

It is known that the interrogative repetitions can be used in different styles. Scientists research interrogative repetitions in the indirect speech statements[1] and take into account their quantitative and structural characteristics of using interrogative repetitions. Researchers are devoted to studying of some types of interrogative repetitions, such as distant interrogative repetitions[2], syntactic parallelism[3], synonymous repetitions[4], repetitions in the syntax convergence[5].

It is researched the inductive modality in the structure of the repetition[6], its stylistic category[7]. The repetition is considered as a means of accentuation[8], as a means of semantic connection, as style forming means in different types and genre of the speech[9], a means of expression of author's modality and pragmatic guidelines of the text depending on the view of the phenomenon of the repetition in scientific researches, this term was given different meanings.

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[1] Арутюнова Н. Предложение и его смысл. Москва : Наука, 1976. 383 с. DOI: 811.112.2'42.

[2] Додонов Б. Эмоция как ценность. Москва : Изд-во полит. лит-ры, 1978. 272 с. DOI: 159.942.5.

[3] Крушельницкая К. О синтаксической природе «актуального членения» предложения. *Инвариантные синтаксические значения и структура предложения*. Москва : Наука, 1969. С. 69–103. DOI: 811.161.1.

[4] Киселева Л. Вопросы теории речевого воздействия. Ленинград : Изд-во Ленингр. ун-та, 1978. 160 с. DOI: 81'[225.2+23].

[5] Крысин Л. Речевое общение и социальные роли говорящих. Социально-лингвистические исследования. Киев, 1980. С. 14–39.

[6] Москальская О. Грамматика текста. Москва : Высшая школа, 1981.183 с. DOI: 81.2.

[7] Леонтьев А. Основы психолингвистики. Москва : Смысл, 1997. 287 с.

[8] Ревзина О. О соотношении языка и дискурса. *Функциональная семантика языка, семантика знаковых систем и методы их изучения :* тезисы докладов Международной конференции. Ч. 1. Москва : РУДИ, 1997. С. 69–71. DOI: 81'42.

[9] Тарасов Е. Тенденция развития психолингвистики. Москва, 1987. 168 с. DOI: 81'23.

Thus, in addition to this traditional purpose to be a means of the expression of an appropriate stylistic forms of language, the repetitions are used as the basis of creating of knew grammatical forms and meanings and provides structural and content integrity of the speech process.

In this regard in modern linguistics there are various and sometimes opposite views on the phenomenon of the repetition and in particular there are different views on elements that are repeated and their interaction in the structure of expressions, their linguistic functions, structure and semantics and etc.

There two main trends in interpretation and researching of this phenomenon One trend which dates back to antiquity of the repetitions is connected with the identification of its stylistic features and linguistic essence.

In the linguistic theory the repetition is regarded as a widespread but not well understandable phenomen on and is also interpreted as a means of thinking when some separate words, phrases and compositional structures of the identical content in the identical or different frequency are explained as important units of speech.

We can admit that semantic and pragmatic repetitions are distinguished in linguistics. Semantic repetitions are repetitions which are the special type of connection between texts. That is a type which is created with the repetition of certain combinations of semantic features and are accompanied with the external formal identity. Semantic types of repetitions are distinguished according to the semantic relations of the equivalence. Such relations can have the double nature such as narrowing (transition from broader definition to narrower) and expansion (moving from narrower definition to broader).

Pragmatic repetitions are repetitions which repeat element of the speech taking into account inner state or feelings of the speaker.

Thus, according to the view of the phenomenon of repetitions in scientific researches different content was given to it. Sometimes different points of view according to the phenomenon of repetitions are expressed in linguistics: elements which are repeated, means of their interactions in the structure of the statement, their speech functions, structures and semantics.

Linguistic unit is understood not only as the unity of internal side and external side but also as the unit of the appropriate linguistic level: phonetic (sound or phrase), morphological (morpheme), syntactic (sentence or paragraph).

In the language system levels are usually represented as "spheres which are super imposed over one another"[10].

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[10] Астафьева И. Виды синтаксических повторов, их природа и стилистическое использование. Москва, 1964. 14 с. DOI: 81.1.29.

The repetition of the corresponding language units occurs at all linguistic levels. There is a close relationship between repetitions of different levels, within one level the units interact with each other in syntagmatic and paradigmatic relationships and repetitions of higher levels include repetitions of lower levels. The examples of interaction of language units are the interaction of lexical and morphological levels. Lexical levels implement the nominative function of the language and are connected with the textual and under textual information.

Morphological features of lexical unites determine nomination and verbal of the style, statics and dynamics of the text.

The fact of existence of the repetition at all language levels and the close interrelation of individual types of repetitions proves the systematic nature of the repetition.

The essence of the repetition as the stylistically syntactical means is particularly enhanced in its influence on the speaker and is served as a means of communication.

The power of the repetition influence is created with the sound and lexical content of units that are repeated as a result of the repeated form of the certain language unit in as mall or large content.

Taking into account the systematic nature of repetitions at the appropriate linguistic levels, the structural and semantic features of repetitions are carried out the classification of the repetitions dividing into morphological, lexical and syntactic groups. Besides, there are no separate groups of semantic repetitions which could be attributed to nominative chains and remotely varied repetitions associated with amplitude picking up of one or another content.

The research of structurally semantic and functional features of repetition figures and especially the definition of their illocutionary role in different parts of speech has shown their close connection with pragmatics. That is why the functioning of the different types of repetitions which are involved in the organization of the content unity of the speech can be considered as a means of expressing of semantic repetitions which eliminates the need to single out a separate semantic group of the repetition figures. It is considered that repetitions are used in different dialogue units.

The authors of many works focused on dialogic unities of two or more remarks.

On the one hand different types of repetitions can be interacted within the dialogue unites of the thee remarks. On the other hand one of this type of lexical and structural connection can associate all statements of the dialogical unity such as repetitions of one of the structural component of the previous statement.

In the dialogue:

– But my dear, I call that doting, – said my plain-spoken parent,

– You should try to suppress such foolish fondness, as well to save your son from ruin as yourself from ridicule.

– *Ruin!* Mrs. Markham?

– Yes, It is spoiling the child. Even at his age, he ought not to be always tied to his mother's apron-string; he should learn to be ashamed of it" (Bronte: 30)

is repeated only one word of the previous statement *Ruin!* and repetition is named as partial one.

As a rule those components belong to the repetition which needs specification of facts which are important for speakers. The partial complicated repetition is a spread type of connecting of statements of the dialogical unity and can repeat two or more components of the previous statement.

In the next dialogue:

– To be sure, I do, – responded he;

– Only, you bother me rather, sometimes;

– *I bother you!* Cried she in very natural surprise.

– Yes, you – but only by your exceeding goodness – when a boy has been eating raising and sugar – plums all day, he longs for a squeeze of sour orange by way of a change (Bronte: 223)

partial complicated repetition *I bother you!* is used, the nature of partially complicated repletion is different.

We can admit that the partial repetition can be complicated with the interrogative word which is oriented on expand in explaining and components of the statement.

Transformed repetition is the repetition with changing of the grammatical structure or lexical content of components of the previous statements.

In the next dialogue:

– Speak up, sur; they can't hear you.

Did I grant your request?

– *You did not* (Bronte: 227)

the repetition *You did not* is considered to be transformed because it repeats the previous statement with changing of the grammatical structure.

We can admit that the echo-question is a variety of the interrogative repetition and can be divided into:

1) partial echo-questions, such as questions which repeat only one structural element of the previous statement.

In the next dialogue:

Nina. <…> Yes! My lover! (Then suddenly resisting and pushing him away). No! You've forgetting Sam-and Sam's baby!

Darell (starting at her widely). *Sam's baby?* Are you joking? Ours you mean! We'll take him with us? Of course!

Nina (sadly). *And Sam?* (O'Neile: 586)

the partial echo-questions *And Sam?* And *Sam's baby?* repeat only one element of the previous statement and expresses indignation and anger.

In the next dialogue:

Marco (hesitatingly). I know it's great honor, sur – but, forgetting the soul side of it. I've got to eat.

Kablai (astonished). *To eat?*

Marco. I mean I'm ambitious. I've got to succeed, and (suddenly blurts out). What can you pay for me? (O' Neil: 229)

the partial echo-question *To eat ?* is used to expresses surprise.

The partial echo-question *Lonesome, heh?* of the next dialogue unity repeat only one element of the previous statement:

Biff. Where'd you do this time, Dad? Gee, we were lonesome for you. Willy (pleased, puts a arm around each boy and they come down to the apron).

Lonesome, heh?

Biff. Missed you every minute (Gassner: 11).

As a rule in the partial echo-questions as in the partial repetitions semantically incomplete components are used which have the important pragmatic feature;

2) the partially complicated echo-question is the question where the previous statement partially repeats several elements of the previous statement.

In the dialogue:

Nick. I wanted to buy one of those.

Jonathan. *You? One of those?*

Nick. Mm.What would I do? (Margulies: 347)

two elements of the previous statement *You? One of those?* are repeated in the partially complicated echo-question and interest is expressed by the speaker.

In the next dialogue:

Ann. Then do what you have to do!

Chris. *Do what?* What is there to do? I've looked all night for a reason to make him suffer.

Ann. There's reason! (Miller: 15), the partially complicated echo-question *Do what?* is used and it clarifies the information;

3) full echo-questions which repeat the previous statement fully.

In the dialogue:

– It is possible, – exclaimed Mr. Lorry.

– *Is it possible?* – repeated De Farge bitterly. – Yes. And a beautiful world we live in, when it is possible, and when many other such things are

possible, and not only possible, but done, see you! – under that sky there, every day long live the Devil. Let us go on (Dickens: 57)

the full echo-question *Is it possible?* is used;

4) transformed echo-questions such as echo-questions with changing of the grammatical structure or lexical content of the components.

In the next dialogue:

– Holes? – Marie looked about her as if searching for them.
– Where is he?
– *Where's who?*
– Both well, – she replied absently.
– He's the one who saved you, not I (Gibbs: 226)

the transformed echo-question *Where's who?* is used for clarifying of the information.

In the next dialogue:

Carl. Afraid to be a traitor.

Marilon. *You think I'm a traitor?*

Carl. Giving Mikita information that your love – Doc screams out when he arches in passion (Mueller: 1610)

the transformed echo-question *You think I'm a traitor?* expresses fear;

5) double echo-questions which repeat the previous statement fully or partially twice without lexical content or with lexical content.

In the next dialogues:

Will. Macon, I'm leaving west.

Macon. *West? Where is the west?*

Will. Don't know (Gassney: 64).

Carrie. Lily said that – Well, she just said that.

Albertine. I suppose it was hard on a child, a young girl, not to have her mother available during the day. But perhaps it was just as well. What time do you expect Lily and Julian?

Carry. *Expect them? Expect them?* We haven't heard for seventeen days –

Albertine. Lily left a message that they'd be here tonight?

We've had no word, Mrs. Prine (Gassner: 221)

the double echo-questions are used which repeat the previous statement with lexical content.

Thus, so echo-questions can be classified into different groups they follow the one goal to express inner state and feelings of the speaker and are used to clarify the information.

2. Echo-questions in indirect speech acts

As the main focus of the research of the pragmatics of the questions expresses the intensity of the asker is distinguished. It is considered that

according to the traditional point of view, the purpose of the requester is to fill in the information gap[11].

However, the unconditionally correct understanding of the essence of the question reflects the nature of the question only partially because the request for information and the subsequent filling of the information gap is only outgoing purpose of the request. In addition to the outgoing purpose the question has an end purpose which comes down to the completion of a particular act.

Thus, the question is a formally expressed request for information, where the requester has two purpose: outgoing purpose (filling in the information gap) and end purpose (the implementation of the act).

This indicates that there is not only a temporary connection between the question and the next act but also the logical one[12]. There are two levels of addressing such as the level of a real addressee and the level of re-inquiry addressee. Let's look at the problem of the functional role of the re-inquiry addressee in an indirect speech act with the usage of echo-questions. It should be noted that there is an additional feature which he can perform in parallel, that is to express the inner fillings.

In the dialogue:

Willy (at a loss). Yeah, sure. If you hadn't flunked.

Bill. Don't blame everything on me! I didn't flunk.

Willy. Don't blame everything on me! I didn't flunk math – you did! What pen?

Bill. *Flunked what?* What're you talking about?

the echo-question *Flunked what?* expresses intention of surprising.

We can admit that unlike the narrative text of one author where is each subsequent statement is subordinated to one content which responds to motives and purpose of the author the dialogue reflects collisions of the intention of two or more speakers.

In the next dialogue:

Nick. Have I spoiled the surprise?

Jonathan. *What surprise?*

Nick. Were we to awaken to find you gone but three hundred pounds in your stead, under the honey pot? Economic aid, is that it? (Margulies: 361), which includes only two speakers Nick and Jonathan, the echo-question *What surprise?* is used for clarification of the information.

In the situation of the indirect speech act with usage of echo-questions in the dialogue the function of the speaker is differentiated according to the re-inquiry addressee and the real addressee parameterize of their perception[13].

The speaker has to determine decoding of recipients of information according to their knowledge about them, which are in the indirect speech situation where echo-questions are used and also necessity for rating of suitability of the re-inquiry addressee to perform his indirect speech function.

In the next dialogue:

Mary. Thank you, Morah. Good night.

Norah. Good night, Ma'am. (She starts out, then stops and turns) Oh, I was going to ask your husband but may be you can tell me. Do you know Mrs. Thordyke's address?

Mary. *Mrs. Thorndyke?*

Norah. She forgot her glasses when she left this morning. And I know what it is to be without glasses. I want to mail them back to her.

Mary. Are you sure they're Mrs. Thordyke's?

Norah (getting the glasses from pocket and showing them). Yes, they're them Chinese kind. What women won't do? Won't they?

Mary. Yes – won't they? (Lindsat: 473).

Thus, functioning of the echo-questions in the indirect speech act influences on the organization and the structure of indirect speech act. In the indirect speech act we can use the following types of echo-questions as dominant echo-questions and not-dominant echo-questions. It means that when these are dominant echo-questions, the speaker who uses this phenomenon expresses the main content of the speech expressing inner state of the speaker and when these are not-dominant echo-questions, the content of the speech is not important and echo-questions are used for clarification of the speech and for filling in the information gaps.

In the next dialogue:

Sue. Oh, Pa, there's nothing there! You know it! She was lost month ago.

Bartlett. *Lost?* (he stumbles over to a porthole and looks out his body says as if he were going to tall he turns away and cries hopelessly in a tone of heart – rending grief). *Lost?* (O'Neil: 190)

the echo-question *Lost?* which is used twice in the replica of the dialogue, is dominant echo-question because it expresses doubt and shows that this speech act is important.

In the next dialogue:

Wilmer. Rewind the tape, the tape, the tape.

Aide. *What tape?*

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[13] Bradac I., Mulac A., House A. Lexical Diversity and magnitude of convergent versus divergent style shifting : Perceptual and evaluative consequences. *Languages and Communication.* 1988. № 8. P. 213–228. DOI: 10.1016/0271-5309(88)90019-5.

Wilmer. Your Sony TCS – 3 mini cassette recorder, here, purchased under Title Five and activated by a button – there (Hill: 133)

the not-dominant echo-question is used because it expresses the main content of the speech and expresses shyness.

The most spread group of dominant echo-questions are echo-questions which express surprising and at the same time can express the other emotions and feelings.

In the next dialogue:

– I do not understand you.

– Then we are on very unequal terms, for I understand you well?

– *Me?* – yes; I cannot speak well enough to be unintelligible. Bravo 1 – an excellent satire on modern language (Austen: 94)

the dominant echo-question *Me?* expresses surprise but at the same time is used for clarifying information.

In the next dialogue:

– Mr. Pears obviously requires to keep the papers he has. And Mr. Sarsfield can stay here <…>.

– *Stay here?* – exploded Pearse, and heard Sarsfield echo his words a split second later (Gibbs: 181)

the dominant echo-question *Stay here ?*expresses surprise.

In the next dialogue:

Grant. Oh, It's a way they get around the Hatch Act.

Mary. *What's the hatch act?*

Grant. It's a law the passed a few years ago about campaign funds. Only individuals can give money and nobody more than 85,000 an d you have to account for how it's spent. It's a very pretty law – and we feel very moral that it's on the books – but it just doesn't work (Crause, Lindsay: 485)

the not-dominant echo-question *What's the hatch act?* is used for clarification of information but at the same time performs function of the dominant echo-question expressing such inner state of the speaker as surprising.

In the next dialogue:

Nurse (softly). No. A miracle.

Doctor. What's that?

Nurse. A miracle <…> the baby is a miracle.

Doctor. *A miracle?* This is Cleveland. It'll be a miracle if the mother's insured (Seebring: 193)

the dominant echo-question *A miracle?* is used to express surprise.

In the next dialogue:

Horace. I was in love with you. But why did you marry me?

Regina. I was lonely when I was young.

Horace. *You were lonely?*

Regina. Not the way people usually mean. Lonely for all the things I wasn't going to get (Hellman: 211)

the dominant echo-question *You were lonely?* expresses surprising and sadness.

In the next dialogue:

– Well, but, Tom, if mother would let me give you two half-crowns and a sixpence out of my purse to put into your pocket and spend, you know and buy some more rabbits with it.

– *More rabbits?* I don't want any more.

– Oh, but, Tom, they're all dead? (Eliot: 54)

the dominant echo-question *More rabbits?* expresses surprise and indignation.

In the next dialogue:

Bernard. But sometimes, Willy, it's better for a man just to walk away.

Willy. *But if you can't walk away?*

Bernard (after a slight pause). I guess that's when it's tough! (Extending his hand) Good bye, Willy (Gassner: 32–33)

the dominant echo-question *But if you can't walk away?* Expresses displeasure.

Ruth (At the phone). Hello. Just a minute (Goes to door). Walter, it's Mrs. Arnold (Waits. Goes back to the phone. Tense) Hello. Yes, this is his wife speaking <…> He's lying down now. Yes <…> well, he'll be in tomorrow. He's been very sick. Yes, I know. We should have called, but we were so sure he'd be able to come in today. Yes-yes, I'm very sorry Yes <…>. Thank you very much (She hangs up. Walter is standing in the doorway of the bedroom behind her) that was Mrs. Arnold Walter).

Iter. *Was it?*

Ruth. She said if you don't come in tomorrow that, they are getting a new man <…> (Hansberry: 168)

the dominant echo-question *Was it?* expresses surprise.

In the next dialogue:

Sheril. Says everyone. He's a fraud – like you.

Kenny. *I am a fraud like you?*

Sheryl. Face up to it, Kenny! We don't mix well. We're like oil and, water. It doesn't work for us! (Allow: 83)

the dominant echo-questions *I am a fraud like you?* expresses surprise too and at the same time disagreement.

In the next dialogue:

Berenice. Why, Candy, everybody has to die.

John Henry. *Everybody?* Are you going to die, Frankie?

Frankie. I doubt it <…> (Cullers: 191)

the dominant echo-question *Everybody?* expresses fear. John Henry doesn't want to die. He doesn't agree that everybody must die.

In the next dialogue:

Benny. When Ma tells him the lies about us.

Emma (excitedly). *What lies?*

Benny. I am goin' to repeat them (O'Neil: 237–238)

the dominant echo-question *What lies?* Expresses agitation.

The echo-questions which express such inner feelings of the speaker as agitation can be included into the group of the dominant echo-questions which we can see in the next dialogue:

Nick. I told Nina about you the first night I met her and through the years she has done quite a little teasing – you are too modest, Constance (suddenly). How are you going to let me do another portrait of you?

Constance (laughs). *Another portrait?* No, no indeed. I want to remember myself as I was in the picture upstairs.

Nick. Go and get it for me. I want to look at it with you (she smiles, exits. There is silence). You haven't been too warm or gracious, Nina (Hellmen: 217)

the dominant echo-question *Another portrait?* expresses inner pain of the speaker. Using the echo-question she is laughing but her laughing is not the joy but sadness. She regrets that her appearance changed and she is not young and so beautiful.

In the next dialogue:

– Why do people in films kiss sideways? – he demanded.

– *Sideways?* – I said. It was a problem that had baffled me in my own childhood (Salinger: 98)

the not-dominant echo-question *Sideways?* is used for clarifying of the information but at the same time expresses surprising.

The not-dominant echo-question *Anything?* in the next dialogue is used for clarifying information and expresses surprising too:

Larry: You name it. Tell me. Anything you want to do.

Larry. Anithing, my little buddies (Korder: 204).

In the next dialogue:

Cleo (loftily). A man who gets his name in the paper so often must be important to some people.

French. You got a lot to learn, Cleo. What's between you?

Cleo. *Between you?* Who?

French. Or don't you speak without your lower? (Coming up closer to her and dropping his voice). Listen, don't twist Stars' head. He's foolish, but he's good and we like him. Don't get him in trouble (Taking her arm). Come on over to my office (Odets: 382–383)

the not-dominant echo-question *Between you?* clarifies the information.

We can admit that echo-questions which express inner state of the speaker, such as mental echo-questions, are used as dominant echo-questions. And echo-questions which clarify information are the group of

not-dominant echo-questions. The most spread type of echo-questions are echo-questions which express surprise but at the same time they can clarify the information. That means that they belong to mixed type of echo-questions and need the further research.

CONCLUSIONS

Echo-questions are regarded as a means of expressing of the author's modality and outline of the indirect speech. Taking into account the systematic character of the echo-questions according to the linguistic levels, its semantic and structural features we classified them differently. They are divided into morphological, lexical and syntactical ones. The definition of linguistic role of the echo-questions is certified its connection with pragmatics. The functioning of the various types of repetitions involved in organization of the substantive unity of the speech are considered as a means of expressing of semantic repetitions and that's why it's not necessary to separate the semantic group of the repetition figure.

Thus, echo-questions can be subdivided into the following types, such as partial echo-questions which can repeat only one structural element of the previous statement, partially complicated echo-questions which can repeat several words of the previous statement, full echo-questions which can repeat the previous statement fully, transformed echo-questions which can repeat the previous statement changing the grammatical structure and lexical content of the components, double echo-questions which can repeat one or several elements of the previous statements fully or partially twice.

SUMMARY

The article deals with echo-questions, which are a special type of the repetitions. The repetitions of the corresponding language occurs at all linguistic levels. And echo-questions as repetitions have morphological, lexical, structural, semantic and pragmatic features. Echo-questions are classified differently according to these features. They can be partial, partially complicated, full, transformed and double ones.

We can admit that these types of echo-questions help speakers to create speech acts pragmatically corrected. According to the research echo-questions play the important role in the indirect speech acts and are used to have pragmatic speech more interesting and useful. Echo-questions help speakers to communicate not only morphologically but pragmatically too. Thus, modern linguistic needs indirect speech acts with using of echo-questions.

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