

Personal and social deixis in coach communication register

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The main aim of the study is to analyse the means of personal and social deixis specific for the coach communication register and interpret them as an expression of social relations between coach and players and the coach social role. Theoretically, the study is based on the concept of sport macro-social communication register, coach micro-social communication register, and the theory of personal deixis and its social meaning. The research sample consists of tri-modal corpus of video and audio records of communication between coaches and players (boys' and girls' teams) during training units and games, and their transcripts. The analysis comes out of the central role of the coach as a part of sports team and is focused on a) the way of addressing the players; b) nominal and verbal personal reference; c) personal shifts, changes, combinations and strategies. The means of personal deixis show how the coaches emphasise or release team social solidarity, whereby the tendency towards solidarity emphasising is stronger than the tendency to its releasing. The study also showed the large variety of diversified communication strategies based on the dynamic alteration of personal deixis means and referents, iconising dynamic alterations of the activities and their agents in time and space, which is typical for team sports.

Keywords: *sports communication, communication register, personal deixis, social deixis, social cohesion, coach, players, volleyball*

1. Introduction

Minimal attention has been paid, so far, to spoken language and verbal communication in sport both from the side of sport sciences and linguistics. It is quite surprising, taking into account the social and political role sport has in contemporary society. If there was any interest expressed at all, at least in Slovakia, it was predominately for the language of sport in media communication (cf. e. g. Mlacek 1981; Masár 1981; 1982; Felix 1992; 1993; Mislovičová 1993; 1994; Mergeš 2016). Intra-sport verbal communication was the research subject of works by Odaloš (1993; 1997) and Čulenová (2004). The situation is very similar in other languages and cultures. Lausic et al. (2009: 281) claims: “Verbal and nonverbal communication is a critical mediator of performance in team sports and yet there is little extant research in sports that involves direct measures of communication.”. However, in last decades, increased interest in the “language of sport” can be observed (e. g. Tworek 2000; Caldwell et al. 2018), although it is mainly the language of football, “the most interesting sport discipline in most European countries” (Taborek 2012) which has attracted most attention (Schilling 2001; Lavric et al. 2008; Lewandowski 2008; 2013; Taborek 2012). In Slovakia, the situation has slowly been changing, mostly due to research projects provided at the Prešov University¹ (Slančová & Slančová 2014, special issue of the journal *Language and Culture*² *Communication in sport and about sport* 2018). The language of sport has been proposed as the main subject of a new inter-discipline: sport linguistics (Slančová & Slančová 2014; Slančová & Kovalik Slančová

¹ *Communication among coach and ball games players of senior school age* (2008–2010); *Interdisciplinary analysis of sport communication register* (2015–2018).

² Available online (<http://www.ff.unipo.sk/jak/cislo35.html>).

2018), considered to be a branch of applied linguistics, and/or as a part of sport humanistics (on sport humanistics cf. Macák 1998) within the scope of sport sciences. This study is the result of the above mentioned research projects and is a part of broader research into intra-sport communication between coaches and players of team ball games³ (football/soccer, handball, volleyball) of senior school age. It involves one of the sports mentioned – volleyball, and relates to two coaches and one boys’ and one girls’ team. The main approach to the research issue is interdisciplinary. It means linguistic phenomena are interpreted as ones determined by their sports counterparts and sports phenomena are determined by linguistic ones.

2. Objectives

The main aim of the study is to analyse the means of personal and social deixis specific for the coach communication register and interpret them as an expression of social relations between coach and players and the coach social role. The analysis is focused on the manifestation of personal participants in the coach’s speech, which means the speaker (coach) and his communication partners who are a direct part of a given communication situation and also the personal objects who are not directly present in a given communication situation. Special attention will be paid to communication strategies realized by means of personal and social deixis. A comparison between the communication of the boys’ team coach and the girls’ team coach will be carried out.

3. Methodological background

Methodologically, our research is based on the concept of communication register and personal and social deixis. The term *communication register* (Slančová & Slančová 2012; 2014), and its two main types: macro-social and micro-social communication registers, represent our own adaptation⁴ of *register* as one of the leading sociolinguistic concepts (cf. Hymes 1974; Ferguson 1977; Halliday 1978; Andersen 1992, Biber & Finegan 1994; Biber, 1995; Dittmar 1995; Hoffmannová 1997; Coupland 2007; Biber & Conrad 2009) and can be illustrated in Figure 1:

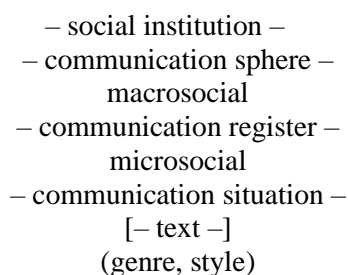


Figure 1: The concept of communication register

The fundamental concept is the sociological concept of *institution*. Our definition of institution is based on the definitions found in Keller & Vláčil (1996), and works by Keller (1991),

³ Its first impulse and inspiration was made by a study by Brice Heath & Langman (1994).

⁴ Our understanding of the concept of communication register has been changed from its first mention in the Slovak linguistic field (Slančová 1999 a; b) through a concept introduced in Slančová & Zajacová (2007) to Slančová & Slančová (2012; 2014; 2015) – cf. also for relations between communication register and related concepts (sociolect, functional style).

Giddens (1999), Balegová (2005), and Kráľová (2007). It is understood as a relatively stable, in the given society or social group, accepted complex of rules and norms, including social norms (Kráľová 2007: 19). Social institutions represent dynamic reality and express supra-individual kinds of social activity. They are considered as the basis of culture and can be classified in various ways, mostly according to the domain of the institutionalized lives of people living in an advanced society (daily life, family, education, art, religion, science, administration, media, healthcare, sport, the army, etc.). Human interaction cannot exist without communication, thus social institution also can exist only by means of communication. In this sense, within social institutions, communication spheres are originated. *Communication sphere* is the communication space belonging to the social institution. *Macro-social communication register* is understood as the conventional linguistic and paralinguistic behaviour of people related to communication spheres; the *micro-social communication register* is interpreted as the conventionalized linguistic and non-linguistic behaviour of people linked to social status, social role, social relation and social distance. Macro- and microsocial communication registers have their sub-registers. Communication is realized in a specific *communication situation* via its basic units – *text*⁵ and *genres*⁶ – by implementing the features of the *individual personal style* of a speaker. The linguistic and non-linguistic means used preferentially in the given communication spheres or as expressions of social status, role, relation and distance are considered as macro- or microsocial register markers.

Figure 2 shows the application of the concept of communication register to sport and communication between coaches and their players:

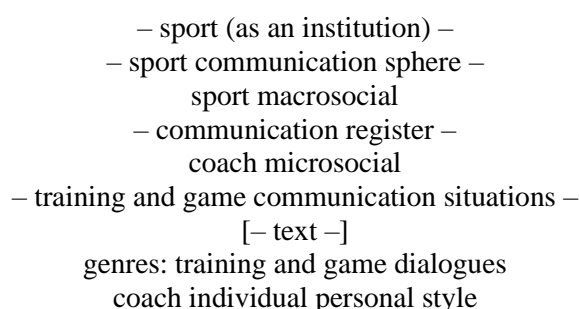


Figure 2: The concept of sport and coach communication register

⁵ In the sense of Dolník's definition: 'Text je relatívne uzavretý komunikačný celok, ktorý na základe obsahovej a ilokučnej štruktúry plní propozičnú a pragmatickú funkciu.' = 'Text is a relatively closed communication unit, which on the basis of content and illocution structure fulfils propositional and pragmatic function.' (Dolník & Bajzík 1998: 10).

⁶ In the sense of Slančová's definition (Slančová 1996: 113–115):

Za žáner pokladáme [...] zovšeobecnenú jednotku, ktorá vzniká generalizáciou vlastností tematicky, funkčne, kompozične, jazykovo a formálne príbuzných textov...; žáner chápeme ako istú normu, ako istý zovšeobecnený súbor pravidiel, ktorými sa riadi tvorba konkrétnych textov [...] ktorý je súčasťou komunikačnej kompetencie príslušníkov jazykového spoločenstva [...]

'Genre is a generalised unit, originated by generalisation in the features of the texts related by topic, function, composition, language and form... is a kind of norm, generalised complex of rules for forming concrete texts... which is a part of communicative competence of the members of a language community.'

Sport is understood as belonging to the group of vital social institutions (cf. Balegová 2005: 26). Communication in sport is realized within the *sport communication sphere*. Conventional linguistic and paralinguistic behaviour of people related to the sport communication sphere is understood as the *sport macrosocial communication register*. The sport macrosocial communication register has sub-registers divided according to particular sport disciplines. The preferred form of a coach's linguistic and paralinguistic behaviour is understood as the *coach microsocal communication register*. It is realized in two basic *genres*: *training dialogue* and *game dialogue*. Their content, function and form are influenced by the characteristics of training and game as the basic organizational units of team ball game sport activities and by the communication situations present within those activities. The form of the coach communication register in communication between coaches and players is influenced by the *coach's individual personal style*.

Personal deixis concerns the encoding of the role of participants in the speech event in which the utterance in question is delivered (Levinson 1983: 62); social deixis concerns the encoding of social distinctions that are relative to participant-roles, particularly aspects of the social relationship between speaker and addressee(s) or speaker and a given referent (Levinson 1983: 63; Hirschová 2006: 68). The social structure of the team, seen from the position of the coach, can be outlined as in Figure 3:

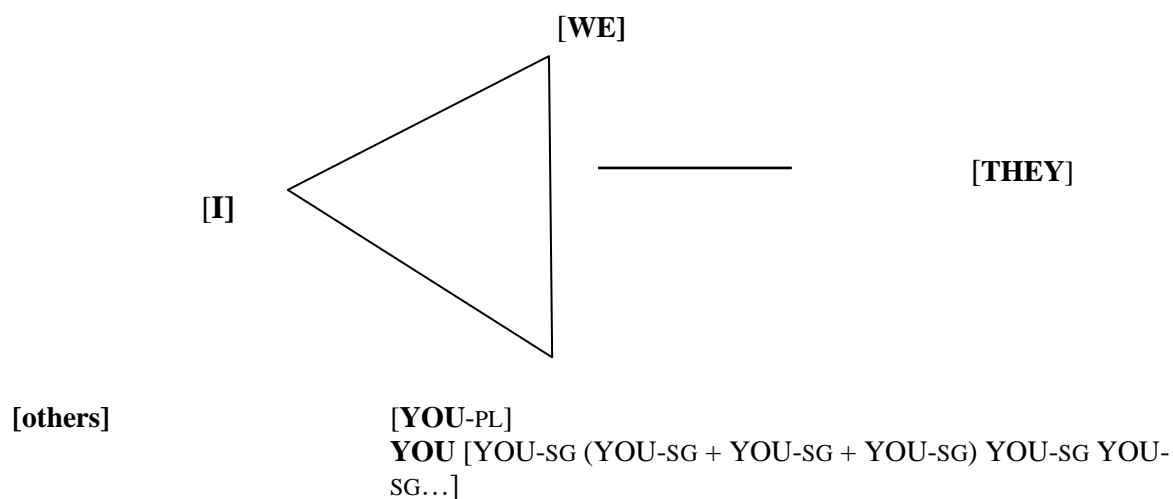


Figure 3: The social structure of the sports team

Within the hierarchical relations in the team, the coach [I] has the central position. His social role is clearly profiled. To coach means to lead and to conduct (Martens 2006). According to Leška (2006), there are three main fields of team sport coaching activities: organizing, conducting the training process, and coaching games in competitions. The main aim of the coach is to prepare the team for games in order to achieve the best results. However, taking into account the age of the players in our study, the motivational nature of the competition should be respected, while the results (final place in the competition) is not paramount; the education of prospective players should be a priority (Zapletalová et al. 2001). Summing-up, the coach is the person who stands at the head of the team, leads it in its activities, motivates the players, is involved in creating social relations, regulates and modifies tasks and takes responsibility for the results; he/she is the formal and pedagogical leader (Sekot 2008).

The coach communicates with a team of players [YOU-PL], with individual players [YOU-SG], and with a group of players (YOU-SG + YOU-SG + YOU-SG). The coach and the players form the social group [WE]. From the point of view of social deixis, the potential team's rival [THEY] is also important. The same can be said about other communication participants (assistant coaches, referee, physios, organizers, fans, parents, spectators) – [others].

Our analysis respected the central role of the coach and was focused on a) the way of addressing the players; b) nominal and verbal personal reference; c) personal shifts.

4. Procedure

Our research subjects were two coaches and two volleyball teams. Our research sample was created from a tri-modal corpus consisting of video and audio recordings of six complete training units and six league games, respectively, for each coach it was three training units and three league games, and their transcripts. Video-recordings were obtained using a static camera focusing mostly on the coach; audio-recordings were obtained using a Dictaphone placed around the neck of the coach. All the recordings were made by the co-author of the paper while personally participating in training units and games. The verbal and non-verbal communication of coaches, and partially, players (if in the proximity of the recording device) was transcribed using the CHAT (of the CHILDES system) transcription and coding system (cf: <http://childes.talkbank.org/>).⁷

The coaches – men aged 38 (CB) and 42 (CG) years – were university graduates, born in urban areas of Eastern Slovakia, with a specialized higher educational qualification in coaching and with training experience of between 9 years (CB) and 6 years (CG). The teams consisted of boys and girls aged 13 to 15 years. The research was conducted over the course of two seasons. The total sample consists of 50 914 tokens (Table 1).

Table 1: Research sample
(T = trainings; M = games; V = volleyball; G = girls' team; B = boys' team)

Code of the sub-sample	Date of recording	Number of tokens
Training units		
TVG1	9.10.2015	6551
TVG2	11.03.2016	5209
TVG3	15.01.2016	5235
TVB1	5.03.2009	4937
TVB2	13.03.2009	3536
TVB3	15.12.2009	4644
Games		
MVG1	3.10.2015	3142
MVG2	15.12.2015	2512
MVG3	27.02.2016	4141
MVB1	14.03.2009	2216

⁷ The so-called microphone effect was minimal. It was observed only at the very beginning of recording and only during training units.

MVB2	4.04.2009	4390
MVB3	27.02.2010	4401

5. Results

5.1 Addressing in coach communication register

Addressing is considered as a complex communication function based on two basic intentions: contacting and prompting. Addressing in relation to the addressee is a direct communication impulse and at the same time it is his/her means of identification. Generally, in Slovak (cf. Slančová & Sokolová 1998), addressing is realized by means of addressing exponents: proper name, appellative name, pronoun in the form of nominative singular or plural; derivation morphemes, intonation (complex of stress, melody, pause, pitch) and word-order position. Addressing between coach and players is socially sensitive respecting the principles of group communication. It reflects the relationship between coach and particular players (schematically I – YOU-SG), between coach and groups (I – (YOU-SG + YOU-SG + YOU-SG) and the whole team (I – YOU-PL). Consequently, individual, group and team addresses are distinguished. Addressing can be realised as a basic communication function in a one-utterance addressing communication speech act or as an accompanying communication function in a communication speech act consisting of two or more utterances in which the basic communication function is different from addressing. Prompting intention of single addressing enables continuous transfer from simple addressing into communication speech acts of regulative or reactive character (on typology of communication functions cf. Slančová & Slančová 2014).

In the example (1)⁸ (*Daša pod' tu*), addressing represents an accompanying communication function: the player is clearly identified by a hypocoristic name (*Daša*) and specific intonation⁹ followed by expressing the demanded action expressed by verbal (imperative *pod' tu* ‘come here’) and nonverbal (gesture) means. The following utterances are acts of reproaching (*meškáš a ešte kecáš* ‘you are late and are even chatting’) and command (*sústred' sa na rozcvičku* /¹⁰ *a vystri kolená / vystri kolená* ‘concentrate on warming-up / and stretch the knees’ / stretch the knees’). In the single address (*Daša*) with specific intonation, it is of reproaching communication function, which is more important than the identification. The next utterance expresses indirect warning (*chceš ísť domov?* ‘do you want to go home?’).

- (1) *COA: Daša pod' tu.
 Daša come-2SG-IMP here.
 ‘Daša come here.’
 %gpx: gesture come here.
 *COA: Meškáš a ešte kecáš.
 be late-2SG-PRS-IND and even chatting-2SG-PRS-IND
 ‘You are late and are even chatting.’

⁸ In the examples from dialogues, we use modified CHAT transcript standards (see also the Abbreviation list), without conventional punctuation.

⁹ On the sound characteristics of addressing in coach communication register cf. Kraviarová 2016; 2017; 2018; Slančová & Kraviarová 2017.

¹⁰ Sign / denotes boundaries between utterances.

*COA:	Sústred' sa	na	rozcvičku	a
	concentrate-2SG-IMP	on	warming-up	and
	vystri		kolená.	
	stretch-2SG-IMP		knee-ACC-PL	
	'Concentrate on warming-up and stretch the knees.'			
*COA:	Vystri		kolená.	
	stretch-2SG-IMP		knee-ACC-PL	
*COA:	Daša!			
	Daša			
*COA:	Chceš	ísť	domov?	
	want-2SG-PRS-IND	go-INF	home	
	'Do you want to go home?'			

The illocution force of the utterance is influenced by the position of the accompanying address. If the addressing is at the beginning of the utterance, it underlies the force of the contact between speaker and the addressee (*Erika pôjdeš na smeč*. 'Erika you go on spike'); if it is at the end of the utterance, the emphasis is on the content and illocution of the utterance preceding the addressing (*davaj davaj Gabo* 'go, go, Gabo'; *ruky ruky Viktória* 'hands hands, Viktória'). In positively assessing utterances with a short acceptance of the players' activity, the address is always in the final position (*pekne Hažo* 'nice Hažo'; *dobre Deco* 'good Deco'; *to je ono Ema* 'that's it Ema'). Addressing can be realized by one or more words in various positions. Repeated addressing (*Liči Liči blokuj* 'Liči Liči block') or "framed" addressing (*Laura na teba ide Laura* 'Laura it goes on you Laura') means intensification of the illocution.

Individual addressing is realised mostly by using the first names of the players¹¹ (CB: *Jakub, Marek, Ondrej, Tomáš*; CG: *Klára, Laura, Lea, Zoja*; hypocoristics (CB: *Daro, Jaro, Rišo, Robo, Samo, Sašo*; CG: *Dáša, Maťa, Miša, Viki*), and nicknames (*Delo, Hažo, Pako; Liči*). It is only the coach of girls' team who rarely uses diminutives or addressing with vocative exponents¹²: *Ad'a!* (hypocoristic); *Ad'ka / viacej nohy spoj!* 'Ad'ka put your legs together more!' (diminutive); *Hraj / Adi / čo nehráš?* 'Play, Ad'a, why do you not play?' (hypocoristic with vocative exponent). There is only one nickname used by CG compared to more of them used by CB. Hypocoristics often accompany the utterances with negative assessment of the players' activity. While the negative assessments extend the social distance between the coach and players, the standard use of hypocoristics or rare usage of diminutives and vocative exponents reduce the social distance.

One of the coach register markers is addressing using appellatives denoting the player function, determined by the rules of the given sport: *libero* 'libero', *účko* 'universal': *šak tam zbehni libero / načo si tam?* 'Go there, libero / for what are you there?' Addressing *ty môj inžinier* 'you, my engineer' indicating the player's intention to organize the training activity has a humorous and slightly ironic intention (only CB).

¹¹ There was only one example of addressing by connecting the first and last names:

(i)	Matúš	Š...k	čo	je	s	tebou?
	'Matúš-first-name	Š...k-last name	what	is	with	you?'

¹² Vocative exponents are relation morphemes with single addressing function (cf. Slančová & Sokolová 1998). In standard codified Slovak, vocative as a case does not exist. There are only historical residuals in individual forms. However, there are several relation morphemes expressing addressing function based on interferences with Slovak dialects or other languages (Czech, Hungarian).

Addressing using 2SG personal pronoun (*ty* ‘you’) underlies the negative intention of the coach’s utterance: *ty čo tu robíš tak neskoro?* ‘you, what are you doing here so late?’; addressing using 2SG personal pronoun + first name intensifies the intention: *ty Jakub čo je s tebou?* ‘you Jakub what is with you?’¹³. In the utterance *no ty môj smečiar* ‘well, you, my spiker’, the possessive personal pronoun *môj* ‘my’ is the signal of a close relationship between the coach and the players. These kinds of address were observed only in the speech of CB.

Group addressing is realized by connecting more individual proper names (*Zoja, Liči, Nely, môžete dať lopty dnu* ‘Zoja, Liči, Nely you can give the balls inside’; *Gabo s Tomášom zoberiete lopty* ‘Gabo with Tomáš, you take the balls’), and by: naming the player functions (*blokári* ‘blockers’; *stredáci* ‘middle players’; *nahrávači* ‘setters’); naming the organization form during training or game (*dvojice* ‘twos’); numerals (*ťahaj dvaja* ‘go on two’); personal pronoun + numeral (*vy šiesti* ‘you six’), pronoun (*všetci* ‘everyone’), personal pronoun + periphrasis (*vy traja chrobáci*¹⁴ ‘you three beetles’).

The basic team addressing is realized by the use of NOM-PL *chlapci* ‘boys’ (CB) and *dievčatá* ‘girls’ (CG) – here alternated with the colloquial synonym *baby* ‘women’.

Participants from the [others] group can also be addressed. Predominantly, it is the referee who is addressed by the coaches, either directly, or indirectly. The form *pán rozhodca* ‘mister referee’, often with ironic intention, is mostly used:

- (2) *COA: Dobrá lopta!
‘Good ball!’
*COA: Aut?
‘Out?’
*COA: Aut bol?
out be-3SG-PST-IND
‘Was it out?’
*COA: Pán rozhodca!
‘Mister judge!’
*COA: Pardon.
‘Pardon me.’

In the given situation the coach interprets the situation from his point of view and consequently addresses his reproach to the referee (*pán rozhodca* ‘mister referee’). When he was informed about the ball being out, he apologizes.

5.2 Personal reference in coach communication register

Personal reference is understood as denoting persons participating in communication and also other persons who are not the part of communication situation. Similarly to the way of addressing, personal reference is divided into individual, group and team. On the basis of the means by which personal reference is expressed, nominal and verbal personal reference is distinguished.

¹³ On the intensification of intentions by lexical expressing of 2SG in addressing cf. Kesselová 2005.

¹⁴ The naming *traja chrobáci* is an allusion to a famous movie fairy tale.

5.2.1 Personal reference expressed by nominal means

Individual reference is realized using first name, hypocoristic, naming of player functions (*blok* ‘block’; *nahrávač* ‘setter-M’; *nahrávačka* ‘setter-F’; *prihrávajúci smečiar* ‘receiving spiker’; *smeč* ‘spiker’; *stredák* ‘middle player’; *univerzál*, *účko* ‘universal player’), periphrasis, personal pronouns of second and third person and other pronouns (*ty* ‘you-SG’, *ona* ‘she’; *dakto iný* ‘somebody else’; *každý*¹⁵ ‘everybody’; *niekto* ‘somebody’). Very rare is reference by connection of first name + last name or by just last name.

Group reference is realized by naming the player function or organization form (*dvojica* ‘two’; *prípravka* ‘preparatory group’; *skupina* ‘group’, *táto partia* ‘this bunch’), periphrasis (*biele tričky* ‘white shirts’), personal and other pronouns, and numerals.

Team reference is expressed mostly through the personal pronoun 1PL *my* ‘we’ (*my sme hrali prvého mája?* ‘did we play on 1st May?’; *my prídeme tam pred deviatou* ‘we will come there before nine’). The personal pronoun 2PL *vy* ‘you-PL’) is used only in communication speech acts with negative assessment and as a contrast to the *oni* (‘they’) strategy.

- (3) *COA: **Chlapci** ale ste doma a ja
 boy-NOM-PL but be-2PL-PRS-IND home and I
 sa cítim jak vo Vranove¹⁶.
 feel-1SG-PRS-IND as in Vranov
 ‘Boys but you are at home and I feel like being in Vranov.’
- *COA: **Oni** sa povzbudzujú a vy
 They themselves encourage-3PL-PRS-IND and you-PL
 ste ticho.
 be-2PL-PRS-IND silent
 ‘They encourage themselves and you are silent.’
- *COA: Vy nerobíte nič na tom
 you do-2PL-NEG-PRS-IND nothing on this
 ihrisku aby som bol spokojný.
 Court in order be-1SG-COND satisfied
 ‘You don’t do anything on this court to make me happy.’

The team is also referred to using general nouns denoting the team itself: *tím* (*tím ťa potrebuje* ‘the team needs you’), *družstvo* ‘team’ (*ale keby niekto videl zápas pred týždňa tak povie že to*

¹⁵ If referring to girls by the pronoun *každý* ‘everybody’, the CG uses only its masculine forms:

- (ii) Ja pôjdem ku každému pozrieť sa na to.
 I go-1SG-FUT to everybody-DAT-M look-INF at it
 ‘I will go to everybody to look at it.’

Similarly, the masculine forms are used with 3PL personal (*oni* ‘they’) and demonstrative pronoun (*tí* ‘these’). While using pronoun *všetci* ‘all-M’; *všetky* ‘all-F’, he alters feminine and masculine forms, though the masculine form is used more often:

- (iii) Všetci vieme čo robíme?
 all-NOM-M know-1PL-PRS-IND what do-1PL-PRS-IND
 ‘Do all of us know what are we doing?’
- (iv) Sme všetky?
 be-1PL-PRS-IND all-NOM-F?
 ‘Are we all?’

¹⁶ Vranov is the name of the city of the rival team.

je iné družstvo ‘but if somebody saw the match a week ago he would say it is another team’) or by register-specific nouns *áčko* ‘a-team’; *béčko* ‘b-team’; *mladší žiaci* ‘younger pupils’, *deväťdesiatpäťky* ‘ninety-fives’¹⁷.

Special reference is realised in relation to the team in the CB speech. He denotes the players as *chlapci* ‘boys’, the reference *moji chlapci* ‘my boys’ has a very strong positive social meaning. The same concerns the use of the verb *mať* ‘to have’: *mám dvoch chlapcov zranených* ‘I have two injured boys’¹⁸.

In reference to actual or potential rivals, the antagonistic character of ball games is manifested. It is symbolized by the noun *súper* ‘rival’ (*proti takému súperovi musíme hrať na stodesať percent hej?* ‘against such a rival we have to play to a hundred percent’; *my nemôžeme hrať doma so súperom takí ustráchaní* ‘we cannot play so scared at home to a rival’¹⁹) and the 3PL personal pronoun *oni* ‘they’ (*oni majú servis* ‘they serve’; *oni sa povzbudzujú* ‘they encourage themselves’). The distance between we – they is emphasised in CB utterances with graduating contrast between the activities of the “our” team and “their” team: *my sme doma a oni vyhrali* ‘we are at home and they won’; *oni prihrávajú vy neprihráte* ‘they receive you do not receive’. Comparing the previous examples, the social distance between CB and players is more evident in the second one. The communication strategy WE – THEY in the first example is expressed through 1PL *my* ‘we’, where the coach formally identifies himself with the boys; in the second example it is expressed using 2PL *vy* ‘you’, where the coach excludes himself from the team.

5.2.2 Personal reference expressed by verbal means

Verbal personal deixis means indicating persons by means of the category of verbal person. A speaker is expressed using 1SG (schematically I); speaker + individual or group/team communication situation participant through 1PL (WE); individual addressee by the use of 2SG (YOU-SG); group/team addressee through 2PL (YOU-PL); individual non-participant in a given communication situation, or communication participant in referential communication speech acts by the use of 3SG (HE/SHE); collective non-participant in a communication situation or collective communication participant in referential communication speech acts by the use of 3PL (THEY). In personal reference, 3SG-PL is less frequent than 1SG-PL or 2SG-PL. Verbal reference is expressed without explicit subject, or with it, either in indicative, or imperative:

1SG (I): *som povedal že máš smečovať* ‘I said you have to spike’; *nepočujem nikoho* ‘I do not hear anybody’; *nevidel som* ‘I did not see’;

1PL (WE): *sme prvého išli?* ‘did we go first?’; *kedy hráme?* ‘when do we play?’;

2SG (YOU-SG): *včera si pekne smečoval* ‘yesterday you spiked nice’; *áno si účko budeš prihrávať* ‘yes you are universal, you will pass’; *dotkni sa čiary a ideš rovno* ‘touch the line and you go straight’;

2PL (YOU-PL): *ale môžete prísť aj skorej aby ste sa rozcvičili* ‘but you can come even earlier to warm up’; *počkajte na druhej strane* ‘wait on the other side’; *tak sa vymeňte* ‘so change yourselves’; *jak ste sa pripravili na zápas keď nemáte vodu?* ‘how could you prepare for the match when you do not have water?’

¹⁷ The nomination is derived from the birth year of the players.

¹⁸ The references mentioned were recorded during a conversation between the coach and the person providing the recording.

¹⁹ In this example, the antagonism we – they is multiplied: *my* ‘we’ + *doma* ‘at home’ on one hand, and *súper* ‘rival’ on the other.

combination, a signal of the speaker's sharing the demanded activity with the players, although he is not a direct provider of it. Mainly in instructions, this kind of communication perspective is also a means of experience transfer. Personal shifts, here, are markers of social coherence and solidarity.

First person plural has specific pragmatic functions. It is realized either in indicative or imperative moods. Besides inclusive plural (WE = I + YOU-PL) which has no distinct social meaning, 1PL indicates:

(a) speaker + addressee's participation in the activity WE→I(YOU-SG/YOU-PL):

- (6) V trojke urobíme zmenu.
 in three make-1PL-FUT change
 'In the three-zone we will make the change.'

The coach is the person who makes the change, the result of the change concerns the players;

(b) speaker + addressee's exclusion from the activity, although the content of the utterance concerns the addressee WE→I:

- (7) Vymyslíme nejakú alternatívu.
 think over-1PL-FUT some alternative
 'We will think over some alternative.'

(c) collective addressee + speaker's mental participation on the activity WE→YOU-PL (+I):

- (8) Najprv musíme postúpiť.
 first must-1PL-PRS-IND proceed-INF
 'We have to proceed first.'

- (9) Už ideme už konečne hráme
 already go-1PL-PRS-IND already finally play-1PL
 volejbal náš.²¹
 volleyball our
 'We already go we finally play our volleyball.'

This perspective indicates the whole team; it underlines the collective feeling between the team and the coach as one unit inside of the team and also outside of it.

(d) collective addressee + speaker's real participation in the activity WE→YOU-PL (I):

- (10) Urobíme si ešte ďalšie cvičenie.
 make-1PL-FUT ourselves more another exercise
 'We will do one more exercise ourselves.'

Here, it is the referential communication speech act with indirect regulative function, where the demanded activity is implied in the reference. It indicates the players who will be doing the exercise, and the coach participates in it, as it is he who determines it. The solidarity is

²¹ Here, the solidarity is emphasised by the personal possessive pronoun *náš* 'our'.

emphasised by the reflexive pronoun *si* ‘ourselves’. This strategy is also used in instruction communication speech acts (similarly to 1SG):

- (11) Ešte **pôjdeme** výskoky hej?
 next go-1PL-FUT jumps ok
 ‘We will go and do some more jumps ok?’

Here, the solidarity is emphasised by the tag question.

(e) collective addressee WE→YOUPL. It is so called exclusive plural, “exclusive we” (according to Hirschová 2006: 62), which denotes various degrees of a speaker’s non-participation in the activity. In the next examples, the demanded activity concerns only the players:

- (12) **Prihráme** to a **zložíme**.
 pass-1PL-FUT it and score-1PL-FUT
 ‘We’ll pass it and score.’

- (13) No tak prečo to **nerobíme** keď to **vieme**?
 Well why it do-1PL-PRS-IND-NEG if it know-1PL-PRS-IND
 ‘Well why don’t we do it when we know it.’

(f) individual addressee WE→YOU-SG

- (14) **Pod’me pod’me Zoja** teraz príjem.
 go-1PL-IMP go-1PL-IMP Zoja-NOM-SG now reception
 ‘Let’s go let’s go Zoja (do) the reception.’

Asymmetry of intention and form of 1PL expressed nominally and verbally is one of the most marked signs of coach communication register. It is a kind of symbiotic plural known also from other registers of disproportional relationship between communicants (Wodak & Schulz 1986; Slančová 1999; Zajacová 2009). The concept WE prevails over the concept YOUPL; 1PL is the index of sport social cohesion.²²

There were also other asymmetries observed in our sample:
 YOU_{SG}→YOU_{PL}:

- (15) Pod’ pod’ nohami nechod’ až
 go-2SG-IMP go-2SG-IMP legs-INS-PL go-2SG-NEG-IMP as much
 tak nízko nechod’te až tak nízko hej?
 so low go-2PL-IMP-NEG as much low ok
 ‘Go go do not go so much low with your legs do not go so much low ok?’

The verbs *pod’* ‘go’; *nechod’* ‘do not go’ are in 2SG-IMP, followed immediately by the same verb in 2PL-IMP *nechod’te* ‘do not go’. The whole utterance is directed towards the playing team; HE/SHE→YOU_{SG}:

²² Zajacová (2014) shows that “the coach’s belonging to the social group of players or the tendency to identify with his communication partner is also evident when the coach is critical of the performance of the players”.

- (16) Nikol ostane v päťke zóne.
 Nikol stay-3SG-FUT in five-LOC zone-LOC
 ‘Nikol will stay in the zone five.’

HE→I:

- (17) Ked’ tréner povie že ideme
 when coach-NOM SAY-3SG-FUT THAT GO-1PL-PRS-IND
 na bazén tak prídu všetci.
 to swimming-pool then come-3PL-FUT all-NOM
 ‘When the coach says that we go to the swimming pool then all will come.’

This strategy means the emphasising of the coach social role and extends the social distance between the coach and the players.

A special kind of denoting the coach as a speaker is by pragmatically motivated free attitudinal dative case of involving (cf. Dvořák 2017) expressed by the personal pronoun of the 1SG:

- (18) Nepozeraj mi hore!
 look-2SG-IMP- NEG I-DAT up
 ‘Don’t look up here!’

In coach communication register various double or triple combinations of expressing personal deixis can be observed. In deixes realised by verbal means, there are also combinations of indicative and imperative forms. Those combinations are within one utterance, in two utterances or in connections of quickly pronounced three or more utterances.

a) I + WE [personal pronoun + 1SG-IND + 1PL-IND]:

- (19) Ale ja som povedal že netrénujeme teraz
 but I say-1SG-PST-IND that train-1PL-PRS-IND-NEG now
 servis.
 serve
 ‘But I said we don’t train the serve now.’

b) I + YOU-PL [1SG-IND + 2PL-IND]

- (20) Potom sa postavím a urobíte imitáciu
 then stand up-1SG-FUT and do-2PL-FUT-IND imitation
 odbitia.
 hit
 ‘Then I will stand up and you will make the imitation of the hit.’

c) (I→YOU-PL) + (YOU-SG→YOUPL) [1SG-IND + 2SG-IND]:

- (21) Teraz som hore a vtedy stíhaš všetko.
 now be-1SG-PRS-IND up and then manage-2SG-PRS-IND everything
 ‘Now I am up and then you manage everything.’

d) YOU-SG + I [individual address + 2SG-IND + 2SG-IMP + personal pronoun]
 (22) **Tomáš** na čo **si čaka** teraz **povedz** **mi**.
 Tomáš for what wait-2SG-PST-IND now tell-2SG-IMP I-DAT
 ‘Tomáš what did you wait for now tell me.’

e) YOU-SG + YOU-SG [2SG-IND + 2SG-IMP]:
 (23) **Dávaš?** Do dvojky to **daj**.
 give-2SG-PRS-IND to two it give-2SG-IMP
 ‘Are you giving? Give it to the two-zone.’

f) YOU-SG + YOU-PL [2SG-IMP + 2SG-IND + 2PL-IND]:

(24) *COA: A teraz to **vytiahni**.
 and now it show off-2SG-IMP
 ‘And now show it off.’
 *COA: **Máš** troch hráčov štvrtý Samo vzadu.
 have-2SG-IND three players forth Samo back
 ‘You have three players the fourth Samo is in the back.’
 *COA: **Musíte** dačo s tým stavom
 must-2PL-IND something with this score
 spraviť.
 do-INF
 ‘You must do something with this score.’

g) YOU-SG + YOU-PL + YOU-SG [individual address + 2PL-IMP + 2SG-IMP]:

(25) **Zoja pod’te** pod’te **hraj**.
 Zoja go-2PL-IMP go-2PL-IMP play-2SG-IMP
 ‘Zoja go go play’

h) YOU-SG + (WE→YOU-PL) [2SG-IND + 1PL-IND]; [individual address + 1PL-IND]:

(26) Keď to **neprihráš** **nemôžeme** **my** hrať
 if it pass-2SG-FUT- NEG can-1PL-PRS-IND-NEG we play-INF
 nič.
 nothing
 ‘If you don’t pass it we cannot play anything.’

(27) **Zoja už** **nediskutujeme**.
 Zoja any more discuss-1PL-PRS-IND-NEG
 ‘Zoja we do not discuss any more.’

i) (YOU-PL→YOU-SG) + YOU-SG [2PL-IMP + 2PL-IMP + numeral]

(28) **Chod’te** po loptu **chod’te** **jeden**
 go-2PL-IMP for ball go-2PL-IMP one

po loptu.
for ball
'Go for the ball go one (of you) for the ball.'

j) WE + YOU-PL [1PL-IND + 2PL-IMP]; [1PL-IND + 2PL-IND]:

(29) **Ideme** vyhrať **pod'te** pozdravit'.²³
go-1PL-PRS-IND win-INF come-2PL-IMP greet-INF
'Let's go and win come to greet'

(30) **Sme** doma v domácej telocvični kde
be-1PL-PRS-IND home in home gym where
trénujete servis **búchate** to cez
train-2PL-PRS-IND serve smash-2PL-PRS-IND it during
tréning.
training
'We are at home in home gym where you train serve smash it during the training.'

Solidarity is expressed by using the 1PL-IND and is emphasised by the adverb *doma* 'at home' and adjective *domáca* 'home'. According to Dolník (1999: 49–51), they are the words with virtual emotional meaning. We consider them to be sport communication register markers.

k) (WE→YOU-PL) + (I→YOU-PL) [1PL-IND + 1SG-IND]:

(31) A **pokračujeme** ďalej **pokračujem** ďalej.
and continue-1PL-PRS-IND further continue-1SG-PRS further
'And we go on go on.'

l) (WE→YOU-PL) + (WE→YOU-PL) [1PL-IMP + 1PL-IND]:

(32) **Pod'me** a už **ideme.**
go-1PL-IMP and immediately go-1PL-PRS-IND
'Let's go and immediately we go.'

m) (WE→YOUPL) + YOU_{SG} [1PL-IND + 2SG-IMP]:

(33) Potom to **rozhádzeme** a teraz **pod'.**
later it split-1PL-FUT and now come-2SG-IMP
'We split it later and now come.'

n) (WE→YOU-PL) + YOU-PL [1PL-IND + 2PL-IMP]:

(34) Ale **rozprávame** **pod'te** hore.
But talk-1PL-PRS-IND come-2PL-IMP up
'But talk come up.'

²³ At the beginning of the match.

o) YOU-PL + (WE→YOU-PL) [personal pronoun + 2PL-IND + 1PL-IND]; [team address + 2PL-IMP + 1PL-IND]:

- (35) *COA: **Vy** len **vy** môžete **vy**
 you-PL only you-PL can-2PL-PRS-IND you-PL
 môžete stáť na krajoch teraz len.
 CAN-2PL-PRS-IND stand-INF on sides now only
 ‘You only you can you can stand on the sides now only.’
 *COA: Po desiatich útokoch **otočíme.**
 After ten attacks rotate-1PL-FUT
 ‘We will rotate after ten attacks.’

- (36) *COA: **Chlapci** **pozrite** sa na stav.
 boy-NOM-PL look-2PL-IMP at score
 ‘Boys look at the score.’
 *COA: **Sme** doma a **prehrávame.**
 be-1PL-PRS-IND home and loose-1PL-PRS-IND
 ‘We are at home and we are losing.’

p) YOU-PL + (YOU-SG→YOU-PL) [2PL-IND + 1-SG-IND]:

- (37) Nízky streh šak **ste** vo vysokom maximálne
 low position so be-2PL-PRS-IND in high maximally
 šak kedy **mám** ísť do nízkeho strehu?
 so when have-1SG-PRS-IND go-INF to low position
 ‘Low position you do are in the high position maximally so when shall I take the low position?’

q) YOU-PL + YOUPL [2PL-IND + 2PL-IMP]:

- (38) *COA: **Ste** traja na prihrávke.
 be-2PL-PRS-IND three on reception.
 ‘You are three on the reception.’
 *COA: Tak to **prihrajte.**
 so it pass-2PL-IMP
 ‘You do pass it.’
 *COA: **Komunikujte** **kecajte.**
 communicate-2PL-IMP talk-2PL-IMP
 ‘Communicate talk.’

r) YOU-PL + (I→YOU-PL) [2PL-IMP + 1SG-IND]:

- (39) **Vymeňte** si miesta a **pokračujem.**
 Change-2PL-IMP yourself places and go on-1SG-PRS-IND
 ‘Change your places and go on.’

Besides first and second persons, communication participants are also denoted by the use of third person singular and plural in the situations when the coach, while practising the game combinations, differentiates between the players within the group:

- (40) **Ty** stojíš na sieti **on** to nahrá
 you-SG stand-2SG-PRS-IND by net he it set-3SG-FUT
 do kolíka.
 to antenna
 ‘You stand by the net he sets it to the antenna.’
- (41) Teraz **vy** netrénujete servis **oni** trénujú
 now you-PL train-2PL-PRS-IND- NEG serve they train-3PL-PRS-IND
 útok.
 attack
 ‘Now you do not train serve they train attack.’
- (42) Keď to **prihráš** tu ta **oni** môžu
 when it pass-2SG-PRS-IND here so they can-3PL-PRS-IND
 útočiť raz dva tri.
 attack-INF one two three
 ‘If you pass it here they can attack one two three.’

Within the training and game dialogue, if the main intention is regulative, such communication strategies are used where the demanded activity is cumulatively expressed through either verbal or pronominal persons on the broader area of coach utterances. According to the preferred verbal or pronominal person, they are:

a) communication strategy WE→YOU-SG/YOU-PL based on the 1SG:

- (43) *COA: **Hýbeme** sa.
 move-1PL-PRS-IND
 ‘Let’s move.’
- *COA: Nohami **pracujeme**.
 legs-INS work-1PL-PRS-IND
 ‘We work with legs.’
- *COA: Dobre?
 ‘Ok?’
- *COA: Hore hlava a s úsmevom na tvári a
 up head and with smile on face and
zopakujeme výkon z druhého setu.
 repeat-1PL-FUT performance from second set
 ‘Head up and with smile on the face and we will repeat our
 performance from the second set’
- *COA: **Podme** do nich!
 go-1PL-IMP to they-GEN
 ‘Let’s go.’

b) communication strategy YOU-SG based on the 2SG:

- (44) *COA: Hovoril som **ti** že nikdy **nedávaj**
 tell-1SG-PST-IND you-DAT-SG that never give-2SG-IMP-NEG
 ruky.
 hands
 ‘I told you never give the hands.’
- *COA: Tak **normálne** ich **nastav** jak na
 so normally they-ACC PUT-2SG-IMP as on
 bloky.
 blocks
 ‘Put them so normally as on the blocks.’
- *COA: **Neboj sa.**
 be afraid-2SG-IMP- NEG
 ‘Don’t be afraid.’
- *COA: Ked’ **ti** ide na hlavu
 if you-DAT go-3SG-PRS-IND on head-ACC
nastav jak na bloky.
 put-2SG-IMP as on blocks
 ‘If it goes on your head put (them) as on the blocks.’

There are also more complex strategies, where the persons are quickly changed:

- (45) [team address + YOUpl + I]
 *COA: **Chlapci** ale **ste** doma a **ja** sa
 boy-NOM-PL but be-2PL-PRS-IND home and I
 cítim jak vo Vranove²⁴.
 feel-1SG-IND as in Vranov-LOC-SG
 ‘Boys but you are at home and I feel like being in Vranov.’
- [THEY + YOUpl];
 *COA: **Oni** sa povzbudzujú a **vy**
 They themselves encourage-3PL-PRS-IND and you-PL
 ste ticho.
 be-2PL-PRS-IND silent
 ‘They encourage themselves and you are silent.’
- [YOUpl + I]
 *COA: **Vy** nerobíte nič na tom
 you do-2PL-PRS-IND-NEG nothing on this
 ihrisku aby **som bol** **spokojný**.
 field in order be-1SG-PST-COND satisfied
 ‘You don’t do anything on this court to make me happy.’
- *COA: Ide o veľa.
 go-3SG-PRS-IND about much
 ‘It goes about much.’
- [3SG]
 *COA: Ide o to **kto** pôjde prvý

²⁴ Vranov is the name of the city of the rival team.

go-3SG-PRS-IND about it who go-3SG-FUT first
 z východu na Slovensko.
 from East on Slovakia
 ‘It goes about who will be going from East to Slovak championship.’
 [YOUsg→YOUpl + YOUsg→YOUpl + THEY]
 *COA: **Máš** obrovskú výhodu potom v
 have-2SG-PRS-IND big advantage then in
 rozlosování ale hlavne psychickú a morálnu
 draw but mainly psychic and moral
 že **si** **ich urobil** že **si**
 that do-2SG-PST-IND they-DAT that be-2SG-PRS-IND
 víťaz.
 winner
 ‘You have big advantage then in draw but mainly psychic and moral
 that you are winner that you did them.’
 [YOUpl + WE→YOUpl]
 *COA: Tak **pod’te** **pod’te** **makáme.**
 so come-2PL-IMP come-2PL-IMP do-1PL-PRS-IND
 ‘So come come let’s do it.’

Dynamic change of means and referents of personal deixis is one of the coach communication register markers. One of the reasons can be seen in the dynamic changing of activities and persons doing them, which is specific for sport teams and ball games.

The complex strategy of personal deixis can be seen in the following coach speech realised during practising of game activities:

(46) *COA: **Robo!**
 *COA: Tu **máš** **hráča** **ktorý ti**
 here have-2SG-PRS-IND player who you-DAT
 to robí.
 it make-3SG-PRS-IND
 ‘You have a player here who makes it for you.’
 *COA: V jednoduchosti je krása.
 ‘Beauty is simplicity.’
 *COA: Ta keď **mi** **ten** **bude skladat’** ta
 well if I-DAT this-NOM score-3SG-FUT so
 mu **dám** dvadsať lôpt za sebou.
 he-DAT give-1SG-FUT twenty balls in a row
 ‘Well if this one scores me so I will give him twenty balls in a row.’
 *COA: keď **mi** **ukáže** že už
 if I-DAT show-3SG-FUT that any more
 nevládze **tréner** už
 can-3SG-PRS-IND- NEG coach any more
 nebirujem **povie** **hod’**
 can-1SG-PRS-IND-NEG say-3SG-PRS-IND give-2SG-IMP
 to dozadu na áčko.
 it back on a.

‘When he shows me he cannot do it anymore coach I cannot do it anymore he says give it to the back on A.’

The leading communication strategy is based on the relationship YOU-SG + HE (*Robo! / tu máš hráča ktorý ti to urobí*) and (I→YOU-SG) + HE (*ta keď mi ten bude skladať ta mu dám dvadsať lôpt za sebou*). There is also fictional reproduced speech (cf. Hoffmannová et al. 1999: 121)²⁵ with postponed introduction sentence in the strategy (I→HE) (*tréner už nebirujem povie*). It means the coach imitates the would-be speech of a player in a fictional anticipated situation, and he denotes himself as *tréner* ‘coach’. The coach projects himself in the player’s position, speaking instead of him in fictional, but predictable situations, based on the coach’s own experience. This strategy is also socially sensitive, based on the combination of coach authority and solidarity with players.

Fictional *speech for someone else* is also used in positively assessing communication speech acts, where the strategy HE/THEY→YOU-PL is used:

- (47) *COA: Ale ak **niekto** **by videl** zápas pred
but if somebody see-3SG-PRS-COND match before
týždňa tak povie že to je
week then say-3SG-FUT that this be-3SG-PRS-IND
iné družstvo.
another team
‘But if somebody sees the last week match he says that it is another team.’
- *COA: **Povie** že to nie je normálne.
say-3SG-FUT that this be-3SG-PRS-IND- NEG normal
‘He says it is not normal.’
- *COA: Že to je niečo akože pokropené
that this be-3SG-PRS-IND something as splash-PTCP
živou vodou.
living-INS water-INS
- *PLA: **Kto?**
‘Who?’
- *COA: No **vy.**
well you-PL
‘You indeed.’
- *COA: Proti **Prešovu ste hrali** jak
against Prešov play-2PL-PST-IND as
nejakí ustráchaní.
somebody-3PL scared
‘You played as little bit scared against Prešov²⁶.’

²⁵ On *speaking for someone else* cf. Hoffmannová et al., 1999: 127. The authors, having examined the sources and their own research, indicate that in classic *speaking for someone else* a speaker says something which according to one’s view he/she could or should said himself/herself, but he/she did not. He who *speaks for someone else* identifies himself with the “else”, he takes over his task or perspective in the moment, he takes his position. *Speaking for else* is always a kind of confirmation of the relationship between the two persons, who are bound by it. It displays their closeness, loyalty, mutual dependence.

²⁶ Prešov = the name of the city.

*COA: teraz **hráte** v pohode.
 now play-2PL-PRS-IND ok
 ‘Now you play ok.’

It indicates a fictional viewer who evaluates the team’s previous performance, which is implicitly and explicitly assessed critically by the coach (*proti Prešovu ste hrali jak nejakí ustráchaní*), contrary to the actual team performance, which is explicitly assessed in a positive way (*teraz hráte v pohode*). It is not a very common way of reference, which is evidenced by the player’s reaction, who is not sure who the coach is talking about.

The so far described communication strategies are identical both in training and game dialogue. However, contrary to training dialogue, in game dialogue, mainly in communication situations during the break between sets or during the time-outs, the opposition between WE, or YOU-PL/YOU-SG and THEY is emphasised, where THEY represents the rival and is expressed either by using the third person personal pronoun, or by direct nomination:

(48) Trošku to **spresni** tú nahrávku a
 a little bit it improve-2SG-IMP this set and
 pozri sa **oni** keď **budú** **rozhádzaní** vtedy
 look-2SG-IMP they if be-3PL-FUT disorganize-PTCP then
 môžeš stred'aka **oni** stale na
 can-2SG- PRS-IND middle player-ACC they always on
 stred'aka **čakajú.**
 middle player wait-3PL-PRS-IND
 ‘Improve the set a little bit and look if they are disorganized then you can go through
 the middle player they always wait for the middle player.’

(49) *COA: **My** **nemáme** útočný servis.
 we have-1PL-PRS-IND- NEG offensive serve
 ‘We do not have offensive serve.’
 *COA: To sú lopty odovzdané **súperovi.**
 it be-3PL-PRS-IND balls give-PRTC rival
 ‘These are the balls given to the rival.’

The rival team as a whole is also expressed through its members; the understanding of the rival team as THEY is expressed by HE/SHE (*jedenástka* ‘eleven’; *libero* ‘libero’; *hráč* ‘player-M’, *hráčka* ‘player-F’).

6. Conclusion

The main aim of the study was to analyse the means of personal and social deixis specific for the coach communication register and interpret them as an expression of social relations between coach and players and representation of the coach social role. The study showed that the realization of personal deixis in the speech of both coaches and in both training and game dialogue are basically analogous. Naturally, there are some specific features, based mainly on the individual personal style of both observed coaches and on the gender differences of the players; however, they operate on the same pragmatic basis.

The forms of addressing and personal reference were analysed. The way of addressing and personal reference in coaches' speech is a vehicle of ambivalent social meaning: on the one hand it is a reflex of the coach's dominant status, on the other hand it reflects the social relation of team solidarity between the coach and the players, both of whom in the frame of sport institutional communication are considered as one social group. Team solidarity is oriented inside the team and at the same time outside of it. Social solidarity is reinforced by the coach's emotional participation in the training and game activities of the players, even if the coach uses means of negative assessment or negative emotionality. Personal deixis shows how the coach emphasises or releases group (team) social solidarity, whereby the tendency towards solidarity emphasis (WE strategy) is stronger than the tendency for its release (YOU-PL strategy). The first person deixis can also be interpreted as a mean of solidarity: reality formally expressed by using the first person singular or plural indicates not only the coach as a speaker, but is directed to an individual player, group of players or to the whole team of players. It is also the signal to the fact that the coach belongs to the team as a social group.

Personal and social deixis at the same time reflects the formal structure of the sports team, e.g. by addressing the players by name of their player function and by the way the coach addresses the players (by a whole variety of addressing forms and using verbal and pronominal persons in second person singular) and the players address the coach (only as *pán tréner* 'Mister coach' or *tréner* 'coach') and address him only by using verbal and pronominal second person plural as a mean of respect.

The study showed the large variety of diversified communication strategies used in training and game dialogue, which are based on the dynamic alteration of personal deixis means and referents, iconising dynamic alterations of the activities and their agents in time and space, which is typical for team sports.

Abbreviations

- CB – boys' team coach
- CG – girls' team coach
- CHAT – Codes for the Human Analysis of Transcript
- CHILDES – Child Language Data Exchange System
- *COA – coach (CHAT)
- *PLA – players (CHAT)
- %gpx – gestures (CHAT)

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