00 - Introduction
by C BARRINGTON - 24 Jul 2017 @ 23:07
UNIT 6

Hello all,

Before we begin, I want you to all think about conversations you have with your friends, family, co-workers and acquaintances.

How are they structured? How often do you approach a discussion with a specific goal or issue in mind? How often do conversations last longer than expected? Go off topic?

Do you only speak with words? Or do you use tone of voice, hand, body and eye gestures?

Although there is a possibility of controlling factors such as subject matter (imagine going to an AA meeting and instead of speaking about everyone's addiction, we all talk about cats and dogs), conversations are rather difficult to control. We often start out with one topic and end on something completely unrelated.

For Unit 6, we look at *conversations*, which are not scripted, nor are they perfect. This section will consider the immediate social interactions present when people gather and communicate with each other.

Conversations are guided by rules of etiquette. We use them to determine who speaks first, who takes over from the last speaker, and essentially, how we develop a back and forth discussion that allows ALL parties to be heard. We use theoretical constructs, such as turn-taking, opening and closings and Paul Grice's theory, to break down a conversation, and analyse it.

All cultures have their own social guidelines. Be careful within this unit – it can become fairly easy to **make value judgements** (based on your own cultural understanding of what a polite conversation should entail) – and those rules, which are set out in your textbook/study guide.

Here are some youtube videos which you may find useful for this unit:

Please follow the links and consider what these sources might add to the textbook and study guide in relation to Unit 6: Section 2 - The Social nature of conversation.

- For the Cooperative Principles:

https://www.youtube.com/watch?v=we6uSVf4qss

https://www.youtube.com/watch?v=oI9tFOcVnV4

https://www.youtube.com/watch?v=vEM8gZCWQ2w

http://www.unibuc.ro/prof/dinu_a_d/docs/2012/mai/14_12_52_48CPandConversationalImplicatures.pdf

http://www.slideshare.net/snbal/cooperative-principle-10643777

https://www.youtube.com/watch?v=a2xRipq9Xx8

https://www.youtube.com/watch?v=I6qqNqTK2HE

https://www.youtube.com/watch?v=rzxyjFHh-y8

- Cooperatives Principles and Implicature:

https://www.youtube.com/watch?v=YRMgGCNKijM

- Implicature:

https://www.youtube.com/watch?v=YD82l_bUhLc

https://www.youtube.com/watch?v=yUs8GAi_cIw

https://www.youtube.com/watch?v=N9OdeDQKnR4

A breakdown of parts of a conversation
by C BARRINGTON - 27 Jul 2017 @ 21:43

The structures of social action:

In order for people to understand and communicate there needs to be some form of *expression*. Conversational Analysis looks at these different forms of social interaction and attempts to analyse it.

What is a natural versus unnatural conversation?

- A pre/constructed conversation for the benefit of an audience is unnatural

- All forms of spontaneous, socially produced, interactive conversations are most likely of natural construct.

Types of conversational patterns:

- Commissives – to commit the speaker into a certain course of action
- Directives – to dispense instruction, directly or indirectly to the recipient.
- Assertives – to display the speaker's belief in the content of the utterance made
- Expressives – to express emotional, physical or psychological state
- Declarations – to declare, authorise, affirm or pronounce.

What is analysed?

- Verbal and non-verbal interaction
- Speech is considered to be the fundamental social action through which meaning and understanding are most often communicated.
- Everyday conversations, speeches, conversations in plays.

Core Elements of Conversational Analysis:

- Openings
  - The opening phrases of a conversation
    * Greetings
    * Introductions
    * Summons
    * Opening Question
- Closings
  - The phrases/comments intended to close a conversation.
- Turn-Taking
  - During turn taking, each speaker has a chance to contribute to the conversation in a meaningful way, whether they ask a question, respond to one or in some way continue the discussion.
  - Dialogue is made up of turns, where each speaker alternates between speaking and listening.
    * Interactionally managed.

* Organisation or construction of a conversation is managed by the participants themselves, in a cooperative fashion.

➢ Locally managed.

* This is organised one statement/utterance/phrase/comment at a time.

● Turn allocation techniques are used.

➢ Gaps, overlaps, interruptions and silence.

➢ Speaker may indicate next speaker. If no such indication is provided, a recipient may choose to speak next.

➢ Change of tone/pitch may indicate a new turn

➢ A physical movement of the speaker

See *Study Guide* for other examples of Turn taking and its elements.

● Turn order and size varies between speakers.

➢ Length of conversation is unknown.

➢ Number of speakers is unspecified.

➢ Continuity or discontinuity of speech is not specified.

● Sequence Organization

➢ How actions (or turn taking) is organised in conversations.

➡ Adjacency pairs

* A pair of utterances, consisting of a first part and a second part and are often dependent on the other.

* Each 'part' is produced by a separate speakers, with the expectation of a continuation or expansion of part one by speaker one through part two spoken by speaker two.

◆ Common types:

* opening sequences

* greetings

* initiation-response

* thanking-response

* acceptance-apology

      * request-acceptance

      * question-answer sequence

➔ Failure to respond to a part will result in a collapse of communication. Rules then are implemented to reduce space between, and overlaps of parts and speakers.

      ➢ Turn taking rules

      ➢ Turn taking cues

      ➢ Organisation of sequence.

➔ Pre-sequences

      ➢ A sequence inclusive of recognisable turns as an initiation of a conversation

      ➢ Often before or to initiate an adjacency pair.

           ➢ Essentially this means that it is an opening for a conversation which initiates turn taking rules.

➔ Insertion sequences

      ➢ The second speaker, before responding to the first part of an adjacency pair may choose to insert an action.

● Turn Design

      ➔ Preference organization

           ➢ Reveals preferences within conversations for certain types of actions.

           ➢ Or; when a speaker has a choice between two types of conversational action.

           ➢ Preferred Action – affiliative

           ➢ Dispreferred Action – disaffiliative

      ➔ ·Turn Shape

● Participation framework

● Maintenance of intersubjectivity

      ➔ Or intersubjective understanding

      ➔ The responses and continued conversation indicates understanding.

      ➢ Assessments –"that's good"

> ➤ Newsmarks – "Wow!"

> ➤ Continuers – "muhum"

> ➤ Formulations – providing a summary of what has been said

> ➤ Collaborative completions – finishing other speaker's sentences.

- Repair

  ➜ How the speakers deal with problems in hearing, understanding and speaking

  > ➤ Misunderstanding

  > ➤ Disagreements

  > ➤ rejections

  ➜ Turn taking leads to repair the breakdown in communication

  > ➤ Who, where and when is the repair attempted?

  > ➤ Does it solve the problem of speech, hearing and understanding between the speakers?

  ➜ Types of Repair

  ➜ Positions of repair

Compare the information found here with your study guide and your textbook. Can you attempt to analyse on of the conversations presented within the textbook?

Social Nature of Conversation
by C BARRINGTON - 29 Jul 2017 @ 9:15

02. Social Nature of Conversation:

 Primarily, this tutorial will examine the second half of the Unit, specifically the notion of cooperation within conversation.

Paul Grice and Conversational Maxims.

The Cooperative Principle states that in order to have a conversation, the speakers must cooperate. The participants of a conversation must be able to speak and listen and have mutual understanding and respect for a conversation to be meaningful.

Working with this conversational principle means that the conversation will have meaning and will develop and further understanding. That both the speakers and the listeners need to actively engage with this principle means that there is a possibility of **implicatures** (where meaning is conveyed, not from direct speech, but through subtle nuances of meaning between the participants)

The Cooperative Principle is divided into four **maxims**, titled **<u>Gricean Maxims</u>**

1.   The Maxim of Quality

        a.   Avoid speaking falsehoods.

        b.   Never speak without having evidence to support possible claims.

2.   The Maxim of Quantity

        a.   Contribution to the conversation must be useful and informative

        b.   Avoid providing too much information

3.   The Maxim of Relevance

        a.   Be relevant

        b.   Try stay on topic and do not waste time.

4.   The Maxim of Manner

        a.   Be concise, on topic, informative, orderly and clear in expression.

        b.   Avoid any opaque or misleading speech.

These Maxims provide listeners and speakers a clear expectation with relation to a competent and useful communication. Listeners are able to presume, if the guidelines of the maxim's are followed, that the conversation will be in some way informative, on topic and befitting a format of formal or informal speech. Speakers, too, are able to exploit such expectations.

5.   Implicatures

        a.   This is what is suggested rather than what is out rightly spoken, verbally or non-verbally.

        b.   If there is some form of agreement with the maxim's and yet the speech pattern suggests some kind of resistance, it is possible that meaning and agreement is implied through the dialogue but not outwardly stated

c.   Even with conversations which break with or bend the maxims, meaning, through Implicature is still possible.

Politeness:

Page 151 of Goatly (2000) is a summary of politeness features within conversations.

·   When the recipient holds more power than the speaker, the speaker will then be polite.

·   The more contact the speakers have with one another, the more polite the conversation will most likely be (although not always).

·   When the recipient is asked to do something, or an action within the conversation is more costly to the recipient than it is to the speaker.

o   Features of politeness.

§   **Optionality**.

·   Allowing the recipient a chance to refuse the request.

§   **Indirectness.**

·   Provides the recipient a chance to deny comprehension of request.

§   The more these features are used the more polite a conversation is.

§   **Tact**

·   by being circumspect in the request and allowing the recipient the space needed to manoeuvre around the request.

§   **Approbation and modesty**

·   The use of flattery and adulation in an attempt at appeasing and appealing towards the recipient of a request, while at the same time the speaker shows restraint and humility.

§   **Sympathy**

·   Suggest to the recipient that the speaker is interested and engaged with the possible troubles/problems of the recipient. Often this also calls for commiseration of events/problems.

Reference List:

Goatly, Andrew. *Critical reading and writing: an introductory coursebook*. Psychology Press, 2000.

Re: Z - Questions
by C BARRINGTON - 28 Sep 2017 @ 19:22

Hello!

Cultural norms are basically those behaviours and norms which are determined by specific cultures. They potentially are best understood by those who are part of that culture, and it can lead to misunderstandings and impoliteness when people do not know the cultural patterns.