

COM 275

EXERCISES

#1.

Collect one minute of recorded conversation and transcribe it. Come to class prepared to respond to two points: (1) what did you discover about recording and transcribing naturally occurring speech; (2) what major conclusions about conversation can you draw from the data you gathered?

Fussell & Kreuz, Chapter 1

#2.

Discuss speech acts--specify 5 speech acts from your data.

#3.

The Problem of Indirect Speech Acts
<p>". . .how it is that participants can say one thing and yet be interpreted as meaning something more, or even something quite different" (Nofsinger, <u>Everyday Conversation</u>, p. 43).</p>

Discuss indirect speech acts. Specify 5 from your data.

#4.

Apply a Gricean Perspective to the CIS questionnaire (Conversational Indirectness Scale).

Apply a Gricean Perspective to the student evaluation forms we use at USM to evaluate teachers.

#5

"People perform not only speech acts when they use language; they simultaneously perform interpersonal acts" (Holtgraves, p. 85)

Discuss instances in your data where you believe that Face-Work is going on. Point to two instances where positive face (desire for connectedness or solidarity with others) is being dealt with and two instances where negative face (desire for autonomy or freedom from imposition) is being dealt with. Explain what is going on that involves face in these instances. [See p. 73]

What does Holtgraves mean on page 73 when he writes: "Social interaction thus presents a dilemma for interactants. On the one hand, people are motivated to maintain each other's positive and negative face. On the other hand, they often need to perform acts that threaten these motivations. This dilemma is solved by engaging in face-work (Goffman, 1967), or more specifically by being polite (P. Brown & Levinson, 1987)."

Do you find instances of this sort of tension or dilemma in your data?

Do you find instances of interactants dealing with DISAGREEMENTS? How do they handle face-work with disagreement?

Do you find instances of UNINTENDED INFERENCES in your data? [p. 83] Please explain.

Do you find an individual difference in the use of INDIRECTNESS by the interactants in your data? [p. 84] Please explain.

#6.

Do you find any instances of hyperbole in your data? Please describe it and explain as much about it as you can.

What is the difference between exaggerated statements and lies?

#7.

" . . . figurative language is not deviant—not a form of communication that requires special or additional cognitive processes to understand and that occurs only in special circumstances. Rather, figurative language is ubiquitous in many forms of discourse (e.g., Mio & Katz, 1996), no more difficult to understand in context than literal language (e.g., Gibbs, 1983, 1986; Glucksberg, Gildea, & Bookin, 1982), and, according to some theorists, fundamental to the way people conceptualize the world (Gibbs, 1979, 1994b; Kovecses, 1986; Lakoff, 1987; Lakoff & Johnson, 1980)." (Fussell & Moss, 1998)

Do you find any instance of FIGURATIVE LANGUAGE in your data? Please, briefly describe what you find.

Do you find instances of FIGURATIVE LANGUAGE for emotions? Please describe.

How do your data fit with Ortony's hypothesis (p. 115) " . . . that metaphor is used for communicating ideas difficult or impossible to express in literal terms" (p. 115)?

Following the thinking of Ortony and others (p. 115), do you find figurative language used in connection with subjective feeling states (as opposed to overt actions); to express intense emotional states compared to milder ones? Do you find ". . . that figurative language is used to differentiate among variations of a single emotional state rather than to differentiate one emotional state from another" (p. 127).

#8.

"Some researchers have explicitly or implicitly taken perspective-taking to be a (if not *the*) fundamental task of communication (see e.g., Fisher & Ury, 1981; Flavell, Botkin, Fry, Wright, & Jarvis, 1968; Gottman, Notarius, Gonso, & Markman, 1976; Graumann, 1989; Graumann & Sommer, 1988; Krauss & Fussell, 1991; Piaget, 1959; Reithaug, 1984; Stein, Bernas, Calicchia, & Wright, 1996). In successful communication, according to this view, at least one party takes the other's perspective. Communication is unsuccessful when neither party manages to mentally "step into the other's shoes," to be non-egocentric. Both speakers and addressees can take each other's perspectives." (Schober, p. 146)

Explain the four different ways that perspective has been used:

- (1) as a speaker's time, place, and identity;
- (2) as a speaker's conceptualizations;
- (3) as a speaker's conversational agenda;
- (4) as a speaker's knowledge;

Give examples of each of the four perspectives as evidenced in your data, and discuss them in context.

Can you point to instances of inferring the speaker's perspective? Of being COLLABORATIVELY EFFICIENT? (pp. 163-168)