TALK IN INTERACTIVE EVENTS:
THE VIEW FROM WITHIN

by

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PREFACE

The bulk of this treatise is devoted to a detailed description of 12 Case Studies of Talk in Interactive Events (this expression is after Schegloff's (felicitous term 'talk-in-interaction').[1]
Preceding the description is a Preface. It gives information that should help the reader in perusing it:
1. how the data base was collected;
2. what is the analytical frame of reference;
3. how the information is presented in each case study.
Following the detailed description of the 12 Case Studies is an Appendix. It illustrates the difference between the present approach and Conversation Analysis by applying it to Schegloff's analysis of a telephone conversation between two teenagers.[2]

This treatise is published on the internet rather than in book form for two reasons:
1. A massive amount of analyzed data is more convincing of the validity of a given analytic frame of reference than the few examples usually allowed in a book.
2. This effort is not presented as a finished product but rather as a first step hopefully to be taken up by interested readers. The analyzed data in the 12 Case Studies provide the context for linguistics or pragmatic analyses. They also provide a model for the investigation of the relation between verbal and nonverbal behaviors in interaction.
Note, however, that no data base schema has been elaborated for the 12 Case Studies. Rather than having the text formatted on the basis of potential queries it is felt preferable to leave the formatting to individual initiative.

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fn1
Schegloff first used this term in a paper delivered at a Max Plank Institute Conference (1978), entitled On Some Gestures' relation to Talk (personal communication). The paper was later published in Atkinnson and Heritage (1984).

fn2
Schegloff, Emmanuel (1990) 'On the Organization of Sequences as a Source of "Coherence" in Talk-in-Interaction (in Conversational Organization and its Development, Bruce Dorval, ed, Ablex.

(1) DATA BASE

The title chosen for this treatise is an attempt to convey the orientation of the approach adopted here: The analytic frame of reference results from the systematic interpretation of participants' accounts of their own behavior in the interactive events in which they are taking part. It is constructed by using the comparative method guided by the information provided by the participants acting as respondents.[3]
In my view, it is only through the utilization of "native" categories of information that the analyst can insure the psychological reality of his theoretical model.

Participants' accounts are part of a dual data base pertaining to a projective technique called the **Self-Disclosure Technique for Ethnographic Elicitation** (Mathiot,1982).[4]

This technique was developed in order to get at the attitudes and concepts that members of the culture hold about familiar aspects of their environment.
When applied to Talk in Interactive Events, the dual data base consists of, on the one hand, recorded interactive events, on the other hand, accounts of these events --verbal reports, written comments, graphic representation-- by participants serving as respondents.
More specifically, the data base includes the following information:

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fn3
 For an illustration of this approach to theory building, see Madeleine Mathiot and Michael Wilson (1990) On Generalizing in the Case Study Approach, in: La Linguistique, vol 26, pp129-151,.

fn4
For a detailed description, see, Madeleine Mathiot (1982) The Self-Disclosure Technique for Ethnographic Elicitation, in: Semiotics 1980, edited by Michael Herzfeld and Margot Lenhart, Plenum Press, pp 339-346.

1: An interactive event is recorded in its entirety, if possible both audio- and video-tape recorded. Then, a piece of it is selected for scrutiny by the respondent. It is called the **specimen**.

The specimen is then transcribed. At this stage, no attempt is made at a narrow transcription a la Jefferson[5]. Regular spelling is used. Instead of punctuation, breath groups are written on separate lines in order to better follow the thoughts of the speaker.

The rationale for the broad transcription adopted here is that the transcript is only a convenient means of linking the participants' accounts to the interactive behavior occurring in the event. The analyst interprets, not the transcript itself, but the significance of the relation between the participants' accounts and their behavior.

An example of Talk transcribe in breath groups, in case study 5 lines 12-23, is as follows:

Mom to Leslie (12): so what does that have to do with grown-up
            (13): clothes?
Leslie to Mom (14): oh now I have grown-up clothes
            (15): I have grown-up shorts and grown-up shirts
Mom to Leslie (16): did you wash those?
Leslie to Mom (17): yeah
Leslie to Mom (18): pretty soon I'll be getting a dress!
            (19): Joe said it was the wrong season to be getting a dress
            (20): 'cause they look like they're inherently drafty
Mom to Leslie (21): they're what?
Leslie to Mom (22): inherently drafty
Mom (23): they are

2: Accounts of the participants' behavior are obtained from participants acting as respondents in 2 phases, a **permissive phase** and a **focused phase**.

--In the permissive phase, the goal is to gain a foothold in the respondent's view of the event. Respondents should feel free to say whatever they want. Only non-directive requests are made, such as: "Tell me whatever comes to your mind about…".

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fn5

Jefferson, Gail (1984) Transcript Notation. In JM Atkinson and J Heritage (eds), Structures of Social Action, pp.x-xv. Cambridge University Press.

Note that a narrow transcription a la Jefferson is pertinent in the microanalysis of interactive events (see further down under Analytic Frame of Reference).

Two types of accounts pertain to this phase: **Recollection** and **Blow-by-Blow Commentary.**

The Recollection provides access to the mental image that respondents have of the event, the "scenario" for the event, the "structures of expectation" (Goffman,   ). It is elicited without the recorded specimen, in response to requests, such as: "Tell me whatever comes to your mind about what usually happens in this type of event."

An exerp of Muriel's recollection in case study 4 is as follows:

we like talking to each other about stuff like that
it's good 'cause we get to vent out our frustrations
and we listen to each other
and help each other out

…out luch talks keep us pretty close
I guess
and days at work would probably be real slow
without them in between hours

The Blow-by-Blow Commentary gives a sportscaster-like account of the ongoing event. It is elicited on the basis of the recorded specimen. The respondent is asked to view and/or listen to the recorded specimen and respond to broad requests, such as: "Tell me anything that comes to your mind about what's going on here." There are two alternatives.

-The first alternative is for the respondent to stop the tape whenever he/she wants to say something and for the analyst to record his/her commentary on another tape.

An exerp of Theresa's Blow-byBlow commentary about lines 1-8 in case study 11, is as follows:

okay I can tell you about that part
actually I was just being bored
I come in and tell all kinds of wonderful things when I'm bored'so part of it was 'cause I was bored
and I wanted to have something to do
so I came in the kitchen
but these people really did want their seafoods in a hurry

-The second alternative is to have the respondent, working alone and at leisure, write his/her commentary on a copy of the transcript.

An exerp of Eliot's comments in case study 5 (when his father starts the family car), is as follows:

Goffman, Erving

> when his father starts the family car (lines 3+7-11)
>
> Dad taking off
> slowly
>
> when his mother and sister are talking about clothes (lines 12-23)
>
> the females are talking about high fashion

--The focused phase is called the **Follow-up Interviewing**. In this phase, the goal is to obtain specific information in response to pointed questions, or focused requests, based on the knowledge gained in the first phase. Thus, the respondent is asked to segment the specimen into its major "parts", to fill in by giving examples, to characterize the information present in recollection and blow-by-blow commentary, to explain notions used in his commentary (for example: "What do you mean by ---?", "Why do you think this happened?").

The entire data base for the 12 case studies was collected by students under my guidance in a one-semester practicum on conversation analysis which I offered over a period of 20 years. It is used in this treatise with their permission and my grateful acknowledgement.
Each student researcher chose an interactive event of his liking as well as the one participant who was to serve as respondent, usually a friend or a relative.
The event was audio-tape recorded in its entirety by the respondent, usually without the knowledge of the other participants.
Then, the specimen was selected by the respondent. It consists of a single piece–or several pieces— of the event, totaling no more than 6 to 7 minutes to provide a doable focus of study within the time frame available.
The specimen was then transcribed by the student researcher who proceeded to elicit the pertinent information.

The student researchers did a first rate job of selecting, recording a variety of authentic interactive events and eliciting pertinent information. My interpretation of the theoretical significance of respondents' accounts is entirely dependent on the richness of the data base they elicited. The shortcoming in the data base are due either to circumstances or poor guidance on my part.

-- Two shortcomings in the data base due to circumstances are: the lack of visual input and the fact that in 11 out of the 12 case studies, only one participant per case study serves as respondent.

Within the confine of the course as taught, there was no way interactive events could have been videotaped. The students had neither the training, the time or the tools to do so.

The lack of visual input has one negative impact: Whenever there are more than 2 participants it is difficult to ascertain the participation statuses (Goffman 1981, p.137)[6] of the participants other than the speaker, especially the statuses of addressee versus listener. Respondents do not usually pay attention to this aspect of talk (an exception is the respondent in case study 7).

Because of time constraints each student researcher could only work with one respondent per case study. Consequently, the theoretical significance of individual variation in respondents' accounts is not explored. This is all the more regrettable that the Self-Disclosure Technique is uniquely suited for uncovering individual variation, as can be seen in case study 3, the one case study in which both participants serve as respondents.

--One shortcoming in the data base due to poor guidance on my part is the under utilization of follow-up interviewing.

The data were collected at a very early stage in the development of the theoretical frame of reference, when it was unclear what direction to pursue. As a consequence, much pertinent information was not elicited. In keeping with the approach adopted here –theory building in the descriptive approach—I now view follow-up interviewing as the opportunity to test the generality of the existing analytic frame of reference and to collect the pertinent information to modify it, if necessary. This view requires that the analyst remain in close contact with the respondent over the entire course of the analysis for occasional consultations, which I was able to do to a certain extent for case study 1.

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fn6

Goffman, Erving ((1981) Forms of Talk. University of Pennsylvania Press. Philadelphia.

In order to preserve the anonymity of the participants the student researchers' names are not associated with the individual case studies.

Thirteen student researchers collected the data base for the 12 case studies, two of them working with each of the two participants in the same specimen, case study 3.

The thirteen student researchers, listed in alphabetical order, are:

Brian Bunch
Sue Jakobi
Madeline La Porta
Ann Marie Malachowski
Paul Malecki
Laura Mc Carthy
Monica Milleron
Rai-An Perrish
Donna Rubens
Krista Stanisland
Susan Strainey
Heather Weber
Michael Zelie

The 12 case studies are as follows:

I. INTERACTION BETWEEN INTIMATES (family members or friends)

Case Study 1: **Golden Girls of Hamburg: Three Women at a Bar**

Case Study 2: **Once a Therapist, always a Therapist**

Case Study 3: **Man Troubles Talk: Two Housemates Shoot the Breeze**
(Ga's account; Ge's account; and comparison)

Case Study 4: **Reconciliation**

Case Study 5: **Driving to Toronto with the Family**

Case Study 6: **Back from the Bridal Shower**

Case Study 7: **Dinner with the Family**

Case Study 8: **Mother and Son on the Telephone**

II. INTERACTION BETWEEN CO-WORKERS IN THE WORK PLACE (informal and semi-formal)

Case Study 9: **A Meeting on Campus**

Case Study 10: **A Weekly Staff Meeting of a Home Care Office**

Case Study 11: **In the Kitchen of the Koinonia Cafe**

III. INTERACTION BETWEEN INTIMATES WHO ARE ALSO CO-WORKERS

Case Study 12: **A Productivity Meeting on the Thruway**

(2) ANALYTIC FRAME OF REFERENCE

The activity of Talk is understood here as a complex bundle of simultaneous verbal and nonverbal flows commonly co-occurring or alternating with various other activities (such as smoking, eating, drinking, washing the dishes, cooking, driving the car, walking), in interactive events that reflect the socio-cultural norms of the culture at large (such as a dinner with the family, a staff meeting of a home-care office).

An overview of the constructs proposed for the analysis of Talk in Interactive Events, is as follows:

--The primary distinction is that between two **ANALYTIC PLANES**: **PLANE of INTERPRETATION OF TALK**, the "what" is being constructed by the participants, focus of **Macroanalysis**; **PLANE of ENACTMENT OF TALK**, the "how" it is done, the make-up of the "what", focus of **Microanalysis**.

The implication of this distinction for the order in which the investigation of actual cases is to proceed, is as follows:
first macroanalysis, then, microanalysis, to be performed within the context provided by the results yielded by macroanalysis.

--On the Plane of Interpretation, one additional distinction is made, **VIEWPOINTS**. The interpretation of the "what" is done from two standpoints:
> an objective viewpoint, "what's going on";[7]
> a subjective viewpoint, "what's <u>really</u> going on".[7]

The distinction yields the two basic analytic constructs on this Plane: **VERBAL FLOW STRUCTURE** and **INTERACTION CLIMATE**.

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fn7
The distinction was phrased this way by a respondent.

-The notion of VERBAL FLOW STRUCTURE corresponds to the objective viewpoint. It is the obvious, the taken for granted, because shared by the participants as members of the same culture.

-The notion of INTERACTION CLIMATE corresponds to the subjective viewpoint. It is the participants' "personal experiencing" of the event (Goffman, 1974, p.13).[8]

--On the Plane of Enactment a three-way distinction is proposed to account for the organization of the verbal and nonverbal flows entering into the make-up of Talk: **SEMIOTIC, RHETORICAL and KINETIC**

   The semiotic organization of Talk has to do with the tools –systems, inventories, displays— used to convey information. The linguistic system is one such tool. Other semiotic tools are:
paralinguistic phenomena; kinesic phenomena, such as gestures and gesticulations; gaze; posture.
   The rhetorical organization of Talk has to do with the manner in which the information is presented: patterns, devices, resources etc.
    The kinetic organization of Talk has to do with its biologically based properties, such as rhythm and synchrony. For instance, a man is eating a piece of pizza at the dinner table. As he talks with his family, he wipes his hands in synchrony with each break in his talk.

Note that for the microanalysis of the verbal and nonverbal flows, both visual and auditory inputs are needed as well as a very narrow transcription of all behaviors.

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fn8
Goffman, Erving (1974) Frame Analysis. Harper and Row.

A graphic representation of the constructs proposed for the analysis of Talk in Interactive Events, is as follows:

ANALYTIC PLANES	VIEWPOINTS	
	Objective	**Subjective**
Plane of Interpretation (the "what") Macroanalysis	**Verbal Flow Structure**	**Interaction Climate**
Plane of Enactment (the "how") Microanalysis	**semiotic, rhetorical, kinetic organizations** of verbal and nonverbal flows	

Most of what follows is devoted to a detailed presentation of the constructs pertaining to the Verbal Flow Structure.
However, analytic constructs were developed in two additional areas:
(1) the Interaction Climate, namely, the specification of its various manifestations (not enough information was present in the data base for the specification of their organization, on the local level);
(2) the rhetorical organization of Talk (only a partial accounting is given because I needed closure for this study).

Analytic constructs in these two additional areas are now briefly presented in turn, before the detailed description of the constructs pertaining to the Verbal Flow Structure.

INTERACTION CLIMATE

The notion of Interaction Climate is manifested in two modes:
Interactive Mode and **Reactive Mode**.

(1) The Interactive Mode has to do with the way participants relate to each other, the interpersonal dynamics between them.
Three manifestations of this mode observed in the case studies, are:
Strategies, Participant Alignments and Interactive Tone.

--Strategies have to do with the various means employed by the participants to achieve particular goals.

Examples of commonly used strategies in the case studies, are:
Learning Strategies, used by participants in case studies 1 and 12;
Support Strategies, used by participants in case studies 1 and 2;
Anxiety Reduction Strategies, used by both participants, in case study 3.

--As understood here, the notion of Participant Alignments (the term is taken from Goffman) is manifested in two forms, individual and group-oriented.
The individual manifestation has to do with the Closeness/Bonding versus Distance that people feel toward each other.
Thus in case study 2, there are intermittent occurrences of closeness which the respondent calls "connects" while the rest of the time he feels distant, "self-absorbed".
The group-oriented manifestation has to do with the Power versus Solidarity relations obtaining between the members of a group.
Thus in case study 12, the roles played by MrE and Ernie signal a power/solidarity alignment between them.
The roles of employer--employee, teacher--learner, father--child are based on unequal status and signal a power relationship between them.
The reciprocal roles of companion are based on equal status and signal a solidarity relationship between them.

Note that both forms of participant alignments can apply at the same time. Thus, Gordon (1983)[9] shows how slang used to refer to patients by doctors and nurses in a hospital environment, serves to enhance solidarity between hospital staff members (group-oriented mode) while allowing the individual members of that group to preserve a certain distance from each other (individual mode).

--The notion of Interaction Tone has to do with the quality of the interaction. It is usually characterized in terms of an opposition between **light** versus **heavy/serious**.
A relaxed, more superficial, less intimate type of interaction is associated with a **ligh**t tone.
A tense, more personal, more substantial type of interaction is associated with a **heavy/serious** tone.

Thus, in case study 1, the tone is consistently lighter in the dining area and heavier at the bar, because of all they imbibe.

Note that, in American culture there is a tendency for participants to alternate rhythmically between light and heavy tones in the course of an interactive event (see Mathiot, 1987).[10]

(2) The Reactive Mode has to do with characteristics attributed to individuals by the respondents. Three manifestations of the Reactive Mode are observed in the case studies: **psychological states**, **character traits** and **attitudes**.
   Psychological States are the feelings experienced by the participants in the course of the interaction. Examples are: exasperation, incredulity, concern, excitement.

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fn9
Gordon, David P (1983) Hospital Slang for Patients: Crocks, Goners, Gorks and
                other, Language in Society 12, 173-185.
fn10
Mathiot, Madeleine (1987) The Rhythmical Patterning of Talk in Everyday
                Conversation paper presented at the 1987 International
                Pragmatics Conference, Antwerp Aug.17-22, published in
                L.A.U.D. (A.195).

Character Traits are the characteristics attributed to participants – what they are like—to account for their behavior. Thus, in case study 7, Sheila's father explains her behavior to himself as due to the fact that "she is afraid of commitments but afraid of being alone".

Attitudes are the evaluative stances taken by the participants: approval versus disapproval. Thus, in case study 8, the Mother is constantly evaluating what her Son tells her: either approving of it ("I feel he used his food money wisely"),or disapproving ("I don't think he should have more hours")

Note that, at this stage, no conceptual apparatus has been developed for the analysis of the various manifestations of the Interaction Climate. One attempt was made in the case of Psychological States (see Mathiot et al,1986).[11]

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fn11
For an attempt to develop a conceptual apparatus for the analysis of Psychological States on the local level, see Mathiot et al (1986) Meaning Attribution to Behavior in Face-to-Face Interaction –A Hermaneutic-Phenomenological Approach in: Research on Language and Social Interaction Special Issue. Multichannel Communication Codes, Part I, vol 20 , edited by Stuart J Sigman , pp271-375.

RHETORICAL ORGANIZATION OF TALK

An initial foray into this rich area of inquiry yields a number of patterns.
Following are three patterns commonly occurring in the data base:

---The first pattern has to do with the presentation of new information. Typically, new information is presented in 3 steps:

>   1: a preparation for the new information
>   2: the new information
>   3: an elaboration of the new information

Thus, in case study 12, MrE's informing is as follows:

>   **1: preparation for informing**:
>   (6) let me explain to you
>   **2: informing proper**:
>   (7) I've never gotten this far with this company before
>   **3: elaboration of informing**:
>   (8) and I don't want to miss it

---The second pattern has to do with the answer to a yes/no question. Typically, the answer includes 2 parts:

>   1: affirmative/negative
>   2: echoing the question

> Thus, in case study 10,
>   K's query is:
>   (159) is he medicaid?
>   M's response is:
>   **affirmative**:
>   (169) yes
>   **echoing question**:
>   (161) he is medicaid

In case study 9,

    D's query is:
    (1) should I shake up first?
    A's response is:
    negative:
    (19) no
    echoing
    (19) I don't think you need to

---The third pattern has to do with the organization of narratives. Typically, a narrative has two parts:

    Part 1: background/set up
    Part 2: conclusion/climax/ point of narrative

Thus, in case study 9, D tells a horror story about his class being observed the day before a vacation:
    1: narrative set up
      (96) one year I got observed
      (97) the day before Thanksgiving vacation
      (98) and the day before Christmas vacation
    2: point of narrative:
      (114) I got three days but nobody shows up on those days

In case study 6, Darlene is griping about her husband wishing he had an old car so that he could hit bad drivers on the road.
    1: narrative set up:
      (8) his whole life
      (9) that's all I've listened to for 25 years
      (10) "if I had an old junker
      (11) I'd fix him
      (12) I'd fix him
      (13) I'd do that"
    2: point of narrative:
      (14) he never did anything

VERBAL FLOW STRUCTURE

This includes the basic units and their internal structure.

BASIC UNITS

Basic units are the smallest complete interactive units. Ascertaining them requires two steps. The first step consists in identifying prospective basic units, the **Verbal Flow Sections**. The second step consists in specifying how many basic units, **Verbal Flow Stretches** and/or **VF SubStretches**, each Section contains.

(1) VF SECTIONS

They are obtained as follows:

First the respondent is asked to segment the Talk occurring in the specimen. Then, the respondent's segmentation is systematized by the analyst on the basis of two orders of criteria: criteria differentiating the individual verbal flows present in the specimen; and criteria on the basis of which individual verbal flows are segmented into VF Sections**.**

(a) Criteria Differentiating Individual Verbal Flows

Three criteria jointly differentiate individual verbal flows. They are: **type of talk, modality of talk and focality.**

--The notion of Type of Talk has to do with the overall content of Talk.

Examples of Types of Talk in the case studies, are:

CHIT-CHAT, SOCIAL TALK, FAMILY TALK = talk as a way of relating;
WORK-RELATED TALK= talk directly connected with one's work;
ACTIVITY-RELATED= talk involved in the performance of a specific activity unrelated to one 's work, such as paying toll, parking the car;
INFORMATIVE TALK= talk conveying some specific piece of information unrelated to one's work or the performance of an activity, such as, asking where the license plate of a car going by on the thruway is from;
REGULATING TALK= talk aiming at controlling someone's behavior, such as chiding someone;
EMOTING TALK= talk expressing one's emotions.

--The notion of Modality of Talk has to do with the way in which Talk is anchored. Two common Modalities of Talk in the case studies, are: **displaced** (Hockett, 1966, p.11)[12] and **here-and-now.**

In the displaced modality, Talk is anchored in reality but removed from the immediate spatial and temporal environment.
Thus, in case study 5, Father and Daughter talk about a church in Albuquerque.

In the here-and-now modality, Talk is anchored in the immediate spatial and temporal environment, the here and the now.
Thus, in the same case study, Son and Daughter advise Father as he parks the car.

Note that it is likely that more Modalities of Talk will be uncovered as additional data are processed.

--The notion of Focality has to do with the importance attributed to a piece of Talk. Usually respondents differentiate between 2 manifestations of focality: **focal** versus **marginal**, in which focal = important and marginal = not important.

One respondent (case study 5) differentiates between 4 degrees of focality. They correspond to the opposition focal versus marginal as follows:

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primary    ⌐
secondary  │  focal
tertiary   ⌐

unimportant= marginal
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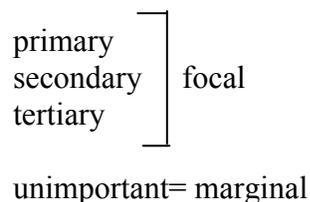
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fn12
Hockett, Charles (1966) The problem of Universals in Language, in Joseph H Greenberg ed. Universals of Language (2nd edition) pp1-29. The Hague: Mouton

An example of how the 3 criteria jointly differentiate 7 individual verbal flows in case study 5, is as follows:

VF1
Type of Talk: CHIT CHAT Modality of Talk: displaced Focality: focal

VF2
Type of Talk: CHIT CHAT Modality of Talk: fictitious Focality: focal

VF3
Type of Talk: HORSEPLAY Modality of Talk: here-and-now Focality: focal

VF4
Type of Talk: ACTIVITY-RELATED Modality of Talk: here-and-now Focality: focal

VF5
Type of Talk: INFORMATIVE Modality of Talk: here-and now Focality: focal

VF6
Type of Talk: INFORMATIVE Modality of Talk: displaced Focality: marginal

VF7
Type of Talk: EMOTING Modality of Talk: here-and-now Focality: marginal

(b) Criteria for Segmenting Verbal Flows into VF Sections

They vary in keeping with the modalities of talk, as follows:

MODALITIES OF TALK	SEGMENTATION CRITERIA
displaced	topics agenda items stages in a process
here-and-now	triggering agents to verbal responses

--In the case of the displaced modality, as many sections are segmented out of a given verbal flow as there are separate topics, agenda items or stages in a process.

Thus, in case study 4, the subtopic Muriel's diet (lines 115-135), is the criterion for segmenting Verbal Flow 2 into VF2 Secrion (115-135).

The subsubstage Justification by Muriel (lines 44-75), is the criterion for segmenting Verbal Flow 1 into VF1 Section (44-75).

--In the case of the here-and-now modality, a section is segmented out of a given verbal flow which corresponds the verbal response(s) to a given triggering agent.

Thus, in case study 11, VF1 Section (9-21) corresponds to the responses to the triggering agent, need for more chicken soup.

(2) VF STRETCHES and VF SUBSTRETCHES

They are obtained as follows:
The information present in the VF Sections is specified on th basis of Illocutionary-Force-like notions [13] called semantic schemas. As many basic units are differentiated per VF Sectionas there are semantic schemas needed to specify the information present in it.

Commonly occurring semantic schemas, are:

query + response
directive (demand, order)+/- response
offer+/- response
advice +/-
informing +/- response
telling
reminder
warning
rebuke
admonition
exclamation of surprise
exclamation of pain

Examples of how semantic schemas serve to ascertain the number of basic units in a given VF Section are as follows:

In the case of the displaced modality, the common pattern is to have a single semantic schema, therefore a single basic unit, per VF Section.

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fn13
See Searles, John (1970) Speech Acts, an Essay in the Philosophy of Language. Cambridge University Press.

Thus, in case study 5, the information conveyed in VF1 Section (12-23) is specified by a single schema, Mom asks Leslie about grown-up clothes. To this semantic schema there corresponds a single basic unit, VF1 Stretch (12-23).

Occasionally, two very closely related semantic schemas are required to specify the information present in a given VF Section.

Thus, in case study 5, the information conveyed in VF1a Section (24-93)+(98-105) is specified by two semantic schemas, Dad tells Leslie about a church in Albuquerque, and Leslie describes the church to Dad and Mom.
To these two semantic schemas there corresponds two basic units: VF1a Substretch (24-81) and VF1a Substretch (82-93)+(98-104).

Very rarely, three very closely related semantic schemas are required to specify the information present in a given VF Section.

Thus, in case study 9, the information in VF Section (21-95) is specified by three very closely related semantic schemas: A's first attempt to inform the group about a visit by observers; A's second attempt to inform the group about the visit by observers ; and A's third attempt to inform the group about the visit by observers.
To these three semantic schemas there corresponds three basic units:
VF Substretch (21-54); VF Substretch (53+55-69); and VF Substretch (70-94).

In the case of the here-and-now modality, the common pattern is for one triggering agent to give rise to several responses , each response being specified by a semantic schema.
Thus, in case study 11, in the VF1 Section (9-21) the triggering agent, chicken soup, gives rise to two sets of verbal responses specified by the semantic schemas: Tania asks Sally for more chicken soup; and George attacks Sally for being slow with the soup.
To these two semantic schemas there correspond two basic units: VF1 Substretch (9-13) and VF1 Substretch (14-21).

INTERNAL STRUCTURE OF BASIC UNITS

It is ascertained on the basis of 3 types of structural criteria:
structural relations between constitutive units, structural slots within constitutive units and structural statuses of constitutive units.

1. Structural Relations between Constitutive Units
They are the relations that obtain between the various units of which the basic units are constituted. There are two types of such units:
nucleus and **units associated with the nucleus**.

The nucleus is always present. It is the unit that develops the information specified by the semantic schema defining the basic unit as a whole.
Associated units are optionally present.
A distinction is made between two types of associated units:
extensions to the nucleus and **satellites to the nucleus**.

--The information conveyed in extensions is directly related to that in the nucleus but extensions are initiated by a participant other than the main speaker in the nucleus.

Two types of extensions commonly occurring in the data base, are:
Co-Constructions and **Repair Requests.**

An example of a co-construction is:
In case study 2, Peter is telling Bonnie how excited he is at the prospect of leaving Buffalo. Bonnie finishes his sentence for him. He acknowledges Bonnie, and goes on with his narrative:

```
┌─────────────────────────────────────────────────────────────────┐
│ NUCLEUS + extension                                               │
│                                                                   │
│        D1:  P to B                                                │
│       ╱  ┌────────────────────────────────────────┐              │
│      ╱   │                                         │              │
│ CORE     │                                         │              │
│          │                                         │              │
│          │  (9) it tells you that I'm excited about│              │
│          │                                         │              │
│          │  ┌──────────────────────────────────┐  │              │
│          │  │ CO-CONSTRUCTION                   │  │              │
│          │  │  B (10): uhhuh                    │  │              │
│          │  │     (10):leaving Buffalo          │  │              │
│          │  │  P (11): yeah                     │  │              │
│          │  ├──────────────────────────────────┤  │              │
│          │  │  (14) and go some place else      │  │              │
│          │  │                                   │  │              │
│          │  │                                   │  │              │
│          │  └──────────────────────────────────┘  │              │
│          └────────────────────────────────────────┘              │
│                                                                   │
└─────────────────────────────────────────────────────────────────┘
```

An example of a Repair Request is:
In case study 8, Son asks Mom about his brother Dan and his wife Audrey. Mom does not hear the question. She asks Son what he said, and Son repeats his question:

```
┌─────────────────────────────────────────────────────────────────┐
│ NUCLEUS + extension                                               │
│                                                                   │
│         M1: Son to Mom                                            │
│        ╱  ┌────────────────────────────────────────┐             │
│       ╱   │                                         │             │
│      ╱    │                                         │             │
│ CORE      │  ┌──────────────────────────────────┐  │             │
│           │  │ REPAIR REQUEST                   │  │             │
│           │  │  Mom to Son (248): pardon me?    │  │             │
│           │  │  Son to Mom (249): how's Dan and Audrey? │         │
│           │  ├──────────────────────────────────┤  │             │
│           │  │                                   │  │             │
│           │  │                                   │  │             │
│           │  └──────────────────────────────────┘  │             │
│           └────────────────────────────────────────┘             │
│                                                                   │
└─────────────────────────────────────────────────────────────────┘
```

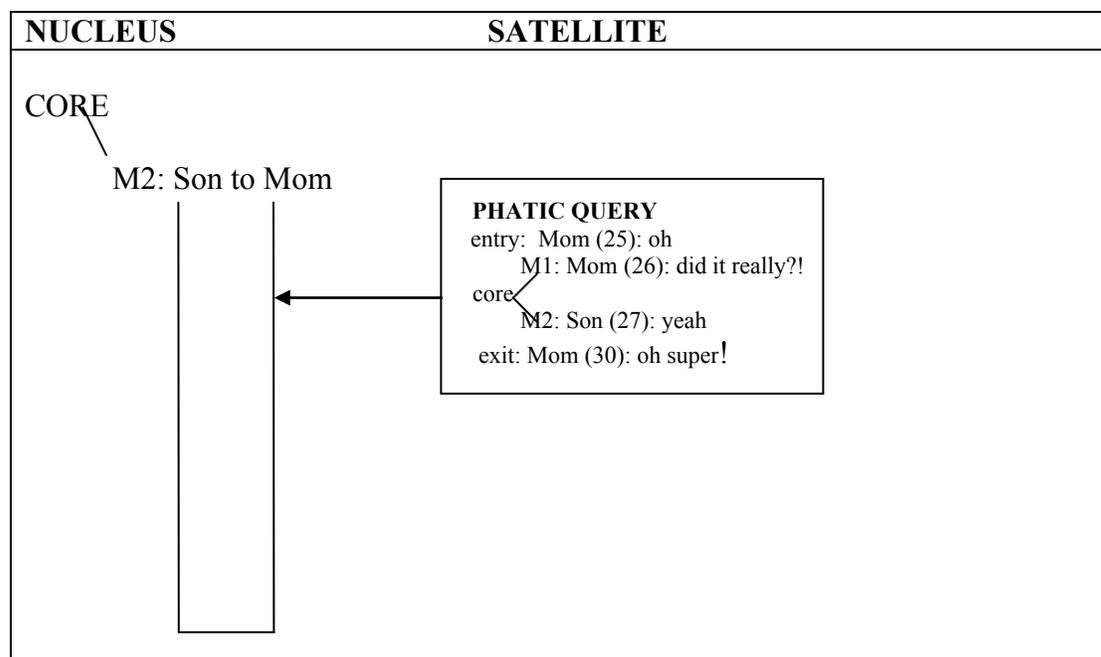--The information conveyed in satellites is only indirectly related to that conveyed in the nucleus.

Three types of satellites occur in the data base: **phatics, remarks and incidental queries.**

-Phatics have to do with the participants monitoring their interaction rather than conveying substantive information.

There are two types of phatics, **phatic queries** and **back channels**.

--Phatic Queries occur only as spoken by the addressee or a listener.

In case study 8, upon hearing that Son has received the parcel she sent him, Mom reacts as follows:

NUCLEUS	SATELLITE

CORE

      M2: Son to Mom

                                        PHATIC QUERY
                                      entry: Mom (25): oh
                                            M1: Mom (26): did it really?!
                                   core
                                            M2: Son (27): yeah
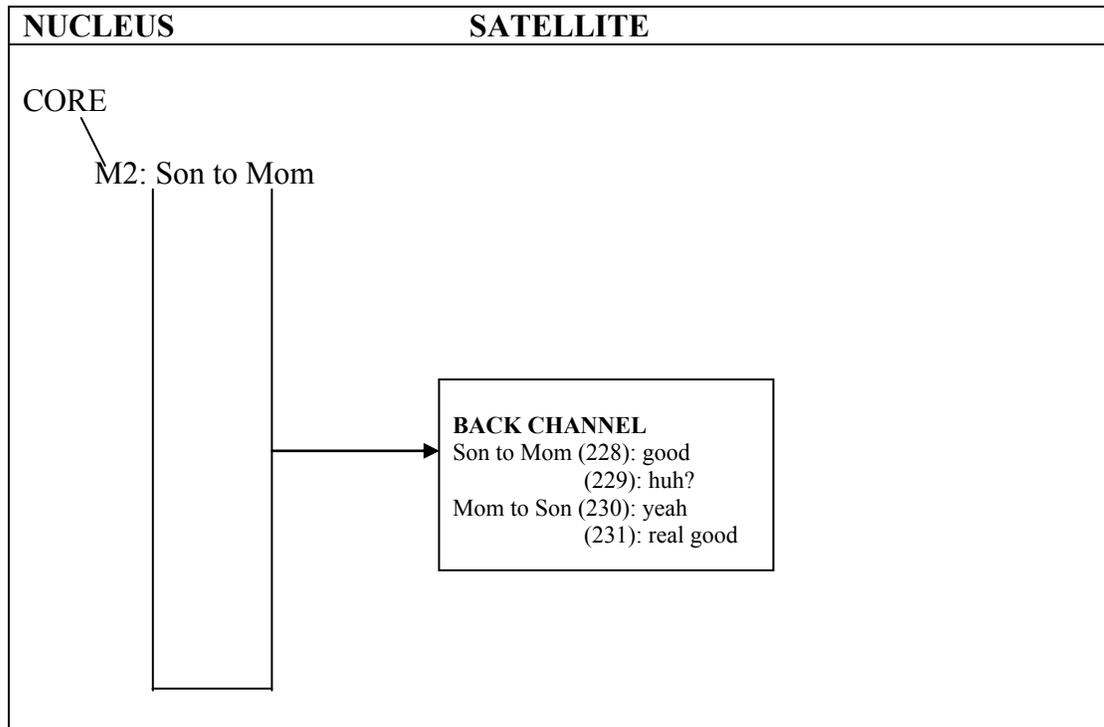   exit: Mom (30): oh super!

--Back channels occur either as spoken by the addressee or a listener or by the ongoing speaker in the nucleus.

Examples of back channels by the addressee, are:

In case study 3, as Georgina tells Gabrielle how the astrological charts she did for her boyfriend turned out, Gabrielle punctuates Georgina's description with a series of back channels.

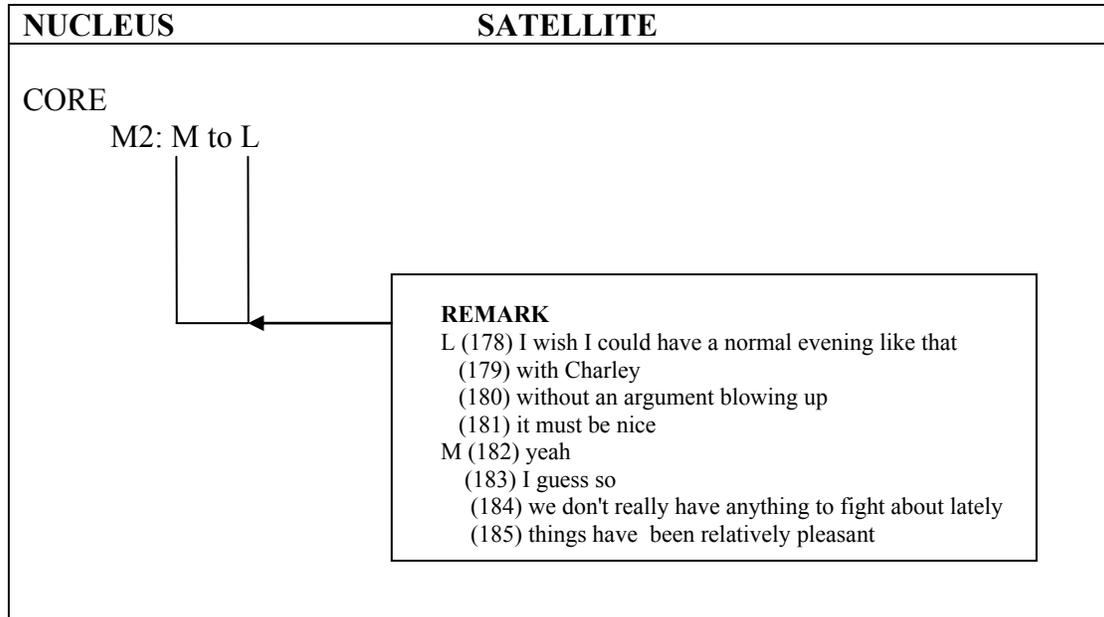| NUCLEUS	SATELLITES
Ge: (116)	**Back Channels by Ga**
	←(117): you did?
(118)	
	←(119): that's cool!
(120)	
	←(121): that's cool!
(122-124)	
	←(125): wow!
(132)	
	(133): oh no!
	←(134): a Capricorn!
(135-136)	
	←(137): yeah
(138)	
	←(139): uh-huh
(140-141)	
	←(142): that's cool!
(143)	
	←(144): that's great!
(145)	

An example of a back channel by the ongoing speaker in the nucleus is:
In case study 8, Mom asks Son if he watched the Bills' game. He tells her that he did and that the Giants lost. At which point he utters the following back channel responded to by Mom:

NUCLEUS	SATELLITE
CORE	
M2: Son to Mom	
	BACK CHANNEL
	Son to Mom (228): good
	(229): huh?
	Mom to Son (230): yeah
	(231): real good

-Remarks and Incidental Queries build on the information conveyed in the nucleus. They are initiated either by the addressee or a listener or by the ongoing speaker in the nucleus.
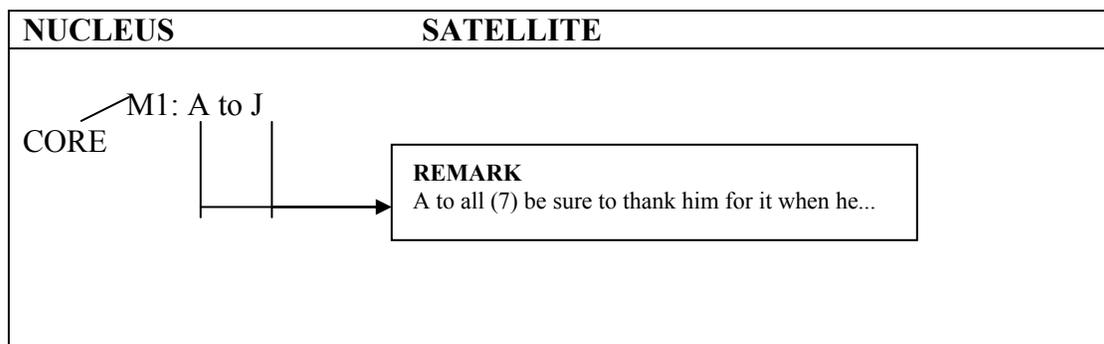
An example of a Remark by the addressee, is:
In case study 4, Muriel is describing her relationship to her boyfriend. Louise expresses her longing for such a relationship in her remark acknowledged by Muriel:

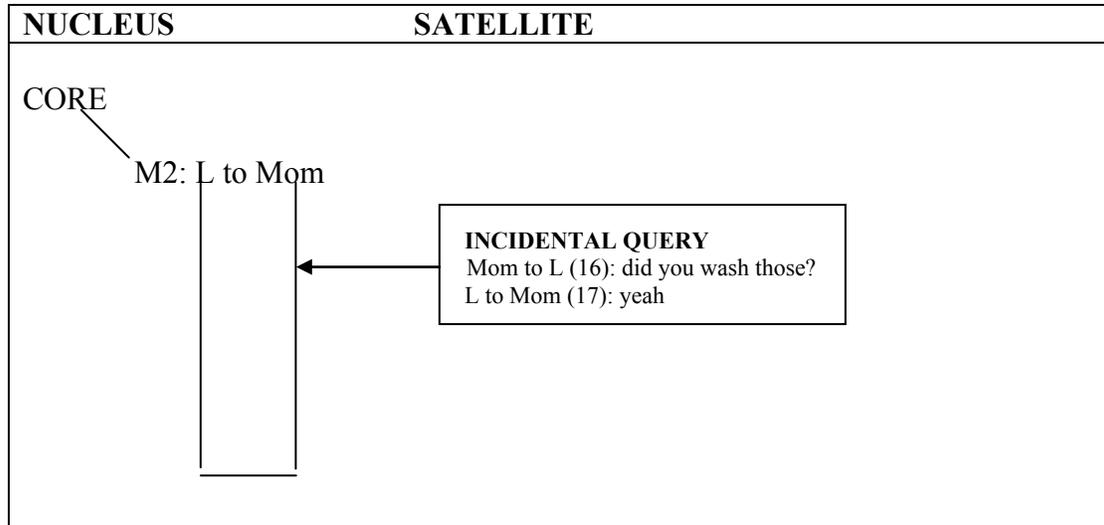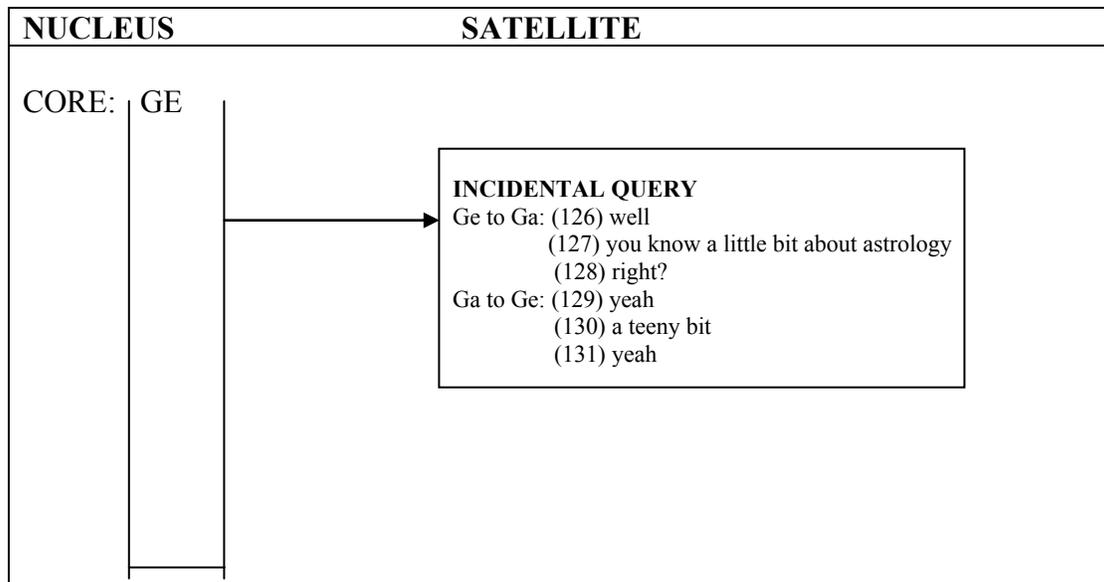| NUCLEUS	SATELLITE

CORE
        M2: M to L
	REMARK
	L (178) I wish I could have a normal evening like that
	   (179) with Charley
	   (180) without an argument blowing up
	   (181) it must be nice
	M (182) yeah
	   (183) I guess so
	    (184) we don't really have anything to fight about lately
	   (185) things have been relatively pleasant

An example of a Remark by the ongoing speaker in the nucleus, is:
In case study 9, A is circulating refreshments. At one point, she suggests that they should thank the person who provided them:

NUCLEUS	SATELLITE
M1: A to J CORE	**REMARK** A to all (7) be sure to thank him for it when he...

An example of an Incidental Query by the addressee or a listener, is:
In case study 5, Leslie talks to her mother about her clothes. Mother's incidental
query to her is whether she has washed them.

NUCLEUS	SATELLITE
CORE 　M2: L to Mom	**INCIDENTAL QUERY** Mom to L (16): did you wash those? L to Mom (17): yeah

An example of an Incidental Query by the ongoing speaker in the nucleus, is:
In case study 3, Georgina is telling Gabrielle about her having had her astrology
chart made. At one point she checks on Gabrielle's knowledge of astrology.

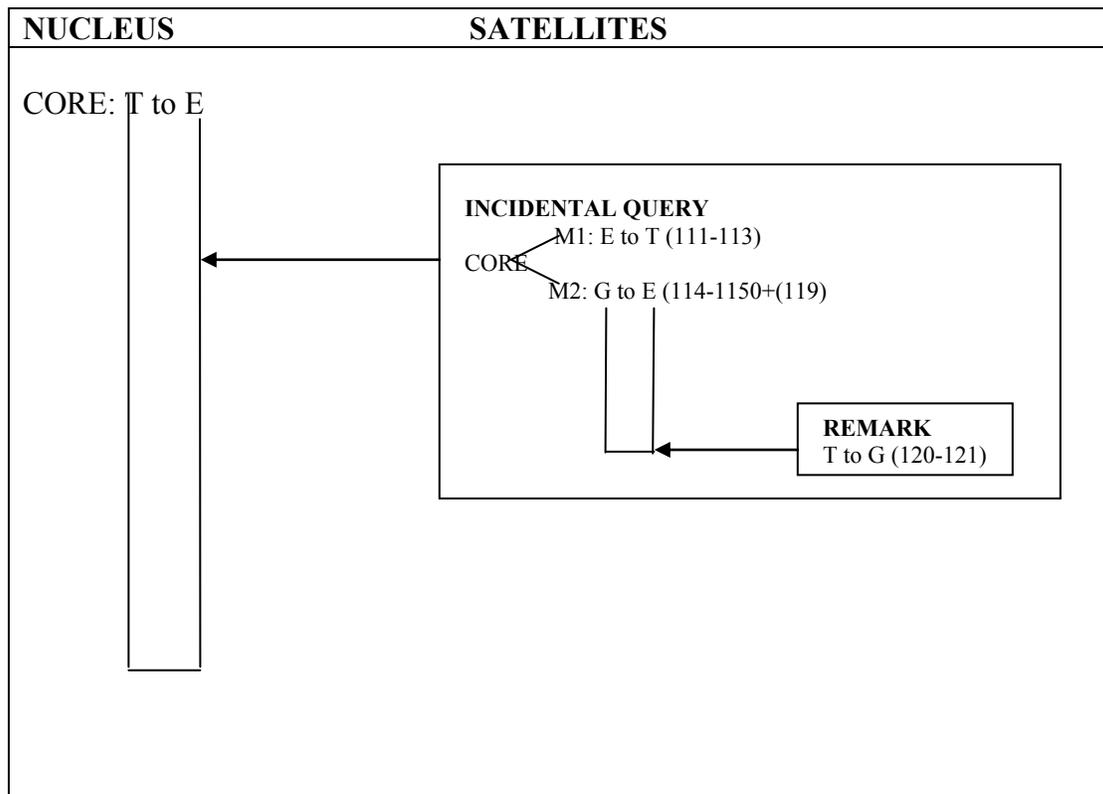| NUCLEUS	SATELLITE
CORE: GE	**INCIDENTAL QUERY** Ge to Ga: (126) well 　　　(127) you know a little bit about astrology 　　　(128) right? Ga to Ge: (129) yeah 　　　(130) a teeny bit 　　　(131) yeah

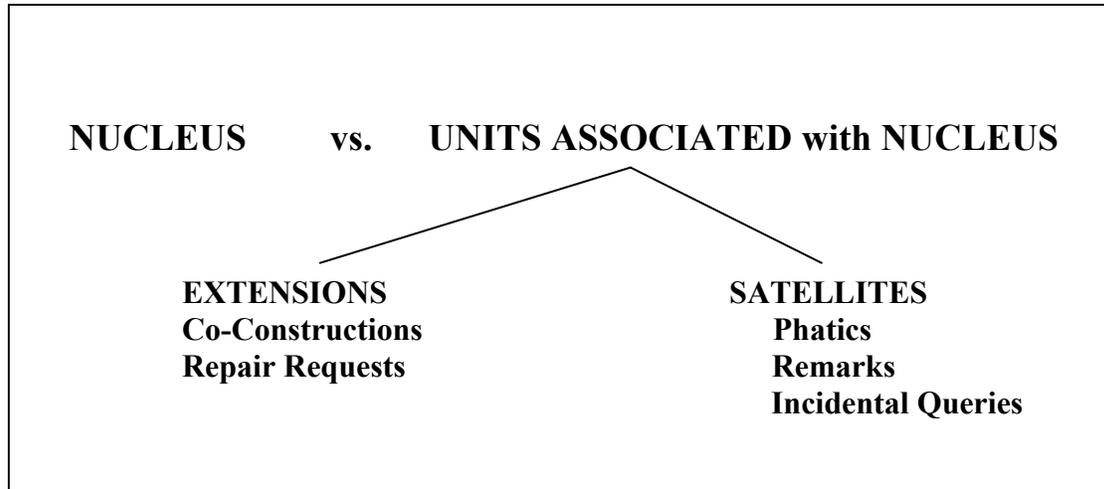Occasionally, a satellite may itself have a nucleus and a satellite.

Thus, in case study 11, Emily's incidental query, itself a satellite, (111-121) has a nucleus and a satellite.
The nucleus is the query by Emily to Tania regarding how to block a draft in their fireplace (111-113), and George's response as to how to do so (114-115+119).
The satellite is a remark by Tania to George to the effect that his suggestion is irrelevant because the fireplace in question is gas, not wood burning (120-121).

NUCLEUS	SATELLITES
CORE: T to E	

INCIDENTAL QUERY
M1: E to T (111-113)
CORE
M2: G to E (114-1150+(119)

REMARK
T to G (120-121)

A graphic representation of the structural relations between the units making up the internal structure of the basic units on the local level, is as follows:

NUCLEUS   vs.   UNITS ASSOCIATED with NUCLEUS

EXTENSIONS   **SATELLITES**
Co-Constructions   **Phatics**
Repair Requests   **Remarks**
                                     Incidental Queries

2. <u>Structural Slots within Constitutive Units</u>

The interactional internal structure of the nucleus and associated units (extensions and satellites) is characterized by the existence of three structural slots: **entry, core and exit.**

The core is always present. The entry and the exit are optionally present. They function as brackets (Kendon, 1977)[14] for the core. Both brackets, when present, are by the same participant: the one who initiates the unit also terminates it.

The first four VF stretches in Case Study 8 illustrate the significance of the presence versus absence of brackets.

In Stretch 1, initiated by Mom, both brackets are present:

ENTRY: Mom (13): okay

CORE: Mom asks if he got his paycheck which she sent him in the mail (14-16)
      Son answers in the affirmative (17)

EXIT: Mom (18-19): okay you got that
      Son (20): uh huh

In Stretches 2 and 3, also initiated by Mom, only one bracket is present in each. In Stretch 2, only exit is present:

CORE: Mom asks if he received another item she sent him (21-22)
      Son answers in the affirmative (23-24)

EXIT: Mom (48): okay

----
fn14
Kendon, Adam (1977) Studies in the Behavior of Social Interaction. Bloomingtron: Indiana University.

In Stretch 3, only entry is present:

> **ENTRY**: Mom (49): and
>
> CORE: Mom tells Son that she picked up his clothes (49-53)
>   Son is pleased (54)
> In Stretch 4, initiated by Son, no bracket is present:

In Stretch 4, initiated by Son, no bracket is prsent:

> CORE: Son informs Mother that he got a new jacket (55-60)

The presence versus absence of brackets seems to be a question of interaction style and information flow.
Mother's style is leisurely: She always uses one or both brackets.
Son's style is abrupt: He does not use brackets.

In addition, in the case of a participant who usually uses brackets lie Mom, the presence versus absence of an entry relates to the continuity or discontinuity of what is being talked about.
-The absence of an entry indicates the continuity of the information present in two contiguous stretches.
Thus, in stretches 2, Mom is pursuing a topic similar to the one in stretch 1: what she has sent Son. In stretch 2 she is mentioning another item that she just sent.
-The presence of an entry indicates the discontinuity of the information present in two contiguous stretches.
Thus, in stretch 3, Mom is starting a new topic: she informs Son that she picked up his clothes.

The presence versus absence of an exit relates to the way the transition between stretches is effected.
-The presence of an exit in stretch 2, is a normal transition for Mom.
-The absence of an exit is stretch3, is an abnormal transition for Mom: Son is taking over.

3. <u>Structural Statuses of Constitutive Units</u>

Units occupying the 3 types of structural slots, entry, core, exit in the nucleus and associated units,, are differentiated on the basis of three criteria: **number of speakers, interactional roles of speakers and relative weight of speakers**

The three criteria enter into the following algorithm:
(1) If there is only one speaker, the unit is either a univox or a quasi exchange, depending on the addressee's response.
-In a univox, there is no observable response from the addressee.
Univoxes can be very short, medium long, or very long.
Very short univoxes are found in most entries, exits and back channels.
Medium long univoxes are found in most remarks.
Very long univoxes are found in most monologues.

-In a quasi exchange, there is a nonverbal response by the addressee.
An example, in case study 12, is**:**

> E to MrE:
>   (86): I need money for the toll booth
>   (86'): MrE gives money to E

(2) If there are more than one speaker, the distinctive characteristic is the interational roles of the speakers: whether there is an **alternation** of 2, or more, speakers playing the same interactional role, or a **permutation** of one speaker by another playing a complementary interactional role, like that of questioner and responder.

If there is an alternation of speakers, then the unit is a **multilogue** (duo, trio, quartet, quintet).

An example of a TRIO is the Ritual Lament about N's actions in Case Study 9:

```
Round1: Lamentations by D and A

 T1: D (156-7)

 T2: A (163-4)

 Round2: Lamentations by D and A

 T1: D (166)

 T2 A (167-8)

 Round3: Lamentations by D and S

 T1: D (170)

  T3 S (171-2)
```

(3) If there is a permutation between 2 speakers, the distinctive characteristic is the relative weight of the speakers: whether or not they are on a par with each other.

-If both speakers are on a par with each other, then the unit is a **true dialogue.**

-If the 2 speakers are not on a par with each other, then the unit is either a **dyad** or a **false dialogue.**

The unit is a dyad if the second speaker only acknowledges what the first speaker says.
An example in case study 12, is:

```
MrE (72):okay
E (73):okay
```

An example in case study 8, is:

```
Mom (38): that was fast then
  Son (40): yeah
```

The unit is a false dialogue if the purpose of the main speaker is to make a univocal contribution, but he prefaces it with a dialogic **Prompt** (Maynard, 1989, p.97) or **Pre (**Schegloff, 1990**).**[15]

-In the case of a **false dialogue with a Prompt**, the preface is a Prompt + Response followed by a univocal contribution.
Thus, in case study 4, Louise is ready to forgive Muriel for having taken a day off work. She starts her informing to the good news that she made extra money with a Prompt responded to by Muriel:

PROMPT
M1: L (89): one good thing did come of it though
M2: M (90): what's that?

INFORMING PROPER
 L (91): I made $1500.00 in sales

-In the case of a **false dialogue with a Pre**, the preface is a regular Query + Response followed by a univocal contribution by the first speaker introduced by "because":
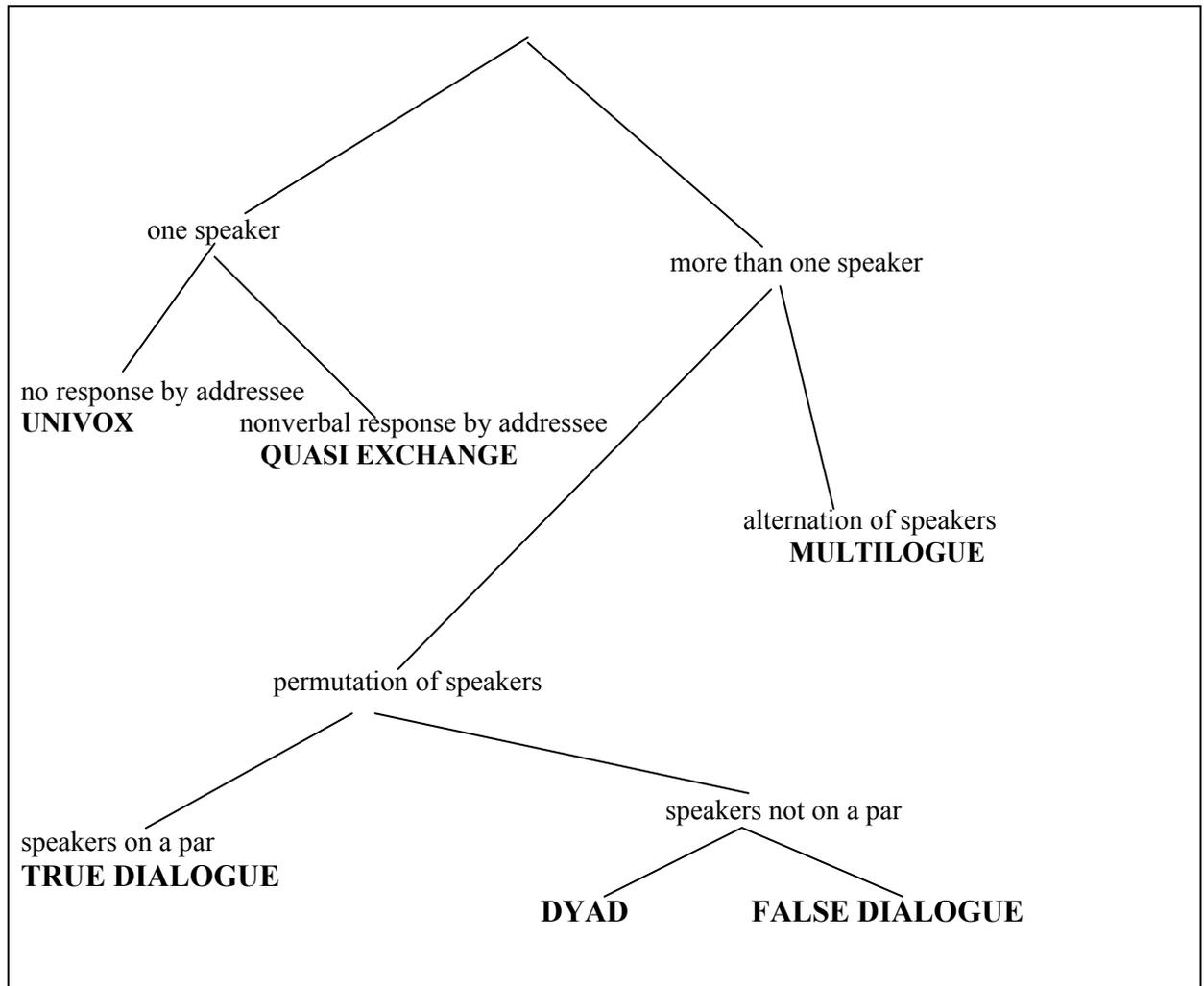

A: Query
B: Response
    +
A: because
    univocal contribution

Thus, in case study 5, Dad asks Leslie a series of three questions(26-39) as a Pre to his informing her that he heard on the news about the church she went to when she was in Albuquerque (40-56).

See Maynard, Douglas (1989) Prespective-Display Sequences in Conversation. In Western Journal of Speech Communication, 53, 91-113.
See also Schegloff, Emmanuel (1990) On the Organization of Sequences as a Source of 'coherence' in Talk in Interaction. In Bruce Dorvall ed. Conversation Organization and its Development. Ablex, 51-77.

A graphic representation of the algorithm for the structural statuses of constitutive units, is as follows:

one speaker

more than one speaker

no response by addressee
UNIVOX

nonverbal response by addressee
QUASI EXCHANGE

alternation of speakers
MULTILOGUE

permutation of speakers

speakers not on a par

speakers on a par
TRUE DIALOGUE

DYAD   **FALSE DIALOGUE**

(3) ANALYSIS of VERBAL FLOW STRUCTURE in CASE STUDIES

MACRO ANALYSIS

VERBAL FLOW SECTIONS

defining | Type of Talk
criteria | Modality of Talk (displaced; here-and-now)
for Verbal Flow | Focality (focal vs marginal)

segmentation | topic (displaced modality)
criterion
for VF Section | verbal responses to a triggering agent
(here-and-now modality)

BASIC UNITS: VF STRETCHES and VF SUBSTRETCHES
(as per semantic schemas)

INTERNAL STRUCTURE of BASIC UNITS
1. Structural Relations between constitutive units:
   NUCLEUS vs UNITS ASSOCIATED with NUCLEUS (EXTENSIONS and
   SATELLITES)
2. Structural Slots within constitutive units:
   ENTRY; CORE; EXIT

3. Structural Statuses of Constitutive Units:
   UNIVOX; MULTILOGUE; DIALOGUE; DYAD

MICRO ANALYSIS
Partial Rhetorical Organization of CORES

(4) PRESENTATION OF INFORMATION IN CASE STUDIES

The presentation starts with a Background Information before proceeding to the description of the Verbal Flow Structure and ending up with a brief presentaion of the information relevant to the Interaction Climate.

I. BACKGROUND INFORMATION
Give information available about event, participants, respondent(s) and place of the specimen in the event.

II. VERBAL FLOW STRUCTURE
A: SEGMENTATION OF TALK IN SPECIMEN

1) RESPONDENT'S SEGMENTATION
   + Transcript of Talk in specimen as segmented and characterized by respondent.
2) ANALYST'S SYSTEMATIZATION OF RESPOONDENT'S SEGMENTATION: VF SECTIONS.
3) COMPARISON between ANALYST'S and RESPONDENT'S SEGMENTATION.

B: BASIC UNITS
Each VF Section is examined in thur in order to ascertain how many basic units it contains. Then, the internal strucure of each basic unit, and the partial rhetorical organization of Talk in their respective cores, are described in detail.
For each VF Section:
1) RECAPITULATION
a) anaytic specification
b) transcript of Talk in Section
2) BASIC UNITS
3) DETAILED ANALYSIS of each basic unit
   a) internal structure
   b) rhetorical organization

III. DATA FROM RESPONDENT'S ACCOUNTS PERTAINING TO INTERACTION CLIMATE