



University of HUDDERSFIELD

University of Huddersfield Repository

Al-Owaidi, Muhtaram

Investigating Speech Acts in English and Arabic Short News Interviews: A Cross-Cultural Pragmatic Study

Original Citation

Al-Owaidi, Muhtaram (2018) Investigating Speech Acts in English and Arabic Short News Interviews: A Cross-Cultural Pragmatic Study. Doctoral thesis, University of Huddersfield.

This version is available at <http://eprints.hud.ac.uk/id/eprint/34754/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

<http://eprints.hud.ac.uk/>

**Investigating Speech Acts in English and Arabic Short News Interviews:
A Cross-Cultural Pragmatic Study**

Muhtaram Al-Owaidi

This thesis is submitted in partial fulfilment of the requirements for the
degree of Doctor of Philosophy in Linguistics and English Language
Department of Linguistics and Modern Languages
University of Huddersfield
UK

January 2018

Abstract

In the last three decades, Speech Act Theory has been displaced from the spotlight of pragmatic research and relegated to the back seat of this field. This has been the case despite the potential this theory still has to serve pragmatic research. This study is an attempt to revive and develop speech act theory by means of applying it to interactive naturally-occurring discourse proposing a number of different types of speech act and incorporating into analysis a wider range of pragmatic IFIDs. The main purpose of the study is to: (1) investigate speech acts in interaction and find out which illocutionary force indicating devices (IFIDs) are used to identify speech acts in an interactive context, and (2) compare the investigated speech acts and IFIDs cross-culturally between English and Arabic.

Regarding data, the study investigated 12 English and Arabic short news interviews (six each). Some of these were video-recorded live from BBC and Sky news channels (English dataset) and Al-Arabiya, Sky news Arabia and Al-Wataniya channels (Arabic dataset). Other interviews were downloaded from YouTube. Two topics were the focus of these interviews: (1) the immigration crisis in 2015 (six English and Arabic interviews), and (2) the Iranian nuclear deal in 2015 (six English and Arabic interviews). The study investigated the two datasets to find which speech acts are used in short news interviews and what interactional IFIDs are used to identify them.

Results show that many different speech acts are used in news interviews — the study counted 48 individual speech acts in the analysed interviews. However, it was found that a mere itemizing and classification of speech acts in the classical sense (Austin's and Searle's classifications) was not enough. In addition, the study identifies various new types of speech acts according to the role they play in the ongoing discourse. The first type is termed 'turn speech acts'. These are speech acts which have special status in the turn they occur in and are of two subtypes: 'main act' and 'overall speech act'. The second type is 'interactional acts'. These are speech acts which are named in relation to other speech acts in the same exchange. The third type is 'superior speech acts'. These are superordinate speech acts with the performance of which other subordinate (inferior) speech acts are performed as well. The study also found three different types of utterances vis-à-vis the speech acts they perform. These are 'single utterance' (which performs a single speech act only), 'double-edged utterance' (which performs two speech acts concurrently)

and 'Fala utterance' (which performs three speech acts together). As for IFIDs, the study found that several already-established pragmatic concepts can help identify speech acts in interaction. These are Adjacency Pair, Activity Type, Cooperative Principle, Politeness Principle, Facework, Context (Co-utterance and Pragmalinguistic cues). These devices are new additions to Searle's original list of IFIDs. Furthermore, they are expanding this concept as they include a type of IFID different from the original ones. Finally, the study has found no significant differences between English and Arabic news interviews as regards speech acts (types), utterance types and the analysed IFIDs.

The study attracts attention to Speech Act Theory and encourages further involvement of this theory in other genres of interactive discourse (e.g., long interviews, chat shows, written internet chat, etc.). It also encourages further exploration of the different types of speech acts and utterances discussed in this study as well as probing the currently-investigated and other IFIDs. It is hoped that by returning to the core insight of SAT (i.e., that language-in-use *does* things) and at the same time freeing it from its pragmalinguistic shackles, its value can be seen more clearly.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

In the Name of Allah Most Gracious Most Merciful

وَقُلْ رَبِّ زِدْنِيْ عِلْمًا

(طه: 114)

"O my Lord! Advance me in knowledge."

(Ta-ha: 114)

Acknowledgements

In the name of Allah the Most Gracious the Most Merciful

All praise and thanks are to the Almighty Allah for His showers of blessings and for giving me the power, courage, and patience to complete my study. I offer to Him all gratitude and seek His assistance, forgiveness, and guidance to the right path.

First and foremost I would like to thank and express my sincere gratitude to my supervisor Dr. Jim O'Driscoll for being tremendous mentor for me. I do appreciate his support, encouragement and valuable advice and remarks during my work on this thesis. His confidence in my work has always inspired and pushed me in the right direction. Not forgotten, my appreciation to my co-supervisor, Prof. Daniel Ka'da'r for his help in my project.

A very special gratitude goes out to my family, my parents, brothers and sisters who have provided me with moral and emotional support throughout the past four years. I am really grateful to your prayers which have sustained me thus far. I must express my very profound gratitude to my beloved husband who provided me with unfailing support and continuous encouragement along the way. A big 'thank you' goes also to my baby, the best daughter I could ever have. One look in your eyes, baby, was enough to give me the strength to overcome all the difficulties and push me forward when I was about to give up.

I am also grateful to the government of my country represented by the Iraqi Ministry of Higher Education and Scientific Research for funding this project.

And finally, last but by no means least, I express my thanks to my friends and colleagues and everyone who provided me with any kind of help during my pursuit of my PhD degree.

CONTENTS

Abstract	i
Acknowledgements	iv
List of Tables	x
List of Figures	xiv
List of Abbreviations	xv
Transcription Key	xvi
Chapter One	1
Introduction	1
1.1 Statement of the Problem and Rationale for the Study	1
1.2 Research Questions	2
1.3 Structure of the Study	3
Chapter Two: Literature Review	4
2.1 Introduction	4
2.2 Speech Act Theory (SAT)	4
2.2.1 Types of speech acts: explicit and implicit performatives	7
2.2.2 Felicity conditions	9
2.2.3 Categories of speech acts.....	11
2.2.3.1 Austin’s classification of speech acts	11
2.2.3.2 Searle’s classification of speech acts.....	12
2.2.4 Illocutionary goal and illocutionary act.....	14
2.2.5 Illocutionary force Indicating devices	16
2.2.6 Indirect speech acts.....	16
2.2.7 Speech act indeterminacy	19
2.2.8 Are speech acts universal or culture-specific?	20

2.3 Context and Speech Acts.....	22
2.4 Grice's Cooperative Principle	25
2.5 Politeness Theory	27
2.5.1 Definitions of politeness	28
2.5.2 Waves of politeness theories: first, second and third	29
2.5.3 Brown and Levinson's theory of politeness	32
2.5.4 Leech's theory of politeness	36
2.5.5 Politeness and politic behaviour	39
2.5.6 Face(work).....	40
2.5.7 Individual Face and Group Face.....	43
2.6 News Interviews	45
2.6.1 Political news interviews	47
2.6.2 Interviewer's neutralism and adversarialness.....	48
2.6.3 The structure of news interviews.....	50
2.6.3.1 Opening sequence.....	50
2.6.3.2 Main sequence	51
2.6.3.3 Final sequence (closing sequence)	51
2.7 Speech Act Theory and Conversation Analysis.....	51
2.7.1 CA contribution to speech act recognition	51
2.7.2 SAT and CA: Different views to action, intention, action organization, and data.....	53
2.7.3 Recognizing speech acts in conversation	55
2.7.3.1 Turn design.....	57
2.7.3.2 Adjacency pairs	58
2.7.3.3 Activity type	59
2.7.3.4 Discourse markers	61
2.8 Summary	64

Chapter Three: Methods	65
3.1 Introduction	65
3.2 Materials.....	65
3.3 Data Collection.....	65
3.4 Data Analysis	68
3.5 Transcription and Translation.....	72
3.6 Summary	73
Chapter Four: Results.....	74
4.1 Introduction.....	74
4.2 Key terms of analysis:	74
4.3 Individual Speech Acts.....	77
4.4 Speech Act Categories	84
4.5 Turn Speech Acts.....	85
4.6 Utterance Types	86
4.7 Pragmatic Indicators.....	88
4.8 Conclusion.....	88
Chapter Five: English News Interviews: Data Analysis	90
5.1 Introduction.....	90
5.2 English Immigration Crisis Interviews	90
5.2.1 Interview 1 (David Burrows).....	90
5.2.1.1 Interview 1 analysis	93
5.2.1.2 Interview 1 statistics	104
5.2.2 Interview 2 (Stephan Hale)	106
5.2.2.1 Interview 2 Analysis.....	109
5.2.2.2 Interview 2 statistics	122
5.2.3 Interview 3 (Yvette Cooper).....	124

5.2.3.1 Interview 3 analysis	127
5.2.3.2 Interview 3 statistics	138
5.3 English Nuclear Deal Interviews	140
5.3.1 Interview 4 (Fred Fleitz)	140
5.3.1.1 Interview 4 analysis	142
5.3.1.2 Interview 4 statistics	153
5.3.2 Interview 5 (Tom Wilson)	155
5.3.2.1 Interview 5 analysis	158
5.3.2.2 Interview 5 statistics	167
5.3.3 Interview 6 (Arash Aramesh)	169
5.3.3.1 Interview 6 analysis	171
5.3.3.2 Interview 6 statistics	177
5.4 Summary	178
Chapter Six: Arabic News Interviews: Data Analysis	179
6.1 Introduction	179
6.2 Arabic Immigration Crisis Interviews.....	179
6.2.1 Interview 7 (Rami Al-Ali) (3 minutes and 40 seconds)	179
6.2.1.1 Interview 7 analysis	182
6.2.1.2 Interview 7 statistics	189
6.2.2 Interview 8 (Faisal Jalul) (6 minutes and 14 seconds)	191
6.2.2.1 Interview 8 analysis	195
6.2.2.2 Interview 8 statistics	208
6.2.3 Interview 9 (Mohammed Abu Asaker) (5 minutes and 35 seconds).....	210
6.2.3.1 Interview 9 analysis	214
6.2.3.2 Interview 9 statistics	223
6.3 Arabic Nuclear Deal Interviews	225

6.3.1 Interview 10 (Riadh Al-Sidaoui) (4 minutes and 14 seconds)	225
6.3.1.1 Interview 10 analysis	228
6.3.1.2 Interview 10 statistics	237
6.3.2 Interview 11 (Abdul-Rahman Al-Tireri) (5 minutes and 10 seconds)	239
6.3.2.1 Interview 11 analysis	243
6.3.2.2 Interview 11 statistics	250
6.3.3 Interview 12 (Nathan Tek) (3 minutes and 20 seconds).....	252
6.3.3.1 Interview 12 analysis	254
6.3.3.2 Interview 12 statistics	262
6.4 Summary	263
Chapter Seven: Discussion.....	265
7.1 Introduction	265
7.2 Research Questions: Answers and Discussion	265
7.3 The Structure of the Analysed Interviews: Some Observations	271
Chapter Eight: Conclusions.....	273
8.1 Introduction	273
8.2 Summary of Findings	273
8.3 Contribution of the Study	277
8.4 Limitations of the Study	279
8.5 Recommendations for Future Research	279
8.6 Concluding Remarks.....	280
References.....	281

List of Tables

Table 1: English Sentence Types with their Direct Acts	17
Table 2: The Path between Illocutionary Force and Illocutionary Goal in a Direct Speech Act	18
Table 3: The Path between Illocutionary Force and Illocutionary Goal in an Indirect Speech Act	19
Table 4: General Information about the Analysed Interviews.....	67
Table 5: Individual Speech Acts in the Analysed News Interviews	77
Table 6: Individual Speech Acts of the Analysed Interviews in Relation to Interviewers and Interviewees	79
Table 7: Superior and Inferior Acts in the Analysed News Interviews	82
Table 8: The Speech Acts Used in the Opening and Closing Sequences of the Analysed Interviews	83
Table 9: Speech Acts Categories of the Analysed News Interviews	84
Table 10: Types of Turn Speech Acts in the Analysed News Interviews	86
Table 11: Utterance Types in the Analysed News Interviews in Relation to Speech Acts	87
Table 12: Speech-Act Pragmatic Indicators in the Analysed News Interviews	88
Table 13: Interview 1: Individual Speech Acts	104
Table 14: Interview 1: Frequencies of Speech Act Categories	105
Table 15: Interview 1: Types of Turn Speech Acts	105
Table 16: Interview 1: Utterance Types in Relation to Speech Acts	105
Table 17: Interview 1: Frequencies of Pragmatic Indicators	105

Table 18: Interview 2: Individual Speech Acts	122
Table 19: Interview 2: Frequencies of Speech Act Categories	123
Table 20: Interview 2: Types of Turn Speech Acts	123
Table 21: Interview 2: Utterance Types in Relation to Speech Acts	123
Table 22: Interview 2: Frequencies of Pragmatic Indicators	123
Table 23: Interview 3: Individual Speech Acts	138
Table 24: Interview 3: Frequencies of Speech Act Categories	138
Table 25: Interview 3: Types of Turn Speech Acts	139
Table 26: Interview 3: Utterance Types in Relation to Speech Acts	139
Table 27: Interview 3: Frequencies of Pragmatic Indicators	139
Table 28: Interview 4: Individual Speech Acts	153
Table 29: Interview 4: Superior Speech Act	154
Table 30: Interview 4: Frequencies of Speech Act Categories	154
Table 31: Interview 4: Types of Turn Speech Acts	154
Table 32: Interview 4: Utterance Types in Relation to Speech Acts	154
Table 33: Interview 4: Frequencies of Pragmatic Indicators	155
Table 34: Interview 5: Individual Speech Acts	167
Table 35: Interview 5: Frequencies of Speech Act Categories	168
Table 36: Interview 5: Types of Turn Speech Acts	168
Table 37: Interview 5: Utterance Types in Relation to Speech Acts	168
Table 38: Interview 5: Frequencies of Pragmatic Indicators	168
Table 39: Interview 6: Individual Speech Acts	177

Table 40: Interview 6: Frequencies of Speech Act Categories	177
Table 41: Interview 6: Types of Turn Speech Acts	177
Table 42: Interview 6: Utterance Types in Relation to Speech Acts	178
Table 43: Interview 6: Frequencies of Pragmatic Indicators	178
Table 44: Interview 7: Individual Speech Acts	189
Table 45: Interview 7: Frequencies of Speech Act Categories	190
Table 46: Interview 7: Types of Turn Speech Acts	190
Table 47: Interview 7: Utterance Types in Relation to Speech Acts	190
Table 48: Interview 7: Frequencies of Pragmatic Indicators	190
Table 49: Interview 8: Individual Speech Acts	208
Table 50: Interview 8 Superior Act	208
Table 51: Interview 8: Frequencies of Speech Act Categories	209
Table 52: Interview 8: Types of Turn Speech Acts	209
Table 53: Interview 8: Utterance Types in Relation to Speech Acts	209
Table 54: Interview 8: Frequencies of Pragmatic Indicators	209
Table 55: Interview 9: Individual Speech Acts	223
Table 56: Interview 9: Frequencies of Speech Act Categories	224
Table 57: Interview 9: Types of Turn Speech Acts	224
Table 58: Interview 9: Utterance Types in Relation to Speech Acts	224
Table 59: Interview 9: Frequencies of Pragmatic Indicators	224
Table 60: Interview 10: Individual Speech Acts	237
Table 61: Interview 10: Frequencies of Speech Act Categories	237

Table 62: Interview 10: Types of Turn Speech Acts	238
Table 63: Interview 10: Utterance Types in Relation to Speech Acts	238
Table 64: Interview 10: Frequencies of Pragmatic Indicators	238
Table 65: Interview 11: Individual Speech Acts	250
Table 66: Interview 11: Frequencies of Speech Act Categories	250
Table 67: Interview 11: Types of Turn Speech Acts	251
Table 68: Interview 11: Utterance Types in Relation to Speech Acts	251
Table 69: Interview 11: Frequencies of Pragmatic Indicators	251
Table 70: Interview 12: Individual Speech Acts	262
Table 71: Interview 12: Frequencies of Speech Act Categories	262
Table 72: Interview 12: Types of Turn Speech Acts	262
Table 73: Interview 12: Utterance Types in Relation to Speech Acts	263
Table 74: Interview 12: Frequencies of Pragmatic Indicators	263

List of Figures

Figure 1: Brown & Levinson's (1987) Possible Strategies for Doing FTAs	34
Figure 2: Possible Stratification of Social Groups	45
Figure 3: Sample of Data Analysis (Taken from 'Interview 3' in 4.3.3).....	69
Figure 4: Old Iraqi Fishing Tool (Fala).....	76

List of Abbreviations

AT	Activity Type
AP	Adjacency Pair
Ass	Assertive
CA	Conversation Analysis
Com	Commissive
Co-uttr	Co-utterance
CP	Cooperative Principle
Dec	Declaration
Dir	Directive
Exp	Expressive
FW	Facework
IFID	Illocutionary Force Indicating Device
MP	Member of Parliament
Post-sup	Post-supported
Pre-ind	Pre-indicated
Pre-sup	Pre-supported
PP	Politeness Principle
SA	Speech Act
SA Catg	Speech act category
SAT	Speech Act Theory
TCU	Turn-construction Unit

Transcription Key

::	elongated sound
££	‘smile voice’ talking while smiling
(1)	pause in talk measured in seconds
[talk overlaps with next speaker
Underline	word is emphasised
((word?))	best guess of what was said
Err / erm	voiced pause
He he he	laughter, transcribed as heard

Chapter One

Introduction

1.1 Statement of the Problem and Rationale for the Study

This is a cross-cultural pragmatic study whose main aim is to investigate speech acts in interaction in English and Arabic short news interviews and determine some of the ‘illocutionary force indicating devices’ (henceforth IFIDs) used to indicate those speech acts. Speech act theory appeared as a revolutionary theory in the field of linguistics in the 1950s due to the seminal works of Austin which were later assembled by his students in the book *How to Do Things with Words*. This theory can be said to have given impetus to the establishment of the field of pragmatics and was central to pragmatically oriented work from 1960s up to the late 1980s. During this period, speech act theory was the main stream of the pragmatics field. It inspired many researchers and stimulated many critiques. However, it was relegated to the back seat in the pragmatics field in favour of politeness theory after the publication of Brown and Levinson’s (1978/1987) seminal work. Since its inception, speech act theory has been characterised with: (1) investigating the speech acts of individual utterances or short encounters that are mainly elicited rather than naturally-occurring data, (2) concentrating on pragmalinguistic properties such as the role of the utterance’s proposition and Searle’s traditional list of IFIDs in conveying the intended speech act, and (3) involving context as a one entity without probing its various and heterogeneous contents properly.

The present study is an attempt to revive speech act theory and bring it back into the spotlight again. It also attempts to apply this theory to a construct with which it is not customarily associated, i.e., naturally-occurring extended threads of interaction. There is shortage in pragmatic research dealing with speech acts in real-life interactions, especially political discourse. To my knowledge only a handful of studies have tackled this issue (e.g., Harris et al., 2006; Underwood, 2008). This study will focus on one genre of the political discourse, i.e., short news interviews. In my survey of the literature, I found almost nothing about speech acts in news interviews. Thus, the current study is intended to plug this gap in the literature to a degree. News interviews are chosen in this study over other genres of political discourse for one main reason. Usually, if not always, they use formal language which means that they are going to be understood by all competent users of a language regardless of their background dialects. For

instance, news interviews on the BBC are understood by all people in English-dominant communities. Similarly, interviews which use standard Arabic are understood by all Arab viewers in the pan-Arab homeland. Consequently, the study will be easily understood and benefited from by a wide range of English and Arabic researchers and readers. This advantage would not be available if the study were about, say, a chat show which uses colloquial language.

The study also attempts to verify Searle's concept of *Illocutionary Force Indicating Device* (henceforth IFID) and see how applicable it is to speech acts in interaction. To the best of my knowledge, no previous study has tackled this concept in interactive speech acts. The study will examine some pragmatic aspects such as the Cooperative Principle (CP) and the Politeness Principle (PP) and see if they can function as indicating devices of speech acts in interaction.

This study cross-culturally compares speech acts in short news interviews in English and Arabic. By so doing, it also plugs another gap in the literature which relates to the scarcity of such comparative studies between these two languages in particular.

1.2 Research Questions

The study attempts to answer the following two main research questions:

1. What speech acts are used in English and Arabic short news interviews?

From this main question the following three sub-questions arise:

1a. What *kinds* of speech acts are used in short news interviews?

1b. How far or close are the English and Arabic news interviews as regards the speech acts used in them?

1c. Do the findings lend more support to the notion of the the universality of speech acts or to that of their culture-specificity? For example, do English and Arabic appear to have the same inventory of speech acts in short news interviews?

2. What needs to be developed in speech act theory to make it more interactional?

From this second main question, the following sub-questions arise:

2a. To what extent can classical speech act theory account for what interactants do by what they say in short news interviews as a communicative discourse?

- 2b. Can the following pragmatic concepts be indicators (IFIDs) of the speech acts used in English and Arabic news interviews: Adjacency Pair, Activity Type, Cooperative Principle, Politeness Principle, Facework, Context (Co-utterance and Pragmalinguistic cue)? If so, to what extent?
- 2c. How are utterances classified vis-à-vis the speech acts they perform?
- 2d. What Searlean categories are used in English and Arabic short news interviews?

1.3 Structure of the Study

This study falls into eight chapters. Chapter two introduces and discusses the literature on the theories and concepts which are related to the subject of the study (speech acts in news interviews). First, it reviews speech act theory: how it was established by John Austin and developed by John Searle. It also discusses the speech-act-related concepts of illocutionary goal/act, indirect speech acts and speech act indeterminacy. Afterwards it explains the role of context in the interpretation of speech acts. The chapter also reviews the other relevant pragmatic theories of Cooperative Principle and politeness as well as the available literature on news interviews.

Chapter three is devoted to presenting the methods of the study. It details the procedure of data collection and the model used for analyzing the data. Chapter four presents the quantitative results of the two analysed datasets. Chapters five and six contain the qualitative analysis of the English and the Arabic datasets respectively. Each dataset includes six short news interviews on two different topics (three on each topic).

Chapter seven discusses the results and provides answers to the research questions. Finally, chapter eight is the concluding chapter of the study in which the major findings are summarized. It also discusses the contributions and the limitations of the study and provides recommendations for future research.

Chapter Two

Literature Review

2.1 Introduction

This chapter reviews the subjects that are relevant to the topic of this study which is speech acts in short news interviews. Being the subject investigated, it is important to expound Speech Act Theory and highlight the contributions of the pioneers of this theory, i.e., J. L. Austin and J. R. Searle. Thus, section two is devoted to displaying a brief history of Speech Act Theory and how it was proposed by John Austin and developed by John Searle. Section three discusses context and the role it plays in recognizing speech acts. In section four, Grice's Cooperative Principle and its four maxims are reviewed. The study will verify whether observance/non of the maxims of this Principle can help identify speech acts in interaction. Section five reviews the prominent theories of politeness as the study attempts to reveal whether there is connection between politeness theory and the process of creating/recognizing the intended speech acts in short news interviews. Section six reviews some literature about news interviews (particularly political news interviews); how they are structured and the journalistic norms the interviewer would adhere to. This is because the data of the study is naturally-occurring data selected mainly from political news interviews. Finally, section seven handles the relation between Speech Act Theory and conversation analysis as different approaches to the analysis of speech on the utterance level and sequence level respectively. It mentions some of the aspects within conversation analysis that are thought to contribute to speech act production/recognition.

2.2 Speech Act Theory (SAT)

Speech Act Theory (henceforth SAT) has been of great interest to scholars of different fields of knowledge: psychology, literature, anthropology, philosophy and linguistics. However, its influential and technical literature has derived from philosophy (Levinson, 1983, p. 226). The origins of this theory can be traced back to the 20th century and the disagreement between two philosophical groups: ordinary language philosophers such as J. L. Austin, his student H. P. Grice and their followers and the logical positivist philosophers represented by G. E. Moore, Bertrand Russell and like-minded philosophers. The latter claim that in order for a sentence to be

meaningful, its truthfulness has to be tested empirically; otherwise, it is meaningless. According to logical philosophers, a sentence like *the sky is blue* is an example of a meaningful sentence as its truth can be easily verified; one can simply look at the sky and find out what its colour is. Another example is a sentence like *the sun rises from the west* which is also considered meaningful as its falsity can simply be tested if one wakes up in the morning and identifies where the sun rises from. In the same way, logical philosophers would consider a sentence like *my mother is myself* to be meaningless as it cannot be verified in terms of truth conditions; it makes no sense that the speaker can be the mother of her own self. But, what if we look at this sentence from another angle? What if this sentence is said metaphorically by the speaker to express her love to her mother and that she loves her mother as she loves her own self?

In fact our everyday life is full of sentences that are considered illogical or meaningless from the point of view of logical philosophers. In our daily interactions, we use sentences like *he came from heaven to save my life*, *a car came from nowhere and hit mine*, etc. but we do not judge them as false or meaningless; we try to make sense of them and respond properly. This fact was observed by Austin (1962) who believed that people manage to communicate easily and successfully even with imperfect or illogical language. In his lectures which were published posthumously as '*How to do things with words*', Austin refuted the logical positivist view which based understanding language on truth conditions. Furthermore, Austin proposed a set of sentences that are not intended to say or describe anything and, thus, cannot be judged as being true or false (P. 29). For example, consider the following sentences:

1. I take this woman to be my wife.
2. I bequeath my entire estate to my daughter.
3. I bet you £10 Real Madrid will win the match.
4. I declare you a knight.
5. I name this ship the Mesopotamia.
6. I quit.
7. I give you my word.

According to Austin, none of these sentences can be judged true or false. In fact, they are not intended to simply give information about something or somebody; rather, they are intended to perform actions (e.g., marrying, betting, naming, etc.). Austin termed such sentences (or utterances) as performatives as opposed to *constatives* (sentences which are subject to truth conditions), a view

that Austin himself abandoned in the last chapters of his series maintaining that even constatives perform an act, that is, the act of stating something.

In fact, many centuries before Austin, old Arab grammarians and rhetoricians such as Al-Jurjani (died in 1078 A.D) and As-Sakkaki (1160 – 1229 A.D) distinguished between what they called 'Khabar' (constative) and 'Insha'a' (performative). The former is used to refer to any sentence that tells about a fact or a state of affairs and whose content can be tested to be either true, e.g., السماء فوقنا (the sky is above us), الكل أكبر من الجزء (the whole is bigger than the part) or false, e.g., الخيانة فضيلة (betrayal is a virtue), الأسبوع خمسة أيام (the week is five days), etc. Insha'a, on the other hand, is the type of sentence that cannot be verified in terms of truth conditions as their speakers do not state or describe something, but perform an action. Arab linguists further classified Insha'a into two subtypes: directive and non-directive. Directive performatives include: الأمر (imperative), النهي (negative imperative), الاستفهام (interrogative), التمني (wishing), النداء (vocative), الدعاء (invocating), and الالتماس (soliciting). Non-directive performatives include: المدح والذم (praise and dispraise), صيغ العقود (contracts formulae), القسم (oath), التعجب (exclamation), and الرجاء (hoping), (for more details see Al-Hindawi et al., 2014).

Austin (Austin, 1962, p. 94) further observed that utterances can be viewed in terms of three aspects: *locutionary act* "the act of saying something", i.e., producing an expression with sense and reference; *illocutionary act* "the performance of an act in saying something", i.e., the act produced by saying something, e.g., ordering, requesting, inviting, etc., and *perlocutionary act* "what we bring about or achieve by saying something", i.e., the effect of the speaker's utterance on the hearer. For instance, in an utterance like *I am feeling unwell*, which is said by a wife to her husband who has just invited her to go to the cinema, the locutionary act is the same words uttered by the wife, i.e., *I am feeling unwell*; the illocutionary act is refusing the invitation and the perlocutionary act is, for the husband, to cancel the idea.

The term *illocutionary act* has been used synonymously with *speech act*, *illocutionary force*, *pragmatic force*, or just *force* although there might be some differences in the theoretical positions implied by one rather than another (Thomas, 1995, p. 51). To this list of terms, we can add *pragmatic act* to mean the same thing (e.g., Mey, 2001 and Culpeper & Haugh, 2014). It is this illocutionary act or speech act that I will be concerned with in this study. I will mainly try to approach the speech acts performed from the hearer perspective, i.e., how the speech act is recognized by the hearer. This recognition relies on various contextual factors including, our

knowledge of the world (e.g., knowledge of the speaker, knowledge of the hearer, etc.), activity type, broader milieu, etc.

2.2.1 Types of speech acts: explicit and implicit performatives

Austin (1962) considers all utterances as performing acts when uttered in contexts. Therefore, he refers to all speech acts as performatives. He proposed a dichotomy between two types of performatives, namely, explicit performatives and implicit performatives. Before discussing the two types of performatives, it is important to know what Austin means by a performative verb. It is the verb which refers explicitly to the speech act done by the utterance in which it occurs (e.g., naming, betting, declaring, apologizing, thanking, quitting). For illustration, consider the following examples,

- 8. a. I promise to help you.
- 9. a. I confess my sins.
- 10. a. We thank you for your patience.

The verbs *promise*, *confess* and *thank* refer directly to the actions (i.e., promising, confessing, thanking) performed by the utterances (8a-10a) respectively, thus, they are all performative verbs. Austin (1962, p. 57-61) proposed the *hereby* test to differentiate performative verb from non-performative verb. This test is applied in this way. The word *hereby* is inserted between the subject and the verb so that if it sounds acceptable, then the verb is performative, if not, it is not. Utterances (8-10) all accept this test,

- 8. b. I hereby promise to help you.
- 9. b. I hereby confess my sins.
- 10. b. We hereby thank you for your patience.

On the other hand, if the utterance does not accept the *hereby* test, it cannot be said to have a performative verb. For example, *I go to work every day* cannot accept this test (**I hereby go to work every day*). Hence, it does not contain a performative verb.

Now the questions that are raised here are: do only utterances containing performative verbs perform actions as Austin (1962) claims? And do utterances containing performative verbs always perform actions? Let us have a look at the examples below:

11. I apologize for my bad behaviour.
12. I apologize for not killing you last time.
13. I am sorry for not coming to your party.

It is obviously clear that sentence (11) is performative; the speaker performs the speech act of apologizing for his/her bad behaviour. Sentence (12), although it has the verb *apologize* mentioned explicitly, it is by no means considered to perform the act of apologizing. The most problematic for Austin was sentence (13) and the like. In our daily interaction, we use such a sentence to perform the speech act of apologizing despite the absence of the performative verb '*apologize*'. Such sentences led to the collapse of Austin's view that only sentences containing performative verbs perform actions. Sentences (12) and (13) clearly show the possibility of finding a performative verb not performing the act it is correlated with, and an utterance performing an action despite not having a performative verb. In the light of such examples, Austin (1962) introduced his main dichotomy between *primary* or *explicit* performatives and *implicit* performatives. Explicit performatives can be used by the speaker to avoid any misunderstanding of the force of the utterance s/he says, (Thomas 1995, p.47), e.g.,

14. I remind you to deliver your reports by the end of this week.
15. I need you to deliver your reports by the end of this week.

These two sentences perform the same action; the action of reminding hearers to deliver the reports. The difference is that the utterance in (14) includes an explicit performative verb to perform the act of reminding, and it is more formal, whereas the utterance in (15) performs the same act implicitly and informally. There is no chance for the hearer of (14) to understand the utterance to be doing any act other than reminding.

Although there is no considerable difference in meaning between explicit and implicit performatives, some formal or ritual situations require specific forms to be used (Thomas, 1995, p. 47). For example, in a ritual ceremony like marriage, the priest (or minister) uses the explicit form *I pronounce you husband and wife* or *I pronounce that they are man and wife* to declare that the

couple are married. These specific words have to be used in order for the marriage to be completed successfully, whereas implicit performatives will not fit the purpose in such situations.

2.2.2 *Felicity conditions*

So far, it has been obvious that performatives are not recognized in terms of truth conditions. Austin (1962, p.14-15) introduced the concept of *felicity conditions* which refers to the set of conditions the availability of which renders the performative used *felicitous* or *happy* (successful). In other words, these conditions are necessary for the successful and appropriate performance of any speech act. Austin's felicity conditions are as follows:

A: (1) There must exist a conventional procedure with a conventional effect.

(2) The circumstances and persons must be appropriate for the invocation of the procedure.

B: (1) The procedure must be executed correctly.

(2) The procedure must be executed completely.

C: Often

(i) The persons participating in the procedure must have the required thoughts, feelings and intentions and

(ii) If consequent conduct is specified, then the relevant participants must do it.

In the light of these conditions, in order for a sentence like *I pronounce you husband and wife*, which is mentioned above, to be felicitous, it must be said in the right procedure, at the right place and time and the person who utters it should have the status required (i.e., authorized) to perform the act of marrying people. Otherwise, it is going to be *infelicitous* or *unhappy*. Another example, if a judge sentenced somebody in the courtroom according to condition a (i) above using the conventional expression *I sentence you to three years in prison*, one could not object because it satisfies all the requisites of the act of sentencing. In some performatives, participants must have requisite thoughts, feelings or intentions to make their performatives felicitous. Sentence (12) is considered infelicitous as an act of apologizing because the speaker does not have the intention required for making an apology, i.e., he is using the form of apology, yet

performing a different speech act. The act may be regretting, joking, etc. depending on the situation wherein the utterance is uttered.

Searle (1969) developed Austin's notion of felicity conditions. He argues that felicity conditions do not merely refer to dimensions which when not met utterances can go wrong; rather, they actually work as essential constituents of illocutionary forces (Levinson, 1983: 238). In other words, he attempts to systematize and formalize Austin's conditions establishing a set of *constitutive rules* – rules that create the activity itself such as the rules of a chess game, (Culpeper and Haugh, 2014, p. 162). He also argues that speech acts are subject to four types of felicity conditions: propositional content condition, preparatory condition, sincerity condition, and essential condition. Searle (1969, p. 66-67) offers a set of rules or conditions for nine speech acts: *promising, requesting, asserting, questioning, thanking, advising, warning, greeting, and congratulating*. For example, he summarizes the felicity conditions he gives for requests as follows (p. 66):

Propositional content: Future A (act) of H (hearer)

Preparatory condition: H is able to do A. S (speaker) believes H is able to do A. It is not obvious to both S and H that H will do A in the normal course of events of his own accord.

Sincerity: S wants H to do A.

Essential: Counts as an attempt to get H to do A.

Thomas (1995, p. 95), although considering Searle's conditions as helpful in recognizing some speech acts, raises some problems related to his work. One problem lies in the difficulty of distinguishing one speech act from another in some cases (e.g., ordering versus commanding). Another problem relates to the elasticity of speech act verbs, i.e., the same speech act verb can be used to perform a range of different speech acts. According to Thomas (1995), Searle attempted to approach pragmatics in terms of rules that are appropriate to grammar, whereas, in her opinion speech acts are better recognized in terms of principles that regulate (not constitute) the establishing of speech acts rather than rules which cannot satisfactorily capture their complexity, (p.107).

In the following subsection, a review will be given to the pioneers' classification of speech acts. The most prominent are those proposed by Austin (1962) and developed by Searle (1975).

2.2.3 Categories of speech acts

Various attempts have been made to classify speech acts (illocutionary acts), e.g., Austin (1962), Searle (1975), Bach and Harnish (1979), Leech (1983). The most prominent were those of Austin, who proposed a classification that became the basis for later classifications, and Searle who revised and re-classified Austin's categories. The other subsequent attempts, however, are in general either modifications or refinements of either Austin's or Searle's models of classifications.

2.2.3.1 Austin's classification of speech acts

The first attempt to classify speech acts is made by Austin (1962). It is considered the starting point that aims at finding a better understanding for the nature of speech acts. Austin provided his taxonomies at a later stage of his theory. In the very beginning, he introduced, as mentioned earlier, a list of performative verbs and considered that only utterances containing such verbs can perform speech acts. However, discovering the unfeasibility of such an attempt, Austin abandoned this idea in favour of a more feasible one, i.e., providing a list of illocutionary forces (speech acts) and assigning to each one a bundle of verbs that express it assuming that the list is exhaustive for all verbs. Austin's categories of illocutionary forces are mentioned below, (Austin, 1962, p. 150-163):

- 1. Verdictives:** these acts refer to the process of giving a verdict, i.e., they are the speech acts used by a jury, arbitrator, or umpire. They are acts of judgements, in contrast to the legislative and executive acts which belong to the second type exercitives. Some of the examples are: *assess, value, estimate, convict, rule*, etc.
- 2. Exercitives:** they are typified by exercising power, rights, or influence in issuing a decision. Legislative and executive acts belong to this type. Examples are verbs like: *vote, order, warn, advise, claim, appoint, enact, name*, etc.
- 3. Commissives:** these are the type of acts which, when made by the speaker, s/he commits him/herself to some course of action. Some possible examples are: *promise, swear, vow, bet, undertake*, etc. Commissives also include "declarations or announcements of intentions which are

not promises, and also rather vague things which we may call espousal", (p. 152), e.g., *intend*, *declare my intention*, *espouse*, etc.

4. Behabitives: these acts have to do with attitudes and social behaviour. They involve the attitudinal reaction of the speaker to some social facts. Among the examples belonging to this group are: *wish*, *apologize*, *thank*, *deplore*, *resent*, etc.

5. Expositives: they make plain to what extent our utterances fit into the course of an argument or conversation. "They are used in acts of exposition involving the expounding of views, the conducting of arguments and the clarifying of usages and references", (p. 160). Possible examples are *affirm*, *report*, *concede*, *agree*, etc.

Austin (1962, p. 51-52) admits the tentative nature of his classification and observes that these categories are not clearly classified and even that some fresh classification is needed. Being problematic, Austin's classification has been subject to criticism by several scholars. Here, I will only mention Seale's criticism as it leads him to introduce his more comprehensive classification of speech acts.

2.2.3.2 Searle's classification of speech acts

Searle, who seems to be unhappy with Austin's classification, criticizes it for being problematic. In this respect, Searle (1976, p. 9-10) highlights the problems with Austin's classification. These are summarized as follows:

- i. There is confusion between verbs and acts.
- ii. Not all the verbs are illocutionary verbs.
- iii. There is overlap among the categories.
- iv. There is too much heterogeneity within the categories.
- v. Many verbs do not fit the category under which they are listed.
- vi. There is no consistent principle of classification.

Searle (1969) tried to present his own classification on the ground of felicity conditions grouping speech acts of common conditions together. However, this method proved to be

unfeasible due to the variety of conditions needed to specify various acts, (see Levinson, 1983, p. 239; Flowerdew, 1988, p. 71). As a result, Searle (1976) adopted a different approach proposing his own classification of illocutionary acts. His classification, which has been based on the criteria according to which illocutionary acts can be differentiated, constitutes five major categories of illocutionary acts:

1. Representatives: the acts which describe states or events in the world: committing

the speaker/ addresser to the truth of the expressed proposition, e.g.,

affirming, reporting, assessing, describing, etc., (p. 10).

2. Directives: the acts which attempt to get the hearer/ addressee to do something,

e.g., *warning, advising, requesting, begging, asking, etc.*, (p. 11).

3. Commissives: the acts which commit the addresser to doing something in the future,

e.g., *promising, swearing, vowing, committing, etc.*, (p. 11).

4. Expressives: the acts by which the addresser expresses his own feelings towards

something, e.g., *apologizing, condemning, congratulating, welcoming,*

thanking, etc., (p. 12)

5. Declarations: the acts which, when uttered, a state of affairs comes into being, e.g.,

quitting, declaring, nominating, appointing, christening, naming, etc., (p. 13)

Scholars differ in their views towards Searle's model of classification. Some of them agree with his taxonomy while others criticize it. Flowerdew (1988, p.71), for example, sees Searle's taxonomy as being the most widely accepted of other taxonomies whereas Hancher (1979, p.3) believes that it is more economical than others and proposes two further categories to be added to Searle's: *Conditional acts* which include both commissive and directive forces, e.g., *inviting, offering, etc*; and *Cooperative acts* which involve more than one agent, e.g., giving a gift, selling, making a contract. Coulthard (1985, p.25) describes Searle's model as being suggestive and Mey (1993, p.169) also considers it to be superior to Austin's as "it is more oriented towards reality".

Among those who criticized Searle's model is Edmonson (1981, cited in Flowerdew, 1988, p.74). He states that Searle's model has two flaws: (1) it commits the same mistake for which he criticizes Austin, i.e., confusing between English verbs and illocutionary acts, and (2) the five categories proposed by Searle appear to be arbitrary. Leech (1983, p.177) believes that Searle's classification is more systematic than Austin's, yet, he criticizes both taxonomies for being based on performative and illocutionary verb features. He argues that Searle's taxonomy is of illocutionary verbs not illocutionary acts. Leech (p.180) also argues that there are reasons for not regarding most of the 'declarations' as illocutionary acts because "they are conventional rather than communicative acts: the linguistic parts of rituals".

2.2.4 Illocutionary goal and illocutionary act

It is clear that the illocutionary act (speech act) refers to the act which is performed intentionally by the speaker. What needs further explanation is the illocutionary goal. Leech (1983) describes the illocutionary goal as the purpose behind performing a certain utterance. For instance, in the utterance *bring me some water, please*, the illocutionary act is requesting the hearer to bring some water. The illocutionary goal, on the other hand, is that the speaker wants to feel his thirst quenched. It is up to the speaker to choose the illocutionary act with which s/he can achieve his/her goal. In the example above, the illocutionary goal can be achieved by several other illocutionary acts some of which are:

16. Bring me some water. (ordering)
17. Could you bring me some water, please? (requesting)
18. I was wondering whether you could bring me some water. (requesting)
19. I would be grateful if you bring me some water. (requesting)
20. Bring me some water and I give you a pound. (enticing)
21. I would die for a cup of water. (asserting, stating, exaggerating)
22. I'm thirsty. (stating)

All of the above examples are different illocutionary acts at the disposal of the speaker to achieve the same illocutionary goal, i.e., quenching his/her thirst. The speaker can choose the appropriate illocutionary act in accordance with the situation, the relation with the hearer, etc.

Knowing the illocutionary goal of the speaker helps the hearer to figure out the speech act intended in the utterance. For instance,

(In a shop)

23. (customer) Do you have some coffee?

24. (shop assistant) Yes, would you like it Arabic or English?

On the direct level of this utterance, the speaker is asking a question as a means to get some information about whether there is coffee in the shop or not. On a deeper indirect level, this utterance is used to achieve a specific goal. Although it is a real question, it is not the aim of the speaker to just get an answer to it. The answer to the question is only a preamble to a forthcoming act. If the answer is positive, then the speaker will ask the shop assistant to bring him/her some coffee to buy. So, the question is only introducing the coming request. The shop assistant, being cooperative with the speaker, recognizes the ultimate goal of the speaker and not only answers the question but, simultaneously, assessing the question as a request to buy some coffee, behaves as if the request has already been made and asks the speaker about the kind of coffee s/he wants to buy. However, if the illocutionary goal is not recognized, the illocutionary act will not be easily figured out. For example, I remember one day when I was a BA student, someone I had not met before, came and asked me this question “*Are you Muhtaram?*” I was surprised by the question. I did not know who the lady was; she did not introduce herself to me. Thus, I said “*Who are you and why do you ask?*” I could not give her an answer because I did not know the purpose behind her question. Then, she told me that she was a friend of one of my relatives and she was looking for me to deliver me a book I had already required from my relative. I was stiff to her while she was doing me a favour!

In some cases, the illocutionary goal is clear, but the illocutionary act is not as in Leech’s (1983) example *If I were you, I’d leave town straight away*. In this example, the illocutionary goal is that the speaker wants the hearer to leave the town, but the illocutionary act is difficult to tell. Is it an advice, a threat, or a warning? However, with information about the context around the utterance, the illocutionary act can be figured out.

Out of the explanation provided above about illocutionary goal, I see the illocutionary goal as a superordinate category of intention which can be realized by different illocutionary acts depending on the context of situation.

2.2.5 Illocutionary force Indicating devices

Generally speaking, any utterance has the potential to perform several illocutionary forces. Therefore, the question is what reduces those several possibilities and identifies the intended illocutionary force of the utterance? Searle (1969, p. 30) talks about *Illocutionary Force Indicating Devices (IFIDs)* which are the utterance properties that can signal the intended speech act. IFID is defined as “[A]ny element of a natural language which can be literally used to indicate that an utterance of a sentence containing that element has a certain illocutionary force or range of illocutionary forces” (Searle & Vanderveken, 1985, p.2). Among those indicators, Searle (1969) lists “word-order, stress, intonation contour, punctuation, the mood of the verb, and the so-called performative verbs” (p. 30).

To my knowledge, not much has been written about IFIDs. Perhaps, ‘performative verbs’ is the only IFID that has been investigated more than others. For example, Blum-Kulka and Olshtain (1984) investigated the performative verbs of the ‘apologizing’ speech act using a discourse completion test (DCT) to elicit the data. They have found and listed six performative verbs as IFIDs of apologizing. These are *(be) sorry, apologize, excuse, regret, forgive* and *pardon* (p. 207). Harris et al. (2006) also studied the ‘apologizing’ speech act but in real-life political discourse rather than elicited data. Among their findings was that the main IFIDs which indicated the investigated political apologies were the performative verbs *(be) sorry* and *apologize*. This finding confirms, in part, that of Blum-Kulka & Olshtain (1984) based on naturally-occurring data. More generally, Underwood (2008) explored the IFID performative verbs of various speech acts including ‘stating’, ‘asserting’, ‘denying’, ‘reporting’, ‘advising’, ‘reminding’, etc. He also examined other IFIDs of speech acts than performative verbs such as some formulaic expressions and stylistic usages and showed how these different IFIDs can indicate their respective speech acts.

2.2.6 Indirect speech acts

In real discourse, most illocutionary forces are not predicted by the structure of the utterances carrying those acts. To account for this, Searle (1979, p.30) proposes his significant contribution to SAT which is the distinction between *direct* and *indirect* speech acts. For each of the three main sentence types in English, a default literal act is associated with it. When the sentence

pragmatically performs the literal act, then the act is called direct speech act. The table below illustrates the main sentence types and their respective direct acts:

Table 1

English Sentence Types with their Direct Acts

Sentence Type	Direct Act	Example
Interrogative	Questioning	Did you deliver your report?
Imperative	Ordering/Commanding	Deliver your report.
Declarative	Stating	You delivered your report.

When the speaker uses utterances such as the first example to ask a question, then s/he is making a direct speech act of asking. However, in real discourse, those three sentence types might be used to perform speech acts other than the literal direct ones associated with them. In this case, the speech acts performed are indirect. For Searle (1979), an indirect speech act is an act performed by means of another. In other words, in the case of indirect speech acts, the sentence type performs two acts: the literal *secondary* direct act and the nonliteral *primary* indirect act (p. 33). In such cases, the direct act is relegated to a secondary position—and sometimes drops out of consideration—and is overridden by the indirect act which becomes the intended primary act. For instance, at the entrance door of a building a man holding a heavy box says to the man next to him “*Can you open the door?*” Here, the speaker is making a polite request (indirect primary act) by means of a question (direct secondary act).

Searle, (1975) maintains that indirect speech acts can be grasped by resorting to inferencing suggesting the use of frameworks like Grice’s (1975) *conversational implicature* and the shared background knowledge. Thus, the utterance *can you open the door* should be interpreted in this way. It is a direct question about ability which flouts the conversational maxims. With the background knowledge that the speaker’s hands being not free and the addressee being, clearly physically, able to open the door, this utterance needs not be interpreted as a real question but as a request to open the door.

Alternative to Searle’s approach, conversation analysis approach recommends itself for the analysis of speech acts in interaction especially the indirect ones. Walker et al. (2011) analyze the

indirect speech acts which arise in everyday interaction. In their study, they investigate the actions that are interactionally achieved by means of indirect speech acts. Their focus is on how interlocutors indirectly respond to polar interrogatives (i.e. yes/no questions). They propose that indirectness is treated as a property of the relationship between the turn in question and the turn preceding it, i.e. between the responses and their preceding questions. Moreover, Walker et al consider these responses as indirect if; first, they are non-type-conforming (i.e. they are not yes/no prefaced); second, they do not use repetition, ellipsis, or pronominalisation to relate the response to the preceding inquiry; and third, they need a kind of inferencing to be interpreted as responses to the preceding inquiry, (for details see Walker et al., 2011).

According to Searle (1975), indirect speech acts, especially when issuing directives, are used to maintain politeness between interlocutors. However, in the conversation analysis approach, indirect speech acts exceed this objective. That is to say interlocutors accomplish interactional business through using indirect speech acts. For instance, in the analysis of Walker et al. (2011) of responses to yes/no questions, the indirect speech acts are used to: (1) uncover the purpose of the preceding inquiry, (p. 2441); and (2) treat this inquiry as being inapposite, (p. 2444).

Leech (1983, p. 123) measures the degree of indirectness by calculating the path between the speech act (illocutionary act) and the illocutionary goal (see section 2.2.4 above), i.e., in terms of means-ends analysis. The longer the path is the more indirect the utterance becomes. According to Leech's approach, Thomas (1995, p. 140) calculates the length of indirectness in the utterance *Switch on the heater* wherein the speaker, who feels cold in the initial state, makes the speech act of order to achieve the goal of feeling warmer in the final state. She illustrates this in the following table:

Table 2

The Path between Illocutionary Force and Illocutionary Goal in a Direct Speech Act

Initial state	Action 1	Intermediate State	Action 2	Final state
S feels cold	S says: <i>Switch on the heater!</i>	H understands that S wants the heater on	H switches on heater	S feels Warmer

In this example, three stages separate the initial state from the final state. If the speaker, however, says “*cold in here, isn’t it?*” the path becomes longer which means indirectness is greater:

Table 3

The Path between Illocutionary Force and Illocutionary Goal in an Indirect Speech Act

Initial state	Action 1	Intermediate State 1	Intermediate State 2	Action 2	Final state
S feels cold	S says: <i>Cold in here, isn’t it?</i>	H understands that S is aware that it is cold	H understands that S wants the heater on	H switches on heater	S feels Warmer

In this example, there are four stages between the initial state and the final state, so indirectness is greater and needs more processing.

2.2.7 *Speech act indeterminacy*

It has been clear now that speech acts are not necessarily reflected by the form with which they are performed. In some cases, there are blurred boundaries between speech acts performed by a single utterance. Leech (1983, 23) ascribes this fuzziness to the *negotiability of pragmatic factors*. By this, Leech refers to the speaker’s intention to leave the illocutionary force of the utterance unclear giving the opportunity to the hearer to pick one of the forces performed. According to Leech, the utterance “*If I were you, I’d leave town straight away*” can have different interpretations. To quote Leech’s words about this utterance, he writes:

[It] can be interpreted according to the context as a piece of advice, a warning, or a threat. Here H, knowing something about S’s likely intentions, may interpret it as a threat, and act on it as such; but S will always be able to claim that it was a piece of advice, given from the friendliest of motives. In this way, the “rhetoric of conversation” may show itself in S’s ability to have his cake and eat it. (p. 24)

In order for the hearer to identify which speech act is meant by the speaker in Leech's above example, Mey (2001, 2010) suggests looking into the context in which the utterance is performed. According to Mey (2010, p. 445), there is no speech act without a situation. Culpeper and Haugh (2014) suggest resorting to the activity type to know what such an utterance means — that is, “knowing the activity type of which an utterance is a part helps us to infer how that utterance should be taken”, (p. 175). Now, combining Mey and Culpeper and Haugh's suggestions, let us try to disambiguate Leech's example by thinking of possible contexts in three possible different activities to assign specific force to be made by the utterance in each activity.

In a town where there is an active volcano that is expected to erupt at any time due to the signs of unrest like gas emissions, for example, if the utterance, *if I were you, I'd leave the town straight away* is said by a friend to friend in a friendly chat, then the force (or speech act) is advice. If this utterance is made by an authoritative person on a TV programme about this volcano, then warning is the force or the act done by this utterance. But when the utterance is said by a gangster quarrelling with another member in the gang who is accused of betrayal, then it can be interpreted as a threat.

However, there are cases where the utterance remains ambiguous even when the context is known. Back in 2004 in Iraq the coalition forces arrested some followers of an Iraqi cleric who was also a leader of a militia. People started to protest against that arrest. So, the Iraqi cleric indirectly addressed the protesters in press conference saying (roughly) “*People should find more effective ways to resist these arrests*”. On the part of the addressees, it was unclear what was meant by “effective ways”. Was it an invitation to escalate the protests into a sit-in? Was it an invitation for people to press their representatives to boycott the sessions of the parliament? Or was it an invitation to the militia under his command to start fighting the coalition forces. All the above were possible interpretations to that utterance. Such kinds of utterances are amply used by politicians because they give them the chance to deny doing a certain act especially if they receive strong reactions against the act or acts performed by their utterances.

2.2.8 Are speech acts universal or culture-specific?

The question whether speech acts are universal or culture-specific has been of great interest to scholars of pragmatics. Some scholars like Austin (1962), Grice (1975) and Searle (1969) argue for the notion of universality and some others like Blum-Kulka et al. (1989), Eelen (2001), and

Wierzbicka (2003) argue against it. Supporters of universality claim that speech acts operate by universal principles of pragmatics (e.g., Austin, 1962, and Searle, 1969) side by side with principles of Cooperation (Grice, 1975) and/ or politeness, (e.g., Brown and Levinson, 1978, 1987; Leech, 1983). According to those scholars, these general principles govern the interaction between interlocutors. They further posit that specific linguistic behaviour is captured by the use of identical strategies across different cultures and different languages. Opponents of universality refute this claim maintaining that conceptualizing and realizing speech acts vary across languages and cultures due to the differences in cultural conventions and assumptions, (Yu, 2005, p. 93). Rosaldo (1982, p. 228), one of universality opponents, criticizes Searle for using “English performative verbs as guides to a universal law” and overgeneralizing the results made only on English performatives to other non-English cultures, proving that, at least, the performative verbs used by Ilongots, on whom she has made her study, cannot be considered universal in any respect.

Being highly controversial, the universality versus culture-specificity of speech acts has been a source of debate between many scholars. The most significant of these debates is that between Searle (1975) and Wierzbicka ([1991] 2003). Searle (1975), who advocates Austin’s (1962) claim that depicts speech acts as semantic universals and thus not bound by specific culture, maintains that speech acts are realized across different languages and cultures in terms of general norms. However, although he believes that the forms embodying these norms may differ from one culture to another, he pays no attention to those cross-cultural differences considering them unimportant. Wierzbicka (2003) rejects Searle’s claim of the unimportance of cross-cultural differences and believes that performing certain speech acts in certain circumstances and contexts relies on cultural norms and cultural values rather than on general mechanisms. Wierzbicka (2003, p. vi) further states that “diversities in ways of speaking and interacting are not superficial at all and that they can be accounted for, above all, in terms of different cultural attitudes and values”

Wierzbicka (2003, p. 25) criticizes speech acts studies for suffering from “an astonishing ethnocentrism” as their observations are based on English alone. Those studies “take it for granted that what seems to hold for the speakers of English must hold for ‘people generally’”. For example, Clark and Schunk (1981) assert as a fact that when making requests, people prefer to perform them in an indirect way by using, for example, the form of a question like “*could you open the door?*” or the form of a statement like *I need someone to open the door*. They favour

using these indirect forms to the more direct imperative like *open the door*. Wierzbicka (2003) forcefully argues that such a use is conventional to English speaking societies and cannot be generalized to all other cultures

Among the ambitious studies that have been conducted to find an answer to the question of universality or non-universality of speech acts is that of Blum-Kulka, House, and Kasper (1989). Their study—the Cross Cultural Speech Act Realization Project—was designed to investigate the realization patterns of two speech acts, namely, requests and apologies and compare them across eight different cultures. The languages included in the project were: English (Australian English, American English, and British English), Canadian French, Danish, German, Hebrew, and Russian. The important finding of the project was to support the culture-specificity advocates. That is to say, the strategies of requesting and apologizing speech acts carried different social meanings across the eight cultures. Despite the undeniable contribution of this study to the literature of speech act realization cross-culturally, Yu (2005: 93) criticizes it for being biased towards Western culture as all the languages studied were either Western or affected by Western culture.

Thus, providing an adequate answer to the question raised in this sub-section regarding universality or culture-specificity of speech acts seems still beyond reach. Many other studies should be conducted all over the world involving all languages and cultures with the aim of examining all speech act patterns of realization. Only, then, an answer to this question might be plausible. However, based on the findings of some studies in this respect e.g., Blum-Kulka, House, and Kasper (1989); Wierzbicka, (2003); Yu, (2005), Bataineh and Bataineh (2008), etc., the answer seems to be in favour of culture-specificity of speech acts.

2.3 Context and Speech Acts

The notion of context is a cornerstone in recognizing speech acts. Its importance in determining the meaning of an utterance, whether spoken or written, is undeniable. Context has been dealt with by many scholars from different angles. Malinowski (1923 and 1935 cited in Halliday and Hasan, 1989, p. 5), who, to the best of my knowledge, was a pioneer to talk about the concept of context with his well-known theory of the *context of situation*. His first research was done in islands of the South Pacific whose people were not speaking English, but a language called Kiriwinian. When Malinowski wanted to present his thoughts of the islanders' culture to the English speaking world, he found that his texts which were written in Kiriwinian difficult to

understand by English readers even after being translated into English. He thought that in order for those texts to be understood by English readers, they should not only be literally translated into English, rather, they should be expounded with an expanded commentary about how, when and where they occurred. Furthermore, he found that in order for the interpretation of any discourse to be adequate, there should be reference to the cultural background of the interlocutors taking part in this discourse. This led him to the coinage of two important terms, namely, *context of situation* and *context of culture*. Firth (1950, cited in Halliday and Hasan, 1989) developed Malinowski's notion of context of situation which was only limited to the study of particular texts to a notion that could be applied to the study of texts as part of a more general linguistic theory. For Firth (1950), context is seen in the light of four components: participants, action (verbal and non-verbal), other relevant features of the situation (i.e., surrounding objects and events), and effects of the action (i.e., the changes made by the participants' verbal act), (cited in Halliday and Hasan, 1989, p. 8). Austin (1962) talks about context in regard to performing individual speech acts. His concept of context focuses on two components for the appropriate realization of speech acts: presence of participants (i.e., speaker and hearer) and situation (by which he seems to refer to the immediate environment in which speech act is performed).

Many scholars agree that context plays an important role in recognizing the illocutionary force of an utterance. For instance, Searle (1969), who sees context in terms of the factors that should be present in order for the speech act to be successfully performed, points out the role of context in determining the force of a particular utterance. Searle (1969, p.30) states that "Often, in actual speech situation, the context will make it clear what the illocutionary force of the utterance is, without its being necessary to invoke the appropriate explicit illocutionary force indicator". Corder (1973, p.42) also observes that it is not only the form of the utterance that determines its interpretation, but also there is a role for the characteristics of the situation in this respect. Contextual factors such as social role, cultural knowledge, etc. highly determine the meaning of an utterance. He argues that there is no chance to consider the function of a linguistic form in isolation from the context and the situation in which it is created. Speech situation for Corder includes a number of factors: (1) the addresser (2) the addressee, (3) contact between them, (4) the linguistic code used, (5) the setting, (6) the topic, (7) the form of the message, (Corder, 1973, p.42-44). Lyons (1981, p.201), who emphasizes the complementary relation between text and context, argues that context determines which illocutionary force is performed by a proposition.

Yule (1996, p.129) distinguishes between two kinds of context: *linguistic context* (also known as *co-text*) and *physical context*. For him, linguistic context of any linguistic form (a word, phrase, sentence, etc.) consists of the other linguistic forms that surround (come before and after) it. The physical context, on the other hand, comprises all the temporal and spatial components of the situation in which the linguistic unit is made. He considers both kinds of context complementary to each other. They both co-work to identify the intended meaning of a linguistic unit.

Other researchers such as Schiffrin (1994) suggest an expanded notion of context. They maintain that context should include the sociocultural aspects of the situation wherein an utterance occurs in order to reach an adequate interpretation.

Finally, Yus (2000, p. 31-38), in his handling of verbal irony, attempts to decompose context into seven *contextual sources* claiming that considering those sources might help in detecting the irony in an utterance. According to Yus, there should be an incompatibility between those seven sources and the speaker's utterance in order for the irony to be made. In fact, Yus's classification of contextual sources can exceed the limit of irony recognition and be applied to speech act recognition in general. Yus's list of contextual sources is as follows (slightly adapted):

1. Factual information: refers to the “store of mental representations and stereotypical information forming a personal mental background of assumptions against which all new incoming information is processed.” It comprises information about social norms and standards and commonsense assumptions.

2. Mutual physical environment (setting): refers to the physical context (setting) surrounding interlocutors.

3. Speaker's nonverbal behaviour: refers to interlocutors' nonverbal behaviour (e.g. smiling, frowning, etc.).

4. Addressee's background knowledge of addresser's biographical data: refers to the “specific beliefs and assumptions about the interlocutor's opinions, encyclopedic knowledge, tastes, interests, etc.”

5. Mutual Knowledge: refers to the mutual information that the interlocutors share even before the conversation starts.

6. Role of previous utterances in the conversation: refers to the role played by previous utterances in interpreting the meaning of the coming utterances.

7. Linguistic cues: refers to the syntactic structures and kind of vocabulary used in forming utterances.

In sum, interpreting an utterance in the light of all the above mentioned aspects of context helps a lot in recognizing the speech act performed by this utterance. Thus, bearing such conceptualizations of context in mind, I can divide context into “linguistic context” (following Yule, 1969) and “extra-linguistic context”. By linguistic context or co-text, I refer to all the linguistic aspects of an utterance: syntactic (i.e., word order, type of sentence, preceding and following utterances, etc.), semantic (i.e., word meaning, collocation, etc.) and by extra-linguistic context, I refer to all non-linguistic aspects that might help in the interpretation of an utterance (i.e., the setting, the historical background of interlocutors, the relationship between interlocutors, the cultural background of interlocutors, etc.).

2.4 Grice’s Cooperative Principle

One influential factor to speech act production and recognition is Grice’s Cooperative Principle (henceforth CP). To support this view, let’s first do some review of Grice’s CP. Generally in social science and particularly in linguistics, Grice’s (1975) CP explains how interlocutors can achieve an effective communication in every day interaction. Like Searle, Grice was interested in explaining the distinction between saying something and meaning something else. He argued that although people do not always mean exactly what they say, they can still understand each other well. That is, people can generate each other’s implicit meanings and assume each other to understand those meanings by relying on the CP. Grice (1975) puts this principle in this way: “Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged” (p. 45). By this principle, Grice attempts to highlight the rational principles observed by interlocutors during interaction.

Grice’s CP has become the conceptual basis for (or at least related to) most politeness theories, especially Brown and Levinson and Leech’s theories. For example, Brown and Levinson relate their theory with the Gricean framework in that their strategies of politeness are seen as rational deviations from the Gricean CP (Eelen, 2001, p. 4). Leech’s Politeness Principle (PP), on the other hand, is seen on a par with the Gricean CP. These two principles are related in the way that if the CP is breached, then we can resort to the PP for explanation (P. 7).

According to Grice (1975), when people communicate, they cooperate with each other for the sake of constructing meaningful conversations. His key assumption is that interlocutors try to figure out what each other means in a systematic principled way relying on some normative expectations (Ka'da'r and Haugh, 2013, p. 13).

Grice further elaborates on this cooperative principle in four conversational maxims. These maxims are explained as follows:

- 1. Quantity:**
 - a. Make your contribution as informative as is required.
 - b. Do not make your contribution more informative than is required.
- 2. Quality:**
 - a. Do not say what you believe to be false.
 - b. Do not say that for which you lack adequate evidence
- 3. Relation:** Be relevant.
- 4. Manner:**
 - a. Avoid obscurity of expression.
 - b. Avoid ambiguity.
 - c. Be brief (avoid unnecessary prolixity).
 - d. Be orderly.

Grice (1975, p. 47)

Grice claims that interlocutors assume that an utterance should contain the required amount of true information that is relevant to the situation and put in an understandable manner. However, if the utterance does not abide by these maxims (one or more maxims flouted or violated), Grice advises us to assume that there is another meaning to be inferred and an implicature to be generated, (see Davies, 2007, p. 2309). In other words, if the utterance, on the surface, does not follow Grice's maxims – but the speaker seems to comply with the cooperative principle – then there is a need to go beyond the surface and infer the implied meaning of the utterance.

By proposing these maxims, Grice introduces a categorical model for a successful communication; he suggests what to preserve and what to avoid in any communicative act in order to achieve its purpose. Grice (1975) also argues that considering these four maxims will keep the communicative misfire to the minimum. It is worth noting that there is no claim that people are always obliged to abide by these maxims; they are not rules that should be necessarily followed. The whole matter is that these maxims are “descriptive means; and they derive their justification not from their moral value but from their empirically testable usefulness in understanding and interpreting language in actual use”, (Jucker, 1986, p. 63).

In addition to the four maxims he presents in his approach, Grice (1989, p. 28) also acknowledges that interlocutors can maintain the cooperative principle by observing some other maxims that are “aesthetic, social or moral in character”, including the expectation that the speaker will “be polite”, which are normally adhered to by interlocutors in talk exchanges. The idea is that, in some talk exchanges, the interactants might flout the Gricean maxims for the sake of maintaining moral issues such as politeness, (Ka’da’r and Haugh, 2013, 15). For instance, if somebody wants to deliver a bad news to someone, s/he would use some kind of indirectness using some prolonged indirect utterances and, thus, flouting some of Gricean maxims, or may be all of them, just to imply that s/he is being polite, (p. 15). This aspect which has not been developed by Grice becomes the basis of all first-wave approaches to politeness (see 2.5.2) with the assumption that the reason behind flouting Grice’s maxims is not to be uncooperative but to be polite.

Now, we return to our view proposed at the beginning of this section (i.e., that Grice’s CP influences speech act production/recognition). In fact, observing the CP might influence speakers’ choice of speech acts. For example, if someone is asked a question and s/he wants to abide by the CP and provide an answer to the question, the set of speech acts at his/her disposal will be restricted by the fact of being cooperative. That is to say, the speaker will commit him/herself to producing a speech act that provides an answer to the question. In other words, the speaker will not have an absolute freedom of choice from the infinite set of speech acts available.

On the other hand, flouting the CP might work as an indicating tool, on the part of both speaker and hearer, to the speech act being performed. For example, if someone asked his/her friend to lend him/her some money and the friend’s answer was “I am having a private operation next week”, that answer would flout the maxim of relation. By flouting relation, the speaker indicates his refusal to the loan request with the meaning that s/he needs the money for the operation. On his/her part, the hearer would also draw on relation flouting and infer the speaker’s refusal by means of implicature.

2.5 Politeness Theory

Another factor that could be influential in the choice of speech acts is politeness. If the speaker chooses to abide by politeness, this would restrict his/her choices of speech acts. By contrast, ignoring politeness can result in more speech act choices at the speaker’s disposal. How

this works is detailed in my discussion of politeness theories in this section. But let's start with some definitions of politeness and a quick look at the theories that handled this concept.

2.5.1 Definitions of politeness

Defining politeness in terms of the commonsense notion of proper behaviour clarifies why politeness is not limited to language, but it extends to involve non-verbal or non-linguistic behaviour (Eelen, 2001, p. iv). Politeness is seen as a phenomenon connected with language and social reality. That is why politeness research is carried out from the perspective of linguistics, pragmatics and sociolinguistics (Eelen, 2001, p. 1). Several attempts have been made to define politeness, but still, there is no consensus among researchers about one definition. However, there is general agreement among researchers that politeness encompasses verbal strategies for avoiding friction in social interaction (Nwoye, 1992, p. 309).

The most frequently cited theories of politeness attempt to approach politeness from the pragmatic perspective. According to Leech (1983, p. 82), the aim of politeness is "to maintain the social equilibrium and the friendly relations which enable us to assume that our interlocutors are being cooperative in the first place". Unlike Leech's view, which presupposes the existence of social equilibrium and believes that the role of politeness is to sustain it, Brown and Levinson (1987, p. 1) presuppose potential aggression in human interaction and argue that the aim of politeness is to disarm or neutralize that aggression in order to, ultimately, achieve social harmony.

According to Brown and Levinson (1987), politeness is a consequence of *rational behaviour* which refers to the strategic mitigation of *face-threatening acts*. Similar to Brown and Levinson, Lakoff (1990) and Kasper (1990) also believe that aggression or confrontation is potential in human interaction and they see politeness as systematized strategies to redress this confrontation. Lakoff (p. 34) defines politeness as "a system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange". Kasper (p. 194) considers communication as "a fundamentally dangerous and antagonistic endeavor". Therefore, politeness is seen in terms of the strategies used to minimize the antagonism in that communication.

Some other scholars attempt to approach politeness from the socio-cultural view, drawing attention to the role of social context. They look at politeness from the participants' point of view,

i.e., how they use social norms and constructions to understand each other not from the researchers' point of view (Culpeper, 2011, p. 3). Fraser (1990, p. 220) proposes that there is a particular set of social norms that impose some restrictions on the behavior of participants in each society. If the participants abide by those restrictions, then their behavior is described as polite (positively evaluated), but if they breach those restrictions, their behavior is impolite (negatively evaluated), Fraser (1990, p. 220). Watts et al. (2005 [1992]) emphasize the role of participants in shaping a more sophisticated theory of politeness. They call for the distinction between *first-order* (layman-guided) politeness and *second-order* (researcher-guided) politeness or, following Eelen (2001), *politeness 1* and *politeness 2* respectively. To put it in their words,

We take *first-order politeness* to correspond to the various ways in which polite behaviour is perceived and talked about by members of socio-cultural groups. It encompasses, in other words, commonsense notions of politeness. *Second-order politeness*, on the other hand, is a theoretical construct, a term within a theory of social behaviour and language usage. (Watts et al., 2005 [1992], p. 3)

In Watts' (2003, p. 9) opinion, a theory of politeness should be concerned with how lay participants conceptualize politeness rather than how scientists do. He puts this view as follows:

[A politeness theory] should concern itself with the discursive struggle over politeness¹, i.e. over the ways in which (im)polite behaviour is evaluated and commented on by lay members and not with ways in which social scientists lift the term '(im)politeness' out of the realm of everyday discourse and elevate it to the status of a theoretical concept in what is frequently called Politeness Theory.

Out of what has been reviewed above, it seems that there is no unanimously agreed upon definition about what politeness means. This disparity among definitions might be attributed to the fact that every researcher approaches politeness from a different angle. However, all these different views take part in shaping our conceptualization of politeness. Considering all these definitions may give us an insight of how a thorough and comprehensive definition of politeness would need to be.

2.5.2 Waves of politeness theories: first, second and third

Politeness is a commonsense term that is used to describe a property of human interaction. Several theories have been proposed to tackle different aspects of this field. Culpeper (2011)

classifies politeness research into first-wave approaches, or as Grainger (2011) calls them *Gricean* approaches (including the early models of politeness, e.g., Robin T. Lakoff, 1973; Penelope Brown and Stephen Levinson, 1978; Geoffrey Leech 1983, etc.) and second-wave approaches, or in Grainger's term *post-modern/discursive* approaches (including the modern theories of politeness, e.g., Richard Watts, Spencer-Oatey, etc.). The first-wave approaches are those traditional theories which are based on traditional pragmatic theories, namely, the conversational implicature of Grice (1975) and the SAT of Austin (1962) and Searle (1969) (Culpeper, 2011, p. 395). Among the first-wave theories, it is Brown and Levinson's theory (see next sub-section 2.5.3) which has been and is still more influential than other theories. However, it has received most of the criticism. For example, it has been criticized for being built on decontextualized and constructed examples of speech acts (Grainger, 2011, p. 169). Another criticism of this theory is that scholars have overly focused on the speaker's intention (e.g. Eelen, 2001 and Arundale 2008). Furthermore, this theory has also been criticized for relying on the analyst's interpretation of speaker meaning not the interpretation of the speaker him/herself (e.g., Eelen 2001; Watts 2003, 2005; Locher 2006).

Second-wave theories, on the other hand, are the theories which bring some criticisms and challenges to the traditional approaches especially that of Brown and Levinson. Those theories call for the *discursive* (Locher, 2006) approach to politeness. Scholars of this approach disagree with first-wave theories in that meaning does not reside in the speaker's mind in the form of intention; rather it is negotiable between interlocutors (Grainger, 2011, p. 170). Another important aspect in those theories was initially developed by Watts (2003, 2005), Locher (2004, 2006) and Locher and Watts (2005). Their main focus was on how participants interpret and evaluate what is to be polite. Watts (2003) maintains that in studying politeness, analysts should focus on the *discursive dispute* of what it means to participants to be polite (Grainger, 2011, p. 170). Unlike the first-wave theories of politeness, second-wave theories have the merit of basing their analysis on situated and naturally occurring data, a matter which made discursive approaches to politeness more accurate in the last decade. However, like Brown and Levinson's approach, the discursive approach to politeness has also been subject to criticism. First, like first-wave theories, it has been criticized for assuming an encoding-decoding model of communication (Arundale, 2006, Haugh, 2007b). That is, they account for psychological concepts such as 'intention', 'perception' and 'evaluation' (Grainger, 2011, p. 171). Another criticism is that in this approach, the analysts ask the interlocutors for post-hoc evaluations which means that the

interlocutors analyze their own discourse by themselves (Grainger, 2011, p. 171). Haugh (2007b, p. 303) believes that this confines the role of the analyst to only representing how interlocutors understand the interaction.

Grainger (2011) suggests a third wave to politeness approaches which overlaps with both first and second-wave. It is *sociological/interactional* approach. This approach relies on a basic notion adopted by both first and second-wave theories. It is the Austinian (1962) notion that speech is a social action which explains how and why participants interpret the relation between linguistic forms and their functional meaning in everyday conversations (Grainger, 2011, p. 171). Scholars who adopt this approach (e.g., O'Driscoll, Arundale, Haugh, Terkourafi, Grainger) call for bringing back to the theory of politeness the consideration to sociological aspects that Goffman called for in his frame analysis, (Grainger, 2011, p. 172). In his article on frame analysis, Goffman emphasizes the need for considering the philosophical/linguistic aspect of interaction and the moral norms that constrain individuals' behavior in an interaction, (p. 172). In this approach, the analyst can provide interpretation of meaning without resorting to participants' post-hoc evaluations of the encounter by focusing on what participants themselves make relevant in talk (Grainger, 2011, p. 172). Thus, Grainger (2011) believes that this approach – which she adopts in her study – takes the advantages of second post-modern/discursive approaches, for it does present how participants understand politeness, “but retains a technical, ‘second order’ conception of politeness as a way of accounting for language-in-interaction” (p. 172). Grainger believes that “the hallmark of the interactional approach is that it treats politeness as a social, interactional achievement, rather than a product of speaker intention or hearer interpretation”. In her work on some medical institutional interaction, although finding some limitations to Brown and Levinson's theory of politeness, Grainger (2011) argues that their notion of politeness in their technical sense is still valid in analyzing the verbal strategies that mediate human interactions (p. 184). Following Haugh (2007b), she argues that these limitations can be addressed while keeping the second-order conception of politeness. Furthermore, she found that first-order and second-order politeness, i.e., the basic notions of the first two waves, may be simultaneously relevant. Therefore, she suggests taking the valuable insights from the three waves of politeness theory to contribute to a rich analysis of interactional data. In line with Grainger, I believe that a combination of all three waves – after addressing the drawbacks and limitations in each – will lead to a more comprehensive theory of politeness.

In what follows, the most relevant theories to the study subject matter are going to be reviewed. Brown and Levinson's (1978) theory as well as Leech's (1983) theory (first-wave) are dealt with respectively. Watts's notion of politeness behaviour (second-wave) is also reviewed as it is one of the notions probed in the data.

2.5.3 Brown and Levinson's theory of politeness

Brown and Levinson's theory is the most influential in the field of politeness. It has triggered too numerous reactions and critiques to mention. Like Lakoff (1973) and Leech (1983), Brown and Levinson (1987) build their theory on the Gricean model of the Cooperative Principle in that people rationally deviate from Gricean principles in order to maintain politeness. However, Eelen (2001) argues that politeness principles are totally different from Gricean principle in that they should be operative, i.e., signaled by the speaker. The CP, on the other hand, is presumptive *unmarked* or *socially neutral* strategy. Politeness strategies flout the CP when face is threatened (Brown and Levinson, 1978-1987). For instance, in the utterance *I was wondering whether you can give me a lift to the station*, the speaker is asking for what Goffman (1967) calls a *non-free* service. Goffman (1967, cited in Hellinger and Ammon, 1996, p. 417) provided a useful framework to tackle the *size of imposition* proposing his notions of *free* and *non-free goods*. In this way, free goods require a minimal level of indirectness whereas non-free goods require a high level of indirectness. In this example, the speaker is flouting three of Grice's maxims. First, the speaker flouts the maxim of relation in that s/he is asking about the hearer's ability to give him/her a ride whereas s/he is supposed to make a request to get that service done by the hearer. Second, the speaker also flouts the maxim of quantity. For the request to be made, it is enough to say the utterance *give me a lift to the station*. Third, the speaker also flouts the maxim of manner in that he expresses his idea in an unnecessarily roundabout way. However, the speaker uses this indirect prolonged utterance the form of which has been conventionally used as a form of request for the sake of maintaining politeness. This lengthy utterance involves more words than is required and functions as a mitigator of the face threat caused by the great imposition implied by the request, (i.e., asking for a non-free service).

Brown and Levinson posit their Model Person which has two properties; *rationality* and *face*. They argue that these features are inherent in all people, i.e., they are universal properties possessed by all mankind. The claim is that this model person should be able, by using logical reasoning, to choose the appropriate strategies to avoid the threat that may be oriented towards

his/her face or the participant's face (Watts, 2003: 85). In Brown and Levinson's words rationality is the "the application of a specific mode of reasoning ... which guarantees inferences from ends or goals to means that will satisfy those ends", (1987, p. 64). In other words, if the interlocutors want the interaction to flow smoothly without any conflict, it is rational that those interlocutors pay respect to the face wants of each other and judge each other's behaviour in the light of the rationality assumption, (Ka'da'r and Haugh, 2013, p. 19). The conceptualization of means-ends is what links the cooperative principle of Grice with the framework of Brown and Levinson in the sense that when the speaker flouts the Gricean maxims, it is rational for the hearer to assume that s/he has done this for the sake of maintaining politeness not for the sake of being uncooperative, (p. 19).

The second property of Brown and Levinson's model person is face. They derive their notion of face from that of Goffman. According to them, face has two opposing aspects: *positive face* (the one's desire to be liked and approved of by others) and *negative face* (the one's desire to be free and unimpeded by others) (Brown and Levinson, 1987, p. 13). They further claim that these two aspects of one's face are subject to threat when using most speech acts and, it is here where, politeness strategies are used to avoid or, at least, redress that threat. According to Brown and Levinson, the speaker, first, has to decide whether to do the act or not. If s/he chooses to perform the act, then s/he has got four strategies at his/her disposal. Thomas (1995, p. 169-75) summarizes these strategies in a neat order. Three sets are of 'on-record' strategies: (1) perform the act on-record directly without any mitigation; (i.e., bald-on record strategy) , e.g., *Turn on the air conditioner*; (2) perform the act on-record using positive politeness (i.e., maintaining the positive face wants), e.g., *If you feel hot, I can turn on the air conditioner*; and (3) perform the act on-record using negative politeness (i.e., maintaining the negative face wants), e.g., *I would be grateful if you could turn on the air conditioner*. The fourth set is 'off-record' strategies, e.g., *it's hot in here* (as an implicit request to turn on the air conditioner). However, the speaker may choose to avoid doing the act itself by saying nothing if s/he thinks that the threat is going to be great (fifth strategy).

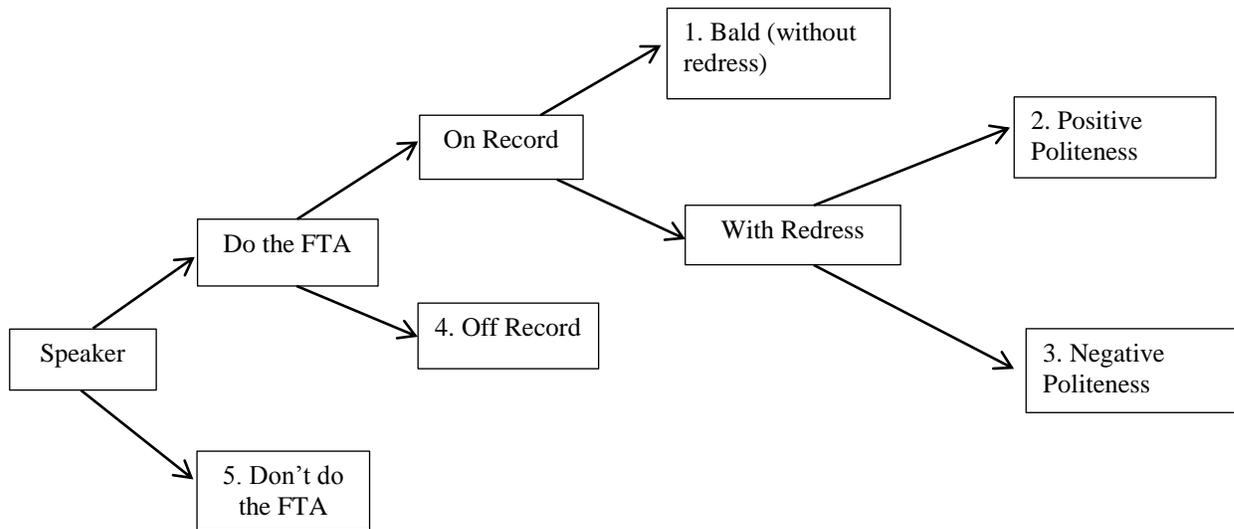


Figure 1. Brown & Levinson's (1987) Possible Strategies for Doing FTAs (slightly adapted)

In the light of the above strategies, it becomes clear that the speaker can do different speech acts to achieve the same illocutionary goal (see 2.2.4). That is, the speaker in the above example wants to get cool fresh air. In order to achieve this goal, s/he can either make an explicit order or request or s/he can make an implicit request by hinting. In this way, politeness plays a significant role in producing speech acts.

The extent to which a participant should be polite in performing a certain speech act, or, in other words, the extent to which the degree of politeness changes across contexts, is determined by the *weightiness* of that speech act which participants can calculate by considering three social variables: P (the power of hearer over speaker), D (the social distance between them), and R (the cultural ranking of speech act, i.e., to what extent it is considered 'threatening' or 'dangerous' in a specific culture), (Brown and Levinson, 1987, p. 74). This is illustrated in the formula below, where X stands for speech act, S stands for the speaker, and H stands for the hearer, (p. 76):

$$\mathbf{WX = D (S, H) + P (H, S) + RX}$$

There is a direct relation between the weightiness of the speech act and the existence of these variables. That is to say, if there is a kind of distance between interlocutors, the weightiness of the speech act becomes heavier and, thus, the level of indirectness, and of course politeness,

becomes higher, (Brown and Levinson, 1987). The same thing is true for the other two variables. When one interlocutor has a degree of power over the other, the speech act used by the one of less power should be more indirect and more polite. The size of imposition also plays a role in determining the weightiness of the speech act. The greater the imposition is the heavier and more indirect and more polite the speech act should be.

Many studies have been conducted to account for politeness strategies with reference to relative power, rank of imposition, and social distance. Brown and Levinson's claim for the influence of power variable on the weightiness of politeness, i.e., the more powerful the speaker is the less relatively polite forms s/he uses is supported by studies of Holtgraves and Yang (1990); Lim and Bowers (1991); Leichy and Applegate (1991), etc. Some other researches support Brown and Levinson's claims about the influence of size of imposition, (e.g., Holtgraves and Yang 1992). The greater the size of imposition is the more polite the form will be. However, to the contrary of Brown and Levinson's claim for the influence of distance variable on the weight of politeness, i.e., if there is social distance between interlocutors politeness will increase, Baxter (1984) and Brown and Gilman (1989), found that more politeness was associated with close relationships. It is true that sometimes, in close relations, people might use more polite forms, but this happens under certain circumstances. In some cases, the social distance is overridden by some other factors such as psychological factor and situational factor. An example of the former, I remember once a close friend of mine entered the staff room where there was only me and said "*Mrs. Muhtaram, would you please, move your car? You are blocking my way*". My friend's way of addressing me was unexpected as we used to address each other by nicknames and/or words like darling, love, sweetheart, etc. But, because there was a kind of misunderstanding which created a psychological distance between us, she used that formal polite way of speaking. Her use of the overt politeness was marked as it was unexpected. Thus, it was the psychological distance not the social distance that affected her way of speaking. The situational factor might also override the social distance. In formal situations like conferences for example, formal polite forms are expected between even close friends.

Thus, the basis of studies like those of Baxter (1984) and Brown and Gilman (1989) are being questioned (Culpeper, 2011, p. 13). Spencer-Oatey (1996) contends that there is undeniable variation in how scholars understand the variables of power and social distance (Culpeper, 2011, p. 13). For instance, Baxter (1984) demonstrated that "affect (i.e. whether there is liking or

disliking between participants) was getting muddled up with social distance, but in fact is an independent variable” (Culpeper, 2011, p. 13). Brown and Levinson admit that they have downplayed other variables (such as sociality rights and obligations, the presence of a third party, formality or mood) which might be influential in measuring the weightiness of the face threat (p. 13).

2.5.4 Leech’s theory of politeness

Leech’s (1983) theory of politeness is based on *interpersonal rhetoric*. He views politeness as conflict avoidance. Leech argues that, although Gricean CP enables the participants to communicate in a cooperative way, it does not explain the degree of politeness expressed in social interactions (Felix-Brasdefer, 2008, p. 16). Leech’s PP is proposed to complement Grice’s CP. Leech (1983, p. 82) argues that his PP has “a higher regulative role” than the CP in that it functions “to maintain the social equilibrium and the friendly relations which enable us to assume that our interlocutors are being cooperative in the first place”. Leech (1983, p. 80) views politeness as a crucial factor for explaining “why people are often so indirect in conveying what they mean”. He introduces this PP as rescuing and complementing the CP maintaining that it can account for the apparent exceptions not satisfactorily explained by the CP, i.e., why addressers do not always observe the Gricean maxims. For illustration, consider the following exchange between two room-mates who have just arrived at their room:

25. a. The door is closed.

b. Can you open it ?

Obviously, (b’s) utterance is an apparent violation of the maxim of relation of the CP if it is seen as a mere question about the addressee’s ability to open the door. What is more expected from (b) is to make a request for (a) to open the door. However, if (b’s) utterance is seen as a more indirect polite way for making a request, no violation for the relation maxim will remain.

Before digging deep in Leech’s maxims of politeness, it is important to refer to Leech’s point (1983 and 2014) that politeness cannot only be directed to addressees who are present in the conversation, but also to third parties that might be present or absent. According to Leech (1983, p. 131), it is extremely important to know whether the third party belongs to the speaker’s or hearer’s sphere of influence.

Leech (1983, p. 132) introduces a number of conversational maxims which are similar to the maxims formulated by Grice (i.e., Quality, Quantity, Relation and Manner). These maxims are typically formulated as imperatives, but this does not mean that they are in any sense rules for good behaviour. Rather, they are simply the statements of norms which addressers should observe in their communication. However, the speaker might deliberately want to cause offence (i.e., be impolite). For such cases, Leech (1983, p. 82) proposes the Irony Principle (IP) to be used. This IP permits the hearer to arrive at the offensive remark without overtly conflicting with PP by means of implicature.

The PP is generally formulated as *minimize the expression of impolite beliefs* and *maximize the expression of polite beliefs* (Leech, 1983, p. 81). Similar to the CP, PP involves various maxims: *tact maxim* (minimizing cost and maximizing benefit to the hearer), *generosity maxim* (minimizing own benefit and maximizing that of the hearer), *approbation maxim* (minimizing dispraise and maximizing praise of the hearer), *modesty maxim* (minimizing self-praise and maximizing self-dispraise), *agreement maxim* (minimizing disagreement and maximizing agreement between *self* and *other*), and *sympathy maxim* (minimizing antipathy and maximizing sympathy between *self* and *other* (p. 132). Tact and generosity maxims belong to commissive acts such as promises, refusals, offers, etc.

What is significantly important in Leech's Politeness Principle is that it is not only accounting for inherently face-threatening acts (i.e., impolite acts), but it also deals with potentially face-saving/enhancing acts (i.e., polite acts). Leech's principle helps us to account for how an utterance like "*help yourself*" at a party is perceived as a polite form although it has the form of a direct command which appears to be impolite. Applying the tact maxim to this utterance, we would know that the speaker, here, is maximizing the polite belief that the hearer would get benefit from picking any food or drink displayed on the buffet without restricting his/her freedom by getting any drink or food that might not be his/her favourite and offer it to him/her.

The PP maxims are measured in terms of five pragmatic scales. The first is the *cost/benefit* scale which estimates how costly or beneficial is a certain action to the speaker or to the hearer. The second scale is *optionality* scale which measures the degree to which the action is realized as the addressee's choice. The third is *indirectness* scale which refers to the length of the inference involved in the action. The fourth scale is *authority* which measures the distance in terms of the

power or authority between participants. And the fifth is *social distance* scale that measures solidarity between participants, (Felix-Brasdefer, 2008, p. 16).

Leech (1983, p. 104) classifies illocutionary acts or speech acts into four types in terms of how they relate to the social goal of establishing and maintaining comity (i.e., Leech's conceptualization of politeness), I adapt Leech's classification as follows:

1. **Competitive:** the illocutionary act competes with the social goal, e.g., *ordering, asking, demanding, begging*.
2. **Convivial:** the illocutionary act coincides with the social goal, e.g., *offering, inviting, greeting, thanking, congratulating*.
3. **Collaborative:** the illocutionary act is indifferent to the social goal, e.g., *asserting, reporting, announcing, instructing*.
4. **Conflictive:** the illocutionary act conflicts with the social goal, e.g., *threatening, accusing, cursing, reprimanding*.

However, in the original description of those types, Leech used the term of illocutionary goal interchangeably with illocutionary act whereas the difference is huge between the two (see 2.2.4 above for differences). His misuse of the term resulted in misleading, if not mistaken, description of illocutionary acts. For instance, in his description of the first type of illocutionary acts in terms of politeness i.e., *competitive acts*, he refers to the competition between the illocutionary goal and the social goal and gives examples such as ordering, asking, etc. The idea is that, in such illocutionary acts, it is not the illocutionary goal which competes with the social goal, but the illocutionary act itself. To make it clear, let us have this example. A corrupted senior officer in the army wants a junior officer who is a member of the procurement committee to sign an illegal document. In this context, the illocutionary goal (the senior officer wants the junior officer to sign the document) can be held constant, whereas the illocutionary act whereby the illocutionary goal can be achieved can seriously vary. Some possible illocutionary acts in this situation can be the following:

26. Could you sign the document, please? (Requesting) => Competitive
27. You need to sign this document. (Stating) => Collaborative

28. Sign this document now. (Ordering) => Competitive

29. Sign the document or you will be in trouble. (Threatening) => Conflictive

Although the above acts can achieve the same illocutionary goal (the senior officer wants the junior officer to sign the document), they belong to different categories. If we follow Leech's classification, then we will not be able to decide the category to which the illocutionary act belongs as the illocutionary goal will be competing, collaborating, competing, and conflicting with the social goal respectively – a matter which does not make sense.

With reference to the PP, Leech (1983:105) employs the above categories to elicit the appropriate illocutionary functions of utterances. The PP affects these categories in a way that the utterance reflects the addresser's attitude towards his/her social context. The first two categories (competitive and convivial) show some politeness considerations in addition to an intrinsic motivation of the participants to accomplish their social goal. However, Leech (1983:105) states that the PP has a negative character in the conflictive category; "politeness is out of the question, because conflictive illocutions are, by their very nature, designed to cause offense. To threaten or curse someone in a polite manner is vitally a contradiction."

2.5.5 Politeness and politic behaviour

According to Watts (2003, p. 18), native speakers seem to agree on evaluating the negative forms of behaviour (i.e., being rude, impolite, abrupt, offensive, etc.) more than evaluating the positive form (i.e., being polite). He suggested that impolite behaviour is that which is clearly salient in an interaction. It goes against the social norms of acceptable and appropriate behaviour which is necessary in every social interaction. Polite behaviour, which is defined in terms of mutual cooperation and consideration for other participants, on the other hand, is positively marked. Thus, any linguistic behaviour which goes beyond what is expected (i.e., salient) is called *polite* or *impolite* depending on whether the linguistic behaviour is oriented to positive or negative ends of politeness (Watts, 2003, p. 19). But, what about a behaviour which goes with what is expected and is appropriate to the social constraints of the ongoing interaction but it is non-salient? Watts (1989) calls such kind *politic behaviour*. It is defined by Watts (2003, p. 20) as:

Politic behaviour is that behaviour, linguistic and non-linguistic, which the participants construct as being appropriate to the ongoing social interaction. The construction may have been made prior to entering the interaction, but it is always negotiable during the interaction, despite the expectations that participants might bring to it.

Locher and Watts (2005, p. 10) maintain that Brown and Levinson's theory is not a theory of politeness, but a theory of facework which only deals with the mitigation of face-threatening acts. According to them, the term of politeness theory does not account for situations when there is rude or impolite behavior. Moreover, the kind of behavior which is described as *appropriate*, *unmarked*, or *politic* is not covered by this term (p. 10). Thus, in order to account for all kinds of behaviour, Locher and Watts (2005, p. 9) propose that *relational work* which is "the "work" individuals invest in negotiating relationships with others" is broader than Brown and Levinson's facework as it covers all kinds of behaviour whether polite, impolite, or politic and, thus, serves as a "useful concept to help investigate the discursive struggle over politeness". However, they maintain that "Brown and Levinson's framework can still be used...if we look at the strategies they have proposed to be possible realizations of what we call *relational Work*" (p. 10).

Watts' politic behaviour echoes Ide's (e.g. 1989, 1993) notion of *wakimae*, which involves working out the individual's position in a group and the social norms and acting accordingly (Culpeper, 2011, p. 23). Politic behaviour occurs in both open groups, i.e., where the interests of the individual supersede those of the group and closed groups, i.e., where the interests of the group supersede those of the individual whereas politeness occurs in open groups (Eelen, 2001, p. 18). Politeness is only a part of politic behaviour – only that part which is explicitly marked and conventionally interpreted as 'polite' (Eelen, 2001, p. 19). Therefore, while non-politic behaviour results from negatively deviating from politic behaviour, politeness results from a positive deviation. Politeness comprises behaviour that is more than merely politic and appropriate (p. 20).

2.5.6 Face(work)

It is intrinsic in human nature that people pay attention to how others look at and think of them. This aspect of human nature has been studied under the title of *face(work)*. Face refers to people's sense of worth, dignity and identity and it is also concerned with issues like respect, honour, status, reputation and competence (Ting-Toomey and Kurogi 1998, p. 190). The notion

of face has been introduced to academic studies by the seminal work of Goffman (1955, 1967). Goffman (1967, p. 213) defines face as “the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact”. Thus, face is the image attributed to a social actor by others who assess the line s/he takes in social environment not the image s/he has constructed for his/her own self (Arundale, 2009, p. 34). The notion of face has become the target of academic research on communication and social interaction after the significant work of Brown and Levinson (1978, 1987) on politeness. Brown and Levinson define face as “the public self-image that every member wants to claim for himself” (p. 61). They interpret face in terms of psychological *wants* and assume them to be universal. Face encompasses two aspects: *negative face*, i.e., the desire for “freedom of action and freedom from imposition” and *positive face*, i.e., the desire to “be appreciated and approved of” (Brown and Levinson, 1987: 61).

According to Goffman, facework encompasses “the actions taken by a person to make whatever he is doing consistent with face” (1967: 12). It serves to redress the threat caused by the “events whose effective symbolic implications threaten face” (p. 12). Those actions which impinge on an individual’s face are considered to be face-threatening. Brown and Levinson (1987) maintain that some acts are inherently *face-threatening*. They argue that acts such as ordering, requesting, threatening, etc. are intrinsically threatening the negative face whereas acts like criticizing, disagreeing, challenging, etc. are intrinsically threatening the positive face. In order to redress the threat caused by such face-threatening acts, Brown and Levinson propose a list of politeness strategies (see Brown and Levinson 1987) which are directed at either positive or negative face. Those which are oriented to positive face are listed under *positive politeness*. This happens when the speaker indicates that s/he wants to fulfil at least some of the hearer’s wants, indicates that s/he likes the hearer, considers the hearer important in a way or another, etc. (p. 70). And those which are oriented to the negative face are listed under *negative politeness*. This happens when the speaker avoids interfering with the hearer’s freedom of action and emphasizes the hearer’s status (Ka'da'r and Haugh, 2013, p. 18).

Brown and Levinson’s theory has been subject to criticism since its emergence. Among the main criticisms were (1) their ethnocentric conceptualization of face and the inapplicability of its two aspects (positive and negative) in some cultures, and (2) their unnecessary focus on avoiding imposition. As for the first criticism, Brown and Levinson’s theory, although claiming

universality, is ethnocentric in nature. That is, it adopts the western perspective of face which emphasizes individuality and self-independence. Many scholars (e.g., Ide, 1989; Lim, 2004; Mao, 1994; Matsumoto, 1988) believe that this view is western-culture-specific and cannot be generalized to other cultures or claimed to be universal. Ide (1989), for example, argues that, in Japanese culture, politeness is motivated by *wakimae* or *discernment* rather than face. Nwyo (1989) and Strecker (1993) maintain that collectivism or in-group view of face (i.e. the individual's face is recognized through being part of the societal group s/he belongs to) is what underlies politeness in Igbo and Hamar cultures respectively. Echoing the same view of Matsumoto (1988) that the negative and positive constituents of face are culture-specific, Bravo (1999) and Hernandez Flores (1999) contend that politeness in Spanish is explained in terms of autonomy and affiliation rather than negative face and positive face respectively (cited in Marquez Reiter, 2009, p. 58). By Autonomy, Bravo (2008, p. 565) refers to “to how a person wishes to see him/herself and be seen by others as an individual with a contour of his/her own within the group”. Affiliation on the other hand refers to “a category that includes all those behaviours through which a person manifests how he/she wishes to see him/herself as regards those characteristics that identifies [sic] him/her with the group” (p. 565) (see 2.5.7 for more information about group face) .

Regarding the second criticism (avoidance of imposition), Brown and Levinson's theory is centered on the issues of face-threat and face-loss and how to avoid imposition on face. In fact, many researchers believe that face can go beyond the threat of the individual's image in an interaction (Bargiela-Chiappini and Haugh, 2009). For example, Koutlaki (2002) and Haugh (2007a) maintain that face can involve awareness of the position of individuals in a network of relationships. In addition to its being associated with individuals, face can be broad enough to associate with groups (see Spencer-Oatey, 2005; Ho, 1976; Nwoye, 1992). Moreover, some other researchers contend that in addition to being lost or saved, face can be given, gained or sacrificed (see Gao and Ting-Toomey, 1998; Hinze, 2005).

In order to neutralize the criticism leveled against Brown and Levinson's notion of face, a number of scholars attempted to re-conceptualize this notion by extending and emphasizing the distinction between its two constituents (positive and negative) to make it applicable to other cultures. For example, Lim and Bowers (1991, p. 420) extend positive face to encompass two distinct wants, namely, “the want to be included”, i.e., *fellowship face* and “the want that one's abilities be respected”, i.e., *competence face* along with the negative face, i.e., autonomy face

“the want to be unimpeded”. O’Driscoll (1996) proposed his theory of *Face Dualism* in which he calls for reinterpreting Brown and Levinson’s constituents of face. Similar to Lim and Bower’s (1991) fellowship face, O’Driscoll reinterprets positive face to involve *connection and belonging*. Negative face, on the other hand, is reinterpreted as *separation and individuation* (O’Driscoll, 2007: 474). Finally, Mao (1994: 472) reinterprets face in terms of *ideal social identity* which is in “total communion with others” and *ideal individual autonomy* which “marks off a separate and an almost inviolable space, within which the individual can preserve and celebrate his or her freedom of action without fear of becoming an outsider”.

In support of Brown and Levinson’s dichotomy of face, some researchers proved that it can, at least partly, be useful. For example, Fukushima (2000) found that Brown and Levinson’s negative face can be applied to Japanese culture as it presents accurate descriptions about the modern politeness patterns used by the Japanese. Moreover, the distinction between positive and negative face has been useful in explaining politeness in some of the Hispanic cultures (Marquez Reiter and Placencia, 2005).

Out of the above, it is clear that there are contradictory views regarding Brown and Levinson’s notion of face. Some researchers argue for its applicability to some cultures and some others argue against. The other thing that attracts our attention is that some researchers of the same culture differ in judging the applicability of this dichotomy (Marquez Reiter, 2009, p. 58).

In sum, Brown and Levinson’s theory is the baseline among politeness theories. It could be the most controversial theory that aroused debate and instigated reactions and critiques. The subsequent theories, some of which have been reviewed above, only judge its applicability (e.g., Ide, 1989; Matsumoto, 1988) to some cultures or propose some adjustments and modifications to its tenets (e.g., O’Driscoll). In my opinion, Brown and Levinson’s theory has not been replaced by a robust and parallel theory that is beyond criticism. I also believe that this theory should be given more chance to explore its validity and applicability in other unexamined cultures.

2.5.7 Individual Face and Group Face

The original work on face (e.g. Brown and Levinson) was on the face of individual persons. Later developments expanded the notion of face to include entities bigger than individual, e.g., family, tribe, ethnicity, race, nationality, etc. This expansion of the notion of face has been

referred to by Nwoye, 1992 (1992, p. 313) as *group face*. Thus, not only individuals taking part in an interaction can claim or attribute qualities of face, but also larger groups to which an individual belongs (Sifianou, 2011, p. 46). One can gain or lose face not only in the light of the actions s/he does, but also in the light of the actions done by the members of the group s/he belongs to. For instance, a person might lose face if someone criticizes his/her family for being corrupted even though s/he is not a corrupted person. In the same way, a person might gain face if someone praises his/her family for being generous. Moreover, people can accord or withdraw the face of an individual not only on the basis that his behaviour conforms to the social constraints, but also the behaviour or actions of people who are closely related to him/her (p. 46). Those peoples' actions might affect one's face in a positive or a negative way. In some cases like competitions between groups, the group face supersedes the individual's face. However, "the relative priority of group face depends obviously on the degree to which the individual identifies with a specific group" (p. 46). According to Sifianou (2011, p. 46) any change to individual face or group face (i.e., whether face loss or face enhancement) may last for the current interaction only or it may have further repercussions that might affect future interactions.

Social groups differ in size and amount of inclusion. One can think of social groups as levels. Each of these levels subsumes smaller levels and is being subsumed by the bigger level. For example, a tribe can subsume several families and is subsumed under a certain ethnic group (see illustrative figure 2 below). In this figure, the individual is placed in the center and surrounded by levels (circles) of social groups to which s/he belongs – some other circles can be included or excluded according to differences between individuals and cultures. The closer the social group to the individual the smaller it is. To the best of my knowledge, it is not covered in the literature whether the individual's acts influence the face of a closer group (e.g., family) more intensively than the face of a farther group (e.g., tribe). For example, if an individual commits a crime, will that affect his/her family face in the same way it affects tribe face? It is also unknown whether the individual feels more concerned about the face of the closer group than about that of the farther group. For example, will the individual react to threatening his/her family face in the same way s/he does to threatening his/her tribe face?

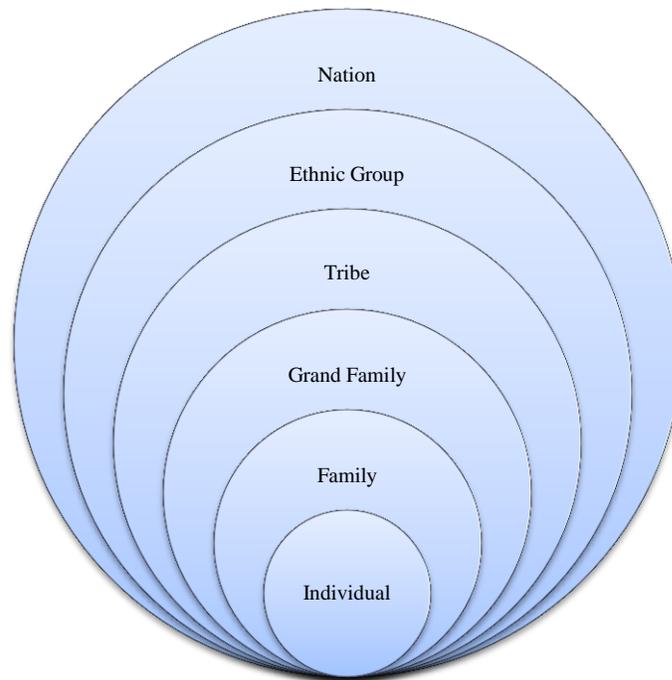


Figure 2. Possible Stratification of Social Groups

2.6 News Interviews

Atkinson (1982) describes news interviews as the prime example of “formal” interaction. It is a “functionally specialized form of social interaction produced for an overhearing audience and restricted by institutionalized conventions” (Heritage, 1985, p.112). Conversational analysts have organized news interviews according to a turn-taking system which is more confining and restricting than ordinary conversation. The typical format for news interviews is the question-answer form. According to Clayman (2010), the interviewer can perform a range of variable actions, e.g., challenging, criticizing, or affiliating, but they all have to be constructed in a question format.

Although news interviews have some common features with other formal and institutional talk (e.g., courtroom examinations, classroom lessons and debates), they can be distinguished from other formal talk by their organizational form which is “specialized and adapted to various context-specific communicative functions and institutional arrangements” (Clayman, 2013, p. 630). Broadcast interviews are among the main vehicles used to convey news to the public and at

the same time reflect the relation between the participants (e.g., journalists, government officials, etc.) and the institutions they represent, (Clayman, 2013, p. 630).

Clayman (2013, p. 631) distinguishes news interviews from other broadcast genres in terms of the type of participants, subject matter and interactional form. The participants in news interviews are: the interviewer who plays the role of a professional journalist trying to elicit information about the topic of the interview and the interviewee who may be a public official, an expert, or any other person whose actions or opinions are newsworthy (p. 631). The participants of the interview normally focus on current events that are of interest to the viewers. Although news interviews are presented for the audience, this audience plays no active role in this activity type. The participants of the news interview should adhere to the simple rule of the partially predetermined turn-taking. That is, the interviewer confines him/herself to asking questions and the interviewee confines him/herself to answering those questions (p. 631). This question-answer format is paradigmatic to news interviews' language (Heritage and Roth, 1995).

In this point, it is useful to clarify the roles played by the participants of news interviews (interviewer and interviewee). Goffman (1981, p.226) distinguishes three roles to be played by the speaker in any interaction, namely, *animator*, *author*, and *principal*. By animator, Goffman refers to the person who articulates the speech; author refers to the person who composes the speech; and principal refers to the person (or person's party) who is responsible of the speech. In news interviews' activity, the interviewers are, in most cases, not the principals of their positions. Their positions reflect the opinion of either the institution they work for or they might be speaking on behalf of the viewers. If the questions and comments of the interview are composed by an editor, then the interviewer's role here is only an animator. But if the interviewers themselves edit the questions, they will be playing both roles; animator and author. However, despite the fact that the interviewer should maintain neutrality and should, basically, speak on behalf of the institution or the audience, throughout the course of the whole interview, there are cases where the interviewers adopt different positions in a reply to interviewees' conduct. In this case, the interviewer embodies all the three identities, i.e., animator, author, and principal, (Jucker, 1986, p.9).

On the interviewee's part, the same distinction can be made. An interviewee's identity is always referred to at the beginning of the interview. In many cases, the interviewee plays all of Goffman's three roles: animator, author and principal. For example, if the interviewee is a

political analyst asked to present his/her opinion about political event, s/he would assume all those three roles. However, in some other cases the interviewee would not play the three roles. For instance, if s/he is a government official (i.e., government spokesman), then s/he speaks on behalf of the government. That is to say, the interviewee is the animator and author, but the entity s/he representing (here the government) will be the principal. Nevertheless, the spokesman, within the course of the interview, might choose to present his/her own opinion—especially by using expressions such as *I think...*, *I believe...*, *I suppose...*, *my opinion is...*, or *my point of view is...*. In this case, the interviewee acts as animator, author, as well a principal.

2.6.1 Political news interviews

Van Dijk (1997, p. 12) identifies political discourse in terms of the *actors* or *authors*, i.e. politicians who take part in the discourse (among which is political interviews). However, he argues that political discourse should not only be limited to politicians, but all the *recipients* in the political event should be included, i.e. public, citizens, etc. (p. 13). According to Van Dijk (p. 12), the great bulk of studies of political discourse is about the talk of politicians and the institutions they represent. The same idea is mentioned by Ekstrom (2015, p. 1177) who maintains that researchers equate political interviews with interviews with politicians and governmental representatives. He considers this equation justifiable as the questions of the interview concern the relations between the institutions of journalism and the government, how politicians' identities are constructed discursively, and how politicians manage their role as interviewees. To a degree, this might be right, but what about interviews with people who have independent identities, i.e., experts, analysts, researchers, etc.? Such kinds of people cannot be considered to be politicians; they are ordinary people who are knowledgeable about specific subjects. They represent neither the government nor opponent parties of the government. They are independent people having their own opinions that might agree or disagree with the government or any other party. Ekstrom (2015: 1177), in this respect, illustrates that the researchers have given less attention to interviews with non-politicians talking about politics.

Thus, it is important to differentiate between political interviews and interviews with politicians. The latter is to refer to interviews with people who represent a certain party whether governmental or not. Political interviews on the other hand, are interviews that are about a political issue. Thus, the identifying element of the interview with politicians is the identity of the

interviewee (politician), but the identifying element of the political interview is the topic of the interview (political) regardless of the identity of the interviewee.

Political news interviews can be defined as question-and-answer exchanges between participants (two or more). They are often confrontational and challenging in nature as they involve adversarial and competitive questions (Mullany, 2002). It is worth mentioning that political news interviews can be interpreted as cooperative or confrontational according to cultures or social changes, (Lauerbach, 2004), i.e., an interview which is interpreted as being antagonistic in one culture, might not be interpreted as such in another culture. Political news interviews are built on a normative turn-taking system that confines the participants to only two roles: asking questions or giving answers, (Heritage 1985; Clayman 1988, 2010; Schegloff 1988/89; Heritage & Greatbatch 1991; Heritage and Roth 1995). There must be a sort of collaboration between participants of the interview, i.e., interviewer and interviewee in order for the whole interaction (interview) to flow smoothly. The interviewee should not start talking before s/he is given the floor by the interviewer and the interviewer should not interrupt the interviewee before his/her turn is fully complete. In this way both participants confirm the neutrality of the turn, (Clayman 1988; Heritage and Greatbatch 1991; Heritage and Roth 1995). This does not mean that there is no overlapping or interruption in news interviews. Overlaps or interruptions might occur by either party for significant reasons. The interviewer might interrupt the guest due to time limitation. Another reason might be that the interviewer interrupts the interviewee if s/he does not appear to be answering the interviewer's question. Interruption can also occur when the interviewer feels that the guest is passing wrong information about absolute facts or posing a threat against the interviewer him/herself. The interviewee, on his/her part, can do interruption for the same reasons. But, generally speaking, both interviewer and interviewee should be fully aware of the borders of their turns, i.e., when they should speak and when they should withhold speaking.

2.6.2 Interviewer's neutralism and adversarialness

The most important norms a journalist in news interviews should adhere to are neutralism and adversarialness, (Clayman & Heritage, 2002b). Although absolute neutrality cannot be achieved in an interview, the interviewer should try his/her best to attain a *neutralistic* stance, (Clayman, 2013, p. 637). This neutralistic stance can be achieved if the interviewer confines him/herself to

certain restrictions. To start with, seeking information which is the main task of the interviewer should be done through the turn-taking system. The interviewer should adhere to the question-answer format only and refrain from making any other responsive actions which might reflect his/her agreement or disagreement to what the interviewee is saying, (Clayman, 2013, p. 637). Sometimes, the interviewer's question might need to include some statements to make it comprehensive. In this case, the interviewer needs to embed these statements which might be evaluative or opinionated in the question raised to sustain neutrality. Bull (2003, p. 154) describes such statements as "integral to the overall activity of asking questions". If the interviewers need to make an assertion expressing a point of view regarding a public concern, they should attribute this assertion to a third party, (Clayman, 2013, p. 637). In so doing, the interviewer will do both; he will pass the view point s/he wants and simultaneously sustain neutrality by placing any kind of accountability on a third party, (Clayman and Heritage 2002a, p. 152-162). This interviewer's shift in *footing* (see Goffman, 1981, ch 3) contributes to the interviewer's neutrality. That is to say, when the interviewer attributes a certain view point to a third person or group, s/he indicates that s/he is not the principal of what s/he is saying, rather, s/he is only an animator. According to Clayman and Heritage 2002a, p. 153), the interviewer might identify the third party mentioning the name and position (e.g. an opponent political, an expert, etc.). In some other cases, the third party is less specified (e.g. people, some, etc.) and without any further definition. The least defined form of third party is the use of passive sentence, i.e. the third party is not even mentioned (e.g. "it is said that..." or "it has been reported that..." (p. 153).

The second journalistic norm the interviewer should adhere to is adversarialness, (Clayman, 2013, p. 641). It is inevitable that the interviewer's questions direct the interview and, consequently, the interviewee's responses to pursue certain issues while neglecting some others according to a certain agenda (Clayman, 2013, p. 641). With such kinds of questions, the interviewers might develop the interview in different ways: (1) they might assert the propositions made by the interviewees; (2) they might make some presuppositions based on the interviewee's propositions; and (3) they might display preferences for a specific answer to be given by the interviewee, (p. 642). By exploiting such kinds of questions, the interviewer is being adversarial in dealing with interviewees. Although this seems to be contradicting the first norm the interviewers should abide by in political interviews, i.e. neutralism, the reason why it is important that the interviewers implement these dimensions in their questions is to control the interview and provide a counterweight of the guests (e.g. officials or public figures) preventing them from

transforming the interview to be their own soapbox, (p. 642). This characteristic allows the interviewers to include certain prefaces in their questions; prefaces that they see necessary for their questions to be comprehensive. These prefaces, which are often declarative statements, might be innocuous or aggressive (Clayman, 2013, p. 630-31). Within these prefaces, interviewers can do challenging, criticizing, etc. (Clayman, 2010; Clayman & Heritage, 2002b). For instance, interviewers can exploit negative interrogatives (e.g., don't you think that . . . ?) and (Aren't you . . . ?) to display their critical positions, (Clayman and Heritage, 2002b).

2.6.3 The structure of news interviews

In his pragmalinguistic study of news interviews, Jucker (1986) gives a detailed description about the structure of news interviews. In his work, in which he divides the news interview into three essential parts, namely, “opening sequence”, “main sequence”, and “final sequence” or closing sequence, he names some parts of the interview as obligatory and some other parts as optional. Among the obligatory parts, Jucker (1986, p.45) mentions the action of introducing the interviewee. This is completely right as the interviewee's identity is essential in the interview. The audience need to know who the person providing information is and what entity s/he represents. Among the optional parts, Jucker mentions the action of greeting the interviewee and the response to this greeting. According to Jucker (1986, p.45), interviews follow a more or less strict pattern. The three sequences of interviews need to be mentioned in detail as follows:

2.6.3.1 Opening sequence

This sequence represents the introductory part of the interview wherein several actions occur. The interviewer starts the interview with what Jucker (1986) calls the *introductory part* which includes two introducing actions. First, the interviewer introduces the topic of the interview to the audience. Second, the interviewer introduces the guest mentioning his/her name and position so that the audience knows who is speaking. Immediately after, the interviewer needs to decide whether to greet the interviewee or not and the interviewee also needs to decide whether to react to the greeting or not (p. 46). Getting done with the introduction business, the interviewer opens the questions asking the interviewee the initial question in the interview. In so doing, the interview moves to the second part, i.e., the main sequence.

2.6.3.2 Main sequence

By making the first move in the interview, the interviewer shifts the floor to the interviewee to provide an answer. After each answer, the interviewer needs to take into account two things. First, s/he needs to decide whether there is enough time to raise another question or not (Jucker, 1986, p.49). It is worth noting that the follow-up questions are different from the initial question in the sense that while the initial question might have been prepared for or organized beforehand, the rest of the questions might not. Furthermore, to an extent, the other questions might be reactions to the interviewee's answer. The second point that needs the interviewer's decision is whether s/he is satisfied or unsatisfied with the interviewee's answer.

Blum-Kulka (1983) proposes two types of interview questions or initiative moves. The first is called "bound openings", which the interviewer uses to extend the topic under discussion. The second is called "topical shifts", which the interviewer uses when s/he shifts to ask about another point within the main topic of the interview. If the interviewer is satisfied with the interviewee's answer, s/he can either extend the point raised or shift to another point. And if the interviewer is dissatisfied with the interviewee's answer, i.e., the interviewer sees the answer as non-supportive (Jucker, 1986, p. 50), s/he can reformulate the previous question or, again, s/he can shift to another point (p. 51). If the interviewer decides to end the interview, s/he moves to the third and last part, i.e., closing sequence.

2.6.3.3 Final sequence (closing sequence)

This sequence is the most stereotypical in news interviews (Jucker, 1986, p. 53). At the end of the interview, the interviewer addresses the interviewee by the name for the purpose of reminding the viewers (or those who joined the interview late) of his/her identity and thanks him/her for taking part in the interview.

2.7 Speech Act Theory and Conversation Analysis

2.7.1 CA contribution to speech act recognition

It has been argued that conversation analysis (henceforth CA) can potentially contribute to providing an adequate analysis to the speech acts performed in an interaction. For instance, Kasper (2006a, 2006b, 2009) proposes that speech acts research can get benefit from CA as an

alternative to the traditional SAT. She has argued for a discursive approach to studying pragmatics, including speech acts, based on the view that meanings and actions are constituted not only in but through interaction, (Kasper, 2006a: 282).

Of the different proposals for the analysis of speech acts in interaction, conversation analysis (CA) has accrued by far the largest and most coherent cumulative body of research, lending high credibility to its theoretical foundations and methodology. CA therefore recommends itself not only as a lens for critical scrutiny of speech act research but provides a well documented alternative.

(Kasper, 2006a, 285)

Following Kasper, González-Lloret (2010) argues that CA can be an effective tool for studying speech acts in interaction. She maintains that CA can contribute to interpreting speech act performance as it provides a microanalysis of sequential organization of natural interaction (p. 57). According to González-Lloret, CA investigates how speech acts are developed in the form of sequences in and through interaction. In fact, this is exactly what Searle himself realized. He (1979, cited in Flowerdew, 1988, p. 72) explained that, in real life, people use series of sequences of speech acts. Thus, it is here where we need the CA to complement SAT. Flowerdew (1988, p. 72) asserts the need for a CA theory to complement SAT. He points out that “What is required to complement speech act theory, therefore, is a theory of conversation, a theory of how speech acts combine in connected discourse”.

The main focus of the CA is on how interaction is organized in a structural and systematic way to accomplish social activities by interlocutors (González-Lloret, 2010, p. 59). CA attributes speakers’ ability to accomplish such activities (e.g., speech acts) via interaction to the fact that they realize that the actions they do are sequentially developed.

On their part, Hutchby & Wooffitt (2008) assert that CA addresses two main points: how interlocutors understand and respond to each other’s turns in an interaction, and how sequences of actions are created. Sequential patterns in interaction can be examined by conducting an inductive analysis based on real data (i.e., data-driven analysis) wherein the sequences are produced by the interlocutors themselves rather than being results of theoretical conceptions that are formulated prior to the interaction (ten Have, 2007). CA, then, explains meaning in terms of the context of interaction, i.e., it plays an emic role to the data (Markee & Kasper, 2004, p. 495).

This role allows CA to explain how interlocutors “orient to sequentially emergent turns of talk in order to collaborate in the construction of an activity” (González-Lloret, 2010, p. 60).

2.7.2 SAT and CA: Different views to action, intention, action organization, and data

Both speech act and CA theories share a common interest in actions. Austin (1962) realized that language cannot be used only to report or describe something, but it can be used to perform actions. In the same line, CA studies language as actions. However, these two theories view actions differently. According to SAT, actions are located in the speaker’s mind. These actions are encoded in conventionalized linguistic forms to be transmitted to hearers (Kasper, 2009, p. 278). This means that actions are formulated prior to the interaction in the form of rules and conditions. Searle, for example (as mentioned in 2.2.2), proposed rules and conditions of actions such as requesting, ordering, promising, etc. that if met during the interaction, then they are felicitous and if not they are infelicitous. Therefore, in SAT, researchers view actions as being static for they depend on the speaker only without giving the hearer any active role in the interaction (González-Lloret, 2010, p. 60). CA theory, on the other hand, views actions as being constituted in and through interaction, i.e., actions are not located in the speaker’s mind, but are accomplished in the form of sequences as the interaction between participants unfolds. Furthermore, actions are not “transmitted between individuals’ minds, but [they] emerge from the recipient’s response to what the co-participant produced in a prior turn” (Kasper, 2009, p. 278). Thus, both participants, i.e., speaker and hearer play an even role in interaction.

Although, SAT and CA theory agree that when people interact, they do actions, they differ widely on the idea of speaker’s intention. As for SAT, it considers action to be normally associated with intention (Austin, 1962, p. 101). Searle (1969, 1975) considers intention to be crucial for both speakers and hearers: on the part of the speaker, to say something and mean it is done with the intention to bring about some effect on the hearer (Searle, 1969, p. 48); on the part of the hearer, understanding the utterance cannot be achieved without recognizing the intention of the speaker (p. 48). In contrast to SAT, CA theory is not based on a rationalist model which considers intention the motive for action. As CA views action as constructed in and through the interaction, it can help in interpreting speech acts without referring to speaker’s intention (González-Lloret, 2010, p. 61). In this way, CA helps in explaining why an utterance such as *you are so thin!*, which is taken as a compliment in isolation, can perform different speech acts in a

sequence of interaction without relying on the intention of the speaker (see p. González-Lloret, 2010, p. 61 for examples). According to Schegloff (2007), the meaning of such utterances is gained through the development of the interaction. The same idea is echoed by González-Lloret, (2010, p. 63) who maintains that realizing an utterance does not occur in a vacuum, but as a part of sequence. This is why speech acts should not be interpreted in isolated utterances but rather, in “sequential evolving actions” (González-Lloret, 2010, p. 62).

Regarding interaction organization, turn-taking apparatus is the basic device used for organizing turns of conversation in CA (Schegloff, 1968, 2007, and Sacks et al., 1974). Turns are composed of a word, a phrase, a clause, or a sentence which is termed by Clayman *turn-construction unit* (TCU), (Clayman, 2013: 151). Each TCU is a self-contained utterance that is recognized as being complete and whose completion establishes what is called a *transition-relevance point*, where a change of the speaker is possible, (Clayman, 2013: 151). These organizing rules are aimed to allow an interaction to flow smoothly and to reduce gaps and overlaps. However, overlaps or gaps might occur when they have special significance for the interaction, a system which is termed by Sacks et al. (1974) as *interactionally managed system*. The turn-taking system works in the form of adjacency pairs which are multi-turn units composed of a *first-pair part* and a *second-pair part*, (Schegloff and Sacks, 1974). The first-pair part induces the second-pair part. For instance, greeting induces another greeting, a question induces an answer, or an offer induces an acceptance or refusal. By uttering the second-pair part, the speaker shows his/her perception of the action done by the utterer of the first-pair part and acts in accordance with it. The idea of perlocutionary effect (the speaker’s utterance has an effect on the hearer) in SAT and the idea that many speech acts conventionally require certain responses goes in line with CA’s concept of adjacency pairs where the first-pair part might require a certain response, i.e., second-pair part, (González-Lloret, 2010: 64).

Although these two theories differ on several matters such as the type of data being analysed (i.e., mainly constructed data in SAT and real-life data in CA theory) and the concept of intention being crucial to SAT and not in CA theory, they agree on the idea that when people talk, they do actions which is the basic notion of both. Actually, these two theories complement each other in the sense that while SAT works on the level of individual utterances, CA works on the level of sequences. After all, utterances are the basic unit of sequences. With regard to intention which is fundamental to SAT but overridden in CA theory, it is not a significant difference as long as both

approaches are able to provide the same analysis of utterances whether by means of intention analysis or sequential analysis.

2.7.3 Recognizing speech acts in conversation

In order for a conversation to be successful, it is essential that the participants of the interaction know the language spoken by each other. This cannot be done by only having information about the syntax or semantics of the language; interlocutors should be able to recognize the speech acts done by each other (Gisladottir et al., 2012, p. 1596). Assigning speech acts to what others say enables hearers to react accordingly as, according to Schegloff (2007), the actions done by interlocutors have implications for how the response should be. For example, acts of inviting, apologizing, or complimenting require either acceptance or refusal and an act of asking requires an answer, etc. Traditional speech act theorists, especially John Searle, examined speech acts in isolation from interaction. Thus, an extension to the original theory to be applied to long threads of interaction is of extreme importance.

Different from traditional speech act theorists who consider individual acts as the fundamental unit of analysis, conversational analysts like Sacks et al. (1974) and Schegloff (2007) focus on the role of sequential context by revealing the systematicity of courses of action in turn-taking and adjacency pairs wherein the first part of each pair determines the act to be done by the adjacent part of the same pair.

Now, the important question is how to assign speech acts to the interlocutors' utterances? In some cases, this is a simple task. That is to say, there are cases where the speech act of an utterance is easily recognized. For instance, when one says to her friend "I request you to give me a ride", there would be no chance of misunderstanding this as something other than requesting. Assigning the speech act of requesting to this utterance is not difficult in this case because the utterance itself includes the performative verb *request* which explicitly names the act it does. Blum-Kulka et al. (1989) term such an obvious and explicit requesting strategy *direct request*. The same request can be done less directly (more indirectly) by using an utterance formula which has been widely associated with doing requests (e.g., *Could you give me a ride, please?*). Blum-Kulka et al. (1989) term this strategy *conventionalized indirect request*. Assigning the act of requesting to such an utterance formula is still easy with the help of contextual knowledge. The formula of "*Could you...?*" has been conventionalized to perform the indirect speech act of

requesting in English. Moreover, the adverb *please* functions, here, as a special marker or illocutionary force indicating device (see Levinson, 1983; Clark, 1979) which indicates that the act performed is a request. However, assigning a speech act to an utterance is not always that easy. For example, if a request is performed by an utterance that does not name the request speech act directly or is not conventionalized to do requests or it has no markers that indicate the requesting act, grasping the requesting force would be more processing-demanding on the part of the hearer and more context-dependent. For instance, if somebody says to her friend who is about to get in his car “I wish I could get home quickly”, the friend would understand this utterance as a request for a ride home. The hearer assigns the requesting force to the speaker’s utterance depending mainly on the context in which the utterance is said. Blum-Kulka et al. (1989) term such a usage *non-conventionalized indirect* requesting strategy. Based on Blum-Kulka et al. (1989), Spencer-Oatey (2008, p. 24) argues that requests can be modified by *supportive moves*. These are utterances that can either precede or follow the head act of requesting and are used to support it somehow. For example, “I missed the class yesterday. Can I borrow your notes, please?” and “Can I use your pen? I have lost mine”. The underlined parts in these examples are supportive moves used for sustaining the request made.

According to Holtgraves (2008), people recognize implicit speech acts automatically. He used a lexical decision task (in which case, speech act activation facilitated performance) and a recognition probe task (in which case, speech act activation hindered task performance) to find whether comprehending a sentence like *Don’t forget to go to your dentist* entails automatic activation of the implicit speech act of reminding which is performed by this sentence. He found that the recognition of such speech acts is automatic in both written and spoken utterances. Holtgraves (2008, p. 627) argues that “comprehending conversation utterances involves an action dimension. People conversing with one another are using their words to perform actions, and understanding the meaning of those words involves recognizing the actions that are being performed”. This “action dimension does not exist for isolated sentences or texts. Speakers are usually constructing utterances with the intention to perform certain actions and with the intention of having the recipient recognize those actions” (Holtgraves, 2008, p. 640). Recognizing actions cannot be done without recognizing the intention of the interlocutors which is the cornerstone of conversation success. In order for a conversation to proceed, the interlocutors must understand what each interlocutor is trying to accomplish when saying a certain turn, (Clark and Schaefer, 1989). Clayman (2013, p. 104) maintains that understanding

the turn of the speaker is revealed by the next speaker response which, “if uncorrected in the following turn, becomes in some sense a joint ‘good enough’ understanding”.

In the following sub-sections, a review will be conducted of some of the factors that one can resort to for the purpose of recognizing the speech acts in interaction.

2.7.3.1 Turn design

In many languages, the form of major sentence types (i.e., imperative, declarative, interrogative) plays a role in action ascription (Levinson, 2013, p. 110). For instance, imperatives are associated with asking the addressee to do something; declaratives are associated with stating something; and interrogatives are associated with asking questions. However, knowing only the form of the sentence might not be enough for ascribing meaning to that sentence as in many cases sentences are used to perform actions different from those conveyed by their forms. For example, the sentence “*have a safe flight*”, which has the form of imperative is only meant to make a wish. In such examples, we need to look into other factors to interpret speakers’ meaning.

Levinson (2013, p. 104) maintains that turn design is one of the “crucial” factors for ascribing the action of the turn. “Turn design refers to how a speaker constructs a turn-at-talk — what is selected or what goes into ‘building’ a turn to do the action it is designed to do, in such a way as to be understood as doing that action” (Drew, 2013, p. 132). That is, it refers to what specific components the speaker employs for making his/her turn. According to Sacks, Schegloff and Jefferson (1974), the turn is made of *turn-constructive unit*. Speakers utilize linguistic and paralinguistic components for making their turns in interaction. Linguistic components “include lexis (or words), phonetic and prosodic resources, syntactic, morphological and other grammatical forms” (Drew, 2013, p. 132). Paralinguistic components include “timing (e.g. very slightly delaying a response), laughter and aspiration, gesture and other bodily movements and positions (including eye gaze)” (p. 132). See the example below from one of the Arabic interviews of the data (interview 7, turn 1).

28. Interviewer: ...Is there agreement on a unified European vision about this unprecedented refugee crisis or it is that every European country is going solo, so to speak?

Interviewee: I think, Talib, that your latter analysis is quite accurate....

In this part of the turn, the interviewer uses the interrogative form of [Hal (Do) + structure + Em (or) + structure?]. In Arabic, this form is used, in one case, when the speaker presents two ideas evenly in his/her interrogative utterance and seeks confirmation to either of them. However, the interviewer, here, aligns himself to the second idea of the question intending his focus to be on the second part rather than on the first. Thus, the interviewer who, in the first part of the question, asks the interviewee whether the European countries have a certain strategy regarding refugees, moves to the second part with which he aligns himself (there is no unified strategy) using a metaphorical sentence “every European country is going solo” to help him convey his message. The interviewer designed his question in a way that he is not only asking a mere question, but seeking agreement for the analysis he presented (there is no unified strategy). This is understood by the interviewee as he, in turn 2, shows his agreement with the interviewer’s inclination by describing the interviewer’s analysis as being accurate.

Speakers design their turns to be produced in a sequential context. Usually turns in interaction are designed to respond to prior turns. This relation between a turn and the turn preceding it is explained in terms of contiguity (Sacks, 1987). That is whatever the speaker says or addresses in a turn should be constructed with respect to the adjacent prior turn (Drew, 2013, p. 134). Speakers can design their turns to display the connectedness, or what linguists call cohesion and coherence, of their turns to prior turns through ellipsis, deixis, repetition and action (p. 134) (see Drew, 2013 for examples).

2.7.3.2 Adjacency pairs

CA considers positioning an utterance in the ongoing interaction fundamental to understanding the meaning of that utterance (Schegloff, 1984b). According to Levinson (2013), utterance positioning helps in understanding the social actions which are performed in social interaction. Utterances are either positioned to initiate a possible sequence of action or to respond to an action which is already initiated as part of a sequence.

In social interaction, the speakers’ actions occur in sequences forming what is called *adjacency pairs* (Schegloff and Sacks, 1973). Adjacency pairs are pairs like question-answer, offer-acceptance/denial, greeting-greeting, etc. According to Schegloff and Sacks (1973), adjacency pairs have the following features:

1. They are comprised of two utterances, namely, first-pair part and second-pair part.
2. The first-pair part and second-pair part are uttered by different speakers.

3. They are positioned in a way that the first-pair part precedes the second-pair part.
4. The second-pair part is constrained by the first-pair part.
5. The second-pair part becomes conditionally relevant after giving the first-pair part.

Due to the projective power of adjacency pairs, the production of the second part is constrained by the first part of the adjacency pairs (Levinson, 2013, p. 108). Moreover, when presenting a second-pair part, the speaker makes an indication to the utterer of the first-pair part whether his/her first-pair part is being understood, accepted or refused (Schegloff and Sacks, 1973: 297-298). On producing the first part, some expectations about the second part are made. If the other participant fails to provide an answer to the first-pair part, then this displays a lack of understanding the first-pair part (Holtgraves, 2002, p. 93). In this way, adjacency pairs function as templates for both producing and interpreting utterances (p. 95). Thus, the absence of the second-pair part leads the other participant to make some inferences about the speaker. For instance, if the hearer fails to return greeting, the speaker might infer that the hearer has either not heard his/her greeting – so s/he attempts louder greeting – or that the hearer has been rude or boorish (p. 95).

Adjacency pairs are governed by the rule that after producing the first-pair part, the speaker should stop talking and give the floor to the hearer to produce the second-pair part to the speaker's prior turn (Levinson, 1983, p. 304). Sometimes in adjacency pairs, the second-pair part is delayed for a while. For example, some utterances termed *insertion sequences* (Schegloff, 1972) may be embedded between a question and its answer. In this case, the answer is held in abeyance while preliminaries are sorted out (Levinson, 1983, p.p. 305). The embedded sequences are restricted in content to the sorting out of these preliminaries (p. 305).

As not all the second-pair parts are of equal standing, there are *preferred* and *dispreferred* responses (p. 307). For example, a preferred response for an offer is accepting and a dispreferred response is declining. Dispreferred responses might be delayed a bit and prefaced with some markers such as *well* to indicate the dispreferred status or the speaker might provide an account for not performing the preferred response (p. 307).

2.7.3.3 Activity type

Levinson (1979) introduces his notion of *activity type* to refer to events or situations in which people communicate with each other. Sociologists and anthropologists use other roughly equivalent terms like “speech event” and “episode”. Levinson prefers to use this term because,

as he believes, it refers to “any culturally recognized activity” whether with or without speech to be involved in that activity. According to Levinson, activity type is goal-defined (i.e. done for particular purposes) and socially constituted (i.e. accomplished by individuals in real discourse) with identifiable constraints on the participants, the setting, and the allowable contribution. Examples of activity types can be teaching, job interview, a jural interrogation, etc., (Levinson, 1979, p. 368). According to Levinson, social activities grade from highly pre-packaged activities where formal language is used to highly unscripted ones where informal language is used. The more formal the activity is the greater the distance between participants will be. Formality is indicated by the use of elaborate higher diglossic varieties of a language with diglossia, (Ferguson, 1964). For instance, standard Arabic is used in formal situations whereas a variety of Arabic colloquial vernaculars are used in informal situations. Another indication of social distance is the use of address forms, (Levinson, 1979, p. 368). To give an example, words like Highness, Professor, Doctor, Mr., etc. are used in formal discourse whereas only first names or nicknames are used in the informal discourse. Thus, a change in the style or mode of address indicates a change of activity.

Activities also vary according to whether speech is an essential part of each activity for there are activities which are constituted entirely by talk like telephone conversations or lectures, etc.), (p. 368). On the other hand, there are activities where no talk at all occurs or, if it occurs, it is incidental as in football games for example. Some in between activities are also possible like placing of bets or a visit to the grocers, (p. 368). In these kinds of activities, there is some sort of relation between what is said and what is done, (p. 368).

Because the participants’ contribution to any activity is bounded by strict constraints, the utterances they use should go in line with the expectations about the functions to be fulfilled by those utterances in every activity, (p. 377). These expectations should also be corresponding to the set of *inferential schemata* that are peculiar to each activity, (p. 371) According to Levinson, these inferential schemata can “help to determine how what one says will be ‘taken’ – that is, what kinds of inferences will be made from what is said”, (p. 393).

An activity type involves two main things: (1) what the interlocutors do to constitute an activity; and (2) the knowledge the interlocutors have of that activity — that is, interlocutors “deploy knowledge about a speech activity (e.g. its speech acts, participants, settings, and so on) in interpreting and managing the particular activity they are engaged in” (Culpeper *et al.*, (2008, p 299-300).

One example of how activity constraints interlocutors' inferences can be the utterance "how are you?" This utterance may be taken as a phatic question used for greeting when people are introduced to each other, but in a medical consultation, it would be interpreted as a real question for the sake of seeking information about the patient's health, (Betz, 2014, p. 1). Here, there is a move from the macro cooperative principle towards activity type specific inferencing or "from explaining generalised implicatures towards explaining particularized implicatures", (Culpeper *et al.*, 2008, 300).

2.7.3.4 Discourse markers

Discourse markers are "individual lexical items with little meaning of their own, but they are of considerable importance within a discourse", (Jucker, 1986, p. 118). They are single words or phrases that have proved to be of undeniable help to approach the meaning in a discourse. Most discourse markers seem to share the characteristic feature of relating parts of the discourse units to each other (Schourup, 1999, p. 230). This connectivity function is explained in Fraser's (1996) and Hansen's (1997) definitions of discourse markers respectively. Fraser defines a discourse marker as "an expression which signals the relationship of the basic message to the foregoing discourse", (1996, p. 186) and for Hansen discourse markers are "linguistic items of variable scope, and whose primary function is connective" (1997, p. 160). In addition to their importance in indicating the boundaries of discourse units, discourse markers are claimed, within the framework of SAT, to contribute to the interpretation of the utterances that host them rather than describing the content of those utterances, (Blakemore, 2002, p. 3).

Due to space limitation, I will only briefly discuss the markers that significantly contribute to the interpretation of utterances. Although those markers can come at the beginning, middle or end of an utterance, I will only focus on those which appear initially as they are the most important among others, (Jucker, 1986, p.118) and because they turned out to be the common type of markers found in the data of the current study. The discourse markers I will talk about are: 'well', 'but', 'and', and 'so'.

2.7.3.4.1 The discourse marker *well*

Lakoff (1973) noted that speakers might preface their utterances by the discourse marker *well* when they are speaking indirectly, i.e., if they are providing the information sought by the

questioner in an indirect way. Another condition where speakers might use *well* to preface their utterance is when they provide insufficient answer, (1973, p.463)

Agreeing with Lakoff's analysis of *well* as a prefacing marker indicating an indirect answer to come, Svartvik (1980, p. 173) expands the use of *well* to cover a considerable number of functions subsuming those functions under two uses, namely, *qualifier* and *frame*. Jucker (1986, p.118) categorizes the first use (frame) as structural, i.e., it identifies the boundaries of a discourse unit and the second use (qualifier) to be more pragmatic, i.e., "caused by the import of pragmatic scales". Jucker (1986, p.118), also notes that frame use, chiefly, relates to interviewers' utterances, whereas qualifier use relates to utterances made by interviewees. Svartvik's (1980, p.174) uses of *well* as a frame are summarized as follows:

1. It "shifts the topic focus to one of the topics which have already been under discussion".
2. It "introduces explanations, clarifications, etc."
3. It indicates "the beginning of direct speech".
4. It functions as "editing marker for self-correction".

Whereas as a qualifier, *well* does the following functions, (Svartvik's, 1980, p. 173):

1. It marks "agreement, positive reaction or attitude".
2. It marks "reinforcement".
3. It marks "the non-straight and incomplete answer to the *wh*-question".
4. It marks "a non-direct or qualified answer".

Furthermore, Svartvik, (1980, p.176) claims that *well* can have some other functions at the level of discourse techniques. According to him, it can function "as floor holder, hesitator, or initiator", (1980, p.176).

Some other scholars claim other uses for *well*. For instance, Levinson (1983, p. 334) maintains that it is standardly used to preface and indicate dispreferred answers. Owen (1981, p. 108), whose study was limited to instances of *well* which initiate second pair-part of an adjacency pair, claims that *well* can be used as a mark which signals and mitigates some sort of confrontation which might be a result of situations such as non-compliance with a request or rejection of an offer. According to Owen, *well* is used as a prefacing marker to dilute the face-threat made by those situations' acts or, as Watts (1986: 44) explains it, *well* is interpreted as a move which minimizes the face threat in a face threatening act. Owen (1983, p. 43) puts it neatly:

we can describe 'well', used to preface a second pair-part which is also a face-threatening act, as a strategy for signalling that a face-threat is about

to occur, thereby giving attention to alter's face and reducing the subsequent threat.

2.7.3.4.2 The discourse marker *but*

According to Quirk et al. (1985, p. 935), *but* “expresses a contrast which could usually be alternatively expressed by *and* followed by *yet*. The contrast may be in the unexpectedness of what is said in the second conjoin in view of the content of the first conjoin”. However, Jucker (1986, p. 123) found many instances where there was no contrast between the propositions separated by *but*. Rather, the contrast arose mainly from the word *but* itself. Another use of *but* is explained by Jucker (1986, p. 124) who found that the frequent use of *but* as initiator of the turn reflects “the counter-arguments brought in by the interviewers”. Like other discourse markers, *but* is claimed to (1) be deictic and to link the host utterance to the preceding and/or following text and to speaker and/or hearer, and (2) locate the current utterance in various “planes of talk”, (Schiffrin, 1987, p. 324). Schiffrin mentions three relevant planes for *but*, namely, *ideational structure* (as *but* can indicate contrasting ideas), *action structure* (*but* can indicate contrastive speech acts), and *exchange structure* (as *but* can be used to continue a turn), (p. 324).

2.7.3.4.3 The discourse markers *and* and *so*

The coordinator *and* has considerable implications. According to Quirk et al. (1985, p. 930-932), *and* can imply result, chronological sequence, contrast, etc. In addition to those implications, Jucker (1986) adds another use for *and*. He illustrates that *and* can be used to relate the interviewer’s question to the preceding interviewee’s answer functioning as a device to assure the relevance of the question.

The conjunct *so*, on the other hand, is like the coordinator *and* in that it also implies a consequence or a result of the preceding proposition (Jucker, p. 124). However, Quirk et al (1985, p. 635 and 644) claim that this conjunct, (i.e., *so*) can, sometimes, be rather a summing-up marker than a result indicator. Jucker (1986, p. 125) found that *so* can also be used to introduce follow-up questions and, thus, maintain continuity and relevance of the interviewer’s question. Another function of *so* as a discourse marker is proposed by Schiffrin (1987: 209) maintaining that *so* can be used to “mark an action which has just been motivated”. Similar to Schiffrin’s analysis is that

proposed by Fraser (1990, p. 393) and Müller (2005, p. 81) who claim that *so* can function as a speech act marker to preface directive speech acts such as orders, requests, and questions.

2.7.3.4.4 The discourse markers *yes* and *OK*

Yes and *OK* are among the interpersonal discourse markers that have a primarily function of indicating responses of agreement, confirmation, and acknowledgement (Fung and Carter, 2007, p. 415). A similar opinion about *yes* is adopted by Chapetón Castro (2009) who argues that *yes* is used as a marker of cooperation, agreement and confirmation. *Yes* is restricted to formal kinds of conversations (among which news interviews are typical). This idea is confirmed by Fung and Carter (2007) who argue that the discourse marker *yes* is extremely rare in the everyday conversations of native speakers and it is replaced by its informal version *yeah*. *Yeah* can function as a turn taker, a back-channel signal and a reaction discourse marker Chapetón Castro (2009). According to Fung and Carter (2007) *yeah* can also have a structural function to indicate continuation of topics. In theory, these functions can also be done by the formal form *yes*, but still needs evidence from real data. *OK*, on the other hand, shares with *yeah* the function of turn taker and also functions as opening/closing frame marker and a topic switcher (Chapetón Castro, 2009, p. 73).

2.8 Summary

In this chapter, I have reviewed three different, but related theories which all contribute to speech acts' production and recognition. First, speech act theory as proposed by Austin and developed by Searle has been reviewed as the first pragmatic theory to characterize and analyze speech acts. Second, politeness theories that have been based on speech act theory, i.e., Brown and Levinson and Leech's theories have also been reviewed with the aim of finding out whether politeness has any role to play in creating and interpreting speech acts. As the current study is to investigate speech acts in news interviews (i.e., long threads of interaction), I have reviewed some aspects of conversation analysis which might contribute to bridging the gap between speech act on the individual level of utterances and sequence level of utterances. Finally, the study touches upon discourse markers which are believed to have a role in interpreting the speech acts of the utterances which host them.

Chapter Three

Methods

3.1 Introduction

This chapter displays the methods of this study. First, it presents the materials used in the analysis. These are two sets of English and Arabic short news interviews (3.2). Then, the chapter details how the data was collected and the parameters of data collection (3.3). Section 3.4 explains the procedure followed in analyzing the collected data and the elements of this analysis. The next section informs the reader how the Arabic dataset was transcribed and translated into English (3.5).

3.2 Materials

The materials of this study are twelve short news interviews which range from 3-7 minutes long. They are six English interviews and six Arabic interviews. Two topics are covered by these interviews: (1) the immigration crisis which happened in 2015 when Europe was flooded with the overwhelming flow of refugees from the Middle East (especially Syria) and (2) the Iranian nuclear deal which was reached between Iran and the group of 5+1 countries (permanent members of UN Security Council + Germany) in 2015.

3.3 Data Collection

The study uses naturally-occurring data collected solely from short interviews on news channels. The data collection techniques of observation and recording were used. The sources for collecting data were BBC and Sky News channels on the English part. Al-arabiya, Sky News Arabia, and Al-Wataniya were the selected channels on the Arabic part. Some of the collected interviews were video-recorded live and some others were downloaded from YouTube. In order for the English and Arabic datasets to be as comparable as possible, four main parameters were set for the collection process: topic, setting, length of the interview and non-correspondent interviews. Regarding topic, only political interviews on international issues that were covered in the media of both languages were chosen. This was to guarantee topic balance. Domestic issues were excluded from consideration as they are widely different across the English-speaking and Arabic-speaking communities and cannot afford counterbalanced data. Two international issues were selected, namely, the immigration crisis and the Iranian nuclear deal. These were the heated topics during

the data collection time (from late in July 2015 to the end of September 2015) and were discussed in both English and Arabic news interviews.

The setting of the interview was the second parameter considered. Only the most common type of short news interviews has been taken into account, i.e., the interviews that took place inside the studio or via screen (satellite connection or Skype). The third parameter is the length of the interview. I have defined the limits of short interviews to range from 3 to 7 minutes in both datasets. The last parameter is non-correspondent interviews. I have deliberately excluded interviews with correspondents as the speech acts in such interviews, especially in the Arabic dataset, were found to be mainly reporting and stating (i.e., no interesting diversity of speech acts in such interviews). Moreover, I have tried to collect interviews where the interviewees have similar positions or status, but it was difficult to guarantee a full counterbalance between the two datasets in this regard. However, as long interviews with correspondents were excluded, I assume that with any other interviewee, the interviewer projects a formal relationship between him/herself and his/her guest, i.e., there is some distance between the interviewer and the interviewee regardless of the interviewee's position (analyst, expert, MP, etc.).

Forty news interviews (24 in English and 16 in Arabic) complying with the above parameters were collected. This material was grouped into four sets: (1) English interviews about migration crisis (14 interviews), (2) Arabic interviews about the immigration crisis (10 interviews), (3) English interviews about the Iranian nuclear deal (10 interviews), and (4) Arabic interviews about the Iranian nuclear deal (6 interviews). From each set only three interviews were selected due to space and time limitation of the study. The total twelve interviews to be analyzed were selected from these 4 sets according to random basis.

Table 4

General Information about the Analysed Interviews

Interview No.	Language	Channel	Topic	IR	IE & Affiliation	Length in Minutes	Word Count
1	English	BBC News	Immigration crisis	Ben Brown	David Burrows (Conservative backbencher)	4 minutes	842
2		BBC News	Immigration crisis	Simon McCoy	Stephen Hale (Chief Executive of Refugee Action)	5 minutes	1017
3		Sky News	Immigration crisis	Jayne Secker	Yvette Cooper (MP)	5 minutes	1001
4		BBC News	Iran Nuclear Deal	Unknown	Fred Fleitz (former CIA Analyst)	3 minutes and 6 seconds	587
5		BBC News	Iran Nuclear Deal	Matthew Amroliwala	Tom Wilson (Research Fellow at the Henry Jackson Society of Foreign Policy Think Tank)	3 minutes	768
6		Sky News	Iran Nuclear Deal	Lukwesa Burak	Arash Aramesh (analyst)	3 minutes	453
Total							4668
7	Arabic	Al-arabiya News	Immigration crisis	Talib Kan'an	Rami Al-Ali (specialist of the European affairs)	3 minutes and 40 seconds	478
8		Sky News Arabiya	Immigration crisis	Rita Ma'loof	Faisal Jalul (political researcher)	6 minutes and 14 seconds	720
9		Al-arabiya News	Immigration crisis	Sohaib Sharair	Mohammed Abu Asaker (spokesman of UNHCR)	5 minutes and 35 seconds	703
10		Al-Wataniya	Iran Nuclear Deal	Unknown	Riadh Sidaoui (director of the Arab Center for Political and Social Studies)	4 minutes and 14 seconds	591

11		Al-arabiya News	Iran Nuclear Deal	Khalid Madkhali	Abdul-Rahman Al-Tireri (journalist and writer)	5 minutes and 10 seconds	661
12		Al-arabiya News	Iran Nuclear Deal	Talib Kan'an	Nathan Tek (deputy spokesman of the US Bureau of Communication)	3 minutes and 20 seconds	423
Total							3596

3.4 Data Analysis

Speech act identification is a complex process involving different kinds of contextual factors. In fact, it is extremely difficult to identify and include all those factors in a one single study. Ideally, this process requires a team of specialists from different fields such as phonology, semantics and pragmatics. However, this does not prevent working on some of these factors in a study like the current one. One of the main purposes of the current study is to inspect a number of pragmatic factors and put them into analysis to see whether or not they contribute to speech act identification in short news interviews.

As for the procedure of data analysis, the full transcript of each interview is given at the beginning of the analysis. The transcript will be divided into turns (Turn 1, Turn 2, Turn 3, etc.) which will be, in turn, subdivided into utterances (Utterance a, Utterance b, Utterance c, etc.) according to CA conventions and according to questions, pauses, discourse markers, etc. The division is based on the question-answer adjacency pair which is the typical convention in news interviews. The first pair part in each pair of turns belongs to the interviewer and the second pair part belongs to the interviewee. Each pair is mainly analysed as a separate entity. However, these pairs are also investigated in terms of their relation to the other preceding and following pairs/turns. Afterwards speech act pragmatic indicators are put into operation to identify the intended speech act(s) of each individual utterance. These individual speech acts are further investigated to see if they cooperate and collaborate to form what I call an 'overall speech act'. According to Levinson (2013: 103), participants assign at least one action (i.e., speech act) for each turn. It is worth mentioning that every interview consists of three distinct portions called

‘sequences’. These are the ‘opening sequence’ (which includes the initial pair of turns in the interview), the main sequence (which includes all the pairs of turns between the opening and the closing sequences), and the closing sequence (which includes the last pair of turns in the interview). The format of news interviews makes it rather easy to demarcate such parts.

To go into details, two steps were followed for analyzing every adjacent pair. The first step includes a table which explains how speech acts are recognized in the light of the indicators given. The second step is a discursive commentary which discusses the type of speech acts in detail and any other significant factors that led to speech act identification.

Figure 3 below shows an illustrative example of how the data is analysed in the first step of the analysis. First, it gives the transcript of the analysed turn and then it presents the table of analysis.

7. Presenter: We spoke to Andy Burnham an hour ago on Sky News err and he suggested taking err refugees taking asylum seekers from refugee camps on the outskirts of Syria to stop them having to make this journey and bring them directly to the UK ^(a). Is that something that you would support ^(b)?

T	Utterance	Speech act	Pragmatic Indicators						SA catg	
			AP	AT	CP	PP	FW	Context		
								Co-uttr		Pragma-linguistic Cue
7	a.	prefacing the coming act						Yes (post-ind)		Ass
	b.	asking (main act type 3)	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir

Figure 3. Sample of Data Analysis (Taken from ‘Interview 3’ in 4.3.3)

The table encompasses five columns. Starting from the left side, columns 1 and 2 provide the number of the turn and the utterance under analysis. Column 3 spells out the speech act performed by the utterance in question. Column 4 is further divided into six sub-columns under the heading pragmatic indicators. Those six columns reveal whether or not the pragmatic factors of Adjacency Pair (AP), Activity Type (AT), Cooperative Principle (CP), Politeness Principle (PP), Facework (FW), and Context play a role in identifying the speech acts described in column 3. Context subsumes further two sub-columns under the sub-headings: (1) *co-utterance* to refer to

whether the relation between the utterance and its preceding and/or following utterance(s) play a role in identifying the speech act done by that utterance or not and (2) *pragmalinguistic cue* which names the pragmalinguistic factors such as syntactic structures, semantic properties, etc. that help in recognizing the speech act performed by the utterance. If any of these pragmatic indicators functions as an IFID for the speech act in question, it is marked with *Yes*. Otherwise, it is left blank. The fifth column names the category to which the speech act belongs. The study uses Searle's classification of speech act categories for this purpose (i.e., representatives, commissives, directives, expressives, and declarations) (see 2.2.3.2). The pragmatic factors in column 4 are manipulated in the following way:

Adjacency pairs (AP): This CA system can be exploited in recognizing speech acts in news interviews. "Adjacency pairs function as templates for both producing and interpreting utterances" (Holtgraves, 2002, p. 95) (see 2.7.3.2). As the question-answer format is paradigmatic to news interviews' language (Heritage and Roth, 1995), the adjacency pair used in this activity is a question-answer template in which the interviewer is to ask questions and the interviewee is to provide answers to those questions. In my view, this AP system can also serve the SA purpose in the news interview activity. Abiding by the question-answer template on the part of the interviewer makes the hearer assume that the interviewer is doing an asking speech act somewhere in his/her turn. On the other hand, if the interviewer breaks the adjacency pair system, then the hearer will understand the speech act performed by the interviewer to be any speech act other than asking. Similarly, when the interviewee abides by the question-answer template, s/he is to provide an answer to the question somewhere in his/her turn. For example, if the interviewer asks about the interviewee's opinion of a certain issue, then the interviewee, given that s/he is abiding by the AP, would express the required opinion somewhere in his/her turn. Accordingly, the AP system can function to a degree as an indicator of the interviewer's asking speech act and of the interviewee's act that addresses the interviewer's point. In a nutshell, my take on AP is different from that of the CA in that I have used it as an indicator of the speech act of 'asking' on the part of the interviewer and an indicator of any speech act that addresses that question on the part of the interviewee.

The second factor activity type (AT) (see 2.7.3.3) is an event of communication with a defined goal and identifiable constraints on the participants, the setting, and the allowable contributions (Levinson, 1979). As for short news interviews, this is an activity type which typically involves two participants talking about a particular topic for a short period of time. The constraints of this

activity type are: topic (the participants should adhere to the main topic of the interview), time (normally ranging from 3-7 min), and role of participants (the interviewer is the one who runs the talk in this activity and is expected to ask questions and the interviewee is expected to provide answers). The role of participants in short news interviews is based on the work of Clayman and Heritage, 2002(a). They assume the question-answer format to be typical in news interviews in the sense that the interviewer is to ask questions and the interviewee is to provide a relevant answer. I also uphold this question-answer format, but I do not think it does justice to the complexity and diversity of news interviews. Instead of the question-answer format, I hypothesize a broader directive-compliance format for news interviews. This is because the interviewer's job in news interviews activity is to elicit information from the interviewee and this can be achieved not only by asking questions but also by issuing other directives. On the other hand, the interviewee's job is to comply with the interviewer's directive. This broader format embodies the question-answer format which I believe to be the most frequent in news interviews, and any other information eliciting formats. I will put this hypothesis into analysis in this study in order to dis/confirm its validity.

The activity type is employed here as a general indicator of speech acts. If this activity type is abided by in news interviews, we expect the interviewer to either directly issue a directive speech act related to the topic or to do a series of topic-related speech acts culminated by the directive one. On the part of the interviewee, we expect him/her to issue topic-related speech act(s) that comply(s) with the interviewer's directive. In this case, the activity type can help us recognize the topic-related and topic-unrelated speech acts when abided by and violated respectively.

There are some further constraints regarding the beginning and end of news interviews. As mentioned in (2.6.3), the interviewer must start the activity of news interviews with introducing the guest to the viewers. As for the topic of the interview, it can be either introduced at the beginning of the interview in combination with the guest introducing or it can only be referred to if it has already been introduced prior to the interview. It is also typical for the interviewer to welcome/greet the guest at the beginning and before indulging in the details of the interview. On the other hand, the final sequence of turns in news interviews is typically allocated to thanking the guest for participating in the interview and reminding the viewers of the guest's identity. It is also expected that the guest responds to the thanking act at the very end of the interview (see Jucker (1986).

The third speech-act-indicating factor is the Cooperative Principle (CP) (see 2.4). The current study will find out whether observing or flouting the four CP maxims (Quantity, Quality, Relation, and Manner) would have an effect on indicating the speech acts of news interviews.

Regarding Politeness Principle (PP) (see 2.5.4) and facework (FW) (see 2.5.6), these interactional pragmatic aspects will also be verified to see how far they can indicate speech acts within the analysed news interviews. The study will find out whether abiding by the PP principles and doing a face-saving/enhancing acts would be associated with performing positive speech acts, e.g., welcoming, thanking, etc. By contrast, the study will also find out whether violating the PP maxims and doing a face threatening act would be associated with performing negative speech acts, e.g., criticizing, insulting, etc.

The last speech-act-indicating factor to be employed in recognizing speech acts of utterances is context. Context is a miscellaneous factor comprised of several elements. As mentioned in 2.3 above, Yus (2000) divides context into heterogeneous *contextual sources*. What the current study will employ as speech-act-indicating factors are the sources number 6 and 7, namely, the role of previous utterances in the conversation and Linguistic cues respectively. I will name the first one as “co-utterance” and by which I will refer to the utterances that come before and/or after the utterance in question, not to refer only to previous utterances as assumed by Yus (2000). I will also re-name Yus’s linguistic cues as “pragmalinguistic cues”. This contextual category will include only the syntactic and semantic properties of the utterance and will exclude the phonological ones as they are beyond the scope of the study. Pragmalinguistic cues are part of what Drew (2013) terms as turn design. “Turn design refers to how a speaker constructs a turn-at-talk” (Drew, 2013, p. 132). The analysis of each interview ends with some statistics for the outcomes of the data analysis.

3.5 Transcription and Translation

The English dataset was given to an English person who was professional in transcribing English data according to the CA conventions to do the transcripts. As for the Arabic dataset, the researcher herself did the transcription of the Arabic interviews and tried her best to abide by the CA conventions. CA transcription seems to be new to Arabic data as the researcher could not find any CA expert of Arabic transcription to do the job. After doing the transcription, the researcher segmented all the turns of the analysed interviews into utterances. Regarding translation, I

decided to do content translation rather than a word-by-word translation. I have not adopted the Leipzig rules due to two obstacles: (1) Arabic uses special characters that are completely different from those used in Western languages and (2) more importantly, Arabic is a right-to-left-direction language. Thus if Leipzig rules are applied, the English reader will start reading from left to right, namely, from the opposite direction. And this results in misunderstanding and wrong interpretation of the text. That is why I had recourse to ‘content translation’, i.e., the texts were translated turn by turn. Four out of the six Arabic interviews were translated into English by a professional translator who is a member of the Iraqi Translators’ Association. He did the translation abiding by my segmentation of the data (turns and utterances). The other two were translated by the researcher herself, but were later proofread by another professional translator who is a member of the same association. Transliteration was used on a small scale in the Arabic dataset. It was only included when it was necessary for the speech act analysis.

3.6 Summary

This chapter has detailed the methods of this study. First, it described the kind and quantity of the data collected. Second, the chapter elucidated how the data was collected from the relevant sources and the criteria for collection. Afterwards it described how the collected data was analysed and the elements used in that analysis. Finally, the chapter describes how the Arabic dataset was translated into English.

Chapter Four

Results

4.1 Introduction

The selected 12 English and Arabic news interviews were analysed quantitatively and qualitatively to find: (1) which speech acts are used in them and what their types are, (2) what types of utterances are used to perform those speech acts, and (3) which IFIDs are in operation and how frequently they are used to identify speech acts in news interviews. This chapter presents the results of the quantitative side of the analysis, whereas chapters five and six provide the qualitative phase of it. This chapter presents statistics for all the abovementioned investigated aspects which resulted from the analysis.

First, the chapter explains some key terms used in the analysis to describe different types of speech acts and utterances found (4.2). Afterwards it lists all the individual speech acts found in the analysed interviews along with their frequency of occurrence (4.3). It also lists how often these speech acts were used by interviewers and interviewees. Then, the chapter presents the other results which relate to the individual speech acts: these are the results of the interactional acts, superior-inferior acts and the speech acts used in the opening and closing sequences of the analysed interviews. Afterwards the chapter displays the statistics of the speech act categories which show the frequencies of these categories (4.4). Section 4.5 presents the results of the 'turn speech acts' and section 4.6 deals with the results of the utterance types. Section 4.7 reveals the results of the investigated pragmatic indicators of speech acts. Finally, the chapter ends with a concluding section which summarizes the major results found (4.8).

4.2 Key terms of analysis:

The following key terms need to be explained in order for the reader to understand what these terms mean when used in the analysis and statistics. In fact, they are findings of the current study, but they are fore-mentioned here as they will be recurrently used throughout the quantitative and the qualitative phases of the analysis and the reader needs to be familiarized with them.

Speech acts:

Superior Speech Act: this is a superordinate explicitly performed speech act which subsumes two or more **inferior** speech acts. On the other hand, inferior speech acts are subordinate speech acts which are performed via the performance of a superior act.

Main speech act: this is a more important speech act in a turn than some of/all the other speech acts in the same turn. There are three types of main act:

Main act type 1: The speech act in this type makes the main point in the turn (on the part of the interviewer) or addresses the interviewer's main point (on the part of the interviewee). In either case, it is not supported by other speech acts in the same turn.

Main act type 2: The speech act in this type does not make/address the main point. However, it is supported by one or more acts in the same turn.

Main act type 3: The speech act in this type makes/addresses the main point. In addition, it is supported by one or more acts in the same turn.

Overall speech act: this is a superordinate speech act that is not explicitly performed in the turn, but can be figured out via a number of individual speech acts. In other words, some individual acts collaborate with each other to convey a main point provided that this main point is not explicitly conveyed by any individual speech act in the same turn. An overall speech act is intrinsically implicit and grasped by implicature.

Utterance Types

Utterances in the analysed data fall into three types in relation to the speech acts they perform.

Single Utterance: This utterance performs a single speech act only.

Double-edged Utterance: This utterance performs two speech acts simultaneously and is subdivided into:

Double-edged utterance Type 1: This type consists of one explicit and one implicit speech acts performed together and is further subdivided into:

Double-edged utterance Type 1/a: In this subtype, the implicit act seems to be more important than the explicit act.

Double-edged utterance Type 1/b: In this subtype, the explicit act is likely seen as more important than the implicit act.

Double-edged utterance Type 1/c: Both explicit and implicit acts seem to be evenly important in this subtype.

Double-edged utterance Type 2: This type comprises two explicit acts performed together.

Fala Utterance: This utterance performs three speech acts concurrently. It is named after an old spear-like fishing tool used in the Iraqi marshes which has three blades. See figure 4.

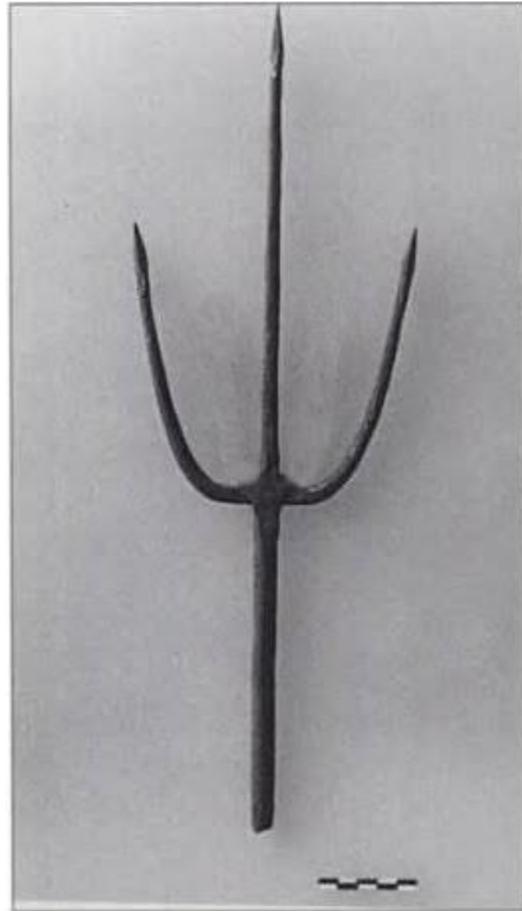


Figure 4. Old Iraqi Fishing Tool (Fala)

4.3 Individual Speech Acts

Analysis of the collected English and Arabic interviews done in chapters 5 and 6 revealed many different individual speech acts used in these interactions. These individual speech acts are found to be of three kinds. The first kind is **Classical speech acts**. These are the speech acts which are handled by classical SAT. That is, they are the speech acts which are performed by their utterances per se and are not influenced by the interaction they occur in. The second kind is **Interactional speech acts**. These are the acts which are influenced by and named in relation to the other speech acts in the same encounter, e.g., ‘prefacing’ which is named in relation to the speech act it paves the way for and ‘elaborating’ which elaborates on a previously performed act. The last type is **Superior-inferior speech acts**. Some individual speech acts were found to be superior or superordinate acts the performance of which subsumes performing other inferior or subordinate acts. Table 5 summarizes all the individual speech acts of the first two kinds along with their frequencies in the analysed English and Arabic interviews. This result provides an answer to the main RQ1 and part of the answer to RQ1 (a), (b) and (c) of this study. Table 6 presents how often speech acts were used by the IRs and IEs in the same analysed data. In addition, Table 7 presents the superior inferior acts found in the data analysed and completes the answer to RQ1 (a).

Table 5

Individual Speech Acts in the Analysed News Interviews

No.	Individual Speech Acts								
	Kind	Speech Act	Arabic News Interviews			English News Interviews			Total
			Immigration	Nuclear deal	subtotal	Immigration	Nuclear deal	subtotal	
1	Classical Speech Acts	accusing					2		2
2		agreeing	1		1	5	2	7	8
3		apologizing	1		1	1		1	2
4		asking	10	10	20	6	14	20	40
5		calling for sharing responsibility	1		1				1
6		challenging				1		1	1
7		complimenting	1		1				1
8		conceding				2		2	2
9		criticizing	2	4	6	7	3	10	16
10		defending	1		1		2	2	3
11		demanding	2		2				2

12		denying					1	1	1
13		disagreeing				1	3	4	4
14		expressing appreciation	1		1				1
15		expressing dissatisfaction				1		1	1
16		expressing doubt	2		2		1	1	3
17		expressing feeling				1		1	1
18		expressing opinion	3	1	4	8	9	17	21
19		expressing sympathy				1		1	1
20		expressing wish	1		1				1
21		greeting					1	1	1
22		predicting		1	1				1
23		promising		1	1		1	1	2
24		rejecting	1		1				1
25		reporting				3	1	4	4
26		requesting	1		1		1	1	2
27		requesting comment	2		2	8		8	10
28		seeking agreement	2		2	1	3	4	6
29		seeking confirmation				1		1	1
30		showing gladness					1	1	1
31		showing resentment		2	2		1	1	3
32		stating	23	31	56	43	32	76	132
33		suggesting	1		1				1
34		thanking	5	5	10	6	7	13	23
35		threatening		1	1				1
36		urging	1		1	6		6	7
37		warning				2		2	2
38		welcoming	4	4	8				8
Sub- Total			66	60	126	104	85	189	315
39	Interactional Speech Acts	beginning the interview	3	3	6	3	3	6	12
40		confirming	1		1	4	1	5	6
41		elaborating	10	18	28	13	5	18	46
42		ending the interview	3	3	6	3	3	6	12
43		introducing the guest	3	3	6	3	3	6	12
44		introducing the topic		1	1	2	1	3	4
45		justifying	2	4	6	1	2	3	9
46		prefacing	27	17	44	32	16	48	92
47		reminding	3	3	6	3	2	5	11
48		refuting criticism		2	2	1		1	3
49	reiterating	5	2	7	4	1	5	12	
Sub- Total			57	56	113	69	37	106	219
Total			123	116	239	173	122	295	534

Table 6

Individual Speech Acts of the Analysed Interviews in Relation to Interviewers and Interviewees

No.	Individual Speech Acts												
	Speech Act	Arabic News Interviews						English News Interviews					
		Immigration		Nuclear deal		Total		Immigration		Nuclear deal		Total	
		IR	IE	IR	IE	IR	IE	IR	IE	IR	IE	IR	IE
1	accusing										2		2
2	agreeing		1				1		5		2		7
3	apologizing	1				1		1				1	
4	asking	10		10		20		6		12	2	18	2
5	beginning the interview	3		3		6		3		3		6	
6	calling for sharing responsibility		1				1						
7	challenging							1				1	
8	complimenting	1				1							
9	conceding								2				2
10	confirming		1				1		4	1		1	4
11	criticizing	1	1		4	1	5		7	2	1	2	8
12	defending		1				1				2		2
13	demanding		2				2						
14	denying										1		1
15	disagreeing								1		3		4
16	elaborating	4	6		18	4	24	2	11		5	2	16
17	ending the interview	3		3		6		3		3		6	
18	expressing appreciation		1				1						
19	expressing dissatisfaction								1				1
20	expressing doubt	2				2					1		1
21	expressing feeling								1				1

No.	Individual Speech Acts												
	Speech Act	Arabic News Interviews						English News Interviews					
		Immigration		Nuclear deal		Total		Immigration		Nuclear deal		Total	
		IR	IE	IR	IE	IR	IE	IR	IE	IR	IE	IR	IE
22	expressing opinion		3		1		4	1	7		9	1	16
23	expressing sympathy							1				1	
24	expressing wish		1				1						
25	greeting									1		1	
26	introducing the guest	3		3		6		3		3		6	12
27	introducing the topic			1		1		2		1		3	4
28	justifying		2		4		6		1		2		3
29	predicting				1		1						
30	prefacing	9	18	9	8	18	26	11	21	14	2	25	23
31	promising				1		1			1		1	
32	refuting criticism				2		2		1				1
33	reiterating		5		2		7		4		1		5
34	rejecting		1				1						
35	reminding	3		3		6		3		2		5	
36	reporting							3			1	3	1
37	requesting		1				1				1		1
38	requesting comment	2				2		8				8	
39	seeking agreement	2				2		1		3		4	
40	seeking confirmation							1				1	
41	showing gladness									1		1	
42	showing resentment			1	1	1	1				1		1
43	stating	2	22		30	2	52	2	41	7	25	9	66

44	suggesting		1				1						
45	thanking	3	2	3	2	6	4	4	2	5	2	9	4
46	threatening				1		1						
47	urging		1				1		6				6
48	warning							1	1			1	1
49	welcoming	3	1	3	1	6	2						

Table 5 lists 38 classical speech acts and 11 interactional speech acts. It also shows that the most frequent speech acts in the data are: stating (129), prefacing (92), elaborating (46), and asking (40). Table 6 shows a big difference between IRs and IEs in using the speech acts of asking, stating, and elaborating. It reveals that ‘asking’ speech act is mostly exclusively used by IRs in both datasets (asking/IR= 38; asking/IE= 2). This result was expected as the job of the interviewer is to ask questions. On the other hand, the speech acts of stating and elaborating were far more used by IEs than IRs (stating/IR= 11, stating/IE= 118; elaborating/IR= 6, elaborating/IE= 40). This was also expected as the job of IEs in news interviews is to answer questions and give ample information in their answers. This leads to using a great deal of statements and elaborations on those statements. Prefacing seems to be a highly recurrent and widely-used strategy in both English and Arabic news interviews. Both IRs and IEs use this strategy to pave the way for their main acts. Furthermore, the table also shows no difference of note between the English and Arabic data in the frequency of all the resultant speech acts. This result favours to a degree the argument of speech acts’ universality and provides part of the answer to the RQ 1(c). It could be the effect of globalization which caused this closeness in speech acts in the English and the Arabic datasets despite belonging to different cultures.

Table 6 shows that the directives used by IRs in the analysed interviews are asking, seeking agreement, seeking confirmation and requesting comment. Especially ‘requesting comment’ was significantly more used by English IRs than Arabic IRs. This may indicate more preference to use implicit directives by English IRs, whereas Arab IRs tend to use explicit directives more. The table also shows that the speech act of expressing opinion was used more in English interviews than in Arabic. It seems that English IEs tend to express personal opinions more than Arab IEs do in news interviews.

In only two cases, some individual speech acts function as superior acts which subsume inferior acts. Table 7 below presents the superior acts found in the data along with their inferior acts.

Table 7

Superior and Inferior Acts in the Analysed News Interviews

No.	Superior Act	Inferior Act	Arabic News Interviews		English News Interviews	
			Immigration	Nuclear Deal	Immigration	Nuclear Deal
1	expressing opinion	supporting	1			
		predicting	1			
2	expressing opinion	criticizing				1
		stating				1
		justifying				1

Regarding the opening and closing sequences of the analysed news interviews, Table 8 lists the individual speech acts found in these sequences along with their frequencies.

Table 8

The Speech Acts Used in the Opening and Closing Sequences of the Analysed Interviews

No.	Interview Part	Individual Speech Acts								
		Speech Act	Arabic News Interviews				English News Interviews			
			Immigration		Nuclear deal		Immigration		Nuclear deal	
			IR	IE	IR	IE	IR	IE	IR	IE
1	Opening Part	introducing topic			1		2		1	
		introducing interviewee	3		3		3		3	
		beginning the interview	3		3		3		3	
		welcoming	3		3					
		thanking					1		2	
		greeting							1	
2	Closing Part	reminding	3		3		3		2	
		thanking	3	2	3	2	3	2	3	2
		ending interview	3		3		3		3	
		showing gladness							1	
		stating							1	
		promising							1	

As for the opening sequence, Table 8 shows that both ‘introducing interviewee’ and ‘beginning interview’ are typical speech acts at the beginning of both English and Arabic news interviews. The speech act of welcoming occurred exclusively in all Arabic interviews. This may relate to the politeness system in Arab communities. The speech act of thanking was found in English interviews only (three interviews) which is also a rather noticeable result. On the other hand, the table shows a typical closing sequence in both English and Arabic news interviews. Both have ‘reminding’ of the interviewee’s identity, ‘thanking’ the interviewee, and ‘ending the interview’ speech acts in this final part of the interview.

4.4 Speech Act Categories

All the five speech act categories were found in the analysed data. However, they vary in how often they occurred. Table 9 below displays the results of these categories.

Table 9

Speech Act Categories of the Analysed News Interviews

	Topic	Categories of Speech Acts				
		Assertive	Directive	Expressive	Commissive	Declarative
Arabic News Interviews	Immigration	77 (14.44%)	20 (3.7%)	21 (3.9%)		6 (1.12%)
	Nuclear Deal	77 (14.44%)	10 (1.87%)	21 (3.9%)	1 (0.18 %)	6 (1.12%)
	Subtotal 1	154 (28.89%)	30 (5.62%)	42 (7.87%)	1(0.18 %)	12 (2.25%)
English News Interviews	Immigration	104 (19.51%)	23 (4.31%)	39 (7.31%)		6 (1.12%)
	Nuclear Deal	62 (11.63%)	18 (3.37%)	35 (6.56%)	1 (0.18 %)	6 (1.12%)
	Subtotal 2	166 (31.14%)	41 (7.69%)	74 (13.88%)	1(0.18 %)	12 (2.24%)
	Subtotal 3 (subtotal 1+ subtotal 2)	320 (60.03%)	71 (13.32%)	116 (21.76%)	2 (0.37%)	24 (4.5%)
Total			533			

The table shows, first, that the most frequent category used was assertive (320=60.03%) followed by expressive (116=21.76%), directive (71= 13.32%), declarative (24=4.5%) and commissive (2 only 0.37%) respectively. Second, on the within-language level, scores of the two topics (immigration and nuclear deal) were close to each other within both English and Arabic. The only exception was the use of assertive category in English whose result showed a rather significant difference between topics (immigration 104= 19.51%, nuclear deal 62=11.63%). In fact, this difference is mainly ascribed to using more speech acts in ‘immigration’ than ‘nuclear deal’ within the English dataset (see Table 5 above). Third, on the across-language level, the results of the categories were approximately the same in English and Arabic except for the

expressive category whose results reveal a salient difference between the two languages (English 74= 13.88%, Arabic 42= 7.87%). This also could be due to the fact that individual speech acts in the analysed English news interviews are greater in number (295) than their Arabic counterparts (239) (see Table 5 above).

4.5 Turn Speech Acts

Data analysis also shows different types of speech acts in relation to the turn wherein they are performed. The first type is ‘main act’. A main act is a more important speech act in a turn than some of/all the other speech acts in the same turn. The importance of the main act within the turn stems from either its making the main point (on the part of the IR)/addressing the interviewer’s main point (on the part of the interviewee) or its being supported by one or more acts in the same turn. Accordingly, main act is subdivided into: (1) main act type 1 wherein the speech act makes/addresses the main point without being supported by other speech acts in the same turn (e.g., see Interview 1 turn 6 (d)), (2) main act type 2 wherein the speech act in question does not make/address the main point but it is supported by one or more acts in the same turn (e.g., see Interview 2 turn 4 (c)), and (3) main act type 3 (super main act) wherein the act makes/addresses the main point and is supported by some other acts in the same turn (e.g., see Interview 4 turn 3 (e)).

The other speech act type in relation to the turn hosting it is ‘overall speech act’. Overall speech act is a superordinate act that results from the collaboration of a number of/all the individual speech acts in the same turn. Overall speech act is intrinsically implicit and grasped by implicature. Table 10 below shows the frequency of occurrence of the ‘turn speech acts’ in the analysed data.

Table 10

Types of Turn Speech Acts in the Analysed News Interviews

Turn Speech Acts								
Type	Subtype	Arabic News Interviews			English News Interviews			Total
		Immigration	Nuclear Deal	Subtotal	Immigration	Nuclear Deal	Subtotal	
Main Act	Type 1	9	6	15	6	9	15	30
	Type 2	8	9	17	12		12	29
	Type 3 (super main act)	12	12	24	18	17	35	59
Overall speech act		1	3	4	1		1	5

The table above indicates no remarkable difference between the analysed English and Arabic news interviews. It also shows that the overall speech act is a rare phenomenon in the analysed interviews. It occurs in only five turns in total.

4.6 Utterance Types

Results of data analysis reveal three types of news interview utterances in relation to speech acts. These are single utterances (perform one speech act only), double-edged utterances (perform two speech acts concurrently) and Fala utterances (perform three speech acts concurrently). Double-edged utterances fall into two main types according to the explicitness/implicitness of the acts they perform. Type 1 consists of one explicit and one implicit speech act performed together. This type was found to be mainly performed by simple-sentence utterances (single-clause utterances) in the analysed data. However, it was less frequently performed by multi-clause utterances (e.g., see Interview 1, turn 6 (e)). Type 1 falls, in turn, into three subtypes: type 1/a in which the implicit act seems to be more important than the explicit act (e.g., see Interview 5, turn 4 (a)), type 1/b in which the explicit act is likely seen as more important than the implicit act (e.g., see Interview 1 turn 2 (e)), and type 1/c in which both explicit and implicit acts seem to be evenly important, (e.g., see Interview 1, turn 4 (a)). Type 2 of double-edged utterances comprises two explicit acts. This type was mainly found in the analysed data to be performed by multi-clause utterances (e.g., complex and compound sentences). However, in a few cases, this type

was performed by single-clause utterances, (e.g., see Interview 8 turn 10 (a)). Table 11 below presents the frequency of occurrence of all utterance types. The results presented in this table provide an answer to RQ2 (c).

Table 11

Utterance Types in the Analysed News Interviews in Relation to Speech Acts

Utterance Type	Sub-type	Arabic News Interviews			English News Interviews			Subtotal		Total
		Immigration	Nuclear Deal	Subtotal	Immigration	Nuclear Deal	Subtotal			
Single utterance		87 (19.37%)	84 (18.70%)	171 (38.08%)	130 (28.95%)	81 (18.04%)	211 (46.99%)	382 (84.63%)		449
Double-edged utterance	Type 1/a	4 (0.89%)		4 (0.89%)	6 (1.33%)	3 (0.66%)	9 (2%)	13 (2.89%)	50 (11.13%)	
	Type 1/b		1 (0.22%)	1 (0.22%)	3 (0.66%)		3 (0.66%)	4 (0.89%)		
	Type 1/c	4 (0.89%)	3 (0.66%)	7 (1.55%)	3 (0.66%)	7 (1.55%)	10 (2.22%)	17 (3.78%)		
	Type 2	6 (1.33%)	4 (0.89%)	10 (2.22%)		6 (1.33%)	6 (1.33%)	16 (3.56%)		
Fala utterance		3 (0.66%)	5 (1.11%)	8 (1.78%)	6 (1.33%)	3 (0.66%)	9 (2%)	17 (3.78%)		

Table 11 shows that single utterances achieve the highest frequency in both English and Arabic news interviews (English interviews 211 subtotal and Arabic interviews 171 subtotal, total= 382 out of 449 grand total of all utterances). Double-edged utterances scored 50 in total with type 1/c as the most frequent one (17 times). Fala utterance scored 17 only and was the least frequent utterance type in the data. It occurs mainly at the openings and closings of English and Arabic news interviews. The table also reveals no noticeable difference between English and Arabic news interviews in any of the discussed utterance types. The high frequency of single utterances in English news interviews only relates to the fact that the analysed English news interviews are longer than their Arabic counterparts. Thus, it does not reflect a noticeable difference.

4.7 Pragmatic Indicators

Results show that all the pragmatic concepts that were put into test in the data analysis function as indicators of speech acts with varying proportions and consequently provide an answer to RQ2 (c). Table 12 reveals the recurrence of those indicators in the data analysed.

Table 12

Speech-Act Pragmatic Indicators in the Analysed News Interviews

	Topic	Pragmatic Indicators						
		AP	AT	CP	PP	FW	Context	
							Co-uttr	Pragmalinguistic Cue
Arabic News Interviews	Immigration	18	53	13	3	9	51	71
	Nuclear Deal	22	50	16	4	13	38	72
	Subtotal	40	103	29	7	22	89	143
	English News Interviews	Immigration	10	63	17	4	14	61
	Nuclear Deal	23	67	19	2	12	27	85
	Subtotal	33	130	36	6	26	88	195
Total		73	233	65	13	48	177	338

As shown in the table above, the most frequent pragmatic indicators used in the data were ‘pragmalinguistic cue’ (338) followed by ‘AT’ (233) and ‘co-uttr’ (177) respectively. The table also shows that the least frequent pragmatic indicator was ‘PP’ (13). Finally, it reveals no prominent difference between English and Arabic news interviews as regards pragmatic indicators. Again, this similarity favours the argument of speech acts’ universality.

4.8 Conclusion

In this chapter, the results of analysing the twelve English and Arabic interviews are presented. Results show that the most frequently used individual speech act is ‘stating’. Results also show that some individual speech acts are ‘interactional acts’ (acts which are named in relation to other speech acts in the same encounter). Other individual speech acts are superior acts subsuming some inferior ones. All the five speech act categories are used in the analysed data and

‘assertive’ was the most frequent one. Results also reveal that some speech acts have special status in the turns wherein they occur. These acts are termed as ‘turn speech acts’. Two kinds of turn speech acts are found out. The first is ‘main act’ (Type 1, 2 and 3) which is an act of a higher importance in the turn than other acts. The second kind is ‘overall speech act’ which is an implicit act resulting out of the collaboration of some of/all the individual speech acts in the turn. It is a sort of a general meaning which the turn is conveying.

Results uncover three types of utterances used in the data in relation to speech acts. These are: ‘single utterance’ (which performs a single speech act only) (most frequent type in the data), ‘double-edged utterance’ (which performs two acts concurrently) and ‘Fala utterance’ (which performs three acts together) (least frequent type in the data). As for double-edged utterance, several subtypes were found: Type 1 (a, b, and c) and Type 2. Regarding pragmatic indicators, all the investigated pragmatic aspects were found to indicate speech acts in the data with the ‘Pragmatic cue’ as the most frequent indicator used. Finally, results reveal no significant difference between the analysed English and Arabic interviews on all the inspected levels (individual speech acts, speech act categories, turn speech acts, utterance types and pragmatic indicators).

Chapter Five

English News Interviews: Data Analysis

5.1 Introduction

In this chapter and the subsequent one, the collected data are analysed. The current chapter presents the analysis of the English dataset of short news interviews. Section 5.2 provides the analysis of the ‘Immigration crisis’ interviews which are three in number (interviews 1, 2 and 3). Section 5.3 displays the analysis of three English news interviews which are about the Iranian nuclear deal (interviews 4, 5 and 6).

5.2 English Immigration Crisis Interviews

This section presents the English news interviews on the topic of immigration crisis. They are three in number: (1) interview 1 (David Burrows), (2) interview 2 (Stephan Hale), and (3) interview 3 (Yvette Cooper).

5.2.1 Interview 1 (David Burrows) (4 minutes)

BBC news, Syrian refugee crisis with David Burrows, Conservative back bencher who talks with the presenter Ben Brown about the Syrian refugee crisis which has been ongoing since 2011, when Syrian refugees fled across the border to Turkey and Lebanon. There have been recent debates between MPs, and conflicting opinions from the British public about how many, if any, refugees should be settled in Britain. The interview was video-recorded live from BBC news channel on 09/03/2015.

1. **Presenter:** Let’s talk now to the Conservative back bencher David Burrows, err who’s been saying that the United Kingdom should be doing more to help the refugees and should be accepting thousands not hundreds of people ^(a), thank you very much for being with us err Mister Burrows ^(b), err how many thousands, should we be taking^(c)?
2. **Burrows:** (3) well it isn’t a numbers game ^(a), it’s err a compassionate issue that err certainly we are leading the way in terms of err providing humanitarian aid, we’ve got £900 million pledge ^(b), we’re taking the lead in that area ^(c), we have accepted through the usual asylum seeker processes, five thousand but, in

terms of, those near the conflict area, in- in areas of desperation, trying to take the perilous journey across Southern Europe, in terms of the voluntary settlement programme it is really, just over a hundred or so ^(d). And I think we should be doing much more, and getting in the region of thousands of voluntary settlement where we are settling people near where they are in those camps and other places ^(e). And they are clearly refugees, fleeing persecution, and they're willing to take and put at risk their lives ^(f). We need to be accepting thousands rather than hundreds ^(g).

3. **Presenter:** So you disagree with your leader David Cameron who said that just taking more refugees is not the answer ^(a)?
4. **Burrows:** (2) actually I agree with him ^(a). It's not the simple answer ^(b). There's no point simply just saying we're gonna accept this number and then we've solved the issue ^(c). There's a whole wide range of issues, trying to ensure on the ground there's more help and assistance happening, making other countries support us in our humanitarian efforts as well, which they're not doing ^(d). But at the very least you know we must err be willing to do more than just the hundred or so that we're providing voluntary settlement, we must be able to show those historic responsibilities we have for so many years ^(e). And our current responsibility it's about what a- a- one percent of the Syrian refugees now ^(f). We know that we have more than a one percent responsibility for what's going on in Syria and the region to- to help ^(g).
5. **Presenter:** But you're saying it's not a numbers game, but I think people watching would- would expect some sort of number- some sort of upper limit to be put on it ^(a). I mean we're not talking anything like (1) well you're not proposing anything like Ger::many for example, that are talking about taking 800,000 ^(b)!
6. **Burrows:** (2) wh-what I'm saying I think there is a disparity ^(a). You mention Germany and other- other countries and allies around is that err you can mention Australia as well who have been involved in being in- involved early as we were in terms of intervening in relation to Iraq and Syria, and in the consequences of

that err conflict, we need to also share our responsibility and burden ^(b). And I look at other countries that are, in the regions of thousands ^(c). I mean- I'm not there and I don't have the expertise to be able to say, that is the limit, that is the quota ^(d). But certainly on the present position, in relation to, where we're just seeing a matter of a hundred or so of voluntary settlements, surely we- we can do better than that and accept more, and show that we are willing to shoulder that part of the burden, of which there's a wider strategy ^(e). And the Prime Minister's so right [there's a wider strategy needed to actually be able to deal with this complicated issue ^(f).

7. **Presenter:** when you say, briefly, when you say we can do better, you are implicitly criticising David Cameron ^(a)

8. **Burrows:** (3) well I- I- I think the Prime Minister could do better ^(a). I mean back in June when there was a moderate increase in the voluntary settlement programme I said it- it looks like too little too late at that stage so ^(b). I'm- I'm ready to- to give constructive criticism ^(c), but I'm- I think the Prime Minister and the government need to recognise that, in terms of voluntary settlement, we need to be ensuring that we're providing refuge for erm for you know in the thousands rather than hundreds and- and also working then alongside others to provide better erm help and assistance, in relation to places near the source of the conflict, and providing a refuge there in the longer term, and providing ways that people can be resettled and then returned ^(d). But we're not just talking- and wanting to leave people to go through the perilous journey across Southern Europe and some indeed into this country, where they then make that asylum application ^(e), that's not the issue I'm focussing on ^(f), it's nearer the place of- of desperation, we should be providing more voluntary settlement and refuge ^(g). We have that historic moral and current responsibility to do more ^(h).

9. **Presenter:** All right, David Burrows, erm Conservative back bencher, thank you very much indeed for talking to us ^(a). **(Word count: 842 words)**

5.2.1.1 Interview 1 analysis

Opening Sequence

Turn 1 and 2:

T	Utterance	Speech act	Pragmatic Indicators							SA catg	
			AP	AT	CP	PP	FW	Context			
								Co-uttr	Pragmalinguistic Cue		
1	a.	Fala		Yes						mentioning the name and position of the interviewee	Ass
		1. introducing the interviewee		Yes							Ass
		2. introducing the topic of the interview		Yes							
	3. beginning the interview		Yes						Semantic: (<i>Let's talk...</i>)	Dec	
	b.	thanking		Yes			Yes (politic)			Thanking formula (<i>thank you very much</i>)	Exp
	c.	(double-edged type 1/b)	Yes	Yes						Syntactic: Sentence type (affirmative interrogative)	Dir
1. asking (main act type 1)											
		2. challenging								Exp	
Overall speech act:											
2	a.	stating								Syntactic: Sentence type (negative declarative)	Ass
	b.	stating								Syntactic: Sentence type (affirmative declarative)	Ass

c.	stating							Syntactic: Sentence type (affirmative declarative)	Ass
d.	expressing dissatisfaction with the number of refugees the UK has accepted			Yes (flouting quantity)					Exp
e.	(double-edged type 1/b) 1. expressing opinion (main act type 2)							Opinion-expressing formula (<i>I think..</i>)	Exp
	2. urging UK government to receive more refugees							Semantic: (... <i>should be doing much more</i>)	Dir
f.	justifying the opinion in previous utterance			Yes (flouting quantity)			Yes (pre- ind)	Semantic: (<i>clearly refugees, fleeing persecution, put at risk their lives</i>)	Ass
g.	confirming the opinion that he was introduced with						Yes (pre- ind) in turn 1		Ass
Overall Speech Act: the interviewee defends his view (that the UK should accept thousands rather than hundreds of refugees) against the implicit challenge made by the interviewer.									

In turn 1, the interviewer begins the interview with a Fala utterance (a) wherein he performs three speech acts. First, he introduces the interviewee mentioning his name and position. Second, he introduces the topic of the interview (i.e., the interviewee's attitude that the UK should do more to help refugees and admit thousands of them into the country) by using a subordinate relative clause. Third, the interviewer, by doing those two acts, implicitly declares the beginning of the interview. In utterance (b), the interviewer thanks the interviewee for doing the interview

using a typical thanking formula (see table above). In the last utterance (c), he performs the main act of the turn which is asking the interviewee about the number of refugees the UK should accept and admit. The interviewer's question does not seem to be a mere question. There is a sense of challenge in it. This challenge is indicated in four ways. First, the question design (see turn design in 2.7.3.1); if it were a mere question, the interviewer would use the word 'refugees' instead of 'thousands' which is a big number implying a heavy burden on the British economy (something not preferable for the British people). The word 'thousands' is also said with some stress to foreground it in the utterance. In addition, the challenging act is indicated by the inclusive pronoun (we). The interviewer's use of the pronoun 'we' not the noun 'UK' in "how many thousands should we be taking?" gives the sense that he looks at refugees as a burden that will affect all British people including himself not only the UK government. A fourth indicator might be the interviewee's reaction in turn 2. In that turn, he devotes almost all of the turn to respond to the challenge and defend his view of the necessity to admit thousands of refugees to the UK. He gives no answer to the interviewer's question. In this way, the interviewer's utterance is double-edged type 1/b. The explicit act of asking is more important in this utterance as it comes in line with the news interviews format as well as the adjacency pair system. The implicit act of challenging is relegated to a secondary level of importance for two possible reasons. First, the challenging act and asking act are made in the same utterance. And as the asking is the main act in the turn, due to the news interviews activity type and adjacency pair systems, it takes the priority of importance over the challenging act. Second, in terms of politeness and facework, challenging is a negative act, so including it in a question form makes it easier for the speaker to deny it if cornered somehow later.

In turn 2, the interviewee realizes the challenge made by the interviewer in the previous turn. He initiates his turn with the discourse marker *well* which announces a kind of dispreferred response (see 2.7.3.4.1) to come. In utterances (a), (b), and (c), the interviewee makes a series of statements explaining that it is not numerical issue of how many refugees the UK should accept. Rather, it is a compassionate issue in the sense that the UK should show more consideration to the suffering of those people and provide humanitarian aid to them as the UK is taking lead in that area. In utterance (d), the interviewee expresses his dissatisfaction with the number of refugees the UK has accepted considering it very small in comparison with the huge number of desperate refugees waiting to be resettled. In this utterance, the interviewee flouts the maxim of

quantity by mentioning extra details about the situation of refugees. This is done to show the desperate situation of refugees and, in turn, strengthen the act of dissatisfaction made.

In utterance (e), the interviewee makes a double-edged type 1/b utterance wherein he performs two acts. First, he explicitly expresses the opinion that the UK should do more as regards the refugees' crisis. Second, he implicitly urges the UK government to do so. The explicit act is a main act/ type 2 as it addresses the interviewer's point and is supported by utterances (f) and (g). In utterance (f), he makes a statement in which he justifies the opinion expressed in the previous utterance. Finally, the interviewee confirms the opinion he was introduced with by the interviewer, i.e., that the UK should accept thousands not hundreds of refugees.

Regarding the overall speech act, what could generally be grasped out of the individual speech acts made in the turn is that the interviewee is defending his attitude with which he was introduced in response to the implicit challenge made by the interviewer in turn 1.

Main Sequence

Turn 3 and 4:

T	Utterance	Speech act	Pragmatic Indicators							SA catg	
			AP	AT	CP	PP	FW	Context			
								Co-uttr	Pragmatic-linguistic Cue		
3	a.	seeking confirmation		Yes						Syntactic: sentence type (declarative question)	Dir
Overall speech act:											
4	a.	(double-edged type 1/c) 1. agreeing with Cameron's view (main act type 3)		Yes	Yes (observed)				Yes (post-sup)	performative verb (<i>agree...</i>)	Exp
		2. disagreeing with the interviewer		Yes	Yes (observed)	Yes (flouting agreement)	Yes threatening the				Exp

	(main act type 1)				with the interviewer)	interviewer's positive face			
b.	elaborating on the agreeing act		Yes				Yes (pre-ind)		Ass
c.	elaborating on the agreeing act		Yes				Yes (pre-ind)		Ass
d.	elaborating on the agreeing act		Yes				Yes (pre-nd)		Ass
e.	reiterating his attitude of receiving thousands of refugees.						Yes (pre-ind) turn 2 (g)		Ass
f.	prefacing the coming act						Yes (post-ind)		Ass
g.	stating (main act type 2)							Syntactic: sentence type (affirmative declarative)	Ass
Overall Speech Acts:									

In turn 3, the interviewer indicates that he has inferred from turn 2 that the interviewee disagrees with the UK Prime Minister David Cameron who sees receiving more refugees is not the answer to the refugees' crisis. This might be clear from the discourse marker 'So' which he initiates his turn with. With this concluding statement the interviewer makes a declarative question seeking the interviewee's confirmation to this conclusion. Thus, the discourse marker 'so' here prefaces the directive speech act of seeking confirmation. This confirms the claim of Fraser (1990, p. 393) and Müller (2005, p. 81) that the discourse marker 'so' can preface directive speech acts such as orders, requests, and questions.

The interviewee initiates turn 4 with a double-edged utterance type 1/c. In this utterance (a) the interviewee explicitly expresses his agreement with David Cameron that taking more refugees

is not the solution to the crisis. He also implicitly disagrees with the interviewer and refutes the conclusion to which he sought agreement. It seems that both are main acts and evenly important. However, they are not of the same type. The implicit disagreeing act is of type 1 as it addresses the interviewer's point and has no support from other acts. The explicit agreeing act is of type 3 as it is addressing the interviewer's point and is post-supported by the statements in utterances (b), (c) and (d). Utterance (a) presents a rare case of a contradiction. It performs agreeing and disagreeing acts at the same time. As regards facework, by saying "...*I agree with him*" and stating agreement with a third party, the interviewee creates a sense of threat against the interviewer's face – the interviewer sought agreement to his conclusion, but the interviewee did not comply. This sense of threat remains milder than direct disagreement towards the interviewer himself (e.g., *I disagree with your conclusion*).

In utterance (e), the interviewee shifts back to the main topic of the interview (i.e., his attitude that the UK should do more for the refugees). In this utterance the interviewee reiterates his attitude to stress it again. In utterance (f), the interviewee states that the UK is taking only one percent of its responsibility towards the Syrian refugees. This statement functions as a prefacing act to the last utterance (g) in the turn in which the interviewee clearly states that the UK's responsibility should be more than that. The stating act in the last utterance is a main act of type 2.

Turn 5 and 6:

T	Utterance	Speech act	Pragmatic Indicators							SA catg	
			AP	AT	CP	PP	FW	Context			
								Co-uttr	Pragmalinguistic Cue		
5	a.	requesting an upper limit number for refugees (main act type 1)		Yes						Opinion-expressing formula (<i>I think..</i>) Semantics: (expect, upper limit)	Dir
	b.	asking for reassurance		Yes							Dir
Overall speech act:											
6	a.	expressing an opinion								Opinion-expressing formula (<i>I think..</i>)	Exp
	b.	prefacing the						Yes			Ass

		coming act						(post-ind)		
	c.	stating (main act type 2)							Syntactic: Sentence type (affirmative declarative)	Ass
	d.	stating (main act type 1)		Yes	Yes (observed)				Syntactic: Sentence type (negative declarative)	Ass
	e.	(double-edged type 1/b) 1. reiterating his attitude about accepting more refugees						Yes(pre -nd) turn 2 (g)		Ass
		2. criticizing the UK government for not doing better regarding refugees							Semantic: (<i>we can do better</i>)	Exp
	f.	agreeing with Prime Minister					Yes (enhanc- ing the positive face of Prime Minister)		Semantic: (<i>so right</i>)	Exp
Overall speech act:										

In turn 5, the interviewer, in utterance (a), uses the opinion-expressing formula (*I think...*) to make a polite request indicating that he wants the interviewee to give a specific number as an ‘upper limit’ of refugees to be accepted in the UK. However, he makes the request on other people’s behalf ‘people watching’. It seems to be this which makes the request indirect. Interestingly, this attributing to another party (and presenting himself merely as its reporter) allows him to formulate the directive in a manner which is quite forceful – the word ‘expect’ has echoes of a demand rather than a request (although this is softened with ‘some sort of’). This might not be a frequent way of doing a polite request in English. Hence, it may belong to the

Non-conventionalized indirect requests according to Blum-Kulka's et al. (1989) model. In utterance (b), he is basically asking for reassurance that the upper limit is not the same as that which the German government has been mentioning implying that he is against accepting as many refugees as German plans to accept (i.e., 800000 refugees). The interviewer's turn design is critically important in conveying his implied act here.

In turn 6 utterance (a), the interviewee begins with expressing the opinion that there is disparity among countries in the limits of refugees they can admit. Then, he uses a long utterance (b) in which he talks about other countries (e.g., Australia) which were early involved in resettling refugees from the hot areas in the world like Iraq and Syria. In fact, he uses this utterance as a prefacing statement to pave the way for the speech act in the next utterance (c). That is, the UK, like other allies, should take its share of the refugees' burden. The stating act in this utterance is a main act in this turn. It is of type 2 due to being pre-supported by the prefacing act in utterance (b) and not addressing the interviewer's point. In utterance (d), the interviewee replies to the request made by the interviewer in turn 5 (a). He states that he is not there in the refugees' camps overseas and he also does not have the expertise to deal with them. He makes this statement in an explanation for why he cannot give an exact limit or quota that the UK should offer. By addressing the interviewer's question, the interviewee is performing another main act in the turn, but it is of type 1 this time. Utterance (e) is double-edged type 1/ b wherein the interviewee performs two speech acts. He explicitly reiterates again his attitude that the UK should accept as many refugees as it can. He also implicitly criticizes Cameron for the meagre reaction towards the crisis. This latter implicit criticizing act is supported by the interviewer's reaction in turn 7 below. In addition, it is also supported by the interviewee's assertion in turn 8 utterance (c). In utterance (f), the interviewee shows a kind of agreement with the Prime Minister upon employing a wider strategy to deal with this refugees' crisis than accepting and resettling a quota of them. Perhaps, he performs this agreeing act here as a strategy to redress the face-threat he caused to the Prime Minister in the previous utterance.

Turn 7 and 8:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmalinguistic Cue	
7	a.	(double-edged type 1/a) 1. stating							Syntactic: Sentence type (affirmative declarative)	Ass
		2. requesting comment		Yes						Dir
Overall speech act:										
8	a.	expressing opinion							opinion-expressing formula (<i>I think..</i>)	Exp
	b.	prefacing the coming act		Yes				Yes (post-ind)		Ass
	c.	stating (main act type 3)		Yes	Yes (observed)			Yes (pre-sup)	Syntactic: Sentence type (affirmative declarative)	Ass
	d.	expressing opinion about how to handle refugees' crisis							opinion-expressing formula (<i>I think..</i>)	Exp
	e.	prefacing a coming act						Yes (post-ind)		Ass
	f.	prefacing a coming act						Yes (post-ind)		Ass
	g.	stating (main act type 2)						Yes (pre-sup)	Syntactic: Sentence type (affirmative declarative)	Ass
	h.	reiterating that UK should do more to refugees						Yes (pre-ind) turn 2 (g)		Ass
Overall speech act:										

The interviewer infers from turn 6 that the interviewee has done an implicit criticism to the Prime Minister David Cameron. This arouses a kind of surprise on the part of the interviewer as the interviewee belongs to the same political party of the Prime Minister (Conservative Party). The interviewer seems to be putting his interviewee in a difficult position by highlighting the apparent divergence between him and his party line. He formulated his inference in the form of a statement in the current turn. In fact, what he is doing here is not a mere stating. Rather, he is asking the interviewee to give a comment to what he mentioned. What makes us infer that the interviewer is making an implicit act of requesting a comment is the activity type system of short news interviews. Abiding by this system requires the interviewer to issue some directive act at the end of his/her turn with which s/he moves the floor to the interviewee to comply with the directive.

The interviewee starts turn 8 with expressing the opinion that the UK Prime Minister still has the opportunity to do better as regards refugees (utterance a). The main indicator of this act is the opinion-expressing formula (*I think...*). In utterance (b), the interviewee reports a former criticism to the UK settlement programme describing it to be too little and too late. In the light of the main act in utterance (c), the criticism reported here works as prefacing to that main act wherein the interviewee states his readiness to criticize the Prime Minister as long as the criticism he makes is constructive. This stating act is the interviewee's response to the interviewer's directive (requesting comment). Furthermore, with this statement, the interviewee confirms the act of criticizing he did in turn 6 (e). This main act is of type 3 as it addresses the interviewer's point and is pre-supported by the prefacing act in utterance (b). In utterance (d), the interviewee expresses another opinion about the procedures that the UK government can undertake in handling the refugees' crisis. Again, the speech act here is mainly indicated by the opinion-expressing formula (*I think...*). In utterances (e) and (f), the interviewee makes a couple of statements explaining that the government focus should not be on only granting asylums for refugees who succeed in arriving in the UK, but on how to make them avoid going through that perilous journey. Those two statements work as prefacings to the act in utterance (g) wherein he states the better procedure that UK government should undertake in dealing with the refugees' crisis. That is, the UK government should focus on providing refuge and settlements for those people nearer the conflict areas. In so doing, the refugees will avoid going through the perilous journey across Europe to seek shelter there. The stating act here is a main act of type 2 in this

turn. The interviewee closes the turn with reiterating his attitude around which this interview is held. That is, the UK should do more in helping refugees.

Closing Sequence:

Turn 9:

T	Utterance	Speech act	Pragmatic Indicators						SA catg	
			AP	AT	CP	PP	FW	Context		
								Co-uttr		Pragmalinguistic Cue
9	a.	Fala								
		1. reminding viewers of interviewee's identity		Yes					mentioning the interviewee's name and position	Ass
		2. thanking		Yes			Yes (politic)		thanking formula	Exp
		3. ending the interview		Yes					Dec	
Overall speech act:										

Turn 9 is the closing turn of this interview. It is a Fala type wherein the interviewer performs three typical acts. First, he reminds the viewers of the interviewee's identity mentioning his name and position. Second, he makes a politic thanking in news interviews. He thanks the guest for doing the interview using a regular thanking formula "*Thank you very much indeed*". In addition to those two explicit acts, the interviewer is implicitly doing an implicit act of ending the interview.

5.2.1.2 Interview 1 statistics

Table 13

Interview 1: Individual Speech Acts

No.	Speech Act	Speaker		Category	Total
		IR	IE		
1	introducing	2		Assertive	2
2	beginning the interview	1		Declarative	1
3	thanking	2		Expressive	2
4	asking	1		Directive	1
5	challenging	1		Expressive	1
6	stating	1	8	Assertive	9
7	expressing dissatisfaction		1	Expressive	1
8	expressing opinion		4	Expressive	4
9	urging		1	Directive	1
10	justifying		1	Assertive	1
11	confirming		1	Assertive	1
12	seeking confirmation	1		Directive	1
13	agreeing		2	Expressive	2
14	disagreeing		1	Expressive	1
15	elaborating		3	Assertive	3
16	reiterating		3	Assertive	3
15	prefacing		5	Assertive	5
16	requesting	3		Directive	3
17	criticizing		1	Expressive	1
18	reminding	1		Assertive	1
19	ending the interview	1		Declarative	1

Table 14

Interview 1: Frequencies of Speech Act Categories

Assertive	Directive	Expressive	Commissive	Declarative
25	6	12	0	2

Table 15

Interview 1: Types of Turn Speech Acts

Type	Subtype	No.
Main Act	Type 1	4
	Type 2	4
	Type 3 (super main act)	3
Overall speech act		1

Table 16

Interview 1: Utterance Types in Relation to Speech Acts

Type	Subtype	No.
Single utterance		29
Double-edged utterance	Type 1/a	1
	Type 1/b	3
	Type 1/c	1
	Type 2	
Fala utterance		2

Table 17

Interview 1: Frequencies of Pragmatic Indicators

AP	AT	CP	PP	FW	Context	
					Co-uttr	Pragmalinguistic Cue
1	20	6	1	4	16	26

5.2.2 Interview 2 (Stephan Hale) (5 minutes)

Stephen Hale, Chief Executive of Refugee Action talks with the presenter Simon McCoy about the refugee crisis, and how the picture of a young boy who drowned at sea has helped the public to call for politicians to take greater action to help those affected. The interview was video-recorded live from BBC news channel on 09/03/2015.

1. **Presenter:** With me now is Stephen Hale, Chief Executive of Refugee Action, that's a charity that helps refugees, build a new life ^(a). I just wanna start with that photograph (1) ^(b). It is a talking point (1) ^(c) is it a turning point ^(d)?
2. **Hale:** I think that photograph came as the next step in a series of events ^(a). Since April the country has obviously been aware that ships have been going down with painful regularity and people have been dying in the Mediterranean sea ^(b), and we saw a lot of concern about that in April when the Prime Minister went to an emergency EU summit, and re-started search and rescue, which had been stopped, by the UK and all other European countries ^(c), but then I think we became a little bit inured to this crisis, with boats going down ^(d), and then on Thursday when the tragic death of seventy-one people in the lorry in Austria, I think that really began a shift ^(e), I myself in sixteen radio interviews on Friday, with people really concerned phoning in you know really a-anxious about that and recognising, bringing it home ^(f), since then of course Yvette Cooper and other politicians have- have joined this chorus ^(g), and what we've seen in the last twenty-four hours is really taken that, to a new level ^(h). There's no question at all about that ⁽ⁱ⁾.
3. **Presenter:** A- a- again, talking about the photograph, and we were talking about this in the office ^(a). And- and- and the, parallel perhaps is Michael Burk's report from Ethiopia, where suddenly a report, an image, a story breaks that emotional barrier ^(b). The question here is does it also break the political barrier ^(c)?
4. **Hale:** that's absolutely the question ^(a), and obviously it's encouraging to hear, the quote you- you- you were citing earlier from David Cameron, that Britain will meet its moral responsibility ^(b), but as we sit here today, Britain is not meeting its moral responsibility ^(c), we have got to be a part of a comprehensive response ^(d),

of course the UK can't resolve this crisis, on its own ^(e), but we're not stepping forward ^(f), we haven't made a pledge ^(g), and we need to do that and do it fast ^(h).

5. **Presenter:** Isn't there a complication here:: of a confusion in- in terms, where we talk about migrants and we need to distinguish between economic migrants and those who are fleeing for their lives ^(a)?
6. **Hale:** Absolutely ^(a), and that confusion in the public mind, has clearly been fostered by the language used on occasion in the media, and certainly by- by politicians, when we heard talk for instance of you know marauding migrants in Calais ^(b), and refugee is something which is defined in international law ^(c), it is a person who is fleeing from persecution, whose life is in danger in the country in which they were born ^(d), and clearly many many of the people who are affected by this crisis are coming from Syria, and fit that classification ^(e), and that's why Germany has said that it would give automatic refugee status to all Syrians ^(f), and the contribution that German is- that Germany's making is I think really setting bar, for David Cameron to step up, and define what he means by Britain meeting its moral responsibility ^(g).
7. **Presenter:** He may point out, that Britain is actually doing an awful lot in the region in the- in the Middle East, setting up camps where refugees can go ^(a), many union flags are flying over these refugee camps ^(b), and that should be the priority, keeping people who are afraid of their lives, in the area of their homes so that once things are eventually sorted in their countries, hopefully sooner rather than later, they can go home ^(a).
8. **Hale:** David Cameron's right about that ^(a), the UK is investing a lot of our development funding, in supporting refugee camps in the region ^(b), but the countries of Turkey and Lebanon and Jordan are performing incredibly in managing refugees from this crisis ^(c), and we in Europe can also play a part in that ^(d), other European countries recognise that responsibility ^(e), and it's time we did too ^(f), and I think what was happening in the last twenty-four hours is that we have reached this tipping point ^(g). We saw the front page of the Sun newspaper this morning, calling on the Prime Minister to act ^(h).

9. Presenter: That photograph, and I- I... err.. apology, I think perhaps we should just show it one more time, err warning obviously that- that these photographs are- are distressing ^(a), but it's the moment where:: perhaps people who hadn't really thought about it can utterly relate to a- a three-year-old boy dressed for a journey which hopefully would end with a new life, in a land which he- he was never to see (1) ^(a).

10. Hale: Absolutely ^(a), and of course I believe that on Thursday when the- the- the people died in that lorry, that many more people died that day on ships and we know actually that also the five-year-old brother of that child died ^(b), and I understand there was some commentary on social media, should anyone ask the mother for permission, but I understand the mother [may also have died as well ^(c). So, it's one image that there are two other members of that family, and of course thousands and thousands of other people affected ^(d), but you're absolutely right ^(e), it's brought it home to people ^(f).

11. Presenter: the story err obviously i-is even more tragic than perhaps the one photograph tells ^(a), err- err a father swimming from one child to the other, one is already drowned, he s-swims to the other, he drowns then he comes across the body of his wife, barely recognisable because she's- she's been beaten up on the rocks ^(b), and these stories can change politicians minds, do you think ^(c)?

12. Hale: (2) I think we're at that tipping point ^(a), we've reached that tipping point and the public in motion ^(b), we've reached that tipping point in many parts of the political spectrum ^(c), but there's one person who can turn that emotion into real support to change people's lives, and that person is David Cameron ^(d), and this responsibility is now very much with him ^(e).

13. Presenter: Stephen Hale there from re- Refugee Action, thank you very much ^(a).

14. Hale: thank you

(Word count: 1017 words)

5.2.2.1 Interview 2 Analysis

Opening Sequence

Turn 1 and 2:

T	Utterance	Speech act	Pragmatic Indicators							SA catg	
			AP	AT	CP	PP	FW	Context			
								Co-uttr	Pragma-linguistic Cue		
1	a.	(double-edged type 1/c) 1. introducing the interviewee		Yes						Introducing formula (<i>With me now is</i> + name and position)	Ass
		2. beginning the interview		Yes							Dec
	b.	introducing the topic of the interview		Yes						Syntactic: Sentence type (affirmative declarative)	Ass
	c.	prefacing a coming act						Yes (post-ind)			Ass
	d.	asking (main act type 3)	Yes	Yes						Syntactic: Sentence type (affirmative interrogative)	Dir
Overall speech act:											
2	a.	prefacing a coming act						Yes (post-ind)			Exp
	b.	prefacing a coming act						Yes (post-ind)			Ass
	c.	prefacing a coming act						Yes (post-ind)			Ass
	d.	prefacing a coming act						Yes (post-ind)			Exp
	e.	prefacing a coming act						Yes (post-ind)			Exp
	f.	prefacing a coming act						Yes (post-ind)			Ass
	g.	prefacing the						Yes (post-ind)			Ass

		coming act								
	h.	stating (main act type 3)	Yes	Yes	Yes (observed)				Syntactic: Sentence type (affirmative declarative)	Ass
	i.	confirming the previous statement		Yes				Yes (pre & post-ind)		Ass
Overall speech act:										

The interviewer does a conventional start for the interview. Utterance (a) is double-edged type 1/c wherein the interviewer performs two speech acts: (1) the explicit act of introducing the guest and the organization he works in and (2) announcing the beginning of the interview. In utterance (b), the interviewer introduces the topic of the interview (the photograph of the drowned boy). Immediately afterwards and without welcoming the guest, the interviewer in utterance (c) makes a prefacing statement in which he describes the photograph of the drowned boy as a talking point. Then in utterance (d), he performs the main act (type 3) of the turn in which he asks the guest whether the photograph has become a turning point as regards the refugees’ crisis. With this question he shifts the floor to the interviewee to provide an answer.

In turn 2, the interviewee allocates utterances (a-g) to preface the main act he performs in utterance (h). To go into details, in utterances (a), (d), and (e) the interviewee explicitly expresses a kind of opinion related to the refugees’ crisis. However, he employs the expressing opinion act to preface the main act which is yet to come. Utterances (b), (c), (f), and (g) all contain prefacing statements pre-supporting the main act of the turn in utterance (h) as well. In utterance (h), the interviewee states that the photograph has taken the refugees’ crisis to a new level meaning that it is a turning point in this crisis. This main act is of type 3. It is also post-supported by the last utterance of the turn (i) in which he confirms the statement in utterance (h).

Main Sequence

Turn 3 and 4:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragma-linguistic Cue	
3	a.	prefacing a coming act						Yes (post-ind)		Ass
	b.	prefacing the coming act						Yes (post-ind)		Ass
	c.	asking (main act type 3)	Yes	Yes					Syntactic: Sentence type (affirmative interrogative)	Dir
Overall speech act:										
4	a.	stating							Syntactic: Sentence type (affirmative declarative)	Ass
	b.	prefacing the coming act						Yes (post-ind)		Ass
	c.	criticizing Britain government (main act type 2)			Yes (flouting relation)			Yes (pre-ind)	Semantic: (<i>not meeting its moral responsibility</i>) Syntactic: (discourse marker <i>but</i>)	Exp
	d.	stating							Syntactic: Sentence type (affirmative declarative)	Ass
	e.	stating							Syntactic: Sentence type (negative declarative)	Ass
	f.	criticizing UK government (main act type 2)			Yes (flouting relation)				Semantic: (<i>not stepping forward</i>)	Exp
	g.	elaborating on previous						Yes (pre-		Exp

		criticism						ind)		
	h.	urging the government to take action (main act type 2)			Yes (flouting relation)				Semantic: (we need to do that and do it fast)	Dir
Overall speech act										

In turn 3 utterance (a), the interviewer makes a statement in which he attracts the interviewee's attention that the next question is also going to be about the photograph. In utterance (b), he makes a mention to Michael Buerk's report about the famine in Ethiopia in the mid-1980s. It was a shocking report which presented the miserable condition of the starving people and led to an international act of aid then. The acts in utterances (a) and (b) are used to preface the interviewer's question in utterance (c) wherein the interviewer makes the main act of the turn. It is of type 3. In this last utterance, he asks the interviewee whether the shocking photograph of the drowned boy would have the same impact upon the international community and instigate a political solution for the refugees' crisis.

In turn 4, the interviewee does not provide an answer to the interviewer's question in turn 3. The relation maxim is flouted throughout the whole turn which means that the speech acts made in this turn are not answer-related. To speak about the utterances individually, in utterance (a) the interviewee merely states that the interviewer's question is in position. In utterance (b), the interviewee describes as "encouraging" Cameron's remark "Britain will meet its moral responsibility". However, he uses this statement here to preface the criticism he makes in the next utterance. In utterance (c), he criticizes the UK government for not meeting its moral responsibility yet. As the criticizing act in this utterance does not address the interviewer's question and is pre-supported by the previous statement, it is eligible to be a main act type (2) in this turn. In utterances (d) and (e), the interviewee asserts that the UK government should act within a comprehensive international framework to resolve the refugees' crisis as it cannot do that alone. In utterances (f) and (g), two new criticisms are made to the UK government for not making sufficient action to resolve the crisis. Finally, the interviewee in utterance (h) seems to perform an urging directive to the government in the form of a statement. He exhorts the UK government to take fast steps in the path of ending the refugees' crisis.

Turn 5 and 6:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragma-linguistic Cue	
5	a.	seeking agreement		Yes					Syntactic: (negative interrogative)	Dir
Overall speech act:										
6	a.	agreeing (main act type 3)		Yes	Yes (observed)	observing agreement with interviewer			Semantic: (<i>absolutely</i>)	Exp
	b.	stating		Yes					Syntactic: (sentence type affirmative declarative)	Ass
	c.	stating		Yes					Syntactic: (sentence type affirmative declarative)	Ass
	d.	stating		Yes					Syntactic: (sentence type affirmative declarative)	Ass
	e.	stating		Yes					Syntactic: (sentence type affirmative declarative)	Ass
	f.	stating		Yes					Syntactic: (sentence type affirmative declarative)	Ass
	g.	expressing opinion of dissatisfaction						Yes (post-ind) turn 7	opinion-expressing formula (<i>I think..</i>)	Exp
Overall speech act:										

In turn 5, the interviewer's question is of the negative interrogative form. Clayman and Heritage, (2002, p.765) illustrate that negative interrogatives such as (*Don't you think that...?* or *Isn't it the case...?*) tilt the question toward a yes-answer by which the interviewer pursues and expects a positive answer from the interviewee. To put it in other words, the interviewer here is

not merely asking a question. What he is doing in this turn is that he is seeking his guest's agreement that there is a confusion related to the terms applied in describing different kinds of migrants.

In turn 6 utterance (a), the interviewee complies with the interviewer's directive and provides the agreement sought in turn 5. He agrees with the interviewer that there is confusion in the public mind between the two terms *refugee* and *migrant*. This agreement is post-supported by a series of statements in utterances (b-e), a matter which makes it a main act of type 3 in this turn. In utterance (b), the interviewee states that some media sources and some politicians fostered that confusion to mislead the public. In utterances (c) and (d), he describes 'refugee' as a person who flees from persecution and whose life is in danger as defined by the international law. In utterance (e), he applies this definition to all people coming from Syria. Then, he states that Germany, which has also applied this definition to Syrians, grants automatic refugee status to all people coming from Syria (f). In the last utterance (g), the interviewee expresses the opinion that Germany's behaviour towards Syrian refugees should be a standard to follow by David Cameron in his dealing with the refugees' crisis. This opinion shows a sense of the interviewee's dissatisfaction with David Cameron's actions towards this crisis as it implies that he is not actually doing what should be done to help those desperate people. One proof of this minor speech act is the interviewer's reaction in the next turn (see table below) in which he states a probable defence in favour of David Cameron.

Turn 7 and 8:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmatic-linguistic Cue	
7	a.	reporting Cameron's possible defence (main act type 2)							Syntactic: (reporting verb <i>point out</i>)	Ass
	b.	elaborating on defence						Yes (pre-ind)		Ass

	c.	(double-edged type 1/a) 1. elaborating on defence						Yes (pre-ind)		Ass
		2. requesting a comment (main act type 1)		Yes						Dir
Overall speech act:										
8	a.	agreeing with Cameron's action of setting camps near conflict region (main act type 3)		Yes			Yes (en- hancing Cameron 's face)		Semantic: <i>(Cameron's right)</i>	Exp
	b.	elaborating on agreement		Yes				Yes (pre- nd)		Ass
	c.	prefacing the coming act						Yes (post-ind)		Ass
	d.	urging European countries (main act type 2)							Semantic: <i>(can also play a part)</i>	Dir
	e.	prefacing the coming act						Yes (post-ind)		Ass
	f.	urging the UK government (main act type 2)							Directive formula <i>(it's time...)</i>	Dir
	g.	reiterating the opinion expressed in turn 2 (h) (main act type 2)						Yes (pre- ind) turn 2 (h)		Exp
	h.	elaborating on the previous opinion						Yes (pre- ind)		Ass
Overall speech act:										

In turn 7, the interviewer reports a possible defence that can be made by David Cameron against the criticism that Britain is not meeting its moral responsibility towards the refugees (utterance a). Perhaps, what is reported here could be the interviewer's opinion, but he attributes it to David Cameron in order to maintain neutrality. In utterance (b) and (c), he elaborates on this defence by mentioning the fact that many EU countries, in addition to the UK, are also contributing to providing refuge to the desperate people near the region of conflict which should be a priority. That is, to keep those people safe but near their homes so that when everything settles they go

home. In addition to the elaborating act in the last utterance (c), there seems to be another act done which is the directive act of requesting the interviewee's comment on what has been said. This act of requesting is implicitly inferred out of the interviewer's assumed abiding by the activity type of news interviews.

In turn 8 (utterance a), the interviewee addresses the interviewer's point of defence by showing his agreement to the action taken by David Cameron (i.e., setting camps and providing refuge for people near the conflict area). The agreeing act in utterance (a) is a main act type 3 since it is supported by the elaborating act in utterance (b) in which he states how the UK provided fund for building refugees' camps. In utterance (c), he refers to the major contribution of Turkey, Lebanon, and Jordan to managing the refugees' crisis. With this reference, he prefaces the main act he performs in utterance (d) wherein he urges the European countries to act like those three countries. The main act of urging is of type 2. In utterance (e), he makes a statement about the European countries that have recognized their responsibility towards the crisis and acted accordingly prefacing his main act in the coming utterance (f). In this utterance, he uses the directive formula (*It's time...*) to urge the UK government to act similarly. The urging act here is another main act type 2 in this turn. Then, he shifts back to the main topic of the interview (i.e., the photograph of the drowned boy) and re-expresses the opinion that that photograph was a tipping point in the refugees' crisis (g). Finally, in utterance (h), he refers to what was published in The Sun newspaper and how it urged the Prime Minister to help refugees. He makes this statement to support the opinion that this photograph is a tipping point in the refugees crisis and that it is time for the UK to act.

Turn 9 and 10:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmalinguistic Cue	
9	a.	(Fala) 1. apologizing for showing distressing photographs							Semantic: (<i>apology</i>)	Exp
		2. requesting the director to show the photo again								Dir
		3. warning viewers that the photographs are distressing							Semantic: (<i>warning</i>)	Dec
	b.	Fala 1. expressing opinion						Yes (post-ind) turn 10 (a)		Exp
		2. expressing sympathy			Yes (flouting quantity)				semantic: (<i>three-year-old boy...</i>)	Exp
		3. requesting a comment		Yes						Dir
Overall speech act:										
10	a.	agreeing with interviewer's opinion (main act type 3)		Yes		Yes (observing agreement with interviewer)	Yes (politic)		Semantic: (<i>absolutely</i>)	Exp
	b.	elaborating on interviewer's						Yes (pre-	Syntactic: (sentence type)	Ass

		opinion						ind)	affirmative declarative)	
	c.	elaborating on interviewer's opinion						Yes (pre-ind)	Syntactic: (sentence type affirmative declarative)	Ass
	d.	elaborating on interviewer's opinion						Yes (pre-ind)	Syntactic: (sentence type affirmative declarative)	Ass
	e.	confirming agreeing				Yes (observing agreement with the interviewer)	Yes (enhancing interviewer's positive face)	Yes (pre-ind)	semantic: (<i>absolutely right</i>)	Exp
	f.	confirming agreeing			Yes (observed)			Yes (pre-ind)	Syntactic: (sentence type affirmative declarative)	Ass
Overall speech act:										

In turn 9, the interviewer breaks the question-answer typical format of news interviews. He makes a two-utterance turn which takes the form of statements. Those two utterances are of Fala type. In utterance (a), the interviewer seems to be doing the following acts. First, he makes an apology to the viewers for the need to show the photograph of the drowned boy again. Second, he makes a request to the director to display that photograph on the screen. The request is done by means of (*I think...*) formula which is not originally used for issuing requests (non-conventionalized request) (see Blum-Kulka et al., 1989). By using this formula along with the hedging words "*perhaps*" and "*just*", the interviewer makes his request more polite and implicit relying for grasping it on the director's power of implicature. Another indicator of this requesting speech act is the director's compliance with the interviewer's request (by displaying the photograph). Third, the interviewer makes a warning to the viewers that the photographs to be displayed are distressing. The warning comes here as a declaration about something distressing to come rather than a directive against not watching. In utterance (b), the interviewer, who comments on the photograph while being on the screen, also seems to be doing three acts. First, he seems to be expressing a personal attitude (as he does not attribute it to a third party) stating that people, after releasing that photograph, can realize refugees' suffering more than ever before.

Second, by mentioning extra details about the boy's age, dress, and the journey he was making, the interviewer is expressing his sympathy with the tragic destiny of that boy. It is worth noting that flouting the quantity maxim helps a lot in recognizing the latter speech act made in this utterance. The last act done in this utterance and the whole turn seems to be a request to the interviewee to comment on the interviewer's attitude.

In turn 10, the interviewee addresses the interviewer's point at the very beginning (utterance a). He provides his agreement with the interviewer's opinion in turn 9. This act of agreeing is the super main act in this turn and the rest of utterances seem to be supporting it. In utterances (b), (c) and (d) the interviewee makes three statements giving further details to describe the misery of refugees in an elaboration of his agreement with the interviewer's opinion. In the last two utterances (e) and (f), he confirms the agreement he made by clearly stating that the interviewer's opinion is "*absolutely right*" (a) and repeating the content of the interviewer's opinion that the photograph has brought the refugee crisis to people's home and raised their awareness of the refugees' suffering (b).

Turn 11 and 12:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragma-linguistic Cue	
11	a.	prefacing a coming act						Yes (post-ind)		Ass
	b.	prefacing a coming act						Yes (post-ind)		Ass
	c.	asking (main act type 3)	Yes	Yes					Syntactic: (sentence type affirmative interrogative)	Dir
Overall speech act:										
12	a.	prefacing a coming act						Yes (post-ind)		Exp
	b.	prefacing the coming act						Yes (post-ind)		Exp

	c.	expressing opinion (main act type 3)	Yes	Yes	Yes (observed)				Opinion-expressing formula (<i>I think...</i>)	Exp
	d.	urging David Cameron to act						Yes (pre- ind) turn 4 (h)	Syntactic: (sentence type affirmative declarative)	Ass
	e.	stating							Syntactic: (sentence type affirmative declarative)	Ass
Overall speech act:										

In turn 11 utterance (a), the interviewer states that the photograph tells only one part of the more tragic family-drowning story. In utterance (b), he gives details about how the father attempted in vain rescuing the members of his family who all drowned eventually. The stating acts in those utterances are used to preface the main act in the final utterance. In utterance (c), the interviewer uses a rather unusual strategy for making a question. He prefaces it with a statement in which he proposes these stories as if they were definitely able to change the politicians' minds. Then comes the question "*Do you think?*" to turn the speech act from stating into asking about opinion. The interviewer asks whether "these stories can change politicians' minds". The asking act is the super main act of the turn.

In turn 12, the interviewer addresses the interviewer's question by expressing the opinion that the refugees' crisis has reached a tipping point with the release of this photograph and changed the minds of some politicians (utterance c). This is the super main act of the turn which has been prefaced by the introductory opinions in (a) and (b). In utterance (d), the interviewer uses a non-conventionalized strategy of urging David Cameron to make use of the public sympathy with the refugees' crisis and turn it into some act of relief. In the last utterance, he asserts the same idea mentioned in (d), i.e., that turning the public emotion into an act is mainly the responsibility of the Prime Minister.

Closing Sequence:**Turn 13 and 14:**

T	Utterance	Speech act	Pragmatic Indicators						SA catg	
			AP	AT	CP	PP	FW	Context		
								Co- uttr		Pragmaling-uistic Cue
13	a.	Fala 1. reminding the viewers with the guest's identity		Yes					mentioning the interviewee's name and position	Ass
		2. thanking		Yes			Yes (politic)		thanking formula	Exp
		3. ending the interview		Yes						Dec
Overall speech act:										
14		thanking back		Yes			Yes (politic)		thanking formula	Exp
Overall speech act:										

The closing sequence in turns 13 and 14 come in accordance with the closure convention in English news interviews. In turn 13, the interviewer makes a Fala utterance performing three speech acts. First, he reminds the viewers of the guest's name and position. Second, he thanks him for participating in the interview. Third, with doing those two explicit acts, he implicitly declares the end of the interview. On his part, the interviewee thanks the interviewer back and finishes the interview.

5.2.2.2 Interview 2 statistics

Table 18

Interview 2: Individual Speech Acts

No.	Speech Act	Speaker		Category	Total
		IR	IE		
1	introducing	2		Assertive	2
2	beginning the interview	1		Declarative	1
3	prefacing	5	12	Assertive	12
				Expressive	5
4	asking	3		Directive	3
5	stating		10	Assertive	10
6	confirming		3	Assertive	2
				Expressive	1
7	criticizing		2	Expressive	2
8	elaborating	2	6	Assertive	7
				Expressive	1
9	urging		4	Directive	4
10	seeking agreement	1		Directive	1
11	agreeing		3	Expressive	3
12	expressing opinion	1	2	Expressive	3
13	reporting	1		Assertive	1
14	requesting	3		Directive	3
15	reiterating		1	Assertive	1
16	apologizing	1		Expressive	1
17	warning	1		Declarative	1
18	expressing sympathy	1		Expressive	1
19	reminding	1		Assertive	1
20	thanking	1	1	Expressive	2
21	ending the interview	1		Declarative	1

Table 19

Interview 2: Frequencies of Speech Act Categories

Assertive	Directive	Expressive	Commissive	Declarative
36	11	19	0	2

Table 20

Interview 2: Types of Turn Speech Acts

Type	Subtype	No.
Main Act	Type 1	1
	Type 2	7
	Type 3 (super main act)	8
Overall speech act		

Table 21

Interview 2: Utterance Types in Relation to Speech Acts

Type	Subtype	No.
Single utterance		55
Double-edged utterance	Type 1/a	1
	Type 1/b	
	Type 1/c	1
	Type 2	
Fala utterance		3

Table 22

Interview 2: Frequencies of Pragmatic Indicators

AP	AT	CP	PP	FW	Context	
					Co-uttr	Pragmalinguistic Cue
5	25	7	3	5	33	39

5.2.3 Interview 3 (Yvette Cooper) (5 minutes)

Yvette Cooper talks to Sky news presenter Jayne Secker about the ongoing refugee crisis in Europe and puts forward her plan to help. The interview was video-recorded live from Sky News channel on (09/03/2015).

1. **Presenter:** Well another of the Labour hopefuls Yvette Cooper joins us now live from Westminster ^(a). Err on the subject of immigration you've already stated that you think the UK could- could easily take err up to ten thousand new asylum seekers, every month ^(b), that add up- err adds up to a hundred and twenty thousand a year which would, increase net migration to the UK by forty percent! ^(c) How could the UK cope with that ^(d)?
2. **Cooper:** No that's not what I've said ^(a), what I've asked for is for councils across the country to come forward and ta- tell us how many people that they could support and give sanctuary to ^(b), and if they did so, if every city or every county took ten refugee families, then that would add up to around ten thousand people that we would be able to help ^(c), that's not a figure every month ^(d), that is ten thousand people that they could come forward perhaps and help in a year perhaps more frequently than that ^(e), but it needs them to come forward to do so ^(f). If you think about helping ten refugee families in a city or ten refugee families in a whole county, actually I don't think I'm asking very much for counties for communities to come forward ^(g), and the striking thing has been that so many people are now saying that is exactly what they want to do ^(h), you've got councils coming forward, you've got the Welsh and Scottish governments coming forward, you've got community organisations coming forward, and people signing petitions ⁽ⁱ⁾, this is the national mission that I called for ^(j), it's great to see so many people coming forward ^(k), the trouble is it is the government and the Prime Minister, that is still refusing to help ^(l).
3. **Presenter:** you say we have all these people coming forward ^(a), we also have a lot of other people coming forward who are saying, no that's not the case, the UK is full ^(b). Just one Tweet that I've received today from John Wyatt, "why should we take in all these refugees when we already have a chronic housing shortage and

our countryside is being eroded ^(c)?" it's not a point of view that you certainly subscribe to, and a lot of our viewers don't, but it is the point of view of a large number of people in the UK ^(d).

4. **Cooper:** But I think we have got to separate out immigration and asylum ^(a), whatever your views on immigration, we should be able to do our bit to help desperate refugees ^(b). This is the err the worst crisis the humanitarian crisis on our continent since the second World War ^(c). If you think back to the 1930s, we'd just come through great recession ^(d), we were in a huge err difficulties for economically, and yet we were still able to help ten thousand Jewish children who were fleeing as part of the kindertransport ^(e), we've always done this in Britain ^(f). Other countries are doing their bit ^(g). It is shameful utterly shameful, that our Prime Minister is just turning his back ^(h). We have got to be able to help desperate refugees ⁽ⁱ⁾.
5. **Presenter:** The Prime Minister would say that he's not turning his back, that it's all about a sustainable long-term policy ^(a). And your idea of asking local councils just to take ten people and then assuming that thousands more won't then see that as a green light to then, head to the UK seems err some would say rather naïve ^(b).
6. **Cooper:** The trouble is, this is what they said about the search and rescue in the Mediterranean, they said we had to stop the search and rescue, 'cause somehow that would deter people from coming across ^(a). Of course it didn't! ^(b) And the idea that you would somehow stop rescuing people from the waves in order to deter people from travelling, the idea you would leave some people to drown in order to deter others, I just think is morally wrong ^(c). We have a moral responsibility to do our bit to help ^(d). Of course giving sanctuary to refugees is not the full answer ^(e). Of course we have to do so much more ta tackle the people smugglers, to try and get stability in the region ^(f), but nobody thinks there is any quick military or foreign policy fix that will enable so many people to return to safe homes ^(g). It is so difficult to deal with this crisis ^(h). We have to deal with all aspects of it ⁽ⁱ⁾. And my problem with the Prime Minister's response, is he only wants to talk about the things he'll do to help far away, but he won't actually do anything here at home ^(j). We have a responsibility to act ^(k).

- 7. Presenter:** We spoke to Andy Burnham an hour ago on Sky News err and he suggested taking err refugees taking asylum seekers from refugee camps on the outskirts of Syria to stop them having to make this journey and bring them directly to the UK ^(a). Is that something that you would support ^(b)?
- 8. Cooper:** Indeed it's something that I not only called for earlier this week, I've also been calling for it over- for over eighteen months to help err those directly in the camps, particularly those who are the most vulnerable ^(a). And we did persuade the government to set up a small program to do that, but it's far too small, it's only helps a couple of hundred people ^(b). So look it's right, everybody's right that we should be doing more to help, both those who are in the camps in the region so that they don't have to travel, but also, respond and hep those who have travelled across the seas to err Greece or to Italy, where we've obviously now got huge pressures as well ^(c). So look we have to take action right across the board on this ^(d). There's no single thing that will solve this ^(e). But if we all think that it's just too difficult, no one will do anything ^(f).
- 9. Presenter:** OK, Yvette Cooper, thanks very much
- 10. Cooper:** Thank you **(Word count: 1001 words)**

5.2.3.1 Interview 3 analysis

Opening Sequence

Turn 1 and 2:

T	Utterance	Speech act	Pragmatic Indicators							SA catg	
			AP	AT	CP	PP	FW	Context			
								Co- uttr	Pragma-linguistic Cue		
1	a.	(double-edged type 1/c) 1. introducing the interviewee		Yes						Introducing formula (position +name of interviewee)	Ass
		2. beginning the interview		Yes						Pragmatic: (<i>joins us...</i>)	Dec
	b.	prefacing a coming act						Yes (post- ind)		Ass	
	c.	prefacing the coming act						Yes (post- ind)		Ass	
	d.	asking (main act type 3)	Yes	Yes						Syntactic: sentence type (affirmative interrogative)	Dir
Overall speech act:											
2	a.	prefacing a coming act						Yes (post- ind)		Ass	
	b.	prefacing a coming act						Yes (post- ind)		Ass	
	c.	stating her plan (main act type							Syntactic: sentence type (affirmative	Ass	

		2)							declarative)	
	d.	stating							Syntactic: sentence type (negative declarative)	Ass
	e.	elaborating on plan						Yes (pre- ind)	Syntactic: sentence type (affirmative declarative)	Ass
	f.	(double-edged type 1 a) 1. stating							Syntactic: sentence type (affirmative declarative)	Ass
		2. urging councils to come forward							Pragmatic: (<i>it needs them to come forward</i>)	Dir
	g.	stating the feasibility of her plan (main act type 3)	Yes	Yes	Yes (observe d)				Syntactic: sentence type (affirmative + negative declarative)	Ass
	h.	stating the evidence of her plan feasibility		Yes					Syntactic: sentence type (affirmative declarative)	Ass
	i.	elaborating on previous evidence		Yes				Yes (pre- ind)	Syntactic: sentence type (affirmative declarative)	Ass
	j.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	k	expressing feeling (gladness)							Feeling-expressing formula (<i>it's great to...</i>)	Exp
	l.	criticizing Prime Minister for applying her plan			Yes (flouting relation)		Yes (threatening the positive face of the Prime Minister)		Semantic: (<i>trouble, still refusing to help</i>)	Exp
Overall Speech Act(s):										

In this turn, utterance (a) seems to be of double-edged type 1/c. The interviewer performs two speech acts: (1) introducing the guest to the viewers and (2) beginning the interview. What is worth mentioning here is that the interviewer does not make any kind of welcoming to the interviewee. In utterance (b), she reports what the guest has already stated about her immigration plan (i.e., that “the UK could- could easily take up to ten thousand new asylum seekers every month”). In (c), she comments on that plan stating that it will increase the immigration into the UK about 40%. The reporting and stating acts seem to be prefacing the interviewer’s main act in the turn (utterance d) which is asking. The interviewer asks the guest about how the UK could cope with this increase in immigration implying that it could not cope with such an increase. This main act is of type 3 as the interviewer supports it with two prefacing acts.

In turn 2, the interviewee does miscellaneous things. She starts by directly and explicitly denying (utterance a) and then correcting (utterance b) what she has just been reported as having said. These acts are used as prefacing acts to the first main act in the next utterance (c), in which she envisages a certain number of refugees to be accepted. This is a main act type 2. In utterance (d), she further corrects the interviewer on a matter of detail and in utterance (e), she elaborates on this detail.

Utterance (f) is double-edged type 1/a in which the interviewee explicitly states that the councils need to state the number of refugees they can accept. Meanwhile, on a deeper level, she implicitly urges those councils to do so. In utterance (g), she refers back to her immigration plan and asserts how feasible it is. Here, she is doing another main act, but it is of type 3 this time. It addresses the interviewer’s question as it implies that the UK could cope with the number of refugees she suggests in her plan. This act is post-supported by the acts in utterances (h) and (i) wherein she gives an evidence of the feasibility of her plan and elaborates on that evidence respectively. In utterance (j), she describes her plan as a ‘national mission’ as it has been responded to positively by different councils and local government all over the UK. In utterance (k), she expresses her gladness with the massive response she has got to her plan. Finally, she concludes her turn with indirectly criticizing the government and the Prime Minister for refusing to help refugees (utterance l).

Main Sequence

Turn 3 and 4:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragma-linguistic Cue	
3	a.	prefacing a coming act						Yes (post-ind)		Ass
	b.	prefacing a coming act						Yes (post-ind)		Ass
	c.	prefacing the coming act						Yes (post-ind)		Ass
	d.	(double-edged type 1/a)							Syntactic: sentence type (negative declarative+ affirmative declarative)	Ass
		1. stating								
		2. requesting a comment (main act type 3)		Yes						Dir
Overall speech act:										
4	a.	expressing opinion							Opinion-expressing formula (<i>I think...</i>)	Exp
	b.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	c.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	d.	prefacing the coming						Yes (post-		Ass

	act						ind)		
e.	stating (main act type 3)		Yes	Yes (observed)				Syntactic: sentence type (affirmative declarative)	Ass
f.	stating							Syntactic: sentence type (affirmative declarative)	Ass
g.	stating							Syntactic: sentence type (affirmative declarative)	Ass
h.	criticizing Prime Minister			Yes (flouting relation)		Yes (threatening the face of Prime Minister)		Semantic: (<i>utterly shameful, turning his back</i>)	Exp
i.	stating							Syntactic: sentence type (affirmative declarative)	Ass
Overall speech act:									

In this turn, the interviewer seems to be arguing against the interviewee's plan of immigration. She starts it with reporting what the guest has said in previous turn in favour of her plan (i.e., that many people agreed to her immigration plan) (a). In utterance (b), she states that there are other people who oppose the guest's plan of receiving more refugees and quotes (utterance c) one tweet by one of the detractors to support the opposite view. All the reporting acts in the first three utterances seem to be prefacing the interviewer's act in the final utterance (d) wherein she states that this opposite view, although it does not appeal to the interviewee, is adopted by a large number of people in the UK. Beside the explicit act of stating, there is the implicit act of requesting here. The interviewer, due to the activity nature she is involved in, does not seem to be making the statement for merely referring to that viewpoint, but for requesting the interviewee to comment on that opposite view. The existence of those two acts renders utterance (d) double-edged type 1/a. The implied requesting act is likely the main act of the turn. As it is supported by the prefacing acts before it, it seems to be of type 3.

In turn 4, the interviewee takes the floor to respond to the argument conveyed against her plan by the interviewer and starts by giving the opinion that immigration should be distinguished

from asylum (utterance a). In utterance (b), she states that the UK should help desperate refugees to whom the term asylum applies. In (c), she states that this refugee crisis is the worst since World War II. Then, she goes back in time to the 1930s and reminds the interviewer (and viewers as well) of the great recession the UK had then (d). By this reminding, she prefaces the main act she does in utterance (e). In this utterance the interviewee states that Britain gave shelter to 10000 Jewish children who survived the Holocaust in spite of the recession it was going through. By mentioning this past event, she implies that the UK, which experiences no economic recession at the present time, can receive and resettle desperate refugees as it did in the past. The implicit act is a main act type 3 in this turn by which the interviewee defends her plan against the argument raised by the interviewer. In utterance (f), she also states in support of the previous main act and, ultimately, of her plan that Britain has always provided this help to refugees. She also states in utterance (g) that other countries have taken their share of the refugees' burden implying that the UK should also take its share. In utterance (h), she re-criticizes the Prime Minister more severely for refusing to provide refuge to those desperate people. Finally, in utterance (i), the interviewee ends the turn by stating, in support of her plan again, that Britain should help desperate refugees.

Turn 5 and 6:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragma-linguistic Cue	
5	a.	reporting possible defence by the Prime Minister							reporting formula (<i>would say</i>)	Ass
	b.	(double-edged type 1/a 1. reporting criticism against the interviewee's plan							reporting formula (<i>would say</i>)	Ass
		2. requesting comment (main act type 1)		Yes						Dir
Overall speech act:										
6	a.	prefacing the						Yes		Ass

	coming act						(post-ind)		
b.	(double-edged type 1/a 1. stating							Syntactic: sentence type (negative declarative)	Ass
	2. refuting criticism (main act type 3)		Yes	Yes (observe d)					Ass
c.	criticizing the idea of stopping rescuing people							Semantic: (<i>morally wrong</i>)	Exp
d.	stating							Syntactic: sentence type (affirmative declarative)	Ass
e.	conceding to one possible objection							Semantic: (<i>of course, not the full answer</i>)	Ass
f.	conceding to one possible objection							Semantic: (<i>of course, we have to do much more</i>)	Ass
g.	warning							Semantic: (<i>nobody thinks...</i>)	Dir
h.	stating							Syntactic: sentence type (affirmative declarative)	Ass
i.	stating							Syntactic: sentence type (affirmative declarative)	Ass
j.	criticizing the Prime Minister					Yes (threaten -ing the face of Prime Minister)		1. Semantic: (<i>problem, only</i>) 2. syntactic: (<i>but</i>)	Exp
k.	stating							Syntactic: sentence type (affirmative declarative)	Ass
Overall speech act:									

In turn 5, the interviewer, again, breaks the typical question-answer format of news interviews and presents her turn as a comment not a question as what she does in this turn is only a couple of reporting acts. In utterance (a), the interviewer, in response to the interviewee's criticism of the Prime Minister in turn 4, reports a possible defence by the Prime Minister that his refusal of receiving so many refugees comes within a sustainable long term policy. In utterance (b), she also, acting as 'devil's advocate', reports criticism to the interviewee by some detractors. That is, receiving refugees would be a naïve idea as that would encourage many others to make their way to the UK. Again, on the surface level, (b) seems to be a reporting statement, but on a deeper level, it is a request for the interviewee's comment on that criticizing viewpoint. This implied requesting is a main act of type 1.

The interviewee takes the floor to provide her answer. She starts her turn with "The trouble is" which indicates indirect refutation of the viewpoint just reported by the interviewer (utterance b) (Let's call it P1) as it presupposes that that viewpoint is wrong. This refutation is achieved by the interviewee's linking of that viewpoint with another viewpoint (P2) also adopted by those who criticize her which proved to be wrong. To go into details, the interviewee, in utterance (a), reports what some refugee-intolerant people said about stopping the search and rescue in the Mediterranean (i.e., stopping search and rescue will deter immigrants from crossing the sea) P2. This reporting act prefaces her implied main act in the next utterance (b). In this utterance, which seems to be double-edged, she explicitly states that P2 proved to be wrong (i.e., stopping the search and rescue did not deter people from taking the risk across the Mediterranean towards Europe) and implicitly refutes the criticism addressed to her. Therefore, an interlocutor can infer that P1 (being the same kind of thing) is also false (and perhaps obviously so). In utterance (c), however, rather than making this point about P1 explicit, she proceeds to further criticism of P2. Her refutation of P2 in (c) was factual. Here, it is on moral grounds. Utterance (d) can be interpreted as a re-assertion of the point made in (c) about leaving people to drown. But whereas (c) included personal affect and involvement - shown by the false start (the idea . . . the idea) and the modality of "I just think" - this is a flat impersonal assertion. It therefore serves as a summary generalization, which is reinforced by the vagueness of "our bit to help", suggesting she is no longer referring only to the drowning people but to the refugee crisis more generally. This latter interpretation is brought forward by utterance (e) wherein she returns to the main topic of the interview (sanctuary for refugees). But here she makes a minor concession to one possible objection to the idea of taking in many refugees (that it wouldn't solve the crisis). By beginning

this statement with “of course”, she implicates that (1) she is already aware of what she states and (2) it is too obvious a point to be worth bringing up as an objection to her plan.

Utterance (f) has the same implicatures of “of course” again. Utterance (g) is a caveat on the second of the two propositions mentioned in F (about re-establishing stability) – that this desideratum cannot be quick. But it also serves implying both the desirability of her plan to take in refugees – because this can be done immediately, whereas re-establishing stability can’t – and also the need for it (because until stability is re-established, people have nowhere to live). In utterances (h) and (i), she states the difficulty of the crisis and the need to deal with all its aspects. In utterance (j), she repeats her criticism to the Prime Minister accusing him of only talking about what to do overseas and doing nothing to receive refugees in the UK. Finally, in utterance (k), the interviewee ends her turn with restating the moral responsibility that UK should take in order to help in the refugees’ crisis.

Turn 7 and 8:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragma-linguistic Cue	
7	a.	prefacing the coming act						Yes (post-ind)		Ass
	b.	asking (main act type 3)	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir
Overall speech act:										
8	a.	2. stating support (main act type 3)	Yes	Yes	Yes (observed)				Syntactic: sentence type (affirmative declarative)	Ass
	b.	stating		Yes					Syntactic: sentence type (affirmative declarative)	Ass
	c.	stating		Yes					Syntactic: sentence type (affirmative declarative)	Ass
	d.	stating							Syntactic:	Ass

									sentence type (affirmative declarative)	
	e.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	f.	stating							Syntactic: sentence type (affirmative declarative)	Ass
Overall speech act:										

In turn 7, the interviewer makes another initiative move to ask about another sub-topic. In her first utterance (a), she reports a suggestion made by Andy Burnham (another Labour leadership candidate) of taking refugees directly from camps and bringing them to the UK. This reporting is primarily used to preface the main act in the next utterance. In utterance (b), the interviewer asks whether the interviewee supports that suggestion. The asking act is a main act type 3 in this turn.

In order to give an answer to the interviewer’s question, the interviewee states that she has already been calling for the idea of helping refugees in the camps. I would expect that if this suggestion was made by a person from a different party of hers, her act would be considered as dismissing the suggestion irrelevant as she has been calling for it for over eighteen months. But, because it was made by a person belonging to the same party of hers, her utterance can be understood as supporting the suggestion as both of them represent the same party and, in principle, they should be calling for the same views. This act of supporting is main act of type 3 as it is addressing the interviewer’s question and is post-supported by the stating acts in utterances (b) and (c). In utterance (d), she reasserts that the UK should take action towards the refugees’ crisis. In utterances (e) and (f), she refers to the unavailability of a one single solution to this crisis, but that should not result in despair and passivity in dealing with it. The whole turn comes plain in a series of stating acts.

Closing Sequence:**Turn 9 and 10:**

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co- uttr	Pragmalinguistic Cue	
9		Fala								
		1. reminding viewers of interviewee's name		Yes					mentioning the interviewee's name	Ass
		2. thanking		Yes			Yes (politic)		thanking formula	Exp
		3. ending the interview		Yes					Dec	
Overall speech act:										
10		thanking back		Yes			Yes (politic)		thanking formula	Exp

Turns 9 and 10 form the final sequence of the interview. Turn 9 is of Fala type. The interviewer performs three speech acts. First, she mentions the name of the interviewee to remind the viewers of her identity. Second, she thanks her for participating in the interview. With doing those two acts, the interviewer simultaneously announces the end of the interview. The interviewee, in turn, thanks the interviewer back. Both acts made by both participants are regular in such activity type.

5.2.3.2 Interview 3 statistics

Table 23

Interview 3: Individual Speech Acts

No.	Speech Act	Speaker		Category	Total
		IR	IE		
1	introducing	1		Assertive	1
2	beginning the interview	1		Declarative	1
3	prefacing	6	4	Assertive	10
4	asking	2		Directive	2
5	stating	1	23	Assertive	24
6	elaborating		2	Assertive	2
7	urging		1	Directive	1
8	expressing feeling		1	Expressive	1
9	criticizing		4	Expressive	4
10	requesting	2		Directive	2
11	expressing opinion		1	Expressive	1
12	reporting	2		Assertive	2
13	refuting criticism		1	Assertive	1
14	conceding		2	Assertive	2
15	warning		1	Directive	1
16	reminding	1		Assertive	1
17	thanking	1	1	Expressive	2
18	ending the interview	1		Declarative	1

Table 24

Interview 3: Frequencies of Speech Act Categories

Assertive	Directive	Expressive	Commissive	Declarative
43	6	8		2

Table 25

Interview 3: Types of Turn Speech Acts

Type	Subtype	No.
Main Act	Type 1	1
	Type 2	1
	Type 3 (super main act)	7
Overall speech act		

Table 26

Interview 3: Utterance Types in Relation to Speech Acts

Type	Subtype	No.
Single utterance		46
Double-edged utterance	Type 1/a	4
	Type 1/b	
	Type 1/c	1
	Type 2	
Fala utterance		1

Table 27

Interview 3: Frequencies of Pragmatic Indicators

AP	AT	CP	PP	FW	Context	
					Co-uttr	Pragmalinguistic Cue
4	18	4		5	12	45

5.3 English Nuclear Deal Interviews

5.3.1 Interview 4 (Fred Fleitz) (3 minutes and 6 seconds)

Fred Fleitz, former CIA Analyst, talks with the presenter about the Iranian nuclear deal. Fleitz expresses concern about Iran being able to provide its own soil and air samples to prove they are not using nuclear technology to the International Atomic Energy Agency (IAEA). Fleitz also criticises the secret deals, and the methods of Secretary Kerry, who negotiated the Iranian nuclear deal. BBC news channel/ YouTube source/ unknown date

1. **Presenter:** A take on this now from Fred Fleitz, former CIA Analyst and senior Staff Member with the House Intelligence Committee ^(a), Fred you're also Senior Vice President, I know, for the Centre for Security Policy ^(b), there are concerns of course, on all sides ^(c), from your experience, what are your concerns ^(d)?
2. **Fleitz:** (1) well I think this is a terrible deal that will shorten the timeline to an Irani nuclear weapon, since Iran will be developing advanced centrifuges during the deal and perfecting its technology to develop plutonium ^(a), but the real issue with Washington right now is that there are secret side deals that we are not disclosed to congress, that will not be shown to congress, and in these deals, Iran will be collecting its own samples for the IAEA ^(b). And frankly this has caused a fire storm in congress ^(c).
3. **Presenter:** hh:: and yet, and we don't know enough of course about those side deals ^(a). Mr Kerry would say, as you know, this was the only game in town, as he put it ^(b). Any alternatives were pretty much (1) fantasy ^(c). Iran was never gonna capitulate unconditionally ^(d), and what was the alternative ^(e)? Bomb and set the Middle East on fire? ^(f)
4. **Fleitz:** Of course not, that is a false choice ^(a). Err Kerry's been making that argument because the Obama administration was so desperate for a deal ^(b). That status quo (1) with the American sanctions and hopefully European sanctions, is far better than legitimising the nuclear programme and state sponsor of terror, and a programme that will not role back Iran's purse- pursuit of nuclear weapons ^(c).

5. **Presenter:** Why do you think the Iranian program is more destabilising than say, Israel's programme, which is not subject to any inspections ^(a)?
6. **Fleitz:** I mean that's really a ridiculous comment ^(a), Israel's is not trying to wipe another state in the Middle East off the map ^(b). Israel's not a state sponsor of terror ^(c). There's no comparison ^(d). And I think people who make that argument, they simply aren't considering the political realities of the Middle East ^(e).
7. **Presenter:** Israel is the only one threatening to attack Iran isn't it ^(a)?
8. **Fleitz:** (2) Israel's not threatening to attack Iran, not unless Iran attacks Israel ^(a).
9. **Presenter:** (3) I think Israel has made exactly that threat ^(a), but anyway, the side deals, what more do you know about those ^(b)?
10. **Fleitz:** (1) well two congressmen- err Mike Pompeo, err of Kansas and- and Tom Cotton a- err US Senator, travelled to the IEA and were told about those agreements, agreements that apparently were not supposed to be revealed to the United States, on err possible military dimensions that's- that's information that Iran may pursue- be pursuing a nuclear weapon, and access to the Parchin military facility ^(a), and that fact that these agreements were not being revealed to congress, and appear to have been walled off from the rest of the agreement, it's really made many on Capitol Hill very upset ^(b).
11. **Presenter:** And they're being pursued by Mr Kerry ^(a), what does he say about them? ^(b)
12. **Fleitz:** (1) well Secretary Kerry is saying that this is a normal method of diplomacy ^(a), well look, I worked in the arms control business a long time and I can tell you it isn't ^(b), but the question that I had, why are the people of the UK not up in arms about secret deals and Iran collecting its own samples, when their members of Parliament on this issue ^(c). I'd like to know ^(d).
13. **Presenter:** Plenty to pursue there Fred ^(a), I'm sure we will another time ^(b), thank you very much indeed ^(c).
14. **Fleitz:** Any time, thank you (Word count: 587 words)

5.3.1.1 Interview 4 analysis

Opening Sequence

Turn 1 and 2:

T	Utterance	Speech act	Pragmatic Indicators							SA catg	
			AP	AT	CP	PP	FW	Context			
								Co-uttr	Pragmalinguistic Cue		
1	a.	(double-edged type 1/c) 1. introducing the interviewee		Yes						Mentioning the name and status of the interviewee	Ass
		2. beginning the interview		Yes							Dec
	b.	stating		Yes						Syntactic: sentence type (affirmative declarative)	Ass
	c.	prefacing the coming act		Yes				Yes (post-ind)			Ass
	d.	asking (main act type 3)	Yes	Yes						Syntactic: sentence type (affirmative interrogative)	Dir
Overall speech act:											
2	a.	superior: expressing opinion inferior: 1. criticizing the deal 2. stating one concern (main act type 1) 3. justifying criticism	Yes	Yes	Yes (observed)					Opinion-expressing formula (<i>I think...</i>)	Exp
	b.	stating another concern	Yes	Yes	Yes (observe					Syntactic: sentence type (affirmative declarative)	Ass

		(main act type 1)			d)					
	c.	stating							Syntactic: sentence type (affirmative declarative)	Ass
Overall speech act:										

In turn 1, the interviewer starts with what seems a double-edged type 1/c utterance in which he introduces the interviewee by mentioning his name and status and declares the beginning of the interview (a). Regarding the topic (Iranian nuclear deal), it was introduced prior to the interview. In utterance (b), the interviewer makes a statement giving extra information about the guest's position. Then, he makes the first initiative move in the interview. He states that there are concerns about the deal (c) by which he paves the way for his next question (d) wherein he asks the guest about his own concerns on the deal. The asking act is the main act of the turn and it is of type 3. Two points are worth mentioning in this turn. First, the interviewer does not make a welcoming act to the guest. Second, he addresses the guest by using his first name without any honorific title.

The interviewee, in turn 2, takes the floor to give his answer. In utterance (a), he performs a rather complex act. It is a superior 'expressing opinion' act which consists of three inferior acts. First, he criticizes the deal describing it to be 'terrible'. Second, he states one of his concerns of the deal – that it will shorten the time for Iran to develop a nuclear weapon. Third, he gives reasons to justify his criticism. That is, it will enable Iran to develop advanced centrifuges and perfect plutonium technology. The inferior stating act is a main act type 1 in this turn as it addresses the interviewer's question. In utterance (b), the interviewee states the major concern he has about the deal which is the secret side deals. Those side deals will allow Iran (not international inspectors) to collect the samples required by the IAEA. The statement in this utterance is also another main act in the turn as it also addresses the interviewer's question and it is of type 1. Finally, in utterance (c), the interviewee plainly states that the concealment of those side deals has caused a firestorm in the Congress against the deal.

Main Sequence

Turn 3 and 4:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmalinguistic Cue	
3	a.	stating							syntactic: sentence type (affirmative declarative)	Ass
	b.	prefacing a coming act						Yes (post-ind)		Ass
	c.	prefacing a coming act						Yes (post-ind)		Ass
	d.	prefacing a coming act						Yes (post-ind)		Ass
	e.	asking (rhetorical question) (main act type 3)	Yes	Yes					syntactic: sentence type (affirmative interrogative)	Dir
	f.	criticizing the alternative			Yes (flouting quantity)			Yes (pre-ind)		Ass
Overall speech act:										
4	a.	stating							syntactic: sentence type (negative declarative)	Ass
	b.	stating							syntactic: sentence type (affirmative declarative)	Ass
	c.	stating the alternative to the deal (main act type 1)	Yes	Yes	Yes (observed)				syntactic: sentence type (affirmative declarative)	Ass
Overall speech act:										

The interviewer starts turn 3 (utterance a) by stating, in comment on the interviewee's previous turn, that the side deals are not released yet and there is not enough information about them. In utterance (b), he reports Mr. Kerry's description of the deal as being the "only game in town" meaning that it was the only available option. In utterance (c), the interviewer describes any other alternatives as being "fantasy" to indicate their infeasibility and impracticality because Iran, as the interviewer states in utterance (d), would never submit to international law unconditionally. The speech acts done in utterances (b), (c), and (d) seem to be used as prefacing acts to pave the way for the interviewer's question in utterance (e) wherein he asks the guest about the alternative to the deal. The interviewer's question here seems to be a rhetorical question by which he implicitly states there is no wise alternative to the deal. Quirk et al. (1985, p. 826) assert that rhetorical questions are used to convey the negative of the question's proposition (e.g., "*What should I say?*" means that "*There is nothing I should say*"). The interviewer's asking act is a main act type 3 in this turn. The main indicator for the question in this utterance to be rhetorical is the prefacing acts which precede it. In the last utterance (f), the interviewer mentions and criticizes the war option as an alternative to the deal. The criticizing act is mainly indicated by our knowledge of the world according to which the option of war is not considered a preferable and wise option to solve problems. It is also indicated by the rhetorical question and flouting of the quantity maxim. The last phrase in the turn (utterance f) would seem redundant if the interviewer were to ask a real question only about the alternative to the deal. The interviewer uses this last phrase after the rhetorical question significantly to make a point. Thus, the turn design is crucially important in indicating the latter act of criticizing.

In turn 4, the interviewee states that the alternative to the deal is surely not waging war against Iran as it is a "false choice" (a) sharing the interviewer's view of the unwise war option. Then, in utterance (b), he explains why Kerry argued in favour of the deal – because Obama's administration was desperate for a deal. In the last utterance, he states the better substitute for both the deal and the war is to keep the status quo of American sanctions in addition to new European sanctions against Iran. He further adds that legitimizing the Iranian nuclear programme (by making the deal) will not prevent Iran from developing nuclear weapons. This alternative stating is the main act of the turn and it is of type 1.

Turn 5 and 6:

T	Utterance	Speech act	Pragmatic Indicators						SA catg	
			AP	AT	CP	PP	FW	Context		
								Co-uttr		Pragma-linguistic Cue
5	a.	(double-edged type 1/c) 1. asking	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir
		2. criticizing the interviewee's support of Israeli programme			Yes (quantity)		Yes threatening the interviewee's positive face		Semantic: (<i>not subject to any inspections</i>)	Exp
Overall speech act:										
6	a.	criticizing back				Yes (flouting approbation)	Yes (threatening the interviewer's positive face)		Semantic: (<i>ridiculous</i>)	Exp
	b.	(Fala) 1. stating							Syntactic: sentence type (negative declarative)	Ass
		2. defending Israel							Semantic: negating the utterance's proposition	Exp
		3. accusing Iran of trying to do so (main act type 1)	Yes	Yes	Yes (observed)			Yes (pre-ind) turn 5		Ass
	c.	(Fala) 1. stating							Syntactic: sentence type (negative	Ass

								declarative)	
		2.defending Israel						Semantic: negating the utterance's proposition	Exp
		3.accusing Iran of being so				Yes (threatening the group face of Iran)			Ass
d.		stating						Syntactic: sentence type (affirmative declarative)	Ass
e.		expressing opinion						Opinion- expressing formula (<i>I think...</i>)	Exp
Overall speech act:									

In turn 5, the interviewer seems to have developed an assumption, through the previous guest's turn, that the guest is against making a deal with Iran. By that, he is adopting Israel's position, which we already know from previous knowledge, of rejecting any kind of deal with Iran. We also already know (including the interviewer) that Israel has a dubious nuclear programme which is not subject to any inspection from the IAEA. Based on that, the interviewer seems to be making a double-edged type 1/c utterance in which he performs two speech acts. The first is the explicit speech act of asking in which he asks why the interviewee thinks the Iranian programme to be more destabilizing than Israel's programme which both exist in the same region. The second is the implicit act of criticizing the interviewee for his support for Israel's programme. One indicator of the existence of the implicit criticizing act is the relative clause "which is not subject to any inspections" which was tagged onto the interviewer's question. If he were merely asking a question, this relative clause would be redundant (flouting quantity). A second indicator might be the interviewee's reaction in turn 6 in which he describes the interviewer's challenging question as "*ridiculous comment*."

In turn 6 utterance (a), the interviewee starts with an attack against the interviewer with a direct bald-on-record criticism ("*ridiculous comment*") which seems to be a reply against the

challenge embedded in his question. Utterance (b) seems to be a Fala utterance in which the interviewee states that Israel is not threatening to wipe a state off the map. By this statement, he also defends Israel against the implicit criticism made by the interviewer (i.e., that Israel's nuclear programme is also destabilizing as it is not subject to inspection). In addition, he also implicitly accuses Iran of threatening to wipe Israel off the map. The accusing speech act comes as an answer to the interviewer's question meaning that Iran's nuclear programme is a destabilizing one as it is used to threaten states in the Middle East region. We also know he implies that Iran is a threat to the region by our knowledge of the world. We already know that the Americans have been always accusing Iran of pursuing nuclear weapons to threaten the world. As it provides an answer to the interviewer's question, the accusing act in this utterance is a main act type 1. Similarly, utterance (c) also seems to be of Fala type. The interviewee states in this utterance that Israel is not a state sponsor of terror. By that, he also carries on defending Israel and accuses Iran of being a state sponsor of terror. We also recognize the latter speech act by means of knowledge of the world. That is, we also already know that the Americans have been always accusing Iran of being state sponsoring terrorism. In utterance (d), the interviewee makes a plain statement that there is no comparison between Iran and Israel. Finally, he expresses the opinion that those who argue that Israel's nuclear programme is as dangerous as Iran's are not aware of the political realities of the Middle East. By that opinion, he replies to the interviewer who seems to adopt that argument. But, he directs his opinion to the bigger group adopting this position (including the interviewer) in order to avoid making a direct threat to the interviewer's face as individual.

Turn 7 and 8:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmalinguistic Cue	
7	a.	(double-edged type 2) 1. stating							Syntactic: sentence type (affirmative declarative)	Ass
		2. seeking agreement		Yes					Syntactic: (negative tag question)	Dir
Overall speech act:										
8	a.	(double-edged type 1/c) 1. denying		Yes	Yes (observed)				Syntactic: sentence type (negative declarative)	Ass
		2. disagreeing		Yes	Yes (observed)	Yes (flouting agreement)				Exp

In turn 7, the interviewer makes a double-edged utterance which is more likely of type 2 performing two speech acts: (1) stating that Israel is the only country threatening Iran and (2) seeking the interviewee's agreement to this statement via using a negative tag question. By making the statement in this utterance and seeking agreement to it, the interviewer seems to challenge the interviewee on his attitude mentioned earlier (i.e., that Israel is not threatening to attack any country in the Middle East).

In turn 8, the interviewee, on his part, makes a double-edged utterance type 1/c. He makes two speech acts. First, he denies the proposition made by the interviewer "Israel is the only one threatening to attack Iran" and by this he confirms the denial he made in turn 6 (b). Second, he performs a disagreeing act in which he declines the agreement sought by the interviewer.

Turn 9 and 10:

T	Utterance	Speech act	Pragmatic Indicators						SA catg	
			AP	AT	CP	PP	FW	Context		
								Co-uttr		Pragmaling-uistic Cue
9	a.	confirming statement in turn 7						Yes (pre- ind) turn 7		Ass
	b.	asking (main act type 1)	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir
Overall speech act:										
10	a.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	b.	stating							Syntactic: sentence type (affirmative declarative)	Ass
Overall speech act:										

In turn 9, utterance (a) the interviewer uses the opinion-expressing formula to express his disagreement with what the interviewee proposed in turn 6 and repeated in turn 8 (i.e., that Israel is not threatening Iran) by confirming the statement he already mentioned in turn 7 “Israel is the only one threatening to attack Iran”. In utterance (b), the interviewer, by using the discourse marker *anyway* to end the debate about Iran and Israel, shifts back to ask about the side deals mentioned earlier by the interviewee. He asks the interviewee to give more details about them (main act type 1).

Turn 10 seems to carry no answer to the interviewer’s question. The interviewee only states that two congressmen travelled to the IAEA and knew about those deals which were not disclosed to the congress (a), a matter which made the Capitol Hill very upset (b). He mentions nothing about the nature or the details of those deals. The turn comes plain and straightforward with no complexity as far as speech acts are concerned.

Turn 11 and 12:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmalinguistic Cue	
11	a.	prefacing the coming act						Yes (post-ind)		Ass
	b.	asking (main act type 3)	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir
Overall speech act:										
12	a.	reporting (main act type 1)	Yes	Yes	Yes (observed)				Syntactic: reporting verb (<i>is saying...</i>)	Ass
	b.	disagreeing with Kerry							1. discourse marker (<i>well</i>) 2. Syntactic: sentence type (negative declarative)	Exp
	c.	(double-edged type 1/c) 1. asking							Syntactic: sentence type (negative interrogative)	Dir
		2. showing resentment							Semantic: (<i>not up in arms...</i>)	Exp
	d.	rhetorical requesting							requesting formula (<i>I'd like to know</i>)	Exp
Overall speech act:										

The interviewer, who received no answer to his previous question, seeks details about the side deals. In utterance (a), he states that those side deals have been pursued by Mr. Kerry. He uses this statement to pave the way before the direct question he makes in the next utterance. He asks the interviewee about Mr. Kerry's opinion about those side deals (b). The asking act is a main act type 3 in this turn.

The interviewee starts turn (12) by directly answering the interviewer’s question reporting Kerry’s opinion about the side deals in which he considers such deals as “normal method of diplomacy”. The reporting act is a main act type 1 in this turn. Utterance (b) shows the interviewee’s disagreement to Kerry’s opinion. One indicator of the disagreeing act is the use of the discourse marker *well* which denotes a dispreferred act to come after it. In utterance (c), the interviewee seems to make two acts. He asks in astonishment why the British are not reacting against the secret deals and Iran being collecting its own samples. Paired with this asking act, the interviewee seems to show his resentment towards that passive reaction of UK people. This latter act is indicated by our knowledge of the world — we already know that the UK position is similar to that of the US as regarding preventing Iran from pursuing a nuclear weapon and as the UK people do not object to those side deals, he shows resentment. This utterance is a double-edged type 1/c. Finally, in utterance (d), the interviewee seems to make a “rhetorical requesting”. In this utterance, he uses the requesting formula (*would like to ...*) not to make a real request, but rather to strengthen the resentment expressed in the previous utterance.

Closing Sequence

Turn 13 and 14:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmalinguistic Cue	
13	a.	stating							Syntactic: sentence type (elliptical affirmative declarative)	Ass
	b.	promising							Syntactic: modal verb (<i>will</i>)	Com
	c.	(double-edged type 1/c) thanking		Yes			Yes (politic)		thanking formula	Exp
		2. ending the interview		Yes						Dec
Overall speech act:										
14		thanking back		Yes			Yes (politic)		thanking formula	Exp

Turn 13 begins with a plain statement indicating that there is plenty to be discussed about this nuclear deal (a). Afterwards in utterance (b), the interviewer promises to discuss other aspects of the deal with the guest in future. Utterance (c) is double-edged type 1/c. The interviewer thanks the interviewee and simultaneously declares the end of the interview. On his part, the interviewee, in turn 14, thanks the interviewer back and the interview comes to an end.

5.3.1.2 Interview 4 statistics

Table 28

Interview 4: Individual Speech Acts

No.	Speech Act	Speaker		Category	Total
		IR	IE		
1	introducing	1		Assertive	1
2	beginning the interview	1		Declarative	1
3	stating	4	10	Assertive	14
4	prefacing	5		Assertive	5
5	asking	5	1	Directive	6
6	expressing opinion		2	Expressive	2
7	criticizing	2	1	Expressive	3
8	defending		2	Expressive	2
9	accusing		2	Expressive	2
10	seeking agreement	1		Directive	1
11	denying		1	Assertive	1
12	disagreeing		2	Expressive	2
13	confirming	1		Assertive	1
14	reporting		1	Assertive	1
15	showing resentment		1	Expressive	1
16	requesting		1	Directive	1
17	promising	1		Commissive	1
18	thanking	1	1	Expressive	2
19	ending the interview	1		Declarative	1

Table 29

Interview 4: Superior Speech Act

Superior Act	Inferior Acts	No
expressing opinion	1. criticizing	1
	2. stating	1
	3. justifying	1

Table 30

Interview 4: Frequencies of Speech Act Categories

Assertive	Directive	Expressive	Commissive	Declarative
23	8	14	1	2

Table 31

Interview 4: Types of Turn Speech Acts

Type	Subtype	No.
Main Act	Type 1	6
	Type 2	
	Type 3 (super main act)	3
Overall speech act		

Table 32

Interview 4: Utterance Types in Relation to Speech Acts

Type	Subtype	No.
Single utterance		30
Double-edged utterance	Type 1/a	
	Type 1/b	
	Type 1/c	5
	Type 2	1
Fala utterance		2

Table 33

Interview 4: Frequencies of Pragmatic Indicators

AP	AT	CP	PP	FW	Context	
					Co-uttr	Pragmalinguistic Cue
10	20	9	2	5	8	36

5.3.2 Interview 5 (Tom Wilson) (3 minutes)

Tom Wilson, Research Fellow at the Henry Jackson Society of Foreign Policy Think Tank talks with the presenter Matthew Amroliwala about the Iranian nuclear deal. The Henry Jackson Society is a registered charity which advocates interventionist foreign-policy promoting human rights and reducing suffering (using military or non-military methods). Wilson presents the society's opinion on the Iranian nuclear deal, stating some of its possible pitfalls. The interview was video-recorded live from BBC news channel on 08/28/2015.

1. **Presenter:** Let's err continue to err explore the details of this deal ^(a), Tom Wilson is a Research Fellow at the Henry Jackson Society of Foreign Policy Think Tank here err in London ^(b), thank you for being with us ^(c), err a good day, or a bad day, this deal? ^(d)
2. **Wilson:** This deal, I think, is very concerning because it does appear to be weak on several key issues ^(a), inspections, as you mentioned being one of the most problematic, because the truth is, is even the Obama administration expects that in the best case scenario, Iran will be kept perhaps a year away from break out to weaponization ^(b), we would need to know straight away, and early on if Iran had breached a deal, to have time to respond, adequately ^(c).
3. **Presenter:** It's interesting err the point you raise, because President Obama addressed that, in that statement directly ^(a), he said this is a deal that's not based on trust, this is a deal that is based on verification ^(b), he thinks the checks, the locks are there in place ^(c).

4. **Wilson:** Well the problem is, is that even if the err international inspectors were able to say yes, this definitely is a breach, this idea you can immediately have snap-back sanctions, it's- it's not as err rapid as the language would suggest ^(a). You would need to go back to the international community, make sure the UN accepted this, to rebuild the consensus to put err these sanctions back in place ^(b).
5. **Presenter:** err it just- in terms of the Israeli criticism, we heard it a little earlier, in the programme, I- I mean their position is that this doesn't stop Iran, in a dash for the bomb ^(a), d-do you, share that view as well ^(b)?
6. **Wilson:** Well, I think the truth is, is if you get into, if you say they're a year away from breakout, there's a breach, then you've got several months to try and put sanctions back in place, and look how long it took to get to the negotiating table in the first place ^(a). The Iranians may well indeed go for a dash for the bomb ^(b), and by the way I think that this is something that many other powers in the region are very concerned about ^(c).
7. **Presenter:** a- ah- and in terms of getting access, we- we talked about twenty-four days, but err there is also going to be managed access of- of military bases ^(a). How important is that part of the equation ^(b)?
8. **Wilson:** Well I think this issue of military sites has always been crucial, because it is of course the possible military dimension of the nuclear programme that the international community is most worried about ^(a). At the same time Iran argues that these sites are so incredibly sensitive, that erm no country would expect to have these sites err thrown open to the world (1) ^(b).
9. **Presenter:** I mean the EU's Foreign Policy Chief was making the point that she hoped this was the start of a new chapter for international relations ^(a). I mean if you look at pivot points with many many different areas you think of relations with Russia, you think of err the IRA, countless other examples, there are- are moments when the decisions are difficult but they turn out to be the right decisions ^(b). This too could be one of these pivot moments, couldn't it ^(c)?

- 10. Wilson:** I really don't think so, because the truth is once you start lifting sanctions you're going to strengthen the position of the regime by improving the economy and freeing up huge amounts of money for Iran's already dubious activities in the regions of supporting terror groups, ah- you know acting in favour of Assad, helping Assad to butcher his own people ^(a). This is a pretty dubious regime and there's no sign it's going to change ^(b).
- 11. Presenter:** Just on err- a- a final personal note for- for John Kerry we saw him taking there, but he has been there negotiating talking for eighteen straight days ^(a). On- on a human level I was reading that not since the Second World War has an American Secretary of State been in one place negotiating one issue for that duration of time ^(b). It's an extraordinary human effort isn't it ^(c)?
- 12. Wilson:** It is ^(a). I think John Kerry has shown incredible faith in these negotiations and has attempted to try and stabilise that region ^(b). Also with works, with the Israelis and the Palestinians, he was unsuccessful there ^(c). And I think the fear is that he will be unsuccessful on the Iranian front as well ^(d).
- 13. Presenter:** Well, Tom Wilson err thanks very much for err being with us ^(a).
- 14. Wilson:** Thank you **(Word count: 768 words)**

5.3.2.1 Interview 5 analysis

Opening Sequence

Turn 1 and 2:

T	Utterance	Speech act	Pragmatic Indicators						SA catg	
			AP	AT	CP	PP	FW	Context		
								Co-uttr		Pragmalinguistic Cue
1	a.	(double-edged type 1/c) 1. introducing the topic of the interview		Yes					Semantic: (<i>explore the details of this deal</i>)	Ass
		2. beginning the interview		Yes						Dec
	b.	introducing the interviewee		Yes					Mentioning the name and status of the interviewee	Ass
	c.	thanking		Yes			Yes (politic)		thanking formula	Exp
	d.	asking (main act type 1)	Yes	Yes					Syntactic: sentence type (elliptical affirmative interrogative)	Dir
Overall speech act:										
2	a.	expressing opinion (main act type 3)	Yes	Yes	Yes (observed)				Opinion-expressing formula (<i>I think...</i>)	Exp
	b.	elaborating on (a)		Yes				Yes (pre-ind)		Ass
	c.	stating							Syntactic: sentence type (affirmative declarative)	Ass
Overall speech act:										

The interviewer starts the interview with a double-edged utterance type 1/c (utterance a) in which he introduces the topic that the interview will be about and simultaneously declares the beginning of the interview. Then, he introduces the interviewee by mentioning his name and status (b). In utterance (c), he thanks his guest for taking part in the interview. By doing the acts in utterances (a), (b), and (c), the interviewer does a typical opening for news interviews. Afterwards the interviewer makes his first initiative move asking the guest to give his opinion about whether the day of signing the deal with Iran was a good or bad day. The asking in this turn is a main act type 1.

In turn 2, the interviewee takes the floor to express his opinion which seems to be against the deal as he considers it to be “weak on several key issues” (a). Expressing opinion is a super main act in the turn. It is post-supported by the elaborating statement in utterance (b) wherein he explains one of those key issues. That is, the inspections procedures are problematic as they are not efficient to stop Iran from weaponization. In the best case scenario, they keep Iran only one year away from developing a nuclear weapon. Finally, in utterance (c), the interviewee just states that they need to be informed early if Iran breaches the deals in order to have enough time to respond. The turn is plain and straightforward and comes without complexity.

Main Sequence

Turn 3 and 4:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmalinguistic Cue	
3	a.	prefacing a coming act						Yes (post-ind)		Ass
	b.	prefacing the coming act						Yes (post-ind)		Ass
	c.	(double-edged type 1/a) 1. stating							Syntactic: sentence type (affirmative)	Ass

									declarative)	
		2. request-ing a comment (main act type 3)		Yes						Dir
Overall speech act:										
4	a.	stating a further concern (main act type 3)		Yes	Yes (observed)				Syntactic: sentence type (affirmative declarative)	Ass
	b.	elaborating on (a)						Yes (pre- ind)		Ass
Overall speech act:										

In this turn, the interviewer makes a comment on the interviewee’s point (problematic inspection procedures) in previous turn (2) and states that President Obama addressed it in his statement about the deal (a). In utterance (b), he reports what Obama said in his statement – that the deal is not based on trust, but on verification. Utterances (a) and (b) seem to preface the interviewer’s main act in utterance (c) in which he explicitly concludes that Obama is so far satisfied with inspections procedures. But as his role in this activity is to elicit information, this statement seems to have another implicit edge which is requesting the interviewee to provide a comment on Obama’s attitude about inspection procedures. Thus, utterance (c) is a double-edged type 1/a.

In turn 4, the interviewee responds to the interviewer’s comment and states a further concern about the deal which has to do with reapplying the sanctions if Iran breaches the deal. The stating act is a main act type 3 in the turn post supported by the elaborating statement in utterance (b) wherein he mentions the procedure to follow and the obstacles of reapplying the sanctions.

Turn 5 and 6:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmaling- uistic Cue	
5	a.	prefacing the coming act						Yes (post-ind)		Ass
	b.	asking (main act type 3)	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir
Overall speech act:										
6	a.	2. prefacing the coming act						Yes (post-ind)		Exp
	b.	agreeing with Israeli view (main act type 3)	Yes	Yes	Yes (observed)			Yes pre-ind) turn 5 (a)		Exp
	c.	expressing opinion							opinion- expressing formula (<i>I think...</i>)	Exp
Overall speech act:										

In turn 5, the interviewer shifts to talk about a new subtopic which is the Israeli position towards the deal. In utterance (a), he makes a statement to explain that position (i.e., that this deal would not stop Iran from developing a nuclear bomb) whereby he paves the way for the coming act. Then, in utterance (b), he performs the super main act of the turn which is asking the guest whether he agrees with the Israeli position.

In turn 6 utterance (a), the interviewee expresses an opinion in which he reiterates the concern he made in turn 4, i.e., that if Iran breaches the deal, it would make use of time to develop a bomb before the sanctions are back again, a matter which may take so long. This expressing-opinion act seems to preface the main act of the turn which the interviewee presents in utterance (b). The interviewee expresses his agreement to the Israeli view clearly. This main act of agreeing is of

type 3. The interviewee ends the turn with an opinion of his own in which he broadens the zone of concern to include many powers in the region (Middle East) in addition to Israel (utterance c).

Turn 7 and 8:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmalinguistic Cue	
7	a.	prefacing a coming act							Yes (post-ind)	Ass
	b.	asking (main act type 3)	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir
Overall speech act:										
8	a.	expressing opinion (main act type 1)	Yes	Yes	Yes (observed)				opinion-expressing formula (<i>I think...</i>)	Exp
	b.	(double-edged type 1/a) 1. stating Iran's argument							Syntactic: sentence type (affirmative declarative)	Ass
		2. expressing doubt that Iran will open its sensitive sites for inspection)								Exp
Overall speech act:										

In turn 7, the interviewer turns to talk about another subtopic which is accessing Iranian sensitive sites. In utterance (a), he states that, according to the deal, inspectors will start accessing Iranian vital sites as well as some military bases after 24 days of signing the deal. With this statement, he prefaces the asking act in utterance (b). He asks the guest about how important that part of the deal is. The asking act is a main act type 3 in this turn.

In turn 8, the interviewee answers the question and gives the opinion that accessing military sites is crucial to ensure that Iran is complying with the deal terms (a). Afterwards he makes a double-edged type 1/a utterance in which he explicitly shows Iran's argument against opening its military sites for inspection and implicitly expresses doubt that Iran will tolerate such a kind of inspection. What indicates the latter act (i.e., expressing doubt) is the location of the utterance itself. That is, stating Iran's argument comes as extra information in this turn after providing an answer to the interviewer's question in utterance (a). Therefore, mentioning it after the answer is done for a purpose. After stating that inspecting Iran's military sites is a crucial part of the deal, the interviewee places Iran's argument immediately afterwards to cast doubt on Iran's acceptance of opening those sites to inspection.

Turn 9 and 10:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmalinguistic Cue	
9	a.	prefacing a coming act						Yes (post-ind)		Ass
	b.	prefacing a coming act						Yes (post-ind)		Ass
	c.	(double-edged type 2) 1. stating							Syntactic: sentence type (affirmative declarative)	Ass
		2. seeking agreement (main act type 3)		Yes					syntactic: (negative tag question)	Dir
Overall speech act:										

10	a.	(double-edged type 2)		Yes	Yes (observed)				opinion-expressing formula (<i>I don't think so</i>)	Exp
		1. disagreeing (main act type 3)								
		justifying disagree-ment		Yes	Yes (observed)				Syntactic: subordinator (<i>because</i>)	Ass
	b.	stating							Syntactic: sentence type (affirmative declarative)	Ass
Overall speech act:										

In turn 9 utterance (a), the interviewer reports a point made by the EU's Foreign Policy Chief in which she hopes the deal to be a new chapter in the international relations. In utterance (b), he mainly states that some decisions at pivot points, although difficult to make, might ultimately, turn out to be the right decisions. The reporting and stating acts are used as prefacings to introduce the main act in utterance (c). This utterance is of double-edged type 2 wherein the interviewer makes two speech acts. First, he states that the deal could be one of the right decisions taken at pivot moments. Second, using a negative tag question, he seeks the interviewee's agreement to this statement. The latter act is the super main act in the turn.

Utterance (a) in turn 10 seems to be double-edged type 2 by which the interviewee does two acts. First, he addresses the interviewer's point by responding negatively to the agreement he sought. He disagrees with the idea that the deal was a right decision to make. Second, he mentions some reasons to justify his disagreement. Disagreeing is a main act type 3 as it is supported by the justifying act made in the same utterance. In utterance (b), the interviewee states that the Iranian regime is dubious and it shows no sign to change. Thus, he implies that this regime is not reliable and not trusted to comply with any deal.

Turn 11 and 12:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co- uttr	Pragmaling-uistic Cue	
11	a.	prefacing a coming act						Yes (post- ind)		Ass
	b.	prefacing a coming act						Yes (post- ind)		Ass
	c.	(double-edged type 2) 1. stating							Syntactic: sentence type (affirmative declarative)	Ass
		2. seeking agreement (main act type 3)		Yes					Syntactic: (negative tag question)	Dir
Overall speech act:										
12	a.	agreeing (main act type 3)		Yes	Yes (observed)				Syntactic: affirmative answer to negative tag question (<i>It is</i>)	Exp
	b.	expressing opinion		Yes					Opinion- expressing formula (<i>I think...</i>)	Exp
	c.	prefacing a coming act						Yes (post- ind)		Ass
	d.	expressing opinion							Opinion- expressing formula (<i>I think...</i>)	Exp
Overall speech act:										

In turn 11, the interviewer introduces a new subtopic (i.e., Kerry's long negotiation period) to ask the interviewee about. In utterance (a), he states that Kerry spent eighteen days negotiating the deal with the Iranians. In utterance (b), he also states that no American Secretary of State has taken that long negotiating one issue since the Second World War. Those statements seem to preface the main act made in utterance (c). Utterance (c) is double-edged type 2 in which he states that Kerry's effort in these negotiations was extraordinary and seeks the interviewee's agreement to this statement by a negative tag question at the end of the utterance. The 'seeking agreement' act is a main act type 3 in the turn.

The interviewee starts turn 12 by directly addressing the interviewer's directive of seeking agreement. He agrees with the interviewer that Kerry's effort in the deal negotiations was extraordinary (a). In utterance (b), he seems to give a reason why he believes so. According to the interviewee, Kerry is very devoted to the negotiations as he regards them the only right choice for achieving peace and stability in the Middle East. In Utterance (c), the interviewee makes a quick departure from the topic. He goes back in history and mentions Kerry's failure in the Palestinian-Israeli negotiations. By mentioning that, he prefaces the opinion he makes in the next utterance. He thinks that Kerry might also not succeed in achieving a long-term compliance on the Iranian part with that deal.

Closing Sequence

Turn 13 and 14:

T	Utterance	Speech act	Pragmatic Indicators						SA catg	
			AP	AT	CP	PP	FW	Context		
								Co-uttr		Pragmalinguistic Cue
13	a.	Fala 1. reminding viewers with the interviewee's name		Yes					mentioning the interviewee's name	Ass
		2. thanking		Yes			Yes (politic)		thanking formula	Exp
		3. ending the interview		Yes						
Overall speech act:										
14		thanking back		Yes			Yes (politic)		thanking formula	Exp
Overall speech act:										

Turns 13 and 14 reveal a typical closing sequence. In 13, the interviewer makes a Fala utterance performing three acts. First, he mentions the guest's name in what seems to be a reminder for the viewers of who the guest is. Second, he thanks him for taking part in the interview. By doing those two acts, the interviewer simultaneously declares the end of the interview. On his part, the interviewee, in 14, responds with a typical thanking back and the interview comes to an end.

5.3.2.2 Interview 5 statistics

Table 34

Interview 5: Individual Speech Acts

No.	Speech Act	Speaker		Category	Total
		IR	IE		
1	introducing	2		Assertive	2
2	beginning the interview	1		Declarative	1
3	thanking	2	1	Expressive	3
4	asking	3		Directive	3
5	expressing opinion		5	Expressive	5
6	elaborating		2	Assertive	2
7	stating	3	4	Assertive	7
8	prefacing	8	2	Assertive	9
				Expressive	1
9	requesting	1		Directive	1
10	agreeing		2	Expressive	2
11	expressing doubt		1	Expressive	1
12	seeking agreement	2		Directive	2
13	disagreeing		1	Expressive	1
14	justifying		1	Expressive	1
15	reminding	1		Assertive	1
16	ending the interview	1		Declarative	1

Table 35

Interview 5: Frequencies of Speech Act Categories

Assertive	Directive	Expressive	Commissive	Declarative
21	6	14		2

Table 36

Interview 5: Types of Turn Speech Acts

Type	Subtype	No.
Main Act	Type 1	2
	Type 2	
	Type 3 (super main act)	10
Overall speech act		

Table 37

Interview 5: Utterance Types in Relation to Speech Acts

Type	Subtype	No.
Single utterance		28
Double-edged utterance	Type 1/a	2
	Type 1/b	
	Type 1/c	1
	Type 2	3
Fala utterance		1

Table 38

Interview 5: Frequencies of Pragmatic Indicators

AP	AT	CP	PP	FW	Context	
					Co-uttr	Pragmalinguistic Cue
6	22	7		3	13	26

5.3.3 Interview 6 (Arash Aramesh) (3 minutes)

Arash Aramesh, Iranian analyst talks with the presenter Lukwesa Burak about the Iranian nuclear deal which will restrict Iran's use of enrich uranium for civilian purposes (such as powering reactors), making it more difficult for Iran to produce nuclear weapons. Iran will also be subject to inspections. If Iran fails to comply with the agreement, sanctions will be imposed on import, export, banking etc. Sky News channel/ YouTube source/unknown date

1. **Presenter:** Well joining us now live from California is the: Iranian analyst Arash Aramesh from Stanford Law School ^(a). Err... morning to you ^(b). Err thank you for joining us ^(c). Now after yea::rs of argument, are we finally seeing an end to the row (1) over Iran's nuclear weapons ^(d). What do you think ^(e)?
2. **Aramesh:** (2) Err... it's not the end of the story yet ^(a). We have to see how Iran compli::es with its commitments ^(b). Iran has promised as of January 20th to err start eliminating (1) stockpiles of err highly enriched Uranium and also to open its facilities err to enrichment- I'm sorry to err inspections, err in addition to shutting down some of the more controversial facilities in Iran ^(c). We have to see how this works out ^(d). This is the first step of implementing what Iran is committing to do ^(e). On the other hand the United States and the world community has promised to carry out a programme of sanctions relief to take away some of the back-breaking sanctions that have in fact brought Iran back to the negotiating table and can be used as a reward if Iran complies with its commitments ^(f).
3. **Presenter:** So do you think Israel will be happy with this ^(a)?
4. **Aramesh:** Err... no, the government of Prime Minister Benjamin Netanyahu is not gonna be happy with it, 'cause they want a- err complete and- and- and- and non-questionable sort of shut down to the Iranian nuclear programme ^(a). That is not something that any Iranian government would accept ^(b). The middle ground is something that the Obama administration here in the US has been trying to reach ^(c). Err... it seems that this is what diplomacy can do at its best ^(d). Nope I don't think the err the administration of Prime Minister Netanyahu is going to be happy with this deal at all ^(e). But the alternatives don't look that good either ^(f).

5. **Presenter:** And yet Iran does seem to have changed its tune in recent months ^(a). Why ^(b)?
6. **Aramesh:** (1) Well, years of back-breaking sanctions and international coalition built by President Obama and his team, in addition to help from the United Nations, the European Union, and the fact that the Iranian people collected a moderate- a- a semi-moderate, to bring in some sense to Tehran to the fact you know they- that they have to come back to the negotiating table ^(a). The Iranian economy has been suffering and ailing because of the sanctions ^(b). And now people are::- are, people's voices at least in Tehran are being heard at the Presidential palace ^(c). Their tone is changing ^(d). But, again to be err fair there is a lot of opposition from hard-liners both in Tehran, and in Washington to this deal ^(e).
7. **Presenter:** Ok, Arash Aramesh, thank you for that analysis ^(a). It was good to see you. **(Word count: 453 words)**

5.3.3.1 Interview 6 analysis

Opening Sequence

Turn 1 and 2:

T	Utterance	Speech act	Pragmatic Indicators							SA catg	
			AP	AT	CP	PP	FW	Context			
								Co-uttr	Pragma-linguistic Cue		
1	a.	(double-edged type 1/c) 1. introducing the interviewee		Yes						introducing formula + name and status of the interviewee	Ass
		2. beginning the interview		Yes							Dec
	b.	greeting		Yes			Yes (politic)			greeting formula	Exp
	c.	thanking		Yes			Yes (politic)			thanking formula	Exp
	d.	asking for opinion (main act type 1)	Yes	Yes						Syntactic: sentence type (affirmative interrogative)	Dir
	e.	asking	Yes	Yes						Syntactic: sentence type (affirmative interrogative)	Dir
Overall speech act:											
2	a.	expressing opinion (main act type 3)	Yes	Yes	Yes (observed)			Yes (pre-ind) turn 1 (d) and (e)			Exp
	b.	elaborating on opinion		Yes				Yes (pre-ind)			Ass
	c.	elaborating on opinion		Yes				Yes (pre-ind)			Ass

	d.	elaborating on opinion		Yes				Yes (pre- ind)		Ass
	e.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	f.	stating							Syntactic: sentence type (affirmative declarative)	Ass
Overall speech act:										

In turn 1, the interviewer does a typical opening in which she introduces the guest (utterance a) and gives a politic greeting and thanking to him in utterances (b) and (c) respectively. Utterance (d) represents the interviewer's first initiative move which is asking the guest whether the deal suggests an end for the dispute of the Iranian nuclear programme which has taken so long. Her question is audience-interactive in the sense that she tries to involve the viewers in the question directed to the guest by using the pronoun 'we'. In utterance (e), she rephrases the same question and asks the interviewee to give his opinion. Asking is a main act type 1 in this turn.

In turn 2, the interviewee answers the question and gives his own opinion in the first utterance of the turn (utterance a). What mainly indicates that the interviewee is doing an 'expressing opinion' act is his abiding by the adjacency pair system. That is, in his utterance, he provides a direct answer to the interviewer's question "what do you think?" in which she asks the interviewee to provide his own opinion. By giving his opinion, he makes the main act of the turn as the whole turn is for expressing his opinion in an answer to the interviewer's question. This 'expressing opinion' act is of type 3 as it addresses the interviewer's question and is post-supported by the elaborating statements in (b), (c), and (d). The interviewee believes that this deal is not the end of the dispute and he comments on this in utterance (b) where he states why he believes so. In this utterance, he states that we have to wait and see how Iran will comply with the deal terms. He further elaborates in utterance (c) on how compliance should be and mentions the steps that should be taken by Iran by the 20th of January 2016 to guarantee the success of the deal. In (d), the interviewee reasserts what he has stated in utterance (b) to emphasize how important it is for Iran to comply with its commitments. Then, he plainly states that eliminating stockpiles of highly enriched uranium, opening facilities to inspections and shutting the controversial sites is the first step to prove Iran's commitment to the deal (e). Finally, in utterance (f), he makes

another plain statement about the commitment of the other party of the deal. The United States and the world community promise to lift the international sanctions against Iran as a reward if it abides by the deals' terms. Although not asked for, the interviewee mentions the last piece of information in order to make the whole picture clear to the interviewer as well as the viewers. The turn is simple in terms of the speech acts it performs with no multi speech acts within complex utterances.

Main Sequence

Turn 3 and 4:

T	Utterance	Speech act	Pragmatic Indicators							SA catg	
			AP	AT	CP	PP	FW	Context			
								Co-uttr	Pragmalinguistic Cue		
3	a.	asking for opinion	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir	
Overall speech act:											
4	a.	(double-edged type 2) 1. expressing opinion (main act type 3)	Yes	Yes	Yes (observed)			Yes (pre-ind) turn 3			Exp
		2. justifying the above opinion		Yes					Syntactic: (subordinator <i>because</i>)	Ass	
	b.	stating		Yes					Syntactic: sentence type (affirmative declarative)	Ass	
	c.	stating		Yes					Syntactic: sentence type (affirmative declarative)	Ass	
	d.	stating		Yes					Syntactic: sentence type (affirmative declarative)	Ass	
	e.	reiterating the opinion in utterance (a)		Yes					Opinion-expressing formula (<i>I don't think...</i>)	Exp	
	f.	stating							Syntactic: sentence type (affirmative declarative)	Ass	
Overall speech act:											

Turn 3 is short and to the point. Without any sort of introduction, the interviewer asks the guest about his opinion about whether Israel will be happy with this deal. Israel's position towards the deal recurs in the news interviews about the Iranian nuclear deal. This is because Israel has adopted an extreme position and threatened to use force against the Iranian nuclear programme since its very inception. Therefore, after signing this deal all eyes are on Israel to see how it will react.

The interviewee starts turn 4 by expounding his opinion plainly in the beginning of his turn. He believes that Israel would not be happy with this deal as it calls for a total shut down for that programme. Utterance (a) is a complex utterance with a main clause in which he expresses his opinion and a subordinate clause in which he provides justification for that opinion. That is why this utterance seems to be a double-edged type 2. The expressing opinion is a main act type 3. It is supported by the reiterating statement in utterance (e). The interviewee comments on Israel's demand by stating that no Iranian government would accept a total shut down for the nuclear programme (b). He also states that Obama's administration has been trying to reach a middle ground in this issue (utterance c) and this deal is probably the best fruit diplomacy can yield (utterance d). In utterance (e), the interviewee reiterates the opinion he made in the beginning of the turn (i.e., that Israel would not be happy with this at all). Finally, in utterance (f), the interviewee states that the alternatives to the deal do not look good either.

Turn 5 and 6:

T	Utterance	Speech act	Pragmatic Indicators							SA catg	
			AP	AT	CP	PP	FW	Context			
								Co-uttr	Pragmaling-uistic Cue		
5	a.	prefacing the coming act							Yes (post-ind)		Ass
	b.	asking (main act type 3)	Yes	Yes						Syntactic: sentence type (affirmative interrogative)	Dir
Overall speech act:											
6	a.	stating reasons (main act)	Yes	Yes	Yes (observed)					Syntactic: sentence type (affirmative declarative)	Ass

		type 3)									
	b.	stating		Yes						Syntactic: sentence type (affirmative declarative)	Ass
	c.	stating		Yes						Syntactic: sentence type (affirmative declarative)	Ass
	d.	stating		Yes						Syntactic: sentence type (affirmative declarative)	Ass
	e.	stating								Syntactic: sentence type (affirmative declarative)	Ass
Overall speech act:											

In turn 5, the interviewer makes an introductory statement in the beginning about the change in the Iranian position (a). This statement prefaces the main act of the next utterance wherein the interviewer asks about the reasons behind that change with a single-worded elliptical question (*Why?*). The asking act in this turn is of type 3.

In turn 6, the interviewee answers the question with a long statement of the reasons that made Iran change its tune (a). The stating act is the main act in this turn. It is of type 3 as it is post-supported by the statements in utterances (b) and (c). In utterance (d), he restates what the interviewer has already stated (Iran’s change of tune) in conclusion of the reasons he mentioned. After providing an answer to the interviewer’s question, the interviewee, in utterance (f), adds extra information about the hard-liners in Iran and US stating their opposition to the deal as a whole.

Closing Sequence:**Turn 7:**

T	Utterance	Speech act	Pragmatic Indicators							SA catg	
			AP	AT	CP	PP	FW	Context			
								Co-uttr	Pragmatic Cue		
7	a.	(double-edged type 2) 1. reminding viewer's with the interviewee's name		Yes						mentioning the name of the interviewee	Ass
		2. thanking		Yes			Yes (politic)		thanking formula	Exp	
	b.	(double-edged type 1/a) 1. showing gladness					Yes (politic)		Semantic: (<i>it was good to see you</i>)	Exp	
		2. ending the interview		Yes						Dec	

The interview ends with a two-utterance turn made by the interviewer in turn 7. Utterance (a) seems to be double-edged type 2 wherein she makes two explicit acts. She reminds viewers of the name of the interviewee and thanks him for the analysis he gives in the interview. Utterance (b) is also of the double-edged type, but it is of type 1/a. The interviewer explicitly expresses her gladness to have the interviewee in and at the same time she implicitly declares the end of the interview.

5.3.3.2 Interview 6 statistics

Table 39

Interview 6: Individual Speech Acts

No.	Speech Act	Speaker		Category	Total
		IR	IE		
1	introducing	1		Assertive	1
2	beginning the interview	1		Declarative	1
3	greeting	1		Expressive	1
4	thanking	2		Expressive	2
5	asking	4		Directive	4
6	expressing opinion		2	Expressive	2
7	elaborating		3	Assertive	3
8	stating		11	Assertive	11
9	justifying		1	Assertive	1
10	reiterating		1	Expressive	1
11	prefacing	1		Assertive	1
12	reminding	1		Assertive	1
13	showing gladness	1		Expressive	1
14	ending the interview	1		Declarative	1

Table 40

Interview 6: Frequencies of Speech Act Categories

Assertive	Directive	Expressive	Commissive	Declarative
18	4	7		2

Table 41

Interview 6: Types of Turn Speech Acts

Type	Subtype	No.
Main Act	Type 1	1
	Type 2	
	Type 3 (super main act)	4
Overall speech act		

Table 42

Interview 6: Utterance Types in Relation to Speech Acts

Type	Subtype	No.
Single utterance		23
Double-edged utterance	Type 1/a	1
	Type 1/b	
	Type 1/c	1
	Type 2	2
Fala utterance		

Table 43

Interview 6: Frequencies of Pragmatic Indicators

AP	AT	CP	PP	FW	Context	
					Co-uttr	Pragmalinguistic Cue
7	25	3		4	6	23

5.4 Summary

In this chapter, the English dataset of news interviews is analysed. Section 4.3 is devoted to the analysis of interviews 1, 2 and 3 which are all about the immigration crisis. Section 4.4 presents the analysis of interviews 4, 5 and 6 which deal with the Iranian nuclear deal. Each interview was initially divided into pairs of turns, and then each pair is investigated to find the speech acts performed in it and their respective pragmatic indicators (IFIDs). After each interview, a set of descriptive statistics is provided for showing the frequencies of the available speech acts, utterance types and pragmatic indicators.

Chapter Six

Arabic News Interviews: Data Analysis

6.1 Introduction

This chapter is devoted to analysing the Arabic dataset of short news interviews. Section 6.2 presents the analysis of three Arabic interviews which relate to the immigration crisis (interviews 7, 8 and 9). Afterwards section 6.3 displays the analysis of another three Arabic interviews which are about the Iranian nuclear deal (interviews 10, 11 and 12).

6.2 Arabic Immigration Crisis Interviews

6.2.1 Interview 7 (Rami Al-Ali) (3 minutes and 40 seconds)

مقدم نشرة الأخبار المسائية على قناة العربية طالب كنعان يلتقي عبر سكايب بالمتخصص بالشؤون الأوروبية رامي الخليفة العلي مباشرة من باريس للحديث عن موضوع اللاجئين بعد تقرير عرضته قناة العربية حول أوضاع اللاجئين في أوروبا . (08/31/2015)

The presenter of evening news bulletin on Al-arabiya channel Talib Kan'an speaks via Skype with the specialist of the European affairs Rami Al-Khalifa Al-Ali live to talk about refugees immediately after a report presented on the channel about the refugees in Europe. The interview was video-recorded live from Al-Arabiya news channel on (08/31/2015).

1. المقدم: على كلّ للمزيد من المتابعة حول هذا الموضوع معي مباشرة من باريس رامي الخليفة العلي المتخصص في الشؤون الأوروبية^(a). سيد رامي أهلاً وسهلاً بك^(b). هل هنالك اتفاق على رؤية أوروبية موحدة إزاء هذه الأزمة غير المسبوقة في المهاجرين أم لا كل دولة أوروبية تعزف منفردة، إن صحّ التعبير^(c)؟

1. Presenter: Anyway, for more about this issue, with me live from Paris Rami Al-Khalifa Al-Ali a specialist in European affairs ^(a). Sayid (=Mr.) Rami, أهلاً وسهلاً (=welcome to you) ^(b). Hal (= Is) there agreement on a unified European vision about this unprecedented refugee crisis أم Em (= or) it is that every European country is going solo, so to speak ^(c)?

2. رامي العلي: أعتقد أن تحليلك الأخير طالب دقيق تماماً^(a). كل دولة أوروبية لها سياستها الوطنية^(b). إلى الآن لا توجد استراتيجية أوروبية لمواجهة تدفق اللاجئين هذه الموجة التي لم تحدث منذ الحرب العالمية الثانية^(c). خصوصاً طالب، أن الدول

الأوروبية لا تتأذى من هذا الموضوع بنفس الدرجة^(d). دعني دعنا نتحدث عن مجموعتين من الدول: دول هي دول المرور نتحدث عن اليونان عن مقدونيا، صربيا، هنغاريا، حتى النمسا و حتى فرنسا ربما، والدول هي التي تستقبل اللاجئين وحيث تشهد نسب كبيرة من الإقبال عليها نتحدث عن المملكة المتحدة، عن ألمانيا، السويد، النرويج، هولندا، الدنمارك والدول الأسكندنافية طبعاً^(e). وبالتالي لا تشعر الدول الأوروبية بنفس الضغط على نفس المستوى لذلك نشهد رؤى مختلفة لكيفية معالجة هذا الموضوع^(f).

2. Rami Al-Ali: I think, Talib, that your latter analysis is quite accurate ^(a). Every European country has its own national policy ^(b). Up to the moment, there is no European strategy to face an influx of refugees which has not happened since the Second World War ^(c). Especially, Talib, because the European countries are not affected by this matter in the same degree ^(d). Let me.. let's talk about two groups of countries: transit countries namely, Greece, Macedonia, Serbia, Hungary, even Austria or maybe even France, and the countries receiving refugees which are experiencing large proportions of the turnout, we are talking here about the United Kingdom, Germany, Sweden, Norway, Netherlands, Denmark, Scandinavian countries, of course ^(e). So, European countries do not feel pressure of the same level. That is why we see different visions of how to handle this issue ^(f).

3. المقدم: فيما يخص الحلول المطروحة، هل الحل أو الحلول المطروحة تكمن في تطبيق إجراءات رادعة على بلدان المنشأ، إن صحّ التعبير، أو البلدان التي يأتي منها هؤلاء وكذلك بلدان العبور أم لا الحل يكمن في إستيعابهم، يعني خطوات استيعابية في الدول الأوروبية التي يصلون إليها ^(a)؟

3. Presenter: Regarding the proposed solutions, هل (hal roughly=do) solutions lie in the application of deterrent procedures on the origin countries, so to speak, أم (em(=or) the countries where those refugees come from as well as on the transit countries, or it lies in accepting them in the European countries they arrive at ^(a)؟

4. رامي العلي: الحقيقة دعنا نتحدث عن مستويات متعددة للحلول^(a). دعني أذكرك طالب بأن دول الإتحاد الأوروبي عندما كانت تواجه المهاجرين القادمين من أفريقيا حاولت أن تبني جداراً على الحدود الأسبانية المغربية، حاولت أن تنشأ خفر للسواحل وأن تدعم خفر السواحل المحيطة بجزر الكناري^(b) ولكن كل ذلك لم يؤدي إلى إنخفاض أعداد المهاجرين خصوصاً أن هؤلاء المهاجرين غالباً ما يكونوا هاربين من الموت والفقر والظلم والاستبداد إلى آخره^(c). وبالتالي الإجراءات اللوجستية يمكن أن تخفف من أعداد اللاجئين ولكنها لا يمكن أن تحل المشكلة^(d). المشكلة الأساسية أن هنالك جانب ربما لا علاقة لأوروبا بشكل مباشر به نتحدث عن دول ما سميتها دول المنشأ أو الدول المصدرة للاجئين نتحدث عن سوريا، عن العراق، عن أفغانستان^(e). هذه الدول تعاني من أزمات سياسية ومن حروب أهلية^(f). وبالتالي إن لم يتم معالجة الأزمة السياسية في الدول المصدرة للاجئين لن يتم حل هذه المشكلة^(g) وبالتالي الآن كيف يمكن التفاعل معها هذا السؤال الأساسي وليس السؤال إذاما كنا قادرين، على

المستوى الأوروبي أتحدث، إذما كنا قادرين على إيقاف اللاجئين^(h) وبالتالي إن لم تحل المشكلة السياسية في سوريا، لن تستطيع الدول الأوروبية مواجهة هذه المشكلة هذا من ناحية⁽ⁱ⁾. من ناحية أخرى هناك اثار كثيرة لتدفق اللاجئين بهذا العدد الضخم^(j). دعنا نتحدث عن أولاً عن الأثار الإنسانية^(k)، هناك البعض من اللاجئين الذين يصلون.. ربما تذكر طالب ما حدث في مدينة كاليه على الحدود الفرنسية البريطانية هناك لاجئين يفترشون الأرض ويلتحفون السماء^(l). هناك أيضاً بعض اللاجئين في صربيا وفي هنغاريا يتعرضون لجماعات الجريمة المنظمة هناك يحدث عمليات اختطاف هناك طبعاً عمليات الإحتيال والنصب عليهم من قبل الكثير من المهربين^(m) وبالتالي هناك أزمات يمكن على الأقل الإتحاد الأوروبي أن يعالج جزئيات منها⁽ⁿ⁾.

4. Rami Al-Ali: Actually, let's speak about different levels of solutions^(a). Let me remind you Talib, that when the countries of the EU were facing immigrants from Africa, they tried to build a wall on the Spanish-Moroccan borders; they tried to establish coastguards and support the coastguards surrounding the Canary Islands^(b). But, all this did not result in reducing the numbers of immigrants especially if we know that most of those immigrants were fleeing death, poverty, oppression, and despotism, etc^(c). Therefore, the logistic procedures can reduce the number of refugees but they cannot solve the problem^(d). The basic problem is that there is a side that probably Europe has no direct relation to, we speak about the countries which you called origin countries or the countries exporting refugees, we speak about Syria, Iraq, and Afghanistan^(e). These countries suffer from political crises and civil wars^(f). Therefore, if the political crisis is not settled in these countries, the problem will not be solved^(g). Therefore, the basic question is how to deal with this problem not whether we are, speaking on the European level, whether we are able to stop refugees^(h). So, on one hand, if the political problem in Syria is not solved, the European countries will not be able to face the problem of refugees⁽ⁱ⁾. On the other hand, there is great effect of refugees' influx in such huge number^(j). Let's speak, first, about the humanitarian effects^(k); there are some refugees who, you might remember, Talib, what happened in the city of Calais on the French-British borders, there are some refugees who sleep on the ground and have nothing to cover with^(l). There are some refugees in Serbia and Hungary who are exposed to groups of organized crime; they are exposed to abduction and fraud by a lot of smugglers^(m). Therefore, there are crises that the EU can, at least, deal with parts of⁽ⁿ⁾.

5. المقدم: جيد، من باريس رامي الخليفة العلي المتخصص في الشؤون الأوروبية شكراً جزيلاً لك.

5. Presenter: جيد (Jayid = OK.). From Paris, Rami Al-Khalifa Al-Ali, a specialist in European affairs, thank you very much.

(Word count: 478 words)

6.2.1.1 Interview 7 analysis

Opening Sequence

Turn 1 and 2:

T	Utterance	Speech act	Pragmatic Indicators							SA Catg	
			AP	AT	CP	PP	FW	Context			
								Co-uttr	Pragma- linguistic Cue		
1	a.	(double-edged type 1/c) 1. introducing the interviewee		Yes						Introducing formula (<i>with me + name and status</i>)	Ass
		2. beginning the interview		Yes						Semantic: (<i>for more about this issue</i>)	Dec
	b.	welcoming		Yes			Yes (politic)		Arabic welcoming formula (<i>Ahlan wa sahlan=</i> roughly welcome)	Exp	
	c.	(double-edged type 2) 1. asking a question	Yes	Yes						Syntactic: sentence type (affirmative interrogative)	Dir
		2. seeking agreement (main act type 1)		Yes						metaphor (<i>going solo</i>)	Dir
Overall speech act:											
2	a.	expressing opinion (agreeing) (main act type 3)	Yes	Yes	Yes (observed)	Yes (observing agreement)	Yes (enhancing the interviewer's positive face)			opinion- expressing formula	Exp
	b.	confirming		Yes				Yes (pre-		Ass	

		agreement given in (a)						ind)		
	c.	elaborating on the opinion in (a)		Yes				Yes (pre-ind)		Ass
	d.	justifying opinion		Yes				Yes (pre-ind) (utterance a)	Semantic: (because)	Ass
	e.	elaborating on justification		Yes				Yes (pre-ind)		Ass
	f.	elaborating on justification		Yes				Yes (pre-ind)		Ass
Overall speech act:										

The interviewer commences the interview by attracting the viewers' attention that the topic of the interview will be an elaboration of the same topic of the report which was presented immediately before the interview. Immediately afterwards, he introduces the interviewee (utterance a) to the audience mentioning his name and status. By doing the introducing act, the interviewer is also indicating the beginning of the interview. This introducing utterance is of the "double-edged/type 1/c" kind wherein the explicit introducing act and the implicit beginning the interview act are evenly important. In utterance (b), the interviewer welcomes the interviewee using an honorific title Sayid (Mr.) which is very common in Arabic interviews. This form of address is used in formal language, i.e., cliché of formal letters and correspondence in governmental and non-governmental institutions and it is also used to in/formally address descendants of the Prophet Mohammed (peace be upon him and his family). However, although using an *honorific title + first name* is the most common way of addressing interviewees in Arabic interviews, it is worth mentioning that, as an Arab viewer watching news regularly, there are cases, yet very rare, where the interviewers use *honorific title + last name*. For the welcoming, the interviewer uses the most frequently used phrase of welcoming in Arabic news interviews (أهلاً وسهلاً / Ahlan wa sahlan (= roughly welcome). The interviewer also addresses the guest honorifically with (*Said*= Mr.) + first name.

After introducing the interviewee, the interviewer makes his first initiative move asking his guest whether there was a unified European opinion on how to deal with the issue of refugees. In this turn, the interviewer uses the interrogative form of [Hal (Do) + structure + Em (or) +

structure?]. This structure is roughly similar to the *English alternative question* (see Quirk et al., 1985, p. 823-24). In Arabic, this form is used, in one case, when the speaker presents two ideas evenly in his/her interrogative utterance and seeks confirmation to either of them. However, the interviewer, here, aligns himself to the second idea of the question intending his focus to be on the second part rather than on the first. This utterance is double-edged type 2 wherein there are two explicit acts; asking a question and seeking agreement. The interviewer who, in the first part of the question, asks the interviewee whether the European countries have a certain strategy regarding refugees, moves to the second part with which he aligns himself (there is no unified strategy). This alignment might be signaled by: (1) the interviewer's use of a metaphorical sentence "every European country is going solo" to help him convey his message and (2) knowledge of the world – European countries differ considerably on how to deal with the refugees' crisis. With this alignment, the interviewer narrows down the interviewee's options to address a specific point in his answer. However, he is not posing a threat towards his guest's face as, first, he is merely seeking agreement, which is the main act type 1 of the turn as it makes a direct point without supporting it in other acts in the turn, and, second, the guest is not a representative of any one view (or of any organisation which might be expected to adhere to a particular view. This is quite understood by the interviewee in turn 2 in which he shows his agreement to the interviewer's inclination without feeling his face under threat. If the interviewee had felt that his face was threatened, he would have disagreed with the interviewer or, at least, he would have used an indirect way to answer the question in order to save his own face. Thus, the design which the interviewer uses to construct his utterance and knowledge of the world play a significant role in helping the interviewee to interpret the utterance as more seeking agreement than asking a mere question. If it were a mere question, the first part would be sufficient for the purpose of asking. But since the interviewer has used the Em (=or) particle along with the metaphorical language in the second part of his question, the seeking agreement act appears in the scene.

In turn 2, the interviewee takes the floor to answer the question. He starts his answer by expressing his opinion in which he agrees with the interviewer's latter analysis "or it is that every European country is playing solo". 'Expressing opinion' is the main act of the whole turn. It is a main act type 3 (super main act) as it addresses the interviewer's point and is followed by five utterances which seem to be post-supporting it. In utterances (b) and (c), the interviewee confirms the opinion he gives in utterance (a) by stating that every country has its own policy and that

there is no unified one. This agreeing opinion could indicate that the interviewee has realized the interviewer's alignment with that latter analysis and answers accordingly. What could also indicate this realisation is the interviewee's use of (Arab equivalent of) 'absolutely'. This intensifier means the interviewer has made the right analysis, thereby showing that the interviewee recognises that the question was not just a request for an opinion. The interviewee gives a series of statements elaborating on his answer and confirming his agreement with the interviewer's inclination that there was no unified vision on how to deal with the refugees' problem observing Leech's *agreement maxim* (maximize agreement between self and other). To justify his agreement, the interviewee, in (d), gives an account for his opinion stating that the European countries are not affected by the refugees' problem at the same degree and this is the reason he gives for these countries not to have a unified strategy. In (e) and (f), he gives two statements to elaborate on that justification. He ends his turn by summing up the idea he gives in the beginning.

Main Sequence

Turn 3 and 4:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmatic-linguistic Cue	
3	a.	asking a question	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir
Overall speech act:										
4	a.	prefacing coming act						Yes (post-ind)		Ass
	b.	prefacing a coming act						Yes (post-ind)		Ass
	c.	prefacing a coming act						Yes (post-ind)		Ass
	d.	rejecting the first solution (main act type 3)	Yes	Yes	Yes (observed)			Yes (pre-sup)	Semantic: (<i>they cannot solve the problem</i>)	Ass
	e.	prefacing a						Yes		Ass

	coming act						(post-ind)		
f.	prefacing a coming act						Yes (post-ind)		Ass
g.	suggesting a different solution (main act type 3)	Yes	Yes	Yes (observed)			Yes (pre-sup)		Ass
h.	elaborating on suggestion						Yes (pre-ind)		Ass
i.	reiterating the interviewee's suggested solution						Yes (pre-ind)		Ass
j.	prefacing a coming act						Yes (post-ind)		Ass
k.	prefacing a coming act						Yes (post-ind)		Ass
l.	prefacing a coming act						Yes (post-ind)		Ass
m.	prefacing a coming act						Yes (post-ind)		Ass
n.	stating (main act type 2)							Syntactic: sentence type (affirmative declarative)	Ass
Overall speech act:									

In turn 3, the interviewer makes another initiative move about a sub-topic asking about the proposed solutions to the problem of refugees. Again, he uses the same form of the first question [Hal (Do) + structure + *Em* (or) + structure?] in which he presents two even ideas and seeks confirmation to either of them. In this turn, the interviewer, although using the *Em* particle which has been used in his first turn, is making a mere question here. The interviewer asks whether the solution for the refugees' crisis lies in the application of deterring procedures upon both origin and transit countries or in accepting refugees in the countries they have arrived at.

In turn 4, the interviewee starts answering the question by prefacing that he is going to talk about different levels of solutions (utterance a). What is interesting here is that the form (let's...) is usually used in Arabic to issue directives like inviting, requesting and making suggestions. However, in this utterance, it is used to issue the speech act of prefacing. In the second utterance (b), the interviewee flouts the maxim of relation making a topical shift. He explains what happened in the last two decades when there were many immigrants fleeing from Africa to some European countries due to political crises and civil wars in their countries (e.g., like what happened in Darfur and Rwanda). He makes a quick departure from the main topic for the purpose of prefacing his answer to the interviewer's question. In utterance (c), by stating that the procedures that were taken by European countries did not prevent migrants from crossing the borders, he prefaces the idea that the refugees' crisis cannot be solved by applying deterring procedures on the origin and transit countries. After introducing his preface, he turns back to the topic by plainly rejecting the first solution proposed by the interviewer. This act of rejecting (d) is the first main act (type 3) in the turn. It addresses the interviewer's point and is pre-supported by the prefacing acts (a-c) in the same turn.

Afterwards, in utterances (e) and (f), the interviewee makes another shift in this turn flouting the maxim of relation to preface his vision of a possible solution for the problem. He gives a couple of statements to introduce his solution. He diagnoses crises and civil wars in the origin countries of refugees as being the reason for them to flee their countries prefacing an account of a different solution. In utterance (g), he returns to the topic and clearly suggests his own solution for the problem and elaborates on his solution and reiterates it in utterances (h) and (i). This is the second main act (type 3) as it is addressing the question and is pre/post-supported by other acts in the turn. The interviewer's suggestion is that in order for the problem of the refugees to be solved, European countries need to resolve the political crises and civil wars in the origin countries of refugees. According to the interviewee, this is the main issue that should be addressed for ending the crisis.

Towards the end of his turn, the interviewee makes another departure from the topic exploiting the opportunity to talk about the bad effects of refugees' crisis with such influx giving a series of final-act prefacings (j-m) wherein he makes reference to the suffering of the refugees who are exposed to abduction and fraud by smugglers. In the final act utterance (n), the interviewee seems to make a mere statement about the crisis issues that can be handled by the EU

countries as they happen within their borders. The final act is the third main act in the turn which belongs to type 2 as it is not addressing the interviewer's point, but is supported by other prefacing acts (see table above).

Closing Sequence:

Turn 5:

T	Utterance	Speech act	Pragmatic Indicators						SA catg	
			AP	AT	CP	PP	FW	Context		
								Co-uttr		Pragmalinguistic Cue
5		Fala 1. reminding viewers of the guest's identity		Yes					mentioning the name of the interviewee's name and status	Ass
		2. thanking		Yes			Yes (politic)		thanking formula	Exp
		3. ending the interview		Yes						Dec

The interviewer takes the floor in turn 5 starting it with the Arabic discourse marker ﻳﺎﻳﺪ Jayid (= OK). It is equivalent to *good* in English. However, the interviewer does not seem to use it in this sense. It is more likely used to serve as a turn taker in Arabic meaning *OK*. Turn 5 is the closing turn of the interview. It is a Fala utterance wherein the interviewer makes three acts. Firstly, he reminds the audience of the interviewee's name and status. Secondly, he thanks him for participating in the interview. By doing reminding and thanking, the interviewer performs the last act in this turn, i.e., ending the interview. This is a typical closing sequence for such an activity type.

What is interesting in this interview, is that the interviewer addresses the interviewee by using the honorific title ﺳﻴﺪ Sayid (=Mr.) which is quite common in such Arabic activity. On the other hand, the interviewee keeps addressing the interviewer using his first name devoid of any honorific title. This seems unusual in Arabic news interviews as, generally speaking; bare name is used as a form of address only informally in close relations or friendly chats whether on TV or

in everyday life. However, some speculations can be given for construing this breach of the typical Arabic news interviews format in which mutual forms of respect are expected to be used. First, it could be that the interviewee has a close personal relationship with the interviewer (this is indicated in the interviewee's interpolation of the interviewer's first name in all his turns). Second, the interviewee could be a regular guest hosted by the channel and this regularity has established a kind of intimacy with the interviewer and that has, ultimately speaking lessened the level of formality. A further speculation that could be given is that the interviewee (as being living in one of the western countries) might be generally affected by the western culture of addressing and particularly the format of news interviews in which it is rare to use honorific titles in addressing.

6.2.1.2 Interview 7 statistics

Table 44

Interview 7: Individual Speech Acts

No.	Speech Act	Speaker		Category	Total
		IR	IE		
1	introducing	1		Assertive	1
2	beginning the interview	1		Declarative	1
3	welcoming	1		Expressive	1
4	asking	2		Directive	2
5	seeking agreement	1		Directive	1
6	expressing opinion		1	Expressive	1
7	confirming agreement		1	Assertive	1
8	elaborating		4	Assertive	4
9	justifying opinion		1	Assertive	1
10	prefacing		9	Assertive	9
11	rejecting		1	Assertive	1
12	suggesting		1	Assertive	1
13	reiterating		1	Assertive	1
14	stating		1	Assertive	1
15	reminding	1		Assertive	1
16	thanking	1		Expressive	1
17	ending the interview	1		Declarative	1

Table 45

Interview 7: Frequencies of Speech Act Categories

Assertive	Directive	Expressive	Commissive	Declarative
21	3	3	0	2

Table 46

Interview 7: Types of Turn Speech Acts

Type	Subtype	No.
Main Act	Type 1	1
	Type 2	1
	Type 3 (super main act)	3
Overall speech act		0

Table 47

Interview 7: Utterance Types in Relation to Speech Acts

Type	Subtype	No.
Single utterance		22
Double-edged utterance	Type 1/a	
	Type 1/b	
	Type 1/c	1
	Type 2	1
Fala utterance		1

Table 48

Interview 7: Frequencies of Pragmatic Indicators

AP	AT	CP	PP	FW	Context	
					Co-uttr	Pragmalinguistic Cue
5	17	3	1	3	18	12

6.2.2 Interview 8 (Faisal Jalul) (6 minutes and 14 seconds)

مقدمة برنامج الأسبوع الاخباري ريتا معلوف على قناة سكاي نيوز عربية تلقتي عبر سكايب بالكاتب والباحث السياسي فيصل جلول من باريس للحديث عن أوضاع المهاجرين (08/31/2015).

The presenter of the weekly news programme Al-'Usboo' (The Week) Rita Ma'loof on Sky News Arabia channel speaks via Skype to the writer and political researcher Faisal Jalul from Paris to talk about the situation of immigrants. The interview was video-recorded live from Sky News Arabiya channel on (08/31/2015).

1. المقدمة: ينضم إلينا من باريس الكاتب والباحث السياسي فيصل جلول^(a). سيد فيصل أهلاً وسهلاً بك معنا^(b). صورة الطفل الغريق اجتاحت وسائل الإعلام و مواقع التواصل^(c). البعض يعتقد أنها فورة إنسانية ربما تعاطف والبعض الآخر يقول انها ربما تحدث فرقاً في الرأي العام العالمي قد يؤدي إلى إجراء ما^(d). ما رأيك^(e)؟

1. Presenter: Joining us from Paris the writer and political researcher Faisal Jalul^(a). Sayid (=Mr.) Faisal, أهلاً وسهلاً (ahlan wa sahlan =welcome to you) with us^(b). The drowned child photograph overwhelmed mass media and social networks^(c). Some people believe that it is a humanitarian spree, may be sympathy and some others say that it might make a difference in world public opinion which might lead to some action being taken^(d). What is your opinion^(e)?

2. فيصل جلول: على الأرجح ستلعب هذا الدور لأن أ أ أ.. سيكون التعاطي مع المهاجرين بعد هذه الصورة مختلفاً إلى حدٍ ما عما قبلها لأن الطريقة التي تمت حتى الان في التعاطي مع المهاجرين السوريين و الأفغانين و العراقيين و غيرهم تفصح عن إحساس بلا إنسانية هذا التعاطي بكونه عبثي أحياناً بكونه طائفي و عرقي أحياناً أخرى بكونه عنصري في أحيان كثيرة^(a). إذأ لا بد من نظرة أخرى للتعاطي مع هذه القضية^(b). و أظن بأن صورة اليوم الرمزية القاتلة صورة طفل من كوباني كان مرشحاً لأن يقتل أو يذبح أهله من داعش هربوا لأوروبا للنجاة، هذه الصورة ستحدث فرقاً و أظن بأنه سيكون فرقاً إيجابياً^(c).

2. Faisal Jalul: على الأرجح (Ala al-arjah=probably), it will play this role because err.. err.. err.. after this photograph, dealing with immigrants will be rather different from before because the way of dealing with the Syrian, Afghani, and Iraqi immigrants reveals the inhumanity of this dealing being, sometimes absurd, sectarian, ethnic, and, in many times, racial^(a). So, لا بُدَّ من (la buda min= there should be) another view for dealing with this issue^(b). And أظنَّ (adhunu= I think) that the today's symbolic fatal (heart breaking) photograph – photograph of a child from Kobany, whose family was about to be killed or beheaded by Daesh (ISIS), fled to Europe to survive – this photograph will make a difference and I believe it is going to be a positive difference^(c).

3. المقدمة: طيب. ولكن سيد فيصل، يقول البعض أن صور كثيرة في الحقيقة انتشرت على مواقع التواصل خاصةً عن الأزمة السورية لا نستثنى العراق لا نستثنى أأ... يعني.. ربما اليمن^(a) دول كثيرة عانت و صور كثيرة انتشرت^(b) لماذا يمكن لصورة مثل هذه أن تحدث فرقاً في المعايير الإنسانية^(c)؟ التي يعني.. أأ يعني ليست مفاجئة، هي ربما صادمة كشكل^(d). ولكن الجميع يعلم أن من لم تلتهمه الأسماك سيصل إلى الشاطئ على هذه الصورة^(e)!

3. Presenter: طيب (tayib= Ok.) But, Mr. Faisal, some people say that so many photographs spread on social networks, especially about the Syrian crisis, not to exclude Iraq, not to exclude err.. err., I mean, may be Yemen^(a). Many countries suffered and many photographs spread^(b). Why would a photograph like this make a difference in the humanitarian standards^(c)? Which (this photograph) I mean .. err.. I mean.. is not surprising, it might be shocking^(d). But everybody knows that those who are not eaten by fish, will reach the shore like this^(e)!

4. فيصل جلول: أأ .. هناك يعني أأ .. نحن نعيش عصر الصورة و الصورة مؤثرة للغاية^(a). شروط هذه الصورة ربما تكون تختلف عن غيرها^(b)، القصف الذبح أو يعني .. صارت ربما ربما صور مألوفة^(c) أما على شاطئ بودرم التركي شاطئ الأثرياء في مكان ما طفل بالهيئة التي كانت موجودة بالملاح التي أخذت له هذه الإضافات الخاصة ربما أدت الى أن تكون هذه الصورة فارقة عن غيرها^(d). ربما التقنية ربما هذه الشروط هي التي فرقته وأحدثت هذا الفرق مع الأسف الشديد^(e).

4. Faisal Jalul: There is I mean err.. err.. We live in the era of photograph and this photograph is extremely touching^(a). The conditions (circumstances) of this photograph might differ from those of other photographs^(b). Photographs of bombing or beheading have become familiar^(c). But, somewhere on the beach of Bodrum—the beach of wealthy people— a child in such a condition and expressions, those additional features might have made this photograph different from other photographs^(d). Perhaps, it is the technology or the photograph special features that distinguished that child and made the difference^(e).

5. المقدمة: طيب، سيد فيصل بالنسبة للمجتمع الأوربي نعلم أن هناك نوع من الانقسام في المجتمع الأوربي^(a) لا نتحدث فقط عن السياسي الذي هو يعني..ربما يعبر أيضاً عن شرائح إجتماعية^(b)، البعض قد يتحمس و.. يعني يطالب بالإنسانية لاستقبال اللاجئين و الأطفال البعض الآخر ربما يتخوف منهم^(c). لو تعطينا فكرة أوضح عن الرأي العام السائد اليوم في فرنسا لنقل أو ربما يمكن تعميمه على دول أخرى^(d).

5. Presenter: طيب (Tayib=Ok.) Mr. Faisal, regarding the European society, we know that there is a kind of division in the European society^(a). We are not talking only about political division which may also represent social classes^(b). Some might be enthusiastic and call for humanity to receive refugees and children and some others might be concerned about them^(c). لو Lao /ləʊ/ (=if

you could) give us a clearer idea about the public opinion prevalent today in France, let's say, or (which) can be generalized to other countries ^(d).

6. فيصل جلول: هناك نظرتان لهذه المشكلة في فرنسا و في أوروبا عموماً^(a). الأولى تعتبر هذه المشكلة مشكلة، مشكلة عرقية، مشكلة يد عاملة، مشكلة تضخم سكاني^(b). والبعض الآخر يعتبرها حل^(c). والراجح أنها في عرف الاقتصاديين الأوروبيين و أصحاب القرار الراجح أنها حل وليست مشكلة لأن الهجرة هي حل ديموغرافي لأن أوروبا تتناقص سكانياً درجة كبيرة وتحتاج الى من يردم الهوة الديموغرافية^(d). أكثر من ذلك تحتاج الى يد عاملة لإبقاء الاقتصاد في مستوى معين و القدرة الشرائية في مستوى معين و مستوى المعيشة في مستوى معين^(e). [إذاً بالنسبة لهذا ليست ...

6. Faisal Jalul: There are two views for this problem in France and in Europe in general ^(a). The first considers this as a problem; a problem of ethnicity, a problem of labour, a problem of overpopulation ^(b). And the other considers it a solution ^(c). Probably, it is a solution not a problem in the view of European economists and decision makers because migration is a demographic solution as Europe is significantly decreasing in population and needs to bridge this demographic gap ^(d). Moreover, Europe needs labour to keep economy to a certain level, keep purchasing power to a certain level and keep living to a certain level ^(e). [Regarding err...

7. المقدمة: [طيب سيد فيصل..] ولكن عفواً فقط في هذه النقطة^(a). إذا كانت دول أوروبا فعلاً بحاجة إلى ديموغرافيا جديدة بحاجة إلى يد عاملة لماذا لا تسهل إجراءات الهجرة و تجعل المهاجرين يصلون بأمان إليها كما تفعل كندا ربما عوضاً أن ترمي بهم في البحر و في الطرقات الخطرة إذا كانت بالفعل بحاجة إليهم^(b)؟. وهذا ما تم الحديث عنه عن ألمانيا مثلاً أن ألمانيا بالفعل بحاجة إلى ثمان مائة ألف التي اعلنت عن نيتها إستقبالهم^(c).

7. Presenter: Ok, Mr. Faisal.. But, pardon me, just in this point ^(a). If the European countries are really in need to a new demography and labour, why don't they facilitate the migration procedures and make the migrants arrive there safely as Canada is doing, maybe, instead of throwing them in the sea and the dangerous roads if they are really in need of them ^(b)? And this is what has been talked about in Germany, for example, which is in need of 800000 whom it has declared an intention to receive ^(c).

8. فيصل جلول: الذين وصلوا إلى ألمانيا سبع مائة او ثمان مائة الف لا نعرف بدقة الأرقام، لكن وصلوا مع مشاكل قليلة^(a). ألمانيا أصدرت إجراء يقول بأن السوري لديه معاملة خاصة في ألمانيا^(b). لكن الجانب الآخر من القضية هو المشكلة أن اللاجئين يصلون في وقت واحد و في أمكنة أ... لا تتمكن السلطات فيها من فرزهم و إرسالهم ناهيك عن أنهم يتدفقون بوسائل لا يمكن مراقبتها، هنا جانب المشكلة^(c). كيف تحل^(d)؟ تحل بواسطة فيزا أو بواسطة أ أ سماح من السفارات و بوسائل أخرى^(e)] غير الوسائط التي ..

8. Faisal Jalul: those who arrived in Germany are 700000 or 800000, we don't exactly know the numbers, but, they arrived with few problems ^(a). Germany issued a procedure for giving the Syrian migrant a special treatment ^(b). But, the other side of the issue is that the migrants arrive at the same time and at places err..err.. where authorities cannot sort them out and needless to say, they are flowing in ways that cannot be monitored and here lies the problem ^(c). How is it solved ^(d)? It is solved by issuing visa or by err..err.. permission from embassies or other means ^(e), [other than the means that ...

9. المقدمة: [أنت تعلم سيد فيصل كم من الصعب الحصول على فيزا أوروبية^(a). ربما أي فيزا لأي دولة من دول العالم هي شبه مستحيلة بالنسبة للسوريين و ربما للدول التي تعاني من مشكلات^(b).

9.Presenter: you know Mr. Faisal how it is difficult to get a European visa ^(a). Perhaps, getting a visa to any country in the world is almost impossible for the Syrians and, maybe, for the (people of) countries that have problems ^(b).

10. فيصل جلول: هنا النفاق يجب أن ينتهي^(a). يجب أن توجه سلطات أوروبا بعض الرأي العام العنصري عندها و أن تتعاطى مع هذه المشكلة بوصفها حاجة و بوصفها حل و أن توجه الرأي العام العنصري لديها و تعطي فيز و تسمح للمهاجرين بأن يأتوا بصورة إنسانية و طبيعية و أن تكف عن النفاق في التعاطي مع هذه المشكلة بالقول للرأي العام العنصري عندها بأنها مشكلة إنسانية^(b).

10. Faisal Jalul: It is here where hypocrisy must end ^(a). The authorities in Europe must direct their racial public opinion and deal with this problem as being a need and solution, and direct their racial public opinion and issue visas and allow migrants to come in a humane and normal way and stop being hypocritical by telling their racial public opinion that this is a humanitarian problem ^(b).

11. المقدمة: نعم، أشكرك جزيلاً فيصل جلول، الكاتب و الباحث السياسي من باريس.

11. Presenter: Yes. Thank you very much Faisal Jalul, writer and political researcher from Paris.

12. فيصل جلول: شكراً.

12. Faisal Jalul: Thank you.

(Word count: 720 words)

6.2.2.1 Interview 8 analysis

Opening Sequence

Turn 1 and 2:

T	Utterance	Speech act	Pragmatic Indicators							SA catg	
			AP	AT	CP	PP	FW	Context			
								Co-uttr	Pragma-linguistic Cue		
1	a.	(double-edged type 1/c) 1.introducing the interviewee		Yes						Introducing formula (<i>joins us</i>) + interviewee's name	Ass
		2. beginning the interview		Yes							Dec
	b.	welcoming		Yes			Yes (poli tic)		Arabic welcoming formula أهلاً وسهلاً (<i>ahlan wa sahlan</i> =roughly welcome)	Exp	
	c.	prefacing a coming act					Yes (post-ind)			Ass	
	d.	prefacing the coming act					Yes (post-ind)			Ass	
	e.	asking (main act type 3)	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir	
Overall speech act:											
2	a.	(double-edged type 2) 1. superior act: expressing opinion: (main act type 3) inferior acts: a. supporting the second view b. predicting a change in the refugees' treatment	Yes	Yes	Yes (observed)			Yes (pre-ind) turn 1 uttre			Exp

		2. stating							Syntactic: sentence type (affirmative declarative)	Ass
	b.	expressing opinion							Arabic opinion- expressing formula لا بُدَّ من (la buda min = <i>there should be...</i>)	Exp
	c.	reiterating the opinion expressed in utterance (a)					Yes (pre- sup)		Arabic opinion- expressing formula أَظُنُّ (adhunu = <i>I think...</i>)	Exp
Overall speech act:										

In turn 1 utterance (a), the interviewer initiates the interview with a double-edged type 1/c utterance wherein she explicitly introduces the guest to the viewers mentioning his name and status and implicitly indicates the beginning of this interview. Both acts are evenly important. Throughout the whole interview, the interviewer uses an honorific title سيّد (Sayid = Mr.) + vocative (i.e., first name) to address her guest. Then, in utterance (b), she welcomes the guest using a common phrase for greeting in Arabic أهلاً وسهلاً (ahlan wa sahlan = roughly welcome) and the guest nods in a reply for her greeting. It is worth mentioning here that the topic of the interview is introduced within the interview, i.e., during the preface she makes for the first initiative move. Immediately after welcoming the guest, the interviewer makes a preliminary statement about the photograph of the drowned boy and how it overwhelmed media and social networks (utterance c). Then, in utterance (d), she makes another statement to present two different views about the photograph: (1) whether it is merely a spree¹ of sympathetic emotions or (2) it would make a difference in world public opinion. However, out of neutrality, the interviewer distances herself from either of these views by attributing them to people using the word ‘some’. Both statements have been used to preface the main act of the turn (i.e., utterance e) in which she asks the guest about his opinion of the two views with which she finishes the turn giving the floor to the interviewee to provide his answer. The act of asking is of type 3 as the interviewer makes her question pre-supporting it by two prefacing utterances.

¹ It is not the photograph per se that is the “spree” of sympathetic emotions. Rather, it only causes such emotions to arise. The interviewer fell in a performance error here due, perhaps, to the pressure of the interview’s short time. Such a pressure would make the speaker give priority to conveying the intended meaning, (i.e., content) rather than caring about the form.

In turn 2, the interviewee takes the floor to answer the question. In utterance (a), the interviewee makes two actions. First, he puts forward two propositions: (1) he supports the second view (i.e., that this photograph would make a difference in world public opinion) and (2) anticipates a positive change in dealing with immigrants after revealing this photograph. However, he hedges his turn with *على الأرجح* (Ala al-arjah = probably) to indicate a degree of uncertainty. Both of these propositions constitute the interviewee's opinion about the photograph issue and provide an answer to the interviewer's question. In other words, from the speech acts point of view, both propositions work as inferior speech acts used to form the superior act of expressing the interviewee's opinion. 'Expressing opinion' in this turn is a main act type 3 as it addresses the interviewer's question and is supported the act in utterance (c). In general, Expressing opinion is a macro or superior act as it can include a variety of micro or inferior speech acts on the sub level (e.g., the opinion can be that of showing resentment, dis/agreement, supporting an idea, etc.). Second, the interviewee states some details about the ill-treatment the immigrants receive including sectarian, ethnic and racial discrimination. By doing so, he gives a background picture about the treatment which he anticipates a change in. The interviewee slightly flouts the quantity maxim in giving these details as they are not part of the required opinion he has been asked to provide. However, the flouting makes sense here as it gives more information about the aforementioned background picture. The whole utterance is of the double-edged type 2 kind, i.e., it is a long complex utterance where there are two speech acts (i.e., expressing opinion and stating) that are both explicit and evenly important. In utterance (b), the interviewee stresses that the refugees' crisis should be handled from a different perspective. In utterance (c), he finishes the turn with reiterating his initially-expressed opinion (utterance a) for emphasis. A final noteworthy point is that in utterance (c), the interviewee mentions extra details about the child's family and how they all fled away from ISIS to Europe to seek rescue. This alludes to the critical conditions the immigrants have at home.

Main Sequence

Turn 3 and 4:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmatic Cue	
3	a.	prefacing a coming act						Yes (post-ind)		Ass
	b.	prefacing a coming act						Yes (post-ind)		Ass
	c.	(double-edged type 1/a) 1. asking	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir
		2. expressing doubt (about the interviewee's opinion) (main act type 3)				Yes (flouting agreement)		Yes (pre and post-sup)		Exp
	d.	elaborateing on doubt						Yes (pre-ind)		Ass
	e.	elaborateing on doubt						Yes (pre-ind)		Ass
Overall speech act:										
4	a.	prefacing a coming act						Yes (post-ind)		Ass
	b.	prefacing a coming act						Yes (post-ind)		Ass
	c.	prefacing the coming act						Yes (post-ind)		Ass
	d.	defending opinion (main act type 3)	Yes	Yes	Yes (observed)			Yes (pre-sup)		Ass
	e.	elaborateing on previous defence		Yes				Yes (pre-ind)		Ass
Overall speech act:										

The interviewer commences her fifth turn with the discourse marker *طيب* (tayib). The word generally means good in standard Arabic, but it has conventionally been used as a turn–starter or new topic initiator meaning OK in modern formal Arabic news interviews. There are some other uses of *tayib* as a discourse marker in news interviews: It might be used to show agreement with what the speaker is saying or it might be used by the interviewer to end the topic/turn in operation and take the floor from the speaker. This discourse marker seems to be equivalent to OK in English. The interviewer keeps using an honorific title *سيّد* (Sayid = Mr.) to address the interviewee to the end of the interview. This is a rather strict rule of addressing on the part of interviewers in formal Arabic.

After commencing the turn, the interviewer extends the idea discussed in the previous turns (i.e., whether the drowned child photograph would make a difference in world public opinion) starting her turn with the word *but* to indicate a kind of counter-argument which is yet to come. In utterances (a) and (b), she uses a couple of statements to preface her argument. She states that many photographs of suffering in many countries have spread worldwide. In utterance (c), she asks the interviewee why this photograph would make a difference in world public opinion. This utterance is likely a double-edged type 1/a as, beside the explicit act of asking, the interviewer seems to implicitly express her doubt about the interviewee’s opinion that the photograph would have this effect. The expressing doubt act is the main act of the turn and it is of type 3. Finally, the interviewer ends the turn with also a couple of statements to elaborate and support the doubt she has already revealed in the main act. In other words, the interviewer’s main act is pre-supported by two prefacing statements (a) and (b) and post-supported by another two statements (d) and (e).

To speak about the main act in some detail, the form employed to convey it is the interrogative sentence type which is mainly used to ask questions in Arabic. However, although, the interviewer is using an interrogative sentence, the act of asking is relegated to a lower level of importance. If utterance (c) were a mere question about why that photograph in particular would make a difference in world opinion, there would be no need for the utterances (d) and (e). Even without the two prefacing utterances (a) and (b), the utterance in (c) would be understood as a question. Thus, the main speech act performed is expressing doubt about the interviewee’s opinion. What makes the hearer realize the speech act of expressing doubt is the interviewer’s turn design (see 2.7.3.1). Moreover, expressing doubt as a speech act can be simply done via a

mere declarative sentence in Arabic (e.g., *لا أعتقد أن هذه الصورة ستحدث فرقاً* = *I do not think that this photograph would make a difference*). So, why would the interviewer use an interrogative sentence that is not conventionally used to perform expressing doubt? One reason might be that expressing doubt is an intrinsically face-threatening act which violates the agreement maxim. With using an interrogative, expressing doubt is performed indirectly and implicitly. Consequently, the degree of threat becomes lesser, a matter which is highly considered in Arabic news interviews. In conclusion, one can realize the existence of heavy and light versions of the same speech act (e.g., expressing doubt). Both are available at the speakers' disposal to pick out what suits the situation.

In turn 4, the interviewee realizes the face-threat holding speech act (i.e., expressing doubt) done by the interviewer in the previous turn 3 and, thus, tries to defend his opinion and, ultimately, his face. He also uses the prefacing-the-main act strategy. Three statements (a), (b), and (c) about the photograph and its circumstances as well as the images of the war miseries are used to preface the main act. Then, in utterance (d), the interviewee performs the main speech act in this turn which is defending the opinion previously expressed. This main act is of type 3 (super main act) as it is both pre/post-supported and addressing the interviewer's point. The extra details he mentions about the boy driven by waves to the beach slightly flout the quantity maxim. However, this flouting seems to be done by the interviewee to explain why this photograph is impressive in particular and, ultimately, strengthens the defence of his opinion. At the end of the turn, he makes a statement (e) to elaborate on the defence of his opinion.

Turn 5 and 6:

T	Utterance	Speech act	Pragmatic Indicators							SA catg	
			AP	AT	CP	PP	FW	Context			
								Co-uttr	Pragmatic-linguistic Cue		
5	a.	prefacing a coming act							Yes (post-ind)		Ass
	b.	prefacing a coming act							Yes (post-ind)		Ass
	c.	prefacing the coming act							Yes (post-ind)		Ass
	d.	request-ing information (main act type 3)		Yes						Syntactic: requesting particle لَو (lao= if)	Dir
Overall speech act:											
6	a.	prefacing the coming acts in (b) and (c)							Yes (post-ind)		Ass
	b.	stating (main act type 2)								Syntactic: sentence type (affirmative declarative)	Ass
	c.	stating (main act type 2)								Syntactic: sentence type (affirmative declarative)	Ass
	d.	(double-edged type 2) 1. stating the public opinion (main act type 3)		Yes	Yes (observed)					Syntactic: sentence type (negative declarative)	Ass
		2. justifying		Yes	Yes (observed)				Yes (pre-ind)	Syntactic: (subordinator <i>because</i>)	Ass
	e.	elaborating on the opinion stated in (d)							Yes (pre-ind)		Ass
Overall speech act:											

In turn 5, the interviewer commences her turn with the same starter used before طيب (tayib = OK). The recurrence of this turn-starter strengthens the belief that it has been conventionalized as a linguistic tool to start the turn with in modern formal Arabic. She also keeps addressing the interviewee with the same honorific title سيّد (Sayid= Mr.). As regards speech acts, the strategy of prefacing the main act is carried on in this turn as well. Three statements (a), (b), and (c) are used to introduce the main act (type 3) which comes last in the turn (d). The main speech act of this turn is requesting the interviewee to give an account about public opinion in France and other European countries towards the issue of immigration. As for the form of this speech act, it is performed with لّو (=Lao /ləʊ/). It is a versatile syntactic particle in Arabic of which making polite requests is only one function. It has no equivalent in English, but it can be roughly rendered as “*if you could*” when used to perform a request.

In turn 6 utterance (a), the interviewee states that there are two opposing views about the issue of immigration. This statement prefaces the two-parts-answer in utterances (b) and (c). In utterance (b), he mentions the first opinion which considers immigration a source of problems; problems of ethnicity change and overpopulation. In utterance (c), he mentions the second opinion which considers it a solution for the demographic decrease and labour shortage in Europe. Both statements are of the main act type 2. In utterance (d), the interviewee complies with the interviewer’s request giving the answer required. He makes a double-edged type 2 utterance in which he performs two speech acts. First, he states that the second is the prevalent view in Europe as seen by the European economists and second, he justifies why this is the case. The act of stating here is the third main act in the turn. However, it is of type 3 as it addresses the interviewer’s point and is supported by the justification given in the subordinate clause in the same utterance and the elaborating statement in utterance (e).

Turn 7 and 8:

T	Utterance	Speech act	Pragmatic Indicators						SA catg	
			AP	AT	CP	PP	FW	Context		
								Co-uttr		Pragma-linguistic Cue
7	a.	apologizing							Semantic: (<i>pardon</i>)	Exp
	b.	(double-edged type 2)	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir
		1. asking (main act type 3)								
		2. criticizing Europe for not facilitating immigrants' arrival			Yes (flouting quantity)				Semantically negative words : (<i>throwing</i> and <i>dangerous</i>)	Exp
	c.	elaborating on previous question						Yes (pre-ind)		Ass
Overall speech act:										
8	a.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	b.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	c.	prefacing a coming act						Yes (post-ind)		Ass
	d.	prefacing a coming act						Yes (post-ind)		Dir
	e.	stating (main act type 2)							Syntactic: sentence type (affirmative declarative)	Ass
Overall speech act:										

The interviewer commences her turn with the same starter, same honorific title (Tayib+Sayid+vocative) followed by the name of the interviewee. In utterance (a), she apologizes for

interrupting and taking the floor from the interviewee before he finishes his turn. Immediately afterwards, she makes a follow up question related to the point raised by the interviewee in turn 6 which is that European countries need to accept immigrants to solve the problems they are facing on different aspects. She asks the interviewee why those countries do not facilitate the arrival of immigrants to Europe (utterance b) if they really need them. The interviewer's question is a double-edged type 2 utterance (i.e., an utterance which constitutes two explicit evenly important acts). In this interrogative sentence, the interviewer performs two acts: (1) she asks why the European countries do not facilitate the arrival of immigrants to their countries, and (2) she criticizes those countries for not doing so. The asking act is a main act type 3 as the interviewer makes the question and post-supports it with the elaboration in utterance (c). What indicates that criticizing act in this utterance is the fact that the question is supplemented with "... instead of throwing them in the sea and the dangerous roads...". This phrase refers to the immigrants' suffering during their perilous journey to Europe which, in turn, implies the delay and complications in the EU procedures of accepting immigrants. If the interviewer were to make a mere question, the second part of the utterance would be redundant. Thus, it is the utterance design which indicates the criticizing act done by the interviewer. In utterance (c), the interviewer follows up her question with a post-supporting statement giving an example of one of the European countries that have declared their need of immigrants, i.e., Germany.

In turn (8), the interviewee takes the floor to give his answer. He starts his turn with a statement (a) about the immigrants who had already arrived in Germany stating that they have arrived with few problems. In utterance (b), the interviewee, who realizes the sense of criticizing in the interviewer's question, mentions a procedure made by Germany to give Syrian immigrants special treatment. However, he does not seem to be defending Germany as he is going to criticize the European countries, including Germany, of being hypocritical in dealing with the immigrants issue in turn (10) utterance (a). In utterance (c), the interviewee talks about another side of the immigrants' crisis which seems to be a problem for the EU countries. He states that the immigrants arrive at the same time and they gather at places where they cannot be monitored by the EU authorities. But he does not seem to see this problem as an excuse for the EU countries for not facilitating the immigrants' arrival as they are not even thinking of solving this problem. In utterance (d), he asks a question about how to solve this problem. This question is not a real question as the interviewee would provide what he considers the answer in the next utterance. Thus, the problem stated in (c) and the question in (d) seem to be prefacing the answer he

proposes in the last utterance (e) wherein the interviewee states that one way of solving the problem is issuing visas for immigrants. The stating act is a main act type 2 in this utterance. Before the interviewee completes his answer, the interviewer interrupts him and takes the floor to make a comment on the solution he gives. In this turn, the interviewee does not provide an answer to the interviewer's question.

Turn 9 and 10:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmatic-linguistic Cue	
9	a.	(double-edged type 1/c) 1. expressing doubt about the interviewee's solution (main act type 2)				Yes (flouting agreement)		Yes (pre-ind) turn 8 uttr (e)		Exp
		2. prefacing a coming act						Yes (post-ind)		Ass
	b.	(double-edged type 1/a) 1. elaborating on the doubt expressed in (a)						Yes (pre-ind)		Ass
		2. requesting comment on doubt (main act type 3)		Yes						Dir
Overall speech act:										
10	a.	(double-edged type 2) 1. criticizing European countries							Semantic: (<i>hypocrisy</i>)	Exp
		2. demanding European countries to stop being hypocritical							Semantic: (<i>must end</i>)	Dir
	b.	demanding European countries to facilitate immigrants' arrival and stop hypocrisy (main act type 1)		Yes	Yes (observed)				Semantic: (<i>must, stop, ...</i>)	Dir
Overall speech act:										

In turn 9 (a), the interviewer, who seems to be unsatisfied with the solution given by the interviewee for the immigrants' problem (i.e., issuing visas for immigrants), makes a double-edged utterance type 1/c wherein she performs two acts. In this utterance, she, first, expresses doubt about the practicality of this solution using a declarative statement. Expressing doubt in this utterance is a main act type 2 supported by the elaboration given in utterance (b). Meanwhile doing this expressing-doubt act, she also prefaces the main act in the next utterance (requesting comment). In addition to the elaborating speech act in utterance (b), there seems to be another speech act done. The interviewer implicitly requests the interviewee to give comment on the doubt she raises. The existence of those two acts renders this utterance double-edged type 1/a. Although this is a valid way of turn-taking in conversations in general, it rather breaks the typical format of question-answer in news interviews.

In turn 10, the interviewee makes two utterances. Utterance (a) is double-edged type 2, i.e., an utterance which contains two explicit evenly important speech acts. First, he criticizes the European countries for being hypocritical towards the immigration issue in the sense that they all show sympathy towards immigrants but, in reality, they do nothing to help them. Second, he demands those countries to stop being hypocritical about this issue. In utterance (b), he demands those countries to facilitate the entry procedure of the immigrants. This demanding is done with a long and multi-clause declarative and a repetition of previously-stated ideas. This elongation in form reveals the interviewee's emphasis on the solution he proposed (giving visas to immigrants) while doing this act. In this utterance, the interviewee seems to be addressing the interviewer's point. Thus, it can be classified as main act type 1.

Closing Sequence:**Turn 11 and 12:**

T	Utterance	Speech act	Pragmatic Indicators							SA catg	
			AP	AT	CP	PP	FW	Context			
								Co-uttr	Pragma-linguistic Cue		
11		Fala 1. thanking		Yes				Yes (politic)		thanking formula	Exp
		2. reminding viewers of the guest's identity		Yes						mentioning the name and status of the interviewee	Ass
		3. ending the interview		Yes							Dec
Overall speech act:											
12		thanking back		Yes				Yes (politic)		thanking formula	Exp
Overall speech act:											

The closing sequence is conventional. After commencing her turn with “*Yes*” to take the floor, the interviewer makes an utterance of the Fala type wherein she does three acts. She thanks the interviewee and reminds the viewers with his identity. By doing those two acts, the interviewer implicitly announces the end of the interview. In return, the interviewee thanks the interviewer back and the interview comes to an end.

6.2.2.2 Interview 8 statistics

Table 49

Interview 8: Individual Speech Acts

No.	Speech Act	Speaker		Category	Total
		IR	IE		
1	introducing	1		Assertive	1
2	beginning the interview	1		Declarative	1
3	welcoming	1		Expressive	1
4	prefacing	8	6	Assertive	13
				Directive	1
5	asking	3		Directive	3
6	expressing opinion		2	Expressive	2
7	stating		6	Assertive	6
8	reiterating		1	Assertive	1
9	expressing doubt	2		Expressive	2
10	elaborating	4	2	Assertive	6
11	defending		1	Assertive	1
12	requesting	2		Directive	2
13	justifying		1	Assertive	1
14	apologizing	1		Expressive	1
15	criticizing	1	1	Expressive	2
16	demanding		2	Directive	2
17	thanking	1	1	Expressive	2
18	reminding	1		Assertive	1
19	ending interview	1		Declarative	1

Table 50

Interview 8 Superior Act

Superior Speech Acts		
Superior Act	Inferior Acts	No
expressing opinion	1. supporting	1
	2. predicting	1

Table 51

Interview 8: Frequencies of Speech Act Categories

Assertive	Directive	Expressive	Commissive	Declarative
30	8	10		2

Table 52

Interview 8: Types of Turn Speech Acts

Type	Subtype	No.
Main Act	Type 1	1
	Type 2	4
	Type 3 (super main act)	7
Overall speech act		

Table 53

Interview 8: Utterance Types in Relation to Speech Acts

Type	Subtype	No.
Single utterance		31
Double-edged utterance	Type 1/a	2
	Type 1/b	
	Type 1/c	2
	Type 2	4
Fala utterance		1

Table 54

Interview 8: Frequencies of Pragmatic Indicators

AP	AT	CP	PP	FW	Context	
					Co-uttr	Pragmalinguistic Cue
5	18	6	2	3	26	24

6.2.3 Interview 9 (Mohammed Abu Asaker) (5 minutes and 35 seconds)

مقدم نشرة أخبار قناة العربية صهيب شرراير يتحدث في الاستوديو مع المتحدث باسم المفوضية السامية لشؤون اللاجئين محمد ابو عساكر للحديث عن أزمة اللاجئين في الدول الأوروبية.

A presenter of Al Arabiya space channel Sohaib Sharair talks to spokesman of UNHCR Mohammed Abu Asaker inside the studio to talk about the of refugees' crisis in the European countries. Al-Arabiya news channel/ YouTube source/unknown date

1. المقدم: معي في الاستوديو محمد ابو عساكر المتحدث باسم المفوضية السامية لشؤون اللاجئين^(a). سيد ابو عساكر، مرحباً بك معنا في قناة العربية^(b). أأ بدايةً، لماذا ألمانيا هي أكثر دولة أوروبية ترحيباً باللاجئين^(c)؟

Presenter: I'm joined in the studio by Mohammed Abu Asaker, spokesman of the Office of the High Commissioner for Refugees^(a). سيد (=Mr.) Abu Asaker, مرحباً (marhaban=welcome) to you with us in Al Arabiya space channel^(b). In the beginning, why is Germany the most welcoming European country to refugees^(c)?

2. ابو عساكر: يعني هذا النداء الذي أطلقته أنجيلا ميركل المستشار الألمانية بالترحيب باللاجئين السوريين وغيرهم من طالبي اللجوء هذا قرار ينم على حكمة قيادية^(a)، ونحن نرحب بهذا القرار^(b). كذلك النمسا وفرنسا رحبت باستقبال اللاجئين و طالبي اللجوء^(c). هذه الخطوة نحن نأمل من باقي دول الاتحاد الأوروبي أن تنتهج نفس هذا النهج^(d). هناك عبئ كبير على أوروبا الآن أصبح في التدفق الكبير من اللاجئين السوريين في أوروبا^(e)، نحن نقول انه لا يوجد أ.. أ لا يمكن أن تبقى دولة واحدة تتحمل هذا العبئ من اللاجئين^(f)، يجب أن تكون هناك تقاسم بالأعباء حسب القدرة الاقتصادية لهذه الدول^(g).

2. Abu Asaker: This appeal, which has been lodged by the German Chancellor Angela Merkel to welcome Syrian refugees and other asylum-seekers, is a wise leadership^(a), and we welcome this decision^(b). Austria and France as well welcomed receiving refugees and asylum-seekers^(c). We hope that the rest of the European Union will adopt the same approach^(d). There is a huge burden on Europe now due to the great influx of Syrian refugees^(e), we say that there is no... No one country can afford to bear this burden of refugees^(f), there must be burden-sharing depending on the economic capacity of these countries^(g).

3. المقدم: وهنا أسألك ماهي خيارات دول الاتحاد الأوروبي مادام انه هذه أكبر أزمة منذ الحرب العالمية الثانية على جميع دول أوروبا أن تتقاسمها ليس ألمانيا وحدها^(a)، ما هي الخيارات أمام أوروبا^(b)؟

3. Presenter: And here I ask you what are the options of the European Union as long as this is the biggest crisis since the Second World War and all the countries of Europe should share its burden not only Germany ^(a), what are Europe's options ^(b)?

4. أبو عساكر: الخيارات هي تقديم المساعدات، المعاملة الإنسانية التي ترتقي إلى مستوى حقوق الإنسان لهؤلاء الأشخاص الذين فروا من ويلات الحرب والدمار و واجهوا المعاملة القاسية من المهربين، واجهوا خطر الموت في عرض البحر وصولاً إلى أوروبا^(a)، هم في أوروبا من أجل طلب الحماية بشكل أساسي، الحفاظ على أرواحهم وطلب البحث عن حياة، هم موجودون من أجل فرص تعليم من أجل خدمات صحية أفضل ومن أجل فرص عمل^(b)، هؤلاء الأشخاص عانوا الكثير، هم نساء وأطفال، يعني كثير منهم واجه صعوبات قاسية^(c). الدول الأوروبية ليس لديها أي خيار سوى فتح أبوابها وبصورة قانونية وبصورة شرعية لهؤلاء الأشخاص^(d).

4. Abu Asaker: The options are to provide assistance, humane treatment that lives up to the human rights for those who fled the scourge of war and destruction and suffered from the cruel treatment of smugglers. They faced the danger of dying at sea to reach Europe ^(a), they are in Europe basically for seeking protection, saving their souls and searching a new life, and they ran to Europe to get better education, better health services and better job opportunities ^(b). These people have suffered a lot; they are women and children, many of whom have experienced severe difficulties ^(c). European countries have no choice but to open their doors legally and legitimately to those people ^(d).

5. المقدم: لكن سيد ابو عساكر بالعودة إلى موضوع ألمانيا، هناك من يرى أن ألمانيا لا تتحمل عبئاً بمعنى العبء الصرف ولكن هي أيضاً ستكون مستفيدة، توقعات ان تصل خلال هذه السنة حوالي ثمانمئة ألف لاجيء إلى الأراضي الألمانية بمعنى أنه يعني يد عاملة ستستثمرهم لتجديد اليد العاملة الكهولة في ألمانيا^(a)، هل هذا أيضاً فعلاً جانب من الاستفادة من اللاجئين لدى الدول الأوروبية^(b)؟

5. Presenter: لكن (lakin =But) سيد (=Mr.) Abu Asaker back to Germany's point, there are those who see that refugees are not really a burden to Germany as it is going to get benefit from them, there are expectations that, during this year, about 800000 refugees are to come to Germany which means a large labor force and Germany will invest their existence to rejuvenate the old workforce in Germany^(a), will European countries look at refugees in the same way^(b)?

6. أبو عساكر: هؤلاء الأشخاص هم أصلاً يعني يمتلكون الكثير من الخبرات و المهارات هم حرفيين ومهندسين عاملين لديهم الحرف ولديهم الكثير ليقدموه إلى أوروبا^(a)، هم ليس عبئاً على المجتمع الأوروبي بل هم إضافة نوعية لهذا المجتمع^(b). نحن نتحدث عن يعني أناس عاديين إعتادوا ان يعيشوا حياة كريمة و بفرص عمل في مختلف القطاعات والان هم موجودون للبحث عن فرص حياة والبحث عن أمل لهم في أوروبا^(c). إذا تحدثنا عن ثلاثمئة وخمس وعشرين ألف شخص ما بين طالب لجوء

ولاجيء أو مهاجر، على مستوى اليونان مثلاً 225000 أو 11000 في إيطاليا، هذه ارقام كبيرة ولكن إذا ما قارنا هذا على خمسمئة مليون شخص في أوروبا، يبقى هذا رقماً ضئيلاً^(d). يجب على الدول الأوروبية أن تفتح الحدود من باب تقاسم المسؤوليات على الدول المجاورة التي بقيت لأكثر من أربع سنوات تتحمل المسؤولية بمفردها^(e). هذا هو الان وقت الحقيقة للدول الأوروبية^(f).

6. Abu Asaker: These people are already having a lot of experience and skills, they are craftsmen and engineers who have crafts and have a lot to offer to Europe^(a), they are not a burden on the European Community but rather a quality addition to this community^(b). We're talking about ordinary people who used to live a decent life with jobs in different sectors and now they are there to look for life chances searching hope in Europe^(c). If we talk about 325, 000 people between asylum-seekers and refugees or immigrants, at the level of Greece, for example 225000 or 11,000 in Italy, these are large numbers, but if we compare this to 500 million people in Europe, this remains a small number^(d). The European countries should open the border as part of the responsibility-sharing with the neighboring countries which have held responsibility for more than four years^(e). It is truth time for European Countries^(f).

7. المقدم: هنا أسألك هل اللاجئين هنا سيندمجون مستقبلاً، مستقبلهم في أوروبا ليس في سوريا عندما تنتهي الحرب^(a)؟

7. Presenter: Here I ask you, will the refugees integrate with the European community in the future, I mean will their future be in Europe not in Syria when the war is over^(a)?

8. ابو عساكر: يعني كل اللاجئين الذين نلتقي بهم دائماً الخيار الأوحدهم هو العودة إلى وطنهم^(a). ماذا أوصلهم إلى أوروبا سوى البحث عن الحياة^(b)؟ ماذا يدفع إنسان إلى أن يخاطر بأطفاله في عرض البحر يخاطر - فرص الموت بنسبة 50% إلا إذا كانت قسوة الحياة والحرب والتهديد على حياتهم ما أجبرهم على ذلك^(c)؟ نقول على الدول الأوروبية هذا وقت الحقيقة لأن تفتح أبوابها بشكل قانوني بشكل رسمي^(d). لا نريد ان يكون هؤلاء الأشخاص على القوارب يواجهون الموت نريدهم أن يكونوا بالطائرات يصلون إلى المطارات الأوروبية بكل ترحيب^(e). ونحن نقدر الدور الذي تقوم به الحكومات في الدول الأوروبية باستقبال هؤلاء اللاجئين [ومنحهم معاملة إنسانية ترتقي لمستوى حقوق الإنسان^(f)].

8. Abu Asaker: well, all the refugees we met have always confirmed that their only option is to go home^(a). What brought them to Europe سوى (siwa=roughly except) the search for life^(b)? What makes a man risk the lives of his children at sea with 50% possibility of death لا/ (illa=roughly except) the cruelty of life and war and the threat of death^(c)? We say to the European countries this is the time of truth to open their doors for refugees officially and legally^(d). We don't want these people to be on boats facing death. We want them to be on planes heading to European airports where they should be welcomed^(e). We appreciate the role played

by the European Countries' governments in receiving these refugees and giving them the humane treatment that lives up to the level of human rights ^(f).

9. المقدم: [نعم]، عذراً، أريد أن أفتح قوس فقط^(a). ليس في قوارب الموت فقط ولكن ليسوا في مخيمات اللجوء أيضاً في هذه الدول، صحيح^(b)؟

9. Presenter: نعم (na'am=[Yes], عذراً (uthran=pardon), just want to open a bracket here ^(a). Not only on death boats, but also not in the asylum camps in these countries, right ^(b)?

10. ابو عساكر: المخيمات هو آخر خيار نحن ننظر إليه^(a). هؤلاء اللاجئين هم- عندما نتحدث عن اللاجئين السوريين تحديداً هذا المجتمع الذي استقبل مئات الآلاف من اللاجئين من مختلف أنحاء المنطقة احتضنتهم سوريا وفتحت لهم الأبواب بدون أي مخيمات^(b)، هذا هو الوقت أن تفتح الأبواب والبيوت والمستشفيات والمدارس لهذا المجتمع المعطاء الكريم الذي وفر كل سبل الراحة للاجئين من مختلف الجنسيات المختلفة^(c) والان هو وقتهم ليرد لهم هذا الجميل^(d).

10. Abu Asaker: Camps is the last option we look at ^(a). These refugees are-when we talk about Syrian refugees in particular, this community which received hundreds of thousands of refugees from all over the region, Syria embraced them and opened doors without sending them to any camps ^(b), this is the time when doors, houses, hospitals and schools should be open to this generous and dignified society which provided all the means of comfort for refugees of different nationalities ^(c) and today is the time to return the favour to those people ^(d).

11. المقدم: شكراً جزيلاً لك محمد ابو عساكر المتحدث باسم المفوضية السامية لشؤون اللاجئين.

11. Presenter: شكراً جزيلاً (shukran jazeelan= Thank you very much) Mohammed Abu Asaker, the spokesman for the Office of the High Commissioner for Refugees.

12. ابو عساكر: شكراً.

12. Abu Asaker: Thanks

(Word count: 703 words)

6.2.3.1 Interview 9 analysis

Opening Sequence

Turn 1 and 2:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmalinguistic Cue	
1	a.	(double-edged type 1/c) 1. introducing the interviewee		Yes					introducing formula (<i>with me</i>) + name and position of the interviewee	Ass
		2. beginning the interview		Yes						Dec
	b.	welcoming		Yes			Yes (politic)		Arabic welcoming formula مرحباً (marhaban = roughly welcome)	Exp
	c.	asking (main act type 1)	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir
Overall speech act:										
2	a.	complimenting (main act type 2)							Semantic: (<i>wise leadership</i>)	Exp
	b.	welcoming							performative verb (<i>welcome</i>)	Exp
	c.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	d.	(double-edged type 1/a) 1. expressing a wish							performative verb (<i>hope</i>)	Exp
		2. requesting							Semantic: (<i>hope, adopt the same approach</i>)	Dir
	e.	prefacing a coming act						Yes (post-ind)		Ass
	f.	prefacing a coming act						Yes (post-ind)		Ass
	g.	calling for sharing the burden of refugees (main act type 2)							Semantic: (<i>there should be</i>)	Ass
Overall speech act:										

In turn 1, the interviewer makes a typical start for the interview. He makes a typical double-edged type 1/c utterance wherein he explicitly introduces the guest to viewers mentioning his name and position and implicitly declares the beginning of the interview. In the introduction, the interviewer precedes the guest's name by the commonly used honorific title in Arabic, i.e., *Sayid* (Mr.). What is interesting in this introducing act is that the interviewer uses the last name of the guest when addressing him in imitation of the western convention of formal addressing. This convention is not common in Arabic in which the honorific title goes mainly with the first name in formal addressing. This might indicate a globalization effect on the style of addressing in Arabic. In utterance (b), he also makes a typical welcoming act. The welcoming phrase (welcome to you with us) is also interesting as it gives the interviewee a sense of more belonging to the community involved in the interaction (the interviewer, audience, interviewee, and channel team). The topic has been referred to prior to the interview in a report which explains why the interviewer has made no reference to it. In utterance (c) he ends the turn with his first initiative move which is asking the guest why Germany in particular is more welcoming to refugees. The asking act in this utterance is the main act of the turn which is of type 1.

The interviewee throughout the whole of turn 2 flouts the maxim of relation providing no answer to the interviewer's question in this turn. As a spokesman of the UNHCR which cares much about the relief of refugees, it seems that he finds it appropriate to initiate his turn in the interview by expressing compliment and appreciation to any effort within the course of refugees' relief. That is, he is speaking for the UNHCR as being principal of what he is saying. To go into details, the interviewee in utterance (a) makes a compliment to the German Chancellor Angela Merkel for the decision of receiving refugees. The main indicating factor of this act seems to be semantic. The interviewee describes the Chancellor's leadership with "wise" which is a semantically positive adjective. Complimenting is a main act type 2 in this turn as it is not addressing the interviewer's question and is post-supported by the welcoming act in utterance (b). In utterance (c), the interviewee is just making a mere statement about France and Austria which both welcomed receiving refugees and asylum seekers. Utterance (d) is a double-edged/type 1/a. In this utterance, the interviewee explicitly expresses a wish that the rest of the EU countries would do the same as Germany, France and Austria. In addition, he also, as a spokesman of the UNHCR, makes an implicit request for those countries to open their borders for refugees. In utterances (e) and (f), the interviewee makes a couple of prefacings for the main act in utterance (g). Finally, in utterance (g), the interviewee calls EU countries for a fair sharing of refugees

according to their economic capacities. The act here is another main act in the turn. It is of type 2 as it does not address the interviewer's question and is pre-supported by the acts in the utterances (e) and (f).

It is worth noting that the interviewee uses the pronoun *we* to indicate that what he is saying is not his own opinion but it is that of the organization he represents.

Main Sequence

Turn 3 and 4:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmaling-uistic Cue	
3	a.	asking (main act type 1)	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir
	b.	re-asking	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir
Overall speech act:										
4	a.	stating (main act type 1)	Yes	Yes	Yes (observed)				Syntactic: sentence type (affirmative declarative)	Ass
	b.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	c.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	d.	stating (main act type 1)	Yes	Yes	Yes (observed)				Syntactic: sentence type (negative declarative)	Ass
Overall speech act:										

In turn 3 utterance (a), the interviewer makes a direct question to ask about the options before Europe in dealing with the refugees' crisis as being the worst since World War II. This main act is of type 1. In utterance (b), he reformulates the question he made in utterance (a) with which he ends the turn.

In turn 4 (a), the interviewee starts the turn with a direct answer to the question performing a main act type 1. He presents two options before Europe as regards the crisis. He states that the options are to offer help and humanitarian treatment to refugees who suffered a lot during their perilous journey to Europe. In utterances (b) and (c), he states that the reason for those refugees to flee to Europe is to establish a new safe life with better education and health services and with better job opportunities. In the last utterance, he states a third option before EU countries which is to open their borders legally and receive those refugees. The act of stating performed here is another main act type 1 in the turn.

Turn 5 and 6:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragma-linguistic Cue	
5	a.	prefacing the coming act						Yes (post-ind)		Ass
	b.	asking (main act type 3)	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Ass
Overall speech act:										
6	a.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	b.	stating							Syntactic: sentence type (negative declarative)	Ass
	c.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	d.	stating							Syntactic:	Ass

									sentence type (affirmative declarative)	
	e.	reiterating the option of opening the borders to refugees						Yes (pre-ind) turn 4 (d)		Ass
	f.	stating							Syntactic: sentence type (affirmative declarative)	Ass
Overall speech act: utterances (a), (b), and (c) collaborate to result in the overall speech act of stating that Europe will make use of refugees as a workforce serving the European economy.										

In turn 5, the interviewer moves to ask about a sub-topic. Although he starts his turn with the discourse marker *لكن* (lakin=but) which signposts contradiction with a previous view point, it is not used to serve this purpose. It is likely used as only a turn starter which does not seem to contribute to the meaning of the ongoing conversation. In utterance (a), he mentions the opinion that Germany is not really burdened by the refugees as it will use them to compensate the reduction in workforce. Perhaps, the interviewer holds this opinion but he ascribes it to a third party out of neutrality. Mentioning this opinion is used as a prefacing act to the question made in utterance (b) which is the main act (type 3) of the turn. In this utterance, the interviewer asks the interviewee whether European countries will make use of refugees as a new workforce.

In turn 6, the interviewee apparently does not provide an answer to the interviewer's question. He keeps flouting the maxim of relation throughout the whole turn. In utterances (a), (b) and (c), the interviewee states that those refugees have various skills and crafts and they will not be a burden upon Europe, and they have come to Europe searching for jobs respectively. Although the individual speech acts flout the maxim of relation in not providing a direct answer to the interviewer's question, they work together to imply an overall speech act of affirming that Europe will make use of refugees as a new workforce. In this overall act, he provides an answer to that question and thus observes relation. Consequently, the individual flouting of relation of those acts remains only on the surface. In utterance (d), the interviewee states that the number of refugees may appear to be huge, but in comparison to the European population, it is not that large implying that Europe can handle and absorb that number and make use of refugees. In utterance

(e), the interviewee reiterates the position of the UNHCR which he mentions earlier that European countries should open their borders to accept refugees and share responsibility. The interviewee ends the turn with a plain statement in utterance (f) that time has come for Europe to take practical steps and help those refugees.

Turn 7 and 8:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmalinguistic Cue	
7		asking	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir
Overall speech act:										
8	a.	stating (main act type 1)	Yes	Yes	Yes (observed)				Syntactic: sentence type (affirmative declarative)	Ass
	b.	stating (emphasized)							Syntactic: sentence type (affirmative interrogative + exception particle سوى (siwa =except) + phrase	Ass
	c.	stating (emphasized)							Syntactic: sentence type (affirmative interrogative + exception particle لا (illa=except) + sentence	Ass
	d.	reiterating the option of opening the borders to refugees						Yes (pre- ind) turn 4 (d)		Ass
	e.	stating the position of the UNHCR							Syntactic: sentence type (affirmative declarative)	Ass
	f.	expressing appreciation		Yes					Semantic: (<i>appreciate</i>)	Exp
Overall speech act:										

Turn 7 is a single-utterance turn in which the interviewer makes a one single act. He asks the interviewee a direct question about whether the refugees will be able to integrate with the European societies and remain in Europe or they would return home after the war ends.

In turn 8 utterance (a), the interviewee states that all the refugees who have been met by the UNHCR prefer to go back home after the war ends. By this statement, he answers the interviewer's question implying that refugees have the tendency to go back home after the war ends. Stating is a main act of type 1 as it addresses the interviewer's question but is not supported by other acts in the turn. In utterances (b) and (c), the interviewee makes a couple of emphasized statements that what makes refugees risk their lives in their journey to Europe is the hardship and toughness of life during wartime. This is done via the use of a *WH* interrogative sentence along with the exception particles *سوى* (siwa=roughly except) and *إلا* (illa=roughly except) which both are roughly equivalent to *except* in English. This combination results in intensifying the proposition made. In utterance (d), the interviewee reiterates for the second time the position of UNHCR that Europe should open the borders legally and receive refugees. In utterance (e), he states another position of the UNHCR regarding refugees. That is, refugees should be relieved and received in Europe with welcome without being forced to undergo the perilous and life-threatening journey to Europe. Finally, in (f), the interviewee ends the turn by expressing appreciation to the European governments for the efforts they exert in receiving refugees and treating them humanitarily.

Turn 9 and 10:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmalinguistic Cue	
9	a.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	b.	(double-edged type 2) 1.stating							Syntactic: sentence type (negative declarative)	Ass

		2.seeking agreement (main act type 1)		Yes					Syntactic: sentence type (elliptical affirmative interrogative)	Dir
Overall speech act:										
10	a.	(double-edged type 1/a) 1. stating							Syntactic: sentence type (affirmative declarative)	Ass
		2. agreeing (main act type 1)		Yes	Yes (observed)					Exp
	b.	prefacing a coming act					Yes (post-ind)			Ass
	c.	urging countries to receive the Syrian refugees (main act type 2)							Pragmatic: (<i>This is the time to</i>)	Dir
	d.	reiterating the point in previous utterance					Yes (pre-sup)			Ass
Overall speech act:										

In turn 9, the interviewer takes the floor from the interviewee by interrupting him using the word *نعم* *na'am* (=yes) which functions as a turn taker. Then, he uses the Arabic “noun imperative” *عُذراً* *uthran* (=pardon) to apologize for interrupting the guest. Afterwards he makes a statement in utterance (a) about his intention to add a comment on a point raised by the interviewee in turn 8. In utterance (b), he makes a double-edged type 2 utterance in which he performs two speech acts. He makes a comment on the interviewee’s point and seeks agreement to that comment. Both acts are explicit and evenly important. Seeking agreement is the main act of this turn.

In the very beginning of turn 10, the interviewee answers the interviewer’s question implicitly through a double-edged utterance type 1/c. In this utterance, he, first, states that providing camps is the last preferable option to UNHCR. Second, he implicitly gives the agreement sought by the interviewer’s elliptical question in the previous turn. The latter act is a main act (type 1) in this turn as it addresses the interviewer’s point and is not supported by other acts in the turn. In utterance (b), he makes a statement about how Syrian society received, in the past, hundreds of

thousands of different refugees during hard times. By making this statement, he prefaces the main act of the next utterance. In utterance (c), the interviewee makes a statement by which he actually urges European countries to open their borders and receive Syrian refugees. What indicates that this is an urging speech act is the utterance design. That is by using the formula “This is the time to...”, which is used in Arabic to issue directives, the interviewee is not merely making a statement. Rather, he is urging countries to receive those refugees. The urging act here is another main act in this turn and is of type 2. In the last utterance (d), the interviewee makes another statement about returning the favour to Syrians during their predicament in which he reiterates and supports the urging act he made in utterance (c).

Closing Sequence:

Turn 11 and 12:

T	Utterance	Speech act	Pragmatic Indicators							SA cat g
			AP	AT	CP	PP	FW	Context		
								Co- uttr	Pragmalinguistic Cue	
11		Fala		Yes			Yes (politic)		thanking formula	Exp
		1. thanking								
		2. reminding viewers of the guest's identity		Yes					mentioning the name and position of the interviewee	Ass
		3. ending the interview		Yes						Ass
		thanking back		Yes			Yes (politic)		thanking formula	Exp
Overall speech act:										

The closing sequence is quite typical for a news interview in Arabic. In turn 11, the interviewer makes one Fala-type utterance with which he performs three speech acts. He thanks the interviewee for participating in the interview using Arabic the thanking formula *شكراً جزيلاً*

(shukran jazeelan= Thank you very much) and reminds the viewers of the guest's identity mentioning his name and position. In so doing, the interviewer simultaneously announces the end of the interview.

In turn 12, the interviewee, on his part, thanks the interviewer back by saying the most common phrase in Arabic used for this purpose شُكْرًا (Shukran=thanks) with which the interview comes to its end.

6.2.3.2 Interview 9 statistics

Table 55

Interview 9: Individual Speech Acts

No.	Speech Act	Speaker		Category	Total
		IR	IE		
1	introducing	1		Assertive	1
2	beginning the interview	1		Declarative	1
3	welcoming	1	1	Expressive	2
4	asking	5		Directive	5
5	complimenting		1	Expressive	1
6	stating	2	15	Assertive	17
7	expressing a wish		1	Expressive	1
8	requesting		1	Directive	1
9	prefacing	1	3	Assertive	4
10	calling for sharing...		1	Directive	1
11	reiterating		3	Assertive	3
12	expressing appreciation		1	Expressive	1
13	seeking agreement	1		Directive	1
14	agreeing		1	Expressive	1
15	urging		1	Directive	1
16	thanking	1	1	Expressive	2
17	reminding	1		Assertive	1
18	ending the interview	1		Declarative	1

Table 56

Interview 9: Frequencies of Speech Act Categories

Assertive	Directive	Expressive	Commissive	Declarative
26	9	8		2

Table 57

Interview 9: Types of Turn Speech Acts

Type	Subtype	No.
Main Act	Type 1	7
	Type 2	3
	Type 3 (super main act)	2
Overall speech act		1

Table 58

Interview 9: Utterance Types in Relation to Speech Acts

Type	Subtype	No.
Single utterance		34
Double-edged utterance	Type 1/a	2
	Type 1/b	
	Type 1/c	1
	Type 2	1
Fala utterance		1

Table 59

Interview 9: Frequencies of Pragmatic Indicators

AP	AT	CP	PP	FW	Context	
					Co-uttr	Pragmalinguistic Cue
8	18	4		3	7	35

6.3 Arabic Nuclear Deal Interviews

6.3.1 Interview 10 (Riadh Al-Sidaoui) (4 minutes and 14 seconds)

مقدمة نشرة أخبار قناة الوطنية تتحاور عبر سكايب مع مدير المركز العربي للدراسات السياسية والاجتماعية رياض الصيداوي حول تطورات البرنامج النووي الإيراني.

The presenter of news bulletin on Al-Wataniya channel speaks via Skype to the director of the Arab Center for Political and Social Studies Riadh Sidaoui about the developments of the Iranian nuclear programme. Al-Wataniyah news channel/ YouTube source/ unknown date

1. المقدمة: ولمزيد من التحاليل لهذه التطورات في البرنامج النووي الإيراني، ينضم إلينا عبر سكايب مدير المركز العربي للدراسات السياسية والاجتماعية في جنيف رياض الصيداوي^(a). اهلاً بك سيدي^(b). أذاً اتفاق تاريخي يمثل مصالحة بين الغرب وإيران ستكون له حتماً انعكاسات على منطقة الشرق الأوسط برمتها^(c). كيف تقرأ هذه الانعكاسات خاصة على الازمة السورية حيث يبدو التدخل الإيراني واضحاً بشكل كبير^(d)؟

1. Presenter: for more analyses about the developments of the Iranian nuclear programme, joining us via skype the director of the Arab Center for Political and Social research in Geneva Riadh Sidaoui^(a). Welcome to you Sir^(b). So, a historic deal which represents reconciliation between the west and Iran and will, inevitably, have ramifications on the entire area of Middle East^(c). What is your take on the deal's ramifications especially on the Syrian crisis where the Iranian interference seems to be significantly clear^(d)?

2. رياض الصيداوي: مرحباً بك وبمشاهديك الكرام^(a). طبعاً تقريباً منذ عشر سنوات ونحن نراقب عن كثب مفاوضات جنيف بين إيران والدول الغربية^(b). اليوم توجت بهذا الاتفاق السياسي التقني^(c). المستفيد الأول والرابح الأول طبعاً هو محور دمشق، حزب الله، إيران، روسيا، الصين، البرازيل، جنوب أفريقيا أي دول بريكس التي رفضت أن تهيمن أمريكا وإسرائيل على العالم وحاربت هيمنتها^(d). وحتى روسيا هددت حتى عسكرياً أكثر من مرة بعدم ضرب دمشق وقصف سوريا^(e). إذاً سوريا رحبت في أنها لم تُقصف وإيران أيضاً رحبت في أن مفاعلاتها النووية لم تقصف^(f). طبعاً المتضرر الأساسي هو إسرائيل أولاً ثم أيضاً السعودية باعتبارها دولة عربية حاربت بشدة المشروع النووي الإيراني^(g). لكن أيضاً من الناحية التقنية، صحيح ان التخصيب قد ألزمت إيران بالتخصيب بأقل من خمسة في المئة بدل العشرين في المئة الماضية، لكن هذا هام جداً، من يصنع القنابل النووية هو العقل هو تكنولوجيا العقل وليست المسألة المادية^(h). فبهذا المعنى علماء إيران يستطيعون ان يطوروا خبراتهم⁽ⁱ⁾، لكن حينما تريد إيران ان تصنع قنبلة نووية لحظة الصفر فهي تصنعها في أي وقت كان⁽ⁱ⁾.

2. Riadh Sidaoui: welcome to you and to your viewers^(a). Of course, almost ten years ago, we have been closely observing Geneva negotiations between Iran and the Western Countries^(b). Today, these negotiations have been culminated with this technical and political deal^(c). The first

beneficiary and the first winner, of course, is the Damascus axis, Hezbollah, Iran, Russia, China, Brazil, and South Africa, namely, BRICS countries that refused and fought America and Israel's dominance over the world^(d). And Russia even threatened [the international coalition] militarily, more than once, against attacking Damascus and bombing Syria^(e). So, Syria won in that it has not been bombed and Iran also won in that its nuclear reactors have not been bombed^(f). Of course, the main affected country is, first, Israel and then Saudi Arabia as it is the Arabic country which strongly fought the Iranian nuclear project^(g). But, also, from a technical point of view, it is right that Iran was obliged to enrich five percent instead of the last twenty percent, but this is very important, what makes nuclear bombs is brain brain technology and not a financial matter^(h). Based on this, Iranian scientists have the ability to develop their expertise⁽ⁱ⁾. But when Iran wants to make a nuclear bomb, in zero moments, it can make it any time^(j).

3. المقدمة : نعم. سيد رياض، وسوريا الأزمة السورية من كل هذا التطور.

3. Presenter: Yes, Mr. Riadh, and Syria, the Syrian crisis from all this progress.

4. رياض الصيداوي: الأزمة السورية طبعاً السوريين ايضاً مستفيدين لأنه اذا انتصرت ايران فسوريا انتصرت واذا انتصرت سوريا فأيران انتصرت^(a). كما قلت لك ثم محور أصبح واضحاً بدأ يحقق انتصارات كبيرة منذ انتصار الجيش السوري في معركة القصر الى اليوم، وبدعم كبير وهائل من روسيا، والصين، والهند، وجنوب افريقيا، والبرازيل. الدول التي ترفض ان تهيمن امريكا على العالم^(b). [المقدمة: نعم.. نعم] اذاً سوريا ايضاً مستفيد أول مما حصل اليوم^(c).

4. Riadh Sidaoui: Syrian crisis, of course, the Syrians are also beneficiaries of that because if Iran wins then Syria will win, and if Syria wins then Iran will win^(a). As I said to you, there is an axis that became apparent and began to achieve significant victories since the victory of the Syrian army in Alqasir's battle till now, and with a large and massive support from Russia, China, India, South Africa, and Brazil, the countries that refused America to dominate the world^(b). [

Presenter: yes.. yes] So, Syria is a first beneficiary of what happened today^(c).

5. المقدمة: سيد رياض، منذ انطلاق هذه المفاوضات واسرائيل تواجهها بالتصدي وتصفها بالخطأ التاريخي^(a)، هل ترون أنه من حق اسرائيل الاعتراض على هذا الاتفاق وهي التي تمتلك ترسانة نووية في الشرق الأوسط^(b)؟

5. Presenter: Mr. Riadh, since the launching of these negotiations, Israel was facing them and describing them as a historic mistake^(a). Do you see [=think] that Israel has the right to object to this deal while it has a nuclear arsenal in the Middle East^(b)?

6. رياض الصيداوي: آخر من يستطيع أن يتحدث عن الأسلحة النووية واستخدام الأسلحة المحرمة دولياً هي إسرائيل^(a). إسرائيل عندها ترسانة ضخمة جداً من القنابل النووية^(b) وهي دولة لم تطبق أي قرار من قرارات مجلس الأمن بما فيها القرار مننين وأثنين وأربعين^(c). كان المفروض أن تنسحب من [هضبة] الجولان ومن كل أراضي عربية محتلة بعد سبعة وستين^(d). استخدمت سلاحاً محرماً دولياً من قنابل فسفورية وعنقودية في غزة وفي لبنان وفي الضفة وفي كل مرة^(e) وقصفت المفاعل النووي العراقي أيام صدام حسين، وقصفت في السودان، وتعربد في كل مكان^(f). هي دولة خارجة عن القانون، خارجة كلياً عن القانون^(g) لاتلتزم به لأنها محمية أمريكياً ومتواطئة مع بعض الدول العربية^(h). إذاً هي اليوم تحس بخوف ورعب بما أنه ثم قوى جديدة تبرز على الساحة⁽ⁱ⁾. مع حزب الله حقق معها توازن رعب^(j)، أصبحت تفكر أكثر من مرة حينما تهاجم لبنان أو سوريا^(k). مع سوريا أيضاً الجيش السوري اكتسب خبرات قتالية كبيرة جداً وينتصر يوماً^(l). أيضاً ومع ظهور هذا القطب الاقتصادي يجب أن نؤكد على وجود قطب اقتصادي جديد اسمه دول بريكس يمتد من إيران، إلى روسيا، إلى الصين، إلى الهند، إلى جنوب أفريقيا، إلى البرازيل^(m). الدول التي رفضت قصف دمشق في مجلس الأمن واستخدمت الفيتو الصين وروسيا مرتين وبقية الدول امتنعت أو رفضت قصف دمشق⁽ⁿ⁾. إذاً العالم تغير هذه الرسالة الأساسية^(o). وأمريكا بدأت تقبل بالواقع الجديد هو أن العالم تغير^(p) أنها منكمشة اقتصادياً هي وباريس ولندن^(q) [المقدمة: نعم.] و أن القوى الصاعدة تحقق نقاط تفوق^(r). [المقدمة: نعم.] هي قبلت ذلك لأنه أصبح معطى عملي^(s).

6. Riyadh Sidaoui: the last to speak about nuclear weapons and using internationally-prohibited weapons is Israel^(a). Israel has a massive arsenal of nuclear bombs^(b). And it is a country that لم (lem= did not) implement أي ay/ei/ (= any) of the Security Council resolutions including 242^(c). It was supposed to withdraw from Golan [heights] and from all the Arab lands that were occupied after 1967^(d). It used an internationally-prohibited weapon of phosphorus and cluster bombs in Gaza, Lebanon and the [west] bank^(e). And, it bombed the Iraqi nuclear reactor during the reign of Saddam Hussein and bombed Sudan and it keeps roaring everywhere^(f). It is an outlaw state, totally outlaw^(g). It does not abide by law because it is protected by the USA and works in collusion with some Arab states^(h). Therefore, it is scared and terrified as there are new powers arising in the arena⁽ⁱ⁾ with Hezbollah achieving power balance^(j). Now, it thinks more than once before attacking Lebanon and Syria^(k). As for Syria, the Syrian army has acquired very great military experience and it is achieving victory on a daily basis^(l). Also, with the emergence of this economic pole, we have to assure the arise of a new economic pole called “BRICS” states extending from Iran to Russia, China, India, South Africa, and Brazil^(m). The states that refused bombing Damascus in the Security Council and Russia and China used veto twice to prevent attacking Damascus, and the other states abstained or voted against that attack⁽ⁿ⁾. So, the world has changed and this is the basic message^(o). The United States began to accept the new reality that the world has changed^(p). It is suffering from economic downturn, along with Paris and

London ^(q) [Presenter: yes]. And the arising powers are gaining achievements ^(r) [Presenter: yes].
The United States accepted that because it has become a reality ^(s).

7. المقدمة: نعم، من جنيف كان معنا مدير المركز العربي للدراسات السياسية والاجتماعية رياض الصيداوي^(a)، شكراً لك سيدي^(b).

7. **Presenter:** Yes. From Geneva, there has been with us the director of the Arab centre for the political and social studies, Riadh Sidaoui ^(a). Thank you, Sir ^(b).

8. رياض الصيداوي: شكراً لك.

8. Riadh Sidaoui: Thank you.

(Word count: 591 words)

6.3.1.1 Interview 10 analysis

Opening Sequence

Turn 1 and 2:

T	Utterance	Speech act	Pragmatic Indicators							SA catg	
			AP	AT	CP	PP	FW	Context			
								Co-uttr	Pragma-linguistic Cue		
1	a.	Fala		Yes						Semantic: (...developments of the Iranian nuclear programme)	Ass
		1. Introducing the topic		Yes						introducing formula (joins us) + mentioning the name and status of the interviewee	Ass
		2. introducing the interviewee		Yes							Dec
	b.	welcoming		Yes			Yes (politic)			Arabic welcoming formula أهلاً (ahlan)	Exp
	c.	prefacing the coming act						Yes (post-			Ass

								ind)		
	d.	asking (main act type 3)	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir
Overall speech act:										
2	a.	welcoming back		Yes			Yes (politic)		Arabic welcoming formula مرحباً (marhaban= roughly welcome)	Exp
	b.	prefacing the coming act						Yes (post- ind)		Ass
	c.	stating (main act type 2)							Syntactic: sentence type (affirmative declarative)	Ass
	d.	stating (main act type 1)	Yes	Yes	Yes (observed)				Syntactic: sentence type (affirmative declarative)	Ass
	e.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	f.	stating (main act type 1)	Yes	Yes	Yes (observed)				Syntactic: sentence type (affirmative declarative)	Ass
	g.	stating (main act type 1)	Yes	Yes	Yes (observed)				Syntactic: sentence type (affirmative declarative)	Ass
	h.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	i.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	j.	stating							Syntactic: sentence type (affirmative declarative)	Ass
Overall speech act:										

In turn 1, the interviewer uses a typical opening sequence. In utterance (a) which is of Fala type, she introduces the topic of the interview, introduces the interviewee mentioning his name and status, and by doing these acts, she also announces the beginning of the interview. In utterance (b), she welcomes the interviewee using a common phrase for welcoming in Arabic which is “Ahlan” (= roughly welcome) with the honorific addressing title “Sayidi” (sir). She uses this polite form of addressing in the beginning as well as in the end of the interview. For the rest of the interview, the interviewer keeps addressing the interviewee as (Sayid = Mr. + first name) which is quite common in Arabic news interviews out of showing respect to the interviewee. Then, she makes her first initiative move in utterance (c) making a statement about the nuclear deal which is the topic of the interview. She states that the deal, which represents reconciliation between the west and Iran, will have some ramifications on the Middle East area. In this sentence, she is not merely stating a piece of information. She is making a preface to her question in utterance (d) which is the main act (type 3) in her turn pre-supported by the given preface. She asks the interviewee to give his take on these ramifications especially on the Syrian crisis and, by doing that, she shifts the floor to him to give an answer.

In turn 2, the interviewee takes the floor to provide his own take on the deal and its ramifications on the Middle East area. He starts his turn by returning the interviewer’s welcoming using the welcoming phrase مرحباً Marhaban (= roughly welcome) (utterance a). What is worth mentioning here is that the interviewee does not welcome the interviewer only but he pays welcome to viewers as well. This is common in Arabic news interviews. The interviewee knows that s/he is going to be watched by many viewers of the channel hosting him/her and, thus, it is out of courtesy to welcome them. In utterances (b) and (c), the interviewee gives a couple of statements about the long period of time the parties took in order to reach this deal. Then, he gives a series of plain statements about his take on the deal and its ramifications on the area. Utterances (d), (f), and (g) hold three main acts type 1 as they address the interviewer’s point about the ramifications of the deal on the area of the Middle East and on Syria without supporting them with other acts in the turn. He mentions, in detail, the big winner (Iran and BRICS states) and the big loser (Israel and Saudi Arabia) of this nuclear deal. He states that Syria is one of the winners in this deal as it has not been bombed. Towards the end of his turn, i.e., utterances (h-j), the interviewee makes a topical shift flouting the relation maxim to provide information about how Iran can break the enrichment confinements and make a nuclear bomb any time it wants. Although this turn is very long in terms of the utterances it contains, only one kind of speech act

is performed that is stating. The interviewee is only making statements explaining the reactions of the deal on the Middle East area.

Main Sequence

Turn 3 and 4:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmalinguistic Cue	
3		asking	Yes	Yes					Syntactic: sentence type (elliptical interrogative question)	Dir
Overall speech act:										
4	a.	stating (main act type 1)	Yes	Yes	Yes (observed)				Syntactic: sentence type (affirmative declarative)	Ass
	b.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	c.	reiterating the point in utterance (a)						Yes (pre-ind)		Ass
Overall speech act:										

In turn 3, the interviewer takes the floor starting her turn with the discourse marker *yes* which seems to function as a turn taker. She repeats and emphasizes a part of her proposition in turn 1; the part that relates to the ramifications of this nuclear deal on the Syrian crisis. She asks about that via an elliptical interrogative sentence.

In turn 4, the interviewee, understanding the interviewer's phrase as a request for more explanation, restates what he has mentioned in his previous turn with further explanation. In utterance (a), he makes a main act type 1 in which he explains that Syria is one of the beneficiaries of the Iranian nuclear deal in the sense that it is supported by Iran which has succeeded in making this deal. He also states that Syria is part of Iran and Hezbollah axis which

is supported by BRICS states. So, any achievement for Syria's allies is, ultimately speaking, an achievement for Syria itself and the BRICS states as a whole. Before the interviewee completes his turn, the interviewer interrupts him with the word *yes* twice. With this discourse marker, the interviewer makes the act of requesting the interviewee to complete his idea and finish his turn as quickly as he can. The interviewee realizes this speech act and finishes his turn giving a one utterance conclusion in which he asserts the statement he gives in utterance (a) that Syria is also a beneficiary of this deal. One reason for this interruption might be the short time allocated for the interview. The interviewer, after getting the answer to her question, wants to ask the interviewee about another issue before the time ends.

Turn 5 and 6:

T	Utterance	Speech act	Pragmatic Indicators							SA catg	
			AP	AT	CP	PP	FW	Context			
								Co-uttr	Pragmalinguistic Cue		
5	a.	prefacing the coming act							Yes (post-ind)		Ass
	b.	(double-edged type 1/b) 1. asking (main act type 3)	Yes	Yes						Syntactic: sentence type (affirmative interrogative)	Dir
		2. showing resentment			Yes (flouting quantity)					Syntactic: (subordinator <i>while it has ...</i>)	Exp
Overall speech act:											
6	a.	showing resentment (main act type 2)								Semantic: (<i>last to speak...</i>)	Exp
	b.	stating								Syntactic: sentence type (affirmative declarative)	Ass

c.	criticizing Israel for not complying with the Security Council resolutions (main act type 2)			Yes (flouting relation)		Yes (threatening the group face of Israel)		Syntactic: (<i>did not implement...</i>)	Exp
d.	elaborating on previous criticism						Yes (pre-ind)		Exp
e.	elaborating on the criticism in utterance (c)						Yes (pre-ind)		Exp
f.	elaborating on the criticism in utterance (c)			Yes (flouting relation)			Yes (pre-ind)		Exp
g.	criticizing Israel for being an outlaw state (main act type 2)			Yes (flouting relation)		Yes (threatening the group face of Israel)		Semantic: (<i>outlaw state, totally outlaw</i>)	Exp
h.	elaborating on previous criticism						Yes (pre-ind)		Exp
i.	stating (main act type 2)							Syntactic: sentence type (affirmative declarative)	Ass
j.	elaborating on the previous statement						Yes (pre-ind)		Ass
k.	elaborating on the statement in utterance (i)						Yes (pre-ind)		Ass
l.	elaborating on the statement in utterance (i)						Yes (pre-ind)		Ass
m.	elaborating on the statement in utterance (i)						Yes (pre-ind)		Ass
n.	elaborating on the previous						Yes (pre-ind)		Ass

		statement								
	o.	stating (main act type 2)							Syntactic: sentence type (affirmative declarative)	Ass
	p.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	q.	elaborating on the statement in utterance (o)						Yes (pre- ind)		Ass
	r.	elaborating on the statement in utterance (o)						Yes (pre- ind)		Ass
	s.	reiterating the idea in utterance (p)						Yes (pre- ind) in (p)		Ass
Overall speech act: the interviewee implicitly states that Israel does not have the right to object to the nuclear deal.										

In turn 5, the interviewer establishes a sub-topic about Israel's objection to this nuclear deal. She uses the strategy of prefacing for this purpose. She introduces the sub-topic with a statement about Israel's position towards the nuclear talks since the beginning and how it describes the deal as a historic mistake (a). Then, she makes a double-edged type 1/b utterance wherein she performs two speech acts (b). The first speech act is asking the interviewee about his opinion about whether Israel has the right to object to the deal. This act of asking is a main act type 3 as it is pre-supported by the prefacing act given by the interviewer in utterance (a). The second speech act is that the interviewer expresses her resentment about Israel's objection to this deal. One indicator for this meaning lies in the design of her question. In the last part of the question, she says "*while it has a nuclear arsenal in the Middle East*". This part would be redundant if the interrogative sentence were to ask about the interviewee's opinion only as the first part "*Do you think...*" is quite enough for this purpose.

Turn 6 is a long and complicated turn in which the interviewee employs different strategies and uses different kinds of speech acts. Although the whole turn consists of declaratives, the speech

act of stating remains back-bench act in most of the turn. To go into details, the interviewee in utterance (a) avoids giving a direct answer to the question, i.e., he does not state whether Israel has the right to object to the deal or not. Instead, he shows his resentment to that objection. His act of showing resentment is a main act (type 2) in this turn as it is not giving an answer to the interviewer's question and is supported by the statement he gives in the next utterance (b) in which he confirms that Israel has a tremendous arsenal of nuclear weapons. In utterance (c), the interviewee makes the second main act (type 2) in this turn. He criticizes Israel for not complying with the resolutions of the Security Council. The speech act of criticizing is indicated and boosted at the same time by using: (1) the strongest grammatical form of negation in Arabic, i.e., *لَمْ* (lem = didn't) + bare infinitive, (2) the determiner *أي* /ay/ei/ (= any) which indicates the entirety of the noun it modifies. He supports this criticism in the next three utterances (d), (e), and (f) by giving accounts of his criticism (see table above). A third main act (type 2) is provided by the interviewee in utterance (g). He makes another criticism for Israel considering it an outlaw state and justifies his criticism in utterance (h) by explaining that Israel is protected by the USA and works in collusion with some Arab states; a matter which leaves it beyond punishment even if it breaks the international law.

From the utterance (i) to utterance (n), the interviewee makes a shift in topic and speaks about the appearance of new forces which can create power balance with Israel. In utterance (i) the interviewee states the emergence of new forces of which, he thinks, Israel is afraid. This statement is the fourth main act (type 2) in this turn. It is post-supported by a series of five utterances (j-n) following it. In these utterances, the interviewee states and enumerates which forces these are. The last related group of utterances is (o-s). In the first utterance of this group, i.e., utterance (o), the interviewee performs a general statement that the world has changed. This statement constitutes the fifth main act (type 2) within this turn post-supported by the rest of the group. In utterance (p), the interviewee makes a statement that America has started to accept that "the world has changed". By repeating the sentence "the world has changed", he emphasizes the statement he made as a main act in the previous utterance. In the utterances (q) and (r), the interviewee elaborates on the main act in utterance (o) by explaining how the world has changed. Finally, in utterance (s), he reiterates the idea in utterance (p) for the purpose of emphasizing it.

It is worth noting here that the interviewee ostensibly keeps flouting the maxim of relation to the end of the turn without being reined in by the interviewer. All the individual speech acts flout

the relation maxim as they do not form a relevant part of the answer to the interviewer's question. On the other hand, the PP maxim of approbation is also flouted here as most of the acts performed (i.e., showing resentment and criticizing) can be seen as a dispraise-maximizing acts. In terms of facework, criticizing as well as showing resentment are inherently face threatening acts. In the current case, the interviewee directs a serious threat to the group face or reputation of Israel.

Towards the end of this turn, the interviewer also interrupts the interviewee twice in utterances (q and r). Again, she uses the discourse marker *yes* to request the interviewee to finish the turn. On his part, the interviewee realizes this act and finishes the turn by reiterating the idea he has already presented in a previous utterance.

In terms of the overall speech act performed in this turn, although the interviewee ostensibly flouts the relation maxim on the individual level of speech acts, he is actually observing relation in the whole turn. That is, the whole turn provides an answer to the interviewer's question. What can be understood from the whole turn is that the interviewee is implicitly stating that Israel does not have the right to object to the Iranian nuclear deal. He conveys this overall speech act by manipulating several individual speech acts directed against Israel and its wrongdoings.

Closing Sequence

Turn 7:

T	Utterance	Speech act	Pragmatic Indicators							SA catg	
			AP	AT	CP	PP	FW	Context			
								Co-uttr	Pragma-linguistic Cue		
7	a.	reminding viewers with the interviewee's identity		Yes						mentioning the name and status of the interviewee	Ass
	b.	(double-edged type 1/c)		Yes			Yes (politic)			thanking formula	Exp
		1. thanking		Yes							Dec

At the end of the interview, the interviewer again uses the discourse marker *yes* to function as a turn taker. The closing turn is made of two utterances. In utterance (a), the interviewer reminds the viewers with the interviewee's identity and in utterance (b), she thanks him for the participation. Utterance (b) is double-edged/type 1/c. In this utterance, the explicit act which is thanking and the implicit act which is ending the interview are evenly important.

6.3.1.2 Interview 10 statistics

Table 60

Interview 10: Individual Speech Acts

No.	Speech Act	Speaker		Category	Total
		IR	IE		
1	introducing	2		Assertive	2
2	beginning the interview	1		Declarative	1
3	welcoming	1	1	Expressive	2
4	prefacing	2	1	Assertive	3
5	asking	3		Directive	3
6	stating		14	Assertive	14
7	reiterating		2	Assertive	2
8	showing resentment	1	1	Expressive	2
9	criticizing		2	Expressive	2
10	elaborating		11	Assertive	7
				Expressive	4
11	reminding	1		Assertive	1
12	thanking	1		Expressive	1
13	ending the interview	1		Declarative	1

Table 61

Interview 10: Frequencies of Speech Act Categories

Assertive	Directive	Expressive	Commissive	Declarative
29	3	11		2

Table 62

Interview 10: Types of Turn Speech Acts

Type	Subtype	No.
Main Act	Type 1	4
	Type 2	6
	Type 3 (super main act)	2
Overall speech act		1

Table 63

Interview 10: Utterance Types in Relation to Speech Acts

Type	Subtype	No.
Single utterance		38
Double-edged utterance	Type 1/a	
	Type 1/b	1
	Type 1/c	1
	Type 2	
Fala utterance		1

Table 64

Interview 10: Frequencies of Pragmatic Indicators

AP	AT	CP	PP	FW	Context	
					Co-uttr	Pragmalinguistic Cue
7	15	8	4	5	16	27

6.3.2 Interview 11 (Abdul-Rahman Al-Tireri) (5 minutes and 10 seconds)

مقدم نشرة أخبار الرابعة في قناة العربية خالد مدخلي يلتقي عبر سكايب من الرياض بالكاتب الصحفي السعودي عبد الرحمن الطريري للحديث عن الإتفاق النووي الإيراني ورد الفعل السعودي عليه .

The presenter of Al Arabiya news channel Khalid Madkhali talks via Skype to the Saudi journalist and writer Abdul-Rahman Al-Tireri from Riyadh about the Iranian nuclear deal and the Saudi reaction towards it. Al-Arabiya news channel/ YouTube source/ unknown date

1. المقدم: من الرياض لمناقشة هذا الموضوع ينضم إلينا الكاتب الصحفي عبد الرحمن الطريري^(a)، أستاذ عبد الرحمن مرحباً بك معنا في نشرة الرابعة^(b). أولاً في أي سياق يمكن قراءة الموقف أو رد الفعل السعودي على الإتفاق بعد توقيعه^(c)؟

1. Presenter: To discuss this subject, I am joined by Abdul-Rahman Al-Tireri, a Saudi journalist and writer who is speaking to us from Riyadh^(a). *أستاذ* (ustath roughly=Mr.) Abdul-Rahman, welcome to you with us^(b). First, in what context do you read the Saudi position or reaction to the deal after it has been signed^(c)?

2. الطريري: رد الفعل السعودي هو الرد الفعلي الثابت منذ زيارة الرئيس اوباما إلى الرياض لتعزية الملك سلمان برحيل الملك عبد الله واستطلع رأي الملك سلمان والإدارة الجديدة عن رأيها حول الإتفاق النووي مع إيران^(a) وكان الملك سلمان واضح من ذلك اليوم بأن السعودية ترحب بأي اتفاق نووي يؤدي إلى عدم وصول إيران إلى سلاح نووي وهو عهدٌ قديم للسعودية التي نادت دائماً بأن تكون منطقة الشرق الأوسط منطقة منزوعة السلاح النووي^(b). اعتقد أن السعودية أيضاً حتى من خلال زيارة الزعماء الخليجيين لكامب ديفد أ..أ.. هي رحبت بالاتفاق بهذه الطريقة ولكنها أيضاً كان لديها الكثير من الحذر وهذا ما يفسر أيضاً توجه ولي ولي العهد خلال الأيام القليلة الماضية إلى روسيا و إلى فرنسا والتوقيع للحصول على طاقة نووية سلمية^(c). السعودية حذرنا الأكبر ليس من البرنامج النووي أو من رفع العقوبات^(d)، السعودية لا تستهدف إلى معاقبة الشعوب وتتمنى أن يعيش الشعب الإيراني برفاه^(e). مشكلة السعودية هي في التدخل الإيراني في المناطق العربية العراق سوريا لبنان اليمن^(f).

2. Al-Tireri: The Saudi reaction is the actual constant response since President Obama's visit to Riyadh to offer condolences to King Salman with the death of King Abdullah and to explore the opinion of King Salman and the new administration about the nuclear deal with Iran^(a). King Salman was clear from that day that Saudi Arabia welcomes any nuclear agreement that would prevent Iran from making nuclear weapons, and Saudi Arabia has always called for making the Middle East region a nuclear-weapon-free zone^(b). I also think that Saudi Arabia even by the Gulf leaders' visit to Camp David welcomed the deal in that way, but it also had a lot of caution and that caution explains the reason behind the Crown Prince's visit to Russia and France during

the past few days and signing an agreement for peaceful nuclear energy ^(c). The big concern of Saudi Arabia is not the nuclear program or the lifting of sanctions ^(d), Saudi Arabia does not aim at punishing the Iranian people and it wishes they live in prosperity ^(e). Saudi Arabia's concern is the Iranian intervention in the Arab regions including Iraq, Syria, Lebanon and Yemen ^(f).

3. المقدم: يعني من خلال أ... قراءة ردود الفعل هناك من يرى من المراقبين أن هذا الترحيب الحذر المشوب بالقلق من إمكانية استغلال ايران واطلاق يدها في المنطقة يجعل السعودية ربما كما يرى البعض من المراقبين هي الخاسر الأكبر من هذا الاتفاق ^(a). كيف ترى ذلك ^(b)؟

3. Presenter: Through reviewing the reactions, some observers see that this cautious and anxious welcome regarding the possibility of Iran's exploitation of the situation and releasing its hand in the region makes Saudi Arabia, as some observers see it, perhaps the biggest loser of this deal ^(a). How do you see that ^(b)?

4. الطيريري: رفع العقوبات في حد ذاته أو السماح بفك الحظر عن أرصدة مجمدة لإيران لا يسمح بمفرده بمد اليد لإيران للعبث في المنطقة لأن العقوبات لها أكثر من سبع سنوات والعبث الإيراني وصل إلى التشيع في ماليزيا شرقاً وإلى التشيع في المغرب غرباً والعبث في عدد من الدول التي كان فيها شبكات تجسس سواء الكويت أو البحرين أو غيرها ^(a)، إذا العبث لا يرتبط فقط بالحظر أو بتجميد الأرصدة لأن الأنظمة التي تفكر بالعقلية الإيرانية هي تقدم تصدير الثورة وخلق القلاقل على الرفاه للمواطن الإيراني ^(b). الخطر من الاتفاق هذا إذا كان يشوب رفع العقوبات أيضاً السماح الدولي أو الأمريكي تحديداً أو إعطاء الذريعة لإيران أن تمد يدها وان تكون هي المتحكم في العراق وفي سوريا وفي ربما اليمن لو استطاعوا ^(c).

4. Al-Tireri: only lifting the sanctions by itself or allowing lifting the embargo against Iran's frozen assets does not allow Iran to tamper with the area because the sanctions have been there for more than seven years and Iran's tampering has reached the Shiism in Malaysia in the East and in Morocco in the West and has tampered with a number of countries where it has many spy networks whether in Kuwait, Bahrain or other countries ^(a). Therefore, tampering is not only related to the embargo or freezing of assets, because the regimes that think through the Iranian mentality prefer exporting the revolution and creating unrest to the welfare of the Iranian citizens. ^(b). The risk of such a deal is that lifting the sanctions has given the Iranians international permission, specifically American permission, and pretext to strengthen its hand and to be the governing side in Iraq, Syria and possibly in Yemen if they had the chance ^(c).

5. المقدم: طيب، الان ما المتوقع من الرياض أو ماهي الخيارات في التعامل مع الاتفاق بعد توقيعه؟

5. Presenter: Ok, what is expected from Riyadh now, or what are the options of dealing with the agreement after it has been signed?

6. الطيريري: أنا أعتقد خيارات الرياض بدأت قبل الاتفاق الأخير وكانت موجودة اصلاً قبل الاتفاق الإطاري عبر استضافة الرئيس فرانسوا أولاند للحظور إلى قمة زعماء دول مجلس التعاون الخليجي في الرياض^(a). السعودية بدأت في تنويع حلفاءها هذا ما قامت به بعد 11 سبتمبر وبعد التغيير في الموقف الامريكي^(b) وكان هناك زيارات شهيرة للملك الراحل الملك عبد الله والملك الحالي الملك سلمان الى الصين وإلى الهند^(c) العلاقات اليوم اقوى مع روسيا أكثر من ذي قبل وفي اتفاقات على مختلف الأصعدة^(d) وتلمس من طبيعة الاتفاق انها تهدف إلى علاقات ذات ديمومة وليست مرحلية^(e)، علاقات مع فرنسا أقوى أعتقد العلاقات أيضاً مع الصين ستكون أقوى^(f). السعودية حريصة على مصالحها وعلى وعلى مسار النفط في المياه التي تحيط بها وعلى سلامة الأمن الاقليمي^(g)، السعودية عندها أولوية في اليمن وفي مناطق النزاع^(h)، ووقوفها ضد الارهاب واضح سواء في مشاركتها في التحالف ضد داعش أو في مشاركتها في التحالف العربي ضد اليمن⁽ⁱ⁾، هي لن تسمح لهذا الاتفاق بأن يؤثر أو يسمح بتغول ايراني خصوصاً في اليمن⁽ⁱ⁾.

6. Al-Tireri: I think that the Riyadh's options began before the last agreement and were already in place prior to the framework agreement and that was apparent through inviting President François Hollande to attend the summit of the Gulf Cooperation Council (GCC) leaders in Riyadh^(a). Saudi Arabia began to diversify its allies after the events of September 11th and after the change in the American position^(b). There were significant visits of the late King Abdullah and the current King Salman to China and India^(c). Today, relations with Russia are stronger than before and there are agreements at various levels^(d). You can feel, from the nature of the agreement, that it aims at permanent relationships not temporary ones^(e). Also, there are stronger relations with France and I think relations with China will be stronger as well^(f). Saudi Arabia is circumspect in its interests on the oil path in the surrounding waters and in the safety of regional security^(g). Saudi Arabia has priority in Yemen and in conflict zones^(h), its stand against terrorism is clear both in its participation in the alliance against ISIS and in its participation in the Arab coalition against Yemen⁽ⁱ⁾. It will not allow this deal to lead to Iran's dominance over Arab regions especially Yemen⁽ⁱ⁾.

7. المقدم: السعودية حذرت ايران من إثارة القلاقل و الاضطرابات في التصريح الأخير و أكدت أن ذلك سيواجه بحزم من دول المنطقة^(a). ماذا نفهم في طريقة التعاطي الان مع أي محاولات قادمة من ايران لإثارة الاضطرابات في المنطقة^(b)؟

7. Presenter: In its last statement, Saudi Arabia warned Iran from stirring unrest and turmoil and it stated that this would be firmly faced by the countries of the region^(a). Now, what do we understand from the way of dealing with any attempt from Iran to stir turmoil in the region^(b)?

8. الطيريري: هي تأكيد على أنه ما حدث في عاصفة الحزم ثم إعادة الأمل وبعض المواقف التي تعطي رمزية مثل قيام طائرات قوات التحالف بتدمير مدرج صنعاء حينما حاولت طائرة مدنية إيرانية ان تستفز القوات السعودية وباقي قوات التحالف هي هذه رمزية أن حسن الجوار فقط والمودة والمحبة التي كانت تتعامل بها السعودية هي موجودة إذا ما قابلتها بالمثل ولكن إذا ما أرادت ايران الاستمرار بهذه الوسيلة فنحن أيضاً لدينا سلاح اخر وهو الحزم الذي شاهده في ايران في اليمن وربما تشاهده في أماكن أخرى إذا أوهمها الاتفاق النووي بأنه إشارة لها بالتمدد.

8. Al-Tireri: It is a confirmation that what happened in the two operations of Al-Hazem Storm and then Hope Return and some other symbolic ones such as the destruction of Sanaa runway by the coalition airplanes when an Iranian civilian airplane tried to provoke Saudi forces and the rest of the coalition forces. It is a symbol that the good-neighborliness, affection and love, in which Saudi Arabia were dealing, only exist if there is a similar Iranian behavior, but if Iran wants to continue with its behaviour, we also have another weapon which is the firmness that Iran has seen in Yemen and may be seen elsewhere if the nuclear deal makes Iran believe that it is a sign for it to expand in the region.

9. المقدم: شكراً جزيلاً لك من الرياض الكاتب الصحفي عبد الرحمن الطيريري.

9. Presenter: Thank you so much, the journalist and writer Abdul-Rahman Al-Tireri from Riyadh.

10. الطيريري: شكراً.

10. Al-Tireri: Thank you.

(Word count: 661 words)

6.3.2.1 Interview 11 analysis

Opening Sequence

Turn 1 and 2:

T	Utterance	Speech act	Pragmatic Indicators							SA catg	
			AP	AT	CP	PP	FW	Context			
								Co-uttr	Pragmalinguistic Cue		
1	a.	(double-edged type 1/c) 1. introducing the interviewee		Yes						introducing formula + name and status of interviewee	Ass
		2. beginning the interview		Yes							Dec
	b.	welcoming		Yes			Yes (politic)		Arabic welcoming formula مرحباً (marhaban)	Exp	
	c.	asking (main act type 1)	Yes	Yes					Syntactic: sentence type affirmative interrogative	Dir	
Overall speech act:											
2	a.	prefacing a coming act						Yes (post-ind)		Ass	
	b.	prefacing the coming act						Yes (post-ind)		Ass	
	c.	expressing opinion (main act type 3)	Yes	Yes	Yes (observed)				Arabic opinion-expressing formula أعتقد a'ataqid (= I think...)	Exp	
	d.	prefacing a coming act						Yes (post-ind)		Ass	
	e.	prefacing the coming act						Yes (post-ind)		Ass	
	f.	stating (main act type 2)							Syntactic: sentence type (affirmative declarative)	Ass	
Overall speech act:											

In turn 1, the interviewer makes a typical opening for a news interview. The first utterance (a) he makes is double-edged type 1/c. He performs two acts in this utterance: the explicit act of introducing the interviewee and the implicit act of beginning the interview with both being evenly important. In utterance (b), he welcomes the interviewee addressing him with the honorific title *Ustath* (= roughly Mr.) and using the welcoming expression *مرحباً Marhaban* (= roughly welcome) within what seems to be typical welcoming formula in Arabic news interviews. Both the address form and the welcoming phrase need to be further explained. In Arabic, the word “*ustath*” is used to address: 1) teachers (= sir in British English schools); 2) people who are skilled at something (= master); and 3) university teachers who have a certain academic degree (= professor) (retrieved from <http://www.almougem.com/mougem/search>). However, it is not used in any of these senses. It has been conventionally used in modern Arabic as a form of address to show respect to others. The welcoming phrase “*welcome to you with us*” gives the impression that the interviewer wants the interviewee to feel a sense of belonging to the already held interaction between the interviewer and the viewers. Regarding the topic of the interview, it has not been introduced by the interviewer as it has been referred to in a report prior to the interview. That is why the interviewer goes immediately to make his first initiative move asking the guest to explain the Saudi reaction towards the Iranian nuclear deal. The speech act of asking is the main act of this turn. It is of type 1 as the interviewer makes his point directly in one utterance without supporting it with other acts in the turn. The turn is short and devoid of any complications.

In turn 2, the interviewee takes the floor to answer the question. He initiates the turn with an introductory statement (utterance a) to preface his reading of the Saudi reaction given in utterance (c) wherein he performs the main act of the turn. He states that the Saudi reaction towards the deal has been made clear by king Salman to president Obama during his visit to Riyadh to offer condolences at the death of king Abdullah. In utterance (b), the interviewee mentions King Salman’s statement that Saudi Arabia welcomes any deal that might prevent Iran from producing nuclear weapons and that it wants the Middle East region to be nuclear-weapon-free zone. Mentioning the Saudi’s reaction prefaces the interviewee’s reading of that reaction in utterance (c). As introduced by the interviewer, the interviewee is an analyst and writer. That is, he is expected to speak for himself (and possibly for his employer). However, it is not until the third utterance (c) that he signposts a personal opinion allowing the inferences that until then he has been speaking on behalf of the Saudi government. The interviewee bases the first part of his

reading of the Saudi reaction on King Salman's statement. He states that the Saudi Arabia welcomes the deal as long as it prevents Iran from having nuclear weapons. But he also states that the Saudi government still has some concerns related to the deal. This expressing-opinion act is the super main act in the turn as it addresses the interviewer's question and it is pre-supported by the prefacing acts in utterances (a) and (b). In the rest utterances of the turn, the interviewee flouts the maxim of relation offering extra information that he was not asked about. In utterance (d), he explains that Saudi Arabia's concern is not about the deal itself or about lifting the sanctions on Iran. In utterance (e), he states that Saudi Arabia does not want the Iranian people to be burdened with the sanctions. Both utterances (d) and (e) function as prefacing acts to the last main act (utterance f) of the turn wherein the interviewee states that the Saudi's major concern is about Iran's interference in the affairs of some Arab countries. This main act is of type 2 in this turn.

Main Sequence

Turn 3 and 4:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragma-linguistic Cue	
3	a.	prefacing the coming act						Yes (post-ind)		Ass
	b.	asking (main act type 3)	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir
Overall speech act:										
4	a.	Fala							Syntactic: sentence type (affirmative declarative)	Ass
		1. stating							1. subordinator (<i>because</i>)	
		2. justifying statement							semantics (<i>tamper with, spy networks</i>)	
	b.	Fala							Syntactic:	

		1. stating							sentence type (negative declarative)	Ass
		2. justifying statement							1. subordinator (<i>because</i>) 2. sentence type (affirmative declarative)	Ass
		3. criticizing Iran							semantics (<i>tampering, creating unrest</i>)	Exp
	c.	stating							Syntactic: sentence type (affirmative declarative)	Ass
Overall speech act:										

The interviewer starts turn 3 with reporting an opinion of some analysts that Saudi Arabia might be the biggest loser of this deal. With this reporting statement, he is prefacing the question he makes next utterance. The prefacing statement, by nature, implies a face-threat to Saudi Arabia of being a loser. As the interviewee is a Saudi citizen, the interviewer dilutes this face-threat by maintaining neutrality (i.e., attributing this opinion to a third party) and using the word “perhaps” to indicate probability or uncertainty. Then, in utterance (b), the interviewer asks the guest a direct question about how he takes that opinion. Asking is the main act of this turn. It is of type (3) as it is supported by the prefacing act in the previous utterance.

In turn 4, the interviewee keeps flouting the relation maxim until the end of the turn and avoids addressing the interviewer’s question. This could be due to the fact that the interviewer’s question is intrinsically posing a threat to the group face of Saudi Arabia through describing it as the biggest loser of this deal as the question tells.

To speak about the speech acts, utterances (a) and (b) both seem to be Fala utterances. The first speech act in both is stating that lifting the sanctions and freeing the frozen assets of Iran will not alone allow Iran to tamper with the region. The second speech act in both gives justification for the first statement. The last speech act is criticizing Iran for its wrongdoings. This speech act of criticizing is semantically indicated (see table above). Threatening the group face of Iran also co-indicates the criticizing speech act in these two utterances. In the last utterance (c), the

interviewee states that the major concern of the deal is its being paired with America's allowance for Iran to interfere in the affairs of some Arab regions.

Turn 5 and 6:

turn	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmalinguistic Cue	
5	a.	asking	Yes	Yes					sentence type (affirmative interrogative)	Dir
Overall speech act:										
6	a.	prefacing the coming act						Yes (post-ind)		Ass
	b.	stating (main act type 3)	Yes	Yes	Yes (observed)				Syntactic: sentence type (affirmative declarative)	Ass
	c.	elaborating on previous statement		Yes				Yes (pre-ind)		Ass
	d.	elaborating on statement in (b)		Yes				Yes (pre-ind)		Ass
	e.	elaborating on statement in (b)		Yes				Yes (pre-ind)		Ass
	f.	elaborating on statement in (b)		Yes				Yes (pre-ind)		Ass
	g.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	h.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	i.	stating							Syntactic: sentence type (affirmative declarative)	Ass
	j.	stating							Syntactic: sentence type (negative declarative)	Ass
Overall speech act:										

Turn 5 consists of a single utterance only. The interviewer asks the guest a direct question about the options available to Saudi Arabia after the P5+1 have signed that deal with Iran.

Turn 6 is initiated with an introductory statement to preface and pre-support the main speech act in the next utterance (b). In this utterance, the interviewee answers the question by stating the Saudi option of “varying allies”. This main act is post-supported by a series of four utterances (c), (d), (e), and (f). These utterances are all used to elaborate on the main act of stating in utterance (b). In utterances (g-j), the interviewee flouts the maxim of relation and makes a topical shift by making a series of statements that are irrelevant to the interviewer’s question.

Turn 7 and 8:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragma-linguistic Cue	
7	a.	prefacing the coming act						Yes (post-ind)		Ass
	b.	asking (main act type 3)	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir
Overall speech act:										
8		(double-edged type 2) 1. stating	Yes	Yes	Yes (observed)				Syntactic: sentence type (affirmative declarative)	Ass
		2. threatening Iran	Yes	Yes	Yes (observed)		Yes (threatening the group face of Iran)		semantics (<i>weapon, firmness</i>)	Exp
Overall speech act:										

Turn 7 is made of two utterances. Utterance (a) performs an introductory statement to preface the question that comes after. Utterance (b) performs the main act of the turn which is asking about how Saudi Arabia would deal with any Iranian attempt to cause turbulence in the region.

The asking speech act is a main act type (3) as it is pre-supported by the prefacing act in utterance (a).

In turn 8, the interviewee gives a prolonged one-utterance turn to answer the question. It is double-edged/type 2 utterance wherein the two speech acts seem to be equally important. In the first part of the utterance, the interviewee states that Saudi Arabia will maintain good neighborliness if Iran does the same in return. In the second part, he threatens Iran to use force if it carries on interfering and making trouble in the Arab region.

Closing sequence

Turn 9 and 10:

T	Utterance	Speech act	Pragmatic Indicators							SA catg	
			AP	AT	CP	PP	FW	Context			
								Co-uttr	Pragmalinguistic Cue		
9		Fala		Yes				Yes (politic)		thanking formula	Exp
		1. thanking									
		2. reminding viewers with interviewee's identity		Yes							mentioning the interviewee's name and status
		3. ending the interview		Yes							Dec
Overall speech act:											
10	Thank you	thanking		Yes				Yes (politic)		thanking formula	Exp

The interview ends with a typical closing sequence. In turn 9, the interviewer makes a Fala utterance performing three speech acts. First, he thanks the interviewee for taking part in the interview. Second, he reminds the audience with his guest's name and status. And the third act is grasped implicitly. By doing the first two acts, the interviewer implicitly declares the end of the interview. This third speech act is mainly indicated by the activity type system of short news interviews. In this system, when the interviewer performs a final thanking and reminding of the

guest's identity, s/he, as being the administrator of the activity, declares the end of the interview. The interviewee, on his part, thanks the interviewer back and the interview comes to an end.

6.3.2.2 Interview 11 statistics

Table 65

Interview 11: Individual Speech Acts

No.	Speech Act	Speaker		Category	Total
		IR	IE		
1	introducing	1		Assertive	1
2	beginning the interview	1		Declarative	1
3	welcoming	1		Expressive	1
4	asking	4		Directive	4
5	prefacing	2	5	Assertive	7
6	expressing opinion		1	Expressive	1
7	stating		10	Assertive	10
8	justifying		2	Assertive	2
9	criticizing		2	Expressive	2
10	elaborating		4	Assertive	4
11	threatening		1	Expressive	1
12	thanking	1	1	Expressive	2
13	reminding	1		Assertive	1
14	ending the interview	1		Declarative	1

Table 66

Interview 11: Frequencies of Speech Act Categories

Assertive	Directive	Expressive	Commissive	Declarative
25	4	7		2

Table 67

Interview 11: Types of Turn Speech Acts

Type	Subtype	No.
Main Act	Type 1	1
	Type 2	1
	Type 3 (super main act)	4
Overall speech act		

Table 68

Interview 11: Utterance Types in Relation to Speech Acts

Type	Subtype	No.
Single utterance		25
Double-edged utterance	Type 1/a	
	Type 1/b	
	Type 1/c	1
	Type 2	1
Fala utterance		3

Table 69

Interview 11: Frequencies of Pragmatic Indicators

AP	AT	CP	PP	FW	Context	
					Co-uttr	Pragmalinguistic Cue
8	21	4		4	11	25

6.3.3 Interview 12 (Nathan Tek) (3 minutes and 20 seconds)

مقدم نشرة اخبار قناة العربية طالب كنعان يلتقي بنائب المتحدث باسم مكتب التواصل الأمريكي نيشن تك للحديث حول تدايعات الإتفاق النووي الإيراني.

The presenter of Al Arabiya TV Channel Talib Kan'an speaks to the deputy spokesman of the US Bureau of Communication Nathan Tek to talk about the Iranian nuclear deal fallout. Al-Arabiya news channel/ YouTube source/ unknown date

1. المقدم: للمزيد من المتابعة حول هذا الموضوع ينضم إلي هنا في الاستوديو نيشن تك نائب المتحدث باسم مكتب التواصل الأمريكي^(a). سيد نيشن أهلاً وسهلاً بك^(b). الرئيس اوباما يقول أن الإتفاق النووي مع طهران يصب في صالح الشعب الأمريكي^(c)، كيف^(d)؟

1. Presenter: For more about this topic, Nathan Tek, the deputy spokesman of the US Bureau of Communication joins me here in the studio^(a). Mr. Nathan, welcome to you^(b). President Obama says that the nuclear deal with Tehran is in the interest of the American people^(c). How^(d)?

2. نيشن تك: الإتفاق يصب في صالح الشعب الأمريكي و يصب في صالح المنطقة ككل لأن هذا الإتفاق خير سبيل إلى منع ايران من امتلاك الأسلحة النووية وفي نفس الوقت هذا الإتفاق سيمنع ايران من تخصيص اليورانيوم إلى نسبة عالية جداً وفي نفس الوقت سيمنع ايران من بناء مفاعلات جديدة بالماء الثقيل^(a). فهذا الإتفاق لم يبن على أساس الثقة وإنما يبنى على أساس التحقق والتأكد^(b). وأنا دائماً أذكر قول الشاعر العربي المشهور المتنبي الذي يقول "إذا رأيت نيوب الليث بارزة فلا تظنن أن الليث يبتسم^(c)"، فنحن لسنا ساذجين أبداً بالنسبة لنوايا إيران، ونحن لن نصدق وعودها فقط^(d) ولكن سنقوم بالتحقيق والتفتيش لما سنقوم به^(e).

2. Nathan Tek: The deal is in the interest of the American people and it is in the interest of the whole region because this deal is the best way to prevent Iran from acquiring nuclear weapons and at the same time, this deal will prevent Iran from enriching uranium to a very high percentage and it will prevent Iran from building new heavy water reactors^(a). This deal has not been built on the basis of trust; rather it has been built on the basis of verification and ascertainment^(b). And I always remember the saying of the famous Arab poet Al-Mutanabbi who said "If you see a lion's fangs bared, never think he is smiling"^(c). We are never so naive towards Iran's intentions and we will not simply believe their promises^(d). Rather, we will investigate and inspect what they do^(e).

3. المقدم: طيب، ولكن في ناحية مقابلة أكثر من محلل من مراقب قال لكم أن هذا الإتفاق يتم على حساب مصالحكم التاريخية مع حلفاءكم في المنطقة خصوصاً في دول الخليج بمعنى أن هذا الإتفاق صب في صالح إيران ولم يصب في صالح حلفاءكم في منطقة الخليج^(a)، كيف تردون على ذلك^(b)؟

3. Presenter: OK, but from another perspective, more than one analyst and observer has said to you that this deal is at the expense of your historical interests with your allies in the region especially in the Gulf States which means that this deal is in the interest of Iran but not in the interest of your allies in the Gulf ^(a). How do you (US administration) respond to that ^(b)?

4. نيشن تك: لا، دعني اكون واضح ^(a)، يعني هذا الاتفاق لم ولن يغير التزامات الولايات المتحدة تجاه حلفائنا وشركائنا في دول الخليج ^(b). والولايات المتحدة قد قامت بالكثير من المحاولات والمبادرات لإطلاع شركائنا في الخليج على تفاصيل هذا الاتفاق ^(c). حتى البارحة الرئيس اوباما أجرى مكالمة هاتفية مع ملك السعودية ومع ولي عهد الامارات ^(d). وازافة الى ذلك لقد قمنا سابقاً بالكثير من المؤتمرات والمشاورات خاصة في كامب ديفد منذ شهر لإطلاع الشركاء الخليجين على هذا الاتفاق ^(e).

4. Nathan Tek: No, let me be clear ^(a). This deal لم did not and will not change the US commitments towards our allies and partners in the Gulf States ^(b). The United States has made a lot of attempts and initiatives to inform our partners in the Gulf of the details of this deal ^(c). Yesterday President Obama had a phone conversation with the King of Saudi Arabia and with the Crown Prince of UAE ^(d). Moreover, we have already held a lot of conferences and consultations particularly in Camp David about a month ago to notify our partners in the Gulf about this deal ^(e).

5. المقدم: طيب، هذا الاتفاق ربما لم يتم الترحيب به بشكل جيد من الكونغرس ^(a)، بعض أعضاء الكونغرس يريدون عرقلة هذا الاتفاق ^(b) وهناك نوع من لي الأذرع بين الكونغرس والرئيس اوباما ^(c). إلى أي مدى تعتقد ان الكونغرس يستطيع لي ذراع الرئيس الأمريكي ويمنع تنفيذ الاتفاق في مرحلته الأخيرة ^(d)؟

5. Presenter: OK, this deal has not been welcomed by the Congress ^(a). Some members of the Congress want to block this deal ^(b). Aand there is a kind of arm-twisting between the Congress and President Obama ^(c). To what extent do you think the Congress can twist the president's arm and prevent the implementation of the deal in its final stages ^(d)?

6. نيشن تك: طبعاً خلال الشهرين المقبلين الكونغرس سيراجع كافة تفاصيل هذا الاتفاق والمسؤولون الكبار من الإدارة الأمريكية سوف يناقشون هذا الاتفاق مع أعضاء الكونغرس ^(a). كما قال الرئيس اوباما في خطابه البارحة نحن نرحب بالجدل والمناقشة الحرة حول هذا الاتفاق لأنه فعلاً اتفاق تاريخي ^(b)، ولكن نحن واثقون كل الثقة بأنه في نهاية المطاف أعضاء الكونغرس سيدركون أهمية هذا الاتفاق وسيدركون ان هذا الاتفاق يمثل خير سبيل على منع ايران من امتلاك سلاحاً نووياً لأن البدائل هي أسوأ بكثير، البدائل هي استخدام القوة، البدائل هي المزيد من العقوبات التي لن تتجح في إجبار ايران على الاستسلام بشكل تلقائي ^(c). لذلك لابد من اتفاق، لابد من الدبلوماسية ومن المفاوضات من منطلق القوة ^(d).

6. Nathan Tek: Of course, during the next two months, the Congress will review all the details of this deal and the American senior officials will discuss this deal with the members of Congress

(a). President Obama said in his speech last night that we would welcome debate and free discussion about this deal because it is really a historic deal (b). But we are very confident that the members of Congress will eventually realize the importance of this deal and realize that it represents the best way to prevent Iran from acquiring nuclear weapons because the alternatives are much worse. The alternatives are to use force; the alternatives are more sanctions which will not succeed in forcing Iran to capitulate automatically (c). Therefore, there must be an agreement; there is no choice but diplomacy and negotiations on the basis of power (d).

7. المقدم: شكراً للسيد نينن تك نائب المتحدث باسم مكتب التواصل الأمريكي.

7. Presenter: Thanks to Mr. Nathan Tek, deputy spokesman of the American Office of Communications.

8. نينن تك: شكراً جزيلاً.

8. Nathan Tek: Thank you very much. (Word count: 423 words)

6.3.3.1 Interview 12 analysis

Opening Sequence

Turn 1 and 2:

T	Utterance	Speech act	Pragmatic Indicators						SA catg	
			AP	AT	CP	PP	FW	Context		
								Co-uttr		Pragma-linguistic Cue
1	a.	(double-edged type 1/c) 1. introducing the interviewee		Yes					introducing formula (<i>joins me</i>) + name and position of the interviewee	Ass
		2. beginning the interview		Yes						Dec
	b.	welcoming		Yes			Yes (politic)		Arabic welcoming formula أهلاً وسهلاً (<i>ahlan wa sahlan</i>)	Exp
	c.	prefacing the						Yes (post-		Ass

		coming act						ind)		
	d.	asking (main act type 3)	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir
Overall speech act:										
2	a.	(double-edged type 2) 1. stating							Syntactic: sentence type (affirmative declarative)	Ass
		2. justifying statement (main act/ type 1)	Yes	Yes	Yes (observed)				Syntactic: (subordinator <i>because</i>)	Ass
	b.	stating (main act type 2)							Syntactic: sentence type (affirmative declarative)	Ass
	c.	elaborating on previous statement						Yes (pre- ind)		Ass
	d.	elaborating on the statement in (b)						Yes (pre- ind)		Ass
	e.	elaborating on the statement in (b)						Yes (pre- ind)		Ass
Overall speech act:										

This interview has a typical opening sequence. In turn 1 utterance (a), the interviewer introduces the guest to the viewers mentioning his name and position. Simultaneously, with this introducing act, the interviewer implicitly announces the beginning of the interview, a matter which makes this utterance double-edged/type 1/c. In utterance (b), he welcomes the guest using the most frequently used formula of welcoming in Arabic news interviews أهلاً وسهلاً *Ahlan wa sahlan* (= welcome). The interviewer also addresses the guest using an honorific title *Said* (= Mr.) + first name. As for the first initiative move, the interviewer, in utterance (c), makes a statement to preface his coming question. In this statement he reports Obama's claim that the deal

is in the interest of the American people. Afterwards in utterance (d) the interviewer asks the interviewee to give his take on this claim, i.e., to explain how this deal is in the interest of the American people. It is a one-word elliptical *wh*-question which depends for its interpretation on the preceding prefacing act. The act of asking is the main act of the turn and it is of type 3.

The interviewee initiates turn 2 by providing a double-edged type 2 utterance wherein he performs two explicit speech acts: (1) stating that the deal is in the interest of American people as well as the Middle East region as a whole, and (2) giving reasons to justify this statement. He states that preventing Iran from enriching uranium to a high percentage will, in turn, stop its hankering for a nuclear weapon. The latter act is a main act type 1 in this turn as it addresses the interviewer's question directly. In utterance (b), the interviewee flouts the relation maxim and mentions extra information about the deal. That is the deal will be based on verification and not on trust. The stating act in this utterance is another main act in this turn. However, it is of type 2 as it does not address the interviewer's question and is post-supported by the acts in (c), (d), and (e) which are only elaborating statements to it.

Main Sequence

Turn 3 and 4:

T	Utterance	Speech act	Pragmatic Indicators							SA catg	
			AP	AT	CP	PP	FW	Context			
								Co-uttr	Pragma-linguistic Cue		
3	a.	prefacing the coming act							Yes (post-ind)		Ass
	b.	asking (main act type 3)	Yes	Yes						Syntactic: sentence type (affirmative interrogative)	Dir
Overall speech act:											
4	a.	refuting criticism (main act type 3)	Yes	Yes	Yes (observed)					Semantic: Negative particle <i>no</i>	Ass
	b.	(double-edged	Yes	Yes	Yes			defending		Syntactic:	Exp

	type 2) 1. refuting criticism (main act type 3)			(observed)		the group face of US administra- tion		combination of two strong negating particles in Arabic <i>lem</i> (=did not) and <i>len</i> (=will not)	
	2. promising (main act type 3)	Yes	Yes	Yes (observed)				Syntactic: future negation particle in Arabic <i>len</i> (=will not)	Co m
c.	stating							Syntactic: sentence type (affirmative declarative)	Ass
d.	stating							Syntactic: sentence type (affirmative declarative)	Ass
e.	stating							Syntactic: sentence type (affirmative declarative)	Ass
Overall speech act: the interviewee is defending the US administration position regarding the deal against the criticism reported by the interviewer.									

The interviewer initiates turn (3) by reporting criticism against the US administration stating that the US government has made this deal at the expense of its allies in the Gulf. The interviewer attributes this criticism to some analysts and observers. However, the interviewer does not seem to report the criticism for its own sake. Rather, he does that to pave the way for the question in utterance (b). Hence, the reported criticism is made as a prefacing to the immediately coming act. In utterance (b), the interviewer performs the main act of the turn which is asking the guest how the US administration would reply to the criticism reported. This main act is of type 3 (super main act).

The interviewee commences turn 4 with the negative particle ‘لا’ *La* (=No) to make a preliminary refusal for the criticism reported by the interviewer in turn 3 and then uses the imperative sentence “let me be clear” to preface the detailed reply to criticism which he makes in the following utterance. In utterance (b), the interviewee performs two acts through using a double-edged utterance type 2. First, he refutes the criticism reported by the interviewer’s

proposition which assumes that the deal will be at the expense of the US allies in the Gulf region. Second, he promises that the deal will not affect the US commitments towards those allies. All acts in utterances (a) and (b) are super main acts as they strengthen each other and are also post supported by the remaining stating acts in the turn. The interviewee performs the act of refuting by using the negative particle *لم* (*lem*) (=did not) and performs promising by using the future negative particle *لن* (*len*) (=will not). What is worth noting here is that the combination of those two particles makes those two acts more robust. It is also worth noting that the interviewee is behaving as the animator and author but not principal of promise and refutation as he is spokesman of the US Bureau of Communication and not speaking on his own behalf, but on behalf of the organization he represents. This is quite apparent in his use of the inclusive pronouns ‘*we*’ and ‘*our*’ throughout the turn.

Promising and criticism refuting acts are post-supported by the statements in utterances (c), (d), and (e) wherein the interviewee explains how the US has been in contact with the allies in the Gulf to acquaint them with the details of this deal and dispel any fears and doubts about it. What can be understood from criticism refuting, promising and the following supporting stating acts is that the interviewee is making an overall speech act of defending. He is defending the position of the US administration regarding the nuclear deal against the criticism made in turn 3. This overall act is, by definition, not explicitly stated, but implicitly grasped after considering all the acts in the turn.

As regards facework, the interviewee feels that the group face or reputation of the US administration, which he represents, has been threatened by the reported criticism in turn 3. Therefore, he manipulates the acts in turn 4 to defend and save the reputation (performing a face-saving act) of the US administration against criticism. This manipulation has led us to think that an overall speech act of defending has been performed throughout the whole turn.

Turn 5 and 6:

T	Utterance	Speech act	Pragmatic Indicators							SA catg
			AP	AT	CP	PP	FW	Context		
								Co-uttr	Pragmalinguistic Cue	
5	a.	prefacing a coming act						Yes (post-ind)		Ass
	b.	prefacing a coming act						Yes (post-ind)		Ass
	c.	prefacing the coming act						Yes (post-ind)		Ass
	d.	asking (main act type 3)	Yes	Yes					Syntactic: sentence type (affirmative interrogative)	Dir
Overall speech act:										
6	a.	prefacing a coming act						Yes (post-ind)		Ass
	b.	prefacing the coming act						Yes (post-ind)		Ass
	c.	(double-edged/type 2)							Syntactic: modal verb (<i>will</i>)	Ass
		1. predicting that the Congress will accept the deal (main act type 2)								
		2. justifying prediction						Yes (pre-ind)	Syntactic: (subordinator <i>because</i>)	Ass
	d.	stating							Syntactic: sentence type (affirmative declarative)	Ass
Overall speech act: the interviewee is implying that the Congress will not twist the president's arm and will not hinder the implementation of the deal.										

In turn (5), the interviewer seems to be, at least, partially satisfied with the interviewee's previous response. Two reasons can be given for this analysis. First, he starts his turn with the discourse marker *طيب Tayib* (= OK) which, beside its function as a closure of the previous sub-topic and a starter of a new one, might be understood as an indicator of the interviewer's

satisfaction with the interviewee's answer. Second, the interviewer does not pursue the point discussed in the previous turn. Rather, he makes another move to expand the original topic (nuclear deal) and asks about a further sub-topic. He asks about the Congress position regarding the deal. In utterances (a), (b), and (c), he makes a set of statements in order to preface the main act in utterance (d). In these statements, he refers to the fact that the deal has not been welcomed by the Congress and some members want to block its implementation. In the last utterance of the turn (utterance d), the interviewer performs the act of asking the interviewee to give an opinion about the extent to which the Congress can twist the president's arm and block that deal. It seems that the interviewer is rather sure that the Congress is dissatisfied with the deal and will disrupt its implementation and he only asks about the extent to which the Congress can go with that. The act of asking is a super main act in this turn as it is pre-supported by the prefacing acts in (a), (b), and (c).

In turn (6), the interviewee starts with a couple of prefacing statements in utterances (a) and (b) in order to pave the way to his main act performed in utterance (c). In these two utterances, he states that the US administration will be involved in serious discussions with the Congress about the details of the deal and all different opinions will be welcomed in these discussions. In utterance (c), he seems to be making a double-edged/type 2 utterance performing two acts. Firstly, he performs an act of predicting in which he anticipates that the Congress will, at the end of the day, accept this deal after discussions with the US administration. This predicting act is made with emphasis due to using the Arabic emphatic form (adj.+ كل *kul* (=all) + noun of the adj.) which intensifies the proposition it is used to convey. Secondly, he states, in a subordinate clause, the bad alternatives to this deal in justification for his prediction. The predicting act in this turn is a main act type 2 pre-supported by the prefacing acts in (a) and (b) and post-supported by the statement in utterance (d) in which he stresses the role of diplomacy and negotiation to reach a successful agreement with Iran.

Although the interviewee flouts the maxim of relation throughout the whole turn, this flouting remains superficial. After considering all the individual utterances in the turn, the interviewee seems to implicitly do an overall speech act that answers the interviewer's question and observes the relation maxim. In this overall act, he expresses his opinion that he was asked about. Contrary to the interviewer's belief, the interviewee thinks that the Congress will not twist the president's arm at all and will, eventually, accept the deal.

Closing Sequence:**Turn 7 and 8:**

T	Utterance	Speech act	Pragmatic Indicators							SA catg	
			AP	AT	CP	PP	FW	Context			
								Co-uttr	Pragma-linguistic Cue		
7	a.	Fala 1. thanking		Yes				Yes (politic)		thanking formula	Exp
		2. reminding viewers of the guest's identity		Yes						mentioning the name and position of the interviewee	Ass
		3. ending the interview		Yes							Dec
8		thanking back		Yes			Yes (politic)		thanking formula	Exp	

In turn 7, the interviewer makes one Fala utterance wherein he performs three speech acts. Two of those three acts are explicit and one is implicit. He thanks the interviewee and reminds the viewers of his name and position (explicit acts). And with doing these two acts, he announces the end of the interview (implicit act). On his part, the interviewee, in turn 8 thanks the interviewer back and the interview comes to an end. The closing sequence of this interview is typical in Arabic news interviews.

6.3.3.2 Interview 12 statistics

Table 70

Interview 12: Individual Speech Acts

No.	Speech Act	Speaker		Category	Total
		IR	IE		
1	introducing	1		Assertive	1
2	beginning the interview	1		Declarative	1
3	welcoming	1		Expressive	1
4	prefacing	5	2	Assertive	7
5	asking	3		Directive	3
6	stating		6	Assertive	6
7	justifying		2	Assertive	2
8	elaborating		3	Assertive	3
9	refuting criticism		2	Assertive	2
10	promising		1	Commissive	1
11	predicting		1	Assertive	1
12	thanking	1	1	Expressive	2
13	reminding	1		Assertive	1
14	ending the interview	1		Declarative	1

Table 71

Interview 12: Frequencies of Speech Act Categories

Assertive	Directive	Expressive	Commissive	Declarative
23	3	3	1	2

Table 72

Interview 12: Types of Turn Speech Acts

Type	Subtype	No.
Main Act	Type 1	1
	Type 2	2
	Type 3 (super main act)	6
Overall speech act		2

Table 73

Interview 12: Utterance Types in Relation to Speech Acts

Type	Subtype	No.
Single utterance		21
Double-edged utterance	Type 1/a	
	Type 1/b	
	Type 1/c	1
	Type 2	3
Fala utterance		1

Table 74

Interview 12: Frequencies of Pragmatic Indicators

AP	AT	CP	PP	FW	Context	
					Co-uttr	Pragmalinguistic Cue
7	14	4		4	11	20

6.4 Summary

This chapter provides the analysis of the Arabic dataset. In section 6.2, the interviews which relate to the immigration crisis are analysed (interviews 7, 8 and 9). As for the interviews which deal with the Iranian nuclear deal, they are analysed in section 6.3 (interviews 10, 11 and 12). As was the case with the English dataset (chapter four), all the interviews are divided into pairs of turns which are inspected separately in pursuit of the speech acts performed in them and the pragmatic indicators (IFIDs) used to identify them. Each interview is followed with a set of statistics displaying the frequencies of the found speech acts, utterance types and pragmatic indicators.

Chapter Seven

Discussion

7.1 Introduction

This chapter is mainly devoted to answering the research questions of the current study. The answers will be made in the light of the results of the data analysis which are summarized in the previous chapter. The two datasets (English and Arabic) that have yielded these results were balanced in terms of the topics involved and the number of interviews analysed (see Table 4). In addition, the chapter concludes with some observations about the structure of news interviews in the two analysed datasets.

7.2 Research Questions: Answers and Discussion

1. What speech acts are used in English and Arabic short news interviews?

A total of 49 different speech acts were found in the 12 analysed English and Arabic short news interviews. Table 5 above lists those speech acts in detail.

1a. What *kinds* of speech acts are used in short news interviews?

The following kinds were found in the analysed interviews:

1. Individual speech acts:

The individual speech acts found were of three kinds:

- a. Classical speech acts: These are the speech acts that are performed by their utterances per se and are not influenced by other speech acts in the same interaction. This is the kind of speech acts that is handled by the classical SAT. These speech acts are 38 in number. See Table 5 above.
- b. Interactional Speech Acts: These are the speech acts that are influenced by and named in relation to the other speech acts in the same encounter. They are eleven in number (see Table 5 for the full list).

- c. Superior-inferior Speech Acts: This is another small subset of individual speech acts in which one speech act (superior) functions as a superordinate act subsuming a number of other inferior acts (see Table 7).

2. Turn Speech Acts:

Results showed different types of speech acts in relation to the turn wherein they were performed. These are ‘main act’ and ‘overall speech act’. As for the former, a main act is a speech act in a turn which is more important than some of (or all) the other speech acts in the same turn. Any speech act in a turn is considered a main act if it makes the main point in the turn (on the part of the IR) or addresses the interviewer’s main point (on the part of the interviewee). Alternatively, a speech act can also be considered a main act in a turn if it is supported by one or more other speech acts in the same turn. Accordingly, three subtypes of main acts are distinguished: (1) main act type 1 wherein the speech act makes the main point of the turn/addresses the interviewer’s main point without being supported by other speech acts in the same turn, (2) main act type 2 wherein the speech act in question does not make/address the main point but it is supported by one or more acts in the same turn, and (3) main act type 3 (super main act) wherein the act makes/addresses the main point and is supported by some other acts in the same turn. Regarding overall speech act, it is a superordinate act that results from the collaboration of a number of individual speech acts in the same turn. Overall speech act is implicit by nature and grasped only by implicature. Overall speech acts seem to be a rare phenomenon in English and Arabic news interviews (see Table 10).

1b. How far or close are the English and Arabic news interviews as regards the speech acts used in them?

Results show no big difference between English and Arabic as regards all the kinds of speech acts found in the data (see Tables 5, 7 and 10). Thus, the analysed English and Arabic news interviews are close to each other in terms of the speech acts performed. As for IFIDs, Table 12 also shows no noticeable difference between the frequencies of the IFIDs used in the data of both

languages. This is an interesting result as English and Arabic news interviews belong to two different cultures. This closeness between them seems to be the product of globalization and comes in favour of the proponents of speech acts' universality, e.g., Austin (1962), Searle (1969), and Grice (1975). Alternatively, it could be due to the fact that the data belongs to the same genre which produces the same communicative goals. News interviews are a very particular activity type which transcends culture specifics. In other words, the situation more-or-less imposes a certain kind of behaviour.

1c. Do the findings lend more support to the notion of the universality of speech acts or to that of their culture-specificity? For example, do English and Arabic appear to have the same inventory of speech acts in short news interviews?

The inventory of speech acts presented in Table 5 reveals no difference of note between English and Arabic news interviews in the individual speech acts and their frequencies. In addition, Tables 7 and 10 also show no remarkable difference between them in the superior-inferior speech acts and turn speech acts respectively. Accordingly, these findings lend more support to the universality rather than the culture-specificity of speech acts.

2. What needs to be developed in speech act theory to make it more interactional?

Speech act theory can be developed to handle complex discourses in a number of ways including: (1) developing the original/classical notion of speech acts to handle the complex speech acts which occur in real-life interaction, (2) expanding the original concept and list of IFIDs to go beyond the pragmalinguistic properties and cope with the diversity of contextual factors, and (3) considering the diversity of the utterances that perform speech acts in real-life interaction.

2a. To what extent can classical speech act theory account for what interactants do by what they say in short news interviews as a communicative discourse?

Classical SAT mainly deals with identifying speech acts of single utterances in specific contexts or the speech acts performed in short conversations (mainly constructed ones). In the current study, classical SAT proved to be helpful in identifying the classical individual speech acts in the

data. However, the analysed data has yielded some new types of interaction-related speech acts that are not tackled or accounted for before in classical SAT (i.e., interactional speech acts, superior-inferior acts, main acts, and overall speech acts). These new types of speech acts are necessary for analysing interactive data in order to give a full account of what is happening in the interaction (i.e., what interactants do by what they say). In this study, classical SAT was incapable of handling all the different types of speech acts in the analysed news interviews. Thus, it needs a serious and thorough development so that it can deal with complex interactions successfully.

2b. Can the following pragmatic concepts be indicators (IFIDs) of the speech acts used in English and Arabic news interviews: Adjacency Pair, Activity Type, Cooperative Principle, Politeness Principle, Facework, Context (Co-utterance and Pragmalinguistic cue)? If so, to what extent?

Results of the current study reveal that all these pragmatic concepts can be used to identify speech acts within the analysed interviews (see Table 12). However, they vary in how often they are used for this purpose. ‘Pragmalinguistic cue’ is the most frequently used indicator in the data. Thus, it seems to be the most important speech act indicator than others. This comes partly in favour of Searle’s account of IFIDs which lists word order (one pragmalinguistic cue) as one IFID. On the other hand, PP was the least frequent pragmatic indicator and thus seems to be the least important speech act indicator in English and Arabic news interviews.

It is worth mentioning that the investigated interactional pragmatic indicators of speech acts (i.e., adjacency pair, activity type, cooperative principle, politeness principle, facework and co-utterance) were considerably used in the data of the current study, especially ‘activity type’ which scored the second highest frequency of occurrence after ‘pragmalinguistic cue’ (see Table 12). These indicators are not discussed in Searle’s original account and will be a worthwhile addition the current study will make to the concept and number of IFIDs. It is true that these *new* IFIDs are not all the same kind of thing. The ‘Cooperative Principle’ and the ‘Politeness Principle’ are entirely abstract theoretical constructs designed to account for behaviour. ‘Facework’ and ‘Activity Type’ are notions designed to describe behaviour and to help account for it with heavy theoretical baggage. ‘Adjacency pair’ is a fairly straightforward notion describing one aspect of interaction and ‘Context’ is a much more general descriptive term. But, my view is that although

these aspects are different from each other, they can be connected on the basis that they are all potentials to be used in interaction including news interviews. What was found is that these aspects worked at one time or another during my analyses. Thus, this study is among the pioneering attempts to measure whether (and to what extent) these aspects can work as IFIDs of speech acts in interaction. And I think these and other aspects are worth pursuing in future research.

The original Searlean concept and list of IFIDs are purely pragmalinguistic in nature. To recall the IFID definition, IFID is “[A]ny element of a natural language which can be literally used to indicate that an utterance of a sentence containing that element has a certain illocutionary force or range of illocutionary forces” (Searle & Vanderveken, 1985, p.2). The study has expanded the IFID concept to include, in addition to pragmalinguistic properties, some sociopragmatic (e.g., PP and Facework) and extra-linguistic (e.g., activity type) aspects. Thus, my expanded definition of IFID is that **it is any pragmalinguistic, sociopragmatic or extra-linguistic element of a language that plays a role in indicating the illocutionary force of an utterance (or group of utterances) in interaction.**

The expansion the current study is doing to the IFID concept is promising and seems to be unprecedented. The previous studies discussed in the literature review have not dug deep in the IFIDs issue. Blum-Kulka & Olshtain (1984) and Harris et al. (2006) investigated only the IFID performative verbs that indicate the speech act of apologizing. Underwood (2008) did a broader study in which he tackled various IFIDs of speech acts including performative verbs and some formulaic expressions and stylistic usages. However, all those studies remained within the pragmalinguistic domain of IFIDs and did not go beyond that to involve sociopragmatics and other non-pragmalinguistic domains as this study has done.

It may be objected that these 'new' IFIDs do not have clear linguistic exponents. They do not, as performative verbs and formulaic phrases do, describe a word or string of words that can be recognised across contexts. But this is just the point. The true illocutionary force of any utterance depends on context. If we want to account for contextual factors in determining illocutionary force, we have to allow for indicators whose linguistic reflexes vary from utterance to utterance and from context to context.

2c. How are utterances classified vis-à-vis the speech acts they perform?

The current study has identified three types of utterances vis-à-vis the speech acts they perform. The first type is ‘single utterance’ which performs one speech act only. The second type is ‘double-edged utterance’ which performs two speech acts concurrently. Double-edged utterances fall into two main types according to the explicitness/implicitness of the acts they perform. Type 1 consists of one explicit and one implicit speech act performed together. This type was found to be mainly performed by simple-sentence utterances (single-clause utterances) in the analysed data. However, it was less frequently performed by multi-clause utterances (e.g., see Interview 1, turn 6 (e)). Type 1 falls, in turn, into three subtypes: type 1/a in which the implicit act seems to be more important than the explicit act (e.g., see Interview 5, turn 4 (a)), type 1/b in which the explicit act is likely seen as more important than the implicit act (e.g., see Interview 1 turn 2 (e)), and type 1/c in which both explicit and implicit acts seem to be evenly important, (e.g., see Interview 1, turn 4 (a)). Type 2 of double-edged utterances comprises two explicit acts performed together. This type was mainly found in the analysed data to be performed by multi-clause utterances (e.g., complex and compound sentences, see interview 8 turn 2(a)). However, in a few cases, this type was performed by single-clause utterances, (e.g., see Interview 8 turn 10 (a)). The last type is ‘Fala utterance’ which performs three speech acts concurrently (see Table 11 for details).

2d. What Searlean categories are used in English and Arabic short news interviews?

All five Searlean categories of speech acts (i.e., assertive, directive, commissive, expressive and declarative) are used in the English and Arabic interviews. This finding lends some support to the universality of these categories. But, the categories are used in different proportions on both the horizontal level (between the two languages) and the vertical level (within the same language). Results show that ‘assertive’ is the most used category in both languages in comparison with the other categories. This is rather reasonable because IEs used mainly assertions in their answers to IRs’ questions/points and IEs have the lion’s share of contribution in the interviews. The other remarkable result is that ‘expressive’ category is used much more in English interviews than Arabic ones. This could be attributed to the English culture which possesses an old and deeply rooted democracy that allows people to express their opinion freely. On the other hand, democracy is rather new and limited in the Arab communities. Alternatively, the high frequency

of the 'expressive' category in the English interviews can be due to the bigger total number of their word count which surpassed that of the Arabic interviews by more than 1000 words (English interviews= 4668, Arabic interviews= 3569). For the details above, see Tables 4 and 9).

7.3 The Structure of the Analysed Interviews: Some Observations

The analysed English and Arabic news interviews were found to have the typical structure that is discussed in the literature (e.g., see Jucker 1986). All of them were divided into three distinct parts called sequences. They are: opening sequence, main sequence, and closing sequence. As for the opening sequence, a pattern of speech act was observed to occur in the opening of the analysed news interviews. Typically, the interviews start with the act of 'introducing the interviewee'. This favours Jucker's (1986) view that 'introducing the guest' is an obligatory action in news interviews. However, some interviews (three English and one Arabic) started with the act of 'introducing the topic' followed by 'introducing the guest'. While introducing the guest, the IRs also implicitly declare the beginning of the interview. Afterwards, the Arabic IRs were observed to perform the act of 'welcoming the guest' whereas the English IRs, instead, did the act of 'thanking the interviewee' for participating in the interview. The opening sequence terminates with the first initiative move in which the IRs ask their guests the first question in the interview. Finally, it is worth mentioning that in most of the analysed interviews, the IRs do the speech act of 'prefacing' immediately before the first question to pave the way for that question with some related information.

The main sequence comprised the IRs' questions about the topic/sub-topics of the interview and the IEs' answers to those questions. The analysed interviews contained a mixture of various speech acts of different categories in their main sequences. But, it was observed that the 'assertive' speech acts (e.g., stating, elaborating, confirming, etc.) were far more used in both English and Arabic interviews than other categories in this part. As mentioned above in the answer to RQ2 (d) this is reasonable as IEs used mainly assertions in their answers to IRs' questions/points.

The closing sequence is the last part with the end of which the interview terminates. My observations about this part were the following: (1) Fala utterance is abundantly used in this sequence in both English and Arabic interviews , (2) a pattern of three recurrent speech acts

(reminding viewers with the interviewee's identity, thanking the interviewee, and ending the interview) was observed to be performed by the Fala utterance in both datasets. The latter coincides with Jucker's (1986) observation that at the end of the interview, the interviewer addresses the interviewee by name for the purpose of reminding the viewers (or those who joined the interview late) of his/her identity and thanks him/her for taking part in the interview.

Chapter Eight

Conclusions

8.1 Introduction

This is the concluding chapter of the thesis which is mainly devoted to present the major findings that have been arrived at in the study (8.2). Afterwards the chapter summarizes the theoretical and methodological contributions of the study to the field of pragmatics (8.3). Section 8.4 mentions the limitations of this study and section 8.5 includes recommendations for future research. Finally, the chapter ends with some concluding remarks (8.6).

8.2 Summary of Findings

The following is a summary of the findings which the current study has arrived at:

1. The study has found 49 speech acts used in the analysed English and Arabic short news interviews. These are accusing, agreeing, apologizing, asking, beginning the interview, calling for sharing responsibility, challenging, complimenting, conceding, confirming, criticizing, defending, demanding, denying, disagreeing, elaborating, ending the interview, expressing appreciation, expressing dissatisfaction, expressing doubt, expressing feeling, expressing opinion, expressing sympathy, expressing wish, greeting, introducing the guest, introducing the topic, justifying, predicting, prefacing, promising, refuting criticism, reiterating, rejecting, reminding, reporting, requesting, requesting comment, seeking agreement, seeking confirmation, showing gladness, showing resentment, stating, suggesting, thanking, threatening, urging, warning, and welcoming (see Table 5).
2. The most frequent speech act in the data is ‘stating’ followed by ‘prefacing’, ‘elaborating’, and ‘asking’ respectively (see Table 5).
3. The speech act of asking was almost exclusively used by IRs in both of the analysed datasets. On the other hand, the speech acts of stating and elaborating were far more used by IEs than IRs in both English and Arabic datasets (see Table 6).
4. Some speech acts in the analysed interviews were named in relation to the other speech acts in the same encounter. These speech acts are termed in this study ‘interactional speech acts’ as they occur in interaction only. The full list of the interactional acts found in the data is

‘beginning the interview’, ‘confirming’, ‘elaborating’, ‘ending the interview’, ‘introducing the guest’, ‘introducing the topic’, ‘justifying’, ‘prefacing’, ‘reminding viewers with the IE’s identity’, ‘refuting criticism’, and ‘reiterating’.

5. This is a new kind of speech acts which, to my knowledge, has not been referred to in any previous study.
6. Some individual speech acts function as superior acts which subsume inferior acts (see Table 7).
7. Some speech acts have a special status in the turn they are used in. The study terms such acts ‘turn speech acts’ and has found out two main types of them. The first type is termed ‘main act’. A main act is a speech act in a turn that is more important than some of/all the other speech acts in the same turn. The importance of the main act within the turn stems from either its making the main point in the turn (on the part of the IR) addressing the interviewer’s main point (on the part of the interviewee) or its being supported by one or more acts in the same turn. Main act is subdivided into: (1) main act type 1 wherein the speech act makes/addresses the main point without being supported by other speech acts in the same turn, (2) main act type 2 wherein the speech act in question does not make/address the main point but it is supported by one or more acts in the same turn, and (3) main act type 3 (super main act) wherein the act makes/addresses the main point and is supported by some other acts in the same turn.

The other speech act type in relation to the turn hosting it is ‘overall speech act’. Overall speech act is a superordinate act that results from the collaboration of a number of individual speech acts in the same turn. Overall speech act is intrinsically implicit and grasped by implicature (see Table 10).

8. The study has found three different types of utterances in relation to the speech acts they perform. These are ‘single utterances’ (perform one speech act only), ‘double-edged utterances’ (perform two speech acts concurrently) and ‘Fala utterances’ (perform three speech acts concurrently). Double-edged utterances are of two types. First, Type 1 consists of one explicit and one implicit speech acts performed together. This type was found to be mainly performed by simple-sentence utterances (single-clause utterances) in the analysed data. However, it was less frequently performed by multi-clause utterances. Type 1 falls, in turn, into three subtypes: type 1/a in which the implicit act seems to be more important than the explicit act, type 1/b in which the explicit act is likely seen as more important than the implicit

- act, and type 1/c in which both explicit and implicit acts seem to be evenly important. Second, Type 2 of double-edged utterances comprises two explicit acts (see Table 11).
9. Single utterances scored the highest frequency in both English and Arabic news interviews, whereas Fala utterance was the least frequent utterance type in the data and it mainly occurred at the openings and closings of the analysed English and Arabic news interviews..
 10. ‘Requesting comment’ speech act was considerably more used by English IRs than Arab IRs (see Table 6).
 11. The speech act of expressing opinion was used more in English news interviews than in Arabic ones.
 12. Criticizing got high scores in English immigration crisis interviews perhaps because the western countries are more affected by the refugees’ crisis. Thus, IRs and IEs may criticize the people in charge for the bad administration of the crisis.
 13. The directive speech acts used by IRs in the analysed interviews are asking, seeking agreement, seeking confirmation and requesting comment. Asking was far more used than all the other directives by IRs. This proves that asking is a prototypical act in the activity of news interviews (see Table 6).
 14. IRs and IEs in both datasets use the prefacing strategy prolifically to pave the way for their main acts (see Table 6).
 15. Prefacing and elaborating speech acts were used in the data as ‘supportive moves’ in terms of Blum-Kulka’s (1989) and Spencer-Oatey’s (2008) terms. However, the study has found that these supportive moves were used in the data to modify speech acts other than requesting (which seems the only speech act those scholars have associated supportive moves with). The present study has confirmed the concept of supportive moves and expanded its scope as well.
 16. The openings of both English and Arabic news interviews seem to have a pattern of recurrent speech acts. Both have ‘introducing interviewee’ and ‘beginning interview’ as typical introductory speech acts.
 17. The speech act of welcoming occurred exclusively at the opening of all Arabic news interviews.
 18. The speech act of thanking was found at the opening of the English news interviews only.
 19. The closings of both English and Arabic news interviews also seem to have a pattern of repeatedly-occurring speech acts. The speech acts of ‘reminding viewers of the interviewee’s

- identity', 'thanking the interviewee', and 'ending the interview' are all typical terminating speech acts at the closing sequences of English and Arabic news interviews.
20. All the five speech act categories were found in the analysed data. The most frequent category used was 'assertive' and the least frequent one was 'commissive'.
 21. The pragmatic concepts Adjacency Pairs, Activity Type, Cooperative Principle, Politeness Principle, Facework, Context (co-utterance and pragmalinguistic cue) were investigated in this study as pragmatic indicators of speech acts. They were all found to be indicators of speech acts but with varying proportions. The most frequent pragmatic indicator used in the data was 'pragmalinguistic cue', whereas the least frequent one was PP. The high frequency of 'pragmalinguistic cue' comes partly in favour of Searle's original account of IFID. Searle lists word order, stress, intonation contour, punctuation, the mood of the verb, and performative verbs as pragmalinguistic indicators of the speech act performed. The current study has also found semantic pragmalinguistic indicators of speech acts.
 22. The pragmatic indicators used in this study are new IFIDs and constitute an expansion to Searle's original concept and list of IFIDs by including sociopragmatic and extra-linguistic aspects in addition to the pragmalinguistic properties of the utterance. These are: Adjacency Pair, Activity Type, Cooperative Principle, Politeness Principle, Facework, and Context (Co-utterance and Pragmalinguistic cue). Among them, only Politeness Principle seems to be a weak IFID according to the results of this study.
 23. Cooperative Principle was used to indicate speech acts by either observing all its maxims or flouting quantity or relevance.
 24. No difference of note was found between English and Arabic news in terms of all the different kinds of speech acts, utterance types, and pragmatic IFIDs. In addition, most of the speech acts found in the study were used in the interviews of both languages (see Table 5). This finding is rather interesting as the data analysed belong to two different languages and cultures. Perhaps, it is the effect of globalization which caused the closeness between the outputs of English and Arabic datasets' analyses. This finding also favours the attitude of speech act universality.
 25. Some interactional acts were found to belong to different speech act categories. For example, prefacing was found to belong to assertive, expressive, and directive.
 26. The discourse markers نعم (*na'am*= *yes*), طيب (*Tayib*=*OK*) and جيد (*Jayid*=*good*) were all used as turn takers/starters in Arabic news interviews. They are all equivalent to *OK* in English.

27. The discourse marker نعم (*na'am*= *yes*) was used as an interrupting tool in one of the Arabic news interviews. This discourse marker is used to perform the speech act of requesting the guest to complete his idea and finish his turn.
28. English and Arabic news interviews have the same structure. They begin with an opening sequence followed by the main sequence and end with a closing sequence.
29. English interviews seem to be more confrontational in terms of the face-threatening speech acts used in them such as 'accusing' (English 2, Arabic 0), 'criticizing' (English 10, Arabic 6), 'disagreeing' (English 4, Arabic 0). For more details, see Table 5.

8.3 Contribution of the Study

The study has several innovative contributions on both theoretical and methodological levels. They are summarized as follows:

Theoretical Contribution

The current study contributes to and extends the current knowledge of speech act theory in several ways. Most of the previous work on speech acts was on the speech acts done by single utterances or short conversations, and most of the investigated data was constructed rather than natural. Unlike those studies, the current study has investigated speech acts in naturally-occurring interactive discourse (short news interviews). Results and findings obtained from naturally-occurring data are more reliable and more reflective of the reality. This study is mainly a cross-cultural pragmatic study which investigates speech acts in English and Arabic short news interviews. To my knowledge, this is the first attempt to explore this subject in these two languages.

The study has arrived at some new findings which, to my knowledge, have not been tackled before. First, the study has found different kinds of speech acts in interaction. The first kind is 'interactional speech acts'. These are the speech acts which are recognized and named in relation to other acts in the same interaction, e.g., 'elaborating on a previous statement', 'refuting a previously made criticism', etc. In fact, the utterances which perform 'interactional speech acts' originally perform individual context-free speech acts if seen in isolation. However, these

individual speech acts are overridden by the more context-dependent interactional speech acts when the host utterances are used within an interactive environment like news interviews. For example, when the IR says at the beginning of the news interview 3 "Yvette Cooper joins us now live from Westminster" (see 5.2.3), she is originally doing the speech act of 'stating' (stating the fact of the guest's joining her in the interview) if we take this utterance in isolation or context-independently. However, since this utterance occurs in the interaction of a news interview, the original 'stating' speech act is abandoned in favour of the more interactional speech act of 'introducing the guest'. Thus, in a nutshell, the very idea of interactional speech acts is based on replacing the original context-free speech act in question by a more context-related interactional speech act. In other words, if the hosting utterance is taken in isolation, it performs the speech act 'A' (e.g., stating), but if the same utterance is considered in relation to the context or interaction it occurs in, it can perform speech act 'B' (e.g., introducing the guest).

There are no levels or multilayers of speech acts in the case of 'interactional speech acts'. The only cases of multilayers of speech acts found in this study are: (1) overall speech (as a superordinate act performed by a number of single subordinate acts), and (2) superior-inferior speech acts.

The second kind of speech acts is 'turn speech acts'. These are speech acts that have special status in the turn wherein they occur. Two turn speech acts have been found in this study: (1) main act and (2) overall speech act. The study also found that some speech acts are superior acts that subsume some inferior acts. Second, the study has found three types of utterances in relation to the speech act they perform. The first type is 'single utterance' which performs a single speech act only. The second type is 'double-edged utterance' which performs two different speech acts. And the third type is 'Fala utterance' which performs three speech acts simultaneously. In fact, the uncoupling which the current study presents between the analysis of speech acts on the one hand and that of utterances on the other hand is useful. It offers opportunities for doing more nuanced analysis and applying SAT to data which scholars might well have judged too 'interactional' or just too complicated for SAT.

The study has also investigated some interactional pragmatic concepts as indicators of speech acts and found that most of them do work as indicators. These concepts are: Adjacency Pair, Activity Type, Cooperative Principle, Politeness Principle, Facework, and Co-utterance. As those

concepts were helpful in recognizing the speech acts performed, the study can be seen as an expansion of Searle's list of IFIDs.

Methodological Contribution

On the methodological level, the study's model of analysis is innovative in a number of ways. First, it has combined new IFIDs of different types together and showed how they co-work to identify speech acts in interaction. Second, the model was also capable of handling and showing different kinds of speech acts (i.e., interactional speech acts, overall speech acts, main speech acts, and superior-inferior speech acts) and utterances (i.e., single utterances, double-edged utterances and Fala utterances).

8.4 Limitations of the Study

The current study has a number of limitations most of which relate to the limited allowable space of a PhD study. First, the study could not cover all the possible speech acts that occur in English and Arabic short news interviews due to the limited data used. Second, the study investigated the short news interviews only as longer ones would require a greater limit of word count. Third, the study could cover two topics only due to the same reason of space limitedness. Fourth, the study could not investigate all the possible pragmatic indicators such as stress and intonation as well as multimodal elements. Finally, owing to the study's focus on developing SAT, scant attention has been paid to the other aspects (e.g., structure and characteristics) of news interviews as one genre of political discourse. Nevertheless, it is hoped that the work here can complement the work done in this area by, for example, Bull (1994, 2008), Bull et al. (1996), and Simon-Vandenberg (1996).

8.5 Recommendations for Future Research

Researchers are highly recommended to investigate speech acts in interaction as this area has received little attention since the emergence of speech act theory. Real life interactive activities and conversations remain highly untrodden areas as far as speech acts are concerned. Researchers are also recommended to conduct cross-cultural studies on the speech acts of other languages. Finally, Searle's concept and list of IFID need more investigation to uncover other active IFIDs

of speech acts in different contexts. This study has investigated and added some to the original list and left the rest for future studies.

8.6 Concluding Remarks

Since the turn of the century, speech act theory has been relegated to the back seat in the pragmatics scene in favour of other pragmatic aspects such as (im)politeness, facework, etc. The present study is an attempt to develop speech act theory and bring it back to the spotlight. This theory still has great potential especially with regard to interactive discourse. Applying speech act theory to interactions may result in polishing this theory. This thesis has attempted to contribute to this effort by showing how SAT can be freed from its limitation to the examination of single utterances with little consideration of any context. Consequently, the theory will be more sophisticated and more qualified to accommodate complex data. This way we shall preserve speech act theory from extinction and make use of it in complementing other pragmatic theories to produce a comprehensive approach to analysis.

References

- Al-Hindawi, F. H., Al-Masu'di, H. H., & Fua'd Mirza, R. (2014). The speech act theory in English and Arabic. *Open Journal of Modern Linguistics*, 4, 27-37.
- Al-Mougem Al-Waseet. Retrieved from <http://www.almougem.com/mougem/search>
- Arundale, R. B. (2008). Against (Gricean) intentions at the heart of human interaction. *Intercultural Pragmatics*, 5(2), 229-258.
- Arundale, R. B. (2009). Face as emergent in interpersonal communication: An alternative to Goffman. In F. Bargiela-Chiappini and M. Haugh (Eds.) *Face, Communication and Social Interaction* (pp. 33–54). London: Equinox.
- Atkinson, J. M. (1982). Understanding formality: Notes on the categorization and production of 'formal' interaction. *British Journal of Sociology*, 33, 86–117.
- Austin, J. (1962). *How to do things with words*. London: Oxford University Press.
- Bach, K. and Robert M. Harnish (1979). *Linguistic communication and speech acts*. Cambridge, MA: MIT Press.
- Bargiela-Chiappini, F. & Michael Haugh (eds.) (2009). *Face, Communication and Social Interaction*. London: Equinox.
- Baxter, L.(1984). An investigation of compliance-gaining as politeness. *Human Communication Research*, 10 (3), 427-456.
- Betz, E. (2014). Levinson's Activity Types and Grammar. *The Encyclopedia of Applied Linguistics*.
- Blakemore, D. (2002). *Relevance and linguistic meaning. The semantics and pragmatics of discourse markers* [Cambridge Studies in Linguistics]. Cambridge: Cambridge University Press.
- Blum-Kulka, S. (1983). The dynamics of political interviews. *Text*, 3(2), 131-153.

- Blum-Kulka, Shoshana & Elite Olshtain. 1984. Requests and apologies: A cross-cultural study of speech act realization patterns (CCSARP). *Applied Linguistics*, 5 (3), 196-213.
- Blum-Kulka, S., House, J., and Kasper, G. (eds.) (1989). *Cross-cultural pragmatics: Requests and apologies*. Norwood, NJ: Ablex.
- Brown, P. & Levinson, S. ([1978] 1987). *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press.
- Brown, R., & Gilman, A. (1989). Politeness theory and Shakespeare's four major tragedies. *Language in Society*, 18(2), 159-212.
- Bull, P. 1994. On identifying questions, replies and non-replies in political interviews. *Journal of Language and Social Psychology*. 13, pp.115-31.
- Bull, P. (2003). *The microanalysis of political communication: Claptrap and ambiguity*. Routledge.
- Bull, P. 2008. "Slipperiness, evasion and ambiguity": equivocation and facework in non-committal political discourse. *Journal of Language and Social Psychology*, 27(4), pp.333-44.
- Bull, P., Elliott, J., Palmer, D. and Walker, E. 1996. Why politicians are three-faced: the face model of political interviews. *British Journal of Social Psychology* 35(2), pp.267-84.
- Chapetón Castro, C. M. (2009). *The use and functions of discourse markers in EFL Classroom interaction*. Universidad Pedagógica Nacional. Bogotá.
- Coulthard, M. (1985). *An introduction to discourse Analysis*. Essex: Longman Group Ltd.
- Clark, H. H. (1979). Responding to indirect speech acts. *Cognitive Psychology*, 11(4), 430-477.
- Clark, H. H., & Schunk, D. H. (1981). Politeness in requests: A rejoinder to Kemper and Thissen. *Cognition*, 9 (3), 311-315.
- Clark, H. H., & Schaefer, E. F. (1989). Contributing to discourse. *Cognitive Science*, 13,

259-304.

- Clayman, S. E. (1988). Displaying Neutrality in Television News Interviews. *Social Problems*, 35(4), 474-492.
- Clayman, S. (2010). Questions in Broadcast Journalism. In A. F. Freed & S. Ehrlich. (Eds.), *Why do you ask? The functions of questions in institutional discourse* (pp. 256-278). New York: Oxford University Press.
- Clayman, S. (2013). Conversation Analysis in the News Interview. In J. Sidnell & T. Stivers (Eds.), *The handbook of conversation analysis*. Chichester, West Sussex UK: Blackwell Publishing Ltd.
- Clayman, S. E., & Heritage, J. (2002a). *The news interview: Journalists and public figures on the air*. Cambridge: Cambridge University Press.
- Clayman, S. E. , & Heritage , J. (2002b). Questioning Presidents: Journalistic deference and adversarialness in the press conferences of U.S. Presidents Eisenhower and Reagan. *Journal of Communication*, 52(4), 749-775.
- Culpeper, J. (2011). Politeness and impoliteness. In K. Aijmer & G. Andersen (Eds.), *Sociopragmatics*, Volume 5 of *Handbooks of Pragmatics* edited by Wolfram Bublitz, Andreas H. Jucker and Klaus P. Schneider. Berlin: Mouton de Gruyter, 391-436.
- Culpeper, J., Crawshaw, R., & Harrison, J. (2008). ‘Activity types’ and ‘discourse types’: Mediating ‘advice’ in interactions between foreign language assistants and their supervisors in schools in France and England. *Multilingua-Journal of Cross-Cultural and Interlanguage Communication*, 27(4), 297-324.
- Culpeper, J., & Haugh, M. (2014). *Pragmatics and the English language*. Palgrave Macmillan.
- Davies, B. L. (2007). Grice’s cooperative principle: Meaning and rationality. *Journal of Pragmatics*, 39, 2308-2331.

- Drew, P. (2013). 7 Turn Design. *The handbook of conversation analysis*, 131-149.
- Ekstrom, M. (2015). Political Interviews. In Tracy, Ilie & Sandel (Eds.) *International Encyclopedia of Language and Social Interaction*. Boston: Blackwell Publishing Ltd.
- Eelen, G. (2001). *A critique of politeness theories*. Manchester: St. Jerome Publishing.
- Flowerdew, J. (1988). Speech acts and language teaching. *Language teaching*, 21(2), 69-82.
- Fraser, B. (1990). Perspectives on politeness. *Journal of Pragmatics*, 14(2), 219-236.
- Fraser, B. (1996). Pragmatic markers. *Pragmatics*, 6, 167-190.
- Fung, L. & Carter, R. (2007). Discourse markers and spoken English: Native and learner use in pedagogic settings. *Applied Linguistics*, 28(3), 410-439.
- Ferguson, C. (1964). Diglossia. In D. Hymes (Ed.), *Language in culture and society*. New York: Holt, Rinehart and Winston.
- Gao, G. and Ting-Toomey, S. (1998). *Communicating effectively with the Chinese*. Thousand Oaks, CA: Sage.
- Geis, M. (1995). *Speech acts and conversational action*. Cambridge: Cambridge University Press.
- Gisladottir, R. S., Chwilla, D., Schriefers, H., & Levinson, S. C. (2012). Speech act recognition in conversation: Experimental evidence. In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 34th Annual Meeting of the Cognitive Science Society* (pp. 1596-1601).
- Goffman, E. (1967) *Interaction ritual: Essays on face-to-face behavior*. New York: Pantheon Books.
- Goffman, E. (1981). *Forms of talk*. Oxford: Blackwell.
- González-Lloret, M. (2010). Conversation analysis and speech act performance. In

- Martinez-Flor, A. & Uso-Juan, E. (Eds.), *Speech act performance: Theoretical, empirical and methodological issues*. Amsterdam: John Benjamins Publishing Company.
- Grainger, K. (2011). 'First order' and 'second order' politeness: Institutional and intercultural contexts. *Discursive Approaches to Politeness*, 167-188.
- Greatbatch, D. (1986). Aspects of topical organization in news interviews: The use of agenda-shifting procedures by interviewees. *Media, Culture & Society*, 8, 441-455.
- Greatbatch, D. (1988). A turn-taking system for British news interviews. *Language in Society*, 17(3), 401-430.
- Grice, H. Paul (1975). Logic and conversation. In P. Cole & J. Morgan (Eds.), *Syntax and Semantics*, Vol. 3. Speech Acts (pp. 41-58). New York: Academic Press.
- Grice, H. Paul (1989). *Studies in the way of words*. Cambridge, MA: Harvard University Press.
- Halliday, M. A. & Hasan, R. (1989). Language, context, and text: Aspects of language in a social-semiotic perspective. Oxford: Oxford University Press.
- Hancher, M. (1979). The classification of cooperative illocutionary acts. *Language in society*, 1-14.
- Hansen, M.-B.M. (1997). *Alors and done* in spoken French: A reanalysis. *Journal of Pragmatics*, 28, 153-187.
- Harris, S., Grainger, K. & Mullany, L. (2006). The pragmatics of political apologies. *Discourse & Society*, 17(6), 715-737.
- Haugh, M. (2007a). Emic conceptualisations of (im)politeness and face in Japanese: Implications for the discursive negotiation of second language learner identities. *Journal of Pragmatics*, 39, 657-680.
- Haugh, Michael (2007b). The discursive challenge to politeness research: An interactional alternative. *Journal of Politeness Research*, 3(7), 295-317.

- Hellinger, M., & Ammon, U. (Eds.). (1996). *Contrastive sociolinguistics* (Vol. 71). Walter de Gruyter.
- Heritage, J. (1985). Analyzing news interviews: Aspects of the production of talk for an overhearing audience. In T. A. van Dijk. (Ed.) *Handbook of discourse analysis, 3 discourse and dialogue*. London: Academic Press.
- Heritage, J. & D. Greatbatch. (1991). On the Institutional Character of Institutional Talk: The case of news interviews. In D. Boden & D. H. Zimmerman (Eds.) *Talk and social structure: Studies in ethnomethodology and conversation analysis*. Berkeley, Los Angeles, London: University of California Press.
- Heritage, J. & Roth, A. (1995). Grammar and Institution: Questions and questioning in the broadcast news interview. *Research on Language and Social Interaction*, 28 (1), 1–60.
- Hinze, C. (2005). Looking into ‘face’: The importance of Chinese mian and lian as emic categories. In F. Bargiela-Chiappini and M. Gotti (Eds.), *Asian business discourse(s)* (pp. 169-210). Berlin: Peter Lang.
- Ho, D. (1976). On the concept of face. *American Journal of Sociology*, 81, 867-884.
- Holtgraves, T. (2008). Automatic intention recognition in conversation processing. *Journal of Memory and Language*, 58(3), 627-645.
- Holtgraves, T., & Yang, J. N. (1990). Politeness as universal: Cross-cultural perceptions of request strategies and inferences based on their use. *Journal of Personality and Social Psychology*, 59(4), 719.
- Holtgraves, T., & Yang, J. N. (1992). Interpersonal underpinnings of request strategies: General principles and differences due to culture and gender. *Journal of Personality and Social Psychology*, 62(2), 246.

- Hutchby, I. & Wooffitt, R. (2008). *Conversation Analysis: Principles, Practices and Applications*. Cambridge: Polity.
- Ide, S. (1989). Formal forms and discernment: Two neglected aspects of universals of linguistic politeness. *Multilingual-Journal of Cross-Cultural and Interlanguage Communication*, 8(2-3), 223-248.
- Ide, S. (1993). Preface: The search for integrated universals of linguistic politeness. *Multilingua-Journal Of Cross-Cultural And Interlanguage Communication*, 12(1), 7-12.
- Jucker, A. H. (1986). *News interviews: A pragmalinguistic analysis*. John Benjamins Publishing.
- Ka'da'r, D. Z. & Haugh, M. (2013). *Understanding Politeness*. Cambridge: Cambridge University Press.
- Kasper, G. (1990). Linguistic politeness: Current research issues. *Journal of Pragmatics*, 14(2), 193-218.
- Kasper, G. (2006a). Speech acts in interaction: Towards discursive pragmatics. In K. Bardovi-Harlig, C. Félix-Brasdefer, & A. Omar (Eds.), *Pragmatics and Language Learning, Vol. 11*(pp. 281-314). Honolulu, HI: National Foreign Language Resource Center, University of Hawai'i at Manoa. Distributed by University of Hawai'i Press.
- Kasper, G. (2006b). When once is not enough: Politeness in multiple requests. *Multilingua*, 25, 323-349.
- Kasper, G. (2009). L2 pragmatic development. In W.C. Ritchie & T.K. Bhatia (Eds.), *New handbook of second language acquisition*. Bingley: Emerald.
- Koutlaki, S. (2002). Offers and expressions of thanks as face enhancing acts: Tae'arof in

Persian. *Journal of Pragmatics*, 34, 1733-1756.

Kroon Lundell, Å. & Ekström, M. (2013). Interpreting the news: Swedish correspondents as expert sources, 1982–2012. *Journalism Practice*, 7(4), 517-532.

Lakoff, R. (1973). Questionable answers and answerable questions. In B. B.

Kachru, R. B. Lees, Y. Malkiel, A. Pietrangeli, & S. Saporta (Eds.), *Issues in linguistics. Papers in honor of Henry and Renée Kahane* (pp. 453-467). Urbana:

University of Illinois Press.

Lakoff, R. (1990). *Talking power: The politics of language in our lives*. Glasgow:

HaperCollins.

Lauerbach, G. (2004). Political interviews as hybrid genre. *Text*, 24(3), 353-397.

Leech, G. N. (1983) *Principles of Pragmatics*. London: Longman.

Leech, G. N. (2014). *The pragmatics of politeness*. New York: Oxford University Press.

Leichty, G., & Applegate, J. L. (1991). Social-cognitive and situational influences on the use of face-saving persuasive strategies. *Human Communication Research*, 17(3), 451-484.

Levinson, S. C. (1979). Activity types and language. *Linguistics*, 17(5-6), 365-400.

Levinson, S. C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.

Levinson, S. C. (2013). Action formation and ascription. *The handbook of conversation analysis*, 101-130.

LIM, T. S. & Bowers, J. W. (1991). Facework solidarity, approbation, and tact. *Human Communication Research*, 17(3), 415-450.

Lim, T. S. (2004). Towards an Asian model of face: The dimensionality of face in Korea. *Human Communication*, 7, 53-66.

- Locher, M. A. (2004). *Power and Politeness in Action: Disagreements in Oral Communication*. New York: De Mouton Gruyter.
- Locher, M. A. (2006). Polite behaviour within relational work: The discursive approach to politeness. *Multilingua*, 25(3), 249-267.
- Locher, M. A., & Watts, R. J. (2005). Politeness theory and relational work. *Journal of Politeness Research*, 1(1), 9-33.
- Mao, L. (1994). Beyond politeness theory: 'face' revisited and renewed. *Journal of Pragmatics*, 21, 451-486.
- Markee, N., & Kasper, G. (2004). Classroom talks: An introduction. *The Modern Language Journal*, 88 (4), 491-500.
- Martinez-Vallvey, F (1995). *La entrevista periodística desde el punto de vista conversacional*. Salamanca: Publicaciones Universidad Pontificia.
- Matsumoto, Y. (1988). Reexamination of the universality of face: Politeness phenomena in Japanese. *Journal of Pragmatics*, 12(4), 403-426.
- Mey, J. L. (1993). *Pragmatics: An Introduction*. Oxford: Blackwell Publishers.
- Mey, J. L. (2001). *Pragmatics: An Introduction* (2nd ed). Oxford: Blackwell.
- Mey, Jacob (2010). Societal pragmatics. In Louise Cummings (Ed.) *The pragmatics encyclopedia* (pp. 444-446). London: Routledge.
- Mullany, L. (2002). "I don't think you want me to get a word in edgeways do you John? Re-assessing (Im)politeness, Language and Gender in Political Broadcast Interviews." Retrieved from Working Papers on the Web:
<http://extra.shu.ac.uk/wpw/politeness/mullany.htm>.
- Müller, S. (2005). *Discourse markers in native and non-native English discourse* (Vol. 138). John Benjamins Publishing.

- Nwoye, O. G. (1989). Linguistic politeness in Igbo. *Multilingua*, 8, 259-275.
- Nwoye, O. G. (1992). Linguistic politeness and socio-cultural variations of the notion of face. *Journal of Pragmatics*, 18(4), 309-328.
- O'Driscoll, J. (1996). About face: A defence and elaboration of universal dualism. *Journal of Pragmatics*, 25, 1-32.
- O'Driscoll, J. (2007). Brown and Levinson's face: how it can – and can't – help us to understand interaction across cultures. *Intercultural Pragmatics*, 4, 463-492.
- Owen, M. (1981). Conversational units and the use of 'well ...'. In P. Werth (Ed.), *Conversation and Discourse*, (pp.99-116). London: Croom Helm.
- Owen, M. (1983). *Apologies and remedial interchanges. A study of language use in social interaction*. Berlin: Mouton.
- Reiter, R. M. & Placencia, M. E. (2005). *Spanish Pragmatics*. Basingstoke: Palgrave Macmillan.
- Reiter, R. M. (2009). How to get rid of a telemarketing agent? Face-work strategies in an intercultural service call. *Face, Culture and Social Interaction*, 12.
- Roca-Cuberes, C. (2014). Political interviews in public television and commercial broadcasters: A comparison. *Discourse & Communication*, 8(2), 155-179.
- Quirk, R., Greenbaum, S., Leech, G. & Svartvik, J. (1985). *A comprehensive grammar of the English language*. London: Longman.
- Rosaldo, M. Z. (1982). The things we do with words: Ilongot speech acts and speech act theory in philosophy. *Language in Society*, 11, 203-238.
- Sacks, H., Schegloff, E. A., & Jefferson, G. (1974). A simplest systematics for the organisation of turn-taking in conversation. *Language*, 50, 696-735.
- Schegloff, E. A. (1968). Sequencing in conversational openings. *American anthropologist*,

70(6), 1075-1095.

- Schegloff, E.A. (1972). Notes on a conversational practice: Formulating place. In D. Sudnow (Ed.), *Studies in social interaction* (pp. 75-119). New York: The Free Press.
- Schegloff, E. A. (1988/89). From Interview to Confrontation: Observations of the Bush/Rather Encounter. *Research on Language and Social Interaction*, 22, 215-240.
- Schegloff, E. A. (1984). On some questions and ambiguities in conversation. In J. M. Atkinson & J. Heritage (Eds.), *Structures of social action: Studies in conversation analysis* (pp. 28-52). Cambridge: Cambridge University Press.
- Schegloff, E. A. (2007). *Sequence organization in interaction: A primer in conversation analysis*. Cambridge: Cambridge University Press.
- Schegloff, E. A., Koshik, I., Jacoby, S., & Olsher, D. (2002). 1. Conversation Analysis and Applied Linguistics. *Annual Review of Applied Linguistics*, 22, 3-31.
- Schegloff, E. A., & Sacks, H. (1973). Opening up closings. *Semiotica* 7:289-327.
- Schegloff, E. A., & Sacks, H. (1974). Opening up closings. In R. Turner (Eds.), *Ethnomethodology: Selected readings* (pp. 233-264). Harmondsworth: Penguin.
- Schiffrin, Deborah (1987). *Discourse Markers*. Cambridge: Cambridge University Press.
- Schiffrin, D. (1994). *Approaches to discourse*. Oxford: Blackwell.
- Schourup, L. (1999). Discourse markers. *Lingua*, 107(3-4), 227-265.
- Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language*. Cambridge: Cambridge University Press.
- Searle, J. R. (1975). Indirect speech acts. In P. Cole & J. Morgan (Eds.), *Syntax and semantics, 3: Speech Acts*. New York: Academic Press.
- Searle, J. R. (1976). A classification of illocutionary acts. *Language in Society*, 5(1), 1-23.
- Searle, John R. (1979). *Expression and Meaning*. Cambridge: Cambridge University Press.

- Sifianou, M. (2011). On the concept of face and politeness. In F. Bargiela-Chiappini & D. Kádár (Eds.), *Politeness across cultures* (pp. 42-58). London: Palgrave Macmillan.
- Simon-Vandenberg, A.-M. 1996. Image-building through modality: the case of political interviews. *Discourse & Society*. 7(3), pp.389-415.
- Spencer-Oatey, H. (2005). (Im)politeness, face and perceptions of rapport: unpacking their bases and interrelationships. *Journal of Politeness Research*, 1, 95-120.
- Spencer-Oatey, H. (ed.) (2008). *Culturally speaking: Culture, communication and politeness theory*. Cornwall: MPG Books.
- Strecker, I. (1993). Cultural variations in the notion of face. *Multilingua*, 12, 119-141.
- Svartvik, Jan (1980). *Well* in conversation. In S. Greenbaum, G. Leech, & J. Svartvik (Eds.), *Studies in English linguistics for Randolph Quirk* (pp. 167-177). London: Longman.
- ten Have, P. (2007). *Doing conversation analysis: A practical guide* (2nd ed.). London: Sage.
- Ting-Toomey, S., & Kurogi, A. (1998). Facework competence in intercultural conflict: An updated face-negotiation theory. *International Journal of Intercultural Relations*, 22(2), 187-225.
- Thomas, J. A. (1995). *Meaning in interaction: An introduction to pragmatics*. London: Longman.
- Underwood, W. (2008). Recognizing speech acts in presidential e-records. *Georgia Tech Research Institute*, Unpublished Technical Report ITTL/CSITD 08-03.
- Van Dijk, T. A. (1997). What is political discourse analysis? *Belgian Journal of Linguistics*, 11(1), 11-52.
- Watts, Richard J. (1986). Relevance in conversational moves: A reappraisal of 'well'. *Studia Anglica Posnaniensia*, 19, 37-60.
- Watts, R. J. (2003). *Politeness*. Cambridge: Cambridge University Press.

- Watts, R. J., S. Ide, & K. Ehlich (eds.) (1992). *Politeness in language: Studies in its history, theory and practice*. Berlin: Walter de Gruyter.
- Walker, T., Drew, P., & Local, J. (2011). Responding indirectly. *Journal of Pragmatics*, 43(9), 2434-2451.
- Wierzbicka, A. (2003). *Cross-Cultural Pragmatics: The Semantics of Human Interaction* (2nd ed.). Berlin and New York: De Gruyter Mouton.
- Yu, M. C. (2005). Sociolinguistic competence in the complimenting act of native Chinese and American English speakers: A mirror of cultural value. *Language and speech*, 48(1), 91-119.
- Yule, G. (1996). *The Study of Language*. London: Longman Group, Ltd.
- Yus, F. (2000). On reaching the intended ironic interpretation. *International Journal of Communication*, 10(1-2), 27-78.