

*Analysis of Adjacency Pairs of Cristiano's Interview***Wisal Hamid Fendi Khalaf (M.A)****Asst. Prof. Emad Hayif Sameer (Ph. D)****ed.emad.samir@uoanbar.edu.iq****Anbar University - College of Education for Humanities****DOI: <https://doi.org/10.31973/aj.v2i146.4326>****ABSTRACT:**

Conversation is a vital tool in communication for communicating meaningful pieces of interactions. Adjacency pairs are often seen as fundamental units in conversational organization. The form and purpose of a specific pair component, as well as the context beside the stage of the conversation, all play essential roles in determining the meaning and function of an utterance. Each pair has special intended meaning, purpose and function which cannot be fully understood without relying on the context at which the adjacency pairs appear. The present study tends to focus on adjacency pairs within sports interviews with the aim of studying these pairs pragmatically since defining the underlying expectations on which the regularities are founded is difficult. The study also aims at examining the adjacency pairs included in the exchanges between the TV interviewers as well as the footballers, finding out the communicative purposes behind the adjacency pairs usage that the player wishes to transmit when being interviewed. The method used for analysis is a mixed one (quantitative and qualitative) to analyze the latest interview for the player. The qualitative analysis examines the content of the utterances descriptively and the quantitative analysis relies on a table, under the interview, that shows the rates of the types of adjacency pairs. So, the selected interview is analyzed in terms of number, types, frequency and distribution of adjacency pairs. The adopted model is an eclectic one which composes Cook's (1989) model of Adjacency Pairs, Van Dijk's (2006) model of Context and Grice's (1975) model of Cooperative Principles.

Keywords: Cristiano, Interview, Adjacency pairs, quantitative, qualitative.

INTRODUCTION

In social life, communication takes many forms. Language has been the primary tool for conveying messages. Conversation and otherwise oral communication is one of the methods of interaction. It is possible to study communication that occurs through conversation. The focus of conversation analysis could be on a number of topics. This study concentrates on the adjacency pairs as well as the communicative roles which the adjacency pairs hold.

In the structure of communication, there are numerous nearly automatic patterns. These patterns are known as 'adjacency pairs', and they are the type of paired utterances that include question-answer, offer-acceptance and so many other types. These pairs are intensely inter-related with the turn-taking structure as a technique for choosing a next speaker. The presence of such "paired utterances" is evident, however, it is difficult to clearly define the underlying assumptions on which the regularities are discovered.

As a social species, humans require interaction with others. Conversation is essential for conveying meaning in communication. Dialogue requires a partner, and one of the fundamentals of conversation involves adjacency pairs. The form and aim of a particular pair component, as well as the context and stage of the conversation, are important factors in assigning the meaning and the function of an utterance. Adjacency pairs are the spoken or written utterance which are closely and definitely related to interlocutors' intended meaning as well as his/her intention within the course of meaningful interaction. Each pair has special intended meaning, purpose and function which cannot be fully understood without relying on the context of the interview (and the players' intention as well) at which the adjacency pairs appear; the intended meaning cannot be understood without investigating and relying on the context of the interview as a whole. Thus, to investigate the intended meaning, one should study adjacency pairs within sport interviews pragmatically.

Aims of the Study

This study aims at:

1. Examining the Aps included within the conversation taking place between the TV interviewer and the player.
2. Finding out the communicative functions of Aps the player wants to convey when being interviewed, and

Hypotheses of the Study

It is hypothesized that:

1. The players' interview has most types of Aps, with priority or dominance to question and answer in function.

2. Behind communicating Aps within meaningful interaction, there is a communicative function the player wish to convey when engaged to meaningful exchange.

Discourse Analysis and Pragmatics

Pragmatics is an essential study that discusses the meanings of languages. According to Peccei (1981:2), pragmatics is another branch of linguistics that is used to discuss the many meanings and concerns that are dealt with.

As said by Yule (1996: 3), "*pragmatics is the study of contextual meaning*". It is critical because it examines how individuals perceive what they mean in a given situation as well as how the context effects what they say. Humans can comprehend one another in their communication by using the language system and the language itself to explain the meaning from the speakers to the audience. The speaker should comprehend what is said, and the listener should really be able to deduce what is stated in order to arrive at an understanding of the speaker's intended meaning (Jassim & Ahmad, 2021).

According to Mey (1993:42), pragmatics is the investigation of the circumstances of human language usage as they are determined by the environment of society. As seen by Levinson (1983:21), pragmatics focuses upon the relationships between languages as well as the context which are fundamental to an account of language meaningful comprehension. Hence, pragmatics may be described as the study of the link between language and context, whereby the contextual meaning of a speech might differ from the grammatical meaning.

Pragmatics is the study of how context contributes to meaning in linguistics and related sciences. In another words, it is the field of research which examines the use of human language in social interactions, and the relationship between the interpreter as well as the interpreted (Austin, 1962). On the other hand, discourse analysis is a conceptual generalisation of conversation within each channel and context of communication. The phrase is researched in this meaning in corpus linguistics, which is the study of language represented in corpora (markers) of "real world" texts (Austin, 1962). Furthermore, because a discourse is a mass of text intended to express certain facts, information, as well as knowledge, there are internal and external relations in the contents of a given discourse. As such, a discourse does not emerge in/of itself, but is linked to other discourses through inter-discursive behaviors (Rastier, 2001). The study of language in its settings of usage is the focus of pragmatics and DA.DA analyzes written and spoken language regarding its social context, whereas pragmatics explores the impact of context on meaning. Both fields

focus upon analyzing conversations in its context, including the phenomenon of Aps in interviews.

An Adjacency Pair (Hence forth AP) is an expression of conversational turn-taking in linguistics. An AP consists of two utterances delivered sequentially by two speakers. The initial utterance (the first-pair component, or the first turn) elicits a response utterance (the second-pair part, or the second turn) (Schegloff & Sacks, 1973). Adjacency Pairs (Hence forth Aps) are a constituent of pragmatic variability in the field of linguistics, and are seen to be most visible in pragmatics' "interactional" function (Rüegg, 2014). Adjacency pairings exist in all languages and differ in context and content depending on the cultural values held by the speakers of the relevant language. They are often given by speakers unconsciously since they are an integral element of the language used at the time and are so ingrained in speakers' comprehension and usage of the language . Thus, Aps may provide difficulties when a person starts learning a language that is not native to them, because the cultural context and importance of the Aps may be obscure to a speaker outside of the core culture linked with the language (Iglesias & Ángela, 2001)

From a pragmatic viewpoint, what is called a conversation with turn-taking and Aps is cooperated by Grice's Cooperative Principle or Maxims. Grice has thought that meaningful discussion was characterized by collaboration and he has developed his Cooperative Principle hypothesis on the notion that in order to enable good communication, participants in a conversation normally try to be accurate, informative, relevant, and clear. Grice has structured his cooperation concept into four conversational maxims based on these assumptions. The four Conversational Maxims are the Maxim of Quality (speaking truthfully), the Maxim of Quantity (speaking sufficiently) , the Maxim of Relevance (speaking relatedly) , and the Maxim of Manner (speaking orderly).Grice has believed that anyone wished to engage in meaningful communication would follow or violate these maxims and would assume that others would also be following them (Ibrahim & Hussein, 2021 (Macagno & Capone, 2021). For the present analysis, when having conversations involving APs utterances, the researcher will investigate whether or not the participants adhere to these maxims and whether or not they break them.

Adjacency Pairs

There are numerous ways to communicate via the use of language, both orally and written. Human spend a major part of their lives engaged in discussion, and for most of them, talking is one of their most significant and captivating activities, according to Jack C. Richards and Richard W. Schmidt, authors of Language and

communication (1983). To have a conversation, there must be at least two persons involved as the first and second parties of the conversation (Taylor et al, 1987). In a conversation, people talk to each other about different things. In most conversations, the first word is "Hello", and the last is "Goodbye", for example. In addition, there is a lot of talk in between, too. However, the use of language in dialogue is a difficult issue (Clark and Clark, 1977). In fact, there are a number of significant issues that presenters and participants encounter when engaging in discussion. Turn taking, Aps, starting and closing conversation are all examples.

Types of Adjacency Pairs

Aps make it easier for speakers to give and take turns. Aps are an essential unit of conversational organisation as well as how meanings are conveyed in speech (Paltridge, 2006:115). According to Paltridge, when two speakers produce utterances next to each other, the second one is identified as an expected follow-up to the first utterance. Paltridge (2006:107-116) performs the following kind of Aps:

1. Requesting-acceptance
2. Assessment-agreement
3. Question-answer
4. Compliment-acceptance
5. Greeting-greeting
6. Leave-taking AP
7. Complaint-apology
8. Warning-acknowledgement
9. Blame-denial
10. Threat, counter-threat, etc.
11. Offer-acceptance

In addition to Partridge's classification, Cook (1989) to more types that will be adopted here which are: **Accusations** and **question-assessment** beside **offer and blame** which are already found within Partridge's classification.

However, cultural differences exist in these kinds of conversational rituals. Just because a person can open and finish a conversation in their native language does not indicate they will be able to do it in a second language or culture.

When one looks at the types of Aps shown above, it is possible to figure out that some types of conversational actions go together naturally. Greetings, such as 'hello' and 'hi', for example, make a natural pair. It also appears normal for queries to be followed by acceptance or refusal, and so on. Between the turns that make up matched sequences, there is a normative relationship.

Model Adopted

In this part, the eclectic model is examined and modified to fit the objectives of the current analysis. The eclectic model is a form of analysis that integrates several methods and approaches to address the problem, objectives and/or aims, questions, and hypotheses. Eclectic models are borrowed and modified to meet the needs of scientific investigation. Additionally, the eclectic model is a conceptual framework that contains a number of analytical methods. (Fisher, 2012). The present study develops an eclectic model to analyse Aps of the sport interviews of the chosen data.

In CA, an AP is a pair of conversational turns made by two separate speakers so that the performance of the first turn (known a first-pair part) renders a response (called a second-pair part) of a specific kind relevant. A query, such as "what's your name?" needs the recipient to respond in the following conversational round. Failure to respond quickly is obvious and responsible. Aps enable speakers to assign and surrender turns. Aps were recognized as primary turn kinds by Sacks et al (1974). The following are examples of Aps to help you understand them.

- a. Greeting-greeting (A: *Hello*. B: *Hi*)
- b. Summons -answer (A: *I need help here*, B: *I'm coming!*)
- c. Complaint-denial (A: *The room is a mess!* B: *I was out!*).
 - b. Request-apology (A: *It's ten minutes past the hour?* B: *My car broke down.*)
- e. Request for information –grant (A: *When is the bus arriving?* B: *After ten minutes.*)
- f. Offer-accept (A: *Do you need help with that?* B: *Definitely!*)
- g. Offer-reject (A: *Chocolate?*, B: *I'm on a diet, thanks.*)

An AP will be examined also pragmatically adopting Grice's model of Cooperative Principle (1975) to analyse the significance, intended meaning and function behind what is said.

Finally, the last step within the current eclectic model is to investigate the communicative function for communicating Aps within meaningful interviews, adapting Widdowson's (1984) two primary functions. These models will be elaborated as follows:

Van Dijk's (2006) Context, Discourse and Cognition

There are numerous techniques to studying a conversation fragment, depending on our aims as well as theoretical viewpoints. We might examine the grammatical, stylistic, rhetorical, pragmatic, argumentative, interactive, and other structures that characterize this discourse. This is the main purpose of conversation and CA (Van Dijk, 2006).

One of the determinant aspect of speech event is context which is defined by Van Dijk (2006) as "*I thus propose that contexts are*

not 'objective' or 'deterministic' constraints of society or culture at all, but subjective participant interpretations, constructions or definitions of such aspects of the social environment". According to what we think about minds, such "definitions" are mental, which in many cases, they are merely mental, not articulated or established in speech, though they may impact discourse. Contexts are defined as participant definitions, such that, as mental constructs, can serve as an interface with both situational and societal structures and discourse structures because they subjectively 'represent' relevant aspects of situations and society, as well as directly interfere with the mental processes of discourse production and comprehension. Contexts can only 'control' conversation if they are conceived of as cognitive structures of some type. Only in this manner one can establish the critical criteria of 'relevance', that is, in considerations of a selective emphasis on, including subjective interpretation of, some social restrictions as established by the participants. This also explains why alternate, false, or incorrect meanings of the social situation can affect speech as long as the speaker or writer 'sees' it that way. Thus, it is not 'objective' gender, class, race, or power that control the creation or understanding of text and discourse, but rather how participants perceive, portray, and employ such 'external' restrictions, particularly in situated interaction. Contexts-mental conceptions of crucial characteristics of social settings-impact what individuals say and, more importantly, how they say it. Contexts explain not just what individuals say, but also how they say it. The legislative environment governs lexical choice, grammar, phonological usage, and many other aspects of this speech's "formal" style (Van Dijk, 2006).

However, mental 'constructs' require more theoretical examination with their own right, and one, thus, requires additional cognitive theory to grasp their nature as well as how they might 'affect' or 'control' discourse and text. Contemporary cognitive psychology presents a theoretical concept, and mental models that are particularly suited to account for what some have termed "*subjective constructions or definitions of communication circumstances*". Many descriptions and explanations of human understanding events have been provided by the theory of mental models, which is now more than 20 years old, despite the fact that it is far from being complete and clear. Discourse production and comprehension theories have long relied on the idea of a mental model (Van Dijk, 2006: 54).

To outline a sophisticated theory of strategic discourse decoding, it has first been assumed that the development, activation, or actualization of a mental picture as representations in Episodic Memory (the area of personal events) is central to the production and interpretation of discourse (part of Long Term Memory). This

conceptual representation is a subjective depiction of the events or scenario under discussion. That is, interpreting text or speech entails not only establishing a mental representation of its (intentional)'meaning,' but also, and ultimately, generating a schema of its (extensional)'referent' as the participants subjectively characterize it by developing a mental model for it. In addition, this cognitive theory of discourse comprehension is fairly compatible with a formal modeling method as the (extensional) semantics of formal languages (Van Dijk, 2006).

People's episodic memory is therefore occupied by mental models, which represent their experiences. These are subjective and often biased representations of 'reality,' and may include evaluations of events or circumstances (opinions), and also emotions linked with such occurrences- as is often the case with dramatic or tragic events in our lives (Van Dijk, 2006).

These mental representations of the discussed circumstances serve a variety of crucial purposes in discourse processing. For starters, they serve as the beginning point of discourse in discourse production: One knows things (new) about an event or circumstance, or have an opinion or feeling about it, and also a representation serves as the 'base' of, say, narrative, news reporting, or a letter to the editor. In contrast, mental models are the objective of understanding in discourse comprehension: One comprehend a conversation when one can develop a mental model for it. The conventional but ill-defined concept of 'making sense' of text or speech entails the creation or actualization of a mental model (comprehending and understanding the text by using mental capacities) (Van Dijk, 2006).

Although some of its qualities may be highly broad, if not universal, mental models contain culturally determined (and hence varied) schematic structures. That is, individuals do not comprehend discourses and the occurrences they are about in random and indefinitely changeable ways, but rather employ useful schemas, movements, and tactics to help them grasp potentially infinitely varied discourses and circumstances. Mental models accomplish just that, and they take the shape of a schematic representation of certain basic categories that may be used in the millions of 'understandings' in people's daily lives. Setting (Time, Location), participants and their responsibilities, continuing events and activities, and so on, are examples of well-known categories. Not remarkably, many of these categories are also found in the semantic structures of utterances (as known from case grammar structures or functional grammars) and also in the structures of stories – because these are among the many aspects mental models can be (partly) expressed in discourse, particularly in storytelling. Clearly, these stories reflect not just the

subjective mental representations of events, but also the limits of the interaction in which they have been delivered (Van Dijk, 2006).

Models are always far more comprehensive than the discourses on which they are built. They include a lot of personal as well as instantiated social information, like when Tony Blair talks about Iraq, military, and so on. In turn, generalizations and abstracts of mental models can be used to acquire or modify sociocultural information. The majority of a mental model's information, however, stays implicit because, depending on the context, speakers are aware that such knowledge is irrelevant, previously known, or inferable by the recipient. This, and much more, forms the foundation of a cognitive-semantic theory of speech creation and comprehension (Van Dijk, 2006).

Finally, mental models are crucial not only for discourse generation and comprehension, but also for any other type of meaningful interaction and comprehension. As a result, they cannot be simplified to text or speech. They explain comprehension as well as a variety of other discourse qualities such as anaphora, regional and global coherence, themes, presuppositions, and so forth. They also explain how one might falsely 'recall' material from conversation that was never expressly addressed in such discourse, or how one can remember an event but not remember whether one reads about it, hears about it, or sees images of it on television. To summarize, mental models are a highly strong theoretical concept, and tests that distinguish between model structures or text structures have demonstrated that they 'exist' irrespective of the discourses in which they are stated or assumed (Van Dijk, 2006).

One can immediately deduce from this quick informal description of mental models that they are well suited to describe the mental 'constructs' one referred to as 'contexts.' That is, contexts are subjective descriptions of events or circumstances, but not of the scenario people are discussing, but of the situation in which people are presently participating when they engage in discourse or text. Contexts, in other words, are participants' mental representations of communication circumstances. They share the same basic characteristics as other conceptual frameworks: they are representations in Episodic Memory (and thus, like other experiences, can be used for later recall and storytelling); they are subjective; and they are structured by a handy schema which enables language users to quickly understand the vast array of possible communicative situations in their daily lives (Van Dijk, 2006).

To sum up, context models serve as the foundation for people's "pragmatic" understanding of conversation. First and foremost, their basic design provides the blueprints for all subsequent conversation.

Second, context models are the objective of discourse comprehension and interaction: Comprehending 'what is going on' in communication and interaction is clearly more than merely grasping the (semantic) meaning of speech. Third, and most importantly, context models continue to shape discourse creation and comprehension. That is, they are not set, but rather adaptable and dynamic, adapting to the environment, what has been spoken previously, changes in plan, and so on. This also implies that context models and the discourses developed under their influence do not have to be coherent. Contexts determine the appropriateness of every state of the growing discourse as dynamically updated and modified models of the now-relevant components of the communicative situation (Van Dijk, 2006).

Grice's Cooperative Principles and Adjacency Pairs

In a conversation, an interlocutor is intended not only to grasp the substance and aim of the utterance, but also to respond to the addresser's speech act. The response should correspond to the addresser's speech. To put it another way, the addressee's statement must have the same substance and aim as the addresser's and go in a line with what is required, and one of these pieces of exchanges is Aps (Skinner, 1948). By doing so, both the addressee and the addresser contribute to the conversation's productivity and significance. To have a fruitful and meaningful discussion, the speakers require specific rules to assist them make appropriate replies. H. Paul Grice (1975) develops four maxims to guide speakers in making their presentations productive and meaningful.

Grice (2004) proposes a broad guideline called the Cooperative Principle to direct interlocutors in discourse. The principle denotes "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" (Grice, 2004). Saeed (2003: 204) defines Cooperative Principle in relation to this paradigm as: "a kind of tacit agreement by speakers and listeners to cooperate in communication." The concept incorporates four maxims, sometimes known as Grice's maxims. Quality, quantity, relevance, and manner are the maxims (Grice, 2004).

The Maxim of Quantity concerns the quantity of information should be presented in a discourse (Dornerus, 2005). This means that while presenting concepts, presenters must offer adequate and detailed supporting details. Grice (2004) identifies two sub-maxims in the domain of quantity: "Make your contribution as informative as required (for the current purposes of the exchange)" and "Do not make your contribution more informative than required". In this regard, presenters should deliver knowledge that is as beneficial to

them as it is to their audience. As a result, not too little and nor too much information should be provided.

The Maxim of Quality is concerned with providing accurate information (Dornerus, 2005). This maxim demands speakers to give information in a real and truthful manner. The material should be as accurate and compelling as possible. Grice (2004) proposes two sub-maxims in the domain of quality: “Do not say what you believe to be false,” and “Do not say that for which you lack adequate evidence”. This indicates that the speaker should be truthful when providing information. Similarly, the speaker should present sufficient evidence to back up his or her knowledge or argument.

The Maxim of Relevance considers the importance of information offered by speakers. Addressers as well as addressees should dovetail their interactions in a discussion. Grice (2004) only includes one sub-maxim in this area, namely "be relevant". All of these maxims are supposed to be followed when using Aps.

Dornerus (2005) underlines that 'Maxim of Manner' deals with “matter of being clear and orderly when conversing”. This maxim includes four sub-maxims, which are “Avoid obscurity of expression”, “Avoid ambiguity,” “Be brief”, and “Be orderly”; speakers are expected to provide clear, univocal, concise and well-ordered information. In other words, interlocutors should avoid using wordy sentences that have various interpretations.

As Asher (1994) points out, Grice is conscious that there have been numerous situations when speakers fail to adhere to the maxims. The inability to observe the maxims is classified into four types of non-observance: Breaching, flouting, opting out, as well as infringing a maxim. The maxims are broken when speakers purposefully provide insufficient, insincere, irrelevant, or unclear information in an unorganized manner. When speakers break the maxim, they know the listeners would not know the truth. They are sometimes seen as deceptive because they can mislead the implicature (Cutting, 2002). When speakers expect their listeners to comprehend the suggested meanings, maxims are broken. When speakers violate a maxim, they are not attempting to deceive the listeners; rather, they assume that the listeners understand that their statements should not be taken at face value and that they may deduce the underlying meaning (Cutting, 2002). Opting out over a maxim, unlike breaching and flouting, demonstrates the speaker's unwillingness to collaborate, since they generally remove themselves out of the discourse since they do not want listeners to deduce any implicit meanings or notice any maxims are working (Asher, 1994).

According to Thomas (1995), as cited by Cutting (2002), speakers violate a maxim when they know the audience will not know the truth and will only grasp the apparent meaning of the words. They purposefully create a false implication. A maxim breach is unobtrusively and discreetly deceptive. The speaker purposefully provides insufficient information or says something dishonest, irrelevant, or unclear. Speakers breach the quantity maxim once they do not provide enough information to the audience to understand what is being discussed because they do not want the audience to know the truth. If the speaker is being willfully dishonest and providing incorrect information, s/he is breaching the quality maxim. If a speaker says anything to divert the audience, the speaker is breaching the relevance principle. The diversion is created by purposefully providing a deceptive implicature, allowing the speaker to shift the topic while keeping the reality hidden. Within a discourse, a speaker may be seen to be breaching the rule of style if s/he speaks the statement in confusing or hazy reference and avoids delivering a concise and ordered response. The violation is designed in the belief that what is said will be seen as a response and the problem will be abandoned since the listener is unaware of the reality (Cummins & Katsos, 2019).

Since Aps are parts of what is called conversation, they have a great association with Grice's four maxims. In normal conversations and interviews, the interviewee may violate one maxim or another while replying or initiating Aps utterances, and thus, there may be variation in Aps utterances among native and non-native players. Using Grice maxims while analyzing the current phenomenon is one of the appropriate tools or models used here.

Cook's (1989) Model of Adjacency Pairs

Cook (1989) describes AP as simply two forms of conversational turns that usually occur together. According to him, Aps are a fundamental element of conversational structure and a critical mechanism for meanings to be expressed and understood in conversation. Aps comprise utterances produced by two consecutive speakers in such a way that the subsequent utterance is recognized as connected to the first as a predicted follow-up to that utterance. Cook adds that in an AP, any response that is neither a preferred as well as dispreferred response may be regarded as roughness or a lack of attention.

Cook (1989:52) points out, in respect of APs, that there is often a choice of two likely responses. A request is most likely to be followed by either an acceptance or a refusal. In such cases, one of the responses is preferred because it occurs most frequently and the other dispreferred because it is less common. That in an AP, any response

that is neither a preferred as well as dispreferred response may be regarded as roughness or a lack of attention.

Cook adds that adjacency pairs' responses are frequently a choice between two likely options. A request will almost always be met with either an acceptance or a refusal. In such cases, one of the responses is preferred because it is the most common, while the other is rejected because it is uncommon. (Ibid)

The kinds proposed by Cook are adopted in the current study .They were grounded by him in this way :

1- Offer :

a. Acceptance (preferred)

b. Refusal (dispreferred)

2. Assessment

a. Agreement (preferred)

b. Disagreement (dispreferred)

3. Blame

a. Denial (preferred)

b. Admission (dispreferred)

4. Question

a. Expected Answer (preferred)

b. Unexpected Answer (dispreferred)

5. Accusation

a. Acceptance(confession) (dispreferred)

b. Justification (preferred)

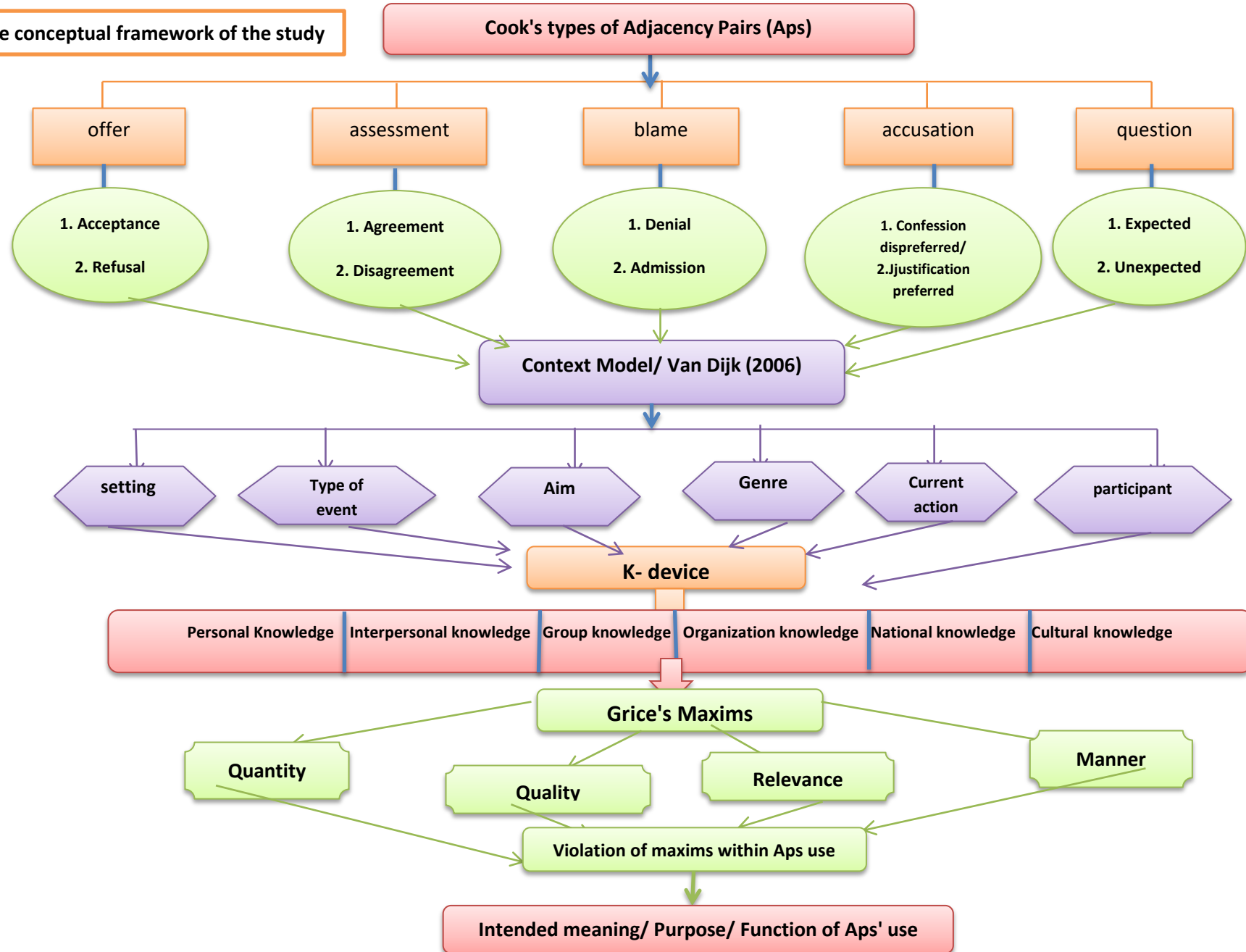
Expected Answer (preferred)

Unexpected Answer (dispreferred)

Acceptance (dispreferred) Justification (preferred) (Ibid:109)

The eclectic model selected is clarified illustratively in the following figure (3.1):

Figure (3.1): The conceptual framework of the study



The figure (3.1) shows the steps followed when analyzing sport interviews of the native players (Beckham and Rooney) and those of the non-native ones (Salah and Ronaldo). The study analysis begins with investigating the kind of Aps used within sport interviews of native and non-native football players, based upon Cook's (1989) model and types of Aps. Thus the first step is to show which type of Aps has been used by footballers, and the subtypes as well. The second step is to relate the utterance of Aps to the model of context (Van Dijk's 2006 model) to show how the meaning is connected decisively to the context. The context of the utterance composes many aspects like: Setting, type of event, aim, genre, current action and participant that all affect upon the meaning initiated. The utterance also explores k-device by utilizing the phonological aspect of the uttered utterance which includes various kinds of knowledge that are all combined to create meaning. The last step is to analyse the utterances of Aps according to Grice's(1975) maxims; examine whether the speaker violates Quantity, Quality, Relevance or Manner. Finally, to interpret the utterance thoroughly, the intended purpose (intended meaning as well) is explained.

Analysis of the Interview with Cristiano

Interviewer: Cristiano (.) it's nearly two months since you've been back at Manchester united (.) how have you found it? =
= and is it *what* you expected?

Cristiano: yes (.) uh: *when* I left the club I knew it our biggest is Manchester .hhh

so::: uh: as mentioned before I uh: am two: months here .hhh so everything is subtle so it's good

I'm happy, family is happy .hhh, I'm still adapt to the club to the new new players, .hhh but it's good so far, is is brilliant and I am: I am so happy to be here

Question – Answer

Violation of quantity maxim

The adjacency pairs appeared above reflects the type of question and answer. The context model clarifies the intended meaning of this turn where the interviewer has an idea about the player and about his previous club which is Manchester United. It is regarded as the starting point to Cristiano who got fame when he was playing there. He has an idea about Cristiano's answer in advance because any player wishes to play in this club. He resorts to the event model or situation model to answer the question focusing on the setting which is reflected by the location which is the most famous club in the world. It can be compared with Real Madrid and Barcelona. The age of the player is 36 which is regarded very old to

be in this club. This means that the factor of time and place motivates him to say “I am happy”.

The second factor of this model which is the type of event reflects an interview with a famous player who knows carefully that any wrong word may cost him his future. Cristiano has a great idea and experience to deal with such question. The aim of the context model is to have an idea about Cristiano real feelings because of his departure from France to England. The genre is that of sportive discussion where the interviewee tries to gain more attention and more fame. For this reason, it is normal that the orientation of this question be positive. The perspective of current action requires a positive answer from the most famous player in the world because there is a conflict concerning the famous players in the world who decided to move from one club to another.

The subjective information that are implied in these models control the way by which speakers and writers select or design their text and talk to fit the situation in which they are said or written. Context models are formed in the same way the other models are represented in episodic memory which are represented by the elements of a setting, participants, communicative and professional roles, the actions in which they are currently engaged in with their own cognition (aims, knowledge, opinions, emotions, etc.). Event models give the audience more information than discourses that express them: Most previous information about an event should be implicit because they are already known. For this reason the “common knowledge “ or “ common ground “ that is stored in a sentence memory in various types is required.

This knowledge that has a ‘K-device’ that is changeable according to the structure of talk or text and to the common ground of knowledge. It is reflected by variable factors which are: Personal knowledge, Interpersonal Knowledge, Group knowledge, Institutional or Organizational Knowledge, National Knowledge and Cultural Knowledge. All these variables serve the function of this turn to be question and answer.

Grice’s Quantity maxim is violated because the answer of this question can be one word only which is ‘yes’ but depending on Van Dijk’s model, Cristiano is aware that this an interview and the answer must be long because each turn of it has specific time which is identified previously. Concerning the second maxim which is quality is not violated because the interviewee gave information in a real and truthful manner and the sub-maxims of this maxims which are proposed by Grice are manifested where Cristiano does not say what he believes to false and does not say that for which he lack adequate evidence. His acceptance to play to this club is the best evidence that

reflects the manifestation of this maxim. Relevance and manner maxims are not violated because Cristiano was relevant in his answer and direct by using clear and explicit vocabularies.

Interviewer: from last time you were here *what* is different? *What* is the same? *What* have noticed? =

Cristiano: = well some phases uh:: (.) still familiar for me but the most of the players I can say (.) all the players they are new or they are different only Tom, the keeper, .hhh uh: Tommy Hitton it's the only player that I:: it was with me in 2004

.hhh so it is good new faces that I knew it before someone .hhh they they play with me in a national team Bruno and a lot and the rest I knew you know as a:: as a professional player .hhh and it is good as I told you before it's still uh:: adaptation for me, (.) new player the new league uh:: and a new system

.hhh but it's it's it's been good so far um:: as I told you I'm I'm happy uh to be back *where* I (.) belong =

Question –Answer violation of quantity – manner

Interviewer: = now all new players have to sing (.) an initiation song when they join a club, .hhh I'm told that you ducked out of that you said no no I did that when I first joined and you did a speech *inde-*instead *wh*:: *what* was in your speech? *What* were you saying (.) to your new teammates?

Cristiano: well I:: I:: I say (.) I said what I felt in that moment that I am here (.) u::m, you know, .hhh to win

uh:: Manchester it's synonymous off to win things (.) and I'm not here for holidays

.hhh so *what* I said to them and that I see a huge potential in this team, very young players uh::: very potential players .hhh and I am here to win and I am here to help the team .hhh to build up new stuff

so I speak more stuff but I (.) I don't remember really really well uh but it was good (.) good speeches I I didn't sing because I tell them that I sing uh:::m:: (.) a few years ago (h) I d(h)on't sa(h)y many years ago

.hhh but it was good the the boys they understand me, it was a good speeches (.)so I was happy in that night

Accusation – Refusal

Violation of quantity and manner maxims

The adjacency pairs that are manifested above reflect the type of accusation and refusal. The context model explains the real and the intended meaning of this turn where the interviewer was intelligent and logical in posing his questions. He asked this question after asking Cristiano about the difference between the situation of the club now and in the past and about the players and his relationship with them. He answered that he did not have an intimate relation with them

because he is older than them and most of them joined to the club recently. For this reason, the interviewer accused Cristiano of pride because all the new players have to sing a song when they join the club but Cristiano refused to do that. He said that he came to the club not to sing but to win. Cristiano, in his answer, resorts to the event model or situation model to answer the question by depending on the setting which is reflected by the location which is one of the famous club in the world and the second which is the factor of time where Cristiano regarded himself older than the other players, therefore, he did not imitate them in their songs. He said that he came to the club to work not to spend a time in a holiday.

This means that the factor of time and place activates him to answer in this way because if he belongs to the generation he must follow the same tradition and sing like them. The second factor of this model which is the type of event is an interview with a player who got many prizes and he knows carefully that the pride is something forbidden in the life in general and in the sport in particular. The aim of the context model in this question is reflected by attempting to make Cristiano say something bad (the bride) to get more watches but Cristiano and because of his wisdom was capable to answer the question in a wonderful way. The genre is that of sportive discussion where the interviewer and the interviewer try and do their best to get more fame. For this reason, it is normal that the orientation of this question be positive but with a justification that makes the real answer fit the intended question which is, “Do you fell that you are best in the team? Cristiano answered the question by saying that he did not sing but he did that not because he is the best but because he has his own objectives. The perspective of current question requires a positive answer from the most famous player in the world because he is aware that if he answered this question by saying ‘no’ he will be a liar knowing that the interviewer had a full idea about the fact of his behavior.

The subjective information implied in these models control affect the way by which speakers and writers choose their words or form their text and talk to be suitable to the situation in which the appear. Context models are represented by the elements of a setting, participants, communicative and professional roles, the actions in which they are currently engaged in with their own cognition (aims, knowledge, opinions, emotions, etc.). Event models give the audience more information than discourses that express them: Most previous information about an event should be implicit because they are already known. For this reason, the “common knowledge “ or “ common ground “ that is stored in a sentence memory in various types is required.

The a ‘K-device’ that is changeable according to the structure of talk or text and to the common ground of knowledge is manifested by variable factors which are: Personal knowledge, Interpersonal Knowledge, Group knowledge, Institutional or Organizational Knowledge, National Knowledge and Cultural Knowledge. All these variables come together to show that this turn is an accusation and refusal.

The violation of Grice’s Quantity maxim is present in this turn because the answer of this question can be reflected by one word which is ‘yes’ but depending on Van Dijk’s model, Cristiano knows carefully that this word may make him lose many people, therefore, this word cannot be said alone but it must be uttered with a justification in which he mentions the reasons that made him do that. The second maxim which is quality is not violated because Cristiano’s words are true for him and he said what he believes true and he presented the adequate evidence to show his humility by listening to the order of his coach. Relevance maxims is not violated because Cristiano was relevant in his answer but manner maxim is violated because he uses indirect way to answer the question.

Interviewer: you say you’re here to win (0.1) that is very simple .hhh but have you still got the same motivation? The same desire? =

= Because you’re 36 years of age and you’ve virtually everything possible in the game, *how how* have you still got the same motivation?

Cristiano: well I still I still::: (0.1) capable (.) and happy and motivated, you know, to s:::- to wake up in the morning and coming for the training uh:: to play games with which is the most easy thing is to play (.) .hhh but the (.) the background it’s the most difficult is the preparation to train every day .hhh to do it uh::: that’s tough to repeat the same stuff that I start to do it with 16, 17, 18 years old .hhh but I am still motivated I think it is the main word is that I’m still happy and enjoy the football doesn’t matter how much things that I won (.) in my career so I win everything as you say but I am still motivated =

= I mean in a new chapter of my life, .hhh even with my .hhh my age and this is why I’m here to try to win and I think Manchester um::: (.) need to be in this level of .hhh winning and thinking to win big things =

= so I’m here to help

Blame – Refusal**Violation of quality maxim**

The above adjacency pairs present the type of blame and refusal and this is manifested by its context model that explains the real and the intended meaning of this turn where the interviewer was logical in posing his question. He asked this question after asking him many questions that present a good justification to ask this question. He asked Cristiano about the word motivation and after that move the word 'old age'. He wanted to say that these words cannot be combined together in one situation. For this reason, the interviewer blamed Cristiano of continuity in playing football because his age is 36 years old. He wanted to say that in this age he must retire because he could play but he could not be as the past and a good player must do this step when he is the first rank.

This means that the factor of time and place activates the interviewer to ask this question but Cristiano answered this question depending on the same factor saying that there is no conflict between the factor of age and the motivation because he is able to play and achieve many prizes. He is aware that he can play and win because he has the will that equals the age. The second factor of this model which is the type of event is an interview with a player who has met before may be in hundreds of interviews. He is aware of his answers and knows carefully that there are many famous players who played and won many match and prizes in this age. The genre is that of sportive discussion where both of them the interviewer and the interviewee try and do their best to make it attractive and to get more fame. For this reason, it is normal that the orientation of this question be positive but a refusal that makes the real answer fit the intended question which is, "Do you feel that you can do the best in the future?" Cristiano answered the question by saying that he is capable to do the best because he is armed with the motivation and the correct exercises. The perspective of current question needs a positive answer from the most famous player in the world because he is aware that the years can be replaced by the will and the health.

The subjective information of these models have their effect on the way by which speakers and writers choose their vocabularies to form their text and talk to be suitable to the situation in which they are used. Setting, participants, communicative and professional roles, the actions in which they are currently engaged in with their own cognition (aims, knowledge, opinions, emotions, etc.) reflect the context models. Event models provide the audience with more information than discourses that express them because the audience can guess the answer of the interviewer previously depending on the event models.

Depending on the ‘K-device’ that is various according to the structure of talk or text and to the common ground of knowledge is reflected by variable factors that are found in any dialogue which are: Personal knowledge, Interpersonal Knowledge, Group knowledge, Institutional or Organizational Knowledge, National Knowledge and Cultural Knowledge. These variable factors indicate that this turn is that of blame and refusal in which the interviewer wanted to say that you (Cristiano) you should retire when are the best and you must take the factor of age in your consideration.

The violation of Grice’s Quantity maxim is clear in this turn because the answer of this blame can be manifested by saying one sentence which is “ I have the ability to play for one or two years” but Cristiano exaggerated in his speech knowing that every beginning must has an end. The second maxim which is quality is not violated because Cristiano’s speech is true and he said what he believes true and he following matches form the evidence that he has this ability. Relevance and manner maxims are not violated because Cristiano was relevant in his answer and answered the question in a clear way saying that he has the power to play and he will take the decision of retirement in the suitable time.

Interviewer: You recently broke (.) the international goal scoring record of all times so congratulations =

Cristiano: = thank you =

Assessment - agreement

There is no violation

Interviewer: = for that, (.) .hhh having done that why not like a lot of players retire from international football (.) to extend your club career?

(0.2)

Cristiano: but *why why* they they they retired! I think it is not my time already .hhh a::nd it’s not when the the the people wants (.) , is when I want , is when I will feel that I’m not capable, .hhh you know, to run to dribbling to shooting, (0.1) the power is gone (.) but I still have that that stuff

so I want to continue because .hhh as I mentioned and and I as I told you before I’m still motivated, it’s the main word, you know, to do with my stuff and to make people happy to make family happy to to make the fans happy and myself which is the most important .hhh (0.2) I want to put the level even higher I mean you mentioned the::: the goal scorer from national Portugal national team

I want to make the level high even you can mention as well in champions league, I am .hhh the most scores, the most winning, the most assistance, the most everything =

= As I as I know the most who takes penalties, the most free kicks but I want to carry on because I .hhh I like you know I like to play football I feel I feel I feel good to make people happy

Blame – denial

Violation of quantity maxim

Interviewer: so those individual targets as well are you still motivated by that? For instance, is it your desire to be the golden boot winner this season in the premier league?

Are these things important to you? =

Cristiano: = everything is important, I will try my best =

= I know will be difficult but (.) it is possible uh:: (.) .hhh we are in the moment, in my opinion that Manchester they do with a few chances and changes uh:: they buy ME:: they buy: uh Varane and Sancho .hhh uh the adaptation (.) will take time uh: even the system of the (.) the game that we play (.) .hhh but I thing step by step we have to put it in our mind individual players that everything is possible

.hhh I don't speak about only my individual stuff, I put the collective in the first place .hhh °to win things as a collective it is more easy to win individual stuff ° =

= so (.) I believe that and I am still thinking (.) .hhh that it's possible

so (.) everyone now and should know our role (.) uh:: I know my role in the team, (.) in the club (.) but I will think =

Blame – denial

Violation of quantity maxim

Interviewer: = *what* is that what is your role (.)°in the team°? =

Cristiano: = my role my role is to score goals, to help the team with my .hhh my experience my know how of (.) to understand the game (.) u::m:: (.) and help the team if you wan- if every player thinking like that, .hhh I think we will be a better team sacrifice for the team uh:: .hhh run when you don't have more more power or legs to run but in your mind you have to be .hhh strong, you have a fantastic supporters behind hers, fantastic stadium .hhh uh:: fantastic team =

= so, (.) we have to °carry on like that°

Question and answer

Violation of quantity maxim

Interviewer: after the game (.) the other night after the Atalanta game, (.) (Oligon) social said .hhh °talking about you°, nobody can question his effort (.) and his work rate (.) after the game .hhh because you'll be aware that had been criticism of your work rate during the game, .hhh (.) yet *when* you look at the statistics, I think you're only behind Mo Salah in terms of sprints .hhh and distance covered (.) in the game, are you more selective about the runs you make (.) with experience now?

Cristiano: you have to be smart, during my career w- I I change if stuff (.) in my- the way I play it (.) but this means that (0.1) the other stuff you lost the other stuff, you .hhh you're getting more experience, °you know, the criticize is always uh:: part of the the business°

I'm not .hhh I'm not worried about that, we see many examples and and I see as a good thing to be honest if they worry about me or they speak about me .hhh it's because they know my potential and my power in a football still =

= So it is good, I can give you an uh uh example, if you are in a school and if you are the best study, .hhh you look the worst study you don't like him (.) and if you ask the worst study if you like the first uh:: the best study in a:: in a school, they say don't like him =

= So (.) the criticize is part of the business so .hhh I'm dealing with that

For me it's not it's not a problem, it's it's even better because I motivate myself and change the way .hhh the people still thinking about me

Assessment – agreement

Violation of quantity and manner maxims

The above adjacency pairs show the type of assessment and agreement and this is clear through their context model that explains the intended meaning of this turn where the interviewer was aware that in every competition there is a comparison among its members. He asked this question after making an assessment between the most famous players in the world mentioning Mohammed Salah as an example. He asked Cristiano about the statistics and wanted to say that the people criticized him because of his level. Cristiano answered the question in a good way saying that the criticisms is part of the business and this criticism is a motivation to make him work day and night to change the numbers. The interviewer mentioned this assessment to motivate Cristiano to think in retirement but the latter answer was his agreement with the assessment but this assessment will form a motivation to him to practice and improve his physical ability to change the number but not to think in retirement.

This means that the factor of time and place activates the interviewer to ask this question because both of them plays a major role in drawing the future of any player. Cristiano answered this question depending on the same factor saying that these two factors give him the power to prove himself and the comparison between him and the other does not form an element of frustration but an element of motivation. He is aware that the numbers in the future will prove that he is number one in the world. The second factor of this model which is the type of event is an interview with a player who has been

met before may be in hundreds of interviews. He is aware of his answers and knows carefully that the situation may differ from time to time and today he is number one but tomorrow will be number three or four. The genre is that of sportive discussion in which the questions are studied carefully to attract the audience's attention. The interviewee knows carefully that he will be watched by a huge number of people therefore he must answer the question in a way that satisfies his opponents before satisfying his friends. The orientation of this question is positive where he agreed that the interviewee's speech is right but for this time and this true will be changed in the future.

The subjective information of these models designs the way by which speakers and writers prefer to choose a specific item and neglect the others. Setting, participants, communicative and professional roles, the actions in which they are currently engaged in with their own cognition (aims, knowledge, opinions, emotions, etc.) form the context models. Event models arm the audience with the sufficient information that help the interviewer and the interviewee to complete the genre.

The 'K-device' which is reflected by: Personal knowledge, Interpersonal Knowledge, Group knowledge, Institutional or Organizational Knowledge, National Knowledge and Cultural Knowledge shows that this turn is assessment with agreement.

The violation of Grice's Quantity maxim is clear in this turn because the assessment can be answered by this statement, "I totally agree with you" but Cristiano with his wide experience in this field knows carefully that answering question in this way means that he agreed with the interviewer that this is the time for retirement. The second maxim which is quality is not violated because Cristiano's words are true and what he said can be considered as a fact. Relevance maxims is not violated because Cristiano was relevant in his answer but he violated that of manner. He was not direct in his answer.

Interviewer: you seemed the other night to be doing more defensive work more tracking back was that a conscientious thing?

Did the matter was that something the manager had said you need to be mo[re]?

Cristiano: [nobody nobody tell me and I know what I have to do it, of course the coach help us and give .hhh his feedback of experience what we have to do it =

= but I know when when the team need my my help defensively but my role in in the club it's, °you know°, as I told you before is to win to help the team to win to score goals and (.) defensive is part of my job uh::: (.) the people who don't want to see that it's because they (.) they they they don't like me but to be honest I don't- .hhh I'm 36, you know, I win everything so how I'm gonna get how I'm gonna

be worried about people who who say bad things abo(h)ut m(h)e, you think I sleep good in the night every day =

= so I go to my bed .hhh with my conscience very good =

= so (.) it's not a problem keep going to do that because I'm still a close mouse and °win things°

Accusation and refusal

Violation of quantity maxim

Interviewer: you know, with the indifferent results, the manager has come in for some criticism of late you said yourself the team .hhh are still finding their way to jail together but do players, do you players should you accept some of the responsibility for the results? =

Cristiano: = we have to, (.) to play in Manchester and to be a coach of Manchester you always .hhh will be in the first page

you will always will be criticized

you have to accept (.) is part of the business, it's part of the society (.), you know, to criticize you, you are one of th- you playing in one of the biggest clubs in the world, (.) all the eyes is on you.

So it's normal. You have to deal (.) the coaches, the players, when we lost we are in the same boat (.) and when we won it's the same

so (.) .hhh you have to deal with the pressure, the pressure is here, the goal continue to be here, when you lost *when* you win and you have to deal with that. It's part of our job =

Accusation – refusal

Violation of quantity maxim

Interviewer: = you know:, you that you are (.) one of a handful of global superstars so everything you do, you say, body language, gesture everything (.) is magnified

so (.) do you have to be careful how you conduct yourself?

.hhh for instance, when you came off against Everton with a draw you were muttering to yourself you were clearly unhappy and that is immediately scrutinized

Cristiano: no problem

Blame – refusal

No violation

Interviewer: *wh-* what were you saying to yourself that day?

Cristiano: I don't like to lost

Question – answer

No violation

Interviewer: draw

Cristiano: draw (.) for me it's a lost, draw against Everton with my all respect to draw with Everton in home for me is like a lost, (.) maybe I'm thinking wrong but this is the way .hhh (.) I motivate myself and I win stuff during my (.) my career and I pay the most important clubs in the world uh::

so (0.2) .hhh as I told you the criticize we- always will exist here I'm not hiding from that (.) and to be honest (0.1) I I really don't care about that =

= because I know .hhh the football is like that uh:: (.) every time we'll be like that .hhh (0.2) when we::: *when* we lost (.) my reactions for example it's it's *what* I feel at the moment, you know, uh:: sometimes I'm .hhh I speak for myself (.) myself talk (.) most of the times is very very very positive

uh::: but sometimes (0.1) depend of the game (.) maybe you say uh .hhh things that you (.) don't agree or *whatever* .hhh (.) but it's it's my- it's me everyone know me I'm always being like that I'm not gonna change now with my::, (.) you know, with my my age and (.) as I told you I'm always will give 100 for this club my .hhh reactions is part of *what* I am (.) I don't want to hurt nobody

it's me (.) the people I respect the other players that do it kind of the same because they felt .hhh uh::: that they don't like to lost

but I know the eyes (.) they are always will be (.) with the different eyes on me I know because *what* I am, *what* I achieve *what* I win

.hhh they wanna- don't want to give me credits for the good things, they are always gonna find .hhh the bad thing

but for me it's not a problem, the the life it's it's constant a lesson

so and I learn and I still learn with my .hhh my mistakes and to improve the next games

Question – answer

Violation of quantity and manner maxims

Interviewer: because of your superstar (.) status .hhh but yo- you're very much obviously playing in a team game (.) is there a part of you that actually quite likes *what* a young player who hasn't achieved anything like you've achieved, he says hey Cristiano (.) get *what* you should be doing so and so and that very much (.) brings into focus no matter how big the individual it's a team game

Cristiano: exactly, thi[s] is

Question – answer

No Violation

Interviewer: [it that something you enjoy being treated exactly the same as the other players by the other players

Cristiano: of course this is why it's a collective game (.), you know, I want to (.) want to examples (.) example uh::: (.) not by the mouth, I like to give the example (.) in a pitch, in the training, daily daily uh: daily wee-daily days °daily days no?° =

Question – answer

Violation of quantity maxim

Interviewer: = yeah [yeah day in day out

Cristiano: °[daily°

Cristiano: °yeah° .hhh and uh they saw me, I don't wan- (.), you know, you cannot (.) hide *what* you are, *what* you do, *what* you work

So they know me, .hhh but the rest, you know, I can't control I can't control the world, I can't control myself, I can't control what I do, .hhh *what* I can help the team, *wh-* uh: *what* I can give to the team, .hhh the rest I think I'm a good example (.) outside and inside the pitch

Question – answer

Violation of quantity maxim

Interviewer: Did you get the same buzz that you're always had .hhh *when* you got that late winner against Atalanta that same feeling?

Cristiano: well this is *why* I'm still continuing to play football because I love that adrenaline

.hhh (.) not only because I scored the winning goal but (0.2) to winning to winning for me to to arrive in home .hhh with uh:: with uh:: satisfied .hhh with (.) the our job to win (0.1) with goals it's even better °I'm not going to lie to you°

.hhh but the most important it's win I'm here to win, I'm win- I'm here to win stuff .hhh and um: I'm looking forward that (.) many people doubt about us but I (.) I still believe, I believe until the end of the the championship (.) .hhh the champions league and we will see (.) only in the end you can (.) p- point the finger.

Question – answer

Violation of quantity and manner maxims

Table (4.3) Types of Adjacency Pairs and Violation of Grice's Maxims in Cristiano's Interview

Question-answer	Accusation-acceptance refusal	Blame - refusal	Assessment-agreement
8	3	4	2
47.05%	17.64%	23.52%	11.76%
Quantity	Quality	relevance	Manner
14	Zero	zero	5
73.68%	0%	0%	26.31%

Conclusion

The qualitative and quantitative analyses of this interview have revealed that the speeches generally employ the APs of assessment, question, accusation and blame. Though there is a relative variation in the distribution of such contextual resources. The maxims along with their socio-cultural contexts work altogether to achieve their communicative function of persuading potential audience. All of them serve the meanings making and the promotion of the goals intended.

There is also violation of quantity and manner maxims and this is due because of the nature of this genre.

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