Analysis of Adjacency Pairs of Mohammed's Interview

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ABSTRACT:

Conversation is a vital tool 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. 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.It 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. The adopted model is an eclectic one which includes Cook's (1989) model of Adjacency Pairs, Van Dijk's (2006) model of Context and Grice's (1975) model of Cooperative Principles.

Keywords: Adjacency pairs , Mohammed's Interview, qualitative, quantitative

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 establishes 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 <u>one</u>, 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):
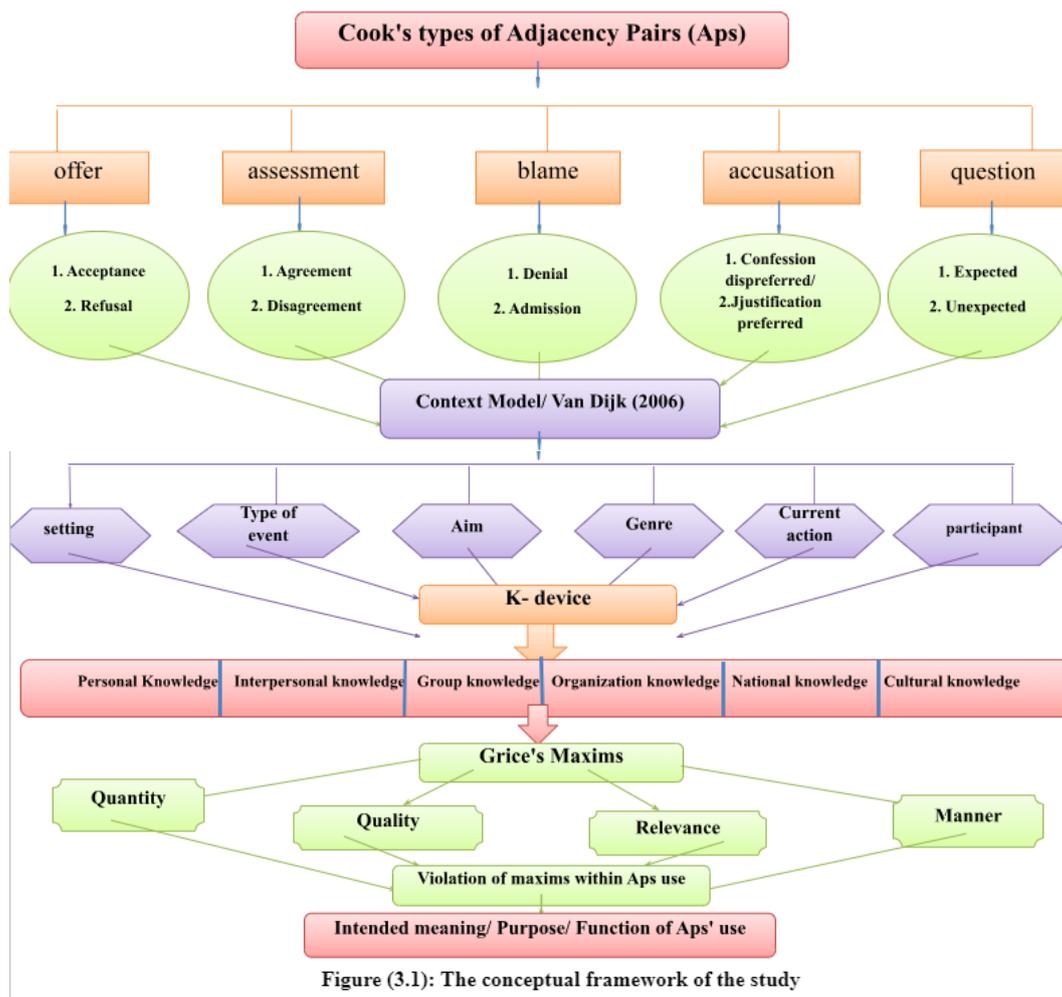

Figure (3.1): The conceptual framework of the study

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 Mohammed Salah

 J. Carragher: Mo Salah, (.) Premier League champion, (.) how does that sound?

Mo Salah: (h) That's gre(h)at (h), (.) winning Premier League after a long time, (.) .hhh after winning the Champions League last year so unbelievable

Question – Answer

 No Violation

The above type of adjacency pairs is presented by question and answer. The type of this turn is identified according to the intended meaning that can be derived from the components of the context model where the interviewer had an idea about the CV of Mohammed Salah. He asked this question because he knows getting two champions within one year is regarded a great achievement. He asked this question depending on the components of context models starting from the first factor which is setting. The setting includes the factor of time and place. Concerning the first factor, this interview was hold after achieving the Premier League champion and Champions League by Mohammed Salah and his team. It is logical that the interviewer started his meeting by asking about the event for which this interview was held. The location of this interview put limits that cannot be transcended by the interviewer who is aware of this genre of speech. Moving to the second factor of the context model which is the type of event. It is the occasion in which Mohammed Salah was rewarded by golden boot, therefore the topics of this event will be mentioned and

the intuition motivates the speaker to ask the interviewer about his feelings and emotions after this reward. The third element is the aim which is manifested by Salah's fame. The aim of this interview is to attract the audience' attraction and attention for getting more mony. Concerning the fourth factor which is the genre of the speech. It is an interview with one of the famous players in the world. This genre requires that both the interviewer and interviewer have a wide experience about the way by which they must speak. The last factor of the context model is that of participants. Both of them are armed with the eloquence. The interviewer has it from long journey in this work in which he met with many famous players and actors. The interviewee has it because he should speak with many people due to his fame and his travel around the world. Concerning the factors of k-device which are the personal, interpersonal, group, organization, national and cultural knowledge are designed to serve the player because all these types support him. He has all the characteristics that make him deserve this reward but the national and cultural knowledge have their own value in this aspect. He is Egyptian and the population of this country is a huge and most of them support this player and his behaviour and speech about his country make all the Egyptians love him. The cultural knowledge raises his value because he belong to Arab culture whose people are pride to talk about anyone who represents them. He seizes this point carefully by praying after any goal to say that I am Arabic and I am Muslim.

Concerning Grice's maxims, there is no violation of the quantity maxims because Mohammed Salah answered the question to satisfy the components of this maxim. He said that the achievement of two leagues during on year is unbelievable thing. He also satisfies the conditions of the second maxim which is the quality one. The words of his answer reflect the reality and they are true. For this reason, there is no violation to quality maxim. Salah did not violate the third element which is relevance maxim. His words are relevant to the question. Manner maxim is not violated because Salah was direct and clear in his answer.

J. Carragher: .hhh how special was it to:: (.) be together as a team, uh::: (.) you know, when you wat- watch the game, obviously you didn't win it on the pitch but (.) .hhh was that some that you'll always remember being, you know, what you team it, you've been through so much with this season?

Mo Salah: yea::h I think everyone was excited uh, you know, to:: to watch the game together =

: = Some players wanted to:: (.) to win against man City and win the Premier League there and some players no let's win it now and celebrate together

: it was uh:: it was unbelievable feeling just like, uh when Chelsea scored the second one, it is like (.) wow, it is a party

: s(h)o we tried to ke(h)ep the dist(h)ance, it doesn't work sometimes but yeah (.) w- we did our best

The above type of adjacency pairs is reflected by assessment and agreement where the interviewer evaluate the efforts of Mohammed Salah and his team saying that the team is different this year. He asked this question depending on his knowledge about the history of this team and the general situation in England concerning the game of football. He knows carefully that it is difficult to achieve two leagues during one year because achieving numbers in this competition does not belong to one or team but there are more than four teams that can achieve numbers in the recent years. His knowledge is derived from the components of the context model where the interviewer had an idea about the setting which is the first factor of it. This interview was hold after the good results achieved by Mohammed Salah and his friends. The interviewer knew that liverpool with Mohammed Salah had achieved many good results, therefore the question that carries the meaning of assessment should be present in such occasion. He also knew that the team that achieve the league is not stable but it can be achieved by five famous teams because they are talking about England. Concerning the type of event, it is a league that any team wish to win in it, therefore, talking about the assessment and its achievement can be regarded as a good item in such interviews. The of this interview is to get more watches and to get a fame. For this reason, the interviewer chose Mohammed Salah knowing that he has a good number of audience in England, Egypt and in Arabic World.   the numbers that. Concerning the genre, it is an interview with one of the best players in the world who can makes any interview more attractive. No one can choose any person in such genre but he must be distinguished and unique or talent to obtain the objective of this interview. Another factor of the context model is that of current event. It is a league that happens every year in England and all the teams conflict to achieve it.   The last factor of the context model is that of participants. The participants are the interviewee who should be qualified to attract others by his own style and Mohammed Salah who represents his team (Liverpool). The k- device that contains all types of knowledge supports Mohammed Salah and his team. The personal knowledge of Mohammed Salah makes him number one in everything because he is talent, educated and manmade. He is active and his activity is reflected to his team that can achieve many competitions. The national and cultural knowledge of both the player and the team are good, Nationally, Moahammed Salah is regarded a symbol because he represents his country in a good way

and he always says that what he does is for his country but not for himself. His team has a good reputation because it always has a good order in any competition depending on young players. Culturally, Mohammed Salah is one of the best symbol who reflects the Arabic people by his behavior and morality. Most of the famous players have black points in their history but Mohammed Salah is regarded an exception. His team also has a good reputation in this aspect because it could achieve many competition without resorting to bad styles but by depending on what is called. ' Fair Play'.

Concerning Grice's maxims, there is violation of the quantity maxims because Salah's answer can be one sentence but depending on the components of the context models and his own schemata he knows carefully that if he answered each question by saying one sentence, the time of the interview will be fifteen minutes no more, therefore he was forced to answer this question in this way. The second maxim which is the quality is not violated and Salah was aware that what he said had to be true and could not be false because he is international player and any word would be in his CV. Salah, with his wide experience and wisdom   did not violate the third maxim which is relevance. His answer was relevant to the question. Manner maxim is violated because Salah was not direct and clear in his answer. He mentioned many events and words to form the answer of the interviewer's question.

J. Carragher: how difficult was it on the back of (.) last season going so close against Manchester City to sure to come back and do what you've done against young great management?

Mo Salah: yeah:: (.) I think I do remember last year, like the the game against Man United the way:: w- w- when we withdraw (.), like, .hhh I went to dressing room I:: I put the towel on my head I wa- I started to cry because that's the moment I felt like (.) it's- we lost the Premier League it's like (.) thinking that game like Man City step to the first place then I said oh oh it's gonna be tough now because it's only few games left .hhh so::::- and you have to wait for them to to to draw gamed or something

: then when I look back to that (.) it's just like great wow, .hhh it's it's unbelievable to win it this season after last season because .hhh you lost this with one point

: .hhh so it's it's crazy to lose the Premier League with one point, the difference unbelievable

Blame – Acceptance

The above type of adjacency pairs reflects the adjacency pairs of blame and acceptance where the interviewer blamed Salah for losing the previous league saying that Mohammed Salah and his team could do better than what they did. He blamed him not only he wanted

to do that but he surely watched the match and made a comparison liverbol and man city. He asked this question that implied a blame within its form depending on his knowledge about what happened during the moments of the match between the two teams. He knows carefully that changing the score of that match was possible because the difference was only one point and the level of the team was high and it is qualified to do the best. His knowledge was taken from the content of the context model where the interviewer had an idea about the setting which is the first factor of it. This question came to be blame because the time was to Salah and his team. LIVERBOL had a good level at the time of the match and it could achieve the league. Concerning the location in that country, it did not have any value because those who support Salah and his team can be found everywhere with a huge number. Concerning the type of event, it is a league that forms a dream for any player, therefore, those who get it will be rewarded by saying , 'Congratulation' while those who lose it will be blamed.

any team wish to win in it, therefore, talking about the assessment and its achievement can be regarded as a good item in such interviews. The of this interview is to get more watches and to get a fame. For this reason, the interviewer chose Mohammed Salah knowing that he has a good number of audience in England, Egypt and in Arabic World. the numbers that. Concerning the genre, it is an interview with one of the best players in the world who can makes any interview more attractive. No one can choose any person in such genre but he must be distinguished and unique or talent to obtain the objective of this interview. Another factor of the context model is that of current event. It is a league that happens every year in England and all the teams conflict to achieve it. The last factor of the context model is that of participants. The participants are the interviewee who should be qualified to attract others by his own style and Mohammed Salah who represents his team liverpool. The k- device that contains all types of knowledge supports Mohammed Salah and his team. The personal knowledge of Mohammed Salah makes him number one in everything because he is talent, educated and manmade. He is active and his activity is reflected to his team that can achieve many competitions. The national and cultural knowledge of both the player and the team are good, Nationally, Moahammed Salah is regarded a symbol because he represents his country in a good way and he always says that what he does is for his country but not for himself. His team has a good reputation because it always has a good order in any competition depending on young players. Culturally, Mohammed Salah is one of the best symbol who reflects the Arabic people by his behavior and morality. Most of the famous players have black points

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J. Carragher: wh- wh- what ti::me is uh:: this season and you look better (.) uh:: what'd you think of big moments in terms you win in the League, you just mentioned (.) the big one maybe last season when you thought you lost it, is there any moments this season you thought yes that was a big moment?

Mo Salah: the season, I think yeah the (.) the fir<u>st</u> time we felt that I think when we beat Man City here

Jamie Carragher: um

Mo Salah: we say like okay (.) now we go for it, (.) .hhh the::n I think a few games as well like uh Leicester City here when we win in the last minute, like we knew mentally like ok, that's our season now

: Last season we didn't have that (.) luck, (.) this season ok you had it because you still need the luck anyway

: .hhh so:::: uh in that moment wa- we felt like (.) it's our season (.)□so let's go for it□

Assessment – Agreement

Violation of quantity and manner maxims

J. Carragher: so you've won the title, (.) there's a fe- lot of games to go (.) .hhh what's left for the team and what's the the focus or the mentality now to do- to break all the records that are there to be broken?

Mo Salah: I think this has been a motivated, otherwise everyone like go to the training, like he doesn't want to train or that things but (.) .hhh I think when you put target in your head and uh:: yo- something motivate you more

: so:: I think that's that's what is motivate us right now is uh:: is a record ↑   ↓

:   we try to be unbeaten but   (.) it's happening in uh uh Watford game, and we can't we can't change that but now we have to go for the:: most point uh:: season, (.) I think that's uh::: a good motivation for us and uh:::: .hhh can drive us to win the next few games

Question – Answer
Violation of quantity and manner maxims
J. Carragher: well what's the motivation from Mo Salah? =
Mo Salah: = (h) [(h)
Question – Answer
No violation
J. Carragher: [I know you uh:::: (.) you (won) that golden boot ( ), so is that something in the back of your mind? that you from a personal point of view? =
Mo Salah: yeah [I can't lie yeah
Question – Answer
No violation
J. Carragher: [I mean
Mo Salah: I [think
Question – Answer
No violation
J. Carragher: [I think it twice (.) on the (bounce), only Thierry Henry and Alan Shearer have won a three time, and they uh may be the two best strikers ever =
Mo Salah: = ye[ah
Question –answer
 J. Carragher: [in the Premier League
Mo Salah: yeah, I think (.) I think in the back in my head I want uh (.) really to to break the record for the::: (.) .hhh for the team points, then (.) if- I will try my best to win the per- the golden boot again
Question – Answer
No violation
J. Carragher: would you prefer the golden boot or the record points?
Mo Salah: .hhh (.) it's tough but I have to choose the team one which is golden boot (h) [(h)
Question and Answer
No violation
J. Carragher: [(h)
J. Carragher: but listen, (.) you you mentioned before that some of the players would have liked to:: (.) maybe beat Man City to try and win the League and win the League on the pitch, you mean- how tough do you think it would be to be unsaid considering that, you know, you you now League Champions and little people of the team to beat?

Mo Salah: yeah, I think it will be really tough because they've been:: uh Champion of England for last two years, and uh:: (.) unbelievable team

: They have a great players, great manager, .hhh and uh:: I'm sure (.) that they will do their best to win the game against us (.) uh::: next one

: so:::: we will do our best also to win the game =

: = I'm sure everyone, (.) .hhh every fan around the world will be excited to watch the game and I'm sure they will enjoy it

Assessment –Agreement

Violation of Quantity and manner maxims

J. Carragher: well it looks like there could be a big rivalry between Liverpool and Man City, and that has been (.) in the last couple years or maybe over the next few years as well, (.) .hhh there's a big gap between the teams this season in the Premier League, do you expect that would change a lot (.) next season?

Mo Salah: uh:::: I'm sure they would come back strong (.) as they are now as well

: but they struggle in a few games a::nd uh I don't know if they have injured or not but we'll be- we've been- (.) we had a fantastic season, we've been really good, (.) and uh I'm sure they will try to fight (.) to fight hard next season

Assessment – Agreement

Violation of quantity and manner maxim

J. Carragher: ok Mo, good luck and thank you

Mo Salah: thank you so much

Greeting – greeting

No violation

https://www.youtube.com/watch?v=jRzJo7MlgzM

Table (4.4) Types of Adjacency Pairs and Violation of Grice's Maxims in M.Salah Interview

Question- answer	Accusation-acceptance	Blame - refusal	Assessment-agreement
6	zero	1	3
66.66%	0%	11.11%	33.33%
Quantity	Quality	Relevance	Manner
5	Zero	Zero	5
50%	0%	0%	50%

Conclusion

The qualitative and quantitative analyses of this interview have revealed that the speeches generally employ the APs of assessment, question 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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