Analysis of Adjacency Pairs of Beckham's Interview

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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: 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 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):

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.
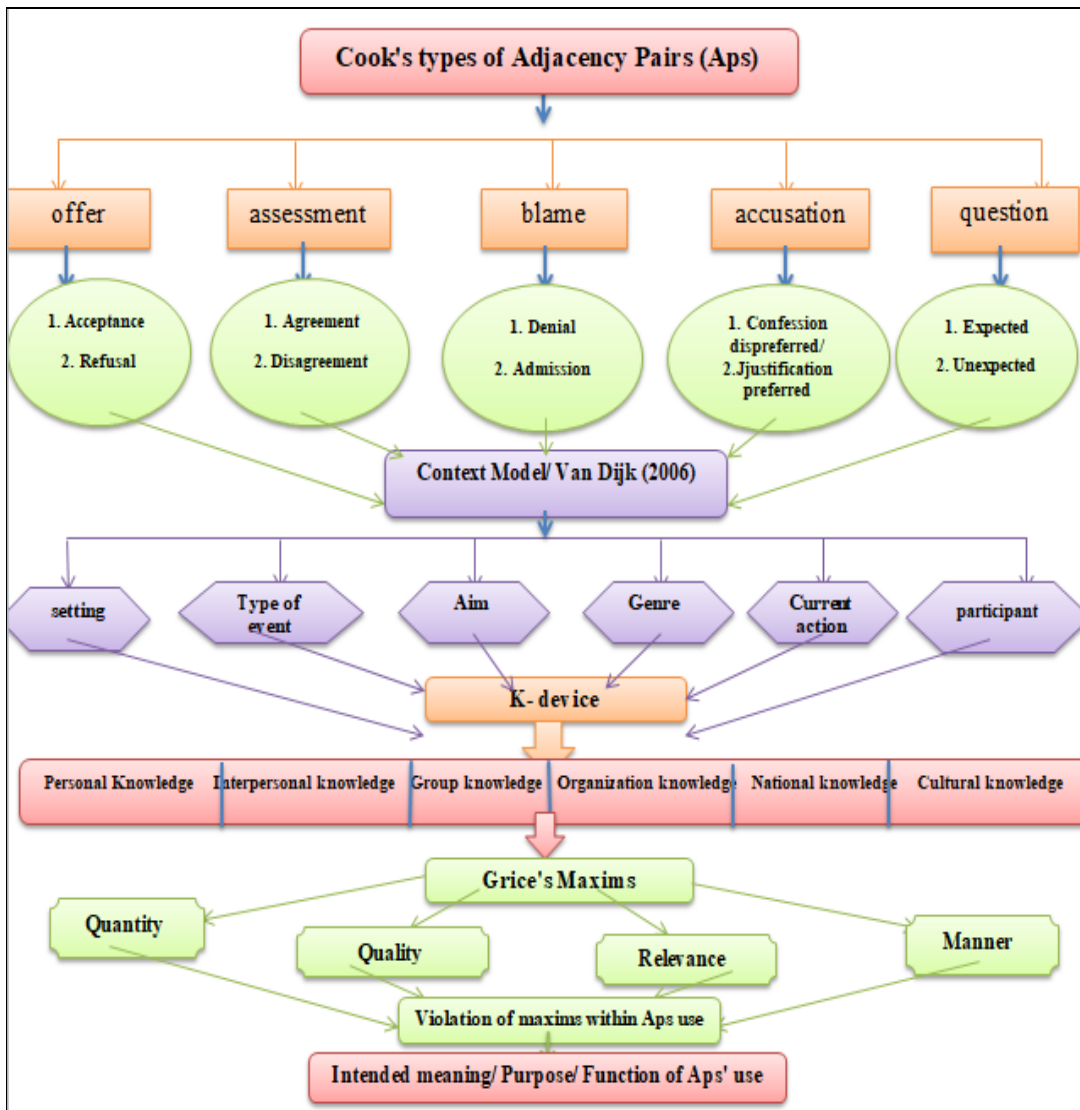
Figure (3.1): The conceptual framework of the study

Analysis of the Interview with Beckham

A- you've Just announced your retirement why now?

B- I think over the years when I've seen players retire you know when you ask them about it they always say you know when you're ready and I think I know when I'm really you know I think I'm ready . obviously it's a difficult decision because I still feel that I can play at the top level and still have done for the last six months but I always you know secretly said to myself that I want to go out at the top and if you just said to me eight months ago that I'd be playing in French league winning the French Cup winning the league

And finishing like this you know I would've probably said absolutely no chance but I was given the opportunity to come to PSG and just feel now is is the time.

Question – Answer

Violation of quantity and manner maxim

The above type of adjacency pairs is that of question and answer. This type is determined according to the intended meaning

that is derived from the context model where the interviewer had a clear idea about David Beckham. He knows that he is an old man as a player and this is the suitable time for retirement but his question about his decision to retire is about his choice to this date not to another one. this question can be regarded as a blame if the player was still young. Language users usually depend on the part of the models they experience about specific situations and events that are called by them as 'event models' or 'situation models'. In most communicative situations, it is unsuitable for the speaker to express all the details that he knows about an event because much knowledge he has is already known to his interlocutors and the reverse is true. They need, in most cases, to know something about the current situation in which they are speaking. What is written or said is drawn according to the structural constrains implied within the current context, including e.g., the setting, type of event, aims, genre, current actions, as well as on the participants, their roles and their knowledge. In the process of speaking, the speaker, at the same time, constitutes or defines such a context. This constitution affects the ways by which participants understand and evaluate each other. These reasons motivate language users to draw the elements of the context.

The process of formulating the relations between the written text and its context is a standard one but it has its serious theoretical shortcoming because two types of entities are related in indirect way due to the differences between structures of a social situation (participants, settings, actions) and structures of discourse. These relations generate what is called a cognitive interface and make the differences between the style of communication in such a social situation. The subjective information stored or found in these models controls how speakers and writers adapt the form of their text and talk to fit the situation in which it said or written.

Context models are built in the same way the other models are represented in episodic memory. More specifically, the context features manifested by categories such as a Setting (Time, Location, Props, Circumstances), Participants and their various social, communicative and professional roles, the Actions in which they are currently engaged in with their own Cognition (aims, knowledge, opinions, emotions, etc.).

Conversely, other genres, such as conversations the focus of this study, stories, poems, scholarly articles and news reports advertisements are much more defined depending on their specific structures with their context but with low rate.

Event models are richer in their information than discourses that express them: Most previous information about an event are inappropriate or already known by the participants, therefore they

should be implicit. For this reason, general _knowledge of the world, knowledge about the current communicative situation and mutual knowledge about others ' knowledge are needed in every communication. This knowledge that is called "common knowledge " or " common ground " is stored in a sentence memory in various types. It is typologically variable because its dependence on the following criteria:

-Scope: personal, interpersonal, group, organization, nation, and culture
-Specificity: more or less general or specific knowledge.
-Concreteness: more or less abstract or concrete knowledge.
-Reality: more or less "fictional "or knowledge about the "real" world.
-Objects: the objects of knowledge: People, animals, things, Nature, etc.
-Firmness: more or less "sure" knowledge.

One important category of these models is knowledge that has a specific device. It is called by Van Dijk 'K-device'. This device is changeable according to the structure of talk or text and to the common ground of knowledge. This device is manifested through many factors but those concerning the above pair are:

1-Personal knowledge
2-Interpersonal Knowledge
3-Group knowledge
4-Institutional or Organizational Knowledge
5-National Knowledge
6-Cultural Knowledge

A sociocognitive approach to discourse should express a necessary interface between the macro aspects of specific society, and the micro aspects of the written or spoken discourse and interaction. Depending on the macro and micro aspects of the pair, the type of this pair is that of 'question and answer'. In this pair, there is violation of the quantity maxims because Beckham spoke more than is required. His answer can be appeared in one sentence no more. There is no violation to the maxim of quality because his answer is true. There is violation to the maxim of manner because Beckham used indirect way to answer the question. He was indirect and not clear. Concerning the maxim of 'Relevance', there is no violation because his answer was relevant to the question.

A- You think oh you know

B- I think yeah yeah I love the game so much you know how much we love the game I just feel that I don't know you know it's the right time I believe it's the right time, but always feel that I can do more that's the problem

Question – Answer

Violation of quantity and manner maxims

A- when did that moment come when did it hit you

B- Probably we're Messi was running past my in the home game no and when did I feel I actually don't know you know I just I feel that I've been so lucky for out my career I just feel that you know the fact that I play for the clubs that I played for the players that I've played with won the trophies that I've won you know played in the MLS last year winning championship there and then come into PSG and winning the French league here

I think it's you know it's a good way to go out

Question – Answer

Violation of quantity and manner maxims

A- you've always gone out on a hire every club but United winning a league

Madrid MLSLA Galaxy last year is that is that important to you what's happened in the last few weeks with PS gee that you're gone out as a winner?

B- I think it's every athletes dream every footballers dream to go out on the top you know on top for more winning a trophy you know it doesn't happen that often but you know I've been lucky obviously when I left United we won the league when I left Madrid we won the league

like you said leaving the galaxy you know doing two years of winning championship there and then obviously coming here and winning the league it's nice to it's nice to go out like that you know I think people look back and you know it's it's written you know it's simple you're learning as a champion and I think that's why I think there's the right time.

Assessment – Agreement

Violation of quantity and manner maxims

In the previous adjacency pairs is that of assessment and agreement. This type is manifested through the intended meaning that is implied in the context model where the interviewer evaluated Beckham and said that he had a great level by which all the clubs that benefited from his services could achieve the numbers. He knew carefully that Beckham had a wonderful level and he was at the time of interview in the top. For this reason, the interviewer asked this question to know if Beckham was hesitated or has a regret to decide to retire but, as usual, Beckham could manage the situation by saying that he is capable to give more but because of his history he took this decision to preserve his history. The interviewer depends on the part of the models he experienced about these situations. These models are called 'event models' or 'situation models' because the speaker cannot express all the details that he knows about an event in order to save

the time or for stylistic purposes. The interviewer knows carefully that the knowledge he has is already known to his interlocutors and the reverse is true. The current situation in which they are talking requires to know something about it. What is written or said is design depending on deep structure which is hidden in the current context. It components are the setting, type of event, aims, genre, current actions, as well as on the participants, their roles and their knowledge.

The process of designing what links the written text with its context is a standard one but this link has a shortcoming that is derived from the indirect ties that are found between structures of a social situation (participants, settings, actions) and structures of discourse. A cognitive interface is generated from this relation. The subjective information which are implied in these models determines the way by which speakers and writers design the form of their text and talk to be appropriate to the situation in which it said or written.

Depending on the macro and micro aspects of this pair, the type of this pair is that of 'assessment and agreement'. In this pair, there is violation of the quantity maxims because Beckham talked a lot and he resorted to repeat some words and phrases many times. His long answer can be said within one sentence. The maxim of quantity is not violated because which was said was true and he did that step when he was in the top to keep what had been achieved by him. There is violation to the maxim of manner because Beckham with his wisdom resorts to the indirect style to answer the question. Concerning the maxim of 'Relevance', there is no violation because his answer was relevant to the question.

A- how do you want to be remembered as a football player as a person I was last 22 is everything that you've achieved as someone who did what we achieved what's important to you?

B-I just want people to see me as a as a hard-working footballer someone that is passionate about the game and someone that every time I stepped on the pitch I've given everything that I have because that's it I feel going into games at the end of my career back on it and hope people see me because I think over the years it's been a might my life in my my career people have obviously looked at certain other things that have gone on throughout my career and I think sometimes that's overshadowed what I've done on the pitch or what I've achieved on the pitch and that's as much as I say that doesn't hurt me of course it does you know I'm at the end of the day I'm a footballer that has played for some of

the biggest clubs in the world played with some of the best players in the world played for under the same of the

biggest and best managers and achieved almost everything in football and I think of course it hurts when people not question it but

think about other things and to come to the end of my career now look back and say you know I've cheated everything with every club that I've played for played for my country 115 times been runner-up twice well player of the Year-two

two amazing footballers I'm very proud of that

Question – Answer

Violation of quantity and manner maxims

Table (1) Types of Adjacency Pairs and Violation of Grice's Maxims in Beckham's Interview

Question - Answer	Assessment- Agreement	Blame- Refusal	Accusation – Acceptance - refusal
4	1	Zero	Zero
80%	20%	0%	0%
Quantity Maxim	Quality Maxim	Relevance Maxim	Manner Maxim
5	Zero	Zero	5
100%	0%	0%	100%

Conclusion

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