
Audience Demand in Father-Son Argumentation across Generations

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Abstract

Language has a valuable role in shaping the type of relationships between arguers. The use of language is like double-edged sword in the hand of fathers to shape their type of relationship with their sons. Father-son argumentation could be the real source of increasing a social distance and building barriers between them. The current paper aims at answering the questions whether the social distance between fathers and sons have changed between the past and present? And have old fathers been changed to share their sons' common ground and wants?

The great difference between the old and present fathers is examined in the two novels characterized by a father-son relationship theme namely; "East of Eden" 1952 by John Steinbeck and "The Road" 2006 by Cormac McCarthy. The researcher aims at shedding light on the type of relationship between old and present fathers with their sons reflected on their argumentation, how they care about each other face and how much they achieve the audience demand in their argumentation by applying Penelope Brown and Stephen C. Levinson (1978) theory of politeness.

It is found that present fathers have more positive choices in their argumentative politeness strategies whereas old fathers go bald on record by their use of continuous orders, criticism and sometimes insult. Finally, it is concluded that the more audience demand is fulfilled, the less father-son social distance will take place.

Key words: Argumentative discourse, audience demand, Politeness theory, and father-son argumentation

1.0 Theoretical Background:

1.1 Argumentative discourse

Van Emmeren & Grootendorst define the argumentation as a number of "verbal, social and rational" activities that are performed for the purpose of convincing. Any argumentation has a stand point that is proposed by the arguer who is responsible for justifying it to be accepted or refused by the audience (2004: p.1). In terms of this definition, an argumentation is described as "verbal act" that is performed by the use of language. Then, it is described as a "social act" that reflects how the social rules govern people and their use of

language. Finally, it is a “rational act” because it uncovers what people can reason in order to accept or refuse a stand point with reason.

Argumentative discourse has three main dimensions; the first is “the logic dimension” in which an argument is a product of the arguers in an argument activity. The second is dialectic dimension in which an argument is a process of cooperation between two interlocutors trying to settle a difference of opinion. The third one is the rhetoric dimension in which the arguers try to persuade each others with the specific stand point (Van Emereen & Grootendorst, 2004). The last two dimensions; the dialectic and rhetoric have been merged by Van Emereen and Houtlosser in all their publications (1999; 2002; 2006; 2010) and call the maneuvering strategies. In 2002, they distinguished three aspects of these strategies; they are “topical potential” that refers to a great number of optional possible arguments the arguers choose from to defend their stand point. The second aspect is audience orientation or demand in which the arguers try to make “a selection that pleases the audience ... in argument with what the audience is willing to accept and helpful to resolving the difference of opinion at issue” (Van Emereen, 2010: p. 94). The third aspect of the strategic maneuvering is “presentational devices”. It is concerned with how the argumentation and the stand point are presented by the arguers in the best manner to be accepted.

All the three aspects of the maneuvering strategies are working together and cannot be dependant from each other. Van and Houtlosser summarize the three aspects and their mutual relationship in a triangle shape:

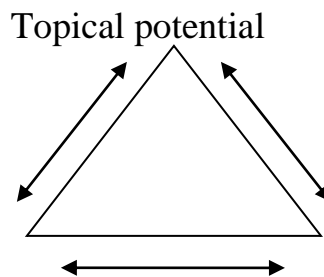


Fig. 1: The strategic maneuvering triangle (Van Emereen, 2010: p.95)

Concerning the current paper, the research aims at examining the second aspect of the strategic maneuvering “audience demand” on the data collected from the two novels with father-son relationships. The exchange is going to be dealt with from the pragmatic view of the audience demand that is represented by politeness strategies. Thus, it is important to explain the aspect of audience demand first before moving to the theory of politeness.

1.2 Adapting audience demand

It is defined by Van Emereen as “the requirements that must be fulfilled in the strategic maneuvering to secure communion at the point in the exchange, with the people the argumentative discourse is aimed at” (2010: p.108). Van concentrates on the maneuvering strategies the arguers use in order to meet the audience requirements of being unified in their view points and convinced.

Most of the argumentation theorists agreed upon concentrating on the audience demand and how an argumentative discourse can meet their preferences and wants. Starting from Perelman and Olbrechts-Tyteca (1958/1969), audience is given a central position because they believe that “a speech must be heard, as a book must be read”. Moreover, Grosswhite (1996) and Tindale (2004) agreed upon the view that argumentation is communication and the arguers have to share the audience their mutual knowledge and wants (as cited in Van Emern, 2010: p. 113-114).

Van tries to answer the question of “how to take the views and preferences of the intended audience into account” by identifying the audience first. The argumentative discourse in general has a communicative effect on audience. They are represented by a person or group of persons who are listening to the arguer who in turn has an intentional and unintentional effect on them. Consequently, the arguer is known as “protagonist” and the addressee is known as “antagonist”. Van (2010) classifies the antagonists into primary and secondary audience. The primary audience is more important for the arguer to reach. The secondary audience refers to the instrumental person or persons that are not that important to reach for the arguer.

Additional way to identify audience depends on how much they are interested in the argumentative moves. The first type is “homogeneous audience” that refers to a group of antagonists who share the same level of interest in the argumentative discourse. The second type is called “heterogeneous audience” that has different level of interest in terms of their different level of professional background. Thus, when for example a political speech is delivered to a heterogeneous (composite) audience, the protagonist has to convince the farmer and the educator with the same argumentative discourse at the same time. Another type of heterogeneous audience is distinguished and known as “mixed” when someone has mixed feelings that he may agree on a stand point from the view of a father and disagree at the same stand point but from the view of being a businessman (Van Emereen, 2010).

Regardless of the type of audience an argumentative discourse has, the main two goals of strategic maneuvering are to resolve the difference of opinion and persuade the audience with a specific

standing point. The current research sheds light on the pragmatic issue of audience demand represented by politeness strategies as being the pragmatic means in the hand of strategic maneuvering to fulfill their goals in the argumentative discourse.

1.3 Politeness Theory: An Overview:

1.3.1 Lakoff's Modification of Traditional Theory:

The mother of modern politeness theory was Robin Lakoff who was the first to deal with it from pragmatic perspective. She defines politeness as “the system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange” (Lakoff, R. 1990: 34).

Before she proposes her own rules of politeness, she points out to the linguistic traditional theory. She connects politeness with Grice's cooperative principles (CP). It is the theory that depends on the assumption that “people are cooperative and aim to be as informative as possible in communication”. The theory presents cooperative maxims namely; Quality, Quantity, Relation and Manner which are regarded as rules of linguistic behavior (Grice, 1975). So if these maxims are followed, the communication will be informative and clear. If they are ignored or flouted, people can come to mean more than they literally say. Thus, the most important points of weaknesses are the fact that these maxims are not followed in normal informal communication. That is why Lakoff proposes her politeness rules on a par with the clarity rule of Grice and complete it.

As for Lakoff's rules of politeness, they are connected to the social issues unlike the CP that is classified to be ‘informative content’ (Lakoff, 1973:296). The three rules of politeness are:

- | | | |
|--------------------------|-------------|---------------|
| Rule 1: Don't impose | Distance | impersonality |
| Rule 2: Give options | Deference | hesitancy |
| Rule 3: Make A feel good | cambraderie | informality |

Cultures are different in defining which one of these rules is the most important to be followed and be polite. For example: European culture emphasizes the strategy of Distance. Asian culture emphasizes the strategy of Deference. And Modern America emphasizes on the Informality (Eelen, 2001: 3).

Thus, Lakoff's rules of politeness also have a point of weakness that is represented by cultural differences. Each culture has certain norms of politeness that if an utterance regarded as polite in one culture may be regarded as impolite in another culture. This point of weakness is bridged by Brown and Levinson's theory of politeness who presented it with universal features possessed by all speakers and hearers as a personified in a universal Model of Person MP.

1.3.2 Brown & Levinson's Theory of Politeness:

Brown and Levinson's theory of politeness is not the first but the most popular one. It is originally published in 1978. The main assumption proposed by them was "there are cross-cultural similarities in the abstract principles which underlie polite usage" (Brown & Levinson, 1987: 57). By this assumption they hypothesized that politeness principles are universal shared by all human beings from different countries and origins. So throughout their work, they try to answer the question "what sort of assumptions and what sort of reasoning are utilized by participants to produce such universal strategies of verbal interaction?" (Brown & Levinson, 1987: 57) Their work consists of two parts; the first is related to the nature of politeness and how it works in the process of interaction. The second is a list of politeness strategies applied to examples from three languages: English, Tzeltal and Tamil.

Some assumptions concerning the properties of interactants are set by Brown and Levinson who propose that all members of society have and know each other to have:

- 1) Face: They try to illustrate politeness by using the notion of "Face". It is defined as "the public self-image that every member wants to claim for himself". The notion of Face is derived from that of Goffman (1967) and from English folk term that ties "face" up with notions of being embarrassed, humiliated or losing face. The notion of face is also seen as the basic wants which every social member knows and every other member desires. There are two types of wants:
 - a) Negative Face: "the want of every competent adult member that his actions be unimpeded by others" (Brown & Levinson, 1987: P.61). It means freedom from imposition and the social member has his own free actions.
 - b) Positive Face: "the wants of every member that his wants be desirable at least to some others" (Brown & Levinson, 1987: p.62). It reflects the positive consistent self-image or personality that needs to be appreciated and approved of.
- 2) Rationality: it refers to the rational capacities represented by consistent modes of reasoning from ends to means that is supposed to achieve those ends (Brown & Levinson, 1987).

1.3.2.1 Face Threatening Acts (FTAs):

The aforementioned assumptions of face and rationality indicate that there are certain kinds of acts intrinsically threaten the face namely FTAs. They are defined as the acts that contradict the face wants of the hearer or the speaker. They are what are intended to be done by verbal or non-verbal communication. They are similar to the

speech acts that are derived from utterances (Brown & Levinson, 1987). They are of two kinds:

- 1) Acts threaten the negative face wants of the H by “indicating that (S) does not intend to avoid impeding H’s freedom of action” (Brown & Levinson, 1987: p.65). For example acts like orders, requests, suggestions, advice, reminding, threats, warnings, dares etc. other acts that put some pressure on the H to either accept or reject from example offers, promises etc. Finally, some acts that “predicate some desire of S towards H or H’s goods ... who have to take action to protect the object of S’s desire” (Brown & Levinson, 1987: p.66). For example compliments (envy or admiration), strong negative emotions like hatred and anger.
- 2) Acts that threaten positive face wants of the H by indicating negative evaluation like disapproval criticism, ridicule, insult, accusation or contradictions, disagreements and challenges. Other acts show that S does not care about H’s positive face wants like violent (out of control), mentioning of taboo topics, bringing bad news, raising dangerous topics like politics, religion, race etc., addressing or identifying H in an embarrassing way, showing non-cooperation activity like interrupting H’s talk or does not care about the H’s negative or positive face (Brown & Levinson, 1987).

The negative and positive face of the S is also threatened by some acts like “thanks” in which S humbles his own negative face. By “apologies” and “confessions”, S damages his positive face (Brown & Levinson, 1987: p.p.67-68).

Acts are illustrated by Brown and Levinson as in the following figure:

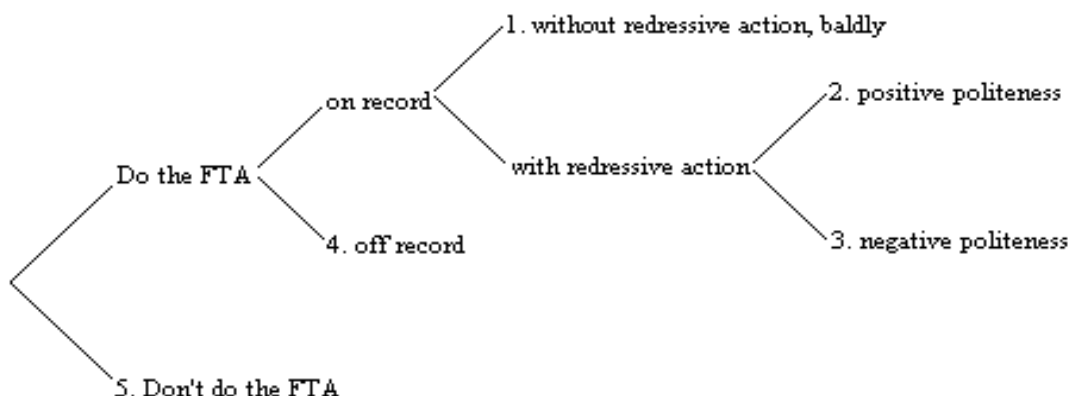


Fig.2: Possible strategies for doing FTAs (Brown and Levinson 1987:69)

The above figure shows the possibilities of using FTAs in terms of different uses or commitment of the actors. The main division of possibilities is either to do FTAs or not to do it. In point 5 “Don’t do

the FTA”, the actor decides not to commit an FTA at all. The second possibility is to commit an FTA in two ways:

1. Off record: it means that when an actor is indirect in his request like “... I’m out of cash, I forgot to go to the bank today” this gives the H a hint to lend the S money. The off record strategy includes all kind of hints like metaphor, irony, rhetorical questions, understatement etc.
2. On record: it means that when the actor commits himself for future action like “I promise to come tomorrow” to show that he is on record. So when the actor or the S goes on record he will follow one of the two strategies; either doing an act baldly without redress or with redressive action. Bald acts without redress include direct, clear and concise way of doing like the orders “come in” and “sit down” regardless the danger from the hearer’s side and supposing that the S is of superior in power to the H (Brown and Levinson 1987: p.69). On the other side in the redressive acts the S recognize the wants of the H and himself to be achieved. The redressive action in turn has two additional strategies represented by positive and negative politeness strategies (Brown and Levinson 1987).

1.3.2.2 Positive & Negative Strategies of Politeness:

In positive politeness, S and H wants are respected and considered to be achieved by them. It is supposed that they belong to the same group like friends they know each other very well. So in this case both S and H try to minimize FTAs in order to protect each other’s face. The positive strategies include three broad mechanisms:

1. Claim common ground,
2. Convey that S and H are cooperators and
3. Fulfills H’s wants.

Table 1: Positive politeness strategies (Brown & Levinson, 1987)

mechanisms	Positive politeness strategies	
Claim Common Ground	Strategy 1	<i>Notice, attend, to H (his interest, wants, needs, goods)</i>
	Strategy 2	<i>Exaggerate (interest, approval, sympathy with H)</i>
	Strategy 3	<i>Intensify interest to H</i>
	Strategy 4	<i>Use in-group identity marker</i>
	Strategy 5	<i>Seek agreement</i>
	Strategy 6	<i>Avoid disagreement</i>
	Strategy 7	<i>Presuppose/ raise/ assent/ common ground</i>
	Strategy 8	Joke
Convey that S and H are cooperators	Strategy 9	Assert or presuppose S’s knowledge of and concern for H’s wants

	Strategy 10	Offer, promise
	Strategy 11	Be optimistic
	Strategy 12	Include both S and H in the activity
	Strategy 13	Give or ask for reasons
	Strategy 14	Assume or assert reciprocity
Fulfill H's wants for some X	Strategy 15	Give gifts to H (goods, sympathy, understanding, cooperation)

In negative politeness the S and H share a formal relationship. The act of redress is achieved to protect the H's face. The wants of the addressee is "to maintain claim of territory and self-determination". The S recognizes and respects the H's negative face wants and protects his free form of action i.e. free from imposition (Brown & Levinson, 1987: p.70).

Table 2: Negative politeness strategies (Brown & Levinson, 1987)

Mechanisms		Negative politeness strategies	
<u>On record (be direct)</u>		Strategy 1	Be conventionally indirect
<u>Plus redress to H's wants to be unimpinged upon</u>	Don't presume or assume	Strategy 2	Question, hedge
	Don't coerce H	Strategy 3	Be pessimistic
		Strategy 4	Minimize the imposition
		Strategy 5	Give deference
	Communicate S's wants to not impinge on H	Strategy 6	Apologize
		Strategy 7	Impersonalize S and H: avoid the pronouns "I" and "you"
		Strategy 8	State the FTA as a general rule
	Redress other wants of H's, derivative from negative face	Strategy 9	Nominalize
		Strategy 10	Go on record as incurring a debt, or as not indebted H

1.4 Methodology

The data used in the current research is collected from the two novels that are characterized by father-son theme. They are "East of Eden" (1952) by John Steinbeck and "The Road" (2006) by Cormac McCarthy. The researcher tackles the two longest father-son exchanges in both novels. The study aims at making comparison between the old and present father model through the two exchanges. Brown and Levinson theory (1978) will be the model of analyzing the

argumentative discourse used in both exchanges. Each exchange will be divided into father turn and son turn. Subsequently, each turn will be divided and numbered in terms of the type of the politeness strategies used. That is to say even one sentence can include more than one type of strategy. Each part of the sentence will be discussed in terms of its strategy and the face threatening act it has. The results are going to be analyzed statistically and consequently, the current scheme of analysis will clearly show the comparison between the old and present father model throughout their argumentation in the selected two novels.

1.5 The Analysis of Father-son Argumentation in John Steinbeck's East of Eden:

The father: “(1) *I'll have you know that a soldier is the most holy of all humans because he is the most tested __ most tested of all.* (2) *I'll try to tell you.* (3) *Use it well, use it wisely.* (4) *Go out and kill as many of a certain kind or classification of your brothers as you can.*

Strategy: (1-4) Bald on record

FTA: In (1), the father, Cyrus, is trying to persuade his stubborn son, Adam, to enlist in the army. The father aims at threatening his son's negative face by giving him strong negative emotions of anger signaled by the expression “**Have you know**”. It is the act that predicates some desire of the father towards his son. In (2), the father threatens his son's negative face by using the two pronouns “**I**” and “**You**” without any redressive act to give him list of points describing military life. In (3), the father threatens his son's negative face by reflecting the order that is usually received by any soldier signaled by the phrase “**use it**”. He orders his son to use weapons in a wise way. In (4), he threatens his son's negative face by common military orders signaled by the verbs “**go out and kill**”. He describes how the military forces give cruel orders to the soldiers without any redressive act towards their faces.

Adam, the son: “*why do they have to do it? ... Why is it?*”

Strategy: negative politeness/ strategy1 be conventionally indirect

FTA: here, Adam directs a question to his father, Cyrus, provoked by curiosity reflecting an innocent question. He wonders why such soldiers have to obey orders and kill their brothers without logical reason.

The father: “(1) *I don't know.*(2) *You must not expect to find that people understand what they do*”. (3) *when I knew you had to go,* (4) *I thought to leave the future open so you could dig out your own findings.*

Strategy: (1) positive politeness/ strategy6 avoid disagreement, (2 and 3) bald on record, (4) negative politeness/ strategy1 be conventionally indirect

FTA: In (1) the father's answer "**I don't know**" is classified under the hedging opinion by which he tries to be vague in order to reduce the risk of being disagreed with his son. He aims at persuading his son join the army so he tries to avoid disagreement with his son. In (2), the father directs his son by using negative imperative order signaled by "**you must not...**" as a piece of advice. He indicates that if you want to understand people, you must not necessarily expect they understand why they are doing some acts. In (3), the father threatens his son's negative face by ordering him to join the army signaled by the phrase "**you had to go**". In (4), the father uses the strategy of being conventionally indirect signaled by the phrase "**you could dig out ...**" to leave the floor for his son to have the experience of joining the army and find his own results.

The father continues: *"(1) you will go in soon now- you've come to the age, you will go in soon. (2) They will strip off your clothes. (3) They will shuck off any dignity you have. (4) You will lose what you think of as your decent right to live and to be let alone to live. (5) They will make you live and eat and sleep and shit close to other men (6) and when they dress you up again you will not be able to tell yourself from others. (7) You can't even wear a scrap or pin a note on your breast to say.*

Strategy: (1) positive politeness/ strategy11 be optimistic, (2- 4) bald on record

FTA: In (1), the father puts pressure on his son to cooperate with his wants represented by joining the army. He supposes that his son will agree and perform his wants signaled by the supposed future act "**you will go**" accompanied with limitation of time signaled by the word "**soon**". In (2), the father does the FTA by using taboo and touchy area topics without any redressive act. The father threatens his son's positive face by using irreverence act signaled by the phrase "**strip off your clothes**". In (3), the father here has negative evaluation of some aspects of his son's negative face by insulting him signaled by the language marker "**shuck off**" and "**any dignity**". The father tries to face his son with what he will see when he will join the army so that he will not be shocked. In (4), the father continues predicating the future acts on his son by putting pressure on him and describing the situation that he will face in his military life. The father threatens his son's negative face signaled by the linguistic marker "**you will lose ...**" to refer to the situation in which he will lack his privacy. In (5), the father threatens his son's negative face by putting future act pressure on him. He continues describing military life to his son

signaled by the linguistic marker “**they will make you ...**” The father means that his son will lose his privacy by being unable sleep alone but he will have to do everything with other men. In (6), the father continues his pressure on his son by adding more and more future acts like being unable to speak with himself away from others signaled by the linguistic marker “**you will be unable to tell yourself**”. In (7), the father predicates the last future act in his current turn signaled by “**you can’t even ...**” addressing his son and threatening his negative face that he will not be able to wear anything even if it is a piece of scrap alone. He will not be able to make a note at least in his heart.

Adam, the son: “*I don’t want to do it*”

Strategy: bald on record

FTA: Adam has a negative evaluation of some aspect of his father’s positive face. He disagrees with his father’s wants. The son refuses to join the army because of all the aforementioned points that his father presents in order to make him visualize the military life.

The father: “*(1) you’ll think no thought the others do not think. (2) You’ll know no word the others can’t say. And (3) you’ll do things because the others do them. (4) You’ll feel the danger in any difference whatever a danger to the whole crowd of like-thinking, like-acting men*”

Strategy: bald on record

FTA: the father predicates his son’s future act if he becomes part of the army. He lists a number of habits of being dependent by following other men in the way they speak and act signaled the linguistic markers “**you will ...**” in (1-3) sentences which are “**you’ll think no thought ...**”, “**you’ll know no words ...**” and “**you will do things because the others do them**” Being different from others is by itself a form of danger by itself signaled by sentence (4) “**you’ll feel the danger in any difference**”. Thus, the father threatens his son’s negative face by putting the pressure of what his life will be if join the army.

Adam, the son: “*what if I don’t?*”

Strategy: negative politeness/ strategy 4: minimize the imposition

FTA: here Adam tries to be indirect in his rejection of joining the army. He provides the addressee, his father, with the literal meaning of rejection and the conventional implicature represented by the “if condition” he does.

The father: “*(1) There is a man who won’t do what is demanded from him, and do you know what happens? The whole machine devotes itself coldly to the destruction of his difference. (2) They will beat your spirit and your nerves, your body and your mind, with iron rods until the dangerous difference goes out of you. (3) And if you can’t finally give in, they’ll vomit you up and leave you stinking*”

outside. (4) A man who can accept it is not a worse man always, and sometimes is a much better man. (5) Pay good heed to me for I have thought long about it

Strategy: (1) negative politeness/ strategy 8: State the FTA as a general rule, (2 and 3) bald on record, (4) negative politeness/ strategy 8: State the FTA as a general rule, (5) bald on record/ order

FTA: In (1), the father tries to avoid the imposition in the FTA. He states it as an instance of some general social rule or regulation. Thus, when he explains the situation of “a man who won’t do what is demanded from him”, he refers to his son’s situation. He threatens him indirectly that if he will not do what is required from him in the army, they will end his life because of his guilt of being different and disobedient. In (2), the father here threatens and warns his son by putting pressure on him to give in the army orders and stating the sanctions that will be waiting for him if he will not be obedient to them. The father imposes his speech to his son by using some linguistic markers like the pronouns “your” and “you” in (2 and 3) sentences. In the last sentence (3) the father continues his threatening by using some insulting and emotion hurting expressions signaled in sentence by the phrases “vomit you up” and “leaving you stinking”. In (4), the father goes back to his policy of convincing his son to be obedient by minimizing the imposition and simplifying things for him. He mentions a general rule of the obedient man who accepts orders from the army is not the worst man in the world but the other way around, the obedient man is the better man in the army regulations. In part (5), the father orders his son to follow his advice because he has longer experience than him.

Adam, the son: *“(1) You see that stump there, (2) Sir? I used to hide between the roots on the far side. (3) After you punish me I used to hide there”*

Strategy: (1) Negative politeness/ strategy 2: Question, hedge, (2) Negative politeness/ strategy 5: Give deference, (3) Bald on record

FTA: Adam asks his father if he sees a certain place in which he used to go and hide when his father punished him. Sentence (1) reflects an innocent question directed to the father accompanied with the strategy 5 give deference in (2) signaled by the linguistic marker “**Sir**” in order to abase himself and be humble. Adam treats his father as being superior. In sentence (3) he goes back to the strategy of bald on record by using the linguistic marker “**you**” to keep blaming him of his past punishment and how his father continues to be a source of suffering for him.

The father: *“(1) Let’s go and see the place ... (2) Once when you were gone long time I thought you must have such a place, and I found it because I felt the kind of place you would need”*

Strategy: Positive politeness/ strategy12: include both S and H in the activity. Negative politeness/ strategy 10: Go on record as incurring a debt.

FTA: sentence (1) reflects the father positive strategy that includes his son with him in the same activity of going to see that place. It is signaled by the linguistic marker “let’s”. (2) The father tries to redress an FTA by explicitly disclaiming any indebtedness of his son signaled by the linguistic markers “thought”, “you must” and “you would need”. He disclaims any feeling of being guilty for causing his son that past suffering.

Adam, the son: “*You never came here looking after me*”

Strategy: bald on record/ complaints

FTA: Adam has a negative evaluation of some aspect of his father’s positive face by using the expression of complaining signaled by “you never came”. He is blaming his father for not coming to find him in that place where he used to hide in.

The father: “(1) *No ... I wouldn’t do that. ... (2) Always you must leave a man one escape before death. (3) Remember that! I knew, I guess, how hard I was pressing you. (4) I didn’t want to push you over the edge. (5) you’re not clever. (6) You don’t know what you want. (7) You have no proper fierceness. (8) You let other people walk over you. (9) Sometimes I think you’re a weakling who will never amount to a dog turd*

Strategy: (1) bald on record/ disagreement (2) negative politeness/ strategy8: state the FTA as a general rule (3) strategy 6: apologize/ admit the impingement (4) strategy 6: apologize/ indicate reluctance, (5-9) bald on record

FTA: in the father’s first sentence, he has a negative evaluation of some aspects of his son’s positive face by using expressions of rejection and disagreement signaled by the linguistic markers “**No**” and “**I wouldn’t**”. The father thinks that his son is wrong in his complain. In (2) the father goes back to his negative strategy in which he aims at avoiding imposition. He uses general rule strategy in order to justify his attitude towards not coming to see his son in that place. Thus he uses the linguistic marker “**a man**” to refer to his son that he left him alone on purpose because as a general rule a man must be left alone in his preferred place. Finally in (3 and 4), the father apologizes to his son indirectly by using the strategy of admit the impingement in (3) and the strategy of indicate reluctance in (4). In (3), the father reminds his son that he knows that he was cruel with him signaled by the expressions ‘**how hard**’ and “**pressing you**”, he confesses his guilt. In (4), he is reluctant to impinge on his son with the use of some hedges signaled by the expression “**I didn’t want to ...**” In (5-9), the father has negative evaluation of some aspect of his son’s positive

face. He uses expressions of criticism directing them to his son like “you” in (5-9) signaled by the phrases “**not clever**”, “**don’t know what you want**”, “**have no proper fierceness**”, and “**people walk over you**”. In (9) he uses an insulting expression to describe his son signaled by the phrases “**weakling**” and “**never amount to a dog turd**”. He tries to belittling his son’s value from his point of view.

The father continues: “(1) *I love you better. I always have.* (2) *This may be a bad thing to tell you, but it’s true.* (3) *I love you better.* (4) *Else why would I have given myself the trouble of hurting you?* (5) *Now shut your mouth and go to supper*”

Strategy: (1) and (3) positive politeness/ strategy4: use in group identity markers.

(2) Negative politeness/ strategy6: apologize/ admit the impingement

(4) Negative politeness/ strategy6: apologize/ give overwhelming reason

(5) Bald on record/ insulting expression accompanied with order

FTA: The father apologizes to his son by using positive strategy 4; the in-group identity marker signaled by “**love you**” in (1) and (3). Then the father uses negative strategy of apology by admitting his guilt of insulting his son and he knows how he uses bad words to describe him but this is the truth. Thus the father presents his apology for his previous act signaled by “**bad things to tell**”. In (4), the father apologizes to his son by using the same strategy of apologizing but by giving overwhelming reason. It is presented in the form of question signaled by “**why I have given myself the trouble of hurting you?**” he tries to justify his acts by this strategy i.e. if I love you I will not hurt you. Finally, the father turns back to his mostly used strategy in (5) bald on record that is proved by an insulting expression of “**shut your mouth**” and the direct order “**go to supper**”.

The father after days:

When Adam finally joined the army and became a soldier following his father will, his father came to visit him after a period of time. The moment Cyrus, the father sees Adam says:

“Come along with me”

Strategy: bald on record

FTA: as usual, the father directs his son by one of his orders to leave what in his hands and go with him.

Adam, the son: “(1) *I’m under order,* (2) *sir.* (3) *I’m to report to Colonel Wells*”

Strategy: (1) Off record/ strategy6: tautologies

(2) Negative politeness/ strategy5: give deference

(3) Off record/ strategy6: tautologies

FTA: The son in (1) and (3) at his father’s order indirectly by explaining the truth of his current situation as being on duty signaled

by “**under order**” and it is supposed to go to “**Colonel Wells**”. In (2), Adam uses the negative strategy⁵ of giving deference signaled by the linguistic marker “**Sir**”. Using this strategy, Adam humbles himself to satisfy his father’s wants to be superior and treated as his officer.

The father: *“I know you are. I told Wells to issue the orders. Come along”*

Strategy: bald on record

FTA: the father uses his famous strategy bald on record by using his direct orders to claim that even the orders of the Wells were by his request signaled by “**I told Wells to issue the orders**”. Then, follow this order by his repeated direct order “**come along**”.

The son: *“(1) If you don’t mind, (2) sir, (3) I think I’d better report to Colonel Wells”*

Strategy: (1) and (2) Negative strategy⁵: give deference, (3) Off record/ strategy⁶: tautologies

FTA: Adam repeats his rejection of his father order by using the negative strategy of giving deference signaled by the linguistic markers “**if you don’t mind**” and “**sir**” in (1) and (2). He humbles himself to his father’s wants to cover his rejection. In (3), Adam tries to be indirect in his rejection by using off record strategy⁶ of tautologies and giving the truth of his preference to go to the Wells rather than going with his father signaled by “**I’d better report to ...**”

The father: *“(1) I was testing you” ... (2) “I wanted to see whether the army has any discipline these days. (3) Good boy. (4) I knew it would be good for you. (5) You’re a man and a soldier, my boy”*

Strategy: (1) and (2) off record strategy 8: be ironic; (3) and (5) positive politeness/ strategy 4; in-group identity marker, and (4) positive politeness/ strategy 1: notice; attend to H (his interest, wants, needs, and good)

FTA: In (1) and (2), the father has an indirect response to Adam’s rejection by using the strategy of irony in order to cover his wrong order “come with me” that violates the army rules. In (3) and (5), the father turns his policy to use positive politeness represented by strategy 4 of in group identity markers of addressing. The father, for the first time, addresses his son by “**good boy**” in (3) and “**my boy**” in (5). Adam’s father continues his positive politeness in (4) by using strategy 1 notice to H’s wants, needs and goods. He mentions how good being at military force for his son signaled by “**I knew it would be good for you**” because it changes his personality to become a man of rules.

The son: *“(1) I’m under order, (2) sir”*

Strategy: (1) Off record/ strategy⁶: tautologies, (2) Negative strategy⁵: give deference

FTA: Adam emphasizes his attitudes toward his strange father. He uses his repeated sentence that reflects off record strategy of tautology signaled by “**I’m under order**” in (1) and the negative strategy of giving deference signaled by “**sir**” in (2). But this time these two strategies do not function as polite rejection to his father’s continuous orders, this time he does not use to hear such words from his father. Thus, he indirectly tries to stop calling him my boy because he was on duty now.

The father: “(1) *This is my boy*, (2) *a private soldier*, (3) *Mr. Secretary* ___ (4) *just as I was* ___ (5) *a private soldier in the United States Army*”

Strategy: (1) positive politeness/ strategy 4; in-group identity marker (address form), (2-5) positive politeness/ strategy 4; in-group identity marker jargon forms

FTA: Finally Adam’s father claims the shared common ground with his son by using the in-group address forms in (1) signaled by “**my boy**”. In (2-5) the father uses a number of in-group jargon expressions represented by the United States military terminology signaled by “a private soldier” and “Mr. Secretary”. The father finally is proud of his son because they finally share the same background and field as being part of the military forces signaled by “**just as I was**”.

1.5 The Analysis of Father-son Argumentation in Cormac McCarthy’s *The Road*:

The boy: ‘*can I ask you something?*’

Strategy: negative politeness/ strategy 1: be conventionally indirect

FTA: the boy asks for his father permission to ask him something signaled by the use of the linguistic marker “can”. He tries to be indirect in his question to avoid imposing tensions to his father.

The Father: “*yes of course*”

Strategy: positive politeness/ strategy 5: seek agreement

FTA: the father claims the common ground shared with his son by using agreement strategy signaled by the word “yes” in order to give his son the permission to ask.

The boy: “*Are we going to die?*”

Strategy: negative politeness/ strategy 1: be conventionally indirect (innocent question)

FTA: the boy directs his innocent question to his father intending to answer his curiosity. He uses the pronoun inclusive “we” to emphasize their common ground and shared future represented by the fact that both of them will die sooner or later.

The Father: “*Sometimes. Not now*”

Strategy: positive politeness/ strategy 6: avoid disagreement (token agreement)

FTA: sharing the common ground between the father and the son, the father tries to avoid being disagreed with his son by using the strategy of token agreement signaled by the linguistic marker “**sometimes**”. Then he switches to the future time signaled by the phrase “**not now**” in order to put the danger far away and leave his son relax.

The boy: “*And we’re still going south?*”

Strategy: negative politeness/ strategy 1: be conventionally indirect (innocent question)

FTA: the son keeps asking his innocent questions in order to know what is next step decided by his father.

The father: “*yes*”

Strategy: positive politeness/ strategy 5: seek agreement

FTA: the father agrees with his son by using the linguistic marker “*yes*”

The boy: “*so we’ll be warm?*”

Strategy: positive politeness/ strategy 3: intensifying interest to the H.

FTA: the son shares some of his father’s wants and intensifies his interest. He knows his father purpose of going to the south signaled by “to be warm”. The use of the inclusive “we” emphasize the common ground shared between the father and the son.

The Father: “*Yes*”

Strategy: positive politeness/ strategy 5: seek agreement

FTA: the father agrees with his son by using the linguistic marker “*yes*”

The boy: “*okay*”

Strategy: positive politeness/ strategy 5: seek agreement

FTA: the son agrees with his son by using the linguistic marker “*okay*”

The father: “*okay what?*”

Strategy: negative politeness/ strategy 1: be conventionally indirect (innocent question)

FTA: the father directs his innocent question to his son seeking the answer what he does mean by “okay”? By repeating the word “okay” the father also seeks agreement with his son by using repetition device to claim the common ground shared between them.

The boy: “*Nothing. Just okay*”

Strategy: positive politeness/ strategy 5: seek agreement

FTA: the son seeks his father agreement signaled by using the word “*okay*”

The father: “*go to sleep*”

Strategy: bald on record (order)

FTA: the father uses his direct order toward his son asking him to sleep.

The boy: “*okay*”

Strategy: positive politeness/ strategy 5: seek agreement

FTA: the son seeks his father agreement signaled by using the word “okay”

The father: *“I’m going to blow out the lamp. Is that okay?”*

Strategy: negative politeness/ strategy 4: Minimize the imposition

FTA: the father tries to avoid imposing his son with direct order. Thus instead he tries to explain what he is going to do as if he takes permission first.

The boy: *“yes that is okay”*

Strategy: positive politeness/ strategy 5: seek agreement

FTA: the son seeks his father agreement by using the repetition device indicating the fact that they are sharing the same background signaled by ‘yes’ and “that is okay”.

“And then later in the darkness”

The boy: *“can I ask you something?”*

Strategy: negative politeness/ strategy 1: Be conventionally indirect

FTA: the son tries to be indirect in having a permission to ask his father something.

The father: *“Yes of course you can”*

Strategy: positive politeness/ strategy 5: seek agreement

FTA: the father seeks his son’s agreement by using the linguistic markers “yes”, “of course” and the repetition device in “you can” claiming the shared common ground with his son.

The boy: *“what would you do if died?”*

Strategy: negative politeness/ strategy 2: question, hedge (adverbial-clause hedges)

FTA: the son’s question expresses felicity condition by using if-clause to ask his father how he will react to the condition of being died.

The father: *“if you died. I would want to die too”*

Strategy: negative politeness/ strategy 2: question, hedge (adverbial-clause hedges)

FTA: the father repeats his son’s felicity condition by affirming the condition to himself. In order to share every condition with his son he proposes that if his son died he will die too.

The boy: *“so you could be with me?”*

Strategy: positive politeness/ strategy 3: Intensify interest.

FTA: the son shares some of his father’s wants to be with him wherever he goes even in death.

The father: *“yes. So I could be with you”*

Strategy: positive politeness/ strategy 5: seek agreement (repetition)

FTA: the father claims the shared common ground with his son by using the repetition device in order to seek his son’s agreement

signaled by the word “yes” and the repeated part “so I can be with you”.

The boy: “okay”

Strategy: positive politeness/ strategy 5: seek agreement

FTA: the son seeks his father agreement by using the linguistic marker “okay”

“They had for food a single tin of peaches but he made the boy eat it and he would not take any”

The father: “I can’t”

Strategy: bald on record (negation, disapproval)

FTA: the father rejects his son’s offer to eat his part of food without any redressive act signaled by the linguistic marker.

The boy: “it’s all right I’ll save your half”

Strategy: positive politeness/ strategy 7: presuppose common ground

FTA: the son’s answer shows that they are sharing everything even the food signaled by “your half” refers to the fact that they are sharing an equal value. Thus, the son uses the device of presupposing H’s value is the same as the S’s value in order to presuppose their shared common ground.

The father: “Okay. You save it until tomorrow”

Strategy: positive politeness/ seek agreement (repetition)

FTA: the father seeks agreement with his son’s suggestion of saving his half signaled by the linguistic marker “okay” and the repetition of the son’s words “save it”.

The father: “(1) Look round you ... (2) there is no profit in the earth’s long chronicle who’s not honored here today.(3) You need to go on ... (4) I can’t go with you.(5) You need to keep going. (6) You don’t know what might be down the road. (7) We were always lucky. (8) You’ll be lucky again. (9) You’ll see. (10) Just go. (11) It’s all right.

Strategy: (1, 4, and 10) bald on record, (2) Positive politeness/ strategy 3: intensifying interest to H by mentioning a story. (3) & (5) positive politeness/ strategy 1: notice “need” (4) bald on record, (6) off record strategy 2: give association clues (7) positive politeness/ strategy3: intensifying interest to H (8 and 9) positive politeness/ startegy11: be optimistic, (11) positive politeness/ strategy5: seek agreement

FTA: in (1) the father starts his turn by ordering his son to “look” around himself and to be careful because in (2) he mentions a story of how the earth has no profit in order to show how he is interested in his son safety and teach him to feel the danger everywhere on earth. In (3 and 5) the father notices his son need to go and continue discovering the road without him signaled by “you need”. In sentence (4), the father uses the strategy bald on record with the device of negation to

express his disability to go with his son because of his sickness signaled by “can’t”. In (6), the father tries to go off record and be indirect by using a shared clue from their mutual knowledge signaled by “the road” so that his son may be curious to go alone and discover the road. In (7), the father intensifies his son’s interest by using time switching and reminding him with the past time when they were lucky together. He also uses the inclusive “we” in order to focus on their shared background. In sentences (8 and 9), the father uses the positive strategy of being optimistic and time switching to the future in order to give his son hope signaled by “you’ll”. Finally, in sentence (10) he begs his son’s agreement to go by using bald on record strategy and order him to go signaled by “just go”. The last sentence (11) shows how the father tries to let his son feel safe full of hope and get rid of his worry about his father’s sickness signaled by “it’s all right”.

The boy: “*I can’t*”

Strategy: bald on record (negation)

FTA: without following any redressive act the son rejects his father’s order to go alone without him expressing his disability to go and leave his father signaled by the linguistic marker “I can’t”.

The father: “(1) *It’s all right.* (2) *This has been a long time coming.* (3) *Now it’s here.* (4) *Keep going south.* (5) *Do everything the way we did*”

Strategy: (1) positive politeness/ strategy5: seek agreement (2 and 3) positive politeness/ strategy7: presuppose common ground (4 and 5) bald on record

FTA: In (1) the father agrees with his son that it is difficult for him to leave his father alone and go. In (2), he tries to convince him to go by using the strategy of asserting the shared common ground between them. The father reminds his son of their goal behind this journey and how they have been waiting for this moment. In sentence (3), the father has made a switch of time by the linguistic marker “now”. He moves from the perfect tense to the present by using the switching time device signaled by “now” and the point of view operations signaled by the linguistic marker “here” in order to increase the immediacy. He lets his feel that they are very near from their goal.

In sentences (4 and 5), the father uses bald on record strategy in order to make his son go and continue his journey. In the final sentence, the father also uses bald on record strategy, the order device, and goes back to switch time from the vivid present to the past “we did” asserting their common past experience signaled by the use of inclusive “we” as in strategy 7 used before.

The boy: “(1) *you are going to be okay,* (2) *Papa.* (3) *You have to*”

Strategy: (1) positive politeness/ strategy11: be optimistic (2) positive politeness/ in-group identity marker (3) bald on record (order)

FTA: In sentence (1), the son uses the device of being optimistic signaled by ‘going to’ and “okay” in order to give his father hope to feel better. In (2), the son emphasizes their shared common ground by using the in-group identity signaled by the word “Papa”. Finally, in (3) he goes back to use order device signaled by “you” and “have to” in order to motivate his father to be better and go with him.

The father: “(1) No I’m not. (2) Keep the gun with you at all times. (3) You need to find good guys but you can’t take any chances. (4) No chances, (5) you hear me?”

Strategy: (1 and 2) bald on record, (3) positive politeness/ strategy1: notice need, (4) bald on record, (5) positive politeness/ strategy7: suppose common ground

FTA: In (1), the father replies to his son’s optimistic strategy by disapproving his state signaled by “no” and “I’m not” okay. In (2), he orders his son in the form of advising him to keep a gun with him to protect himself. In (3), the father notices his son’s need to have a company with him in his next journey signaled by “a good guy”. In the same sentence, the father warns his son to have no options except going without him. In (4), the father continues using his warning that his son has no option signaled by the repetition of “no chance”. In (5), the father supposes a common ground shared between them by using the question ‘you hear me?’ in order to emphasize his previous warning.

The Boy: “I want to be with you”

Strategy: bald on record (request)

FTA: The son here keeps requesting his father permission to stay with him because he can’t leave him sick alone and go.

The father: “you can’t”

Strategy: bald on record

FTA: the father cannot give his son the permission to stay.

The boy: “please”

Strategy: negative politeness/ strategy 1: be conventionally indirect.

FTA: the son tries to be indirect in his want by using the word “please” and expressing polite request to stay with his father.

The father: “(1) you can’t. (2) You have to carry the fire”

Strategy: (1 and 2) bald on record

FTA: In (1), the father goes bald on record by refusing his son’s request to stay with him. In (2), the father orders his son to “carry the fire”.

The boy: “I don’t know how to”

Strategy: positive politeness/ strategy6: avoid disagreement (hedging opinion)

FTA: the boy tries not to disagree with his father order by negating his knowledge signaled by “I don’t know”. In the second part, the boy

goes off record to be indirect and underestimate to say less than it is required signaled by “how to” to mean how to carry the fire,

The father: *“yes, you do”*

Strategy: positive politeness/ strategy9: assert S’s knowledge and concern for the H

FTA: the father asserts his knowledge of his son’s ability and insists on the fact that he can carry the fire signaled by “yes” and “you do”.

The boy: *Is it real, the fire?”*

Strategy: positive politeness/ strategy7: suppose common ground

FTA: the son here supposes the shared common ground with his father by asking a question that needs short answer.

The father: *“yes, it is.”*

Strategy: positive politeness/ strategy5: seek agreement

FTA: the father expresses his agreement by answering his son with “yes”.

The boy: *“(1) Where is it? (2) I don’t know where is it?”*

Strategy: (1) negative politeness/ strategy1: be conventionally indirect (innocent question), (2) positive politeness/ strategy 6: avoid disagreement (hedging opinion)

FTA: In (1) the son asks his father innocently about the place of that fire he has to carry. In (2) he repeats his question adding “I don’t know” to express avoidance of disagreement.

The father: *“(1) Yes you do. (2) It’s inside you. (3) It was always there. (4) I can see it”*

Strategy: (1-4) positive politeness/ strategy 7: presuppose common ground,

FTA: In (1) the father uses the device of presupposing knowledge of his son’s wants and attitudes signaled by the word “yes” as a short answer. He knows very well what his son has. He means that his son knows the place of fire. In (2), he directly answers his son’s question and mentions the place of fire signaled by “inside you”. In (3), the father intensifies interest to his son by making a good story signaled by the adverb “always”. At the same time the father asserts the common ground with his son by the device of switching time between the past and present. He moves from the present to the past tense in order to remind his son that the symbolism of fire was always inside him in the past and continues to the present. The father knows his son very well because they share the same ground, he is certain to the extent that he can see that fire in part (4).

The boy: *“(1) just take me with you. (2) Please”*

Strategy: (1) bald on record (2) negative politeness/ strategy 1: polite request

FTA: the boy keeps asking his father’s permission to stay with him making his request polite by using the word “please” in (2).

The father: *“I can’t”*

Strategy: bald on record

FTA: The father rejects his son’s request by expressing his disability to give the permission to come with him.

The boy: *“(1) please, (2) Papa”*

Strategy: (1) negative politeness/ strategy 1: polite request, (2) positive politeness/ strategy4: in-group identity marker

FTA: the boy continues his polite request signaled by “please” accompanied with in group identity marker signaled by “Papa” begging his father’s permission to be with him.

The father: *“I can’t. I can’t hold my son dead in my arms. I thought I could but I can’t”*

Strategy: negative politeness/ strategy6: apology (give overwhelming reasons)

FTA: the father expresses his incapacity signaled by **“I can’t”** to stay with his son and compels reason for this. He sets the reason by using the negative strategy of apology in order to persuade his son he tries to protect him because being together can threaten his life signaled by the sentence **“I can’t hold my son dead in my arms”**.

The boy: *“you said you wouldn’t ever leave me”*

Strategy: positive politeness/ strategy 10: promise

FTA: the boy chooses to stress his cooperation with his father by reminding him of his past promise he gave that he will not leave his son alone signaled by “wouldn’t ever leave me”

The father: *“(1) I know. I’m sorry. (2) You have my whole heart. (3) You always did. (4) You’re the best guy. (5) You always were. (6) If I’m not here you can still talk to me. (7) You can talk to me and I’ll talk to you. (8) You’ll see”*.

Strategy: (1) negative politeness/ strategy 6: apology, (2 and 4) positive politeness/ strategy 2: exaggerate, (3and 5) positive politeness/ assert common ground (time switch), (6) negative politeness/ strategy 2: question, hedge, (7 and 8) positive politeness/ strategy 11: be optimistic.

FTA: in (1), the father apologizes to his son for not fulfilling his promise by using two pieces of device. The first is signaled by the linguistic marker ‘I know’ that admits the impingement and the second device is signaled by ‘I’m sorry’ that begs his son’s forgiveness. In (2 and 4), the father uses the positive strategy of exaggerating sympathy with his son signaled by “my whole heart” and “the best guy” including the modifier “best”. In (3 and 5), the father uses the positive strategy of asserting common ground shared with his son. He uses the time switch device between the past and present in order to emphasize the shared experience with his son and how he was “always” his best guy and had his “whole heart”. That common

ground between them is continued till the present time. In (6), the father uses the negative strategy of hedges signaled by the use of “if-clause” in order to give his son some hope that if he can’t see his because he is dead he can talk to him spiritually. In (7 and 8), finally the father uses the positive strategy of being optimistic signaled by the linguistic markers “will talk to you” and “you’ll see” giving his son hope to continue their communication after death.

The boy: “*will I hear you?*”

Strategy: negative politeness/ strategy 1: be conventionally indirect

FTA: the son uses this strategy in the form of innocent question provoked by curiosity. He asks that is it really I shall hear you if we are away from each other.

The father: “(1) *Yes you will.* (2) *You have to make it like talk that you imagine.* (3) *And you will hear me.* (4) *You have to practice.* (5) *Just don’t give up.* (6) *Okay?*”

Strategy: (1 and 6) positive politeness/ strategy 5: seek agreement, (2, 4 and 5) bald on record (direct orders), (3) positive politeness/ strategy 11: be optimistic.

FTA: in (1) the father answers his son by repeating his words “you will” seeking his agreement. In (2), the father goes bald on record by directing order to his son. He instructs his son how he can imagine talking to him. In (3), the father gives his son some hope by using the positive strategy of being optimistic signaled by “you will hear me”. In (4 and 5), the father goes bald on record and continues his series of orders. In (6), finally the father also seeks his son’s agreement signaled by asking him “okay?”

The boy: “*okay*”

Strategy: positive politeness/ strategy 5: seek agreement

FTA: the boy answers his father by seeking his agreement also using repetition device signaled by the word “okay”.

The father: “*Okay*”

Strategy: positive politeness/ strategy 5: seek agreement

FTA: the father also replies by using seeking agreement strategy in order to agree with his son signaled by the linguistic marker “okay”

The boy: “(1) *I’m really scared* (2) *Papa*”

Strategy: (1) off record/ strategy 1: give hint, (2) positive politeness/ strategy 4: in group identity

FTA: In (1), the boy goes off record by using the give hint strategy by which he violates the relevance maxim because he says something that is irrelevant to what his father asks him to do. He tries to be indirect in rejecting to go to his journey without his father so he gives the reason of being scared. In (2), he uses in group identity strategy signaled by the linguistic marker “Papa” to get his father’s sympathy.

The father: “(1) I know but you’ll be okay. (2) You are going to be lucky. (3) I know you are. (4) I’ve got to stop talking. (5) I’m going to start coughing again”.

Strategy: (1 and 3) positive politeness/ strategy 9: assert S’s knowledge of H’s wants, (2) positive politeness/ strategy 11: be optimistic, (4 and 5) off record/ strategy 3: presuppose

FTA: In (1 and 3), the father asserts his knowledge of his son’s want signaled by the linguistic marker “I know”. He knows that his son is scared and doesn’t want to go without his father. The second part of sentence (1) the father uses the positive strategy of being optimistic signaled by “you’ll be okay” and followed by sentence (2) also tries to be optimistic by saying “you are going to be lucky” to his son. In (4 and 5), the father goes off record to use the strategy 3 to mean that he can’t continue talking because of his sickness signaled by the linguistic marker “again” to let the hearer presuppose that he will start coughing again.

The boy: “(1) It’s okay, (2) Papa. (3) You don’t have to talk. (4) It’s okay”

Strategy: (1 and 4) positive politeness/ strategy 5: seek agreement, (2) positive politeness/ strategy 4: use in group identity, (3) positive politeness/ strategy 15: give gifts to H.

FTA: In (1 and 4), the boy seeks his father’s agreement by using the linguistic marker “okay”. In (2), the second part of the first sentence the boy uses the strategy of in group identity signaled by the word “Papa”. In (3), the boy uses the positive strategy of giving gifts. It is not a tangible gift but it is represented by fulfilling some of the father wants. So as long as the father does not want to talk more because of his sickness, the son fulfils his want signaled by his words “don’t have to talk”.

1.6 Results of Analysis & Discussion

To sum up, the table below shows the statistical analysis of the father-son use of politeness strategies in both novels:

Table 3: The frequency of using politeness strategies: a statistical analysis

Strategy	The Road		East of Eden	
	Father	Son	Father	Son
Bald on record	27%	11%	54%	20%
Negative	27%	9%	16%	53%
Positive	58%	58%	24%	0%
Off record	4%	2%	3%	26%

In the light of the aforementioned statistical analysis, it is found that the old father model represented by “Cyrus” in *East of Eden* (1952) has the highest frequency of using bald on record strategy that reached 54%. It includes series of 22% of direct orders, 29% of putting pressure on his son, 18% of insulting expressions and 14% of criticism. His son “Adam” answers him with 53% of negative politeness strategy. He treats his son as if he was a soldier and the father is his officer.

On the opposite side, the present father model represented in *The Road* (2006) has the highest frequency of using positive politeness strategy that reached 58%. It is unexpectedly answered by equal percentage of 58% positive politeness strategy by his son. This type of father also has 27% use of bald on record strategy but it includes series of simple orders and pieces of advice that can be directed by all fathers who look after their sons’ safety and wellness.

The old father model also has 24% frequency of using positive politeness strategy but it was too late in his exchange with his son. He turns to be positive only when his son fulfills his wants to join the US Army. Being lately positive has not been answered by equal positive politeness. His son has 0% use of positive politeness strategy along their exchange. Finally, the lowest frequency of using politeness strategies is for the off-record one. No one of the characters has high percent for the off-record strategy except for the old son model in *East of Eden* because he always tries to be indirect in his answers in front of his father’s continuous bald on record strategies.

Conclusion

Father-son argumentation reflects the social distance between them. Based on the above statistical analysis, it is proved that the old image of the father has been changed to fade away the social distance with his son. The continuous use of bald on record strategy by the old father model increases the social distance with his son. That is proved by his son’s high frequency of using negative politeness as an attempt to be independent and off-record strategy as an attempt to be indirect with his father.

The use of positive politeness strategy by the present father model has a valuable impact on fading away the social distance with his son. The present father achieves the audience demand by caring about his son’s face, fulfilling his wants and letting him feel they share the same common ground fading away all types of the social distance between them. That type of strategy makes his son reaction positive too.

To conclude, language is a gift in the hand of human beings. We can utter words act like bullets shot towards the hearer’s heart or like flowers fly to be planted with love in the hearer’s heart. Thus,

fathers can gain their sons' hearts and obedience just by choosing the right politeness strategies in the argumentation with their sons.

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أعتماد مطلب المتلقي في المناقشة بين الأب و الأبن عبر الأجيال

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تلعب اللغة دورا كبيرا في تشكيل طبيعة العلاقة الاجتماعية بين المتناقشين. فتعمل اللغة كسلاح ذو حدين بيد الأباء عند تشكيل طبيعة علاقتهم مع أبناءهم. حيث من الوارد أن تكون المناقشة والجدل بين الأب والأبن السبب الحقيقي وراء البعد الاجتماعي وبناء الحواجز بينهما. يهدف البحث الحالي الى أجابة السؤال "هل تلك المسافة والبعد الاجتماعي ما بين الأب والأبن قد تغيرت عبر السنوات و العصور ام لا؟". وهل أن الأنموذج القديم للأب قد تغير في وقتنا الحالي ليصبح مهتما بمتطلبات الأبن والى اي مدى يحقق "اعتماد مطلب الأبن" و مشاركته أهتماماته وخفيتهم المشتركة. يهدف الباحث الى أختبار ذلك الفرق الكبير بين صورة الأب القديم و الحالي من خلال تحليل النقاش الجدلي والحوار بينهما في الروايتين "شرق عدن" (١٩٥٢) لجون ستينبيك و "الطريق" (٢٠٠٦) لكورمان مكارثي. حيث يروم الباحث الى تسليط الضوء على طبيعة العلاقة الاجتماعية بين مثال الأب القديم و الحالي وأبناءهم المنعكسة على اللغة المستعملة والنقاش والتحاور بينهم. وذلك بتطبيق نظرية الأدب (استراتيجيات الأدب) لبينيلوب براون و ستيفن ليفينسون (١٩٧٨). وتوصل الباحث الى أن أنموذج الأب الحالي يستعمل الاستراتيجيات الايجابية لنظرية الأدب في نقاشه مع الأبن أكثر من أنموذج الأب القديم الذي يستعمل استراتيجيات الأوامر المستمرة والانتقاد والأهانة في بعض الأحيان. وأخيرا، كلما كان "اعتماد مطلب المتلقي" للأبن متحقق كلما كانت المسافة الاجتماعية بين الأب والأبن أقل أو متلاشية.