

UNIVERSITY OF SWAZILAND

MAIN EXAMINATION 2010

TITLE OF PAPER : CONVERSATIONAL ANALYSIS

COURSE CODE : ENG 303

TIME ALLOWE : TWO HOURS

INSTRUCTIONS :

- 1. This paper consists of FOUR questions.**
- 2. Answer question ONE and one other question.**
- 3. Each question is worth 30 marks.**
- 4. Good English will attract credit.**
- 5. This question paper consists of 4 pages, cover page included.**

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR.

ENG 303 – CONVERSATIONAL ANALYSIS

QUESTION 1

Below is a transcript of a conversation recording. Give a narrative account of the conversation clearly showing the major similarities and differences between spoken and written discourse. [30 marks]

Transcript of a recording:

1. *um, well it was something that happened |*
2. *when I was living in Western Samoa |*
3. *um, I rented a house |*
4. *and, er, my bedroom |*
5. *my bedroom was actually separate |*
6. *separate from the rest of the house |*
7. *and, one night |*
8. *um, it was quite late |*
9. *I was lying in bed |*
10. *I was awake |*
11. *and, er, my flatmate |*
12. *was away at the airport |*
13. *meeting some relatives |*
14. *and so I was all alone |*
15. *and I started hearing noises |*
16. *on the roof |*
17. *of my bedroom |*
18. *it was a tin roof |*
19. *and um, I heard footsteps |*
20. *and creaking sounds |*
21. *on the the tin |*
22. *you know |*
23. *and an, another noise |*
24. *I couldn't quite |*
25. *tell what it was |*
26. *but it but it was something strange |*
27. *and I was scared |*
28. *really scared |*
29. *um, and my problem was |*
30. *that I |*
31. *I couldn't |*
32. *get to a phone |*
33. *without |*
34. *unlocking my bedroom door |*
35. *walking across the lawn |*
36. *unlocking the front door |*
37. *and going into the house |*
38. *the thought of doing this |*
39. *while there was somebody on the roof |*
40. *[laughs] er, w-was not very, er |*
41. *possible so |*
42. *there I am |*
43. *lying there |*
44. *thinking |*
45. *what on earth will I do |*
46. *and I finally |*

47. *figured that* |
48. *probably the person there* |
49. *thought there was no one home* |
50. *and was just trying to break in* |
51. *trying to rob the place* |
52. *so I had a brainwave* |
53. *[laughs] and immediately the person ran* |
54. *across the roof* |
55. *and jumped off* |
56. *er, and landed on the lawn* |
57. *I heard a thud* |
58. *um, so then I unlocked the door* |
59. *and went across to the house* |
60. *and phoned the police* |
61. *well they were* |
62. *they were there* |
63. *really quickly* |
64. *I'd say within a couple of minutes* |

With close reference to Sacks, Schegloff and Jefferson (1974) discuss the system for the organisation of turn-taking in conversation. [30 marks]

QUESTION 3

Grice's (1975) Cooperative principle goes both ways: the speakers (generally) observe it, and listeners (generally) assume that speakers are observing it. This allows for the possibility of implicature. With the aid of examples, discuss the failures of each of the Gricean maxims. [30marks]

QUESTION 4

According to Philipsen (1975:13) 'Each community has its own cultural values about speaking and these are linked to judgements of situational appropriateness.' However, as much as cultures communicate in different ways, there are basic elements that are common in all of them. Drawing examples from your own culture, discuss the core elements shared by all cultures in their linguistic behaviour. [30marks]