



UNIVERSIDAD DE CHILE

FACULTAD DE FILOSOFÍA Y HUMANIDADES

DEPARTAMENTO DE LINGÜÍSTICA

**Illocutionary Force Indicating Devices in Supra-Segmental
Features in Indirect Relations between Locution and
Illocution: A study of semi-scripted interviews**

**Informe final de Seminario de Grado para optar al grado de Licenciado en Lengua y
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Autora

Paulina González Lagos

Profesor Guía

Hiram Vivanco

Santiago, Chile

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Abstract

The study of supra-segmental features has been an important matter for linguistic studies and the phonology area where intonation and stress patterns are involved in the understanding of connected speech during conversations. Historically, the interaction between illocutionary forces and locutionary forces has been analyzed in studies regarding humor, more specifically sarcasm and irony, however, the aim of this study is focused on indirect relations between locution and illocution in everyday speech. The aim of this study is to find the means by which illocutionary force is understood, and to disclose any intonation pattern in the relation between locutionary and illocutionary forces. An analysis of 4 episodes of the BBC's programme *Hard Talk* was performed in order to obtain data of the use of locutionary and illocutionary forces by the host of the show, in a semi-structured interview where diverse guests were asked for specific topics regarding their regular activities and opinions. The presence of perlocutionary force could be analyzed by means of the interviewee's responses during the communicative interaction of the subjects studied.

Key words: Supra-segmental features, prosody, locutionary force, illocutionary force, intonation, stress, speech acts.

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*“If you want something,
Go and get it.
Period.”*

The Pursuit of Happiness

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1. INTRODUCTION

In Phonology, Speech Acts and the relation between Locutionary and Illocutionary forces have been studied from different perspectives and approaches, the most common is the incongruence among these last two. Broadly, humoristic thematic, such as irony and sarcasm, are the most known ones and are studied from perspectives like sociolinguistics and even cognitive linguistics, this can be seen in works like *Una aproximación Cognitivo Lingüística al Acto Humorístico* (Zenteno et. al 1999). Furthermore, there are lexical and pragmatic analyses on the relation between Locutionary and Illocutionary Forces.

However, studies have been elusive when it comes to new aspects such as the supra-segmental features which may give new approaches to understand locution and illocution incongruence in everyday discourse, as little research has been done in that area. This is why the aim of the present study is to unveil if illocutionary forces, apart from irony and sarcasm, are manifested and understood through supra-segmental features. Also, this investigation attempts to find a supra-segmental pattern in indirect relations between Locutionary and Illocutionary Forces by means of a linguistic analysis of four British semi-scripted interviews treating contingency issues.

This study is structured as follows: In the Theoretical Framework, main concepts such as *Speech Acts* and *Locutionary and Illocutionary Forces* are defined and delimited for the use of the analysis, additionally other factors such as *Non-verbal Language* and *Formality* are explained. In Section 3 it is possible to find the Objectives and the Research Questions. Whereas, in Section 4 the Methodology is presented, explaining step-by-step the process of selection and development of the study. Results, with their correspondent analysis and discussion are presented in Section 5. Finally, in the last section, conclusions are formulated and limitations and suggestions for future research are stated.

2. THEORETICAL FRAMEWORK

When it comes to speech and utterances in conversation there are several elements to take into account when analyzing them linguistically, such as syntax, lexis and phonology, among others. Phonological studies deal with Segmental and Supra-segmental features, the latter dealing, among others, with accent, stress and intonation, being these last two fundamental for connected speech. According to Wells (2006) intonation is described as “the melody of speech...how the pitch of the voice rises and falls, and how speakers use this pitch variation to convey linguistic and pragmatic meaning”, becoming so, central for discourse.

2.1 Speech Acts

It has been generally acknowledged in the study of language that the meaning of an utterance may be analyzed in terms of its purpose. When performing an act in an utterance with a specific purpose, Speech Act Theory may be applied. As The Encyclopedia Britannica defines it, it is the “Theory of meaning that holds that the meaning of linguistic expressions can be explained in terms of the rules governing their use in performing various speech acts (e.g., admonishing, asserting, commanding, exclaiming, promising, questioning, requesting, warning).

According to Austin (1962) in his work *How to do Things with Words* any utterance that is performative, or in other words that performs an action in language and communication, is considered a speech act. Therefore, language may be understood as a mode of action, as it conveys information and meaning.

Speech Acts theory, following Austin and Searle, was constructed to help us understand how people accomplish things with words, the intention behind an utterance. O. H. Green proposed that “the performance of speech acts like making requests and promising is intentional and ordinarily serves the purpose of communication” (1969). This last idea supports the belief of the speech acts as a functional and performative unit, it involves doing something with words rather than reporting something. It is an act that speakers perform

when they make an utterance. Therefore, it can be said that the meaning of a sentence is indeed the speech act, Hare (1970):

“A study of the meaning of sentences is not in principle distinct from a study of speech acts. Properly construed, they are the same study [...] the study of the meanings of sentences and the study of speech acts are not two independent studies but one study from two different points of view”. (p. 3)

Austin (1962) and Searle (1981) established that whenever we say something, that utterance has three forces: locutionary, illocutionary and perlocutionary. Based on these levels, the speech acts may be Direct, meaning that the locutionary and the illocutionary force coincide, or Indirect, meaning that the locutionary and the illocutionary forces are different.

For the Locutionary Act to be truthful there are certain conditions that need to be fulfilled, these are called Felicity Conditions and they recognize the appropriate circumstance of speech act as intended. According to Austin (1962),

“There must exist an accepted conventional procedure having a certain conventional effect, that procedure to include the uttering of certain words by certain persons in certain circumstances, and further, the particular persons and circumstances in a given case must be appropriate for the invocation of the particular procedure invoked” (p. 14).

An example of this could be a sentence to death, if it is not uttered by a judge it lacks credibility. Other basic conditions that need to be satisfied are that the participants speak the same language or that they are not acting.

Speech acts, for this study, were taken into account in terms of the action uttered by the interviewer. Each action. According to the card, each action could be the locutionary force and/or the illocutionary force.

2.2 Locutionary, Illocutionary and Perlocutionary Forces

It can be said that every time speakers enunciate a sentence, they are attempting to accomplish something with the utterance and to have an effect on the listener or reader. This last idea having in consideration that in vernacular use of language, people do not usually say what they mean, therefore the listener must infer the meaning behind the utterance. (Yule. 1996)

Taking into account the idea that to say something is to do something, Austin (1962) proposes that the action performed will consist of three levels of action within the speech act. The following examples show the categories for those levels:

- 1) Locutionary act is ‘what is said’, the act of saying something (Cutting. 2002)
For Example: When someone says “Close the window”, the locutionary force is saying something.
- 2) Illocutionary act is what the speakers are doing with their words, what is done in uttering the words, the specific purpose that the speaker has in mind (Cutting. 2002)
For Example: When someone says “I promise I will help you tomorrow” it is used to perform the illocutionary force of promising.
- 3) Perlocutionary act is the “effect” produced on the listener, the result of the words, what is done by uttering the words (Cutting. 2002)
For Example: When saying “Close the window”, the perlocutionary force would be for the listener to close the window.

Moreover, Searle (1969) proposes a classification of the types of Illocutions: Representative, Directive, Commissive, Expressive and Declarative. First, Representatives attempts to “commit the speaker (in varying degrees) to something's being the case, to the truth of the expressed proposition” (p. 10), for example something being either true or false; the Directive type of Illocution “attempts (of varying degrees) [...] by the speaker to get the hearer to do something” (p.11), for example ordering or asking for something; Commissive Illocutions “commit the speaker (again in varying degrees) to some future course of action” (p.11), for example promising; Expressive Illocutions communicate “the psychological state

specified in the sincerity condition about a state of affairs” (p.12), for example congratulating, thanking or apologizing; and finally, Declarative Illocutions “brings about the correspondence between the propositional content and reality, successful performance guarantees that the propositional content corresponds to the world” (p. 13), for example baptizing or firing.

The previously mentioned concepts were applied to the study to analyze the action and the intention behind the interviewer’s interventions.

2.3 Pragmatics

The distance between what is said and what is inferred, namely, the locutionary and illocutionary force, has a contextual and social angle. According to Yule (1996),

“Pragmatics is concerned with the study of meaning as communicated by a speaker and interpreted by a listener [...] it involves the interpretation of what people mean in a particular context and how the context influences what is said”. (p. 3)

Therefore, it can be said that pragmatics clarifies the aspects of meaning that cannot be found in the plain sense of words.

It is understood then that interpretation is a key element in pragmatics, as it explores how much of what is unsaid takes part in the communication going beyond literal words, and the use of language within a certain context and why people use language in particular ways. As Saeed (2009) proposes “listeners have a very active role, using what has been said, together with background knowledge, to make inferences about what the speaker meant” (p. 8)

The concept of pragmatics is relevant because it is the connection and use of the two previously mentioned concepts of Speech Acts and Levels of Action. Therefore, it can be said that it is vital to understand in our study the relation between the sign and the effect, that is to say, what the interviewer said and the reaction of the interviewee.

2.4 Supra-segmental/ Prosodic Features

The Prosodic System has been described as “sets of mutually defining phonological features which have an essentially variable relationship to the segmental/verbal items of an utterance” (Crystal 1969, p. 78). Having this in mind, there are different theories on what the prosodic or supra-segmental features are composed of. On the one hand, Crystal (1969) proposes that “the prosodic systems recognized are pitch-direction, pitch-range, loudness, tempo, rhythmicity, and pause”, leaving intonation outside of this group “Intonation, in this view, is not seen as a single system of contours or levels, but as a complex of features from different prosodic systems, primarily pitch-range and direction, and loudness” (p. 78). On the other hand, one of the most accepted definitions of prosodic system and its components is “a speech feature such as stress, tone, or word juncture that accompanies or is added over consonants and vowels; these features are not limited to single sounds but often extend over syllables, words, or phrases.” (Britannica. 2016).

2.4.1 Intonation

To provide a more accurate perspective of the previously mentioned features, it is necessary to understand them both as a unit and all together. First, Intonation, according to one of the last updated definitions, is “the use of the pitch of the voice to convey meaning” (Roach 2009, p. 3). However, Roach says that most definitions are not accurate enough and focuses on pitch, as he declares that when in control of it, it may be linguistically significant, “no definition is completely satisfactory, but any attempt at a definition must recognize that the pitch of the voice plays the most important part [...] we are not interested in all aspects of a speaker’s pitch; the only things that should interest us are those which carry some linguistic information” (p. 119).

Additionally, Wells (2006) proposes as a definition for intonation that it is “the melody of speech” and declares that “in studying intonation we study how the pitch of the voice rises and falls, and how speakers use this pitch variation to convey linguistic and pragmatic meaning [...] the rhythm of speech, and (in English, at any rate) the study of how the interplay of accented, stressed and unstressed syllables functions as a framework onto which the intonation patterns are attached” (p. 1).

These intonation patterns are said to be very important to convey meaning. Wells (2006) applies it to a Second Language Acquisition (SLA) context and claims that each pattern may convey different connotation “different intonation patterns have different meanings [...] speakers of English assume that – when it comes to intonation – you mean what you say. This may not be the same as what you think you are saying” (p. 2). Taking into account the patterns previously mentioned, it can be said that intonation conveys meaning depending on its movement, some of them are level, falling and rising. The first one has no elevation nor decrease therefore it stays flat (Roach 2009); the second one, has a decreasing movement which is used to confirm information (Holmes 1995); and the last one has an elevating movement which is used to request information (Holmes 1995).

For the purpose of this study, the moving tones or intonation patterns were taken into account to unveil the meaning behind the interviewer’s interventions.

2.4.2 Stress

Another prosodic feature that is necessary to understand is Stress. This concept is not included in all definitions of prosodic system, this because a discussion has raised about stress and how it may affect both segmental features, meaning individual sounds; and supra-segmental features, meaning a complete syllable,

“If suprasegmentals are to be defined with reference to their domain, then pitch, stress and quantity would not qualify as suprasegmentals when they happen to be manifested over a single segment [...] if it is true that stress, pitch

and quantity behave in a way that sets them apart from features determining segmental phonetic quality, the definition should be revised” (Lehiste & Lass 1976, p. 225)

Stress is important in communication as it emphasizes some syllables more than others. According to the Encyclopedia Britannica, stress is the “intensity given to a syllable of speech by special effort in utterance, resulting in relative loudness”. In English Phonology, the assignment of word stress has been associated to morphology as it applies at different levels, such as sounds, syllables, words and phrase, according to Carr & Honeybone (2007), “Another key issue in English phonology, which has long been a major subject of phonological debate (in SPE and elsewhere) is the topic of word stress assignment, and its interaction with morphology” (p. 125). Chomsky & Halle in *The Sound Patterns of English* (SPE) of 1968 propose that,

“One of the most complex aspects of the phonetics of English is its intricate system of stress contours, both within the word and within the phrase. It has long been known to phoneticians that stress contours in English have at least four (and probably five or more) perceptual levels, so that many degrees of stress must be recorded in an adequate phonetic transcription” (p. 59)

Taking into account the relationship of stress with morphology, only two main levels of stress were considered for the purpose of this study, at the level of syllable and word. The latter takes major importance in this study as it emphasizes information, according to Carr & Honeybone, “that word stress assignment in English crucially involves syllable weight (whether analyzed in terms of morae or not). Typical statements are, for example, that content words in English which have final stress must be heavy” (p. 125).

The accentuation of words was a part of the analysis of the interviewer’s intervention to shed light on the relation between locutionary and the illocutionary force. Both Intonation and Stress were taken into account as Illocutionary force indicating device (IFIDS).

2.5 Non-verbal Communication / Body Language

Non-verbal or body language has become a very important field in communication, according to Navarro & Karlins (2008),

“Nonverbal communication, often referred to as nonverbal behavior or body language, is a means of transmitting information—just like the spoken word—except it is achieved through facial expressions, gestures, touching (haptics), physical movements (kinesics), posture, body adornment (clothes, jewelry, hairstyle, tattoos, etc.), and even the tone, timbre, and volume of an individual’s voice (rather than spoken content)”. (p. 2 - 4)

Taking this into account, it can be said that non-verbal communication complements or could even, in some cases, substitute verbal language. It has been said that body language sometimes tells more than verbal communication. In Navarro’s words, “Nonverbal communication can also reveal a person’s true thoughts, feelings, and intentions” (p. 4). In consideration that people are not always aware they are communicating nonverbally, Navarro says that body language could be said to be more honest than an individual’s verbal pronouncements, which are consciously crafted to accomplish the speaker’s objective.

For the purpose of this study, body language was taken into account as a complementary feature in the illocutionary force indicating device.

2.6 Formality

According to Holmes (1995), a linguistic interaction, such as a conversation, is necessarily a social interaction, where there might be a social distance depending on the relation and closeness between the participants. This might depend on external factors, on the amount of imposition or the degree of friendliness. Formality can be seen in the lexical choices of the participants to address the listener, and it may vary depending on the social distance (E.g.: Excuse Mr. Smith, may I talk to you for a minute?) or social closeness (E.g.: Hey Jack, got a minute?).

Formality was not taken into account as a main field to be studied but only as an observation at the moment of studying the interview.

3. OBJECTIVES

3.1 General Objectives

The main objective of this thesis project is to disclose if all illocutionary forces, apart from irony and sarcasm, are manifested and understood through supra-segmental features of discourse, more specifically through intonation and stress.

3.2 Specific Objectives

Find a pattern of intonation as an Illocutionary Force indicating device in indirect relations between Locutionary Forces and Illocutionary Forces

3.3 Research Questions

1. Does the illocutionary force manifest itself through supra-segmental features?
2. Is Intonation the vehicle of expression of the illocutionary force?
3. Is intonation the indicating device of the illocutionary force in utterances?

4. METHODOLOGY

4.1 Informants

The subject of this research is a native speaker of British English in an interview programme of the BBC. The interviewer, Stephen Sackur, male, 52 years-old. The interviewees are outstanding men in their fields such as Juan Manuel Santos in politics, Chris Eubank in sports, Henry Winkler in entertainment and Fahd Al Rasheed in business with a range of age from 40 to 70 and their responses were considered only in terms of the perlocutionary force.

4.2 Instruments

To obtain only the accurate and relevant segment of every intervention of the interviewer, RealPlayer trimmer was used to cut the videos and audios of the complete interviews, in mp4 and WAV formats. Each cut audio segment was first analysed with the WASP program, however, it has a limitation of 10 seconds per audio to be examined. Therefore, the audios had to be analyzed with PRAAT program., which allowed for a longer WAV audio.

An Index Card (Figure 1) was designed consisting of two parts, the first one contains a two-dimension chart with the locutionary, illocutionary and perlocutionary forces on the one hand and the speech acts on the other hand, these being Asking for Information, Praising, Cheating, Eliciting Information, Reproaching, Giving Information, Preventing Avoidance and the Phatic Function.

	Locutionary Force	Illocutionary Force	Perlocutive Force
Asking for Information			
Praising			
Cheating			
Eliciting Information			
Reproaching			
Giving Information			
Preventing Avoidance			
Phatic Function			

Figure 1

The second part (Figure 2) of the Index Card has three categories: the first category is the Linguistic Features of the utterance of the interviewer, divided into Syntactical, Lexical and Phonological characteristics, this last one divided into Supra-segmental and Segmental aspects, with the latter one split into Stress and Intonation. The second category is the Non-linguistic features of the interviewer’s utterance divided into Movement, Laugh, Sigh and coughing. As a third category, Formality was also considered throughout the interview.

Linguistic Features	Syntactic		
	Phonological	Supra-segmental	Stress
		Segmental	Intonation
	Lexical		
Non-linguistic features	Movement		
	Laugh		
	Sigh		
	Coughing		
Formality	Decrease		
	Maintain		
	Increase		

Figure 2

4.3 Data Description

The data analysed is from a secondary source, being interview videos from YouTube of a segment of the BBC News called *Hard Talk*. This interview deals with pressing issues in different areas of life. These videos are recorded in a closed set with a semi-scripted structure, having a spontaneous speech based on notes including figures, facts and names. The interviews have an average length of twenty-four minutes each. All the interviews were published no more than 2 years ago.

4.4 Procedure

The total number of cards and samples is 150. The procedure to choose and analyse the data consisted of the following steps.

First, secondary source data was chosen due to the limitation of recollecting corpus being only one member in the phonology seminar and the time that it would take. Afterwards, a BBC interview programme was elected because of its semi-scripted nature with spontaneous speech to compare the interviewer's interventions while interviewing men and women. However, after reviewing the cases, it was decided to focus the study only on those where men were interviewed given the magnitude of the corpus. It was divided into four categories: politics, entertainment, sports and business.

After choosing and categorizing the interviews, the videos and audios were downloaded to isolate each intervention of the interviewer. Having the audios, an index card was completed while analysing them to identify the speech acts and the linguistic features present in each of the interventions. The audios were studied one by one, determining its illocutionary and locutionary force with their correspondent speech act, and analysing the most prominent part of the intervention with PRAAT program, taking into account stress and intonation. Then, when the audios were analysed, an image of the intonation/stress graphs given by PRAAT program was attached to the corresponding intervention's index card.

Beforehand, it was necessary to put aside the standard intonation for yes/no questions, tag questions and wh- questions, which may have different intonation patterns than those studied in terms of locutionary and illocutionary force. Additionally, irony and sarcasm were not considered on their own in the analysis of the locutionary and illocutionary forces, unless they were present in the illocutionary force of an intervention.

5. RESULTS

The present analysis compiles important aspects of speech act and supra-segmental features that are significant to determine a possible pattern in the relation between the locutionary force, illocutionary forces and the perlocutionary force. The aim of this research is to find - and if there is any- a supra-segmental pattern that reveals the intention behind and illocutionary act. This study is mixed analysis, on the one hand attempting to explore how listeners understand the intention of the speaker; and on the other hand, collecting data to reveal the amount of times that in an interviewer's utterance there is not a direct relation between his locutionary and illocutionary forces, quantifying and plotting the intonation and stress patterns.

This analysis consists of four interviews, which were analysed in terms of the interviewer's interventions and how he performed these utterances. Each interview had approximately 37.7 cards, taking into account only the interventions of the interviewer and how the interviewee responded to them. The cases that were studied were those with an indirect relation between the locution and the illocution.

The results of this study will be presented by interview, in order to analyse more in depth, the phenomenon that occurred in each interview and then have a contrastive and comparative section for all interviews. Each interview will be presented with their most representative cases and their description, adding the amount of times they occurred with its PRAAT and card analysis. Then, with the PRAAT images, the analysis of the supra-segmental characteristics will be explained. It is important to mention that the amount of times that segments had a prominent intonation or stress overpasses the amount of combinations, this because some the combinations of locution – illocution had more than one important segment.

The four interviews have an approximate length of 24 minutes each, with an average of 37.7 cards. Although all interviews take place in a closed place, they were not recorded in the same location.

5.1 Juan Manuel Santos

The first interview that was analysed is the one with Juan Manuel Santos. This interview took place in a closed set in Colombia, country where the interviewee is the President. It had a length of 24 minutes and resulted in 33 cards without including the final intervention, because a response is not expected from the interviewee. The main topic discussed in this interview was the management of the relationship between President Santos and FARC.

In this interview, there were 8 combinations of Locutionary and Illocutionary forces in total from which 5 are Indirect relations. Having the action “Asking for Information” as a Locutionary force there are 2 combinations which are Asking for Information–Reproaching and Asking for Information–Preventing Avoidance. With the action “Reproaching” as a Locutionary force there is one combination which is Reproaching–Preventing Avoidance. With the action “Giving Information” there are 2 combinations, which are Giving Information–Reproaching and Giving Information–Preventing Avoidance.

From the previously mentioned Indirect Relations, the ones that have the act of “Asking for Information” as a Locutionary Force and “Preventing Avoidance” as an Illocutionary Force had a larger amount of occurrences than the combination Asking for Information–Reproaching. From a total of 20 combinations including the Direct Relation, 12 were Asking for Information–Asking for Information, 6 were Asking for Information–Preventing Avoidance and 2 were Asking for Information–Reproaching (see Figure 3).

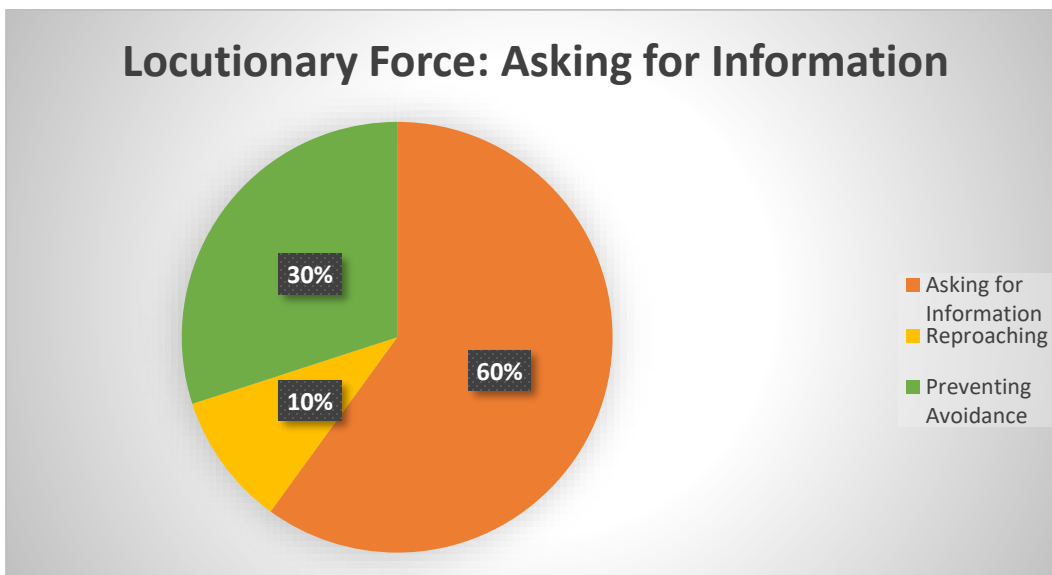


Figure 3

In both cases of Indirect Relation there was an important presence of prominent Intonations. More than 80% of the interventions where the combination Locution–Illocution was Asking for Information–Preventing Avoidance, had one or more segments with a prominent intonation (see Figure 4).

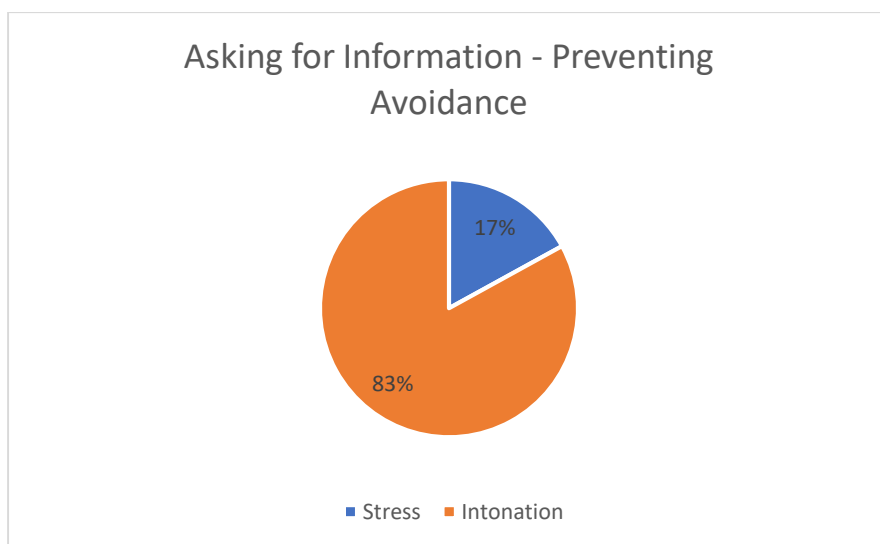


Figure 4

For an important amount of the cases where the Intonation was prominent in the combination Asking for Information-Prevent Avoidance, a pattern was found with which the interviewer reached the intention to Reproach the interviewee while he was asking him a question. A falling intonation was identified in more than half of the cases (Figure 5).

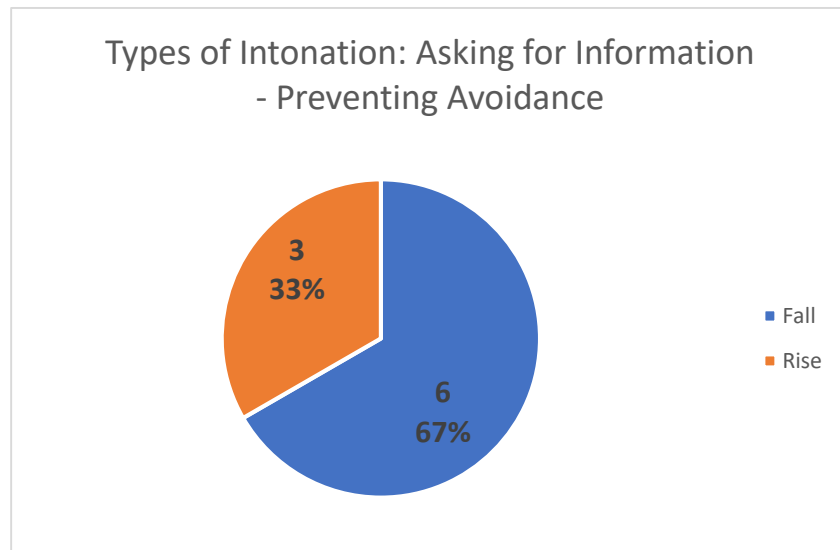


Figure 5

Moreover, in the combinations Asking for Information–Reproaching 100 per cent of the cases had prominent intonation in one or more segments. And for all of these cases, an intonational pattern was found. In Figure 6 it can be seen how Falling Intonation stood out over Rising Intonation having 2 interventions out of 3 with the former intonation

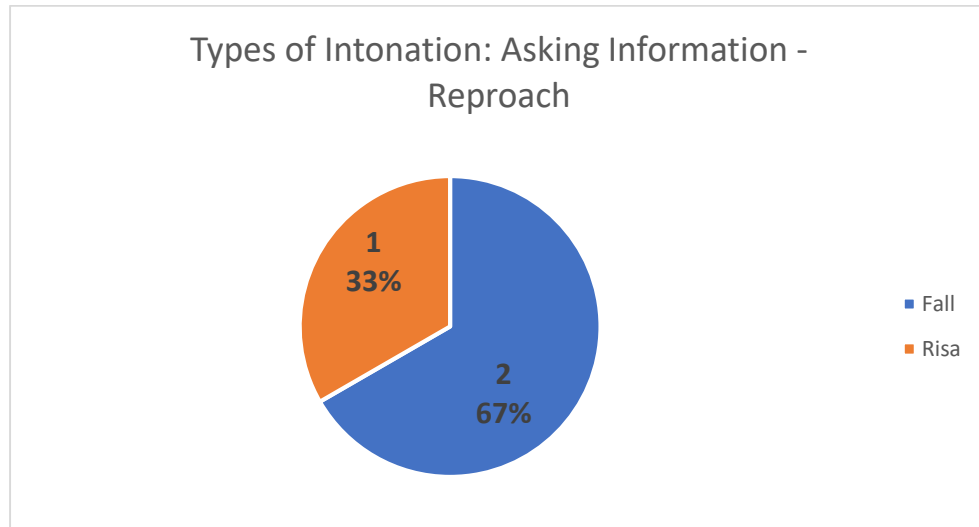


Figure 6

From the Indirect Relations above mentioned, the one with the act “Reproaching” as the Locutionary Force was Reproaching–Preventing Avoidance. From a total of 11 cases, 9 were directly related and 2 were indirectly related (Figure 8).

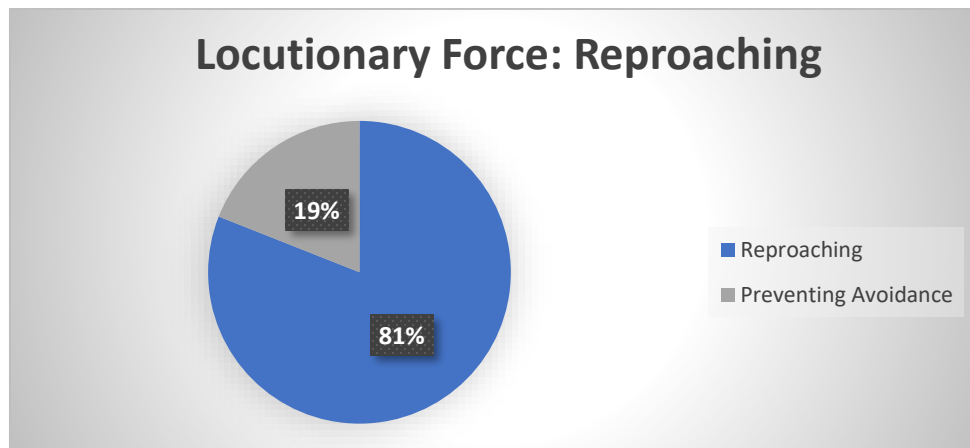


Figure 8

From the 2 interventions where the combination was Reproaching–Preventing Avoidance, in both there was an important presence of Intonation, more specifically Falling Intonation (Figure 9).

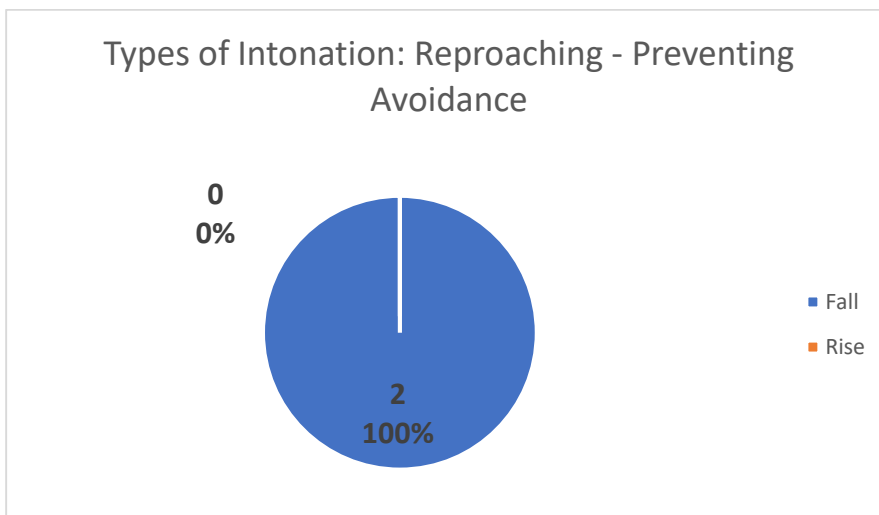


Figure 9

Another Indirect Relation was the one with “Giving Information” as the Locutionary Force. This action had 2 combinations and both were Indirect, Giving Information–Reproaching and Giving Information–Preventing Avoidance. From the 13 cases, 5 were from the former combination and 8 were from the latter one (See Figure 10).

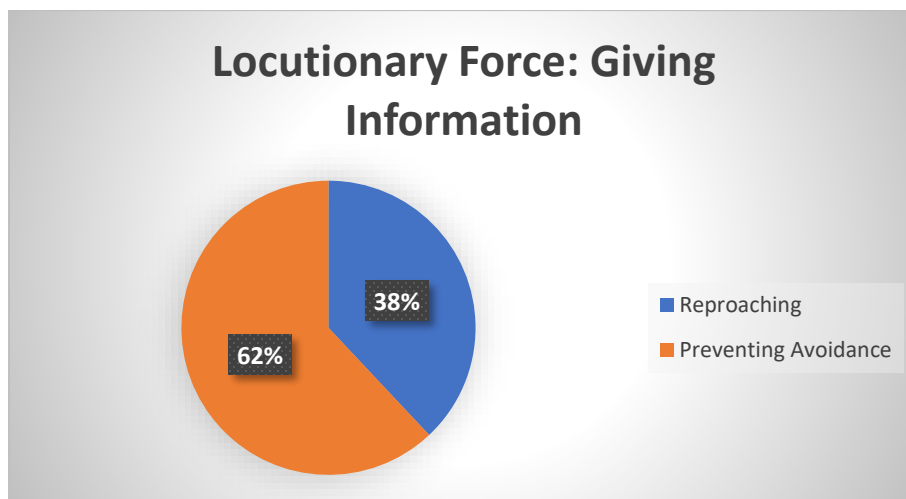


Figure 10

In the combination Giving Information–Reproaching there is a similar amount of times in which Intonation and Stress were prominent, being 60% for Intonation and 40% for

Stress. Taking all the segments in which Intonation was prominent for this combination, there is a relevant presence of Falling Intonation. See Figure 11.

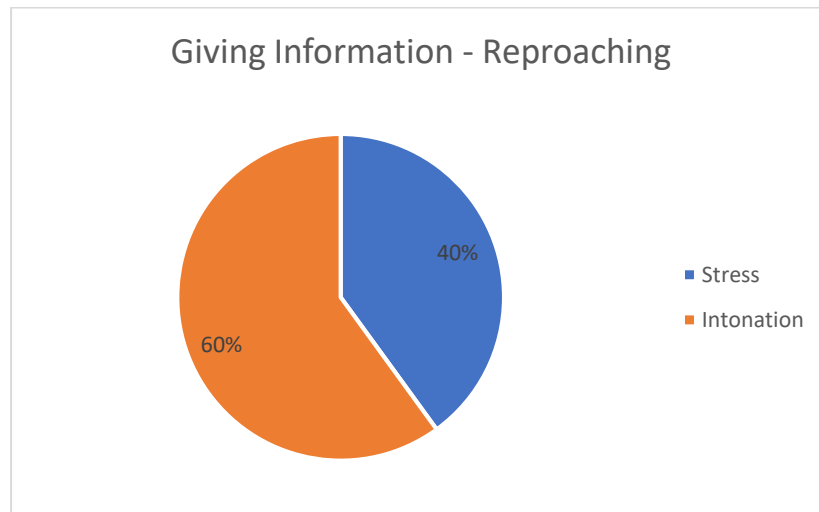


Figure 11

On the other hand, in the combination Giving Information–Preventing Avoidance there is a large difference between the presence of Intonation and Stress, the former one reaching almost 80% of the cases, from which over 80 per cent had a falling intonation (Figure 12).

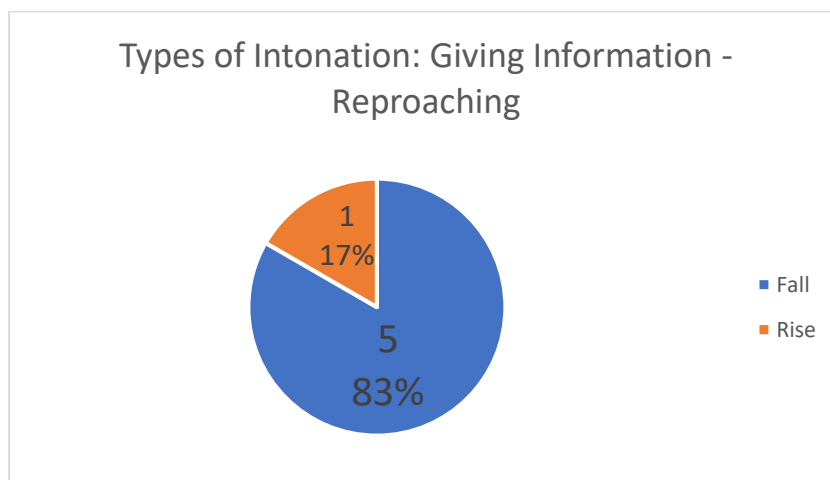


Figure 12

Finally, the last locutionary act was “Preventing Avoidance” but this only presented a Direct Relation (Preventing Avoidance-Preventing Avoidance), therefore it was not taken into account for the final conclusions of Indirect Relations.

From all the combinations given in this interview there was pattern in the Illocutionary Forces and that is, all the forces were either reproaches or preventing avoidance from the interviewee. This may have been because, Juan Manuel Santos during the interview, tended to deviate the conversation from what the interviewer was asking, which may have conditioned the type of intonation used throughout the interview. It can be inferred that the interviewer had to stand firm constantly using falling intonations.

One of the most representative examples of reproaching interventions with a falling intonation is the one at minute 13:03 in which the interviewer is criticizing Santos’ action even though he is asking him a question about the FARC and its victims. The response to this intervention is negative due to the deviation of topic given by Juan Manuel Santos.

Juan Manuel Santos			
1.15	"how do you explain to them that you believe it's important to give the FARC dignity?"		13:03
		Locutionary Force	Illocutionary Force
Asking for Information	x		
Praising			
Cheating			
Eliciting Information			Negative
Reproaching		x	
Giving Information			
Preventing Avoidance			
Phatic Function			

Figure 13

This intervention was analysed in terms of its Falling Intonation at the beginning of the question, the interviewer’s lexical choice and his body language. (Figures 14 and 15).

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13:03					
Linguistic Features	Syntactic				
	Phonological	Supra-segmental		Stress	
		Segmental		Intonation	x "how do you"
	Lexical	x "dignity"			
Non-Linguistic Features	Movement	x	Hand movement*		
	Laugh				
	Sigh				
	Cuffing				
Formality	Decrease				
	Maintain	x			
	Increase				
Note*: Hand movement to emphasize message					

Figure 14

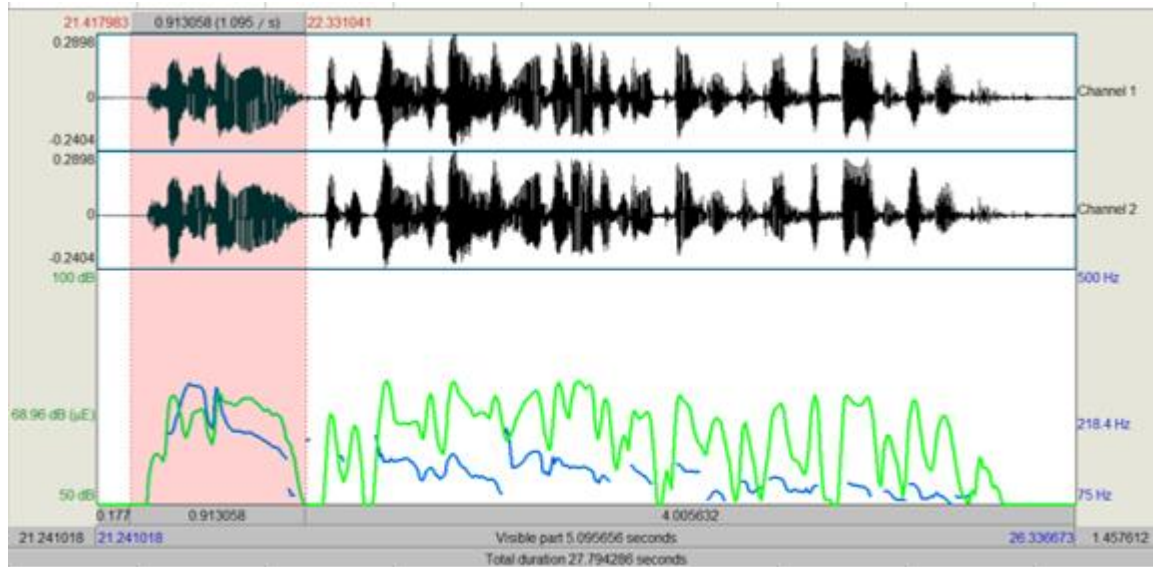


Figure 15

5.2 Henry Winkler

The second interview that was analysed was the one with Henry Winkler, a North-American actor and comedian. It took place in the closed set of the BBC *Hard Talk* programme. This interview had a length of 24 minutes and 18 seconds and originated 45 cards. This interview is characterized from the first intervention by the constant interruptions and overlapping on the part of the interviewee. The main topic discussed in this interview was the childhood of the interviewee, his character in the TV Show *Happy Days* and his dyslexia.

In this interview, there were 16 combinations of Locutionary and Illocutionary Forces, from which 10 are Indirect Relations. Having the action “Asking for Information” as the Locution there are 4 combinations which are Asking for Information–Elicit Information, Asking for Information–Reproaching, Asking for Information–Preventing Avoidance and lastly Asking for Information–Phatic Function. With the action “Praising” as the Locution there is only one combination which is Praising–Eliciting Information. With the action “Reproaching” as the Locutionary Force there is one combination which is Reproaching–Preventing Avoidance. With the action “Giving Information” there are 3 combinations, and these are Giving Information–Praising, Giving Information–Eliciting Information, Giving Information–Preventing Avoidance. With the action “Preventing Avoidance” as the Locutionary Act there are 2 combinations, Preventing Avoidance–Eliciting Information and Preventing Avoidance–Reproaching.

From the previously mentioned Indirect Relations that have “Asking for Information” as the Locutionary Force, the one that has “Eliciting Information” as the Illocutionary Force exceeds the others in terms of the number of times it appears having more than 20 per cent of the cases, followed by the combination Asking for Information–Preventing Avoidance with more than 8 per cent and finally the last two coming up with almost 4 per cent. (See Figure 16).

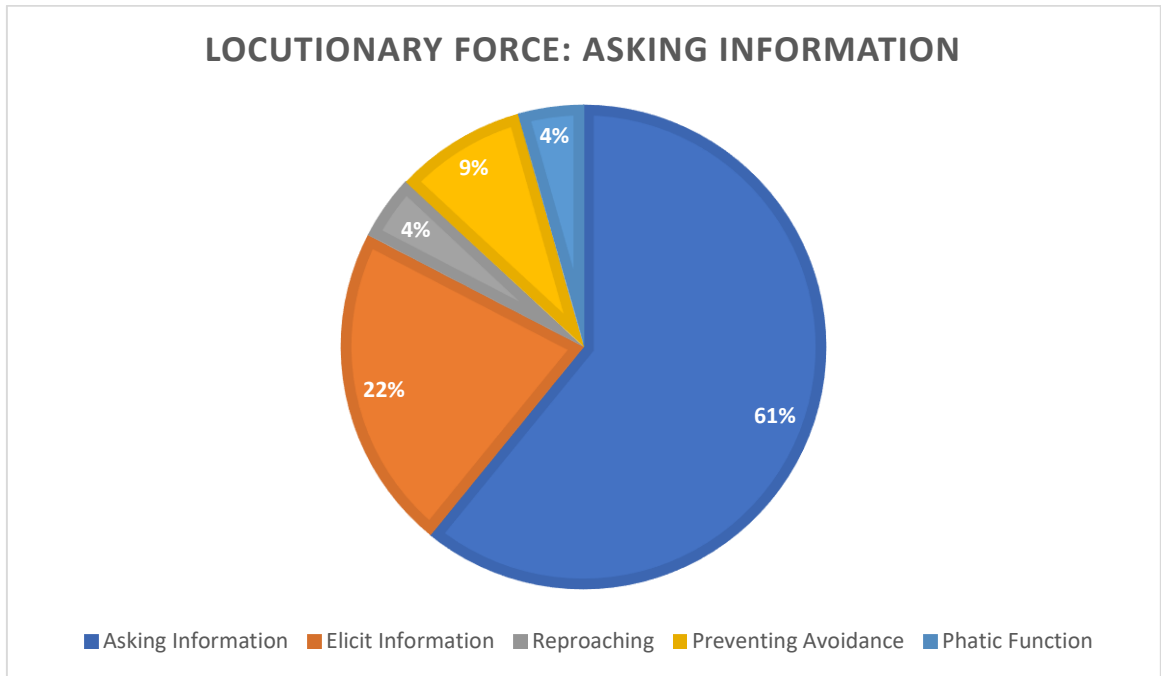


Figure 16

In the combination Asking for Information–Eliciting Information there is an important presence of Intonational prominence having more than 80 per cent of the cases. And for all these cases in which there was a prominent presence of Intonation, 100 per cent of them having Falling Intonation, as it can be seen in Figure 17.

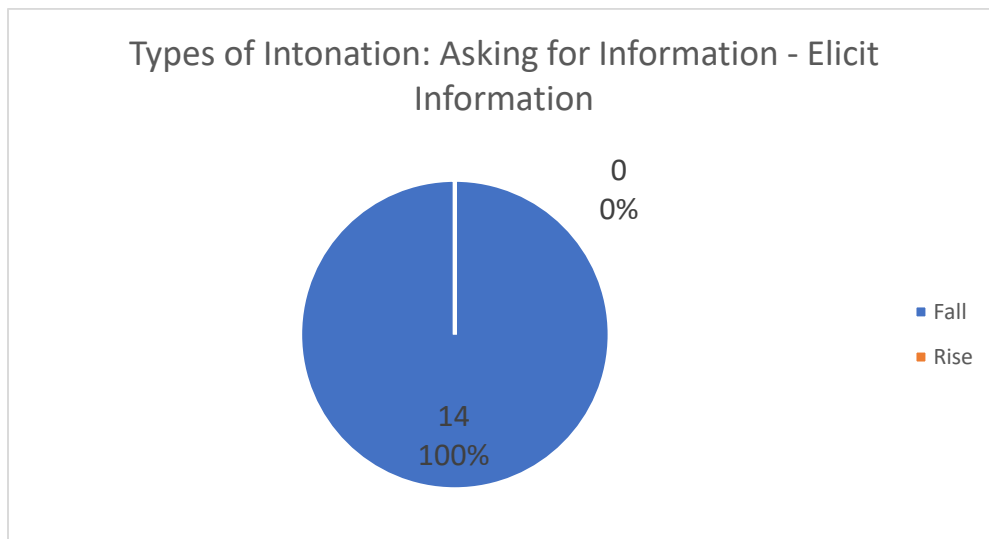


Figure 17

Another Indirect Relation with “Asking for Information” as a Locution was Asking for Information–Reproaching. In the interventions where this combination occurred, there was a substantial and complete presence of Intonational prominence, leaving Stress entirely aside. And from this intonation presence, 100 per cent of the segments have a Rising Intonation, differing from the bulk of the combinations of the interview. See Figure 18.

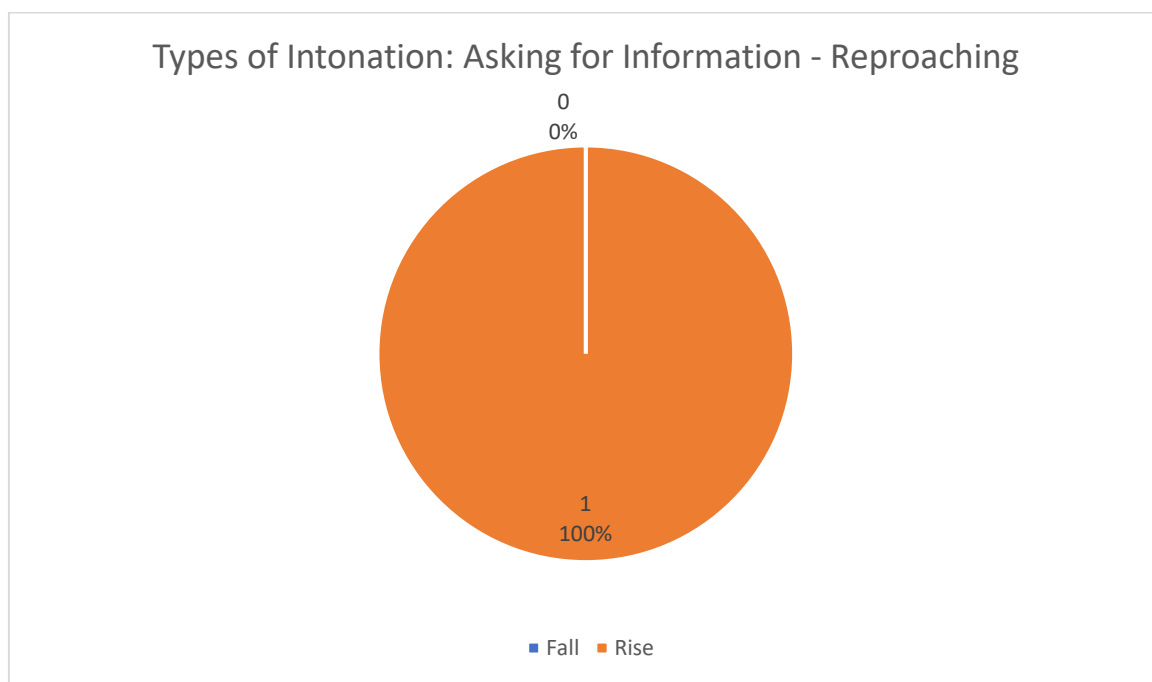


Figure 18

From the previously mentioned relations with “Asking for Information” as the Locution, the one with “Preventing Avoidance” as the Illocution has an equal amount of Intonation and Stress presence, being equivalent in the prominence. And for all the cases where there was Intonational presence, 100 per cent of them have a Falling Intonation. See Figure 19.

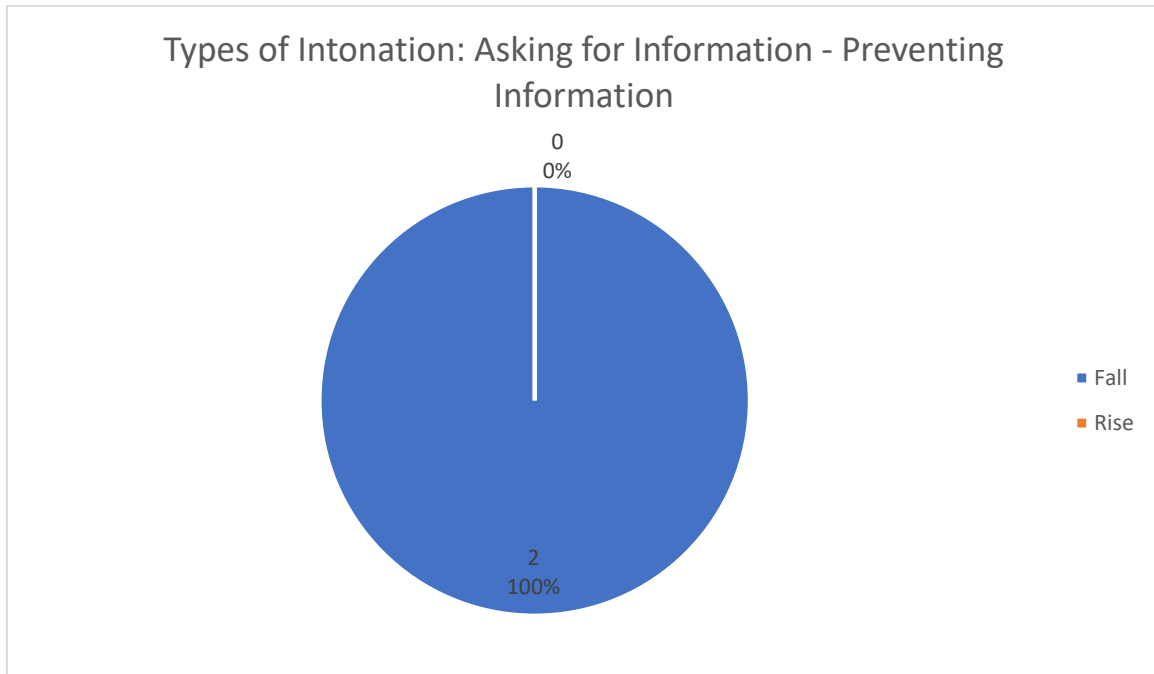


Figure 19

And lastly, the final combination with “Asking for Information” as the Locutionary Force is Asking for Information–Phatic Function. This last Illocution does not attempt to have a particular response from the interviewee but to continue the conversation, it does not have content on its own, which is why there are not many cases and their characteristics are not necessarily relevant. However, this last combination had a Rising Intonation in all of its segments.

The following combination only occurred in this interview as this action is not a usual feeling or attitude towards the interviewees of the programme from part of the interviewer. This action is Praising and there are only two combinations having this Locutionary Force, a direct and an indirect one, this last one being Praising–Eliciting Information. See Figure 20.

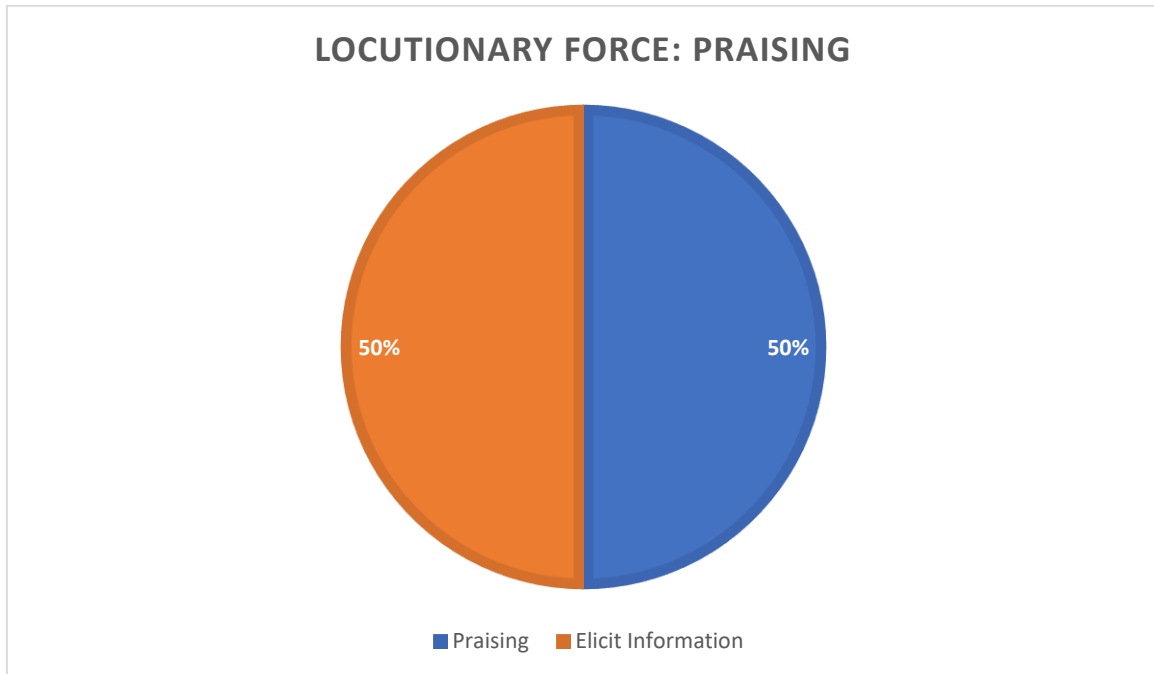


Figure 20

From the total cases of Praising–Eliciting Information indirect combinations, Intonation stood out as prominent over Stress having more than 60 per cent of the segments with intonational emphasis. The Intonation, once again, tends to be Falling rather than Rising being the former ones 75 per cent of the cases.

In the interventions where the action “Reproaching” was the Locution, there were two types of combinations, one direct and one indirect, this last one being Reproaching–Preventing Avoidance. In this case, the direct relation outnumbered considerably the indirect relation. See Figure 21.

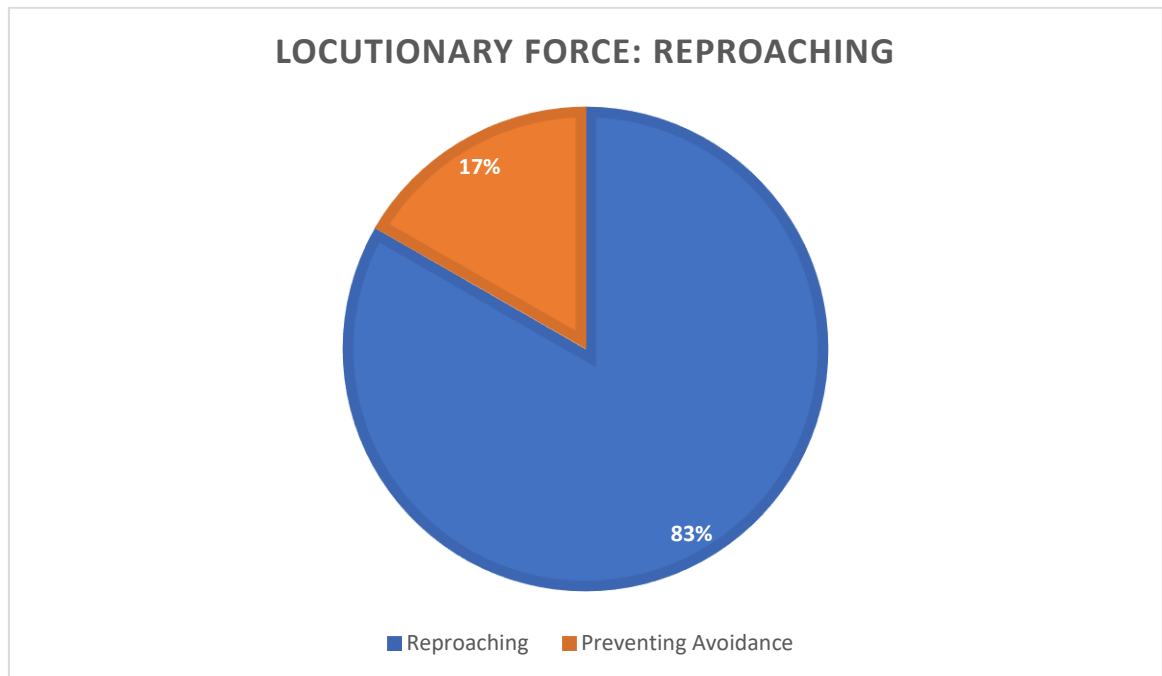


Figure 21

The single case that has the combination Reproaching–Preventing Avoidance, has a Rising Intonation, making both categories the most prominent in the segment and so, separating itself from the majority.

The interventions of this interview that have the locutionary force “Giving Information”, have 3 indirect relations. The two most recurrent combinations are Giving Information–Preventing Avoidance and Giving Information–Eliciting Information, having 40 per cent each, because the interviewer attempted to make the interviewee talk about his past while maintaining him on the same topic. Winkler’s interview is characterized by deviating the topic and interrupting the interviewer. See Figure 22.

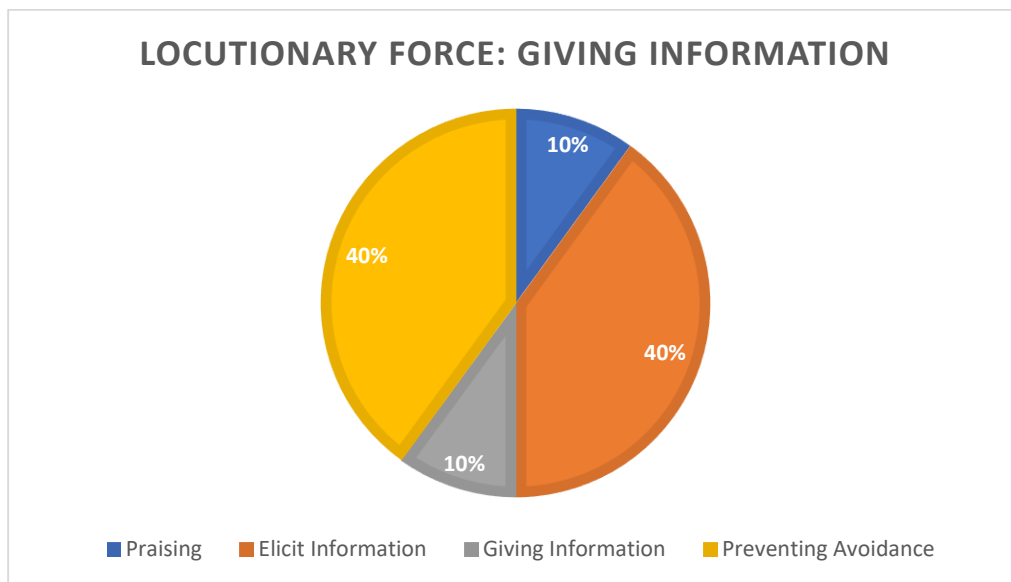


Figure 22

In the two most recurrent combinations, Intonation is the prominent supra-segmental feature having nearly 70 per cent of the emphasized cases, 75 per cent in Giving Information–Eliciting Information and 67 per cent in Giving Information–Preventing Avoidance respectively. And, in both combinations, the Falling Intonation is the one that emphasizes 100 per cent of their segments. See Figure 23

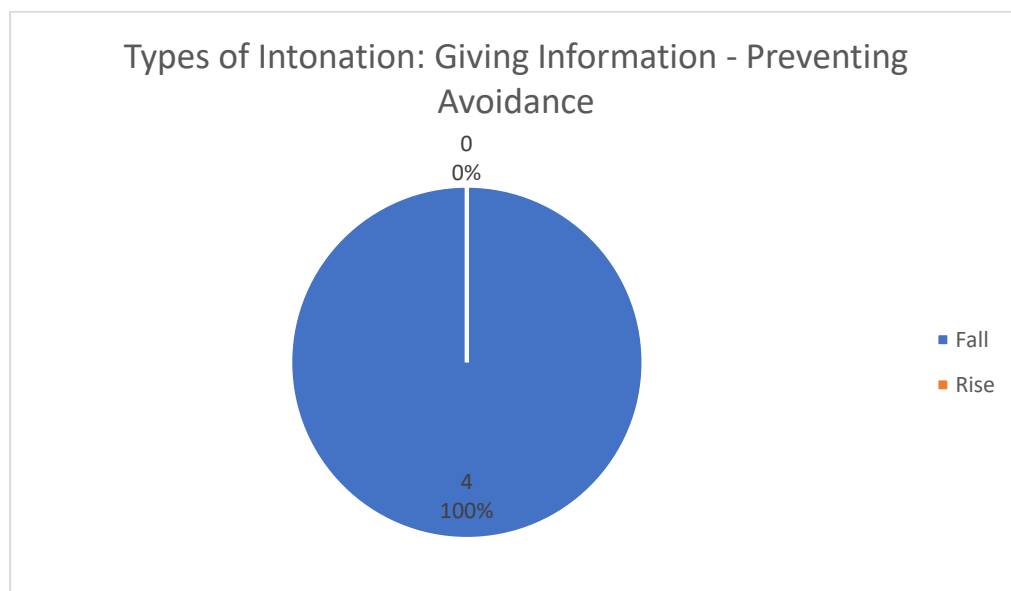


Figure 23

The combination Giving Information–Praising, only has cases of Stress Prominence differing so from the Falling Intonation pattern.

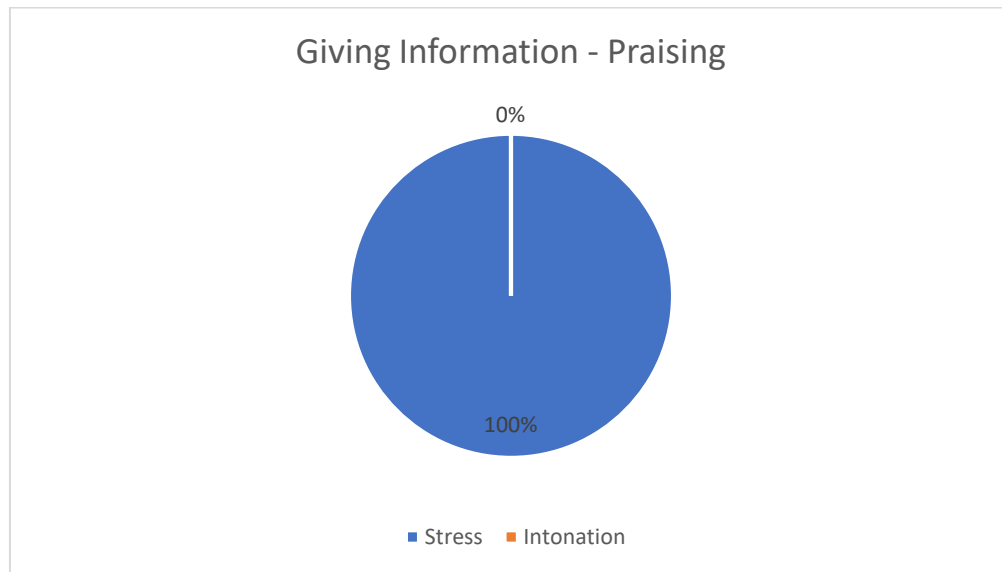


Figure 24

The following combinations have the action “Preventing Avoidance” as the Locution and is equivalent in the Direct and Indirect Relations, having Preventing Avoidance–Preventing Avoidance and Preventing Avoidance–Eliciting Information.

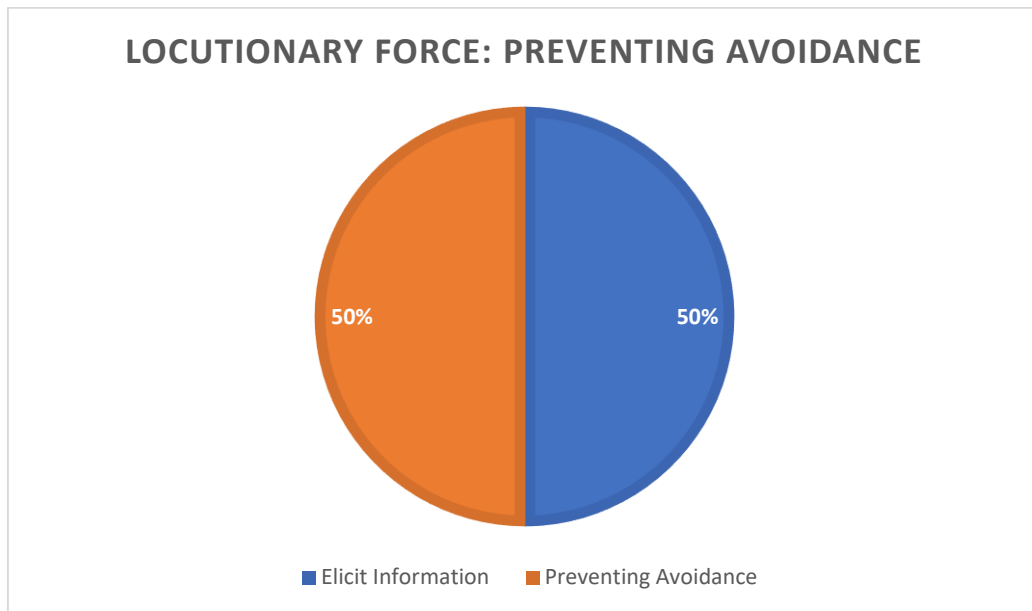


Figure 25

This last Indirect Relation has a Falling Intonation Pattern having 6 out of 8 cases with this type of Intonation. “Preventing Avoidance” as an Illocutionary Force was very important in this interview, because the interviewee was, constantly and throughout the 24 minutes, going off topic and therefore the interviewer was obliged to return to the same themes repeatedly.

The most representative examples of this interview are two cases of interruption from the interviewee in two consecutive interventions. In these cases, Henry Winkler had a very long interruption which forced to separate the same intervention into two parts. In this case, the interviewer had to tell the interviewee in a very evident and literal way to resume the conversation. The answer to the question in card 37 at minute 18:39 gives the basis for question in card 38 (Figure 34a and Figure 34b) but the interruption does not allow the interviewer to develop the question, so he attempts to resume the conversation in card 39 (Figure 35).

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Henry Winkler
 1.38 "(laugh)...but interesting you talk about anger because I can't help comparing you (int) (laugh)..."

	Locutionary Force	Illocutionary Force	Perlocutive Force
Asking for Information			Negative
Praising			
Cheating			
Eliciting Information	x	x	
Reproaching			
Giving Information			
Preventing Avoidance			
Phatic Function			

Figure 26a – Card 37 (Forces)

18:39

Linguistic Features	Syntactic			
	Phonological	Supra-segmental	Stress	"interesting", "can't help"
		Segmental	Intonation	
Non-linguistic features	Lexical			
	Movement			
	Laugh	x	Spontaneous	
	Sigh			
Formality	Coughing			
	Decrease			
	Maintain	x		
	Increase			

Figure 26b – Card 37 (Movements)

Henry Winkler
 1.39 "I have a daughter of my own, I can relate to that, but well she's fifteen so she hasn't got one yet, she will be... let let let... but Henry bring, let me bring...yes I know" 18:55

"how old" "no but she's getting there""it will shock you" "it will shock you"

	Locutionary Force	Illocutionary Force	Perlocutive Force					
Asking for Information			Negative	Linguistic Features	Syntactic			
Praising					Phonological	Supra-segmental	Stress	"yes I know"
Cheating						Segmental	Intonation	
Eliciting Information				Non-linguistic features	Lexical			
Reproaching					Movement	x	Hand movement*	
Giving Information	x				Laugh			
Preventing Avoidance		x			Sigh			
Phatic Function				Formality	Coughing			
			Decrease					
			Maintain		x			
				Increase				

Figure 27 – Card 38

5.3 Chris Eubank

The third interview that was analysed is the one with Chris Eubank Sr., British former professional boxer who competed from 1985 to 1998 and current boxing trainer of his son. The interview took place in the closed set of the BBC programme *HardTalk*. This interview had a length of 24 minutes and 20 seconds, and originated 34 cards not including the last intervention of the interviewer because a response was not expected from the interviewee. The main topic discussed in this interview was the fight Chris Eubank Jr had with Nick Blackwell and his own career in boxing.

The combinations found in this interview are 8 from which 4 are Indirect Relations. The relations that have the action “Asking Information” as the Locutionary Force are Asking for Information–Eliciting Information and Asking for Information–Reproaching. While the rest of the Indirect Relations that have “Giving Information” as the Locutionary Force are Giving Information–Eliciting Information and Giving Information–Reproaching.

Both Illocutionary Forces that have the action “Asking for Information” as their Locutionary Force share the same Intonation Pattern and have a very similar amount of times in which these are prominent. In the combination Asking for Information–Eliciting Information, 100 per cent of the cases have Intonation emphasized and 100 per cent of those intonations are Falling.

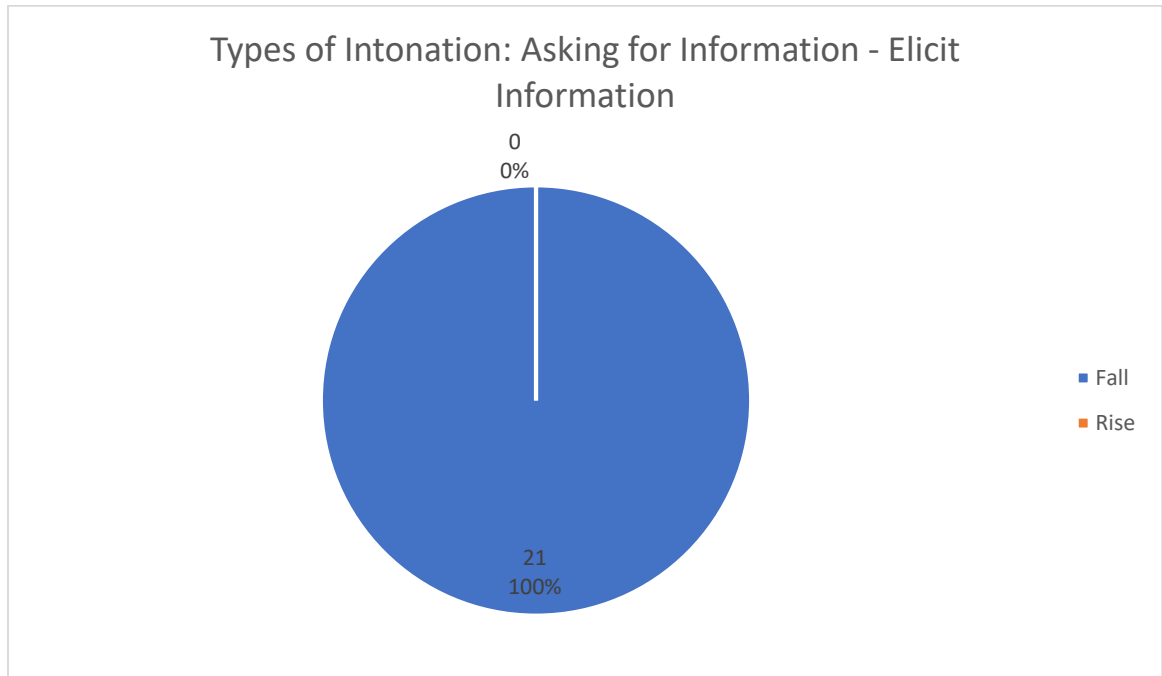


Figure 28

On the other hand, in the combination Asking for Information–Reproaching, 100 per cent of the cases has Intonation emphasized but only 91 per cent of those intonations were of the Falling type. See Figure 29.

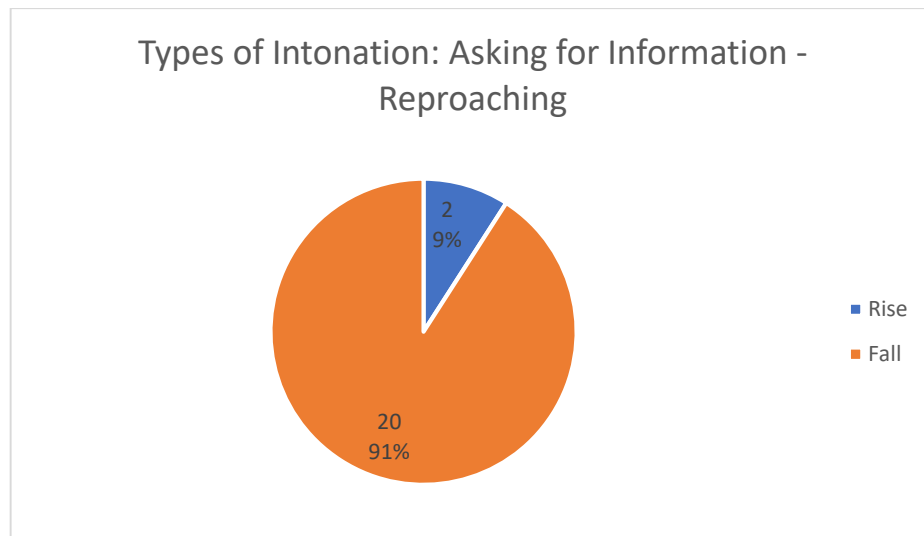


Figure 29

In the combinations that have as their Locutionary Force the action “Giving Information” there are also similar patterns, as in both Indirect Relations, there is a prominence of Falling Intonations. On the one hand, the combination Giving Information–Reproaching has all of its cases with an Intonational prominence and all of those intonational segments with a Falling Intonation. On the other hand, the combination Giving Information–Eliciting Information has over 80 per cent of its cases with an Intonational prominence, from which over 90 per cent have a Falling Intonation. See Figure 30.

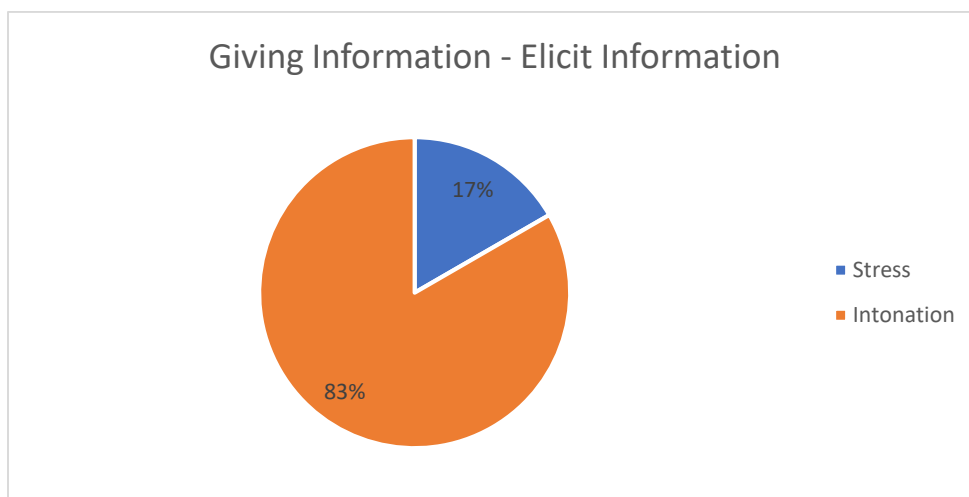


Figure 30

The most representative case of this interview is the intervention at minute 08:43, as the interviewer emphasizes all the words of the intervention, giving importance to every segment, while discussing and criticizing the return of Chris Eubank Sr. to the boxing ring as a fighter. This intervention has a very paused discourse with a highly-marked intonation (Figure 31), which is why this intervention stands out from all the others.

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Chris Eubank					
1.12	"...everything we are discussing suggests that your experience tells you boxing is horrible boxing is life-threatening for all of those in it why do you find it still so compelling so attractive"				8:44
		Locutionary Force	Illocutionary Force	Perlocutionary Force	
Asking for Information	x				
Praising					
Cheating					
Eliciting Information		x	Positive		
Reproaching		x			
Giving Information					
Preventing Avoidance					
Phatic Function					

Linguistic Features	Syntactic			
	Phonological	Supra-segmental	Stress	
		Segmental	Intonation	"boxing is", "horr
Non-linguistic features	Lexical			
	Movement	x	Head movement*	
	Laugh			
	Sigh			
	Cuffing			
Formality	Decrease			
	Maintain	x		
	Increase			

Figure 31

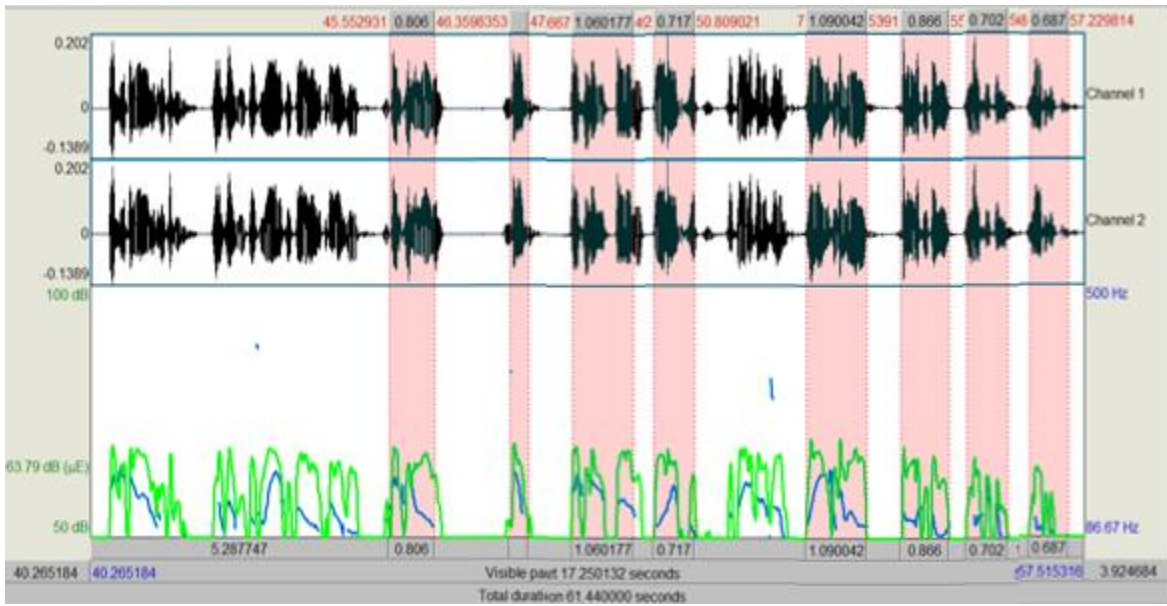


Figure 32

5.4 Fahd Al-Rasheed

The final interview that was analysed was the one with Fahd Al-Rasheed, Group Chief Executive Officer and Managing Director of Emaar the Economic City and the master developer of King Abdullah Economic City (KAEC), the first publicly-listed city in the world located in the interviewee's country. The interview was recorded in Saudi Arabia, first in the construction site of KAEC and then in Fahd Al-Rasheed's office. This interview had a length of 24 minutes and 39 seconds, and originated 39 cards. The main topic discussed in this interview is the construction of KAEC and the development that Saudi Arabia could have in the world.

There were 10 combinations of Locutionary and Illocutionary forces, from which only 6 are Indirect Relations. The combinations where the Locutionary force is "Asking for Information" are Asking for Information-Eliciting Information and Asking for Information-Reproaching. The relation that has the action "Reproaching" as the Locutionary Force, has "Asking for Information" as the Illocutionary Force. The combinations that have the action "Giving Information" as the Locution are, Giving Information-Praising, Giving Information-Eliciting Information and Giving Information-Reproaching. In this interview the Phatic Function is, for the first time, the Locution and Illocution.

For the Indirect Relations that have "Asking for Information" as the Locution, there is a prominence of "Reproaching" over "Eliciting Information" as the Illocutionary Force (Figure 33), however, both indirect combinations share the same Intonational Pattern which is a Falling Intonation prominence (Figures 34a and 34b).

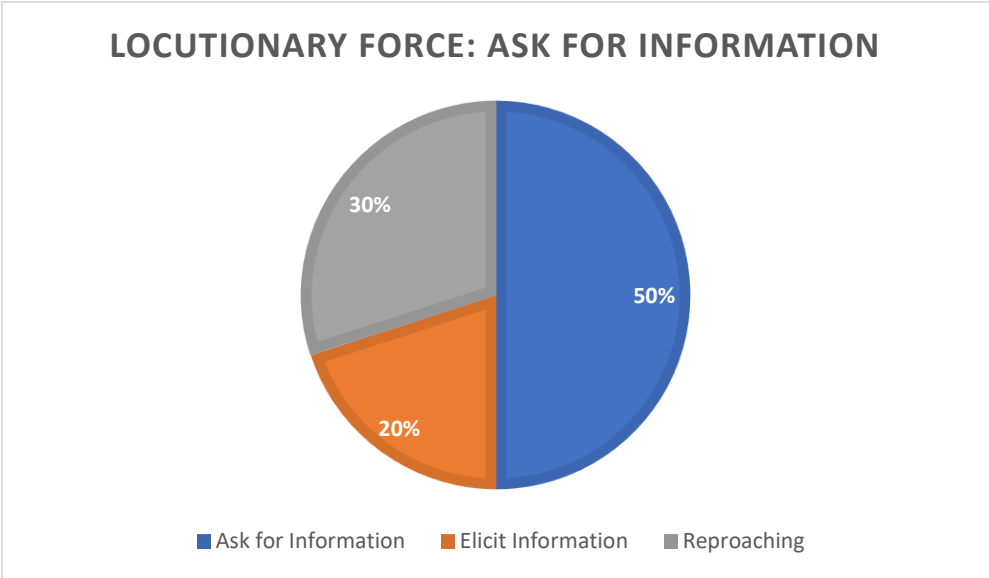


Figure 33

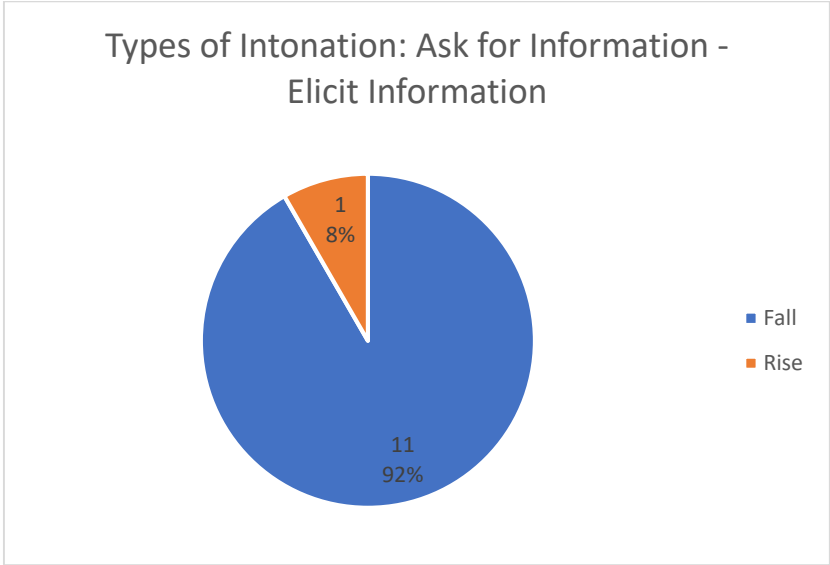


Figure 34a

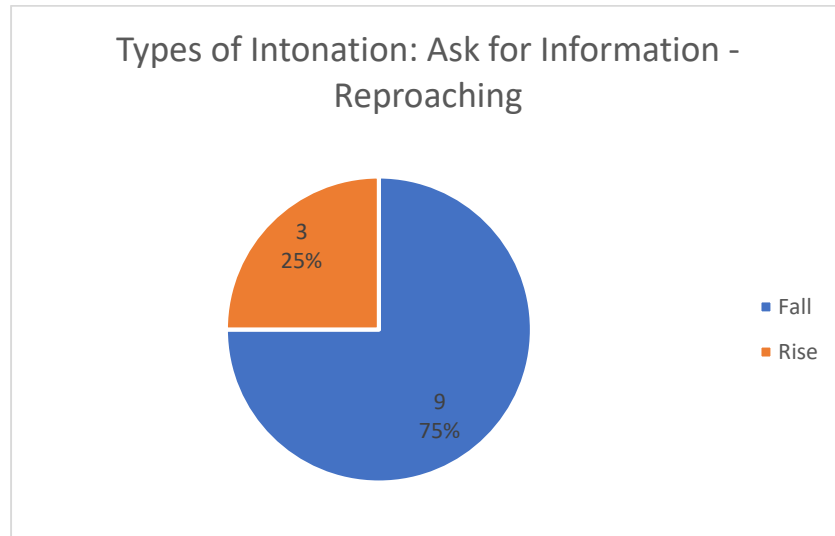


Figure 34b

For the cases in which the Locutionary Force is “Reproaching”, the presence of the Direct Relation overtakes the amount of times there is an Indirect Relation, having more than 80 per cent of the interventions. In the single case that has the Reproaching-Asking for Information combination (Figure 35), there is a Falling Intonation prominence.

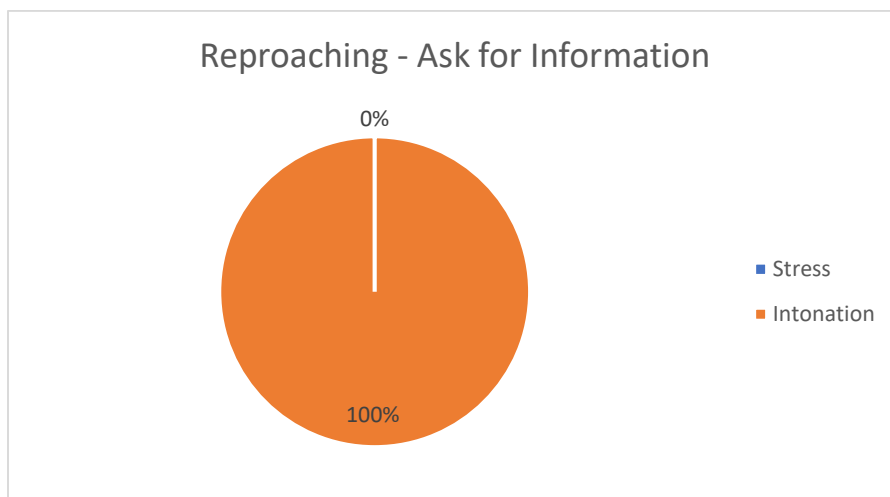


Figure 35

In the Relations that have the action “Giving Information” as the Locutionary Force, there is a clear majority in the Giving Information-Reproaching combination (Figure 36) having more than 60 per cent of the cases.

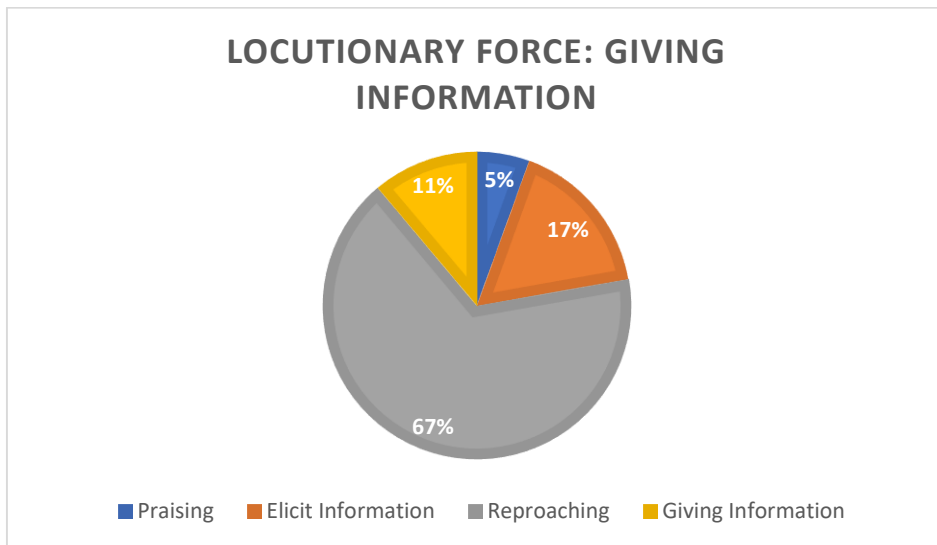


Figure 36

In the three Indirect Relations of Giving Information-Reproaching, Giving Information-Praising and Giving Information-Eliciting Information there is a vast majority of cases in which the Intonational Pattern repeats itself reaching almost 100 per cent of the cases and segments of all three relations.

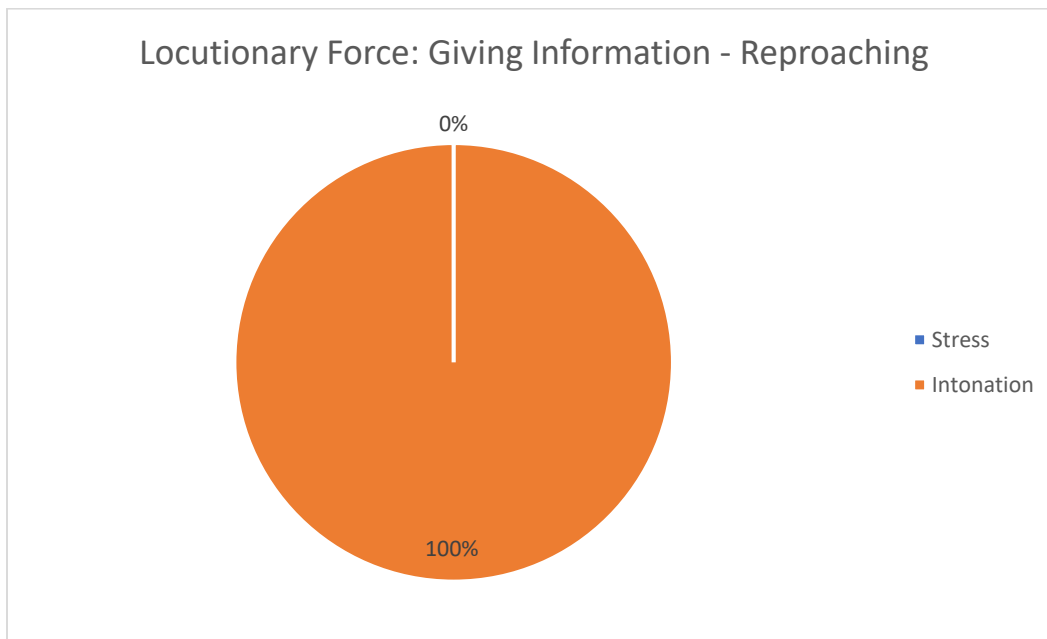


Figure 37

It is important to mention that a special case was found in this interview, this is a case of Phatic Function-Phatic Function. This intervention is found in minute 5'13'' when Stephen Sackur invited Fahd Al-Rasheed to continue the interview in the interviewee's office. Since there is no particular response expected, this intervention is interpreted to have a Phatic Function.

One of the most representative interventions of this interview is one of the several times in which the interviewer is reproaching and criticizing Fahd Al-Rasheed's answers without concrete grounds, more specifically when he says that the country's leadership is based on their oil production. In this intervention although the interviewer is giving information, he is reproaching the answer of the interlocutor. See Figures 38a, 38b and 39.

Fahd Al Rasheed
1.13 "...it looked as though Saudi Arabia could be guaranteed to be the dominant oil producer in the world

	Locutionary Force	Illocutionary Force	Perlocutive Force
Asking for Information	x		Positive
Praising			
Cheating			
Eliciting Information		x	
Reproaching			
Giving Information			
Preventing Avoidance			
Phatic Function			

Figure 38a

forever and that the world always be reliant on Saudi oil that isn't true today and that changes everything doesn't it?" 5:57

Linguistic Features	Syntactic			"guaranteed", "dominant oil proucer", "forever", "always", "doesn't it"
	Phonological	Supra-segmental	Stress	
		Segmental	Intonation	
	Lexical			
Non-linguistic features	Movement	x	Hand movement*	
	Laugh			
	Sigh			
	Coughing			
Formality	Decrease			
	Maintain	x		
	Increase			

Note*: Hand movement to emphasize message

Figure 38b

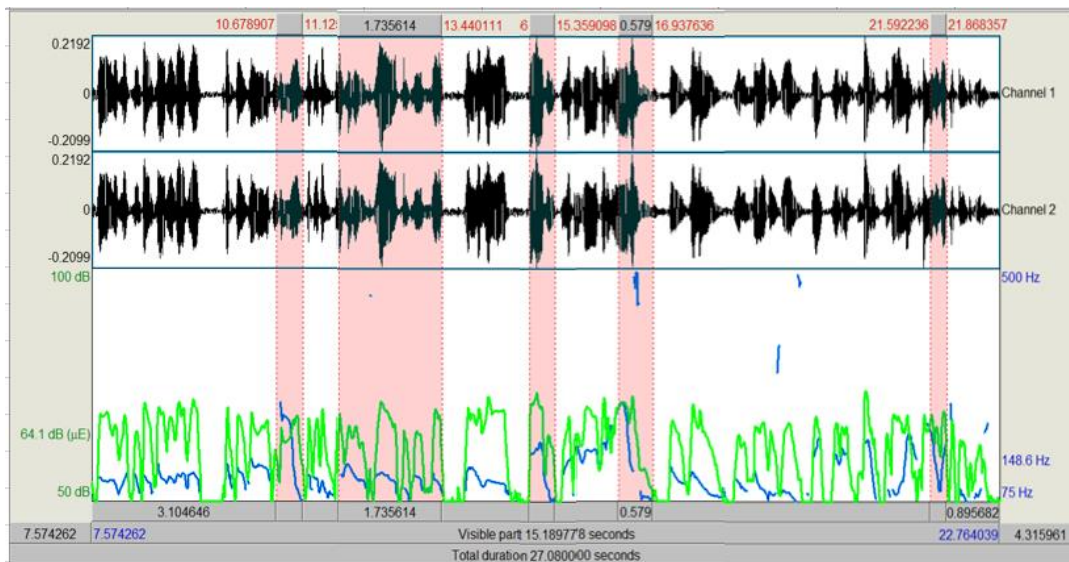


Figure 39

5.5 Discussion of Results

In general, it was identified in all interviews that the interviewer tends to introduce and contextualize considerably if not entirely, all the questions. This is reflected in the length of the interventions, in the first interview it is 15 seconds, in Henry Winkler the average length is 14 seconds and 21 seconds for Chris Eubank and Fahd Al-Rasheed.

It can be said that there was a transversal phenomenon for all interviews and that is the constant presence of Reproaching in the Illocutionary Force, being the most recurrent Illocutionary Force in Indirect Relations. In the first interview, it appeared 7 times, in the second interview it appeared one time, in the third interview it appeared 10 times and in the fourth it was present 18 times. This may be due to the nature of the interviews and the attitude the interviewer took when interviewing. However, there is one interview in which there was more diversity in the Illocutions and that was Henry Winkler, this could be because of the seriousness or importance of the topic. The second and third most frequent Illocutionary Forces are Preventing Avoidance and Eliciting Information.

It could be said that the significant number of appearances of Reproaching as the Illocutionary Force in the first interview is due to the thematic discussed. Sackur is constantly criticizing Juan Manuel Santos when he contradicted himself or when he revealed the ideas he has for the FARC's peace treaties. This could explain the constant use of Falling Intonations throughout the interview and it may be the reason why Santos hesitated so much in his answers.

In Henry Winkler's interview, there is an important presence of Preventing Avoidance as an Illocutionary Force, due to the fact that the interviewee constantly interrupted the questions and deviated the topic towards personal experiences, even causing the interviewer to talk about his personal life. The evident chaos during the interview on account of the constant deviations, may be the reason why the interviewer used a Falling Intonation to prevent this avoidance.

In the third interview, there were two Illocutionary Forces that had an important presence, Reproaching and Eliciting Information. These two actions were constantly necessary due to the attitude taken by the interviewee, as his discourse had a defiant feature, pride was noted in his speech. In the representative case the interviewer was almost imitating the paused speech of the interviewee, which can be understood as some kind of psychological game. The combination of pauses and constant falling intonation may be interpreted to be the way in which the interviewer gives depth and tension to the question and the means by which the interlocutor understands the illocutionary force.

In the last interview, Reproaching was mainly used as a criticism to the interviewee's responses, due to the lack of concrete arguments when discussing the construction of KAEC. Fahd Al-Rasheed based his answers on the ideas he had for the future of the project but there were no political or cultural changes for that to happen, making his ideas utopic.

It can be said that the association of the falling intonation, the context and body language of the interviewer reveal the intentions behind his utterances.

6. CONCLUSION

In this study, four semi-scripted interviews were analysed to find a possible supra-segmental pattern when using indirect relation between Locutions and Illocutions. It was found that when the Illocutionary Forces are either Reproaching, Preventing Avoidance or Eliciting Information in Indirect Relations, there is a Falling Intonation Pattern.

Based on the findings, it was inferred that the understanding of the Illocutionary Force relies not only on the way the speaker says things but on the interlocutor and the topic discussed. This was seen in the different responses from interlocutors such as Juan Manuel Santos and Henry Winkler, where in the first interview the interlocutors respected the turn-taking markers and pauses but in the second interview, the interlocutor constantly interrupted the interviewer, not allowing him to finish the sentences.

This study reveals how the Illocutionary Force is revealed in other contexts outside irony and sarcasm, which are the most known Indirect Relations. Although humour is a part of everyday discourse, other aspects of this discourse have not been studied in depth yet. Therefore, further research on these other perspectives are necessary to have conclusive results.

On the limitations of the study, the context in which the phenomenon was analysed gave few options of actions when it came to Illocutionary Forces, as the topics discussed in those interviews tend to be similar. Additionally, only secondary sources were chosen due to time limitations collecting corpus.

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Appendix

In order to facilitate the identification of the Intonation and Stress presence, and the type of Intonation the following cards were used.

From the 150 Cards, only the 3 most representatives from each interview were attached to the appendix.

Types of Intonation Juan Manuel Santos

1. D.R. (Ask for Info – Ask for Info)
2. D.R. (Ask for Info – Ask for Info)
3. D.R. (Ask for Info – Ask for Info)
4. D.R. (Ask for Info – Ask for Info)
5. D.R. (Ask for Info – Ask for Info)
6. D.R. (Ask for Info – Ask for Info)
 - I.R. (Reproach – Prevent Avoidance) -> Fall, Fall Intonation
7. I.R. (Give Info – Reproach) -> Stress / Fall Intonation
 - I.R. (Give Info – Preventing Avoidance) -> Stress / Fall Intonation
8. I.R. (Give Info – Reproach) -> Stress / Rise-Fall Intonation
9. I.R. (Give Info – Reproach) -> Fall Intonation
10. D.R. (Reproach – Reproach)
11. I.R. (Give Info – Reproach) -> Stress / Rise Intonation
12. D.R. (Reproach – Reproach)
13. D.R. (Ask Info – Ask Info)
 - I. R. (Ask Info – Prevent Avoidance) -> Rise-Fall Intonation
14. D.R. (Ask Info – Ask Info)
15. I.R. (Ask Info – Reproach) -> Stress / Fall Intonation
16. D.R. (Ask Info – Ask Info)
 - I.R. (Ask Info – Prevent Avoidance) -> Fall Intonation
17. D.R. (Reproach – Reproach)
18. D.R. (Reproach – Reproach)
19. I.R. (Give Info – Prevent Avoidance) -> Fall, Fall Intonation
20. D.R. (Ask Info – Ask Info)
 - I.R. (Ask Info – Prevent Avoidance) -> Stress / Rise-Fall Intonation
21. D.R. (Reproach – Reproach)
22. D.R. (Ask Info – Ask Info)
23. D.R. (Prevent Avoidance – Prevent Avoidance)
24. D.R. (Ask Info – Ask Info)
 - I.R. (Ask Info – Prevent Avoidance) -> Rise-Fall, Rise Intonation
25. I.R. (Ask Info – Reproach) -> Stress / Rise, Fall Intonation
26. D.R. (Reproach – Reproach)

- 27. I.R. (Give Info – Reproach) -> Rise-Fall, Rise-Fall Intonation
 - I.R. (Give Info – Prevent Avoidance) -> Rise-Fall, Rise-Fall Intonation
- 28. D.R. (Prevent Avoidance – Prevent Avoidance)
- 29. I.R. (Give Info – Prevent Avoidance) -> Stress / Rise Intonation
- 30. I.R. (Give Info – Prevent Avoidance) -> Stress / Fall Intonation
- 31. D.R. (Ask Info – Ask Info)
- 32. D.R. (Ask Info – Ask Info)
 - I.R. (Ask Info – Prevent Avoidance) -> Rise, Fall Intonation
- 33. D.R. (Ask Info – Ask Info)
 - I.R. (Ask Info – Prevent Avoidance) -> Stress / Rise Intonation

Asking for Information (20)

- Asking Info – Ask Info [12]
- Asking Info – Praising
- Asking Info – Cheating
- Asking Info – Elicit Info
- Asking Info – Reproach [2]
- Asking Info – Give Info
- Asking Info – Prevent Avoidance [6]
- Asking Info – Phatic Function

Praising

- Praising – Ask Info
- Praising – Praising
- Praising – Cheating
- Praising – Elicit Info
- Praising – Reproach
- Praising – Give Info
- Praising – Prevent Avoidance
- Praising – Phatic Function

Cheating

- Cheating – Ask Info
- Cheating – Praising
- Cheating – Cheating
- Cheating – Elicit Info
- Cheating – Reproach
- Cheating – Give Info
- Cheating – Prevent Avoidance
- Cheating – Phatic Function

Eliciting Information

- Elicit Info – Ask Info
- Elicit Info – Praising
- Elicit Info – Cheating
- Elicit Info – Elicit Info
- Elicit Info – Reproaching
- Elicit Info – Give Info
- Elicit Info – Prevent Avoidance
- Elicit Info – Phatic Function

Reproaching (11)

- Reproach – Ask Info
- Reproach – Praising
- Reproach – Cheating
- Reproach – Elicit Info
- Reproach – Reproach [9]
- Reproach – Give Info
- Reproach – Prevent Avoidance [2]
- Reproach – Phatic Function

Giving Information

- Give Info – Ask Info
- Give Info – Praising
- Give Info – Cheating
- Give Info – Elicit Info
- Give Info – Reproach
- Give Info – Give Info
- Give Info – Prevent Avoidance
- Give Info – Phatic Function

Preventing Avoidance (2)

- Prevent Avoidance – Ask Info
- Prevent Avoidance – Praising
- Prevent Avoidance – Cheating
- Prevent Avoidance – Elicit Info
- Prevent Avoidance – Reproach
- Prevent Avoidance – Giving Info
- Prevent Avoidance – Prevent Avoidance [2]
- Prevent Avoidance – Phatic Function

Phatic Function

- Phatic Function – Ask Info
- Phatic Function – Praising
- Phatic Function – Cheating
- Phatic Function – Elicit Info
- Phatic Function – Reproach
- Phatic Function – Giving Info
- Phatic Function – Preventing Avoidance
- Phatic Function – Phatic Function

Types of Intonations Henry Winkler

1. D.R. (Ask Info – Ask Info)
2. D.R. (Ask Info – Ask Info)
3. D.R. (Ask Info – Ask Info)
4. D.R. (Ask Info – Ask Info)
5. I.R. (Reproach – Prevent Avoidance) → Rising Intonation
D.R. (Reproach – Reproach)
6. D.R. (Reproach – Reproach)
7. D.R. (Reproach – Reproach)
8. D.R. (Elicit Info – Elicit Info)
9. D.R. (Elicit Info – Elicit Info)
10. D.R. (Elicit Info – Elicit Info)
11. D.R. (Prevent Avoidance – Prevent Avoidance)
I.R. (Prevent Avoidance – Elicit Info) → Stress / Fall, Fall, Fall, Rise Intonation
12. D.R. (Ask Info – Ask Info)
I.R. (Ask Info – Elicit Info) → Fall, Fall, Fall, Fall Intonation
13. I.R. (Give Info – Elicit Info) → Stress / Falling Intonation
I.R. (Give Info – Prevent Avoidance) → Stress / Falling Intonation
14. D.R. (Ask Info – Ask Info)
I.R. (Ask Info – Prevent Avoidance) → Falling Intonation
15. I.R. (Give Info – Praising) → Stress
I.R. (Give Info – Elicit Info) → Rise-Fall Intonation
16. D.R. (Prevent Avoidance – Prevent Avoidance)
I.R. (Prevent Avoidance – Elicit Info) → Stress / Rise, Rise-Fall, Rise-Fall, Fall Into
17. D.R. (Ask Info – Ask Info)
18. D.R. (Ask Info – Ask Info)
I.R. (Ask Info – Elicit Info) → Stress / Rise-Fall, Rise-Fall Intonation
19. D.R. (Reproach – Reproach)
20. I.R. (Ask Info – Reproach) → Rising Intonation

21. D.R. (Praising – Praising)
22. I.R. (Ask Info – Prevent Avoidance) → Stress / Falling Intonation
23. D.R. (Ask Info – Ask Info)
24. D.R. (Give Info – Give Info)
I.R. (Give Info – Prevent Avoidance) → Stress / Rise-Fall Intonation
25. D.R. (Ask Info – Ask Info)
26. D.R. (Praising – Praising)
I.R. (Praising – Elicit Info) → Stress / Rise-Fall, Rise-Fall, Rise Intonation
27. D.R. (Elicit Info – Elicit Info)
28. I.R. (Ask Info – Elicit Info) → Rise-Fall, Fall, Fall, Rise-Fall Intonation
29. I.R. (Ask Info – Elicit Info) → Rise-Fall, Rise-Fall Intonation
30. I.R. (Ask Info – Elicit Info) → Rise-Fall, Rise-Fall Intonation
31. D.R. (Reproach – Reproach)
32. I.R. (Give Info – Elicit Info) → Rise-Fall, Fall, Rise-Fall Intonation
33. I.R. (Give Info – Elicit Info) → Fall, Fall Intonation
34. D.R. (Ask Info – Ask Info)
35. D.R. (Ask Info – Ask Info)
36. I.R. (Ask Info – Phatic Function) → Rise Intonation
37. D.R. (Elicit Info – Elicit Info)
38. D.R. (Elicit Info – Elicit Info)
39. I.R. (Give Info – Prevent Avoidance) → Fall-Rise Intonation
40. I.R. (Give Info – Prevent Avoidance) → Fall Intonation
41. D.R. (Ask Info – Ask Info)
42. D.R. (Ask Info – Ask Info)
43. D.R. (Ask Info – Ask Info)
44. D.R. (Ask Info – Ask Info)
45. I.R. (Praising – Elicit Info) → Falling Intonation

Asking for Information (23)

- Asking for Information – Asking for Information [14]
- Asking for Information – Praising
- Asking for Information – Cheating
- Asking for Information – Eliciting Information [5]
- Asking for Information – Reproaching [1]
- Asking for Information – Giving Information
- Asking for Information – Preventing Avoidance [2]
- Asking for Information – Phatic Function [1]

Praising (4)

- Praising – Asking for Information
- Praising – Praising [2]
- Praising – Cheating
- Praising – Eliciting Information [2]
- Praising – Reproaching
- Praising – Giving Information
- Praising – Preventing Avoidance
- Praising – Phatic Function

Cheating

- Cheating – Asking for Information
- Cheating – Praising
- Cheating – Cheating
- Cheating – Eliciting Information
- Cheating – Reproaching
- Cheating – Giving Information
- Cheating – Preventing Avoidance
- Cheating – Phatic Function

Eliciting Information (8)

- Eliciting Information – Asking for Information
- Eliciting Information – Praising
- Eliciting Information – Cheating
- Eliciting Information – Eliciting Information [8]
- Eliciting Information – Reproaching
- Eliciting Information – Giving Information
- Eliciting Information – Preventing Avoidance
- Eliciting Information – Phatic Function

Reproaching (6)

- Reproaching – Asking for Information
- Reproaching – Praising
- Reproaching – Cheating
- Reproaching – Eliciting Information
- Reproaching – Reproaching [5]
- Reproaching – Giving Information
- Reproaching – Preventing Avoidance [1]
- Reproaching – Phatic Function

Giving Information (10)

- Giving Information – Asking for Information
- Giving Information – Praising [1]
- Giving Information – Cheating
- Giving Information – Eliciting Information [4]
- Giving Information – Reproaching
- Giving Information – Giving Information [1]
- Giving Information – Preventing Avoidance [4]
- Giving Information – Phatic Function

Preventing Avoidance (4)

- Preventing Avoidance – Asking for Information
- Preventing Avoidance – Praising
- Preventing Avoidance – Cheating
- Preventing Avoidance – Eliciting Information [2]
- Preventing Avoidance – Reproach
- Preventing Avoidance – Giving Information
- Preventing Avoidance – Preventing Avoidance [2]
- Preventing Avoidance – Phatic Function

Phatic Function

- Phatic Function – Asking for Information
- Phatic Function – Praising
- Phatic Function – Cheating
- Phatic Function – Eliciting Information
- Phatic Function – Reproaching
- Phatic Function – Giving Information
- Phatic Function – Preventing Avoidance
- Phatic Function – Phatic Function

Types of Intonation Chris Eubank

1. D.R. (Ask Info – Ask Info)
2. D.R. (Ask Info – Ask Info)
3. D.R. (Ask Info – Ask Info)
4. I.R. (Ask Info – Elicit Info) → Rise-Fall, Fall Intonation
5. I.R. (Ask Info – Reproach) → Rise-Fall, Fall-Rise Intonation
6. I.R. (Ask Info – Elicit Info) → Rise-Fall, Rise-Fall, Rise-Fall Intonation
I.R. (Ask Info – Reproach) → Rise-Fall, Rise-Fall, Rise-Fall Intonation
7. D.R. (Prevent Avoidance – Prevent Avoidance)
8. I.R. (Give Info – Elicit Info) → Falling, Falling Intonation
9. I.R. (Give Info – Elicit Info) → Falling, Rise-Fall Intonation
10. I.R. (Ask Info – Elicit Info) → Rise-Fall, Rise-Fall Intonation
11. D.R. (Ask Info – Ask Info)
12. I.R. (Ask Info – Elicit Info) → Fall, Fall, Fall, Rise-Fall, Rise-Fall, Fall, Fall, Fall
I.R. (Ask Info – Reproach) → Fall, Fall, Fall, Rise-Fall, Rise-Fall, Fall, Fall, Fall
13. I.R. (Give Info – Elicit Info) → Fall, Rise-Fall, Fall Intonation
14. I.R. (Give Info – Reproach) → Fall, Rise-Fall, Rise-Fall Intonation
15. I.R. (Give Info – Elicit Info) → Stress / Fall, Rise-Fall Intonation
16. D.R. (Ask Info – Ask Info)
17. D.R. (Ask Info – Ask Info)
18. D.R. (Ask Info – Ask Info)
19. D.R. (Reproach – Reproach)
20. I.R. (Give Info – Elicit Info) → Rise-Fall, Rise-Fall Intonation
21. I.R. (Give Info – Reproach) → Rise-Fall Intonation
22. D.R. (Reproach – Reproach)
23. D.R. (Ask Info – Ask Info)
I.R. (Ask Info – Elicit Info) → Falling, Rise-Fall Intonation
24. D.R. (Ask Info – Ask Info)
25. D.R. (Ask Info – Ask Info)
I.R. (Ask Info – Elicit Info) → Rise-Fall, Fall, Fall Intonation
26. I.R. (Ask Info – Reproach) → Rise-Fall Intonation
27. D.R. (Elicit Info – Elicit Info)
28. D.R. (Ask Info – Ask Info)
29. D.R. (Reproach – Reproach)
30. I.R. (Ask Info – Reproach) → Rise-Fall, Rise-Fall Intonation
31. I.R. (Ask Info – Reproach) → Rise-Fall Intonation
32. I.R. (Ask Info – Reproach) → Rise-Fall, Fall Intonation
33. I.R. (Ask Info – Reproach) → Fall-Rise, Fall Intonation

Asking for Information (25)

- Asking for Information – Asking for Information [11]
- Asking for Information – Praising
- Asking for Information – Cheating
- Asking for Information – Eliciting Information [6]
- Asking for Information – Reproaching [8]
- Asking for Information – Giving Information
- Asking for Information – Preventing Avoidance
- Asking for Information – Phatic Function

Praising

- Praising – Asking for Information
- Praising – Praising
- Praising – Cheating
- Praising – Eliciting Information
- Praising – Reproaching
- Praising – Giving Information
- Praising – Preventing Avoidance
- Praising – Phatic

Cheating

- Cheating – Asking for Information
- Cheating – Praising
- Cheating – Cheating
- Cheating – Eliciting Information
- Cheating – Reproaching
- Cheating – Giving Information
- Cheating – Preventing Avoidance
- Cheating – Phatic Function

Eliciting Information (1)

- Eliciting Information – Asking for Information
- Eliciting Information – Praising
- Eliciting Information – Cheating
- Eliciting Information – Eliciting Information [1]
- Eliciting Information – Reproaching
- Eliciting Information – Giving Information
- Eliciting Information – Preventing Avoidance
- Eliciting Information – Phatic Function

Reproaching (3)

- Reproaching – Asking for Information
- Reproaching – Praising
- Reproaching – Cheating
- Reproaching – Eliciting Information
- Reproaching – Reproaching [3]
- Reproaching – Giving Information
- Reproaching – Preventing Avoidance
- Reproaching – Phatic Function

Giving Information (7)

- Giving Information – Asking for Information
- Giving Information – Praising
- Giving Information – Cheating
- Giving Information – Eliciting Information [5]
- Giving Information – Reproaching [2]
- Giving Information – Giving Information
- Giving Information – Preventing Avoidance
- Giving Information – Phatic Function

Preventing Avoidance (1)

- Preventing Avoidance – Asking for Information
- Preventing Avoidance – Praising
- Preventing Avoidance – Cheating
- Preventing Avoidance – Eliciting Information
- Preventing Avoidance – Reproaching
- Preventing Avoidance – Giving Information
- Preventing Avoidance – Preventing Avoidance [1]
- Preventing Avoidance – Phatic Function

Phatic Function

- Phatic Function – Asking for Information
- Phatic Function – Praising
- Phatic Function – Cheating
- Phatic Function – Eliciting Information
- Phatic Function – Reproaching
- Phatic Function – Giving Information
- Phatic Function – Preventing Avoidance
- Phatic Function – Phatic Function

Type of Intonation Fahd Al-Rasheed

1. D.R. (Ask Info – Ask Info)
2. D.R. (Ask Info – Ask Info)
3. I.R. (Give Info – Praising) → Fall, Fall, Fall, Risefall Intonation
4. I.R. (Give Info – Elicit Info) → Falling Intonation
5. D.R. (Give Info – Give Info)
6. D.R. (Reproach – Reproach)
7. D.R. (Ask Info – Ask Info)
I.R. (Ask Info – Elicit Info) → Falling, Falling, Falling Intonation
8. I.R. (Ask Info – Reproach) → Rising Intonation
9. I.R. (Reproach – Ask Info) → Risefall Intonation
10. D.R. (Give Info – Give Info)
11. D.R. (Phatic – Phatic)
12. I.R. (Give Info – Reproach) → Fall, Fall, Fall Intonation
13. I.R. (Ask Info – Elicit Info) → Fall, Fall, Fall, Fall, Fallrise Intonation
14. I.R. (Give Info – Reproach) → Risefall, Fall Intonation
15. I.R. (Give Info – Reproach) → Rise, Fall, Risefall, Fall Intonation
16. I.R. (Give Info – Reproach) → Fall, Risefall, Risefall Intonation
17. I.R. (Give Info – Reproach) → Fall, Risefall Intonation
18. I.R. (Give Info – Reproach) → Fall, Fall Intonation
19. I.R. (Give Info – Elicit Info) → Risefall, Risefall Intonation
I.R. (Give Info – Reproach) → Risefall, Risefall Intonation
20. I.R. (Give Info – Reproach) → Risefall, Risefall, Rise, Fallrise, Fallrise
21. D.R. (Reproach – Reproach)
22. D.R. (Reproach – Reproach)
23. I.R. (Give Info – Reproach) → Fall, Risefall Intonation
24. D.R. (Ask Info – Ask Info)
I.R. (Ask Info – Elicit Info) → Falling Information
25. D.R. (Ask Info – Ask Info)
I.R. (Ask Info – Reproach) → Falling Intonation
26. D.R. (Ask Info – Ask Info)
27. I.R. (Ask Info – Elicit Info) → Risefall, Risefall, Fall Intonation / Stress
28. D.R. (Ask Info – Ask Info)
I.R. (Ask Info – Reproach) → Risefall, Rise, Rise, Risefall /Stress
29. I.R. (Give Info – Reproach) → Risefall Intonation
30. I.R. (Give Info – Reproach) → Fall, Risefall Intonation
31. D.R. (Ask Info – Ask Info)
32. D.R. (Reproach – Reproach)
33. D.R. (Ask Info – Ask Info)
34. I.R. (Ask Info – Reproach) → Fall, Risefall, Fall Intonation

- 35. I.R. (Give Info – Reproach) → Fall, Fall, Rise-fall Intonation
- 36. I.R. (Ask Info – Reproach) → Falling Intonation
- 37. D.R. (Ask Info – Ask Info)
I.R. (Ask Info – Reproach) → Rise-fall, Rise-fall Intonation
- 38. D.R. (Reproach – Reproach)
- 39. I.R. (Give Info – Elicit Info) → Fall, Rise-fall Intonation / Stress

Asking for Information (20)

- Asking for Information – Asking for Information [10]
- Asking for Information – Praising
- Asking for Information – Cheating
- Asking for Information – Eliciting Information [4]
- Asking for Information – Reproaching [6]
- Asking for Information – Giving Information
- Asking for Information – Preventing Avoidance
- Asking for Information – Phatic Function

Praising

- Praising – Asking for Information
- Praising – Praising
- Praising – Cheating
- Praising – Eliciting Information
- Praising – Reproaching
- Praising – Giving Information
- Praising – Preventing Avoidance
- Praising – Phatic

Cheating

- Cheating – Asking for Information
- Cheating – Praising
- Cheating – Cheating
- Cheating – Eliciting Information
- Cheating – Reproaching
- Cheating – Giving Information
- Cheating – Preventing Avoidance
- Cheating – Phatic Function

Eliciting Information

- Eliciting Information – Asking for Information
- Eliciting Information – Praising
- Eliciting Information – Cheating
- Eliciting Information – Eliciting Information
- Eliciting Information – Reproaching
- Eliciting Information – Giving Information
- Eliciting Information – Preventing Avoidance
- Eliciting Information – Phatic Function

Reproaching (6)

- Reproaching – Asking for Information [1]
- Reproaching – Praising
- Reproaching – Cheating
- Reproaching – Eliciting Information
- Reproaching – Reproaching [5]
- Reproaching – Giving Information
- Reproaching – Preventing Avoidance
- Reproaching – Phatic Function

Giving Information (18)

- Giving Information – Asking for Information
- Giving Information – Praising [1]
- Giving Information – Cheating
- Giving Information – Eliciting Information [3]
- Giving Information – Reproaching [12]
- Giving Information – Giving Information [2]
- Giving Information – Preventing Avoidance
- Giving Information – Phatic Function

Preventing Avoidance

- Preventing Avoidance – Asking for Information
- Preventing Avoidance – Praising
- Preventing Avoidance – Cheating
- Preventing Avoidance – Eliciting Information
- Preventing Avoidance – Reproaching
- Preventing Avoidance – Giving Information
- Preventing Avoidance – Preventing Avoidance
- Preventing Avoidance – Phatic Function

Phatic Function (1)

- Phatic Function – Asking for Information
- Phatic Function – Praising
- Phatic Function – Cheating
- Phatic Function – Eliciting Information
- Phatic Function – Reproaching
- Phatic Function – Giving Information
- Phatic Function – Preventing Avoidance
- Phatic Function – Phatic Function [1]

Cards Juan Manuel Santos

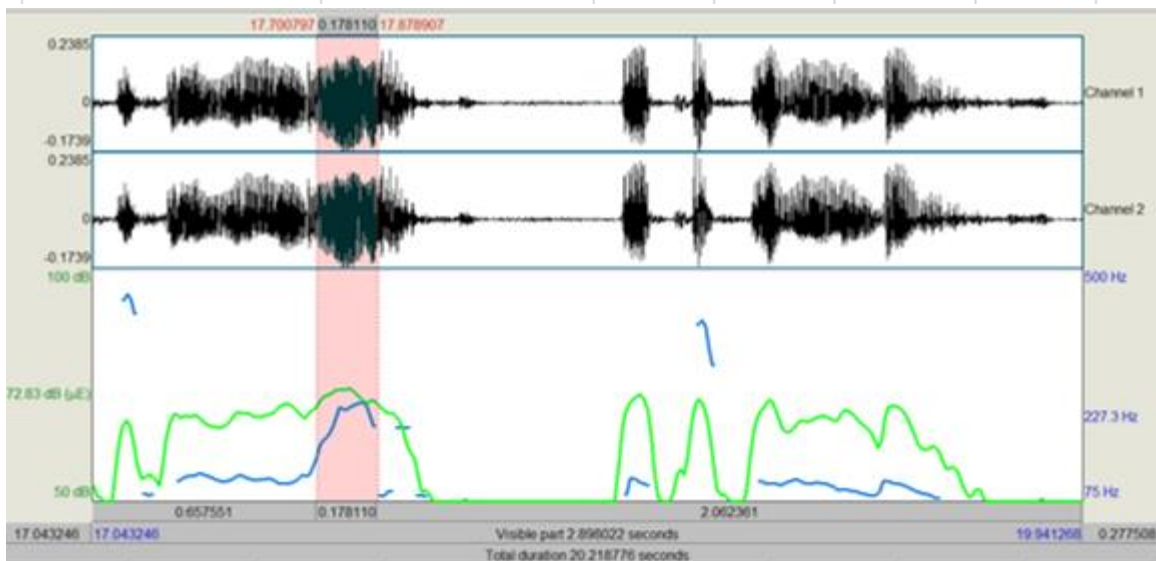
Juan Manuel Santos

1.8 "...but they will not be put behind bars" 7:18

	Locutionary Force	Illocutionary Force	Perlocutive Force
Asking for Information			Negative
Praising			
Cheating			
Eliciting Information			
Reproaching		x	
Giving Information	x		
Preventing Avoidance			
Phatic Function			

Linguistic Features	Syntactic		
	Phonological	Supra-segmental	Stress x "not" Intonation x "not"
		Segmental	
	Lexical	x "bars"	
Non-Linguistic Features	Movement	x	Hand and head movement*
	Laugh		
	Sigh		
	Cuffing		
Formality	Decrease		
	Maintain	x	
	Increase		

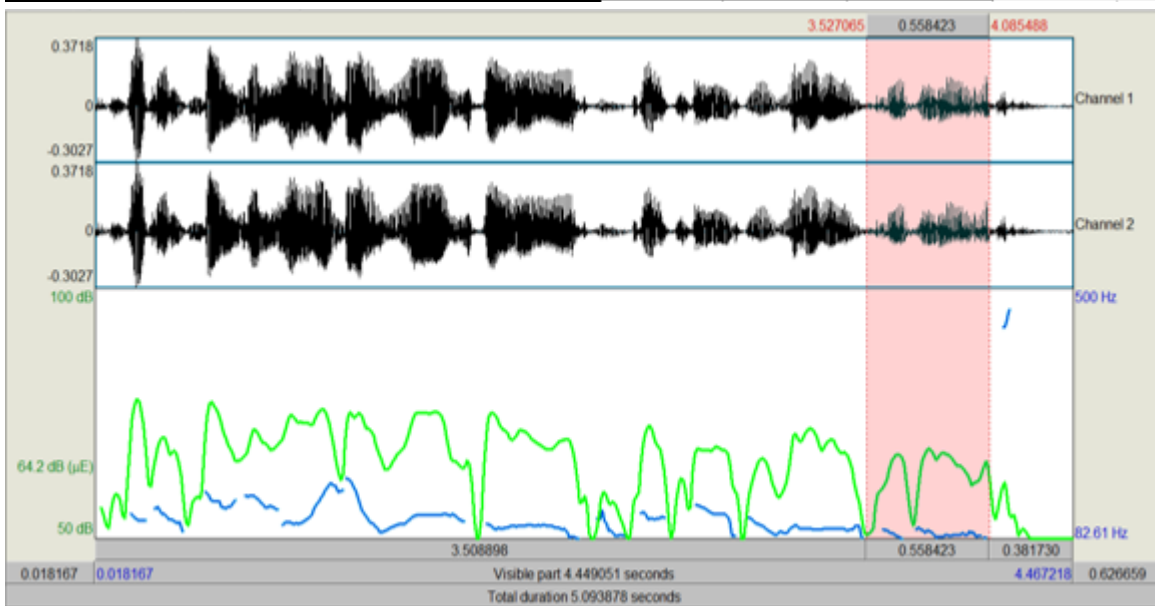
Note*: Hand and head movement to emphasize message



Juan Manuel Santos
 1.9 " but in president Uribe's words they are getting away with murder" 8:37

	Locutionary Force	Illocutionary Force	Perlocutive Force
Asking for Information			
Praising			
Cheating			Negative
Eliciting Information			
Reproaching		x	
Giving Information	x		
Preventing Avoidance			
Phatic Function			

Linguistic Features	Syntactic			
	Phonological	Supra-segmental	Stress	
		Segmental	Intonation	x "murder"
	Lexical			
Non-Linguistic Features	Movement			
	Laugh			
	Sigh			
	Cuffing			
Formality	Decrease			
	Maintain	x		
	Increase			

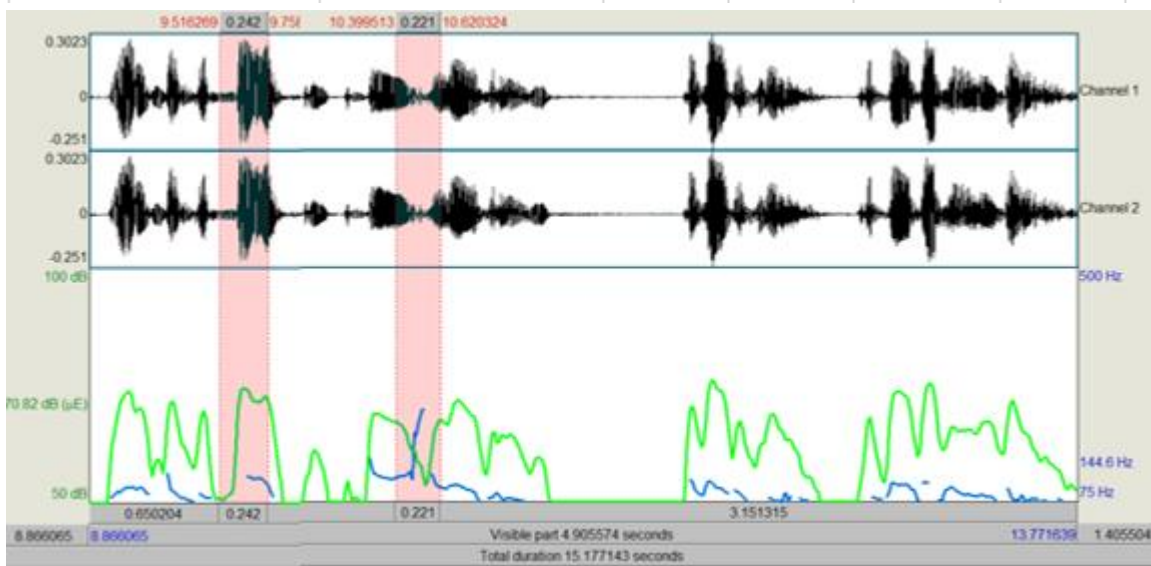


Juan Manuel Santos

1.11 "...wanted the FARC's key leaders to go to jail, to be behind bars" 9:33

	Locutionary Force	Illocutionary Force	Perlocutive Force
Asking for Information			
Praising			
Cheating			Negative
Eliciting Information			
Reproaching		x	
Giving Information	x		
Preventing Avoidance			
Phatic Function			

Linguistic Features	Syntactic			
	Phonological	Supra-segmental	Stress	x "FARC"
		Segmental	Intonation	x "key"
Lexical	x "jail" "behind bars"			
Non-Linguistic Features	Movement	x	Hand and head movement*	
	Laugh			
	Sigh			
	Cuffing			
Formality	Decrease			
	Maintain	x		
	Increase			



Cards Henry Winkler

Henry Winkler

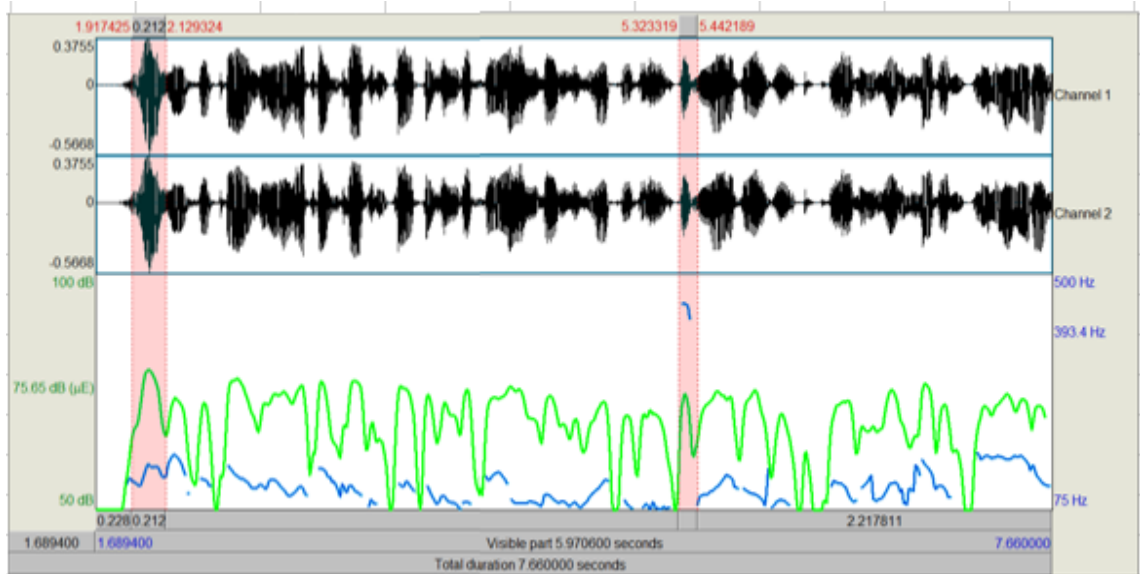
1.22 "was it because, we talked about escapism before in terms of Happy Days, but maybe it was the plays, "might be.."

	Locutionary Force	Illocutionary Force	Perlocutive Force
Asking for Information	x		Positive
Praising			
Cheating			
Eliciting Information			
Reproaching			
Giving Information			
Preventing Avoidance		x	
Phatic Function			

you could escape"

11:20

Linguistic Features	Syntactic		
	Phonological	Supra-segmental	Stress x "was" Intonation x "but"
		Segmental	
Non-linguistic features	Lexical		
	Movement	x	Hand movement
	Laugh		
	Sigh		
Formality	Coughing		
	Decrease		
	Maintain	x	
	Increase		



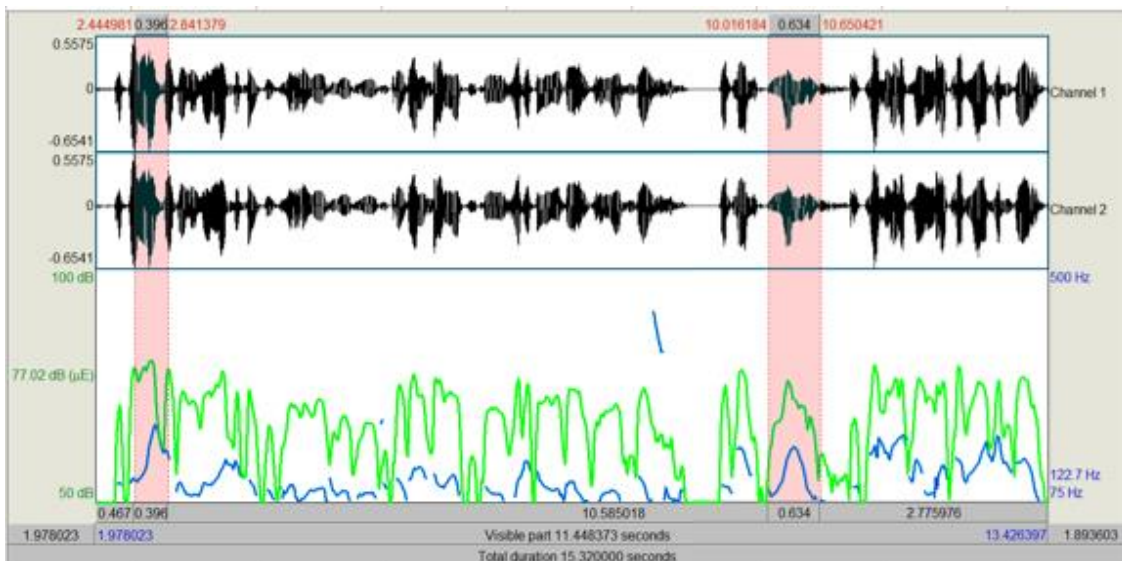
Henry Winkler

1.30 "I love that image and I love the fact that you know, you can bring so much to everything you did in "right"

	Locutionary Force	Illocutionary Force	Perlocutive Force
Asking for Information	x		
Praising			
Cheating			
Eliciting Information		x	Negative
Reproaching			
Giving Information			
Preventing Avoidance			
Phatic Function			

that show, I just wonder then how much it hurt" 15:18
"I could not"

Linguistic Features	Syntactic		
	Phonological	Supra-segmental	Stress
		Segmental	Intonation
	Lexical		
Non-linguistic features	Movement	x	Hand Movement
	Laugh		
	Sigh		
	Coughing		
Formality	Decrease		
	Maintain	x	
	Increase		



ILLOCUTIONARY FORCE INDICATING DEVICES 73

Henry Winkler

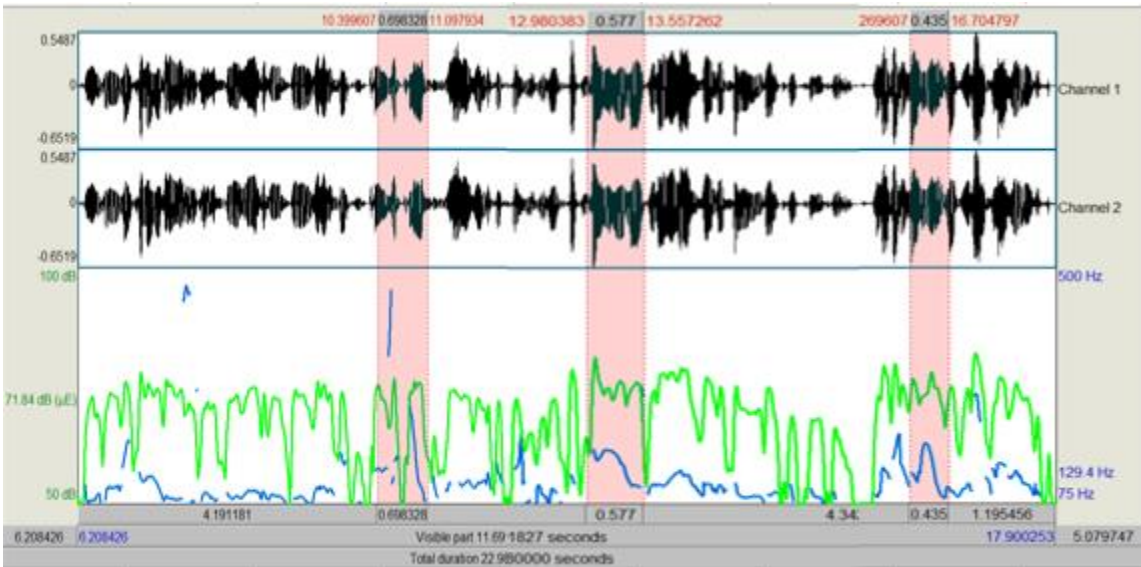
1.32 "(Laugh) ...not so long ago on the show we interviewed William Shatner who of course (int) but fair or
"very wonderful fellow"

	Locutionary Force	Illocutionary Force	Perlocutive Force
Asking for Information			Positive
Praising			
Cheating			
Eliciting Information		x	
Reproaching			
Giving Information	x		
Preventing Avoidance			
Phatic Function			

not, will always be defined by Captain Kirk, just as you have the character..."

16:33

	"that's ok"	"but he was..."	
Linguistic Features	Syntactic		
	Phonological	Supra-segmental	Stress
		Segmental	Intonation
Lexical			
Non-linguistic features	Movement		
	Laugh	x	Spontaneous
	Sigh		
Formality	Coughing		
	Decrease		
	Maintain	x	
Increase			



Cards Chris Eubank

Chris Eubank

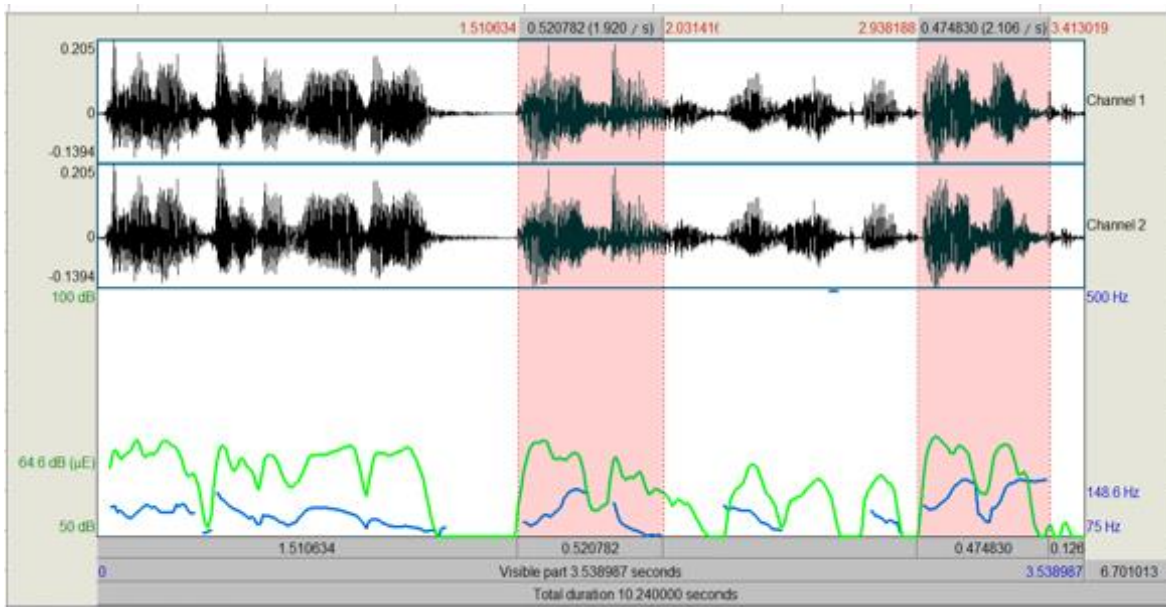
1.5 "so it's just be harder more ferocious more brutal?" 4:05

"yes" "that's"

	Locutionary Force	Illocutionary Force	Perlocutive Force
Asking for Information	x		
Praising			
Cheating			
Eliciting Information			Positive
Reproaching		x	
Giving Information			
Preventing Avoidance			
Phatic Function			

Linguistic Features	Syntactic			
	Phonological	Supra-segmental	Stress	"more ferocious", "more brutal"
		Segmental	Intonation	
	Lexical			
Non-linguistic features	Movement	x	Head movement*	
	Laugh			
	Sigh			
	Cuffing			
Formality	Decrease			
	Maintain	x		
	Increase			

Note*: Head movement to emphasize message



ILLOCUTIONARY FORCE INDICATING DEVICES 75

Chris Eubank

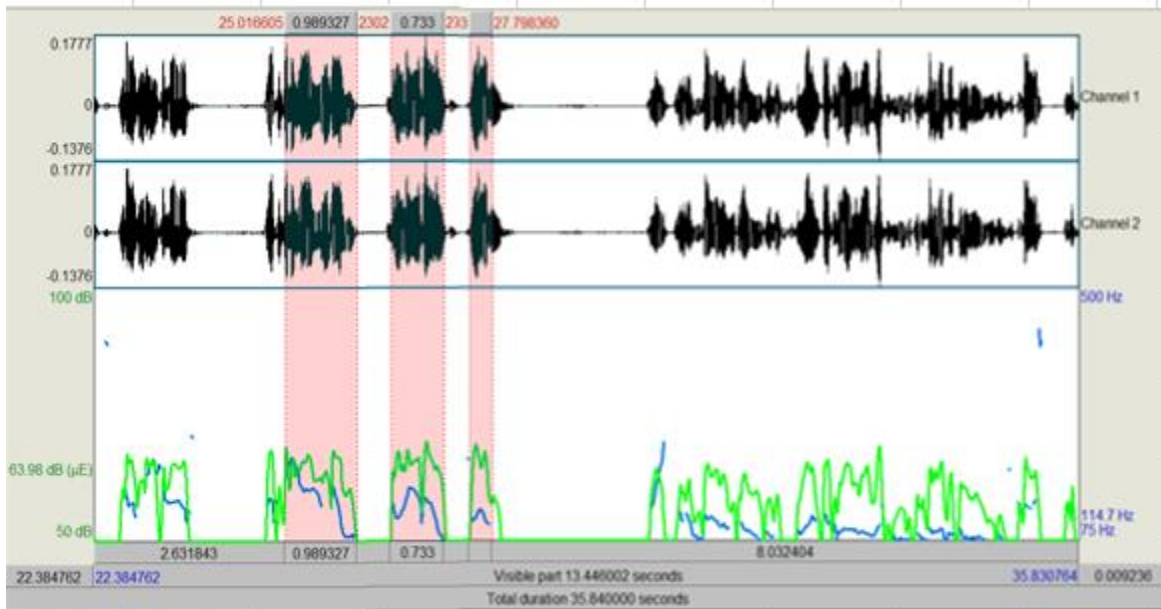
1.14 "...so it seems to me you're telling your own son to leave out mercy and that is a very strange message

	Locutionary Force	Illocutionary Force	Perlocutive Force
Asking for Information			Positive
Praising			
Cheating			
Eliciting Information			
Reproaching		x	
Giving Information	x		
Preventing Avoidance			
Phatic Function			

for most people around the world watching this deliver to your own son" 11:24

Linguistic Features	Syntactic			
	Phonological	Supra-segmental	Stress	"you're telling your own son", "to leave out", "mercy"
		Segmental	Intonation	
	Lexical			
Non-linguistic features	Movement	x	Hand movement*	
	Laugh			
	Sigh			
	Cuffing			
Formality	Decrease			
	Maintain	x		
	Increase			

Note*: Hand movement to emphasize message



ILLOCUTIONARY FORCE INDICATING DEVICES 76

Chris Eubank

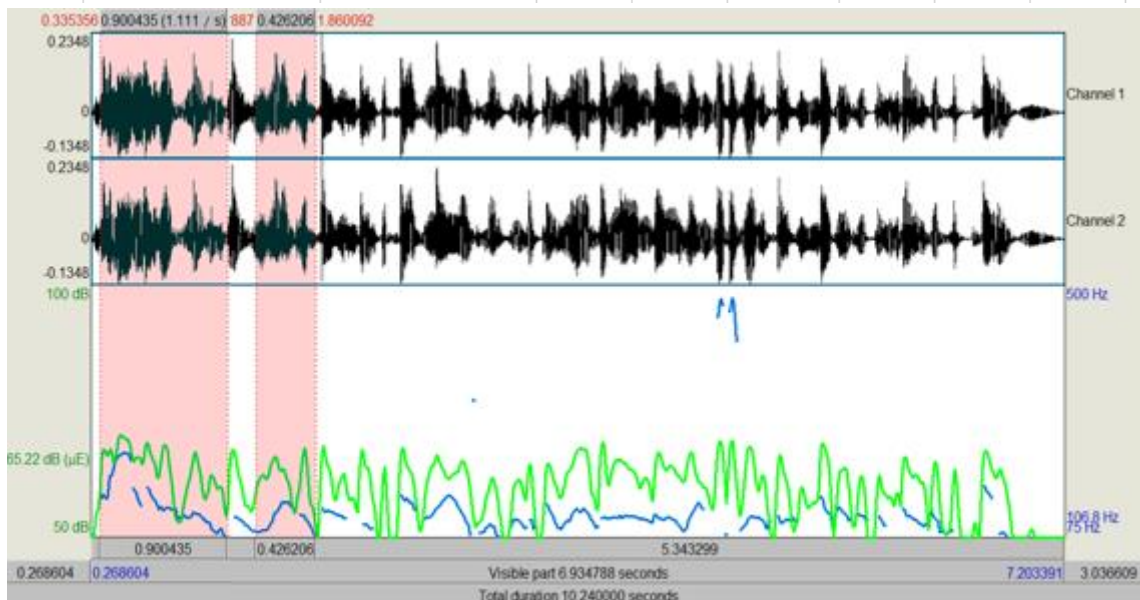
1. "you also want money don't you Nigel Ben says that the fight may not happen because you're

	Locutionary Force	Illocutionary Force	Perlocutive Force
Asking for Information	x		
Praising			
Cheating			
Eliciting Information			Positive
Reproaching		x	
Giving Information			
Preventing Avoidance			
Phatic Function			

demanding and he said a one point seventy percent of the purse"

[21:46]

Linguistic Features	Syntactic			
	Phonological	Supra-segmental	Stress	"you also want money", "dont you"
		Segmental	Intonation	
Non-linguistic features	Lexical			
	Movement			
	Laugh			
	Sigh			
Formality	Cuffing			
	Decrease			
	Maintain	x		
	Increase			



Cards Fahd Al-Rasheed

Fahd Al Rasheed

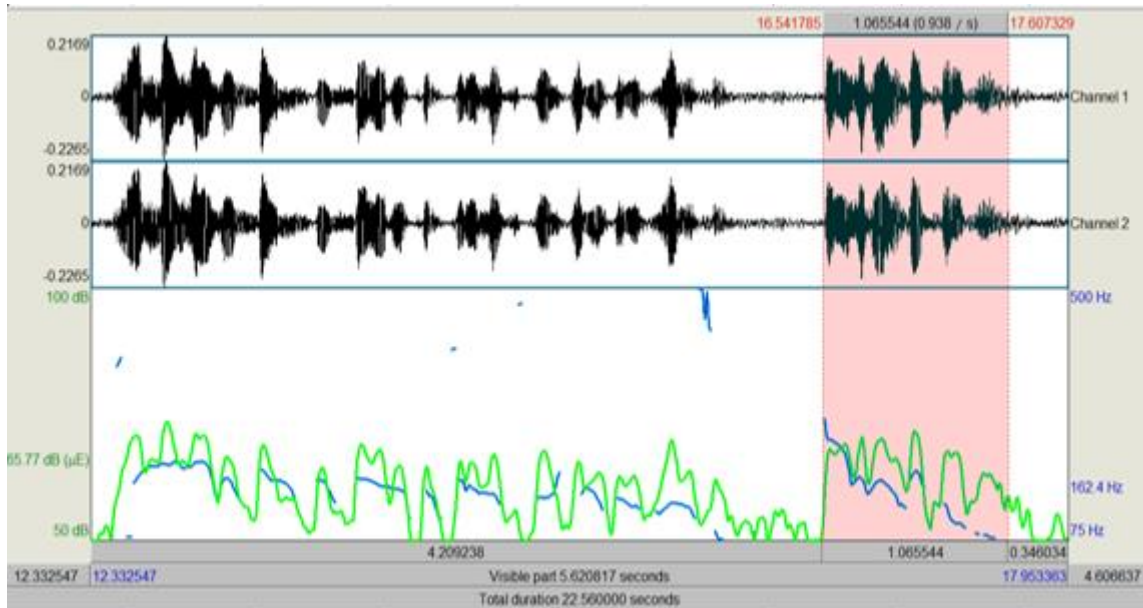
1.4 "...and there was a sense that Saudi could pretty much do anything it wanted things are very different

	Locutionary Force	Illocutionary Force	Perlocutive Force
Asking for Information			
Praising			
Cheating			
Eliciting Information		x	Positive
Reproaching			
Giving Information	x		
Preventing Avoidance			
Phatic Function			

now"

[02:41]

Linguistic Features	Syntactic			
	Phonological	Supra-segmental	Stress	"things are very different now"
		Segmental	Intonation	
	Lexical			
Non-linguistic features	Movement	x	Hand movement*	
	Laugh			
	Sigh			
	Coughing			
Formality	Decrease			
	Maintain	x		
	Increase			



ILLOCUTIONARY FORCE INDICATING DEVICES 78

Fahd Al Rasheed

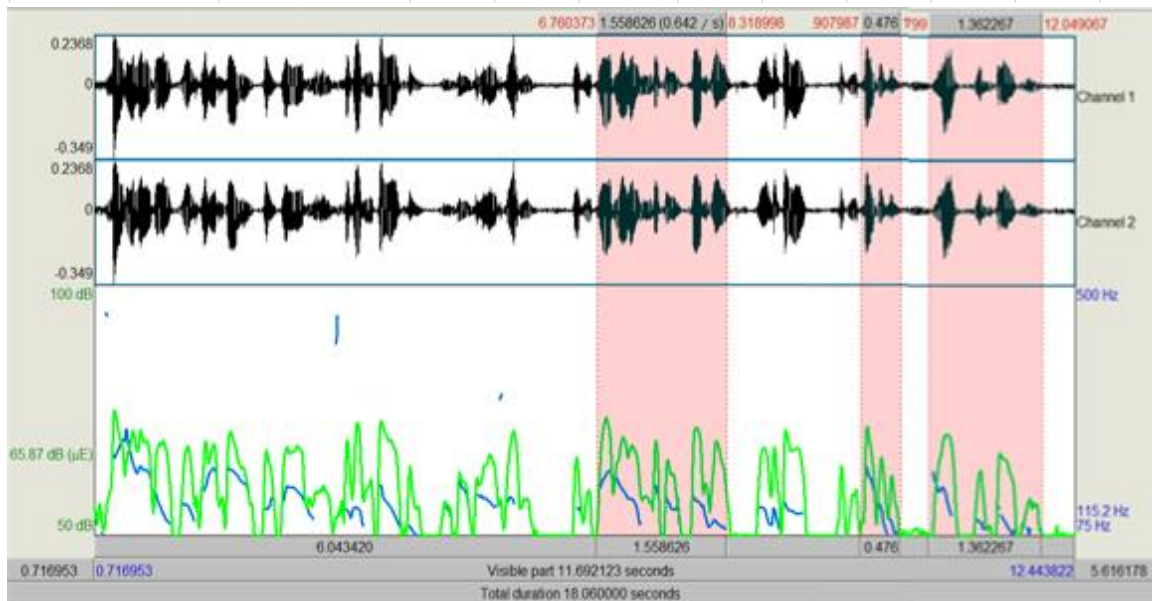
1.12 "Saudi Arabia is entering an age of austerity and it seems to me this extraordinary city project is about

	Locutionary Force	Illocutionary Force	Perlocutive Force
Asking for Information			Positive
Praising			
Cheating			
Eliciting Information			
Reproaching		x	
Giving Information	x		
Preventing Avoidance			
Phatic Function			

extravagance not austerity"

[05:21]

Linguistic Features	Syntactic			
	Phonological	Supra-segmental	Stress	"extraordinary city project", "extravagance", "not austerity"
		Segmental	Intonation	
	Lexical			
Non-linguistic features	Movement	x	Head movement*	
	Laugh			
	Sigh			
	Coughing			
Formality	Decrease			
	Maintain	x		
	Increase			



Fahd Al Rasheed

1. "...but in the end if the Saudi economy is going to slow fundamentally because the oil price has

	Locutionary Force	Illocutionary Force	Perlocutive Force
Asking for Information			Positive
Praising			
Cheating			
Eliciting Information			
Reproaching		x	
Giving Information	x		
Preventing Avoidance			
Phatic Function			

plummeted and it doesn't look as though it's gonna rise anytime soon then you have a problem [06:43]

Linguistic Features	Syntactic			
	Phonological	Supra-segmental	Stress	
		Segmental	Intonation	
	Lexical			"If the Saudi economy is going to slow", "then you have a problem"
Non-linguistic features	Movement	x	Hand movement*	
	Laugh			
	Sigh			
	Coughing			
Formality	Decrease			
	Maintain	x		
	Increase			

