Opposition in the Discourse of Argument

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ABSTRACT

This thesis examines the discourse of argument in terms of 'opposition' as a 'generic feature'. The presence of 'opposition' in argument is explored in order to see how it makes argument speech activity a coherent and distinctive event. 'Opposition' is found to operate on three discourse levels in argument. These are the Interactional, Topic and Sentence levels. 'Opposition' is located in talk wherever the Formulation/Decision (F/D) speech act pair occurs on these three levels, and where the Decision of the act pair is a disconfirmation (D-). A F/D- pair thus represents disagreement in discourse. Argument is defined as 'disagreement to disagreement'. On the basis of this definition, argument is located in talk wherever a F/D-/D- speech act sequence occurs on the three levels of discourse.

An analysis of argument discourse data reveals the exact nature of the F/D-/D- sequence on each of the Interactional, Topic and Sentence Levels of discourse. These three sequences together present the full F/D-/D- sequence of argument. A method of analysis is developed by which this full sequence may be tracked and explained. Explaining this sequence involves determining the relationships between all acts in the sequence. Once these relationships are determined, the process of an argument is explained.

Based on the findings of the data analysis, certain observations on argument are made. These concern, among other issues, the use of illocutionary force

(found in indirect speech) and of Rhetorical argument in argumentative discourse. In addition, the analysis reveals that the substantive basis of arguments which are 'had' is argument which is 'made' (the explicit or implicit claims or reasons produced by speakers). It is concluded that the coherence and distinctiveness of argument discourse is due in large part to the presence of the feature 'opposition'. It is tentatively claimed that argument without the feature 'opposition' will not occur. Thus, opposition may well be *the* essence of argument.

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CONTENTS

Abstract ii

Contents iv

Tables vi

Figures vii

Acknowledgments viii

Chapter 1: Introduction 1

1.1 The purpose of this study 1
1.2 Clarification of Basic Conceptual Issues 2
1.2.1 Argument$_1$ 2
1.2.2 Argument$_2$ 4
1.2.3 Rhetorical and Oppositional Argument 6
1.2.4 Argument$_1$, Argument$_2$ and Argument$_3$ 7

Chapter 2: The Structure of Argument$_2$ 9

2.1 A 'Generic Characteristic-Towards-Paradigm Case' Approach 9
2.2 The Generic Feature 'Opposition' 11
2.3 Locating 'Opposition' in Argument$_2$ Discourse 14
2.4 The Speech Act, Formulation 16
2.4.1 Formulations in earlier studies 19
2.4.2 Formulations as Formal Discourse Structures 20
2.5 The Formulation/Decision Speech Act Pair 22
2.6 The F/D-/D- Speech Act Sequence 25
2.6.1 The F/D-/D- sequence as the minimal argument$_2$ 26
2.6.1.1 Initiation of uptake, and uptake 27
2.6.1.2 External evidence for the minimal F/D-/D- 28
2.6.2 The Role of Each Act in the F/D-/D- Sequence 28
2.6.3 Two Arrangements of Opposition in the F/D-/D- Sequence 31
2.7 Summary 34

Chapter 3: The Process of Argument$_2$ 37

3.1 An 'Old' Method of Analysis 37
3.2 A 'New' Method of Analysis 40

3.2.1 The Interactional Level Formulation 41
3.2.2 The Topic Level Formulation 42
3.2.3 The Sentence Level Formulation 44
3.2.4 Formulaic Representations of a Discourse Turn 48
3.3 Data Analysis 50
3.3.1 Analysis 50
3.3.2 Discussion 74
3.4 Summary 88

Chapter 4: Summary and Conclusion 95

4.1 Summary 95
4.2 Conclusion 104

Endnotes 108

Bibliography 113

Appendix A: Transcript of Videotaped Arguments$_2$ 116

TABLES

1. Analysis of Data Turns 51

2. Formulaic Representations of the Data Turns 57

3. Formulaic Representations of the Data 59

4. Argument$_1$ Products of Data Formulations 61

5. The Process of the Data's Argument$_2$ 72

FIGURES

1. $Argument_1$, $Argument_2$ and $Argument_3$ 8

2. $Argument_2$ 36

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Chapter 1

INTRODUCTION

1.1 The purpose of this study

In Shahin (1988), a new approach to the discourse analysis of argument was suggested. In that paper, the fictional dialogue of a play was used as convenient, simple data on which to try out some novel, yet basic distinctions about the structure and process of conversational argument. The purpose of this study is to apply the fundamentals of the new approach to 'real' argument discourse data. As will be seen, 'real' argument is complex. Thus, this study will revise the new approach so that it better fits the reality of argument discourse. This revision includes a clarification of certain conceptual issues, most of which were ignored in the previous exploratory paper.

In this chapter, the conceptual issues are addressed. Setting certain distinctions in order will permit a more comprehensive, and more appropriate, method of analysis of argument to be developed in Chapters II and III. Chapter IV will summarize the advantages of this method, in the hopes that this study may offer some useful contribution to the field of discourse analysis and to argumentation research. Chapter IV will also suggest how further elements of the approach suggested in Shahin (1988) may be incorporated into the revised approach of this study. Actual incorporation of these elements will be left for future work.

1.2 Clarification of Basic Conceptual Issues

The subject of this thesis is argument, argument as a speech activity in whatever context it may occur. In the earlier paper, it was claimed that the primary definition of 'argument' should be conversational dispute, not formal debate. The grounds for this claim were that, since formal debate has (historically) developed out of conversational dispute, conversational argument is, then, the prototypical argument. Such effort devoted to establishing the primacy of the informal over the formal now appears misconceived and merely a matter of perspective.[1] To establish what argument is, and to begin to understand its nature requires attention to distinctions of greater dimension than discourse context.

Perhaps the greatest advance in current argumentation theory and research has come from O'Keefe's (1977) distinction between the two fundamental concepts of argument$_1$ and argument$_2$. This distinction is crucial; yet, in the form proposed by O'Keefe, it requires further refinement.

1.2.1 Argument$_1$

Argument$_1$ is argument that is 'made' and refers to "a linguistically-explicable claim plus one or more linguistically-explicable reasons" (O'Keefe 1982, p.17). As O'Keefe explains, 'linguistically-explicable' does not mean 'linguistically explicit'. Argument$_1$ may be explicit or implicit, but one should "be able to ***say*** *what the argument$_1$ was*, to express linguistically both the claim and the overtly expressed reasons" (p.13, italics in the original). A 'paradigm case' (clear example) of argument$_1$ would be something like

example (1) I don't want to go with you because I'm tired.
I was up all night.

In this example, both claim and reasons are explicit. A 'borderline case' of argument$_1$ with implicit claim and explicit reasons would be the second utterance in

example (2) Speaker 1: Do you want to come with me?
Speaker 2: I'm tired. I was up all night.

But O'Keefe's description of argument$_1$ appears self-contradictory. If claims and reasons need only be 'linguistically explicable', then why the requirement that reasons be 'overtly expressed'? If 'overtly expressed' is to mean 'linguistically-explicit', then this requirement will be cancelled by 'borderline case' arguments$_1$, such as

example (3) I don't want to go with you. I was up all night.

Here the major reason for the claim is not explicit, but implicit. It is, nonetheless, linguistically-explicable (i.e., the speaker doesn't want to go because he is tired). O'Keefe, however, takes 'overtly-expressed' to mean present in the discourse. Thus, covert reasons (speaker mood, previous interactions between speakers, etc.) and covert 'reasonings' (unexpressed thoughts), which are outside the present discourse, are not 'overtly-expressed' and are irrelevant to argument$_1$.[2] But invoking such a different sense of 'reasons', and referring to 'reasonings' obscures the concept of argument$_1$, and the distinction between 'linguistically-explicit' and 'linguistically-explicable'. To focus on argument$_1$ in the sense that it has been defined requires that 'overtly-expressed' mean 'linguistically-explicit'. And, since it is clear that reasons need not be linguistically-explicit in argument$_1$, 'linguistically-explicit' should simply mean that one should be able to

express linguistically both the claims and expressed reasons. Argument$_1$, therefore, involves simply (as O'Keefe describes it) a linguistically-explicable claim plus one or more linguistically-explicable reasons.

1.2.2 Argument$_2$

O'Keefe's argument$_2$ is argument that is 'had'; it refers to 'overt extended disagreement' involving two or more persons (p.11). Argument$_2$ thus refers to 'disputatious interaction' (O'Keefe and Benoit 1982, p.155). O'Keefe states that when two or more people have an argument$_2$ they may or may not produce arguments$_1$. This gives rise to his distinction between argument$_2$-with-argument$_1$ and argument$_2$-without-argument$_1$. However, the analysis of this study shows that arguments$_1$ are always found in arguments$_2$. These arguments$_1$ may be explicit or implicit, but they will always be linguistically-explicable. If there is to be any distinction, then, it must be between argument$_2$-with-explicit-argument$_1$ and argument$_2$-with-implicit-argument$_1$. However, the usefulness of even this distinction will be questioned later.

O'Keefe does not offer a 'paradigm case' of argument$_2$. O'Keefe and Benoit (1982) approach this task by suggesting that there are certain 'generic features' of argument$_2$. Of these they identify only one. The feature they do identify, however, is so crucially fundamental that it forms the basis for this study. A 'paradigm case' of argument$_2$-with-explicit-argument$_1$ would probably be something like (to use an example from Shahin (1988)[3]

example (4)	Mrs. Boyle:	You're very young.
	Mollie:	Young?
	Mrs. Boyle:	To be running an establishment of this kind. You can't have had much experience.

In this exchange, Mrs.Boyle produces the explicit argument$_1$: Because you are very young (to be running a hotel), you can't have had much experience. This argument$_2$ is, then, a 'paradigm case' of argument$_2$-with- explicit-argument$_1$. Example (4) also contains an implicit argument$_1$. Linguistically explicated, this argument$_1$ is: Because you are very young and can't have had much experience, you should not be running an establishment of this kind. Because example (4) contains an implicit argument$_1$, it is also a 'paradigm case' of argument$_2$ -with-implicit-argument$_1$. The term 'paradigm case' is used loosely here, however; whether or not a 'paradigm case' is even possible with argument$_2$ is a question taken up in Chapter III.

Thus, to be more explicit, the subject of this study is argument$_2$-with-argument$_1$ (which may be either explicit or implicit, but is always linguistically explicable). Argument$_2$ is a speech activity. This definition is correlated with speech act theory, in which a speech activity may be seen as a discoursive process comprised of a particular type of speech act.

The candidate so far for the speech act forming the basis of the speech activity argument$_2$ is O'Keefe's 'making an argument'. O'Keefe's (1982) discussion of this speech act is somewhat confusing. To him, it is the act associated with argument$_1$. That is, it is the 'communicative vehicle' (p.18) by which argument$_1$ is conveyed. If O'Keefe were to have considered argument$_2$ to the same extent he considers argument$_1$ and argument-making, he may have realized that argument-making applies equally to argument$_2$ and to argument$_1$. It seems clear that, if one person performs the act of argument-making when producing an argument$_1$, then each of the two or more persons having an argument$_2$ will perform this act

as well, as they make their own arguments$_1$ in their individual turns-at-talk. In the next chapter, however, argument-making will be rejected as the basic act in argument$_2$ in favour of another, more basic act. Viewing argument$_2$ in terms of this other act will permit explanation of the structure and process of argument$_2$.

This study is not restricted to argument$_2$ in a conversational setting, but concerns argument$_2$ in general. Although the data to be analyzed is conversational argument$_2$, the method of analysis to be used is not restricted by features of discourse setting. It is important to dispel confusion arising from the tendency to identify argument$_2$ in a formal setting with 'made' argument (argument$_1$) -- a tendency possibly due to the focus of traditional argumentation theorists on the logical relationships between the explicit claims and reasons typically produced in formal arguments. Although speakers might more typically produce explicit arguments$_1$ in arguments$_2$ in a formal setting, further clarification will serve to keep the concepts of argument$_1$ and argument$_2$, and discourse context, distinct.[4]

1.2.3 Rhetorical and Oppositional Argument

Schiffrin (1985) distinguishes between 'Rhetorical' and 'Oppositional' argument. Rhetorical argument involves one speaker presenting an 'intact monologue supporting a disputable position'. This monologue may typically contain explicit arguments$_1$ (although analysis of Rhetorical argument may reveal otherwise). Oppositional argument occurs when 'two or more speakers openly support disputable positions'. Oppositional argument contains arguments$_1$ which are typically enthymemes, as will be seen. (An enthymeme is a syllogism in which at least one of the premises is implicit.) Oppositional and Rhetorical Rhetorical argument are not mutually exclusive. Even in strictly Rhetorical argument in a formal setting,

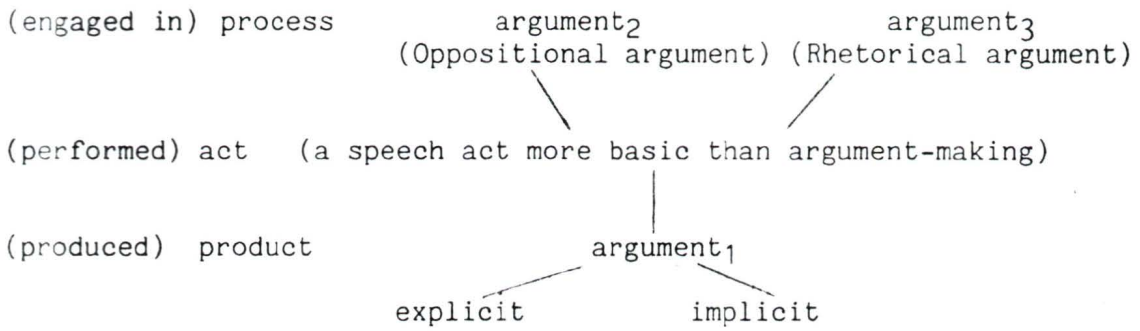
Oppositional argument (in the form of anticipated arguments$_2$) is present; likewise, Oppositional argument may see speakers digressing into Rhetorical argument. A factor in this latter case is the length of turn a speaker is able to secure.

Schiffrin's inclusion of 'support' and 'position' in her definitions of Rhetorical and Oppositional argument harkens back to the claim-plus-reasons of O'Keefe's argument$_1$. This underscores the fact that argument$_1$ is always present in argument$_2$. In Chapter III it will be seen that arguments$_1$ are present in argument$_2$ on three distinct levels of the discourse. The presence of argument$_1$ on these three levels is one of four elements which drive the process of argument$_2$.

1.2.4 Argument$_1$, Argument$_2$ and Argument$_3$

One final important distinction must be made. To recapitulate, arguments$_1$, after O'Keefe (p.16), are 'abstract objects' consisting of a linguistically-explicable claim plus one or more linguistically-explicable reasons. Oppositional argument involves two or more persons in the speech activity argument$_2$, in which they produce explicit or implicit arguments$_1$. What is lacking so far is a term for the speech activity of Rhetorical argument. O'Keefe appears to include Rhetorical argument with argument$_2$, since he actually defines argument$_2$ as 'ordinarily' (p.16) involving two or more speakers. But Oppositional and Rhetorical argument are clearly different speech activities. This final distinction lends itself to the following representation:

Figure 1: Argument$_1$, Argument$_2$ and Argument$_3$



Argument$_2$ and argument$_3$ are discoursive processes (speech activities) engaged in, in the case of argument$_2$, by two or more speakers and, in the case of argument$_3$, by one speaker. As will be seen, argument$_2$ may incorporate argument$_3$. A very basic act is performed in argument$_2$ (and argument$_3$), by which argument$_1$ is produced.[5] Just what act forms the basis of argument$_2$, and the structure of argument$_2$ in terms of this act are the issues to be addressed next.

Chapter 2

THE STRUCTURE OF ARGUMENT$_2$

O'Keefe and Benoit (1982) describe arguments$_2$ as distinctive and coherent events (p.155):[6] "it is easy to see in most cases just where an argument started and when it ended. And the particular actions which occur within an argument all appear to occur relevantly, given that we know an argument is occurring." This description ranges over the three issues of argument$_2$ initiation, argument$_2$ resolution, and the internal structure of argument$_2$. In this study, the internal structure of argument$_2$ is explored. Determining this structure should make it easier to show the distinctiveness and coherence in how an argument$_2$ begins and ends. How argument$_2$ initiation and resolution may be viewed within the approach of this study will be discussed in Chapter IV.

2.1 A 'Generic Characteristic-Towards-Paradigm Case' Approach

Example (4) in Chapter I was lightly glossed as a 'paradigm case' of argument$_2$. This tentative glossing is appropriate, for the question remains whether or not the 'paradigm case' approach will work with argument$_2$. The goal of such an approach would be to achieve a 'clear example' of argument$_2$, one which would elicit widespread agreement that it is indeed a case of argument$_2$ (see O'Keefe 1982, p.7). The analyst would indulge in the subjective procedure of scouting discourse data for instances of obvious disputatious interaction. There would then

be some subjective outside determination of whether or not the examples are truly cases of argument$_2$.

O'Keefe and Benoit reject the 'paradigm case' approach on the grounds that argument$_2$ is an inherently 'fuzzy' concept. This fuzziness is "due, in part, to the diversity of behaviours employed in argumentative episodes" (p.162). Instead, they suggest a 'generic characteristic' approach. This involves 'identifying features' which will provide a characterization of argument$_2$. Ultimately, this approach should yield a list of generic features. What O'Keefe and Benoit fail to see, however, is that such a list of generic features, when translated into discourse (i.e., when located in argument$_2$ data) would yield 'clear examples' of argument$_2$. The 'generic characteristic' approach, therefore, is a method of arriving at a 'paradigm case' of argument$_2$. It does the homework, so to speak, of the 'paradigm case' approach. (That O'Keefe (1982) offers no 'paradigm case' of argument$_2$ is now understandable, since the 'paradigm case' approach alone is not equipped to determine not only *if*, but *why* a given example is a case of argument$_2$.)

Besides missing the connection between the 'generic characteristic' approach and the 'paradigm case' approach, O'Keefe and Benoit also fail to realize that to describe argument$_2$ as 'fuzzy' contradicts even the 'generic characteristic' approach. If, among the 'diversity of behaviours' in argument$_2$ even one generic feature exists, argument$_2$ cannot be *altogether* fuzzy. And, if an ultimate list of such features is achieved, argument$_2$ will not be fuzzy, but a well-understood concept, and a well-understood speech activity, insofar as its generic features are concerned. Thus, the 'generic characteristic' approach is used in this study in

order to exemplify and explicate the basic structure of argument$_2$ -- which is to arrive at a substantiated 'paradigm case' of argument$_2$.

2.2 The Generic Feature 'Opposition'

O'Keefe and Benoit do not compile a list of generic features, but isolate one feature which they see as fundamental to argument$_2$. Similarly, no list will be attempted here. But the feature identified by O'Keefe and Benoit will be examined at length to show its extreme importance, and its role in making argument$_2$ a distinctive and coherent event. Any 'paradigm case' of argument$_2$ arrived at, therefore, will be a 'paradigm case' in regard to this one generic feature.

The feature identified by O'Keefe and Benoit is the 'relationship of opposition between participants'. That is, "interactants ... align themselves in mutually inconsistent ways" toward some goal(s), act(s) or belief(s) (p.162-63).[7] This means, common-sensically, that when speakers argue, they disagree with each other. This relationship of opposition between participants is the fundamental characteristic of argument$_2$. It is, however, not the most *generic* characteristic. The most generic characteristic of argument$_2$ is, simply, 'opposition'. To be more exact, then, it is the generic characteristic 'opposition' which will be examined at length in this and the following chapter.

In Chapter III it will be shown from discourse data how the feature 'opposition' operates on three distinct discourse levels in argument$_2$. The first of these levels is the Interactional Level. The feature identified by O'Keefe and Benoit belongs to this level of discourse. On the Interactional Level, argument$_2$ participants define their relationship as oppositional. That is, they express through dis-

course that they are in disagreement with each other. This is the first sense of Interactional Level opposition. In this first sense, Interactional Level opposition is a contextual feature, since it pertains to the interpersonal relationship between speakers. In the second of its two senses, Interactional Level opposition is a relationship between turns at talk. In this sense, Interactional Level opposition is not a contextual feature, but a feature of the discourse proper, since it involves one portion of discourse in relation to another portion of discourse.

The second level on which the generic feature 'opposition' operates in argument$_2$ is the Topic Level. On this level, the orientation of full or partial turns at talk to various topics, themes or issues is defined as oppositional to the orientation of other full or partial turns at talk to those same topics, themes or issues. O'Keefe and Benoit's description of the feature 'relationship of opposition between participants' inadvertently covers this second discourse level: they state that interactants align themselves in differing ways toward some goal(s), act(s) or belief(s). The goal(s),act(s) or belief(s) that speakers are in opposition over are the topics, themes or issues of the Topic Level of argument$_2$ discourse. These topics, themes or issues arise out of the Interactional Level of the discourse. Even though it is the speakers who are in opposition over various topics, etc., opposition on the Topic Level is a feature not of the speakers (discourse context), but of the discourse proper. As with Interactional Level opposition in its second sense, Topic Level opposition involves one portion of discourse in relation to another portion of discourse.

The third level is the Sentence (Base-Propositional) Level. On this level, sentence level propositions are defined as oppositional to other sentence level proposi-

tions. These base-propositions arise out of the Topic Level of the discourse. As with Interactional Level opposition in its second sense, and Topic Level opposition, Sentence Level opposition is a discourse feature, since it pertains to one portion of discourse in relation to another portion of discourse.

To restate these distinctions in everyday terms, argument$_2$ involves opposition not only between speakers, but also between their utterances over what is spoken, over what is spoken about, and over what is said about what is spoken about.

Interactional Level (Level 1), Topic Level (Level 2) and Sentence Level (Level 3) opposition are all present in argument$_2$. Level 1 opposition is the most basic requirement for argument$_2$, because in order to argue speakers must be in disagreement with each other. In this sense, the 'relationship of opposition between participants' is the fundamental feature of argument$_2$, since it is the fundamental type of opposition. Level 1 opposition is also required because, in its second sense, it involves opposition between what speakers say: in order to argue, speakers must disagree with each other in words. Level 2 opposition is also required for argument$_2$: in order to argue, speakers must disagree with each other in words about something. And, finally, Level 3 opposition is also required for argument$_2$: in order to argue, speakers must disagree with each other in words about something because of something. Even though a speaker may not explicitly say why he disagrees, or what his stand is and why, base-propositions expressing these elements will always be at least implicitly present in argument$_2$.

2.3 Locating 'Opposition' in Argument$_2$ Discourse

The task at hand now is to locate the generic feature 'opposition' in argument$_2$ discourse. Since this feature is very basic, it makes sense to think it will have a very basic discourse display. And, since argument$_2$ is a speech activity, the search will be for specific speech acts -- for, in keeping with speech act theory, it is not necessarily what is said, but what is done (by saying) that counts in discourse (see Austin 1962, Searle 1969 and Grice 1975). Thus, argument$_2$ participants will perform speech acts which display their relationship of opposition to each other, and which display in their utterances Interactional, Topic and Sentence Level opposition to other utterances. Although it is the speakers who perform these acts in the discourse, the acts which display Level 1, 2 and 3 opposition form the structure of the discourse itself.

The discourse display of the (one type of opposition) 'relationship of opposition between participants' located by O'Keefe and Benoit does not appear very basic. They state that "opposition can be created through any of ... four types of act sequences" (p.163).[8] The four types of act sequences are

(1) A makes known a want; B overtly impedes satisfaction of the want.
(2) A is presupposed to have a want; B overtly impedes satisfaction of the want.
(3) A makes known a want; B makes known a competing want.
(4) B does some act; A makes known that it impedes (or has impeded) his or her wants or the wants of some third party.

These four act sequences involve opposition between speakers, and even opposition between speakers over something. They are fairly straightforward, but the explanations offered for each act sequence are harder to follow: for example, the explanation given for the first sequence is (p.163)

> The mode of B's resistance may be active or passive; B can overtly display passive resistance to A's wants by making no attempt to

> satisfy A's wants, by offering objections to the manner of A's expressing his wants, or by offering justifications for A's wants not being satisfied. Thus opposition may be created passively by objecting to conditions presupposed by a request, order, suggestion, announcement of intentions, etc. ... or by hearing but failing to respond to A's expression of want. B can offer active resistance by objecting to A's wants or directly refusing to satisfy A's wants. Opposition may be created actively when A's request, order, suggestion, announcement of intention, and the like is followed by a direct refusal from B ... or B's explicit denial of A's wants ...

This is not to say that, because they are complex, these four act sequences are not valid descriptions of how opposition between speakers is displayed in argument$_2$. In fact, O'Keefe and Benoit (pp.164-65) present discourse examples in which these sequences are identified. The point is that these sequences are not very basic, at least in comparison with the basic character of the generic feature 'relationship of opposition between participants'.

To return to a broader perspective, it is not just the feature 'relationship of opposition between participants' that must be located in argument$_2$ discourse, but the more generic feature, 'opposition'. Again, it can be suggested that, since 'opposition' is a basic feature, it makes sense to assume it will have a very basic discourse display.

There is one basic speech act sequence by which the generic feature 'opposition' is displayed in argument$_2$ discourse. This is the Formulation/Decision/Decision sequence. This act sequence is used to display opposition on all three discourse levels in argument$_2$. An argument$_2$ consists of these minimum three acts, each of which is different from at least one other act in the sequence. And yet, all three acts are the same basic act. To explain this sequence, and the brief description of it just offered, the speech act Formulation must first be explained.

2.4 The Speech Act, Formulation

Shahin (1988) defined a Formulation as 'a speaker's personal composition, or representation, of a 'fact''. This definition is purposeful and succinct. For example,

example (5) Youth Pastor: The nuclear war has misdirected the youth.

is a Formulation. By it, the speaker has formulated in words the effect of 'the nuclear war' on the youth. A Formulation is thus a discourse composition which represents a 'fact'. A representation of a 'fact' is produced whenever a speaker puts something into words.[9] The 'fact' that is represented is a fact, however, insofar as the speaker sees it to be one: in example (5), the speaker has formulated *his evaluation of* the effect of 'the nuclear war' on the youth. Because a Formulation is a personal act, its contents are subjective. The 'fact' represented may or may not be a 'fact' as far as the hearer of the Formulation is concerned. This subjectivity provides for the possibility of argument$_2$ in discourse.

There were problems in the discussion of Formulations in the earlier paper. Formulations were located in that study's data, yet it was clear that not all Formulations were equal. Some were more explicit, some more implicit, and some were at a higher level of abstraction in the discourse. This problem seemed due to utterance indirectness. As will be seen, utterance indirectness (illocutionary force) is certainly a factor in Formulation production. But the previous confusion is solved in this present study by the identification of the three discourse levels of argument$_2$, and Formulations performed on each of these levels. Thus, Formulations may be Interactional Level, Topic Level or Sentence (Base-Propositional)

Level Formulations. These three types of Formulations are equally a speaker's personal composition, or representation, of a 'fact'.

The Formulation in example (5) is taken from the data for this study. This data is a transcript of argument$_2$ elicited in a laboratory setting.[10] This transcript is found in the Appendix. Its discourse was produced by four persons. Each person speaks as a character personally chosen for the sake of the experiment. The characters chosen were a Youth Pastor, Musician, Doctor and Computer Scientist. The four speakers, speaking as their chosen characters, were directed to argue against each other about which pair should be allowed to use 'the bomb shelter' in the event of a nuclear war. 'Government officials' would view the videotape of their discussion and, on the basis of what was spoken, would decide which pair of individuals should be allowed to use the bomb shelter. Discussion was allowed to continue for approximately four minutes. The experiment supervisor then entered the room, assigned a new speaker pairing, and directed the speakers to resume discussion. This changing of partners was done twice, which yields in the data three separate arguments$_2$. The formality of the laboratory setting influences this discourse: the argument$_2$ elicited contains instances of argument$_3$, Rhetorical argument. The import of this for the argument$_2$ discourse will be discussed in Chapter III. In that chapter, an analysis of the first argument$_2$ of the data will be presented.

To return to discussion of Formulations, Formulations are produced whenever a speaker puts something into words. They occur in all discourse. For the sake of clarity, examples of Formulations in this chapter are limited, where possible, to Sentence Level Formulations. Interactional, Topic and Sentence Level Formula-

tions will be discussed together in Chapter III. The data analysis there will provide several examples of Interactional and Topic Level Formulations.

An examples of a Sentence (Base-Propositional) Level Formulations found in the data is, to repeat example (5),

example (5) F Youth Pastor: The nuclear war has misdirected the youth.

This example is a Sentence Level Formulation because in it the Youth Pastor has produced a sentence level proposition which represents a 'fact'; he has put into words (his evaluation of) something. Here, the Youth Pastor formulates (his evaluation of) the effect of 'the nuclear war' on the youth.

A Sentence Level Formulation is an argument-making act. It may produce a partial explicit argument$_1$, as does the Sentence Level Formulation of example (5). This Formulation produces the explicit claim: The nuclear war has misdirected the youth. A Sentence Level Formulation by itself may express an explicit reason, as occurs in

example (6) Musician: I worry about leaders who say 'my faith' and 'my view' because I think that's why we are where we are.

Example (6) consists of two Sentence Level Formulations:

example (7) F Musician: I worry about leaders who say 'my faith' and 'my view'.

example (8) F Musician: I think that's why we are where we are.

The Formulation of example (8) expresses an explicit reason to the explicit claim expressed by the Formulation of example (7). Two Sentence Level Formulations together may produce a full explicit argument$_1$, as do the two Formulations of examples (7) and (8) together in example (6). However, one Sentence Level Formulation alone produces a partial argument$_1$, because it consists of a single proposition. A Sentence Level Formulation by itself can also produce a partial or full or implicit argument$_1$. An example of this will be given later on in this chapter.

2.4.1 Formulations in earlier studies

In earlier studies (Garfinkel and Sacks 1970, Heritage and Watson 1979 and Bilmes 1981), the terms 'formulating' and 'Formulation' were used in unclear or restricted ways. For example, Garfinkel and Sacks define 'formulating' as "saying-so-in-so-many-words-what-we-are-doing" (p.251). Thus, in (p.250)

> JH: Isn't it nice that there's such a crowd of you in the office?
>
> SM: You're asking us to leave, not telling us to leave, right?

the second utterance is considered a 'formulation'. It is a Formulation, indeed. It is a Topic Level Formulation which represents (SM's evaluation of) a 'fact'. Here the 'fact' is what JM meant by his question; the representation of this 'fact' has the form of an implicit claim. But Garfinkel and Sacks use 'formulation' to refer more to a 'gloss' of conversational gist than to a representation of any 'fact'. Heritage and Watson develop the notions of 'gists' and 'upshots', and describe a Formulation as a speech act which summarizes conversational topic in these forms.

Bilmes continues this usage, analyzing Formulations which are topic summarizations in legal discussions.

Bilmes (1985) realized, however, that the speech act Formulation should not be restricted to summarizations of discourse topic. Such Formulations are only one type of Formulation, since a speaker may formulate in words countless other things besides conversation topic. Bilmes (1985) never actually proposes a new definition of 'Formulation', but his usage is in line with the definition proposed in Shahin (1988) and reaffirmed here. To repeat this definition, a Formulation is a speaker's personal composition, or representation, of a 'fact'.

2.4.2 Formulations as Formal Discourse Structures

Formulations are not ad hoc analyst's constructs. They are, after Garfinkel and Sacks (1970), valid 'formal structures' of discourse. The criteria for formal structures given by Garfinkel and Sacks are (p.346)

> activities (a) in that they exhibit upon analysis the properties of uniformity, reproducibility, repetitiveness, standardization, typicality, and so on; (b) in that these properties are independent of particular production cohorts; (c) in that particular-cohort independence is a phenomenon for members' recognition; and (d) in that the phenomena (a), (b), and (c) are every particular cohort's practical, situated accomplishment.

This list of criteria is vague. It is clarified here in a new paraphrase:

> (Formulations are valid formal structures of discourse because they are) acts
> (a) which have uniform and typical features
> (b) which occur throughout discourse
> (c) which may be reproduced by speakers
> (d) whose properties (listed in (a), (b) and (c)) are properties of the discourse proper (not of the speakers-as-part-of-discourse-context)
> (e) which speakers recognize as part of the discourse proper
> (f) which have local, practical function in discourse

Thus, Formulations are formal structures of discourse because they are speech acts of which a speech activity like argument$_2$ is comprised. They uniformly and typically occur whenever a speaker puts something into words. They are uniformly and typically a speaker's personal composition, or representation, of a 'fact'. They are uniformly and typically performed on three discourse levels, the Interactional, Topic and Sentence Levels. Formulations on each of these three levels are uniformly and typically (partial or full) argument-making acts; the (partial or full) arguments$_1$ produced may uniformly and typically be explicit or implicit, but they will always be linguistically explicable. Formulations occur throughout discourse, and may be re-uttered by speakers. As speech acts, Formulations are a property of the discourse, not a property of discourse context (as are speaker-hearer relationship, speaker age and status, and various contextual norms).

Speakers and hearers recognize Formulations as part of the discourse proper, since they can isolate and comment on them, as does the Musician in

example (9)	Doctor:	Well, I tell you, two of the things that are going to be most important are how we are going to care for the plant life that's left on earth, and the development of the plant life, and we have to have somebody that's going to be able to work with the animal life as well. And because of my backgrounds in
	Comp.Scientist:	What animal life?
	(Doctor:)	botany and zoology -
	Musician:	Well, there won't be much - that's what- In other words, you're going from the familiar, where we won't have the familiar left.

In his utterance, the Musician first supplies an answer to the Computer Scientist's interjected question. He then begins his own Formulation. This Formulation is abandoned in favour of a re-Formulation of the Doctor's utterance, which was a Topic Level Formulation of what would be of priority concern in the 'new world'. By using the words 'in other words', the Musician signals that he has recognized the Doctor's Formulation as a Formulation, and is about to reformulate it. Reformulations are new Formulations and, since formulating is a personal, subjective action, they may be quite different from an original Formulation.

Formulations have a very local and practical function in argument$_2$. They play a key role as the first act in a Formulation/Decision/Decision speech act sequence. Before examining this role, the speech act pair Formulation/Decision should be explained.

2.5 The Formulation/Decision Speech Act Pair

A Formulation does not occur alone in discourse. It is the first act in a speech act pair. In such pairs, the second act is 'conditionally relevant' (Schegloff 1972) to the first act. In other words, the occurrence of the second act is expected because the first act has occurred. The act that is conditionally relevant to a Formulation is a Decision. This is clarified by Heritage and Watson (1979), who state (p.141)

> An inspection of our data indicates not merely that formulations occasion receptions ... but also that the character of their receptions is sharply constrained to confirmations or disconfirmations, or, more generally, decisions.

Formulations, then, are the first act in the Formulation/Decision (F/D) pair. An example of a Sentence Level F/D pair is

example (10) F Comp. Scientist: Well, I think the problem
that's been in the past,
the people who've been
in control of the technology
haven't been the people creating
the technology.

D+ Musician: Right!

In this example, the Musician's Formulation functions as a confirmatory Decision (D+) to the Computer Scientist's Formulation. (The Musician and Computer Scientist are on the same 'team' in this argument$_2$.) An example of a Sentence Level F/D pair where the Decision is disconfirmatory is

example (11) F Youth Pastor: You need the life of botany
and zoology and the love of
a good Christian religion, and
direction for the people, and -

D- Comp. Scientist: God save us from a good Christian
religion.

The D- in example (11) is an example of a speech act performed by conversational implicature (Grice 1975). That is, although by itself the supplication "God save us from a good Christian religion" is a (paradoxic) Formulation expressing the implicit claim that 'a good Christian religion' should be avoided, by illocutionary force it also expresses the implicit claim: We don't need a good Christian religion. (It also expresses the claim: We don't need the love of a good Christian religion.) Thus, by illocutionary force, this Formulation serves as a D- in the act pair of example (11). Conversational implicature and illocutionary force are pervasive throughout discourse, and may be used to perform Formulations and Decisions on the Interactional, Topic and Sentence Levels of discourse.

Data analysis in Chapter III will show that the argument$_2$ of the data involves extensive use of illocutionary force by speakers. It is this presence of illocutionary force that makes for enthymatic arguments$_1$, that is, for implicit full or partial argument$_1$. To return to an earlier issue -- that a Sentence Level Formulation can produce a partial or full implicit argument$_1$ (as well as a partial explicit argument$_1$), -- the D- of the Computer Scientist in example (11) is an example of a Sentence Level Formulation which produces a partial implicit argument$_1$. This Formulation produces not just one, but three implicit claims: A good Christian religion should be avoided; We don't need a good Christian religion; and We don't need the love of a good Christian religion. This D- is also an example of a Sentence Level Formulation which produces a full implicit argument$_1$. In the context of the F/D- pair of example (11), the full implicit argument$_1$ produced by this Formulation is: Because we don't need a good Christian religion, we can discount whatever this Youth Pastor has to suggest as necessary for the new world.

Every Decision is itself a Formulation. As a Formulation, a Decision has all the features of a Formulation discussed in section 2.42. As a Decision, its own distinctive feature is that it stands in relation to a previous Formulation. This relation is distinctly binary: a Decision is either a D+ or a D-. A D+ is a con-Formulation, whereas a D- is a counter-Formulation, to a previous Formulation.

When a Decision is a D-, the specific pair produced is the F/D- pair. This F/D- pair is the basic discourse display of the generic feature 'opposition' in argument$_2$. In non-argumentative discourse (in which 'opposition' is not present), the F/D- pair does not occur. In fact, Decisions themselves may not occur. That is, upon a first speaker's Formulation, a second speaker may utter his own Formula-

tion which is not in relation to the initial Formulation. When this occurs, the second speaker has made a topic shift. The existence of such F/F pairs means that, in non-argumentative discourse, the conditional relevance between a Formulation and Decision may be relaxed. In argument$_2$, however, conditional relevance is strict: Decisions are always present, at least initially. They are also constrained, at least initially, to disconfirmations. (The qualification 'initially' will be explained later.) In other words, in order for there to be argument$_2$, there must be an initial two-party exchange, and some initial disagreement.

2.6 The F/D-/D- Speech Act Sequence

The fact that every Decision is itself a Formulation provides for the on-going process of argument$_2$. This is because, as a Formulation, every Decision itself requires a Decision. To recapitulate, a Decision is conditionally relevant to a Formulation and, in argument$_2$, is mandatory and constrained to a D-. Since a Decision is itself a Formulation, then conditionally relevant to a Decision is another Decision -- which is (at least initially) also mandatory and constrained to a D-. This means that the full basic structure of an argument$_2$ is a F/D-/D-... sequence. An example of this sequence on the Sentence Level is

example (12) F Comp. Scientist: A lot of wars were created by a [good Christian religion] -

D- Pastor: But science and the computers have led us into the technology of creating nuclear wars.

D- Comp. Scientist: Well, I think the problem that's been in the past, the people who've been in control of the technology haven't been the people creating the technology.

In this example, the Computer Scientist's Formulation produces the implicit claim: Putting the people creating the technology in control of the technology would prevent another nuclear war. Because of this implicit claim, this Formulation functions as a D- to the Youth Pastor's Formulation, which produces the implicit claim: The technology of science and computers inevitably leads to nuclear war. The Youth Pastor's Formulation functions as a D- to the Computer Scientist's initial Formulation, which produces the implicit claim: A good Christian religion is not the best approach for the new world. Together, these three acts are a F/D-/D- sequence.

2.6.1 The F/D-/D- sequence as the minimal argument$_2$

The F, D- and D- acts of the F/D-/D- sequence are the 'particular actions which occur within argumentative episodes' (O'Keefe and Benoit 1982). These acts occur relevantly, and make argument$_2$ a distinctive and coherent speech activity. Because illocutionary force may be used to perform Formulations and Decisions in argument$_2$, argument$_2$ may appear disorderly. But linguistically explicating the full or partial implicit argument$_1$ expressed through illocutionary force reveals that argument$_2$, as a F/D-/D- sequence, is always coherent. The F/D-/D- sequence is the minimal argument$_2$. This constrasts with O'Keefe (1982), who presents 'John says "Let's go see a movie tonight" and Jane responds " Let's stay home instead"' (p.10) as a 'minimal case' of an argument$_2$.[11] What O'Keefe presents is an example of a F/D- pair. A simple distinction will make it clear why it is not the F/D- pair, but the F/D-/D- sequence that is the minimal argument$_2$.

2.6.1.1 Initiation of uptake, and uptake

This distinction is between *initiation of uptake* and *uptake* of argument$_2$. For example, in the Sentence Level F/D- pair

example (13) F Comp. Scientist: A lot of wars were created by a [good Christian religion] -

D- Youth Pastor: But science and computers have led us into the technology of creating nuclear wars.

The Youth Pastor (by his D-) has disagreed with the Computer Scientist. But the Youth Pastor and the Computer scientist haven't had an argument$_2$ yet. A hypothetical example of the next possible utterance,

example (14) D+ Comp.Scientist: You're right, they have.

makes it clearer that the exchange in example (13) is only an argumentative exchange, a F/D- pair. It could have become an argument$_2$, but, given example (14), it didn't. The point is that argument$_2$ must have uptake. And uptake occurs when there is disagreement to disagreement. In example (13), then, the Youth Pastor has initiated uptake of an argument$_2$, but, given example (14), this uptake was declined by the Computer Scientist. To return to the real data, however, a glance at example (12) will show that the Computer Scientist's actual next utterance is a D-, which completes the minimal F/D-/D- sequence. By this D-. the Computer Scientist uptakes on the argument$_2$.

Upon uptake of an argument, an argument$_2$ has not only begun, but has occurred. Thus, bearing in mind O'Keefe's (1982) definition of argument$_2$ as (overt) 'extended disagreement',[12] it is now clear just how extended disagreement

must be in order to be an argument$_2$. Disagreement need only be extended to the extent of a second disagreement. At that point (the occurrence of the F/D-/D- sequence), an argument$_2$ has occurred. Arguments$_2$ may easily run past this point, however, as will be shown in the next chapter.

2.6.1.2 External evidence for the minimal F/D-/D-

To claim that the F/D-/D- sequence is the minimal argument$_2$ concurs with the findings of interactional analysis research, such as Millar, Rogers and Bavelas (1984). This study describes a relational approach to communication in which interpersonal conflict (which in discourse is argument$_2$) is defined as 'three consecutive one-up moves' (see also Rogers and Farace 1975, and Bavelas, Rogers and Millar 1985). Thus, the F/D-/D- sequence corresponds to the 'transaction' ↑↑↑. The initial Formulation is one-up because, as an initial assertion, it both initiates the discourse and asserts some 'fact'. Each D- is one-up because it is in a relation of opposition to the previous Formulation. As three consecutive one-up moves, the acts in the F/D-/D- sequence stand in a symmetrical relationship to each other (see Watzlawick, Bavelas and Jackson (1969) for an early discussion of symmetrical and complementary communication patterns, and the implications of symmetrical communication for interpersonal conflict).

2.6.2 The Role of Each Act in the F/D-/D- Sequence

With the F/D-/D- sequence established as the minimal argument$_2$, the role of the F, D- and D- acts in this sequence can now be stated. The initial Formulation plays the key role of the occasion for the occurrence of the F/D- pair. To elaborate, a Formulation represents a 'fact'. The 'fact' represented may be rejected as

a fact by a hearer; a hearer's response, therefore, may be a D-. This D-, coupled with the initial Formulation, presents a F/D- pair in the discourse. The discourse has thus occasioned an argumentative exchange. This argumentative exchange, however, does not mean that the discourse is argument$_2$. Argumentative exchanges may occur in non-argument$_2$, since F/D- pairs do not always become full F/D-/D- sequences. That is, the response-type of a third utterance (by the speaker of the initial Formulation, or a third speaker) may be a D+, yielding the sequence F/D-/D+, which may continue in full as something like F/D-/D+/D+/F/F/D+, etc.. Such a full sequence represents 'dialogue' (non-argument$_2$ discourse). At times this 'dialogue' may be argumentative, as evidenced by the presence of F/D- pairs; but it is not argument$_2$. Once a F/D-/D- sequence occurs, however, an argument$_2$ has begun, and speakers have switched out of 'dialogue' into argument$_2$ speech activity.

Although it is the initial Formulation which presents an occasion for the F/D- pair, it is the D- of this pair which plays a crucial role for argument$_2$, specifically. Upon the occurrence of this D-, there is initiation of uptake of argument$_2$ (see example (13)). That is, this D- completes the initial disagreement which must be present before the disagreement to disagreement of argument$_2$ can occur. The D- of the F/D- pair, then, has the key role of the occasion for the occurrence of the F/D-/D- sequence. If the second act of the F/D pair were a D+, if any argument$_2$ were to occur, the discourse would have to start at square one, so to speak, and take the D+ as the initial Formulation of a potential F/D-/D- sequence. Such a full sequence would run as F/D+/D-/D-. A hypothetical example of this full sequence on the Sentence Level is

example (15)	F	Speaker 1:	That movie was horrible.
	D+	Speaker 2:	Yeah.
	D-	Speaker 3:	I thought it was very good.
	D-	Speaker 1:	You always like the bad ones.

The second D- of the F/D-/D- sequence has the crucial role of the act which completes the uptake of argument$_2$ (see example (12)). Thus, it marks the beginning of an instance (or, simply, an instance) of argument$_2$ speech activity. If the second Decision of the F/D/D sequence were a D+, and the first Decision were a D- (giving a sequence of F/D-/D+), the discourse would have to start at square two, so to speak, building on the initial F/D- pair for a argument$_2$ sequence like F/D-/D+/D-. A hypothetical example of this sequence on the Sentence Level is

example (16)	F	Speaker 1:	That movie was horrible.
	F	Speaker 2:	It was great!
	D-	Speaker 3:	Yeah!
	D-	Speaker 1:	You guys would like anything.

Thus, each act in the F/D-/D- sequence plays a crucial role in determining if and when an argument$_2$ is to occur (or start). Although these three acts are the same basic type of act (i,e., they are all Formulations), their local and practical functions in argument$_2$ discourse differ considerably.

2.6.3 Two Arrangements of Opposition in the F/D-/D- Sequence

The brief description of the F/D-/D- sequence given at the beginning of this section consisted of four points. these were

(1) this act sequence is used to display opposition on three discourse levels in argument$_2$
(2) an argument$_2$ consists of these minimum three acts
(3) each act in this sequence is different from at least one other act in the sequence
(4) all these acts are the same basic type of act

The purpose of Chapter III will be to explain and illustrate the first of these four points. Of the other points, the third remains to be clarified.

By 'each act in this sequence is different from at least one other act in the sequence' is meant that each act in this sequence is in opposition to at least one other act in the sequence. In example (12), repeated here,

example (12) F Comp.Scientist: A lot of wars were created by a [good Christian religion] -

D- Youth Pastor: But science and computers have led us into the technology of creating nuclear wars.

D- Comp. Scientist: Well, I think the problem that's been in the past, the people creating the technology haven't been the people in control of the technology.

the relations of opposition are F_1 vs. F_2, F_2 vs. F_3. This is the first of two possible arrangement of opposition in the F/D-/D- sequence. What is to note about this arrangement is that the first and third Formulations are not in opposition to each other. For example, in example (12), the third Formulation is a D+ to the initial Formulation -- on the Topic Level (the topic being what approach is best for the 'new world').

A second arrangement of opposition is found in

example (17) F Comp.Scientist: A technological approach is best for the new world.

D- Youth Pastor: No, only the love of a good Christian religion will work.

!D- Musician: You're both wrong.

In this hypothetical example, the relations of opposition are F_1 vs. F_2 vs. F_3. That is, all three Formulations are in opposition to each other; F_2 is a D- to F_1 as well as to F_2. A ! appears before F_3 (D- Musician) to show its function as a D- to both previous Formulations in the sequence.

The number of speakers is a determining factor for arrangement 2 of opposition, but not for arrangement 1. Arrangement 1 may involve three speakers instead of two (as in example (12)): three speakers perform a F_1 vs. F_2, F_2 vs. F_3 in

example (18) F Comp.Scientist: A technological approach is best for the new world.

D- Youth Pastor; No, only the love of a good Christian religion will work.

D- Doctor: No, we can't do without a technological approach.

If arrangement 2 were produced by two speakers instead of three (as in example (17), the result is dubious as an argument$_2$:

example (19) F Comp. Scientist: A technological approach is best for the new world.

D- Youth Pastor: No, only the love of a good Christian religion will work.

!D- Comp.Scientist: Actually, maybe neither will work.

The arrangement of opposition in this sequence is F_1 vs. F_2 vs. F_3. Yet in this case the Computer Scientist appears to contradict himself. F_3 (!D-Comp.Scientist) is a re-Formulation of F_1. That F_1 has been reformulated casts the original F/D- pair into doubt. If an argument$_2$ were to occur in this case, the sequence would probably have to continue as F/D-/D-/D-, as in

example (20)	F Comp.Scientist:	A technological approach is best for the new world.
	D- Youth Pastor:	No, only the love of a good Christian religion will work.
	!D- Comp.Scientist:	Actually, maybe neither will work.
	D- Youth Pastor:	I know a Christian religion is the answer.

The nature of an arrangement 2 of opposition with two speakers must be left an open question at this point, since no instance of a speaker contradicting himself exists in the data for this study.

This discussion of two arrangements of opposition in the F/D-/D- sequence notes that the third Formulation in this sequence may or may not be a D- to the initial Formulation. Examples (17) and (18) are hypothetical because actual data examples would involve Interactional and Topic Level Formulations; and examples (19) and (20) are hypothetical because no arrangement 2 of opposition with two speakers exists in the present data. In sum, however, each of the three acts in the F/D-/D- sequence will always be in opposition to at least one other act in the sequence. In both arrangement 1 and 2 of opposition, the required disagreement to disagreement of the minimal argument$_2$ is present. In Chapter III some implications of these two arrangements of opposition between Interactional Level Formulations will be explored.

2.7 Summary

The purpose of this chapter has been to explain the basic structure of argument$_2$. Its basic structure is the F/D/D speech act sequence, in which both the Decisions are disconfirmations. This F/D-/D- sequence is the discourse display of a fundamental feature of argument$_2$, 'opposition'. The coherence of argument$_2$ is due in great part to this feature. It is tempting to claim that the coherence of argument$_2$ is completely due to this feature, since without opposition argument$_2$ would not occur. Argument$_2$ is saturated with opposition. Opposition is always present. It occurs -- and is displayed by the F/D-D- sequence -- on three distinct levels of the discourse, occurring between speakers and between speakers' utterances. It is hard to imagine another generic feature of argument$_2$ which is as fundamental as 'opposition'. Yet, in the absence of research into other generic features, ultimate claims about 'opposition' in this study remain modest: if 'opposition' is not *the* factor, then it is certainly a very major factor in the coherence of argument$_2$ discourse.

In this chapter the 'generic characteristic' approach was used to identify the generic feature of argument$_2$, 'opposition', and its discourse display, the F/D-/D- sequence. Using this approach, it is possible to determine both if and why a given example of discourse is a 'paradigm case' of argument$_2$, in regard to the feature 'opposition'. Such a 'paradigm case' is any instance of the F/D-/D- sequence in discourse. This sequence is present on all three levels of the discourse. Since this chapter excludes Interactional and Topic Level Formulations, no 'paradigm case' of argument$_2$ has been provided yet. In Chapter III, however, the first argument$_2$ of the data will be presented as a 'paradigm case'. It will be a substantiat-

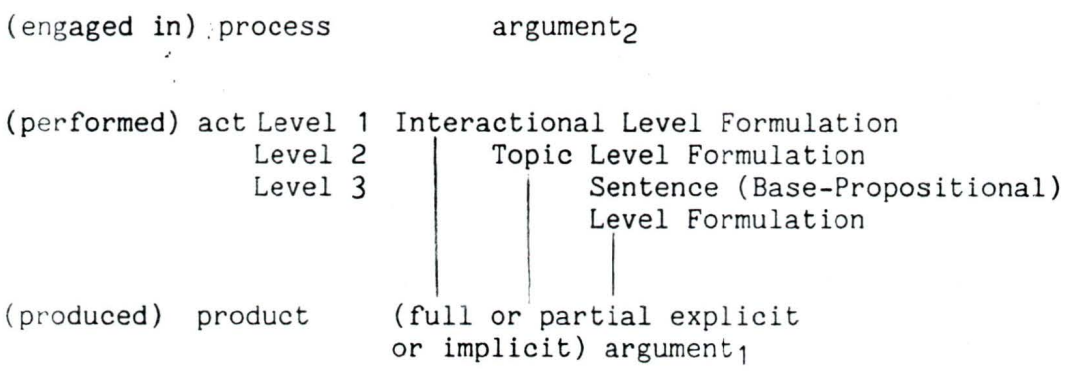
ed 'paradigm case'. That is, it will be explained as a 'paradigm case' because, in it, uptake of argument$_2$ is co-secured by Interactional, Topic and Sentence Level F/D-/D- sequences -- which sequences will be located and substantiated on the basis of the discourse.

The distinctiveness of argument$_2$ as a speech activity is due in large part to the nature of the discourse display of the generic feature 'opposition'. Arguments$_2$ distinctively involve the Formulation/Decision/Decision sequence. The Decisions in this sequence are distinctively present, and distinctively constrained to disconfirmations. Other as yet unidentified features of argument$_2$ may also play a role in making argument$_2$ a distinctive event. Further research on this issue is eagerly awaited.

The basis of the speech activity argument$_2$ is the speech act Formulation. Some acts in argument$_2$ may be Decisions, but all will be Formulations. Formulations occur as Interactional Level, Topic Level and Sentence (Base-Propositional) Level Formulations. As will be explained in the next chapter, these three types of Formulations each produce (at least partial) arguments$_1$. To return to the outstanding issue of Chapter I, the speech act 'argument making' is not the most basic act in argument$_2$ (which contains argument$_1$). The speech act Formulation is the most basic act, since by itself it can produce a partial argument$_1$ (a claim or a reason). A Formulation, then, is a component of the more general act 'argument-making'. Since 'argument-making' does not fit into the the present analysis of the very basic act Formulation, 'argument-making' is now dispensed with in this study.

Argument$_2$ may be represented as in Figure 2:

Figure 2: Argument$_2$



The speech act Formulation is the bridge between argument$_1$ and argument$_2$. Thus, the 'thorny issue' of how to characterize the relation between argument$_1$ and argument$_2$ (O'Keefe 1977) need no longer be 'thorny'; it can be explained in terms of the speech act Formulation and the role of this act on three discourse levels. A full explanation of this is given in the next chapter.

Chapter 3

THE PROCESS OF ARGUMENT$_2$

This chapter continues the investigation of the internal structure of argument$_2$ begun in Chapter II. The nature of Formulations within a turn at talk will be explored, as well as the relationship between Formulations as F/D pairs performed by speakers throughout an argument$_2$. This exploration includes a detailed analysis of the first argument$_2$ of this study's data. For the remainder of this study, then, 'the data' will refer to this first argument$_2$, and 'the full data' will refer to the data set in its entirety.

The analytical framework which was suggested in Chapter II will now be developed in full. An explanation of Interactional, Topic and Sentence Level Formulations will be given, as well as an explantion of the F/D-/D- sequences formed by Formulations of these three types. The new analytical framework of this study may be approached by a review of the previous method used in Shahin (1988).

3.1 An 'Old' Method of Analysis

The previous study of argument$_2$ as a F/D-/D- sequence encountered difficulty in identifying Formulations. If a discourse turn consisted of one short sentence of one proposition, the Formulation was easily isolated. But analysis ran aground if a turn consisted of a long sentence, or several sentences, of several propositions. For example, in that study, the data would have been analyzed as:[13]

(pairs: Youth Pastor/Comp.Scientist, Musician/Doctor)

F Youth Pastor: So - I guess the argument's what's gonna happen with life after a nuclear war and - twelve months of living in the - bomb shelter. And there's gotta be hope afterwards. And - I propose that - with leadership and with - a very sense of loyalty to the youth - and the nuclear war has misdirected the youth. After we get out, with my leadership I think I can direct the youth into a new and better life - instead of nuclear war again, and living in a world of peace and love - which my faith believes in. And we can avoid such a nuclear holocaust again.

D- Musician: Well, I guess my opinion would be that I worry about leaders who say 'my faith' and 'my view' because I think that's why we are where we are. And it seems to me that medicine and music and philosophy are those things which provide people with the means of looking at the world and assessing it and - creating a better world, without the kind of - conviction of a leader who thinks that he or she is right. And that science and religion have failed us in terms of this modern world. And that - medicine and music are non-judgmental. They're things that are for all people. They're entirely focussed on the beneficial aspects of human behaviour. And what we're going to need in this new world are people who are in - the helping professions, people who are giving and who are creating - who are helping people to think and to experience a better form of life. And so I think that Bob and I should definitely be the two people who go into this shelter.

D- Comp.Scientist: No - I might agree that you that you need some people who are in the helping professions, but you also need some people who are involved in the more hard sciences because, if you have a whole bunch of people that are involved in the helping professions and only one person who's in the hard sciences, you may end up with a situation where you end up in the same nuclear war that we're in now, because you don't have enough people monitoring the situation or understanding the situation well enough to prevent it from happening again. And I think that I will be able to - as a scientist I will be able to - help my associate in talking with the youth and explaining how we can prevent it from happening again. From my background and his background I think we would be an excellent team to - discuss with the youth about how to prevent this from happening again.

D- Doctor: I think that there's some advantages to being a scientist that works almost exclusively with computers, but in getting my doctoral in Public Administration I had to acquire a lot of knowledge about computers. I think that, as far as computer

> programming and utilization of computers, I would do quite an adequate job. I've also had a lot of experience working with people. The people I've been working with aren't young people. They're primarily people on the medical staff at the hospital. But I think that the skills that I've acquired would certainly put me in a position to be able to deal with young people as as well. And I think that, where my strengths are in the - the sciences, we also need somebody that's a well-recognized individual to be able to continue to promote the culture that we've developed. We don't want to lose the culture. If individuals lose their culture, they're going to feel a much greater loss than they would - by just having lost friends and relatives. So I think it's important that we maintain the level of knowledge that we have now in botany and zoology and - Administration and that we continue with the arts.

This analysis is inadequate. This is because, although it represents this discourse as an argument$_2$, it does not isolate or analyze the several sub-Formulations of which each speaker's overall Formulation consists. To solve this problem, a 'more applicable' analysis was suggested in the previous study, along the lines of (to use only the Youth Pastor's turn at talk and a version more edited for dysfluencies):

F1	Youth Pastor:	So, I guess the argument's what's gonna happen with life after a nuclear war and twelve months of living in the bomb shelter.
F2		And there's gotta be hope afterwards.
F3		And I propose that with leadership and a very sense of loyalty to the youth -
F4		and the nuclear war has misdirected the youth.
F5		After we get out, with my leadership I think I can direct the youth into a new and better life, instead of nuclear war again, and living in a world of peace and love, which my faith believes in.
F6		And we can avoid such a nuclear holo-

caust again.

In this method, sentences produced by speakers are analyzed each as one Formulation. This isolates sub-Formulations, but not all of them, as will be seen shortly. This 'improved' method also does not explain the relationship between all Formulations in a turn at talk, nor does it prepare the way for explaining the relationship between them and Formulations by other speakers.

3.2 A 'New' Method of Analysis

An analysis of argument$_2$ as a F/D-/D- sequence should be one which

(1) distinguishes a speaker's overall Formulation from its sub-Formulations
(2) explains the relationship between all Formulations in a single turn at talk
(3) explains the relationship between all Formulations in an argument$_2$

In a 'new' method which achieves these three goals, the Youth Pastor's turn at talk would be analyzed as

F Youth Pastor:

F_1 So, I guess
(f_1) the argument's what's gonna happen with life after a nuclear war and twelve months of living in the bomb shelter.
And (f_2) there's gotta be hope afterwards.

F_2 And I propose that
(f_3) with leadership and a very sense of loyalty to the youth -
and (f_4) the nuclear war has misdirected the youth.
(f_5) After we get out, with my leadership, I think direct the youth into a new and better life
(f_6) instead of nuclear war again
and (f_7) living in a world of peace and love
(f_8) which my faith believes in
And (f_9) we can avoid such a nuclear holocaust again.

In this analysis, the Youth Pastor's overall Formulation is distinguished from its sub-Formulations, and the relationship between all Formulations in this turn at talk is explained. This is made possible by a distinction between the speech act Formulation on three levels of the discourse. Interactional, Topic and Sentence Level Formulations will now be explained in turn.

3.2.1 The Interactional Level Formulation

Simply by speaking, the Youth Pastor has performed an overall Formulation of his turn at talk: he has formulated in words what he had to say. This is his Interactional Level Formulation, represented by a boldface **F**. A Formulation is 'a speaker's personal composition, or representation, of a 'fact''. The 'fact' represented by an Interactional Level Formulation is the 'gist' of what a speaker has to say. For example, the 'gist' of the Youth Pastor's **F** is that he should be allowed to go into the bomb shelter.

Of the four possible argument$_1$ products -- a partial explicit argument$_1$ (PEA$_1$), a full explicit argument$_1$ (FEA$_1$), a partial implicit argument$_1$ (PIA$_1$), and a full implicit argument$_1$ (FIA$_1$) -- an Interactional Level Formulation produces a PIA$_1$. This is because the 'gist' of what a speaker has to say has the form of an implicit claim. This claim will always be implicit because it is expressed through an entire turn at talk, not through a base-proposition. The Youth Pastor's **F** produces the implicit claim: I should be allowed to go into the bomb shelter.

An Interactional Level Formulation may also produce a FIA$_1$, that is, an implicit claim + reason(s). For example, the Youth Pastor's **F** produces a FIA$_1$, something like: Because I have provided a solution to the problem at hand, I

should be allowed to go into the bomb shelter. (This linguistic explication is given now, although the issue of how the analyst should explicate implicit claims, and implicit claims + reason(s) will be further discussed in Section 3.2.3.) This means that an Interactional Level Formulation may produce more than one PIA_1; the Youth Pastor's **F** produces two implicit claims in a causal relationship: I have provided a solution to the problem at hand; I should be allowed to go into the bomb shelter.

An Interactional Level Formulation has a unique product, which pertains not to $argument_1$, but to the nature of the discourse interaction between speaker and hearer: it produces a definition of interpersonal relationship. (To be more exact, only non-initial Interactional Level Formulations in a sequence have this product. This will be explained in Section 3.3.2.) When it does, and Interactional Level (Level 1) Formulation is more a personal representation than a personal composition of the 'fact' of interpersonal relationship. That is, the contextual feature, interpersonal relationship, is represented by the Level 1 Formulation, although not necessarily composed in words. The 'fact' of interpersonal relationship also does not appear to be as subjective as are any other 'facts' represented by Formulations; at least, the data of this study suggests that it is not as frequently objected or agreed to in a subsequent Decision in $argument_2$ discourse.

3.2.2 The Topic Level Formulation

The Youth Pastor's Level 1 Formulation consists of two general sub-Formulations, each corresponding to a topic of the Level 1 Formulation. These are his Topic Level Formulations, and are represented as F_1 and F_2. F_1 presents the (Youth Pastor's evaluation of the) problem of the discourse at hand; F_2

presents the (Youth Pastor's evaluation of the) solution to this problem. A Topic Level Formulation, then, is a speaker's personal composition, or representation, of a topic, theme or issue of discourse.

Like a Level 1 Formulation, a Topic Level (Level 2) Formulation produces a PIA_1, an implicit claim. This claim will always be implicit because it is expressed through a whole or partial turn at talk, not through a base-proposition. The implicit claim of the Youth Pastor's F_1 is: The problem at hand is that life after a nuclear war is uncertain. The implicit claim of F_2 is: The solution to this problem is my religious leadership and loyalty to the youth. Two Level 2 Formulations together can produce a FIA_1: in the Youth Pastor's turn at talk F_1 serves as reason to the claim, or conclusion, of F_2. F_1 is offset from F_2 in the above analysis to show this relationship.

A single Level 2 Formulation, like a Level 1 Formulation, may also produce a FIA_1. For example, the Youth Pastor's F_1 produces a FIA_1, something like: Because there is a problem (that life after a nuclear war is uncertain), something must be done to solve this problem. And F_2 produces a FIA_1, something like: Because by my religious leadership and loyalty to the youth we can avoid another nuclear war, the solution to the problem at hand is my religious leadership and loyalty to the youth. (Again, the issue of how to isolate an implicit claim, or implicit claim + reason(s) produced by a Formulation will be discussed shortly.) A Level 2 Formulation, then, may also produce more than one PIA_1, since the claim or reason(s) of a FIA_1 are each an implicit claim.

3.2.3 The Sentence Level Formulation

The Level 2 Formulations of the Youth Pastor each consist of specific sub-Formulations. These are his Sentence (Base-Propositional) Level Formulations, represented as f_{1-9}. Sentence Level Formulations are more truly base propositions than sentences. (Analyzed for base-propositions, the Youth Pastor's turn at talk yields nine specific sub-Formulations, not six, as in the 'improved old' analysis.) A Sentence Level Formulation is a speaker's personal composition, or representation, of (simply) a 'fact'.

As explained in Chapter II, a Sentence Level (Level 3) Formulation produces a PEA_1, an explicit claim. From the Youth Pastor's discourse turn it is clear that a Level 3 Formulation will usually have at least this product, since the explicit claim corresponds to the literal meaning of the Formulation's proposition. For example, the Formulation

(f_2) there's gotta be hope afterwards

produces the explicit claim: There's got to be hope afterwards. And

(f_4) the nuclear war has misdirected the youth.

produces the explicit claim: The nuclear war has misdirected the youth.

Because of syntactic structure, linguistic explication of an explicit claim is sometimes required. For example, the explicit claim of the subordinate clause of

(f_7) living in a world of peace and love

is explicated from context as: After we get out, with my leadership I think I can direct the youth into living in a world of peace and love. Similarily, the explicit claim of

(f_6) instead of nuclear war again

is explicated, somewhat awkwardly, as: After we get out, with my leadership I think I can direct the youth not into nuclear war again.[14]

A Level 3 Formulation may also produce a PIA_1, an implicit claim, which corresponds to an implied meaning of the Formulation's proposition. For example,

(f_6) instead of nuclear war again

produces the implicit claim: Nuclear war is to be avoided. And the Formulation

(f_8) which my faith believes in

produces the implicit claim (with moral overtones): Religious faith is good. Another example is the incomplete Formulation

(f_3) with leadership and a very sense of loyalty to the youth -

This Formulation does not produce an explicit claim because it is syntactically incomplete. It is, then, an unusual instance of a Level 3 Formulation which does not produce a PEA_1. It does, however, produce an implicit claim: The youth are important. (Level 3 f_4 and f_5 produce this same implicit claim.) This example is especially interesting, for it explains the function of an incomplete Level 3 Formulation. Such a Formulation bluntly signals that it has produced an implicit claim, and that this implicit claim is more important than the explicit claim the Formulation may have gone on to produce.

A single Level 3 Formulation may produce more than one PIA_1; this means that the Formulation's proposition may have more than one implied meaning. For example, f_4 produces the two implicit claims: The youth are important; A nuclear war has occurred. And f_3 produces the two implicit claims: The youth are important; Leadership and sense of loyalty to the youth are important. As will be seen, any one of the explicit or implicit claims of a Formulation may serve as an arguable in $argument_2$ discourse.

A single Level 3 Formulation may also produce a FIA_1. For example, the Formulation

(f_8) which my faith believes in

produces an implicit claim + reasons, something like: Because I have religious faith, and because religious faith is (morally) good, my religious leadership is desirable for the new world. Whether intended by the Youth Pastor or not, this is at least what the subsequent speaker in the $argument_2$ perceives f_8 as having produced, as will be seen shortly.

Two or more Level 3 Formulations together may produce a full $argument_1$. For example, the Youth Pastor's f_3 and f_4 produce an $argument_1$, as do together f_7 and f_8. Such a full $argument_1$ may be part explicit, part implicit. This yields a fifth $argument_1$ product, a FE/IA_1. For example, the FE/IA_1 formed by f_3 and f_4 is

(f_3) Leadership and a sense of loyalty to the youth are important
(f_4) because the youth need *something*
because the nuclear war has misdirected
the youth.

In this FE/IA_1, only one reason is explict (The nuclear war has misdirected the youth), and all other elements are implicit. From this example, it is clear that, along with claims and reasons, also the logical connectives between claims and reasons may be implied.

With Sentence Level Formulations, explicit and implicit claims and reasons, and the logical connectives between them, may conjoin to produce a complex $argument_1$. For example, the Youth Pastor's $f_{3\text{-}9}$ together produce a FE/IA_1, in which f_9 serves as claim, or conclusion, and f_3 (and its reason), f_5, f_6 and f_7 (and its reason) serve as reasons. This FE/IA_1 (with its implicit elements starred) is:

*because (f_3) *loyalty and a sense of leadership to the youth are important

(f_4) *because the youth need *something*
*because the nuclear war has misdirected the youth.

*and because (f_5) After we get out, with my leadership I think I can direct the youth into a new and better life

*and because (f_6) After we get out, with my leadership I think I can direct the youth not into a nuclear war again

*and because (f_7) After we get out, with my leadership I think I can direct the world into living in a world of peace and love

*because my faith believes in living in a world of peace and love

*therefore (f_9) we can avoid such a nuclear holocaust again

It is the linguistic explication of this argument$_1$ which makes sense of f_{3-9}, and of their specific ordering within the Topic Level Formulation F_2.

The Youth Pastor's discourse turn has been analyzed for partial or full implicit arguments$_1$ in order to show how complex the argument$_1$ products of one or several Formulations may be. For the remainder of this chapter, however, Formulations will not be dissected for each possible PIA_1, FIA_1 or FE/IA_1 they produce. Rather, an implicit argument$_1$ or argument$_1$ element will be analyzed only if it is instrumental in the process of an argument$_2$ -- that is, if it is responded to (and hence identified) by a hearer-as-subsequent-speaker. This should lessen the subjectivity of the analyst in the analysis of arguments$_1$, and ensure focus on the process of argument$_2$.

With the discourse participants in mind, a Formulation is a subjective entity in two respects: (1) it is a speaker's *personal composition, or representation*, of a 'fact' -- or more than one 'fact', if the Formulation produces more than one partial argument$_1$; (2) it is subject to a hearer's *personal perception* of what 'facts' are represented (through PEA$_1$ or PIA$_1$), and to a hearer's *personal evaluation* of those 'facts'.

3.2.4 Formulaic Representations of a Discourse Turn

The Youth Pastor's turn at talk can be represented by two formulaic sequences:[15]

(1) $\{(F_1)F_2\}_{\mathbf{F}}$

(2) $\{[f_1f_2]_{F_1}[(f_3(f_4),f_5f_6,f_7(f_8))f_9]_{F_2}\}_{\mathbf{F}}$

The first sequence shows the contents of the Interactional Level Formulation in terms of its Topic Level Formulations, and shows the relationship between Topic Level Formulations. More specifically, it shows that

> the Interactional Level **F** consists of two Topic Level Formulations, F_1 and F_2
>
> Topic Level F_1 and F_2 together produce a full argument$_1$,in which F_2 serves as claim and F_1 serves as reason

The second sequence shows the contents of the Topic Level Formulations in terms of Sentence Level Formulations, and shows the relationship between Sentence Level Formulations within each Topic Level Formulation. This sequence shows that

Topic Level F_1 consists of two Sentence Level Formulations, f_1 and f_2

Topic Level F_2 consists of seven Sentence Level Formulations, f_3 - f_9

Sentence Level $f_{3\text{-}9}$ together produce a full $argument_1$, in which f_3, f_5, f_6 and f_7 serve as reasons to the claim of f_9

Sentence Level f_3 and f_4 together produce a full $argument_1$, in which f_4 serves as reason and f_3 serves as claim

Sentence Level f_7 and f_8 together produce a full $argument_1$, in which f_8 serves as reason and f_7 serves as claim

In these two formulaic sequences, Formulations are not distinguished as to whether their $argument_1$ product (claim, reason or logical connective) is explicit or implicit. In the upcoming data analysis, this distinction will be made when it is called into play by the $argument_2$ participants themselves. As will be seen, an explicit/implicit distinction will then be necessary to accurately track the process of the $argument_2$.

The foregoing analysis of the Youth Pastor's discourse turn, along with its two formulaic representations, achieves the first two goals of the present analysis of $argument_2$ as a F/D-/D- sequence. These were to (1) distinguish a speaker's overall Formulation from its sub-Formulations, and (2) explain the relationship between all Formulations within a turn at talk. Formulaic representations of a turn at talk have their particular use as a tool by which the third goal may be achieved. As will be seen in the next section, presenting the formulaic representations of all $argument_2$ discourse turns in a sequence, with a slight modification, will permit explanation of the relationship between all Formulations in an $argument_2$.

The formulaic representations of a discourse turn capture an important fact about argument$_2$. This is that, although speakers produce Interactional, Topic and Sentence Level Formulations in a constituent-subconstituent manner (the 'hierarchy of arguments and sub-arguments' of Shahin 1988, p.117), Formulations of all three levels are on equal ground as Formulations in an argument$_2$. The importance of this will become clearer later.

3.3 Data Analysis

The new method of analysis of arguments$_2$ just explained may be applied to the argument$_2$ of the data. This argument$_2$ will now be analyzed. The findings from this analysis will then be discussed in order to explain what this data reveals about the process of argument$_2$ as a F/D-/D- sequence.

3.3.1 Analysis

Each discourse turn of the data is analyzed in Table 1.

Table 1: Analysis of Data Turns

(pairs: Y.Pastor/Comp.Scientist, Musician/Doctor)

F Y.Pastor: F_1 So, I guess
- (f_1) the argument's what's gonna happen with life after a nuclear war and twelve months of living in the bomb shelter.
- (f_2) And there's gotta be hope afterwards.

F_2 And I propose that
- (f_3) with leadership and a very sense of loyalty to the youth -
- and (f_4) the nuclear war has misdirected the youth.
- (f_5) After we get out, with my leadership I think I can direct the youth into a new and better life
- (f_6) instead of nuclear war again
- and (f_7) living in a world of peace and love
- (f_8) which my faith believes in.

And (f_9) we can avoid such a nuclear holocaust again.

(1) $\{(F_1)F_2\}$
$\mathbf{F}$

(2) $\{[f_1f_2][(f_3(f_4),f_5(f_6f_7))f_8]\}$
F_1 F_2
$\mathbf{F}$

D- Musician:

$D\text{-}_1$ Well, I guess my opinion would be that
($d\text{-}_1$) I worry about leaders who say 'my faith' and 'my view'
because (f_2) I think that's why we are where we are.

$D\text{-}_2$ And it seems to me that
(f_3) medicine and music and philosophy are those things which provide people with a means of looking at the world and assessing it and creating a better world
($d\text{-}_4$) without the kind of conviction of a leader who thinks that he or she is right.
and that ($d\text{-}_5$) science and religion have failed us in terms of this modern world.
and that (f_6) medicine and music are non-judgmental.
(f_7) They're things that are for all people.
(f_8) They're entirely focussed on the beneficial aspects of human behaviour.
(f_9) And what we're going to need in this new world are people who are in the helping professions, people who are giving, who are creating, who are helping people to think and to experience a better form of life.

$D\text{-}_3$ So I think that
($d\text{-}_{10}$) Bob and I should definitely be the two people who go into this shelter.

(1) $\{(D\text{-}_1\ D\text{-}_2)D\text{-}_3\}$
D-

(2) $\{[d\text{-}_1(f_2)][f_3(d\text{-}_4),d\text{-}_5f_6f_7f_8f_9][d\text{-}_{10}]\}$
$D\text{-}_1$ $D\text{-}_2$ $D\text{-}_3$
D-

D- Comp.Scientist:

$D\text{-}_1$ No, I might agree that
($d\text{+}_1$) you need some people who are in the helping professions
but
($d\text{-}_2$) you also need some people who are involved in the more hard sciences
because (f_3) if you have a whole bunch of people involved in the helping professions and only one person who's in the hard sciences, you may end up with a situation where you end up in the same nuclear war that we're in now
because (f_4) you don't have enough people monitoring the situation or understanding the situation well enough to prevent it from happening again.

$D\text{-}_2$ And I think
(f_5) I will be able to, as a scientist, I will be able to help my associate in talking with the youth and explaining how we can prevent it from happening again.
($d\text{-}_6$) From my background and his background I think we would be an excellent team to discuss with the youth about how to prevent this from happening again.

(1) $\{(D\text{-}_1)D\text{-}_2\}$
D-

(2) $\{[d\text{+}_1\ d\text{-}_2(f_3(f_4))][(f_5)d\text{-}_6]\}$
$D\text{-}_1$ $D\text{-}_2$
D-

The relationship between all Formulations in this $argument_2$ may be explored, based on the analysis given in Table 1. Table 2 presents the formulaic representations of all discourse turns in two sequences.

D- Doctor:

D-$_1$ I think that
($d+_1$) there's some advantages to being a scientist that works almost exclusively with computers
but (f_2) in getting my doctoral in Public Administration I had to aquire a lot of knowledge about computers.
I think that
($d-_3$) as far as computer programming and utilization of computers, I would do quite an adequate job.

D-$_2$
(f_4) I've also had a lot of experience working with with people.
($d+_5$) The people that I'm working with aren't young people.
(f_6) They're primarily people on the medical staff at the hospital.
But I think that
($d-_7$) the skills that I've acquired would certainly put me in a position to deal with young people as well.

D-$_3$ And I think that
where (f_8) my strengths are in the sciences
($d-_9$) we need somebody that's a well-recognized individual to help promote the culture that we've developed.
(f_{10}) We don't want to lose the culture.
(f_{11}) If individuals lose their culture, they're going to feel a much greater loss than they would by just having lost friends and relatives.

D-$_4$ So I think that
($d-_{12}$) it's important that we maintain the level of knowledge that we have now

in botany and zoology and Administration, and that we continue with the arts.

(1) $\{(D\text{-}_1\ D\text{-}_2\ D\text{-}_3)D\text{-}_4\}$
$D\text{-}$

(2) $[[d+_1,(f_2)d\text{-}_3][(f_4,d+_5\ (f_6),d\text{-}_7]$
$D\text{-}_1$ $D\text{-}_2$
$[(f_8)d\text{-}_9(f_{10}(f_{11}))][d\text{-}_{12}]\}$
$D\text{-}_3$ $D\text{-}_4$
$D\text{-}$

Table 2: Formulaic Representations of the Data Turns

a) $\{(F_1)\ F_2\}$ $\{(D\text{-}_1\ D\text{-}_2)\ D\text{-}_3\}$ $\{(D\text{-}_1)\ D\text{-}_2\}$

F **D-** **D-**

YP MUS CS

$\{D\text{-}_1\ D\text{-}_2\ D\text{-}_3)D\text{-}_4\}$

D-

DR

b) $\{[f_1f_2][(f_3(f_4),f_5f_6,f_7(f_8))f_9]\}$

F_1 F_2

F

YP

$\{[d\text{-}_1(f_2)][f_3d\text{-}_4d\text{-}_5,f_6(f_7f_8),f_9][d\text{-}_{10}]\}$

$D\text{-}_1$ $D\text{-}_2$ $D\text{-}_3$

D-

MUS

$\{[d+_1,d\text{-}_2(f3(f4))][(f5)d\text{-}6]\}$

$D\text{-}_1$ $D\text{-}_2$

D-

CS

$\{[(d+_1f_2)d\text{-}_3][(f_4(d\text{-}_5(f_6)))d\text{-}_7][(f_8)d\text{-}_9(f_{10}f_{11}))][d\text{-}_{12}]\}$

$D\text{-}_1$ $D\text{-}_2$ $D\text{-}_3$ $D\text{-}_4$

D-

DR

Consecutive numbering of all Formulations per level in Table 2 yields the two formulaic sequences of this argument$_2$. This is presented in Table 3.

Table 3: Formulaic Representations of the Data

a) $\{(F_1)F_2\}$ $\{D\text{-}3\ D\text{-}4)D\text{-}5\}$ $\{(D\text{-}6)D\text{-}7\}$

F_1 — YP

$D\text{-}2$ — MUS

$D\text{-}3$ — CS

$\{(D\text{-}8\ D\text{-}9\ D\text{-}10)D\text{-}11\}$

$D\text{-}4$ — DR

b) $\{[f_1f_2][(f_3(f_4),f_5f_6,f_7(f_8))f_9]\}$

F_1

F_2

F_1 — YP

$\{[d\text{-}10(f_{11})][f_{12}d\text{-}13d\text{-}14,d\text{-}15(f_{16}(f_{17}),f_{18}][d\text{-}19]\}$

$D\text{-}3$

$D\text{-}4$

$D\text{-}5$

$D\text{-}2$ — MUS

$\{[d+20,d\text{-}21(f_{22}(f_{23}))][(f_{24})d\text{-}25]\}$

$D\text{-}6$

$D\text{-}7$

$D\text{-}3$ — CS

$\{[(d+26f_{27})d\text{-}28][f_{29}(d+30(f_{31}))d\text{-}32][(f_{33})d\text{-}34f_{35}(f_{36}))]\ [d\text{-}37]\}$

$D\text{-}8$

$D\text{-}9$

$D\text{-}10$

$D\text{-}11$

$D\text{-}4$ — DR

The consecutive numbering of all Formulations per discourse level in this argument$_2$ reflects all Formulations as members, not only of a particular discourse turn, but as members of the entire argument$_2$. Table 3 thus shows the relative positioning of all Formulations in the discourse. The argument$_1$ products of each Formulation, as they function in the argument$_2$, may be linguistically explicated on the basis of the full discourse presented in Table 1. This explication is presented in Table 4. In this Table, implicit claims and full arguments$_1$ are starred. Thus, the argument$_1$ products of Interactional and Topic Level Formulations are starred, even though these products are always implicit.

Table 4: Argument$_1$ Products of Data Formulations

F_1	(YP)	(1) *claim: The YP should be allowed into the bomb shelter. (2) *FIA_1: Because the YP should be allowed into the bomb shelter, the CS should also be allowed, and the MUS and DR should not be allowed into the bomb shelter.
$D\text{-}2$	(MUS)	(1) *claim: The MUS and DR should be allowed into the bomb shelter. (2) *FIA_1: Because the MUS and DR should be allowed into the bomb shelter, the YP and CS should not be allowed into the bomb shelter.
$D\text{-}3$	(CS)	(1) *claim: The YP and CS should be allowed into the bomb shelter. (2) *FIA_1: Because the YP and CS should be allowed into the bomb shelter, the MUS and DR should not be allowed into the bomb shelter.
$D\text{-}4$	(DR)	(1) *claim: The MUS and DR should be allowed the bomb shelter. (2) *FIA_1: Because the MUS and DR should be allowed into the bomb shelter, the YP and CS should not be allowed into the bomb shelter.
F_1	(YP)	(1) *claim: The problem at hand is that life after a nuclear war is uncertain.
F_2	(YP)	(1) *claim: The solution for the new world is my (YP's) religious leadership and loyalty to the youth. (2) *FIA_1: Because the solution for the new world is my (YP's) religious leadership and loyalty to the youth, I (YP) should be allowed into the bomb shelter.
$D\text{-}3$	(MUS)	(1) *claim: The YP's religious leadership and loyalty to the youth are not the solution for the new world. (2) *FIA_1: Because the YP's religious leadership and loyalty to the youth are not the

solution for the new world, the YP should not be allowed into the bomb shelter.

D-4 (MUS)
(1) *claim: Medicine and music are the solution for the new world.
(2) *FIA_1: Because medicine and music are the solution for the new world, the YP's religious leadership and loyalty to the youth are not the solution for the new world.

D-5 (MUS)
(1) *claim: The MUS and DR should be allowed into the bomb shelter.
(2) *FIA_1: Because the MUS and DR should be allowed into the bomb shelter, the YP and CS should not be allowed into the bomb shelter.

D-6 (CS)
(1) *claim: The hard sciences are part of the solution for the new world.
(2) *FIA_1: Because the hard sciences are part of the solution for the new world, medicine and music cannot be <u>the</u> solution for the new world.

D-7 (CS)
(1) *claim: The YP and CS should be allowed into the bomb shelter.
(2) *FIA_1: Because the YP and CS should be allowed into the bomb shelter, the MUS and DR should not be allowed into the bomb shelter.

D-8 (DR)
(1) *claim: The CS is not needed in the new world.
(2) *FIA_1: Because the CS is not needed in the new world, the CS should not be allowed into the bomb shelter.

D-9 (DR)
(1) *claim: The YP is not needed in the new world.
(2) *FIA_1: Because the YP is not needed in the new world, the YP should not be allowed into the bomb shelter.

D-10 (DR)
(1) *claim: The MUS is needed in the new world.
(2) *FIA_1: Because the MUS is needed in the new world, the MUS should be allowed into the bomb shelter.

D-11 (DR)
(1) *claim: The MUS and DR are needed in the new world.

(2) *FIA_1: Because the MUS and DR are needed in the new world, the MUS and DR should be allowed into the bomb shelter.

f_1 (YP) (1) claim: The argument's what`s gonna happen with life after a nuclear war and twelve months of living in the bomb shelter.

f_2 (YP) (1) claim: There's got to be hope afterwards.

f_3 (YP) (1) *claim: Leadership and loyalty to the youth are important.
(2) *claim: The youth are important.

f_4 (YP) (1) *claim: The youth are important.

f_5 (YP) (1) *claim: My (YP's) leadership is important.
(2) *claim: The youth are important.

f_6 (YP) (1) *claim: My (YP's) leadership is important.
(2) *claim: The youth are important.

f_7 (YP) (1) claim: My (YP's) leadership is important.
(2) *claim: The youth are important.

f_8 (YP) (1) *claim: Religious faith is morally good.
(2) *FIA_1: Because religious faith is morally good, my (YP's) religious leadership is desirable for the new world.

f_9 (YP) (1) *claim: With my (YP's) religious leadership and loyalty to the youth we can avoid another nuclear war.
(2) *FIA_1: Because with my (YP's) religious leadership and loyalty to the youth we can avoid another nuclear war, I (YP) should be allowed into the bomb shelter.

$d\text{-}10$ (MUS) (1) *claim: There is something wrong with religious leaders.
(2) *FIA_1: Because there is something wrong with religious leaders, the YP's religious leadership is not desirable for the new world.

$d\text{-}11$ (MUS) (1) *claim: Religious leaders caused the last nuclear war.
(2) *FIA_1: Because religious leaders caused the last nuclear war, the YP might cause another

nuclear war, and therefore the YP shouldn't be allowed into the bomb shelter.

f_{12} (MUS) (1) claim: Medicine and music and philosophy are those things which provide people with the means of looking at the world and assessing it and maybe creating a better world.

$d\text{-}_{13}$ (MUS) (1) *claim: Medicine and music do not involve religious conviction.
(2) *claim: Religious conviction is to be avoided.
(3) *FIA_1: Because medicine and music do not involve religious conviction, and because religious conviction is to be avoided, medicine and music are desirable for the new world.

$d\text{-}_{14}$ (MUS) (1) *claim: Science and religion caused the last nuclear war.
(2) *FIA_1: Because science and religion caused the last nuclear war, they are not the solution for the new world, and therefore the YP's religious leadership is not the solution for the new world.

f_{15} (MUS) (1) claim: Medicine and music are non-judgmental.
(2) *claim: To be non-judgmental is good.
(3)*FE/IA_1: Because medicine and music are non-judgmental, and to be non-judgmental is good, therefore medicine and music are desirable for the new world.

f_{16} (MUS) (1) *claim: To be for all people is to be non-judgmental.

f_{17} (MUS) (1) *claim: To be entirely focussed on the beneficial aspects of human behaviour is to be non-judgmental.

f_{18} (MUS) (1) claim: What we're going to need in this new world are people who are in the helping professions, people who are giving and who are creating, who are helping people to experience a better form of life.

$d\text{-}_{19}$ (MUS) (1) claim: Bob (DR) and I (MUS) should definitely be the two people who go into this shelter.
(2)*FE/IA_1: Because Bob (DR) and I (MUS) should definitely be the two people who go into the bomb shelter, the YP and CS should

not be allowed to go into the bomb shelter.

d_{+20} (CS) (1) claim: You need some people who are in the helping professions.

d_{-21} (CS) (1) claim: You also need some people who are involved in the more hard sciences.
(2) *claim: People in the helping professions are not the only people you need.

f_{22} (CS) (1) claim: If you have a whole bunch of people that are involved in the helping professions and only one person who's in the hard sciences, you may end up with a situation where you end up in the same nuclear war that we're in now.

f_{22} (CS) (1) claim: If you have a whole bunch of people that are involved in the helping professions and only one person who's in the hard sciences, you don't have enough people monitoring the situation or understanding the situation well enough to prevent it from happening again.

f_{24} (CS) (1) *claim: Being a scientist is important.
(2) *claim: Being able to talk with the youth is important.
(3) *claim: The youth are important.

d_{-25} (CS) (1) claim: From my (CS's) background and his (YP's) background I think we (YP and CS) would make an excellent team to discuss with the youth about how to prevent this from happening again.
(2) *claim: Talking with the youth is important.
(3) *claim: The youth are important.
(4) *FE/IA_1: Because from my (CS's) background and his (YP's) background I think we (YP and CS) would make an excellent team to discuss with the youth about how to prevent this from happening again, and because talking with the youth is important, and because the youth are important, therefore the YP and I (CS) should be allowed into the bomb shelter.

d_{+26} (DR) (1) *claim: Being a scientist is important.

(2) *claim: Working with computers is important.

f_{27} (DR) (1) claim: In getting my (DR's) doctoral in Public Administration I (DR) had to acquire a lot of knowledge about computers.

d-28 (DR) (1) *claim: I (DR) have the same capabilities with computers as the CS.
(2) *FIA_1: Because I (DR) have the same capa- with computers as the CS, the CS is not needed in the new world, and therefore the CS should not be allowed into the bomb shelter.

f_{29} (DR) (1) claim: I've (DR) also had a lot of experience working with people.

d+30 (DR) (1) *claim: Working with the youth is important.
(2) *claim: The youth are important.

f_{31} (DR) (1) claim: The people I've (DR) been working with are primarily people on the medical staff at the hospital.
(2) *claim: People on the medical staff at the hospital are not young.

d-32 (DR) (1) *claim: I (DR) have the same capabilities in talking with the youth as the YP and CS.
(2) *FIA_1: Because I (DR) have the same capabilities in talking with the youth as the YP and CS, the YP and CS are not needed in the new world, and therefore the YP and CS should not be allowed into the bomb shelter.

f_{33} (DR) (1) claim: My (DR's) strengths are in the sciences.

d-34 (DR) (1) claim: We also need somebody that's a well-recognized individual to be able to continue to promote the culture that we've developed.
(2) *claim: The MUS is a well-recognized individual.
(3)*FE/IA_1: Because we also need somebody that's a well-recognized individual to be able to continue to promote the culture that we've developed, the MUS should be allowed into the bomb shelter.

f_{35}	(DR)	(1)	claim: We don't want to lose the culture.
f_{36}	(DR)	(1)	claim: If individuals lose their culture, they're going to feel a much greater loss than they would be just having lost friends and relatives.
d-37	(DR)	(1)	claim: It's important that we maintain the level of knowledge that we have now in botany and zoology and Administration and that we continue with the arts.
		(2)	*claim: Having me (DR) around in the new world will ensure that we maintain the level of knowledge that we have now in botany and zoology and Administration.
		(3)	*claim: Having the MUS around in the new world will ensure that we continue with the arts.
		(4)	*FE/IA_1: Because it is important that we maintain the level of knowledge tha we have now in botany and zoology and Administration and that we continue with the arts, and because having me (DR) around in the new world will ensure that we maintain the level of knowledge that we have now in botany and zoology and Administration, and because having the MUS around in the new world will ensure that we continue with the arts, I (DR) and the MUS should be allowed into the bomb shelter.

In Table 4, not all $argument_1$ products of Formulations have been explicated. Rather, those claims or full $arguments_1$ are explicated which are instrumental in the process of this $argument_2$ -- that is, which are responded to in subsequent Formulations -- as will be seen shortly.[16] In Table 4, where logical connectives between Formulations are explicated, this is not to mean that the connectives function the data in the same manner as do the explicated claims and full $arguments_1$. That is, nowhere in the data is a logical connective per se responded to (objected or agreed to) in a subsequent Formulation. Had this occurred, the logical connective would have to be listed as an $argument_1$ product in Table 4.

When a Formulation is responded to in a subsequent Formulation in an argument$_2$, that subsequent Formulation will be a Decision. This means that together these two acts will form a F/D pair. They will be a F/D+ if the Decision confirms the Formulation, and a F/D- pair if the Decision disconfirms the Formulation. This much is familiar from the previous chapter. What the analysis offered in this chapter reveals is that, specifically, they will be a F/D+ pair if an argument$_1$ product of the Decision confirms an argument$_1$ product of the Formulation, and a F/D- pair if an argument$_1$ product of the Decision disconfirms an argument$_1$ product of the Formulation.

In a F/D+ pair, then, argument$_1$ products of the F and D+ acts are in a relationship of agreement with each other, and the F may be called an 'agreeable' to the D+. In a F/D- pair, argument$_1$ products of the F and D- acts are in a relationship of opposition with each other, and the F may be called an 'arguable' (Jacobs and Jackson, 1980) to the D-. An example of a F/D- pair in the data is F_2/D-$_4$. The second argument$_1$ product of D_4 is the FIA$_1$: Because medicine and music are the solution for the new world, the YP's religious leadership and loyalty to the youth are not the solution for the new world. This FIA$_1$ disconfirms the first argument$_1$ product of F_2, the implicit claim: The solution for the new world is the YP's religious leadership and loyalty to the youth. Thus, the relationship between D-$_4$ and F_2 may be represented as

$F_2(1)$
D-$_4(2)$

An example of a F/D+ pair is f_{18}/d+$_{20}$. The only argument$_1$ product of d+$_{20}$ is the explicit claim: You need some people who are involved in the helping professions. This confirms the only argument$_1$ product of f_{18}, which is the explicit

claim: What we're going to need in this new world are people who are in the helping professions, people who are giving and who are creating, who are helping people to experience a better form of life. The relationship between $d+_{20}$ and f_{18} may be represented as

$$\begin{matrix} f_{18} \\ d+_{20} \end{matrix}$$

with no argument$_1$ product per Formulation specified because f_{18} and $d+_{20}$ each have only one argument$_1$ product, as listed in Table 4. In this F/D+ pair, f_{18} is the agreeable to $d+_{20}$. It is the Formulation which is in a relationship of agreement to $d+_{20}$. (The presence of relationships of agreement in argument$_2$, which is characterized by the feature 'opposition', will be discussed later.) More specifically, it is the (only) argument$_1$ product of f_{18} with which the (only) argument$_1$ product of $d+_{20}$ is in a relationship of agreement.

In an argument$_2$, a Decision may respond to more than one previous Formulation. An example of this from the data is **D-**$_2$. This Decision is in a relationship of opposition to f_9, F_2 and $\mathbf{F}_1$. **D-**$_2$ is thus D- in the three F/D- pairs: f_9/**D-**$_2$, F_2/**D-**$_2$ and $\mathbf{F}_1$/**D-**$_2$. These three F/D- pairs may be represented by

$$\begin{matrix} f_9(2) \\ F_2(2) \\ \mathbf{F}_1 \\ \quad \text{D-}_2 \end{matrix}$$

Each of the previous Formulations, f_9, F_2 and $\mathbf{F}_1$ are arguables to **D-**$_2$. Specifically, it is the second argument$_1$ product of both f_9 and F_2 which the second argument$_1$ product of **D-**$_2$ disconfirms. $\mathbf{F}_1$ has two argument$_1$ products, as can

be seen in Table 4. Specifying no argument$_1$ product for **F**$_1$ in the above representation means that the second argument$_1$ product of **D-**$_2$ disconfirms all argument$_1$ products of **F**$_1$.

The representation of **D-**$_2$ and its arguables shows that previous Formulations responded to in a given Decision may be of differing discourse levels. Since Formulations of all three discourse levels are on equal ground as Formulations in an argument$_2$, *all* previous Formulations in an argument$_2$, regardless of level, are equally available for response by a subsequent Decision. As long as a previous Formulation has an argument$_1$ product (and all Formulations do), a subsequent Decision may confirm or disconfirm it.

There is one final element which may be included in the representation of a Decision and its arguables/agreeables. This is specification of whether the Formulation and Decision argument$_1$ products are explicit or implicit. Adding this element to the above representation of **D-**$_2$ and its arguables gives the final representation:

*f$_9$(2)
*F$_2$(2)
***F**$_1$
    *D-$_2$(2)

This shows that implicit argument$_1$ products of f$_9$, F$_2$, **F**$_1$ and **D-**$_2$ are involved in this relationship of opposition. Sometimes both explicit and implicit argument$_1$ products of a given Formulation factor in a given relationship. For example, a relationship of opposition (involving three F/D- pairs) in the data is

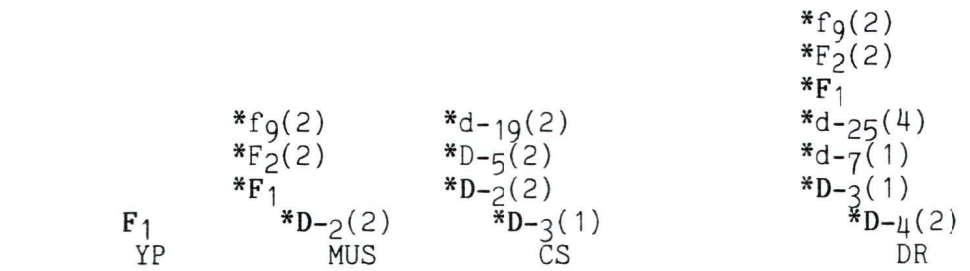
*$f_9(2)$
*$F_2(2)$
*$\mathbf{F}_1(1)$
*$d\text{-}19$

In this relationship of opposition, all argument$_1$ products of $d\text{-}19$, as given in Table 4, disconfirm $f_9(2)$, $F_2(2)$ and $\mathbf{F}_1(1)$. One of the argument$_1$ products of $d\text{-}19$ is explicit. Even though the explicit argument$_1$ product also functions in this relationship, $d\text{-}19$ is starred. This is because the star is used in the representational scheme just developed to show that at least one implicit argument$_1$ product of a given Formulation functions in a given F/D pair. The importance of including the explicit/implicit distinction in a representation of Formulation relationships will be seen later.

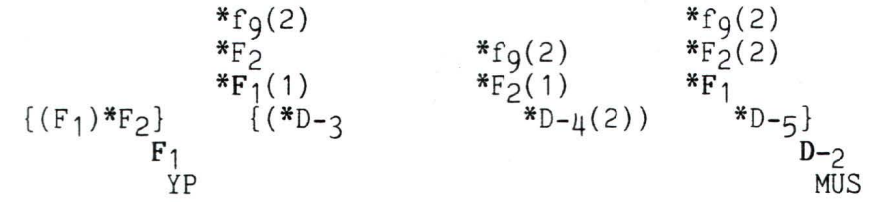
This representational scheme may now be applied to the complete argument$_2$ of the data. Table 5 shows the relationship between all Formulations, and thus represents the process of this argument$_2$.

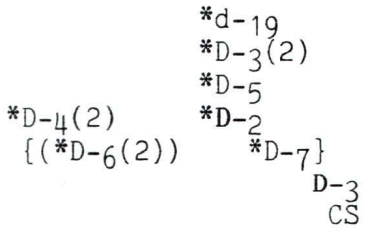
Table 5: The Process of the Data's Argument$_2$

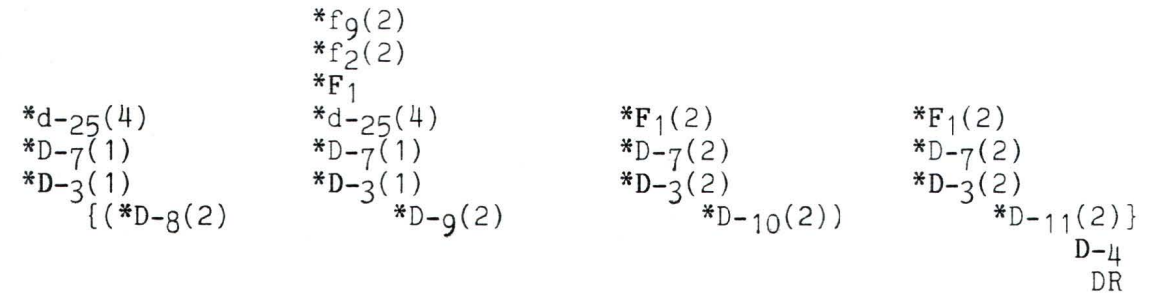
a) Interactional Level Formulations



b) Topic Level Formulations







c) Sentence Level Formulations

$$\{[f_1 f_2][(f_3(f_4), f_5 f_6, f_7(f_8))f_9]\}$$
F_1 F_2 F_1 YP

$$*f_8(2)\ \{[*d\text{-}_{10}(2)\quad *f_9(2)\ *F_2(2)\ *F_1(1)\ (*d\text{-}_{11}(2))][f_{12}\quad *f_8(2)\ *d\text{-}_{13}(3)\quad *f_9(2)\ *F_2(1)\ *d\text{-}_{14}(2), f_{15}(f_{16}(f_{17}))f_{18}]$$
D-3 D-4

$$*F_1(1)\ [*d\text{-}_{19}]\}$$
D-5 D-2 MUS

$$f_{18}\quad f_{18}\quad *d\text{-}_{19}(2)\ *D\text{-}_3(2)\ *D\text{-}_5(2)\ *D\text{-}_2$$
$$\{[d+_{20}\ *d\text{-}_{21}(2)\ (f_{22}(f_{23}))][(f_{24})\ *d\text{-}_{25}(4)]\}$$
D-6 D-7 D- CS

*f24(1) *d-25(2) *D-7(1) *D-3(1) d-25(2&3) *f3(2) *f4 *f5(2) f6(2) f7(2) *D-3(1) *f9(2) *F2(2) *F1(1) *d-25(4) *D-7(1) *D-3(2)
[[*d+26(1),(f27) *d-28(2)][(f29(*d+30(f31)))*d-32(2)][(f33)*d-34(3)
D-8 D-9

*F1(2)
*D-7(2)
*D-3(2)
(f35(f36))] [*d-37(4)]}
D-10 D-11
D-4
DR

3.3.2 Discussion

Tables 1-5 provide an analysis of the data. This analysis achieves the three goals of the present analysis of argument$_2$ as a F/D-/D- sequence. The first two goals were (1) to distinguish a speaker's overall Formulation from its sub-Formulations, within a single turn at talk, and (2) to explain the relationship between all Formulations in a discourse turn. This distinction and explanation for the discourse turns of the data was presented in Tables 1 and 2. The third goal was (3) to explain the relationship between all Formulations within an argument$_2$ Table 5, on the basis of Tables 1-4, shows this relationship for the data. Having shown the relationship between all Formulations is to have shown the process of this argument$_2$

Before the process of this argument$_2$ is explained, four issues which were raised earlier in this study should first be readressed. The first of these is the nature of the Interactional Level Formulation. As stated earlier in this chapter,

besides producing a PIA_1 or FIA_1 (an implicit claim, or an implicit claim + reason(s)), an Interactional Level Formulation also produces a definition of interpersonal relationship. An Interactional Level Formulation has this product, however, only when it is a non-initial Level 1 Formulation in a sequence. The reason for this is simple. An initial turn at talk implies that there has been to that moment only one speaker in the discourse. Although the contextual feature 'interpersonal relationship' may already exist for the initial speaker and upcoming speakers in the discourse, this feature cannot be represented *in discourse* until a second turn at talk is produced. Once this contextual feature is represented in discourse upon second and subsequent turns at talk, it becomes a property of the discourse itself. (An initial Interactional Level Formulation might be seen as producing a definition of personal status for the taking, so to speak, by a subsequent speaker. This is admittedly vague. But stressed at the moment is the fact that interpersonal relationship is always defined where two or more speakers produce talk.)[17]

When the contextual feature 'interpersonal relationship' is defined in discourse, it applies to the interpersonal relationship between speakers vis a vis the discourse. This, for example, permits discourse participants to have an argument$_2$ 'for the sake of it', even though their overall interpersonal relationship may not be one of opposition (enemies), but one of agreement (friends). Thus, vis a vis the discourse of the data, the interpersonal relationship between the Youth Pastor and Musician is defined upon the production of the Musician's turn at talk: the response to the Youth Pastor's $\mathbf{F}_1$ is the Musician's **D-**$_2$. This **D-**$_2$ defines the interpersonal relationship between the Youth Pastor and Musician as

oppositional, as far as the discourse of the argument$_2$ thus far is concerned. (The qualification 'thus far' must be given because, in an extended argument$_2$, the interpersonal relationship between speakers may change from one of opposition to one of agreement. When this happens, the argument$_2$ is working towards resolution.) Likewise, the Computer Scientist's **D-**$_3$ defines the interpersonal relationship between the Computer Scientist and Musician as oppositional. And the Doctor's **D-**$_4$ defines the interpersonal relationship between the Doctor and Computer Scientist as oppositional. A non-initial Level 1 Formulation in a sequence, then, defines the interpersonal relationship between the performer of that Level 1 Formulation and the performer of the immediately previous Level 3 Formulation.

The mechanism presented in Chapter II for tracking the relationship between Formulations in a Sentence Level F/D-/D- sequence may be used for tracking the interpersonal relationship between speakers in an argument$_2$, as represented in an Interactional level F/D-/D- sequence. This mechanism was the absence or presence of ! in front of the third Formulation in a F/D-/D- sequence. By way of review, in the previous hypothetical example,

example (22)	F Comp.Scientist:	A technological approach is best for the new world.
	D- Youth Pastor:	No, only the love of a good Christian religion will work.
	D- Doctor:	No, we can't do without a technological approach.

! does not appear before the Doctor's D- because this D- is in a relationship of opposition with only the immediately previous Formulation in this sequence. This is arrangement 1 of opposition between Formulations. In another hypothetical example,

example (21) F Comp.Scientist: A technological approach is best for the new world.

D- Youth Pastor: No, only the love of a good Christian religion will work.

!D- Musician: You're both wrong.

! appears before the Musician's D- because it is in a relationship of opposition to both previous Formulations in this F/D-/D- sequence. This is arrangement 2 of opposition between Formulations.

Applying this mechanism to the four Interactional Level Formulations of the data's argument$_2$ will represent their **F/D-/D-/D-** sequence as

F$_1$	Youth Pastor
D-$_2$	Musician
D-$_3$	Comp.Scientist
D-$_4$	Doctor

No ! appears before the Computer Scientist's **D-**$_3$. This is because the interpersonal relationship between the Youth Pastor, Musician and Computer Scientist in their order of speaking is in arrangement 1 of opposition. (The Computer Scientist disagrees with the Musician, but agrees with the Youth Pastor -- due to the speaker pairing assigned before the discourse began). Similarily, no ! appears before the Doctor's **D-**$_4$ because the interpersonal relationship between him and the two immediately previous speakers, the Computer Scientist and Musician, continues in oppositional arrangement 1. Although this mechanism will permit tracking interpersonal relationship only between a speaker and the two immediately previous speakers, the absence or presence of ! before the third Level 1 Formulation in every initial and subsequent **F/D-/D-** sequence in an argument$_2$ would enable the interpersonal relationship between speakers throughout an argument$_2$ to be tracked.

The second issue to be readdressed is the presence of argument$_1$ in argument$_2$ as an element which drives the process of argument$_1$. The presence of argument$_1$ in argument$_2$ is actually one of four such elements. These four elements are

(1) the subjectivity of Formulations
(2) the strict conditional relevance between Formulations and Decisions
(3) the generic feature 'opposition'
(4) the presence of argument$_1$ in argument$_2$

The subjectivity of Formulations drives argument$_2$ because it is what makes opposition in argument$_2$ possible. To be more explicit, that a speaker may mean one thing by a Formulation and that a hearer may take that Formulation to mean another thing provides for the possibility of disagreement in discourse.

The strict conditional relevance between Formulations and Decision also drives the process of argument$_2$. It is what provides for the occurrence of a F/D pair, a F/D/D sequence, and possibly a longer F/D-/D-/D-... sequence in argument$_2$ discourse. More specifically, since a Decision to a Formulation is mandatory in argument$_2$, a minimum of a F/D pair and a F/D/D sequence will occur in the discourse. The strict conditional relevance between Formulations and Decisions holds only for the first three Formulations in a sequence because the minimal argument$_2$ consists only of three Formulations. After that point, the argument$_2$ may be abandoned and some F/F pairs may occur.

The generic feature 'opposition' drives the process of argument$_2$ because it is what constrains the Decisions in the initial F/D/D sequence to the response-type of D-. Thus, where 'opposition' characterizes a discourse, that discourse is argument$_2$, and will begin as F/D-/D-. Only the Decisions in the initial F/D-/D-

sequence of an argument$_2$ are constrained to D-. This is because, once an argument$_2$ has occurred, it may proceed on towards resolution (...D+/D+/D+).

The presence of argument$_1$ in argument$_2$ drives the process of argument$_2$ because it is what makes any relationship between Formulations possible. It should be evident from the foregoing data analysis that Formulations in argument$_2$ are linked together in a relationship of opposition by their argument$_1$ products. In a F/D- pair, it is the specific claim(s) or full argument(s)$_1$ produced by the previous F which are the arguables to the specific claim(s) or full argument(s)$_1$ produced by the subsequent D-. As seen in Table 5, not all Formulations in an argument$_2$ are linked together in a relationship of opposition. Between Sentence Level Formulations, relationships of agreement may occur. Where this is the case, it is still the argument$_1$ products of Formulations which make the relationship of agreement possible. Thus, the claim of O'Keefe (1982) that argument$_2$ may occur without argument$_1$ is implausible. If argument$_1$ were not at least implicitly present in argument$_2$, there would be nothing to link speaker utterances together in any relationship. There would be no substantive basis for the argument$_2$.

The third issue to be readdressed is the use of illocutionary force in argument$_2$. In Chapter I, argument$_1$ was described as frequently involving implicit argument$_1$. In Table 5 all the implicit argument$_1$ products of Formulations which are instrumental in the process of the data are starred. A glance at Table 5 will show that nearly all the claims or full arguments$_1$ which function in this argument$_2$ are implicit. There are only three instances where they are explicit. These three instances occur in the two Sentence Level F/D pairs: f_{18}/d+$_{20}$ and

f_{18}/d-$_{21}$ The explicit claim of d+$_{20}$ functions in the first of these pairs, and the explicit claim of f_{18} functions in both of them. (This may be confirmed by referencing Table 4.) All other argument$_1$ products by which F/D pairs in this argument$_2$ are linked are implicit.

If a claim or full argument$_1$ is implicit, it has been expressed through illocutionary force. There are 95 argument$_1$ products which function in the data. Thus, 92 implicit argument$_1$ products out of a possible 95 in this argument$_2$ presents an astounding rate of use of illocutionary force. This finding shows that argument$_2$ participants are very adept at using illocutionary force -- both to encode and to decode implicit claims and full arguments$_1$. This finding also supports the earlier claim that illocutionary force is pervasive in argument$_2$, especially in an informal setting.

That the argument$_1$ products of Interactional Level and Topic Level Formulations will always be implicit does not lessen the import of this finding. The implicit argument$_1$ products of Interactional and Topic Level Formulations are still implicit, and require a speaker's (albeit automatic) encoding in illocutionary force, and a hearer's (non-automatic) decoding from illocutionary force. The validity of implicit Interactional and Topic Level Formulation argument$_1$ products *as* implicit argument$_1$ products means that there are fully three levels of illocutionary force operant in discourse. For speakers and hearers to handle illocutionary force on three separate levels of discourse -- in this study's data, 95 times in approximately four minutes[18] -- is no small feat. But the point is that speakers and hearers are capable of it.[19] This surely has implications for research into discourse processing.

The fourth issue to be readdressed is the possible presence of argument$_3$ (Rhetorical argument) in argument$_2$. This study's data illustrates this presence. Each discourse turn in this argument$_2$ is lengthy (in comparison with the discourse turns of the second and third arguments$_2$ of the full data, as can be seen in the Appendix.) Furthermore, each Interactional Level Formulation contains more than one Topic Level Formulation, and many Topic Level Formulation contain more than one, or several, Sentence Level Formulations. This means that a single discourse turn may involve lengthy discussion of several topics or issues. Several Sentence Level Formulations per Topic Level Formulation, and several Topic Level Formulations per Interactional Level Formulation are, intuitively, two characteristics of argument$_3$. (An analysis of argument$_3$ should substantiate this, and identify more characteristics of argument$_3$) The presence of these two characteristics diminishes over the latter two arguments$_2$ of the full data, as is shown in the Appendix. This suggests that argument$_3$ is present in the first argument$_2$ of the full data because of some 'formality rub-off' from the experimental setting. But this 'rub-off' is not total. Argument$_3$ would seem to be also characterized by the usual presence of explicit argument$_1$ products (as should be substantiated by an analysis of argument$_3$). The first argument$_2$ of the data does not exhibit this characteristic (recall its 92/95 implicit argument$_1$ products).

With the foregoing issues rediscussed and clarified, the process of the data's argument$_2$ can now be examined. This discourse is an argument$_2$ because a F/D-/D- sequence is present on each of its Interactional, Topic and Sentence discourse levels. The most apparent of these three sequences is the Interactional Level **F/D-/D-**, since the four Interactional level Formulations of this discourse are

F$_1$	Youth Pastor
D-$_2$	Musician

D-3 Comp.Scientist
D-4 Doctor

These Formulations form an obvious F/D-/D- sequence. Thus, on the Interactional Level, of the discourse, the Musician's **D-2** initiates argument$_2$ uptake, and the Computer Scientist's **D-3** completes this uptake. **D-4** of the Doctor extends the process of this argument$_2$ past the minimal F/D-/D- sequence. (Had the discourse been longer, the process of this argument$_2$ would have been extended even further. The four speakers would likely have continued for some time, since they were arguing for their lives. The latter two arguments$_2$ of the full data, though produced in the same amount of time as the first, are clear examples of very extended F/D-/D- sequences.)

Given that the speaker pairing for this argument$_2$ was Youth Pastor/ Computer Scientist, Musician/Doctor, this Interactional F/D-/D- sequence is especially interesting. Prior to the discourse, the four discourse participants were given instructions from the experiment supervisor that they were to 'discuss' (implying 'have an argument$_2$'). What the four Interactional Level Formulations of this discourse reveal is that the four participants arranged their turns at talk in order to produce an argument$_2$. Without the knowledge that their initial discourse would be allowed to continue for only four minutes, the four speakers attended to the 'interactional business' (Bilmes, 1985) at hand, and began -- and had -- an argument$_2$ within the first three turns at talk. For example, if the order of turns had been

Youth Pastor
Comp.Scientist
Musician
Doctor

the Interactional Level Formulation sequence would have been F/D+/D-/D-, not an initial F/D-/D- sequence, although still an argument$_2$. The deliberate ordering of discourse turns by the discourse participants to produce an initial Interactional Level F/D-/D- sequence points to an intuitive knowledge of speakers that to have an argument$_2$ is to produce disagreement to disagreement, a F/D-/D- sequence.

The data cannot yet be presented as a 'paradigm case' of argument$_2$. As stated in Chapter II, argument$_2$ involves F/D-/D- sequences on all three levels of discourse, by which initiation of uptake and uptake of argument$_2$ are co-secured. Thus, the Topic and Sentence Level F/D-/D- sequences of the data have yet to be located. These sequences can be identified from Table 3. This table presents the formulaic representations of the four turns at talk in the data.

Part (a) of Table 3 shows that the Topic Level Formulation sequence of the data, across discourse turns, is

F F / D- D- D- / D- D- / D- D- D- D-

This shows that several Topic Level Formulations may be found in a single discourse turn. Nevertheless, the function of Formulations (as Formulations or Decisions) and the response type of Decisions (as + or -) is consistent within each turn at talk. Thus, the Topic Level F/D-/D- sequence of argument$_2$ may be represented as

$$F_m/D\text{-}_m/D\text{-}_m$$

where $m \geq 1$.

Part (b) of Table 3 shows that the Sentence Level Formulation sequence of the data, across discourse turns, is

f f f f f f f f f / d- d- f d- d- f f f f d- / d+ d- f f f d- / d+ f d- f d+ f d- f d- f f d-

The consistency of Formulation function and Decision response type observed with Topic Level Formulations does not seem to be present here. However, if this Sentence Level sequence is more accurately reproduced as it is given in Table 3, this consistency becomes apparent. With Sentence Level Formulations represented as members of particular Topic Level Formulations, and as claims or reasons in full or partial arguments$_1$, Table 2 shows the Sentence Level Formulation sequence of the data to be

$$\{[f_1f_2][(f_3(f_4),f_5f_6,f_7(f_8))f_9]\}$$
$$F_1 \qquad F_2$$
$$F_1$$
$$YP$$

$$\{[d\text{-}_{10}(f_{11})][f_{12}d\text{-}_{13}d\text{-}_{14},d\text{-}_{15}(f_{16}(f_{17}),f_{18}]\ [d\text{-}_{19}]\}$$
$$D\text{-}3 \qquad D\text{-}4 \quad D\text{-}5$$
$$D\text{-}2$$
$$MUS$$

$$\{[d+_{20},d\text{-}_{21}(f_{22}(f_{23}))][(f_{24})d\text{-}_{25}]\}$$
$$D\text{-}6 \qquad D\text{-}7$$
$$D\text{-}3$$
$$CS$$

$$\{[(d+_{26}.f_{27})d\text{-}_{28}][f_{29}(d+_{30}(f_{31}))d\text{-}_{32}][(f_{33})d+_{34}f_{35}(f_{36}))]\ [d\text{-}_{37}]\}$$
$$D\text{-}8 \qquad D\text{-}9 \qquad D\text{-}10 \quad D\text{-}11$$
$$D\text{-}4$$
$$DR$$

In Interactional Level $\mathbf{F_1}$ of this sequence, a consistency in Formulation function exists between Sentence and Topic Level Formulations: Topic Level F_1 consists of Sentence Level f_1 and f_2, each of which also function as F, and F_2 consists of Sentence Level f_3-f_9, each of which also function as F. In Interactional Level **D-**$_2$ and **D-**$_3$, there is also a consistency in Formulation function, as well as a consistency in Decision response-type: in each Topic Level D- of **D-**$_2$ and **D-**$_3$, there is at least one Sentence Level D- which serves as simple claim (not as reason in a full argument$_1$). (In **D-**$_2$, d-$_{10}$ serves as simple claim in D-$_2$, d-$_{13}$ and d-$_{14}$ serve as simple claims in D_4, and d-$_{19}$ serves simple claim in D-$_5$. In **D-**$_3$, d-$_{21}$ serves as simple claim in D-$_6$, and d-$_{25}$ serves as simple claim. in D-$_7$.) A Sentence Level F and D+ also serve as simple claims in certain Topic Level Formulations of **D-**$_2$ and **D-**$_3$. (In **D-**$_2$, f_{12}, f_{15} and f_{18} serve as simple claims in D-$_4$. In **D-**$_3$, d+$_{20}$ serves as simple claim in D-$_6$.) In the Topic Level Formula-

tions of **D-2** and D-3, Sentence Level Formulations which serve as reason in a full argument$_1$ occur as F. (In **D-2**, f_{11} serves as reason in D-3, and f_{16} and f_{17} serve as reasons in D-4. In **D-3**, f_{22} and f_{23} serve as reasons in D-6, and f_{24} in D-7.) Interactional Level **D-4** shows, however, that a Sentence Level Formulations serving as reason may also occur as D- or D+. (In D-4, $d+_{26}$ serves as reason in D-8, and $d-_{30}$ serves as reason in D-9)

These observations suggest that the Sentence Level F/D-/D- sequence of argument$_2$ may be represented as

$$(F_m)_m \,/\, (D\text{-}_m \vee (D\text{-}_m F_m) \vee (D\text{-}_m D+_m) \vee (D\text{-}_m F_m D+_m))_m \,/$$

$$(D\text{-}_m \vee (D\text{-}_m F_m) \vee (D\text{-}_m D+_m) \vee (D\text{-}_m F_m D+_m))_m$$

where $m \geq 1$. This representation shows that

> one Sentence Level Formulation per Topic Level Formulation in $\mathbf{F_1}$ is mandatory, but more than one may occur
>
> a Sentence Level Formulation serving as simple claim in a Topic Level D- in **D-2** and **D-3** is mandatory, but more than one may occur
>
> one or more Sentence Level F or D+ may also serve as simple claim in a Topic Level D- in **D-2** and **D-3**. (This study's data suggests that such an optional F or D- is unlimited in number, but more extensive data analysis may reveal this is not so.)

The above representation does not specify the requirements for Sentence Level Formulations serving as reason in a full argument$_1$ in a Topic Level Formulation of D-2 and **D-3**. This is because such Formulations may occur as F, D- or D+ and are unlimited in number -- although more extensive data analysis may find them more constrained than this.

Thus, analysis of this study's data shows that the F/D-/D- sequence occurs on all three levels of argument$_2$ discourse. The full F/D-/D- sequence of argument$_2$, as revealed in the data, may be represented as

$FF_m(f_m)_m/D\text{-}D\text{-}_m(d\text{-}_m \vee (d\text{-}_m f_m) \vee (d\text{-}_m d+_m) \vee (d\text{-}_m f_m d+_m))_m/$

$D\text{-}D\text{-}_m(d\text{-}_m \vee (d\text{-}_m f_m) \vee (d\text{-}_m d+_m) \vee (d\text{-}_m f_m d+_m))_m$

where $m \geq 1$. It is, then, this full F/D-/D- sequence by which uptake of argument$_2$ is secured.

Since the full F/D-/D- sequence of argument$_2$ have been located in the data, this data is an argument$_2$ In order for it to be a 'paradigm case' of argument$_2$, its full F/D-/D- sequence must be substantiated. That is, an explanation must be given as to how each F, D- or D+ functions as a F, D- or D+. Such an explanation is given in Table 5, which shows the relationship between all Formulations in the data, based on the argument$_1$ products of Formulations listed in Table 4. Thus, Table 5 shows not only the *product* of the data (its full F/D-/D- sequence), but also its *process* as an argument$_2$ (the relationship between all Formulations by which the full F/D-/D- sequence was produced). It is hoped that the representational scheme used in Table 5, by incorporating process in a representation of product, will prove useful in AI research. This is an issue to be taken up elsewhere.

The data of this study may now be presented as a 'paradigm case' of argument$_2$ because its full F/D-/D- sequence has been located and substantiated. The characteristics of argument$_3$ this argument$_2$ contains (lengthy discourse turn and discussion of several topics or issues per discourse turn) are permitted by the full F/D-/D- sequence of argument$_2$, as identified and represented above. An analysis of the second and third arguments$_2$ of the full data, as found in the Appendix,

would likely show those discourses to be more usual 'paradigm cases' of argument$_2$, since they contain fewer instances of argument$_3$.[20]

3.4 Summary

In this chapter, a method of analysis for argument$_2$ as a F/D-/D- sequence has been developed. In this method, each turn at talk is analyzed for the speech act Formulation occurring on three levels of the discourse. The analysis presented of the first argument$_2$ of the full data shows that an Interactional, Topic and Sentence Level Formulation each occurs in a discourse turn, and each is distinct in nature. An Interactional Formulation represents the 'gist' of what a speaker has to say, and corresponds to an entire turn at talk. A Topic Level Formulation represents the 'gist' of what a speaker has to say about a given topic of discourse, and corresponds to a whole or partial turn at talk. (Since each discourse turn in the argument$_2$ analyzed in this chapter involved discussion of more than one topic, an example of a Topic Level Formulation corresponding to a whole turn at talk has not been given. This occurs in the latter two arguments$_2$ of the full data, as can be inferred from their discourse turns presented in the Appendix.) A Sentence Level Formulation represents a specific 'fact' about a given topic of discourse. It corresponds to a specific sentence, subordinate clause, or sentence fragment in a discourse turn. It is thus an explicit proposition, or partial proposition uttered by a speaker.

Interactional Level (Level 1), Topic Level (Level 2) and Sentence Level (Level 3) Formulations each produce and (at least partial) argument$_1$, which is either explicit or implicit. The claims, or claims + reasons, produced by these Formulations are as follows:

Level 1 and 2 F:	an implicit claim (and possibly more implicit claims, and possibly full implicit arguments$_1$)
Level 3 F:	an explicit claim (and possibly implicit claims and full implicit arguments$_1$)

Because Level 1 and 2 Formulations are performed on a discourse level higher than the sentence, their argument$_1$ products will be implicit. Because a Level 3 Formulation is performed on the sentence level of discourse, it will produce at least an explicit claim. The counter- example to this is a Level 3 Formulation sentence fragment, which produces an implicit claim. All three types of Formulations are able to produce possibly many implicit claims and full arguments$_1$. This is because Formulations are subjective, and may be taken by a hearer to have possibly several implied meanings. It is the hearer's perception of implicit claims, or claims + reasons, produced by a Formulation which influence the process of an argument$_2$.

A non-initial Level 1 Formulation in argument$_2$ has an extra product, which is a definition of interpersonal relationship between the performer of it and the performer of the immediately previous Level 1 Formulation.[21] This interpersonal relationship will be one of opposition, although in an extended argument$_2$, it may change to one of agreement, as one or more speakers work to achieve resolution of the argument$_2$.

In the method of analysis used in this chapter, Interactional, Topic and Sentence Level Formulations are represented as **F**, F and f (or **D-**, D- and d-, d+), respectively. This allows a discourse turn to be represented as two formulaic sequences, which show the relationship between a speaker's Interactional, Topic and Sentence Level Formulations. Presenting the formulaic representations of all

discourse turns in two sequences has allowed the full F/D-/D- sequence of argument$_2$ to be identified. The full F/D-/D- sequence is

$$FF_m(f_m)_m/D\text{-}D\text{-}_m(d\text{-}_m) \vee (d\text{-}_m f_m) \vee (d\text{-}_m d + m) \vee (d\text{-}_m f_m d + m))_m/$$

$$D\text{-}D\text{-}_m(d\text{-}_m \vee (d\text{-}_m f_m) \vee (d\text{-}_m d + m) \vee (d\text{-}_m f_m d + m))_m$$

where $m \geq 1$. Uptake of argument$_2$ is secured by this full F/D-/D- sequence, which incorporates the separate F/D-/D- sequences produced by Level 1-3 Formulations. When this sequence occurs in discourse, an argument$_2$ has not only begun, but has occurred.

The full F/D-/D- sequence of argument$_2$ allows for turns at talk to be of varying length. Sometimes discourse turns will be lengthy, covering discussion of several topics, as occurs in the data for this chapter. When this occurs, the argument$_2$ contains argument$_3$, Rhetorical argument. The data of this chapter has been valuable for illustrating the presence of argument$_3$ in argument$_2$, and for allowing the the fuller parameters of the full F/D-/D- sequence to be identified. The presence of argument$_3$ in argument$_2$ makes argument$_2$ at once more orderly (because of lessened speaker interruptions and overlap of discourse turns), and more complex. It complicates argument$_2$ because the number of F/D pairs ermerging per discoure turn is increased (because of length of turn and number of Topic and Sentence Level Formulations). The argument$_2$ just analyzed indicates that this complexity does not impede the process of the argument$_2$; hearers appear very adept at tracking all previous Formulations and, as next-speakers,

tuning their own Formulations to them, according to their own designs for the process of the argument$_2$.

The presence of argument$_3$ in argument$_2$ might easily be seen as a speaker tactic. If a speaker manages to secure enough length of turn (possibly done by invoking politeness constraints, as appears to have been done collaboratively in the present data), he will be able to digress into argument$_3$, and so be able to produce more Formulations in his turn at talk. In simple terms, this means he will be able to more fully 'make his case', in order to secure agreement by a hearer. An analysis of, for example, political discourse should shed more light on this issue. A speaker's engagement in argument$_3$ within argument$_2$ likely depends on several contextual factors, including speaker goal.

The full F/D-/D- sequence of argument$_2$ ensures the presence of of the generic feature 'opposition' on all levels of the discourse, and across all turns at talk. This feature is displayed in a D- of any level, which implies a F/D- pair. The presence of 'opposition' makes argument$_2$ a coherent event. While ensuring this coherence, the full F/D-/D- sequence of argument$_2$ permits Sentence Level Formulations in second or subsequent turns at talk to function as simple Formulations. This allows a second or subsequent speaker in an argument$_2$ -- who disagrees with a previous speaker -- to digress from a point of contention and support his own position by Formulations which are not in relationship to any previous Formulation in the discourse. Sentence Level Formulations in second or subsequent turns at talk may also function as D+. This allows for the 'prefaced disagreement' (Pomerantz, 1975) as a speaker tactic in argument$_2$. The presence of relationships of agreement in argument$_2$, (which is characterized by the feature 'opposition'), is thus strategic.

Presenting the formulaic representations of all discourse turns in an argument$_2$ in two formulaic sequences has provided a way to explain the relationship between all Formulations in an argument$_2$. This explanation for this study's data was given in Table 5, on the basis of the argument$_1$ products of the data's Formulations, listed in Table 4. By showing the relationship between all Formulations, Table 5 shows the process of the data as an argument$_2$. This process was one of relationships between Formulations as F/D- (or F/D+) pairs, which in sum produced the full F/D-/D- sequence of argument$_2$. Showing the process of the data was to substantiate, or prove, its full F/D-/D- argument$_2$ sequence.

The analysis of this chapter has shown that Formulations in the full F/D-/D- sequence of argument$_2$ are linked together in a relationship of opposition, and sometimes agreement, by the argument$_1$ claims or full arguments$_1$ they produce. Argument$_1$ is thus always present in argument$_2$. It is, in fact, the substantive basis of argument$_2$ as a speech activity.

In the full F/D-/D- sequence, a Decision may have as its arguable, and sometimes agreeable, the argument$_1$ product of a previous Formulation of any discourse level. What this means is that the 'gist' of a speaker's turn at talk, the 'gist' of a speaker's topic presentation, and a speaker's sentence level proposition may each be in response to any previous (perceived) 'gist' of discourse turn,(perceived) 'gist' of topic presentation, or (perceived) sentence level proposition. A Decision may have several arguables, or agreeables. An Interactional Level D-, however, will always have as one of its arguables the immediately previous Interactional Level Formulation (but see note 21). This is because a relationship of opposition between speakers in (at least the minimal) argument$_2$ will

always be present. And this relationship is displayed in an Interactional Level F/D- pair. (Opposition with Interactional Level Formulations may be between their $argument_1$ products or their definitions of interpersonal relationship. Explicit opposition over definitions of interpersonal relationship did not occur in this study's data. It is suspected that this does not occur frequently in $argument_2$.)

From the analysis in this chapter, preliminary observations can be made on arrangements 1 and 2 of opposition between speakers in $argument_2$. The Interactional Level F/D-/D- sequence of the data analyzed was in arrangement 1 of opposition (because the speakers, in assigned pairs, alternated their discourse turns according to 'team'). Arrangement 1 of opposition gave this discourse a simplicity and orderliness which is not apparent in the latter $arguments_2$ of the full data. As can be seen in the Appendix, arrangment 1 of opposition is not always observed between Interactional Level Formulations in those $arguments_2$. (Consecutive same-'team' discourse turns are noted in the Appendix with a star.) This brings to the discourse a sort of 'gang up' effect between speakers as 'team' members. Since those $arguments_2$ remain unanalyzed, further observations on oppositional arrangements between speakers must await future work. The arrangements of opposition between Formulations is complex. Formulations may have many arguables, and the arguables may be of differing discourse levels. Further research should show what level of importance arrangements of opposition between Formulations have for the discourse.

The analysis presented in this chapter suggests that the presence of illocutionary force is extensive in conversational $argument_2$. Illocutionary force is

present whenever an implicit claim or full argument$_1$ is produced (or perceived as having been produced) by a Formulation. That speaker and hearer interpretation of an implicit argument$_1$ product may differ shows that unintended illocutionary force occurs in discourse. The process of the argument$_2$ analyzed in chapter is based almost exclusively on implicit argument$_1$ products of Formulations. Only one of its F/D pairs was linked purely by explicit claims. Thus, speakers and hearers are clearly adept at using illocutionary force to encode and decode the argument$_1$ products of Formulations. The findings of this chapter should affect research into discourse processing, especially since the presence of illocutionary force on three levels of discourse cannot be ignored.

It is suspected that the use of illocutionary force will decline in argument$_2$ in a formal setting. Various institutional norms would seem to require more direct speech, and thus that the argument$_1$ basis of argument$_2$ be more explicit than implicit. Whether this is so should be revealed by future analysis of argument$_2$ in a strictly formal setting.

The analysis and discussion of this chapter have been extensive. The purpose of such a treatment has been to show that a 'paradigm case ' of argument$_2$ can be achieved. It has been shown that, despite the 'diversity of behaviours' (O'Keefe and Benoit, 1982) found in argument$_2$, argument$_2$ is an orderly discourse process. Its order is clearly visible when it is viewed as a F/D-/D- sequence formed by Formulation speech acts on three levels of the discourse. The coherence of this sequence is due to the generic feature 'opposition'. In this chapter, a 'paradigm case' of argument$_2$ has been achieved through an exploration of this feature. It is hoped that this will encourage the use of the 'generic characteristic' approach in discourse analysis as a whole.

Chapter 4

SUMMARY AND CONCLUSION

4.1 Summary

This study has presented an approach to argument$_2$ which explores the basis of argument$_2$ as a coherent and distinctive speech activity. The coherence of argument$_2$ is derived in great part from the presence of the generic feature 'opposition'. Based on the broader 'generic characteristic' approach, this study first showed how 'opposition' may be located in discourse. It then suggested how the discourse displays of this feature in argument$_2$ may be tracked. In Chapter III, data analysis was presented in which displays of 'opposition' were tracked in argument$_2$ found in discourse data. To have tracked -- and explained -- the displays of 'opposition' in the data is to have explained the process of the data as an argument$_2$.

Before the new approach of this study could be developed, certain conceptual issues in the field of argumentation needed to be addressed. These issues revolved around O'Keefe's distinction between argument$_1$ and argument$_2$. The distinction between 'made' argument (argument$_1$) and 'had' argument (argument$_2$) is clearly crucial in the study of argument. But it was necessary to revise O'Keefe's (1982) characterization of argument$_2$. Firstly, the claim that argument$_2$ may occur without argument$_1$ was rejected. This rejection was later justified on the basis of findings from data analysis in Chapter III. A detailed look at an argument$_2$ in

that chapter showed that arguments$_1$ are always present in argument$_2$. These arguments$_1$ may be extensively implicit -- and, hence 'borderline cases' -- but they are nonetheless arguments$_1$.

In Chapter I, a new distinction was suggested. This was between argument$_2$-with-explicit-argument$_1$ and argument$_2$-with-implicit-argument$_1$. Based on the findings of Chapter III, however, this distinction now appears to be of little use. Since implicit argument$_1$ was found to be very pervasive in the data of this study, it is reasonable, and probably mundane, to conclude that argument$_2$ will always contain implicit argument$_1$. Argument$_2$ without implicit argument$_1$ is hard to imagine.[22] The analysis in Chapter III shows that disagreement in argument$_2$ is largely due to the subjectivity of what people say. Since what people say is subjective, there may be found in talk all manner of implicit claims and full arguments$_1$.

Argument$_2$ without explicit argument$_1$ would seem to be impossible, except in the most 'borderline' of arguments$_2$. If words are spoken in argument$_2$, explicit argument$_1$ will occur. This is because literal words will always produce at least a linguistically explicable explicit claim. Only in a purely non-verbal argument$_2$ will explicit argument$_1$ be absent. But such an argument$_2$ is clearly a 'borderline case'.

Secondly, O'Keefe's description of argument$_2$ as 'ordinarily involving two or more persons' was considered. This description combines Rhetorical Argument and Oppositional Argument into one category of speech activity. It was suggested that a distinction between monologic and dialogic argument activity is needed. Thus, O'Keefe's two-way distinction between argument$_1$ and argument$_2$ was

expanded to a three-way distiction between argument$_1$, argument$_2$ (Oppositional argument) and argument$_3$ (Rhetorical argument). Although argument$_3$ was not the subject of this study, data analysis has indicated that this three-way distinction is justified. Schiffrin's (1985) examination of characteristics particular to each of Rhetorical and Oppositional argument further supports this distinction.

Thirdly, the lingering issue[23] of how to characterize the relationship between argument$_1$ and argument$_2$ was confronted in this study as an issue which need not linger on, nor be 'thorny', as O'Keefe has described it. Since argument$_1$ is produced in and through the process of argument$_2$, it is logical to view argument$_1$ as a product of argument$_2$. o'Keefe's objection to this product/process distinction (see O'Keefe 1982, p.23) is that argument$_1$ has 'processual' features. There may be 'processual' features of argument$_1$, but the concept of 'process' with argument$_1$ must be distinct from 'process' with argument$_2$. The 'process' of argument$_2$ refers to its discoursive process as a speech activity. This tautological statement is intended to emphasize a basic difference between argument$_1$ and argument$_2$. Since argument$_1$ is not a speech activity, it has no discoursive process of its own. (Argument$_1$, however, is an intergral element of the process of argument$_2$. The 'processual features' of argument$_1$ may have something to do with the manner in which argument$_1$ constitutes itself in order to function in argument$_2$.) Consideration of other issues avoided in this study may support O'Keefe's view that the product/process distinction is unsatisfactory. But the work achieved in this study would probably not have been possible if this distinction had not been so assertively embraced.

In this study, the 'generic characteristic' approach was used in order to examine the structure and process of argument$_2$. Following the lead of O'Keefe and Benoit (1982), a 'generic feature' of argument$_2$ was isolated. This feature was then explored to see how its presence makes argument$_2$ a distinctive and coherent event. The generic feature examined in this study is 'opposition'. This feature was explained as more generic than the feature isolated by O'Keefe and Benoit, the 'relationship of opposition between participants'. It was hoped that an examination of the generic feature 'opposition' would provide insight into the structure and process of argument$_2$. It was also hoped that exploration of 'opposition' in argument$_2$ data would allow a 'paradigm case' (clear example) of argument$_2$ to be achieved. This 'paradigm case' would be a 'paradigm case' in regard to the generic feature, 'opposition'. To be a true 'paradigm case', it would have to be explained and substantiated on the basis of the discourse data.

The feature 'opposition' was located on three levels of discourse in argument$_2$. The first of this is the Interactional Level. On this level, 'opposition' is a relationship of opposition between argument$_2$ participants. This is the type of 'opposition' isolated by O'Keefe and Benoit. On this level, 'opposition' is also a relationship of opposition between turns at talk. The second level is the Topic Level, on which 'opposition' is a relationship of opposition between topic-presenting portions of turns at talk. The third level is the Sentence Level. On this level, 'opposition' is a relationship of opposition between sentence-level propositions. Distinction of these three levels of discourse was necessary in order to clearly see the role of the feature 'opposition' in argument$_2$ discourse.

The discourse display of 'opposition' was identified as any occurrence of a particular speech act pair. This is the Formulation/Decision speech act pair, where the particular sub-type of this pair is F/D-. A disconfirmatory Decision in this pair signals that the relationship between the two acts is one of opposition. Because of the basic nature of this pair, and its intuitive applicability to argument$_2$, argument$_2$ analysis in terms of this pair was probably inevitable. At least, use of this pair allowed the present study to make certain clear observations about argument$_2$ as a process of opposition between speakers and between the contents of their turns at talk.

The speech act Formulation was defined as a speaker's personal composition, or representation, of a 'fact'. The subjective nature of this speech act means that the 'fact' represented may be rejected as a 'fact' in the Formulation of a subsequent speaker. When this happens, the subsequent speaker has produced a Formulation of his own, which functions as a D- to the previous Formulation. Such a F/D- pair represents disagreement in discourse.

In order to differentiate between simple argumentative exchanges and argument$_2$, the three-act F/D-/D- sequence was proposed as the 'minimal argument$_2$'. Argument$_2$ thus occurs when disagreement to disagreement occurs in discourse. The F/D-/D- sequence represents engagement by speakers in argument$_2$ speech activity. In other words, it represents uptake of argument$_2$. A F/D- exchange, by contrast, represents only initiation of this uptake. This is supported by findings of interactional analysis research, as cited in Chapter II. Where the initial disagreement to disagreement of argument$_2$ is followed by further disagreement, the process of the argument$_2$ becomes an extended F/D-/D-... sequence.

The distinctiveness of argument$_2$ is due in part to its character as a distinct F/D-/D- sequence. That argument$_2$ is a F/D-/D- sequence means that argument$_2$ consists, distinctively, of (a minimum) three Formulation speech acts. The three-act sequence formed by these acts is distinctive in that the second and third Formulations function as Decisions to a previous Formulation in the sequence. That is, they occur in response to a previous Formulation. This contrasts with non-argument$_2$. In non-argument$_2$, such second and third Formulations need not be Decisions. Argument$_2$ is also distinctive in that the Decisions of its F/D-/D- sequence distinctively occur as disconfirmations. Each D- will disconfirm at least one previous Formulation in the F/D-/D- sequence. Discussion in Chapter II showed that the arrangement of opposition between acts in the F/D-/D- sequence is, furthermore, one of two distinct types.

The presence of 'opposition' in argument$_2$, therefore, means that argument$_2$ is, distinctively, a dialogic discourse process in which disagreement to disagreement is produced by speakers. This is produced as speakers perform Formulation speech acts in a distinctive three-act sequence. The relationships between these three acts will be in two distinct arrangements of opposition. There are likely other features which combine with 'opposition' to make argument$_2$ a distinctive event. One of these may be 'use of illocutionary force'. Data analysis in Chapter III reveals that (at least informal) argument$_2$ involves extensive use of illocutionary force by speakers. Whether this extensive use is distinctive of argument$_2$ could be revealed by future research.

Since 'opposition' occurs in argument$_2$ on the Interactional, Topic and Sentence Levels of discourse, its F/D-/D- act sequence display is found on each of

these three levels. In Chapter III, an argument$_2$ from discourse data was analyzed to reveal its F/D-/D- sequences on three discourse levels. These three F/D-/D- sequences were located on the basis of a new method of analysis. This method is one of parsing discourse turns into topic segments and base-propositions. An entire discourse turn is an Interactional Level Formulation of the 'gist' of what a speaker has to say. Each topic segment of a turn is a Topic Level Formulation of the 'gist' of what a speaker has to say about a given topic of discourse. And, finally, each base-proposition is a Sentence Level Formulation of, simply, a 'fact'. It was suggested that locating the F/D-/D- sequence on three levels of a discourse would be to locate a 'paradigm case' of argument$_2$.

Analyzing the Formulation sequences in the data of Chapter III showed that the F/D-/D-... sequence indeed occurs on three discourse levels in argument$_2$. Furthermore, each of the Interactional, Topic and Sentence Level F/D-/D- sequences are coherent in representing disagreement to disagreement between speakers or between what they say. The exact nature of the Topic and Sentence Level F/D-/D- sequences (discussed in Chapter III) permit an argument$_2$ participant considerable latitude in arguing (in both 'having' and 'making' argument). A speaker may have a turn at talk of varying length, and he may speak on one or several topics or issues within a single turn. He may present information which is new to the discourse to support his arguments$_1$. He may also 'agree' with a previous speaker with whom he otherwise disagrees. In other words, the Topic and Sentence Level sequences provide room for various speaker strategies and tactics within the general constraint that argument$_2$ be a coherent F/D-/D- sequence on three levels of discourse.

Uptake of argument$_2$ is co-secured by the Interactional, Topic and Sentence Level F/D-/D- sequences. These three sequences were conjoined in Chapter III to present the 'full F/D-/D- sequence' of argument$_2$ The purpose of this was to show at once the nature of argument$_2$ as a process in which all discourse levels integrate to produce a sum disagreement to disagreement between speakers and what they say.

In Chapter III, the full F/D-/D- sequence found in the data was substantiated. That is, it was proven to have occurred in the data on the basis of an explanation of the relationships between all Formulations in the data. A relationship between Formulations was identified wherever a F/D pair occurred in the discourse. In a F/D- pair, the Formulation was identified as the 'arguable' to the Decision; and the Formulation in a F/D+ pair was identified as the 'agreeable' to the Decision.

In Chapter III, it was shown how an explanation of the relationships between all Formulations in an argument$_2$ may be achieved through a series of analytical steps. The first of these is to represent each discourse turn, in quasi-mathmatical notation, as two formulaic sequences. The first sequence presents the Topic Level Formulation contents of an Interactional Level Formulation. The second sequence presents the Sentence Level Formulation contents of each Topic Level Formulation. In these two sequences, Formulations per level are numbered. The formulaic sequences of all discourse turns are then presented together. Juxtaposing the representations of all turns permits the numbering of Formulations per level to be modified so that it is consecutive across all turns at talk. This results in a formulaic representation of an entire argument$_2$.

The formulaic representation of an entire argument$_2$ may be presented again, this time with the 'arguables' and 'agreeables' specified for each Decision. However, the data of this study has revealed, firstly, that every Formulation will have as its product one or several arguments$_1$. These arguments$_1$ may be partial or full, and explicit or implicit. Secondly, the data revealed that these argument$_1$ products are the basis of the relationship between Formulations and Decisions as F/D- or F/D+ pairs. Thus, a necessary step in the proposed analysis is to analyze each Formulation and Decision in an argument$_2$ for the claims or full arguments$_1$ it produces. The guide to this analysis is the process of the argument$_2$ itself. That is, only those argument$_1$ products of Formulations need be identified which are responded to in a subsequent Decision. And only those argument$_1$ products of Decisions need be identified which counter an argument$_1$ product of a previous Decision.

With an analysis of the argument$_1$ products of Formulations and Decisions completed, a full representation of the 'arguables' and 'agreeables' of Decisions may be included in the previously achieved formulaic representation of an entire argument$_2$. This final representation shows the relationship between all Formulations within an argument$_2$. Showing these relationships is to explain the process of an argument$_2$ as a F/D-/D- sequence. It is also to substantiate, or prove, the full F/D-/D- sequence on the basis of the discourse.

In this manner, an argument$_2$ from this study's data was analyzed. On the basis of this analysis, the discourse has been presented a 'paradigm case' of argument$_2$. To be more accurate, it is presented as a 'paradigm case' of argument$_2$ in regard to the generic feature 'opposition'. This should in no wise minimize its sta-

tus as a 'paradigm case'. 'Opposition' is a fundamental of argument$_2$. It is pervasive and cannot be ignored. 'Opposition', in fact, may well be *the* essence of argument$_2$. A tentative claim of this study, therefore, is that argument$_2$ without 'opposition' does not occur. Another tentative claim is that a 'paradigm case' of argument$_2$ in regard to any other generic feature will also be a paradigm case' in regard to the feature 'opposition'. Disproving these claims should challenge further analyses of argument$_2$ using the 'generic characteristic' approach.

4.2 Conclusion

There has been no intention in this study to ignore the importance of other research into argument$_2$ -- in which argument$_2$ has been referred to by various terms and has been approached in various ways. By using the 'generic characteristic' approach, the intention in this study has been to show that basic focus in the study of argument$_2$ is possible. This basic focus is on the fundamental nature of argument$_2$ as a process of opposition. The process of argument$_2$ is coherent and distinct. That it is so is largely due to the presence of the generic feature 'opposition'. The feature 'opposition', therefore, makes argument$_2$ a distinctive and coherent event. A basic focus of this type should work a clearer general perspective on argument$_2$.

There is an interdependence between the field of argumentation and the discipline of discourse analysis (see Cox and Willard, p.xlii). In this study, consideration of certain conceptual issues from argumentation theory was needed before the proposed approach and analytical framework could be developed. Most obviously, a working distinction between argument$_1$ and argument$_2$, (as revised in

Chapter I), has permitted an explanation of the process of argument$_2$ as a F/D-/D- sequence. It was also necessary in this study to revise certain conceptual distinctions to make them more accurate, and more functional for analysis of actual discourse. The position of discourse analysis towards argumentation, then, is a powerful one. Discourse analysis, rather than simple 'data work', should be the basis of those claims in argumentation which pertain to actual discourse. Research into argument which observes the interdependence of these two fields will thus be inquiry of force and substance.

The purpose of this study was to apply the approach to argument$_2$ suggested in a previous exploratory paper to actual discourse data. This has been done. In doing so, it has been necessary to change and expand the previous approach so that the true complexity of argument$_2$ may be addressed. The complexity of argument$_2$, even when viewed as a basic F/D-/D- sequence, need thus be no bar to analysis.

Further elements of the previously proposed approach included a conceptual device for explaining the role of speakers, hearers and social norms in argument$_2$ initiation and resolution. Briefly explained, this device is the 'comment slot' (Bilmes, 1985). Formulations in an argument$_2$ may be seen as each followed by a comment slot, into which a Decision by a subsequent speaker may be placed. Argument$_2$ initiation and resolution may be explained as a matter of control over these comment slots. Speakers and hearers, and social norms may each exercise this control. To have control over a slot is to influence how it is filled. A slot may be filled by a D-, D+, or simple F; or, it may be left unfilled. To influence how a comment slot is filled is to influence the process of a discourse as argument$_2$ or non-argument$_2$

The manner in which speakers, hearers and social norms exercise control over comment slots was briefly discussed in the earlier paper. A hearer in discourse exercises obvious control since, as next-speaker, he is the one who will fill the slot. Whether he fills it with a D-, D+ or F, or leaves it unfilled, will influence when and if argument$_2$ uptake is to occur in discourse. A hearer's choice in how a slot is filled, and his selection of which slots to fill, will also influence the resolution process of an argument$_2$ which has already begun.

The control which a speaker has over the comment slot of his Formulation lies in his framing that slot for a particular type of hearer response. A speaker may frame a slot by various structuring techniques or by use of certain structural devices. These depend on the aims of the speaker for the discourse. A structuring technique that may be used with the aim of argument$_2$ resolution will result from engagement in argument$_3$ within a turn at talk. As was discussed earlier, this engagement means a speaker may more fully 'make his case' in presenting his arguments$_1$. A structural device which In doing so, the speaker will frame the slot of his Interactional Level Formulation for a D+. A structural device which may also be used with the aim of resolution is the negative tag-question. Thus, courtroom discourse typically involves cross-examiners producing utterances such as 'Your husband was home at the time, wasn't he?' or 'You were aware of this, were you not'. A negative tag-question frames a comment slot for a D+.

Social norms may also frame comment slots for a particular type of hearer response. A very obvious type of norm is 'political discourse'. Here 'discourse' refers to sociopolitically prescribed modes of talking about certain issues (see Foucault 1972, Chilton 1985 and Shapiro 1981 which, among other works, have

developed this notion and applied it to the discourse of politics and the politics of discourse). Political discourse has great power in influencing talk. The implications of this power for social interaction may have local, national or global proportion. A local, national, and global example of this would be the scenario of a lecture hall in which Oliver North speaks to an audience in favour of American support of the Nicarauguan Contra rebels. In such a lecture hall, talk will be influenced by the political discourse of the Contra Support Debate (and the Vietnam Legacy). The 'dominant' discourse for the talk will be Pro Contra Support. In terms of Formulations and comment slots, this dominant discourse will cast a general D+ framing over all comment slots of Formulations which represent the 'fact' that supporting the Contras is right and good. Argument$_2$ over the rightness of supporting the Contras will thus be unlikely to occur.

Further investigation into the role of speakers, hearers and social norms in argument$_2$ initiation and resolution must await future research. Mentioning these issues here has had its purpose. This is to show that the approach to argument$_2$ developed in this study is, as it stands, incomplete. Besides an explanation of the internal structure of argument$_2$, a complete approach will take into account the 'dynamics' of argument$_2$ as an interactive discourse process. Argument$_2$ is dynamic because it is engaged in by real speakers and real hearers. In producing their discourse, speakers and hearers will be influenced by real and powerful social norms. These norms will affect the discourse, and their effect may have social implications of wide extent.

ENDNOTES

1 This effort was in part a reaction to the normative character of traditional argumentation theory. Other similar reactions are explained in O'Keefe, 1982, as due to a confusion between the fundamental concepts of argument$_1$ and argument$_2$.

2 It could be argued that outside reasons and reasonings are always present in a given discourse as 'non-discursive elements' (Willard, 1979), or forces, which influence the verbal interaction. 'Non-discursive elements' are not included in this study.

3 The source of the discourse examples in Shahin (1988) is the play "The Mousetrap" by Agatha Christie. The exchange in example (4) is part of a larger argument$_2$ in which Mrs. Boyle criticizes the rooming house run by Mollie and her husband.

4 Primacy, or prototypicality, is a non-issue with argument$_1$ and argument$_2$. O'Keefe's distinction makes it clear that argument$_1$ and argument$_2$ are equally prototypical: the process of argument$_2$ will have always had as its product argument$_1$ (although O'Keefe prefers not to use the process/product distinction -- see discussion of this in Chapter IV).

5 The equal status granted Oppositional and Rhetorical argument is appropriate, since they are parallel processes (both argument speech activities), which differ firstly in the number of participants.

6 O'Keefe and Benoit 1982 is an examination of children's arguments$_2$. In that discussion, 'argument' is used to refer to argument$_2$.

7 O'Keefe and Benoit also state that "interactants can degrade or reject each other's self-identities" (p.162). Since self-identity is a type of belief, this manner of opposition between argument$_2$ participants is included in the statement that participants align themselves in differring ways toward some goal(s), act(s) or belief(s).

8 O'Keefe and Benoit are interested in what they term 'overt opposition between participants'. 'Overt opposition' is opposition which is "manifest in the interaction" (p.163). This reference to overtness is gratuitious, and is parallel to O'Keefe's (1982) discussion of 'overtly expressed' reasons. What is covert or unexpressed in discourse lies outside the concern of this study, which has the purpose of examining and describing discourse which is manifest. Thus, I use 'opposition' to refer to overt opposition.

9 To be more accurate, a Formulation is produced whenever a speaker puts something into discourse. This description allows for Formulations to be performed through gestures and other nonverbal behaviours which carry meaning in discourse (see McNeill 1985, Ekman and Friesen 1969, and Lawrie 1988). In this study, however, analysis is limited to verbal discourse.

10 I thank Jan Bavelas, Department of Psychology, University of Victoria, for permission to use this videotape.

11 O'Keefe presents this F/D- pair as a 'minimal argument$_2$', though not as a paradigm case' of argument$_2$. In this study a minimal argument$_2$ and a 'paradigm case' of argument$_2$ are the same thing. A 'paradigm case', however, implies that the F/D-/D- sequence of the argument$_2$ has been substantiated.

Chapter III will show how this is done.

12 Again, the qualification 'overt' is dropped in this study.

13 This data transcript is edited for dysfluencies. Pause (often the site of dysfluency) is noted by a dash. Commas denote synactic construction. Nonverbal behaviours are not included, although these were available in the videotape of the discourse. The transcript in the Appendix gives the full data in unedited form. The Appendix might be read just for the humour of the second and third arguments$_2$

14 The explication of the explicit claim produced by f_6 must remain awkward to avoid explication of what is really an implicit claim. Decreasing the awkwardness of the explication would involve straying from the literal words of the Formulation, as occurs in the explication: After we get out, with my leadership I think I can direct the youth towards avoiding a nuclear war again.

15 Two formulaic sequences are used instead of one for the sake of clarity. It seems appropriate, also, to distinguish the non-sentence levels from the sentence level of a discourse turn. The first formulaic sequence, representing Interactional and Topic Level Formulations, represents the exclusively implicit, higher level contents of a discourse turn.

16 In Table 4 some argument$_1$ products are explicated which are not instrumental in the process of the data's argument$_2$ At times this was necessary (1) in order to list some argument$_1$ product for Formulations which were not responded to in subsequent Formulations (in this case, the explicit claim of the Formulation was given), and (2) in order to show the logical progression in argument$_1$ products of a given Formulation.

17 See Watzlawick, Bavelas and Jackson 1969 for discussion of this fact and how

it pertains to pathological (eg., Schizophrenic) discourse.

18 This rate of use of illocutionary force in the data does not include all the implicit argument$_1$ products (including logical connectives) of Formulations which were never responded to in subsequent Decisions. All of these other argument$_1$ products might have been responded to, and must each have undergone some degree of cognitive processing by both speaker and hearers.

19 The latter two arguments$_2$ of the full data indicate that a hearer can process extensive illocutionary force quickly, and on the basis of an incomplete Sentence Level Formulation. For example, (as found in the Appendix), the turns at talk which occur fifth and fourth before last in the third argument$_2$ are

> Comp.Scientist -you're not used to dealing with -
>
> Doctor: - computer technology as compared with -

These two utterances are spoken at considerable speed. This is reflected in the interruptive form of the two turns at talk. On the basis of very little verbal material, the Doctor has apparently processed several implicit claims and arguments$_1$ of the Computer Scientist, which can be explicated from context as something like

> I am used to dealing with change.
>
> Dealing with change is important in the new world.
>
> Because I am used to dealing with change, I can deal with change.
>
> I can deal with change because I work with computer technology.
>
> Because I can deal with change because I work with computer technology, computer technology is what provides the means for dealing with change.
>
> Because computer technology is what provides the means for dealing with change, and because you (DR) do not work with computer

technology, you (DR) are not able to deal with change.

(etc.)

20 To say that one 'paradigm case' of argument$_2$ may be more usual than another 'paradigm case' of argument$_2$ may appear to confuse the notion of a 'paradigm case'. There should be no confusion, however, since 'paradigm case' means 'a clear example', not 'the most generic form'.

21 Further analysis of arguments$_2$ indicates that a Level 1 Formulation can define the interpersonal relationship between its speaker and a speaker other than the immediately previous one. This further analysis of extensive data will have to be presented elsewhere.

22 A lower occurrence implicit argument$_1$ may be found in the argument$_2$ of small children. Such a typical argument$_2$ might be something like

Child 1: My ball is big.

Child 2: My ball is bigger.

Child 1: *My* ball is bigger.

This contrasts with a more adult argument$_2$, such as

Speaker 1: My car is great.

Speaker 2: Great old broken-down thing.

Speaker 1: Don't be ridiculous.

This surmising suggests that use of illocutionary force has its place as a developmental issue in psycholinguistics and discourse processing.

23 (See Cox and Willard 1982, p.xxviii.)

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APPENDIX A

TRANSCRIPT OF VIDEOTAPED ARGUMENTS$_2$

(A star before a discourse turn shows that its speaker is on the same 'team' as the immediately previous speaker.)

Argument$_2$1

(pairs: Y.Pastor/Comp.Scientist, Musician/Doctor)

Y.Pastor: So -uh - I guess the argument's what's gonna happen with - um - life after - a nuclear war and - uh - twelve months of living in - uh - living in the - in the - uh - bomb shelter. And there's gotta be hope afterwards. And - uh - I propose that - that - with - uh - with leadership and with - uh - uh - a very sense of loyalty to the youth - and the nuclear war has misdirected the youth. After we get out with my leadership I think I can direct the youth into a new and better life instead of nuclear war again and - and living in a world of peace and love - which - which my faith believes in. And we can avoid such a nuclear holocaust again.

Musician: Well, I guess my opinion would be that I worry about leaders who say 'my faith' and 'my view' because I think that's why we are where we are. And it seems to me that medicine and music and philosophy are those things which provide people with the means of looking at the world and assessing it - uh - and - uh - creating a better world without the kind of - uh - conviction of a leader who thinks that he or she is right. And that science and religion have failed us in terms of this modern world. And that - that medicine and music are non-judgmental. They're things that are for all people. They're entirely focussed on the beneficial aspects of human behaviour. And what we're going to need in this new world

are people who are in - uh - the helping professions - people who are giving and who are creating - uh - who are helping people to think and to experience a better form of life. So I think that Bob and I should definitely be the two people who go into this shelter.

Comp.Scientist: No, I - I might agree that you need some people who are in the helping professions but you also need some people who are involved in the more hard sciences because if you have a whole bunch of people that are involved in the helping professions and only one person who's in the hard sciences you may end up with a situation where you end up in the same nuclear war that we're in now because you don't have enough people monitoring the situation or understanding the situation well enough to prevent it from happening again. And I think that I will be able to - as - as a scientist I will be able to - uh - help my associate in talking to the youth and explaining how we can prevent it from happening again. From my background and his background I think we would be an excellent team to - uh - to discuss with the youth about how to prevent this situation from happening - happening again.

Doctor: I think that there's some advantages to being a scientist that works almost exclusively with computers but in getting my doctoral in Public Administration I had to acquire a lot of knowledge about computers. I think that as far as computer programmng and utilization of computers I would do quite an adequate job. I've also had a lot of experience in working with people. The people I'm working with aren't young people. They're primarily people on the medical staff at the hospital. But I think the skills that I've acquired would certainly put me in a position to be able to deal with young people as well. And I think that where my strengths are in the scient - sciences - we also need somebody that's a a well-recognized individual to be able to continue to promote the culture that we've developed. We don't want to lose the culture. If individuals lose their culture they're going to feel a much greater loss than they would - uh - by just having lost friends and relatives. So I think it's important that we maintain the level of knowledge that we have now in botany and zoology and - uh - Administration and that we continue with the arts.

Argument$_2$2

(pairs: Y.Pastor/Musician. Comp.Scientist/Doctor)

Musician: Changing horses in midstream here. Well I guess the combination of religion and philosophy, we're both involved in teaching in one way or another, he through the church and me through my music and music

schools. And - uh - I believe that science fundamentally has got us into this mess - computers in fact are part of the scheme that has broken down and failed. And therefore I think we need a more humanistic approach to creating a new and better world and - and that is - uh - an approach that takes into account religious values and human values and - the arts and - and our culture, the best aspects of it and not the worst, where science has been a perpetrator of a lot of the problems that we suffer from today.

Comp.Scientist: Well - um - my work in computer science - and I've been working also as an instructor in computer science and - doing some research at the university. And I've come in contact with a great number of young people and I feel that I'm quite able to communicate with them. And on the level that they're - and I'm able to talk with them about the implications of - uh - the science they're learning and the ethics involved in the science they're learning. And if you just teach them about science and you just teach them about ethics and you don't mix the two you have a real problem in terms of trying to deliver or make sure that the students learn that - that they must avoid the situation that we're in now. And - uh - so I feel that I would be a benefit to the state -

Musician: But you're just expressing ethics from a personal point of view whereas I'm talking about ethics as a kind of philosophical mainstream that's been going on for two thousand years. And you have to get that understanding of the total - uh - sort of ethical structure to really teach anything other than your personal biases and things -

Comp.Scientist: Music isn't ethics either -

Musician: No, but I have a background in philosophy as well as music - as I indicated music is a vehicle for the expression of many many things but - uh - as a teacher educator and musician I'm also a philosopher and I think that's where - uh - the sort of human values and investigation and knowledge come in. And they're fundamental to our world.

(?) I -

Doctor: I think that with the recordings that we have of your art work now that you're going to live in perpetuity whether you're here or not - [laughter] - many many things that may be ahead of you but we certainly have got some of your works here that are going to help us carry on the culture. And I think that if we're here, communication is going to be very important. We've got the ability to help organize things to take the chaos and turn it into something that's ordered and structured again. And we're going to give people the ability to communicate quickly and efficiently

with one another through the use of computers and -

Musician: Yeah, but quickness and efficiency in communication is not what human humanity is all about. That's where we've gone astray -

*Y.Pastor: I- I - uh - yeah - I - uh - you know - uh - both of you have - have - got worthy accomplishments with your work but I - I think that the sciences and - and computers and the new technology have led astray the - the people and has - have caused the - uh - nuclear holocaust that we've - we've come into. And now we need a chance for the youth to - to be of free will and just to express themsleves and - and - uh - to be away from the rat race of the sciences and - and to be allowed to - to enjoy just life as it is -

*Musician: - new direction -

Doctor: I think you'll find that most of the major conflicts till now have been based on religion. [laughter]

Argument$_2$3

(pairs: Y.Pastor/Doctor, Comp.Scientist/Musician)

Musician: Well now we've really got a - combination. We've got the hard sciences and we've got the humanities. We don't have this sort of religious fundamentalist self-righteousness [laughter] or some of these bloody doctors who think that they know everything. [laughter] And so we can really combine things in terms of a - um - the - the hard data of the computer system - uh - the science can carry on - uh - the knowledge systems are retained in the computers and the humanities approach the arts and it's all there.

Y.Pastor: But you have the extremes and it's completely -

Musician It's all integration -

Y.Pastor: -complete of what it should be. Uh - you need the life of botany and zoology and the love of - uh - a good Christian religion and - and direction for - for the people and -

Comp.Scientist: God save us from a good Christian religion. [laughter] A lot of wars were created by a -

*Musician: That's what we want to escape from - that - that - you know -

Y.Pastor: But science and the computers have lead us into the technology of creating nuclear wars.

Comp.Scientist: Well I think the problem that's been in the past the people who've been in control of the technology haven't been the people creating the technology.

*Musician: Right!

*Comp. Scientist And it's been the people who have some sort of bizarre axe to grind be it some religious war in the Middle East or whatever. And I think that the best way to avoid this sort of thing is to avoid the values involved with particular religions or whatever and - to - uh - integrate -uh - just a humanistic approach with a hard sciences approach and - uh - I think that would be the best way to avoid - have the problems that we've had arise.

Doctor: After the decision has been made as to who's going to live and who's not going to live there's going to be a lot of torment among the people. And I think that at a time like that we're going to need the kind of consolation that can come in -

Musician: Right! And so I think that you guys should be left on the surface to deal with what's up there. [laughter] You with your medical skills are going to be much more needed up there where we have everything we need underground while -

(?): [attempted interruption]

Musician: -you can give the people a consolation while waiting for the bombs to blow up and those who are survivors, who are maimed, who are still not dead - because one can't expect a hundred percent death rate on the surface of the earth - um - not a hundred percent underneath. So I think that you to have a function to serve - um - staying above while we go below and - and carry on with the future - get ready for the future -

Doctor: I'd just as soon take your music down below with me in some form-

Musician: [overlap with Doctor] - on the surface - and I'll be composing more. I mean you can transmit it to the surface for those few survivors who might benefit from soothing and - and wonderful sort of uplifting effects of music - while you pray, brother, and - there we are!

*Comp.Scientist: We have to prepare for the future and - and not deal with the - the - uh - we are best able to prepare for the future -

Doctor: [overlap with Comp.Scientist] Well I tell you two of the things that are going to be most important are how we care for the plant life that's left on earth, the development of the plant life. And we have to have somebody that's going to be able to work with the animal life as well. And because of my backgrounds in -

Comp.Scientist: What animal life?

Doctor: -botany and zoology -

Musician: Well there won't be much - uh - that's what - in other words, you're going from the familiar where we won't have the familiar left. And that's where all the computer technology -

Doctor: - well we won't have much and that's why we need somebody with experience in botany and zoology -

*Y.Pastor: Right.

*Doctor: -we have to have food. The survivors are -

Comp.Scientist: But you - you are in a world that won't exist in a year -

Doctor: That's right! And that's why -

Comp.Scientist: -you're not used to dealing with -

Doctor Computer technology as compared to other -

Comp.Scientist: Well computer technology is - is a new field. Everyone working in it is used to dealing with completely new things every five years. Everything's different -

Doctor: Right. And how much -

Musician: Well all of your knowledge is - is - contained in a single disk. I mean we won't have any problems retaining the knowledge of botany and zoology and - uh - medical systems and so on. We've got it all. So we don't need a trained - um - hospital administrator any more. I mean we won't have hospitals in the formal sense -

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