_____

Contrastive Conversation Analysis: Turn – Taking Strategies in Queen Rania Interviews

Prof. Dr. Qasim A. Dhayef [1] and Fatima Selman [2]

[1,2] Ministry of Higher Education and Scientific Research, University of Babylon, Collage of Human Science, Department of English.
falhsyny367@gmail.com

Abstract: Conversation analysis (CA) is an approach to social research that investigates the sequential organisation of talk as a way of accessing participants' understandings of, and collaborative means of organising, natural forms of social interaction. A distinctive methodological feature is that CA gathers its data of naturally-occurring interactions as they unfold in real time using video- or audio-recording technology. Recordings are transcribed in close detail to allow for fine-grained analysis of the design, exchange and coordination of actions within social interaction. This chapter introduces the intellectual foundations and basic principles of CA; discusses its approach to understanding turn-taking systems; outlines its approach to data collection and transcription; illustrates its analytical procedures; and discusses the application of CA to institutional interaction and other sociological topics. (Atkinson, J. Maxwell and Heritage, John:1984). The present study tires to impact the turn taking strategies (in the selected data) which occurs in a conversation when one person listens while the other person speaks. As a conversation progresses, the listener and speaker roles are exchanged back and forth (a circle of discussion). Queen Rania was born in Kuwait to Palestinian parents. She received her bachelor's degree in business at The American University in Cairo. In 1991, following the Gulf War, she and her family fled to Amman, Jordan, where she met Prince Abdullah of Jordan. (Hellomagazine.com). The present study tries to investigate the turn taking strategies in Queen Rania's interviews with Oprah Winfrey show and in Kalam Nwa'm Show.

Keywords; contrastive , turn taking, discourse particles ,gaze directions, adjacency pairs.

Introduction

When two or more people speak at the same time, they use turn-taking to keep the conversation flowing. A variety of linguistic and non-linguistic cues are used to construct contributions, respond to previous comments, and switch from one speaker to another in practice. (Sacks,S., 1974: 34)

Turn-taking conventions vary by culture and community, even though the structure is universal, i.e., overlapping talk is generally avoided and silence between turns is minimised. Many conventions differ, such as the distribution of turns, the signaling of transitions, or the average gap between turns. (Vermobil, K.,1995)

When it comes to social interaction, conversation turns have been the subject of competition in a number of contexts. As a result of the widespread belief that men and women use different turn-taking strategies, turn-taking has become a hot topic in gender studies. Recent research has found mixed evidence of gender-specific conversational strategies, and few overarching patterns have emerged, despite earlier studies supporting gendered stereotypes, such as men interrupting more than women and women talking more than men (Ibid).

To understand how speakers construct and allocate turns, turn-taking organisation is a key concept in conversation analysis. Harvey Sacks and Emanuel Schegloff and Gail Jefferson first investigated the structure of turn-taking as part of conversation analysis in the late 1960s/early 1970s, and their model is still widely accepted in the field (Shortall :1996) .

 The present study aims at identifying the different strategies of turn taking used in the selected data , explicating the main functions of conversational turn-taking used in the selected data and explaining the importance of turn-taking in Conversation for the Psychology of Language.

It's Hypothesized that there are five turn-taking strategies , gazing , formal , prosodic , ardency pair and gesture . The main functions of conversational turn-taking used in the selected data are : Speaker clues -turn

_____

_____

yielding cues , Listener cues a listener , Back channeling cues , and Interruption .Examining details of the processes of language production or comprehension can be done separately in laboratory contexts.

To achieve the aims of the study and to verify its hypotheses , the researcher analyses the selected data according to Levinson's model .

The study is limited to the interviews of Queen Rania with Oprah Winfrey and Kalam Nw'am shows .

It's hopeful that this study will carry a good value to the conversational strategies analysis area ,and give valuable contribution for the English students who study turn-taking in Arabic and English .

Literature Review
2.1 Turn-Taking as a System

A system of social interaction with specific properties, (Sacks,et al., 1974:700) defined conversational turn-taking. However, it is highly flexible, allowing for longer units when mutually agreed upon and organising an indeterminate number of participants into a single conversation, allowing for longer units when mutually agreed upon. In general, only one speaker speaks at a time, say the authors ,Transitions (from one turn to the next) with no gap or overlap are common, and together with slight gaps and overlaps make up the majority of transitions

No turn-taking in cheering, heckling, laughing, etc., clearly contrasts with the absence of such behaviour. The different speech exchange systems we use, such as lectures with questions at the end, or press conferences with many parties asking questions but only one answering them, show that things can be different in the speech domain. (Ibid)

As demonstrated by its use in language learning and among friends and family, the conversational system appears to be the default mode of language use. Other speech exchange systems are mostly culture-specific, while this one is universal. (Stivers et al., 2009)

Later work in conversation analysis (CA) has helped us understand this system (see Clayman, 2013; Drew, 2013; Hayashi, 2013 for overviews). Contrary to some authors' views, not all overlap of turns violates the rules above. [a]s in (1), small additions to the first turn like address forms or tags [a] or misanalysis of the turn-end [as in (2) where 'biscuits' was projected as the turn-end but was followed by 'and cheese'; overlap indicated with square brackets] can account for overlaps: (1) Sacks et al. (1974: 707)

(9) A: Uh you been down here before ⌐havenche.
    B: Yeh.   [NB: III:3:5]

(2)

1. Vera: they muucked intuh biscuits. They had (.) quite a lotta
2.   -> biscuit [s'n ch] e e | : : : s e.]
3. Jenny: ->   [Oh : :] well thaht's it th]en [ye[s.

2.2 Turn-Taking Important for the Psychology of Language

Humans have one of the most unique ethological characteristics: they spend a significant amount of time in close proximity to others, exchanging short bursts of sound in a human-specific communication pattern . (Couldhard, 1985)

The field of psycholinguistics has largely ignored this context, preferring instead to focus on individual aspects of language production and comprehension in the isolation of the laboratory. However, this primary mode of language use necessitates frequent switching between the processes of comprehension and production at a rate that suggests they may occasionally overlap. (Ibid)

According to this, it appears that those planning to respond are already coding their responses while the other speaker is still preparing to take the next step forward. In turn, this implies the possibility of long-term comprehension predictions. (Ibid)

Extensive corpus analyses show that turn-taking is systematic and that it follows a predictable pattern in terms of time. Psycholinguistic studies show that children's sensitivity to turn-end cues is already evident at a young age. Predictive language comprehension and long delays in language production have been shown

_____

_____

to resolve the central psycholinguistic puzzle of turn-taking, so that the other interlocutor's words can be predicted before they are spoken (Thornbury 2005).

The results of a few recent studies appear to corroborate this, but further research is needed (Thornbury 2005).

2.3 Rules Governing Turn Constructions

The mechanism that governs turn-taking system is composed of set of rules with ordered options which operates on a turn-by- turn basis. This mechanism has function of assigning turns to the participants engaged in conversational interaction .In a allocating a turn to an individual , the turn-taking mechanism initially allows the individual to produce at least one 'turn-constructional unit', i.e., utterance that is interpretable as recognisably complete(Levenson,1983:297-300)

The following seems to be a basic set of rules governing turn construction ,providing for the allocation of a next turn to one party ,and coordinating transfer so as to minimise gap and overlap .

1.For any turn at the initial transition –relevance place of an initial turn constructional unit .

2.If the turn-so-far is so constructed as involved the use of a 'current select next 'technique ,then the party so selected has the right and is obliged to talk next turn to speak :no others have such rights or obligations ,and transfer at that place (Sacks ,et al., 1974:704).

3.If the turn –so –far is so constructed as not to involve the use of a 'current speaker select next ' technique ,then self-selection for next speaker-ship may ,but need not ,be instituted first starter acquires rights to a turn , and transfer occurs at that place (ibid.).

4.If the turn-so-far is so constructed as not to involve the use of a 'current speaker select next ' technique ,then current speaker may , but need not continue ,unless another self-selects(ibid.).

5.If at the initial transition-relevance place of an initial turn –constructional unit , neither (1a)nor (1b) has operated ,and , following the provision of (1c) ,current speaker has continued , then the rule-set a-c re-applies at the next transition –relevance place ,and recursively at each next transition relevance place ,unit transfer is effected (Sacks ,et al., 1974:704).

2.4 The Turn-Taking Function of Discourse Particles

According to Levinson (1983: 297), the phenomena to be accounted for in a model of the exchange of the speaker role in conversation are:

a) the precise timing and the little overlap of the transition between one speaker and another,

b) that this mechanism is independent of particular circumstances such as number of participants and varying turn length, and

c) that the same system operates in face-to-face as well as in telephone conversations without visual monitoring.

In general, all approaches which aim at accounting for these phenomena include some account of how possible points at which exchange of the speaker role may take place can be identified and some procedures to explain how these should be interpreted. In such a conception ,the role discourse particles may play is as exchange signals. In order to determine whether this assumption is correct it has to be analysed whether a role in the turn-taking system is a property of discourse particle lexemes themselves, that is, whether there is a correlation between individual particles and a particular turn-taking, - holding, or -yielding function. If there is a direct correspondence between these lexical items and their interpretation with respect to the turn-taking system, discourse particles can be regarded to be turn-taking signals, i.e. the presentation of signs by one person to mean something for another (Clark 1996: 160),

for instance, something like:

"I want to say something now." However, many discourse particles may fulfill different functions with respect to the exchange of the speaker role, for instance, English uhm in the appointment scheduling domain (Verbmobil Database 1995):

(1)A: I've several dates in the next uhm months.

(2)A: but how about a date uh at the end of November?

B: uhm I could do it between somewhere between November 20th and November 25th

2.5 Turn–Taking Strategies

Strategies for language learning and language use have been receiving ever- growing attention in the areas of English language teaching and learning. It is fair to say that language educators in many different contexts

_____

_____

have been seeking ways to help students become more successful in their efforts to learn and communicate in second and foreign languages. The application of foreign language learning and use strategies is viewed as one vehicle for promoting greater success. A strategy is considered to be "effective" if it provides positive support to the students in their attempts to learn or use the foreign language. (Burns, A. ,2001)

2.5 .1 Gaze Direction

Interlocutors can confirm they have each other's attention by making eye contact. The most important tool for indicating a turn is gaze direction. You talk with your eyes mostly down. You keep your eyes open while listening. During a conversation, the speaker's and listener's eyes rarely meet. Speakers nearing the end of a turn may look up more frequently, before settling down. This tells the listener that the turn is over and they can join in. Face-to-face communication relies heavily on gaze. Conversationalists may look at one another to gauge listener acceptance, interest, and turn-taking (Novik et al, 1996: 1)

Finally, Sacks et al (1974: 717) point out that while addressing a party may select him as the next speaker, it does not guarantee it. Different social conventions govern the frequency and duration of eye contact. For example, respectful gaze at chest level, while prolonged eye contact with someone of higher social status could be considered disrespectful, if not rude.

When an utterance is produced, there is a need to "check the recipient's understanding," according to Brown (2000: 263) students who are shy, nervous, or lack confidence may need to be reminded and encouraged to do this.

2.5.2 Formal Turn-Taking

Methods The next speaker may be nominated by name (or title), especially in conversations involving more than two interlocutors who do not have good eye-contact: it may help to avoid confusion. Raising a hand to ask a question, for example, is common practice in schools. This social conditioning may find application in casual conversation as well as formal situations, such as meetings, lectures, and presentations. Teachers encourage students to address each other and themselves on a first name basis. However, students are introduced to titles and polite forms of address, and learn to use them together appropriate language and register for certain situation (Hudson, R.A. :1996).

2.5.3 Adjacency Pairs

Richards et al. (1992: 7) define an adjacency pair as: a sequence of two related utterances by two different speakers. The second utterance is always a response to the first Adjacency pairs is kind of paired utterances of which question–answer, greeting –greeting, offer-acceptance ,apology minimisation,etc. ,are prototypical. We have already noted that these are deeply inter-related with the turn-taking system as techniques for selecting a next speaker (especially where an address term is included or the content of the first utterance of the pair clearly isolates a relevant next speaker).

Adjacency pairs system is considered to be a fundamental unit of conversational organisation to the degree that they are deeply inter-related with turn- taking system as techniques for selecting a next speaker (Levinson ,1983 :303). Adjacency pairs refer to the phenomenon that ,in conversation ,one utterance has a role in determining the subsequent utterance or at least in raising expectations concerning its contexts .They are pairs of utterance whose parts are regularly produced one after the other although by different speakers (Thornbury,2005:98).

2.5.4 Prosodic Features

The basic unit in conversation is the tone group. Sacks et al. (1974: 721-722) stress the importance of "sound production" in turn-taking organisation. For instance, recognising whether a phrase forms the first part of a longer construction, or is a complete utterance, is determined by intonation. Rising intonation (「) may indicate a question, as opposed to confirmation or emphasis accompanied by falling intonation (」). A rising intonation during a turn will indicate that a turn is unfinished, as opposed to a falling intonation to signal its end. "It is also possible to have a fall-rising pitch and a rise-falling pitch," and further explains the importance of intonation in turn-taking and indicating the speaker's attitude. Crucially, intonation patterns vary from one language to the next. Pitch, stress, volume rhythm and tempo most noticeably changes with strong emotions. In turn-taking, an increase in loudness may be used to hold onto a turn or interrupt, whereas fading out relinquishes the floor(Shortall, 1996: 130).

Rushing over what would otherwise be a transition relevant place (for example a natural break or end of a tone group), is recognised as another means to hold onto the floor (Shortall, 1996: 130).

_____

_____

2.5.5 Gestures and Facial Expressions

Within any culture there are a large number of established means of non-verbal communication which can be used to take turns in conversation: for example, waving to attract attention, pointing to indicate direction, gesturing to indicate someone else should proceed or go first, facial expressions, and so on. , "Every culture and language uses body language, or kinesics, in unique but clearly interpretable ways." (Brown, 2000: 262).

Teachers should encourage learners to reinforce their meanings with facial expression and gestures in order to prevent miscommunication due to a "wrong" intonation pattern. Gestures can be actively taught in class, in isolation and with corresponding expressions Listen and repeats focusing on intonation and stress give students an opportunity to practice and obtain feedback on their delivery. Students have reported practicing their intonation and use of stress to be fun, challenging, informative and use. (ibid :266)

Methodology and Data Analysis
3.1 Methodology

This section is devoted to the adopted model of turn taking strategies for analysing the data in the current work. In relation to this aim, the model in question utilizes some turn taking strategies with reference to the overall structure of Queen Rania interviews with Oprah Winfery and Kalam Nwa'm shows. It incorporates , models of conversational analysis , specifically turn taking strategies.

3.2 Data Collection

The data of the present study consists of two interviews that are taken randomly from the Google website . The study limits itself to Queen Rania's interviews .

3.3 Data Analysis

Two methods of data analysis are adopted in this study: a qualitative turn-taking method and a quantitative statistical method. In terms of the former, the interviews and its stages are delimited under (Sacks et al. 1974) which is designed to model turn-taking only in ordinary and informal conversation, and not interaction in more specialised, institutional environments such as meetings, courts, news interviews, mediation hearings, which have distinctive turn-taking organisations that depart in various ways from ordinary conversation. Later studies has looked at institutional interaction and turn-taking in institutional contexts. . These models serve as the fundamental instrument used in this study to perform a contrastive study analysis of the data. The statistical analysis is performed using some appropriate statistical techniques to substantiate the results of this study and test its hypotheses.

3.3. 1 Interview 1

Oprah: those that you so not quote so how do you give a strong value system when you have everything how do you do that?

Queen Rania : you try to take away some of those things

Oprah: yeah well I don't know that when they're in the palace?

Queen Rania : I think that's part of the myth of the whole royal thing I mean our palace is very much a home , yeah and when my son asks for something he doesn't automatically get it he has to work for it and he means later that all like what like I control I mean I don't let him watch as much TV as he wants or yeah or you know and what kind of shows he's allowed to watch if he's allowed to buy the latest gadget or whatever he doesn't get automatically

Oprah : he doesn't .

Queen Rania : no not at all not at all I mean he has to work for it and he has to have.

Oprah : and so what kind of work would he be doing okay I'm serious what does he do like?

Queen Rania : he doesn't have to walk edition well no but he has to well he has to side in his room and he has you get good grades and he has to

demonstrate that he's behaving well and he's earned it really so yeah I mean it I think it's very important for him to remain in touch with reality 12

Speaker	Transcription	Strategy	Function and analysis
Oprah	*those that you so not quote…..*	*Facial expressions and gaze direction. First starter.*	*Topic nomination. The speaker wants to have a new subject with the addressee .*

_____

_____

Rania	*you try to take away some of those thing…*	*Falling intonation. Gaze direction. The speaker replied with very calm way , she is confident with what she got .*	*Relinquishing the floor. Because the speaker wants to clear her idea to the audience.*
Oprah	*and so what kind of work would…..*	*Expressing surprise and seeking clarification. Adjacency Pairs*	*Because she is talking with a queen she is supposed to make her family very comfortable with every need.*
Queen Rania	*he has to side in his room and he has you get good grades…..*	*Adjacency pair. Re joiners Post – completer*	*Taking the floor. And answer clearly about she thinks is valid for her son .*

3.3.1.1   Facial expressions and gaze direction. First starter.

The reporter who started the speech first faces a question from the addressee to start a new subject. Mainly in this speech, the reporter doesn't have to open the conversation with a question, but it could be starting with unique words and a facial expression to make the guest starts his conversation. Here the reporter wanted to make a sarcasm by the replying to the guest tried to answer since she was talking with a queen, and it is well-known the lifestyle of the royal families, especially when the reporter said, "*Yeah, well, I don't know that when they're in the palace?*"

3.3.1.2   Gaze direction

The guest used a fall intonation, and she was very calm in her reply. This reflected self-confidence in her personality and her answers to the subject she was asked about. In addition, she wanted the audience to understand her clearly and in the right way she wanted them to be , not according to the popular image of its royal families.

3.3.1.3   Adjacency pair

This strategy once was used by the reporter and once by the guest.

When the reporter used it, she used an adjacency of surprise to indicate her question: " And *what kind of work would he be doing okay? I'm severe. What does he do like?*"

And when the guest used it, *"he has to side in his room, and he has you get good grades,"* the formula of her words was different since she thought about the answer clearly and directly. She talked about what is the good things for her son and what it is the right way to deal with her family issues.

3.3.2 Interview 2

الصحفية : أهلا و سهلا بك سيدتي

الملكة رانيا : اهلا و سهلا بكم في الاردن .

الصحفية : اليوم جلالة الملكة هناك تدريب لضباط الامن في الاردن و العالم العربي ككل و قد عرفنا انك مهتمة بهذا الامر شخصيا. لماذا اخترتِ تحديدا العنف ضد الاطفال و العنف ضد المراءة ؟

الملكة رانيا : نحن ندرك في مجتمعاتنا العربية ان الاسرة هي الخلية الاساسية لبناء المجتمع فهي قاعدة .. لذلك ان كانت هذه القاعدة سليمة و متعافية فسيكون المجتمع سليم و متعافٍ لدرجة كبيرة و العكس صحيح ؟

الصحفية : ان انشاء المدارس و الجمعيات مهم جدا من اجل المجتمع . ما بعد الانشاء ماهي المراحل المدرجة , ما هي الخطوة الجديدة لما بعد الانشاء ؟

الملكة رانيا : هنالك عدة نواحي مما يخص هذه الامور متعلقة بكل فرد منا و منهم ضحايا العنف . و ليكون الحل كامل و شامل يجب ان يتم معاملته من نواحي مختلفة . ... هنالك الكثير من التنسيق في هذه المراحل لان هدفنا هو عدم التضيق على الضحية بل مساعدتها للخروج من هذه التجربة الصعبة جدا لذلك من المهم جدا ان يكزن الحل واضح و مدروس و كل جهة من الجهات المعنية لديها معرفة بكل مرحلة من مراحل العلاج .

Reporter	لماذا اخترتِ تحديدا العنف ضد الاطفال....؟	Falling intonation to complete the turn and relinquish the floor.	The reporter wants to make herself as short and informative as possible.
Queen Rania	نحن ندرك في مجتمعاتنا العربية ان الاسرة هي الخلية.....	Rise-falling intonation to	Here is the The use of the lengthened pre-start appears to

_____

_____

		emphasise the illocutionary force of the statement.	create more time to interrupt, gain the others" attention and take the floor more smoothly. And politely.
Reporter	ما بعد الانشاء ماهي المراحل المدرجة ,ما هي الخطوة الجديدة لما بعد الانشاء ؟	Gestures and Facial Expressions	Points towards the queen Maybe. Directing the question at her especially to get her Point of view.
Queen Rania	هنالك عدة نواحي مما يخص هذه الامور متعلقة بكل فرد منا و منهم ضحايا العنف	**Formal** style of turn-taking	Buying time, perhaps deciding whether or not or how to answer the question with a convenient reply without holding the floor.

3.3.2.1 Falling intonation

The reporter used a falling intonation during her speech to take the floor and complete her question. This strategy is used in Arabic speaking style to emphasise respect and appreciation for the other person in regular conversations. However, suppose the conversation with a queen or a king is considered part of the protocols to communicate with royal families. In that case, the speaker wants to make herself informative and brief.

3.3.2.2 Rise-falling intonation

The guest replied with this type of tone to emphasise the illocutionary force of the statement. Here the use of the lengthened pre-start appears to create more time to interrupt, gain the others" attention and take the floor more smoothly and politely to clarify the idea the speaker wanted to persuade.

3.3.2.3 Gestures and Facial Expressions

The reporter, in her speech, used this strategy to Point toward the queen. She is directing the question at her especially to get her Point of view about the case she is also asked about. She kept herself calm and used falling intonation to show respect as much as possible.

3.3.2.4 Formal turn-taking

The guest answered the question by buying time, perhaps deciding whether or not how to answer the question with a convenient reply without holding the floor. In addition to giving a clear opinion about the recent issue related to violence between members or inside families.

3.4 Results

1-In the selected data. We have found three turn-taking strategies in the English interview, they are Adjacency pair, gaze direction and facial expressions. And In Arabic interviews, we have: facial expression , falling intonation and raising – falling intonation strategies.

2- There are four functions of conversational turn-taking found in the selected data: Speaker clues -turn yielding cues , Listener cues a listener, Back channelling cues , and Interruption .

3-The process of language production exists inside the speech itself whether this speech was written or spoken. Since our data is spoken, getting and translating information is mainly related to comprehension of contexts.

3.5 Conclusion

This overview of work on turn-taking behaviour over the last half-century shows that turn-taking is a remarkable phenomenon. It combines high temporal coordination between participants with the remarkable complexity and open-endness of the language that fills the turns. In the selected data, it was evident that turn-taking strategies are quite different in the English context from the Arabic one. Since the Arabic community tends to show respect and keep the way of talking politely, the understanding of these two concepts in the English community is different, especially the interpretation of the intonation. For example, falling intonation in English means that the speaker didn't want to continue the answer. In contrast, it means respecting the other's opinion and answering to show understanding for a particular matter in Arabic.

_____

_____

References

1. Atkinson, J. Maxwell and Heritage, John (eds) (1984). *Structures of Social Action: Studies in Conversation Analysis*, Cambridge: Cambridge University Press.
2. Brown . D. H. (2000). The Communicative Value of Intonation in English. 2nd ed. Birmingham: English Language Research - The University of Birmingham.
3. _____ . Principles of language learning & teaching. (4th ed.). New York: Longman.
4. Burns, A. (2001) "Analyzing spoken discourse: implications for TESOL" in Burns, A. and Coffin, C. (Eds.) (2001) Analysing English in a Global Context: A Reader, pp.123-148, London and New York: Routledge.
5. Clark, H.H. (1999): Speaking in time. Proceedings of the ESCA Workshop on Dialogue and Prosody, De Koningshof, Veldhoven, The Netherlands, Sept. 1rst-3rd, 1999.
6. Couldhard (1985). Speaking in time. Proceedings of the ESCA Workshop on Dialogue and Prosody, De Koningshof, Veldhoven, The Netherlands, Sept. 1rst-3rd, 1999.
7. Hudson, R.A. (1996). Sociolinguistics. 2nd ed. Cambridge: Cambridge University Press.
8. Levinson, S. (1983). Pragmatics. Cambridge: Cambridge University Press.
9. Novik (1996) Practices in the construction of turns: The "TCU" revisited. Pragmatics 6, 3: 427- 454.
10. Richards et al. (1992). *Applying Conversation Analysis Basingstoke: Palgrave Macmillan.*
11. Sacks, S. (1974) "Analysing spoken discourse: implications for TESOL" in Burns, A. and Coffin, C. (Eds.) (2001) Analysing English in a Global Context: A Reader, pp.123-148, London and New York: Routledge.
12. Shortall (1996). Sociolinguistics. 2nd ed. Cambridge: Cambridge University Press.
13. Stivers, Tanya (eds.). The Handbook of Conversation Analysis. John Wiley & Sons, Ltd.
14. Thornbury (2005) . Argumentation, Information, and Interaction: Studies in Face-to-face Interactive Argumentation Under Different Turn-Taking Conditions. Gothenburg: Gothenburg Monographs in Linguistics.
15. Vermobil (1995) . Concise Encyclopedia of pragmatics. Elsevier. Amsterdam.
16. Queen Rania in Kalam Nwa'm , 2007 , 2 Dec. https://youtu.be/M9uCtfV4eco.
17. Queen Rania speaks with Oprah on the Oprah Show, 2006 , 17 June https://youtu.be/iIKI8WX8Btw.

_____