INFLUENCE GOALS IN SEEKING COMPLIANCE IN PERSUASIVE MESSAGES IN ISIXHOSA

BY

MONWABISI KNOWLEDGE RALARALA

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Promoter : Professor Marianna Visser

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DECLARATION

By submitting this dissertation electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the owner of the copyright thereof (unless to the extent explicitly otherwise stated) and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

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ABSTRACT

It has been observed in human interaction within our social milieu that individuals make attempts from time to time to influence others in order to accomplish their goals. The scholarly interest in the message-production side of this phenomenon has assumed the study of compliance gaining or persuasion (Wilson 2002; Dillard 2004). According to Wilson (2002:15), "contemporary theories of persuasive message production are guided by a metaphor of 'goal pursuit'" .This study pursues this proposition by focusing on the following purposes:

(a) To explore the social influence goals that are characteristic of interpersonal persuasive communication in Xhosa
(b) To explore the empirical and theoretical properties of communicative competence of isiXhosa speakers as exemplified in the planning and accomplishment of influence goals within the framework of Wilson's (1997, 1998, 2002) Cognitive Rule (CR) model of interaction goals, Berger's (1997) approach to planning social influence goals in persuasive messages, and Dillard's (2004) Goal Plan Action (GPA) model
(c) To establish the theoretical questions raised by the empirical evidence of social influence goals of Xhosa speakers for the extension, refinement and modification of the cited models of interaction goals and persuasive message production

The data, from which the written descriptions of the persuasive messages were analysed, were collected from college students at False Bay College in Khayelitsha, in the Western Cape. A total of 24 Xhosa-speaking students (12 women and 12 men) within the age range of 18 to 23 years were asked to write self-reports on their recollection of recent influence episodes in which they attempted to change other fellow students' behaviour on specific themes, i.e. Religion, Education, Parent-child relationship, Social/casual relationship, Favour from a friend and Intimacy/relationship.

The research data were analysed and evaluated against the amalgamation of the concepts, principles and propositions that constitute the designated theoretical frameworks, namely the CR model, the planning approach and the GPA model.

The results indicate that the proposed theoretical mechanisms are applicable and profitable in the analysis of the research data of the current study. This finding is

evidenced by the frameworks' utility in addressing and explaining the nature and scope of persuasive imperatives that presumably underlie the influence goals in seeking compliance in Xhosa.

The results indicate that the proposed theoretical mechanisms are applicable and profitable in the analysis of the research data of the current study. This finding is evidenced by their utility in addressing and explaining the nature and scope of persuasive imperatives that presumably underlie the influence goals in seeking compliance in Xhosa

OPSOMMING

Tydens interaksie tussen mense in ons sosiale omgewing is al opgemerk dat individue van tyd tot tyd pogings aanwend om ander te beïnvloed ten einde hul eie doelwitte te bereik. Die wetenskaplike belangstelling in die boodskapproduksiedeel van hierdie verskynsel het op die studie van die bereiking van nakoming of oorreding gefokus (Wilson 2002; Dillard 2004). Wilson (2002:15) is van mening dat hedendaagse teorieë van oorredingsboodskapproduksie deur ’n metafoor van ‘doelwitnastrewing’ gerig word. Hierdie studie ondersoek hierdie stelling deur op die volgende doelwitte te fokus:

(a) Om die sosiale-invloed-doelwitte wat kenmerkend is van interpersoonlike oorredingskommunikasie in Xhosa te ondersoek
(b) Om die empiriese en teoretiese eienskappe van kommunikatiewe vaardigheid van Xhosa-sprekers te ondersoek, soos in die beplanning en bereiking van invloeddoelwitte binne die raamwerk van Wilson (1997, 1998, 2002) se kognitiewereël- (KR-)model van interaksiedoelwitte, Berger (1997) se benadering tot die beplanning van sosiale-invloed-doelwitte in oorredingsboodskappe, en Dillard (2004) se doelplanaksie- (DPA-)model toegelig word
(c) Om die teoretiese vrae wat op grond van die empiriese bewyse van Xhosa-sprekers se sosiale-invloed-doelwitte na vore kom, te bepaal, sodat die genoemde modelle van interaksiedoelwitte en oorredingsboodskapproduksie uitgebrei, verfyn en gewysig kan word

Die data waaruit die skriftelike beskrywings van die oorredingsboodskappe ontleed is, is van kollegestudente by Valsbaai Kollege in Khayelitsha in die Wes-Kaap versamel. ’n Totaal van 24 Xhosa-sprekende studente (12 vroue en 12 mans) in die ouderdomsgroep 18 tot 23 jaar is gevra om selfverslae te skryf oor hul herinnerings van onlangse invloed-episodes waarin hulle gepoog het om ander medestudente se gedrag ten opsigte van spesifieke temas te verander. Dit temas was Geloof, Opvoeding, Ouer-kind-verhouding, Sosiale/oppervlakkige verhouding, Guns van ’n vriend en Intimiteit/verhouding.

Die navorsingsdata is ontleed en ten opsigte van die samevoeging van die konsepte, beginsels en stellings waaruit die aangewese teoretiese raamwerke, naamlik die KR-model, die beplanningsbenadering en die DPA-model bestaan, geëvalueer.

Die resultate toon aan dat die voorgestelde teoretiese meganismes toepaslik en nuttig is in die ontleding van die navorsingsdata van hierdie studie. Die bevinding word gestaaf deur die raamwerke se nut om die aard en omvang van oorredingsopdragte, wat vermoedelik ten grondslag van die invloeddoelwitte in die strewe na nakoming in Xhosa lê, bloot te lê en te verklaar.

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Last but not least, to my children: the world tends to change in ways that sometimes we are not in a position to predict – and education for me is a key to address those unpredictable changes. I therefore hope that my academic contribution will always serve as an inspiration and certainly make an impression upon them in order to remain motivated and encouraged throughout their schooling.

TABLE OF CONTENTS

DECLARATION ii
ABSTRACT iii
OPSOMMING v
ACKNOWLEDGEMENTS vi

CHAPTER 1: INTRODUCTION

1.1 Purpose and Aim of the study 1
1.2 Theoretical Framework and Methodology 2
1.3 Organization of the study 6

CHAPTER 2: MESSAGE PRODUCTION: THEORY AND RESEARCH

2.1 Aim 8
2.2 WILSON (1990) 8
2.3 WILSON (1995) 11
2.4 Berger (1997) 14
2.5 Dillard (1997) 18
2.6 Greene (1997) 21
2.7 Berger (2000) 22
2.8 Dillard and Solomon (2000) 24
2.9 Greene (2000) 25
2.10 Wilson, Green and Dillard (2000) 27
2.11 Wilson and Sabee (2003) 27
2.12 Summary and Conclusion 31

CHAPTER 3: PERSUASION: THEORY AND RESEARCH

3.1 Aim 32
3.2 Goals-Plans-Action of persuasion 32
3.2.1 Dillard, Segrin and Harden (1989) 32
3.2.2 Dillard (1989) 36
3.2.3 Dillard (1990) 38
3.2.4 Coddy, Canary, Smith (1994) 41
3.2.5 Dillard, Wilson, Tusing, and Kinney (1997) 43
3.2.6 Schrader and Dillard (1998) 46

3.2.7 Dillard and Schrader (1998) 48
3.2.8 Schrader (1999) 50
3.2.9 Wilson, Kunkel (2000) 54
3.2.10 Wilson (2002) 56
3.2.11 Dillard and Marshall (2003) 60
3.2.12 Dillard (2004) 69
3.3 Message Effects 75
3.3.1 Nabi (2002) 75
3.3.2 Dillard, Meijnders (2002) 77
3.3.3 Pfau and Szabo (2004) 79
3.3.4 Cho, Wite (2004) 82
3.4 Persuasion theories 85
3.4.1 Gass, Seiter (a) (2004) 85
3.4.2 Gass, Seiter (b) (2004) 87
3.4.3 O'Keefe (2004 92
3.5 Message features 96
3.5.1 Hosman (2002) 96
3.5.2 Sopory, Dillard (2002) 98
3.6 Summary and Conclusion 103

CHAPTER 4: OVERVIEW OF PERSUASIVE MESSAGE PRODUCTION

4.1 Aim 104
4.2 Definition of persuasion 104
4.2.1 Pure versus Borderline persuasion 104
4.2.2 Choice of limiting criteria 105
4.2.3 Effects and the issues of unsuccessful persuasion 105
4.3 The theoretica framework of the Goal-Plan-Action (GPA) model 106
4.3.1 Goals 107
4.3.2 Plans 120
4.3.3 Action 122
4.3.4 Message effects 123
4.4 Methodology in analysis of persuasive message production 127
4.4.1 Participants 127
4.4.2 Persuasive messages and how they were collected 127
4.4.3 Scheme for analysis of persuasive messages 128

4.5 Summary and Conclusion 132

CHAPTER 5: ANALYSIS OF PERSUASIVE MESSAGE PRODUCTION

5.1 Aim.....133
5.2 Theme 1: Religion.....133
Message of G(1) 133
Message of G(2) 152
Message of B(1).....167
Message of B(2).....182
5.3 Theme 2: Education.....198
Message of B(3).....198
Message of B(4).....213
Message of G(3) 225
Message of G(4) 237
5.4 Theme 3: Parent-child relationship 248
Message of G(5) 248
Message of G(6) 260
Message of B(5).....273
Message of B(6).....283
5.5 Theme 4: Social/causal relationship 296
Message of G(7) 296
Message of G(8) 308
Message of B(7).....320
Message of B(8).....331
5.6 Theme 5: Favour from a friend 342
Message of G(9) 342
Message of G(10) 353
Message of B(9).....365
Message of B(10).....376
5.7 Theme 6: Intimacy relationship 388
Message of G(11) 388
Message of G(12) 401
Message of B(11).....412
Message of B(12).....422

CHAPTER 6: CONCLUSION

6.1 Aim 433
6.2 Persuasion 433
6.2.1 The persuasive message 433
6.2.2 Arguments for persuasion 435
6.2.3 Primary goals 439
6.2.4 Secondary goals 442
6.2.5 Compliance 446
6.2.6 Content categories 448
6.2.7 Hierarchy 450
6.2.8 Structure criterion 451
6.2.9 Rule formation 453
6.2.10 Cultural issues 455
6.2.11 Goal complexity 456
6.2.12 Targets and change 457
6.3 Plans 460
6.3.1 Message dimensions 460
6.3.2 Types of plans 464
6.4 Message production 467
6.4.1 Primary goals 467
6.4.2 Emotional appeals 468
6.5 Message effects 470
6.5.1 Relational and emotional effects 470
6.5.2 Competence 471
6.5.3 Politeness 472
6.6 Resistance 473
6.7 Overview of conclusions 475
6.7.1 The persuasive message 475
6.7.2 Plans 478
6.7.4 Message effects 480
6.7.5 Resistance 481

BIBLIOGRAPHY 482

CHAPTER 1

1.1 PURPOSE AND AIM OF THE STUDY

Within the broad field of communication study, persuasion or compliance gaining is concerned with influence interactions in which people attempt to alter each other's actions. Although persuasion has been studied comprehensively in the English language, there seems to be scant research that examines the concept of influence goals in persuasion (compliance gaining) through persuasive message production in African languages in general, and specifically in Xhosa, Yet, persuasive message production and the 'goal pursuit' concept in various contexts have proven to be quite useful in understanding purposeful conversations and influence interactions particularly in interpersonal communication.

The above view is supported by Wilson (2002:7-8) who argues that, "Compliance gaining is an important area of study for three reasons. First, compliance gaining interactions can have important pragmatic outcomes. Second, compliance gaining interactions are likely to offer insights about communication in close relationships, because individuals who are 'close', frequently seek and resist each other's compliance on a wide range of topics. For example, episodes of child physical abuse often arise from parents' ineffective attempts to gain their children's compliance. Third and finally, compliance gaining interactions often contain interesting individual, situational, and cultural variation. Different people often approach the 'same' compliance gaining situation in distinct ways, and most of us recognize that different situations call for different approaches"

It also merits mention that persuasion and compliance gaining literature is fairly well known to scholars in the United States who study the discipline of interpersonal communication – focusing primarily on family, friendship, work relationship and so forth. Nevertheless, from my reading of the historical developments and methodological controversies associated with persuasion or compliance gaining literature, this discipline is virtually unknown to the majority of United States scholars in the fields such as socio-linguistics, applied linguistics and much less, if any, to scholars studying African languages.

This study presents research that address a range of gaps of knowledge in the research field of persuasion communication or compliance gaining in African languages, and specifically in Xhosa. Firstly, the scientific importance of this study will be evidenced by its

promise and potential to introduce a new trend of academic research in the empirical and theoretical issues concerning influence goals in persuasion in African languages. Secondly, the importance of this study also lies in its demonstration of the manner in which the complexity and specificity of social influence goals in compliance-seeking amongst Xhosa-speaking people can be clustered on the basis of similarities, including socio-cultural and gender considerations.

This study is concerned with three interrelated aims, namely:

(a) to explore the social influence goals that are characteristic of interpersonal persuasive communication in Xhosa,
(b) to explore the empirical and theoretical properties of communicative competence of isiXhosa speakers as exemplified in the planning and accomplishment of influence goals within the framework of Wilson's (1997, 1998, 2002) cognitive rule (CR) model of interaction goals, Berger's (1997) approach to planning social influence goals in persuasive messages, and Dillard's (2004) Goal Plan Action (GPA) model, and.
(c) to establish the theoretical questions raised by the empirical evidence on social influence goals of Xhosa speakers for the extension, refinement and modification of the cited models of interaction goals and persuasive message production.

1.2 THEORETICAL FRAMEWORK AND METHODOLOGY

According to Seiter and Gass (2004:59), good research should be theory-driven. Theories inform research, and the results of empirical research in turn assist in extending, modifying, refining, and in some cases refuting theories. Seiter and Gass (2004) further point that it is not enough to know that a particular study found a particular result. Theories and models help in understanding not only what the results of a study were but also why those results were obtained. Thus, Seiter and Gass emphasise that in order to fully understand persuasion, social influence and compliance gaining, it is crucial that researchers learn not only about research findings but also about their theoretical underpinning.

Green (1997:11) shares similar views to those of Seiter and Gass (2004), and notes that the process underlying the production of verbal and nonverbal behaviours is exceedingly complex. As a result of that this process tend to resist the development of unified explanatory schemes. Seiter and Gass (2004) submit that the alternative to this is a mosaic of emerging theories, meaning that each approach afforded prominence of certain

message production phenomena, and providing a window to some portion of the processes that give rise to those phenomena. The point being made is that it should be the amalgam of disperate treatments that should be considered as the most intellectually compelling characterization of message production processes.

The views expressed above relate to the core issues addressed in this study. The first commentary relates to the necessity of the proposed theoretical mechanisms that will be applicable and employable in the process of fulfilling the purpose and aims of the study. More importantly, the second commentary suggests that persuasive message production, due to its complex nature and scope, cannot be explicated by a single theoretical framework but rather through the employment of more than one theoretical mechanism, and the present study will embrace this stance through the framework of Wilson's (1997, 1998, 2002) Cognitive Rule (CR) model of interaction goals and of Berger's (1997) approach to Planning of social influence goals in persuasive messages, and through Dillard's (2004) Goal Plan Action model.

The Cognitive Rule (CR) model

The Cognitive Rules model addresses technical issues that relate to psychological processes that allow individuals to form and modify goals during face to face conversations without necessarily thinking consciously about which goal are being pursued. This research work will, therefore, embrace this view as one of its theoretical departure. According to Wilson (2002), the CR model assumes that the probability of a rule's being triggered (for purposes of goal formation) is a function of three general criteria, that is, fit, strength and recency. Both fit and strength are pertinent to this research work. Based on the former criterion, the probability of goal formation increases when a larger number of situational conditions represented in a rule are perceived in the current situation. The latter criterion relates to the accessibility of the cognitive rules. Accordingly, a cognitive rule is more likely to be triggered as the strength of association between the situational features and the desired end state represented in the rule increases (Wilson, 2002:170).

This research work will identify six general themes, as interactive contexts, through which influence episodes and designated processes of goal pursuit will be generated and unfold. These themes will consist of the following: Religion, Education, Parent-child relationship, Social /casual relationship, Favour from a friend and Intimacy /relationship. The CR model,

therefore, will primarily offer lenses on the process of goal formation which may be in the influence interactions of Xhosa speakers in this investigation.

Plan and Planning

Berger (1997:25) defines plans as hierarchical cognitive representations that epitomise goal–directed action sequences. For purposes of further clarity, Wilson (2002:250) defines Berger's conception in terms of four areas :(i) plans are not action sequences, instead they are mental representations of action sequences, (ii) plans represent knowledge about at least three notions, that is, one or more goals, actions relevant for achieving those goals and preconditions for performing relevant actions, (iii) plans represent more general and less rigidly sequenced actions, and plans represent knowledge at multiple level of abstraction. Planning, on the other hand, is defined as a process that produces a plan. Explicating this further, Wilson (2002) views this notion as encompassing both psychological and communicative processes that involve recalling, generating, selecting, implementing, monitoring, modifying and negotiating plans. Wilson and Sabee (2003) bring in a pragmatic perspective to this debate, by suggesting that plans designated for accomplishing social goals differ in complexity and specificity, and as such these two aspects should facilitate communicative competence in many situations. Conceived in this way, this investigation will also borrow from these concepts and theoretical principles in order to explain and address the notion of plans, their complexity and specificity, and the manner in which they relate to the communicative competence of Xhosa speakers within the context of influence interactions.

Goal Plan Action (GPA) model

The GPA model's genesis is grounded on a simple notion, that is, message production can be modelled as a sequence involving three components. Firstly, *goals*, which are defined as future states of affairs that an individual is committed to achieving or maintaining. Secondly, *plans*, which are cognitive representations of the behaviours that are intended to enable goal attainment. Thirdly, *actions*, which are the behaviours that are carried out in an effort to realize the goal (Dillard, 2004). Defined in this way, its stands to reason that the GPA model contains some utility in as far as connecting goals to actions through plans. However, Dillard (2004: 203) acknowledges that, "Like all current theories, the GPA model is an incomplete framework for understanding the complexities of human communication behaviour. Nonetheless, it achieves many of the goals that a theory should accomplish". Therefore, the amalgamation of these theoretical frameworks cannot be over

emphasized as an explanatory scheme if we are to deliver a balanced picture of the sense and meaning of influence goals in persuasive message production, and thus be in a position to address the theoretical questions raised by the empirical evidence on social influence goals of Xhosa speakers.

Self–report, as a method of collecting data, has been criticized by some scholars as un-naturalistic in favour of the action to goal naturalistic method of collecting data. Hirokawa and Wagner note,

> Virtually all of the studies we reviewed …identify the influence tactics of superiors and subordinates in one of the two ways: (1) asking the subjects to select from a predetermined list the behaviours they typically employ in influence –seeking situations or (2) presenting a hypothetical compliance –gaining situation and asking them to indicate how they would attempt to influence the person in the scenario. Notably absent are studies that examine how superiors and subordinates *actually* attempt to influence one another in *real* organizational situations. Naturalistic studies of this kind are crucial in the future, because there is good reason to believe that the way we attempt to gain the compliance of someone in a hypothetical situation could differ greatly from how we actually attempt to do so in a real situation (2004:347)

On the contrary, it is critical for researchers in this field to understand that self-report descriptions provide insight into how participants in a particular social context would expect persuasive interactions to unfold. In other words, self-report should be thought of as reflecting the participants' 'naïve theories' of compliance gaining. This investigation will adopt self – report as the method of data collection.

A total of 24 Xhosa speaking college students at False Bay College in Kayelitsha, Western Cape, serve as participants in the study. Their age group ranges from 18 – 23. With regard to the data collection on influence goals in persuasive messages, there is consensus among researchers about the importance of obtaining data from people in the same social-communicative context. The scientific literature on influence goals (which is a concern of this study) includes several studies of where students are selected for collecting data. Although influence goals employed in persuasive messages in isiXhosa will be obtained from students, as a selected group of speakers, it is also clear that there is a high degree

of complexity in both scope and variation in their persuasive message contents and related influence goals.

Detailed instructions are provided in written form in the questionnaire wherein students are requested to write a self-report on their recollection of recent influence episodes, in which they attempted to change other fellow students' behaviour on specific themes. Specifically, the focus of the situations on which the participants report satisfy these requirements: (i) the source will attempt to persuade someone he/she knows well, (ii) the source will attempt to change the target's behaviour, and (iii) the persuasive event will be a recent one. Emerging episodes will be used as a source of generating themes, upon which influence goals and other related persuasive imperatives will emerge. Subsequently, six themes with persuasive messages will be analysed, paying particular attention to the influence or primary goals that presumably underlie the influence interactions of Xhosa speaking people. Secondly, analytical focus will primarily be on persuasive messages with a view to establish message features or dimensions that are common and imperative in persuasion phenomenon of Xhosa speakers. Lastly, further analysis on persuasive messages will be done with the intent to establish message effects that are relevant in the influence interactions of Xhosa.

1.3 ORGANIZATION OF THE STUDY

Chapter One explains the aim and purpose of the study. It will also provide a summary of the theoretical framework, and the methodology that will be employed in this study. Lastly, an overview of the organisation of the study will be provided.

Chapter Two presents a critical overview of literature with specific reference to theories of message production such as Wilson's Cognitive Rule (CR) model and Berger's Theory of Planning. Related concepts and principles inherent in the message production phenomenon also receive attention.

Chapter Three presents a broad overview of the literature, paying particular attention to the Goals-Plan-Action model along with message effects that may result from it. It also covers a variety of message features. Lastly, an overview of persuasion theories is given.

Chapter Four draws upon existing theories and research in order to present a comprehensive definition of persuasion. Concepts that are fundamental, that is, goals,

plans, actions and message effects receive are explored. Finally, a synopsis of the methodology employed in this study is explained in this chapter.

Chapter Five gives an account of the analysis of specific persuasive messages in six Xhosa themes: Religious, Education, Parent-child relationship, Social /casual relationship, Favour from a friend and Intimacy /relationship, in relation to specific goals that comprise the following: Change orientation and Share activity, Give advice, Obtain permission and Gain assistance, Enforce rights, Gain assistance and Change relationship: de-escalation, message features and message effects receive an in depth analysis in this chapter.

Chapter Six presents a detailed account of the main findings of the current study. It further provides a general overview and conclusions in relation to the type of goals that are pertinent in influence interaction of Xhosa speakers. Likewise, message features and effects that are characteristic of persuasion in Xhosa are reported. In their presentation, these phenomena also take into account gender variations.

CHAPTER 2

MESSAGE PRODUCTION

2.1 AIM

This chapter is concerned with an overview of literature that focuses on several theories of message production. The focus will be on Wilson's Cognitive Rule (CR) model and Berger's Theory of Planning in persuasive message production and goal related issues. This chapter will also attempt to provide a review of concepts and principles that have considerable utility in explaining and understanding the process of persuasive message production, which is discussed in chapter 3.

2.2 WILSON (1990)

Conditions on interaction goals

According to Wilson (1990:81), people possess knowledge about a wide range of interpersonal goals, and this knowledge also relates to numerous situational features that are relevant to each goal. Wilson's Cognitive Rules (CR) model assumes that this type of goal-relevant knowledge is stored within a hierarchical associative network of long-term memory. He suggests that this network comprises nodes which represent individual concepts and desired outcomes. He points out that the patterns of association between nodes which exemplify specific outcomes or goals, and nodes which illustrate situational features are formulated through socialization and problem-solving experiences.

In explaining the manner in which people access relevant knowledge about goals, the CR model submits useful assumptions:

- that an activation process takes place on the associative network.
- that a cognitive rule is activated directly by a match between perceived features of the current situation and the situational conditions represented in the rule.
- that a cognitive rule is activated indirectly, as well, when activation spreads from one node to other nodes that are associatively linked.
- that an activation process may occur in parallel, and therefore situations can simultaneously activate rules in order to reinforce the formation of a multiplicity of goals.

Further assumptions suggest that rules have an activation 'threshold', and this means that a goal is not formed unless a certain level of activation is reached. It is upon reaching that level that a rule gets triggered and reinforces goal formation. Of note in this discussion is that there are three essential criteria which affect the probability of a rule being triggered: (i) fit, (ii) strength and (iii) recency (Wilson, 1990:82).

Determinants of rule selection in obligation situations

Wilson (1990:82) purports that any investigation of goal formation must begin by identifying a specific kind of interpersonal situation and specific goals which may be relevant to it. For instance, a situation in which someone has failed to do something s/he is obligated to do may be considered as one classic example. Examples of relevant goals include the following:

(i) compliance goals, which contain the desire to persuade the message target to fulfill an obligation,
(ii) supporting goals, which contain the desire to protect, repair, or enhance the parties' relationship or the target's identity,
iii) attacking goals, which hold the desire to threaten or damage the parties' relationship or the target's identity,
(iv) image goals, which hold the desire to create or sustain a desired self presentation, and
(v) account-seeking goals, which contain the desire to learn why the target has failed to fulfill the obligation (Wilson, 1990:102).

Attribution, Power, and the Fit Criterion

Wilson (1990:82) emphasizes that the probability of a rule being triggered partially depends on the match between perceived situational features and situational conditions that are represented in rules, and that pattern exemplifies a fit criterion. However, he notes the degree of fit varies according to varying situations and the manner in which they relate to conditions. Apart from the fit criterion, Wilson suggests that situations may also differ with regard to ambiguity, suggesting that such situations are exposed to various interpretations, and as a result of that they are, in part, capable of matching and activating a larger number of rules than clear situations. Of note, according to Wilson's CR model, is that when both degree and clarity of fit are high, the situational features are enough to trigger rules. On the contrary, once the fit criterion becomes moderate, and ambiguity

becomes high, the strength and recency are then considered essential determinants of goal formation. Finally, Wilson points out that in cases of obligation, people do an assessment, and take into account two features for fit: (i) attributional ambiguity which resembles the causes of the target's failure to comply and (ii) the distribution of legitimate power in the situation.

Attributional ambiguity and fit.

According to Wilson (1990:83), the causes for a target's failure to fulfill an obligation are situational features that are linked to supporting and attacking goals. He further states that by varying the degree of attributional ambiguity, the degree and clarity of fit between situation features and cognitive rules can be manipulated.

Legitimate power and fit.

Wilson (1990:84) posits that legitimate power could be considered as another feature responsible for influencing the fit of rules to obligation situations. If that is the case, the implication therefore is that when message sources have high legitimate power relative to their target, the obligations of the target to comply will be clearer.

Construct Differentiation and the Strength Criterion

Wilson (1990:84) suggests that another determinant of a rule's likelihood of being triggered is the strength of the associations between its situational conditions and its goal. He attests that strength directly associates with the frequency of prior activation of the rule. Therefore, the more the increase in strength, the more accessible the rule becomes. Furthermore, he points out that interpersonal construct differentiation is one determinant of the strength of certain cognitive rules, mainly those involving supporting goals, and as such messages that have been produced by highly or by less differentiated people vary in terms of the number of goals they address. On the other hand, highly differentiated people are considered more likely to pursue supporting goals along with instrumental objectives.

Priming and the Recency Criterion

The CR model, according to Wilson (1990) assumes that when a rule has been activated, the activation takes longer to dissolve. As a result of that a rule that has been activated through a recent event will provisionally maintain a degree of residual activation (Wilson, 1990:85)

Criteria Determining Selection of Cognitive Rules

With reference to research conducted in relation to the CR model of interaction goals, Wilson (1997) attests that findings support two of the model's assumptions about goal formation: One, people's likelihood of forming interaction goals partially depends on the accessibility of cognitive rules. Two, the recency and strength criteria are more important determinants of goal formation when key situational features associated with goals which are ambiguous. In addition, he points out that priming and construct differentiation affected supporting goals in attributionally ambiguous, but not in attributionally clear situations. On the basis of this finding, Wilson notes that situation variables can affect interaction goals. According to Wilson, results indicate that legitimate power is associated more with 'instrumental than interpersonal goals. Furthermore, findings unexpectedly suggest that attributional ambiguity and priming failed to exert any effects on supporting goals for less differentiated people. Wilson further states that findings reported inconsistency with the position that construct differentiation can be equated with rule strength. He, however, points out that less differentiated people failed to report more supporting goals even when the fit between rules and situational features should have been high and clear.

2.3 WILSON (1995)

The Cognitive Rules Model (CR)

Wilson (1995:6) emphasizes that the CR model assumes that goals can be formulated if cognitive rules are activated beyond a certain threshold level (See Wilson, 1990:82), and thus the probability of goal formation is a function of fit, perceptions of the situation, rule strength, and recency of rule activation. He further states that the strength criterion and recency are of less significance when the fit between rules and situation features is high and clear, but become significant in situations where the degree of fit is moderate and ambiguous. Of note is that the CR model was meant to serve as a general model of interaction goals. However, recent research proposes that its assumptions must be elaborated to accommodate individual differences in goal formation.(Wilson,1995:6).

Cognitive Rules and Schema Development

According to Wilson (1995:14), highly differentiated individuals are more responsive to situational features than less differentiated persons are. The reason for this is that construct differentiation may be attributed with variations in the 'complexity' of other

cognitive structures. Conceived in this way, highly differentiated individuals may possess more well developed rule structures that associate desired end states with a larger number of interconnected situational features. Wilson suggests that complex schemata vary from simple schemata on the basis of limited experience in several respects: Firsly, complex schemata contain more concepts that may be associated with a larger number of situational dimensions. Secondly, general categories are divided into a larger number of subtypes within complex schemata. As an illustration of that, the goal of 'giving advice' might be associated with more specific goals such as 'giving advice to friends' as against 'to parents' or 'giving advice about consumer products' and 'about health'. Thirdly, complex schemata contain nodes that are interconnected by a large number of strong associative links, and thus schemata become increasingly unitized in order to be activated in an all-or-nothing fashion. As a result of this configuration, Wilson points out that individuals can then retain information in a short-term memory with ease, and therefore maintain more capacity to process schema-inconsistent information. For this reason, he attests that within the CR model, individuals may be distinct according to the size, specificity, and compactness of their cognitive rules.

Wilson (1995:15) contests that highly differentiated individuals are more responsive to situational features for three reasons. The first being that, they are more likely to associate goals with any situational feature. Secondly, that they are more likely to develop more subcategories for global goals: Finally, that highly differentiated individuals should have greater capacity to process schema-inconsistent information. To substantiate his view, he notes that constructivist scholars have also suggested that highly differentiated individuals possess more complex schemata for traits, persons, roles, relationships, and other forms of social knowledge.

According to Wilson (1995), the fact that construct differentiation reinforces complex goal schemata should suggest several testable hypotheses involving indexes of cognitive process. For example, highly differentiated individuals should display quicker response times than less differentiated persons to questions about associated situational features or supporting goals. Furthermore, highly and less differentiated individuals should demonstrate different patterns of intrusions if the two groups have different structural representations of specific classes of situations. In line with this thought, Wilson (1995) states that previous research has found that highly and less differentiated individuals do recall different information from conversation, and that construct differentiation was positively related to variation in behavioral intentions across nine situations involving the

same target. Of note is that these views share some implications for message production.

Cognitive rules and heuristic processing

According to Wilson (1995:16), highly differentiated individuals are more responsive than less differentiated persons to features of the immediate situation on the basis of usage of their specific heuristics or simple decision rules or rules of thumb that may lead to reasonable decisions with minimal effort. He maintains that people who use heuristics may provide a synopsis of complex decision-making tasks through reliance on only one of several sources of analytic information. Examples of such information may relate to the following: (i) What could be the reason that obligations are not fulfilled? (ii) Has the target consistently failed to fulfill obligations in the past? Has the source had difficulty enforcing obligations with other targets? (iii) How intimate is the relationship between the particular source and target? Who would have benefited from compliance in this situation? Wilson stresses that although heuristic processing entails a consideration of only one of the aforementioned types of information, a more systematic processing would consider all three types.

Wilson (1995:17) states that within the CR model, heuristic processing can be conceptualized as setting a low minimum threshold for triggering cognitive rules. Thus, individuals engaged in systematic processing during goal formation would carefully scrutinize whether nearly all of the features represented in a cognitive rule are present in the current situation. Therefore, by setting a high threshold, they could achieve greater confidence that their goals would be appropriate for the current situation. On the contrary, individuals engaged in heuristic processing could be thought of as setting a low threshold for forming goals, a situation that could imply that rules will be triggered only if a small percentage of relevant features are perceived.

Wilson (1995) further suggests that construct differentiation may moderate responsiveness to situational features, the reason being that both groups have relied on different heuristics. For instance, individuals that are low in construct differentiation may not have changed their goals across obligation situations. On the other hand, highly differentiated individuals may have changed their goals across obligation situations because they overemphasize individuating information, such as information made salient by their current visual perspectives.

According to Wilson (1995:18), heuristic processing also offers an explanation as to why

the effects of priming are limited to attributionally ambiguous situations. However, there seems to be insufficient evidence relevant to the explanation. It merits mention that although this explanation has not been evaluated in prior research, it does suggest several testable hypotheses (Wilson, 1995:18). For example,

(i) Differences between highly and less differentiated individuals should be reduced or eliminated when people process systematically rather than heuristically.
(ii) Construct differentiation, attributions and ability/motivation to process systematically will interface in the interaction goal's effects on people's likelihood of forming multiple goals.
(ii) Highly differentiated individuals may be more likely than less differentiated individuals to use persuasive messages that coordinate multiple goals when processing heuristically.

2.4 BERGER (1997)

Plans and Planning

Berger (1997:25) notes that it is crucial to make a clear distinction in defining plans and planning as these concepts are frequently confused. According to Berger (1997), plans are hierarchical cognitive representations of goal-directed action sequences. He emphasizes that plans are not action sequences themselves, but they are mental representations of action sequences. Of note is that definitions of plans all share consensus that these cognitive elements of action sequences can be formulated at a number of different levels of abstraction. He also argues that plans may contain alternative action sequences for attaining goals, and that individuals may be confronted with making choices among alternatives. On the other hand, Berger (1997) points out that planning is a multi-staged process that generates a plan for purposes of implementation. He emphasizes that situational assessment and goal selection form part of the steps involved in the planning process.

The Genesis of Plans

Berger (1997:26-27) suggests that there are two potential sources, although not utilized equally, from which a plan may be directed: (i) a long-term memory, and (ii) current information inputs. As an example of this, Berger notes, when persons derive plans to reach goals, their first priority is to access long-term memory to determine whether an

already-formulated or canned plan is available for use. He describes canned plans as those that either have been performed frequently or mentally rehearsed in the past. According to Berger, it is less strenuous to retrieve plans from long-term memory than formulating them consciously either before the interaction begins or during the course of the interaction. In the case of a very close fit between the desired goal state and canned plans, Berger posits that a minimal amount of modification is required through accessing additional applicable plans or by assimilating current information inputs through a working memory. However, when the fit is not good, the social actor is obliged to search memory and current experience in order to formulate a plan. He further notes that this process is both energy and time consuming, and as such it may be set aside for goals that have a relatively high priority for the actor.

Plan Formulation

According to Berger (1997:27-28), there are two dissonant approaches towards the process of plan generation: (i) Top-down and (ii) Bottom-up Planning. The former assumes that plans are first formulated at relatively high levels of abstraction, and the details are subsequently filled in progressively at lower levels of abstraction until concrete courses of action are generated. In contrast, the latter suggests that people process action as it unfolds, and it is through these data that abstract plans are generated.

Contingent Planning.

Berger (1997:28) argues that as individuals outline and detail a specific course of action, they, in the process, anticipate events that might interfere with the successful completion of their plan. Therefore, formulating explicit plans for these contingencies is considered crucial. He further points out that although all contingencies cannot be anticipated when plans are formulated, it is also true that many contingencies have low probability of occurrence, and as such they may not be worthy of planning for them. Nevertheless, he notes that individuals are at liberty to develop detailed plans along with sub-plans that may be deployed in the case of high probability of plan blockage of occurring events According to Berger, an example of an important contingent response that is always available to planners is that of abandoning pursuit of their goal or goals in the event of goal blockage.

Desire and Plan Complexity.

Berger (1997:29) suggests two different levels of plan complexity: (i) level of detail at

which a plan occurs and (ii) the number of contingencies that plans include. The former suggests that plans may consist of a few abstract steps or they may contain detailed behavioural descriptions of the concrete actions to be taken in order to realize the plan. Berger points out that when planning to achieve social goals, planners sometimes go to the extreme of generating and rehearsing the precise words that will be uttered during an interaction. Such an extreme level of planning would produce a very complex plan. With regard to the latter, he notes that as the number of contingencies included in a plan increases, the plan becomes more complex by default. Of note is that as the desire to reach a social goal increases, the complexity with which plans are formulated also tends to increase (*ibid*).

Knowledge and Plan Complexity

Berger (1997:30) points out that another important determinant of the complexity of plans is the level of knowledge the planner has about the planning domain which s/he considers. As an example of that, he argues that individuals pursuing the goal of changing an opinion, who also have a large number of facts and arguments relevant to the issue, are more likely to be able to develop complex persuasion plans with respect to that issue. He goes on to suggest that it is possible for people to lack knowledge about the specific issue being argued but to have a significant body of general knowledge about changing others' opinions. According to Berger, it is therefore possible and crucial to make a distinction between general knowledge that might be used to change opinions on any issue and knowledge that is specific to the focal issue of a particular persuasion episode.

Berger (1997) further observes that in terms of social goal of acquiring personal information people employ three principal means for inducing others to disclose information about themselves: (i) interrogation, (ii) disclosing information about the self to encourage reciprocal disclosure by the other, and (iii) relaxing the target person to promote self-disclosure. He notes that these strategies are generic in that they do not specifically indicate what questions should be asked, including what specific behaviour should be enacted but crucial to the example is its illustration of the distinction between general strategic knowledge within a domain and knowledge that is more specific to the goal being pursued, and the fact that it may generalize across social goals (Berger, 1997:30).

Berger (1997) maintains that, in addition to these two types of knowledge, general planning knowledge relates to individual variation with respect to their ability to engage in

planning activities in general, suggesting that some individuals are generally more prone to planning than others. He further suggests that, on the one hand, individuals may not consider planning as a necessity to reach goals or people may set goals that are not possible to reach and thus setting their plans to fail. On the other hand, individuals may be aware of the variables that might influence the development of an action plan. To promote efficiency and prevent disappointment, Berger (1997) emphasizes that in considering general planning knowledge, it is necessary to assess the achievability of goals before expending the effort to plan for their attainment.

Meta-Goals and Plan Complexity

According to Berger (1997:32), Meta-Goals and Plan Complexity stem from the idea that meta-goals of efficiency and social appropriateness are essential in shaping plans for purposes of attaining goals. He further points out that individuals are therefore inclined to develop plans that they know are efficient enough. In addition, individuals consider the social appropriateness of their actions as they pursue social goals. In a nutshell, Berger submits that it should be acknowledged that the meta-goals of efficiency and social appropriateness may either reinforce each other or be in tension with each other. As an example of this, he notes that the most efficient way to acquire personal information from another is to raise personal questions. Of note is that excessive questions can be labeled intrusive, and as a result of that an informal social interaction may become an interrogation. Further to this point, Berger highlights that the more your intrusive strategy of question-asking increases, the more the chances are to have the desired information revealed, but the utilization of this strategy may result in lowering social appropriateness. On the contrary, he suggests that when one's social goal is to ingratiate one's self to another, the most efficient way to accomplish this goal may be the most socially appropriate. At another level, persuading a target individual to like you by using a smile or by being friendly is likely to give rise to elevated social appropriateness judgments.

The Hierarchy Principle.

In line with the hierarchy principle, Berger (1997:35) raises a crucial question as to what happens to action choices when plans are thwarted or blocked? In addressing this question, he points out that, firstly, the planner may continue to repeat the same argument, and possibly increase vocal intensity or varying some other aspect of paralanguage at the same time. Secondly, s/he might bring into play another specific argument, and thus changing the plan at a more abstract level of the hierarchy. Thirdly, s/he could modify

even more abstract plan elements and the order in which these plan units are enacted.

Goal Failure and Affect

According to Berger (1997:35), goal thwarting or failure comprises the following properties: cognitive and action consequences along with affective consequences. In line with this thought, Berger further states that when a goal is attained, positive affect tends to be generated. On the contrary, when planned actions are thwarted/ blocked, people are likely to experience negative affect. He goes on to highlight the conditions that are likely to affect the extent of negative affect when progress toward a goal is interrupted.

Firstly, he notes that the more important the goal being pursued, the greater the intensity of the negative affect displayed. Secondly, the closer individuals feel they are to the super-ordinate goal, the more intense the negative affect when an interruption takes place. Thirdly, high investment levels tend to produce more intense negative affect when failure occurs.

2.5 DILLARD (1997)

Dillard made the following assumptions about goals which are in turn discussed below :

Must Goals be conscious?

In dealing with the question of goal consciousness, Dillard (1997:49) adopts a more limiting approach which advocates that goals cannot exist outside of conscious awareness. Conceived in this way, goals, therefore, assume the label of inside-only perspective in order to emphasize the claim that they exist only within conscious awareness. According to Dillard (1997:50), when concern for precision becomes more important than scope, the inside-only conceptualization of goals becomes the preferred option. Accordingly, this choice reinforces precision on two fronts for researchers in this area:

(i) The clarity of definition is improved through narrowing the goal construct, and thus making the contents of the conceptual area more standard.
(ii) The operational precision is also strengthened, and the reason for that is that goals are mental representations that are directly accessible by the subject and indirectly accessible by self-report.

Is Commitment a Necessary Feature of Goals?

With reference to commitment, Dillard (1997:50) states that commitment and consciousness share some common conceptual space. He notes that when individuals have a determination to achieve a specific goal, they certainly become aware of that determination. The implication of this, therefore, is that commitment is, in one respect, a conceptual subsidiary to goal awareness. Dillard further emphasizes that in this application commitment is utilized as a mechanism for clarifying the goal construct.

What Kind of Hierarchy?

In dealing with the type of hierarchy, Dillard (1997:55) suggests that social actors often possess and attempt to achieve multiple goals more or less simultaneously. As a result of that, Dillard points out that it would be unwise to confine oneself to questions of hierarchy when conceptualizing about goals. Instead, one must deal with a type of hierarchies that are best suited to the research at hand, and subsequently locate that research within a context defined by multiple motivations.

Are Approach and Avoidance Goals Essentially Different?

Dillard (1997) makes a distinction between approach and avoidance goals. The former is framed as a desire through which calmness is sought, yet the latter relates to the means of avoiding anxiety. It merits mention that the fact that avoidance goals demonstrate different effects than approach goals is evidence enough that this distinction is worthy of consideration in research that deals with this notion. (Dillard, 1997:56),

Do Goals Have Subcomponents?

According to Dillard (1997:56), goals may possess cognitive, affective, and behavioral elements. Conceived in this way, the scope of the goal construct becomes so vast as to encircle all motivational concepts, and the range of meaning becomes so great.

Should We Distinguish Between Process and Outcome Goals?

Dillard (1997:56-57) notes a distinction between outcomes and process goals. The former relates to the content of goals: what social actors are trying to accomplish, for example, gaining information. The latter is concerned with the manner in which individuals seek to achieve their goals, that is, the means in which the process is instantiated, He further states that this distinction requires a context, the reason being that some content goals

such as impression management have process or outcome status in the context. Further, Dillard points out that process goals are contributory whereas outcome goals are consummatory.

To What Extent Should Goals Exhibit Specificity?

With regard to goal specificity, that is, the degree of quantitative precision with which the goal is specified, Dillard (1997:56-57) posits that specific goals produce better task performance than ambiguous goals within organizations. And the reasons for this are the following:

(i) Goals direct attention as they become more specific, and thus allowing resulting actions to become more focused.
(ii) Because goals reinforce planning, specific goals should give rise to task strategies that are closely aligned with those goals.
(iii) Goal specificity reduces ambiguity in evaluating goal attainment.

Dillard then went on to his second major contribution, i.e. the operationalizing of goals.

Inference from Self-Report

According to Dillard (1997:60), it is possible to assess naturally occurring and experimentally induced goals in a fairly direct manner, and this process can be achieved through the method of self-report. However, he acknowledges that self-report method is not without problems. Prevarication, which formulates a threat to the validity of self report is one example of this situation. Nevertheless, Dillard notes that such a threat may be addressed through assurance of confidentiality and anonymity. He further points out that another likelihood of threat to self report is deception, and this resides within individuals themselves.

Inference from Circumstance

Dillard (1997:61) contends that there are challenges associated with inferences from behaviour to goal or action-to-goal inferences. For example, (i) different goals might generate the same action, and (ii) different actions might be generated by the same goal. However, Dillard (1997:62-64) maintains that the credibility of action–to–goal might be improved by the strategies dicussed below:

Eliminate Alternatives: this strategy, among others, relates to the politeness theory, and

this proposes two mutually exclusive goals, that is, negative and positive faces.

Look for Patterns of Behavior: it is assumed that social actors are often inexplicit about their wants. In other words, they tend to beat around the bush, thus denying the apparent meaning of their utterance. To circumvent this situation, looking for a pattern of behaviour, and thus following three methods of how motives influence behavior seems to be the advisable approach: (i) motives encourage individuals to select one course of action over the alternatives, (ii) motives energize actions or behaviour, and (iii) when obstacles are present, motives are thought to underlie the persistence with which the individual executes the action.

Settle for Weaker Inference: in this case it is assumed that some writers seek only to illustrate that their interpretation of a phenomenon has credibility, and that a body of discourse could be given a particular reading. This is viewed as a weaker form of explanation.

Dillard then went on to develop a spe cific proposal:

Dillard (1997:64-65) suggests that a number of studies demonstrate reliable relationship between goals and the messages that follow from them. Further to this, goal concept is perceived to have utility that can even pull greater theoretical weight. Dillard submits three arguments that support a goal based approach to inquiry: (i) that goals are proximal causes of communication behavior, (ii) that goals provide a viable means for summarizing social reality, and (iii) goals encourage a dynamic approach to the study of communication.

2.6 GREENE (1997)

In reviewing various theories that explain the process of message production, Greene (1997:4) cites some of the 'first generation' theories that emerged and proved to be quite influential during their time: (i) Berger's work on message planning, (ii) O'Keefe's treatment of message design logics, (iii) Burgoon's expectancy violations theory, (iv) Greene's action assembly theory and (v) Kellerman's application of the MOP concept to interpersonal interactions.

Greene (1997) suggests that theories of message production can be classified in terms of two domains of behavioural phenomena: (i) intra-individual and (ii) inter-individual. With reference to the former, he notes that such theorists are mainly concerned with the processes by which meaning representations and other internal states arise and are made

manifest to others via overt behavior. In terms of the latter, he points out that this group of theories focuses their attention on the processes governing the interdependencies of the interactants' behaviors and meanings and internal states.

According to Greene (1997:5), message production makes use of three broad types of explanatory constructs: (i) physiological terms (e.g., arousal, neurophysiological structures), (ii) psychological terms (e.g., needs, goals, plans), and (iii) social terms (e.g., norms, constitutive and regulative rules). Conceived in this way, he argues that these theories can therefore be distinguished in terms of the combination of these three types of terms that they employ, for example, some theories may utilize one type of construct, other may use two, yet others may consider terms from all three domains.

2.7 BERGER (2000)

Berger (2000:156) notes that previous research has generated alternative models that are aimed at how individuals accomplish the task of realizing their goals or intentions in speech, and these seek to clarify the processes by which people grammatically code propositional representations of messages. Berger emphasizes, therefore, that individuals do not initiate interactions simply to use language, instead, language use and understanding are usually embedded within larger social projects and social activities, and language use is contingent on the nature of these activities.

Detecting Others' Goals

Berger (2000:158) posits that when one's goal achievement is dependent upon others' actions, it becomes crucial that people have the capacity to make inferences about others' goals. He further suggests that because others' goals may interfere with the achievement of one's own, the ability to interpret others' actions in terms of goals increases the likelihood that people will achieve their own goals. Berger (2000:159) acknowledges that there is no clear knowledge that informs the manner in which individuals detect their response to others' goals during interaction. However, reports suggest that social actors frequently think about goals and plans while they converse with others. Having said that, based on detailed observation, he suggests that behavior units sometimes exhibit two important properties: (i) some behavioral units are organized around the pursuit of a goal or a set of goals or they exhibit goal-directed properties, and (ii) units frequently manifest hierarchical organization in which smaller behavioral units are essential for the production of larger and more abstract units. Furthermore, Dillard asserts that people use goals in

describing what their social interaction episodes were about. The ability to detect goals is considered crucial in the process of producing messages that achieve goals requiring social interaction for their attainment.(Berger, (2000:160).

Message Production Efficiency

In relation to message production efficiency, Berger (2000:160-163) points out that individual failures and successes may be utilized as data for making assessments of skill with which goals are achieved. In addition, he argues that the ease and speed with which individuals carry out their attempts may be used as bases for judging their skill. According to Berger, in the context of social interactions with intent to accomplish goals, communication efficiency is dependent on establishing common ground. As this phenomenon form by gradual accumulation, the efficiency with which individuals communicate and attain their goals also increases. He points out that central to establishing common ground and efficient message production resides the ability to estimate the degree to which conversational partners share a common fund of knowledge that may be relevant to interaction goals. Critical to the notion of common fund of knowledge is the question as to how well individuals can estimate each other's relevant knowledge and the degree to which these estimates influence message production. In addressing this question, Berger states that individuals are fairly skilled at making accurate estimates of their conversational partners' knowledge. Of note is that when individuals engage in conversation, the information that is made available during the conversational experience interacts with prior beliefs about knowledge in order to promote the development of common ground. In the event of the individual failing to understand what a speaker has said, he suggests that diagnosis of the source failure certainly comes to play in order to facilitate understanding and reformulation of the message. Furthermore, Berger states that it is possible that common ground be disrupted by other events such as negative revelations, and thus resulting in conversational participants abandoning the pursuit of their primary goals in order to deal with the new goal of revising their impressions of each other. Finally, Berger notes the importance of efficiency in the message production context, suggesting that in routine service interactions, increased verbal interaction may be diagnostic of an undesirable state of affairs, yet in less routine social encounters, efficiency may also emerge as a significant issue.

2.8 DILLARD AND SOLOMON (2000)

Subjective construction of context

According to Dillard and Solomon (2000:169), conceptualizing context in message-production research must attend to the subjective reality of message producers. The reason for this assertion is due to the following reasons: One, people often know what they do, they construct representations of social reality, they make decisions more or less consciously about what they seek to accomplish, and also develop some sense of whether or not they are succeeding. Two, individuals are valuable sources of information about their own communication behavior and that of others. The point being made is that since individuals have insight into the reasons for their behavior, it is therefore certain that they are in a position to present some report of those reasons. Conceived in this way, Dillard and Solomon emphasize that message–production contexts should be identified in such a way that they are grounded in the social regularities perceived and acted upon by social actors.

Mapping context as goal structures within social densities

Dillard and Solomon (2000:170) suggest that empirical regularities in social experience produce perceptions of social densities, which simply implies that the world is organized into clusters of events with regularly co-occurring qualities. In the same vein, they state that social experience has dense regions of frequent occurrences within a conceptual space that encompasses regions of less frequent activity. Furthermore, Dillard and Solomon note that people tend to form goals in accordance with what they perceive to be feasible rather than what may be considered impossible, and in the process they attempt to overcome the obstacles that might prevent the achievement of goals. Therefore, it is advisable to conceptualize the contexts for message production in relation to the individuals' perception of social reality along with goals that they generate for acting upon it. Dillard and Solomon (2000:171) make a distinction between primary goals and secondary goals, suggesting that the primary goal is that which the actor attempts to accomplish, it instills the interaction with meaning, whereas the secondary goals are other concerns that arise from considering how to achieve the primary goal. Defined in this way, the term goal structure, therefore, describes the set of primary-secondary goal relationships. Dillard and Solomon point out that goal structures vary with regard

to content in that they are characterized by differing primary goals and also by variation in the importance of corresponding secondary goals. Of note, according to Dillard and Solomon (2000:72), is that contexts can be defined in terms of the goal structures that follow from actors' conceptions of opportunities and constraints in a social episode.

2.9 GREENE (2000)

Greene (2000:140-141) puts forward a set of assumptions about message production. He argues that the cognitive states and entities that underlie behaviour are treated, in accordance with the current approaches, as if they shift and change relatively slowly. However, he points out that such cognitive representations are much more fluid and shifting. He advances two reasons for this: The first being that, processes which give rise to message production are fast. The second being that, the encoding processes should proceed in parallel.

Greene (2000:141) notes that behaviour is viewed as unfolding in a coherent and faultless fashion, and as a result of that it may show some consistency. Further, he extends this view, suggesting that there are two distinct senses in which an individual's message behaviour may not always be characterized by coherence: The first is , messages may lack continuity. The second, messages may exhibit inconsistencies.

According to Greene (2000:142), research reveals that behavior consists of a hierarchical arrangement of features, and these comprise the higher, and lower level features. However, against these is the single level assumption.

Greene (2000:142) asserts that focus on a single level, i.e. uniplanar, emerges in a variety of forms in models of message production. Firstly, it can be recognized through models that are restricted to relatively abstract act-types. Secondly, it can be detected through a time focus which is restricted to an idea unit or utterance. In line with this characterization, Greene further emphasizes that low level mechanisms become important components of theoretical accounts of higher level features.

Greene (2000:143) points out that although there is acknowledgement of the role of nonverbal cues in social interaction, far greater effort has been focused on developing models of verbal message production than on those processes that give rise to the nonverbal components of behavior.

In relation to this characterisation, Greene (2000:143) maintains that some approaches of message production are excessively restricted to a single level in the sense that they are too propositional. He goes on to suggest that these theories have a central conceptual role which is given to some sort of propositional representation of ideas or meaning.

Another variation on the uniplanar, according to Greene (2000:143), is that theories of message production tend to be long on analysis of the nature of thoughts, that is, goals, plans and idea units, and lacking when it comes to claims about the nature of behaviour and behavioural production.

Greene (2000) proposes that the Goals-Plans- Action model be considered as the standard conceptual scheme in order to explicate the issues that underlie the characterization of message production. The GPA model, according to Greene (2000:145), assumes that message encoding unfolds as goals or desired ends, and it leads the individual to formulate plans for their accomplishment. He further suggests that these plans are used to identify and guide actions for carrying out the designated plans. Of note is that the standard characterizations of message production issues that have been highlighted in this discussion are, to some degree, embedded in the general G-P-A scheme (Greene, 2000: 145). The following three issues are relevant:

(a) Fluidity:

Goals and plans are treated as if they persist over a span of time, and that represents a static view of goals and plans. Secondly, a goal which a person has in mind may be lost almost immediately, and this situation may also apply to the other components of the G-P-A model, that is, plans and action. Thirdly and lastly, it is not clear whether goals, plans and actions exist at all once as soon as they have passed out of mind or conscious awareness. This lack of clarity raise numerous questions in relation to, among others, the continuity of the goals' ability to exert influence on overt message behaviour.

(b) Incoherence:

According to Greene (2000:146), the GPA framework suggests a characterization of behaviour that has considerable coherence and as a result of being generated in pursuit of a goal, and in accordance with some plan. Secondly, the lack of coherence or discontinuity can only occur when goals and plans are subjected to some form of revision. Thirdly and lastly, the GPA may tend to convey a message that is too continuous, because it may be

perceived to suggest a view of encoding that is overly consistent. However, it merits mention that the emphasis on the discontinuous and inconsistent character of message behaviour raises fresh issues (Greene, 2000:146).

(c) Multiplanarity:

Greene (2000:147-148) asserts that models of message production have tended to place little emphasis on the multiplanar nature of action specifications. This view has been evidenced in the standard GPA accounts where the 'action' component is treated as a relatively abstract uniplanar 'message'. The point being made is that the theories of message production need to give greater attention to the multiplanar nature of action specifications. Greene makes a further observation that the G-P-A accounts are too mentalistic, that is, they focus on the realm of thoughts (goals and plans). As a result of this they tend to fail to address the relations between thought and action.

2.10 WILSON, GREEN AND DILLARD (2000)

In attempting to understand and explain mental processes that give rise to communication behavior, Wilson et al., (2000:135-136) provide some basic truths about communication:

Speakers draw on vast stores of knowledge.
Speakers pursue a wide range of goals.
Speakers coordinate their own behavior with that of their interaction partner.
Speakers produce messages within time constraints.
Speakers produce messages with little conscious awareness.

Furthermore, Wilson et al., (2000:137) submit that there are four trends in the study of message production: The first is that scholars want to understand the process of message production. Secondly, scholars tend to theorize message production across the life span, that is, from childhood to later life. Thirdly, scholars are keen to explore the manner in which theories of message production provide insight about societal issues. Fourthly, and finally, scholars tend to theorize links between emotion and message production.

2.11 WILSON AND SABEE (2003)

Wilson and Sabee (2003:19) examine the notion of communicative competence within Wilson's (1990, 1995) cognitive rule (CR) model and Berger's (1997) and Waldron's (1997) work on planning. According to Wilson and Sabee (2003:19), communicative

competence resides in the number and types of goals that speakers spontaneously form and pursue Therefore, more knowledge and understanding about communicative competence may be acquired through exploring the manner in which individuals form interaction goals. Interaction goals are defined as states of affairs speakers desire to attain or maintain through talk. Speakers often attempt to pursue and coordinate multiple goals during conversation and their goals often change quickly during the course of conversation (Wilson and Sabee, 2003:19). An in depth discussion of the goal concept is counducted in both chapters 3 and 4 of this work.

CR model

For a detailed account of the CR model, refer to Wilson (1995; 2002) in both chapters 1 and 3 of this work. According to Wilson and Sabee (2003), several insights about goals and competence are interpretable within the CR model. As an example of this, it is noted that speakers may judge incompetence in goal pursuit on the basis of cultural misunderstanding, where two or more cultures collide. The goal of Give advice may be a case in point where a speaker may provide advice which may be considered inappropriate in a foreign culture. Further, previous research has reported that incompetence may also be perceived within a single culture. In this respect,. Wilson and Sabee (2003) emphasize that in terms of the CR model, acculturation necessitates associating goals with new sets of situational features. In certain instances, speakers form and pursue goals that are perceived by others as inappropriate. In this regard the CR model assumes that differences in rule strength should be apparent in the goals people formulate within ambiguous situations (Wilson & Sabee, 2003:19).

Wilson and Sabee (2003:20) maintain that speakers may be labeled as communicatively incompetent for not pursuing goals that others regard as desirable or obligatory. For instance, failure to ask for assistance or offer criticism creates potential threats to both the speaker's and the hearer's face, and such threats are akin to risking and appearing as communicatively incompetent (*ibid*). According to Wilson and Sabee (2003), speakers who address face wants of both participants while concurrently pursuing their primary goals are viewed as more communicatively competent compared to those who are only concerned about the primary goal.

Wilson and Sabee (2003:20) give an account with regard to why speakers fail to formulate and pursue goals that others consider as desirable or obligatory. The following reasons are said to be responsible for this level of incompetence: (i) the lack of perspective-taking

skill, (ii) associating goals with an insufficient number of situational conditions, (iii) possessing rules that are triggered only by an almost complete match with perceived situational conditions; or /and (iv) failing to mentally link rules for different goals.

According to Wilson and Sabee (2003:21), communicative incompetence may also be due to the speaker's failure to alter interaction goals across situations. In this regard, the CR model advances explanations that may be responsible for failing to adapt interaction goals. These include: (i) associating interaction goals with only a small number of situational conditions, (ii) failing to develop subcategories of a goal that may be applicable to a variety of situations and (iii) overemphasizing base-rate data and underemphasizing individuating information. To circumvent or minimize this lack of ability, Wilson and Sabee (2003) suggest that adaptability and flexibility should be considered as critical components of communicative competence.

Plans and Planning

For a detailed exploration of the concept of Plans and Planning, refer to Berger (1997) in chapter 1. According Wilson and Sabee (2003: 21), plans designated for accomplishing social goals differ in complexity and specificity. The former consists of a large number of action units and includes contingencies whereas the latter pays attention to detail. They further note that plan complexity and specificity should facilitate communicative competence in many situations. This is informed by their claim that persons with complex plans have multiple alternatives should their initial efforts fail; yet those with specific plans already have considered how to implement abstract acts during the conversation itself. Citing research findings from previous studies, Wilson and Sabee suggest that lonely and shy college students had less complex plans for social goals such as asking for a date or impressing a new roommate than did students who were not lonely or shy. Therefore, plan complexity in turn was positively associated with others' perceptions of whether a plan was likely to succeed.

Despite the view that plan complexity and specificity may facilitate communicative competence, Wilson and Sabee submits a word of caution and qualifications that should be considered, suggesting that, (i) a complex plan is neither necessary nor sufficient for competent performance, (ii) planning too many alternatives in advance can undermine fluid speech performance, (iii) the relationship between plan specificity and competence may differ in according to whether a culture values detailed short-range plans versus flexible or long-range plans, and (iv) complex and specific plans must still be adapted in

the light of changing circumstances and unforeseen opportunities during interaction.

Planning

In relation to Planning, Wilson and Sabee argue that competent communicators are proficient at monitoring and adjusting their plans online during conversation. In this regard, they report on the research in which researchers explored how perceived communication competence is evident in people's online planning. From the results of the investigation, they report that students rated as highly competent compared with moderate and low competence participants, had a larger percentage of plan-orientated thoughts during conversation. One the contrary, students rated as low in competence reported a larger percentage of self-assessment cognitions. It is also noted that aside from stress, executive control processes that include decisions about (i) selection, (ii) regulation and (iii) monitoring may hinder a person's ability to monitor plans during conversation Of note is that communication competence is evident in people's ability to deploy, monitor, and adjust plans efficiently during interaction.(Wilson & Sabee, 2003:22-23).

Anticipatory mind set

Wilson and Sabee (2003:23) point out that from the perspective of the GPA framework, competent communicators possess an anticipatory mind-set. In simple terms, they foresee likely implications of their actions for both their own and their interactional partner's as well as potential obstacles to their plans for accomplishing goals. Secondly, they understand the goals that particular audiences will view as appropriate or inappropriate, desirable or obligatory within a specific situation. Thirdly, they pursue multiple goals and possess plans with multiple options for pursuing and integrating goals. Fourthly, they are able to adjust both their goals and their plans in the light of situational, relational and cultural circumstances. Finally, they devote attention to monitoring their goals and plans online, and thus avoiding pondering over negative thoughts and feelings, and adjust initial goals and plans when necessary. Wilson and Sabee (2003: 23) also make note of the sources of communicative incompetence that may be responsible in this respect:

(i) overly accessible or inaccessible rules for goal formulation that may be (in)appropriate to the current situation,
(ii) lack of knowledge about alternative means for pursuing or integrating goals, and
(iii) impairment of one's ability to monitor and adjust goals or plans which may be attributed to personal anxiety, fatigue, or competing situational demands on

processing capacity.

2.12 SUMMARY AND CONCLUSION

The guiding purpose of this chapter was to provide an overview of the concept of message production in relation to theory and research. In the service of that end, this chapter has examined several related concepts, propositions and principles that constitute the following theoretical frameworks: Cognitive Rule model, Theory of Planning and Goals-Plans-Action model. These are considered to be classic examples of 'second generation' theories (see Wilson, 2002) or 'new generation' theories (see Green, 1997) of message production research that have characterized influence messages in terms of interaction goals and planning in an attempt to pursue those goals. This chapter, therefore, has not only demonstrated this type of configuration, but it has also displayed the key propositions of the cited models in their attempt to explicate the complexities and patterns involved in the process of message production.

CHAPTER 3

OVERVIEW OF THE LITERATURE ON PERSUASION

3.1 AIM

The focus of this chapter will be on an overview of the literature on the Goals-Plan- Action model of persuasion as well as message effects resulting from it, and various message features present in the persuasive messages. Lastly, an overview of persuasion theories. will be given.

3.2 GOALS-PLANS- ACTION MODEL OF PERSUASION

3.2.1 Dillard, Segrin and Harden (1989)

The GPA model falls within the family of message production theories. According to Dillard et al. (1989:19), influence message production is profitable when undertaken from the perspective of a goal-planning-action sequence. The model assumes that speakers produce messages to accomplish goals, and Dillard et al. define goal as desired future states of affairs that individuals aspire to maintain. They point out that the pattern followed by the model suggests that the goal of altering the behavior of another gives rise to planning, which in turn, guides the action of the source.

Dillard et al. (1989:20) posit that in interpersonal influence attempts, the desire to bring about behavioral change in a target person is the primary goal. The secondary goals relate to the objectives that derive directly from more general motivations that are recurrent in a person's life. The authors make reference to four types of secondary goals:

(i) Identity goals: they derive from one's moral standards, principles for living, and personal preferences concerning one's own conduct.
(ii) Interaction goals: they are concerned with social appropriateness, ensuring a smooth flow to the communication event and also deal with face threatening act issues.
(iii) Resource goals: these goals make reference to increasing or maintaining valued assets. Three types of assets are highlighted, and these are relational, material, and physical assets which are basically concerns of the communicator.
(iv) Arousal management goals: these goals make reference to the efforts involved in managing the stress or challenge that may be linked to an influence attempt.

Dillard et al. (1989:21) highlight a distinction between the two goals. They argue that primary and secondary goals differ along several lines:

One, primary or influence goals are the more central of the two classes reason being that they define interpersonal influences situations. Two, consciousness of a primary goal reinforces a consideration of secondary goals. Three, primary goal provides the initial push which activates the cognitive calculus that incorporates all of the secondary goals. Four, secondary goals attempt to shape, and constrain the behaviors whose prime purpose is to change the behavior of the target.

Dillard et al. (1989:21) undertook a series of research studies, and set out a clear purpose for their research work. Firstly, their intention was to seek evidence that individuals position their interpersonal influence behavior in concerns for efficacy (framed as primary goals) and appropriateness (framed as secondary goals). Secondly, they wanted to examine the extent to which appropriateness could be usefully conceptualized as consisting of identity, interaction, resource and arousal goals. Thirdly, they intended to scrutinize the relationships among the goals. Lastly, these scholars aimed to give attention to the manner in which goals make predictions about cognitive and behavioral aspects of influence activity.

The first study was mainly aimed at gathering data that would reflect the concerns which confront individual sources when dealing with interpersonal influence situations.

In the study refered above, a content analysis in which justification for not using strategies was conducted. Taking into account that some respondents provided more than one reason for not using a strategy, the first step was to unitize the justifications. In the second step, justifications were categorized independently by two coders. Disagreements were resolved through discussion. Four cases were randomly selected from the sample, and the estimates of coding reliability were computed. For examples of the justifications and the frequency distribution for each goal category, refer to the table below:

Results of the content analysis of justification

Goal Category	Frequency	Proportion	Exemplar Statements
Influence	865	44%	It won't work. It's irrelevant.
Identity	672	34%	It's immoral. Not my style.
Interaction	180	9%	That would make me look bad. This is inappropriate for the situation.
Resource	98	5%	This would cost me our friendship. I'd suffer for it.
Arousal	8	1%	This would make me apprehensive. Makes me too nervous.
Uncodable	136	7%	This is stupid. You must be kidding.
Total	**1959**	**100%**	

According to Dillard et al., the large number of statements that deal with the effectiveness of the message strategies is consistent with the claim that people prefer messages which enable them to satisfy their influence goals. In addition to that, existing justifications in each of the remaining categories is supportive of the assumption that a group of secondary goals do alter or shape message choice. In a nutshell, Dillard et al. study reveals the prospective usefulness of the set of goal concepts. Aside from arousal management goal, the coding of justifications proved to be highly reliable. Finally, the distributions of statements indicated that people that use strategic influence are aware and concerned with the goals they use.

The foci of the second study were twofold, i.e., Dillard et al. (1989:24) intended to conduct a thorough testing of the goal scheme. Secondly, the researchers wanted to develop some understanding of the relationship amongst the goals .

In terms of the results, the research data were supportive of Dillard et al's hypotheses regarding influence, identity, interaction and arousal goals. Of note is that the analyses indicated that the resource factor (comprising relational, material and physical goals) did not correspond with the data. The researchers then changed this aspect of the goal scheme to deal with relational and personal goals as separate entities. In addition, physical and material goals demonstrated more compatibility with the data when compared to competitors, and it is said to have exhibited a pattern of correlations which was replicated in the present sample. In this study, Dillard et al. concluded that the six – goal

model provides an adequate representation of the source's goals in interpersonal influence situations.

With reference to the third study, Dillard et al. intended to demonstrate that goals are responsible for guiding individuals' planning and action in interpersonal influence attempt.

These authors submitted predictions that are in line with goals and interpersonal influence processes. For example, they suggest that the presence of an influence or primary goal reinforces the interpersonal influence process. In addition, awareness of goal(s) was accountable for the activation of plans which in turn provided the basis for behaviour. Furthermore, the researchers predicted that the importance of the influence goal would partly determine the behavioural effort that the individual applies in the service of the particular goal. Aside from the cognitive and behavioural issues, they also considered it essential to examine the source's features of communication behaviour. Research findings presented by other scholars guided the researchers' decision as to which specific perceptual dimensions of influence messages to pursue. Hence the following: (i) Directness - which means the degree to which a message makes clear the change that the source seeks from the target, (ii) Positivity- which refers to the degree to which the positive outcomes associated with compliance, or negative outcomes associated with noncompliance, are specified. Lastly, (iii) Logic – which means the extent to which the source makes use of evidence and reason.

Dillard et al. presented a synopsis of the results in the table below. In a nutshell, the results suggest that each of the five aspects of interpersonal influence process dealt with in the study was significantly predicted by the goals. Two, except for the personal resources factor, the univariate analyses showed that each of the goals significantly predicts one or more aspects of the interpersonal influence process. Three, the scale which tapped the importance of the influence goal was positively correlated with planning, effort, and with the use of logic. Four, the identity goal measure showed positive associations with planning, and a negative relationship with directness. Five, concern with interaction goals corresponded with increased planning and with increased positivity. Six, desire to avoid loss of relational resources was positively associated with positivity. Lastly, the analyses showed that a concern for arousal management apparently inhibited directness, and the use of logic.

Results: Goals as predictors of interpersonal influence:

Goals	Standardized Regression Coefficients				
	Planning	Effort	Directness	Positivity	Logic
Influence	.29***	.55***	.04	-.04	.28***
Identity	.13*	.09	-.17**	-.06	.15*
Interaction	.19***	.07	.06	.31***	.07
Relational	-.04	.01	.06	.22***	-.05
Personal	-.08	-.01	.02	-.02	-.00
Arousal	.05	-.06	-.14*	-.24***	-.19*
R	.46***	.57***	.23*	.39***	.32***
Corrected R*	.51	.68	.24	.48	.37

3.2.2 Dillard (1989)

Dillard (1989:294) points out that the process of interpersonal influence may be conceptualized as a sequence beginning with an actor's goals. In this respect, he argues, influence goals are conceptualized as the motivation that essentially drives the attempts to produce behavioural change in a target person. According to Dillard (1989), the sequence follows a general pathway in which goals engender plans and, in turn, plans guide behaviour.

Typical research questions that are normally addressed in relation to goals include the following:

(a) What types of influence goals do persons see as typical in their close relationships?
(b) How can these goals best be interpreted empirically and theoretically?
(c) How do various types of influence goals correspond to action?

In his investigation of goals, Dillard (1989:296) presented various phases. As part of the methodology, Dillard (1989) considered three criteria, that is, content, structure and clarity. The content criterion was generated from a close examination of the data and of previous reports. In this exercise, ten content categories emerged: social relations, companionship, entertainment, political activity; health, values and morality, financial matters, career, tasks/labor, and changes in locale. Except for political activity, six goals were selected to represent each category. The structure criterion addressed the question of who would benefit from the influence. For instance, self-benefit, other benefit, mutual benefit, third-party benefit. The clarity criterion necessitated that the goal description be stated clearly

and that only one goal be mentioned. Of note, from this exercise a total of fifty-nine goals were developed.

With reference to goal clusters, analyses were conducted in order to produce cluster solutions of five through eleven groups. The next task was to choose the optimal solution from that set of candidates. An alternative method, according to Dillard, was to assess the various solutions against some external criteria. It is possible to form predictions concerning the ways in which the groups differ and then to have a separate set of judges rate the stimuli judgment (the goal) on scales that are reflective of those predictions (*ibid*).

With regard to goals in context, Dillard (1989:298) employed two methods in which goals could be differentiated from one another. The first method entailed the examination of previous work on influence goals and compliance-gaining situations. The second involved multidimensional scaling analyses which were conducted on the present data set for two through six dimensional solutions.

Accordingly, the variables that follow proved valuable in discriminating among clusters in this study, that is, the degree of source benefit, the target benefit, and the group benefit, publicness of the influence act, normative pressure to acquiesce to the request, the desire for improvement of an adequate situation, type of relationship with target of the request, the desire for relational growth or maintenance and the specificity of the influence issue.

Research questions that Dillard (1989: 304) raises in terms of goals and influence

messages that triggered several studies relate to the following:

- whether goals cause planning to take place, and whether planning in turn guides action
- whether different types of goals bring about different types of plans – which then produce various sorts of actions, or whether goals are related to actions
- whether directness, positivity and logic are general perceptual dimensions that naïve actors use to classify compliance gaining messages

In terms of the findings, there was a considerable convergence between Dillard's results and that of the previous investigations. As part of the results, the following goals were uncovered in the investigation: Gain Assistance, Change Relationship, Give Advice

(Health), Give Advice (Life style), Share Activity and Change Political Stance which was considered as quite unique in the present study (Dillard, 1989:306)

With reference to action or behavioural change, through which a link was tested between the various goal types and the three aspects of influence messages, that is, directness, positivity and logic reveled reliable was tested, the research data confirmed association between communication behavior and different goal types (Dillard, 1989).

3.2.3 Dillard (1990)

Dillard (1990:71-72) maintains that there are three assumptions in relation to goals. Firstly, he suggests that individuals possess a multiplicity of goals. Secondly, he maintains that goals are able to follow a three dimensional arrangement, that is, hierarchy, importance and temporality. In terms of the first dimension, he notes that some goals exist in the service of other goals, yet, the second dimension relates to the fact that some goals are more attractive and important than others, while the third and final dimension illustrates the unobtainable nature of goals. Finally, he notes that people have the capability of attempting more than one goal concurrently, irrespective of the dominance of one goal over the other.

According to Dillard (1990:72), goals have special features which provide them with their unique conceptual status. With reference to the first feature, he suggests that goals are culturally viable explanations for behaviour. Conceived in this way, goals, therefore, provide an account as to why individuals pursue certain courses of action and stick to those. Secondly, he asserts that goals are used to partition the stream of behavior into meaningful units. They segment the flow of actions over time. Lastly, he points out that these goals characterize the level in the hierarchy at which planning takes place.

Dillard (1998) attests that two classes of goals exist, that is, primary and secondary goals, and the influence context within which these types of goals may be applicable. In relation to the former, he points out that this particular class drives the influence attempt, whereas the latter class carries the responsibility of shaping the influence attempt.

With specific reference to these types of goals, Dillard reports on the research that he conducted. The initial study was confined to primary or influence goals in close relationships. He notes that the justification for pursuing this particular line of thought was two-fold. One, close and personal relationships are very important to individuals and as

such they were, by comparison, under-researched. Two, personal relationships, according to Dillard, were the most active areas in which social influence attempts could take place.

The research findings, according to Dillard (1998:77), suggest that goals in the first cluster were low in source benefit, above average in target benefit, and were directed mainly at family members. And this category was labeled **Give Advice** (**Lifestyle**). Dillard asserts that the goals in the second cluster epitomized high source benefit, and a low extent of target benefit. This category was labeled **Gain Assistance**. With reference to the third cluster, he notes that goals in this category represented high source benefit, and focused attention largely on targets in a voluntary relationship with the source. The name given to this category was **Share Activity**. In terms of the goals in the fourth cluster, he points out that this category was meant to benefit a group, and as such the influence attempts contained here were high in 'publicness'. Of note is that Dillard highlights that an examination of the content of this cluster illustrated that every goal was concerned with convincing the target to engage in some politically related behavior. The name given to this category was **Change Political Stance**. Dillard attests that goals in the fifth cluster focused attention on persuading the target in order to do away with some self-destructive behavior. In this situation, the target benefit was perceived as high. The label given to this cluster was **Give Advice** (**Health**). According to Dillard, the final cluster resembled Share Activity category. The only point of variation is related to the fact that goals in Share Activity focused attention on joint and short term efforts, while this cluster dealt with goals that concentrated on long term matters which demanded continuous endeavours. The name given to this category was **Change Relationship**.

The second study was concerned with secondary goals. A synthesis by earlier researchers which was drawn from existing lists of goals that were relevant to interpersonal influence situations, was a take-off point for this portion of Dillard's study. He points out that the conceptual analysis of the lists suggested four general categories. According to Dillard (1998:82), the research findings suggested the existence of five secondary-goal factors, and these findings were validated in the second half of the sample:

- Interaction goals - which are primarily concerned with social appropriateness and politeness, and thus epitomizing the source's desire for successful management of his or her impression in order to ensure a smooth flow of the influence interaction.

- Identity goals- which are mainly concerned with self-concept, and primarily derived from one's moral standard, principles for living, and personal preferences concerning one's own conduct.

- Resource goals- these are divided into two types, that is, Personal Resource goals and Relational Resources goals. The former is concerned with the material, physical and probably temporal assets a person possesses while the latter relates to the maintenance or enhancement of all those personal rewards and gratifications, which arise from participation in a relationship with the target.

- Arousal Management goals- which are based on the assumption that persons have a desire to maintain a state of arousal, which falls within certain individually specified boundaries.

According to Dillard (1998:85), research directed at perceptual dimensions confirmed three perceptual dimensions of influence messages that are quite critical in influence messages. They constitute the following:

i) Directness, which is concerned with the extent to which a message makes clear the change that the source is seeking in the target.

ii) Positivity, which is the degree to which the positive outcomes associated with compliance, or negative outcomes associated with non-compliance, are specified.

iii) Logic, which refers to the degree to which the source makes use of evidence and reason.

For the purposes of the third investigation, Dillard points out that the three dimensions were examined in relation to the set of goals in order to establish, among others, whether or not there was any substantial variation between these dimensions and the goals themselves.

According to Dillard (1998:87), research findings suggest that each goal was connected to one or more aspects of the influence message. Aside from emerging as a major predictor of both cognitive and behavioural effort, important influence goals, according to Dillard, carry the following critical features: One, they motivate planning in anticipation of the influence event. Two, they are an end-product which emerges from messages that are

based on reason and evidence. Three, they reinforce the source's persistence in his or her efforts to obtain compliance from the target.

In terms of both the identity and interaction goals, Dillard (1998:87-88) points out that the research data revealed that both goals could reflect the desire to conform to certain standards of behaviour- with the former relating to internal standards while the latter subscribed to external standards. Furthermore, he suggests that Identity goals were positively associated with cognitive effort and the use of logic, but negatively associated with directness. On the other hand, Interaction goals were positively associated with expenditure of cognitive effort and the use of more positive messages. Dillard notes that relational resource goals showed a direct association with the use of positive messages. In terms of the arousal management goals, he submits that findings revealed that highly aroused sources were less direct, less positive, and relied less on the use of logic than less aroused sources. That situation presented negative implications in messages that were directed towards the source-target relationship, and yet they are not viable in producing behavioural change. Finally, according to Dillard, personal resource goals did not show any reliable statistical association with any of the influence processes that were involved in the study.

3.2.4 Cody, Canary and Smith (1994)

Cody et al. (1994:43) emphasize the viability and importance of pursuing research on goals, suggesting that goals have the potential to specify a finite number of changes that actors pursue in their social environments. Conceived in this way, the purpose therefore, they argue, is to identify a set of goals on the basis of constellations of perceptions that reflect the actors' cognitive representations of influence situations, and demonstrate that these representations influence tactical preferences.

Cody et al. (1994:43) cite Pervin (1986) as saying that behavior in situations should be studied within a context of a theory of goals. And that the choice of situations and behaviour is mainly directed toward obtaining goals, and that goals have properties that are cognitive, affective and behavioural; and goals vary in terms of content, time span, complexity, and importance. In addition to this, it is noted, personality constructs can be viewed as goal systems; and that people should be studied as to how they learn goals, and how they associate goals with specific people, objects, events, symbols, and processes; that people should be studied as to how they activate, select, maintain, and terminate goal-related actions; and the manner in which people should assess

incompatibilities between and/or among goals resulting in conflicts, depression and other emotions .

In dealing with the notion of features of goal-directed behavior, Cody et al. (1994:44) point out that goals can be hierarchically ordered at a minimum of three levels, that is, (i) motives, (ii) goals and (iii) sub-goals. They note that motives exist at the highest level of the hierarchy, and thus represent abstract intentional cause of behavior. And goals are more specific changes that actors hope to achieve. Yet, Sub-goals are specific actions that should be conducted in order to fulfill goals. Cody et al. (1994) further posit that goals are culturally viable explanations of behaviour, they are often the focus of conscious awareness, they represent the level at which planning usually takes place, and they drive actions or the sequence thereof.

Cody et al. (1994:45) also make reference to a second important feature of goal-directed behavior, suggesting that some goals are proactive and others are reactive. According to Cody et al., proactive goals are those that actors plan to achieve, and direct their behaviors toward achieving them. On the other hand, reactive goals are the ones in which an actor is confronted with a problem. In such cases the actor is not in a flexible position to plan, and s/he is not in full control of the sequence of events.

Cody et al. (1994:45-46) propose three basic classes in relation to categories of goals in compliance – gaining situations: (i) super-ordinate, (ii) basic and (iii) subordinate. They point out that instances of super-ordinate level are abstract, and as such do not share many features with other categories. Secondly, instances of basic level are sufficiently abstract and share features in common with other category members. And lastly, instances of subordinate level tend to overlap with other categories. However, although they are concrete, they do not differentiate well.

According to Cody et al. (1994:45-46), prototypes function is defined as a standard by which information is compared and assimilated into the previously held social knowledge. They point out that new knowledge or events are evaluated against the abstracted set of features that consist of the prototype. Should there be a sufficient degree of similarity that exists between the target features and the prototype, Cody et al. argue, the actor classifies the instance as a member of the category. It is for this reason that an actor with a variety of past experiences within any particular compliance-gaining situation would have abstracted from these experiences a prototype of that situation, or a goal type.

Cody et al. (1994:45-56) concluded their overview of compliance-gaining goals with a list of eleven general goal types:

Goal	Subcategories	Examples
Obtain Permission	Single activity Ongoing activity Personal activity Increased autonomy	To go to an all-night graduation party To have curfew extended To have ears pierced Freedom from going to Church
Gain Assistance	Information Fund activity Purchase goods Financial assistance Favor/borrow object Favor/consideration Selfish request	Gain information about an object to purchase Pay for airfare home Pay for a new printer for home computer Borrow money for new expenses Lend a car, borrow clothing Run an errand for the actor Keep job so actor can receive discount
Give Advice	Relational Health/habit Social skills/appearance Financial plan Career plan	Give advice on who should date whom Give advice on breaking habits Give advice on public behavior Give advice on making plans, money Give advice on the target's career
Change Opinion	Opinion change	Change opinion of film, Greek system
Share Activity	Mutual activity Target's activity	Shop together, walk together Target should engage in a behavior
Elicit Support (Third party)	Family coalition Resolve conflict Acquire information Relational initiation	Seek aid in persuasion of another Seek aid from a target to speak to a third person Seek aid from a target to investigate a third person's attitudes Seek aid from a target to introduce actor to a potential dater
Change Ownership (Buying and Selling)	Selling Charity Buying	To sell something to others To sell raffle tickets, etc. To purchase materials from others
Violate Law	Illegal activity	Propose an unlawful activity
Enforce Obligation	Obligation	Target should fulfill contract or other obligation
Protect Right	Annoyance	A target's behavior infringes on the actor's rights, property, health
Change Relationship	Initiation Escalation/test of relationship De-escalation	Actor plans to begin or to initiate a relationship Actor plans to engage in an activity or persuade a dating partner to advance to a more intimate or personal level Actor plans to reduce the level of intimacy in an existing relationship

3.2.5 Dillard, Wilson, Tusing and Kinney (1997)

Dillard et al. (1997) maintain that there have been two major trends in investigations of interpersonal influence that may be classified into first and second category studies. According to Dillard et al. (1997:299), studies in the first categories are those in which

participants rate a set of message stimuli on some predetermined conceptual dimension such as likelihood of use. Dillard et al., admit that this one approach is useful in that it is able to tell what people say they will do with messages. However, in the same vein, they criticized this approach as unable to present anything about the features of such messages or the ability to ascertain as to how such messages are perceived by social actors. The second category of studies, according to Dillard et al. (1997:299-300), has sought to recover the perceptual dimensions that individuals naturally use to characterize influence messages. Method and procedure followed in these studies involved presenting participants with a set of message stimuli and asking them to judge each one with regard to its similarity to every other one. Multidimensional algorithms were applied to the similarity of data in which a set of dimensions were produced, interpreted and validated. Dillard et al. point out that the results from these minimal studies are a compelling case with regard to the claim that individuals naturally judge influence messages on three conceptual dimensions, that is, explicitness, dominance and argument.

Dillard et al. (1997:299) defined explicitness as a degree to which the message source makes her or his intentions transparent in the message itself. Of note is that Dillard et al. (1997:300) suggest that the presence of this dimension in any influence message is treated to a greater or lesser extent, instead of conceiving it as present or not.

According to Dillard et al. (1997:301), dominance makes reference to the relative power of the source vis-à-vis the target as that power is expressed in the message. They further suggest that this dimension simply expresses the source's perception of, or desire for, a particular source-target power relationship. Dominance may be communicated through a range of communication modalities. These include, among others, (a) variation in the vocalic parameters of speech, (b) gross body movements such as gestures or leaning, (c) facial displays, and (d) message content (Dillard et al., 1997:302).

Dillard et al. (1997:302) define the argument dimension as the extent to which a rationale for the sought after actions is presented in the message. They go on to maintain that argument is the degree to which the source provides reasons as to why s/he is seeking compliance, rather than simply making an unelaborated request. With this dimension, the messages may be structured argumentatively even though the evidence is less than compelling (Dillard et al., 1997:302).

Dillard et al. (1997:315) posit that politeness theory suggests a negative association between perceived dominance and perceived politeness. The authors make the following

observations with respect to dominance and politeness: One, dominant messages may have a powerful impact on politeness due to their capacity to threaten both positive and negative face. Two, that dominance and politeness might be viewed as conceptually synonymous within the domain of influence attempts.

Dillard et al. (1997:316-317) submit the following findings in relation to argument and politeness: One, influence messages that contain reasons are judged as more polite than those that do not contain reasons. Two, some reasons are perceived as more polite than others. Dillard et al. further point out that speakers who provide hearers with reasons for their requests command a respect that can be interpreted as politeness. However, in the case of none, Dillard et al. assert that the speaker believes s/he has the entitlement to dominate the message target. Aside from being a function of intimacy, reason-giving signals equality and affiliation. It is also worth noting that simple requests are more common among friends than strangers, the reason being that a defining feature of friendship is mutual obligation. Accordingly, such obligation may substitute argument in relevant instances of influence interactions.

According to Dillard et al. (1997:317) politeness theory predicts that explicit speech acts will be viewed as impolite. Nevertheless, the authors observed that the degree of imposition of explicit speech is moderated by the social distance of the actors. Specifically, they contend that persons in close relationships are free to use more direct speech forms than are persons in distant relationships. Dillard et al.'s research data confirmed a significant positive relationship between explicitness and politeness. Having noted what is contradictory to the politeness theory, the authors also attended to some limitations with reference to these findings: One, the restricted range of speaker-hearer intimate relationships in the study. Two, the other limitation concerns the conceptualization of influence messages as perceptually multidimensional. One of the interesting points being made in relation to the study, which the research data concurs with, is that messages high in explicitness may be taken as evidence of relational closeness (Dillard et al., 1997:318).

Dillard et al. assert that the research data has demonstrated a considerable significance of nonverbal dominance on politeness way beyond that of the verbal message elements. It stands to reason therefore that politeness phenomena are not restricted to language (Dillard et al., 1997:318).

Contrary to the other dimensions, Dillard et al. (1997:319) argue that dominance is communicated multimodally. As a result of that one account of the dominance-politeness association is simple availability. Conversely, the authors espoused that there seems to be more information available about dominance than either of the other two dimensions. For this reason, multimodality alone cannot account for the relatively greater predictive power of dominance. The other concern relates to the choice of stimuli. According to Dillard et al. selecting a set of utterances to enable explicitness or argument to have a larger effect than dominance, would have manipulated a situation that presented a study with extremely limited external validity. In order to ensure validity, stimuli were ecologically well-founded and that the distributions of the explicitness, total dominance, and argument variables showed similar properties (Dillard et al., 1997:319).

In terms of message perceptions, Dillard et al. (1997:320) advocate a viewpoint which is contrary to that of politeness theory – which assumes that individuals judge the politeness of requests in terms of verbal and nonverbal behaviour of social actors. In taking a stance in relation to this point, the authors contend that (i) there is value in adopting an approach grounded in the psychological reality of interactants; (ii) actors view requests multidimensionally in terms of explicitness, dominance, and argument and (iii) explicitness, dominance and argument message percepts provide the phenomenological basis for politeness judgments.

3.2.6 Schrader and Dillard (1998)

According to Schrader and Dillard (1998:277), the Goals-Plans-Action (GPA) model spells out several functions of goals in the communication process:

- Goals are located at the starting point of the GPA sequence from which behaviour flows.
- Goals make provision of being some kind of reinforcement to the planning process – which enables the action process to take off.
- Goals provide culturally viable explanations for the behaviour of actors and observers.
- Goals enable the splitting up of the stream of behaviour into segments- often referred to as ‘action units’ or ‘social episode’.

Schrader and Dillard (1998:285) report on the results of their research with reference to the clusters of primary goals. They assert that the first cluster, that is, Maintenance episodes contains two primary goals: Give Advice-Parents and Routine Activities. According to Schrader and Dillard, both goals typify cases of influence attempts that are frequent, relatively less important, and which deal with issues of collaborative nature within the source-target relationship.

In terms of the second cluster, that is, Special Issues Episodes, Schrader and Dillard (1998:286) suggest that this cluster encompasses five primary goals: Change Orientation, Gain Assistance-Parents, Give Advice-Friends, Gain Assistance-Acquaintance, and Relational Escalation. They further report that the primary goals in this cluster were considered significantly more important compared to first cluster, and as such issues dealt with in this cluster demanded special attention.

Schrader and Dillard (1998:286) note that the third cluster consists of six primary goals: Enforce Obligation, Annoyance, Gain Assistance-Stranger, Gain Assistance-Professor, Elicit Support, and Relational De-Escalation. In each of these cases, they observe, the message source had to deal with some predicament that sought resolution. As a consequence of that, this cluster was labeled Problem-Solving Episodes.

Schrader and Dillard (1998:286) point out that the fourth cluster comprises two primary goals: Bureaucracy and Relational Initiation. Of note, in terms of these findings, is that this cluster is characterized by a remarkable increase in the importance of the personal resource and arousal management goals. Schrader and Dillard further assert that in both cases the message source risks embarrassment and humiliation. They conclude that due to the importance of both primary and secondary goals in this regard, this cluster was labelled High Stakes Episodes.

According to Schrader and Dillard (1998:283), research on the secondary goals reveal that Identity goal received higher importance ratings in the Change Orientation than in the Routine Activities and Gain-Assistance goal types. Two, interaction goal received higher importance ratings in the Relational initiation goal type than in the Elicit Support – Third Party, Give Advice – Parents, Give Advice – Friend, and Routine Activities goal type. Three, relational resource goal received higher ratings in the Gain assistance- Parents, Relational Escalation, and Routine Activities goal types than in the Bureaucracy, Relational De-Escalation, and Elicit Support – Third Party goal types, and higher ratings in the Gain Assistance – Parents goal types than in the Gain Assistance –Stranger , Gain

Assistance – Professor, and Annoyances goal types. Four, personal resource goal received higher ratings in the Bureaucracy goal type than all other goal types except the Annoyance, Enforce Obligations, and Relational Initiation goal types. Finally, the arousal management goal received higher ratings in the Relational Initiation goal types than in all goal types except the Bureaucracy, Gain Assistance- Parents, Gain Assistance – Strangers, Relational De- Escalation and Gain Assistance –Professor goal types.

In terms of the conclusion of their research, Schrader and Dillard (1998:287) report that primary goals in their study corresponded with different numbers and types of secondary goals. Further findings, according to Schrader and Dillard, suggest that the original set of influence goals could be reduced to a smaller set of meaningful and interpretable clusters. They confirm that four groupings emerged from their research data: One, Maintenance Episodes -which were defined by recurrent issues of fairly limited importance, and which took place in target –source close relationship. Two, Special Issue Episode- which were considered more important and complex, which also took place in target –source close relationship. Three, Problem Solving Episodes – which were characterized by an crease in goal structure complexity and noticeable distance in target – source relationship. Finally, High Stake Episodes – which were typified by high importance , considerable risk, high complexity along with even more distant relationship in terms of a goal structure.

3.2.7 Dillard and Schrader (1998)

In reacting to criticism, Dillard and Schrader (1998:1-2) emphasize the nature and scope within which the Goal-Plan-Action model (GPA) operates. Aside from emphasizing the message production process, they argue that the GPA model also attempts to shed light on communicative behaviour by making reference to goals and plans, and the model is quite explicit about the class of behaviours that fall within its purview. They further point out that action, which is one of the components of the GPA model is not a term that includes all forms of behavior, instead it takes into account only those behaviours that have a purpose. They further underscore the fact that it remains an aspiration to hope for a theory that may provide insight into all forms of behavior, however, the field currently lacks a framework of such comprehension.

According to Dillard and Schrader (1998:2), goals are motivators of behaviour, and as such they should be characterized as the starting point for the goals-planning-action sequence since they exist right at the beginning of the sequence from which behaviour flows, and thus cannot be labelled as anything else.

Dillard and Schrader (1998:2) argue that not all behaviour is motivated by self-interest, as has been suggested by some scholars. With that in mind, they point out that goals can be either egoistic or altruistic, in other words they can be self-serving or generous or humanitarian. As an example of that, the research data has confirmed the existence of the goal of Give advice to friends and family not intended for the source's selfish interest, but for the benefit of the message targets.

Aside from connecting goals to actions through plans, the other area of usefulness for the GPA model relates to the unlimited and instrumental role, within the communication function, that this model can occupy and play. Dillard and Schrader (1998) point out that although their own work has not taken the GPA model beyond the bounds of an influence attempt, the essential features of the model can be seen in research functions other than influence.

Another useful contribution that may be drawn from the GPA theory is the fact that it makes a clear distinction between the primary and secondary goals. Dillard and Schrader (1998) posit that this distinction is striking and useful although the evidence to support that is not as transparent as one would hope for.

Dillard and Schrader (1998:3) emphasized that the data they employed was without doubt reflective of influence episodes. The reasons that substantiate their claim are informed by their method of collecting data which followed the pattern below:

Firstly, participants were asked to recall influence episodes – and this exercise was carried out willingly by participants – as there were no complaints or any sign of unwillingness.

Secondly, upon examination of data, according to Dillard and Schrader (1998) the written descriptions demonstrated evidence of many of the characteristics of influence attempts. As an example of that, the participants frequently used strings of words that had elements intended for changing the behavior of another as their apparent purpose.

Lastly, they argue that the descriptions in their particular investigation were remarkably different from descriptions that were seen in research that asked participants to recall different sorts of episodes, such as asking participants to recall and describe events in which one person expressed liking or disliking for another. A comparison of the two data sets, Dillard and Schrader (1998) maintain, indicated that social actors make a distinction between affiliative/disaffiliative episodes and influence interactions.

In dealing with this point, Dillard and Schrader (1999:3) maintain that the GPA model takes the following positions: (i) that the primary goal provides meaning to the interaction, (ii) that the primary goal represents what the interaction is about, and (ii) that it provides a purposeful unity to a stream of behaviours.

3.2.8 Schrader (1999)

Schrader (1999:188) asserts that the relevant criteria for judgments of competence relate to effectiveness and appropriateness. This could be, for instance, fleshed out in people being concerned about achieving their objectives (effectiveness) and conforming with behavioural expectations of a specific situation (appropriateness). The two criteria are framed in terms of primary (former) and secondary (latter) goals. Primary goals, according to Schrader (1999), define and drive the interaction, and at the same time focus on the instrumental objective of gaining compliance and encompass sources' concerns for effectiveness. On the other hand, secondary goals, which shape and constrain the behavioural options available to the source, focus on interpersonal and identity objectives, and reflect concerns for appropriateness. Of note is that concerns for effectiveness and appropriateness emerge from an episode's goal structure, which consists of the relationships among the primary and secondary goals (Schrader, 1999:189).

According to Schrader (1999:189), the study of interpersonal influence has identified three essential properties in relation to goal orientated approaches, that is, (i) goal types, (ii) goal structure, and (iii) goal complexity. Schrader suggests that Goal types function as primary goals that make reference to a specific motive (e.g., obtain permission) and role relationship (e.g. parent). With reference to Goal structures, Schrader points out that this aspect addresses the interrelationships among a set of goals that are in operation in an interpersonal influence situation. And lastly, Goal complexity is labelled as a salient feature of interpersonal influence, and it refers to the nature of goals within their respective clusters.

Schrader (1999) suggests that the literature that addresses the perceptual dimensions on which people perceive influence messages has uncovered three critical dimensions: Explicitness, dominance and argument.

Schrader (1999:191) defines explicitness as referring to the degree to which a speaker makes known what he/she wants the listener to do. Schrader goes on to argue that in the interpersonal influence context, explicit messages have the potential to be intrusive and

may elicit negative emotional responses. Although explicitness was a positive predictor of judgments of politeness in one study of compliance-gaining episodes involving friends, this finding can be attributed to the value friends place on directness and the relatively low complexity of the influence goals used as stimuli (Schrader, 1999:191)

With regard to dominance, Schrader (1999:191) maintains that this dimension reflects the degree to which a source perceives that he/she has power or control over the target. He points out that highly dominant messages generate negative emotional responses, and as such they appear to interfere with goal achievement. Such messages, Schrader (1999) posits, may be considered unfair and unreasonable and as such they may hamper judgments of liking. As a consequence of that, messages of this nature may be ineffective and inappropriate (1999:191).

In terms of argument, Schrader (1999:192) defines this dimension as referring to the degree to which a message provides logical reasons for the target to do what the source desires. Schrader (1999) emphasized that the argument dimension focuses attention on the quantity rather than the quality of reasons presented by the source. Of note is that a message high in argument might contain reasons, explanations, or justifications that provide support as to why the target should comply, whereas hints and direct requests may include minimal amounts of argument. It is also critical to note that messages high in argument correlate positively with persons' judgments of politeness (Schrader 1999:192).

The results of Schrader's study display the usefulness of the goal clusters and the goal complexity concept. Schrader points out that the respondent's implicit theories of communication competence link three message dimensions to goal complexity in a systematic and logical way. From the study, he found no significant difference between every cluster for any of the three message dimensions. In addition to the findings, clusters and their complexity provide communicators with some general guidelines for competent message production. In explicating this finding, Schrader points out that, one, explicit messages will not harm competence judgments unless the goal under consideration is highly complex. Two, dominant message characteristics produce negative evaluations, and such evaluations are more prominent in situations where there is little or much to gain. Lastly, the use of argument generally elicits positive judgments, and particularly when the need to persuade is considered high, and when the person being persuaded is a non-intimate target (Schrader, 1999: 196).

Schrader (1999:197) explicates planning as a process that involves a situational assessment and goal selection – which then enables the person to better handle or determine the complexity of a goal structure. This process, according to Schrader, produces a plan which is a necessity for goal (s) achievement.

Schrader (1999:197) asserts that plan analysis has revealed several common qualities that might be affected by goal complexity: (i) Plan complexity, (ii) plan specificity and (iii) plan quality. Schrader points out that complexity in plans displays the number of planned actions and number of contingency statements included in a plan. Of note is that as goal complexity increases plan complexity increases as well.

According to Schrader (1999:197), plan specificity measures the extent to which a plan is fully articulated. Schrader suggests that this property is, partially, a function of a person's experience with a particular goal. Importantly, frequent goals may have related plans that are quite specific based on repeated trial and error.

In terms of plan quality, Schrader (1999: 197) posits that this feature attends to the relative effectiveness of a plan, and as such reflects judgments of competence. He further maintains that for goals whose structure is relatively simple, it is possible that a wide range of plans would produce satisfactory results for the message producer.

Schrader (1999) has identified crucial features that relate to message effects in interpersonal influence: (i) Obstacles and (ii) barriers.

The former aspect is defined as real or anticipated reasons for resistance to a request. Schrader suggests that within the GPA model, secondary goals may represent obstacles because they function as a counterforce to the primary goal. As an example of that, asking another for a date may generate a desire to avoid embarrassment. This example reflects the primary goal of relational initiation in relation to the interaction secondary goal. Of note is that primary and secondary goals are not always in contradiction or noncompliant to each other. There are conditions where the secondary goal relates positively to the primary goal, and as such the secondary goal would not necessarily be an obstacle (Schrader, 1999:197).

The latter aspect is defined as an impermeable boundary around a goal (Schrader, 1999: 198). Schrader points out that persuaders are capable of negotiating around obstacles (secondary goals) and be in a position to obtain their primary goals. This exercise could be

achieved by producing messages that can address the reasons that may be encountered or expected from the source. Importantly, when persuaders lack information about how to achieve a goal, and their lack of understanding is exacerbated by unelaborated refusals to their requests, they face a barrier, which must be penetrated. This penetration process can produce a “rebuff phenomenon”, a tendency for persuaders to use less polite messages as they encounter repeated refusals to their requests. Goal complexity has the potential to mediate this phenomenon (Schrader, 1999:197).

According to Schrader (1999:198), interpersonal influence messages, by their very nature, have the potential to threaten the positive and negative face of both the target and source. He points out that the degree to which face is threatened is a function of the intimacy of the relationship, the relative power and status of the target and source, and the intrusiveness of the request. Accordingly, concerns for politeness increase as intimacy, the power and status of the target, and the intrusiveness of the request increase.

In terms of politeness and message dimensions, Schrader (1999) notes that his research presented results that do not conform with expectations. For instance, with reference to argument dimension, message argument correlated negatively with competence judgments in their highly complex High stakes cluster. The influence goals in this cluster involve low intimacy, high target power/status, and high request intrusiveness. Conversely, in the politeness theory framework, reason-giving facilitates positive politeness (Schrader, 1999:198).

Secondly, Schrader (1999) highlights that message dominance is perceived as the exact opposite of politeness, and while the correlations between dominance and competence are negative in all four clusters, one would not expect the correlation in the low complexity (Maintenance) episodes to be more negative than it was in either the Special issue (moderately low complexity) and Problem solving (moderately high complexity) episodes. The Maintenance episodes contain comparatively low concerns for influence and high concerns for relational resources. Under such circumstances, dominant messages may be considered extreme, unreasonable, and unnecessary (*ibid*)

Lastly, Schrader (1999) submits that message explicitness correlated negatively although non-significantly with competence judgments in the Maintenance and Special Issues episodes. Of note is that politeness is considered to be synonymous with indirectness or inexplicitness.

3.2.9 Wilson and Kunkel (2000)

According to Wilson and Kunkel (2000: 196), individuals in all cultures desire to maintain face, which can be subdivided into two wants. One, positive face, which is defined as the desire to have one's attributes and actions approved of by significant others. It is a person's wish to be well thought of, a desire to have what a person admires, to be admired by others, the desire to be understood by others and the desire to be treated as a friend or confidante. As an example of this, a complaint about the quality of someone's work,, threatens that person's positive face. Two, negative face, which is defined as the desire to maintain one's autonomy and be free from unnecessary constraint. In a simplified way, it is a wish not to be imposed on by others, and to be allowed to go about our business unimpeded with our rights to free and self-determined action. As an illustration of this, telling someone that they cannot go out after a certain time is a threat to their negative face. Wilson and Kunkel (2000) also observe that many speech acts originally or naturally threaten face or, by definition, run contrary to the face wants of the speaker or hearer. They also point out that the speech act theory, with its analysis of the constitutive rules that define speech acts, contains part of the answer as to how face threats arise from seeking compliance.

Wilson and Kunkel (2000:198) argue that apart from being conceived as a linguistic form of politeness, reason giving is further defined as the extent to which a rationale for the request and/or the desired action is stated explicitly in a compliance-gaining message. Simply put, message sources give reasons when they provide justification as to why they are seeking compliance, as well as to why the target should comply. They further point out that reason giving refers to the mere presence of a rationale and not to its perceived quality. In term of politeness theory, Wilson and Kunkel argue, speakers can remedy or redress threats to a hearer's autonomy (negative face) as well as approval (positive face) by giving reasons. A message source who performs a face-threatening act (FTA) such as a request can claim that he has overwhelming reasons for engaging in the performance of the FTA, otherwise he normally would not have infringed on the hearer's negative face. As regards positive politeness, they suggest that a source may also provide overwhelming reasons in order for the target to believe the reasonableness of the performance of the source's FTA.

According to Wilson and Kunkel (2000:198), aside from being conceptualised as a form of politeness, reason giving is also percieved more broadly as facework that shapes the

identities of both self and other. They point ount that message sources give reasons to redress the full range of potential face threats associated with a specific influence goal. As an illustration of this, when giving advice sources may provide reasons to avoid making themselves look nosy (their own positive face) and not just to justify constraint on the target's autonomy (the other's negative face).

Wilson and Kunkel's (2000: 199) view of reason giving as facework makes a distinction between self-focused and other-focused reasons. In the process of seeking compliance, message sources may give an explanation as to why the target should comply with the request or recommendation. According to Wilson and Kunkel, this first type of reasoning concentrates mainly on the target (other), explaining why he or she should be willing to comply. Furthermore, they point out, other-focused reasons may include explanations about how the target or people close to the target (a) will benefit from compliance; (b) will suffer negative physical, emotional, or monetary consequences in the event of failing to comply; and (c) have the ability and/or right to comply. They futher maintain that message sources may also give justification as to why they are making a request or recommendation.

This second type of reasoning, according to Wilson and Kunkel, concentrates mainly on the message source (self), typically explains the need for the desired action and/or the source's sincerity. Self-focused reasons may include explanations about why the source (a) needs help, (b) is not taking action upon him or herself, and (c) is concerned about and/or cares about the target. Wilson and Kunkel (2000) submit that message sources may also manage some potential threats to face by withholding or suppressing reasons that could have been given. As an example of that, message sources who ask a for favour often feel obligated to repay a favour in the future. Yet, sources who give lots of reasons about why they need a favour are said to risk implying that the favour must be a large one.

In their attempt to evaluate the applicabilty of their analysis, in the process of seeking compliance among young adults of either gender with a variety of relational partners, Wilson and Kunkel (2000:200) argue that it is expected of both women and men to perceive individual distinct face threats when giving advice versus asking favors with close friends or romantic partners. This situation takes place irrespective of the gendered nature of close relationships. The scholars' analysis assumes that individuals identify potential threats to the target's face and their own, on the basis of their knowledge of (i) specific influence goals and (ii) on the basis of defining conditions for seeking compliance. They go

on to argue that both males and females rely on the same sources of tacit knowledge to make judgments about potential face threats. Wilson and Kunkel (2000) point out that for the reason that women and men may perceive similar face threats when giving advice or asking favors, and give reasons as a means of redressing or remedying potential face threats associated with either influence goal, it could also be anticipated that differences in facework will generalize across gender and relationship type.

3.2.10 Wilson (2002)

According to Wilson (2002:6-7), compliance gaining falls within the domain of persuasion or social influence. The study of compliance gaining differs in two respects from the scholarship of persuasion. One, persuasion scholars have traditionally focused on public and mass communication contexts. On the other hand, compliance gaining scholars have concentrated on influence within interpersonal contexts. Two, persuasion scholars have paid attention to message effects, whereas compliance gaining researchers had message choices as their focal point.

Compliance gaining is any interaction in which a message source attempts to influence a target to perform some desired behaviour that the target otherwise might not perform. In other words, seeking compliance involves an attempt by a message source to change a target's behaviour. (attitude or belief). He further submits that although the exercise of compliance gaining involves insignificant requests, in other instances it may involve requests that contain critical implications, whose actions may take place in the current time or the future. Furthermore, Wilson (2002) points out that compliance gaining attempts are common in family, friendship and among colleagues. He goes on to suggest that in dealing with compliance gaining, message sources utilize an array of techniques such as explanations, bargainsa nd warnings as they seek a target compliance. A choice of responses to seeking compliance may range from immediate compliance to total refusal.

According to Wilson (2002:9), compliance-seeking messages frequently contain a mix of classically rational and reward/punishment-based appeals, and the distinction between choice and obligation, as well as that between persuasion and coercion, is quite thin. As a result of that he points out that the situations are less clear-cut with regard to the ethics and means or techniques of seeking compliance. However, although honest and being open may reflect a particular ideological and cultural view, ambiguity and deception in some cases, may be useful, if accompanied by a level of responsibility, within close relationships (Wilson, 2002:8-9).

According to Wilson (2002:14), message production is an area of research that focuses attention on how individuals produce messages during influence interactions. He emphasizes that in order to develop explanations about this construct, there is a need to integrate general theories of psychological and interactional processes, analyses of specific message functions such as seeking and resisting compliance, and analyses of particular relational, institutional, and cultural contexts, and as such there is a need to understand what is unique about the production of persuasive message, as against messages designed to comfort a distressed friend, etc. (Wilson, 2002:15).

Wilson (2002) offers three themes as a means of providing useful insight about persuasive message production. Aside from early works that dealt with persuasive message production from the perspective of strategy selection, that is, selecting methods for seeking/resisting compliance from their repertoires of message strategies, Wilson (2002:15) acknowledges, in terms of the first theme, that contemporary theories of persuasive message production are guided by a metaphor of 'goal pursuit', which suggests that individuals understand situations in terms of influence goals, generate message to accomplish goals, rely on knowledge about means for accomplishing goals, and edit messages based on what is relevant and appropriate for accomplishing goals.

In relation to the second theme, he emphasizes that persuasive message production needs to be explained within interactive contexts. The implication therefore is that we need to analyze both sides of influence interactions, that is, how message sources seek compliance and how targets resist and/or comply. It also means that we need to analyze how influence interactions unfold over time, and how they are structured. And lastly, it means that theories of persuasive message production should be credible and reasonable given the constraints of conversations, for instance, individuals are normally faced with multiple demands on their attention during conversation and that they often must make decisions about what to say in a matter of seconds (Wilson, 2002:15).

With reference to the third theme, Wilson (2002:16) concedes that persuasive message production is an interdisciplinary area of research which takes into account disciplines such as cognitive science, communication, psychology, philosophy, sociolinguistics and other related fields that have stimulated thinking about the manner in which individuals produce messages within influence interactions.

Wilson (2002:134-135), maintains that goals are future states of affairs that individuals desire to attain or maintain. Desired end states become interaction goals once individuals

communicate with others when attempting to achieve them. Wilson further notes that these goals are part of the cognitive rather than the behavioural domain. Of note, in this discussion, is the point that people possess immense knowledge about goals that get pursued in situations when they desire to reach those end states – which implies that the interaction goals are proactive, that is, people strive to accomplish goals (Wilson, 2002:136).

In dealing with primary and secondary goals, Wilson (2002: 137-138) asserts that in the course of a compliance-gaining interaction, the message source's primary goal is a desire to change the target's behaviour. The primary goal, therefore, exerts some form of force that motivates the message source to speak, and that also helps to explain the reason behind the interaction. Furthermore, the primary goal becomes crucial in subdividing the flow of behaviour into a meaningful unit. Aside from explicating the interaction, it also provides a framework within which participants understand the course of action likely to be undertaken, and thus signals expectations about each party's identity, rights and obligations. Secondary goals are derived from more general motivations that are recurrent in a person's life. These goals exert a form of force that acts to shape, and typically constrain the behaviours whose overriding purpose is to change the behavior of the target.

According to Wilson (2002), several studies have been conducted by scholars on influence goals. Eight specific influence goals were identified in at least two of the five studies conducted. The influence goals of 'gaining assistance' (e.g. favours) and 'giving advice' emerged in all five studies. Four goals (i.e., obtain permission, enforce obligation, share activity, de/escalate relationship) appeared in three of the five studies and the final two (i.e., obtain personal benefit, elicit support for third party) were detected in two studies.

Wilson suggests that the fact that these studies have presented similar findings is important for three reasons:

One, these findings are crucial in helping to explain why individuals are able to define compliance-gaining episodes in terms of underlying primary goals.

Two, these findings confirm that people appear to organize their knowledge about seeking and resisting compliance around influence goals. As a result of that people associate a wide range of information with each influence goal.

Three, people are different in the manner in which they seek and/or resist compliance, depending on the underlying influence goal.

In sum, persuaders share common knowledge about the reasons that are imperative for seeking compliance. Secondly, persuaders appear to organize their knowledge of compliance gaining around influence goals. Lastly, although the decision regarding what to say when seeking or resisting compliance may be guided partly by the quality of the influence goal, it is important to note that persuaders may consider other concerns in the course of compliance gaining interaction (Wilson, 2002: 144).

Wilson (2002:144-168) has reviewed four research programmes with additional objectives when seeking or resisting compliance. These research proprammes focused on secondary goals and they explored how goals shape and constrain the ways in which individuals exert influence (2002:144). The following conclusions can be drawn from this research: people's attempts to seek and resist compliance are shaped and constrained by multiple goals, people's concerns about multiple goals vary across individuals, situations, relationships and cultures, and lastly, a focus on multiple goals highlights the potential complexity of influence interactions (2002:167)

According to Wilson (2002:168), the Cognitive Rules (CR) model makes assumptions that people possess knowledge about a wide range of primary and secondary goals, as well as numerous situational features that are relevant to each goal, and this goal-relevant knowledge is kept in the long-term memory, composed of nodes representing concepts. He notes that every cognitive rule links a node that represents situational features to an interaction goal.

The model further assumes that a spreading activation process operates on the memory network. In this regard, Wilson points out that the cognitive rule may be activated directly as a result of a match between perceived features of the current situation and situational features in the rule. Secondly, the cognitive rule may be activated indirectly- implying that people typically compare cognitive rules to their perceptions of the current situation largely outside of consciousness, with little demand on their conscious resources. Lastly, the cognitive rule may be activated in a parallel fashion, that is, the current situation can activate simultaneously the cognitive rules needed to form multiple goals.

Wilson (2002) emphasizes that the process of activation is a necessary but not sufficient condition for goal formation. In this respect, the CR model further assumes that cognitive

rules have an activation threshold. This, therefore, implies that a goal can only be formulated if a certain level of activation is received, and once that level is reached a rule is triggered and goal formation takes place.

According to Wilson (2002:169-170), the probability of a rule's being triggered is a function of three general criteria, that is, fit, strength and recency. He points that in terms of the fit criterion, the probability of goal formation increases when a larger rather than a smaller number of situational conditions represented in a rule are perceived in the current situation. Of note is that the CR model assumes that when both degree and clarity of fit are high, the situational features are sufficient to trigger cognitive rules. However, when fit is only moderate and ambiguity is considered high, strength and recency are more important determinants of goal formation. Wilson emphasizes that both the strength and recency criteria relate to the accessibility of cognitive rules. Therefore, within ambiguous situations, a cognitive rule is more likely to be triggered as the strength of associations between the situational features and the desired end state represented in the rule increases. Notably, a cognitive rule that has been triggered recurrently becomes accessible, and as a result it gets triggered more easily than a rule that has been used infrequently in the past. In ambiguous situations, a cognitive rule is also more likely to be triggered if that rule has already been activated by a recent event (*ibid*).

3.2.11 Dillard and Marshall (2003)

Dillard and Marshall (2003:479) outline their boundaries of interpersonal influence entailment. They point out that this construct covers, to a greater extent, messages that are brief, relatively spontaneous, lacking in detailed argumentative structure and focus on personal objective. In addition to their examination of literature, they take into account persuasion research which, in their view, involves messages that are long, carefully planned and consisting of a fair number of arguments on topics of social, political and commercial interests.

Dillard and Marshall (2003:481) make a crucial point that a skilled persuader has an array of approaches in his or her repertoire, and the selection for application of any approach depends on a given situation. Accordingly, a given situation would therefore have the two fundamental considerations for a skilled persuader: conceptualizing, designing and executing a message, that is, message production and finding facts about the recipient, which is audience analysis.

According to Dillard and Marshall (2003:482), the majority of attempts at interpersonal persuasion takes place within the confines of close and personal relationships. Therefore, persuasive attempts generally happen between or amongst people who know each fairly well.

Dillard and Marshall (2003:482) suggest that an investigation on interpersonal influence goals uncovers that the most frequently identified reasons for persuading others are as follows:

- Give advice, that is, provide guidance regarding the target's health or lifestyle.
- Gain assistance, that is, obtain favors, objects, or information.
- Share activity, that is, spend time together.
- Change orientation, that is alter target's opinion or behavior with regard to some social or political issue.
- Change relationship, that is, initiate, escalate or de-escalate the source-target relationship.
- Obtain permission, that is, secure the endorsement of someone in power.
- Enforce rights and obligations, that is, compel the target to fulfill a previous commitment or to stop an annoying behaviour.

Primary or influence goals do not exist in a vacuum. Social actors tend to have other goals in addition to the influence goals. These other goals are referred to as secondary goals. Instead of reinforcing the interaction, as does the primary goals, secondary goals shape the range of behavioural options available to the speaker (Dillard & Marshall, 2003:483)

According to Dillard and Marshall (2003), persuasion research recognizes three targets of change, that is, areas in which one can influence the other to change:

- Beliefs : estimates of the truth or falsity of some proposition.
- Attitudes: evaluations of the goodness or badness of an attitude object.
- Behaviors: actions performed by some individual.

Recognizable types of change are noted by Dillard and Marshall (2003) as possible occurrences in any of the three targets of change that have been listed above. These are described below:

One, formation, which occurs when an individual acquires a new belief, attitude, or behavior where none existed before. Two, reinforcement, which deals with the strengthening of preexisting beliefs, attitudes, or behaviours either for the purpose of increasing their extremity or combating the effects of counter persuasion by other message sources. Three, conversion, which involves instances in which beliefs are altered from true to false, attitudes shift from positive to negative, or individuals act on behalf of a cause rather than against it (Dillard & Marshall, 2003:484).

Dillard and Marshall (2003:484) suggest that individuals process messages for different reasons. To this end, the authors point out that there are three recognizable conceptually distinct orientations or message processing examples that receivers might assume toward a message:

One, accuracy-motivated processing: this one example takes place whenever a receiver's primary motivation is to objectively assess the validity of the message, the reliability of its arguments and the quality of its evidence. Two, defense-motivated processing: the purpose of this other example is intended at defending and sustaining the preexisting orientation or position. Three, impression-motivated processing: this last example refers to the desire to hold and express evaluations that are seen as appropriate to the social situation.

Aside from the process of motivations for message processing, Dillard and Marshall (2003) posit that depth of processing is another complex function that plays a crucial role in determining how vigilant and profound an individual processes the message. To determine this process, two processing modes are worthy of note: (i) Systematic-mode of message processing: this approach is analytic and contemplative and focuses on evaluating the evidence and understanding the facts. Accordingly, it reflects deep processing. On the other hand, the (ii) heuristic processing approach is comparatively superficial and simplistic, and relies on shortcuts and learned rules to arrive at an attitude (Dillard and Marshall, 2003:485).

According to Dillard and Marshall (2003:486), message sources can use cultural knowledge to anticipate responses to persuasive appeals. They further argue that the most actively researched cultural dimensions that may have an influence on persuasion are individualism versus collectivism. The former is based on the findings that some cultures emphasize the rights and responsibilities of individuals, whereas the latter underscores the significance of the group as against the individual.

The other crucial information that could be useful in predicting audience response to a persuasive message relates to sociological information. Dillard and Marshall maintain that this information locates individuals with regard to groups, and it presents features of individuals that provide the basis for certain social categories such as gender, age, race, income, and level of education (Dillard & Marshall, 2003:486).

The third crucial information that Dillard and Marshall (2003: 487) cite with reference to the anticipation of the manner in which the audience may respond to a persuasive message relates to psychological trait information. They point out that this information entails the mental makeup of the message recipient, and takes into account the values that the individual holds, for example, his/her likes or dislikes.

In dealing with involvement with the message or message topic, Dillard and Marshall (2003) note that the process of activation of goal(s), i.e., (i) accuracy motivated, (ii) defense motivated and (iii) impression motivated that are responsible for processing a persuasive message is largely determined by the level of involvement of the audience with the message. For example, accuracy goals result from the perception that the message describes some circumstance with tangible positive or negative consequences for the recipient or someone close to him or her. Yet, defensive processing comes as a result when the audience members relate to the message or topic that has implications for their self-concept. And, impression-motivated processing primarily deals with the interpersonal consequences associated with expressing a given judgment in a particular social situation (Dillard & Marshall, 2003:487-488).

Dillard and Marshall suggest that central to this notion is the segmentation of the audience in relation to the timing of some event. They further highlight that the use of synchrographic information assist in the avoidance of the assumption that individuals' message-processing goals are stable over time. Although it still depends on a process of generalizing, they argue, by breaking the audience into smaller, more homogeneous units, the accuracy of the audience analysis is enhanced (Dillard & Marshall, 2003:488).

In dealing with the features and components of persuasive messages, Dillard and Marshall (2003:489) suggest that several investigations have confirmed specific perceptual dimensions that individuals naturally use to portray influence messages:

The authors define explicitness as the degree to which the message source makes her or his intentions transparent in the message itself. Of note is that portions of a persuasive

message of any length may be highly explicit, whereas others may be more indirect or inexplicit (Dillard & Marshall, 2003:489).

With regard to dominance, they point out that this dimension refers to the relative power of the source vis-à-vis the recipient as that power is expressed in the message. Accordingly, message dominance is the source's bid for power. The recipient may submit to that power – implying acceptance or the recipient may defy, in which case the bid has been rejected (Dillard and Marshall, 2003:489).

With regard to argument dimension, Dillard and Marshall point out that this could be defined as the extent to which the rationale for the sought-after action is presented in the message. Thus, argument refers to the extent to which the source gives reasons for why she or he is seeking compliance rather than simply making an unelaborated request. Argument, as the term is used in this literature, refers to the perceived quantity of reason giving (Dillard & Marshall, 2003:490).

According to Dillard and Marshall, the structure of argument is characterized by three fundamental elements, that is, claim, data and warrant. In explicating claim, the authors point out that this element is synonymous with a conclusion, that which the source would have the target believe. Yet, the data describes the reasons and evidence which is presented in support of the claim, whereas the last warrant, that which consists of beliefs, values and assumptions connects the data to claim (Dillard & Marshall, 2003:490)

Explicit claims as against inexplicit ones share a number of potential spinoffs (Dillard & Marshall, 2003:491). The reasons behind this claim are threefold: One, explicit claims are clear. Two, they display efficiency. Lastly, they encourage favourable source judgments. Of note is that persuaders who use explicit claims stand to gain credibility for using plain language instead of ambiguous or manipulative style.

In terms of this notion, Dillard and Marshall (2003:492) argue that in natural discourse one of the fundamental structures of the argument, that is, warrant may be unstated. Yet it is also common to come across simple statements that are unelaborated wherein both data and warrant are missing. In those cases, only claims remain visible.

In dealing with this point, Dillard and Marshall (2003:492) maintain that previous research has revealed that people share a high level of concern about making interaction wherein considerations such as the relationship with the recipient (mainly when dealing with high

status recipients or initiating possible romantic relationships), personal resources , levels of anxiety are put on the line. They point out that high stakes episodes which are triggered by situations that are high in goal structure complexity should be approached carefully and indirectly.

In evaluating arguments as to whether evidence or data and warrant are evident or not, Dillard and Marshall suggest that there are three necessary conditions: (i) the message recipient must be aware that evidence is present in the message, (ii) must cognitively process the message, and (iii) must evaluate the message favourably. The authors note three forms of recognizable evidence: One, testimonial assertion, in this case a message introduces material from an external source to support a claim. Two, argument completeness, in this instance reference is made to the spelling out of the premises, warrants, backing and qualifications that compose the argument. Three, and lastly, quantitative specificity contributes to the message effectiveness and enhancement of credibility. Of note is that incorporating evidence in a persuasive message enhances or improves the performance of the appeal (Dillard & Marshall (2003:493).

According to Dillard and Marshall (2003:494), mere appearance of a reason in a persuasive message may be just as persuasive as a genuine reason. They also note that compliance with a request may follow from the structure rather than the content of the message. Having noted that, it should also be emphasized that people appear to scrutinize message content more closely, and subsequently agree or disagree based on the merits of the situation (*ibid*).

Dillard and Marshall (2003:494-495) posit that people use heuristics when they lack the ability to analyse a claim in a persuasive message. They further point out that because certain heuristics are widely held they are sometimes exploited by professional persuaders to secure compliance. Examples of common heuristics are recognizable:

- Longer messages are stronger messages
- We should trust those whom we like
- Confident speakers probably do know what they are talking about.

Dillard and Marshal maintain that consistency has an important bearing on persuasion. The reason being that people desire that others present consistency because it makes them predictable. Secondly, consistency provides efficient means of dealing with inevitable complexities. The consistency notion is therefore a fundamental base for consistency

based techniques such as the foot in the door and lowball. The former technique is used to initiate a small request – as a starting point, and followed by a bigger request. On the other hand, the latter is common in sales situations where an initial price is presented to the client, and after 'consultation' with management, the price is pulled up on the pretext that the dealer or company will lose if it sells with a lower price.

According to Dillard and Marshall reciprocity is a norm that directs people to return in kind the actions, objects and affections that are provided to them by others, and this norm has an important bearing on persuasion. Recognizable examples that are akin to reciprocity are pre-giving and door in the face. The condition in relation to the former strategy is for the message recipient to accept the initial offering and lives with the burden of returning the favour when the need arises. Yet, the latter strategy relates to a presentation of a larger request, if rejected is subsequently followed by a smaller request.

With regards to the evidence that could make an appeal most persuasive, Dillard and Marshall (2003) provide some criteria that are framed through traditional test of evidence. They make reference to following five general tests of evidence that are presented as questions:

- Is the evidence <u>available</u>?
- Is the body of the evidence <u>consistent</u> within itself and with the best available evidence from other sources?
- Is the evidence <u>timely</u>?
- Is the evidence <u>relevant</u>?
- Is there <u>sufficient</u> evidence to support the claim?

According to Dillard and Marshall, people engage in cognitive tests or evaluation of evidence against certain natural standards – which are labelled as subjective message constructs. These include (i) importance which concerns itself with centrality and relevance of information in relation to a claim, (ii) plausibility which reflects the recipient's subjective estimate of the chances that the evidence is true, and (iii) novelty which makes reference to the degree to which it is seen as new to the receiver (Dillard & Marshall, 2003: 497-498).

Dillard and Marshall define (2003) threat appeals as messages that describe the negative consequences that the message recipient will experience in the event of him or her failing to comply with the message source. For better understanding, in such messages it is

crucial to distinguish two components: (i) message content, which carries the information that describes a threat and (ii) message effect, which ascertain as to whether the information is able to produce threat (Dillard & Marshall, 2003:498)

Threat appeals are conceptualized around two components (Dillard & Marshall, 2003:498):

a) The threat component: this component relates information that describes the vulnerability of the receiver to the negative outcome as well as the severity of that outcome
b) The action component: this component raises the behavioural solution to the problem presented by the threat component. In this regard, two essential elements are akin to the solution, that is, (i) response efficacy – which is concerned with the extent of the recommended action and the manner in which it will be effective in reducing the threat, and (ii) Self efficacy- which deals with information that concentrate on the relative ease or difficulty of performing the behaviour by the message recipient.

Dillard and Marshall (2003) explain guilt appeals as those messages that a source points out or recall a recipient's past or potential failure, and this is done with a view to motivate the recipient to remedy that failure.

According to Dillard and Marshall (2003), mood has a significant bearing on persuasion, and previous research has conceptualized it in terms of a positive-negative distinction, for example, good versus bad or happy versus sad. Therefore, it stands to reason that the processing of arguments differently by people is a function of their preexisting moods.

Dillard and Marshall suggest that all interactions function at two levels, that is, at levels of content and relationship. The former deals with what the message is all about, and latter concentrates on the manner in which participants relate – it could be a function of source being competent, better informed or more powerful than the recipient. For the simple reason that influence messages are meant to change one's behaviour, Dillard and Marshall (2003:500) argue that such messages may be both intrusive and poses a threat to freedom. As an example of that, a dominant message may be perceived by the recipient as interfering with his or her plans or may result in anger, and thus judged as incompetent. It goes without saying therefore that persuasive attempts that create intrusive and threat impressions may be met with rejection of the persuasive appeal and derogation of the message source. Dillard and Marshall (2003:501) advise that effective persuasive

messages do not create impression of pressurizing or constraining the message recipient's choice.

According to Dillard and Marshall (2003:501), research literature makes a distinction between two types of forewarning: (i) knowledge of persuasive intent and (ii) forewarning of topic and position. With reference to the former, an indication is made that someone will attempt to persuade you without revealing the topic. In contrast, the latter specifically reveals the subject matter as well as the potential position that the source is likely to adopt. The point being made is that when engaging in a persuasive attempt, avoid creating the perception that you intend to persuade, and simply portray your mission as informative rather than persuasive (Dillard & Marshall, 2003: 502).

In dealing with the notion of sidedness, Dillard and Marshall (2003) have identified two essential components of this notion: (i) one sided message and (ii) two sided message. During the persuasive process, the former component does not take into account opposing arguments. Conversely, the latter is a function of two elements: refutational two-sided message, which acknowledges the existence of opposing arguments, attempts to refute them by attacking the reasoning underlying the claims, questions the relevance of the evidence, criticize the credibility of the message source, and nonrefutational two-sided message, which merely acknowledges that an alternative exists. Of note is that refutational message yields maximum persuasive effect, way beyond nonrefutational, and as such nonrefutational messages should be avoided. (Dillard & Marshall, 2003:502).

Dillard and Marshall (2003:502) argue that theory and research on resistance to persuasion have been guided by an inoculation metaphor. They point out that there are two recognizable features of this approach: (i) threat and (ii) refutation. Threat in this sense suggests the vulnerability of the recipient's position and the fact that she is subject to attack. On the other hand, refutation relates to the recipient being shown the faults or defects in the arguments that result into threat.

According to Dillard and Marshall (2003:503), gain-framed messages, on the one hand, express the benefits that will be enjoyed by the receiver in the event of him or her adopting the recommended course of action or by accepting compliance. On the other hand, loss-framed messages underscore the costs or loss that may be associated with resisting compliance.

Upon reviewing theory and research, Dillard and Marshall (2003: 504-505) discovered that metaphor – as a figure of speech – has a persuasive advantage over literal construction. However, for effective functioning and application of a metaphor, two essential features are a requirement, that is, a metaphor must have a familiar base, and secondly, its application in a persuasive attempt should be innovative.

In dealing with powerful versus powerless speech, Dillard and Marshall (2003:505) point out that powerful speech, on the one hand, consists of a language that expresses the speaker's confidence in presenting his or her position. On the other hand, powerless speech conveys uncertainty.

3.2.12 Dillard (2004)

According to Dillard (2004:185), the Goals-Plans-Action (GPA) model should be conceptualized and understood as an attempt that cast some light on the way in which messages are produced, and on the effects that they have. In dealing with message production, he points out that the GPA model commences with a straightforward sequential idea, that is (i), Goals, which are defined as future states of affairs that an individual is committed to achieving or maintaining. (ii), Plans, which are cognitive representations of the behaviors that are intended to enable goal achievement. (iii), Actions, which are the behaviors that are carried out in an effort to realize the goal. These three properties, he suggests, constitute a framework for the GPA model.

Dillard (2004:186) recognizes the following seven primary goals: Gain assistance, Give advice, Share activity, Change orientation, Change relationship, Obtain permission, Enforce rights and obligations. In attempting to explicate the nature and scope of primary goals, Dillard (2004:187) gives the essential features that these goals possess:

(a) Primary goals are positioned right at the beginning of the GPA sequence.
(b) They primarily initiate a series of concepts that shape message production.
(c) Primary goals serve as potential realities that individuals attempt to construct, and
(d) Primary goals serve a motivational function because they energize cognition and behavior.

According to Dillard (2004), a second feature of primary goals entails the fact that they allow one to bracket the interaction, i.e. to identify the commencing and ending points of the interaction. In the process, knowledge of what is being attempted allows social actors

to segment the stream of interaction into meaningful units- normally referred to as 'social episodes'. Dillard further points out that because primary goals are culturally viable explanations of the discourse produced by two or more interlocutors, it can be said that primary goals also assume the function of social meaning.

Lastly, Dillard (2004:188) submits a third feature, in which he points out that primary goals carry a responsibility of directing a number of mental operations. Thus, primary goals serve a guidance function that promotes temporary reorientation and unification of various mental subsystems.

In dealing with Secondary goals, Dillard (2004:188) defines these goals as concerns that follow from the adoption of a primary goal. He further explains that while the primary goal defines the situation, secondary goals are the entailments that follow in its wake. Therefore, he points out, it is the desire to achieve the primary goal that brings into play one or more secondary goals.

Research on the GPA model supports the existence of five secondary goals:

Identity goals: which focus attention on ethical, moral and personal standards for behavior, and as such these arise from individuals' principles and values.

Conversation management goals: which involve concerns about impression management and face issues.

Relational resource goals: which have their focus on relationship management, and manifestations of the value that individuals place on desired social and personal relationships.

Personal resource goals: which reflect the physical, temporal, and material concerns of the communicator. Specifically, these goals arise from the desire to maintain or enhance one's physical well-being, temporal resources, finances, and material possessions.

Affect management goals: which, according to the GPA model, assumes that individuals strive to maintain preferred affective states during personal and influence interactions.

Dillard (2004:190) says that understanding the relationship between primary and secondary goals becomes a determining factor in making a decision as to whether to communicate or not to communicate. For better understanding, he submits three possibilities to explicate this situation. One, primary and secondary goals may be

incompatible with one another. Two, another possibility is that the secondary goals may be irrelevant to the primary goal. Three, and lastly, primary and secondary goals may be compatible with one another. Dillard submits that Relational initiation goal could be a classical example in which a compatibility situation can take place.

According to Dillard (2004), research reveals that influence episodes vary in goal structure complexity. Four clusters emerged from the research which was conducted:

Maintenance episodes: Dillard points out that this grouping puts emphasis on the habitual and relational aspects of the primary goals in this cluster representing influence attempts which are common. The focus here is on issues that are close and of collaborative nature in terms of the source-target relationship. Although secondary goals are of relatively little concern in these episodes, the relational resource goal is an exception (Dillard, 2004:191).

Special issues episodes: the primary goals in this cluster commonly occur in close relationships. Furthermore, goals that appear in this grouping are not routine, but rather represent more important issues of a nonrecurring nature. For instance, Change Orientation and Relational Escalation are classic examples of goals representative of issues that are dealt with by this cluster (Dillard, 2004:191).

Problem solving episodes: the goals that appear in this cluster represent either high need or high rights to persuade. Such episodes tend to occur within more distant social relationships such as strangers, neighbors, etc.

High-stakes episodes: the goals in this cluster reflect a dramatic increase in the importance of personal resource and arousal management goals. Aside from being rated highest in importance, members of this cluster also show the greatest number of active secondary goals, that is, the highest goal structure complexity. This cluster includes two highly risky activities: initiating a relationship and dealing with a bureaucrat (Dillard, 2004: 191).

According to Dillard (2004:192), research in compliance gaining has confirmed that social actors view influence plans in terms of four dimensions, that is, explicitness, dominance, argument and control. He further points out that such dimensions are fundamental in understanding influence plans, and they are also central to characterizing the content of influence plans. In addition, Dillard notes that the same dimensions are crucial for

understanding resistance to compliance. As a result of that, he contends that they must be considered essential aspects of any influence episode:

Dillard defines explicitness as the degree to which the message source makes her or his intentions transparent in the message itself. Of note is that the presence of this dimension in any influence message is treated to a greater or lesser extent, instead of conceiving it as present or not.

Dillard maintains that dominance relates the relative power of the source vis-à-vis the target, as that power is expressed in the message. This dimension, he notes, simply expresses the source's perception of, or desire for, a particular source-target power relationship, and dominance may be, amongst others, communicated through message content.

According to Dillard, argument is the degree to which the source provides explicit reasons for why she or he is seeking compliance, rather than simply making an unelaborated request. He further highlights that in terms of this dimension, the messages may be structured argumentatively even though the evidence is less than compelling.

With reference to source control, Dillard points out that this dimension signifies the extent to which the source can exercise control over the reasons for compliance.

According to Dillard (2004), the GPA model proposes two pathways that may lead to the production of influence behavior: the first sequence entails the individual's assessment of the goals, followed by a decision to engage the target, and movement to plan generation and selection is a subsequent phase. This sequence is likely to obtain when the importance of the primary goal substantially outweighs the counter dynamic represented by the set of relevant, incompatible secondary goals (Dillard, 2004:195). The second sequence of this process involves the generation of one or more plans that are viewed as likely to succeed, and thus encourages the decision to engage, which is then followed by plan selection. Of note is that this path is more likely when the approach and avoidance forces are fairly closely matched (Dillard, 2004:195). The two possible pathways, although logically distinct, should not be approached in a deliberative manner because real-time conversation takes place quite rapidly. He points out that continuation from plan selection may take into account tactic implementation – which may rapidly involve the translation of cognitive into empirical action. He further notes that the link from tactic implementation to target response assumes a target that processes the source's utterance and returns a

more or less appropriate response. It is on the basis of the response that other sequential processes may follow, for example, goal reevaluation or piling up of more relevant plans or exiting the episode (Dillard, 2004:196).

In dealing with message effects, Dillard (2004) examines this notion in the light of target emotions and relational judgment, as well as in the manner in which the perceived competence of influence messages vary as a joint function of message form and goal structure. According to Dillard (2004:198), several studies have demonstrated that influence attempts that are high in dominance have negative relational implications. He further notes that source dominance correlates negatively with perceptions of liking for the target, and with perceived politeness.

As regards explicitness, Dillard (2004:199) highlights that theories of message production argue that explicit requests result in unfavorable relational inferences. However, this is not the only view as he points out that in some relational contexts of friendship, highly explicit requests seem to signal solidarity between the interactants and correspondingly favorable emotions. He goes on to argue that although explicitness and dominance tend to occur simultaneously, dominance may be responsible for the negative relational judgments and for feelings of anger.

Regarding the argument dimension, Dillard (2004:199) submits that individuals generally report a preference for messages that provide reasons for purposes of compliance as against those that lack reason giving. On the contrary, he points out that there is evidence that supports the view that reasons may not be required for producing compliance in close relationships. Conceived in this way, obligations inherent in close relationships substitute for persuasion. He further notes that messages that are high in argument may indicate positive regard for the target.

Communication Competence: Dillard (2004:199) says that some primary goals are more difficult to achieve than others. This is caused by the presence of more secondary goals associated with the primary goals that speakers are attempting to achieve. In order to circumvent this complexity, he emphasizes, prior information regarding goal structure complexity may provide the basis for one aspect of communication competence, that is, accurate identification of the important aspects of the situation. This, therefore, may be considered as the initial step toward constructing effective and appropriate messages. In addition, Dillard cites other useful means that bear relevance in communication competence. One, higher dominance is associated with higher level of perceived

incompetence irrespective of goal complexity. Two, explicitness correlates negatively with competence in the high-complexity clusters. Finally, reason giving correlates positively with competence, except in the high stakes cluster.

There are various questions about the GPA model:

What is the role of awareness in the GPA model? Dillard (2004:200) contends that many of the (technical) processes that are central to the operations of the GPA model may occur with little or no conscious awareness. However, in the same vein, he points out that the model assumes that both primary and secondary goals are, as a matter of principle, accessible to conscious awareness. In other words, people may become aware of their intentions in the context of influence interactions.

Do goals arise from self interest? Dillard (2004) argues that individuals often act out of self-interest. However, self interest should not be considered as a defining feature of goals in the GPA model. As a matter of fact, he emphasises, influence goals may arise in order to benefit others other than the source.

Can goals change during conversation? Dillard (2004) provides an affirmative response to this question, suggesting that goals are able to shift quite rapidly as suggested by the GPA model. However, he cautions that this may not be evident in research that has relied on the individuals' recollections of conversations in which they took part due to its nature and scope. Citing evidence drawn from a naturalistic method of gathering data, Dillard (2004:201) points out that the results of such research offer ready evidence of the fluidity of the GPA process.

What happens when a secondary goal becomes more important than a primary goal? According to Dillard (2004:201-202), secondary goals can assume the status of a primary goal, but once they do that, he emphasises, the interaction will no longer be characterised as an influnce attempt as it will have lost the status of an influence interaction. However, of note is that the process can still be modeled as a GPA process, and this is due to the exhaustiveness of the model, that is, its applicability to other forms of interactions apart from influnce interactions.

3.3 MESSAGE EFFECTS

3.3.1 Nabi (2002)

Nabi (2002: 291) has brought together an array of emotional appeals that are common and prevalent in persuasive messages. These are categorized into negative and positive emotions. Negative emotions comprise, although they are not limited to, fear, guilt, anger, sadness, disgust, and envy whereas positive emotions constitute, amongst others, happiness, pride, relief, hope and compassion.

Nabi (2002: 291) defines (i) fear as a consequence of threat to one's physical and psychological self. Fear-related persuasion research findings, he points out, suggest that people who experience fear desire protection, and that the subsequent message processing and acceptance are dependent on the level of fear experienced and perceived usefulness of the message-related information in offering the desired protection.

According to Nabi, (ii) guilt is activated from a person's violation of an internalized moral, ethical, or religious code, and what contributes to guilt varies across religious and cultural backgrounds. This emotion, he argues, emanates through a persistent feeling of anxiety that one has done some wrong, and therefore one must repent or correct the wrongdoing. The literature (Nabi, 2002: 292) suggests that guilt can enhance attainment of persuasive goals if evoked at moderate levels, even if unintentionally elicited.

Nabi (2002: 293) postulates that (iii) anger results from facing barriers that interfere with goal-oriented behavior. He further maintains that there is a positive relationship between anger and attitude change. Anger is perceived as correlating positively with persuasive effects.

With reference to (iv) sadness, Nabi (2002: 294) points out that this is a consequence of loss, physically or psychologically or by failure to achieve a goal. This emotion, he suggests, brings out isolation and regret to people who experience it. Sadness, according to Nabi, motivates problem-solving, and has capacity to build and maintain social cohesion, and has shown a positive association with attitude change in the context of AIDS, unlawful drugs, and juvenile crime.

(v) Disgust, according to Nabi (2002: 294), occurs as a result of objects or ideas that are either organically or psychologically spoiled. He argues that although disgust and its relationship to attitude change has remained untested, recent findings suggest that

message-induced disgust toward animal experimentation correlated negatively with attitude change when associated with the message's advocated position.

Finally, Nabi (2002: 295) views (vi) envy, as occurring when people crave what the other possesses. This emotion, he maintains, can promote positive outcomes if people are inspired to increase their own efforts to accomplish. However, if they are obstructed from achievement, envy can lead to unhappiness, resentment, and ultimately rejection.

According to Nabi (2002: 295) (i) Happiness is a state of gaining and making progress towards one's desires. He points out that happiness could be stimulated through achievements, reduction of negative feelings and other related situations, and thus generates confidence and trust. Nabi observes that at the heart of humour in advertising is the desire to put the receiver in a happy state. The point being made is that happiness – in its entirety - carries the potential to encourage persuasion.

In defining (ii) pride, Nabi (2002:296) suggests that this emotion occurs as a result of a feeling of expansiveness, and it promotes expressive behaviors, such as public announcement of an achievement. He points out that the little research done on pride and persuasion considered the role of culture in response to advertising. He goes on to maintain that members of a collectivist culture responded more favorably to a pride-based appeal, whereas members of an individualist culture responded more favorably to an empathy-based appeal. These findings, he notes, were mediated by the nature of collectivist versus individualist thoughts generated in response to message exposure.

According to Nabi (2002: 297) (iii) relief is a consequence in the case of reaching a resolution, following a disagreement or a situation characterized by tension. This emotion alleviates emotional distress. He mentions that research that has directly considered the persuasive effect of relief did so in the context of a negative affect, that is, fear.

Nabi (2002: 297) purports that (iv) hope is drawn from negative circumstances, and it calls for a desire for a better situation than the current state of affairs. He makes reference to the research that addresses hope's persuasive effect, and he suggests that the study considered the manner in which those liable to experiencing hope, fear, pity and anger responded to related appeals, the findings of which revealed that hope appeals were successful only for those with self-reported predispositions to experiencing fear.

In terms of (v) compassion, Nabi (2002:298) posits that this emotion represents a feeling of sympathy or concern for another's suffering and the desire to relieve it. He points out that research shows that only those who are sensitive to feel pity tended to respond favorably to pity appeals.

3.3.2 Dillard and Meijnders (2002)

Dillard and Meijnders (2002) make a critical distinction between message-induced affect and message-irrelevant affect. The former, according to Dillard and Meijnders, refers to a situation in which affect is the product of the message itself. Yet, the latter relate to the fact that the event that induces affect bears no logical relationship whatsoever to the content of the message.

Dillard and Meijnders (2002) has examined the structure of affect on the basis of the following complex structural conceptions: (i) Bipolar Valence Model (ii) Two-Dimensional Models and (iii) Discrete Emotion Models.

According to Dillard and Meijnders (2002:311), Bipolar Valence Model treats affect as a phenomenon that varies along a dimension anchored by positive affect at one end, and negative affect at the other end. They point out that research has built a strong case for bipolarity as a viable structure for the experience of affect. Of note, according to Dillard and Meijnders (2002), is that the phrase experience of affect draws attention to the boundaries of the claim of bipolarity, and thus self-reports of subjective experience form the evidentiary base from which claims of bipolarity are issued.

Dillard and Meijnders (2002) examine the theoretical positions on the effects of mood on persuasion, and an investigation in which positive and neutral mood of participants was conducted. Dillard and Meijnders point out that the results of the study revealed that relative to the neutral mood participants, those in the positive mood condition recalled fewer arguments, were less sensitive to the argument strength manipulation, and were more sensitive to the source cue manipulation. Of note is that the conclusion of the study highlighted that positive moods use cognitive capacity, and as a result of that they put a strain on the participants' ability to engage in systematic message processing (*ibid*).

As part of their review, Dillard and Meijnders (2002:312-313) examine three major findings that emerged from a meta-analysis of the mood and persuasion literature:

One, findings suggest that the strength of the mood-persuasion relationship varied depending on features of the message. And, a stronger mood-attitude correlation was found for topics that were positive in tone, claims that were gain framed, and messages that were pro-attitudinal. Of note is that the moderator effects are most compatible with mood management theory (*ibid*). Two, Dillard and Meijnders note that people in good moods tended to report fewer cognitive responses than those in neutral or negative moods, but this relationship was unaffected by any moderator. Finally, the more positive an individual's affective state, the greater the number of favourable cognitive responses. This biased processing result, which held across moderator variables, was predicted by mood congruency theory (Dillard & Meijnders, 2002:313).

According to Dillard and Meijnders (2002:313), the two dimensional model is presented in two forms, that is, in terms of either pleasure-arousal characteristics affect or bivariate model in which positive and negative affect are the key elements.

With regard to pleasure-arousal theory, Dillard and Meijnders state that affect should be viewed in terms of pleasure and arousal. They submit that the constellation of both pleasure (valence of the affective experience) and arousal (indexes the extent to which an individual experiences a sense of energy) define the elemental features of all affective experience.

The discrete emotion models are the most complex of the three models of affect. According to Dillard and Meijnders (2002), the main function of emotion is to guide behavior, and as such discrete emotions are feelings that manifest distinctive patterns of change across the various cognitive systems. In dealing with Elicitation of Discrete Emotions, Dillard and Meijnders attest to research data that talk directly to this notion. As an example of this, they cite the following studies: Firstly, a study of emotional reactions to civic deliberation in which 90% of the participants reported experiencing three or more of the emotions under study (i.e., hope, pride, contentment, anger, fear and sadness). Secondly, laboratory studies of commercial and noncommercial advertisements contribute to this same point. Thirdly, dental floss advertisements, designed to make working mothers feel guilty about their children's dental health, yielded increases in anger and guilt as well as decreases in happiness (Dillard & Meijnders, 2002:319).

According to Dillard and Meijnders, findings in these studies make two important points: One, although message content and emotional outcome often show correspondence, persuasive messages cannot be classified as inherently emotional because they do not

themselves elicit emotions. Instead, subjective assessment of message content is the proximal cause of emotional experience. Furthermore, even though knowledge of message content and structure may offer useful guidelines for designing emotion-based appeals, content and structure alone do not guarantee that particular emotions will follow. Two, due to the complexity and ambiguity that are inherent in social interaction, persuasive messages are likely to elicit emotions other than those that might be anticipated on the basis of structure and content, and such emotions are noteworthy in that they may work in opposition to the advocacy of the messages. (Dillard & Meijnders, 2002:319).

In accordance with the Discrete Effect of Emotion on Persuasion, Dillard and Meijnders, 2002:319) posit that emotions mobilize and recruit resources from a variety of subsystems such as the motivational and the cognitive subsystems etc. in order to produce a complex set of changes that are nevertheless organized and unified in their function. If these patterns of changes are distinct from one another, Dillard and Meijnders maintain, then distinct effects on persuasion should be expected.

3.3.3 Pfau and Szabo (2004)

According to Pfau and Szabo (2004:265), inoculation reflects the relative superiority of one- versus two-sided messages. They suggest that one-sided messages reinforce attitudes a person already holds. On the other hand, two-sided messages raise arguments that are contrary to a person's attitudes, referred to as counterarguments, and then offer arguments and evidence to refute those counterarguments.

Pfau and Szabo (2004) posit that Inoculation Theory originated as an explanation instrument for resistance to influence, and was somewhat linked to a biological analogy to explain the manner in which inoculating messages might confer resistance. They argue that it was primarily based on the claim that exposing a person to weak arguments and refutation on an issue can increase the person's resistance when she or he is later exposed to stronger arguments on that issue. Pfau and Szabo further notes that, according to the theory, two components are fundamental in contributing to resistance, that is, (i) threat and (ii) refutational preemption. The former component relates to warning directed to a person about the fact that his or her existing attitudes are likely to be challenged. Conversely, the latter component involves the process of raising, and then answering specific objections. The refutational preemption component, according to Pfau and Szabo, functions much like the two-sided message.

Pfau and Szabo (2004:268) point out that research on inoculation has compared the effectiveness of supportive (bolstering) versus refutational (inoculation) approaches to resistance. The former approach reinforces existing beliefs and attitudes, whereas the latter attempts to threaten people's attitudes through presenting warnings of possible challenges to attitudes, and then raises and preemptively refutes these challenges. Pfau and Szabo attest that research which dealt with the comparison of the effectiveness of the supportive and refutational approaches have found that the refutational approach is superior. In the same vein, these studies have also demonstrated that the use of both approaches was better than the use of either one alone. The point being made is that inoculation has a high level of resilience in conferring resistance to influence.

Pfau and Szabo (2004:269) emphasize that threat and refutational preemption are core elements of Inoculation Theory. In defining these properties, they state that threat serves as the motivational catalyst for inoculation. Refutational preemption, on the other hand, provides content that people might use in order to strengthen their attitudes and affords them an opportunity to practice in order to defend them. Pfau and Szabo report on the research findings in relation to critical elements in the process of resistance. Specifically, responding to questions such as, 'what internal process does threat trigger?', 'Is the process all cognitive, causing people to come up with counterarguments to defend their attitudes', or 'is it both cognitive and affective?'

Findings of studies conducted, according to Pfau and Szabo, revealed that people tend to display greater issue involvement when the outcome of an issue affects them personally. The question under examination in the study was whether inoculation's effectiveness hinged on receiver involvement in an issue. Therefore, for inoculation to work, the receiver must be involved in the topic or issue. Further results indicated that threat increased resistance, primarily with moderately involving topics, and threat accomplished two things in this respect: (i) immediate and direct strengthening of the attitudes that were being threatened, and (ii) causing people to come up with more counterarguments, and thus strengthened their resistance to attack. Other investigations that dealt with the operationalization of the process of counterarguing in terms of a person's ability to generate refutational responses to arguments contrary to existing attitudes, indicated that both inoculation treatments and issue involvement elicited threat, which in turn contributed to counterarguing and thereby to resistance to persuasive attacks. However, Pfau and Szabo note that the results were less clear on the role of counterarguing with either low- or high-involving topics. Of note is that, in addition to the properties under study, further

findings on inoculation revealed that inoculation treatments make a direct, sizable contribution to resistance.

In relation to the role of affect in resistance, Pfau and Szabo (2004:271) point out that investigation specifically dealt with the relative effectiveness of cognitive and affective inoculation treatments in conferring resistance against cognitive and affective attacks. The results, according to Pfau and Szabo, indicated that all three treatments (cognitive, positive affect, and negative affect) conferred resistance, but their effectiveness varied depending on the type of persuasive attack encountered. Specifically, cognitive inoculation treatments provided the most resistance, cognitive treatments were effective with cognitive and affective positive attacks, but not affective-negative attacks. However, affective inoculation treatments were unclear due to weak affect manipulations. Pfau and Szabo state that the investigation further compared the efficacy of cognitive and affective (anger and happiness) inoculation treatments, and the study focused more broadly on the process of resistance, particularly the role of elicited affect in resistance. Accordingly, Pfau and Szabo attest that affective-happiness messages did not work through the core resistance mechanisms of elicited threat or receiver counterarguing. Furthermore, affective-anger inoculation treatments produced the most resistance in the high self-efficacy conditions, where cognitive inoculation treatments produced a curvilinear effect, and produce maximum resistance at moderate levels of self-efficacy.

In dealing with timing and persistence, Pfau and Szabo (2004:272) note that due to the role of threat in resistance, some delay between treatment and attack is required in order to permit people to generate counterarguments, although it is not known as to how much delay is required. They further postulate that the type of treatment a person receives may impact on how persistent his or her attitudes will be. According to Pfau and Szabo, the research examined the potential of reinforcement, or booster sessions, with the intention to determine if the inoculation effect could be prolonged, however, none of the investigations was able to fully clarify the matter.

In terms of role and influence, and the communication medium, Pfau and Szabo (2004:272) note that both print and visual media should function as effective vehicles for the communication of inoculation treatments. Accordingly, these speculations were confirmed by research. They attest that both media conferred resistance, but in markedly different ways. For example, video treatments worked immediately, whereas treatments using print media took more time.

Pfau and Szabo (2004:273) argue that political attack messages are considered to be a very effective strategy to influence particularly on voters who might have ambivalence on political issues. The big question is: What can be done to deflect their influence? Pfau and Szabo report on the research and findings that dealt with potential of inoculation to deflect the influence of political attacks.

According to Pfau and Szabo (2004:273) the potential of inoculation has also been tested in two commercial contexts: One, as a strategy to mitigate the influence of comparative advertising messages. Two, as a strategy to protect the public image of corporations in crisis situations.

Pfau and Szabo, 2004: 277) say that inoculation is increasingly becoming a viable approach in addressing attitudes that are vulnerable when challenged, and the health campaign context in which adolescent behaviors, antisocial behaviors such as abuse of tobacco, alcohol, drugs, and sexual intercourse are being targeted – is one classic example.

3.3.4 Cho and Witte (2004)

According to Cho and Witte (2004:224), the Extended Parallel Process Model (EPPM) comprises of two concepts that are key to its existence. They are known as (i) Perceived threat and (ii) Perceived efficacy. The former refers to a situation in which one perceives oneself to be in danger- a situation which associates with a state of vulnerable to a serious threat. The latter relates to a person's perceptions about the response that is recommended in the fear appeal. They argue that perceived efficacy consists of two dimensions, that is, perceived self-efficacy and perceived response efficacy. Perceived self-efficacy, on the one hand, refers to whether or not one believes oneself can perform the recommended response. On the other hand, perceived response efficacy relates to one's beliefs about whether or not the recommended response can work.

With regard to appraisals and processes, Cho and Witte (2004:224) point out that the EPPM assumes that upon exposure to a fear appeal, audiences start off by appraising the threat. Conceived in this way, they note that the greater the perceived threat, the greater the motivation to act. However, in the event of no threat, no action is taken, the fear appeal is completely ignored, and the recommended response is not even evaluated. Cho and Witte state that in the event of a high severity of a threat along with the individuals feeling susceptible to the serious threat, motivation and action come into play. It follows from this

that the second appraisal is then considered, that is, individuals evaluate self-efficacy and response efficacy.

With reference to the role of individual differences, according to Cho and Witte (2004:226), the EPPM provides an explanation as to how audiences with different levels of perceived threat and efficacy may process a fear-appeal message differently and subsequently engage in either danger-control or fear-control processes. The model outlines the role of individual differences in fear-appeal message processing, suggesting that individual differences affect one's perceptions of the message. As an example of this, Cho and Witte notes that a naturally anxious person may perceive a threat to be greater than it really is, whereas a naturally pessimistic person may perceive the recommended response to be less efficacious than it really is.

Cho and Witte (2004:227) argue that the EPPM has been tested in a variety of persuasion contexts such as the advocacy of preventive behavior against AIDS, tooth decay, skin cancer, tractor-related injuries and others. They point out that regardless of the study topic, messages that made individuals feel seriously at risk and that they could do something that would effectively prevent the threat promoted the most attitude and behavior change. These results, according to Cho and Witte, suggest that the most persuasive messages are those that promote perceptions of both high threat and high efficacy.

Cho and Witte (2004: 227) say that the age of the audience is one of the critical factors that influence the effectiveness of fear appeals. They report that the interaction of age with the perceived fear, influences the attitude change. More specifically, younger audiences tend to believe they are invulnerable to possibly serious consequences of their behavior, and it is attributed to the fact that younger audiences lack experience and exposure to unfavorable life events which are relative to older audiences.

According to Cho and Witte (2004:226-227), anxiety refers to one's characteristic level of anxiousness in response to a threat that leads one to react in either an avoidant or coping mechanism. They report that audiences with different levels of trait anxiety respond differently to fear appeals. Furthermore, they suggest that the pattern of results remain inconsistent on this issue. Some studies have found that people with high levels of trait anxiety are persuaded by strong fear appeals. On the other hand, other research results have confirmed that it is low instead of high persons that change attitudes when exposed to strong fear appeals.

Cho and Witte, 2004:228-229) define fatalism as a socially-constructed reality, and it espoused that death is inevitable and unavoidable. In relation to this issue, research has demonstrated that certain ethnic groups hold greater fatalistic tendencies than others, and as a result of that it may be less likely to engage in danger control processes for certain threats. Furthermore, it is reported that understanding the role of perceived response efficacy is essential in persuading fatalistic audiences with fear appeals.

According to Cho and Witte (2004:229), reactance is both conceptualized as a state and a trait. It occurs when individuals perceive threats to freedom and freedom of choice, and naturally results in a boomerang effect whereby people react in a manner opposite to the message's recommendations. Cho and Witte attest that, on the one hand, trait reactance is positively associated with personality variables such as autonomy, dominance, and independence. On the other hand, negative association with variables such as affiliation, tolerance, interest in making a favorable impression, and nurturance variables with implications for noncompliance holds. They further note that the perceived threat construct in fear appeals is different from threat construct in Reactance Theory.

With reference to behavour change, Cho and Witte (2004:231) attest that behavioral changes are associated with risk prevention. In dealing with this process, individuals typically go through five stages before they fully adopt and maintain a healthy behavior: these stages include pre-contemplation, contemplation, preparation, action and maintenance. They emphasize that research findings on fear appeals and risk communication indicate that an audience's behavioral status may be an important factor to consider in fear-appeal message design, because individuals with different behavioral statuses will respond to a fear-appeal message differently.

Cho and Witte (2004:232) report on the research which was conducted in which unintended, unpleasant responses to fear appeals among individuals in different stages of behavior change were examined. In this exercise, they point out that there are three types of audience who were exposed to fear-appeal messages: those in the (i) pre-contemplation stage, those in the (ii) contemplation/preparation stage, and those in the (iii) action/maintenance stage. The results, according to Cho and Witte, demonstrated that individuals in the earlier stages of change exhibited greater likelihood of fear-control responses, such as defensive avoidance and fatalism, than those in the later stages of change. In addition, the proportion of danger-control responses was greater among individuals who had engaged in maintenance or action stage than among those who are in

a contemplation or preparation stage – a category that displayed greater danger-control responses than those who are in pre-contemplation stage. Of note is that these results illustrate the relative effectiveness of persuasion in reinforcing responses rather than in creating new responses, and thus indicated the importance of designing and delivering fear appeals relevant to an audience's unique behavioral status.

3.4 PERSUASION THEORIES

3.4.1 Gass, Seiter (a) (2004)

According to Gass and Seiter (2004:13), more than a dozen and a half definitions of persuasion have appeared in writing over the last decade. The table below illustrates classic examples of persuasion definitions – as presented in Gass and Seiter – that have appeared over the years. A detailed treatment of the concerns regarding the definitions and conceptualization of persuasion is dealt with in chapter four of this work.

Assorted Definitions of Persuasion over the Past Three Decades

"A conscious attempt by one individual or group to change the attitudes, beliefs, or behavior of another individual or group of individuals through the transmission of some message." Bettinghaus, E. P., & Cody, M. J. (1994). Persuasive communication (6th ed.). Fort Worth, TX: Harcourt Brace, p. 6.
"Persuasion is the coproduction of meaning that results when an individual or group of individuals uses language strategies and/or visual images to make audiences identify with that individual or group." Borchers, T. A. (2002). Persuasion in the media age. Boston: McGraw-Hill, p. 15.
"Persuasion is the name we give to the type of communication that brings about change in people." Bostrum, R. N. (1983). Persuasion. Englewood Cliffs, NJ: Prentice-Hall, p. 8.
"We define persuasion as a conscious symbolic act intended to form, modify, or strengthen the beliefs, opinions, values, attitudes, and/or behaviors of another or ourselves." Burgoon, M., Hunsaker, F. G., & Dawson, E. J. (1994). Human Communication (3rd ed.). Thousand Oaks, CA: Sage, p. 177.
"Persuasion is intended communication that affects how others think, feel, and/or act toward some object, person, group or idea." Cegala, D. J. (1987). Persuasive communication: Theory and practice (3rd ed.). Edina, MN:Burgess International, p. 13.

"Persuasion is the process by which language and symbolic actions influence choice-making by others." Cooper, M., and Nothstine, W. L. (1992). Power persuasion: Moving an ancient art into the media age. Greenwood, IN: Educational Video Group, p. 2.
"Persuasion involves one or more persons who are engaged in the activity of creating, reinforcing, modifying, or extinguishing beliefs, attitudes, intentions, motivations, and/or behaviors within the constraints of a given communication context." Gass, R. H., & Seiter J. S. (2003). Persuasion, social influence, and compliance gaining (2nd ed.). Boston: Allyn & Bacon/Longman, p. 34.
"Persuasion takes place when a motivator is able to either change or confirm an existing attitude in the minds of listeners." Hazel, H. (1998). The power of persuasion (2nd ed.). Dubuque, IA: Kendall-Hunt, p. 2.
"Persuasion is a transactional process among two or more persons whereby the management of symbolic meaning reconstructs reality, resulting in a voluntary change in beliefs, attitudes, and/or behaviors." Johnston, D. D. (1994). The art and science of persuasion. Madison, WI: William C. Brown, p. 7.
"Persuasion is the co-creation of a state of identification or alignment between a source and a receiver that results from the use of symbols." Larson, C. U. (2001). Persuasion: Reception and responsibility (9th ed.). Belmont, CA:Wadsworth, p. 9.
"Persuasion is a complex, continuing, interactive process in which a sender and receiver are linked by symbols, verbal and nonverbal, through which the persuader attempts to influence the persuadee to adopt a change in a given attitude or behavior because the persuadee has had his perceptions enlarged or changed." O'Donnell, Y., & Kable, J. (1982). Persuasion: An interactive-dependency approach. New York: Random House, p. 9.
"A successful intentional effort at influencing another's mental state through communication in a circumstance in which the persuadee has some measure of freedom." O'Keefe, D. J. (2002). Persuasion: Theory and research (2nd ed.). Newbury Park, NJ: Sage, p.17.
"Persuasion is an activity or process in which a communicator attempts to induce a change in the belief, attitude, or behavior of another person or group of persons through the transmission of a message in a context in which the persuadee has some degree of free choice." Perl off, R. M. (1993). The dynamics of persuasion. Hillsdale, NJ: Erlbaum, p. 15.
"We use the term persuasion to refer to any instance in which an active attempt is made to change a person's mind." Petty, R. E., & Cacioppo, J. T. (1981). Attitudes and persuasion: Classic and contemporary perspectives. Dubuque, IA: William C. Brown, p. 4.

"We define [persuasion] as the shaping, changing or reinforcing of receivers' responses, including attitudes, emotions, intentions, and behaviors." Pfau, M., and Perot, R. (1993). Persuasive communication campaigns. Boston: Allyn & Bacon, p.6.
"Persuasion is, in all cases, the activity of demonstrating and attempting to change the behavior of at least one person through symbolic interaction. It is conscious and occurs (a) when a threat to at least one person's goals is observed and (b) when the source and degree of this threat are sufticiently important to warrant the expenditure of effort involved in persuasion." Reardon, K. K. (1981). Persuasion: Theory and context. Beverly Hills, CA: Sage, p. 25.
"The phrase 'being persuaded' applies to situations where behavior has been modified by symbolic transactions (messages) which are sometimes, but not always, linked with coercive force (indirectly coercive) and which appeal to the reason and emotions of the person(s) being persuaded." Roloff, M. E., and Miller, G. R. (1980). Persuasion: New directions in theory and research. Beverly Hills, CA: Sage, p. 15.
"Persuasion is human communication designed to influence the autonomous judgments and actions of others." Simons, H. W. (2001). Persuasion in society. Thousand Oaks, CA: Sage, p. 7.
[Persuasion is] "any message that is intended to shape, reinforce, or change the responses of another, or others." (based on Miller's 1980 definition) Stiff, J. B., & Mongeau, P. A. (2003). Persuasive communication. New York: Guilford Press, p.4.
Without offering a specific definition. Trenholm states that persuasion embodies the following characteristics: Persuasion is "symbolic and noncoercive." it "creates, reinforces, or changes responses," it is "transactional," and it is "ubiquitous." Trenholm, S. (1989) Persuasion and social influence. Englewood Cliffs, NJ: Prentice-Hall.
"Persuasion encompasses the processes by which language and actions influence the choice-making of ourselves and others." Williams, M. R., & Cooper, M. D. (2002). Power persuasion: Moving an ancient art into the media age (3rd ed.). Greenwood, IN: Educational Video Group, p. 4.
"Persuasion is the process of preparing and delivering verbal and nonverbal messages to autonomous individuals in order to alter or strengthen their attitudes, beliefs, and behaviors." Woodward, G. c., & Denton, R. E. (1992). Persuasion and influence in American life (2nd ed.). Prospect Heights, IL: Waveland, p. 21.

3.4.2 Gass and Seiter (b) (2004)

Gass and Seiter (2004:45) examine a number of different theories of persuasion, social influence, and compliance gaining, and emphasize that in order to have a clear understanding of persuasion, social influence, and compliance gaining, it is crucial to have

a thorough grounding of theoretical underpinnings that support the aforementioned research traditions.

Attitudes and attitude change processes

Gass and Seiter (2004:45) point out that modem persuasion research is entrenched in the study of attitudes. They define attitude as a learned predisposition or tendency to respond in a consistently favorable or unfavorable manner with respect to a given object. They further explicate that attitudes are learned rather than innate, and they reflect tendencies to respond or react in predictable ways, and they represent favorable or unfavorable evaluations of things. From the point of view of persuasion, Gass and Seiter emphasize that attitudes are fundamental and central to the study of persuasion, reason being that they are considered to present some correlation with behaviour or possible predict behavior. Gass and Seiter note that because attitudes and behavior are related, changing an individual's attitude(s) should lead to changes in their behaviour.

Mere Exposure Theory

According to Gass and Seiter (2004:47), Mere Exposure Theory/ Effect, suggests that repeated exposure to an unfamiliar stimulus can by itself enhance positive affect toward the stimulus. Gass and Seiter (2004:49) observe various reasons behind the effective functioning of ME theory: The first explanation (cognitive) involves learning. With every additional exposure, a person is due to acquire additional information about a stimulus, and as a result of that additional information enhances the person's appraisal of the stimulus. A second explanation involves 'fluency', and in this instance individuals mistake 'fluency' with positive affect or liking. This explanation, according to Gass and Seiter, accounts for the fact that in studies in which participants are aware of their previous exposure, reduced ME effects are observed. A further explanation postulates that ME takes place at a low level of awareness or even unconsciously, and this explanation involves familiarity. According to this view, Gass and Seiter state that a familiar stimulus is perceived as more appealing or striking than an unfamiliar stimulus. The point being made by the two scholars is that ME is a relatively simple theory of persuasion, that is, a repeated, unreinforced exposure to a stimulus which facilitates liking for the stimulus, even in the absence of awareness.

Psychological Consistency Theories

Gass and Seiter (2004:50) state that 'consistency theories' share a common assumption that individuals have an innate desire to hold consistent beliefs, attitudes, and behaviors. Further to that, they point out that it is a psychological tension that motivates individuals to adjust their thoughts, feelings, or actions accordingly. In conjunction with these theories, Gass and Seiter note that persuasive messages can be designed either to create or restore consistency by bringing inconsistent cognitions into line. Furthermore, denial is also cited as one of the common mechanisms for preserving or restoring consistency. According to Gass and Seiter, they share a limitation of being unable to accommodate more than three cognitive relations at one time, and this constraint is attributed to the fact that attitudes are not isolated properties, but they are rather packaged in clusters of beliefs, attitudes, and values. Having said that, Gass and Seiter highlight that although their explanatory and predictive power is confined to one triad at a time, these theories share a degree of utility.

Cognitive Dissonance Theory (CDT)

Gass and Seiter (2004:51) state that there are four common research paradigms that have been used to study cognitive dissonance. They maintain that the (i) Free choice paradigm focuses attention on the psychological anxiety a person experiences subsequent to a freely made decision. For this reason, CDT is often referred to as a 'post-decision theory'. The next paradigm for research on CDT, according to Gass and Seiter, relates to (ii) Belief disconfirmation. In this regard, they note that this theory predicts that a person will reject, distort, or avoid information that stimulates dissonance. Furthermore, they point out that this theory predicts that having made a decision, individuals tend to engage in selective exposure by seeking out information that is in agreement with their choice, and thus avoiding information that is dissonant with their choice. Gass and Seiter point out that a third avenue of research for studying CDT is known as the (iii) Induced compliance paradigm. According to Gass and Seiter, when a person is persuaded to engage in behaviour that is contrary to his or her attitudes or self-image, the magnitude of dissonance is less. However, when a person performs a counter-attitudinal action of his or her own volition, the degree of dissonance is greater. The fourth and final paradigm that has prompted CDT research, according to Gass and Seiter, is the effort Justification paradigm. In this respect, they note that the greater the sacrifice that is required to achieve an outcome, the more an individual will value the outcome. Conversely, the less

sacrifice involved, the less value the individual will attach to the outcome. And the reason for this is because performing unpleasant acts would arouse dissonance, but the dissonance could be reduced by enhancing the perceived value of the outcome.

Theory of Reasoned Action (TRA)

According to Gass and Seiter (2004:53), TRA focuses attention on the deliberative process that an individual engages in when she or he is presented with a persuasive message. Gass and Seiter point out the assumption being purported in this regard is that individuals systematically analyze messages, evaluate all available information, and actively weigh the benefits and risks associated with compliance before making a decision. Key to the TRA is the fact that it is a determining factor or a most reliable indicator of what a person will as per his or her intentions. Gass and Seiter state that behavioral intentions are in turn guided by two major factors: a person's attitude toward the behavior and subjective norms. The former refers to a person's evaluation of the benefits and risks associated with performing the action requested in a persuasive message. The latter, on the other hand, are made up of a person's normative beliefs about what significant others think, along with the person's motivation to comply with significant others' opinions.

Social judgment theory

Gass and Seiter (2004:55-56) postulate that Social Judgment Theory focuses on how people evaluate persuasive messages, and the manner in which the evaluations affect whether or not persuasion occurs. According to Gass and Seiter, this theory assumes that a person has a most preferred position, called an anchor point, and this anchor point functions as a reference point or 'psychological benchmark' against which other positions and viewpoints are evaluated. As an explanation of this, a person may feel ambivalent about some of the positions and strongly opposed to others. Positions in the first category (ambivalent) are said to fall within a person's latitude of non-commitment. Those in the second category (strongly opposed) are said to fall within a person's latitude of rejection. With reference to persuasion, Gass and Seiter note that a person's anchor position is used as a standard to evaluate all other positions. As such, it may be difficult, if not impossible, to persuade a person to accept a position that is too different or dissimilar from his or her anchor point. In this respect, Social Judgment Theory predicts that the persuadee will perceive the position advocated in the persuasive message to be farther away from the anchor than it really is, and makes rejection of a persuasive message more likely. On the contrary, a persuasive message that advocates a position that is not too far away from a

person's anchor position may be deemed tolerable. In this case, it is noted that the persuadee may end up perceiving the advocated position to be closer to the anchor than it really is.

Expectancy Violation Theory

Gass and Seiter (2004:56) maintain that Expectancy Violation Theories (i.e. Language Expectancy Theory, Non Verbal Expectancy Violation Model and Reinforcement Expectancy Theory) focus their attention on expectations, or what occurs when people's expectations are violated. According to Gass and Seiter, although there are a few unique differences among these theories, all share the common assumption, that is, people have expectations about what constitutes normal behavior. Gass and Seiter points out that violation cause receivers to shift their attention from the message to the source of the message. Whether such violations hinder or facilitate persuasion, it depends on the receivers' perceptions of the person violating the expectations (*ibid*).

Dual –Process Theories of Persuasion

Gass and Seiter (2004:57) maintains Petty and Cacioppo's Elaboration Likelihood Model and Chaiken and Eagly's Heuristic-Systematic Model are the two most recent theories of persuasion, thus referred to as dual-process theories. Although two theories differ in certain respects, Gass and Seiter note that they both assume that one mode or route is more cognitive, deliberate, reflective, effortful, and generally slower than the other, which is more automatic, reflexive, habitual, affective, and generally faster. Notably, people rely on one mode when they need to think through a decision and rely on the other when they need to expedite their decision making.

The Elaboration Likelihood Model (ELM)

According to Gass and Seiter, ELM postulates that there are two basic routes to persuasion that operate in tandem: the (i) central route - which involves cognitive elaboration, that is, effortful thought and deliberation about the content of a message the (ii) peripheral route – which emphasizes mental shortcuts, such as a reliance on source attractiveness or argument quantity in evaluating a persuasive message. Further assumptions in relation to ELM point out that the predominant form of processing on which an individual relies depends on a number of factors, including the individual's involvement

with the topic or issue, ability to process the message, motivation to process the message, and need for cognition (Gass and Seiter, 2004: 57).

The Heuristic-Systematic Model of Persuasion (HSM)

Gass and Seiter (2004:58) submit that the HSM bears many similarities to the ELM, and it operates on the assumption that individuals rely on two different modes of information processing. One mode, analogous to central processing in the ELM, called systematic processing, is more thoughtful, deliberate, and analytical. The other mode, called heuristic processing, is more reflexive or automatic and is parallel to peripheral processing of the ELM. According to Gass and Seiter, HSM is based on the application of what Chaiken and Eagly call decision rules or heuristic cues, such as mental shortcuts, which simplify information processing and decision making. Gass and Seiter note that consistent with the ELM, the HSM assumes that a person's motivation and ability to process a message are both key determinants of whether a person will rely on systematic or heuristic processing, or both.

Another point being made (Gass and Seiter, 2004) is that a difference between the ELM and HSM is based on the prospect of simultaneous processing of messages. That is, messages travel the heuristic and systematic routes concurrently. Gass and Seiter point out that while the ELM doesn't rule this out; neither does it incorporate simultaneous processing as an explicit assumption of the theory. They further suggest that the HSM assumes that the two routes can operate separately, in combination, or in opposition to one another. It is worth mentioning that both ELM and HSM have demonstrated both practical and heuristic value in as far as their ability to explain and predict people's reactions to persuasive messages in concerned (*ibid*).

3.4.3 O' Keefe (2004)

O' Keefe (2004) discusses three broad developments within the scientific study of persuasion and social influence, and these include the following: beyond attitude change, context –specific research and the complexity of persuasion effects.

In dealing with the notion of attitude change and beyond, O' Keefe (2004:32) points out that of the various mental states that might be implicated in persuasion, attitude – defined as a person's general evaluation of an object- has been the center of research attention. Correspondingly, persuasion has often been conceived of as fundamentally involving

attitude change. Therefore, it goes without saying that attitude is an important aspect of persuasion. Of note, according to O' Keefe, is that in many ways persuasion research has witnessed an expansion of interest beyond the notion of attitude.

In this respect, O' Keefe (2004) points out that properties of attitude other than valence and extremity have become recognizable important focus of attention for persuasive efforts. As an illustration of this, he notes that rather than influencing the direction or extremity of an attitude, a persuader might want to influence some other attribute of the attitude, such as its salience (prominence, accessibility), the confidence with which it is held, the degree to which it is linked to other attitudes, and so forth. According to O' Keefe, these attitudinal properties have been constellated under the general heading of 'attitude strength'. The point being made is that persuader will, from time to time, show an interest in influencing not only the valence and extremity of an attitude but also its strength.

O' Keefe (2004) attests that other mental states- beyond attitude- have also been recognized as potential persuasion targets beyond attitude, and he cites two examples of such states: normative considerations and self-efficacy. With reference to the former, O' Keefe purports that various kinds of beliefs about norms can be relevant targets for persuaders. As an example of that, he suggests, people's beliefs about 'descriptive norms'- perceptions of what most people do – may influence actions and thus be a focus for persuasive efforts. In terms of the latter, he argues that the person's perception of his or her ability to perform the behavior, is another mental state that has come to be seen as a critical focus for persuasive efforts.

O' Keefe (2004) submits that behavioral change is usually the ultimate goal in persuasion. He states that studies that emphasize behavior outcomes approach persuasion effects from a direction which is dissonant to that pursued by research emphasizing mental states. Instead of firstly concentrating on attitude change and subsequently taking up the question of how attitudes are related to actions, this line of research centers around behavioral effects, and then take up the question of what mental-state mechanisms might account for the observed behavioral effects.

O' Keefe (2004:34) states that aside from a general focus on developing concepts, findings, principles, and theories that are useful, persuasion research has witnessed an increasing development whereby studies address specific contexts of application, and that has brought about context-specific concepts and models in this research tradition. As an example of this, O' Keefe cites a few examples that support his claim: models of health

related behavior which is exemplified by the trans-theoretical model of health behavior. He goes on to suggest that the trans-theoretical model identifies a number of distinct stages in a person's adoption of a given health-related behavior such as engaging in an exercise program. According to O' Keefe, stage models offer the prospects of shedding light on persuasion due to their potential value in illustrating the best ways to modify the persuasive efforts that may be applicable to a particular audience. In submitting another example, O' Keefe considers investigations of persuasive effects of negative political campaign advertisements, and in this regard he emphasizes that such studies are usually not concerned with contributing to general cross-context understandings of persuasion processes, but rather reflect a specific interest in enlightening a specific aspect of political campaigns.

In addition to the above observation, O'Keefe (2004) notes some constraint that comes with this development, and that point to the recognizable general limitations posed by models of persuasion. Of note, he points out, there is no single theoretical view of persuasion that has the ability to provide a complete and detailed account of every single possible persuasion circumstance. He emphasizes that it is sufficient that a general theory of persuasion offers broadly useful concepts and principles that are helpful in a variety of circumstances, even if insufficient to answer every possible question about any given persuasion setting. Having said that, he concludes by saying that this in turn suggests that particular persuasion contexts may demand correspondingly particular treatment – context-specific concepts, context-specific principles.

O'Keefe (2004:36) admits that persuasion phenomena are complicated, and as such they make the development of dependable generalizations rather difficult. In dealing with this notion, he considers recent developments (i.e., Moderating factors, Multiple roles for variables and Message-to-message variability) in the study of persuasion that are useful in identifying some of the sources of such complexities, and also providing a basis for better understanding of how and why this is the case.

In relation to Moderating factors**,** O' Keefe points out that the Elaboration Likelihood Model (ELM) outlines two broad avenues to persuasion: (i) a 'central route' in which receivers carefully process message arguments and (ii) a 'peripheral route' in which receivers rely on mental shortcuts or heuristics. He states that one important moderating variable that affects which route is activated is the receiver's degree of involvement with the topic. As involvement increases, he argues, reliance on heuristics decreases and close message

processing increases. Therefore, from the perspective of the ELM, O' Keefe, (2004:37) suggests that it makes sense that the communicator's likeability will sometimes have a substantial influence on persuasiveness but on other occasions will play a very small role

With reference to Multiple roles for variables**,** O' Keefe, (2004:37) states that a given variable might play different roles in persuasion in different circumstances, and such variations can lead to inconsistent results across studies. As an example of this, O' Keefe attests that longer messages might produce enhanced persuasion when receivers rely on message length as a shortcut to reaching a conclusion about the advocated position, but length might have little systematic effect on persuasive outcomes when it influences the audience's motivation to process the message.

With regard to Message-to-message variability**,** O' Keefe, (2004:37-38) notes that empirical evidence suggests that there is message-to-message variation in the persuasive effects of message variables. He further goes on to argue that the existence of such variability points to a potential weakness in the kind of research design that has been used in persuasion studies. The point being made is that a single message research design may not be useful in as far as generalization is concerned. Therefore, the measuring of the overall effect of a message variation requires the examination of its effect in multiple messages, not just a single one. Another related and additional point that O' Keefe makes is that in order to obtain multiple-message research evidence it can be done through collating results across a large number of existing single-message studies.

In terms of future research, O' Keefe makes reference to two specific research areas in persuasion that may be noteworthy: (i) visual aspects of persuasion and (ii) computer-mediated persuasion. In relation to the former, he states that there is relatively little attention that has been given to nonlinguistic features such as visual images, yet visual message elements might have a considerable role to play in influencing persuasive effects. Thus, the study of visual aspects of persuasion has prospects for future persuasion research. In terms of the latter, he points out that there is correspondingly little empirical evidence concerning aspects of computer-mediated persuasion. While this may be the case, O' Keefe predicts, based on the scope and nature of this area, that computer-mediated persuasion is likely to receive increasing research attention in the future.

3.5 MESSAGE FEATURES

3.5.1 Hosman (2002)

In dealing with the effects of language on persuasion, Hosman (2002) takes a closer look at selected linguistic and language properties that seem to bear relevance in the persuasion process.

According to Hosman (2002:373-374), syntax focuses on the rules governing the construction of sentences from the component parts of a language. The study of syntax, he points out, shows that sentences can vary in their complexity. Some have relatively simple structures while others comprise of more complex structures. Hosman (2002) says that sentences with more complex grammatical structures would be expected to be more difficult to understand or comprehend. This comprehension difficulty, he notes, could affect the persuasion process negatively because comprehension of a message is a form of precision to persuasion or attitude change.

According to Hosman (2002: 374-375), lexical diversity is defined as the vocabulary richness or vocabulary ranges that speakers exhibit. Hosman maintains that lexical diversity affects listeners' judgments of speakers through a principle of preference for complexity. Hosman cites several studies that support this principle of lexical diversity.

Another essential aspect of the lexicon, studied by language and persuasion scholars is verbal imagery or the ability of words to elicit images in listeners. According to Hosman (2002: 375), some words or expressions seem to elicit more imagery than others. As an example of that, concrete words, the use of detail, emotional language etc. all carry the potential to draw out more images or vividness than abstract or unemotional language. As a result of this, Hosman notes, verbal imagery or vividness would have more of a positive impact on persuasion, be more memorable and favorably influence attitude change than ordinary language. Having said that, Hosman (2002:375) admits that research on the persuasive impact of language imagery is contradictory. This has been evidenced by some significant literature which – upon review - revealed that no conclusive evidence existed to show that vividly presented information was more persuasive than non-vividly presented information.

Hosman (2002: 376) notes that two major approaches exist in defining language intensity. The first approach considers language intensity as a stylistic feature of messages. In this

instance, he points out, intense language could include emotion-laden words, such as horrible and excellent, or specific graphic language, such as astronomical and completely. The second approach views intensity as reflecting the extremity of a source's position on an issue. According to Hosman (2002), a speaker describing a government policy as horrible is using more intense language than a speaker who describes the policy as disconcerting, and this shows greater deviation from attitudinal neutrality on this issue. Hosman (2002) makes reference to research conducted in relation to the positive correlation between language intensity and attitude change. He suggests that this relationship may depend on the message's position. When a message was attitudinally congruent, he notes, language intensity had little persuasive impact. However, when a message was attitudinally discrepant, language intensity's effect was dependent on a receiver's ego involvement.

Hosman (2002: 377) refers to a few studies in which he highlights the impact of equivocation on perceptions of source credibility, message recall and agreement with the message. He points out that research found that equivocal attitudinally incongruent messages led to higher ratings of speaker character, greater message acceptance and greater recall of argument content than unequivocal attitudinally incongruent messages. Alluding to other studies, Hosman (2002) postulates that the findings of these studies suggested that receivers could easily reject clear, attitudinally incongruent messages but that receivers could not as easily reject vague, attitudinally incongruent messages. Therefore, this latter case confirms vagueness as an instrumental feature in attitude change.

Hosman (2002: 378) defines language use as the use of language in social context. Factors that are contained in this notion are (i) pragmatic implications, (ii) power of speech style and (iii) language varietals.

Hosman (2002) constructs pragmatic implications as making inferences about the speaker's meaning. He further notes the importance of making a distinction between logical implications and pragmatic implications, and mentions that - on the one hand, a logical implication occurs when a sentence necessarily implies some information. On the other hand, pragmatic implications are information that is neither directly stated nor logically implied. Hosman (2002: 378- 379) cites studies and findings attached to this notion – suggesting that receivers add to the persuasive message via pragmatic inferences, and these inferences may be warranted or unwarranted, but they would be

related to processes critical to receivers' comprehension, understanding and memory of persuasive messages.

Hosman (2002: 380) relates two links that exist between power of speech style and the persuasion process. The first is an indirect link among power of speech style, impression formation, and attitude change. The second is a more direct link which focuses on the direct impact of powerful and powerless speech styles on attitude change. This is perceived to be an area of substantial controversy. According to Hosman (2002), research directed in the former direction has shown that a powerful speech style will enhance a speaker's perceived credibility, attractiveness, dynamism, and sociability, to the extent that these impressions will positively affect attitude change. On the other hand, one study linked to the latter revealed that a powerful speech style did not produce more attitude change than a powerless style. Yet, other studies found that a powerful speech style was more persuasive than a powerless style when the message was presented via audiotape, but no significant differences between styles emerged when the messages were written.

Hosman (2002:380-381) associates language variety with high socio-economic status and power. He points out that nonstandard variety is attached to low socio-economic status and power, and thus linking it to its regional or ethnic minority dialects or accents is quite common. Referring to research conducted on this issue, he notes that listeners positively evaluate standard language varieties across several evaluative dimensions such as intelligence, competence and social attractiveness, and this pattern can be affected by the extent to which listeners identify with a language variety. If listeners perceive the language variety to be similar to their own, then they may be less likely to downgrade it to a nonstandard variety. He further suggests that if listeners' perceptions of a speaker's competence's status or attractiveness are related to the persuasion process, then one would expect standard language varieties to be more persuasive than nonstandard varieties.

3.5.2 Sopory and Dillard (2002)

According to Sopory and Dillard (2002: 407-408), a metaphor is a rhetorical property that is observed in spoken or written language. Other metaphoric uses of words include simile, analogy, and personification, and these cognitively function in a similar way to metaphor in that they involve comparison of concepts, hence they fall into the category of metaphor. A synopsis of nine propositions account for the effects of metaphor, and the discussion that

follows is an account of the main findings of research conducted on metaphor and persuasion.

Sopory and Dillard (2002) propose that (i) metaphorical messages are more likely to produce greater attitude change compared to literally messages. According to Sopory and Dillard, (ii) metaphor-using persuasive message may be associated with greater attitude change irrespective of the minimal number of metaphors contained in a message. Sopory and Dillard point out that (iii) the effect from the meta-analysis showed that extended metaphors were associated with greater attitude change than non-extended metaphors. These authors postulate that (iv) the effect drawn through the meta-analysis showed that metaphors were more persuasive when placed in the introduction than when placed in the body or the conclusion of a message. They (v) posit that metaphors are associated with greater attitude change when there is high familiarity of the target than when there is low familiarity. Sopory and Dillard suggest that (vi) the effect drawn through the meta-analysis showed that novel metaphors were associated with more attitude change than non-novel ones. They maintain that (vii) the effect drawn through the meta-analysis uncovered that metaphors presented in the audio modality were more persuasive than those presented in the written modality. Sopory and Dillard note that (viii) the effect drawn through the meta-analysis showed that messages containing metaphors were associated with greater attitude change when the communicators had low credibility than when the communicators had high credibility. According to Sopory and Dillard (ix) metaphors are more likely to be effective for enhancing terminal communicator credibility judgments for the dynamism aspect than for competence and character aspects.

Sopory and Dillard (2002:412-413) provide a brief account of the various theories of metaphor comprehension: Literal primacy theory, Salience imbalance theory, Structure mapping theory and Conceptual structure theory.

In terms of Literal primacy theory with specific reference to the notion of metaphor, Sopory and Dillard (2002) suggest that this theory purports three identifiable stages that are involved in the process of understanding a metaphorical expression. One, it derives the literal meaning of the expression. Two, it contributes in validating meaning and sense in as far as the literal meaning is concerned, and in the same vein tests if there are any abnormalities involved. Finally, it provides metaphorical meaning in the event that the literal meaning lacks utility.

In dealing with the Salience imbalance theory, Sopory and Dillard (2002) point out that this view utilizes the notion of salience of attributes as a mechanism to explicate metaphor comprehension. They argue that salience is conceptualized as the relative importance of an attribute, and the implication of that is that the first attribute that comes to mind is the most salient one. They go on to suggest that a metaphorical expression of the type "A is B" and it should be understood by constructing the ground by selecting only those attributes that have low salience for the target and high salience for the base.

According to Sopory and Dillard (2002), Structure mapping theory proposes that in order to interpret a metaphor there should be a comparison of the relations among the features to establish similarities rather than dealing with a lists of features. In line with this notion, Sopory and Dillard note that metaphors express a system of connected knowledge rather than a collection of independent facts.

Sopory and Dillard (2002) assert that the Conceptual structure theory defines metaphor as a thought process, and as an 'understanding and experiencing one kind of thing in terms of another. Owing to this type of metaphorical processing, they note that the long-term memory is organized as a system of metaphorical correspondences between different domains of experiences, and these are referred to as conceptual metaphors.

Sopory and Dillard (2002) submit five general views that explain the manner in which metaphor achieves its suasory outcomes: Pleasure/Relief, Communicator Credibility, Cognitive Resources, Stimulated Elaboration and Superior Organization.

According to Sopory and Dillard (2002:413), the pleasure/relief view is derived from the assumptions of the literal primacy view which suggests that - among others- a metaphorical expression is a semantic anomaly. Sopory and Dillard go on to maintain that there are two variations that explain the pleasure/relief view: (i) that metaphorical meaning is pleasurable, and (ii) metaphorical meaning disperses the negative tension, and thus leads to relief. Of note, according to Sopory and Dillard, pleasure and relief is yielded as a result of a resolution of linguistic problem in a metaphorical meaning. Reporting the research findings on this issue, they point out that the pleasure /relief view of metaphor's persuasive advantage does not have any empirical support.

With reference to Communicator Credibility, Sopory and Dillard (2002:414) suggest that this notion advocates that communicators who make use of metaphors are judged more credible than those who use literal language, and as a result of that this enhanced source

judgment may contribute to greater persuasion through creating a positive attitude towards message advocacy. According to Sopory and Dillard this higher credibility results from two reasons: One, metaphors are exceptional language that are used only by poets and writers, and as such people who use metaphors are perceived as highly creative and have positive judgment bestowed upon them. Two, metaphors have the ability to point out previously unknown similarities between entities to a person, and this unique feature consequently leads to enhanced judgment of communicator credibility.

Findings, however, suggest that communicator credibility explanation did not get support from the research. Instead, the results revealed that people do not judge metaphor-using communicators more favorably than those who use literal language.

Therefore, the use of metaphor does not seem to require any special genius, and as such, there is little reason to expect its use to enhance credibility (Sopory and Dillard, 2002: 415)

Sophory and Dillard (2002: 415) note that Cognitive Resources advocate that in order for one to understand and follow metaphors, one requires more cognitive resources than it is the case with understanding literal language, and two views are in support of this notion: counterarguments and resource matching. In relation to the former, they suggest that the process of metaphor comprehension generates a great number of associations that end up overcrowding the receiver's mental capacity, especially when encountering a metaphorical persuasive message, and as a result fewer resources are left to downplay or exclude the message content. The outcome, therefore, is reduced counter argumentation and greater positive agreement with the message advocacy. In terms of the latter, Sopory and Dillard points out that this view advocates that deriving meaning of a metaphorical expression demands elaboration, and this in turn ensures better memory for message arguments and improved comprehension, and may contribute to greater persuasion compared to a literal message.

With regard to research, Sopory and Dillard note that Cognitive resource was not indexed in any of the studies included in the meta-analysis. Therefore, the issue of whether metaphors require more resources than literal messages could not be addressed directly from the meta-analysis results. Nevertheless, other research findings run counter to the claims of the resource matching explanation. Along the same lines, evidence based on other studies, suggests that understanding metaphors does not demand greater cognitive resources or effort than understanding literal language.

With regard to Stimulated Elaboration, Sopory and Dillard (2002:416) asserts that this view is attached to different metaphor processing theories, that is, salience imbalance and structure mapping theories. The former, according to Sopory and Dillard, suggests that elaboration leads to a greater number of powerful thoughts, which, when in the appropriate direction, could lead to greater persuasion. In the same vein, extracting the meaning of a literal expression does not require constructing a ground along with an elaboration of the message content. On the other hand, the latter proposes that understanding analogies reinforces thought through a focus on similar target-base relations, hence the evoking of a richer set of associations in semantic memory compared to literal languages.

In terms of research, Sopory and Dillard maintain that studies investigating metaphor's persuasive effects have measured this type of elaboration, and have not found that metaphorical language results in a greater number of cognitive responses than literal language.

According to Sopory and Dillard (2002:417), Superior Organization stems from the structure mapping theory, and it proposes that a metaphor is essential in organizing and building a better structure of the arguments of a persuasive message compared to literal language. They point out that coherence in organizing arguments enhances the persuasive power of metaphor-using messages, whereas, on the other hand, literal-only messages that lack function may not be as persuasive.

With reference to the research conducted on this issue, Sopory and Dillard note that the results seem to be in support of the superior organization persuasive situations

According to Sopory and Dillard (2002:418), research on effects of language intensity and message vividness on attitude has attempted to include metaphor in two types of language variables: (i) Metaphor as intense language and (ii) Metaphor as Vivid Language. In terms of the former, they argue that it relates to the quality of language which indicates the degree to which the speaker's attitude toward a concept deviates from neutrality'. In line with this idea, a proposition was put forward suggesting that intense language messages carry the potential of being more persuasive than non-intense ones. Indeed, research in line with this reasoning found that metaphors did behave as intense language, and led to more persuasion than literal language.

In terms of Metaphor as Vivid Language, Sopory and Dillard (2002:419) assert that metaphorical language is also conceived as a type of vivid language, and vividness is

defined as information that is (a) emotionally interesting, (b) concrete and imagery-provoking, and (c) proximate in a sensory, temporal, or spatial way. With regard to research conducted on this issue, results indicate that vividness was a distraction especially for complex messages.

3.6 Summary and conclusion

This chapter provided an overview of theory and research with specific reference to persuasion. In the service of that end, the following sections in this chapter: (i) Goals-Plans-Action of persuasion, (ii) message effects, (iii) Persuasion theories and (iv) message features have each presented a detailed and insightful account of the basic characteristics, critical concepts and fundamentals that underlie the persuasion phenomenon. Of note is that this chapter has also placed emphasis on various ways in which research and theorizing about persuasion are conducted, and this has been presented from the perspective of various scholars who are in the forefront of this field.

CHAPTER 4

4.1 AIM

The aim of this chapter is, firstly, to give a definition of persuasion. A definition, according to Gass and Seiter (2004:26), shapes fields of inquiry, and thus directs attention to some research focus areas and deflects attention away from others. This view, suggests that the significance of demystifying and clarifying concepts within a field of inquiry remains a yardstick of foregrounding the nature and scope of a given investigation. Secondly, attention will be given to a broad overview of the concepts of goals, plans, actions and message effects in persuasion research. This overview will form the basis of the analysis of persuasive message production in chapter five. Lastly, the methodology of analyzing persuasive message production will also receive treatment in this chapter.

4.2 DEFINITION OF PERSUASION

Gass and Seiter (2004: 16) suggest that persuasion research has undergone a major transformation, and as a result of that a divergence in the research methods and focus has developed, so that ambiguities and uncertainties have been created in defining the concept. Studies such as compliance gaining, compliance resistance, deception and deception detection reflect the recent trends in persuasion research tradition, and this shift, they argue, calls for a re-examination of how persuasion should be conceptualized and defined. Two major considerations, that is, (i) pure versus borderline persuasion and (ii) choice of limiting criteria have been lengthily debated, and through examining these considerations an approach that clarifies such uncertainness and ambiguities has been arrived at.

4.2.1 Pure versus borderline persuasion

Pure persuasion, according to Gass and Seiter (2004:17), are those clear-cut, mostly public, cases of persuasion. As evidence of this, the definitional constructs of such cases are widely acceptable as pure persuasion in human communication and other related fields. Less clear-cut cases of persuasion in which less agreement is evident on the definitional constructs of persuasion constitute borderline persuasion. Gass and Seiter (2004 maintain that the distinction between pure and borderline persuasion is not sharply delineated. Aside from transformation or shift in emphasis from traditional and

nontraditional research interests in persuasion, it follows that the contemporary definition of persuasion should be expanded to be encompassing and inclusive.

4.2.2 Choice of limiting criteria

The choice of limiting criteria takes into account two major dimensions relating to the definition of persuasion. One, intentional and accidental persuasion, and two, effects and unsuccessful persuasion. In terms of the former consideration, Gass and Seiter (2004:19) point out that many definitions adopt a source centered view by focusing on the sender's intent as a defining feature of persuasion. Both compliance gaining and pure persuasion, they argue, fall into this category and thus satisfy this requirement, particularly that the former is reinforced by planning and goal pursuit processes. At a different level, accidental persuasion occurs with little or no conscious awareness on the part of the source or persuader.

It is, however, worth mentioning that compliance gaining raises some controversy around intentionality and un-intentionality that further mystifies the definitional construct. As a clarification to this ambiguity, Gass and Seiter (2004:21) submit that although compliance gaining satisfies the intent requirement, in some borderline instances it may be secured unintentionally or accidentally. Therefore it may be safer and proper to delineate and categorise non-typical (unintentional) compliance gaining instances as a subcategory of influence that take place in face to face settings, whereas typical (intentional) compliance gaining should be considered as a subset of persuasion that takes place in similar settings.

4.2.3 Effects and the issue of unsuccessful persuasion

In dealing with this point, Gass and Seiter (2004) posit that apart from adopting the intent requirement, some scholars have focused attention on the receiver oriented definition of persuasion. They further submit that,

> An effect requirement would seem part and parcel of compliance as well. The very term *compliance gaining*, suggests that a persuasive outcome is being sought … In fact if one wishes to focus on pure case of compliance gaining, it seems sensible to combine both intent *and* an effects criterion (2004:21).

However, compliance gaining, both pure and borderline, should not be confined within an effect criterion in terms of definitional construct. A persuader may engage, intentionally or unintentionally, in a persuasive activity without securing an effect or a desired effect in the intent criterion as there may be compliance resistance confrontations (Gass & Seiter, 2004:21).

This conceptualisation by Gass and Seiter (2004) provides a valuable and pragmatic scheme that demystifies the confusion and misconstruction relating to persuasion, influence and compliance gaining. Influence should be understood as an umbrella term that encompasses all forms of persuasion, whether pure or borderline. Persuasion should be considered as a special case of influence that satisfies an intent requirement. Compliance should be conceptualised as an instance of both persuasion and influence (*ibid*). Thus, there are fundamental additional benefits in terms of foregrounding and streamlining for the researcher so as to confine him/her within the location and context of the investigation, instead of being deviated, or misconstrued by the multiplicity of definitions of the term that may not necessarily bear relevance to his or her particular investigation.

Accordingly, persuasion may be defined as a conscious interactive process that contains specific characteristics, that is, intent and effect in which a message source attempts to change, shape or reinforce the behavior of the target.

4.3 THE THEORETICAL FRAMEWORK OF THE GOAL-PLAN-ACTION (GPA) MODEL

The GPA model falls within the family of message production theories. Influence message production is perceived to be profitable when undertaken from the perspective of a goal-plan-action sequence (Dillard et al. 1989:19). This model assumes that speakers produce messages to accomplish goals. The pattern followed by the model suggests that the goal of changing the behaviour of another gives rise to planning, which in turn, guides the action of the source. Simply put, the GPA model commences with the following assumptions (i) goals, which are defined as future states of affairs that an individual is committed to achieve or maintain, (ii) plans, which are cognitive representations of behaviors that are intended to enable goal attainment and (iii) actions, which are the behaviors that are carried out in an effort to realize the goal (Dillard et al. 1989; Dillard, 1989; Dillard, 2004; Wilson, 2002). The GPA model makes distinct additional claims that relating to the existence and relationship between goals, plans and action. The GPA model has also inspired research on message effects (Dillard, 2004:198) – another essential

dimension of message production. These central tenets, details of which will be explored below, are labeled as parameters of influence messages.

4.3.1 Goals

A goal construct is an essential property which is positioned in the goal-plan-action (GPA) model, and is understood as an attempt that casts some light on the way in which messages are initiated, and perhaps the ultimate effects that they have (Dillard, 2004:185).

4.3.1.1 Primary goals

This section presents an overview of the parameters that are inherent in interpersonal influence messages. Investigations on interpersonal influence goals (Dillard et al. 1989; Dillard, 1989; Dillard, 2004; Wilson, 2002; Dillard & Marshall, 2003) show that the most frequently identified reasons for persuading others are to:

- give advice, that is, provide guidance regarding the target's health or lifestyle,.
- gain assistance, that is, obtain favors, objects, or information,
- share an activity, that is, spend time together,
- change orientation, that is alter a target's opinion or behavior with regard to same social or political issue,
- change relationship, that is, initiate, escalate or de-escalate the source-target relationship,
- obtain permission, that is, secure the endorsement of someone in power.and
- enforce rights and obligations, that is, compel the target to fulfill a previous commitment or to stop an annoying behavior.

Evidence that has been provided in the literature by Dillard (2004), Wilson (2002) and other scholars in the field reveals that interpersonal/ influence/ primary goals include the following descriptions:

1. **Share activity**, i.e. spend time together e.g. I want my friend/my friends to:
   - go to a restaurant/movie/party/bar/church with me.
   - come to my place for a visit
   - go out on town / on Saturday night with me
   - walk to town/shops/church with me.

2. **Gain assistance**, i.e. obtain favours, objects or information e.g.

2.1 **Information**: I want to obtain information about:

- clothes/radio/CD (to buy)
- subjects (to follow at school)
- church/school/university (to attend)
- newspaper (to read)
- place (to go for a holiday)
- political party (to belong to)

2.2 **Objects**: I want:

- a friends/friends to lend me money/car/clothes
- to borrow money/car/clothes from a friend
- a friend/friends to buy food/CD/clothes for me
- a friends/friends to pay for my ticket/radio/computer

2.3 **Favours**: I want a friend/friends to:

- help me with homework
- give me a lift
- accompany me to a party
- type a paper for me
- run an errand for me
- do a favour for me

3. **Give advice**, i.e. provide guidance regarding the targets health or lifestyle:

3.1 **Lifestyle**: I want a friend to:

- stop trying to fight
- start working/exercising/buying food for the family
- end a relationship
- relax and enjoy the holiday
- select a good school
- rent a better flat
- clean the room
- change subjects/lifestyle/friends
- find a job
- go to college/school/university next year

- reconcile his/her differences with the family

3.2 **Health**: I want a friend to:

- stop smoking/drinking/using drugs
- start a cleaner lifestyle
- see a doctor
- go to a clinic/doctor/hospital
- use condoms/birth control

4. **Change orientation**, i.e. alter a target's opinion or behaviour with regard to some social or political issues:

4.1 **Social issues:** I want to change my friend's:

- opinion of poverty/crime/education/unemployment/welfare
- behaviour towards other races/poor people/criminals/old people

4.2 **Political issues:**

- I want my friend to vote for another party/in the elections
- I want to change my friends opinion or behaviour towards political parties/ministers/policies/local policies/government

5. **Change relationship**, i.e. initiate escalate or de-escalate the source-target relationship"

5.1 **Initiative**: begin a relationship with a person. I want to:

- start dating a boy or girl-friend
- begin meeting people in community/school
- attend church with a friend on a regular basis

5.2 **Escalate**: advance to a more intimate or personal level: I want:

- a friend to come home for weekends to meet family
- a friend to dress better when we go out
- a friend to go on holiday with me
- friends to stay at home with me
- friends to live with me next year in flat
- to marry a person.

5.3 **De-escalate**: reduce levels of intimacy in existing relationship: I want to:

- break off a dating relationship

- divorce a person
- cancel a date/holiday with a person
- bring to an end an arrangement of staying together in a flat

6. **Obtain permission**, i.e. secure the endorsement of someone in power e.g. I want to be allowed to:

- go to a party
- miss a class/test/exam
- leave early
- take the books/money
- take part in sports
- play soccer
- wear a friend's clothing
- smoke/drink
- keep dogs in the house
- have access to a computer/printer

7. **Enforce rights and obligations**, i.e. compel the target to fulfill a previous commitment or to stop an annoying behaviour:

7.1 **Enforce an obligation,** i.e. fulfill a previous commitment or contract e.g.

- fix the plumbing/stove/bathroom in flat
- honour the warranty on a car/radio/TV

7.2 **Protect a right e.g.**

- stop an annoying behaviour
- keep party/radio noise down

Aside from proposing the types of goals, as illustrated below, Dillard (2004:187) suggests that the theory attributes several unique properties to the primary goals. The first feature of the primary goals comprises of the following properties;

(i) Primary goals lie at the beginning of the GPA sequence.
(ii) They initiate the series of constructs that model message production.
(iii) Primary goals are potential realities that individuals strive to construct, and
(iv) Because primary goals energize cognition and behavior, it can be said that they serve a motivational function.

According to Dillard (2004: 187), a second feature of primary goals is to allow one to bracket the interaction, that is, to identify it's beginning and ending point. Knowledge of what is being attempted permits social actors to segment the stream of interaction into meaningful units. He further argues that knowledge of the primary goal allows the interactants to say what the exchange is about. Because primary goals are culturally viable explanations of the discourse produced by two or more interlocutors, it can be said that primary goals also assume the function of social meaning (*ibid*).

Finally, Dillard (2004:188) states that primary goals direct a number of mental operations. By providing an understanding of the intended purpose of an interaction, goals determine which aspects of a situation are perceived. He further states that these goals also influence which perceptions are encoded and retrieved. He argues that primary goals set into motion an ensemble of lower-level cognitive processes that occur in parallel and align with the overall aim represented by the primary goal. In this fashion, primary goals serve a guidance function that promotes temporary reorientation and unification of various mental subsystems.

In the analysis of the persuasive messages, attention will be given to the following issues with regard to goals:

1.1 Statement of the problem

Compliance gaining specifically refers to interactions in which people attempt to alter each other's beliefs, actions or behavior. The statement of the problem in this instance forms part of the primary goal interaction, and it briefly relates an overview of the source's reasons for seeking compliance from the target in all themes.

1.2 Primary goals and arguments for compliance

An exhaustive list of primary goals and arguments for compliance – arguments in favour - that have emerged from the research data have been laid out according to the themes that are present in this study.

1.3 Arguments for resisting compliance

This section indexes list of arguments for resisting compliance – argument against – that have been generated across all the themes.

1.4 Compliance or resistance

In any compliance seeking attempt, partial or complete compliance gaining or partial or complete resistance aught to be an end result. In this study the same pattern is evident, as it has been affirmed by the research data.

1.5 Content category

Dillard (1989) highlights the existence of content categories that have emerged in compliance gaining research. The same configuration is true of this study. Various content categories that are relevant to particular themes have emerged across the six themes. For instance, values and morality issues have developed with the religious theme. The second category relates to career issues, and this has emerged through an educational theme. The Parent–Child relationship theme has also generated a career issue as a content category. The third content category has emanated from the Social /casual relationship theme, and it makes reference to social relations. The fourth content category relates to a task based phenomenon. This has been developed and contained in the Favour from a friend theme. The last content category reveals an aspect of companionship, and it has emerged in the intimacy /relationship theme.

1.6 Arrangement of goals on two dimensions

1.6.1 Hierarchy

Larson's (1995:171) work illustrates the significance and relevance of Maslow's Pyramid of Needs in persuasion research, arguing that motives or goals to engage in various courses of actions or behavior can be attributed to these needs. To further illustrate this point, Larson cites the following needs as fundamental aspects in this regard: Basic needs, Security needs, Belongingness and Love needs, Esteem needs and Self actualization needs.

In terms of the Basic Needs, Larson argues that these are physiological needs (access to air, food, water, sex, sleep, elimination of waste etc.) and until they are met we cannot concern ourselves with the other needs. He further points out that these needs are too strong to be forgotten, and as such they can be used to motivate behavior.

The second level of the hierarchy deals with Security Needs. In this regard, Larson argues we live in a time when very little is secure, and the need for security is informed by an

array of issues: ranging from possible job losses, crime, world politics, social insecurity etc. The point being made is that this need emerges and reemerges in response to various threats that are directed to our security, and it is therefore essential that it be met. Therefore, it goes without saying that any levels of insecurities that one may experience at a given time are most likely prone or susceptible to persuasion.

The next level in the hierarchy of needs is occupied by the Belongingness and Love Needs. According to Larson, once the Security Needs are met, people naturally become conscious about belongingness and association, and as a result of that they seek groups to which they can belong. Of note, he points out, is that persuaders are aware of this need and often they make influence appeals in which they promise a sense of belonging if targets join their group or association.

The fourth level in the hierarchy is occupied by the Esteem Need (Reassurance of worth). In terms of these needs, Larson maintains that once human beings feel that they are part of a group (be it friends, family, neighbours), they want to be valued, respected, recognized, given assurance that they are admired, needed and wanted. Just like the needs, this need also has a great potential to be used to motivate esteem or reassurance of worth related actions.

Self–Actualisation Needs occupy the last level of Maslow pyramid. Larson argues that the need to live up to one's potential is an integral part of one's life. He further points out that self –actualization may occur in events situations in which people may be in a position to experience 'peak experiences' such as learning about themselves, enjoying themselves, being self reliant without fear of isolation, experience something that they have only dreamed of etc. Once again, there will always be persuasive attempts aimed at achieving and closing this gap in human interaction. In a nutshell, proper analysis of the needs before a persuasive attempt further enhances opportunities of successful persuasion.

1.6.2 Importance

The message production section in this chapter has given a treatment of goal importance, i.e. the most important goals will guide the behaviour.

1.7 Structure criteria

The structural criteria address the question of who would benefit from the influence attempt, i.e. the (i) source (self-benefit), the (ii) target (other benefit), (iii) both the source

and the target (mutual benefit) or (iv) third party benefit. The research data has confirmed the existence of the first three configurations across the six themes, and thus excluding the third party benefit.

1.8 Triggering of a rule to form a goal

Wilson (2002:169) points out that the probability of a rule being triggered is a function of three general criteria: fit, strength and recency. However, in terms of this study only fit and strength criteria are relevant. This section is discussed in chapter two.

1.8.1 Fit criteria

With regards to the fit criterion, Wilson (2002:169) suggests that the probability of goal formation increases when a larger rather than a small number of situational conditions represented in a rule are perceived in the current situation.

1.8.2 Strength criteria

In terms of the strength criterion, Wilson (2002: 170) maintains that this aspect relates to the accessibility of cognitive rules. He goes on to suggest that a cognitive rule is more likely to be triggered as the strength of associations between the situational features and the desired end state represented in the rule increases.

1.9 Culture

Wilson (2002:15) views persuasive message production as a goal pursuit activity, and this activity presents a potential of offering lenses on the nature of the relationship between the participants that may be involved in compliance gaining exercises: social meaning and function of primary goals, that is, their cultural viability to provide explanations of discourse, and essential insights such as larger cultural beliefs about who has the right to influence whom, about what at whatever time are fundamental observations presented by this cultural notion. Some of these observations are evident in all six themes in the present study.

1.10 Goal achievement

Scholars who are in the forefront of compliance gaining research tradition (Dillard, 2004; Wilson, 2002; Sabee & Wilson, 2005) define goals as future states of affairs that an individual is committed to achieve or maintain. Therefore, goal achievement or maintainance makes

reference to the success that may be registered in the process of an influence attempt or seeking of compliance.

4.3.1.2 Secondary goals

According to Dillard and Marshall (2003:482-483) primary or influence goals do not exist in a vacuum. Social actors tend to have other goals in addition to the influence goals. These other goals are called secondary goals. Instead of reinforcing the interaction, as does the primary goal, secondary goals shape the range of behavioural options available to the speaker.

Dillard (2004:188) maintains that secondary goals are defined as concerns that follow from the adoption of a primary goal. The primary goal defines the situation, while secondary goals are the entailments that follow in its wake. Wilson (2002:137) submits that these goals exert a form of force that acts to shape, and typically constrain the behaviors whose overriding purpose is to change the behavior of the target. Thus, it is the desire to achieve the primary goal that brings into play one or more secondary goals. Schrader and Dillard (1998:278) suggest that rather than driving the interaction, secondary goals delimit the range of behavioral options available to the speaker. For example, they suggest, the speaker who wishes to gain the compliance of another without also damaging the relationship may be less aggressive in his or her message design than one who is concerned with nothing but effectiveness.

In earlier research, Dillard et al (1989:20) maintain that this second class of goals below includes objectives of several sorts that derive directly from more general motivations that are said to be recurrent in a person's life. The following four secondary goals are examples generated from research:

- Identity goals: these goals are defined as internal standards of behavior that derive from moral standards, principles for living, and personal preferences concerning one's own conduct. These goals also relate to self-worth.
- Interaction goals: these goals represent the source's desire to manage his or her impression successfully, and in the process facilitate the communication event and avoid FTA.
- Resource goals: these are concerned with maintaining valued assets, and three types are considered: (i) relational assets which are those personal rewards and gratifications which arise from participation in a relationship with the target. (ii)

material assets encompass those physical objects such as money, for which the source has some attachment. (iii) physical assets refer to those aspects of the source's health which might be compromised in an interpersonal influence attempt.

- Arousal management goals: these goals have arousal properties that are internally experienced as pleasurable or un-pleasurable. Some theories that seek to explain aspects of interpersonal interactions assume that persons have a desire to maintain a state of arousal. This objective is represented by arousal management goals.

Schrader and Dillard (1998:279) and Dillard's (2004:188-189) investigation of the GPA model has developed a similar list of secondary goals. Their findings have, however, confirmed the existence of five secondary goals below:

- Identity goals: these goals focus on ethical, moral and personal standards for behavior, and they arise from individuals' principles and values.
- Conversation management goals: they involve concerns about impression management and face.
- Relational resource goals: they focus on relationship management, and they are manifestations of the value that individuals place on desired social and personal relationships.
- Personal resource goals: they reflect the physical, temporal, and material concerns of the communicator. Specifically, they arise from the desire to maintain or enhance one's physical well-being, temporal resources, finances, and material possessions.
- Affect management goals: on the basis of these goals, the GPA model assumes that individuals strive to maintain preferred affective states. For instance, it is maintained that individuals seek to increase their level of anxiety because it motivates vigilance or enhances their level of anger so that they are emotionally aligned with a plan to take a hard interactional stance.

4.3.1.3 Relationship between goals

According to Dillard et al. (1989:21) primary or influence and secondary goals relate and vary along several lines. The primary or influence goals are considered the more central of the two classes because they define interpersonal influence situations. Besides the role of distinguishing the influence attempt from other communication activities, primary goals also segment the flow of behavior into meaningful units (*ibid*). Dillard (1990:75) suggests that awareness of a primary goal stimulates a consideration of secondary goals. The

author goes on to argue that the primary goal provides the initial push which activates the cognitive calculus that incorporates the secondary goals while secondary goals then function to shape, and typically to constrain the behaviors whose overriding purpose is to alter the behavior of the target.

Schrader and Dillard (1998:279) suggest that in cases of interpersonal influence, the influence goal is by definition the primary goal, because it is the desire to influence that motivates interaction and gives it meaning. It is not the substance of a goal that determines its status as primary or secondary, but rather its role in defining the interaction. In some instances, they point out, goals that are by definition secondary during an influence attempt may assume primary status. When that occurs, the influence goal may become secondary or altogether irrelevant.

Dillard (2004:190) states that the GPA model holds that understanding the relationship between primary and secondary goals is crucial for the purpose of explaining the processes of planning and action. In terms of goal relationship, Dillard (2004) offers three possibilities: (i) primary and secondary goals may be incompatible with one another, (ii) secondary goals are irrelevant to the primary goal and (iii) the primary and secondary goals align or are compatible with one another.

It is, however, important to note that the GPA model does not presume that all five secondary goals are considered in every interaction. Schrader and Dillard (1998:279) suggest that due to the structure of social situations, it seems likely that certain secondary goals will follow from particular primary goals, whereas other secondary goals will be irrelevant. As an example of that, they point out, some goals such as giving advice, asking a favour, and enforcing an obligation, will respectively prompt a different configuration of secondary goals.

4.3.1.4 Goal complexity

The study of interpersonal influence has identified three essential elements in relation to goal orientated approaches. Schrader and Dillard (1998), and Schrader (1999:189), propose and label descriptions of these elements in terms of the following: (i) goal types, (ii) goal structure, and (iii) goal complexity of influence goals. Types function as primary goals that reference a specific motive (e.g., obtain permission) and role relationship (e.g. parent). Structures address the interrelationships among a set of goals that are in operation in an interpersonal influence situation. Complexity is the third element, and it is

concerned with the nature of goal types, and it specifically refers to the diverse nature of goal types and their complexity.

Research indicates that goal structures and types vary in their levels of complexity (Schrader, 1999; Schrader and Dillard, 998; Dillard, 2004). Schrader and Dillard (1998:285) postulate that a simple goal structure occurs when an individual holds a single goal. When the other goals assume activation, the goal structure of the influence attempt becomes increasingly complex. Schrader (1999:189) emphasizes that goal complexity is a salient feature of interpersonal influence and previous investigation indicates that differences in goal complexity affect both message planning and message production. It is therefore crucial, he argues, for such differences to be reflected in the standards people use to judge the competence, that is, appropriateness and effectiveness of interpersonal influence messages.

Schrader (1999); Schrader and Dillard (1998) and Dillard (2004) seem to share the same views with regards to the goal clusters, labels and level of complexity that have been identified in previous research.

Schrader and Dillard (1998), cited in Schrader (1999: 190), propose the following labels and clusters:

Influence goal types by level of goal complexity

"Maintenance" Episodes (Low Level of Complexity) Routine activities: You want to have a routine night out with your friends. Give advice (Parents): You want to give advice to your parents about some long-term goal of theirs.
"Special Issues" Episodes (Moderately Low Level of Complexity) Gain assistance (Acquaintance): You want to persuade an acquaintance to help you do something. Gain permission (parents): You want to gain permission from your parents to do something. Give advice (Friend): You are giving advice to someone about whom you care. Relational Escalation: You want to include someone special to you in your social world by including him/her in activities with your friends and family.

"Problem Solving" Episodes (Moderately High Level of Complexity) Enforce obligation: You want to persuade a person to fulfill his/her obligation to you. Annoyances: You want to persuade someone from engaging in an annoying habit. Gain assistance (stranger): You want a stranger to do a special favour for you. Gain assistance (professor): You want a professor to do a special favour.for you Elicit support: You want to persuade an acquaintance to help a third party. Relational De-escalation: You want to break off a dating relationship with a person you have dated for a few months.
"High Stakes" Episodes (High Level of Complexity) Relational initiation: You want to initiate a relationship with a person of the opposite sex or increase the intimacy in a relationship. Bureaucracy: You want to persuade a person in authority or in a bureaucracy to do something.

4.3.1.5 Targets and types of change

Dillard and Marshall (2003:483-484) offer three targets of change that are recognizable in persuasion research, that is, areas in which one can influence the other to change:

- Beliefs :estimates of the truth or falsity of some proposition.
- Attitudes: evaluations of the goodness or badness of an attitude object.
- Behaviors: actions performed by some individual.

In addition to the three targets of change, Dillard and Marshall (2003) propose three types of change, and they argue that these occur in any of the three targets listed above. The first, formation, which occurs when an individual acquires a new belief, attitude, or behavior where none existed before. The second, reinforcement, which deals with the strength of preexisting beliefs, attitudes, or behaviors either for the purpose of increasing their extremity or combating the effects of counter persuasion by other message sources. The third, conversion, which involves instances in which beliefs are altered from true to false, attitudes shift from positive to negative, or individuals act on behalf of a cause rather than against it.

4.3.2 Plans

The concept of plan is the second essential property which is positioned in the goal-plan-action (GPA) model. Plans, which are cognitive representations of behaviors, are intended to enable goal attainment (Dillard & Marshall, 2003; Dillard, 2004; Schrader, 1999). Berger (1997:26) purports that most definitions emphasize the idea that plans may contain alternative action sequences for attaining goals, and that actors may be faced with making choices among alternatives. Research on perception of message tactics reveals that there are essentially four dimensions that are particularly essential to understand influence plans (Dillard, 2004:192). These dimensions are treated in detail below.

4.3.2.1 Message dimensions:

Explicitness

Scholars in persuasion research (Dillard & Marshall, 2003; Dillard, 2004; Schrader, 1999) seem to agree that explicitness refers to the degree to which a speaker makes known what he/she wants the listener to do. These scholars agree that direct messages tend to be explicit, and in the interpersonal influence context, explicit messages have the potential to be intrusive, and tend to generate negative emotional responses. Schrader (1999:191) further observes that explicitness was a positive predictor of judgments of politeness in one study of compliance-gaining episodes involving friends. However, this finding can be attributed to the value friends place on directness and the relatively low complexity of the influence goals used as stimuli.

Dominance

Dominance refers to the relative power of the source vis-à-vis the target, as that power is expressed in the message. It simply expresses the source's perception of, or desire for, a particular source-target power relationship (Dillard & Marshall, 2003; Dillard, 2004). Dillard et al. (1996:106) further puts it in a straightforward and simplistic way when he argues that dominance, in this context, contains overtones of relational control, and it reflects the extent to which the source attempts to limit the behavioural options of the target. Schrader (1999:191) points out that highly dominant messages generate negative emotional responses, appear to interfere with goal achievement and, are perceived as unfair and unreasonable and suggests that such messages might be perceived as ineffective and inappropriate.

Argument

Argument refers to the degree to which the source provides reasons for why she or he is seeking compliance, rather than simply making an unelaborated request (Dillard & Marshall, 2003; Dillard, 2004; Schrader, 1999). There is a rationale or logical reason in an influence attempt that is meant to gain compliance from the target. Schrader (1999:192) posits that a message high in argument might contain reasons, explanations, or justifications that support why the target should do as the source wishes, and thus messages high in argument associate positively with persons' judgments of politeness.

Earlier research (Dillard et al., 1989; Dillard, 1989), however, has pointed out the existence of a somewhat similar set of dimensions – directness, positivity, and logic- which resemble similar thoughts as the ones discussed above in terms of definitional content, i.e. : Directness = Explicitness, Positivity = Dominance and Logic = Argument.

Control

Dillard (2004:193) points out that control is the fourth and final aspect in message dimensions that characterizes influence plans. He maintains that this notion indicates the degree to which the source can exercise a level of control over the reasons for compliance.

4.3.2.2 Types of plans:

Plan complexity

Schrader (1999:197) proposes types of plans which comprise plan complexity, plan specificity and plan quality. Complexity in plans, he argues, displays the number of planned actions and number of contingency statements included in a plan.

Plan specificity

With reference to plan specificity, Dillard describes this feature as the extent in which a plan is fully articulated. This feature, he argues, is partially a function of a person's experience with a particular goal, and frequent goals may have related plans that are quite specific owing to repeated trials.

Plan quality

In terms of plan quality, Dillard points out that this feature refers to the relative effectiveness of a plan, and it reflects judgments of competence. He maintains that for goals whose structure is relatively simple, it is likely that a wide range of plans would produce satisfactory results for the message producer.

4.3.3 Action:

The concept of action is the third and essential property which is also situated in the goal-plan-action (GPA) model. According to Dillard (2004:195) actions are conceptualized as behaviors that are implemented in an effort to realize the goal. He further explains that movement from plan selection to tactic implementation is the translation of cognitive entities into empirical action. This activity is better understood through the process of message production and through other related elements.

4.3.3.1 Message production

Dillard (2004: 196) maintains that research on the message production process permits several empirical generalizations that are consistent with the logic of the GPA model. Firstly, he explains that individuals try harder to achieve influence goals that are important to them. As the importance of the primary goal increases, so does the amount of planning and cognitive efforts that individuals spend in the service of that goal. Secondly, he goes on to suggest that primary goal importance also has implications for message construction. As an example of that, more important primary goals correspond with messages that use higher levels of argument. Secondary goals, on the other hand, also play the role of shaping message production (Dillard, 2004:197). As an example of that, in face-to-face interactions, increased importance of the identity goal is associated with increases in the use of argument and decreases in explicitness, whilst in terms of affect management goal, greater efforts to manage one's arousal are associated with messages that are both more dominant and less dependent on argument.

4.3.3.2 Emotional appeals

Fear appeals:

According to Dillard and Marshall (2003: 498), threat appeals are messages that describe the negative consequences that will happen to the message recipient in the event of him

or her failing to comply with the message source. For better understanding of these appeals, they argue that it is critical to make a distinction between message content and message effect. The former relates to the information that describes a threat whereas the latter makes reference to the information that produces the fear.

Dillard and Marshall (2003) further point out that two components are responsible for the construction of threat appeals. The (i) threat component, which comprises of information that describes the sensitivity of the receiver to the negative outcome as well as the severity of that outcome. The (ii) action component which presents the behavioral solution to the problem defined by the threat component. They argue that, two essential features of the solution entail, (i) response efficacy information that deals with the extent to which the recommended action will be effective in lessening the threat and (ii) self-efficacy information which focuses on the relative ease or difficulty of acting out the behavior by the message recipient.

Negative and positive emotions

Nabi (2002) has brought together an array of emotional appeals that are common and prevalent in persuasive messages. These are categorized into negative and positive emotions. Negative emotions comprise, although not limited to, fear, guilt, anger, sadness, disgust, and envy whereas positive emotions constitute, amongst others, happiness, pride, relief, hope and compassion. Refer to chapter three for a detailed treatment of this section.

4.3.3.3 Language and persuasion

In dealing with the effects of language on persuasion, Hosman (2002) takes a closer look at selected linguistic and language properties that seem to bear relevance in the persuasion process. Refer to chapter three for a detailed discussion of the effects of language on persuasion.

4.3.4 Message effects

4.3.4.1 Relational and emotional effects

With regard to relational and emotional effects, Dillard (2004:198-199) assesses the influence of persuasive messages on target emotions and relational judgment with specific reference to message dimensions. He observes that influence attempts that are high in dominance have negative relational implications. He further notes that source dominance

correlates negatively with perceptions of liking for the target and with perceived politeness. Moreover, he points out, highly dominant influence messages are viewed as illegitimate and as obstacles.

In terms of explicitness, Dillard (2004) argues that research has shown a different pattern. He notes that whereas some theories of message production contends that explicit requests result in unfavorable relational inferences, it appears that in some relational contexts of friendship, highly explicit requests seem to signal solidarity between the interactants and correspondingly favorable emotions. He further maintains that explicitness and dominance tend to occur simultaneously although dominance may be responsible for the negative relational judgments and for feelings of anger in some instances.

Regarding the argument dimension, Dillard (2004) observes that individuals generally report a preference for messages that provide reasons for complying versus those that do not. Conversely, he admits that evidence exists to show that reasons are not necessary for producing compliance in close relationships. According to Dillard (2004), researchers have contended that the obligations inherent in close relationships substitute for persuasion. Nevertheless, one of the points being made is that messages high in argument seem to indicate positive regard for the target, and they carry the potential to contribute to the long-term health of a close relationship (Dillard, 2004: 198-199).

4.3.4.2 Communicative competence

According to Schrader (1999:188) concerns for effectiveness and appropriateness (framed in terms of both primary and secondary goals) emerge from an episode's goal structure, which consists of the relationships among the primary and secondary goals. He notes that the complexity of an interpersonal influence episode increases as the number of relevant primary and secondary goals increase. Schrader (1999) suggests that goal complexity is a salient feature of interpersonal influence, so that differences in goal complexity affect both message planning and message production. Such differences, he argues, should be reflected in the standards people use to judge the competence, that is, appropriateness and effectiveness. Schrader (1999) also points out that the high correlation between appropriateness and effectiveness reflects the fact that the competence judgments were summed across persons, messages and goals. He further notes that participants' appropriateness and effectiveness judgments of specific messages in specific goals indicated some variation along the two dimensions.

Taking this discussion further, Dillard (2004: 1999) purports that communication competence hinges on the ability to comprehend the situation accurately and formulate messages that are appropriate to the circumstance. Taking this notion into account, he observes that some primary goals are perceived to be much more difficult to achieve than others, for the reason being that there are more secondary goals associated with them that speakers are trying to achieve simultaneously. Therefore, he points out, prior information concerning goal structure complexity can provide the basis for one aspect of communication competence, that is, accurate identification of the important aspects of the situation. Dillard (2004) views this as the first step toward constructing effective and appropriate messages.

4.3.4.3 Politeness

Schrader (1999: 198) argues that interpersonal influence messages, by their very nature, have the potential to threaten the positive and negative face of both the target and source. He states that the degree to which face is threatened is a function of the intimacy of the relationship, the relative power and status of the target and source, and the intrusiveness of the request. He suggests that concerns for politeness increase as intimacy, the power and status of the target, and the intrusiveness of the request increase. The following section will give attention to the three message dimensions cited above, that is, dominance, argument and explicitness, and their effect on politeness.

Effect of dominance on politeness

Dillard, Wilson, Tusing and Kinney (1997:315) suggest a negative association between perceived dominance and perceived politeness. They argue that dominant messages may have an especially powerful impact on politeness due to their capacity to threaten both positive and negative face. They further point out that dominant messages can threaten a hearer's autonomy by revealing the speaker's belief in his or her right to impose and constrain. Dillard et al., point out that dominance and politeness might be viewed as conceptually synonymous, at least within the realm of influence attempts.

Effect of argument on politeness

Acoording to Dillard et al. (1997:316), speakers who provide hearers with reasons for their requests command respect that can be interpreted as politeness. In the case of none, one interpretation is that the speaker believes she or he is entitled to dominate the message

target. Dillard et al. point out that reason-giving signals equality, and thus it is affiliative. They further contend that simple rather than elaborated requests are more common among friends than strangers because this is a defining feature of the friendship role in mutual obligation. Therefore, obligation may substitute for argument.

Effect of explicitness on politeness

Dillard et al. (1997: 317) maintain that explicitness in speech acts is viewed as impolite. However, the degree of imposition of explicit speech is moderated by the social distance of the actors. They argue that persons in close relationships are free to use more direct speech forms than are persons in distant relationships. They explicate that the relationship between explicitness and politeness will always be negative but it will vary in magnitude as a function of relational intimacy. This configuration has been evidenced by their research data which has shown a significant positive relationship between explicitness and politeness.

4.3.4.8 Resistance

4.3.4.8.1 Obstacles and barriers

Schrader (1999:198) defines obstacles as real or anticipated reasons for resistance to a request. During the sequential process of the GPA model, secondary goals may create dissonance against the primary goal - which may be framed as an obstacle against goal achievement. Schrader (1999) illustrates this claim by way of an example; ‘asking another for a date may generate a desire to avoid embarrassment’. This example represents the primary goal of Relational Initiation in conjunction with the Interaction secondary goal. However, it warrants mention that dissonance is not always the case, there are instances where primary goals relate positively to secondary goals- and in those instances the secondary goal does not pose an obstacle. Schrader (1999) also observes that a barrier is another impermeable boundary around a goal. He suggests that persuaders can negotiate around obstacles (secondary goals) and obtain their primary goals by producing messages that address the reasons they encounter or expect to encounter from the source. However, he argues, when persuaders lack information about how to achieve a goal, and their lack of understanding is exacerbated by unelaborated refusals to their requests, they face a barrier, which must be penetrated. This penetration process can produce a rebuff phenomenon, a tendency for persuaders to use less polite messages.

Inoculation

Pfau and Szabo (2004: 265- 266) discuss the construct of inoculation with regard to compliance gaining and resistance. They note that the concept hails from early research, on the relative superiority of one- versus two-sided messages. By description, one-sided messages reinforce attitudes a person already holds. On the other hand, two-sided messages raise arguments that are contrary to a person's attitudes, referred to as counterarguments, and then offer arguments and evidence to refute those counterarguments.

Pfau and Szabo (2004) posit that the Inoculation Theory asserts that there are two components that are fundamental in contributing to resistance, that is, (i) threat and (ii) refutational preemption. They state that the former component consists of warning a person about the fact that his or her existing attitudes are likely to be challenged. They further point out that in order for a threat to work, these challenges must be sufficiently powerful to make people accept that their existing attitudes may be vulnerable. According to Pfau and Szabo (2004), the threat component serves as the motivational trigger in the inoculation model, quite fundamental to boost a person's immunity to all forms of attacks, thus setting in motion the internal process of resistance. Conversely, Pfau and Szabo (2004) maintain that the latter component involves the process of raising, and then answering specific objections. They further note that refutational preemption component functions much like the two-sided message. Essentially, it motivates the individual to strengthen or boost his or her attitudes, and also offers specific content that can be used to protect and defend one's attitudes.

4.4 Methodologies in the analysis of persuasive message production

4.4.1 Participants

False Bay College in Kayelitsha was identified as a site of data collection for this investigation – in which 24 Xhosa speaking students (12 males and 12 females), with age range of 18 – 23, were direct participants in this research project.

4.4.2 Persuasive messages and how they were collected

There are two ways in which researchers usually try to make messages accessible for analysis: The first is self-report, and in this situation participants are asked to give a report on some recent instances where they tried to influence people to comply with something

they requested. The second is action to goal, and in this case the role of the context has to be taken into account. The researcher has to be able to find people in conversation in a certain context where one is trying to influence the other. This is a naturalistic method of accessing data. In this study, the former method, that is, self-report was utilised when students were asked to write a self report on their recollection of recent influence episodes, in which they attempted to change other fellow student's behaviour on specific themes. Out of this exercise, usable messages were obtained through which six themes emerged for purposes of analysis. These themes will receive detailed and extensive treatment in chapter five.

4.4.3 Scheme for analysis of persuasive messages

Wilson (2002:16) emphasises that,

> …persuasive message production needs to be explained within interactive contexts. This means that we need to analyze both sides of influence interactions: how message sources seek compliance and how targets resist and/or comply. It also means that we need to analyze how influence interactions unfold over time and how they are structured. Finally, it means that theories of persuasive message production should be plausible given the constraints of conversation. These constraints include that individuals are faced with multiple demands on their attention during conversation and that they often must make decisions about what to say in a matter of seconds.

Wilson thus focuses attention on three issues: how message sources seek compliance and how targets resist and/or comply; secondly, how influence interactions are structured and lastly, what constraints on conversation need to be taken into account. With this understanding in mind, for the purpose of this study, an analytical scheme has been developed, taking into account most of the key analytical factors involved in Wilson's explication of analyzing persuasive messages within an interactive context. The critical parameters below represent a synoptic view of the scope and nature of the analytical 'tools' that have been utilized to analyse the data collected for this study. Application of such 'tools' is presented in the next chapter (chapter five), which deals broadly with the actual analysis.

4.4.3.1 Goals

1. Primary goals

1.1 Statement of the problem

1.2 Primary goals and arguments for compliance

1.3 Arguments for resisting compliance

1.4 Compliance or resistance

1.5 Content category (social relations, companionship, entertainment, political activity, health, values and morality, financial matters, career, tasks/labour, change in locale)

1.6 Arrangement of goals according to two dimensions i.e. hierarchy and importance

1.6.1 Hierarchy: Higher and lower levels:
Motives which are driven by needs (such as self-actualisation, self-esteem, self-belonging, safety and security, physical need)

1.6.2 Importance: which of the goals are more important: the most important goals will guide behaviour.

1.7 Structure criterion: who would benefit from the influence: self-, other benefit, benefit to both parties, benefit to a third party?

1.8 Triggering of a rule to form a goal:

1.8.1 Fit criterion: strength of the situational conditions which will trigger a rule.

1.8.2 Strength criterion: strength of association between situational features and desired end state.

1.9 Culture: social meaning function of primary goals: goals should be culturally viable explanations of discourse.

1.10 Goal achievement or maintenance.

2. Secondary goals: identification of the goals

3. Relationship between goals: compatible, incompatible, secondary goal may be irrelevant to primary goals.

4. Goal complexity: maintenance special issue, problem-solving, high stakes episodes.

5. Targets and types of change:

5.1 Target: belief, attitude, behaviour

5.2 Types of change:
Formation (acquire new behaviour), Reinforcement (strength of existing behaviour), and Conversion (behaviour being altered)

4.4.3.2 Plans

1. Message dimensions:

1.1 Explicitness (degree to which source makes intentions transparent in a message e.g. direct or indirect message)

1.2 Dominance (power or control of source against target as expressed in a message)

1.3 Argument (degree to which a source provides reasons for compliance; focus on quantity, not quality of reasons)

1.4 Source control (source exercises control over the reasons for compliance).

2. Types of plans:

2.1 Plan complexity: number of planned actions and number of contingency statements in a plan.

2.2 Plan specificity: extent to which a plan is fully articulated (with specific plans)

2.3 Plan quality: relative efficacy of a plan: which entail a course of action that leads to the production of the desired effect.

4.4.3.3 Action

1. Message production

1.1 Primary goal importance: messages use higher levels of argument.

1.2 Secondary goal importance, for example, importance of identity goal is associated with increases in use of argument and decreases in explicitness. In affect management: greater effort to manage one's arousal is associated with messages that are more dominant and less dependent on argument.

2. Emotional appeals:

2.1 Negative and positive emotions, and their appeal.
(Examples of negative emotion: fear, guilt, anger, sadness, disgust and envy.
(Examples of positive emotions: happiness, pride, relief, hope and compassion)

2.2 Fear appeal

3. Language and style

3.1 Language

3.1.1 Syntactic level

3.1.2 Lexical level

a. Lexical diversity

b. Imagery

3.1.3 Equivocal language

3.2 Language use: power of speech style in message.

4.4.3.5 Message effects

1. Relational and emotional effects:

1.1 Effects of dominance: high dominance - negative relational implications, that is, negative with perceptions of liking for target and politeness. Highly dominant messages may result in anger.

1.2 Effects of explicitness: in friendly relationships: highly explicit messages signal solidarity.

1.3 Effects of argument: preference for messages that provide reasons for complying yet reasons are not necessary in close relationship: messages high in argument: bring about positive effect.

2. Competence

Appropriateness (rude-tactful, suitable - unsuitable, appropriate -inappropriate, reasonable – unreasonable)

Effectiveness (insufficient – sufficient, successful – unsuccessful, useless – useful, effective – ineffective

3. Politeness

3.1 Dominance: negative association with politeness because they threaten negative and positive face, or dominance and politeness may be seen as synonymous.

3.2 Argument: with reasons: evidence of more politeness, and some reasons are more polite than others. Reason-giving conveys respect and equality.

3.3 Explicitness: demonstrate impoliteness but in close relationships – more direct speech is in order. Conversely, explicitness is always negative.

4. Resistance

4.1 Obstacles: real or anticipated reasons for resistance to a request.

4.2 Barriers: boundaries around a goal. When a goal is not achieved or a request is refused, we find a barrier is evident. Then less polite language is used, ruder and more aggressive and forceful because appeals are exhausted.

4.3 Inoculation

4.3.1 Threat: warning directed to the target that his/her existing attitudes/behaviour are to be challenged. These challenges must be powerful to make people accept that their existing attitudes may be vulnerable.

4.3.2 Refutational preemption: raises and then answer specific objections, it also offers content that can be used to protect and defend one’s attitudes.

4.5 SUMMARY AND CONCLUSION

Gass and Seiter (2004) point out that the study of persuasion has undergone a dramatic transformation in the last few decades. And this claim has been evidenced by the multiplicity of definitions that explain the persuasive phenomenon. In response to this development, this chapter was partly and purposefully dedicated at clarifying persuasion and its related concepts such as social influence and compliance gaining. It merits mention that this work embraces persuasion as referring to a conscious interactive process that contains specific characteristics, that is, intent and effect in which a message source attempts to change, shape or reinforce the behavior of the target. In addition, this chapter has given an exhaustive account of persuasive imperatives that are framed within the concepts of goals, plans, actions and message effects. Subsequently, a heuristic outline of a context specific conceptual scheme meant for analysis of influence interaction in this work has been addressed in this chapter.

CHAPTER 5

ANALYSIS OF PERSUASIVE MESSAGE PRODUCTION IN ISIXHOSA

5.1 AIM

The major aim of this chapter is to present an analysis of specific persuasive messages. Six themes with persuasive messages will be analysed e.g. theme 1: Religion. Four persuasive messages with each of the themes will be presented for analysis. The four messages will each be presented by two females and two males which will give a total of 12 messages by females and 12 by males. These messages will be clearly marked in the analysis as follows:

for females: G1 – G12
for males: B1 – B12

The full text of each message is presented after each analysis.

The analysis of the persuasive messages will follow the methodology presented in chapter 4, specifically the extended scheme for analysis of persuasive messages presented in chapter 4.

5.2 THEME 1: RELIGION

MESSAGE OF G(1):

1. Primary goals

1.1 Statement of the problem

Nono states her problem concerning her decision not to attend church any longer. The main reason behind her decision is that the priests have intimate relationships with the youth, and she finds that unacceptable. See conversational turns (6, 7, 10,12, 13, 14, 15) below:

(In the text analysis, Sizwe is designated as the source (S), Nono as the target (T), and the numbers 1-45 in brackets represent the conversational turns of the influence episode)

(6) (T) Nono: Kulungile ke mhlobo mandingene emxholweni,
(7) ithi into ndiyekile ukuhamba icawe.
(Alright then let me get to it. I have stopped going to church).

(10) (T) Nono: Ingathi ngowundilinda kuqala ndikuxelele ukuba kutheni.
(If you can first listen to why I say so).
(12) (T) Nono: Andiqondi ukuba ungangandigqineli xa ndikuxelela unobangela.
(13) Ndiyeke kuba abafundisi phaya bathandana nolutsha
(14) kwaye leyo into andiyingeni nje kwaphela.
(15) Mhlawumbi ke kuwe yinto nje eqhelekileyo nentle.
(I do not think you will not understand when I am telling you the reason why. I have stopped because the priests have intimate relationships with the youth, and that is not what I want at all. Maybe to you it is something that is not a disgrace).

1.2 Primary goals with arguments

1.2.1 Change orientation

Arguments in favour	**Arguments against**
Argument 1: **Non-acceptance of the problem** a. (S) …wakha wakhona umntu othi uyeka icawe? *(… have you ever heard of someone deciding not to go to church)?* (8) b. (S) Yintoni le ingaka? *(…what are you saying…)?* (9) c. …bububhetye apha kuwe. (…*is being weak…)* (9) d. (S)…uyekele ntoni ndikhe ndive esi sizathu sakho sife amanqe? *(Then tell me your lame excuse, why do you want to stop attending church) ?*(11)	a-c. (T) Ingathi ngowundilinda kuqala ndikuxelele ukuba kutheni. *(If you can first listen to why I say so).* (10) d. (T) Andiqondi ukuba ungangandigqineli xa ndikuxelela unobangela. *(I do not think you will not understand when I am telling you the reason why* (12)
Argument 2: **Non-acceptance of reason**: a. S) Sizwe: Hayi andiboni sizathu sokuyeka inkonzo ngenxa yaloo nto. *But that is not enough reason to make you stop going to church).* (16)	

Argument 3: **Acceptance of another church** a. Sizwe's church: (S)…ikhona nje icawe yam. *(… come to my church).* (17) b. Only God's word: (S) Hayi kaloku kule yam icawe abashumayeli bashumayela ilizwi lenkosi qha kuphela enye nenye abayenzi. *(It is because in my church the priests are preaching God's words, only, and nothing else. (*20-21*)* c. Laws of church: (S) Eyethu inkonzo inemithetho engqingqwa wakuwaphula uyasikwa ungaze uphinde ulubeke enkonzweni. *(Our church has strict laws and if you break that law you are sent away and never come back)* (26-27) (S) Ingathi ngowuzikisa ukucinga kuba apho kukho umthetho kukho indlela ukanti apho kukwavula zibhuqe kubakho iziphumo ezinje ngezi zokusuka abantu bayeke xa bebona ingxaki kuba ayilungiswa mntu. *(You are supposed to think deeply because where there are laws, there is a way, but where there are no laws then the results would be the ones that you experienced, where people just leave when their problem is not attended to.* (31-33)	a: (T) Le yakho icawe yahluke njani kuba nayo inabantu abanegazi nenyama nje ngale yam. *(Why do you think your church is different from mine, because it has people just like my church* (18-19) b: (T) Awundiphenduli le yokuba ngabantu nabo banenyama. Qha undixelela ngokushumayela kwabo ze emva kwentshumayelo kwenzeke nto? Awuyazi nawe ngoko buza apha kum ndikuchubele.*(You have not answered my statement that they are also people with flesh. You are only telling me about their preaching and then what follows after that? You also do not know, so ask me).* (23-25). c: (T) Hayi ingathi ibaxeke ngakumbi le yakho inkonzo. Uthetha ukuba niyagxotha! Ingathi bekubhetele kwalebendikuyo kuba ndizihambele andigxothwanga mntu. *(No it seems as if your church is worse than mine. You mean that you chase people! I think mine is better because I left and no one chased me away)* (28-30).

1.2.2 Share activity:

Arguments in favour	**Arguments against**
Argument 1: a. Invitation to Sizwe's church: (S)Hayi andiboni sizathu sokuyeka inkonzo ngenxa yaloo nto ikhona nje icawe yam. *(But that is not enough reason to make you stop going to church, come to my church).* (16-17), (S) Hayi kaloku kule yam icawe abashumayeli bashumayela ilizwi lenkosi qha kuphela enye nenye abayenzi. Lilonke ke masihambe kunye andisokuze ndikulahlekise. *(It is because in my church the priests are preaching God's words, only, and nothing else. All in all, let us go together because I will never mislead you)* (20, 21, 22)	

(S) …zokusuka abantu bayeke xa bebona ingxaki kuba ayilungiswa mntu. Inye qha into endifuna ukukucebisa yona mhlobo wam, hamba nam siye kule yam icawe. *(…where people just leave when their problem is not attended to. There is only one advice for you my friend, let us go together to my church)* (33-35)	(T) Mhlobo ndiyakuva qha inye into umama uza kundibuza into yokuba kutheni ndihamba icawe ezininzi. *(I do hear you, but my mother will ask me why I go to so many churches).* (36-37)
Argument 2: a. Promise support: (S) Lilonke ke masihambe kunye andisokuze ndikulahlekise. *All in all, let us go together because I will never mislead you)* (22)	
Argument 3: a. (S) Churches are different: Kweyam icawe azikho zonke ezi zinto zenzekayo kweyakho*(In my church there are no such problems)* (41) Acceptance of invitation: (T) Nono: Unyanisile kodwa tshomi yam, (*That is true my friend)* (39) ndingaba yintoni ngaphandle kwakho? *(but what would I be without you)?* (40)	
Argument 4: a. (S) Promise happiness and freedom (S)…uza konwaba ukhululeke njengakowenu kube mnandi sonwabe ibe ngathi zange kubekho into embi. *(… you will feel at home and forget everything that has happened).* (42-43)	

1.3 Compliance

Nono is persuaded and decides to comply. The conversational turns that follow bear evidence to this:

(T) Unyanisile kodwa tshomi yam, ndingaba yintoni ngaphandle kwakho?
(That is true my friend, but what would I be without you (39-40)

(T) Enkosi mhlobo wam wenene ndiza kukubona ngomso.
(Thank you my friend I will see you tomorrow) .(44)

1.4 Content category

This episode covers values and morality issues.

- Value of the church: the church highly esteems acceptable norms of behavior which may include, among others, subscription to an acceptable standard of moral codes or avoidance of any behaviors which deviate from the norm.

- Morality: In this message, the priests do not fully subscribe to moral codes. An instance of violating one of the moral codes involves extra marital affairs with the youth in the church. This type of anti-social behavior is not acceptable and thus reflects badly on the church.

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: i) Goals are driven by motives, and motives are driven by needs. In this instance the need for belongingness or association is prevalent. ii) Change orientation is the higher level goal, iii) and it subsumes Share activity which is a lower or sub-goal.

1.5.2 Importance: change orientation in the episode seems to be a decisive goal, as a result it guides the interaction and ultimately the behavior.

1.6 Structure:

1.6.1 Other benefit:

This relates to the target who will be at peace, and benefits from joining the new congregation.

1.6.2 Mutual benefit:

This refers to both the target and the source who stand to benefit from being together from time to time, thus fulfilling the basic needs of social and relational intimacy which is in the best interest of both the target and source.

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

In this episode, the situational conditions which are represented in a rule for change orientation match the perceived features of the current situation, and therefore they are sufficient for rule activation and ultimate goal formation. For example, the problem caused by the priests along with the youth at Nono's church is unbearable and unacceptable. See the following examples of conversational turns (13-14):

(T) Abafundisi phaya bathandana nolutsha.
(*priests have intimate relationships with the youth)*
(T) Leyo nto andiyingeni
(… and I don't want to be part of that at all)

As a result of that, Sizwe, who is Nono's friend, who also likes her dearly, realizes that it is in Nono's best interest to go to her church.

1.7.2 Strength criterion:

Strength criterion: the strength of association between the situational features or existing problem - which pose frustration and unhappiness at Nono's church, and the desired end state warrants rule motivation and activation. See the following conversational turns (41, 42, 43) for clarity:

(S) Kweyam icawe azikho zonke ezi zinto zenzekayo kweyam icawe
(In my church, there are no such problems)
(S) Uza konwaba ukhululeke, kube mnandi, sonwabe ibe ngathi zange kubekho nto embi
(… you will feel at home and forget everything that has happened)

1.8 Culture : social meaning

Aside from representing a societal and religious group, the church in Xhosa culture has assumed a significant position for a few reasons. Firstly, it is perceived as a base for good upbringing of children, and thus enforces discipline. Secondly, in contemporary Xhosa society, the church has also assumed a role of being a home for spiritual healing and a cultural and social home for those devastated, depressed and deserted, a home for educational and entertainment purposes, and a communal and belonging circle for those who are in dire need.

1.9 Goal achievement:

Both primary goals in this episode have been achieved.

2. Secondary goals

2.1 Identity goal: Ethical, moral and personal standard for behavior. The following conversational turns bear evidence (13-15, 18-19, 23-25)

(T) Ndiyeke kuba abafundisi phaya bathandana nolutsha kwaye leyo into andiyingeni nje kwaphela. Mhlawumbi ke kuwe yinto nje eqhelekileyo nentle.
(I have stopped because the priests have intimate relationships with the youth, and that is not what I want at all. Maybe to you it is something that is not a disgrace).

(T) Le yakho icawe yahluke njani kuba nayo inabantu abanegazi nenyama nje ngale yam.
(Why do you think your church is different from mine, because it has people just like my church)

(T) Awundiphenduli le yokuba ngabantu nabo banenyama. Qha undixelela ngokushumayela kwabo ze emva kwentshumayelo kwenzeke nto? Awuyazi nawe ngoko buza apha kum ndikuchubele.
(You have not answered my statement that they are also people with flesh. You are only telling me about their preaching and then what follows after that? You also do not know, so ask me).

2.2 Interaction or conversational management goals: impression management and face.

a. Experience of face issues is aptly reflected in the conversational turns (10,11,12) that follow:

(T) Ingathi ngowundilinda kuqala ndikuxelele ukuba kutheni.
(If you can first listen to why I say so).(10)

(S) Sizwe: Khawutsho ke uyekele ntoni ndikhe ndive esi sizathu sakho sife amanqa.
(Then tell me your lame excuse, why do you want to stop attending church).(11*)*

(T) Nono: Andiqondi ukuba ungangandigqineli xa ndikuxelela unobangela.
(I do not think you will not understand when I am telling you the reason why) (12)

Firstly, the target's intent to explain as to why she has not been attending church is merely constraining her negative face. On the other hand, through questioning, the source threatens the target's autonomy or negative face. Lastly, by being certain that her explanation (the targets) will be acceptable, she is constraining her positive face.

b. Promise against FTAs (Face threatening acts)

Promise against FTAs: the condition of a close relationship between the source and the target brings into play politeness strategies in order to mitigate or avoid threat to the target's face. For a better understanding of the mitigation of FTAs, see conversational turns :(22, 42- 43)

(S) Lilonke ke masihambe kunye andisokuze ndikulahlekise.
(All in all, let us go together because I will never mislead you)

(S) (…uza konwaba ukhululeke njengakowenu kube mnandi sonwabe ibe ngathi zange kubekho nto embi.
(… you will feel at home and forget everything that has happened).

3. Relationship between goals

a. In this episode, the preexisting relationship between Siswe and Nono suggests compatibility in terms of primary and secondary goals. For example, change orientation is in keeping with identity goals.

b. On the other hand, share activity is consistent with conversational management or interaction goals. To further explicate this point, Siswe is counting on improving on her relationship with Nono, which will be made possible through spending more time together as they will be attending the same church. And it is common for friends to maintain or improve their relationship.

4. Goal complexity

This is a special issue episode which deals with an issue of a non–recurring nature, and the issue at hand is church attendance. The main primary goal that drives the interaction is change orientation.

5. Targets and type of change

5.1 Target

In the influence episode, behavior of dropping church is targeted. See the following conversational turn:

(S) Andiboni sizathu sokuyeka inkonzo ngenxa yaloo nto
(I don't see any reason for you to stop attending church) (16)

5.2 Type of change:

Reinforcement is a recognizable type of change in this particular social episode in that the strength of a preexisting behavior is being dealt with. Siswe influences Nono not to stop going to church, but instead to continue even if she goes to a different church – and thus highly recommends hers.

6. PLANS

6.1 Message dimension

6.1.1 Explicitness:

The reasons that Sizwe provides for Nono to reconsider church, and particularly her church, are explicit, clear and straightforward. Note the following conversational turns for better understanding: (20-21), (26-27, 31-33)

a. (S) Hayi kaloku kule yam icawe abashumayeli bashumayela ilizwi lenkosi qha kuphela enye nenye abayenzi.
(*It is because in my church the priests are preaching God's words, only, and nothing else*)
b. (S) Eyethu inkonzo inemithetho engqingqwa wakuwaphula uyasikwa ungaze uphinde ulubeke enkonzweni.
(Our church has strict laws and if you break that law you are sent away and never come back) (26-27)
(S) Ingathi ngowuzikisa ukucinga kuba apho kukho umthetho kukho indlela ukanti apho kukwavula zibhuqe kubakho iziphumo ezinje ngezi zokusuka abantu bayeke xa bebona ingxaki kuba ayilungiswa mntu.
(You are supposed to think deeply because where there are laws, there is a way, but where there are no laws then the results would be the ones that you experienced, where people just leave when their problem is not attended to) (31-33)

6.1.2 Dominance:

Dominance of source:

The source displays a level of dominance in this influence episode, and this is confirmed by the following conversational turns: (8-9, 11, 16-17, 42-43) in paragraphs 1.2.1 (arguments1, 2), 1.2.2 (arguments 1,3) above:

Non-dominance of target:

The target does not display any form of dominance whatsoever in the course of the influence interaction. The statements in conversational turns:(10, 12) below, in paragraph 1.2.1 (arguments 1: a- c, and d above, under argument against , bear evidence to this point.

(T) Ingathi ngowundilinda kuqala ndikuxelele ukuba kutheni.
(If you can first listen to why I say so).(10)
(T) Andiqondi ukuba ungangandigqineli xa ndikuxelela unobangela.
(I do not think you will not understand when I am telling you the reason why) (12)

6.1.3 Argument:

The source elaborates logical and clear reasons as to why she thinks the target must comply and come along, she then advances a series of reasons for seeking compliance. Refer to paragraph 1.2.1, arguments 1-3 and 1.2.2, arguments 1-4, under argument in favour.

6.1.4 Control:

Source control:

In this influence interaction, the source exercises control over the reasons for compliance. The following conversational turns: (31 – 33, 42-43) in paragraph 1.2.1 above support this point.

(S) Ingathi ngowuzikisa ukucinga kuba apho kukho umthetho kukho indlela ukanti apho kukwavula zibhuqe kubakho iziphumo ezinje ngezi zokusuka abantu bayeke xa bebona ingxaki kuba ayilungiswa mntu.
(You are supposed to think deeply because where there are laws, there is a way, but where there are no laws then the results would be the ones that you experienced, where people just leave when their problem is not attended to. (31-33)

(S) …uza konwaba ukhululeke njengakowenu kube mnandi sonwabe ibe ngathi zange kubekho into embi.
(… you will feel at home and forget everything that has happened). (42-43)

6.2 Types of plans

6.2.1 Plan complexity:

Plan complexity displays the number of planned actions and number of contingency statements that are included in a plan. In this episode, there is evidence of a fair number of smaller units, that is, individual utterances especially on the part of the source message, that have been produced, along with contingency statements that are necessary for the attainment of both goals. Three plans are described below:

a. Non-acceptance of problem and reason. Refer to paragraph 1.2.1, arguments 1, 2 and see the cited examples of conversational turns: (8,9,11).

(S) …wakha wakhona umntu othi uyeka icawe?
(… have you ever heard of someone deciding not to go to church)? (8).

(S) Yintoni le ingaka?
(…what are you saying…)? (9).

(S) …uyekele ntoni ndikhe ndive esi sizathu sakho sife amanqe? (11).

b. Another church. See paragraph 1.2.1, argument 3 and note the conversational turn below:(17).

(S) …ikhona nje icawe yam.
(… come to my church). (17).

c. Invitation. Refer to paragraph 1.2.2, and see the examples of conversational turns below: (20, 21,22)

(S) Hayi kaloku kule yam icawe abashumayeli bashumayela ilizwi lenkosi qha kuphela enye nenye abayenzi. Lilonke ke masihambe kunye andisokuze ndikulahlekise.
(It is because in my church the priests are preaching God's words, only, and nothing else. All in all, let us go together because I will never mislead you) (20, 21, 22).

6.2.2 Plan specificity:

From the perspective of both goals, it stands to reason that all three influence plans have been specific and fully articulated for both the goal of Change orientation and Share activity.

6.2.3 Plan quality:

Plan 1 and 2: arguments against these plans are observed, and thus the influence plans have not been well received.

Plan 3: No argument against this plan, as a result of that, success in this influence plan is registered.

(See paragraphs 1.2.1 and 1.2.2 of G1 for more clarity)

7. Action

7.1 Message production

7.1.1 Primary goal importance

In this episode, primary goal importance is observed. This importance is reflected by the use of higher levels of arguments that are projected. In the case of the primary goal of Change orientation, the source purports arguments which are quite compelling, and they correspond significantly with goal importance. For example, under 'Non-acceptance', four arguments are advanced, and under 'Another church', three arguments are put forward which give a total of seven arguments. For this reason, Change orientation occupies a high level status. Also refer to paragraph 1.2.1 above for clarity.

In the case of a sub-goal, that is Share activity, importance is not as prevalent due to a lesser number of arguments, and as such Share activity occupies a low status position in this influence interaction. Refer to 1.2.2 above for better understanding.

7.1.2 Secondary goal:

Due to its increased importance, the identity goal, in this episode, shapes the message construction process significantly, and this relates once again to a higher level of arguments that the source advances. This positions the identity goal to a higher status level. Refer to paragraph 2.1 above. On the other hand, Conversational management goal remains in low status position. See paragraph 2.2 above.

7.2 Emotional appeal:

7.2.1 Positive emotions:

The use of positive emotions in order to strengthen the sources argument for compliance is evident. The reassuring and guaranteeing of the target's happiness and freedom, if the target joins another church is a case in point. The following example of conversational turn is noteworthy:

(S) …uza konwaba ukhululeke njengakowenu kube mnandi sonwabe ibe ngathi zange kubekho nto embi.
(In my church there are no such problems so you will feel at home and forget everything that has happened). (42-43)

7.2.2 Negative emotions:

Firstly, anger and disgust are observed in this influence interaction. The following conversational turns are revealing:

(T) Ndiyeke kuba abafundisi phaya bathandana nolutsha kwaye leyo into andiyingeni nje kwaphela. Mhlawumbi ke kuwe yinto nje eqhelekileyo nentle.
(I have stopped because the priests have intimate relationships with the youth, and that is not what I want at all. Maybe to you it is something that is not a disgrace) (13-15)

Secondly, the following statement is also provocative in that it challenges one's self worth and elicit some degree of anger, because being perceived as weak can never be a desirable trait by any means. The example that follows bears evidence:

Bububhetye-bhetye apha kuwe
(… you are weak)(9)

Lastly , the source evokes some level of guilt, which signals a negative emotion on the part of the target. The mere fact that the target feels obliged to account for her decision, gives

an indication that a moral code has been violated. Note the following example. The conversational turn below is noteworthy:

Wakha wakhona umntu othi uyeka icawe
(… have you ever heard of someone who stops going to church) (8)

7.2.3 Fear appeal

The target does share some fear that may result from her mother's confrontation as to her decision. However, that level of fear is reduced by the source when she advises that the target should have an open discussion with her mother about this issue. The following statements shed some light:

(T) Nono: Mhlobo ndiyakuva qha inye into umama uza kundibuza into yokuba kutheni ndihamba icawe ezininzi.
(I do hear you, but my mother will ask me why I go to so many churches).
(S) Sizwe: Sana inye qha into oza kumxelela yona yile undixelela yona qha.
(My friend, you will only tell her what you have told me). (36-38)

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

The statements in this social episode vary in their level of complexity. Some present relatively simple structures while others consist of complex structures. See the following examples,

(S) Yintoni le ingaka ?
(What is your serious problem) ? (9)
(S) Andisokuze ndikulahlekise
(I will never mislead you) (22)

and compare the simplicity of the above two structures versus the complexity of the structures below:

(S) Abantu bayeka xa bebona ukuba kukho ingxaki kwaye ayilungiswa mntu
(…people decide to drop when they noticed that there is a problem and is not resolved) (33)
(S) Uza konwaba ukhululeke, njengakowenu kube mnandi, sonwabe…
(… you will be happy and feel at at homes…) (42)

However, to some degree, the level of syntactic complexity is not a clear indication of the actual use of isiXhosa in everyday situations between friends or college students in the urban area, whose age ranges between 18 and 23. One would argue that this type of usage is forced. It is also essential to point out that the level of complexity of the

sentences does not pose any form of comprehension difficulty whatsoever, which could have affected the persuasion process negatively.

7.3.2 Lexical level:

a. Lexical diversity:

The usage of a special range and diversity of vocabulary in this social episode account for its richness. Aside from the noticeable use of ordinary vocabulary throughout the conversational turns, expressions such as the following are encountered, yet they are not commonly used:

(T) Leyo nto andiyingeni
(… and I don't want to be part of that at all) (14)
(S) Ndikhe ndive esi sizathu sakho sife amanqa
(Let me listen to your lame excuse) (11)
(S) …enye nenye abayenzi
(… and nothing else) (21)
(S) Bububhetye-bhetye apha kuwe
(… is being weak) (9)
(T) …mandingene emxholweni,
(… *let me get straight to the point)* (6)

b. Language imagery:

The examples of metaphoric expressions, that follow, are advanced by the target in stating her case. A closer look at these, reveals an imagery of nature in as far as this social episode is concerned. These expression also add value to the message organisation and comprehension. The underlined phrases bear evidence to that.

(S) Ngaphandle kwento endityayo
(Apart from something that is bothering me) (3)
(T) Icawe inabantu abanegazi nenyama…
(… church consists of people who have flesh and blood…) (19)

7.3.3 Equivocal language

For general and brief background of equivocal language: (refer to B (1), par. 7.3.4)

It is quite common in interpersonal persuasive contexts of high context cultures – isiXhosa included, to find usages of equivocal properties. It is normally based on the notion that it is easier for the target or sender to equivocate than to suffer the discomfort and unpredictable and possible negative consequences of being straightforward and to the point. In this episode, the examples that follow reflect the notion of equivocal language. For example, the first example indicates indirectness or beating around the bush in which

the target vaguely raises her concern on the conduct of the church. And the latter, she once again suggests indirectly that the target should not stop going to church. See the underlined expression for clarity.

(T) … kwento endityayo
(…something that is bothering me) (3)
(S) Wakha wakhona umntu othi uyeka icawe
(… have you ever heard of someone who stops going to church) (8)

7.4 Language use:

7.4.1 Power of speech style

As regards the power of speech style, Siswe and Nono give the follow statements respectively:

(S) Sizwe: ..Thetha nje wena ndimamele ukuba yinto embi ndiza kuyilungisa.
(… Just speak out I am listening and if it is something bad I will deal with it.) (4)
(T) Nono: …ndingaba yintoni ngaphandle kwakho?
(…what would I be without you)? (40)

Both of these statements carry far reaching effects in terms of the persuasion process between the source and the target. One, the source, through her utterance and expression of confidence as a ''problem solver'', signals dominance and power and thus creates a good impression and builds on her credibility in the eyes of the target. On the other hand, the target's submissive utterance in acknowledgement exerted favourable impact on compliance.

8. Message effects

8.1 Relational and emotional effects

8.1.1 Effects of Dominance:

The source maintains some level of high dominance in reinforcing her recommended course of action. Refer to paragraph 6.1.2 above. Dominance of source evokes a degree of negative implications or effects for the target. The conversational turns (10, 12) are noteworthy:

(T) Nono: Ingathi ngowundilinda kuqala ndikuxelele ukuba kutheni.
(If you can first listen to why I say so). (10)
(T) Nono: Andiqondi ukuba ungangandigqineli xa ndikuxelela unobangela.
(I do not think you will not understand when I am telling you the reason why) (12)

8.1.2 Effects of Explicitness:

In her proposition, source explicitly states what she wants the target to do. Refer to paragraph 6.1.1 for better understanding. Of note is that there is no solidarity between the source and the target that transpires from the high level of explicitness.

8.1.3 Effects of Argument

This influence episode is high in argument. Refer to paragraphs 1.2.1, 1.2.2 above. As a result of that, reason giving in this episode carry far reaching and positive effects as regards compliance. Of note is that the positive effect is mainly expressed through compliance gaining. The conversational turns (39-40) below shed some light:

(T) Nono: Unyanisile kodwa tshomi yam, ndingaba yintoni ngaphandle kwakho?
(That is true my friend, but what would I be without you)?

8.2 Competence

8.2.1 Appropriateness

In this regard, communication competence is inclusive of appropriateness and effectiveness. In terms of appropriateness, the use of tactful and appropriate utterances that are intended towards achieving the goal of Change orientation and ultimately compliance, are quite evident. Refer to paragraphs 1.2.1 and 1.2.2.

8.2.2 Effectiveness

The message has a qualified success. Partial success is drawn from the goal of Change orientation, whereas full success is associated with the goal of Share activity. Consider both paragraphs 1.2.1 and 1.2.2 respectively as noted above.

8.3 Politeness:

8.3.1 Dominance:

Dominance of source (See paragraph 6.1.2) has the potential tof a negative association with politeness. In this influence episode, this becomes evident when the target constrains her negative face or autonomy during the interaction. The following conversational turns bear evidence to this point:

(T) Ingathi ngowundilinda kuqala ndikuxelele ukuba kutheni.
(If you can first listen to why I say so).(10)
(T) Nono: Andiqondi ukuba ungangandigqineli xa ndikuxelela unobangela.
(I do not think you will not understand when I am telling you the reason why)(12)

8.3.2 Argument:

This influence attempt is high in argument (Noted in paragraph 6.1.3). The source provides the target with compelling and sufficient reasons for compliance, and by so doing she commands respect, and concurrently deals with face redressing threats to the target. As a result of that politeness and reason giving associate positively.

8.3.3 Explicitness:

The high degree of explicitness that has been displayed in the influence episode (Refer to paragraph 6.1.1) relates to impoliteness, and as such impoliteness in a friendship relationship threatens the target's negative face.

8.4 Resistance

8.4.1 Obstacles:

As part of resisting compliance, the target uses defensive statements in questioning the integrity and credibility of the other church. The following examples of conversational turns, noted in paragraph 1.2.2 under arguments against, shed some light:

(T) Le yakho icawe yahluke njani kuba nayo inabantu abanegazi nenyama nje ngale yam.
(Why do you think your church is different from mine, because it has people just like my church (18-19)
(T) Awundiphenduli le yokuba ngabantu nabo banenyama. Qha undixelela ngokushumayela kwabo ze emva kwentshumayelo kwenzeke nto? Awuyazi nawe ngoko buza apha kum ndikuchubele.
.*(You have not answered my statement that they are also people with flesh. You are only telling me about their preaching and then what follows after that? You also do not know, so ask me).* (23-25).

8.4.2 Barriers

In her refusal to comply, the target presents statements that form a barrier against goal achievement. The statements below substantiate this point:

(T) Nono: Hayi ingathi ibaxeke ngakumbi le yakho inkonzo. Uthetha ukuba niyagxotha! Ingathi bekubhetele kwale bendikuyo kuba ndizihambele andigxothwanga mntu.
(No it seems as if your church is worse than mine. You mean that you chase people! I think mine is better because I left and no one chased me away)

It also warrants mention that there is evidence of the rebuff phenomenon or agresssive and forceful language. For better understanding, note the conversational turns below:

(S) Sizwe: Ingathi ngowuzikisa ukucinga kuba apho kukho umthetho kukho indlela ukanti apho kukwavula zibhuqe kubakho iziphumo ezinje ngezi zokusuka abantu bayeke xa bebona ingxaki kuba ayilungiswa mntu.
(You are supposed to think deeply because where there are laws, there is a way, but where there are no laws then the results would be the ones that you experienced, where people just leave when their problem is not attended to. (31-33)

8.4.3 Threat

In terms of the threat component, the following statement bears relevance in suggesting or warning that the target's attitude is susceptible to challenge:

(S) Sizwe: Hayi andiboni sizathu sokuyeka inkonzo ngenxa yaloo nto ikhona nje icawe yam.
*(But that is not enough reason to make you stop going to church, come to my church).(*16-17)

8.4.4 Refutational pre-emption:

The statements below seem to be accurately representing refutational pre-emption, in that the target uses the defence of the source to object, thus strengthens and defends her attitude. This, she does by raising and responding to she objects Note the following conversational turns:

(T) Nono: Le yakho icawe yahluke njani kuba nayo inabantu abanegazi nenyama nje ngale yam.
(Why do you think your church is different from mine, because it has people just like my church) (18-19)

(T) Nono: Awundiphenduli le yokuba ngabantu nabo banenyama. (Qha undixelela ngokushumayela kwabo ze emva kwentshumayelo kwenzekento? Awuyazi nawe ngoko buza apha kum ndikuchubele.
(You have not answered my statement that they are also people with flesh. You are only telling me about their preaching and then what follows after that? You also do not know, so ask me). (23-25)

G1: Text

(1) (S) Sizwe: Molo mhlobo wam. Unjani namhlanje?
(*Hallo my friend. How are you today)?*
(2) (T) Nono: Ewe mhlobo, hayi ndiphilile nam ndiyakubona ukuba uphilile.
(3) Ngaphandle nje kwento endityayo apha ngaphakathi.
(Yes friend, I am well I can see that you are also well, but there is something bugging me inside).
(4) (S) Sizwe: Hayi wena yintoni leyo? Thetha nje wena ndimamele
(5) ukuba yinto embi ndiza kuyilungisa.
(No man, what is that? Just speak out I am listening and if it is something bad, I will deal with it).
(6) (T) Nono: Kulungile ke mhlobo mandingene emxholweni,
(7) ithi into ndiyekile ukuhamba icawe.
(Alright then let me get to it. I have stopped going to church).
(8) (S) Sizwe: Hayi bo! Uthini na apha kum wakha wakhona umntu othi uyeka icawe?
(9) Yintoni le ingaka okanye bububhetye-bhetye apha kuwe?
(Oh! No what are you saying to me or is being weak, have you ever heard of someone deciding not to go to church)?
(10) (T) Nono: Ingathi ngowundilinda kuqala ndikuxelele ukuba kutheni.
(If you can first listen to why I say so).
(11) (S) Sizwe: Khawutsho ke uyekele ntoni ndikhe ndive esi sizathu sakho sife amanqa.
(Then tell me your lame excuse, why do you want to stop attending church).
(12) (T) Nono: Andiqondi ukuba ungangandigqineli xa ndikuxelela unobangela.
(13) Ndiyeke kuba abafundisi phaya bathandana nolutsha
(14) kwaye leyo into andiyingeni nje kwaphela.

(15) Mhlawumbi ke kuwe yinto nje eqhelekileyo nentle.
(I do not think you will not understand when I am telling you the reason why. I have stopped because the priests have intimate relationships with the youth, and that is not what I want at all. Maybe to you it is something that is not a disgrace).
(16) (S) Sizwe: Hayi andiboni sizathu sokuyeka inkonzo ngenxa yaloo nto
(17) ikhona nje icawe yam.
(But that is not enough reason to make you stop going to church, come to my church).
(18) (T) Nono: Le yakho icawe yahluke njani
(19) kuba nayo inabantu abanegazi nenyama nje ngale yam.
(Why do you think your church is different from mine, because it has people just like my church)
(20) (S) Sizwe: Hayi kaloku kule yam icawe abashumayeli bashumayela ilizwi lenkosi qha kuphela
(21) enye nenye abayenzi.
(22) Lilonke ke masihambe kunye andisokuze ndikulahlekise.
(It is because in my church the priests are preaching God's words, only, and nothing else. All in all, let us go together because I will never mislead you)
(23) (T) Nono: Awundiphenduli le yokuba ngabantu nabo banenyama.
(24) Qha undixelela ngokushumayela kwabo ze emva kwentshumayelo kwenzeke nto?
(25) Awuyazi nawe ngoko buza apha kum ndikuchubele.
(You have not answered my statement that they are also people with flesh. You are only telling me about their preaching and then what follows after that? You also do not know, so ask me).
(26) (S) Sizwe: Eyethu inkonzo inemithetho engqingqwa
(27) wakuwaphula uyasikwa ungaze uphinde ulubeke enkonzweni.
(Our church has strict laws and if you break that law you are sent away and never come back)
(28) (T) Nono: Hayi ingathi ibaxeke ngakumbi le yakho inkonzo.
(29) Uthetha ukuba niyagxotha! Ingathi bekubhetele kwale bendikuyo
(30) kuba ndizihambele andigxothwanga mntu.
(No it seems as if your church is worse than mine. You mean that you chase people! I think mine is better because I left and no one chased me away)
(31) (S) Sizwe: Ingathi ngowuzikisa ukucinga kuba apho kukho umthetho kukho indlela
(32) ukanti apho kukwavula zibhuqe kubakho iziphumo ezinje ngezi
(33) zokusuka abantu bayeke xa bebona ingxaki kuba ayilungiswa mntu.
(34) Inye qha into endifuna ukukucebisa yona mhlobo wam,
(35) hamba nam siye kule yam icawe.
(You are supposed to think deeply because where there are laws, there is a way, but where there are no laws then the results would be the ones that you experienced, where people just leave when their problem is not attended to. There is only one advice for you my friend, let us go together to my church)
(36) (T) Nono: Mhlobo ndiyakuva qha inye into
(37) umama uza kundibuza into yokuba kutheni ndihamba icawe ezininzi.
(I do hear you, but my mother will ask me why I go to so many churches).
(38) (S) Sizwe: Sana inye qha into oza kumxelela yona yile undixelela yona qha.
(My friend, you will only tell her what you have told me).
(39) (T) Nono: Unyanisile kodwa tshomi yam,
(40) ndingaba yintoni ngaphandle kwakho?
(That is true my friend, but what would I be without you)?
(41) (S) Sizwe: Kweyam icawe azikho zonke ezi zinto zenzekayo kweyakho
(42) icawe uza konwaba ukhululeke njengakowenu kube mnandi
(43) sonwabe ibe ngathi zange kubekho nto embi.
(In my church there are no such problems so you will be happy and feel at home and forget everything that has happened).
(44) (T) Nono: Enkosi mhlobo wam wenene ndiza kukubona ngomso.
Thank you my friend I will see you tomorrow.
(S) Sizwe: Kulungile mhlobo siza kubonana.
All right friend, we will see each other.
USizwe uphumelele ukuphembelela uSizwe ukuba aye kweyakhe icawe.
Nono has succeded to persuade Sizwe to attend her church.

MESSAGE OF G(2):

1. Primary goals

1.1 Statement of the problem

Zandi discusses with Nono her problem regarding her decision not to attend church any longer. Firstly, she reacts by giving some excuses for not attending church such as being away, attending family ceremony, only absent for three weeks. Ultimately, she explicitly states her reasons: One, malicious gossip by the youth. Two, promiscuity of the church elders, including the priest, and three, she does not trust any church. See conversational turns (1, 2, 8 -9, 11-15) below:

(**In the text analysis, Nono is designated as the source (S), Zandi as the target (T), and the numbers 1-30 in brackets represent the conversational turns of the influence episode**)

(1) (S) Nono: Hayi ntombi utheni ungasayi ecaweni?
(Hey friend why are you not going to church anymore)?
(2) (T) Zandi: Hayi bo! Khange ndiye iveki ezintathu qha.
(Oh no! I' ve been absent only for three weeks).
(8) (T) Zandi: Ndiyekile ukuhamba phaya kula cawe ukuba ufuna ukuva isizathu.
(9) Ndiyathemba ke ngoku wonele?
(If you want to know the reason, I have stopped going to that church. I hope you are satisfied now).
(11) (T) Zandi: Akukho nto indidike nje ngolutsha lwalaa cawe ngolwimi
(12) nangokuthandana kwabantu abadala kwalapha ecaweni. NoMfundisi uqobo lwakhe uyathandana.
(13) Wena ubungayimela ke loo nto?
(There is nothing that makes me as mad as the youth of that church, they gossip a lot and have intimate relationships with elders of the church. Even the priest has an affair. So if it were you, would you stand that)?
(15) (T) Zandi: Ndiza kuhlala apha ekhaya andiphindi ndiye ecaweni,
(16) mna akukho cawe ndinophinde ndiyithembe.
(I will stay at home and never go or trust any church again).

1.2 Primary goals with arguments

1.2.1 Change orientation

Arguments in favour	Arguments against
Argument 1: a. Good church-goer: -Unusual behaviour (S) …kaloku sana ayifani nawe into yokuba ungayi ecaweni. Ndiyakwazi kaloku wena ngecawe. *(That is also not like you, not going to church. I know how you feel about church).* (3) b. Regular church-goer: (S) Ndiyakwazi kaloku wena ngecawe *(I know how you feel about church).* (3) (S) Yintoni le ingaka ingakusiyo ecaweni? (*What is it that stops you from going to your own church)?* (7), (S) Uyeka njani kwicawe ekudala uhamba kuyo? (*How do you stop going to a church that you have been attending for such a long time?)* (10)	On a visit: (T) Bendingekho bendiseGugulethu kwamakazi wam bekukho umsebenzi ubukhona **(***I was at Gugulethu at my aunt's home, there was a ceremony..)* (4-5) Against own church: (T) Ndiyekile ukuhamba phaya kula cawe ukuba ufuna ukuva isizathu. Ndiyathemba ke ngoku wonele? *(If you want to know the reason, I have stopped going to that church. I hope you are satisfied now)* (8-9)
Argument 2: Solve the problem: (S) Kutheni kaloku ningenzi iinzame zokusombulula loo ngxaki, khona ngoku uza kuthini? *(Why don't you try to deal with the matter, and what are you going to do now)?* (14)	Never going to church again: (T) Ndiza kuhlala apha ekhaya andiphindi ndiye ecaweni, mna akukho cawe ndinophinde ndiyithembe. *(I will stay at home and never go or trust any church again)* (15-16)
Argument 3: a. Attend another church: - Church with no problems: (S) Kodwa kweyam icawa azikho ezi zinto zenziwa ecaweni yakho, mhlawumbi ungeza nam kule yam icawe. *(But there is no such in my church so I think you can go with me)* (17-18) b. Church-goers are equals: (S) Kweyam icawe umntu uya ecaweni qha akujongwa ukuba ungubani, *(With my church, one just comes to church, no one looks at who you are.)* (20)	No church acceptable (T) Hayi akusekho cawe ndiza kuphinda ndiye kuyo mna, khona itheni le yakho icawe. *(No there is no church that I will ever go to, and why yours)?* (19) b-d: Churches do change: (T) Ke ngoku ayithethi ukuba icawe yakho ayisoze itshintshe. *(So, that does not mean that your church will never change)* (23)

c. Youth have union: (S) …futhi ulutsha lungena umanyano qho ngeMigqibelo… *(…and every Saturday the youth have a union)* (20-21) d. Dignified minister: (S)…phaya kumfundisi wethu undilisekile akafane athethe nolutsha kakhulu. *(… the priest, as he is a dignified person who does not associate much with the youth)* (21-22) e. Established church: (S) Kudala yabakhona icawe yam… *(My church has been there for a long time…)* (24) f. Long-serving minister: (S)…umfundisi akazange atshintshwe… *(… our priest was never substituted…)* (24) g. AIDS counseling: (S) …futhi likhona necala labantu abane HIV/AIDS abafuna ukuncedwa… *(… there is also a group of HIV/AIDS* (24-25)	

1.2.2 Share activity:

Arguments in favour	**Arguments against**
Argument 1. a. Invitation: (S) Kodwa kweyam icawa azikho ezi zinto zenziwa ecaweni yakho, mhlawumbi ungeza nam kule yam icawe. *(But there is no such in my church so I think you can go with me)* (18) Acceptance of invitation (T) Nyhani bendingayazi loo nto ingathi inabo ububhetelelana, ndiza kukhe ndiyovela kule veki izayo. *(Is that true, it seems as if your church is better than mine, I will go then next week)* (26-27)	a. Non-acceptance of invitation: (T) Hayi, akusekho cawe ndiza kuphinda ndiye kuyo mna, khona itheni le yakho icawe. *(No, there is no church that I will ever go to, and why yours)?* (19)
Agument 2: a. Promise no disappointment (S)… uza kubona soze uphoxakalephaya kweyam icawe. *(… and you will see you will never be disappointed in my church)(28)*	

1.3 Compliance

Zandi is persuaded and decides to consider Nono' s church:

See conversational turns (26-27):

… ingathi inabo ububhetelelana, ndiza kukhe ndiyovela kule veki izayo)
(…it seems as if your church is better than mine, I will go then next week)

1.4 Content category

Content category: values and morality (refer to G (1) par. 1.4

-Morality: From the episode, malicious gossip by the youth is one problem. Two, promiscuity of the church elders, including the priest is another problematic situation. All of these are instances of low morality, and therefore violates the moral codes. Such anti-social behavior reflect badly on the position of the church in society.

1.5 Arrangement of goals on two dimensions

1.5.1 Hierarchy: i) Goals are driven by motives and motives are reinforced by needs. In this example, the need for belonging is prominent. The goal of ii) Change orientation is the higher level goal, iii) The goal of Share activiy occupies the status of sub- goal.

1.5.2 Importance: Change orientation is a decisive goal, it is also responsible for driving the interaction.

(Also Refer to G (1) par. 1.5 for a similar pattern.

1.6 Structure

Other benefit and mutual benefit. (Refer to G (1) par. 1.6 for a similar pattern.

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

The situational conditions for a rule of change orientation: malicious gossip by the youth, intimate relationships between youth and elders, the priest having an affair (11-13) motivate rule activation.

(T) Zandi: Akukho nto indidike nje ngolutsha lwalaa cawe ngolwimi nangokuthandana kwabantu abadala kwalapha ecaweni. NoMfundisi uqobo lwakheuyathandana. Wena ubungayimela ke loo nto?
(There is nothing that makes me as mad as the youth of that church, they gossip a lot and have intimate relationships with elders of the church. Even the priest has an affair. So if it were you, would you stand that)? (11,12, 13).

1.7.2 Strength criterion:

The association between the situational problems which pose frustration and unhappiness in Zandi's church, and the desired end state (that is, Change orientation) are strong enough for rule motivation. (See conversational turns:20-22, 24-25 below):

(S) Kweyam icawe umntu uya ecaweni qha akujongwa ukuba ungubani, futhi ulutsha lungena umanyano qho ngeMigqibelo ungafumana neengcebiso phaya kumfundisi wethu undilisekile akafane athethe nolutsha kakhulu.
With my church one comes to church, no one looks at who you are, and every Saturday the youth have a union. Maybe you can also talk to the priest, as he is a dignified person who does not associate much with the youth. (20, 21, 22)

(S) Nono: Kudala yabakhona icawe yam futhi umfundisi akazange atshintshwe, futhi likhona necala labantu abane HIV/AIDS abafuna ukuncedwa.
My church has been there for a long time, and our priest was never substituted, there is also a group of HIV/AIDS infected people that get counseling. (24,25)

1.8 Culture

Influence of the church: (refer to G (1) paragraph 1.8)

1.9 Goal achievement:

Both primary goals have been achieved.

2. Secondary goals

2.1 Identity goal: focuses on the standards for behaviour and morality issues.

Conversational turns:(11-12, 16) below, in this influence interaction, are noteworthy:

Akukho nto indidike nje ngolutsha lwalaa cawe ngolwimi nangokuthandana kwabantu abadala kwalapha ecaweni. NoMfundisi uqobo lwakhe uyathandana…
(There is nothing that makes me as mad as the youth of that church, they gossip a lot and have intimate relationships with elders of the church. Even the priest has an affair…) (11-12)
… akukho cawe ndinophinde ndiyithembe.
(…trust any church again) (16)

2.2 Interaction or conversational management goal:

a) In this social episode, experience of FTAs is prevalent through the source's questioning and the target's explaining of her reasons for failing to attend church when she was supposed to be in church. In this conversational process, the source threatens the target's negative face or autonomy. (See conversational turn: 3). In

the same vein, the target constrains her own negative face or autonomy. (See conversational turns: 4-5, 8-9).

(S) Nono: Hayi kaloku sana ayifani nawe into yokuba ungayi ecaweni. Ndiyakwazi kaloku wena ngecawe.
(That is also not like you, not going to church. I know how you feel about church).(3).

(T) Zandi: Bendingekho bendiseGugulethu kwamakazi wam bekukho umsebenzi ubukhona.
(I was at Gugulethu at my aunt's home, there was a ceremony)

(T) …Kwaye ndicela ungabe undigocagoca ngento edibene necawe
(…and please do not pester me about church again) (4-5).
Ndiyekile ukuhamba phaya kula cawe ukuba ufuna ukuva isizathu. Ndiyathemba ke ngoku wonele?
(If you want to know the reason, I have stopped going to that church. I hope you are satisfied now? (8-9).

b) Refer to G (1), pararagraph 2.2 for a brief understanding, and take note of the mitigation of FTAs in this episode, which becomes realistic through the word of promise that the source advances (See conversational turns: 17, 18, 20-22, 24-25.-above)

3. Relationship between goals:

Compatible:

Refer to G (1), pararagraph 3 for a brief explanation on the relationship between goals.

a. Change orientation and Identity goal
In this episode, change orientation is consistent with identity goals.

b. Share activity and Conversational management or interaction goals
Share activity is compatible with conversational management

4. Goal complexity

Special issue episode: (refer to G (1) paragraph 4).

5. Targets and type of change

5.1 Target:
Behaviour: church attendance

5.2 Type of change:
Reinforcement (refer to G (1) paragraph 5).

6. Plans

6.1 Message dimension

6.1.1 Explicitness: the reasons that the source provides for compliance are clear, straightforward and fully expressed. Refer to par 1.2.1, argument 3 and consider the following, which are also reflected as subsections above:

a. (S) Kodwa kweyam icawa azikho ezi zinto zenziwa ecaweni yakho…
*(But there is no such in my church…) (*17-18)
b. (S) Nono: Kweyam icawe umntu uya ecaweni qha akujongwa ukuba ungubani…
(With my church one comes to church, no one looks at who you are…) (20)
c. …uthi ulutsha lungena umanyano qho ngeMigqibelo ungafumana neengcebiso
(and every Saturday the youth have a union) (20-21)
d. …phaya kumfundisi wethu undilisekile akafane athethe nolutsha kakhulu.
(… as he is a dignified person who does not associate much with the youth). (21-22)
e. (S) Nono: Kudala yabakhona icawe yam…,
(My church has been there for a long time…) (24)
f. …futhi likhona necala labantu abane HIV/AIDS abafuna ukuncedwa.
(…there is also a group of HIV/AIDS infected people that get counseling) (24-25)

6.1.2 Dominance:

Dominance of source:

The source demonstrates a level of dominance in this influence interaction. For better understanding, refer to paragraph 1.2.1: argument 1, 2 and consider conversational turns: (3, 7, 10,14) –above.

6.1.3 Argument:

Reason giving for compliance is observed in this influence interaction. For further details, see paragraph 1.2.1, argument 3 (a-g) above.

6.1.4 Control:

Source control:

Paragraph 1.2.2 shows some evidence of control: invitation and guarantee of no disappointment. (conversational turn: 28)

(…uza kubona soze uphoxakale phaya kweyam icawe.
(…and you will see you will never be disappointed in my church)

6.2 Types of plans

6.2.1 Plan complexity:

Refer to G (1) 6.2 for a brief explanation on plan complexity. Four plans are depicted in this influence episode. Refer to the conversational turns that are depicted below:

a. Good church goer. See paragraplh 1.2.1, argument 1 above

(S) …kaloku sana ayifani nawe into yokuba ungayi ecaweni. Ndiyakwazi kaloku wena ngecawe.

(That is also not like you, not going to church. I know how you feel about church). (3).

b. Solve the problem. Refer to paragraph 1.2.1, argument 2 above.

(S) Kutheni kaloku ningenzi iinzame zokusombulula loo ngxaki, khona ngoku uza kuthini?
(Why don't you try to deal with the matter, and what are you going to do now)? (14)

c. Attend another church. Note paragraph 1.2.1, argument 3 above

(S) Kodwa kweyam icawa azikho ezi zinto zenziwa ecaweni yakho, mhlawumbi ungeza nam kule yam icawe.
(But there is no such in my church so I think you can go with me) (17-18)

d. Invitation. Refer to paragraph 1.2.2, argument 1 above.

….mhlawumbi ungeza nam kule yam icawe.
(*… I think you can go with me)* (18)

6.2.2 Plan specificity:

All four plans are specific and clearly articulated. (Also refer to G (1) 6.2.2 of the girls analysis for a brief explanation on plan complexity.

6.2.3 Plan quality:

Plan 1, 2, 3: arguments against these plans are noticeable, and therefore quality is uncertain in these plans.

Plan 4: argument against and arguments for this plan are evident, as a result of that effectiveness and quality is unrealistic.

(Refer to paragraphs 1.2.1 and 1.2.2 of G 2 for more clarity)

7. Action

7.1 Message production

7.1.1 Primary goal

(Refer to G (1) 7.1.1 for a brief explanation on goal importance:

Change orientation, (See paragraph 1.2.1 above), occupies a high status due to higher level arguments in its favour. The following statements bear evidence to this point: 'Good church goer' which contains two arguments. 'Solve the problem' which comprises of one argument, and. 'Attend another church' which consists of seven arguments.

Share activity occupies a low status due to a low level of arguments. This may be confirmed in paragraph 1.2.2, 'Promise no disappointment', in which one argument is advanced.

7.1.2 Secondary goal:

Identity goal occupies a high status position owing to its importance and its ability to shape the message construction process. Refer to paragraph 2.1 above. On the other hand, conversational management or interaction goal remains in a low status. See paragraph 2.2 above for further details.

7.2 Emotional appeal:

7.2.1 Positive emotions:

Promise of satisfaction is depicted in the episode. Note the conversational turns below:

…. uza kubona soze uphoxakale phaya kweyam icawe.
(…, and you will see you will never be disappointed in my church)

7.2.2 Negative emotions:

Evoking of guilt is shown in the influence episode (10). The conversational turn below is noteworthy:

Uyeka njani kwicawe ekudala uhamba kuyo? Hayi unezinto.
(How do you stop going to a church that you have been attending for such a long time? You are being funny)

Irritation and anger is also demonstrated in the taget's resistance for compliance. This point is substantiated by the conversational turn below:

(T) Kwaye ndicela ungabe undigocagoca ngento edibene necawe .
(*I was at Gugulethu at my ant's home, there was a ceremony, and please do not pester me about church again)* (5)

7.3 Language and Style

7.3.1 Language

7.3.1.1 Syntactic Level

The episode consists of varying sentences in terms of their levels of simplicity and complexity. See the following examples as regards the former,

(T) Hayi bo! Khange ndiye iveki ezintathu qha.
(Oh no! I' ve been absent only for three weeks) (2*)*
(T) …Wena ubungayimela ke loo nto?
(…, would you stand that)?(13)

and compare the latter with regard to the examples that follow:

(T) Akukho nto indidike nje ngolutsha lwalaa cawe ngolwimi nangokuthandana kwabantu abadala kwalapha ecaweni.
(There is nothing that makes me as mad as the youth of that church, they gossip a lot and have intimate relationships with elders of the church) (11-12)
(S) Ungafumana neengcebiso phaya kumfundisi wethu, undilisekile akafane athethe nolutsha kakhulu.

(maybe you can also talk to the priest as he is a dignified person who does not associate much with the youth) (21-22)
(T) Kwaye ndicela ungabe undigocagoca ngento edibene necawe.
(And please do not pester me again) (5)

It warrants mention that the level of syntactic complexity does not clearly reflect an indication of the actual use of isiXhosa in everyday situations between friends or college students in the urban area, whose age ranges between 18 and 23. One is inclined to suggest that this type of usage is forced. Of note, is that their level of complexity does not pose any form of comprehension difficulty whatsoever, which could have affected the persuasion process negatively.

7.3.2 Lexical level:

a. Lexical diversity:

The richness of this social episode is accounted for by the usage of a special range and diversity of vocabulary. Expressions such as the following are encountered, yet they are not commonly used in the context in which they are used: See the underlined.

(T) Akukho nto <u>indidike</u> nje ngolutsha lwalaa cawe ngolwimi nangokuthandana kwabantu abadala kwalapha ecaweni.
(There is nothing that makes me as mad as the youth of that church, they gossip a lot and have intimate relationships with elders of the church) (11-12)

(S) Ungafumana neengcebiso phaya kumfundisi wethu, undilisekile akafane athethe nolutsha kakhulu.
(maybe you can also talk to the priest as he is a dignified person who does not associate much with the youth) (21-22)
(T) Kwaye ndicela ungabe undigocagoca ngento edibene necawe.
(And please do not pester me again) (5)
(S) Ndiza kubona ngawe ke sana, uza kubona soze uphoxakale phaya kweyam icawe.
*(I will see you, then, and you will see you will never be disappointed in my church) (*28)

b. Language imagery:

A closer look at these expressions reveals an imagery of nature in as far as this social episode is concerned. These expression also add value to the message organisation and comprehension. The underlined phrases bear evidence to that.

(T) Akukho nto indidike nje ngolutsha lwalaa cawe ngolwimi nangokuthandana kwabantu abadala kwalapha ecaweni.
(There is nothing that makes me as mad as the youth of that church, they gossip a lot and have intimate relationships with elders of the church) (11-12)
(S) Ungafumana neengcebiso phaya kumfundisi wethu, undilisekile akafane athethe nolutsha kakhulu.

(maybe you can also talk to the priest as he is a dignified person who does not associate much with the youth) (21-22)
(T) Kwaye ndicela ungabe undigocagoca ngento edibene necawe.
(And please do not pester me again) (5)

7.3.3 Equivocal language

Refer to G (1) paragraph 7.3.4 for further explication of this notion.

In this influence episode there is evidence that relate to equivocal language. Examples that follow, bring substance to this notion:

(S) Ayifani nawe into yokuba ungayi ecaweni.
(That is also not like you, not going to church) (3)
(S) Ndiyakwazi kaloku wena ngecawe.
(I know how you feel about church) (3)
(S) Hayi ke ngoku ayafana nawe ke le uyithethayo.
(What you are saying is not like you at all) (6)

7.4 Language use:

7.4.1 Power of speech style

As regards the power of speech style, the following utterances are quite revealing:

(S) Ayifani nawe into yokuba ungayi ecaweni.
(That is also not like you, not going to church) (3)
(S) Ndiyakwazi kaloku wena ngecawe.
(I know how you feel about church) (3)
(S) Kutheni kaloku ningenzi iinzame zokusombulula loo ngxaki, khona ngoku uza kuthini?
(Why don't you try to deal with the matter, and what are you going to do now)?(14)

A closer look at the aforementioned underlined elements of speech style suggests some level of politeness – which may be perceived as having implications for impression formation and power, and thus results in the creation of a link between the power of speech style and persuasion in the eyes of the target, in this particular episode.

8. Message effects

8.1 Relational and emotional effects

8.1.1 Effects of Dominance:

In this episode, high dominance has potential for negative implications or effects in as far as the relationship of both the source and the target is concerned. See paragraph 1.2.1, argument 1 (3) above and refer to conversational turns (4-5), (8-9) below:

(T) Bendingekho bendiseGugulethu kwamakazi wam bekukho umsebenzi ubukhona. Kwaye ndicela ungabe undigocagoca ngento edibene necawe.
(*I was at Gugulethu at my ant's home, there was a ceremony, and please do not pester me about church again)* (4-5).

(T) Ndiyekile ukuhamba phaya kula cawe ukuba ufuna ukuva isizathu. Ndiyathemba ke ngoku wonele?

(If you want to know the reason, I have stopped going to that church. I hope you are satisfied now). (8-9).

8.1.2 Effects of Explicitness:

High explicitness of this message is prevalent. See paragraph 1.2.1, argument 1 (3) above. However, the effects of explicitness do not elicit solidarity between the source and the target despite the relational friendship context of this influence episode. Refer to conversational turns (19, 23)

(T) Hayi, akusekho cawe ndiza kuphinda ndiye kuyo mna, khona itheni le yakho icawe.
(No, there is no church that I will ever go to, and why yours)? (19)

(T) Zandi: Ke ngoku ayithethi ukuba icawe yakho ayisoze itshintshe.
(So, that does not mean that your church will never change) (23)

8.1.3 Effect of Argument:

This influence episode is high in argument. For details, see paragraph. 1.2.1, argument 3 (a-g)-above. Of note is that positive effects of argument or reason giving are only prevalent in the ultimate part of the influence episode. This is expressed through compliance gaining. This may be reaffirmed by considering paragraph 1.2.2: argument 1, along with conversational turns (26, 27, 28) below:

(T) Nyhani bendingayazi loo nto ingathi inabo ububhetelelana, ndiza kukhe ndiyovela kule veki izayo.
Is that true, it seems as if your church is better than mine, I will go then next week.

(S) Nono: Ndiza kubona ngawe ke sana uza kubona soze uphoxakale phaya kweyam icawe.
I will see you, then, and you will see you will never be disappointed in my church.

8.2 Competence

8.2.1 Appropriateness

In this episode, appropriate utterances that are intended towards achieving compliance are well advanced by the source message, and this is specifically tenable in the apparent actions contained in the primary goal of Change orientation. On the other hand, effectiveness is also reflected likewise. Refer to conversational turns: (14, 24-25) for further details.

(S) Kutheni kaloku ningenzi iinzame zokusombulula loo ngxaki, khona ngoku uza kuthini?
(Why don't you try to deal with the matter, and what are you going to do now)? (14)

(S) Nono: Kudala yabakhona icawe yam futhi umfundisi akazange atshintshwe, futhi likhona necala labantu abane HIV/AIDS abafuna ukuncedwa.
(My church has been there for a long time, and our priest was never substituted, there is also a group of HIV/AIDS infected people that get counseling) (24-25)

8.2.2 Effectiveness

The message has not been entirely successful in par. 1.2.1., that is, the goal of Change orientation. Nevertheless, success and achievement is displayed in paragraph 1.2.2., that is, the goal of Sharing activity.

8.3 Politeness:

8.3.1 Dominance:

See paragraph 1.2.1 above for details.

There seems to be a negative association between politeness and dominance in this particular episode, and the negative association referred to is displayed by the threat that the source poses upon the target's negative face or autonomy.Therefore, politeness and dominance in this instance have no positive effect. Refer to paragraph 1.2.1 (3, 4-5, 8-9) for examples.

8.3.2 Explicitness:

See paragraph 6.1.1 for better understanding. Explicitness in this influence episode relates to impoliteness by the source, and as result this tends to threaten the negative face of the target. Explicitness may reflect impoliteness in a friendship relationship.

However, the mutual closeness between the source and the target in this social interaction discourages the element of impoliteness, as a result of that impoliteness and explicitness in this regard share positive effects

8.3.3 Argument:

Consider paragraph 1.2.1, argument 3 a-g above, the source uses enough reasons for politeness towards the target. As result of that, politeness and argument have shown a positive effect in this influence interaction.

8.4 Resistance

8.4.1 Obstacles:

Argument against: paragraph 1.2.1

In resisting compliance, the target puts forward reasons that are a counterforce to the achievement of the possible primary goal. See conversational turns: (8-9) (15,16)

(T) Ndiyekile ukuhamba phaya kula cawe ukuba ufuna ukuva isizathu. Ndiyathemba ke ngoku wonele?

(If you want to know the reason, I have stopped going to that church. I hope you are satisfied now) (8-9)

(T) Ndiza kuhlala apha ekhaya andiphindi ndiye ecaweni, mna akukho cawe ndinophinde ndiyithembe.

(I will stay at home and never go or trust any church again) (15,16)

8.4.2 Barriers

In this episode, conversation turns: (19, 23) represent a barrier against goal achievement. However, there seems to be no rebuff phenomenon in the form of a forceful language, subsequent to the barrier. Also noted below:

(T) Hayi, akusekho cawe ndiza kuphinda ndiye kuyo mna, khona itheni le yakho icawe.
(No, there is no church that I will ever go to, and why yours)? (19)

(T) Ke ngoku ayithethi ukuba icawe yakho ayisoze itshintshe.
(So, that does not mean that your church will never change). (23)

8.4.3 Threat

The statements in conversational turns: (7,10) are threats that suggest some warnings which are relevant in challenging the target's attitude or decision. See examples below:

(S) …Kwaye kule veki iphelileyo ubukhona khange uye ecaweni. Yintoni le ingaka ingakusiyo ecaweni yakho?
(….And last week you were here but you did not go to church. What is it that stops you from going to your own church)? (7)

(S) Nono: Uyeka njani kwicawe ekudala uhamba kuyo? Hayi unezinto.
(How do you stop going to a church that you have been attending for such a long time? You are being funny) (10)

8.4.4 Refutational pre-emption:

This conversational turn: (19) represents a refutational pre-emption. In this instance, the target attempts to pose a two-sided response in which she uses the source's defense and then answers the specific objection. See the example that follows:

(T) Hayi, akusekho cawe ndiza kuphinda ndiye kuyo mna, khona itheni le yakho icawe.
(No, there is no church that I will ever go to, and why yours)? (19)

G(2): Text

(1) (S) Nono: Hayi ntombi utheni ungasayi ecaweni?
(Hey friend why are you not going to church anymore)?
(2) (T) Zandi: Hayi bo! Khange ndiye iveki ezintathu qha.
(Oh no! I' ve been absent only for three weeks).
(3) (S) Nono: Hayi kaloku sana ayifani nawe into yokuba ungayi ecaweni. Ndiyakwazi kaloku wena ngecawe.
(That is also not like you, not going to church. I know how you feel about church).
(4) (T) Zandi: Bendingekho bendiseGugulethu kwamakazi wam bekukho umsebenzi ubukhona.
(5) Kwaye ndicela ungabe undigocagoca ngento edibene necawe.
(*I was at Gugulethu at my aunt's home, there was a ceremony, and please do not pester me about church again)*
(6) (S) Nono: Hayi ke ngoku ayafana nawe ke le uyithethayo.
(7) Kwaye kule veki iphelileyo ubukhona khange uye ecaweni. Yintoni le ingaka ingakusiyo ecaweni yakho?
(What you a re saying is not like you at all. And last week you were here but you did not go to church. What is it that stops you from going to your own church)?
(8) (T) Zandi: Ndiyekile ukuhamba phaya kula cawe ukuba ufuna ukuva isizathu.
(9) Ndiyathemba ke ngoku wonele?
(If you want to know the reason, I have stopped going to that church. I hope you are satisfied now)
(10) (S) Nono: Uyeka njani kwicawe ekudala uhamba kuyo? Hayi unezinto.
(How do you stop going to a church that you have been attending for such a long time? You are being funny)
(11) (T) Zandi: Akukho nto indidike nje ngolutsha lwalaa cawe ngolwimi
(12) nangokuthandana kwabantu abadala kwalapha ecaweni. NoMfundisi uqobo lwakhe uyathandana.
(13) Wena ubungayimela ke loo nto?
(There is nothing that makes me as mad as the youth of that church, they gossip a lot and have intimate relationships with elders of the church. Even the priest has an affair. So if it were you, would you stand that)?
(14) (S) Nono: Kutheni kaloku ningenzi iinzame zokusombulula loo ngxaki, khona ngoku uza kuthini?
(Why don't you try to deal with the matter, and what are you going to do now)?
(15) (T) Zandi: Ndiza kuhlala apha ekhaya andiphindi ndiye ecaweni,
(16) mna akukho cawe ndinophinde ndiyithembe.
(I will stay at home and never go or trust any church again)
(17) (S) Nono: Kodwa kweyam icawa azikho ezi zinto zenziwa ecaweni yakho,
(18) mhlawumbi ungeza nam kule yam icawe.
(But there is no such in my church so I think you can go with me)
(19) (T) Zandi: Hayi, akusekho cawe ndiza kuphinda ndiye kuyo mna, khona itheni le yakho icawe?
(No, there is no church that I will ever go to, and why yours)?
(20) (S) Nono: Kweyam icawe umntu uya ecaweni qha akujongwa ukuba ungubani,
(21) futhi ulutsha lungena umanyano qho ngeMigqibelo ungafumana neengcebiso

(22) phaya kumfundisi wethu undilisekile akafane athethe nolutsha kakhulu.
(With my church one comes to church, no one looks at who you are, and every Saturday the youth have a union. Maybe you can also talk to the priest, as he is a dignified person who does not associate much with the youth).
(23) (T) Zandi: Ke ngoku ayithethi ukuba icawe yakho ayisoze itshintshe.
(So, that does not mean that your church will never change).
(24) (S) Nono: Kudala yabakhona icawe yam futhi umfundisi akazange atshintshwe,
(25) futhi likhona necala labantu abane HIV/AIDS abafuna ukuncedwa.
(My church has been there for a long time, and our priest was never substituted, there is also a group of HIV/AIDS infected people that get counseling)
(26) (T) Zandi: Nyhani bendingayazi loo nto ingathi inabo ububhetelelana,
(27) ndiza kukhe ndiyovela kule veki izayo.
(Is that true, it seems as if your church is better than mine, I will go then next week)
(28) (S) Nono: Ndiza kubona ngawe ke sana uza kubona soze uphoxakale phaya kweyam icawe.
(I will see you, then, and you will see you will never be disappointed in my church).
(29) (S) UNono ukwazile ukuphembelela umhlobokazi wakhe uZandi ukuba angayeki ukuya ecaweni
(30) koko aye kweyakhe.
(Nono has been successful in persuading Zandile not to stop going to church)

MESSAGE OF B(1):

1. Primary goals

1.1 Statement of the problem

Ali discusses the predicament surrounding the church he attends, and his decision to stop attending. Firstly, church leaders live a different life from what they preach. Secondly, extra marital relationships between a married and unmarried person. Finally, the use of church meetings as platforms of malicious gossip. See conversational turns (4, 10-11, 13-14, 17-18) below:

(In the text analysis, Onke is designated as the source (S), Ali as the target (T), and the numbers 1-32 in brackets represent the conversational turns of the influence episode)

(4) (T) Ali : Onke, ndiyekile ukuya enkonzweni mfokabawo.
(Onke, I have stopped going to church my brothe)..
(10) (T) Ali : Okokuqala, abakhokheli bethu baphila ubomi obohlukileyo
(11) kobu bashumayeza ngabo abantu, kwaye ndinengxaki ngalo nto mna.
(First of all, our leaders live a different life style from the one they preach to the people, and I have a problem with that)
(13) (T) Ali: Ukuhambisana komntu ongatshatanga nomntu otshatileyo asiyonto onokuyilindela kumkhokheli wecawe
(14) okanye kwabanye abakhokheli.
(Intimate relationships between a married and unmarried person, is not what we expect from the leader of the church or any other leaders)
(17) (T) Ali: Enye into endihluphayo kukuba indibano yenkonzo ekufanele ukuba kuthethwe indaba ezilungileyo
(18) isuke iguqulwe yenziwe isigqubu solwimi neentlebendwane.
(One other thing that I hate about the meetings of the church is that they change the agenda to one of malicious gossip

1.2 Primary goals with arguments

1.2.1 Change orientation

Arguments in favour	Arguments against
Argument 1: Non-acceptance of problem: a. Non-attendance: (S) Hayi bo! Yithi uyadlala mfondini. *(… Say you are joking)* (5) (S) Mfondini ndimamele kuba ke eneneni ndiyakwazi ukuba wena nenkonzo nilubisi nekati. (*Man, I'm listening because I know you and the church are like cat and milk)* (9) b. You are only a worshipper: (S) Uyandothusa ke ngoku kuba awungomkhokeli ungumramente. Kwaye ke akuphela kwecawe le yakho. *(You are surprising me, you are not a leader but you are just a church server. And this is not the only church).* (15-16) c. Positive meetings (S) Hayi ndiyakuva kodwa ke nalapho ubunokuyiqweqwedisa intlanganiso elolo hlobo kwicala elilungileyo okanye ke ukuba akukho nto yakuthetha kuchithakalwe. *(No, I hear you, but you could steer the meeting to focus on the positive but if there is nothing positive to say just cancel it).* (19-20)	Telling the truth: (T) Andidlali mfondini ndinyanisile. *(I'm not joking, my friend I' m telling you the truth)* (6) I'm not a decision maker (T) Mfondini andikho sihlalweni mna sukwenza ngathi akuyazi icawe ukuba inabantu abathile ekugqibela bona ukuthetha. Sukuzenza ngcono ngam apha mfondini. *(My friend, I am not in a position to make decisions, don't pretend as if you don't know that there are people in the church that have the last word. Don't make yourself better at my expense).* (21-22)
Argument 2: Another church: a. Invitation: (S) Uyandothusa ke ngoku kuba awungomkhokeli Kwaye ke akuphela kwecawe le yakho. *(You are surprising me, you are not a leader but you are just a church server. And this is not the only church)* (15-16) (S) Ndifuna ukukubonisa kanti ukuba le nto ndiyithethayo inokwenzeka mandicebise ndithi, kunokuba uyeke konke konke ukudibana nendaba ezilungileyo kubhetele uze kule yam inkonzo.	Not accepted (T) Mfondini yithi uyadlala. Ngokuba ibhetele ngantoni le yakho ? *(My friend, say that you are joking. What is it that is better in yours)?* (26)

(I want to show you that what I'm talking about can happen, now let me advise you, instead of losing all it is better that you come to my church) (23-25) b. Place for soul and freedom: (S) Kungokuba ilungele umoya wakho ukuba ube nekhaya apho uzoziva ukhululekile, kwaye ukwazi ukuxhumana noThixo wakho. *(It is good for your soul, for it to have a home where you are free, and can speak to God.* (27-28) c. Good conduct (28-30) (S) …kule yam inkonzo izinto zenziwa ngokwahlukileyo, kule yam inkonzo abakhokheli bayakuqonda ukubaluleka kokuziphatha kakuhle kwabantu abasezihlalweni. *(…in my church things are done differently, and the leaders know the importance of good conduct)*	b-c Accepted (T): Andifuni kuba ngathi ndinephike, ndakukhe ndiye ndiyokubona ngokwam. Ukuba ndiyakholwa, ndakuqhubeka nayo mfokabawo. *(I don't want to look like I'm opposing you, I will go and see it for myself. If it is convincing I will continue attending my friend)* (31-32)

1.2.2 Share activity:

Arguments in favour	**Arguments against**
Argument 1: Invitation: (S)… mandicebise ndithi, kunokuba uyeke konke konke ukudibana nendaba ezilungileyo kubhetele uze kule yam inkonzo. *(… now let me advise you, instead of losing all it is better that you come to my church)* (24-25). Non-acceptance of invitation: (T) Mfondini yithi uyadlala. Ngokuba ibhetele ngantoni le yakho ? *(My friend, say that you are joking. What is it that is better in yours)?* (26) Acceptance of invitation (31-32) (T) Andifuni kuba ngathi ndinephike, ndakukhe ndiye ndiyokubona ngokwam. Ukuba ndiyakholwa, ndakuqhubeka nayo mfokabawo. *(I don't want to look like I'm opposing you, I will go and see it for myself. If it is convincing I will continue attending my friend)* (31-32)	

1.3 Compliance

Ali is persuaded and decides to consider Onke's church by first paying a visit. The following conversational turns are noteworthy:

(T) Andifuni kuba ngathi ndinephike, ndakukhe ndiye ndiyokubona ngokwam
(I don't want to look like I'm opposing you, I will go and see it for myself) (31)
Ukuba ndiyakholwa, ndakuqhubeka nayo mfokabawo.
(If it is convincing I will continue attending my friend) (32)

1.4 Content category

This social episode covers values and morality issues.

- Value of the church: (Refer to G (1) paragraph 1.4

- Morality: In this episode, the church leaders are involved in extra marital relationships. In addition to that, church gatherings and discussions focus on malicious gossip. And these instances are acts of low morals, and because of that they violate the moral codes, and therefore bring the name of the church into disrepute.

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: (Refer to G (1) paragraph 1.5.1

1.5.2 Importance: (Refer to G (1) paragraph 1.5.2

1.6 Structure:

1.6.1 Other benefit:

(Refer to G (1) paragraph 1.6.1

1.6.2 Mutual benefit:

(Refer to G (1) paragraph 1.6.1

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

In this episode, the situational conditions which are represented in a rule for change orientation match the perceived features of the current situation, and therefore they suffice

for rule activation and goal formation. For instance, the problems that exist in the church that Ali attends are unbearable so that Onke, who is a friend of his, who also likes him, realizes that it is in Ali's best interest to join his church. The examples of conversational turns below relate to fit criteria:

(T) Ali : Okokuqala, abakhokheli bethu baphila ubomi obohlukileyo (kobu bashumayeza ngabo abantu, kwaye ndinengxaki ngalo nto mna.
(First of all, our leaders live a different life style from the one they preach to the people, and I have a problem with that) (10-11)

(T) Ali: Ukuhambisana komntu ongatshatanga nomntu otshatileyo asiyonto onokuyilindela kumkhokheli wecawe okanye kwabanye abakhokheli.
(Intimate relationships between a married and unmarried person, is not what we expect from the leader of the church or any other leaders) (13-14)

(T) Ali: Enye into endihluphayo kukuba indibano yenkonzo ekufanele ukuba kuthethwe indaba ezilungileyo isuke iguqulwe yenziwe isigqubu solwimi neentlebendwane.
(One other thing that I hate about the meetings of the church is that they change the agenda to one of malicious gossip) (17-18)

1.7.2 Strength criterion:

The strength of association between the situational features which poses frustration and unhappiness in Alis's church, and the desired end state warrants rule motivation and activation. See the following examples for better understanding:

(S) Kungokuba ilungele umoya wakho ukuba ube nekhaya apho uzoziva ukhululekile kwaye ukwazi ukuxhumana noThixo wakho.
(It is good for your soul, for it to have a home where you are free and can speak to God) (27-28)
…kule yam inkonzo izinto zenziwa ngokwahlukileyo, abakhokheli bayakuqonda ukubaluleka kokuziphatha kakuhle kwabantu abasezihlalweni.
(… in my church, things are done differently, and the leaders know the importance of good conduct) (29-30)

1.8 Culture : social meaning

(Refer to G (1) paragraph 1.8

1.9 Goal achievement:

Both primary goals in this episode have been achieved.

2. SECONDARY GOALS

2.1 Identity goal: the focus of attention in this instance are ethics, morality and personal standards for behavior. The following examples of conversational turns reflect on some of the issues cited above:

(T) Ali: Ukuhambisana komntu ongatshatanga nomntu otshatileyo asiyonto onokuyilindela kumkhokheli wecawe okanye kwabanye abakhokheli.
(Intimate relationships between a married and unmarried person, is not what we expect from the leader of the church or any other leaders) (13-14)

(T) Ali: Enye into endihluphayo kukuba indibano yenkonzo ekufanele ukuba kuthethwe indaba ezilungileyo isuke iguqulwe yenziwe isigqubu solwimi neentlebendwane.
(One other thing that I hate about the meetings of the church is that they change the agenda to one of malicious gossip) (17-18)

2.2 Interaction or conversational management goals: impression management and face are considered in this type of secondary goal.

a. The conversational turns that follow are typical examples in which face threatening acts are being encountered:

(S) …Yithi uyadlala mfondini.
(…Say you are joking) (5)
(S) Ngazizathu zini mfondini ?
(What are the reasons) ? (7)

a. Izizathu zona zininzi kodwa ke ndiza kuchazela zibe mbini zibe zithathu.
(There are plenty but I will only tell you two or three) (8)

The raising of questions by the source threatens the target's autonomy or negative face. In the same vein, the target constrains his negative face in admitting to that there are reasons for him not to attend church anymore.

b. Promise against FTAs

Refer to G (2), paragraph 2.2 for a brief explanation, and see examples of mitigating statements in relation to FTAs below: (Conversational turns 24-25)

(S) … mandicebise ndithi, kunokuba uyeke konke konke ukudibana nendaba ezilungileyo kubhetele uze kule yam inkonzo.
(… now let me advise you, instead of losing all, it is better that you come to my church) (24-25).
(S) Onke: Kungokuba ilungele umoya wakho ukuba ube nekhaya apho uzoziva ukhululekile, kwaye ukwazi ukuxhumana noThixo wakho. Okwesibini, kule yam inkonzo izinto zenziwa ngokwahlukileyo, kule yam inkonzo abakhokheli bayakuqonda
(It is good for your soul, for it to have a home where you are free, and can speak to God. Secondly, in my church things are done differently, (27-28)

3. RELATIONSHIP BETWEEN GOALS

Refer to G (1), pararagraph 3 for a brief explanation on relationship between goals.

a. Change orientation and Identity goal

In this influence episode, change orientation is consistent and compatible with identity goals.

b. Share activity and Conversational management or interaction goals

Share activity is compatible and consistant with conversational management or interaction goals.

4. GOAL COMPLEXITY

This is a special issue episode: (Refer to G (1), paragraph 4.

5. TARGETS AND TYPE OF CHANGE

5.1 Target:

Behaviour: church attendance

5.2 Type of change:

Reinforcement: (Refer to G (1), paragraph 5.2.

6. PLAN

6.1 Message dimension

6.1.1 Explicitness:

The source presents clear and explicit reasons for the target to consider in making his decision to join the source's church. Refer to paragraph 1.2.1, argument 2 (15-16, 23-25, 27-28, and consider the following examples of conversational turns:

(S) Uyandothusa ke ngoku kuba awungomkhokeli. Kwaye ke akuphela kwecawe le yakho.
(You are surprising me, you are not a leader but you are just a church server. And this is not the only church) (15-16

(S) Ndifuna ukukubonisa kanti ukuba le nto ndiyithethayo inokwenzeka mandicebise ndithi, kunokuba uyeke konke konke ukudibana nendaba ezilungileyo kubhetele uze kule yam inkonzo.
(I want to show you that what I'm talking about can happen, now let me advise you, instead of losing all it is better that you come to my church) (23-25)

(S) Kungokuba ilungele umoya wakho ukuba ube nekhaya apho uzoziva ukhululekile, kwaye ukwazi ukuxhumana noThixo wakho.
(It is good for your soul, for it to have a home where you are free, and can speak to God. (27-28)

6.1.2 Dominance:

Dominance of source:

The source demonstrates dominance in this influence episode, and this is substantiated in paragraph 1.2.1, arguments 1, 2, paragraph 1.2.2, argument 1 by the cited examples of conversational turns (19-20, 23-25, 27-30, 24-25)

6.1.3 Argument:

The source uses formidable arguments for compliance, taking into account, among others, matters of the soul, freedom and interaction with God, in order to strengthen his position. Refer to paragraph 1.2.1, arguments 1, 2 under argument in favour.

6.1.4 Source control:

The source's presentation in this episode show some evidence of exercising control over the reasons for compliance gaining: See conversational turns: (27-28, 24-25) in both 1.2.1 and 1.2.2 paragraphs above.

6.2 Types of plans

6.2.1 Plan complexity:

(Refer to G (1) paragraph 6.2 for an explication of plan complexity. Three plans are cited from this influence episode. Refer to paragraphs 1.2.1 and 1.2.2 and consider the conversational turns that are depicted below:

a. Non-acceptance of problem:

(S) Hay ibo ! Yithi uyadlala mfondini.
(… Say you are joking) (5)

(S) Uyandothusa ke ngoku kuba awungomkhokeli ungumramente. Kwaye ke akuphela kwecawe le yakho.
(You are surprising me, you are not a leader but you are just a church server. And this is not the only church). (15-16)

(S) Hayi ndiyakuva kodwa ke nalapho ubunokuyiqweqwedisa intlanganiso elolo hlobo kwicala elilungileyo okanye ke ukuba akukho nto yakuthetha kuchithakalwe.
(No, I hear you, but you could steer the meeting to focus on the positive but if there is nothing positive to say just cancel it). (19-20)

b. Another church:

(S) Ndifuna ukukubonisa kanti ukuba le nto ndiyithethayo inokwenzeka mandicebise ndithi, kunokuba uyeke konke konke ukudibana nendaba ezilungileyo kubhetele uze kule yam inkonzo.
(I want to show you that what I'm talking about can happen, now let me advise you, instead of losing all it is better that you come to my church) (23-25)

(S) Kungokuba ilungele umoya wakho ukuba ube nekhaya apho uzoziv ukhululekile, kwaye ukwazi ukuxhumana noThixo wakho.
(It is good for your soul, for it to have a home where you are free, and can speak to God. (27-28)

c. Invitation

(S) … mandicebise ndithi, kunokuba uyeke konke konke ukudibana nendaba ezilungileyo kubhetele uze kule yam inkonzo.
(… now let me advise you, instead of losing all it is better that you come to my church) (24-25).

6.2.2 Plan specificity:

(Refer to G (1) pararagraph 6.2.2). All three plans have been well articulated for both goals of Change orientation and Share activity.

6.2.3 Plan quality:

Plan 1: arguments against this plan are noticeable, and as a result of that the quality of the influence plan is uncertain.

Plan 2, 3: arguments against and arguments for these plans are present, and thus the plans are not well received.

(Refer to paragraphs 1.2.1 and 1.2.2 of B 3 for more clarity)

7. ACTION

7.1 Message production

7.1.1 Primary goal importance:

Refer to G (1) paragraph 7.1.1 for a brief explanation of goal importance.

The goal of Change orientation is in a position of high status and therefore important, reason being that arguments advanced in its favour are formidable and higher (See paragraph 1.2.1 above under arguments in favour).

On the other hand, Share activity (refer to 1.2.2), occupies a low status position due to a low level of arguments.

7.1.2 Secondary goal:

Identity goal occupies a high status position due to its importance and its capability to shape the message construction process, (See paragraph 1.2.1), whilst conversational management or interaction goal remains in a low status. Consider paragraph 1.2.2 above for further details.

7.2 Emotional appeals

7.2.1 Positive emotions

In this influence exercise, there is evidence of positive emotion, and thus it strengthens the source's argument for compliance. For instance, the source reassures and guarantees the target freedom that his soul will enjoy if he participates in his church. Secondly, the source brings in some degree of relief for the target, and this results from the source's church's nature and its operation by a different set of rules. The following examples of conversational turns bear evidence:

(S) Kungokuba ilungele umoya wakho ukuba ube nekhaya apho uzoziva ukhululekile
(It is good for your soul, for it to have a home where you are free) (27-28)

(S) …kule yam inkonzo izinto zenziwa ngokwahlukileyo, abakhokheli bayakuqonda ukubaluleka kokuziphatha kakuhle kwabantu abasezihlalweni.
(… in my church, things are done differently, and the leaders know the importance of good conduct) (28-30)

7.2.2 Negative emotions

The source elicit some level of guilt on the part of the target. The mere fact that the target is obliged to account for his decision, gives an indication that a moral code has been violated. Note the following conversational turns:

Hayibo ! Yithi uyadlala mfondini.
(Whats up ! Say you are joking) (5)
Ngazizathu zini mfondini ?
(What are the reasons) ? (7)

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

The sentences in this influence attempt differ in their level of complexity. Some present relatively simple structures while others consist of complex structures. See the following examples,

(S) Onke : Ngazizathu zini mfondini ?
(What are the reasons) ? (7)

(S) Onke: Uthetha ukuthini?
(What do you mean)? (12)

and compare the simplicity of the above two structures versus the two complexity of the structures below:

(T) Ukuhambisana komntu ongatshatanga nomntu otshatileyo asiyonto onokuyilindela kumkhokheli wecawe okanye kwabanye abakhokheli.
(Intimate relationships between a married and unmarried person, is not what we expect from the leader of the church or any other leaders) (13-14).

(T) Enye into endihluphayo kukuba indibano yenkonzo ekufanele ukuba kuthethwe indaba ezilungileyo isuke iguqulwe yenziwe isigqubu solwimi neentlebendwane.
(One other thing that I hate about the meetings of the church is that they change the agenda to one of malicious gossip) (17-18)

The level of syntactic complexity is however not a clear indication of the actual use of isiXhosa in everyday situations between friends or college students in the urban area, whose age ranges between 18 and 23. One would argue that this type of usage is forced. Also note the highlighted phrases

Of note, is that their level of complexity does not pose any form of comprehension difficulty whatsoever, which could have affected the persuasion process negatively.

7.3.2 Lexical level:

a. Lexical diversity:

(Refer to G (1) par. 7.3.3)

Apart from the noticeable use of ordinary vocabulary throughout the conversational turns, expressions that are not common usage such as the following are prevailing (See underlined):

(T) <u>Ukuhambisana</u> komntu ongatshatanga nomntu otshatileyo asiyonto onokuyilindela kumkhokheli wecawe okanye kwabanye abakhokheli.
(Intimate relationships between a married and unmarried person, is not what we expect from the leader of the church or any other leaders) (13-14)

(T) Enye into endihluphayo kukuba indibano yenkonzo ekufanele ukuba kuthethwe indaba ezilungileyo isuke iguqulwe yenziwe <u>isigqubu solwimi</u> neentlebendwane.
(One other thing that I hate about the meetings of the church is that they change the agenda to one of malicious gossip) (17-18)

(S) … <u>ubunokuyiqweqwedisa</u> intlanganiso elolo hlobo kwicala elilungileyo okanye ke ukuba akukho nto yakuthetha kuchithakalwe.
(… but you could steer the meeting to focus on the positive but if there is nothing positive to say just cancel it) (19-20)

b. Language imagery:

Metaphoric expressions are advanced by the source in his attempt to gain compliance. A closer look at these, interestingly reveals an imagery of nature in as far as this social episode is concerned. These expression also add value to the message organisation and comprehension. The underlined phrases bear evidence to that.

(S) Kungokuba ilungele umoya wakho ukuba ube nekhaya apho uzoziva ukhululekile …
(It is good for your soul, for it to have a home where you are free…) (27-28)
…ndiyakwazi ukuba wena nenkonzo nilubisi nekati.
(… I know you and the church are like cat and milk) (9)

7.3.3 Equivocal language

(Refer to G (1) paragraph 7.3.4) In this episode, the first example by the source is also not an exception from the rule because, it is an indirect way suggesting to the target that he should not stop going to church. In addition, the second example of the target indirectly suggests that he is not in a position of power. Note the following underlined examples:

(S) …mandicebise ndithi, kunokuba uyeke konke konke ukudibana nendaba ezilungileyo kubhetele uze kule yam inkonzo.
(… let me advise you, instead of losing all it, and interact with the good news, is better that you come to my church) (24, 25)
(T) Mfondini, andikho sihlalweni mna…
(My friend, I am not in a position to make decisions…) (21)

7.4 Language use:

7.4.1 Power of speech style

In line with the power of speech style, the source utters the follow statements :

(S) Mfondini ndimamele, ndiyakwazi ukuba wena nenkonzo nilubisi nekati.
(Man, I' m listening, I know you and the church are like cat and milk) (9)
(S) Ndifuna ukukubonisa kanti ukuba le nto ndiyithethayo inokwenzeka
(I want to show you that what I'm talking about can happen) (23)

The above statements carry far reaching effects in terms of the persuasion process in this influence attempt. One, in the first statement the source expresses confidence as a good listener as well as someone who knows the target fairly well in a friendship capacity – a situation which also prompts and reminds about mutual obligation. The second statement signals dominance and power and thus create good impression and builds on the credibility of the source as someone who is able to make what is impossible possible.

8. MESSAGE EFFECTS

8.1 Relational and emotional effects:

8.1.1 Effects of dominance:

It is apparent that the source maintains some level of dominance in reinforcing his recommended course of action. Refer to paragraph 6.1.2 for more clarity. Of note is that dominance relates negatively in as far as the source is concerned. The effects of

dominance in this influence episode do not relate positively on the part of the target. Consider the conversational turns below:

(T) Ali: Mfondini andikho sihlalweni mna sukwenza ngathi akuyazi icawe ukuba inabantu abathile ekugqibela bona ukuthetha. Sukuzenza ngcono ngamapha mfondini.
(My friend, I am not in a position to make decisions, don't pretend as if you don't know that there are people in the church that have the last word. Don't make yourself better at my expense). (21-22)

8.1.2 Effects of explicitness

The source explicitly states what he wants the target to do. Refer to paragraph 6.1.1 above. Importantly, there is no sympathy or solidarity that come to light or emerge from the high level of explicitness. The effects of explicitness do not relate positively between the source and the target, irrespective of the relational friendship. Consider the following conversational turn:

(T) Ali: Mfondini yithi uyadlala. Ngokuba ibhetele ngantoni le yakho ?
(My friend, say that you are joking. What is it that is better in yours)? (26)

8.1.3 Effects of argument

This influence episode is high in argument (see paragraph 1.2.1 and 1.2.2 above), and reason giving seems to contribute positively to compliance gaining although compliance has not been achieved in this influence interaction, as the example of the conversational turns below show:

(T) Ali: Andifuni kuba ngathi ndinephike, ndakukhe ndiye ndiyokubona ngokwam. Ukuba ndiyakholwa, ndakuqhubeka nayo mfokabawo.
(I don't want to look like I'm opposing you, I will go and see it for myself. If it is convincing I will continue attending my friend) (31-32)

8.2 Competence

8.2.1 Appropriateness

Refer to G (2) paragraph 8.2 of the analysis and see both 1.2.1 and 1.2.2 in which conversational turns such as (23, 24, 25) are depicted.

8.2.2 Effectivenes

Refer to G (2) paragraph 8.2 of the analysis and see both 1.2.1 and 1.2.2 above for better understanding.

8.3 Politeness

8.3.1 Dominance

Generally, dominance carries potential to elicit some negative association with politeness. A similar pattern emerges in this episode. Refer to paragraph 6.1.2 above and consider the conversatioanal turns below:

(T) Mfondini andikho sihlalweni mna sukwenza ngathi akuyazi icawe ukuba inabantu abathile ekugqibela bona ukuthetha. Sukuzenza ngcono ngam apha mfondini.
(My friend, I am not in a position to make decisions, don't pretend as if you don't know that there are people in the church that have the last word. Don't make yourself better at my expense). (21-22)

8.3.2 Argument

In this influence episode, politeness and reason giving associate positively. For further explanation, refer to G (1) paragraph 8.3.2.

8.3.3 Explicitness

In this influence episode, explicitness relates to impoliteness. For a better understanding, refer to G (1) paragraph 8.3.3.

8.4 Resistance

8.4.1 Obstacles:

In resisting compliance, the target advances reasons that are a counterforce to the source's attempt to gain compliance, and in the process questions if the other church has any virtue. Consider the conversational turn below:

(T) Mfondini yithi uyadlala. Ngokuba ibhetele ngantoni le yakho ?
(My friend, say that you are joking. What is it that is better in yours)? (26)

8.4.2 Barriers:

In this episode, conversational turns: (21, 22, 26) appropriately represent a barrier against achieving the primary goal. See the example below:

(T) Ali: Mfondini andikho sihlalweni mna sukwenza ngathi akuyazi icawe ukuba inabantu abathile ekugqibela bona ukuthetha. Sukuzenza ngcono ngam apha mfondini.
(My friend, I am not in a position to make decisions, don't pretend as if you don't know that there are people in the church that have the last word. Don't make yourself better at my expense). (21-22)

(T) Mfondini yithi uyadlala. Ngokuba ibhetele ngantoni le yakho ?
(My friend, say that you are joking. What is it that is better in yours)? (26)

It also warrants mention that conversational turn (23), by the source displays a rebuff phenomenon in a form of forceful language, in response to the barrier in conversational turns 21 -22. Consider the statement below:

(S) Onke: Ndifuna ukukubonisa kanti ukuba le nto ndiyithethayo inokwenzeka
(I want to show you that what I'm talking about can happen) (23*)*.

8.4.3 Threat:

The statement that follows typically reflects an example of a threat in this social episode, in that it shows that the target's attitude is vulnerable and therefore subject to dispute. See the following conversational turns for better understanding:

(S) Onke: Uyandothusa ke ngoku kuba awungomkhokeli ungumramente. Kwaye ke akuphela kwecawe le yakho.
(You are surprising me, you are not a leader but you are just a church server. And this is not the only church) (15-16)

8.4.4 Refutational pre-emption:

The target attempts to raise statements that give a two sided information, and he achieves this by using the defence of the source to object to the proposition. The conversational turns below bear evidence to this point:

(T) Mfondini andikho sihlalweni mna sukwenza ngathi akuyazi icawe ukuba inabantu abathile ekugqibela bona ukuthetha. Sukuzenza ngcono ngam apha mfondini.
(My friend, I am not in a position to make decisions, don't pretend as if you don't know that there are people in the church that have the last word. Don't make yourself better at my expense). (21-22)
(T) Mfondini yithi uyadlala. Ngokuba ibhetele ngantoni le yakho ?
(My friend, say that you are joking. What is it that is better in yours)? (26)

B1: Text

(1) (S) Onke: Molo Ali, kunjani mfondini?
(Hello Ali, how are you)?
(2) (T) Ali : Molo mfo wethu ndiyaphila.
(Hello my friend I'm fine)
(3) (S) Onke : Ndakugqibela kudala mfondini, isakuphethe kakuhle phofu inkonzo ?
(It's been a long time since I last saw you, is church still okay) ?
(4) (T) Ali : Onke, ndiyekile ukuya enkonzweni mfokabawo.
(Onke, I have stopped going to church my brothe)..
(5) (S) Onke : 181ay ibo ! Yithi uyadlala mfondini.
(Whats up ! Say you are joking)
(6) (T) Ali : Andidlali mfondini ndinyanisile.
(I'm not joking, my friend I' m telling you the truth)
(7) (S)Onke : Ngazizathu zini mfondini ?
(What are the reasons) ?
(8) (T) Ali : Izizathu zona zininzi kodwa ke ndiza kuchazela zibe mbini zibe zithathu.
(There are plenty but I will only tell you two or three)
(9) (S) Onke : Mfondini ndimamele kuba ke eneneni ndiyakwazi ukuba wena nenkonzo nilubisi nekati.
(*Man, I'm listening because I know you and the church are like cat and milk)*
(10) (T) Ali : Okokuqala, abakhokheli bethu baphila ubomi obohlukileyo

(11) kobu bashumayeza ngabo abantu, kwaye ndinengxaki ngalo nto mna.
(First of all, our leaders live a different life style from the one they preach to the people, and I have a problem with that)
(12) (S) Onke: Uthetha ukuthini?
(What do you mean)?
(13) (T) Ali: Ukuhambisana komntu ongatshatanga nomntu otshatileyo asiyonto onokuyilindela kumkhokheli wecawe
(14) okanye kwabanye abakhokheli.
(Intimate relationships between a married and unmarried person, is not what we expect from the leader of the church or any other leaders)
(15) (S) Onke: Uyandothusa ke ngoku kuba awungomkhokeli ungumramente.
(16) Kwaye ke akuphela kwecawe le yakho.
(You are surprising me, you are not a leader but you are just a church server. And this is not the only church)
(17) (T) Ali: Enye into endihluphayo kukuba indibano yenkonzo ekufanele ukuba kuthethwe indaba ezilungileyo
(18) isuke iguqulwe yenziwe isigqubu solwimi neentlebendwane.
(One other thing that I hate about the meetings of the church is that they change the agenda to one of malicious gossip)
(19) (S) Onke: Hayi ndiyakuva kodwa ke nalapho ubunokuyiqweqwedisa intlanganiso elolo hlobo
(20) kwicala elilungileyo okanye ke ukuba akukho nto yakuthetha kuchithakalwe.
(No, I hear you, but you could steer the meeting to focus on the positive but if there is nothing positive to say just cancel it)
(21) (T) Ali: Mfondini andikho sihlalweni mna sukwenza ngathi akuyazi
(22) icawe ukuba inabantu abathile ekugqibela bona ukuthetha. Sukuzenza ngcono ngam apha mfondini.
(My friend, I am not in a position to make decisions, don't pretend as if you don't know that there are people in the church that have the last word. Don't make yourself better at my expense).
(23) (S) Onke: Ndifuna ukukubonisa kanti ukuba le nto ndiyithethayo inokwenzeka
(24) mandicebise ndithi, kunokuba uyeke konke konke ukudibana nendaba ezilungileyo
(25) kubhetele uze kule yam inkonzo.
(I want to show you that what I'm talking about can happen, now let me advise you, instead of losing all it is better that you come to my church)
(26) (T) Ali: Mfondini yithi uyadlala. Ngokuba ibhetele ngantoni le yakho ?
(My friend, say that you are joking. What is it that is better in yours)?
(27) (S) Onke: Kungokuba ilungele umoya wakho ukuba ube nekhaya
(28) apho uzoziva ukhululekile, kwaye ukwazi ukuxhumana noThixo wakho.
(29) Okwesibini, kule yam inkonzo izinto zenziwa ngokwahlukileyo, kule yam inkonzo abakhokheli bayakuqonda
(30) ukubaluleka kokuziphatha kakuhle kwabantu abasezihlalweni.
(It is good for your soul, for it to have a home where you are free, and can speak to God. Secondly, in my church things are done differently, and the leaders know the importance of good conduct)
(31) (T) Ali: Andifuni kuba ngathi ndinephike, ndakukhe ndiye ndiyokubona ngokwam.
(32) Ukuba ndiyakholwa, ndakuqhubeka nayo mfokabawo.
(I don't want to look like I'm opposing you, I will go and see it for myself. If it is convincing I will continue attending my friend)
U-Onke uphumelele ukuphembelela u-Ali ukuba akhonze kwicawe yakhe.
(Onke succeeded to influence Ali to come to his church).

MESSAGE OF B(2):

1. Primary goals

1.1 Statement of the problem

Sipho discusses the problems affecting the church he attends, and his decision to stop attending: Explicitly, he claims that, firstly, church elders are fighting for positions. Secondly, others are using the money that belongs to the church illegally. Thirdly and

finally, women are also fighting and insulting each other about witchcraft. See the examples of conversational turns below: (6, 8, 10-11, 15-20)

(In the text analysis, Vuyo is designated as the source (S), Sipho as the target (T), and the numbers 1-36 in brackets represent the conversational turns of the influence episode)

(6) (T) Sipho : Ubungenakundibona ngeCawa, ndiyekile kaloku ukuhamba icawa.
(*You would not see me on Sunday because I am not attending church anymore)*.

(8) (T) Sipho : Ndithe kuwe ndiyekile mfondini.
(*I said to you I 've stopped going to church).*

(10) (T) Sipho : Heyi mfondini ndidikiwe yilaa nto iqhubeka kwela bandla lam

(11) kwaye andiphindi ndilubeke nakweyiphi na kakade.
(*Hey ! My friend I'm fed up with the things that are happening in that church, and i'm never going back there again, ever)*

15) (T) Sipho : Kunzima mfondini phaya zininzi izinto ezenzekayo. Amalungu aphezulu ecaweni ayalwa ngezikhundla.

(16) Abanye kwelinye icala batya imali yecawe,

(17) kufuneka sibhatale amatikiti nakathathu enyangeni kungathi sibhatala umasingcwabane.

(18) Andithethi ke ngabafazi bayalwa bathukana ngokuthakatha nokukhohlakala bexelelana izinto esingazaziyo.

(19) Ndibonile ke ukuba mna mandiyeke

(20) kuba andinakukwazi ukumelana nayo yonke la nto iqhubeka phaya.
(It is hard there my friend there are many things happening. The members of the church are fighting for positions. And others are using the money of the church illegally, and now we must pay church tickets three times per month as if we are paying for a funeral cover. I don't even want to mention the women, they are fighting and insulting each other about witchcraft, cruelty and so many wrong activities. I saw that I had to leave because i could not cope with that situation).

1.2 Primary goals with arguments

1.2.1 Change orientation

Arguments in favour	Arguments against
Argument 1: All churches have same mistakes: (S) …ude umunce iintupha ukuba soze uye ecaweni kwakhona, kuba ke akukho cawe nandawo ingenaziphene zayo ngaphandle kwaseZulwini. *(…even swear that you will never go back to the church, because there is no church that doesn't have mistakes except Heaven)* (13-14)	Not accepted (T) Sipho: Kunzima mfondini phaya zininzi izinto ezenzekayo. Amalungu aphezulu ecaweni ayalwa ngezikhundla. Abanye kwelinye icala batya imali yecawe,kufuneka sibhatale amatikiti nakathathu enyangeni kungathi sibhatala umasingcwabane. Andithethi ke ngabafazi bayalwa bathukana ngokuthakatha nokukhohlakala bexelelana izinto esingazaziyo. Ndibonile ke ukuba mna mandiyeke kuba andinakukwazi ukumelana nayo yonke la nto iqhubeka phaya**.** *(It is hard there my friend there are many things happening. The members of the church are fighting for positions. And others are using the money of the church illegally, and now we must pay church tickets three times per month as if we are paying for a funeral cover. I don't even want to mention the women, they are fighting and insulting each other about witchcraft, cruelty and so many wrong activities. I saw that I had to leave because i could not cope with that situation).* (15-20)

Argument 2: Another church: a. Invitation: (S)…kufuneka sikhe siye kule yam icawa kwiveki ezayo uya kutshintsha iingqondo inene ndiyakuxelela. *(I hear you my frien, but it doesn't mean that you have to quit attendimg church, we must go to my church next week, maybe you will change your mind, I'm telling you).* (22-23) b. Part of congregation: (S) Vuyo : Ndiyakuthembisa ntanga akukho njalo kuleya icawe. Kwaye kubalulekile ukuba xa ungumntu ubenalo ibandla ohamba kulo, kuba uza kuthi uvelelwe yingxaki efana nokufa apho uza kuthi uncedwe libandla. *(I promise you, my friend my church is not the same like the other churches. It is important that you be part of a congregation. When there is a problem, such as death, the congregation will help.*(27-29) c. Enemies will rejoice: (S)…kuba uza kuthi uvelelwe yingxaki efana nokufa apho uza kuthi uncedwe libandla. Ziza kuvuya netshaba zakho xa uyeke icawe. *(When there is a problem, such as death, the congregation will help. Your enemies will be happy if you quit church)* (29-30)	Not accepted: (T) Mfondini undivile ukuba ndithi andifuni nokuya nakweyiphi icawe kuba ziyafana nje mfondini naleyo yakho kakade yicawe kwaye kunokuba ezayo iziphene ngokutsho kwakho zingaphaya kwezi ndizibalileyo. *(Man have you heard what I was saying, I don't want to go to any church because they are the same, even your church is the same, or might have more problems than those I have cited).* (24-26) b-c Conditional acceptance: (T) Kulungile mfondini kodwa ukuphoxeka kwam akusokuze uphinde undibone nakweyiphi icawe ndifunga uma. *(That is fine my friend, if I get disappointed, you will never see me in any church again)* (32-33)

1.2.2 Share activity:

Arguments in favour	**Arguments against**
Argument 1: Invitation: First invitation: a. (S)… kufuneka sikhe siye kule yam icawa kwiveki ezayo uya kutshintsha iingqondo inene ndiyakuxelela. *(I hear you my frien, but it doesn't mean that you have to quit attendimg church, we must go to my church next week, maybe you will change your mind, I'm telling you).* (22-23)	Not accepted: (T) Mfondini undivile ukuba ndithi andifuni nokuya nakweyiphi icawe kuba ziyafana nje mfondini naleyo yakho kakade yicawe kwaye kunokuba ezayo iziphene ngokutsho kwakho zingaphaya kwezi ndizibalileyo. *(Man have you heard what I was saying, I don't want to go to any church because they are the same, even your church is the same, or might have more problems than those I have cited).* (24-26)

Second invitation:	Conditional acceptance
b. (S) Ziza kuvuya netshaba zakho xa uyeke icawe. Masiye mhlobo wam kule yam icawe kwiveki ezayo. *Your enemies will be happy if you quit church. Lets go to my church this coming week).* (30-31)	(T) Kulungile mfondini kodwa ukuphoxeka kwam akusokuze uphinde undibone nakweyiphi icawe ndifunga uma. *(That is fine my friend, if I get disappointed, you will never see me in any church again)* (32-33)

1.3 Compliance

Sipho is persuaded and decides to consider Vuyo's church. The following conversational turn bears evidence:

(T) ulungile mfondini, kodwa ukuphoxeka kwam akusokuze uphinde undibone nakweyiphi icawe ndifunga uma.
(That is fine my friend, if I get disappointed, you will never see me in any church again) (32-33)

1.4 Content category

The social episode covers values and morality issues.

Content category: values, (refer to B (1), par. 1.5

-Morality: From the episode, the senior members of the church are fighting over positions, others are involved in illegal use of church funds and women are also fighting, insulting and accusing each other about witchcraft. All of these are instances of low morality, and therefore violates the moral codes. Such anti-social behavior reflect badly on the position of the church in society.

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: (Refer to G (2) paragraph 1.5.1

1.5.2 Importance: (Refer to G (2) paragraph 1.5.2

1.6 Structure

Other benefit and mutual benefit. (Refer to G (1) paragraph 1.6. and view a similar pattern.

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

(Refer to B (1) paragraph 1.7.1 for an explanation on fit criterion.

As regards this episode, the problems that are experienced by Sipho are unbearable and as a result of that, Vuyo, who is a friend of his, who also likes him, realizes that it is in Sipho's best interest to change and join his church. See the following examples of conversational turns:

(T) Sipho : Heyi mfondini ndidikiwe yilaa nto iqhubeka kwela bandla lam kwaye andiphindi ndilubeke nakweyiphi na kakade.
(*Hey ! My friend I'm fed up with the things that are happening in that church, and i'm never going back there again, ever)* (10- 11)

(T) Sipho : Kunzima mfondini phaya zininzi izinto ezenzekayo. Amalungu aphezulu ecaweni ayalwa ngezikhundla. Abanye kwelinye icala batya imali yecawe, kufuneka sibhatale amatikiti nakathathu enyangeni kungathi sibhatala umasingcwabane. Andithethi ke ngabafazi bayalwa bathukana ngokuthakatha nokukhohlakala bexelelana izinto esingazaziyo.
(It is hard there my friend there are many things happening. The members of the church are fighting for positions. And others are using the money of the church illegally, and now we must pay church tickets three times per month as if we are paying for a funeral cover. I don't even want to mention the women, they are fighting and insulting each other about witchcraft, cruelty and so many wrong activities. I saw that I had to leave because i could not cope with that situation). (15-18)

1.7.2 Strength criterion:

The strength of association between the situational problems that are responsible for unhappiness in Sipho's church, and the desired end state guarantees rule motivation and activation: The conversational turns below bear evidence to this point:

(S) Ndiyakuthembisa ntanga akukho njalo kuleya icawe. Kwaye kubalulekile ukuba xa ungumntu ubenalo ibandla ohamba kulo, kuba uza kuthi uvelelwe yingxaki efana nokufa apho uza kuthi uncedwe libandla. Ziza kuvuya netshaba zakho xa uyeke icawe.
(I promise you, my friend my church is not the same like the other churches. It is important that you be part of a congregation. When there is a problem, such as death, the congregation will help. Your enemies will be happy if you quit church. Lets go to my church this coming week). (27- 30)

1.8 Culture

Culture: influence of the church, (refer to G (1) paragraph 1.8

1.9 Goal achievement

Change orientation and Share activity have been achieved

2. SECONDARY GOALS

2.1 Identity goal:

Refer to B (1) paragraph 2.1 for details on identity goal. In relation to the identity goal in this episode, see the examples of the conversational turn that follows for better understanding:

(T) Sipho : Kunzima mfondini phaya zininzi izinto ezenzekayo. Amalungu aphezulu ecaweni ayalwa ngezikhundla. Abanye kwelinye icala batya imali yecawe, kufuneka sibhatale amatikiti nakathathu enyangeni kungathi sibhatala umasingcwabane. Andithethi ke ngabafazi bayalwa bathukana ngokuthakatha nokukhohlakala bexelelana izinto esingazaziyo.
(It is hard there my friend there are many things happening. The members of the church are fighting for positions. And others are using the money of the church illegally, and now we must pay church tickets three times per month as if we are paying for a funeral cover. I don't even want to mention the women, they are fighting and insulting each other about witchcraft, cruelty and so many wrong activities. I saw that I had to leave because i could not cope with that situation). (15-18)

2.2 Interaction or conversational management goals: impression management and face are dealt with in this goal.

a. Face threat

The examples that follow aptly represent actions of face threat. See the conversational turns below: (5, 6, 7, 8, 9, 10-11)

(S) Vuyo:Khange ndikubone kule veki iphelileyo nangeCawa kwelokuqwela.
(I didn't see you last week, even on Sunday). (5)
(T) Sipho: Ubungenakundibona ngeCawa, ndiyekile kaloku ukuhamba icawa.
(*You would not see me on Sunday because i am not attending church anymore)* (6)
(S) Vuyo: Uthetha ukuthini xa usithi awusayi ecaweni mfondini?
(What do you mean when you say you have stopped going to church)? (7)
(T) Sipho: Ndithe kuwe ndiyekile mfondini.
(*I said to you I 've stopped going to church)* .(8)
(S) Vuyo:Uyeka njani ukukhonza mfondini icawa ibaluleke kangaka. ?
(How do you stop, my friend, because church is very important)? (9)
(T) Sipho: Heyi mfondini ndidikiwe yilaa nto iqhubeka kwela bandla lam kwaye andiphindi ndilubeke nakweyiphi na kakade.
(*Hey! my friend I'm fed up with the things that are happening in that church, and i'm never going back there again, ever)* (11-10)

For further explanation on face threatening acts, refer to B (1) and G (1) paragraphs 2.2 of the boys and girls analysis.

b. Promise against FTAs

Refer to G (2) paragraph 2.2 of the girls analysis for a brief explication, and consider the examples below, that mitigate in response to FTAs in this particular episode.

(S) Ndiyakuthembisa ntanga akukho njalo kuleya icawe.
(I promise you, my friend my church is not the same like the other churches) (27)

(S) Akuzukuphoxeka ndiya kuthembisa
(*You are not going to be disappointed I promise)* (34)

3. RELATIONSHIP BETWEEN GOALS

Refer to G (1), pararagraph 3 for a brief explanation on the relationship between goals.

a. Change orientation and Identity goal

In this influence episode, change orientation is consistent and compatible with identity goals.

b. Share activity and Conversational management or interaction goals.

Share activity is compatible and consistant with conversational management or interaction goals.

4. GOAL COMPLEXITY

This is a special issue episode, Refer to G (1), paragraph 4.

5. TARGETS AND TYPE OF CHANGE

5.1 Target:

Behaviour: church attendance.

5.2 Type of change:

Reinforcement t: (refer to G (1), paragraph 5.2

6. PLAN

6.1 Message dimension

6.1.1 Explicitness:

The source suggests explicit reasons for the target to reconsider going back to church, and he particularly advises that his church is better. The following statements from the episode's conversational turns bear evidence to this point:

(S) … kufuneka sikhe siye kule yam icawa kwiveki ezayo uya kutshintsha iingqondo inene ndiyakuxelela.
(… we must go to my church next week, maybe you will change your mind, I'm telling you). (22-23)

(S) Ndiyakuthembisa ntanga akukho njalo kuleya icawe. Kwaye kubalulekile ukuba xa ungumntu ubenalo ibandla ohamba kulo,
(I promise you, my friend my church is not the same like the other churches. It is important that you be part of a congregation. (27-28)

6.1.2 Dominance:

The source shows some level of dominance in suggesting to the target that everything, including church, has its negative elements except heaven. Therefore, the existing problems shouldn't prevent one from going to church. This, in some way, leaves the target no choice but to reconsider the source's church as an option. Refer to paragraph 1.2.1, arguments 1, and view the cited conversational turn (13-14, 21):

(S) …ude umunce iintupha ukuba soze uye ecaweni kwakhona, kuba ke akukho cawe nandawo ingenaziphene zayo ngaphandle kwaseZulwini.
(…even swear that you will never go back to the church, because there is no church that doesn't have mistakes except Heaven) (13-14, 21)

(S) Vuyo : Ndiyakuva mfondini kodwa yonke le nto uyithethayo ayithethi ukuba uyeke ukukhonza…
(I hear you my frien, but it doesn't mean that you have to quit attendimg church…) (21)

6.1.3 Argument:

The source advances very strong arguments in an attempt to convince the target to comply. Strenghtening his argument, are the suggestions that all churches have problems, the likelihood that the church will play a significant role when the person dies, that enemies will rejoice if one stops going to church etc. The examples of conversational turns below, from paragraphs 1.2.1 and 1.2.2, cast some light on this issue: (27-29, 30-31)

(S) Ndiyakuthembisa ntanga akukho njalo kuleya icawe. Kwaye kubalulekile ukuba xa ungumntu ubenalo ibandla ohamba kulo, kuba uza kuthi uvelelwe yingxaki efana nokufa apho uza kuthi uncedwe libandla.
(I promise you, my friend my church is not the same like the other churches. It is important that you be part of a congregation. When there is a problem, such as death, the congregation will help) (27-29)

(S) Ziza kuvuya netshaba zakho xa uyeke icawe. Masiye mhlobo wam kule yam icawe kwiveki ezayo.
(Your enemies will be happy if you quit church. Lets go to my church this coming week). (30-31)

6.1.4 Source control:

The source's presentation elicits some evidence of exercising control over the reasons for compliance: See conversational turns:

(T) Kwaye kubalulekile ukuba xa ungumntu ubenalo ibandla ohamba kulo, kuba uza kuthi uvelelwe yingxaki efana nokufa apho uza kuthi uncedwe libandla. Ziza kuvuya netshaba zakho xa uyeke icawe. Masiye mhlobo wam kule yam icawe kwiveki ezayo.
*(I promise you, my friend my church is not the same like the other churches. It is important that you be part of a congregation. When there is a problem, such as death, the congregation will help. Your enemies will be happy if you quit church. Lets go to my church this coming week). (*28-29, 30-31)

6.2 Types of plans

6.2.1 Plan complexity:

(Refer to G (1) paragraph 6.2 for an explication of plan complexity. Three plans are observed from this influence episode. Refer to paragrphs 1.2.1, and consider the conversational turns that are depicted below:

a All churches have same mistakes:

(S) …ude umunce iintupha ukuba soze uye ecaweni kwakhona, kuba ke akukho cawe nandawo ingenaziphene zayo ngaphandle kwaseZulwini.
(…even swear that you will never go back to the church, because there is no church that doesn't have mistakes except Heaven) (13-14).

b. Another church:

(S) …kufuneka sikhe siye kule yam icawa kwiveki ezayo uya kutshintsha iingqondo inene ndiyakuxelela.
(I hear you my frien, but it doesn't mean that you have to quit attending church, we must go to my church next week, maybe you will change your mind, I'm telling you). (22-23)

(S) Vuyo : Ndiyakuthembisa ntanga akukho njalo kuleya icawe. Kwaye kubalulekile ukuba xa ungumntu ubenalo ibandla ohamba kulo, kuba uza kuthi uvelelwe yingxaki efana nokufa apho uza kuthi uncedwe libandla.
(I promise you, my friend my church is not the same like the other churches. It is important that you be part of a congregation. When there is a problem, such as death, the congregation will help.(27-29)

(S) …kuba uza kuthi uvelelwe yingxaki efana nokufa apho uza kuthi uncedwe libandla. Ziza kuvuya netshaba zakho xa uyeke icawe.
(When there is a problem, such as death, the congregation will help. Your enemies will be happy if you quit church) (29-30)

c. Invitation:

S) … kufuneka sikhe siye kule yam icawa kwiveki ezayo uya kutshintsha iingqondo inene ndiyakuxelela.
(I hear you my frien, but it doesn't mean that you have to quit attendimg church, we must go to my church next week, maybe you will change your mind, I'm telling you). (22-23)

6.2.2 Plan specificity:

(Refer to G (1) paragraph 6.2.2). All three plans have been well presented for both goals of Change orientation and Share activity.

6.2.3 Plan quality:

Plan 1: arguments against this plan are observed, and therefore the effectiveness of the plan is unrealistic.

Plan 2, 3: argument against and argument for these plans are present, as a result of that quality is unrealistic in these plans.

(See paragraphs 1.2.1 and 1.2.2 of B 4 for more clarity)

7. ACTION

7.1 Message production

7.1.1 Primary goal importance:

Refer to G (1) paragraph 7.1.1 for a brief explanation of goal importance, and consider the briefing below:

Change orientation occupies a position of high status and therefore enjoys importance. The reasons for that is that arguments advanced in its favour are formidable and higher. Refer to paragraph 1.2.1 above (under arguments in favour) for better understanding. .

On the other hand, Share activity occupies a low status position owing to a low level of arguments. This may be verified in paragraph 1.2.2, above.

7.1.2 Secondary goal:

(Refer to B (1) paragraph 7.1.2 for both identity and conversational management goal importance, and view paragraphs 1.2.1 and 1.2.2 that are relevant to this point.

7.2. Emotional appeal

7.2.1 Positive emotions

The source capitalises on positive emotions in order to strengthen his arguments for compliance. This is achieved by instilling some degree of hope and promise upon the target if he complies. Note the following conversational turns for clarity:

(S) Vuyo : Ndiyakuthembisa ntanga akukho njalo kuleya icawe.
(I promise you, my friend my church is not the same like the other churches) (27).
(S) Vuyo: Akuzukuphoxeka ndiya kuthembisa.
(You are not going to be disappointed i promise). (34)

7.2.2 Negative emotions

The source elicits some level of fear upon the target for compliance. This, he achieves, by threatening him with inevitable death and other problems that may appear, and as such, the target will definitely need the company of people to have them solved. In this case, the congregation. The following example is noteworthy:

….kuba uza kuthi uvelelwe yingxaki efana nokufa apho uza kuthi uncedwe libandla.
(When there is a problem, such as death, the congregation will help) (29)

In addition, the source evokes some anxiety on the part of the target, when he suggests that his enemies will be happy if he quits church. This, it could be argued, puts the target in a worried and unpleasant state of mind, that he should seriously consider compliance if he wants peacefulness or tranquility in his life. See the following example :

(T) Ziza kuvuya netshaba zakho xa uyeke icawe.
Your enemies will be happy if you quit church. (30)

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

On the syntactic level, the sentences in this social episode vary in their level of complexity. Some present relatively simple structures. Other present complex structures. The following examples relate to simple structures:

(T) Ndithe kuwe ndiyekile mfondini.
(I said to you I 've stopped going to church) (8)
(T) Kunzima mfondini phaya, zininzi izinto ezenzekayo.
(It is hard there my friend, there are many things happening) (15)
Amalungu aphezulu ecaweni ayalwa ngezikhundla.
(The members of the church are fighting for positions) (15)

By comparison, the examples that follow show complex structures:

(T) Abanye kwelinye icala batya imali yecawe, kufuneka sibhatale amatikiti nakathathu enyangeni, kungathi sibhatala umasingcwabane.
(And others are using the money of the church illegally, and now we must pay church tickets three times per month as if we are paying for a funeral cover) (16-17).
(T) Andithethi ke ngabafazi, bayalwa bathukana ngokuthakatha nokukhohlakala, bexelelana izinto esingazaziyo.
(I don't even want to mention the women, they are fighting and insulting each other about witchcraft, cruelty and so many wrong activities) (18).
(T) Ndibonile ke ukuba mna mandiyeke kuba andinakukwazi ukumelana nayo yonke la nto iqhubeka phaya.
(I saw that I had to leave because I could not cope with that situation) (19-20)

Of note is that the level of syntactic complexity is however not a clear indication of the actual use of isiXhosa in everyday situations between friends or college students in the urban area, whose age ranges between 18 and 23. One would argue that this type of usage is forced. Nevertheless, the complexity does not pose any form of comprehension difficulty whatsoever, which could have affected the persuasion process negatively.

7.3.2 Lexical level:

a. Lexical diversity:

In this episode, although few, the usage of a diverse vocabulary accounts for its richness. Apart from the visibility of ordinary vocabulary throughout the conversational turns, the following expressions are also noticeable. See underlined utterances:

(S) …ude umunce iintupha ukuba soze uye ecaweni kwakhona,
(and even swear that you will never go back to the church) (13)
(S) kuba ke akukho cawe nandawo ingenaziphene zayo ngaphandle kwaseZulwini.
(because there is no church that doesn't have mistakes except Heaven) (13)
(T) Kulungile mfondini, kodwa ukuphoxeka kwam akusokuze uphinde undibone nakweyiphi icawe ndifunga uma.
That is fine my friend, if I get disappointed, you will never see me in any church again. (32)

b. Language imagery:

The moderate usage of metaphoric expressions in this episode also play a significant role in message organisation and comprehension. It also warrants mention that these examples contain imagery provoking thought in as far as this social episode is concerned. The underlined phrases bear evidence:

(S) ...ude umunce iintupha ukuba soze uye ecaweni kwakhona,
(and even swear that you will never go back to the church) (13)
(S) kuba ke akukho cawe nandawo ingenaziphene zayo ngaphandle kwaseZulwini.
(because there is no church that doesn't have mistakes except Heaven) (13)
(T) Kulungile mfondini, kodwa ukuphoxeka kwam akusokuze uphinde undibone nakweyiphi icawe ndifunga uma.
That is fine my friend, if I get disappointed, you will never see me in any church again (32)

7.3.3 Equivocal language

For general and brief background of equivocal language: refer to G(1), paragraph 7.3.4. In this episode, the examples that follow reflect the notion of equivocal language. For example, the target vaguely raises his disappointment on the conduct of the church. And the latter, once again, suggests indirectly that the target vows never ever to go to church. See the underlined expression for clarity.

(T) Heyi mfondini ndidikiwe yilaa nto iqhubeka kwela bandla lam
(Hey! my friend i'm fed up with the things that are happening in that church), (10)
(S) … ude umunce iintupha ukuba soze uye ecaweni kwakhona,
(and even swear that you will never go back to the church) (13)

7.4 Language use:

7.4.1 Power of speech style

The source advances important positions that are relative to the power of speech styles. Firstly, he underscores the significance of the church in the target's life. Secondly, he demonstrates to the target that there is no place without problems or mistakes except in heaven, thus leaving the target with no other choice. In a nutshell, the examples that follow carry far reaching effects in terms of the persuasion process in as far as this episode is concerned:

(S) Uyeka njani ukukhonza mfondini icawa ibaluleke kangaka. ?
(How do you stop, my friend, because church is very important)? (9)

(S) …kuba ke akukho cawe nandawo ingenaziphene zayo ngaphandle kwaseZulwini.
(because there is no church that doesn't have mistakes except Heaven). (14)

8. MESSAGE EFFECTS

8.1 Relational and emotional effects

8.1.1 Effects of dominance

Refer to B (1) paragraph 8.1 for better understanding, and refer to paragraph 6.1.2 above. It warrants mention that dominance in this episode bears negative consequencies in as far as the source is concerned. Refer to paragraphs 1.2.1and 1.2.2, and view the conversational turns below:

(T) Mfondini undivile ukuba ndithi andifuni nokuya nakweyiphi icawe kuba ziyafana nje mfondini naleyo yakho kakade yicawe kwaye kunokuba ezayo iziphene ngokutsho kwakho zingaphaya kwezi ndizibalileyo.
(Man have you heard what I was saying, I don't want to go to any church because they are the same, even your church is the same, or might have more problems than those I have cited). (24-26)

8.1.2 Effects of explicitness

Explicit statements that are intended at gaining compliance are prevalent in this influence episode Refer to paragraph 6.1.1 above for more information. Nevertheless, the effects of explicitness do not necessarily reflect on solidarity or sympathy in this relational friendship. The following conversational turns bear evidence:

(T) Ndibonile ke ukuba mna mandiyeke kuba andinakukwazi ukumelana nayo yonke la nto iqhubeka phaya**.**
(I saw that I had to leave because i could not cope with that situation). (15-20)

(T) Mfondini undivile ukuba ndithi andifuni nokuya nakweyiphi icawe kuba ziyafana nje mfondini naleyo yakho kakade yicawe kwaye kunokuba ezayo iziphene ngokutsho kwakho zingaphaya kwezi ndizibalileyo.
(Man have you heard what I was saying, I don't want to go to any church because they are the same, even your church is the same, or might have more problems than those I have cited). (24-26)

8.1.3 Effects of argument

Refer to both paragraphs 1.2.1 and 1.2.2 above in order to view the prominance of arguments in this episode. Importantly, the effects of argument have played an essential role in that they have become necessary for compliance. The statements that follow show the value that reason giving have added towards obtaining compliance:

(T) Kulungile mfondini kodwa ukuphoxeka kwam akusokuze uphinde undibone nakweyiphi icawe ndifunga uma.
(That is fine my friend, if I get disappointed, you will never see me in any church again) (32-33)

8.2 Competence:

8.2.1 Appropriateness

Refer to G (2) paragraph 8.2 of the analysis and see both 1.2.1 and 1.2.2 above, in which conversational turns such as the following (22-23, 30-31) are noted.

8.2.2 Effectiveness

Refer to G (2) paragraph 8.2 of the analysis, and see both 1.2.1 and 1.2.2 which bear relevance to this point.

8.3 Politeness

8.3.1 Dominance

Refer to paragraph 6.1.2 above, and see B (1), paragraph 8.2.1 for a brief understanding of the relationship of politeness and dominance. Conversational turns: (24-26) are to be considered in this point

8.3.2 Argument

The source utilizes sufficient reasons for politeness towards target. Refer, for instance, to paragraph 1.2.1, argument 2 (a-c). It is for this reason therefore that politeness and argument have shown a positive effect in this influence interaction.

8.3.3 Explicitness

The perceived relationship between explicitness and politeness tends to be negative, but it varies in magnitude as a function of relational intimacy. In this episode, the source's explicit messages tend to aggravate some degree of unfavourable emotional interaction between the source and the target. In a nutshell, politeness is negatively associated with explicitness. Refer to paragraph 8.1.2 above for better understanding.

8.4 Resistance

8.4.1 Obstacles:

Refer to B (1), paragraph 8.4.1 for a brief explanation as regards resistance against compliance, and note examples of conversatioanal turns, that is, (24-26) which bear relevance to this point.

8.4.2 Barriers:

In this influence interaction, conversational turns: (24-26) represent a barrier. It also warrants mention that there is no evidence of a rebuff phenomenon whatsoever subsequent to the barrier – as it is normally the case in some instances.

8.4.3 Threat:

Conversatioanal turns: (9, 12-14) are all examples of threats in this influence interaction, and they clearly signal that the target's attitude is exposed to vulnerability, and as such it is subject to be challenged.

8.4.4 Refutational pre-emption:

In defending his position, the target refutes the source's position by using his defense to object, thus strengthening his argument for resistance. The utterances that follow appropriately represent refutational pre-emption:

(T) Sipho : Mfondini undivile ukuba ndithi andifuni nokuya nakweyiphi icawe kuba ziyafana nje mfondini naleyo yakho kakade yicawe kwaye kunokuba ezayo iziphene ngokutsho kwakho zingaphaya kwezi ndizibalileyo.
(Man have you heard what I was saying, I don't want to go to any church because they are the same, even your church is the same, or might have more problems than those I have cited). (24-26)

B2: Text

(1) (S) Vuyo: Molo Sipho mfondini uphilile phofu?
(Hello Sipho my friend, are you ok)?
(2) (T) Sipho: Ewe molo ntanga, ndiphilile akukho nto iNkosi indigcinile.
(Yes my friend, I'm fine, God is with me).
(3) (S) Vuyo: Nakum akukho nto imbi ntanga ngaphandle nje kokunqaba kwakho.
(I am fine too my friend, but i have missed your presence).
(4) (T) Sipho: Ndinqabe phi na mfondini ingapheli nje iveki ndingakubonanga?
(What do you mean scarce, my friend, it has not even been a week since i last saw you).
(5) (S) Vuyo:Khange ndikubone kule veki iphelileyo nangeCawa kwelokuqwela.
(I didn't see you last week, even on Sunday).
(6) (T) Sipho: Ubungenakundibona ngeCawa, ndiyekile kaloku ukuhamba icawa.
(*You would not see me on Sunday because i am not attending church anymore).*
(7) (S) Vuyo: Uthetha ukuthini xa usithi awusayi ecaweni mfondini?
(What do you mean when you say you have stopped going to church)?
(8) (T) Sipho: Ndithe kuwe ndiyekile mfondini.
(*I said to you I 've stopped going to church).*
(9) (S) Vuyo:Uyeka njani ukukhonza mfondini icawa ibaluleke kangaka. ?
(How do you stop, my friend, because church is very important)?
(10) (T) Sipho: Heyi mfondini ndidikiwe yilaa nto iqhubeka kwela bandla lam
(11) kwaye andiphindi ndilubeke nakweyiphi na kakade.
(*Hey! my friend I'm fed up with the things that are happening in that church, and i'm never going back there again, ever)*
(12) (S) Vuyo: Kwenzeka ntoni le ingaka engabangela ukuba uze uyeke ukukhonza,
(13) ude umunce iintupha ukuba soze uye ecaweni kwakhona,
(14) kuba ke akukho cawe nandawo ingenaziphene zayo ngaphandle kwaseZulwini.
(What's the issue that made you leave and even swear that you will never go back to the church, because there is no church that doesn't have mistakes except Heaven).
(15) (T) Sipho: Kunzima mfondini phaya zininzi izinto ezenzekayo. Amalungu aphezulu ecaweni ayalwa ngezikhundla.
(16) Abanye kwelinye icala batya imali yecawe,
(17) kufuneka sibhatale amatikiti nakathathu enyangeni kungathi sibhatala umasingcwabane.
(18) Andithethi ke ngabafazi bayalwa bathukana ngokuthakatha nokukhohlakala bexelelana izinto esingazaziyo.
(19) Ndibonile ke ukuba mna mandiyeke
(20) kuba andinakukwazi ukumelana nayo yonke la nto iqhubeka phaya.
(It is hard there my friend there are many things happening. The members of the church are fighting for positions. And others are using the money of the church illegally, and now we must pay church tickets three times per month as if we are paying for a funeral cover. I don't even want to mention the women, they are fighting and insulting each other about witchcraft, cruelty and so many wrong activities. I saw that I had to leave because i could not cope with that situation).
(21) (S) Vuyo : Ndiyakuva mfondini kodwa yonke le nto uyithethayo ayithethi ukuba uyeke ukukhonza,
(22) kufuneka sikhe siye kule yam icawa kwiveki ezayo
(23) uya kutshintsha iingqondo inene ndiyakuxelela.
(I hear you my frien, but it doesn't mean that you have to quit attendimg church, we must go to my church next week, maybe you will change your mind, I'm telling you).
(24) (T) Sipho : Mfondini undivile ukuba ndithi andifuni nokuya nakweyiphi icawe
(25) kuba ziyafana nje mfondini naleyo yakho kakade yicawe
(26) kwaye kunokuba ezayo iziphene ngokutsho kwakho zingaphaya kwezi ndizibalileyo.
(Man have you heard what I was saying, I don't want to go to any church because they are the same, even your church is the same, or might have more problems than those I have cited).
(27) (S) Vuyo : Ndiyakuthembisa ntanga akukho njalo kuleya icawe.
(28) Kwaye kubalulekile ukuba xa ungumntu ubenalo ibandla ohamba kulo,
(29) kuba uza kuthi uvelelwe yingxaki efana nokufa apho uza kuthi uncedwe libandla.
(30) Ziza kuvuya netshaba zakho xa uyeke icawe.
(31) Masiye mhlobo wam kule yam icawe kwiveki ezayo.
(I promise you, my friend my church is not the same like the other churches. It is important that you be part of a congregation. When there is a problem, such as death, the congregation will help. Your enemies will be happy if you quit church. Lets go to my church this coming week).
(32) (T) Sipho : Kulungile mfondini kodwa ukuphoxeka kwam

(33) akusokuze uphinde undibone nakweyiphi icawe ndifunga uma.
(That is fine my friend, if I get disappointed, you will never see me in any church again)
(34) (S) Vuyo: Akuzukuphoxeka ndiya kuthembisa.
(You are not going to be disappointed i promise).
(35) (T) Sipho : Mandihambe mfondini.
(Let me go)
(36) (S) Vuyo: Kulungile ntanga siza kubonana.
(It's all right my pal, we will see each other).
Uvuyo ukwazile ukuphembelela u-Sipho ukuba aye kukhonza kwicawe yakhe.
Vuyo has managed to persuade Sipho to attend his church.

5.3 THEME 2: EDUCATION

MESSAGE OF B(3):

1. Primary goals

1.1 Statement of the problem

Peter explains his problem and decision to Mezu for not considering to study further after passing matric. His main problem is finance that is not available for him to continue with his studies. His second reason, which is influenced by his first reason, is that he wants to find some work. See the conversational turns below: (1, 2, 3, 7,9, 13, 18, 22, 23)

(In the text analysis, Mezu is designated as the source (S), Peter as the target (T), and the numbers 1-32 in brackets represent the conversational turns of the influence episode)

(1) (S) Mezu: Mhlobo wam ndiva usithi awuqhubeki nesikolo
(2) njengoko uphumelele ibanga leshumi.
(My friend I have just heard that you are not going to continue with your studies although you have passed your matric)
(3) (T) Peter: Ewe kunjalo mfowethu
(4) kuba ndinengxaki zemali yiyo loo nto ndingenakuqhubeka.
(Yes it is so, because I have financial problems)
(7) (T) Peter: Ewe ndiyayiqonda loo nto kodwa ke andinakujika amatye abe zizonka.
(Yes, I understand that but I cannot change stones to bread)
(9) (T) Peter: Ndizamile ntonje andaphumelela.
(I tried but I did not succeed)
(13) (T) Peter: Mna ndizimisele ukusebenza kulo nyaka ndobuya ndisibone isikolo.
(I decided to work this year, and will see next year about school)
(18) (T) Peter: Ndiya kuzama nokuba ngowuphi nokuba ngowokuthutha inkukuma.
(I will try and, even if it's the one for carrying rubbish)
(22) (T) Peter: Mfondini ndizimisele ngale nto ndiyithethayo
(23) kwaye andijiki nokuba unganditytyhafisa uthini.
(I am determined about what I am saying, and I won't change my mind even if you discourage me)

1.2 Primary goals with arguments.

1.2.1 Give advice

Arguments in favour	**Arguments against**
Argument 1: Importance of study: (S) Mezu: Mhlobo wam kubalulekile ukufunda emva kokuba uphumelele ibanga leshumi. *(It is important to study after you pass your matric my friend) (5-6)*	Agree but no money: (T) Peter: Ewe ndiyayiqonda loo nto kodwa ke andinakujika amatye abe zizonka. *(Yes, I understand that but I cannot change stones to bread)* (7)
Argument 2: Obtain money: a.. Bursary (8) (S) Mezu: Kutheni uzungazami iindawo zebhasari nje? *(Why didn't you try bursaries)?* b. Other means: (S) Mezu: Ukuzama kwiibhasari kuphela akuthethi ukuba ugqibile ukuzama. *(Trying for bursaries only does not mean that you have exhausted all avenues.* (10)	Unsuccessful: (T) Peter: Ndizamile ntonje andaphumelela. *(I tried but I did not succeed)* (9) Want to work: (T) Peter: Mna ndizimisele ukusebenza kulo nyaka ndobuya ndisibone isikolo. *(I want to work this year, and will see next year about school)* (13)
Argument 3: Problems with working: a. Bored by the same job (S) Mezu: Indlela othetha ngayo uthetha okomntu olahle ithemba, khona uwuthembile wona lo msebenzi ukuba awuzukuyeka phakathi khona awuzukudikwa ngulo msebenzi mnye ozakubambeka kuwo? *(You are talking like someone who has lost hope, do you trust that you will be able to remain in this job, are you sure that you are not going to get bored by the same job everyday)* (14-16)	

b. Poor job with only matric: (S) Phofu khona ngowuphi umsebenzi oza kuwufumana uphumelele eli banga kuphela? *(Moreover, which type of job are you going to get with a matric qualification)?* (17) c. Scarcity of jobs: (S) Mezu: Uza kuwufumana njani wona lowo umsebenzi kuba baninzi bewuquqela kodwa basatshiswa ngamalanga nangoku ezihekeni zomLungu. Kunokuba wena uza kwenza ngomlingo. *(How are you going to get it because many people have been going up and down trying to secure these jobs but to no avail. Maybe you are going to use magic)* (19-21)	Will take any job: (T) Peter: Ndiya kuzama nokuba ngowuphi nokuba ngowokuthutha inkukuma. *(I will try an, even if it's the one for carrying rubbish)* (18) Determined to work : (T) Peter: Mfondini ndizimisele ngale nto ndiyithethayo kwaye andijiki nokuba ungandityhafisa uthini. *(I am determined about what I am saying, and I won't change my mind even if you discourage me)* (22-23)
Argument 4: Assistance from companies: a. Financial assistance: (S) Mezu: Ezinye iinkampani ziyakufundisa ngemali yazo ze uzihlawule xa uphangela, … *(Some companies give financial assistance and you pay them when you are working,…)* (24-25) b. Secure job in company ,…bakufunela umsebenzi kwaphaya kubo, kutheni ungase uthathe elo icebo? (*…and the help you secure a position in their company, so why don't you try that plan)?* (25-26)	Don't want big debts: (T) Peter: Andifuni kuhlawula matyala adluleyo xa sendiphangela. *(I don't want to pay big debts when I'm working)* (29)

1.3 Compliance

Mezu did not succeed in persuading Peter to study further.

Ndigqibe ekubeni sime isikolo, ndiya kusibona kwiminyaka emibini ezayo.
(I have decided to stop with school for now, and will see in the next two years)

1.4 Content category

This episode covers a career issue. A career is considered to be very essential in a civilized society. It is a base upon which one is able to sustain oneself. In addition, a thorough grounding in a chosen career paves one's way towards a level of professionalism, level of maturity and a brighter future. Also noteworthy is that institutions of learning are the building blocks of careers.

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy:

i) Goals are driven by motives, and motives are driven by needs. In this persuasive episode, the need for safety and security, in which one's future will be secured, influence the source so as to lead the target to what he perceives to be the right direction or course of action.

ii) Give advise is a higher level goal in this social episode.

1.5.2 Importance:

Give advice in this social episode is the sole primary goal and a decisive goal, and for that reason it reinforces the interaction.

1.6 Structure:

Other benefit:

This relates to the target who stands to benefit highly in the long term if he is successfully persuaded.

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

In this social episode, the situational conditions which are represented in a rule for Give advice match the perceived features of the current situation, and as a result of that they suffice for rule activation and eventually goal formation. See the following conversational turns: (4, 9, 13)

(T) …kuba ndinengxaki zemali yiyo loo nto ndingenakuqhubeka.
(…, because I have financial problems, and as a result I can't proceed)
(T) Peter: Ndizamile ntonje andaphumelela.
(I tried but I did not succeed)
(T) Peter: Mna ndizimisele ukusebenza kulo nyaka ndobuya ndisibone isikolo.
(I want to work this year, and will see next year about school).

Mezu, who is Peter's friend, who also likes his friend very much, realizes that it is not in Peter's best interest to leave school at this point in time, and leaving school after matric might have undesirable consequences for Peter in the long term, hence persuading him to reconsider going back. See the following utterances for better understanding: (5, 6)

(S) Mhlobo wam kubalulekile ukufunda
(My friend, it is important to study
…emva kokuba uphumelele ibanga leshumi.
(…after you pass you matric.).

1.7.2 Strength criterion:

Strength criterion: the strength of association between the situational features and the desired end state warrants rule activation in that, upon compliance a positive and brighter future is promised. The following conversational turns are noteworthy:(24, 25,26)

(S) Ezinye iinkampani ziyakufundisa ngemali yazo ze uzihlawule xa uphangela, bakufunela umsebenzi kwaphaya kubo, kutheni ungase uthathe elo icebo?
(Some companies give financial assistance and you pay them when you are working, and you secure a position in their company, so why don't you try that plan)?

1.8 Culture : social meaning

Education is considered to be very important in one's life. Apart from being a tool for liberation, it is perceived as a base for good upbringing of children, and thus enforcing discipline, it secures one's career future and independence. In most societies, including the Xhosa society, further education has evidently shown its significance and contribution in shaping people's thinking, and thus rebuilding their communities together with the entire nation.

1.9 Goal achievement:

Give advice has been attempted but not achieved in this episode. See paragraph 1.3 above.

2. SECONDARY GOALS

2.1 Personal resource goal: this goal arises from the desire to maintain or enhance one's well being. In this case, personal resource goal reflects potential advancement if the target may consider the source's advice on this educational matter. The example from the conversational turns below reflect this idea: (5-6)

(S) Mhlobo wam kubalulekile ukufunda emva kokuba uphumelele ibanga leshumi.
(My friend, it is important to study after you pass you matric.)

2.2 Interaction or conversational management goals: these goals are concerned with impression management and face issues.

Experience of face issues is reflected in the following conversational below:

(S) Mezu: Kutheni uzungazami iindawo zebhasari nje?
(Why didn't you try bursaries)? (8)
(S) Mezu: Ukuzama kwiibhasari kuphela akuthethi ukuba ugqibile ukuzama.
Okanye mandithi emva kokuba uwe phantsi ekufuneni iibhasariuzimisele ukuthini ke ngoku?
(Trying for bursaries only does not mean that you have exhausted all avenues. Or let me say, after you have failed to get a bursary, what are you going to do now)? (10- 12)

In this episode, as shown in the above conversational turns, the target's negative face is being threatened. This is portrayed by the questions and suggestions, raised by the source on the target's contemplated course of action.

3. RELATIONSHIP BETWEEN GOALS

In this episode, primary goal of Give advice and secondary goal of personal resource are compatible with one another.

4. GOAL COMPLEXITY

This is a special issue episode which deals with an issue of a non – recurring nature. The specific issue under question is leaving school after passing matric. The main and sole representative primary goal that drives the interaction is Give advice.

5. TARGETS AND TYPE OF CHANGE

5.1 Target:

Behaviour: studying further or continue with education.

5.3 Type of change:

Conversion is the type of change, reason being that the source attempts to alter the behaviour of the target from working to studying.

6. PLAN

6.1 Message dimension

6.1.1 Explicitness:

Transparency of the source's intentions in the message:

Indirect or inexplicit message are visible in this episode. See arguments 1 and 3 above, and consider the examples below:

(S) Mhlobo wam kubalulekile ukufunda emva kokuba uphumelele ibanga leshumi.
(My friend, it is important to study after you pass you matric.) (5, 6)

(S) Mezu: Indlela othetha ngayo uthetha okomntu olahle ithemba, khona uwuthembile wona lo msebenzi ukuba awuzukuyeka phakathi khona awuzukudikwa ngulo msebenzi mnye ozakubambeka kuwo? Phofu khona ngowuphi umsebenzi oza kuwufumana uphumelele eli banga kuphela?
(You are talking like someone who has lost hope, are you sure that you are not going to get bored by the same job everyday? Moreover, which type of job are you going to get with a matric qualification)? (14- 17)

Direct or explicit messages are advanced by the source towards gaining compliance. See arguments 2 and 4 above, and consider the following conversational turns:

(S) Mezu: Kutheni uzungazami iindawo zebhasari nje?
(Why didn't you try bursaries)? (8)

(S) Ezinye iinkampani ziyakufundisa ngemali yazo ze uzihlawule xa uphangela, bakufunela umsebenzi kwaphaya kubo, kutheni ungase uthathe elo icebo?
(Some companies give financial assistance and you pay them when you are working, and you secure a position in their company, so why don't you try that plan)?(24,25,26)

6.1.2 Dominance:

The source presents a level of dominance through his message, he appears to be knowledgeable, and thus points the target to what he believes is the right direction. Refer to paragraph 1.2.1 above, and note the examples that follow:

(S) Kutheni uzungazami iindawo zebhasari nje?
(Why didn't you try bursaries)? (8)

(S) Ukuzama kwiibhasari kuphela akuthethi ukuba ugqibile ukuzama.
(Trying for bursaries only does not mean that you have exhausted all avenues) (10)

6.1.3 Argument:

The source puts forward logical reasons to substantiate his view that the target must consider studying further. Refer to paragraph 1.2.1 above, arguments 1-4, under arguments in favour.

6.1.4 Control:

Source control:

As part of exercising control over the reasons for compliance, the source warns the target of the possible undesirable consequences if he does not comply. The example below bears evidence:

(S) Ingakuchewuli imali ke mhlobo wam.
(Don't get used to money then my friend)

6.2 Types of plans

6.2.1 Plan complexity:

In terms of plan complexity, smaller units are expressed, along with contingency actions. Refer to paragraph 1.2.1 for the following four examples of plans, and take note of the cited utterances:

a. Importance of study:

(S) Mezu: Mhlobo wam kubalulekile ukufunda emva kokuba uphumelele ibanga leshumi.
(It is important to study after you pass you matric my friend) (5-6)

b. Obtain money:

(S) Mezu: Kutheni uzungazami iindawo zebhasari nje?
(Why didn't you try bursaries)? (8)
(S) Mezu: Uza kuwufumana njani wona lowo umsebenzi
(How are you going to get it…) (19)

c. Problems with working:

(S) Mezu: Indlela othetha ngayo uthetha okomntu olahle ithemba, khona uwuthembile wona lo msebenzi ukuba awuzukuyeka phakathi khona awuzukudikwa ngulo msebenzi mnye ozakubambeka kuwo?
(You are talking like someone who has lost hope, do you trust that you will be able to remain in this job, are you sure that you are not going to get bored by the same job everyday? Moreover, which type of job are you going to get with a matric qualification)? (14-16)
(S) Phofu khona ngowuphi umsebenzi oza kuwufumana uphumelele eli banga kuphela?
(You are talking like someone who has lost hope, are you sure that you are not going to get bored by the same job everyday? Moreover, which type of job are you going to get with a matric qualification)? (17)
(S) Mezu: Uza kuwufumana njani wona lowo umsebenzi kuba baninzi bewuquqela kodwa basatshiswa ngamalanga nangoku ezihekeni zomLungu. Kunokuba wena uza kwenza ngomlingo.
(How are you going to get it because many people have been going up and down trying to secure these jobs but to no avail. Maybe you are going to use magic) (19-21)

d. Assistance from companies:

(S) Mezu: Ezinye iinkampani ziyakufundisa ngemali yazo ze uzihlawule xa Uphangela, bakufunela umsebenzi kwaphaya kubo…
(Some companies give financial assistance and you pay them when you are working, and they help you secure a position in their company,...) (24-25)
(S) ,…bakufunela umsebenzi kwaphaya kubo, kutheni ungase uthathe elo icebo?
(*…and the help you secure a position in their company, so why don't you try that plan)?* (25-26)

6.2.2 Plan specificity:

In this episode, only plans 2 and 4 are specific plans. Plans 1 and 3 may apply to other situations as well.

6.2.3 Plan quality:

Poor quality: all 4 plans have arguments against them, thus none of them are successful.

7. ACTION

7.1. Message production

7.1.1 Primary goal importance:

The source gives advice about studying further, and in this attempt only arguments 2 and 4 are of a high level and importance with regards to furthering of studies or achieving this goal. Refer to paragraph 1.2.1 above.

7.1.2 Secondary goals

In terms of Personal resource, argument 4 enjoys a high degree of importance with regard to material concerns of the target. If the target considers the source's suggested course of action, he will be in a position to obtain direct benefits from companies.

7.2. Emotional appeal

7.2.1 Positive emotions

In this influence episode, there is evidence of the usage of positive emotions for purposes of strengthening the source's argument for compliance. Hope, for example, is revealed by the source's call to the target for a possible brighter and desirable future, if the target complies. The following conversational turns below, bear evidence:

(S) Ezinye iinkampani ziyakufundisa ngemali yazo ze uzihlawule xa uphangela, bakufunela umsebenzi kwaphaya kubo, kutheni ungase uthathe elo icebo?
(Some companies give financial assistance and you pay them when you are working, and you secure a position in their company, so why don't you try that plan)? (24, 25, 26)

7.2.2 Negative emotions

As regards the negative emotion, the source draws out a notion of guilt on the target. This is achieved through a warning which may result in undesirable consequences. The following is worth looking at:

(S) Ingakuchewuli imali ke mhlobo wam.
(Don't get used to money then my friend) (32)

7.2.3 Fear appeal

Evidence of fear appeal is experienced in this episode, and this is reflected in the source's warnings about the possible unpleasantness of the job that the target seeks. See the examples of conversational turn below for evidence:

…khona awuzukudikwa ngulo msebenzi mnye ozakubambeka kuwo?
(…*are you sure that you are not going to get bored by the same job everyday*) ? (16)

(S) Mezu: Uza kuwufumana njani wona lowo umsebenzi kuba baninzi bewuquqela kodwa basatshiswa ngamalanga nangoku ezihekeni zomLungu. Kunokuba wena uza kwenza ngomlingo.
*(How are you going to get it because many people have been going up and down trying to secure these jobs but to no avail. Maybe you are going to use magic) (*19-21*)*

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

The sentences structures in this persuasive message differ in their level of complexity. Some present relatively simple structures whereas others consist of complex structures. It should however be noted that, the level of syntactic complexity does not necessarily represents the actual usage of isiXhosa in everyday situations between friends or college students in the urban area, whose age ranges between 18 and 23. The conclusion that may be drawn from this is that this type of usage is forced rather than naturalistic. It is also essential to point out that the level of complexity of the sentences does not pose any form of comprehension difficulty whatsoever, which could have affected the persuasion process negatively. See the following examples:

(T) Andinakujika amatye abe zizonka.
(I cannot change stones to bread) (7)

(T) Ndizamile ntonje andaphumelela.
(I tried but i did not succeed) (9)

(T) Mna ndizimisele ukusebenza kulo nyaka ndobuya ndisibone isikolo.
(I want to work this year, and will see next year about school) (13)

(T) Ndiya kuzama nokuba ngowuphi nokuba ngowokuthutha inkukuma.
(I will try an, even if it's the one for cleaning rubbish) (18)

(T) Mfondini ndizimisele ngale nto ndiyithethayo kwaye andijiki nokuba ungandityhafisa uthini.
(I am determined about what I am saying, and I won't change my mind even if you can discourage me) (22, 23)

7.3.2 Lexical level:

a. Lexical diversity:

As far as lexical diversity is concerned, it warrants mention that this persuasive message contains a special range and diversity of vocabulary which may account for its richness. Aside from the noticeable use of ordinary vocabulary throughout the conversational turns, there is evidence of expressions which are not commonly used, particularly in an urban context. Note the underlined examples:

(T) Andinakujika amatye abe zizonka.
(I cannot change stones to bread) (7)
(S) Indlela othetha ngayo uthetha okomntu olahle ithemba, khona uwuthembile wona lo msebenzi ukuba …?
(You are talking like someone who has lost hope, are you sure about this job?)
(S) Uza kuwufumana njani wona lowo umsebenzi kuba baninzi bewuqugela kodwa basatshiswa ngamalanga nangoku ezihekeni zomLungu.
(How are you going to get it because many people have been going up and down trying to secure these jobs but to no avail) (19, 20, 21)
(S) Kunokuba wena uza kwenza ngomlingo.
(Maybe you are going to use magic) (21)
(S) Ingakuchewuli imali ke mhlobo wam.
(Don't get used to money then my friend) (32)
(T) Andifuni ukuzibophelela ngezinto ezinjalo.
(I don't want to commit myself to such arrangements) (27)

b. Language imagery:

The examples of metaphoric expressions, that follow, are cases of language imagery which have been employed in the persuasive message. It should also be noted that presence of these properties add value to the message organisation and comprehension. The underlined phrases are important to note:

(T) Andinakujika amatye abe zizonka.
(I cannot change stones to bread) (7)
(T) Andifuni ukuzibophelela ngezinto ezinjalo.
(I don't want to commit myself to such arrangements) (27)
(S) Uza kuwufumana njani wona lowo umsebenzi kuba baninzi bewuqugela kodwa basatshiswa ngamalanga nangoku ...
(How are you going to get it because many people have been going up and down trying to secure these jobs but to no avail) (19, 20,21)

7.3.3 Equivocal language

For general and brief background of equivocal language: Refer to G (1), theme 1, paragraph 7.3.4. The examples that follow suggest the usage of equivocal language. For instance, in the first example the source equivocally suggests that the target should not be

entangled in greed. And the latter, by the target, suggests that he is not in a position to achieve the impossible. The following examples share some light:

(S) Ingakuchewuli imali ke mhlobo wam.
(Don't get used to money then my friend) (32)
(T) Andinakujika amatye abe zizonka.
(I cannot change stones to bread) (7)

7.4 Language use:

7.4.1 Power of speech style

In terms of the power of speech style, the following statement advanced by the target seems to suggest far reaching effects in terms of the persuasion process between the source and the target. See the following example:

(T) Andinakujika amatye abe zizonka.
(I cannot change stones to bread) (7)

8. MESSAGE EFFECTS

8.1 Relational and emotional effects

8.1.1 Effects of Dominance

In this persuasive episode, the source maintains some level of dominance in his attempt to encourage his recommended course of action on the target. Refer to paragraph 6.1.2. It, however, warrants mention that dominance do not elicit any positive outcome whatsoever in terms of compliance, neither does it correlate positively in this relational context. The following conversational turns (9, 13, 18) suggests the submissiveness of the target towards the source:

(T) Peter: Ndizamile ntonje andaphumelela.
(I tried but I did not succeed) (9)
(T) Peter: Mna ndizimisele ukusebenza kulo nyaka ndobuya ndisibone isikolo.
(I want to work this year, and will see next year about school) (13)
(T) Peter: Ndiya kuzama nokuba ngowuphi nokuba ngowokuthutha inkukuma.
(I will try any, even if it's the one for removing rubbish) (18)

8.1.2 Effects of Explicitness

Refer to paragraph 6.1.1 above. Of note is that the effects of explicitness in this episode is unfavourably received in as far as compliance is concerned. The conversational turn below is in support of this notion:

(T) Peter: Mfondini ndizimisele ngale nto ndiyithethayo kwaye andijiki nokuba ungandityhafisa uthini.
(I am determined about what I am saying, and I won't change my mind even if you discourage me) (22-23).

8.1.3 Effects of Argument

In terms of argument, provision of logical reasons for compliance are evident. However, the effects of argument have been negative in this episode. Refer to paragraph 1.2.1 above and consider arguments against.

8.2 Competence

8.2.1 Appropriateness

In an attempt to gain compliance, suitable usage of utterances is evident. All of this reflect positively on the competence judgment of this persuasive message, although positive results that relate to compliance have not been achieved. See paragraph 1.2.1 (arguments in favour and arguments against) above for better undertanding.

8.2.2 Effectiveness:

In this influence episode, no success has been achieved in as far as the goal of Give advice is concerned.

8.3 Politeness

8.3.1 Dominance

The relationship between dominance and politeness seems to carry potential of evoking negative association between politeness and dominance. This negative association is reinforced by the source's presentation of face threatening act upon the target's negative face (See paragraph 2.2 (a) above). As a result of that, politeness and dominance in this influence share no positive effect.

8.3.2 Argument

As regards politeness and argument, logical reasons have been given in support of justification of the goal of Giving advice (See paragraph 1.2.1 above). As a result of that, positive association between politeness and argument is evident. This may also be due to the relational context of this interaction.

8.3.3 Explicitness

The level of explicitness (Refer to paragraphs 6.1.1 and 1.2.1 above) has not aggravated negativism in as far as politeness is concerned. Therefore, explicitness in this instance does not relate negatively to politeness.

8.4 Resistance

8.4.1 Obstacles:

In resisting compliance, the target employs defensive statements. Refer to paragraph 1.2.1, arguments against for further information.

8.4.2 Barriers:

In this influence episode, conversational turn: (18), represents a barrier against the achievement of the primary goal of Give advice to which the source responds (turn 19-21) . See the example below:

(T) Peter: Ndiya kuzama nokuba ngowuphi nokuba ngowokuthutha inkukuma.
(I will try any, even if it's the one for removing rubbish) (18)

(S) Mezu: Uza kuwufumana njani wona lowo umsebenzi kuba baninzi bewuquqela kodwa basatshiswa ngamalanga nangoku ezihekeni zomLungu. Kunokuba wena uza kwenza ngomlingo.
(How are you going to get it because many people have been going up and down trying to secure these jobs but to no avail. Maybe you are going to use magic) (19-21)

8.4.3 Threat

In this persuasive message, the example that follows is typical of a threat, and it conveys some warnings to the target of a possibility of being entangled into greed. See example below for evidence:

(S) Mezu: Ingakuchewuli imali ke mhlobo wam.
(Don't get used to money then my friend) (32)

8.4.4 Refutational pre-emption:

The examples below appropriately represent refutational pre-emption, and this is mainly shown by the target's utilising of the defence of the source to object, strengthen and defend his position. This is achieved by raising and responding to the source's proposition. See conversational turn 13 against 10-12):

(T) Peter: Mna ndizimisele ukusebenza kulo nyaka ndobuya ndisibone isikolo.
(I want to work this year, and will see next year about school) (13)

B3: Text

(1) (S) Mezu: Mhlobo wam ndiva usithi awuqhubeki nesikolo
(2) njengoko uphumelele ibanga leshumi.
(My friend i have just heard that you are not going to continue with your studies although you have passed your matric)
(3) (T) Peter: Ewe kunjalo mfowethu
(4) kuba ndinengxaki zemali yiyo loo nto ndingenakuqhubeka.
(Yes it is so, because I have financial problems, and as a result I cant proceed)
(5) (S) Mezu: Mhlobo wam kubalulekile ukufunda
(6) emva kokuba uphumelele ibanga leshumi.
(It is important to study after you pass you matric my friend)
(7) (T) Peter: Ewe ndiyayiqonda lo nto kodwa ke andinakujika amatye abe zizonka.
(Yes, I understand that but I cannot change stones to bread)
(8) (S) Mezu: Kutheni uzungazami iindawo zebhasari nje?
(Why didn't you try bursaries)?
(9) (T) Peter: Ndizamile ntonje andaphumelela.
(I tried but I did not succeed)
(10) (S) Mezu: Ukuzama kwiibhasari kuphela akuthethi ukuba ugqibile ukuzama.
(11) Okanye mandithi emva kokuba uwe phantsi ekufuneni iibhasari
(12) uzimisele ukuthini ke ngoku?
(Trying for bursaries only does not mean that you have exhausted all avenues. Or let me say, after you have failed to get a bursary, what are you going to do now)?
(13) (T) Peter: Mna ndizimisele ukusebenza kulo nyaka ndobuya ndisibone isikolo.
(I want to work this year, and will see next year about school)
(14) (S) Mezu: Indlela othetha ngayo uthetha okomntu olahle ithemba,
(15) khona uwuthembile wona lo msebenzi ukuba awuzukuyeka phakathi
(16) khona awuzukudikwa ngulo msebenzi mnye ozakubambeka kuwo?
(17) Phofu khona ngowuphi umsebenzi oza kuwufumana uphumelele eli banga kuphela?
(You are talking like someone who has lost hope, are you sure that you are not going to get bored by the same job everyday? Moreover, which type of job are you going to get with a matric qualification)?
(18) (T) Peter: Ndiya kuzama nokuba ngowuphi nokuba ngowokuthutha inkukuma.
(I will try any, even if it's the one for removing rubbish)
(19) (S) Mezu: Uza kuwufumana njani wona lowo umsebenzi
(20) kuba baninzi bewuquqela kodwa basatshiswa ngamalanga nangoku ezihekeni zomLungu.
(21) Kunokuba wena uza kwenza ngomlingo.
(How are you going to get it because many people have been going up and down trying to secure these jobs but to no avail. Maybe you are going to use magic)
(22) (T) Peter: Mfondini ndizimisele ngale nto ndiyithethayo
(23) kwaye andijiki nokuba unganityhafisa uthini.
(I am determined about what I am saying, and I won't change my mind even if you discourage me)
(24) (S) Mezu: Ezinye iinkampani ziyakufundisa ngemali yazo ze uzihlawule xa uphangela,
(25) bakufunela umsebenzi kwaphaya kubo,
(26) kutheni ungase uthathe elo icebo?
(Some companies give financial assistance and you pay them when you are working, and you secure a position in their company, so why don't you try that plan)?
(27) (T) Peter: Andifuni ukuzibophelela ngezinto ezinjalo.
(I don't want to commit myself to such arrangements)
(28) (S) Mezu: Ngoba kutheni?
(Why not)?
(29) (T) Peter: Andifuni kuhlawula matyala adluleyo xa sendiphangela.
(I don't want to pay big debts when I'm working)
(30) (S) Mezu: Uceba kwelithini ke mhlobo wam?
(What do you decide on, then my friend)?
(31) (T) Peter: Ndigqibe ekubeni sime isikolo, ndiya kusibona kwiminyaka emibini ezayo.
(I have decided to stop with school for now, and will see in the next two years)
(32) (S) Mezu: Ingakuchewuli imali ke mhlobo wam.
(Don't get used to money then my friend)
UMezu akaphumelelanga ukuphembelela uPeter ukuba aqhube nesikolo.
(Mezu did not succeed in persuading Peter to continue with his studie)

MESSAGE OF B(4):

1. Primary goals

1.1 Statement of the problem

Zola shares with Lizo his problem and the decision he has taken regarding going back to school. After passing matric, Zola feels that he is not in a position to study further, reason being that he is experiencing some financial constraints. In addition, he wants to go find a job and then considers studying part time. Consider the following statements from the episode (1, 2, 6, 9, 12, 23) :

(In the text analysis, Lizo is designated as the source (S), Zola as the target (T), and the numbers 1-26 in brackets represent the conversational turns of the influence episode)

(1) (S) Lizo: Heita Zola mfethu inoba wonwabile iziphumo zematriki ziphumile
(2) kwaye uphumelele nokuphumelela ndoda.
(Hey Zola pal, you must be over the moon now that matric results are out and you have passed)
(6) (T) Zola: Ukuphumelela kona kundonwabisile mfowethu kodwa andizokuqhubeka.
(I am happy that I have passed, but I am not going to continue with studies)
(9) (T) Zola: Nditsho kanye mfethu andinamdla.
(Yes, I'm saying exactly that, I m not interested)
(12) (T) Zola: Ndiza kuxelela ke, ingxaki isemalini mfethu andinayo imali yokuqhubeka.
(The problem is money, i don't have money)
(23) inye into endicinga ukuyenza ngoku kukuzama ukuphangela ndizame ukufunda ndiphangela.
(…am only thinking of getting a job, and study part time…)

1.2 Primary goals with arguments.

1.2.1 Give advice

Arguments in favour	Arguments against
Argument 1: Surprise: (S) Lizo: Yima kanye apho, ungandixeleli ukuba awuzokuqhubeka nemfundo yakho mfondini. *(Stop right there, don't tell me that you are not going to continue with your studies)* (7-8)	No interest: (T) Zola: Nditsho kanye mfethu andinamdla. *(Yes, I'm saying exactly that, I m not interested)* (9)

Argument 2: Obtain money: a. Bursaries (S) Lizo: Yiloo nto na le ingathi yingxaki enkulu. Ekhona nje urhulumente neebhasari kanti neemali ezibolekisayo kutheni ungazami kuzo? Ngaphandle kokuba ke akufuni kufunda ke qha. *(Is that what you call a problem? But there is the government, bursaries and loans, why don't you try them? Except if you don't want to study)* (13-14) b. Loans …kanti neemali ezibolekisayo kutheni ungazami kuzo? *(But loans, why don't you try them)* (14)	Only with good marks (T) Zola: Izinto ezinjalo kule mihla zifuna abantu abagqwesileyo ngamanqaku, kwaye abantwana abaphuma kwezi zikolo zethu zikarhulumente kunqabile ukuba bapase emagqabini ngezizathu ozaziyo ke nawe ke mfondini. Ndizama ukuthi ke onke lawo macebo ngawabantu abanjalo hayi mna. *(Those things need people with excellent marks and, yet pupils from our government schools with our pass rate is rare for them to obtain distinctions for reasons known to you.. So, all I am saying is that all that can only help pupils of that category not me)* (16-19)
Argument 3: Trying is not a crime: (S) Lizo: Ndiba zintle nje ezakho kwaye kufuneka wazi ukuba usindwezama akanatyala. *(I thought yours are excellent, and you must know that trying is not a crime)* (20-21)	Want to work: (T) Zola: Zintle kodwa azintlelanga ukuba mandifumane ibhasari, inye into endicinga ukuyenza ngoku kukuzama ukuphangela ndizame ukufunda ndiphangela. Le yokunyuka ndisehla ndizihlekisa ngaba basebenzi bakarhulumente ndiyayibona kodwa ndiyibona mfiliba. *(They are good but not to the extent that I can get a bursary, I am only thinking of getting a job, and study part time.. Going up and down making myself a laughing stalk of government employees is not something I want to do now)* (22-25)

1.3 Compliance

Lizo only partially succeeded in persuading Zola to study further. Zola will continue studying whilst working.

1.4 Content category

Refer to B (3), paragraph 1.4

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: i), ii), Refer to B (3), paragraph. 1.5.1

1.5.2 Importance: Refer to B (3), paragraph. 1.5.2

1.6 Structure:

Other benefit:

Refer to B (3), paragraph. 1.6.1

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

In this social episode, the situational conditions which are represented in a rule for Give advice match the perceived features of the current situation, and as consequence of that, a rule activation takes place and eventually goal formation. The example that follows bears evidence: (6, 9, 23)

(T) Ukuphumelela kona kundonwabisile mfowethu kodwa andizokuqhubeka.
(I am happy that I have passed, but I am not going to continue with studies)
(T) Zola: Nditsho kanye mfethu andinamdla.
(Yes, I'm saying exactly that, I m not interested)
(T) …Inye into endicinga ukuyenza ngoku kukuzama ukuphangela ndizame ukufunda ndiphangela.
(…I am only thinking of getting a job, and study part time)

Lizo, as Zola's close friend, reckons that for Lizo to leave school after passing matric and work full time may not be of benefit to him at all. And, because Lizo cares and likes Peter, he feels it his duty to advise him otherwise. See the following example for clarity: (13)

(S) … Ekhona nje urhulumente neebhasari kanti neemali ezibolekisayo kutheni ungazami kuzo? Ngaphandle kokuba ke akufuni kufunda ke qha.
(…But there is the government, bursaries and loans, why don't you try them? Except if you don't want to study)

1.7.2 Strength criterion:

Strength criterion: the strength of association between the situational features and the desired end state reinforces rule activation. For purposes of compliance, compliment is given, and perseverance is encouraged. See the example that follows: (20, 21)

(S) Ndiba zintle nje ezakho kwaye kufuneka wazi ukuba usindwezama akanatyala.
(I thought yours are excellent, and you must know that trying is not a crime)

1.8 Culture : social meaning

Refer to B (3), paragraph 1.8

1.9 Goal achievement:

Give advice has been attempted but not achieved in this episode.

2. SECONDARY GOALS

2.1 Personal resource goal: this goal arises from the desire to maintain or enhance one's well being. In this episode, personal resource goal shows potential advancement if the target takes the source's recommended course of action. The example from the conversational turns below, demonstrate this view: ( )

(S) Lizo: Yiloo nto na le ingathi yingxaki enkulu. Ekhona nje urhulumente neebhasari kanti neemali ezibolekisayo kutheni ungazami kuzo? Ngaphandle kokuba ke akufuni kufunda ke qha.
*(Is that what you call a problem? But there is the government, bursaries and loans, why don't you try them? Except if you don't want to study) (*14-15*)*

2.2 Interaction or conversational management goals: impression management and face:

The source's imposing nature presents a threat to the target's negative face. The following conversational turns are noteworthy: (13, 14, 15)

(S) Lizo: Yiloo nto na le ingathi yingxaki enkulu. Ekhona nje urhulumente neebhasari kanti neemali ezibolekisayo kutheni ungazami kuzo? Ngaphandle kokuba ke akufuni kufunda ke qha.
(Is that what you call a problem? But there is the government, bursaries and loans, why don't you try them? Except if you don't want to study)

3. RELATIONSHIP BETWEEN GOALS

Refer to B (3), paragraph 3 in relation to the explanation. In this episode, Give advice is in keeping with the secondary goal.

4. GOAL COMPLEXITY

This is a special issue episode. Refer to B (3), paragraph 4 in relation to the explanation

5. TARGETS AND TYPE OF CHANGE

5.1 Target:

Behaviour: studying further or continue with education.

5.2 Type of change:

Refer to B (3), paragraph 5, regarding the explanation. Conversion is a recognizeable type of change.

6. PLAN

6.1 Message dimension

6.1.1 Explicitness:

Transparency of the source's intentions in the message:

Indirect or inexplicit message are reflected in this influence interaction. See arguments 1 and 3 above, and consider the conversationl turns below:

(S) …ungandixeleli ukuba awuzokuqhubeka nemfundo yakho mfondini.
(… don't tell me that you are not going to continue with your studies) (7-8)
(S) Lizo: Ndiba zintle nje ezakho kwaye kufuneka wazi ukuba usindwezama akanatyala.
*(I thought yours are excellent, and you must know that trying is not a crime) (*20-21*)*

Direct or explicit messages are advanced by the source towards gaining compliance. See arguments 2 and 4 above, and consider the following conversational turns:

(S) … Ekhona nje urhulumente neebhasari kanti neemali ezibolekisayo kutheni ungazami kuzo? Ngaphandle kokuba ke akufuni kufunda ke qha.
(…But there is the government, bursaries and loans, why don't you try them? Except if you don't want to study) (13, 14, 15)

6.1.2 Dominance:

Dominance of source:

The source presents a level of dominance by appearing to be a 'problem solver' in this influence interaction. The following example is noteworthy: (7, 8,10, 11)

(S) Lizo: Yima kanye apho, ungandixeleli ukuba awuzokuqhubeka nemfundo yakho mfondini.
(Stop right there, don't tell me that you are not going to continue with your studies) (7, 8)
(S) Ingathi kukho into ongandixeleli yona mfethu ingaba yintoni? Thetha nje wena ukhululeke.
(There is something that you are not telling me, what is it? Just be open with me) (10,11)

6.1.3 Argument:

The source advances reasons to support his view point for the target to deviate from his chosen course of action, that is, discontinuing his studies. Refer to paragraph 1.2.1, arguments 1-3 under arguments in favour.

6.1.4 Control:

Source control:

The source exercises control over the reasons for compliance. He achieves that by reminding the target about the good results he has obtained and the necessity of perseverance. The conversational turn below is noteworthy:

(S) Ndiba zintle nje ezakho kwaye kufuneka wazi ukuba usindwezama akanatyala.
(I thought yours are excellent, and you must know that trying is not a crime) (20-21)

6.2 Types of plans

6.2.1 Plan complexity:

Refer to B (3) 6.2 for a brief explanation on plan complexity. Three plans are described in this influence episode. See paragraph 1.2.1 above, and refer to the conversational turns below:

a. Surprise:

(S) Lizo: Yima kanye apho, ungandixeleli ukuba awuzokuqhubeka nemfundo yakho mfondini.
(Stop right there, don't tell me that you are not going to continue with your studies) (7-8)

b. Obtain money:

(S) Lizo: Yiloo nto na le ingathi yingxaki enkulu. Ekhona nje urhulumente neebhasari kanti neemali ezibolekisayo kutheni ungazami kuzo? Ngaphandle kokuba ke akufuni kufunda ke qha.
(Is that what you call a problem? But there is the government, bursaries and loans, why don't you try them? Except if you don't want to study) (13-14)
(S) …kanti neemali ezibolekisayo kutheni ungazami kuzo?
loans, why don't you try them?) (14)

c. Trying is not a crime:

(S) Lizo: Ndiba zintle nje ezakho kwaye kufuneka wazi ukuba usindwezama akanatyala.
(I thought yours are excellent, and you must know that trying is not a crime)(20-21)

6.2.2 Plan specificity:

Only plan 2 is specifc, other plans are too generally articulated.

6.2.3 Plan quality:

None of these plans produce the desired effect. Refer to paragraph 1.2.1 under arguments against for better understanding.

7. ACTION

7.1 Message production:

7.1.1 Primary goal importance:

In this episode, goal importance is only visible though argument 2, reason being that argument 2 is the only argument that is of high value in furthering the goal.

7.1.2 Secondary goals:

The importance of personal resource goal is reflected in argument 2. The reason for that is due to argument 2's potential towards achieving this goal.

7.2 Emotional appeal:

7.2.1 Positive emotions:

In this influence episode, compassion is utilised as an emotional appeal to reflect the genuine concern for the target's awkward financial position, and the desire to resolve this situation along with social support, is all expressed through giving advice. The following examples bear evidence:

(S) … Ekhona nje urhulumente neebhasari kanti neemali ezibolekisayo kutheni ungazami kuzo? Ngaphandle kokuba ke akufuni kufunda ke qha.
(…But there is the government, bursaries and loans, why don't you try them? Except if you don't want to study) (13-14)

(S) Ndiba zintle nje ezakho kwaye kufuneka wazi ukuba usindwezama akanatyala.
(I thought yours are excellent, and you must know that trying is not a crime) (20-21)

7.2.2 Negative emotions

In terms of the negative emotions, the source's reaction to the target makes one realizes how important it is to continue with schooling, thus instilling an element of guilt on the target that the decision he wants to take is out of order. See the example below:

(S) …ungandixeleli ukuba awuzokuqhubeka nemfundo yakho mfondini.
(… don't tell me that you are not going to continue with your studies) (7-8)

7.2.3 Fear appeal:

No evidence of fear appeal in this episode.

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

Refer to B (3), paragraph 7.3 regarding the explanation.

The examples that are relevant to this persuasive message are stated below:

(T) Nditsho kanye mfethu andinamdla.
(Yes, I'm saying that I don't have energy) (9)
(T) Ndiza kuxelela ke, ingxaki isemalini mfethu, andinayo imali yokuqhubeka.
(The problem is money, i don't have money) (12)
(T) Inye into endicinga ukuyenza ngoku kukuzama ukuphangela ndizame ukufunda ndiphangela.
(I am only thinking of getting a job, and study part time) (23)
(T) Izinto ezinjalo kule mihla zifuna abantu abagqwesileyo ngamanqaku,
(Those things need people with excellent marks) (16)
(T) Zintle kodwa azintlelanga ukuba mandifumane ibhasari,
(They are good but not to the extent that I can get a bursary (22)
(T) … abantwana abaphuma kwezi zikolo zethu zikarhulumente kunqabile ukuba bapase emagqabini ngezizathu ozaziyo ke nawe ke mfondini.
(… yet pupils form our government schools with our pass rate is rare for them to obtain distinctions for reasons known to you) (17-18)

7.3.2 Lexical level:

a. Lexical diversity:

Refer to B (3), paragraph 7.3.3 regarding the explanation.

The following examples maybe considerd in this episode:

(T) Nditsho kanye mfethu <u>andinamdla.</u>
(Yes, I'm saying that I don't have energy) (9)
(T) Le <u>yokunyuka ndisehla</u> ndizihlekisa ngaba basebenzi bakarhulumente ndiyayibona kodwa <u>ndiyibona mfiliba.</u>
(Going up and down making a full of myself with government employees is not something I want to do now) (24-25)
(T) Izinto ezinjalo kule mihla zifuna abantu <u>abagqwesileyo ngamanqaku</u>,
(Those things need people with excellent marks) (16)
(T) … abantwana abaphuma kwezi zikolo zethu zikarhulumente kunqabile ukuba bapase <u>emagqabini</u> ngezizathu ozaziyo ke nawe ke mfondini.
(… yet pupils form our government schools with our pass rate is rare for them to obtain distinctions for reasons known to you) (17-18)
(S) Ndiba zintle nje ezakho kwaye kufuneka wazi ukuba <u>usindwezama akanatyala</u>.
(I thought yours are excellent, and you must know that trying is not a crime) (20-21)

b. Language imagery:

Refer to B (3), paragraph 7.3.3 for further explanation.

(T) Le yokunyuka ndisehla ndizihlekisa ngaba basebenzi bakarhulumente ndiyayibona kodwa ndiyibona mfiliba.
(Going up and down making a full of myself with government employees is not something I want to do now) (24-25)

7.3.3 Equivocal language

For general and brief background of equivocal language: Refer to G (1), theme 1, paragraph 7.3.4). The examples that follow bears relevance to this persuasive message:

(T) Nditsho kanye mfethu andinamdla.
(Yes, I'm saying that I don't have energy) (9)
(S) Ndiba zintle nje ezakho kwaye kufuneka wazi ukuba usindwezama akanatyala.
(I thought yours are excellent, and you must know that trying is not a crime) (20-21)

7.4 Language use:

7.4.1 Power of speech style

In terms of the power of speech style, the source projects a predictive statement as regards the target's predicament, and concurrently displays confidence as a "problem solver", a situation that signals dominance and power, thus creating a good impression in the eyes of the target. Consider the example that follows:

(S) Ingathi kukho into ongandixeleli yona mfethu ingaba yintoni? Thetha nje wena ukhululeke.
(There is something that you are not telling me, what is it? Just be open with me) (10-11)

8. MESSAGE EFFECTS

8.1 Relational and emotional effects

8.1.1 Effects of Dominance

Refer to paragraph 6.1.2. The conversational turns below relate to the effects of dominance:

It is also worth stating that the effects of dominance in this instance do not give positive results in as far as compliance is concerned. Therefore, dominance in this relational context has negative implications. View the examples below for better understanding:

(T) Zola: Nditsho kanye mfethu andinamdla.
(Yes, I'm saying exactly that, I m not interested) (9)
(T) Zola: Zintle kodwa azintlelanga ukuba mandifumane ibhasari, inye into endicinga ukuyenza ngoku kukuzama ukuphangela ndizame ukufunda ndiphangela. Le yokunyuka ndisehla ndizihlekisa ngaba basebenzi bakarhulumente ndiyayibona kodwa ndiyibona mfiliba.
(They are good but not to the extent that I can get a bursary, I am only thinking of getting a job, and study part time.. Going up and down making myself a laughing stalk of government employees is not something I want to do now) (22-25)

8.1.2 Effects of Explicitness

Refer to 6.1.1 regarding explicitness. In this influence episode, the effects of explicitness have produced partial success in as far as compliance is concerned. Example of conversational turn below show some evidence.

(T) …inye into endicinga ukuyenza ngoku kukuzama ukuphangela ndizame ukufunda ndiphangela. Le yokunyuka ndisehla ndizihlekisa ngaba basebenzi bakarhulumente ndiyayibona kodwa ndiyibona mfiliba.
(…I am only thinking of getting a job, and study part time.. Going up and down making a full of myself with government employees is not something I want to do now) (23-25).

8.1.3 Effects of Argument

Refer to paragraph 6.1.3 above**.** Of note is that reason giving presents partial fulfillment in as far as compliance is concerned. This is shown by the target's opting to study part time, and considering work full time.

8.2 Competence

8.2.1 Appropriateness

In this episode, suitable utterances have been employed in order to gain compliance. However, only partial success has been achieved.

8.2.2 Effectiveness

In terms of effectiveness, partial success has been registered.

8.3 Politeness

8.3.1 Dominance

See B (3), paragraph 8.2.2 for explanation on the issue of dominance and politeness. In this influence episode, threatening of the target's autonomy is observed, and as such this situation signals a negative association between politeness and dominance.

8.3.2 Argument:

Partial achievement which has been obtained through reason giving, and mainly argument 2 (See paragraph 1.2.1 above) creates a positive correlation between arguments and politeness

8.3.3 Explicitness:

Explicitness (Refer to paragraphs 6.1.1 and 1.2.1) that has been displayed in the influence episode does not contribute negatively to politeness, and as such explicitness relates positively to politeness in this instance.

8.4 Resistance

8.4.1 Obstacles:

The target resists compliance by counteracting the source's recommended course of action. Refer to paragraph 1.2.1, arguments against.

8.4.2 Barriers:

The target maintains his attitude by arguing against compliance, and thus putting up a barrier against goal achievement. In this instance, conversational turn (12) is a typical example of a barrier against goal achievement. The barrier is responded to in which the source suggests an alternative view (13-15). See the following examples for evidence:

(T) Zola: Ndiza kuxelela ke, ingxaki isemalini mfethu andinayo imali yokuqhubeka.
(The problem is money, i don't have money) (12)

(S) Lizo: Yiloo nto na le ingathi yingxaki enkulu. Ekhona nje urhulumente neebhasari kanti neemali ezibolekisayo kutheni ungazami kuzo? Ngaphandle kokuba ke akufuni kufunda ke qha.
(Is that what you call a problem? But there is the government, bursaries and loans, why don't you try them? Except if you don't want to study) (13-15)

8.4.3 Threat:

There is no evidence of threat in this episode.

8.4.4 Refutational pre-emption:

Refer to B (3), paragraph 8.4.4 for further explanation. The example of conversational turns below (16-19 agaisnt 13-15) typically represent refutational pre-emtion that is akin to this influence episode:

(T) Zola: Izinto ezinjalo kule mihla zifuna abantu abagqwesileyo ngamanqaku, kwaye abantwana abaphuma kwezi zikolo zethu zikarhulumente kunqabile ukuba bapase emagqabini ngezizathu ozaziyo ke nawe ke mfondini. Ndizama ukuthi ke onke lawo macebo ngawabantu abanjalo hayi mna.
(Those things need people with excellent marks and, yet pupils form our government schools with our pass rate is rare for them to obtain distinctions for reasons known to you.. So, all I am saying is that all that can only help pupils of that category not me) (16-19)

B4: Text

(1) (S) Lizo: Heita Zola mfethu inoba wonwabile iziphumo zematriki ziphumile
(2) kwaye uphumelele nokuphumelela ndoda.
(Hey Zola pal, you must be over the moon now that matric results are out and you have passed)
(3) (T) Zola: Yhee Listo ndonwabe kakhulu mfethu
(4) kodwa ndinemizwa exubeneyo mfondini.
(Listo I am very happy but I'm also having mixed feelings)
(5) (S) Lizo: Yintoni ngoku mfondini wavakal' ingathi udanile kwelinye icala?
(Why do you also sound disappointed on the other hand)?
(6) (T) Zola: Ukuphumelela kona kundonwabisile mfowethu kodwa andizokuqhubeka.
(I am happy that I have passed, but I am not going to continue with studies)
(7) (S) Lizo: Yima kanye apho,
(8) ungandixeleli ukuba awuzokuqhubeka nemfundo yakho mfondini.
(Stop right there, don't tell me that you are not going to continue with your studies)
(9) (T) Zola: Nditsho kanye mfethu andinamdla.
(Yes, I'm saying exactly that, I m not interested)
(10) (S) Lizo: Ingathi kukho into ongandixeleli yona mfethu ingaba yintoni?
(11) Thetha nje wena ukhululeke.
(There is something that you are not telling me, what is it? Just be open with me).
(12) (T) Zola: Ndiza kuxelela ke, ingxaki isemalini mfethu andinayo imali yokuqhubeka.
(The problem is money, i don't have money)
(13) (S) Lizo: Yiloo nto na le ingathi yingxaki enkulu. Ekhona nje urhulumente neebhasari
(14) kanti neemali ezibolekisayo kutheni ungazami kuzo?
(15) Ngaphandle kokuba ke akufuni kufunda ke qha.
(Is that what you call a problem? But there is the government, bursaries and loans, why don't you try them? Except if you don't want to study)
(16) (T) Zola: Izinto ezinjalo kule mihla zifuna abantu abagqwesileyo
ngamanqaku,
(17) kwaye abantwana abaphuma kwezi zikolo zethu zikarhulumente kunqabile ukuba bapase emagqabini
(18) ngezizathu ozaziyo ke nawe ke mfondini.
(19) Ndizama ukuthi ke onke lawo macebo ngawabantu abanjalo hayi mna.
(Those things need people with excellent marks and, yet pupils form our government schools with our pass rate is rare for them to obtain distinctions for reasons known to you.. So, all I am saying is that all that can only help pupils of that category not me)
(20) (S) Lizo: Ndiba zintle nje ezakho
(21) kwaye kufuneka wazi ukuba usindwezama akanatyala.
(I thought yours are excellent, and you must know that trying is not a crime)
(22) (T) Zola: Zintle kodwa azintlelanga ukuba mandifumane ibhasari,
(23) inye into endicinga ukuyenza ngoku kukuzama ukuphangela ndizame ukufunda ndiphangela.
(24) Le yokunyuka ndisehla ndizihlekisa ngaba basebenzi bakarhulumente
(25) ndiyayibona kodwa ndiyibona mfiliba.
(They are good but not to the extent that I can get a bursary, I am only thinking of getting a job, and study part time.. Going up and down down making myself a laughing stalk of government employees is not something I want to do now)
(26) (S) Lizo: Hayi kuyavakala mfondini nditsho ndacacelwa nam ngoku.
(Well, I can hear you then my friend, it's clear even to me now)
U-Lizo akaphumelelanga ukuphembelela uZola ukuba aqhubeleke nezifundo angayi kuphangela.
(Lizo was unsuccessful in persuading Zola to continue with his studies and not to get a job)

MESSAGE OF G(3):

1. Primary goals

1.1 Statement of the problem

Ntsokolo discuses her predicament with Mfundo, that she does not intend to go back to school in order to continue with her studies after having passed matric. Reason being that there are no finances to support her education. As a result of that, she is discontinuing and consider looking for a job. See the following conversational turns (1,2,5,7,8,18,23, 24,25) :

(In the text analysis, Mfundo is designated as the source (S), Ntsokolo as the target (T), and the numbers 1-29 in brackets represent the conversational turns of the influence episode)

(1) (S) Mfundo: Halala, mhlobo wam bendisazi ukuba nokuba igama
(2) kodwa awusokoli ngasemagameni.
(Congratulations, I knew that even if your other name is "Struggling", you don't struggle with your studies)
(5) (T) Ntsokolo: Kunjalo ukusokola, uphumelela kweli cala suka ubambeke kwelinye.
(Struggling is like that, you succeed on the one hand, while drowning on the other).
(7) (T) Ntsokolo: Ndithetha ukuthi noxa ndiphumelele emagqabini
(8) andisayi kuqhubeka nemfundo.
(I mean that although I have passed with distinction I will not proceed with my studies)
(18) (T) …Kodwa xa imali yokuqhubeleka ingekho ngubani onokuthini?
…But if there is no money to proceed what can I do)?
(23) (T) Ntsokolo: Libala kwelo cala lokubolekwa imali ungumntu ongathathi ntweni,
(24) sokuze ndiyifumane,
(25) icebo endinalo kukungazilibazisi, mandisuke ndiphangele qha.
(Forget about getting a loan if you are not employed, I have only one plan, to get a job)

1.2 Primary goals with arguments.

1.2.1 Give advice

Arguments in favour	**Arguments against**
Argument 1: Non-acceptance: (S) Mfundo: Ungakhe uthethe intsomi emini apha. *(Don't tell tales in broad daylight)* (9)	

Argument 2: Privileged to pass: (S) Mfundo: Ungakhe uthethe intsomi emini apha. Kanti baninzi abantu abangaphumelelanga nababenqwenela ukubheka phambili nemfundo. *(Don't tell tales in broad daylight. Keep in mind that there are so many people that wanted to pass and proceed with their studies but could not)* (9-10)	Pass my matric results on to other people: (T) Ntsokolo: Intsomi ke ingakukuba ndibanike le mpumelelo yam yematriki nto leyo ke engasokuze yenzeke. *(A tale would be to give them my matric pass which can never happen)* (11-12)
Argument 3: Could proceed with studies: (S) Mfundo: Ntombazana khawuyeke ukudlalisa mani, khawuthethe into engqalileyo ngelinye ixesha. Khona ibinokuba yintoni enokubangela ukuba ungaqhubeleki nokufunda uyazi imeko nje? *(Please don't play with me tell me just once. What could stop you from proceeding with your studies, knowing the situation)?(*13-15)	Poor condition: (T) Ntsokolo: Imeko yethu bantu baNtsundu ndiyiqonda ngokupheleleyo ingakumbi eyam, neyekhaya lam. Kodwa xa imali yokuqhubeleka ingekho ngubani onokuthini? *(I am fully aware of the condition Blacks experience including the condition at my home. But if there is no money to proceed what can I do)?* (16-18)
Argument 4: Obtain money: (S) Mfundo: Zama ukufuna imali nokub kukonoontlalontle nokuba yimali yemboleko. *(Try to get some money, even from social workers, or a loan)* (21-22)	No money without job: (T) Ntsokolo: Libala kwelo cala lokubolekwa imali ungumntu ongathathi ntweni, sokuze ndiyifumane, icebo endinalo kukungazilibazisi, mandisuke ndiphangele qha. *(Forget about getting a loan if you are not employed, I have only one plan, to get a job)* (23-25)
Argument 5: Work is not answer: (S) Mfundo: Leyo imbono ungakhe uyicinge nokuyicinga ingayinto yokugqibela endingafuni nokuba ibe sezingqondweni zakho okwangoku. *(Do not even think about that. That must be the last thing on your mind)* (26-27)	Advice not taken: (T) Ntsokolo: Mfondini ingathi nawe awunacebo lingandinceda, ngoko ndiyeke ndizibonele. *(It seems as if you also have no other advice so please leave me alone so that I can do what I want) (*28-29)

1.3 Compliance

Mfundo did not succeed in persuading Ntsokolo to study further:

1.4 Content category

Refer to B (3), paragraph 1.4

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: Refer to B (3), paragraph 1.5

1.5.2 Importance: Refer to B (3), paragraph 1.5

1.6 Structure:

1.6.1 Other benefit:

Refer to B (3), paragraph 1.6.1

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

Refer to B (4), paragraph 1.7.1 for a synopsis of this issue. The examples of conversational turns below explain the situation in relation to the Fit criterion in this episode: (7, 8, 16, 17, 18)

(T) Ntsokolo: Ndithetha ukuthi noxa ndiphumelele emagqabini andisayi kuqhubeka nemfundo.
(I mean that although I have passed with distinction I will not proceed with my studies)

(T) Ntsokolo: Imeko yethu bantu baNtsundu ndiyiqonda ngokupheleleyo ingakumbi eyam, neyekhaya lam. Kodwa xa imali yokuqhubeleka ingekho ngubani onokuthini?
(I am fully aware of the condition Blacks experience including the condition at my home. But if there is no money to proceed what can I do)?

1.7.2 Strength criterion:

Refer to B (4), paragraph 1.7.2 for a brief summary of this issue. The examples of conversational turns below explain the situation in relation to the Strength criterion in this episode: (19, 21,22)

(S) Mfundo: Mhlobo, uSindwezama akanatyala, zama Ntsokolo.
(Friend, trying is not a crime)

((T) Ntsokolo: Utsho ukuba mandithini?
(What do you suggest I do)?

(S) Mfundo: Zama ukufuna imali nokuba kukonoontlalontle nokuba yimali yemboleko.
(Try to get some money, even from social workers, or a loan)

1.8 Culture : social meaning

Refer to B (3), paragraph 1.8

1.9 Goal achievement:

Give advice has been attempted but not achieved in this episode. Also see

paragraph 1.3 above.

2. SECONDARY GOALS

2.1 Refer to B (3,4), paragraph 2 in relation to the explanation of personal resource goal. The examples of conversational turns below suggest the possible significance of considering and opting for studying further, as way of benefiting the target. (9, 10, 14, 15).

(S) Mfundo: Ungakhe uthethe intsomi emini apha. Kanti baninzi abantu abangaphumelelanga nababenqwenela ukubheka phambili nemfundo.
(Don't tell tales in broad daylight. Keep in mind that there are so many people that wanted to pass and proceed with their studies but could not) (9-10)
Khona ibinokuba yintoni enokubangela ukuba ungaqhubeleki nokufunda uyazi imeko nje?
(… What could stop you from proceeding with your studies, knowing the situation)? (14-15)

2.2 Interaction or conversational management goals: impression management and face:

The source's suggestions, and their imposing nature, to the target in order for the target to explore an alternative plan of action presents a threat to the negative face. The following conversational turns explain further: (22, 26-27)

(S) Mfundo: Zama ukufuna imali nokuba kukonoontlalontle nokuba yimali yemboleko.
(Try to get some money, even from social workers, or a loan) (22)
(S) Mfundo: Leyo imbono ungakhe uyicinge nokuyicinga ingayinto yokugqibela endingafuni nokuba ibe sezingqondweni zakho okwangoku.
(Do not even think about that. That must be the last thing on your mind) (26-27)

3. RELATIONSHIP BETWEEN GOALS

Refer to B (3,4), paragraph 3 in relation to the explanation. Goal of Give advice is compatible with personal resource goal.

4. GOAL COMPLEXITY

This is a special issue episode. Refer to B (3), paragraph 4 for more clarity.

5. TARGETS AND TYPE OF CHANGE

5.1 Target:

Behaviour: studying further or continue with education.

5.2 Type of change:

Refer to B (3), paragraph 5.2 for further explanation. Conversion is a type of change that exists in this episode.

6. PLAN

6.1 Message dimension

6.1.1 Explicitness:

The source advances explicit or direct reasons for compliance, and that is reflected in arguments 2, 3 and 4. The remaining arguments, that is 1 and 5, are vague. Refer to paragraph 1.2.1 above for better understanding.

6.1.2 Dominance:

Dominance of source:

The source demonstrates some dominance in the episode as she appears to be knowledgeable, and thus suggesting other channels to be followed along with encouraging words in her attempt to gain compliance. The following examples are important to note: (10, 21)

(S) Kanti baninzi abantu abangaphumelelanga nababenqwenela ukubheka phambili nemfundo.
Keep in mind that there are so many people that wanted to pass and proceed with their studies but could not) (10)

(S) Zama ukufuna imali nokuba kukonoontlalontle nokuba yimali yemboleko.
(Try to get some money, even from social workers, or a loan) (21)

6.1.3 Argument:

The source advances reasons to substantiate her position that it is important for the target to continue with her education. See paragraph 1.2.1, arguments 1-5, under arguments in favour.

6.1.4 Control:

Source control:

The source exercises control in her selective reasons for compliance by reminding the target about the current status quo which is undesirable, which she attributes to a lack of education. The example below bears evidence:

Khona ibinokuba yintoni enokubangela ukuba ungaqhubeleki nokufunda uyazi imeko nje?
(What could stop you from proceeding with your studies, knowing the situation)? (14-15)

6.2 Types of plans

6.2.1 Plan complexity:

Refer to B (3), 6.2 of the boys analysis for a brief explanation on plan complexity. In this influence episode, 5 plans are depicted. Paragraph 1.2.1 above shed some light. The following conversational turns may also be considered:

a. Non-acceptance:

(S) Mfundo: Ungakhe uthethe intsomi emini apha.
(Don't tell tales in broad daylight) (9)

b. Privileged to pass:

(S) Mfundo: Ungakhe uthethe intsomi emini apha. Kanti baninzi abantu abangaphumelelanga nababenqwenela ukubheka phambili nemfundo.
(Don't tell tales in broad daylight. Keep in mind that there are so many people that wanted to pass and proceed with their studies but could not) (9-10)

c. Could proceed with studies:

(S) Mfundo: Ntombazana khawuyeke ukudlalisa mani, khawuthethe into engqalileyo ngelinye ixesha. Khona ibinokuba yintoni enokubangela ukuba ungaqhubeleki nokufunda uyazi imeko nje?
*(Please don't play with me tell me just once. What could stop you from proceeding with your studies, knowing the situation)?(*13-15)

d. Obtain money:

(S) Mfundo: Zama ukufuna imali nokub kukonoontlalontle nokuba yimali yemboleko.
(Try to get some money, even from social workers, or a loan) (21-22)

e. Work is not answer:

(S) Mfundo: Leyo imbono ungakhe uyicinge nokuyicinga ingayinto yokugqibela endingafuni nokuba ibesezingqondweni zakho okwangoku.
(Do not even think about that. That must be the last thing on your mind) (26-27)

6.2.2 Plan specificity:

Only plans 2, 3 and 4 are clearly presented. The rest of the plans are not specific.

6.2.3 Plan quality:

The plans reflect poor quality. Counter argument are presented against these plans, and that seems to hinder any possible success. Refer to paragraph 1.2.1 under arguments against.

7. ACTION

7.1 Message production

7.1.1 Primary goal importance:

In this regard, only arguments 2 and 3 seem to be conclusive towards furthering the primary goal of Giving advice. Other arguments are not of high quality in as far as goal importance is concerned.

7.1.2 Secondary goals

Argument 4 share a high value in as far as personal resource goal achievement is concerned.

7.2 Emotional appeal

7.2.1 Positive emotions

There is evidence of a positive emotion in this episode, for purposes of providing reinforcement on the source's argument for compliance. Hope, for instance, is drawn out by the source's positive perception about a possible success, if the target puts enough effort and perseverence. The examples that follows bears evidence:

(S) Mhlobo, usindwezama akanatyala, zama Ntsokolo.
(Friend, trying is not a crime) (19)
(S) Zama ukufuna imali nokuba kukonoontlalontle nokuba yimali yemboleko.
(Try to get some money, even from social workers, or a loan) (21-22)

7.2.2 Negative emotions

Refer to B (4), pararagraph 7.2.2 for further explanation. Guilt is visible in this episode, and the example below relates to this notion:

(S) Khona ibinokuba yintoni enokubangela ukuba ungaqhubeleki nokufunda uyazi imeko nje?
(What could stop you from proceeding with your studies, knowing the situation)? (14-15)

7.2.3 Fear appeal

No evidence of fear appeal in this episode.

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

Refer to B (4), paragraph 7.3 for further explanation. The following examples are relevant to the explanation:

(T) Ndithetha ukuthi noxa ndiphumelele emagqabini andisayi kuqhubeka nemfundo.
(I mean that although I have passed with distinction I will not proceed with my studies) (7-8)
(T) Imeko yethu bantu baNtsundu ndiyiqonda ngokupheleleyo ingakumbi eyam, neyekhaya lam.
(I am fully aware of the condition Blacks experience including the condition at my home (16-17)
(S) Kodwa ntoni ngoku, andithi uphume emagqabini?
(But what now, haven't you passed with distinction)?(4)
(S) Uthetha ukuthini mfondini, phuhla?
(What do you mean, speak out)? (6)
(T) Mfondini ingathi nawe awunacebo lingandinceda, ngoko ndiyeke ndizibonele.
(It seems as if you also have no other advice so please leave me alone so that I can do what I want) (28-29)

7.3.3 Lexical level:

a. Lexical diversity:

Refer to B (4), paragraph 7.3.3 for further explanation. The examples that follow are akin to the explanation:

(T) Ndithetha ukuthi noxa <u>ndiphumelele emagqabini</u> andisayi kuqhubeka nemfundo.
(I mean that although I have passed with distinction I will not proceed with my studies) (7-8)
(T) <u>Intsomi</u> ke ingakukuba ndibanike le mpumelelo yam yematriki nto leyo ke engasokuze yenzeke.
(A tale would be to give them my matric pass which can never happen) (11-12)
(S) <u>Halala</u>, mhlobo wam bendisazi ukuba nokuba igama lakho linguNtsokolo kodwa <u>awusokoli ngasemagameni.</u>
(Congratulations, I knew that even if your other name is "Struggling", you don't struggle with your studies) (1-2)
(S) Kodwa ntoni ngoku, andithi <u>uphume emagqabini</u>?
(But what now, haven't you passed with distinction)? (4)
(S) Uthetha ukuthini mfondini, <u>phuhla</u>?
(What do you mean, speak out)? (6)
(S) Ungakhe <u>uthethe intsomi emini</u> apha.
(Don't tell tales in broad daylight) (9)
(S) Ntombazana, khawuyeke ukudlalisa mani, khawuthethe <u>into engqalileyo</u> ngelinye ixesha.
(Please don't play with me tell me just once) (13)
(S) Mhlobo, <u>usindwezama akanatyala</u>, zama Ntsokolo.
(Friend, trying is not a crime) (19)

(T) Libala kwelo cala lokubolekwa imali ungumntu ongathathi ntweni, sokuze ndiyifumane,
(Forget about getting a loan if you are not employed) (23-24)

b. Language imagery:

Refer to B (4), paragraph 7.3.3 for further explanation, and consider the relevant examples below:

(S) Kodwa ntoni ngoku, andithi uphume emagqabini?
(But what now, haven't you passed with distinction)? (4)
(T) Ndithetha ukuthi noxa ndiphumelele emagqabini andisayi kuqhubeka nemfundo.
(I mean that although I have passed with distinction I will not proceed with my studies) (7-8)
(S) Ntombazana, khawuyeke ukudlalisa mani, khawuthethe into engqalileyo ngelinye ixesha.
(Please don't play with me tell me just once) (3)

7.3.4 Equivocal language

For general and brief background of equivocal language, refer to G (1), theme 1, paragraph 7.3.4, and consider the relevant examples below. The following examples contain properties of equivocal language, and this has been employed in an interesting way in the underlined expressions:

(S) Kodwa ntoni ngoku, andithi uphume emagqabini?
(But what now, haven't you passed with distinction)? (4)
(S) Uthetha ukuthini mfondini, phuhla?
(What do you mean, speak out)? (6)
(S) Ungakhe uthethe intsomi emini apha.
(Don't tell tales in broad daylight) (9)
(S) Ntombazana, khawuyeke ukudlalisa mani, khawuthethe into engqalileyo ngelinye ixesha.
(Please don't play with me tell me just once) (13)
(S) Libala kwelo cala lokubolekwa imali ungumntu ongathathi ntweni, sokuze ndiyifumane,
(Forget about getting a loan if you are not employed) (23)

7.4 Language use:

7.4.1 Power of speech style

As regards the power of speech style, the source's utterances are quite revealing in terms of the persuasion process between the source and the target. This is made clearer by the source's persistence and the fact that she does not foresee any form of obstacle that can prevent one from studying further, hence the advice that money should be sought out anyhow. See the following:

(S) Khona ibinokuba yintoni enokubangela ukuba ungaqhubeleki nokufunda uyazi imeko nje?
(What could stop you from proceeding with your studies, knowing the situation)? (14-15)
(S) Zama ukufuna imali nokuba kukonoontlalontle nokuba yimali yemboleko.
(Try to get some money, even from social workers, or a loan) (21-22).

8. MESSAGE EFFECTS

8.1 Relational and emotional effects

8.1.1 Effects of Dominance

The level of dominance (See paragraph 6.1.2) demonstrated by the source towards the target projects some negative implications in this interaction, particularly in relation to gaining compliance. Consider the examples that follow as evidence.

(T) Ntsokolo: Libala kwelo cala lokubolekwa imali ungumntu ongathathi ntweni, sokuze ndiyifumane, icebo endinalo kukungazilibazisi, mandisuke ndiphangele qha.
(Forget about getting a loan if you are not employed, I have only one plan, to get a job) (23-25)

8.1.2 Effects of explicitness

Refer to paragraph 6.1.1 above. It is important to suggest that the effects of explicitness in this influence episode are not well received in as far as compliance gaining is concerned. The example below serves as evidence to this fact:

(T) Ntsokolo: Libala kwelo cala lokubolekwa imali ungumntu ongathathi ntweni, sokuze ndiyifumane, icebo endinalo kukungazilibazisi, mandisuke ndiphangele qha.
(Forget about getting a loan if you are not employed, I have only one plan, to get a job) (23-25)

8.1.3 Effects of Argument

Regarding argument, provision of logical reasons for compliance gaining have been well presented in this relational context. See paragraph 1.2.1 for better understanding, arguments 1-5 above. It is, however, noted that reason giving for compliance has not been effective in this instance.

8.2 Competence

8.2.1 Appropriateness

In this episode, suitable utterances intended for goal achievement have been employed. Nevertheless, gaining compliance has not been achieved.

8.2.2 Effectiveness

Goal success was not achieved.

8.3 Politeness

8.3.1 Dominance

The threatening of the negative face of the target (see paragraph 2.2 above), contributes to negative association between politeness and dominance in this influence interaction.

8.3.2 Argument

Refer to paragraph 1.2.1 above for more information. Reason giving in this influence interaction associate positively with politeness, and that is achieved by series of logical arguments presented to justify compliance.

8.3.3 Explicitness:

Refer to paragraph 6.1.1 above. Explicitness does not associate negatively with politeness in this influence relational context.

8.4 Resistance

8.4.1 Obstacles:

Compliance is resisted by the target. Refer to paragraph 1.2.1, arguments against.

8.4.2 Barriers:

The target sticks to her position, and submits arguments against compliance and in the process creates a barrier against goal achievement. The conversational turns below illustrate more:

(T) Ntsokolo: Imeko yethu bantu baNtsundu ndiyiqonda ngokupheleleyo ingakumbi eyam, neyekhaya lam. Kodwa xa imali yokuqhubeleka ingekho ngubani onokuthini?
(I am fully aware of the condition Blacks experience including the condition at my home. But if there is no money to proceed what can I do)? (16-18)

(S) Mfundo: Mhlobo, uSindwezama akanatyala, zama Ntsokolo.
(Friend, trying is not a crime) (19)

8.4.3. Threat:

No evidence of threat in this episode.

8.4.4 Refutational pre-emption:

Refer to B (3), paragraph 8.4.4 for explanation. Examples below, from the conversational turns: (14-15- by the source, and 16- 18) in which the target object and responds to the source's position represent refutational pre-emption in this influence episode:

(S) Khona ibinokuba yintoni enokubangela ukuba ungaqhubeleki nokufunda uyazi imeko nje?
(… What could stop you from proceeding with your studies, knowing the situation)? (14- 15)
(T) Ntsokolo: Imeko yethu bantu baNtsundu ndiyiqonda ngokupheleleyoingakumbi eyam, neyekhaya lam. Kodwa xa imali yokuqhubeleka ingekho ngubani onokuthini?
(I am fully aware of the condition Blacks experience including the condition at my home. But if there is no money to proceed what can I do)?

G3: Text

(1) (S) Mfundo: Halala, mhlobo wam bendisazi ukuba nokuba igama
(2) kodwa awusokoli ngasemagameni.
(Congratulations, I knew that even if your other name is "Struggling", you don't struggle with your studies)
(3) (T) Ntsokolo: Ndiyabonga mhlobo, kwaye nam ndiyangqina kodwa…
(Thank you friend, and I also agree, but…)
(4) (S) Mfundo: Kodwa ntoni ngoku, andithi uphume emagqabini?
(But what now, haven't you passed with distinction)?
(5) (T) Ntsokolo: Kunjalo ukusokola, uphumelela kweli cala suka ubambeke kwelinye.
(Struggling is like that, you succeed on the one hand, while drowning on the other).
(6) (S) Mfundo: Uthetha ukuthini mfondini, phuhla?
(What do you mean, speak out)?
(7) (T) Ntsokolo: Ndithetha ukuthi noxa ndiphumelele emagqabini
(8) andisayi kuqhubeka nemfundo.
(I mean that although I have passed with distinction I will not proceed with my studies)
(9) (S) Mfundo: Ungakhe uthethe intsomi emini apha.
(10) Kanti baninzi abantu abangaphumelelanga nababenqwenela ukubheka phambili nemfundo.
(Don't tell tales in broad daylight. Keep in mind that there are so many people that wanted to pass and proceed with their studies but could not)
(11) (T) Ntsokolo: Intsomi ke ingakukuba ndibanike le mpumelelo yam yematriki
(12) nto leyo ke engasokuze yenzeke.
(A tale would be to give them my matric pass which can never happen)
(13) (S) Mfundo: Ntombazana khawuyeke ukudlalisa mani, khawuthethe into engqalileyo ngelinye ixesha.
(14) Khona ibinokuba yintoni enokubangela ukuba ungaqhubeleki nokufunda
(15) uyazi imeko nje?
(Please don't play with me tell me just once. What could stop you from proceeding with your studies, knowing the situation)?
(16) (T) Ntsokolo: Imeko yethu bantu baNtsundu ndiyiqonda ngokupheleleyo
(17) ingakumbi eyam, neyekhaya lam.
(18) Kodwa xa imali yokuqhubeleka ingekho ngubani onokuthini?
(I am fully aware of the condition Blacks experience including the condition at my home. But if there is no money to proceed what can I do)?
(19) (S) Mfundo: Mhlobo, uSindwezama akanatyala, zama Ntsokolo.
(Friend, trying is not a crime)
(20) (T) Ntsokolo: Utsho ukuba mandithini?
(What do you suggest I do)?
(21) (S) Mfundo: Zama ukufuna imali nokuba kukonoontlalontle
(22) nokuba yimali yemboleko.
(Try to get some money, even from social workers, or a loan)
(23) (T) Ntsokolo: Libala kwelo cala lokubolekwa imali ungumntu ongathathi ntweni,
(24) sokuze ndiyifumane,
(25) icebo endinalo kukungazilibazisi, mandisuke ndiphangele qha.
(Forget about getting a loan if you are not employed, I have only one plan, to get a job)

(26) (S) Mfundo: Leyo imbono ungakhe uyicinge nokuyicinga
(27) ingayinto yokugqibela endingafuni nokuba ibe sezingqondweni zakho okwangoku.
(Do not even think about that. That must be the last thing on your mind)
(28) (T) Ntsokolo: Ntombazana ingathi nawe awunacebo lingandinceda,
(29) ngoko ndiyeke ndizibonele.
(It seems as if you also have no other advice so please leave me alone so that I can do what I want)
UMfundo akaphumelelanga ukuphembelela uNtsokolo ukuba aqhubeleke nokufunda ngokuthi aboleke imali okanye asebenze.
(Mfundo did not succeed in influencing Ntsokolo to proceed with his studies, or to borrow mone).

MESSAGE OF G(4):

1. Primary goals

1.1 Statement of the problem

Jomo shares with Phaki the decision she has taken regarding school. She has no intentions of going back because she is tired, bored and she has no time for schooling. More importantly, she is not in a financial position to study further even if she wanted to. See the following conversational turns below (1, 5, 6, 7, 13, 17)

(In the text analysis, Phaki is designated as the source (S), Jomo as the target (T), and the numbers 1-21 in brackets represent the conversational turns of the influence episode)

(1) (S) Phaki: Molo Mhlobo wam.
(Hallo my friend)
(5) kulo nyaka uzayo ndiya edyunivesithi, wena?
(… it is because I am going to the university next year. What about you)?
(6) (T) Jomo: Hayi mna andinalo ixesha endinokulichitha esikolweni ngoku,
(7) ndidikiwe ndifuna ukufumana umsebenzi qha.
(No, not me, I don't have time to waste. I am tiredd of schooling, I am going to look for a job and that is it)
(13) (T) Jomo: … andinamali. Uthini ke?
(…, I don't have money. So what do you say)?
(17) (T) Jomo: Sele ndigqibile kwaye andijiki, mna ndifuna ukuphangela ngoku.
(I have made up my mind, and I am not going to change, I only want to work now)

1.2 Primary goals with arguments.

1.2.1 Give advice

Arguments in favour	**Arguments against**
Argument 1: Surprise: a. Unusual to be tired of studies Hayi bo! Ngumhlola, iyandixaka le nto yakho, *(What are you saying to me ?* (9)	No money : (T) Jomo: Ewe ke ikhona, andinamali. Uthini ke? *(Yes there is, I don't have money. So what do you say)?* (13)

b. Like school: …heyi maan khawundixelele, kwenzeke ntoni kula Jomo wayethanda isikolo (*…what happened to you? where is that Jomo who was proud of his books*) (10) c. Proud of school ….kwenzeke ntoni kula Jomo ….eziqhenya ngencwadi nesikolo… (*where is that Jomo who was proud of Books and schooling..*) (10 -11) d. Successful in studies … ephumelela kakuhle ezifundweni zakhe… (*…succeeding well in her studies …*) (11) e. Like reading books: …owayethanda ukufunda iincwadi zakhe nditsho naxa singenzi nto esikolweni. Jomo ikhona into ongafuni kundixelela yona. (*…studying very hard even when not at school. Jomo there is something that you are not telling me)* (11-12)	
Argument 2: Obtain money: a. Loan at bank: (S) Phakis: Awu! Mhlobo wam, ungakwazi ukuya ebhankini uyokuboleka imali uzothi ke xa ugqibile ukufunda ufumane umsebenzi uzokwazi ukubhatala ityala lakho, kwaphaya ebhankini, *(Oh no, you can go to the bank and arrange a loan that you will pay when you have completed your studies and are working, …*) (14-15) b. Bursary (16) …, okanye ucele ibhasari kwaphaya ebhankini. (*…, or you can ask for a bursary at the bank)* (16)	Want to work (17) (T) Jomo: Sele ndigqibile kwaye andijiki, mna ndifuna ukuphangela ngoku. *(I have made my mind, and I am not going to change, I only want to work now)* (17)
Argument 3: Rewards of study: a. Good job (S) Phakis: Jomo xa ndiphangela kwindawo eziphakamileyo,… *(When I am working in well placed jobs,…)* (18) b. Beautiful car : …ndiqhuba imoto entle, uzungasoli ke mhlobo wam. *(…driving a beautiful car, you will regret your decision my friend)* (18-19)	No comparison: (T) Jomo: Hayi suka mna andirhaleli zinto zabantu uyayazi lo nto Phaki. *(You know that I don't compare myself to other people, and wish for what they have, Phaki)* (20)

1.3 Compliance

Phaki did not succeed in persuading Jomo to study further:

Sele ndigqibile kwaye andijiki, mna ndifuna ukuphangela ngoku.
(I have made my mind, and I am not going to change, I only want to work now)

1.4 Content category

Refer to B (3), paragraph 1.4

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: Refer to B (3), paragraph 1.5

1.5.2 Importance: Refer to B (3), paragraph 1.5

1.6 Structure:

1.6.1 Other benefit:

Refer to B (3), paragraph 1.6.1

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

Refer to B (4), paragraph 1.7.1 for a synopsis of this issue. The examples of conversational turns that follow relate to the issue of Fit criterion in this social episode: (6,7, 13, 17)

(T) Jomo: Hayi mna andinalo ixesha endinokulichitha esikolweni ngoku, ndidikiwe ndifuna ukufumana umsebenzi qha.
(No, not me, I don't have time to waste. I am tied of schooling, I am going to look for a job and that is it)
(T) Jomo: …, andinamali. Uthini ke?
(…, I don't have money. So what do you say)?
(T) Jomo: Sele ndigqibile kwaye andijiki, mna ndifuna ukuphangela ngoku.
(I have made my mind, and I am not going to change, I only want to work now)

1.7.2 Strength criterion:

Refer to B (4), paragraph 1.7.2 for a brief summary of this issue. The examples of conversational turns below explain the situation in relation to the Strength criterion in this episode: (14,15,16)

(S) Phakis: Awu! Mhlobo wam, ungakwazi ukuya ebhankini uyokuboleka imali uzothi ke xa ugqibile ukufunda ufumane umsebenzi uzokwazi ukubhatala ityala lakho, okanye ucele ibhasari kwaphaya ebhankini.
(Oh no, you can go to the bank and arrange a loan that you will pay when you have completed your studies and are working, or you can ask for a bursary at the bank)

1.8 Culture : social meaning

Refer to B (3), paragraph 1.8

1.9 Goal achievement:

Give advice has been attempted but not achieved in this episode.

2. SECONDARY GOALS

2.1 Refer to B (3, 4), paragraph 2 in relation to the explanation of personal resource goal. The examples of conversational turns below are an indication of the possible significance of opting for studying further, and ultimately benefit the target:

(S) Phakis: Awu! Mhlobo wam, ungakwazi ukuya ebhankini uyokuboleka imali uzothi ke xa ugqibile ukufunda ufumane umsebenzi uzokwazi ukubhatala ityala lakho, okanye ucele ibhasari kwaphaya ebhankini.
(Oh no, you can go to the bank and arrange a loan that you will pay when you have completed your studies and are working, or you can ask for a bursary at the bank) (14-16)

2.2 Interaction or conversational management goals: impression management and face:

The source's interrogation constrains the target's potive face. The example below explains:(14). As shown below, the target's negative face is under threat. This is demonstrated by the recommended action of the source in pursuit of compliance gaining:

(S) Phakis: Awu! Mhlobo wam, ungakwazi ukuya ebhankini uyokuboleka imali
(Oh no, you can go to the bank and arrange a loan … (14)

3. RELATIONSHIP BETWEEN GOALS

Refer to B (3,4) G (3) in terms of the relationship between goals. In this instance, compatibility between goals is observed.

4. GOAL COMPLEXITY

This is a special issue episode. Refer to B (3), paragraph 4 for more clarity.

5. TARGETS AND TYPE OF CHANGE

5.1 Target

Behaviour: studying further or continue with education.

5.2 Type of change:

Conversion is a recognizeable type of type of change. For further exaplanation, make reference to B (3), paragraph 5.2.

6. PLAN

6.1 Message dimension

6.1.1 Explicitness:

The source employs explicit or direct reasons for compliance, and that is reflected in arguments 2 and 3 of the influence interaction. The remaining argument, that is, 1 reflects indirectness. Refer to paragraph 1.2.1 above for better understanding.

6.1.2 Dominance:

Dominance of source:

The source displays a level of dominance in this persuasive messages, and she accomplishes that through her wise and sensible advice in the event of financial constraints that the target faces. The conversational turns below reflect more:

(S) Phakis: Awu! Mhlobo wam, ungakwazi ukuya ebhankini uyokuboleka imali uzothi ke xa ugqibile ukufunda ufumane umsebenzi uzokwazi ukubhatala ityala lakho, okanye ucele ibhasari kwaphaya ebhankini.
(Oh no, you can go to the bank and arrange a loan that you will pay when you have completed your studies and are working, or you can ask for a bursary at the bank) (14,15,16).

6.1.3 Argument:

The source advances reasons to substantiate her stance and the fact that it is important for the target to continue with studies, thus complying to the sources position. For better understanding, make reference to paragraph 1.2.1, arguments 1, 2 and 3. above under arguments in favour.

6.1.4 Control:

Source Control:

A level of control is used by the source in her reasons of reinforcing compliance by warning the target about possible consequences, should she not comply. See the following conversational turns:

(S) Jomo xa ndiphangela kwindawo eziphakamileyo ndiqhuba imoto entle, uzungasoli ke mhlobo wam.
(When I am working in well placed jobs driving a beautiful car, you will regret your decision my friend) (18-19)

6.2 Types of plans

6.2.1 Plan complexity:

Three plans are recognizeable in this episode:

a. Surprise:

Hayi bo! Ngumhlola, iyandixaka le nto yakho,
(What are you saying to me ? (9)

(S) …heyi maan khawundixelele, kwenzeke ntoni kula Jomo wayethanda Isikolo…
(*…what happened to you? where is that Jomo who was proud of his books*) (10)
…eziqhenya ngesikolo ephumelela kakuhle ezifundweni zakhe, owayethanda ukufunda iincwadi zakhe nditsho naxa singenzi nto esikolweni,
(*and proud of scholing, studying very hard even when not at school*)*?* (10-11)
…owayethanda ukufunda iincwadi zakhe nditsho naxa singenzi nto esikolweni. Jomo ikhona into ongafuni kundixelela yona.
(*…studying very hard even when not at school. Jomo there is something that you are not telling me)* (11-12)

b. Obtain money:

(S) Phakis: Awu! Mhlobo wam, ungakwazi ukuya ebhankini uyokuboleka imali uzothi ke xa ugqibile ukufunda ufumane umsebenzi uzokwazi ukubhatala ityala lakho, kwaphaya ebhankini,
(Oh no, you can go to the bank and arrange a loan that you will pay when you have completed your studies and are working,) (14-15)
…okanye ucele ibhasari kwaphaya ebhankini.
(*…, or you can ask for a bursary at the bank)* (16)

c. Rewards of study:

(S) Jomo xa ndiphangela kwindawo eziphakamileyo ndiqhuba imoto entle, uzungasoli ke mhlobo wam.
(When I am working in well placed jobs driving a beautiful car, you will regret your decision my friend) (18-19)

6.2.2 Plan specificity:

Only plans 2 and 3 are specific, and well articulated. Plan 1 is vague.

6.2.3 Plan quality:

In terms of plan quality, the presented plans are of poor quality reason being that they are all confronted by arguments against them.

7. ACTION

7.1 Message production

7.1.1 Primary goal importance:

Regarding goal importance, only arguments 2 and 3 are of high level towards possible achievement of the goal.

7.1.2 Secondary goals

As regards Personal resource, argument 3 enjoys a high level of importance in relation to material concerns due to be obtained by the target should she comply.

7.2. Emotional appeal

7.2.1 Positive emotions

No evidence of positive emotions in this episode.

7.2.2 Negative emotions

See B (3), paragraph 7.2.2. for a general explanation on emotions. Envy, for instance, is evoked in this persuasive message by the source's utterance that carry potential to stimulate crave on the target for possessions which may belong to the source in the future. See the following example for illustration:

(S) Jomo xa ndiphangela kwindawo eziphakamileyo ndiqhuba imoto entle, uzungasoli ke mhlobo wam. *(When I am working in well placed jobs, driving a beautiful car I hope you will not regret your decision my friend)* (18- 19)

7.2.3 Fear appeal

No evidence of fear appeal in this episode.

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

Refer to B (3), paragraph 7.3.2 for a brief explanation relevant to this notion, and note the examples that follow:

(T) Hayi mna andinalo ixesha endinokulichitha esikolweni ngoku,
(No, not me, I don't have time to waste). (6)
(T) …andinamali. Uthini ke?
(… I don't have money. So what do you say)? (13)
(S) Mhlobo wam, uthini apha kum? Uthi udikiwe sisikolo ?
(What are you saying to me ? Are you saying you are tired of studying) ?
(S) …Hayi bo! Ngumhlola, iyandixaka le nto yakho,
(No, this is unusual, and confusing) (9)
(S) Mhlobo wam, ungakwazi ukuya ebhankini uyokuboleka imali uzothi ke xa ugqibile ukufunda ufumane umsebenzi uzokwazi ukubhatala ityala lakho, okanye ucele ibhasari kwaphaya ebhankini.
(Oh no, you can go to the bank and arrange a loan that you will pay when you have completed your studies and are working, or you can ask for a bursary at the bank) (14-16)
(S) Jomo xa ndiphangela kwindawo eziphakamileyo ndiqhuba imoto entle, uzungasoli ke mhlobo wam.
(When I am working in well placed jobs, driving a beautiful car I hope you will not regret your decision my friend) (18-19)

7.3.2 Lexical level:

a. Lexical diversity:

Make reference to B (3), paragraph 7.3.3 for a brief explanation, and consider the examples below:

(T) …ndidikiwe ndifuna ukufumana umsebenzi qha.
(…I am tired of schooling, I am going to look for a job and that is it) (7)
(S) …Hayi bo! Ngumhlola, iyandixaka le nto yakho,
(No, this is unusual, and confusing) (9)
(S) …heyi maan khawundixelele, kwenzeke ntoni kula Jomo wayethanda isikolo eziqhenya ngesikolo…
(…what happened to you? where is that Jomo who was proud of his books, and proud of scholing,…) (10-11).
(S) Ukho ndikhona asiyanga eBhayi.
(You are here, and I am here, we have not gone out of place) (21)

b. Language imagery:

See B (3), paragraph 7.3.3 for a brief explanation, and note the examples that follow::

(T) …ndidikiwe ndifuna ukufumana umsebenzi qha.
(…I am tired of schooling, I am going to look for a job and that is it) (7)
(S) …heyi maan khawundixelele, kwenzeke ntoni kula Jomo wayethanda isikolo eziqhenya ngesikolo…
(…what happened to you? where is that Jomo who was proud of his books, and proud of scholing,…) (10-11).

7.3.3 Equivocal language

For general and brief background of equivocal language, refer to G(1), theme 1, paragraph 7.3.4, and consider the example below:

(S) …Hayi bo! Ngumhlola, iyandixaka le nto yakho,
(No, this is unusual, and confusing) (9)

7.4 Language use:

7.4.1 Power of speech style

Make reference to B (3), paragraph 7.4.1 for a brief explanation, and refer to the example below:

(T) Sele ndigqibile kwaye andijiki, mna ndifuna ukuphangela ngoku.
(I have made my mind, and I am not going to change, I only want to work now) (17)

8. MESSAGE EFFECTS

8.1 Relational and emotional effects

8.1.1 Effects of Dominance

The level of dominance (Refer to paragraph 6.1.2) demonstrated by the source towards the target reveal some negative implications in this influence interaction in as far as compliance gaining is concerned. The conversational turn below supprts this view:

(T) Jomo: Sele ndigqibile kwaye andijiki, mna ndifuna ukuphangela ngoku.
(I have made my mind, and I am not going to change, I only want to work now) (17)

8.1.2 Effects of Explicitness

Refer to 6.1.1 for further explanation. It stands to reason, from the conversational turns below, that explicitness is not well received in the course of the influence interaction, as a result of that explicitness does not portray any positive effects whatsoever:

(T) Jomo: Sele ndigqibile kwaye andijiki, mna ndifuna ukuphangela ngoku.
(I have made up my mind, and I am not going to change, I only want to work now) (17)
(T) Jomo: Hayi suka mna andirhaleli zinto zabantu uyayazi lo nto Phaki.
(You know that I don't compare myself to other people, and wish for what they have, Phaki) (20)

8.1.3 Effects of Argument

In terms of argument, a few reasons for compliance gaining have been presented in this relational context. Refer to paragraph 1.2.1 for better understanding, arguments 1-3 above. However, failure to secure compliance has presented negative implications.

8.2 Competence

8.2.1 Appropriateness

In this episode, suitable utterances intended for goal achievement have been utilized although compliance gaining has not been achieved.

8.2.2 Effectiveness

Goal success was not achieved.

8.3. Politeness

8.3.1 Dominance

The threatening of the negative face of the target (Refer to paragraph 2.2 above), does contribute to negative association between politeness and dominance in this influence interaction. Example below is cited for evidence:

(T) Jomo: Sele ndigqibile kwaye andijiki, mna ndifuna ukuphangela ngoku.
(I have made my mind, and I am not going to change, I only want to work now) (17)

8.3.2 Argument

Refer to B (3), paragraph 8.3.2 for better understanding. Reason giving (Refer to paragraph 1.2.1 above) in this influence episode act as a mitigating factor in redressing face threatening acts. As a result of that, arguments 2 and 3 relate posively with politeness.

8.3.3 Explicitness :

See paragraph 6.1.1 above. Explicitness does not associate negatively with politeness in this influence relational context.

8.4 Resistance

8.4.1 Obstacles:

Compliance gaining is confronted by resistance of the target. Refer to paragraph 1.2.1, arguments against.

8.4.2 Barriers:

In submitting arguments for non-compliance, the target creates a barrier against goal achievement. The conversational turns below show evidence:

(T) Jomo: Sele ndigqibile kwaye andijiki, mna ndifuna ukuphangela ngoku.
(I have made my mind, and I am not going to change, I only want to work now) (17)
(S) Phakis: Jomo xa ndiphangela kwindawo eziphakamileyo ndiqhuba imoto entle, uzungasoli ke mhlobo wam.
(When I am working in well placed jobs, driving a beautiful car I hope you will not regret your decision my friend) (18-19)

8.4.3 Threat:

In this persuasive message, the example that follows, put forward by the source, is a typical example of a threat, and it relays some warnings to the target, of possibilities of envy if she does not comply. See example below for evidence:

(S) Phakis: Jomo xa ndiphangela kwindawo eziphakamileyo ndiqhuba imoto entle, uzungasoli ke mhlobo wam.
(When I am working in well placed jobs, driving a beautiful car I hope you will not regret your decision my friend) (18-19)

8.4.4 Refutational pre-emption:

No evidence of refutational pre-emption:

G4: Text

(1) (S) Phaki: Molo Mhlobo wam.
(2) Akuyazi indlela endinovuyo ngayo apha ngaphakathi entliziyweni yam.
(Hallo my friend. You have no idea how happy I am in my heart)
(3) (T) Jomo: Ewe Phakis. Heyi! luvuyo lwantoni, ufumene indoda?
(Yes Phakis. Why are you happy, did you get a boyfriend)?
(4) (S) Phakis: Hayi lolunye uvuyo kaloku,
(5) kulo nyaka uzayo ndiya edyunivesithi, wena?
(No, it is because I am going to the university next year. What about you)?
(6) (T) Jomo: Hayi mna andinalo ixesha endinokulichitha esikolweni ngoku,
(7) ndidikiwe ndifuna ukufumana umsebenzi qha.
(No, not me, I don't have time to waste. I am tired of schooling, I am going to look for a job and that is it)
(8) (S) Phakis: Mhlobo wam, uthini apha kum? Uthi udikiwe sisikolo?
(9) Hayi bo! Ngumhlola, iyandixaka le nto yakho,
(10) heyi maan khawundixelele, kwenzeke ntoni kula Jomo wayethanda isikolo
(11) eziqhenya ngesikolo ephumelela kakuhle ezifundweni zakhe, owayethanda ukufunda iincwadi zakhe nditsho naxa singenzi nto esikolweni,
(12) Jomo ikhona into ongafuni kundixelela yona.
(What are you saying to me ? Are you saying you are tired of studying, this is unusual, and confusing, what happened to you? where is that Jomo who was proud of his books and schooling, succeeding well in his studies, studying very hard even when not at school ? Jomo there is something that you are not telling me)
(13) (T) Jomo: Ewe ke ikhona, andinamali. Uthini ke?
(Yes there is, I don't have money. So what do you say)?
(14) (S) Phakis: Awu! Mhlobo wam, ungakwazi ukuya ebhankini uyokuboleka imali

(15) uzothi ke xa ugqibile ukufunda ufumane umsebenzi uzokwazi ukubhatala ityala lakho,
(16) okanye ucele ibhasari kwaphaya ebhankini.
(Oh no, you can go to the bank and arrange a loan that you will pay when you have completed your studies and are working, or you can ask for a bursary at the bank)
(17) (T) Jomo: Sele ndigqibile kwaye andijiki, mna ndifuna ukuphangela ngoku.
(I have made up my mind, and I am not going to change, I only want to work now)
(18) (S) Phakis: Jomo xa ndiphangela kwindawo eziphakamileyo ndiqhuba imoto entle,
(19) uzungasoli ke mhlobo wam.
(When I am working in well placed jobs, driving a beautiful car I hope you will not regret your decision my friend)
(20) (T) Jomo: Hayi suka mna andirhaleli zinto zabantu uyayazi lo nto Phaki.
(You know that I don't compare myself to other people, and wish for what they have, Phaki)
(21) (S) Phaki: Ukho ndikhona asiyanga eBhayi.
(You are here, and I am here, we have not gone out of place)
U-Phaki akaphumelelanga ukuphemebelela uJomo ukuba aqhube nezifundo zakhe angayi kusebenza.
(Phaki did not succeed to persuade Jomo to continue with his studies)

5.4 THEME 3: PARENT-CHILD RELATIONSHIP

MESSAGE OF G(5):

1. Primary goals

1.1 Statement of the problem

Nandi explains her situation to her parents (Abazali, tata, mama) regarding her plans to participate in a tour/trip to Johannesburg that a students' organisation, SASCO, will undertake. She then requests permission from her parents to be part of the tour/trip, and further ask some financial assistance for the trip. The reasons she presents for her to go are that, all the students from this organisation are going, her friends are going and this is an educational tour/trip from which she will learn a lot about the environment. See the conversational turns below: (3, 5, 6, 7, 8, 14, 17)

(In the text analysis, Nandi is designated as the source (S). The parents (Mama, Tata) as the target (T), and the numbers 1-20 in brackets represent the conversational turns of the influence episode).

(3) (S) Nandi: Mama notata kukho into endifuna ukunicela yona.
(Mother and father, there is something that I want to ask from you)
(5) (S) Nandi: Bendicela ukuya eRhawutini kule nyanga izayo qha ingxaki andinamali ipheleleyo.
(I would like to go to Johannesburg next month but I don't have enough money)
(6) (T) Mama: Kutheni ufuna ukuya eRhawutini?
(Why do you want to go to Johannesburg)?
(7) (S) Nandi: Mama njengokuba ndifunda edyunivesithi kukho umbutho
(8) wabafundi ekuthiwa yi-SASCO bebonke bayahamba.
(There is a student body at the university called SASCO, they are all going).
(14) (S) Nandi : Ndiyafuna nyani ukuya eRhawutini kuba ndiza kufunda lukhulu ngezinto ezisingqongileyo.
(I really want to go to Johannesburg because I will learn a lot about the enviroment that surrounds us).
(17) (S) Nandi : Ewe kodwa abazuyibonisa yonke, kwaye zonke iitshomi zam ziya hamba.
(Yes, but it will not show everything, and all my friends are going)

1.2 Primary goals:

There are two primary goals, that is, Obtain permission and Gain assistance.

1.2.1 Obtain permission:

Arguments in favour	**Arguments against**
Argument 1: **Peer pressure** a) Member of a group (SASCO) 7-8 (S) Nandi: Mama njengokuba ndifunda edyunivesithi kukho umbutho wabafundi ekuthiwa yi-SASCO… *(There is a student body at the university called SASCO…)* (7) b) All the members are going on tour: …bebonke bayahamba…) *(... they are all going).* (8)	**Argument 1**: **Parents have no money** (T) Mama: Mntwana wam asinamali. *(My child, we don't have money)* (11) (T) Mama: Nandipha! Ndithi asinamali. *(Nandipha ! I said we don't have money)* (13) (T) Tata : Ntomb'am asinayo imali qha ndigqibile mhlawumbi ezo ntanga zakho zingakunceda xa ubona njalo. *(My girl we don't have money, and that is it, so your friend can help you if you feel that way)* (18)
Argument 2: **Educational tour/trip** (S) Nandi : Ndiyafuna nyhani ukuya eRhawutini kuba ndiza kufunda lukhulu ngezinto ezisingqongileyo. *(I really want to go to Johannesburg because I will learn a lot about the enviroment that surrounds us).* (14)	**Argument 2:** a) School is for study only: (T) Tata : Nandipha mamela umama wakho. Thina sikuthumele esikolweni ukuba uyofunda hayi emibuthweni. *(Nandipha, you must listen to your mother. We sent you to school to study not to go to organizations.)* (15) b) Television broadcast about environment: (T) Mama : Kwaye wethu ungayibukela nalapha kumabonakude andithi uthi iyaphuma apha kumabonakude ? *(And you can also watch it on the television, did'nt you say that they will broadcast it ?)* (16)

1.2.2 Gain assistance:

Arguments in favour	
No arguments for the goal of Gaining assistance.	

1.3 Compliance

Nandi has not succeeded to persuade her parents to grant her permission and assist her with money to go along with fellow students on a trip. See conversational turns: (11, 13 and 18)

1.4 Content category

This influence episode covers a career aspect. A career is considered to be very essential in most civilized societies. It is a base upon which one is able to sustain oneself.

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: i) Goals are driven by motives, and motives are driven by needs.

In this instance, the need for self actualization reinforces the source's desire to attend the fellow students' conference in Johannesburg, thus contributing to her living up to her full potential through this experience.

1.5.2 Importance: Gain assistance is an important goal, reason being that it guides the ultimate behavour in this interaction. And, this is determined by the absence of money.

1.6 Structure:

Self benefit:

This relates to the source who stands to benefit from knowledge about her environment from the educational information that will be presented in the course of the tour.

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

In this social episode, the situational conditions which are represented in a rule for Obtain permission seem to match the perceived features of the current situation, and therefore may be considered sufficient to have the rule activated and the goal formulated. See arguments 1 and 2 in paragraph 1.2.1

1.7.2 Strength criterion:

Strength criterion: the association between the situational features and the end state do not carry enough strength in order to realize the end state – which is to Obtain permission. For example, argument 1 in paragraph 1.2.1 lacks the necessary strength. However, argument 2 in 1.2.1 presents enough strength for the realisation of Obtaining permission.

1.8 Culture : social meaning

Coming together and sharing form an integral part of traditional African societies, and as such contemporary Xhosa societies are not an exception from this norm. Such cultural etiquette and mannerism are still prominent, and are learnt in groups and in both formal and informal organizations. In a nutshell, Xhosas, to a greater extent, still believe in a communal or collective way of life rather than being individualistic beings.

1.9 Goal achievement:

Both primary goals in this episode have not been achieved.

2. SECONDARY GOALS

2.1 Personal resource goal: this goal arises from the desire to maintain or enhance one's well being. In this instance, personal resource goal carry the potential to advance the source's educational and social well being. The examples, from the conversational turns, below reflect this idea:

(S) Nandi : Ndiyafuna nyani ukuya eRhawutini kuba ndiza kufunda lukhulu ngezinto ezisingqongileyo.
(I really want to go to Johannesburg because I will learn a lot about the enviroment that surrounds us.) (14)

2.2 Interaction or conversational management goals: these goals are concerned with impression management and face issues.

a. Experience of face issues is reflected in the conversational turns (11,13) below:

(T) Mama: Mntwana wam asinamali.
(My child, we don't have money) (11)
(T) Mama: Nandipha! Ndithi asinamali.
(Nandipha ! I said we don't have money) (13)
(T) Tata : Ntomb'am asinayo imali qha ndigqibile mhlawumbi ezo ntanga zakho zingakunceda xa ubona njalo.
(My girl we don't have money, and that is it, so your friend can help you if you feel that way) (18)
(S) Nandi : Kodwa tata…
(*But father…)* (19)

The source's positive face is under threat in this persuasive episode, and that is demonstrated by the fact that the target (parents) do not undersatand that it is so important

for the source (Nandi) to travel with other fellow students to Johannesburg. On the other hand, the target's (parents) social affirmation towards the source is being constrained due to their inability to fulfill the source's request.

3. RELATIONSHIP BETWEEN GOALS

a. In this persuasive episode, personal resource goals are in keeping with

the primary goal of Gaining assistance. On the other hand, secondary goal of conversational management or interaction is compatible with the primary goal of Obtaining permission.

4. GOAL COMPLEXITY

This is a special issue episodes which deals with an issue of non – recurring nature, and the issue being dealt with is conference attendance and social interaction. The main primary goal that is responsible or behind the interaction is Gain assistance.

5. TARGETS AND TYPE OF CHANGE

5.1 Target

In this influence episode, behavior is targeted, in which the source makes an attempt to persuade the target (parents) in order to have the target to agree to the action of permitting and giving financial assistance to the source in order for her (source) to participate in the tour. See the following conversational turns for further clarity:

(S) Nandi: Mama notata kukho into endifuna ukunicela yona.
(Mother and father, there is something that I want to ask from you) (3)
(S) Nandi: Bendicela ukuya eRhawutini kule nyanga izayo qha ingxaki andinamali ipheleleyo.
(I would like to go to Johannesburg next month but I don't have enough money) (5)

5.2 Type of change:

Formation, which occurs when a new behavour is acquired where none existed before, is a recognizable type of change in this episode. The source attempts to influence the target towards gaining financial assistance.

6. PLANS

6.1 Message dimension

6.1.1 Explicitness:

The source puts forward indirect and direct messages in which she advances reasons for the target to consider for compliance. See paragraph 1.2.1 conversational turns 7 and 8 for indirectness, and conversational turns 5 and 14 for directness or explicitness:

(S) Nandi: Mama njengokuba ndifunda edyunivesithi kukho umbutho wabafundi ekuthiwa yi-SASCO bebonke bayahamba.
(There is a student body at the university called SASCO, they are all going) (7,8)

(S) Nandi: Bendicela ukuya eRhawutini kule nyanga izayo qha ingxaki andinamali ipheleleyo.
(I would like to go to Johannesburg next month but I don't have enough money (5)

(S) Nandi : Ndiyafuna nyhani ukuya eRhawutini kuba ndiza kufunda lukhulu ngezinto ezisingqongileyo.
(I really want to go to Johannesburg because I will learn a lot about the enviroment that surrounds us.) (14)

6.1.2 Dominance:

Dominance of source:

The source shows a level of dominance in the influence interaction, and this is portrayed through various attempts of limiting the target's behavioural options in resisting compliance. Having said that, the responses of the target carry some features of dominance. For source dominance, view the following conversational turns:

(S) Nandi : Ndiyafuna nyhani ukuya eRhawutini kuba ndiza kufunda lukhulu ngezinto ezisingqongileyo.
(I really want to go to Johannesburg because I will learn a lot about the enviroment that surrounds us.) (14)

(S) Nandi : Ewe kodwa abazuyibonisa yonke, kwaye zonke iitshomi zam ziyahamba.
(Yes, but it will not show everything, and all my friends are going) (17)

6.1.3 Argument:

The source suggests logical and clear reasons for seeking compliance, in which she wants to obtain permission and gain assistance in order to participate in the tour. Refer to paragraphs 1.2.2, arguments 1-2 above, under argument in favour.

6.1.4 Control:

Source control:

In this influence episode, the source takes advantage of control over the reasons she advances in order to gain compliance. This is shown by asserting that an added

educational value is likely to be achievd if the target complies. See the conversational turn below for evidence:

(S) Nandi : Ndiyafuna nyhani ukuya eRhawutini kuba ndiza kufunda lukhulu ngezinto ezisingqongileyo.
(I really want to go to Johannesburg because I will learn a lot about the enviroment that surrounds us.) (14)

6.2 Types of plans

6.2.1 Plan complexity:

In this influence interaction, there is evidence of individual utterances in the form of influence plans, that are reflected by the source, and necessary for the attainment of the primary goals of obtaining permission and gaining assistance. Two influence plans are described below. (Refer to paragraph 1.2.1, arguments 1, 2 and see the cited examples of conversational turns)

a. Peer pressure

(S) Nandi: Mama njengokuba ndifunda edyunivesithi kukho umbutho wabafundi ekuthiwa yi-SASCO…
(There is a student body at the university called SASCO…) (7)
…bebonke bayahamba…)
(... they are all going). (8)

b. Educational tour/trip

(S) Nandi : Ndiyafuna nyhani ukuya eRhawutini kuba ndiza kufunda lukhulu ngezinto ezisingqongileyo.
(I really want to go to Johannesburg because I will learn a lot about the enviroment that surrounds us). (14)

6.2.2 Plan specificity:

In terms of both primary goals, both plans 1 and 2 are specific, and are well artitulated for the goal of Obtaining permission.

6.2.3 Plan quality:

In plan 1 and 2: arguments against are observed. Although, plan 2 displays some degree of quality, argument against render this plan unsuccessful (see paragraph 1.2.1 above)

7. Action

7.1 Message production

7.1.1 Primary goal importance

In this regard, primary goal importance is not prevalent. This is determined by the use of arguments that are of low level. Although there are two arguments (See paragraph 1.2.1 above), only argument 2 is of high quality.

7.1.2 Secondary goal:

Personal resource goal: Argument 2 is quite significant and important in this respect, in that it suggests the potential to advance the source's educational benefit and well being from attending the conference.

7.2 Emotional appeal:

7.2.1 Positive emotions .:

There is no evidence of positive emotions whatsoever.

7.2.2 Negative emotions:

Some tone of <u>distress</u> and <u>desperation</u> are observed in the source's aguments for compliance. The conversational turn below bears some evidence:

(S) Nandi : Ndiyafuna nyhani ukuya eRhawutini kuba ndiza kufunda lukhulu ngezinto ezisingqongileyo. *(I really want to go to Johannesburg because I will learn a lot about the enviroment that surrounds us.)* (14).

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

Utterances in this influence episode differ in terms of their leves of complexity. Some present complex structures whereas others potray relatively simple structures: See examples below. However, the level of complexity of the sentences does not show any form of comprehension difficulty, which could render some negativity in the process of persuasion. It is also worth noting that the language usage in this influence interaction is

not so different from the natural usage of isiXhosa in everyday situations in an urban environment between parents and their children.

(T) Tata: Yitsho ntomb'am.
(Just say it my girl, what is it)? (4)
(S) Nandi: Bendicela ukuya eRhawutini kule nyanga izayo qha ingxaki andinamali ipheleleyo.
(I would like to go to Johannesburg next month but I don't have enough money) (5)
(T) Mama: Kutheni ufuna ukuya eRhawutini?
(Why do you want to go to Johannesburg)? (6)
(S) Nandi: Mama njengokuba ndifunda edyunivesithi kukho umbutho wabafundi ekuthiwa yi-SASCO bebonke bayahamba.
(There is a student body at the university called SASCO, they are all going) (7, 8)

7.3.2 Lexical level:

a. Lexical diversity:

Ordinary vocabulary throughout the conversational turns in the influence episode is observed. However, a small rich vocabulary sample in the form of the following expressions is noticeable:

(S) Nandi : Ndiyafuna nyhani ukuya eRhawutini kuba ndiza <u>kufunda lukhulu</u> ngezinto <u>ezisingqongileyo</u>.
(I really want to go to Johannesburg because I will learn a lot about the enviroment that surrounds us.) (14)
(T) Mama : Kwaye wethu ungayibukela nalapha kumabonakude andithi uthi iyaphuma apha <u>kumabonakude</u> ?
(And you can also watch it on the television, did'nt you say that they will broadcast it ?) (16)

b. Language imagery:

There is no evidence of language imagery.

7.3.3 Equivocal language

For general and brief background of equivocal language: (Refer to G (1), theme 1, paragraph 7.3.4)

An example that reflects the notion of equivocal language is cited below, in which the source substantiate her request in a round about way:

(S) Nandi: Mama njengokuba ndifunda edyunivesithi kukho umbutho wabafundi ekuthiwa yi-SASC0 bebonke bayahamba.
(There is a student body at the university called SASCO, they are all going) (7, 8)

7.4 Language use:

7.4.1 Power of speech style

As regards the power of speech style, the target signals a high level of power in their expression of resistance, and this is made obvious by the source's incomplete expressions in her continous attempt to present her request. The following examples bear evidence:

(T) Tata : Ntomb'am asinayo imali qha ndigqibile mhlawumbi ezo ntanga zakho zingakunceda xa ubona njalo.
(My girl we don't have money, and that is it, so your friend can help you if you feel that way) (18)
(S) Nandi : Kodwa tata…
(*But father…)*(19)
(T) Tata : Ndigqibile !
(That's all I have to say !) (20)

8. Message effects

8.1 Relational and emotional effects

8.1.1 Effects of Dominance:

Refer to paragraph 6.1.2 for a brief explanation on the dominance of the source, and note the relevant cited conversational turns under this paragraph. Source dominance in this regard has potential for negative implications or effects in as far as compliance gaining is concerned. (See conversational turns 15, 18, 20 for evidence)

8.1.2 Effect of Explicitness:

Refer to paragraph 6.1.1 for a brief explanation on explicitness, and note the relevant cited conversational turns under this paragraph. The effects of directeness are unfavourably received in as far as compliance is concerned. Nevertheless, explicitness elicits some instances of solidarity between the source and the target in this relational context. (See conversational turns, (11) for evidence).

8.1.3 Effect of Argument:

Refer to paragraph 6.1.3 and paragraph 1.2.1 above with regards to argument against. Reasons for gaining compliance have not been well received despite the relational context of the influence interaction. So, the effects are negative.

8.2 Competence

8.2.1 Appropriateness

In this episode, utterances that relate to the possible achievement of compliance have been reasonable, reason being that they reflect apparently for the goal of Obtaining permission.

8.2.2 Effectiveness

In this influence episode, no success has been achived in as far as the goal of Gaining assistance is concerned.

8.3 Politeness:

8.3.1 Dominance:

Negative association between politeness and dominance in this particular episode is observed. This is displayed by the source's threatning of the target's positive face for not being in a position to honour the request. See paragraph 2.2 above for further clarification.

8.3.2 Explicitness:

In this influence interaction, directness does not relate negatively with politeness. This may be attributed to the relational context of the influence interaction.

8.3.3 Argument:

In terms of argument and politeness, the source uses logical reasons in seeking compliance from the target. Despite the lesser number of reasons, reason giving shows some association with politeness in this influence episode. This may also be attributed to the closeness of the relational context.

8.4 Resistance

8.4.1 Obstacles:

See arguments against: paragraph 1.2.2 above. In resisting compliance, the target advances reasons that are counterforce to the achievement of the possible primary goals. See conversational turns: (11, 13, 18)

(T) Mama: Mntwana wam asinamali.
(My child, we don't have money) (11)
(T) Mama: Nandipha! Ndithi asinamali.
(Nandipha ! I said we don't have money) (13)
(T) Tata : Ntomb'am asinayo imali qha ndigqibile mhlawumbi ezo ntanga zakho zingakunceda xa ubona njalo.
(My girl we don't have money, and that is it, so your friend can help you if you feel that way) (18)

8.4.2 Barriers

In this episode, the target puts up a barrier that prevents goal achievement. The following conversational turns is a typical examples of a barrier:

(T) Mama: Nandipha! Ndithi asinamali.
(Nandipha ! I said we don't have money) (13)
(S) Nandi : Ndiyafuna nyhani ukuya eRhawutini kuba ndiza kufunda lukhulu ngezinto ezisingqongileyo.
(I really want to go to Johannesburg because I will learn a lot about the enviroment that surrounds us.) (14)

8.4.3 Threat

There is no evidence of a threat in this episode.

8.4.5 Refutational pre-emption:

No evidence of refutational pre-emption

G5: TEXT

(1) (S) Nandi: Molweni mama notata.
(Hello mother and father)
(2) (T) Abazali : Ewe molo Nandi.
(Hallo Nandi)
(3) (S) Nandi: Mama notata kukho into endifuna ukunicela yona.
(Mother and father, there is something that I want to ask from you)
(4) (T) Tata: Yitsho ntomb'am.
(Just say it my girl, what is it)?
(5) (S) Nandi: Bendicela ukuya eRhawutini kule nyanga izayo qha ingxaki andinamali ipheleleyo.
(I would like to go to Johannesburg next month but I don't have enough money)
(6) (T) Mama: Kutheni ufuna ukuya eRhawutini?
(Why do you want to go to Johannesburg)?
(7) (S) Nandi: Mama njengokuba ndifunda edyunivesithi kukho umbutho wabafundi ekuthiwa yi-SASCO
(8) bebonke bayahamba.
(There is a student body at the university called SASCO, they are all going)
(9) (T) Tata : Qhubeka ntomba'am ndikumamele
(Go on, I am listening)
(10) (S) Nandi : Ngoku tata nithini ?
(And so father, what do you say)?
(11) (T) Mama: Mntwana wam asinamali.
(My child, we don't have money)
(12) (S) Nandi: Kodwa mama...
(*But mother…)*
(13) (T) Mama: Nandipha! Ndithi asinamali.
(Nandipha ! I said we don't have money)

(14) (S) Nandi : Ndiyafuna nyhani ukuya eRhawutini kuba ndiza kufunda lukhulu ngezinto ezisingqongileyo.
(I really want to go to Johannesburg because I will learn a lot about the enviroment that surrounds us.)
(15) (T) Tata : Nandipha mamela umama wakho. Thina sikuthumele esikolweni ukuba uyofunda hayi emibuthweni.
(Nandipha, you must listen to your mother. We sent you to school to study not to go to organizations.)
(16) (T) Mama : Kwaye wethu ungayibukela nalapha kumabonakude andithi uthi iyaphuma apha kumabonakude ?
(And you can also watch it on the television, did'nt you say that they will broadcast it ?)
(17) (S) Nandi : Ewe kodwa abazuyibonisa yonke, kwaye zonke iitshomi zam ziyahamba.
(Yes, but it will not show everything, and all my friends are going)
(18) (T) Tata : Ntomb'am asinayo imali qha ndigqibile mhlawumbi ezo ntanga zakho zingakunceda xa ubona njalo.
(My girl we don't have money, and that is it, so your friend can help you if you feel that way)
(19) (S) Nandi : Kodwa tata…
(*But father…)*
(20) (T) Tata : Ndigqibile !
(*That's all I have to say !)*
UNandi akaphumelela ukuphembelela abazali bakhe ukuba bamphe imali yokuhamba neSASCO.
(Nandi was unsucessful in persuading her parents to give her money to go with SASCO)

MESSAGE OF G(6):

1. Primary goals

1.1 Statement of the problem

Sipho explains her situation to her parent (mama) as regards her intention to attend a students' conference in Johannesburg. She concurrently requests for both permission and financial assistance in order to participate in the envisaged conference. Her reasons for wanting to attend are that the conference is educational and as such forms part of their studies. Secondly, that attending the conference puts her in good stead for obtaining a bursary for next year. See the conversational turns below for further clarity: (1, 2, 3, 4)

(1) (S) Sipho : Mama bendicela imali yokuya kwinkomfa yabafundi eya kubanjelwa eRhawutini.
(Mother, I would like to have money to attend a conference in Johannesburg)
(2) (T) Mama : Yho! Uyadlala ke ngoku wandifuna imali zenkomfa khange ndikuthumele esikolweni ukuba uye ezinkomfeni.
(No, you are joking, you cannot ask for money to go to conferences because I only sent you to school to study, and that is it)
(3) (S) Sipho : Yhini! Mama iyinxalenye yezifundo zethu isibonisa thina bantu basafunda ukuqhubeka nesikolo,
(4) kulapho sofumana nemali zokufunda kunyaka ozayo.
(But mother this is part of the studies, it gives us some experience as we want to continue with studies, and it is where we can also get bursaries for next year)

(In the text analysis, Sipho is designated as the source (S). The parent (Mama), as the target (T), and the numbers 1-14 in brackets represent the conversational turns of the influence episode).

1.2 Primary goals: there are two primary goals, that is, Obtain permission and Gain assistance.

1.2.1 Obtain permission:

Arguments in favour	**Arguments against**
Argument 1: Educational tour: Part of studies: (S) Sipho : Yhini! Mama iyinxalenye yezifundo zethu isibonisa thina bantu basafunda ukuqhubeka nesikolo, *(But mother this is part of the studies, it gives us some experience as we want to continue with studies,…)* (3)	**Argument 1**:
Argument 2: Opportunity for bursary a. May obtain bursary for next year: …kulapho sofumana nemali zokufunda kunyaka ozayo. *(…where we can also get bursaries for next year)* (4) b. Bursaries are free: (S) Sipho : Isimahla le mali ifunyanwa ngabafundi ngoku wena ufuna ndiphoswe ngalo mathuba. *(I am talking about a free fun, do you want me to miss that opportunity.)?* (6) c. Bursary will save mother's money: (S) Sipho : O yini MamThembu nawe iya kutsho ikuphumze ekukhupheni imali. *(Please MamThembu, it will also give you some peace from giving out money all the time)* (8)	**Argument 2:** Mother should have money for school: (T) Mama : Uthi mandiyithini loo nto? Uve ngabani ukuba andizokuba namali yokukufundisa kulo nyaka uzayo ? *(What must I do about that ? Who told you that I will not have money for your studies next year) ?* (5) Child should not rely on peer pressure: (T) Mama : Hayi ungasuke utsho andinaxesha lemfeketho mna ndithi ndizama umntu abefuna yonke into ayibona isenziwa ngabanye eyazi imeko yakhe. *(No don't say that, I dont have time to waste, I am trying my best, while you want to do everything your friends are doing, yet you know your circumstances)* (7) The money may only be a loan: (T) Mama: Andiyiqondi loo nto kuba ezi mali kuthiwa niyaziphiwa zezi nithi xa sele nisebenza nibhatale neenzala ezingangentloko kaloliwe. *(I don't believe that, because these funds turn out to be loans that you have to pay with huge interest when you are working) (9)*

Argument 3: Support of mother a. Mother is the only hope of the child: (S) Sipho: Kaloku ezo uthetha ngazo mama zezemboleko andithethi ngazo ke mna. Khawuzame xhegwazana lam andinalo elinye ithemba. *(But those are loans not bursaries, and I am not talking about that. Please try, my beloved granny, I don't have any other hope but only you)* (10) b. Will support mother in future (S) Sipho: Ndakukugcina mama undincedile bendokukhathazeka ubomi bam bonke xa ndingawufumananga lo mzuzu. *(I will look after you, Mama, you have helped me a lot I was going to be devastated) for my entire life, had I missed this opportunity)* (12) (T) Mama: Ngekubhetele ukuba wakuphangela uya kundigcina. *(It would be better if you will remember me when you are working)* (14)	**Argument 3:** Child should not just want everything (T) Mama: Njengokuba usokolisa kangaka ufuna yonke into le uya kundigcina? *(Are you going to look after me when you grow up, because you want everything from me now)?* (11) Mother needs support from child who works / (child should render support to the mother once she starts working) (T) Mama: Ngekubhetele ukuba wakuphangela uya kundigcina. *(It would be better if you will remember me when you are working)* (13)

1.2.2 Gain assistance:

Arguments in favour	
No arguments for the goal of Gain assistance.	

1.3 Compliance

Sipho has succeeded to persuade her mother to grant her permission and assistance with money to go along with fellow students to a conference. See conversational turn (12) for evidence.

1.4 Content category

Refer to G (5), paragraph 1.4 above.

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: Refer to G (5), paragraph 1.5.1

1.5.2 Importance: Refer to G (5), paragraph 1.5.2

1.6 Structure:

1.6.1 Self benefit:

This refers to the source who stands to gain financial assistance in the form of a bursary should he participate in the tour.

1.6.2 Mutual benefit:

This refers to the source who stands to benefit from free financial assistance in the form of a bursary, and the target who might be relieved from the financial burden of paying the tuition.

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

In this social episode, the situational conditions which are represented in a rule for Obtain permission seem to match the perceived features of the current situation, and therefore may be considered sufficient to have the rule activated and the goal formulated. See arguments 1, 2, and 3 in paragraph 1.2.1.

1.7.2 Strength criterion:

Strength criterion: the association between the situational features and the end state carry enough strength in order to realize the end state – which is Obtain permission. For example, arguments 1, 2 and 3 in paragraph 1.2.1 have all the necessary strength to achieve the primary goal of Obtain permission.

1.8 Culture: social meaning

Refer to G (5), paragraph 1.8.

1.9 Goal achievement:

Obtain permission and Gain assistance have accomplished success.

2. SECONDARY GOALS

2.1 Personal resource goal: Refer to G (5), paragraph 2.1 for a brief explanation of what this type of goal comprise. The conversational turns below offer good examples that are in keeping with this goal:

(S) Sipho : Yhini! Mama iyinxalenye yezifundo zethu isibonisa thina bantu basafuna ukuqhubeka nesikolo, kulapho sofumana nemali zokufunda kunyaka ozayo.
(But mother this is part of the studies, it gives us some experience as we want to continue with studies, and it is where we can also get bursaries for next) (3,4)

(S) Sipho : Isimahla le mali ifunyanwa ngabafundi ngoku wena ufuna ndiphoswe ngalo mathuba.
(I am talking about a free money, do you want me to miss that opportunity)?(6)

2.2 Interaction or conversational management goals: these goals are concerned with impression management and face issues:

a. Experience of face issues is evident in this persuasive episode.

The source's positive face is threatened in the initial stages of the interaction, and that is illustrated by the fact that the target (parent) is not keen to support the source's desire to be part of the tour, and as such does not undersatand the importance for the source (Sipho) to participate in this particular tour. The conversational turns that follow are quite revealing:

(T) Mama : Yho! Uyadlala ke ngoku wandifuna imali zenkomfa khange ndikuthumele esikolweni ukuba uye ezinkomfeni.
(No, you are joking, you cannot ask for money to go to conferences because I only sent you to school to study, and that is it) (2)

(T) Mama : Uthi mandiyithini loo nto? Uve ngabani ukuba andizokuba namali yokukufundisa kulo nyaka uzayo ?
(What must I do about that ? Who told you that I will not have money for your studies next year) ? (5)

(T) Mama : Hayi ungasuke utsho andinaxesha lemfeketho mna ndithi ndizama umntu abe efuna yonke into ayibona isenziwa ngabanye, abe eyazi imeko yakhe.
(Suit yourselft, I dont have time to waste, I am trying my best, while you want to do everything your friends are doing, yet you know your circumstances) (7)

b. Promise against FTAs.

Promise against FTAs: the condition of a close relationship between the source and the target, along with the source's application of a soft influence attempt and show of liking and positive attachment to the target in the latter stages of the influence interaction, further mitigates againsts face threatening acts or constraints. See the conversational turns below for better understanding:

(S) Sipho: Ndakukugcina mama undincedile bendokukhathazeka ubomi bam bonke xa ndingawufumananga lo mzuzu.
(I will look after you, Mama, you have helped me a lot I was going to be devastated) for my entire life, had I missed this opportunity) (12)

(T) Mama: Ngekubhetele ukuba wakuphangela uya kundigcina.
(It would be better if you will remember me when you are working) (13)

3. RELATIONSHIP BETWEEN GOALS

Refer to G (5), paragraph 3 for further explanation in this regard.

4. GOAL COMPLEXITY

Refer to G (5), paragraph 4 for further explanation in this instance.

5. TARGETS AND TYPE OF CHANGE

5.1 Target

Refer to G (5), paragraph 5.1 for further explanation with regards to this point. Examples provided below bear further evidence:

(S) Sipho : Mama bendicela imali yokuya kwinkomfa yabafundi eya kubanjelwa eRhawutini.
(Mother, I would like to have money to attend a conference in Johannesburg) (1)
(S) Sipho : Yhini! Mama iyinxalenye yezifundo zethu isibonisa thina bantubasafuna ukuqhubeka nesikolo, kulapho sofumana nemali zokufunda kunyaka ozayo.
(But mother this is part of the studies, it gives us some experience as we want to continue with studies, and it is where we can also get bursaries for next) (3,4)

5.2 Type of change:

Refer to G (5), paragraph 5.1 for further explanation.

6. PLANS

6.1 Message dimension

6.1.1 Explicitness:

The source's intentions in this influence episode are quite transparent in her attempt to gain compliance. The following conversational turns are worth noting:

(S) Sipho : Mama bendicela imali yokuya kwinkomfa yabafundi eya kubanjelwa eRhawutini.
(Mother, I would like to have money to attend a conference in Johannesburg) (1)
(S) Sipho : Yhini! Mama iyinxalenye yezifundo zethu isibonisa thina bantu basafuna ukuqhubeka nesikolo, kulapho sofumana nemali zokufunda kunyaka ozayo.
(But mother this is part of the studies, it gives us some experience as we want to continue with studies, and it is where we can also get bursaries for next year) (3,4)

6.1.2 Dominance:

Dominance of source: Refer to G (5), paragraph 6.1.2 for further explanation. Examples from the following conversational turns shed some light (3, 4, 6, 8):

(S) Sipho : Yhini! Mama iyinxalenye yezifundo zethu isibonisa thina bantu basafuna ukuqhubeka nesikolo, kulapho sofumana nemali zokufunda kunyaka ozayo.
(But mother this is part of the studies, it gives us some experience as we want to continue with studies, and it is where we can also get bursaries for next year) (3,4)
(S) Sipho : Isimahla le mali ifunyanwa ngabafundi ngoku wena ufuna ndiphoswe ngalo mathuba.
(I am talking about a free money, do you want me to miss that opportunity)?(6)
(S) Sipho : O ! yini MamThembu nawe iya kutsho ikuphumze ekukhupheni imali.
(Please MamThembu, it will also give you some peace from giving out money all the time) (8)

6.1.3 Argument:

In this persuasive episode, the source advances clear and logical reasons for seeking compliance. Refer to paragraphs 1.2.1, arguments 1-3 above, for better understanding.

6.1.4 Control:

Source control:

The sources exercise control over the reasons she advances, in order to gain compliance. This is achieved through an indication of possible undesirable consequencies for both the target and the source that may come to light, should the target fail to comply. See the following conversational turns for evidence:

(S) Sipho : Isimahla le mali ifunyanwa ngabafundi ngoku wena ufuna ndiphoswe ngalo mathuba.
(I am talking about a free money, do you want me to miss that opportunity)? (6)
(S) Sipho : O ! yini MamThembu nawe iya kutsho ikuphumze ekukhupheni imali.
(Please MamThembu, it will also give you some peace from giving out money all the time) (8)

6.2 Types of plans

6.2.1 Plan complexity:

Refer to G (5) for a brief explanation on plan complexity. Three influence plans are evident in this episode. (Refer to paragraph 1.2.1, arguments 1, 2 and 3, and see the cited examples of conversational turns below)

a. Educational tour:

(S) Sipho : Yhini! Mama iyinxalenye yezifundo zethu isibonisa thina bantu basafunda ukuqhubeka nesikolo,
(But mother this is part of the studies, it gives us some experience as we want to continue with studies,…) (3)

b. Opportunity for bursary

…kulapho sofumana nemali zokufunda kunyaka ozayo.
(…where we can also get bursaries for next year) (4)
(S) Sipho : Isimahla le mali ifunyanwa ngabafundi ngoku wena ufuna ndiphoswe ngalo mathuba.
(I am talking about a free fun, do you want me to miss that opportunity.)? (6)

(S) Sipho : O yini MamThembu nawe iya kutsho ikuphumze ekukhupheni imali.
(Please MamThembu, it will also give you some peace from giving out money all the time) (8)

c. Support of mother:

(S) Sipho: Kaloku ezo uthetha ngazo mama zezemboleko andithethi ngazo ke mna. Khawuzame xhegwazana lam andinalo elinye ithemba.
(But those are loans not bursaries, and I am not talking about that. Please try, my beloved granny, I don't have any other hope but only you) (10)

(S) Sipho: Ndakukugcina mama undincedile bendokukhathazeka ubomi bam bonke xa ndingawufumananga lo mzuzu.
(I will look after you, Mama, you have helped me a lot I was going to be devastated) for my entire life, had I missed this opportunity) (12)

6.2.2 Plan specificity:

In terms of both primary goals, plans 1 and 2 relate to this situation, and are therefore specific. On the other hand, plan 3 does not necessarily relate directly to the situation, and thus lacks specificity.

6.2.3 Plan quality:

Plan 1 carries potential for success as there is no counter argument directed to it. Plan 2 has counter arguments, and as result of that chances of success are non existent. Despite arguments against, plan 3 is characterized by good quality arguments, as a matter of fact success is delivered through plan three.

7. Action

7.1 Message production

7.1.1 Primary goal importance

Refer to G (5), paragraph 7.1.1 for further explanation on primary goal importance.Arguments 1 and 3 are of high value in reinforcing the attainment of the primary goal of Gain assistance.

7.1.2 Secondary goal:

Personal resource goal:

Refer to G (5), paragraph 7.1.2 for further explanation on secondary goal. Argument 2 is important towards the achievement of this goal.

7.2 Emotional appeal:

7.2.1 Positive emotions

In this episode, the use of positive emotions in order to strengthen the source's argument for compliance is evident. This is achieved by the expression of hope and benefits that are attached to the attending of the conference. Secondly, reassurance and pledge by the source to support and take good care of the target in the future if the target complies – also signals hope. See examples below:

(S) Sipho : Yhini! Mama iyinxalenye yezifundo zethu isibonisa thina bantu basafuna ukuqhubeka nesikolo, kulapho sofumana nemali zokufunda kunyaka ozayo.
(But mother this is part of the studies, it gives us some experience as we want to continue with studies, and it is where we can also get bursaries for next year) (3, 4)

(S) Sipho: Ndakukugcina mama undincedile bendokukhathazeka ubomi bam bonke xa ndingawufumananga lo mzuzu.
(I will look after you, Mama, you have helped me a lot I was going to be devastated) for my entire life, had I missed this opportunity) (12)

7.2.2 Negative emotions:

The source instils some level of guilt on the target for not willing to comply. And this is achieved through the source's expressing the chances of having her opportunity jeopardised by the target's non – compliance. Examples below are noteworthy:

(T) Mama : Hayi ungasuke utsho andinaxesha lemfeketho mna ndithi ndizama umntu abe efuna yonke into ayibona isenziwa ngabanye, abe eyazi imeko yakhe.
(Suit yourselft, I dont have time to waste, I am trying my best, while you want to do everything your friends are doing, yet you know your circumstances) (7)

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

Refer to G (5), paragraph 7.3.2 for further explanation on the syntactic level. The examples below are relevant in this influence episode:

(S) Sipho : Mama bendicela imali yokuya kwinkomfa yabafundi eya kubanjelwa eRhawutini.
(Mother, I would like to have money to attend a conference in Johannesburg) (1)

(S) Sipho : Yhini! Mama iyinxalenye yezifundo zethu isibonisa thina bantu basafuna ukuqhubeka nesikolo, kulapho sofumana nemali zokufunda kunyaka ozayo.
(But mother this is part of the studies, it gives us some experience as we want to continue with studies, and it is where we can also get bursaries for next year) (3, 4)

(S) Sipho : O ! yini MamThembu nawe iya kutsho ikuphumze ekukhupheni imali.
(Please MamThembu, it will also give you some peace from giving out money all the time) (8)

(T) Mama: Ngekubhetele ukuba wakuphangela uya kundigcina.
(It would be better if you will remember me when you are working) (13)

7.3.2 Lexical level:

a. Lexical diversity:

Refer to G (5), paragraph 7.3.3 for further explanation on the lexical diversity. The examples below bear relevance in this regard:

(S) Sipho : Yhini! Mama iyinxalenye yezifundo zethu isibonisa thina bantu basafuna ukuqhubeka nesikolo kulapho sofumana nemali zokufunda kunyaka ozayo.
(But mother this is part of the studies, it gives us some experience as we want to continue with studies, and it is where we can also get bursaries for next year) (3, 4)

(S) Sipho : Isimahla le mali ifunyanwa ngabafundi ngoku wena ufuna ndiphoswe ngalo mathuba.
(I am talking about a free money, do you want me to miss that opportunity)? (6)

(T) Mama : Hayi ungasuke utsho andinaxesha lemfeketho mna ndithi ndizama umntu abe efuna yonke into ayibona isenziwa ngabanye, abe eyazi imeko yakhe.
(Suit yourselft, I dont have time to waste, I am trying my best, while you want to do everything your friends are doing, yet you know your circumstances) (7)

(S) Sipho : O ! yini MamThembu nawe iya kutsho ikuphumze ekukhupheni imali.
(Please MamThembu, it will also give you some peace from giving out money all the time) (8)

(T) Mama: Andiyiqondi loo nto kuba ezi mali kuthiwa niyaziphiwa zezi nithi xa sele nisebenza nibhatale neenzala ezingangentloko kaloliwe.
(I don't believe that, because these funds turn out to be loans that you have to pay with huge interest when you are working) (9)

(S) Sipho: Ndakukugcina mama undincedile bendokukhathazeka ubomi bam bonke xa ndingawufumananga lo mzuzu.
(I will look after you, Mama, you have helped me a lot I was going to be devastated) for my entire life, had I missed this opportunity) (12)

b. Language imagery:

The examples of metaphoric expressions, are typical examples of language imagery, and a few of these are prevalent in this persuasive message. It also warrants mention that these properties add value to the message organisation and comprehension. The underlined examples below relate to this notion:

(T) Mama: Andiyiqondi loo nto kuba ezi mali kuthiwa niyaziphiwa zezi nithi xa sele nisebenza nibhatale neenzala ezingangentloko kaloliwe.
(I don't believe that, because these funds turn out to be loans that you have to pay with huge interest when you are working) (9)

(S) Sipho: Ndakukugcina mama undincedile bendokukhathazeka ubomi bam bonke xa ndingawufumananga lo mzuzu.
(I will look after you, Mama, you have helped me a lot I was going to be devastated) for my entire life, had I missed this opportunity) (12)

7.3.3 Equivocal language

For general and brief background of equivocal language: (refer to G (1), theme 1, paragraph. 7.3.4)

The examples below suggest the usage of equivocal language. For example, in this instance the target does not make a clear reference as regards to her resistance- whether

she rejects the grant, permission or assistance or the request. So, the reaction is vague. See the example below:

(T) Mama : Hayi ungasuke utsho andinaxesha lemfeketho mna ndithi ndizama umntu abe efuna yonke into ayibona isenziwa ngabanye, abe eyazi imeko yakhe.
(Suit yourselft, I dont have time to waste, I am trying my best, while you want to do everything your friends are doing, yet you know your circumstances) (7)

7.4 Language use:

7.4.1 Power of speech style

Refer to G (5), paragraph 7.3.3 for further explanation on the power of speech. In this influence interaction, the target presents a high level of power in expressing resistance. And this is made clear by the high level of dominance that is shown in counter arguing the source's position. The following examples bear evidence:

(T) Mama : Yho! Uyadlala ke ngoku wandifuna imali zenkomfa khange ndikuthumele esikolweni ukuba uye ezinkomfeni.
(No, you are joking, you cannot ask for money to go to conferences because I only sent you to school to study, and that is it) (2)

(T) Mama : Uthi mandiyithini loo nto? Uve ngabani ukuba andizokuba namali yokukufundisa kulo nyaka uzayo ?
(What must I do about that ? Who told you that I will not have money for your studies next year) ? (5)

8. Message effects

8.1 Relational and emotional effects

8.1.1 Effects of Dominance:

Refer to paragraph 6.1.2 of G (5) for a brief explanation on the dominance of the source, and note the relevant cited conversational turns cited in G (6) under this paragraph. Source dominance is moderate rather than high, and as such dominance in this influence interaction has positive relational implications or effects.

8.1.2 Effect of Explicitness:

Refer to paragraph 6.1.1 for a brief explanation on explicitness, and note the relevant cited conversational turns under this paragraph. The application of directness in this influence interaction show solidarity, and thus has positive effects in as far as compliance is concerned.

8.1.3 Effect of Argument:

Refer to paragraph 6.1.3 and paragraph 1.2.1 above with regards to argument. This influence episode is high in argument, as a result of that reason giving comprises positive effects in as far as compliance is concerned. Conversational turn (12) below shed some light:

(S) Sipho: Ndakukugcina mama undincedile bendokukhathazeka ubomi bam bonke xa ndingawufumananga lo mzuzu.
(I will look after you, Mama, you have helped me a lot I was going to be devastated) for my entire life, had I missed this opportunity) (12)

8.2 Competence

8.2.1 Appropriateness

In this episode, utterances that relate to the possible gaining of compliance have been reasonable, reason being that they relate clear utterances for the goal of Gaining assistance.

8.2.2 Effectiveness

In this influence episode, success has been achived in both Obtain permission and Gain assistance.

8.3 Politeness:

8.3.1 Dominance:

Refer to G (5), for a brief understanding of politeness and dominance in this situation, and also consider paragraph 2.2 above.

8.3.2 Explicitness:

In this influence interaction, directness is in order in as far as the expression of the source's intention. And, there seems to be no negative association between directness and politeness in this relational context.

8.3.3 Argument:

Consider paragraph 1.2.2, arguments 1-3 above. The source uses enough reasons in order to gain compliance, a situation that associate well with politeness towards the

target. As result of that, politeness and argument or reason giving have shown a positive effect in this influence interaction.

8.4 Resistance

8.4.1 Obstacles:

Consider arguments against: paragraph 1.2.1 above. In resisting compliance, the target advances reasons that are counterforce to the achievement of the possible primary goals. See conversational turns: (5,7)

(T) Mama : Uthi mandiyithini loo nto? Uve ngabani ukuba andizokuba namali yokukufundisa kulo nyaka uzayo ?
(What must I do about that ? Who told you that I will not have money for your studies next year) ? (5)

(T) Mama : Hayi ungasuke utsho andinaxesha lemfeketho mna ndithi ndizama umntu abefuna yonke into ayibona isenziwa ngabanye eyazi imeko yakhe.
(No don't say that, I dont have time to waste, I am trying my best, while you want to do everything your friends are doing, yet you know your circumstances) (7)

8.4.2 Barriers

In this influence episode, the target present a barrier in order to prevent goal achievement. The following conversational turns represent a barrier:

(T) Mama : Yho! Uyadlala ke ngoku wandifuna imali zenkomfa khange ndikuthumele esikolweni ukuba uye ezinkomfeni.
(No, you are joking, you cannot ask for money to go to conferences because I only sent you to school to study, and that is it) (2)

(S) Sipho : Yhini! Mama iyinxalenye yezifundo zethu isibonisa thina bantu basafuna ukuqhubeka nesikolo, kulapho sofumana nemali zokufunda kunyaka ozayo.
(But mother this is part of the studies, it gives us some experience as we want to continue with studies, and it is where we can also get bursaries for next year) (3, 4)

8.4.3 Threat

There is no evidence of a threat in this episode.

8.4.4 Refutational pre-emption:

There is no evidence of a threat in this episode.

G6: Text

(1) (S) Sipho : Mama bendicela imali yokuya kwinkomfa yabafundi eya kubanjelwa eRhawutini.
(Mother, I would like to have money to attend a conference in Johannesburg)

(2) (T) Mama : Yho! Uyadlala ke ngoku wandifuna imali zenkomfa khange ndikuthumele esikolweni ukuba uye ezinkomfeni.
(No, you are joking, you cannot ask for money to go to conferences because I only sent you to school to study, and that is it)

(3) (S) Sipho : Yhini! Mama iyinxalenye yezifundo zethu isibonisa thina bantu basafuna ukuqhubeka nesikolo,

(4) kulapho sofumana nemali zokufunda kunyaka ozayo.
(But mother this is part of the studies, it gives us some experience as we want to continue with studies, and it is where we can also get bursaries for next year)

(5) (T) Mama : Uthi mandiyithini loo nto? Uve ngabani ukuba andizokuba namali yokukufundisa kulo nyaka uzayo ?
(What must I do about that ? Who told you that I will not have money for your studies next year) ?

(6) (S) Sipho : Isimahla le mali ifunyanwa ngabafundi ngoku wena ufuna ndiphoswe ngalo mathuba.
(I am talking about a free money, do you want me to miss that opportunity)?

(7) (T) Mama : Hayi ungasuke utsho andinaxesha lemfeketho mna ndithi ndizama umntu abe efuna yonke into ayibona isenziwa ngabanye, abe eyazi imeko yakhe.
(Suit yourselft, I dont have time to waste, I am trying my best, while you want to do everything your friends are doing, yet you know your circumstances)

(8) (S) Sipho : O ! yini MamThembu nawe iya kutsho ikuphumze ekukhupheni imali.
(Please MamThembu, it will also give you some peace from giving out money all the time)

(9) (T) Mama: Andiyiqondi loo nto kuba ezi mali kuthiwa niyaziphiwa zezi nithi xa sele nisebenza nibhatale neenzala ezingangentloko kaloliwe.
(I don't believe that, because these funds turn out to be loans that you have to pay with huge interest when you are working)

(10) (S) Sipho: Kaloku ezo uthetha ngazo mama zezemboleko andithethi ngazo ke mna. Khawuzame xhegwazana lam andinalo elinye ithemba.
(But those are loans not bursaries, and I am not talking about that. Please try, my beloved granny, I don't have any other hope but only you)

(11) (T) Mama: Njengokuba usokolisa kangaka ufuna yonke into le uya kundigcina?
(Are you going to look after me when you grow up, because you want everything from me now)?

(12) (S) Sipho: Ndakukugcina mama undincedile bendokukhathazeka ubomi bam bonke xa ndingawufumananga lo mzuzu.
(I will look after you, Mama, you have helped me a lot I was going to be devastated) for my entire life, had I missed this opportunity)

(13) (T) Mama: Ngekubhetele ukuba wakuphangela uya kundigcina.
(It would be better if you will remember me when you are working)

(14) (S) Sipho: Tyhini mama ndakulahla njani undikhulisile wandifundisa ndade ndamngaka?
(How will I ever forsake you because you looked after me and you educated me till now)?
USipho uphumelele ukuphembelela umama wakhe ukuba amnike imali yokuya eRhawutini.
(Sipho was successful in persuading his mother to pay for his trip to Johannesburg)

MESSAGE OF B(5):

1. Primary goals

1.1 Statement of the problem

Kgotso explains her situation to his parents (abazali, mama, tata), his desire to attend a students' conference in Johannesburg. He mentions that it is important for him to attend because the conference will be of assistance to him, and there will be educational talks, talks about careers, and there will be a bursary competition. See the conversational turns below for better understanding: (3, 5, 9, 11)

(3) (S) Kgotso: Mama notata kuza kubakho inkomfa yabafundi eza kubanjelwa eRhawutini.
(Mother and father, there will be a conference in Jo'burg for students)

(5) (S) Kgotso: Iza kuba ngeholide kaSeptemba yaye kuhlawulwa i-R800.00
(During September holidays, and it is R800.00)

(9) (S) Kgotso : Kodwa iza kundinceda la nkomfa yaseRhawutini
(But this conference will help me)

(11) (S) Kgotso : Kuza kuncokolwa ngezinto ezithi zenzeke ezikolweni kuthethwe nangemfundo kunye nezinto esifuna ukuzifundela, kwaye kuza kubakho ukhuphiswano lwebhasari.
(There will be discussions on school activities, studies, careers and there will be bursary competitions.)

(In the text analysis, Kgotso is designated as the source (S). The parents (Mama, Tata) as the target (T), and the numbers 1-13 in brackets represent the conversational turns of the influence episode)

1.2 Primary goals:

There are two primary goals, that is, Obtain permission and Gain assistance.

1.2.1 Obtain permission:

Arguments in favour	**Arguments against**
Argument 1: **Educational tour** a) Tour will be helpful to the student: (S) Kgotso : Kodwa iza kundinceda la nkomfa yaseRhawutini *(But this conference will help me)* (9) b) Various educational discussions: (S) Kgotso : Kuza kuncokolwa ngezinto ezithi zenzeke ezikolweni kuthethwe nangemfundo kunye nezinto esifuna ukuzifundela, kwaye kuza kubakho ukhuphiswano lwebhasari. *(There will be discussions on school activities, studies, careers and there will be bursary competitions.)* (11)	**Argument 1**: Parents have no money: (T) Abazali : Bendinqwenela uye kula nkomfa eza kubaseRhawutini ntonje andinayo imali kwaye andazi ukuba ndakuyifumana phi ke ngoku. *(I would like you to go, but I don't have money and there is no where I can get it)* (12)

1.2.2 Gain assistance:

Arguments in favour	
No arguments for the goal of Gain assistance.	

1.3 Compliance

Kgotso has not succeeded to persuade his parents (mama, tata) in order to gain permission to attend the conference. See conversational turns: 12 and 13 for evidence.

1.4 Content category

Refer to G (5), paragraph 1.4

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: Refer to G (5), paragraph 1.5.1

1.5.2 Importance: Refer to G (5), paragraph 1.5.2

1.6 Structure:

Self benefit:

The source, if he attends, stands to gain financial assistance in the form of a bursary as he will participate in a bursary competition, and possibly get valuable information about career guidance.

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

In this social episode, the situational conditions which are represented in a rule for Obtain permission seem to match the perceived features of the current situation, and therefore may be considered sufficient to have the rule activated and the goal formulated. See arguments 1 in paragraph 1.2.1.

1.7.2 Strength criterion:

Strength criterion: the association between the situational features and the end state do not carry enough strength in order to realize the end state – which is to Obtain permission and gain assistance. For instance, argument 1 in paragraph 1.2.1, which is the only argument in this influence interaction, lacks the necessary strength to reinforce goal achievement.

1.8 Culture : social meaning

Refer to G (5), paragraph 1.8.

1.9 Goal achievement:

Both primary goals in this episode have not been achieved.

2. SECONDARY GOALS

2.1 Personal resource goal: Refer to G (5), paragraph 2.1 for a brief explanation of what this type of goal comprise. The conversational turns below offer good examples that are in line with this goal:

(S) Kgotso : Kodwa iza kundinceda la nkomfa yaseRhawutini
(But this Johannesburg conference will help me) (9)

(S) Kgotso : Kuza kuncokolwa ngezinto ezithi zenzeke ezikolweni kuthethwe nangemfundo kunye nezinto esifuna ukuzifundela, kwaye kuza kubakho ukhuphiswano lwebhasari.
(There will be discussions on school activities, studies, careers and there will be bursary competitions.) (11)

2.2 Interaction or conversational management goals: these goals are concerned with impression management and face issues:

a. Experience of face issues is evident in this influence episode.

The source's positive face is being threated, and this is shown by the fact that the target (parent) is not in a position to fulfill the the source's desire to participate in the coming tour. The example of the conversational turn below illustrate further:

(T) Abazali: Ndiyaxolisa ngoba andinayo lo mali kwaye andiqondi ukuba ndiza kubanayo. Imali yam ithi ifika ebhankini ibe icuthwe ngala matyala ndawenza ngo-April, imali eza kusala ebhankini yimali yokutya kwaye uyazi ukuba asikwazi kuhlala ngaphandle kokutya.
(I m sorry because I don't have such money, and I doubt if I will have it. As soon as my money arrives, it gets to settle my debts that I had from April month, and the only money left is for food, and we cannot stay without food) (8)

b. Promise against FTAs.

A positive relationship between the source and the target, reinforced by the target's expressed desire and conern to help, reflected in the influence interaction, mitigates againsts face threatening acts or constraints. See conversational turn below for better understanding:

(T) Abazali : Bendinqwenela uye kula nkomfa eza kubaseRhawutini ntonje andinayo imali kwaye andazi ukuba ndakuyifumana phi ke ngoku.
(I would like you to go, but I don't have money and there is no where I can get it) (12)

3. RELATIONSHIP BETWEEN GOALS

Refer to G (5), paragraph 3 for further explanation in this regard.

4. GOAL COMPLEXITY

Refer to G (5), paragraph 4 for further explanation in this instance.

5. TARGETS AND TYPE OF CHANGE

5.1 Target

Refer to G (5), paragraph 5.1 for further explanation with regards to this point. Examples provided below bear further evidence:

(S) Kgotso: Mama notata kuza kubakho inkomfa yabafundi eza kubanjelwa eRhawutini.
(Mother and father, there will be a conference in Jo'burg for students) (3)
(S) Kgotso: Iza kuba ngeholide kaSeptemba yaye kuhlawulwa i-R800.00.
(During September holidays, and it is R800.00) (5)

5.2 Type of change:

Refer to G (5), paragraph 5.1 for further explanation.

6. PLANS

6.1 Message dimension

6.1.1 Explicitness:

The source presents indirect messages, and advances one major reason for the target to comply with his request. Conversational turn 3 is a typical example of indirectness in this influence episode:

(S) Kgotso: Mama notata kuza kubakho inkomfa yabafundi eza kubanjelwa eRhawutini.
(Mother and father, there will be a conference in Jo'burg for students) (3)

6.1.2 Dominance:

Dominance of source: Refer to G (5,6), paragraph 6.1.2 for further explanation. Conversational turns: (8,9) are typical examples that reflect the extent of dominance of the source:

6.1.3 Argument:

In this influence interaction, the source directs one argument to the target in order to gain compliance. Refer to paragraphs 1.2.1, argument 1, and the examples of conversational turns that appear under this argument (9,11)

6.1.4 Control:

Source control:

The source exercises control over the reasons for compliance. He accomplishes that by explaining the benefits thay may be due to him if he gets the support from the target to attend the conference. See the example from the conversational turn (11) for better understanding:

(S) Kgotso : Kuza kuncokolwa ngezinto ezithi zenzeke ezikolweni kuthethwe nangemfundo kunye nezinto esifuna ukuzifundela, kwaye kuza kubakho ukhuphiswano lwebhasari.
(There will be discussions on school activities, studies, careers and there will be bursary competitions.) (11)

6.2 Types of plans

6.2.1 Plan complexity:

Only one influence plan is evident in this episode. (Refer to paragraph 1.2.1, argument 1, and see the cited examples of conversational turns below that further explain this plan):

a. Educational tour

(S) Kgotso : Kodwa iza kundinceda la nkomfa yaseRhawutini
(But this conference will help me) (9)
(S) Kgotso : Kuza kuncokolwa ngezinto ezithi zenzeke ezikolweni kuthethwe nangemfundo kunye nezinto esifuna ukuzifundela, kwaye kuza kubakho ukhuphiswano lwebhasari.
(There will be discussions on school activities, studies, careers and there will be bursary competitions.) (11)

6.2.2 Plan specificity:

In relation to the primary goal of Obtain permission, the existing plan has not been fully and clearly expressed.

6.2.3 Plan quality:

The existing plan is of no good quality, and as such does not carry out the source's desired effect.

7. Action

7.1 Message production

7.1.1 Primary goal importance

Refer to G (5), paragraph 7.1.1 for further explanation on primary goal importance. Argument 1 is not of high value. It is indirect, and as such fails to further the attainment of the primary goal of Obtain permission.

7.1.2 Secondary goal:

Personal resource goal:

Argument 1 may be applicable in this regard but it is, however, not sufficient and carries no potential whatsoever in advancing the source's educational well being.

7.2 Emotional appeal:

7.2.1 Positive emotions

Refer to G (6), paragraph 7.2.1 for a brief explanation on positive emotions.

In this episode, the use of positive emotions by the target is visible in resisting compliance. Compassion is utilised as an emotional appeal to reflect the genuine concern of the target for the source's desire, and the desire to resolve the problem. The example below reflect this notion:

(T) Abazali : Bendinqwenela uye kula nkomfa eza kubaseRhawutini ntonje andinayo imali kwaye andazi ukuba ndakuyifumana phi ke ngoku.
(I would like you to go, but I don't have money and there is no where I can get it) (12)

7.2.2 Negative emotions:

No evidence of negative emotions.

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

Refer to G (5), paragraph 7.3.2 for further explanation on the syntactic level. The examples below are relevant in this influence episode:

(T) Abazali: Iza kuba nini khona kuhlawulwa malini?
(When and how much is it)? (4)
(T) Abazali: Ndiyaxolisa nyana wam.
(I' m sorry my son) (6)
(T) Abazali: Ndiyaxolisa ngoba andinayo lo mali kwaye andiqondi ukuba ndiza kubanayo. Imali yam ithi ifika ebhankini ibe icuthwe ngala matyala ndawenza ngo-April, imali eza kusala ebhankini yimali yokutya kwaye uyazi ukuba asikwazi kuhlala ngaphandle kokutya.
(I m sorry because I don't have such money, and I doubt if I will have it. As soon as my money arrives, it gets to settle my debts that I had from April month, and the only money left is for food, and we cannot stay without food) (8)

(S) Kgotso : Kuza kuncokolwa ngezinto ezithi zenzeke ezikolweni kuthethwe nangemfundo kunye nezinto esifuna ukuzifundela, kwaye kuza kubakho ukhuphiswano lwebhasari.
(There will be discussions on school activities, studies, careers and there will be bursary competitions.) (11)

7.3.2 Lexical level:

a. Lexical diversity:

Refer to G (5), paragraph 7.3.3 for further explanation on the lexical diversity. The examples below bear relevance in this regard:

T) Abazali: Ndiyaxolisa ngoba andinayo lo mali kwaye andiqondi ukuba ndiza kubanayo. Imali yam ithi ifika ebhankini ibe icuthwe ngala matyala ndawenza ngo-April, imali eza kusala ebhankini yimali yokutya kwaye uyazi ukuba asikwazi kuhlala ngaphandle kokutya.
(I m sorry because I don't have such money, and I doubt if I will have it. As soon as my money arrives, it gets to settle my debts that I had from April month, and the only money left is for food, and we cannot stay without food) (8)

(S) Kgotso : Ndithandazela iphindwe kulo nyaka ulandelayo.
(Let's pray that It will again be held even next year) (13)

7.3.3 Equivocal language

For general and brief background of equivocal language: (refer to G (1), paragraph 7.3.4).

Typical examples that represent the notion of equivocal language are cited below, in which the source proposes and substantiates his request in a round about way:

(S) Kgotso: Mama notata kuza kubakho inkomfa yabafundi eza kubanjelwa eRhawutini.
(Mother and father, there will be a conference in Jo'burg for students) (3)

(S) Kgotso: Iza kuba ngeholide kaSeptemba yaye kuhlawulwa i-R800.00
(During September holidays, and it is R800.00) (5)

7.4 Language use:

7.4.1 Power of speech style

Refer to G (5), paragraph 7.3.3 for further explanation on the power of speech. In this episode, the target employs a powerful speech style through politeness, and does that while resisting compliance. This is achieved by giving lengthy account for being unable to fulfill the source's request. See example below for better understanding:

(T) Abazali: Ndiyaxolisa ngoba andinayo lo mali kwaye andiqondi ukuba ndiza kubanayo. Imali yam ithi ifika ebhankini ibe icuthwe ngala matyala ndawenza ngo-April, imali eza kusala ebhankini yimali yokutya kwaye uyazi ukuba asikwazi kuhlala ngaphandle kokutya.
(I m sorry because I don't have such money, and I doubt if I will have it. As soon as my money arrives, it gets to settle my debts that I had from April month, and the only money left is for food, and we cannot stay without food) (8)

8. Message effects

8.1 Relational and emotional effects

8.1.1 Effects of Dominance:

Refer to paragraph 6.1.2 for a brief explanation on the dominance of the, and note the relevant cited conversational turns under this paragraph. Source dominance in this influence interaction is moderate, and as a result of that it shares positive effects in this relational context.

8.1.2 Effect of Explicitness:

Refer to paragraph 6.1.1 for a brief explanation on explicitness, and note the relevant cited conversational turns under this paragraph. The application of indirectness in this influence interaction show solidarity. However, this does not register positive effects in as far as compliance is concerned. See conversational turn (12) for evidence:

(T) Abazali : Bendinqwenela uye kula nkomfa eza kubaseRhawutini ntonje andinayo imali kwaye andazi ukuba ndakuyifumana phi ke ngoku.
(I would like you to go, but I don't have money and there is no where I can get it) (12)

8.1.3 Effect of Argument:

Refer to paragraph 6.1.3 and paragraph 1.2.1 above with regards to argument. This influence episode is not high in arguments. Actually, there is only one argument. This lack of arguments has had negative effects in as far as gaining compliance is concerned.

8.2 Competence

8.2.1 Appropriateness

In this episode, utterances that are intended for possible goal achievement have not been tactful.

8.2.2 Effectiveness

In this episode, no effectiveness has been registered in both goals of Obtain permission and Gain assistance.

8.3 Politeness:

8.3.1 Dominance:

Refer to G (5), paragraph 8.3.1 for a brief understanding of politeness and dominance in this situation, and also consider paragraphs 2.2 above and 6.1.2 above.

8.3.2 Explicitness:

In this influence interaction, the application of indirectness is not irrelevant or uncommon in the expression of the source's intention in this relation context. And, it also warrants mention that there is no negative association between directness and politeness in this regard. Refer to paragraph 6.1.1 above.

8.3.3 Argument:

The source uses only one reason for seeking compliance. (Consider paragraph 1.2.1, arguments 1 above). However, this situation does not show any form of negativism in the relationship between politeness and argument.

8.4 Resistance

8.4.1 Obstacles:

See arguments against: paragraph 1.2.1 above. In resisting compliance, the target puts forward a reason that counter the achievement of the possible primary goals. See conversational turns: (12)

(T) Abazali : Bendinqwenela uye kula nkomfa eza kubaseRhawutini ntonje andinayo imali kwaye andazi ukuba ndakuyifumana phi ke ngoku.
(I would like you to go, but I don't have money and there is no where I can get it) (12)

8.4.2 Barriers

The target present a barrier in order to prevent the achievement of the goal. The following conversational turn is an example of a barrier in this episode:

(T) Abazali : Bendinqwenela uye kula nkomfa eza kubaseRhawutini ntonje andinayo imali kwaye andazi ukuba ndakuyifumana phi ke ngoku.
(I would like you to go, but I don't have money and there is no where I can get it) (12)

8.4.3 Threat

There is no evidence of a threat in this episode.

8.4.4 Refutational pre-emption:

There is no evidence of this in this episode.

B5: Text

(1) (S) Kgotso: Molweni mama notata.
(Hellow mother and father)
(2) (T) Abazali: Molo nyana.
(Hello son)
(3) (S) Kgotso: Mama notata kuza kubakho inkomfa yabafundi eza kubanjelwa eRhawutini.
(Mother and father, there will be a conference in Jo'burg for students)
(4) (T) Abazali: Iza kuba nini khona kuhlawulwa malini?
(When and how much is it)?
(5) (S) Kgotso: Iza kuba ngeholide kaSeptemba yaye kuhlawulwa i-R800.00
(During September holidays, and it is R800.00)
(6) (T) Abazali: Ndiyaxolisa nyana wam.
(I' m sorry my son)
(7) (S) Kgotso: Uxolisa ngantoni yintoni ekubangela uxolise mama?
(Why are you sorry)?
(8) (T) Abazali: Ndiyaxolisa ngoba andinayo lo mali kwaye andiqondi ukuba ndiza kubanayo. Imali yam ithi ifika ebhankini ibe icuthwe ngala matyala ndawenza ngo-April, imali eza kusala ebhankini yimali yokutya kwaye uyazi ukuba asikwazi kuhlala ngaphandle kokutya.
(I m sorry because I don't have such money, and I doubt if I will have it. As soon as my money arrives, it gets to settle my debts that I had from April month, and the only money left is for food, and we cannot stay without food)
(9) (S) Kgotso : Kodwa iza kundinceda la nkomfa yaseRhawutini
(But this Johannesburg conference will help me)
(10) (T) Abazali : Khawutsho ke mntwan'am yintoni le iza kwenziwa phaya?
(What is going to be done there)?
(11) (S) Kgotso : Kuza kuncokolwa ngezinto ezithi zenzeke ezikolweni kuthethwe nangemfundo kunye nezinto esifuna ukuzifundela, kwaye kuza kubakho ukhuphiswano lwebhasari.
(There will be discussions on school activities, studies, careers and there will be bursary competitions.)
(12) (T) Abazali : Bendinqwenela uye kula nkomfa eza kubaseRhawutini ntonje andinayo imali kwaye andazi ukuba ndakuyifumana phi ke ngoku.
(I would like you to go, but I don't have money and there is no where I can get it)
(13) (S) Kgotso : Ndithandazela iphindwe kulo nyaka ulandelayo.
(Let's pray that It will again be held even next year)
U-Kgotso akakwazanga ukuphembelela abazali bakhe ukuba bamhlawulele imali yokuya enkomfeni eRhawutini.
(Kgotso could not persuade his parents to give him money for the conference)

MESSAGE OF B(6):

1. Primary goals

1.1 Statement of the problem

Mnoja requests permission from his parents (abazali, mama, tata) to attend a students' conference in Johannesburg. In the process, he asks that he be assisted with money as the trip will cost him money. He is pleading to his parents as it has always been his desire to visit the province. The conversational turns below are noteworthy: (6, 7, 8, 10, 12, 14, 16)

(6) (S) Mnoja : Kulungile nimamele. Sinohambo lwabafundi olumalunga nenkomfa yabafundi.
(Well, we have a trip to a student conference)
(7) (T) Tata : Luhambo oluyaphi olo?
(*To where)?*
(8) (S) Mnoja : Luya eRhawutini, ingxaki inye kuphela kukuba olu hambo luhlawulelwa imali.
(To Jo'burg, and the problem is that this trip has a fee)
(10) (S) Mnoja : Hayi ayomali ingako yi-R400.00 kuphela.
(It's R400.00 only)
(12) (S) Mnoja : Ndiza kuncedisa nam ngobugcwabalalana belishishini lelekese.
(I will assist with the money from my sweet business)
(14) (S) Mnoja : Ndiyazi mama kodwa ke luse kude uhambo ngoko ke ndiyacela nibe nizama.
(I know that mother, but the trip is still far of, so you can try)
(16) (S) Mnoja : Tata khawuzame nako matshonisa uyazi kudala ndifuna ukuya kwelinye iphondo loMzantsi Afrika.
(Please father, try even the loans. I have been longing to go to another province in South Africa)

(In the text analysis, Mnoja is designated as the source (S). The parents (Mama, Tata), as the target (T), and the numbers 1-22 in brackets represent the conversational turns of the influence episode)

1.2 Primary goals:

There are two primary goals, that is, Obtain permission and Gain assistance.

1.2.1 Obtain permission:

Arguments in favour	**Arguments against**
Argument 1: **Educational tour** Broaden horizon: see another province: (S) Mnoja : Tata khawuzame nako matshonisa uyazi kudala ndifuna ukuya kwelinye iphondo loMzantsi Afrika. *(Please father, try even the loans. I have been longing to go to another province in South Africa)* (16)	**Argument 1**: Father against tour concerned about safety of child: (T) Tata : Ndicinga ngokhuseleko lwakho, umzekelo ingozi zendlela, ubundlobongela eRhawutini nezinye izinto ezininzi. *(I'm thinking about your safety, e.g. on the road, crime in Jo'burg, and many more such things) (18)*
Argument 2: Care and security of students: a) Students will be guests in top hotel: (S) Mnoja: …kwaye sohlala kwenye yeehotele eziphambili eRhawutini njengendwendwe zakude. *(Safety depends the on teacher and we will be staying in a top hotel. As guests from afar)* (19)	**Argument 2:** Need for new clothes ad pocket money: (T) Tata: Andifuni ubuye sowuzibek'ityala ngenxa yokutyhala ngesifuba kwakho, umzekelo uzibone uhlelelekile kude kuba ndiyazi kuza kufuneka ube nempahla entsha yokunxiba neyokulala kunye nemali yokuzonwabisa. *(I don't want you to blame yourself after you have forced matters, you know that you have to have new clothes and pyjamas and money to entertain yourself)* (20)

b.Students wear uniforms: no need for new clothes: (S) Mnoja : Ayizukuba yingxaki leyo kuba eyokunxiba ndinayo kwaye ezokulala zisalungile, ukunxiba phaya kwinkomfa yimpahla yesikolo kuwo wonke umntwana. *(That will not be a problem I do have clothes to wear and pyjamas, and at the conference everybody will be wearing uniform)* (21)	

1.2.2 Gain assistance:

Arguments in favour	
No arguments for the goal of Gain assistance.	

1.3 Compliance

Mnoja has succeeded to persuade his parents (mama, tata). However, this is a provisional compliance for both Obtain permission anfd Gain assistance.

1.4 Content category

Refer to G (5), paragraph 1.4

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: Refer to G (5), paragraph 1.5

1.5.2 Importance: Refer to G (5), paragraph 1.5.2

1.6 Structure:

Self benefit:

This relates to the source who stands to benefit from knowledge about his environment from the educational information that will be presented in the course of the tour, and get the oppoturnity to explore this South African province, as it has always been his wish.

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

Refer to B (5) paragraph 1.7.1 for a synopsis of this issue. The examples of conversational turns in paragraph 1.2.1, arguments 1 and 2 above relate to the Fit criterion in this influence episode:

1.7.2 Strength criterion:

Strength criterion: the association between the situational features and the end state carry some level of strength towards the realization of the end state – which is to Obtain permission. Reference can be made in paragraph 1.2.1, argument 1 and 2 which reinforce primary goal achievement.

1.8 Culture : social meaning

Refer to G (5), paragraph 1.8.

1.9 Goal achievement:

Both primary goals: Gain assistance and Obtain permission have provisional achievement.

2. SECONDARY GOALS

2.1 Personal resource goal: Refer to G (5), paragraph 2.1 for a brief explanation of what this type of goal comprise. The conversational turns below offer a good example that are in line with this goal:

S) Mnoja : Tata khawuzame nako matshonisa uyazi kudala ndifuna ukuya kwelinye iphondo loMzantsi Afrika.
(Please father, try even the loans. I have been longing to go to another province in South Africa) (16)

2.2 Interaction or conversational management goals: these goals are concerned with impression management and face issues:

a. Experience of face issues is evident in this influence episode.

The source's positive face is being threatened, and this is shown by the fact that the target (parent) is not in a position to fulfill the source's desire to participate in the coming tour. The examples from the conversational turns suggest further illustrations:

(T) Tata : Andinakulunga, ininzi loo mali.
(That is too much, I can't) (11)
(T) Mama : Akuboni ukuba akafuni utata wakho uhambe, ucingela wena kuba kaloku uyakuthanda.
(Can't you see that your father does not want you to go because he loves you) (17)

b. Promise against FTAs.

A close relationship between the source and the target (parents), which is displayed by the target's utilizing of soft influence reaction and show of liking and positive attachment to the target in the influence interaction, lessen face threatening acts or constraints. See the conversational turns below for clarity:

(T) Tata : Mntan'am yeka mani aziphelanga izinto ezinje ngezi, ubomi buyaqhubeka ngenye imini kuza kulunga.
(Why don't you just not go because there will be many such and life goes on) (15)
(T) Tata: Andifuni ubuye sowuzibek'ityala ngenxa yokutyhala ngesifuba kwakho, umzekelo uzibone uhlelelekile kude kuba ndiyazi kuza kufuneka ube nempahla entsha yokunxiba neyokulala kunye nemali yokuzonwabisa.
(I don't want you to blame yourself after you have forced matters, you know that you have to have new clothes and pyjamas and money to entertain yourself) (20)

3. RELATIONSHIP BETWEEN GOALS

Refer to G (5), paragraph 3 for further explanation in this regard.

4. GOAL COMPLEXITY

Refer to G (5), paragraph 4 for further explanation in this instance.

5. TARGETS AND TYPE OF CHANGE

5.1 Target

Refer to G (5), paragraph 5.1 for further explanation with regards to this point. Examples below explain further:

(S) Mnoja : Kulungile nimamele. Sinohambo lwabafundi olumalunga nenkomfa yabafundi.
(Well, we have a trip to a student conference) (6)
(S) Mnoja : Luya eRhawutini, ingxaki inye kuphela kukuba olu hambo luhlawulelwa imali.
(To Johannesburg, and the problem is that this trip has a fee) (8)

5.2 Type of change:

Refer to G (5), paragraph 5.1 for further explanation.

6. PLANS

6.1 Message dimension

6.1.1 Explicitness:

The source puts forward indirect messages in which he advances reasons for gaining compliance from the target. Typical examples which represent indirectness are cited from the following conversational turns:

(S) Mnoja : Kulungile nimamele. Sinohambo lwabafundi olumalunga nenkomfa yabafundi.
(Well, we have a trip to a student conference) (6)
(S) Mnoja : Luya eRhawutini, ingxaki inye kuphela kukuba olu hambo luhlawulelwa imali.
(To Johannesburg, and the problem is that this trip has a fee) (8)

6.1.2 Dominance:

Dominance of source: Although the source shows some dominance, it warrants mention that this level of dominance is quite moderate, and as such mitigates the influence interaction. Conversational turns (14, 16 and 19) appropriately reflect the extent of dominance of the target in this episode:

(S) Mnoja : Ndiyazi mama kodwa ke luse kude uhambo ngoko ke ndiyacela nibe nizama.
(I know that mother, but the trip is still far of, so you can try) (14)
(S) Mnoja : Tata khawuzame nako matshonisa uyazi kudala ndifuna ukuya kwelinye iphondo loMzantsi Afrika.
(Please father, try even the loans. I have been longing to go to another province in South Africa) (16)
(S) Mnoja: Ukhuseleko luxhomekeke kootitshala kwaye sohlala kwenye yeehotele eziphambili eRhawutini njengendwendwe zakude.
(Safety depends the on teacher and we will be staying in a top hotel. As guests from afar) (19)

6.1.3 Argument:

In this influence interaction, the source advances reasons to support his view, in his attempt to seek compliance from the target. Refer to paragraph 1.2.2, arguments 1 and 2 above, and the examples of conversational turns that appear under these arguments

6.1.4 Control:

Target control:

The target exercises control over the reasons for non-compliance. This is achieved by warning the source about the possible undesirable consequences if he insists with his request of wanting to participate in the students' conference in Johannesburg. The following conversational turns bear evidence 18, 20):

(T) Tata : Ndicinga ngokhuseleko lwakho, umzekelo ingozi zendlela, ubundlobongela eRhawutini nezinye izinto ezininzi.
(I'm thinking about your safety, e.g. on the road, crime in Jo'burg, and many more such things) (18)

(T) Tata: Andifuni ubuye sowuzibek'ityala ngenxa yokutyhala ngesifuba kwakho, umzekelo uzibone uhlelelekile kude kuba ndiyazi kuza kufuneka ube nempahla entsha yokunxiba neyokulala kunye nemali yokuzonwabisa.
(I don't want you to blame yourself after you have forced matters, you know that you have to have new clothes and pyjamas and money to entertain yourself) (20)

6.2 Types of plans

6.2.1 Plan complexity:

Refer to G (5) for a brief explanation on plan complexity. Two influence plans are evident in this influence episode. (Refer to paragraph 1.2.1, arguments 1, and 2, and see the cited examples of conversational turns below):

a. Educational tour

(S) Mnoja : Tata khawuzame nako matshonisa uyazi kudala ndifuna ukuya kwelinye iphondo loMzantsi Afrika.
(Please father, try even the loans. I have been longing to go to another province in South Africa) (16)

b. Care and security of students:

(S) Mnoja: …kwaye sohlala kwenye yeehotele eziphambili eRhawutini njengendwendwe zakude.
(Safety depends the on teacher and we will be staying in a top hotel. As guests from afar) (19)

(S) Mnoja : Ayizukuba yingxaki leyo kuba eyokunxiba ndinayo kwaye ezokulala zisalungile, ukunxiba phaya kwinkomfa yimpahla yesikolo kuwo wonke umntwana.
(That will not be a problem I do have clothes to wear and pyjamas, and at the conference everybody will be wearing uniform) (21)

6.2.2 Plan specificity:

In relation to the primary goals, plan 1 is specific and relates directly to the current situation. However, plan 2 lacks specificity, and it may apply to other related situations.

6.2.3 Plan quality:

Both plan 1 and 2 are confronted by counter arguments. Nevertheless, their prevailing good quality enable them to register a promise for success in as far as gaining compliance is concerned.

7. Action

7.1 Message production

7.1.1 Primary goal importance

Refer to G (5), paragraph 7.1.1 for further explanation on primary goal importance.

Argument 1 and 2 are of high value in reinforcing the attainment of the primary goals, particularly Gaining assistance. See paragraph 1.2.2 above.

7.1.2 Secondary goal:

Personal resource goal:

Refer to G (5), paragraph 7.1.1 for further explanation on secondary goal. Argument 1 is relevant and important in furthering the possible achievement of personal resource goal.

7.2 Emotional appeal:

7.2.1 Positive emotions

No evidence of negative emotions.

7.2.2 Negative emotions:

The source attempts to evoke some guilt on the target. This is achieved through the source's continous persistence in seeking compliance, and in the process making the target realize that he is partly their responsibility, and as such they must try and have his educational needs fulfilled. Consider the examples below for clarity:

(S) Mnoja : Ndiyazi mama kodwa ke luse kude uhambo ngoko ke ndiyacela nibe nizama.
(I know that mother, but the trip is still far of, so you can try) (14)

(S) Mnoja : Tata khawuzame nako matshonisa uyazi kudala ndifuna ukuya kwelinye iphondo loMzantsi Afrika.
(Please father, try even the loans. I have been longing to go to another province in South Africa) (16)

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

Refer to G (5), paragraph 7.3.2 for further explanation on the syntactic level. The examples below are relevant in this influence episode:

(T) Tata: Ngubani uMangaliso yaye engowaphi?
(*Who is Mr Mangaliso and where does he come from)?* (3)
(S) Mnoja : Ngomnye wabahlohli bethu esikolweni.
(It's one of our school inspector) (4)
(T) Mama : Ngoku zithini ezi ndaba zakho kucaca ukuba zikwenza imincili.
(*What are those good news that seem to excite you ?* (5)
(T) Tata : Mntan'am yeka mani aziphelanga izinto ezinje ngezi, ubomi buyaqhubeka ngenye imini kuza kulunga.
(Why don't you just not go because there will be many such and life goes on) (15)
(T) Tata: Andifuni ubuye sowuzibek'ityala ngenxa yokutyhala ngesifuba kwakho, umzekelo uzibone uhlelelekile kude kuba ndiyazi kuza kufuneka ube nempahla entsha yokunxiba neyokulala kunye nemali yokuzonwabisa.
(I don't want you to blame yourself after you have forced matters, you know that you have to have new clothes and pyjamas and money to entertain yourself) (20)

7.3.2 Lexical level:

a. Lexical diversity:

Refer to G (5), paragraph 7.3.3 for further explanation on the lexical diversity. The examples below bear relevance in this regard:

(S) Mnoja : Tata khawuzame <u>nako matshonisa</u> uyazi kudala ndifuna ukuya kwelinye iphondo loMzantsi Afrika.
(Please father, try even the loans. I have been longing to go to another province in South Africa) (16)
(T) Tata: Andifuni ubuye <u>sowuzibek'ityala</u> ngenxa yokutyhala ngesifuba kwakho, umzekelo uzibone <u>uhlelelekile</u> kude kuba ndiyazi kuza kufuneka ube nempahla entsha yokunxiba neyokulala kunye nemali yokuzonwabisa.
(I don't want you to blame yourself after you have forced matters, you know that you have to have new clothes and pyjamas and money to entertain yourself) (20)
(T) Tata: Kulungile ke <u>sakuwa sivuka</u>.
(Alright then we will try our best) (22)

7.3.3 Equivocal language

For general and brief background of equivocal language: (refer to G (1), paragraph 7.3.4).

In this influence episode, the source wisely paves way by giving some background information to attract the interest of the target before he subsequently presents his request

for seeking compliance. It is typical in Xhosa culture to present requests in this way. Consider the examples that follow:

(S) Mnoja: Ibimnandi kakhulu emveni kokuba uMnu Mangaliso esixelele indaba ezimnandi.
(It was great, after Mr Mangaliso told us good news) (2)
(T) Mama : Ngoku zithini ezi ndaba zakho kucaca ukuba zikwenza imincili.
(*What are those good news that seem to excite you ?* (5)
(S) Mnoja : Kulungile nimamele. Sinohambo lwabafundi olumalunga nenkomfa yabafundi.
(Well, we have a trip to a student conference) (6)
(S) Mnoja : Luya eRhawutini, ingxaki inye kuphela kukuba olu hambo luhlawulelwa imali.
(To Johannesburg, and the problem is that this trip has a fee) (8)

7.4 Language use:

7.4.1 Power of speech style

Refer to G (5), paragraph 7.3.3 for further explanation on the power of speech. The target utilises powerful speech styles through which they limit the source's options of seeking compliance. This, they achieve by making reference to crucial needs such as love, security, well being in which they justify non-compliance. Refer to the examples below for better understanding:

(T) Mama : Akuboni ukuba akafuni utata wakho uhambe, ucingela wena kuba kaloku uyakuthanda.
(Can't you see that your father does not want you to go because he loves you) (17)
(T) Tata : Ndicinga ngokhuseleko lwakho, umzekelo ingozi zendlela, ubundlobongela eRhawutini nezinye izinto ezininzi.
(I'm thinking about your safety, e.g. on the road, crime in Jo'burg, and many more such things) (18)
(T) Tata: Andifuni ubuye sowuzibek'ityala ngenxa yokutyhala ngesifuba kwakho, umzekelo uzibone uhlelelekile kude kuba ndiyazi kuza kufuneka ube nempahla entsha yokunxiba neyokulala kunye nemali yokuzonwabisa.
(I don't want you to blame yourself after you have forced matters, you know that you have to have new clothes and pyjamas and money to entertain yourself) (20)

8. Message effects

8.1 Relational and emotional effects

8.1.1 Effects of Dominance:

Refer to paragraph 6.1.2 for a brief explanation on the dominance of the target, and note the relevant cited conversational turns under this paragraph. The source dominance in this influence interaction is guided by a sympathetic and understanding mood of the target, and as such carries potential for positive effects in this relational context.

8.1.2 Effect of Explicitness:

Refer to paragraph 6.1.1 for a brief explanation on explicitness, and note the relevant cited conversational turns under this paragraph. Application of indirectness in this episode

presents hope for positive effects in this relational context. (See conversational turn 15 for evidence).

8.1.3 Effect of Argument:

Refer to paragraph 6.1.3 and paragraph 1.2.2 above with regards to argument. The source in this influence episode presents arguments of high quality for compliance, as a result of that such reason giving comprises positive effects in as far as compliance is concerned. Conversational turn 22 show some evidence. :

(T) Tata: Kulungile ke sakuwa sivuka.
(Alright then we will try our best) (22)

8.2 Competence

8.2.1 Appropriateness

Utterances that relate to the possible achievement of compliance have been appropriate in this episode.

8.2.2 Effectiveness

In this influence episode, conditional success has been achieved in as far as Obtain permission and Gaining assistance are concerned.

8.3 Politeness:

8.3.1 Dominance:

Positive relation between politeness and dominance in this particular episode is evident. This is demonstrated by the moderate level of dominance of the source. This, as a result, brings about a positive link between politeness and dominance in this influence episode.

8.3.2 Explicitness:

In this influence interaction, indirectness relates positively with politeness. Refer to Paragraphs 6.1.1 and 8.1.2

8.3.3 Argument:

In terms of argument and politeness, the source uses logical reasons in seeking compliance from the target, and it is apparent that reason giving and politeness show some association in this influence interaction.

8.4 Resistance

8.4.1 Obstacles:

See arguments against: paragraph 1.2.2 above. In resisting compliance, the target puts forward logical reasons that are obtacles to the achievement of both primary goals. See conversational turns: (18, 20) for evidence.

(T) Tata : Ndicinga ngokhuseleko lwakho, umzekelo ingozi zendlela, ubundlobongela eRhawutini nezinye izinto ezininzi.
(I'm thinking about your safety, e.g. on the road, crime in Jo'burg, and many more such things) (18)

(T) Tata: Andifuni ubuye sowuzibek'ityala ngenxa yokutyhala ngesifuba kwakho,umzekelo uzibone uhlelelekile kude kuba ndiyazi kuza kufuneka ube nempahla entsha yokunxiba neyokulala kunye nemali yokuzonwabisa.
(I don't want you to blame yourself after you have forced matters, you know that you have to have new clothes and pyjamas and money to entertain yourself) (20)

8.4.2 Barriers

The target presents a barrier in order to prevent goal achievement. The following conversational turns represent a typical example of this persuasion element:

(T) Tata : Andinakulunga, ininzi loo mali.
(That is too much, I can't) (11)

(S) Mnoja : Ndiza kuncedisa nam ngobugcwabalalana belishishini lelekese.
(I will assist with the money from my sweet business) (12)

8.4.3 Threat

In this persuasive message, the example that follows, espoused by the target, is typical of a threat as it conveys a warning to the source, of possible threats such as road accidents, safety and crime that may be confronted in Johannesburg if he insists about going. The example below presents evidence:

(T) Tata : Ndicinga ngokhuseleko lwakho, umzekelo ingozi zendlela, ubundlobongela eRhawutini nezinye izinto ezininzi.
(I'm thinking about your safety, e.g. on the road, crime in Jo'burg, and many more such things) (18)

8.4.4 Refutational pre-emption:

No evidence of refutational pre-emption

B6: Text

(1) (T) Mama: Mntan'am ibinjani imini yakho esikolweni?
(How was your day my child)?

(2) (S) Mnoja: Ibimnandi kakhulu emveni kokuba uMnu Mangaliso esixelele indaba ezimnandi.
(It was great, after Mr Mangaliso told us good news)

(3) (T) Tata: Ngubani uMangaliso yaye engowaphi?
(*Who is Mr Mangaliso and where does he come from)?*

(4) (S) Mnoja : Ngomnye wabahlohli bethu esikolweni.
(It's one of our school inspector)

(5) (T) Mama : Ngoku zithini ezi ndaba zakho kucaca ukuba zikwenza imincili.
(*What are those good news that seem to excite you ?*

(6) (S) Mnoja : Kulungile nimamele. Sinohambo lwabafundi olumalunga nenkomfa yabafundi.
(Well, we have a trip to a student conference)

(7) (T) Tata : Luhambo oluyaphi olo?
(*To where)?*

(8) (S) Mnoja : Luya eRhawutini, ingxaki inye kuphela kukuba olu hambo luhlawulelwa imali.
(To Johannesburg, and the problem is that this trip has a fee)

(9) (T) Tata : Yimalini le ihlawulelwayo ? Undazi ukuba andinamali.
(How much is that because you know that i have no money)?

(10) (S) Mnoja : Hayi ayomali ingako yi-R400.00 kuphela.
(It's not a lot of money, its R400.00 only)

(11) (T) Tata : Andinakulunga, ininzi loo mali.
(That is too much, I can't)

(12) (S) Mnoja : Ndiza kuncedisa nam ngobugcwabalalana belishishini lelekese.
(I will assist with the money from my sweet business)

(13) (T) Mama : Sakuyifumana phi imali utata wakho engasaphangeli nje ?
(Where are we going to get the money because your father is no longer working)

(14) (S) Mnoja : Ndiyazi mama kodwa ke luse kude uhambo ngoko ke ndiyacela nibe nizama.
(I know that mother, but the trip is still far of, so you can try)

(15) (T) Tata : Mntan'am yeka mani aziphelanga izinto ezinje ngezi, ubomi buyaqhubeka ngenye imini kuza kulunga.
(Why don't you just not go because there will be many such and life goes on)

(16) (S) Mnoja : Tata khawuzame nako matshonisa uyazi kudala ndifuna ukuya kwelinye iphondo loMzantsi Afrika.
(Please father, try even the loans. I have been longing to go to another province in South Africa)

(17) (T) Mama : Akuboni ukuba akafuni utata wakho uhambe, ucingela wena kuba kaloku uyakuthanda.
(Can't you see that your father does not want you to go because he loves you)

(18) (T) Tata : Ndicinga ngokhuseleko lwakho, umzekelo ingozi zendlela, ubundlobongela eRhawutini nezinye izinto ezininzi.
(I'm thinking about your safety, e.g. on the road, crime in Jo'burg, and many more such things)

(19) (S) Mnoja: Ukhuseleko luxhomekeke kootitshala kwaye sohlala kwenye yeehotele eziphambili eRhawutini njengendwendwe zakude.
(Safety depends the on teacher and we will be staying in a top hotel. As guests from afar)

(20) (T) Tata: Andifuni ubuye sowuzibek'ityala ngenxa yokutyhala ngesifuba kwakho, umzekelo uzibone uhlelelekile kude kuba ndiyazi kuza kufuneka ube nempahla entsha yokunxiba neyokulala kunye nemali yokuzonwabisa.
(I don't want you to blame yourself after you have forced matters, you know that you have to have new clothes and pyjamas and money to entertain yourself)

(21) (S) Mnoja : Ayizukuba yingxaki leyo kuba eyokunxiba ndinayo kwaye ezokulala zisalungile, ukunxiba phaya kwinkomfa yimpahla yesikolo kuwo wonke umntwana.
(That will not be a problem I do have clothes to wear and pyjamas, and at the conference everybody will be wearing uniform)

(22) (T) Tata: Kulungile ke sakuwa sivuka.
(Alright then we will try our best)
U-Mnoja ukwazile ukuphembelela abazali bakhe ukuba bamhlawulele imali yokuya eRhawutini.
(Mnoja was able to persuade his parents to pay for the conference)

5.5 THEME: SOCIAL /CASUAL RELATIONSHIP

MESSAGE OF G(7):

1. Primary goal

1.1 Statement of the problem

Ayanda pleads with her fellow neighbour, Asanda, to reduce the volume of the music during the evening. She explains that she attempts to study, and organises her school work. She further explains the importance of presenting good results as a bursary holder, and the fact that she may lose the bursary if she does not perform. Consider the conversational turns below for better understanding (1, 3, 5)

(In the text analysis, Ayanda is designated as the source (S), Asanda as the target (T), and the numbers 1-14 in brackets represent the conversational turns of the influence episode).

(1) (S) Ayanda: Bendicela ukuba umculo nizame ukuwuthoba ngexesha lasebusuku.
(*Can you please try to reduce the volume in the evenings)*

(3) (S) Ayanda: Ngexesha lasebusuku ndizama ukufunda ndiqoshelise izinto zesikolo ngoko bendicela nizame ukuwuthothisa umculo.
(*During the evenings I am trying to study, and do schoolwork so I would like you to reduce the volume of the music)*

(5) (S) Ayanda: Ndiyayiqonda lo nto kodwa ingxaki kukuba ndifunda ngebhasari kwaye ndingaphulukana nayo ukuba andiqhubi kakuhle kwizifundo zam.
(*I understand that quite well, but my problem is that I am funded by a bursary so if I fail I will lose)*

1.2 Primary goal with arguments

1.2.1 Enforce rights

Arguments in favour	**Arguments against**
Argument 1: **Need quietness for study** (S) Ayanda: Ngexesha lasebusuku ndizama ukufunda ndiqoshelise izinto zesikolo ngoko bendicela nizame ukuwuthothisa umculo. (*During the evenings I am trying to study, and do schoolwork so I would like you to reduce the volume of the music)* (3)	**Argument 1**: **Not her problem** (T) Asanda: Ingxaki zakho sukuzenza ingxaki zethu. (*Don't make your problem ours*) (4)

Argument 2: **Loss of bursary** a) If failed (S) Ayanda: Ndiyayiqonda lo nto kodwa ingxaki kukuba ndifunda ngebhasari kwaye ndingaphulukana nayo ukuba andiqhubi kakuhle kwizifundo zam. (*I understand that quite well, but my problem is that I am funded by a bursary so if I fail I will lose it)* (5) b) Fear for future (S) Ayanda: Ndiyaniva kwaye izizathu zenu ziyavakala kuba kubuhlungu ukuthi ubuyozonwabisa sive kusithiwa awusekho kodwa ke loo nto ayithethi ukuba nibulale ikamva lam ndihleli. (I understand your reasons because it is painful to hear that someone has died when he went out to enjoy himself, but that does not mean I must watch you destroying my future). (7)	**Argument 2: No other place, violence is deterrent** (T) Asanda: Hayi wena nathi siyayiqonda lo nto qha asinayo enye indawo esinokuzonwabisa kuyo, kule mihla, ulutsha lusweleka mihla le kuba luyadutyulwa kwaye luyahlatywa ngoku ke sizama ukuba sibekude neendawo ezinoqhushululu. (*No, we understand that very well but we don't have another place to enjoy ourselves, you know that these days the youth die everyday because they get shot and stabbed, so we are trying to run away from places of violance)* (6) (T) Asanda: Ukuba besikwazi ukuzihlalela emakhaya ngesikukhwelela qha nawe uyazi ukuba asinako. *(If we could, we would stay in our homes, but you also know that we can't)* (8)
Argument 3: **Seek sympathy** (S) Ayanda: Ndixakiwe ukuba ndithini ingaba olu luhlobo endiphulukana ngalo nebhasari yam ? Kufuneka ndenze nzame zimbi, ndizokunicenga kwakhona ukuze nivelane nam nithothise umculo ngexesha lasebusuku, imfundo ibaluleke kakhulu kum kwaye ekhaya abalindelanga ukuba ndibaphoxe. (*I am confused, is this the way I am losing my bursary? I have to try other means to plead with you again to reduce the volume of the music because education is important and at) home they don't expect me to disappoint them)* (9)	

1.3 Compliance

Ayanda has succeeded to persuade her neighbour, Asanda, to reduce the volume of the music. See conversational turn: (10).

1.4 Content category

This influence episode covers a social relations aspect. It is based on good social relationships which are perceived to be very important in most civilized societies, since they contribute to human interaction and harmony.

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: Goals are driven by motives, and motives are driven by needs. In this social episode, the need for reassurance of worth is evident, and is echoed by the source's appeal for peace and quiet that should be preserved in order to function. This carries important implications for valuing and respecting the other members' space, privacy and rights in a co-existance and social environment.

1.5.2 Importance: Enforce right enjoys importance since it guides the ultimate behaviour in this interaction.

1.6 Structure:

Self benefit:

This relates to the source who stands to benefit from studying and sleeping in a peaceful, quiet and condusive environment for studying.

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

The situational conditions which are represented in a rule for Enforce right seem to match the perceived features of the current situation, and therefore there is sufficiency to have the rule activated, and the goal formulated. Consider arguments 1, 2 and 3 in paragraph 1.2.1 above.

1.7.2 Strength criterion:

Strength criterion: the association between the situational features and the end state carry enough strength in order to realize the end state – which is to Enforce right. For example, argument 3 in paragraph 1.2.1 carries the necessary strength.

1.8 Culture: social meaning

Respecting and relating harmoniously with each other in a community where people live together, as neigbours, without any infringement on the other person's space or rights is an important observation in most societies, and Xhosa society is not an exception. The concept of truly love thy neigbour which existed since time immemorial is quite influential in this respect. Should these individual rights or privileges be subjected to threat of any

form or infringement or any annoying behaviour – social and interpersonal relations are likely to be negatively affected and ultimately collapse especially if no action is taken to resolve the problem.

1.9 Goal achievement:

The primary goal, Enforce right, in this episode has been achieved.

2. SECONDARY GOALS

2.1 Relational resource goals: this goal focuses on relationship management, and it is a manifestation of the value that individuals place on the desired social relationships. In this instance, relational resource goal seems to promote and reinforce harmoniously and respectfully the source's intent to have the goal of Enforce right realized. Consider the conversational turn below for further details:

(S) Ayanda: Ndixakiwe ukuba ndithini ingaba olu luhlobo endiphulukana ngalo nebhasari yam ? Kufuneka ndenze nzame zimbi, ndizokunicenga kwakhona ukuze nivelane nam nithothise umculo ngexesha lasebusuku, imfundo ibaluleke kakhulu kum kwaye ekhaya abalindelanga ukuba ndibaphoxe.
(*I am confused, is this the way I am losing my bursary? I have to try other means to plead with you again to reduce the volume of the music because education is important and at home they don't expect me to disappoint them)* (9)

(T) Asanda: Ndiza kuzama ukuthetha nabanye abantu endihlala nabo ke xa uthetha ngolo hlobo.
(*I will try to speak to other tenants if you say so)* (10)

2.2 Interaction or conversational management goals: these goals are concerned with impression management and face issues.

a. Experience of face issues is reflected in the conversational turns (3) below:

The source's positive face is being threatened in this persuasive episode, and that is shown by the source's complaint about the high volume of the music, and the fact that it should be brought down. Refer to the conversational turn below for better understanding:

(S) Ayanda: Ngexesha lasebusuku ndizama ukufunda ndiqoshelise izinto zesikolo ngoko bendicela nizame ukuwuthothisa umculo.
(*During the evenings I am trying to study, and do schoolwork so I would like you to reduce the volume of the music)* (3)

3. RELATIONSHIP BETWEEN GOALS

In this persuasive episode, Enforce right is compatible with the secondary goal of relational resource.

4. GOAL COMPLEXITY

This is a problem solving situation, and the issue being dealt with is an annoying high level of music. The primary goal that is responsible or behind the interaction is Enforce right.

5. TARGETS AND TYPE OF CHANGE

5.1 Target

Behaviour is targeted. The source makes an attempt to persuade the target from engaging in an annoying behaviour.

5.2 Type of change:

Conversion, which deals with behaviour alteration, is a recognizable type of change in this episode. The source attempts to influence the target to reduce the volume of the music.

6. PLANS

6.1 Message dimension

6.1.1 Explicitness:

The source presents direct and indirect messages in which she advances reasons for the target to take seriously, and comply with. See paragraph 1.2.1, conversational turns 3 and 9 (arguments 1 and 3) for directness or explicitness, and conversational turns 5 and 7 for indirectness (argument 2):

(S) Ayanda: Ngexesha lasebusuku ndizama ukufunda ndiqoshelise izinto zesikolo ngoko bendicela nizame ukuwuthothisa umculo.
(*During the evenings I am trying to study, and do schoolwork so I would like you to reduce the volume of the music)* (3)

(S) Ayanda: Ndixakiwe ukuba ndithini ingaba olu luhlobo endiphulukana ngalo nebhasari yam ? Kufuneka ndenze nzame zimbi, ndizokunicenga kwakhona ukuze nivelane nam nithothise umculo ngexesha lasebusuku, imfundo ibaluleke kakhulu kum kwaye ekhaya abalindelanga ukuba ndibaphoxe.
(*I am confused, is this the way I am losing my bursary? I have to try other means to plead with you again to reduce the volume of the music because education is important and at) home they don't expect me to disappoint them)* (9)

(S) Ayanda: Ndiyayiqonda lo nto kodwa ingxaki kukuba ndifunda ngebhasari kwaye ndingaphulukana nayo ukuba andiqhubi kakuhle kwizifundo zam.
(*I understand that quite well, but my problem is that I am funded by a bursary so if I fail I will lose it)* (5)

(S) Ayanda: Ndiyaniva kwaye izizathu zenu ziyavakala kuba kubuhlungu ukuthi ubuyozonwabisa sive kusithiwa awusekho kodwa ke loo nto ayithethi ukuba nibulale ikamva lam ndihleli.
(I understand your reasons because it is painful to hear that someone has died when he went out to enjoy himself, but that does not mean I must watch you destroying my future). (7)

6.1.2 Dominance:

Dominance of source:

The source raises statements that carry dominance in her attempt to gain compliance. This type of dominance is displayed through various attempts of limiting the target's behavioural options. The conversational turns below explain further:

(S) Ayanda: Ndiyayiqonda lo nto kodwa ingxaki kukuba ndifunda ngebhasari kwaye ndingaphulukana nayo ukuba andiqhubi kakuhle kwizifundo zam.
(*I understand that quite well, but my problem is that I am funded by a bursary so if I fail I will lose it)* (5)

(S) Ayanda: Ndixakiwe ukuba ndithini ingaba olu luhlobo endiphulukana ngalo nebhasari yam ? Kufuneka ndenze nzame zimbi, ndizokunicenga kwakhona ukuze nivelane nam nithothise umculo ngexesha lasebusuku, imfundo ibaluleke kakhulu kum kwaye ekhaya abalindelanga ukuba ndibaphoxe.
(*I am confused, is this the way I am losing my bursary? I have to try other means to plead with you again to reduce the volume of the music because education is important and at) home they don't expect me to disappoint them)* (9)

6.1.3 Argument:

The source advances logical reasons for seeking compliance, in which she requests the target to bring the noise caused by the music down in order to have a conducive environment to study. Refer to paragraphs 1.2.1, arguments 1-3 above, under argument in favour.

6.1.4 Control:

Source control:

The source exercises some control over the reasons she advances in order to gain compliance. This is demonstrated by the citation of the undesirable consequences if the target does not comply. The example below reveals:

(S) Ayanda: Ndixakiwe ukuba ndithini ingaba olu luhlobo endiphulukana ngalo nebhasari yam ? Kufuneka ndenze nzame zimbi, ndizokunicenga kwakhona ukuze nivelane nam nithothise umculo ngexesha lasebusuku, imfundo ibaluleke kakhulu kum kwaye ekhaya abalindelanga ukuba ndibaphoxe.
(*I am confused, is this the way I am losing my bursary? I have to try other means to plead with you again to reduce the volume of the music because education is important and at) home they don't expect me to disappoint them)* (9)

6.2 Types of plans

6.2.1 Plan complexity:

In this episode, there is evidence of 3 influence plans or plan actions that are aimed at achieving the goal of Enforce right. These plans are described below. (Also refer to paragraph 1.2.1, arguments 1, 2 and see the cited examples of conversational turns)

a) Need quietness for study

(S) Ayanda: Ngexesha lasebusuku ndizama ukufunda ndiqoshelise izinto zesikolo ngoko bendicela nizame ukuwuthothisa umculo.
(*During the evenings I am trying to study, and do schoolwork so I would like you to reduce the volume of the music)* (3)

b) Loss of bursary

(S) Ayanda: Ndiyayiqonda lo nto kodwa ingxaki kukuba ndifunda ngebhasari kwaye ndingaphulukana nayo ukuba andiqhubi kakuhle kwizifundo zam.
(*I understand that quite well, but my problem is that I am funded by a bursary so if I fail I will lose it)* (5)

c) Seek sympathy

(S) Ayanda: Ndixakiwe ukuba ndithini ingaba olu luhlobo endiphulukana ngalo nebhasari yam ? Kufuneka ndenze nzame zimbi, ndizokunicenga kwakhona ukuze nivelane nam nithothise umculo ngexesha lasebusuku, imfundo ibaluleke kakhulu kum kwaye ekhaya abalindelanga ukuba ndibaphoxe.
(*I am confused, is this the way I am losing my bursary? I have to try other means to plead with you again to reduce the volume of the music because education is important and at) home they don't expect me to disappoint them)* (9)

6.2.2 Plan specificity:

In terms of the primary goal, Enforce right, plans 1 and 3 are specific and well articulated.

6.2.3 Plan quality:

In plan 1 and 2: arguments against or counter arguments are evident. Plan 3 displays a high degree of quality. There is no argument against this plan (see paragraph 1.2.1 above)

7. Action

7.1 Message production

7.1.1 Primary goal importance:

Primary goal importance is evident in this influence interaction. This is reflected by the use of arguments that are of high level. (See paragraph 1.2.1 above), and consider only arguments 1 and 3 which are of high quality in terms of furthering the primary goal.

7.1.2 Secondary goal:

Relational resource goal: Arguments that are indirect seem to show some significance and importance in this influence episode, and this is shown by the degree of efforts of

politeness in the source's attempt to gain compliance. See argument 2 above for better understanding.

7.2 Emotional appeal:

7.2.1 Positive emotions .

There is no evidence of positive emotions whatsoever.

7.2.2 Negative emotions:

Fear of losing the bursary and the fact that her future is at risk of being destroyed is one of her major concerns. The examples below are a reflection of this notin.

(S) Ayanda: Ndiyayiqonda lo nto kodwa ingxaki kukuba ndifunda ngebhasari kwaye ndingaphulukana nayo ukuba andiqhubi kakuhle kwizifundo zam.
(*I understand that quite well, but my problem is that I am funded by a bursary so if I fail I will lose it)* (5)

(S) Ayanda: Ndiyaniva kwaye izizathu zenu ziyavakala kuba kubuhlungu ukuthi ubuyozonwabisa sive kusithiwa awusekho kodwa ke loo nto ayithethi ukuba nibulale ikamva lam ndihleli.
(I understand your reasons because it is painful to hear that someone has died when he went out to enjoy himself, but that does not mean I must watch you destroying my future). (7)

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

The utterances in this influence episode vary significantly in terms of their leves of complexity. Some present complex structures whereas others potray relatively simple structures (see examples below). It is also worth mentioning that there is a slight variation, as shown by the usage of rich vocabulary, between the natural usage of isiXhosa and that of everyday use in an urban environment among college students. Refer to the examples below:

(T) Asanda: Ingxaki zakho sukuzenza ingxaki zethu.
(*Don't make your problem ours*) (4)

(T) Asanda: Hayi wena nathi siyayiqonda lo nto qha asinayo enye indawo esinokuzonwabisa kuyo, kule mihla, ulutsha lusweleka mihla le kuba luyadutyulwa kwaye luyahlatywa ngoku ke sizama ukuba sibekude neendawo ezinoqhushululu.
(*No, we understand that very well but we don't have another place to enjoy ourselves, you know that these days the youth die everyday because they get shot and stabbed, so we are trying to run away from places of violance)* (6)

(T) Asanda: Ukuba besikwazi ukuzihlalela emakhaya ngesikukhwelela qha nawe uyazi ukuba asinako.
(If we could, *we would stay in our homes, but you also know that we can't)* (8)

(S) Ayanda: Ndixakiwe ukuba ndithini ingaba olu luhlobo endiphulukana ngalo nebhasari yam ? Kufuneka ndenze nzame zimbi, ndizokunicenga kwakhona ukuze nivelane nam nithothise umculo ngexesha lasebusuku, imfundo ibaluleke kakhulu kum kwaye ekhaya abalindelanga ukuba ndibaphoxe.
(*I am confused, is this the way I am losing my bursary? I have to try other means to plead with you again to reduce the volume of the music because education is important and at) home they don't expect me to disappoint them)* (9)

(13) (S) Ayanda: Ndiyabulela ngoncedo lwenu kuba besendicinga ukuba ikamva lam limfiliba.
(*I am very thankful for your help, I thought that my future was about to end)*

7.3.2 Lexical level:

a. Lexical diversity:

A fair amount of the utterances in this influence episode is presented in ordinary and common language. However, there is evidence of a significant amount of rich vocabulary sample presented in the following conversational turns:

(S) Ayanda: Ngexesha lasebusuku ndizama ukufunda ndiqoshelise izinto zesikolo ngoko bendicela nizame ukuwuthothisa umculo.
(*During the evenings I am trying to study, and do schoolwork so I would like you to reduce the volume of the music)* (3)

(T) Asanda: Ingxaki zakho sukuzenza ingxaki zethu.
(*Don't make your problem ours*) (4)

(S) Ayanda: Ndiyayiqonda lo nto kodwa ingxaki kukuba ndifunda ngebhasari kwaye ndingaphulukana nayo ukuba andiqhubi kakuhle kwizifundo zam.
(*I understand that quite well, but my problem is that I am funded by a bursary so if I fail I will lose it)* (5)

(T) Asanda: Hayi wena nathi siyayiqonda lo nto qha asinayo enye indawo esinokuzonwabisa kuyo, kule mihla, ulutsha lusweleka mihla le kuba luyadutyulwa kwaye luyahlatywa ngoku ke sizama ukuba sibekude neendawo ezinoqhushululu.
(*No, we understand that very well but we don't have another place to enjoy ourselves, you know that these days the youth die everyday because they get shot and stabbed, so we are trying to run away from places of violance)* (6)

(S) Ayanda: Ndiyaniva kwaye izizathu zenu ziyavakala kuba kubuhlungu ukuthi ubuyozonwabisa sive kusithiwa awusekho kodwa ke loo nto ayithethi ukuba nibulale ikamva lam ndihleli.
(I understand your reasons because it is painful to hear that someone has died when he went out to enjoy himself, but that does not mean I must watch you destroying my future) (7)

(T) Asanda: Ukuba besikwazi ukuzihlalela emakhaya ngesikukhwelela qha nawe uyazi ukuba asinako.
(If we could, we would stay in our homes, but you also know that we can't) (8)

(S) Ayanda: Ndixakiwe ukuba ndithini ingaba olu luhlobo endiphulukana ngalo nebhasari yam ? Kufuneka ndenze nzame zimbi, ndizokunicenga kwakhona ukuze nivelane nam nithothise umculo ngexesha lasebusuku, imfundo ibaluleke kakhulu kum kwaye ekhaya abalindelanga ukuba ndibaphoxe.
(*I am confused, is this the way I am losing my bursary? I have to try other means to plead with you again to reduce the volume of the music because education is important and at) home they don't expect me to disappoint them)* (9)

(13) (S) Ayanda: Ndiyabulela ngoncedo lwenu kuba besendicinga ukuba ikamva lam limfiliba.
(*I am very thankful for your help, I thought that my future was about to end)*

7.3.3 Equivocal language

There is no evidence of equivocal language

7.4 Language use:

7.4.1 Power of speech style

As regards the power of speech style, the source makes use of polite and indirect forms of speech in her intent to gain compliance, and that has proven to be effective in this influence episode. It stands to reason therefore that polite forms in this episode constitute powerful speech. See argument 2 in paragraph 1.2.1 above.

8. Message effects

8.1 Relational and emotional effects

8.1.1 Effects of Dominance:

Refer to paragraph 6.1.2 for a brief explanation on the dominance of the source, and note the relevant cited conversational turns under this paragraph. The source dominance is moderate in this influence interaction, and as such positive relational implications or effects are evident.

8.1.2 Effect of Explicitness:

Refer to paragraph 6.1.1 for a brief explanation on explicitness, and note the relevant cited conversational turns under this paragraph. The source's application of direct or explicit messages in her requests signals solidarity in this influence episode. (See conversational turns 10 and 12 for evidence).

8.1.3 Effect of Argument:

Refer to paragraph 6.1.3 and paragraph 1.2.1 above with regards to argument. The source has presented arguments of high quality for compliance gaining from the target, and such good reason giving has constituted positive effects in this influence episode. Conversational turns 13 and 14 are worthy of citation in this regard:

(S) Ayanda: Ndiyabulela ngoncedo lwenu kuba besendicinga ukuba ikamva lam limfiliba.
(*I am very thankful for your help, I thought that my future was about to end)* (13)

(T) Asanda: Xa unengxaki ungoyiki ukuza kuthi kwaye sikunqwenelela impumelelo kwizifundo zakho.
(*When you have a problem don't hesitate to come to us and we wish you well with your studies)* (14)

8.2 Competence

8.2.1 Appropriateness:

Suitable utterances that lead to compliance gaining have been presented in this influence episode.

8.2.2 Effectiveness

In this influence episode, success has been achieved in as far as the goal of Enforce right is concerned.

8.3 Politeness:

8.3.1 Dominance:

Positive relation between politeness and dominance in this particular episode is evident. This is displayed by the moderate level of dominance expressed in the message. As a result of this, positive association between politeness and dominance in this influence episode becomes prevalent.

8.3.2 Explicitness:

In this influence interaction, directness relates positively with politeness. Refer to Paragraphs 6.1.1 and 8.1.2.

8.3.4 Argument:

With regards to argument and politeness, the source uses logical reasons in seeking compliance from the target, and it is apparent that reason giving and politeness show some positive association in this influence interaction.

8.4 Resistance

8.4.1 Obstacles:

See arguments against, paragraph 1.2.1 above. In resisting compliance, the target puts counter arguments that are obtacles to the achievement of the primary goal. See conversational turn (4) for better understanding:

(T) Asanda: Ingxaki zakho sukuzenza ingxaki zethu.
(*Don't make your problem ours*) (4)

8.4.2 Barriers

The target puts up a barrier in order to obstruct goal achievement. The following conversational turns represent typical examples of this situation:

(T) Asanda: Ukuba besikwazi ukuzihlalela emakhaya ngesikukhwelela qha nawe uyazi ukuba asinako.
(If we could, we would stay in our homes, but you also know that we can't) (8)

(S) Ayanda: Ndixakiwe ukuba ndithini ingaba olu luhlobo endiphulukana ngalo nebhasari yam ? Kufuneka ndenze nzame zimbi, ndizokunicenga kwakhona ukuze nivelane nam nithothise umculo ngexesha lasebusuku, imfundo ibaluleke kakhulu kum kwaye ekhaya abalindelanga ukuba ndibaphoxe.
(*I am confused, is this the way I am losing my bursary? I have to try other means to plead with you again to reduce the volume of the music because education is important and at home they don't expect me to disappoint them)* (9)

8.4.3 Threat

No evidence of threat

8.4.4 Refutational pre-emption:

The conversational turn below (6) is a typical represention of a refutational pre-emption. This is potrayed by the target's usage of the defence of the source to object and defend her position. See the target's raising and responding to the source's proposition in (6 against 5).

(S) Ayanda: Ndiyayiqonda lo nto kodwa ingxaki kukuba ndifunda ngebhasari kwaye ndingaphulukana nayo ukuba andiqhubi kakuhle kwizifundo zam.
(*I understand that quite well, but my problem is that I am funded by a bursary so if I fail I will lose it)* (5)

(T) Asanda: Hayi wena nathi siyayiqonda lo nto qha asinayo enye indawo esinokuzonwabisa kuyo, kule mihla, ulutsha lusweleka mihla le kuba luyadutyulwa kwaye luyahlatywa ngoku ke sizama ukuba sibekude neendawo ezinoqhushululu.
(*No, we understand that very well but we don't have another place to enjoy ourselves, you know that these days the youth die everyday because they get shot and stabbed, so we are trying to run away from places of violance)* (6)

G7: Text

(1) (S) Ayanda: Bendicela ukuba umculo nizame ukuwuthoba ngexesha lasebusuku.
(*Can you please try to reduce the volume in the evenings)*

(2) (T) Asanda: Andikuva kakuhle le nto uyithethayo.
(*I don't really understand what you are saying)*

(3) (S) Ayanda: Ngexesha lasebusuku ndizama ukufunda ndiqoshelise izinto zesikolo ngoko bendicela nizame ukuwuthothisa umculo.
(*During the evenings I am trying to study, and do schoolwork so I would like you to reduce the volume of the music)*

(4) (T) Asanda: Ingxaki zakho sukuzenza ingxaki zethu.
(*Don't make your problem ours*)

(5) (S) Ayanda: Ndiyayiqonda lo nto kodwa ingxaki kukuba ndifunda ngebhasari kwaye ndingaphulukana nayo ukuba andiqhubi kakuhle kwizifundo zam.
(*I understand that quite well, but my problem is that I am funded by a bursary so if I fail I will lose it)*

(6) (T) Asanda: Hayi wena nathi siyayiqonda lo nto qha asinayo enye indawo esinokuzonwabisa kuyo, kule mihla, ulutsha lusweleka mihla le kuba luyadutyulwa kwaye luyahlatywa ngoku ke sizama ukuba sibekude neendawo ezinoqhushululu.
(*No, we understand that very well but we don't have another place to enjoy ourselves, you know that these days the youth die everyday because they get shot and stabbed, so we are trying to run away from places of violance)*

(7) (S) Ayanda: Ndiyaniva kwaye izizathu zenu ziyavakala kuba kubuhlungu ukuthi ubuyozonwabisa sive kusithiwa awusekho kodwa ke loo nto ayithethi ukuba nibulale ikamva lam ndihleli.
(I understand your reasons because it is painful to hear that someone has died when he went out to enjoy himself, but that does not mean I must watch you destroying my future).

(8) (T) Asanda: Ukuba besikwazi ukuzihlalela emakhaya ngesikukhwelela qha nawe uyazi ukuba asinako.
(If we could, *we would stay in our homes, but you also know that we can't)*

(9) (S) Ayanda: Ndixakiwe ukuba ndithini ingaba olu luhlobo endiphulukana ngalo nebhasari yam ? Kufuneka ndenze nzame zimbi, ndizokunicenga kwakhona ukuze nivelane nam nithothise umculo ngexesha lasebusuku, imfundo ibaluleke kakhulu kum kwaye ekhaya abalindelanga ukuba ndibaphoxe.
(*I am confused, is this the way I am losing my bursary? I have to try other means to plead with you again to reduce the volume of the music because education is important and at) home they don't expect me to disappoint them)*

(10) (T) Asanda: Ndiza kuzama ukuthetha nabanye abantu endihlala nabo ke xa uthetha ngolo hlobo.
(*I will try to speak to other tenants if you say so)*

(11) (S) Ayanda : Enkosi wethu ndiyabulela.
(*Thank you a lot)*

(12) (T) Asanda: Side safikelela kwisigqibo sokuba siwuthothise umculo njengokuba usicelile sizivile izizathu zakho ziyavakala kwaye nathi siyafuna ibesithi lutsha oogqirha neetitshala zangomso umnqweno wethu kukuba izinga labantu abaNtsundu abafundileyo linyuke.
(*We have reached an agreement that we will reduce the volume of the music because we understood your reasons, and we also want the youth to be the teachers and doctors of tomorrow, and we would like to see Black people prosper in education)*

(13) (S) Ayanda: Ndiyabulela ngoncedo lwenu kuba besendicinga ukuba ikamva lam limfiliba.
(*I am very thankful for your help, I thought that my future was about to end)*

(14) (T) Asanda: Xa unengxaki ungoyiki ukuza kuthi kwaye sikunqwenelela impumelelo kwizifundo zakho.
(*When you have a problem don't hesitate to come to us and we wish you well with your studies)*
Uyanda uphumelele ukuphembelela u-Asanda ukuba athothise isand somculo
(*Ayanda has succeeded to persuade Asanda to decrease the volume of the music*)

MESSAGE OF G(8):

1. Primary goal

1.1 Statement of the problem

Lundi appeals to Lizo, her neighbour, to bring down the noise level of the radio. She explains that this is the only time she gets to sleep. She further emphasises her wish to pass, especially that she receives financial assistance from the government, and she is worried about the fact that the money has to be repaid if one fails. The conversational turns below explain further: (1, 3, 5,11)

(In the text analysis, Lizo is designated as the source (S), Lundi as the target (T), and the numbers 1-21 in brackets represent the conversational turns of the influence episode).

(1) (S) Lizo: Lundi ndinesicelo apha kuwe mmelwane.
(*Lundi I have a request for you, my neighbour)*
(3) (S) Lizo : Ndicela undincede kakhulu ngeli xesha lasebusuku ndicela uthothise unomathotholo.
(*Could you please reduce the volume during the evening)*
(5) (S) Lizo: Ndiyakucela mfondini kaloku mna kungona ndifumana ithuba lokulala kwaye ndiyavuka rhoqo.
(*Please, because it is the only time that I get sleep as I wake up very early)*
(11) (S) Lizo: Uyavakala mmelwane andazi ke ngoku ukuba ndiza kwenza njani bendinqwenela ukuphumelela kuba ndifundiswa ngurhulumente kudla ngokuthiwa uyayibhatala loo mali xa uthe watshona.
(I can hear you my neighbour but I also don't know what to do because the government pays for my studies, and its been said that you pay back the money if you fail)

1.2 Primary goal with arguments

1.2.1 Enforce rights

Arguments in favour	**Arguments against**
Argument 1: **Need quietness** a) For sleep: (S) Lizo: Ndiyakucela ntombazana kaloku mna kungona ndifumana ithuba lokulala kwaye ndiyavuka rhoqo. (*Please, because it is the only time that I get to sleep as I wake up very early)* (5) b) Try different times for music: (S) Lizo: Awunokhe uyithothiss uze uphinde uyivule ngentsimbi yeshumi elinanye? (*Can't you lower the volume, and then open it loud at eleven)?* (7) c) Much noise at daytime for studying: (S) Lizo: Kungona ndingakwaziyo mpela ke ngoku kuba zininzi igumba-gumba ezikhalayo emini zitsho kuthi nkxwee yingxolo. *(I can't read because there are too many sounds at that time, and plenty of noise)* (9)	**Argument 1**: Music is part of my job: (T) Lundi: Jonga Lizo mna ndiyaphangela ngale ndlela ndizama ukuzenzela imali lilonke ke ukuba ndikhe ndathothisa unomathotholo abantu baza kucinga ukuba ndivalile. *(Look here Lizo, this is my job, and I am trying to get money through it so if I reduce the volume people will think that I have closed)* (6) Try different times for study (T) Lundi: Andinokwazi, ungakhe uzame ukufunda xa ubuya esikolweni nje? *(I can't, why don't you try reading when you are from school)?* (8) Make more money at evenings with music: (T) Lundi: Andikwazi ukuba uza kwenza njani kuba mna andikwazi ukwenza ngenye indlela into endiyibonayo imali ingena kakhulu ngeli xesha ulinqwenelayo. *(I don't know what you are going to do because I can't do otherwise, and what I have noticed is that there is a lot of money during those hours.) (10)*

Argument 2: **Loss of bursary**	**Argument 2:**
a) If failed: (S) Lizo: Uyavakala mmelwane andazi ke ngoku ukuba ndiza kwenza njani bendinqwenela ukuphumelela kuba ndifundiswa ngurhulumente kudla ngokuthiwa uyayibhatala loo mali xa uthe watshona. *(I can hear you my neighbour but I also don't know what to do because the government pays for my studies, and its been said that you pay back the money if you fail)* (11)	Study at library: (T) Lundi: Mna ke ndikucebisa ukuba xa uphuma esikolweni fika nje apha endlini ungahlali ube sele usiya kufunda kwithala leencwadi apho kungekho ngxolo khona. *(I would advise you to go to the library immediately after you arrive here from school)* (12)
b) Library closes early: S) Lizo: Bendikhe ndayizama Lundi le nto uyithethayo ngeba bekulungile kona qha kukhawulezwa kuvalwe ndingekabiphi noko kuba ngcono ngempela veki. *(I have tried that Lundi, but they close very early, it's only better during the weekends).* (13)	Got sympathy: (T) Lundi: Yho! Hayi ke mfondini usuke wandithethela kalusizi yaye ndiyakubona ukuba unyanisekile kule nto uyithethayo. *(Why do you speak sadly, you make me feel sorry for you? and I understand the truth of what you are saying)?* (14)
c) No finance support if failed: (S) Lizo: Ndinyanisile ntombi andidlali, ndicinga nje ukuba khe ndatshona ndiya kube ndingaphandle ekufundisweni ngurhulumente. *(I am sincere and speaking the truth, and I can imagine if I fail, because I will be out of the financial support from the government)* (15)	Will try support: (T) Lundi: Noko ndiyavelana nawe ndiza kukhe ndizame ukujonga imini ezingaxakeki kakhulu phaya esimokolweni. *(I feel sorry for you, and I will try to find days that are not very busy in the tavern)* (16)
d) People should help each other: (S) Lizo: Ingaba undincedile mfowethu abantu ngabantu ngokuncedana. *(You will help me a lot; people are people by helping each other) (17)*	Will try to support her: (T) Lundi: Noko wena umntu ndiyakwazi ukumbonelela xa enengxaki ingakumbi into edibene nezifundo, imfundo ibalulekile ndiza kubonelela kwintsuku ezinje ngeMivulo, Lwezibini noLwezine ngaphandle kokuba kuphele inyanga. *(I always understand when people have problems, especially if they are education related, education is important, I will sacrifice certain days such as Mondays, Tuesdays and Thursdays unless its month end) (18)*

1.3 Compliance

Lizo has succeeded to persuade her neighbour, Lizo, to reduce the volume of the music. See conversational turn: (16).

1.4 Content category

Refer to G (7), paragraph 1.4 above.

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: Refer to G (7), paragraph 1.5.1

1.5.2 Importance: Refer to G (7), paragraph 1.5.2

1.6 Structure:

Self benefit: Refer to G (7), paragraph 1.6.1

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

The situational conditions represented in a rule for Enforce right seem to match the perceived features of the current situation, and as a result there is sufficiency to have the rule activated, and the process of goal formulation facilitated. See arguments 1 and 2 in paragraph 1.2.1 above.

1.7.2 Strength criterion:

Strength criterion: the association between the situational features and the end state carry enough strength in order to realize the end state – which is to Enforce right. For example, argument 2 in paragraph 1.2.1 presents the necessary strength in this episode.

1.8 Culture: social meaning

Refer to G (7), paragraph 1.8

1.9 Goal achievement:

Refer to G (7), paragraph 1.9

2. SECONDARY GOALS

2.1 Relational resource goals: Refer to G (7) paragraph 2.1 for a brief explanation of what this goal entails. The conversational turns below provide examples that have far – reaching effects for compliance consideration:

(S) izo: Uyavakala mmelwane andazi ke ngoku ukuba ndiza kwenza njani bendinqwenela ukuphumelela kuba ndifundiswa ngurhulumente kudla ngokuthiwa uyayibhatala loo mali xa uthe watshona.
I can hear you my neighbour but I also don't know what to do because the government pays for my studies, and its been said that you pay back the money if you fail) (11)

(S) izo: Ndinyanisile ntombi andidlali, ndicinga nje ukuba khe ndatshona ndiya kube ndingaphandle ekufundisweni ngurhulumente.
(I am sincere and speaking the truth, and I can imagine if I fail, because I will be out of the financial support from the government) (15)

(T) undi: Noko ndiyavelana nawe ndiza kukhe ndizame ukujonga imini ezingaxakeki kakhulu phaya esimokolweni.
(I feel sorry for you, and I will try to find days that are not very busy in the tavern) (16)

2.2 Interaction or conversational management goals: these goals are concerned with impression management and face issues.

a. Experience of face issues is reflected in the conversational turns (3) below:

Refer to G (7), paragraph 2.2. The source's complaint about the disturbing volume of the music, and the fact that it must be brought down is a reflection of a threat on the target's positive face. The examples of the following conversational turns confirm this situation:

(S) Lizo : Ndicela undincede kakhulu ngeli xesha lasebusuku ndicela uthothise unomathotholo.
(*Could you please reduce the volume during the evening)* (3)

(S) Lizo: Ndiyakucela ntombazana kaloku mna kungona ndifumana ithuba lokulala kwaye ndiyavuka rhoqo.
(*Please, because it is the only time that I get to sleep as I wake up very early)* (5)

3. RELATIONSHIP BETWEEN GOALS

a. There is compatibility between the primary and secondary goals. Refer to G (7), paragraph 3.

4. GOAL COMPLEXITY

This is a problem solving situation. Refer to G (7), paragraph 4.

5. TARGETS AND TYPE OF CHANGE

5.1 Target

Behavior is targeted. Refer to G (7), paragraph 5.1.

5.2 Type of change:

Conversion. Also refer to G (7), paragraph 5.3.

6. PLANS

6.1 Message dimension

6.1.1 Explicitness:

The source's intentions are both direct and indirect. See paragraph 1.2.1, argument 1 for directness or explicitness, and argument 2 for indirectness. Consider the conversational turns below – drawn from both arguments:

(S) Lizo: Awunokhe uyithothise uze uphinde uyivule ngentsimbi yeshumi elinanye?
(*Can't you lower the volume, and then open it loud at eleven)?* (7)

(S) Lizo: Kungona ndingakwaziyo mpela ke ngoku kuba zininzi igumba-gumba ezikhalayo emini zitsho kuthi nkxwee yingxolo.
(I can't read because there are too many sounds at that time, and plenty of noise) (9)

(S) Lizo: Uyavakala mmelwane andazi ke ngoku ukuba ndiza kwenza njani bendinqwenela ukuphumelela kuba ndifundiswa ngurhulumente kudla ngokuthiwa uyayibhatala loo mali xa uthe watshona.
(I can hear you my neighbour but I also don't know what to do because the government pays for my studies, and its been said that you pay back the money if you fail) (11)

(S) Lizo: Bendikhe ndayizama Lundi le nto uyithethayo ngeba bekulungile kona qha kukhawulezwa kuvalwe ndingekabiphi noko kuba ngcono ngempela veki.
(I have tried that Lundi, but they close very early, it's only better during the weekends). (13)

6.1.2 Dominance:

Dominance of source: Refer to G 7, paragraph 6.1.2 for a brief explanation:

The examples from the conversational turns below are representative of source dominance in this influence episode:

(S) Lizo: Uyavakala mmelwane andazi ke ngoku ukuba ndiza kwenza njani bendinqwenela ukuphumelela kuba ndifundiswa ngurhulumente kudla ngokuthiwa uyayibhatala loo mali xa uthe watshona.
(I can hear you my neighbour but I also don't know what to do because the government pays for my studies, and its been said that you pay back the money if you fail) (11)

(S) Lizo: Ndinyanisile ntombi andidlali, ndicinga nje ukuba khe ndatshona ndiya kube ndingaphandle ekufundisweni ngurhulumente.
(I am sincere and speaking the truth, and I can imagine if I fail, because I will be out of the financial support from the government) (15)

6.1.3 Argument:

The source puts forward rational reasons for the target to consider for purposes of compliance. Refer to paragraphs 1.2.1, arguments 1-2 above, under argument in favour.

6.1.4 Control:

Source control:

Refer to G 7, paragraph 6.1. 4 for a brief explanation. The following conversational turn is a typical example of control in this interaction:

(S) Lizo: Uyavakala mmelwane andazi ke ngoku ukuba ndiza kwenza njani bendinqwenela ukuphumelela kuba ndifundiswa ngurhulumente kudla ngokuthiwa uyayibhatala loo mali xa uthe watshona.
(I can hear you my neighbour but I also don't know what to do because the government pays for my studies, and its been said that you pay back the money if you fail) (11)

6.2 Types of plans

6.2.1 Plan complexity:

There is evidence of 2 influence plans or plan actions that are intended for achieving the goal of Enforce right. See the description of the plans below: (Also refer to paragraph 1.2.1, arguments 1, 2).

a) Need quietness:

(S) Lizo: Ndiyakucela ntombazana kaloku mna kungona ndifumana ithuba lokulala kwaye ndiyavuka rhoqo.
(*Please, because it is the only time that I get to sleep as I wake up very early)* (5)

b) Loss of bursary:

(S) Lizo: Uyavakala mmelwane andazi ke ngoku ukuba ndiza kwenza njani bendinqwenela ukuphumelela kuba ndifundiswa ngurhulumente kudla ngokuthiwa uyayibhatala loo mali xa uthe watshona.
(I can hear you my neighbour but I also don't know what to do because the government pays for my studies, and its been said that you pay back the money if you fail) (11)

6.2.2 Plan specificity:

In terms of the primary goal, Enforce right, plan 1 is specific, and well articulated.

6.2.3 Plan quality:

Plan 1 is counter argued. However, plan 2 seems to share some degree of quality in that it elicits sympathetic reactions on the part of the target, thus creating a positive grounding for compliance. See paragraph 1.2.1 above for further details.

7. Action

7.1 Message production

7.1.1 Primary goal importance:

Refer to G (7), paragraph 7.1.1 for a brief explanation on primary goal importance. Argument 1 is of high value in strengthening the possible achievement of the primary goal of Enforce right.

7.1.2 Secondary goal:

Refer to G (7), paragraph 7.1.1 for a brief explanation on secondary goal importance. Argument 2 relates positively in the reinforcement of this goal.

7.2 Emotional appeal:

7.2.1 Positive emotions .

There is no evidence of positive emotions whatsoever.

7.2.2 Negative emotions:

Fear of losing financial support if she fails. The examples below are a reflection of this notion. Also refer to G 7, paragraph 7.2.2 for a brief explanation

(S) Lizo: Ndinyanisile ntombi andidlali, ndicinga nje ukuba khe ndatshona ndiya kube ndingaphandle ekufundisweni ngurhulumente.
(I am sincere and speaking the truth, and I can imagine if I fail, because I will be out of the financial support from the government) (15).

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

Refer to G (7), paragraph 7.3.2 for further explanation on the syntactic level. The examples of conversational turns below are relevant in this episode:

(S) Lizo: Lundi ndinesicelo apha kuwe mmelwane.
(*Lundi I have a request for you, my neighbour)* (1)
(T) Lundi: Isicelo santoni mfondini?
(*What request) ?* (2)

(S) Lizo: Kungona ndingakwaziyo mpela ke ngoku kuba zininzi igumba-gumba ezikhalayo emini zitsho kuthi nkxwee yingxolo.
(I can't read because there are too many sounds at that time, and plenty of noise) (9)

(S) Lizo: Uyavakala mmelwane andazi ke ngoku ukuba ndiza kwenza njani bendinqwenela ukuphumelela kuba ndifundiswa ngurhulumente kudla ngokuthiwa uyayibhatala loo mali xa uthe watshona.
(I can hear you my neighbour but I also don't know what to do because the government pays for my studies, and its been said that you pay back the money if you fail) (11)

(T) Lundi: Mna ke ndikucebisa ukuba xa uphuma esikolweni fika nje apha endlini ungahlali ube sele usiya kufunda kwithala leencwadi apho kungekho ngxolo khona.
(I would advise you to go to the library immediately after you arrive here from school) (12)

7.3.2 Lexical level:

a. Lexical diversity:

Refer to G (7), paragraph 7.3.3 for further explanation on the syntactic level. The examples of conversational turns below are relevant in this episode:

(S) Lizo : Ndicela undincede kakhulu ngeli xesha lasebusuku ndicela uthothise unomathotholo.
(*Could you please reduce the volume during the evening)* (3)

(T) Lundi: Jonga Lizo mna ndiyaphangela ngale ndlela ndizama ukuzenzela imali lilonke ke ukuba ndikhe ndathothisa unomathotholo abantu baza kucinga ukuba ndivalile.
(Look here Lizo, this is my job, and I am trying to get money through it so if I reduce the volume people will think that I have closed) (6)

(S) Lizo: Awunokhe uyithothise uze uphinde uyivule ngentsimbi yeshumi elinanye?
(*Can't you lower the volume, and then open it loud at eleven)?* (7)

(S) Lizo: Kungona ndingakwaziyo mpela ke ngoku kuba zininzi igumba-gumba ezikhalayo emini zitsho kuthi nkxwee yingxolo.
(I can't read because there are too many sounds at that time, and plenty of noise) (9)

(S) Lizo: Uyavakala mmelwane andazi ke ngoku ukuba ndiza kwenza njani bendinqwenela ukuphumelela kuba ndifundiswa ngurhulumente kudla ngokuthiwa uyayibhatala loo mali xa uthe watshona.
(I can hear you my neighbour but I also don't know what to do because the government pays for my studies, and its been said that you pay back the money if you fail) (11)

(T) Lundi: Mna ke ndikucebisa ukuba xa uphuma esikolweni fika nje apha endlini ungahlali ube sele usiya kufunda kwithala leencwadi apho kungekho ngxolo khona.
(I would advise you to go to the library immediately after you arrive here from school) (12)

S) Lizo: Bendikhe ndayizama Lundi le nto uyithethayo ngeba bekulungile kona qha kukhawulezwa kuvalwe ndingekabiphi noko kuba ngcono ngempela veki.
(I have tried that Lundi, but they close very early, it's only better during the weekends). (13)

(S) Lizo: Ingaba undincedile mfowethu abantu ngabantu ngokuncedana.
(You will help me a lot; people are people by helping each other) (17)

7.3.3 Equivocal language

There is no evidence of equivocal language.

7.4 Language use:

7.4.1 Power of speech style

(Refer to G (7), paragraph 7.4.1). Polite forms and indirectness in this episode comprise of powerful speech. See argument 2 in paragraph 1.2.1 above.

8. Message effects

8.1 Relational and emotional effects

8.1.1 Effects of Dominance:

Refer to paragraph 6.1.2 for a brief explanation on the dominance of the source, and note the relevant cited conversational turns cited under this paragraph. In this instance, source dominance is moderate rather than high, and as a result of that dominance in this influence interaction has positive relational implications or effects.

8.1.2 Effect of Explicitness:

Refer to paragraph 6.1.1 for a brief explanation on explicitness, and note the relevant cited conversational turns under this paragraph. The effects of directness are unfavourably received in this influence interaction. Refer to paragraph 1.2.1 under arguments against.

8.1.3 Effect of Argument:

Refer to paragraph 6.1.3 and paragraph 1.2.1 above with regards to argument.

The source has put forward arguments of high quality for compliance gaining, and that provision of good reasons has brought about positive effects in this influence episode. Conversational turns 17 and 18 illustrate further:

(S) Lizo: Ingaba undincedile mfowethu abantu ngabantu ngokuncedana.
(You will help me a lot; people are people by helping each other) (17)

(T) Lundi: Noko wena umntu ndiyakwazi ukumbonelela xa enengxaki ingakumbi into edibene nezifundo, imfundo ibalulekile ndiza kubonelela kwintsuku ezinje ngeMivulo, Lwezibini noLwezine ngaphandle kokuba kuphele inyanga.
(I always understand when people have problems, especially if they are education related, education is important, I will sacrifice certain days such as Mondays, Tuesdays and Thursdays unless its month end) (18)

8.2 Competence

8.2.1 Appropriateness:

Suitable utterances that lead to compliance gaining have been presented in this influence episode. Also see G (7), paragraph 8.2.1.

8.2.2 Effectiveness

In this influence episode, success has been achieved in as far as the goal of Enforce right is concerned. Also see G (7), paragraph 8.2.2.

8.3 Politeness:

8.3.1 Dominance:

Also see G (7), paragraph 8.3.1. Moderate dominance expressed in the message impacts positively between dominance and politeness.

8.3.2 Explicitness:

In this influence interaction, directness relates negatively with politeness. Refer to Paragraphs 6.1.1 and 8.1.2.

8.3.3 Argument:

With regards to argument and politeness, the source uses rational motivation in seeking compliance from the target. Therefore, reason giving and politeness show some positive association, and thus positive effects.

8.4 Resistance

8.4.1 Obstacles:

See arguments against, paragraph 1.2.1 above. The target puts forward reasons that are counterforce to the achievement of the goal of Enforce right. See conversational turn (6) for clarity.

(T) Lundi: Jonga Lizo mna ndiyaphangela ngale ndlela ndizama ukuzenzela imali lilonke ke ukuba ndikhe ndathothisa unomathotholo abantu baza kucinga ukuba ndivalile.
(Look here Lizo, this is my job, and I am trying to get money through it so if I reduce the volume people will think that I have closed) (6)

8.4.2 Barriers

The target puts up a barrier to prevent goal achievement. The following conversational turns represent a typical example of a barrier:

(T) Lundi: Andinokwazi, ungakhe uzame ukufunda xa ubuya esikolweni nje?
(I can't, why don't you try reading when you are from school)? (8)
(S) Lizo: Kungona ndingakwaziyo mpela ke ngoku kuba zininzi igumba-gumba ezikhalayo emini zitsho kuthi nkxwee yingxolo.
(I can't read because there are too many sounds at that time, and plenty of noise) (9)

8.4.3 Threat:

No evidence of threat

8.4.4 Refutational pre-emption:

The conversational turn (10) below represents a refutational pre-emption. This is demonstrated by the target's usage of the defence of the source to object and defend her position. See the target's responding to the source's proposition (conversation 10 against 9)

(S) Lizo: Kungona ndingakwaziyo mpela ke ngoku kuba zininzi igumba-gumba ezikhalayo emini zitsho kuthi nkxwee yingxolo.
(I can't read because there are too many sounds at that time, and plenty of noise) (9)

(T) Lundi: Andikwazi ukuba uza kwenza njani kuba mna andikwazi ukwenza ngenye indlela into endiyibonayo imali ingena kakhulu ngeli xesha ulinqwenelayo.
(I don't know what you are going to do because I can't do otherwise, and what I have noticed is that there is a lot of money during those hours.) (10)

G8: Text

(1) (S) Lizo: Lundi ndinesicelo apha kuwe mmelwane.
(*Lundi I have a request for you, my neighbour)*
(2) (T) Lundi: Isicelo santoni mfondini?
(*What request) ?*
(3) (S) Lizo : Ndicela undincede kakhulu ngeli xesha lasebusuku ndicela uthothise unomathotholo.
(*Could you please reduce the volume during the evening)*
(4) (T) Lundi: Hayi ke sana ukuba utsho lo nto andinakukwazi.
(*No, if you are talking about that, I cannot)*
(5) (S) Lizo: Ndiyakucela ntombazana kaloku mna kungona ndifumana ithuba lokulala kwaye ndiyavuka rhoqo.
(*Please, because it is the only time that I get to sleep as I wake up very early)*
(6) (T) Lundi: Jonga Lizo mna ndiyaphangela ngale ndlela ndizama ukuzenzela imali lilonke ke ukuba ndikhe ndathothisa unomathotholo abantu baza kucinga ukuba ndivalile.
(Look here Lizo, this is my job, and I am trying to get money through it so if I reduce the volume people will think that I have closed)
(7) (S) Lizo: Awunokhe uyithothise uze uphinde uyivule ngentsimbi yeshumi elinanye?
(*Can't you lower the volume, and then open it loud at eleven)?*
(8) (T) Lundi: Andinokwazi, ungakhe uzame ukufunda xa ubuya esikolweni nje?
I can't, why don't you try reading when you are from school)?
(9) (S) Lizo: Kungona ndingakwaziyo mpela ke ngoku kuba zininzi igumba-gumba ezikhalayo emini zitsho kuthi nkxwee yingxolo.
(I can't read because there are too many sounds at that time, and plenty of noise)

(10) (T) Lundi: Andikwazi ukuba uza kwenza njani kuba mna andikwazi ukwenza ngenye indlela into endiyibonayo imali ingena kakhulu ngeli xesha ulinqwenelayo.
(I don't know what you are going to do because I can't do otherwise, and what I have noticed is that there is a lot of money during those hours.)

(11) (S) Lizo: Uyavakala mmelwane andazi ke ngoku ukuba ndiza kwenza njani bendinqwenela ukuphumelela kuba ndifundiswa ngurhulumente kudla ngokuthiwa uyayibhatala loo mali xa uthe watshona.
(I can hear you my neighbour but I also don't know what to do because the government pays for my studies, and its been said that you pay back the money if you fail)

(12) (T) Lundi: Mna ke ndikucebisa ukuba xa uphuma esikolweni fika nje apha endlini ungahlali ube sele usiya kufunda kwithala leencwadi apho kungekho ngxolo khona.
(I would advise you to go to the library immediately after you arrive here from school)

(13) S) Lizo: Bendikhe ndayizama Lundi le nto uyithethayo ngeba bekulungile kona qha kukhawulezwa kuvalwe ndingekabiphi noko kuba ngcono ngempela veki.
(I have tried that Lundi, but they close very early, it's only better during the weekends).

(14) (T) Lundi: Yho! Hayi ke mfondini usuke wandithethela kalusizi yaye ndiyakubona ukuba unyanisekile kule nto uyithethayo.
(Why do you speak sadly, you make me feel sorry for you? and I understand the truth of what you are saying)?

(15) (S) Lizo: Ndinyanisile ntombi andidlali, ndicinga nje ukuba khe ndatshona ndiya kube ndingaphandle ekufundisweni ngurhulumente.
(I am sincere and speaking the truth, and I can imagine if I fail, because I will be out of the financial support from the government)

(16)(T) Lundi: Noko ndiyavelana nawe ndiza kukhe ndizame ukujonga imini ezingaxakeki kakhulu phaya esimokolweni.
(I feel sorry for you, and I will try to find days that are not very busy in the tavern)

(17) (S) Lizo: Ingaba undincedile mfowethu abantu ngabantu ngokuncedana.
(You will help me a lot; people are people by helping each other)

(18) (T) Lundi: Noko wena umntu ndiyakwazi ukumbonelela xa enengxaki ingakumbi into edibene nezifundo, imfundo ibalulekile ndiza kubonelela kwintsuku ezinje ngeMivulo, Lwezibini noLwezine ngaphandle kokuba kuphele inyanga.
(I always understand when people have problems, especially if they are education related, education is important, I will sacrifice certain days such as Mondays, Tuesdays and Thursdays unless its month end)

(19) (S) Lizo: Yhu! Ndiyabulela mfowethu ngengaka yona imbeko ondenzela yona omnye umntu ebengenakuvuma athi esenza imali abe exelelwa ngezifundo.
(Thank you a lot my brother, for such respect no other person would have agreed, especially when its something to do with money)

(20) (T) Lundi: Hayi wena ungabinaxhala enye into uqhele ukundinceda ezintweni ezininzi.
(No don't be worried because you have been helping me with so many things)

(21) (S) Lizo: Ndiyabulela mmelwane abantu ngabantu ngokuncedana.
(Thank you neighbour, people help each other)
ULizo uphumelele ukuphembelela uLundi ukuba athothise umculo ukuze akwazi ukufunda iincwadi zakhe angaphuncukani nemali kaRhulumente.
(Lizo has succeded in persuading Linda to lower the volume so that he can be able to read his books and not to lose his financial support from government)

MESSAGE OF B(7):

1. Primary goal

1.1 Statement of the problem

Jack requests his neighbour, Zola, to be considerate when it comes to noise caused by frequent parties that they organise. He further pleads with them that he needs time to both

study and sleep, and that is not possible with the noise. He further suggests that the studies through a bursary, and therefore failing an exam is not an option because if he fails he will not receive further financial support. Refer to the following conversational turns for further details (1, 3, 7, 9, 11)

(In the text analysis, Jack is designated as the source (S), Zola as the target (T), and the numbers 1-15 in brackets represent the conversational turns of the influence episode)

(1) (S) Jack: Ndinesicelo kuwe mfowethu.
(I have a request for you my brother)
(3) (S) Jack : Kaloku xa niqhuba ngolu hlobo andinakwenza nto tu kuba kusoloko kukho ipati apha kuwe.
(When you go on like this, parties all the time, I cant do anything
(7) (S) Jack : Ndicela nje ithuba lokufunda nelokulala bafowethu kuba andisakwazi nokulala.
(I'm just asking for a chance to read and sleep, my brother, because I haven't slept for sometime)
(9) (S) Jack : Ndiyakucela mfondini ndifuna ukufunda kuba andikwazi kufunda yile ngxolo niyenzayo.
(Please my brother, I want to study and i can't with the noise you cause)
(11) (S) Jack : Ndifumana ibhasari ngoku andifuni kutshona imviwo zam kuba abanakuphinde bandifundise xa ndinokutshona.
(I have a bursary and if i fail i will never get it again)

1.2 Primary goal with arguments

1.2.1 Enforce rights

Arguments in favour	**Arguments against**
Argument 1: **Unable to work** a) Not able to do anything: (S) Jack : Kaloku xa niqhuba ngolu hlobo andinakwenza nto tu kuba kusoloko kukho ipati apha kuwe. *(When you go on like this, parties all the time, I cant do anything)* (3) b) Other people do not have same problem: (S) Jack : Ndiyayiqonda loo nto makhelwane kodwa mhlawumbi bona babengenangxaki njengam ngoko ke ndiyacela Zola. *(I understand that, my neighbour, but maybe they did not have a problem that I have, that's why I am asking you)* (5)	**Argument 1**: No other complaints: Zola : Asinakuyeka ipati yethu ngenxa yakho kuba kudala sisenza ipati apha akuzange kubekho mntu usixelelayo. *(We cant can't have our parties stopped here because of you. Not a single person has ever complained)* (4) Can't stop party: (T) Zola : Ndithini ke Jack kuba asinokuyiyeka ipati yethu kuba sizama ukuzonwabisa. *(So, what must I do ? We cant stop the party because we are trying to enjoy ourselves)?* (6)

Argument 2: **Need quietness** a) For study and sleep: (S) Jack : Ndicela nje ithuba lokufunda nelokulala bafowethu kuba andisakwazi nokulala. *(I'm just asking for a chance to read and sleep, my brother, because I haven't slept for sometime)* (7) b) For study: (S) Jack : Ndiyakucela mfondini ndifuna ukufunda kuba andikwazi kufunda yile ngxolo niyenzayo. *(Please my brother, I want to study and i can't with the noise you cause)* (9)	**Argument 2:** Sleep at own time: (T) Zola : Ungalali nje xa ufuna ukulala asikubambanga thina futhi nengubo zakho azikho manzi. *(Why don't you sleep when you want to, because your blankets are not wet, nor we have stopped you in anyway)* (8) Other people also study: (T) Zola : Asiqali kubona umntu ofundayo ngawe futhi nathi siyafunda. *(You are not the first person to study, and we are also studying)* (10)
Argument 3: Loss of bursary if failed: (S) Jack : Ndifumana ibhasari ngoku andifuni kutshona imviwo zam kuba abanakuphinde bandifundise xa ndinokutshona. *(I have a bursary and if i fail i will never get it again)* (11)	**Argument 3**:

1.3 Compliance

Jack has succeeded to persuade hIS neighbour, Zola, to reduce the volume of the music. See conversational turn: (16).

1.4 Content category

Refer to G (7), paragraph 1.4 above.

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: Refer to G (7), paragraph 1.5.1

1.5.2 Importance: Refer to G (7), paragraph 1.5.2

1.6 Structure:

Self benefit: Refer to G (7), paragraph 1.6.1

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

The situational conditions represented in a rule for Enforce right match the perceived features of the current situation, and as a result there is sufficiency to have the rule activated, and the process of goal formulation facilitated. Consider arguments 1, 2 and 3 in paragraph 1.2.1 above.

1.7.2 Strength criterion:

Strength criterion: the association between the situational features and the end state carry enough strength in order to realize the end state – which is to Enforce right. For example, argument 3 in paragraph 1.2.1 presents the necessary strength in this episode.

1.8 Culture: social meaning

Refer to G (7), paragraph 1.8

1.9 Goal achievement:

Refer to G (7), paragraph 1.9

2. SECONDARY GOALS

2.1 Relational resource goals: Refer to G (7) paragraph 2.1 for a brief explanation of what this goal entails. The conversational turns below offer good example that are compatible with this goal:

(S) Jack : Ndifumana ibhasari ngoku andifuni kutshona imviwo zam kuba abanakuphinde bandifundise xa ndinokutshona.
(I have a bursary and if i fail i will never get it again) (11)

(T) Zola : Uxolo mfondini siza kukhalisa umculo wethu phantsi ngoku kuba yinyani le uyithethayo.
(I am sorry my brother, we will try to lower the volume because you are speaking the truth) (12)

2.2 Interaction or conversational management goals: these goals are concerned with impression management and face issues.

a. Experience of face issues is reflected in the conversational turns (3) below:

Refer to G (7), paragraph 2.2. The source's complaint about the high volume of the music, and the fact he cannot study nor sleep, and the fact that music must be brought down is a

reflection of a threat on the target's positive face. The conversational turns below offer relevant examples in this situation:

(S) Jack: Ndinesicelo kuwe mfowethu.
(I have a request for you my brother) (1)
(S) Jack : Kaloku xa niqhuba ngolu hlobo andinakwenza nto tu kuba kusoloko kukho ipati apha kuwe.
(When you go on like this, parties all the time, I cant do anything) (3)
(S) Jack : Ndicela nje ithuba lokufunda nelokulala bafowethu kuba andisakwazi nokulala.
(I'm just asking for a chance to read and sleep, my brother, because I haven't slept for sometime) (7)
(S) Jack : Ndiyakucela mfondini ndifuna ukufunda kuba andikwazi kufunda yile ngxolo niyenzayo.
(Please my brother, I want to study and i can't with the noise you cause) (9)

3. RELATIONSHIP BETWEEN GOALS

a. There is compatibility between the primary and secondary goals. Refer to G (7), paragraph 3.

4. GOAL COMPLEXITY

This is a problem solving situation. Refer to G (7), paragraph 4.

5. TARGETS AND TYPE OF CHANGE

5.1 Target

Behavior is targeted. Refer to G (7), paragraph 5.1.

5.2 Type of change:

Conversion. Also refer to G (7), paragraph 5.3.

6. PLANS

6.1 Message dimension

6.1.1 Explicitness:

The source presents both direct and indirect messages for compliance. Refer to paragraph 1.2.1, and consider the following examples of conversational turns as illustrations. For directness see 7, and consider 3 and 11 for indirectness:

(S) Jack : Ndicela nje ithuba lokufunda nelokulala bafowethu kuba andisakwazi nokulala.
(I'm just asking for a chance to read and sleep, my brother, because I haven't slept for sometime) (7)
(S) Jack : Kaloku xa niqhuba ngolu hlobo andinakwenza nto tu kuba kusoloko kukho ipati apha kuwe.
(When you go on like this, parties all the time, I cant do anything) (3)

(S) Jack : Ndifumana ibhasari ngoku andifuni kutshona imviwo zam kuba abanakuphinde bandifundise xa ndinokutshona.
(I have a bursary and if i fail i will never get it again) (11)

6.1.2 Dominance:

Dominance of source: Refer to G 7, paragraph 6.1.2 for a brief explanation. The example below is typical of source dominance in this influence episode:

(S) Jack : Ndiyayiqonda loo nto makhelwane kodwa mhlawumbi bona babengenangxaki njengam ngoko ke ndiyacela Zola.
(I understand that, my neighbour, but maybe they did not have a problem that I have, that's why I am asking you) (5)

6.1.3 Argument:

The source provides logical reasons to gain compliance of the target in this influence interaction. Refer to paragraphs 1.2.1, arguments 1-3 above, under argument in favour.

6.1.4 Control:

Source control:

Refer to G 7, paragraph 6.1.4 for a brief explanation. The following conversational turn is a typical example of control in this interaction:

(S) Jack : Ndifumana ibhasari ngoku andifuni kutshona imviwo zam kuba abanakuphinde bandifundise xa ndinokutshona.
(I have a bursary and if i fail i will never get it again) (11)

6.2 Types of plans

6.2.1 Plan complexity:

There is evidence of 3 influence plans or plan actions that are aimed at achieving the goal of Enforce right. See the description below, and refer to paragraph 1.2.1 above:

a) Unable to work

(S) Jack : Kaloku xa niqhuba ngolu hlobo andinakwenza nto tu kuba kusoloko kukho ipati apha kuwe.
(When you go on like this, parties all the time, I cant do anything) (3)

b) Need quietness

S) Jack : Ndicela nje ithuba lokufunda nelokulala bafowethu kuba andisakwazi nokulala.
(I'm just asking for a chance to read and sleep, my brother, because I haven't slept for sometime) (7)

c) Loss of bursary if failed

(S) Jack : Ndifumana ibhasari ngoku andifuni kutshona imviwo zam kuba abanakuphinde bandifundise xa ndinokutshona.
(I have a bursary and if i fail i will never get it again) (11)

6.2.2 Plan specificity:

With regards to the primary goal, Enforce right, plan 2 is specific, and well articulated.

6.2.3 Plan quality:

Plan 1 and 2 are counter argued. However, plan 3 presents a degree of quality in that it elicits sympathetic response on the part of the target in this influence interaction, and as a result compliance is achieved.

7. Action

7.1 Message production

7.1.1 Primary goal importance:

Refer to G (7), paragraph 7.1.1 for a brief explanation on primary goal importance. Argument 2 is of high value, and thus strengthens the possibility of achieving the primary goal of Enforce right.

7.1.2 Secondary goal:

Refer to G (7), paragraph 7.1.1 for a brief explanation on secondary goal importance. Arguments 1 and 3 play an important role in the process of reinforcing Relational resource goal.

7.2 Emotional appeal:

7.2.1 Positive emotions .

There is no evidence of positive emotions whatsoever.

7.2.2 Negative emotions:

Fear of losing financial support if she fails. Also refer to G (8), paragraph 7.2.2 for a similar impression. The examples below illustrates the situation in this episode:

(S) Jack : Ndifumana ibhasari ngoku andifuni kutshona imviwo zam kuba abanakuphinde bandifundise xa ndinokutshona.
(I have a bursary and if i fail i will never get it again) (11)

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

Refer to G (7), paragraph 7.3.2 for further explanation on the syntactic level. The examples of conversational turns below are relevant in this influence episode:

(S) Jack: Ndinesicelo kuwe mfowethu.
(I have a request for you my brother) (1)
(T) Zola: Sisicelo santoni na eso?
(What is that request)? (2)
(S) Jack : Kaloku xa niqhuba ngolu hlobo andinakwenza nto tu kuba kusoloko kukho ipati apha kuwe.
(When you go on like this, parties all the time, I cant do anything) (3)
(T) Zola : Asinakuyeka ipati yethu ngenxa yakho kuba kudala sisenza ipati apha akuzange kubekho mntu usixelelayo.
(We cant can't have our parties stopped here because of you. Not a single person has ever complained) (4)
(T) Zola: Ewe futhi nathi ngoku siza kuziqhelisa ukufunda kuba ipati azizukusisa ndawo ngoko ke ndiyavumelana nawe mntakwethu ngoba nathi siyafunda ntonje sizimisele kwezi pati zingazusenzela nto ukuphela konyaka.
(Yes, and we are going to study too, because there is no future in these parties, I agree with you my brother, as students who are also studying, we will gain nothing at the end of the year) (14).

7.3.2 Lexical level:

a. Lexical diversity:

Refer to G (7), paragraph 7.3.3 for further explanation on the syntactic level. The examples of conversational turns below are relevant in this episode:

(T) Zola : Ungalali nje xa ufuna ukulala <u>asikubambanga</u> thina futhi <u>nengubo zakho azikho manzi</u>.
(Why don't you sleep when you want to, because your blankets are not wet, nor we have stopped you in anyway) (8)
(S) Jack : Ndifumana ibhasari ngoku andifuni <u>kutshona</u> imviwo zam kuba abanakuphinde bandifundise xa ndinokutshona.
(I have a bursary and if I fail my exams I will never get it again) (11)
(T) Zola: Ewe futhi nathi ngoku siza kuziqhelisa ukufunda kuba ipati <u>azizukusisa ndawo</u> ngoko ke ndiyavumelana nawe mntakwethu ngoba nathi siyafunda ntonje sizimisele kwezi pati zingazusenzela nto ukuphela konyaka.
(Yes, and we are going to study too, because there is no future in these parties, I agree with you my brother, as students who are also studying, we will gain nothing at the end of the year) (14)

7.3.3 Equivocal language

There is no evidence of equivocal language.

7.4 Language use:

7.4.1 Power of speech style

(Refer to G (7), paragraph 7.4.1). Polite forms and indirectness employed by the source in this influence episode relate appropriately to powerful speech. Consider arguments 1 and 3, in paragraph 1.2.1 above for a better understanding.

8. Message effects

8.1 Relational and emotional effects

8.1.1 Effects of Dominance:

Refer to paragraph 6.1.2 for a brief explanation on the dominance of the source, and note the relevance of the cited conversational turns under this paragraph. Moderate source dominance is evident in this influence interaction, and that leads to dominance eliciting positive relational implications.

8.1.2 Effect of Explicitness:

Refer to paragraph 6.1.1 for a brief explanation on explicitness, and consider the relevance of the cited conversational turns under this paragraph. Directness in this influence interaction draws out negative implications in as far as compliance gaining is concerned. Refer to paragraph 1.2.1 under arguments against.

8.1.3 Effect of Argument:

Refer to paragraph 6.1.3 and paragraph 1.2.1 above with regards to argument. In this episode, the source advances arguments of high quality that are intended for compliance gaining. The notion of reason giving, in return, has brought about positive results in as far as compliance gaining is concerned. See conversational turns 12 and 14 for evidence:

(T) Zola : Uxolo mfondini siza kukhalisa umculo wethu phantsi ngoku kuba yinyani le uyithethayo.
(I am sorry my brother, we will try to lower the volume because you are speaking the truth) (12)

(T) Zola: Ewe futhi nathi ngoku siza kuziqhelisa ukufunda kuba ipati azizukusisa ndawo ngoko ke ndiyavumelana nawe mntakwethu ngoba nathi siyafunda ntonje sizimisele kwezi pati zingazusenzela nto ukuphela konyaka.
(Yes, and we are going to study too, because there is no future in these parties, I agree with you my brother, as students who are also studying, we will gain nothing at the end of the year) (14)

8.2 Competence

8.2.1 Appropriateness:

The influence interaction presents suitable utterances that ultimately contribute to compliance gaining. Also see G (7), paragraph 8.2.1.

8.2.2 Effectiveness

Success has been achieved in as far as the goal of Enforce right is concerned. Also refer to G (7), paragraph 8.2.2.

8.3 Politeness:

8.3.1 Dominance:

Refer to G (7), paragraph 8.3.1. Moderate dominance expressed in the message extracts a positive impact between dominance and politeness.

8.3.2 Explicitness:

Directness relates negatively with politeness in this influence innteraction. Refer to paragraphs 6.1.1 and 8.1.2.

8.3.3 Argument:

Reason giving, as utilised in this episode, and politeness display a positive connection, and as a result of that positive effects become evident.

8.4 Resistance

8.4.1 Obstacles:

Refer to arguments against, paragraph 1.2.1 above. The target advances reasons that resist compliance, and therefore create an obstacle to the achievement of the goal of Enforce right. The following conversational turn shows some evidence:

(T) Zola : Asiqali kubona umntu ofundayo ngawe futhi nathi siyafunda.
(You are not the first person to study, and we are also studying) (10)

8.4.2 Barriers

Refer to G (8), paragraph 8.4.2. In this instance, also, the target puts up a barrier to prevent goal achievement. The examples below represent a barrier:

(T) Zola : Ndithini ke Jack kuba asinokuyiyeka ipati yethu kuba sizama ukuzonwabisa.
(So, what must I do ? We cant stop the party because we are trying to enjoy ourselves)? (6)
(S) Jack : Ndicela nje ithuba lokufunda nelokulala bafowethu kuba andisakwazi nokulala.
(I'm just asking for a chance to read and sleep, my brother, because I haven't slept for sometime) (7)

8.4.3 Threat:

No evidence of threat

8.4.4 Refutational pre-emption:

The conversational turn (10) below represents a refutational pre-emption situation. This is displayed by the target's usage of the defence of the source to object and defend her position. See the target's responding to the source's proposition (conversation 10 against 9)

(S) Jack : Ndiyakucela mfondini ndifuna ukufunda kuba andikwazi kufunda yile ngxolo niyenzayo.
(Please my brother, I want to study and i can't with the noise you cause) (9)
(T) Zola : Asiqali kubona umntu ofundayo ngawe futhi nathi siyafunda.
(You are not the first person to study, and we are also studying) (10)

B7: Text

(1) (S) Jack: Ndinesicelo kuwe mfowethu.
(I have a request for you my brother)
(2) (T) Zola: Sisicelo santoni na eso?
(What is that request)?
(3) (S) Jack : Kaloku xa niqhuba ngolu hlobo andinakwenza nto tu kuba kusoloko kukho ipati apha kuwe.
(When you go on like this, parties all the time, I cant do anything)
(4) Zola : Asinakuyeka ipati yethu ngenxa yakho kuba kudala sisenza ipati apha akuzange kubekho mntu usixelelayo.
(We cant can't have our parties stopped here because of you. Not a single person has ever complained)
(5) (S) Jack : Ndiyayiqonda loo nto makhelwane kodwa mhlawumbi bona babengenangxaki njengam ngoko ke ndiyacela Zola.
(I understand that, my neighbour, but maybe they did not have a problem that I have, that's why I am asking you)
(6) (T) Zola : Ndithini ke Jack kuba asinokuyiyeka ipati yethu kuba sizama ukuzonwabisa.
(So, what must I do ? We cant stop the party because we are trying to enjoy ourselves)?
(7) (S) Jack : Ndicela nje ithuba lokufunda nelokulala bafowethu kuba andisakwazi nokulala.
(I'm just asking for a chance to read and sleep, my brother, because I haven't slept for sometime)
(8) (T) Zola : Ungalali nje xa ufuna ukulala asikubambanga thina futhi nengubo zakho azikho manzi.
(Why don't you sleep when you want to, because your blankets are not wet, nor we have stopped you in anyway)
(9) (S) Jack : Ndiyakucela mfondini ndifuna ukufunda kuba andikwazi kufunda yile ngxolo niyenzayo.
(Please my brother, I want to study and i can't with the noise you cause)

(10) (T) Zola : Asiqali kubona umntu ofundayo ngawe futhi nathi siyafunda.
(You are not the first person to study, and we are also studying)
(11) (S) Jack : Ndifumana ibhasari ngoku andifuni kutshona imviwo zam kuba abanakuphinde bandifundise xa ndinokutshona.
(I have a bursary and if I fail my exam I will never get it again)
(12) (T) Zola : Uxolo mfondini siza kukhalisa umculo wethu phantsi ngoku kuba yinyani le uyithethayo.
(I am sorry my brother, we will try to lower the volume because you are speaking the truth)
(13) (S) Jack: Nyhani mfowethu?
(Really my brother)?
(14) (T) Zola: Ewe futhi nathi ngoku siza kuziqhelisa ukufunda kuba ipati azizukusisa ndawo ngoko ke ndiyavumelana nawe mntakwethu ngoba nathi siyafunda ntonje sizimisele kwezi pati zingazusenzela nto ukuphela konyaka.
(Yes, and we are going to study too, because there is no future in these parties, I agree with you my brother, as students who are also studying, we will gain nothing at the end of the year)
(15) (S) Jack: Ndiyabulela Zola mfondini, kwaye ungeza nanini na xa unento ekuxakile sincedisana mfondini.
(Thank you Zola, and you can come to me at anytime when you have a problem)
U-Zola uphumelele ukuphembelela uJack ukuba bathothise ingxolo yomculo wabo ukuze akwazi ukufunda.
(Zola was succesful in persuading Jack to lower the noise of music so that he can study)

MESSAGE OF B(8):

1. Primary goal

1.1 Statement of the problem

Mandla appeals to his fellow neighbour, Mmelwane, to reduce the volume of the music and the noise during the evening. He explains to him that he wants to relax and sleep, and therefore it is important to reduce the noise. More importantly is that Mandla finds it difficult to listen in class because of drowsiness that results from insufficient sleep. Consider the conversational turns below for further details (1, 3, 5, 13)

(In the text analysis, Mandla is designated as the source (S), Mmelwane as the target (T), and the numbers 1-15 in brackets represent the conversational turns of the influence episode)

(1) (S) Mandla: Molo mmelwane bendinesicelo nje esinye esokuba nicuthe umculo nezinga le ngxolo ngethuba lasebusuku.
(Hello uncle, I have something to ask from you, just one thing, to switch down the music during sleeping hours)
(3) (S) Mandla: Kaloku lixesha lokuba ndikhe ndiphumze amathambo engqondo.
(Its time for my mind to relax)
(5) (S) Mandla: Andithi sanukuzonwabisa kodwa ndicela nje izinga lengxolo nilithobe khon'ukuze ndikwazi ukulala.
(I don't say stop enjoying yourselves but I'm asking for the volume to be low, so that I can sleep)
(13) (S) Mandla : Ingongoma isekuthini xa nikhalisa umculo phezulu yaye ningxola ubusuku bonke andikwazi kumamela ngenxa yokozela eklasini njengala mntu uxhuma xhuma ebhedini ninjalo nani.
(The problem is that you make noise, through loud music,the whole evening, and I find it difficult to listen, as a result I'm sleepy at school, as in the example I have cited to you)

1.2 Primary goal with arguments

1.2.1 Enforce rights

Arguments in favour	Arguments against
Argument 1: **Need quietness:** a) For sleep: (S) Mandla: Molo mmelwane bendinesicelo nje esinye esokuba nicuthe umculo nezinga le ngxolo ngethuba lasebusuku. *(Hello uncle, I have something to ask from you, just one thing, to switch down the music during sleeping hours)* (1) (S) Mandla: Kaloku lixesha lokuba ndikhe ndiphumze amathambo engqondo. *(Its time for my mind to relax)* (3) (S) Mandla: Andithi sanukuzonwabisa kodwa ndicela nje izinga lengxolo nilithobe khon'ukuze ndikwazi ukulala. *(I don't say stop enjoying yourselves but I'm asking for the volume to be low, so that I can sleep)* (5) b) For study: (S) Mandla: Ndiyayiqonda indlela ovakalelwa ngayo kodwa khawuqale undiphendule lo mbuzo unaye umntwana ofundayo? *(I understand the way you feel but can you first answer my question do you have a kid that is studying)?* (7) (S) Mandla : Masithi umntwana wakho usuke watshona ibanga elo alenzayo kuba kukho umntu obemane ekhwela phezu kwebhedi yakhe aze axhuma xhume ubusuku bonke ngalo ndlela ozele umntwana wakho eklasini. *(Let's say your child failed the standard he/she is in, due to the fact that there was someone jumping on bed the whole night and your child couldn't sleep and would get sleepy at school)* (11) (S) Mandla : Ingongoma isekuthini xa nikhalisa umculo phezulu yaye ningxola ubusuku bonke andikwazi kumamela ngenxa yokozela eklasini njengala mntu uxhuma xhuma ebhedini ninjalo nani. *(The problem is that you make noise, through loud music,the whole evening, and I find it difficult to listen, as a result I'm sleepy at school, as in the example I have cited to you)* (13)	**Argument 1**: Need music for relaxation and party: (T) Mmeli: Yingxaki ke le yakho kuba kaloku yindlela nam nabahlobo bam esiphumza ngayo amathamb' engqondo. *(This is a problem you know, because it's also the way me & my friends relax our minds)* (4) (T) Mmeli: Wakha wayiva ipati engenamculo kakade? *(Have you ever heard of a party with no music)?* (6)

1.3 Compliance

Mandla has succeeded to persuade his neighbour, Mmelwane, to reduce the volume of the music. See conversational turn: (16).

1.4 Content category

Refer to G (7), paragraph 1.4 above.

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: Refer to G (7), paragraph 1.5.1

1.5.2 Importance: Refer to G (7), paragraph 1.5.2

1.6 Structure:

Self benefit: Refer to G (7), paragraph 1.6.1

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

The situational conditions represented in a rule for Enforce right seem to match the perceived features of the current situation, and as a result there is sufficiency to have the rule activated, and the process of goal formulation. See arguments 1 in paragraph 1.2.1 above.

1.7.2 Strength criterion:

Strength criterion: the association between the situational features and the end state carry enough strength in order to realize the end state – which is to Enforce right. For instance, argument 2 in paragraph 1.2.1 presents a level of strength in this episode.

1.8 Culture: social meaning

Refer to G (7), paragraph 1.8

1.9 Goal achievement:

Refer to G (7), paragraph 1.9

2. SECONDARY GOALS

2.1 Relational resource goals: Refer to G (7) paragraph 2.1 for a brief explanation of what this goal entails. The conversational turns below present good examples that are in line with this goal:

(S) Mandla : Ingongoma isekuthini xa nikhalisa umculo phezulu yaye ningxola ubusuku bonke andikwazi kumamela ngenxa yokozela eklasini njengala mntu uxhuma xhuma ebhedini ninjalo nani.
(The problem is that you make noise, through loud music,the whole evening, and I find it difficult to listen, as a result I'm sleepy at school, as in the example I have cited to you) (13)

(T) Mmeli : Uthetha into evakalayo kuba bendingenokuthanda xa umntwana wam enokutshona esikolweni, mandithembise ngokuwuthothisa okwangoku enye sokuyibona ekuhambeni kwexesha.
(I understand what you are saying because I wouldn't love to see my child failing at school I promise that I will lower the volume now, and anything else will follow later). (14)

2.2 Interaction or conversational management goals: these goals are concerned with impression management and face issues.

Experience of face issues is reflected in the conversational turns (3) below:

Refer to G (7), paragraph 2.2. The source's complaint about the disturbing volume of the music, and the fact that it must be brought down is a reflection of a threat on the target's positive face. The examples of the following conversational turns confirm this situation:

(S)Mandla: Molo mmelwane bendinesicelo nje esinye esokuba nicuthe umculo nezinga le ngxolo ngethuba lasebusuku.
(Hello uncle, I have something to ask from you, just one thing, to switch down the music during sleeping hours) (1)

(S) Mandla: Andithi sanukuzonwabisa kodwa ndicela nje izinga lengxolo nilithobe khon'ukuze ndikwazi ukulala.
(I don't say stop enjoying yourselves but I'm asking for the volume to be low, so that I can sleep) (5)

(S) Mandla : Ingongoma isekuthini xa nikhalisa umculo phezulu yaye ningxola ubusuku bonke andikwazi kumamela ngenxa yokozela eklasini njengala mntu uxhuma xhuma ebhedini ninjalo nani.
(The problem is that you make noise, through loud music,the whole evening, and I find it difficult to listen, as a result I'm sleepy at school, as in the example I have cited to you) (13)

3. RELATIONSHIP BETWEEN GOALS

a. There is compatibility between the primary and secondary goals. Refer to G (7), paragraph 3.

4. GOAL COMPLEXITY

This is a problem solving situation. Refer to G (7), paragraph 4.

5. TARGETS AND TYPE OF CHANGE

5.1 Target

Behavior is targeted. Refer to G (7), paragraph 5.1.

5.2 Type of change:

Conversion. Also refer to G (7), paragraph 5.3.

6. PLANS

6.1 Message dimension

6.1.1 Explicitness:

The source puts forward direct messages to the target for compliance. Refer to paragraph 1.2.1, and see examples drawn from the conversational turns - as illustrations:

(S) Mandla: Molo mmelwane bendinesicelo nje esinye esokuba nicuthe umculo nezinga le ngxolo ngethuba lasebusuku.
(Hello uncle, I have something to ask from you, just one thing, to switch down the music during sleeping hours) (1)

(S) Mandla: Andithi sanukuzonwabisa kodwa ndicela nje izinga lengxolo nilithobe khon'ukuze ndikwazi ukulala.
(I don't say stop enjoying yourselves but I'm asking for the volume to be low, so that I can sleep) (5)

6.1.2 Dominance:

Dominance of source: Refer to G 7, paragraph 6.1.2 for a brief explanation. The examples below are typical of source dominance in this influence interaction: :

(S) Mandla: Kaloku lixesha lokuba ndikhe ndiphumze amathambo engqondo.
(Its time for my mind to relax) (3)

(S) Mandla: Andithi sanukuzonwabisa kodwa ndicela nje izinga lengxolo nilithobe khon'ukuze ndikwazi ukulala.
(I don't say stop enjoying yourselves but I'm asking for the volume to be low, so that I can sleep) (5)

6.1.3 Argument:

The source advances essential and logical reasons in order to gain compliance from the target. Refer to paragraphs 1.2.1, argument 1 above, under argument in favour.

6.1.4 Control:

Source control:

There is no evidence of control in this episode.

6.2 Types of plans

6.2.1 Plan complexity:

There is evidence of 1 influence plan or plan action that is presented for the purpose of primary goal achievement. Consider the description below, and refer to paragraph 1.2.1 above:

a) Need quietness

(S) Mandla: Molo mmelwane bendinesicelo nje esinye esokuba nicuthe umculo nezinga le ngxolo ngethuba lasebusuku.
(Hello uncle, I have something to ask from you, just one thing, to switch down the music during sleeping hours) (1)

(S) Mandla: Andithi sanukuzonwabisa kodwa ndicela nje izinga lengxolo nilithobe khon'ukuze ndikwazi ukulala.
(I don't say stop enjoying yourselves but I'm asking for the volume to be low, so that I can sleep) (5)

(S) Mandla : Ingongoma isekuthini xa nikhalisa umculo phezulu yaye ningxola ubusuku bonke andikwazi kumamela ngenxa yokozela eklasini njengala mntu uxhuma xhuma ebhedini ninjalo nani.
(The problem is that you make noise, through loud music,the whole evening, and I find it difficult to listen, as a result I'm sleepy at school, as in the example I have cited to you) (13)

6.2.2 Plan specificity:

With regards to the primary goal, Enforce right, the only existing plan, that is plan 1, is specific, and well artitulated.

6.2.3 Plan quality:

Although a few of the sub arguments of plan 1 are questioned in this influence interaction, the overwhelming quality in the elements of this plan remain prominent, and this is portrayed in the ultimate compliance.

7. Action

7.1 Message production

7.1.1 Primary goal importance:

Refer to G (7), paragraph 7.1.1 for a brief explanation on primary goal importance. Argument 1, which is the only argument, shares a degree of value, and strengthens the primary goal.

7.1.2 Secondary goal:

Refer to G (7), paragraph 7.1.1 for a brief explanation on secondary goal importance. Certain elements of Argument 1, see example below, play an important role in the process of reinforcing Relational resource goal.

(S) Mandla: Ndiyayiqonda indlela ovakalelwa ngayo kodwa khawuqale undiphendule lo mbuzo unaye umntwana ofundayo?
(I understand the way you feel but can you first answer my question do you have a kid that is studying)? (7)

7.2 Emotional appeal:

7.2.1 Positive emotions .

There is no evidence of positive emotions whatsoever.

7.2.2 Negative emotions:

There is no evidence of negative emotions whatsoever.

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

Refer to G (7), paragraph 7.3.2 for further explanation on the syntactic level. The examples of conversational turns bear some relevance in this influence episode:

(T) Mmelwane: Uthini na apha kum, uthi kutheni?
(What are you saying to me)? (2)
(S) Mandla: Kaloku lixesha lokuba ndikhe ndiphumze amathambo engqondo.
(Its time for my mind to relax) (3)

(T) Mmeli: Yingxaki ke le yakho kuba kaloku yindlela nam nabahlobo bam esiphumza ngayo amathamb' engqondo.
(This is a problem you know, because it's also the way me & my friends relax our minds) (4)

(T) Mmeli: Wakha wayiva ipati engenamculo kakade?
(Have you ever heard of a party with no music)? (6)

(S) Mandla : Ufunda banga lini ?
(Which grade)? (9)

(S) Mandla : Ingongoma isekuthini xa nikhalisa umculo phezulu yaye ningxola ubusuku bonke andikwazi kumamela ngenxa yokozela eklasini njengala mntu uxhuma xhuma ebhedini ninjalo nani.
(The problem is that you make noise, through loud music,the whole evening, and I find it difficult to listen, as a result I'm sleepy at school, as in the example I have cited to you) (13)

(T) Mmeli : Uthetha into evakalayo kuba bendingenokuthanda xa umntwana wam enokutshona esikolweni, mandithembise ngokuwuthothisa okwangoku enye sokuyibona ekuhambeni kwexesha.
(I understand what you are saying because I wouldn't love to see my child failing at school I promise that I will lower the volume now, and anything else will follow later). (14)

(S) Mandla : Enkosi kakhulu.
(Thank you so much) (15)

7.3.2 Lexical level:

a. Lexical diversity:

Refer to G (7), paragraph 7.3.3 for further explanation on the syntactic level. The examples of conversational turns below bear relavance:

(S) Mandla: Molo mmelwane bendinesicelo nje esinye esokuba nicuthe umculo <u>nezinga le ngxolo</u> ngethuba lasebusuku.
(Hello uncle, I have something to ask from you, just one thing, to switch down the music during sleeping hours) (1)

(S) Mandla: Kaloku lixesha lokuba ndikhe <u>ndiphumze amathambo engqondo</u>.
(Its time for my mind to relax) (3)

(S) Mandla: Ndiyayiqonda <u>indlela ovakalelwa ngayo</u> kodwa khawuqale undiphendule lo mbuzo unaye umntwana ofundayo?
(I understand the way you feel but can you first answer my question do you have a kid that is studying? (7

(S) Mandla : Masithi umntwana wakho usuke <u>watshona ibanga</u> elo alenzayo kuba kukho umntu obemane ekhwela phezu kwebhedi yakhe aze axhuma xhume ubusuku bonke ngalo ndlela ozele umntwana wakho eklasini.
(Let's say your child failed the standard he/she is in, due to the fact that there was someone jumping on bed the whole night and your child couldn't sleep and would get sleepy at school) (11)

7.3.3 Equivocal language

There is no evidence of equivocal language.

7.4 Language use:

7.4.1 Power of speech style

(Refer to G (7), paragraph 7.4.1). Polite forms, in the framework of utterances, employed by the source in this influence episode associate positively with powerful speech. See the following example, drawn from argument paragraph 1.2.1:

(S) Mandla: Molo mmelwane bendinesicelo nje esinye esokuba nicuthe umculo nezinga le ngxolo ngethuba lasebusuku.
(Hello uncle, I have something to ask from you, just one thing, to switch down the music during sleeping hours) (1)

(S) Mandla: Andithi sanukuzonwabisa kodwa ndicela nje izinga lengxolo nilithobe khon'ukuze ndikwazi ukulala.
(I don't say stop enjoying yourselves but I'm asking for the volume to be low, so that I can sleep) (5)

8. Message effects

8.1 Relational and emotional effects

8.1.1 Effects of Dominance:

Refer to paragraph 6.1.2 for a brief explanation on the dominance of the source, and note the relevance of the cited conversational turns under this paragraph. As a result of the prevalence of moderate source dominance in this influence interaction, dominance presents positive relational implications.

8.1.2 Effect of Explicitness:

Refer to paragraph 6.1.1 for a brief explanation on explicitness, and consider the relevance of the cited conversational turns under this paragraph. Directness or explicitness in this influence interaction draws out positive implications in as far as compliance gaining is concerned.

8.1.3 Effect of Argument:

Refer to paragraph 6.1.3 and paragraph 1.2.1 above with regards to argument. In this episode, the source advances (See argument 1 above), reasons of quality that are geared towards gaining compliance, and as such compliance has been achieved.

8.2 Competence

8.2.1 Appropriateness:

This influence interaction presents suitable utterances that ultimately contribute to compliance gaining. Also refer G (7), (8) and B (7) paragraph 8.2.1.

8.2.2 Effectiveness

Success has been achieved in as far as the goal of Enforce right is concerned. Also refer to G (7), (8) and B (7) paragraph 8.2.2.

8.3 Politeness:

8.3.1 Dominance:

Refer to G (7), paragraph 8.3.1. Moderate dominance which is prevalent in this influence interaction draws out a positive association between dominance and politeness.

8.3.2 Explicitness:

Directness or explicitness relates positively with politeness in this influence interaction. Refer to paragraphs 6.1.1 and 8.1.2.

8.3.3 Argument:

Reason giving, as represented in the episode, and politeness display a positive connection, and as a result of that positive effects become evident.

8.4 Resistance

8.4.1 Obstacles:

Refer to arguments against, paragraph 1.2.1 above. The target advances reasons that resist compliance, and therefore create an obstacle to the achievement of the goal of Enforce right. The following conversational turn shows some evidence:

(T) Zola : Asiqali kubona umntu ofundayo ngawe futhi nathi siyafunda.
(You are not the first person to study, and we are also studying) (10)

8.4.2 Barriers

Refer to G (8), paragraph 8.4.2. In this interaction the target puts up a barrier to prevent goal achievement. The conversational turns below are an illustration of this:

(T) Mmeli: Yingxaki ke le yakho kuba kaloku yindlela nam nabahlobo bam esiphumza ngayo amathamb' engqondo.
(This is a problem you know, because it's also the way me & my friends relax our minds) (4)

(S) Mandla: Andithi sanukuzonwabisa kodwa ndicela nje izinga lengxolo nilithobe khon'ukuze ndikwazi ukulala.
(I don't say stop enjoying yourselves but I'm asking for the volume to be low, so that I can sleep) (5)

8.4.3 Threat:

There is no evidence of a threat.

8.4.4 Refutational pre-emption:

There is no evidence of refutational pre-emption

B8: Text

(1) (S) Mandla: Molo mmelwane bendinesicelo nje esinye esokuba nicuthe umculo nezinga le ngxolo ngethuba lasebusuku.
(Hello uncle, I have something to ask from you, just one thing, to switch down the music during sleeping hours)

(2) (T) Mmelwane: Uthini na apha kum, uthi kutheni?
(What are you saying to me)?

(3) (S) Mandla: Kaloku lixesha lokuba ndikhe ndiphumze amathambo engqondo.
(Its time for my mind to relax)

(4) (T) Mmeli: Yingxaki ke le yakho kuba kaloku yindlela nam nabahlobo bam esiphumza ngayo amathamb' engqondo.
(This is a problem you know, because it's also the way me & my friends relax our minds)

(5) (S) Mandla: Andithi sanukuzonwabisa kodwa ndicela nje izinga lengxolo nilithobe khon'ukuze ndikwazi ukulala.
(I don't say stop enjoying yourselves but I'm asking for the volume to be low, so that I can sleep)

(6) (T) Mmeli: Wakha wayiva ipati engenamculo kakade?
(Have you ever heard of a party with no music)?

(7) (S) Mandla: Ndiyayiqonda indlela ovakalelwa ngayo kodwa khawuqale undiphendule lo mbuzo unaye umntwana ofundayo?
(I understand the way you feel but can you first answer my question do you have a kid that is studying?

(8) (T) Mmeli: Ewe ubuzelani?
(*Yes, why do you ask)?*

(9) (S) Mandla : Ufunda banga lini ?
(Which grade)?

(10) (T) Mmeli : Eleshumi, uyaphi nale mibuzo njengoba usuke wazenza igqwetha apha kum ?
(Doing matric, so many question, why, are you pretending to be a lawyer)?

(11) (S) Mandla : Masithi umntwana wakho usuke watshona ibanga elo alenzayo kuba kukho umntu obemane ekhwela phezu kwebhedi yakhe aze axhuma xhume ubusuku bonke ngalo ndlela ozele umntwana wakho eklasini.
(Let's say your child failed the standard he/she is in, due to the fact that there was someone jumping on bed the whole night and your child couldn't sleep and would get sleepy at school)

(12) (T) Mmeli : Yima kanye apho, iyaphi le nto ?
(*Stop right there, where are you going with this)?*

(13) (S) Mandla : Ingongoma isekuthini xa nikhalisa umculo phezulu yaye ningxola ubusuku bonke andikwazi kumamela ngenxa yokozela eklasini njengala mntu uxhuma xhuma ebhedini ninjalo nani.
(The problem is that you make noise, through loud music,the whole evening, and I find it difficult to listen, as a result I'm sleepy at school, as in the example I have cited to you)

(14) (T) Mmeli : Uthetha into evakalayo kuba bendingenokuthanda xa umntwana wam enokutshona esikolweni, mandithembise ngokuwuthothisa okwangoku enye sokuyibona ekuhambeni kwexesha.
(I understand what you are saying because I wouldn't love to see my child failing at school I promise that I will lower the volume now, and anything else will follow later).

(15) (S) Mandla : Enkosi kakhulu.
(Thank you so much)
U-Mandla uphumelele ukuphembelela uMmeli ukuba athothise umculo ngexa lasebusuku.
(Mandla suceeded in persuading Mmeli to lower the volume during evenings)

5.6 THEME 5: FAVOUR FROM A FRIEND

MESSAGE OF G(9):

1. Primary goal

1.1 Statement of the problem

Fibience attempts to plead with her friend, Mhami, to assist her with typing of her school work. She requests this favour because her arm is broken, and as a result of that she is unable to have her school work typed. (3, 5)

(In the text analysis, Fibience is designated as the source (S), Mhami as the target (T), and the numbers 1-9 in brackets represent the conversational turns of the influence episode).

(3) (S) Fibience: Uyavuya wena kuba mna ndophukile akukho nenye into endikwaziyo ukuyenza endiyinikwe esikolweni. Khona ngoku ndinomsebenzi ekufuneka ndiwungenisile kwaye ubhalwa ngekhompuyutha nengalo yam iyaqaqamba.
(You must be happy, my situation is bad – my arm is broken. I cannot even concentrate on my school work. Even now I have some school work that I have to type in the computebut my arm is very painful)

(5) (S) Fibience : Ndiyakucela mhlobo khawundincede ndisengxakini embi nantoni ethe yenzeka kuyo abam abazali baya kuyilungisa.
(Please my friend I am in big trouble my parents will be responsible for anything)

1.2 Primary goal with arguments

1.2.1 Gain assistance

Arguments in favour	Arguments against
Argument 1: **Arm is broken, not able to type** **(**S) Fibience: Uyavuya wena kuba mna ndophukile akukho nenye into endikwaziyo ukuyenza endiyinikwe esikolweni. Khona ngoku ndinomsebenzi ekufuneka ndiwungenisile kwaye ubhalwa ngekhompuyutha nengalo yam iyaqaqamba. *(You must be happy, my situation is bad – my arm is broken. I cannot even concentrate on my school work. Even now I have some school work that I have to type in the computebut my arm is very painful)*(3)	**Argument 1**: **Will not assist because of father's serious rules:** (T)Mhami : Ndiyakuvela kodwa andisokuze ndikwazi ukukunceda ngoku ngoba utata ubeke imigaqo yalapha ekhaya yokuba ikhompyutha yeyezinto ezibalulekileyo zalapha endlini. Enye into uthi xa yonakele akho mntu uza kumncedisa kuza kufuneka, eyilungise yedwa nabazali baye bangafuni ukuwulungisa umonakalo. *(I am sorry for you but I cannot help you in anyway, my father has laid down serious rules that the computer must only be used for important internal matters. He has also indicated that when it is damaged he will be the only person responsible for its repairs, and your parents will not be accountable for such damage)*(4)

Argument 2: **Parents to assume responsibility:** **(**S) Fibience : Ndiyakucela mhlobo khawundincede ndisengxakini embi nantoni ethe yenzeka kuyo abam abazali baya kuyilungisa. *(Please my friend, I am in big trouble my parents will be responsible for anything)*(5)	**Argument 2: Sorry,cannot help:** (T) Mhami : Uya kundixolela andikwazi ukuyenza loo nto. *(You have to forgive me , I cannot do that)* (6)
Argument 3: **Play on feelings:** S) Fibience : Phofu bendithe nqa kuba kuthiwa themba ilitye kunokuba uthembe umntu, xa usengxakini abahlobo bayanqaba phofu ikhona imini esisidenge nawe uyakuze uxakeke. *(I knew that I would rather trust a stone than a person, and when you are in trouble friends are scarce but this day will once come, even to you)* (7)	**Argument 3**: **Go somewhere else:** (T) Mhami : Uxolo sana andikwazi ukukunceda khawugqithele ngaphambili. *(I am so sorry baby I cannot help you go somewhere else)* (8)

1.3 Compliance

Fibience has not succeeded to persuade Mhami to assist her with the typing of her school work. See conversational turn: (8).

1.4 Content category

This influence episode covers a task based phenomenon in which the source pleads for assistance as she is not in a position to help herself.

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: Goals are driven by motives, and motives are driven by needs. In this social episode, the need for self actualisation is prevalent, and it is evidenced by the source's need for assistance with her with typing of school work, and thus contributing to the realisation of of her goals, that is, advancing in her studies and live up to her full potential.

1.5.2 Importance: Gain assistance enjoys importance since it is the only goal that guides the ultimate behaviour in this interaction.

1.6 Structure:

1.6.1 Self benefit:

This relates to the source who stands to benefit from the assistance that the target will provide, and through which her problem (source) of not being in a position to type her school work will be resolved.

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

Situational conditions which are represented in a rule for Gain assistance seem to match the perceived features of the current situation, and as a result of that there is sufficiency to have the rule activated, and the goal formulated. Arguments 1, 2 and 3 in paragraph 1.2.1 above are to be considered for this purpose.

1.7.2 Strength criterion:

Strength criterion: the association between the situational features, purported in the arguments, and the end state, that is the goal of Gain assistance, carry enough strength in order to have the end state realized. However, the presence of counter arguments prevent the achievement of the end state. Refer to arguments against (1,2 and 3) in paragraph 1.2.1 above.

1.8 Culture: social meaning

Helping one another in times of need is one of the common and defining features of collective African societies, and the Xhosa society is not an exception in this regard. This concept has a long history in such societies in which joint efforts would be sought out in order to better handle a task or resolve a problem that one would encounter at a given time. And this would be done out of good will and interest, and yet service rendered would be returned mostly in kind.

1.9 Goal achievement:

The primary goal, Gain assistance, in this episode has not been achieved.

2. SECONDARY GOAL

2.1 Relational resource goal: this goal focuses on relationship reinforcement and management, and as such it manifests itself through the value that individuals place on the desired social relationships. In this instance, relational resource goal seems to strengthen, through possible reciprocity in an existing relationship. Primary goal of Gain assistance is a driving force behind this exercise. Consider the conversational turn below for clarity:

(S) Fibience : Ndiyakucela mhlobo khawundincede ndisengxakini embi nantoni ethe yenzeka kuyo abam abazali baya kuyilungisa.
(Please my friend, I am in big trouble my parent will be responsible for anything)(5)

2.2 Interaction or conversational management goals: these goals are concerned with impression management and face issues.

a. Experience of face issues is reflected in the conversational turns below:

The target's positive face is being threatened in this persuasive episode, and that is demonstrated by the source's request for a favour, and regretting that she is not getting assistance from the source. Refer to the conversational turns below for a better understanding:

(S) Fibience : Ndiyakucela mhlobo khawundincede ndisengxakini embi nantoni ethe yenzeka kuyo abam abazali baya kuyilungisa.
(Please my friend, I am in big trouble my parents will be responsible for anything)(5)

(S) Fibience : Phofu bendithe nqa kuba kuthiwa themba ilitye kunokuba uthembe umntu, xa usengxakini abahlobo bayanqaba phofu ikhona imini esisidenge nawe uyakuze uxakeke.
(I knew that I would rather trust a stone than a person, and when you are in trouble friends are scarce but this day will once come, even to you) (7)

3. RELATIONSHIP BETWEEN GOALS

In this persuasive episode, Gain assistance is compatible with the secondary goal of relational resource.

4. GOAL COMPLEXITY

This is a special issue episode, and the issue being dealt with is provision of assistance or favour with the typing of school work. The primary goal which drives the interaction is Gain assistance.

5. TARGETS AND TYPE OF CHANGE

5.1 Target

Behaviour is targeted. The source makes an attempt to persuade the target to agree to the action of assisting her with the typing of her school work in order for her to do the submission.

5.2. Type of change:

Formation, which occurs when a new behavour is acquired where none existed before, is a recognizable type of change in this episode. The source attempts to influence the target towards assisting her to have her school work typed and be in a position to make a submission in good time.

6. PLANS

6.1 Message dimension

6.1.1 Explicitness:

The source presents indirect or inexplicit messages in which she advances reasons for the target to comply with her request. See paragraph 1.2.1, conversational turns 3 and 5 (arguments 1 and 2) for typical examples of indirectness :

(S) Fibience: Uyavuya wena kuba mna ndophukile akukho nenye into endikwaziyo ukuyenza endiyinikwe esikolweni. Khona ngoku ndinomsebenzi ekufuneka ndiwungenisile kwaye ubhalwa ngekhompuyutha nengalo yam iyaqaqamba.
(You must be happy, my situation is bad – my arm is broken. I cannot even concentrate on my school work. Even now I have some school work that I have to type in the computebut my arm is very painful) (3)

(S) Fibience : Ndiyakucela mhlobo khawundincede ndisengxakini embi nantoni ethe yenzeka kuyo abam abazali baya kuyilungisa.
(Please my friend, I am in big trouble my parents will be responsible for anything)(5)

6.1.2 Dominance:

Dominance of source:

The statements that are being raised by the source in order to gain compliance lack the necessary dominance that could contribute to the achievement of the goal. It, however, warrants mention that the responses of the target contain dominant information that hinders the source's attempt to gain compliance. The conversational turns below – presented by both the target and the source respectively- shed some light:

(S) Fibience: Uyavuya wena kuba mna ndophukile akukho nenye into endikwaziyo ukuyenza endiyinikwe esikolweni. Khona ngoku ndinomsebenzi ekufuneka ndiwungenisile kwaye ubhalwa ngekhompuyutha nengalo yam iyaqaqamba.
(You must be happy, my situation is bad – my arm is broken. I cannot even concentrate on my school work. Even now I have some school work that I have to type in the computebut my arm is very painful) (3)

(T) Mhami : Ndiyakuvela kodwa andisokuze ndikwazi ukukunceda ngoku ngoba utata ubeke imigaqo yalapha ekhaya yokuba ikhompyutha yeyezinto ezibalulekileyo zalapha endlini. Enye into uthi xa yonakele akho mntu uza kumncedisa kuza kufuneka, eyilungise yedwa nabazali baye bangafuni ukuwulungisa umonakalo.
(I am sorry for you but I cannot help you in anyway, my father has laid down serious rules that the computer must only be used for important internal matters. He has also indicated that when it is damaged he will be the only person responsible for its repairs, and your parents will not be accountable for such damage)(4).

6.1.3 Argument:

The source puts forward reasons for seeking compliance, in which she indirectly requests the target to assist her with the typing of her school work. Refer to paragraph 1.2.1, arguments 1-3 above, under argument in favour.

6.1.4 Control:

Source control:

The source exercises some degree of control by warning the target for being unresponsive to the request. She warns about possible undesirable consequences on the part of the target especially that the target refuses to comply. The example below explains further:

(S) Fibience : Phofu bendithe nqa kuba kuthiwa themba ilitye kunokuba uthembe umntu, xa usengxakini abahlobo bayanqaba phofu ikhona imini esisidenge nawe uyakuze uxakeke.
(I knew that I would rather trust a stone than a person, and when you are in trouble friends are scarce but this day will once come, even to you) (7)

6.2 Types of plans

6.2.1 Plan complexity:

In this episode, evidence of 3 influence plans or plan actions that are essential for goal achievement(Gain assistance) is presented. These plans are shown below. (Also refer to paragraph 1.2.1, arguments 1, 2 and 3, and see the cited examples of conversational turns).

a) Arm is broken, not able to type

(S) Fibience: Uyavuya wena kuba mna ndophukile akukho nenye into endikwaziyo ukuyenza endiyinikwe esikolweni. Khona ngoku ndinomsebenzi ekufuneka ndiwungenisile kwaye ubhalwa ngekhompuyutha nengalo yam iyaqaqamba.
(You must be happy, my situation is bad – my arm is broken. I cannot even concentrate on my school work. Even now I have some school work that I have to type in the computebut my arm is very painful) (3)

b) Parents to assume responsibility:

(S) Fibience : Ndiyakucela mhlobo khawundincede ndisengxakini embi nantoni ethe yenzeka kuyo abam abazali baya kuyilungisa.
(Please my friend, I am in big trouble my parents will be responsible for anything)(5)

c) Play on feelings:

(S) Fibience : Phofu bendithe nqa kuba kuthiwa themba ilitye kunokuba uthembe umntu, xa usengxakini abahlobo bayanqaba phofu ikhona imini esisidenge nawe uyakuze uxakeke.
(I knew that I would rather trust a stone than a person, and when you are in trouble friends are scarce but this day will once come, even to you) (7)

6.2.2 Plan specificity:

With reference to the primary goal, Gain assistance, plans 1, 2 and 3 have not been fully articulated. As as a matter of fact these plans lack the necessary specificity.

6.2.3 Plan quality:

In all 3 plans (1, 2 and 3), arguments against or counter arguments are observed, and as such these plans lack the necessary quality in order to produce the desired effects – that is – the achievement of the primary goal.

7. Action

7.1 Message production

7.1.1 Primary goal importance:

In this episode, primary goal importance does not feature prominently. This is attributed to the use of low level arguments that are intended for compliance gaining. (See paragraph 1.2.1 above), and consider only arguments 1 and 2.

7.1.2 Secondary goal:

Relational resource goal: in this instance, secondary goal importance is associated with indirectness instead of directness with a view to reinforce harmony which is always a

desirable feature in friendship and social relationships. (See argument 2 above for a better view)

7.2 Emotional appeal:

7.2.1 Positive emotions .

There is no evidence of positive emotions whatsoever in this episode.

7.2.2 Negative emotions:

Guilt seems to be one example of a negative emotion emanating in this influence attempt. This emotion is elicited in the interaction through the source's vain attempt to gain compliance. She achieves this by casting a negative fulfilling prophecy upon the target's conscience - which is nothing but a bad wish. The example below explains further:

(S) Fibience : Phofu bendithe nqa kuba kuthiwa themba ilitye kunokuba uthembe umntu, xa usengxakini abahlobo bayanqaba phofu ikhona imini esisidenge nawe uyakuze uxakeke.
(I knew that I would rather trust a stone than a person, and when you are in trouble friends are scarce but this day will once come, even to you) (7)

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

The utterances that have been employed in this influence attempt differ with regard to their levels of complexity. Some sentence structures are complex whereas others display relatively simple structures (See examples below). It also warrants mention that the vocabulary in use show a slight variation between the natural usage of isiXhosa and that of everyday use in an urban environment among college students. The examples below will show:

(T) Mhami: Hi sana. Ndiphilile ndingumqabaqaba.
(Hallo to you too. I am very well) (2)

(S) Fibience: Uyavuya wena kuba mna ndophukile akukho nenye into endikwaziyo ukuyenza endiyinikwe esikolweni. Khona ngoku ndinomsebenzi ekufuneka ndiwungenisile kwaye ubhalwa ngekhompuyutha nengalo yam iyaqaqamba.
(You must be happy, my situation is bad – my arm is broken. I cannot even concentrate on my school work. Even now I have some school work that I have to type in the computebut my arm is very painful) (3)

(T) Mhami : Uya kundixolela andikwazi ukuyenza loo nto.
(You have to forgive me , I cannot do that) (6)

(S) Fibience : Phofu bendithe nqa kuba kuthiwa themba ilitye kunokuba uthembe umntu, xa usengxakini abahlobo bayanqaba phofu ikhona imini esisidenge nawe uyakuze uxakeke.
(I knew that I would rather trust a stone than a person, and when you are in trouble friends are scarce but this day will once come, even to you)(7)

(T) Mhami : Uxolo sana andikwazi ukukunceda khawugqithele ngaphambili.
(I am so sorry baby I cannot help you go somewhere else)(8)

7.3.2 Lexical level:

a. Lexical diversity:

In this episode, utterances that have been employed have been presented in both ordinary, common and rich language. The examples of a set of vocabulary that reflect the rich sample of language use are presented below:

(T) Mhami: Hi sana. Ndiphilile ndingumqabaqaba.
(Hallo to you too. I am very well)(2)

(S) Fibience: Uyavuya wena kuba mna ndophukile akukho nenye into endikwaziyo ukuyenza endiyinikwe esikolweni. Khona ngoku ndinomsebenzi ekufunekandiwungenisile kwaye ubhalwa ngekhompuyutha nengalo yam iyaqaqamba.
(You must be happy, my situation is bad – my arm is broken. I cannot even concentrate on my school work. Even now I have some school work that I have to type in the computebut my arm is very painful) (3)

(T) Mhami : Uya kundixolela andikwazi ukuyenza loo nto.
(You have to forgive me , I cannot do that)(6)

(S) Fibience : Phofu bendithe nqa kuba kuthiwa themba ilitye kunokuba uthembe umntu, xa usengxakini abahlobo bayanqaba phofu ikhona imini esisidenge nawe uyakuze uxakeke.
(I knew that I would rather trust a stone than a person, and when you are in trouble friends are scarce but this day will once come, even to you) (7)

(T) Mhami : Uxolo sana andikwazi ukukunceda khawugqithele ngaphambili.
(I am so sorry baby I cannot help you go somewhere else)(8)

7.3.3 Equivocal language

There is no evidence of equivocal language.

7.4 Language use:

7.4.1 Power of speech style

There is no evidence of power of speech.

8. Message effects

8.1 Relational and emotional effects

8.1.1 Effects of Dominance:

Refer to paragraph 6.1.2 for a brief explanation on the dominance of the source, and consider the examples cited below. In this episode, target dominance which seems to

hinder the source's attempts for compliance gaining results or creates negative perception of liking for the target:

(S) Fibience : Phofu bendithe nqa kuba kuthiwa themba ilitye kunokuba uthembe umntu, xa usengxakini abahlobo bayanqaba phofu ikhona imini esisidenge nawe uyakuze uxakeke.
(I knew that I would rather trust a stone than a person, and when you are in trouble friends are scarce but this day will once come, even to you) (7)

8.1.2 Effect of Explicitness:

Refer to paragraph 6.1.1 for a brief explanation on explicitness, and note the relevant cited conversational turns under this paragraph. Although there is no evidence of any negativism in this relational context, the effects of indirectness in this instance do not yield any positive effects whatsoever in as far as compliance gaining is concerned.

8.1.3 Effect of Argument:

Refer to paragraph 6.1.3 and paragraph 1.2.1 above with regards to argument. The indirect reasons put forward by the source lack the necessary strength and quality to deliver on goal achievement and as such this influence attempt does not relate to positive effects whatsoever.

8.2 Competence

8.2.1 Appropriateness:

Reasonable utterances that may have led to compliance gaining have been presented in this influence attempt

8.2.2 Effectiveness

In this influence episode, the message has been ineffective in as far as the goal of Gaining compliance is concerned.

8.3 Politeness:

8.3.1 Dominance:

With reference to politeness and dominance, politeness relates negatively with dominance in this influence attempt. This emanates through the target's threatening of the source's negative face.

8.3.2 Explicitness:

Indirectness relates positively with politeness in this persuasive episode. Refer to paragraphs 6.1.1 above.

8.3.3 Argument:

With reference to argument and politeness, the source uses logical reasons in seeking compliance from the target. (See paragraph 1.2.1 above). In this relational context, it is apparent that reason giving and politeness share some positive association.

8.4 Resistance

8.4.1 Obstacles:

See arguments against, paragraph 1.2.1 above. In resisting compliance, the target puts forward counter arguments that obstruct primary goal achievement. See conversational turn (4) below for better understanding:

(T) Mhami : Ndiyakuvela kodwa andisokuze ndikwazi ukukunceda ngoku ngoba utata ubeke imigaqo yalapha ekhaya yokuba ikhompyutha yeyezinto ezibalulekileyo zalapha endlini. Enye into uthi xa yonakele akho mntu uza kumncedisa kuza kufuneka, eyilungise yedwa nabazali baye bangafuni ukuwulungisa umonakalo.
(I am sorry for you but I cannot help you in anyway, my father has laid down) serious rules that the computer must only be used for important internal matters. He has also indicated that when it is damaged he will be the only person responsible for its repairs, and your parents will not be accountable for such damage) (4)

8.4.2 Barriers

The target raises counter arguments that completely resist compliance, and this characterises a barrier around the achievement of the primary goal. This notion is further evidenced by less polite and aggressive reactions advanced by the source in retaliation. The following conversational turns are important to consider in this regard:

(T) Mhami : Uya kundixolela andikwazi ukuyenza loo nto.
(You have to forgive me, I cannot do that) (6)

(S) Fibience : Phofu bendithe nqa kuba kuthiwa themba ilitye kunokuba uthembe umntu, xa usengxakini abahlobo bayanqaba phofu ikhona imini esisidenge naweuyakuze uxakeke.
(I knew that I would rather trust a stone than a person, and when you are in trouble friends are scarce but this day will once come, even to you) (7)

8.4.3 Threat

No evidence of threat

8.4.4 Refutational pre-emption:

There is no evidence of refutational pre-emption in this episode.

G9: Text

(1) (S) Fibience: Hi tshom'am. Uphilile phofu?
*(*Hallo my friend, are you well otherwise)?

(2) (T) Mhami: Hi sana. Ndiphilile ndingumqabaqaba.
(Hallo to you too. I am very well)

(3) (S) Fibience: Uyavuya wena kuba mna ndophukile akukho nenye into endikwaziyo ukuyenza endiyinikwe esikolweni. Khona ngoku ndinomsebenzi ekufuneka ndiwungenisile kwaye ubhalwa ngekhompuyutha nengalo yam iyaqaqamba.
(You must be happy, my situation is bad – my arm is broken. I cannot even concentrate on my school work. Even now I have some school work that I have to type in the computebut my arm is very painful)
(3)

(4) (T) Mhami : Ndiyakuvela kodwa andisokuze ndikwazi ukukunceda ngoku ngoba utata ubeke imigaqo yalapha ekhaya yokuba ikhompyutha yeyezinto ezibalulekileyo zalapha endlini. Enye into uthi xa yonakele akho mntu uza kumncedisa kuza kufuneka, eyilungise yedwa nabazali baye bangafuni ukuwulungisa umonakalo.
(I am sorry for you but I cannot help you in anyway, my father has laid down) serious rules that the computer must only be used for important internal matters. He has also indicated that when it is damaged he will be the only person responsible for its repairs, and your parents will not be accountable for such damage)

(5) (S) Fibience : Ndiyakucela mhlobo khawundincede ndisengxakini embi nantoni ethe yenzeka kuyo abam abazali baya kuyilungisa.
(Please my friend, I am in big trouble my parents will be responsible for anything)

(6) (T) Mhami : Uya kundixolela andikwazi ukuyenza loo nto.
(You have to forgive me , I cannot do that)

(7) (S) Fibience : Phofu bendithe nqa kuba kuthiwa themba ilitye kunokuba uthembe umntu, xa usengxakini abahlobo bayanqaba phofu ikhona imini esisidenge nawe uyakuze uxakeke.
(I knew that I would rather trust a stone than a person, and when you are in trouble friends are scarce but this day will once come, even to you)

(8) (T) Mhami : Uxolo sana andikwazi ukukunceda khawugqithele ngaphambili.
(I am so sorry baby I cannot help you go somewhere else)

(9) (S)Fibience : Iza kubonana.
(We will see each other)
UFibience akakwazanga ukumphembelela uMhami ukuba amncede ekubhaleni umsebenzi wakhe ngekhompyutha

(Fabience was not suceesful in persuding Mhami to help her type her work in her computer).

MESSAGE OF G(10):

1. Primary goal

1.1 Statement of the problem:

Chwayita pleads with Busi, her friend, to assist her with typing of her school work. She appeals to her friend for help because she is not in a position to type reason being that her hand is broken, and is sore yet it is important that she does her school work in a typed format. (4, 6, 8).

(In the text analysis, Chwayita is designated as the source (S), Busi as the target (T), and the numbers 1-16 in brackets represent the conversational turns of the influence episode).

(4) (S) Chwayita: Ewe ndiye kwayizolo ngoba indlela le besibuhlungu ngayo esi sandla wade ugqirha wandinika neepilisi zentlungu. Mhlobo wam ndicela ke ngoku undincede yini mhlobo wam?
(Yes I went yesterday because it was so painful and the doctor gave me pills for pains. So can you please help me please)?

(6) (S) Chwayita: Ndinomsebenzi wesikolo ekufuneka ndiwenzile kwaye ufuna ukuba ndiwuchwethezile ngesandla esi sophukileyo sam into ke leyo endingazukwazi ukuyenza.
(I have some schoolwork that I have to do and I have to type it with this broken hand of which it is something I cannot be able to do)

(8) (S) Chwayita: Ndicela wena njengomhlobo wam undichwethezele lo msebenzi sihlobo sam.
(I ask you as a friend to type it for me)

1.2 Primary goal with arguments

1.2.1 Gain assistance

Arguments in favour	**Arguments against**
Argument 1: **Hand is broken:** (S) Chwayita: Ndinomsebenzi wesikolo ekufuneka ndiwenzile kwaye ufuna ukuba ndiwuchwethezile ngesandla esi sophukileyo sam into ke leyo endingazukwazi ukuyenza. *(I have some schoolwork that I have to do and I have to type it with this broken hand of which it is something I cannot be able to do)*(6)	**Argument 1**: **Not my problem:** (T) Busi: Ngoku ke mna ndingena phi kuloo nto yonke? ***(And so how does that affect me)? (7)***
Argument 2: **Play on feelings :** a) Help a friend (S) Chwayita: Ndicela wena njengomhlobo wam undichwethezele lo msebenzi sihlobo sam. *(I ask you as a friend to type it for me)* (8) b) My only hope. No one is willing to help, despite asking (S) Chwayita: Hayi bo! Kudala ndicela abantu nabo abakwazi ukundinceda. Andiyazi ukuba ndiza kuthini kuba lo msebenzi uyangena ngomso kwaye ubulithemba lam lokugqibela, andinaye omnye umntu. *(No! This can't be I have been asking people but without getting help. I don't know what to do because this work is due for submission tomorrow, you were my last hope and I don't have anyone to go to)*(10)	**Argument 2:** Own work to do: (T) Busi: Andiqondi ukuba ndizokwazi ukukwenzela kuba kaloku ndinowam umsebenzi nexesha lawo selisondele lokuwufaka. *(I don' think I will be able because I have my schoolwork that ihave to do and I have very limited time)*(9)

Argument 3: **Small job:**	**Argument 3**:
(S) Chwayita: Imfutshane kakhulu kwaye ndingavuya kakhulu mhlobo wam ukuba ungandenzela loo nceba. *(It is very short and I will be very happy if you can do that favour for me)*(12)	a) Will ask sister to help (T) Busi: Mhlobo andiyazi ke ngoku phofu le-*assignment* yakho iza kufuna ukuchwethezwa amaphepha amangaphi? Ngoba ukuba imfutshane ndiza kucela udade wethu. *(I don't know then what to do and how many papers are to be typed in this assignment of yours? Because if it is short I will ask my sister)*(11) (T) Busi: Uyazi nje Chwayi izandla ziyahlambana ndiyathemba sizokuphila esi sakho. *(You know that hands wash each other and even yours will be better)*(13)

1.3 Compliance

Cwayita has succeeded to persuade Busi to assist her with the typing of her assignment. See conversational turn: (11 and 13)).

1.4 Content category

This influence episode covers a task based phenomenon in which the source pleads for assistance as she is not in a position to do it herself.

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: Refer to G (9), paragraph 1.5.1

1.5.2 Importance: Refer to G (9), paragraph 1.5.2

1.6 Structure:

Self benefit:

The source in this regard stands to benefit from the assistance that the target will provide, and through which her problem (source) of not being in a position to type her assignment will be resolved.

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

Situational conditions which are represented in a rule for Gain assistance seem to match the perceived features of the current situation, and as a result of that there is sufficiency to have the rule activated, and the goal formulated. Arguments 1, 2 and 3 in paragraph 1.2.1 above share some light in this regard.

1.7.2 Strength criterion:

Strength criterion: the association between the situational features, espoused in the arguments, and the end state, that is the goal of Gain assistance, has sufficient strength in order to have the end state realized. Refer to arguments in favour (1, 2 and 3) in paragraph 1.2.1 above for more clarity.

1.8 Culture: social meaning

Refer to G (10), paragraph 1.8

1.9 Goal achievement:

The primary goal, Gain assistance, in this episode has been achieved.

2. SECONDARY GOAL

2.1 Relational resource goal: Refer to G (9), paragraph 2.1 for a brief explication of what Relational resource entails. In this episode, the examples below bear relevance to the context in which this goal exists. Consider the conversational turns below for further clarity:

(S) Chwayita: Ewe ndiye kwayizolo ngoba indlela le besibuhlungu ngayo esi sandla wade ugqirha wandinika neepilisi zentlungu. Mhlobo wam ndicela ke ngoku undincede yini mhlobo wam?
(Yes I went yesterday because it was so painful and the doctor gave me pills for pains. So can you please help me please)?(4)

(S) Chwayita: Ndicela wena njengomhlobo wam undichwethezele lo msebenzi sihlobo sam.
(I ask you as a friend to type it for me)(8)

2.2 Interaction or conversational management goals: these goals are concerned with impression management and face issues.

a. Experience of face issues is reflected in the conversational turns below:

The target's positive face is being constrained in this persuasive episode, and that is displayed by the source's persistent request for a favour from the target who happens to be her friend. Refer to the conversational turns below for more clarity:

(S) Chwayita: Ndicela wena njengomhlobo wam undichwethezele lo msebenzi sihlobo sam.
(I ask you as a friend to type it for me)(8)

(S) Chwayita: Hayi bo! Kudala ndicela abantu nabo abakwazi ukundinceda. Andiyazi ukuba ndiza kuthini kuba lo msebenzi uyangena ngomso kwaye ubulithemba lam lokugqibela, andinaye omnye umntu.
(No! This can't be I have been asking people but without getting help. I don't know what to do because this work is due for submission tomorrow, you were my last hope and I don't have anyone to go to)(10)

3. RELATIONSHIP BETWEEN GOALS

There is compatibility between the goal of Gain assistance and the secondary goal of relational resource.

4. GOAL COMPLEXITY

This is a special issue episode. Refer to G (9), paragraph 4, for a better understanding.

5. TARGETS AND TYPE OF CHANGE

5.1 Target

Behaviour is targeted. Refer to G (9) paragraph 5.1 for a better view.

5.2 Type of change:

Formation is a type of change in this episode. Refer to G (9), paragraph 5.2 for more clarity.

6. PLANS

6.1 Message dimension

6.1.1 Explicitness:

In this episode, the source advances both direct and indirect messages for purposes of compliance. See conversational turns 4 and 6 for typical examples of indirectness and consider conversational turn 8 for directness:

(S) Chwayita: Ewe ndiye kwayizolo ngoba indlela le besibuhlungu ngayo esi sandla wade ugqirha wandinika neepilisi zentlungu. Mhlobo wam ndicela ke ngoku undincede yini mhlobo wam?
(Yes I went yesterday because it was so painful and the doctor gave me pills for pains. So can you please help me please)?(4)

(S) Chwayita: Ndinomsebenzi wesikolo ekufuneka ndiwenzile kwaye ufuna ukuba ndiwuchwethezile ngesandla esi sophukileyo sam into ke leyo endingazukwazi ukuyenza.
(I have some schoolwork that I have to do and I have to type it with this broken hand of which it is something I cannot be able to do)(6)

(S) Chwayita: Ndicela wena njengomhlobo wam undichwethezele lo msebenzi sihlobo sam.
(I ask you as a friend to type it for me)(8)

6.1.2 Dominance:

Dominance of source:

The source puts forward statements for compliance that carry dominant information. This type of dominance is reflected by the source's attempt to limit the targets behavioural options to counter the request. The conversational turn below is a typical example of a dominant message through which the power of the source is expressed:

(S) Chwayita: Hayi bo! Kudala ndicela abantu nabo abakwazi ukundinceda.
Andiyazi ukuba ndiza kuthini kuba lo msebenzi uyangena ngomso kwaye ubulithemba lam lokugqibela, andinaye omnye umntu.
(No! This can't be I have been asking people but without getting help. I don't know what to do because this work is due for submission tomorrow, you were my last hope and I don't have anyone to go to)(10)

6.1.3 Argument:

The source advances logical reasons for seeking compliance, in which she requests the target's favour and assistance. Refer to paragraph 1.2.1, arguments 1-3 above, under argument in favour.

6.1.4 Control:

Source control:

In this episode, the source exercises some degree of control by putting emphasis on positive consequential overtones to her benefit, should the target comply. It also warrants mention that it is a common and defining feature between and amongst friends to generously offer assistance that is desirable, and thus contribute to a friend's happiness when required at a given time. The example below explains further with regards to this type of source control:

(S) Chwayita: Imfutshane kakhulu kwaye ndingavuya kakhulu mhlobo wam ukuba ungandenzela loo nceba.
(It is very short and I will be very happy if you can do that favour for me)(12)

6.2 Types of plans

6.2.1 Plan complexity:

In this episode, 3 plans along with a contingency plan are evident, and they present actions that are fundamental to the achievement of the primary goal (Gain assistance). These plans are shown below. (Also refer to paragraph 1.2.1, arguments 1, 2 and 3, and see the cited examples of conversational turns).

a) Hand is broken:

(S) Chwayita: Ndinomsebenzi wesikolo ekufuneka ndiwenzile kwaye ufuna ukuba ndiwuchwethezile ngesandla esi sophukileyo sam into ke leyo endingazukwazi ukuyenza.
(I have some schoolwork that I have to do and I have to type it with this broken hand of which it is something I cannot be able to do)(6)

b) Play on feelings:

(S) Chwayita: Ndicela wena njengomhlobo wam undichwethezele lo msebenzi sihlobo sam.
(I ask you as a friend to type it for me) (8)

i) My only hope. No one is willing to help, despite asking

(S) Chwayita: Hayi bo! Kudala ndicela abantu nabo abakwazi ukundinceda. Andiyazi ukuba ndiza kuthini kuba lo msebenzi uyangena ngomso kwaye ubulithemba lam lokugqibela, andinaye omnye umntu.
(No! This can't be I have been asking people but without getting help. I don't know what to do because this work is due for submission tomorrow, you were my last hope and I don't have anyone to go to)(10)

c) Small job:

(S) Chwayita: Imfutshane kakhulu kwaye ndingavuya kakhulu mhlobo wam ukuba ungandenzela loo nceba.
(It is very short and I will be very happy if you can do that favour for me)(12)

6.2.2 Plan specificity:

With reference to the primary goal, Gain assistance, influence plans: 1, 2 and 3 have been fully articulated.

6.2.3 Plan quality:

All the 3 plans (1, 2 and 3), display a high level of quality and as such they have produced the desired effect – that is – the achievement of the primary goal (Gain assistance).

7. Action

7.1 Message production

7.1.1 Primary goal importance:

In this episode, primary goal importance is prevalent reason being that messages contain higher levels of argument, all of which are geared towards gaining compliance. (See paragraph 1.2.1 above), and consider mainly argument 2.

7.1.2 Secondary goal:

Relational resource goal: in this influence episode, secondary goal importance is associated with both indirectness and directness, along with evidence of increase in high quality arguments. Refer to paragraph 1.2.1 above for a better view.

7.2 Emotional appeal:

7.2.1 Positive emotions .

There is no evidence of positive emotions whatsoever in this episode.

7.2.2 Negative emotions:

Guilt in this persuasive episode seems to be one example of a negative emotion. It is elicited in the interaction through the source's attempt to strengthen her argument for compliance. This is achieved by instilling this emotion upon the target's conscience - The example reveals this notion:

(S) Chwayita: Hayi bo! Kudala ndicela abantu nabo abakwazi ukundinceda. Andiyazi ukuba ndiza kuthini kuba lo msebenzi uyangena ngomso kwaye ubulithemba lam lokugqibela, andinaye omnye umntu. *(No! This can't be I have been asking people but without getting help. I don't know what to do because this work is due for submission tomorrow, you were my last hope and I don't have anyone to go to)*(10)

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

Refer to G (9), paragraph 7.3.2 for further explanation on the syntactic level. The examples that follow relate to this influence episode:

(S) Chwayita: Yho! Sophukile kwaye sibuhlungu.
(It broke and is very painful)(2)
(T) Busi: Ngoku ke mhlobo wam ubuyile na ekliniki okanye kugqirha?
*(*So did you visit a clinic or the doctor)?*(3)*
(S) Chwayita: Ewe ndiye kwayizolo ngoba indlela le besibuhlungu ngayo esi sandla wade ugqirha wandinika neepilisi zentlungu. Mhlobo wam ndicela ke ngoku undincede yini mhlobo wam?
(Yes I went yesterday because it was so painful and the doctor gave me pills for pains. So can you please help me please)?(4)
(S) Chwayita: Hayi bo! Kudala ndicela abantu nabo abakwazi ukundinceda. Andiyazi ukuba ndiza kuthini kuba lo msebenzi uyangena ngomso kwaye ubulithemba lam lokugqibela, andinaye omnye umntu.
(No! This can't be I have been asking people but without getting help. I don't know what to do because this work is due for submission tomorrow, you were my last hope and I don't have anyone to go to).(10)
(T) Busi: Yiza nayo ke le ncwadi mhlobo wam ukhawuleze.
(Come then with this book quickly)(15)

7.3.2 Lexical level:

a. Lexical diversity:

Refer to G (9), paragraph 7.3.3 for further explanation on the syntactic level. The examples that follow relate to this influence episode:

(S) Chwayita: Ndinomsebenzi wesikolo ekufuneka ndiwenzile kwaye ufuna ukuba <u>ndiwuchwethezile</u> ngesandla esi sophukileyo sam into ke leyo endingazukwazi ukuyenza.
(I have some schoolwork that I have to do and I have to type it with this broken hand of which it is something I cannot be able to do)(6)
(T) Busi: Ngoku ke mna <u>ndingena phi kuloo nto yonke</u>?
*(*And so how does that affect me)?*(7)*
(S) Chwayita: Hayi bo! Kudala ndicela abantu nabo abakwazi ukundinceda. Andiyazi ukuba ndiza kuthini kuba lo msebenzi uyangena ngomso kwaye <u>ubulithemba lam lokugqibela,</u> andinaye omnye umntu.
(No! This can't be I have been asking people but without getting help. I don't know what to do because this work is due for submission tomorrow, you were my last hope and I don't have anyone to go to)(10)

7.3.3 Equivocal language

There is no evidence of equivocal language

7.4 Language use:

7.4.1 Power of speech style

In employing powerful speech, the source makes use of both direct and indirect messages along with polite forms of speech in her attempt to gain compliance, and that has proven to be effective in this influence attempt. Clearly, a polite form in this episode constitute a powerful speech. Refer to argument 1 and 2 in paragraph 1.2.1 above.

8. Message effects

8.1 Relational and emotional effects

8.1.1 Effects of Dominance:

Refer to paragraph 6.1.2 for a brief explanation on the dominance of the source, and consider the examples cited below. In this influence attempt, the message is moderately high in dominance. The effects of source dominance display a level of positive relational implication in this episode:

(T) Busi: Mhlobo andiyazi ke ngoku phofu le-*assignment* yakho iza kufuna ukuchwethezwa amaphepha amangaphi? Ngoba ukuba imfutshane ndiza kucela udade wethu.
(I don't know then what to do and how many papers are to be typed in this assignment of yours? Because if it is short I will ask my sister)(11)

(S) Chwayita: Imfutshane kakhulu kwaye ndingavuya kakhulu mhlobo wam ukuba ungandenzela loo nceba.
(It is very short and I will be very happy if you can do that favour for me)(12)

8.1.2 Effect of Explicitness:

Refer to paragraph 6.1.3 and paragraph 1.2.1 above with regards to explicitness. The effects of both directness and indirectness have both benefited and signaled solidarity with regard to the relational context in which the source and the target are involved.

8.1.3 Effect of Argument:

Refer to paragraph 6.1.3 and paragraph 1.2.1 above with regards to argument. Logical reason giving by the source in this influence attempt has contributed positively in achieving the goal of Gain assistance.

8.2 Competence

8.2.1 Appropriateness:

Appropriate utterances that have been used in this influence episode have contributed to compliance gaining.

8.2.2 Effectiveness

Effective utterances that have contributed to goal achievement have been utilised in this episode.

8.3 Politeness:

8.3.1 Dominance:

With reference to politeness and dominance (Refer to paragraphs 6.1.2 and 8.1.1.). In this influence attempt, the nature and level of moderate dominance presented is synonymous to politeness. Therefore, dominance and politeness relate positively.

8.3.2 Explicitness:

Indirectness and directness relate positively with politeness in this persuasive episode. Refer to paragraphs 6.1.1 and 8.1.2 above.

8.3.3 Argument:

In this persuasive episode, the source applies logical reasons in seeking compliance from the target. (See paragraph 1.2.1 above). In this relational context, it is clear therefore that reason giving and politeness share some positive association.

8.4 Resistance

8.4.1 Obstacles:

See arguments against, paragraph 1.2.1 above. In this influence attempt, there is evidence of resistance in which the target advances counter arguments that become an obstacle to the achievement of the primary goal. See conversational turn (7) below for better understanding:

(T) Busi: Ngoku ke mna ndingena phi kuloo nto yonke?
(And so how does that affect me)?(7)

8.4.2 Barriers

The target presents counter arguments that are in resistance to compliance and this displays a barrier around the achievement of the primary goal. This is further shown by the source's usage of aggressive appeals. The following conversational turns are important to consider:

(T) Busi: Andiqondi ukuba ndizokwazi ukukwenzela kuba kaloku ndinowam umsebenzi nexesha lawo selisondele lokuwufaka.
(I don' think I will be able because I have my schoolwork that ihave to do and I have very limited time)(9)

(S) Chwayita: Hayi bo! Kudala ndicela abantu nabo abakwazi ukundinceda. Andiyazi ukuba ndiza kuthini kuba lo msebenzi uyangena ngomso kwaye ubulithemba lam lokugqibela, andinaye omnye umntu.
(No! This can't be I have been asking people but without getting help. I don't know what to do because this work is due for submission tomorrow, you were my last hope and I don't have anyone to go to)(10)

8.4.3 Threat

No evidence of threat in this episode.

8.4.4 Refutational pre-emption:

There is no evidence of refutational pre-emption in this episode.

G (10): Text

(1) (T) Busi: Mhlobo wam hayi bo! Sitheni isandla sakho?
*(*Hallow my friend, what happened to your hand)?
(2) (S)Chwayita: Yho! Sophukile kwaye sibuhlungu.
(It broke and is very painful)
(3) (T) Busi: Ngoku ke mhlobo wam ubuyile na ekliniki okanye kugqirha?
*(*So did you visit a clinic or the doctor)?

(4) (S) Chwayita: Ewe ndiye kwayizolo ngoba indlela le besibuhlungu ngayo esi sandla wade ugqirha wandinika neepilisi zentlungu. Mhlobo wam ndicela ke ngoku undincede yini mhlobo wam?
(Yes I went yesterday because it was so painful and the doctor gave me pills for pains. So can you please help me please)?
(5) (T)Busi: Entwenini mhlobo wam?
*(*In what my friend)?
(6) (S) Chwayita: Ndinomsebenzi wesikolo ekufuneka ndiwenzile kwaye ufuna ukuba ndiwuchwethezile ngesandla esi sophukileyo sam into ke leyo endingazukwazi ukuyenza.
(I have some schoolwork that I have to do and I have to type it with this broken hand of which it is something I cannot be able to do)
(7) (T) Busi: Ngoku ke mna ndingena phi kuloo nto yonke?
*(*And so how does that affect me)?
(8) (S) Chwayita: Ndicela wena njengomhlobo wam undichwethezele lo msebenzi sihlobo sam.
(I ask you as a friend to type it for me)
(9) (T) Busi: Andiqondi ukuba ndizokwazi ukukwenzela kuba kaloku ndinowam umsebenzi nexesha lawo selisondele lokuwufaka.
(I don' think I will be able because I have my schoolwork that ihave to do and I have very limited time)
(10) (S) Chwayita: Hayi bo! Kudala ndicela abantu nabo abakwazi ukundinceda.
Andiyazi ukuba ndiza kuthini kuba lo msebenzi uyangena ngomso kwaye ubulithemba lam lokugqibela, andinaye omnye umntu.
(No! This can't be I have been asking people but without getting help. I don't know what to do because this work is due for submission tomorrow, you were my last hope and I don't have anyone to go to)
(11) (T) Busi: Mhlobo andiyazi ke ngoku phofu le-*assignment* yakho iza kufuna ukuchwethezwa amaphepha amangaphi? Ngoba ukuba imfutshane ndiza kucela udade wethu.
(I don't know then what to do and how many papers are to be typed in this assignment of yours? Because if it is short I will ask my sister)
(12) (S) Chwayita: Imfutshane kakhulu kwaye ndingavuya kakhulu mhlobo wam ukuba ungandenzela loo nceba.
(It is very short and I will be very happy if you can do that favour for me)
(13) (T) Busi: Uyazi nje Chwayi izandla ziyahlambana ndiyathemba sizokuphila esi sakho.
(You know that hands wash each other and even yours will be better)
(14) (S) Chwayita: Enkosi mhlobo wam ngoncedo lwakho ndiza kuza nomsebenzi ngoku.
(Thank you my friend very much for your help I am going to fetch it right now)

(15) (T) Busi: Yiza nayo ke le ncwadi mhlobo wam ukhawuleze.
(Come then with this book quickly)
(16) (S) Chwayita: Mandiphinde nditsho enkosi mhlobo wam.
(Let me say thank you once more)
UChwayita uphumelele ukuphembelela uBusi ukuba amchwethezele umsebenzi wakhe wesikolo.
Chwayita was successful in persuading Busi to type her school work.

MESSAGE OF B (9):

1. Primary goal

1.1 Statement of the problem

Litha attempts to plead with his friend, Sizwe, to help him with the typing of his school work. He puts forward this request because he had injured his arm, and as a result of that he is unable to have his school work typed for submission. He further suggests that Sizwe has a computer, and thus things could be easy for him to render this type of service. (1, 3, 5)

(In the text analysis, Litha is designated as the source (S), Sizwe as the target (T), and the numbers 1-12 in brackets represent the conversational turns of the influence episode).

(1) (S) Litha: Ndicela undichwethezele la maphepha kuba ndonzakele apha engalweni ngesaquphe.
(Could you please type these papers for me, I have an injury in my arm).
(3) (S) Litha: Uyakusebenzisa nokuba lixesha lakho labucala kuba ndisandul'ukwenzakala andinakukwenza ngakumbi.
(You will type it during your spare time because I have just been injured recently and I cannot do otherwise)
(5) (S) Litha: Ndiza kuwe kuba ndiyazi ukuba unayo nekhompyutha kulula noko kuwe.
(I came to you because I knew that it would be easy as you also have a computer)

1.2 Primary goal with arguments

1.2.1 Gain assistance

Arguments in favour	**Arguments against**
Argument 1: **Had an injured arm** (S) Litha: Ndicela undichwethezele la maphepha kuba ndonzakele apha engalweni ngesaquphe. *(Could you please type these papers for me, I have an injury in my arm).*(1)	**Argument 1**: Own work to do (T) Sizwe: Andiyi kukwazi kuba nam ndinomsebenzi omninzi kule veki. *(I can't because I also have my own work this week)*(2)

Argument 2: **Play on feelings:** a) Use spare time to help: (S) Litha: Uyakusebenzisa nokuba lixesha lakho labucala kub ndisandul'ukwenzakala andinakukwenza ngakumbi. *(You will type it during your spare time because I have just been injured recently and I cannot do otherwise)*(3) b) Easy with your computer: (S) Litha: Ndiza kuwe kuba ndiyazi ukuba unayo nekhompyutha kulula noko kuwe. *(I came to you because I knew that it would be easy as you also have a computer)*(5) c) Will work even if its ten minutes during spare time: (S) Litha: Uyakusebenzisa nokuba yimizuzu elishumi ngexesha lakho lokuphumla. *(You will work even if it's only ten minutes during your spare time)*(7) d) With your speed and time, you can: (S) Litha: Ndiyakwazi ukuba uyakhawulezisa kwaye kusekho iveki phambi kokuba ndiwungenise. *(I know that you are fast and there is still a week before I submit it)*(9)	**Argument 2:** No spare time, have practicce, training and match lined up: (T) Sizwe: Andinalo ixesha labucala kuba kufuneka ndiyokuzilolonga ebaleni ndinomdlalo ngempela-veki. *(I don't have a spare time because I have to go for training to prepare for the game during the week end)*(4) Too many papers: (T) Sizwe: Aliyi kwanela ixesha lokuchwetheza la maphepha kuba aliqela. *(I will not have enough time to type because these papers are too many)*(6) Unlikely to finish: (T) Sizwe: Ze ndigqibe nini ke ngoku ukuyenza loo nto? *(And when will I finish that then) ?*(8)

1.3 Compliance

Litha has succeeded to persuade Sizwe to assist him with the typing of his assignment. See conversational turn: (10 and 12).

1.4 Content category

This is a task based phenomenon. Refer to G (9), paragraph 1.4

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: Refer to G (9), paragraph 1.5.1

1.5.2 Importance: Refer to G (9) paragraph 1.5.2

1.6 Structure:

Self benefit: Refer to G (9), paragraph 1.6.2

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

Situational conditions which are represented in a rule for Gain assistance seem to match the perceived features of the current situation, and as a result of that there is sufficiency to have the rule activated, and the goal formulated. Arguments 1 and 2 accompanied by sub arguments in paragraph 1.2.1 are relevant to refer to in this instance.

1.7.2 Strength criterion:

Strength criterion: the association between the situational features, raised in the arguments, and the end state, that is the goal of Gain assistance, has sufficient strength that could contribute to the achievement of the end state. Refer to arguments in favour (1 and 2) in paragraph 1.2.1 above for a better understanding.

1.8 Culture: social meaning

Refer to G (9), paragraph 1.8

1.9 Goal achievement:

The primary goal, Gain assistance, in this episode has been achieved.

2. SECONDARY GOAL

2.1 Relational resource goal: Refer to G (9), paragraph 2.1 for a brief explanation of the meaning of Relational resource goal. In this episode, the examples that follow share some light:

(S) Litha: Ndicela undichwethezele la maphepha kuba ndonzakele apha engalweni ngesaquphe.
(*Could you please type these papers for me, I have an injury in my arm*).(1)

(S) Litha: Uyakusebenzisa nokuba lixesha lakho labucala kuba ndisandul'ukwenzakala andinakukwenza ngakumbi.
(*You will type it during your spare time because I have just been injured recently and I cannot do otherwise*)(3)

(S) Litha: Ndiza kuwe kuba ndiyazi ukuba unayo nekhompyutha kulula noko kuwe.
(*I came to you because I knew that it would be easy as you also have a computer*)(5)

2.2 Interaction or conversational management goals: these goals are concerned with impression management and face issues.

a. Experience of face issues is demonstrated in the conversational turns below:

The target's positive face is being threatened in this persuasive episode. The source's persistent request clearly display this notion. Refer to the conversational turns below for more clarity:

(S) Litha: Ndiza kuwe kuba ndiyazi ukuba unayo nekhompyutha kulula noko kuwe.
(*I came to you because I knew that it would be easy as you also have a computer*)(5)

(S) Litha: Ndithembele kuwe Sizwe kuba ndinyanzelekile ukuba ndiwenze lo msebenzi, uxhomekeke kum ntonje ndonzakele. Kwaye ndiyavuya xa undivela.
(I trust you because I have to do this work but the injury is a problem. And I am happy that you have understood my situation)(11)

3. RELATIONSHIP BETWEEN GOALS

There is compatibility between the goal of Gain assistance and the secondary goal of relational resource.

4. GOAL COMPLEXITY

This is a special issue episode. Refer to G (9), paragraph 4, for a better understanding.

5. TARGETS AND TYPE OF CHANGE

5.1 Target

Behaviour is targeted. Refer to G (9) paragraph 5.1 for a better view.

5.2 Type of change:

Formation is a type of change in this episode. Refer to G (9), paragraph 5.2 for more clarity.

6. PLANS

6.1 Message dimension

6.1.1 Explicitness:

The source presents direct or explicit messages in which he advances reasons for the target to comply with his request. See paragraph 1.2.1, conversational turns 1 and 3 (arguments 1 and 2) for typical examples of directness :

(S) Litha: Ndicela undichwethezele la maphepha kuba ndonzakele apha engalweni ngesaquphe.
(Could you please type these papers for me, I have an injury in my arm).(1)

(S) Litha: Uyakusebenzisa nokuba lixesha lakho labucala kub ndisandul'ukwenzakala andinakukwenza ngakumbi.
(You will type it during your spare time because I have just been injured recently and I cannot do otherwise)(3)

6.1.2 Dominance:

Dominance of source:

The statements that are being advanced by the source for compliance contain dominant information that contributes to the achievement of the goal. The conversational turns below present typical examples of a dominant message in this influence attempt:

(S) Litha: Ndiza kuwe kuba ndiyazi ukuba unayo nekhompyutha kulula noko kuwe.
(I came to you because I knew that it would be easy as you also have a computer)(5)

(S) Litha: Ndiyakwazi ukuba uyakhawulezisa kwaye kusekho iveki phambi kokuba ndiwungenise.
(I know that you are fast and there is still a week before I submit it)(9)

6.1.3 Argument:

The source puts forward reasons for seeking compliance, in which he explicitly requests the target's assistance to help him with the typing of his school work. Refer to paragraphs 1.2.1, arguments 1-2 above, under argument in favour.

6.1.4 Control:

Source control:

The source exercises some degree of control by complementing the target on his ability to type a little faster than him – and further capitalises on the fact that there is still time for the submission. The example below shed some light in this regard:

(S) Litha: Ndiyakwazi ukuba uyakhawulezisa kwaye kusekho iveki phambi kokuba ndiwungenise.
(I know that you are fast and there is still a week before I submit it)(9)

6.2 Types of plans

6.2.1 Plan complexity:

In this episode, two influence plans or plan actions coupled with contingency plans that are essential for goal achievement (Gain assistance) are evident. (Also refer to paragraph 1.2.1, arguments 1 and 2 and see the cited examples of conversational turns below):

a) Had an injured arm

(S) Litha: Ndicela undichwethezele la maphepha kuba ndonzakele apha engalweni ngesaquphe.
(Could you please type these papers for me, I have an injury in my arm).(1)

b) Play on feelings

i) Use spare time to help:

(S) Litha: Uyakusebenzisa nokuba lixesha lakho labucala kub ndisandul'ukwenzakala andinakukwenza ngakumbi.
(You will type it during your spare time because I have just been injured recently and I cannot do otherwise)(3)

ii) Easy with your computer:

(S) Litha: Ndiza kuwe kuba ndiyazi ukuba unayo nekhompyutha kulula noko kuwe.
(I came to you because I knew that it would be easy as you also have a computer)(5)

iii) Will work even if its ten minutes during spare time:

(S) Litha: Uyakusebenzisa nokuba yimizuzu elishumi ngexesha lakho lokuphumla.
(You will work even if it's only ten minutes during your spare time)(7)

iv) With your speed and time, you can:

(S) Litha: Ndiyakwazi ukuba uyakhawulezisa kwaye kusekho iveki phambi kokuba ndiwungenise.
(I know that you are fast and there is still a week before I submit it)(9)

6.2.2 Plan specificity:

With reference to the primary goal (Gain assistance) all the plans, that is, 1,2 and contingency plans have been well articulated.

6.2.3 Plan quality:

All the plans (1, 2 and contingency) have the necessary quality to produce the desired effects – that is – the achievement of the primary goal. Furthermore, contingency plan (d) has no counter argument, and as such carries sufficient strength that leads to positive effects. (See paragraph 1.2.1 above)

7. Action

7.1 Message production

7.1.1 Primary goal importance:

In this influence attempt, primary goal importance is evident, and this is evidenced by the presence of the message which contains higher levels of argument for purposes of gaining compliance. (See paragraph 1.2.1 above), and consider mainly argument 2.

7.1.2 Secondary goal:

Relational resource goal: in this influence episode, secondary goal importance is linked to the use of explicit messages that are directed towards goal achievement. Refer to paragraph 1.2.1 above for a better view, and consider mainly argument 1.

7.2 Emotional appeal:

7.2.1 Positive emotions .

<u>Happiness.</u> In this influence attempt, the use of a positive emotion to strengthen the source's argument for compliance is evident. The expression of what the source perceives to be pleasurableness as consequential or subsequent to the rendering of the service by the target is indicative of the persuasive use of this emotion. See the example below for clarity:

(S) Litha: Ndithembele kuwe Sizwe kuba ndinyanzelekile ukuba ndiwenze lo msebenzi, uxhomekeke kum ntonje ndonzakele. Kwaye ndiyavuya xa undivela.
(I trust you because I have to do this work but the injury is a problem. And I am happy that you have understood my situation)

7.2.2 Negative emotions:

There is no evidence of negative emotions whatsoever in this episode.

7.3 Language and style

7.3.1 Language

7.3.2 Syntactic Level

Refer to G (9), paragraph 7.3.2 for further explanation on the syntactic level. The examples that follow relate to this influence episode:

(T) Sizwe: Andiyi kukwazi kuba nam ndinomsebenzi omninzi kule veki.
(I can't because I also have my own work this week)(2)
(T) Sizwe: Andinalo ixesha labucala kuba kufuneka ndiyokuzilolonga ebaleni ndinomdlalo ngempela-veki.
(I don't have a spare time because I have to go for training to prepare for the game during the week end)(4)
(T) Sizwe: Ze ndigqibe nini ke ngoku ukuyenza loo nto?
(And when will I finish that then) ?(8)
(S) Litha: Ndithembele kuwe Sizwe kuba ndinyanzelekile ukuba ndiwenze lo msebenzi, uxhomekeke kum ntonje ndonzakele. Kwaye ndiyavuya xa undivela.
(I trust you because I have to do this work but the injury is a problem. And I am happy that you have understood my situation)(11)

7.3.3 Lexical level:

a. Lexical diversity:

(S) Litha: Ndicela <u>undichwethezele</u> la maphepha kuba ndonzakele apha engalweni ngesaquphe.
(Could you please type these papers for me, I have an injury in my arm).(1)
(S) Litha: Uyakusebenzisa nokuba <u>lixesha lakho labucala</u> kuba ndisandul'ukwenzakala andinakukwenza ngakumbi.
(You will type it during your spare time because I have just been injured recently and I cannot do otherwise)(3)
(T) Sizwe: Aliyi kwanela ixesha lokuchwetheza la maphepha kuba <u>aliqela</u>.
(I will not have enough time to type because these papers are too many)(6)
(S) Litha: Ndithembele kuwe Sizwe kuba ndinyanzelekile ukuba ndiwenze lo msebenzi, uxhomekeke kum ntonje ndonzakele. Kwaye ndiyavuya xa <u>undivela</u>.
(I trust you because I have to do this work but the injury is a problem. And I am happy that you have understood my situation)(11)

7.3.4 Equivocal language

There is no evidence of equivocal language

7.4 Language use:

7.4.1 Power of speech style

Although the source employs explicit messages in his request, a level of politeness is evident in this episode. The usage of such politeness form constitute the power of speech style in this relational context, and it has registered success in as far as goal achievement is concerned. Refer to argument 1 and 2 in paragraph 1.2.1 above.

8. Message effects

8.1 Relational and emotional effects

8.1.1 Effects of Dominance:

Refer to paragraph 6.1.2 for a brief explanation on the dominance of the source. The effects of dominance in this relational context demonstrates a level of positive implication as a result of that compliance is achieved. Consider the conversational turns that follow for better understanding:

(T) Sizwe: Ndiya kuzama nje kuba ixesha layo liselide.
(I will only try because its time away)(10)
(T) Sizwe: Ndiya kuzama, uya kubona ngam xa ndigqiba kuba awunathemba limbi.
I will try, and you will see when I have finished because you don't have other hope.(12)

8.1.2 Effect of Explicitness:

Refer to paragraph 6.1.3 and paragraph 1.2.1 above with regards to argument. The effects of explicitness in this relational context have signaled solidarity, and as such directness has contributed to compliance gaining and goal achievement. See the example of the conversational turn below for clarity:

(T) Sizwe: Ndiya kuzama nje kuba ixesha layo liselide.
(I will only try because its time away)(10)

8.1.3 Effect of Argument:

Refer to paragraph 6.1.3 and paragraph 1.2.1 above with regards to argument. Reason giving in this persuasive episode has reinforced positive outcomes, that is, the source's request has been complied with and the primary goal of Gain assistance has been achieved.

8.2 Competence

8.2.1 Appropriateness:

Appropriate utterances have been used in this influence episode and those utterances have contributed to compliance gaining.

8.2.2 Effectiveness

Effective utterances that have contributed to goal achievement have been utilised in this persuasive episode.

8.3 Politeness:

8.3.1 Dominance:

Politeness and dominance (Refer to paragraphs 6.1.2 and 8.1.1.) in this influence attempt are synonymous to each other, and thus relate positively. This association is informed by moderate level of dominance present in the interaction.

8.3.2 Explicitness:

With reference to directness and politeness, positive association between directness and politeness is evident in this relational context. This notion is further influenced by mutual obligation which is one of the defining features in friendship relationships. Refer to paragraphs 6.1.1 and 8.1.2 above.

8.3.3 Argument:

The source uses logical reasons in seeking compliance from the target. (See paragraph 1.2.1 above). In this relational context, it is apparent that reason giving and politeness associates positively.

8.4 Resistance

8.4.1 Obstacles:

See arguments against, paragraph 1.2.1 above. Resistance to compliance is evidenced by target's advancing of counter arguments that obstruct primary goal achievement. See conversational turn (2) below for better understanding:

(T) Sizwe: Andiyi kukwazi kuba nam ndinomsebenzi omninzi kule veki.
(I can't because I also have my own work this week)(2)

8.4.2 Barriers

The target puts forward counter arguments that resist compliance, and this is indicative of the existence of a barrier around the achievement of the primary goal in this relational context. The following conversational turns are important to consider in this regard:

(T) Sizwe: Ze ndigqibe nini ke ngoku ukuyenza loo nto?
(And when will I finish that then) ?(8)
(S) Litha: Ndiyakwazi ukuba uyakhawulezisa kwaye kusekho iveki phambi kokuba ndiwungenise.
(I know that you are fast and there is still a week before I submit it)(9)

8.4.3 Threat

No evidence of threat in this episde.

8.4.4 Refutational pre-emption:

No evidence of refutational pre-emption in this episode.

B9: Text

(1) (S) Litha: Ndicela undichwethezele la maphepha kuba ndonzakele apha engalweni ngesaquphe.
(Could you please type these papers for me, I have an injury in my arm).
(2) (T) Sizwe: Andiyi kukwazi kuba nam ndinomsebenzi omninzi kule veki.
(I can't because I also have my own work this week)
(3) (S) Litha: Uyakusebenzisa nokuba lixesha lakho labucala kuba ndisandul'ukwenzakala andinakukwenza ngakumbi.
(You will type it during your spare time because I have just been injured recently and I cannot do otherwise)
(4) (T) Sizwe: Andinalo ixesha labucala kuba kufuneka ndiyokuzilolonga ebaleni ndinomdlalo ngempela-veki.
(I don't have a spare time because I have to go for training to prepare for the game during the week end)
(5) (S) Litha: Ndiza kuwe kuba ndiyazi ukuba unayo nekhompyutha kulula noko kuwe.
(I came to you because I knew that it would be easy as you also have a computer)
(6) (T) Sizwe: Aliyi kwanela ixesha lokuchwetheza la maphepha kuba aliqela.
(I will not have enough time to type because these papers are too many)
(7) (S) Litha: Uyakusebenzisa nokuba yimizuzu elishumi ngexesha lakho lokuphumla.
(You will work even if it's only ten minutes during your spare time)
(8) (T) Sizwe: Ze ndigqibe nini ke ngoku ukuyenza loo nto?
(And when will I finish that then) ?
(9) (S) Litha: Ndiyakwazi ukuba uyakhawulezisa kwaye kusekho iveki phambi kokuba ndiwungenise.
(I know that you are fast and there is still a week before I submit it)
(10) (T) Sizwe: Ndiya kuzama nje kuba ixesha layo liselide.
(I will only try because its time away)
(11) (S)Litha: Ndithembele kuwe Sizwe kuba ndinyanzelekile ukuba ndiwenze lo msebenzi, uxhomekeke kum ntonje ndonzakele. Kwaye ndiyavuya xa undivela.
(I trust you because I have to do this work but the injury is a problem. And I am happy that you have understood my situation)
(12) (T)Sizwe: Ndiya kuzama, uya kubona ngam xa ndigqiba kuba awunathemba limbi.
I will try, and you will see when I have finished because you don't have other hope.
U-Litha ukwazile ukuphembelela uSizwe ukuba amchwethezele umsebenzi wakhe.
Litha was successful in persuading Sizwe to type his work.

MESSAGE OF B(10):

1. Primary goal

1.1 Statement of the problem:

Zola pleads with his friend, Vuyo, to help him with the typing of his school work which has to be typed by a computer. The reason for this is that he has sustained a broken arm, and as a result of that he is unable to have his school work typed for submission. (11, 13)

(In the text analysis, Zola is designated as the source (S), Vuyo as the target (T), and the numbers 1-16 in brackets represent the conversational turns of the influence episode).

(11) (S)Zola: Mfondini kunesincoko ekufuneka ndisingenise ngoLwesihlanu.
Kufuneka sichwetheziwe kwaye sibhalwe ngekhompyutha
(There's an essay that I have to submit on Friday. It has to be typed by a computer)

(13) (S)Zola: Seso sizathu kanye esindizise apha, ndizokucela ukuba undichwethezele.
(That is the reason why I am here to ask you to type it for me)

1.2 Primary goal with arguments

1.2.1 Gain assistance

Arguments in favour	**Arguments against**
Argument 1: **Arm is sore** (S)Zola : Uthi akufuneki ndidibane nengqele kule ngalo yam ndiza kufumana iintlungu. *(He said I should not catch cold in my arm otherwise I will get pain)* (5) (S)Zola: Ingxaki yam andinako ukuchwetheza kuba le ngalo isebuhlungu. *(My problem is that I cannot type because of this painful arm)* (7)	**Argument 1**:
Argument 2: Play on feelings a) Need to have it typed by a computer: (S)Zola: Mfondini kunesincoko ekufuneka ndisingenise ngoLwesihlanu. Kufuneka sichwetheziwe kwaye sibhalwe ngekhompyutha *(There's an essay that I have to submit on Friday. It has to be typed by a computer)*(11) b) Want help with typing: S)Zola: Seso sizathu kanye esindizise apha, ndizokucela ukuba undichwethezele. *(That is the reason why I am here to ask you to type it for me)*(13)	**Argument 2:** Its your work not mine: (T)Vuyo: Ke ngoku mna ndingena phi kuyo yonke ke loo nto kuba isincoko siza kubhalwa nguwe usichwetheze hayi mna? *(And where do I fit in all this because you are to write and type the essay not me)?* (12) Big volume of work to do, cannot help: (T)Vuyo: Yho! Mfethu ukuba ubusazi umsebenzi endifuneka ndiwenzile ubungakanani bawo ubunokucinga cebo limbi. *(Friend, if you cared to know how much work I have to do, you would consider an alternative)*(14)

Argument 3: Small job Only two pages I need help with (S)Zola: Asisinintsanga esi sincoko, ngamaphepha amabini xa uchwetheza. *(It's not too long, it's only two typed pages when typed)*(15)	**Argument 3**: Three essays to type within this week (T)Vuyo: Mfondini ndinezincoko ezithathu ekufuneka ndizenzile ingaphelanga le veki sikuyo kwaye kufuneka ndizichwetheze. *(Friend, I have three essays that I have to type before the end of this week)*(16)
Argument 4: Offer help a) Compensate with ideas (S)Zola: Ndiza kuncedisa ngezimvo kwesinye isincoko sakho. *(I will help you with ideas in one of your essays)*(19) b)To return favour by typing. (S)Zola: Ukwenzela ukuba undichwethezele ngeli xesha bekumele ukuba uyabhala *(So that you can use the time meant to write for my typing)*(21) 8 Normally help each other (S)Zola: Ngokuba kutheni? Siqhele ukuncedisana nje. *(Why now? We are used to help each other)*(23) d) Will have assisted with ideas (S)Zola: Ndiza kube ndikuncedisile nje ngezimvo. *(I will have helped you with ideas)*(25)	a-b) Have to work on my own /by myself (T)Vuyo: Mfondini kufuneka ndizenzele lo msebenzi. *(Friend, I have to do this work by myself)*(22) We are to be assessed (T)Vuyo: Siza kuvavanywa ngawo kuviwo esiza kulubhala kwiveki ezayo. *(We are to be asssesed in this work in the exam next week)*(24) Have to do it on my own to be knowledgeable (T)Vuyo: Kufuneka ndiwenze ngokwam ukwenzela ukuba ndifumane ulwazi olupheleleyo ngawo, ndizokukwazi ukuphendula imibuzo ngokugcweleyo kuviwo. *(I have to do it by myself so that I can get enough knowledge, and be able to answer questions in full in the exam)* (26)

1.3 Compliance

Zola has not succeeded to persuade Vuyo to assist him with the typing of his assignment. See conversational turn: (18, 26 and 28).

1.4 Content category

This is a task based phenomenon. Refer to G (9), paragraph 1.4.

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: Refer to G (9), paragraph 1.5.1

1.5.2 Importance: Refer to G (9) paragraph 1.5.2

1.6 Structure:

Self benefit: Refer to G (9), paragraph 1.6.2

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

Situational conditions which are represented in a rule for Gain assistance seem to match the perceived features of the current situation, and as a result of that there is sufficiency to have the rule activated, and the goal formulated. Arguments 1, 2, 3 and 4 accompanied with sub arguments in paragraph 1.2.1 are a relevant point of reference.

1.7.2 Strength criterion:

Strength criterion: the association between the situational features, raised in the arguments for the achievement of the end state, that is the goal of Gain assistance, carries sufficient strength that could make a contribution to the achievement of the end state. However, the presence of counter arguments prevents the achievement of the end state. Refer to arguments against (1, 2, 3 and 4) in paragraph 1.2.1 above for more clarity.

1.8 Culture: social meaning

Refer to G (9), paragraph 1.8.

1.9 Goal achievement:

The primary goal, Gain assistance, in this episode has been achieved.

2. SECONDARY GOAL

2.1 Relational resource goal: Refer to G (9), paragraph 2.1 for a brief explanation of the meaning of Relational resource goal. In this episode, the examples below are quite revealing:

(S) Zola: Seso sizathu kanye esindizise apha, ndizokucela ukuba undichwethezele.
(That is the reason why I am here to ask you to type it for me) (13)
(S) Zola: Ngokuba kutheni? Siqhele ukuncedisana nje.
(Why now? We are used to help each other)(23)

2.2 Interaction or conversational management goals: these goals are concerned with impression management and face issues.

a. Experience of face issues is demonstrated in the conversational turns below:

The target's positive face is being threatened in this persuasive episode. The source's persistent request clearly reflects what his desires are, and therefore the target is under

enormous pressure to accede to the request in order to get social affirmation from the source. Refer to the conversational turns below for more clarity:

(S) Zola: Seso sizathu kanye esindizise apha, ndizokucela ukuba undichwethezele.
(That is the reason why I am here to ask you to type it for me) (13)
(S) Zola: Ndiza kuncedisa ngezimvo kwesinye isincoko sakho.
(I will help you with ideas in one of your essays)(19)
(S) Zola: Ukwenzela ukuba undichwethezele ngeli xesha bekumele ukuba uyabhala
(So that you can use the time meant to write for my typing)(21)

3. RELATIONSHIP BETWEEN GOALS

There is compatibility between the goal of Gain assistance and the secondary goal of relational resource.

4. GOAL COMPLEXITY

This is a special issue episode. Refer to G (9), paragraph 4.

5. TARGETS AND TYPE OF CHANGE

5.1 Target

Behaviour is targeted. Refer to G (9) paragraph 5.1.

5.2 Type of change:

Formation is a type of change in this episode. Refer to G (9), paragraph 5.2.

6. PLANS

6.1 Message dimension

6.1.1 Explicitness:

The source advances both direct and indirect messages in which he tables reasons for the target to comply with his request. See paragraph 1.2.1, conversational turns 7 and 11 for typical examples of indirectness and conversational turn 13 for directness:

(S) Zola: He mfondini ndizokucela uncedo apha kuwe.
(My friend, I am here to ask for help)(7)
(S) Zola: Mfondini kunesincoko ekufuneka ndisingenise ngoLwesihlanu. Kufuneka sichwetheziwe kwaye sibhalwe ngekhompyutha
(There's an essay that I have to submit on Friday. It has to be typed by a computer)(11)
(S) Zola: Seso sizathu kanye esindizise apha, ndizokucela ukuba undichwethezele.
*(That is the reason why I am here to ask you to type it for me)(*13)

6.1.2 Dominance:

Dominance of source:

The statements that are presented by the source for gaining compliance, on the one hand, contain some dominance although not sufficiently contributing towards the achievement of the goal. On the other hand, the responses of the target carry dominant information that blocks any attempts being made for compliance gaining on the part of the source. The conversational turns below – presented by both the target and the source respectively- shed some light:

Examples of conversational turns that reflect the dominance of the source:

(T) Vuyo: Hayi mfondini andinako ukukuchwethezela enyanisweni.
(To speak the truth I can't type it for you friend)(18)
(S) Zola: Ndiza kuncedisa ngezimvo kwesinye isincoko sakho.
(I will help you with ideas in one of your essays)(19)
(S) Zola: Ukwenzela ukuba undichwethezele ngeli xesha bekumele ukuba uyabhala
(So that you can use the time meant to write for my typing)(21)

Examples of conversational turns that reflect the dominance of the target:

(T) Vuyo: Siza kuvavanywa ngawo kuviwo esiza kulubhala kwiveki ezayo.
(We are to be asssesed in this work in the exam next week)(24)
(T) Vuyo: Kufuneka ndiwenze ngokwam ukwenzela ukuba ndifumane ulwazi olupheleleyo ngawo, ndizokukwazi ukuphendula imibuzo ngokugcweleyo kuviwo.
(I have to do it by myself so that I can get enough knowledge, and be able to answer questions in full in the exam)(26)

6.1.3 Argument:

The source puts forward reasons for seeking compliance, in which he directly and indirectly requests the target's to assist him with the typing of his school work. Refer to paragraphs 1.2.1, arguments 1-4 above, under argument in favour.

6.1.4 Control:

Source control:

In this episode, the source exercises some degree of control by reminding the target that no matter what the circumstances are – their friendship is mutually beneficial and as such they normally help each other, and thus reinforces the request. The examples below explains further:

(S) Zola: Ngokuba kutheni? Siqhele ukuncedisana nje.
(Why now? We are used to help each other)(23)
(S) Zola: Ndiza kube ndikuncedisile nje ngezimvo.
(I will have helped you with ideas)(25)

6.2 Types of plans

6.2.1 Plan complexity:

In this persuasive episode, evidence of 4 influence plans or plan actions, along with contingency plans, that are essential for goal achieving (Gain assistance) is presented. Refer to paragraph 1.2.1, arguments 1, 2 , 3 and 4 and conside the cited examples of conversational turns below:

a) Arm is sore

(S) Zola : Uthi akufuneki ndidibane nengqele kule ngalo yam ndiza kufumana iintlungu.
(He said I should not catch cold in my arm otherwise I will get pain) (5)
(S) Zola: Ingxaki yam andinako ukuchwetheza kuba le ngalo isebuhlungu.
(My problem is that I cannot type because of this painful arm) (7)

b) Play on feelings

i) Need to have it typed by a computer:

(S) Zola: Mfondini kunesincoko ekufuneka ndisingenise ngoLwesihlanu. Kufuneka sichwetheziwe kwaye sibhalwe ngekhompyutha.
(There's an essay that I have to submit on Friday. It has to be typed by a computer)(11)

ii) Want help with typing:

S) Zola: Seso sizathu kanye esindizise apha, ndizokucela ukuba undichwethezele.
(That is the reason why I am here to ask you to type it for me)(13)

c) Small job

i) Only two pages I need help with

(S) Zola: Asisinintsanga esi sincoko, ngamaphepha amabini xa uchwetheza.
(It's not too long, it's only two typed pages when typed)(15)

d) Offer help

i) Compensate with ideas

(S) Zola: Ndiza kuncedisa ngezimvo kwesinye isincoko sakho.
(I will help you with ideas in one of your essays)(19)

ii)To return favour by typing.

(S) Zola: Ukwenzela ukuba undichwethezele ngeli xesha bekumele ukuba uyabhala
(So that you can use the time meant to write for my typing)(21)

iii) Normally help each other

(S) Zola: Ngokuba kutheni? Siqhele ukuncedisana nje.
(Why now? We are used to help each other)(23)

vi) Will have assisted with ideas

(S) Zola: Ndiza kube ndikuncedisile nje ngezimvo.
(I will have helped you with ideas)(25)

6.2.2 Plan specificity:

In terms of the primary goal, Gain assistance, plans 2, 3 and 4 have been partially articulated. Furthermore, these plans lack the necessary specificity that may have been necessary for goal achievement.

6.2.3 Plan quality:

In all the plans (2, 3 and 4) except plan 1, arguments against or counter arguments are observed, and as such the cited plans lack the necessary quality and strength that could have created an opportunity for primary goal achievement.

7. Action

7.1 Message production

7.1.1 Primary goal importance:

In this influence attempt, primary goal importance is evident due to the fact that the message contains a degree of high levels of argument for compliance. (See paragraph 1.2.1 above), and consider mainly argument 2, 3 and 4.

7.1.2 Secondary goal:

Relational resource goal: in this influence episode, secondary goal importance is linked to the use of both direct and indirect messages that are meant for goal achievement. This is presented along with advances that contain dominance – both from the source and target respectively. Refer to paragraph 1.2.1 above for a better view, and consider mainly arguments 1and 2 above.

7.2 Emotional appeal:

7.2.1 Positive emotions.

There is no evidence of negative emotions whatsoever in this episode.

7.2.2 Negative emotions.

There is no evidence of negative emotions whatsoever in this episode.

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

Refer to G (9), paragraph 7.3.2 for further explanation on the syntactic level. The examples below relate to this influence episode:

(S) Zola : Hayi mfondini andizifihlanga zingxaki kuphela kaloku uthe ugqirha kufuneka ndingahambi ebusuku.
(No, I have been around. The only problem is that the doctor told me not go around in the evening)(3)
(T) Vuyo : Kutheni ethetha lo nto nje ?
(Why did he said that) ?(4)
(S) Zola: Mfondini kunesincoko ekufuneka ndisingenise ngoLwesihlanu. Kufuneka sichwetheziwe kwaye sibhalwe ngekhompyutha
(There's an essay that I have to submit on Friday. It has to be typed by a computer)(11)
(T) Vuyo: Ngoba kutheni?
(Why)?(20)
(T) Vuyo: Kufuneka ndiwenze ngokwam ukwenzela ukuba ndifumane ulwazi olupheleleyo ngawo, ndizokukwazi ukuphendula imibuzo ngokugcweleyo kuviwo.
(I have to do it by myself so that I can get enough knowledge, and be able to answer questions in full in the exam)(26)
(T) Vuyo: Ndiyavuya ukuyiva lo nto.
(I'm glad to hear that)(30)

7.3.2 Lexical level:

a. Lexical diversity:

(T) Vuyo: Hayi mfondini khululeka uthethe ndimamele awundoyiki mos.
(No friend, just speak it out I am listening, you are not afraid of me right?(8)
(S) Zola: Mfondini kunesincoko ekufuneka ndisingenise ngoLwesihlanu. Kufuneka sichwetheziwe kwaye sibhalwe ngekhompyutha
(There's an essay that I have to submit on Friday. It has to be typed by a computer)(11)
(T) Vuyo: Ke ngoku mna ndingena phi kuyo yonke ke loo nto kuba isincoko siza kubhalwa nguwe usichwetheze hayi mna?
(And where do I fit in all this because you are to write and type the essay not me)?(12)
(T) Vuyo: Yho! Mfethu ukuba ubusazi umsebenzi endifuneka ndiwenzile ubungakanani bawo ubunokucinga cebo limbi.
(Friend, if you cared to know how much work I have to do, you would consider an alternative)(14)
(T) Vuyo: Ungandithathi kakubi mhlobo wam uthi ndikulahla emnyameni.
(Please, don't take me badly my friend, I am not turning my back on you)(28)

7.3.3 Equivocal language

There is no evidence of equivocal language

7.4 Language use:

7.4.1 Power of speech style

In this influence attempt, the target employs powerful speech though the use of a high level of power in his message in resisting compliance, and this is made obvious by his confident advancement of formidable arguments against the source's logical reasons meant for compliance gaining. The usage of this tactical interaction constitute the power of speech style in this relational context, Refer to argument 2, 3 and 4 in paragraph 1.2.1 under argument against.

8. Message effects

8.1 Relational and emotional effects

8.1.1 Effects of Dominance:

Refer to paragraph 6.1.2 for a brief explanation on the dominance of the source. Although compliance has not been resisted, target dominance in this influence attempt has not brought about negative implications in this relational context, instead it has signaled a level of understanding between the source and the target. See the conversational turns below for better understanding:

(T) Vuyo: Ungandithathi kakubi mhlobo wam uthi ndikulahla emnyameni.
(Please, don't take me badly my friend, I am not turning my back on you)(28)
(S) Zola: Hayi ndiyaziva izizathu zakho mfondini.
(No, I can understand your reasons my friend)(29)
(T) Vuyo: Ndiyavuya ukuyiva lo nto.
(I'm glad to hear that)(30)

8.1.2 Effect of Explicitness:

Refer to paragraph 6.1.1 and paragraph 1.2.1 above with regards to explicitness. The effects of indirectness in this relational context have elicited some negative relational implications. See the example below for clarity:

(T) Vuyo: Ke ngoku mna ndingena phi kuyo yonke ke loo nto kuba isincoko siza kubhalwa nguwe usichwetheze hayi mna?
(And where do I fit in all this because you are to write and type the essay not me)?(12)

On the other hand, explicitness or directness has not reinforced any solidarity whatsoever in this relational context. The example below shed some light:

(T) Vuyo: Yho! Mfethu ukuba ubusazi umsebenzi endifuneka ndiwenzile ubungakanani bawo ubunokucinga cebo limbi.
(Friend, if you cared to know how much work I have to do, you would consider an alternative)(14)

8.1.3 Effect of Argument:

Refer to paragraph 6.1.3 and paragraph 1.2.1 above with regards to argument. Reason giving in this persuasive episode is not of a high quality that it could contribute to compliance gaining. As a matter of fact arguments for compliance have not registered success.

8.2 Competence

8.2.1 Appropriateness:

Reasonable utterances have been used in this influence episode but have, however, failed to register success in as far as compliance gaining is concerned.

8.2.2 Effectiveness

Ineffective utterances in this episode have contributed to non-compliance.

8.3 Politeness:

8.3.1 Dominance:

In terms of politeness and dominance (Refer to paragraphs 6.1.2 and 8.1.1 above), negative association between politeness and dominance is evident in this influence attempt. This notion is characterised by the target's dominance that tends to threaten the source's negative face. Also refer to argument 2 under arguments against.

8.3.2 Explicitness:

Refer to paragraphs 6.1.1 and 8.1.2 above. Both directness and indirectness relate negatively with politeness in this persuasive episode.

8.3.3 Argument:

With regards to argument and politeness, the source applies logical reasons in his attempt to seek compliance from the target. (See paragraph 1.2.1 above). In spite of less and non-convincing reasons for compliance, the extent of reason giving present in this influence attempt associates positively with politeness

8.4 Resistance

8.4.1 Obstacles:

Refer to arguments against, paragraph 1.2.1 above. When resisting compliance, the target advances counter arguments that prevent primary goal achievement. See conversational turn (12) below for clarity:

(T) Vuyo: Ke ngoku mna ndingena phi kuyo yonke ke loo nto kuba isincoko siza kubhalwa nguwe usichwetheze hayi mna?
(And where do I fit in all this because you are to write and type the essay not me)?(12)

8.4.2 Barriers

The target raises counter arguments that completely resist compliance, and this is indicative of a barrier around goal achievement. The following conversational turns are important to consider in this regard:

(T) Vuyo: Hayi mfondini andinako ukukuchwethezela enyanisweni.
(To speak the truth I can't type it for you friend)(18)
(S) Zola: Ndiza kuncedisa ngezimvo kwesinye isincoko sakho.
(I will help you with ideas in one of your essays)(19)

8.4.3 Threat

No evidence of threat

8.4.4 Refutational pre-emption:

The conversational turn below (26) is a typical represention of a refutational pre-emption. This is evidenced by the target's usage of the defence of the source to object and defend his position. See the target's raising and responding to the source's proposition in (26 against 25):

(S) Zola: Ndiza kube ndikuncedisile nje ngezimvo.
(I will have helped you with ideas)(25)
(T) Vuyo: Kufuneka ndiwenze ngokwam ukwenzela ukuba ndifumane ulwazi olupheleleyo ngawo, ndizokukwazi ukuphendula imibuzo ngokugcweleyo kuviwo.
(I have to do it by myself so that I can get enough knowledge, and be able to answer questions in full in the exam)(26)

B (10): Text

(1) (S)Zola: Excee molo mfondini.
(Hallo my man)
(2) (T)Vuyo : Molo nawe mfowethu uzifihle phi kangaka ?
(Hallo to you too, where have you been) ?

(3) (S)Zola : Hayi mfondini andizifihlanga zingxaki kuphela kaloku uthe ugqirha kufuneka ndingahambi ebusuku.
(No, I have been around. The only problem is that the doctor told me not go around in the evening)

(4) (T)Vuyo : Kutheni ethetha lo nto nje ?
(Why did he said that) ?

(5) (S)Zola : Uthi akufuneki ndidibane nengqele kule ngalo yam ndiza kufumana iintlungu.
(He said I must not catch cold in my arm otherwise I will have pains)

(6) (T)Vuyo : Unyanisile mfethu xa wophukile akufuneki udibane nengqele kuba uza kufumana iintlungu.
(That is true my friend, if you have sustained a broken limb you must not get cold because you will have pains)

(7) (S)Zola: He mfondini ndizokucela uncedo apha kuwe.
(My friend, I am here to ask for help)

(8) (T)Vuyo: Hayi mfondini khululeka uthethe ndimamele awundoyiki mos.
(No friend, just speak it out I am listening, you are not afraid of me right?

(9) (S)Zola: Ndiza koyikela ntoni singabahlobo nje?
(Why do I have to be afraid of my friend)?

(10) (T)Vuyo: Ndiyazela phi lo nto mfondini abanye abantu akubazi into abazicingayo.
(How should I know? You may not know what other people think about you)

(11) (S)Zola: Mfondini kunesincoko ekufuneka ndisingenise ngoLwesihlanu. Kufuneka sichwetheziwe kwaye sibhalwe ngekhompyutha
(There's an essay that I have to submit on Friday. It has to be typed by a computer)

(12) (T)Vuyo: Ke ngoku mna ndingena phi kuyo yonke ke loo nto kuba isincoko siza kubhalwa nguwe usichwetheze hayi mna?
(And where do I fit in all this because you are to write and type the essay not me)?

(13) (S)Zola: Seso sizathu kanye esindizise apha, ndizokucela ukuba undichwethezele.
(That is the reason why I am here to ask you to type it for me)

(14) (T)Vuyo: Yho! Mfethu ukuba ubusazi umsebenzi endifuneka ndiwenzile ubungakanani bawo ubunokucinga cebo limbi.
(Friend, if you cared to know how much work I have to do, you would consider an alternative)

(15) (S)Zola: Asisinintsanga esi sincoko, ngamaphepha amabini xa uchwetheza.
(It's not too long, it's only two typed pages when typed)

(16) (T)Vuyo: Mfondini ndinezincoko ezithathu ekufuneka ndizenzile ingaphelanga le veki sikuyo kwaye kufuneka ndizichwetheze.
(Friend, I have three essays that I have to type before the end of this week)

(17) (S)Zola: Ingxaki yam andinako ukuchwetheza kuba le ngalo isebuhlungu.
(My problem is that I cannot type because of this painful arm)

(18) (T)Vuyo: Hayi mfondini andinako ukukuchwethezela enyanisweni.
(To speak the truth I can't type it for you friend)

(19) (S)Zola: Ndiza kuncedisa ngezimvo kwesinye isincoko sakho.
(I will help you with ideas in one of your essays)

(20) (T)Vuyo: Ngoba kutheni?
(Why)?

(21) (S)Zola: Ukwenzela ukuba undichwethezele ngeli xesha bekumele ukuba uyabhala
(So that you can use the time meant to write for my typing)

(22) (T)Vuyo: Mfondini kufuneka ndizenzele lo msebenzi.
(Friend, I have to do this work by myself)

(23) (S)Zola: Ngokuba kutheni? Siqhele ukuncedisana nje.
(Why now? We are used to help each other)

(24) (T)Vuyo: Siza kuvavanywa ngawo kuviwo esiza kulubhala kwiveki ezayo.
(We are to be asssesed in this work in the exam next week)

(25) (S)Zola: Ndiza kube ndikuncedisile nje ngezimvo.
(I will have helped you with ideas)

(26) (T)Vuyo: Kufuneka ndiwenze ngokwam ukwenzela ukuba ndifumane ulwazi olupheleleyo ngawo, ndizokukwazi ukuphendula imibuzo ngokugcweleyo kuviwo.
(I have to do it by myself so that I can get enough knowledge, and be able to answer questions in full in the exam)

(27) (S)Zola: Hayi ke mfethu kuza kufuneka ndicele isithandwa sam u-Phindi andichwethezele.
(In that case I have to ask my girlfriend, Phindi to type it for me)

(28) (T)Vuyo: Ungandithathi kakubi mhlobo wam uthi ndikulahla emnyameni.
(Please, don't take me badly my friend, I am not turning my back on you)

(29) (S)Zola: Hayi ndiyaziva izizathu zakho mfondini.
(No, I can understand your reasons my friend)

(30) (T)Vuyo: Ndiyavuya ukuyiva lo nto.
(I'm glad to hear that)
(31) (S)Zola: Heyi mandikushiye mfethu ndijonge lo mntana kule ndlu yakhe.
(Let me leave you and look for this lady at her house)
(32) (T)Vuyo: Kulungile mfowethu.
(That's alright)
U-Zola akaphumelelanga ukuphembelela uVuyo ukuba amchwethezele isincoko sakhe.
(Zola was unsuccessful in persuading Vuyo to type his essay)

5.7 THEME 6: INTIMACY /RELATIONSHIP

MESSAGE OFG(11):

1. Primary goal

1.1 Statement of the problem

Linda (source) attempts to plead with her boyfriend, Sizwe (target), that they must break up and put a stop from seeing each other. She cites a couple of reasons for making such a decision. One, she needs a break. Two, she needs more time to focus on her books. Three, the main reason, she suggests that she is no longer in love with him – that her love for him is over (12, 14, 16, 26).

(In the text analysis, Linda is designated as the source (S), Sizwe as the target (T), and the numbers 1-31 in brackets represent the conversational turns of the influence episode).

(S) Linda: Ndingathanda ke kodwa ukuba singakhe sikhe sinikane ikhefu.
(I would like us to take a break)(12)
(S) Linda: Akukho nto undenze yona Sizwe qha ndifuna ithuba elaneleyo lokufunda incwadi zam.
(You have not done anything Sizwe, I just want some time to study (14)
(S) Linda: Xa ndikuxelela inyani andisenalo uthando lwakho.
(To tell you the truth I don't love you anymore)(16)
(S) Linda: Ndiyacela torho undiyeke andifuni sixabane.
(Please forget about me, I don't want us to quarrel)(18)
(S) Linda: Asixabenanga ntonje kuphele uthando siza kuhlala sizitshomi kuba thina sizohlala sidityaniswa ngumntwana.
(We haven't quarreled but the love is no more, we can only be friends because of the child)(26)

1.2 Primary goal with arguments

1.2.1 Change Relationship: de-escalation.

Arguments in favour	**Arguments against**
Argument 1: Need a break (S)Linda: Ndingathanda ke kodwa ukuba singakhe sikhe sinikane ikhefu. (I would like us to take a break)(12)	**Argument 1**: Don't want to accept this (T)Sizwe: Kutheni, ndikwenze ntoni ngoku sithandwa sam? (What have I done to you now my love)?(13)

Argument 2: Need more time for study. (S) Linda: Akukho nto undenze yona Sizwe qha ndifuna ithuba elaneleyo lokufunda incwadi zam. (You have not done anything Sizwe, I just want some time to study (14)	Argument 2: Will give you the time for your books (15) (T)Sizwe: Ndiza kukunika ithuba leencwadi zakho andizi kukuphazamisa. (I will give you the time for your books, I will not disturb you)
Argument 3: Love is over a) (S) Linda: Xa ndikuxelela inyani andisenalo uthando lwakho. *(To tell you the truth I don't love you anymore)*(16) (i) (S)Linda: Ndiyacela torho undiyeke andifuni sixabane. *(Please forget about me, I don't want us to quarrel)* (18) b) Will explain (S)Linda: Ndiza kumcacisela uza kundiva. *(I will explain that to her, and she will understand)*(20) c) Can arrange visits (S) Linda: Kaloku uza kumana umbona nawe okanye ahlale nawe iveki kwenye aze kum. *(You will come to visit, or take her for a week and alternate like that)* (22) d) Quarrel will confuse child (S)Linda: Ndiyakucela torho Sizwe ayixabanisi le nto, andifuni siphele sixabana kuba yeyona nto eza kwenza umntwana wethu abhideke ingqondo. *(I m begging you Sizwe, we are not supposed to quarrel about this, I don't want us to end up quarreling because that is what will confuse the child*) (24) e) Want them to be friends because of child (S)Linda: Asixabenanga ntonje kuphele uthando siza kuhlala sizitshomi kuba thina sizohlala sidityaniswa ngumntwana. *(We haven't quarreled but the love is no more, we can only be friends because of the child)(26)*	**Argument 3**: Reiterate his love 1) Child is a problem a) (T) Worry about child's feelings (T)Sizwe: Linda sinomntwana uza kuthini ngoku umntwana xa ebona abazali bakhe bohlukene *(We have a child together, what will she say when we have separated)*(19) b) (T) Child need two parents (T)Sizwe: Akazokukhula kakuhle umntwana xa enomzali omnye, umntwana ufuna ukukhuliswa ngabantu ababini. *(The child will grow unhappy with one parent, she is supposed to have two parents)*(21) c) (T) Child will be confused (T)Sizwe: Andifuni kumbhidisa lo mntwana, ukuhlala ngapha nangapha kuza kumbhidisa. *(I don't want to confuse the child, staying in different places is going to confuse her)*(23) d) (T) Deny this (T)Sizwe: Andiyiboni kakuhle le nto. *(I don't agree to this)*(25)

1.3 Compliance

Linda (source) has succeeded to persuade Sizwe (target) to break up with her. See conversational turn: (30)

1.4 Content category

This influence episode covers an aspect of companionship in which the source pleads with the target so as to end their intimate relationship.

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: Goals are driven by motives, and motives are driven by needs. In this social episode, the need for self actualisation is at play in this influence attempt. This notion reflects in the source's need to experience and enjoy self autonomy and solely run her personal activities without any hindrances or interruptions.

1.5.2 Importance:

Change relationship – de-escalation seems to be the only goal that enjoys importance in this influence attempt as it solely drives and guides the interaction that contributes to the ultimate behaviour.

1.6 Structure:

Self benefit:

This relates to the source who stands to benefit from being free, self reliant and independent, and thus run her own personal affairs without any interference or interruptions as it is the case with the current state of affairs. .

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

In this influence attempt, the situational conditions that are represented in a rule for Change relationship: de-escalation have potential to match the perceived features of the current situation, and therefore appear sufficient to have the rule activated. Subsequently, the goal is formulated. Refer to arguments 1, 2 and 3 for this purpose.

1.7.2 Strength criterion:

Strength criterion: the association between the situational features, advanced in the arguments, and the end state, that is, Change relationship – de-escalation seems to carry sufficient strength in order to have the end state achieved. This situation is evident in arguments 1,2 and 3, paragraph 1.2.1 above.

1.8 Culture: social meaning

Relationships come and go. It is their nature in any culture, and Xhosa culture is not an exception. As a cornerstone of building or constructing a family unit intimate relationships are encouraged and supported especially when engaged at the right level of maturity. However, the social meaning contained in this example is that, having a child prematurely or before a formal relationship or marriage may have dire consequences as this responsibility tends to indirectly or directly contribute negatively for some when they are involved in the process of sustaining an intimate relationship. The ultimate result tends to affect the upbringing of the existing child as the child ends up growing up with a single parent.

1.9 Goal achievement:

The primary goal, Change relationship- de-escalation, in this episode has been achieved.

2. SECONDARY GOAL

2.1 Affect management goal: with regards to this goal, the GPA model assumes that individuals strive to maintain preferred affective states. An influence seeker in this regard tends to increase her level of anxiety because it tends to motivate her vigilance in order to emotionally align her with a plan to take a hard interactional stance. Consider the conversational turns below for clarity:

(S) Linda: Andiyazi nokuba mandikuxelele kanjani le nto.
(I don't know how to tell you this) (8)
(S) Linda: Andazi nokuba awuzukukhathezeka na yile nto ndiza kuxelela yona.
(I don't know whether you won't be hurt by what I am about to tell you) (10)

2.2 Interaction or conversational management goals: these goals are concerned with impression management and face issues.

a. Experience of face issues is reflected in this example:

The source's positive face is being constrained in this influence attempt. This notion is displayed by the target's lack of understanding and reluctance to accede to the request that the intimate relationship should come to end. (Refer to conversational turn no 25). On the other hand, the target's social affirmation is under threat so much that the target is under pressure to comply with the request.

3. RELATIONSHIP BETWEEN GOALS

In this persuasive episode, Change relationship :de-escalation is not compatible with the secondary goal of affect management.

4. GOAL COMPLEXITY

This is a problem solving episode, and the issue being dealt with is Change relationship: de-escalation of an intimate relationship.

5. TARGETS AND TYPE OF CHANGE

5.1 Target

Behaviour is targeted. The source attempts to persuade the target to accede to the request that their intimate relationship must come to an end. Logical reasons are advanced for this purpose.

5.2. Type of change:

Reinforcement is a recognizable type of change in this episode. This is evidenced by combating the existing behavior, that is, the intimate relationship between the source and the target.

6. PLANS

6.1 Message dimension

6.1.1 Explicitness:

The source presents both direct and indirect messages wherein she advances reasons for the target to comply with her request. Refer to paragraph 1.2.1; conversational turns 12, 16 and 18 (arguments 1 and 3) for typical examples of both directness and indirectness:

(S) Linda: Ndingathanda ke kodwa ukuba singakhe sikhe sinikane ikhefu.
(I would like us to take a break) (12)
(S) Linda: Xa ndikuxelela inyani andisenalo uthando lwakho.
(To tell you the truth I don't love you anymore) (16)
(S) Linda: Ndiyacela torho undiyeke andifuni sixabane.
(Please forget about me, I don't want us to quarrel) (18)

6.1.2 Dominance:

Dominance of source:

Both source and target dominance is experienced in this influence attempt. The statements that are being advanced by the source in order to gain compliance reflect some level of dominance that could contribute to the achievement of the goal. However, the reactions of the target – in resisting compliance - contain dominant information that hinders the source's attempt to gain compliance. The conversational turns below – presented by both the target and the source respectively- shed some light:

(T) Sizwe: Linda sinomntwana uza kuthini ngoku umntwana xa ebona abazali bakhe bohlukene.
(We have a child together, what will she say when we have separated) (19)
(S) Linda: Kaloku uza kumana umbona nawe okanye ahlale nawe iveki kwenye aze kum.
(You will come to visit, or take her for a week and alternate like that) (22)

6.1.3 Argument:

The source advances logical reasons for seeking compliance, in which she directly and indirectly requests the target to accede to the request that their intimate relationship must come to an end. Refer to paragraph 1.2.1, arguments 1-3 above, under argument in favour.

6.1.4 Control:

Source control:

No evidence of control

6.2 Types of plans

6.2.1 Plan complexity:

In this influence attempt, evidence of 3 plan actions along with contingency plans that are crucial for goal achievement (Change relationship de-escalation) are presented. Refer to the examples below and paragraph 1.2.1, arguments 1, 2 and 3 above.

a. Need a break

(S) Linda: Ndingathanda ke kodwa ukuba singakhe sikhe sinikane ikhefu.
(I would like us to take a break) (12)

b. Need more time for study.

(S) Linda: Akukho nto undenze yona Sizwe qha ndifuna ithuba elaneleyo lokufunda incwadi zam.
(You have not done anything Sizwe, I just want some time to study (14)

c. Love is over

(S) Linda: Xa ndikuxelela inyani andisenalo uthando lwakho.
(To tell you the truth I don't love you anymore)(16)

(i) Will explain

(S) Linda: Ndiza kumcacisela uza kundiva.
(I will explain that to her, and she will understand)(20)

(ii) Can arrange visits

(S) Linda: Kaloku uza kumana umbona nawe okanye ahlale nawe iveki kwenye aze kum.
(You will come to visit, or take her for a week and alternate like that) (22)

(iii) Quarrel will confuse child

(S) Linda: Ndiyakucela torho Sizwe ayixabanisi le nto, andifuni siphele sixabana kuba yeyona nto eza kwenza umntwana wethu abhideke ingqondo.
(I m begging you Sizwe, we are not supposed to quarrel about this, I don't want us to end up quarreling because that is what will confuse the child) (24)

(iv) Want them to be friends because of child

(S) Linda: Asixabenanga ntonje kuphele uthando siza kuhlala sizitshomi kuba thina sizohlala sidityaniswa ngumntwana.
(We haven't quarreled but the love is no more, we can only be friends because of the child)(26)

6.2.2 Plan specificity:

In terms of the primary goal, that is, Change relationship: de-escalation, plan actions 1, 2 and 3 have been fully articulated and as such they carry sufficient specificity for primary goal achievement.

6.2.3 Plan quality:

In all 3 plans (1, 2 and 3), arguments against or counter arguments are observed. However, all the plans contain the necessary quality that is required, and contingency plan (e) further strengthened the production of the desired effects.

7. Action

7.1 Message production

7.1.1 Primary goal importance:

In this episode, primary goal importance features prominently, and this notion is demonstrated by the use of high level arguments that are meant for compliance gaining. See paragraph 1.2.1 above, and consider all the three arguments.

7.1.2 Secondary goal:

Affect management goal: in this regard, secondary goal importance is linked to mitigating emotional circumstances with a view not to hurt feelings in the process of attempting influence. Further to that, the source reinforces harmony which is mostly a desirable feature in any intimate relationship. (Refer to argument 3 above, and consider the cited conversational turns)

(S) Linda: Ndiyacela torho undiyeke andifuni sixabane.
(Please forget about me, I don't want us to quarrel) (18)

(S) Linda: Ndiyakucela torho Sizwe ayixabanisi le nto, andifuni siphele sixabana kuba yeyona nto eza kwenza umntwana wethu abhideke ingqondo.
(I m begging you Sizwe, we are not supposed to quarrel about this, I don't want us to end up quarreling because that is what will confuse the child) (24)

7.2 Emotional appeal:

7.2.1 Positive emotions.

<u>Relief</u> is an evident positive emotion in this influence attempt. The example below is quite revealing in this regard.

(S) Linda: Enkosi sithandwa sam okanye ndingakubiza tshomi yam?
(*Thank you my love or should I call you my friend)?* (30)

7.2.2 Negative emotions:

There is no evidence of a negative emotion in this influence attempt.

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

Difference in the levels of complexities is evident in the utterances that have been utilised in this influence attempt. Some sentence structures are more complex whereas others display relatively simple structures. However, the vocabulary used does show a level of slight variation between the natural usage of isiXhosa and that of everyday use in an urban environment among college students. The examples below are essential to consider:

(T) Sizwe: Ingaba umntwana uphilile?
(*Is the child alright)?* (5)

(S) Linda: Ewe umntwana uphilile.
(Yes, the child is fine) (6)
(T) Sizwe: Linda sinomntwana uza kuthini ngoku umntwana xa ebona abazali bakhe bohlukene
(We have a child together, what will she say when we have separated) (19)
(S) Linda: Ndiza kumcacisela uza kundiva.
(I will explain that to her, and she will understand) (20)
(T) Sizwe: Akazokukhula kakuhle umntwana xa enomzali omnye, umntwana ufuna ukukhuliswa ngabantu ababini.
(The child will grow unhappy with one parent, she is supposed to have two parents) (21)
(T) Sizwe: Hayi ke ndiphelelwe ngamazwi andiyazi ukuba ndingakutshintsha njani kuba kuyacaca ukuba uzixelele ngale nto.
(I have nothing more to say, and I cannot change you because you have made your mind) (27)

7.3.2 Lexical level:

a. Lexical diversity:

Evidence of both rich and ordinary usage of utterances in this influence attempt is presented. The examples of a small set of vocabulary that reflects the rich sample of language use in this influence episode are shown below:

(S) Linda: Ndikuxelele nje Sizwe akukho nto <u>indihluphayo</u>.
(I told you that there is nothing bothering me). (4)
(T) Sizwe: Ngoku khawundixelele ukuba <u>uhlutshwa</u> yintoni ke sithandwa sam?
(*Then tell me my love what is bothering you)?* (7)

(S) Linda: Ndingathanda ke kodwa ukuba singakhe sikhe <u>sinikane ikhefu</u>.
(I would like us to take a break) (12)
(S) Linda: Ndiyakucela torho Sizwe ayixabanisi le nto, andifuni siphele sixabana kuba yeyona nto eza kwenza umntwana wethu <u>abhideke ingqondo</u>.
(I m begging you Sizwe, we are not supposed to quarrel about this, I don't want us to end up quarreling because that is what will confuse the child) (24)

7.3.3 Equivocal language

There is no evidence of equivocal language

7.4 Language use:

7.4.1 Power of speech style

The source makes use of polite appeals of powerful speech in her attempt to gain the compliance of the target, and this technique has proven to be effective. As a result of that this constitutes a powerful speech. Examples of this notion are displayed below:

(S) Linda: Ndiyacela torho undiyeke andifuni sixabane.
(Please forget about me, I don't want us to quarrel) (18)
(S) Linda: Ndiyakucela torho Sizwe ayixabanisi le nto, andifuni siphele sixabana kuba yeyona nto eza kwenza umntwana wethu abhideke ingqondo.
(I m begging you Sizwe, we are not supposed to quarrel about this, I don't want us to end up quarreling because that is what will confuse the child) (24)

8. Message effects

8.1 Relational and emotional effects

8.1.1 Effects of Dominance:

Refer to paragraph 6.1.2 for a brief explanation on the dominance of both the source and target, and see the examples below for evidence. In this influence attempt, moderate dominance does not seem to create negative perceptions. As a result of that positive relational effect is evident:

(S) Linda: Ndiza kumcacisela uza kundiva.
(I will explain that to her, and she will understand) (20)
(T) Sizwe: Andifuni kumbhidisa lo mntwana, ukuhlala ngapha nangapha kuza kumbhidisa.
(I don't want to confuse the child, staying in different places is going to confuse her) (23)

8.1.2 Effect of Explicitness:

Refer to paragraph 6.1.1 for a brief explanation on explicitness. In this relational context, the effects of both directness and indirectness have yielded positive effects in as far as compliance gaining is concerned.

8.1.3 Effect of Argument:

Refer to paragraph 6.1.3 and paragraph 1.2.1 above with regards to argument. Both direct and indirect reasons advanced by the source contain necessary strength and quality to deliver on goal achievement, and as such this influence attempt share positive effects in as far as compliance gaining is concerned.

8.2 Competence

8.2.1 Appropriateness:

Suitable utterances that have successfully contributed to compliance gaining have

been presented in this influence attempt.

8.2.2 Effectiveness

In this influence episode, the message has been successful in as far as achieving the goal of Change relationship: de-escalation.

8.3 Politeness:

8.3.1 Dominance:

With reference to politeness and dominance, politeness relates positively with dominance in this influence attempt. This is displayed by the moderate dominance contained in the message, so much that positive association between politeness and dominance is prevalent.

8.3.2 Explicitness:

Both directness and indirectness relate positively with politeness in this persuasive episode. Refer to paragraphs 6.1.1 above.

8.3.3 Argument:

With reference to argument and politeness, the source uses logical reasons in seeking compliance from the target. (See paragraph 1.2.1 above). Therefore, in this relational context, it is apparent that reason giving and politeness share some positive association.

8.4 Resistance

8.4.1 Obstacles:

Refer to arguments against, paragraph 1.2.1 above. In the process of resisting compliance, the target advances counter arguments that appear to be an obstruction in the way of primary goal achievement. See conversational turn (4) below for better understanding:

(T) Sizwe: Ndiza kukunika ithuba leencwadi zakho andizi kukuphazamisa
(I will give you the time for your books, I will not disturb you) (15)

8.4.2 Barriers

In this influence attempt, the target puts forward counter arguments that reflect resistance to compliance, and this characterises a barrier around the achievement of the primary goal. The following conversational turns are crucial to consider in this regard:

(T) Sizwe: Akazokukhula kakuhle umntwana xa enomzali omnye, umntwana ufuna ukukhuliswa ngabantu ababini.
(The child will grow unhappy with one parent, she is supposed to have two parents) (21)
(S) Linda: Kaloku uza kumana umbona nawe okanye ahlale nawe iveki kwenye aze kum.
(You will come to visit, or take her for a week and alternate like that) (22)

8.4.3 Threat

The target makes a submission wherein he warns the source of undesirable consequential uncertainties once the child discovers that the parents are separated. And this is a typical example that the source's attitude is subject to be challenged. See the conversational turn for better understanding:

(T) Sizwe: Linda sinomntwana uza kuthini ngoku umntwana xa ebona abazali bakhe bohlukene
(We have a child together, what will she say when we have separated) (19)

8.4.4 Refutational pre-emption:

The conversational turns below (26) are a typical representation of a refutational pre-emption. This is evidenced by the source's usage of the defense of the target to object and in the process defend her position. Refer to the source's reaction in rejecting the target's viewpoint (26 against 25):

(T) Sizwe: Andiyiboni kakuhle le nto.
(I don't agree to this) (25)

(S) Linda: Asixabenanga ntonje kuphele uthando siza kuhlala sizitshomi kuba thinasizohlala sidityaniswa ngumntwana.
(We haven't quarreled but the love is no more, we can only be friends because of the child) (26)

G11: Text

(1) (T) Sizwe: Usuke wathini na kwezi ntsuku watshintsha?
(*What happened to you these days, you have changed)?*
(2) (S)Linda: Hayi bo! Ingathi kukho into etshintshileyo apha kum?
(*Is there anything that has changed with me)?*
(3) (T)Sizwe: Ewe usuke wangomnye umntu kaloku andikuqhelanga unje.
(Yes, you are a different person, and I am not used to that person)
(4) (S)Linda: Ndikuxelele nje Sizwe akukho nto indihluphayo.
(I told you that there is nothing bothering me).

(5) (T)Sizwe: Ingaba umntwana uphilile?
(*Is the child alright)?*
(6) (S)Linda: Ewe umntwana uphilile.
(Yes, the child is fine)
(7) (T)Sizwe: Ngoku khawundixelele ukuba uhlutshwa yintoni ke sithandwa sam?
(*Then tell me my love what is bothering you)?*
(8) (S)Linda: Andiyazi nokuba mandikuxelele kanjani le nto.
(I don't know how to tell you this)
(9) (T)Sizwe: Yintoni leyo?
(*What is that)?*
(10) (S)Linda: Andazi nokuba awuzukukhathezeka na yile nto ndiza kuxelela yona.
(I don't know whether you won't be hurt by what I am about to tell you)
(11) (T)Sizwe: Linda, uyayazi ukuba ndiyakuthanda kwaye ungandixelela yonke into.
(You know that I love you Linda, and you can tell me everything)
(12) (S)Linda: Ndingathanda ke kodwa ukuba singakhe sikhe sinikane ikhefu.
(I would like us to take a break)
(13) (T)Sizwe: Kutheni, ndikwenze ntoni ngoku sithandwa sam?
(*What have I done to you now my love)?*
(14) (S) Linda: Akukho nto undenze yona Sizwe qha ndifuna ithuba elaneleyo lokufunda incwadi zam.
(You have not done anything Sizwe, I just want some time to study)
(15) (T)Sizwe: Ndiza kukunika ithuba leencwadi zakho andizi kukuphazamisa.
(I will give you the time for your books, I will not disturb you)
(16) (S) Linda: Xa ndikuxelela inyani andisenalo uthando lwakho.
(To tell you the truth I don't love you anymore)
(17) (T)Sizwe: Mna ndisenalo.
(I still love you)
(18) (S)Linda: Ndiyacela torho undiyeke andifuni sixabane.
(Please forget about me, I don't want us to quarrel)
(19) (T)Sizwe: Linda sinomntwana uza kuthini ngoku umntwana xa ebona abazali bakhe bohlukene
(We have a child together, what will she say when we have separated)
(20) (S)Linda: Ndiza kumcacisela uza kundiva.
(I will explain that to her, and she will understand)
(21) (T)Sizwe: Akazokukhula kakuhle umntwana xa enomzali omnye,
umntwana ufuna ukukhuliswa ngabantu ababini.
(The child will grow unhappy with one parent, she is supposed to have two parents)
(22) (S)Linda: Kaloku uza kumana umbona nawe okanye ahlale nawe iveki kwenye aze kum.
(You will come to visit, or take her for a week and alternate like that)
(23) (T)Sizwe: Andifuni kumbhidisa lo mntwana, ukuhlala ngapha nangapha kuza kumbhidisa.
(I don't want to confuse the child, staying in different places is going to confuse her)
(24) (S)Linda: Ndiyakucela torho Sizwe ayixabanisi le nto, andifuni siphele sixabana kuba yeyona nto eza kwenza umntwana wethu abhideke ingqondo.
(I m begging you Sizwe, we are not supposed to quarrel about this, I don't want us to end up quarreling because that is what will confuse the child)
(25) (T)Sizwe: Andiyiboni kakuhle le nto.
(I don't agree to this)
(26) (S)Linda: Asixabenanga ntonje kuphele uthando siza kuhlala sizitshomi kuba thina sizohlala sidityaniswa ngumntwana.
(We haven't quarreled but the love is no more, we can only be friends because of the child)
(27) (T)Sizwe: Hayi ke ndiphelelwe ngamazwi andiyazi ukuba ndingakutshintsha njani kuba kuyacaca ukuba uzixelele ngale nto.
(I have nothing more to say, and I cannot change you because you have made your mind)
(28) (S)Linda: Ukutsho oko uyavuma?
(*So you agree)?*
(29) (T)Sizwe: Ndiza kuncama ndithini ndenzela umntwana wethu le nto ndiyenzayo.
(What else can I do, I am doing this for our child)
(30) (S)Linda: Enkosi sithandwa sam okanye ndingakubiza tshomi yam?
(*Thank you my love or should I call you my friend)?*
(31) (T)Sizwe: Uyazi ukuba uSizwe ngutata womntwana wakho uyakuthanda.
(You know that Sizwe is your child's father, he loves you)
ULinda uphumelela ukuphembelela uSizwe ukuba bohlukane.
(Linda has succeeded in persuading Sizwe to separate and end their affair)

MESSAGE OF G(12):

1. Primary goal

1.1 Statement of the problem

Nono (source) attempts to persuade her boyfriend, Sparks (target) that they must break up. She cites two main reasons as to why she has reached such a decision. One, she suggests that she is no longer in love with him – that her love for him is over. Two, she is in love with someone else (1, 3, 5).

(In the text analysis, Nono is designated as the source (S), Sparks as the target (T), and the numbers 1-14 in brackets represent the conversational turns of the influence episode).

(S) Nono: Sithandwa kudala ndisithi ndizama ukukuxelela ukuba makuphele ngam nawe ngoku ndicinga ukuba lixesha elilungileyo lokukuxelela.
(My love, I've long been trying to tell you that our love does not exist anymore, and it is the right time to tell you that now)(1)

(S) Nono: Andidlali kanti ndithetha inyaniso andisafuni mna nawe siqhubeleke kuba andisakuthandi. Kwaye ndicela undimamele undikholelwe.
(It's the truth, I am not joking. I don't want to continue because I don't love you anymore, and you must believe me)(3)

(S) Nono: Nam ndiyaqonda ukuba uyandithanda kodwa ke andinacebo limbi endinokulenza kuba ndibone omnye umntu endinokuthandana naye kwaye endimthandayo, ndimthanda ukogqitha wena.
(I know that you love me but there is nothing I can do, I have met someone else and I love him more than I love you)(5)

1.2 Primary goal with arguments

1.2.1 Change Relationship: de-escalation.

Arguments in favour	**Arguments against**
Argument 1: Love is over a) (S) Nono: Sithandwa kudala ndisithi ndizama ukukuxelela ukuba makuphele ngam nawe ngoku ndicinga ukuba lixesha elilungileyo lokukuxelela. *(My love, I've long been trying to tell you that our love does not exist anymore, and it is the right time to tell you that now)*(1) b) (S)Nono: Andidlali kanti ndithetha inyaniso andisafuni mna nawe siqhubeleke kuba andisakuthandi. Kwaye ndicela undimamele undikholelwe. *(It's the truth, I am not joking. I don't want to continue because I don't love you anymore, and you must believe me)* (3)	**Argument 1**: Don't do accept this a) (T) Spaks: Hayi sana yithi uyadlala ntonje udlala kakubi, khona ungathini ukudlala ngolu hlobo udlala ngalo? **(No babes, you must be joking, why do you have to play this way)?(2)** b) Play on her feelings (4) (T)Spaks: Intoni? Uthi masohlukane lilonke uyandilahla mna ngoku? Yini Nono wam sukuyenza le nto uyenzayo, uyazi ukuba ndiyakuthanda kwaye ndiyakholwa nguwe andinaye omnye umfazi emaphupheni am ngaphandle kwakho. What? so you are dumping me? Please Nono, don't do that to me, you know that I love you, and I have no one else who can be my dream wife other than you)(4)

Argument 2: In love with someone else a) (S)Nono: Nam ndiyaqonda ukuba uyandithanda kodwa ke andinacebo limbi endinokulenza kuba ndibone omnye umntu endinokuthandana naye kwaye endimthandayo, ndimthanda ukogqitha wena *(I know that you love me but there is nothing I can do, I have met someone else and I love him more than I love you)*(5) b) Can arrange visits (S)Nono: Bendifuna uze apho kanye, umntwana akayongxaki ungambona nangaliphi na ixesha ofuna ukumbona ngalo, kwaye nam andixabani nawe ndingaman' ukuza ndizokukubona. *(I wanted to discuss that, there is no problem, you can see her at anytime you want to, I have not quarrelled with you I can always come to visit you)* (7) c) Should accept the position (S)Nono: Ndithe kuwe ndilibale mna uqhubeleke nobomi bakho, ndiqinisekile nawe uza kude ufumane umntu omthandayo wonwabe ubomi bakho bonke. *(I told you to forget about me and go on with your life, and I m sure you will meet someone along the way that you will love for your entire life)*(9) d) Deny the accusation (S)Nono: Hayi Spaks sukuthetha ingathi uyashwabula akukho nto imbi ndikwenze yona, wena libala qha ngam uzokuphila kamnandi, nam ndandingatsho ukuba kwakuze kube nje kodwa xa luphelile luphelile. *(Please don't talk like that I have not done anything to you but you, just forget about me, and you will live a happy life. I also never thought that it will be like this, but when its over, its over)*(11) e) Ask to be released (S)Nono: Jonga ke ndikuxelele into, ukuba uyandithanda ndikhulule ndihambe ungaxhali ngomntwana. *(So, if you love me, let me go, and don't worry about the child)* (13)	Argument 2: Reiterate his love a) (T) Spaks: Nono ndiyakuthanda kwaye loo nto soze iphinde itshintshe xa undiyeka uthini ngomntwana lo wethu sobabini, ufuna umntwana wethu akhule ngaphandle kwam? *(Nono, I love you, that will never change and what do you say about our child who is going to grow without me)?*(6) b) Problem of child: Child grow up without father (T)Spaks: Nono ndiyakuthanda kwaye loo nto soze iphinde itshintshe xa undiyeka uthini ngomntwana lo wethu sobabini, ufuna umntwana wethu akhule ngaphandle kwam? *(Nono, I love you, that will never change and what do you say about our child who is going to grow without me)?*(6) c) Play on her feelings:Reiterate his love (T)Spaks: Ndiyayiva yonke le nto uyithethayo ndicela ukukubuza umbuzo nje ube mnye. Njengokuba undilahla uthini ngothando lwam kuwe? *(I hear what you are saying. But I just want to ask you one question, what about my love for you)?*(8) d) Has broken his heart (T)Spaks: Undophule intliziyo ekuthandaneni kwethu andizange ndicinge ukuba inganguwe lo uthetha kanje kum kodwa ke ngoku ndiyazivela. *(You have broken my heart, I never thought you would talk to me like that, but I hear what you say)*(10) e) Will not forget (T)Spaks: Andiqondi ukuba ndakukwazi ukukulibala besele ndikuqhelile ndizixelele ngawe ndikufake nasentliziyweni yam. *(I doubt if I will ever be able to forget you, I was so used to you, and you were always in my heart) (12)*

1.3 Compliance

Nono (source) has succeeded to persuade Sparks (target) to break up with her. See conversational turn: (14)

1.4 Content category

Refer to G (11), paragraph 1.4 above

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: i) Refer to G (11), paragraph 1.5.1 above

1.5.2 Importance: Refer to G (11), paragraph 1.5.2 above

1.6 Structure:

Self benefit: Refer to G (11), paragraph 1.6.1 above

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

Refer to G (11), paragraph 1.7.1 above, and consider arguments 1 and 2 for this purpose.

1.7.2 Strength criterion:

Refer to G (11), paragraph 1.7.2 above, and refer to arguments 1 and 2 for better understanding

1.8 Culture: social meaning

Refer to G (11), paragraph 1.8 above.

1.9 Goal achievement:

The primary goal, Change relationship- de-escalation, in this episode has been achieved.

2. SECONDARY GOAL

2.1 Affect management goal: Refer to G (11) paragraph 2.1 for a brief explication of what this goal entails. The example of conversational turn below shares some clarity in this influence episode.

(S) Nono: Sithandwa kudala ndisithi ndizama ukukuxelela ukuba makuphele ngam nawe ngoku ndicinga ukuba lixesha elilungileyo lokukuxelela.
(My love, I've long been trying to tell you that our love does not exist anymore, and it is the right time to tell you that now) (1)

2.2 Interaction or conversational management goals: these goals are concerned with impression management and face issues.

a. Experience of face issues is reflected in this example:

The source's positive face is being constrained in this influence attempt. This comes into effect through the target's reticence to allow the source to have the freedom she desires. (Refer to conversational turn no 4 and 6).

3. RELATIONSHIP BETWEEN GOALS

In this persuasive episode, Change relationship – de-escalation is not compatible with the secondary goal of affect management. Also refer to G (11), paragraph 3 above

4. GOAL COMPLEXITY

This is a problem solving episode. Refer to G (11), paragraph 4 above.

5. TARGETS AND TYPE OF CHANGE

5.1 Target

Behaviour is targeted. Refer to G (11), paragraph 5.1 above for further explanation.

5.2. Type of change:

Reinforcement is the type of change. Refer to G (11), paragraph 5.2 above for a brief explanation.

6. PLANS

6.1 Message dimension

6.1.1 Explicitness:

The source presents direct messages in which she proposes that the relationship should come to an end. Refer to paragraph 1.2.1, conversational turns 1 and 3 (argument 1) for typical examples of directness:

(S) Nono: Sithandwa kudala ndisithi ndizama ukukuxelela ukuba makuphele ngam nawe ngoku ndicinga ukuba lixesha elilungileyo lokukuxelela.
(My love, I've long been trying to tell you that our love does not exist anymore, and it is the right time to tell you that now) (1)

(S) Nono: Andidlali kanti ndithetha inyaniso andisafuni mna nawe siqhubeleke kuba andisakuthandi. Kwaye ndicela undimamele undikholelwe.
(It's the truth, I am not joking. I don't want to continue because I don't love you anymore, and you must believe me) (3)

6.1.2 Dominance:

Dominance of source:

Both source and target dominance is evident in this influence attempt. Refer to G (11), paragraph 6.1.2 above for a brief explanation. The examples that follow relate to this situation:

(S) Nono: Nam ndiyaqonda ukuba uyandithanda kodwa ke andinacebo limbi endinokulenza kuba ndibone omnye umntu endinokuthandana naye kwaye endimthandayo, ndimthanda ukogqitha wena.
(I know that you love me but there is nothing I can do, I have met someone else and I love him more than I love you) (5)

(T) Spaks: Nono ndiyakuthanda kwaye loo nto soze iphinde itshintshe xa undiyeka uthini ngomntwana lo wethu sobabini, ufuna umntwana wethu akhule ngaphandle kwam?
(Nono, I love you, that will never change and what do you say about our child who is going to grow without me)? (6)

6.1.3 Argument:

The source puts forward rational reasons for the target to consider for compliance purposes. Refer to paragraph 1.2.1 under arguments in favour for a better understanding:

6.1.4 Control:

Source control:

No evidence of control

6.2 Types of plans

6.2.1 Plan complexity:

In this influence attempt, there is evidence of 2 plans coupled with a series of contingency plans that are crucial and intended for Change relationship: de-escalation goal achievement. The examples below are a showcase of this notion. Also refer to the paragraph 1.2.1 above, under arguments in favour for more clarity.

a) Love is over

a) (S) Nono: Sithandwa kudala ndisithi ndizama ukukuxelela ukuba makuphele ngam nawe ngoku ndicinga ukuba lixesha elilungileyo lokukuxelela.
(My love, I've long been trying to tell you that our love does not exist anymore, and it is the right time to tell you that now)(1)

b) In love with someone else

(S) Nono: Nam ndiyaqonda ukuba uyandithanda kodwa ke andinacebo limbi endinokulenza kuba ndibone omnye umntu endinokuthandana naye kwaye endimthandayo, ndimthanda ukogqitha wena.
(I know that you love me but there is nothing I can do, I have met someone else and I love him more than I love you) (5)

(i) Can arrange visits

(S) Nono: Bendifuna uze apho kanye, umntwana akayongxaki ungambona nangaliphi na ixesha ofuna ukumbona ngalo, kwaye nam andixabani nawe ndingaman' ukuza ndizokukubona.
(I wanted to discuss that, there is no problem, you can see her at anytime you want to, I have not quarrelled with you I can always come to visit you) (7)

(ii) Should accept the position (9)

(S) Nono: Ndithe kuwe ndilibale mna uqhubeleke nobomi bakho, ndiqinisekile nawe uza kude ufumane umntu omthandayo wonwabe ubomi bakho bonke.
(I told you to forget about me and go on with your life, and I m sure you will meet someone along the way that you will love for your entire life)(9)

(iii) Deny the accusation (11)

(S) Nono: Hayi Spaks sukuthetha ingathi uyashwabula akukho nto imbi ndikwenze yona, wena libala qha ngam uzokuphila kamnandi, nam ndandingatsho ukuba kwakuze kube nje kodwa xa luphelile luphelile.
(Please don't talk like that I have not done anything to you but you, just forget about me, and you will live a happy life. I also never thought that it will be like this, but when its over, its over) (11)

(iv) Ask to be released (13)

(S) Nono: Jonga ke ndikuxelele into, ukuba uyandithanda ndikhulule ndihambe ungaxhali ngomntwana.
(So, if you love me, let me go, and don't worry about the child)(13)

6.2.2 Plan specificity:

In terms of the primary goal, that is, Change relationship: de-escalation, plan actions 1 and 2 have been fully articulated: they carry sufficient specificity for primary goal achievement.

6.2.3 Plan quality:

In all 2 plans (1and 2), arguments against or counter arguments are evident. Nevertheless, all the plans carry the necessary quality that is required, as a result of that desired effects are produced.

7. ACTION

7.1 Message production

7.1.1 Primary goal importance:

In this influence attempt, primary goal importance displays some prominence. This is evidenced by the use of high level arguments that are meant for compliance gaining. Refer to paragraph 1.2.1 above, and consider arguments 1 and 2 above.

7.1.2 Secondary goal:

Affect management goal: (Refer to G (11) above, and consider arguments 1 and 2 of this influence attempt for clarity.

7.2 Emotional appeal:

7.2.1 Positive emotions.

There is no evidence of a negative emotion in this influence attempt.

7.2.2 Negative emotions:

The source uses emotional blackmail of instilling guilt to persuade the source to accede to the request by suggesting that if he is really in love with her he must let her go. Refer to the example that follows for a better understanding:

(S) Nono: Jonga ke ndikuxelele into, ukuba uyandithanda ndikhulule ndihambe ungaxhali ngomntwana.
(So, if you love me, let me go, and don't worry about the child)

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

Refer to G (11), paragraph 7.3.2 for further explanation on the syntactic level. The examples below are relevant in this persuasive episode:

(T) Spaks: Hayi sana yithi uyadlala ntonje udlala kakubi, khona ungathini ukudlala ngolu hlobo udlala ngalo?
(No babes, you must be joking, why do you have to play this way)?(2)

(T) Spaks: Intoni? Uthi masohlukane lilonke uyandilahla mna ngoku? Yini Nono wam sukuyenza le nto uyenzayo, uyazi ukuba ndiyakuthanda kwaye ndiyakholwa nguwe andinaye omnye umfazi emaphupheni am ngaphandle kwakho.
*(What? so you are dumping me? Please Nono, don't do that to me, you know that I love you, and I have no one else who can be my dream wife other than you)(*4)

(S) Nono: Nam ndiyaqonda ukuba uyandithanda kodwa ke andinacebo limbi endinokulenza kuba ndibone omnye umntu endinokuthandana naye kwaye endimthandayo, ndimthanda ukogqitha wena.
(I know that you love me but there is nothing I can do, I have met someone else and I love him more than I love you)(5)

(T) Spaks: Ndiyayiva yonke le nto uyithethayo ndicela ukukubuza umbuzo nje ube mnye. Njengokuba undilahla uthini ngothando lwam kuwe?
(I hear what you are saying. But I just want to ask you one question, what about my love for you)?(8)

(T) Spaks: Undophule intliziyo ekuthandaneni kwethu andizange ndicinge ukuba inganguwe lo uthetha kanje kum kodwa ke ngoku ndiyazivela.
(You have broken my heart, I never thought you would talk to me like that, but I hear what you say) (10)

(T) Spaks: Kuba ndikuthanda ndiyakukhulula kwaye ndicela uman'ukuzisa umntwana ndimbone.
(Because I love you I will let you go, but please, from time to time, bring the child to visit)(14)

7.3.2 Lexical level:

a. Lexical diversity:

Refer to G (11), paragraph 7.3.2 for further explanation on lexical diversity. The examples that follow bear relevance to this influence attempt:

(T) Spaks: Intoni? Uthi masohlukane lilonke uyandilahla mna ngoku? Yini Nono wam sukuyenza le nto uyenzayo, uyazi ukuba ndiyakuthanda kwaye ndiyakholwa nguwe <u>andinaye omnye umfazi emaphupheni am</u> ngaphandle kwakho.
*(What? so you are dumping me? Please Nono, don't do that to me, you know that I love you, and I have no one else who can be my dream wife other than you)(*4)

(S) Nono: <u>Bendifuna uze apho kanye</u>, umntwana akayongxaki ungambona nangaliphi na ixesha ofuna ukumbona ngalo, kwaye nam andixabani nawe ndingaman' ukuza ndizokukubona.
(I wanted to discuss that, there is no problem, you can see her at anytime you want to, I have not quarreled with you I can always come to visit you)(7)

(T) Spaks: <u>Undophule intliziyo</u> ekuthandaneni kwethu andizange ndicinge ukuba inganguwe lo uthetha kanje kum kodwa ke ngoku ndiyazivela.
(You have broken my heart, I never thought you would talk to me like that, but I hear what you say) (10)

(S) Nono: Hayi Spaks sukuthetha <u>ingathi uyashwabula</u> akukho nto imbi ndikwenze yona, wena libala qha ngam uzokuphila kamnandi, nam ndandingatsho ukuba kwakuze kube nje kodwa xa luphelile luphelile.
(Please don't talk like that I have not done anything to you but you, just forget about me, and you will live a happy life. I also never thought that it will be like this, but when its over, its over) (11)

(T) Spaks: Andiqondi ukuba ndakukwazi ukukulibala besele ndikuqhelile ndizixelele ngawe ndikufake nasentliziyweni yam.
(I doubt if I will ever be able to forget you, I was so used to you, and you were always in my heart)(12)

7.3.3 Equivocal language

There is no evidence of equivocal language

7.4 Language use:

7.4.1 Power of speech style

There is no evidence of the power of speech style

8. Message effects

8.1 Relational and emotional effects

8.1.1 Effects of Dominance:

Refer to paragraph 6.1.2 for a brief explanation on the dominance of both the source and target, and see the examples below for evidence. In this relational context, moderate dominance does not elicit negative perceptions; instead it presents positive effects in this influence attempt:

(S) Nono: Hayi Spaks sukuthetha ingathi uyashwabula akukho nto imbi ndikwenze yona, wena libala qha ngam uzokuphila kamnandi, nam ndandingatsho ukuba kwakuze kube nje kodwa xa luphelile luphelile. *(Please don't talk like that I have not done anything to you but you, just forget about me, and you will live a happy life. I also never thought that it will be like this, but when its over, its over)*(11)

(T) Spaks: Andiqondi ukuba ndakukwazi ukukulibala besele ndikuqhelile ndizixelele ngawe ndikufake nasentliziyweni yam.
(I doubt if I will ever be able to forget you, I was so used to you, and you were always in my heart)(12)

8.1.2 Effect of Explicitness:

Refer to paragraph 6.1.1 for a brief explanation on explicitness. In this relational context, the effects of directness does not have any negative implications whatsoever. Instead, directness in this influence attempt yields positive effects.

8.1.3 Effect of Argument:

Refer to paragraph 6.1.3 and paragraph 1.2.1 above with regards to argument. Reasons advanced by the source carry the necessary strength and quality to deliver on goal achievement, and as a result of that this persuasive message has produced positive effects in as far as compliance gaining is concerned.

8.2 Competence

8.2.1 Appropriateness:

Refer to G (11), paragraph 8.2.1 for a better understanding of appropriateness.

8.2.2 Effectiveness

Refer to G (11), paragraph 8.2.2 for a better understanding of effectiveness.

8.3 Politeness:

8.3.1 Dominance:

The relationship between politeness and dominance is positive. (Refer to paragraph 8.1.1 above). Moderate dominance which is evident in this persuasive message is synonymous to politeness. Therefore, dominance and politeness relate positively.

8.3.2 Explicitness:

Directness relates positively with politeness in this influence attempt. Refer to paragraphs 6.1.1 and 8.1.2 above.

8.3.3 Argument:

Logical reasons that the source have presented in seeking compliance from the target have elicited a positive association between argument and politeness (Refer to paragraph 1.2.1 above for a better understanding). It is apparent therefore that reason giving relates positively with politeness.

8.4 Resistance

8.4.1 Obstacles:

Refer to arguments against, paragraph 1.2.1 above. In this influence attempt, the target presents reasons that appear to be an obstruction in the way of the source's request. Consider the example below:

(T) Spaks: Intoni? Uthi masohlukane lilonke uyandilahla mna ngoku? Yini Nono wam sukuyenza le nto uyenzayo, uyazi ukuba ndiyakuthanda kwaye ndiyakholwa nguwe andinaye omnye umfazi emaphupheni am ngaphandle kwakho.
(What? so you are dumping me? Please Nono, don't do that to me, you know that I love you, and I have no one else who can be my dream wife other than you)(4)

8.4.2 Barriers

In an attempt to refuse a goal, the target puts forward counter arguments that reflect resistance to compliance, and this characterises a barrier around the achievement of the primary goal. The following conversational turn is a typical example of a barrier:

(T) Spaks: Ndiyayiva yonke le nto uyithethayo ndicela ukukubuza umbuzo nje ube mnye. Njengokuba undilahla uthini ngothando lwam kuwe?
(I hear what you are saying. But I just want to ask you one question, what about my love for you)?(8)

8.4.3 Threat

Refer to G (11), paragraph 8.4.3 for a better understanding of threat. The following is a typical example that the source's attitude is subject to be challenged. See the conversational turn for better understanding:

(T) Spaks: Nono ndiyakuthanda kwaye loo nto soze iphinde itshintshe xa undiyeka uthini ngomntwana lo wethu sobabini, ufuna umntwana wethu akhule ngaphandle kwam?
(Nono, I love you, that will never change and what do you say about our child who is going to grow without me)? (6)

8.4.4 Refutational pre-emption:

Refer to G (11), paragraph 8.4.4 for a better understanding of refutational pre-emption. The conversational turns below (11) are a typical represention of a refutational pre-emption, and considers the source's reaction in rejecting the target's viewpoint (11 against 10):

(T) Spaks: Undophule intliziyo ekuthandaneni kwethu andizange ndicinge ukuba inganguwe lo uthetha kanje kum kodwa ke ngoku ndiyazivela.
(You have broken my heart, I never thought you would talk to me like that, but I hear what you say)(10)

(S) Nono: Hayi Spaks sukuthetha ingathi uyashwabula akukho nto imbi ndikwenze yona, wena libala qha ngam uzokuphila kamnandi, nam ndandingatsho ukuba kwakuze kube nje kodwa xa luphelile luphelile.
(Please don't talk like that I have not done anything to you but you, just forget about me, and you will live a happy life. I also never thought that it will be like this, but when its over, its over)(11)

G (12): Text

(1) (S) Nono: Sithandwa kudala ndisithi ndizama ukukuxelela ukuba makuphele ngam nawe ngoku ndicinga ukuba lixesha elilungileyo lokukuxelela.
(My love, I've long been trying to tell you that our love does not exist anymore, and it is the right time to tell you that now)

(2) (T) Spaks: Hayi sana yithi uyadlala ntonje udlala kakubi, khona ungathini ukudlala ngolu hlobo udlala ngalo?
(No babes, you must be joking, why do you have to play this way)?

(3) (S)Nono: Andidlali kanti ndithetha inyaniso andisafuni mna nawe siqhubeleke kuba andisakuthandi. Kwaye ndicela undimamele undikholelwe.
(It's the truth, I am not joking. I don't want to continue because I don't love you anymore, and you must believe me)

(4) (T)Spaks: Intoni? Uthi masohlukane lilonke uyandilahla mna ngoku? Yini Nono wam sukuyenza le nto uyenzayo, uyazi ukuba ndiyakuthanda kwaye ndiyakholwa nguwe andinaye omnye umfazi emaphupheni am ngaphandle kwakho.
(What? so you are dumping me? Please Nono, don't do that to me, you know that I love you, and I have no one else who can be my dream wife other than you)

(5) (S)Nono: Nam ndiyaqonda ukuba uyandithanda kodwa ke andinacebo limbi endinokulenza kuba ndibone omnye umntu endinokuthandana naye kwaye endimthandayo, ndimthanda ukogqitha wena.
(I know that you love me but there is nothing I can do, I have met someone else and I love him more than I love you)

(6) (T)Spaks: Nono ndiyakuthanda kwaye loo nto soze iphinde itshintshe xa undiyeka uthini ngomntwana lo wethu sobabini, ufuna umntwana wethu akhule ngaphandle kwam?
(Nono, I love you, that will never change and what do you say about our child who is going to grow without me)?

(7) (S)Nono: Bendifuna uze apho kanye, umntwana akayongxaki ungambona nangaliphi na ixesha ofuna ukumbona ngalo, kwaye nam andixabani nawe ndingaman' ukuza ndizokukubona.
(I wanted to discuss that, there is no problem, you can see her at anytime you want to, I have not quarrelled with you I can always come to visit you)

(8) (T)Spaks: Ndiyayiva yonke le nto uyithethayo ndicela ukukubuza umbuzo nje ube mnye. Njengokuba undilahla uthini ngothando lwam kuwe?
(I hear what you are saying. But I just want to ask you one question, what about my love for you)?

(9) (S)Nono: Ndithe kuwe ndilibale mna uqhubeleke nobomi bakho, ndiqinisekile nawe uza kude ufumane umntu omthandayo wonwabe ubomi bakho bonke.
(I told you to forget about me and go on with your life, and I m sure you will meet someone along the way that you will love for your entire life)

(10) (T)Spaks: Undophule intliziyo ekuthandaneni kwethu andizange ndicinge ukuba inganguwe lo uthetha kanje kum kodwa ke ngoku ndiyazivela.
(You have broken my heart, I never thought you would talk to me like that, but I hear what you say)

(11) S)Nono: Hayi Spaks sukuthetha ingathi uyashwabula akukho nto imbi ndikwenze yona, wena libala qha ngam uzokuphila kamnandi, nam ndandingatsho ukuba kwakuze kube nje kodwa xa luphelile luphelile.
(Please don't talk like that I have not done anything to you but you, just forget about me, and you will live a happy life. I also never thought that it will be like this, but when its over, its over)

(12) T)Spaks: Andiqondi ukuba ndakukwazi ukukulibala besele ndikuqhelile ndizixelele ngawe ndikufake nasentliziyweni yam.
(I doubt if I will ever be able to forget you, I was so used to you, and you were always in my heart)

(13) (S)Nono: Jonga ke ndikuxelele into, ukuba uyandithanda ndikhulule ndihambe ungaxhali ngomntwana.
(So, if you love me, let me go, and don't worry about the child)

(14) (T)Spaks: Kuba ndikuthanda ndiyakukhulula kwaye ndicela uman'ukuzisa umntwana ndimbone.
(Because I love you I will let you go, but please, from time to time, bring the child to visit)
UNono ukwazile ukuphembelela uSpaks ukuba bohlukane.
(Nono has succeded in persuading Spaks to end their relationship.

MESSAGE OF B(11):

1. Primary goal

1.1 Statement of the problem

Unathi (source) attempts to persuade his girlfriend, Sizwe (target), that their love relationship must come to an end. Aside from other minor reasons, he mentions one major reasons for wanting to break up, and that he is no longer in love with her – that his love for her is over (5, 7, 11).

(In the text analysis, Unathi is designated as the source (S), Sizwe as the target (T), and the numbers 1-13 in brackets represent the conversational turns of the influence episode).

(S) Unathi: Ndifikelele esigqibeni sokuba masohlukane thina sobabini, siyeke ukuthandana ke ukutsho.
(I have reached a decision that we end our relationship)(5)

(S) Unathi: Ezinye izinto Sizwe azidingi ukuba uzicinge zisuke zizenzekele nje. Umzekelo; ukuphela kothando emntwini.
(Some things don't even need to be thought through, they just happen. For instance, the end of love for a person)(7)

(S) Unathi: Sizwe, into yokuba ndiqhubeke ndithandane nawe kodwa ndibe ndingakuthandi ibiza kukonzakalisa kakhulu emphefumlweni xa sele ndikuxelela emva kwethuba elide.
(Sizwe, if I could have continued to be with you even if I knew that I no longer love you would have hurt you a lot)(11)

1.2 Primary goal with arguments

1.2.1 Change Relationship: de-escalation.

Arguments in favour	**Arguments against**
Argument 1: Love is over a) (S)Unathi: Ndifikelele esigqibeni sokuba masohlukane thina sobabini, siyeke ukuthandana ke ukutsho. *(I have reached a decision that we end our relationship)*(5) (i) (S)Unathi: Ezinye izinto Sizwe azidingi ukuba uzicinge zisuke zizenzekele nje. Umzekelo; ukuphela kothando emntwini. *(Some things don't even need to be thought through, they just happen. For instance, the end of love for a person)*(7)	**Argument 1**: Don't want to accept this a) (T)Sizwe: Hayi bo! Yinto oyicinge nini leyo kwaye kutheni ufikelele kweso sigqibo nje? *(No! When did you think about that, and when did you reach that decision)?*(6) i) (T)Sizwe: Kodwa kutheni lo iza kuba ndim lo ukule ndawo?Umntwana wethu yena uthi ayithathe njani yonke le nto kuba besele ndicinga ukuba siza kutshata. *(But, why should that be me? What about our child and why is this happening at the time that I was thinking of getting married to you)*(8) b) Problem of child. Probable marriage (8) (T)Sizwe: Kodwa kutheni lo iza kuba ndim lo ukule ndawo? Umntwana wethu yena uthi ayithathe njani yonke le nto kuba besele ndicinga ukuba siza kutshata. *(But, why should that be me? What about our child and why is this happening at the time that I was thinking of getting married to you)*(8)
Argument 2: Play on feelings a) So sorry to hurt you (S)Unathi: Ndiyaxolisa ukuba ndikophule intliziyo ibingeyo njongo yam ntonje ndilandela endikuxelelwa yintliziyo yam. *(I am sorry to hurt you, it was not my intention, I just followed my heart)*(9) b) Staying together would hurt (S)Unathi: Sizwe, into yokuba ndiqhubeke ndithandane nawe kodwa ndibe ndingakuthandi ibiza kukonzakalisa kakhulu emphefumlweni xa sele ndikuxelela emva kwethuba elide. *(Sizwe, if I could have continued to be with you even if I knew that I no longer love you would have hurt you a lot)* (11)	**Argument**: Reiterate his love (10) a) (T)Sizwe: Intliziyo yakho ayikhange ikuxelele ukuba mna ndiyakuthanda kwaye ixesha elide endilichithe nawe lithetha ukuba ndifuna sahlulwe kukufa? *(Your heart did not tell you that I love you, and the time long time we spent meant that I want us to be separated by death)?*(10)

1.3 Compliance

Unathi (source) has succeeded to persuade Sizwe (target) to break up with her. See conversational turn: (14)

1.4 Content category

Refer to G (11), paragraph 1.4 above

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: i) Refer to G (11), paragraph 1.5.1 above

1.5.2 Importance: Refer to G (11), paragraph 1.5.2 above

1.6 Structure:

Self benefit: Refer to G (11), paragraph 1.6.1 above

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

Refer to G (11), paragraph 1.7.1 above, and consider arguments 1 and 2 for this purpose.

1.7.2 Strength criterion:

Refer to G (11), paragraph 1.7.2 above, and refer to arguments 1 and 2 for better understanding

1.8 Culture: social meaning

Refer to G (11), paragraph 1.8 above.

1.9 Goal achievement:

The primary goal, Change relationship- de-escalation, in this episode has been achieved.

2. SECONDARY GOAL

2.1 Affect management goal: Refer to G (11) paragraph 2.1 for a brief explication of what this goal entails. The example of conversational turns below share some light in this influence attempt. .

(S) Unathi: Sizwe kukho into endifuna siyithethe thina sobabini xa unethuba?
(Sizwe there is something that I want to talk to you about when you have time)? (1)
(S) Unathi: Iza kuxhomekeka ke leyo ukuba uyithatha kanjani wena.
(It will depend on how you take it) (3)

2.2 Interaction or conversational management goals: these goals are concerned with impression management and face issues.

a. Experience of face issues is reflected in this example:

In this influence attempt, the source's positive face is being threatened. This notion is displayed by the targets reluctance to accede to compliance, and thus allows the source the desire to have his freedom. Consider conversational turns 8 and 10 for a better understanding.

3. RELATIONSHIP BETWEEN GOALS

In this persuasive episode, Change relationship – de-escalation is not compatible with the secondary goal of affect management. Also refer to G (11), paragraph 3 above.

4. GOAL COMPLEXITY

This is a problem solving episode. Refer to G (11), paragraph 4 above.

5. TARGETS AND TYPE OF CHANGE

5.1 Target

Behaviour is targeted. Refer to G (11), paragraph 5.1 above for further explanation.

5.2. Type of change:

Reinforcement is the type of change in this influence asttempt. Refer to G (11), paragraph 5.2 above for a brief.

6. PLANS

6.1 Message dimension

6.1.1 Explicitness:

The source advances direct messages in which he suggests that the relationship must come to an end between himself and the target. Refer to paragraph 1.2.1, conversational turns 5 and 7 (arguments 1) for typical examples of directness:

(S) Unathi: Ndifikelele esigqibeni sokuba masohlukane thina sobabini, siyeke ukuthandana ke ukutsho.
(I have reached a decision that we end our relationship) (5)

(S) Unathi: Ezinye izinto Sizwe azidingi ukuba uzicinge zisuke zizenzekele nje. Umzekelo; ukuphela kothando emntwini.*(Some things don't even need to be thought through, they just happen. For instance, the end of love for a person)* (7)

6.1.2 Dominance:

Dominance of source:

Both source and target dominance is evident in this influence attempt. Refer to G (11), paragraph 6.1.2 above for a brief explanation. The examples that follow are relevant to this this situation:

(T) Sizwe: Intliziyo yakho ayikhange ikuxelele ukuba mna ndiyakuthanda kwaye ixesha elide endilichithe nawe lithetha ukuba ndifuna sahlulwe kukufa?
(Your heart did not tell you that I love you, and the time long time we spent meant that I want us to be separated by death)? (10)

(S) Unathi: Sizwe, into yokuba ndiqhubeke ndithandane nawe kodwa ndibe ndingakuthandi ibiza kukonzakalisa kakhulu emphefumlweni xa sele ndikuxelela emva kwethuba elide.
(Sizwe, if I could have continued to be with you even if I knew that I no longer love you would have hurt you a lot) (11)

6.1.3 Argument:

The source presents logical reasons for the target to consider compliance. Refer to paragraph 1.2.1 under arguments in favour for a better understanding:

6.1.4 Control:

Source control:

No evidence of control

6.2 Types of plans

6.2.1 Plan complexity:

In this influence attempt, evidence of 2 plan actions that are essential for Change relationship: de-escalation goal achievement are presented. The examples that follow are a showcase of this situation. Also refer to the paragraph 1.2.1 above, under arguments in favour for more clarity:

a) Love is over

(S) Unathi: Ndifikelele esigqibeni sokuba masohlukane thina sobabini, siyeke ukuthandana ke ukutsho.
(I have reached a decision that we end our relationship)(5)

(i) (S) Unathi: Ezinye izinto Sizwe azidingi ukuba uzicinge zisuke zizenzekele nje. Umzekelo; ukuphela kothando emntwini.
(Some things don't even need to be thought through, they just happen. For instance, the end of love for a person) (7)

b) Play on feelings

(S) Unathi: Ndiyaxolisa ukuba ndikophule intliziyo ibingeyo njongo yam ntonje ndilandela endikuxelelwa yintliziyo yam.
(I am sorry to hurt you, it was not my intention, I just followed my heart)(9)

(i) (S) Unathi: Sizwe, into yokuba ndiqhubeke ndithandane nawe kodwa ndibe ndingakuthandi ibiza kukonzakalisa kakhulu emphefumlweni xa sele ndikuxelela emva kwethuba elide.
(Sizwe, if I could have continued to be with you even if I knew that I no longer love you would have hurt you a lot) (11)

6.2.2 Plan specificity:

In terms of the primary goal, that is, Change relationship: de-escalation, plan actions 1 and 2 have been fully articulated. As a result of that they contain sufficient specificity for primary goal achievement.

6.2.3 Plan quality:

In all the 2 plans (1and 2), arguments against or counter arguments are evident. However, presented plans carry the necessary quality that is required, so that the desired effects are produced.

7. Action

7.1 Message production

7.1.1 Primary goal importance:

In this influence attempt, primary goal importance shares a degree of prominence. The use of high level arguments that are meant for compliance gaining in this instance bear some evidence. Refer to paragraph 1.2.1 above, and consider arguments 1 and 2 above.

7.1.2 Secondary goal:

Affect management goal: (Refer to G (11) above, and consider arguments 1 and 2 of this influence attempt.

7.2 Emotional appeal:

7.2.1 Positive emotions.

There is no evidence of a negative emotion in this influence attempt.

7.2.2 Negative emotions:

There is no evidence of a negative emotion in this influence attempt.

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

Refer to G (11), paragraph 7.3.2 for further explanation on the syntactic level. The examples below bear relevance to this influence attempt:

(S) Unathi: Iza kuxhomekeka ke leyo ukuba uyithatha kanjani wena.
(It will depend on how you take it)(3)
(T) Sizwe: Khawutsho ndinethuba nangoku.
(Talk now, I have time)(4)
(S) Unathi: Ezinye izinto Sizwe azidingi ukuba uzicinge zisuke zizenzekele nje. Umzekelo; ukuphela kothando emntwini.
(Some things don't even need to be thought through, they just happen. For instance, the end of love for a person)(7)
(T) Sizwe: Intliziyo yakho ayikhange ikuxelele ukuba mna ndiyakuthanda kwaye ixesha elide endilichithe nawe lithetha ukuba ndifuna sahlulwe kukufa?
(Your heart did not tell you that I love you, and the time long time we spent meant that I want us to be separated by death)?(10)
(S) Unathi: Sizwe, into yokuba ndiqhubeke ndithandane nawe kodwa ndibe ndingakuthandi ibiza kukonzakalisa kakhulu emphefumlweni xa sele ndikuxelela emva kwethuba elide.
(Sizwe, if I could have continued to be with you even if I knew that I no longer love you would have hurt you a lot) (11)

7.3.2 Lexical level:

a. Lexical diversity:

Refer to G (11), paragraph 7.3.2 for further explanation on lexical diversity. The examples that follow bear relevance to this influence attempt:

(S) Unathi: Ezinye izinto Sizwe <u>azidingi</u> ukuba uzicinge zisuke zizenzekele nje. Umzekelo; ukuphela kothando emntwini.
(Some things don't even need to be thought through, they just happen. For instance, the end of love for a person)(7)
(T) Sizwe: Kodwa kutheni lo <u>iza kuba ndim lo ukule ndawo</u>? Umntwana wethu yena uthi ayithathe njani yonke le nto kuba besele ndicinga ukuba siza kutshata.
(But, why should that be me? What about our child and why is this happening at the time that I was thinking of getting married to you)(8)
(S) Unathi: Ndiyaxolisa ukuba <u>ndikophule intliziyo</u> ibingeyo njongo yam ntonje ndilandela <u>endikuxelelwa yintliziyo yam</u>.
(I am sorry to hurt you, it was not my intention, I just followed my heart)(9)
(T) Sizwe: Intliziyo yakho ayikhange ikuxelele ukuba mna ndiyakuthanda kwaye ixesha elide endilichithe nawe lithetha ukuba ndifuna <u>sahlulwe kukufa</u>?
(Your heart did not tell you that I love you, and the time long time we spent meant that I want us to be separated by death)?(10)

(S) Unathi: Sizwe, into yokuba ndiqhubeke ndithandane nawe kodwa ndibe ndingakuthandi ibiza kukonzakalisa kakhulu emphefumlweni xa sele ndikuxelela emva kwethuba elide.
(Sizwe, if I could have continued to be with you even if I knew that I no longer love you would have hurt you a lot)(11)

7.3.3 Equivocal language

There is no evidence of equivocal language

7.4 Language use:

7.4.1 Power of speech style

There is no evidence of the power of speech style**.**

8. Message effects

8.1 Relational and emotional effects

8.1.1 Effects of Dominance:

Refer to paragraph 6.1.2 for a brief explanation on the dominance of both the source and target, and see the examples below for evidence. In this relational context, both source and target dominance does not produce negative perceptions. Instead, evidence of positive effects are apparent in this persuasive message.

(T) Sizwe: Intliziyo yakho ayikhange ikuxelele ukuba mna ndiyakuthanda kwaye ixesha elide endilichithe nawe lithetha ukuba ndifuna sahlulwe kukufa?
(Your heart did not tell you that I love you, and the time long time we spent meant that I want us to be separated by death)?(10)

(S) Unathi: Sizwe, into yokuba ndiqhubeke ndithandane nawe kodwa ndibe ndingakuthandi ibiza kukonzakalisa kakhulu emphefumlweni xa sele ndikuxelela emva kwethuba elide.
(Sizwe, if I could have continued to be with you even if I knew that I no longer love you would have hurt you a lot)(11)

(T) Sizwe: Kucacile ukuba ayikho into endingayithetha enokukujika kwesi sigqibo sakho mandikuyeke.
(It's clear that nothing I can say that will change your decision, let me leave you)(12)

8.1.2 Effect of Explicitness:

Refer to paragraph 6.1.1 for a brief explanation on explicitness. In this relational context, the effects of directness do not have any negative implications whatsoever. Instead, directness in this influence attempt yields positive effects.

8.1.3 Effect of Argument:

Refer to paragraph 6.1.3 and paragraph 1.2.1 above with regards to argument. Logical reasons presented by the source contain the necessary strength and quality required to

achieve the primary goal, so that this persuasive message has yielded positive effects in as far as compliance gaining is concerned.

8.2 Competence

8.2.1 Appropriateness:

Refer to G (11), paragraph 8.2.1 for a better understanding of appropriateness.

8.2.2 Effectiveness

Refer to G (11), paragraph 8.2.2 for a better understanding of effectiveness.

8.3 Politeness:

8.3.1 Dominance:

The relationship between politeness and dominance is positive. (Refer to paragraph 8.1.1 above). Apparently, dominance and politeness relate positively in this influence attempt.

8.3.2 Explicitness:

Directness relates positively with politeness in this influence attempt. Refer to paragraphs 6.1.1 and 8.1.2 above.

8.3.3 Argument:

Reason giving has contributed an atmosphere of positive association between argument and politeness. (Refer to paragraph 1.2.1 above for a better understanding). It is apparent therefore that reason giving relates positively with politeness.

8.4 Resistance

8.4.1 Obstacles:

Refer to arguments against, paragraph 1.2.1 above. In this influence attempt, the target puts forward reasons that characterise an obstruction which could prevent the source's intention to gain compliance:

(T) Sizwe: Hayi bo! Yinto oyicinge nini leyo kwaye kutheni ufikelele kweso sigqibo nje?
(No! When did you think about that, and when did you reach that decision)?(6)

8.4.2 Barriers

Refer to G (11, 12), paragraph 8.4.2 for a better understanding of a barrier, and consider paragraph 1.2.1 above – arguments against. The following conversational turns are a typical example of a barrier:

(T) Sizwe: Intliziyo yakho ayikhange ikuxelele ukuba mna ndiyakuthanda kwaye ixesha elide endilichithe nawe lithetha ukuba ndifuna sahlulwe kukufa?
(Your heart did not tell you that I love you, and the time long time we spent meant that I want us to be separated by death)? (10)

(S) Unathi: Sizwe, into yokuba ndiqhubeke ndithandane nawe kodwa ndibe ndingakuthandi ibiza kukonzakalisa kakhulu emphefumlweni xa sele ndikuxelela emva kwethuba elide.
(Sizwe, if I could have continued to be with you even if I knew that I no longer love you would have hurt you a lot) (11)

8.4.3 Threat

Refer to G (11), paragraph 8.4.3 for a better understanding of threat. The following is a typical example of a threat:

(T) Sizwe: Kodwa kutheni lo iza kuba ndim lo ukule ndawo? Umntwana wethu yena uthi ayithathe njani yonke le nto kuba besele ndicinga ukuba siza kutshata.
(But, why should that be me? What about our child and why is this happening at the time that I was thinking of getting married to you)(8)

8.4.4 Refutational pre-emption:

Refer to G (11), paragraph 8.4.4 for a better understanding of refutational pre-emption. The conversational turn below (6) is a typical represention of a refutational pre-emption. For a better understanding, also consider the source's reaction in rejecting the target's viewpoint (7 against 6):

(T) Sizwe: Hayi bo! Yinto oyicinge nini leyo kwaye kutheni ufikelele kweso sigqibo nje?
(No! When did you think about that, and when did you reach that decision)?(6)

(S) Unathi: Ezinye izinto Sizwe azidingi ukuba uzicinge zisuke zizenzekele nje. Umzekelo; ukuphela kothando emntwini.
(Some things don't even need to be thought through, they just happen. For instance, the end of love for a person)(7)

B11: Text

(1) (S) Unathi: Sizwe kukho into endifuna siyithethe thina sobabini xa unethuba?
(Sizwe there is something that I want to talk to you about when you have time)?

(2) (T)Sizwe: Awu ingaba yintoni leyo na sithandwa sam, ayonto imbi phofu?
(What could that be my love, is it not bad)?

(3) (S)Unathi: Iza kuxhomekeka ke leyo ukuba uyithatha kanjani wena.
(It will depend on how you take it)

(4) (T)Sizwe: Khawutsho ndinethuba nangoku.
(Talk now, I have time)

(5) (S)Unathi: Ndifikelele esigqibeni sokuba masohlukane thina sobabini, siyeke ukuthandana ke ukutsho.
(I have reached a decision that we end our relationship)

(6) (T)Sizwe: Hayi bo! Yinto oyicinge nini leyo kwaye kutheni ufikelele kweso sigqibo nje?
(No! When did you think about that, and when did you reach that decision)?

(7) (S)Unathi: Ezinye izinto Sizwe azidingi ukuba uzicinge zisuke zizenzekele nje. Umzekelo; ukuphela kothando emntwini.
(Some things don't even need to be thought through, they just happen. For instance, the end of love for a person)

(8) (T)Sizwe: Kodwa kutheni lo iza kuba ndim lo ukule ndawo? Umntwana wethu yena uthi ayithathe njani yonke le nto kuba besele ndicinga ukuba siza kutshata.
(But, why should that be me? What about our child and why is this happening at the time that I was thinking of getting married to you)

(9) (S)Unathi: Ndiyaxolisa ukuba ndikophule intliziyo ibingeyo njongo yam ntonje ndilandela endikuxelelwa yintliziyo yam.
(I am sorry to hurt you, it was not my intention, I just followed my heart)

(10) (T)Sizwe: Intliziyo yakho ayikhange ikuxelele ukuba mna ndiyakuthanda kwaye ixesha elide endilichithe nawe lithetha ukuba ndifuna sahlulwe kukufa?
(Your heart did not tell you that I love you, and the time long time we spent meant that I want us to be separated by death)?

(11) (S)Unathi: Sizwe, into yokuba ndiqhubeke ndithandane nawe kodwa ndibe ndingakuthandi ibiza kukonzakalisa kakhulu emphefumlweni xa sele ndikuxelela emva kwethuba elide.
(Sizwe, if I could have continued to be with you even if I knew that I no longer love you would have hurt you a lot)

(12) (T)Sizwe: Kucacile ukuba ayikho into endingayithetha enokukujika kwesi sigqibo sakho mandikuyeke.
(It's clear that nothing I can say that will change your decision, let me leave you)

(13) (S)Unathi: Ndiyabulela ukuqonda kwakho, umntwana yena siza kuthatha ngedlela esiza kubambisana ngayo ngaye kwaye enye into andixabani nawe xa ufuna ungeza uzondibona.
(Thank you for understanding, we will make arrangements about the child and I have not quarreled with you so you can visit at anytime you want)

U-Unathi uphumelele ukuphembelela uSizwe ukuba bohlukane.

MESSAGE OF B(12):

1. Primary goal

1.1 Statement of the problem

Zandisile (source) attempts to plead with his girlfriend, Nono (target), that they must break up and stop seeing each other. He cites a few reasons for making such a decision. One, he suggests that he is no longer in love with her – that his love for her is over. Two, he is in love with someone else. Three, that there is no future for both of them. (8, 9, 11).

(In the text analysis, Zandisile is designated as the source (S), Nono as the target (T), and the numbers 1-13 in brackets represent the conversational turns of the influence episode).

(T) Nono: Yithi uyadlala awunakundixelela lo nto mna, khona zithini ezozi zizathu?
(Don't joke, you can't tell me that what are those reasons)?(8)

(S) Zandisile: Kukho ntokazi ithile endandithandana nayo ngaphambili kunawe, zange sohlukane. Kutshanje kuvele ukuba inomntwana kwaye ngowam, ngoku andikwazi ukuyishiya.
(There is a lady I dated before you, we never ended our relationship, so she has a child now and it is mine so I cannot leave her)(9)

(S) Zandisile: Njengoko usazi, kunzima ukuthandana nomntu ongafunwayo ngabazali bakhe, abazali bakho ukutsho oko. Ikamva lethu lokuba sithandane limfiliba kakhulu ngoko andinandlela yimbi xa umama womntwana wam esandamkela.
(You know that it is difficult to have any affair with someone whose parents despises you, so there is no future for us, but only with the mother of) (11)

1.2 Primary goal with arguments

1.2.1 Change Relationship: de-escalation.

Arguments in favour	**Arguments against**
Argument 1: Love is over (7) (S)Zandisile: Ewe, kuyanyanzeleka sohlukane phantsi kwezizathu ezibaluleke kakhulu. *(We have to part ways because of some important reasons)*(7)	**Argument 1**: Don't want to accept this (8) (T)Nono: Yithi uyadlala awunakundixelela lo nto mna, khona zithini ezozi zizathu? *(Don't joke, you can't tell me that what are those reasons)?(8)*
Argument 2: In love with someone else. Never ended the relationship. Has a child with her (9) (S)Zandisile: Kukho ntokazi ithile endandithandana nayo ngaphambili kunawe, zange sohlukane. Kutshanje kuvele ukuba inomntwana kwaye ngowam, ngoku andikwazi ukuyishiya. *(There is a lady I dated before you, we never ended our relationship, so she has a child now and it is mine so I cannot leave her)*(9)	**Argument 2:** Child is not reason to end relationship (10) (T)Nono: Yintoni ke ngoku unobangela wokuthi masahlukane kuba ukuba nomntwana akuthethi ukuba buyelanani qha kukuba wena wondle umntwana qha *(Why then do we have to end our relationship because having a child with her does not mean you have to go back to her, but all you have to do is to look after the child)*(10)
Argument 3: No future in relationship. Target's (Nono) parents despise him. Other woman will accept him (11) (S)Zandisile: Njengoko usazi, kunzima ukuthandana nomntu ongafunwayo ngabazali bakhe, abazali bakho ukutsho oko. Ikamva lethu lokuba sithandane limfiliba kakhulu ngoko andinandlela yimbi xa umama womntwana wam esandamkela. *(You know that it is difficult to have any affair with someone whose parents despises you, so there is no future for us, but only with the mother of my child while she still accepts me)* (11)	**Argument 3**: Ag. Relationship has been long. Problem with child (12) (T)Nono: Uyayazi ukuba kudala sathandana, umntwana uza kuthini? *(You know that we have been together for such a long time, and what is the child going to say)?*(12)

1.3 Compliance

Nono (source) has succeeded to persuade Sparks (target) to break up with her. See conversational turn: (14)

1.4 Content category

Refer to G (11), paragraph 1.4 above

1.5 Arrangement of goals on two dimensions:

1.5.1 Hierarchy: i) Refer to G (11), paragraph 1.5.1 above

1.5.2 Importance: Refer to G (11), paragraph 1.5.2 above

1.6 Structure:

Self benefit: Refer to G (11), paragraph 1.6.1 above

1.7 Triggering of a rule to form a goal

1.7.1 Fit criterion:

Refer to G (11), paragraph 1.7.1 above, and consider arguments 1 and 2 for this purpose.

1.7.2 Strength criterion:

Refer to G (11), paragraph 1.7.2 above, and refer to arguments 1 and 2 for better understanding

1.8 Culture: social meaning

Refer to G (11), paragraph 1.8 above.

1.9 Goal achievement:

The primary goal, Change relationship- de-escalation, in this episode has been achieved.

2. SECONDARY GOAL

2.1 Affect management goal: Refer to G (11) paragraph 2.1 for a brief explication of what this goal entails. The example of conversational turns below provides a better understanding in this influence attempt. .

(S) andisile: Kutheni wavumela phantsi ukhathazwe yintoni?
You sound down, what is wrong with you)? (3)
(S) andisile: Bendisele ndinexhala lokuba umntwana akaphilanga njengoko umazi ukuba uthanda ukukhathaza kutshanje.
(I thought that the child was not well as usual) (5)

2.2 Interaction or conversational management goals: these goals are concerned with impression management and face issues.

Experience of face issues is reflected in this example:

In this influence attempt, the source's positive face is constrained by the targets reticence to accede to compliance which could allow the source the desire to have his freedom to initiate a relationship with his old time lover. Consider conversational turns 8 and 10 for more clarity.

3. RELATIONSHIP BETWEEN GOALS

In this persuasive episode, Change relationship – de-escalation is not compatible with the secondary goal of affect management. Also refer to G (11), paragraph 3 above.

4. GOAL COMPLEXITY

This is a problem solving episode. Refer to G (11), paragraph 4 above.

5. TARGETS AND TYPE OF CHANGE

5.1 Target

Behaviour is targeted. Refer to G (11), paragraph 5.1 above for further explanation.

5.2. Type of change:

Reinforcement is a type of change. Refer to G (11), paragraph 5.2 above for a brief.

6. PLANS

6.1 Message dimension

6.1.1 Explicitness:

The source uses direct messages to persuade the target to accede to his request that their intimate relationship must come to an end. Refer to paragraph 1.2.1, conversational turn 7 (arguments 1) for a typical example of directness:

(S) andisile: Ewe, kuyanyanzeleka sohlukane phantsi kwezizathu ezibaluleke kakhulu.
(We have to part ways because of some important reasons) (7)

6.1.2 Dominance:

Dominance of source:

Both source and target present a degree of moderate dominance in their respective processes of compliance gaining and resistance in this persuasive attempt. Refer to G (11), paragraph 6.1.2 above for a brief explanation. The examples that follow are relevant to this situation:

(T) no: Uyayazi ukuba kudala sathandana, umntwana uza kuthini?
(You know that we have been together for such a long time, and what is the child going to say)? (12)
(S) andisile: Umntwana akangomsesane.
(The child is not a ring) (13)

6.1.3 Argument:

The source advances logical reasons that are persuasive towards gaining compliance of the target. Refer to paragraph 1.2.1 under arguments in favour for a better understanding:

6.1.4 Control:

Source control:

No evidence of control

6.2 Types of plans

6.2.1 Plan complexity:

3 plan actions that are critical for Change relationship: de-escalation goal achievement are evident in this influence attempt. The examples presented below are a showcase of this situation. Also refer to paragraph 1.2.1 above, under arguments in favour for a better understanding. :

Love is over

(S) andisile: Ewe, kuyanyanzeleka sohlukane phantsi kwezizathu ezibaluleke kakhulu.
(We have to part ways because of some important reasons)(7)

In love with someone else. Never ended the relationship. Has a child with her.

(S) andisile: Kukho ntokazi ithile endandithandana nayo ngaphambili kunawe, zange sohlukane. Kutshanje kuvele ukuba inomntwana kwaye ngowam, ngoku andikwazi ukuyishiya.
(There is a lady I dated before you, we never ended our relationship, so she has a child now and it is mine so I cannot leave her) (9)

No future in relationship.Target's (Nono) parents despise him. Other woman will accept him.

(S) Zandisile: Njengoko usazi, kunzima ukuthandana nomntu ongafunwayo ngabazali bakhe, abazali bakho ukutsho oko. Ikamva lethu lokuba sithandane limfiliba kakhulu ngoko andinandlela yimbi xa umama womntwana wam esandamkela.
(You know that it is difficult to have any affair with someone whose parents despises you, so there is no future for us, but only with the mother of my child while she still accepts me) (11)

6.2.2 Plan specificity:

In terms of the primary goal, that is, Change relationship: de-escalation, plan actions 1, 2 and 3 have been fully articulated. As a matter of fact these plans contain sufficient specificity for the achievement of the primary goal.

6.2.3 Plan quality:

In all the plans (1, 2 and 3), arguments against or counter arguments are evident. Nevertheless, the presented plans carry the necessary quality that is required, as a result of that the desired effects are produced.

7. Action

7.1 Message production

7.1.1 Primary goal importance:

Refer to B (11), paragraph 7.1.1 for a brief about primary goal importance, and consider paragraph 1.2.1, arguments 1, 2 and 3 of this influence attempt.

7.1.2 Secondary goal:

Affect management goal: (Refer to G (11) above, and see arguments 1 and 2 of this influence attempt.

7.2 Emotional appeal:

7.2.1 Positive emotions.

There is no evidence of a negative emotion in this influence attempt.

7.2.2 Negative emotions:

There is no evidence of a negative emotion in this influence attempt.

7.3 Language and style

7.3.1 Language

7.3.1.1 Syntactic Level

Refer to G (11), paragraph 7.3.2 for further explanation on the syntactic level. The examples below bear relevance to this influence attempt:

(S) Zandisile: Kutheni wavumela phantsi ukhathazwe yintoni?
(You sound down, what is wrong with you)?(3)
(T) Nono: Andikhathazekanga intokunayo kukungabonani nje.
(There is nothing wrong except that we don't see each other)(4)
(S) Zandisile: Bendisele ndinexhala lokuba umntwana akaphilanga njengoko umazi ukuba uthanda ukukhathaza kutshanje.
(I thought that the child was not well as usual)(5)
(S) Zandisile: Kukho ntokazi ithile endandithandana nayo ngaphambili kunawe, zange sohlukane. Kutshanje kuvele ukuba inomntwana kwaye ngowam, ngoku andikwazi ukuyishiya.
(There is a lady I dated before you, we never ended our relationship, so she has a child now and it is mine so I cannot leave her)(9)
(S) Zandisile: Njengoko usazi, kunzima ukuthandana nomntu ongafunwayo ngabazali bakhe, abazali bakho ukutsho oko. Ikamva lethu lokuba sithandane limfiliba kakhulu ngoko andinandlela yimbi xa umama womntwana wam esandamkela.
(You know that it is difficult to have any affair with someone whose parents despises you, so there is no future for us, but only with the mother of my child while she still accepts me)(11)

7.3.2 Lexical level:

a. Lexical diversity:

Refer to G (11), paragraph 7.3.3 for further explanation on lexical diversity. The examples that follow bear relevance to this influence attempt:

(S) Zandisile: Bendisele ndinexhala lokuba umntwana akaphilanga njengoko umazi ukuba uthanda ukukhathaza kutshanje.
(I thought that the child was not well as usual)(5)
(T) Nono: Kukho into ebalulekileyo obufuna siyixazulule?
(Is there is something that you want us to talk about)?(6)
(S) Zandisile: Kukho ntokazi ithile endandithandana nayo ngaphambili kunawe, zange sohlukane. Kutshanje kuvele ukuba inomntwana kwaye ngowam, ngoku andikwazi ukuyishiya.
(There is a lady I dated before you, we never ended our relationship, so she has a child now and it is mine so I cannot leave her)(9)
(S) Zandisile: Njengoko usazi, kunzima ukuthandana nomntu ongafunwayo ngabazali bakhe, abazali bakho ukutsho oko. Ikamva lethu lokuba sithandane limfiliba kakhulu ngoko andinandlela yimbi xa umama womntwana wam esandamkela.
(You know that it is difficult to have any affair with someone whose parents despises you, so there is no future for us, but only with the mother of my child while she still accepts me)(11)
(S) Zandisile: Umntwana akangomsesane.
(The child is not a ring)(13)

7.3.3 Equivocal language

There is no evidence of equivocal language

7.4 Language use:

7.4.1 Power of speech style

There is no evidence of the power of speech style

8. Message effects

8.1 Relational and emotional effects

8.1.1 Effects of Dominance:

Refer to G (11), B (11), and paragraph 8.1.1 for a brief explanation on the effects of dominance of both the source and target. For purposes of this relational context, both source and target dominance does not produce negative perceptions. See conversational turns (9, 10, 11 and 12) for evidence.

8.1.2 Effect of Explicitness:

Refer to G (11), B (11), and paragraph 8.1.2 for a brief explanation of the effects of explicitness. Directness in this influence attempt relates to positive effects.

8.1.3 Effect of Argument:

Refer to paragraph 6.1.3 and paragraph 1.2.1 above with regards to argument. Reasons giving in this influence attempt has yielded positive effects in as far as compliance gaining is concerned.

8.2 Competence

8.2.1 Appropriateness:

Refer to G (11), paragraph 8.2.1 for a better understanding of appropriateness.

8.2.2 Effectiveness

Refer to G (11), paragraph 8.2.2 for a better understanding of effectiveness.

8.3 Politeness:

8.3.1 Dominance:

With reference to politeness and dominance, refer to paragraph 8.1.1 above. The nature and level of moderate dominance is synonymous to politeness. As a result of that dominance and politeness relate positively.

8.3.2 Explicitness:

Directness associates positively with politeness in this influence attempt. Refer to paragraphs 6.1.1 and 8.1.2 above.

8.3.3 Argument:

Refer to G (11), B (11), paragraph 8.3.4 for a better understanding of politeness and argument. It is also clear that reason giving in this influence attempt relates positively with politeness.

8.4 Resistance

8.4.1 Obstacles:

Refer to arguments against, paragraph 1.2.1 above. In this influence attempt, the target advances reasons that frame an obstruction which is preventative of compliance gaining. The example below is a typical example of an obstacle:

(T) Nono: Yithi uyadlala awunakundixelela lo nto mna, khona zithini ezozi zizathu?
(Don't joke, you can't tell me that what are those reasons)?(8)

8.4.2 Barriers

Refer to G (11, 12), paragraph 8.4.2 for a better understanding of a barrier, and consider paragraph 1.2.1 above – arguments against. The following conversational turns reflect this notion:

(S) Zandisile: Njengoko usazi, kunzima ukuthandana nomntu ongafunwayo ngabazali bakhe, abazali bakho ukutsho oko. Ikamva lethu lokuba sithandane limfiliba kakhulu ngoko andinandlela yimbi xa umama womntwana wam esandamkela.
(You know that it is difficult to have any affair with someone whose parents despises you, so there is no future for us, but only with the mother of my child while she still accepts me)(11)

(T) Nono: Uyayazi ukuba kudala sathandana, umntwana uza kuthini?
(You know that we have been together for such a long time, and what is the child going to say)?(12)

8.4.3 Threat

Refer to G (11), paragraph 8.4.3 for a better understanding of threat. The following is a typical example of a threat:

(T) Nono: Uyayazi ukuba kudala sathandana, umntwana uza kuthini?
(You know that we have been together for such a long time, and what is the child going to say)?(12)

8.4.4 Refutational pre-emption:

The conversational turns below (10) represent a refutational pre-emption situation. This notion is displayed by the target's usage of the defense of the source to object and defend his position. Refer to the target's reaction in rejecting the source's motivation (10 against 9):

(S) Zandisile: Kukho ntokazi ithile endandithandana nayo ngaphambili kunawe, zange sohlukane. Kutshanje kuvele ukuba inomntwana kwaye ngowam, ngoku andikwazi ukuyishiya.
(There is a lady I dated before you, we never ended our relationship, so she has a child now and it is mine so I cannot leave her)(9)

(T) Nono: Yintoni ke ngoku unobangela wokuthi masahlukane kuba ukuba nomntwana akuthethi ukuba buyelanani qha kukuba wena wondle umntwana qha
(Why then do we have to end our relationship because having a child with her does not mean you have to go back to her, but all you have to do is to look after the child)(10)

B12: Text

(1) (S) Zandisile: Molo Nono.
(Hellow Nono)

(2) (T) Nono: Ewe tata kaSonwabo.
(Hellow, Sonwabo's father)

(3) (S)Zandisile: Kutheni wavumela phantsi ukhathazwe yintoni?
(You sound down, what is wrong with you)?

(4) (T)Nono: Andikhathazekanga intokunayo kukungabonani nje.
(There is nothing wrong except that we don't see each other)

(5) (S)Zandisile: Bendisele ndinexhala lokuba umntwana akaphilanga njengoko umazi ukuba uthanda ukukhathaza kutshanje.
(I thought that the child was not well as usual)

(6) (T)Nono: Kukho into ebalulekileyo obufuna siyixazulule?
(Is there is something that you want us to talk about)?

(7) (S)Zandisile: Ewe, kuyanyanzeleka sohlukane phantsi kwezizathu ezibaluleke kakhulu.
(We have to part ways because of some important reasons)

(8) (T)Nono: Yithi uyadlala awunakundixelela lo nto mna, khona zithini ezozi zizathu?
(Don't joke, you can't tell me that what are those reasons)?

(9) (S)Zandisile: Kukho ntokazi ithile endandithandana nayo ngaphambili kunawe, zange sohlukane. Kutshanje kuvele ukuba inomntwana kwaye ngowam, ngoku andikwazi ukuyishiya.
(There is a lady I dated before you, we never ended our relationship, so she has a child now and it is mine so I cannot leave her)

(10) (T)Nono: Yintoni ke ngoku unobangela wokuthi masahlukane kuba ukuba nomntwana akuthethi ukuba buyelanani qha kukuba wena wondle umntwana qha
(Why then do we have to end our relationship because having a child with her does not mean you have to go back to her, but all you have to do is to look after the child)

(11) (S)Zandisile: Njengoko usazi, kunzima ukuthandana nomntu ongafunwayo ngabazali bakhe, abazali bakho ukutsho oko. Ikamva lethu lokuba sithandane limfiliba kakhulu ngoko andinandlela yimbi xa umama womntwana wam esandamkela.
(You know that it is difficult to have any affair with someone whose parents despises you, so there is no future for us, but only with the mother of my child while she still accepts me)

(12) (T)Nono: Uyayazi ukuba kudala sathandana, umntwana uza kuthini?
(You know that we have been together for such a long time, and what is the child going to say)?

(13) (S)Zandisile: Umntwana akangomsesane.
(The child is not a ring)
uZandisile uphumelele ekuphembeleleni uNono ukuba bohlukane
(Zandisile was successful in persuading Nono to end their affair)

CHAPTER 6

6.1 AIM

The aim of this chapter is, firstly, to present an overview of persuasive messages with regards to the analysis in chapter five of the dialogues or self –report descriptions that have been collected for this study. Secondly, a comparison of the issues presented in the scheme for analysing persuasive messages (see chapter five for analysis) will be attempted. Lastly, attention will be given to a comparison of all categories in respect of persuasive message production, and a comparison of gender aspects in relation to persuasion will also be explored in this chapter.

6.2 PERSUASION

6.2.1 The persuasive message

In this study, six themes with persuasive messages formed the basis of the research. The brief discussion below provides an overview of each theme in relation to its persuasive message.

Religious theme

This theme relates to an unpleasant state of affairs within a religious environment, that is, the church. For instance, issues of low morality, malicious gossip in the church, fighting over positions by church leaders, illegal use of church funds, inconsistency of church leaders, extra marital relationships between married and unmarried persons, mistrust within the church environment, insults amongst women about alleged involvement in witchcraft, promiscuity of the church elders, inappropriate and unacceptable intimate relationships which involve priests and youth. All of these concerns are primary reasons that have triggered influence attempts or persuasion towards an alternative course of action on the part of the people.

Education theme

The education theme makes reference to the predicament that the message sources are facing which become hindrances against advancing in further education. Reasons behind the peoples' stance include the following: financial problems, wanting to find a job, wanting

to study part time, boredom and being tired of schooling. All of these reasons have triggered or contributed to persuasion that is related to this theme.

Parent-child relationship

The parent – child relationship theme entails the sources' intent or plans to participate in a tour/trip that students will undertake. In requesting permission and financial assistance, logical reasons that are guided by influence attempts are presented: All the students from the organisation are going, friends will also participate, and it is therefore desirable to be part of the excursion. Furthermore, the trip is educational and will offer important information about the environment. In addition, the trip forms part of the studies and it is a career orientation, and as such it will put people in good stead for obtaining a bursary. The above are the motives that have triggered and contributed to persuasion that is relevant to this theme.

Social /casual relationship

In relation to the social /casual relationship theme, the contentious issue is the noise level with regard to which people plead with fellow neighbours to have the noise reduced to a reasonable level during evenings. The reasons that have triggered persuasion in relation to this theme are cited as: peace and quiet in order to have sufficient sleep, relaxation and the ability to concentrate in class, wanting to study and organize school work without interruption, as good performance is required from bursary holders otherwise failing to do so will lead to the loss of a bursary. Failure cannot be an option as one may be expected to make repayments in the form of a loan.

Favour from a friend

With regard to this theme, people advance a request or favour to have assistance with the typing of school work. This interaction involves influence, and the reasons that drive the persuasive attempts include the following: an arm is broken, injured, sore, and as a result of that the school work cannot be typed, and yet it has to be done and submitted in a typed format.

Intimacy /relationship

This theme relates to a relational or intimate issue, and ending an intimate or romantic relationship is the bone of contention contained in this theme. Reasons that are associated

with persuasive attempts are described as follows: that there is a need for a break from the relationship, priorities that lie elsewhere, a preference for focusing on books. Also included are the reasons that love no longer exists, being in love with someone else, and as a result of that there is no future for the relationship.

6.2.2 Arguments for persuasion

Table 1

	Persuasive Arguments		
Themes	**Females**	**Males**	**Total**
1.Religion	18	10	28
2.Education	14	12	26
3. Parent –Child relationship	9	5	14
4. Social /casual relationship	11	7	18
5. Favour from a friend	7	13	20
6. Intimacy /relationship	5	7	12
Total	64	54	118

- **A comparison of all arguments for each theme versus the total of arguments**:

Theme 1: Religion

A total of 28 arguments have been advanced to persuade people about certain religious issues. From Table 2, the highest number of arguments has been given in favour of this theme, that is, 28 from a total of 118 arguments for all six themes. This is a significant number because it illustrates the commitment of these people to religion and their convictions.

Theme 2: Education theme

A total of 26 arguments have been presented to persuade people about educational matters. Specifically, these arguments are raising logical reasons for lack of interest in exploring further studies. Table 1 shows that this is the second highest number of arguments that has been given in support of this theme, that is, 26 out of a total of 118 for all six themes. This number should be considered significant as it does not only explicate

the seriousness of the people about educational matters but it also underscores the reality of the obstacles that can confront people from being educated.

Theme 3: Parent –Child relationship

A total of 14 arguments have been advanced to persuade people about issues of exposure and career orientation, requesting permission from parents for participation in an excursion and asking for their assistance. From Table 1, an average number of arguments have been presented that fall within this theme, that is, 14 out of 118 arguments for all the six themes. Although not so significant, this number of arguments highlights a level of dedication of the people with reference to issues of exposure and career orientation.

Theme 4: Social /casual relationship

A total 18 arguments have been put forward to persuade people about noise levels, requesting the noise to be brought down to a reasonable level. Looking at Table 1, 18 out of 118 arguments is a reasonably significant number when all six themes are considered. It stands to reason therefore that people are concerned about unreasonable noise levels.

Theme 5: Favour from a friend.

A total of 20 arguments have been advanced to persuade people to carry out a favour, specifically between friends In Table 1, a significant amount of arguments, that is, 20 from a total number of 118 arguments for all six themes has been presented. This amount is significant in the sense that it shows the importance of interdependence amongst people.

Theme 6: Intimacy /relationship

A total of 12 arguments have been proposed to persuade people to end a romantic or intimate relationship. Looking at Table 1, an average number of arguments have been presented in favour of this notion, that is, 12 out of 118 arguments for all the six themes. Although this number does not have much significance, the amount of arguments here suggests peoples' willingness and prerogative to make a decision when such instances arise.

- **A comparison of the arguments of females and males versus the total of arguments** :

Theme 1: Religion

Females have advanced more arguments in favour of religion than males, i.e., 18 out of 28 arguments, with males contributing only 10 arguments. If we compare the total number of arguments which females have advanced in favour of all six themes, i.e., 64 arguments, it is found that females are serious about religion: their 18 arguments in favour of religion are the highest of all arguments of females. In comparison, the males did not do as well as females: they gave 10 arguments out of a total of 54 arguments for all themes.

Theme 2: Education

Females have presented slightly more arguments, i.e., 14 agaist 12 arguments advanced by males. By comparison, 14 arguments out of 26 arguments related by females, against 12 arguments advanced by males generally suggest an insignificant discrepancy in relation to gender in this category. However, of note is that arguments by females remain the second highest of all arguments of females (64) in all six themes, with males in this category occupying a parallel position when all arguments of males (54) are considered in all themes. Significantly, this configuration reveals the general plight that both genders face in terms of educational issues.

Theme 3: Parent –Child relationship

Females have proposed a total of 9 arguments in favour of exposure and career orientation – out of 14 arguments. On the other hand, males have presented 5 arguments in favour of the same situation. When comparing the total amount of arguments that females have advanced with reference to all the themes, that is, 64 arguments, it is realized that females are more keen and serious about exposure and career orientation issues compared to males. Be that as it may, it is also evident that female did not do well when female arguments in all six themes are considered. Similarly, males did not do well either – as the number of arguments in this category reflects the lowest amount of all the arguments when all themes are considered.

Theme 4: Social /casual relationship

Females have advanced 11 arguments from a total of 18 arguments, requesting for a reasonable level of noise, with males contributing only 7 arguments for the same situation. If one compares the total number of arguments presented by females with regards to the six themes, that is, 64 arguments, it is found that the amount of arguments reflect more

concerns from the females than males with regards to noise levels in this context. However, with the number of arguments, it should be noted that females did not perform so well when all six themes are taken into account. The same observation obtains with reference to males who presented only 7 arguments out of a total of 54 arguments for all themes.

Theme 5: Favour from a friend

Males have advanced more arguments in support of requesting favours from friends, that is, 13 out of 20 arguments, with females contributing only 7 arguments for the same situation. If one compares the total number of arguments which males have presented in respect of the six themes, that is, 54 arguments, it is found that males have the inclination of requesting more favours than females. The males' 13 arguments in this category are the highest of all arguments of males when all six themes are taken into account. In comparison, the females only gave 7 arguments out of a total of 64 arguments for all six themes.

Theme 6: Intimacy /relationship

Males have advanced slightly more arguments, that is, 7 out of 12 in favour of ending a romantic or intimate relationship. On the other hand, females have contributed 5 arguments for the same situation. By comparison, 7 arguments related by males against 5 arguments advanced by females generally suggest an insignificant difference in relation to gender in this category. Furthermore, 7 arguments from a total of 54 arguments related by males against 5 out of 64 arguments shared by females show no significance when all six themes are considered. Nonetheless, this pattern does reflect the eagerness of both genders to exercise their prerogative when it comes to intimacy issues.

6.2.3 Primary goals

Table 2 : Primary goals and arguments

	Persuasive arguments		
Goals	**Females**	**Males**	**Total**
1. (a) Change orientation and (b) Share activity	18	10	28
2. Give advice	14	12	26
3. (a) Obtain permission (b) Gain assistance	9	5	14
4. Enforce rights	11	7	18
5. Gain assistance	7	13	20
6. Change Relationship: de-escalation	5	7	12
Total	64	54	118

- **A comparison of all arguments for each goal versus the total of arguments**:

Goal 1: Change orientation and Share activity

A total number of 28 arguments have been presented to persuade people with the intention to change orientation and share activity. From the table above, the highest number of arguments has been given in support of this goal, that is, 28 from a total of 118 arguments for all goals. This number demonstrates some significance because it shows the importance of change – for the betterment of a situation when the need arises. Belongingness and the value of being part of a group in the sphere of social interaction for most people are considered crucial.

Goal 2: Give advice

A total number of 26 arguments has been advanced to persuade people with the purpose of giving advice. From the above table, 26 is the second highest number of arguments that has been given in support of this goal, from a total of 118 arguments when all goals are considered. This number should be considered significant as it illustrates the importance of advice as it relates to the provision of guidance in various contexts.

Goal 3: Obtain permission and Gain assistance

A total number of 14 arguments have been advanced to persuade people about requesting permission for participation in an excursion and asking for assistance with regard to the execution. From Table 2, an average number of arguments has been presented in support of the goals of Obtain permission and Gain assistance correspondingly, that is, 14 out of 118 arguments for all goal categories. To some degree, this is a significant observation in that this number of arguments demonstrates the commonness and relevance of this combination of goals which is a driving motivation for people to elicit the type of persuasive messages that are directed to a target person of higher status.

Goal 4: Enforce right

A total number of 18 arguments have been proposed to persuade people about noise levels, asking to have the noise brought down to a reasonable level. Considering Table 2, the amount of arguments, that is, 18 out of 118 arguments is a reasonably significant number when all the categories of goals are taken into account. This research suggests that people are concerned about their rights and they do not hesitate to react when such rights are violated.

Goal 5: Gain assistance

A total number of 20 arguments have been proposed to persuade people about carrying out a favour, or requesting a favour from a friend. From Table 2, a significant number of arguments, that is, 20 from a total number of 118 arguments for all goal categories has been presented. When compared to the total number, this number of argument is significant because it demonstrates the seriousness and value that people attach to the process of seeking assistance or help.

Goal 6: Change relationship

A total of 12 arguments have been advanced to persuade people about ending a romantic or intimate relationship. In the above table, an average number of arguments have been presented in support of this notion, that is, 12 out of 118 arguments for all the goal categories. Although this number does not have much significance when compared to the total number of arguments, the amount of arguments here show a prevalence of this goal in driving a persuasive message within this context, and people's eagerness to apply this goal when romantic situations turn unpleasant or sour.

- **A comparison of the arguments of females and males for each goal versus the total of arguments**:

Goal 1: Change orientation and Share activity

Females have advanced more arguments in support of the goal of Change orientation and Share activity, i.e., 18 out of 28 arguments, yet males have contributed only 10 arguments in this respect. If one compares the total number of arguments which females have proposed in support of all the goals, i.e., 64 arguments, it is found that females are more concerned about change – for the betterment of situations- and spending time together with others is part of their priority in social interaction. Of note is that their 18 arguments in support of Change orientation and Share activity are the highest of all arguments of females when all goals are considered. By comparison, the males did not do as well as females: they gave only 10 arguments out of a total of 54 arguments for all goals.

Goal 2: Give advice

Females have presented slightly more arguments, i.e., 14 against 12 arguments advanced by males in relation to the goal of Give advice. By comparison, 14 arguments out of 26 arguments related by females, against 12 arguments advanced by males generally suggest an insignificant discrepancy with regards to gender. Nevertheless, arguments by females remain the second highest of all arguments of females (64) in all the goals, with males occupying a corresponding position when all arguments of males (54) are considered in all goal categories. This finding indicates that both genders are generally keen and eager to give advice to others.

Goal 3: Obtain permission and Gain assistance

Females have proposed a total of 9 arguments in favour of the goals of Obtain permission and Gain assistance – from a total number of 14 arguments. On the contrary, males have advanced 5 arguments in support of the same goals. When comparing the total amount of arguments that females have advanced, it is discovered that females' are more inclined to requesting permission and assistance than males are. However, in terms of all the goal categories, which constitute 64 and 54 arguments for both females and males, the number of arguments for both genders shows less significance.

Goal 4: Enforce right

Females have presented 11 arguments from a total of 18 arguments, requesting a reasonable level of noise. Yet, males have contributed only 7 arguments for the same situation. If one compares the total number of arguments presented by females in respect of all goal categories, that is, 64 arguments, it is found that females are more concerned and keen to stand up for their rights than males are. However, with the number of arguments, it should be highlighted that both genders did not perform so well when all the goals are taken into consideration. The implication therefore is that this amount of arguments in favour of this goal shares less significance when all goals are considered.

Goal 5: Gain assistance

Males have proposed more arguments in support of requesting favours from friends, that is, 13 out of 20 arguments, with females contributing only 7 arguments for the same situation. If one compares the total number of arguments which males have presented in relation to all goal categories, that is, 54 arguments, this research suggests that the goal of Gain assistance is more common amongst males than it is with females, and thus persuasive messages driven by this goal are male oriented in this context.

Goal 6: Change relationship

Males have advanced slightly more arguments, that is, 7 out of 12 in favour of ending a romantic or intimate relationship. On the other hand, females have contributed 5 arguments for the same situation. By comparison, 7 arguments related by males against 5 arguments advanced by females show an insignificant difference in relation to gender in this situation. Furthermore, 7 arguments from a total of 54 arguments related by males against 5 out of 64 arguments shared by females show no significance when all six goals are considered. Having said that, this configuration shows that the number of engendered arguments significantly demonstrates the importance of this type of goal in both genders correspondingly.

6.2.4 Secondary goals

The types of Secondary goals that are typical in this research are listed in Table 3 below:

Table 3

	Secondary goals	
Theme	**Female**	**Male**
1.Religion	Identity goal Interaction /conversational management goal	Identity goal Interaction /conversational management goal
2.Education	Personal resource goal Interaction /conversational management goal	Personal resource goal Interaction /conversational management goal
3. Parent –Child relationship	Personal resource goal Interaction /conversational management goal	Personal resource goal Interaction /conversational management goal
4. Social /casual relationship	Relational resource goal Interaction /conversational management goal	Relational resource goal Interaction /conversational management goal
5. Favour from a friend	Relational resource goal Interaction /conversational management goal	Relational resource goal Interaction /conversational management goal
6. Intimacy /relationship	Affect management goal Interaction /conversational management goal	Affect management goal Interaction /conversational management goal

Secondary goals and themes

Specific goals have been utilized with certain themes, and the reasons for this interconnectedness between goals and themes are explicated below:

One, the identity goal deals with values, ethical standards and the fear of violating those standards, and therefore it is relevant for this particular goal to gain importance and relevance in the Religious theme, more specifically when the focus is on Change orientation.

Two, personal resource goal arises from a desire to, amongst others, maintain or enhance one's temporal resources, well being etc. The Education theme – in which this goal has gained prevalence – reflect somewhat similar desires that the message sources aspire to achieve. Hence the relationship between this goal and the theme. Regarding the Parent – Child relationship theme, the same observation as in the Education theme is true, in which the personal resource goal is used to direct the desires that have to be fulfilled.

Three, relational resource goal pertains to relationship management, and it is a manifestation of the value that individuals place on desired social and personal relationships. Both the Social / casual relationship and Favour from a friend themes have Relational resource goal used in the process of advancing a persuasive attempt. The reason for this is that both themes deal with relational issues being in persuasion whilst attempting to manage relationships at the same time, and this goal reflects the same function.

Four, the Arousal management goal relates to efforts that are sought to manage the challenge or anxiety that may be associated with the influence attempt. The theme of Intimacy /relationship contains anxiety related matters, and as such the usage of the arousal management goal to direct the concerns that are involved in the persuasive attempt is relevant in this context.

In addition to this relationship between secondary goals and themes, there seems to be a striking observation that relates to the use of interaction or conversational goals in all the themes across genders. An account of this pattern may be due to the fact that this goal is concerned with impression management and conversational maintenance. Therefore, its social appropriateness becomes relevant in most, if not all, persuasive episodes irrespective of gender.

The second observation, from the above table, is that both males and females use similar goals across the various themes. Such findings may suggest that there is not much difference with regards to interpersonal communication behavior of males and females when addressing persuasive motives that entail specific thematic issues.

Compatibility /Incompatibility in Primary and Secondary Goals.

Except for the Change relationship goal (f), all the goals (a –e) that have been identified are compatible with one another. Reasons for compatibility are explained below:

(a) Change orientation and identity goal: Compatibility in this example is informed by two variables. Firstly, the distance between the source and the target is quite close – friendship relationship. Secondly, the desired action does not amount to a huge request, as a result of that threat concerns are mitigated in this regard.

(i) Share activity and conversational goal: The same rules apply in this goal combination as it was pursued concurrently with the goal of Change orientation.

(b) Give advice and personal resource: The compatibility between the goals in this regard is due to the close distance between the source and target – friendship relationship, and the desired behavioural change does not amount to a huge request. With these factors – face threats are well managed, and there are no constraints in the goal relationship.

(c) Obtain permission and interaction /conversational goal: Although the source has less power than the target, the source is well known to the target,which is the – Parent child relationship. Secondly, the request being put forward is reasonable. As a result of this face concerns are less of a problem.

(i) Gaining assistance and personal resource goal: Similar rules apply in this goal as it was pursued concurrently with the goal of obtain permission.

(d) Enforce rights and relational resource goal: Compatibility in this example is encouraged by the fact that the source is well known to the target – neighbours. Secondly, the request is less face threatening because it doesn't constitute a huge request.

(e) Gain assistance and relational resource goal: Compatibility in this instance is motivated by the fact that the source is well known to the target, that is , the – friendship relationship. Secondly, the request is less face threatening because it does not amount to a huge request.

(f) Change relationship: de-escalation and affect management: this combination presents a rather unique configuration from the rest, i.e., incompatibility. Although the distance between the source and target is quite close the desired behavioural change

amounts to a huge request and as such the request is more face threatening, and therefore puts a further strain on the influence attempt.

6.2.5 Compliance

Table 4 below represents general instances of compliance, resistance and conditional compliance with regard to the primary goals in this study. It also depicts gender differences that have emerged in compliance gaining, compliance resistance and conditional compliance.

Table 4

	Compliance					
	Compliance		**Resistance**		**Conditional compliance**	
Goal	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**
Change orientation	+	+				
Share activity	+	+				
Give advice			+	+		+
Obtain permission	+	+	+	+		
Gain assistance	+	+				
Enforce right	+	+				
- Gain assistance	+	+		+		
Change relationship: de-escalation	+	+				

(a) Compliance with all goals

In terms of compliance with all the goals, the results have shown a mixture of compliance, resistance and conditional compliance: Change orientation, Share activity, Obtain permission, Gain assistance, Enforce right and Change relationship: de-escalation have all registered compliance. However, Give advice has uniquely recorded resistance and conditional compliance. Aside from achieving compliance, both Obtain permission and Gain assistance (both goals emerge from the same theme) have also registered resistance.

(a) (i) Compliance with all goals of males versus females

For males and females, compliance has shown equal achievement with most goals, that is, Change orientation, Share activity, Obtain permission, Gain assistance, Enforce right, Change relationship: de-escalation. Give advice has exceptionally recorded resistance to compliance for all males and females, yet acknowledging an instance of conditional compliance for males only. In addition to gaining compliance in some instances that involve all males and females, the goal of Obtain permission has also registered resistance to compliance of all males and females respectively. Gain assistance has, apart from gaining compliance for all males and females, displayed evidence of resistance to compliance for all males.

(b) Compliance with each goal

With reference to the goal of Change orientation and Share activity (both goals emerge from the same theme) correspondingly, evidence has shown that compliance has been achieved. In terms of the goal of Give advice, the research data has confirmed that full resistance to compliance is prevalent, yet partial achievement in conditional compliance has been acknowledged. With regards to the goal of Obtain permission, results have displayed confirmation of both compliance and resistance to compliance. Gain assistance (emerging from the same theme as Obtain permission) has only verified compliance gaining. Similarly, evidence has revealed that compliance has been achieved in the goal of Enforce right. Gain assistance goal has registered full achievement in the compliance category, yet partially acknowledged in the resistance category. Lastly, the goal of Change Relationship: de-escalation has only boasted compliance achievement.

(b) (ii) Compliance of each goal of males versus females

In terms of compliance of each goal of males versus females, Change orientation and Share activity (emerging from the same theme) have correspondingly recorded compliance with regards to the male gender. A similar pattern has emanated with females registering full compliance in both goals. With reference to Give advice, evidence has shown resistance to compliance with respect to males. Likewise, a similar configuration has been displayed with regards to the female gender. Obtain permission has demonstrated a different pattern in this regard: although there is evidence of the compliance of this goal equally both for males and females on the one hand, on the other hand there is equivalent evidence of resistance to compliance for both genders on the

other hand. Compliance of Gain assistance (emerging from the same theme as Obtain permission) with respect to males has been confirmed, and the same pattern has been alike with females. Even so, resistance to compliance in respect of Gain assistance has been uniquely verified with males. The goal of Change relationship: de-escalation has demonstrated verification of compliance with males and females alike.

6.2.6 Content categories

In relation to the content categories, Dillard (1989) points out that the content criterion was developed by a close examination of his research data and that of previous reports. Subsequent to that exercise, ten content categories emerged, that is, social relations, companionship, entertainment, political activity, health, values and morality, financial matters, careers, tasks/ labour and changes in locale. He further suggests that six goals were selected to represent each category except political activity. In terms of political activity, Dillard argues, only five instances that relate to it were found in the sample. Similar and selected content categories have been generated in this study. The discussion below will illustrate further.

Table 5

Themes	**Content category**
Religion	Values and morality
Education	Career
Parent –Child relationship	Career
Social/casual relationship	Social relations
Favour from a friend	Task
Intimacy/relationship	Companionship

(i) From the above table, a striking observation is that one content category appears in more than one theme: career issues have emerged in both Education and Parent – Child relationship themes. An explanation of this peculiar situation is offered below.

(ii) Specific content categories have been chosen for a specific theme: Values and morality issues have developed within the Religious theme. This content category considers the church a relevant institution of high esteem which takes into account acceptable norms of behavior that may include, among others, subscription to acceptable standard, moral codes or avoidance of any behaviors which deviates from the expected norm. Hence it is proper for this particular content category to represent this theme.

The second category relates to career issues. This content category is considered as a fundamental aspect of personal development in a civil society, and has emerged within an educational theme, precisely dealing with going back to school. Parallel to education, the Parent –Child relationship theme has also generated a career issue as a content category. Although the two themes arise from two different contexts, and may be considered as distinct, they are clearly linked up by this common content category. The similarity between the two themes may be attributed to the fact that the latter theme also deals with an aspect of self development which relates to an educational trip. This, undoubtedly, has a contributory effect on vital knowledge and information generation that might be of benefit to ones education. Therefore, the relevance of this content category in both themes is quite conspicuous.

The third content category, that is, social relations emanates from the Social /casual relationship theme. It emerges on the basis of a good social relationship which is perceived to be very important in most civilized societies because it contributes and reinforces good human interaction and harmony. The connection between the content category and the theme is quite appropriate because they both share a common feature, namely, social relationship.

The fourth content category relates to a task based phenomenon. This has appeared in the Favour from a friend theme, and it signifies the communal nature of society where individuals should display keenness to help each other when the need arises. As a result of that the choice of this category to emerge in this theme bears some relevance.

The last content category in this study reveals an aspect of companionship. This content category has emerged in the Intimacy /relationship theme. This content category is akin to this theme because companionship is one of the defining features of any intimate human interaction or relationship.

6.2.7 Hierarchy

Larson's (1995:171) work illustrates the significance and relevance of Maslow's Pyramid of Needs in persuasion research, arguing that motives or goals to engage into various courses of actions or behavior can be attributed to these needs. To further illustrate this point, Larson cites the following needs as fundamental aspects in this regard: Basic needs, Security needs, Belongingness/Love needs, Esteem needs and Self actualization needs.

Pertinent to the themes in this study, the research data has confirmed the existence of similar needs such as the following: the need for Belongingness or Association, Security, Self-actualisation or Reassurance of worth and Self-actualisation needs. Table 6 below depicts this pattern:

Table 6

Themes	**Needs**
Religion	Need for belongingness or association
Education	Need for security
Parent –Child relationship	Need for self actualization
Social/casual relationship	Need for esteem (Reassurance of worth)
Favour from a friend	Need for self actualization
Intimacy/relationship	Need for self actualization

The Religious theme has as its basis the Need for Belongingness or Association in order to enhance the persuasive purpose. The choice of this particular need is quite appropriate for the source in that the target is likely to abandon the present group, which suggests that the belongingness or association need will not fade away, it will re-emerge and a gap or opportunity will be created for it to be filled again. Therefore, leaving the current group has this served as a clear motive for a persuasive opportunity to take place.

The education theme is strongly associated with the Need for Security for its persuasive purpose. The reason for this choice in this regard is the fact that the lack of proper

education can pose a serious threat to the fulfillment of this particular need and possible other crucial needs in the hierarchy. For example, realizing that better or further education is a spinoff to job security is actually a crucial decision to consider for one's future. Therefore, this has been a good motive for the source to capitalise on in relation to the persuasive attempt directed to the target.

The Parent – child relationship theme has used the Self-actualisation need in order to enhance the persuasive purpose. The need is the eagerness to experience something that the source has only dreamed of, that is, participating in a trip to Johannesburg. This opportune and crucial moment for the source has directly driven the persuasive attempt towards one living up to one's potential.

The Social/casual theme has utilized the Need for Esteem (Reassurance of worth). Realizing that one's right to live and function peacefully in the privacy of one's home has been violated, the need for esteem in the form of showing respect or recognition for the next person has come into effect in this theme. Therefore, the challenge of this need has triggered the source's motive to pursue the persuasive attempt in this situation.

The Favour from a friend theme has made use of Self–actualisation need to fulfill its persuasive purpose. In this instance the necessity to carry out the assigned duty and have the need to live up to one's potential in terms of one's long term goals has been crucial for the source's motive to pursue a persuasive purpose in this theme.

The intimacy / relationship theme has utilized Self–actualisation need in order to fulfill the persuasive purpose. Having realised the importance of self relience and self independence without any fear of isolation, a motive has been created in which the source has appropriately seized the opportunity to pursue the persuasive attempt in this theme in order to meet this need.

6.2.8 Structure criterion

According to Dillard (1989), the structural criteria address the question of who would benefit from the influence attempt between (i) the source (self-benefit), (ii) the target (other benefit), (iii) both the source and the target (mutual benefit) and (iv) third party benefit. The research data in this study has confirmed the existence of the first three configurations, thus excluding the third party benefit. Table 7 below reflects the themes along with the corresponding beneficiaries:

Table 7

Themes	**Structure**
Religion	Other benefit and Mutual benefit
Education	Other benefit
Parent –Child relationship	Self benefit and Mutual benefit
Social/casual relationship	Self benefit
Favour from a friend	Self benefit
Intimacy/relationship	Self benefit

The Religious theme corresponds with both the other benefit and mutual benefit. In terms of the former, the target is due to benefit from this interaction because once she/he joins the congregation she/he will have someone to share the church activities with. With reference to the latter, both the source and the target will equally benefit from attending the same church and being together from time to time. This type of persuasive interaction will essentially fulfill the need for belongingness or association which serves the best function with the Religious theme.

The Education theme matches up with the other benefit, and the target is an eligible beneficiary in the long term – upon successful persuasion. The occurrence of this category in this theme is, amongst others, informed by securing one's future through education.

The Parent–Child relationship theme links up with both the self benefit and mutual benefit. In terms of the former, the source stands to benefit through gaining more knowledge about the environment. With regards the latter, the source may be once again eligible to get a bursary in the long term, yet upon success persuasion the target may be relieved from the financial burden of paying the tuition fees for the source. The relevance of this benefit is, amongst others, reinforced by the need for Self-actualization in which the need to fulfill one's potential in this aspect of education is a crucial consideration.

The Social/casual relationship theme relates to self benefit. In this regard the source is an eligible beneficiary with respect to the right of sleeping and studying in a peaceful and quiet environment. This benefit is quite appropriate in this theme since it supports the

notion of reassurance of self worth of any individual in an environment where co-existence is applicable.

The Favour from a friend theme corresponds with self benefit. In terms of this relationship the source is an eligible beneficiary, specifically with regards to the type of assistance that will be received from the target. The relevance of this beneficiary in this theme is reinforced by Self-actualization need in which the desire to fulfill one's potential is important

The Intimacy/relationship matches up with self benefit. In this instance, the source is eligible to benefit in terms of the following: freedom, self reliance and independence from any form of interference. The bearing of this beneficiary in this theme is supported by Self-actualization in which the desire to operate freely and depend on oneself is considered significant.

6.2.9 Rule formation

6.2.9.1 Fit criterion

The probability of a rule's being triggered is a function of three general criteria, that is, fit, strength and recency (Wilson, 2002:169). Both fit and strength are pertinent to this research work.

Table 8

	Fit criterion			
Theme	**Female**		**Male**	
	Yes	**No**	**Yes**	**No**
Religion	2		2	
Education		2		2
Parent-Child relationship	1	1	1	1
Social / casual relationship	2		2	
Favour from a friend	1	1	1	1
Intimacy /relationship	2		2	

The fit criterion is applicable to three themes, that is, Religion, Social/ casual relationship and Intimacy/relationship but not to education.

With regard to the themes of Parent-Child relationship and Favour from a friend, the fit criterion is present in two dialogues but absent in two other dialogues.

The reason for this similarity may be attributed to two characteristics that are linked to two themes. Firstly, that both themes deal with an issue of resolving a difficult problem on the part of the source. Secondly, although they may be considered distinct, both themes share a high level of intimacy compared to the other themes that have been confirmed in this research.

With reference to gender, it is evident that the fit criterion is equally present in the dialogues of both males and females

6.2.9.2 Strength criteria

Table 9

	Strength criterion			
Theme	**Female**		**Male**	
	Yes	**No**	**Yes**	**No**
Religion	2		2	
Education		2		2
Parent-Child relationship	1	1	1	1
Social / casual relationship	2		2	
Favour from a friend	1	1	1	1
Intimacy /relationship	2		2	

The distribution of the strength criterion is exactly the same as that of the fit criterion above.

6.2.10 Cultural issues

Table 10

Theme	**Cultural issues**			
	Female	Male	Female	Male
Religion	i)Principles ii)Support iii)Happiness iv)Immorality	i) Gossip ii)Spirituality iii)Discipline	i)Immorality ii)Gossip iii)Counseling	i)Mismanagement ii)Ill-discipline iii)Conflicts
Education	i)Success ii) Poverty	i)Determination	i)Passion	i) Success
Parent – Child relationship	i)Poverty ii) Education iii)Belongingness	i)Belongingness	i) Education ii)Belongingness	i)Belongingness ii) Safety iii)Poverty
Social/casual relationship	i)Education ii) Future iii) Recreation iv)Harmony	i)Recreation ii) Education iii) Harmony	i) Education ii) Harmony iv) Support	i) Recreation ii)Education iii)Harmony
Favour from a friend	i)Education ii) Support	i)Support ii)Resourceful	i) Education ii) Support	i)Education ii)Support
Intimacy /relationship	i)Love ii)Responsibility	i)Love ii)Responsibility	i) Love ii)Responsibility	i)Love ii)Responsibility

Table 10 above reflects the issues in two dialogues of males and females. A total number of 56 cultural, sociological and psychological issues have emerged in the six themes. Religion and Social/casual relationship contain an equal number of 13 issues. Second in line is Parent –Child relationship with 9 issues. Third in line are the Favour from a friend and Intimacy/relationship themes which jointly share an equal number of 8 issues. Education occupies the last position with only 5 of the issues. The highest number (13) of issues in Religion and Social/casual relationship is significant.

The reason for this pattern could be that the themes are of particular interest to the research participants. These influence interactions tend to receive more detailed attention than the others.

In terms of gender, both males and females share almost equal categories with regard to the total number of issues. Religion and Social/casual relationship contain 6 issues for males and 7 for females respectively. Secondly, Favour from a friend and Intimacy/relationship carry exactly the same number (4) of issues for both males and females. Thirdly, Parent-Child relationship contains 5 issues for females and 4 for males. And lastly, Education bears 3 issues for females and 2 for males.

With reference to individual categories, a total number of 43 of the following are recurrent: education, support, belongingness, harmony, love, responsibility, recreation, poverty, success, gossip, and immorality. Non-recurrent issues are 13 in total, and they entail the following: principles, happiness, spirituality, discipline, counselling, mismanagement, ill-discipline, conflicts, determination, passion, safety, future and resourcefulness.

A significant difference is evident between males and females with regard to the distribution of the issues. Of those issues that are recurring, education and support show a high distribution, and there is a tendency of preference of these issues by females (education:, 6; support:, 4).

On the other hand, although males feature less in some of the issues in terms of preference, the numbers do suggest that they also show an interest in educational (3) and support (2) issues when compared to other issues. The rest of the issues are more or less equal in terms of preference by both genders.

6.2.11 Goal complexity

Within the study of interpersonal influence goals, goal complexity is labeled as a salient feature of interpersonal influence (Schrader, 1999:189).

Table 11

Themes	**Goal Clusters**	
	Female	**Male**
Religion	Special issue episode	Special issue episode
Education	Special issue episode	Special issue episode
Parent –Child relationship	Special issue episode	Special issue episode
Social/casual relationship	Problem solving episode	Problem solving episode
Favour from a friend	Special issue episode	Special issue episode
Intimacy/relationship	Problem solving episode	Problem solving episode

The Special issue episode carries characteristics such as dealing with issues of a non-recurring nature, relating to relationships which are relatively high in intimacy and moderately low in terms of complexity. It is relevant in four themes. Common to both Social/casual and Intimacy/relationship is the Problem solving episode, which is characterized by attempts at resolving some difficulty on the part of the source, and the goals involved are moderately high in terms of complexity.

In terms of gender, both the Special issue episodes and Problem solving episodes are equally present in both males and females.

6.2.12 Targets and change

Targets

According to Dillard and Marshall (2003), persuasion research recognizes three targets of change, that is, areas in which one can influence the other to change:

- Beliefs : estimates of the truth or falsity of some proposition.
- Attitudes: evaluations of the goodness or badness of an attitude object.
- Behaviours: actions performed by some individual.

Below, Table 12 illustrates the findings that relate to a specific target of change. In this regard, behaviour is consistently involved in all themes, and it targets a specific action for purposes of change.

With respect to gender, similar observations, as above, are appropriate. In this study, both males and females are exclusively confined to behaviour as the only target of change.

Table 12

Theme	**Targets**		**Targeted specification**
Religion	**Female**	**Male**	Dropping out of or leaving the church.
	Behaviour	Behaviour	
Education	Behaviour	Behaviour	Unwilling to study further or continue with education.
Parent –Child relationship	Behaviour	Behaviour	Request for permission and financial assistance for participation in an activity.
Parent –Child relationship	Behaviour	Behaviour	Request for refraining from annoying action.
Favour from a friend	Behaviour	Behaviour	Request for assistance or favour.
Intimacy/relationship	Behaviour	Behaviour	Request to end intimate relationship.

Types of change

Recognizable types of change are noted by Dillard and Marshall (2003) as possible occurrences in any of the three targets of change.

In this study, the research data has confirmed the existence and relevance of all three types of change in relation to the specific themes, as noted below.

Table 13

Theme	**Type**	
	Females	**Males**
Religion	Reinforcement	Reinforcement
Education	Conversion	Conversion
Parent –Child relationship	Formation	Formation
Social/ casual relationship	Conversion	Conversion
Favour from a friend	Formation	Formation
Intimacy/relationship	Reinforcement	Reinforcement

From Table 13, reinforcement is applicable to both the Religion and Intimacy/relationship themes. Conversion relates to both Education and Social/ casual relationship themes. Formation is pertinent to Parent – Child relationship and Favour from a friend.

The explanation for this pattern, in the case of Reinforcement and Religion, could be attributed to the significant role that the religious environment may be able to play in shaping a person's upbringing. With reference to reinforcement and Intimacy/relationship, independence and self-sufficiency or self- reliance are essential features of human nature which, from time to time, require satisfaction. Therefore, it could be noted that in the event of need- similar to the one represented by this theme, this feature is prominent.

In terms of conversion and Education, the usage of this type of change in this instance emphasizes the importance and contribution of education in shaping a person's life for his or her benefit and that of his or her community. In relation to conversion and Social/casual relationship, the persistence of this type of change may be attributed to the necessity and value that individuals attach to peace and quiet, and respect for one another's rights when living together in a community.

Regarding formation and Parent- Child relationship, the usage of this type of change in this instance could be characterized by the fundamental need to interact and participate in a group activity, which may be considered as one of the normal human amenities that bring about satisfaction. With reference to formation and Favour from a friend, it could be an acceptable explanation that the value placed on the notion of helping a friend is

considered as one of the crucial defining features of friendship, and as such underscores the usage of this type of change in this incident.

It is also noticeable that all three types of change are equally applicable to both males and females respectively in the present study. With this understanding, the detailed explanation that relates to the usage of all three types of change to the six themes are equally pertinent to both males and females.

6.3 Plans

6.3.1 Message dimensions

Explicitness

Explicitness refers to degree to which the source makes his/her intentions transparent in the message.

Table 14

	Explicitness			
Theme	**Female**		**Male**	
	Yes	**No**	**Yes**	**No**
Religion	2		2	
Education	2			2
Parent-Child relationship	1	1		2
Social / casual relationship	1	1	1	1
Favour from a friend	1	1	1	1
Intimacy /relationship	1	1	2	

A significant number of 14 influence interactions out of an overall number of 24 represents instances of explicitness. Of the total number of 24 influence interactions, 10 are representative of non-explicit messages.

It is significant that explicitness is represented in all incidences of the Religious theme. On the other hand, the remaining themes share instances of both explicitness and non-explicitness.

With reference to males and females, the research data confirms that both genders have explicit messages when dealing with religious matters. A mix of both explicit and non-explicit messages is evident in both genders when handling matters relevant to other themes. For example, it is evident that females are explicit whereas males are equally non-explicit when dealing with educational issues. Secondly, the data illustrate that both males and females share parallel incidents of both explicitness and non-explicitness when treating matters of Social /casual relationship and Favour from a friend respectively. Thirdly, females reflect both incidence of explicitness and non-explicitness whereas males demonstrate non-explicitness only when dealing with issues of Parent – Child relationship. Lastly, females demonstrate both incidence of explicitness and non-explicitness while males display explicitness only when treating matters of Intimacy/relationship.

Table 15 below specifically shows the incidence of both explicitness and non-explicitness in messages of the males and females. These incidences are not taking into account the Religious theme for obvious reasons.

Table 15

	M	F
Explicitness	4	6
Non-explicitness	6	4

Comparatively, the slight difference between the two genders in relation to either explicitness or non explicitness, from one theme to the next, is not very significant. An important observation relates to the fact that both males and females are somewhat equally inclined to both explicitness and non-explicitness when dealing with issues of persuasion except for females who are clearly more explicit in their messages than males. The explanation that may be offered for this configuration speaks directly to the themes, that incidents represented in most, if not all, of the themes dealt with in the present study relatively affect both males and females.

Dominance

Dominance refers to the power or control of the source against the target as expressed in the message

Table 16

	Dominance			
Theme	**Female**		**Male**	
	Yes	**No**	**Yes**	**No**
Religion	2		2	
Education	2		2	
Parent-Child relationship	2		1	1
Social / casual relationship	2		2	
Favour from a friend	1	1	1	1
Intimacy /relationship		2		2

With regard to dominance, it is apparent from the above table that a significant number of 17 influence interactions out of an overall number of 24 represents instances of dominance. Of the total number of 24 influence interactions, 7 is representative of non-dominant messages. Dominance is involved in all the dialogues of Religion, Education and Social/casual relationship themes. The justification for this pattern could be linked to the importance of the primary goals that drive the influence interactions relevant to the cited themes. Non-dominance, on the other hand, is evident in all the dialogues of the Intimacy/relationship theme. An account that could be given relates to the closeness of the relationship, that is, intimacy which in essence replaces influence interactions that could have been dominant. Instances of both dominance and non- dominance are characterized in the Parent–Child relationship and Favour from a friend themes.

In terms of males and females, the research data reveals the incidence of dominance in both genders in relation to Religion, Education and Social/casual relationship themes. Secondly, dominance is again noted in females only whereas males signify both dominance and non- dominance with regard to the Parent–Child relationship. Thirdly, both genders disclose usage of both dominance and non- dominance when dealing with

matters that involve Favour from a friend theme. Lastly, findings suggest that both males and females relate non–dominant messages when handling issues associated with the Intimacy/relationship.

Table 17 below characterizes incidence of both dominance and non-dominance as these incidences cut across both males and females.

Table 17

	M	F
Dominance	3	3
Non-dominance	3	2

Arguments

Argument refers to the degree to which a source provides reasons for compliance

Table 18

Themes	**Arguments**	
	Female	**Male**
Religion	High	Low
Education	High	High
Parent – Child relationship	High	Low
Social/casual relationship	High	Low
Favour from a friend	Low	High
Intimacy /relationship	Low	Low

Refer to paragraph 6.2.2, Table 1 for a detailed account of the number of arguments as they relate to the various themes. In the present study, the research data has confirmed that females have a high level of arguments for purposes of persuasion. Comparatively, males have generated a low level of arguments for the same purpose. It may be concluded that females are slightly more argumentative than males in specific areas of persuasion.

Source control

Can source exercise control over the reasons for compliance ?

Table 19

Control /No Control		
	Female	**Male**
Religion	Yes	Yes
Education	Yes	Yes
Parent – Child relationship	Yes	Yes
Social/casual relationship	Yes	Yes
Favour from a friend	Yes	Yes
Intimacy /relationship	No	No

In terms of source control, the research data has confirmed the presence of this dimension in five themes. Intimacy/relationship theme remains an exception in that it does not reflect any indication of the presence of this dimension.

Table 19 displays an equal usage of source control by both males and females in five themes. Therefore, as it can be seen, both genders are inclined to employ this dimension in specific areas of persuasion – as confirmed by the present study.

6.3.2 Types of plans

Plan complexity

Plan complexity refers to the number of plan actions:

Table 20

Theme	**Plans**		**Total**
	Female	**Male**	
Religion	7	6	13
Education	8	7	15
Parent – Child relationship	5	3	8
Social/casual relationship	5	4	9
Favour from a friend	6	6	12
Intimacy /relationship	5	5	10
Total	**36**	**31**	**67**

From the above table, a total number of 67 influence plans have been generated. Of that number, 36 relate to influence plans that are relevant to females, and the rest (31) is indicative of influence plans by males. By comparison, the difference in terms of the influence plans produced by both males and females respectively across the themes remains insignificant, except in the case of Parent-Child relationship theme which presents a bigger difference from the rest in terms of the plans generated by both genders (females, 5; males, 3). Although the overall difference does not reflect much significance, comparatively, it may be concluded that females are slightly more inclined in terms of influence plan generation than males are with respect to specific areas of persuasion.

The number of plans generated by four of the six themes is significant as shown by Table 20 above, i.e. from 15 to 10 plans per theme. Of those plans, the theme of education has the highest number of plans, i.e. 15. This could be attributed to the importance of the issues dealt with in education.

Plan specificity

Plan specificity refers to the extent to which a plan is fully articulated:

Table 21

	Plan specificity			
Theme	**Female**		**Male**	
	Yes	**No**	**Yes**	**No**
Religion	2		2	
Education	1	1	1	1
Parent-Child relationship	1	1	1	1
Social / casual relationship	2		2	
Favour from a friend	1	1	1	1
Intimacy /relationship	1	1	1	1

With reference to plan specificity, it is noticeable from Table 21 above that a considerable number of 16 influence interactions out of an overall number of 24 represents instances of specific plans. Of that total number (24), 8 are indicative of non-specific plans.

Evidence shows that plan specificity is characterized in all dialogues of the Religion and Social/casual relationship themes. The justification for this could be attributed to the significance of the themes as per the participants' perceptions, and the frequency of the specific primary goals that are relevant in these themes.

Furthermore, these findings suggest that incidences of specificity and non-specificity of influence plans are evident in the Education, Parent-Child relationship, Favour from a friend and Intimacy/relationship themes.

In relation to males and females, the results indicate that both genders are equally representative in the Religion and Social/casual relationship themes with regard to specific influence plans. However, both incidences of specificity and non-specificity of influence plans manifest across genders with regards to the Education, Parent- Child relationship, Favour from a friend and Intimacy/relationship themes.

Plan quality

Plan quality refers to the relative efficacy of a plan, i.e. a course of action which produces a desired effect.

Table 22

Theme	**Plan quality**			
	Good		**Poor**	
	Female	Male	Female	Male
Religion	1	1	1	1
Education			2	2
Parent – Child relationship	1	1	1	1
Social/casual relationship	2	2		
Favour from a friend	1	1	1	1
Intimacy /relationship	2	2		

In relation to the quality of plans, it is apparent, from the above table, that a considerable number of 14 influence interactions out of an overall number of 24 – exemplify instances of plans which are of good quality. Of the total number of 24 influence interactions, 10 plans that have been generated are of poor quality across the various themes.

The results specifically demonstrate that both the Social/casual relationship and Intimacy/relationship themes contain incidences of plans of good quality in relation to

influence interaction. This pattern may be due to the nature and scope of these two themes in relation to their recurrence and importance within the general context of influence interactions relevant to the participants. The research data also display evidence of plans of poor quality in the Education theme. Although certain incidences have proven to be crucial in this particular theme in the present study, non-frequency of the specific issue being dealt with, and its relevance to the group of participants in the present study may be responsible for the plans of poor quality. Furthermore, findings show that both incidences of poor and good quality plans are illustrated in the Parent–Child relationship, Favour from a friend and the Religion themes.

With reference to gender, it is apparent that both males and females share parallel incidences in terms of relating plans of good quality in as far as the following themes are concerned: Social/casual relationship and Intimacy/relationship. On the contrary, findings suggest that both genders present equal instances of plans of poor quality in the Education theme. Finally, the research data confirms that males and females respectively make poor and good quality plans in the Parent–Child relationship, Favour from a friend and Religion themes.

6.4 MESSAGE PRODUCTION

6.4.1 Primary goals

With regard to the importance of the primary goals, the goal of Change orientation has a higher level of arguments for the purposes of gaining compliance that bear relevance to the issues being dealt with in the Religion theme. It is also worth stating that most of these arguments have been advanced by females, and this pattern is more apparent when a comparison is made with other themes (Refer to paragraph 6.2.3, Table 2).

Somewhat similar results to Change orientation have surfaced in relation to the Education theme. Goal importance is evident in this incident, and this is demonstrated by the fact that Give advice represents a high level of arguments for purposes of seeking compliance. Notably, both males and females share a relatively equal number of arguments in this regard (Refer to paragraph 6.2.3, Table 2).

With respect to the Parent-Child Relationship theme, although not so prominent, evidence of goal importance is illustrated in this regard. Findings suggest that the goal of Obtain permission characterizes a combination of higher and lower level of arguments for

compliance gaining. And more of these arguments originate from females than males (Refer to paragraph 6.2.3, Table 2).

In relation to Social/ casual relationship, the research data has confirmed the existence of goal importance. Enforce rights shows a higher level of arguments for purposes of seeking compliance. Also, females give a comparatively higher number of arguments than males in this incident (Refer to paragraph 6.2.3, Table 2).

With regards to Favour from a friend the research data has confirmed the existence of goal importance. The goal of Gain assistance illustrates a higher level of arguments with respect to seeking compliance. Of note is that males give a reasonably higher number of arguments than females in this incident (Refer to paragraph 6.2.3, Table 2).

In terms of the Intimacy/relationship theme, findings reveal the existence of goal importance, and this is evidenced by higher level arguments that are represented by the goal of Change Relationship: de-escalation. It is worth noting that both genders relate equivalent arguments in dealing with issues involved in this incident.

6.4.2 Emotional appeals

Table 23

Theme	**Emotions**			
	Positive		Negative	
	Female	Male	Female	Male
Religion	i) Happiness ii) Freedom iii)Satisfaction	i) Freedom ii) Relief iii) Hope	i) Anger ii) Disgust iii) Guilt iv) Irritation	i) Guilt ii) Threat iii) Anxiety
Education	i) Hope	i) Hope ii) Compassion	i) Guilt ii) Envy	i) Guilt
Parent – Child relationship	i) Hope	ii) Compassion	i) Distress ii) Desperation iii) Guilt	i) Guilt
Social/casual relationship	-	-	i) Fear	i) Fear
Favour from a friend	-	i) Happiness	i) Guilt	-
Intimacy /relationship	i) Relief	-	i) Guilt	-

A total number of 31 emotional appeals have been generated in the six themes. Results show that the Religious theme contains a significant number of 13 positive and negative emotional appeals respectively more than any other theme in the present study. These include the following: happiness, freedom, satisfaction, relief, hope, anger, disgust, guilt, irritation, threat and anxiety with guilt and freedom recurring. This configuration could be explained in the light of the fundamental role and impact that emotions can play in specific contexts where influence interactions are applicable, and the religious context is a classic example of this situation.

In the case of the other themes, both Education and Parent – Child relationship share an equal and significant number (6) of emotions with more or less similar categories. In terms of the former, the following are evident: hope, compassion, envy, guilt, and with hope and guilt recurring. With reference to the latter, hope, compassion, distress, desperation, guilt are apparent with guilt recurring.

Social/casual relationship, Favour from a friend and Intimacy /relationship themes share an equal yet insignificant number (2) of emotional appeals: fear, happiness, guilt, relief with fear and guilt recurring (Refer to the Table 23 above).

Table 24

Emotions	Positive	Negative
Females	5	8
Males	5	4

Religion shows the greatest number of emotions (10). Secondly, there is evidence of an equal number (3), and sharing more or less similar categories by both genders with reference to the Education theme. In the case of the Parent-Child relationship, results show males carrying 2 and females registering 4 cases. Lastly, although less significant, it is worth mentioning that both males and females have registered only 1 emotional appeal respectively in relation to all the remaining themes: Social/casual relationship, Favour from a friend and Intimacy /relationship

Another significant observation relates to the frequency of occurrence. For example, guilt has shown a higher occurrence in females (5) compared to males (3). And hope has demonstrated a higher occurrence with respect to females (4) than males (2).

Generally, it is evident in the present study that both males and females present exactly the same orientation and approach towards the use of positive emotional appeals (5) in persuasion. However, results show that females (8) are in the forefront when it comes to the usage of negative emotions in persuasion, yet males (4) are comparatively less negative when dealing with persuasive situations.

6.5 Message effects

6.5.1 Relational and emotional effects

Effects of dominance

Table 25

	Female	**Male**
Low	3	4
High	9	8

For a detailed account on dominance, refer to Table 16. The effect of high dominance represents a negative relational implication, that is, there is no great liking for the target.

With regard to gender, the research data show more or less equal incidences of high dominance with females (9) demonstrating slightly more incidences than males (8). Thus, both genders show less liking of the target, and females show the least liking of the target.

Effects of explicitness

Table 26

	Female	**Male**
Highly explicit	8	6
Low explicitness	4	6

For a detailed account on explicitness, refer to Table 14. The effect of explicitness in this respect demonstrates some solidarity for the target.

With regard to gender, findings suggest unequal levels of high explicitness, with females (8) showing more instances of explicitness than males (6). Thus, females signal higher levels of solidarity in this regard.

Effects of argument

Table 27

	Female	**Male**
Positive effect	4	2
Negative effect	2	4

For a detailed account on argument, refer to table 18. Messages that are high in argument have a positive effect. And in this instance the results indicate that such messages relate to females.

6.5.2 Competence

Appropriateness

Table 28

	Female	Male
Appropriateness	Yes	Yes
Reasonable		
Rude		
Unreasonable		
Tactful		
Unsuitable		
Suitable	Yes	Yes

Results suggest that males and females equally share a level of competence in the influence interactions. This has been evidenced, as it can be seen from the above table, by the prominence of appropriateness and suitability in the type ofmessages that are meant to gain compliance by both genders.

Effectiveness

Table 29

	Female	**Male**
Effective	Yes	Yes
Ineffective		
Successful		
Unsuccessful	Yes	Yes
Useless		

Findings indicate a combination of incidences of effective messages along with incidences of unsuccessful messages - presented by both males and females. From Table 29 above, both genders are equal in the presentation of effective and unsuccessful messages.

6.5.3 Politeness

Dominance:

Table 30:

	Female	**Male**
Low	3	4
High	9	8

For a detailed account on dominance, refer to table 16. Dominance in this regard illustrates a negative correlation with politeness.

With regard to gender, the research data indicates more or less equal incidences of high dominance with females (9) showing slightly more incidences than males (8). Therefore, both females and males demonstrate impolite message.

Argument

Table 31: Argument

	Female	**Male**
High	4	2
Low	2	4

For a detailed account on argument, refer to table 18. Messages that are high in argument are polite in nature. And in this regard findings suggest that females are more polite in their messages.

Table 32: Explicitness

	Female	**Male**
Low	4	6
High	8	6

For a detailed account on explicitness, refer to Table 14. Explicitness in this regard correlates negatively with politeness.

With regard to gender, the research data show unequal levels of explicitness with regard to females (8) showing more instances than males (6). It may be concluded, from Table 32 above, therefore that males are both polite and impolite whereas females are mostly impolite.

6.6 Resistance:

Obstacles

Table 33

Theme	**Obstacles**	
	Female	**Male**
Religion	Yes	Yes
Education	Yes	Yes
Religion Parent – Child relationship	Yes	Yes
Social /casual relationship	Yes	Yes
Favour from a friend	Yes	Yes
Intimacy/relationship	Yes	Yes

With reference to obstacles, Table 33 above shows that both males and females display equal display incidences of obstacles – which is a form of resistance in all the themes.

Barriers

Table 34

Theme	Barrier	
	Female	**Male**
Religion	Yes	Yes
Education	Yes	Yes
Religion Parent – Child relationship	Yes	Yes
Social /casual relationship	Yes	Yes
Favour from a friend	Yes	Yes
Intimacy/relationship	Yes	Yes

Similar to obstacles, the research data confirms the existence of incidences of barriers in all the themes, and these are equally applicable to both male and female persuasive situations, as it can be seen from the Table.34 above There is, however, no indication of forceful language or a rebuff phenomenon subsequent to refusal, as it has been reported to have taken place in some other contexts of persuasion.

Threats

Table 35

Theme	Threat	
	Female	**Male**
Religion	Yes	Yes
Education	Yes	Yes
Religion Parent – Child relationship	No	No
Social /casual relationship	No	No
Favour from a friend	No	No
Intimacy/relationship	Yes	Yes

With regard to threat, the research data has confirmed the existence of warnings (threat) that suggest that the attitude of the target is subject to a challenge, and this is applicable in both males and females. However, it is noticeable that these incidences generally emanate in selected themes: Religion, Education, Intimacy/relationship, with the exclusion

of the others: Parent – Child relationship, Social /casual relationship and Favour from a friend.

Refutational pre-emption

Table 36

Theme	**Refutational pre-emption**	
	Female	**Male**
Religion	Yes	Yes
Education	Yes	Yes
Religion Parent – Child relationship	No	No
Social /casual relationship	Yes	Yes
Favour from a friend	No	No
Intimacy/relationship	Yes	Yes

With reference to Refutational preemption, results indicate the general applicability and non-applicability of this property across genders and themes respectively. For examples, its presence is visible in the Religion, Education, Social /casual relationship and Intimacy/relationship themes. However, as it can be seen from the Table 36 above, the Parent–Child relationship and Favour from a friend themes share no evidence in relation to Refutational pre-emption**.**

6.7 OVERVIEW OF CONCLUSIONS

An overview of the conclusions regarding persuasion in par. 6.2 to 6.6 above will be given below. The emphasis will be on a comparison between the messages of male vs. female persuaders.

6.7.1 The persuasive message

Themes of the persuasive messages

Persuasive messages have been developed as dialogues concerned with six themes which are of general interest to younger people, i.e. religion, education, the relationship between a parent and a child, a social or casual relationship between two people, requesting a favour from a friend and the issues regarding a relationship of intimacy.

The persuaders

Twelf male and twelf female students were selected to write dialogues about the six themes above, i.e. a total of 12 dialogues for males and 12 dialogues for females.

Arguments for persuasion

See par. 6.2.2, table 1: of the total number of 118 arguments, females advanced 64 arguments while males contributed 54 arguments in favour of persuasion. Thus, females clearly advanced more arguments than males. If one looks at the highest number of arguments for an individual theme, it is again evident that females advanced the most arguments, i.e. in the theme of religion they advanced 18 arguments against the 10 arguments of the males.

Primary goals

Eleven primary goals have been recognized in the literature (see i.a. Cody, Canary, Smith 1994). Seven of these primary goals have been utilised by the persuaders in this study, i.e. change orientation, share activity, give advice, obtain permission, enforce rights, gain assistance and change a relationship. The highest number of arguments have been advanced for one specific goal, i.e. the goal of change orientation (28 arguments). The goals have been used equally by males and females because of the themes they shared.

Secondary goals

The following secondary goals have been used in equal measure by males and females: identity goals, personal resource goals, relational resource goals, affect management and interaction or conversational management goals. These goals are compatible with the primary goals above except for the secondary goal of affect management which is not compatible with the primary goal of a change of intimacy relationship.

Compliance

See table 4: females and males have shown equal compliance in the use of the following goals: change orientation, share activity, enforce rights and change a relationship. Both females and males have however showed resistance in compliance when using the goal of obtaining permission. There is a difference in the use of the following goals between males and females with regard to its compliance: the goal of giving advice is resisted by males and females but there is also a conditional compliance of it with males. The same issue is

apparent in the goal of gain assistance where there is compliance with its use by both females and males, but there is also some resistance to its use by males.

Content categories

Ten content categories are discernible in the persuasion or compliance gaining literature (see Dillard, 1994). The present study has confirmed the existence of five content categories, i.e. values and morality, career, social relations, tasks and companionship and all of these relate directly to the themes that have emerged. Of these five content categories, one has been used twice, i.e. careers with the themes of education the relationship between parent and child.

Hierarchy

Persuasion research has highlighted the importance and prominence of needs (Maslow's Pyramid of Needs) in persuasion or compliance gaining incidences (see Larson, 1995). The results of this study have revealed some of these needs in the persuasive messages of both genders, and the relevance they display in the themes in the present study. They comprise of the following: Need for security, Need for belongingness or association, Need for self actualization and Need for esteem (Reassurance of worth). The need for self-actualization is present in three themes, i.e. parent-child, favour from a friend and change in relationship of intimacy.

Structure criterion

Structural criterion deals with the question of who stands to benefit between the source and target from the influence attempt in a persuasive episode (see Dillard, 1998). In the present study, the following people have benefited: Other benefit, Mutual benefit, and Self benefit. See Table 7: self-benefit has i.a. been evidenced in 4 themes.

Rule formation:

Fit and Strength criteria

(Refer to paragraphs: 6.2.9.1 and 6.2.9.2 of this chapter.) Persuasive messages of both males and females contain parallel instances of fit and strength criteria. The two criteria are not present in education and in equal measure present and absent in the themes of parent-child and favour from a friend.

Cultural issues:

Findings of the current study show a combination of cultural, sociological and psychological issues – which amount to 56, and these have been invariably distributed among the themes and across gender. (Refer to paragraph 6.2.10 of this chapter). The themes of religion and social relationship have the highest number of these issues, i.e. 13. A significant difference can be discerned between females and males with two recurring issues of education and support which have a higher distribution among females.

Goal complexity

In this research, goal complexity reveals two clusters, that is, Special issue episode and Problem solving episode. Although the former relate to the majority of themes – which are relatively low in complexity (see Table 11 above), the latter is akin to two themes, i.e. Social/casual relationship and Intimacy/relationship which are relatively high in complexity. Of note is that both clusters are equally relevant to both genders.

Targets

With regard to targets, results show that behavior, as against attitude and belief, seems to be the only target of change that has received consideration in this investigation. (Refer to paragraph: 6.2.12 of this chapter)

Types of change

(Refer to table 13 above). Results of this study indicate three possible occurrences with respect to types of change which are equally shared by both males and females: Reinforcement, Conversion and Formation. This finding supports the work of Dillard and Marshall (2003)

6.7.2 Plans

Message dimensions

Explicitness: results of this study show invariable incidences of both explicitness and non-explicitness in messages of both males and females. However, findings demonstrate that females are more explicit than males when dealing with designated issues of persuasion. (Refer to Tables 14 and 15 above)

Dominance: results indicate invariable incidences of both dominance and non-dominance in messages of both males and females. Of note is that the research confirms parallel incidences of dominance across genders (refer to Tables 16 and 17 above).

Arguments: In relation to this dimension, this research shows results which characterize females as more argumentative than males in designated areas of persuasion. (Refer to paragraph 6.2.2, Table 1 above).

Control: findings of the present study suggest a significant usage of this dimension in persuasion, and this is evidenced by its employment in the majority of the themes. However, Intimacy/relationship remains an exception from this rule. (Refer to Table 19 above).

Types of Plan

Plan complexity

With regard to plan complexity, results of this study demonstrate a number of plan actions that are contained in the six themes. Of those plans, the Education theme contains the highest number of plans, i.e. 15. The findings also suggest that males and females have an almost equal number of influence plans (female 36, male 31). Therefore, gender differences are not very big in this regard (Refer to paragraph 6.3.2 and Table 20 for a detailed account)

Plan specificity

Plan specificity: Males (8), females (8)

Non-specificity of plans: Males (4), females (4)

As illustrated above, the results show that both males and females share exactly equal incidences of specificity and non-specificity of plans. (Refer to paragraph and Table 21 for a detailed account)

Plan quality

Good quality plans: Males (7), females (7)

Poor quality plans: Males (5), females (5)

As demonstrated above, the results indicate that both males and females share exactly equal incidences in terms of relating plans of good quality as well as plans of poor quality (Refer to paragraph and Table 22 for a detailed account)

6.7.3 Action

Message production

In the present study, primary goal importance is observed in various degrees across the six themes. This phenomenon is also noticeable through specific goals that lead the influence interaction, and it emanates by means of a number of arguments that are presented by both males and females respectively for purposes of gaining compliance. (Refer to paragraph 6.4 and Table 2 for a detailed account).

Emotional appeals

Positive emotions: Males (5), females (5)

Negative emotions: Males (4), females (8)

As indicated above, the results show that females are more inclined to the usage of negative emotions than males when dealing with specific persuasive situations. (Refer to paragraph 6.4 2 and Table 24 for a detailed account).

6.7.4 Message effects

Relational and emotional effects:

Effects of dominance: Findings suggest that both males (8) and females (9) show almost equal incidences of high dominance. Therefore, both genders demonstrate less liking for the target.

Effects of explicitness: Findings show that males (6) and females (8) show unequal incidences of high explicitness, with females demonstrating more explicitness than males. The implication therefore suggests that females signal a higher level of solidarity than males in selected persuasive situations.

Effects of argument: Results indicate that messages of females are high in argument, and as such they have a positive effect in the influence interactions of the present study.

Competence

Appropriateness

Findings show that both males and females share a level of competence in respect of appropriateness and suitability in specific incidences of persuasion.

Effectiveness

Results demonstrate that both genders have effective messages along with incidences that reflect unsuccessful messages.

Politeness

Dominance: Findings of the current study show that males and females have high dominance which give rise to impolite messages.

Argument: As evidenced by the high level of arguments in the present study, females have proven to produce more polite messages than males for persuasion.

Explicitness: In this regard, evidence suggests that although males demonstrate both incidences of politeness and impoliteness, females are mostly impolite.

6.7.5 Resistance:

Obstacles: Evidence show that both genders demonstrate incidences of resistance in the form of obstacles across the designated areas of persuasion in the present study.

Barriers: Similar to obstacles**,** results show that both males and females likewise display incidences of resistance in the form of barriers across the designated areas of persuasion in the present study.

Threat: Results of the current study indicate that males and females share both incidences of threat and lack of it across the designated areas of persuasion.

Refutational pre-emption: Similar to threat, evidence suggests that males and females share both incidences of refutational pre-emption and lack of it across the designated areas of persuasion.

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