Analyzing the Discourse of Children's Disputes in the Mosuli Social Context

Fatima Mustafa Jar Allah Mustafa Aldulemy   Professor Dr. Wayees J. Ibrahim

Department of English

College of Basic Education

University of Mosul , Iraq

Abstract:

Different samples have been chosen from the people of Mosul in different social situations that deal with disputes.In addition dispute does not happen accidently.It requires the awareness of the participant to think about how to speak out his utterances .The data to be analyzed have been tape-recorded without people's prior knowledge .The most relavent data to the purposes of study were elected to be analyzed then translated from typical Mosuli dialect into English.

الملخص:

لقد تم اختيار عينات مختلفة من ابناء الموصل ضمن بيئات اجتماعية مختلفة وبغايات متعددة للنزاع.بالاضافة الى ان النزاع لا يحدث بصورة عشوائية.وإنما يتطلب وعي المتنازع للتفكير بكيفية التعبير عن رسالة الاقناع.ان البيانات التي تم تحليلها كانت مسجلة دون المعرفة المسبقة لمن تم تسجيل خطابهم.وتم ترشيح البيانات الاكثر تناسباً مع اغراض الدراسة للتحليل ومن ثم تمت ترجمتها من اللهجة الموصلية العامية الى اللغة الانكليزية .

1.1Introduction

Conflicts are part of everyday life. Everyone has different goals, interests, priorities, agendas, personal styles and inevitably these differences lead to conflicts. So,we start as differences of opinion or different choices escalate, and you have a conflict Then you have to figure out what to do about it-walk away, sit down and have an extended discussion about the problem, give in to what the other person wants, assert yourself to get your own way, or figure out some kind of compromise, or may be there was some way to avoid the differences escalating into a conflict in the first place.

Many conflicts can be readily overcome by regarding them as problems to be resolved by identifying the source of the problem and applying the appropriate problem-solving techniques. For example, you might use techniques like creative visualization to examine the reasons for the problem, rational analysis to assess different strategies in your conflict resolution repertoire, brainstorming to come up with alternatives, and mental-control techniques to gain the internal motivation or control to put new solutions into practice. (Scott, 2008:xi)

1.2 The Problem

Dispute exists in our everyday life . Recently researchers and educators are focusing on intervention programs to help children learn to solve conflicts in the best adaptive way to foster social adjustment to do so, better realization is required of the factors that influence children's conflict resolution strategies. Dispute is not an easy phenomenon .It distinguishes some societies from others .How is it found in societies ?How does it become different according to different factors between the members of society ?.How does it affect language choice of people . The problem is seriously considered. Conflicts are situation based .There are many situations which lead to conflicts and these situations activiate Disputes. The main problem is that lack of knowledge of components of language.

1.3Aims of the study

The study aims at investigating and describing how dispute actually happens in social context of everyday language and analyzing the discourse of dispute .The central aim of this study is to show how discourse is initiated, developed and closed.It also aims to investigate how talk between participants is organized and how they interrupt, ask questions and give or evade answers, how turns are distributed and how content is organized in spoken language.

1.4 Hypotheses

1.Younger children are able to produce more repetition and justification

2. Younger children are able to reveal more dispute topics than older

   children.

3.The strategies used in the beginning of dispute are similar.

4.Conflict is fueled by poor communications due to the incomplete

   sentences of participants.

1.5 Data Collection and Procedure

The data to be analyzed in this study are tape recorded. They have been collected from different families in Mosul city. The disputes are in colloquial Arabic translated into English. The analytical procedure in this study involves the analysis of children's disputes discourses. All the tapes were listened to repeatedly in order to gain a better understanding about communication.

1.6 Limits of the Study

The present research is limited to a sample of children from different families. The number of participants in each family ranges between two and four members.The data in this study are tape-recorded children's disputes. The study will confine itself only to see how discourse is initiated, developed and terminated (closed). All families are from Mosul city. In this study children were selected on the basis of age, sex and topics of children's disputes.

1.7 The Model of analysis

Textual analysis has been carried out following an eclectic model of analysis that explores the structure of dispute speech at the interactive level. Since dispute with someone is performing an act using some form of communication,

usually language, dispute constitutes a "speech act," an act performed in, or by speaking.Acts are the smallest analytical unit in the discourse analysis model. Coulthard's(1985) asserts that the concept of acts are very general, in the sense that elicitation, for instance, has its function "to request a linguistic response, and informative "to provide information". Sack's(1974)model is going to be used as another analytical model the sequence is made up of one or more than one exchange dealing with the same topic or different aspects of the same topic the sequence is divided in three parts beginning, development and termination. Sinclair (1974)stated that discourse analysis based on six categories "interaction" , "transaction" , "sequence", "exchange", "move", "act".

Previous Studies :

Studies have shown that children often use aggravated disagreement.

Boggs (1978) demonstrates that the most common part of the "contradicting routine" of mixed-Hawaiian ancestry children is the use of 'No!' as a direct and undelayed disagreement. Similarly, analysis of children's conflict talk also

found that, contrary to disagreement being dispreferred activity with delays before production and mitigation and with the actual disagreement element being pushed back within the disagreement turn itself, the children in her study highlighted opposition via expressions of polarity to initiate the turn (such as 'No!' or 'Yes'), and partial repetition of the opposed preceding talk in order to focus attention and challenge it.

Kuo (1992) observes that formulaic opposition markers tend to occupy turn-initial positions in informal conflict talk among Chinese friends, and are also produced with an emphatic tone. He suggests that the "direct and aggravated disagreement strategy shows not only the intimate relationship among the speakers but also their strong desire to maintain a sincere and independent self" (ibid p. 401).

Georgakopoulou (2001) found that the main devices for disagreement are not only explicit linguistic signals but include rhetorical strategies. These strategies are specific turn initial markers followed by stories as analogies, and questions (in the form of questioning

repeats and partial acceptance with exploration). It should be noted that the elements discussed in this section not only mark the opening of disagreement, but also appear within conflict episodes.

Laursen, et al (2001) examine developmental trends in peer conflict resolutions. They are most likely to involve negotiation, with coercion and then disengagement of the next most likely strategies. Patterns of conflict resolution differ with age. Coercion is common among children and disengagement is rare. Negotiation is prevalent among adolescents and young adults; the former do not differ in terms of coercion and disengagement, whereas the latter tend to avoid coercion in favor of disengagement. Conflict resolutions also vary as a function of peer relationships,assessment procedures, and reporters. Most conflicts involve coercive resolutions, in contrast to self-reports, which suggest that negotiation prevails.

Cromdal (2004) focuses on bilingual practices of code-switching in disputes emerging during play activities. Drawing on more than ten hours of video-taped play interaction in a bilingual school setting, it is shown how

the language contrast arising through code-switching displays and highlights the affective intensity of oppositional stances. Sequential analyses show how code-switching works to escalate social opposition, often to the peak of an argument, resulting in subsequent backdown or full termination of the dispute. Moreover, in certain participant constellations code-switching may be used to constrain opponents' opportunities to engage in further adversative interaction. Finally, it is argued that an approach to play discourse concerned with children's methods for accomplishing accountable actions allows for a view of bilingualism as socially distributed; that is, as an emergent and interactionally managed feature of discourse

Ehrlich (2008) examines the relation between adolescents' family environment and peer relationships. Specifically, she studied how family conflict, including both parent-child conflict and marital conflict, is linked to social acceptance and social behavior. She also examines whether adolescents' depressive symptoms act as a mediator of the links between family conflict and social

acceptance and behavior. Finally, she examined the moderating role of gender.

Moore, et al. (2008) examined the interactional phenomenon of justification used by young children as they manage social organization of their peer group in an early childhood classroom. The methodological approaches of conversation analysis and membership categorization analysis were used to analyze video-recorded and transcribed interactions of young children (aged 4-6 years) in a preparatory classroom in a primary school in Australia. The focus is an episode that occurred within the play area of the classroom and involved a dispute of ownership relating to a small, wooden plank. Justifications were frequent occurrences as the young participants drew upon justificatory devices to support their stances.

Phinney (2010) Naturally occurring quarrels between 5-year-olds and their siblings and peers were selected from transcripts of spontaneous speech of 55 children recorded in their homes or at school. Each move in the quarrel was coded as a simple move (rejection, denial, contradiction) or an elaborated move (reason, explanation, justification). Each move in the quarrel was found to influence subsequent moves. Simple openings were generally followed by simple moves; elaborated openings, by elaborated moves. with increasing age, children used proportionately more elaborated moves. Five-year-olds used more simple moves in quarrels with their siblings than with peers; compromise and concession were more common in quarrels with peers. The topic of the dispute influenced its structure, with possession and name-calling disputes being less often resolved by discussion than dispute s over facts.

Davies et al (2012) show context must regulate children emotion and behavior. However, the associations between the multidimensionality of conflict and children's regulatory processes needs to be examined. The current study examined differences in children's emotions (mad, sad, scared, and happy) and behavioral strategies to regulate conflict exposure during resolved, unresolved, escalating, and child-rearing marital conflict vignettes.The present study is very close to Moore, et al. (2008) and Phinney (2010) in dealing with children but they each of them has its own aims and hypotheses.

Texts Analysis

Acts are the smallest units of the discourse analysis model. Coulthad(1985) asserts that the concept of acts are very general, in the sense that "*elicitation*", for instance, has its own function "to request a linguistic response,and *"informative" to provide information Sinclair and* Coulthard (1975 1-8) present twenty two classes of acts, in an attempt to analyze everyday conversation which are listed below with their realizations and functions*:*

Label	Realization and Function
Marker	It is realized by the same closed class,Ok,Well.
Starter	It is realized by astatement,question.Its function is to provide information about the act realizing the move head.
Elicitation	It is realized by a question.
Check	It is realized by a closed class of polar question.
Directive	It is realized by command. Its function is to request a non-verbal response.
Informative	It is realized by a statement.
Prompt	It is realized by a closed class of items ,hurry up, quickly.
Nomination	It is realized by a closed class of items ,names,you
Acknowledge	It is realized by yes,mm etc.
Reply	It is realized by a statement and by the word yes
Reaction	It is realized by a nonlinguistic action.

Comment	It is realized by a statement.
Accept	It is realized by a class of items such as yes, no,good.
Evaluate	It is realized by a class of itemssuch as yes,no good, fine.
Metastatement	It is realized by a statement referring to future time.
Silent stress	It is realized by a pause following a marker.
Loop	It is realized by a closed class of items pardon,what,agaaain.
Aside	It is realized by a(statement "sta", question "que", order) usually marked by lowering the tone of voice.
Conclusion	It is realized by an anaphoric statement which usually starts with (then,so).
Bid	It is realized by a closed class of verbal and nonverbal items(sir,raised hand,heavy breath)
Clue	It is realized by a statement and a moodless item which provides additional information.
Cue	It is realized by a class (hads up,don't call out)

Text One:

A dispute between two children while they were playing

Noor: Ah, he hit me . Why do you hit me so strongly ?

Yousif: The stone hits the scissors strongly in order to break it.

Noor: You're not a stone . We are not playing a real game . We are only playing. You were going to break my hand .

Yousif: No we are playing a real game.

Noor: No, I don't want to play a real game. We play as we always used to without hitting me strongly as if you were going to break my hand (silence) Just try to speak , how… You are !

Yousif: Dog . The game is like that .

Noor: No, it's not like that .

Yousif: It's reality,it is like that .

Noor: He hit me like that. He hit me like that

Yousif: The game's reality is like that. No, No, It's the truth .

Noor: Yes, this is the real game, but we are playing and we can play as we want.As we want to play it, we play it.I do not want to play a real game.

Yousif: Really,no .

Noor: No, we are lying .

Yousif: Mean .

Noor: Why did you hit me strongly?

Yousif: I wish that you die.

Noor: I wish that you die

Yousif: Dog.

Noor: Mean.

Yousif: I'd love to hit you.

Noor: Why do you behave like that? What's that behavior?

Yousif: I wish that Allah will revenge for me.

Noor: I wish that Allah will revenge for me, I wish that you die and I see you dead in grave.

It's so nice to walk on your grave.

Yousif: I bring you and bury you in grave and I'll bring a piece of wood …

Noor: I'll kill you and put you in your grave.

Yousif: No way No . First the game is real and I like it to be real. Why do you play unreal game like cartoon show? I don't like them too much.

Noor: We are not imitating cartoon shows. I am telling you in order not to hit

me hardly.You shouldn't hit people heavily.

Yousif: As I like it. It is up to me.

Noor: Me too, it is up to me. Nobody told you to hit me heavily . Who told you to hit me heavily?

Yousif: Who told me? My mind told me.

Noor: And I don't accept it . How do you accept it !

Yousif: I accepted it .

Noor: I don't accept it .

Yousif: I hate you.

Noor: I hate you too. Who told you to hit me? Yousif

Yousif: Dog, stupid mean .

Noor: Boot.

Yousif : I am annoyed with you. I will never play with you

Noor: Come. Slipper .

Yousif: I will complain you to your mother.

Yousif's Mother: Stay away from my son and do not tease him. Yousif go to study and do your best .Forget about fighting Noor .I promise you to get you a present if you succeed .Go to your room and hold your book.

3.1 Analysis of Text One:

In this interaction the two major characters Noor and Yousif conduct their discourse while Yousif's mother is considered as a minor character who interfered at the end of the discourse. They were close friends. The relation between the two charracters is a social one.Yousif is Noor's cousin.Yousif is eight years old while Noor is nine years old.The conversation was all about one topic which was concerned with the argument of the two kids.Both of them are pupils at primary school .The participants are of equal status.

Yousif and Noor, like other kids they are of the same age both of them are nine years old were playing at home and the name of the game was (Stone,paper and scissors)Yousif and Noor were playing normally then Yousif initiated .The dispute when he hit Noor strongly and she refused that and the dispute escalated to the degree that Noor wanted to see Yousif dead . Finally the dispute

terminated when Yousif decided to complain Noor to her mother. Topic shift did not occur since the whole discourse centered on one topic.

Noor initiated the discourse when she inquired from Yousif about the reason why he hit her so heavily,asking him to give her a reason **(Inquiry)** and ask a question for investigation. The game is "the stone hits the scissors" in order to break it. Yousif said that the stone hit the scissors strongly to give reason **(Justification)** to show that he is right reasonable or proper.Noor stated that they weren't playing a real game **(Statement)** but Yousif insisted on that **(Emphasis).** to stress his word to make the significance clear and show importance, to place a special value or importance on his words.

Noor kept silent for some time because she was thinking of what to say to Yousif and then asked Yousif and said angrily " Just try to speak" she hesitated and didn't continue the discourse . How …you are" She is going to insult him **(Insult)** using words like silly, or stupid which are used to hurt others' feelings . The dispute between the two kids continues. Noor said that the game should not be played

in that way but Yousif insists that this is the reality of the game **(Emphasis)** Noor stated the way that Yousif hit her and said "He hit me like that "and repeated the sentence. Yousif repeats his statement to assert his opinion(**Repetition**) about the reality of the game and uses the negation word "No" twice to assert the truth.Noor asked Yousif "why did you hit me strongly?" She insulted him .The word "dog" is used for insult in the Iraqi culture, in other cultures dogs were depicted to symbolize guidance, protection, loyalty, fidelity, faithfulness, watchfulness, and love.

Yousif is interested in hitting Noor and he clearly confessed that to her **(Confession)** to acknowledge ,admit what she was …or declare. The revenge is done by Allah for her. She suffered a lot and she was extremely angry with her cousin, that it is nice for her to walk on his grave. He wishes that she will die **(wish)** Noor interrupted Yousif.She didn't give him the time to complete his sentence **(Interruption)** . The dispute continued to the degree that Noor angrily emphasized that she would kill him and put him in his grave. (She is not going to really kill him). Why do we act unreal

game like Cartoon show ? Yousif doesn't like acting games . He wants games to be real . He also wants to kill her **(Desire)** .

Yousif doesn't like cartoon show because it is unreal **(Like).** Noor is telling him that in order not to hit her strongly **(Reason)** She advised him not to hit people heavily **(Advice).** Yousif said that he is the one who decides **(Decision).** Noor refuses to accept hitting her **(Refusal)** She said, "no" to his request or offer. She showed unwillingness to accept.Noor wonders how yousif accepts that ! **(Surprise).**The conflict continues between the two participants, Yousif accepts hitting her but Noor refuses that . The dispute also escalates to the degree that Yousif confesses that he hates Noor **(Confession)** .

The dispute developed and he became so angry. Noor repeated Yousif's sentence and said that she also hates him and she used his name **(Nomination)** To use one's own name can be powerful to attract his attention. Her feeling is so hurt which is expressed through repetition. The conflict escalated to the degree that they exchanged insult. Noor did not give up and described him as "mean" and

"stupid" **(Insult).**Yousif reached a final decision that he is not going to play with her (**Decision**) . He was very angry and left her . Noor was so angry.She asked him to come back for fighting that the dispute is escalated .Yousif threatened Noor by saying that he will complain her to her mother **(Complain)** .

It is clear from the analysis that the discourse is well structured in that it has initiation, development and termination.The turn–taking mechanism smoothly worked between the two characters, Yousif and Noor.The style of the language was informal because the two characters are of the same social rank. Also, the turn-taking mechanism in this conversation contained only two turns "Yousif" and "Noor", The topic within the conversation did not vary.

The whole conversation was about the game of stone ,paper and scissors. Their conflict does not just appear suddenly. Conflict evolves between them.The dispute terminated when Yousif's mother interfered and she selected herself a turn and decided to put an end to this dispute. Therefore, she asked Noor to stay away from her son and to stop teasing him**(Order)** and she

asked Yousif to study and do his best. She used the family relationship vocative "my son" **(Nomination)** instead of Yousif which gave genuine feelings of caring and politeness to the order of studying as well as converting all the orders in her speech to polite requests.

She also reinforced her convince by adding intensive shown with a promise **(Promise)** to get him a present to motivate him to study .At the end of her speech ,she thought that it is the perfect time to order him to study**(Order)**. She ordered him in an accent that showed an order more than a request.

Text One

Table 1: The Language Acts Used by Noor and Yousif are Arranged from Higher to Lower

Language Acts	Frequency	Percentage
question	7	
Insult	2	10%
Emphasis	2	10%
Confession	2	10%
Decision	2	10%
Justification	1	5%
Elicitation	1	5%
Repetition	1	5%
Statement	1	5%
Wish	1	5%
Desire	1	5%

Like	1	5%
Reason	1	5%
Advice	1	5%
Refusal	1	5%
Inquiry	1	5%
Surprise	1	5%
Total	**20**	**100%**

Table one shows that the most frequently used language act is emphasis (10%) is used to show the importance of utterances.Insult (10%) is used to hurt the others feelings or devalue their dignity.Confession (10%) is used when the participant says or admits something.Decision constitutes (10%),of the total number of language acts .Each of other language acts Justification , Elicitation , Repetition, Statement, Wish, Desire , Like , Reason, Advice, Refusal, Inquiry and Surprise constitutes (5%) of the total number of language acts .

These percentages were highly affected by the kind of conflict in the text. Yousif depended mainly on linguistic strategies whereas Noor had varied her utterance according to Yousif's responding to the conflict process.Thus, the work of this text was a cumulative one. Most of the words have meaning. They used the act (Wish) to show   a desire which cannot be fulfilled..They used reason act to show a justification of something.

Conclusions:

Younger children are able to produce less repetition and justification

than older children,younger children are able to reveal more dispute topics than older children,the strategies used in the beginning of dispute are not similar and conflict   is   fueled   by

poor communications due to the incomplete sentences of participants.

Recommendations:

Writers and psychologists advised to continue to develop techniques to more effectively facilitate the resolution of children conflict and disputes.

Teachers are recommended to increase their knowledge about the conflict resolutions.Children recommended to be taught mediation skills, and use them for the rest of their lives,writers recommended to also be aware of the importance of the conflict resolutions,students in our society are supposed to be taught the art of conflict resolution by enabling them to write correctly the conflict resolutions to recognize them in any given text,it is also important for linguists to shade light on the psychological aspects of conflict resolution,we can help our children learn how to cooperate and how to disagree without fighting and falling out,once children learn student-to-student conflict resolution, pairs or small groups can independently explain their upsets to each other,

come up with reasonable resolutions, and follow through with changes in their behavior. But before children can learn to use any protocol independently, they need a firm grasp of some basic social skills:

a.Cooling off when upset.

b.Speaking directly to each other.

c.Speaking assertively, honestly, and kindly.

d.Listening carefully to others and accurately paraphrasing their words.

e.Proposing solutions and agreeing on a solution to try and here are some suggestions that might work at conflict resolution. These techniques will work most of the time and make our job as parents a little easier.

a. Don't try to solve the problem for them.

b. Don't take them or yourself too seriously.

c. It's their argument, not yours.

References

Boggs, S. T. (1978). "**The Development of Verbal Disputing in Part-Hawaiian Children**". Language in Society,7, 325- 344.

Cromdal, J. (2004**) "Building Bilingual Oppositions   :Code-switching in children's disputes". Language   in society** .33:1 United States of America . AMACOM. P 35-36

Davies, et al (2012) **Understanding Children's   Emotional Processes and Behavioral Strategies in the Context of   Marital Conflict**. Jul;109(3): 336–352.

Ehrlich, K. B.(2008) **Conflict At Home and   Problems   With Peers: Family-Peer Linkages and The Role   of Adolescent Depressive Symptoms and Gender**   M.A. Thesis,University of Maryland.

Georgakopoulou, A. (2001). **"Arguing about the future":** On indirect disagreement in conversations. Journal of Pragmatics,   33, 1881-1900.

Kuo, S. (1992). **Formulaic opposition markers   in   Chinese   conflict talk**.Georgetown University Roundtable on Languages   and Linguistics, 388-402.

Laursen B. Finkelstein B. and Betts, N. T.   (2001)   **A   Developmental Meta-Analysis   of   Peer   Conflict Resolution"**   Vol.   21, no.   4   Pages 423449https://doi.org/10.1006/drev.2000. 0531 Moore, C. C., Danby, S., and Farrell, A. (2008)   **" I Told you so'': Justification Used in Disputes   in Young   Children's Interactions in an Early Childhood Classroom"**.Vol.10 No.5

Phinney, J. S. (2010) "**The Structure of 5-year-olds'   Verbal   Quarrels with Peers and Siblings".** Vol. 147, - no. 1

Sacks, H. Schegloff, E. A. and Jefferson, G.(1974)   "**A   Simplest Systematic for the Organization of Turn-Taking   for Conversation".Language**, Vol.50, No.4, pp,696-735.

Sinclair, J. and R. Coulthard (1975) **Towards   An   Analysis   of Discourse:The   English   Used   By Teachers   and   Pupils.** London: Oxford University Press.