

## CHAPTER 4

### FINDINGS AND DISCUSSION

#### 4.0 Introduction

In this chapter, data will be analysed in terms of power that might exist between the subject and her interlocutors who will be of three tiers: higher authority, similar authority (peers) and lower authority. Codes will be used to represent the different interlocutors involved, a background description of where and when the conversation took place will also be provided and instances of overlapping and latching, as strategies used by the child to display power will be highlighted within the conversations. Following each example of the conversation, an explanation discussing how the power was displayed will be provided. These strategies will be considered as ways in which interruptions (Watts, 1991) occur in a conversation and as Watts (*ibid.*) has pointed out, interruptions of these two kinds are related to power. The explanations that follow will look at whether power is enacted, expressed, described, concealed, or legitimate in the conversation. As there are three tiers of authority involved in this study, it is probable that one of these two strategies may seem to be more rampant in the different sets of conversations involved.

The term power has a range of meanings encompassing ability, capacity capability, and competence to potential but in the context of this study, power refers to the concept of control as in authority. As we are aware, a person with the authority is often the one in power. In this study and in this particular chapter, the spoken data of the female subject of seven years is elicited in order to show how power is being displayed via the two strategies of overlapping and latching. These two terms have been defined in chapter two.

By presenting the evidence of real data, this chapter attempts to discuss how power is being displayed by the female subject within a conversation. Watts (1992) mentions that the exercise of power in institutionalized settings tend to be more overt and this is not surprising as in an institution, different hierarchies of power are more apparent whereas in family settings and among close-knitted family members the social networking system is so covert that who exercise power on whom may be difficult to detect although it cannot be denied that parents would be seen as the ones with the power. Further as parents attempt to adjust and accommodate to the needs of their children, they may occasionally resort to newer strategies of power hence, it could be more difficult to see how power is being constructed among family members. This chapter will attempt to provide real spoken data elicited from the subject and her interlocutors in order to illustrate how the child exercises power over her interlocutors. Extracts of the conversations will be provided to demonstrate this claim. Overlapping will be highlighted through [ ] and latching will be illustrated through =.

The following are some examples of power as demonstrated by the subject in her conversations with her interlocutors. The power display is highlighted but the strategies used will not be discussed in this section.

## 4.1 Examples of Power Demonstrated Through Conversations

*Table 4.1: Conversation between subject and parents in the car*

Turn	Speaker	Utterance
3	MN	Did you put your head out?
4	M	(--)
5	LG	Why did you put your head out?
6	M	/ No Chaa ..a.. (dad) I wanted to say bye to velliMaa (aunt). (( )) Long pause with a smile
7	LG	/ Ya ya you know how dangerous it is?

Table 4.1 is an extract from the conversation between the subject, M and her parents (MN/LG). The conversation took place in the car on the way back from school. At turn 3, M's father (MN) questioned M about her action of putting her head out through the window of the bus. This conversation was triggered by a phone call from M's aunt who had observed this action earlier. In response to MN's question, M remained silent and this indicated the submissive role of M. Here there is no evidence of power. However, at turn 6, M states “/ No *Chaa* ..a.. (dad) I wanted to say bye to *vellimaa* (aunt). The long pause indicated by the symbol (( )) accompanied with a smile reveal how M demonstrates power through solidarity. with a smile” and this utterance reveals how M demonstrates power through solidarity. It appears that her attempt is successful as MN seems to be taken in by the affectionate tone and smile for he does not pursue the issue. The following is an example from a conversation between M and a friend which indicates the existence of power.

*Table 4.2: Conversation between subject and friend in the classroom*

Turn	Speaker	Utterance
1	M	Karisma, Why are you standing here? Go and sit in your placelah.[
2	F	[I want to pinjam (borrow) your Maths book. I don't know how to do the latihan (exercise) teacher gave yesterday.
3	M	<b>=Aiy...so you not yet finish the kerja rumah (homework) teacher gave. /.Aaa...you want to copy minelah.</b>
4	F	No, I just want to see.[
5	M	Don't lie] I know you want to copy mine because you never finish your work. You always like that one.

Table 4.2 is an extract taken from the conversation between M and her friend, F. The conversation takes place in the classroom. At turn 1, M directs F to sit down. Here the demonstration of power is seen in her utterance “Why are you standing here? Go and sit in your placelah”. Here, it is clearly shown that M and F being of the same age, M takes it upon herself to play a more dominant role. When F intervenes while M is talking, trying to insert an argument, it is noted that she could not display power like for M comes back with a quick assertive response. This is seen in turn 3 where M states “ =Aiy...so you not yet finish the kerja rumah (homework) teacher gave. /.Aaa...you want to copy mine”. The use of interjections ‘ Aiy’ and ‘Aaa’ besides giving dramatic effect to her speech, also indicate some form of power for she is taking a superior tone. The following is an extract of conversation between M and her aunt which also reveals the existence of power.

*Table 4.3: Conversation between M, LG and A2.*

Turn	Speaker	Utterance
1	LG	Mrs Singh next week Sunday is your prayers right?= =where are ma?
2	M	In my temple Manesha.=
3	A2	= <b>Children can come a aunty ?</b>
4	M	Of course can come.
5	A2	Aunty they got give Laddu (sweet round balls to eat) or not?
6	M	No Manesha. But they will give you a nice breakfast. You and Mannoj come with your mummy and daddy ok?
7	A2	

The extract in table 4.3 is taken from the conversation between M, LG and A2. The conversation which is on the issue of attending prayers in a temple takes place in M's house. LG, M's mother initiates the conversation by asking A2 about the prayers that she will be holding in the temple. As she is about to end her utterance and before A2 could answer, M intervenes with her utterance “=where are ma?=” in turn 2. The display of power is clearly evident here for she has taken the floor from both LG and A2. According to Sacks, Schegloff and Jefferson (1974) turn taking is considered as a simplest systematics for the organization of a conversation.

*Table 4.4: Conversation between subject and her maid in her house*

Turn	Speaker	Utterance
1	M (raising her tone)	<b>AKKA idhellam neenge edukkanum. Achaaa office-ku poganum. ( Big sister you must take all this and we <u>must</u> go to father's office.</b>
2	S	Sari sari edukkuraen.

Table 4.4 is an extract from the conversation between M and the maid (S). The conversation is about their plan to go to M's father's office. It is noted here that ethnic address forms are being used to display relationship. In this extract, 'akka' was used to

mean 'elder sister' and acknowledge 'S', the maid. Here M, uses an authoritative voice indicated by her tone and choice of words as seen in turn 1. The utterance "AKKA idhellam neenge edukkan**um**. Achaaa office-ku pogan**um**". The word 'edukkanum' and 'poganum' spoken in Tamil has the connotation of 'must be' as seen in the surfix 'num'. Thus when translated it means 'must be taken' and 'must go'. The show of power is shown through this. It can be seen here that although the maid (S) was addressed as 'akka' (elder sister) , the subject , a younger person spoke with authority. This shows that her discourse may connote some respect but it was not meant to reduce power. The subject's raising tone indicated her power and the imperative 'must go' was a directive not a request.

The analysis of the extracts above clearly indicates that power does exist in the conversation of M, the child in this study with her interlocutors who are of different status i.e. parents, relatives, peers and maid. Although Watt (1991) says power in conversation within the family context is covert, the current study proves otherwise. In cases where M holds a superior position as seen in her conversation with the maid and where she is of the same age as seen in her conversation with her friends, M demonstrates power quite openly. The power too is demonstrated through various means depending on the status of the interlocutors.

The following section will now focus on the analysis of the strategies employed by M to demonstrate power. The discussion will be in the following order:

1. Overlapping
2. Latching

Before analyzing the data collected to indicate how the subject uses overlapping and latching to display power to her interlocutors, a brief summary of overlapping and latching is given.

Overlapping refers to instances in conversations where two or more speakers speak at the same time and Johnstone (2008) clearly states that overlaps are not interruptions because “they are expected and are not disruptive” (Johnstone, 2008:102). In fact, it has even been mentioned that in some instances, overlaps may be perceived positively as they are also seen as a cooperative strategy which speakers use to build their rapport and Tannen (1983) supports this notion. An overlap, it would seem, occur due to poor timing for often times a speaker may have, from clues of a particular conversation assume that the first speaker will stop so he/she just comes into the conversation but because the first speaker’s speech had been intercepted, he/she would also stop because the second speaker had already started although ideally, a conversation should follow a sequence of clear turns where a speaker only comes in when the other has completely finished talking. In looking at overlapping, Langford (1994) however, say that overlap talks occur due to latched talks. He says that a latched talk occurs when the second speaker comes in immediately without even a ‘minutely discernible gap’ (Langford, 1994: 54) and as a result, it creates overlapped talks where the two speakers speak at the same time. Nonetheless, in the context of this study, the two terms are differentiated. Latching refers to an utterance offered by a second speaker at that moment of conversation immediately after the first speaker was perceived to have finished talking, thus stopped and hence without any pause, a new utterance made by the second at the same time and one is likely to give way to the other.

To ensure clarity and consistence in the discussion, examples will be provided for each of the strategy and the examples will be taken from her conversation with her interlocutors; parents, aunts, peers and maid. The section will provide examples according to the three tiers of power: subject and higher authority, subject and peer, and subject and lower authority.

## 4.2 Overlapping

### 4.2.1 Subject and higher authority

#### a) Subject and Parent

Table 4.5 is an extract from the conversation between M, the subject and her mother, LG and her father, MN. The conversation takes place in the house and it about M's relationship with her caretaker whom she addresses as aunty.

*Table 4.5 Conversation between M, LG and MN*

Turn	Speaker	Utterance
1	MN	Baby did you sharp the pencils?
2	M	No Chaa I'm looking for the big sharpener don't know where is it.=
3	LG	=It is on top of the shelves. Open your eyes widely and <u>seelah</u> baby=
4	M	=No Maa I already see.
5	LG	/ Baby how do you speak to aunty a ?
6	M	= In Englishlah Maa
7	LG	Don't bluff!
8	MN	In Tamil [ <b>right?</b> ]
9	M	[ <b>No Maa aunty can understand English. I speak little bit in English and little bit in Tamillah.</b> ]
10	LG	Aunty can speak in English?
11	M	No Maa but she can understand English you know.

The extract in table 4.5 takes place in the living room at M's home and the conversation is between her parents, LG and MN. The conversation starts with a trivial issue and subsequently goes on to the main issue of concern to the mother. This is seen in turn 5



where LG says “/ Baby how do you speak to aunty a ?” In this conversation overlapping takes place at turn 9 where M says “[No Maa aunty can understand English. I speak little bit in English and little bit in Tamillah.]”. In this instance the overlapping can be considered to be of the first type defined by Yuan, Liberman and Cieri (2007) which has been mentioned in Chapter 3.

The reason for categorizing this overlapping under the first type is because M at turn 9 intercepts MN’s turn at turn 8 before MN could complete his utterance, “In Tamil right?.” M intervenes into her father’s utterance with a defensive mode as she was probably unhappy with her mother’s accusation about her lying at turn 7. According to James & Clark (1993), dominance in conversation is evident not only by the amount of conversation but by the amount of disruptions as well. In this example, it is apparent that when M intercepted his utterances, MN gave way to M by stopping and in that regard, had lost the floor which was clearly taken over by M through her interception (Watt 1991).

Overlapping is also shown in Table 4.6 in the conversation between M and her mother. In this conversation, it appears that M also took over the floor when she overlapped what her mother said. From such instances of ‘snatching turns’, one can clearly see that power had been exercised.

*Table 4.6: Conversation between M and LG*

Turn	Speaker	Utterance
1	LG	Baby I already told you to bring your chatta (dress) <b>[from upstairs.. .]</b>
2	M	<b>[Allaa tomorrowlah Maa. It’s a new movielah, Maa.]</b>
3	LG	I already told you many times that you have school tomorrow.
4	M	<u>Okay okay.</u>
5	M	(( --- )) The subject quietly goes into the room to get her uniform.

In this example, the conversation starts with LG, the mother, reprimanding M, the subject for not bringing down her dress from upstairs. It is likely that the child had been told earlier to do the same task but had clearly forgotten. Hence in turn 1 where LG says, “Baby I already told you to bring your chatta (dress) from upstairs” as a reprimand for forgetting, M intervenes her utterance at turn 2 by saying, “Allaa tomorrowlah Maa. It’s a new movielah, Maa”. In this example, it is apparent that overlapping occurred at turn 2 and the child again displays her power as LG stopped immediately when M took over the floor. Similar to the first example, overlapping in this context is the first type as defined by Yuan, Liberman & Cieri (2007).

### c) Subject and Aunt/caretaker

The following section will be a discussion on the occurrences of overlapping which exist in the conversations between M and A, her caretaker whom she addresses as aunt.

*Table 4.7: Conversation between M and A1*

Turn	Speaker	Utterance
1	M	Aunty, why you give me so many Maths sums?
2	A1	This is because you are so weak in your Maths. Subtractions you do as addition, Additions you do as <b>[subtraction]</b>
3	M	<b>[Where got? You always blame melah, Aunty.]</b>
4	A1	I am not blaming. You complete your work first. I will show you.
5	M	Nah Aunty, I finish already. / Can I play game now?
6	A1	So fast you finish. Did you count properly? Wait, let me check first. If all correct only / you can play <b>[game]</b>
7	M	<b>[Aiyo...yeslah Aunty I did correctly. You always like thatlah...then you will ask me to do corrections and then I cannot play game.]</b>
8	A1	Manesha....see I told you. Again you made the same mistake. How many times I taught you how to do subtractions? And again and again you are making the same mistakes. Then how you going to do your exams?

In table 4.7, M is interacting with her caretaker A1, who lives in M's house and at times assists her in her studies. The conversation takes place in the house. The conversation they are having is on the issue of M's homework which was given by A1. M complains that the homework is excessive as seen in turn 1 in her utterance "Aunty, why you give me so many Maths sums?" A1 then justifies her action of giving the exercise by stating that M is very weak in her Maths and that she constantly makes mistakes in subtraction and addition. Note that as A1 was giving her explanation, M intercepts A1's utterance at turn 3 with an abrupt question "[Where got? You always blame melah, Aunty.] In this extract, the overlapping that had occurred clearly indicates that M is attempting to display power over A1 and the display of power is successful for A1 at turn 4 tries to placate M with the utterance "I am not blaming. You complete your work first. I will show you."

In the same table, another instance of overlapping made by M occurs at turn 7. Prior to that M tries to evade further work by claiming that she has finished and she wanted to play. This is seen in her utterance at turn 5, "Nah Aunty, I finish already. / Can I play game now?" In response to this, A1 insists on checking the work which is in turn 6. Before A1 could complete her utterance "So fast you finish. Did you count properly? Wait, let me check first. If all correct only / you can play [game]" it seems clear that the subject, M, had interrupted with an interjection at turn 7, 'Aiyo' and this is then followed by a statement in an indignant and reluctant tone "[Aiyo...yeslah Aunty I did correctly. You always like thatlah...then you will ask me to do corrections and then I cannot play game.] Clearly, the subject, M is blaming her aunt, A1 for her inability to play and through the overlapping, it was clear that M had gained control of the floor.

When we compare this kind of overlapping instance with the one in table 4.1 above, there is a slight difference. In the previous table, M overlapped and she followed this up with a smile and that enabled her to cajole her father to do what she preferred or wanted, that is not to pursue the matter. In this context, it is clear that M intercepted A1's utterances but these were done with an unhappy note as can be seen from the tone she uses. From these two instances, we can thus conclude that overlapping by a young child may be done through emotions which indicate that one is happy or one that is not happy. Nonetheless, the use of overlapping by M in this instance was not successful as A1 did not budge from her original decision. Table 4.8 is another example of an extract taken from M's conversation with her aunty, A1.

**Table 4.8: Conversation between M and A1**

Turn	Speaker	Utterance
1	A1	Do your corrections and show me <b>[again]</b> .
2	M	<b>[Aiyo....Aunty!!!! You always giving me worklah. I cannot rest also]</b>
3	A1	Oklah Manesha...you no need to do anything. Leave it...I am not going to give you any work anymore. You keep grumbling. You must study with a happy face and not a sad face. Go and play...no need to do the corrections
4	M	(( )) Aiyo...
5	A1	Why you want to do? I already said no need. Just keep it. You can go and play or see tv. I am no more going to give you <b>[workbook]</b>
6	M	<b>[Oklah Oklah]I</b> will do nowlah Aunty. Don't get angrylah.
7	A1	I am not angry...What for I am not going to sit for exams you are going to /. You study it is good for you only.
8	M	/Aiyo oklah I am doing, Aunty. I will finish and then play.
9	A1	Hmm...that's a good girl.

In table 4.8, M is interacting with A1 on the subject of her tuition work. A1, after correcting M's work instructs her to do the correction. This is seen in her utterance at turn 1, "Do your corrections and show me [again]." Before A1 could complete her

utterance, M overlaps with her complain as seen in her utterance at turn 2, “[Aiyo....Aunty!!!! You always giving me worklah. I cannot rest also].” Overlapping takes place at the end of turn 1. Power is shown here through the abrupt snatching of turn from A1 as shown in turn 3. Clearly it was emphasized through the use of ‘lah’ after the word ‘work’.(See Chapter 2 for use of ‘lah’). In the same table another instance of overlapping takes place at turn 6 where M interrupts A1’s utterance at turn 5, “Why you want to do? I already said no need. Just keep it. You can go and play or see tv. I am no more going to give you [workbook]”. M through her utterance at turn 6, “[Oklah Oklah]I will do nowlah Aunty. Don’t get angrylah” takes the floor from A1 before her real turn. In these two instances, power is displayed by M but the extend of the power is limited for the conversation ends with M conceding to A1’s wishes. It is important to note that the Malay term ‘lah’ which acts as a suffix to most of the utterances (as seen in table 4.8) is commonly used term in Malaysian English.

#### **4.2.2 Equal authority/peers**

##### **a) Subject and Friends**

As mentioned earlier, same authority refers to those who are peers with the subject. It is not clear how much power will be displayed by peer relationship but in the context of this study, there were several instances as illustrated below. The following section will be a discussion on the occurrences of overlapping which exist in the conversations between M and her friends, F1, F2 and F3. All the conversations took place in the school. Table 4.7 is an extract taken from the conversation between M and F1 on the topic of watching movies on the television.

**Table 4.9: Conversation between M and F1**

Turn	Speaker	Utterance
1	M	Eh...F1.....you saw Disney channel yester[day?]
2	F1	[Whatlah on Disney channel?]
3	M	Yesterday they put “Enchanted”. You got watch or not?
4	F1	Aiya...that one they put so many time on Disney Channel. I think 100 times watch already. How many times want [to see?]
5	M	[I also see before already, but again I saw yesterday.]
6	F1	Oklah Oklah...

In Table 4.9, the conversation revolved around TV programmes. M had initiated the conversation by asking F1 if she had watched the Disney program the day before. This is seen in turn 1 where M says “Eh...Vasundhara...you saw Disney channel yesterday?”. F1 seeks clarification on the program and in turn 3, M explains further. In turn 4, F responds by saying “Aiya...that one they put so many time on Disney Channel. I think 100 times watch already. How many times want to see?”. Before F1 could conclude her utterance, overlapping takes place with M making the statement “[I also see before already, but again I saw yesterday.]”. Here the display of power is not very obvious as F1 seems to take on a critical tone with M. This is seen in her statement. “I think hundred times watch already, “How many times want to watch”. The numeric 100 followed with the phrase “How many times.....” shows this clearly. Being of the same age group the show of power seems to be moving back and forth between the speakers. However, the power reverts back to M through an instance of overlapping as shown in turn 5 where the subject, M spoke through the use of the phrase “ I also see before” followed by “ but again I saw”. This instance of overlap indicates that M took over the floor as her friend F1 did not pursue the matter further. In addition, such an occurrence of overlapping is also similar to the Type 1 turn-taking described by Yuan, Liberman and Cieri (2007).

The example clearly indicates that the children tend to display inherent freedom of interrupting in peer talk. This is similar to the findings of Jamison (1981) who found that as the children grew older, they seemed to be developing the ability to anticipate possible completion. Moreover if a child deals with an interlocutor of same age group they tend to have more rights to intervene into the other speaker's turn.

The extract in table 4.10 is taken from the conversation of M with F2. The conversation takes place in M's classroom. The conversation is initiated by M with a request to borrow F2's essay book.

**Table 4.10: Conversation between M and F2**

Turn	Speaker	Utterance
1	M	Hei Tabhes, can you borrow me your <i>penulisan</i> book? (writing book)
2	F2	No, I already pass up the booklah, [Manesha]
3	M	<b>[Don't lielah, you. I haven't pass up also. How you pass up?]</b>
4	F2	(( )) I simply saidlah I have the book. Wait I take from my bag [ah.]
5	M	<b>[Aiyo...you always like to lielah...] Faster takelah.</b>

Table 4.10 is an interesting extract which shows how one child takes control of the behavior of another child. In this conversation, overlapping took place on two instances: turn 3 and turn 5. Data show that M and another friend, F2 were in the room doing their homework and the conversation was about the handing in of their composition book. Notice that in turn 1, M, the subject requests that her friend, F2 lent her 'penulisan' book which M probably wanted to use as reference. In response to M's request, F2 states that she had already handed in the book but before she could conclude her utterance, M interrupted with an accusation as seen in turn 3, "[Don't lielah, you. I haven't pass up also. How you pass up?]. When F2 gave her explanation, note the overlap occurrence that came in at turn 3 where M intercepted without hesitation. At this point of the

overlapping, F2 conceded that she indeed had the book. This is seen in turn 4 in her utterance which began with a pause as shown in (( )) followed by a frown with a smile and she then added, ‘I simply saidlah. I have the book. Wait I take from my bag ah]. Clearly the overlap occurred because M was in power and M was in power because she knew for a fact that her friend was lying to her. Note how she gained control of her friend who kept quiet for a while and then continued to say that she would take out the particular book to lend to M. A second instance of overlapping also occurred at turn 5 where the subject, M intervened the utterance of F2 where M once again intervened before F2 could conclude her utterance and M made an accusation of F2 with her utterance, “[Aiyoo...you always like to lielah... Faster takelah.] the utterances articulated here clearly show some degree of impatience. Other examples of overlapping at the peer relationship can also be seen in the data but these are not displayed here due to space.

### 4.2.3 Subject and lower authority

#### a) Subject and Maid

The following section will be a discussion on the occurrences of overlapping which exist in the conversations between M and S, the maid. All the conversations take place in the house. Table 4.11 is an extract taken from the conversation between M and S on the topic of house work.

*Table 4.11: Conversation between M and S*

Turn	Speaker	Utterances
1	M	AKKA, idhu ellaam innum thoidaikalaiyaa? (Sister, have you wiped these?)
2	S	Idho [ <b>thudaikiraen</b> ] (I am coming to wipe)
3	M	[ <b>Seekiram ennakku vaelai irukku (Faster, I have work)</b> ]



The conversation begins with M questioning S as to whether she has completed cleaning M's room. This is seen in turn 1 where M says "AKKAA, idhu ellaam innum thoidaikalaiyaa? (Sister, have you wiped these?)". In response to this enquiry, S responds by saying that she is coming up to do it. However, M intervenes by asserting her power not only through the intervention but also through the use of the word '[Seekiram (Faster)]'. The existence of overlapping is clearly indicated for despite S's assurance at turn 2 that she is coming now, M interrupts by asserting her superior position.

*Table 4. 12: Conversation between M and S*

Turn	Speaker	Utterances
1	M	AKKAA INGAE VANGE IDHU ENNA? Akka come here what is this. (Refer to unorganized clothes). Ithu enna ippadi Maadichu vechirukkinge. (What is this why did you fold the clothes like this?) Idhu enna ? Sutthammaa irukaa? (What is this? Is it clean?) (referring to dirty mirror). Idhu naaldhaan Ammaa unggala paesuraanga (This is why mother is scolding you. Ungalukku onnum vayasu anju,aaru,onnu illai Neenga pombaladhaanae? (Your age is not 5, 6,1 or 2.Are you a lady or a Man?)
2	S	[Pombalaidhaan ](A lady)
3	M	[Appadinaa olungaa Maadichu veiyunge.] (If so then fold and keep my clothes neatly)

Table 4.12 is a conversation between M and S on the quality of S's work. M initiates the conversation by reprimanding S with regards her work using a series of rhetoric questions. This is seen in turn 1 where M while pointing to the unfolded clothes says "AKKAA INGAE VANGE IDHU ENNA? (Akka come here. What is this)." and "Ithu enna ippadi Maadichu vechirukkinge. (What is this why did you fold the clothes like this?". She goes on to point to a dirty mirror while saying. " Idhu enna ? Sutthammaa irukaa?" (What is this? Is it clean?)" and "Idhu naaldhaan Ammaa unggala paesuraanga (This is why mother is scolding you.) Then she goes on to reprimand her with the words. "Ungalukku onnum vayasu anju,aaru,onnu illai Neenga pombaladhaanae?" (Your age is

not 5, 6, 1 or 2. Are you a lady or a Man?)”. S responds with a single word answer at turn 2. However, M intervenes before S could conclude her response with her statement “ Appadinaa olungaa Maadichu veiyunge.] (If so then fold and keep my clothes neatly)”. The display of power by M is evident through the overlapping here. Some would interpret this as a form of rudeness but the researcher did not analyze this further as her study did not focus on politeness in communication but rather on display of power and conversations.

Table 4.13 is an extract from the conversation between M and her brother MJ. The conversation takes place at home and it is about MJ’s act of disobeying their parents instructions about playing with the ball in the living room.

**Table 4.13 : Conversation between M and MJ**

Turn	Speaker	Utterance
1	M	MJ you are going to get a tight slap from mummy I’m telling you so many times you are still throwing the ball to the tv.
2	MJ	(( )) sticks out his tongue.
3	M	Ha... wait I tell about this to Achaa.
4	MJ	No no chechi plea [se.....]
5	M	[ Ha.... Ha.... do somemore lah]
6	MJ	(( )) §
7	M	Laughing ah... wait you, let mummy come you are going to get nicely.
8	MJ	You I tell about you to Acha =
9	M	= Ha tellah Acha and mummy is not going to believe you
6	MJ	(( )) §
7	M	Laughing a wait you let mummy come you are going to get nicely.

M initiates the conversation by reprimanding MJ for playing in the living room. This is seen in her utterance in turn 1, “MJ you are going to get a tight slap from mummy I’m telling you so many times you are still throwing the ball to the tv”. In response to this,

MJ sticks out his tongue in a very rude manner. M then threatens to inform the father and this is seen in her utterance at turn 3, “Ha... wait I tell about this to Achaa.”

At turn 4, MJ pleads with M not to tell the father and this is seen in his utterance “No no chechi plea [se.....]”. Overlapping is seen in turn 4 for M takes the floor from MJ before he could complete his utterance with her mocking comment, “[ **Ha.... Ha.... do somemore lah**].” Power is displayed in a blatant manner for M being older than MJ takes on a more authoritative tone. What drew the attention of the researcher is that the power displayed by M did not leave a strong impact on MJ who laughs it off. M goes on to reiterate her threat at turn 7, “Laughing ah... wait you, let mummy come you are going to get nicely” which again does not have much impact for MJ retaliates with his threat of complaining to the father. It can be concluded that overlapping does take place in the conversation between M and MJ and the floor is taken over by M abruptly but the impact of the power is not strong. This is because in the household of M, MJ being the youngest as well as being a male is given more attention by the parents. This finding is consistent with the culture of an Indian family which usually gives more importance to the male children.

#### **4.2.4 Summary of overlapping**

As discussed there are two primary ways in which the interrupt of the second person happens (Yuan, Liberman & Cieri, 2007). One way is where the first person finishes his point which is spotted by the second person who interrupts as the first person starts elaborating or slowing. The second way is when the second person butts in earlier than might be expected through ignorance, enthusiasm or power move. In the examples quoted analyzed above, it appears that most of the interruptions are of the first type.

The presence of overlaps in conversations have been studied extensively by researchers and in order to understand its implications, it is necessary to analyze a network of factors including the semantic content of the exchange, the relationship of the speakers, the situation and ultimately the entire world context. In this study, there is clear evidence that the relationship of the speakers does play an important role in implication of overlaps in conversations. The analysis of power display through the use of overlaps by M in her conversations with the interlocutors at various levels ( higher authority, equal authority and lower authority) clearly indicates that there are some differences as to the extent of success of the power display. In the case of interlocutors of higher authority comprising of parents and aunts, the power displayed by M is at a minimal level. In the case of interlocutors of equal authority comprising of M's friends, the power display is neither constant nor long lasting. The power among people of equal authority (among peers in this study) clearly indicates that power moves back and forth between them. Evidences of power in the highest form are displayed in M's conversations with the interlocutors of lower authority comprising of the maid and her brother. One obvious difference between the extent of power displayed between M's conversation with her maid and her brother is that in the first, power is demonstrated strongly with the maid taking on an inferior position while in the later, M is not able to demonstrate absolute power. This is due to the cultural background of M where the parents being of Indian origin tend to give more attention and importance to the male child than to the female child and MJ from prior incidences reacts in a manner where he is not overwhelmed by M's threat for he knows when issue goes to the parents, he would have the advantage of being supported by them. In addition to this, the general tendency for parents to side the youngest in conflicts among siblings, expecting the older to give in would also be a reason for the failure of M's display of power on MJ.

### 4.3 Latching

As was mentioned above latching is the immediate initiation of a turn following the termination of the previous turn. In a conversation, it has been noted that there is a brief pause regularly preceding each turn or talk. According to Chafe (1987), this pause may result from cognitive constraints on language processing and therefore it is significant. Latching, like overlap results from participants judgements about the content and intent of current speaker's turn.

This section of the study will investigate the existence of latching in conversation as a technique to display power. Investigation on latching has been done extensively in the domain of children. For the purposes of showing how M, the child in the study employs latching in her conversations, extract from her conversation with the different interlocutors are analysed.

#### 4.3.1 Subject and higher authority

##### a) Subject and Parents

Table 4.14 is an extract from a conversation between M and her mother (LG).

LG is reprimanding M on the way she is doing her work.

*Table 4.14 : Conversation between M and LG*

Turn	Speaker	Utterance
1	LG	Manesha why are you erasing it now? Trying to mess up your work right?= =No, I'm going to paste the picture.>
2	M	Manesha why are you KICKING the pictures?
3	LG	/Sorry Maa I didn't see it.
4	M	Don't use that pen ok. The ink is too thick. Your exercise book paper is very thin.
5	LG	

6	M	(( --- ))
7	LG	Manesha, are you listening to me????
8	M	(( )) Maa, for lining only I use this pen.
9	LG	Baby, listen to me....You can't erase when you do mistakes. I am telling you how many [times]
10	M	[Maa, you always like this la... You never let me to use that pen.]

In table 4.14, the conversation is initiated by LG with a question as to why M is erasing the work she had done. This is seen in turn 1 “Manesha why are you erasing it now? Trying to mess up your work right?”. M uses the strategy of overlapping as seen in turn 2 as there is no pause at the end of the utterance in turn 1 before M launches into the next utterance with “=No, I’m going to paste the picture.” in turn 2. M speaks very rapidly, and leaves no pause at the end of LG’s utterance in turn 1. M’s latching in turn 2 enables her to get to the conversational floor before her turn. It can be interpreted as either rudeness or as strategy to indicate power over the situation. In this situation, it would appear to be rudeness as did not wait for her elders to complete their utterance by either acknowledging it or even showing any sign of remorse on the statement made by LG.

Table 4.13 is an extract taken from the conversation between M and LG where the strategy of latching is evident.

*Table 4.15: Conversation between M and LG*

Turn	Speaker	Utterance
1	LG	What is your problem baby? <Why you cannot score in your Bahasa? Tell me I won't scold you.=
2	M	=No Maa / I don't understand some of the words.
3	LG	What you mean? You don't understand the meaning?= = <b>Some words are so hard</b>
4	M	Okay do you want to go for tuition?
5	LG	<u>Can.</u>
6	M	Everyday ya Maa?
7	LG	I don't know / we have to go and check.

Table 4.15 is a conversation between M and LG where LG initiates the conversation with her concern as to M's poor performance in her Bahasa (National Language) exam. This is seen in her utterance at turn 1 "What is your problem baby? <Why you cannot score in your Bahasa?> Tell me I won't scold you". Latching occurs at turn 2 where M immediately utters her reason just as LG is ending her turn. There is no evidence of a pause that normally occurs in ordinary conversations between turns of speakers. This is seen in M's utterance in turn 2, "No Maa / =I don't understand some of the words." . With her quick response which is uttered without time taken for organizing her thoughts clearly indicates the internal intentions of M. In isolation the latching in turn 2 would not be seen as a display of power in itself, however if previous conversations between M and LG are taken into consideration then power would be seen in that quick response. This interpretation is possible because prior to this conversation, M had repeatedly voiced her desire to attend tuition classes with her friends. Thus, at turn 2 where the latching takes place, M is actually achieving her goals by taking LG's utterance at turn 1 to her advantage. This is similar to Watts (1991) definition of power for he claims that power can be exhibited through the capacity of an individual to achieve his/her goals without having to impose one's will.

#### **b) Subject and Aunt**

The extracts below are taken from the conversations between M and her aunts; one who is M's mother's friend (A1) and the other is M's caretaker (A2).

*Table 4.16: Conversation between M and A3*

Turn	Speaker	Utterance
1	M	Aunty, here there are a lot of houses for sale. Buylah house near by to my house.
2	A3	I don't wantlah to buy near your house, then your mother won't do any of her house work. She will always come and talk to me stories.=
3	M	<b>=I won't let you all to talk stories. But you buy here lah aunty.</b>

The extract above is taken from the conversation between M and A3 who is her mother's friend. The conversation takes place in the porch of M's house. The house next door was vacant and M initiated the conversation by suggesting that A3 should purchase it so that they could live nearby. This is seen in M's utterance in turn 1, "Aunty, here there are a lot of houses for sale. Buylah house near by to my house." A3 was not keen with M's suggestion and goes on to give a reason. This is seen at turn 2, "I don't wantlah to buy near your house, then your mother won't do any of her house work. She will always come and talk to me stories". At this juncture, latching takes place through the swift response given by M at turn 3. Again there is no evidence of a pause after A's utterance. This is seen with M assertive statement at turn 3 where she says " =I won't let you all to talk stories. But you buy here lah aunty". Here, power is displayed not only through the latching strategy employed but also through the tone as well as contents of M's utterance. It appears that M in her state of innocence believes that she has the authority (power) to impose her will on both her mother as well as A3, her mother's friend by controlling their actions. This is similar to Weber (1947 ) definition of power where there is imposition of ones will on another.

The following are extracts taken from the M's conversation with her aunt, A2 who is her caretaker.



*Table 4.17: Conversation between M and A2*

Turn	Speaker	Utterance
1	M	Aunty what are you cooking?
2	A2	I need to cook faster faster.
3	M	Aunty want help aunty ?
4	A2	You ask Bavani akka?
5	M	Akka I want to help you.
6	B	(( ))
7	A2	Venda Manesha you pergi mainlah. It's alright Manesha you go and play.= (I don't need any help Manesha , you can go and play)
8	M	<b>=Aunty everybody say this you know. Ammavum oru velaiyum kудuke matanga .Saya boringlah (My mother also does not want to give me any housework, I am bored.</b>

The conversation in Table 4.17 takes place in M's caregiver's house with another assistant indicated as B. M initiates the conversation by asking what A was cooking at turn 1. In response, A2 says that she needs to cook quickly. M offers to help at turn 3. In response, A2 suggests that she asks B if she needs any help. M obeys the instruction given by A however a request to M does not elicit any positive answer. This is seen at turn 6 where B gives a very unfriendly look with no verbal response. A2 who had witnessed this interchange goes on to advise Manesha to go and play. This is seen in turn 7 where A2 says "Venda Manesha you pergi mainlah. It's alright Manesha you can go and play. (I don't need any help Manesha , you can go and play). Immediately when A2 ends her utterance, M takes the floor with no pause between the turns. This is seen at turn 8 "Venda Manesha you pergi mainlah. It's alright Manesha you go and play. (I don't need any help Manesha , you can go and play). Turn 8 is an example of how M uses the strategy of latching to display power. Although M's latching indicates power, it has to be noted here that though power is enacted through latching, the effect on the interlocutor indicates clearly that M was unable to impose her will on A2. This failure is clearly captured through the action that M takes at the end of turn 8 which is to walk away.

It can be stated that M in her conversations with A1 and A2 does attempt to display power through the use of the strategy of latching. The power displayed in the extract of conversation given in table 4.14 is more prominent compared to the extract given in table 4.15.

The following would be a discussion on the use of the strategy of latching in conversations between M and her peers, F1 and F2.

### 4.3.2 Equal authority or peer relationship

#### a) Subject and Peers

**Table 4.18: Conversation between M, F1 and F2**

Turn	Speaker	Utterance
1	M	Eh Thabeshwini...what food you bringlah? I brought banjo
2	F1	Banjo...what is [that?]
3	M	[Aiyo...banjo also you don't know ah! That onelah...bread and then you put mayonise and fried egg with sauce.]
4	F1	Eeeee...EGG! I hate to eat egg. Very [smellylah]
5	M	[Oi Egg is goodlah...you know egg got so much protein...can make you strong...have a lot of energy...]
6	F1	Nevermindlah...I don't eat egg also but I drink milk...so oklah= = <b>Yalah but teacher told egg got more protein okay</b>
8	F2	Milk also goodlah Manesha.
9	M	Okaylah okaylah milk is good.

Table 4.18 is an extract from the conversation between M and F1 on the topic of food brought to school. The conversation takes place in the canteen. M initiates the conversation at turn 1 with a question posed to F1. This is seen in her utterance, “ Eh Thabeshwini...what food you bringlah? I brought banjo”. The conversation proceeds with an argument on the pros and cons of egg. F1 asserts strongly that she dislikes eggs due to its smell. This is seen in turn 4, “Eeeee...EGG! I hate to eat egg. Very [smellylah]”. Latching occurs in this conversation at turn 7 where M, just as F1 is ending

her utterance at turn 6 swiftly comes back with a strong argument that F1’s view on eggs is unacceptable for even the teacher has said egg has more protein than milk. It appears that M does display power but if we look at the utterance of F2 at turn 8, there is a clear indication that power has failed for F2, the other friend intervenes into the conversation by supporting F1’s view that milk is good. This is seen in her utterance at turn 8 where she says, “Milk also goodlah Manesha”. At turn 9, M concurs to F2’s view. The extract in table 4.19 is taken from the conversation between M and F1. The conversation takes place in M’s classroom when teacher was not present.

*Table 4.19: Conversation between M and F1*

Turn	Speaker	Utterance
1	F1	Manesha .....! (( ))
2	M	Thabesh...you always like to scold melah...Why you like that ah???
3	F1	You are talking....so noisylah =
4	M	<b>=I’m talking softly only what</b>
5	F1	No talking at all....or else I will tell teacher you making noise so [much]
6	M	[I will tell teacher alsolah...I’m talking softly...but you simply scolding me ]

The conversation between M and F1 in this extract is concerning F1’s dissatisfaction with M’s attitude in class. The conversation is initiated by F1 where she reprovcs M with a stern exclamation and accompanied with a gesture of her finger placed at her lips indicating Manesha was very noisy. This is seen in turn 1, Manesha .....! (( )). Latching occurs in this conversation in turn 4 where M rebuts F1’s accusation at turn 3, “You are talking....so noisylah”. M’s rebuttal is made immediately after F1’s utterance without any pause. This is seen M’s defensive utterance in turn 4, “=I’m talking softly only what”. M through the strategy of latching attempts to display power by taking the floor from F1 but the end result is not successful. F1 regains control with her utterance,

“No talking at all....or else I will tell teacher you making noise so [much] in turn 5. The conversation does not end this point but rather with M’s retaliation to F1’s threat.

The extracts in table 4.18 and 4.19 denote clearly that power displayed in the conversations of children in the same age group is not held consistently. There is always a two way movement of power display between the interlocutors. The following will be a discussion on the show of power of M in conversation with her maid.

### 4.3.3 Subject and lower authority

#### a) Subject and Maid

*Table 4.20: Conversation between M and S*

Turn	Speaker	Utterance
1	M	Ennode shoeve enge eduthu vecchinge innum wash pannule thane?(Where is my shoe? You haven’t wash aren’t you?)
2	S	Wash pannithene = (I have washed it)
3	M	= <b>Poi sollathing</b> e. (Don’t lie)
4	S	Ama va kathuren. Yes come I’ll show you.
5	M	(( )) sullen look.

The extract in table 4.20 is taken from the conversation between M and the maid, S. The conversation takes place in the house and it is on the subject of washing M’s shoes. M initiates the conversation at turn 1 with a question posed to S as to whether S had washed her shoes. This is seen in her utterance “Ennode shoeve enge eduthu vecchinge innum wash pannule thane?(Where is my shoe? You haven’t wash aren’t you?). In response to this, S claims that she had done it. The strategy of latching is evident in turn 3 where M without pausing latches on to S’s claim with her accusation of lying on the part of S. Here power is demonstrated not only through the latching where the floor is taken by M

but also through the abrupt accusation and tone adopted by M. This is seen in turn 3, “=Poi sollathingē. (Don’t lie)”. The following is another extract taken from the conversation between M and S.

*Table 4.21: Conversation between M and S*

Turn	Speaker	Utterance
1	M	Sikuram shower eduthukudunge. (Pass me the shower quickly.)
2	S	Ah varen (Alright I’m coming)
3	M	(----) (( )) sullen face.
4	S	Shampoo panne poringala (Are you going to shampoo your hair?)
5	M	(----) (( )) stern face.
6	S	Kekiren tane (I am asking you whether you want to shampoo your hair)
7	M	[Evelo neram naan bathroomla nikkeren? (How long I’m waiting in the bathroom, why are you so late?)]
8	S	Thambi kupitananga (Your brother called me)=
9	M	<b>=Eppothum ippadithan late pannivinge (You always delay)</b>
10	S	(---)

The conversation in table 4.21 takes place in M’s house when M is about to take her bath. M initiates the conversation in turn 1 by ordering S to pass her the shower as it was too high for her to take it. In response to this S says, “Ah varen (Alright I’m coming)”. M at turn 3 shows dissatisfaction with S for not attending to her request promptly with a sullen look. The conversation goes on with S’s attempts to pacify M by asking her whether she needs the shampoo for washing her hair. In turn 7, M repeats her dissatisfaction of having to wait for S to attend to her. S, in response justifies her lateness by explaining that she had to attend to her brother. Latching takes place at turn 9 for M does not allow for a pause to occur after S’s utterance at turn 8. She makes a swift reply by reprimanding S for trying to lie. Here power is shown by M through the use of the latching strategy and the fact that S maintains silence show that demonstration of power is effective.

The extracts in table 4.20 and 4.21 indicate clearly that power is demonstrated effectively by M. This is probably because of the status of M and S. S being the maid holds an inferior status as such M is able to hold a dominant position in the conversations.

**b) Subject and MJ (Younger brother)**

The extract in table 4.18 is taken from the conversation between M and her younger brother, MJ. The conversation takes place in M’s home. The conversation is initiated by MJ with a request for help as indicated in turn 1, “Chechi you put for me the battery.=”.

*Table 4.22: Conversation between M and MJ*

Turn	Speaker	Utterance
1	MJ	<b>Chechi you put for me the battery.=</b>
2	M	<b>= Cannot MJ</b>
3	MJ	<b>Chechi please Chechi.... ((            )) crying.=</b>
4	M	<b>= EEee rr MJ you are irritating melah MJ. I TOLD Accha will come and fix for you right? Ma you seelah ma. You cannot put that battery MJ</b>
5	MJ	<b>((            )) crying.</b>
6	M	Cheachi want to go to school. <u>Late</u> alreadylah. Mommy is going to shout at me. Ma....
7	MJ	<b>((            )) crying.</b>

In this conversation, M’s brother MJ is asking M to fix batteries into his toy fan while she was busy getting ready for school. She was annoyed with his request and she response swiftly with a negative answer. This is seen at turn 2, “ = Cannot MJ”. There is an occurrence of another incident of latching in the same conversation. This is seen at turn 4, “= EEee rr MJ you are irritating melah MJ. I TOLD Accha will come and fix for

you right? Ma you seelah ma. You cannot put that battery MJ” where M latches onto MJ’s utterance at turn 3. Through the strategy of latching, M is able to display power strongly in the conversation with her brother.

The extract in table 4.23 is taken from the conversation between M and her younger brother, MJ. The conversation takes place in M’s home. The conversation is initiated by MJ with a request asking M to play ball with him in turn 1, “ Chechi comelah play ball you come come.....”. However M refuses to play with him because she was reading an interesting story on the internet.

**Table 4.23 : Conversation between M and MJ**

Turn	Speaker	Utterance
1	MJ	Chechi comelah play ball you come come.....
2	M	Cannot Chechi is readinglah mummy ask to read this story you understand or not
3	MJ	(( ))pulling M’s hand comelah =
4	M	= <b>Oi you don’t understand a.. I’m going to tell mummy. Don’t disturb melah MJ please.</b>
5	MJ	(( )) crying.
6	M	Ma..... you see MJ ma.
7	MJ	(( )) crying.
8	M	Okay okay stop crying I’ll play with you.

M’s brother MJ initiated the conversation with the request to M to play ball with him. This is seen in MJ’s utterance in turn 1, “Chechi comelah play ball you come come.....”. M refused and was annoyed with MJ’s request. She also explained to him why she could not play with him at turn 2, “Cannot Chechi is readinglah mummy ask to read this story you understand or not”. In turn 3, MJ continues to compel M by pulling her hand and calling her, “ (( )) pulling M’s hand comelah =” There is an occurrence of latching in the conversation. This is seen in turn 4, “= **Oi you don’t**

**understand a I'm going to tell mummy. Don't disturb melah MJ please".** In this turn M latches on to MJ's utterance in turn 3. M's explanation is done swiftly and the normal pause that occurs in turn taking is not seen here. The latching clearly indicates that the floor is taken over very quickly by M who is able to do so because of her seniority. However, the irony in this conversation is that power displayed by M is not so effective for MJ through solidarity is able to manipulate M to accept his request. MJ's bout of cries moves M to submit to his wishes.

#### **4.3.4 Summary of Latching**

As discussed, latching occurs when one speaker's utterance directly follows another with no discernable pause. The extracts taken from the conversations of M with her interlocutors consisting of parents, aunts, peers, maid and brother clearly illustrates numerous occasions where latching takes place. In normal situations where latching occurs, what happens is that the interlocutor relinquishes his/her turn to the speaker who latches to his/her turn. However, in this study, there are some major differences in the effects of M's use of latching as a strategy to display power. The analysis of power display through the use of overlaps by M in her conversations with the interlocutors at various levels (higher authority, equal authority and lower authority) clearly indicates that there are some differences as to the extent of success of the power display. It can be concluded that display of power through latching is strongly effective in M's interactions with the maid. The reason for this due to the status of the maid who is inferior compared to M who is the master's daughter. In the case of the brother, M's display of power is not that evident and the reason for this lies in the cultural background of M. In the case of M's conversation with her peers, latching does occur but the effect is not very distinctive as power is shown to be moving from one speaker to another. This is because



the speakers are of the same age group. In the case of her aunts and parents, despite the existence of latching on the part of M, power demonstrated is not prominent and this as discussed earlier is mainly due to M's culture and way of upbringing.

#### **4.4 Frequency of Strategies (Overlapping and Latching) used for power display.**

The above section discussed the occurrence of overlapping and latching as found in the study of a seven year old child and her interlocutors. The current section will look at the frequency of occurrences of these two strategies so as to have a general understanding of how one particular child generates or exercises her power in conversations.

A total of 88 instances of conversations were recorded over 10 weeks and the total duration recorded was 154.54 minutes. The duration is short as the subject is only 7 years old and tended to converse using very brief statements. The settings for the recording of the conversations were at home and the school. As such, the interlocutors involved were people of three tiers: higher authority, same authority and lower authority comprising of her parents, aunts, subjects' friends, brother and the maid. Table 4.24 shows the tabulation of the strategies employed by M according to her conversations with the interlocutors from the three tiers: higher authority, same authority and lower authority.

**Table 4.24 : Frequency Count of Strategies Employed**

Status	Interlocutors	Duration recorded (minutes)	Total Number of Strategies and Percentage	Number and Percentage of Overlapping	Number and Percentage of latching
Higher Authority	Parents	67.58	39 (58%)	22 (33%)	17 (25%)
	Aunts	20.12	13 (65%)	9 (45%)	4 (20%)
Equal Authority	Peers	36.01	19 (53%)	14 (39%)	5 (14%)
Lower Authority	Maid	16.06	10 (62%)	6 (37%)	4 (25%)
	Brother	14.77	7 (47%)	1 (7%)	6 (41%)
TOTAL		154.54	88 (57%)	52 (34%)	36 (23%)

In total, there were 52 instances of overlapping and 36 instances of latching in M's conversation with her interlocutors. The percentages of the occurrences were calculated using the following formula:

$$\frac{\text{No.of Occurrences}}{\text{Total Time Recorded (Minutes)}} \times 100\%$$

It terms of percentage, overlapping comprised of 34% and latching comprised of 23%. This means that M uses overlapping more than latching as a strategy to display power over her interlocutors and this is similar to the finding of Jamison (1981) who found that overlaps increased with age. This is not unusual for children of this age are normally impulsive and tend to interrupt conversations to draw attention to themselves as their social skills are still being developed. The in terms of M's use of the overlapping strategies in relation to the 3 levels of interlocutors, it is noted that she used it more with the aunts (45%) followed by the peers (39%) and the maid (37%). The instances of overlap were quite high in the conversations with her aunts. This closeness and familiarity enabled M to use the strategy of overlap whereby she interrupts their utterances to gain the floor from them. The success of this strategy to display power

varied according to the subject matter of discussion as well as the nature of the relationship between M and her aunts. In the case of the maid, the use of overlapping is also high. This is probably due to the fact that the maid falls in the category of lower authority whereby increasing M's potentials to display power more blatantly. With her brother M did not use overlapping as she only used it once during the duration recorded. This comprises 6.7% only. One probable reason for this is because the younger brother being only 2 years old appeared to be impulsive in his conversations with her leaving no room for M to overlap.

In the case of latching, M's use of this strategy is lesser than the overlapping strategy. The difference between overlapping and latching is 11%. Among this M use latching the most in her conversation with her younger brother. It comprises 41%. The reason for this is because both M and her brother, MJ who are still young children tend talk in spontaneous manner ignoring the protocols of turn-taking. The other categories of interlocutor where M uses this strategy is parents (25%), maid (25%) and aunts (20%). The percentages of use of the strategy among these interlocutors were about the same. One surprising finding in this study is that the latching strategy was least used by M with her peers. This is in consistence with the findings of the conversations with M's younger brother which is the highest. One possible explanation for this can be seen in the fact that M's use of the overlapping strategy is the second highest as compared to the strategy being used with the brother which is the lowest.

As a conclusion it can be stated that the percentages of strategies (overlapping and latching) is higher in her conversation with her aunts and her maid which comprises of 65% and 62% respectively. This is followed by parents (58%), peers (53%) and the younger brother (47%). Thus it is noted that the use of overlapping and latching strategy

is used consistently by M in a conversation with her interlocutors and there is no great difference between those of higher, equal and lower authority.

#### **4.5 Summary**

This study has shown evidence that there is display of power in the conversation of a young child. Among the strategies that were identified and analyzed from the data collected of M's conversation with interlocutors from three level namely higher authority, equal authority and lower authority there is evidence to show that although both the overlapping and latching have been used by M with all her interlocutors, the success of the power displayed was more prominent in her conversations with people of lower authority comprising the maid and her brother. In terms of frequency count, the study did not show much difference. The percentages ranged from 47% to 65%. However one must be cautious about generalizing the findings of this study because the study only focused one child aged 7.