

V I S U A L S E M I O T I C S





VISUAL SEMIOTICS

1. Angle – low / eye-level / high angles give perspective, (eye-)contact with audience. Perspective of object or person.
2. Distance – extreme close-up (details), mid-range (head and shoulders), longshot (wide shot, more contextual information).
3. Salience – focus of visual information. Colour intensity, choice of colour. Foregrounding, backgrounding of objects.
4. Vectors – horizontal axis and vertical axis. Lines that leads your eye from one element to another. Cohesion in visuals. Vectors can be visible or invisible. Created by gaze, pointing fingers, objects, extended arms, trajectories of objects etc. Creates reading path. Left is given information. Right is new information. Linear information in writing applied to visuals. Upper sections convey ideals, lower sections convey what is real.
5. Modality – the medium on which the visual is produced. High modality, highly realistic. Low modality, usually drawn, like cartoons.

6. Gaze – offer / demand / engagement / disengagement / subjective / objective.

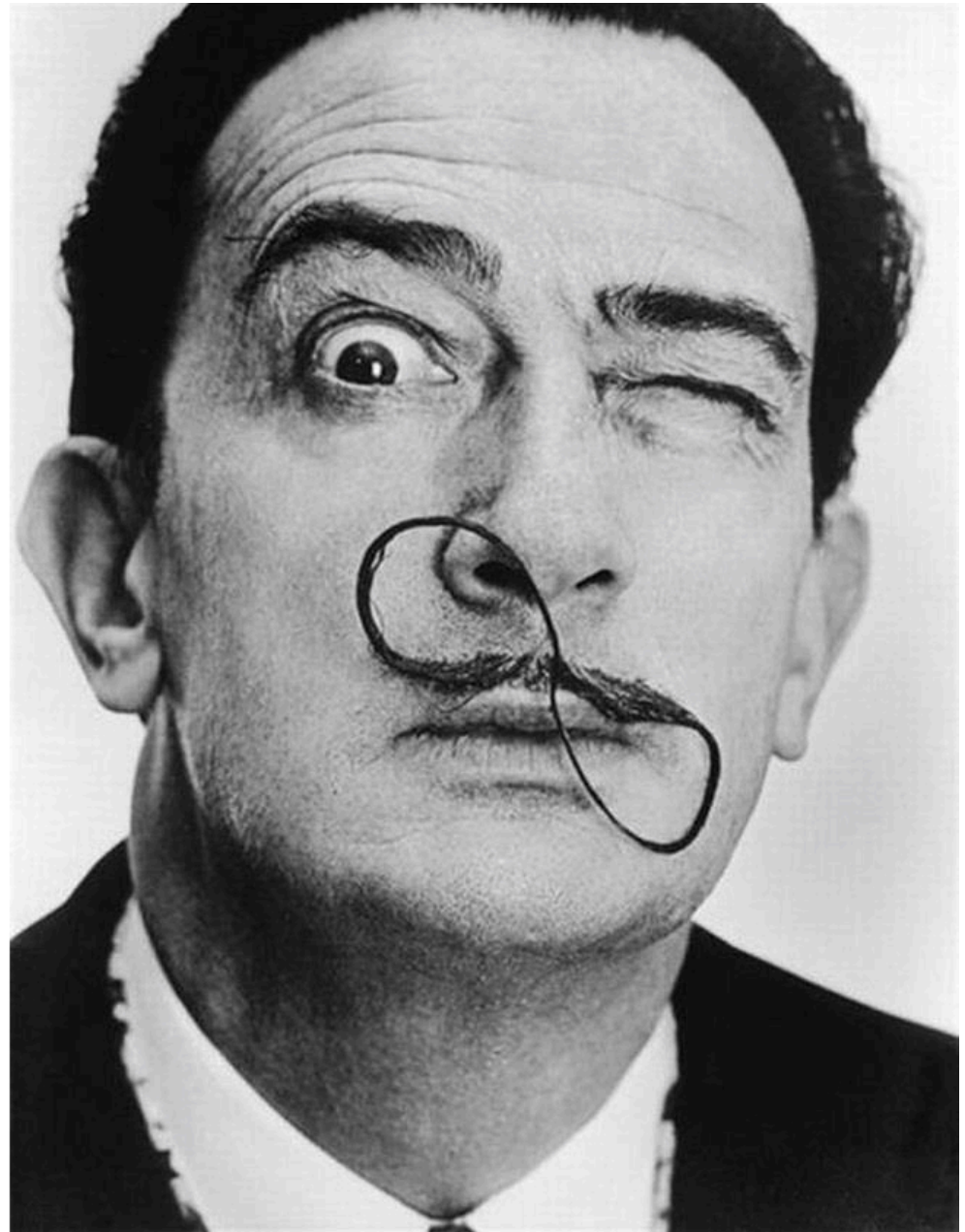
7. Colours and lighting, and their various significances in different contexts / cultures.

8. Symbols / icons used in different contexts, different cultures.

9. Layout – details of arrangement.
Cohesive devices used in visuals.
Interpersonal elements in layout towards viewer, from producer.

10. Framing – borders, superimposition, juxtaposition, (dis-)continuous colours. How the visuals are cut, boxed, connected, disconnected.

11. Font – different fonts convey different moods, attracts interests of different audiences.



CONVERSATION ANALYSIS

Conversation analysis is used mainly for analysis of interaction and of direct speeches.

One way of analysing conversation is by studying speech acts that contains a *locution* (utterance), *illocution* (the force of the utterance) and the *perlocution* (effect of the utterance). These three units form the basis of continuous conversation.

For example, you can ask for an object,
in this case, a pipe, in the following ways:

Can I have the pipe, Sid? (*modulated interrogative*)

Where's the pipe, Sid? (*wh-interrogative*)

Give me the pipe, Sid. (*imperative*)

I want the pipe, Sid. (*declarative*)

What I'd do to have that pipe! (*exclamative*)



Ceci n'est pas typographie

CONVERSATION ANALYSIS

There are 5 classifications of illocutionary forces (J.L. Austin 1975 & John Searle 1969) :

i. **Assertives** = speech acts that commit a speaker to the truth of the expressed proposition

ii. **Directives** = speech acts that are to cause the hearer to take a particular action, e.g. requests, commands and advice

iii. **Commissives** = speech acts that commit a speaker to some future action, e.g. promises and oaths

iv. **Expressives** = speech acts that express on the speaker's attitudes and emotions towards the proposition, e.g. congratulations, excuses and thanks

v. **Declarations** = speech acts that change the reality in accord with the proposition of the declaration, e.g. baptisms, pronouncing someone guilty or pronouncing someone husband and wife



Ceci n'est pas typographie

CONVERSATION ANALYSIS

Only two observable facts about conversation:

- i. Only one person speaks at a time
- ii. Speaker change recurs



Ceci n'est pas typographie

CONVERSATION ANALYSIS

Speakers recognize points of potential speaker change because speakers talk in units called *Turn Constructional Units (TCU)*. The length of speaker time, how speaker changes occur and whether TCUs are reciprocated or ignored can reveal the underlying social relations and power structures of the context of speaking.

Adjacency pairs such as the classic question / answer, complaint / denial, compliment / rejection, challenge / rejection, request / grant, offer / accept, offer / reject and instruct / receipt (Sacks et al. 1974:717) function as turn-transfer to current turn. This is a system not of determination but of expectation.

At the base of the pragmatic approach to CA is P. *Grice's co-operative principle (CP)*

"...participants will be expected (*ceteris paribus*) to observe, namely: Make your conversation contributions such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged" (1975:45)



Ceci n'est pas typographie

CONVERSATION ANALYSIS

Grice's cooperative principle has four maxims focusing on quantity, quality, relation and manner.

Quantity refers to the amount of information expected by the speaker.

Quality looks at the speaker's efforts to make his contribution as accurate to their knowledge as possible.

Relation refers to relevance, and **manner** ensures the clarity of one's utterances.

These maxims can be flouted when speaking to produce different linguistic effects. The research question here would be *why, when, how* and to *what effect*, the flouting of these maxims might have in conversation, in relationship building, in groupwork in organizational trust etc.

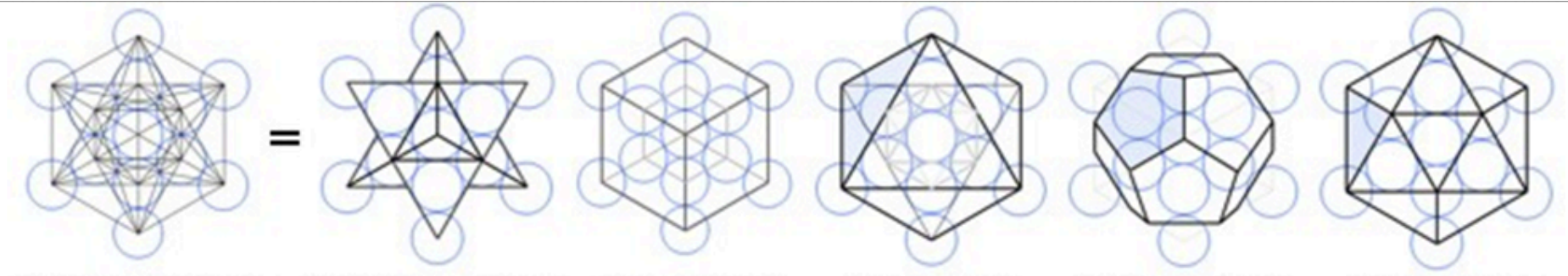
Ref: Ephratt, M. (2012). 'we try harder': Silence and grice's cooperative principle, maxims and implicatures. *Language & Communication*, 32(1), 62. doi:10.1016/j.langcom.2011.09.001



Ceci n'est pas typographie

LECTURE RECAP & TAKEAWAY POINTS

L A N G U A G E IN QUALITATIVE RESEARCH



INDIVIDUAL INTERIOR: CONSCIOUSNESS

INDIVIDUAL EXTERIOR: BEHAVIOUR

SINGULAR

I

It

existentialism
(e.g. physical cosmology)

rationalism / functionalism
(e.g. psychology, technology)

phenomenologism
(e.g. metaphysical cosmology)

empiricism / positivism
(e.g. anthropology)

UL *subjective*

objective UR

LL *intersubjective*

interobjective LR

PLURAL

We

Its

interactionism
(e.g. ethnomethodology)

constructivism
(e.g. ideology)

relativism
(e.g. integral systemology)

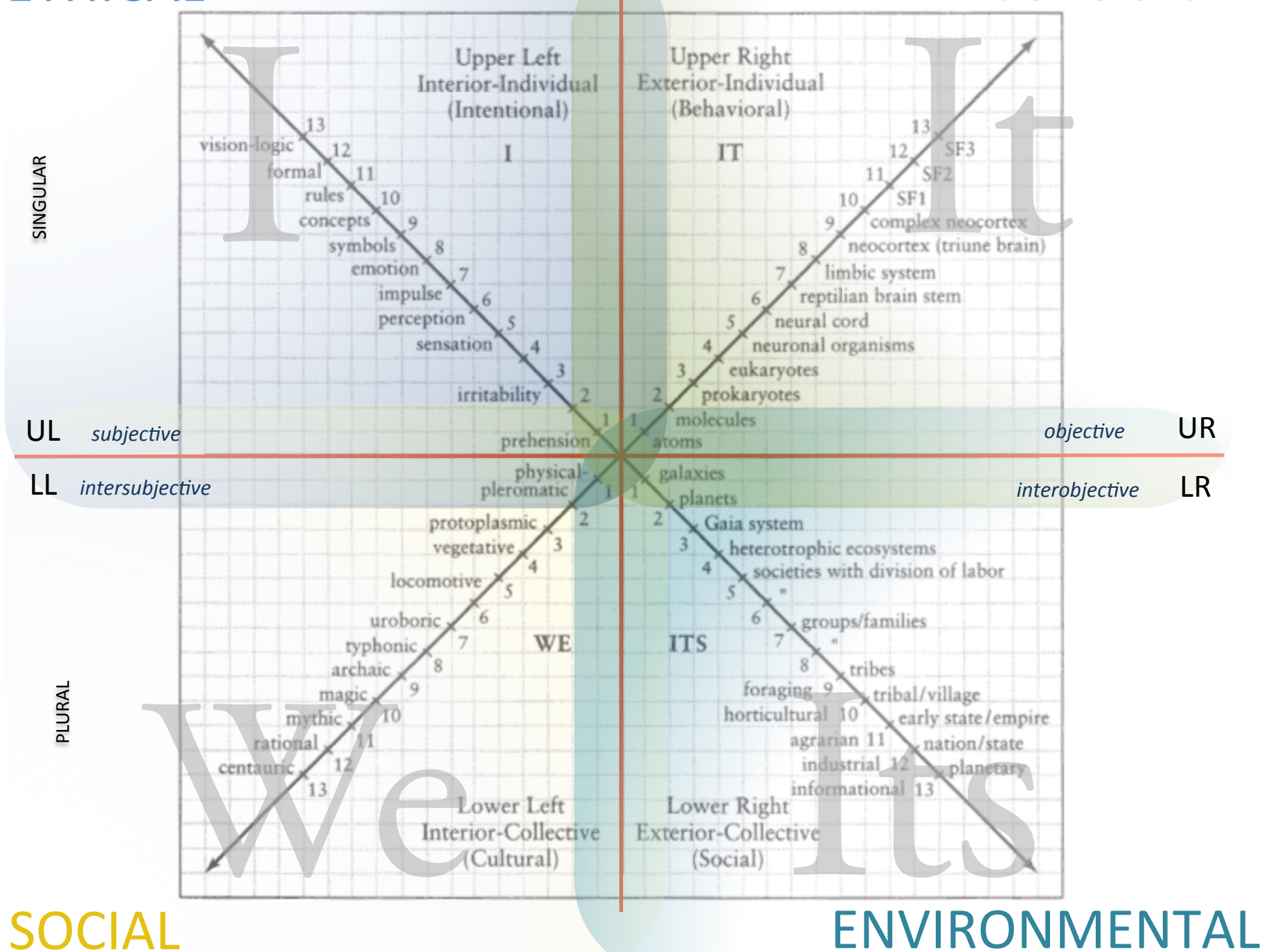
structuralism
(e.g. systemology)

COLLECTIVE INTERIOR: CULTURE

COLLECTIVE EXTERIOR: SYSTEMS

ETHICAL

ECOLOGICAL



SOCIAL

ENVIRONMENTAL

A P P R O A C H E S

TO ANALYSING DISCOURSE IN TALK, TEXT AND VISUAL REPRESENTATIONS

DISCOURSE ANALYSIS

i. Ethnomethodological ——— i. **Conversation Analysis**

ii. Sociolinguistic ——— [
iia. Ethnography of Speaking
iib. Interactional Sociolinguistics
iic. Variation Theory

iii. Logico-philosophic ——— [
iiia. **Speech Act Theory**
iiib. Pragmatics

iv. Structural-functional ——— [
iva. Birmingham School
ivb. **Systemic Functional Linguistics**

v. Social-semiotic ——— [
v. **Critical Discourse Analysis /
Critical Linguistics**

} **Visual semiotics
analysis**

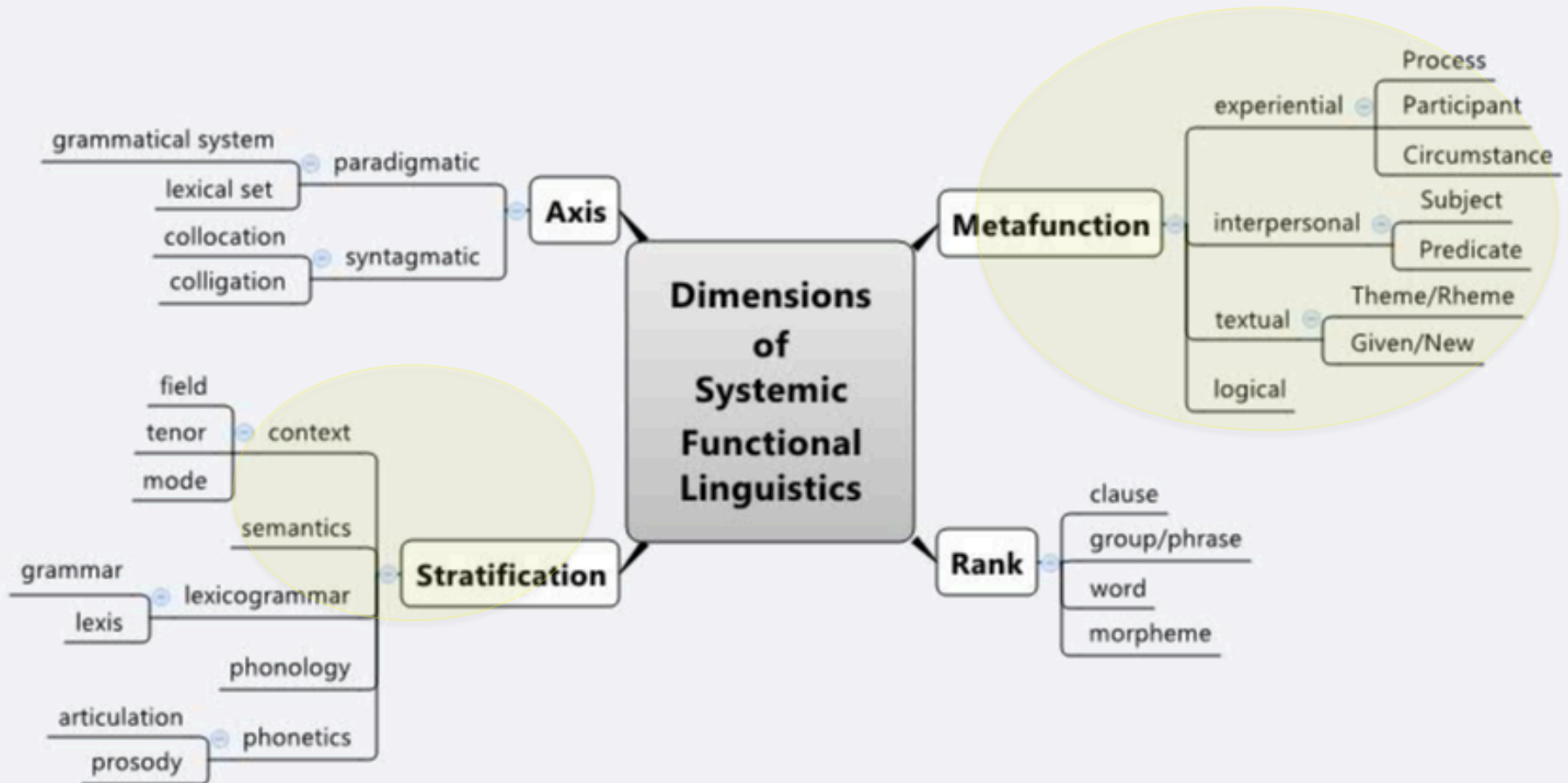


Diagram: Internet resource at xmind.net Retrieved 2 Sept. 2014

NVivo

Twitter and NVivo

an Efficient Pair in the Qualitative Coding Technique



haute école **arc** gestion
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Purpose

Data is mandatory to understand and explain social phenomena

Morse 1987

Social media monitoring is a poor substitute for in-depth qualitative research

Bradenwhite and Patterson 2011

How to take advantage of the social media to conduct valid and reliable research?

Background

Interviews
Documents
Observations
...



Knowledge

Coding, memoing, critical incidents, content analysis, discourse analysis, ...

Coding is for sure the most popular employed technique in qualitative research

Reckert 2012

Coding

- 1 Open coding
- 2 Axial coding
- 3 Selective coding

Code text units (a word, a part of a sentence, a sentence). Regroup codes in emerging categories. Develop the discovered categories in defining properties and dimensions

Create links between emerging categories

Deep exploration of core categories

Glaser and Strauss 1967

Corbin and Strauss 2008

Coding 2.0

Using Twitter as a qualitative data source is a new phenomenon

Glaser and Strauss 2012



1 Collect data on Twitter with NCapture (NVivo)



2 Open coding with NVivo
Code the tweet, the username of the sender, the time, the tweet type, the number of retweets, the associated hashtag, the location coordinates, ...



3 Axial coding with NVivo
Create links between categories using the tweet content, the username of the sender, the time, the tweet type, the number of retweets, the associated hashtag, the location coordinates, ...

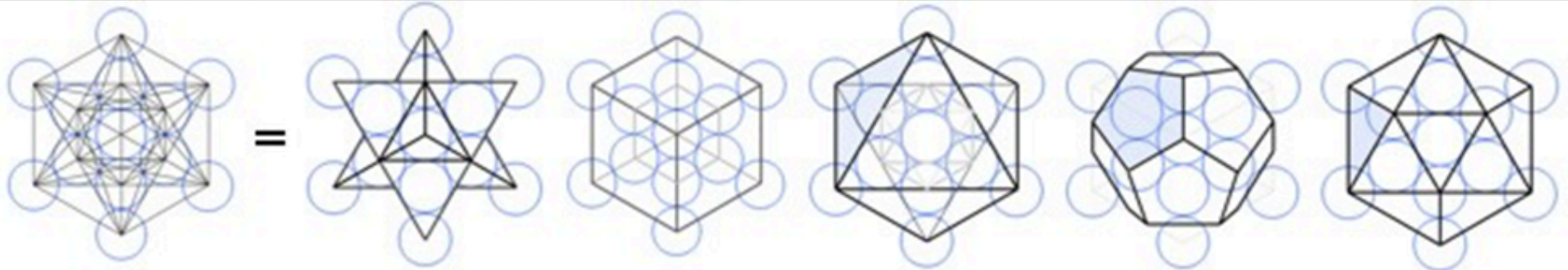


4 Selective coding with NVivo
Deep exploration using the tweet content, the username of the sender, the time, the tweet type, the number of retweets, the associated hashtag, the location coordinates, ...

The pair Twitter and Nvivo offers new opportunities to researchers. Localization information, retweets information or user profiles are some concrete examples

LANGUAGE IN QUALITATIVE RESEARCH: DISCOURSE ANALYSIS

T H A N K Y O U !



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