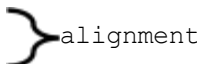


# Using Hymes's SPEAKING model for analyzing Speech-Language Therapy: Crossing from EoC to the Discipline of Communication Disorders

Gonen Dori-Hacohen and Bracah Nir

The disciplines of Communication and Communication Disorders share the same word, Communication. Yet, little research is shared between these disciplines. This paper crosses the disciplinary boundary of Communication to Communication Disorders. The Ethnography of Communication (EoC) is rooted in an interdisciplinary perspective, as Hymes (1974) combined insights from linguistics, education, communication, and anthropology to develop a holistic project to describe interactions, cultures, and human communication processes. Employing EoC, we study the Speech and Language Therapy (SLT) session, the main setting in which Communication Disorders practitioners meet their clients. We use Hymes' SPEAKING mnemonic to analyze 8 video-recordings of Israeli SLT sessions with children, following Ferguson and Armstrong's (2004) call to pay attention to the discourse that characterizes these sessions. We add a descriptive element that runs across the SPEAKING model: alignment (Du Bois, 2007), i.e., creating a shared intersubjective world for the participants (Garfinkel, 1967). We demonstrate how alignment is manifested (or not) mainly in the Settings, Participants, and the Ends of the interactions. In the following excerpt we show how the participants align (or not):

1. Therapist: (do) **you** know that today, (1.0) **I wanted** that **we prepare**
2. something that relates to Purim (a holiday).
3. (1.8) Something (0.5) that when it moves, it makes noise.
4. (1.7)
5. Child: A rattler. 
6. Therapist: A rattler.
7. Therapist: (Do) you want to prepare with me a rattler today?
8. Child: ((nods vertically))

The therapist builds a highly complex utterance (L:1-2) that has three layers to it (*you, I, we*), and seems to ask if the child knew what the therapist wanted that they both prepare. However, the clinician does not finish this action, and instead invites the child to a word-search about what she wanted to prepare (L:3, see Schegloff, Sacks, and Jefferson 1977 about repairs and word-searches). This action seeks to create alignment between the participants, by creating a shared world around the object, the rattler. The clinician uses the physical activity with the instrument and a verbal word search to allow the option for identification and for the alignment with a child, who needs improving in abstraction (which the word-search also achieves). After the child provides the right word, the therapist asks a direct question regarding the child's will (L:8), further enhancing the alignment. The child, using a head nod, in her turn aligns with the therapist.

The SPEAKING mnemonic enables the understanding that alignment is constructed physically (through furniture) via the instrumentalities (via games) as well as linguistically. In our conclusions we discuss what EOC and SLT as disciplines can teach the other: Communication Disorders points to the often taken-for-granted assumption of competence and understanding

existing in some EoC research; EoC brings attention to the various interactional elements of the SLT, which are usually ignored in the Communication Disorders discipline.

Reference:

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