

# The Study on Reluctant Acceptance of Advice: A Multimodal Pragmatics Perspective

Ying Wang

School of Foreign Language, Nanning Normal University, Guangxi, China

## Abstract

Family interaction is a well-discussed topic in modern society. Based on the family video, this thesis uses the method of multimodal analysis to describe the overall structure of advice seeking, giving and reluctant acceptance. It describes the verbal resources and embodiment resources which the participants use in the overall structure of advice sequence, including advice seeking, advice giving and advice acceptance. This thesis analyzes the verbal resources and embodied resources used by participants in the proposed overall sequence. In the family interaction advice, the main verbal resources include questions, imperatives and accounts; embodied resources include shoulder tapping, pointing, frowns, eyesight shift, and hand gestures. The thesis finds that questions are often used in seeking advice while imperatives are frequently utilized in giving advice; when the advice is finally reluctantly accepted, the words are often concise, and the whole advice process is accompanied by the change of embodied behavior of the participants. The findings deepen the the understanding of the overall structure of advice, and contribute the study of family advice.

## Keywords

Advice; Children; Language Analysis; Multimodal.

## 1. Introduction

With the development of contemporary people's lifestyle and the aggravation of the phenomenon of fewer children, families gradually get rid of the previous "free-range" education, and begin to pay more attention to the equal communication with children, and then the conversation analysis between families and children has become a hot issue in conversation research (Holger, Miriam, 2012).

Previous studies mainly focused on the exploration of parent-child dialogue model and the analysis of language phenomenon in a micro aspect. However, with the development of diversity of research methodology, the topic of advice has gradually become one that can be discussed generally (Paul, 2013). This thesis adopts the method of multimodal analysis, conducts verbal analysis and embodiment analysis on the parent-child advice reluctant acceptance sequence. By analyzing the process of seeking, giving and reluctantly acceptance, this thesis will deepen the the understanding of the overall structure of advice.

## 2. Literature Review

Family advice is very common in discourse analysis. Scholars usually divide advice into three parts for discussion: advice seeking, advice giving and advice acceptance (De Capua & Dunham, 1993). When scholars research the part of advice seeking, they often try to find different ways in different situations through the study of interrogative sentence patterns (Shaw, 2015; Xu, Hao, 2019). It is suggested that the pragmatic regulation of internal regulation means of verbal resources can divide advice acts into different syntactic forms (Silverman, 1997). This thesis

will use the classification of interrogative sentences to divide the advice seeking into general interrogative sentences and special interrogative sentences for research.

The part of advice giving is the key to solve the problem. The form of the advice and the feasibility of the advice are related to whether the advice can be accepted. The syntactic implementation of advice behavior mainly includes five types: declarative sentence, imperative sentence, rhetorical question, interrogative question and phrase. Among them, the declarative sentence can be subdivided into five sub-categories: the ordinary present tense declarative sentence, the declarative sentence with modal verbs, the future tense declarative sentence, the present tense that expresses the evaluation and the conditional sentence (Mao, 2016). Common ways of giving advice in family include imperative sentences and giving advice and explaining the reasons for it (Li, 2010; Xu, Hao, 2019).

The reluctant acceptance of advice in family often appears with a delay, and the expression is in a huge proportion a simple positive answer. It is pointed out that parents' advice is often persuasion, reminder and instruction (Dong, 2018). When children are confused about solving problems and the advice is feasible fortunately, children will often agree directly, even if the answer that parents given is not very satisfied. Then the reluctant acceptance appeared. "hǎoba", the speaker not only euphemistically expressed that his previous response was not very consistent with his expectations, but also maintained the harmonious interpersonal relationship between the two parties (Wu, 2020:19).

A multimodal analysis method is also used in the process of seeking, giving and accepting (Cope, Kalantzis, 2000; Li, 2019; Huang, 2018; Yu, 2008). In the process of seeking, giving and receiving advice, multimodal analysis emphasizes the analysis of individual eye changes, frowning, shoulder tapping, hand gestures and other modes, so as to help readers to have a more comprehensive understanding of the behavior of the suggested behavior. This thesis applies it to the analysis of family advice to make this study more detailed and specific.

Different from the traditional method of analysis, this thesis analyses the whole process of seeking, giving and accepting advice with a overall structure while previous scholars mostly focus on the micro level. What's more, they often use text data for analysis, but this thesis selects Chinese and English home video data to more intuitively and specifically explore the verbal resources and embodied resources in parent-child suggested dialogue. Through the study of video data, this thesis attempts to answer the following questions:

1. What verbal resources do recipient use in reluctantly accepting advice?
2. What embodiment resources do recipient use in reluctantly accepting advice?

### 3. Theoretical Framework

Multimodal pragmatics is a new perspective in dealing with traditional pragmatic issues by Huang Lihe. For a long time, pragmatic theory and related principles have been constructed on the basis of rational presuppositions on both participants of communication (Huang, 2019: 42). Multimodal research expands the field of view and methods for scholars to investigate pragmatic topics especially for speech acts, and makes it possible to study verbal acts from multiple dimensions such as structure form, and body movements. Based on modal corpus in the study of verbal acts, re-examine the classic pragmatics is a new research paradigm, which broaden the research field of vision, especially for the indirect verbal act provides a new path. It profoundly reveals the essence of verbal acts and characteristics. Using multimodal method to study pragmatic problems upgrades the study of pragmatics in terms of research methods, thus extending and revising relevant pragmatic theories.

In family advice, in addition to syntax and vocabulary, body movements, and facial expression all reflect the speech act of the speaker. In the whole process of reluctant advice acceptance sequence, seeking sequence, giving sequence, reluctant acceptance of advice are realized as the

essential speech acts, in the overall structure. Therefore, to study verbal acts from the perspective of general behavior, it is necessary to take the facial expressions, movements, postures and other physical manifestations of conversation participants into the research field. These movements include eyesight shift, pointing, tapping shoulders, frowning and so on, and it is believed that these movements are essential for the transmission of advice even when no words are present.

#### 4. Data and Methodology

The data of this thesis contains three family melodramas, which are *Family with Kids*, *Good Luck Charlie* and *Modern Family*. More than 100 episodes used for the current research, and 20 cases on reluctant acceptance of advice are used for the analysis. The relationships of the participants are parents and children.

This thesis adopts the analysis methodology, conversation analysis with multimodal analysis (Yu, 2008), which to conduct a detailed dissection of the corpus of parent-child suggested conversation, so as to draw a relatively objective conclusions based on the corpus. Conversation analysis is a method to study how interactive communication is partially constructed. It aims to reveal the basic structural characteristics of conversations, describe and explain the ability that the conversationalists use and rely on in social communication. It mainly focuses on the organization of turn, the choice of speaker, the beginning and end of topic, and the personal deixis in conversation.

#### 5. Data Analysis

In this part, it mainly analyzes the verbal resources and embodiment resources of the three segments: the resources of advice seeking, giving and reluctantly accepting.

##### 5.1. Advice Seeking Resources

In seeking advice, children are mainly the advice seekers, parents are the advice providers. Both verbal resources and embodiment resources are utilized in seeking advice. After observing the data, it is obvious to notice that questions are the basic syntactic resources in seeking advice.

##### 5.1.1. Questions

Questions contain yes-no question and wh-question, which mainly explores the process of seeking advice through the verbal expression of children and their parents.

##### Yes-No Question

Applying yes-no question to seek advice, children usually indicate their hesitations in choosing between two alternatives. Unknowing how to choose when they face the alternative, they therefore seek advice from their parents.

(1) [05:18-05:25]

01 Xue: mā(0.6) nǐ shuō wǒ dàodǐ shì mài bu mài ya(?)

Mum you say I eventually is sell not sell

Mum, do you think I'm selling the website or not?

02 (1.2)

03 Mum: (h.) āi you, mài, mài ya! dāng rán děi mài le!

Oh sell sell of course sell

Oh, sell, sell! Of course we sell it!

In the excerpt (1), there is the conversation between mother and Xue. Before Xue's website attracts other's attention, a businessman wants to buy the website. But, Xue hesitates, so she seeks advice from Mum. In line 03, Xue seeks advice from her mother by using the yes-no question, because the fact is clear, and Xue just need make a choice between "mài" or "bú mài". In line 05, Mum's advice orients Xue's prior turn, the yes-no question as advice seeking.

(2) [16:56-17:00]

01 PJ: > Dad, can I ask you something?

02 Bob: =Sure(?)

03 PJ: Do you think I should give up my dream of being a musician?

PJ. is interested in music, but after several frustrations on pursuing music dream, he is in the self doubt mood. He asks his father whether he should give up his music dream, by using yes-no question to seek advice.

Yes-no question is the widely used verbal resources in seeking advice. Besides, Wh-question is also used in seeking advice.

### Wh-question

Different from the yes-no question seeking advice, using Wh-question to seek advice the children totally don't know what to do, when they face with troubles in their life.

(3) [17:00-17:11] (Xing takes Xue's honor as his.)

01 Xing: *nà* (0.5) *nín shuō zěnmébàn* ↑

so you say how to do

So, what do you suggest?

02 Dad: *nǐ bìxū zhǔdòng qù gēn lǎoshī* (0.6) *chéngrèn cuòwù*

you must positively go with teacher admit mistake

*gào sù rén shìqíng de zhēnxiàng*(.) *bǎ jiǎngzhuàng huán gěi lǎoshī*

tell people thing truth bring honor back teacher

You must take the initiative to admit your mistake to the teacher, tell the truth and give the certificate back to the teacher.

In the excerpt (3), there is a dialogue between Dad and Xing. Xing faces his trouble in a misconduct. He does not know how to solve his trouble. In line01, Xing uses Wh-question (*zěnmébàn*) to seek advice from his father.

Dad, in line 01, provides Xing the advice in dealing with his troubles. Dad's advice provides orient to Xing's prior turn as advice seeking.

(4) [12:39-12:59]

01 Xing: *wǒ mā bǎ wǒ huàjiá mòshōu le*(.) *hái bú ràng wǒ huàhuà le*  
my Mum put my portfolio take away and not let me paint

02 > *zěnmébàn ya bà*

how to do Dad

What do I do, Dad? My mother took away my portfolio and won't let me draw anymore.

(1.0)

03 Dad: (·hhh) *jiù zhè shì a(gh)nǐ ::duì nǐ mā hái bù liáo jiě ?*

just this thing you on your Mum still not understand

04 *diǎnxíng de dāo zi zuǐ dòu fu xīn*

typical knife mouth tofu heart

05 Dad: *duìfu tā ya (. )bìxū dǎi shǐyòng < kǔ ròu jì >*

deal with her must use < kǔ ròu jì >

On, just a little matter. You don't know your mother yet? A typical person who has a knife mouth but tofu heart. You'll have to use dirty tricks to deal with her.

In the excerpt (4), Xing reports Mum's confiscation on his drawing tools and he complains this to Dad. At this time Xing has no alternative answer, so directly come to his father to seek solutions of the problem by using a Wh-question. The salutation "Dad" indicates that the subsequent target is Dad. "What do I do?" show Xing's confuse.

From the excerpts (3) and (4), Wh-question, "What do I do?" is used as verbal resources in the current situation in seeking advice. Dad in the following turn provides Xing the advice in dealing with his troubles. It summarizes that Wh-question are different from yes-no questions in seeking advice. Comparing with yes-no question advice seeking, the Wh-question advice seeking indicates the children are less confident in dealing with the troubles.

### 5.1.2. Eye Contact

In seeking advice, the eye contact functions significantly.

(5) [03:11-03:16]

01 Manny: There is a girl in my school and I want her like me.(0.6)

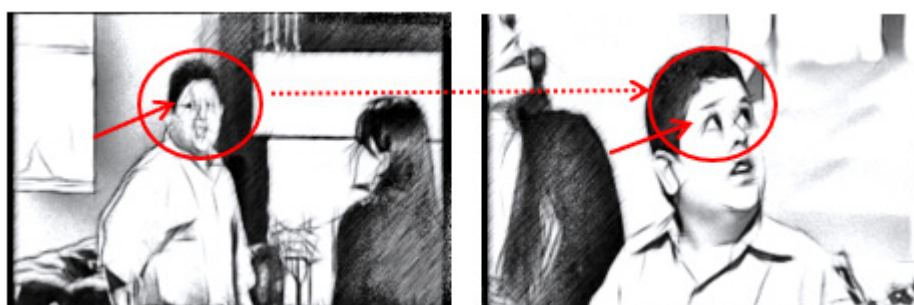
02 I need your advice,# Jay↑

fig #fig 1

03 Dad: =Really?

04 Manny: >She's gonna be at Luke's party↓

fig #fig 2



**Fig 1.** Manny looks at his father

**Fig 2.** Manny's eyes are eager

Line 01, Manny reports his current trouble in love affairs, and in line 02, he seeks Dad's advice directly. In summoning Dad's name at the end of line 02, he looks at Dad. Eye contact here serves as a way to realize turn-taking. By using eye contact at this movement, Dad in the next turn is responsible to take the turn and provides advice. Dad takes his turn in line 03. However, he doesn't provide his advice. Therefore, Manny in line 04 pursues advice by reporting the seriousness or urgency of the advice Manny's eye contact this time functions begging advice.

(6) [17:03-17:10] (continues Excerpt 3)

01 Xing: nà (0.5) nín shuō# zěn me bàn ↑

so you say how to do

So, What do you suggest fig #fig 3



**Fig 3.** Xing's eye contact

02 Dad: *nǐ bìxū zhǔdòng qù gēn lǎoshī chéngrèn cuòwù*

you must positive go with teacher admit mistake(0.6)

*gàosu rén shìqíng de zhēnxiàng(.) bǎ jiǎngzhuàng huán gěi lǎoshī*

tell people thing's truth take honor back to teacher

You must take the initiative to admit your mistake, tell the truth, and return the certificate to the teacher.

Eye contact is an important sign of seeking advice. When Xing asks his Dad how to deal with his mistakes, he looks at his father in confusion. By using eye contact at this movement, Dad in the next turn is responsible to take the turn and provides advice, and Dad directly and strictly to give Xing his advice then.

### 5.1.3. Frown

Frown is the facial expression which usually is used seeking advice. When one person is in trouble and does not know how to deal with or how to get out of troubles. There is usually a deep frown on his face.

(7) [19:04-19:08] (Xing is isolated by his family because he boasted that he had bitten the dog.)

01 Xing: bà, nà xiànzài# zěn me bàn ya

Dad so now how to do

Dad(0.6) What can I do now fig #fig 4



**Fig 4.** Xing frowns

02 Dad: *nǐ xiànzài zhī dào wèn wǒ lā?*

you now know ask me

Are you asking me now?

In the excerpt (7), Xing's life is severely restricted because of boasting, and he is very helpless when he asked his father for advice. Frown on his face there following with a Wh-question which shows his astonishment in the turn of seeking advice.

Frown is often happened when a person feel helpless, in the face of such situation, seek proponents tend to be anxious, helpless, desperately trying to get the method to solve the problem, so he frowned.

## 5.2. Advice Giving Resources

If advice seeking is the first pair part, the advice giving is the next relevant social action. Just like advice seeking, advice giving is usually realized in both verbal resources and embodiment resources.

### 5.2.1. Imperative

The use of imperative sentences in response to advice often occurs on relatively small problems, which is more conducive to encourage the advice seeker to take immediate action to solve the problem.

(8) [10:39-10:48] (Yu pours milk into Xing's soccer shoes)

01 Dad: *zěnmē le =zhè yí dà zǎo jiù rāng rang ↓*

What's the matter this morning just noisy

What's the matter, This noisy early in the morning

02 Mum: *nǐ kàn kan (.) zhè xiǎoyǔ bǎ niú nǎi dǎo tā xié lǐ le*

you look this xiaoyu put milk pour his shoes

Look(.) The light rain poured milk into his shoes

03 Dad: *méishìèr(0.5)ná chuī fēng jī gěi tā chuī gān jiù wán liǎo ma (.)*

not thing take dryer to him dry it just over

No problem, Just blow it dry with a hair dryer

In line 02, Mum tells the trouble which lead to Xing cannot attend the emergency football game. Mum there is a trouble teller for Xing to seek advice from Dad. In line 03, Dad directly put forward the idea of "bring fan to blow it dry". It indicts that the father in this way to solve the problem very confident so use the imperative sentence.

(9) [10:16-10:20] (Manny doesn't want to have a fencing match with a girl)

01 Mum: *Okay, so, take back your sword =*

02 and go fight this girl like a bull

03 Manny: *Okay ↓*

In the excerpt (9), Manny seeks advice from his Mum. For Manny's attitude to girls, Mum feels angry and thinks that he despises women. Mum firmly tells his son the advice, "take back your sword and go fight this girl like a bull". The use of imperative sentence makes the advisor's tone firmer, which reflects the advisor's strong feelings towards the advisor's acceptance of the advice.

Imperative sentence is a sentence which is omitted subject, use base verbs to express advice, command. Using the imperative to give advice, on the one hand reflects the advisor's trust in the feasibility advice; on the other hand also expressed the hope to be accepted by the proponents of strong desire. Sometimes even with an encouragement and imperative, which often make adviser to be unable to refute to accept advice. The difference between the two excerpts is that excerpt (8) places more emphasis on the father's confidence in the advice given, while the excerpt (9) focuses more on encouraging the child to accept the advice.

### 5.2.2. Accounts

(10) [05:18-05:25] (continues Excerpt 1)

01 Xue: *mā, nǐ shuō wǒ dàodǐ shì mài bu mài ya*(0.6)

Mum, you say I finally is sell not sell

Mum, Do you think I'm selling or not?

02 (1.2)

03 Mum: (hhh)

04 *āi yōu , mài , mài ya! dāng rán děi mài le !*

oh sell sell of course sell

05 *nǐ shuō nǐ hǎobùróngyì yù shàng zhème yí gè shǎ*(1.4)

you say you not easy meet this a silly

06 *shǎ yǒuqián shǎ yǒuqián de dàkuǎn* (0.9)

silly rich silly rich person

07 *nǐ zài bú mài, nǐ bú jiù gēn tā yíyàng (shǎ)*(0.8)*yǒu wèntí le ma jiù*

you still not sell you not with him same silly have problem

Oh, sell it, sell it! Of course we have to sell it! It is not easy for you to meet such a fool...stupid rich rich fat cat. If you don't sell it, you'll be just like him...have problem with brain.

Mum's advice "sell" is following by her reason. Xue is just a little girl out of her shell, and the website design is not actually brilliant, so in line 04, Mum wants to tell Xue this is a euphemistic way rare opportunity. By accounting the reasons, Xue understands why she should make such a choice, and then it is helpful for her to trust this advice from her mind.

(11) [03:36-03:42] (There is girl Manny want to pursue, he need Dad's advice)

01 Dad: =Here is the deal(0.3)

Girl don't go for all that romantic stuff(0.5)

>They go for power and success=

And since you don't have either one of those things(↑)(0.5)

you're gonna be the funny guy.

In this case, Dad gives Manny an analysis of the reasons for what to do. His father's words are very logical. First, he puts forward what kind of boy girls like, and then he puts forward that his son does not have such characteristics, which leads to his advice to "find another way" and be an interesting person. This kind of advice makes it easier for the son to understand his current situation and accept the advice.

It is a common conversational rule to give a piece of advice and then give a reason for it. Advisers often don't know how to deal with some problems. If just throw out the solution and not explain



in words, on the one hand can create confusion by advisor, thus increasing the possibility of a proposal is not accepted; on the other hand, the parent-child relationship naturally exists. If singly put advice there, over time the child may think this is a kind of instruction or command, which is not conducive to the development and continuation of family affection. The obvious difference between these two excerpts lies in the position of giving reasons. The excerpt (10) is to give suggestions before explaining reasons, while the excerpt (11) is to give analysis before making advice.

### 5.2.3. Gesture

The embodiment resources of advice are related to the degree of acceptance of it, and the common gestures of parents are hand gesture and shoulder tapping.

#### Hand Gesture

The presentation of advice combines with hand gesture can make the narration more orderly and vivid, and also make the advice easier to move people.

(12) [06:22-06:44]

01 Xue: *zhēnshí shēnghuó* (?) (1.1) *xiě shénme ya* ↑

real life write what

Real life? Write what ah

02 Mum: *zhēnshí shēnghuó hái bùhǎo xiě ya* = *nǐ jiù xiě xiě zán men jiā ya* ↑

real life still not easy write you just write our family

Real life is not difficult to write about, just write about our family

03 Dad: *duìya duìya*

yes yes

Right

04 Mum: *xiě xiě nǐ bà ba* (.) *xiě xiě wǒ* # (0.2)

write your Dad write me

*xiě xiě* (.) *wǒmen shì rúhé wéi nǐmen zhè sāngè hái zi* # *cāoláo de*

write we are how for you this three children worked

Write about your Dad and me, write about how we have worked for you three children.

05 fig #fig 5 fig 6



**Fig 5.** Mum stretches hand to herself **Fig 6.** Mum stretches hand to Xue

06 Dad: *nǐ yě kěyǐ xiě xiě nǐ de xiàoyuán shēnghuó* # *ma*

you also can write your campus life

07 *xuéxiào* (.) *lǎoshī*, # *tóngxué* ↑ *xiě xiě nǐ shì* :::

school, teacher, classmate, write you are

fig #fig 7 fig 8



**Fig 7.** Dad spreads out his hand      **Fig 8.** Dad gives an excerpt to Xue

08      zěn me chéngzhǎng de

how grow up

You can also about your campus life, school, teacher, classmate, write how do you grow up.

In the excerpt (12), when parents give advice, Mum continuously extends her hand to Xue from herself and then waves it back according to the content of her speech. Dad also combines hand gestures with his advice, especially when he points out alternatives to Xue with his finger. By doing these gestures, it is helpful to give her inspiration in an orderly and clear way.

(13) [07:20-07:31] (Manny’s loving girl is asked away by others.)

01 Manny: I invited her in she poem (0.2) Right after the line of,  
my love is deeper than the Great Lakes.

02 (0.3)

03 Cameron: Oh,well, fig #fig 9 this is unacceptable,



**Fig 9.** Cameron spreads out his hands

04 Uncle: Oh, bad. Here we go.

05 Cameron: No, it's not that big of a deal.

>Thie is what we are gonna do. we're gonne shoot over to  
get a table can claim the love of his life when I can get on  
Great Shakes, get a table. Manny

fig #fig 10

can reclaim the love of his life, you and I get a couple Mudslide↑

In line 05, Cameron gives Manny a series of hand gestures when he says Manny should do what. Just like Xue’s parents, Cameron moves his hands back and forth between him and Manny, trying to express his ideas. This is a vivid way to give others advice.



**Fig 10.** Cameron gestures

Hand movements will be relatively larger than the size of the eyes and facial expressions, which suggest that people do everything they can to express their ideas, and can effectively attract each other's attention. Moreover, connecting with gesture can also help people sort out effectively, clearly and organized to express ideas, and more able to persuade the other participants to accept advice, let the listener to be rational and orderly expression "impressed".

### **Taping Shoulder**

As elders, parents often pat their kids' shoulders when giving advice to show that they are sincere. They hope that their children can carefully consider and accept their advice.

(14) [07:48-08:00] (P.J. meets trouble on his job)

01 Dad: Um::: look(0.3)Son(.) if you think you deserve more money↑  
then stand up for yourself.(1.2)By the way, your coworkers(.)  
 they are counting on you(0.2) to be strong#.  
 fig #fig 11



**Fig 11.** Dad taps P.J.'s shoulder

In the excerpt (14), Dad pats P.J. on the shoulder as he makes the advice, and the look of trust in his eyes gives the advice credibility and drive. Next, P.J. decides not to remain silent and lets the employees to strike for reasonable rights and interests. It shows that the taping play an important role on advice giving that makes people trust.

(15) [10:46-11:18] (continues Excerpt 8)

03 Dad: *méishier*(0.5)*ná chuī fēng jī gěi tā chuī gān jiù wán le ma* (.)  
 no problem take dryer bring him blow dry just over  
 That's all right. Just blow it dry with a hair dryer

04 Mum: *mā gěi nǐ nòng gān le ha*

Mum give you dry  
Mum dried it up for you

- 05 Dad: *méishier# děng yíhuìér# jiù gàn le ā*  
no problem wait a minute just dry  
It'll be dry after a while fig #fig 12



**Fig 12.** Dad taps Xing's shoulder

- 06 Mum: *hǎole (.) gān le wǒ juéde*  
OK dry I think  
All right, let's go I think

- 07 Dad: *=nǐ kàn , duō kuài*  
you see how fast  
See, how fast

In line 05, Dad touches Xing's shoulder when he gives Xing advice. Here can be understood as two layers of meaning. The action of touch to express more care and comfort, and pat the shoulder also indicates that his advice is feasible, which let Xing do not have to worry and the problem will be solved.

The action of patting the shoulder often contains the meaning of serious words, which is the action between close people. When giving advice, such action is to show the close relationship between parents and children, and to leave a space for children to think about the word and then accept the advice.

### Pointing

(16) [12:39-13:08] (continues Excerpt 4)

- 01 Xing: *wǒ mā bǎ wǒ huàjiǎ mòshǒu le(.) hái bú ràng wǒ huàhuà le >zěn me bàn ya, bà*  
my Mum put my portfolio take away and not let me paint how to do Dad  
My mother took away my portfolio and won't let me draw anymore.  
What do you do, Dad?(1.0)

- 02 Dad: *(·hhh)jiù zhè shì ā (0.3)(gh)nǐ :::duì nǐ mā hái bù liáojiě ?*  
just this thing you on your Mum still not understand  
*diǎnxíng de dāo zǐ zuǐ dòu fu xīn duìfu tā ya(.) bìxū děi shǐyòng < kǔ ròu jì >*  
typical knife mouth tofu heart deal with her must use < kǔ ròu jì >  
On, just a little matter, you don't know your mother yet? A typical person who has a knife mouth but bean curd heart, you'll have to use dirty tricks to deal with her.

- 03 (1.5)

04 Xing: *kǔ ròu jì?*

kǔ ròu jì

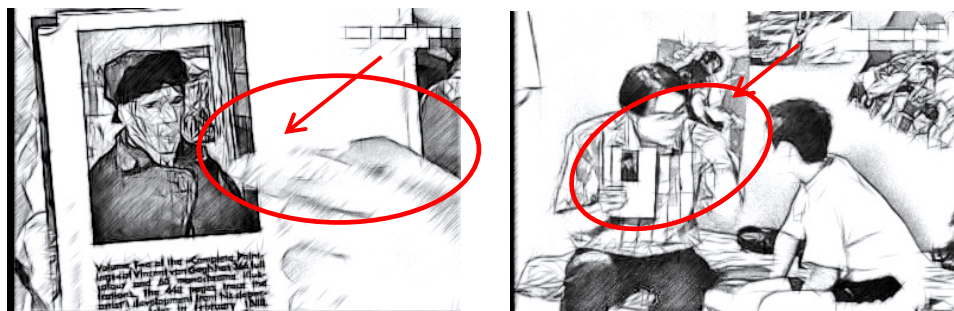
Risks?

05 (0.3)

06 Dad: *nà (zhǐ le zhǐ shū shàng bì jiā suǒ de xiāoxiàng)*

look point book on Bijiassuo's portrait

Nah# (points to the portrait of Picasso on the book)fig #fig 13 fig 14



**Fig 13.** Dad points the picture to Xing **Fig 14.** Dad gestures with hand to Xing

07 (2.2)

08 Xing: *ò ::: >míngbai le míngbai le <*

oh understand understand

Oh, got it, got it.

In the excerpt (16), in line 06, Dad picks up the picassos collection on Xing's bed, points the portrait of Picasso on the cover at Xing, and makes the action of cutting off the ear, so as to give Xing a hint on how to deal with the problem by using the bitters. When something is not convenient to deal with words, the action of pointing can also express the similar meaning on giving advice.

(17) [19:04-19:47] (continues Excerpt 6)

01 Xing: *bà(0.6) nà xiànzài zěn me bàn ya*

Dad so now how to do

Dad, what can I do now

02 Dad: *nǐ xiànzài zhīdào wèn wǒ lā ?*

you now know ask me

Are you asking me now?

03 Xing: *wǒ zhīdào cuò le hái bù chéng ma =wǒ yǐhòu bù chěngnéng le bù chuīniú le ↓*

I know mistake still not succeed I from now not fake myself not boast

I have known I was wrong, and I will not brag any more.

04 Dad: *heng(0.4) búguò nǐ quèshí yīnggāi hǎo hǎo xiǎng xiǎng(0.3)*

05 en but you actually should carefully consider

06 *nǐ# zhēn de yīnggāi# hǎo hǎo zhòngshì qǐ lái le*

you really should carefully pay attention to

En, but you really should think about it. You really should pay more attention to it. fig. #fig 15



**Fig 15.** Dad point to Xing

07 (0.4)

08 Xing: *chéng, bà ↓ wǒ yǐhòu kěndìng hǎo hǎo zhòngshì*  
 OK, Dad I from now must carefully pay attention  
 OK, Dad. I will pay attention to it.

In the excerpt (17), Dad points to Xing when tells him how to do. This action confirms the object of the explanation, and we usually think it is impolite to point to others in our daily life. Here Dad points to the son and makes him realize the seriousness of the problem and accepts the advice humbly. And this kind of way to give children advice is clear and strict.

When the other side cannot get the correct instructions or afraid that the other side do not really understand the language expression, it often needs to be assisted by pointing to make the whole expression more intuitive in giving advice.

### 5.3. Reluctant Acceptance Resources

The acceptance of advice takes place after listening to advice, and it is usually only when people agree with the contents of advice that they will listen to them. This part also chooses the verbal resources and embodiment resources to analyze the reluctant acceptance behavior separately.

#### 5.3.1. Verbal Resources

The acceptance of advice there is short and clear, which is reluctant.

(18) [06:43-06:58] (continues Excerpt 12)

08 Dad: *nǐ yě kěyǐ xiě xiě nǐ de xiào uán shēnghuó ma*  
 you also can write your campus life

09 *xuéxiào(.) lǎoshī, tóngxué ↑ xiě xiě nǐ shì :::zěn me chéngzhǎng de*  
 school, teacher, classmate, write you are how grow up  
 You can also about your campus life, school, teacher, classmate, write how do you grow up

10 (0.8)

11 Xue: *hǎoba(0.6)wǒ xiě*  
 fine I write  
 Fine. I will write

Excerpt (18) happens after parents give writing content direction advice, and Xue with the word “hǎo ba” to respond to advice for certain is a reluctant acceptance instruction. After accepting the advice, “wǒ xiě” is a description to accept the proposal, it is also the result of the whole

proposal, and places behind the certain vocabulary can determine more that Xue accepts the invitation reluctantly.

(19) [12:08-12:20] (Teddy feels hard to say break up with her boyfriend)

01 Mum: Honey, these things are never easy  
>but the longer you let it go on the  
worse it's gonna be< (1.0)  
Okay, just promise yourself(.) The very next time you  
see Derek(.)you're gonna break up ↑with him.

02 (1.2)

03 Teddy: Okay, okay (!) the very next time.

In the excerpt (19), line 03, “Okay” likes the excerpt (18) above with no expression of euphemism, but accept a in certain word directly behind a suggested repeat. Teddy says next time to break up with her boyfriend.

Such a sentence pattern of “Yes” and “No” with repeated suggestion is a polite and standard advice response. “Yes” or “No” first indicates whether one accepts or rejects the proposal. If yes, according to the proposal of the advisee, the following behavior planning is also a positive but reluctant response of the advisee to the advisor.

### 5.3.2. Eyesight Shift

When children accept advice after listening to their parents, their eyesight will also change from uncertain to certain.

(20) [06:43-06:58] (continues Excerpt 12)

08 Dad: *nǐ yě kěyǐ#xiě xiě nǐde xiàoyuán shēnghuó# ma*  
you also can write your campus life  
09 *xuéxiào (.) lǎoshī, tóngxué ↑ xiě xiě nǐ shì :::*  
school, teacher,# classmate, write you are  
10 fig #fig 16 fig 17



Fig 16. Xue looks down



Fig 17. Xue looks ahead

11 *zěnmē chéngzhǎng de*  
how grow up  
You can also about your campus life, school, teacher, classmate, write how do you

grow up.

(0.8)

12 Xue: *hǎoba#(0.6)wǒ xiě#*

fine I write

Fine. I will write

In line12, Xue thinks parents' advice is benefit to her and agrees to this matter. She first looks down, glances left and right, then holds her mouth, then turns her eyes to the editorial staff and smiled. This transformation has two meanings. First, she feels a little ashamed that she doesn't know how to write in real life. Second, she really feels the advice is helpful to her offered by her parents even if she is a little reluctant, finally she choose to accept it.

In the excerpts (18) (19) and (20), it indicates that the reluctant acceptance process of advice is often relatively clear and short. It doesn't need give reasons like rejection or to delay a response. As long as children feel that the advice is helpful to their own problems, they will finally accept them even if feel reluctant, and the changes in their expressions, especially in their eyes, will reflect their recognition of the advice.

## 6. Conclusion

Based on the multimodal analysis of the 20 advice, it is not difficult to find that the whole process of reluctant acceptance of advice is not accidental, but has certain rules and skills to follow. (Waring, 2012)

When children seek for advice, there are always two situations. The first one is when children have clear options but don't know how to choose, they will use yes-no questions to seek advice, hoping that parents can help them make choices; the second is when children have no idea on how to deal with the problems they encountered, they will use Wh-questions. The advice seeking under this situation is not directional and needs parents' behavior guidance. And whether they use yes-no questions or Wh-questions to seek advice, both sides of the advice will have some embodiment action, such as the change of their eyes and expressions, especially the advisor (Liu, 2019).

When parents give advice, they often take two ways. Parents usually use imperatives to answer simple daily questions. This kind of advice is practical and easy to operate and children are relatively easy to believe. As long as the tone is kind, the probability of accepting the advice is relatively high. The other is advice for the part of more difficult problems. When children encounter problems that are difficult to solve or are obsessed with what kind of decisions to make, parents often give advice and then explain the reasons; and when the child's mood is relatively unstable, parents will give reasons first, guide slowly, and finally give feasible solutions. In this process, it is also accompanied by the expression of parents' and children's embodied behaviors, mainly including the explanation with hand gestures, the action of clapping the shoulder, and the pointing actions. These behaviors help the children to focus their attention, seriously think about the advice given by their parents, and help the advice to be accepted (Huang, 2010).

When the advice is reluctantly accepted, the verbal expression is relatively concise, and some positive words are often used to express it, or plus to say the next action after listening to the advice. In the aspect of embodied behavior, it is often manifested in children's decided or reluctant expression, firm eyes, and having goals and directions after accepting advice.

In a word, the communication between children and their parents is an enduring issue, and the studies on family advice are also emerging one after another. This thesis only choose the specific



turn of reluctant accepting advice in family advice to discuss and study, hoping that this thesis will be helpful to the communication between parents and children.

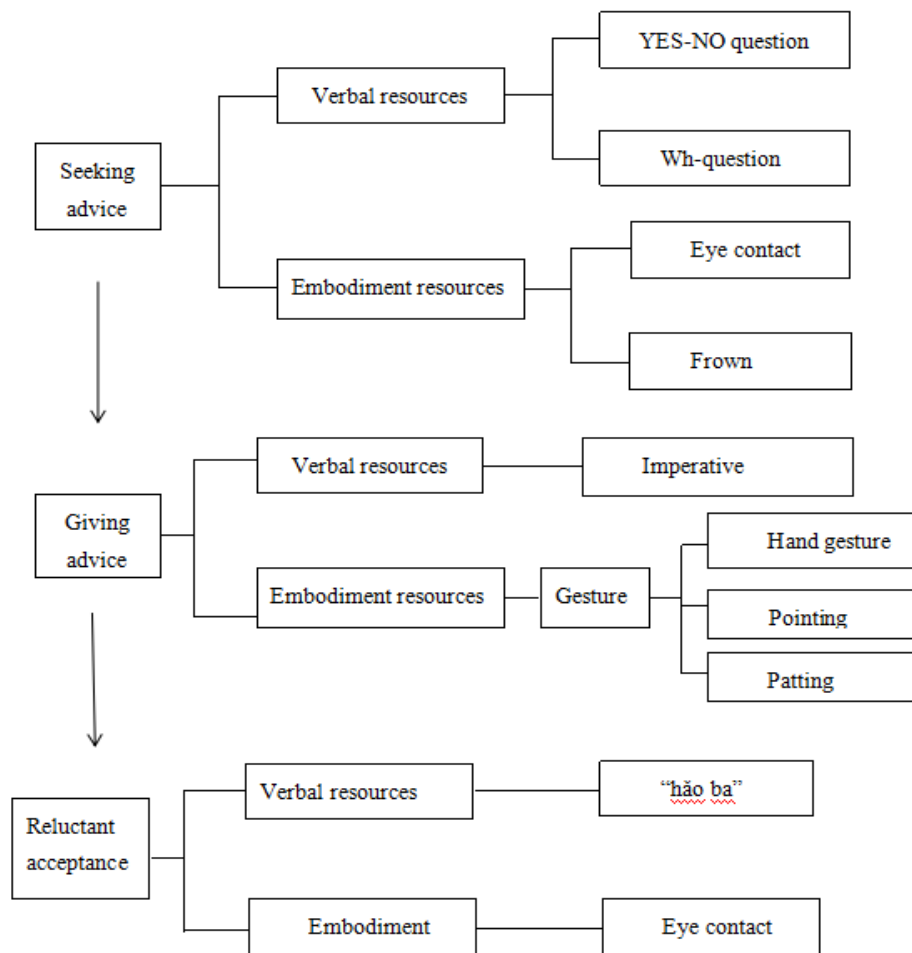


Fig 18. Overall Structure

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## Appendix

**Table 1. Data Set**

Number	Participants	Source	Duration
01	Mum; Xue	<i>Home With Kids</i> Season1 Episode62	05:18-05:25
02	Dad; PJ.	<i>Good Luck Charlie</i> Season1 Episode6	16:56-17:00
03	Dad; Xing	<i>Home With Kids</i> Season1 Episode23	17:00-17:11
04	Dad; Xing	<i>Home With Kids</i> Season2 Episode77	12:39-15:59
05	Dad; Manny	<i>Mordern Family</i> Season1 Episode9	03:11-03:16
06	Dad; Xing	<i>Home With Kids</i> Season1 Episode23	17:03-17:10
07	Dad; Xing	<i>Home With Kids</i> Season2 Episode87	19:04-19:08
08	Dad; Xing	<i>Home With Kids</i> Season1 Episode11	10:39-10:48
09	Mum; Manny	<i>Mordern Family</i> Season1 Episode7	10:16-10:20
10	Mum; Xue	<i>Home With Kids</i> Season1 Episode62	05:18-05:25
11	Dad; Manny	<i>Mordern Family</i> Season1 Episode9	03:36-03:42
12	Mum; Xue	<i>Home With Kids</i> Season1 Episode57	06:22-06:41
13	Uncle; Manny	<i>Mordern Family</i> Season1 Episode15	07:20-07:31
14	Dad; PJ.	<i>Good Luck Charlie</i> Season1 Episode12	07:48-08:00
15	Dad; Xing	<i>Home With Kids</i> Season1 Episode11	10:46-11:18
16	Dad; Xing	<i>Home With Kids</i> Season2 Episode77	12:39-13:08
17	Dad; Xing	<i>Home With Kids</i> Season2 Episode87	19:04-19:47
18	Dad; Xue	<i>Home With Kids</i> Season1 Episode57	06:43-06:58

19	Mum; Teddy	<i>Good Luck Charlie</i> Season2 Episode12	12:08-12:20
20	Dad; Xue	<i>Home With Kids</i> Season1 Episode57	06:43-06:58

\*Xing; Xue; PJ; Manny; Teddy are all children in their family.

### Transcription symbols 1

- [ ], Encloses talk produced in overlap i.e. when more than one speaker is speaking,
  - =, Links talk produced in close temporal proximity (latched talk),
  - > < Talk between symbols is rushed or compressed
- underline Underlining used to mark words or syllables which are given special emphasis of some kind
- CAPS Words or parts of words spoken loudly marked in capital letters
- s:::: Sustained or stretched sound; the more colons, the longer the sound
- . ? , These are not used as punctuation markers. Instead a stop indicates falling intonation; a question mark indicates rising intonation over a word; and a comma indicates a slight hitch, a brief rising intonation at the end of a word
- .hhh Inbreath, the number of 'h's representing, in some approximate fashion, the length of the inbreath (it's sometimes said that each 'h' represents a tenth of a second)
- hhh. Outbreath, the number of 'h's representing, in some approximate fashion, the length of the inbreath (it's sometimes said that each 'h' represents a tenth of a second)
- (word) Parentheses indicate transcriber doubt (this/that) Alternative hearings
- ((description)) Description of what can be heard, rather than transcription  
e.g. ((shuffling thesis))
- (0.6) Silence in seconds
- (.) Silence of less than two tenths of a second
- ^ or Indicates marked pitch rise