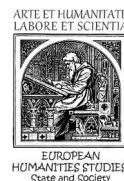


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Yulia Tsos

Speech styles in socio-psychological approach

In modern terms the knowledge of the effective communication secrets is relevant. The success of interpersonal interaction depends greatly on them. Speech styles of people occupy an important place here. Their use provides an understanding or misunderstanding among interlocutors at the unconscious level. The study of speech styles is a new direction of human communication study in social psychology and psycholinguistics.

The given study of language and speech styles with the help of socio-psychological method uses the works of such scientists as T. Holtgraves, A. L. Gonzalez, W. Gudykunst, S. Ting-Toomey, J. W. Pennebaker, L. V. Zaslavskaya and others.

James Pennebaker (The University of Texas at Austin) is one of the developers of Linguistic Inquiry and Word Count (LIWC), a text analysis software program, that helps to analyze speech styles [4].

A. L. Gonzalez studies language styles matching as a predictor of social dynamics in small groups. According to her investigation, language style is an unconscious verbal coordination that allows us to establish effective interpersonal interaction [4].

In T. Holtgraves opinion, speech style is a set of linguistic and pragmatic specific features that are grouped together. [9]. His primary research program investigates the social psychological factors involved in the production and comprehension of language.

W. Gudykunst and S. Ting-Toomey are the authors of the speech style classification according to the communicative features in interpersonal interaction within different cultures and nationalities. They distinguish

four stylistic modes: direct versus indirect style, elaborate versus succinct style, personal versus contextual style and instrumental versus affective style [7, 100-115].

L. V. Zasyekina is another author of the speech style classification according to such main criteria as conscious / automatic speech, concentration on novelty / data information, strength / weakness of speech connectivity [12]. Language styles, on the one hand, express similarities in communication by using the same form-words and, on the other hand, under condition of their intersection simultaneously construct and express the harmonious interpersonal relationships between people [12].

The purpose of the article is to represent the essence of socio-psychological study of students' speech styles.

The object of the study is the identity of the student.

The subject – students' speech styles.

The tasks of the article:

- to identify psychological manifestations of speech styles in student's communicative behavior;
- to define the ethics of the empirical socio-psychological research (Ukraine, Europe, USA).

We have chosen a real field experiment to study the students' speech styles. Experiments of this kind are carried out to obtain empirical evidence using a minimum of equipment in a situation that is close to natural.

The study took place in the Lesya Ukrainka Eastern European National University (Lutsk, Ukraine). Participants were 342 students enrolled to the 1st year on different courses: psychology, economic geography, physical geography, hotel business and tourism, geodesy and land management, physics, pre-school education, primary education, social pedagogics. The research was anonymous and took place in November 2014.

Procedure: the first stage of the study the students were asked to complete a questionnaire (with serial number) designed to diagnose their personal qualities. The questionnaire included: Eysenck's personality Inventory EPI (diagnosis of the type of temperament); questionnaire «Goal-Means-Result» (A. O. Karmanov) (diagnosis of structural features of activity); questionnaire «Free words sorting» (O. V. Kolha) (definition of the cognitive style: analyticity-synthetism); test of included figures (Hotshield) (diagnosis of the personal perceptual style); questionnaire «Emotional Intelligence» (N. Hall) (definition of the emotional profile); questionnaire «The assessment of communication skills» (V. F. Ryakhovskiy); motivational profile (V. Herbachevskiy); TAS – attributive

style test (L. M. Rudin) (diagnosis of the optimism-pessimism orientation); questionnaire «Life Style Index» (Plutchik, Kelerman, Conte) (diagnosis of the protectional personality styles); test of interpersonal relationships (T. F. Leary).

The next stage of the research was audio recording students' dialogues on the theme: «Your impressions of the celebrations, which were held at the university (within last six months)». The recording was carried out in real conditions of the students' social interaction (at the university). The participants could withdraw from the research at any time.

Analysis of the results will be made by using the methods of mathematical and statistical data processing method (SPSS for Windows), and transcription of audio recordings. The detection of students' speech styles will be based on the relevant semantic markers.

Direct speech style includes: explicit words such as «absolutely», «certainly», «positively»; personal pronoun «I»; words that express the subject-predicate relation; expressiveness, heterogeneity intonation. Indirect speech style includes: implicit words «maybe», «perhaps», «probably», «somewhat»; collective pronoun «we»; semantically differentiated words “all”, “nobody”, “always”; neutral intonation [7].

Elaborate speech style includes: verbosity; verbal exaggeration; complicated rhythms; metaphors, proverbs, idioms. Succinct speech style includes: brevity; indirect use of speech; omissions; pauses, silence [7].

Personal speech style includes: tendency to firstly provide the topical thesis of the story; words that connect the meaning of the text, «in view of the fact that», «to begin with», «in conclusion»; first name basis and direct address; lack of life roles. Contextual speech style includes: contextual point of a story are before the thesis of the story; context-oriented words: «because», «as», «so»; formality; representation of life roles [7].

Instrumental speech style includes: lack of stylistic devices; clear, logical expressions; interjection; lack of humor. Affective speech style includes: stylistic devices; unclear, vague phrases; lack of interjection; humor [7].

In order to determine the ethics of this socio-psychological research we should refer to the Code of Ethics for Psychologists of the Ukrainian Psychological Society, the Statement of ethical principles of the European Association of Psychotherapy, the Ethical Principles of Psychologists and Code of Conduct of American Psychological Association (Table. 1).

Let's consider the compliance of this socio-psychological research of students' speech styles to the requirements of its organization in each of ethics codes.

Table 1.**Comparative Analysis of Ethical Code of the psychologist in Ukraine, Europe, USA**

Ethical principles	No	Ukraine	Europe	USA
	1	Responsibility	Responsibility	Resolving Ethical Issues
	2	Competence	Competence	Competence
	3	Protection of the client interests	Moral & Legal Standards	Human Relations
	4	Confidentiality	Confidentiality	Privacy and Confidentiality
	5	Ethical rules of psychological research	Welfare of the Consumer	Advertising and Other Public Statements
	6	Qualified promotion of psychology	Professional Relationships	Record Keeping and fees
	7	Professional cooperation	Public Statements	Education and Training
	8	–	Assessment Techniques	Research and Publication
	9	–	Research	Assessment
	10	–	–	Therapy

Unit 5. «Ethical rules of psychological research» in the Code of Ethics for Psychologists of the Ukrainian Psychological Society includes 4 main points. The research corresponds to subparagraph 5.1 «Planning psychological research». The object, goal, objectives of the research have been identified. Participant population and the possibility of using the results were also defined. The conditions of point 5.2 are also observed – ensuring the reliability of experiment results, responsibility for correct and accessible explanation of psychological methods. Subparagraph 5.3 was also carried into effect to minimize the risk of unintended negative impact on the participants in the experiment. The basic condition of sub 5.4 is voluntary – participants could withdraw from the experiment at any stage [5].

In the Statement of ethical principles of European Association of Psychotherapy, unit 9 regulates the research. It consists of general principles and 10 subparagraphs. In planning the study a careful evaluation of its ethical acceptability was made (compliance with sub a). The participants in the study were a «subject at minimal risk», according to the recognized standards. It is the primary ethical concern to the investigator (compliance with sub b). Subparagraph c corresponds to 5.2 in Ukrainian Code – the

investigator always retains the responsibility for ensuring ethical practice in research. According to the sub. d – the investigator established a clear and fair agreement with research participants, prior to their participation, that clarified the obligation and responsibilities of each (complies with sub 5.4). The use of concealment or deception wasn't necessary (sub e). According to the sub f, the individual's freedom to decline to participate in or withdraw from the research at any time was taken into account (similar with 5.4). The protection of the participants from physical and mental discomfort, harm, and danger that may arise from research procedures was carried out (compliance with sub g). After the data were collected, the investigator provided the participants with information about the nature of the study and attempted to remove any misconceptions that could arise (compliance with sub h). The research procedure did not lead to undesirable results for individual participant (sub i). The sub j, which declared confidentiality had been considered. The research was anonymous (anonymous questionnaire with a serial number) [11].

In the Ethical Principles of Psychologists and Code of Conduct of American Psychological Association unit 8. «Research and Publication» regulates the research. It consists of 15 subparagraphs:

8.01 Institutional approval – the approved research protocol was not required.

8.02 Informed consent to research – The participants were informed about: the purpose of the research, expected duration, and procedures; their right to decline to participate and to withdraw from the research once participation has begun; the foreseeable consequences of declining or withdrawing; reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; any prospective research benefits; limits of confidentiality; incentives for participation; and whom to contact for questions about the research and research participants' rights. The participants also had an opportunity to ask questions and receive answers during the research. The consent was not documentally signed.

8.03 Informed consent for recording Voices and Images in Research – the oral agreement from research participants prior to recording their voices was received.

8.04 Client/patient, student, and subordinate research participants – the steps to protect the participants from adverse consequences of declining or withdrawing from participation have been taken.

8.05 Dispensing with informed consent for research – there were used

anonymous questionnaires with a serial number.

8.06 Offering inducements for research participation – the incentives for participation in the study were not offered.

8.07 Deception in research - there was no deception in the research.

8.08 Debriefing – participants were warned about the date of information about the research results.

8.09 Humane care and use of animals in research – animals were not used in the study

8.10 Reporting research results – the lack of data fabrication.

The principles 8.11 Plagiarism, 8.12 Publication credit, 8.13 Duplicate publication of data, 8.14 Sharing research data for verification and 8.15 Reviewers have been taken into account [3].

Conclusions

1. The analysis allowed to assess the current state of speech styles research and to make a comprehensive picture of the way of their socio-psychological research.

2. Empirical examination of the personality speech styles allows isolated semantic markers. To achieve the objectives of the study, it is necessary to use real, field experiment.

3. In order to determine the ethics of this socio-psychological research we analyzed the codes of ethics of psychologists in Ukraine, Europe and the United States. It showed compliance of the speech styles research to all ethical rules of code of ethics in Ukraine. The compliance to almost all the principles of psychological research in Europe, and to many points of ethics in the United States was also shown.

Summarizing, we can confirm the validity and ethics of this type of experimental research. Prospects for further research include mathematical and statistical data processing.

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The Author

Yulia Tsos
*graduate student at the Department of
General and Social Psychology,
Lesya Ukrainka Eastern European National
University, Lutsk, Ukraine
E-mail: julia_tsos@mail.ru*

Abstracts

ЮЛІЯ ЦЬОСЬ. МОВНІ СТИЛІ В СОЦІО-ПСИХОЛОГІЧНОМУ ПІДХОДІ.
У статті проаналізовано поняття «мовленнєвий стиль». Розглянуто сучасні класифікації мовленнєвих стилів особистості. Співвіднесено чотири стилістичні моделі мовлення з їхніми семантичними маркерами.

Також описано етапи дослідження мовленнєвих стилів в комунікативній поведінці студентів та проаналізовано його відповідність положенням етичного кодексу Українського психологічного товариства, Європейської асоціації психотерапії та Американського психологічного товариства.

Ключові слова: мовленнєвий стиль, семантичні маркери, комунікативна поведінка, етичний кодекс.

JULIA COŚ. Style językowe w podejściu społeczno-psychologicznym. W niniejszym artykule zostało przeanalizowane pojęcie „stylu językowego”. Rozpatrzono współczesne kwalifikacje stylów językowych osoby. Porównano cztery stylistyczne modele językowe wraz z ich markerami semantycznymi. Ponadto opisano również etapy badań nad stylami językowymi w zachowaniu komunikacyjnym studentów i przeanalizowano jego zgodność z przepisami kodeksu etyki Ukraińskiego Towarzystwa Psychologicznego, Europejskiego Stowarzyszenia Psychoterapii oraz Amerykańskiego Towarzystwa Psychologicznego. **Słowa kluczowe:** styl językowy, markery semantyczne, zachowanie komunikacyjne, kodeks etyczny.

ЮЛИЯ ЦЕСЬ. Речевые стили в социально-психологическом подходе. В статье проанализировано понятие «речевой стиль». Рассмотрены современные классификации речевых стилей личности. Соотнесено четыре стилистические речевые модели с их семантическими маркерами. Также описаны этапы исследования речевых стилей в коммуникативном поведении студентов и проанализировано его соответствие этическим кодексам Украинского психологического общества, Европейской ассоциации психотерапии и Американского психологического общества.

Ключевые слова: речевой стиль, семантические маркеры, коммуникативное поведение, этический кодекс.

YULIA TSOS. Speech styles in socio-psychological approach. In article analyzed the notion of «Voice style». Considered by the modern classification of Voice styles of the individual. Leveraged four stylistic voice models with their semantic markers. Also describes the stages of the study of voice styles in boarding schools the behavior of students and analyzed its conformity with ethical codes of the Ukrainian psychological Society, European Association of psychotherapy and the American Psychological society.

Key words: voice style, semantic markers, thus influencing behavior, the code of ethics.