CHAPTER III

Methodology
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As mentioned in the previous chapters the present research was initiated to study conversation memory as a function of listener's emotional mood, status, version of conversation and speaker's status. The main objectives of the study were (1) to investigate the relationship between conversation memory and speaker's status, i.e. to what extent high and low socio-economic status of the speaker facilitate or inhibit the conversation memory; (2) to investigate the relationship between conversation memory and listener's status, i.e. to what extent high and low socio-economic status of listerner facilitate or inhibit the conversation memory; (3) to investigate the relationship between conversation memory and listener's emotional state, i.e. to what extent conversation memory is affected by elated and depressed mood of the listener; (4) to investigate relationship between conversation memory and version of conversation remarks, i.e. to what extent conversation memory differ for assertive and non-assertive version of conversation remarks. To be more specific the present study was designed to answer the following questions.

1. Does speaker's status influence conversation memory?
2. Does listern's status influence conversation memory?
3. Does listener's emotional mood influence conversation memory?

4. Does version of conversation remarks influence conversation memory?

5. Is there an interactional effect of speaker's status and listener's status on conversation memory?

6. Is there an interactional effect of speaker's status and listener's emotional mood on conversation memory?

7. Is there an interactional effect of speaker's status and version of conversation remarks on conversation memory?

8. Is there an interactional effect of listener's status and listerner's emotional mood on conversation memory?

9. Is there an interactional effect of listerner's status and version of conversation on conversation memory?

10. Is there an interactional effect of listener's emotional mood and version of conversation on conversation memory.

DESIGN OF THE STUDY:

In order to answer the above questions, a 2x2x2x2 factorial design in which two socio-economic variables (listener's and speaker's Socio-economic status), one personality variable (emotional mood of listener) and one task variable (version of the conversation remarks) each varying in two ways, were used in this experiment. The two values of one social variable i.e. speaker's status were (a) high SES (b) low SES;
similarly, the two values of another Socio-economic variable i.e. listener's status were (a) high SES (b) low SES. The two values of emotional mood were (a) elated mood (b) depressed mood; and two values of version of conversation remarks were (a) assertive (b) non-assertive. Thus, there were sixteen groups of subjects and each consisted of 25 subjects. More specifically the sixteen groups were as follows:

**Group I** Speaker's high SES, Listener's high SES, Listener's elated mood and Assertive version of conversation.

**Group II** Speaker's high SES, Listener's high SES, Listener's elated mood and non-assertive version of conversation.

**Group III** Speaker's high SES, Listener's high SES, Listener's depressed mood and Assertive version of conversation.

**Group IV** Speaker's high SES, Listener's high SES, Listener's depressed mood and Non-assertive version of conversation.

**Group V** Speaker's high SES, Listener's low SES, Listener's elated mood and Assertive version of conversation.

**Group VI** Speaker's high SES, Listener's low SES, Listener's elated mood and Non-assertive version of conversation.

**Group VII** Speaker's high SES, Listener's high SES, Listener's high SES, Listener's elated mood and Assertive version of conversation.
Group VIII Speaker's high SES, Listener's low SES, Listener's depressed mood and Non-assertive version of conversation.

Group IX Speaker's low SES, Listener's high SES, Listener's elated mood and Assertive version of conversation.

Group X Speaker's low SES, Listener's high SES, Listener's elated mood and Non-assertive version of conversation.

Group XI Speaker's low SES, Listener's high SES, Listener's depressed mood and assertive version of conversation.

Group XII Speaker's low SES, Listener's high SES, Listener's depressed mood and Non-assertive version of conversation.

Group XIII Speaker's low SES, Listener's low SES, Listener's elated mood and Assertive version of conversation.

Group XIV Speaker's low SES, Listener's low SES, Listener's elated mood and Non-assertive version of conversation.

Group XV Speaker's low SES, Listener's low SES, Listener's depressed mood and Assertive version of conversation.

Group XVI Speaker's low SES, Listener's low SES, Listener's depressed mood and Non-assertive version of conversation.
### Diagrammatical Design of the Experiment

#### Manipulation of Independent Variables

<table>
<thead>
<tr>
<th>Number of Groups</th>
<th>Listener's (sub.) Status</th>
<th>Listener's (sub.) Emotional Status</th>
<th>Speaker's Status</th>
<th>Version of Conversation</th>
<th>Retention Interval</th>
<th>Measurement of Conversation Memory</th>
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<tbody>
<tr>
<td>Group - I</td>
<td>Listener's (subjects) having high socio-economic status (SES) were selected.</td>
<td>Elated mood was induced to each listener through modified Velten Mood Induction Technique (MVMIT).</td>
<td>Each listener was asked to read a fictional conversation (F.C.) containing assertive version (A.V.).</td>
<td>Each listener was asked to read a fictional conversation (F.C.) containing Non-assertive version (N.A.V.).</td>
<td>On the expiry of retention interval, the subjects were asked to recall the remarks uttered by Robert. Subjects were also instructed to use wording as close to the original as possible.</td>
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<td>Group - II</td>
<td>Depressed mood was induced to each listener through MVMIT.</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>On the expiry of retention interval, the subjects were asked to recall the remarks uttered by Robert. Subjects were also instructed to use wording as close to the original as possible.</td>
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<td>Group - III</td>
<td>Depressed mood was induced to each listener through MVMIT.</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
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<td>Group - IV</td>
<td>Depressed mood was induced to each listener through MVMIT.</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>On the expiry of retention interval, the subjects were asked to recall the remarks uttered by Robert. Subjects were also instructed to use wording as close to the original as possible.</td>
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<td>Group - V</td>
<td>Elated mood was induced in each listener through MVMIT.</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>On the expiry of retention interval, the subjects were asked to recall the remarks uttered by Robert. Subjects were also instructed to use wording as close to the original as possible.</td>
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<td>Group - VI</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
<td>On the expiry of retention interval, the subjects were asked to recall the remarks uttered by Robert. Subjects were also instructed to use wording as close to the original as possible.</td>
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<td>Group - VII</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
<td>On the expiry of retention interval, the subjects were asked to recall the remarks uttered by Robert. Subjects were also instructed to use wording as close to the original as possible.</td>
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<td>Group - VIII</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
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<td>On the expiry of retention interval, the subjects were asked to recall the remarks uttered by Robert. Subjects were also instructed to use wording as close to the original as possible.</td>
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<td>Group - IX</td>
<td>Elated mood was induced in each listener through MVMIT.</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>On the expiry of retention interval, the subjects were asked to recall the remarks uttered by Robert. Subjects were also instructed to use wording as close to the original as possible.</td>
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<td>Group - X</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
<td>On the expiry of retention interval, the subjects were asked to recall the remarks uttered by Robert. Subjects were also instructed to use wording as close to the original as possible.</td>
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<td>Group - XI</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
<td>On the expiry of retention interval, the subjects were asked to recall the remarks uttered by Robert. Subjects were also instructed to use wording as close to the original as possible.</td>
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<td>Group - XII</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
<td>On the expiry of retention interval, the subjects were asked to recall the remarks uttered by Robert. Subjects were also instructed to use wording as close to the original as possible.</td>
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<td>Group - XIII</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
<td>On the expiry of retention interval, the subjects were asked to recall the remarks uttered by Robert. Subjects were also instructed to use wording as close to the original as possible.</td>
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<td>Group - XIV</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
<td>On the expiry of retention interval, the subjects were asked to recall the remarks uttered by Robert. Subjects were also instructed to use wording as close to the original as possible.</td>
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<td>Group - XV</td>
<td>Each listener was asked to read a F.C. containing A.V.</td>
<td>Each listener was asked to read a F.C. containing N.A.V.</td>
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<td>Group - XVI</td>
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Subjects: In order to form earlier mentioned sixteen groups of subjects; Socio-economic status scale (SESS; See Appendix IV) was administered on a large number of under graduate students belonging to different faculties of Aligarh Muslim University Aligarh. On the basis of their scores on SESS; 400 Subjects were selected, 200 subjects were having high socio-economic status and remaining 200 were having low socio-economic status. The age of subjects ranged from 15 To 20 years.

Stimulus Material: A fictional conversation (See Appendix I) which was prepared by Holtgrave Socall and Srull used in the present study. The fictional conversation (approximately two pages long) between two persons (Mr. Rabert & Michael). The content of the conversation were focussed on how to deal with an up coming deadlin. We had designated 18 of Mr. Rabert's remarks in the conversation as target items. All but one of the target were directives or attempted to get Mr. Michael to do something or prevent him from doing something. The one non directive target were an assertion that were used in support of a directive. For each of the 18 target, we had generated two version that were varied in assertiveness (assertive and non-assertive). The construction of these versions were guided primarily by the strategies outlined by Brown & Levinson (1998). For assertive versions the force of the utterance were be explicit (e.g. "Ask
Most of the assertive versions were direct speech acts. Non-assertive versions were less explicit and indirect speech acts of one sort or another (e.g., "why don't you ask your people to work overtime"). A separate group of subjects (N=50) who were not participated in actual experiment were asked to rate the assertiveness of each version of the 18 targets utterances on a nine-point scale. On the basis these rating the mean normative ratings were determined for each target item.

**Tools:** Following tools were used in the present study.

1. **Socio-Economic Status Scale (SESS):** Hindi version of SES Scale, developed by Rajeew Loachan Bhardwaj, Shama Gupta and Prof. Narendra Singh was employed to determine the Socio-economic status (SES) of the subjects. The scale item were related with seven different areas namely; Family, Social, Education, Profession, Caste, Total assets and Monthly income. The SES scale was administered with following instructions.

   "This is a scale to find out certain information about you and your parents. Read each statements carefully and tick the right alternative representing you and your parents separately. If your parents are no more then select that alternative which was suitable for them when they were alive, for each area there are five probabilities. You have to answer the statements separately for your self, your mother and father. For very much select put a mark at 1, for much tick 2, for normal tick 3, for few tick 4 and for minimum put a mark at alternative 1. In this way SES scale was administered upon the subjects and their responses were taken into
account. On the basis of their obtained scores they had been classified in two categories; (a) Subject having high SES and (b) Subjects having low SES.

**Modified Velten Mood Induction Technique (MVMIT):**

Originally this technique was developed by Velten (1968) but Dr. R.C. Sinclair (1994) modified this technique to make it more effective. This modified technique enhance the duration of mood as compare to Original Velten technique; with the inclusion of an incubation period leads to mood change lasting up to 35 minutes. Further this MVMIT resulted in mood differences, even after various intervening tasks.

This mood induction technique was consisted mood relating statements. There were 60 happy (elated) statements, 60 depressed statements and 60 neutral statements. The happy statements (e.g."I do feel pretty good today", “I have a sense of power and vigor") were related with positive mood as joy, happiness and elation. The depression statements contained in MVMIT were of two types (e.g."I have doubted I am a worth while person " I feel rather sluggish now"), statements regarding self devaluation and statements concerning somatic states that were associated with depression. For inducing a particular mood among subjects the following written instruction had given to them.

"You will be shown a series of cards with statements typed on them. These statements will represent a certain mood and your success will be largely a question of your willingness to be receptive and responsive to the idea in
each statements. Allow each idea to act on you without interference. First, as you go through the cards, you will simply read each to your self. You will concentrate on it with intended seriousness. Then you will go over each statement again and again in your head with the determination and willingness to really believe it. You will experience each idea. You will concentrate your full attention on it. You will exclude other ideas which are unrelated to the mood so respond to the feeling suggested by each item. You will then think of your self with as much clarity and realism as possible, as definitely being and moving into that mood state."

After reading these instructions subjects were started reading the mood related statements from one category (Happy, depressed and Neutral). After reading all the 60 mood related statements of one category; subjects were asked to read the incubation instructions of concerned category to enhance the duration of mood state. In this way a particular mood was induced among the subjects.

Procedure: First of all subjects were selected on the basis of their scores on SES scale (Subject having high SES and subjects having low SES). After that each subject was induced one of the two mood states (elated mood state or depressed mood state). Then subjects were asked to read a fictional conversation; (either containing assertive version or non-assertive version). But before presenting the fictional conversation to subjects, they were informed that speakers of the concerned conversation were either had high SES (executives of a company) or had low SES (low
level employee of a company). All the concerned independent variables (listener's status, listener's emotional mood, speaker status and version of the conversation remarks) were manipulated according to the design of the experiment. After reading the conversation subject was asked to perform a distractor task (simple arithmatical problem) for 5 minutes, during retention interval. At last, on the expiry of retention interval the subjects were asked to recall as many of Mr. Robert's remarks as he can. They were also instructed to use wording as to the original as possible. Subjects were given ten minutes to complete the recall task. To neutralise the mood effects (elated or depressed mood) subject was asked to read the neutral mood related statements. In this way each subject belonging to different group was tested for conversation memory (recall score was index of conversation memory). Subjects were debriefed and thanked for their participation in the experiment. The data were tabulated group wise and were analysed by means of four ways Analysis of variance to draw the necessary inferences.