

# LT4239 Conversation Analysis

## Term paper

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### **Title:**

**Participants' attitude and eagerness on competing speakership with the influence of the nature of dialogue: An analysis on gaps and overlaps**

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## **1. Introduction**

Overlaps and gaps occur frequently and naturally in our daily conversation. They are important as preference and willingness markers. This paper will analyse three recorded conversations between friends. By studying overlaps and gaps as the focus, we can understand how its frequency and pattern correlate with the speakers' preference and willingness to speak. During the analysis, the nature of the conversation was taken into consideration. Speakers in excerpt 1 and 2 were negotiating consensus in decision making while speakers in excerpt 3 tended to have information giving only. Decision-making is regarded as action-oriented and involves a 'course of action to take' (Koester, 2006) and 'a commitment to future action' (Huisman, 2001). It is expected that speakers whom the decision have direct influence to tend to involve more in making consensus. As a result, it may also account for the reason of the various overlapping pattern. The micro-level conversational structure on gaps and overlaps significantly connect with macro-level social structure by revealing the eagerness and attitude adopted by the speakers.

## **2. Background**

### **2.1. Data Collection**

All excerpts are casual, spontaneous conversation between friends, either face-to-face (for excerpt 1 and 2) or video conversation through Skype (for excerpt 3).

Excerpt 1 is a face-to-face conversation between two friends, B and P, both from Hong Kong. The conversation took place in B's home and they were discussing the destination of their next trip. Similarly, excerpt 2 is also a face-to-face conversation between two Hong Kong female friends, S and W who were discussing which hostel they should stay for the next day while looking at the same laptop computer. They found that some information about the hostels were different from what they had checked before. They tried to find out the reason and made consensus for a final choice. In both excerpts, Cantonese was used as the communication medium in these excerpts.

Unlike the previous two excerpts, excerpt 3 is a skype conversation between 2 friends, a Hong Kong girl, Prisca and a taiwanese girl, Anne who is currently living in Luxemburg. English is

used as their communication medium in this excerpt. Their discussion in the recording focuses on Anne's life in Luxemburg and trips to visit each other. The information sharing nature of this excerpt marks a contrast with excerpt 1 and 2 which involve making plans and negotiating consensus.

	<b>Excerpt 1</b>	<b>Excerpt 2</b>	<b>Excerpt 3</b>	<b>Overall</b>
<b>Total overlaps</b>	20 (39)	8	9	37
<b>Agreement</b>	0 (0%)	2 (25%)	4 (44.4%)	6/37 (16.2%)
<b>Disagreement</b>	1 (5%)	1 (12.5%)	0 (0%)	2/37 (0.5%)
<b>Competition</b>	6 (30%)	5 (62.5)	1 (11.1%)	12/37 (32.4%)
<b>Enthusiasm</b>	13 (65%)	0 (0%)	4 (44.4%)	17/37 (45.9%)
<b>Others</b>	19	0	0	

*Table 1. functions of overlaps*

Among all the overlaps in excerpt 1, 19 of them are resulted by laughers or speeches that are difficult to understand, in which they will not be discussed in detail since our paper mainly focuses on the 4 significant functions.

## 2.2. Conversational Issues

Conversational analysis aims at understanding how people interact, using naturalistic and spontaneous data that would have occurred (**Psathas, 1990**) so as to study the natural side of human communication. According to Sachs, Schegloff and Jefferson, there is at least and no more than one party speaks at a time in a single conversation and the next speaker seeks to start their turn at transition relevance places (**1974**). Transition space indicates the gap between the transition relevant space and the next speaker starts to talk.

Different from what Sachs et al. suggested, in our daily communication, it is common to see reduced transition space with more than one participants speak at the same time or lengthened transition space that none of the participants speak, resulting in overlaps or pauses respectively. Overlaps are normally regarded as an interruption that disrupts the sequence and structure of turn-taking, tend to be viewed as rude, disrespectful, indifference, aggressiveness or hostility (**West,**

1979). On the contrary, Goldberg suggested that the interruption brought by overlaps can convey rapport, cooperation or camaraderie with the other speaker (Goldberg, 1990). On the flipside, pauses, resulted by increased transition space, may be interpreted as lack of interest or indication of dispreference. Our analysis in this paper put emphasis on the pauses and rapport function of overlaps. Most of the overlaps in our data mainly display solidarity building and mutual understanding while some show disagreement.

### 3. Data Analysis

#### 3.1. Different Functions of Overlaps and Ways to Resolve

As reflected in *Table 1*, enthusiasm is the most frequently occurred function of overlaps (45.9%), followed by keen competition for speakership (32.4%) and agreement (16.2%) although there is not any overlaps in excerpt 1 indicating agreement. In addition, disagreement are generally regarded as dispreferred in conversation. As a result, it accounts for only 0.5% overlaps. The background and nature of the conversation are believed to influence the attitude and preference of the speakers which have direct relation with the functions of the overlaps.

#### Agreement

The first notable functions of overlaps is to show agreement or understanding, which only appeared in excerpt 2 and 3. It is noticed that excerpt 3 have more overlaps in showing agreement or understanding because of its nature of conversation. The participants in excerpt 3 were talking about their current lives while the participants in excerpt 2 were discussing which hostel they should stay for the next day. Making consensus is the main interactional goal of the latter excerpt but not former one.

In line 33-34, 37-38 and 39-40 of excerpt 3, A responded with 'um', 'I know' and 'yea' to indicate that she was listening and displaying her understanding in this conversation. Similarly, In excerpt 2 line 10-12 and 33-35, W made responses by using 'OK' and 'I see'. It is noticed that, in both excerpt 2 and 3, when overlapping serves as an agreement or understanding, it mostly occurs at a point of incompleteness and the interrupters normally stop after simply agreeing. They tend not to

compete for the speakership. Although the function of showing agreement or understanding occurs in both of the excerpt, their various interactional goals draw our attentions. For excerpt 3, it can be described as ‘rapport-orientated’ interruptions (**Goldberg, 1990**). As the purpose of those responses is the expression of empathy and solidarity which is also the acts of mutual understanding. However, for excerpt 2, the sequence of line 10-12 and 33-35 is a question-answer sequence. The purpose of making those responses is to secure participant (**Liddicoat, 2007**). This can be a recognition to show that the answers are clearly expressed.

Therefore, although the utterances have the same function, the interactional achievements can be various because of the differences in external context.

### **Disagreement**

According to *Table 1*, there are only 0.5% overlaps contribute in disagreement. For instance, after W asked S for further details of the sudden change in room reservation in line 15 of excerpt 2, both S and W self-selected themselves in line 16-17 to address the question after a short pause. This directly indicates the eagerness of the participants. Since W noticed a mistake from what she had said, she increased her pace and volume to further compete to speakership in order to maintain her turn when S self-select at the same time. The overlap started simultaneously after a TCU. However, in line 71-72 of excerpt 1, P started disagreement at a point of incompleteness of B’s turn. Unlike in W in excerpt 2, P in excerpt 1 gave up her turn as B maintained her own turn without stop. From the example in excerpt 2, the eagerness for clarification is shown by her increased pace and volume during overlaps as these slightly impose threat to the previous speaker to make them stop, whereas in excerpt 1, the eagerness for competing for the speakership is relatively lower as one of the participants give up her turn automatically. The strong attitude of the W in excerpt 2 is believed to be motivated by her interactional goal of making clarification.

### **Competition**

Different ways are found to show competition. Competition mostly occurs when participants have their own and separate ideas in their mind, and wish to be the next speaker by self

selection. From Line 21 and 22 in excerpt 1, line 63 and 64 in excerpt 2 and line 25 and 26 in excerpt 3, we could see participants attempted to compete at a point of incompleteness. It is noticeable that the interrupters in this kind of overlaps self-select as the next speaker and continue her turn until the prior speakers stop, getting back to a situation where only one speaker is speaking at a time. This is the most common way to resolve overlapping in our data: without any explicit resources such as increased volume or higher pitch. Such interruption may be seen as disrespectful. Yet, the occurrence of the competition of speakership is mainly due to the participants' eagerness to develop relevant topics based on the content of the prior speaker. Therefore, these competition can be viewed as collaboration.

Besides, line 27 and 28 in excerpt 1 demonstrates a more competitive talk. B interrupted P's speech by increasing her volume to utter 'ACTUALLY' in line 28, forcing P to give up her talk. This is in line with what Schegloff suggested: overlaps can be resolved when someone upgrades to a competitive mode (**Schegloff, 2000**). It could be higher volume or higher pitch. In order to achieve the interactional goal of gaining recognition, B responded in a way of "shouting the others down". This reflects that the interactional goal and speakers' attitude correlates with the overlapping pattern.

Our data further shows another pattern of overlaps of competition, which is simultaneous self-selection. This often triggered by a short pause. For instance in line 42-43 in excerpt 1, both B and P self-selected simultaneously which were triggered by the 2-second pause after a possible TCU completion. Line 27-28 in excerpt 2 show overlapping after a short pause in line 26. It is interesting to note that both simultaneous self-selections in the two excerpts were triggered by a pause but they are resolved to one speaker at a time in different ways. In the former scenario, the overlaps have not been resolved until they both finished their turns whereas there was one of the speakers (S) giving up her turn in the latter scenario.

In general, there are more competitions in excerpt 1, 2 than in excerpt 3 since the former excerpts take negotiation and decision making as their main focus where participants wish their own opinion to be valued particularly when they are arguing against contrastive opinions.

### **Enthusiasm**

The casual and intimate context of our excerpts result in the majority of the overlaps display mutual engagement and involvement, that is 'rapport-orientated' interruption.

Different ways of overlaps are found to show enthusiasm. Firstly, the second speaker competes for the speakership to guess what the prior speaker is going to say as in line 73-74 in excerpt 1. P (second speaker) tried to finish B's speech to show her understanding to the context at a point of incompleteness. Line 6-7 in excerpt 3 further shows that the prior speaker A was forced to give up her speech. The two examples show the interruption has no potential threat as both of the speakers develop the same topic. Such eagerness of the participants elicits a sense of involvement and collaborative, further reveals their willingness to build a close connection with each other. Similarly, in line 21-22 in excerpt 3, the second speaker interrupted when the prior speaker could not come up with the intended words with a short pause to signal it, overlapping is very likely to occur when the second speaker try to help. Interruption is normally seen as dispreferred, the interruption in these examples, however, demonstrate mutual understanding of each others and the topic, thus displaying their enthusiasm by showing the prior speaker 'I am paying attention to what you are saying' rather than just replying 'Yes' or 'Oh-'. Secondly, the second speaker, A in line 29-30 in excerpt 3 asked follow-up question even if the prior speaker has just started her speech. Disturbing as it may seem, A in fact build the topic based on the previous line of P (line 27), which makes it collaborative and engaging instead of asserting power.

Despite the fact that the above overlapping examples demonstrate enthusiasm by showing mutual understanding and collaboration, different ways of resolving were used. Although P showed her enthusiasm, B stopped P for her interruption by requesting it explicitly while the prior speaker in excerpt 3 tended to allow the interrupter to continue her turns without trying to compete for it.



The nature of negotiating-consensus of excerpt 1 could account for the eagerness of the speakers to speak or to resolve it as speakers have an interactional goal of “seeking of recognition” even though the other speaker displays their engagement by developing the same topic. On the contrary, the focus of information update in excerpt 3 provides speakers a harmonious conversation, further develop their solidarity through overlapping while the prior speaker stops automatically.

It is especially interesting to note that despite the fact that enthusiasm is the main function of overlapping in our data, there is not any overlaps in excerpt 2. This will be discussed in the next section.

### **Different patterns between excerpt 1 and 2**

Throughout our analysis, the data shows a great difference between excerpt 1 and 2 which are supposed having the same nature of negotiation, making consensus and decision. Most of the overlaps occurs in excerpt 1 without any agreement while excerpt 2 got the least amount of overlaps, mostly are competition and without any enthusiasm. Why do they demonstrate diverse overlapping pattern?

The background of the conversation played an important role on this contrast. The centre of excerpt 1 mainly focuses on sightseeing with their own suggestions of scenic spots. Their discussion also triggered participants to extend the contents to their daily life, such as the sudden shift to daily affairs from sightseeing in line 69 in excerpt 1 “Do you know I have a student in my class...”. The conversation was generally relaxing and enjoyable. With a resonant topic, enthusiasm often appears in ways such as guessing the following speech as in line 70, laughing or giving engaging response like “good” in line 78.

On the contrary, the central topic of excerpt 2 is totally different. The discussion of excerpt 2 focuses on the sudden change of hostel information. The atmosphere was rather tense and disappointing with an urge to fix, that is to reserve a hostel for the next day. Participants took much time to think of the solution on the unexpected issue, this may account for the lengthened transition

space in excerpt 2 as in line 26 ‘oh really (0.5)’ , ‘(0.1)’ in line 54 and ‘(0.6)’ in line 56. The pauses indicate the process of thinking or hesitation.

The sudden change of the hostel information is usually regarded as a negative and dispreferred issue in daily life. It is hard to show enthusiasm when facing dispreferred situations. Meanwhile, the conversations in excerpt 1 and 3 were mainly related to relaxing and positive encounters, resulting more enthusiasm and positive engagement, thus having rapport-oriented overlaps.

#### **4. Conclusion**

As these examples have demonstrated, the attitude and eagerness of the speakers and their interactional goals significantly relate to the gaps and overlaps, as well as resolving pattern. The nature of the conversation further draws our attention. The nature of negotiation consensus on decision making as shown in excerpt 1 and 2 marks a contrast with excerpt 3 which mainly focuses on information giving, resulting in the contribution of overlaps to different functions.

Among the negotiation conversations, the theme of the discussion further accounts for some deviant cases, for instance, the frequently occurred pauses in excerpt 2 which seldom occur in excerpt 1. The pauses help to indicate the attitude of the participants on dispreferred situation.

Finally, these examples have illustrated that interruptions can contribute to the building of solidarity, mutual understanding and involvement as well as collaboration (‘rapport-oriented’) instead of just disrespectful and rude disruption.

#### **5. Contribution**

Wong Hei Shing is responsible for Introduction, Background of data, Background of Conversational issue, analysis of enthusiasm, analysis on the differences between excerpt 1 and 2, Conclusion and overall adjustment and proofreading; Wong Yee Ching is responsible for Background of data, analysis on agreement and disagreement; Yu Suet Ying is responsible for Background of data, analysis on competition and differences between excerpt 1 and 2.

## 6. Appendix

### 6.1. Transcripts and transcription conventions

#### Excerpt 1

P: ze1 nei4 gung1 kei1 zeon3 go3 go3 aa1:: keoi5 keoi5 jau5 go3 dei6 fong1 hai6 zyun1 ze1 hoi1 keoi5 di1 ze1 baai2 keoi5 di1: je5 gei3. (typing))	1	Hayao Miyazaki -PART::  He he has a place to place his  display his: showpiece. (typing))
B: bin1 dou3 lai4 aa1.	2	Where is it.
P: hai6 jat6 bun2 aa1, ze1 [jiu3-	3	In Japan, you [need to
B: [gung1 kei1 [zeon3 aa1]	4	Hayao [Miyazak]
P: [ze1 jiu3 ] jyu6 sin1 m4 go3 gei2 noi6 zi1 (.) cin4 jiu3 [heoi3-	5	[Need ] to get reservation(.)  [before-
B: [hai6 mai1 ze1 jau5 lung4 maau1 aa1. gung1 kei1 [zeon3]	6	[Is it Tortoise. Hayao [Miyazaki]
P: [ >hai6 ] aa1<::	7	[ >Yes ]-PART<::
B: @@ ngo5 hai6 dou3 load gan2	8	@@ I am <b>thinking</b> about it
P: >jau5 lung4 maau1 aa1 tin1 hung1 zi1 sing4 aa1 cin1 jyu5 cin1 < cam4 go3 di1 aa1::=	9	>They have Tortoise Castle in the Sky and Spirited< Away::=
B: =ngo5 maa4 maa4 dei6 gaa3 zaa3.	10	= I am not interested in it.
P: ngo5 soeng2 heoi3 aa1::	11	I wanna go::
B: HEOI3† lo1	12	GO†
P: @@	13	@@
B: ji6 ling4 ji6 aa1 maa1?	14	Year of 2022?
P: @hai6 aa1:	15	@Yes:
B: (.) daan6 keoi5 go3 si4 wui6 m4 wui6 zap1 zo2 gaa3 [laa1.	16	(.)Will it close at [that time
P: [ >zap1 nei5 go3 [tau4<	17	[ >It [won't<
B: [ze1]	18	[that]
keoi5 hai6 jat1 go3 go3 dei6 [fong1 jap6 min6 ( )	19	That is a [place ( )
P: [keoi5? m4 hai6 aa1] bat1 jyu4 nei5 <b>search</b> [haa6	20	[It's? not or we can <b>search</b> [it
→ B: [ze1 keoi5 hai6 [si5 zaap6 ding6 me1 lai4 gaa3 ( )]	21	[ That is a [marketplace or what ( )]
→ P: [bei2 nei5 tai2 haa6 zan1 hai6 hou2 leng3 gaa3 ] keoi5 m4 hai6 si5 zaap6 keoi5 hai6 jat1 go3 gei3(.) gei3(.) ze1 [keoi5	22	[You take a look at it ]  It's not a marketplace It is for(.) [It's
B: [ze1 keoi5 coeng4 kei4 wui6 hai6 dou3 gei3=	23	[Long-term=
P: = hai6 aa1 <u>hou2 ceot1 ming4</u> gaa3:: [ ( ) ]	24	= Yes It's <u>famous</u> ::: [ ( ) ]

B:	[hou2 ceot1 ming4 ngo5 dou1] m4	25	[I really don't know,]
	zi1 dou6 aa1 ngo5 zan1 hai6 out [aa1::]	26	I'm really behindhand [-PART::]
→ P:	[@@ ]	27	[@@ ]
	gam2 nei5 dou1 m4 zung1 ji3:		Just because you don't like it:
	((typing))		((typing))
	keoi5 hai6 ngo5 gok3 dak1 [go3 jat6		I have checked on [that day and-
	ngo5 tai2 nei4-		]
→ B:	[KEI4 SAT6	28	[ACTUALLY I
	usually		forget,](.) the story <. plot. >
	NEI4 ngo5 sing4 jat6 dou1] wui6 m4		
	gei3 dak1.(.) keoi5 go3 di1 <kek6		
	. cing4 lo1. >		
	(0.1)		(0.1)
P:	lai6 jyu4?	29	For example?
B:	ge3 lai6 jyu4.(.) cin1 jyu5 cin1 cam4=	30	for example(.) Spirited Away=
P:	= tai2 [do1 ci3 lo1		
	]	31	=Watch it [again ]
C:	[>ngo5 gok3 dak1< hou2 hou2	32	[I think they are good] But
	tai2 gaa3] daan6 ngo5 sing4 jat6 dou1.(.)		don't(.) know why I [can't remember the
	[m4 gei3 dak1. keoi5 go3 di1 kek6		. story. ]
	cing4 . ]		
P:	[<j1 . go3< <aa1:. ] nei5 mou4 tai2	33	[<. This:. . ]
	gwo3 ji1 go3 me1,>		you never see it before,>
	(0.1)		(0.1)
B:	<me1 lai4 aa1 ji1 go3.> [m4 hai6 gou1	34	<What is this.> [Isn't it Gundam @@@@
	daat6 lai4 me1 @@@ ji1 zek3 m4 hai6		This should be Gun,dam @]
	gou1, daat6 @]		
P:	[() @@	35	[() @@
	] hai6 mai1 so4 zo2 aa1		] Silly
	(0.1)		(0.1)
B:	ji1 go3 mai1 ji5 cin4 hou2 gau6 ji5	36	Is this long time
	[. ging1. ]		[. ago. ]
P:	[ji1 go3 ]aa1↑ ji1 go3 hai6 tin1 hung1	37	[This one ]-PART ↑This one is from
	zi1 sing4 maa1.::		Castle in the Sky -PART.::
B:	ngo5 mou4 tai2 gwo3 ak1	38	I didn't watch it
P:	>j14 keoi5< jau5 go3 nap1 gei3(.)	39	>They< have the(.) necklace and
	geng2 lin6 gan1 zyu6 keoi5 fei1 hai6 @		fly in@ the sky [@@@ ]
	go3 tin1 dou3 [@@@ ()]		
B:	[@@@ ngo5 m4 zung1	40	[@@@I don't like it]
	ji3 tai2::]		
P:	dim2 gaai2↑ hou2 leng3[ lo1]	41	Why↑ It's ama[zing ]
B:	[lung4] maa1	42	[Torto]ise is better
	ngo5 zau6 zung1 ji3		
	(0.2)		(0.2)
	[cin1 jyu5 cin1 cam4 dou1 ok ]		[Spirited Away also good]
P:	[keoi5 zung6 jau5 hou2 do1 gaa3]	43	[They've got plenty ]

ngo5 gok3 dak1-	I think -
B: kei4 taa1 ngo5 dou1 <maa4 maa4> dei6. 44	<Not> others.
P: >m4 hai6<gam2 joeng6 m4 hai6 dang2 45	>No<nono Wait
dang2 sin1	
[jiu3 wan2 keoi5 go3 @ dei6 fong1]	[Let me find @ it]
B: [ ( ) ] 46	[ ( ) ]
P: daan6 ngo5 gei3 dak1 hai6 m4 jyun5 47	I remember it's not too far:(.) how can I
lo1 keoi5 waa6: (.) dim2 joeng6 ho2 ji5	<b>copy</b> this word:
<b>copy</b> dou3 ji1 nap1 zi6 aa1:	
(0.1)	(0.1)
B: ge3 [gam6] go3 zo2 [zai3 ] 48	[click] the left [button] and then the right
jin4 hau6 gam6 jau6 zai3 [@@@]	[@@@]
P: [keoi5] [ji1@ dou3] 49	[it ] [here ]
[@@@@]	[@@@@]
aa1: aa1, hou2 san1 fu2 aa1	It's hilarious
((typing)) (0.1)	((typing)) (0.1)
gam2 joeng6.	This.
(0.2)	(0.2)
hai6 mai1 ji1 go3	This one
(0.2)	(0.2)
B: 。 ji1 go3。 [ze1 keoi5] 50	。 This。 [and]
P: [aa1 aa1] hou2 naan4 60	It is hard to control
hung3 zai3 aa1	
B: keoi5 gam1 [nin4 sin1 hoi1] ding6 [hai6 61	It opened [this year] or [long time ago
ji5 ging1 hoi1 zo2 hou2 do1 nin4	
P: [dim2 gaai2↑ ] [m4 62	[why↑ ] [No?:: long
hai6?:: hou2 do1 nin4 gaa3 laa1	time ago
[ze1 hai6 ]	[I mean]
B: [dim2 gaai2] ngo5 dei6 soeng6 jat1 ci3 63	[why ] don't we go last time,
m4 heoi3 aa1,	
P: jan1 wai4 soeng6 jat1 ci3 nei4(.) 64	Because(.) it seems [far:: ]away from
[taai3 gwo3::] jau5 di1 jyun5 laa1 hou2	us last time
ci5 hai6	
B: [( ) ] 65	[( ) ]
aa1 (.) ngo5 dei6 soeng6 jat1 ci3 zau6	Ay(.) We didn't see much because of
hai6 jim4 jyun5 fat6 gwai2 je5 dou1	the distance
[m4 heoi3]	
P: [kei4 sat6]>zan1 hai6 lo1< [ngo5 ging6 66	[>Actually]< I am [quite regret] We
dyun6 fui3 lo1 soeng6 jat1 ci3] zan1	didn't go [many places]
hai6 [ging6 do1 je5 mou4 heoi3]	
B: [dou1 m4 zi1 67	[I don't know what's
zi6 gei2 hai6 dou3 zou6 mat1 je5 ngo5	the matter with us
dei6 ]	
[zan1? hai6? ging6 dai1 nang4	[Silly? us ]
aa1?]	
P: ging6: leng3:: lo1: nei5 m4 gok3 [dak1 68	So: bea:uti:ful: [Don't you think so]

	ging6 jau5 feel me1 ji1 dou3]		
→ B:	[aa1: 69	[Ah:.....]	
	:>nei5 zi1 m4 zi1,< ngo5 jau5 go3 sai3 lou6 nei4 zan1 hai6 [ging6 ci5 bo1 ji4 ] ZAN1 HAI6 ging6 ci5	>Do you know< I have a student in my class who really [looks like Ponyo] REALLY	
→ P:	[hou2 ci5 keoi5 hai6 mai1 70	[looks like Ponyo] THIS	
	aa1 ] JI1 GO3 m4 hai6 bo1 ji4 ji1 go3 m4 hai6 bo1 ji4 keoi5 zan1 hai6 m4 hai6 bo1 [ji4] hai6 lung4 maau1 go3 nei5 zai2	IS not Ponyo Not Po[nyo] She really isn't Ponyo She is the girl from Tortoise	
→ B:	[OK] 71	[OK]	
	daan6 hai6 nei4 jau5 bo1 ji4 [nei5 zi1 m4 zi1 jau5 go3] mui6 mui6 zan1 hai6 ging6: dak1 ji3 ging6: ci5 bo1 ji4=	But there is Ponyo [Do you know there is] a child looks like Ponyo Very: cute They are: exactly alike=	
→ P:	[m4 hai6 ji1 go3 ] 72	[Not this one	
		]	
→ B: =	[gan1 zyu6 nei4 gan1] zyu6 73	= [And then ]and her teacher	
	keoi5 go3 baan1 zyu2 jam6 [ze1 mui5 jat1 jat6 sik6 jyun4 faan6]-	[decided to-	
→ P:	[ging6: ci5 bo1 ji4 haa6 maa1] 74	[they are exactly alike]	
	[giu3 keoi5 bo1 ji4 aa1, ]	[call her Ponyo,]	
B:	m4 hai6 aa1: mui5 jat6 [nei5 ting1 75	No: [You listen to me FIRST]	
	ngo5 gong2 zo2 SIN1 LAA1]		
P:	[hou2:: ] 76	[ yes: ]	
B:	mui5 jat1 jat6 sik6 faan6 gei3 si4 hau6 77	We will play some cartoon everyday	
	nei4 gan1 zyu6 ngo5 dei6 dou1 wui6 gei3 sik6 jyun4 faan6 jin4 hau6 zau6 jiu3 tai2 kaa1 tung1 pin3 [gam2 joeng6 laa1 ]	after [lunch ]	
→ p:	[gam2 hoi1 78	[So good]	
	sam1]		
B:	ze1 ping4 si4 zau6 tai2 ji1 go3 <b>Pepper</b> 79	We usually play <b>Pepper</b> or Doraemon	
	waak6 ze2 [do1 laa1 A mung6] laa1		
P:	[hou2 hat6 dat6 aa1 go3 80	Pepper is ugly	
	zek3 zyu1 ]		
B:	gan1 zyu6 go3 go3 baan1 zyu2 jam6 81	When the teacher saw that girl, she	
	nei4 mou4 laa1 laa1 gin3 dou3 keoi5 go3 nei5 [bat1, jyu4 ngo5 dei6 tai2 bo1 ji4] lo1	decided to [watch Ponyo ]	
P:	[gan1 zyu6 zau6 bo3 bo1 ji4 ] 82	[And she play Ponyo]	
B:	zi1 hau6 keoi5 zau6 giu3 ngo5 heoi3 83	And then she told me to find the	
	wan2 bo1 ji4 go3 tou3 [kaa1 tung1 pin3]	[cartoon] of Ponyo	
P:	[zan1 hai6 gaa3.] 84	[really. ]	
	hou2 hat6 dat6 aa1 ngo5 gok3 dak1 bo1 ji4 sang1 zo2 goek3 hai6 cyun4 sai3 gaa3 zeoi3 hat6 dat6 gei3 je5 lo1 [keoi5 bin3 zo2-]	Disgusting Ponyo is the ugliest thing in the world when she show her legs [She changed-]	
B:	[kei4 sat6 ] keoi5 hai6 mai1 jyu4 85	[Is ] she a fish actually	
	lai4 gaa3		
P:	keoi5 m4 hai6 jan4 me1? 86	Isn't she a human being?	
B:	gam2 keoi5 bun2 san1 hai6 mai1 87	Is she a fish originally	
	jyu4 lai4 gaa3. kei4 sat6 bo1 ji4 zou6 gan2 me1 aa1 @	What is the story about Ponyo @	
P:	@@ ngo5 dou1 m4 zi1 88	@@! have no idea	

## Transcription Conventions

:	lengthening a sound	=	no discernable gap
.	falling intonation	-	incomplete speech
,	incomplete rise	[]	to show overlapping talk
><	fast speech	(( ))	other speech sounds
<>	slow speech	@	laguh
ALL CAPS	loud speech	(.)	short pause
?	rising intonation	<b>BOLD</b>	code switching
—	emphasis	()	difficulty understanding
◦	quiet speech	-PART	particle

## Excerpt 2

### Jyut ping Transcription

W : zik1 hai6 bin1 jat1 go3 hang4 heoi3

go3 port ' sap6 ng5 fan1 zung1'

S : zik1 hai6 ngaam1 ngaam1 (.)waa6

mou4 (.)m4 hai6 [(ne1 go3 dou1

mou4 )]

ne1 go3 dou1 mou4 dak1 zyu6

W : [nei5 ho2 m4 ho2 ji5 ,er :]

S : dang2 zan6 sin1 dang2 ngo5 cung4

san1 search gwo3 sin1

W : nei5 -nei5 send nei5 tau4 sin1 : ling6

jat1 go3 option tiu4 link bei2 [ngo5 ]

S : [m4 ]hai6

aa1 go3 go3 dou1 mou4

(1.0)

W : ZIK1 HAI6 (.)ting3 jat6 mou4 .

S : um (.)hai6 aa1 (.)dou1 hai6 2 zi3 (.)ji2

daan6 hai6 keoi5 ne1 go3 (.)ngo5

check2

zi3 4 keoi5 hai6 jau5 gaa3 waa1

(1.0)zik1

hai6 ngo5 search 2 zi3 4

ne1 :(1.0)keoi5

hai6 bei2 book lo1 daan6 hai6 ngo5

ngaam1 ngaam1 (.)zik1 hai6 ngo5

save-

### English Translation

1. W: So which one takes 'fifteen minutes' to the port?

2. S: The one which(.)I said(.)No[(This one is not available )] This one seems full already

3. W: [Can you,er.]

4. S: Wait for a second let me search again

5. W: Can you-you send [me] the link of another option which you just said?

6. S: [No]That one is also full

7. (1.0)

8. W: SO(.)Nothing else tomorrow.

9. S: um(.)Yes(.)Both 2 to(.)e(.)but that one(.)I just checked 2 to 4 which is available for booking waa(1.0)I mean that I search 2 to 4 le: (1.0)It allowed me to book lo but just now I(.)I save-



→W: NE1 GO3: hai6 <bin1 jat1 go3>  
'studio'

→S: ne1 go3 hai6 ngaam1 ngaam1 tai2 go3  
go3 waa6 (.)[jau5 garden ]go3 go3

→W: [ngo4 ...]

S: zik1 hai6 ngo5 -ngo5 hai6 gaau3 jat6  
kei4 gam3 joeng6 daan6 hai6 keoi5  
hai6  
jau5 gaa3

(1.0)

→W: hai6 aa1 gan1 zyu6 ne1?

→S: [ne1 go3 (.)ngo5 hai6- ]

→W: [=m4 hai6 m4 hai6 <nei5 dou1 m4  
hai6 send tiu4 link bei2 ngo5 .

S: ne1 (.)ling6 ngoi6 ngo5 send bei2 nei5  
go3 go3 hai6 (.)dou1 hai6 keoi5 lo1

W: >nei5 gam6 haa6 nei5 gam6 haa6 tai2  
haa6 <

S: ne1 jat1 go3 ge3 (.)dou1 hai6 keoi5 lo1

W: ° hai6°

S: keoi5 hai6 ok gaa3 maa3 (1.0)zik1 [hai6  
ngo5 gaan2 -]

W: [ne1 go3 hai6] nei5 go3 account

S: 'hai6'

W: m4 hai6 jan1 wai4 nei5 (.)hai6 mi1  
jan1 wai4 nei5 reserve zo2 aa1 so2  
ji5 ,-

→S: hai6 gam3 gaa3 jyu4 loi4 (0.5)  
[gam3 jyu4 gwo2 ngo5 -]

→W: [nei5 reserve zo2 sin1 ]

→W: gam3 jyu4 gwo2 nei5 -nei5 m4 reserve  
ge3 waa6 -h

S: ne1 go3 mou4 lo1 (2.0) ° ne1 go3

10. W: THIS ONE: is <Which> 'studio' ?

11. S: The one [with a garden] which I just  
saw(.)

12. W: [I see ...]

13. S: I-I just adjusted the date like that but it  
shows that there is a room left

14. (1.0)

15. W: Yes and then? (.)

16. S: [This one(.)I-]

17. W: [=NONO<]you didn't send this link to  
me.

18. S: ne1(.)besides that I sent you another  
one(.) this is it

19. W: >You press it you press it to see<

20. S: This one(.) is the one we just saw

21. W: 'Yes'

22. S: It is available(1.0) [I chose-]

23. W: [Is this] your account

24. S: 'yes'

25. W: IS IT BECAUSE(.)IS IT BECAUSE  
YOU  
reserve ar so,-

26. S: Oh really (0.5) [what if I-]

27. W: [You reserve it first]

28. W: If you-if you don't reserve it-h

29. S: There is no lo (2.0) 'heart is added on this



W :ngo5 m4 zi1 Airbnb jau5 mou4 dak1-  
(2.0)

S : ' gam3 ngo5 bei2 lo1 jau6 hai6 ' (2.0) '  
ne1 go3 dou1 hai6 keoi5 gaa3 maa3'  
(.)'ne1 gaan1 fong4 hai6 mi1 leng3 di1  
aa1' (1.0) 'zoeng1 cong4 daan1 ' (1.0)  
dou1 hai6 go3 gaan1 lai4 gaa3  
laa1(1.0)

→W : zik1 hai6 jau5 dak1 zip3 sung3 go3  
gaan1

→S : ng2 (.)hai6 keoi5 m4 tung4 [go3 :](tai2  
haa6 sin1 )

→W : [hou2 aa1 ]

W : DAAN6 HAI6 nei5 ho2 ji5 book dou3 2-  
4 hou6 ge3 .

S : ' ngo5 wan2 dou3 aa1 ' (4.0)

S : ' tai2 haa6 sin1 ' (5.0)

W :nei5 jau5 mou4 account aa1 (.)nei5  
hai6 mi1 set up zo2 go3 account laa1 '  
ji5  
ging1 ' ?

S : jau5 aa1 (5.0)

W : ji2 (.)nei5 guest room (.)jat1 go3 ge3 ?  
(7.0)

((shower sound: K was taking a shower ))

W : 'hai6 mi1 aa1 ? '

S : dim2 gaa2 dat6 jin4 gaan1 hou2 ci5  
gwai3 zo2 gam3 do1 ge3 ?(1.0)

W : jan1 wai4 (.)keoi5 hai6 mi1 jau5 fu6  
gaa1 fai3 aa1 ?

30. W:I don't know if Airbnb can-

31. (2.0)

32. S: 'I can make the payment first again' (2.0)  
'This bedroom also belongs to the  
apartment' (.)'Is it beautiful?' (1.0) 'the  
bed sheet' (1.0) They are from the same  
apartment(1.0)

33. W: Is it the one which provide delivery  
service

34. S:um (.) but it seems different [go3 :] (let  
me see)

35. W: [OK]

36. W: BUT can you book it from 2 to 4.

37. S: 'I can find it' (4.0)

38. S: 'Let me see' (5.0)

39. W: Do you have an account(.) Did you  
'already'set up an account?

40. S: I did (5.0)

41. W: e(.) Why did you choose one guest  
room?

42. (7.0)

43. ((shower sound: K was taking a shower ))

44. W: 'Didn't you? '

45. S: Why the price suddenly goes up?(1.0)

46. W: Is it because of (.)the additional charge?

47. (1.0)

W : M4 HAI6: gam3 keoi5 LOENG5

MAAN5: aa1 maa3:

W : loeng5 maan5 saam1 go3 jan4 aa1  
maa3 :

(1.0)

S : daan6 251 man1 gaa3 waa1 (.) 'jat1  
maan5 .'

(1.0)

W : ' m4 zi1 waa1' (.) hai6 mi1 ci4 book  
aa1?

→ (1.0)

S : daan6 keoi5 bun2 san1 ne1 go3 dou1 hai6  
se2 saam1 go3 guest

→ (6.0)

S : m4 gwaan1 ci4 book si6 (.) ngo5 ngaam1  
ngaam1 (1.0) 'ngaam1 ngaam1 tai2 ne1  
' (3.0) naa4 nei5 jat1 go3 guest ge3  
waa6

hai6 gam3 joeng6 lo1

W : ' hai6 waa1 ' (.) dou1 gwai3  
laa1 hai6 mi1 aa1

S : DAAN6 HAI6 kei4 sat6 ngo5  
dei6 -

W : ji2

S : keoi5 jat1 gaan1 fong4 (2.0)

keoi5 ne1 go3 hai6 for saam1 go3

gu- hai6 jat1 ci3 gwo3 book saam1

go3 fong4 (.) saam1 go3 jan4 gaa3

maa3

S : ngo5 book jat1 gaan1 -

→ W : saam1 go3 jan4 [tung4

jat1 ]gaan1 fong4

→ S : [ngo5

book ] (.) ngo5 book sing4 go3

(.) ngo5 hai6 book sing4 go3 entire

apartment gaa3 maa3

48. W: NO: there are TWO NIGHTS:

49. W: Three persons for two nights

50. (1.0)

51. S: But 251 dollars (.) 'per night. '

52. (1.0)

53. W: ' I don't know' (.) maybe we were late  
book aa1?

54. (1.0)

55. S: But it is stated 3 guests initially

56. (6.0)

57. S: It is not about late booking (.) I just (1.0) 'I  
just saw' (3.0) naa4 The price is the same  
even though I chose one guest

58. W: 'I see' (.) it is expensive isn't

59. S: BUT actually we-

60. W: e

61. S: one room (2.0) it is for 3 gu- One-off  
booking three rooms (.) for three persons  
gaa3 maa3

62. S: I book one room-

63. W: Three persons in [the same room]

64. S: [I book] (.) I book the  
whole (.) I book the whole entire apartment.

S :ngo5 jat1 go3 jan4 zyu6 ngo5  
dou1 hai6 sing4 gaan1 fong4 gaa3  
maa3

W :hai6 aa1

S : gam3 dim2 gaa2 ngo5 waa6  
saam1 go3 jan4 ge3 waa6 zau6  
bin3 dak1 ' 700 gei2 '

(8.0)

W : a (.)>tai2 do1 ci3 tai2 do1 ci3 <

S :keoi5 waa6 maximum=[keoi5 waa6  
maximum] saam1 go3 jan4 lo1 .

W : [tau4 sin1 go3  
dou6]

(2.0)

((shower sound))

W : ngo4 ::

S :gam3 m4 gwaan1 si6 gaa3 ?

W :nei5 save aa1 ?

#### Transcription Convention

- : lengthening a sound
- . Falling intonation
- ? Rising intonation

65. S: I should book the entire apartment even  
though I just for one person

66. W:Yes

67. S:Why the price changed '700 something'  
when I chose 3 persons

68. (8.0)

69. W: ai(.)>check this out again check this out  
again<

70. S: It said maximum = [It said maximum]3  
persons lo1 .

71. W: [The one before]

72. (2.0)

73. ((shower sound))

74. W: ngo4 ::

75. S: It doesn't matter gaa3?

76. W: You save aa1?

˘ incomplete rise

↑ sudden shift to an upwards pitch

<> Slow speech

> < fast speech

ALL CAPS loud speech

° quiet speech

Underline stress or emphasis

.h inbreathing

(( )) other speech sounds

- incomplete speech

= no discernable gap

[ ] to show overlapping talk

(.) a short pause

(0.5) half second pause (or equivalent)

Um agreement or listening

Ai/E Cantonese Particle (The sudden realisation)



### Excerpt 3

A: Anne P: Prisca

- 1 A: Since I? don't find library close. to where I live. (.)and I I, do love? to go to the  
→ gym? but the thing is <quite far?> away, from where we live (0.5) so: I don't  
have any other thing to do. I can sit in the coffee sho:p learn French, waiting for  
Charles, mm: finishing his job, and then we can go home together since his  
company (.) his bank (.) is on this street
- 2 P: u:m?
- 3 (0.5)
- 4 A: and I find myself more:: productive (.) <sitting somewhere (0.5) other than (.)  
my room> ° ((laughter)) °
- 5 P: that's true because you got your be:?d in your room
- 6 A: yea:h and I am so distracting in my room I: I am like mm: right now perhaps I  
have to do laundry and may?be? later I [should:]
- 7 P: [↑get ] a chocolate, and a spoon? of  
ice crea:m haha
- 8 A: haha something like that but so interesting
- 9 (0.5)
- 10 P: ↑ALRIGHT w-we-we just side-tracked I mean > I just wanna talk about<  
when if (.) Evan really (.) he really (.) goes=
- 11 A: = ((laughter)) .hh >I wanted you to go< this [like if he is coming] and you
- 12 P: [↑YEAH YEAH ]
- 13 A: should then come and visit him and then visit us.
- 14 P: why did we: change the topic?
- 15 A: ((laughter))
- 16 P: I mean how:? I didn't even notice that ((laughter))
- 17 A: maybe from obligation to this exchange or blah blah blah I don't know
- 18 P: yea ↑oh the flight tickets
- 19 A: Ahha yes.
- 20 ((laughter))
- 21 P: yes but I just wanna say if he rea:lly can go I mean successfully go to (.)  
Charles Univer[sity? ]
- 22 A: [Czech]=
- 23 P: =yea I'?ll probably go visit him if time allows (.) if I don't have any

interview:s, any:: (1.0) any work to do, (.) any: exa:m, if examination:s are  
over a:nd (.) the most importantly if I have money, (0.5) right?=  
24 A: =SO?

→ 25 P: yea I would (.) I would definitely go [visit hi:m, ]

→ 26 A: [so from now ] on you have to start  
saving of money. [haha ]

→ 27 P: [yea I did] I did yea cause I (.) I started last month? >because  
I really wanna save some money for my graduation trip?<

28 A: u:m

→ 29 P: so [originally ]

→ 30 A: [where are you going]=

31 P: =Yea I plan to go to: Australia? Sydney? because I got relatives there,

32 A: um,

→ 33 P: and you know I really wanna go somewhere relaxing, (.) not so stressed, you  
know Hong Kong is super [stre?ssed and] everything is very fa:st very quick you

→ 34 A: [um(.)I know ]

35 P: have to be efficient I just wanna after finishing my bachelor degree I really  
wanna just relaxed for a while (.) especially if I really: can get into the master,  
degree:, =

36 A: =um um=

→ 37 P: =I really wanna have a REAL? summer holiday (.) not working agai:n you  
know for-for two to three summers-summer holidays, I just kept working, save  
money, >because I believe summer holiday< is the best moment for me to (.)  
best [period]

→ 38 A: [um ]

→ 39 P: to earn money I don't have [to ] go to school that's why I got plenty time

→ 40 A: [yea ]

41 P: to work

42 A: u:m

43 P: right

### Transcription Conventions

:	lengthening a sound
.	Falling intonation
?	Rising intonation
,	incomplete rise
↑	sudden shift to an upwards pitch
<>	Slow speech
><	fast speech
ALL CAPS	loud speech
°	quiet speech
<u>Underline</u>	stress or emphasis
.h	inbreathing
(( ))	other speech sounds i.e. laughter
-	incomplete speech
=	no discernable gap
[ ]	to show overlapping talk
(.)	a short pause
(0.5)	half second pause (or equivalent)
um, ahha	agreement or listening
mm	hesitation or thinking

## 7. Reference

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