LT4239 Conversation Analysis

Term paper

Instructor: Dr. Lydia Catedral

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.

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

*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,
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 incompletion 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 \textit{(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 \textit{(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.

\textbf{Disagreement}

According to \textit{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 incompletion 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 participates 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.

\textbf{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 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 speakers 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
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 ke1 zeon3 go3 1
   go3 aa1::
   keoi5 keoi5 jau5 go3 dei6 fong1 ha6
   zyun1 ze1 ho1 keoi5 di1
   ze1 baai2 keoi5 di1: je6 gei3.
   ((typing))
B: bin1 dou3 lai4 aa1. 2
P: hai6 ja6 bun2 aa1, 3
   ze1 ji1u3. 4
B: [gung1 ke1 [zeon3 aa1] 5
P: [ze1 ji1u3 ] jyu6 sinh
   m4 go3 gei2 noi6 zi1(.) cin4 jiu3
   heoi3-
B: [hai6 maai ze1 jau5 lung4 maau1 aa1. 6
   gung1 ke1 [zeon3]
   [ha6 ] aa1::<
B: @@ ngo5 ha6 dou3 load gan2 7
P: ] jau5 lung4 maau1 aa1 tin1 hung1 zi1
   sing4 aa1 cin1 jyu5 cin< cam4 go3 di1
   aa1::<
B: ] ngo5 ma44 ma44 deai6 gaa3 zaa3. 8
P: ngo5 soen2 heoi3 aa1:: 9
B: HECI3! lo1 10
P: @@ 11
B: ji6 ling4 ji6 aa1 ma1? 12
P: @@hai6 aa1: 13
B: (. ) daa6 keoi5 go3 si4 wu16 m4 wu16 14
   zap1 zo2 gaa3 [lau1.]
B: ] zap1 nei5 go3 [tau4< 15
   [ze1] 16
   keoi5 hai6 jat1 go3 go3 dei6 [fong1 17
   jap6 min6 ()]
B: ] keoi5? 18
   m4 hai6 aa1] baai1 jyu4 nei5 search 19
   [ha6
→ B: ] ze1 keoi5 20
   [ha6 [si5 zap6 ding6 me1 hai4 gaa3 () ] 21
→ P: ] bei2 nei5 tai2 hai6 zan1 hai6 hou2 22
   leng3 gaa3
B: ] keoi5 m4 hai6 si5 zaa5 keoi5 hai6 jat1 23
   go3 ge3() gei3() ze1 [keoi5
B: ] ze1 keoi5 24
→ P: coeng4 kei4 wu16 hai6 dou3 gei3= 25
   [0 () ]
   hai6 aa1 hou2 ceoi1 ming4 gaa3::
   [ () ]

Hayao Miyazaki -PART::
He has a place to place his
display his: showpiece.
((typing))
Where is it.
In Japan,
you need to
Hayao [Miyazaki]
[Need ] to get reservation().
[before-]
[Is it Tortoise.
Hayao [Miyazaki]
[>Yes ]-PART::<
[@@ I am thinking about it
@Yes:
They have Tortoise Castle in the Sky
and Spirited<Away::=
= I am not interested in it.
I wanna go::
GO;
@@
Year of 2022?
@Yes:
(.) Will it close at [that time
That is a [place ()
[It's not not
or we can search [it
[ That is a
[marketplace or what ()
[You take a look at it ]
It's not a marketplace It is for().
[It's
[Long-term=
= Yes It's famous::
B: [hou2 ceol1 ming4 ngo5 dou1] m4 25  [I really don't know.]
z11 dou6 aat1 ngo5 zan1 hai6 out [aat1::] 26  I'm really behindhand -[PART::]

→ P: [@@] 27  [@@]

Just because you don't like it:
(\typing\)
I have checked on [that day and-

"

→ B: [KEI4 SAT6] 28  [ACTUALLY I

usually
NEI4 ngo5 sing4 jat6 dou1] wui6 m4
gei3 dak1.(.) keoi5 go3 dit1 <kek6
, cing4 lo1, >
(0.1)
P: lai6 jyu4?
B: geoi3 lai6 jyu4() cin1 jyu5 cin1 cam4=
P: ta2 [doc1 ci3 lo1] 29
(0.1)
C: ]]>ngo5 go3 dak1<hou2 hou2

\[ \text{ta2 gaa3} ]\text{dai}6 \text{ngo5 sing}4 \text{jat6 dou1} \text{()} [m4 geoi3 dak1, keoi5 go3 dit1 kek6
cing4, ]
(0.1)
P: [\text{jil} . go3< <aat::, ] nei5 mou4 ta2
gwo3 jil go3 met1,>
(0.1)
B: <me1 lai4 aai1 jil go3. ] [m4 hai6 gou1
daai6 lai4 me1 @@@ ji1 zek3 m4 hai6
gou1, daai6 @@]
(0.1)
P: [(i @@)

\[ hai6 mai1 so4 zo2 aat1
(0.1)
B: jil go3 mai1 j5 cin4 hou2 gau6 j5
\[. ghng1, \]
P: [jil go3 ]aat1 ji1 go3 hai6 tin1 hung1
zi1 sing4 maa1::
B: ngo5 mou4 tai2 gwo3 ak1
(0.1)
P: >ji4 keoi5< jau5 go3 nap1 gei3,(
\text{geng}2 \text{lin}6 \text{gan1} \text{zyu6 keoi5 fei1 hai6} @
gao3 \text{tin} \text{dou3} [@@@ !])
B: [@@@ ngo5 m4 zung1
ji3 tai2::]
P: dim2 gaa2: hou2 leng3 [lo1]
B: [lung4] maa1
(0.2)

\[ [cin1 jyu5 cin1 cam4 dou1 ok ]
P: [keoi5 zung6 jau5 hou2 do1 gaa3] 43  [Spirited Away also good]

\[ They've got plenty \]
I think -

<> Not > others.

> No, <no> Wait

[Let me find @ it]

[]

I remember it's not too far (.) how can I
copy this word:

(0.1)

[click] the left [button] and then the right

[@@ @]

@ it @ [here] @

[@@ @]

It's hilarious
(typing) (0.1)
This.
(0.2)
This one
(0.2)

This, [and]

It's hard to control

B: jì1 go3; [ze1 keoi5]

P: [aai1 aa1] hou2 naan4

hung3 zai3 aa1

B: keoi5 gam1 [nin4 sin1 ho1] ding6 [hai6

ji5 ging1 ho1 zoi2 hou2 to1 nin4

P: [dim2 gaa2;] [m4

hai6:: hou2 do1 nin4 gaa3 laa1
[ze1 hai6]

B: [dim2 gaa2] ngo5 de16 soeng5 jat1 ci3

m4 huo3 aa1.

P: jan1 wai4 soeng6 jat1 ci3 rei4(,)

[tai3 gwo3:] jau5 di1 jyun5 laa1 hou2
ci5 hai6

B: []

[()]

Ay(,) We didn't see much because of the distance

B: [dou1 m4 zì1

zi6 gei2 hai6 dou3 zou6 mat1 je5 ngo5
de6]

[zan1? hai6? gei5 dai1 nang4

aa1?]

P: ging6; leng3:: lo1: nei5 m4 go3 [dak1

So: beautiful [Don't you think so]
B: [aa] 14 69  [Ah:-------------------]
Do you know< I have a student in my class who really [looks like Ponyo] REALLY

P: [hau2 q5 keoi5 hai6 ma1] 70  [looks like Ponyo] THIS
IS Not PONYO Not PONYO She really isn't PONYO She is the girl from Toribise

B: [OK] 71  [OK]
But there is PONYO [Do you know there is] a child looks like PONYO Very: cute They are: exactly alike=

P: [m4 hai6 j1 go3] 72  [Not this one]

B: = [gan1 zuu6 ne14 gan1] zuu6 73  [And then ] and her teacher [decided to] A[AA1]

P: [hau2:] 74  [they are exactly alike]
[call her PONYO,]

B: m4 hai6 aa1: mui5 jat6 [nei5 tong1 ngo5 gong2 zo2 SIN1 [AA1] 75  [No: You listen to me FIRST]

P: [hau2... 76  [yes: ]

B: mui5 jat6 jia1 sai6 ge3 si4 hau6 ne14 gan1 zuu6 ngo5 de6 dou1 mui6 ge3 sai6 jhu4 jia1 jia1 jia1 jia1

P: [gan1 zuu6 dao5 bo1 j14] 77  [We will play some cartoon everyday after lunch]

B: zi1 hau6 keoi5 zaau6 jui3 ngo5 keoi5 78  [We usually play Pepper or Doraemon]
[Pepper is ugly]

P: [hau2 hai6 da6 dai6 a1 go3] 79  [When the teacher saw that girl, she decided to] [watch PONYO]

B: gan1 zuu6 go3 baan1 zuu6 jam6 80  [And she play PONYO]
[Pepper]

P: nei5 mou4 laa1 sai1 gin3 dou3 keoi5 go3 neoi5 [bat1, jyu4 ngo5 de6 tai2 bo1 j14] lo1 81  [And then she told me to find the cartoon] of PONYO
[really. ]

B: [keoi4 sai6] 82  [Is she a fish actually]

P: keoi5 m4 hai6 to1 mei5 83  Disgusting PONYO is the ugliest thing in the world when she show her legs [She changed-

[kek5 bin3 zo2-]

B: [keoi4 sai6] 84  [is she a fish actually]
P: keoi5 m4 hai6 to1 mei5 85  Isn't she a human being?
P: keoi5 m4 hai6 to1 mei5 86  Is she a fish originally

B: gan2 keoi5 bun2 san1 hai6 ma1 87  What is the story about PONYO @

P: jyu4 la4 gaa3. 88  @@@@@ have no idea
Transcription Conventions

:  
.  
,  
><  
<>  
ALL CAPS  
?  
-  
.  
=  
- PART  
falling intonation 
incomplete rise 
fast speech 
slow speech 
loud speech 
rising intonation 
emphasis 
quiet speech 
no discernable gap 
incomplete speech 
to show overlapping talk 
other speech sounds 
laguh 
short pause 
code switching 
difficulty understanding 

Excerpt 2

Jyut ping Transcription

W: zik1 hai6 binl jat1 go3 hong4 heoi3 go3 por1 sap6 ng3 fa1 zai1 jat1
S: zik1 hai6 ngaam1 ngaam1 (jat1) wai4 hai6 (m34 hai6 [(se1 go3 dau1 mou4)]
ne1 go3 dou1 mou4 dak1 zyu6
W: [ne15 hoi2 m4 hoi2 jia1 er:]
S: dang2 zan6 seng1 dang2 ngo5 cung4 san1 search gwo3 seng1
W: se1 sei5 send sei5 tao4 seng1 (ling6 jat1 go3 option) tia4 link bei2 [ngo5]
S: [m4] hai6 aal go3 go3 dou1 mou4
(1.0)
W: ZIK1 HA16 (jat6) jat6 mou4.
S: um ()hai6 aal ()dou1 hai6 2 zii3 ()ji2
dan6 hai6 keoi5 ne1 go3 (ngo5)
check2
zi3 keoi5 hai6 jat5 gaa3 wai1
(1.0) zik1
hai6 ngo5 search 2 zii3 4
ne1 : (1.0) keoi5
hai6 bei2 book lo1 dan6 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(8) I said(8) Nor (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 send me the link of another option which you just said?
6. S: [No] That one is also full
7. (1.0)
9. S: um() Yes() Both 2 too() but that one(8) I just checked 2 to 4 which is available for booking was(1.0) I mean that I search 2 to 4 le: (1.0) It allowed me to book lo but just now I(8) I save.
10. W: THIS ONE, is < Which > 'studio'? 
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, (.)]
17. W: [NONO:] you didn't send this link to me.
18. S: nei() 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

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16
W: iago5 m4 zi1 Airbub' jau5 mou4 dak1- (2.0)
S: 'gmo5 ago5 be2 lo1 jau6 hai6 ' (2.0) ' ne1 go3 dou1 hai6 keoi5 gaa3 maai3 ' (ne1 gaa1 fong4 hai5 mi1 leng3 di1 aal1 (1.0) 'zeung1 cong4 daam1 ' (1.0) dou1 hai6 gao3 gaa1 lai4 gaa3 laan1(1.0)
→ W: zuk1 hai6 jau5 dak1 zp3 gung3 go3 gaa1
→ S: ng2 (hai6 keoi5 m4 tang4 [go3 ;(tai2 hai6 sin1 )]
→ W: [hou2 aal ]
W: DAAN6 HAI6 nei5 ho2 ji5 book dou3 2-4 hou6 ge3 .
S: 'gno5 wan2 dou3 aal ' (4.0)
S: 'tai2 hai6 sin1 ' (5.0)
W: nei5 jau5 mou4 account aal (hai5 hai6 mi1 set up zo2 go3 account laa1 : ji5 gaa1 ')
S: jau5 aal (5.0)
W: ji2 (nei5 guest room ()jat1 go3 ge3 ? (7.0)
((shower sound: K was taking a shower ))
W: 'hai6 mi1 aal ' ?
S: dim2 gaa1 dat6 jai4 gaa1 ho2 ci5 gwaai2 zo2 gaa3 do1 ge3 ? (1.0)
W: jai1 wai4 (keoi5 hai6 mi1 jau5 fu6 gaa1 fai3 aal ?
30. W: I don't know if Airbub 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' (3.0)
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: sa1 maa3:
W: loeng5 maa3 saam1 go3 jan4 aa1 
maa3:
(1.0)
S: daam6 251 man1 gaa3 waal () jat1 
maa5. ' 
(1.0)
W: 'm4 zil waal') hait6 mi1 ci6 book 
aa1?
→ (1.0)
S: daam6 keoi5 buu2 sa1 ne1 go3 dou1 hait6 
se saam1 go3 guest
→ (6.0)
S: m4 gwaam1 ci6 book ni6 (), ngo5 ngaam1 
ngaam1 (1.0) 'ngaam1 ngaam1 tai2 ne1 
', (3.0) maa4 ne1 jat1 go3 guest ge3 
wa6 
hait6 gam3 joeng5 lol
W: 'hait6 waal' () dou1 gwaam1 
ha11 hait6 mi1 aa1
S: DAAN6 HAI6 keoi4 se6 ngo5 
des1.
W: ji2
S: keoi5 jat1 gaa1 fung4 (2.0)
keoi5 ne1 go3 hait6 for saam1 go3 
gu-hait6 jat1 ci3 gwo3 book saam1 
g3 fung4 (,) saam1 go3 jan4 gaa3 
maa3
S: ngo5 book jat1 gaa1
→ W: saam1 go3 jan4 [tung4 
jat1 jaaan1 fung4
→ S: [ngo5 
book j.), ngo5 book sing4 go3 
 ngo5 hait6 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) maa4 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 smg4 gaam1 fong4 gaa3
maa3
W: hai6 aa1
S: gam3 dim2 gaah2 ngo3 waa6
saam1 go3 jan4 ge3 waa6 zau6
bin3 dakt1 '700 gaei2'.
(8.0)
W: a (.)=tai2 dol ci3 tai2 dol 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: a(.)=check this out again check this out again=
70. S: It said maximum = [It said maximum]3 persons lol.
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)
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 shop 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: yeah 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 cream 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 really can go I mean successfully go to (. )
    Charles University? 

22 A: [Czech]=
23 P: =yea I”?ll probably go visit him if time allows (. ) if I don’t have any
interviews, any: (1.0) any work to do, (.) any: exam, if examinations are over and (.) the most importantly if I have money, (0.5) right?=

24 A: =SO?
→ 25 P: yea I would (. ) I would definitely go [visit him, ]
→ 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: um
→ 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 [stressed and] everything is very fast 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 again: 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: um

43 P: right
7. Reference


