

**How practical is the Francis and Hunston (1992) system of spoken discourse analysis, and how useful is it for understanding native to non-native communication? An analysis of a conversation between a Korean and an American.**

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**Record part of a conversation in English that takes place in one of the following situations (or similar), as outlined by Francis and Hunston (Francis, G. and Hunston, S., 'Analysing everyday conversation' in Coulthard, 1992: 123-61.):**

- **casual conversations between friends and family members**
- **child-adult talk**
- **commercial transactions**
- **professional interviews**
- **radio phone-ins**

**Transcribe part of your recording, choosing a part in which there are fairly frequent alternations of speaker.**

**Make an analysis of the transcribed data, using the categories proposed by Francis and Hunston (ibid. p. 125 and ff.). Present your analysis as Part I of your assignment.**

**Comment on how easy it was to fit your data to the categories and the usefulness of this kind of analysis for understanding the kind of communication you have analysed. Present your commentary as Part II of your assignment.**

**(Advice: Work like this can be very time-consuming. Attempt only as much data as you can transcribe in about 2 hours. To allow for the work involved in analysing your transcript, the total word count for the commentary need not exceed 2,500 words. Your transcription must be included as an appendix.)**

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## 1. Introduction

There are two main objectives for this essay. The first is to use the categories proposed by Francis and Hunston in their paper *Analysing Everyday Conversation* (1992) to analyse a conversation between a native and a non-native speaker so that that the ease or difficulty with which discourse of this nature could be fitted to those categories can be commented on. The second objective is to investigate how useful this kind of analysis is for understanding such discourse.

## 2. The Francis and Hunston System of Analysis

It is assumed that the reader is familiar with the Francis and Hunston paper *Analysing everyday conversation* (1992) prior to the reading of this essay. Nevertheless, a brief introduction to the workings of the model will be provided.

The Francis and Hunston system of analysis (1992) adapts the original Sinclair and Coulthard model (1975) with the aim of presenting “a system which would be flexible and adaptable enough to cope with a wide variety of discourse situations.” (Francis and Hunston 1992: 123) Both of these models are based on the rank scale first developed by Halliday to describe grammar in his seminal paper *Categories of the theory of grammar*. (1961)

Francis and Hunston’s (1992) five levels of rank were adapted to fit everyday conversations and are as follows: *Interaction, Transaction, Exchange, Move* and *Act*.

Interactions are not adequately categorised by Francis and Hunston (1992) due to an absence of structure, a fact which Coulthard himself realized stating: “it is so far impossible to produce any structure for...the interaction”. (1975: 82)

Transactions consist of exchanges that realize elements of transaction structure. The main and indeed only obligatory element is Medial M for which there can be any number. It is realized by the *conversational* exchanges of *Elicit, Inform, Direct* and

the three *bound-Elicit* exchanges. Preliminary P and Terminal T are optional and are realized by the *organizational* exchanges comprising *boundary*, *structuring*, *greet* and *summon*.

Exchanges are realized by I, (I/R), R and F. These are realized by moves which are divided into 8 sub-classes realized by the 32 acts at the lowest level of the rank scale, which themselves can realize different elements of structure of the move, with the obligatory element being the head of the move. Informing moves are permitted to occur at either I or R in an exchange, whilst an acknowledging move is permitted to occur at R or F. The structure of a conversational exchange is as follows:

$$I (R/I) R (F^n)$$

A full description of all of the categories, explaining where they can occur and what they can do, can be found in the Francis and Hunston paper *Analysing Everyday Conversation*. (1992)

The main criticism of this approach concerns its *ex post facto* application to spoken discourse, (Mountford 1975, cited in Coulthard 1985: 142) whereby discourse is treated as a *product* rather than a *process*. (Coulthard 1985: 142)

### **3 The Method of Analysis**

The data used in this analysis was obtained from a single recording that lasted 27 minutes and 46 seconds. The recording was made using an Apple iPod Touch, which remained on the table throughout. There were two participants involved in this study. The first participant 'J' is a native speaker of American English. The second participant 'E' is a non-native (Korean) speaker of English who I adjudged to be a competent but not fluent speaker of the L2 language. Participant 'E' has no prior experience of travelling to an English speaking country. Neither of the participants was aware that a recording was taking place. The decision not to inform participants was made so that naturally occurring conversational data, free of any influence deriving from the participants' knowledge that they were being recorded, could be obtained. The conversation was intended to be of a casual nature and, with this in mind, the decision was made to record participants in the informal setting of a coffee shop. The choice of participants and the setting for the interaction were the only pre-ordained aspects of this situation. The writer of the essay, 'C', was known to both participants prior to the time of the recording. The two participants, however, were not acquainted with one another prior to the time of recording, but were brought together by invitation.

To begin with, the writer of the essay 'C' was with participant 'J'. Shortly after, participant 'E' arrived and, after brief introductions, 'C' proceeded to leave the table and go to the counter to buy coffees. During this time participant 'J' and participant 'E' conversed without the presence of 'C'. This conversation lasted for precisely 2 minutes and 35 seconds by which time 'C' had returned to the table. This is presented as 'Interaction 1'. 6 minutes 48 seconds later 'C' temporarily left the participants once again, this time to go out for a cigarette. Both participants continued to converse in the absence of 'C' for a duration of 5 minutes 25 seconds, by which time 'C' returned. This is presented as 'Interaction 2'. 3 minutes 56 seconds later the recording stopped and both participants were immediately notified that they had just been recorded for the past 27 minutes and 46 seconds. The purposes of the study were explained clearly and both participants gave their consent for the recorded material to be used in this study.

The data was subsequently transcribed and pauses were timed using a stopwatch. Following this, the data was then analysed using the Francis and Hunston system of analysis. (1992)

## Part 1 - Analysis

### Key

<i>Italics</i>	Stress
&	Marks continuation of speaker's utterance when two speakers are speaking at the same time.
+	Marks continuation of additional speaker's utterance when two speakers are speaking at the same time.
Ø	Silent move
[?]	Unclear sound
/	Item appearing before oblique is not free standing and requires completion or qualification by a further utterance where a further utterance does not appear in that turn.
Information in parentheses ( )	Concerns paralinguistic acts or additional information considered by the writer to be of contextual relevance.
(#)	Indicates pauses ranging from 0.5 - 0.9 seconds.
(1)	Indicates any pause between 0.91 - 1.04 seconds, which is classed as 1 second in this study. (For any time of 1.05 seconds or upwards, a figure of 0.05 or above was rounded up to the nearest decimal so that for example 2.07 seconds would be classed as 2.1 seconds and placed within parentheses)
C	This refers to the writer of the essay who is a friend to both of the participants. He was nearby but not present during the two recorded interactions.

## 4. Analysis

4.1 Table Showing Analysis of Transcription for Interaction 1

Number		Line of Dialogue	Act	e.s. 1	Move	e.s. 2	Exchange	Ex. Number	Transaction
1	E	How long have you been here? (#)	inq	h	Eliciting	I	Elicit	1	1
2	J	Uhhh in Korea?	ret	h	Eliciting	Ib	Clarify	2	
3	E	Yep. (High Key)	conf	h	Informing	R/I	(bound-Elicit)		
4	J	Umm two and a half years. (#)	i	h	Informing	R			
5	E	Ohhh.	rec	h	Acknowledging	F			
6	J	Yeah. (#)	rec	h	Acknowledging	F			
7		Going on three years. (2)	com	post-h					
8		Yep. (Low Key) (Short Laugh)	(ter?)	(post-h?)	(Uncodable)				
9	E	So you are working at school?	m.pr	h	Eliciting	I	Elicit	3	2 <sup>1</sup>
10	J	Hagwon. (Low Key)	conc	h	Informing	R			2
11	E	Mm hmm. (Acknowledgement)	rec	h	Acknowledging	F			
12	J	Yep. (Low Key) (1.3)	ter	h	Acknowledging	F			
13	E	Hagwon. (#)	ter	h	Acknowledging	F			
14	J	Hagwon.	ter	h	Acknowledging	F			
15	E	(Laugh)							
16	J	So (#)	m	s	Eliciting	I	Elicit	4	3

17		Your hagwon's not too far from	m.pr	h					
18		here? (1.2)							
19	E	Yep. (Mid Key) (#)	conc	h	Informing	R			
20	J	Ahh ok. Cool. Good. ***** (7.6) *****	rec	h	Acknowledging	F			
21	E	I,I,I hate my hagwon.	i	h	Informing	I	Inform	5	
22		(Short Laugh) (#)							
23	J	Well I would cheers you but/	end	h	Acknowledging	R			
24	J+E	(Laugh)	rea	h	Acknowledging	F			
25	J	Here. Cheers.	d	h	Directing	I	Direct	6	
26	J+E	Ø ***** (4.6) *****	be	h	Behaving	R			4
27	J	[?] (1.5) So what do you do uh	n.pr	h	Eliciting	I	Elicit	7	3
28		study English? (1)							
29	E	Hmm? (#)	l	h	Eliciting	Ib	Repeat	8	
30	J	Where did you study English? (1.1)	inq	h	Eliciting	R/I	(bound-Elicit)		
31	E	I (#) I'm study English (#) in K in	i	h	Informing	R			
32		Korea.							
33	J	Oh ok	rec	h	Acknowledging	F			
34		I thought that you went abroad so/	com	post-h					
35	E	(Laugh) (#)	ter	h	Acknowledging	F			
36		I, I have never (1) been abroad. (#)	i	h	Informing	I	Inform	9	
37	J	Oh really?	m.pr	h	Eliciting	R/I			
38	E	Hmm. (1)	conf	h	Informing	R			
39	J	Oh you speak v English very well so/	end	h	Acknowledging	F			
40	E	(Short Laugh)	rec	h	Acknowledging	F			

41	J	Hey better than my Korean so/	end	h	Acknowledging	F			
42	E	Uh huh	rea	h	Acknowledging	F			
43	J+E	(Laughs) ***** (7) *****							
44	E	Where, where, where did you meet	inq	h	Eliciting	I	Elicit	10	4
45		C? (1)							
46	J	Soo uh my best friend in uhh	i	h	Informing	R			
47		university/ (#)							
48	E	Hmmm.	(eng)						
49	J	Was friends with <i>his</i> best friend. (#)							
50	E	Ohhhhhhh. (Rising and then falling	real	h	Acknowledging	F			5
51		intonation)							
52	J	So uhh (#) we hung out in uh	i	h	Informing	I	Inform	11	
53		Hongdae then uhhh (#) we just							
54		kinda stayed friends. (#)							
55	E	Mmmmmmm. (Rising and then	real	h	Acknowledging	R			
56		falling intonation)							
57	J	So (1) yep. (2.5)	ter	h	Acknowledging	F			
58		All foreigners we know each other	com	post-h					
59		that's why. (Laughs) ***** (5.2) *****							
60	J	What's it uh like working with this	inq	h	Elicit	I	Elicit	12	5
61		character? (Referring to 'C' who is							
62		nearby but not currently present)(#)							
63	E	Hmm?	l	h	Eliciting	Ib	Repeat	13	

64	J	What's it like working with this guy?	inq	h	Eliciting	R/I	(bound-Elicit)		
65		(#)							
66	E	Mmm well/	m	s	Informing	R	(Incomplete)		6
67	J	You can be honest, he's not with	p	h	Eliciting	Ib	Re-initiation	14	7
68		me.					(bound-Elicit)		
69	E	(Laughs)							
70	J	(Laughs) (#)							
71	E	Uhhh (#) so (#) he's good.	i	h	Informing	R			
72	J	Yep.	rec	h	Acknowledging	F			
73	E	Mmm/ (Low Key)	ter	h	Acknowledging	F			
74	J	He's a good guy.	i	h	Informing	I	Inform	15	
75	E	Mmm. (Short High Key Intonation)	rea	h	Acknowledging	R			
76	J	He's a good guy. (1.5)	ref	h	Acknowledging	F			
77	E	Mmm. (Short Mid Key Intonation)	rec	h	Acknowledging	F			
78	J	Really passionate about his job so/	ref	h	Acknowledging	F			
79		(#)							
80	E	Mm. (Low Tone) (1.3)	ter	h	Acknowledging	F			
81		And he always try to correct uh our	i	h	Informing	I	Inform	16	8
82		student's grammar or s/ (#)							
83	J	That's good. That's good. (2.7)	end	h	Acknowledging	R			
84		He really cares so/	obs	h	Informing	I	Inform	17	9
		***** (4.5) *****					(Incomplete)		
85	E	Sometimes he also correct our bo	i	h	Informing	I	Inform	18	
86		bo bosses. (1.5)							
87	J+E	(Laughs)	rea	h	Acknowledging	R			
88	J	Hopefully uhh/ Hopefully (1)	s	pre-h	Informing	I	Inform	19	
89	J+E	(Laughs)							

90	J	He or she is not too	i	h	
91		uhh (#) mean about that so/			
92	E	(Laughs)	rea	h	Acknowledging R

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<sup>1</sup> Line 9: Due to the high number of *Westerners* (usually native English speakers) who work as English teachers in Korea, this question was adjudged to be a *marked proposal* (m.pr) act. Participant ‘E’ was expecting the answer to be yes.

<sup>2</sup> Line 10: Participant ‘J’s’ response “hagwon” was taken to be a *concur* act (conc) here because participant ‘E’ clearly meant *hagwon* when she said *school* in the previous move. The two terms are virtually synonymous in South Korea, especially in conversations with *Westerners*.

<sup>3</sup> Line 16: Participant ‘J’ already knew the location of Participant ‘E’s’ workplace prior to the meeting. Thus this question was adjudged to be a *marked proposal* act (m.pr) where a ‘yes’ answer was expected.

<sup>4</sup> Line 26: Though the writer of this essay was not present at this exact time and had only the audio track to work with, clarification regarding this line was provided by participant ‘J’. The writer was informed that the action of pretending to *clink glasses* (or cups in this case) was carried out and thus it constitutes a *behave* act (be) realizing the head of a behaving move in a direct exchange.

<sup>5</sup> Line 50: Here is the first example of an utterance that realizes a newly created act: *Realization* (real). This act is discussed in section 4.1.2.2.1 and explained in full in Appendix II.

<sup>6</sup> Line 66: “Mmm well” was adjudged to be a *marker* act (m) signalling the onset towards what should have been the head of an informing move at R in a *Repeat bound-Elicit exchange*. However, the head never occurred so it was deemed an incomplete *Repeat bound-Elicit exchange*.

<sup>7</sup> Line 67-68: This was adjudged to be a *prompt* act (p). Due to participant ‘E’s’ slow response during the previous move, it is almost certainly interpreted by participant ‘J’ as a silence.

<sup>8</sup> Line 81-82: This was adjudged to be a new exchange based on both the previous move, which was primarily classified as a *terminate* act (ter) due to the low tone used, and the time taken between moves, which was recorded as being 1.3 seconds.

<sup>9</sup> Line 84: Exchange boundary decided based on pause of 2.7 seconds occurring prior to this line. Thus this exchange was classed as separate, with line 84 an *observation* act (obs) that had no response. Thus this was decided to be an incomplete *Inform exchange*.

## 4.2 Table Showing Analysis of Transcription for Interaction 2

Number		Line of Dialogue	Act	e.s. 1	Move	e.s. 2	Exchange	Ex. Number	Transaction
1	J	You notice they might be like	obs	h	Informing	I	Inform	1	1
2		"C teacher." (#)							
3	E	(Laughs) (#)	rea	h	Acknowledging	R			
4	J	"Hi C teacher." (1.6)	ref	h	Acknowledging	F			
5	E	Uh huh. (Low Key) (2.4)	ter	h	Acknowledging	F			
6		I've never (#) smelled the (#) smoke	m.pr	h	Eliciting	I	Elicit	2	
7		on him before.							
8	J	Yeah	conc	h	Informing	R			
9		He's not/he just don't um like/	i	h	Informing	I	Inform	3	
10		he's (#) / Doesn't like to do it in							
11		front of uhh (#) many people so/							
12		(#)							
13	E	Mmmmm. (Rising then Falling	real	h	Acknowledging	R			
14		Intonation) (#)							
15	J	Just on the weekends usually (1.2)	ref	h	Acknowledging	F			
16		his apartment but/							
17	E	Mmmmm. (Rising then Falling	real	h	Acknowledging	F			
18		Intonation) (2)							
19	J	Then again I only see him on the	ref	h	Acknowledging	F			
20		weekends so I don't know. (Laughs)							

		***** (4.7) *****							
21	E	(Sigh) ***** (5.4) *****							
22	J	Hate doing evaluations. ***** (4.7) *****	i	h	Informing	I	Inform (Incomplete)	4	2
23	E	(Sigh) (2.1) I w I don't want to do	i	h	Informing	I	Inform	5	
24		this. (#) (Short laugh) (1)							
25	J	Yeah. (2.2)	rec	h	Acknowledging	R			
26	E	Uhh it's so (1.7) irritating me. (1.7)	i	h	Informing	I	Inform (Incomplete)	6	
27	J	And (1)	m	s	Informing	I	Inform	7	
28		the parents kind of read it and (#)	i	h					
29		throw it away anyways so (#) &							
30	E	Yeah uhh yeah. (High Key)	rea	h	Acknowledging	R			
31	J	& it's like/							
32	J+E	(Laughs)	rea	h	Acknowledging	F			
33	J	And they say "oh that's nice"	i	h	Informing	I	Inform	8	
34	E	(Laughs) (2)	rec	h	Acknowledging	R			
35		But actually they (1) uh (#) they	i	h	Informing	I	Inform	9	
36		will uh (#) try <u>typ type it out</u> [?]							
37		(Underlined Segment is Unclear)							
38		(#)							
39	J	Yeah. (Mid Key)	rec	h	Acknowledging	R			
40	E	Mmmhmm. (1.2)	ter	h	Acknowledging	F			
41	J	Like uhh/ ***** (3.7) *****	i	h	Informing	I	Inform (Incomplete)	10	

3

42	E	And (1.1)	m	s	Informing	I	Inform	11	3	4
43		This is our timetable. (1.5)	i	h						
44		That's "C". (Referring to "C" who is familiar to both participants and is a teacher at "E's" hagwon. "C" is nearby but not present at the time). ***** (4.6) *****	com	post-h			(Incomplete)			
45	J	So you go from (1) two to uhh to	inq	h	Eliciting	I	Elicit	12		
46		9:40 no break? (1.4)								
47	E	Uhh there (#) uh (#)/ yes no, no	i	h	Informing	R				
48		break.								
49	J	No &	ret	h	Eliciting	Ib	Clarify	13		5
50	E	Yes yeah j j just one break like (#) /	i	h	Informing	R	(bound-Elicit)			
51		for 7.30 or 8.50. (#)								
52	J	& like/								
53	J	Yeah. (High Key) (#)	rec	h	Acknowledging	F				6
54	E	Mmm. (High Key) ***** (4.3) *****	ter	h	Acknowledging	F				7
55	J	So there's like no 15 minute or 20	m.pr	h	Eliciting	I	Elicit	14		
56		minute break?								
57	E	Mmm. (Rising and Sharp Falling	conf	h	Informing	R				
58		Intonation) (#)								
59	J	But no break?	m.pr	h	Eliciting	I	Elicit	15		
60	E	Mmmhmm. (High Key) (#)	conf	h	Informing	R				
61	J	That sucks.	end	h	Acknowledging	F				
62	E	(Laughs) (#) You know (#)	m	s	Informing	I	Inform	16		
63		I (#) uh(#)/ the first class and thr uh	i	h						

64		three kids and uhh the next class						
65		students are 3:20.						
66	J	Yeah 5 minutes later	ref	h	Acknowledging	R		
67	E	5 minutes later. (#)	rec	h	Acknowledging	F		
68		In that time I must uh ahh/ (1)	i	h	Informing	I	Inform	17
69	J	Get your materials (#) &	ref	h	Acknowledging	R		
70	E	No, no, no, no, no.	prot	h	Acknowledging	F		
71	J	& answer phone calls						
72	E	I must (#) uhhh (1.5) see see our	i	h	Informing	I	Inform	18
73		students get getting the bus/ (#) &						
74	J	Right. (#)	(eng)					
75	E	& Correctly						
76		so I don't know but/	com	post-h				
77	J	Yeah. (#) (Mid Key)	rec	h	Acknowledging	R		
78		It's same with (#) it's same with us	s	pre-h	Informing	I	Inform	19
79		like (#)						
80		we have a 15 minute break	i	h				
81		between uhhh (1) 5 O' Clock (1.3)						
82		and uhh (#) tw twenty minute						
83		break/						
84	E	Mm	(eng)					
85	J	5 O' Clock to 5:20. (#)						
86	E	Mm. (Mid Key)	rec	h	Acknowledging	R		
87	J	But (#)	m	s	Informing	I	Inform	20
88		I need to see the kids down to the	i	h				
89		elevator have to see the kids						
90		coming in.						

91	E	Mmmm.	(eng)						
92	J	Answer phone calls/ so (2.5)/							
93		but not answer because I don't	com	post-h					
94		speak Korean but/ (laughs) send out							
95		phone calls/							
96	E	Mmm. (Mid Key)	rec	h	Acknowledging	R			
		***** (4.8) *****							
97	E	This month I, I have 70 students(1.7)	s	pre-h	informing	I	Inform	21	
98		but o other Korean teacher have (#)	i	h					
99		maybe 47? (1)							
100	J	Oh that's nothing. (#)	end	h	Acknowledging	R			
101	E	Yeah. (High Key)	rea	h	Acknowledging	F			
102	J	47. That's nothing. (#)	ref	h	Acknowledging	F			
103	E	Yeah. (Mid Key)	rec	h	Acknowledging	F			
		***** (4.5) *****							
104	J	You should be worse at your job. (#)	i	h	Informing	I	Inform	22	
105	J+E	(Laughs)	rea	h	Acknowledging	R			
106	J	You're too good at your job.	ref	h	Acknowledging	F			
107	J+E	(Laughs) (1)	rea	h	Acknowledging	F			
108	E	(Sigh) (2.3)	ter	h	Acknowledging	F			
109	J	I have to (1.6)/Summ (#)/ During	i	h	Informing	I	Inform	23	4
110		winter and summer I have to teach							
111		Saturday classes. (#)							
112	E	Saturday?! (2.4)	rea	h	Acknowledging	R			
113		Ohhhh. (Rising then Falling	real	post-h					
114		Intonation)							

115		I, I have uh Saturday class too but C	i	h	Informing	I	Inform	24
116		(#) doesn't have.						
117	J	Yeah. (#)	rec	h	Acknowledging	R		
118		Usually foreign teachers we don't	com	post-h				
119		but/ (#)						
120	E	Huh. (Very Fast Rising and Falling	rea	h	Acknowledging	F		
121		Intonation).						
122	J	Yep. (Short Laugh) (#)	rec	h	Acknowledging	F		
123		Because the mom's are, said like oh	com	post-h				
124		we want (#) we want the foreign						
125		teacher to do that so/						
126	E	Ohhhh. (Rising then Falling	real	h	Acknowledging	F		
127		Intonation)						
128	J	(Sighs)	ter	h	Acknowledging	F		
		***** (3) *****						
129	E	In that case you must uh get/	m.pr	h	Eliciting	I	Elicit	25
130	J	I get paid extra.	conc	h	Informing	R		
131	E	Ahhh.	rec	h	Acknowledging	F		
132	J	Yeah. (1.3)	ter	h	Acknowledging	F		
133	E	But I don't. (Laughs Ironically)	i	h	Informing	I	Inform	26
134	J	(Short Laugh)	rec	h	Acknowledging	R		
135	E	I don't get any/ (#) &	ref	h	Acknowledging	F		
136	J	That's +						
137	E	& Ext extra pay.						
138	J	+ That's wrong.	end	h	Acknowledging	F		
139	E	Yeah. (High Key)	rea	h	Acknowledging	F		
140		Umm/ (Short Rising Intonation)	Uncodable					

(Taken to be a preamble to a further utterance - cut off by next line)

141	J	You should get extra pay.	m.pr	h	Eliciting	I	Elicit	27	
142		(Rising Intonation) (1.1)							
143	E	Hmmm. (#)	conc	h	Informing	R			
144	J	That's not fair.	end	h	Acknowledging	F			
		***** (6.6) *****							
145	E	(Sigh) (2.2)							
146	J	All three of us we should open up	i	h	Informing	I	Inform	28	
147		our own hagwon. (Laughs)							
148	E	(Laughs)	rec	h	Acknowledging	R			
		***** (3.2) *****							
149	E	What i what is the name your (1)	inq	h	Eliciting	I	Elicit	29	5
150		hagwon?							
151	J	Uhh 'OL'. (Name Omitted) (#)	i	h	Informing	R			
152	E	Uh?	l	h	Eliciting	Ib	Repeat	30	
153	J	OL.	i	h	Informing	R	(bound-Elicit)		
154		It's a really really small hagwon.	com	post-h					
155	E	Ohhhh. (Rising then Falling	real	h	Acknowledging	F			
156		Intonation)							
157	J	It's a (#) ya know 'B'? (Referring to Famous Academy Franchise in South Korea) (Name Omitted) (#)	m.pr	h	Eliciting	I	Elicit	31	
158	E	Yep. Yep.	conf	h	Informing	R			

159	J	We're right next door from 'B's'	i	h	Informing	I	Inform	32
160		main office.						
161	E	Mmmmm. (Rising then Falling	real	h	Acknowledging	R		
162		Intonation) (#)						
163	J	But in Jeongja. (#)	ref	h	Acknowledging	F		
164	E	Chung? (#)	l	h	Eliciting	Ib	Repeat	33
165	J	Jeongja.	i	h	Informing	R	(bound-Elicit)	
166	E	Jeong Jeongja?	l	h	Eliciting	Ib	Repeat	34
167	J	Yeah.	conf	h	Informing	R	(bound-Elicit)	
168		In Bundang. (#)	com	post-h				
169	E	Bund/ahhhh. (High Key Rising and	real	h	Acknowledging	F		
170		Falling Intonation)						
171	J	Yeah. (Low Key) (1)	ter	h	Acknowledging	F		
172	E	Ohhh. (2.2)	ter	h	Acknowledging	F		
173	J	In my building there's/ On my floor	i	h	Informing	I	Inform	35
174		there's 3 English academies (#)						
175		just on my floor. (#)	com	post-h				
176	E	Mmmmm. (Rising then Falling	real	h	Acknowledging	R		
177		Intonation)						
178	J	10, 15 English academies in my	ref	h	Acknowledging	F		
179		building.						
180	E	Huuuh! (Sharp Intake of Breath)	rea	h	Acknowledging	F		
181		(Surprise) (2)						
182	J	Yeah. (Laughs)	rec	h	Acknowledging	F		
		***** (3.6) *****						
183	J	Every night ten o' clock you see uh	i	h	Informing	I	Inform	36
184		(#) a ton of foreigners just go						

185 down with me to/ &  
 186 E Uhhhh. (Slow Rising Intonation) (eng)  
 187 J & to the same place.  
 188 J+E (Laughs) rec h Acknowledging R  
 \*\*\*\*\* (8.8) \*\*\*\*\*

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- <sup>1</sup> Line 1-2: This was adjudged to be an *observation* act (obs) based on the prior revelation by ‘C’ that he was a smoker and the ensuing conversation that followed between ‘C’ and Participants ‘E’ and ‘J’ regarding the possibility of ‘C’ seeing his students whilst smoking. Consequently participant ‘J’ is *acting out* a scenario based on “information which is already part of the shared knowledge of the participants in the conversation.” (Francis and Hunston 1992:131)
- <sup>2</sup> Line 6-7: This was considered to be a declarative statement but with questioning intonation. Thus it was classified as a *marked proposal* act (m.pr) realizing the head of an eliciting move in an *Elicit exchange*.
- <sup>3</sup> Line 26: This was adjudged to be an incomplete exchange because the head of the next move (line 28-29) was considered to be an *informative* act (i) offering new information and thus couldn’t be in the R position in this current *Inform exchange*. Hence it was decided that a new exchange would begin on line 27, with line 26 constituting an incomplete *Inform exchange*.
- <sup>4</sup> Line 42-44: This was adjudged to be an incomplete *Inform exchange*, rather than a *Direct exchange* with a silent *behave* act realizing a behaving move, because the *marker* act (m) realizing the starter of this *Inform exchange* was not realized by dialogue in the imperative mood. Had participant ‘E’ for example said “look...this is our timetable” then the exchange may well have been classified as a *Direct exchange* with a silent *acquiesce* act (acq) being realized by participant ‘J’.
- <sup>5</sup> Line 49: This was adjudged to be indicative of a *Clarify (bound-Elicit) exchange* even though the line was not completed. Notwithstanding its incompleteness, the appropriate response or clarification was pre-supposed by participant ‘E’ and thus it was adjudged to be a complete *Clarify (bound-Elicit) exchange*.
- <sup>6</sup> Line 53: This was considered to be a *receive* act (rec) in spite of its high tone. The high tone was adjudged to be an unusual behaviour move by participant ‘J’ that was perhaps a *re-adjustment* in response to Participant ‘E’s’ overzealous interruption of participant ‘J’s’ previous utterance. It is assumed by the writer that this is perhaps a product of native to non-native interaction and is thus unlikely to occur in native-native speaker dyads, though investigating this point further is perhaps advisable before drawing any further conclusions on the matter.
- <sup>7</sup> Line 54: From the writer’s personal experience of living in South Korea, it has sometimes been found to be the case that Koreans terminate an exchange with a mid or sometimes even a high key “Mmm” sound. This was one such case.
- <sup>8</sup> Line 99: In spite of the interrogative form here, the question was a self-directed one and the overall act was *informative* (i).

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<sup>9</sup> Line 129: In spite of the fact that the line was not completed, it was taken to be an eliciting move realized by a *marked proposal act* (m.pr). We can only assume that the missing “paid extra” (which was swiftly provided by participant “J”) would have occurred with the necessary interrogative intonation, marking it out as a *marked proposal act* (m.pr).



## Part 2: Commentary

### 5. Fitting Data to the Categories

This section will focus primarily on those aspects of the analysis undertaken with ease and those undertaken with difficulty at the levels of Act and Exchange.

#### 5.1 Aspects of the analysis that were undertaken with ease

##### 5.1.1 Complete Exchanges

Of the 6 types of (complete) exchange pertaining to the conversational class of exchanges in the Francis and Hunston model (1992), it was only the application of the re-initiation (bound-Elicit) exchange that posed any problems. The remaining 5 types of (complete) exchange could all be applied to the data with relative ease by simply following the rules for categorisation outlined by Francis and Huston. (1992) The two most frequently occurring types of exchange across the data were the *Inform* and the *Elicit* exchanges with a total of 27 and 14 occurrences across both interactions respectively. Here is one example of how an elicit exchange was applied to the data:

#### Interaction 2

Line N°	Dialogue	Act	es.1	Move	es.2	Exchange	Exchange N°
59	J But no break?	m.pr	h	Eliciting	I	Elicit	15
60	E Mmmhmm. (High Key) (#)	conf	h	Informing	R		
61	J That sucks.	end	h	Acknowledging	F		

The questioning intonation on line 59 helps us to identify the utterance as realizing a *marked proposal* act that relates to another m.pr act originally made on line 55. In both cases 'J' expects 'E' to confirm that there is no break. The m.pr act in the extract above realizes the head of an eliciting move at I in an elicit exchange. Its function is to elicit agreement, which 'E' duly provides on line 60. Her high key non-verbal utterance realizing the head of an informing move at R fits the characteristics outlined in the Francis and Hunston paper for a *confirm* act (1992: 131) which also stipulates that it must follow an m.pr act at I in an elicit exchange, which it does. 'J's statement of sympathy on Line 61 helps realize an *endorse* act which itself realizes the head of an acknowledging move at F in this three-part elicit exchange. Hence this exchange was codified with relative ease as per the rules outlined in the Francis and Hunston paper. (1992)

All three of the bound-Elicit exchange types were realized by the data. With the one instance of the Re-initiation (bound-Elicit) exchange type in the data being the only exception (see section 5.2.2 for more details), all the other instances of the remaining two types of bound-Elicit exchange were fit to the data with relative ease.

## 5.2 Aspects of the analysis that were undertaken with difficulty

### 5.2.1 Inform (Incomplete) Exchanges

Certain inform (incomplete) exchanges proved difficult to codify. Problems were experienced in coding exchange 17 in interaction 1 and exchanges 6 and 10 in interaction 2.

This example is taken from exchange 10 in interaction 2:

Interaction 2								
Line N°		Dialogue	Act	es.1	Move	es.2	Exchange	Exchange N°
35	E	But actually they (1) uh (#) they	i	h	Informing	I	Inform	9
36		will uh (#) try <u>typ type it out</u> [?]						
37		(Underlined Segment is Unclear)						
38		(#)						
39	J	Yeah. (Mid Key)	rec	h	Acknowledging	R		
40	E	Mmmhmm. (1.2)	ter	h	Acknowledging	F		
41	J	Like uhh/ ***** (3.7) *****	i	h	Informing	I	Inform (Incomplete)	10

This was difficult to decide because it was hard to say whether the utterance on line 41 realized an *informative* act as part of a new exchange, or whether it would have gone on to constitute a *reformulation* (act) of E's initial utterance in the previous exchange (line 35-36). Without being able to fully hear this previous utterance at line 35-36 and with the utterance on line 41 itself incomplete, we are forced to assume that 'J' would have imparted new information here and it is thus classified, as an *informative* act realizing the head of an informing move in an incomplete inform exchange, with this in mind. Clearly though the ambiguity of 'J's utterance on Line 41 is a direct result of the incoherence of E's utterance on lines 35 and 36, which is in no small part due to her speaking in the L2. The problem with coding this exchange then is due to the nature of the data being coded, that being native to non-native communication.

## 5.2.2 Interaction 1 – Exchanges 13, 14

The decision behind the categorisation of the following two exchanges rested upon two utterances: The utterance at line 66 and the utterance beginning at line 67. These two exchanges can be seen in their entirety in the following extract, with the previous exchange (Ex. 12) also being provided for the sake of clarity:

### Interaction 1

Line N°	Dialogue	Act	es.1	Move	es.2	Exchange	Exchange N°
60	J What's it uh like working with this	inq	h	Elicit	l	Elicit	12
61	character? (Referring to 'C' who is						
62	nearby but not currently present)(#)						
63	E Hmm?	l	h	Eliciting	lb	Repeat	13
64	J What's it like working with this guy?	inq	h	Eliciting	R/l	(bound-Elicit)	
65	(#)						
66	E Mmm well/	m	s	Informing	R	(Incomplete)	
67	J You can be honest, he's not with	p	h	Eliciting	lb	Re-	14
68	me.					initiation	
69	E (Laughs)					(bound-Elicit)	
70	J (Laughs) (#)						
71	E Uhhh (#) so (#) he's good.	i	h	Informing	R		
72	J Yep.	rec	h	Acknowledging	F		
73	E Mmm/ (Low Key)	ter	h	Acknowledging	F		

The utterance on line 66 “Mmm well” was adjudged to be a *marker* act (m) signalling the onset towards what should have been the head of an informing move at R in a Repeat (bound-Elicit) exchange. The decision to code it as a *marker* lay with the use of “well”, which in this instance was not realized by high key falling intonation. The decision also lay with the perceived function of the utterance, which appeared to mark the onset of a move. However, the head of the move never occurred, so the decision was made to code it as an incomplete Repeat (bound-Elicit) exchange. This decision could be made fairly easily by adhering to the rules for *marker* acts outlined in the

Francis and Hunston paper. (1992) However, the difficulty lay in its relationship to the following utterance.

At lines 67-68 'J' elicits what is adjudged to be a *prompt* act. This was a difficult decision to make. The basis of the decision rested on factors relating to the previous response made by 'E' at line 66.

Francis and Hunston (1992) clearly state that the function of a *prompt* act is to "reinforce the point of a preceding utterance...to elicit an i." (*informative* act) (1992: 131) Taking into account the fact that 'E's utterance on line 66 realized an informing move at R but due to incompleteness lacked a head, it was predicted that the head would have most likely been an *informative* (i). This prediction was made on the basis of the original Eliciting move made by 'J' on line 60 being realized by an *inquire* act. Thus, had the repeat bound-elicite exchange not occurred at exchange 13, E's utterance would no doubt have constituted an *informative* act in an informing move at R in an elicit exchange. To be sure, J's question demanded an informative reply, which never came.

The reason it never came though is because 'J' made another utterance (line 67), and the reason he made it was perceived to be because of the delayed reply from 'E'. The frankness of the preceding question from 'J' (line 64), concerning what 'C' was like to work with, demanded a more direct answer from 'E'. It was a question that directly threatened the *face* of 'C' (who is an acquaintance of both participants and was nearby but not present) (Goffman, 2005) and thus 'E's delayed reply was deemed by 'J' to be a *face* threatening act; hence the interruption.

'E's delayed response in this situation was in fact deemed so unusual by the writer that it was decided that 'J' had in fact treated her delayed response as *silence*. Francis and Hunston (on *prompt* acts) state that: "when it realizes a move head, it follows a silence on the part of 'B'." (1992: 131) The inappropriateness of 'E's delayed reply was thus treated as a silence worthy of a prompt. Hence the coding of J's utterance on line 67 as a *prompt* act realizing the head of an eliciting move at Ib in a Re-initiation (bound-Elicite) exchange was made with this in mind. Meanwhile, cognizance of the Re-initiation (bound-Elicite) exchange's function being to "indicate that an informing

move is still required” (Francis and Hunston, 1992: 139) lends further credence to the view that ‘J’ presumed silence on the part of ‘E’ when he made his utterance on line 67.

Due to this being a native-to-non-native speaker conversation, we have to treat this situation as an aberration from the normal expected rules of native-to-native speaker communication, whereby the situation would *demand*, and the addressee would be able to *deliver*, a faster response to the question.

### 5.2.3 Restriction on the number of post-heads

In the following extract we can see an example of an uncodable utterance:

#### Interaction 1

Line N°	Dialogue	Act	es.1	Move	es.2	Exchange	Exch. N°
1	E How long have you been here? (#)	inq	h	Eliciting	l	Elicit	1
2	J Uhhh in Korea?	ret	h	Eliciting	lb	Clarify (bound- Elicit)	2
3	E Yep. (High Key)	conf	h	Informing	R/l		
4	J Umm two and a half years. (#)	i	h	Informing	R		
5	E Ohhh.	rec	h	Acknowledging	F		
6	J Yeah. (#)	rec	h	Acknowledging	F		
7	Going on three years. (2)	com	post-h (post-				
8	Yep. (Low Tone) (Short Laugh)	(ter?)	h?)	(Uncodable)			

Here we can see that ‘J’ uses two post-heads: one *comment* act used to add extra information to his previous *receive* act and another (*terminate* act) used to terminate the exchange. Notwithstanding the two second pause at the end of line 7, the very fact that “Yep” at line 8 (which is said in a low tone and in acknowledgement of the preceding utterance) clearly adheres to the specifications set out for a *terminate* act, means we cannot classify it as a new act in a new exchange. (Francis and Hunston,

1992: 132) Nevertheless, Francis and Hunston clearly state that: “moves have an optional signal, pre-head and post-head, and an obligatory head.” (1992: 134) Nowhere do they mention the possibility of there being more than one post-head. As a result of this dilemma, line 8 in the above example has been classed as uncodable. Given this situation, I would suggest that further research into the possible number of post-head acts that could occur in one move might be needed, with an eye towards ultimately modifying the model in this respect.

#### 5.2.4 The categorisation of simultaneous laughter

A number of instances of laughter occurred in the data whereby it was adjudged to play a significant enough role in the exchange to be accorded an act. One particular problem encountered though was when both participants laughed at the same time. Of the 13 instances of coded laughter in the data, 6 of them involved simultaneous laughter. Here is one example (at line 24):

Interaction 1

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Line N°	Dialogue	Act	es.1	Move	es.2	Exchange
21 E	I,I,I hate my hagwon.	i	h	Informing	I	Inform
22	(Short Laugh) (#)					
23 J	Well I would cheers you but/	end	h	Acknowledging	R	
24 J+E	(Laugh)	rea	h	Acknowledging	F	

In the example above and in the analysis in Part 1 of this essay both participants were accredited with uttering the act, as it was decided that simultaneous utterances from both participants realizing pre-head and post-head elements of separate moves not only failed to account for the mutual contribution the laughter made to the exchange, but was also a messy and unclear solution to the problem.

However, when it came to totalling up the data for the summary of data (see Appendix III), having two participants share an act simply did not fit in with the basic theoretical principles of the Francis and Hunston model. (1992)

The solution was to accredit the act with the participant who did *not* perform the previous move. However, to refuse to acknowledge the other participant's utterance altogether in this way seemed an inadequate reflection of the reality of the interaction. Likewise, to separate the two utterances of laughter according to their function also seemed inadequate on the grounds that for one laugh utterance to realize an act directly after another one when it had originally occurred alongside it would be sequentially inaccurate, to say nothing of the problem of simultaneous laughter realizing the same function. To be sure, the solution was not an entirely satisfactory one.

In reference to the original 1975 Sinclair and Coulthard model (though equally applicable to the Francis and Hunston model) (1992), Coulthard states that: "It is an analysis that is concerned with the *product* of communication rather than the *process*", where the problem stems from the use of "formal descriptions...to describe data 'after the event.'" (1985: 142) Capturing the essence of the simultaneous laughter *ex-post facto*, whilst also classifying it according to the rules of the Francis and Hunston model (1992), was found to be impossible in this study.

It is, of course, to be expected that certain problems will be encountered when attempting to apply a rigidly defined hierarchical system to naturally occurring conversation. Suitably categorising the *simultaneous* function that laughter performed in this interaction was an example of one such problem.

### 5.2.5 The creation of a new act ‘Realization’

The difficulty with satisfactorily classifying a particular utterance made exclusively by participant ‘E’ led to the creation of a new act: *realization* (real), the details of which can be found in Appendix II. The act itself is perhaps indicative of a significantly more non-verbal style of communication found in Far-East Asia that is informed much more by the wider situation in which the interaction takes place than by the actual dialogue spoken within the interaction.<sup>1</sup>

The act was created due to the difficulties faced with categorising E’s utterance in accordance with the selection of acts presented in the Francis and Hunston paper. (1992). It was felt that the utterance made by ‘E’ was too pronounced to be an *engage* act whilst also not satisfying that act’s low or mid key requirements, something which also ruled it out qualifying as a *receive* act. It also could not be an *endorse* act as this must be realized by statements or moodless items, which this utterance isn’t. This left only the *react* act, which must be realized by: “high key yes and no items and their variants” (Francis and Hunston 1992: 132) Due to both the utterance’s characteristic pronounced rising and then falling intonation and its function being more than just to offer positive endorsement, the decision was made to create a new act, *realization*, and we can see in the example below an instance of it being applied to the data. Here it realizes the head of an acknowledging move at R in an inform exchange:

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<sup>1</sup> The writer was made aware of this viewpoint by way of speaking to his Korean and Japanese friends. However, before drawing any conclusions he suggests further research in this area using the Francis and Hunston Model (1992) and perhaps involving various control groups comprising native/non-native (Korean, Japanese, Chinese) dyads versus native/non-native (European, African etc.) dyads in two situations, ‘acquaintance’ and ‘first meeting’, so as to test and justify the inclusion of the new ‘Realization’ (real) act whilst also looking into the suitability of using the Francis and Hunston model (1992) in its present form for investigating native to non-native speech in general.

## Interaction 2

Line N°	Dialogue	Act	es.1	Move	es.2	Exchange
159	J We're right next door from 'B's'	i	h	Informing	I	Inform
160	main office.					
161	E Mmmmm. (Rising then Falling	real	h	Acknowledging	R	
162	Intonation) (#)					
163	J But in Jeongja. (#)	ref	h	Acknowledging	F	

During the course of the analysis, the inclusion of the new act was adjudged to be an effective solution to the problem of classifying this particular utterance.

Notwithstanding the above difficulties experienced during the course of the analysis, the majority of the data in both interactions was fitted to the categories proposed by Francis and Hunston with relative ease. (1992) The next section seeks to assess the usefulness of such an analysis in relation to understanding the chosen type of discourse.

## **6. The usefulness of this analysis for understanding the kind of communication analysed**

One way of gauging how useful the Francis and Hunston system of analysis (1992) has been for understanding native to non-native communication is to consider how some of the problems encountered during the analysis might reveal something about the type of communication being analysed.

Another way of assessing the usefulness of the analysis is to consider the categories themselves and what they might reveal about the nature of the interaction. With this latter point in mind a couple of additional investigations concerning particular categories were carried out, the details of which can be found in Appendix IV. The findings will be briefly discussed in this section.

### **6.1 Consideration of Problems**

One of the major problems that was identified concerned the interaction occurring at exchanges 13 and 14 in Interaction 1 (see section 5.2.2). Here the analysis clearly demonstrated the need for 'E' to provide a quick response (at line 66) in this situation, but more importantly it showed the kind of reaction such a slow response in that situation might elicit from the native speaker. The realization that 'J' was assuming silence on the part of 'E' came as a direct result of having to codify this section of the discourse according to the Francis and Hunston categories. (1992) This assumption of silence, upon which the categorisation of 'J's *prompt* act rested, suggests a tendency in the native speaker to avoid or conceal non-native speaker deficiency. Long, in his paper on Native Speaker/Non-Native Speaker Conversation (1983), observes a number of strategies and tactics that a native speaker can employ to avoid or repair trouble. Concealing the mistake altogether though, as 'J' does in the example above, is not included in Long's paper (1983), and perhaps in light of the evidence here, should be.

In the above example, the Francis and Hunston analysis (1992) has enabled a native speaker repair strategy, which is perhaps unique to N/NN communication, to be identified. This is clearly important in terms of gaining a better understanding of the nature of N/NN communication overall whilst also enabling us to more accurately assess the usefulness of such communication in relation to second language acquisition.

As part of the process of apportioning utterances to the categories proposed by Francis and Hunston (1992), one must determine both the characteristics and function of that utterance whilst also considering its position in the exchange. Though restricting language choice according to its position in context and in accordance with a finite list of functional possibilities is not without its faults, this process can nonetheless help to reveal, to a certain extent, the *intention* of the speaker in *certain* situations. One such situation occurs at Exchange 10 in Interaction 2. (See section 5.2.1) Here we can see that at least part of the blame for the occurrence of the inform incomplete exchange at exchange 10 can be squared at 'J'. It is 'J's *response* (at line 39) to E's previous unclear utterance and, more importantly, the codification that the Francis and Hunston model (1992) imposes upon 'J's utterance, that enables us to realise that 'J' s intention here is to *acknowledge* an utterance he hasn't fully heard. This misleads the non-native speaker 'E' into thinking he has understood what she has said, resulting in her confidently terminating the exchange (at line 40). This particular example does appear to appertain to one of the tactics that Long outlines in his paper on Native Speaker/Non-Native Speaker Conversation (1983). He mentions: "Tolerate ambiguity" as being one such tactic stating that: "The non-native's difficulties with the SL pronunciation may make items impossible to hear clearly." (Long 1983: 137) Clearly J's *receive* act realizing an acknowledging move is his tactic here to "sustain conversation." (Ibid: 137)

In the two examples given above, the Francis and Hunston model (1992) has aided our understanding of native to non-native communication by drawing our attention to the potentially misleading repair tactics and strategies employed by the native speaker in this particular N/NN communicative situation. (Long 1983)

## 6.2 Consideration of Categories

By looking at the number of non-verbal utterances realizing move heads, it was found that during the course of the two interactions 'E' produced a total of 32 non-verbal utterances that realized the heads of moves, whilst 'J', conversely, did not produce a single utterance that realized the head of a move. (See Appendix IV) Thus, while the use of non-verbal items found in the discourse of 'J' can no doubt be attributed to J's need to *buy thinking time* or otherwise be considered as a strategy to *hold the floor* or maintain his *turn* (Sacks, Schegloff and Jefferson 1974), the use of non-verbal items as heads of moves in the discourse of 'E' can be seen to be something of a substitution for real speech.

Acts associated with building *solidarity* between participants (*phatic*) or otherwise associated with structuring discourse (*organizing*) were also investigated (see Appendix IV). It was found that both *Phatic* and *Organizing* type acts were realized with greater frequency by the native speaker discourse ('J') than by the non-native speaker discourse ('E'). 'J' was thus better able to *negotiate* the interaction, as it were, using a range of *phatic* acts to assist, and he was likewise more adept at structuring and refining both his own information and that of the other participant for the greater benefit of both parties, in the process adhering to what Grice calls "the co-operative principle." (2005: 78)

Here we can see how the Francis and Hunston model (1992) can be highly useful in helping us to understand the type of communication analysed in this study by way of also enabling us to identify certain deficiencies in the non-native speaker output.

## 7. Conclusion

This essay set out to show how the Francis and Hunston system of analysis (1992) could be applied to a conversation occurring between a native and non-native speaker. It was stated that this was done with relative ease.

Any problems encountered during the analysis were identified and, by closely inspecting some of these problems, a deeper understanding of the nature of the type of communication being analysed was gained.

Investigating the root of the problems drew attention to the part that both participants played in causing the problem. Though the non-native speaker 'E' predictably produced certain unclear or ambiguous utterances during parts of the discourse, it was the way in which the native speaker 'J' responded to these utterances that really shed light on the nature of native to non-native communication. Using a range of tactics and strategies to repair the trouble in the conversation (Long 1983), 'J' would often unknowingly mislead the non-native speaker. His need to “sustain conversation” overrode the need to ensure clarity of information transfer between participants. (Long 1983:137)

This finding raises the question of how useful native to non-native communication is with respects to second language acquisition and, although the question is by no means a new one, using the discourse analysis approach to investigate it may provide some valuable new insights that previous SLA research on the topic may have overlooked.

One of the benefits of the hierarchical DA approach is that it allows for statistical cross comparison between different types of discourse. Even just cross comparing the frequency of categories between participants, as was done in the previous section, yielded interesting insights into the deficiencies of the non-native speaker. The ability to statistically cross compare different discourses, on the other hand, seems positively pregnant with potential insights.

Thus, the writer suggests further research using the Francis and Hunston model (1992) to conduct cross-comparative research into native/non-native communication using non-native participants from a selection of countries located in Africa, Europe and Asia.

The writer also recommends the application of the Francis and Hunston model (1992) to non-native/non-native discourse in order to build upon Varonis and Gass' *Model for negotiation of meaning* (1985), but also to look at ways in which tactics are used to repair trouble in this type of communication. (Long 1983)

Judging from what has been said, the benefits to language teachers are obvious. An analysis such as the one undertaken in this essay provides unique insights into the nature of native/non-native communication. Such insights can help us to specifically target deficiencies in the non-native speaker output as well as behaviour patterns in the native speaker output in this type of communication. Activities and lessons can then be designed with this in mind.

The writer's own attempt at one such type of activity sheet, informed by the findings of this study, can be found in Appendix V.

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## Appendix I – Transcript

Both interactions took place on the same day and were selected from a single recording. The recording was done using an Apple iPod Touch, which remained on the table throughout. The total duration of the recording was 27 minutes and 46 seconds. The recording took place in a coffee shop in Anyang City, South Korea on Sunday 7<sup>th</sup> April 2013 and it began at 1pm (KST). For the purposes of clarity on behalf of the reader, a *hagwon* is the Korean word for an after school private academy. *Hongdae*, *Jeongja* and *Bundang* meanwhile are all place names that are located in or around *Seoul*, in South Korea.

### Key

<i>Italics</i>	Stress
[	Simultaneous Speech
[?]	Unclear sound
/	Item appearing before oblique is not free standing and requires completion or qualification by a further utterance where a further utterance does not appear in that turn.
Information in parentheses ( )	Concerns paralinguistic acts or additional information considered by the writer to be of contextual relevance.
(#)	Indicates pauses ranging from 0.5 - 0.9 seconds.
(1)	Indicates any pause between 0.91 - 1.04 seconds, which is classed as 1 second in this study. (For any time of 1.05 seconds or upwards, a figure of 0.05 or above was rounded up to the nearest decimal so that for example 2.07 seconds would be classed as 2.1 seconds and placed within parentheses)
C	This refers to the writer of the essay who is a friend to both of the participants. He was nearby but not present during the two recorded interactions.

## Interaction 1

[START] – [09 min. 02 sec.]

E: How long have you been here? (#)

J: Uhhh in Korea?

E: Yep. (High Key)

J: Umm two and a half years. (#)

E: Ohhh

J: [ Yeah. (#) Going on three years. (2) Yep. (Low Tone) (Short Laugh)

E: So you are working at school?

J: Hagwon. (Low Key)

E: Mm hmm. (Acknowledgement)

J: Yep. (Low Tone) (1.3)

E: Hagwon. (#)

J: Hagwon.

E: (Laugh)

J: So (#)your hagwon's not too far from here? (1.2)

E: Yep. (Mid Key) (#)

J: Ahh ok. Cool. Good. (7.6)

\*\*\*\*\*

E: I, I, I hate my hagwon. (Short Laugh) (#)

J: Well I would cheers you but/

J+E: (Laugh) (2.1)

J: Here. Cheers. (4.6)

\*\*\*\*\*

J: [?] (1.5) So what do you do uh study English? (1)

E: Hmm? (#)

J: Where did you study English? (1.1)

E: I (#) I'm study English (#) in K in Korea.

J: Oh ok I thought that you went abroad so/

E: (Laugh) (#)

E: I, I have never (1) been abroad. (#)

J: Oh really?

E: Hmm. (1)

J: Oh you speak v English very well so/

E: (Short Laugh)

J: Hey better than my Korean so/

E: [ Uh huh

J+E: (Laughs) (7)

\*\*\*\*\*

E: Where, where, where did you meet C? (1)

J: Soo uh my best friend in uhh university/ (#)

E: Hmmm.

J: Was friends with *his* best friend. (#)

E: Ohhhhhh. (Rising and then falling intonation) (Realisation)

J: [ So uhh (#)we hung out in uh Hongdae then uhhh (#)we just kinda stayed friends. (#)

E: Mmmmmmm. (Rising and then falling intonation) (Realisation)

J: [ So (1) yep/ (Concluding) (2.5)

J: All foreigners we know each other that's why. (Laughs) (5.2)

\*\*\*\*\*

J: What's it uh like working with this character? (Referring to 'C' who is nearby but not currently present) (#)

E: Hmm?

J: What's it like working with this guy? (#)

E: Mmm well/

J: You can be honest, he's not with me.

E: (Laughs)

J: [ (Laughs) (#)

E: Uhhh (#)so (#)he's good.

J: Yep.

E: Mmm/ (Low key)

J: He's a good guy.

E: Mmm. (Short high key intonation) (In agreement)

J: He's a good guy. (1.5)

E: Mmm (Short mid key intonation) (Acknowledgement)

J: Really passionate about his job so/ (#)

E: Mmm. (Low Tone) (1.3)

E: And he *always* try to correct uh our student's grammar or S/ (#)

J: That's good. That's good. (2.7)

J: He really cares so/ (4.5)

\*\*\*\*\*

E: Sometimes he also correct our bo bo bosses (1.5)

J+E: (Laughs)

J: Hopefully uhh/ Hopefully (1)

J+E: (Laughs)

J: He or she is not too uhh (#)mean about that so/

E: (Laughs)

[END] – [11 min. 37 sec.]

Interaction 1 Total Duration: [02 min. 35 sec.]

Interaction 2

[START] – [18 min. 25 sec.]

J: You notice they might be like “C teacher.” (#)

E: (Laughs) (#)

J: “Hi C teacher.” (1.6)

E: Uh huh. (Low Key) (2.4)

E: I’ve never (#)smelled the (#)smoke on him before.

J: Yeah he’s not/he just don’t um like/he’s (#)/doesn’t like to do it in front of uhh (#)many people so/ (#)

E: Mmmmm. (Rising then falling intonation) (#)

J: Just on the weekends usually (1.2) his apartment but/

E: Mmmmm. (Rising then falling intonation) (2)

J: Then again I only see him on the weekends so I don’t know. (Laughs) (4.7)

\*\*\*\*\*

E: (Sigh) (5.4)

\*\*\*\*\*

J: Hate doing evaluations. (4.7)

\*\*\*\*\*

E: (Sigh) (2.1) I w I don’t want to do this. (#) (Short Laugh) (1)

J: Yeah. (2.2)

E: Uhh it’s so (1.7) irritating me. (1.7)

J: And (1) the parents kind of read it and (#)throw it away anyways so (#)it’s like/

E:  
yeah. (High Key)

[  
Yeah uhh

J+E: (Laughs)

J: And they say “oh that’s nice.”

E: (Laughs) (2) But actually they (1) uh (#)they will uh (#)try typ type it out [?]  
(Underlined segment is unclear) (#)

J: Yeah. (Mid Key)

E: Mmmhmm. (1.2)

J: Like uhh/ (3.7)

\*\*\*\*\*

E: And (1.1) this is our timetable. (1.5) That's "C". (4.6) (Referring to "C" who is familiar to both participants and is a teacher at "E's" hagwon. "C" is nearby but not present at the time).

\*\*\*\*\*

J: So you go from (1) two to uhh to 9:40 no break? (1.4)

E: Uhh there (#)uh (#)/yes no, no break.

J: No like/

[  
E: Yes yeah j j just one break like (#)/for 7.30 or 8.50. (#)

J: Yeah. (High Key) (#)

E: Mmm. (High Key) (4.3)

\*\*\*\*\*

J: So there's like no 15 minute or 20 minute break?

E: Mmm. (Rising and Sharp Falling Intonation) (#)

J: But no break?

E: Mmmhmm. (High Key) (#)

J: That sucks.

E: (Laughs) (#)You know (#)I (#)uh (#)/the first class and thr uh three kids and uhh  
the next class students are 3.20.

J: Yeah 5 minutes later.

E: 5 minutes later. (#) In that time I must uh ahh/ (1)

J: Get your materials (#) answer phone calls.

[

E: No, no, no, no, no. I must (#)uhhh (1.5) see see our students get getting the bus/ (#) correctly so I don't know but/

J: [ Right. (#)

J: Yeah. (#) (Mid Key) It's same with (#)It's same with us like (#)we have a 15 minute break between uhhh (1) 5 O' Clock (1.3) and uhh (#)tw twenty minute break/

E: Mmm. (Short Rising Intonation) (Understanding and Encouragement to Continue. {Back channelling})

J: 5 O' Clock to 5.20. (#)

E: Mm. (Very Short Rising Intonation) (Understanding and Encouragement to Continue. {Back channelling})

J: But (#)I need to see the kids down to the elevator have to see the kids coming in.

E: Mmmm. (Short Rising Intonation) (Understanding and Encouragement to Continue. {Back channelling})

J: Answer phone calls/So (2.5) /but not answer because I don't speak Korean but/ (Laughs) send out phone calls/

E: Mmm. (Mid Key) (4.8)

\*\*\*\*\*

E: This month I, I have 70 students (1.7) but o other Korean teacher have (#)maybe 47? (1)

J: Oh that's nothing. (#)

E: Yeah. (High Key)

J: 47. That's nothing. (#)

E: Yeah. (Mid Key) (4.5)

\*\*\*\*\*

J: You should be worse at your job. (#)

J+E: (Laughs) (1)

J: You're too good at your job. (1)

J+E: (Laughs) (1)

E: (Sigh) (2.3)

\*\*\*\*\*

J: I have to (1.6)/Summ (#)/During winter and summer I have to teach Saturday classes. (#)

E: Saturday?! (2.4) Ohhhh. (Rising then Falling Intonation) (Realisation) I, I have uh Saturday class too but C (#)doesn't have.

J: Yeah (#)usually foreign teachers we don't but/ (#)

E: Huh. (Very Fast Rising and Falling Intonation)

J: Yep. (Short Laugh) (#) Because the mom's are, said like oh we want (#) we want the foreign teacher to do that so/

E: Ohhhh. (Rising then Falling Intonation)

J: (Sighs). (3)

\*\*\*\*\*

E: In that case you must uh get/

J: [ I get paid extra.

E: Ahhh.

J: Yeah. (1.3)

E: But I don't. (Laughs Ironically)

J: (Short Laugh)

E: I don't get any/ (#)

J: That's/

E: [ Ext Extra pay.

J: That's wrong.

E: Yeah. (High Key) Umm/ (Short Rising Intonation) (Taken to be a preamble to a further utterance - cut off by next line)

J: You should get extra pay. (Rising Intonation) (1.1)

E: Hmm. (#)

J: That's not fair. (#) (6.6)

\*\*\*\*\*

E: (Sigh) (2.2)

J: All three of us, we should open up our own hagwon. (Laughs)

E: (Laughs) (3.2)

\*\*\*\*\*

E: What is what is the name your (1) hagwon?

J: Uhh 'OL'. (Name Omitted) (#)

E: Uh?

J: 'OL'. It's a *really really* small hagwon.

E: Ohhhhh. (Rising then Falling Intonation) (Realisation)

J: It's a (#)ya know 'B'? (Referring to Famous Academy Franchise in South Korea)  
(Name Omitted) (#)

E: Yep. Yep.

J: We're right next door from 'B's' main office.

E: Mmmmm. (Rising then Falling Intonation) (Realisation) (#)

J: But in Jeongja. (#)

E: Chung? (#)

J: Jeongja.

E: Jeong Jeongja?

J: Yeah. In Bundang. (#)

E: Bund/ahhhh. (High Key Rising and Falling Intonation) (Realisation)

J: [ Yeah. (Low Key) (1)

E: Ohhh. (2.2)

J: In my building there's/On my floor there's 3 English academies (#)just on my floor.  
(#)

E: Mmmmm. (Rising then Falling Intonation)

J: 10, 15 English academies in my building.

E: HUUUH! (Sharp Intake of Breath) (Surprise) (2)

J: Yeah. (Laughs) (3.6)

\*\*\*\*\*

J: Every night ten o' clock you see uh (#)a ton of foreigners just go down with me to/

E: Uhhhh. (Slow Rising Intonation) (Back Channelling)

J: [ To the same place.

J+E: (Laughs) (8.8)

\*\*\*\*\*

[END] – [23 min. 50 sec.]

Interaction 2 Total Duration: [05 min. 25 sec.]

## **Appendix II – Summary of Acts**

Taken from the Francis and Hunston Paper *Analysing everyday conversation* (1992)

[Includes details, at the end, for additional act *Realization* (real)]

### The acts of everyday conversation

<i>Label</i>	<i>Symbol</i>	<i>Realization and function</i>
framer	fr	<p>Realized by a closed class of items:</p> <ul style="list-style-type: none"> <li>(i) 'OK', '(all) right', 'anyway' and their variants, where the item precedes an exchange-initial move head ('anyway' may also be embedded in a move head);</li> <li>(ii) 'well', 'now', 'good' and their variants, where the item precedes an exchange-initial move head and is said with high key falling intonation followed by silent stress.</li> </ul> <p>When it precedes an <i>ms</i> or <i>con</i> it realizes the pre-head of an opening move in a Structuring exchange; when it precedes any other exchange-initial move head it realizes the head of a framing move in a Boundary exchange.</p> <p>Its function is to mark boundaries in the conversation, where such an interpretation is consistent with considerations of topic.</p>
marker	m	<p>Realized by the same closed class of items as <i>fr</i>:</p> <ul style="list-style-type: none"> <li>(i) 'OK' etc. where the item precedes a non-exchange-initial move head;</li> <li>(ii) 'well' etc. (also 'oh', 'er(m)' and 'look') where not said with high key falling intonation.</li> </ul> <p>Realizes the signal element of all moves. Its function is to mark the onset of a move.</p>

starter	s	<p>Realized by statement, question, command or moodless item.</p> <p>Realizes the pre-head of an opening, answering, eliciting, informing, directing or behaving move.</p> <p>Its function is to provide information about or direct attention towards the act realizing the move head.</p>
meta-statement	ms	<p>Realized by statement, question or command.</p> <p>Realizes the head of an opening move in a Structuring exchange.</p> <p>Its function is to structure the conversation prospectively in some way, and to obtain a warrant for doing so.</p>
conclusion	con	<p>Realized by a statement or question often with anaphoric reference.</p> <p>Realizes the head of an opening move in a Structuring exchange.</p> <p>Its function is to 'tie up' a particular topic, and to obtain a warrant for doing so.</p>
acquiesce	acq	<p>Realized by 'yes' and other items indicating assent, both verbal and non-verbal. May also be realized by silence, interpreted as a default mechanism whereby failure to protest (<i>rej</i>) is an indication of acquiescence.</p> <p>Realizes the head of an answering move in a Structuring exchange.</p> <p>Its function is to provide a warrant for a suggestion as to prospective (<i>ms</i>) or retrospective (<i>con</i>) structuring made by the other participant in a two-party conversation.</p>
greeting	gr	<p>Realized by a closed class of items which form the first-pair parts of the adjacency pairs used in the rituals of greeting and leave-taking: 'hello', 'hi' 'good morning', '(good)bye(-bye)', 'have a nice/good day', 'be seeing you' and their variants.</p> <p>Realizes the head of an opening move in a Greet exchange.</p> <p>Its function is self-explanatory.</p>
reply-greeting	re-gr	<p>Realized by a closed class of items which form the second-pair parts of the adjacency pairs used in the rituals of greeting and leave-taking: 'hello', 'hi', 'good morning', '(good)bye(-bye)', 'fine thanks (and you?)', 'thank you', 'same to you', 'yeah see you', and their variants.</p> <p>Realizes the head of an answering move in a Greet exchange.</p> <p>Its function is self-explanatory.</p>
summons	sum	<p>Realized by the ringing of the telephone, a knock at the door, etc., or the calling of somebody's name.</p>

		<p>Realizes the head of an opening move in a Summon exchange.</p> <p>Its function is to engage another participant in a conversation or to attract his/her attention.</p>
reply-summons	re-sum	<p>Realized by the items used to answer a telephone ('hello', the giving of one's number, etc.) or the door (opening it, calling 'come in', etc.) or by 'yes', 'what?' and other indications of attention (both verbal and non-verbal) given upon hearing one's name called.</p> <p>Realizes the head of an answering move in a Summon exchange.</p> <p>Its function is to indicate willingness to participate in a conversation, or that one is giving one's attention.</p>
inquire	inq	<p>Realized by questions which seek information as opposed to a 'yes' or 'no' answer, i.e. wh-questions and ellipted forms of these.</p> <p>Realizes the head of an eliciting move (except at I<sup>b</sup> in Clarify and Repeat exchanges).</p> <p>Its function is to elicit information.</p>
neutral proposal	n.pr	<p>Realized by questions which seek a 'yes' or 'no' answer, i.e. questions beginning 'Do you', 'Are you', etc. and ellipted forms of these.</p> <p>Realizes the head of an eliciting move (except at I<sup>b</sup> in Clarify and Repeat exchanges).</p> <p>Its function is to elicit a decision between 'yes' and 'no'.</p>
marked proposal	m.pr	<p>Realized by questions which seek a 'yes' or 'no' answer, where the form of the question indicates the polarity of the expected answer, i.e. questions beginning 'Don't you', 'Aren't you', etc. It is also realized by declaratives said with 'questioning' intonation and declaratives followed by tag questions.</p> <p>Realizes the head of an eliciting move (except at I<sup>b</sup> in Clarify and Repeat exchanges).</p> <p>Its function is to elicit agreement.</p>
return	ret	<p>Realized by question, often ellipted.</p> <p>Realizes the head of an eliciting move at I<sup>b</sup> in a Clarify exchange.</p> <p>Its function is to seek clarification of a preceding utterance.</p>
loop	l	<p>Realized by a closed class of items: 'pardon', 'what', 'eh', 'again', and their variants, said with rising intonation.</p> <p>Realizes the head of an eliciting move at I<sup>b</sup> in a Repeat exchange.</p> <p>Its function is to elicit the repetition of a preceding utterance which was not clearly heard.</p>

prompt	p	<p>Realized by a closed class of items: 'hah' (with rising intonation), 'come on', 'go on give me an answer', 'guess' and their variants.</p> <p>Realizes the head of an eliciting move at I<sup>b</sup> in a Re-initiation exchange, or the post-head of any other eliciting move, or the post-head of a directing move.</p> <p>Its function is to reinforce the point of a preceding utterance, whether this was to elicit an <i>i</i>, a <i>conc</i> (etc.) or a <i>be</i>. When it realizes a move-head, it follows a silence on the part of 'B'.</p>
observation	obs	<p>Realized by statement.</p> <p>Realizes the head of an informing move at I (Inform exchange).</p> <p>Its function is to offer 'information' which is already part of the shared knowledge of the participants in the conversation. In other words it has a predominantly phatic function.</p>
informative	i	<p>Realized by statement or by 'yes' and 'no' items and their variants, both verbal (e.g. 'I (don't) think so') and non-verbal (e.g. nods and shakes of the head).</p> <p>Realizes the head of an informing move at I (Inform exchange); or at R/I or R (Elicit exchange) where the head of the eliciting move at I or R/I is realized by either <i>inq</i> or <i>n.pr</i>.</p> <p>Its function is to supply information or to give a decision between 'yes' and 'no'.</p>
concur	conc	<p>Realized by low or mid key 'yes' and 'no' items and their variants, both verbal and non-verbal; or by repetition or paraphrase.</p> <p>Realizes the head or post-head of an informing move at R/I or R (Elicit exchange) where the head of the eliciting move at I or R/I is realized by <i>m.pr</i>.</p> <p>Its function is to give agreement.</p>
confirm	conf	<p>Realized by high key 'yes' and 'no' items and their variants, both verbal and non-verbal; or by repetition or paraphrase.</p> <p>Realizes the head of an informing move at R/I or R (Elicit exchange) where the head of the eliciting move at I or R/I is realized by <i>m.pr</i>.</p> <p>Its function is to give or assert agreement.</p>
qualify	qu	<p>Realized by 'qualified' statement or by tentative 'yes' and 'no' items (where tentativeness is intonationally signalled) and their variants, both verbal ('to some extent yes', 'no not really', 'well I suppose so (not)', etc.) and non-verbal (e.g. shrugging the shoulders).</p>

		<p>Realizes the head of an informing move at R/I or R (Elicit exchange) where the head of the eliciting move at I or R/I is realized by <i>n.pr</i> or <i>m.pr</i>; or the post-head of an answering, informing or behaving move.</p> <p>Its function is to qualify a decision or an agreement by indicating that its polarity is not unconditional, or to detail conditions and exceptions.</p>
reject	rej	<p>Realized by statement or by 'yes' and 'no' items and their variants, both verbal and non-verbal. May also be realized by silence, interpreted as a default mechanism whereby failure to supply a <i>re-gr</i>, <i>re-sum</i>, <i>i</i>, <i>conc</i>, <i>conf</i>, <i>qu</i> or appropriate <i>be</i> is an indication of rejection.</p> <p>Realizes the head of an answering move in a Structuring, Greet or Summon exchange; or the head of an informing move at R/I or R (Elicit exchange); or the pre-head of a behaving move in a Direct exchange.</p> <p>Its function is to refuse to acquiesce to a suggestion as to the structuring of the conversation; or to refuse to give an appropriate answer to a <i>gr</i> or a <i>sum</i>, or to reject the underlying presuppositions of an <i>inq</i>, <i>n.pr</i> or <i>m.pr</i>; or to indicate unwillingness to comply with a <i>d</i>.</p>
terminate	ter	<p>Realized by low key 'yes' and 'no' items, and their variants, both verbal and non-verbal; or by low key repetition.</p> <p>Realizes the head and/or post-head of an acknowledging move at R and/or F.</p> <p>Its function is to acknowledge a preceding utterance and to terminate an exchange (although it may be followed by further acknowledging moves).</p>
receive	rec	<p>Realized by mid key 'yes' and 'no' items and their variants, both verbal and non-verbal; or by mid key repetition.</p> <p>Realizes the head or pre-head of an acknowledging move at R and/or F; or the pre-head of an informing move at R (Elicit exchange); or the pre-head of a behaving move.</p> <p>Its function is to acknowledge a preceding utterance or (as pre-head) to indicate that the appropriate <i>i</i>, <i>be</i>, etc. is forthcoming.</p>
react	rea	<p>Realized by high key 'yes' and 'no' items and their variants, both verbal and non-verbal; or by high key repetition.</p> <p>Realizes the head of an acknowledging move at R and/or F.</p> <p>Its function is to indicate positive endorsement of a preceding utterance.</p>

reformulate	ref	<p>Realized by statement which paraphrases a preceding utterance.</p> <p>Realizes the head of an acknowledging move at R and/or F.</p> <p>Its function is to acknowledge a preceding utterance or offer a revised version of it.</p>
endorse	end	<p>Realized by statement or moodless item.</p> <p>Realizes the head of an acknowledging move at R and/or F.</p> <p>Its function is to offer positive endorsement of, sympathy with, etc., a preceding utterance ('good idea', 'you poor thing', 'well I never', 'very interesting', etc.).</p>
protest	prot	<p>Realized by statement or by 'yes' and 'no' items and their variants.</p> <p>Realizes the head of an acknowledging move at R and/or F.</p> <p>Its function is to raise an objection to a preceding utterance; it acknowledges the utterance while disputing its correctness, relevance, appropriateness, the participant's right to have uttered it, or anything else.</p>
directive	d	<p>Realized by command.</p> <p>Realizes the head of a directing move.</p> <p>Its function is to request a non-verbal response, i.e. an action.</p>
behave	be	<p>Realized by action.</p> <p>Realizes the head of a behaving move.</p> <p>Its function is to provide a non-verbal response to a preceding <i>d</i>, whether this involves compliance, non-compliance, or defiance.</p>
comment	com	<p>Realized by statement.</p> <p>Realizes the post-head of all moves except framing.</p> <p>Its function is to exemplify, expand, explain, justify, provide additional information, or evaluate one's own utterance.</p>
engage	eng	<p>Realized by 'mm', 'yeah' and low or mid key 'echoes'.</p> <p>Does not realize any element of move structure (hence it always appears in parentheses in the 'act' column of an analysis).</p> <p>Its function is to provide minimal feedback while not interrupting the flow of the other participant's utterance.</p>
realization	real	<p>Realized by items such as "right" or "I see" or otherwise by associated non-verbal items. Uttered with rising then falling intonation usually accompanied with a nodding of the head.</p> <p>Realizes the head or post-head of an acknowledging move at F in an Elicit exchange or the head or post-head of an acknowledging move at R and/or F in an Inform exchange.</p> <p>Its function is to communicate a moment of realization.</p>

## Appendix III – Summary of Data

### Acts

Table Showing Frequency of Element of Move Structure (ES1) in  
Interaction 1 and Interaction 2

	Interaction 1	Interaction 2	Interaction 1+2
ES1	Frequency of ES1	Frequency of ES1	Frequency of ES1 (Total)
s	2	4	6
pre-h	1	2	3
h	60	108	168
post-h	3	9	12

Table Showing Frequency and Location of Acts in Interaction 1 and Interaction 2

Act	Interaction 1		Interaction 2		Interaction 1+2
	Frequency of Act	Location of Act (Line N°)	Frequency of Act	Location of Act (Line N°)	Frequency of Act (Total)
m	2	16, 66	4	27,42,62,87	6
s	1	88	2	78,97	3
inq	5	1,30,44,60,64	2	45,149	7
n.pr	1	27	0		1
m.pr	3	9,17,37	6	6,55,59,129,141,157	9
ret	1	2	1	49	2
l	2	29,63	3	152,164,166	5
p	1	67	0		1
obs	1	84	1	1	2
i	11	4,21,31,36,46,52,71,74,81,85,90	28	9,22,23,26,28,33,35,41,43,47,50,63,68,72,80,88,98,104,109,115,133,146,151,153,159,165,173,183	39
conc	2	10,19	3	8,130,143	5
conf	2	3,38	4	57,60,158,167	6
ter	7	12,13,14,35,57,73,80	8	5,40,54,108,128,132,171,172	15
rec	8	5,6,11,20,33,40,72,77	16	25,34,39,53,67,77,86,96,103,117,122,131,134,148,182,188	24
rea	5	24,42,75,87,92	10	3,30,32,101,105,107,112,120,139,180	15
ref	2	76,78	10	4,15,19,66,69,102,106,135,163,178	12
end	4	23,39,41,83	4	61,100,138,144	8
prot	0		1	70	1
d	1	25	0		1
be	1	26	0		1
com	3	7,34,58	8	44,76,93,118,123,154,168,175	11
eng	1	48	4	74,84,91,186	6
*real	2	50,55	8	13,17,113,126,155,161,169,176	10

\* New Act: 'Realization'

Table Showing Frequency and Location of Acts for Both Participants

Appendix III - Table Showing Frequency and Location of Acts for Both Participants

Act	Interaction 1		Interaction 2		Interaction 1+2		E
	Frequency of Act	Location of Act (Line N°)	Frequency of Act	Location of Act (Line N°)	Frequency of Act	Location of Act (Line N°)	
m	1	16	1	66	2	42,62	3
s	1	88	0		1	97	2
inq	3	30,60,64	2	1,44	1	149	4
n.pr	1	27	0		0		1
m.pr	2	17,37	1	9	2	6,129	6
ret	1	2	0		0		2
l	0		2	29,63	3	152,164,166	0
p	1	67	0		0		1
obs	1	84	0		0		1
i	5	4,46,52,74,90	6	21,31,36,71,81,85	16	9,22,28,33,41,80,88,104,109,146,151,153,159,165,173,183	21
conc	1	10	1	19	2	8,130	3
conf	0		2	3,38	3	60,158,157	1
ter	3	12,14,57	4	13,35,73,80	3	57	5
rec	4	6,20,33,72	4	5,11,40,77	8	25,39,53,77,117,122,134,182	8
rea	1	87	4	24,42,75,92	0		10
ref	2	76,78	0		9	4,15,19,66,69,102,106,163,178	1
end	4	23,39,41,83	0		4	61,100,138,144	0
prot	0		0		0		1
d	1	25	0		0	70	0
be	0		1	26	0		0
com	3	7,34,58	0		6	175,168,154,123,118,93	2
eng	0		1	48	1	74	3
*real	0		2	50,55	0		8
						13,17,113,126,155,161,169,176	0
							10

## Complete Exchanges

Table Showing Frequency and Location of Complete Exchanges in Interaction 1 and Interaction 2

Exchange Type	Interaction 1		Interaction 2		Interaction 1+2
	Frequency of Exchange Type	Location of Exchange Type (Exchange N°)	Frequency of Exchange Type	Location of Exchange Type (Exchange N°)	Frequency of Exchange Type (Total)
Inform	7	5,9,11,15,16,18,19	20	1,3,5,7,8,9,16,17,18,19, 20,21,22,23,24, 26, 28,32,35,36	27
Elicit	6	1,3,4,7,10,12	8	2,12,14,15,25,27,29, 31	14
Clarify (Bound-Elicit)	1	2	1	13	2
Repeat (Bound-Elicit)	1	8	3	30,33,34	4
Re-Initiation (Bound-Elicit)	1	14	0		1
Direct	1	6	0		1

## **Incomplete Exchanges**

Table Showing Frequency and Location of Incomplete Exchanges in Interaction 1 and Interaction 2

Exchange Type	Interaction 1		Interaction 2		Interaction 1+2
	Frequency of Exchange Type	Location of Exchange Type (Exchange N°)	Frequency of Exchange Type	Location of Exchange Type (Exchange N°)	Frequency of Exchange Type
Inform	1	17	4	4,6,10,11	5
Repeat (bound-Elicit)	1	13	0		1

## **Transactions**

Table Showing Frequency of Transactions in Interaction 1 and Interaction 2

	Interaction 1	Interaction 2	Int.1 + Int.2
Number of Transactions	5	5	10

## Appendix IV – Specific Investigations Using the Data

### Investigation 1 – Study into the Frequency of Non-Verbal Utterances

#### Realizing Move Heads

The total number of utterances from both participants was found to be fairly even with ‘J’ producing 78 utterances and ‘E’ producing 69 utterances during the course of both interactions. However, the total average length of J’s utterances (6.4) were found to be more than double the length of the non-native speaker ‘E’s (3.1). Thus it can be seen that there is a need to identify what exactly accounts for ‘E’s *lack of speech* in both interactions.

#### Method

Non-verbal items were divided into those that occurred *within* an utterance (henceforth *embedded*) and those that alone realized the head of a move. The frequency of both of these types of items from both participants in both interactions was then calculated.

Table Showing Frequency and Location of Non-Verbal Utterances  
(Embedded or Realizing a Move Head) Produced by Each Participant in  
Interaction 1

		Interaction 1			
		J		E	
Frequency of Non-Verbal Items		12		14	
		Embedded	Head	Embedded	Head
Frequency of Non-Verbal Items which are Embedded or Realize a Move Head		12	0	2	12
Line Number of Non-Verbal Items which are Embedded or Realize a Move Head		2,4,20,27,46,46, 52,52,53,60,88,91		66,71	5,11,29,38,42,50, 55,63,73,75,77,80

Table Showing Frequency and Location of Non-Verbal Utterances  
(Embedded or Realizing a Move Head) Produced by Each Participant in  
Interaction 2

	Interaction 2			
	J		E	
Frequency of Non-Verbal Items	8		35	
	Embedded	Head	Embedded	Head
Frequency of Non-Verbal Items which are Embedded or Realize a Move Head	8	0	15	20
Line Number of Non-Verbal Items which are Embedded or Realize a Move Head	9,11,41,45,81,82, 151,183		26,30,35,36,47, 47,63,63,64,68, 68,72,113,115,129	5,13,17,40,54,57, 60,86,96,120,126, 131,143,152,155, 161,169,172,176, 180

## Investigation 2 – Study into the Frequency of Phatic and Organizing Acts Produced by Each Participant Across Both Interactions

### Method

A selection of acts were grouped according to whether they performed a primarily social (phatic) function or whether they performed the function of organizing one's own discourse or that of another's (organizing). Instances of these acts were then identified within the data to see if any significant differences existed as to their occurrence in the native speaker discourse and their occurrence in the non-native speaker discourse.

Table Showing Frequency of Phatic and Organizing Acts Produced by Each Participant Across Both Interactions

Act	J	E
<b>Phatic</b> end	8	0
m.pr	6	3
obs	2	0
<b>Organizing</b> com	9	2
ref	11	1

## Appendix V – Classroom Activities

Various activities can be conducted for the L2 classroom based on the findings of this essay.

### 1.) The Appropriate Response Method:

Focusing on the need to improve the teaching of the *function* of language more, this activity involves a two-stage process. Teachers should be aware of what the functions of an *informative* act are prior to the class. They should also, by way of examples taken from spoken interaction or examples taken from data samples making use of the Francis and Hunston system (1992), be aware of what the typical kinds of responses to *informative* acts are. Examples of *informative* acts are then presented with a multiple-choice question in place of the act realizing the acknowledging move in the R position. The students are required to select the most appropriate response. (An additional activity might concern grading the selections in order of appropriateness.) Here is an example:

A: I bought a new watch yesterday.

B:

- 1.) So did I.
- 2.) No you didn't.
- 3.) Ohhhh. (With rising then falling intonation).
- 4.) Oh that's cool. (With stress on *that's*)
- 5.) Did you now.

Following the answering of this question, the results can be discussed in the class. It can then be taught that 1.) is a little 'competitive' and 'aggressive'. 2.) is completely inappropriate and is accusing the speaker of lying. 3.) is acceptable but needs more lexical output. 4.) is clearly the best answer here. 5.) expresses a note of caution as if to say: "should you really be doing that."

It can then be explained to the class that grammatical form does not always fit function. Example 5.) is hence in interrogative form, but the function of the statement is not a genuine question imploring of the addressee to provide an answer.

As a result of applying the Francis and Hunston categories (1992) to such an exchange we are, as teachers, forced to question the *function* of the statement. Here then it could be shown that 5.) is more likely to function as an *endorse* act using a statement in interrogative form to engage the addressee and acknowledge him/her at the same time, or otherwise as a *terminate* act showing an unwillingness to engage. There are of course other functions it could perform too, like the function above of suggestively ‘advising’ against such action. The important point is that we raise awareness in our students as to the different *functions* that an utterance can have in various situations, as opposed to just teaching the words and grammar on the page. Hence, these different answers have differing levels of appropriateness depending on the situation they are likely to occur in.

Following this then, the next step is to teach responses realizing the R/I element of move structure. Here is an example:

A: I bought a new watch yesterday.

B:

- 1.) Oh really. Did you?
- 2.) Can I see it?
- 3.) How much was it?
- 4.) Where did you get it from?
- 5.) Why?

Here it can be explained that really all of the answers are acceptable apart from the last one, which is too brusque. Answer 3.) might also be taught with caution relating to the social standing of the addressee.

The next step in this overall process is to present a number of exchanges and then practice role-playing and/or memorizing a given set of appropriate taught responses. Following this a series of flashcards with those appropriate taught responses should be distributed around the class. Lines of dialogue realizing various informative acts are then presented/spoken by the teacher and the students with the appropriate card can show it and give the answer. Follow up questions from the teacher that naturally *extend* the exchange with each individual student is an optional, but recommended, extra.

Following a series of short sessions comprising the process outlined above, the final stage is to present activity sheets with informative acts on and, in place of the multiple choice question, simply leave a blank space for the students to fill in. This could also be carried out as a speaking activity too.

The point of this whole process is to raise awareness as to the various *functions* of language. We are also, specifically in this activity, teaching students how to respond to a range of information being given by an addressee in a way that is conducive to conversation and is appropriate to the context.

## 2.) The Situational Method

One major purpose of models such as the one devised by Francis and Hunston (1992) is to raise awareness as to the *functionality* of language in a range of situations. One such way to teach this *situational variance* in the function of language is to present a situation to students, describe/draw/show an image of a particular character, and then provide the line of dialogue uttered by this character. Students' responses can be *informed* by the image they see or they can be prescribed to respond in a certain way as per the teacher's instructions. Here is an example of each.

Example 1.) [Prescribed]: You work in a company. You are on your break and you are by the water machine. An unattractive man/woman who has been giving you undue attention of late comes over to talk to you. He says: "Hey, so I went in this

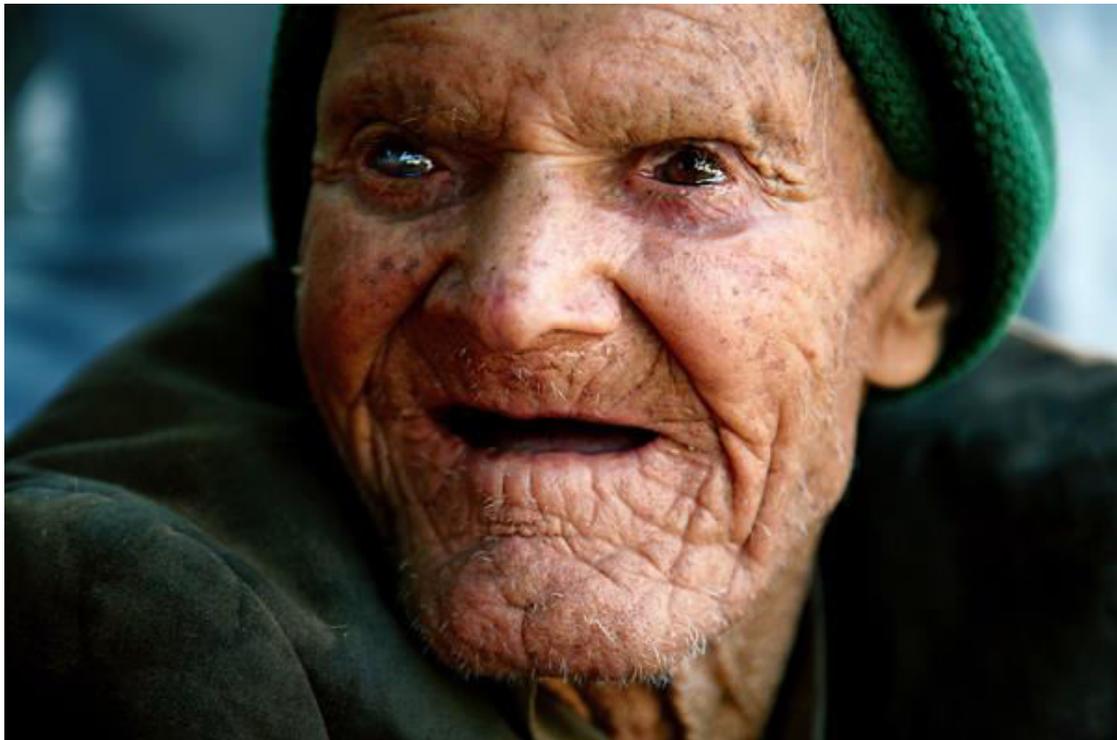
interesting bar at the weekend.” You do not want to take part in a long conversation with him/her. However, you do not want to be rude. How will you respond?

Here once again, multiple-choice answers could be provided. The same answers could even be provided for different situations in order to show this *situational variance* in the function of language at work.

Example 2.) [Informed by Stimulus]:

How would you respond to this person when he comes over to you and says:

“It’s a lovely day today, isn’t it?”



These teaching activities have all been informed by the process of applying the Francis and Hunston system of analysis (1992) to a conversation between a native and a non-native English speaker.