

**English Language and Applied Linguistics**  
Postgraduate Distance Learning programmes

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**DECLARATION OF AUTHORSHIP**

I declare:

- a) that this submission is my own work;
- b) that this is written in my own words; and
- c) that all quotations from published or unpublished work are acknowledged with quotation marks and references to the work in question; and

Date:

**SD/12/03**

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 2
- 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

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

(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.)

Permission to use the discourse type analysed here was granted by Dr Caroline Tagg from the department of English at the University of Birmingham. See appendix 1 for our email correspondence.

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## Part 1

### 1.0 Introduction

This paper uses the categories put forward by Francis and Hunston in Coulthard (1992: 123-161) to analyse a televised discussion between native speakers (NS) and non-native speakers (NNS) of English using English as a Lingua Franca (ELF). Part one will analyse my transcription (appendix 2) of the episode and part two will discuss how well the framework fit the discourse. Followingly, comments for how this data and research findings fit into the growing research on ELF and English Language Teaching (ELT) are put forward.

### 2.0 Literature review

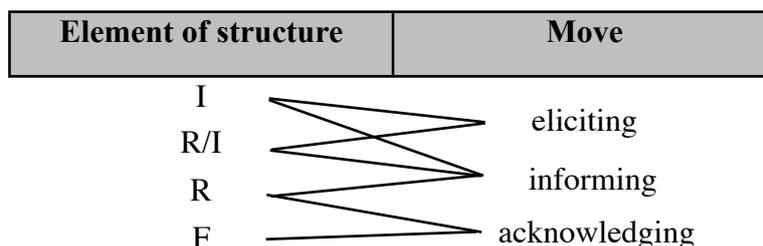
Interest in analysing the spoken word has been growing exponentially in recent years. Modern research in this area however is a far cry from how one of the chief exponents, a linguistic philosopher, made clear in 'How to do things with words' (Austin 1962). By putting forward acts to describe language in use, Austin introduced the idea that communication is something we do rather than say. Although simplifying somewhat, these early illocutionary acts have been criticised as being more grammatically based than communicative (Coulthard 1985: 23). The discipline of speech act theory he contributed greatly to however is very much relevant today in broad and expanding fields, each influencing the systematic categorisation of speech acts.

Sinclair and Coulthard's (1975) seminal study, on which Francis and Hunston base their research, proposed speech acts that differed from Austin's in that they were defined not by grammaticality but by interactive functions (Coulthard 1985: 126). Their study produced a linguistic description of interaction in a classroom setting extending Halliday's rank scale framework describing any given rank as being made up of one or more units from ranks below.

The recurring pattern of three elements of structure, Initiation and Response followed by Feedback (**IRF**), that fit most of their data proved to be an important finding. Contextually written as a teacher making a suggestion (usually in question form), a student responding and the teacher providing feedback as to the relevance of the response. These elements of structure were realised by *opening*, *answering* and *follow-up* moves.

Later studies by Coulthard and Montgomery (1981: ch4) recognised new patterns of discourse and made numerous refinements to the model. The elements of structure were relabelled to *eliciting*, *informing* and *acknowledging* as the borders of exchanges were recognised to be variable. Another

major change to the 1981 model was the one to one correspondence between move and element of exchange. This was adjusted following realisation that an *informing* move may initiate an exchange as well as respond to it, and an *acknowledging* move may be both a response and follow-up. This structure, seen below, is adopted by Francis and Hunston.



Exchanges were also acknowledged to be longer than the three moves found from classroom exchanges and an additional element of structure, **R/I** (Response/Initiation) was added. This updated structure saw **I** and **R** as necessary to complete an exchange, **R/I** and **F** as being optional, and **F** able to occur more than once, thus written as **F<sup>n</sup>**.

**I (R/I) R (F<sup>n</sup>)**

Studies following publication of this model have expanded the situational contexts and used it to analyse and describe discourse in more naturalistic environments, each study altering, adding and amending the model. Burton 1980 (in Coulthard and Montgomery 1981: ch3), for example rejects the F move outside of authoritarian exchanges changing it for *challenge*, Coulthard and Brazil (1982) promote the importance of intonation and Ventola (1987) puts forward an ethnographic analysis of service encounters. However, as talk outside the classroom typically doesn't follow a classroom based **IRF** structure, most analytical problems and amendments have been found to start at the rank of move (Coulthard and Montgomery 1981: 63).

Francis and Hunston extend their model to be flexible enough to handle a wide variety of everyday conversational situations in adherence with Coulthard and Montgomery's amended (1981) rank scale, seen below. Their model has 32 acts which realise 8 moves in turn realising two main exchange types; conversational and organisational (Francis and Hunston 1992: 128-139).

- Interaction
- Transaction
- Exchange

- Move
- Act

### 3.0 Analysis

In my data, chair persons strongly influence the directions of the conversation, and discussion members both signal to talk and engage in natural conversation. These factors place the data somewhere in between Sinclair and Coulthard’s teacher-centred classroom data and an everyday conversation the model was intended for.

### 3.1 Data

The data comes from an informal televised discussion programme by Japan’s national broadcasting corporation, NHK, titled ‘Cool Japan’. It features: 8 discussion members, 4 male and 4 female from different countries that alternate weekly, a professor that also changes and two permanent presenters, male and female. This episodes members included two native inner circle speakers of English (NS) Cecelia and Craig, and six non-native outer and expanding circle English speakers (NNS), according on Kachru’s concentric circles (Kachru et al 2009). The position of the South African, Humzah, as a NNS is tentative as there are non anglophone parts of the country placing the country in both inner and outer circles. All participants details are shown below.

**Table 3.1** Participants names, transcription codes and nationalities

Name/Position	Transcription code	Nationality
Male presenter - Shoji Kokami	PS	Japanese
Female presenter - Risa Stegmayer	PR	American
Professor/commentator - Yasuo Kobayashi	P	Japanese
Cecelia	Ce	American
Craig	Cr	Australian
Humzah	H	South African
Jocelyn	J	French
Mara	M	Argentinean
Peter	P	Slovakian
Wai	W	Malaysian

Name/Position	Transcription code	Nationality
Xue	X	Chinese

Geographical, cultural and social facets unique to Japan are discussed weekly by the members, chaired by the presenters. This data type was chosen as there were elements of natural conversation (clarified below) that take place outside the classroom in an ELF context. This analysis of utterances and exchanges is aimed at contributing to the growing corpus and understanding of ELF interactionism.

The discourse analysed here was from the one hundred and ninetieth episode titled ‘Pregnancy and Childbirth’ first televised on September 23, 2012 and later uploaded to NHK’s You Tube channel. The episode was 43 minutes 53 seconds long and contains 5 sections of group discussion lasting a total of 13 minutes 41 seconds. Information segments precede each discussion orienting the viewer, and an evaluative monologue from professor post discussion summarises what has been said. I have included a description of the information segments at the beginning of each section of discussion in my transcript to direct the reader, (see appendix 3 for an outline of episode segments).

The televised nature of the discourse made the production quality excellent, eliminating concern about noise interference or related issues associated with using a sound recording device. Another advantage to using a televised discussion was that the members were being recorded for public consumption blocking the issue of Labov’s observer paradox (Bell 1991: 3). Finally here, Japanese copyright law (Article 32 clause 1) allowed me to use a ‘work made public’ for research purposes (See Appendix 4).

There were 2,017 words not including the two presenters whose speech didn’t constitute natural conversation under analysis here as it was dubbed. Importantly, although the presenters speech is not analysed here, for clarification purposes they are commented on and included in Figures 3.1, 3.2 and 3.3 for comparative purposes only at the levels of exchange, move and act respectively. Speaker turns indicated below are displayed to show general patterns of speaking and specifically who had more and less turns. (Note. Craig was not present for discussions 3, 4 and 5.)

**Table 3.2** Number of turns per speaker

<b>Speaker</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
Ce	2	1	10	1	0	14
Cr	1	1	0	0	0	2
Hu	1	1	0	2	3	7
J	3	3	7	4	3	20
M	8	3	0	1	2	14
P	2	2	6	0	4	14
W	5	0	1	0	2	8
X	7	0	1	1	2	11

### **3.2 Rank scale analysis**

My analysis of the transcript that follows using Francis and Hunston's model starts from the largest rank, 'interaction', to the smallest, 'act'.

#### **3.2.1 Interaction**

The five discussion segments were set within a framework of a televised discussion with clearly marked boundaries (opening and closing segments) realising a complete interaction, an episode. The opening and closings segments of the episode were not transcribed as they were scripted and took place between the presenters. Further support for their exclusion comes from the doctor and patient interviews in Sinclair et al. 1972-4 study where some doctors didn't see openings and closings as part of their interactions. Subsequently these segments were described as 'markers of the beginning and end of situations during which interactions can occur' (Montgomery and Coulthard 1981: 16).

The speech event analysed here, a televised discussions broken up by information segments, is widely recognised and in certain regards mirrors Sinclair and Coulthard's original classroom based study. The topic is prescribed, there is a mediator maintaining the flow and direction of conversation, speakers occasionally bid for speaking turns and are sometimes nominated to speak. A marked difference however is that speaking rights are much more loosely controlled and no formal teaching is involved within the interaction.

As expected, edits and non verbal behaviour are apparent throughout the interaction and have been included in my transcript only where they affected the flow of natural discourse. Non verbal coding is as follows; edits (lines 78, 182, 304), gestures (lines 2/3, 73, 96, 103, 107), and non verbal behaviour characteristic of this speech event, (raising hands as self selection) (lines 35, 99, 122). These inclusions follow Och's notions (in Jaworski and Coupland 1999: 168, 173) that the transcript reflects my research goals of using Francis and Huston's framework to analyse (a) conversation, and is not 'surrounded by notes on nonverbal context.'

### 3.2.2 Transactions

Transactions make up interactions and consist of (undefined) topic-units. Transaction boundaries are consistent with topic changes and marked linguistically or signified through intonation, if the intonation is combined with a topic change (Francis and Hunston 1992: 140). A transaction is made up of three elements; Preliminary (**P**) and Terminal (**T**) which are organisational, and Medial (**M**) which is conversational (Francis and Hunston 1992: 125). Only **M** was used in my data as **P** and **T** are scripted and not part of any natural conversation, these organisational exchanges were used to orient the viewer. The issue of how conversational the data was, is discussed in part two of this report.

Defining a transaction is somewhat simpler for a televised discussion than in a natural conversation because, the chairpersons, cameras angles and editing all add to create (artificial) boundaries. Intonation was not a reliable boundary marker in my data as the voices of PR and PS, who were in the position to initiate topics, were dubbed.

The interaction as a whole has one central topic 'Pregnancy and Childbirth', the 6 transactions I divided the transcription into are, strictly speaking, sub-topics of this, shown below in table 3.3.

- **Table 3.3** Transaction topics

Discussion No.	Transaction No.	Line No.	Topic
1	1	1	Pregnancy related businesses
	2	33	Maternity clothing
2	3	113	Pregnancy badges
3	4	155	Naming a baby
4	5	234	Innovations for naming a baby in Japan

Discussion No.	Transaction No.	Line No.	Topic
5	6	278	Child raising in Japan

The discussions each served as a topic as they were bound by information and summary segments acting as **P** and **T**. I labelled the first discussion as having two transactions, a decision I mulled over for some time. My reasoning behind labelling two transactions is that although maternity clothing did constitute a pregnancy related business, the transactions were markedly different in their content. In transaction one the members shared and expressed views towards a small number of pregnancy related businesses in general. In transaction two the members specifically discussed the topic of clothing.

### 3.2.3 Exchanges

Exchanges combine to form transitions (Coulthard 1992: 139), the two major types are subdivided and outlined here. There are four **Organisational** exchanges which structure conversations in various ways consisting of one *boundary* exchange, and three *structuring* exchanges: *structuring*, *greet* and *summons*. *Boundary* exchanges are realised by a framing move, and *structuring* exchanges are realised by an opening move at **I** and an answering move at **R**. Of the three **Conversational** exchanges, *elicit* and *inform* are realised by the structure **I (R/I) R (F<sup>n</sup>)** and *directing* exchanges, which have no **(R/I)** element, are realised by **I R (F<sup>n</sup>)**. Additional **Conversational** exchanges serve as a continuation of previous exchanges. These are called **Bound-Elicit** exchanges, *clarify*, *repeat* and *re-initiation* and are all realised by the structure **I<sup>b</sup> (R/I) R (F<sup>n</sup>)** (Francis and Hunston 1992: 136-139).

The presenters initiate all eliciting and clarification exchanges and members initiate all but one of the informing exchanges signifying their restricted roles as being situationally confounded. Additional to this predetermined exchange allocation are the limited exchange types. Organisational exchanges do not occur as the information segments and editing structured the interaction, as seen in transaction topic boundaries. My data consisted of 48 exchanges broken down in figure 3.1 by speaker initiation.

Exchanges/ Speakers	Ce	Cr	Hu	J	M	P	PR	PS	W	X	Total
Elicit							2	17			19
Inform	5		1	1	1	3		1		5	17

Exchanges/ Speakers	Ce	Cr	Hu	J	M	P	PR	PS	W	X	Total
Clarify								12			12
<b>Total</b>	5		1	1	1	3	2	30		5	48

- Fig 3.1 Exchanges by speaker initiation

### 3.2.4 Moves

Moves combine to form exchanges. There are eight Moves outlined in the Francis and Hunston (1992) model, three are **organisational** and five are **conversational**. The interaction I analysed used 125 moves in total, shown in figure 3.2 by speaker initiation. All of the questions, coded at this level as *eliciting*, were initiated by the presenters and all of the response type utterances, coded as *informing*, were from the discussion members except for one. The one Inform from PS was not a response but a scripted introduction to a new topic, initiating transaction 5.

Moves	Ce	Cr	Hu	J	M	P	PR	PS	W	X	All	Total
Eliciting							3	30				33
Informing	8	1	4	11	5	7		1	5	6	1	49
Acknowledging	6		3	4	4	6	2	14	1	2	1	43
<b>Total</b>	12	1	7	15	9	12	5	45	6	8	2	125

- Figure 3.2 Moves coded by speaker

Analysis at this level provides further support that the whole interaction was chaired as the *eliciting* moves were all made by the presenters. Interestingly, members *acknowledged* frequently reflecting the collaborative nature of their communication and assertiveness to structure the conversation. *Informing* moves dominate, a distinguishing feature of discussion based discourse as turns are longer than in more informal conversational situations. The omission of *organisational* moves at this level can be explained primarily by non-conversational factors such as editing. Finally, The setting didn't require any *directing* or *behaving* moves for future action as this was a closed discussion on a studio set

### 3.2.5 Acts

Acts are the lowest rank, they combine to form moves and are seen as describing the basic interactive functions of language at the level of grammar and lexis (Coulthard and Montgomery 1981: 9). Although acts are defined more clearly than ranks higher up in the scale, Francis and Hunston acknowledge that the definitions they offer do not cover every possible realisation of their utterances, see 4.5 below for more detail. Of the 32 acts put forward, 20 were used in my data shown in figure 3.3.

Acts	Ce	Cr	Hu	J	M	P	PR	PS	W	X	All	Total
Marker								1				1
Starter							1	1				2
Inquire							2	20				22
Neutral proposal							1					1
Marked proposal								3				3
Return								7				7
Informative	7	1	2	9	2	6		1	4	7		39
Concur	1		1									2
Confirm											1	1
Reject				3	1							4
Terminate	1							4				5
Receive				2			1	5	1			9
React	3		2		1	3	1	2	1	1		14
Reformulate	2		1		1			3				7
Protest				2	4	3				1	1	11
Comment	1	1	3	6	6	2	3	3	1	1		27
Engage	1							6	1	1		9
<b>Total</b>	16	2	9	22	15	14	9	56	8	11	2	164

- **Figure 3.3** Acts coded by speaker

The same general patterns of questions and answers are here shown by inquiries and informs. The lack of organisational exchanges and moves dominating at the higher levels are repeated here. At this level I could appreciate more what was going on in the discourse. At the levels above it isn't possible to see how much the discussion members interacted with each other. Members are seen here to actively agree and disagree (concur, react and protest) as well as frequently comment and use hedges and fillers (engage), features more typical of a casual conversation. Ranks above this

level have painted the picture of a more authoritarian controlled discourse whereas now it is becoming clearer how members used conversational features more than higher ranks were able to.

## Part 2

### 4.0 Commentary

The model was difficult to internalise even after reading it twice, so I took an experiential learning approach and started to analysis a basic transcription of the episode using the model. As I understood the model more and started to see patterns arise I became increasingly aware of both the high level of structure it showed, and the issues of fitting my data to it. First I will look at some general issues of fitting the model with the data before discussing coding issues at the ranks of exchanges, moves and acts and how useful they were in understanding it.

### 4.1 Number of speakers

**I R** exchanges featured most frequently in my data (see table 4.1 below), and nine out of the seventeen occurrences were from eliciting exchanges. This finding in an authoritarian conversational situation is unsurprising following Sinclair and Coulthard’s suggestion that most classroom eliciting exchanges have the structure **I R** (Coulthard 1985:136).

**Table 4.1** Exchange structures

Exchange number(s)	Exchange structure	Missing obligatory element
30, 36	I	Incomplete
1, 2, 3, 4, 8, 9, 10, 13, 14, 17, 20, 22, 25, 26, 39, 42, 45	I R	
23, 40, 43, 44	I R R	
5, 48	I R R R	
47	I R R R R	
21	I R R R R F	
16, 33	I R/I R	
7, 18, 19, 35, 41, 46	I R F	
11, 12, 27, 28, 31, 32 34, 37	I <sup>b</sup> R	

Exchange number(s)	Exchange structure	Missing obligatory element
24, 29	I <sup>b</sup> R F	
6	I <sup>b</sup> R F F	
38	I <sup>b</sup> R F F F	
15	I I R	

However, by taking a model based on more controlled classroom discourse into freer everyday conversations the Francis and Hunston model should not necessarily reflect patterns originally found. At this rank level my data fit more with the original model, however the discourse is neither a strict authoritarian conversational situation or an everyday conversation. It includes various constraints more typical of the original model like topic choice and speaker selection, however throughout the interaction conversational exchanges between discussion members were apparent, albeit brief, and curtailed by the presenters. The model made clear the heavily formatted exchange structure, as most exchanges fit the model, and highlighted the surprisingly few multiple response exchanges.

## 4.2 Social dimensions

The model did allow for some non verbal behaviour to be accounted for, but it omitted the tools required to analyse an informal televised discussion in detail, further restricting findings from analysing discourse in this field. Levinson (1983: 286) reminds us of discourse analysis' grammatical foundation of using well formed linguistically based concepts to analyse structure(s) beyond the unit of sentence. Something that the Francis and Huston model successfully does, and written flexibly enough to deal with an extensive discourse range too. However, it is set within the confines of a linguistically descriptive hierarchical scale and is based on the rigid **IRF** exchange structure which requires clear boundaries at the lower levels of acts, moves and exchanges. Such grammatical foundations foster limitations of detailing with social dimensions of discourse, including with example readings: power relations (see Tannen in Kedar 1987: ch1), pragmatics (see Levinson 1983), group dynamics (see Forsyth 2006) and intercultural communication (see Samovar et al. 2012). Resultingly the coding missed many of the details that social theory and an ethnographic analysis would have captured.

The analysed transcript assumes a context with controlled discourse where all communication is directed towards the chair as if to answer their questions directly. Eye contact, body language and

the seating arrangement could not fully be communicated in the model leading the reader to a misguided interpretation of the interaction. The following extract from exchanges 8 and 9 of my data shows Peter making what is perceived to be a controversial comment. It is Xue however that reprimands him (as well as other members) both verbally and non-verbally, not the presenters as would be expected. As seen in line 73 my non-verbal comment in bold fails to display the social dimensions satisfactorily.

65	P:	Women actually when they are pregnant don't think of	i
66		<u>themselves</u> being pretty, so I think that's why whatever dress	
67		you put on them they just don't feel like they are pretty	
68	X:	That's not true	prot
69	All:	(disapproving groans)	
70	PS:	&Uh oh Peter just made enemies with all the girls	com
71	PR:	&(la) Touchy comment	com
72	All:	(la)	
73	X:	<b>[Eye contact with Peter]</b> That's not true of course, you	i
74		know er todays time most pregant women they have to go to	
75		work as well, so th they act to feel confident their about	
76		work as themselves	
77	Ce:	Yeah	rea

Throughout exchange 21 below, interlocutors made eye contact and gestured towards other group members, representative of the whole interaction, and something better understood through analysing group dynamics. Additionally here the seemingly disorganised flow of exchanges, a common feature of natural conversation, is apparent. The rigid structure of the model as noted by Francis and Hunston (1992: 151) only satisfactorily deals with high levels of overlaps, a view I share and exemplify here.

140	M:	The logo is really cool,	i
141		but the fact that you need a logo so people can be	prot
142		considerate with you, I think that shows a problem.	
143	J:	No, no, no&	prot
144	P:	&You're looking at it from the wrong angle&	prot
145	All:	&No, no, no&	prot
146	Cr:	&Japanese women are very&	com

147	M:	It's true, to give you an example, in Argentina if someone is	com
148		confused wi like if you're in the bus and you are not sure if	
149		someone is fat or pregnant, you stand up immediately	
150	All:	(la)&	
151	M:	&It doesn't, it doesn't matter if you're wrong you will never	com
152		find out, but you give that seat automatically	
153	J:	It's not just a way of saying people 'give me the seat' it's a	prot
154		way of you know making the, the woman feel more safe	

### 4.3 Exchanges

Stubbs analysis of exchange structure in Coulthard and Montgomery (1981: ch5) raises some essential questions about exchanges, for example if all conversation is analysable into exchanges and if exchanges are always well defined with clear-cut boundaries. Providing some discussion he concludes that exchanges are more applicable to formal situation, supporting the use of the model here. He calls for a more general exchange structure to analyse casual conversation, citing Burton's model (in Coulthard and Montgomery 1981: ch 3), most likely approving of Francis and Hunston's model too. These important questions, looked at using examples from my data, highlight issues in fitting it to the model.

#### 4.3.1 Squeezing boundaries

Due to the number of discussion members responding to initiations there were occasional multiple responses resulting in extended exchanges, or exchanges that had to be unnaturally divided to comply with the model. In fact, the structure of transactions configured the exchanges they consisted of. Transactions here mostly begin with information from one of the discussion members and proceed to discuss a single question, the topic, with minor side exchanges occurring within. Overall the data fit into exchanges well, mostly due to factors of the discourse situation in that the (male) presenter kept probing questions initiating exchanges, and the editing (unnaturally) smoothing the members exchanges.

#### 4.3.2 Exchange boundaries

Exchanges got longer as the discussions progressed, and stronger opinions ensued challenging the hierarchical model that needs boundaries between borders. Often boundaries were unnaturally

initiated by edits as seen in exchanges 45 to 46 below helping my data fit the model unnaturally. Peter and Humzah’s difference of opinion is abruptly finished with an edit starting Xue’s initiation of exchange 46. Analysing an unedited version of the speech event using the model would reveal accurate findings and most likely highlight more issues fitting the data because of the interactions loosely discursive nature and number of people involved.

298		Grandparents are usually very old, it was different time in	i
299		those days, and they have different information concerning	
300		the child cause it will be&	
301	P:	&But some basics, some basics have to be there like er	prot
302	Hu:	Maybe a story telling is story telling is now fall asleep&	com
303	P:	&Do good things, what is good, what is bad you know	com
304	X:	[ <b>Edit</b> ] In China the women <u>rirly</u> go back to work after like 4	i
305		months or 6 months and it’s very, very expensive to hire the	
306		babysitter, so	

#### 4.3.3 Comments on exchanges and moves

Exchange analysis revealed the conversational exchanges between members to have less organisation than those with presenters. Exchange 21 has the highest number of **R** moves and Exchange 30 is incomplete. In turn, the model could not capture the sense of collaboration, humour and support evident throughout the interaction. Burton’s conversational exchanges in contrast may have displayed this aspect of discourse more clearly with a focus on supporting moves. Francis and Hunston’s bound-eliciting clarifying exchanges did not show the consensus that Burton’s conversational exchanges, realised by bound-opening moves, was designed to reveal.

#### 4.4 Acts

This rank is set to challenge even the most thorough researcher as acts created are unique to discourse types making their potential number expansive and standardisation demanding. Francis and Hunston acknowledge that definitions they offer are not comprehensive, a notion inviting intuition and raising the chance of miscoding. Furthermore the acts from the original model that Francis and Hunston base their acts on were coded to reflect relationships between speakers in the immediate context and not the interaction as a whole (Coulthard 1992: 151). These larger notions

provide the ground work for the commentary on fitting Francis and Hunston's categories to my data, issues and findings.

#### 4.4.1 Double and mislabeling

Sinclair and Coulthard's system can be criticised for labelled utterances according to their one dominant function. Francis and Hunston however acknowledge that acts begin with a new tone unit (1992: 133), an awareness that helped to fit my data with their model. Seen below in Jocelyn and Mara's declarative utterances from my data.

285	J:	I've got mixed feelings about this, I think that er	com
286		grandparents have a lot of experience you know t, to	
287		transmit,	
288		but on the other hand I don't feel like gandparents, don't	rej
289		really un maybe understand the er environment you know	
290		grandchildren live (#) in	

140	M:	The logo is really cool,	i
141		but the fact that you need a logo so people can be	prot
142		considerate with you, I think that shows a problem.	

Francis and Hunston also discuss utterances performing two acts at once (1992: 149-152).

Deciding which act to use for utterances was something I had difficulty with too, at times forcing exchange boundaries and act labels. Here returning to exchange 9 at the act level, line 73 is more of a protest to a preceding utterance from Peter but is coded as an informative to keep in line with exchange boundary guidelines.

73	X:	<b>[Eye contact with Peter]</b> That's not true of course, you	i
74		know er todays time most pregant women they have to go to	
75		work as well, so th they <u>act</u> to feel confident their about	
76		work as themselves	
77	Ce:	Yeah	rea

#### 4.4.2 Missing acts

Authoritarian acts from the Sinclair and Coulthard model were justifiably excluded from Francis and Hunston's model (1992: 125) forcing utterances from my data into inappropriate acts. Their exclusion and inappropriate act labelling on my part is not a criticism of the model, but on my choice of data type in being not only dubbed but authoritarian. The relevant acts excluded from the model come from Coulthard (1985: 127), summarised in table 4.2. Lines 35, 99 and 122 show bidding from the discussion members, however cue and nominate are only attributable to the presenters dubbed speech so examples from my data are not provided, (as they go hand in hand with bidding, some cues and nominates are discernible from the bidding examples).

- **Table 4.2** Missing acts

Act	Function
cue	The authority figure initiates a bid
bid	Speakers self-select by raising their hand.
nomination	The authority figure selects a speaker to take a turn.

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33	PS: And what about the maternity clothing did you think that,	inq
34	that was cool? They have all that those cute things and such	
35	variety [ <b>raising hands</b> ] oh wow, well let's hear it one by	
36	one ok	

---

96	PS: [ <b>Gesturing using the dress</b> ] What did you think about the	inq
97	dress for breast feeding with the opening on the side do you	
98	think that's cool?& yes?	
99	All: &(la) [ <b>Raising hands</b> ]	
100	PS: Mara you don't seem convinced really what do you think?	inq
101	M: Yeah it's, it's I just don't like the whole mothen you know it	prot
102	doesn't look comfortable to be	

---

121	PS: Do you have badges like these in your countries?	m.pr
122	All: Ø [ <b>Raising hands</b> ]	conf
123	PS: <i>No, all no, a sou</i> & No, everybody says no	ter

---

## **5.0 ELF and ELT**

Although discourse analysis in general has been criticised primarily for only analysing fragments of conversations and only dealing with highly structured interaction (Levinson 1983: 286/7), findings have revealed conversations to be more structured than previously thought. In the context of English Language Teaching (ELT), researchers such as Burns (in Burns and Coffin 2005: 145) have called for a long overdue discourse-based approach to teaching speaking. This call is an evolutionary step as ELT becomes increasingly more based on language performance, seen for example in established task-based, communicative and corpus-based methodologies. A discourse-based approach combined with the knowledge that NNS outnumber NS, for example by Crystal (2002) estimating a ratio of 3:1, strengthens the importance of the approach to be based on NNS-NNS interaction. Supported by Graddol (2006) who, in highlighting many trends for the future of the English language, notably points out that ELT practitioners should be focused on NNS's who are setting the trends and shaping the language.

As discourse enters the analysis and understanding of ELF through the growing corpora of, for example, VOICE (Vienna-Oxford 2013) and ELFA (University of Helsinki 2008) caution is made from (Meierkord 2000) who states that neither discourse or conversational analysis has been designed to deal with ELF data. Such a concern is met with the steadily growing interest in ELF evidenced by a regular journal, conferences, and a growing number of books. As the need for new models to cope with such data heightens we are refreshingly reminded by Fairclough (2007: 229) that no (transcription) system could conceivably show everything, urging improved communication and use of interdisciplinary findings.

## **6.0 Conclusion**

A running theme and criticism of my discourse type is to do with its televised nature, allowing limited stretches of natural conversation to take place. Clarifying too that the ELF discussion situation between NNS-NNS and NS-NNS has a lot of potential for data collection. An in depth analysis of the functional anthropological-linguistic aspects of spoken discourse could conceivably take place, though from unedited versions of such discussions.

Skirting around the editing and scripting that hindered natural speech I found the Francis and Hunston model to show only very general patterns of structure in exchange organisation that would be expected from a chaired discussion. Throughout the commentary I stressed the importance of

interdisciplinary research to better understand and use the data, the fields to be included are reaching ever more wider as the world is getting smaller interactionally. Austin, first mentioned in the literature review, was well aware of the need stressed here for increasing interdisciplinary research, as speech act theory grew.

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## 8.0 Appendices

1. **Abbreviated email from Dr Caroline Tagg dated February 22nd 2013.**
2. **Transcription of the ‘pregnancy and childbirth’ episode using Francis and Hunston’s framework.**
3. **Outline of the sections of the episode transcribed.**
4. **Article 32, clause 1 of Japanese copyright law.**
5. **Glossary of audible Japanese words used with line numbers.**

**Appendix 1:** Abbreviated email correspondence with Dr Caroline Tagg dated February 22nd 2013

From: \*\*\*\*\* [\*\*\*\*\*@\*\*\*mail.com]  
Sent: 21 February 2013 14:03  
To: [j.a.bennett.1@bham.ac.uk](mailto:j.a.bennett.1@bham.ac.uk); Caroline Tagg  
Subject: Discourse essay question

Hi Caroline, thanks for writing back so quickly.

I'm going to attempt the essay question SD/12/03 though I wanted to make sure of the discourse I intend to analyse is suitable. The question states a conversation in one of the following situations..... I live in Japan and there is a discussion type programme on TV here, maybe you're familiar with it, where young people from different countries discuss a cultural aspect of Japan, for example Karaoke or Politeness. Would analysing a section of one of these discussions using Francis and Hunston's criteria be suitable for the question?

Here is the link to the actual edition I plan to analyse a section of if appropriate: [http://www.youtube.com/watch?v=0aPsAMMt\\_w](http://www.youtube.com/watch?v=0aPsAMMt_w)

**From:** Caroline Tagg <[c.tagg@bham.ac.uk](mailto:c.tagg@bham.ac.uk)>  
**To:** \*\*\*\*\*<\*\*\*\*\*@\*\*\*mail.com>  
**Sent:** Thursday, 21 February 2013, 11:25  
**Subject:** RE: Discourse essay question

Hi \*\*\*\*\*

.....The type of program you mention should be suitable, as long as you focus on a bit that is not scripted, as the question states 'or similar' and the point of the exercise is to look at a situation outside of the classroom. I suggest you put a note on the first page - perhaps a footnote from the first heading, saying that you have cleared this with me. Let me reiterate that you must focus on the unscripted discussion - I don't see how you can include the clips and the voiceover.

**Appendix 2:** Transcription using Francis and Hunston’s framework.

## Appendix 2: Transcription of the ‘pregnancy and childbirth’ episode using Francis and Hunston’s framework.

### Transcription key

e.s	Element of act/move
ex	Exchange number
tr	Transaction number
#	Pause of less than one-second
&	Overlap
(la)	Laughter
[ <b>bold</b> ]	Non verbal action
[ <b>edit</b> ]	Edits
( <b>in brackets in bold</b> )	Key (High, Mid, Low)
<i>Italics</i>	Audible Japanese
<u><i>Underlined italics</i></u>	Code-switching
<u>Underlined</u>	*Variable pronunciations
Single line	Indicates an exchange boundary
Dashed line	Indicates a bound-elicited boundary
Double lines	Indicate a transaction boundary

\* I have used the term ‘variable pronunciation’ instead of ‘incorrect’ as the latter implies a correct standard and notions of language ownership.

**1. Topic:** Pregnancy and childbirth businesses.

**Information segment:** Two guests, Xue from China and Jocelyn from France, go to ‘a place popular among expecting mothers’ Suitengu shrine in Kakigara, Nihonbashi, Tokyo. They visit the shrine and shops and while walking around they come across cultural artifacts associated with pregnancy and childbirth: ‘day of the dog’, maternity badges, maternity lunch sets and boxes, samples, flyers and maternity clothes.

**Length in minutes/seconds:** 4:22

		<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
1	PS:	What did you find most cool?	inq	h	eliciting	I	Elicit	1	1
2	X:	Definitely this [ <b>shows pictures of pregnancy related</b>	i	h	informing	R			
3		<b>products</b> ] I was (#) truly impressed by <u>wiz</u> all the you							
4		know business and opportunities they have seen in this							
5		pregnancy and child <u>birth</u> industry (#) maternity <u>clothes</u>							
6		(#) you can also (#) you know receive lots of diapers,							
7		<u>sanpos</u> here, and er the lunch you mentioned is not just							
8		delicious but you know, so Japanese style of you know							
9		consideration							
10	PS:	What do you all think of this business?	inq	h	eliciting	I	Elicit	2	
11	W:	It is great I think almost all Japanese things and products	i	h	informing	R			
12		very marketable but actually for the service lunch							
13		(la) yeah a bit a, a amazed with it							
14	Hu:	I think that, that’s special it makes a, a mother feel special	com	post-h					
15		because it’s stressful when you have a baby you have to							
16		carry it for 9 <u>months</u> so a, a special meal for this mother							

	<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
17	makes the mother feel pesh, special							
18	M: Man feel useful aswell, they want to do something for them	com	post-h					
19	they don't know how to help so they can buy things for							
20	them, they treat them like let's go shopping darling, so							
21	PS: Let me ask, so what kind of pregnancy related businesses do	inq	h	eliciting	I	Elicit	3	
22	you have in your countries?							
23	X: We have this huge industry for (#) after the child <u>birs</u>	i	h	informing	R			
24	like take care of the baby and also take care of the							
25	mother's <u>helss</u>							
26	PS: What about in France?	inq	h	eliciting	I	Elicit	4	
27	J: We have this er tradition which is when a woman gits,	i	h	informing	R			
28	gets pregnant she makes a list of goods she wants for							
29	her baby, and she just give the list away to the er, to the							
30	family and everyone would buy you know one item on the							
31	list you know, it's tradition but it become business so you							
32	know we have webpages to do this							
33	PS: And what about the maternity clothing did you think that,	inq	h	eliciting	I	Elicit	5	2
34	that was cool? They have all that those cute things and such							
35	variety [ <b>raising hands</b> ] oh wow, well let's hear it one by							
36	one ok							
37	M: I didn't like they mothers, (#) I just didn't like them	prot	h	acknowledging	R			
38	they have a lot of flowers and things, too many							

	<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
39	P: I think if you had a baby you would appreciate it&	prot	h	acknowledging	R			
40	M: &No, wh, why would I change my face just because I have a	prot	h	acknowledging	R			
41	baby, I become more flowery no&							
42	All: &(la)&							
43	M: &Maybe well the thing is that in some country you can be	com	post-h					
44	(#) pregnant and sexy at the same time, so I dunno if it's in							
45	Japan, it's a good thing to be maternal and sexy							
46	PS: So in Argentina pregnant women are sexy too? It's ok?	ret	h	eliciting	I <sup>b</sup>	Clarify	6	
47	M: Because you also have more breasts many woman are really	i	h	informing	R			
48	excited showing if off&							
49	All: &(la)&							
50	M: It's true&	com	post-h					
51	PS: &(la) Amazing, there's something new that I learnt today&	rec	h	acknowledging	F			
52	M: &(inaudible) See it as an opportunity&	com	post-h					
53	PS: &That makes sense though	ter	h	acknowledging	F			
54	All: (la)&							
55	J: &I went to the store wi-with her and (#) the clothes were not	i	h	informing	I	Informing	7	
56	that sexy but th-they were cute actually							
57	PS: From the manufacturers point of view (#) I think they're	ref	h	acknowledging	R			
58	aiming more for the cute look rather than the sexy							
59	J: Yes, I think they just try to reproduce the er th, th, the	com	post-h					
60	normal clothes that Japanese girls wear all the time which							
61	tend to be more cuter& than sexy							

	<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
62	W: &Cuter&	(eng)						
63	X: &Yeah	(eng)						
64	PS: I see	ter	post-h	acknowledging	F			
65	P: Women actually when they are pregnant don't think of	i	h	informing	I	Informing	8	
66	<u>themselves</u> being pretty, so I think that's why whatever dress							
67	you put on them they just don't feel like they are pretty							
68	X: That's not true	prot	h	acknowledging	R			
69	All: (disapproving groans)							
70	PS: &Uh oh Peter just made enemies with all the girls	com	post-h					
71	PR: &(la) Touchy comment	com	post-h					
72	All: (la)							
73	X: [ <b>Eye contact with Peter</b> ] That's not true of course, you	i	h	informing	I	Informing	9	
74	know er todays time most pregnant women they have to go to							
75	work as well, so th they <u>act</u> to feel confident their about							
76	work as themselves							
77	Ce: Yeah	rea	h	acknowledging	R			
78	PS: [ <b>Edit</b> ] What is maternity clothing like in your countries?	inq	h	eliciting	I	Elicit	10	
79	W: Once, once you look at it for sure this is a pregnant women,	i	h	informing	R			
80	(la)							
81	All: (la)&							
82	PS: &Like what?&	inq	h	eliciting	I <sup>b</sup>	Clarify	11	
83	W: &Straight	i	h	informing	R			
84	PS: So do all pregnant women dress like that the same way?	inq	h	eliciting	I <sup>b</sup>	Clarify	12	

	<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
85	W: Yes [ <b>high key</b> ]	rec	h	informing	R			
86	PS: &Aaaa ok&	(eng)						
87	X: &We don't have so many varieties I <u>sink</u> that one of the	i	h	informing	I	Informing	13	
88	reason is because we have the only child policy so when we							
89	make (inaubible) pregnant&							
90	PS: &That's right&	rec	h	acknowledging	R			
91	X: Like once or twice, not that big	com	post-h					
92	PS: Aah, what about Australia?	inq	h	eliciting	I	Elicit	14	
93	Cr: Uh they're they're pretty bland actually I think, like I, I	i	h	informing	R			
94	think there's a pretty good variety around the place							
95	All: &(la)&							
96	PS: [ <b>Gesturing using the dress</b> ] What did you think about the	inq	h	eliciting	I	Elicit	15	
97	dress for breast feeding with the opening on the side do you							
98	think that's cool?& yes?							
99	All: &(la) [ <b>Raising hands</b> ]							
100	PS: Mara you don't seem convinced really what do you think?	inq	h	eliciting	I			
101	M: Yeah it's, it's I just don't like the whole mothen you know it	prot	h	acknowledging	R			
102	doesn't look comfortable to be							
103	Ce: [ <b>Gesturing using the dress</b> ] Well first of all you have to	i	h	informing	I	Inform	16	
104	open it, and then you have to your bra, so it's not like boop							
105	you know and it's there& (inaubible)							
106	All: &(la)&							
107	PS: [ <b>Gesturing Cecelia's ideal dress</b> ] &So Cecilia you just	n.pr	h	eliciting	R/I			

		<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
108		prefer to get the job done right like, ok, here, drink, finished,							
109		done, like that, (#) is that it?							
110	All:	&(la)&							
111	Ce:	&(la) Pretty much, yes (la)&	rea	h	acknowledging	R			
112	All:	&(la)							

2. **Topic:** Pregnancy badges and cultural opinions of courtesy towards pregnant women.

**Information:** (Continued from discussion 1)

**Length in minutes/seconds:** 1:36

		<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
113	PR:	So Jocelyn, what did you find the most cool?	inq	h	eliciting	I	Elicit	17	3
114	J:	This is definately what I think would be aaa the coolest at	i	h	informing	R			
115		thing on the er on the location (#) I think it just shows how							
116		much respect and consideration Japanese people have for							
117		pregnant women (#) and I think it really does the help							
118		preganant women to feel safe when they go to the hospital,							
119		when they go to the train specially, it's so small but so cool							
120		at the same time I really like it							
121	PS:	Do you have badges like these in your countries?	m.pr	h	eliciting	I	Elicit	18	
122	All:	∅ [Raising hands]	conf	h	informing	R			

	<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
123	PS: <i>No, all no, a sou</i> & No, everybody says no	ter	post-h	acknowledging	F			
124	Ce: The only thing they have in the United States as far as	i	h	informing	I	Inform	19	
125	speciality for pregnant women is perhaps parking spaces,							
126	they have a stork and you know that is specifically for							
127	pregnant women& they can park closer to the store							
128	PR: <i>&amp;Honto</i>	rec	h	acknowledging	R			
129	All: <i>&amp;Ohhh&amp;</i>							
130	PS: <i>&amp;Oh really</i>	rec	h	acknowledging	F			
131	P: First 3 month and it's the most crucial the most dangerous	i	h	informing	I	Inform	20	
132	part where you can easily loose the baby (#) and having that							
133	sign you know you will no, notice the woman is actually							
134	pregnant people are careful around her not to bump into her							
135	or something							
136	Hu: When a woman is pregnant it's, it's, it's like a dangerous	ref	h	acknowledging	R			
137	time in her life you know anything can happen to her,							
138	so that mark is very important, they should have that mark	com	post-h					
139	worldwide							
140	M: The logo is really cool,	i	h	informing	I	Inform	21	
141	but the fact that you need a logo so people can be	prot	h	acknowledging	R			
142	considerate with you, I think that shows a problem.							
143	J: No, no, no&	prot	h	acknowledging	R			
144	P: <i>&amp;You're looking at it from the wrong angle&amp;</i>	prot	h	acknowledging	R			
145	All: <i>&amp;No, no, no&amp;</i>	prot	h	acknowledging	R			

		<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
146	Cr:	&Japanese women are very&	com	post-h					
147	M:	It's true, to give you an example, in Argentina if someone is	com	post-h					
148		confused wi like if you're in the bus and you are not sure if							
149		someone is fat or pregnant, you stand up immediately							
150	All:	(la)&							
151	M:	&It doesn't, it doesn't matter if you're wrong you will never	com	post-h					
152		find out, but you give that seat automatically							
153	J:	It's not just a way of saying people 'give me the seat' it's a	prot	h	acknowledging	F			
154		way of you know making the, the woman feel more safe							

### 3. Topic: Naming a baby

**Information segment:** Cecelia, from America, visits a family who talk about naming their baby. Viewers learn how Japanese people name their babies: how and why Japanese characters (Kanji) are chosen (their meaning of and number of strokes used to write it). Important to Japanese culture are the number of strokes in the family name and given name. The stroke numbers are added and considered as they are believed dictate the child's fortune. The number of Kanji and different ways to read each character, along with meanings and stroke number, often makes this process a long one.

**Length in minutes/seconds:** 3:13

		<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
155	PR:	So Cecilia who went to check it out,	s	pre-h	eliciting	I	Elicit	22	4
156		what did you think?	inq	h					
157	Ce:	I felt really good about it, it was um a Japanese	i	h	informing	R			

	<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
158	have a difficult process naming their child, um but after							
159	careful consideration the parents chose a name proper for							
160	their child							
161	PS: What do the rest of you think about the way we name our	inq	h	eliciting	I	Elicit	23	
162	babies?							
163	P: I like that you put the thought into the name of your child	rea	h	acknowledging	R			
164	that there's a meaning to it							
165	J: Er I, I think that I just couldn't stand for this it's too hard I	rej	h	informing	R			
166	think it's&							
167	All: &(la)							
168	PS: But what will you do if your wife wants to do it this way	inq	h	eliciting	I <sup>b</sup>	Clarify	24	
169	Jocelyn, what's going to happen then?							
170	J: I think I would leave her alone and say you decide the	i	h	informing	R			
171	name, and when you decided you call me (la)							
172	PS: &All right&	ter	h	acknowledging	F			
173	All: &(la)							
174	X: People now in China they do not, their not big fan of kind of	i	h	informing	I	Inform	25	
175	things, but some of them are still considering the whole							
176	system, the whole process but like me, like young people we							
177	don't care, just think about some beautiful names j that's all							
178	J: That's good	rec	pre-h	acknowledging	R			
179	W: 'Tune tellers just pay a certain amount a fortune teller on the	com	post-h					
180	spot you'll get the name, so no need to think. If you want to							

	<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
181	choose they will give you tree names so, ok choose one of							
182	the tree [edit]							
183	PS: Well that's how it's done in China and Malaysia, what about	inq	h	eliciting	I	Elicit	26	
184	in other countries, how do you name your children?							
185	J: We je ju saints and er actors, soccer players	i	h	informing	R			
186	PS: Is Jocelyn the name of a saint?	ret	h	eliciting	I <sup>b</sup>	Clarify	27	
187	J: Yes, I'm a saint yes	i	h	informing	R			
188	PS: So are those names chosen on what the saints did or what	ret	h	eliciting	I <sup>b</sup>	Clarify	28	
189	they went through, or is it just how the name sounds?							
190	J: A mix of both	i	h	informing	R			
191	PS: What kind of person was saint Jocelyn?	ret	h	eliciting	I <sup>b</sup>	Clarify	29	
192	J: I think I travelled all the way of other all of other country	i	h	informing	R			
193	and I helped people (#) er who were in need							
194	PS: Aah	ter	post-h	acknowledging	F			
195	Ce: The way we do things in the United Sates, erm it varies so if	i	h	informing	I	Inform	30	
196	you're religious you can name your child after a saint, also							
197	my first name was, I was named after my grandmother (#)							
198	erm also my, I have a family member, er my grandfather is							
199	named Frank, his son named Frank, his son named Frank,							
200	and his son named Frank so there's four generations of							
201	Franks							
202	PS: How do you keep them apart?	inq	h	eliciting	I <sup>b</sup>	Clarify	31	
203	Ce: Frank, Frank senior, Frank junior, Frank the first	i	h	informing	R			

	<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
204	All: (la)&							
205	PS: &When you all get together for a party is that what you	ret	h	eliciting	I <sup>b</sup>	Clarify	32	
206	really call them? Frank senior, Frank junior and the rest							
207	Ce: We just say Frank and they all turn around &so	i	h	informing	R			
208	All: &(la)&							
209	PR: How funny	com	post-h					
210	Ce: Ah, we give them nicknames	i	h	informing	I	Inform	33	
211	PR: Like Frankie?	n.pr	h	eliciting	R/I			
212	Ce: Right	rea	h	acknowledging	R			
213	PS: I guess it was more about the fact that it was their	ret	h	eliciting	I <sup>b</sup>	Clarify	34	
214	grandfathers name, rather than the name itself.							
215	Ce: Exactly (#)	conc	h	informing	R			
216	My fathers name's Raphael and my brother's name is	i	h	informing	I	Inform	35	
217	Raphael, but my brother chose not to name his child							
218	after them and my dad was very sad							
219	PS: Interesting	rec	h	acknowledging	R			
220	Ce: Yeah, so ( <b>low key</b> )	ter	post-h		F			
221	P: It's the same in Slovakia, the first born is child is normally	i	h	informing	I	Inform	36	
222	name after the father or the mother, so if it's a boy							
223	PS: &(inaudible)&	(eng)						
224	P: &So my older brother&	com	post-h					
225	PS: &Wait, everybody?	ret	h	eliciting	I <sup>b</sup>	Clarify	37	
226	P: That's the custom	i	h	informing	R			

		<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
227	PS:	So that also means that if you don't have a good relationship	inq	h	eliciting	I <sup>b</sup>	Clarify	38	
228		with your father you wouldn't name your son after him							
229		is that true?							
230	P:	It's a tradition and I choose not to follow the tradition I	i	h	informing	R			
231		didn't name my son Peter (#) because he's my first born son							
232		it's er something that's personal choice							
234	Ce:	I believe he wanted to give his child his own identity (#)	ref	h	acknowledging	F			
235		you know&							
236	P:	&Exactly	rea	h	acknowledging	F			
237	Ce:	So	(eng)						
238	PS:	Aah that makes perfect sense then	ter	h	acknowledging	F			

**4. Topic:** 'kira kira' names; innovations for choosing names in Japan.

**Information segment:** The female presenter, Risa, describes with the help of a chart, some of the ways names are chosen in Japan. She highlights new readings of kanji characters based on pronunciations from loanwords.

**Length in minutes/seconds:** 1:18

		<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
239	PS:	So, Japanese people are starting to drift away from tradition	i	h	informing	I	Inform	39	5
240		which used to name all girls with a -ko at the end of the							
241		name for example							

	<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
242	PR: Yeah, it's changing	rea	h	acknowledging	R			
243	PS: What do you think about this evolution?	inq	h	eliciting	I	Elicit	40	
244	J: Woaw this, is looks like the naming of manga characters	com	post-h					
245	All: (la)							
246	Hu: I think it's very interesting and it's very unique, er you	rea	h	acknowledging	R			
247	know I think I like it, it's cool							
248	PS: Aah	(eng)						
249	M: Yeah it's cool it's cool to <u>ring</u> in innovations for names I, I	ref	h		R			
250	now I know a lot of also repetitive names in Japanese as							
251	well, (#) so it's good							
252	PS: And Japanese law forbids certain characters to be used as	com	post-h					
253	names, but how the characters are read is up to the parents							
254	to decide, that's why this can happen							
255	So now wh, why do you think people would want to name	inq	h	eliciting	I	Elicit	41	
256	their children with such names, why do they choose them?							
257	J: I think because Japanese people all have the same family	i	h	informing	R			
258	names bi							
259	PS: &Aah&	(eng)						
260	J: &Everybody's Tanaka, Yoshida	com	post-h					
261	PS: &Aah&	(eng)						
262	All: &(la)&							
263	PS: &Suziki na&	com	post-h					
264	J: Suzuki yes, so they want to make a difference on the er (la)	com	post-h					

	<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
265	PR: Oh, for example Kirara Suzuki	com	post-h					
266	PS: That's a good point	rea	h	acknowledging	F			
267	X: I can see the alphabet the, they can even be read by	i	h	informing	I	Inform	42	
268	foreigners, so they're sinking the name not only can be used							
269	in Japan, but also for the international							
270	Hu: I think because maybe Japanese people wanna be different	rec	h	acknowledging	R			
271	from each other							
272	Ce: Right	(eng)						
273	Hu: There's too many people that wanna be like that person so							
274	er it's, it's natural for somebody to say, look I wanna be							
275	different							

**5. Topic:** A current boom in child raising in Japan.

**Information segment:** Craig, from Australia, visits a Japanese family home to learn that grandfathers are recently beginning to play a key role in raising the young child. This 'boom' in Japan is gaining in popularity for a variety of social reasons.

**Length in minutes/seconds:** 3:12

	<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
276	PS: What do the rest of you think about this?	inq	h	eliciting	I	Elicit	43	6
277	P: I think it's amazing because tha, the husband is usually busy	i	h	informing	R			
278	working, and in Japan it's crazy working really early							

	<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
279	morning till late at night, so you're ne'er with the child, so							
280	the grandparent you know the grandfather can have a, you							
281	know have a time with the kid, and then also we have the							
282	aspect of the culture because usually it's the grandparents							
283	that can pass the folk stories and you don't get that from the							
284	father							
285	J: I've got mixed feelings about this, I think that er	com	post-h					
286	grandparents have a lot of experience you know t, to							
287	transmit,							
288	but on the other hand I don't feel like gandparents, don't	rej	h	informing	R			
289	really un maybe understand the er environment you know							
290	grandchildren live (#) in							
291	PS: Well,	m	s	eliciting	I	Elicit	44	
292	maybe that's why magazines like these are coming out	m.pr	h					
293	J: Maybe, maybe, maybe but er I, I don't think it's something	rej	h	informing	R			
294	you, you learn in magazines							
295	Hu: Yeah, I agreee, I agree with him because most	conc	post-h	informing	R			
296	a child can learn from is from the parents, because the							
297	parents are living in this present time ( <b>mid key</b> )							
298	Grandparents are usually very old, it was different time in	i	h	informing	I	Inform	45	
299	those days, and they have different information concerning							
300	the child cause it will be&							
301	P: &But some basics, some basics have to be there like er	prot	h	acknowledging	R			

	<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
302	Hu: Maybe a story telling is story telling is now fall asleep&	com	post-h					
303	P: &Do good things, what is good, what is bad you know	com	post-h					
304	X: <b>[Edit]</b> In China the women <u>rirly</u> go back to work after like 4	i	h	informing	I	Inform	46	
305	months or 6 months and it's very, very expensive to hire the							
306	babysitter, so							
307	PS: Oh that's right, in China grandparents raise grandchildren,	ref	h	acknowledge	R			
308	right it's usually very common							
309	X: Yeah, <b>(high key)</b> it's a very common thing	rea	h	acknowledging	F			
310	PS: So it's a natural thing in China							
311	What about in your countries, no?	m.pr	h	eliciting	I	Elicit	47	
312	J: No,	rec	h	acknowledging	R			
313	I don't I don't remember my grandparents t, teaching me	com	post-h					
314	something, like they, they used to you know bring me to							
315	holidays to the sea to the ocean, to go skiing (#) but I don't							
316	remember if my grandparents teaching me something							
317	Hu: Adults today have children not when they're young, in their	i	h	informing	R			
318	later age, so by the time the, the baby's born the							
319	grandparents are very old and they sick, so it's, it, it's like							
320	it's not, er it doesn't make sense for your child to be taking							
321	care of by the grandparents							
322	W: Um, the baby before two years old normally would be taken	i	h	informing	R			
323	care by the gr grandparents, now nowadays because most							
324	of us working, so the baby will be taken care fully hundred							

	<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex</i>	<i>tr</i>
325	percent by the grandparents they live differently, so only s							
326	um s in the weekends they will take care							
327	PS: Interesting	(eng)						
328	M: In Argentina ther th the role of the granpa is to spoil you, if	i	h	informing	R			
329	he's not the wa one taking care of you he's spoiling you,							
330	he's the one who give you the sweets and all the nasty							
331	naughty things that your parents tell you not to do, so, and							
332	also it's depend on family, if it's you are a middle class							
333	family you have your, you want to have your grandparents							
334	your parents far away, you want privacy.							
335	PS: I see, well in Japan the term <i>ikugee</i> is very popular and has	s	pre-h	eliciting	I	Elicit	48	
336	become a current trend,							
337	what do you think of that?	inq	h					
338	W: This is a good start for a second life after retirement, yeah	rea	h	acknowledging	R			
339	you have something to rely on yeah, to focus on							
340	M: Maybe it's just wish that it's the daugter who can teach the	rej	h	informing	R			
341	father <u>rathy</u> , rather than going to a professional you know,							
342	why not make it s a private process of learning also							
343	P: I think it's amazing, I think it empowers the men in	rea	h	acknowledging	R			
344	Japanese men, (#) were kind of staying away from these							
345	kind of things, so it's very interesting to see the older							
346	generation especially is now keen to help with these things							

**Appendix 3:** Outline of the sections of the episode transcribed.

<b>Transcription sections</b>	<b>Sections of program</b>	<b>Duration of sections</b>	<b>Discussion lengths</b>
	Program introduction	0:00 - 0:36	
	Highlights of ensuing program	0:37 - 1:45	
	Introducing discussion members by their names and countries they are from, the professor/commentator and his University	1:46 - 2:20	
	Introduction to the program and topic	2:21 - 3:15	
1	Video information segment	3:16 - 10:21	
	<b>Discussion:</b> - Pregnancy related businesses in Japan - Maternity clothing in Japan	10:29 - 14:51	4:22
	Summary of preceding discussion topic	14:52 - 15:03	
2	<b>Discussion:</b> - Maternity badges	15:04 - 16:40	1:36
	Professors monologue	16:41 - 17:16	
	Summary of preceding discussion topic	17:17 - 17:24	
3	Video information segment	17:25 - 24:30	
	<b>Discussion:</b> - Naming a baby (in Japan and other countries)	24:34 - 27:47	3:13
4	Information segment	27:48 - 28:16	
	<b>Discussion:</b> - Innovations for naming babies in Japan	28:17 - 29:35	1:18
	Professors monologue	29:39 - 30:38	
5	Video information segment	30:39 - 38:16	
	<b>Discussion:</b> - A child raising 'boom' in Japan	38:17 - 41:29	3:12
	Professor's monologue	41::30 - 42:10	
	Closing sequence, summary of episode	42:11 - 43:53	

**Appendix 4:** Article 32, clause 1 of Japanese copyright law

Article 32 (1) It shall be permissible to quote from and thereby exploit a work already made public, provided that such quotation is compatible with fair practice and to the extent justified by the purpose of the quotation, such as news reporting, critique or research.

**Appendix 5:** Glossary of audible Japanese words used with line numbers.

<b>Line number</b>	<b>Japanese word/phrase</b>	<b>English translation</b>
Line 123	a sou	Really/is that so.
Line 128	hontou	Really (much like English, can be a question or exclamation).
Line 263	Suzuki na	Suzuki - a common Japanese family name Na - (to signal decision, suggestion or opinion. In this case a suggestion)