THE APPLICATION OF EXCHANGE THEORY TO
INTERNET RELAY CHAT

By

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A dissertation submitted to
The School of Humanities
of the University of Birmingham
in part fulfilment of the requirements
for the degree of

Master of Arts
in
Teaching English as a Foreign/Second Language (TEFL/TESL)

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Submitted January 2002
ABSTRACT

This paper attempted to apply Exchange Theory to data recorded from an Internet Relay Chat (IRC) environment. IRC displays a unique blend of features found in of written and spoken communication. Previous research of Exchange Theory focused on spoken discourse, within the classroom, and in everyday conversation.

An appropriate environment in which to record IRC was found, and two hours of data was recorded. The recordings were initially subjected to conversational analysis in order that topic-units could be distinguished. Unique features were discovered as topics were not observed to change among participants in one conversation. Rather, topic change coincided with participant change.

Exchange theory was then applied, further reducing the topic-units. Exchanges with a similar structure to those in spoken conversation were observed. However, because of the large number of participants, some adaptations had to be made. One concern was multiple responses by different participants to an initiation. This was managed by including all of the responses in one exchange. The application of Exchange theory was not completely successful as a large number of incomplete exchanges were found.
CONTENTS

CHAPTER 1  INTRODUCTION  5

CHAPTER 2:  LITERATURE REVIEW  7
  2.1  Exchange Theory  7
  2.1.1  Transactions  8
  2.1.2  Exchanges  8
  2.1.3  Moves  10
  2.1.4  Acts  10
  2.2  Computer-Mediated Communication (CMC)  10
  2.3  Conversation Analysis (CA)  13
  2.4  Cohesion and Coherence  15

CHAPTER 3: DATA COLLECTION AND ORGANIZATION  16
  3.1  Finding an Environment  16
  3.2  Recording Discourse  17
  3.3  Transcript Analysis  18
  3.4  Identification of Cohesive Devices  18
  3.5  Attaching Labels  21

CHAPTER 4: TRANSACTIONAL UNDERTAKINGS  25
  4.1  Transactional undertaking as a Greeting  25
    4.1.1  New Participant-Initiated Greetings  25
    4.1.2  New Participant-Focused Greetings  27
  4.2  Non-Greeting Transactional undertaking  28
    4.2.1  Questioning Undertakings  28
    4.2.2  Declaring Undertakings  30

CHAPTER 5: ANALYSIS OF EXCHANGES  33
  5.1  Inform Exchanges  33
  5.2  Elicit Exchanges  36
  5.3  Greet Exchanges  37
  5.4  Incomplete Exchanges  40
    5.4.1  Incomplete Inform Exchanges  40
5.4.2 Incomplete Elicit Exchanges 42
5.4.3 Incomplete Greet Exchanges 43

CHAPTER 6: CONCLUSION 46

APPENDIX 50

Transcript 1 50
Transcript 2 54
Transcript 3 57
Description of abbreviations and symbols 60
Analysis 1 60
Analysis 2 67
Analysis 3 71
Analysis 4 82
Analysis 5 88

REFERENCES 96
1. INTRODUCTION

In many cultures, communication has comfortably entered a new arena, in which the participants engage each other over telephone lines with the use of their Personal Computer. Devices such as ‘email’ and ‘Internet message boards’ and ‘chat rooms’ have become relatively commonplace venues that allow people, from all reaches of the globe, to communicate. Furthermore, Computer Assisted Language Learning (CALL) programs instruct students of English as a second or foreign language on how to effectively access these environments and communicate using English. In many cultures, one might be hard pressed to find an individual who does not possess at least one email account. Entering a ‘virtual’ chat room and bantering with people from Sydney, Rome, Tokyo or New York, for example, all while interfacing from London, has become unexceptional. Yet, is the way people are communicating any different?

Tannen (1984) describes *conversational style* as all of the devices one uses, and the choices one makes, when involved in a conversation. Each person holds her own style, and nobody can claim a lack of style, for this is style in of itself. However, Tannen (1984: 9) does specifically state that conversational style is ‘a way of talking’. When a person engages another within a chat room, are they talking? The answer would appear to be negative because the medium is writing rather than speech. Yet, when users are conversing within a virtual chat room, they are using devices similar to those used while talking. The combined utilization of these devices with orthographic, or ‘written’ discourse strategies, has created an evolving form of communication labeled Internet Relay Chat.

At first glance, Internet Relay Chat (IRC) appears chaotic and without structure. As multiple participants interact within a given ‘chat room’, actual strings of conversation seem to be non-existent. Furthermore, participants communicate using symbols, ‘emoticons’ and varying fonts and colors. It would appear to be unwieldly to utilize a system of analysis derived from classroom discourse structures, in such an environment. Yet, if the content is recorded and analysed, patterns begin to develop. When the discourse is manipulated, conversations appear. A further application of categories, such as *moves* or *exchanges*, reveals that this type of discourse could be analysed in such a way, though not without complications.

Holmes: 1995, Simpson: 1999). Often the analysis involved specific environments in which all participants were working towards a common goal (i.e. a distance learning virtual classroom). Interactions in such an environment have been quantitatively, or more commonly, qualitatively analysed for patterns such as participant gender or race (Huang: 1998, Johnson: 1995). Methods of analysis have also been created. Comparisons of IRC to Face-to-Face (FtF) communication that have noted similarities and differences in the outcomes and techniques for communicating have been made. This is true not only for IRC, but also other forms of Computer-Mediated Communication (CMC) (Etzioni and Etzioni: 1999, Ginther and Liu: 1999b).

This dissertation will draw from research on CMC and from the field of spoken discourse analysis. The proposal of the IRF (Initiation, Response, Feedback) structure in 1975 by Sinclair and Coulthard revealed what appeared to be at first a system of discourse unique to the classroom. Contrary to prior beliefs that exchanges consist solely of pairs of elements (Initiation and Response), Sinclair and Coulthard added a third, though not compulsory, element called Feedback or Follow-up. In their classroom research, they found that teachers, after initiating a question to a student, and further receiving a response, often gave a follow-up response. This was typically in the form of a positive or negative comment upon the student’s performance. With time, it was found that this system of discourse could be applied outside of the classroom as well (Coulthard: 1985, Francis and Hunston in Coulthard: 1992, Stubbs: 1983). However, in discourse such as everyday conversation, this type of ‘performance feedback’ that is found in classroom research is rare. Rather, follow-up responses in the form of acknowledgements that display understanding, sympathy, emotional reactions can be observed.

This dissertation will endeavor to take a system of analysis based on the IRF structure and apply it to IRC. Using Conversational Analysis, strings of conversation (transactions) will be extracted from raw data taken from an IRC environment. These transactions will then be further broken down into smaller units that comply with the IRF structure (exchanges and moves). Patterns found within the discourse will be displayed, and the causes of the patterns will be explored. Throughout this paper, the problems that are encountered will also be presented and discussed. Finally, the successful and unsuccessful results of the application of exchange theory will be shown.

It is hoped that through this analysis, similarities between spoken discourse, and IRC, can be found. If so, it might be useful in the field of TESL/TEFL. Similar features between the two mediums would further support the use of virtual communication environments for exposing students to language in context.
2. LITERATURE REVIEW

2.1 Exchange Theory

This paper will use a ‘rank scale’ to categorize discourse within IRC. This is similar to the ‘linguistic description’ presented by Halliday (1961) to create categories defining grammatical and phonological structure. Halliday’s scale begins with the smallest unit, morpheme, and works up to the sentence, the last analysable unit in the scale. Each unit in the scale is defined by its function within larger units, as well as its own internal structure. For example, a word consists of a series of morphemes, and its function is to be combined with other words to create a phrase. Similar distinctions can be found in the rank scale introduced by Sinclair and Coulthard (1975: 19-24) to describe classroom discourse. After considerable analysis outside of the classroom (Coulthard and Brazil: 1981, Francis and Hunston: 1987), it was established that the smallest unit of the scale is an act, followed by the move, exchange, and transaction. These units of linguistic description have the same function as Halliday’s, as the smaller units realize the larger ones, and the internal structure of each unit is made up of units from the level below.

In the research conducted by Sinclair and Coulthard, the purpose was to analyse classroom discourse. The lesson was described as the largest unit in the scale. No structures were ranked higher, as, although a series of lessons were thought to comprise a syllabus, there was no recognizable description of a lesson itself beyond a series of exchanges marked by frames. Exchanges themselves were originally thought to consist of two moves, similar to adjacency pairs (see Sacks as cited by Coulthard: 1985). Instead, a three-part sequence consisting of an initiation by the teacher, then a response by the student, followed by feedback by the teacher, was identified. This sequence was believed to be a result of the type of discourse that occurs within the classroom. For example, teachers often ask questions of students for which they already know the answers. They offer feedback either as a positive endorsement of the student’s answer, or as further reinforcement to persuade the student to give the correct answer (Coulthard, 1985: 125). The absence of feedback was often perceived by the students as the result of an incorrect answer. Of course there were exceptions that relied on the type of initiation given by the teacher. For example a ‘teacher direct’ exchange was discovered to consist of an initiation, followed by a non-verbal response from the students, with optional feedback from the teacher (see Stubbs, 1985: 133).

Returning to the topic of spoken discourse analysis outside the classroom, there
are four ranks in the structure of the ‘Analysis of Everyday Conversation’ as described by Francis and Hunston (1987). As was listed above, but in reverse order, they consist of the *transaction, exchange, move* and *act*. Below, each rank will be discussed individually.

### 2.1.1 Transactions

The transaction is the largest unit in the Francis and Hunston scale. Coulthard and Brazil as cited in Coulthard (1992:58) state:

> The unit at the highest rank in a particular level is one which has a structure that can be expressed in terms of smaller units, but which does not itself form part of the structure of any larger units.

Therefore, should the transaction be considered the largest unit in the scale? Francis and Hunston actually identify *interaction* as the largest unit. This unit is not analysable as, although it does have identifiable parts (transactions), it does not realize a larger unit. Conversely, transactions do realize interactions. Yet, transactions themselves have not been categorized into different types, as their internal structure has yet to be determined. According to Francis and Hunston (1992: 139) a transaction must, at the minimum, contain one exchange. Also, it can be composed of an infinite number of exchanges, and possess optional frames that bind it. Hence, in their analysis, and the one posed in this paper, and although it is labeled a ‘less than satisfactory unit than those lower down on the rank scale’ (Francis and Hunston, 1992: 140), the transaction is labeled the largest *identifiable* but not *analysable* unit in the scale.

In spoken conversation, transactions can be identified by *frames* that signal a change of topic. These frames can take the form of a greeting or summons, or are identifiable lexically in the form of words such as, ‘OK’, ‘well’, ‘right’, ‘now’, ‘good’ (Coulthard, 1985: 123). Also, frames can be recognized by a change in intonation that is ‘high falling’ and ‘followed by a short pause’ (ibid.). It should be noted that not all transactions are identifiable by frames. Francis and Hunston (1992: 140) define a transaction as a ‘topic-unit’ and state that ‘the identification of a transaction boundary should be consistent with considerations of topic’.
2.1.2 Exchanges

Four ‘minimal interactional categories’ are described by Stubbs (1985: 136) within an exchange; initiate (I), respond (R), respond-initiate (R/I), and follow-up (F). These elements are distinguished by their ability to be predicted or predicting (Stubbs, 185: 138). An initiation is predicting in that its appearance will require a response to form a complete exchange. Therefore a response is predicted. Follow-up is neither, as it is not obligatory, nor does its existence predict the following move. In other words, a follow-up move may be followed by another follow-up move, or the initiation of a new exchange. Moreover, the possible number of occurrences within an exchange is infinite. Finally R/I, although optional, is both predicted and predicting as it can be predicted by I, and is always followed by R (Francis and Hunston, 1992:136). Thus all conversational exchanges have the structure given below:

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

The parentheses are used to indicate that R/I and F are optional.

A distinction should be made between follow-up within the classroom, and that which is found outside. Teacher-elicited follow-up, as discussed above, provides positive endorsement or further reinforcement to a student’s answer. This type of follow-up usually only exists inside the classroom. Follow-up outside the classroom differs in that a participant in a conversation acknowledges the prior utterance, and possibly elaborates on it.

In the description by Stubbs (1985: 136) of the characteristics of the elements of an exchange, Sinclair and Coulthard (1975: 120) are quoted as stating that ‘each utterance is classified or interpreted in the light of the structural predictions, if any, set up by the preceding utterance’. Similar to adjacency pairs in the reliance of the first pair part on the second pair part, a response will always be subject to what was initiated prior. If not, then the utterance is not a response.

Exchanges are separated based on their structure and function into two categories. There are four Organizational Exchanges labeled Boundary, Structuring, Greet and Summon. Boundary exchanges are distinct from the other organizational exchanges in that they are realized by one element, a framing move. The other three exchanges all have an obligatory two-move structure. Conversational Exchanges include Elicit, Inform, Direct, Clarify, Repeat and Re-initiation. The structure of these exchanges was discussed above. Their function and the moves that realize them will be discussed below.
2.1.3 Moves

Exchanges are realized by *moves*. Moves are defined by Sinclair and Coulthard (1975) as the structural elements of exchanges. They are identifiable in terms of class, and Sinclair and Coulthard (1992: 21) state that ‘each of these moves has a different function’. Francis and Hunston (1992), based on Sinclair’s and Coulthard’s classifications in their analysis of Classroom Discourse, have identified eight classes of moves. Three of the move classes, labeled *framing, opening* and *answering* realize Organizational Exchanges. Their purpose is to signal the beginning or ending of a conversation. The move types *eliciting, informing, directing, clarifying* and *acknowledging* are found in Conversational Exchanges. These moves are distinct from organizational moves in that they do not serve to organize conversation. Their purpose is to request information or actions, provide information, and to acknowledge prior utterances.

Moves are limited in the position that they may occupy in an exchange. Regarding moves found in Organizational Exchanges, framing and opening moves are always I, and answering moves are R. Conversational Exchange moves are more varied. Eliciting and directing moves are always I. Informing moves can exist as I or R. Clarifying moves take the initiating position of a bound-elicit Clarify exchange, which is labeled I^p. Finally, acknowledging moves can be R or F, but never I.

2.1.4 Acts

The smallest unit of measurement in spoken discourse is the *act*. It is similar to the morpheme only in its place on the rank scale. Unlike the morpheme however, the act is realized ‘at the level of grammar and lexis’ (my italics) (Francis and Hunston, 1992: 128). There are thirty-two ‘acts of everyday conversation’ (ibid.) These acts are an attempt to cover all aspects of possible conversation at its smallest analysable level. They are often distinguished by their pitch. In other words, two or more acts that serve the same function might display polarity resulting from the high or low key of their pitch. Finally, acts are bound to the same restrictions of position in the exchange as the moves that they realize. For example, an *inquire act*, which realizes an elicit move, can only be found at I.
2.2 Computer-Mediated Communication (CMC)

Since the advent of Computer-Mediated Communication (CMC), linguists and sociologists have found the Internet to be a fruitful location to conduct research. Various studies can be found regarding the use of CMC in second language education (Green: 2000, LeLoup and Ponterio: 2000, Holliday: 1999, Sierra: 1999, Chan: 1997, Huang: 1998). The issue of gender is another popular topic regarding email, Internet Relay Chat (IRC) and computer conferencing (Engle: 1999, Soukup: 1999, Lemon: 1999, Jaffe et al: 1999, Flanagan: 1999). Various models and techniques have been proposed for the analysis of on-line communication (Hara: 2000, Ginther and Liu: 1999a). Virtual classrooms have been created and often student-student, as well as student-teacher communication is carried out utilizing email. Many studies focus on the differences in production and communication strategies within these environments from those in a real classroom (Engle: 1999, Lee: 2000, Johnson: 1995). Comparisons outside the classroom exist as well. Researchers have conducted comparative studies between CMC and Face-to-Face (FtF) communication and the use of (or lack of) non-verbal cues (Cochenour and Rezabeck: 1995), politeness (Simmons: 1994, Abdullah: 1998), verbal strategies (Ginther and Liu: 1999b), and turn-taking strategies (Garcia and Jacobs: 1999).

Computer-Mediated Communication (CMC) is divided into two categories: asynchronous and synchronous. Asynchronous CMC involves the use of email, electronic bulletin boards, or discussion lists. Following the sending of a message, the intended reader may not immediately receive the asynchronous communication. Furthermore, it may be days before a response is sent and received. Synchronous communication on the other hand is found within ‘virtual chat rooms’, and is termed Internet Relay Chat.

In IRC, messages are ‘posted’, or typed by participants and sent immediately to a common screen shared by other users at different computers. Responses can be sent forthwith, if so desired, and conversations can be held between individuals or groups of people. Garcia and Jacobs (1999) debate the term synchronous CMC, preferring the title quasi-synchronous CMC (QS-CMC). They state the difference between the two being that ‘although posted messages are available synchronously to participants, the message production process is available only to the person composing the message’ (p. 339). Thus, in this paper, all IRC communication will be referred to as QS-CMC.

combining orthographic and verbal communication, calling it a ‘written talk.’ Davis and Brewer (1997) as cited in Abdullah (ibid.) call this written talk ‘writing that stands in place of voices.’ They further comment on the characteristics of verbal behaviour such as ‘repetition, direct address, disfluencies, and markers of personal involvement’ that can be found in QS-CMC. Yet turn-taking and discourse fillers, such as ‘uh’ or ‘er’ are often absent. Users communicating in asynchronous CMC are allowed time for ‘planning’, which gives the communication an orthographic look. This type of planning is absent in FtF. QS-CMC finds itself in the middle, where utterances are more spontaneous than asynchronous, yet planning is greater than in true FtF communication. Finally, upon examining a corpus of CMC, Yates (1997) as stated in Abdullah (ibid.) found that in terms of lexical density, CMC more closely mimics written than spoken language (whether or it was asynchronous or QS-CMC was not stated).

CMC has been criticized for its lack of non-verbal cues and depersonalization when compared to FtF communication (Sproull and Kiesler: 1991). A ‘cues-filtered-out’ theory was presented (Kim: 2000). It claims that due to the lack of social and physical cues in CMC, users become ‘anti-normative’ and ‘uninhibited’. Dubrovsky et al. (1991) as cited in Ginther and Liu, 1999a: 9) distinguish non-verbal or ‘social context’ cues as static (person’s appearance) or dynamic (person’s behaviour). Ginther and Liu (ibid.) found when groups worked to reach a common goal within the QS-CMC environment, members did become less inhibited as well as equally represented within the group. In the same study, which compared two modes of CMC analysis, participants were found to have increased intimacy with other members within the QS-CMC environment. Walther (1996) debates the legitimacy of ‘cues-filtered-out’ stating that a long-term examination of interaction reveals participants displaying more personal awareness, and submission to ‘in-group’ norms such as favoritism.

Participants in QS-CMC may overcome the lack of non-verbal cues by using emoticons. ‘Emoticons are visual cues formed when ordinary typographical symbols that when read sideways represent feelings or emotions’ (Cochenour and Rezabeck, 1995: 371). They use the following symbol ‘:-)’ as an example of an emoticon that displays happiness or pleasure. In fact, when the above combination is typed in the current software being used by this writer, the following symbol appears: ☺. These emoticons are not restricted to QS-CMC, and can be found in most any CMC environment. Cochenour and Rezabeck (1995) state that emoticons are functional just as facial expressions are important to FtF conversation. The use of emoticons has been
found to be subject to situation formality, peer modeling, age, gender and experience of the CMC participant.

### 2.3 Conversation Analysis (CA)

*CA holds that talk is ‘locally managed’, meaning that its patterns and structures result from what people do as they go along rather than from their being compelled to follow a course of action that has been determined in advance.* (Cameron, 2001:90)

From the quote above, using IRF structure in combination with traditional conversation analysis would appear to be mixing two schools of thought. Cook (1989) reports that conforming discourse to an IRF structure is seen by many as an analysis of conversation as a ‘finished product’, whereas traditional CA views ‘discourse as a developing process’ (p. 52). This paper proposes that CA can be used to describe the ongoing discourse, breaking it into ‘topic-units’. Then the ‘finished product’ can be categorized using IRF.

Cameron (2001: 87) describes conversation(al) analysis (CA) as a study of ‘talk-in-interaction.’ She suggests that this is due to the ability of CA to analyze a multitude of ‘spoken’ data, and that it is not limited to general conversation alone. For example, Conner-Linton (1993) used his knowledge of CA to advise his acquaintances on how to improve their client relations by adjusting the discourse of their business calls. Cameron distinguishes CA from pragmatics in that, rather than focus on the implied meaning of an utterance, CA is concerned with what follows. If the following utterance displays understanding of the previous one, such as a question followed by an answer, then in ‘properly ordered talk’, patterns occur.

CA is embedded in the theories of ‘turn-taking’ (Sacks et al.: 1974). Turn-taking involves a ‘speaker’ and a ‘hearer’. Garcia and Jacobs (1999) argue that, in QS-CMC there exists ‘writers’ and ‘readers’. They further state that turn-taking certainly exists in QS-CMC. Yet because of the dynamics of IRC, there are systematic differences between it and that of oral communication. Notably, message production occurs separately from message transmission in QS-CMC (p.346-347). Furthermore, the sender of a message can observe other participants’ utterances before submitting her message. This is very different than oral communication where once an utterance begins, it is immediately observed by the hearer. In QS-CMC, an utterance can be adjusted and the readers are not aware of it.
In IRC, all messages are posted, and there is no competition for next postings. Interruptions and simultaneous postings are impossible, as each posting is displayed in the order it is received. Therefore, what is known as ‘speaker selection’ would be better described as ‘potential next poster’ (ibid.: 350). A writer can select the next writer, but multiple postings can potentially occur before the reader is able to respond. A reader can self-select, although she may not be the only participant doing so, and might observe her posting being preceded by or followed by another self-selecting writer. Finally, the initial writer may continue only if she observes no other writers contributing. However, in such a case, it is not certain that another participant is not self-selecting.

CA was born from ethnomethodology, and retains some of its concepts. ‘CA distrusts linguistic categorizations of the functions of particular words or expressions’ (Schiffrin, 1994: 234). Specific words or phrases are believed to gain meaning through the context in which they are spoken, or put another way, their relation with prior and post-utterances (See Tannen (1984) and her reference to framing). Yet, worldly information such as setting, social standings of participants, and personal attributes play little or no part in CA. Schiffrin (p. 235) goes on to state that rather than focusing on what the participants ‘know’, a conversation analyst would be concentrating on ‘the events that occur during the conversation.’ These ‘events reflect and realize practical knowledge’ (ibid.).

Finally, adjacency pairs provide a framework on which conversation analysts can rely. They give linguistic insights (relevance) to utterances. Furthermore, ‘adjacency pairs reflect the local nature of conversational structure’ (Schiffrin, 1994: 237). That is, they create ‘assumed relevance’ to the point that the second pair part need not make an attempt to identify that it is responding to the first pair part. Also, Coulthard (1985: 70) cites Sacks and his explanation that the absence of a second pair part is both ‘noticeable and noticed’, thus displaying the dependence of one upon the other.

Adjacency pairs can come in the form of highly predictable combinations such as ‘greeting-greeting’ or ‘question-answer’. The former pair is possibly more predictable than the latter, in that greetings are typically limited in their response. The answers to questions can be varied, but unless an answer is provided, or further clarification requested (see Schegloff’s (1972) work on ‘insertion sequences’ or Jefferson’s (1972) analysis of ‘side sequences’), there is a noticeable absence. Other first-pair types, such as proposals, offer the hearer a choice, which allows the second pair-part to be composed of a ‘preferred’ or ‘dispreferred’ response (Cameron, 2001: 97). Cameron explains that a preferred response is typically ‘brief and unelaborated’, unlike
dispreferred, responses which tend to be longer and begin with discourse markers. The term ‘preference’ does not refer to the desirability of one response or another by the speaker, but rather that there is proof of the existence of a formal pattern regarding response types to proposals.

2.4 Cohesion and Coherence

Utterances derive meaning through context. What is stated at the moment somehow relates to what was uttered before, and should affect what is stated after. This is true semantically as well. The concept of cohesion (Halliday and Hasan, 1976: 4) is one that ‘refers to relations of meaning that exist within the text, and that define it as text.’ ‘Text’ refers to ‘any passage, spoken or written, of whatever length, that does form a unified whole’ (p.1). Cohesion is achieved through the use of ‘cohesive devices’ or ‘cohesive ties’. There are grammatical (reference, ellipsis, substitution, conjunction) and lexical cohesive devices (lexical cohesion). Of these devices, the most frequently used and possibly the most easily identifiable is reference. Reference items are those that ‘make reference to something else for their interpretation.’ (Halliday and Hasan, 1976: 31) The purpose of this is to create cohesion in a text, and this is done by keeping a ‘continuity of reference’ (ibid.).

Halliday and Hasan (1976: 37) list three types of reference; personal (person, i.e. he, she), demonstrative (proximity, i.e. this, that) and comparative (similarity/identity, i.e. better, same). These reference types may be bound by the text (endophoric) or situational, referring to something outside of the text (exophoric). Endophoric reference is again broken down into two types. This breakdown depends on whether the reference points back in the text (anaphoric) or forward in the text (cataphoric).

Grice introduced the importance of relevance in conversation when he proposed his four ‘maxims’. Specifically, the category of ‘Relation’ simply states that one should ‘be relevant’ (Grice, 1989: 27). This paper will focus on local relevance, or ‘pertinence…to an immediately prior utterance’ (McLaughlin, 1984: 37). The difference between relevance and coherence is that relevance is between pairs of utterances, whereas coherence ‘is a characteristic of a sequence of utterances taken as a unit or whole’ (ibid.).
3. DATA COLLECTION AND ORGANIZATION

In this chapter, the collection and organization of data will be displayed. Section 3.1 focuses on the environment in which the data was recorded, and how that environment was selected. This is followed in Section 3.2 by a description of the variables and conditions that were set in the recording of the data. Section 3.3 concentrates on how the topic-units, or transactions, were identified within the discourse. Section 3.4 will display some of the cohesive devices that were used to maintain topic within a transaction. Finally in Section 3.5, the process of identifying and labeling exchanges taken from analysed transcripts will be described. All of the examples are taken from the recordings of IRC for this paper. Those that are labeled (e.g. Transcript 1) can be found in the Appendix.

3.1 Finding an Environment

The data for this analysis was collected in a virtual chat environment within America Online (AOL). All persons with an AOL account can access this AOL Chat environment. After typing in her user name and password, or ‘logging on’, a subscriber can enter AOL Chat. At this point the user is situated in a lobby. This is the initial virtual room that all users wishing to chat must enter through. It is here that a user can choose her desired room. The rooms are divided into categories (e.g. Arts & Leisure, News, Sports, Finance, Romance, to name a few). After a category is chosen, another list appears, showing the names of rooms and how many users are situated in each room. By clicking on a room title, a user enters and is announced to the room.

At this point, the user is faced with a large screen. This screen displays scrolling lines that are sporadically moving from the bottom to top. Each line contains a user’s name followed by each of his or her postings. The lines scroll up quickly or slowly, depending on the number of users and the amount of conversation. To the right is a smaller screen that displays a list of the current participants in the room. Profiles of users are available from those who have chosen to provide one. Finally, at the bottom is a ‘staging area’ fifty-eight characters long. It is here that postings can be typed by the user. However, they cannot be viewed by the other members of the room until the user presses the enter key. After pressing the enter key, a user’s utterance is posted, and can be seen by every other member in the room. The staging area is then cleared, and the user can begin typing a new utterance at anytime.
The room Outdoor Golf was chosen as the environment to be observed. After considerable ‘lurking’ (Simpson: 2000), or casually observing in different rooms, it was found that Outdoor Golf was the most conducive room for analysis. This was evidenced by the discovery that in most of the other rooms, very few actual ‘conversations’ were taking place. Instead, random insults, comments, questions regarding age or sex and attempts to disrupt communication appeared to be the norm.

Outdoor Golf had a more focused group of participants. Upon entering the room, many people were greeted, strings of conversations could be observed and very little profanity and sex play occurred. Also, those who tried to disrupt the environment soon gave up as the regular members would ignore them, or make it known that they were unwanted. It was apparent that there were some regular members who communicated with each other on a first name basis. In other words, regular users tended to address each other by their true first names, rather than by their nickname, or ‘nick’ (Simpson: 2000). Topics were of a friendly semi-personal nature, and often did not involve golf. ‘Semi-personal’ implies that participants were asking about the health and well being of family members, the status of gardens or home repairs and general questions about each other’s daily life.

3.2 Recording Discourse

Ten to twenty minute pieces of ‘chat’ discourse were recorded at a time, for a total of approximately two hours. It was decided that rather than recording two sixty-minute segments, the shorter segments would display discourse from various participants, each using their unique ‘style’ (Tannen: 1984). This in turn would add to the overall analysis. However, because the recording often started in the middle of a conversation or conversations, much of the data in the beginning of each recording could not be accurately analysed. This was due to the lack of reference with prior discourse. It was then decided to lengthen the recordings from 10 to 20 minutes. Another variable was the number of participants. A recording was never started if fewer than eight, or more than fifteen, participants were in the room. It was thought that fewer participants might not display the difficulty in maintaining an analysis of a large body of people, and more than fifteen would be unmanageable. It should be noted that, if the number of participants dropped below, or rose above, these limits during the recording, the recording was allowed to continue.

The recording method used was relatively simple. Lines were highlighted and then ‘cut and pasted’ within a word processing environment (Microsoft Word). These lines included the user name, his or her posting and messages announcing entry or exit.
After the recordings were extracted and saved into Word, they were analyzed for conversations. Using various CA techniques, strings of conversation were initially color-coded, and then numbered for later analysis. In this way the log of discourse was kept in its natural state, while conversations could be identified throughout. Finally, concerns of privacy regarding the recording conversations without consent were resolved by shortening the nicknames of the participants to only two letters.

3.3 Transcript Analysis

Initially, as the transcripts were analysed, links between postings were sought. These links were sometimes as short as two postings in length, or much longer, involving multiple participants. Also, gaps between linked postings, where conversations by other members occurred, were quite common. Therefore, what initially appeared to be the beginning of a new conversation, might, upon referring back in the transcript, be the resumption of a prior topic. Once the beginning of a topic was identified, the conclusion was not always apparent. The conversations seemed to ‘die out’ in the sense that there were no identifiable endings. Rather, it was found that the starting of a new conversation by one or member of a past conversation signaled the possible conclusion of the prior topic.

It should be noted that the elements ‘topic’ and ‘conversation’ are very similar in meaning. Unlike FtF interaction, where a conversation often consists of multiple topics, the transcripts here displayed conversations typically consisting of one topic. Topic change usually constituted conversation change, in that participants switched along with the topic. As Francis and Hunston (1992:140) state: ‘We do not propose here to go into the thorny question of ‘topic’, which must remain a pre-theoretical and intuitive notion.’ To avoid confusion, any sequence of postings that are considered to be coherent, cohesive, or contain relevance will be labeled a ‘transaction’.

Topic change involved at least one of two conditions. The most common condition was topic change that coincided with participant change, creating a new transaction. The other condition, topic change involving the same participants, could also constitute a new transaction. However, this occurrence was rare, due in part by the lack of ability to use intonation and the absence of frames. In other words, participants were either unable, or preferred not to, give signals that they a wanted to begin a new topic with their conversational partner(s).
3.4 Identification of Cohesive Devices

In this section, the technique for observing the continuation of a topic will be displayed. It was discussed in Chapter 2 that CA focuses on information given within the discourse. Preceding, and following, responses orient utterances within the conversation. Grammatical cohesion facilitates orientation. Three types of grammatical cohesion exist; substitution, ellipsis, and reference. Substitution and ellipsis are relations on a grammatical level and will not be discussed (For more on this distinction, see Halliday and Hasan, 1976: 6). However, examples of reference, which involves relations on a semantic level, will be examined. Reference is identified by three types; personal, demonstrative, and comparative. Only examples of personal and demonstrative reference will be given below, as occurrences of comparative references were rarely observed.

Example 3A

26 JL: Regina who is silverymoon
27 Bp: why??
* 28 Bu: lol mfg...now a sophomore :)
29 JL: He was in here this morning and knew me
30 JL: and he said you would fill me in
31 Bp: knew you?
32 JL: yes
33 JL: I dont know him
34 Bp: I dont know how he knows you, sorry
35 JL: LoL

Personal reference uses pronouns to refer to items in prior utterances. In example 3A, every line was linked except for line 28 (which is marked with an asterisk). Personal reference was used throughout. Only in line 26 were proper nouns used (Regina, Silverymoon). Lines 29, 30 and 34 used the pronoun ‘he’ to identify Silverymoon, and ‘him’ was used in line 33. The pronoun ‘me’ was used to represent the initiator of the conversation (JL). Both participants used ‘You’ to identify one another. In line 30, the use of ‘you’ pointed to the participant Bp, who then replied: ‘knew you?’ which pointed back at JL. The two participants appeared to have a clear idea of what the other one was talking about, even when using the same words to identify different people.
Incidents of demonstrative reference were less prevalent than personal throughout the transcripts of IRC. Demonstrative reference involves proximity and can be identified by the use of determiners or the adverbs ‘here’ and ‘there’. As was described above, these devices can point within the discourse or outside.

Example 3B (Transcript 1)

67  Bp:  you could go to prom if an upper classman asked, right, gal?
68  Go:  yup
69  Online Host: MO has exited the room.
70  Online Host:  Tr has exited the room.
71  Go:  but that was last night also

Example 3B was taken from the middle of a string of discourse. In line 67 a question was asked regarding ‘prom’. In line 71 Go answered the question stating ‘but that was last night also’. In this case ‘that’ represented ‘prom’.

Example 3C (Transcript 3)

28  Wh:  are you alright this morning?  you are so quiet
29  Online Host:  CO has entered the room.
30  Je:  yeah Im fine....dang kids are fighting AGAIN

Example 3C displays demonstrative reference outside the discourse. Line 28 was the first line in the start of a new topic. The reference by Wh to ‘this morning’ did not refer to any past discourse, but rather it clarified to the reader (Je) that the topic was the morning of today, as opposed to yesterday, or tomorrow.

A feature of demonstrative reference unique to IRC was observed. Holmes (1995: 212) distinguishes two types of ‘deictic’ expressions within IRC. He states that one type identifies the participant’s ‘physical location’, and the other the ‘location in the virtual space of the computer network’. An example of each type is displayed below.

In example 3D, the topic of the exchange (lines 23 and 27) was the physical location of the two participants. This was apparent due to the topic of the conversation, which was the weather, and the mention of ‘PA’, the abbreviation for Pennsylvania, a state located in the eastern United States. The posting in line 27 displayed the desire by Tr for sunny weather at her location (which was unknown at the time).
Example 3D (Transcript 1)

<table>
<thead>
<tr>
<th>Line</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Bp: Kimm, I am in PA, and it is sunny here, for once</td>
</tr>
<tr>
<td>24</td>
<td>Online Host: Go has entered the room.</td>
</tr>
<tr>
<td>25</td>
<td>Sk: &lt;played MON-Wed-Yesterday--headed to the casino for 2 days</td>
</tr>
<tr>
<td>26</td>
<td>Go: Im going golfing today yayayayay!!!!!!1</td>
</tr>
<tr>
<td>27</td>
<td>Tr: wish it was sunny here</td>
</tr>
</tbody>
</table>

Conversely, example 3E displays an example of the second type of deictic expression. The question posed by Go in line 31 refers not to the physical location of AG, but rather her existence in the chat room. Participants never displayed confusion in recognizing which type of reference had been posted.

Example 3E

<table>
<thead>
<tr>
<th>Line</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Go: AG, you still around in here</td>
</tr>
<tr>
<td>32</td>
<td>Ga: lol..</td>
</tr>
<tr>
<td>33</td>
<td>Gol: man, long time no see</td>
</tr>
<tr>
<td>34</td>
<td>Ga: Mariners'.</td>
</tr>
<tr>
<td>35</td>
<td>AG: Hello Angel</td>
</tr>
</tbody>
</table>

3.5 Attaching Labels

Transcript 2 from the Appendix will be used to display some points in the label attaching process, and can be used for reference. Also, reference to Analysis 2 in the Appendix will show the post-analysis of Transcript 2. Examples 3F, 3G and 3H can all be found in Transcript 2.

Unlike the initial recording of transcripts and identification of transactions using number-coding, the second analysis categorized smaller units of discourse. Similar to the system of analysis devised by Francis and Hunston (1992), the transactions were broken down into exchanges and moves. Exchanges were numbered per their existence within each transaction. Exchanges and moves were also labeled by name (e.g. Elicit, Informing). Acts were not labeled as the purpose of the analysis was to attempt to create a system of exchange. This could be done without labeling acts.

Three transactions were found in Transcript 2. As stated in Francis and Hunston (1992: 134), an opening move has the function to ‘initiate a conversation.’ The third line of the transcript was identified as the beginning of the first transaction, and was analysed as an opening move. Because it was the third line of the transcript, it
was not certain whether this was truly the beginning of a new topic. It could have been the continuation of an ongoing topic. Yet, its position was at the beginning of the analysis, and was a question that was directed at the room. Therefore, it was labeled as an opening move of a Structuring exchange. However, a problem existed in line 6, as seen in example 3F, where Bi gave follow-up to the answering statement given by Ti.

Example 3F (Transcript 2)

<table>
<thead>
<tr>
<th>No.</th>
<th>Speaker</th>
<th>Message</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Bi</td>
<td>What kind of balls do you gentlemen hit?</td>
<td>Initiation</td>
</tr>
<tr>
<td>4</td>
<td>Bi</td>
<td>Callaway? Titleist?</td>
<td>Initiation</td>
</tr>
<tr>
<td>5</td>
<td>Ti</td>
<td>titleist pro v1</td>
<td>Response</td>
</tr>
<tr>
<td>6</td>
<td>Bi</td>
<td>They sell out</td>
<td>*Follow-up</td>
</tr>
</tbody>
</table>

Francis and Hunston (ibid.) describe an opening move as being the initiating move in a Structuring exchange. Like Greet and Summon exchanges, which share its purpose of ‘organizing’ conversation, Structuring exchanges are an obligatory two-part exchange consisting of two elements; initiation and response. Yet this structuring exchange in Example 3F consisted of a third part that was ambiguous to the analyst. Because of the delay of responses within the data, it was possible that the element in line 6 was given in response to a prior posting. Or it may have been a comment by Bi to further expand upon his postings in lines 3 and 4. In this analysis, it was accepted as follow-up. This was due in part to the lack of evidence stating that such follow-up was impossible. Francis and Hunston state that initiation and response are ‘obligatory’, but do not specifically state that a third element is impossible. Finally, if Ti had uttered a response to the statement in line 6, then ‘They sell out’ could have been analysable as the initiation of a new exchange.

The series of exchanges in Example 3G were identified as incomplete Inform exchanges. Lines 8, 9, 11 and 12 provide information, yet they lack a response required for them to be the first half of a complete exchange. The frequency of incomplete exchanges will be discussed in Section 5.4.

Example 3G (Transcript 2)

<table>
<thead>
<tr>
<th>No.</th>
<th>Speaker</th>
<th>Message</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Ra</td>
<td>I GOT A WHOLE BOX</td>
<td>Initiation</td>
</tr>
<tr>
<td>9</td>
<td>Bi</td>
<td>I like the Callaways reds</td>
<td>Initiation</td>
</tr>
<tr>
<td>10</td>
<td>Online Host</td>
<td>Tr has entered the room.</td>
<td>Initiation</td>
</tr>
<tr>
<td>11</td>
<td>Ti</td>
<td>sometimes use pro 90s or 100s</td>
<td>Initiation</td>
</tr>
</tbody>
</table>
Rather than respond to the initiation line 8, Bi chose to give his own information. Ti followed suit in line 11, and Bi initiated another statement in line 12. Although all four postings were relevant in that they had focused on the same subject, they lacked structural ties. Information was provided as it related to the topic, but not to the previous posting. Therefore all four of these moves were analysed as initiating moves in incomplete Inform exchanges.

Ambiguity was common in postings labeled as responses. The placement of statements following initiations could not be relied upon to support the prior move. Because of the recognizable delay in message posting, it was possible that a response that appeared to be follow-up to an immediately prior move, actually existed in reaction to an posting some lines back.

Example 3H (Transcript 2)

13 Bi: Any of you hit the Taylor Made balls when they came out????

In Example 3H, Exchanges A and B overlap. Initiation A was displayed in lines 13 and 14. It must be noted here that an posting displayed over multiple and successive lines may denote different possibilities. For example, Bi might have realized after posting line 13 that he wanted to be more specific, as well as give his
opinion prior to other responses. He might also have decided to split the statements, as there were a limited number of characters one could type for each posting. Rather than having to stop in mid-statement, he might have chosen to place the latter half in the next line.

Line 18 was labeled a response to Initiation A as evidenced by the use of substitution (‘one’). Although line 17 preceded the response in Initiation A, it was considered a new initiation, and was labeled as Initiation B. Line 20 was a continuation of the posting in line 17. Line 21 was labeled as a response to Initiation B. There were two features to support this. Firstly, Bi had stated that ‘they’ were erratic, agreeing with the use of ‘them’ by Ra. Secondly, he had repeated the word ‘suggest’. However, the response to Initiation C was peculiar. After claiming in line 21 that the Pro V1 was ‘erratic’ and that he did not ‘suggest them’, Bi stated that ‘everyone knows the pro V1 is good’. This apparent change of opinion opened the possibility that the posting ‘They are erratic’ in line 21 possibly could have been a correction for the misspelling in line 14, or perhaps he was trying to emphasize the point by repeating it. Questions and uncertainty often arose throughout the analysis, resulting in multiple changes over time by the analyst.
4. TRANSACTIONAL UNDERTAKINGS

In this chapter, resulting patterns of discourse that were found in the analysis will be identified. Specifically, they will be patterns that were seen to begin transactions. Examples taken from the data will also be given.

Because of the absence of frames and intonation in IRC, a term used to describe a change in topic was considered, and the term transactional undertaking was created. Participants did not finish and begin new topics as might be observed in a FtF conversation. Rather, topics were often initiated, or undertaken, by greetings caused by the entry into the chat room of a new participant. In addition, topics were undertaken when participants changed conversational ‘partners’. This occurred when an outsider directed a question, statement, or greeting at the participant of an ongoing conversation. The closure of the prior conversation relied on the members of that conversation, as participants were observed engaging in multiple conversations concurrently. Finally, there were occurrences of topic change that did not involve greetings. These involved a participant issuing forth some piece of information, unrelated to the prior topic, in the expectation of a response. Therefore, because of the lack of identifiable transactional terminations, and of the existence of pattern signals of transactional undertaking, the analysis focused on how transactions were begun. Two patterns were identified as greeting and non-greeting transactional undertakings.

4.1 Transactional Undertaking as a Greeting

Transactions were sometimes undertaken by participants using Opening moves. Opening moves, as defined by Francis and Hunston (1992: 134), have the function of ‘initiat[ing] a conversation’. Opening moves can also be ‘used in the rituals of greeting and leave-taking’ (ibid.: 129). In this section, opening moves will only be observed for their function as a greeting. A greeting was a highly visible signal of the beginning of a new transaction. Rarely were greetings posted between participants of whom at least one had not recently entered the room. In other words, greetings were used by new participants to greet the room, or for those new participants to be greeted. Hence, greetings were identified as new participant-initiated or new participant-focused.
4.1.1 New Participant-Initiated Greetings

Upon entering a room, a new participant could choose to either greet a particular member, or the room. Example 4A displays a new participant greeting another member.

Example 4A

43 Online Host: Sm has entered the room.
44 AG: yes it is
45 Ma: how bout dem reds !!!!
46 Gk: goodnite all
47 AG: Hello Linda
48 Jp: packing!!!!
49 Go: hey Jill
50 Sm Hi Aurora
51 Ma: r they on a streak or what?
52 AG: me streaking?

Sm entered the room in line 43. He appeared to recognize AG as someone he knew, because he greeted her in line 50. The true first name of AG is Aurora. AG was not recorded responding to the greeting by Sm. This could be due to the current involvement of AG in a conversation. However, this was unusual as participants displayed the ability to monitor multiple conversations. Therefore the reason for not returning this greeting is unclear.

Example 4B displays a new participant greeting the room. This was a much more common observation. When greeting the room, participants often used the title ‘room’ or ‘all’ to address all participants (e.g. ‘Hey room!’, ‘Good Morning All.’). The participant named Go, in line 64, did not use this title to address the room.

Example 4B

61 Online Host: Go has entered the room.
62 Bp: it gets expensive, Janet
63 Me: I got a plan alright lol
In example 4B, Go entered the room in line 61 and greeted the room in line 64. She received many responses (lines 65, 66, 67, 69, 74) and even responded to them (line 68). In line 76 she proceeded to make a statement. This in turn started a transaction involving 27 lines of discourse and multiple members. Therefore, her greeting was observed as the signal of a transactional undertaking, or the start of a transaction, although that topic was limited to only greetings. This transaction ended when Go started a new one with her declaration in line 76 (see Section 4.2.2).

4.1.2 New Participant-Focused Greetings

In example 4C below, lines 45, 49 and 53 were identified as new participant-focused greetings. Members of the room were first informed that a new participant, Mi, had entered the room in line 43. The three new participant-focused greetings in lines 45, 49 and 53 were posted by three different members. Mi in turn responded to the first greeting in line 48, and then to the second one in line 50. A response to the greeting in line 53 was not observed. This was likely a result of the question Mi posed after his greeting to KI. KI responded, and the transaction continued. It was because of this question that the transaction continued. If KI in line 52 offered this information without any prompting, this would then be identified as the beginning of a new transaction.
Example 4C

43 Online Host: Mi has entered the room.
44 Xx: thanks
45 NJ: hi mizzzzz
46 Xx: i dunno we are getting rained out
47 PD: MIKE DID GET ANY OF THAT RAIN LAST WEEK
48 Mi: hi NJ
49 KI: Mizuno man hey buddy
50 Mi: hi 18...how are you?
51 PD: THAT WAS DUMPING 3-4 IN
52 KI: i just ordered some irons
53 Ir: hi miz
54 MF: GOT 4 INCHES
55 Mi: which ones?

4.2 Non-Greeting Transactional Undertakings

Non-greeting transactional undertakings were identified as the beginnings of transactions that involved the addressing of a participant without the use of a greeting. This pattern of undertaking typically involved addressing someone who had not just entered the room. This pattern of undertaking was broken into two categories; questioning and declaring.

4.2.1 Questioning Undertakings

Questioning undertakings were more common than other non-greeting types. Two versions were observed. The first one was labeled participant addresses another. Here the addresser stated the name of the addressee and then followed it with a question. The name used was often the user’s true name and not his or her nickname. Such is the case in example 4D.

Example 4D

6 AG: lol
7 AG: Johnson send me a pic please?
8 LI: Jill why so quiet tonight
9 Ji: i am?
10 Ma: yes u r
11 Ji: just ready to call it an evening, kinda tierd
Line 8 displays the beginning of a topic, which received an immediate response in line 9. This undertaking led to a short discussion with other members about how late it was and their desire to go to sleep. This initial exchange (lines 8-10) was somewhat unique in that the discourse between the two participants was uninterrupted by postings from other conversations. Questions posed in this fashion, with the addressee’s name stated either before or after the question, were always answered.

The lack of punctuation in line 8 should be noted. Even without the use of a question mark, Ji understood the posting to be a question. She used punctuation in her attempt to clarify the validity of the question. Also, in line 7, an unrelated question displayed the use of punctuation. The patterns of use and non-use were unclear, but participants generally appeared to understand the meaning of a posting, with or without punctuation.

The second type of questioning undertaking was labeled participant questions the room. Here a general question was asked of all members of the room. Three response types were labeled including: solitary, multiple and zero response. Examples of the first two will be given. An example of zero response will not be shown due to the non-undertaking of a topic that resulted when an addresser was not acknowledged.

Example 4E
Solitary response:

161  Dc: does anyone want to iron my clothes for me?
162  AG: Je
163  Wi: hi AG, sittin pretty here, and u?
164  Online Host: Bp has entered the room
165  Go: Yes Aurora
166  Online Host: WI has exited the room
167  JE: hi everyone
168  Wi: hey wedge, how are ya?
169  Dc: regggggg
170  AG: same thing I just got back

In example 4E, line 161 displayed a question by Dc addressing the room. The participant in line 168, nicknamed Wi, greeted Dc, but did not recognize his question
(Wi had entered the room 10 lines prior to line 161). Line 171 displayed the only response to the question posed by Dc. Note that the use of ‘wedge’ in line 168 and 171 refer to part of the nickname of Dc.

Example 4F (Transcript 3)
Multiple response:

97  CO: anyone know what to take to get rid of a cold
98  VO:  how old r they now jenn?
99  VO:  c ya wawa
100 Je:  vod..who?
101 CO:  like a persistent cough

102 Li:  Come, if I had that answer, I'd be RICH lol
103 Je:  nyquil works

The question elicited in line 97 of example 4F by CO received two responses from two different participants (lines 102 and 103). Li in line 102 addressed CO before giving a comment. Je in line 103 did not, but gave an answer by recommending medicine for a cold. Again, a question mark was not used in the posting of the question.

4.2.2 Declaring Undertakings
The second category of non-greeting transactional undertaking was labeled declaring. Two types were observed, labeled enthusiastic and negative declarations. An enthusiastic declaration displayed members attempting to start conversations by typing an announcement or emphatic statement, often with exclamation points, use of all capitals, or other methods to display enthusiasm. Below is an example.

Example 4G
Enthusiastic declaration

234 Wo: i made a 350yd hole in 1
235  AG: I had Hot Flashes all day
236  Wo: yaaaaaaaaaaaaaaaaaa
237  Go: bye Aurara
238  Hi: congrat Wooley
239  AG:Bye Donna
240  Go: Reg, greg and wedge
241  Wo: thanx
242  Go: night
243  Bp: my big news is I made a birdie yesterday, LOL

Line 234 of example 4G displayed a participant (Wo) describing a recent achievement. In line 236 he followed it with what appeared to be a cheer of exuberance. Line 238 displayed another participant (Hi) congratulating Wo. Wo thanked Hi in line 241. Then in line 243 a third participant (Bp) described her achievement, which related to the original statement in line 234. From here the conversation continued among the three, plus another member (Ge), about the accomplishment of Bp. Thus the topic, it could be labeled ‘the day’s golf achievements’, was opened by Wo and his enthusiastic declaration, and then continued by Bp.

A second type of declaring undertaking was labeled negative declarations. This type was identifiable by the existence of negative or insulting comments. Responses varied from complete disregard to a group verbal attack. These postings were usually made in the form of a statement, and would be followed by another declaration a few lines down, whether there was a response or not. The purpose did not appear to be to provide any information, but rather to shock or irritate. For example, in one transcript, a participant, after making a negative declaration, exited the room before he could read the multitude of responses regarding his choice of words.

Example 3H displays a negative declaration made by Mt in line 47. This was followed by another one by Mt in line 51, and then a response to it in line 52 by Wa. As was typically the case, the response by Wa was negative as well, using a non-verbal gesture of sorts indicating that he had hung up a telephone. The declarations by Mt were recognizable because of the use of all capital letters. This is usually considered rude within the chat environment, and is compared to a person yelling.

Example 4H (Transcript 3)
Negative declarations

47  Mt: I JUST BELCHED AND IT SMELLS LIKE SAUCE
48  Wh: Gyp ^5
49  CO: why do they wait til you get on the phone?
50  Gy: get a big super water soaker

51  Mt: AND I AM FAT AND NUDE

52  Wa: Mtn how lovely <click
The identification of this type is possibly the least conventional. Other declarations were identified by a participant’s choice of lexis. In the occurrence of a negative declaration, the analyst relied on the responses of other members to categorize it as negative. If there had been no response, then the topic was not identified as undertaken. If the response had been positive, then an analyst did not identify the undertaking as negative, even if he believed it to be.
5. ANALYSIS OF EXCHANGES

The following sections will focus primarily on the data after it had been analysed using Exchange Theory. Identification of exchange types within IRC will be displayed as well as some of the problems that were encountered during the analysis. The three most common exchanges found in the data will be discussed in Section 5.1 (Inform), Section 5.2 (Elicit) and Section 5.3 (Greet). Limited space and the relatively low number of occurrences do not allow for a full discussion of Direct and Clarify exchanges. Finally Section 5.3 will focus on incomplete exchanges as almost 25% of the exchanges within the analysis were found to be incomplete. All of the examples are taken from the analysis of IRC for this paper. Those that are labeled (e.g. Analysis 1) can be found in the Appendix. Furthermore, a description of the symbols and abbreviations used in the examples are located in the Appendix.

5.1 Inform Exchanges

Inform exchanges are comprised of an informing move at I (or Initiation), followed by an acknowledging move at R (Response). Informing moves ‘offer information’ (Francis and Hunston, 1992: 135) whereas acknowledging moves ‘provide positive or negative follow-up’ (ibid.). Example 5A displays a two-part inform exchange.

Example 5A (Analysis 1)

8 Bp: the shade I really like are informing I Inform 2
9 the coral ones
10 MA: yes Coral are nice acknowledging R

Here the acknowledging move displayed positive follow-up as MA agreed with the opinion of Bp.

Inform exchanges, like all conversational exchanges, can also carry a third element, F (Follow-up), which is not limited to one utterance. Unlike I, which is predicting, and R which is predicted (Stubbs, 1983: 138), F is neither. In an Inform exchange, F is also realized by an acknowledging move. Example 5B displays a three-part Inform exchange.
Example 5B (Analysis 1)

43  Bp:  I drive through that way  informing I Inform 13
44  enroute to Indiana, Trim
45  Tr:  just a small town packa acknowledging R
46  Bp:  the world is full of em, Trim acknowledging F

Tr appeared to be attempting to terminate the conversation. Her general lack of enthusiasm about the fact that Bp frequents her town was a good indicator of her desire to do so. If this was true, she was successful, as this was the last exchange of the transaction. In line 46, Bp did not offer any new information, nor did she elicit information. Instead, she supported the acknowledging move in line 45.

Inform exchanges existed in the analysis with multiple moves in the F position. The number of follow-up moves that are allowed within an exchange is infinite. This is true as long as the participants continue to support or display lack of support for prior statements within the exchange. Example 5C displays an Inform exchange between two participants. Although PG acknowledged the informing move made by JS, he objected to it. This is followed by two more objections, both of which acknowledge each other.

Example 5C (Analysis 3)

244 JS:  if Fuzzy could get away informing I Inform 50
245   with it,
246   he might have called
247   him a Nigger
248   you know Fuzzy,
249   its all in a joke
250 PG:  That's a whole acknowledging R
251   nother topic.
252 JS:  no it isnt acknowledging F
253 PG:  Yes it is acknowledging F

Although the type of multiple follow-up, as displayed in Example 5C, is common in FtF conversation, it was rarely found in the data. More commonly, multiple follow-up occurred when more than two participants were involved in an exchange. Example 5D is an example of this. Here, the exchange displayed an
informing move at I. Three participants, in lines 22-27, acknowledged the statement, one of them twice. These four moves were all labeled R as they acknowledged I in line 20. Line 28, posted by the initiator of the exchange, acknowledged the responses, and was therefore labeled F. This style of organizing moves by multiple participants was found to be the most efficient.

Example 5D (Analysis 5)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Gd: I was so wild in the 70's</td>
<td>informing</td>
<td>I</td>
<td>Inform 3 3</td>
</tr>
<tr>
<td>21</td>
<td>hehhe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Le: baaaad boy</td>
<td>acknowledging</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Ta: you're kidding GD.....</td>
<td>acknowledging</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>lol</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Jp: It was really wild.</td>
<td>acknowledging</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>I was like Four?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Le: livin does that to ya, lol</td>
<td>acknowledging</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Gd: mellow man now</td>
<td>acknowledging</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>lol</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Follow-up is identifiable in its reference to a response or another follow-up, not to the initiation. In Example 5E, four acknowledging moves were identified. The first one was labeled a response to the initiation. The second move, posted by a third participant, was also labeled R because of its acknowledgement not of the previous response, but of the initiation in line 100. Line 106 was labeled F, as it was posted by a fourth participant, acknowledging the response by Ta. Finally, in line 107, the acknowledgement by Ta of the previous follow-up directed at her, was also labeled F.

Example 5E (Analysis 5)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Kn: 3/4ths of people that golf</td>
<td>informing</td>
<td>I</td>
<td>Inform 16</td>
</tr>
<tr>
<td>101</td>
<td>are pretty BAD! LOL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>102</td>
<td>Ta: I'm in that 3/4.....</td>
<td>acknowledging</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>103</td>
<td>lol</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>104</td>
<td>Gd: some days are bad...</td>
<td>acknowledging</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>105</td>
<td>some not so bad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>106</td>
<td>Le: me too Tammy, lol</td>
<td>acknowledging</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>107</td>
<td>Ta: but it's fun</td>
<td>acknowledging</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>
5.2 Elicit Exchanges

An Elicit exchange is distinctive from an Inform. The initiating move serves to seek or 'elicit' information. The response must always be an informing move, as an acknowledging move has the function of supporting prior moves, not providing information. Example 5F displays an Elicit exchange between two participants.

Example 5F

<table>
<thead>
<tr>
<th>Line</th>
<th>Text</th>
<th>Function</th>
<th>Type</th>
<th>Participant</th>
<th>Other</th>
<th>Move</th>
</tr>
</thead>
<tbody>
<tr>
<td>62</td>
<td>JL:  Heidi - did you get that job</td>
<td>eliciting</td>
<td>I</td>
<td>Elicit</td>
<td>15 7</td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>He: janet i should hear on or about tuesday</td>
<td>informing</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>JL: Good Luck</td>
<td>acknowledging</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>He: thanks!</td>
<td>acknowledging</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Line 62 displayed a question and information was provided in line 63. Line 64 supported the response in 63, and line 65 acknowledged the follow-up in 64.

Similar to Inform exchanges, multiple participants created exchanges that often had several responses. Often eliciting moves were directed at a certain member of the group. Occasionally other members took it upon themselves to give their information as well.

Example 5G (Analysis 4)

<table>
<thead>
<tr>
<th>Line</th>
<th>Text</th>
<th>Function</th>
<th>Type</th>
<th>Participant</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>117</td>
<td>Ma: goodnight sexy</td>
<td>answering</td>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>118</td>
<td>LI: who you callin sexy/</td>
<td>eliciting</td>
<td>I</td>
<td>Elicit</td>
<td></td>
</tr>
<tr>
<td>119</td>
<td>AG: lol</td>
<td>informing</td>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>120</td>
<td>me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>121</td>
<td>Ma: u of course</td>
<td>informing</td>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>122</td>
<td>LI: awww</td>
<td>acknowledging</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>123</td>
<td>yea ok matt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>124</td>
<td>lol</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Example 5G, LI initiated an eliciting move directed at Ma regarding his statement in the preceding exchange. The first participant to answer was AG, even though the question had not been directed at her. It appeared to be an attempt at humor. Ma responded, and then follow-up came from LI, the initiator of the question. This analysis was difficult because firstly, the initial response was made by someone outside
the conversation. Then the follow-up was directed at the second response, of whom the eliciting move was targeted. The first response was not acknowledged. Including both informing moves, in the order they were posted, was the most efficient way to display the data for two reasons. The initial response could not be left out of the analysis, as it contributed to the exchange. Also, it could not be placed separately as there would be no initiation to precede it.

This same type of multiple response, which is displayed in Example 5H, occurred when questions were elicited to the room.

Example 5H (Analysis 5)

<table>
<thead>
<tr>
<th>Line</th>
<th>Text</th>
<th>Type</th>
<th>Move</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>89</td>
<td>Jp: We are talking about badminton, aren't we?</td>
<td>eliciting</td>
<td>I</td>
<td>Elicit</td>
</tr>
<tr>
<td>90</td>
<td>Le: yes, it's a baaaad game</td>
<td>inform</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>91</td>
<td>SC: NO GOLF YOU IDIOT</td>
<td>inform</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>92</td>
<td>Gd: no Jph...</td>
<td>inform</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>93</td>
<td>you mean bad golf lol</td>
<td></td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>94</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>95</td>
<td>Jp: Shit,</td>
<td></td>
<td></td>
<td>acknowl</td>
</tr>
<tr>
<td>96</td>
<td>I must be in the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>97</td>
<td>wrong room</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Jp elicited a tag question and received three responses. Lines 92 and 93 displayed negative responses, whereas line 91 was positive. Although the content of follow-up in line 95 would appear to acknowledge the negative responses, all three were grouped together. This example demonstrates the difficulty in maintaining structure. The informing move in line 91 was a response to the eliciting move preceding it. Yet the follow-up by Jp did not coincide with the affirmative response by Le, but rather the two negative response in lines 92 and 93. Although the polarity of the response was different than the other two, it could not be analysed outside of the exchange and had to be included within it.

5.3 Greet Exchanges

Unlike Inform and Elicit exchanges, which are conversational, Greet exchanges are labeled as organizational, with the function ‘to greet or take leave’ (Francis and Hunston, 1992: 137). They are identifiable as consisting of an opening, followed by an answering move. However, a common feature found of Greet exchanges within data was a ‘three-part greeting’. Often upon entering a chat room,
new participants initially greeted the room, and then waited for others to either reply or initiate a greeting. Furthermore, because rooms were occupied by more than two participants, the number of greeters of the new participant was not limited to one (see Section 4.1). Data taken from Transcript 1 will be displayed first in the explanation of the anomaly of the three-part greeting.

Example 5I (Transcript 1)

6 Online Host: Tr has entered the room.
7 Bp: the shade I really like are the coral ones
8 MA: right after they flowers fall off Reg..trim them way back
9 Tr: hi room
10 MA: yes Coral are nice
11 Bp: hi trim
12 Sk: <wavin to Kimm
13 Tr: hi Bp

In line 6 from example 5I above, the entrance of Tr into the room was announced. In line 9 she greeted the room. In line 11 Bp replied to her greeting. Sk in line 12 also greeted Tr in a way unique to IRC. The use of < denotes an action by the participant. In a sense this person was using a non-verbal cue to signal a greeting. One who reads this script can imagine the participant actually waving at Tr. Finally in line 13, Tr responded to the greeting by Bp. If line 12 is ignored for the moment, this exchange could be analysed like this:

Tr: Hi room
Bp: Hi trim
Tr: hi Bp

Francis and Hunston (1992) in their analysis limit a greeting to two moves, Initiation and Response. How can their system be adapted to the above sequence? One possibility would be to make the initial greeting incomplete (line 9), the second posting an initiation of a Greet exchange (line 11) and the third a response (line 13). Unfortunately the motivation behind the greeting by Bp is unknown. Did she respond to the announcement of the entrance of Tr in line 6, or to her greeting in line 9? If the former is true, then the suggested analysis above of an initial incomplete Greet exchange would be appropriate, as Bp was assumed to be initiating an opening move.
based on her knowledge of the entry into the room by Tr, not as a response to line 9. If the latter is assumed, then the posting by Bp must be labeled a response to the initiation by Tr in line 9.

Perhaps more evidence can be found by the greeting, or reply-greeting (ibid.: 134), given by Sk. As was stated above, Sk used a device unique to IRC that enabled him to use non-verbal cues, in this case waving. If the postings were to be lined up in isolation, they would look like this.

Tr: Hi Room  
Sk: <wavin to Kim

Now a two-part greeting exists, but a rather unusual one. The initiating move addressed the room. As Cameron (2001:96) proposes that interaction involves ‘adjacent utterances in which the second utterance is not just related to the first but functionally dependent on it.’ If this is true then the posting (or action) by Sk served as a response to the greeting by Tr. An alternative analysis would conclude that Sk was initiating an opening move by simply waving at Tr after she was announced to have entered the room. Thus the move by Sk would be labeled the opening move of an incomplete exchange.

There is a major problem to all of this analysis. These were not ‘adjacent utterances’ in that they did not follow each other in the list of postings. In fact, the action by Sk followed the greeting by Bp, so adjacency does not exist between the moves made by Tr and Sk. Yet the dynamics of IRC are such that the two utterances must be considered adjacent based on the fact of the functional reliance of the second utterance upon the first. Therefore the analysis of this greeting sequence can be seen in Example 5J.

Example 5J

<table>
<thead>
<tr>
<th></th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tr</td>
<td>hi room</td>
<td>opening</td>
<td>I</td>
<td>Greet</td>
</tr>
<tr>
<td>Bp</td>
<td>hi trim</td>
<td>answering</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Sk</td>
<td>&lt;wavin to Kimm</td>
<td>answering</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Tr</td>
<td>hi Bpacka</td>
<td>answering</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

Tr initiated a greeting in line 18 to which both Bp and Sk replied in lines 19 and 20 respectively. Furthermore, Tr responded to the greeting by Bp in line 21, which was a response to the initial greet by Tr. Therefore line 21 was labeled as an
answering move giving follow-up. This is an unconventional structure as it is a three-part Greet exchange. Yet the dynamics of the chat room are such that with multiple participants, the labeling of exchanges with more than one response is most efficient. This efficiency carries over into the existence of a follow-up move in the Greet exchange. Without it, the analyst would have to label a move, such as the one in line 21, that is clearly a response, as the initiation of an incomplete exchange.

5.4 Incomplete Exchanges

When analysing the data using exchange theory, the occurrence of an incomplete exchange was not uncommon. As discussed in Section 2.1.2, an initiation is predicting and a response predicted, but both are obligatory. Within Exchange Theory I cannot exist without an R, and an R is always subject to I preceding it. Thus ‘the minimum number of moves in an exchange is two’ (Francis and Hunston, 1992: 147). Any exchange with less than two moves was labeled incomplete. This would include questions without answers, information without acknowledgement and greetings without returned greetings. An exception is a Direct exchange. This exchange is initiated by a request for action, and the completion of the action is the response. Therefore a verbal, or posted, response may not exist.

Seven hundred and nine total exchanges were coded from all of the transcriptions. Twenty three percent of these, or 166 incomplete exchanges, were found. Postings at the beginning or end of a recording that could not be referenced were not labeled incomplete. Francis and Hunston (ibid.) suggest that what follows decides the label or intent of the analysed element. They use the example of an eliciting move followed by an informing move followed by another eliciting move. The second eliciting move is de facto an initiation of a new exchange and not follow-up on the prior. Had the second eliciting move taken the form of a statement, it would likely be follow-up, though not predicted.

5.4.1 Incomplete Inform exchanges

Incomplete instances of all types of conversational exchanges were found. Incomplete Inform exchanges were the most common. Example 5K displayed a series of informing moves, in which none of them received a response.
Example 5K (Analysis 2)

<table>
<thead>
<tr>
<th>Line</th>
<th>Participant</th>
<th>Message</th>
<th>Type</th>
<th>Direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Ra</td>
<td>PRO V1 ARE GOOD</td>
<td>informing</td>
<td>I Inform 2</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>BALLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>I GOT A WHOLE BOX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Bi</td>
<td>I like the Callaways reds</td>
<td>informing</td>
<td>I Inform 3</td>
</tr>
<tr>
<td>10</td>
<td>Ti</td>
<td>sometimes use pro</td>
<td>informing</td>
<td>I Inform 4</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>90s or 100s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Bi</td>
<td>DT 100 superspins are sweet</td>
<td>informing</td>
<td>I Inform 5</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>ANy of you hit the Taylor Made balls when they came out???? the liquid one lol those where erratic</td>
<td>eliciting</td>
<td>I Elicit 6</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Ti</td>
<td>never hit one</td>
<td>informing</td>
<td>R</td>
</tr>
</tbody>
</table>

The four incomplete Inform exchanges were initiated by three different participants. The move in Exchange 3 was not labeled as follow-up, as although it supported the prior move, it gave information as well. If for example, the posting in line 9 began with the ‘Yes’, then this would be a response, the second half of Exchange 2. Any new information following it would be the initiation of Exchange 3.

There was relevance between the postings as they were talking about golf balls. Yet the posting in Exchange 3 did not acknowledge the move before it. Rather it set up its own initiation, which was again left incomplete as the next participant provided new information. It was not until exchange 6, where Bi followed his own initiation (incomplete Exchange 5) with an eliciting move, that an exchange was completed. Exchange 6 was coded as complete as Ti responded to the question.

Example 5K demonstrates how multiple participants posted informing moves that were not acknowledged. Due to the unique dynamics of IRC, it was possible that other members were making statements at the same time, but their comments had
scrolled by due to a high rate of discourse among participants. Some participants followed their own informing move with an eliciting or other type of conversational move, not allowing for a response.

5.4.2 Incomplete Elicit Exchanges

Elicit exchanges were sometimes labeled incomplete. The causes for their being incomplete were similar to those of inform exchanges. For example, transactional undertaking by the intended respondent might have left questions from the prior topic-unit unanswered, as Example 5L demonstrates.

Example 5L
57  JL:  I got burned yesterday- informing I Inform 13 6
58 while planting the garden
59  Go:  wow acknowledging R
60  Go:  how you do that eliciting I Elicit 14
61 you in your swimsuit (incomplete)

62  JL:  Heidi - did you get that job eliciting I Elicit 15 7

Here JL began a new topic before answering the question posed by Go. In fact, the question that initiated the new topic was directed at another member. It should be noted that this exchange existed at the end of the recording and a responding move could have been made later. However, the move by JL in line 62 clearly left the prior conversation to start a new one with another member.

Incomplete elicit exchanges occurred when then the elicitation was directed at one participant who was identified (Example 5M), or to an unidentified participant (Example 5M).

Example 5M (Analysis 1)
  50  Su:  ma do you like golf eliciting I Elicit 15
     (incomplete)

Example 5N (Analysis 4)
  131 Ba:  No golf talk tonight? eliciting I Elicit 47
     (incomplete)
Both types appeared to be a result of various factors, which were difficult to decipher, as the analyst did not interview the participants. There did appear to be a group hierarchy of sorts, in which some members were well known as regulars in the room. Their elicitations were always responded to. Those that did not appear to be well known were sometimes ignored, and their postings went unacknowledged or unanswered. Occasionally, participants entered the room and became undesirables, resulting from their making disparaging remarks regarding topics or other members. These participants were typically ignored.

5.4.3 Incomplete Greet Exchanges

Greet exchanges, which are organizational, were quite common within the analysis. These exchanges are realized by an opening move followed by an answering move. An opening move not responded to by an answering move was labeled incomplete. Greet exchanges include both greeting and leave-taking utterances.

Like incomplete elicit exchanges, various types of incomplete greet exchanges were found.

Participant greeting another member:

Example 5O (Analysis 4)
86 Ma: hi angel opening I Greet 28 10
(incomplete)

Participant greeting the room:

Example 5P (Analysis 2)
20 Sh: Hey room greeting I Greet 7
(incomplete)

Participant exiting the room:

Example 5Q (Analysis 4)
70 Gk: goodnite all opening I Greet 20 6

Opening moves of Greet exchanges were not always immediately followed by an answering move. Yet these moves were not necessarily labeled incomplete.
Because of the delay in response by the intended receiver of the greeting, identification of that receiver was difficult. The sequence in Example 5R displays such confusion. The participant named AG had entered the room just prior to this sequence. The entire sequence was categorized as one transaction. It was a series of greet exchanges among various members, focusing on two newly arrived participants. Part of the transaction focusing on the second participant (Exchanges 48-51) has been removed in this sample.

Example 5R

<table>
<thead>
<tr>
<th>Line</th>
<th>Participant</th>
<th>Move Type</th>
<th>Greeting Exch.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>148</td>
<td>Go1: hey there Aurora</td>
<td>opening I</td>
<td>Greeting 43</td>
<td>(incomplete)</td>
</tr>
<tr>
<td>149</td>
<td>Dc: aaggggggg</td>
<td>opening I</td>
<td>Greeting 44</td>
<td></td>
</tr>
<tr>
<td>150</td>
<td>AG: I am, back</td>
<td>answer R</td>
<td>Greet 44</td>
<td></td>
</tr>
<tr>
<td>151</td>
<td>Ge: HI AG</td>
<td>opening I</td>
<td>Greet 45</td>
<td></td>
</tr>
<tr>
<td>152</td>
<td>AG: Hey Gets</td>
<td>answer R</td>
<td>Greet 45</td>
<td></td>
</tr>
<tr>
<td>153</td>
<td>AG: Hey Golfers and golferettes</td>
<td>opening I</td>
<td>Greet 46</td>
<td></td>
</tr>
<tr>
<td>154</td>
<td>Go3: hey</td>
<td>answer R</td>
<td>Greet 46</td>
<td></td>
</tr>
<tr>
<td>155</td>
<td>Mi: Hi Ag</td>
<td>opening I</td>
<td>Greet 47</td>
<td></td>
</tr>
<tr>
<td>156</td>
<td>AG: Dicky Poo</td>
<td>answer R</td>
<td>Greet 47</td>
<td></td>
</tr>
<tr>
<td>171</td>
<td>AG: Donna</td>
<td>opening I</td>
<td>Summon 52</td>
<td></td>
</tr>
<tr>
<td>172</td>
<td>Go1: Yes Aurora</td>
<td>answer R</td>
<td>Greet 52</td>
<td></td>
</tr>
</tbody>
</table>

In line 148 of Example 5R Go1 observed the entrance of AG and elicited an opening move as a greeting. This was followed by four more greetings, three of which were directed at the same participant (AG), but elicited by different members. Each exchange was completed by an answering move. Exchange 46 displayed AG greeting the room and receiving a response from a participant. Exchange 52 showed yet another opening move, this time initiated by AG, the past receiver of greetings. The participant she was addressing was Go1, the individual who had elicited the opening move of the incomplete Greet exchange 43. If not for the response by Go1, the posting ‘Donna’ would be analysed as a response to the greeting in exchange 43. Yet,
Go1 responded to the posting as if it had been a summons ‘Yes Aurora’. The intent of the posting by AG was unknown, but it had been analysed as an opening move of a Summon exchange due to the response by Go1.
6. CONCLUSION

The aim of this study was to apply Exchange Theory to discourse collected from an Internet Relay Chat environment. The research by Francis and Hunston of applying exchange theory to everyday spoken conversation, of which this paper pulled much of its support, focused on two-party interactions (also see Stubbs: 1983). Furthermore, the original research facilitated by Sinclair et al. analysed teacher-fronted classroom interaction. Unlike these environments, the chat room observed in this study involved multiple participants, and gave control to no one participant. Also, the mode of communication is orthographic, but displays features of spoken discourse. As a result, distinctions unique to IRC were displayed.

Initially, recordings were analysed for the existence of transactions, or topic-units. The identification of cohesive devices, specifically the use of reference by participants, aided in the analysis. A feature unique to Internet Relay Chat was recognized in the identification of personal reference in the data. Because participants reside in a virtual environment within the chat room, the use of the word ‘here’ to display demonstrative reference was identified to have two meanings. It could refer to the physical location of the participant, or her location within the virtual chat room. No evidence was found displaying confusion by the participants regarding which type of reference was being used.

The analysis of transcripts identified patterns in the starting, or undertaking, of transactions by participants within the chat room. Two categories of undertakings were found. The first was identifiable by its use of greetings to begin transactions. These greetings could either be initiated by participants already in the room, or by a newly joining member. It was found that the number of participants involved in conversations fluctuated as they changed topics by changing partners. Furthermore, the chat room was constantly being entered and exited, and participants monitored this. Therefore every entry into the room posited an opportunity for a new transaction to begin.

The second type of undertaking that was found did not involve greetings. Rather, these postings sought either to offer or request information. Transactions were sometimes commenced when a participant gave some new piece of information, often which related to them, or had some emotional significance. Occasionally, these postings were negative, but often had the same effect as they caused other members to comment. Furthermore, questions were posed to start transactions. These
undertakings rarely involved newly-entered participants. Also, they were often directed at participants already involved in a conversation. In the chat room, participants could engage in multiple conversations. Thus members were not inhibited from directing a question at someone who was already involved in a discussion with other participants.

Problems arose in the initial identification of transactions within the transcripts. Postings were sometimes ambiguous, and judgement relied on the analyst. Post-analysis interviews might have allowed some of the vague postings to be more accurately understood. As this did not occur, prior and past postings had to be scrutinized in an attempt to accurately place the unclear ones. This type of scrutiny is common in any discourse analysis, but the multiple participants, incidents of participants ‘jumping’ topics and the overlapping alignment of the postings, made this a demanding analysis. Some postings could not be labeled at all, rendering the posting without a label and unusable.

Exchanges were supported by all types of moves except for framing. For example, the function of an eliciting move is to ‘elicit information’ (Francis and Hunston, 1992:135), and resides at I in an Elicit exchange. Complete Elicit exchanges within the data displayed at least two moves, in which the question in I was followed by information in R. No occurrences of a question in I followed by acknowledgement in R were found. Furthermore, when clarification was needed, participants used devices such as the posting of another eliciting move, creating a Clarify exchange, to understand the meaning of the question before answering. As shown in the data, participants displayed many of the same patterns of conversation at the level of moves and exchanges that they would if they were face to face or on the telephone.

For the purpose of analysing overlapping strings of conversation, postings had to be manipulated into an order that would conform to the IRF structure. This manipulation displayed a rather unreal picture of the interaction. The postings in the analysis were displayed as moves, and were aligned so that initiating moves preceded their responses, which in turn preceded any possible follow-up moves. In the original recording of the transcripts, this alignment rarely existed. A new exchange was often started, or for that matter many exchanges were completed, before an earlier one had been finished. Also, participants were engaging in multiple conversations. This led them to stagger their postings, jumping from conversation to conversation. As they were not face to face, they could occupy themselves with activities other than communicating or monitoring the scrolling discourse of the room. Upon returning their focus on the chat room, participants could, at any time, scan the record of earlier
discourse, and comment on or question earlier topics. This could lead to a separation of minutes between moves. It is because of these conditions that some manipulation had to be accepted.

The limitations of any exchange state that there may only be one initiation, one response and optional follow-up, which has an infinite number of possible occurrences. From the analysis presented in this paper, occurrences of multiple responses were displayed within one exchange. An alternate technique, one where each displayed exchange was limited to one response, was not discovered. Therefore, in the occurrence of multiple responses from distinct participants, all of the responses were displayed together within the exchange. It should be noted that this was not an attempt to allow for multiple responses within one exchange, but rather to efficiently show that an initiation may have multiple responses from different participants.

Under the same basis of efficiency, the acceptance of a three-part greeting was proposed. In many cases, confusion occurred in the analysis as to which greeting was to be labeled as the initiating move of a Greet exchange. Often newly entered participants greeted the room, leading to multiple responses by other participants. Follow-up occurred when the original initiator of the first greeting replied to those greetings. Yet, again, that individual might not have acknowledged everyone that greeted him. Therefore, the initial greeting of the room could not be labeled as incomplete, leaving the one-on-one greetings to be two-part. Instead, all greetings responding to a greeting to the room were collectively labeled response moves. Any following greetings posted by the initiator for individual responders were labeled follow-up.

A large number of incomplete exchanges were displayed. In a sample analysis given by Francis and Hunston (1992: 157-161) of a telephone conversation, 20%, or 10 out of 50 exchanges were labeled incomplete. That is approximately 5% fewer occurrences than were identified in the data analysing IRC for this paper. Incomplete occurrences of all types of exchanges were found. Again, it appeared that because of the dynamics of the chat room environment, initiations did not receive responses. This could be contributed to the same conditions that created the overlapping of exchanges. Also, initiations posted to the entire room, rather than a specific participant, could easily be ignored by other members. As the data seems to show, the participants did not appear to always be compelled to respond to an initiation, as they were not face to face, nor one on one.

Finally, the application of Exchange theory to IRC has implications for the study of English as a Foreign or Second Language. Students of ESL/EFL can use IRC
as a valuable resource for exposure to naturally occurring language. A student could record the data, as was done in this study, and analyse it, noting patterns. Furthermore, students can engage other participants in the room. The quasi-synchronous communication used in this chat room provided interaction displaying many features found in conversational discourse. A student would have to be aware of the differences, and the unnatural scrolling of postings. Also, by noticing the lack of framing moves in IRC, a student could more clearly understand the significance of framing moves and intonation. IRC could also be used as a kind of stepping stone into full interaction with native speakers. Within the chat room, a student can expose herself to all of the language, and participate at her leisure, thus removing much of the stress encountered by second language learners when not engaging in their native tongue. Finally, samples of IRC can be accessed by teachers of ESL/EFL. These samples can be used to facilitate language learning techniques such as Data-driven Learning (Johns: 1991), Consciousness-Raising (Rutherford: 1987) and discourse analysis (McCarthy: 1991).
APPENDIX

Transcript 1

<table>
<thead>
<tr>
<th>Line</th>
<th>Name</th>
<th>Posting</th>
<th>Transaction number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MA:</td>
<td>white are pretty too Reg..look real nice mixed with other colors</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Sk:</td>
<td>Ms BP</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Bp:</td>
<td>right, but my pink ones didnt seem to take</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>MA:</td>
<td>aahh</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Sk:</td>
<td>Oh my!!!!!!!!!!!!</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Online Host:</td>
<td>Tr has entered the room.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Bp:</td>
<td>the shade I really like are the coral ones</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>MA:</td>
<td>right after they flowers fall off Reg..trim them way back</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Tr:</td>
<td>hi room</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>MA:</td>
<td>yes Coral are nice</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Bp:</td>
<td>hi trim</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Sk:</td>
<td>&lt;wavin to Kimm</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>Tr:</td>
<td>hi Bp</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>Online Host:</td>
<td>Su has entered the room.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Bp:</td>
<td>well, mag...I would need to get some new ones</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>MA:</td>
<td>i see</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>Tr:</td>
<td>waiting for the rain too stop</td>
<td>3</td>
</tr>
<tr>
<td>18</td>
<td>Su:</td>
<td>golf is so boring</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>Sk:</td>
<td>where ya from Kimm?</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td>Tr:</td>
<td>ohio</td>
<td>3</td>
</tr>
<tr>
<td>21</td>
<td>MA:</td>
<td>so is reading your scroll Friek</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>Bp:</td>
<td>ski, are ya playing today?</td>
<td>5</td>
</tr>
<tr>
<td>23</td>
<td>Bp:</td>
<td>Kimm, I am in PA, and it is sunny here, for once</td>
<td>3</td>
</tr>
<tr>
<td>24</td>
<td>Online Host:</td>
<td>Go has entered the room.</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Sk:</td>
<td>&lt;played MOn-Wed--Yesterday--headed to the casino for 2 days</td>
<td>5</td>
</tr>
<tr>
<td>26</td>
<td>Go:</td>
<td>Im going golfing today yayayayay!!!!!!!</td>
<td>5</td>
</tr>
<tr>
<td>27</td>
<td>Tr:</td>
<td>wish it was sunny here</td>
<td>3</td>
</tr>
<tr>
<td>28</td>
<td>Bp:</td>
<td>how nice for you</td>
<td>5</td>
</tr>
<tr>
<td>29</td>
<td>Su:</td>
<td>MA do you like golf</td>
<td>4</td>
</tr>
</tbody>
</table>
30 MA:  hello Gal
31 Sk:  <clappin for Gal85-before she gets bumped offline-again
32 Bp:  LOL
33 Su:  i'm not a gal
34 Tr:  want to play 9 holes if the rain stops
35 Bp:  where in ohio are you, Kimm??
36 Sk:  Supr---do you wanna be ?
37 Go:  hi : )
38 Bp:  LOL, ski
39 Sk:  <wavin to Gal85
40 Tr:  i,m from fremont and i,m phil
41 Online Host:  Su has exited the room.
42 Go:  we had our semi formal last night
43 Go:  lol
44 Bp:  not familiar with Fremont
45 Bp:  did you get semi dressed, gal?
46 MA:  only half dressed Gal ?  lol
47 Tr:  between toledo and sandusky
48 Sk:  Gal--were you 'shirts' or 'skins" ?
49 Go:  you jinxed me!
50 Online Host:  Re has exited the room.
51 MA:  Reg..we are thinking alike this a.m.   lol
52 Bp:  northern part, Trim?
53 Go:  my comp froze!
54 Bp:  scary, huh, Mag??
55 Tr:  yes
56 MA:  booooo!!
57 Go:  be nice!
58 Sk:  Gal--what the hell else is new?
59 Go:  natta just went to the dance and had some people over after
60 Tr:  later bye
61 Bp:  I drive through that way enroute to Indiana, Trim
62 MA:  i guess Friek left to change into his girlie clothes    hahahah
63 Tr:  just a small town packa
64 Sk:  Gal--whens the FORMAL dance ?
65 Bp:  the world is full of em, Trim
Go: well im only a sophmore they only have a "semi formal' next year we have the prom

Bp: you could go to prom if an upper classman asked, right, gal?

Go: yup

Online Host: MO has exited the room.

Online Host: Tr has exited the room.

Go: but that was last night also

Sk: <clappin for next years prom for Gal85

Bp: my niece went to prom all three years

Bp: mag, how old is your daughter??

Go: kewl

MA: 9

Online Host: Si has entered the room.

Bp: you will be dealing with this stuff soon enough, LOL

Sk: BP's niece is/was a popular girl

MA: i know i know ....soon enough oh no !!!

Si: morning all

Sk: MAG---get ready, PAL !!!!!!!!!!

Go: its not that bad mag

Bp: hey, Mike

Go: : )

Si: hi regina

Bp: golfing today??

MA: not letting her go anywhere ..already bought new locks lol

Si: no taking ashley to the boardwalk

Bp: sounds fun

Bp: you have had enough golf lately, LOL

Si: i've had enough golf for a couple days

Go: ne1 wanna go running with me this mornin?

Bp: do my laps for me, Gal

MA: lets go Gal..i'm ready !!

Si: well at least a day

Sk: Gal--I'll follow you--------in the car

Go: k

Online Host: Ag has entered the room.

Bp: ya playing tomorrow, Mike??
101 Sk:  AGHHHHHHHHHHHHHHHHHHHHHHH64
102 Si:  yes    in a best ball
103 Go:  i gotta do two and a half miles this morn when i get to it lol
104 Ag:  Morning all :)
105 Bp:  cool,that takes the pressure off
106 Online Host:  Ag has exited the room.
107 Go:  i signed up for a state junior match with my friend thats best ball
108 Bp:  hit for the fences mike, LOL
109 MA:    aaahh   make it an even three Gal...go for it !!
110 Bp:  oops, brief appearance by adele, LOL
111 Si:  i always do  lol
112 Online Host:  Ag has entered the room.
113 Sk:  WB------------aghhhhhhhhhhhhh64
114 Go:  well i have a "route"
115 Bp:  Mag, silvery has witnessed my great prowess on a golf course
116 Sk:  have a seat     !!!!!!!!!!!!!
117 Ag:  okay....who does not want me in here?
118 Bp:  and lived to tell, LOL
<table>
<thead>
<tr>
<th>Line Name</th>
<th>Posting</th>
<th>Transaction number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ti: riffel shafts</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Bi: Just switched over to them</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Bi: What kind of balls do you gentlemen hit?</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Bi: Callaway? Titleist?</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Ti: titleist pro v1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Bi: They sell out</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Ra: PRO V1 ARE GOOD BALLS</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Ra: I GOT A WHOLE BOX</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Bi: I like the Callaways reds</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Online Host: Tr has entered the room.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Ti: sometimes use pro 90s or 100s</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Bi: DT 100 superspins are sweet</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Bi: Any of you hit the Taylor Made balls when they came out?????</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Bi: the liquid one lol those where erratic</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Online Host: Sh has entered the room.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Online Host: Tr has exited the room.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Ra: PRO V1 RULE</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>Ti: never hit one</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>Sh: hey room</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>Ra: I SUGGEST THEM FOR EVERYONE</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>Bi: They are erratic i dont suggest them</td>
<td>1</td>
</tr>
<tr>
<td>21</td>
<td>Sh: the Pro VI suck</td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td>Ti: there a good ball rat</td>
<td>1</td>
</tr>
<tr>
<td>23</td>
<td>Ra: SOFT FEEL GREAT SPIN AND CONTROL ON THE GREEN</td>
<td>1</td>
</tr>
<tr>
<td>24</td>
<td>Bi: Rat everyone knows the proV1 is good</td>
<td>1</td>
</tr>
<tr>
<td>25</td>
<td>Bi: It has good distance</td>
<td>1</td>
</tr>
<tr>
<td>26</td>
<td>pth этом откапут.</td>
<td></td>
</tr>
</tbody>
</table>
27 Sh: the proV is not a ball for amatures
28 Sh: well some
29 Online Host: TP has entered the room.
30 Bi: I have used it
31 Sh: its good for some but others its a really bad ball
32 Bi: I like the Callaway reds
33 Online Host: Dr has entered the room.
34 Online Host: Bo has entered the room.
35 Sh: i like the blues more
36 Bi: hard feel
37 Online Host: Dr has exited the room.
38 Online Host: Bo has exited the room.
39 Ti: not sso good for putting big
40 Bi: Pick it up putt a dt 90
41 Ti: lol
42 Sh: big are you good?
43 Bi: Not today
44 Ti: big what do you play off?
45 Ra: IM GOOD FOR 14 A 73 FOR MY BEST ON 18 HOLES
46 Bi: what do you mean
47 Ti: handicap?
48 Bi: o
49 Bi: 12-14
50 Bi: not good
51 Ti: how old are you?
52 Online Host: Go has entered the room.
53 Bi: ive been chili dipping like 3 times a round
54 Online Host: Me has entered the room.
55 Bi: 25
56 Online Host: Go has exited the room.
57 Ti: its still a good handicap mate
58 Bi: yeah its okay but keep in mind I play like 5 course religously
59 Sh: what about you tin?
60 Online Host: Me has exited the room.
61 Bi: So my putts are in all the time since I know the greens
62 Ti: what shady?
Bi:  tin what's yours
Sh:  your good?
Ti:  3
Sh:  *you
Bi:  Wow
Sh:  really?
Sh:  that's really good
Ti:  yeah
Bi:  You have all the fades and all that crazy stuff going
Sh:  I can barely break 40
Bi:  on 9
Sh:  yea
In:  I'm hittin the callaway blue cubes and luv em hit em farther than pro
    1
Online Host:  So has entered the room.
Online Host:  Am has entered the room.
Ra:  SHADY THAT AINT BAD
Online Host:  So has exited the room.
Ti:  big itry not to just keep it simple
Online Host:  Li has entered the room.
<table>
<thead>
<tr>
<th>Line</th>
<th>Posting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wa: LOL OMy I agree</td>
</tr>
<tr>
<td>2</td>
<td>KS: no Lin</td>
</tr>
<tr>
<td>3</td>
<td>Wh: Gyp LOL</td>
</tr>
<tr>
<td>4</td>
<td>VO: happy pill?</td>
</tr>
<tr>
<td>5</td>
<td>Wa: OMy then let's off Steve Case</td>
</tr>
<tr>
<td>6</td>
<td>Wh: Jenn so what do you think will happen at work?</td>
</tr>
<tr>
<td>7</td>
<td>Online Host: Ma has exited the room.</td>
</tr>
<tr>
<td>8</td>
<td>Li: &lt;-- has a poem Doug wrote when he</td>
</tr>
<tr>
<td>9</td>
<td>Gy: &lt;--takig happy pills this week only</td>
</tr>
<tr>
<td>10</td>
<td>Li: was like 23 that says something about</td>
</tr>
<tr>
<td>11</td>
<td>Li: my eyes look like limpid pools and my</td>
</tr>
<tr>
<td>12</td>
<td>KS: she just has to learn that with a child she can't do</td>
</tr>
<tr>
<td>13</td>
<td>Li: EVERYTHINZG SHE wants to</td>
</tr>
<tr>
<td>14</td>
<td>Li: hair like spun gold lol</td>
</tr>
<tr>
<td>15</td>
<td>Wh: Lin dang how sweet</td>
</tr>
<tr>
<td>16</td>
<td>OM: &lt;chuckle&gt; Steve Case doesn't bother me.</td>
</tr>
<tr>
<td>17</td>
<td>Wa: LOL Lin he wrote me the same one</td>
</tr>
<tr>
<td>18</td>
<td>Li: Kris, thats the ONLY poem he wrote meLOL</td>
</tr>
<tr>
<td>19</td>
<td>Online Host: ND has exited the room.</td>
</tr>
<tr>
<td>20</td>
<td>KS: lol Laura</td>
</tr>
<tr>
<td>21</td>
<td>Li: LMAO Laura</td>
</tr>
<tr>
<td>22</td>
<td>VO: must have been related to rumpelstilskin</td>
</tr>
<tr>
<td>23</td>
<td>Je: Kris ...I dunno....the boss says he doesn't wanna lose me</td>
</tr>
<tr>
<td>24</td>
<td>Je: will just have to wait and see</td>
</tr>
<tr>
<td>25</td>
<td>Wh: keep me posted ok?</td>
</tr>
<tr>
<td>26</td>
<td>Online Host: My has entered the room.</td>
</tr>
<tr>
<td>27</td>
<td>Je: i will</td>
</tr>
<tr>
<td>28</td>
<td>Wh: are you alright this morning? you are so quiet</td>
</tr>
<tr>
<td>29</td>
<td>Online Host: CO has entered the room.</td>
</tr>
</tbody>
</table>
30 Je: yeah Im fine....dang kids are fighting AGAIN
31 Wh: ohhhh  lol
32 Je: and I've got a Dr appt in a bit
33 Online Host: Mt has entered the room.
34 Online Host: Sl has entered the room.
35 VO: yikes
36 Online Host: Sl has exited the room.
37 KS: brb
38 Wh: dont they know not to get you mad???
39 VO: get the rope jenn...lol
40 Gy: spray kids down with garden hose works every time
41 CO: how do you get kids to quit fighting
42 Je: lol kris obviously not
43 Wh: <~~would never want to piss off jenn
44 Wh: rofl
45 Je: lol
46 Wa: Comeaux :: sell one
47 Mt: I JUST BELCHED AND IT SMELLS LIKE SAUCE
48 Wh: Gyp  ^5
49 CO: why do they wait til you get on the phone?
50 Gy: get a big super water soaker
51 Mt: AND I AM FAT AND NUDE
52 Wa: Mtn how lovely <click
53 Gy: sneak up to kids
54 Gy: soak them
55 Je: Mtn.....{S stfu
56 Li: I used to let my kids fight when they
57 Wh: Mtn  {S snertgun
58 Li: were younger.. they sure did learn
59 Li: "problem solving skills" that way..
60 Li: they get along great now lol
61 Wa: BBL Hugs and smiles Have a great day gang
62 Online Host: Ma has entered the room.
63 Mt: AND MY PENIS IS RED
64 Je: bye wawa
65 Wh: bey wawa
Wh: bye even
Gy: MTN boy im soo sory the NURSE dropped you on your head
Wh: wb ((((((May*))))))
Ma: aCCCCKKKKKK
Li: {{Laura}}}}}}}}}
Wa: {S Jammy
Ma: thanks cody *
Li: wb May
Je: Mtn...so go tell someone that cares
Online Host: Wa has exited the room.
Wh: {S jammy2
Mt: I NEED TO BEAT MY MEAT
OM: Mtn....there are few less questions we need ever ask you, now.
Je: wb amy
Gy: and the aliens left that probe up your AAAAA
Ma: bye wawa
Wh: oh my
Mt: AND SPEW
Ma: thanks linnie
Li: LOL GYP
Wh: Gyp is having the power surges again
CO: you mean tenderize it
Je: Mnt...your mommy is gonna be mad at
you when you lose her AOL acct
Gy: yah I DO LOVE CUT AND PASTE
cut and paste YEHWAW
Li: JennJenn, she wont know, too busy working the local corner lol
Je: lin LOL
Mt: JENN, LIKE I HAVE NOT HEARD THAT BEFORE, 5
WANNABE AOL COP
Gy: MOmmmmmy i dont know why Aol turned off my puter????
CO: anyone know what to take to get rid of a cold
VO: how old r they now jenn?
VO: c ya wawa
Je: vod..who?
CO: like a persistent cough
**Analysis 1**

<table>
<thead>
<tr>
<th>Line of dialogue</th>
<th>move</th>
<th>e.s.</th>
<th>exch</th>
<th>ex</th>
<th>tr</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 MA: white are pretty too Reg..</td>
<td>informing</td>
<td>I</td>
<td>Inform</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2 look real nice mixed with</td>
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<tr>
<td>3 other colors</td>
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<tr>
<td>4 Bp: right,</td>
<td>acknowledging</td>
<td>R</td>
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<td>5 but my pink ones</td>
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<td>6 didnt seem to take</td>
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<td>7 MA: aahh</td>
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<tr>
<td>8 Bp: the shade I really like are</td>
<td>informing</td>
<td>I</td>
<td>Inform</td>
<td>2</td>
<td></td>
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<tr>
<td>9 the coral ones</td>
<td></td>
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<tr>
<td>10 MA: yes Coral are nice</td>
<td>acknowledging</td>
<td>R</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11 MA: right after they flowers</td>
<td>inform</td>
<td>I</td>
<td>Inform</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>12 fall off Reg..</td>
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</tr>
</tbody>
</table>
trim them way back

Bp: well, mag...

I would need to get some acknowledging R

new ones

MA: i see acknowledging F

Tr: hi room opening I Greet 4 2

Bp: hi trim answer R

Sk: <wavint to Kimm answer R

Tr: hi Bp opening I Greet 5

(incomplete)

Tr: waiting for the rain opening I Structure 6 3
too stop

Sk: where ya from Kimm? eliciting I Clarify 7

Tr: ohio informing R

Bp: Kimm,

I am in PA, and it is sunny informing I Inform 8

here, for once

Tr: wish it was sunny here acknowledging R

want to play 9 holes

if the rain stops

Bp: where in ohio are you, eliciting I Elicit 9

Kimm??

Tr: i,m from fremont informing R

and i,m phil

Bp: not familiar with eliciting I^ Clarify 10

Fremont

Tr: between toledo and informing R

sandusky
<p>| | | | | | | |</p>
<table>
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</thead>
<tbody>
<tr>
<td>40</td>
<td>Bp:</td>
<td>northern part, Trim?</td>
<td>eliciting</td>
<td>Ib</td>
<td>Clarify</td>
<td>11</td>
</tr>
<tr>
<td>41</td>
<td>Tr:</td>
<td>yes</td>
<td>informing</td>
<td>R</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>42</td>
<td>Tr:</td>
<td>later bye</td>
<td>greeting</td>
<td>I</td>
<td>Greet</td>
<td>12</td>
</tr>
<tr>
<td>43</td>
<td>Bp:</td>
<td>I drive through that way</td>
<td>informing</td>
<td>I</td>
<td>Inform</td>
<td>13</td>
</tr>
<tr>
<td>44</td>
<td>Tr:</td>
<td>enroute to Indiana, Trim</td>
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<tr>
<td>45</td>
<td>Tr:</td>
<td>just a small town packa</td>
<td>acknowledging</td>
<td>R</td>
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<tr>
<td>46</td>
<td>Bp:</td>
<td>the world is full of em, Trim</td>
<td>acknowledging</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Su:</td>
<td>golf is so boring</td>
<td>opening</td>
<td>I</td>
<td>Structure</td>
<td>14</td>
</tr>
<tr>
<td>48</td>
<td>MA:</td>
<td>so is reading your scroll</td>
<td>answering</td>
<td>R</td>
<td></td>
<td></td>
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<tr>
<td>49</td>
<td></td>
<td>Friek</td>
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<tr>
<td>50</td>
<td>Su:</td>
<td>magercow do you like golf</td>
<td>eliciting</td>
<td>I</td>
<td>Elicit</td>
<td>15</td>
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<tr>
<td>51</td>
<td>Bp:</td>
<td>ski, are ya playing today?</td>
<td>opening</td>
<td>I</td>
<td>Structure</td>
<td>16</td>
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<tr>
<td>52</td>
<td>Sk:</td>
<td>&lt;played MOon-Wed—</td>
<td>answering</td>
<td>R</td>
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<td>53</td>
<td></td>
<td>Yesterday--headed to the</td>
<td></td>
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<td>54</td>
<td></td>
<td>casino for 2 days</td>
<td></td>
<td></td>
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<tr>
<td>55</td>
<td>Go:</td>
<td>Im going golfing today</td>
<td>informing</td>
<td>I</td>
<td>Inform</td>
<td>17</td>
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<tr>
<td>56</td>
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<td>yayayayay!!!!!!!1</td>
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<td>57</td>
<td>Bp:</td>
<td>how nice for you</td>
<td>acknowledging</td>
<td>R</td>
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<td></td>
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<tr>
<td>58</td>
<td></td>
<td>LOL</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>59</td>
<td>Sk:</td>
<td>clapping for Gal85-</td>
<td>acknowledging</td>
<td>R</td>
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<tr>
<td>60</td>
<td></td>
<td>before she gets</td>
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<tr>
<td>61</td>
<td></td>
<td>bumped offline again.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>62</td>
<td>MA:</td>
<td>hello Gal</td>
<td>opening</td>
<td>I</td>
<td>Greet</td>
<td>18</td>
</tr>
<tr>
<td>63</td>
<td>Go:</td>
<td>hi :)</td>
<td>answering</td>
<td>R</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
59

64 Sk: <wavin to Gal85 opening I Greet 19 (incomplete)

65 Go: we had our semi formal opening I Structure 20
66 last night
67 lol

68 Bp: did you get semi eliciting Ib Clarify 21
69 dressed, gal?
70 MA: only half dressed Gal? eliciting Ib Clarify
71 lol
72 Sk: Gal--were you 'shirts' eliciting Ib Clarify
73 or 'skins"? 
74 Go: be nice! informing

75 MA: Reg..we are thinking eliciting I Elicit 22
76 alike this a.m. lol
77 Bp: scary, huh, Mag?? informing R

78 Su: i'm not a gal informing I Inform 22 7

79 Sk: Supr---do you wanna be? elicit R/I 23
80 Bp: LOL, ski (incomplete)

81 Sk: Gal— eliciting I Elicit 24 8
82 what the hell else is new?
83 Go: natta informing R
84 just went to the dance and
85 had some people over after

86 Sk: Gal— eliciting I Elicit 25
87 whens the FORMAL dance?
88 Go: well im only a sophmore informing R
89 they only have a
90'semi-formal'
91 next year we have the prom
<table>
<thead>
<tr>
<th>Line</th>
<th>Text</th>
<th>Type</th>
<th>Agent</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>92</td>
<td>Bp: you could go to prom if an upper classman asked, right, gal?</td>
<td>eliciting</td>
<td>I</td>
<td>Elicit 26</td>
</tr>
<tr>
<td>95</td>
<td>Go: yup but that was last night also</td>
<td>informing</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>97</td>
<td>Sk: &lt;clappin for next years prom for Gal85</td>
<td>acknowledging</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>99</td>
<td>Bp: my niece went to prom all three years</td>
<td>informing</td>
<td>I</td>
<td>Inform 27</td>
</tr>
<tr>
<td>102</td>
<td>Sk: BP's niece is/was a popular girl</td>
<td>acknowledging</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>104</td>
<td>Bp: mag, how old is your daughter??</td>
<td>eliciting</td>
<td>I</td>
<td>Elicit 28</td>
</tr>
<tr>
<td>105</td>
<td>MA: 9</td>
<td>informing</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>107</td>
<td>Bp: you will be dealing with this stuff soon enough, LOL</td>
<td>informing</td>
<td>I</td>
<td>Inform 29</td>
</tr>
<tr>
<td>109</td>
<td>MA: i know i know ...soon enough oh no !!!</td>
<td>acknowledging</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>111</td>
<td>Sk: MAG---get ready, PAL !!!</td>
<td>acknowledging</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>112</td>
<td>Go: its not that bad mag</td>
<td>acknowledging</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>113</td>
<td>Go: : )</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>114</td>
<td>MA: not letting her go anywhere .. already bought new locks (incomplete)</td>
<td>informing</td>
<td>I</td>
<td>Inform 30</td>
</tr>
<tr>
<td>117</td>
<td>Si: morning all</td>
<td>opening</td>
<td>I</td>
<td>Greet 31 9</td>
</tr>
<tr>
<td>118</td>
<td>Bp: hey, Mike</td>
<td>answering</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>119</td>
<td>Si: hi regina</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>120</td>
<td>Bp: golfing today??</td>
<td>eliciting</td>
<td>I</td>
<td>Elicit 32</td>
</tr>
</tbody>
</table>
Si: no informing R
taking ashley
to the boardwalk

Bp: sounds fun acknowledging F

Bp: you have had enough eliciting I Elicit 33
golf lately, LOL

Si: ive had enough golf informing R
for a couple days
well at least a day

Bp: ya playing tomorrow, eliciting I Elicit 34
Mike??

Si: yes informing R
in a best ball

Bp: cool, that takes the acknowledging F
pressure off

Go: i signed up for a state informing I Inform 35
junior match with my
friend thats best ball (incomplete)

Bp: hit for the fences mike, opening I 36
LOL

Si: i always do lol answering R

Go: ne1 wanna go running with opening I Structure 37 10
me this mornin?

Bp: do my laps for me, Gal answering R

MA: lets go Gal..i'm ready !! answering R

Sk: Gal.--I'll follow you-------- answering R
in the car

Go: k acknowledging F

Go: i gotta do two and a half informing I Inform 38
miles this morn when i
151 get to it lol
152 MA: aaahh acknowledging R
153 make it an even three Gal…
154 go for it !!
155 Go: well i have a "route" acknowledging F
<table>
<thead>
<tr>
<th>Line of dialogue</th>
<th>move</th>
<th>e.s</th>
<th>exch</th>
<th>ex</th>
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</thead>
<tbody>
<tr>
<td>1 Bi:</td>
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<td>I</td>
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<td>2</td>
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<td>I</td>
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<td>4 Ti:</td>
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<tr>
<td>5 Bi:</td>
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<td>6 Ra:</td>
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<td>9 Bi:</td>
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<td>10 Ti:</td>
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<td>11</td>
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<tr>
<td>12 Bi:</td>
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<td>13 ANy of you hit the Taylor</td>
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<td>14 Made balls when they came out?????</td>
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<td>15 the liquid one</td>
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<tr>
<td>16 lol</td>
<td></td>
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<td>17 those where erratic</td>
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<tr>
<td>18 Ti:</td>
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<tr>
<td>19 Sh:</td>
<td></td>
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</tbody>
</table>

63
21 Ra: PRO V1 RULE informing I Inform 7
22 Bi: They are erratic acknowledging R
23 Sh: the Pro VI suck acknowledging R
24 Ti: there a good ball rat acknowledging R
25 Bi: They are erratic acknowledging R
26 Sh: the Pro VI suck acknowledging R
27 Ti: there a good ball rat acknowledging R

28 Ra: SOFT FEEL GREAT SPIN AND CONTROL ON informing I Inform 8
29 Bi: Rat everyone knows the proV1 is good acknowledging R
30 Sh: the proV is not a ball for amateurs informing I Inform 9
31 Bi: Rat everyone knows the proV1 is good acknowledging R
32 Sh: its a really bad ball informing I Inform 10
33 Bi: I like the Callaway reds informing I Inform 11
34 Bi: I like the blues more acknowledging R
35 Bi: hard feel informing I Inform 12
36 Bi: not sso good for putting big informing I Inform 13
37 Ti: Pick it up putt a dt 90 informing I Inform 14
38 Ti: lol acknowledging R
46  In:  im hittin the callaway  informing  I  Inform  
15
47  blue cubes  (incomplete)
48  and luv em hit em farther
49  than pro v

50  Sh:  big are you good?  eliciting  I  Elicit  17  2
51  Bi:  Not today  informing  R

52  Ra:  IM GOOD FOR 14 A 73  informing  I  Inform  18
53  FOR MY BEST ON 18  (incomplete)
54  HOLES

55  Ti:  big what do you play off?  eliciting  I  Elicit  19

56  Bi:  what do you mean  eliciting  Ib  Clarify  20
57  Ti:  handicap ?  eliciting  R/I
58  Bi:  o  informing  R
59  12-14
60  not good  ive been chili
61  dipping like 3 times a
62  round
63  Ti:  its still a good handicap  acknowledging  F
64  mate
65  Bi:  yeah its okay  acknowledging  F
66  but keep in mind I play
67  like 5 course religiously
68  So my putts are in all
69  the time since I know
70  the greens

71  Ti:  how old are you ?  eliciting  I  Elicit  21
72  Bi:  25  informing  R

73  Sh:  what about you tin?  opening  I  Structure  22  3
74 Ti: what shady? eliciting Ib Clarify 23
75 Sh: your good? eliciting R/I
76 Sh: *you (incomplete)

77 Bi: tin whats yours eliciting R/I
78 Ti: 3 informing R
79 Bi: Wow acknowledging F
80 Sh: really? acknowledging F
81 Bi: thats really good
82 Ti: yeah acknowledging F

83 Bi: YOu have all teh fades informing I Inform 24
84 and all that crazy stuff going (incomplete)

85 Sh: i can barley break 40 informing I Inform 25
86 Ra: SHADY THAT AINT BAD acknowledging R

87 Bi: on 9 eliciting I Elicit 26
88 Sh: yea informing R

89 Ti: big itry not to just informing I Inform 27
90 keep it simple
**Analysis 3**

<table>
<thead>
<tr>
<th>Line of dialogue</th>
<th>move</th>
<th>e.s</th>
<th>exch</th>
<th>ex</th>
<th>tr</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Ma: how often to you play</td>
<td>eliciting</td>
<td>I</td>
<td>Elicit</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2 golf X12?</td>
<td></td>
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</tr>
<tr>
<td>3 X1: AS MUCH AS</td>
<td>informing</td>
<td>R</td>
<td></td>
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<td>4 POSSIBLE</td>
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<tr>
<td>5 Ma: that's nice.</td>
<td>acknowledging</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6 what's your handicap now?</td>
<td>eliciting</td>
<td>I</td>
<td>Elicit</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>7 X1: DONT KNOW</td>
<td>informing</td>
<td>R</td>
<td></td>
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<td>8 NO: hey x12 PINE LAKES</td>
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<td>I</td>
<td>Inform</td>
<td>3</td>
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<tr>
<td>9 X1: WHERE IS PINE LAKE</td>
<td>eliciting</td>
<td>R/I</td>
<td>Elicit</td>
<td>4</td>
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</tr>
<tr>
<td>10 NO: in myrtle beach</td>
<td>informing</td>
<td>R</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11 old fashioned ,</td>
<td></td>
<td></td>
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<tr>
<td>12 beautiful course</td>
<td></td>
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<tr>
<td>13 WHAT IS IT CLOSE 2</td>
<td>eliciting</td>
<td>I</td>
<td>Elicit</td>
<td>5</td>
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<tr>
<td>14 NO: close to the center</td>
<td>informing</td>
<td>R</td>
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<td>15 of the golf strip</td>
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<td>16 PG: Speaking of golf</td>
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<td>17 courses,</td>
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<td>18 I am attempting to</td>
<td>informing</td>
<td>I</td>
<td>Inform</td>
<td>6</td>
<td>2</td>
</tr>
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<td>19 get a membership (incomplete)</td>
<td></td>
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<tr>
<td>20 at Augusta National</td>
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</table>

67
Br: I wish that Tiger would espouse his Asian heritage as well and should have stuck up for Fuzz.

JS: I wouldn't have "stuck up" for Fuzzy.

PG: What did Fuzzy do? Zoeller is extremely funny and that was just his nature.

JS: Brain, I don't care how "funny" you are, in this day and age you don't call a grown man "boy".

JS: and his Asian heritage is not what you see when you see tiger you know he is Thai only because you see his mother.

PG: Oh, I remember that. Wasn't that like 2 years ago?

JS: about 2 years, yes actually 4 years age in 1997.

JS: Black people didn't happen.
to find that "funny".

PG: Come on acknowledging R

I stand by fuzzy informing I Inform 13

JS: you would acknowledging R

PG: No, listen,

I will tell you why informing I Inform 14

(incomplete)

JS: but KMart didn't informing I Inform 15

and that's what counted, (incomplete)

and I couldn't have been

more pleased

PG: Don't want to get any

one that is African

American in here mad

at me....

I have many African

American students

You ask him if he does

drugs and he might

get mad

PG: You ask him if he has informing I Inform 16

a big penis,

and he will agree.

X1: LOL acknowledging R

KI: PGA LOL acknowledging R

JS: I would like to meet the acknowledging R

black man you asked

that question to

JS: As I stated before, informing I Inform 17

all is fine and dandy, (incomplete)
but you don't call a grown black man, "boy"

PG: People need to calm down. informing I Inform 18
Life is just to short to be so tense (incomplete)

JS: The black men who informing I Inform 19 happen to be my friends, would kick your bigoted butt plain and simple

PG: But ya know..... Tiger isn't just AM informing I Inform 20 He even says that

JS: NO ONE IS JUST acknowledging R AFRICAN AMERICAN OR WHITE OR ASIAN

PG: He counts all of his races informing I Inform 21 and backrounds in it.

JS: No he doesn't count acknowledging R "all" races he doesn't count white, he can't

PG: And he doesn't like to informing R Inform 22 be referred to as just black

JS: black and Thai acknowledging R

PG: Yes acknowledging F

PG: and I think something informing I Inform 23 else
<table>
<thead>
<tr>
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<th>Text</th>
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<tbody>
<tr>
<td>109</td>
<td>PG: I forget</td>
</tr>
<tr>
<td>110</td>
<td>JS: no one is just black or white or asian (incomplete)</td>
</tr>
<tr>
<td>111</td>
<td>But the point is..... people need to just take it easy. (incomplete)</td>
</tr>
<tr>
<td>112</td>
<td>PG: But the point is..... people need to just take it easy.</td>
</tr>
<tr>
<td>113</td>
<td>JS: Tiger didn't really get mad, the comment was just stupid</td>
</tr>
<tr>
<td>114</td>
<td>PG: I can see why Tiger got mad.</td>
</tr>
<tr>
<td>115</td>
<td>JS: Tiger didn't really get mad, the comment was just stupid</td>
</tr>
<tr>
<td>116</td>
<td>PG: Yes, but then again, if that was me I would just let it go.</td>
</tr>
<tr>
<td>117</td>
<td>BS: What was the</td>
</tr>
<tr>
<td>118</td>
<td>JS: You don't call a black man &quot;boy&quot;, i don't care how &quot;funny&quot; you are trying to be</td>
</tr>
<tr>
<td>119</td>
<td>X1: TIGER IS COBLAISAN</td>
</tr>
<tr>
<td>120</td>
<td>JS: X-12 i heard him say that too</td>
</tr>
<tr>
<td>121</td>
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<tr>
<td>122</td>
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<td>123</td>
<td></td>
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</table>
comment to tiger (incomplete)

NO: piss on this racial bitch
bullshit
THANK U NOD

JS: I know white people don't want to face the fact that Tiger is black but when you look at Tiger you know

PG: LOL, come on JS:: We ALL know Tiger is black

JS: You can't miss it, that's why they come it with these other races for him

PG: I know

BS: tiger is not "black". no so called african-american can relate to him.
I know that JS::

But see, he is more than black He is also Asian.
that is because he is
head and hells above
every other golf in the
world

But one thing blacks can relate to, is kicking a lily white field of men's behind and Tiger does that, time and time again

I give Fuzzy a break though. If you think about it, 24 y.o. is a boy.

he isn't 24

I know

he is 25!

At the time he was

he's a golfer from a culture you don't get

It's disrespect to call Tiger that yes.

PGA, as i stated before,

Fuzzy understands, that 21 isn't a boy

I'm a women golfer men don't get me sometimes
PG: sorry

*KI: yeah u r right

Bs: i am white and love woods.
    he's my favorite athlete
    right now.
    but no way is he a brotha

JS: it took millions of his own money to do that but he understood tiger was 21 years old when the comment was made

X1: WHAT HAS FUZZY DONE SINCE THEM
    COMMENTS?
    NOTHING

JS: not a thing, ain't life grand.
    lol

CM: i don't understand you stupidity

PG: OK,
    well more the reason to say boy.

But listen,
    all in all,
    Tiger wasn't hurt one more reason for a white man to say boy,
and i understand taht that

PG: I think Tiger needs to focus more on those death threats he gets than use the color of his skin to his advantage every change he gets

JS: i have lived in this country all my life, and i didnt do it blind folded or deaf

CM: change the subject

X1: IAM WHITE AND I THINK TIGER IS AWESOM

JS: if Fuzzy could get away with it, he might have called him a Nigger you know Fuzzy, its all in a joke

PG: That's a whole nother topic.

JS: no it isnt

PG: Yes it is

PG: Don't use that now.

JS: but if you say so
CM: it's not all a joke informing I Inform 52

JS: its just as if you called informing I Inform 53
him a Nigger

PG: Boy and the N word acknowledging R
are 2 different
subjects

JS: sure it is, acknowledging F
today a boy and
tomorrow a Nigger

PG: NO IT IS NOT. acknowledging F

Come on,
the word Nigger is racial informing I Inform 54

JS: whats the big deal? eliciting R/I Clarify 55
PG: the word BOY is age informing R
JS: no, acknowledging F

in this country, unless
are not of this country,
a degrading remark to
black men for dec
decades, DECADES,
was to call men boys

BS: it kills me when black informing I Informing 56
people are like
"tiger's one of us".
no he isn't.

CM: i can't beleive a golf chat informing I Inform 57
room would be soooooooo
removed from ideals of golf

JS: he is black, informing I Inform 58
285 thats for certain

286 PG: He isn't BLACK. acknowledging R
287 HE HATES being called
288 BLACK.
289 He is asian and african
290 american

291 JS: yeah right acknowledging F

292 when you see Tiger, informing I Inform 59
293 you can dream and wish,
294 and hope he is white,
295 but he isn't

296 PG: I don't think he is white acknowledging R
297 JS: ok.. acknowledging F

298 PG: I don't care what informing I Inform 60
299 color he is.

300 JS: yeah right acknowledging R
301 ok

302 PG: I don't. informing I Inform 61
303 JS: yeah acknowledging R
304 ok
305 i understand
306 PG: I knew you would acknowledging F
307 JS: yeah right acknowledging F

308 X1: SHUT UP ABOUT directing I Direct 62
309 WHITE AND BLACK
310 AND TALK ABOUT
311 GOLF
## Analysis 4

<table>
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<tr>
<th>Line of dialogue</th>
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<tbody>
<tr>
<td>1 AG: Felly yoo hoo</td>
<td>opening</td>
<td>I</td>
<td>Summon</td>
<td>1</td>
<td>1</td>
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<tr>
<td>2 Ga: Aurora..</td>
<td>answering</td>
<td>R</td>
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<tbody>
<tr>
<td>3 AG: There she is</td>
<td>informing</td>
<td>I</td>
<td>Inform</td>
<td>2</td>
<td></td>
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<tr>
<td>4 Ga: sorry..</td>
<td>acknowledging</td>
<td>R</td>
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<td>5 AG: Felly</td>
<td>opening</td>
<td>I</td>
<td>Summon</td>
<td>3</td>
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</tr>
<tr>
<td>6 Felly</td>
<td>(incomplete)</td>
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<tr>
<td>7 Jp: hey where did you go!!!!!!!</td>
<td>eliciting</td>
<td>I</td>
<td>Elicit</td>
<td>4</td>
<td></td>
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<tr>
<td>8 Ga: Mariners game is on..</td>
<td>informing</td>
<td>R</td>
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<td>9 AG: she was lofting with</td>
<td>eliciting</td>
<td>I</td>
<td>Elicit</td>
<td>5</td>
<td></td>
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<tr>
<td>10 whom Felly?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11 lol</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Ga: lol..</td>
<td>informing</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Mariners'..</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>14 lol..</td>
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<td>15 AG: Johnson send me a pic</td>
<td>directing</td>
<td>I</td>
<td>Direct</td>
<td>6</td>
<td>2</td>
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<tr>
<td>16 please?</td>
<td></td>
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<tr>
<td>17 I will send you one back</td>
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<tr>
<td>18 Gr: Miss I don't have one on file</td>
<td>behaving</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 I'm sorry</td>
<td></td>
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</tr>
</tbody>
</table>
Now if you send me a camera....

LI: Jill why so quiet tonight I Elicit 7 3

Ji: i am? Ib Clarify 8

Ma: yes u r R

Ji: just ready to call it I Inform 9

an evening,

kinda tierd

LI: i hear that,,,,,, R

thinking of joining

the bed myself

Ma: yes getting late R

itll be tomorrow in

2 minutes

or will that be today ?

Go: AG, you still around in here I Greet 10 4

man, long time no see

AG: Hello Angel R

Go: how are you I Elicit 11

AG: great here R

Thanks

Go: AG, is this the only room I Elicit 12

you hang in?

AG: yes it is R

Go: ok AG<

i get it, I Inform 13

you are too gooood to

talk to me

AG: I was talking to you Angel R
chilli out

50 Go: forget it AG, i informing I Inform 14
dont want to talk to you now
dont need you anymore
i have lots of others who
will talk to me

55 AG: lol acknowledging R

56 Go: lol acknowledging F

57 AG: be my guest Angel acknowledging F

58 LI: geez aurora,,,,, eliciting I Elicit 15
what the heck are you doing (incomplete)
to people in here lol
lol

60 Go: ok ag, eliciting I Elicit 16
which motel are we (incomplete)
guest in??

65 AG,,,,,,, see im talking ot you again informing I Inform 17 (incomplete)

67 Ma: how bout dem reds!!!! eliciting I Elicit 18 5
r they on a streak or what?

69 AG: me streaking? eliciting Ib Clarify 19 (incomplete)

70 Gk: goodnite all opening I Greet 20 6 (incomplete)

71 AG: Hello Linda opening I Greet 21 7
72 Sm: Hi Aurora answering R
<table>
<thead>
<tr>
<th>Line</th>
<th>Text</th>
<th>Role</th>
<th>Action</th>
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<th>Target</th>
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<tbody>
<tr>
<td>73</td>
<td>Go: hey Jill</td>
<td>opening</td>
<td>I</td>
<td>Greet</td>
<td>22</td>
<td>8</td>
<td></td>
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<tr>
<td>74</td>
<td>Ji: Hi Golf</td>
<td>answering</td>
<td>R</td>
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<td>75</td>
<td>Go: hi Jill, how are you?</td>
<td>eliciting</td>
<td>I</td>
<td>Elicit</td>
<td>23</td>
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<td>76</td>
<td>Ji: great,</td>
<td>informing</td>
<td>R</td>
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<tr>
<td>77</td>
<td>yourself?</td>
<td>eliciting</td>
<td>I</td>
<td>Elicit</td>
<td>24</td>
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<tr>
<td>78</td>
<td>Gr: Aurora ten dollars if you remember my first name</td>
<td>opening</td>
<td>I</td>
<td>Structure</td>
<td>25</td>
<td>9</td>
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<td>79</td>
<td>Ma: BILL</td>
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<td>R</td>
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<tr>
<td>80</td>
<td>AG: Will</td>
<td></td>
<td></td>
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<td>81</td>
<td>Gr: times up</td>
<td>informing</td>
<td>I</td>
<td>Inform</td>
<td>26</td>
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<td>84</td>
<td>Gr: Double or nothign..</td>
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<tr>
<td>85</td>
<td>What's my favorite song?</td>
<td>eliciting</td>
<td>I</td>
<td>Elicit</td>
<td>27</td>
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<td>86</td>
<td>Ma: the penis song</td>
<td>informing</td>
<td>R</td>
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<tr>
<td>87</td>
<td>Ma: hi angel</td>
<td>opening</td>
<td>I</td>
<td>Greet</td>
<td>28</td>
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<td>Sm: Hi Jill</td>
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<td>I</td>
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<td>Ji: Hi linda</td>
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<td>92</td>
<td>Sm: lol</td>
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<td>93</td>
<td>Jp: calling it a night guys, gotta back</td>
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<td>Structure</td>
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<td>94</td>
<td>AG: maybe I should go to bed</td>
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<td>95</td>
<td>Jp: nite all</td>
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<td>I</td>
<td>Greet</td>
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81
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<td>AG</td>
<td>NiteJeff answering R</td>
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<td>97</td>
<td>AG</td>
<td>Nite Jennifer</td>
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<td>Jp</td>
<td>nite ag</td>
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<td>nite ag opening I Greet 33</td>
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<td>AG</td>
<td>Nite Angel answering R</td>
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<td>101</td>
<td>LI</td>
<td>well im off to bed myself opening I Greet 34</td>
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<td>Jp</td>
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<td>104</td>
<td>Ga</td>
<td>Nite Jeff answering R</td>
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<td>Nite. Jen</td>
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<td>LI</td>
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<td>LI</td>
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<td>nite everyone opening I Greet 37</td>
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<td>LI</td>
<td>see ya galf</td>
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<td>Gr</td>
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<td>except Johnson</td>
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<td>117</td>
<td>Ma</td>
<td>goodnight sexy answering R</td>
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<td>who you callin sexy/ eliciting I Elicit 43</td>
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<td>AG:</td>
<td>inform</td>
<td>R</td>
<td>lol</td>
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<tr>
<td>120</td>
<td>Ma:</td>
<td>informing</td>
<td>R</td>
<td>me</td>
</tr>
<tr>
<td>121</td>
<td>LI:</td>
<td>acknowledging</td>
<td>F</td>
<td>u of course</td>
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<tr>
<td>122</td>
<td>yea ok matt</td>
<td></td>
<td></td>
<td>awwww</td>
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<tr>
<td>123</td>
<td>lol</td>
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<tr>
<td>125</td>
<td>Ma:</td>
<td>informing</td>
<td>I</td>
<td>u too age</td>
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<td>(incomplete)</td>
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<tr>
<td>126</td>
<td>Gr:</td>
<td>opening</td>
<td>I</td>
<td>Nite Linda</td>
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<tr>
<td>127</td>
<td>Sm:</td>
<td>answer</td>
<td>R</td>
<td>nite Aurora</td>
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<tr>
<td>128</td>
<td>AG:</td>
<td>?</td>
<td></td>
<td>lits Penis</td>
</tr>
<tr>
<td>129</td>
<td>Ga:</td>
<td>eliciting</td>
<td>I</td>
<td>who's leaving?</td>
</tr>
<tr>
<td>130</td>
<td></td>
<td>(incomplete)</td>
<td></td>
<td>i'm lost</td>
</tr>
<tr>
<td>131</td>
<td>Ba:</td>
<td>eliciting</td>
<td>I</td>
<td>No golf talk tonight?</td>
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<td></td>
<td></td>
<td>(incomplete)</td>
<td></td>
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<tr>
<td>132</td>
<td>Gr:</td>
<td>directing</td>
<td>I</td>
<td>Saygood night Aurora</td>
</tr>
<tr>
<td>133</td>
<td></td>
<td></td>
<td></td>
<td>the song is downloaded</td>
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<tr>
<td>134</td>
<td>AG:</td>
<td>behaving</td>
<td>R</td>
<td>Nite Will</td>
</tr>
<tr>
<td>135</td>
<td>Gr:</td>
<td>opening</td>
<td>I</td>
<td>Thank you</td>
</tr>
<tr>
<td>136</td>
<td>AG:</td>
<td>answering</td>
<td>R</td>
<td>it was a pleasure</td>
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## Analysis 5

<table>
<thead>
<tr>
<th>Line of dialogue</th>
<th>move</th>
<th>e.s</th>
<th>exch</th>
<th>ex</th>
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</thead>
<tbody>
<tr>
<td>1 Jo: ohh, I got this new spalding ball,</td>
<td>informing</td>
<td>I</td>
<td>Inform</td>
<td></td>
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<tr>
<td>2 Jo: spalding ball,</td>
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<td>3 Jo: spalding ball,</td>
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<tr>
<td>4 Jo: spalding ball I've heard of</td>
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<tr>
<td>5 Jp: Stop it Joe.</td>
<td>acknowledging</td>
<td>R</td>
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<tr>
<td>6 Jp: Stop it Joe.</td>
<td>acknowledging</td>
<td>R</td>
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<tr>
<td>7 Jo: I'm kiddin, but I did find a spalding tonight</td>
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<tr>
<td>8 Ta: do u like Sam Cook?</td>
<td>eliciting</td>
<td>I</td>
<td>Elicit</td>
<td></td>
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<tr>
<td>9 Ta: do u like Sam Cook?</td>
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<td>10 Ta: do u like Sam Cook?</td>
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<tr>
<td>11 Ta: do u like Sam Cook?</td>
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<tr>
<td>12 Ta: I still have</td>
<td>informing</td>
<td>R</td>
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<tr>
<td>13 Ta: I still have</td>
<td>informing</td>
<td>R</td>
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<td>14 Ta: I still have</td>
<td>informing</td>
<td>R</td>
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<td>15 Ta: I still have</td>
<td>informing</td>
<td>R</td>
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<tr>
<td>16 Ta: I still have</td>
<td>informing</td>
<td>R</td>
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<tr>
<td>17 Ta: I still have</td>
<td>informing</td>
<td>R</td>
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<tr>
<td>18 Ta: I still have</td>
<td>informing</td>
<td>R</td>
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<tr>
<td>19 Ta: I still have</td>
<td>informing</td>
<td>R</td>
<td></td>
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<tr>
<td>20 Ta: I still have</td>
<td>informing</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 Ta: I still have</td>
<td>informing</td>
<td>R</td>
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</tbody>
</table>

Gd: Sam Cook was so smooth nice

Fa: lol, Tammy, I still have albums somewhere

Ga: I was so wild in the 70's hehhe
22 Le: baaaad boy acknowledging R
23 Ta: you're kidding GD...... acknowledging R
24 lol
25 Jp: It was really wild. acknowledging R
26 I was like Four?
27 Le: livin does that to ya, lol acknowledging R
28 Gd: mellow man now acknowledging F
29 lol

30 Fa: Gd....
you remember the 70's.... eliciting I Elicit 4
31 hehehe....someone has to remember them for me...
32 ehehe
33 Gd: sigh...
34 such nice memories informing R

36 Kn: I remember 50's informing I
37 Gd: :-)))) omg acknowledging R
38 Jp: I can't remember 2000 acknowledging R

39 SC: ANY KNOW WHY eliciting I Elicit 4 5
40 DR.PEPPER COMES IN A BOTTLE?
41 Gd: tell us SC informing R

43 SC: HIS WIFE DIED!! informing I Inform 5
44 LOL LOL LOL LOL (incomplete)

45 Ta: here's my favorite......
46 Brown eyed girl...... informing I Inform 6 6
47 Jimmy Buffet
48 Gd: that's a good one acknowledging R
49 Le: Hey, I like that one too acknowledging R
50 Ta: thank goodness I acknowledging F
51 downloaded this stuff
off Napster.....lol

Jp: Brown eyed girl?
Isn't that a Van Morrison tune?
Gd: lots of artists recorded it Jph
Ta: yep

Fa: Cat's in the cradle
and the silver spoon,
little boy blue and the man
and the moon
Le: Oh I like that one too Di

Fa: Sheila I saw him at a free concert in a park just outside (incomplete)
Philly in the 70's

Tw: GOLF SUCKS
Gd: vacuum cleaners suck
Jp: Stop two tiny,
your'e hurting all our feelings.
Le: Don't knock it till you tried it

Ta: Gd.....
can't seem to get mine to
Gd: lol Tammy heheh
Ta: lol....

Le: over the rainbow?
Gd: Somewhere?
82  Gd:  lol  acknowledging  F
83  Ta:  lol  acknowledging  F
84  Le:  yep, lol  acknowledging  F

85  Jp:  Besides, we are talking  informing  I  Inform  13
     about badminton
87  SC:  OH BADMITTON  acknowledging  R
88     THERE'S A REAL GAME

89  Jp:  We are talking about  eliciting  I  Elicit  14
90     badminton, aren't we?
91  Le:  yes, it's a baaaad game  informing  R
92  SC:  NO GOLF YOU IDIOT  informing  R
93  Gd:  no Jph...
94     you mean bad golf lol
95  Jp:  Shit,  acknowledging  F
96     I must be in the
97     wrong room
98  Ta:  no, poker is the game....  informing  I  Inform  15
99     lol

100 Kn:  3/4ths of people that golf  informing  I  Inform  16
101     are pretty BAD! LOL
102 Ta:  I'm in that 3/4.....  acknowledging  R
103     lol
104 Gd:  some days are bad...
105     some not so bad
106 Le:  me too Tammy, lol  acknowledging  F
107 Ta:  but it's fun  acknowledging  F

108 SC:  I CAN'T EVEN  informing  I  Inform  17
109     PLAY MINI-GOLF  (incomplete)

110 Fa:  got to go, ride is here....
111     later all...  opening  I  Greet  18  8
112 behave hehehe
113 Gd: k
114 you too Di... answering R
115 been fun
116 later
117 Le: by Di, answering R
118 nice chattin with ya

119 Ta: she left in a hurry informing I Inform 19
         (incomplete)

120 Gd: I have to run myself....
121 bye Tammy opening I Greet 20
122 Ta: bye Gd answering R

123 Ta: have a good one opening I Greet 21
124 Gd: you too answer R

125 Gd: bye Lucy opening I Greet 22
126 Le: by Fella answering R

127 Gd: bye Knck opening I Greet 23
128 Kn: u2 answering R

129 Jp: Bye, GD opening I Greet 24
         (incomplete)

130 Kn: I think they should
131 have a rule....... 
132 if you can't get it on informing I Inform 25 9
133 the green in at least
134 5 shots.
135 PICK IT UP!!!!!!!!!!!
136 Le: yep, acknowledging R
137 I'll drink to that one
Some people want their money's worth.

Hacker's heaven........

Stay out late/

keep the 19th hole open

as late as possible

Hope it's not going to be hot where you are.

YOU HIT THE BALL 300YDS, THEN YOU WALK TO THE BALL, TO PUT IN A CUP, BUT IF YOU MISS BUMMER

I used to live in Ct

I LIVE IN WINDSOR "Bama

play Keney park?

we went there last year

hot place

or Millbrook?

place called Eufaula, AL

My liver is shriveling
from the booze intake (incomplete)
last night

Ru: were tiger at in this eliciting I Elicit 35 12
tourment
is he leading
Jp: Please refrain from informing R
winston cup, Rusty

SC: I OFTEN GO TO informing I Inform 36 13
THE GHO
I GET TIRED
WATCHING THEM
Kn: I used to go to GHO/ acknowledging R
pass out at the 18th...........
LOL

SC: SOME OF THOSE informing I Inform 37
PEOPLE WEAR (incomplete)
SOME UGLY CLOTHES

Kn: "Last BLAST at informing I Inform 38
Wethersfield" 1983......... (incomplete)
booze/booze/booze/
Monday-Sunday/LMAO

Le: Tammy does your husband eliciting I Elicit 39 14
play golf too?
Ta: yes....... informing R
we don't get to play
often as we like
Le: us either, acknowledging F
but I'm addicted

Ta: and most of time....
I don't like playing w/ him… informing I Inform 40
195   Lol          (incomplete)

196   u play together?    eliciting    I    Elicit    41
197   Le:   yep,         informing    R
198   I make him laugh even
199   when he doesn't want too
200   Ta:   lol          acknowledging   F

201   Le:   that's where the
202   lucy comes in
References


London: Routledge


