

**Centre for English Language Studies**  
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Masters in Teaching English as a foreign or second language

Applying the Francis and Hunston Model to a radio phone-in

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**Question: SD/09/03**

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

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

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

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

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

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

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## 1 Introduction

According to Carter (1995, p. 39) discourse analysis is a relatively recent phenomenon and his definition has three key elements.

- 1) Discourse analysis endeavours to outline “regularities and irregularities” found in language that cannot be explained at the level of grammar. McCarthy and Carter offer examples of these irregularities (McCarthy & Carter, 2008, p. 52) suggesting that much of spoken discourse

[does] not conform to the notion of well-formed ‘sentences’ with main and subordinate clauses. ... Conversational turns often consist just of phrases, or of incomplete clauses, or of clauses with subordinate clause characteristics but that are apparently not attached to any main clause, and so forth.

- 2) Discourse analysis (Carter, 1995, p. 40) involves the examination of language in context, “across sentence boundaries”. Cook (1989, p. 9) uses the following examples to illustrate the necessity for this element of discourse analysis.

The knight killed the dragon. He cut off its head with his sword.

The knight killed the dragon. The pineapple was on the table.

He argues that although the second sentence is possible, it seems implausible because it contradicts our understanding of the world within which we interpret language, whereas the first sentence does not (Cook, 1989, p. 9).

- 3) Discourse analysis (1995, p. 40) attempts to provide systems for analysing and understanding types of discourse, such as that developed by Sinclair et al for analysing classroom discourse.

This assignment is concerned with one of those systems in particular, the Francis and Hunston (1992) framework, developed for the analysis of everyday conversation. They (Francis & Hunston, 1992, p. 123) suggest their framework is

flexible and adaptable enough to cope with a wide variety of discourse situations: casual conversations between friends and family members, child-adult talk, commercial transactions, professional interviews, radio phone-ins, and even air-traffic controllers' talk.

The approach will be used to evaluate one of the above genres, namely a radio phone-in, featuring a topical debate.

Part one of this paper outlines the background relevant to Francis and Hunston's system, gives a description of the components of the framework, details my analysis of the data and identifies the features of the genre revealed by that analysis. Part two, provides a commentary concerning the application of the framework, illustrating where it was both easy and difficult to apply, and then discusses the usefulness of such analyses as a means of understanding the radio phone-in genre.

## 2 Part 1: Analysis of Radio 5 live Breakfast Phone-in

### 2.1 Francis and Hunston's Framework

This section outlines the relevant research important for the understanding of Francis and Hunston's framework, and explains the elements of the system itself.

#### 2.1.1 Background

In the 60s Halliday (2009, pp. 344-6) developed a means of analysing grammar which systematically categorised the grammar of language using a rank scale, where each rank "consisted of" units of a lower rank. In addition, in the 70s, conversational analysts, including Sacks, were attempting to determine the grammar of spoken discourse. Sacks observed that some turns in a conversation seemed to predict the use of other turns, for example a question is usually followed by an answer; a greeting is usually followed by a greeting etc. He called these pairs of utterances *adjacency pairs* ((Sacks, n.d.) cited in (Coulthard & Brazil, 1992, p. 51)).

According to Coulthard (1985, p. 120), in the 1970s "there was no existing linguistic description of interaction, let alone a linguistic *theory* of interaction". In an attempt to rectify this missing element of linguistic theory, Sinclair et al investigated interaction in the classroom. They proposed 5 ranks in which all classroom discourse could be subdivided (lesson, transaction, exchange, move and act) ((Sinclair *et al* 1972) cited in Coulthard M., 1985, p.123)), whereby, like Halliday's "Categories of Grammar", the largest rank of classroom interaction, a lesson, consists of items from the rank below, transaction. Figure 1 illustrates this concept.

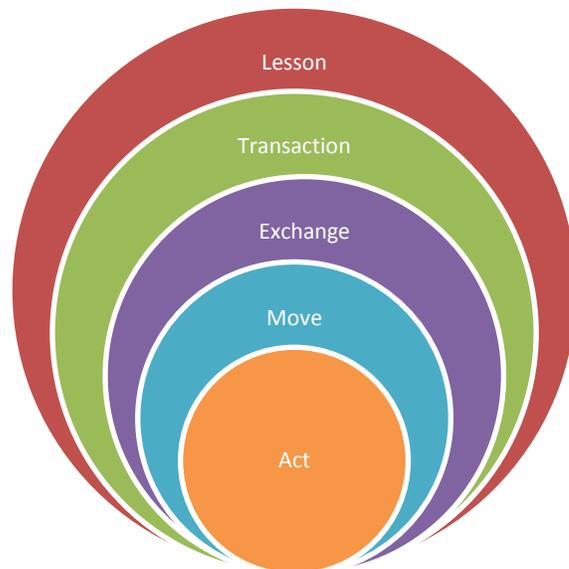


Fig. 1: Ranks of classroom interaction (adapted from (Coulthard M., 1985, p. 123)).

In addition, taking the concept of adjacency pairs further, Sinclair et al developed the idea of the three-part exchange whereby each part of an exchange (element of structure or e.s.) is realised by a separate move; that is the element of structure Initiation is realised by an *opening* move; Response by an *answering* move and Follow-up by a *follow-up* move ( (Sinclair & Coulthard, 1975) cited in (Francis & Hunston, 1992, p. 124)). In 1975 this was envisaged on a one-to-one basis, as illustrated in Figure 2.

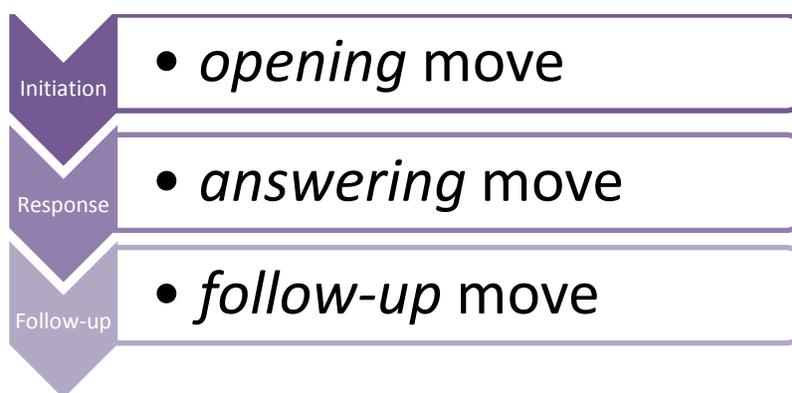


Fig 2: The three part structure of an exchange (adapted from (Sinclair & Coulthard, 1975), cited in (Francis & Hunston, 1992, p. 124)).

Further research by Coulthard and Montgomery proposed the abandonment of the one-to-one relationship between move and exchange. They suggested that an element of structure of an exchange could be realised by more than one type of move ( (Coulthard & Montgomery, 1981) cited in (Francis & Hunston, 1992)). This is shown in Figure 3.

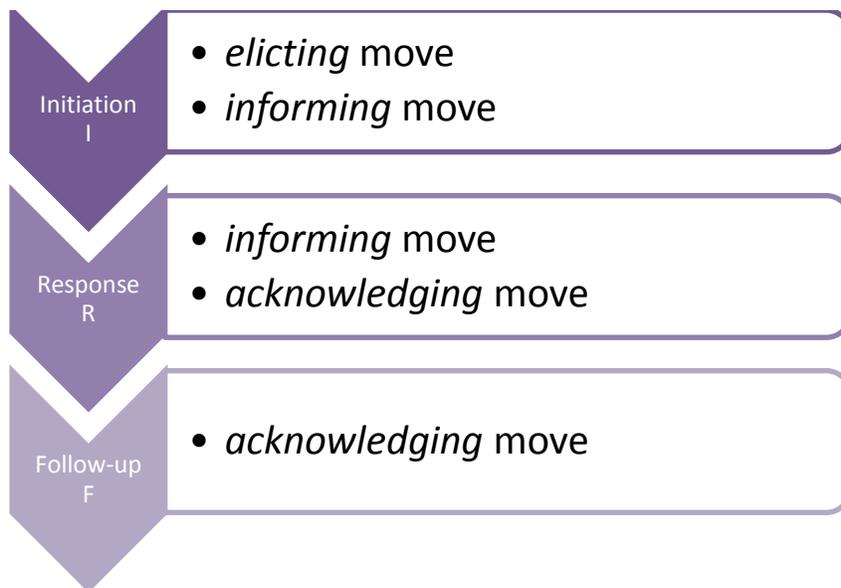


Fig 3: Limits of an exchange structure (adapted from (Coulthard & Montgomery, 1981) cited in (Francis & Hunston, 1992, p. 124)).

The final development relevant to Francis and Hunston's system is the debate about the length of an exchange. This debate extended the exchange from the original 3 parts (I R F) to incorporate a new optional element R/I, but also suggested that F too was optional and can occur more than once, shown by "<sup>n</sup>". An exchange, therefore, could be represented as I (R/I) R (F<sup>n</sup>) with the elements I and R being obligatory and the brackets indicating optional elements of structure ( (Coulthard & Montgomery, 1981) cited in (Francis & Hunston, 1992, p. 124)). Like in the three part exchange, there are limits on the move that can occur at any one element of structure. Figure 4 clarifies these restrictions.

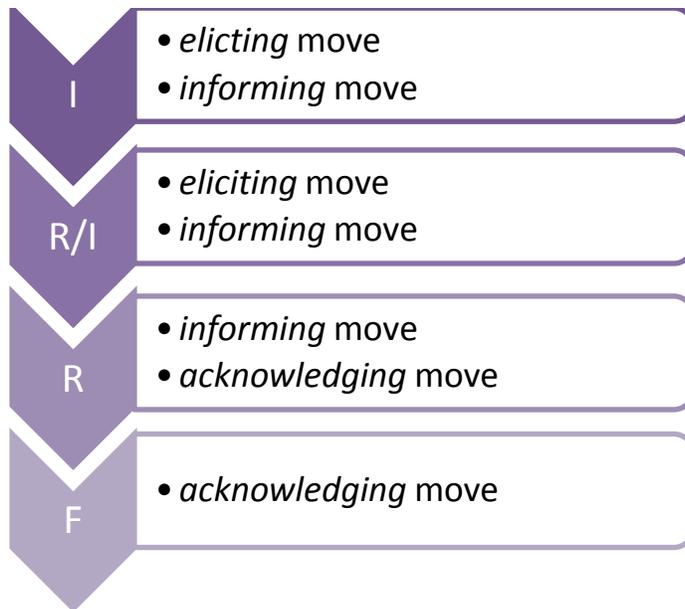


Fig 4: Limits of an exchange structure (adapted from (Coulthard & Montgomery, 1981) cited in (Francis & Hunston, 1992, p. 141)).

Having dealt with the background relevant to the system, the next section will outline the details of the framework itself.

### 2.1.2 The System of Analysis

Francis and Hunston's (1992, p. 123) system for conversational analysis is

a substantially revised version of the [Sinclair-Coulthard] model which ... reflects accurately the nature of different types of talk while remaining true to the spirit of the original model and its fundamental underlying principles.

Francis and Hunston's aim was to provide a system that was easy to apply and flexible enough to deal with a wide range of discourse types (1992, p. 123). Like Sinclair and Coulthard, Francis and Hunston nominate a rank scale, starting at interaction as the largest rank through transaction, exchange and move and finally to act as the smallest unit of analysis. This is represented graphically in Figure 5.

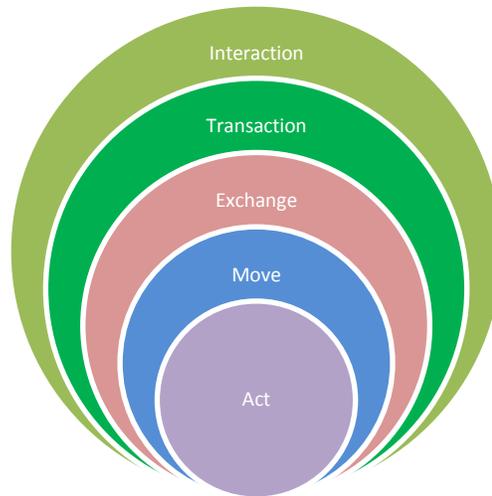


Fig. 5: Ranks of a conversation (adapted from (Francis & Hunston, 1992, p. 125)).

Francis and Hunston propose that each level of rank, apart from interaction, can be further sub-divided into categories within that rank. Firstly, for the rank of transaction, they offer three categories *Preliminary* (P), *Medial* (M) and *Terminal* (T), whereby P and T are realised by *Organisational* exchanges and M by *Conversational* exchanges.

<u>Type of Transaction</u>	<u>Type of Exchange</u>
<i>Preliminary</i>	• <i>Organisational</i> exchanges
<i>Medial</i>	• <i>Conversational</i> exchanges
<i>Terminal</i>	• <i>Organisational</i> exchanges

Fig 5: Categories of transaction and their associated exchanges (adapted from (Francis & Hunston, 1992, p. 125))

Secondly, the rank of exchange has two main sub-categories, *Organisational* and *Conversational*. The *Organisational* exchanges can be further sub-divided into *Boundary*, *Structuring*, *Greet* or *Summon*. Within a *Structuring*, *Greet* or *Summon* exchange there are two possible elements of structure I, realised by an *opening* move, and R, realised by an *answering* move. Both of these are obligatory elements of an exchange and an absence of either one would render the exchange incomplete. However, the authors do offer situations where an absent response can be assumed on the grounds that it is understood from the discourse that a response was implied but not realised. (Francis & Hunston, 1992, p. 155) In *Conversational* exchanges, on the other hand, there is a wider range of elements of structure as mentioned above. Therefore, a *Conversational* exchange can be I (R/I) R (F<sup>n</sup>), with moves achieved by *eliciting*, *informing*, and *directing* at I, *eliciting* and *informing* at R/I, *informing*, *acknowledging* and *behaving* at R and *acknowledging* at F.

Again, any absent obligatory element of structure (I or R) would result in an incomplete exchange. In addition, there are 3 *Bound* exchanges, *Clarify*, *Repeat* and *Re-initiation*, which are used when a repair strategy is present in the conversation, and they display the element of structure I<sup>b</sup> on the grounds that they are bound to the previous *Elicit* exchange. Figure 6 presents the rank of exchange.

<u>Organisational Exchanges</u>	<u>Type of Move</u>
<i>Boundary</i>	•framing
<i>Structuring</i>	•opening •answering
<i>Summon</i>	•opening •answering
<i>Greet</i>	•opening •answering
<u>Conversational Exchanges</u>	<u>Type of Move</u>
<i>Elicit</i>	•eliciting •informing      acknowledging
<i>Inform</i>	•informing •acknowledging
<i>Direct</i>	•directing •behaving •acknowledging
<u>Bound Exchanges</u>	<u>Type of Move</u>
<i>Clarify</i>	•eliciting •informing      acknowledging
<i>Repeat</i>	•eliciting •informing      acknowledging
<i>Re-initiation</i>	•eliciting •informing      acknowledging

Fig 6: Categories of exchange and their associated moves (adapted from (Francis & Hunston, 1992, pp. 136-9)).

Furthermore, Francis and Hunston identify 8 categories of move, which can be realised by 32 types of act. Figure 7 shows these categories and 28 of the acts relating to them. The remaining 4 acts can be found in any move except *framing* moves. See Appendix 2 for a full list of acts.

<u>Type of Move</u>	<u>Type of Act</u>
<i>framing</i>	• <i>framing</i>
<i>opening</i>	• <i>meta-statement</i> <i>conclusion</i> • <i>greeting</i> <i>summons</i>
<i>answering</i>	• <i>acquiesce</i> <i>reply greeting</i> • <i>reply summons</i> <i>reject</i>
<i>eliciting</i>	• <i>inquire</i> <i>neutral proposal</i> • <i>marked proposal</i> <i>return</i> • <i>loop</i> <i>prompt</i>
<i>informing</i>	• <i>observation</i> <i>informative</i> • <i>concur</i> <i>confirm</i> • <i>qualify</i> <i>reject</i>
<i>acknowledging</i>	• <i>terminate</i> <i>receive</i> • <i>react</i> <i>endorse</i> • <i>protest</i>
<i>directing</i>	• <i>directive</i>
<i>behaving</i>	• <i>behave</i>

Fig. 7: Categories of move and their associated acts (adapted from (Francis & Hunston, 1992, pp. 134-6)).

## 2.2 Origin of Data

The data for this assignment was taken from the BBC Radio-Five phone-in broadcast on 28<sup>th</sup> September 2009, with listeners airing views on the topical debate of the day: “*Is it right to bash the bankers?*” The hour-long programme is divided into three, approximately 15-minute sections interspersed with general news, travel news and weather. The part of the programme analysed constitutes a 5-minute and 44-second excerpt from the middle of the first 15-minute section, and begins with the presenter introducing two new participants. The excerpt ends with the end of that 15-minute section of the discussion.

## 2.3 Analysis

This section presents my analysis of the excerpt using the Francis and Hunston framework, firstly taking each level of the rank in turn, commencing with the largest, transactions, through exchanges and finally to moves and acts and then puts forward the characteristics of the genre revealed by the analysis. The full analysis using the Francis and Hunston (1992) system can be found in Appendix 1.

### 2.3.1 Transactions

There were only two transactions within the data; the first was a *Preliminary* transaction, with eight exchanges, where the presenter introduces two new callers. The second, a *Medial* transaction, covered the remaining 27 exchanges.

### 2.3.2 Exchanges

There were a total of 35 exchanges in the data. Table 2.1 details these and indicates complete and incomplete exchanges.

Types of Exchange	Number of Exchanges	Complete exchanges (exchange number)	Incomplete exchanges (exchange number)
<i>Structuring</i>	2 (5.7%)	35	10
<i>Summon</i>	7 (20%)	7, 16, 28, 31	1, 5, 21
<i>Greet</i>	3 (8.6%)	8	2, 4
<i>Elicit</i>	11 (31.43%)	9, 11, 13, 15, 17, 19, 29, 30, 34	3, 18
<i>Inform</i>	8 (22.86%)	14, 22, 23, 24, 26, 32, 33	6
<i>Direct</i>	1 (2.86%)	27	-
<i>Clarify</i>	3(8.6%)	12, 20, 25	-
<i>Direct/Repeat/ Re-initiation</i>	0	-	-

Table 2.1: Summary of exchanges

43% of the *Summon* exchanges lacked an obligatory element of structure, as did 66% of the *Greet* exchanges. This could be explained by the nature of the phone-in genre, whereby the presenter must summon, greet and introduce a caller to provide a context for the listeners, before a caller can reply to any of these questions. The difficulties this caused are addressed in part 2. The exchange pattern, with a high percentage of *Elicit* and *Inform* exchanges, also seems consistent with the genre, given that in seven of the eleven *Elicit* exchanges, the *eliciting* move is performed by the presenter and all of the *informing moves* in both the *Elicit* and *Inform* exchanges were performed by the callers or experts.

### 2.3.3 Moves and Acts

Table 2.2 details the moves and acts within the data. A similar pattern is also present when the number of moves is evaluated, with *eliciting* and *informing* moves making up over 50% the data. However, unlike exchanges, there are a greater number of *informing* moves than *eliciting* moves. This is consistent with the nature of the system, since an *informing* move can be found in an *Elicit* and *Inform* exchange, while an *eliciting* move can only occur in an *Elicit* exchange. The presence of *qualify*, *reject*, *endorse* and *protest* acts, given the debate like nature of the genre, would also seem logical, however, there were only 2 *qualify*, 4 *reject*, 3 *endorse*, 1 *protest*, which may be symptomatic of the genre. This is discussed further in Part 2.

Type of Move	Number of Moves	Type of Act	Number of Acts
<i>opening</i>	10 (15.87%)	<i>meta-statement</i> <i>greeting</i> <i>summons</i> <i>conclusion</i>	1 2 6 1
<i>answering</i>	7 (11.11%)	<i>reply greet</i> <i>reply summons</i> <i>acquiesce</i>	2 1 4
<i>eliciting</i>	15 (23.81%)	<i>inquire</i> <i>neutral proposal</i> <i>return</i>	12 1 2
<i>informing</i>	25 (31.75%)	<i>informative</i> <i>qualify</i> <i>reject</i>	14 2 4
<i>acknowledging</i>	10 (15.87%)	<i>terminate</i> <i>receive</i> <i>endorse</i> <i>protest</i>	3 3 3 1
<i>directing</i>	1 (1.59%)	<i>directive</i>	1
<i>behaving /framing</i>	0	-	-

Table 2.2: Summary of moves and acts

### 2.3.4 Characteristics of the Phone-in Genre

In part two of this paper, I will discuss the difficulties encountered when attempting to fit the phone-in data into the Francis and Hunston framework. To facilitate this, it is necessary to understand the characteristics of the genre. Therefore, in this section the radio phone-in analysis will be compared with that of the telephone conversation used as an example in the Francis and Hunston article (1992, pp. 157-161)).

	Telephone Conversation	Radio phone-in
<b>Number of lines</b>	173	216
<b>Total Number of exchanges</b>	50	35
• <b>Summon</b>	2 (4%)	7 (20%)
• <b>Greet</b>	8 (16%)	3 (8.6%)
• <b>Structuring</b>	4 (8%)	2 (5.7%)
• <b>Elicit</b>	11 (22%)	11 (31.43%)
• <b>Inform</b>	12 (24%)	8 (22.86%)
• <b>Clarify</b>	7 (14%)	3 (8.6%)
• <b>Re-initiation</b>	2 (4%)	-
• <b>Repeat</b>	4 (8%)	-
• <b>Direct</b>	-	1 (2.86%)
<b>% of complete exchanges</b>	64%	74.29%
<b>Total Number of moves</b>	94	68
• <b>opening</b>	14 (14.9%)	10 (15.87%)
• <b>answering</b>	9 (9.6%)	7 (11.11%)
• <b>eliciting</b>	27 (28.7%)	15 (23.81%)
• <b>informing</b>	31 (33%)	25 (31.75%)
• <b>acknowledging</b>	13 (13.8%)	10 (15.87%)
• <b>directing</b>	-	1 (1.59%)
• <b>behaving</b>	-	-
• <b>framing</b>	-	-

Table 2.3: Comparison of telephone conversation and radio phone-in

As can be seen in table 2.3, there are 53 more lines in the radio phone-in than in the telephone conversation; in contrast, there are 15 more exchanges and 26 more moves in the conversation. These facts highlight one key characteristic of the radio phone-in that turns appear to be longer in the latter than in the former. In addition, there are 5 more *Summon* exchanges in the radio phone-in, which is consistent with the larger number of participants in the phone-in situation. Moreover, the conversation has many more exchanges that are linked to the previous exchange i.e. *Bound* exchanges. Although there are three *Clarify* exchanges in the radio phone-in, generally ideas are expressed clearly. This, again, is probably indicative of the genre, since participants

usually have a clear opinion to express. Furthermore, the percentage of complete exchanges is higher in the radio phone-in than in the conversation. This could be explained by the fact that on the radio participants are inclined to let speakers fully finish their argument to avoid making a bad impression.

Finally, the *Organisational* exchanges are of interest, as they reveal another characteristic of the genre: the incompleteness of the *Organisational* exchanges. Of the eight exchanges in the first transaction, only two are complete and the remaining *Organisational* exchanges are only deemed complete since an implied response was assumed. This confirms Hymes' (Hymes, 1972) cited in (Coulthard M., 1985, p. 34)) concept of the *ethnography of speaking* which is concerned with "the rules of speaking ... the ways in which speakers associate particular modes of speaking, topics or message forms, with particular settings and activities." In other words, all the participants know how to behave when participating in a radio phone-in, and allow the structuring element of the conversation to be undertaken before completing the expected adjacency pair. Having outlined my analysis, the next part of this assignment offers a commentary on the application of the framework.

### **3 Part 2: Commentary on the Analysis**

#### **3.1 General Comments**

The Francis and Hunston (1992) system provides an excellent means of analysing much of the phone-in discourse. According to Hutchby (1999, p. 522), "[t]alk radio represents a public context in which private citizens can articulate their opinion on social issues." He points out that in cases where the topic is predetermined, the presenter is a

“moderator” whose role it is to “relate contributions together” and draw out “similarities and differences” among them. This clarity of role made categorising the presenter’s turns relatively easy, as he was unlikely to be involved in *Inform* exchanges and it was also probable that the *eliciting* move of an *Eliciting* exchange would be performed by the presenter and this would be achieved by a simple question. It was also clear where the moderator was summoning and greeting participants. Other turns were also easy to categorise, especially when a clear answer was given to a clear question.

Moreover, I found the acts *endorse*, *protest*, *qualify* and *reject* useful for the genre, as it aided the categorisation of the debate-like nature of the discourse. I had, however, expected to find a greater number of these acts. This anomaly could be explained by the fact that the genre, being public, encourages participants to remain polite. This argument is supported by Brown and Levinson’s idea of *face* (Brown & Levinson, 1978) cited in (Coulthard M., 1985, pp. 50-51)). They argue that a speaker’s language and behaviour is aimed at avoiding a “Face Threatening Act (FTA)”. They suggest that there are two aspects of *face* which can be threatened by an FTA, positive and negative; the former being the “desire for the self image to be appreciated” and the latter the “claim to freedom from imposition”. These concepts could explain why turns were generally completed and why there were not as many *rejects* as might be expected.

When I started the analysis I found it difficult to determine the boundaries between exchanges. However, as I gained understanding of the framework, I was able to distinguish between exchanges separating them into moves. Nevertheless, I encountered a number of problems in categorising some of the data and these will be discussed in the following section.

## 3.2 Problem Areas

### 3.2.1 Preliminary Transaction

As mentioned above (section 2.3.4), the initial transaction involves eight exchanges, six of which are incomplete. The system suggests that both a *Summon* and *Greet* exchange should contain both an *opening* and an *answering* move and when either of these elements is absent the exchange is deemed incomplete (Francis & Hunston, 1992, p. 152). Moreover, an *Elicit* exchange has obligatory elements of structure (I and R), which are realised by an initial *eliciting* move (I) and followed by an *informing* move (R). In the first six lines of the data, these rules could not be applied. First the presenter summoned the first caller, said hello and asked him how he was, before allowing the caller to respond. This is indicative of the genre, as the majority of the initial *Organisational* exchanges are for the benefit of the listeners, not for the person addressed, like in an everyday conversation. To solve this discrepancy between what the data showed and what the system expected, I divided the presenter's utterances into the respective *Summon*, *Greet* and *Elicit* exchanges, the first two with an *opening* move and the latter with an *eliciting* move, but marked them all as incomplete. The caller's responses were also divided into the constituent parts and separated into their respective exchanges, and each was also realised by an appropriate move. Table 3.1 shows my solution.

Line	Dialogue	<i>act</i>	<i>move</i>	<i>e.s.</i>	<i>exchange</i>
1.	<S01>: Da... Dave... Dave in Gravesend in Kent.	<i>sum</i>	<i>opening</i>	I	<i>Summon (inc)</i>
2.	<S01>: Good morning Dave.	<i>gr</i>	<i>opening</i>	I	<i>Greet (inc)</i>
3.	<S01>: How are you Dave?	<i>inq</i>	<i>eliciting</i>	I	<i>Elicit (inc)</i>
4.	<S05>:Hello	<i>re-gr</i>	<i>answering</i>	R	<i>Greet (inc)</i>
5.	<S05>:yes	<i>re-sum</i>	<i>answering</i>	R	<i>Summon (inc)</i>
6.	<S05>:ok yes	<i>i</i>	<i>informing</i>	I	<i>Inform (inc)</i>

Table 3.1 Excerpt from the analysis

This solution, in my opinion, seems to meet the restrictions imposed by the system; however, as this type of interaction does not occur in the sample conversation, there was no clear example to follow. Francis and Hunston argue that their framework is suitable for use with the radio phone-in genre (Francis & Hunston, 1992, p. 123) however, with hindsight, its inability to provide an adequate means of dealing with the opening sequence, except by providing a string of incomplete exchanges, shows the limitations of this system for analysing this type of discourse. One solution might be that the exchanges are marked with an arrow after the name of the exchange rather than incomplete and on the occurrence of the second part of the pair an arrow could come before the name of the exchange. This is illustrated in table 3.2. The advantages of this solution are two-fold: firstly, the exchanges are not marked incomplete, there is just a delay in completion; secondly, in the case of the *Elicit* exchange, the second part of the exchange can be realised by an *informing* move at R rather than an *informing* at I as part of an *Inform* exchange. This would, in my opinion, more accurately reflect the nature of the discourse.

Line	Dialogue	<i>act</i>	<i>move</i>	<i>e.s.</i>	<i>exchange</i>
1.	<S01>: Da... Dave... Dave in Gravesend in Kent.	<i>sum</i>	<i>opening</i>	I	<i>Summon</i> →
2.	<S01>: Good morning Dave.	<i>gr</i>	<i>opening</i>	I	<i>Greet</i> →
3.	<S01>: How are you Dave?	<i>inq</i>	<i>eliciting</i>	I	<i>Elicit</i> →
4.	<S05>:Hello	<i>re-gr</i>	<i>answering</i>	R	→ <i>Greet</i>
5.	<S05>:yes	<i>re-sum</i>	<i>answering</i>	R	→ <i>Summon</i>
6.	<S05>:ok yes	<i>i</i>	<i>informing</i>	R	→ <i>Elicit</i>

Table 3.2: Suggested amendment to the Francis and Hunston framework

### 3.2.2 Exchanges 10-14

Exchanges 10-14 start at line 17 and continue to line 67. They constitute a caller's turn to express his opinion. Initially, I considered that the entire 50 lines should be an *Inform* exchange realised by an *informing move*, with two brief *engage acts* to represent the presenter's feedback. However, on closer examination, I saw that the caller introduced the background to the topic and then appeared to ask himself a rhetorical question to which he, himself, provided an answer. In addition, his use of a quotation from John Maynard Keynes, which he went on to explain, seemed inconsistent with the characteristics of conversational discourse and seemed to reflect some of the characteristics of the spoken language used for speeches or prepared presentations. McCarthy and Carter argue that this occurs because many English speakers, even native speakers, model their language on the written form (1995, p. 207). Given that the framework clearly states which acts were possible in a move, I found the way to determine where a new exchange started was to divide the language into acts, which allowed me to determine the move and exchange required. For example, the first

sentence (lines 17-22) seems to provide background information relevant to Speaker 5's argument and was, therefore, categorised as a *meta-statement*, which then determined the type of exchange and the move required.

17.	<S05>: Twice recently I've read in the	<i>ms</i>	<i>opening</i>	<i>Structuring (inc)</i>	10
18.	Guardian economics pages that financial				
19.	services which includes London and the City				
20.	only accounts for 8% of GDP whereas the				
21.	much maligned manufacturing accounts for				
22.	13%				

Table 3.3 Exchange 10

Exchange 11 (line 23) seemed, superficially, to be an *informative* act as it was realised by a statement; however, in the light of the *neutral proposal* act that followed it, its function, in fact, appeared to be a rhetorical question used to strengthen his argument. The framework (Francis & Hunston, 1992, p. 130) states that a *neutral proposal* “realises the head of an *eliciting* move (except at I<sup>b</sup> in *Clarify* and *Repeat* exchanges).” By categorising the rhetorical question (line 23) as an *Elicit* exchange and the *neutral proposal* as a bound *Clarify* exchange, it allowed for a complete and, in my opinion, effective solution. Although the Francis and Hunston system does provide a solution, it was not obvious. Another solution might be to include an act for rhetorical questions, *rh-inq*, which can be realised by a pre-head of an *eliciting* move, when followed by a *neutral* or *marked proposal*, or the head of an *eliciting* move, when followed by an *informative* act and an *informing* move. This would allow the two exchanges to be combined into one, as shown in Table 3.4.

23.	<S05>: Now you wouldn't think so	<i>rh-inq</i>	pre-h	<i>eliciting</i>	I	<i>Elicit</i>
24.	<S05>: and whether this is because the	<i>n.pr</i>	h			
25.	press is south-eastern based and					
26.	the media is south-eastern based					
27.	and consequently it doesn't care					
28.	what goes on out outside the M25					
29	I don't know	<i>qu</i>		<i>informing</i>	R	

Table 3.4: Proposed solution for rhetorical questions

### 3.2.3 Implied Elements

Francis and Hunston (1992, p. 155) suggest four situations where an obligatory element of structure, which is not actually expressed in the discourse, can be added as understood. They are:

- i. the acknowledging move in a primary knower initiated Elicit exchange;
- ii. the answering move in a Structuring exchange;
- iii. the acknowledging move in an Inform exchange;
- iv. the informing move in an Elicit exchange where the head of the eliciting move is realised by a *neutral* or *marked proposal*.

In the data, there were two occurrences of type iii (exchanges 14 and 33), one of type i (exchange 15) and one of type ii (exchange 35). In addition, there were five more occasions where implied elements (marked with { } in the data) occurred, but none could be classified in the categories above. Francis and Hunston (1992, p. 156) conclude that the system is not “intended to be definitive” and suggest that new acts, moves and exchanges could be added, providing “new additions are sufficiently generalisable” and “the basic theoretical principles” behind the Sinclair and Coulthard system remain true.

I, therefore, chose to extend the principle of implied elements to the *answering* move of a *Summon* exchange and the *acknowledging* move of a *Direct* exchange. In the case of the *Summon* exchanges (7, 16, 28 and 31), the presenter summoned a participant, but the participant failed to respond verbally. This was not understood as a need for a return, as, in the case of exchanges 16 and 28, the presenter immediately asked a question, which the summoned participant answered. This act of answering the question, in my opinion, implies the summons was understood and no verbal response was given. In the case of exchange 31, having been summoned by the presenter, the participant immediately started speaking. Again, the word “yes” in answer to the summons is superfluous and, therefore, an understood element can be inserted.

I also had problems naming this implied act, since a *receive* act could realise an *acknowledging* move but a response in a *Summon* exchange needs to be an *answering* move. Equally, the *re-sum* act involved an active response, which was absent. In addition, an *acquiesce* act could be realised by silence but had to occur in a *Structuring* exchange. I, therefore, decided to use *acquiesce* as it seems the closest fit. This discrepancy, once more, shows the limitations of the existing system for analysing this genre, but it is easy to resolve, simply by allowing the *acquiesce* act to realise the head of an *answering* move and omitting the limitation of the *Structural* exchange. This additional element of the system would not be applicable to everyday conversation and might only be possible in the phone-in genre. However, when developing a system for a wide range of discourse types, as the authors hoped, having elements that can be applied to specific genres might make fitting data into the system easier and more consistent.

### 3.3 Usefulness of Analysis

The Francis and Hunston framework for conversational analysis clearly has its roots in the applied linguists' desire to explain language. However, as McCarthy (1991, p. 170) points out:

just because linguists can describe a phenomenon convincingly does not mean that it has to become an element of the language-teaching syllabus. The practical pressures of language teaching mean that teachers will always, rightly, want to evaluate carefully any descriptive insights before taking them wholly to heart as teaching points.

Equally, just because something stems from a linguistic discipline does not mean that teachers should dismiss it. This section will consider the usefulness of this system.

The Francis and Hunston framework certainly helped identify the main characteristics of the phone-in genre. However, the characteristics of a spoken genre could equally have been identified without using this system. *Exploring Spoken English* by Carter and McCarthy (1997) has, in fact, taken different genres of spoken discourse from the five-million-word CANCODE corpus (Cambridge-Nottingham Corpus of Discourse in English), and given a line by line commentary of the data, analysing the grammatical and functional features of language common to those genres. Carter and McCarthy's description may offer a more practical alternative to teachers needing a way of explaining language actually used, without having to go to the lengths of understanding the minutiae of the system outlined by Francis and Hunston.

On the other hand, Seedhouse (2004, p. 73) argues that there are similarities between real life and classroom discourse. He illustrates his point using the example of IRF and argues that it is not only a common feature in classrooms, but also in parent-child talk,

and is, therefore, an important part of both L1 and L2 learning. If this idea is extended, the role of the presenter as moderator was apparent in my analysis and this is analogous to the role of the teacher, asking a class to discuss a given topic. This gives teachers access to a wide range of authentic language for use in the classroom. Therefore, by using systems like that developed by Francis and Hunston, teachers can identify the characteristics of a particular type of discourse and, where similarities with classroom discourse exist, these similarities can be exploited for learning purposes.

In my opinion, the most important benefit of academic work of this kind is not the increased understanding of the differences between genres of spoken language, but rather the more general advantages associated with such work. Firstly, it forces teachers to obtain authentic spoken data, making them look carefully at what is said and done with the language to express meaning. This helps them keep up to date with the continuously changing language. In addition, analyses using Francis and Hunston's framework, give words to describe areas of language that are often ignored by traditional grammar syllabi and, therefore, attention is focused on elements of the language that may not usually be taught or considered worth teaching. Moreover, an awareness that conversational discourse is more complex (the I (R/I) R (F<sup>n</sup>) exchange structure and the pre-head, head and post-head structure of moves) than much of the discourse encountered in the traditional classroom (I R F), can also remind teachers that their talking time is not representative of the kinds of discourse encountered outside the classroom. By allowing students to work in groups, learners are given opportunities to use language in more complex ways. Furthermore, as McCarthy points out, these systems are helpful for teachers aiming to improve communicative competence, based

on authentic language (1991, pp. 144-5), and it is becoming widely accepted that this approach is the way forward in successful language teaching.

On balance, as this masters programme is teaching me, the more that teachers understand the academic theories behind what they do every day and the more exposure to authentic language they can provide for students, the easier it is to help learners be successful, which must undoubtedly be the main priority of every teacher.

#### **4 Conclusion**

This paper has outlined the use of the Francis and Hunston system of conversational analysis to examine a radio phone-in. The analysis has shown that much of the data could easily be analysed by the framework, as was predicted by the authors of the system. Nevertheless, there were a few areas where difficulties occurred, for example the use of rhetorical questions, implied elements, and the *Organisational* exchanges which had to take account of the listeners, and where this was the case, solutions to the difficulties were offered, as a way of improving the system. Finally, the usefulness of the system was considered.

One thing is for certain, however: the development of a corpus of language as it is actually used, and the discourse analysis associated with it, has brought with it knowledge about language, which in the past was determined by intuition. This knowledge can be nothing but a good thing for the development of language teaching (McCarthy, 1991, pp. 170-171).

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<b>Line</b>	<b>Dialogue</b>	<b>act</b>	<b>e.s.</b>	<b>move</b>	<b>e.s.</b>	<b>exchange</b>	<b>ex</b>	<b>tr</b>
1.	<S01>: Da Dave... Dave in Gravesend in Kent.	<i>sum</i>	h	<i>opening</i>	I	<i>Summon (inc)</i>	1	1:P
2.	<S01>: Good morning Dave.	<i>gr</i>	h	<i>opening</i>	I	<i>Greet (inc)</i>	2	
3.	<S01>: How are you Dave?	<i>inq</i>	h	<i>eliciting</i>	I	<i>Elicit (inc)</i>	3	
4.	<S05>:Hello	<i>re-gr</i>	h	<i>answering</i>	R	<i>Greet (inc)</i>	4	
5.	<S05>:yes	<i>re-sum</i>	h	<i>answering</i>	R	<i>Summon (inc)</i>	5	
6.	<S05>:ok yes	<i>i</i>	h	<i>informing</i>	I	<i>Inform (inc)</i>	6	
7.	<S01>: and Derek in Cambridge.	<i>sum</i>	h	<i>opening</i>	I	<i>Summon</i>	7	
8.	<S07>: Ø	<i>{acq}</i>	h	<i>{answering}</i>	R			
9.	<S01>: Hello Derek	<i>gr</i>	h	<i>opening</i>	I	<i>Greet</i>	8	
10.	<S07>: Good morning	<i>re-gr</i>	h	<i>answering</i>	R			
11.	<S01>: Thanks for getting in touch.	<i>end</i>	h	<i>acknowledging</i>	F			
12.	<S01>: What would you like to say Dave?	<i>inq</i>	h	<i>eliciting</i>	I	<i>Elicit</i>	9	2:M
13.	<S05>: Well	<i>m</i>	s					
14.	<S05>: can we just just knock this idea on the	<i>prot</i>	h	<i>acknowledging</i>	R			
15.	head that banking and financial services							

16.	is so important.							
17.	<S05>: Twice recently I've read in the Guardian	<i>ms</i>	h	<i>opening</i>	I	<i>Structuring</i>	10	
18.	economics pages that financial services					<i>(inc)</i>		
19.	which includes London and the City only							
20.	accounts for 8% of GDP whereas the							
21.	much maligned manufacturing accounts							
22.	for 13%							
23.	<S05>: Now you wouldn't think so	<i>inq</i>	h	<i>eliciting</i>	I	<i>Elicit</i>	11	
24.	<S05>: and whether this is because the press is	<i>n.pr</i>	h	<i>eliciting</i>	I <sup>b</sup>	<i>Clarify</i>	12	
25.	south-eastern based and the media is							
26.	south-eastern based and consequently it							
27.	doesn't care what goes on out outside							
28.	the M25							
29.	I don't know	<i>qu</i>	h	<i>informing</i>	R			
30.	<S05>: but to hear Boris Johnson talk	<i>s</i>	pre-h	<i>eliciting</i>	I	<i>Elicit</i>	13	
31.	you think that everyone in London	<i>inq</i>	h					

32.	worked in financial services							
33.	well	<i>m</i>	s	<i>informing</i>	R			
34.	they don't the vast majority of them don't	<i>rej</i>	h					
35.	work in financial services.							
36.	<S05>: All that has happened is that since	<i>i</i>	h	<i>informing</i>	l	<i>Inform</i>	14	
37.	deregulation in 1986 and in America in							
38.	1981 the City and Wall Street have got							
39.	ma madly speculative and completely out							
40.	of control we've always had financial							
41.	services it's nothing new when I was							
42.	younger we had bankers, traders,							
43.	pensions, insurance and all the rest of it.							
44.	<S01>: uh huh	<i>(eng)</i>						
45.	<S05>: They weren't behaving like they are now							
46.	though. And this merely brings out what							
47.	John Maynard Keynes always said "The							

48.	whirlpool of speculation will drag down							
49.	the bubble of enterprise”							
50.	<S01>: laughs	(eng)						
51.	<S05>: in other words even if you have a fairly							
52.	small fin or big financial sector or							
53.	whatever it is if it gets too risky too							
54.	speculative it blows up and infects							
55.	everything else around it and that is							
56.	exactly what has just happened.							
57.	<S01>: Ø	{rec}	h	{acknowledging}	R			
58.	<S01>: What would you do about bonuses then?	inq	h	eliciting	I	Elicit	15	
59.	<S05>: Well	m	s	informing	R			
60.	the we I don’t understand why they have	i	h					
61.	to have bonuses. Bankers never had							
62.	bonuses in the old days.							
63.	<S01>: Ø	{rec}	h	{acknowledging}	F			

64.	<S01>: Natasha Rorgov	<i>sum</i>	h	<i>opening</i>	I	<i>Summon</i>	16	
65.	<S02>: ∅	<i>{acq}</i>	h	<i>{answering}</i>	R			
66.	<S01>: why do they have to have bonuses?	<i>inq</i>	h	<i>eliciting</i>	I	<i>Elicit</i>	17	
67.	<S02>: well	<i>m</i>	s	<i>informing</i>	R			
68.	<S02>: because er it's a meritocratic job really.	<i>i</i>	h					
69.	It ... er it just depends what kind of bonus							
70.	we talk about.							
71.	You know I have friends who are arch...	<i>com</i>	post-h					
72.	architects they have bonuses you know							
73.	<S02>: what is a bonus?	<i>inq</i>	h	<i>eliciting</i>	I	<i>Elicit (inc)</i>	18	
74.	It's probably how much a bonus er	<i>qu</i>	h	<i>informing</i>	R/I			
75.	bankers should have. &							
76.	<S05>: & Why why if they earn a decent salary	<i>inq</i>	h	<i>eliciting</i>	I	<i>Elicit</i>	19	
77.	why do they have to have a king's							
78.	ransom to get out of bed in the morning?							
79.	We all have to go to work, we all get paid,	<i>i</i>	h	<i>informing</i>	R/I			

80.	we all get a salary							
81.	why is it only bankers that are too lazy to	<i>inq</i>	h	<i>eliciting</i>	R/I			
82.	get out of bed for less than a king's							
83.	ransom?							
84.	<S02>: [laughs] That's not really true if you talk	<i>rej</i>	h	<i>informing</i>	R			
85.	about your local GP GP get paid &							
86.	[incomprehensible]							
87.	<S05>: & I'm glad you said it I'm glad you said it	<i>end</i>	h	<i>acknowledging</i>	F			
88.	lady							
89.	<S02>: Ø (3 seconds)							
90.	<S01>: Said what about GP's	<i>ret</i>	h	<i>eliciting</i>	I <sup>b</sup>	<i>Clarify</i>	20	
91.	<S05>: Yes	<i>rec</i>	pre-h	<i>informing</i>	R			
92.	saying effectively admitting what I'm	<i>i</i>	h					
93.	saying that we all have to work and why							
94.	the hell should we get bonuses. I'm glad it							
95.	was someone from the City that finally							

96.	said it.							
97.	<S01>: Alistair er ...	<i>sum</i>	h	<i>opening</i>	l	<i>Summon (inc)</i>	21	
98.	<S02>: Well	<i>m</i>	s	<i>informing</i>	l	<i>Inform</i>	22	
99.	I think we should have bonuses it just	<i>i</i>	h					
100.	depends how much &							
101.	<S05>: & No No I don't think we should have	<i>rej</i>	h	<i>informing</i>	R			
102.	bonuses... &							
103.	<S02>: & Well	<i>m</i>	s	<i>informing</i>	l	<i>Inform</i>	23	
104.	I think we [incomprehensible]...&	<i>i</i>	h					
105.	<S05>: I don't see the reason for it.	<i>rej</i>	h	<i>informing</i>	R			
106.	My old Bank Manager in the old days I'm	<i>com</i>	post-h					
107.	talking about 30 or 40 years ago didn't							
108.	have a bonus &							
109.	<S01>: &He just came out of the cupboard	<i>i</i>	h	<i>informing</i>	l	<i>Inform</i>	24	
110.	<S05>: Er...	<i>ret</i>	h	<i>eliciting</i>	l <sup>b</sup>	<i>Clarify</i>	25	
111.	<S01>: ... remember that old advert the bank	<i>com</i>	post-h		R			

112.	manager coming out of the cupboard do							
113.	you remember that							
114.	<S05>: [laughs] Yeah	<i>ter</i>	h	<i>acknowledging</i>	F			
115.	<S05>: They were very respectable and	<i>i</i>	h	<i>informing</i>	I	<i>Inform</i>	26	
116.	responsible people you could trust back							
117.	then. um er nowadays this is not so							
118.	<S01>: OK well listen	<i>ter</i>	h	<i>acknowledging</i>	R			
119.	<S01>: um eh er Andy you may wanna come in	<i>d</i>	h	<i>directing</i>	I	<i>Direct</i>	27	
120.	<S04>: Ø	{ <i>rec</i> }		{ <i>acknowledging</i> }	R			
121.	<S01>: but Alistair in Muswell Hill	<i>sum</i>	head	<i>opening</i>	I	<i>Summon</i>	28	
122.	I wanna come to you because you were	<i>com</i>	post-h					
123.	an investment banker for many years.							
124.	<S06>: Ø	{ <i>acq</i> }	h	{ <i>answering</i> }	R			
125.	<S01>: Why are bonuses necessary uhh Alistair?	<i>inq</i>	h	<i>eliciting</i>	I	<i>Elicit</i>	29	
126.	<S06>: I think I think there is one one good	<i>i</i>	h	<i>informing</i>	R			
127.	reason which is the fixed cost of the							

128.	industry basically bonuses are a way of							
129.	keeping the fixed costs down. That may							
130.	be ironic given the amount of money							
131.	involved but basically the flow of revenue							
132.	into a bank can vary enormously							
133.	depending on economic activity, so if you							
134.	can keep the basic salaries lower and							
135.	then reward people in the good times,							
136.	which was the original theory behind							
137.	bonuses, then that's a good way of doing							
138.	it so you basically reflect in the... the pay							
139.	structure the way that the revenues of the							
140.	company are changing um year by year.							
141.	&							

142.	<S01>: & but then bonuses just became the	<i>inq</i>	h	<i>eliciting</i>	I	<i>Elicit</i>	30	
143.	norm, didn't they?							
144.	<S06>: Ah well	<i>m</i>	s	<i>informing</i>	R			
145.	that's... that's obviously where there...	<i>i</i>	h					
146.	there was a big disconnect. And also I							
147.	think in terms of possible op... options for							
148.	structure of bonuses it's quite interesting							
149.	you know there has been some							
150.	discussion of putting in long term bonus							
151.	patterns and that may be... well be the							
152.	way to go though it was rather ironic back							
153.	in the um early 90s one of the big							
154.	investment banks tried to introduce a sort							
155.	of rolling three year remuneration							
156.	programme uhm and uhm the heads of all							
157.	the other investment banks said that							

158.	seems like a very good idea let them							
159.	introduce it and then ran round poaching							
160.	all their best staff on one year contracts.							
161	<S01>: Well that's interesting. yeah [laughs]	<i>ter</i>	h	<i>acknowledging</i>	F			
162.	<S01>: An Andy	<i>sum</i>	h	<i>opening</i>	I	<i>Summon</i>	31	
163.	<S04>:∅	<i>{acq}</i>	h	<i>{answering}</i>	R			
164.	<S04>: Well	<i>m</i>	s	<i>informing</i>	I	<i>Inform</i>	32	
165.	Alistair what we what we know that's	<i>i</i>	h					
166.	different now is that the banks who were							
167.	awarding bonuses as long as it was							
168.	taking risks with shareholders funds we							
169.	could rely on shareholders to police those							
170.	bonuses and and tell those executives if							
171.	they were excessive but now we know							
172.	that when they were gearing up and							
173.	borrowing too much money and taking big							

174.	risks with financial instruments they didn't							
175.	understand that they were maximising the							
176.	bonuses for themselves at the risk of our							
177.	money.							
178.	S06>: Oh absolute Sorry I'm not I'm not	<i>end</i>	h	<i>acknowledging</i>	R			
179.	disagreeing with that at all.							
180.	S06>: I think one of the the key structural flaws in	<i>i</i>	h	<i>informing</i>	I	<i>Inform</i>	33	
181.	the whole thing was that the way the bank							
182.	the bonuses were structured was							
183.	essentially if you were a trader or							
184.	developing some sort of specific product							
185.	um if you were particularly light on your							
186.	feet you could have one or two good							
187.	years and this applies to some people in							
188.	the hedge fund industry as well you							
189.	could have one or two very good years							

190.	and that could basically see you set for							
191.	life um you didn't really need to worry							
192.	about the long term consequences of							
193.	your actions because basically you'd							
194.	make a suff a sufficient amount of money							
195.	in those one or two years that you'd be							
196.	relatively comfortable um and that is							
197.	obviously a fundamental flaw in the way							
198.	the bonus systems have been operating							
199.	particularly when they're on an annual							
200.	basis							
201.	<S01>: So would you agree with what President	<i>inq</i>	h	<i>eliciting</i>	l	<i>Elicit</i>	34	
202.	Obama originally said which is that there							
203.	should be a cap on bonuses a ceiling on							
204.	bonuses which is something our							
205.	government has backed away from?							

206.	<S06>: I'm not sure it has to be a ceiling because	<i>i</i>	h	<i>informing</i>	R			
207.	obviously defining the ceiling is gonna be							
208.	a nightmare but I think the concept of a							
209.	rolling bonus pool ie you're rewarded							
210.	when it's when there's been time for the							
211.	risks associated with the products you've							
212.	been peddling or products you've been							
213.	developing have emerged it does seem to							
214.	be an entirely s sensible proposition							
215.	<S01>: Listen. Thank you very much indeed.	<i>con</i>	h	<i>opening</i>	I	<i>Structuring</i>	35	
216.	>All>: Ø	<i>{acq}</i>	h	<i>{answering}</i>	R			

## 6.2 Appendix 2: Francis and Hunston's Acts

The table below itemises all 32 Francis and Hunston acts (1992, pp. 128-133).

Label	Symbol	Realised by	Realisation	Function
framer	<i>fr</i>	Closed class of items: 'OK', '(all)right', 'anyway' 'well', 'now', 'good' and variants.	When it precedes an <i>ms</i> or <i>con</i> it realises the pre-head of an <i>opening</i> move in a <i>Structuring</i> exchange; when it precedes any other head of the initial move in an exchange, it realises the head of a <i>framing</i> move in a <i>Boundary</i> exchange.	To mark boundaries in the conversation, when such an interpretation is consistent with considerations of topic.
marker	<i>m</i>	The same closed class of items as <i>fr</i> : 'OK', 'well', 'also', 'oh', 'er' and 'look'.	Signal element of all moves.	To mark onset of move.
starter	<i>s</i>	Statement, question, command or moodless item.	Pre-head of <i>opening</i> , <i>eliciting</i> , <i>informing</i> , <i>directing</i> or <i>behaving</i> move.	Provide information about or direct attention towards the act realising the move head.
meta-statement	<i>ms</i>	Statement, question, command	The head of an <i>opening</i> move in a <i>Structuring</i> exchange.	Structure conversation prospectively or obtain a warrant for doing so.
conclusion	<i>con</i>	Statement, question, often with anaphoric reference	The head of an <i>opening</i> move in a <i>Structuring</i> exchange.	To 'tie-up' a particular topic or obtain a warrant for doing so.
acquiesce	<i>acq</i>	'yes' or other items indicating ascent both verbal and non-verbal	The head of an <i>answering</i> move in a <i>Structuring</i> exchange.	Provide a warrant for a suggestion as to prospective or retrospective structuring made by the other participant in a two-party conversation.
greeting	<i>gr</i>	Closed set of items that make up first pair parts of the adjacency pairs used for ritual greeting and leave-taking	The head of an <i>opening</i> move in a <i>Greet</i> Exchange	self explanatory
reply-greeting	<i>re-gr</i>	Closed set of items that make up second pair parts of the adjacency pairs used for ritual greeting and leave-taking	The head of an <i>answering</i> move in a <i>Greet</i> exchange	self explanatory

summons	<i>sum</i>	Ringling of phone, knocking at door or calling of someone's name	The head of an <i>opening</i> move in a <i>Summons</i> exchange	To engage another participant in a conversation or to attract his/her attention.
reply-summons	<i>re-sum</i>	Items used to answer telephone or door or by 'yes' or 'what?' and other indications of attention given upon hearing one's name called	Head of an <i>answering</i> move in a <i>Summon</i> exchange	To indicate willingness to participate in a conversation or that one is giving one's attention.
inquire	<i>inq</i>	'wh' questions	The head of an <i>eliciting</i> move except at I <sup>b</sup> in a <i>Clarify</i> or <i>Repeat</i> exchanges	Elicit information.
neutral proposal	<i>n.pr</i>	'yes' 'no' questions	The head of an <i>eliciting</i> move except at I <sup>b</sup> in a <i>Clarify</i> or <i>Repeat</i> exchanges	Elicit a decision between 'yes' and 'no'.
marked proposal	<i>m.pr</i>	'yes' 'no' questions where the form of the question indicates the polarity of the expected answer.	The head of an <i>eliciting</i> move except at I <sup>b</sup> in a <i>Clarify</i> or <i>Repeat</i> exchanges	Elicit agreement.
return	<i>ret</i>	Question often ellipted	The head of an <i>eliciting</i> move at I <sup>b</sup> in a <i>Clarify</i> exchange	Seek clarification of a preceding utterance.
loop	<i>l</i>	Items like 'what?', 'pardon', 'eh' or 'again'	The head of an <i>eliciting</i> move at I <sup>b</sup> in a <i>Repeat</i> exchange	Elicit repetition of a preceding utterance which was not clearly heard.
prompt	<i>p</i>	Closed set of items: 'hah', 'come on' 'guess' and their variants	The head of an <i>eliciting</i> move at I <sup>b</sup> in a <i>Re-initiation</i> exchange or the post-head of any other <i>eliciting</i> move or the post-head of a <i>directing</i> move.	Reinforce the point of a preceding utterance.
observation	<i>obs</i>	Statement	The head of an <i>informing</i> move at I	Offer information that is already part of the shared knowledge, i.e. phatic function.
informative	<i>i</i>	Statement or 'yes' or 'no' items or their variants	The head of an <i>informing</i> move at I in an <i>Inform</i> exchange or at R/I or R in an <i>Elicit</i> exchange where the head of the <i>eliciting</i> move at I or R/I is realised either by <i>inq</i> or <i>n.pr</i> .	Supply information or give a decision between 'yes' or 'no'.

concur	<i>conc</i>	Low to mid key 'yes' or 'no' items and their variants both verbal and non-verbal.	The head or post-head of an <i>informing</i> move at R/I or R in an <i>Elicit</i> exchange where the head of the <i>eliciting</i> move at I or R/I is realised <i>m.pr.</i>	Agreement
confirm	<i>conf</i>	High key 'yes' or 'no' items and their variants both verbal and non-verbal.	The head of an <i>informing</i> move at R/I or R in an <i>Elicit</i> exchange where the head of the <i>eliciting</i> move at I or R/I is realised by <i>m.pr.</i>	Agreement
qualify	<i>qu</i>	Qualified statement or by tentative (where tentativeness is signalled intonationally) 'yes' or 'no' and their variants both verbal and non-verbal	The head of an <i>informing</i> move at R/I or R in an <i>Elicit</i> exchange where the head of the <i>eliciting</i> move at I or R/I is realised by <i>m.pr</i> or <i>n.pr</i> ; The post-head of an <i>answering, informing</i> or <i>behaving</i> move.	Qualify a decision or an agreement by indicating that its polarity is not unconditional or to detail conditions or exceptions.
reject	<i>rej</i>	Statement, 'yes' or 'no' items or their variants both verbal and non-verbal or by silence	The head of an <i>answering</i> move in a <i>Structuring, Greet</i> or <i>Summons</i> exchange or head of an <i>informing</i> move at R/I or R in a <i>Elicit</i> exchange or pre-head of a <i>behaving</i> move in a <i>Direct</i> exchange	Refuse to acquiesce to a suggestion as to the structuring of the conversation or to indicate unwillingness to comply.
terminate	<i>ter</i>	Low key 'yes' 'no' items and their variants both verbal and non-verbal or by low key repetition.	The head or post-head of an <i>acknowledging</i> move at R and/or F	To acknowledge the preceding utterance and terminate the exchange.
receive	<i>rec</i>	Mid key 'yes' 'no' items and their variants both verbal and non-verbal or by mid key repetition.	The head or pre-head of an <i>acknowledging</i> move at R and/or F or the pre-head of an <i>informing</i> move at R in an <i>Elicit</i> exchange or the pre-head of a <i>behaving</i> move.	To acknowledge preceding utterance or indicate that the appropriate <i>i</i> or <i>be</i> is forthcoming.
react	<i>rea</i>	High key 'yes' 'no' items and their variants both verbal and non-verbal or by high key repetition.	The head of an <i>acknowledging</i> move at R and/or F.	To indicate positive endorsement of a preceding utterance.
reformulate	<i>ref</i>	Statement that paraphrases a preceding utterance	The head of an <i>acknowledging</i> move at R and/or F	Acknowledge a preceding utterance + offer a revised version.

endorse	<i>end</i>	Statement or moodless item	The head of an <i>acknowledging</i> move at R and/or F.	To offer positive endorsement or sympathy with a preceding utterance.
protest	<i>prot</i>	Statement or 'yes' 'no' items and their variants.	The head of an <i>acknowledging</i> move at R and/or F.	Raise objection to a preceding utterance; it acknowledges the utterance while disputing it's correctness, relevance or appropriateness.
directive	<i>d</i>	Command	The head of a <i>directing</i> move.	To request a non-verbal response i.e. an action.
behave	<i>be</i>	Action	The head of a <i>behaving</i> move.	To provide a non-verbal response to a preceding <i>d</i> , whether it involves, compliance, non-compliance or defiance.
comment	<i>com</i>	Statement	The post-head of all moves except <i>framing</i> .	To exemplify, expand, explain, justify, provide more information or evaluate one's own utterance.
engage	<i>eng</i>	'mm', 'yeah' and low to mid key echoes	It does not realise any element of act structure hence always appears in parentheses in the 'act' column of the analysis.	To provide minimal feedback while not interrupting the flow of the other participant's utterance.