

A LINGUISTIC DESCRIPTION OF UTTERANCES IN CONVERSATION

Amy Tsui Bik May

submitted for the degree of

Doctor of Philosophy

1425513

English Department
Faculty of Arts
University of Birmingham
1986

UNIVERSITY OF
BIRMINGHAM

University of Birmingham Research Archive

e-theses repository

This unpublished thesis/dissertation is copyright of the author and/or third parties. The intellectual property rights of the author or third parties in respect of this work are as defined by The Copyright Designs and Patents Act 1988 or as modified by any successor legislation.

Any use made of information contained in this thesis/dissertation must be in accordance with that legislation and must be properly acknowledged. Further distribution or reproduction in any format is prohibited without the permission of the copyright holder.

CHAPTER 7. SENSORY ACID

7.1 Introduction

In the preceding four chapters I have characterized structures which realize the Initiating Role or exchange. In this chapter, I shall be looking at acts which can be distinguished from Initiating Acts by the fact that they occur at a different plane in the language structure. They realize the Responding Role or exchange. They are Responding Acts.

Responding acts have been given very little attention in the speech act literature. As I have pointed out in Chapter 2 (see 1.6.1), VOLUME II acts characterized as listed in the various taxonomies are Initiating Acts (Austin 1962, Leech 1972, Grice 1972, Fraser 1975, and a handful 1976, Grice 1978, Grice & Yule 1982). This is because the characterizations of illocutionary acts are often done by using a semantic analysis of performative verbs rather than by examining the form of an utterance as discovered and as used. Responding acts do not have a corresponding performative verb. This can be seen by looking at a region of Responding Acts in the following examples.

1. I'll be right.
2. I'll be right at your place at 8:00.
3. I'll be right.

CHAPTER 7 RESPONDING ACTS

7.1 Introduction

In the preceding four chapters, I have characterized utterances which realize the *Initiating Move* of an exchange. In this chapter, I shall be looking at acts which can be distinguished from *Initiating Acts* by the fact that they occur at a different place in the discourse structure. They realize the *Responding Move* of an exchange: they are *Responding Acts*.

Responding Acts have been given very little attention in the speech act literature. As I have pointed out in Chapter 1 (see 1.6.1), most of the acts characterized and listed in the various taxonomies are *Initiating Acts* (see Austin 1962, Vendler 1972, Ohmann 1972, Fraser 1975, Bach & Harnish 1978, Searle 1979, Searle & Vanderveken 1985). This is because the characterizations of illocutionary acts are often done by making a semantic analysis of performative verbs rather than by examining the function of utterances in discourse; and as many *Responding Acts* do not have a corresponding performative verb, this approach necessarily results in a neglect of *Responding Acts*. For example,

1. [BCET/Data A/p.17]

A: Could I stay at your place for a bit Rob?

→B: Er I don't know .

B's response to A's *Request for Permission* cannot be described as 'permit' or 'forbid', 'grant' or 'refuse'. We will have to say that B "refuses to commit himself either way".

The few *Responding Acts* that have been attended to in the speech act literature such as 'agree', 'accept', 'deny', 'permit' etc. are not clearly differentiated from *Initiating Acts*. For example, according to Austin (1962), 'agree' and 'state' are both 'Expositives' in which the speaker expounds his views; and according to Searle (1979), 'permit' and 'order' are both 'Directives' in which the speaker attempts to get the addressee to do something. But 'agree' and 'permit' are clearly different from 'state' and 'order' in that while the former two realize *Responding Moves*, the latter two realize *Initiating Moves*. This lack of differentiation is a result of characterizing illocutionary acts as isolated units instead of as a component in the interaction between the speaker and the hearer. Little attention is paid to the way the utterance is related to the preceding and following utterances. It is not surprising therefore that in Austin's and Searle's taxonomies, as in subsequent taxonomies, the sequential positioning of an illocutionary act has never been one of the criteria for establishing the taxonomy'.

A characterization of utterances which is based on observations of real-life discourse is not likely to

neglect the importance of *Responding Acts*. As Fries observes, after examining some fifty hours of surreptitiously recorded conversation,

As one attempts to survey and describe the structural patterns of English sentences, he cannot escape the necessity of separating sharply the utterances that are used to stimulate various types of responses from those utterances that are themselves the oral responses regularly elicited by certain structural arrangements. (1952:172)

7.2 Identification of a *Responding Act*

Before we can start characterizing the different subclasses of *Responding Act*, an important question that needs to be answered is: what are the criteria for identifying a *Responding Act*? It is obvious that not any utterance following an *Initiation* is a *Responding Act*. An *Initiation* can be followed by an utterance which is totally unrelated, as in the case of an interruption (see example 4 below). The question is how do we decide whether a following and related utterance realizes a *Responding Act*? Consider the following,

2. A: What's the time?
B: (a) Three.
(b) Time for coffee.
(c) I haven't got a watch, sorry.
(d) How should I know.
(e) You know bloody well what time it is.
(f) Why do you ask?

B's utterances are all related to A's *Elicitation*. But do they all realize a *Responding Act*? To answer this question, we need to look at the illocutionary intent and the pragmatic presuppositions of A's *Elicitation*. The

illocutionary intent of A's *Elicitation* is to get B to provide a piece of information. It presupposes that:

- (i) The speaker does not have the information and wants to (sincerely).
- (ii) The speaker has reason to believe that the addressee has the information and is willing to supply it (see Labov 1970, R. Lakoff 1973, see also Searle 1969).

In 2, both (a) and (b) fulfil the illocutionary intent of A's *Elicitation*. They provide the information that A seeks, although in (b), the information is given in an indirect way: A has to deduce the information from it on the basis of his knowledge of the world. They are therefore **fully fitting Responses**.

(c), (d) and (e) do not provide the information that A seeks; they do not fulfil the illocutionary intent of A's *Elicitation* and are therefore not **prospected Responses**. Rather, they challenge the presuppositions of A's utterance. (c) and (d) challenge the presupposition that the addressee has the information. (c) does it in a polite way by providing a reason for his inability to provide the information whereas (d) does it in an aggressive way. (e) challenges the presupposition that the questioner does not have the information. Let us characterize these utterances **Challenges**. *Challenges* open up another exchange and are a kind of *Initiation*; they are realized by *Initiating Acts*.

(f) also does not provide the information sought, hence it is again not a *Response*; however it differs from (c), (d) and (e) in that it is not so much challenging the presuppositions of A's utterance as saying that B needs more information before he is able or willing to supply the information. It holds up the progress of the discourse. It is also a kind of *Initiation*.

There are two points to which I would like to draw the reader's attention here.

Firstly, while an utterance which fulfils the illocutionary intent of the preceding *Initiation* is a fully fitting *Response*, there are utterances which do not fulfil the illocutionary intent of the preceding *Initiation* but are *Responses*. For example,

3. A: Would you like a cup of coffee?

B: (a) No thanks, I just had one.

(b) I might have one later, thanks.

The illocutionary intent of A's *Offer* is to get B to accept a cup of coffee. However, because an *Offer* gives the addressee the option of accepting or refusing the *Offer*, B's refusal of the *Offer* in (a) and his delaying the acceptance in (b) do not challenge the presuppositions of A's utterance. They are **not fully fitting Responses**, nevertheless they are **acceptable Responses** which advances the progress of the discourse. (see 7.4.2 for a detailed discussion).

Secondly, although both a *Challenge* and utterances like (f) above are *Initiations*, the latter can only occur after

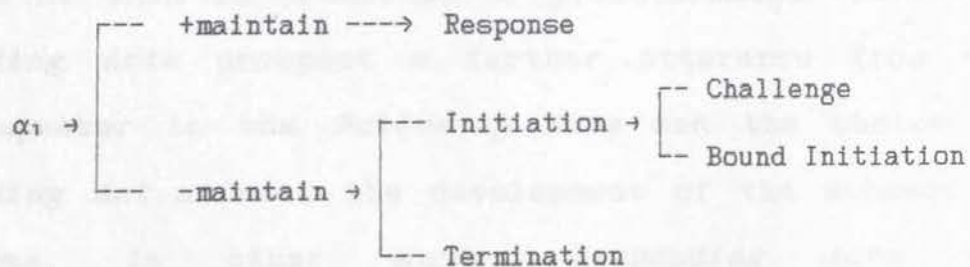
an *Initiation*. Hence they differ from the kind of *Initiation* which can occur after an *Initiation*, a *Response* or *Follow-up*. The following is an example of the latter,

4. [BCET/Data D/p.19]

I C: My dole cheque's going to be late this week.
 → I D: Is that three? - Good Christ, it's half three,
 I'll be back in a second.

D's *Initiation* differs from (f) in 2 in that it can occur at any place in the discourse.

In other words, we can say that there are three types of *Initiating Move*: a *Challenge*, an *Initiation* which is bound to the preceding *Initiation* in the sense it can only occur after it, which can be called a *Bound Initiation*, and one which can occur after an *Initiating, Responding or Follow-up Move*. We can distinguish the latter by calling it a *Free Initiation*. The former two are the choices available after a speaker has produced an *Initiation* (i.e. at α_1). Because a *Free Initiation* can occur at any place in the discourse, it is not part of the system at α_1 .



7.3 Subclasses of *Responding Act*

7.3.1 The Prospective Classification of *Responding Acts*

Having established what a *Responding Act* is, let us proceed to characterize its subclasses.

Responses have always been characterized as being predicted by the preceding *Initiating* utterance and hence are retrospective in focus. S & C write,

The type of answering move is predetermined because its function is to be an appropriate response in the terms laid down by the opening move. (p.45)

While it is true that an *Initiating Act* prospects certain responses and hence constrains the interpretation of the next following utterance, it is not true that *Responding Acts* are predicted or predetermined. Take the different *Responses* to the same *Initiating Act* in the following for example,

5. A: Would you like a ride home today?
B: (a) Yes please.
(b) No, I'm not going home after work, thanks anyway.
(c) I'll let you know later, thanks.

As can be seen from the above example, an *Offer* can be responded to in three different ways: the first one is a prospected *Response* which accepts the *Offer*; the second and the third ones are acceptable *Responses*. We cannot say any one of them is predicted or predetermined. Moreover, *Responding Acts* prospect a further utterance from the first speaker in the *Follow-up Move* and the choice of *Responding Act* affects the development of the subsequent discourse. In other words, *Responding Acts* are structurally prospective and not retrospective. Let us look at the following examples.

6. A: Would you like to come for dinner this Friday evening.
B: Yes, I'd love to.
A: Good.

7. A: Would you like to come for dinner this Friday evening?
 B: I'd love to but I'm going to a concert that evening.
 A: Well, nevermind, some other time perhaps.
8. A: Would you like to come for dinner this Friday evening?
 B: Well, I'm not sure what I'm doing, I'll have to check with Jane.
 A: Okay. (It doesn't matter if you can't make it.)

In 6, A's *Invitation* is responded to positively by B. B's acceptance of the *Invitation* is further responded to by A in the *Follow-up Move* who indicates that the interaction is happily completed. A's *Follow-up*, which is prospected, is a kind of endorsement of the positive outcome of the interaction and B is henceforth under the obligation to turn up for dinner at the specified time.

In 7, A's *Invitation* is responded to negatively by B. B's refusal of the *Invitation* is further responded to by a minimization from A in the *Follow-up Move*. The *Follow-up* here differs from that in 6 in that it is a concession on A's part to accept the negative outcome. B's refusal renders A's *Invitation* unsuccessful and the prospected *Follow-up* of a refusal is that the other party concedes that his *Invitation* has been unsuccessful. An endorsement like that in 6 would be unacceptable. Consider the oddity of the following exchange,

- 7a. A: Would you like to come for dinner this Friday evening?
 B: I'd love to but I'm going to a concert that evening.
 *A: Good.

A's conceding *Follow-up* in 7 indicates that B is under no obligation to turn up for dinner at the specified time.

In 8, A's *Invitation* is responded to neither positively nor negatively. B neither accepts nor refuses B's *Invitation*, but rather he postpones the decision to a later date. We can say that B's response is a kind of 'temporization'². A's *Follow-up*, which is prospected, accepts B's postponing the decision. An acceptance of a 'temporization' differs from an endorsement and a concession in that the subject of discussion is not closed: B is under an obligation to inform A about his decision eventually.

From the above examples, we can see that a different kind of *Responding Act* prospects a different kind of *Follow-up*, and from the different *Follow-up* prospected, we can identify three subclasses of *Responding Act*. Let us characterize them as *Positive Responding Acts*, *Negative Responding Acts* and *Temporizations*. We can also identify three subclasses of *Follow-up Acts*. Let us characterize the subclass prospected by a *Positive Responding Act* an *Approbation*, that prospected by a *Negative Responding Act* a *Concession* and finally, that prospected by a *Temporization* a *Consent*. (*Follow-up Acts* will be discussed in detail in the following chapter).

7.3.2 Discourse Patterns Subsequent to Different Subclasses of *Responding Act*

The above classification of *Responding Acts* into three subclasses is further supported by the fact that when a

Follow-up does not occur, the choice of *Responding Act* often affects the kind of the next possible *Initiation* that will occur and hence the subsequent discourse. By the next possible *Initiations*, I am referring to those which are related to the *Response*. Hence those which are unrelated to a preceding *Response* will be excluded, for example, utterances which interrupt the ongoing discourse which I have referred to as *Free Initiations*. *Initiations* which ask for clarification or repetition will also be excluded, despite the fact that they are related to the preceding *Response*, because they can follow any utterance.

Let us look at the possible *Initiations* that are likely to follow a *Positive Responding Act* first.

9. [Data B/Tape C/Side A/#5/p.1-2]
- 1 I X: Eh, how about tomorrow night?
 - 2 R H: Yeah, I'll oh I I'm happy, yeah, Okay.
 - 3 I X: Where shall I meet you?
 - 4 R H: Well, ah I'll be finished with my class at five. Its=
[
5 <F>X: uhuh
 - 6 H: =right in Tsimshatsui, so maybe we'll meet you
 - 7 at the Peninsula, between say five fifteen to five
 - 8 thirty.
 - 9 F X: O.K. Wonderful.

In the above exchange, X's *Proposal* that X and H meet up the following evening (line 1) is followed by a *Positive Responding Act* from H. This is followed by an *Elicitation* from H asking for the place of meeting, generating an exchange in which a place and time of meeting is agreed upon. This exchange (lines 3-9) supplements the positive outcome of the exchange in which the suggestion is made. This is a discourse pattern commonly found following

Positive Responding Acts, particularly those in response to *Requestives* and *Directives*. The following is another example,

10. [Data B/Tape C/Side A/#1/p.1]
I H: I was wondering if you could send me the um
application forms.
R X: Yes. um
{I} H: Would
→ I X: If you would like to give me the name and address.

Another kind of *Initiating* utterance that is likely to follow a *Positive Responding Act* is as follows,

11. [Data B/Tape E/Side A/#2/p.2]
1 I H: And what what time shall we meet there?
2 I X: um ((pause)) Spring Deer, okay.
3 I H: Seven?
4 {R} X: What time um
5 I H: Seven-thirty?
6 R X: Yeah, I guess that's a good time.
7 I H: Between seven and seven-thirty then.
8 R X: Alright, between seven and seven-thirty.
9 I H: Or you're going to make it definite, say seven-th-
10 y'know seven-th - ah seven o'clock or seven fifteen.
11 R X: Alright seven-fifteen.
12 F H: Alright.

In 11, X's *Positive Responding Acts* in lines 6 and 8 are followed by an *Initiation* which revises or amends the positive outcome of the preceding exchange. When the amending *Initiation* is responded to positively, the outcome of the exchange in lines 9-12 replaces the outcomes of the preceding exchanges in lines 5-6 and 7-8.

To summarize, a *Positive Responding Act* can be followed by *Initiations* which supplement or amend the positive outcome of the preceding exchange.

Compare the above with the kinds of *Initiation* which can follow a *Negative Responding Act*. Consider,

12. [BCET/Data A/p.43]

C has already offered B a cigarette once which B refused.

C: Are you sure you don't want a cigarette?

B: No, I couldn't take your last but one.

C: Well, the last one actually - that would be my last one.

B: No, thanks.

→ C: Go on, have it Rob.

B: No, no I'm not having it, I'd feel too bad.

C's first utterance is an *Initiation* in which he re-Offers after B's first refusal. It is responded to negatively and B re-Offers again. By producing a re-Offer instead of a *Concession*, C is refusing to accept B's refusal, but instead trying to get his Offer accepted and hence achieve a positive outcome. This often happens when an *Invitation* or an *Offer* is declined or refused (see also Davidson 1984). In fact, in some cultures, for example in the Chinese culture, a re-Offer after a refusal is almost prospected: it is part of the politeness routine. It is only when an *Offer* is refused again and again that the offerer will produce a *Concession*. One who concedes when his offer is refused once is likely to be accused of being insincere in making his *Offer*. The response elicited by this kind of re-*Initiation* may be positive or negative. A negative response can in turn be followed by another re-*Initiation*.

A re-*Initiation* will not occur after a *Positive Responding Act* for the simple reason that there is no need for it since a positive outcome has already been achieved. Consider the oddity of the following,

until either the speaker accepts the *Negative Responding Act* by producing a *Concession* or the addressee produces a *Positive Responding Act* which in turn can be responded to by an *Approbation*.

Finally, we come to the next possible *Initiations* which are likely to follow a *Temporization*. The non-committal nature of a *Temporization* opens up two options, other than the prospected *Follow-up* which is a *Consent*. The speaker may strive to achieve a positive outcome or he may modify the *Temporization*. To strive for a positive outcome, he may produce a re-*Initiation* or a modified *Initiation*. For example,

15. A: I'm giving a party this Saturday, will you come?

B: I'm not sure if I can.

→ A: Oh do come, it's going to be fun.

16. [Data C/Tape 2/Side A/#4/p.7]

G: In other words, why don't - when you think you - want to do it, why don't you just give us a call. I mean not tonight.

[
S: Any time, we're we're ready any time. It's just when you'll be around for us to look look for you.

G: Oh that's um ((pause)) I don't know what John's schedule is. I know we're out tonight and ((pause)) ah and ((pause)) I don't know about the rest of this week.

→ S: Or maybe tomorrow night?

In 15, A re-*Initiates* the *Invitation* in the hope that B will accept the *Invitation* and in 16, S modifies her original *Elicitation* in the hope that a specific time can be fixed. They are similar to the *Initiations* that are likely to follow a *Negative Responding Act*. Again the re-*Initiation* and the modified *Initiation* can occur

recursively until either a positive outcome is achieved or the speaker produces a *Concession*.

The speaker may also produce an *Initiation* which modifies the *Temporization*. For example,

17. A: Would you like to come for dinner this Friday evening?
B: I'm not sure what we're doing, I'll have to check with Jane.
→ A: Will you let me know by Wednesday?

B's *Temporization* is followed by an *Initiation* which puts a time limit on B's postponement of decision. Unlike a modified *Initiation* or a re-*Initiation*, it is not striving to achieve a positive outcome. This kind of *Initiation* will not occur after a *Positive* or a *Negative Responding Act*.

The above discourse patterns subsequent to the different subclasses of *Responding Act* support my claim that the choice of *Responding Act* affects the development of the subsequent discourse and hence *Responding Acts* are prospective in focus. Just as *Initiating Acts* must be classified prospectively, so must *Responding Acts*.

7.4 Realizations of Subclasses of *Responding Act*

In the above discussion, I have identified three subclasses of *Responding Act*. Not all three subclasses, however, are realized in the *Responding Move* of an exchange. In the descriptive framework presented in Chapter 2, I have pointed out that different exchange types will have a different subsystem of choices operating

at the *Responding Move*. For example, at the *Responding Move* of a *Requesting Exchange*, all three subclasses are available choices whereas at the *Responding Move* of a *Directing Exchange* which is initiated by a *Mandative*, only one subclass is available: a *Positive Responding Act*; any utterance which is not a *Positive Responding Act* is an *Initiation*. It may be a *Challenge*, a *Bound Initiation* or a *Free Initiation* which opens up another exchange.

In the following, I shall examine the different options that are available at the *Responding Move* of the four types of exchange, that is, exchanges initiated by the four subclasses of *Initiating Act*, and how the subclasses of *Responding Acts* are realized.

7.4.1 *Responding Acts* in an *Eliciting Exchange*

7.4.1.1 *Responses to Elicit:supply*

As mentioned above, the illocutionary intent of an *Elicit:supply* is to get the addressee to provide a piece of information. It presupposes that:

- (i) the speaker does not have the information and sincerely wants to have the information.
- (ii) the speaker has reasons to believe that the addressee has the information and is willing to supply it (see 7.2).

Hence, a supplying of the information sought, whether directly or indirectly, realizes a *Positive Responding Act*. Let us call it a *Supply*. B's utterance in the following would be a *Supply*.

18. A: Is Paris the capital of France?
→ B: Is the Pope Catholic?

Although B's utterance is interrogative in form, it does not prospect a *Response* from A. In fact, it would be inappropriate if A were to provide a *Response*. The information that A seeks can be deduced from B's knowledge of the world. It is therefore a *Positive Responding Act* realized by a *Supply*.

An *Elicit:supply* can also be responded to by utterances like the following.

19. [BCET/Data D/p.3-4]
C: so are you going in another week?
→ D: Well, I've got to phone them up tonight.

D is not supplying the information, nor is he unable to. Rather, he is postponing the supplying of information. Therefore it realizes a *Temporization*.

Temporizations can be used as a conversational strategy. For example,

20. [Data B/Tape D/Side A/#1/p.6]
C: Who, who did it, do you know? Was it a Brit, was it a Brit? Who -
D: Huh?
C: Who did it, a Brit?
D: Well, who did it, did you say?
[
C: Yeah
C: Yeah.
→ D: Ah you wouldn't believe it.
C: Why? Who was it? ((laughs))
D: Yeah, it was my colleague next door.
C: Ho-ho-ho-ho.

In the arrowed utterance, D is deliberately postponing the supplying of information to create suspense.

Temporizations can also be used as a face-saving device. Consider the following example.

21. [Stenström 1984:194]

A: Well/ what do they PUT# . in . com'puting PROGRAMME# - -
→ B: /WELL# you'll /hear a 'lot a'bout it in :due COURSE#

As Stenström points out, the reason why the information is not supplied immediately could be that the computing programme is too complicated for A to grasp on the spot, or that B is unable to explain on the spot (see Stenström 1984:194). Hence by responding to A's *Elicit:supply* with a *Temporization*, B may be saving his own face or A's face, or both.

A declaration of inability to supply the information is a *Challenge*. It challenges presupposition (ii) stated above. *Challenges* are face-threatening and that is why they are typically accompanied by apologies, hedges, mitigations or prefaces like "Well" (cf. Pomerantz 1978, "dispreferred" response). For example,

22. [BCET/Data A/p. 32]

C: And what were we on under Labour?
→ D: Don't know actually.

Or, they are often accompanied or realized by a reason for an inability to supply the information. For example,

23. A: What's the time, please?

→ B: I haven't got a watch, sorry.

An utterance in which the addressee is unwilling to supply the information is also a *Challenge* (cf. Katz 1972, Stenström 1984). It challenges the presupposition that the addressee will supply the information when asked, that is, presupposition (ii). For example,

24. [Fieldnotes]

X: How old are you Michael?

→ M: I'm as old as the hills.

This kind of *Challenge* is even more face-threatening than an inability to supply information, just as an unwillingness to comply with a *Requestive* is more face-threatening than an inability to comply. This is why an addressee who is unwilling to supply the information often resorts to "I don't know" to reduce the face-threatening effect, just as one who is unwilling to comply with a *Requestive* often uses an inability to comply as an excuse.

To summarize, at the *Responding Move* of an *Eliciting Exchange* initiated by an *Elicit:supply*, there are two options available: a *Positive Responding Act* realized by a *Supply*, and a *Temporization*.

7.4.1.2 Responses to *Elicit:confirm*

The illocutionary intent of an *Elicit:confirm* is to get the addressee to confirm that the speaker's assumption is correct. It presupposes that:

- (i) the speaker believes that the expressed proposition is true, but certain things in the context have led him to doubt his belief.
- (ii) the addressee is able to and will confirm that the speaker's assumption is true.

Hence, an utterance which confirms the speaker's assumption realizes a *Positive Responding Act* which fulfils the illocutionary intent of an *Elicit:confirm*. Let us characterize it as a *Confirm*. The following arrowed utterance is an instance of a *Confirm*.

Similar to an *Elicit:supply*, an *Elicit:confirm* can also be responded to by a *Temporization*. For example,

29. [Data B/Tape C/Side B/#4]

H: You said Michael can't make it?

→ X: um - I have to ask Sue now. He might have changed his schedule in anticipation, Okay?

To summarize, at the *Responding Move* of an *Eliciting Exchange* initiated by an *Elicit:confirm*, there are two options available: a *Positive Responding Act*, realized by a *Confirm* and a *Temporization*.

7.4.1.3 Responses to *Elicit:agree*

The illocutionary intent of an *Elicit:agree* is to get the addressee to agree with the speaker's assumption that the expressed proposition is self-evidently true. It presupposes that:

(i) the speaker believes that the expressed proposition is self-evidently true.

(ii) the addressee will agree with the speaker.

Similar to an *Elicit:supply* and an *Elicit:confirm*, there are two options available at the *Responding Move*: a *Positive Responding Act* and a *Temporization*. The former is realized by an utterance in which the addressee agrees with the speaker's assumption. Let us characterize it as an *Agreement*. For example,

30. [BCET/Data A/p. 34]

C: //r i supPOSE he's a bit SENile now//p ISn't he//

→ B: //p he LOOKS it//

An utterance which disagrees with the speaker's assumption challenges presupposition (ii) stated above and is therefore a *Challenge*. For example,

31. [BCET/Data A/p.5]

A: //p we went QUITE late // p in the afterNOON //
p on SUNday //p DIDn't we //

→ C: We went, um, what do you mean? we went we came back on the MONday, didn't we.

An utterance in which the addressee declares his inability to agree is also a *Challenge* and is often spoken with contrastive high key. For example,

32. [Data C/Tape 5/Side A/p. 14]

M: When did they move in there? //p it was RIGHT in sepTEMBER //p WASn't it//
i don't KNOW

→ S: //p //

A *Temporization* is one in which the addressee neither agrees nor disagrees with the speaker. For example,

33. A: //p it's a HORrible town//p ISn't it//

→ B: Well, it depends on how you see it.

7.4.1.4 Responses to *Elicit:commit*

The illocutionary intent of an *Elicit:commit* is to get the addressee to produce a verbal response which will commit him to the production of further exchange(s) or a future action. It presupposes that:

(i) the speaker sincerely wants the addressee to commit himself.

(ii) the addressee is able and willing to commit himself.

Hence, a *Positive Responding Act* is one in which the addressee agrees to commit himself. For example,

34. [Data C/Tape 1/ side A/#4/p.1]

X: Can I talk to you?

→ S: Sure=

=Come in. Let's close the door. Have a seat.

35. [Data B/Tape C/Side A/#5]

X: Where shall I meet you?

→ H: Well ah I'll be finished with my class at five, it's=

X:

[

uhuh

H: right in Tsimshatsui, so may be we'll meet you at the Peninsular, between say five fifteen and five-thirty?

X: O.K. wonderful.

In 34, S commits herself to having a conversation with X, as can be seen from what S says after responding positively. In 35, H commits himself to meeting X at the Peninsular. Let us call them *Commits*. They bear strong resemblance to positive responses to *Requestives* (see Chapter 3:3.6.4).

An utterance in which the addressee refuses to commit himself is a *Challenge*. For example,

36. A: Can I ask you a personal question?

→ B: I'd rather you don't, if you don't mind.

An *Elicit:commit* can also be responded to by a *Temporization*. For example,

37. [Data C/Tape 2/Side A/#7]

S: it's just when you'll be around for us to look look for you.

→ G: Oh that's um ((pause)) I don't know what John's schedule is. I know we're out tonight and ah ((pause)) and ((pause)) I don't know about the rest of this week.

S: Or maybe tomorrow night?

G's response is a *Temporization* in which she is not refusing to commit herself, but rather postponing the commitment. That it is a *Temporization* can be seen from the fact that S then tries to get her to commit herself to a specific time (see 7.3.2)

Hence, at the *Responding Move* of an *Eliciting Exchange* initiated by an *Elicit:commit*, there are also two options available: a *Positive Responding Act* which is realized by a *Commit* and a *Temporization*.

7.4.1.5 Responses to *Elicit:repeat* and *Elicit:clarify*

Different from the above four subclasses of *Elicitation*, there is only one option available at the *Responding Move*: a *Positive Responding Act* which is realized by a repetition and a clarification of the speaker's previous utterance. Let us call the former a *Repeat* and the latter a *Clarify*. The following are examples of *Repeat* (38) and *Clarify* (39).

38. [Data B/Tape E/Side A/#3/p. 4]

H: Oh and bring the Moser book, I'd like to see that.

X: Oh I ah with the what?

→ H: With the book by Moser.

39. [BCET/Data A/p.26]

C: Do you get satisfaction though?

B: Yes, I reckon you get more satisfaction as you go up the scale as well.

C: ((laughs)) What - you mean the money scale.

→ B: No, the job, the job.

Because both *Elicit:repeat* and *Elicit:clarify* are acts which are meta-discoursal, it does not seem possible to respond to them with a *Temporization*. It is, however possible to *Challenge* them by refusing to repeat and refusing to clarify. For example,

40. A: Where are my bloody shoes?

B: What did you say?

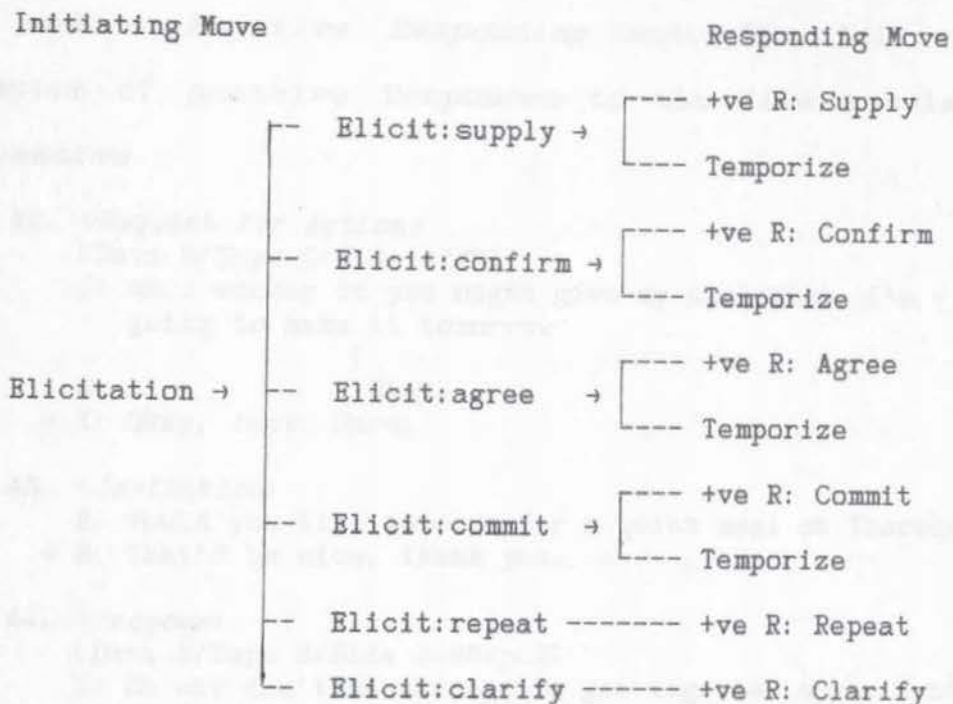
→ A: Nothing.

41. C: What time did you go for the train?

D: What do you mean go for it?

→ C: Nevermind, it's not important.

Let us summarize the options of subclasses of *Responding Act* that are available at the *Responding Move* of an *Eliciting Exchange* and their realizations as follows:



7.4.2 *Responding Acts in a Requesting Exchange*

The illocutionary intent of a *Requestive* is to get the addressee to comply with the *Requestive* which will commit either the speaker or the addressee, or both, to a future action. It presupposes that:

- (i) the speaker sincerely wants the action to be carried out and he believes that the action needs to be carried out
- (ii) the addressee is able to and is willing to carry out or to have the action carried out.
- (iii) it is not obvious that the addressee will carry out the action of his own accord.

Because a *Requestive* gives the addressee the option of complying or not complying with the *Requestive*, it does not presuppose that he is going to carry out the action or to have it carried out. Therefore, as mentioned above, a *Requestive* can be responded to by a *Positive Responding Act* and a *Negative Responding Act*. The following are examples of positive *Responses* to the five subclasses of *Requestive*.

42. (*Request for Action*)

[Data B/Tape C/Side A/#2]

J: um I wonder if you might give my apologies, I'm - not going to make it tomorrow

I

K: Okay.

→ K: Okay, Jack. Sure.

43. (*Invitation*)

A: Would you like to come for a quick meal on Thursday?

→ B: That'd be nice, thank you.

44. (*Propose*)

[Data B/Tape B/Side B/#6/p.2]

X: So why don't we arrange to get together maybe Sunday?

→ H: Okay. that'll be splendid, that'll be great.

45. (*Offer*)

[Data B/Tape G/Side B/#4/p.3]

X told H that she will be going to Canton.

H: I'll see if I can find an old map of Canton that we had of the city, y'know, just as reference.

→ X: Oh Henry, that's very kind of you.

H: I'll sen - I saw it in the book shop, but I have to, I'll search again, I'll put it in the mail box.

→ X: Ah, thank you very much.

46. (*Request for Permission*)

[Data C/Tape 2/Side A/#4/p.1]

T: Could I get some handouts?

→ S: Yeah, help yourself.

In all the above exchanges, the addressee complies with the *Requestive*. The *Responses* share a common

characteristic: a commitment of some sort is involved after the addressee has produced the *Response*. In 42, 43 and 44, the outcome of the exchange is such that the addressee has committed himself to carrying out a future action. Although in 43 and 44, the future action involves the speaker as well, the addressee's compliance is basically to commit himself. In 45 and 46, the addressee has committed himself to letting the speaker carry out the preferred action. In other words, we can say that a *Positive Responding Act* is realized by *Compliance*.

Consider now the *Negative Responses to Requestives*. The following are examples of *Negative Responding Acts*.

47. (*Request for Action*)

[Data B/Tape F/Side B/#2/p.1]

H: I'm going to pick it up tomorrow afternoon.

X: Oh good.

H: At ah at three o'clock, I don't know if you'd be free to come over because he said he'd like to give me about forty-five minutes of training.

X: Oh fine.

H: So, would you be would you be able to go?

→ X: Well, let's see, haha what time, three is impossible.

H: What?

X: Three o'clock is impossible, I have a meeting with the guy who's giving us money for the computer.

48. (*Invitation*)

[BCET/Tape A/p.11]

C: Come down the Local then.

→ B: Ah it's a bit rough for me down there.

49. (*Propose*)

[Data B/Tape D/Side B/#2/p.2]

X: Or alternatively we could get together at five-fifteen when I'm finished.

→ H: No, I had to babysit. Actually, can I - 'cos Alice's going to a Tai-chi class later.

50. (*Offer*)

[BCET/Data D/p.6]

C: Have you got - um - I've got some paper if you want.

→ D: No, I've got tons of paper - stole it.

51. (*Request for Permission*)

A: Can I use the telephone?

→ B: It's only for staff use, sorry.

All the above *Responses* share a common characteristic: the addressee refuses to comply with the *Requestive* and the outcome of the interaction is such that the addressee or the speaker, or both, are under no obligation to carry out a certain action. We can therefore say that *Negative Responding Acts* to *Requestives* are realized by *Refusals*. As I have pointed out above (see 7.2), *Refusals* are not the prospected responses, therefore typically they contain the features of what Pomerantz calls a "dispreferred" response, such as apologies (51), hedges (49) and reasons for refusing (47, 48 and 49) etc. (It should be noted that when I borrow the term "dispreferred" response, the word "response" is used in a non-technical sense and will be given in non-italic print.)

A *Refusal* is to be distinguished from a *Challenge*. While the former does not challenge the presuppositions of a *Requestive*, the latter does. The following example will make this clear.

52. [Data B/Tape C/Side A/#1/p.1]

X: If if you'll give me your address then.

→ H: Oh that's it, I just gave you my address.

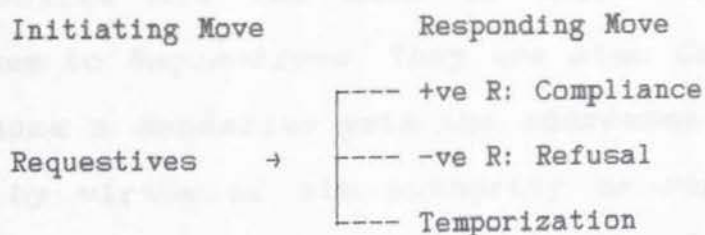
H's utterance challenges the presupposition that there is a need for the action. Therefore it realizes a *Challenge* and not a *Refusal*.

Requestives can also be responded to by *Temporizations* in which the addressee neither complies nor refuses to comply. For example,

53. [BCET/Data A/Side A/p. 17]
 C: Could I stay at your place for a bit Rob.
 → B: Er I don't know.
54. [Fieldnotes]
 A: I can help you do the cooking if you want.
 → J: That's very sweet of you, I might take you up on that.
55. A: Could you possibly give me some feedback on this chapter by Thursday?
 → M: I'll try my best but I can't promise.

Typically, a *Temporization* to a *Requestive* is a face-saving device. It avoids refusing a *Requestive* outright. 53 is a good example. The rest of conversation of 53 shows that B is in fact not very happy about C's staying at his place. Instead of refusing C's *Requestive*, he resorts to a *Temporization* (see Appendix A).

The options of subclasses of *Responding Act* available at the *Responding Move* of a *Requesting Exchange* and their realizations can be summarized as follows:



7.4.3 *Responding Acts in a Directing Exchange*

7.4.3.1 *Responses to Mandatives*

The two major subclasses of *Directive: Mandatives* and *Advisives* open up different options at the *Responding*

Move. Consider first *Mandatives*. The illocutionary intent of a *Mandative* is to get the addressee to perform a future action. It presupposes that:

- (i) the speaker wants the action carried out and that there is a need for the action to be carried out.
- (ii) the speaker has the authority or the right to get the addressee to carry out the action.
- (iii) it is not obvious that the addressee will carry out the action of his own accord.
- (iv) the addressee is able and willing to carry out the action. (see Searle 1969:66)

Hence, a *Positive Responding Act* is one in which the addressee complies with the *Mandative*. For example,

56. (*Order*)
[BCET/Data D/p. 53]
D: Leave me matches alone! I'm telling you a joke.
→ C: Right.

57. (*Threat*)
A: I'll kill you if you ever mess up my things again.
→ B: ø

The above *Responses* commit the addressee to carrying out (or not carrying out) an action. The *Responding Act* that they realize are the same as those realizing positive *Responses* to *Requestives*. They are also *Compliances*.

Because a *Mandative* gets the addressee to carry out the action by virtue of his authority or right, it does not give the addressee the option of refusing to comply or to temporize. A refusal to comply challenges the authority or the right of the speaker and is therefore a *Challenge*. The following arrowed utterances are *Challenges*.

58. A: Come and see me at once.
→ B: (a) I'm busy.
→ (b) Stop ordering me about.

59. X: I'll kill you if you mess up my things again.
→ Y: You wouldn't dare.

B's utterance in (a) challenges presuppositions (ii) and (iv) stated above. His utterance in (b) and Y's utterance challenge presupposition (ii). A *Challenge* can also be realized by utterances like the following,

60. [BCET/Data D/p.61
D is flipping through C's book.
C: Don't for God's sake bend the spine.
→ D: I WON'T bend the spine.

D's utterance challenges presupposition (iii).

7.4.3.2 *Responses to Advisives*

The illocutionary intent of an *Advisive* is also to get the addressee to carry out a future action. It presupposes that:

- (i) the speaker believes that there is a need for the advocated action and that it is in the interest of the addressee,
- (ii) it is not obvious that the addressee will carry out the action of his own accord,
- (iii) the addressee is able and willing to carry out the action.

A *Positive Responding Act* to an *Advisive* is one in which the addressee agrees to carry out the advocated action. Because the advocated action is in the interest of the addressee, whether he will **actually** carry it out is entirely at his own discretion: there is no obligation on the addressee's part. Therefore a *Positive Responding Act* to an *Advisive* is different from that in response to a

Mandative. Let us characterize it as an *Acceptance*. The following are examples of *Acceptances*.

61. (*Advise*)

[Data C/Tape 1/Side A/#4/p.5]

S: I think there are some things you can do, like, I I often write yes in the margin if I agree or I even put just an=

X: [Okay.

S: =exclamation point

X: Or a question mark or

S: Interesting or y'know, so that on every page there's=

X: [there's

S: =evidence that I read it ((laughs))

→ X: [that you've read it, yeah. Okay, alright, alright, I'll ah that'll help 'cos it just seems ah y'know

S: TOO much work.

62. (*Warn*)

[Data B/Tape G/Side A/#1/p.3]

X: Well, you'll have to practise with him once or I mean really you can't just throw him in there and monkey=

H: [No, no, I

X: =around or he'll screw the subject and ruin the data.

→ H: [No I won't.

An utterance in which the addressee refuses to accept the *Advisive* realizes a *Challenge*. For example,

63. [Data B/Tape C/Side B/#3/p.3]

H: Hey Don, if you have time tomorrow ah at the gymnasium, the English department is playing the ah the students or something, you might take a look at it, the gymnasium, right near your place.

→ X: You're joking, d'you know what I've got to do?

H: Oh you've got to do -

X: ((laughs)) It's a minor panic at the moment.

H: Oh your dissertation.

X: Right.

64. [BCET/Data C/p.21]

B: Teacher training's good thing to be on.

→ C: Well, I don't want to be a teacher, or anything.

Both D's utterance in 63 and C's utterance in 64 challenge the presupposition that the advocated action is in the interest of the addressee.

An utterance in which the addressee indicates that there is no need for the advocated action also realizes a *Challenge*. For example,

65. [Data B/Tape B/Side B/#2/p.1]

X: Henry, ah I was running over a title for our book, I was wondering whether using English

H: Alright, y'know, I look at these

X: [How does that grab you.

H: It's ah it's we we can, y'know, that's alright. Y'know what I was thinking about doing is um take all these things like learning English, using English and then go to a thesaurus and see other words, it might, y'know, sometimes it rings a bell.

→ X: Well, that's what I did with a Roget's thesaurus.

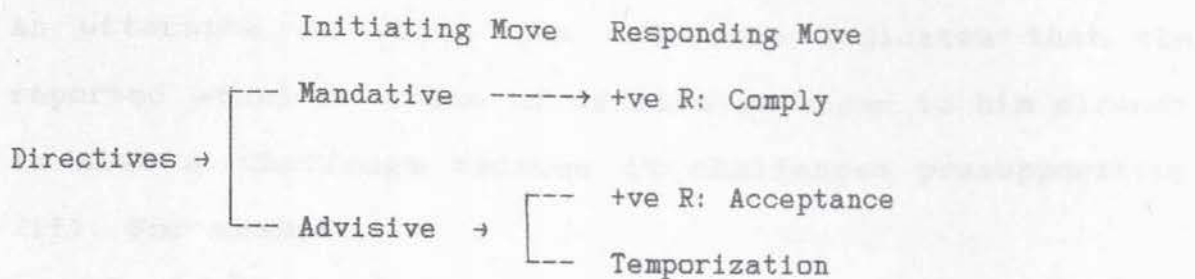
Different from a *Mandative*, an *Advisive* can also be responded to by a *Temporization*. Again, this is because the advocated action is in the interest of the addressee. For example,

66. B: Teacher training is a good thing to be on.

→ C: I'll think about it.

C's response neither accepts nor refuses to follow B's *Advise*. It does not challenge the presupposition of B's *Advise*. It is therefore a *Temporization*.

To summarize, the choices of *Responding Acts* available at the *Responding Move* of a *Directing Exchange* and their realizations are as follows:



7.4.4 *Responding Acts in an Informing Exchange*

7.4.4.1 *Responses to Reports*

A *Report* gives a factual account of events or states of affairs. Its illocutionary intent is to get the addressee to accept what the speaker has reported is a true representation of events or states of affairs. It presupposes that:

- (i) the speaker believes that the expressed proposition is true.
- (ii) it is not obvious that the addressee knows about the accounted event or state of affairs.

Hence, a *Positive Responding Act* is realized by an acknowledgement of the *Report*. The acknowledgement can be in the form of a *Comment* and an *Acknowledge*, as I have pointed out in the preceding chapter (see 6.3).

An utterance in which the addressee queries or refuses to accept that the speaker has given a true account is a *Challenge* because it challenges presupposition (i). For example,

67. [BCET/Data D/p.18]

D: Well the women in this country go around kissing one another when they meet.

→ C: No they don't.

An utterance in which the addressee indicates that the reported event or state of affairs is known to him already is also a *Challenge* because it challenges presupposition (ii). For example,

68. [BCET/Data D/p.13]

C: Those are computer books.

→ D: Yeah I know.

It should be noted that while "I know" realizes a *Challenge* to a *Report*, it realizes an *Agreement* in response to an *Assess*. For example,

69. [BCET/Data D/p.16]

D: Why do women stick up pictures of women all round the rooms and men stick up pictures of women? I think the men must get left out.

→ C: Yeah, I know.

Because a *Report* expresses what the speaker believes is a true account, it does not seem possible to respond to it by a *Temporization*: the addressee either acknowledges it as true or he challenges.

7.4.4.2 Responses to Assessments

An *Assessment* asserts the speaker's judgement or evaluation of people, object(s) or states of affair(s). Its illocutionary intent is to get the addressee to agree with the speaker's judgement or evaluation. It presupposes the speaker believes that his judgement or evaluation is a correct representation of the referent. Therefore, typically a *Positive Responding Act* is realized by an utterance in which the addressee agrees with or accepts the speaker's judgement or evaluation, with the exception

of a *Self-denigration*. The prospected responses, which realize *Positive Responding Acts*, have already been discussed in detail in the preceding chapter (see 6.5). Therefore I shall not go into this again. I would, however, like to make a few remarks on utterances which disagree with the speaker's judgement.

These utterances have been described as "dispreferred" response by Pomerantz (1978, 1984). In the present descriptive framework, they are characterized as *Challenges* and not *Responses* because they challenge the presupposition of an *Assessment*. *Challenges* are face-threatening and, as I have illustrated in the preceding chapter, they typically display features of a "dispreferred" response. The following arrowed utterances in which the addressee makes a contrary second evaluation are all *Challenges*:

70. [BCET/Data D/p.18]

C: I thought those pictures were quite interesting. (*Assess*)
I don't KNOW

→ D: //p // all art is useless.

71. [ibid/p.44]

D: You told them, oh you idiot. (*Criticize*)

NO

→ C: //p // they were going to send me to court if I didn't explain.

72. [BCET/Data C/p.24]

B: I work hard. (*Boast*)

→ C: DO you actually work hard?

73. [Pomerantz 1978:87]

H: Gee, Hon, you look so nice in that dress.

→ W: Do you think so? It's just a rag my sister gave me.

That the above arrowed utterances challenge the presupposition of the preceding utterance is supported by the fact that in both 70 and 71, the disagreement is spoken in contrastive high key; and in 72, "do" is prominent, hence contrastive to "work hard". The status of W's utterance in 73 as a *Challenge* needs commenting on. In the context in which the utterance occurs, it realizes a *Challenge*. This is supported by the fact that H, the husband, finds W's not accepting his *Compliment* hard to understand and that it "hurts" him (see Pomerantz 1978:79). However, in other contexts or cultures, W's utterance would not be a *Challenge* but rather a kind of prospected response, namely a *Minimization*. For example, in the Chinese culture, a contrary second evaluation to a *Compliment* is a sign of modesty. The more one makes a contrary evaluation which downgrades the *Compliment*, the more modest one is. This is especially so among older generations. The following is an exchange that occurred when I met a friend whom I have not seen for a long time. She was shopping with her daughter.

74. A: Is this your daughter? She's very pretty.
B: She's not pretty at all.

B's response, which may appear to be a *Challenge* and may sound very rude to people of other cultures, is in fact a modest way of downgrading my *Compliment* and is almost prospected.

Self-denigration is the odd one out. Although a disagreement with a *Self-denigration* appears to challenge the presupposition that the evaluation is a correct representation of the referent, it is typically prospected, as I have pointed out in the preceding chapter (see 6.5.4). In other words, a *Disagreement* realizes a *Positive Responding Act*. An agreement with a *Self-denigration* is contrary to the expected response and is therefore a *Challenge*. The following is an example,

75. [BCET/Data D/p.53-4]

C: Yeah, I can't, you see, I'm I'm I'm dreadful at telling jokes, I think I tried to tell somebody that joke and=

→ D:

[Well I'll tell=

C: =they didn't get it.

[
D: =him.

D's utterance implicitly agrees with C's *Self-denigration*. Interestingly, it is realized by D's making a positive evaluation of himself.

7.4.4.3 Responses to Expressives

Expressives assert the speaker's psychological state towards a certain state of affairs. It presupposes that the psychological state expressed is true, that is, the speaker is sincere. Therefore, a *Positive Responding Act* is one in which the addressee accepts that the expressed psychological state is true. But because *Expressives* are often performed out of politeness, a *Positive Response* is often realized by a more enthusiastic response than a mere

acceptance. For example, a *Positive Response* to an *Apology* is often realized by not merely accepting the *Apology* but also by minimizing the debt the speaker has incurred and the like. For example,

76. [Data B/Tape H/Side B/#6/p.2]
X: Well, hhh I'm sorry.
→ H: No, it's alright.

It is interesting to note that sometimes a positive response to an *Apology* may appear to be a *Challenge*. For example,

77. X: I'm sorry.
→ Y: No, I'M sorry.

But in fact it realizes a *Positive Responding Act* which minimizes the debt that X believes that he has incurred. The same thing happens with *Thank*. For example.

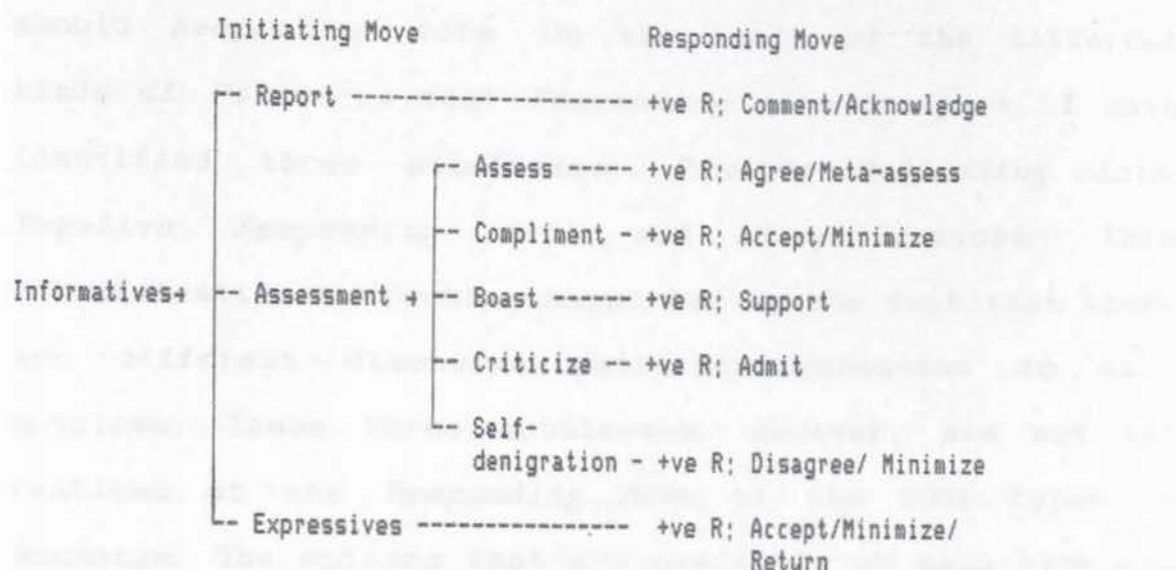
78. A: Thank you for a lovely dinner.
→ D: Don't thank me, YOU're the one who did all the cooking.

A *Challenge* to an *Expressive* challenges the speaker's sincerity and is therefore very face-threatening and aggressive. For example,

79. [Fieldnotes]
A: I'm SO sorry.
→ B: No, you're NOT.

In general, we can say that a *Positive Responding Act* to an *Expressive* can be realized by accepting, minimizing or by performing a similar *Expressive*, as in the case of *Greeting* and *Leave-taking* (see 6.6 for examples).

To summarize, at the *Responding Move of an Informing Exchange*, there is only one option available: a *Positive Responding Act*. Its realizations are presented as follows:



7.5 Summary

In this chapter, I have looked at the second class of discourse act - the *Responding Acts*. *Responding Acts* are distinguished from *Initiating Acts* on the basis of their occurrence in the discourse structure; they occur in the *Responding Move* slot. The characterization of *Responding Acts* necessarily raises the question of what constitutes a *Response*. I have suggested that a *Response* is an utterance which fulfils the illocutionary intent of an *Initiating* utterance or one that does not challenge its presuppositions but advances the progress of the discourse. Based on this characterization, utterances which follow an *Initiation* will be identified as either a *Response* or an *Initiation*. The latter can be a *Challenge*, a *Bound Initiation* and a *Free Initiation*.

I have argued that just as *Initiating Acts* should be classified according to the response they prospect, so

should *Responding Acts*. On the basis of the different kinds of *Follow-up* that *Responding Acts* prospect, I have identified three subclasses: *Positive Responding Acts*, *Negative Responding Acts* and *Temporizations*. This classification is further supported by the fact that there are different discourse patterns subsequent to each subclass. These three subclasses, however, are not all realized at the *Responding Move* of the four types of *Exchange*. The options that are available at each type and their realizations are spelled out in detail and illustrated with examples.

Footnotes

¹Bach & Harnish propose a subcategory of Responsives under the general category of Constatives. But their Responsives are restricted to responses to questions.

²The term 'temporization' is borrowed from Garvey (1975). However, the characterization of temporizing acts is different from Garvey's. In his characterization, 'temporizing acknowledgements' cover utterances in which the addressee would comply but the compliance is postponed and those in which the addressee queries the reason for the request. According to the characterization here, the latter would be a *Bound Initiation*.

CHAPTER 8 FOLLOW-UP ACTS

8.1 Introduction

In this chapter, I shall be looking at the third class of acts: *Follow-up Acts*. In the discussion on *Responding Acts*, I have demonstrated that an utterance realizing an *Initiating Move* is a different act from the same utterance realizing a *Responding Move*. An utterance realizing the third element of the exchange, the *Follow-up Move*, is yet a different act from the same utterance realizing the *Initiating* or *Responding Move*. Compare the following exchanges:

1. I A: Could I have a glass of sherry?
→ R B: Right, I'll get you one.
F A: Thanks.

2. I X: Would you like a drink of something?
R Y: I'd like orange juice please.
→ F X: Right, I'll get you one.

In 1, B's utterance is a *Comply* to a *Requestive*. However in 2, X's second utterance, which is identical in form to B's utterance, is not a *Comply* despite the fact that its propositional content predicates a future action performed by the speaker. This is because X's commitment to carrying out the predicated future action is already the outcome of the preceding interaction between Y and himself. It is rather an indication that the interaction is felicitously completed: that X's initial utterance has been correctly understood and interpreted by Y and that Y's response has

been understood and interpreted by X as an appropriate one. It is a kind of acknowledgement. This interpretation of the utterance is largely determined by the function of the *Follow-up Move*. (This will be discussed in detail in 8.2). Therefore we need to distinguish acts realizing this *Move* from those realizing the *Initiating* and *Responding Moves* by calling them *Follow-up Acts*.

In the preceding chapter, I have briefly discussed the function of the *Follow-up Move*. I have also identified three subclasses of *Follow-up Acts*. In this chapter, I shall make a more detailed analysis of the functions of the *Follow-up Move* and discuss the various realizations of these three subclasses.

8.2 Functions of the *Follow-up Move*

The concept of the *Follow-up Move* as the third element of an exchange is first proposed by S & C (1975) to account for classroom exchanges. They suggest that its function is to let the pupil know how he or she has performed. It is an obligatory element of a 'Teaching Exchange'. A typical 'Teaching Exchange' is as follows:

3. [Sinclair & Coulthard 1975:21]
T: Can you tell me why do you eat all that food?
S: To keep you strong.
→ T: To keep you strong, yes. To keep you strong.

They propose that this evaluative function of the *Follow-up Move* is so important that if it does not occur, one

feels confident that the teacher is withholding it for some strategic reasons (see p.51)

Burton (1980) suggests that three part exchanges are highly classroom specific because the *Follow-up Move* hardly occurs outside the classroom and that a three-part exchange like the following is deviant in non-classroom discourse.

4. A: What's the time please?
B: Three o'clock.
*A: Well done.

She maintains that if a *Follow-up Move* does occur in casual conversations, it will be a sarcastic device (see p.63).

Coulthard & Brazil (1981) revise the S & C description of exchange structure and propose that the *Follow-up Move* is structurally optional: it is not predicted by the preceding move. Their explanation of why a *Follow-up Move* occurs in classroom exchanges is that either there is a "situational necessity" for it or it is solicited when the pupil provides a response with high-termination (see p.98).

Berry (1981), however, disagrees with Burton's claim that the *Follow-up Move* seldom occurs in non-classroom discourse and with Coulthard & Brazil's suggestion that all *Follow-up Moves* are optional. She suggests that in certain types of non-classroom exchange, it is obligatory and that it is necessary to distinguish between those that are optional and those that are obligatory. She

proposes that the distinguishing criterion is which of the two interlocutors is the "primary knower". For example,

5. [Berry 1981:122]

I Quizmaster: In England, which cathedral has the tallest spire?

R Contestant: Salisbury.

→ F Quizmaster: Yes.

6. [ibid:122]

I Son: Which English cathedral has the tallest spire?

R Father: Salisbury.

→ F Son: Oh.

According to Berry, the *Follow-up Move* in 5 is obligatory whereas that in 6 is optional because in the former, the quizmaster is the "primary knower" and therefore an *Follow-up Move* to evaluate or confer the correctness of the response provided is necessary. In the latter, however, because the son is the "secondary knower", there is no need or rather he is not in a position to evaluate or confer the correctness of the response. The correctness of the information provided in the response is already conferred upon by the father who is the "primary knower". Hence the *Follow-up Move* is optional.

From the above discussion, it is apparent that the function of the *Follow-up Move* is perceived as evaluative. If providing an evaluation of the correctness of information supplied in the *Responding Move* were indeed the only function of this third element of an exchange, then I would agree with Burton in observing that it does not occur frequently outside the classroom: we do not usually go around asking questions to which we already

have an answer. The question is: is this the **only** function of the *Follow-up Move* or is it just the function of the *Follow-up Move* in certain types of exchanges, that is, is this just one of the realizations of its functions? I suggest that it is the latter: I suggest that it has more general functions and that making an evaluation is only one of its functions.

What then are the general functions of the *Follow-up Move*?

One, in fact, the most important function is to acknowledge the outcome of the *Initiating Move* and the *Responding Move*. To understand this function, we need to perceive discourse not as an interchange of utterances with speaker-determined illocutionary forces, but rather as an interactive process during which the meaning and illocutionary force of utterances are negotiated between the speaker and the addressee (see Tsui 1983, Cohen 1972). Hence, when the speaker produces an *Initiating* utterance, it is subjected to the interpretation of the addressee who indicates his interpretation in the *Response*. If the addressee's interpretation accords with the speaker's intended meaning and the *Response* provided is a prospected or acceptable one, the speaker will produce a *Follow-up Move* which acknowledges that the preceding interaction has been felicitous. If there are any hitches in communication or if the speaker is not happy with the outcome, then he is likely to withhold the *Follow-up Move* and produce an

Initiating Move which rectifies any misinterpretation or seeks clarification etc. The following examples illustrate this point.

7. [Data B/Tape D/Side A/# 2/p.1]

I H: Eh, listen, I'm I'm coming home now, but I thought I might just stop by to see what records you have.

R Y: Sure, good time.

→ F H: Alright.

H's utterance in the *Follow-up Move* is an indication that Y has correctly interpreted his utterance and that Y's response is an appropriate one.

8. [BCET/Data A/p.3]

I C: Do you get anything knocked off if you're late?

R B: No, you get an apology announcement at Victoria station.

→ I C: No, I mean at work, do you get anything knocked off your wages.

[

<R> B: Oh.

R B: No.

Here, C produces an *Initiating Move* rectifying B's misinterpretation of his intended meaning in the preceding *Responding Move*. In other words, the *Follow-up Move* acknowledges the outcome of the interaction between the *Initiating* and the *Responding Move*. It has a different function from the *Follow-up Move* in a "didactic exchange" which evaluates the *Response* in relation to the *Initiation*.

The *Follow-up Move* is therefore a very important element of an exchange, not only in classroom discourse but in all types of discourse. It is the element on which the progression of interaction is based. And when it does not occur, we will be able to account for its absence. As

S & C point out, when the *Follow-up Move* in a typical classroom exchange does not occur, one is confident that it has been withheld by the teacher for strategic reasons. For example,

9. [Sinclair & Coulthard 1975:65]
- 1 I T: Can you think why I changed 'mat' to 'rug'?
 - 2 R P: Because er
 - 3 I T: Peter.
 - 4 R P: Mat's got two vowels in it.
 - 5 I T: Which are they? What are they?
 - 6 R P: 'a' and 'f', 'a' and 't'.
 - 7 I T: Is 't' a vowel?
 - 8 R P: No.
 - 9 F T: No.

In the above example the *Follow-up move* does not occur until utterance 9. Yet we can clearly see that it is deliberately withheld by the teacher in order to lead the pupil to produce a correct answer. This is a very common strategy used by teachers to avoid giving a negative evaluation of pupils' answers.

The *Follow-up Move* in a classroom exchange may also be withheld when the teacher is not satisfied with the response provided. Its absence is "noticeable"; it implies a negative evaluation. For example,

10. [Tsui 1985b:20]
- I 1 Teacher: (name) Are you hungry now?
 - 2 Did you have your breakfast this morning?
 - R 3 Pupil : Yes.
 - F 4 Teacher: Yes.
 - I 5 Good breakfast?
 - R 6 Pupil : No.
 - I 7 Teacher: Sit down.

Here, the teacher's questions were intended as language practice questions but they were taken as genuine questions by the pupil. The pupil's response in utterance

6 did not accord with the response the teacher intended to solicit. It was considered unacceptable by the teacher and the latter withheld the *Follow-up Move* to imply a negative evaluation (see also Hewings 1986). That the *Follow Move* was deliberately withheld can be seen by comparing the above exchange with the following exchange which occurred immediately before it.

11. [ibid:20]

I Teacher: Are you hungry now? Have you had your breakfast?
Is it a good breakfast?

R Pupil : Yes.

→ F Teacher: Right.

I Sit down.

Here, the pupil's response which accorded with what the teacher intended to solicit was accepted by the teacher in the *Follow-up Move*.

Similarly, the non-occurrence of the *Follow-up Move* in non-classroom exchanges can also be accounted for. In the following, I shall make a detailed examination of the circumstances in which it is absent. It is hoped that by examining when, where and why it is absent, we shall be able to gain further insights into its functions. But before we do that, it must be pointed out that in face to face interaction, the *Follow-up Move* is often realized by non-verbal means such as a nod, a smile, an eye-brow raising etc. These non-verbal gestures are often not recorded in transcriptions, giving the illusion that the *Follow-up Move* is absent. Stenström (1984), in her study of transcriptions of telephone conversations and face to

face conversations, observes that the *Follow-up Move* occurs much more frequently in the former than in the latter. This observation is likely to be result of not taking into account those which are realized non-verbally in face to face interaction. In telephone conversations, the *Follow-up Move* must be verbalized, since it cannot be conveyed otherwise, hence giving the false impression that it occurs more frequently than in face to face conversations.

What are the circumstances in which a *Follow-up Move* may be absent?

Firstly, in conversations between interlocutors who know each other very well, it is more frequently absent. Stenström, in her study of eleven transcribed texts, discovers that the conversations between a married couple have far fewer *Follow-up Moves* than any of the other texts (see p.243). This can be explained by the fact that interlocutors who know each other very well share a large "common ground" so that there are not likely to be hitches in their interpretation of each other's utterances. Hence an explicit *Follow-up Move* to acknowledge the outcome of the exchange is often not necessary. The following exchange is by no means uncommon.

12. A: Will you pass that paper dear.
B: Yup.
A: ø

Secondly, as mentioned above, the *Follow-up Move* may also be absent when there are hitches in communication or

when the speaker is not happy with the response provided. I have already illustrated the withholding of the *Follow-up Move* when there are hitches in communication (see example 8). The following is an example of the latter.

13. [BCET/Data A/p.11]
I C: Do you get the bus?
R B: Yeah.
→ I C: The bus?
R B: And the - tube.

Here, C is not satisfied with the response provided, he therefore produces an *Initiation* seeking clarification. This kind of *Initiation* is referred to as a 're-initiation' by S & C which opens up a 'bound exchange'.

A *Follow-up Move* may also be withheld when the speaker is not happy with the outcome of the preceding interaction. For example,

14. [BCET/Data A/p.43]
ex.1 I C: Are you sure you don't want a cigarette?
R B: No, I couldn't take your last but one.
ex.2 I C: Well, the last one actually - that would be my last one.
R B: No thanks
ex.3 I C: Go on, have it Rob.
R B: No, no I'm not having it, I'd feel too bad.
F C: Okay.

In the first two exchanges, B's *Refusals* of C's *Offer* are not acknowledged. The *Follow-up Moves* are withheld because the outcomes of these exchanges are not the ones that C wants to achieve, or at least he behaves as though they are not the ones he wants to achieve. This is supported by the fact that in the third exchange, C re-Offers. C's re-Offer is a kind of re-*Initiation* which is made in the hope

that the *Offer* will be accepted (see Chapter 7:7.3.2). The production of *Initiations* which amend or modify the preceding *Initiations* are all instances in which the speaker is not satisfied with the outcome of the interaction (see Chapter 7: 7.3.2 for examples). Let me just quote one of the examples to make the the point more clearly.

15. [Data B/Tape E/Side A/#2/p.2]

ex.1 I H: Seven-thirty?

R X: Yeah, I guess that's a good time.

ex.2 I H: Between seven and seven-thirty then.

R X: Alright, between seven and seven-thirty.

ex.3 I H: Or or you're going to make it definite, say seven-th- y'know seven-th- ah seven o'clock or seven fifteen.

R X: Alright seven-fifteen.

F H: Alright.

Here, the *Follow-up Moves* are withheld in the first two exchanges not because there is a hitch in the communication, nor because the responses provided are not the intended ones or the appropriate ones, but rather because H is not happy with both outcomes. He changes his mind with regard to the outcome that he wants to achieve. It is only when he is happy with the outcome that he produces a *Follow-up Move*.

Thirdly, exchanges which are preliminary to something else typically consist of two parts. The *Follow-up Move* often does not occur until the main business of the interaction is under discussion or is completed. These exchanges are referred to as 'pre-sequences' by conversational analysts (see for example, Atkinson & Drew

1979, Merritt 1976, Terasaki 1976, quoted in Levinson 1983). The following is an example,

16. [Data C/Tape 1/Side A/#2]
- 1 H: Do you get the TESOL Quarterly?
 - 2 S: Yeah.
 - 3 H: Did you get this issue?
 - 4 S: What - month is it?
 - 5 H: um number two June eighty-three.
 - 6 S: Yeah, I think I probably did.
 - 7 H: Can I just borrow this for a day - for a day or two?

H's *Elicitations* in utterances 1 and 3 lead up to the *Requestive* in utterance 7 which is the "main business" of the interaction. (Conversational analysts refer to *Elicitations* like 1 and 3 as 'pre-requests'). Notice that in each instance, the *Follow-up Move* does not occur after a response has been provided by S. The absence of the *Follow-up Move* is an indication on H's part that the interaction is not yet completed and that something else is upcoming.

Not only do these so-called 'pre-sequence' exchanges typically lack a third element, exchanges which form the "main business" of the interaction may also lack a third element. The absence of the *Follow-up Move* serves the same function of indicating that the interaction is not yet completed. Take the following piece of data for example,

17. [Data B/Tape D/Side B/#1]
- ex.1 I M: Can you get a message to Larry, he's not home
and he's not in the office.
R H: Yes.
- ex.2 I M: He'll be in his office.
R H: Alright.
- ex.3 I M: He has a four-thirty class () four o'clock. Just
give him the message that he's supposed to pay our amah
today?
R H: Alright.
- ex.4 I M: Tell him twenty-six times fourteen.

R H: Twenty-six times fourteen. Sure.
 ex.5 I M: Okay?
 R H: Okay, I'll
 [
 ex.6 I M: She worked twenty six hours.
 R H: Alright.
 ex.7 I M: Then tell him I'm not going to make it home
 in time.....

In the above excerpt, the *Follow-up Move* does not occur in any of the exchanges. The reason is transparent. The first two exchanges lead up to the "main business" of giving the message which starts in exchange 3. From exchange 3 onwards, all the exchanges are the components of the message that M wants H to pass on to Larry. In each exchange, the withholding of a *Follow-up Move* on M's part is an indication that the message is not completed yet. Two-part exchanges such as those in 16 and 17 typically form a sequence, the end of which is often marked by the occurrence of a *Follow-up Move*¹. For example,

18. [Data B/Tape F/Side B/#2/p.5]
 I H: Alright, so when when I when I get it um where should I
 put it?
 R X: Well, I'll tell um Hunston to move out today then.
 I H: Oh I'll tell him, I'll tell him right now, so ah he's
 right there, he's right
 [
 R X: oh he's - Okay.=
 I =Yeah, tell him we're going to get one tomorrow and so he
 should ah get some help to get out.
 R H: Okay.
 → F X: //p //
 oKAY =
 I =Sorry, I c- I'd love to join you and I'd love to get
 the the basic disc training but ah as as the donor is here
 ((laughs))
 R H: Okay.

That the *Follow Move* marks the end of the sequence can be seen from the fact that it is spoken with low key. As

Coulthard & Brazil (1981) point out, a low termination marks the point at which prospective constraints stop. It can also be seen from that fact that it is followed by X's initiating an exchange which brings the conversation to a close. The exchange is a "closing exchange" which occurs in what Schegloff & Sacks (1973) refer to as the "closing section" of a piece of conversation.

It should be noted, however, that not all sequence endings are marked by a *Follow-up Move*. The latter may be omitted when its function of signalling the end of a sequence is performed by other means such as a 'boundary marker' or a "closing exchange". The following is an example in which a *Follow-up Move* is replaced by a "closing exchange" followed by a 'boundary marker'.

19. [Data B/Tape A/Side A/#3/p.8-9]

I K: you know, I think the real scandal is that probably some very good people aren't doing any work. It's not their own fault. But I mean there's - some sharp people could be=

[
<R>X: Yeah, yeah.

K: =doing something making contribution.

R X: Yeah.=

→ I =Well, let's you and I stay working as long as we=

[
→ R H: Yeah.

→ I X: =can. Okay, I read two read two things by you recently.

Here, the first two arrowed utterances constitute a "closing exchange" which brings the sequence to a close. The third arrowed utterance contains a 'boundary marker' "okay" which marks the beginning of a new sequence.

The following is another example in which the sequence is brought to a close by a "closing exchange" instead of a *Follow-up Move*.

20. [Data B/Tape A/Side A/#1/p.1]

I H: So may be we have we have lunch tomorrow?

R X: Okay, yeah, it's, yes it's fine, yes.

[

{I}H: I'll

I I'll give you a call, I'll give you a call
tomorrow then alright? ah sometime

[

R X: () um hang on, one
thing, I'm lecturing - um that's okay.

I I'm lecturing, I finish at twelve-fifteen.

R H: Okay twelve-fifteen.

I We'll go to Shatin or some place.

R X: Yeah, yeah, sounds good.

→ I H: Okay then.

→ R X: Okay.

I H: How do you feel by the way?

That the two arrowed utterances constitute a "closing exchange" indicating the end of the sequence can be seen from the use of a 'misplacement marker' "by the way" in the following utterance. A 'misplacement marker' indicates that the utterance is out of place because it is reopening a conversation which has been closed already (see Schegloff & Sacks 1973).

From the above investigation of the circumstances under which a *Follow-up Move* is absent, we can see that other than acknowledging the felicitous outcome of the exchange, another important function of the *Follow-up Move* is to signal the end of a sequence.

A *Follow-up Move* may realize only the function of acknowledging the outcome or it may realize simultaneously the function of acknowledging the outcome and signalling the end of a sequence. For example,

21. [Data B/Tape C/Side A/#3/p.1]

I B: Where where is he staying?

R A: He's staying at the ah Chung Chi Guest House.

→ F B: //p QH // r I see //

22. [Coulthard & Brazil 1981:95]

I A: Have you got the time?

R B: It's three o'clock.

→ F A: //p //

THANKS

In B's *Follow-up Move* in 21, "I see" is spoken with mid-key and a referring tone which indicates that it is not sequence final. Hence its function is only to acknowledge the outcome. By contrast, in 22, A's *Follow-up Move* is spoken with low key and a proclaiming tone. As Coulthard & Brazil point out, given that the exchange occurred between strangers in the street, it not only acknowledges the outcome but terminates the entire encounter (see p. 95).

8.3 The Turn-passing Function of the *Follow-up Move*

There is yet another function of the *Follow-up Move*: to serve as a "turn-passing" signal. This function is often realized by the second *Follow-up Move*. Take the following piece of data for example,

23. [Data B/Tape B/Side B/#2/p.7-8]

I X: (I tell you what) I'm doing at present, I'm trying to make changes, a bit of change. Y'know, I'm just wondering, should we at this stage send them in any sample of a teacher's book or workbook.

((pause))

R H: Well, if you if you, like I don't want to do a lot of work for them in case they turn everything down, that's the trouble.

I X: What's that?

R H: I I don't want to do a lot of work for them if they if they're going to turn anything

F X: No, no, neither do I.

→ F H: Yeah.

F X: Em no.=

I =Okay, we just leave it at that chapter and shoot it back to them and let them () there.

According to the turn-taking rule of conversation (Sacks et al 1974), after X has produced a *Follow-up Move*, H has the floor and he is entitled to introduce a new topic, to carry on with the original topic or even to terminate the conversation. But in the above excerpt, the arrowed utterance is not doing any of the above. Rather, he is indicating that he has no more to say and wishes to relinquish the floor. In other words, the second *Follow-up Move* serves as a "turn-passing" signal. That this is its function is supported by the fact that X then takes the floor and produces a further *Follow-up Move* followed by a 'boundary marker' "okay" and a concluding remark to terminate the sequence. Notice that if X did not continue to produce a 'boundary marker' after his *Follow-up Move*, then the latter would realize another "turn-passing" signal, indicating that he does not wish to take the floor either. An interlocutor who does not wish to carry on with the conversation, and yet does not want to take the initiative to terminate the conversation out of politeness often resorts to the production of a second or a further *Follow-up Move*.

It should be noted that in polite formulaic exchanges such as well-wishing, greeting etc. which typically consist of only two parts, the first *Follow-up Move* serves as a "turn-passing" signal. For example,

24. [Data B/Tape B/Side A/#3/p.5]

1 I B: So I'll so we look forward to seeing you at in ah

2 R A:

[
Yeah

looking forward to Friday the fourth, Henry.

→ 3 F B: Yeah.

4 I A: Good. How's everything going with you?

Because ritualistic exchanges such as the above typically consist of only two parts, B has the floor after utterance 2. He is entitled to introduce a new topic or terminate the interaction. But utterance 3 is doing neither of the above. B is passing his turn to A. That this is the function of utterance 3 is supported by the fact that A then takes the floor and produces a 'boundary marker', realized by "Good" spoken with a high-fall, and introduces a new topic.

8.4 Subclasses of *Follow-up Act*

Having identified the functions of the *Follow-up Move*, we are now ready to examine the subclasses of *Follow-up Acts* which realize these functions. Let us first consider those which acknowledge the outcome of an exchange. In the previous chapter, I have identified three subclasses of *Follow-up Acts*, namely *Approbation*, *Concession* and *Consent*. An *Approbation* is prospected by a *Positive Responding Act*, a *Concession* by a *Negative Responding Act* and a *Consent* by a *Temporization*. The following are examples of the three subclasses.

25. A: Can you possibly get this typed by tomorrow?

B: Sure.

→ A: Good, thank you.

26. A: Can you possibly get this typed by tomorrow?
B: I'm afraid I can't, I've got lots to get through.
→ A: Well nevermind.
27. A: Can you possibly get this typed by tomorrow?
B: I'm not sure, I'll see how my work goes.
→ A: Okay, but don't worry if you can't make it.

The arrowed utterance in 25 realizes an *Approbation* which endorses the positive outcome; that in 26 realizes a *Concession* which accepts the negative outcome and that in 27 realizes a *Consent* which accepts the outcome which is neither positive nor negative: A agrees to B's postponing the decision, and minimizes the face-threatening effect of a potential negative outcome. That these three utterances realize three different subclasses is supported by the fact that an *Approbation* cannot occur after a *Positive Responding Act* or a *Temporization*, as I have pointed out in the preceding chapter (see 7.3.1). Consider the oddity of the following exchanges.

28. A: Can you possibly get this typed by tomorrow?
B: I'm afraid I can't, I've got lots to get through.
*A: Good, thank you.
29. A: Can you possibly get this typed by tomorrow?
B: I'm not sure, I'll see how my work goes.
*A: Good, thank you.

The reason for the oddity is transparent. Neither a *Positive Responding Act* nor a *Temporization* fulfils the illocutionary intent of A's *Request for Action*. Therefore, there is no reason for A to give an enthusiastic acknowledgement or to thank B.

Similarly, a *Concession* cannot occur after a *Positive Responding Act* or a *Temporization*. Consider the oddity of 30 and the interpretation of 31.

30. A: Can you possibly get this typed by tomorrow?
B: Sure.
*A: Well, nevermind.

31. A: Can you possibly get this typed by tomorrow?
B: I'm not sure, I'll see how my work goes.
→ A: Well nevermind.

In 31, by responding to B's *Temporization* with a *Concession*, A is reclassifying B's *Temporization* as a *Refusal* of his *Requestive* rather than accepting B's postponing his decision.

Finally, a *Consent* cannot occur after a *Positive* or a *Negative Responding Act*. Consider,

32. A: Can you possibly get this typed by tomorrow?
B: Sure.
?A: Okay, but don't worry if you can't make it.

33. A: Can you possibly get this typed by tomorrow?
B: I'm afraid I can't, I've got lots to get through.
*A: Okay, but don't worry if you can't make it.

A typical feature of a polite *Consent* is that, other than accepting the *Temporization*, it minimizes in anticipation the face-threatening effect of a potential negative outcome. Therefore, it would be odd if it occurs after a positive or a negative outcome has already been achieved. It should be noted, however, that in 32, if A's second utterance did occur, "but don't worry if you can't make it" would be a new *Initiation*, not part of a *Follow-up Move*; and "Okay" would realize an *Approbation*.

Hence, we can say that at primary delicacy, there is a class of *Follow-up Acts* which realize the function of acknowledging the outcome of the *Initiating Move* and the *Responding Move*. But at secondary delicacy, there are three subclasses of *Follow-up Act* which acknowledge three different kinds of outcome: An *Approbation* acknowledges a positive outcome, a *Concession* acknowledges a negative outcome and a *Consent* acknowledges an outcome which is neither positive nor negative.

8.4.1 Subclasses of *Approbation*

An *Approbation* can be realized by simply acknowledging the outcome, or by enthusiastically accepting the outcome. Let us say that the first kind is a *Receive* and the second is an *Endorse*. A *Receive* is typically realized by a class of items like "okay", "right", "I see", "alright", "yeah". The *Follow-up Move* in all four types of exchange can be realized by a *Receive*. The following are some examples.

34. [Data B/Tape E/Side A/#6/p.1] (*Requesting Exchange*)

I H: Okay I'll I'll tell him to give you a call when he comes out of class.

[

R X: Thanks so much.

→ F H: Alright.

35. [Data B/Tape C/Side A/#2] (*Requesting Exchange*)

I J: um I wonder if you might give my apologies, I'm - not going to make it tomorrow.=

[

<R>K: Okay

R K: Okay Jack. Sure.

→ F J: Okay.

36. [Data B/Tape C/Side A/#3/p.1] (*Eliciting Exchange*)

I B: um oh what's happened to Terry Brown.?

R A: Oh, he he's going to come to my class today at two forty-

five, he's with May right now.
→ F B: Oh I see.

37. [Data B/Tape G/Side B/#3/p.1] (*Directing Exchange*)
I A: Just make sure that y'know just make sure that you
give students some work or something.
R B: Mhm, mhm.
→ F A: Yeah.

38. [Data B/Tape C/Side B/#1/p.1] (*Informing Exchange*)
I F: He's a very nice person.
R B: He is, isn't he.
→ F F: Yeah.

A *Receive* can also be realized by a repetition or a reformulation of the response provided, spoken with low key. For example,

39. [Data B/Tape H/Side B/#1/p.1]
I X: And who published it?
R Y: Ah Collins.
→ F X: //p //
COLLins

40. [BCET/Data A/p.16]
I B: Got to have a telephone.
R C: Yes, I I feel that.
→ F B: //p //
you NEED it

41. [Data B/Tape B/Side B/#2/p.2]
I H: I mean we don't have to come to any conclusions that
early, do we?
R X: No, we don't, Henry.
→ F H: //p //
NO

As Coulthard and Brazil point out, a low key when co-selected with a repetition indicates that the move is doing little more than acknowledge receipt of information and a low key co-selected with a reformulation indicates that the speaker is not adding any new information but saying something which is situationally equivalent in meaning to the response (see 1981:93). *Follow-up Moves*

44. [Data B/Tape C/Side A/#5/p.11]
 I X: Where shall I meet you?
 R H: Well ah I'll be finished with my class at five, it's=
 [uhuh
 X: H: = right in Tsimshatsui, so may be we'll meet you at the
 Peninsular, between say five fifteen and five-thirty?
 → F X: Okay, wonderful.

In *Informing Exchanges* which are initiated by an *Assessment*, an *Endorse* is typically realized by a further agreement with the preceding *Agreement* (see 45 below) or an upgrading of the *Agreement* (see 46 & 47 below; see also Pomerantz 1984:68).

45. [Data C/Tape 4/p.7]
 I S: The problem is they get mosquitoes in here and they eat me alive.
 R G: Yeah, the mosquitoes are terrible.
 → F S: // p AREn't they //

46. [Data B/Tape A/Side A/#3/p.9]
 I X: He's a cute looking little guy.
 R K: Yeah, yeah, he is he's a doll, he's he's
 [Oh my god, that's
 → F X: for sure.

47. [Data B/Tape G/Side B/#2/p.10]
 I H: Smart smart, the the little one and the big one are so smart.
 R X: That's right.
 → F H: Very smart.

The two subclasses of *Approbation*, that is, *Receive* and *Endorse*, realize the *Follow-up Move* in all four types of exchange. There are two other subclasses which can and do typically realize an *Approbation* in a *Requesting Exchange*. They are *Thanking* and *Minimizing*. An *Approbation* is realized by *Thanking* when the outcome commits the addressee to doing something in the interest of the speaker and by *Minimizing* when the addressee thanks the

speaker for committing himself to doing something in his interest. For example,

48. [BCET/Data A/p. 39]

I C: Can I just use your lighter, I've run out of matches.

R B: Oh aye.

((pause))

→ F C: Ta.

49. I A: I'll send you a copy of the materials.

R B: Thanks an awful lot.

→ F A: Sure, no problem.

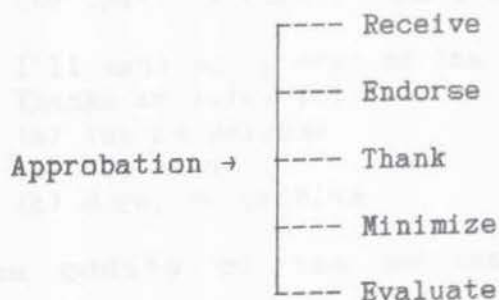
Finally, in an *Eliciting Exchange* which is initiated by an *Elicitation* to which the speaker already knows the answer (i.e. what I have called a "didactic exchange"), an *Approbation* is typically realized by an evaluation of the correctness of the response. An *Evaluate* typically occurs in classroom exchanges, quiz exchanges and mother-child exchanges. But it can also occur in exchanges in social discourse. For example,

50. I A: I bought something last week. Guess what it is,
something useful.

R B: A sewing machine.

→ F A: Right you are.

Let us summarize the subclasses of *Approbation* as follows:



8.4.2 Subclasses of *Concession*

A *Concession* accepts a negative outcome. Because a *Negative Responding Act* does not fulfil the illocutionary intent of an *Initiation*, it is face-threatening. Hence, a *Concession*, which is prospected by a *Negative Responding Act* is typically realized by minimizing the face-threatening effect. For example,

51. I A: Are you free for lunch today?
R B: I'm going home for lunch, sorry.
→ F A: That's alright.

It should be noted that a *Minimization* following a *Negative Responding Act* is different from that following a *Positive Responding Act*. The former minimizes the debt incurred by the addressee when he fails to fulfil the illocutionary intent of the *Initiating* utterance whereas the latter minimizes the debt incurred by the addressee when the speaker fulfils the illocutionary intent. They have very different linguistic realizations. For example,

52. I A: Can you possibly get this typed by tomorrow?
R B: I'm afraid I can't, I've got lots to get through.
→ F A: (a) Well nevermind.
→ (b) That's alright, (don't worry about it.)

53. I A: I'll send you a copy of the materials.
R B: Thanks an awful lot.
→ F A: (a) You're welcome.
→ (b) Not at all.
→ (c) Sure, no problem.

Consider the oddity of the exchange when a *Minimization* which typically follows a *Negative Responding Act* occurs after a *Positive Responding Act* and vice versa.

54. A: Can you possibly get this typed by tomorrow?
B: I'm afraid I can't, I've got lots to get through.
A: *(a) You're welcome.

- *(b) Not at all.
- *(c) Sure, no problem.

55. A: I'll send you a copy of the materials.
B: Thanks an awful lot.
A: *(a) Well nevermind.
*(b) That's alright, (don't worry about it.)

We may distinguish the two kinds of *Minimization* by calling those in 53 *Positive Minimizations* and those in 52 *Negative Minimizations*.

A *Negative Minimization* can also be realized by the following forms.

56. [Data B/Tape G/Side A/#3/p.2]
M has told J that he would not be able to teach a course for him.

I J: Even even on a once a week basis.

R M: Even once a week, 'cos I'm just so exhausted, I have late classes and then and then and then I have research I have=

[

<F>J: Yes

M: =to do which makes it, which complicates things. ((laughs))

→ F J: Yeah, I understand.

57. [Data B/Tape A/Side A/#4/p.3]

I M: So so do you want me to pick you up, are you are you in your office now?

R X: No, I'm I'm going to the h-, I'm at the Great Hall, I have to go to the head's office.

→ F M: Alright, maybe afterwards.

The *Follow-up* in 56, "Yeah I understand" indicates that the speaker is willing to accept M's *Refusal*. Moreover, it minimizes the debt which has been incurred by M, hence saving the face of M. In 57, by saying "maybe afterwards", M is trying to minimize the face-threatening effect of his *Offer* being turned down, hence saving his own face.

A *Concession* can also be realized by a class of items like "okay", "alright", "yeah" which simply accepts the

negative outcome without a *Minimization*. We may say that they realize an *Accede*.

A *Concession* which occurs at the end of a sequence in which the speaker has been attempting to achieve a positive outcome is often realized by reluctantly *Acceding* the negative outcome. For example,

58. [Data B/Tape F/Side B/#1/p.2]

X has invited H to lunch and he asks H to bring his wife along.

I X: Bring her along.

R H: Yeah no.

I X: Really.

R H: Ah no two kids too ((laughs))

→ F X: Two kids, well - ((laughs))

59. [Data B/Tape D/Side B/#4/p.3]

J has asked B to give a speech at his institution on Friday and B has told J that he would not be free on Friday.

I J: I I can enquire whether they can have it another day, but Friday seems to be the

R B: the set day. But it's very very difficult for me, I - it's ah because I um, y'know we have a a permanent booking for Saturday mornings and there's nothing I can do to change that. It's not in my hand, you see, which means I have=

[

J: mhm

B: =to be preparing them the the the afternoon and evening beforehand.

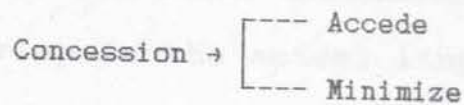
→ F J: I see - oh that's too bad. It was a ((pause))

[

F B: Yeah.

In the above *Follow-up Moves*, the speakers unwillingly accede the negative outcome, as can be seen from the fact that the *Concessions* are marked by "well" and "that's too bad" which are indications of the speaker's reluctantly acceding the negative outcome.

Let us summarize the subclasses of *Concession* as follows:



8.4.3 Subclasses of *Consent*

Different from *Approbations* and *Concessions*, which can be realized by a variety of linguistic items, *Consent* is often realized by "Okay", "Alright". It can also be realized by "Oh". The following are examples of a *Consent*.

60. [Data B/Tape H/Side B/#8/p.31]
 I X: Alright, well, em what what what em what what time do you em what time would you like to do it.
 R H: I'll I'll let you know, let me see let me see h- if I can get the thing done by by the end of the week.
 → F X: Okay.
61. I A: Can you possibly get this typed by tomorrow?
 R B: I'm not sure, I'll see how my work goes.
 → F A: Oh.

In 61, the item "Oh" indicates that A accepts the outcome but he is not happy with it.

Sometimes a *Consent* can be realized by not only accepting the *Temporization*, but also minimizing the face-threatening effect of a potential negative outcome. This can occur when exchange is initiated by a *Requestive*. For example,

62. [Fieldnotes]
 I A: Can you get me a bottle of perrier water?
 R B: I'm not sure if they have it in the stores, but I'll try and get one.
 → F A: Okay, but it doesn't matter if you can't get it.

We can see from the above discussion that there is a fair amount of overlap in the actual linguistic realizations of the three subclasses of *Follow-up Acts*. However, it must be pointed out that the overlapping items like "Okay", "Alright", "Yeah" etc. realizing different *Follow-up Acts* are members of different subclasses. For example, those realizing an *Approbation* are members of a subclass consisting of "Great", "Splendid", "Wonderful", "You're welcome", "Not at all" etc., whereas those realizing a *Concession* are members of a different subclass consisting of "That's alright", "Don't worry about it", "That's too bad" etc. It is the criterion of prospective classification that enables us to identify which subclass they realize. The linguistic item "Okay" occurring in a *Follow-up Move* which is prospected by a *Positive Responding Act* realizes an *Approbation*, that which occurs in a *Follow-up Move* prospected by a *Negative Responding Act* realizes a *Concession* and finally, that which occurs in a *Follow-up Move* prospected by a *Temporization* realizes a *Consent*.

8.4.4 Turn-passing Act

A second *Follow-up Move* or *Follow-up Moves* subsequent to a first *Follow-up Move* in which items like "yeah", "okay" or "alright" constitute the entire move functions as a "turn-passing" signal (see 23 for example). One which follows a *Follow-up Move* spoken with low key indicating an

exchange boundary also functions as a "turn-passing" signal. Although items like the above typically realize an acknowledgement of the outcome of the preceding interaction, they do not realize this function when occurring in the second *Follow-up Move* slot because their function is not to indicate that the message has been received or understood, but rather to indicate the speaker's wish to relinquish the floor. We may say that they realize a *Turn-passing Act*. The following is another example,

62. [Data B/Tape A/Side B/#3/p.3]

I S: Hey thank thanks again for the movie on ah I I=

[

R M: Oh yeah

I S: I'd like to read the story.

R M: Yeah, I'll try to get you a copy of the um of the story after this week is over.

F S: Okay.

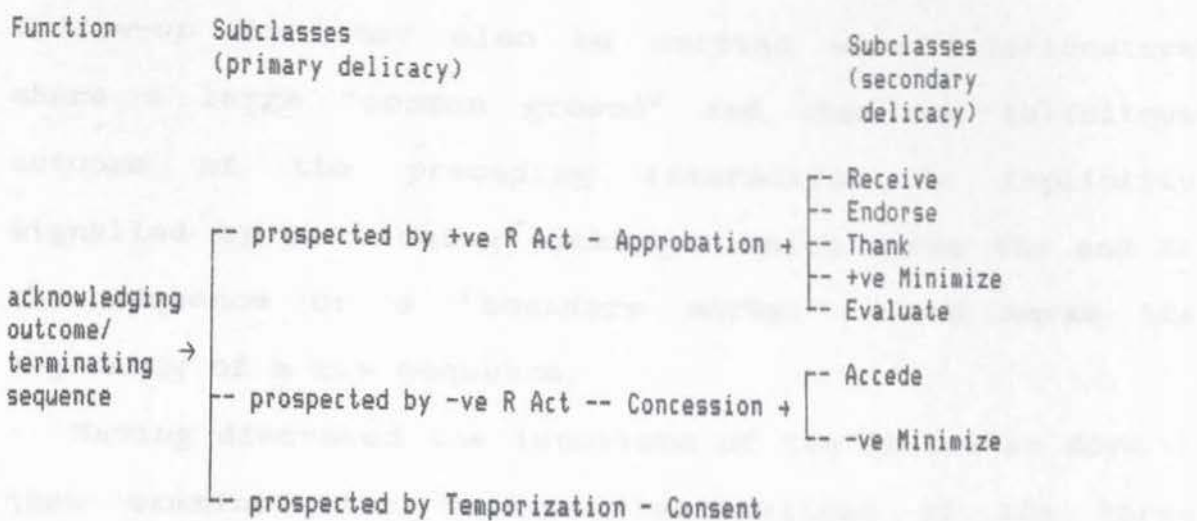
→ F M: Okay.

I S: Alright then, bye-bye then.

R M: Bye-bye.

As we can see, the first "okay" realizes a different function from the second "okay". While the former acknowledges the outcome, the second indicates that the speaker has no more to say. That the latter is a *Turn-passing Act* is supported by the fact that S then takes the floor and initiates a "closing exchange".

Let us summarize the subclasses of *Follow-up Acts* and their functions as follows:



turn-passing -- following first F move ----> Turn-passing

8.5 Summary

In this chapter, I have characterized the final class of discourse acts which realize the *Follow-up Move: Follow-up Acts*. I have proposed that the *Follow-up Move* has more general functions than providing an evaluation of the response which is typical only of a specific type of exchange - the "didactic exchange". It acknowledges the felicitous outcome of the preceding interaction and signals the end of a sequence. It is therefore an important element of an exchange on which further progression of the discourse is based and when it is absent, we would be able to account for its absence. The circumstances under which a *Follow-up Move* is absent are investigated and it is discovered that it may be withheld when the outcome of the interaction is infelicitous, that is, when there are hitches in the communication or when one of the interlocutors is not happy with the outcome. A

Follow-up Move may also be omitted when interlocutors share a large "common ground" and when the felicitous outcome of the preceding interaction is implicitly signalled by a "closing exchange" which marks the end of the sequence or a 'boundary marker' which marks the beginning of a new sequence.

Having discussed the functions of the *Follow-up Move*, I then examined the various realizations of the three subclasses: *Approbation*, *Concession* and *Consent*. One of the characteristics of these three subclasses is that there is a fair amount of overlap in their actual linguistic realizations. However, the fact that they are prospected by different subclasses of *Responding Acts* enables us to identify them as realizing different subclasses of *Follow-up Acts*. In addition to the above subclasses, a further subclass is identified: a *Turn-passing Act* which realizes the second *Follow-up Move* or subsequent *Follow-up Moves* in which items like "yeah", "alright", "okay" constitute the entire move. Its function is to relinquish the floor to the next speaker.

Footnotes

'Here the term 'sequence' is used in a non-structural sense. A sequence roughly corresponds to a series of exchanges with a shared topic (see Coulthard 1981).

Chapter 9 CONCLUSION

9.1 Introduction

In the preceding chapters, I have presented a descriptive framework for characterizing utterances in conversation. I have also discussed in detail each of the primary classes and subclasses of acts identified. I would like to conclude this thesis by demonstrating how the framework can be applied to a piece of conversation and discussing some of its merits and limitations.

9.2 Application of the Descriptive Framework

The following is the piece of conversation which will be analyzed.

1. [Data C/Tape 2/Side A/#1]
A passes by B's office.
- 1 A: Hi, would you like a piece of apple cake?
- 2 B: Have you got some?
- 3 A: I've got some next door.=
- 4 =I'll just get it.
((A goes back to her office next door and picks up a container with cake))
((pause))
- 5 A: What a week it was - first you get classes and now the
- 6 taxi strike.
- 7 B: Yeah.
- 8 A: ((to herself)) Your piece of cake ((cutting up cake))
- 9 B: You must make that pretty often huh?
- 10 A: Yeah, my husband loves it.
- 11 ((A gives B a piece of cake))
- 12 B: Mmmm, thank you.
- 13 A: This is to ensure that he doesn't eat the whole cake
- 14 ((laughs))
- 15 B: ((laughs)) That's not very nice.
- 16 A: He shouldn't eat the whole cake, just half of it is enough

17 for him.
[
18 B: ((laughs))
19 B: Thanks very much.
20 A: You're welcome.=
21 Stay home this weekend?
22 B: Yeah, maybe we'll have to.
[
23 A: The taxi
24 A: That Taipo Road is still blocked.
25 B: Yeah,=
26 = and all - we kept hearing the helicopter going over. Did
27 you hear them?
28 A: Mm-mm ((shakes head))
29 B: Last night, and yesterday afternoon and this afternoon.
30 A: ((laughs)) Haven't heard them.
31 B: Yeah, nuisance.=
32 =Thanks very much for the apple cake.
33 A: You're welcome.=
34 =I know why we can't hear them, 'cos we're on the fifth
35 floor.
36 B: Oh yeah - right.
37 A: 'cos we've got five floors - it must be very loud where
38 YOU are though.
39 B: Yeah.
40 A: ar-ar-ar-ar ((imitating helicopter noise))
[
41 B: That's right.
42 A: Horrible sound.
[
43 B: Terrible.
44 A: Bye.
45 B: Bye.

N,B,

T,T= Turn-taking

Ele= Element of Structure

I = Initiating Move

R = Responding Move

F = Follow-up Move

+ve R= Positive Responding Act

-ve R= Negative Responding Act

T = Temporization

Eli= Elicitation

Req= Requestive

Dir= Directive

Inf= Informative

+main= maintaining the exchange

-main= breaking up the exchange

∅ = terminating the exchange

same S= same speaker

change S= change of speaker

{I/R/F}= attempted I/R/F

F/+ve R- = F in the environment of

a +ve R before

Note that at α_1 , change of speaker is automatic.

T,T	Ele	System of Choices	Actual Choice	Subclass	Linguistic Realizations
	I	<ul style="list-style-type: none"> --- Ia (Eli) I + --- Ib (Req) --- Ic (Dir) --- Id (Inf) 	Ib (Req)	Offer	A: Would you like a piece of apple cake?
α_1		<ul style="list-style-type: none"> +main --- Rb α_1 + --- -main + <ul style="list-style-type: none"> I + Challenge ∅ Bound I 	-main Bound I		
	I	<ul style="list-style-type: none"> --- Ia (Eli) I + --- Ib (Req) --- Ic (Dir) --- Id (Inf) 	Ia (Eli)	Elicit; supply	B: Have you got some?
α_1		<ul style="list-style-type: none"> +main --- Ra α_1 + --- -main + <ul style="list-style-type: none"> - I + Challenge ∅ Bound I 	+main Ra		
	R	<ul style="list-style-type: none"> Ra + --- +ve R --- Temp 	+ve R	Supply	A: I've got some next door.
α_2		<ul style="list-style-type: none"> same S --- -main -- I α_2 + --- change S + <ul style="list-style-type: none"> +main -- F -main + ∅ 	same S -main I		
	I	<ul style="list-style-type: none"> --- Ia (Eli) I + --- Ib (Req) --- Ic (Dir) --- Id (Inf) 	Id (Inf)	Report	A: I'll just get it.

α ₁		$\alpha_1 \rightarrow \begin{cases} +main \text{ --- } Rb \\ -main \rightarrow \begin{cases} I \rightarrow \begin{cases} Challenge \\ Bound I \end{cases} \\ \emptyset \end{cases} \end{cases}$	-main ∅		((A goes back to her office to get the apple cake))
	I	$I \rightarrow \begin{cases} \text{--- } Ia \text{ (Eli)} \\ \text{--- } Ib \text{ (Req)} \\ \text{--- } Ic \text{ (Dir)} \\ \text{--- } Id \text{ (Inf)} \end{cases}$	Id (Inf)	Assess	A: What a week it was - first you get classes and now the taxi strike.
α ₁		$\alpha_1 \rightarrow \begin{cases} +main \text{ --- } Rd \\ -main \rightarrow \begin{cases} I \rightarrow \begin{cases} Challenge \\ Bound I \end{cases} \\ \emptyset \end{cases} \end{cases}$	+main Rd		
	R	Rb ---- +ve R	+ve R	Agree	B: Yeah. A: ((cuts cake)) (to herself: Your piece of cake.)
α ₂		$\alpha_2 \rightarrow \begin{cases} \text{same } S \text{ --- } -main \text{ --- } I \\ \text{change } S \rightarrow \begin{cases} +main \text{ --- } F \\ -main \rightarrow \begin{cases} I \\ \emptyset \end{cases} \end{cases} \end{cases}$	change S -main I		
	I	$I \rightarrow \begin{cases} \text{--- } Ia \text{ (Eli)} \\ \text{--- } Ib \text{ (Req)} \\ \text{--- } Ic \text{ (Dir)} \\ \text{--- } Id \text{ (Inf)} \end{cases}$	Ia (Eli)	Elicit; confirm	B: You must make that pretty often huh?
α ₁		$\alpha_1 \rightarrow \begin{cases} +main \text{ --- } Ra \\ -main \rightarrow \begin{cases} I \rightarrow \begin{cases} Challenge \\ Bound I \end{cases} \\ \emptyset \end{cases} \end{cases}$	+main Ra		
	R	$Ra \rightarrow \begin{cases} \text{--- } +ve R \\ \text{--- } Temp \end{cases}$	+ve R	Confirm	A: Yeah, my husband loves it.

α_2	$\alpha_2 \rightarrow$ <ul style="list-style-type: none"> --- same S ---- -main -- I change S + <ul style="list-style-type: none"> +main -- F -main + <ul style="list-style-type: none"> I ϕ 	same S -main I		
I	I \rightarrow <ul style="list-style-type: none"> --- Ia (Eli) --- Ib (Req) --- Ic (Dir) --- Id (Inf) 	Ib (Req)	Offer	A: ((gives B a piece of cake))
α_1	$\alpha_1 \rightarrow$ <ul style="list-style-type: none"> +main ---- Rb -main + <ul style="list-style-type: none"> I \rightarrow <ul style="list-style-type: none"> Challenge Bound I ϕ 	+main Rb		
R	Rb \rightarrow <ul style="list-style-type: none"> --- +ve R --- Temp 	+ve R	Comply	B: Mm-mm, thank you.
α_2	$\alpha_2 \rightarrow$ <ul style="list-style-type: none"> --- same S ---- -main -- I change S + <ul style="list-style-type: none"> +main -- F -main + <ul style="list-style-type: none"> I ϕ 	change S -main I		
I	I \rightarrow <ul style="list-style-type: none"> --- Ia (Eli) --- Ib (Req) --- Ic (Dir) --- Id (Inf) 	Id (Inf)	Report	A: This is to ensure that he doesn't eat the whole cake ((laughs))
α_1	$\alpha_1 \rightarrow$ <ul style="list-style-type: none"> +main ---- Rd -main + <ul style="list-style-type: none"> I \rightarrow <ul style="list-style-type: none"> Challenge Bound I ϕ 	+main Rd		
R	Rd ---- +ve R	+ve R	Comment	B: ((laughs)) That's not very nice.
α_2	$\alpha_2 \rightarrow$ <ul style="list-style-type: none"> --- same S ---- -main -- I change S + <ul style="list-style-type: none"> +main -- F -main + <ul style="list-style-type: none"> I ϕ 	change S -main I		
I	I \rightarrow <ul style="list-style-type: none"> --- Ia (Eli) --- Ib (Req) --- Ic (Dir) --- Id (Inf) 	Id (Inf)	Assess	A: He shouldn't eat the whole cake, just half of it is enough for him.

α_1	$\alpha_1 \rightarrow$ <ul style="list-style-type: none"> +main ---- Rd -main + $\left[\begin{array}{l} I \rightarrow \\ \emptyset \end{array} \right.$ <ul style="list-style-type: none"> Challenge Bound I 	+main Rd		
R	Rd ---- +ve R	+ve R	Meta-assess	B: ((laughs))
α_2	$\alpha_2 \rightarrow$ <ul style="list-style-type: none"> same S ---- -main -- I change S + $\left[\begin{array}{l} +main -- F \\ -main + \left[\begin{array}{l} I \\ \emptyset \end{array} \right. \end{array} \right.$ 	same S -main I		
I	I \rightarrow <ul style="list-style-type: none"> Ia (Eli) Ib (Req) Ic (Dir) Id (Inf) 	Id (Inf)	Expressive; Thank	B: Thanks very much,
α_1	$\alpha_1 \rightarrow$ <ul style="list-style-type: none"> +main ---- Rd -main + $\left[\begin{array}{l} I \rightarrow \\ \emptyset \end{array} \right.$ <ul style="list-style-type: none"> Challenge Bound I 	+main Rd		
R	Rd ---- +ve R	+ve R	Minimize	A: You're welcome.
α_2	$\alpha_2 \rightarrow$ <ul style="list-style-type: none"> same S ---- -main -- I change S + $\left[\begin{array}{l} +main -- F \\ -main + \left[\begin{array}{l} I \\ \emptyset \end{array} \right. \end{array} \right.$ 	same S -main I		
I	I \rightarrow <ul style="list-style-type: none"> Ia (Eli) Ib (Req) Ic (Dir) Id (Inf) 	Ia (Eli)	Elicit; confirm	A: Stay home this weekend?
α_1	$\alpha_1 \rightarrow$ <ul style="list-style-type: none"> +main ---- Ra -main + $\left[\begin{array}{l} I \rightarrow \\ \emptyset \end{array} \right.$ <ul style="list-style-type: none"> Challenge Bound I 	+main Ra		
R	Ra \rightarrow <ul style="list-style-type: none"> +ve R Temp 	+ve R	Confirm	B: Yeah, maybe we'll have to,
(1)				A: the taxi

α_2		$\alpha_2 \rightarrow$ <ul style="list-style-type: none"> same S ---- -main -- I change S + <ul style="list-style-type: none"> +main -- F -main + <ul style="list-style-type: none"> I \emptyset 	change S -main I		
	I	<ul style="list-style-type: none"> I + <ul style="list-style-type: none"> Ia (Eli) Ib (Req) Ic (Dir) Id (Inf) 	Id (Inf)	Report	A: That Taipo Road is still blocked.
α_1		$\alpha_1 \rightarrow$ <ul style="list-style-type: none"> +main ---- Rd -main + <ul style="list-style-type: none"> I + <ul style="list-style-type: none"> Challenge Bound I \emptyset 	+main Rd		
	R	Rd ---- +ve R	+ve R	Acknowledge	B: Yeah,
α_2		$\alpha_2 \rightarrow$ <ul style="list-style-type: none"> same S ---- -main -- I change S + <ul style="list-style-type: none"> +main -- F -main + <ul style="list-style-type: none"> I \emptyset 	same S -main I		
	I	<ul style="list-style-type: none"> I + <ul style="list-style-type: none"> Ia (Eli) Ib (Req) Ic (Dir) Id (Inf) 	Ia (Eli)	Elicit; supply	B: and all - we kept hearing the helicopter going over, Did you hear them?
α_1		$\alpha_1 \rightarrow$ <ul style="list-style-type: none"> +main ---- Ra -main + <ul style="list-style-type: none"> I + <ul style="list-style-type: none"> Challenge Bound I \emptyset 	+main Ra		
	R	<ul style="list-style-type: none"> Ra + <ul style="list-style-type: none"> +ve R Temp 	+ve R	Supply	A: Mm-mm (shakes head)
α_2		$\alpha_2 \rightarrow$ <ul style="list-style-type: none"> same S ---- -main -- I change S + <ul style="list-style-type: none"> +main -- F -main + <ul style="list-style-type: none"> I \emptyset 	change S -main I		
	I	<ul style="list-style-type: none"> I + <ul style="list-style-type: none"> Ia (Eli) Ib (Req) Ic (Dir) Id (Inf) 	Ia (Eli)	Elicit; supply	B: Last night and yesterday afternoon and this afternoon ((laughs))

α_1	$\alpha_1 \rightarrow \begin{cases} +main \text{ --- Rd} \\ -main + \begin{cases} I + \begin{cases} \text{Challenge} \\ \text{Bound I} \end{cases} \\ \emptyset \end{cases} \end{cases}$	+main Rd		
R	$Ra \rightarrow \begin{cases} +ve R \\ \text{Temp} \end{cases}$	+ve R	Supply	A: ((laughs)) Haven't heard them.
α_2	$\alpha_2 \rightarrow \begin{cases} \text{same S} \text{ --- -main --- I} \\ \text{change S} + \begin{cases} +main \text{ --- F} \\ -main + \begin{cases} I \\ \emptyset \end{cases} \end{cases} \end{cases}$	change S +main F		
F	F/+ve R- ----Approbation	Approbation	Endorse	B: Yeah, nuisance.
α_3	$\alpha_3 \rightarrow \begin{cases} \text{same S} \text{ --- -main --- I} \\ \text{change S} + \begin{cases} +main \text{ --- F}_2 \\ -main + \begin{cases} I \\ \emptyset \end{cases} \end{cases} \end{cases}$	same S -main I		
I	$I \rightarrow \begin{cases} \text{--- Ia (Eli)} \\ \text{--- Ib (Req)} \\ \text{--- Ic (Dir)} \\ \text{--- Id (Inf)} \end{cases}$	Id (Inf)	Expressive; Thank	B: Thanks very much for the apple cake.
α_1	$\alpha_1 \rightarrow \begin{cases} +main \text{ --- Rd} \\ -main + \begin{cases} I + \begin{cases} \text{Challenge} \\ \text{Bound I} \end{cases} \\ \emptyset \end{cases} \end{cases}$	+main Rd		
R	Rd ---- +ve R	+ve R	Minimize	A: You're welcome.
α_2	$\alpha_2 \rightarrow \begin{cases} \text{same S} \text{ --- -main --- I} \\ \text{change S} + \begin{cases} +main \text{ --- F} \\ -main + \begin{cases} I \\ \emptyset \end{cases} \end{cases} \end{cases}$	change S -main I		
I	$I \rightarrow \begin{cases} \text{--- Ia (Eli)} \\ \text{--- Ib (Req)} \\ \text{--- Ic (Dir)} \\ \text{--- Id (Inf)} \end{cases}$	Id (Inf)	Assess	A: I know why we can't hear them, 'cos we're on the fifth floor.

α_1	α_1+ <ul style="list-style-type: none"> +main ---- Rd -main + <ul style="list-style-type: none"> I + \emptyset 	<ul style="list-style-type: none"> Challenge Bound I 	+main Rd		
R	Rd ---- +ve R	+ve R	Agree	B: Oh yeah - right.	
α_2	α_2+ <ul style="list-style-type: none"> same S ---- -main -- I change S + <ul style="list-style-type: none"> +main -- F -main + <ul style="list-style-type: none"> I \emptyset 	change S -main I			
I	<ul style="list-style-type: none"> Ia (Eli) Ib (Req) Ic (Dir) Id (Inf) 	Ia (Eli)	Elicit; confirm	A: 'cos we've got five floors you know that - it must be very loud where YOU are though.	
α_1	α_1+ <ul style="list-style-type: none"> +main ---- Ra -main + <ul style="list-style-type: none"> I + \emptyset 	<ul style="list-style-type: none"> Challenge Bound I 	+main Ra		
R	<ul style="list-style-type: none"> +ve R Temp 	+ve R	Confirm	B: Yeah.	
α_2	α_2+ <ul style="list-style-type: none"> same S ---- -main -- I change S + <ul style="list-style-type: none"> +main -- F -main + <ul style="list-style-type: none"> I \emptyset 	change S -main I			
I	<ul style="list-style-type: none"> Ia (Eli) Ib (Req) Ic (Dir) Id (Inf) 	Id (Inf)	Report	A: ar-ar-ar-ar ((imitating helicopter noise))	
α_1	α_1+ <ul style="list-style-type: none"> +main ---- Rd -main + <ul style="list-style-type: none"> I + \emptyset 	<ul style="list-style-type: none"> Challenge Bound I 	+main Rd		
R	Rd ---- +ve R	+ve R	Acknowledge	B: Right.	

α_2	$\alpha_2 \rightarrow$ <ul style="list-style-type: none"> same S ---- -main -- I change S + \rightarrow <ul style="list-style-type: none"> +main -- F -main + \rightarrow <ul style="list-style-type: none"> I \emptyset 	change S -main I		
I	<ul style="list-style-type: none"> Ia (Eli) Ib (Req) Ic (Dir) Id (Inf) 	Id (Inf)	Assess	A; Horrible sound,
α_1	$\alpha_1 \rightarrow$ <ul style="list-style-type: none"> +main ---- Rd -main + \rightarrow <ul style="list-style-type: none"> I + \rightarrow <ul style="list-style-type: none"> Challenge Bound I \emptyset 	+main Rd		
R	Rd ---- +ve R	+ve R	Agree	B; Terrible,
α_2	$\alpha_2 \rightarrow$ <ul style="list-style-type: none"> same S ---- -main -- I change S + \rightarrow <ul style="list-style-type: none"> +main -- F -main + \rightarrow <ul style="list-style-type: none"> I \emptyset 	change S -main I		
I	<ul style="list-style-type: none"> Ia (Eli) Ib (Req) Ic (Dir) Id (Inf) 	Id (Inf)	Expressive; Farewell	A; Bye,
α_1	$\alpha_1 \rightarrow$ <ul style="list-style-type: none"> +main ---- Rd -main + \rightarrow <ul style="list-style-type: none"> I + \rightarrow <ul style="list-style-type: none"> Challenge Bound I \emptyset 	+main Rd		
R	Rd ---- +ve R	+ve R	Return	B; Bye,

9.3 Merits

As can be seen from the above display, conversation is analyzed at the rank of exchange. Operating at each element of structure of an exchange is a system of choices. After each element of structure, there is a turn-

taking element at which another system of choices operates. A choice made by an interlocutor at an element of structure of an exchange opens up another system of choices at the turn-taking element which in turn opens up yet another system of choices at the next element of structure. In other words, each choice made affects the subsequent choices that are available to the next interlocutor.

Each utterance is identified as realizing one of the choices that are available at that particular point in the discourse. Its discourse function is determined by the element of structure it realizes and its predictive assessment of what follows. For example, A's utterance in line 1 realizes a different element of structure from her utterance in line 3. The former realizes an *Initiating Move* whereas the latter realizes a *Responding Move*. Hence, they realize two different primary classes of acts: the former is an *Initiating Act* whereas the latter is a *Responding Act*. Utterances which realize the same primary class are characterized as realizing different subclasses if they prospect a different kind of *Responding* or *Follow-up Act*. Hence, at primary delicacy, A's utterance in line 1 and B's utterance in line 2 both realize an *Initiating Act*. At secondary delicacy, however, they realize two different subclasses: the former is a *Requestive* whereas the latter is an *Elicitation*.

Discourse is thus perceived as a series of choices made by interlocutors. Discourse progression is determined not by one party but by both parties. It is a co-operative effort between them. Utterances are characterized not according to the intuition or speculation of the analyst, but according to the explicit criteria of structural location and prospective classification. They are characterized as realizing different subclasses of acts **only** if they have different discourse consequences. This not only prevents the endless proliferation of categories, so prevalent in current studies of conversation, but also ensures that each descriptive category is identifiable in the discourse.

Other than being explicit and comprehensive, this descriptive framework enables us to see that some of the illocutionary acts which have been identified in the speech act literature are in fact different in nature from others. While a large number of them characterize what the speaker is doing in an utterance, and hence are unitary and unilateral, some of them in fact characterize what the speaker and the addressee are doing in an exchange, for example 'bet' and 'appoint'; still others characterize what the speaker and the addressee are doing in a series of exchanges, or a sequence, for example 'argue', 'insist', 'plead' and 'urge'. It also enables us to see that a perlocutionary act is the outcome of an exchange or a sequence. An intended perlocutionary act is the outcome

of an exchange in which the speaker succeeds in soliciting a fully fitting response, or the outcome of a sequence in which the speaker finally succeeds in soliciting a fully fitting response.

Let us consider first the illocutionary act of 'betting' and examine closely what exactly is going on when it is considered to have been performed.

1. A: I bet you a pound that it'll rain tomorrow.
B: You're on.

Utterances like A's utterance above are often considered classic examples of the act of 'betting'. However, we can see that it is not until B says "You're on" that we can say 'betting' is going on between A and B. If B refuses to bet with A, then no betting is going on. In other words, A's utterance is not an act of 'betting' but rather an 'attempt to bet' or an 'offer to bet' (see Fotion 1981, Hancher 1979) and B's utterance is an 'acceptance' of A's 'offer to bet'. Once the offer is accepted, 'betting' is going on between A and B. The speaker and the addressee are henceforth committed to act according to the terms laid down. In other words, the performance of an "act" of 'betting' requires minimally an exchange: it involves not just an utterance from the speaker, but also a response, verbal or non-verbal.

Similarly, the performance of an act of 'appointing', which is not an order in nature, requires minimally an exchange. A cannot be said to have appointed B if B

declines the appointment. He has only made an attempt to appoint B (see also Hancher 1979:10-11). In other words, an "act" of 'appointing' involves an 'offer' of appointment and an 'acceptance' of the appointment.

Let us consider now the act of 'arguing'. 'Arguing' has been classified as an 'Expositive' (Austin 1962) or an 'Assertive' (Fraser 1974). If an act of 'arguing' is understood as putting forward an argument as in "I argue that she should go.", then it is a unitary and unilateral act. But if it is understood as an act of disagreeing in words between the interlocutors, then it is something that the speaker and the addressee perform in a sequence. Consider the following example.

2. [BCET/Data A/p. 30-31]

C and B have been talking about the Tory and the Labour party.

C: I mean, for the whole Labour, every time Labour gets in they end up sorting the mess out of the Tories' last administration.

B: I think it's the other way round. ((laughs))

C: [They never get time to implement any of their own policies.

B: [Sorry, it's the other way round.

C: No, it's NOT at all.

B: I don't know, I mean, is the Labour Party the great champion of the working man?

C: There isn't a great champion of the working man.

We would say that what is going on in the above excerpt is that C and B are 'arguing' which is better, or worse, the Labour Party or the Tory. Yet we cannot characterize any of the moves as an act of 'arguing', nor can we characterize any one of the exchanges as performing an

"act" of 'arguing'. Taken individually, the moves are *Assessments* and *Challenges* which disagree with the preceding *Assessment*. Hence, the "act" of 'arguing' characterizes what B and C are doing in a sequence of exchanges.

Similarly, the act of 'insisting' is something that a speaker does in a sequence. Consider the following example,

3. [Fieldnotes]

A is a postgraduate student who has made an appointment with her professor and H is the secretary.

H: You were due at nine.

A: No, due at ten.

H: Nine.

A: Really?

H: Nine.

A: Oh!

The above sequence would be described as H 'insisted' that the appointment was at nine o'clock and A finally conceded. Yet taken individually, we cannot characterize any one of the utterances as 'insisting'. What is happening here is that H repeatedly performs the same *Informative* each time it is *Challenged* by A until A finally *Acknowledges* it. In other words, the "act" of 'insisting' as realized in discourse is a repeated performance of the same act by the speaker in order to achieve his goal (cf. Hundsnurher 1981). A speaker can 'insist' the earth is flat, in which case he is repeatedly performing an *Informative* in order that it be agreed with or acknowledged; he can 'insist' that the addressee comes

to his party, in which case he is repeatedly performing an *Invitation* in order that it be accepted; he can also 'insist' that he does something for the addressee, in which case he is repeatedly performing an *Offer* in order that it be accepted. Hence, the performance of an "act" of 'insisting' requires more than one exchange, that is, a sequence.

Acts of 'pleading' and 'urging' are specific realizations of 'insisting'. 'Pleading' is a repeated performance of a *Requestive* in order to achieve the goal of getting *Compliance* and 'urging' is a repeated performance of an *Advisive* in order to achieve the goal of getting an *Acceptance*.

Let us now turn to perlocutionary acts. Take 'insulting' for example. A speaker cannot be said to have insulted the addressee unless the latter is actually insulted. It is the result of the interaction between the speaker and the addressee. Very often, the so-called perlocutionary act is the outcome not of a single exchange, but of a sequence. Take 'persuading' for example. Consider the following excerpt,

4. [BCET/Data A/p. 17-8]

C: Could I stay at your place for a bit Rob?

B: Er I don't know.

C: I mean - you personally wouldn't have any objections, I know that Rob.

[

B: I personally wouldn't, but it depends how long - you know, it doesn't bother me, shouldn't think it would bother Chalks.

C: I could keep myself to myself, I wouldn't intrude.

B: No, but - no except that you'd be in my room.

C: Not necessarily, well, do you do you use that front room.

B: Mm.
 C: Yeah.
 B: Oh you mean the dining room.
 C: Mm
 B: No.
 C: I could sleep on the floor in there.
 B: Mm.
 C: Sleeping bag and a few cushions, I could stand that for a few weeks.
 B: Is this while you look round for a job?
 C: Mm.
 B: I'd have to ask Chalks.
 C: Mm. Do you think he'd object? - Or I could pay, I could pay some rent, I suppose.
 B: Yeah.
 C: If if you feel like robbing a pauper. ((laughs))
 B: If you haven't got any money, there's not much point, is there? ((laughs))
 C: I could write IOUs and when I'm rich and famous ()
 B: ((clears throat)) Is this a serious attempt then?
 C: Mm.
 ((pause))
 → B: Yeah, I don't mind, I'll ask.

What is going on in the above sequence is that C is attempting to solicit a fully fitting response, which is a *Compliance* to his *Requestive*. He does this by making all sorts of promises such as not to intrude and to look for a job while he is staying here. He finally 'persuaded' B to ask for Chalks' permission when he finally succeeds in soliciting a *Compliance*. Before this outcome is achieved, we can only say that C is **trying to persuade** B. In other words, the perlocutionary act of 'persuading' is the outcome of the entire sequence.

In the above discussion, I have pointed out some of the merits of this descriptive framework. There are of course some limitations, which I shall now discuss.

9.4 Limitations

9.4.1 Beyond the Exchange

One of the major limitations is that the characterization of utterances is confined to their functions within the exchange. While this accounts for the function of the majority of utterances in discourse, there are some whose function can only be adequately accounted for if we look beyond the exchange. Take B's utterances in (1), line 19, "Thank you very much." and line 32, "Thanks very much for the apple cake." for example. In the present descriptive framework, they are characterized as *Expressives*. While it is true that they are *Expressives* in which B thanks A for the apple cake, their function in relation to the entire conversation is to bring the latter to a close. This function only becomes apparent if we look at the preceding exchanges. The fact that in line 12, B has already thanked A for the apple cake suggests to us that her thanking in line 19 is likely to be intended as a "pre-closing" *Initiation*. When she thanks A for the third time in line 32, it is even more apparent that she is attempting to initiate a "closing exchange". In other words, at the rank of exchange, the function of this utterance is to thank A, but at a higher rank, a sequence, and perhaps even a transaction, its function is to indicate that she wishes to bring the conversation to a close. That this is its function at a higher rank can be seen from the rest of the conversation in which, although

A carries on with the conversation, she stops soon after and brings the conversation to a close by initiating a "closing exchange" (see line 45).

Utterances which realize the function of bringing a conversation to a close occur frequently (see Schegloff & Sacks 1973). They may be realized by apologizing once again when in the preceding exchanges, the speaker has failed to comply with a request. They may be realized by repeating the arrangement that has been made; they may be realized by a concluding remark etc. The following are some examples.

5. [Data B/Tape F/Side B/#2/p.5]

→ X: Sorry, I c- I'd love to join you and I'd love to get the the basic disc training, but ah as as the donor is here ((laughs)) ()

H: [Okay. Well, good luck good luck with the meeting tomorrow then.

X: Huh?

H: Good luck with the meeting.

X: Yeah, we've got to butter him up ((laughs)).

H: ((laughs))

X: Okay, Henry.

H: Alright. Bye-bye.

X: Thanks. Bye-bye.

6. [Data B/Tape A/Side A/#2]

→ H: Alright, so I'll see you at twelve-thirty. I'll I'll ah I'll meander down to um to well I I can meet you at the steps of the ah of the Science Centre.

X: Okay, yeah, let's do that, that's that's easier, yeah=

H: [half past=

X: =() half past, half past twelve.

H: =twelve.

H: Okay then.

X: Okay good.

H: Bye-bye.

X: See you, bye.

The arrowed utterance in 5 occurred near the end of a conversation in which X has failed to comply with H's request to attend a training session with him. That in 6 occurred near the end of a conversation in which X and H have already agreed to meet up at the specified time. They initiate an exchange which typically precedes what Schegloff & Sacks call a "closing section" of a conversation.

The problem of characterizing utterances such as the above is even more acute when we encounter data like the following.

7. [Schegloff & Sacks 1973:313]

B has called to invite C but has been told C is going out to dinner.

→ B: Yeah, well get on your clothes and get out and collect some of that free food and we'll make it some other time Judy then.

C: Okay then Jack.

B: Bye-bye.

C: Bye-bye.

8. [Data B/Tape A/Side A/#3/p.8-9]

X and Y have been talking about people in their institution not doing any work.

→ X: Well, let's you and I stay working as long as we can.=

K:

[Yeah.

X: =Okay, I read two things by you recently.

In both 7 and 8, the arrowed utterances cannot be characterized as realizing any of the subclasses of *Initiating Act*. They are neither *Directives* nor *Requestives* although they have certain imperative aspects in their language forms. To characterize them as such would be to miss the illocutionary point of these

utterances, which is to invite the other party to close the conversation or the sequence, as can be seen from the farewells in 7 and the 'boundary marker' "Okay" in 8 (see Schegloff & Sacks 1973:313).

A plausible solution is to look at the structure of a sequence. If a "pre-closing exchange" and a "closing exchange" are elements of structure of a sequence, then an utterance which realizes these elements of structure would be characterized as initiating a closing, irrespective of its form and semantic content. One way of identifying a "pre-closing exchange" is that they often contain markers like "well", "okay", "so", "alright" etc.

9.4.2 Embedded Sequence

Another consequence of confining the characterization of utterances within an exchange is that it cannot adequately account for a conversational phenomenon which has been referred to as an "embedded sequence". Take the following piece of data for example.

9. [Data C/Tape 1/Side A/#2]
I 1 H: Do you get the TESOL Quarterly?
R 2 S: Yeah.
I 3 H: Did you get this issue?
I 4 S: What - month is it?
R 5 H: um number two, June eighty-three.
→ ? 6 S: Yeah, I think I probably did.

In the present descriptive framework, S's utterance (arrowed) can only be either an *Initiation* or a *Follow-up*. It cannot be a *Response* because of the structural constraint of an exchange. To consider it a *Follow-up* is

unsatisfactory because its function is clearly not to acknowledge the outcome of the exchange initiated by S in line 4. The only alternative is to characterize it as an *Initiation*. But as we can see, the utterance contains the item "yeah" which is typical of a *Response* or a *Follow-up* and it is clearly related to the *Initiation* in line 3. To do so would be inadequate and counter-intuitive.

Conversational analysts account for exchanges like the above as "embedded sequences". They would analyse the above piece of data as follows.

10. Q1 1 H: Did you get this issue?
Q2 2 S: What - month is it?
A2 3 H: um number two, June eighty-three.
A1 4 S: Yeah, I think I probably did.

According to them, lines 2 to 3 would be an exchange which is embedded within the adjacency pair consisting of the question in line 1 and the answer in line 4. This kind of analysis is attractive in that it does seem to account for the "answerhood" of S's utterance in line 4, that is, it accounts for the feature "yeah" which is typical of a response. However, there are two objections to this kind of analysis.

Firstly, to consider S's utterance in line 4 as A1 and S and H's utterances in lines 2 and 3 as "embedded" is to ignore the fact that the latter is an integral component of the discourse, without which S's utterance in line 4 may never occur, or it may have a different realization. Take the following piece of data for example.

11. [Schegloff 1972:107]

- Q1 1 A: I don't know just where the - uh - this address//is
 Q2 2 B: Well where do - which part of the town do you live.
 A2 3 A: I live four ten east Lowden.
 A1 4 B: Well you don't live very far from me.

In line 4, the item "well" is a kind of 'marker' which indicates that given the additional information provided by the preceding exchange, B is now able to give A directions to get to his place. B's utterance is not likely to have the same realization if the so-called "embedded exchange" had not occurred. Consider the oddity of the following.

12. A: I don't know just where the - uh - this address//is
 *B: Well, you don't live very far from me.

In other words, B's utterance is not only responding to A's first utterance, but the outcome of the preceding sequence.

Secondly, the concept of an "embedded exchange" is based on the assumption that an answer to the first question will occur after the "embedded exchange". However, very often we find that the answer does not occur at all. Take lines 1-4 in (1) for example.

1. Q1 1 A: Would you like a piece of apple cake?
 Q2 2 B: Have you got some?
 A2 3 A: I've got some next door.
 ? A1 4 I'll just get it.

Here, we find that B's response to A's *Offer* does not occur after the exchange in lines 2-3. In cases like this, it is doubtful that the latter should still be considered an "embedded exchange".

Again, the function of S's utterance in 9, "Yeah, I think I probably did.", and B's utterance in 11, "Well you don't live very far from me." as responding to the outcome of the preceding sequence can only be adequately accounted for by looking beyond the exchange. A plausible solution would be again to look at the structure of a sequence. Just as Sinclair & Coulthard, in observing the occurrence of a *Responding Move* after a *Follow-up Move* in classroom exchanges where the teacher withholds the *Initiating Move*, propose that a 'bound exchange' can consist of only a *Responding* and a *Follow-up Move*, resulting in a sequence consisting of IRF(I^D)RF, S's utterance and B's utterance can also be considered *Responding Moves* of a 'bound exchange' which is a component of the entire sequence (see Sinclair & Coulthard 1975:54).

9.4.3 Retrospective Classification

In the present descriptive framework, the characterization of utterances is based on their prospective classification. This does not mean, however, that the actual discourse value of an utterance is necessarily the same as what it prospects because the addressee's interpretation may not be the same as what was intended. As I have pointed out at various points in the preceding chapters, it is possible for an interlocutor to reclassify the meaning of an utterance. For example,

13. A: Have you got a pen?
B: Here you are. (+NV)

A's utterance is an *Elicit:supply* which prospects a *Supply* from B. However, B responds to A's utterance with a *Comply*. As a *Comply* is the prospected response of a *Requestive*, B is reclassifying A's *Elicit:supply* as a *Requestive* (see Chapter 1:1.3.3 and Chapter 4:4.5)

This kind of reclassification is retrospective in focus and is often used in conversation as a conversational strategy or as a means of generating "conversational implicature". 13 is an example of the former. B's reclassification is conversational strategy in which B anticipates an upcoming *Requestive* upon hearing A's *Elicitation*.

The following are examples of reclassifications which are used to generate "conversational implicature", some of which have already been discussed in the preceding chapters.

14. [Data B/Tape D/Side B/#1/p.1]
M has a bad cold. H couldn't recognize her voice.
H: You sound terrible, you sound like a man.
→ M: Thank you.

As I have pointed out before (see Chapter 6:6.5.3), H's utterance is clearly not a *Compliment* but a *Criticize*. However, M chooses to respond to H's *Criticize* as though it is a *Compliment*. Hence, by deliberately reclassifying what is clearly a *Criticize* as a *Compliment*, M is implying that H's utterance is very uncomplimentary. The following is another example.

15. [Data B/Tape E/Side A/#4/p.1]

X is a visiting professor and H is a staff member.

I H: Will you be will you be here on next Monday or you'll be gone.

R X: Yes, we leave on Monday.

→ F H: Oh that's too bad.

I X: What, what what's it all about?

H's *Initiation* is an *Elicit:supply* which is responded to by a prospected response, a *Supply*. The outcome of the exchange is positive. However, instead of producing an *Approbation* to acknowledge the positive outcome, H produces an utterance which typically realizes a *Concession*. In other words, he is reclassifying the positive outcome as a negative one. Unless the outcome aborts an upcoming *Requestive*, there is no reason for him to reclassify it as negative. And as can be seen from X's following *Elicit:supply*, H has successfully conveyed this "conversational implicature".

Finally, the following is an example in which a reclassification is used to convey a joke.

16. [Labov & Fanshel 1977:75]

Would you mind taking the dust rag and dust around?

No (does not move)

The first speaker's utterance is a *Requestive* which is deliberately responded to as though it is an *Elicitation*. And when it is obvious to both A and B that B's reclassification is deliberate, B is implying that he is joking with A (see also Chapter 1:1.2.2)

As the above discussion demonstrates, reclassification is an important aspect of discourse progression. This

aspect, however, is not accounted for in the present descriptive framework. What is needed is a system of retrospective classification built into the present prospective classification. A candidate description may look something like this:

	Prospective	Retrospective
A: Have you got a pen?	<i>Elicit:supply</i>	<i>Requestive</i>
B: Here you are.	<i>Comply</i>	↑

9.4.4 Identification of the Head Act of a Move

The identification of the head act of a move which is made up of more than a single act is based on the principle of prospective classification in the present descriptive framework. Take B's utterance in lines 26-7 in (1) for example.

1. 26 B: and all- we kept hearing the helicopter going over. Did
 27 you hear them?
 28 A: Mm-mm (shakes head)

B's utterance is made up of more than a single act. "and all - we kept hearing the helicopter going over.", on its own, realizes an *Informative*, and "Did you hear them?" realizes an *Elicitation*. However, because the entire move prospects a verbal response supplying a missing piece of information, the head act is an *Elicitation*, specifically an *Elicit:supply*. The *Informative* is "pushed down" or "edited" as a 'starter' (see Chapter 1:1.4.3).

While prospective classification is a valid criterion, it appears that there are also some other rules governing the identification of a head act.

On examining moves which are made up of more than a single act, certain regularities seem to emerge. Consider the following examples.

17. [Data B/Tape A/Side A/#4/p.3]

→ M: So so do you want me to pick you up, are you are you in your office now?

X: No, I'm I'm going to the h- I'm at the Great Hall. I have to go the head's office.

M: Alright, maybe afterwards.

18. [ibid/p.2]

→ X: What about, could we talk about it after, I have to go to - I have to go ah the head's office.

M: Alright, we'll we'll just make a time after, right after the ah lunch today, alright?

19. [BCET/Data D/p.15]

→ C: What was I saying? I was saying something.

D: I don't know mate.

In 17, M's utterance is made up of two acts. "So so do you want me to pick you up?" realizes an *Elicitation* which is typically preliminary to an *Offer* and is typically interpreted as an *Offer* (see Chapter 4:4.5). "Are you are you in your office now?", on its own, realizes an *Elicitation*, specifically an *Elicit:supply*. But as we can see from X's response, the discourse function of the entire move is an *Offer* and *Elicit:supply* is "edited" as a post-head which checks the precondition of M's *Offer*: if X is in her office, then there is no need for M to pick her up. That *Offer* is the head act can also be seen from M's *Follow-up* in which he minimizes the face-threatening

effect of X's *Refusal* by saying "maybe afterwards" (see Chapter 8:8.5.2).

In 18, X's utterance is made up of two acts. "What about, could we talk about it after." realizes a *Requestive*, specifically a *Propose* and "I have to go to the head's office.", on its own, realizes an *Informative*, specifically a *Report*. But as we can see from M's response, the discourse function of X's entire move is a *Requestive* and the *Informative* is "edited" as a post-head which justifies her *Requestive*.

Finally in 19, C's utterance is made up of an *Elicitation*, specifically an *Elicit:supply*, realized by "What was I saying?" and an *Informative*, specifically a *Report*, realized by "I was saying something." Similar to B's utterance in lines 26-7 in (1), the head act is the *Elicitation*, except that here the *Informative* is "edited" as a post-head.

From the above examples, it does appear that when a *Requestive* co-occurs with an *Informative* or an *Elicitation*, the former is the head act and the latter two are "edited" or "pushed down" as the pre-head or post-head (see 17, 18). And when an *Elicitation* co-occurs with an *Informative*, the former is the head act and the latter becomes the pre-head or post head (see 19 and B's utterance in 1, lines 26-7). In other words, there does seem to be an ordering of elicitive force among the four subclasses. Those that prospect a non-verbal action (i.e.

Directives and *Requestives*) seem to have a stronger elicitative force than those that prospect a verbal response (i.e. *Elicitations* and *Informatives*). And *Elicitations* which require a more elaborate verbal response have a stronger elicitative force than *Informatives* in which a minimal signal of acknowledgment will suffice. The ordering can be presented as follows.

Subclass	Elicitative Force
Directive/Requestive	Strong
Elicitation	↓
Informative	Weak

If the above ordering is validated by a large corpus of data, then we would be able to formulate a set of rules like "When a *Directive* or a *Requestive* co-occurs with an *Elicitation* or an *Informative*, the former is the head act." Rules like this will not only enable us to identify the head act of a move, but also will enable us to account for exchanges like the following.

20. [Data B/Tape C/Side A/#3/p.2]

- A: Will will you be will you be around ah say at four-thirty?
 Shall I bring him down?
 B: Ah yes, I'll be I'll be here.
 A: Alright, I'll I'll just tell him to stop at four-fifteen
 and we'll go down to meet you.

A's utterance is a move consisting of two acts: an *Elicitation* realized by "Will you be around ah say at four-thirty?" and an *Offer* realized by "Shall I bring him down?". According to the identification rule, the head act of A's utterance would be an *Offer*. Therefore, although in

terms of the surface form, B's utterance is responding to the *Elicitation*, in terms of the discourse function, he is accepting A's *Offer*. This is supported by the fact that A indeed interprets B's response as accepting his offer, as can be seen in the following utterance.

9.4.5 Characterization of Jokes

Finally, an interesting phenomenon which can be frequently observed in conversation is the interlocutors' exploitation of their "shared knowledge" to convey jokes. In 9.4.3, I have pointed out that an interlocutor can deliberately reclassify a *Requestive* as an *Elicitation* to convey a joke. This reclassification will only be a joke if both interlocutors know that it is done deliberately, that is, if the speaker knows that the addressee knows that the utterance is intended to be a *Requestive* and the addressee knows that the speaker knows that he is deliberately reclassifying it as an *Elicitation*. Consider the following example.

21. [Data B/Tape E/Side A/#3/p.3]

H and X are talking over the telephone in their offices.

H: Yeah, but it's very dark here, but it's not a thunderstorm, it's just kind of lousy drizzle rain which, I don't have a bloody ah umbrella here.

→ X: Yeah, I got one here, you can borrow mine.

H: Oh yeah, oh yeah, alright, do you think you can send it right through? ((laughs))

Given that the above is a telephone conversation, X's utterance is not an *Offer* but rather a joke because both X and H know that the action is not feasible since their

[Data A/p. 2-3] (Side A: 010-018)

C: How long does it take on the train?

B: Oh, fifty minutes.

C: It's not that long really, is it?

B: No, but the thing is, I mean, sometimes it won't turn up - and=

C: [Yeah

B: =you're late.

C: Do you get anything knocked off if you're late?

B: No, you get an apology announcement at Victoria Station.

C: No, I mean at work. Do you get anything knocked off your wages.

B: [Oh.

B: No.

C: You have a time keeping bonus, don't you?

B: Yeah, well I know, but I'm on the clock, you know, it's hourly paid sort of thing.

[Data A/p. 5] (Side A: 018-026)

A: Yeah, I got there about eight o'clock because I'd been to my sister's, then we went on till late Sunday night, didn't it?

C: Yes, we didn't we didn't come back till Monday - we stopped there Sunday night.

B: Mm.

C: Sort of Saturday night, Sunday night.

A: Yeah. We went quite late in the afternoon on Sunday, didn't we?

C: [Yeah.

C: We went, ah, what do you mean? We went, we came back on the MONday, didn't we?

A: Yeah, Monday afternoon, forgotten what day it was.

C: 'Cos we originally intended to go back, ah, Sunday in the afternoon

A: [That's right,
first Sunday two o'clock, then Sunday at five.

[Data A/p. 10-11] (Side A: 026-038)

C: What did you say you're doing tonight? You don't know?

B: Might go for a drink.

C: Come down the Local then.

B: Ah it's a bit rough for me down there.

C: Do you think so? It's a student, it's a student pub.

B: [()

B: What is it?

C: Students aren't good enough for you now, Rob. It's where you went=

B: [((laughs))

C: =before, just down the road.

B: Well, 'cos ah - we usually go into the - is it the Gun Barrels?

C: Gun Barrels, yeah. Alright, go down there. - Posh side, presumably.

B: Oh yeah.

C: You snob.

B: Well, I don't know.

((pause))

C: Do you want to be alone - I suppose if you haven't seen each other=

B: [Well

((laughs))

C: = for four months, no, four weeks.

B: [It's four weeks.

((pause))

C: Mm. Don't like to intrude or anything.

B: No, could keep myself to myself. I wouldn't intrude.

B: Er, that, no, except that you'd be in my room.

[Data A/p.15-16] (Side A: 038-045)

B: Well, when I get my flat you can come. Sixty quid a month about.

C: Is that all?

B: Well - about the dining room.

C: Bloody good, isn't it?

B: Well, then, you'd have to pay heating, telephone - Got to have a telephone.

C: I would sleep on the floor in there.

C: Yes, I I feel that.

B: You need it.

C: Telephoneless in this place, I feel really isolated.

B: So, sort of ((clears throat)) working class, having to go out to a=

C: Mm.

B: =public telephone that never works.

C: Yeah. ((laughs))

[Data A/p.17-18] (Side A: 045-068)

B: Whereabouts was it?

C: Don't know, don't know. One of these E5's or something. - Don't know the districts.

B: Mm. - yeah, well ((pause)) it's a rum life.

C: Could I stay at your place for a bit, Rob?

B: Er, I don't know.

C: I mean, you personally wouldn't have any objections, I know=

B: I personally=

C: =that Rob.

B: =wouldn't. But it depends how long - you know, it doesn't bother me - shouldn't think it would bother Chalks.

C: I could keep myself to myself. I wouldn't intrude.

B: No, but, no, except that you'd be in my room.

C: Well, not necessarily. Well, do you, do you use that front room.

B: Mm.

C: Yeah.

B: Oh you mean the dining room.

C: Mm.

B: No.

C: I could sleep on the floor in there.

B: Mm.

C: Sleeping bags and a few cushions. I could stand that for a few weeks.

B: Is that while you look round for a job?

C: Mm.

B: I'd have to ask Chalks.

C: Mm. Do you think he'd object? - Or I could pay, I could pay some rent, I suppose.

B: Yeah.

C: If if you feel like robbing a pauper. ((laughs))

B: If you haven't got any money, there's not much point, is there? ((laughs))

C: I could write IOUs out and when I'm rich and famous ()

B: ((clears throat)) Is this a serious attempt then?

C: Mm.

((pause))

B: Yeah, I don't mind, I'll ask.

C: You'd be helping out an old friend. A friend in need.

B: When would you be coming down? Sort of soon?

C: I don't know, I don't know. Probably be soon. Well, quite soon -

when it's suitable.

[Data A/p.20-21] (Side A: 068-086)

C: I ought to have applied for teacher training.

B: [I mean

B: Oh I don't know.

C: What ideally, I ought to have done this year is, er, a couple of months ago applied for teacher training in one of the London colleges, then I could have been in London for a year, got this thing about being in London out my brain, and got a grant for a year.

B: It's not too late to apply now, is it?

C: Yeah, I think so, they're all full up - Andy's applied. He's got a place. He applied for Birmingham, a very stupid thing to do, and he realized it was a bit daft, but um, () he accepted the place in Birmingham, then he's realized um that he doesn't want to stay in Birmingham another year really and tried to change it to one of the London colleges, but hasn't really been able to, because in order to do that, to apply properly he's got to reject the Birmingham. Thus, he'll be rejecting a safe place for, you=

B: [Mm

C: =know, the possibility of not getting no place at all really.

B: Mm. Yeah. Teacher training's a good thing to be on.

C: Well, I don't want to be a teacher, or anything.

B: It gives you a year.

C: Yeah.

B: It's bit slow off the mark there.

C: It's terribly slow, yes

B: Not like you.

C: Oh, I'm afraid it IS like me of late.

B: [((laughs))

[Data A/p.24-25] (Side A: 086-096)

C: I mean, from what I can see Rob, you're in a hell of a good position.

B: ((laughs)) It's okay, I suppose ((pause)) mm, it's okay.

C: Yeah, well, I think ninety quid take-home's a bit more than=

B: [you see, you () see Rob, right? ()]

C: =okay, - just for the record.

B: [((laughs))]

B: I work hard.

C: DO you actually work hard?

B: Well -

C: ((laughs)) Think about this before you answer.

B: Yeah, I suppose in some respects a thirty-five hour week ain't bad. Saturdays and Sundays - off. No work.

C: [((laughs))]

[Data A/p.25-26] (Side A: 096-116)

B: You see, I've started on a lot more than people who haven't got a degree and went in when they were sixteen.

C: Yeah. - Than they're on now?

B: Yeah. Oh yeah.

C: So it was worth it.

B: I suppose so.

C: The trials and hassles of university life.

((pause))

B: Mind you it's not bad really, banking business, I suppose, it's a clean job.

C: Yeah, it's that that kind of image. I don't really go for that, you know. ((2 sec)) Do you know what I mean though? I mean it suits you.

B: Yeah.

C: I mean, I'm not being insulting or anything, but I can't see myself being a bank manager.

B: ((laughs)) Oh I can see myself being a bank manager.

C: You could, yes, that's what I mean, - I ()

B: You see, you get Christmas bonus, right? Profit sharing -

C: Yeah.

B: Interest on your current account.

C: Do you get satisfaction though?

B: Yeah. I reckon you get more satisfaction as you go up the scale as well.

C: ((laughs)) What, you mean the money scale?

B: No, the job, the job.

C: Oh

C: What satisfaction do you get though, by helping customers - relieving them of their money?

B: It's not relieving, we're doing them a service, we're not relieving them of money.

[Data A/p.30-31] (Side A: 116-130)

B: Well, we'll see when Labour get elected at the next election, what what radical changes they'll bring in.

C: they'll have, they'll have to () term of office, re- righting all the wrongs that the Tories have done and they'll get thrown out on the basis of that 'cos it's creating more hardship and then the Tories'll come in, reverse the thing again - and it won't work again, then Labour'll get in and have to sort out the mess again. I mean, for the whole Labour, every time Labour gets in, they end up sorting the mess out of the Tories' last administration.

B: I think it's the other way round. ((laughs))

C: they never get, they never get time to implement any of their own policies.

B: Sorry, it's the other way round.

C: No, it's NOT at all.

B: I don't know, I mean, is the Labour Party the great champion of the working man?

C: There isn't a great champion of the working man. The Labour=

B: [At least

C: =Party's nearer to the working man than the Tory Party is.

B: Slightly perhaps. They're they're at least you know

C: [Oh come on.

[Data A/p.32] (Side A: 130-139)

B: What would Labour do if they got in then?

C: I don't know, give me some more money.

B: [Back to

B: Back to high inflation rate.

C: Well, what inflation are we on now?

B: Twelve.

C: Yeah. And what were we on under Labour?

B: Dont' know, actually.

C: I don't think it's come down substantially, has it?

B: Well Maggie says ((laughs))

C: Auntie Maggie

B: We've got to

C: We're certainly not in single figure inflation.

B: Oh no.

[Data A/p.33-34] (Side A: 139-147)

C: Michael Foot's () CND.

B: Mm.

C: He's gone downhill as well. I suppose he's a bit senile now, isn't he?

B: He looks it.

C: Don't you think he's he was far better, Andy was making this point the other day, he was far better, far more impressive character when he was in the background rather than the leader of the party. In the old days, about ten years ago, he used to be quite an impressive figure and the speeches he used to make were good, and you know, you could understand him.

B: Mm.

[Data A/p.35] (Side A: 147-158)

C: Yeah, well, everybody's following her like lemmings over the precipice.

B: Well, she may be the Saviour.

C: Blind sheep.

((pause))

B: She may be the Saviour.

C: Oh come on - a Christ figure? She's not crucifying herself on the cross, is she?

B: Well, I reckon I may vote for her at the next election.

((pause))

C: I thought you were an out and out SDP member. David Owen was on the box the other night, last night on Question Time.

B: Yeah, I saw the last minute of it.

C: Yeah, I saw about the last five minutes.

B: With Sid Weighell.

C: And Norman on your bike Tebbit.

B: ((laughs))

[Data A/p.39] (Side A: 158-165)

B: Oh I'll have another coffee, then I'll be going, if that's okay,

seeing as you're coming down to my place.

C: ((laughs)) Ah it's not settled yet Rob.

B: You'll be down.

C: Well, I don't want to do it, if it's going to destroy a life-long friendship or anything.

B: No.

C: Can I just use your light, I've run out of matches.

B: Oh aye.

((pause))

C: Ta.

[Data A/p.42] (Side A: 165-188)

B: (Oh this'll get you.) Income: lives off handouts from his parent.

C: ((laughs)) Handouts. Something like twenty-five thousand a year, I bet.

B: Randy Andy, his income is five thousand from the navy, twenty thousand from the Royal purse.

C: Twenty thousand, twenty-five thousand for for Randy Andy Windsor. I think it's disgusting. I'd shoot all the royalty, but I'd keep the figureheads, - because we, you know, they provide a focus for attention () get rid of all the hanger=

B: when he gets, when he gets

C: =ons.

B: Yeah.

((pause)) ((noise of cooking))

C: If you're unemployed in London, you can go round the Art Galleries and things like that for free entertainment.

B: Yeah.

B: ((laughs)) Arthur Scargill's just bought a new fifteen thousand five hundred pound Jaguar.

C: Bloody hell - communist ((laughs)) communist driving a fifteen

thousand five hundred pound Jaguar - yes.

B: Good man, isn't he, Arthur? Obviously a true socialist.

[Data A/p.43] (Side A: 188-200)

B: I'm going to see Mike Harding next Saturday.

C: Oh, you're obviously not musically inclined then ((pause)) Where's he on at?

B: The Dominion.

C: Not the Rainbow.

B: No.

C: Are you sure you don't want a cigarette?

B: No, I couldn't take your last but one.

C: Well, the last one actually. - that would be my last one.

B: No thanks.

C: Go on, have it Rob.

B: No, no, I'm not having it, I'd feel too bad.

C: Okay.

((pause))

B: I'm trying to get tickets for the League Cup Final.

C: Are you? Who's playing?

B: Tottenham and Liverpool.

APPENDIX B Transcripts of Sample Data (Data B)

[Tape A] (Side B: 000-117)

[Tape A/Side A/#1/p.1-2] (Side B: 000-011)

X: Hello.

H: Hello, Jack? It's Henry here.

X: Hi.

H: Hey, I I forgot something. I have to go to lunch today with Alice
((laughs)) to see the, you know, the the ah videotapes of=

X: ((laughs))

H: =the, of that show we did at the hotel?

X: Yup, yup.

H: So I I I already booked the ticket, so I have to go with her. I
tried to talk her out of it, out of it, but she wants to go.
((laughs)) So may be we have we have lunch tomorrow?

X: Okay, yeah, it's, yes it's fine, yes.

H: I'll

H: I'll give you a call, I'll give you a call tomorrow then, alright?
- ah sometime

X: () um - hang on, one thing, I'm lecturing - ah that's
okay, I'm lecturing, I finish at twelve-fifteen.

H: Okay, twelve-fifteen, fine. We'll go to Shatin or some place.

X: Yeah, yeah, sounds good.

H: Okay then.

X: Okay.

H: How do you feel by the way.

X: Oh fine, how about you?

H: Well, I'll tell you the truth, we ran out of aspirin ((laughs)) in=

X: ((laughs))

H: =the middle of the night.

[Tape A/Side A/#2/p.1-2] (Side B: 011-023)

H: Want to go to lunch today?

X: Sure, yeah.

H: Okay, ah - What time will you be finished?

X: Lecture finishes at about quarter past twelve. So may be about=

H: [0-

X: =half twelve onwards.

H: Okay. h- alright, so half twelve I'll come up to your place. I'm trying to w- trying to work out where I parked my car today. Oh I know where it is ((laughs)) can't ever remember. I had an eight-thirty class today, so I didn't know where it was.

X: Wow, that's hard.

H: Yeah, after we had the, Chung Chi had their um ah their, what's it, the Student Association had their inaugural dinner last night. we played all kinds of games ((laughs))

X: D'you enjoy it?

H: Yeah. We played one game called bone, funny bone. ((laughs))

X: ((laughs))

H: I won a chocolate bar.

X: Good for you.

H: MY team won. Alright, so I'll see you at twelve-thirty, I'll I'll ah I'll meander down to um well I I can meet you at the steps of the ah of the Science Centre.

X: Okay, yeah, let's do that, that's that's easier, yeah ()=

H: [half past=

X: =half past, half past twelve.

H: twelve.

H: Okay then.

X: Okay good.

H: Bye-bye.

X: See you, bye.

[Tape A/Side A/#3/p.2] (Side B: 023-029)

K: No, actually, the reason I called you was taken care of. Y'know they were they were really delaying on getting that thing for Larry signed over certain ah - the big boss comes in to me, where's it where's it. So he he he asked me to call, he wanted me to call Professor Lee, which I at present declined to do. So I decided=

X: [Good for you.

K: =I tried to call you several time with no luck, ()

X: [Well, I put it in the mail.

K: Yeah, in the meanwhile, in the afternoon it arrived.

X: I see. Okay.

[Tape A/Side A/#3/p.4-6] (Side B: 029-046)

X: It's a bit down the road, isn't it?

K: Yeah, just don't worry, and I I got this impression with your your Professor Lee, he's very easy going, he's doing his own work with his computer, I mean, he's I don't think he's into all the ah pet- petty shit, y'know - which is wonderful, I think he's a=

X: [no, no no, no.

K: =y'know, serious scholar, he's got his own little thing.

X: Yeah, he's he IS very scholarly.

K: Yeah, that, y'know, I I wish people were like that here.

X: He's hard to flap actually, and ah - works both ways, y'know, sometimes you would like ah him to flap a bit ((laughs)) over some things ((laughs)) On the other hand, ah, everything has its blessings.

K: Yeah.

X: I ah walked past your little boy today. He sure 's a cute little fella, Henry, I must say. I'm sure he's a pain in the ass to live with, but ah

K: Yeah, he's independent, he's hungry, when he's hungry, at times he's a pain in the ass, otherwise, he's alright.

X: Yes.

K: Yeah, yeah I like him. He's a cute looking little guy.

K: Yeah, yeah, he he is, he's a doll, he's he's

X: [My god, that's for sure.
You ah, you know, mix, mix marriages produce some of the most
beautiful kids, I think.

K: Yeah.

X: Well, I had to go and marry a white skin caucasian.

K: No, someone was saying Mary looks very pretty. Alice didn't
recognize her, she's getting very tall, your kids are very tall.

X: Yeah, she's going to be a pretty one. She's pretty. I think Helen
is more striking. I don't know how you feel about it, but ah I
feel Helen is more striking. She's going to be taller and more
elegant. She's kind of a tom- still a bit of a tom-girl, maybe
she'll turn around. They're starting to watch the facts of life.

K: [Yeah.

[Tape A/Side A/#3/p.7] (Side B: 047-054)

K: You know, I don't know why - I tell you, the VC is worried about
couple hundred dollars. ((laughs))

X: We're in sad shape, my boy, he's really a good indicator of what's=

K: [y'know

X: =happened around here. I mean, if the VC says no, we know this
place is in trouble. He-

K: [Yeah, I know, but I mean you have decisions,
such high level decisions like for couple hundred dollars.

X: Well, that's pathetic, frankly.

K: But e- e- even Mike Chang told me, who's used to be pretty close to
the VC, says the VC is so busy, he can't be bothered with the
petty shit.

X: Oh I hope not.

[Tape A/Side A/#3/p.8-9] (Side B: 054-062)

K: Well, I I think eventually they should get a computer programme of
all the XXX University and you put you just put a request in it
and

X: and your name ((laughs))

K: Yeah, make people do some work, you know, I think the real scandal is that probably some very good people aren't doing any work. It's not their own fault. But I mean there's - some sharp people could=

X: [Oh you've read it, they will, I don't] Yeah, yeah.

K: =be doing something, making contribution.

X: Yeah, well - let's you and I stay working as long as we can.=

K: [Yeah.

X: =Okay, I r- I read two things by you recently. Number one your=

K: [Yeah.

X: =article in the ah XXX and it's a re-hash of your newspaper thing=

K: [Yeah.

X: =obviously and I think it misses the issue.

[Tape A/Side A/#3/p.26-27] (Side B: 062-068)

K: Well, I'll en- they haven't they haven't administered it yet, just as they've they've, these students are quite good, one of them is a m- is a psychology minor.

X: Yeah, I think I remember her, I think I know her name.

K: But I'm I'm very proud of the way they kept going through the literature, they work very hard.

X: Well, that's good. You get your students going Henry, I mean that's part of the ball game here. You'll be amazed what they're doing.

K: [Oh yeah.

[Tape A/Side A/# 3/p.27-28] (Side B: 068-078)

X: I got a book sitting in front of me called The Human Factor by Graham Greene and I'd like to

K: [Oh I've read that, I liked it.

X: Oh you've read it.

K: About this South African spy, the girl, he's married to Maluto,

right? the the um []

X: Yeah, yeah, right, right.

K: I like, I like that one.

K: Oh you've read it, okay well, I can't give it to you now, daddy-o.

K: Did you read the one about the one about the Geneva doctor so and so in Geneva?

X: []
No I haven't.

K: That's a good one, it's in the library.

X: Oh is it? I I I I kinda shy away from that. I read it, I think=

K: []
No.

X: =it's too bizarre.

K: No, it it was very good. He he he never disappoints ah Graham Greene.

X: Yeah, that's true, I must say. ((laughs)) I tell you one thing ah ah you might want to order for the library ah some of these books by Shisako Endo, you know the guy who wrote The Silence. Jesus=

K: []
it it's oh yeah.

X: =Christ. []

K: No, I think we have most of them.

[Tape A/Side A/#4/p.1-3] (Side B: 078-102) this afternoon about

X: Are are you ah going to be in your office for-

M: []
Yeah, I I think. Now somebody's with me.

X: Yeah. Ah - I'm thinking, say, around noon? have to go to - I have

M: Yeah, but, y'know at noon, I was going to ask you, would - this Professor Yang from Shanghai is here and we've invited him for=

X: []
Mhm.

M: =lunch at Ch- at ah Chung Ying at twelve, to meet some of the=

X: []
Mm.

M: =staff, we're trying to get hold of you ((laughs)) Would you be=

X: [Mm.

M: =free?

X: What um- [you want me to pick you up, are you and you in your office now?

M: Just-

X: ['s he's going to the to 's at the Great Hall, I have to go to
X: Who's who's Yang?

M: Ah ah he's a professor from um Shanghai Jiaotong University or something, he's professor of English, he's been here all morning, he's talking to Nelly now, he's ah his contact is with XXX, =

X: [uhuh

M: =he's going to have lunch with us too. So we- we're thinking about=

X: [Mhm.

M: =all going down to Chung Ying at about twelve. I booked a table.=

X: [Mhm.

M: =Well, simply because he'd like to meet the teachers and find out what we're doing, like first year English, - the electives and stuff. So if you're free.

X: Okay. Will we be through by one?

M: Oh I think so, yeah.

X: Okay.

M: That'll be good because I have to go out this afternoon about three - so that's okay.

X: Okay. I just wanted to talk about our paper.

M: Okay.

X: What about, could we talk about it after, I have to go to - I have to go to ah the head's office.

M: Alright, we'll we'll just, we'll make a time after, right after the ah lunch today, alright? We'd just be, we just say we have to go to class or something.

X: Okay.

M: That'll be good excuse. - Alright? - And we could talk about our paper then.

X: Okay.

M: Alright then.

X: Okay um -

M: So, so, do you want me to pick you up, are you are you in your office now?

X: No, I'm I'm going to the h- I'm at the Great Hall, I have to go to the head's office.

M: Alright, maybe afterwards. So we would be there at twelve, about twelve.

X: Okay. I'm just wondering, see, the paper is on my desk.

M: [Alright.

M: Oh I see. - Alright, do you want me to get the paper?

X: Yeah, why don't you bring the paper.

M: Alright. Maybe we can just go into the coffee room and talk about it - or something, but we'll have to try, we'll have to ((laughs)) get rid of the guy somehow, or somebody ah sees him or he goes to somebody's class or something - Okay?

X: Okay. Are you

[Tape A/Side B/#2] (Side B: 102-109)

Y: Hello.

X: Ah - oh is that Henry?

Y: Yeah.

X: It's Michael here.

Y: Hi.

X: Can I speak to Joe?

Y: Hold on please ((pause)) Ah, he's not in his room right now.

X: He's not in his room.

Y: No.

X: Well, he called me this morning, I'm just call, just calling back.

Y: Okay - I'll talk to - I'll tell him, ask him to give you a call, alright?

X: Ah, okay. But maybe later on in the in the afternoon, okay?

Y: Okay then.

X: Yeah. Thanks. Bye.

[Tape A/Side B/#3] (Side B: 109-117)

S: Hello.

M: Henry.

S: Yeah.

M: This is Joe.

S: Hi Joe.

M: In case people have been pestering you all morning, as I suppose=

S: [(laughs)]

M: =they have, I was, had about twenty-five calls last night from mid-night to one, um I'm at extension 333 now.

S: Yeah, I I always tell them to call 333 when they call. Jane Jane=

M: [Yeah.]

S: =would like you to call her.

M: Okay. Thank you very much.

S: Okay, so I'll send them, route them all over there.

M: Yeah, ah well anyway I'll be wandering around, but I'll take them=

S: [Okay.]

M: =from here.

S: [Alright. Hey, thank thanks again for the movie on ah I I =

M: [Oh yeah

S: =I'd like to read the story.

M: Yeah, I'll try to get you a copy of the um of the story after this week is over.

S: Okay.

M: Okay.

S: Alright then, bye-bye then.

M: Bye-bye.

[Tape B] (Side B: 117-232)

[Tape B/Side A/#1/p.2] (Side B: 117-123)

H: She, she's from, I think she's from Nanjing but you can just call to confirm that. There might be ah another person also from Nanjing but I'm pretty sure she's from Nanjing.

F: Oh I see. John would know, would he?

H: Yeah, John would know. He - just call the 333. He's not in this=

F: [Oh.

H: =morning because I pounded on his, on his ah wall, there was no answer.

[Tape B/Side A/#2] (Side B: 123-128)

X: Hello.

Y: Oh, is is John there?

X: Ah y- I think he's in class.

Y: Oh I see. Okay then.

X: [um - ah there ah there is a I think there is a tutorial going on next door.

Y: [uhuh.

X: Is that YOU Henry?

Y: Yes, that's right, yeah.

X: Yeah, I think he's in in

Y: [Alright, I'll I'll get him later, thanks anyway.

X: Okay.

[Tape B/Side A/#3/p.3] (Side B: 128-136)

A: Okay. Listen. Would it be good if we set ourselves a particular Friday night?

B: Yeah. I I just called Sally. She said the fourth of March would be good.

A: Fourth of March - ah that sounds very good, okay.

B: Y'know about y'know about seven, seven or eight, I don't know about the kids, we're going to get the kids to bed ((laughs))=

A: [Okay.

B: =especially

A: [What time?

B: Let's say about seven?

A: Seven o'clock, huh, okay.

B: I'll I'll give you the y'know well, you YOU know where the university is, but it's just like, y'know, everything's changed, y'know the the

A: [It's the XXX University, yeah.

B: [Yeah.

[Tape B/Side A/#3/p.4] (Side B: 136-141)

A: You're at the XXX University, Residence nine, flat four A.

B: [Yeah.

B: Yeah, yeah. Do you, do you have wheels?

A: Yes, I drive, it's Donald's car.

B: [Oh that's

B: Oh I see. That's ah, if you're at Saint Patrick's, it's really easy to come out from Saint Patrick's.

A: Going through the tunnel, right?

B: Yes, just right through the tunnel and ah pass the race-course.

[Tape B/Side A/#3/p.5] (Side B: 141-149)

B: Yeah, and once you get in, there're signs, you see there's there's a barrier there now, we we got to keep riff-raff out of here, so ((laughs))

A: Uhuh.

B: But y'know, once you go in um you'll see signs saying ah ah staff quarters.

A: Okay, no, I shouldn't have any trouble.

B: Okay. So I'll, so we look forward to seeing you at in ah

A: [Yeah, look forward to Friday the fourth, Henry.

B: Yeah.

A: Good. How's everything going with you?

B: Oh fine, fine. My my kids are getting big. You you've met, I= thought you've met Rowena.

A: I don't recall having seen any of them.

B: Oh wait till you see them. ((laughs))

[Tape B/Side B/#2/p.1-2] (Side B: 149-164)

X: Hello, Daniel.

H: Oh hi, Daniel, it's Henry here.

X: Oh hello, Henry.

H: Yeah. I I got a message this morning, from Joe, that you called.

X: Oh yeah, sure. Henry, ah I was running over a title for our book, I was wondering whether Using English -

H: Alright, y'know, I look at these

X: [How does that grab you?

H: It's ah it's we we can, y'know, that's alright. Y'know what I was thinking about doing is um take all these things like learning English, using English and then go to a thesaurus and see other words, it might, y'know, sometimes it rings a bell.

X: Well, that's what I did with a Roget's thesaurus.

H: Oh that's what you did.

X: Yeah.

H: Yeah.

X: [And ah I couldn't find anything really there. I tried on the

communicative style but I couldn't get any - any one, y'know, I want it to be fairly simple and snappy for the () so em now I I=

H:

[
Yeah.

X: =don't stand over that, so if you come up with anything better, okay.

H: Alright, I'll keep that, y'know I sometimes y'know, we y'know, we should keep it as a tentative title, I mean we don't have to get it, it doesn't, I mean we don't have to come to any conclusions that early, do we?

X: No, we don't, Henry. We can put it as a tentative title.

H:

[
No.

H: Alright, yeah. So ah

[Tape B/Side B/#2/p.7-8] (Side B: 164-174)

H: Alright, so when you get that, your thing unified and you'll send it back to me and then I'll put the conversation thing in?

X: Yeah. (I tell you what) I'm doing at present, I'm trying to to=

H: Okay fine.

X: =make changes, a bit of change. Y'know, I'm just wondering, should we at this stage send them in any sample of a teacher's book or workbook.

((pause))

H: Well, if you if you, like I don't want to do a lot of work for them in case they turn everything down, that's the trouble.

X: What's that?

H: I I don't want to do a lot of work for them if they if they're going to turn anything -

X: No, no neither do I.

H: Yeah.

X: Em, no. Okay, we just leave it at that chapter and shoot it back to them and let them () there.

H:

[
Yeah.

H: Okay then. Alright, so I'll get this thing off and I'll wait for

your ah

[
X: Yeah, I'll I'll send mine over and if you can kind of

[Tape B/Side B/#3/p.2-3] (Side B: 174-196)

X: Well, you see, I have no sense of what comes in in those
quan- in in in I do sometimes notice things going out but as far=

[
H: Oh I see.

X: =as - coming in, I sign the bills and they aren't necessarily
organized in the same way as the orders.

H: Oh I see.

X: They tend to be broken up. So ah, if, I suggest probably you better
drop in the book orders department and see if they're they are on
the way. If not, if they've gone on into cataloguing, then they're
going to be on the shelves before you see them.

H: Yeah, the only thing is, I don't even know the names of the books
that were ordered, I just heard they were on Linguistics, which is
my field, that's why I just want to know

[
X: I'm very hard put to s- direct you

H: Yeah, so y'know, it it's just funny, so, y'know, like if I went
there, if I just said would they have the the, like, actually it
was a pretty big order.

X: N- no, they wouldn't, you see, in, from the point of view of
ordering, there's no subject organization. So you wouldn't be able=

[
H: mhm

X: =to f- and it's, the only time you'll find them put back together
that way is when they end up on the shelves.

H: Would - how about it un- under the name of the person who ordered
the books, would it be a help. You couldn't find it that way=

[
X: No.

H: =either.

[
X: No.

H: So there's - Oh I see.

X: I mean we do note that on a slip but we don't organize about that.
We couldn't keep so many - multiples of files.

H: [Yeah.

H: I see. I thought it was all just one, it was just one sale as a huge set of books - y'know.

X: Oh, if that's the case, you better go to the person who ordered them and get some bibliographic information, that's something to=

H: [Alright.

X: =deal with.

H: Okay, alright, so I'll I'll check that out. Thank you very much.

X: Okay, right.

H: Bye-bye.

X: Bye-bye.

[Tape B/Side B/#4/p.3-4] (Side B: 196-212)

H: Yeah, yeah, he had, see, again see, I think the real weakness in ah the research that Jane and I'd been doing, we've just been using paper and pen type test, we've got to get speech samples and=

X: [Yeah, that's

H: =I think there are our protocols from our research as the starting point. But he says he has a lot of speech samples of people at the British Council and he said he'd ah he'd let me use that data. So-

X: Well I think you're right and I think that ah a person like Jack's going to be very interested in actual speech samples but he's not=

H: [Yeah.

X: =going to be very keen and impressed with that other sort of research. So my suggestion to you is to ah to to get into that. I've had a couple of thoughts in that respect about papers that would be good for you to do, and I'm sure we'd get it to to print if you did the work. One is ah actual analysis of ah Chinglish, that is, code-switching among Chinese when they do it. I mean take=

H: [Yeah.

X: =some tape recordings of telephone conversations and so forth.

[Tape B/Side B/#6/p.1-2] (Side B: 212-227)

X: Hello.

H: Hello, Michael?

X: Hello.

H: Hello.

X: Hello.

H: Michael?

X: Yes speaking.

H: Eh, it's Henry baby here.

X: Baby Henry? Henry baby. Did you get my message?

[

H: Yeah. You're right.

H: Hey pal, welcome back.

X: Huh?

H: Welcome back to Hong Kong.

X: Thank you. When are we going to get together?

H: Anytime. How about tonight?

X: Well, I I - I can't get together until um maybe Sunday.

H: Alright, Sunday.

[

X: 'cos we have - in the middle of this meeting and the meeting's going on till night and

H: Yeah, big big high level meetings. ((laughs))

X: We're planning a revolution, y'know.

H: I j- I'm getting scared ()

X: Your

[

H: Hey, how about Sunday? I'll I'll go over and pick you up, we can plan some way for you to come over, you can stay overnight?

X: Well, I I'll be there for a while. I don't think I'll stay there because we've a meeting on Monday. But Sunday is free.

[

H: Oh.

H: Okay, why don't you come out.

X: So why don't we arrange to get together maybe Sunday.

H: Okay, that'll be splendid, that'll be great.

X: And well, I wondered if you j- don't make any plans for Sunday, then I'll call you on - or you can call me on Saturday or something.

H: Alright, I'm not worried about it.

[Tape B/Side B/#6/p.3] (Side B: 227-232)

H: I guess you've heard that Mayor Byrne lost in the election.

X: Oh I did. We've got a black Mayor of Chicago.

H: Yeah, that's good. That's how - Alright, say, if if you don't hear from me, we'll pick you up at ten on Sunday.

X: Okay. Good.

H: Alright, it's good to hear you. How how how long will you be here till.

X: Un- until the next weekend.

H: Oh great, great. Okay, so we'll see you on Sunday.

X: Okay, bye-bye.

H: Bye-bye.

[Tape C] (Side B: 233-359)

[Tape C/Side A/#1/p.1-2] (Side B: 233-256)

X: Good morning, Beacon Hill School.

H: Hello, ah I'd like some - ah I make a request. I'm Dr. P. from the Chinese University and I have a colleague Professor XXX who's in the States right now but he had a son John who was studying at Beacon Hill and he has a daughter who would be old enough to go into the primary school ah to f- to ah to get a place in in the first grade this year but he is, right now he's in the States. He'd be back in May. I I was wondering if you could send the um application forms.

X: Yes. um

H: Would

X: If you would like to give me the name and address.

H: Oh you're going to send it to me. Alright. Ah, just - it's just um Henry P. um (spells surname) and just the Chinese University of Hong Kong.

X: (spells surname)

H: That's right.

X: Yes?

H: Ah, Chinese University of Hong Kong.

X: Yes?

H: Shatin, New Territories. Ah -

X: Well, is that, I mean is that going to find him?

H: No, he'll, you send it to me and I'll send it to um I'll send it to XXX.

X: Oh I see. If if you'll give me your address then.

H: Oh that's it, I just gave you my address.

X: Oh, that -

H: That's my address, just Chinese University of Hong Kong would be would be fine. See it's

X: Oh that's alright.

H: It's - see I'm I'm Henry P. I want to send it to XXX. The other=

X: [I I see.

H: =thing, I have an application here, now, do I send it to you or do I send it to the um the ESF?

X: No, no, it comes back to Beacon Hill School.

H: Okay, alright, so - I I don't know, see, he has a son at, was in the school last year, ah does he have to re-apply?

X: Ah yes, I think so.

H: So we'll have to fill out one of those forms again.

X: Yes.

H: Okay then. Right. Well, thank you very much then.

X: Bye-bye.

H: Bye.

[Tape C/Side A/#2] (Side B: 256-260)

K: Hello.

J: Hi, Henry. Jack here.

K: Hi.

J: Sorry to trouble you.

K: Oh sure, Jack.

J: Um I wonder if you might give my apologies, I'm - not going to make it tomorrow.

K: [Okay.

K: Okay Jack, sure.

J: Okay. Sorry about that.

K: [Right. [Right.

J: Alright?

K: Bye-bye.

J: Bye.

[Tape C/Side A/#3/p.1] (Side B: 260-273)

X: Hello.

()

B: Hello, Henry?

A: Yes.

B: Oh, Fred here.

A: Hi, Fred.

B: Um oh what's happened to Terry Brown?

A: Oh, he he's going to he's going to come to my class today at two forty-five. He's with Mary right now.

B: Oh I see. um ah at two forty-five.

A: Yeah. We- would you be f- may be you can come down and ah it it's up to you, when you're free, maybe w- you you'd like to meet him after my class.

B: Yeah. Where, where's he staying?

A: He's staying at the ah Chung Chi Guest House.

B: Oh I see. Um yeah, ah who's looking after him?

A: Well, he's with XXX. That's -

B: [No, no, I mean I mean after hours.

A: [Oh oh.

A: Oh, oh t- I think tonight, he's going to to ah XXX's house for dinner.

B: Mhm.

[Tape C/Side A/#3/p.2] (Side B: 273-285)

B: Now, he's he's lecturing at ah he's he's with you, is he?

A: Yeah, he'll be there until until about ah maybe four-fifteen, four-thirty.

B: Oh I see, yeah. Ah -

A: He came in at eleven today and he and he gave ah a two-hour talk.

So we just had we just had lunch, that was with Mary.

B: Oh I see.

A: Will will you be will you be around ah say at four-thirty? Shall I bring him down?

B: Ah yes, I'll be I'll be here.

A: Alright, I'll I'll just tell him to stop at four-fifteen and we'll go down to meet you. I I still feel very embarrassed about the=

B: [Okay.

A: =fact that you weren't introdu- introduced to him.

B: Mm - well, well, no worry, that's that's the way, yeah.

A: [()

A: Alright.

B: Okay. So, - I'll wait -

A: [Alright, good. 'cos he's 'cos he's been he HAS been

A: asking to meet you.

B: Yeah, fine, good.

A: Okay.

[Tape C/Side A/#5/p.1-2] (Side B: 285-292)

X: Eh, how about tomorrow night?

H: Yeah, I'll oh I I'm happy, yeah, okay.

X: Where shall I meet you?

H: Well ah I'll be finished with my class at five. It's right in=

X: [uhuh.

H: =Tsimshatsui. So may be we'll meet you at the Peninsular, between say five-fifteen and five-thirty?

X: Okay, wonderful. Let's say between five-fifteen and five-thirty.

H: [I

H: Yeah, y'know, I'm finished at five. I'll walk there.

X: Sure.
H: So -
X: What time?
H: Between five and five-thirty.
X: Okay, good enough.

[Tape C/Side B/#1/p.1] (Side B: 292-297)

E: Well, I actually got to see Terry Brown yesterday, despite despite=
F: [0
E: =all the ah difficulties.
F: Oh I'm glad you did. He's a very nice person.
E: He is, isn't he. Yeah.
F: Yeah. Just ah
E: He knows his stuff too, doesn't he, Henry, I I don't agree with
him ()
F: [I, yeah, he, yeah, he's a very good explainer.
E: Yeah.

[Tape C/Side B/#1/p.8] (Side B: 297-306)

E: You've managed to get hold of copies of L Two, have you? I haven't=
F: [Yeah.
E: =seen the bloody thing.
F: Well, they they were my teachers many years ago, that's why I I
got a copy. It's it's not bad, in fact I I might use it as a=
E: [Yeah.
F: =as a textbook in ah um Applied Linguistics. Wh-
E: [I'd like to get a copy for
Singapore in fact. I've got to give a course on second language

acquisition and I thought this would be a nice textbook but I can't get hold of the copy.

F: [It's it's a good one. Why don't you call, write ah write to New York and ask for an inspection copy?

E: Wh- what what's the publisher?

F: Ox- Oxford University Press.

[Tape C/Side B/#1/p.9] (Side B: 306-321)

E: Language Two, not L Two.

F: [y-

F: Yeah, just Language Two. Yeah, it's it's a summary of all their articles and stuff. But it's ah they're they're pretty good at explaining things.

E: Well, that's useful, yeah.

F: It's really useful and you can you can attack it too, y'know, that's - I don't agree with their their whole approach.

E: No.

F: But ah -

E: They they definitely inflate their findings ()=

F: [Oh yeah, I think a lot=

E: =() half a dozen ()

F: [=it is I think a lot of it is bullshit. But anyway, you -

E: [words y'know and then they sort of take that as a theory of language.

F: Yeah - But they're good in, y'know, they're they're y'know () they're hustlers, sort of.

E: Yeah. Yeah, but ah still, I mean it would still be a useful book to have around. Is - D'you have an OUP here, or you haven't got it?

F: No, I um I asked them, they didn't have it, so I got it from New York.

E: You have to get it from New York, huh?

F: Yeah, just write, just write them a letter, they'll probably send

it by air mail too, for free.

E: Really?

F: Just say you're going to use it in a course.

E: Yeah, yeah.

F: [Which I which I wasn't lying. I will, y'know. In fact I'm going to ask them to order some copies.

E: Mm.

[Tape C/Side B/#3/p.2-3] (Side B: 321-342)

X: He'll be taking him to the airport at half six.

H: Oh I see.

X: So, ah, I suspect from what he said last night he's gone shopping today, to get things for his - for his family.

H: [Good, yeah.

H: Yeah, I hope he had a, I hope he he had a good time here, y'know.

X: Yes, he's fascinating.

H: Yeah, yeah.

X: We we had a good chat with him, we went up to Tai Po last night, have some beer and ah -

H: Where did you take him to, the um, which restaurant did you take him to?

X: To the two, as you get into town.

H: Oh yeah, yeah.

X: First two.

H: Oh that's good.

X: So, y'know that ah bar outside.

H: Yeah, that's good, that's good.

X: We ah we had a marvellous time.

H: Yeah, he's a he's a lot, he's a fun person, y'know. I hope he comes back, y'know.

X: Yes, yes, yes, really. Yeah. Yeah. So I was um he c- every time he opened his mouth, new secrets will be - revealed, quite an interesting guy.

H: Yeah, yeah, yeah.

X: Yeah, yeah.

H: Okay, well, thanks a lot, Don. Hey Don, if you have time tomorrow, ah at the gymnasium, the English department is playing the ah the students or something, you might take a look at it, the gymnasium, right near your place.

X: You're joking, d'you know what I've got to do?

H: Oh you've got to do -

X: ((laughs)) It's a minor panic at the moment.

H: Oh your dissertation.

X: Right.

H: Oh yeah, you, that's more important, you bet- ((laughs)) better work.

X: ((laughs))

H: Okay ((laughs)).

X: Yeah. Okay, well, I'll s- I'll, when I do put on shoes and need need recreation, I'll let you know. ((laughs))

H: ((laughs)) Alright, bye-bye then.

X: Okay, tera, ta.

[Tape C/Side B/#4/p.1] (Side B: 342-359)

H: He he needs about four females and about three, or four, y'know, about three males. So I don't know if - you said Michael can't make it?

X: Um - I have to ask Sue now. He might have changed his schedule in anticipation. Okay? Hold on one second, okay?

((pause))

X: Hi, um I'm going to have to have Michael call you because Sue=

H: Hi. [Okay.

X: =doesn't know what his schedules are and if it's okay for tomorrow=

H: [Yeah.

X: =night.

[Tape D] (Side B: 359-448)

[Tape D/Side A/#1/p.1-2] (Side B: 359-368)

D: I don't know if you remember this building called the Knowles Building, which is ah one of, it's about the tallest building.

C: []
Yeah.

C: That's right, yeah. I know which one it is. Yeah, yeah, yeah, the white the white building.

D: Huh?

C: The white building, where they have the psychology department and everything?

D: Psycho, law, you name it. Oh they're all in there. The VC's=

C: []
D'you

D: =office is on the top floor.

C: Ar- are a lot of things destroyed?

D: Well, the whole third floor is gutted out. The fourth floor is=

C: []
Wow, Jesus.

D: =() .

[Tape D/Side A/#1/p.6-7] (Side B: 368-382)

C: Is that right? So it must have really been - what're you playing, touch football or what?

D: It was ah basket ball.

C: Basket ball.

D: But ah I got an elbow by a big guy and - he hit me at the Adam's=

C: []
Who, who did it, d'you=

D: =apple.

C: []
=know? Was it a Brit? Was it a Brit? Who -

D: Huh?

C: Who did it, a Brit?

D: Well, who did it, did you say?

C: [Yeah.

C: Yeah.

D: Ah you wouldn't believe it.

C: Why? Who was it? ((laughs))

D: Yeah, it was my colleague next door.

C: Ho-ho-ho-ho.

D: Yeah, which made it worse. And he's been - I thought he was going to go off the deep end, y'know, he's he's walking around like he thinks he's y'know ruined my career.

C: Ah I tell you ((laughs)) Isn't that just what you need.

D: Y'know, he's getting ((laughs)) ()

C: Yeah, yeah, yeah, like the hockey ()

D: Yeah. Well, that's that's what happened.

C: He thought he was playing hockey.

D: It's just like hockey.

C: Ah Jesus.

D: Hey, how are YOU doing?

[Tape D/Side A/#2/p.1] (Side B: 382-390)

Y: Hello.

H: Hi Mary, it's Henry here.

Y: Hi ((laughs))

H: [Hey, I - the reason

Y: [It's just that he didn't know who it was that sounded=

H: [Oh, but=

Y: =like ()

H: [=when he tells you that it's one of your boy, one of your boyfriends. ((laughs))

Y: Maybe that's why he said it that way.

H: Oh. Eh, listen, I'm I'm coming home now, but I thought I might just stop by to see what records you have.

Y: Sure, good time.

H: Alright. So -

Y: Listen, the first thing I wanted to ask you, what exterminator did you use.

H: Oh Alice knows the guy.

[Tape D/Side B/#1] (Side B: 390-404)

H: Wei <Hello in Cantonese>

M: Hi, Henry?

H: Hi.

M: This is Mary.

H: Oh hi, Mary.

M: I know you can't recognize me.

H: You sound terrible, you sound like a man.

M: Thank you. ((laughs))

H: You always - that's what you wanted. ((laughs))

M: Thanks a lot. Can you get a message to Larry, he's not home and he's not in the office.

H: Yes.

M: He'll be in the office.

H: Alright.

Y: He has a four-thirty class, () four o'clock. Just give him the message that he's supposed to pay our amah today?

H: Alright.

M: Tell him twenty-six times fourteen.

H: Twenty-six times fourteen. Sure.

M: Okay?

H: Okay, I'll

[
M: She worked twenty-six hours.

H: Alright.

M: Then tell him I'm not going to make it home in time.

H: Where're you now? Oh you're in Central, I see.

[
M: Yeah.

H: Okay, I hope you'll feel better.

M: Thanks a lot. ((laughs))

H: Bye-bye.

M: I'll talk to you later. Bye.

[
H: Bye.

[Tape D/Side B/#2/p.1-2] (Side B: 404-421)

H: Why, why don't you just - can you come up here for a minute? Or -
or you you want me to come down there?

X: No, ah I was just I was just um I'm calling from the Staff Club
and I'm I'm going ah home in a minute. I just wanted to see how
we can get in touch. Do you want to call me at home whenever
you're finished with Rowena?

H: Alright.

X: I'll be there for the next mm mm twenty minutes or half an hour
maybe.

H: Alright. Just give me the number, so I just remember.

X: six one.

H: six six one.

X: two seven.

H: two seven.

X: eight two.

H: eight two.

X: Yeah.

H: Okay.

X: Or alternatively we could get together at five-fifteen when I'm finished.

H: No, I had to babysit. Actually, can I - 'cos Alice's going to a Tai-chi class later.

X: Yeah, there're three, seem to be three classes um

H: [Yeah [Yeah.

X: So I'll I'll try and give you a call. If I don't, I'll I'll talk to you ah Monday?

X: Or tomorrow morning?

H: Ah tomorrow morning I have to go to the British Council. ((laughs))

X: Okay, well

[Tape D/Side B/#4/p.2-3] (Side B: 421-442)

B: Um - yeah, what kind of timing did you have in mind?

J: Well - it would be it would be ah a Friday in March, about four-thirty in the afternoon.

B: Oh that's very difficult for me. Um March is not a very good month for me and Friday afternoon is particularly bad. I'll tell you why, 'cos on Friday afternoons I ah I have to be um ah ah assembling a script for a TV programme.

J: Oh I see - I I can enquire whether they can have it another day, but Friday seems to be the -

B: The set day. But it's very very difficult for me, I - it's ah because I um y'know we have a a permanent booking for Saturday morning and there's nothing I can do to change that. It's not in=

J: [mhm

B: =my hands, you see, which means I have to be preparing them the the the afternoon and evening beforehand.

J: I see - oh it's too bad. It was a ((pause)) y'know, alright, if if=

B: [Yeah.

J: =if, I was going to ask YOU first, if if if it was impossible to

ask you, I was thinking of John Brown whom I know.

B: Well, why not. John Brown I think would be an absolutely perfect person.

[
J: Alright, we'll try ah

[Tape D/Side B/#5] (Side B: 442-448)

H: Hello.

K: Hello, is that Henry?

H: Yes, speaking.

K: Hello, Michael here. Henry, you mentioned in passing the other day that Joe Johnson was interested in what we were doing.

[
H: That's right.

H: That's right, yes.

K: Um is he thinking of coming along on Friday morning.

[
H: Y- yes, he's thinking about coming on Friday. I, he hasn't confirmed it because I d- I I ah I'll mention it to him again.

K: Right.

[Tape E] (Side B: 448-552)

[Tape E/Side A/#1/p.1] (Side B: 448-458)

H: Hello.

X: Henry?

H: Yes.

X: Hi ((pause)) Larry.

H: Eh, how're you doing Larry baby.

X: Good. How're you doing, Henry baby.

H: Eh, listen, I I typed up your paper, it's beautiful, it's=

[

X: Oh, uh, I can't know, I better look it up in the Oh

H: =beautiful, it's going to be Nobel Nobel ah material.

X: Oh great stuff.

H: No, it came to about ten pages.

X: Yeah? It did? You typed it.

H: Well, y'know, I typed it up - I'll tell you I typed it up, the the reason why I did it is because um, y'know, I can=

[

X: God.

H: =fill things in.

X: Yeah.

[Tape E/Side A/#1/p.2] (Side B: 458-465)

H: So, that'll be a a very valuable thing, y'know. Hey, we can make=

X: Yeah.

H: =it a book out of our thing rather than just an article.

X: Oh I think we can, yeah.

H: Yeah. And and ah they asked me to review it too.

X: Oh they did?

H: Yeah. So I might because it's it's it's kind of in my field, so I =
[
X: Good. [Yeah.

H: =it has nice illustrations.

X: Ah that's useful.

H: Yeah.

[Tape E/Side A/#2/p.2] (Side B: 465-478)

H: The s- the s- the Spring the the Spring Deer's very nice.

X: Yeah, okay, where is it?

H: It's, oh, I don't know, I better look it up in the ah

X: [I'll look it up.

H: Alright. The Spring Deer. And what what time shall we meet there?

X: Um ((pause)) Spring Deer, Okay.

H: Seven?

X: What time, um

H: Seven-thirty?

X: Yeah, I guess that's a good time.

H: Between seven and seven-thirty then.

X: Alright, between seven and seven-thirty.

H: Or or you're going to make it definite, say seven-th- y'know,
seven-th- or seven o'clock or or seven-fifteen.

X: Alright seven-fifteen.

H: Alright. But you better call because it is hard to get
reservations.

X: Yeah, I'll call right now. And if we're booked I'll call you back=

H: [Alright.

X: =we'll get it, we'll get it.

H: [Alright then.

H: Alrigh then.

[Tape E/Side A/#3/p.3] (Side B: 478-488)

X: It's probably going to rain, huh? Jesus, it hasn't rained since=

H: [I gu-

X: =ah October thirtieth.

H: [Yeah.

H: Yeah. But it's very dark here, but it's not a thunderstorm, it's just kind of lousy drizzle rain which, I don't have a bloody ah umbrella here.

X: Yeah, I got one here, you can borrow mine.

H: Oh yeah, oh yeah, alright, do you think you can send it right through? ((laughs))

X: They got the courier going up.

H: Oh yeah. All all the trouble I have with the bloody couriers here, they don't work, I found out that's that's not one of the requirements, it's not in the job description.

X: [Oh yeah.

[Tape E/Side A/#3/p.4] (Side B: 488-494)

H: Okay, I'll see you tonight then.

X: [I'll take take take that and look at it.

H: Oh and bring the Moser book, I'd like to see that.

X: Oh I ah with the what?

H: With the book by Moser.

X: Yeah, I got it set aside () so I'm going to bring=

H: [Oh.

X: =that ah I've got that all ready.

[Tape E/Side A/#4/p.1] (Side B: 494-508)

X: Hello.

H: Hello, Professor Brown?

X: Hello.

H: Hello, this is Henry Dickson the English department. We we talked a couple of times casually about um about your Greek experience, it=

X: [Oh.

H: =was in the in the computer room.

X: Yes?

H: And I'm just wondering, are y- ah you're going to be here till what date, till th- will you be will you be here on on next Monday? or you'll be gone.

X: Yes, we leave on Monday.

H: Oh that's too bad.

X: What, what what's it all about?

H: Well, y'know, we, what I'd like you to do is, I'd like you to talk to my Applied Linguistics students, about the about problems or the benefits of teaching literature English literature to non-native speakers of English.

[Tape E/Side A/#4/p.2-4] (Side B: 508-542)

X: Now just let me get this clear.

H: Alright.

X: These these are students who will be teaching literature.

H: [But what -

H: That's right, they're four-

X: [They're non-native speakers.

H: That's right, they're fourth year English majors who're taking a course ah called Applied Linguistics which means anything ((laughs)) Ah so the second half of the year I spend on more practical things, the first half we talked about language acquisition and some theoretical issues and now -

X: These ARE students in the English department.

H: [That's right, they're all English English majors. So so they're taking Shakespeare, they're taking=

X: [Yes. [Yes.

H: =ah Milton and I always challenge them, why d- why would a Chinese student want to study Milton or Victorian literature, and actually some of them are are very passionate in their answers, I mean, they, some of them are very convinced, others don't care - but you have you have a few who're very articulate saying, y'know, they see literature as a value in itself. I -

X: [Are you a literature section or a=

H: [No, =

X: =language studies.

H: [=no, I'm I'm not, I'm language side, but I would like to see the two sides bridged myself.

X: I see. Well, look ah give me two or three days to think over what I could put together for them, and if it looks to me as if it=

H: [Alright.

X: =might just about be worthwhile for their from THEIR point of view, I mean, ah then when we when we ah encounter each other on=

H: [mhm.

X: =Thursday, I'll I'll tell you that I think we could go ahead and we'll we'll ah we'll sort it out. Does that make sense?

H: [Well, w-

H: That's fine. What time are you leaving on on Monday, next week?

X: Oh I'm not leaving till the evening, so -

H: [Alright, alright.

X: I mean it's going to be a bit complicated to do the packing in there if I do it for the afternoon, but ah -

H: [I see [Well, I'll take you to the airport as a as a ah ((laughs)) if you if you did it for me, I'll be, I'll be very happy to take you to the airport.

X: Well, that's very nice. Thank you very much. ((laughs)) I'll

I'll () of you, and I think Dr. Lee would want to take=
[
H: So treat for a treat, treat for a treat.
X: =would be taking me to the airport, but but if you did it instead,=
[
H: Oh yeah.
X: =that might be very convenient for him. I'll see you on Thursday.
H: Okay.

[Tape E/Side A/#6] (Side B: 542-552)

H: He's in class right now.
X: He's in class ah ah who is that?
H: Oh it's Henry.
X: Oh right, I don't think we've met. Charles D. from XXX University here. I w-
[
H: Would you wa- you want to leave a message?
X: Yeah, it would be very kind if you can do that.
[
H: Okay. Can you give me the number.
X: Right.
H: Ah what's the number now.
X: Um my number is 4077281.
H: 4 - 0 - 7 - 7 - 2 - 8 - 1
[
X: 2 - 8 - 1
H: Okay, I'll I'll tell him to give you a call when he comes out of class.
[
X: Thanks so much.
H: Alright, bye.
X: Bye.

[Tape F] (Side B: 552-615)

[Side A/#1/p.3] (Side B: 552-566)

E: Well, I found it ah frightening when it came to describe that ah massacre at Babiyar, I have no idea

F: [Yeah, yeah, that was nauseating, I really found, in fact ah I got very irritable when Danny, he was bothering me when I was reading that, I was reading when I came home, about five forty-five and and ah it real- really was=

E: Ah yeah.

F: =nauseating I mean, ah - what they were, what kind of people they were, y'know.

E: Didn't ah Yevteshanko write a poem about that?

F: That's right, yeah. There's a very famous poem, which has been tran- I had it somewhere, it's translated into English.

E: I think also um the Russian composer, the re- Schostakovich wrote=

F: [Schostakovich

E: =a a symphony on Barbiyar.

[Side B/#1/p.2] (Side B: 566-582)

H: Oh I know I know where it is. Then we, there's a parking lot there.

X: Yes, there IS a parking lot. In fact, if you come in at eleven ah I could ah demonstrate the machine and and some of the software so that you can take it and ah then we could have a little lunch too.

H: Alright, I'll I'll mention that to him. I'm just ah going to prepare my wife for that, it's just that she thinks that's her day, Saturday ((laughs))

X: Well, I don't blame, I don't blame her. Bring her along.

H: [Yeah.

H: Yeah, no.

X: Really.

H: Ah no, two kids too. ((laughs))

X: Two kids, well - ((laughs))

H: ((laughs)) five year old and eleven year old. Um right, I'll tell you - if I don't if I'm not there, then John will be there because we have to discuss where to put it here in the in the department.

X: Right.

[Side B/#2/p.1] (Side B: 582-594)

X: Hello.

H: Hello, Joe, it's Henry here.

X: Yeah, Henry.

H: Ah what was it, John P. just called me about the computer and he=

X: [Oh good.

H: =said he he'd give us the computer right-a-way. So ah - I'm going=

X: [Good.

H: =to pick it up tomorrow afternoon.

X: Oh good.

H: At ah at three o'clock, I don't know if you'd be free to come over because he said he'd like to give me about forty-five minutes of training.

X: Oh fine.

H: So, would you would you be able to go?

X: Well, let's see, haha, what time, three is impossible.

H: What?

X: Three o'clock is impossible. I have a meeting with the guy who's giving us the money for the computer.

H: Oh yeah - well I'll go get it anyway.

X: Okay.

[Side B/#2/p.4-5] (Side B: 594-615)

H: I don't I don't think he he um he says he can't give us a printer right-a-way. Th- the reason I want to go there is to put pressure

on him to get us a printer.

X: Uhuh.

H: And ah 'cos he says he couldn't give us a printer right-a-way, and say - ACTually I want to go to see if he can give us more than one machine, so - so that's okay. So um, I'll just go there and try to put some pressure on him.

X: Okay.

H: and ah see what we can be end up with. Alright, so when when I when I get it um where should I put it?

X: Well, I'll tell um Hunston to move out today then.

H: Oh I'll tell him, I'll tell him right now, so ah, he's right there, he's right

X: [Oh he's - Okay, yeah, tell him we're going to get one tomorrow and so he should ah get some help to move out.

H: Okay.

X: Okay. Sorry, I c- I'd love to join you and I'd love to get the the basic disc-training, but ah as as the donor is here ((laughs))
()

H: [Okay. Well, good luck, good luck with the meeting tomorrow then.

X: Huh?

H: Good luck with the meeting.

X: Yeah, we got to butter him up. ((laughs))

H: ((laughs))

X: Okay Henry.

H: Alright, bye-bye.

X: Thanks, bye-bye.

[Tape G] (Side B: 615-686)

[Side A/#1/p.3] (Side B: 615-630)

X: Well, if you can get eight, that's fine, but he needs multiples of two, and ah he should alternate those interview topics, that's all.

H: Mhm.

X: Um now, he's going to need a little training, isn't he, Henry.

H: No, he said he knows this, he was there before when I was going through with ah Conty.

X: Well, you'll have to practice with him once, or I mean really you can't just throw him in there and monkey around or he'll screw

[
H: No, no, I

X: =the subject and ruin the data.

[
H: No I won't.

H: Yeah, oh sh- please, you go down and ah and ah see the set-up and get everything set up.

X: Okay. When are you planning to do this.

H: Well, right, right after the va- vacation now, that's ah next, well that's next week.

[Side A/#3/p.2] (Side B: 630-646)

M: Mhm. Because y'know I still have the thing right on my desk, y'know with y- with the times and everything and I just - we're getting my schedule for next year, it looks almost impossible y'know I would like to help.

J: Even even on a once a week basis.

M: Even once a week, 'cos I'm just so exhausted, I have late classes, and then and then and then I have research I have to do which=

[
J: Yes.

M: =makes it, which complicates things. ((laughs))

J: Yeah, I understand.

[
M: Whereas whereas this this lady is a a language instructor, so she's not expected to do research.

J: Yup, yup.

M: But she does she does more than her share, I'll tell you, she's she's the one that designed the whole ah writing programme and she taught in the States and I think she'll be a very good one.

J: I see.

[Side B/#2/p.10] (Side B: 646-656)

X: He's I mean, the two kids look chubby chubby, they look pretty strong.

H: Yeah, but they look exactly alike, the little one is like the smaller version of the big one.

X: That's right ()

H: [Smart, smart, the the little one and the big one are so smart.

X: That's right.

H: Very smart.

X: Yeah. () and Lily was in great form.

H: Yeah. Hey, we have to get, the families have to get together some some Sunday, y'know, the weather is starting to get decent again.

X: Sure, yeah, yeah.

[Side B/#3/p.1] (Side B: 656-675)

B: Um, we have a friend who has um just passed away and it's been, a Chinese woman, who's been buried in Shum Tsun. I think technically I don't have any leave days taken, I mean left.

A: Mhm

B: I have taken all my leave days. I think technically speaking I can't go to a funeral unless it's a relative, unless I take a leave day, right? I mean I just can't cancel classes or some - go.

A: [I I think, no, I think you just go, don't say it to anybody.

B: Mm.

A: Just make sure that y'know just make sure that you give students

some work or something.

B: Mhm, mhm.

A: Yeah.

A: Give them assignment or something.

B: Yeah, yeah.

A: In advance it would be alright. Well, I'll have to ah figure out first of all, if I can get a visa that quickly.

B: Yeah.

[Side B/#4/p.2-3] (Side B: 675-686)

H: You're going to China on on Friday or Saturday.

X: No, we're going on Saturday and coming back Monday.

H: I'll see if I can, do you go into Canton?

X: Yes.

H: I'll see if I can find an old map of Canton that we had of the city, y'know, just as reference.

X: Oh Henry, that's very kind of you.

H: I'll sen- I saw it in the book shop, but I have to, I'll search again, I'll just put in the mail-box.

X: Ah, thank you very much.

H: Okay, we'll see you then.

X: Okay, we'll see you Henry.

H: Bye-bye.

X: Thanks for phoning. Bye-bye.

[Tape H] (Side B: 686-end of tape)

[Tape H/Side B/#1/p.1] (Side B: 686-703)

X: Hello, Henry, two things. um John Smith here. Could I first=

Y: [Oh.

X: =have the title of the Higgins and John's book please, () publisher.

Y: Oh I'll give it to you in a second, it's right here on the desk. It's called Computers and Language Learning. I was going to give you a um I have a ah cover from it, just the cover, I was going to send that down to you.

X: [Oh that would be interesting, yeah, right, that'll be useful, I mean.

Y: [I'll see if I can find it, so it's Computers and Language Learning.

X: And who published it?

Y: Ah Collins.

X: Collins.

Y: Ah, I know who the agent is, if you want to get another copy.

X: Mhm.

Y: But it's in my it's in my drawer here, wait a second. ((pause)) you just give the guy a ring.

X: Right.

[Tape H/Side B/#6/p.2] (Side B: 703-716)

H: Alright, you- 'cos I'm I'm going to have a class in that room, actually on, we're we're going to use the Apple computer from two forty-five to four-thirty, just showing some of its capabilities, but we only have the programmes on on diskette, it would have been better if we have the print out, but it's alright.

X: Yeah. Well, hhh I'm sorry.

H: No, it's alright, y'know, I realize

X: [I'm doing the best I can.

H: No, it's alright.

X: To get it ah to you so you can use it. I'm sure once you have it, you're going to like the print out.

H: Alright, okay.

[Tape H/Side B/#8/p.2-3] (Side B: 716-end of tape)

H: Well, I'll I'll I'll I'll see how fast I get going and maybe we can get together.

X: Yeah.

H: Becau- I would prefer that, y'know.

X: Yeah, okay, sure. Alright, well, em what what what em what what what time do you em what time would you like to do it.

H: I'll I'll let you know, let me see, let me see h- if I can get the thing done by by the end of the week.

X: Okay. And give me a ring and we we

H: [Alright then, okay then.

X: Yes, well the, as I say, ah speed at this stage is of the essence because we can't get going until we brought ()

H: [Alright [Alright, no that's,

APPENDIX C Transcripts of Sample Data (Data C)

[Tape 1] (Side A: 200-330)

[Tape 1/Side A/#1/p.1-2] (Side A: 200-215)

H: I'll give you ah ten dollars.

S: Oh.

H: My finance my financial situation is improving.

S: ((laughs)) Are you

H: [My wife gave me a hundred dollars. She says this to me, she controls all the money, alright, I'll give you a hundred dollars, this is the LAST one you're getting this=

S: [((laughs))

H: =month - till pay day.

S: Oh no. ((laughs))

H: But I don't know, I reali- I didn't realize why she says we have to save money um SHE went and bought nine hundred dollars' worth of um balcony furniture. But I'm telling you, it's no use.

S: [Ohhhh [Boy.

S: Well, Sharon was telling me yesterday that she and her husband have a rule that um anything over three hundred dollars has got to be - discussed by both of them before it's

H: Yeah, if we start discussing, we start fighting, so it's better not to discuss it.

S: ((laughs))

H: I guess, oh, that's - oh what's that, oh what're you doing? Ah, you're putting - you want to give me a receipt?

S: No.

H: ((laughs)) Looks like you'll give me a receipt.

S: [It's got - make make this all official there, putting in, putting your name down - so we can see who's stingy and who's not.

[Tape 1/Side A/#1/p.2] (Side A: 215-225)

H: Well, I have relatives in Chicago, so we might have to get there sometime, so -

S: Yeah, yeah, I do too.

H: It's a horrible town, isn't it?

S: I don't know. I - my parents live a couple hours away from Chicago, so - I don't know very much about that. My -

H: [Well, no - the down town is nice, down town seems safer but the y'know there are parts that are pretty bad, the Chinatown is very bad.

S: They have a Chinatown.

H: [Yeah, yeah, they have a Chinatown, alright, and it's like a little little ghetto, Chinese ghetto and in a black black Mexican ((laughs)) section.

S: [((laughs))

H: O.K. see you tomorrow.

S: Thanks a lot, Herb.

H: Bye

S: Bye.

[Tape 1/Side A/#2/p.1] (Side A: 225-235)

H: Do you get the TESOL Quarterly?

S: Yeah.

H: Did you get this issue?

S: What - month is it?

H: um - number two, June eighty-three.

S: Yeah, I think I probably did.

H: Can I just borrow this for a day - for a day or two? Y'know it's=

S: [Yeah.

H: =crazy, we all - y'know something, I don't get this, probably we should all ah ((pause)) ((coughs)) we should have some some type of

a system where people find out what other people are getting.

S: Yeah. Let me just sign my name on it. ((laughs))

H: Well I wasn't going to give it back to you now.

S: I know, that's why I'm signing my name. ((laughs))

H: [((laughs))

H: Thanks.

S: Okay. You're welcome.

[Tape 1/Side A/#3/p.9] (Side A:235-245)

B: Okay, so what - so I'll try to do it this Thursday, I think - =

S: [Thanks very much. uhuh

B: =Thursday the nineteenth will be best - I have to go at five forty-five but that's not a big problem. I can make, I I can make that a bit later, just -

S: Wow, five forty-five, it shouldn't probably last that long.

B: [No.

B: No. My spoken English students are going to take me to dinner.

S: That's nice.

B: Yes. I had them out to my place during the holidays. It was fun. Um, okay, so the nineteenth or the twenty-sixth.

S: Yeah.

B: Right, thanks Shelley.

S: Mhm.

[Tape 1/Side A/#4/p.1] (Side A: 245-277)

X: Can I talk to you?

S: Sure. Come in. Let's close the door. Have a seat.

S: I thought you're eating lunch with those people, going going out for lunch.

X: No, I was walking up the hill and they were walking down. But I wasn't going to lunch, no. Um I just wanted to tell you that I want to talk to you. I - have people coming all the time to every single class, I'm beating them away with sticks and they phoned me at home, how they get my number I don't know, but every time I'm in my office, there's somebody, I don't know what it is. So anyway, I said in class today, can anybody take Jane's course? Eighteen people in the classroom, all of them say no.

S: Awwww!

X: And y'know and and um - I don't know if they're busy during those times or they just don't - want to rearrange the schedule to take it during those times but none of them made the effort, and I'll mention it again on Monday but I don't hold out much hope in the Monday class. - so um y'know, I don't know really what to do. It's so stupid, I think. Y'know there are only eight or nine in one class and and y'know I just want to tell you that I hope you don't mind that if I've got that much to correct I'm not going to - be able to do this, y'know with eighteen or whatever, as thorough a job as I would with y'know ten or whatever, so I just hope you understand that. I'm sorry but y'know, that's why I want to let=

[
S: Yeah, even though I'm the co-ordinator.

X: =you know that um I don't know what it is about a third and fourth period, but y'know, I had thirty, I told you that didn't I, I had thirty there, at one stage. It was a pain in the ass.

[
S: I can't believe it, wow.

X: and um y'know it's just that with that many

S: Well, there are some things you can do, like, for example, I seldom or never correct their in-class exercises. I either have them do=

[
X: Okay.

S: =it with each other, or whatever, just just go over them in class=

[
X: mhm okay.

S: =I never have - I don't know if you have or not.

X: Yes, I did every one last term.

[
S: No, no.

[Tape 1/Side A/#4/p.4] (Side A: 277-290)

S: I think that it's just that that time is very unpopular. Y'know, what we might want to do next year is um offer two at your

popular time and offer none at that time.

X: Yeah.

S: 'Cos I remember last year I had um Monday one and two, Thursday=

X: [Yeah, that's=

S: =eight and it was so unpopular.

X: [=the one that has been cancelled. Well Jane - Well, Jane cancelled that one yesterday because it only had three people in it and=

S: [Yeah. [I know.

X: =she gave ME one of her students ((laughs))

S: Oh ((laughs)) Oh I'm sorry. I know that it's possible. I had ah twenty last term, but on the other hand, maybe I'm a lot more experienced at marking and I can do it faster than you.

X: Yeah, they just -

S: I think you just have to select your priorities and don't try to do everything.

[Tape 1/Side A/#4/p.6] (Side A: 290-308)

X: Because at any rate, what I did was what I thought was wrong, which was just read through the journals and put a check or a check plus, or in one case, a check minus and I had a student here - who picked up this journal and was complaining there weren't any comments or anything, and I said to him do you understand that I had about four hundred pages to read the end of this term? Oh! You see, it =

S: [((laughs))

X: =never occurred to him that it wasn't just him and him alone, =

S: [Yeah.

X: =y'know.

S: I think there are some things you can do, like, I I often write yes in the margin if I agree or I even put just an exclamation=

X: [Okay.

S: =point

X: Or a question mark or

S: Interesting, or y'know, so that on every page there's evidence=

X: [mhm] there's

S: =that I read it. ((laughs))

X: [that you've read it, yeah. Okay, alright, alright, I'll ah that'll help 'cos it just seems ah y'know

S: TOO much work.

X: Yeah, and it and it just seems y'know, like, it's kind of, I mean I'm not griping or anything but it would be kind of nice to have a few, fewer, especially if you've a class of eight, it does seem so unfair when one writing skills teacher has eight and someone else has y'know twice that number, y'know.

[Tape 1/Side A/#4/p.15] (Side A: 308-330)

X: But I mean I I mean I I y'know, it's it's a problem, I mean, they asked me, oh something about do you give blood. I said well I'm not allowed to give blood. Why not? Well I have malaria and I can never give blood. How did you get malaria? Well I was in Africa. Y'know, and and it's not that I'm boasting or anything but I've done=

S: [You're not.

X: =certain things in my life and they asked about it. And one of them made this outrageous comment about the USSR and I said oh I'm sorry, but have you been there? No. Well, y'know, how do you feel that you can make this comment? Well, y'know you read about this whatever, and and this is the one who's so - so rude, the one um and I said well, y'know and and wh- well how can you make your comment about USSR and I said well y'know I mean I have had the opportunity to join a study tour blah blah blah. And I think some of them might have interpreted this as y'know, particularly this one, oh I'm so great, I've jet-setted around the world but, y'know, people ask me things like that, I'm going - to give the explanation, I don't offer the information, but if, and it did y'know=

S: [mhm

X: =over the course, the term, things do come out and I guess a couple of them might have interpreted that as being, y'know, oh I'm so=

S: [mhm

X: =great, oh you poor little sods who've never left Hong Kong. But my god, I never ever

S: It sounds like their problems rather than yours.

X: [meant it to be that way.

Q: ... would you like a piece of apple cake?

A: Have you got some?

A: I've got some over there. I'll just get it.

Q: ... your back to her office and that ...

Q: ... that you get ... and ...

A: Yes.

Q: ... your piece of ...

A: ... that ...

A: ... my ...

Q: ... a piece of ...

A: ... thank you.

Q: ... that he ...

A: ... that's not very nice.

Q: ... the ...

A: ... Thanks very much.

Q: ... stay ...

A: ... I'll have to ...

Q: ... the ...

A: ... that ...

Q: ... the ...

A: ... (shakes head).

Q: ... and ...

A: ... (laughs) ...

[Tape 2] (Side A: 330-423)

[Tape 2/Side A/#1] (Side A: 330-355)
A passes by B's office.

A: Hi, would you like a piece of apple cake?

B: Have you got some?

A: I've got some next door. I'll just get it.

((A goes back to her office next door and picks up a container with cake))

((pause))

A: What a week it was - first you get classes and now the taxi strike.

B: Yeah.

A: ((to herself)) Your piece of cake ((cutting up cake))

B: You must make that pretty often huh?

A: Yeah, my husband loves it.

((A gives B a piece of cake))

B: Mmmm, thank you.

A: This is to ensure that he doesn't eat the whole cake. ((laughs))

B: ((laughs)) That's not very nice.

A: He shouldn't eat the whole cake, just half of it is enough for him.

[

B: ((laughs)) Thanks very much.

A: You're welcome. Stay home this weekend?

B: Yeah, maybe we'll have to.

[

A: The taxi

A: That Taipo Road is still blocked.

B: Yeah. And all - we kept hearing the helicopter going over. Did you hear them?

A: Mm-mm ((shakes head))

B: Last night, and yesterday afternoon and this afternoon.

A: ((laughs)) Haven't heard them.

B: Yeah, nuisance. Thanks very much for the apple cake.

A: You're welcome. I know why we can't hear them, 'cos we're on the fifth floor.

B: Oh yeah - right.

A: 'Cos we've got five floors - it must be very loud where YOU are though.

B: Yeah.

A: Ar-ar-ar-ar ((imitating helicopter noise))

B: That's right.

A: Horrible sound.

B: Terrible.

A: Bye.

B: Bye.

[Tape 2/Side A/#2] (Side A: 355-381)

((knock))

S: Come in.

((knock))

S: Come in

((J enters))

J: I didn't come in because it was so noisy I couldn't hear if anyone said come in. I just wanted to ask you if you happen to have one more stamp, do you by any chance.

S: I might. Yeah.

J: 'cos I'm totally unorganized and have -

S: I have a one-thirty and I have thirties. ((pause)) Okay, you can have a choice. You can either have - three thirties - or you can=

J: uhuh

S: =have a one-thirty.

J: Three thirties is fine. - That's only ninety cents?

S: Well, that -

J: No, oh that that's not enough, right.

S: Or you can have four thirties, if you're down with twenty.

J: [I'm
down with twenty. Okay, thanks. ((pause)) ((laughs)) I that's what=

S: [That's alright=

J: =I need

S: =I'd love to get rid of those thirties because they're not

J: [because they're no
good any more, yeah.

S: Yeah.

J: Yeah, I was like that, I bought a bunch of thirties right before=

Y: [Hey, I've got

J: =and had to buy a bunch of tens.

Y: [I've got a forty - I should have a=

J: [.hhhh

Y: =forty.

J: She has a FORty! Well, I can really borrow two of your
thirties - and get a FORty.=

S: [Oh please! ()

S: I think you better just keep it because I don't have any change
anyway.

J: Well, next time I'm in the money as far as stamps are concerned.

S: ((laughs))

J: I know, I feel so so ludicrous walking around I think this is what
a person'd say, can I borrow a stamp, can you believe it.

S: Yeah, hysterical.

J: Borrow! it's just like this is going to borrow a crayon, this is
just like, why don't you just take it. Can I borrow a stamp? Well,

theoretically ((laughs)) Sure.

S: ((laughs))

J: Great, thank you.

S: You're welcome.

[Tape 2/Side A/#4/p.1] (Side A: 381-388)

T: Could I get some handouts?

S: Yeah, help yourself.

T: Audience. Right.

S: Or do you need ones that are earlier than that. You can get them in the file cabinet.

T: We're all set - up until Audience I think.

[Tape 2/Side A/#4/p.7] (Side A: 388-408)

G: You wanted when - we're out tonight, hhh, out tomorrow night, out Thursday night, out ((laughs)) now wh- I just thought if you came the time when John was home, then he could show you - the various bits and stuff.

S: So you're going to be out tonight, and - because Jack comes home=

G: [tonight.

S: =about six, between six-thirty and seven.

G: In other words, why don't - when you think you - want to do it, why don't you just give us a call - I mean not tonight.

S: [Anytime, we're we're ready anytime. It's just when you'll be around for us to look look for you.

G: Oh that's um ((pause)) I don't know what John's schedule is. I know we're out tonight, and ah ((pause)) and ((pause)) and I don't know about the rest of this week.

S: Or maybe tomorrow night? ()

G: [So just give us a call and see if he's home, I would say.

S: Yeah, I'll let Jack learn how to use it rather than me. I suppose I could but -

G: Mm, I'm sure you could too.

[Tape 2/Side A/#6/p.2] (Side B: 408-423)

S: So you're leaving real soon.

X: [She might be, yeah, I've I'm I'm going just to go home and get ready and leave for the airport, so - it was a=

S: [Good.

X: =nice idea about the money, but too bad.

S: Anyway, um I heard, well I know because I went to Taiwan this summer. Don't try to exchange your money at a bank or at the airport but get your friend to take you to ah - like a jewellery store and they'll exchange it a lot cheaper there.

X: [Ah.

X: They have better rate.

S: Mhm.

X: Good tip, thanks. I need to exchange ten bucks just to get into town. um y'know, just to get on a bus into town. But she's meeting me in town or at the bus stop, so we can just do that right there.

S: Yeah, you can get on a bus right outside the the airport and it=

X: [airport=

S: =goes right into town.

X: [=straight

X: Yeah.

S: Yeah.

[Tape 4] (Side A: 423-496)

[Tape 4/p.1] (Side A: 423-435)

S: John Fraser is um a personal friend of ours, Michael went to school with him in Canada.

G: Oh really.

S: You're welcome to read it if you like. And ah he came out to the university with his wife, who's a paraplegic, she does all the photography work and he does the writing. And before they went to Peking, they had lunch with us here, and when I went to Peking, I visited them in Peking, and I was quite sick that day and they took me to the Canadian Consulate for a swim, just seemed to be exactly what I needed, I felt fantastic when I took a swim.

G: uhuh.

[Tape 4/p.3] (Side A: 435-441)

S: Why don't you borrow that?

G: Well, 'cos I'm in the middle of that book, um - Fox whatever, what's his last name, Fox um

S: ()

S: Is it Butterfield?

G: Butter - yeah, that, Fox is his first name, isn't it? Butterfield=

S: Right.

G: =right, Butterfield. So I'm in the middle of that, 'cos Lennie has it.

S: Oh.

[Tape 4/p.7] (Side A: 441-450)

S: ((laughs)) Because I came in and it's very warm in here.

G: W- open your window.

S: Yeah. ((laughs))

G: Bring in all the warm draughts now. - Oh.

S: The problem is they get mosquitoes in here and they eat me alive.

G: Yeah, the mosquitoes are terrible.

S: Aren't they.

G: Last night we were burning mosquito coils in our house. ((laughs))

S: ((laughs))

G: You can't sleep with bugs, I don't know how they get in the house. I can't figure it out.

[Tape 4/p.14] (Side A: 450-457)

S: Well, when I had these United classes where you have four or five students, when I was teaching them, s- it wasn't a regular class.=

G: Mm

S: I think you did that this year, didn't you?

G: Oh yeah.

S: Right. So it's - one of the groups, I remember because they were all fourth year students and they were a really sharp group.

[Tape 4/p.26] (Side A: 457-468)

G: I've heard I've heard now they're turning them into restaurants and dormitories and things like that.

S: Oh, just a few in Peking, but not, I mean even in the countryside, ((pause)) the mountains and what have you, you have to do, you always have a y'know, everybody's got to take the turn digging - these tunnels.

G: ((laughs)) Sounds like a society of moles, doesn't it?

S: ((laughs))

G: I can just picture it, y'know, every third Sunday the family puts on ((laughs)) its overalls and grabs its shovel and goes out to=

S: ((laughs))

G: =the country and digs a couple of feet, three metres to a mole.

S: Right, right.

S: Right.

[Tape 4/p.28] (Side A: 468-481)

S: A whole city in- inside that mountain.

G: [Right. You could build one - long tunnel through the mountain, and then you line it with shops.

S: [mhm

S: Yeah, yeah, why not. ((pause)) why not.

G: [((laughs))

G: I mean, they, isn't the Lion Rock Tunnel a tunnel through a mountain?

S: Yeah, that's probably the closest survival tunnel for us.

G: Except, yeah but, you, we'll

S: It's about the trains ((laughs)) and the cars ((laughs)) you'd end up

G: Yeah, but if you're trying to escape nuclear fall out, the fall out just seeps in from the sides.

S: Right.

G: Might be an alright bomb shelter y'know, I mean against bombs from Communist countries.

[Tape 4/p.53] (Side A: 481-496)

S: So, they have this blue corn, and when they make the tortilla, it's very very large, about sixteen inches across and it's translucent blue, it's beautiful. It's so beautiful you don't want to touch it. It's the most beautiful piece of food I've ever=

G: [((laughs))

S: =seen in my life and it tastes fantastic. It's just - oh the taste is, it's the most delicious thing that I've ever had. Light blue, translucent.

G: [Doesn't that sound like a nice name for bread, Hopi blue bread? ((laughs))

S: [((laughs))

G: It's like something you get from a health food store, Hopi blue bread. ((laughs))

[Tape 5] (Side A: 496-507)

[Tape 5/p.14] (Side A: 496-507)

M: On Sunday, we're going to help them move. They're just moving from one residence to another.

S: Still down there or are they moving higher up.

M: I don't know where it is, I didn't ask. It's a, they just had someone's apartment that went away for - a year.

S: Mhm.

M: When did they move in there? It was right in September, wasn't it.

S: I don't know. 'cos I didn't know them then.

M: So you weren't even, you're

S: [I didn't meet meet them until, oh I was, I've been here longer than you.

APPENDIX D Transcripts of Sample Data (BCLD/Data D)

[Data D] (Side A: 507-691)

[Data D/p.1] (Side A: 507-514)

C: Lorna bought me that for Christmas.

D: Yeah, you were saying that. It's a nice wee thing.

C: Well, no, they bought me a book as well, a book on grammar.

D: ((laughs))

C: What?

D: Oh god, it's like a hint, isn't it? Bloody English students, you know, correct their grammar.

[Data D/p.3-4] (Side A: 514-527)

C: It's quite warm this jacket, isn't it?

D: Mm, you see, it's made of wool, so

((pause))

D: Wool

((pause))

C: Yeah. So, are you going in another week?

D: Well, I've got to phone them up tonight.

C: [So we won't be able to go out for that meal, will we?

D: Got to find bloody cheque books and things like that. It'll be a couple of weeks before I get one.

[Data D/p.5-6] (Side A: 527-547)

D: I'll have to find out where I'm living first, but - I um - God --

C: [Mm

D: =I haven't got a fucking goddamn notion - you know, what the next few months have got in store - Oh yeah, I'll get this play typed out in the next few days and get the BBC to make me famous.

- C: Have you got um - I've got some paper if you want.
- D: No, I've got tons of paper - stole it ((laughs)).
- C: []
- C: I've got some good quality paper.
- D: ([]) Oh The Golden Notebook, The Golden Notebook. Have you read it?
- C: No, we were supposed to read it for tutorial, but -
- D: How, how, Cathy, a book this size, how come you don't bind the spend.
- C: I haven't read it, that's why.
- D: [] Bind the spend. Bend the spine.
- C: I haven't read it.
- D: Oh you haven't read it.
- C: Don't for God's sake bend the spine.
- D: I WON't bend the spine.
- C: You mean you do it deliberately.
- D: No, I just can't read, I can't read round corners.
- C: ((laughs))

[Data D/p.13] (Side A: 547-560)

- C: Yeah, but what I'm saying is that in Linguistics you do ((clears throat)) you do sort ([]) you do sort of, like experiments and things and that's scientific, isn't it. ((coughs))
- ((pause))
- D: I suppose so - I I c- I I don't like the sound of Linguistics and all those books of yours frighten the crap out of me.
- C: Those are computer books.
- D: Yes, I know. But you see, computers might rule the world one day.
- C: Yeah, but I'm not talking about computers, that's - that's not part of the Linguistics, that's a different thing altogether.

D: I know.

[Data D/p.14-15] (Side A: 560-583)

D: Yeah, well, it's going to be a brave new world, isn't it.

C: But the fact that, like I mean

D: The politicians and the and the military people, alpha people, the brick layers, the carpenters ((laughs)) and everybody=

C: [((laughs))

D: =else with any practical purpose at all, the beta people and=

C: [Mm

D: =academic sort of delta ((laughs)) we don't want academics, especially arts students, they think, and that is not good. ((tapping noise)) That's what that book by Margaret O'Donnell's about, where the women weren't allowed to think.

C: [Mind you, don't you think if there's a need for -

D: [You remind me of one of those French whores of the late nineteenth century that=

C: ()

D: =you see running around with Louis the fourteenth. It's sort of the hair, sort of curls (like that) and goes straight into the air=

C: [.hhhh

D: =you know, sort of -

C: What was I saying? I was saying something.

D: I don't know mate.

C: What was I saying?

D: I don't know.

C: You interrupted me.

D: I'm sorry, I wasn't listening.

C: Yeah, that was what I was going to say.

D: I see, yes.

C: ((laughs))

D: How interesting.

C: I was going to say ((laughs))

D: That's good, oh good, really.

[Data D/p.16-17] (Side A: 583-593)

C: What do you think of my new pictures?

D: Very nice.

C: ((laughs))

D: Bloody, lesbian, lesbian, or lesbian. **Why do women stick up pictures of women all round the rooms and men stick up picture of women. I think the men must get left out.**

C: Yeah, I know. It's not just me, is it?

D: Yeah, I know, I've found, I've noticed this.

C: [Karen - and Tracey.

[Data D/p.18] (Side A: 593-601)

D: I think fundamentally women are lesbians.

C: It's just that - well like do they put them, I don't know.

D: **Well the women in this country go round kissing one another when they meet.**

C: **No they don't.**

D: Yes they do.

C: **No they don't.**

D: I've seen them doing it.

[Data D/p.19] (Side A: 601-611)

C: **Dont' you - I thought those pictures were quite interesting.**

D: **I don't know, all art is useless.**

C: Mm

D: It's the essence of art that means anything.

C: Are you going to sit down.

D: I'm just going down to the toilet. I didn't go last time.

[Data D/p.19] (Side A: 611-621)

D: You told me ten minutes ago it boils very quickly.

C: It does, comparatively, when you think that the gas kettle used to take about half an hour.

D: Oh, now it's a comparison one is making.

C: My dole cheque's going to be late this week.

D: Is that three? - Good Christ, it's half three. I'll be back in a second.

[Data D/p.44] (Side A: 621-625)

C: You know my library book?

D: Yeah. Did you leave it in?

C: Yeah, I went and I gave it them and I said I had this letter and -

D: You told them, oh you idiot.

C: No, they were going to send me to court if I didn't explain. I mean if I'd just given it back and they hadn't sort of sorted out the ticket. Anyway, they didn't have it, so they had to go and search for the ticket because it was in a special pile - presumably for people who are going to be prosecuted and ah ((laughs))

D: YOU're going to be prosecuted?

C: [No.

C: And guess how much fine I had to pay?

D: Nothing.

C: Yeah ((laughs))

D: Cathy, you gave it away, you're too enthusiastic about it.

[Data D/p.45-46] (Side A: 635-654)

C: And I said, oh yeah, I'm teaching at Selly Oak Centre, which is just over the road, so I sort of pointed ((laughs)) and ah, she says, oh well, y'know I'll let you, because apparently I can get extended loan. Trouble is I've got another three books that are I mean that are overdue. She'll remember me if I go back, won't she?

D: I'll tell you this, Cathy, if I ever buy a bookshop, or own a library, I'm not letting you take any books out.

C: [Yeah I know ((laughs)) I'm disastrous. I I was thinkg perhaps I shouldn't take any more books=

D: ()

C: =out from Selly Oak library, 'cos I can just go in and use them when I want.

D: Well, that's a real library you can buy, not buy, you can get novels out of that. How many novels can you find in our university library? Are there any?

C: [No, hardly any. I know.

[Data D/p.53-54] (Side A: 654-676)

C: Was it Dave who said that.

D: Huh?

C: I can't I can't - no, it was YOU that said that, wasn't it.

D: Yeah, ((laughs)) shit ((laughs)) () Dave was telling me this joke about this little tramp, you know ((laughs)) and ah - this tramp sort of standing at the traffic lights - and ah - Leave me matches alone, I'm telling you a joke.

C: Right. What's that?

D: This little tramp was standing at the ah

C: [Oh yeah, it's a D.H. Lawrence joke.

D: Ah, I think that's brilliant, I've been - what's the what's the Shakespeare quote, never a lender or a borrower be.

C: Yeah I can't, you see, I'm I'm I'm dreadful at telling jokes. I think I tried to tell somebody that joke and they didn't get it.

D: [Well, I'll tell him.

D: Pity you missed that film last night, the lucky stars. Excellent film.

C: Karen said to me, she said um she went home to watch Alien.

[Data D/p.68-69] (Side A: 676-691)

C: I've got no loo paper. There's no loo paper.

D: You've got no loo paper, oh dilemma.

C: Ow!

D: Watch it!

C: ((laughs))

D: Christ! Cathy, you would drive anybody half way round the goddamn fucking bend.

C: I once dropped the telephone.

D: I can imagine you dropping the telephone. There must be loo paper some bloody place.

((pause))

D: Look, girls always have loo paper.

C: Well I bought two rolls last week.

D: Here's a bit of paper.

C: Look, I'm alright, I'm alright, I'm alright.

REFERENCES

- Albert, S. & Kessler, S. (1976) Processes for ending social encounters: The conceptual archaeology of a temporal place. *Journal for the Theory of Social Behaviour*, 6, pp. 147-70.
- Albert, S. & Kessler, S. (1978) Ending Social Encounters. *Journal of Experimental Social Psychology*, 14, pp. 541-53.
- Allwood, J. (1976) Linguistic Communication in Action and Co-operation : a study in pragmatics. *Gothenberg Monographs in Linguistics*, 2. University of Gothenberg.
- Allwood, J. (1977) A critical look at speech act theory. In O. Dahl (ed.) *Logic, Pragmatics and Grammar*. University of Gothenberg, pp. 53-69.
- Alston, W. (1964) Linguistic Acts. *American Philosophical Quarterly*, 1.2, pp. 138-46.
- Alston, W. (1968) Meaning and use. In J. Rosenberg & C. Travis (eds.) *Readings in the Philosophy of Language*. Prentice Hall. pp. 403-19.
- Atelsek, J. (1981) An anatomy of opinions. *Language in Society*. 10.2 pp. 217-26.
- Atkinson, J. & Heritage, J. (1984) *Structures of Social Action*. Cambridge: Cambridge University Press.
- Atlas, J. (1977) Negation, ambiguity and presupposition. *Linguistics and Philosophy*. 1. pp. 321-36.
- Austin, J.L. (1962) *How To Do Things With Words*. Oxford: Clarendon Press.
- Austin, J.L. (1971) Performative - Constative. In Searle (1971:13-22).
- Bach, K. & Harnish, R.M. (1979) *Linguistic Communication and Speech Acts*, Cambridge, Mass: MIT Press.
- Bald, W.D. (1980) Some functions of yes and no in conversation. In Greenbaum, Leech & Svartvik (1980:178-91)
- Ballmer, T. (1976) Macrostructures. In T.A. van Dijk (1976:1-22)
- Ballmer, T. & Brennenstuhl, W. (1981) *Speech Act Classification*, Springer-Verlag, Berlin, Heidelberg, New York.
- Bartsch, R. (1979) Semantical and pragmatical correctness as basic notions of the theory of meaning. *Journal of Pragmatics*, 3, pp. 1-43.
- Beaugrande, R. de (1980) The Pragmatics of Discourse Planning. *Journal of Pragmatics*, 4, pp. 15-42.

- Beaugrande, R. de & Dressler, W. (1981) *Introduction to Text Linguistics*. Longman.
- Bennet, M. (1977) A response to Karttunen on questions. *Linguistics and Philosophy*, 1, pp. 279-300.
- Berry, M. (1979) A Note on Sinclair & Coulthard's Classes of Acts including a comment on comments. *Nottingham Linguistic Circular* Vol.8. No.1.
- Berry, M. (1980) They're all out of step except our Johnny: A discussion of motivation (or the lack of it) in systemic linguistics. Unpublished paper read to the Seventh Systemic Workshop, Sheffield. September 1980.
- Berry, M. (1981a) Towards layers of exchange structure for directive exchange. *Network*, No. 2.
- Berry, M. (1981b) Systemic Linguistics and Discourse Analysis: A Multi-layered Approach to Exchange Structure. In Coulthard & Montgomery (1981:120-45)
- Berry, M. (1981c) Polarity, Ellipticity, Elicitation and Propositional Development, their relevance to the well-formedness of an exchange (A discussion of Coulthard & Brazil's classes of moves). *Nottingham Linguistic Circular*, Vol.10. No.1.
- Berry, M. (1982) A Review of M.A.K. Halliday *Language as a Social Semiotic*. In *Nottingham Linguistic Circular*, 1982.
- Berry, M. (1983) Roles and Rules: How to Constrain Them or Is Teacher an Unanalyzed Concept? Revised version of a paper read to the Ninth Systemic Workshop, Toronto, August 1982.
- Bird, G. (1979) Speech Acts and Conversation - II. *The Philosophical Quarterly*, Vol. 29, pp. 142-52.
- Black, M. (1963) Austin on Performatives. In K.T. Faun (ed) *Symposium on J.L. Austin*. RKP. pp. 401-11.
- Blackburn, S. (ed.) (1975) *Meaning, Reference and Necessity*. Cambridge University Press.
- Bolinger, D.L. (1957) *Interrogative Structures of American English*. Alabama: The University of Alabama Press.
- Bolinger, D.L. (1967) The Imperative in English. In *To Honor Roman Jakobson I*, The Hague & Mouton, pp. 335-63.
- Bolinger, D.L. (1977) *Meaning and Form*. London: Longman.
- Brazil, D. (1981) Discourse analysis as linguistics: a response to Hammersley. In French & MacLure (1981:59-72).

- Brazil, D. (1983) Intonation and Discourse: Some principles and procedures. *Text*, 3.1, pp. 39-70.
- Brazil, D. (1984) Tag Questions. In *Ilha Do Desterro - a bilingual journal of language and literature*. No. 11, 1984. pp. 28-44.
- Brazil, D. (1985) *The Communicative Value of Intonation in English*. Discourse Analysis Monograph, No. 8. English Language Research, University of Birmingham.
- Brazil, D., Coulthard, M. & Johns, C. (1980) *Discourse Analysis and Language Teaching*. London: Longman.
- Brown, P. & Levinson, S. (1978) Universals in language usage: politeness phenomena. In E. Goody (ed) *Questions and Politeness: Strategies in Social Interaction*. Cambridge: Cambridge University Press. pp. 56-311.
- Brown, P. & Levinson, S. (1979) Social structure, groups and interaction. In K. Scherer & H. Giles (eds) *Social Markers in Speech*. Cambridge: Cambridge University Press. pp. 291-347.
- Burton, D. (1980) *Dialogue and Discourse*. Routledge & Kegan Paul.
- Burton, D. & Stubbs, M. (1976) On Speaking Terms: analyzing conversational data. *Midland Association of Linguistic Studies*, Vol. II, No. 2, pp. 22-44.
- Butler, C.S. (1982) *The Directive Function of English Modals*. Unpublished Ph.D. thesis, University of Nottingham.
- Butterworth, B. (1978) Maxims for Studying Conversation, *Semiotica* Vol. 24, 1978, pp. 317-40.
- Cherry, C. (1968) *On Human Communication*, Cambridge, Mass: M.I.T. Press.
- Chomsky, N. (1976) *Reflections on Language*. London: Temple Smith.
- Churchill, L. (1978) *Questioning Strategies in Sociolinguistics*, Newbury House Publishers, Rowley, Mass.
- Cicourel, A.V. (1980) Language and Social Interaction: Philosophical Empirical Issues. *Sociological Inquiry*, Vol. 50, No. 3-4, pp. 1-30.
- Clark, H. & Lucy, P. (1975) Understanding what is meant from what is said: a study in conversationally conveyed requests. *Journal of Verbal Learning and Verbal Behaviour*, 14, pp. 56-72.
- Clark, H. & Carlson, T. (1980) Hearers and Speech Acts. *Language*, Vol. 58, No. 2, pp. 332-73.
- Cohen, L.J. (1964) Do illocutionary forces exist? *The Philosophical Quarterly*, Vol. 14, No. 55, pp. 118-37.

- Cohen, L.J. (1970) Searle's Theory of Speech Acts. *Philosophical Review*, Vol. 79, pp. 545-57.
- Cohen, T. (1972) Illocutions and Perlocutions. *Foundations of Language* Vol. 9, pp. 492-503.
- Cole, P. (ed) (1978) *Syntax and Pragmatics Vol. 9: Pragmatics*. New York: Academic Press.
- Cole, P. (ed) (1981) *Radical Pragmatics*. New York: Academic Press.
- Cole, P. & Morgan, J. (eds) (1975) *Syntax and Semantics Vol. 3: Speech Acts*. New York: Academic Press.
- Cooper, D.E. (1974) *Presuppositions*. The Hague: Mouton.
- Cooper, D.E. (1981) Pragmatics & Pragmaticism. In H. Parret, M. Sbisà & J. Verschueren (eds) (1981: 123-38).
- Corsaro, W.A. (1977) The clarification request as a feature of adult interactive styles with young children. *Language in Society*, 6, pp. 183-207.
- Coulmas, F. (1979) On the sociolinguistic relevance of routine formulae. *Journal of Pragmatics* 3, pp. 239-66.
- Coulmas, F. (ed) (1981) *Conversational Routine: Explorations in Standardized Communication Situations and Prepatterned Speech*. The Hague: Mouton.
- Coulthard, M. (1977) *An Introduction to Discourse Analysis*. London: Longman.
- Coulthard, M. (1981) Developing the Description. In Coulthard & Montgomery (1981:13-30)
- Coulthard, M. (ed) (1986a) *Talking about Text*. English Language Research Monographs. University of Birmingham.
- Coulthard, M. (ed) (1986b) *Discussing Discourse*. English Language Research Monographs. University of Birmingham.
- Coulthard, M. & Brazil, D. (1979) *Exchange Structure*. Discourse Analysis Monographs, University of Birmingham.
- Coulthard, M. & Brazil, D. (1981a) Exchange Structure. In Coulthard & Montgomery (1981:82-106)
- Coulthard, M. & Brazil, D. (1981b) The Place of Intonation in the Description of Discourse. In D. Tannen (1981:94-112)
- Coulthard, M. & Montgomery, M. (eds) (1981) *Studies in Discourse Analysis*. London: Routledge & Kegan Paul.

- Crystal, D. (1969) *Prosodic Systems and Intonation in English*, Cambridge: Cambridge University Press.
- Crystal, D. (1980) Neglected grammatical factors in conversational English. In Greenbaum, Leech & Svartvik (1980:153-66)
- Davidson, D. & Hartman, G. (eds) *Semantics of Natural Language*. Dordrecht, Holland: Reidel.
- Davidson, J. (1984) Subsequent versions of invitations, offers, requests and proposals dealing with potential or actual rejection. In Atkinson & Heritage (1984:102-28)
- Davis, S. (1980) Perlocutions. In J. Searle et al (1980:37-56)
- Davison, A. (1975) Indirect speech act and what to do with them. In Cole & Morgan (1975:143-85)
- Davison, A. (1979) On the Semantics of Speech Acts. *Journal of Pragmatics*, 3, pp. 413-29.
- Davison, A. (1983) Linguistics or Pragmatic Description in the Context of the Performadox. *Linguistics and Philosophy*, Vol. 6, No. 4, pp. 499-526.
- Dore, J. (1977) Children's illocutionary acts. In R. Freedle (ed) *Discourse Comprehension and Production*. Hillsdale, N.J.: Lawrence Erlbaum Associates. pp. 227-44.
- Dore, J. & McDermott, R. P. (1980) Linguistic Indeterminacy and Social Context in Utterance Interpretation. *Language*, Vol. 58, No.2, pp. 374-98.
- Downes, W. (1977) The imperatives and pragmatics. *Journal of Linguistics* 13, pp. 77-97.
- Dressler, W. (ed) (1978) *Current Trends in Textlinguistics*. Berlin: de Gruyter.
- Drew, P. (1984) Speakers' reportings in invitation sequences. In Atkinson & Heritage (1984:129-51).
- Duncan-Jones, A. (1964) Performance and Promise. *The Philosophical Quarterly*. Vol. 14, No. 55, pp. 97-117.
- Edmondson, W. (1979) Harris on performatives. *Journal of Linguistics*, 15, pp. 331-4.
- Edmondson, W. (1980) On Negotiation in Discourse: Contrasts and Counter in Exchange Structure. In *Grazer Linguistische Studien*, 11/12, pp. 28-44.
- Edmondson, W. (1981a) *Spoken Discourse - a model for analysis*. Longman.

- Edmondson, W. (1981b) On Saying You're Sorry. In Coulmas, F. (1981: 273-88).
- Edmondson, W. (1981c) On Saying Yes and Meaning No, and Vice Versa. In *Angewandte Soziolinguistik/ Matthias Hartig (Hrsg.) - Tübingen: Narr. 1981.*
- Edmondson, W. (1981d) Illocutionary Verbs, Illocutionary Acts and Conversational Behaviour. In H.J. Eikmeyer & H. Rieser (eds) *Words, Worlds and Contexts*, Berlin: de Gruyter, pp. 485-99.
- Edmondson, W. (1982) On Determination of Meaning in Discourse. In *Linguistische Berichte 78/82*, pp. 33-42.
- Ervin-Tripp, S. (1976) Is Sybil there? The structure of American English directives. *Language in Society*, 5, pp. 25-66.
- Ervin-Tripp, S. (1977) Wait for Me Roller Skate. In Ervin-Tripp & Mitchell-Kernan (1977:165-88)
- Ervin-Tripp, S. (1981) How to make and understand a request. In Parret, Sbisà & Verschueren (1981: 195-210)
- Ervin-Tripp, S. (1978) Some features of early adult-child dialogues. *Language in Society*, 7, pp. 357-73.
- Ervin-Tripp, S. (1982) Ask and it shall be given unto you: Children's Requests. In H. Byrnes (ed) *Contemporary Perception of Language: Interdisciplinary Dimensions*. Washington D.C.: Georgetown University Press. pp. 235-45.
- Ervin-Tripp, S. & Mitchell-Kernan, C. (eds) (1977) *Child Discourse*. New York: Academic Press.
- Fann, K.T. (ed) (1969) *Symposium on J.L. Austin*. London: Routledge & Kegan Paul.
- Fawcett, R.P. (1980) *Cognitive Linguistics and Social Interaction: towards an integrated model of a systemic functional grammar and the other components of a communicating mind*. Heidelberg: Julius Groos Verlag/ Exeter University.
- Fillmore, C. (1971) Verbs of Judging: An Exercise in Semantic Description. In Fillmore & Langendoen (1971: 273-90).
- Fillmore, C. (1973) May we come in? *Semiotica* 9, pp. 97-116.
- Fillmore, C. & Langendoen, T. (1971) *Studies in Linguistic Semantics*. Holt, Rinehart & Winston.
- Firth, F.R. (1957) *Papers in Linguistics 1934-1951*. London: Oxford University Press.

- Fortescue, M. (1980) *A Discourse Production Model for Twenty Questions*. Amsterdam/John Benjamins
- Fotion, N. (1971) Master Speech Acts. *Philosophical Quarterly*, 21, pp. 232-43.
- Fotion, N. (1981) I'll bet you \$10 that betting is not a speech act. In Parret, Sbisà & Verschueren (1981: 211-23)
- Franck, D. (1979) Speech Act and Conversational Move. *Journal of Pragmatics* 3, pp. 461-66.
- Francis, J. & Hunston, S. (1986) Analysing Everyday Conversation. In Coulthard (1986b)
- Franck, D. (1981) Seven Sins of Pragmatics: Theses about speech act theory, conversational analysis, linguistics and rhetoric. In Parret, Sbisà & Verschueren (1981: 225-36)
- Fraser, B. (1973) On Accounting for Illocutionary Forces. In Anderson & Kiparsky (eds) *A Festschrift for Morris Halle*, New York: Holt, Rinehart & Winston. pp. 287-307.
- Fraser, B. (1974) An analysis of vernacular performative verbs In R. Shuy & C. J. Bailey (eds) *Towards tomorrow's linguistics*, Georgetown University Press, pp. 139-58.
- Fraser, B. (1975a) Warning and Threatening. *Centrum* 3:2, Fall 1975, pp. 169-80.
- Fraser, B. (1975b) Hedged Performatives. In Cole & Morgan (1975: 187-210).
- Fraser, B. (1980) Conversational Mitigation. *Journal of Pragmatics*, 4, pp. 341-50.
- French, P. & MacLure, M. (1981) *Adult-Child Discourse*. London: Croom Helm.
- Fries, C.C. (1952) *The Structure of English*, New York: Harcourt Brace.
- Garfinkel, H. (1967) *Studies in Ethnomethodology*. Englewood Cliffs, New Jersey: Prentice Hall.
- Garfinkel, H. (1972) Remarks on Ethnomethodology. In Gumperz & Hymes (1972:301-24)
- Garner, R. (1971) "Presupposition" in Philosophy and Linguistics. In Fillmore and Langendoen (1971: 23-44).
- Garvey, C. (1975) Requests and responses in children's speech. *Journal of Child Language*, 2, pp. 41-63.

- Gazdar, G. (1979) *Pragmatics: Implicature, Presupposition and Logical Form*. New York: Academic Press.
- Gazdar, G. (1981) Speech act assignment. In Joshi, Webber & Sag (1981: 64-83)
- Geach, P. (1971) Assertion. In Rosenberg & Travis (1971: 250-61).
- Ginet, C. (1979) Performativity. *Linguistics and Philosophy*, Vol. 3, No. 2, pp. 245-66.
- Goffman, E. (1971) *Relations in Public*, New York: Harper & Row.
- Goffman, E. (1974) *Frame Analysis*. New York: Harper & Row.
- Goffman, E. (1976) Replies and Responses. *Language in Society*, Vol. 5 pp. 257-313.
- Goffman, E. (1981) *Forms of Talk*. Oxford: Basil Blackwell.
- Goodwin, C. (1981) *Conversational Organization: Interaction between Speakers and Hearers*. New York: Academic Press.
- Goody, E. (ed) (1978) *Questions and politeness: strategies in social interaction*. New York: Cambridge University Press.
- Gordon, D. & Lakoff, G. (1975) Conversational Postulates. In Cole & Morgan (1975: 83-106)
- Green, G.M. (1975) How to get people to do things with words. In Cole & Morgan (1975: 107-42)
- Greenbaum, S., Leech, G. & Svartvik, J. (1980) *Studies in English Linguistics*. New York: Longman.
- Grice, H.P. (1957) Meaning. *Philosophical Review*, 66, pp. 377-88.
- Grice, H.P. (1975) Logic and Conversation. In Cole & Morgan (1975: 41-58)
- Gumperz, J.J. (1982) *Discourse Strategies*. Cambridge: Cambridge University Press.
- Gumperz, J.J. & Hymes, D. (1972) *Directions in Sociolinguistics*, New York: Holt, Rinehart & Winston.
- Halliday, M.A.K. (1961) Categories of the theory of Grammar. *Word*, 17.3, pp. 241-92. Reprinted in Kress, G. (ed) (1976) *Halliday: System and function in language*, Oxford University Press, pp.52-76.
- Halliday, M.A.K. (1963) Class in relation to the axis of chain and choice in language. *Linguistics*, 2, pp. 5-15.

- Halliday, M.A.K. (1966) Some notes in "deep" grammar. *Journal of Linguistics*, 2.1, pp. 57-67.
- Halliday, M.A.K. (1973) *Explorations in the Functions of Language*. London: Edward Arnold.
- Halliday, M.A.K. (1975) *Learning How to Mean*. London: Edward Arnold.
- Halliday, M.A.K. (1978) *Language as social semiotic*. London: Edward Arnold.
- Halliday, M.A.K. & Hasan, R. (1975) *Cohesion in English*. London: Longman.
- Halliday, M.A.K. & Martin, J.R. (1981) *Readings in Systemic Linguistics*. London: Batsford Academic & Educational Ltd.
- Hancher, M. (1979) The classification of co-operative illocutionary acts. *Language in Society*, 8, pp. 1-14.
- Hare, M. (1970) Meaning and Speech Acts. *Philosophical Review*, 79, pp. 3-24.
- Harman, G. & Davidson, D. (eds) (1972) *Semantics of Natural Language*. Boston: Reidel.
- Harris, R. (1978) The descriptive interpretation of performative utterances. *Journal of Linguistics*, 14, pp. 309-10.
- Harris, S. (1980) *Language Interaction in Magistrate's Courts*. Unpublished Ph.D. thesis, University of Nottingham.
- Harris, Z. (1952) Discourse Analysis. *Language*, 28, pp. 1-30.
- Heritage, J.C. & Watson, D.C. (1979) Formulations as Conversational Objects. In Psathas (1979: 123-62)
- Heritage, J.C. & Watson, D.C. (1980) Aspects of the properties of formulations in natural conversations: Some instances analyzed. *Semiotica*, Vol. 30, pp. 245-62.
- Herringer, J. (1972) Some grammatical correlates of felicity conditions and presuppositions. *Working Papers in Linguistics No. 11*, Columbus: The Ohio State University, Department of English, pp. 1-110.
- Hewings, M. (1986) Intonation and Feedback in the EFL Classroom. In Coulthard (1986a).
- Hintikka, K.J. (1974) Questions about questions. In Munitz & Unger (1974: 103-58)
- Hjelmslev, L. (1947) *Prolegomena to a theory of language*. (translated by F.J. Whitfield). Madison: Wisconsin University Press.

- Holdcroft, D. (1978) *Words and Deeds: Problems in the Theory of Speech Acts*. Oxford: Clarendon Press.
- Holdcroft, D. (1979) Assertive Acts, Context and Evidence. *Journal of Pragmatics*, 3, pp. 473-88.
- Holdcroft, D. (1979a) Speech Acts and Conversation - I. *The Philosophical Quarterly*, Vol. 29, pp. 125-41.
- Huddleston, R.D. (1970) Two approaches to the analysis of tags. *Journal of Linguistics*, 6, pp. 215-22.
- Huddleston, R.D. (1984) *Introduction to the Grammar of English*. Cambridge: Cambridge University Press.
- Hudson, R.A. (1975) The meaning of questions. *Language*, 51, pp. 1-31.
- Hundsnurscher, F. (1981) On Insisting. In Parret, Sbisà & Verschueren (1981: 341-57).
- Hyland, K. (1984) *An Investigation of Presuppositions in Casual Conversation*. Unpublished M.A. thesis, University of Birmingham.
- Hymes, D. (1972) Models of interaction of language and social setting. In Gumperz & Hymes (1972: 35-71).
- Jefferson, G. (1972) Side Sequences. In Sudnow (1972: 294-338).
- Jefferson, G. (1978) Sequential Aspects of Storytelling in Conversation. In Schenkein (1978: 219-48).
- Jefferson, G. & Schenkein, J. (1978) Some Sequential Negotiations in Conversation: unexpanded and expanded versions of projected action sequences. In Schenkein (1978: 155-72).
- Jefferson, G. (1980) On "Trouble-Premonitory" Response to Inquiry. *Sociological Inquiry*, Vol. 50, No. 3-4, pp. 153-85.
- Jespersen, O. (1933) *Essentials of English Grammar*, London: Allen and Unwin.
- Johnson-Laird, P.N. & Garnham, A. (1980) Descriptions and discourse models. *Linguistics and Philosophy*, Vol. 3, No. 3, pp. 371-94.
- Joshi, A., Webber, B. & Sag, I. (eds) *Elements of Discourse Understanding*. New York: Cambridge University Press.
- Kaplan, S.J. (1981) Appropriate responses to inappropriate questions. In Joshi, Webber & Sag (1981: 127-45)
- Karttunen, L. (1974) Presupposition and linguistic context. *Theoretical Linguistics*, 1, pp. 3-44.
- Katz, J.J. (1972) *Semantic Theory*. New York: Harper & Row.

- Katz, J.J. (1977) *Propositional Structure and Illocutionary Force*. New York: Crowell.
- Katz, J.J. & Langendoen, T. (1976) Pragmatics and Presupposition. *Language*, 52, pp. 1-17.
- Katz, J.J. & Postal, P.M. (1964) *An Integrated Theory of Linguistic Description*. Cambridge, Mass: MIT Press.
- Keenan, E.L. (1971) Two Kinds of Presupposition in Natural Language. In Fillmore & Langendoen (1971: 45-54)
- Keenan, E.O. (1974) Conversational Competence in Children. *Journal of Child Language*, I, No.2, pp. 163-83.
- Keenan, E.O. & Schieffelin, B. (1976) Topic as a discourse notion: a study of topic in the conversation of children and adult. In C. Li (ed) *Subject and Topic*. New York: Academic Press (1976: 335-84)
- Kempson, R. (1975) *Presupposition and the Delimitation of Semantics*. Cambridge University Press.
- Kempson, R. (1977) *Semantic Theory*. Cambridge: Cambridge University Press.
- Kiefer, F. (1980) Yes-No Questions as Wh-Questions. In Searle et al (1980: 97-120).
- Kreckel, M. (1981a) *Communicative acts and shared knowledge in natural discourse*. New York: Academic Press.
- Kreckel, M. (1981b) Where do constitutive rules for speech acts come from? *Language and Communication*, Vol. 1, pp. 73-88.
- Kreckel, M. (1982) Communicative Acts and shared knowledge: A conceptual framework and its empirical application. *Semiotica*, Vol. 40, pp. 45-88.
- Labov, W. (1971) The notion of system in creole languages. In D. Hymes (ed) *Pidginization and Creolization of Languages*. London: Cambridge University Press, pp. 447-72.
- Labov, W. & Fanshel, D. (1977) *Therapeutic Discourse*. New York: Academic Press.
- Lakoff, R. (1972) Language in context. *Language*, 48, pp. 907-27.
- Lakoff, R. (1973a) The logic of politeness; or Minding your P's and Q's. In *Proceedings of the Ninth Regional Meeting, Chicago Linguistic Society*, April 13-15, pp. 292-305.
- Lakoff, R. (1973b) Questionable Answers and Answerable Questions. In B.B. Kachru et al (eds) *Issues in Linguistics: Papers in Honour of*

- Henry and Renee Kahane. Urbana: University of Illinois Press.
pp. 453-67.
- Lakoff, R. (1974) What you can do with words: politeness, pragmatics and performatives. In *Berkeley Studies in Syntax and Semantics*, Vol. 1: XVI, pp. 1-55. Institute of Human Learning, University of California, Berkeley.
- Lane, C. (1978) *Analyzing English Conversation: on moves and sequencing rules*. Unpublished M.A. thesis, University of Auckland.
- Leech, G. (1980) *Explorations in Semantics and Pragmatics*. Pragmatics and Beyond Series, Amsterdam: John Benjamins.
- Leech, G. (1981) Pragmatics and Conversational Rhetoric. In Parret, Sbisà & Verschueren (1981:413-42).
- Leech, G. (1983) *Principles of Pragmatics*, London: Longman.
- Levinson, S. (1979) Activity Types and Language. *Linguistics*, 17, pp. 365-99.
- Levinson, S. (1980) Speech Act Theory: the State of the Art. In *Language Teaching and Linguistics: Abstracts*, Vol. 13, No. 1.
- Levinson, S. (1981a) The Essential Inadequacies of Speech Act Models of Dialogue. In Parret, Sbisà & Verschueren (1981:473-92).
- Levinson, S. (1981b) Some pre-observations on the modelling of dialogue. *Discourse Processes*, 42, pp. 93-110.
- Levinson, S. (1983) *Pragmatics*. Cambridge: Cambridge University Press.
- Longacre, R.E. (1972) *An Anatomy of Speech Notions*. Lisse: Peter de Ridder Press.
- Lyons, J. (1977) *Semantics I & II*. Cambridge: Cambridge University Press.
- Lyons, J. (1981) *Language and Linguistics*. Cambridge: Cambridge University Press.
- Markkanen, R. (1985) Directives in English and Finnish. In K. Sajavaara & J. Lehtonen (eds) *Cross-Language Studies in Pragmatics*, Jyväskylä Cross-Language Studies, No. 11.
- Martinich, A.P. (1980) Conversational Maxims and Some Philosophical Problems. *The Philosophical Quarterly*, Vol. 30, pp. 215-29.
- Merritt, M. (1976) On questions following questions in service encounters. *Language in Society*, 5, pp. 315-57.
- Munitz, M.K. & Unger, P.K. (eds) (1974) *Semantics and Philosophy*. New York: New York University Press.

- McCawley, J. D. (1977) Remarks on the Lexicography of Performative Verbs. In Rogers, Wall & Murphy (1977: 13-26)
- Norrick, N. (1978) Expressive Illocutionary Acts. *Journal of Pragmatics*, 2, pp. 277-91.
- Oh, C.K. & Dineen, D.A. (eds) (1979) *Syntax & Semantics 11: Presupposition*. New York: Academic Press.
- Ohmann, R. (1972) Instrumental style: Notes on the theory of speech as actions. In B.B. Kachru & H.F.W. Stahlke (eds) *Current Trends in Stylistics*. Edmonton, Alberta: Linguistic Research.
- Owen, M. (1983) *Apologies and Remedial Interchanges*. The Hague: Mouton.
- Palmer, F. R. (1965) *A Linguistic Study of the English Verb*. London: Longman.
- Parret, H., Sbisà, M. & Verschueren, J. (eds) (1981) *Possibilities and Limitations of Pragmatics: Proceedings of the Conference on Pragmatics at Urbino, July 8-14, 1979*. Amsterdam: Benjamins.
- Pomerantz, A. (1978) Compliment responses: notes on the co-operation of multiple constraints. In Schenkein (ed) (1978: 79-112)
- Pomerantz, A. (1984) Agreeing and disagreeing with assessments: Some features of preferred/dispreferred turn shapes. In Atkinson & Heritage (1984: 57-101)
- Pope, E. (1975) *Questions and Answers in English*. Indiana University Linguistic Club, Bloomington.
- Prior, A.N. & Prior, M. (1955) Erotetic Logic. *The Philosophical Review*, 64, pp. 43-59.
- Psathas, G. (ed) (1979) *Everyday Language: Studies in Ethnomethodology*. New York: Irvington.
- Quirk, R., Greenbaum, S., Leech, G. & Svartvik, J. (1972) *A Grammar of Contemporary English*. London: Longman.
- Quirk, R., Greenbaum, S., Leech, G. & Svartvik, J. (1985) *A Comprehensive Grammar of the English Language*. London: Longman.
- Robinson, W.P. & Rackstraw, S. J. (1972) *A question of answers Vol. 1 & 2*. London & Boston: Routledge & Kegan Paul.
- Rogers, A., Wall, B. & Murphy, J. (eds) (1977) *Proceedings of the Texas Conference on Performatives, Presuppositions and Implicatures*. Washington: Centre for Applied Linguistics.
- Rommetveit, R. (1974) *On Message Structure - a framework for the study of language and communication*. London: Wiley-Interscience.

- Rosenberg, J. & Travis, C. (eds) (1971) *Readings in the Philosophy of Language*. New Jersey: Prentice Hall.
- Ross, J.R. (1970) On declarative sentences. In R. Jacobs & P. Rosenbaum (eds) *Readings in English Transformational Grammar*. Waltham: Ginn (1970: 222-72)
- Ross, J.R. (1975) Where to do things with words. In Cole & Morgan (1975: 233-256)
- Roy, A.M. (1981) Identifying and counting utterances. *Semiotica*, 37, pp. 15-25.
- Sacks, H. (1978) Some Technical Considerations of a Dirty Joke. In Schenkein (1978: 249-70).
- Sacks, H., Schegloff, E. & Jefferson, G. (1974) A simplest systematics for the organization of turn-taking for conversation. *Language*, 50/4, pp. 696-753.
- Sadock, J.M. (1970) Whimperatives. In J. Sadock & A. Vanek (eds) *Studies presented to Robert B. Lees*. Edmonton, Alberta & Champaign, Illinois: Linguistic Research, pp. 223-38.
- Sadock, J.M. (1974) *Towards a Linguistic Theory of Speech Acts*. New York: Academic Press.
- Sadock, J.M. (1978) On Testing for Conversational Implicature. In P. Cole (1978: 281-98).
- Sanches, M. & Blount, B. (eds) (1975) *Sociocultural Dimensions of Language Use*. New York: Academic Press.
- Schegloff, E. (1972a) Sequencing in Conversational Openings. In Gumperz & Hymes (1972: 346-80).
- Schegloff, E. (1972b) Notes on a conversational practice: formulating place. In Sudnow (1972: 75-119).
- Schegloff, E. (1978) On some questions and ambiguities in conversation. In W. Dressler (1978: 81-102).
- Schegloff, E. (1979) Identification and recognition in telephone conversation openings. In Psathas (1979: 23-78)
- Schegloff, E. (1980) Preliminaries to preliminaries: "Can I ask you a question". *Sociological Inquiry*, 50, pp. 104-52.
- Schegloff, E. (1982) Discourse as an Interaction Achievement: some uses of 'uh huh' and other things that come between sentences. In D. Tannen (1982: 71-93)
- Schegloff, E. & Sacks, H. (1973) Opening up closings. *Semiotica*, 7.4, pp. 289-327.

- Schenkein, J. (1978) *Studies in the Organization of Conversational Interaction*. New York: Academic Press.
- Schiffer, S. (1972) *Meaning*. Oxford: Clarendon Press.
- Schneewind, J. (1966) A note on promising. *Philosophical Studies*, 17.3, pp. 33-5.
- Schreiber, P.A. (1972) Style disjuncts and the performative analysis. *Linguistic Inquiry*, 3, pp. 321-47.
- Searle, J. (1965) What is a speech act? In M. Black (ed) *Philosophy in America*, Allen & Unwin: Cornwell University Press. pp. 221-39.
- Searle, J. (1968) Austin on Locutionary and Illocutionary Acts. *The Philosophical Review* LXXVII, pp. 405-24.
- Searle, J. (1969) *Speech Acts*. Cambridge: Cambridge University Press.
- Searle, J. (ed) (1971) *Philosophy of Language*. Oxford: Oxford University Press.
- Searle, J. (1979) *Expression and Meaning*. Cambridge: Cambridge University Press.
- Searle, J. (1980) The Background of Meaning. In J. Searle, F. Kiefer & M. Bierwisch (1980: 221-32)
- Searle, J., Kiefer, F. & Bierwisch, M. (eds) (1980) *Speech Act Theory and Pragmatics*. Holland: Reidel.
- Searle, J. & Vanderveken, D. (1985) *Foundations of Illocutionary Logic*. Cambridge: Cambridge University Press.
- Sellars, W. (1954) Presupposing. *The Philosophical Review*, 63, 197-215.
- Sinclair, J.M. (1980) Discourse in relation to language structure and semiotics. In Greenbaum, Leech & Svartvik (1980: 110-124)
- Sinclair, J.M. (1981) Planes of Discourse in Literature. University of Birmingham, mimeo.
- Sinclair, J.M. (1984) Naturalness in Language. In *Ilha Do Desterro - a bilingual journal of language and literature*, No.11, 1984, pp. 45-55.
- Sinclair, J.M. (1985) On the Integration of Linguistic Description. In van Dijk (1985: 13-28).
- Sinclair, J.M. & Coulthard, M. (1975) *Towards a Discourse Analysis*. London: Oxford University Press.
- Sinclair, J.M. & Brazil, D. (1982) *Teacher Talk*. London: Oxford

University Press.

- Smith, N.V. (ed) (1982) *Mutual Knowledge*. London: Academic Press.
- Smith, N.V. & Wilson, D. (1979) *Modern Linguistics: The Results of Chomsky's Revolution*. Harmondsworth: Penguin.
- Sornig, K. (1977) Disagreement and contradiction as communicative acts. *Journal of Pragmatics*, 1, pp. 347-74.
- Sperber, D. & Wilson, D. (1982) Mutual Knowledge and Relevance in Theories of Comprehension. In N.V. Smith (1982: 61-131).
- Spielman, R.W. (1980) Performative utterances as indexical expressions - comment on Harris. *Journal of Linguistics*, 16, pp. 89-94.
- Stalnaker, R.C. (1974) Pragmatic Presuppositions. In Munitz & Unger (1974: 197-214)
- Stalnaker, R.C. (1978) Assertion. In Cole (1978: 315-32).
- Stampe, D. (1975) Meaning and Truth in the Theory of Speech Act. In Cole & Morgan (1975: 1-39).
- Steinberg, D. & Jakobovits, L. (eds) (1971) *Semantics*. Cambridge: Cambridge University Press.
- Stenström, A. (1984) *Questions and Answers in English Conversation*. Lund Studies in English, Liber Förlag Malmö.
- Stiles, W.B. (1981) Classification of Intersubjective Illocutionary Acts. *Language in Society*, 10.2, pp. 227-50.
- Strawson, P.F. (1954) A Reply to Mr. Sellars. *The Philosophical Review*, Vol. 63, pp. 216-31.
- Strawson, P.F. (1964) Intention and Convention in Speech Acts. *The Philosophical Review*, Vol. 73, pp. 439-60.
- Stubbs, M. (1981) Motivating Analysis of Exchange Structure. In Coulthard & Montgomery (1981: 107-19).
- Stubbs, M. (1983a) *Discourse Analysis - The Sociolinguistic Analysis of Natural Language*. Oxford: Basil Blackwell.
- Stubbs, M. (1983b) Can I have that in writing, please? Some neglected topics in speech act theory. *Journal of Pragmatics*, 7, pp. 479-94.
- Sudnow, D. (1972) *Studies in Social Interaction*. New York: Free Press.
- Svartvik, J. (1980) Well in Conversation. In Greenbaum, Leech & Svartvik (1980: 167-77).
- Tannen, D. (ed) (1982) *Analyzing Discourse: Text and Talk*. Georgetown

University Round Table on Languages and Linguistics, 1982.
Washington D.C.: Georgetown University Press.

- Thorne, J.P. (1966) English imperative sentences. *Journal of Linguistics*, 2, pp. 69-78.
- Tsui, B.M.A. (1983) Analyzing Different Types of Interaction in ESL Classrooms. Paper presented at the Seventeenth Annual Convention of TESOL, Toronto, 1983. Also to appear in *International Review of Applied Linguistics*.
- Tsui, B.M.A. (1985a) Aspects of the Classification of Illocutionary Acts and the Notion of a Perlocutionary Act. *L.A.U.T.* January 1985, Series A, Paper no. 165. Also to appear in *Semiotica*.
- Tsui, B.M.A. (1985b) Analyzing Input and Interaction in Second Language Classrooms. *RELC Journal*, Vol. 16, No.1, June 1985.
- Turner, R. (ed) (1974) *Ethnomethodology*. Harmondsworth: Penguin.
- Van der Auwera, J. (1980a) *Indirect Speech Act Revisited*. Indiana University Linguistic Club.
- Van der Auwera, J. (1980) On the meaning of basic speech acts. *Journal of Pragmatics*, 4, pp. 253-64.
- Van Dijk, T.A. (1976) *Pragmatics of Language and Literature*. Amsterdam: North Holland.
- Van Dijk, T.A. (1977) *Text and Context. Explorations in the Semantics and Pragmatics of Discourse*. New York: Longman.
- Van Dijk, T.A. (1979) Pragmatic Connectives. *Journal of Pragmatics*, 3, pp. 447-56.
- Van Dijk, T.A. (1980) *Macrostructures*. Hillsdale, N.J.: Erlbaum.
- Van Dijk, T.A. (1981) *Studies in the Pragmatics of Discourse*. The Hague: Mouton.
- Van Dijk, T.A. (ed) (1985) *Handbook of Discourse Analysis, Volume 2: Dimensions of Discourse*. London: Academic Press.
- Vanderveken, D. (1980) Illocutionary Logic and Self-Defeating Speech Acts. In Searle et al (1980: 247-72).
- Vendler, Z. (1967) *Linguistics in Philosophy*. Ithica, New York: Cornell University Press.
- Vendler, Z. (1970) Say What You Think. In J.L. Cowan (ed) *Studies in Thought and Language*. Tucson: University of Arizona Press. pp. 79-98.
- Vendler, Z. (1972) *Res Cogitans*. Cornell University Press.

- Vendler, Z. (1976) Illocutionary Suicide. In A.F. Mackay & D.D. Merrill (eds) *Issues in the Philosophy of Language, Proceedings of the 1972 Oberlin Colloquium in Philosophy*. pp. 135-45.
- Verschueren, J. (1978) Reflections on presupposition failure: a contribution to an integrated theory of pragmatics. *Journal of Pragmatics*, 2, pp. 107-51.
- Verschueren, J. (1979) The Analysis of Speech Act Verbs: Theoretical Preliminaries. *Journal of Pragmatics*, 3, pp. 457-60.
- Verschueren, J. (1980) *On Speech Act Verbs*. Amsterdam: John Benjamins.
- Verschueren, J. (1983) Review of Ballmer & Brennestuhl *Speech Act Classification*. *Language*, 59.1, pp. 166-75.
- Verschueren, J. (1983) On Boguslawski on promise. *Journal of Pragmatics*, 7, pp. 629-32.
- Walker, R. (1975) Conversational Implicature. In S. Blackburn (1975: 133-81)
- Warnock, G.F. (1971) Hare on Meaning and Speech Acts. *The Philosophical Review*, Vol. 80, pp. 80-5.
- Wells, G., Montgomery, M. & MacLure, M. (1979) Adult-Child Discourse: Outline of a Model of Analysis. *Journal of Pragmatics*, pp. 337-80.
- Wells, G. & Montgomery, M. (1981) Adult-child Interaction at Home and at School. In P. French & M. MacLure (1981: 210-243).
- Werth, P. (ed) (1981) *Conversation and Discourse*. London: Croom Helm.
- Widdowson, H. (1979) *Explorations in Applied Linguistics*. London: Oxford University Press.
- Willis, D. (1983) *The Implications of Discourse Analysis for the Teaching of Oral Communication*. Unpublished Ph.D. thesis, University of Birmingham.
- Willis, J. (1981) Spoken Discourse in the E.L.T. Classroom: a system of analysis and description. Unpublished M.A. thesis, University of Birmingham.
- Wilson, D. (1976) *Presuppositions and Non-truth-conditional Semantics*. New York: Academic Press.
- Wilson, D. & Sperber, D. (1981) On Grice's theory of conversation. In P. Werth (1981: 155-78).
- Wunderlich, D. (1977) Assertions, conditional speech acts and practical inferences. *Journal of Pragmatics*, 1, pp. 13-46.

Wunderlich, D. (1980) Methodological Remarks on Speech Act Theory. In Searle et al (1980: 291-312).

Zwicky, A. (1971a) On reported speech. In Fillmore & Langendoen (1971: 73-8).

Zwicky, A. (1971b) In a Manner of Speaking. *Linguistic Inquiry*, 2.2, pp. 223-32.